Dominando el Ingles

MASTERING ENGLISH PRONUNCIATION:

A GUIDE FOR SPANISH-SPEAKING PEOPLE

By Abraham H. Lass, Robert Cabat, Louis Cabat, Marjorie L. Dycke

Narrated by Abraham H. Lass
1. Introduction
2. The Sound of S before a Consonant
3. The Sound of V
4. The Sound of UH

SIDE 2
1. The Sound of Final M
2. The Sound of A as in RAT
3. The Sound of SH
4. The Sound of Y at the Beginning of a Word
5. The Sound of U as in MUSIC
6. The Sound of W as in WATER

SIDE 3
1. The Sound of O as in COLD
2. The Sound of Z as in ZERO
3. The Sound of H as in HAT
4. Words Ending in ED

SIDE 4
1. The Sound of TH as in BATH
2. The Sound of TR as in THIS
3. The Sound of OR as in BOOK and ROOM
4. The Sound of J
5. The Sound of I as in BIT

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6. The Sound of SH
7. The Sound of Z at the Beginning of a Word
8. The Sound of AS in MUSIC
9. The Sound of SS in WATER
10. The Sound of O as in COLD
11. The Sound of U as in ZERO
12. The Sound of SS in SANS
13. The Sound of TH as in BATH
14. Words ending in ND
15. The Sound of TH as in RATH
16. The Sound of TH as in TUNIS
17. The Sound of SS in BOOK and ROOM
18. The Sound of SS in PITH

HOW TO USE THE PRACTICE EXERCISES

After each lesson in the script which you are reading, you will be given numerous practice exercises. Here are some suggestions for using these exercises.

1. Play the recorded material over as many times as you need to - until you feel you have mastered the sound you are practicing. Then start working on the additional practice exercises.

2. If possible, use a tape recorder to record yourself as you go over the practice exercises. Listen to yourself carefully. Have someone who speaks English well listen to you and help you pick out and correct any errors you may make.

3. Each section of practice exercises begins with individual words. Pronounce these words slowly at first, giving special attention to the sound you are concentrating on. Then go on to the next section, and repeat. As you become more familiar with the sound, you may increase your speed.

4. The next two sections contain sentences. The sentences in the first group contain one example of the sound. The sentences in the second group contain two examples of the sound. Master the first group of sentences - then go on to the second group. Say each sentence slowly at first. Gradually increase your speed until you can say each sentence correctly, comfortably, and intelligibly at a normal conversational speed.

5. The last section contains 5 words. Make up a sentence with each word as you would in your everyday conversational speech. Then practice these sentences and practice using the same techniques suggested for the sentences in Section 1. Then go on to Section 2. If you feel you need more practice, make up more sentences based on the words in the first exercise. Try to say each sentence correctly, the sound or sounds you are practicing.

6. Listen carefully and frequently to the recordings on radio and TV for the way the Spanish-speaking people have been practicing this. This will make you aware of these sounds and enable you to master them.

7. And finally - practice, practice, practice - as often as you can. Nothing can replace the place of your practicing. Practice on your family or your best friends. At first, you'll probably feel a bit self-conscious. But in a very short time, you'll be saying these words naturally and correctly all the time.

SOMETHING TO REMEMBER:

When you are talking to someone, concentrate on what you hear and on the expressions you may be making in your own words or sounds. Don't worry too much about anything the other person is saying to you. You won't get rid of these errors all at once. But you will be doing in private will soon show up in the improvement of your public speaking. The more you practice and the better you are doing in private, the more you will be doing in public. This will help you to be more comfortable and natural when you are talking to someone else.

END OF LESSON
We'll be following this same procedure in each lesson. Now we're ready to begin:

skate
state
stay
stick
small

And now a little faster:

Spanish
speak
sack
score
stamps

And now we're ready to try some sentences. We'll do the
same here as we did with the single words. I'll read the
first few sentences slowly, then a little faster. After
each sentence there will be a pause to allow you to repeat
the sentence. Then I'll say the sentence again. You pay
special attention to the words that begin with a X followed
by a consonant. In the booklet you are reading we've under-
lined these words. So listen carefully and look sharp.

