

# **AMERICAN SPEECH SOUNDS AND RHYTHM**

**Advanced**

by  
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FOLKWAY RECORDS**  
New York, New York



# SPEECHPHONE STUDY GUIDE



# Speechphone

## RECORD DIVISION

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### 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.

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\* 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.

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\* 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**

**ADVANCED**

Third Edition

by  
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TO

MAX SHEROVER

LATE PRESIDENT of LINGUAPHONE INSTITUTE



## FOREWORD

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

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

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

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

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## PREFACE

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

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

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

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

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

H.P.B.

**SOURCES of PRONUNCIATION:** Consensus of pronunciations given first by:

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

\* See page VII - RHYTHM

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



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

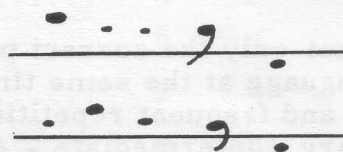


## INTONATION

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 goíng?

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

Where aré you goíng?

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

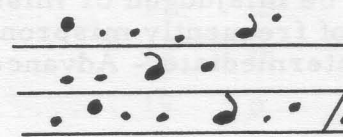
1. A complete thought ends with a down-glide. A question beginning with an interrogative word ends with a down-glide.



She is a goód girl.

Whát 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.



Speáking of an accént

Are you seírious?

Are you an Améričan? 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

*anar'my* action

*acalm* answer

*anart'student*

*atall* candle

*anar'dent* actor

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

has *thă* ticket

th<sup>l</sup>*army* officer

close *thă* door

th<sup>l</sup>*archery* tournament

*thă* market place

thank th<sup>l</sup>*author*

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

th<sup>l</sup>*offense* wăz trifling

head 'nd *arm*

she wăz *thă* winner

health 'n *wealth*

th<sup>l</sup>*effect* wăz different

coffee 'n *wafers*

came fă *thă* book

at *thă* party

fă carrying power

at *thă* gate

searching fă *knowledge*

at *eight* o'clock

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

ă is represented by *a*; th<sup>l</sup> by *thă*; wăz by *wă z*; fă by *fă*.



## Vowel ē (i:)

The long *e* sound, as in *eve*, *machine*, *degree*,<sup>1</sup> 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.

ego - eager  
evil - edict  
egress - egret

crease - decrease  
lease - release  
cease - decease

ski - spree  
quay - degree  
free - agree

In the following phrases, watch the pronunciation of the article *the* before consonants; before vowels.

reach the peak 'ri:tʃ ðə 'pi:k    clean the machine 'kli:n ðə mə'ʃi:n  
please the people 'pli:z ðə 'pi:pl    seal the edict 'si:l ðɪ 'i:dɪkt  
yield the easel 'ji:ld ðɪ 'i:zl    plead for freedom 'pli:d fə 'fri:dəm

eke  
eaves  
ego  
economic  
egret  
egotism  
egress  
equinox

machine  
feat  
deceive  
relieve  
phoenix  
feasible  
suite  
release

quay  
spree  
lee  
guarantee  
decree  
trustee  
plea  
debris

1. Either the teacher or the student should have received the edict.
2. Did the Portuguese make a plea for free speech?
3. They paid the fee and agreed not to go on any more sprees.
4. Did the people in key positions plead for economic freedom?
5. Caesar helped Cleopatra to regain the throne of Egypt.

1. 'i:ðə ðə 'ti:tʃər ə ðə 'stju:dənt 'ʃʊd həv rɪ'si:vɪd ðɪ 'i:dɪkt.
2. dɪd ðə 'pɔ:tʃə,gi:z 'meɪk ə 'pli: fə 'fri: 'spi:tʃ?
3. ðeɪ 'peɪd ðə 'fi: ənd ə'grɪ:d 'nɒt tə 'gəʊ ɒn enɪ 'mɔ: 'spri:z.
4. dɪd ðə 'pi:pl ɪn 'ki: pə'ziʒənz 'pli:d fə,ɪkə'nɒmɪk 'fri:dəm?
5. 'si:zə 'helpt ,kliə'peɪtrə tə rɪ'geɪn ðə 'θrəʊn əv 'i:dʒɪpt.

<sup>1</sup> 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 I

## Vowel ǐ (i)

## LESSON 2

The short *i* sound, as in *it*, *kill*, *happy*<sup>1</sup>, is produced by raising the edges of the tongue, except the tip, almost to the hard palate, as for 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 tongue, cheek, and jaw muscles.

eel - ill  
ease - is  
each - itch

deem - dim  
heat - hit  
leap - lip

frisky - risky  
witty - ditty  
gypsy - flimsy

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

the witty gypsy ðə 'wɪtɪ 'dʒɪpsɪ the Indian village ðɪ 'ɪndiən 'vɪlɪdʒ  
the hilly city ðə 'hɪlɪ 'sɪtɪ the immense ship ðɪ 'ɪmens 'ʃɪp  
the chilly wind ðə 'tʃɪlɪ 'wɪnd the interesting jig ðɪ 'ɪntərɪstɪŋ 'dʒɪg

idiot  
ignorant  
illiterate  
imagine  
immaculate  
immense  
incomplete  
isthmus

plumage  
sieve  
pretty  
been  
build  
myth  
forfeit  
busy

crispy  
sickly  
hickory  
cosy  
trickery  
flimsy  
livery  
lusty

1. Sit in the kitchen while I kindle a fire with this timber.
2. Did he quibble about doing that simple task?
3. The Pilgrims invited the Indians to a Thanksgiving dinner.
4. Were the women knitting a quilt for the minister's wife?
5. She insisted on shifting her sister to another institution.

1. 'sɪt ɪn ðə 'kɪtʃən maɪl aɪ 'kɪndl ə 'faɪə wɪð ðɪs 'tɪmbə.
2. dɪd ɪ 'kwɪbl ə'baʊt 'duɪŋ ðæt 'sɪmpl 'tæsk?
3. ðə 'pɪlgrɪmz ɪn'vaɪtɪd ðɪ 'ɪndiənz tu ə ,θæŋks'gɪvɪŋ 'dɪnə.
4. wə ðə 'wɪmɪn 'nɪtɪŋ ə 'kwɪlt fə ðə 'mɪnɪstəz 'waɪf?
5. ʃɪ ɪn'sɪstɪd ɒn, 'ʃɪftɪŋ ə 'sɪstə tu ə'nʌðər ɪnstə'tju:ʃən.

<sup>1</sup> 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 I

## Vowel ě (e)

## LESSON 3

The short *e* sound, as in *end* and *bed*,<sup>1</sup> 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 a little, and the tension decreases slightly.

weal - will - well  
seat - sit - set  
lead - lid - led

keen - kin - ken  
neat - knit - net  
seal - sill - sell

In the following phrases, distinguish carefully between the various vowel sounds, and watch the weak forms for smoothness and rhythm.

ham and eggs 'hæm ɒd 'egz  
green and red 'grɪ:n ɪ 'red  
seal and send 'si:l ɪ 'send

meet the editor 'mi:t ðɪ 'editə  
greet the envoy 'gri:t ðɪ 'envɔɪ  
feed the heifer 'fi:d ðə 'heɪfə

ebb  
ebony  
eddy  
edifice  
ecstasy  
elevate  
edit  
aesthetic

says  
quest  
feather  
bury  
leopard  
many  
friend  
said

1. They were impressed by the length of the huge edifice.
2. What did the emblem on the edge of the flag represent?
2. The editor was intensely interested in elevating his editorials.
4. Did the detective carry on an intensive search for the missing guest?
5. The envoy entered his protest against equal representation.

1. ðeɪ wə ɪm'prest baɪ ðə 'lenkθ əv ðə 'hju:dʒ 'edəfɪs.
2. 'wɒt dɪd ðɪ 'embləm ɒn ðɪ 'edʒ əv ðə 'flæg ,reprɪ'zent?
3. ðɪ 'editə wəz ɪn'tenslɪ 'ɪntərɪstɪd ɪn 'elə'veɪtɪŋ ɪz ,edə'tɔ:riəlz.
4. dɪd ðə dɪ'tektɪv 'kæɪ ɒn ən ɪn'tensɪv 'sɜ:tʃ fə ðə 'mɪsɪŋ 'gest?
5. ðɪ 'envɔɪ 'entəd ɪz 'prəʊtest ə'genst 'i.kwəl ,reprɪzen'teɪʃən.

<sup>1</sup> 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 I

Diphthong  $\bar{a}$  (ei)

## LESSON 4

The long  $\bar{a}$  sound, as in *ate, cake, repay*<sup>1</sup>, is a diphthong produced by raising the front tongue, and bringing the sides in contact with the upper teeth, as in the  $\bar{e}$  sound, and then moving upward toward the position of the  $\bar{i}$  sound. The shift in position from  $\bar{e}$  to  $\bar{i}$  must be rapid in order to avoid a triphthong effect.

age - aged  
aim - aimless  
acre - ague

bait - fate  
mate - rate  
pate - late

array - delay  
obey - convey  
roadway - highway

Repeat the following phrases smoothly.

the eighth state  $\delta i$  'eɪtθ 'steɪt  
a trade paper  $\partial$  'treɪd 'peɪpə  
the late train  $\delta \partial$  'leɪt 'treɪn

trace the case 'treɪs  $\delta \partial$  'keɪs  
place on sale 'pleɪs ɒn 'seɪl  
state the place 'steɪt  $\delta \partial$  'pleɪs

acre  
aged  
ague  
ancient  
aimless  
apex  
alias  
atheist

braid  
haste  
gauge  
nation  
gaol  
reign  
great  
veil

weigh  
croquet  
dismay  
inveigh  
disarray  
convey  
disobey  
crochet

1. "Haste makes waste", is a saying which usually holds true.
2. Why didn't he convey the message straight to the lady concerned?
3. The thieves left everything in disarray when they made their getaway.
4. Did he wait for the late trade paper every day?
5. The lawyer did not have the patience to trace the case thoroughly.

1. "heɪst 'meɪks 'weɪst", ɪz ə 'seɪɪŋ mɪtʃ 'ju:ʒuəli 'houldz 'tru:.
2. 'maɪ dɪdnt ɪ kən'veɪ  $\delta \partial$  'mesɪdʒ 'streɪt tə  $\delta \partial$  'leɪdɪ kən'sɜ:nd?
3.  $\delta \partial$  'θɪ:vz 'left 'evrɪ,θɪŋ ɪn,dɪsə'reɪ mən ðeɪ 'meɪd  $\delta \partial$  'getə,weɪ.
4. dɪd ɪ 'weɪt fə  $\delta \partial$  'leɪt 'treɪd 'peɪpə 'evrɪ 'deɪ?
5.  $\delta \partial$  'ləjə dɪd 'nɒt 'hæv  $\delta \partial$  'peɪʃəns tə 'treɪs  $\delta \partial$  'keɪs 'θɜ:rəli.

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



## RECORD I

## LESSON 5

## Vowel ä (a:)

The ä sound, as in *arm*, *father*, *cigar*,<sup>1</sup> is a low, unrounded, relaxed back vowel. In producing this sound, the jaw is lowered without tension, and the tongue lies flat with the tip resting behind the lower front teeth.

ark - archaic	charm - guard	afar - hurrah
arm - armament	marvel - parley	cigar - isobar
art - artery	sarcasm - sergeant	crowbar - memoir

In the following phrases, watch the rhythm. Do not stress the articles *a* or *an*. Use the weak forms.

a garden party	ə 'ga:dŋ 'pa:tɪ	an ardent archer	ən 'a:dŋt 'a:tʃə
an armed guard	ən 'a:md 'ga:d	a marked arbor	ə 'ma:kt 'a:bə
a large park	ə 'la:dʒ 'pa:k	an arched arcade	ən 'a:tʃt a:'keɪd

ark	carve	afar
alms	hearth	au revoir
ardor	gnarled	hurrah
arbitration	sarcasm	isobar
arbutus	sergeant	repertoire
archeologist	marvel	crowbar
architecture	qualm	cigar
armistice	cardinal	memoir

1. The father and son were armed but were willing to arbitrate.
2. Did the army sergeant argue with the army officer?
3. She remarked that the repertoire must be enlarged.
4. Did the garnet sparkle in the large setting?
5. She marveled at the guard's skill with the crowbar.

1. ðə 'fa:ðər ən 'sʌn wər 'a:md bət wə 'wɪlɪŋ tu 'a:bə'treɪt.
2. dɪd ðɪ 'a:mɪ 'sa:dʒənt 'a:gju wɪð ðɪ 'a:mɪ 'ɒfɪsə?<sup>2</sup>
3. ʃɪ rɪ'ma:kt ðæt ðə 'repə'twa: məst bɪ ɪn'la:dʒd.
4. dɪd ðə 'ga:nɪt 'spa:kl ɪn ðə 'la:dʒ 'setɪŋ?
5. ʃɪ 'ma:vld ət ðə 'ga:dz 'skɪl wɪð ðə 'krou,bə.

<sup>1</sup> 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).

<sup>2</sup> See note 4 - page 53

## RECORD I

## Vowel ǣ (æ)

## LESSON 6

The ǣ sound, as in *at* and *man*<sup>1</sup>, is a low front vowel, 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.

act - actual  
arid - attic  
abduct - ambush

dash - rash  
lap - map  
tack - rack

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

a calm actress	ə 'kɑ:m 'æktɹɪs	an alms anecdote	ən 'ɑ:mz 'ænik, dɒt
a dark attic	ə 'dɑ:k 'ætɪk	an ardent actor	ən 'ɑ:dnt 'æktə
a large apple	ə 'lɑ:dʒ 'æpl	an army action	ən 'ɑ:mɪ 'ækʃən

angle  
actual  
ambush  
arid  
attic  
agony  
atom  
acid

examine  
plaid  
cavity  
meringue  
exact  
shadow  
guarantee  
wrangle

1. The mansion and the land belonged to the man from Akron.
2. Do you think your tan hat is on the rack in the attic?
3. The man ambushed the thief and then handed him over to the police.
4. Did he manage to catch the taxi on Amsterdam Avenue?
5. He packed the apples in barrels at the back of the garret.

