

Well Said

Pronunciation for Clear Communication

FOURTH EDITION

Linda Grant



***Well Said: Pronunciation for Clear
Communication, Fourth Edition***
Linda Grant

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Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART I Introduction				
1 Your Pronunciation Profile pages 2–6	You will: <ul style="list-style-type: none"> determine your pronunciation priorities—the features that will most improve your intelligibility. explore your reasons for improving your pronunciation. set personal goals for the course and beyond. 			<ul style="list-style-type: none"> Submit recording for needs assessment.
2 Overview: Syllables, Stress, and Sounds pages 7–16	You will preview: <ul style="list-style-type: none"> syllables and syllable stress. vowel sounds in stressed syllables. the schwa /ə/ sound in unstressed syllables. vowel and consonant symbols in dictionaries and in <i>Well Said</i>. 			
PART II Sounds and Syllables				
3 Voiceless and Voiced Sounds pages 18–26	You will learn: <ul style="list-style-type: none"> the difference between voiceless and voiced sounds. the pronunciation of voiceless and voiced consonants at the beginnings of words. the pronunciation of voiceless and voiced consonants at the ends of words. 	3.1 Initial Voiceless and Voiced Consonants 3.2 Final Voiceless and Voiced Consonants	Evacuate! <ul style="list-style-type: none"> Discuss supplies needed in an emergency. Communicate while focusing on voiceless and voiced sounds. 	<ul style="list-style-type: none"> Record and submit a personal phone message. Self-monitor voiceless and voiced sounds.
4 Grammatical Endings: -s/-es and -ed pages 27–37	You will learn: <ul style="list-style-type: none"> the pronunciation of grammatical word endings -s/-es and -ed. the effect of grammatical endings on the number of syllables in a word. the importance of linking the end of one word to the beginning of the next word in a phrase. 	4.1 Pronouncing the -s/-es Ending 4.2 Pronouncing the -ed Ending	Two Truths and a Lie <ul style="list-style-type: none"> Tell a group about your past. Guess false information about your classmates. Communicate while using -ed endings. 	<ul style="list-style-type: none"> Record and submit sentence completions. Self-monitor -s/-es and -ed endings.

Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART III Stress in Words and Sentences				
5 Word Stress in Nouns, Verbs, and Numbers <i>pages 39–50</i>	You will learn: <ul style="list-style-type: none"> • common stress patterns in words with more than one syllable. • how to make a syllable sound stressed in English. 	5.1 Word Stress in Compound Nouns 5.2 Word Stress in Numbers like 50 and 15 5.3 Word Stress in Two-Syllable Verbs 5.4 Word Stress in Two-Syllable Noun-Verb Pairs 5.5 Word Stress in Two-Word Verbs 5.6 Stress in Abbreviations	TechFest Conference <ul style="list-style-type: none"> • Relay information in an office e-mail. • Communicate while using common stress patterns in words. 	<ul style="list-style-type: none"> • Record and submit a police report. • Self-monitor stress in nouns, verbs, and numbers.
6 Stress in Words with Suffixes <i>pages 51–58</i>	You will learn: <ul style="list-style-type: none"> • where to stress words with common suffixes. • the pronunciation of longer, multisyllable words, especially academic, scientific, and technical terms. • more about vowel sounds in stressed and unstressed syllables. 	6.1 Suffixes Beginning with <i>-i</i> 6.2 Suffixes <i>-graphy</i> and <i>-logy</i> 6.3 Suffixes from French (<i>-ee, -eer, -ese, -ique</i>)	Find Someone Who... <ul style="list-style-type: none"> • Get to know your classmates' interests and abilities. • Communicate while using common words with stress-shifting suffixes. 	<ul style="list-style-type: none"> • Record and submit information about a conference. • Self-monitor word stress in academic and technical terms.
7 Rhythm in Phrases and Sentences <i>pages 59–70</i>	You will learn: <ul style="list-style-type: none"> • basic rhythm patterns in phrases and sentences. • the kinds of words that are generally stressed. • the kinds of words that are generally unstressed. 	7.1 Stressed Words in Sentences 7.2 Unstressed Words in Sentences 7.3 Reducing Structure Words	What makes you happy? <ul style="list-style-type: none"> • Discuss what makes people happy. • Communicate while using appropriate rhythm patterns. 	<ul style="list-style-type: none"> • Write, record, and submit a phone message. • self-monitor rhythm patterns.

Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART IV Thought Groups and Intonation				
8 Thought Groups pages 73–79	You will learn: <ul style="list-style-type: none"> • how to divide the stream of speech into thought groups. • how thought groups help listeners process what is being said. 	8.1 Pausing 8.2 Chunking	Graduation Advice <ul style="list-style-type: none"> • Discuss quotes from famous graduation speeches. • Analyze and mark thought groups. • Share your advice with a graduate using thought groups. 	<ul style="list-style-type: none"> • Record and submit favorite quotes. • Self-monitor for thought groups.
9 Focus Words pages 80–92	You will learn: <ul style="list-style-type: none"> • that each thought group has a key word called the focus word. • how English speakers signal focus words. 	9.1 Focus Words 9.2 Structure Words after the Focus Word 9.3 Multisyllable Focus Words 9.4 Special Focus – New Information 9.5 Special Focus – Contrasting Information 9.6 Special Focus – Emphasizing Agreement 9.7 Special Focus – Correcting Information	Schedule Changes <ul style="list-style-type: none"> • Discuss changes to a student orientation schedule. • Communicate the changes while using focus to highlight corrections. 	<ul style="list-style-type: none"> • Record and submit a monologue about friendships in graduate school. • Self-monitor for focus in thought groups.
10 Final Intonation pages 93–101	You will learn to: <ul style="list-style-type: none"> • recognize and use falling intonation. • recognize and use rising intonation. • recognize the meaning of rising and falling intonation patterns. 	10.1 Falling Intonation in Statements 10.2 Falling Intonation in <i>Wh-</i> Questions 10.3 Rising Intonation in General Yes/No Questions 10.4 Intonation in Questions with <i>Or</i> 10.5 Intonation with Items in a Series	Items in a Series <ul style="list-style-type: none"> • Choose a personal or work situation and write a response. • Present your response to a small group using intonation for items in a series. 	<ul style="list-style-type: none"> • Record and submit humorous anecdotes. • Self-monitor for final intonation.

Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART V Connected Speech				
11 Linking and Sound Change <i>pages 103–111</i>	You will learn to: <ul style="list-style-type: none"> link or connect words within thought groups. identify common sound changes when words are connected in the stream of speech. 	11.1 Linking Same Consonant Sounds 11.2 Linking Consonants to Vowels 11.3 Linking Final /t/, /d/, and /n/ to Consonants 11.4 Linking /t/ to /y/ 11.5 Linking /d/ to /y/	Rules of the Road <ul style="list-style-type: none"> Discuss rules and advice for driving. Ask and answer questions while using linking. 	<ul style="list-style-type: none"> Record and submit <i>knock! knock!</i> jokes. self-monitor for linking.
12 Consonant Clusters <i>pages 112–118</i>	You will learn: <ul style="list-style-type: none"> to say consonant clusters at the beginnings of words. to say consonant clusters at the ends of words. to use strategies for simplifying clusters. 	12.1 Initial Consonant Clusters 12.2 Final Two- and Three-Consonant Clusters	Things People Fear <ul style="list-style-type: none"> Discuss common fears while using initial and final consonant clusters. 	<ul style="list-style-type: none"> Record and submit New Year's resolutions. Self-monitor for use of consonant clusters.
PART VI Vowel and Consonant Sounds				
Vowel Sounds <i>pages 120–145</i>	1 Vowel Overview 2 /ɪ/ feet - /ɪ/ fit 3 /eɪ/ pain - /ɛ/ pen 4 /ʌ/ luck - /ɑ/ lock 5 /oʊ/ note - /ɑ/ not			
Consonant Sounds <i>pages 146–175</i>	6 Consonant Overview 7 /θ/ thin - /s/ sin; /θ/ thin - /t/ tin 8 /f/ fair - /p/ pair 9 /ʃ/ sheet - /s/ seat 10 /r/ right - /l/ light 11 /v/ very - /w/ wary; /v/ very - /b/ berry			

Symbols in *Well Said*

Vowel and Consonant Symbols

Vowel Sounds and Symbols

Key Word	<i>Well Said</i>
1. e at, ee p	/iː/
2. i t, ee p	/ɪ/
3. ee late, ee ain	/eɪ/
4. ee t, ee pen	/ɛ/
5. ee at, ee fan	/æ/
6. ee bird, ee turn	/ɜr/
7. ee cup, ee suffer	/ʌ/
ee about, ee symbol	/ə/
8. ee hot, ee stop	/ɑ/
9. ee too, ee new	/uː/
10. ee good, ee could	/ʊ/
11. ee road, ee note	/oː/
12. ee law, ee walk	/ɔ/
13. ee fine, ee rice	/aɪ/
14. ee out, ee now	/aʊ/
15. ee boy, ee join	/ɔɪ/