1. The strict father believes in "whip the rod and spoil
the child."

2. Stop! Don't smash the screen.

3. My by studies hard at school.

4. Dogs smash at scraps of food.

5. A car smashed into a motor scooter on Spring Street.

Band 2 Practice Exercises

<table>
<thead>
<tr>
<th>scan</th>
<th>scramble</th>
<th>skin</th>
<th>slung</th>
</tr>
</thead>
<tbody>
<tr>
<td>scare</td>
<td>screen</td>
<td>sky</td>
<td>smart</td>
</tr>
<tr>
<td>scout</td>
<td>skate</td>
<td>slash</td>
<td>stuff</td>
</tr>
<tr>
<td>scope</td>
<td>sketch</td>
<td>slim</td>
<td>stuff</td>
</tr>
<tr>
<td>score</td>
<td>ski</td>
<td>split</td>
<td>swath</td>
</tr>
</tbody>
</table>

I have a new scarf.
He is riding on a scooter.
Careful or the car may fall.
There is space here for every car.
We like spaghetti cake.
The store is open until 5 o'clock.
He can pump his fingers.
The horse lives in a stable.
Go straight home.
Speak to me about your studies.
The slice that he wants is the small one.
Don't squeeze the strawberries.
The strawberries are made of steel.
The spinach does not smell good.

Write five original sentences using the following words:
scarf, screen, slip, smooth, state

Band 1 The Sound of X

1. In Spanish, the letters X and Y are pronounced the same.
2. But in English, the X and Y are pronounced differently.
3. The English X sounds much like the Spanish X as in burro.
4. So you'll have no difficulty with English words like bed.
5. Butler, bill.

The English X however has a different sound. And this X
sound doesn't exist in Spanish. So at first you may have a
slight problem with X. But once you know how to make the X
sound, you'll find it easy. And here's now. Just follow
these few simple steps:

1) First open your mouth slightly.
2) Now bring your upper teeth down lightly on your lower
lip and hold your teeth together.
3) Then -- still holding your upper teeth lightly on your
lower lip, bite gently until you get a humming sound --
like this -- V-V-V-V. That's the way X sounds. Say Y
like this -- V-V-V. That's the way X sounds. And then
this way, making that humming sound X-V-X and then

Now go back to the beginning of this band. Play it
over again a few times, follow the instructions, and keep
making the X sound until you feel comfortable saying it.
As we told you at the beginning of this program, there are
no short cuts to correct speech -- in any language. You and
everyone else who wants to speak English correctly must
first tackle his speech problems as we are doing them now.

Now some sentences. I'll read the first few sentences
slowly, exaggerating the sound of V-V-V-V. In the pause
that follows, repeat the sentences after me. Then I'll say
the rest of the sentences in the normal speed. I'll read the rest of the sentences in the normal speed.

Now some sentences. I'll read the first few sentences
slowly, exaggerating the sound of V-V-V-V. In the pause
that follows, repeat the sentences after me. Then I'll say
the rest of the sentences in the normal speed. I'll read the rest of the sentences in the normal speed.

1. Mary bought two loaves of bread.
2. Helen has a pine juice.
3. Victor plays the violin.
4. Mary bought two loaves of bread.
5. Helen has a pine juice.

Band 2 Practice Exercises

vacuum | village | have | prove
variety | vine | leave | survive
victor | vital | alive | strive
vert | volume | invest | lever
view | vulture | cover | verb

The vice president has an important job.
The plane flew over the ocean.
Walker has several friends in Spain.
Many people passed above the subway.
We will build the house on level ground.
This meal is delicious.
The needle must be in the groove of the record.
Jane wants to move to Florida.
Band 4 The Sound of Uh

A great many English words that are spelled quite differently have this one sound in common - uh.

But there is no sound like uh in Spanish. So it is very difficult to describe to you how to make the uh sound. We think the easier way for you to master it is to listen to the sound carefully, and then try to make it yourself. Re-play this section a few times until you can make the uh sound. Incidentally, this is precisely how people learn to speak any foreign language correctly -- lots of listening and lots of practice imitating what they hear. And it's exactly how you learned your own language.

So just keep on trying until you can uh correctly and confidently. Keep your mouth open -- just a little -- when you make the uh sound. First, we'll say the sound uh. Then you repeat it. We'll do this a few times.

uh
uh
uh
uh
uh
uh
uh
uh
Again

Now for some words. Concentrate on the letter we've underlined in each word. That's where the uh sound comes. And to make it easier for you, we've put uh under the letter where the sound occurs.

luck
uh
thought (the l is silent)
uh
button
uh
summer
uh
march
uh
mug
uh

Notice that there is a u in each of these words. Usually the u in the middle of a word is pronounced uh, but not always. It is, however, a useful clue to follow.

Now here are some more words spelled quite differently, but all have the uh sound in them. Repeat them after me.

tough
uh
tough
uh
tough
uh
tough
uh

Now let's put some of these uh words together in sentences. We've underlined the words containing the uh sound. In addition, we've placed uh where the sound occurs.

1. You are pretty lucky to win all that change.
   uh
   uh

2. Some animals have tough hides.
   uh
   uh

3. Here are some rugs, and we have others.
   uh
   uh
   uh
   uh

4. Put this cover on the butter dish, and the other on the mustard jar.
   uh
   uh
   uh
   uh

As we have seen in previous sentences, the uh sound, as in yuck, puff, bump. Now pronounce them after me:

eume
uh
luke
uh
cumbersome
uh
cover
uh
nothing
uh
mouth
uh

Try for the uh sound in the following sentences. We've underlined the u and placed a uh underneath it.