1. ðə 'mænsən ən ðə 'lænd bɪ'lo:ŋd tə ðə 'mæn frəm 'ækrən.
2. du ju 'θɪŋk jʊə 'tæn 'hæt ɪz ɒn ðə 'ræk ɪn ðɪ 'ætɪk?
3. ðə 'mæn 'æmbʊʃt ðə 'θɪ:f ən ðen 'hændɪd ɪm 'oʊvə tə ðə pə'li:s.
4. dɪd ɪ 'mænɪdʒ tə 'kætʃ ðə 'tæksɪ ɒn 'æmstə,dæm 'ævə,nɪu?
5. hɪ 'pækt ðɪ 'æplz ɪn 'bærəlz ət ðə 'bæk əv ðə 'gærɪt.

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



The neutral vowel,<sup>1</sup> which is the first sound in *above* and the final sound in *soda*, is made with the lips and tongue in a relaxed position. This sound occurs only in unstressed syllables and in diphthongs.

adopt - adapt  
attest - arrest  
adore - ashore

tenant - pennant  
element - eminent  
beckon - reckon

marker - maker  
signer - miner  
spatter - sputter

Repeat the following phrases smoothly.

avoid accidents ə'vɔɪd 'æksədənts an adopted daughter ən ə'dɒptɪd 'dɔːtə  
an annoying leader ən ə'nɔɪɪŋ 'liːdə arouse the company ə'raʊz ðə 'kʌmpəni  
among the police ə'mʌŋ ðə pə'liːs a pleasant aroma ə 'plezənt ə'roumə

abandon  
apart  
allow  
amaze  
annoy  
aghast  
aside  
alert

lucious  
tortoise  
iron  
callous  
circus  
syringe  
station  
conscience

data  
quota  
stanza  
mediocre  
sulphur  
honor  
elixir  
martyr

1. The welcome aroma of supper cooking made the company hungry.
2. Did the pilot jump from the balloon in a parachute?
3. The second tenant was given the better apartment.
4. Did the adopted child adapt herself to her surroundings?
5. The amount was negligible and he closed the account.

1. ðə 'welkəm ə'roumə əv 'sʌpə 'kʊkɪŋ 'meɪd ðə 'kʌmpəni 'hʌŋɡrɪ.
2. dɪd ðə 'paɪlət 'dʒʌmp frəm ðə bə'luːn ɪn ə 'pærəʃuːt?
3. ðə 'sekənd 'tenənt wəz 'ɡɪvən ðə 'betər ə'pɑːtmənt.
4. dɪd ðɪ ə'dɒptɪd 'tʃaɪld ə'dæpt ə'self tu ɜ sə'raʊndɪŋz?
5. ðɪ ə'maʊnt wəz 'neglɪdʒəbl̩ and ɪ 'kloʊzd ðɪ ə'kaʊnt.

<sup>1</sup> 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(lucious), ir(elixir), o(second), oi(tortoise), or(professor), ou(callous), re(mediocre), ro(iron), u(circus), ur(sulphur), y(syringe), yr(martyr).

## RECORD I

## Vowel ũ (Λ)

## LESSON 8

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

unjust - unkind  
utter - utmost  
unfair - uncouth

mud - muddle  
rough - ruffle  
bud - budding

Repeat the following phrases smoothly.

among the ushers	ə'maŋ ði 'ʌʃəz	double the surplus	'dʌbl ðə 'sɜːpləs
a young hunter	ə 'jaŋ 'hantə	untie the bundle	ʌn'taɪ ðə 'bʌndl
rough and uncouth	'raʃ ʌnd ʌn'kuːθ	coming among us	'kʌmɪŋ ə'maŋ ʌs

undertake  
unbalanced  
uncouth  
undergo  
ultimate  
utmost  
oven  
umpire

truck  
hustle  
does  
confront  
rebuff  
eruption  
abrupt  
corruption

1. The young couple were unable to do more than mumble their thanks.
2. Did the hunter shoot a water buffalo in the jungle?
3. Her unbalanced diet caused her to suffer from low blood pressure.
4. Did the juggler stumble over something when coming on the stage?
5. Her tongue does not function properly on the unvoiced consonants.

1. ðə 'jaŋ 'kʌpl wər ʌn'eɪbl tə du 'mɔː ðən 'mʌmbl ðeə 'θæŋks.
2. dɪd ðə 'hantə 'ʃuːt ə 'wɔːtə 'bʌfələ ɪn ðə 'dʒʌŋɡl?
3. hər ʌn'bælənst 'daɪt 'kɔːzɪd ɜː tə 'saɪfə frəm 'ləʊ 'blʌd 'preʃə.
4. dɪd ðə 'dʒʌɡlə 'stʌmbl 'oʊvə 'sʌmθɪŋ men 'kʌmɪŋ ɒn ðə 'steɪdʒ?
5. hɜː 'tʌŋ dəz 'nɒt 'fʌŋkʃən 'prɒpəli ɒn ði ʌn'vɔɪst 'kɒnsənənts.

<sup>1</sup>Representative Spellings: *o*(oven), *oe*(does), *oo*(blood), *ou*(double), *u*(mud).



## RECORD II

## LESSON 9

## Diphthong ou (aʊ)

The *ou* sound, as in *out*, *house*, *cow*,<sup>1</sup> is produced by starting with the organs in the position of the *ɪ* sound, as in *half*, and shifting quickly into the position of the *ʊ* sound, as in *foot*. Great care should be taken in pronouncing the first element of this sound as it is frequently nasalized.

out - oust  
our - ouch  
owl - ounce

vouch - pouch  
town - gown  
tower - hour

cow - vow  
sow - now  
scow - plow

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

clean the outlet 'kli:n ðɪ 'aʊt,let check the output 'tʃek ðɪ 'aʊt,put  
turn on the power 'tɜ:n 'ɒn ðə 'paʊə drive the plow 'draɪv ðə 'plau  
catch the outlaw 'kætʃ ðɪ 'aʊt,lɔ: stop the rowdy 'stɒp ðə 'raʊdi

outlaw  
output  
outward  
ouster  
outrage  
outwit  
outset  
outlook

power  
bower  
mound  
growl  
rout  
rowdy  
vouch  
couch

avow  
prow  
somehow  
sow  
plow  
endow  
eyebrow  
bough

1. Vowels are sounds in which the air has free passage through the mouth.
2. Why couldn't she pronounce noun and pronoun correctly?
3. The scouts had trout and sauerkraut for their supper.
4. Is a diphthong a sound compounded of two pure vowels?
5. She lifted her eyebrows when she found out about the endowment.

1. 'vaʊəlz ə 'saʊndz ɪn mɪtʃ ðɪ 'eə hæz 'fri: 'pæsɪdʒ θru ðə 'maʊθ.
2. ˌmaɪ 'kʊdnt ʃɪ prə'naʊns 'naʊn ən 'prɒnaʊn kə'rektli?
3. ðə 'skaʊts hæd 'traʊt ən 'saʊə,kraʊt fə ðeə 'sʌpə.
4. ɪz ə 'dɪfθŋ ə 'saʊnd kəm'paʊndɪd əv 'tu: 'pjuə 'vaʊəlz?
5. ʃɪ 'lɪftɪd hər 'aɪ,braʊz mən ʃɪ 'faʊnd 'aʊt ə'baut ðɪ ɪn'daʊmənt.

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

## RECORD II

## LESSON 10

Diphthong  $\bar{o}$  (ou)

The long  $\bar{o}$  sound,<sup>1</sup> as in *old*, *note*, *low*,<sup>2</sup> is produced by raising the mid<sub>3</sub> tongue slightly, and rounding the lips. It moves quickly from pure  $\bar{o}$ , as in *obey*, to short  $\bar{o}$ , as in *book*.

oat - oath  
ode - oaf  
oak - ohm

boat - rote  
coat - moat  
dote - note

sew - woe  
flow - know  
row - foe

Repeat the following phrases smoothly.

wrote the note 'rout ðə 'nɒt  
know the foe 'nɒ ðə 'fəʊ  
show the hoe 'ʃəʊ ðə 'həʊ

the glowing ode ðə 'gləʊɪŋ 'əʊd  
the closed throat ðə 'kloʊzd 'θrəʊt  
the slow boat ðə 'sləʊ 'bəʊt

oh  
oaf  
opium  
odorous  
opiate  
oboe  
ogle  
owe

code  
brooch  
goal  
roam  
boulder  
chauffeur  
yeoman  
probe

apropos  
whoa  
dough  
chateau  
sew  
beau  
minnow  
woe

1. The yeoman found the brooch when he was roaming over the boat.
2. Did she throw the dough out of the window for the crows?
3. It is very difficult to overcome the opium habit.
4. Did he dislocate the bone in his shoulder when he was rowing?
5. He showed the code although he had been told not to.

1. ðə 'jəʊmən 'faʊnd ðə 'brəʊtʃ mən i wəz 'rəʊmɪŋ 'əʊvə ðə 'bəʊt.
2. dɪd ʃi 'θrəʊ ðə 'dəʊ aʊt əv ðə 'wɪndəʊ fə ðə 'kroʊz?
3. ɪt ɪz 'veri 'dɪfɪkəlt tu ,əʊvə'kʌm ðɪ 'əʊpɪəm 'hæbɪt.
4. dɪd i 'dɪslə'keɪt ðə 'bəʊn ɪn ɪz 'ʃəʊldə mən i wəz 'rəʊɪŋ?
5. hi 'ʃəʊd ðə 'kəʊd əl'ðəʊ i həd bɪn 'təʊld 'nɒt tu.

<sup>1</sup> In such words as *throwing* and *blowing*, where the  $\bar{o}$  sound, in the stressed syllable, is followed by an unstressed syllable, the pure vowel is preferable.

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

<sup>3</sup> See note 2 - page 53.



## RECORD II

## LESSON 11

## Diphthong ū (ju:) (ru:)

The long *u* sound,<sup>1</sup> as in *unit*, *music*, *dew*,<sup>2</sup> 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* or the *ī* sound in *it*, and then lowering the front tongue for the second element *oo*, as in *moon*.

ooze - use  
oozed - used  
oozing - using

boot - butte  
coot - cute  
whose - hues

do - due  
who - hue  
coo - cue

Repeat the following phrases smoothly.

stupid refusal 'stʃuːpɪd rɪ'fjuːzəl pure mercury 'pɜːə 'mɜːkjəri  
use the tube 'juːz ðə 'tjuːb unusual beauty ʌn'juːʒuəl 'bjuːtɪ  
view the tumult 'vjuː ðə 'tjuːmʌlt pneumatic tube njuː'mætɪk 'tjuːb

unify  
ubiquitous  
ukulele  
unicorn  
usage  
uvula  
unitarian  
utilization

pneumatic  
stupid  
munificent  
suitability  
gewgaw  
cumulative  
muse  
acumen

imbue  
yew  
pew  
preview  
cue  
askew  
queue  
menu

1. They were dubious about the usefulness of the utility gadget.
2. Did the union members refuse to sue their opponents?
3. All human beings are imbued with weaknesses and virtues.
4. Why did they muse so long and then refuse the opportunity?
5. The pneumatic tube is a useful and timesaving device.

1. ðeɪ wə 'djuːbiəs ə'baʊt ðə 'juːsfəlnis əv ðə ju'tɪlɪtɪ 'ɡædʒɪt.
2. dɪd ðə 'juːnjən 'membəz rɪ'fjuːz tə 'siuː ðeər ə'pəʊnənts?
3. 'ɔːl 'hjuːmən 'biːɪŋz ər ɪm'bjuːd wɪð 'wiːknɪsɪz ən 'vɜːtʃuːz.
4. 'maɪ dɪd ðeɪ 'mjuːz 'sɒv 'lɔːŋ ən ðen rɪ'fjuːz ðɪ ˌɒpə'tjuːnətɪ?
5. ðə njuː'mætɪk 'tjuːb ɪz ə 'juːsfəl ən 'taɪmˌseɪvɪŋ dɪ'vaɪs.

<sup>1</sup>Authorities 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*.

<sup>2</sup>Representative 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 II

## Diphthong ɪ (ai)

## LESSON 12

The long i sound, as in *ice*, *type*, *dry*,<sup>1</sup> is a diphthong composed of the intermediate a sound, as in *half*, and the i sound, as in *it*. The shift in position must be rapid, and there is slightly more stress on the first element.

aisle - island  
idol - idolize  
iron - irony

file - mile  
rile - pile  
style - tile

shy - sky  
pry - imply  
high - buy

Repeat the following phrases smoothly.

the ideal sight ɔɪ aɪ'diəl 'saɪt      an ironic ideal ən aɪ'rɒnɪk aɪ'diəl  
the child cried ɔə 'tʃaɪld 'kraɪd      the high pile ɔə 'haɪ 'paɪl  
the five items ɔə 'faɪv 'aɪtəmz      an irate fighter ən 'aɪreɪt 'faɪtə

iceberg  
idol  
iris  
idolize  
identical  
isolate  
iodine  
irony

geyser  
enlighten  
grimy  
knight  
rhyme  
vibrate  
private  
strive

imply  
pry  
aye  
thigh  
sly  
rye  
nigh  
rely

1. His high ideals were ironic and shortsighted.
2. Did they vie with each other for the prize?
3. He chided the five pilots for flying so low.
4. Did he imply that she had prided into his private affairs?
5. They chose a quiet spot to lie and rest after their exercise.

