

Student's Book

Pronunciation Pairs

An introductory course for students of English

Ann Baker • Sharon Goldstein



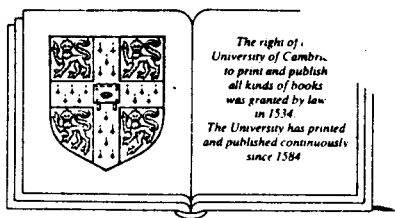
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Illustrations were rendered by Kevin Callahan.

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Text and cover designs are by Michael Pilla.

The Cassette set was produced by Phyllis Dolgin.

Foreword

Pronunciation Pairs is a beginning-to-intermediate level pronunciation program, based on the innovative and highly successful British English version, *Ship or Sheep? Pronunciation Pairs* utilizes an engaging, highly visual approach for making sounds and sound processes readily discernable and learnable, even to beginning-level students. It provides concise explanations, both for learners and instructors, and controlled, effective practice with the vowels, consonants, word stress, and basic intonation of American English.

There is, of course, more to developing a good command of the pronunciation of a language. Students who have worked through a unit of *Pronunciation Pairs* may not yet have "mastered" the sound in question, but they will have the ability to perceive the sound more accurately and to use it in limited, controlled contexts – precisely what we expect from a supplementary pronunciation text.

The accompanying Teacher's Manual does an extraordinarily good job of providing guidance on procedures and techniques for further work, and integration of the material into more spontaneous speech. Taken as a whole, in fact, the Teacher's Manual could serve well as a reasonably comprehensive introduction to current pronunciation teaching methodology.

Pronunciation Pairs succeeds in striking a good balance between explanation and exercise; both are always clear and to the point. In addition, the accompanying cassettes are especially well done. It is the kind of program that will work well in either the classroom or the language laboratory.


William Acton
University of Houston

To the teacher

Pronunciation Pairs is designed to teach students to recognize and to produce English sounds. It also helps students learn to differentiate between sounds that they might often confuse. The basic premise is that pronunciation material should be meaningful and easily understood.

Each of the forty-six units in this book practices a different sound through a variety of activities. These include practice in both listening and speaking and moves from a highly structured practice of a sound at the word level to the practice of the sound in connected speech using more communicative activities, which include dialogues, games, puzzles, and activities for pair and group work. Stress and intonation, as well as individual sounds, are essential for communicating successfully in English, and the book introduces and practices aspects of these in almost every unit. Sections on spelling show how each sound is usually spelled in English. Throughout, the book contains illustrations that not only help students understand the material practiced but make the practice lively and interesting.

The units may be taught in whatever order seems most useful. Students may wish to work their way through the book using lessons from Section A (Vowels) and Section B (Consonants) simultaneously. Or they may prefer to choose units that are helpful for their own particular problems.

The Student's Book can be used by all students with some knowledge of English, working in class or alone. An accompanying set of four cassettes includes the practice material and examples and can be used by students working in class, in a language laboratory, or on their own. The Cassette symbol  indicates material in the Student's Book recorded on the Cassettes. The Teacher's Manual provides additional help and guidance for teachers, including suggested procedures for using the practice materials in the Student's Book, activities for further practice, and suggestions for linking pronunciation with other course work.

To the student

This book has been written to help you recognize and pronounce English sounds. To make it interesting and fun to learn, there are many different types of exercises. When you do them by yourself or in class, you will realize that you are not only learning how to produce sounds: you are also practicing the skills needed to communicate in real life.

The sounds are separated into two different sections, but you do not have to work your way through the book from beginning to end. You can choose the units that practice sounds you find especially difficult, or study vowels and consonants together.

All exercises with this symbol  are recorded on the Cassettes.

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Section

A

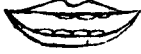
Vowels

VOCABULARY

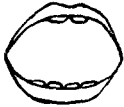
First learn the words you will need in order to study how to make the sounds in this section.

YOUR MOUTH

1. This is your mouth.



2. Open your mouth.



3. Close your mouth.



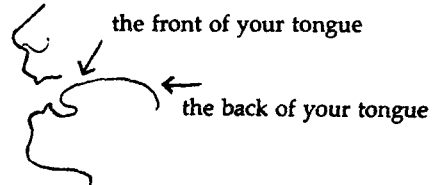
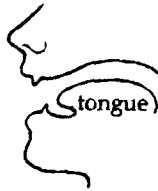
4. Open your mouth a little.



5. Open your mouth a little more.



YOUR TONGUE



MOVING YOUR TONGUE

Put your tongue forward.



Put your tongue up.



Put your tongue back.



Put your tongue down.