1. Shovel the dirt away.
   uh

2. Where is your mother?
   uh

3. Is your brother at school?
   uh

4. Don't worry.
   uh

5. Where is my other book?
   uh

Band 5 Practice Exercises

drum
uh
null
uh
cumbersome
uh
cover
uh

money
uh
dove
uh

love
uh

money
uh

cousin
uh

honey
uh

Please shut the door.

What is he fumbling about?

John is passing the butter.

They bought a couch for the house today.

Why do you punish the child?

We need more rubber bands.

Stop rubbing your eyes.

The children are blowing bubbles.

This monster is very cute.

Where is your Uncle now?

Come with you, too.

Mr. Goldstein's son.

How much money did you pay for that piano?

Let's present this cap to the class.

Ted's uncle drives a truck.

Make up original sentences using the following words:

cousin, puddle, lucky, compass, sun

Band 5 The Sound of Final M

Whenever you see m, it has the same sound, just like the m in same.

or

me
or

by
tomato
tomorrow
bump
garbage

M presents no problem either at the beginning or in the middle of a word, because m appears in these same places in Spanish words.
A bit of a problem with "scream" at first, and only briefly, until you get into the habit of pronouncing the \( \mathbf{m} \) at the end of a word. As usual, we're going to exaggerate the \( \mathbf{m} \) sound to illustrate this point. But, of course, you wouldn't speak like this. But it's quite all right for practice. Pronounce the \( \mathbf{m} \) just as I do.

cream
horse
sack
rug
big
drum

Now, just a little faster, but still getting that \( \mathbf{m} \) sound at the end.

firm
arm
swim
scream

In the following words, the \( \mathbf{m} \) is not pronounced -- only the \( \mathbf{n} \).

cough
crunch
thought

In these next words, the final \( \mathbf{m} \) is not pronounced, but the \( \mathbf{n} \) is.

lime
time
same
name

Now some sentences. The final \( \mathbf{m} \) is underlined.

1. Please don't slam the door.
2. What kind of run do you like?
3. Did you hear that scream?
4. We serve lunch from twelve to one on Monday.
5. Come to the museum with me and him.

**Practice Exercises**

\[\begin{array}{llll}
\text{him} & \text{crush} & \text{same} \\
\text{run} & \text{bomb} & \text{arm} \\
\text{term} & \text{lamb} & \text{ain} \\
\text{foam} & \text{clink} & \text{minimum} \\
\text{firm} & & & \\
\end{array}\]

I want to rent a room.
Did you investigate our claim?
They arrived on time.
Let's go to the aquarium.
Please don't slam the door.
To what does he owe his fame?
How does this seem to him?
The children are scrambling the cookies.
What form are they using?
Tom can't climb the ladder.
She came and cleaned the room.
My arm is numb.
Sam's body is a limp and firm.
What's the name of this brand of run?
Marion hurt her thumb.

Make up sentences using the following words:

Thomas, bomb, matter, team, stem

**The Sound of \( \mathbf{m} \) As in \( \mathbf{m} \)at**

The letter \( \mathbf{m} \) has several different sounds in English. The sound most likely to cause difficulty occurs very often in such common words as:

\[\begin{array}{llll}
\text{rattle} & \text{matt} & \text{bard} \\
\text{cash} & \text{sand} & \text{land} \\
\text{mask} & \text{glad} & \text{pan} \\
\text{flash} & \text{fat} & \text{panic} \\
\text{cattle} & \text{hand} & \text{van} \\
\end{array}\]

Now while the sand is:
I'll have ham and eggs.
do you two sisters.
Will you have some more lamb?
What is your plan?
Let's study the run.
The hunter set a trap for the wolf.
Ask me some more questions.
What is your plan?
Who is wearing a mask?
As I to send a telegram?
He congratulated her on her travels.
Marine and panic are reported.
Who's mind ran into the sand.
I told me the bad news.

Make up a sentence using the following words:

\[\begin{array}{llll}
\text{mat}, \text{feat}, \text{land}, \text{cattle}, \text{that} \\
\end{array}\]
There is something wrong with the car's ignition.

The firemen pushed to the fire.
They bought a pressure cooker.
Please don't shake the shell.
Im's sure that the shell is wrong.
That short by never pays attention.

Fish is nourishing food.
Noisy has a beautiful task.

Make up five original sentences using the following words:
shout, shovel, assure, lotion, portion

Part 6: The sound of sh at the beginning of a word

-Ay at the beginning of a word sounds like this:

young
yellow

Now try the following sentences, which all contain words that begin with sh. You may pay special attention to the sh sound in each word. Some words contain more than one sh.