1. hɪz 'haɪ aɪ'diəlz wəz aɪ'rɒnɪk ɪ 'ʃɔ:t'saɪtɪd.
2. dɪd ðeɪ 'vaɪ wɪð 'i:tʃ 'ʌðə fə ðə 'praɪz?
3. hi 'tʃaɪdɪd ðə 'faɪv 'paɪləts fə 'flaɪɪŋ 'sɒv 'ləʊ.
4. dɪd ɪ ɪm'plaɪ ðæt ʃi həd 'praɪd 'ɪntu ɪz 'praɪvɪt ə'feəz?
5. ðeɪ 'tʃoʊz ə 'kwaɪt 'spɒt tə 'laɪ ɪ 'rest 'aftə ðeə 'eksə'saɪz.

<sup>1</sup> 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 II

## Consonant r (r)

## LESSON 13

The r sound, as in *read, very, narrow*,<sup>1</sup> is produced by raising the front of the tongue, curling the tip back, and uttering a voiced sound.

rob - robe  
rod - road  
rot - wrote

arrears - arrogant  
erode - erosion  
refrain - recruit

Repeat the following phrases smoothly.

repair the road    rɪ'pɛə ðə 'rəʊd    the red racer    ðə 'red 'reɪsə  
rent the raft    'rent ðə 'ræft    the wrong horse    ðə 'rɔ:ŋ 'hɔ:s  
write the report    'raɪt ðə rɪ'pɔ:t    the right story    ðə 'raɪt 'sto:ri

ream  
reap  
rhyme  
raft  
raid  
ramble  
ravage  
ranch

carry  
recruit  
refrain  
larynx  
parrot  
deride  
berate  
erratic

1. They took the wrong road on their recent trip through the country.
2. Have industry and commerce prospered greatly this year?
3. They had brown bread and cereal for breakfast.
4. Are you sure that the jury quarreled over the verdict?
5. They will arrive in Grand Central at three o'clock on Friday.

1. ðeɪ 'tʊk ðə 'rɔ:ŋ 'rəʊd ɒn ðeə 'ri:snt 'trɪp θru: ðə 'kʌntri.
2. hæv 'ɪndəstri ən 'kɒməs 'prɒspəd 'greɪtli ðɪs 'jɪə?
3. ðeɪ hæd 'braʊn 'bred ən 'sɪriəl fə 'brekfəst.
4. ɑ ju 'ʃʊə ðæt ðə 'dʒʊri 'kwɒrəld 'oʊvə ðə 'vɜ:dɪkt?
5. ðeɪ wɪl ə'raɪv ɪn 'grænd 'sentrəl ət 'θri: ə'klɒk ɒn 'fraɪdi.

<sup>1</sup> Representative Spellings: r(*red*), rh(*rhyme*), rr(*carry*), wr(*write*).

## RECORD II

## LESSON 14

## Vowel û (3:)

The û sound, as in *urn, bird, concur*,<sup>1</sup> is a mid vowel, produced by placing the tip of the tongue behind the lower front teeth and raising the mid tongue to a half-high position. Do not curl the tip of the tongue backward.

irk - irksome  
urge - urgent  
earl - early

adjourn - absurd  
inverse - reverse  
fern - churn

were - myrrh  
recur - concur  
prefer - defer

Repeat the following phrases smoothly.

the urgent work ðɪ '3:dʒənt 'wɜ:k    urge the hermit '3:dʒ ðə 'hɜ:mit  
the worst urchin ðə 'wɜ:st 'ɜ:tʃɪn    worthy of worship 'wɜ:ðɪ əv 'wɜ:ʃɪp  
the absurd clerk ðɪ əb'sɜ:d 'klɜ:k    heard the verdict 'hɜ:d ðə 'vɜ:dɪkt

err  
urn  
irk  
earliest  
urgently  
earning  
irksome  
urban

kernel  
revert  
emerge  
absurd  
research  
birch  
guerdon  
aversion

deter  
infer  
myrrh  
refer  
concur  
whir  
demur  
bestir

1. The colonel had an aversion to reversing his opinions.
2. Did the lawyer prefer to have the verdict heard in private?
3. It was urgently necessary to get the irksome work finished.
4. Do you think Myrtle is a girl who shirks her work?
5. The alert journalist was discouraged by the turn of affairs.

1. ðə 'kɜ:nəl hæd ən ə'vɜ:ʒən tə rɪ'vɜ:sɪŋ ɪz ə'pɪnjənz.
2. dɪd ðə 'ləjə prɪ'fɜ: tə 'hæv ðə 'vɜ:dɪkt 'hɜ:d ɪn 'praɪvɪt?
3. ɪt wəz '3:dʒəntli 'nesə'serɪ tə 'get ðɪ '3:ksəm 'wɜ:k 'fɪnɪʃt.
4. du ju 'θɪŋk 'mɜ:tlɪ ɪz ə 'gɜ:l hu 'ʃɜ:ks ə 'wɜ:k?
5. ðɪ ə'lɜ:t 'dʒɜ:nəlist wəz dɪs'kɜrɪdʒd baɪ ðə 'tɜ:n əv ə'fɜ:z.

<sup>1</sup> 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).



## Vowel ä (a)

The intermediate *a* sound,<sup>1</sup> as in *ask*, *half*, *laugh*,<sup>2</sup> is so called because it is halfway between the *ä* sound, as in *calm*, and the *ā* sound, as in *at*. To produce this sound, the middle of the tongue is raised slightly from the very low *ä* position, and the lips and teeth are not opened so widely.

ask - answer  
aunt - after  
asked - answered

half - laugh  
class - blast  
advance - advantage

Repeat the following phrases until you can say them smoothly.

the vast task ðə 'vast 'task    the masked dancers ðə 'maskt 'dansəz  
half a glass 'haf ə 'glas    grasp the flask 'grasp ðə 'flask  
the last chance ðə 'last 'tʃans    the blast passed ðə 'blast 'past

answer  
after  
ask  
aunt  
chance  
castle  
class  
trance

clasp  
draft  
laugh  
half  
ghastly  
rasp  
flask  
wrath

1. The grass on the path was covered with branches.
2. Did the teacher take the class to France last summer?
3. They were laughing as they passed each other in the dance.
4. Did she answer her aunt's question by asking another?
5. They took a chance and asked for four passes.

1. ðə 'gras ɒn ðə 'paθ wəz 'kʌvəd wɪð 'brantʃɪz.
2. dɪd ðə 'ti:tʃə 'teɪk ðə 'klas tə 'frans 'last 'sʌmə?
3. ðeɪ wə 'laɪfɪŋ əz ðeɪ 'past 'i:tʃ 'ʌðər ɪn ðə 'dans.
4. dɪd ʃi 'ansə hər 'aunts 'kwɛstʃən baɪ 'askɪŋ ə'nʌðə?
5. ðeɪ 'tʊk ə 'tʃans ənd 'askt fə 'fɔ: 'pasɪz.

<sup>1</sup> See note 3, page 53.

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

## RECORD II

## Vowel ɒ (v)

## LESSON 16

The short *o* sound,<sup>1</sup> as in *odd* and *what*,<sup>2</sup> 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 when producing this sound.

obligate - obligation  
operate - operation  
occupy - occupation

folly - jolly  
copy - poppy  
jockey - hockey

Repeat the following phrases smoothly.

a college office	ə 'kɒlɪdʒ 'ɒfɪs	drop the goblet	'drɒp ðə 'gɒblɪt
a common stock	ə 'kɒmən 'stɒk	an obvious copy	ən 'ɒbvɪəs 'kɒpi
an odd volume	ən 'ɒd 'vɒljəm	offer the stock	'ɒfə ðə 'stɒk

operation  
obvious  
observation  
obligate  
octet  
obstinate  
oddity  
omelet

what  
monitor  
wand  
blotter  
knob  
proposition  
cobbler  
knowledge

1. Having her tonsils removed was obviously a shock to her system.
2. Did the occupant refuse to meet his obligations?
3. They were offered a proposition without any obvious basis.
4. Was the cotton quoted higher on the stock exchange today?
5. She obstinately refused to consider the novel proposition.

1. 'hævɪŋ ə 'tɒnsɪlz rɪ'mu:vɪd wəz 'ɒbvɪəsli ə 'ʃɒk tu ə 'sɪstəm.
2. dɪd ðɪ 'ɒkjəpənt rɪ'fju:z tə 'mi:t ɪz 'pɒlɪ'geɪʃənz?
3. ðeɪ wər 'ɒfəd ə ,prɒpə'zɪʃən wɪð'aʊt enɪ 'ɒbvɪəs 'beɪsɪs.
4. wəz ðə 'kɒtən 'kwɒtɪd 'haɪər ɒn ðə 'stɒk ɪks'tʃeɪndʒ tə'deɪ?
5. ʃɪ 'ɒbstənɪtli rɪ'fju:zd tə kən'saɪd ðə 'nɒvl ,prɒpə'zɪʃən.

<sup>1</sup> This sound is widely disputed and many inconsistencies occur in the use of it. Variations range from *ä*, as in *arm*, to *ô*, as in *all*. See note 4, page 53.

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



## Consonant t (t)

The *t* sound,<sup>1</sup> as in *tin*, *water*, *boat*,<sup>2</sup> is represented by *t*, double *t*, and by the *ed* ending for the past tense of numerous verbs. It is produced by placing the tip of the tongue against the upper gum ridge and releasing it as a voiced sound is uttered.

taught - thought  
team - theme  
trust - thrust

nettle - neither  
whittle - wither  
bottle - bother

rat - wrath  
hat - hath  
mitt - myth

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

a timely attack ə 'taɪmlɪ ə 'tæk  
the meat cutter ðə 'mi:t 'kætə  
a court matter ə 'kɔ:t 'mætə

write a contract 'raɪt ə 'kɒntrækt  
knit the sweater 'nɪt ðə 'swetə  
take a letter 'teɪk ə 'letə

task  
tempest  
tension  
tobacco  
trust  
ptomaine  
tumble  
tardy

attempt  
attract  
contempt  
dictation  
notary  
eternal  
deter  
cuticle

joint  
knit  
talked  
client  
revert  
respice  
impart  
hornet

1. Thomas Jefferson was the third president of the United States.
2. How can you deter her from her eternal quest of pleasure?
3. The attorney settled the matter of the contract out of court.
4. At what rate of speed can she take a letter from dictation?
5. There was a tumult as the fire engine tore down the street.

1. 'tɒməs 'dʒefərsən wəz ðə 'θɜ:d 'prezədənt əv ðə ju'naitɪd 'steɪts.
2. 'haʊ kən ju dɪ'tɜ: hɜ frəm ər 'i:tɜ:nəl 'kwɛst əv 'pleʒə?
3. ðɪ ə'tɜ:nɪ 'setlɪd ðə 'mætər əv ðə 'kɒntrækt 'aʊt əv 'kɔ:t.
4. ət 'wʌt 'reɪt əv 'spi:d kən ʃɪ 'teɪk ə 'letə frəm dɪk'teɪʃən?
5. ðeə wəz ə 'tju:məlt əz ðə 'faɪər 'endʒɪn 'tu: 'daʊn ðə 'stri:t.

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

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

## RECORD III

## LESSON 18

## Consonant d (d)

The *d* sound, as in *day*, *candle*, *bed*,<sup>1</sup> is represented by *d* and double *d*. It is produced by placing the tip of the tongue against the upper gum ridge and releasing it as a voiced sound is uttered. In pronouncing both the *t* and *d* sounds, care should be taken not to let the tongue touch the teeth.

dale - tale  
dart - tart  
dough - toe

bidden - bitten  
padding - patting  
raiding - rating

debt - dead  
bet - bed  
let - led

In the following phrases, notice the pronunciation of the *d* sound, when it is followed by a vowel, a diphthong, or pause; by a consonant.

a medical order ə 'medɪkl 'ɔ:də    pudding for dinner 'puɪŋ fə 'dɪnə  
a deacon's duty ə 'di.knz 'dju.tɪ    held his destiny 'held ɪz 'destəni  
a child's desk ə 'tʃaɪldz 'desk    orders were dated 'ɔ:dəz wə 'deɪtɪd

dame  
deaf  
decline  
double  
dale  
destiny  
dire  
dodge

audible  
shady  
radio  
radical  
muddy  
cloudy  
medical  
mandible

tilled  
mild  
pleased  
toiled  
teased  
raved  
filed  
timid

1. The department declined the order because it was undesirable.
2. Did she respond when she was called to duty?
3. They were in dire need of medical attention.
4. Was the ship in dry dock when the sudden order was received?
5. They toiled late but their diligence was rewarded.

1. ðə dɪ'pɑːtmənt dɪ'klaɪnd ðɪ 'ɔ:də bɪ'kɔːz ɪt wəz ,Andɪ'zaɪrəbl̩.
2. dɪd ʃi rɪ'spɒnd men ʃi wəz 'kɔːld tə 'djuːtɪ?
3. ðeɪ wəz ɪn 'daɪə 'niːd əv 'medɪkl ə'tenʃən.
4. wəz ðə 'ʃɪp ɪn 'draɪ 'dɒk men ðə 'sʌdn̩ 'ɔ:də wəz rɪ'sɪːvd?
5. ðeɪ 'tɔɪld 'leɪt bət ðeə 'dɪlədʒəns wəz rɪ'wɔːdɪd.