Consonant Sounds and Symbols

Key Word	<i>Well Said</i>
1. ee pie	/p/
2. ee boy	/b/
3. ee ten	/t/
4. ee day	/d/
5. ee key	/k/
6. ee go	/g/
7. ee fine	/f/
8. ee van	/v/
9. ee think	/θ/
10. ee they	/ð/
11. ee see	/s/
12. ee zoo	/z/
13. ee shoe	/ʃ/
14. ee measure	/ʒ/
15. ee choose	/tʃ/
16. ee job	/dʒ/
17. ee my	/m/
18. ee no	/n/
19. ee sing	/ŋ/
20. ee let	/l/
21. ee red	/r/
22. ee we	/w/
23. ee yes	/j/
24. ee home	/h/

Symbols for Stress, Rhythm, and Intonation

<p>WORD STRESS</p>	<p>In a word, the syllable with the main stress is in bold.</p> <p>Sometimes the syllable with the main stress has a large circle above it.</p>	<p>au to ma tic</p> <p>au to ma tic</p>
<p>RHYTHM</p>	<p>In a phrase or sentence, the stressed words (or syllables) are in bold.</p> <p>Sometimes the stressed words (or syllables) have large circles above them.</p>	<p>I found my wallet.</p> <p>I found my wallet.</p>
<p>FOCUS</p>	<p>The most important word in a phrase or sentence, the focus word (or the stressed syllable of the focus word), is in bold <i>and</i> underlined.</p> <p>Sometimes the focus word (or syllable) has a gray circle above it.</p>	<p>A: The movie's at <u>eight</u>.</p> <p>B: Let's eat <u>before</u> the movie.</p> <p>A: The movie's at eight.</p> <p>B: Let's eat before the movie.</p>
<p>INTONATION</p>	<p>An arrow points down if the final pitch falls. An arrow points up if the final pitch rises.</p>	<p>He's a cook. ↘</p> <p>Is he a cook? ↗</p>
<p>THOUGHT GROUPS</p>	<p>The end of a phrase or thought group is marked with a slash.</p>	<p>My older sister / who lives in Michigan / just had a baby!</p>
<p>LINKING</p>	<p>A link mark shows that the final sound of one word connects to the beginning of the next word.</p>	<p>Should we sit^udown or stand^uup?</p>

To the Instructor

Welcome to the fourth edition of *Well Said: Pronunciation for Clear Communication*. This text is designed to improve the pronunciation and communication skills of intermediate to advanced students from all language backgrounds. For beginning to low-intermediate students, see *Well Said Intro*, a slower-paced course that introduces important pronunciation features at a lower level.

The *Well Said* series was written for general English language learners, but it is especially useful for students aiming to succeed in academic, business, scientific, and professional settings. The text is flexible and can be used for classroom, lab, blended, or online study. It is also well suited for one-on-one tutorials or for self-study, especially in conjunction with the online workbook.

Parts I – V focus on the “music” of the language—syllables, stress, rhythm, thought groups, and intonation. These features are often problematic for students from all language backgrounds. Part VI provides supplemental practice for selected consonant and vowel sounds, features that are more likely to vary depending on your students’ first languages.

The text also provides these distinctive features:

- a clear course plan for teachers who lack a background in pronunciation teaching
- integration of pronunciation with listening and speaking
- progression from structured practice to relevant communicative practice
- multi-sensory practice to help students internalize skills
- pronunciation practice linked to Speaking Tasks on the TOEFL® iBT
- active learner involvement in monitoring and self-evaluation

I hope this text serves as an effective guide for improving your students’ pronunciation, and I appreciate feedback from users of *Well Said*. If you have suggestions, comments, or questions, please forward them to me through the publisher.