1. Do you have enough cash?
2. She's quite short.
3. What is the official position of your organization?
5. Let us know when your sign gets a shipment of new signs.

Part 7: Practice exercises

shut, shoo, shush, shrew, sherry
shame, shaft, shrew, shrewish
shark, shawl, shawl, shawl, shawl
sherry, shape, show, show, show

Peter is very shy.
I want to share the knife.
Why are they rushing with other?
Who's afraid of the darkness?
Will I forget another occasion?
The cold is very severe.
Mr. Gibbs set the whale in motion.

Part 8: Practice exercises

yes, university, youngest, yolk
yawn, universe, yolk, yesteryear
yawn, utility, yearly, muchmore

Next steps...

unit
unit
unit
unit
unit
The United States is a wonderful country. He was born in Utah. He had a feeling of euphoria.

*What is the color of this yarn? Tell him to stop yelling. These notes are very unusual.*

Berry works for a utility company. These people have been unified for centuries. People of every race visit to be, histrionical.

A young woman entered the crowd. The yarn was of a reddish color. Euphoria has a youthful appearance.

The universal company produces unusual movies.

Make up five original sentences using the following words:

useless, unify, usual, Uruguay, Euphoria

**Band 9 The Sound of Y as in Music**

Like other English letters, the letter y isn't always pronounced the same way.

Sometimes it has the My sound, as in words like bump, thumb, and luck. We've covered this sound on Yand 4.

But sometimes the y sounds quite different, as in this very familiar word, BAND. - Band. Here the y sounds exactly like the word My. - My. So when you pronounce music, bear in mind what you are actually doing. You are making the y sound, like this -- [pseudoloudly and simply adding My to My] -- music. Say it a few more times slowly so you get the feel of the way to make this combination of sounds -- how it sounds, and how it feels when you say it.

music (m-e-yoos-tik)

music (m-e-yoos-tik)

music (m-e-yoos-tik)

And now a little faster

music

Here are some more words with y pronounced Y:

- symmetry
- argue
- purity

And a few more with the same Y sound:

- beauty
- beautiful
- bureau
- care
- security

Now some sentences. The y sound is underlined, as usual.

1. Bill is a fine young being.
2. Eugene and Euphemia are an amusing couple.
3. Fuel will be more expensive in the future.
4. Mildred has a cute yew.
5. You can get some yew at the market.

**Band 10 Practice Exercises**

wage waste welcome aware

wagon watch away Waltz

walk water awake weed

war would award welfare

wash wonder web west

Do you like your work? The ring is worth a great deal. That word is new to me. She prefers wool to cotton. This woman is Spanish. We need more wood for the fire. Did you see the wolf in the zoo? They wish to leave now. Peter is quite witty. Winter is my favorite season. With whom will she go? They would welcome them here. John wonders why he feels so weak.

Mary is wearing a wig.

Jack is writing for his award.

Make up sentences using the following words:

wave, wax, aware, wagon, awake
Every time you see the letter z in a word, you expect it to have the same sound. As you've learned by now, it just doesn't happen all the time this way in English. And, as you have discovered that, of course, is what makes English pronunciation so confusing for most foreign students.

In a way, you know, it's easier for an American to learn to pronounce Spanish words correctly than it is for a Spanish person to pronounce English words correctly. In Spanish, because in Spanish, the words sound pretty much as they are spelled. In English, they don't always sound as they are spelled.

The letter z is a perfect case in point. It has at least three different sounds: zh as inLouze, jh as in May; and z as in Gold. The z in Gold sounds very much like the g in Goog. With a slight difference - only slight. The English z is made with the lips a bit more rounded and the sound of z is a bit more drawn out - like this z-z-z. It's very easy to make the z sound correctly. Here's how. Draw your lips into a circle as you naturally do when you start to say z in Goog. Now continue to make the sound of z - like this - z-z-z - and as you are making the sound, make the circle of your lips grow smaller - like this - z-z-z. And here's what happens. You start out saying z and you end up stretching it into z like this:

0-000
0-000
0-000

Now try it with me. Make a circle with your lips. Now say z. And continue to say z but now make the circle of your lips smaller and listen carefully and repeat after me:

0-00
0-00
0-00

Say the following words after me. And don't forget to STRETCH out the z sound as you narrow the circle of your lips:
go
home
rope
slow
rose
Joe

Now a little faster:

liced
hijoe
al ocean
orange
home

And now the sentences:

1. The farmer dug a hole in the snow.
2. The miner spoke slowly.
3. When is John going home?
4. I've told you over and over that I don't know.
5. Hold the toast over the stove, Sophie.