<sup>1</sup>Representative Spellings: *d*(day), *dd*(saddle), *ed*(called).



## RECORD III

## LESSON 19

## Consonant s (s)

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

sale - stale  
sip - ship  
sun - stun

muscle - bustle  
castle - wrestle  
handsome - winsome

voice - verse  
horse - hearse  
course - curse

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

a winsome lass ə 'wɪnsəm 'læs  
a soft whistle ə 'sɒft 'wɪsl  
a simple answer ə 'sɪmpl 'ɑnsə

the handsome castle ðə 'hænsəm 'kæsl  
the coarse voice ðə 'kɔ:s 'vɔɪs  
the strong wrestler ðə 'strɔ:ŋ 'reslə

scene  
psalm  
schism  
sever  
serene  
scion  
scope  
subtle

dusty  
passage  
moisten  
glisten  
hasten  
dislike  
obscene  
grocer

rice  
gross  
grease  
erase  
experience  
converse  
source  
waltz

1. He voiced his disapproval of the silly conversation.
2. Was the New York City seal adopted in 1686?
3. Her friends asked her to go to the sailboat races.
4. Why was Peter Stuyvesant forced to surrender to the English?
5. She gave considerable thought to the question before she answered it.

1. hi 'vɔɪst ɪz ,dɪsə'pru:vəl əv ðə 'sɪli ,kɒnvə'seɪʃən.
2. wəz ðə 'nju: 'jɔ:k 'sɪti 'si:l ə'dɒptɪd ɪn 'sɪks'ti:n 'eɪtɪ 'sɪks?
3. hɜ 'frendz 'askt ɜ tə 'ɡoʊ tə ðə 'seɪl,bɒt 'reɪsɪz.
4. maɪ wəz 'pi:tə 'staɪvəsənt 'fɔ:st tə sə'rendə tə ðɪ 'ɪŋɡlɪʃ?
5. ʃɪ 'geɪv kən'sɪdərəbl 'θɔ:t tə ðə 'kwɛstʃən bɪ'fɔ: ʃɪ 'ɑnsəd ɪt.

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

## RECORD III

## Consonant z (z)

## LESSON 20

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

sing - zing

sip - zip

sue - zoo

fussy - fuzzy

muscle - muzzle

fussing - fusing

vice - vies

loose - lose

grace - graze

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

please the boys 'pli:z ðə 'bɔɪz

seize the scale 'si:z ðə 'skeɪl

buzz the bell 'bʌz ðə 'bel

praise the officer 'preɪz ðɪ 'ɔ:fəsə

ease the pressure 'i:z ðə 'preʃə

squeeze the lemons 'skwi:z ðə 'lemənz

czar

zenith

zest

zither

zodiac

zoology

xylophone

zephyr

noiseless

disaster

wisdom

crazy

discern

fusing

dissolve

drizzle

tease

graze

compromise

trays

because

unwise

revise

realize

1. The wisdom of the ages has been recorded by the sages.
2. Why was it unwise to compromise with the opposing team?
3. She put the dishes and the trays in the closet.
4. Did the audience listen with zest because they were surprised?
5. The rat was confused as he tried to get out of the maze.

1. ðə 'wɪzdəm əv ðɪ 'eɪdʒɪz hæz bɪn rɪ'kɔ:dɪd baɪ ðə 'seɪdʒɪz.

2. 'maɪ wəz ɪt ən'waɪz tə 'kɒmprə'maɪz wɪð ðɪ ə'pəʊzɪŋ 'ti:m?

3. ʃɪ put ðə 'dɪʃɪz ən ðə 'treɪz ɪn ðə 'kloʊzɪt.

4. dɪd ðɪ 'ɔ:diəns 'lɪʃn wɪð 'zest bɪ'kɔ:z ðeɪ wə sə'praɪzd?

5. ðə 'ræt wəz kən'fju:zd əz ɪ 'traɪd tə get 'aʊt əv ðə 'meɪz.

<sup>1</sup> Representative Spellings: cz(czar), s(busy), sc(discern), ss(dissolve), x(xylophone), z(zebra), zz(buzz).



## RECORD III

## LESSON 21

## Consonant sh (ʃ)

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

sip - ship  
sue - shoe  
sole - shoal

precious - spacious  
action - traction  
pension - mention

rust - rush  
fist - fish  
crust - crush

Repeat the following phrases smoothly.

shop for brushes 'ʃɒp fə 'brʌʃɪz  
ship the machine 'ʃɪp ðə mə'ʃiːn  
wishing for cash 'wɪʃɪŋ fə 'kæʃ

shake the cushion 'ʃeɪk ðə 'kʊʃən  
finish the dishes 'fɪnɪʃ ðə 'dɪʃɪz  
brush the shelves 'brʌʃ ðə 'ʃelvz

shears  
sure  
shawl  
schist  
shun  
chaise  
chivalry  
chagrin

lotion  
precious  
conscience  
pension  
ocean  
issue  
anxious  
racial

hush  
plush  
sash  
crash  
flush  
leash  
mesh  
hash

1. The commission was asked to study the case of the special pensions.
2. Did she cover the old cushions with fresh plush?
3. Her chagrin caused her to flush with shame.
4. Was she conscience stricken because she had failed in her mission?
5. She put her shawl around her shoulders as it was cold at the shore.

1. ðə kə'mɪʃən wəz 'askt tə 'stadi ðə 'keɪs əv ðə 'speʃl 'penʃənz.
2. dɪd ʃi 'kʌvə ðɪ 'əʊld 'kʊʃənz wɪð 'fref 'plʌʃ?
3. hɜ ʃə'grɪn 'kɔːzd ɜ tə 'flʌʃ wɪð 'ʃeɪm.
4. wəz ʃi 'kɒnʃəns 'striːkən bɪ'kɔːz ʃi həd 'feɪld ɪn ɜ 'mɪʃən?
5. ʃi 'pʊt ɜ 'ʃɔːl ə'raʊnd ɜ 'ʃəʊldəz əz ɪt wəz 'kəʊld ət ðə 'ʃɔː.

<sup>1</sup> When *s* and *h* are in separate syllables, each has its own sound, as in *sheepsh*ead (*sheeps-hed*).

<sup>2</sup> 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 III

## Consonant zh (3)

## LESSON 22

The *zh* sound, as in *azure* and *garage*<sup>1</sup>, is the voiced cognate of the *sh* sound. 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 a voiced sound.

usual - visual  
explosion - erosion  
vision - lesion

garage - corsage  
mirage - camouflage  
badinage - persiflage

Repeat the following phrases smoothly.

vast explosions 'væst ɪk'splɒʒənz casual decisions 'kæʒuəl dɪ'sɪʒənz  
a real treasure ə 'riəl 'treɪzə a good camouflage ə 'ɡʊd 'kæməˌflɑːʒ  
usual divisions 'juːʒuəl dɪ'vɪʒənz visual allusions 'vɪʒuəl ə'luːʒənz

genre  
gendarme  
visual  
seizure  
erosion  
pleasure  
bijou  
abscission

cortege  
corsage  
mirage  
camouflage  
prestige  
potage  
menage  
massage

1. A successful camouflage is a good illusion.
2. Did he fill his leisure hours with unusual excursions?
3. His position was one which necessitated occasional seclusion.
4. Did their decisions seem to be usual and quite casual?
5. The brasier and the glazier discussed the value of the treasure.

1. ə sək'sesfəl 'kæməˌflɑːʒ ɪz ə 'ɡʊd ɪ'luːʒən.
2. dɪd ɪ 'fɪl ɪz 'liːʒər 'ævəz wɪð ən 'juːʒuəl ɪk'skɜːʒənz?
3. hɪz pə'zɪʃən wəz 'wʌn mɪtʃ nə'sesəˌteɪtɪd ə'keɪʒənəl sɪ'kluːʒən.
4. dɪd ðeɪ dɪ'sɪʒənz 'siːm tə bi 'juːʒuəl ən 'kwɑːt 'kæʒuəl?
5. ðə 'breɪʒər ən ðə 'ɡleɪʒə dɪ'skʌst ðə 'vælju əv ðə 'treɪzə.

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



Consonant *ch* (tʃ)

The *ch* sound,<sup>1</sup> as in *child*, *bachelor*, *much*,<sup>2</sup> is produced by bringing the teeth close together, pressing the tip of the tongue against the upper gum ridge, and the sides against the upper teeth, so that there is a complete obstruction of the breath. Then utter an unvoiced sound.

sheik - cheek  
ship - chip  
sheet - cheat

culture - vulture  
etcher - stretcher  
hatchet - ratchet

dish - ditch  
mash - match  
hush - hutch

Repeat the following phrases smoothly.

a church bench ə 'tʃɜːtʃ 'bentʃ check the watch 'tʃek ðə 'wɒtʃ  
a kitchen chair ə 'kɪtʃən 'tʃeə reach the matches 'riːtʃ ðə 'mætʃɪz  
a child's speech ə 'tʃaɪldz 'spiːtʃ choose the pitcher 'tʃuːz ðə 'pɪtʃə

chat  
chime  
cheese  
chess  
chill  
cello  
chimney  
chore

etcher  
actual  
celestial  
creature  
stretcher  
righteous  
fixture  
grouchy

arch  
coach  
pitch  
wretch  
hunch  
clutch  
latch  
crutch

1. She was charming and cheerful in spite of her wretched condition.
2. Did you choose the fixtures for the kitchen sink from the pictures?
3. The catchy melodious tune was chosen from a Puccini opera.
4. Was it natural for him to be grouchy when he coached football?
5. She chatted in a childish fashion about the church and the preacher.

1. ʃi wəz 'tʃɑːmɪŋ ən 'tʃɪəfəl ɪn 'spaɪt əv ɜ 'retʃɪd kən'dɪʃən.
2. dɪd ju 'tʃuːz ðə 'fɪkstʃəz fə ðə 'kɪtʃən 'sɪŋk frəm ðə 'pɪktʃəz?
3. ðə 'kætʃɪ mə'ləʊdɪəs 'tjuːn wəz 'tʃoʊzn frəm ə pu 'tʃiːni 'ɒpərə.
4. wəz ɪt 'nætʃrəl fər ɪm tə bi 'ɡraʊtʃɪ mən ɪ 'kəʊtʃt 'fʊtˌbɔːl?
5. ʃi 'tʃætɪd ɪn ə 'tʃaɪldɪʃ 'fæʃən ə'baʊt ðə 'tʃɜːtʃ ən ðə 'priːtʃə.

<sup>1</sup>

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

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

## RECORD III

## LESSON 24

## Consonant j (dʒ)

The *j* sound, as in *jump*, *magic*, *age*<sup>1</sup>, is produced by bringing the teeth close together, pressing the tip of the tongue against the upper gum ridge, and the sides against the upper teeth, so that there is a complete obstruction of the breath. Then utter a voiced sound as the obstruction is removed.

chump - jump  
chest - jest  
chill - gill

lunches - lunges  
etching - edging  
riches - ridges

larch - large  
arch - barge  
etch - edge

Repeat the following phrases smoothly.

jump the hedge 'dʒʌmp ðə 'hedʒ      an agile soldier ən 'ædʒəl 'souldʒə  
an aged judge ən 'eɪdʒɪd 'dʒʌdʒ      judge the legend 'dʒʌdʒ ðə 'ledʒənd  
reject the job rɪ 'dʒekt ðə 'dʒɒb      a damaged barge ə 'dæmɪdʒd 'bɑ:dʒ

jaunt  
jest  
judge  
jovial  
jeer  
jibe  
jet  
gentle

educate  
grandeur  
fragile  
lodging  
legion  
verdure  
legible  
pageant

lodge  
fudge  
image  
ledge  
usage  
ridge  
revenge  
cringe

1. The judge said that Jean was the image of her mother.
2. Did the horse break his leg when he jumped off the ledge?
3. Usage plays a large part in the shaping of a language.
4. Did you think the judgment against the soldier was unjust?
5. The group had just adjourned to the adjoining room.

1. ðə 'dʒʌdʒ 'sed ðæt 'dʒi:n wəz ði 'ɪmɪdʒ əv ɜ 'mʌðə.
2. dɪd ðə 'hɔ:s 'breɪk ɪz 'leg men ɪ 'dʒʌmpɪt 'ɔ:f ðə 'ledʒ?
3. 'ju:sɪdʒ 'pleɪz ə 'lɑ:dʒ 'pɑ:t ɪn ðə 'ʃeɪpɪŋ əv ə 'læŋɡwɪdʒ.
4. dɪd ju 'θɪŋk ðə 'dʒʌdʒmənt ə'genst ðə 'souldʒə wəz ən'dʒʌst?
5. ðə 'gru:p həd 'dʒʌst ə'dʒɔ:nd tə ði ə'dʒɔɪnɪŋ 'ru:m.

<sup>1</sup> 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 25

## Consonant k (k)

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

cling - clink  
clutter - cluster  
kiln - kilt

declare - decline  
racket - bracket  
wicket - wicked

luck - pluck  
rank - prank  
knack - knock

Repeat the following phrases smoothly.

the cuckoo clock	ðə 'ku·ku 'klɒk	bake the biscuits	'beɪk ðə 'bɪskɪts
the brick walk	ðə 'brɪk 'wɒk	keep the kitten	'ki·p ðə 'kɪtn
the canvas kite	ðə 'kænvəs 'kaɪt	clean the closet	'kli:n ðə 'klɒzɪt

khaki  
keel  
comedy  
concert  
chrome  
cloister  
comrade  
kernel

account  
declare  
incline  
except  
racket  
biscuit  
lacquer  
bracket

dock  
pluck  
wink  
yolk  
ache  
prank  
bulk  
pique

1. The carpet cleaners were taken to court because of their dishonesty.
2. Why did they seek the culprit when he wasn't guilty of that crime?
3. Good speakers are careful of their consonant sounds.
4. Are you going to take a vacation when school closes?
5. She had an accident when she was redecorating her cottage.