Linda Grant

New to This Edition

New to this edition of *Well Said* are the following:

- updates to content that reflect **current research** in second language pronunciation learning, especially as it relates to features of pronunciation most likely to interfere with intelligibility.
- a **streamlined** chapter structure that will allow teachers and students to advance through the material more efficiently and productively.
- an **all-new online workbook** providing added hours of listening and pronunciation practice and enabling students to work at their own pace and on their own time.
- **student and teacher companion websites** with easy access to the complete student book audio program along with audio scripts and answer keys. The teacher’s site has the *Well Said* Instructor’s Manual with suggestions for using the text, information about pronunciation teaching and learning, and common pronunciation problems of students from various language backgrounds. Go to NGL.Cengage.com/wellsaid

Organization of the Text

Moving in order through each chapter will result in a coherent presentation. At key points in the text, a “Choose Your Path” note alerts instructors to options that allow for customization based on students’ needs.

Except for the introductory chapters, all chapters follow a similar format.

- **NOTICE:** Each chapter begins with exercises to help students perceive the target pronunciation feature and to help students build skills for peer- and self-monitoring.
- **RULES & PRACTICE:** Next, students discover pronunciation rules and patterns. The structured exercises help students gain control of pronunciation features before applying them in more challenging communicative contexts.
- **COMMUNICATIVE PRACTICE:** After the learners practice each feature in a controlled manner, they move on to a contextualized communicative practice. These practices

naturally elicit examples of the target pronunciation in academic, business, and workplace situations. The Communicative Practice segment guides learners as they bridge the gap between a focus on accuracy and a focus on meaning; provides the opportunity for students to test their hypotheses, make mistakes, and get teacher feedback; and enables students to observe how pronunciation concepts affect meaning in communication.

- **PRONUNCIATION LOG:** The final segment in each chapter recycles target pronunciation features in a speaking activity in which students record and monitor themselves prior to receiving feedback from their instructor.
- Tips, practice strategies, and useful information about pronunciation are included throughout the text in segments called “Tip” and “Did You Know?”

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Credits

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To the Student

Many of you can read, write, and understand North American English well, but your pronunciation may interfere with clear and effective communication. This text and audio program will help you improve your pronunciation so that you can communicate confidently and be understood with ease.

In this course, you will focus on common pronunciation problems for intermediate to advanced learners of English. It will be a gradual process as your pronunciation of new patterns requires less conscious attention and becomes more automatic. For some students it may take six weeks before this happens, but for other students it may take six months or longer.

You will collaborate with classmates as both a speaker and a listener. As a listener, you will hear examples of clear and unclear pronunciation from class members. This listening practice will help you learn what makes speech easy or hard to understand, so rest assured that this time is

not wasted. It will also help you monitor and correct *your own* pronunciation.

Here are a few more points to consider as you begin:

- Mistakes are a natural and necessary part of learning, so don't be afraid to make them.
- You won't eliminate your accent or speak with 100 percent accuracy. A more realistic goal is to address the aspects of your pronunciation that interfere with clear communication.
- Your attitude is important in pronunciation improvement. You will make more progress if you are strongly motivated to improve.
- You will incorporate the concepts presented in this text more quickly if you listen to and speak English outside of the classroom.


I hope this edition of *Well Said* helps you in your efforts to speak English clearly.

Linda Grant

PART I Introduction

Chapter 1 Your Pronunciation Profile

Chapter 2 Overview: Syllables, Stress, and Sounds



A couple talks by a fountain in Piazza Farnese. Rome, Italy

CHAPTER 1 Your Pronunciation Profile

OBJECTIVES

In this chapter, you will:

- determine your pronunciation priorities—the features that will most improve your intelligibility.
- explore your reasons for improving your pronunciation.
- set personal goals for the course and beyond.

SUMMARY

A pronunciation profile is a description of your pronunciation needs and goals. It is not a test. Many factors, including the sounds and stress patterns of your first language, influence your profile.

Pronunciation Priorities

These three speaking tasks will help your teacher determine your pronunciation needs. You and your teacher can use the form on page 5 to record observations.

- EXERCISE 1** **A** Read the passage below. Then record yourself reading the paragraph as naturally as possible.

Pronunciation Learning

Have you ever watched young children play with the sounds of the language they are learning? They imitate, repeat, and sing sound combinations without effort. For young children, learning to speak a new language seems automatic. No one would suspect that complex learning is occurring. For adult learners, pronunciation of a new language is not automatic. Adult learners have to put forth more effort. Why is progress in adults more limited? Some experts say the reasons are biological or physical. Others say they are social or cultural. No matter what the reason is, it is important to realize a few things about clear speech. First, if you are motivated and have good instruction, you will improve your pronunciation. Second, it is not necessary to lose your accent or sound like a native speaker to communicate clearly in English.