<table>
<thead>
<tr>
<th>Band 11</th>
<th>Practice Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>globe</td>
<td>loan</td>
</tr>
<tr>
<td>grocery</td>
<td>coast</td>
</tr>
<tr>
<td>ocean</td>
<td>roast</td>
</tr>
<tr>
<td>alone</td>
<td>toast</td>
</tr>
<tr>
<td>home</td>
<td>boast</td>
</tr>
</tbody>
</table>

Father says that his throat hurts.
I like your coat.
Please stop rocking the boat.
How long have you had that hole?
She has high cheek bones.
We need some more rope.
I can't stand the cold weather.
Children like to play in the snow.
Let's go home now.

Where do these bones and stones come from?
Snake can choke you.
We know how to throw the discs.
They also need soap and towels.
I wish you could go with Joe.

Make up original sentences using the following words:
frozen, most, moan, Ramona, boat

<table>
<thead>
<tr>
<th>Band 12</th>
<th>The Sound of Z as in Zero</th>
</tr>
</thead>
<tbody>
<tr>
<td>z sounds the same as the g in mismo.</td>
<td></td>
</tr>
</tbody>
</table>

Starting with this z-z-z sound, say after me:

goo
gebra
gaz
line

The z sound occurs at the end of some words too, like this. Repeat them after me:

here
here
here
here
here

z sounds occur in the middle of words too. So when you see z, of course, you know what to do. Pronounce it z- like this:
crazy
hazy
lazzy
dizzy
Jazzy

You'll have no difficulty with words where you can see the z. There are, however, some words that are not spelled with a z, but they contain a z sound. This may throw you off at first. It confuses most students. But there's no fool-proof rule that you can follow here. You'll just have to learn these words as you come across them.

You may find it handy to keep a little notebook and write down each word you come across that has a z sound but is spelled without a z. In the following words we've underlined the syllables or combinations of letters that are given the z sound. Repeat them after me:
goes (sounds as though it were spelled goeg)
stargs (sounds as though it were spelled starg)
loge (sounds as though it were spelled loge)
slang (sounds as though it were spelled slang) The b is silent.
lovez (sounds as though it were spelled lovez)
rubz (sounds as though it were spelled rubz)

And here are a few more common words with the z sound.

<table>
<thead>
<tr>
<th>(f)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cousin</td>
<td></td>
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</tbody>
</table>
pழi onzation |
| deserve |
pžarz |
| desert |
pžarz |
| design |
pžarz |
| miserable |
pžarz |
Practice Exercises

flows
rise
prize
dries
tries

has
does
says
as
boys

razor
easy
praise
amaze
his

is
freeze
zero
result
wise

He gave me a present.
John is in a bad position.
What have you in reserve?
The statue is made of bronze.
What is the price of a dozen eggs?
Nattie is eating at the noon.
Here are some more hangings.
The store is afloat with Christmas lights.
Don't you recognize them?
The tide is rising.
Wisdom fairly dazzles me.
This magazine has many interesting articles.
The water in the hose will freeze.
I generally sneers when it drizzles.

Make up sentences using the following words:
raisin, busy, cozy, visit, dizzy

In the following sentences, we've underlined the "sh" and the letters that sound like "zh":

1. Your nose and toes will freeze in zero weather.
2. It's easy to use a safety razor.
3. We tried to please his boss.
4. There's a prize zebra at the zoo.
5. The boys were making a lot of noise.

The Sound of H as in Hat

Now what happens when you walk or run up a flight of stairs? Your breathing sounds something like this: mah - hub - hun - hun. Right? That's simple the sound of "h" in words like:

hath
house
burr
hair

In normal speech, you just breathe in lightly and quickly, and then let your breath out quickly to produce the "h" sound. Actually, you can barely hear yourself breathe in words like:

heavy
harry
heal

Now pronounce the following words after me. Listen carefully for the "h" sound at the beginning:

harp
heal

Do the same with the "h" sound in these sentences:

1. Hannah's hobby is seeing fancy handkerchiefs.
2. Home is where he hangs his hat.
3. Hardly anything ever happens in Hanover.
4. I hope you haven't hurt yourself.
5. Henry doesn't know how it happened.

Words Ending in ed

There are so many English words that end in "ed" that you can hardly speak without using at least one of them. But, unfortunately, there is not a simple rule that will tell you how to pronounce all "ed" words correctly. We do, however, have a few guides which are helpful, even though they are not perfect.

In many "ed" words, the "ed" is usually pronounced as part of the sound that comes before it, not as a separate "ed" sound. Here are some examples:

love-loved

Notice what happens here. The "v" and the "ed" come together to produce the sound "ved".

love - hear the "v".
loved - now the "v" and the "ed" have become "ved" as if the word were spelled "loved".