1. ðə 'kɑ·pɪt 'kli:nəz wə 'teɪkɪn tə 'kɔ:t brɪ'kɔ:z əv ðeə dɪs'ɒnɪstɪ.
2. 'maɪ dɪd ðeɪ 'si:k ðə 'kʌlpɪt men ɪ 'wəznt 'ɡɪltɪ əv 'ðæt 'kraɪm?
3. 'ɡʊd 'spi:kəz ə 'keəfəl əv ðeə 'kɒnsənənt 'saʊndz.
4. ə ju 'ɡoɪŋ tə 'teɪk ə veɪ'keɪʃən men 'sku:l 'kləʊzɪz?
5. ʃɪ hæd ən 'æksədənt men ʃɪ wəz ri'dekə'reɪtɪŋ ə 'kɒtɪdʒ.

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

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

## RECORD IV

## LESSON 26

## Consonant g (g)

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

graft - grasp	eager - meager	snag - snug
gout - gown	ragged - rugged	drag - drug
ghastly - ghostly	gargle - bugle	vague - vogue

Repeat the following phrases smoothly.

an English grammar	ən 'ɪŋɡlɪʃ 'ɡræmə	grazing goats	'greɪzɪŋ 'ɡoʊts
the gold diggers	ðə 'ɡoʊld 'dɪɡəz	giving gifts	'ɡɪvɪŋ 'ɡɪfts
the growing grain	ðə 'ɡroʊɪŋ 'ɡreɪn	going golfing	'ɡoɪŋ 'ɡʊlflɪŋ

goad	beguile	keg
grate	aghast	sprig
goal	brigade	nag
glide	stagger	plague
gaudy	spigot	twig
gauge	faggot	wag
guard	nugget	stag
gear	swagger	brogue

1. He was found guilty of accepting illegal gifts.
2. Why was he so vague about the regulations of the game?
3. He was a good golfer in the rough as well as on the green.
4. What did Grace do with the grapes she had picked in the garden?
5. He stood aghast when he was accused of stealing the gold.

1. hi wəz 'faʊnd 'ɡɪltɪ əv ɪk'septɪŋ ɪ'li:ɡl 'ɡɪfts.
2. 'maɪ wəz ɪ 'soʊ 'veɪɡ ə'baʊt ðə ,regjə'leɪʃənz əv ðə 'ɡeɪm?
3. hi wəz ə 'ɡʊd 'ɡʊlfər ɪn ðə 'rʌf əz 'wel əz ɒn ðə 'ɡri:n.
4. 'wɒt dɪd 'ɡreɪs 'du: wɪð ðə 'ɡreɪps ʃɪ həd 'pɪkt ɪn ðə 'ɡɑ:dn?
5. hi 'stʊd ə'ɡæst men ɪ wəz ə'kju:zd əv 'sti:lɪŋ ðə 'ɡoʊld.

<sup>1</sup>Representative Spellings: g(gave), gg(bigger), gh(ghost), gu(guard), gue(vague).



## Consonant ng (ŋ)

The *ng* sound, as in *sing* and *ringer*<sup>1</sup>, 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.

sling - slinger  
hang - hanger  
ring - ringer

long - longing  
spring - springing  
cling - clinging

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

striking oil 'straɪkɪŋ 'ɔɪl  
holding off 'hoʊldɪŋ 'ɔf  
going away 'goɪŋ ə'weɪ

driving a car 'draɪvɪŋ ə 'kɑ:  
seeing clearly 'si:ɪŋ 'kli:əli  
walking along 'wɔ:kɪŋ ə'lo:ŋ

gong  
fling  
diphthong  
string  
tongue  
harangue  
throng  
meringue

hangman  
hunger \*  
thinker \*  
mangle \*  
conquer \*  
clangor \*  
lengthen \*  
gangster

dozing  
sleeping  
lying  
listening  
swaying  
laughing  
farming  
fusing

1. They were planning on going sight-seeing, and then going to the opera.
2. Why were they playing ping-pong indoors instead of golfing in the sun?
3. The racing season is opening next week and closing in the fall.
4. Were the trains running on time to Wilmington and Washington?
5. Her uncle found her handkerchief when he was cleaning the mangle.

1. ðeɪ wə 'plæniŋ ɒn 'goɪŋ 'saɪt, si:ɪŋ ən 'ðen 'goɪŋ tə ðɪ 'ɒpərə.
2. 'maɪ wə ðeɪ 'pleɪɪŋ 'pɪŋ, pɒŋ 'ɪn'do:z ɪn'sted əv 'gɒlfɪŋ ɪn ðə 'sʌn?
3. ðə 'reɪsɪŋ 'si:zŋ ɪz 'ɒpənɪŋ 'nekst 'wi:k ən 'kləʊzɪŋ ɪn ðə 'fɔ:l.
4. wə ðə 'treɪnz 'rʌniŋ ɒn 'taɪm tə 'wɪlmɪŋtən ən 'wɒʃɪŋtən?
5. hər 'ʌŋkl̩ 'faʊnd ə 'hæŋkətʃɪf wɛn ɪ wəz 'kli:niŋ ðə 'mæŋɡl̩.

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

\* In the words *hunger* and *mangle*, the *ng* sound, as in *sing*, is followed by the *g* sound, as in *go*, forming the *ngg* combination. In *thinker* and *conquer*, the *ng* is followed by the *k* sound, as in *kill*, forming the *ngk* combination. (*clangor* - *ng* or *ngg*; *lengthen* - *ng* or *ngk*)

## RECORD IV

## Consonant 1 (1)

## LESSON 28

The *l* sound, as in *low*, *clear*, *ill*<sup>1</sup>, is the only lateral sound in English. It 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.

lame - lane  
lamp - lamb  
lurk - lurch

lily - silly  
willow - wallow  
alter - falter

sill - sell  
shawl - crawl  
bale - sale

Repeat the following phrases smoothly.

an elderly lady    ən 'eldəli 'leɪdi    the flying swallow    ðə 'flaɪɪŋ 'swɒlə  
gild the lily    'gɪld ðə 'lɪli    lift the latch    'lɪft ðə 'lætʃ  
a late arrival    ə 'leɪt ə 'raɪvəl    release the lever    rɪ'liːs ðə 'levə

lame  
laugh  
lodge  
latter  
lofty  
ledge  
lace  
lock

solo  
ability  
traveler  
value  
guilt  
artillery  
salvation  
million

chill  
dale  
fuel  
hull  
novel  
oral  
vocal  
whirl

1. The elderly couple found it a real hardship to travel so far.
2. Was the quilt sufficiently warm and comfortable?
3. The children sat on the ledge and listened to the swallow.
4. Was it the chilly air that gave the child a cold?
5. The tired traveler preferred light reading and so chose a novel.

1. ðɪ 'eldəli 'kʌpl̩ 'faʊnd ɪt ə 'riːl 'hɑːdʃɪp tə 'trævl̩ sɒv 'faː.  
2. wəz ðə 'kwɪlt sə'fɪʃəntli 'wɔːm ɪn 'kʌmfətəbl̩?  
3. ðə 'tʃɪldrən 'sæt ɒn ðə 'ledʒ ən 'lɪsənd tə ðə 'swɒlə.  
4. wəz ɪt ðə 'tʃɪli 'eə ðæt 'geɪv ðə 'tʃaɪld ə 'kəʊld?  
5. ðə 'taɪəd 'trævlə prɪ'fɜːd 'laɪt 'rɪːdɪŋ ən 'sɒv 'tʃəʊz ə 'nɒvl̩.

<sup>1</sup> The *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 IV

## Consonant f (f)

## LESSON 29

The f sound, as in *flame*, *left*, *cuff*,<sup>1</sup> is produced by placing the edge of the upper teeth lightly upon the lower lip, and emitting an unvoiced sound.

faction - fiction  
famine - famish  
farther - further

ruffle - muffle  
often - coffin  
sofa - loafer

snuff - tough  
hoof - roof  
rough - gruff

Watch the rhythm in the following phrases.

the fourth effort ðə 'fɔːθ 'efət  
a fair raffle ə 'feə 'ræfl  
the rough surf ðə 'rʌf 'sɜːf

forced to follow 'fɔːst tə 'fɒlə  
muffins and waffles 'mʌfɪnz ʌ 'wɒflz  
fell on the floor 'fel ɒn ðə 'flɔː

fasten  
facial  
faculty  
fade  
fact  
future  
phrase  
folly

sapphire  
grateful  
awful  
careful  
warfare  
carfare  
nephew  
curfew

waif  
laugh  
proof  
quaff  
dwarf  
scarf  
golf  
shelf

1. She had great faith in the future and laughed off every misfortune.
2. Do you think the loafer was coughing for effect?
3. They put forth a great effort to make the raffle a success.
4. Did Phyllis make both muffins and waffles for breakfast?
5. It was Fannie's fault that Frank cut his face.

1. ʃi hæd 'greɪt 'feɪθ ɪn ðə 'fjuːtʃər ən 'laft ɔːf 'evri mɪs'fɔːtʃən.
2. du ju 'θɪŋk ðə 'ləʊfə wəz 'kɔːfɪŋ fər ɪ'fekt?
3. ðeɪ 'pʊt 'fɔːθ ə 'greɪt 'efət tə 'meɪk ðə 'ræfl ə sək'ses.
4. dɪd 'fɪlɪs 'meɪk 'bəʊθ 'mʌfɪnz ʌ 'wɒflz fə 'brekfəst?
5. ɪt wəz 'fænɪz 'fɔːlt ðæt 'fræŋk 'kʌt ɪz 'feɪs.

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

## RECORD IV

## Consonant v (v)

## LESSON 30

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

file - vile  
feel - veal  
face - vase

wafer - waiver  
refuse - reviews  
safer - saver

life - live  
loaf - love  
calf - cave

Repeat the following phrases smoothly.

vote for governor 'vout fə 'gʌvənə a previous visit ə 'pri:vɪəs 'vɪzɪt  
voice of victory 'voɪs əv 'vɪktəri an oval valise ən 'ouvl vəlɪs  
vow for revenge 'vaʊ fə rɪ'vendʒ a valuable vase ə 'væljəbl 'veɪs

venture  
victim  
veteran  
valise  
ventilate  
vertical  
valiant  
virtual

cavity  
adverse  
device  
hovel  
clover  
sever  
vivid  
oval

strive  
nerve  
resolve  
crave  
grove  
knave  
sleeve  
salve

1. The grieving relatives were wearing veils to hide their tears.
2. Did he make a vow not to revive previous arguments?
3. He would never have given his approval if he had known the value.
4. Did she have to work from five to seven or from five to eleven?
5. Many voters believe that the veto power should be revoked.

1. ðə 'gri:vɪŋ 'relatɪvz wə 'wəriŋ 'veɪlz tə 'haɪd ðeə 'tiəz.
2. dɪd ði 'meɪk ə 'vaʊ 'nɒt tə rɪ'vaɪv 'pri:vɪəs 'ɑ:gjəmənts?
3. hɪ wəd 'nevə həv 'gɪvən ɪz ə'pru:vɪl ɪf ði həd 'naʊn ðə 'vælju.
4. dɪd ʃi 'hæv tə 'wɜ:k frəm 'faɪv tə 'sevn ə frəm 'faɪv tu ɪ'levən?
5. 'meni 'voutəz bɪ'li:v ðæt ðə 'vi-to 'paʊə ʃəd bi rɪ'voukt.

<sup>1</sup> Representative Spellings: *f*(of), *ph*(Stephen), *v*(van).



## RECORD IV

## LESSON 31

## Consonant w (w)

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

ward - warn  
ware - wary  
washer - watcher

unwind - rewind  
rewrite - reword  
unwept - unswept

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

welcome the waif 'welkəm ðə 'weɪf the unwanted ward ðɪ ʌn'wʌntɪd 'wɔ:d  
wire the winner 'waɪə ðə 'wɪnə the forward move ðə 'fɔ:wəd 'mu:v  
watch the waves 'wɒtʃ ðə 'weɪvz the unwise waiter ðɪ ʌn'waɪz 'weɪtə

wane  
warp  
wasp  
weary  
weave  
wand  
wince  
one

unwary  
unwind  
bewitch  
rewind  
unswept  
rewrite  
unworldly  
persuade

1. He was unworthy of the reward which was awarded to him.
2. Did the guard, who was watching the window, walk away?
3. The grain lay in wide windrows until it could be winnowed.
4. Did you see the wigwam in the woods near the willow tree?
5. It is unwise to expect a reward for doing your work.

1. hi wəz ʌn'wɜ:ðɪ əv ðə rɪ'wɔ:d mɪtʃ wəz ə'wɔ:dɪd 'tu him.
2. dɪd ðə 'gɑ:d, hu wəz 'wɒtʃɪŋ ðə 'wɪndə, 'wɔ:k ə'weɪ?
3. ðə 'greɪn 'leɪ ɪn 'waɪd 'wɪndrəz ʌn'tɪl ɪt kʊd bi 'wɪnəʊd.
4. dɪd ju 'si: ðə 'wɪgwəm ɪn ðə 'wʊdz nɪə ðə 'wɪlə 'tri:?
5. ɪt ɪz ʌn'waɪz tu ɪk'spekt ə rɪ'wɔ:d fə 'dʊɪŋ juə 'wɜ:k.