- B** Submit the recording to your teacher.

EXERCISE 2 **A** Choose one of the discussion topics. Then record your response. Speak informally for one to two minutes. Do not write or rehearse your answers.

1. Describe your school or work background. What kind of work do you hope to do in the future?
2. Describe the place where you grew up and an experience you had while growing up there.
3. Describe your first day in an English-speaking country. What continues to surprise or fascinate you the most about the country?

B Listen to your recording from part **A**. Write notes and then record your answers to these questions. Submit the recording to your teacher.

1. Which part sounds the best to you? Why?
2. Which words or phrases do you think might be hard to understand? Why?

EXERCISE 3 **A** Work with a partner. Take turns interviewing each other. Take notes in the form.

My Partner	
Name:	_____
Birth country:	_____
Language or languages spoken:	_____
Work or major area of study:	_____
Dream job:	_____
Favorite kind of music:	_____
Last thing you read:	_____
Favorite way to spend a Saturday:	_____
Favorite sport to watch or play:	_____
Favorite geographic location:	_____
Strangest food ever eaten:	_____
Other:	_____

B Choose three interesting pieces of information about your partner and introduce your partner to the class. You might begin this way:

Hello. My name is _____, and I'd like to introduce _____, who is from _____.

C Listen to the introductions of your classmates. Then write answers to the questions.

1. What are two things that made the speakers easy to understand?

a. _____

b. _____

2. What are two things that made the speakers hard to understand?

a. _____

b. _____

DID YOU KNOW?

Pronunciation consists of more than consonant and vowel sounds. The rhythm or melody is important, too. Volume and rate of speech are also important. All of these factors contribute to how well you are understood in English.

Identifying Speaking Needs and Goals

EXERCISE 4 **A** In which situations do you want to speak clearly? Check the three most important.

_____ participating in casual conversations with native speakers

_____ participating in meetings or discussions at work or school

_____ asking and answering questions in the classroom

_____ talking on the telephone

_____ communicating online, such as with FaceTime or Skype

_____ giving short reports or presentations at work or school

_____ teaching at a university in the U.S.

_____ interacting in the community (shopping, banking, etc.)

_____ using English for international business communication

_____ other: _____

B In a small group, discuss the situations that are most important to the members of your group. Report these situations to the class.

Speech Profile

Use this form to record your teacher's feedback on your pronunciation.

Name: _____ Date: _____

Pronunciation Features

Feature	1 Little/No control	2 Some control	3 Good control	Difficulties
Consonant Sounds (Ch. 3; Consonant Sounds 6–11)	1	2	3	
Vowel Sounds (Ch. 2, 6; Vowel Sounds 1–5)	1	2	3	
Grammatical Endings (Ch. 4)	1	2	3	
Word Stress (Ch. 5, 6)	1	2	3	
Rhythm (Ch. 7)	1	2	3	
Thought Groups (Ch. 8)	1	2	3	
Focus (Ch. 9)	1	2	3	
Final Intonation (Ch. 10)	1	2	3	
Connected Speech (Ch. 11)	1	2	3	
Consonant Clusters (Ch. 12)	1	2	3	

Delivery (speech rate, volume, eye contact, use of facial expression and upper body movement to convey meaning):

Pronunciation Strengths:

1. _____
2. _____
3. _____

Pronunciation Priorities:

1. _____
2. _____
3. _____

EXERCISE 5 **A** Work in a group. Discuss your answers to these questions.

1. What is your most difficult speaking situation?
2. What is your most difficult listening situation?

DID YOU KNOW?

When setting goals, it is important for you to be realistic. Most adults do not succeed in achieving a native-like pronunciation. Why?

- **It is usually not possible.** Most adult learners do not eliminate all traces of their accents.
- **It is not necessary.** It is possible to speak English clearly and be fully understood while maintaining aspects of your accent.
- **It may not be desirable.** Accents are important to some speakers because an accent identifies their country and culture.

EXERCISE 6 **A** Read the different pronunciation levels. Check ✓ your current level. Circle the level you plan to achieve by the end of this course.

Pronunciation Levels

_____ **Level 1—Minimal**

Listeners understand only occasional words.

_____ **Level 2—Low**

Listeners need constant repetition. It is very difficult for listeners to understand you, even if they often speak with nonnative speakers.

_____ **Level 3—Fair**

Listeners who often speak with nonnative speakers can understand much, but not nearly enough, of what you say. Frequent pronunciation variations cause misunderstandings.