Put your tongue forward and up.



Practice iy:
easy, see, me, tea

Put your tongue down and back.



Practice a:
father, car, hot

Put your tongue up and back.



Practice uw:
who, two, school

Practice iy - a - uw. Feel how your tongue moves as you say these sounds.

MUSCLES

Put your tongue forward and up.
Practice iy.



Put your hand under your chin.
Your muscles should feel tight - or tense.

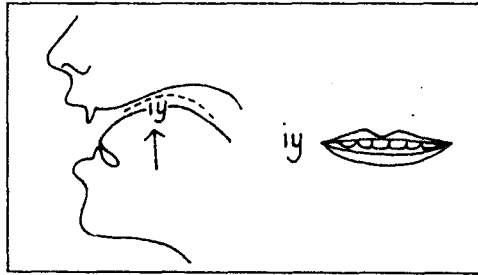
Let your tongue rest in the middle of
your mouth. Let your mouth rest open.




Put your hand under your chin.
Relax your muscles.
Practice ʌ: cup, bus, uh

UNIT 1

iy • sheep



 Open your mouth very little for the sound iy.
iy is a long sound.
Move your tongue up a little as you say it.

PRACTICE 1

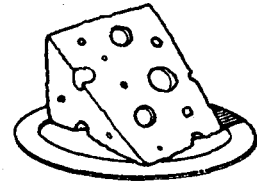
Listen and repeat:



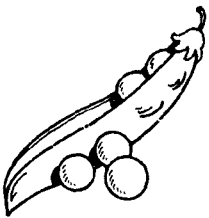
tea



three



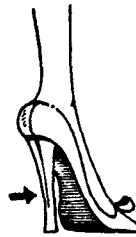
cheese



peas



bean



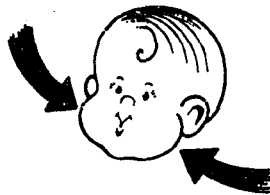
heel



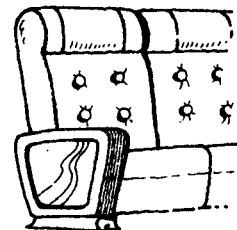
leave



sheep



cheeks



seat

PRACTICE 2 

Listen and repeat:

easy	Steve	meat
see	please	roast beef
me	Peter	coffee
Lee	eat	

DIALOGUE 

In a Restaurant

LUNCH SPECIAL

Sandwich:

Roast Beef or Cheese

Coffee or Tea

Only \$3.15

Peter: What are you having to eat, Lee?

Lee: I'll have a roast beef sandwich. And some tea.

Peter: Steve? Would you like a cheese sandwich or a roast beef sandwich?

Steve: A cheese sandwich. I don't eat meat.

Waitress: Yes?

Peter: We'd like one roast beef sandwich and two cheese sandwiches.

Waitress: And would you like coffee or tea?

Peter: Three teas, please.

Steve: Make that two teas. Coffee for me, please.

Waitress: (*writing down the order*) One roast beef sandwich . . . two cheese sandwiches . . . two teas . . . one coffee.

INTONATION 

Questions with *or* Alternative questions (questions with *or*) have a rising tone on the first choice (before the *or*) and a falling tone on the last choice. The parts of words that are in blacker type are stronger, or stressed.

Would you like **coffee** or **tea**?

Would you like **beef** or **veal**?

Would you like **coffee** or **tea** or **soda**?

Now practice with somebody, using this menu (on page 6).

Example:

Student A: Would you like bean soup or pea soup?

Student B: Pea soup, please.

CONVERSATION

Using the menu, practice in a group of four people.
 You are in a restaurant.
 One person is the waiter or waitress.
 The waiter/waitress asks questions: Would you like ... or ... ?
 Give your order to the waiter/waitress.
 The waiter or waitress will repeat the orders and write them down.

MENU
Today's Specials
SOUP:
 Bean Soup or Pea Soup
MEAT:
 Roast Beef or Veal
VEGETABLE:
 Beans or Peas or Beets
DESSERT:
 Cheesecake or Ice Cream
 or Peaches
 Coffee or Tea

SPELLING

The sound *iy* is usually written with the letters *e*, *ee*, *ea*, or *ie*:

- e* me, we, Peter, equal, even, recent
- e . . . e* these, complete, scene, extreme, Steve
- ee* see, three, thirteen, beef, sheep, street, feel
coffee, cheese, sleeve, freeze
- ea* tea, eat, meal, cheap, speak, repeat, teacher
easy, mean, please, leave, peace
- ie* chief, belief, field, movie, cookie
piece, believe, niece