<sup>1</sup> Representative Spellings: o(one), u(persuade), w(web).

## RECORD IV

## Consonant hw (M)

## LESSON 32

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

wet - whet  
with - whither  
witch - which

anywhere - everywhere  
somewhere - somewhat  
meanwhile - nowhere

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

why wonder 'maɪ 'wʌndə  
which wedding 'mɪtʃ 'wedɪŋ  
what word 'wɒt 'wɜ:d

the wily whale ðə 'waɪli 'meɪl  
watch the wharf 'wɒtʃ ðə 'wɔ:f  
whirl the whip 'wɜ:l ðə 'wɪp

whale  
whelp  
whinny  
wherein  
whenever  
whilst  
whittle  
whip

nowhere  
meanwhile  
somewhat  
anywhere  
bobwhite  
horsewhip  
elsewhere  
overwhelm

1. He whistled softly as he whittled the wood.
2. When was the wheat wheeled to the wharf?
3. They blew the whistle when the men saw the whale.
4. Why did the dog whimper when his master whistled?
5. Whether it rain or whether it snow, we shall have weather, whether or no.

1. hi 'mɪslɪd 'sɔ:ftli əz i 'mɪtlɪd ðə 'wʊd.
2. 'men wəz ðə 'mɪ:t 'mɪ:ld tə ðə 'wɔ:f?
3. ðeɪ 'blu: ðə 'mɪsl men ðə 'men 'sɔ: ðə 'meɪl.
4. 'maɪ dɪd ðə 'dɔ:g 'wɪmpə men ɪz 'mɑstə 'mɪslɪd?
5. 'meðər ɪt 'reɪn ə 'meðər ɪt 'snəʊ, wɪ ʃəl hæv 'weðə, 'meðə ə 'nəʊ.



Vowel  $\bar{o}$  (u:)

The long  $\bar{o}$  sound, as in *ooze*, *cool*, *who*,<sup>1</sup> is produced by raising the back of the tongue toward the hard palate, and rounding the lips into a small circular form.

ooze - use	choose - muse	do - dew
oozes - uses	whose - dues	coo - cue
oozing - using	food - feud	moo - mew

Repeat the following phrases smoothly.

a booming scoop	'ə 'bu:miŋ 'sku:p	cool the soup	'ku:l ðə 'su:p
a school group	'ə 'sku:l 'gru:p	a school rule	'ə 'sku:l 'ru:l
a wounded trooper	'ə 'wu:ndɪd 'tru:pə	move the goose	'mu:v ðə 'gu:s

ooze	crude	accrue
oolong	scoop	through
oozes	prune	two
oodles	croup	rue
oozed	moot	taboo
umiak	bruise	rendezvous
oozy	rheumatism	canoe
ooziness	flume	slew

1. The drooping flowers had been bruised by the cool rain.
2. Did the lieutenant maneuver to have the trooper removed?
3. The moon rose over the lagoon and grew large and red.
4. Is there a school for deaf mutes in Sioux Falls?
5. The wounded trooper proved that he had been the victim of a ruse.

1. ðə 'dru:pɪŋ 'flaʊəz həd bɪn 'bru:zd baɪ ðə 'ku:l 'reɪn.
2. dɪd ðə 'lu:tenənt mə'nju:və tə 'hæv ðə 'tru:pə rɪ'mu:vɪd?
3. ðə 'mu:n 'rouz 'oʊvə ðə lə'gu:n ən 'gru: 'la:dʒ ɪn 'red.
4. ɪz ðeər ə 'sku:l fə 'def 'mju:ts ɪn 'su: 'fɔ:lz?
5. ðə 'wu:ndɪd 'tru:pə 'pru:vɪd ðæt hi həd bɪn ðə 'vɪktɪm əv ə 'ru:z.

<sup>1</sup> 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(*rendevous*), u(*crude*), ue(*blue*), ui(*bruise*), wo(*two*).

## RECORD V

## LESSON 34

## Vowel ʊ (ʊ)

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

boot - book  
cool - cook  
tool - took

brute - brook  
school - shook  
cruel - crook

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

a cool brook ə 'ku:l 'brʊk  
the full truth ðə 'fʊl 'tru:θ  
a good look ə 'gʊd 'lʊk

shook the bush 'ʃʊk ðə 'bʊʃ  
puss in boots 'pʊs ɪn 'bu:ts  
cook the food 'kʊk ðə 'fu:d

hook  
should  
nook  
rook  
wool  
bush  
oomph  
umlaut

worsted  
forsook  
rookery  
courier  
pullet  
booklet  
pulley  
crooked

1. The girls shook a bushel of berries from the bushes near the brook.
2. Did the woman from Worcester make that good-looking woolen dress?
3. The crook hid in the bushes until the courier had gone.
4. Did she tell the cook to make pudding and cookies for dessert?
5. She shook the hooked rug and put it in the breakfast nook.

1. ðə 'gɜ:lz 'ʃʊk ə 'bʊʃəl əv 'berɪz frəm ðə 'bʊʃɪz nɪə ðə 'brʊk.
2. dɪd ðə 'wʊmən frəm 'wʊstə 'meɪk ðæt 'gʊd'lʊkɪŋ 'wʊlən 'dres?
3. ðə 'krʊk 'hɪd ɪn ðə 'bʊʃɪz ən'tɪl ðə 'kʊrɪ.ə həd 'gɔ:n.
4. dɪd ʃi 'tel ðə 'kʊk tə 'meɪk 'puɪdɪŋ ən 'kʊkɪz fə dɪ'zɜ:t?
5. ʃi 'ʃʊk ðə 'hʊkt 'ræg ən 'put ɪt ɪn ðə 'brekfəst 'nʊk.

<sup>1</sup> With the exception of the words, *umlaut* and *oomph* (slang), this sound occurs only in the medial position.

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

## RECORD V

## LESSON 35

## Vowel ɔ (ɔ:)

The ɔ sound, as in *all*, *talk*, *saw*,<sup>1</sup> 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	gall - goal	gnaw - know
awed - owed	drawl - droll	flaw - flow
aural - ogre	haul - hole	craw - crow

Repeat the following phrases smoothly.

a small torch	ə 'smɔ:l 'tɔ:tʃ	call the warning	'kɔ:l ðə 'wɔ:nɪŋ
an awkward form	ən 'ɔ:kwəd 'fɔ:m	forward the order	'fɔ:wəd ði 'ɔ:də
a broad border	ə 'brɔ:d 'bɔ:də	haul the yawl	'hɔ:l ðə 'jɔ:l

auburn	taught	thaw
audible	extraordinary	gewgaw
orbit	warden	paw
auger	court	jackdaw
awkward	talk	gnaw
organ	bought	seesaw
aural	pawn	awe
awed	broad	withdraw

1. The auctioneer sauntered over and spoke to the pawnbroker.
2. Why did they withdraw their report during the border dispute?
3. George had been warned not to carry a torch into the vault.
4. Was it her raucous tone that caused the audience to lose interest?
5. The haughty heiress took her jewels out of the vault to pawn them.

1. ði ,ɔ:kʃə'niə 'sɔ:ntəd 'əʊvər ən 'spəʊk tə ðə 'pɔ:n,broʊkə.
2. 'maɪ dɪd ðeɪ wɪð'drɔ: ðeə rɪ'pɔ:t 'dʒʊrɪŋ ðə 'bɔ:də dɪ'spiʊt?
3. 'dʒɔ:dʒ həd bɪn 'wɔ:nd 'nɒt tə 'kæɪ ə 'tɔ:tʃ 'ɪntə ðə 'vɔ:lt.
4. wəz ɪt hə 'rɔ:kəs 'taʊn ðæt 'kɔ:zd ði 'ɔ:diəns tə 'lu:z 'ɪntərɪst?
5. ðə 'hɔ:tɪ 'eərɪs 'tʊk ə 'dʒu:əlz 'aʊt əv ðə 'vɔ:lt tə 'pɔ:n ðəm.

<sup>1</sup>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*<sup>1</sup>, is a diphthong which 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 - toil  
oily - doily  
oyster - roister

employed - destroyed  
enjoyed - annoyed  
recoil - turmoil

toy - coy  
deploy - convoy  
annoy - alloy

Repeat the following phrases smoothly.

hoist the joist 'hɔɪst ðə 'dʒɔɪst an oily ointment ən 'ɔɪli 'ɔɪntmənt  
a soiled doily ə 'sɔɪld 'dɔɪli deploy the convoy dɪ'plɔɪ ðə 'kɒnvɔɪ  
appoint the envoy ə'pɔɪnt ɔɪ 'envɔɪ a voiced annoyance ə 'vɔɪst ə'noɪəns

oil  
oily  
oyster  
ointment  
oilstone  
oilcloth  
oilskin  
oiliness

doily  
exploit  
boiling  
anoint  
goiter  
hoist  
coil  
joist

coy  
cloy  
deploy  
soy  
convoy  
alloy  
destroy  
decoy

1. They employed a gardener to moisten the soil every morning.
2. Was he allowed to have his choice of the appointments?
3. Her voile dress and his corduroy suit were covered with oil.
4. Were they planning to deploy the convoy?
5. He voiced his annoyance each time the appointment was mentioned.

1. ðeɪ ɪm'plɔɪd ə 'gɑ:dənə tə 'moɪsn ðə 'sɔɪl 'evrɪ 'mɔ:nɪŋ.
2. wəz ɪ ə'laʊd tə hæv ɪz 'tʃɔɪs əv ðɪ ə'pɔɪntmənts?
3. hɜ 'vɔɪl 'dres ʌ hɪz 'kɔ:ðə,rɔɪ 'sɪu.t wə 'kʌvəd wɪð 'ɔɪl.
4. wə ðeɪ 'plænɪŋ tə dɪ'plɔɪ ðə 'kɒnvɔɪ?
5. hi 'vɔɪst ɪz ə'noɪəns 'i.tʃ 'taɪm ðɪ ə'pɔɪntmənt wəz 'menʃənd.

<sup>1</sup> Representative Spellings: oi(oil), oy(boy).

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

ear	- earful	jeered	- weird	seer	- tier
earlap	- earflap	cheerless	- fearless	peer	- gear
eardrum	- earmark	beard	- reared	idea	- career

Repeat the following phrases smoothly.

the clear fear	ðə 'kliə 'fiə	near the rear	'niə ðə 'riə
the rear gear	ðə 'riə 'giə	clear the theater	'kliə ðə 'θiətə
the near pier	ðə 'niə 'piə	rear the deer	'riə ðə 'diə

ear	beard	gear
earmark	merely	mere
earring	weird	jeer
eardrop	cheered	disappear
earflap	fearless	tier
earful	neared	seer
earmuff	reared	pier
earsplitting	cheerless	career

1. The mere mention of the cheerless situation made her weary.
2. Was it really his first appearance in the theater?
3. Their fears disappeared when the air cleared.
4. Did they cheer the hero in earnest or was it merely a formality?
5. The weary soldiers cheered as they neared the pier.

1. ðə 'miə 'menʃən əv ðə 'tʃiəlis ,sitʃu'eɪʃən 'meɪd ə 'wiəri.
2. wəz ɪt 'riəli ɪz 'fɜːst ə'piərəns ɪn ðə 'θiətə?
3. ðeə 'fiəz ,disə'piəd men ði 'eə 'kliəd.
4. dɪd ðeɪ 'tʃiə ðə 'hiəro ɪn 'ɜːnɪst ə wəz ɪt 'miəli ə fɔ'mæləti?
5. ðə 'wiəri 'souldʒəz 'tʃiəd əz ðeɪ 'niəd ðə 'piə.

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

## RECORD V

## LESSON 38

## Diphthong â (ɛə)

The â sound, as in *air*, *rarely*, *prayer*,<sup>1</sup> 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	- airman	fairly	- squarely	pare	- prepare
airy	- heiress	flares	- stairs	dare	- declare
airing	- airway	cared	- fared	fare	- welfare

Repeat the following phrases smoothly.

fair and square	'fɛər ən 'skweə	beware of bears	bɪ'weər əv 'beəz
dare to declare	'deə tə dɪ'kleə	where'er you go	weər'ɛə ju 'gəʊ
spare the mare	'speə ðə 'meə	prepare your fare	pri'peə juə 'feə

airy	prepared	scare
airplane	warily	snare
airway	snared	unfair
heir	fairly	glare
airman	carefully	hare
heiress	flares	blare
airdrome	glared	beware
heirloom	staircase	flare

1. It was unfair for him to compare his mare with theirs.
2. Where did they set the flares so that they wouldn't glare?
3. It was a glaring mistake but she was not aware of it.
4. Were they aware that they had to pay their share of the wear and tear?
5. The seafaring man was wary of traveling by air.

1. It wəz ʌn'feə fə 'hɪm tə kəm'peə 'hɪz 'meə wɪð 'ðeəz.
2. 'meə dɪd ðeɪ 'set ðə 'fleəz səʊ ðæt ðeɪ wʊdn't 'gleə?
3. It wəz ə 'glərɪŋ mɪs'teɪk bət ʃɪ wəz 'nɒt ə'weər əv ɪt.
4. wə ðeɪ ə'weər ðæt ðeɪ 'həd tə 'peɪ ðeə 'ʃeər əv ðə 'weər ən 'teə?
5. ðə 'si:fərɪŋ 'mæn wəz 'weɪɪ əv 'trævəlɪŋ baɪ 'eə.