Now let's try a few more. Repeat after me:

tease-teased
kiss-kissed
worry-worried

In the words we've just gone over, the sound before the "ed" is voiced. That means that you have to use your voice to produce that sound. Pronounce after me each of the sounds before the "ed", and, while you're doing this, place your open hand lightly on your throat so that your thumb rests under your ear. As you say each of these voiced letters, you'll feel a vibration in your throat. And that's your voice producing the sound, and that's why these sounds you are about to make are called voiced sounds.

loved-the "v" is voiced, like this-

hugged-the "g" is voiced, like this-

stirred-the "r" is voiced, like this-

buzzed-the "z" is voiced, like this-

Now let's try a few sentences:

1. Eddie leaned against the post.
2. I like glazed ham.
3. Bill answered the question correctly.
The doctor served in two wars.

5. The boy hummed a tune.

Now there are some letters and sounds that are voiceless. You produce them with your tongue and lips. You don’t use your voice. That’s why they are called voiceless sounds. Repeat them after me, but first place your open hand lightly on your throat so your thumb rests under your ear. Ready?

Here’s what g sounds like:  |  k-k-k
Here’s what g sounds like:  |  g-g-g
Here’s what sh sounds like:  |  sh-sh-sh
Here’s what gh sounds like:  |  g-h-gh
Here’s what gh sounds like:  |  g-h-gh

Notice again. You felt no vibration in your throat when you made these voiceless sounds.

Now when these voiceless sounds come before gh, the gh is pronounced like a h - like this:

pass (which is voiceless) - add gh, and you get pass.

sh plus gh = h.

Now repeat after me:

-hop-hopped
face-faced
crush-crushed
talk-talked

-hop-hopped
face-faced
crush-crushed
talk-talked

And a few sentences:

1. I walked two miles today.
2. Ralph asked too many questions.
3. We missed our train.
4. Who chopped down the tree?

Here is one rule you can safely follow because it has no exceptions. In some words ending in ed the ed makes a separate syllable, like this: Repeat them after me:

raid-raised
fold-folded
part-parted
heat-heated

Now did you notice that in these words, the sound before the ed is either d or t?

raid ends in d so it sounds raised
fold ends in d so the sound is folded
heat ends in t so the sound is parted

Now whenever you add ad to a word that ends in d or t, the ed is pronounced as a separate syllable. The sound of ed in these words is not ed as you might think. It’s ed like this:

end -ended (not end ad - but end ed) end-ended
seat-seated (not seat ed, but seat ed) seat-seated

Now repeat after me:

raid-raised
fold-folded
start-started
bet-batted

raid-raised
fold-folded

Now try these sentences where we’ve underlined the ed which sounds like ad:

1. He folded the paper and handed it to me.
2. The dancer excited the audience.
3. Lighted cigarettes are not permitted here.
4. The waiters folded the chairs and left.
5. The color of the suit was faded blue.

Now here are a few words that don’t fit any of the rules we’ve just discussed. You’ll just have to memorize them, as you have done and are going to do with all the exceptions you come across.

rugged - pronounced rug a d - two syllables.

four-legged - pronounced four leg a d - three syllables.
ragged - pronounced rag a d - two syllables.
naked - pronounced naked a d - two syllables.
wicked - pronounced wicked a d - two syllables.

<table>
<thead>
<tr>
<th>Band 14</th>
<th>Practice Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I</td>
<td>Type II</td>
</tr>
<tr>
<td>pleased</td>
<td>dropped</td>
</tr>
<tr>
<td>frowned</td>
<td>stopped</td>
</tr>
<tr>
<td>rugged</td>
<td>laced</td>
</tr>
<tr>
<td>recalled</td>
<td>paced</td>
</tr>
<tr>
<td>showed</td>
<td>crushed</td>
</tr>
<tr>
<td>eased</td>
<td>pushed</td>
</tr>
<tr>
<td>towed</td>
<td>touched</td>
</tr>
<tr>
<td>snowed</td>
<td>chafed</td>
</tr>
<tr>
<td>served</td>
<td>risked</td>
</tr>
<tr>
<td>entered</td>
<td>mopped</td>
</tr>
</tbody>
</table>

The boss swarmed through the room.
The workers picketed the factory.
Have you ever popped corn?
I turned the book over.
The man loaded the furniture on the truck.
Who missed the bus?
John played a pretty tune on the piano.
The queen kissed the prince goodbye.
The teacher rated the examination.
Let’s have the piano tuned.
Jack was alarmed when he was attacked.
We helped our neighbors roast the chicken.
He stated that he was bored.
The general viewed the fort before his men attacked it.
We looked at them and ordered them to leave.