_____ **Level 4—Usually adequate**

Listeners understand most of what you say. Accent and pronunciation variations distract listeners but only occasionally cause misunderstandings. Listeners have to make an effort to understand you when distracted.

_____ **Level 5—Easy to understand**

You are fully understood. You have a noticeable accent and patterned pronunciation variations, but they do not cause misunderstandings.

_____ **Level 6—Nearly native-like**

You are fully understood. You have rare, isolated mispronunciations with no patterns of error. Your pronunciation is almost native-like.

CHAPTER 2 Overview: Syllables, Stress, and Sounds

OBJECTIVES

In this chapter, you will preview:

- syllables and syllable stress.
- vowel sounds in stressed syllables.
- the schwa /ə/ sound in unstressed syllables.
- vowel and consonant symbols in dictionaries and in *Well Said*.


SUMMARY

In this chapter, you will become familiar with syllables, word stress, and phonetic symbols. Syllables and word stress are basic to learning other aspects of English stress and intonation. Phonetic symbols will help you be more comfortable with using this text as well as with using a dictionary for pronunciation.

Print dictionaries use special symbols to represent sounds, but the symbols vary from dictionary to dictionary and can be confusing. While most online dictionaries provide audio pronunciations, you may not perceive the most important aspects of English pronunciation. Whether you use a print or audio dictionary, this chapter will raise your awareness of the features of English that listeners need to identify words in the speech stream.

Syllables

When you listen to a word in an audio dictionary, pay attention to the number of syllables or beats it has. Each vowel sound in a word creates a syllable.

 Listen to the examples. [CD 1; Track 2](#)

One syllable

sent

Two syllables

present

Three syllables

president

In print dictionaries, the boldfaced entry word shows syllables for the written word; syllables for pronunciation are usually indicated between slanted lines, right after the entry word.

pre•sent

/prɛ zənt/

pre•si•dent

/prɛ zə dənt/

DID YOU KNOW ?

The number of syllables for writing and speaking usually match, but not always.

veg e ta ble

four written syllables

/vedʒ tə bəl/

three spoken syllables

See Appendix C for common English words with skipped syllables.

EXERCISE 1

A With a partner, guess how many spoken syllables are in each word. Write the words in the correct columns below.


arrive	competition	immediate	page
authority	curious	manager	please
business	dictionary	omitted	positive
center	<u>essay</u>	own	text

One Syllable	Two Syllables	Three Syllables	Four Syllables
<u>own</u>	<u>arrive</u>	<u>curious</u>	<u>authority</u>
<u>page</u>	<u>business</u>	<u>manager</u>	<u>competition</u>
<u>please</u>	<u>center</u>	<u>omitted</u>	<u>dictionary</u>
<u>text</u>	<u>essay</u>	<u>positive</u>	<u>immediate</u>

HO
R
H

Latin
u
ia
N

B Check your answers with your print or audio dictionary.

C  Listen and repeat the words in each column of part **A**. **CD 1; Track 3**

EXERCISE 2

A These words have become more and more common over the last few years. With a partner, guess the number of syllables in each word.


- | | |
|------------------------|----------------------------|
| 1. selfie <u> 2 </u> | 5. foreclosure _____ |
| 2. hashtag _____ | 6. Twitter _____ |
| 3. app _____ | 7. equality _____ |
| 4. Sudoku _____ | 8. globalization _____ |

B  Listen and check the number of syllables in the words in part **A**. Check your answers with your class. **CD 1; Track 4**

C  Listen again and repeat the words. **CD 1; Track 5**

Stressed Syllables

In words with more than one syllable, pay attention to the strongest syllable—the syllable with primary stress. That syllable is longer, clearer, louder, and higher in pitch than the other syllables.

 Listen to the difference between the stressed and unstressed syllables in these words. [CD 1; Track 6](#)

○ ○
free dom

○ ○ ○
fan tas tic

○ ○ ○ ○
ed u ca tion

In this book, the stressed syllable is marked with boldfacing or with a large circle. Print dictionaries usually place a stress mark /' before the syllable with primary stress.

pre•si•dent /'prɛ zə dɛnt/


Note: Words with three or more syllables sometimes have three levels of stress:

strong or primary stress ,ap pli 'ca tion

light or secondary stress ,ap pli 'ca tion

no stress ,ap pli 'ca tion

In clear speaking, the primary stress matters the most.