<sup>1</sup> 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 V

## LESSON 39

## Diphthong őr (və)

The diphthong őr, as in *poor* and *sure*<sup>1</sup>, is made up of the őr 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 smoothly.

an alluring tour	ən, ə'ljʊrɪŋ 'tʊə	insure the poor	ɪn'ʃʊə ðə 'puə
a sure cure	ə 'ʃʊə 'kjʊə	tour the moor	'tʊə ðə 'muə
a rural moor	ə 'rʊrəl 'muə	assure the tourist	ə'ʃʊə ðə 'tʊrɪst

boor  
moor  
tour  
your  
sure  
lure  
cure  
pure

assure  
conjure  
insure  
allure  
reassure  
secure  
procure  
demure

1. They tried to reassure the poor people in the rural area.
2. Were they sure that the woman had pleurisy?
3. The poorest in the rural area were taken care of.
4. How could the tourists be sure they would not be served poor food?
5. The poor reward he received for his services was not reassuring.

1. ðeɪ 'traɪd tə, rɪə'ʃʊə ðə 'puə 'piːpl̩ ɪn ðə 'rʊrəl 'eɪrɪə.
2. wə ðeɪ 'ʃʊə ðæt ðə 'wʊmən hæd 'plʊrəsi?
3. ðə 'pʊrɪst ɪn ðə 'rʊrəl 'eɪrɪə wə 'teɪkŋ 'keər pʊ.
4. 'haʊ kəd ðə 'tʊrɪsts bi 'ʃʊə ðeɪ wəd 'nɒt bi 'sɜːvd 'puə 'fuːd?
5. ðə 'puə rɪ'wɔːd hi rɪ'sɪːvd fər ɪz 'sɜːvɪsɪz wəz 'nɒt, rɪə'ʃʊrɪŋ.

<sup>1</sup> Representative Spellings: oor(moor), our(tour), ure(sure).

## RECORD V

## Diphthong ôr (oə)

## LESSON 40

The diphthong ôr<sup>1</sup>, as in *oar* and *more*<sup>2</sup>, 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.

ore - core  
four - lore  
pour - soar

restore - implore  
ignore - deplore  
galore - explore

Repeat the following phrases smoothly.

restore the door	rɪ'stɔ: ðə 'dɔə	the short oar	ðə 'ʃɔ:t 'ɔə
before the war	bɪ'fɔ: ðə 'wɔ:	a worn floor	ə 'wɔ:n 'flɔə
ignore the report	ɪg'nɔ: ðə rɪ'pɔ:t	more and more	'mɔ:r ən 'mɔə

core  
sore  
chore  
tore  
wore  
store  
lore  
swore

restore  
galore  
implore  
seashore  
deplore  
ignore  
before  
explore

1. In his report, he deplored the condition of the seashore.
2. Do you think the government will restore more price controls?
3. They close the store before four o'clock during the summer.
4. Did they restore all the floors in the shore cottage?
5. She gave a short report before the members of the committee.

1. in ɪz rɪ'pɔ:t, hi dɪ'plɔ:d ðə kən'dɪʃən əv ðə 'si:ʃə.
2. du ju 'θɪŋk ðə 'gʌvənmənt wɪl rɪ'stɔ: 'mɔ: 'praɪs kən'trəʊlz?
3. ðeɪ 'kloʊz ðə 'stɔə bɪ'fɔ: 'fɔ:r ə'klɒk 'dʒʊrɪŋ ðə 'sʌmə.
4. dɪd ðeɪ rɪ'stɔ:r 'ɔ:l ðə 'flɔəz ɪn ðə 'ʃə 'kɒtɪdʒ?
5. ʃi 'geɪv ə 'ʃɔ:t rɪ'pɔ:t bɪ'fɔ: ðə 'membəz əv ðə kə'mɪti.

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

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

## 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.

thrust - trust  
thread - tread  
thrash - trash

author - daughter  
faithful - fateful  
mythical - mystical

myth - mitt  
tenth - tent  
oath - oat

Repeat the following phrases, paying particular attention to the unstressed forms.

a mythical theme	ə 'miθɪkl 'θi:m	thresh the grain	'θreʃ ðə 'greɪn
a thin thread	ə 'θɪn 'θred	thistles and thorns	'θɪslz ɪ 'θɔ:nz
the twelfth month	ðə 'twelfθ 'mʌnθ	thin the wreath	'θɪn ðə 'wri:θ

thimble  
thud  
theater  
thigh  
theory  
throng  
thistle  
theme

pathetic  
ether  
mythical  
cathedral  
pathos  
athletics  
ethical  
panther

broth  
mirth  
oath  
wreath  
booth  
moth  
myth  
sleuth

1. He offered a thousand theories but his ignorance was pathetic.
2. Did the earthquake damage the thick-walled cathedral?
3. The theme on the mythical subject was too lengthy.
4. Are both her sons truthful and faithful to the cause?
5. He failed his mathematics when he gave more time to athletics.

1. hi 'ɒfəd ə 'θaʊznd 'θiəri:z bət ɪz 'ɪgnərəns wəz pə'θetɪk.
2. dɪd ðɪ 'ɜ:kweɪk 'dæmɪdʒ ðə 'θɪk 'wɔ:ld kə'θi:drəl?
3. ðə 'θi:m ɒn ðə 'miθɪkl 'sʌbdʒɪkt wəz 'tu: 'lenkθɪ.
4. ɑ 'boʊθ hɜ 'sʌnz 'tru:θfəl en 'feɪθfəl tə ðə 'kɔ:z?
5. hi 'feɪld ɪz ,mæθə'mætiks mən ɪ 'geɪv 'mɔ: 'taɪm tu æθ'letɪks.



## RECORD VI

## LESSON 42

Consonant  $\theta$  ( $\delta$ )

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 teeth and blowing out a voiced sound.

then - den	neither - kneader	writhe - ride
thy - die	writhing - riding	lithe - lied
their - dare	seething - seeding	seethe - seed

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

press the bell	'pres $\delta$ ə 'bel	is this the one	iz 'ðis $\delta$ ə 'wan
the lithe runner	$\delta$ ə 'laið 'rʌnə	close the door	'kloʊz $\delta$ ə 'dɔə
use this scythe	'ju:z 'ðis 'saɪð	do this that way	'du 'ðis 'ðæt 'wei

than	bather	wreathe
therefore	further	lathe
therein	farther	lithe
though	bother	seethe
thus	wither	scythe
thence	another	writhe
thy	feather	loathe
thine	leather	breathe

1. Her fingers were lithe and she wreathed the flowers well.
2. Are his father and mother going to live with his brother?
3. She did not bother to pick the flowers as she knew they would wither.
4. Did they seek the answer by going further into the details?
5. Therein lay the solution to the seething problem.

1. hɜ 'fɪŋgəz wə 'laið ən ʃi 'ri:ðd  $\delta$ ə 'flaʊəz 'wel.
2. ɑr iz 'fɑ:ðər ən 'mʌðə 'goɪŋ tə 'lɪv wɪð iz 'brʌðə?
3. ʃi dɪd 'nɒt 'bʊðə tə 'pɪk  $\delta$ ə 'flaʊəz əz ʃi 'nju: ðeɪ wəd 'wɪðə.
4. dɪd ðeɪ 'si:k ði 'ansə baɪ 'goɪŋ 'fɜ:ðər ɪntə  $\delta$ ə dɪ'teɪlz?
5. ðeərɪn 'leɪ  $\delta$ ə sə'lu:ʃən tə  $\delta$ ə 'si:ðɪŋ 'prɒbləm.

## Consonant p (p)

The *p* sound,<sup>1</sup> as in *pay*, *copper*, *stop*,<sup>2</sup> 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.

plaster	- plaza	hamper	- scamper	clip	- clap
pity	- pithy	suspend	- depend	rasp	- grasp
pennant	- penitent	umpire	- empire	cope	- mope

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

a plain patch	ə 'pleɪn 'pætʃ	plan for profit	'plæn fə 'prɒfɪt
a purple cape	ə 'pɜːpl 'keɪp	prepare the supper	pri'peə ðə 'sʌpə
a poor speech	ə 'puə 'spiːtʃ	sample the apples	'sæmpl ðɪ 'æplz

pastry	deposit	imp
patch	oppose	wisp
peasant	deprive	scrape
penalty	depot	quip
petite	impend	stoop
plead	insipid	syrup
pigment	rhapsody	stripe
portal	umpire	hiccough

1. Speech improvement requires patience and practice.
2. Did the umpire suspend judgment on the poor play?
3. Pity, sympathy, and compassion are synonyms, but are used differently.
4. Was his profit so small that he was compelled to release his partner?
5. She gasped as the soldier parachuted from the plane.

1. 'spiːtʃ ɪm'pru:vmənt rɪ'kwaɪəz 'peɪʃəns ən 'præktɪs.
2. dɪd ðɪ 'ʌmpaɪə sə'spend 'dʒʌdʒmənt ɒn ðə 'puə 'pleɪ?
3. 'pɪtɪ, 'sɪmpəθɪ, ən kəm'pæʃən, ɔ 'sɪnənɪmz, bət ɔ 'ju:zd 'dɪfərəntli.
4. wəz ɪz 'prɒfɪt sɔʊ 'smɔ:l ðæt ɪ wəz kəm'peld tə rɪ'li:s ɪz 'pɑːtnə?
5. ʃɪ 'gæspɪt əz ðə 'souldʒə 'pærə,ʃuːtɪd frəm ðə 'pleɪn.

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

<sup>2</sup> Representative Spellings: *gh*(hiccough), *p*(pan), *pp*(happy).

## RECORD VI

## LESSON 44

## Consonant b (b)

The *b* sound, as in *buy*, *rabbit*, *cab*<sup>1</sup>, 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.

pan - ban  
pin - bin  
path - bath

rumple - rumble  
staple - stable  
crumple - crumble

cap - cab  
map - mob  
rip - rib

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.

break the habit 'breɪk ðə 'hæbɪt      a blue banner ə 'blu: 'bænə  
rebind the book ri: 'baɪnd ðə 'bʊk      the bad burn ðə 'bæd 'bɜ:n  
buy the table 'baɪ ðə 'teɪbl      a babbling brook ə 'bæblɪŋ 'brʊk

barrier  
baffle  
balmy  
boast  
bonnet  
brisk  
burglar  
buoy

humble  
ramble  
cable  
quibble  
cupboard  
urban  
rabid  
turban

drab  
ebb  
stub  
daub  
jab  
hub  
garb  
orb

1. John Cabot and his son Sebastian sailed along the coast of Labrador.
2. Did she blame her brother for the trouble she had had?
3. Football and baseball are national sports in the United States.
4. What is the sub-title of the book you borrowed from Barrett?
5. He has a bad habit of stumbling over curbstones.

1. 'dʒɒn 'kæbət ʌnd ɪz sən sɪ 'bæstʃən 'seɪld ə 'ləʊ:ŋ ðə 'kəʊst əv  
2. dɪd ʃɪ 'bleɪm hɜ 'brʌðə fə ðə 'trʌbl ʃɪ hæd 'hæd? 'læbrə, dʒə.  
3. 'fʊt, bɔ:l ʌ 'beɪs, bɔ:l ə 'næʃənəl 'spɔ:ts ɪn ðə ju 'nɑ:tɪd 'steɪts.  
4. 'wɒt ɪz ðə 'sʌb, taɪtl əv ðə 'bʊk ju 'brɒd frəm 'bæɪt?  
5. hɪ 'hæz ə 'bæd 'hæbɪt əv 'stʌmblɪŋ 'əʊvə 'kɜ:b, stɒnz.

<sup>1</sup> Representative Spellings: *b*(boy), *bb*(ebb), *pb*(cupboard).



## Consonant m (m)

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

meek - mock  
mate - might  
mane - maze

tamper - damper  
rumble - jumble  
beaming - bombing

doom - dome  
beam - bomb  
ream - roam

Repeat the following phrases smoothly.

a misty morning ə 'mɪstɪ 'mɔ:nɪŋ import the gems ɪm'pɔ:t ðə 'dʒemz  
a money problem ə 'mʌni 'prɒbləm make a promise 'meɪk ə 'prɒmɪs  
a domestic matter ə də'mestɪk 'meɪtə meet the manager 'mi:t ðə 'mænədʒə

midst  
meteor  
menial  
mobile  
muffin  
myth  
muslin  
mauve

omen  
bemoan  
damage  
humor  
summer  
mumble  
sumac  
company

tomb  
phlegm  
realism  
loom  
qualm  
resume  
slim  
hymn

1. She lost her temper many times during the filming of the mob scene.
2. Was the rug imported or was it of domestic manufacture?
3. She dreamed of fame but did nothing to make her dreams come true.
4. Are they planning to be married in May or in December?
5. They removed many of the elms to make room for the garage.

1. ʃɪ 'lɔ:st ə 'tempə 'meni 'taɪmz 'dʒurɪŋ ðə 'fɪlmɪŋ əv ðə 'mɒb 'si:n.
2. wəz ðə 'rʌg ɪm'pɔ:tɪd ɔ wəz ɪt əv də'mestɪk ,mænʃə'fæktʃə?
3. ʃɪ 'dri:md əv 'feɪm bət dɪd 'nʌθɪŋ tə 'meɪk ə 'dri:mz 'kʌm 'tru:.
4. ə ðeɪ 'plæniŋ tə bi 'mæɪrɪd ɪn 'meɪ ər ɪn dɪ'sembə?
5. ðeɪ rɪ'mu:vɪd 'meni əv ðɪ 'elmz tə 'meɪk 'ru:m fə ðə gə'reɪʒ.