Make up sentences using the following words:
warmed, asked, traded, faced, settled

<table>
<thead>
<tr>
<th>Band 15</th>
<th>The Sound of TH as in Bath</th>
</tr>
</thead>
</table>

In this band and the next one we are going to take up two sounds that bother practically every foreign student, and some Americans as well: The th in words like think and bath and the th in words like this and that:

The th sound in think and bath you’ll have no trouble with at all. It’s pronounced the way the Spanish people in Madrid pronounce in words like:
cinco (think)
cena (these) or like the letter sh in
rapeto (thapeto)

Now, concentrating on the th underlined, repeat these words after me:

raid-raised
fold-folded
start-started
bet-batted

Now for some sentences:

1. Thelma is a thorough worker.
2. Mary needs some black thread.
3. Is Harry fourth or fifth on line?
4. Today is the third of November.
5. There's nothing wrong here.

Band 15 Practice Exercises

<table>
<thead>
<tr>
<th>breath</th>
<th>nothing</th>
<th>breath</th>
<th>threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>death</td>
<td>path</td>
<td>death</td>
<td>threat</td>
</tr>
<tr>
<td>earth</td>
<td>sixth</td>
<td>earth</td>
<td>third</td>
</tr>
<tr>
<td>fifth</td>
<td>seventh</td>
<td>fifth</td>
<td>third</td>
</tr>
<tr>
<td>mathematics</td>
<td>wrath</td>
<td>mathematics</td>
<td>thirty</td>
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<td></td>
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<td>thunder</td>
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</tbody>
</table>

We thank you very much.
A moth can damage a garment.
This myth tells a beautiful story.
She hurt her finger on a thorn.
Ben injured his thumb.

Throw him out.
About a thousand people were there.
John is a very thoughtful person.
Many authors receive little praise.
By whose authority do you enter this house?

Poth Durant lived north of the border.
He threw a cloth over the table.
Next month John will travel south.
I have such faith in Elizabeth.

The scientists think his theory is very interesting.

Make up sentences using the following words:

path, forth, thirst, thermometer, thread

Band 16 The Sound of TH as This

You're going to do a little experiment now. Place your open hand on your throat so that your thumb rests under your ear. The part of your neck that rests in your hand contains your larynx or voice box.

Now say the following words after me. And notice whether you feel anything in your throat when you pronounce the th sound.

thin
thick
thanks

You didn't feel anything at all, did you, when you said the th in thin? That's because you weren't using your voice or larynx at all. The th in words like thin, both, thanks, is soft or voiceless. You make this th sound as in thud (thud) just by putting the tip of your tongue between your teeth and blowing air between your teeth, like this: th-th-th.

Now, again holding your open hand around your throat and placing your thumb under your ear, repeat after me:

this
that
those
them

Now did you hear the difference in sound between the th in thin and the th in this? Right. You get a kind of buzzing sound when you make the th in thin. And at the same time you feel a vibration in your throat. You're making that vibration in your throat with your voice when you say thin, that, those, then.

And now that you know that you are using your voice to make th as in this, let's see how your tongue, teeth, and lips work together with your voice. It's really very simple.

Band 17 The Sound of Double O (oo) as in Book and Room

Now here are two words that you know very well.

book
room

Notice that they both contain a double oo (oo). By now, of course, you won't be too surprised to find that the double oo (oo) has two different pronunciations:

do**** double (oo) sounds like oo in book.
do**** double (oo) sounds like oo in room.

The double oo sound in book does not occur in Spanish. And this is how it sounds. Try it by itself, like this:
Now, slowly, in the following words - repeat after me:

book
look
shock
foot

We get the same \( \mathcal{O} \) sound in book in other words that are spelled differently. Here are a few:

push
pull
put

And these very common words contain the \( \mathcal{O} \) sound too.

The \( \mathcal{O} \) is silent in all of these words.

would
should
could

Now for some sentences:

1. Mary is a good cook.
2. Hang the hat on the hook near the bookcase.
3. The butcher's shop is full of meat.
4. A woolen hood is good on cold days.
5. He pushed and pulled until he got the wooden free.

**oo as in Room**

The double \( \mathcal{O} \) in words like room should not be a problem to you. It sounds very much like the \( \mathcal{O} \) sound in Spanish, but it is held just a bit longer, like this: \( \mathcal{O}-\mathcal{O}-\mathcal{O}-\mathcal{O} \), \( \mathcal{O}-\mathcal{O}-\mathcal{O} \).

Now try it and repeat after me:

room
fool
choose
moon

The \( \mathcal{O} \) sound is produced by other combinations of letters like the following:

who
whose
tour
poor

The \( \mathcal{O} \) sound is underlined in the following sentences. Repeat after me:

1. The company has boosted its rates.
2. It's quite cool today near the pool.
3. Don't be fooled, it's a simple problem.
4. Did you choose this room?