EXERCISE 3 **A**  Listen to the words. Put a large circle above the syllable with primary stress in each word. [CD 1; Track 7](#)

○
1. me thod

5. pre sent (*noun*)

2. i de a

6. pre sent (*verb*)

3. de mo cra cy

7. e qua li ty

4. de mo crat ic

8. in for ma tion

B Compare your answers with a partner. Then check your answers with your class.

C Say the words in part **A** with your class. Tap the syllables on your desk. Tap firmly for stressed syllables and lightly for unstressed syllables.

EXERCISE 4 **A** With a partner, guess the stressed syllable in each word. Put a large circle above your answer. Then find the word in a print or audio dictionary. Mark the syllable with the correct primary stress.

Guess the primary stress	Check your dictionary
1. ca ^o nal	1. ca 'nal
2. ho tel	2. ho tel
3. spe ci fic	3. spe ci fic
4. dis tri bute	4. dis tri bute
5. af ter noon	5. af ter noon
6. as sump tion	6. as sump tion
7. in di vi du al	7. in di vi du al
8. bi o lo gy	8. bi o lo gy

B Say the words with a partner.

Vowel Sounds in Stressed Syllables

In words with more than one syllable, pay special attention to the vowel sound in the stressed syllable. It is the most important vowel sound in the word.


Most print dictionaries for English learners use IPA (International Phonetic Alphabet) symbols to represent vowel sounds. Symbols can vary from dictionary to dictionary.

EXERCISE 5 **A** Look these academic words up in a dictionary. Write the symbol your dictionary uses for the vowel sound in each stressed syllable. Then find the Pronunciation Guide or Key in the dictionary. Write the key word for each symbol.


Word	Symbol	Key Word
1. 'va lid	/æ/	cat
2. 'le gal		
3. ap 'proach		
4. 'pro cess		
5. cre 'ate		
6. 'e vi dence		
7. e co 'no mic		
8. 'da ta		

B With a partner, practice saying the words in part **A**.


TIP ▼ Vowel Sounds with One and Two Symbols

Look at the vowel chart on p. 12. Notice that some vowel sounds are represented by one symbol and others are followed by the /y/ or /w/ sound. The sounds with one symbol are simple vowels. The lips, jaw, and tongue do not move when you say them. Repeat these simple vowels and the key words.  **CD 1; Track 8**


/æ/ cat /ɛ/ let /ɪ/ it /ɑ/ hot /ʌ/ cup

Five vowel sounds are pronounced just like the alphabet letters A, E, I, O, and U. These sounds involve a gliding movement from the vowel to either a /y/ or /w/ sound. Repeat these sounds and the key words.  **CD 1; Track 9**

/eɪ/ late /iə/ eat /aɪ/ fine /oʊ/ road /uː/ too

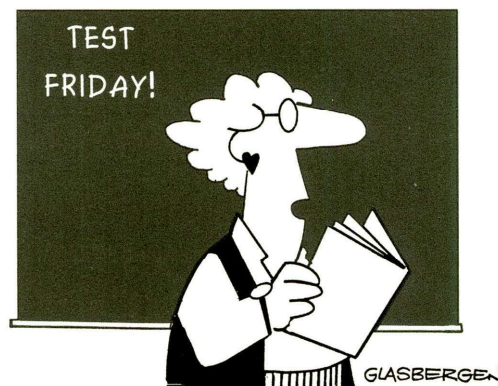
EXERCISE 6 **A**  Listen. Repeat the words with simple vowel sounds in the stressed syllables. Make the stressed vowels full and clear. **CD 1; Track 10**

/æ/	/ɛ/	/ɪ/	/ɑ/	/ʌ/
f actor	m ethod	i ncome	p romise	c ustom
s tatue	cr edit	f inish	o bject	s ubject
r elax	s elect	i nsist	r espond	c onduct
fant a stic	exp e nensive	part i cipate	psych o logy	con str uction

B  Listen. Repeat these words with alphabet vowel sounds in the stressed syllables. Make the stressed vowels full and clear. **CD 1; Track 11**

A /eɪ/	E /iə/	I /aɪ/	O /oʊ/	U /uː/
p aper	m edia	f inal	n otice	m usic
vac a tion	f eature	m inor	p rogram	a ssume
d ebate	a chieve	a dvice	O ctober	p roduce
t oday	r epeat	d efine	s uppose	a fternoon

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“Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today.
Nw lts bgn, pls pn t pg 122.”