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

## RECORD VI

## LESSON 46

## Consonant n (n)

The n sound, as in *not*, *sunny*, *inn*<sup>1</sup>, 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 through the nasal passages.

neat - knot  
noon - knock  
nip - nap

kernel - kennel  
pencil - stencil  
earnest - honest

clean - clown  
grain - groan  
loan - moan

Repeat the following phrases smoothly.

an ornate fence    ən ɔ'neɪt 'fens    win the election    'wɪn ðɪ ɪ'lekʃən  
a stern captain    ə 'stɜ:n 'kæptən    warn the client    'wɔ:n ðə 'klaɪənt  
a clean confession    ə 'kli:n kən'feʃən    plan the defense    'plæn ðə dɪ'fens

gnat  
knoll  
gnaw  
pneumonia  
nook  
nasal  
nuisance  
mnemonic

dingy  
fund  
quince  
blunt  
rancid  
ornate  
jaundice  
comptroller

woven  
warden  
champagne  
raisin  
prison  
keen  
swan  
token

1. It was a foregone conclusion that he would win the election.
2. On what portion of the play was the curtain run down?
3. The stern captain was humane in his relations with his men.
4. Why did they build such an ornate fence around the tennis court?
5. The lawyer and his client were planning the defense together.

1. ɪt wəz ə 'fɔ:ɡən kən'klu:ʒən ðæt ɪ wəd 'wɪn ðɪ ɪ'lekʃən.
2. ɒn 'mʌt 'pɔ:ʃən əv ðə 'pleɪ wəz ðə 'kɜ:tən 'rʌn 'daʊn?
3. ðə 'stɜ:n 'kæptən wəz hju'meɪn ɪn ɪz rɪ'leɪʃənz wɪð ɪz 'men.
4. 'maɪ dɪd ðeɪ 'bɪld 'sʌtʃ ən ɔ'neɪt 'fens ə'raʊnd ðə 'tenɪs 'kɔ:t?
5. ðə 'lɔ:jər and ɪz 'klaɪənt wə 'plænɪŋ ðə dɪ'fens tə'geðə.

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

## Consonant h (h)

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

haggle - haggard  
hardship - hardware  
hastily - harmony

uphold - upheaval  
adhere - overhaul  
inherit - inhuman

Repeat the following phrases smoothly.

hale and hearty 'heɪl n 'ha:tɪ  
haul the hay 'hɔ:l ðə 'heɪ  
had a hunch 'hæd ə 'hʌntʃ

the high hat ðə 'haɪ 'hæt  
the hidden haven ðə 'hɪdn 'heɪvən  
the happy home ðə 'hæpi 'hoʊm

halt  
hamper  
harvest  
harmony  
harpoon  
haddock  
heathen  
whom

apprehend  
inhibit  
inhuman  
rehearsal  
behoove  
adhere  
mohair  
upheaval

1. It behooves all of us to be honest and high minded.
2. Why does he uphold him in that highhanded manner?
3. The mahogany furniture was overhauled and highly polished.
4. Did they apprehend the prisoner because of his hesitancy?
5. If he had adhered to his promise, he would not have been reprimanded.

1. it bi'hu:vz 'ɔ:l əv əs tə bi 'ɒnɪst ən 'haɪ 'maɪndɪd.
2. 'maɪ dəz ðə ʌp'hoʊldɪm ɪn ðæt 'haɪ'hændɪd 'mænə?
3. ðə mə'hɒɡənɪ 'fɜ:nɪʃə wəz, oʊvə'ho:ld ən 'haɪli 'pɒlɪʃt.
4. dɪd ðeɪ ,æprɪ'hend ðə 'prɪznə bi'kɔ:z əv ɪz 'hezɪtənsɪ?
5. ɪf ðə həd əd'hɪəd tə ɪz 'prɒmɪs, hɪ wəd 'nɒt əv bɪn 'reprə,mændɪd.

<sup>1</sup> Representative Spellings: *h(hat)*, *wh(who)*.



## RECORD VI

## Consonant y (j)

## LESSON 48

The y sound, as in *yes* and *genius*<sup>1</sup>, is produced by raising the middle of the tongue almost to the hard palate and emitting a voiced sound.

yawn - yarn  
yearly - yearling  
yacht - yawl

scallion - scullion  
pavilion - cotillion  
minion - dominion

Repeat the following phrases smoothly.

a civilian value ə sə'vɪljən 'vælju from year to year frəm 'jɪə tə 'jɪə  
brilliant yellow 'brɪljənt 'jelo companion to youth kəm'pænjən tə 'juθ  
a familiar yodel ə fə'mɪljə 'joudl beyond the yacht bi'jʌnd ðə 'jɒt

yawl  
yodel  
yoke  
yonder  
yen  
yak  
yeoman  
yank

disunion  
scallion  
hallelujah  
bullion  
valiant  
civilian  
billion  
dominion

1. She yearned to return to the familiar scenes of yesteryear.
2. What did he do with the millions he made from year to year?
3. It is his opinion that the dominion is self-sustaining.
4. Were the youngsters familiar with all the new tunes?
5. The yacht and the yawl were insured for their full value.

1. ʃɪ 'jɜ:nd tə rɪ'tɜ:n tə ðə fə'mɪljə 'si:nz əv 'jestə'jɪə.
2. 'wɒt dɪd ðə wɪð ðə 'mɪljənz hɪ 'meɪd frəm 'jɪə tə 'jɪə?
3. ɪt ɪz 'hɪz ə'pɪnjən ðæt ðə də'mɪnjən ɪz 'selfsə'steɪnɪŋ.
4. wə ðə 'jʌŋstəz fə'mɪljə wɪð 'o:l ðə 'nju: 'tju:nz?
5. ðə 'jɒt ən ðə 'jɔ:l wə ɪn'ʃʊəd fə ðəə 'fʊl 'vælju.

<sup>1</sup> Representative Spellings: i(*genius*), j(*hallelujah*), y(*yam*).

## 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.	ăn*	ən	An army action
am	ām	æm	- Yes, I am.	əm*	əm	I am going.
and	ānd	ænd	- And that is what I meant.	ʼm ənd*	ɪ ənd	I'm going. You and I (Preceding vowels)
				ən*	ən	You and Gertrude (Preceding consonants)
				ʼnd ʼn	nd n	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	bi:	- Where will you be?	bɪ	bɪ	I shall be there.
but	būt	bʌt	- But, I am worried.	bət*	bət	Anything but that.
by	bī	baɪ	- What do you go by?	bə*	bə	By the way. (Preceding consonants)
can	kān	kæn	- I think I can.	kən*	kən	I can see her.
				kʼn	kɪ	I can go.
could	kōod	kʊd	- I would if I could.	kəd*	kəd	He could go if he wished.
do	dōo	du	- What shall I do?	doo	dʊ	How do I go? (Preceding vowels)
				də*	də	How do they go? (Preceding consonants)
does	dūz	dʌz	- Yes, he does.	dəz*	dəz	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?	fɹɪm*	fɹɪm	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	hăz	hæz	- Where has he gone?	hăz*	həz	He has gone to his room.
				ăz*	əz	The meeting has begun.
				'z	z	John's been here. (after voiced sounds)
				's	s	Jack's been here. (after unvoiced sounds)
have	hăv	hæv	- I do not have it.	hăv*	həv	They have gone.
				ăv*	əv	He could have gone.
he	hē	hi:	- He is going.	'v	v	I've finished.
				hĩ	hi	She said he was going.
				ē	i	They said he does.
				ĩ	i	She says he does.
her	hûr	hɜ:(r	- I did see her.	hû, hâ*	hɜ hə	Her story was true.
him	hĩm	him	- They told her, but not him.	ă(r)*, û	ə ɜ	We met her there.
				ĩ m	im	We met him there.
his	hĩz	hɪz	- It is not his.	ĩz	ɪz	All his money was taken.
into	ĩntōō	intu:	- The house was broken into.	ĩntōō	intu	They went into a store. (before vowels)
				ĩntă*	intə	He went into the house. (before consonants)
is	ĩz	ɪz	- Yes, he is.	'z	z	John's here. (after voiced sounds)
				's	s	Jack's not here. (after unvoiced sounds)
				mē	mi	You may come with me.
me	mē	mi:	- He said to give it to me.	mĩ	mi	Will you accompany me.
				măst*	məst	You must be careful.
must	mũst	măst	- But we must.			
my	mĩ	mai	- This is my coat.	mĩ	mai	Don't mention my name. (shorter than stressed form)
nor	nôr	nɔ:(r	- Nor do I.	nô(nă)*	nɔ nə	Neither this nor that.
of	öv	ɒv	- What of it!	ăv*	əv	The end of the story
or	ôr	ɔ:(r	- Or, maybe it is true.	ô(ă)*	ɔ ə	Five or six times
shall	shăl	ʃæl	- I believe I shall.	shăl*(sh'l)	ʃæl	We shall go tomorrow.
she	shē	ʃi:	- She wouldn't say.	'l	l	We'll go tomorrow.
				shē (shĩ)	ʃi ʃi	He said she had left.
should	shōod	ʃud	- Why should I?	shăd*(sh'd)	ʃəd ʃd	I should like to go.

\* See footnote - Page IX



## APPENDIX

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

\* See footnote - Page IX

## NOTES to INSTRUCTOR or STUDENT

## The PURPOSE of the SPEECHPHONE METHOD

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

## VARIOUS TYPES of SPEECH

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

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

## The SPEECHPHONE MARKING SYSTEM

In the Speechphone Series, both the diacritical marks and phonetic symbols have been simplified so that even beginning students can understand and use them. Each of the forty-eight phonetic symbols, necessary to conversational American Speech, is presented with the corresponding diacritically marked equivalent<sup>(1)</sup> as listed in the dictionary. The only phonetic modifiers used are those necessary to indicate the correct rhythm.<sup>(2)</sup> 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	ă or ǎ	ə	ă
ŋ	ng	ng	ŋ	ng
ê	not listed in key <sup>(3)</sup>	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, primary<sup>1</sup> and secondary.

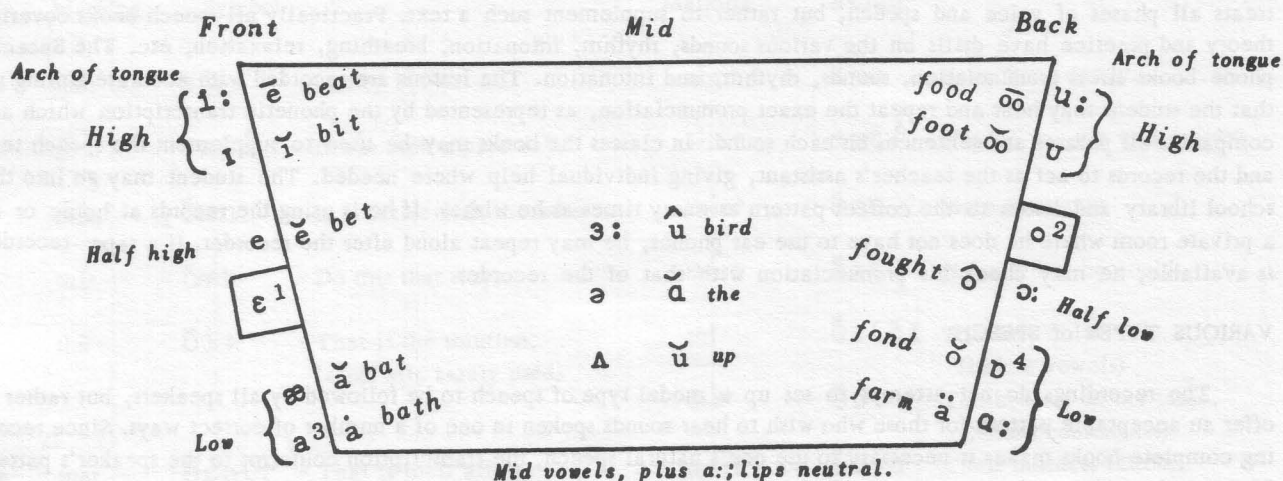
Syllabic symbol under consonants *m*, *n*, and *l*, to indicate weakening which occurs only in unstressed syllables.

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 seI(eI)    sigh saI(aI)    soy soI(ɔI)    sue sju:(ju:)<sup>5</sup>  
bow bou(ou)    bow bau(au)  
mere mIə(Iə)    mare mɛə(ɛə)    moor muə(ʊə)    more mɔə(ɔə)

- 1) The *æ* symbol, of K&K, is the equivalent of the *e* or *ě* of NWD, ACD, and NCD. Some authorities use this symbol only as the first element of the diphthong *â* (*æa*); others, however, use it when they wish to indicate a slightly more lax sound than *e*, as in the *ary* (*ærɪ*) 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* (*ov*).
- 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 *ä*. 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, (*o*):  
*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-v*)
- 5) See note, page 33, Elementary and Intermediate; page 11, Advanced.



## SOUND CHARTS

CHART of ENGLISH CONSONANTS

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

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

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

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

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

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

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

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

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

## DEFINITIONS\*

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

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

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

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

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

The long vowels are: 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 - ʒ; 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<sup>h</sup>, t<sup>h</sup>, k<sup>h</sup>; unaspirated p<sub>1</sub>, t<sub>1</sub>, k<sub>1</sub>.

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

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

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

**INTONATION:** See page VIII

**RHYTHM:** See page IX

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