**Band 17 Practice Exercises**

<table>
<thead>
<tr>
<th>cookie</th>
<th>output</th>
<th>goodness</th>
</tr>
</thead>
<tbody>
<tr>
<td>pudding</td>
<td>football</td>
<td>booklet</td>
</tr>
<tr>
<td>pulley</td>
<td>stood</td>
<td>footnote</td>
</tr>
<tr>
<td>woodwork</td>
<td>butcher</td>
<td>hood</td>
</tr>
</tbody>
</table>

Jones used a book to catch a fish.
Wood is becoming more expensive.
The pool is full.
The sheriff put the bullets into the gun.
They never understood me.
The horse hurt its hoof.
We have to cross the brook.
The police found the gun behind the bush.
There is a lot of wood in the chimney.

This cookie beats very well.
Mother is a good cook.
You need a good sweater made of wool.
He pushed the cart with his foot.
Look at the latest bulletin from the agriculture department.
She put a spoonful of cereal into the bowl.

Make up sentences using the following words:

took, good, wood, book, pull

**Band 18 The Sound of \( \mathcal{J} \)**

The sound of the English \( \mathcal{J} \) is entirely different from the sound of the Spanish \( \mathcal{J} \). In Spanish, as in the word junta, the \( \mathcal{J} \) sounds very much like the English \( \mathcal{B} \).

When you say the Spanish \( \mathcal{J} \) in junta, you aren't using your voice. You're simply forcing your breath out, and the sound comes easily and naturally, like this:

\( \mathcal{B}-\mathcal{B}-\mathcal{B}-\mathcal{B} \).

The English \( \mathcal{J} \) however, has a sort of humming, buzzing sound, like this: \( \mathcal{J}-\mathcal{J}-\mathcal{J} \). You make this \( \mathcal{J} \) sound with your voice. When you say \( \mathcal{J}-\mathcal{J}-\mathcal{J} \) you can actually feel what is happening in your voice box. Try it. Place your open hand around your throat, with your thumb resting under your ear. Notice what you feel when you say the \( \mathcal{J} \) in the following words, after me:

Jim
Jack
joy
just

That vibration you feel in your throat is what your voice did in pronouncing \( \mathcal{J} \).

Now you've got the sound of \( \mathcal{J} \) when it appears at the beginning of a word or anywhere else.

But there are other combinations of letters like \( \mathcal{J} \) and \( \mathcal{G} \), for example, that sound like \( \mathcal{J} \), too.

Here are some of these words with the \( \mathcal{J} \) sound at the beginning. Repeat them after me:

gem
gentle
general

And here are some words with the \( \mathcal{J} \) sound in the middle. Repeat them after me:

rigid
aging
budget

And, finally, here are some words with the \( \mathcal{J} \) sound at the end.

page
courage
stage
range

A bit confusing, isn't it? Yes, for everyone learning to pronounce English correctly. And this holds true for native-born Americans too. They all have problems of one kind or another with English pronunciation.

But once you see the word and once you hear the correct pronunciation and practice it (now that's important, the practicing of the correct pronunciation) then you'll find things aren't as confusing as they seemed at first.

Now try the following sentences after me. We've underlined the part of each word with a \( \mathcal{J} \) sound.

1. General Jones is a man of courage.
2. The manager bought a refrigerator.
3. Joan and Jane loved George.
4. I like orange juice.
5. The weather will change tomorrow.
It is very chilly today.
Let's visit the house.
You should sip the wine.
The maid put out the kitchen light.
We lit the lamp at five o'clock.
Make a list of the new words.
The idea seems very simple.
I think you are right.
Please don't split on the floor.
The faucet is dripping.
They enjoyed the trip on the ship.
Lily Brown sings very well.
Put a coin if you wish.
Please grip the rim of the wheel.
The pin went through his skin.

Make up sentences using the following words:
sing, ring, fish, mistake, history

Abraham Y. Less has had a long and distinguished career as educator, author, and lecturer. For fifteen years, he was principal of the Abraham Lincoln High School in Brooklyn, one of the largest high schools in America. Mr. Less has taught English and Speech in the New York City schools and has been chairman of several large English-Speech departments. He lectured and taught at Brooklyn College, City College, Long Island University, Richmond College. Mr. Less' many books and articles on education, and his syndicated columns in the NEW YORK POST, the NEW YORK HERALD TRIBUNE, the NEW YORK TIMES, and SCHOLASTIC MAGAZINES have brought his national recognition.

Through his activities both in and out of school, Mr. Less has been deeply involved in helping foreign students learn to speak, read and write English. He has been especially concerned with the problems these students encounter in their attempts to master spoken English. Mr. Less has served as special language consultant to the Brooklyn Veterans Administration Hospital where he headed up a staff of specialists assisting foreign doctors with their pronunciation, speech, and general vocabulary problems.

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