Other spellings:

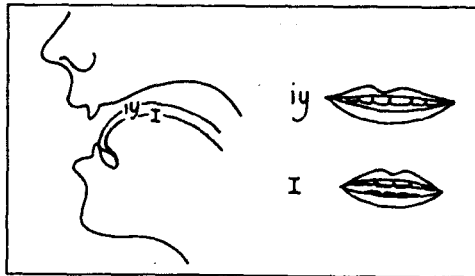
- y* easy, only, very, ready, many, funny, happy, crazy
- ey* key, money, monkey, donkey
- ei* receive, ceiling, either, * neither*
- i* taxi, ski, visa
- i . . . e* machine, police, magazine
- eo* people

*Some people say these words with the sound *ay*.

UNIT

2

i • ship



1 First practice the sound *iy*.
 Then open your mouth a *little* more.
iy is a long sound.
i is a shorter and more relaxed sound.

PRACTICE 1

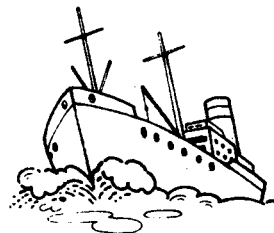
Listen and repeat:

Sound 1

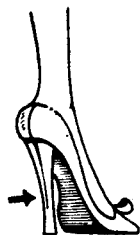
Sound 2



sheep



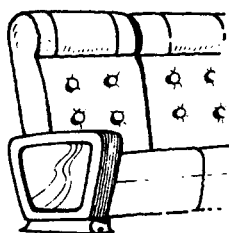
ship



heel



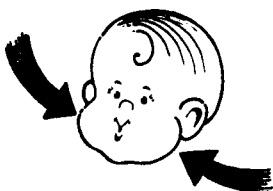
hill



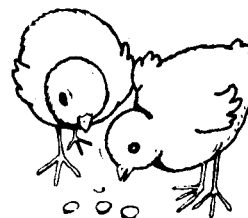
seat



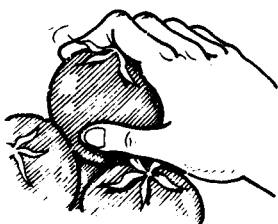
sit



cheeks



chicks



feel



fill

TEST

Listen to these sentences. Circle the word in parentheses that you hear in each sentence.

1. He wants to buy a (sheep/ship).
2. Those (heels/hills) are very high.
3. Look at those (cheeks/chicks).
4. Did you (feel/fill) the glass?
5. He isn't going to (leave/live).

PRACTICE 2

Listen and repeat:

is	Lynn	with	sixty
it's	Bill	film	fifty
isn't	Mrs. Kim	interesting	beginning
kid	Jim	minutes	quick

DIALOGUE

An Interesting Film

Mrs. Kim: Hello, Bill. Hello, Lynn.
 Bill: Hi, Mrs. Kim. Is Jim in?
 Lynn: Is he coming with us to the film?
 Mrs. Kim: Oh, Jim's sick.
 Bill: Here he is! Hi, Jim.
 Lynn: Are you sick, Jim?
 Jim: Is it an interesting film?
 Lynn: It's *Billy the Kid*.
 Bill: And it begins in six minutes.
 Mrs. Kim: Jim, if you're sick . . .
 Jim: Quick! Or we'll miss the beginning of the film!

STRESS

Numbers Listen and repeat:

three	thirteen	thirty	3	13	30
four	fourteen	forty	4	14	40
five	fifteen	fifty	5	15	50
six	sixteen	sixty	6	16	60
seven	seventeen	seventy	7	17	70
eight	eighteen	eighty	8	18	80
nine	nineteen	ninety	9	19	90

GAME

Mini-Bingo

Play in a group of about five people.

One person calls out the numbers above in any order.

The others each choose one of the boxes A, B, C, or D below.

Cross out each number in your box as it is called (or put a small piece of paper on top of each number as it is called).

The first person to cross out all the numbers in one box wins.

A	B	C	D
13	60	5	60
3	4	15	6
80	16	16	15
7	20	70	8
19	30	90	14
50	13	3	17
17	70	40	9
90	5	7	90
8	90	18	80

SPELLING

The sound **i** is usually written with the letter *i* or (less often) with the letter *y*.

i ship, did, win, six, fifteen, interesting, picture, fill, sick, quick, miss, film, listen, little, different

big – biggest, swim – swimmer, begin – beginning

minute, city, finish, give, live

y syllable, system, sympathy, rhythm, mystery, physics, gym

Other spellings:

e, ee English, pretty, been

ui build, building, guitar

u busy, business

o women