

Information for Users of *Beginners'*

Before *Speaking* *Pronunciation* with *Principles*

ABOUT THIS ORAL SKILLS PACKAGE

Beginners' Before Speaking with Pronunciation Principles is a beginning to intermediate-level oral skills package for learners of American English motivated to understand and produce comprehensible, expressive speech from the start of their focused language study.

The text contains 144 pages—an **INTRODUCTION** and three main **PARTS**. Each of these has a different focus:

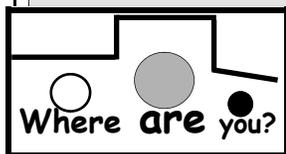
- ♦ **INTRODUCTION: GETTING STARTED: Letters of the Alphabet vs. Symbols for Sounds; Names & Numbers**—on pages 1 to 18.
- ♦ **PART ONE, SECTIONS 1, 2, 3: TALK ABOUT THINGS—Simple Vs. Complex Vowel Sounds & Spellings**—on pages 19 to 50.
- ♦ **PART TWO, SECTIONS 4, 5, 6: TALK ABOUT PLACES—Numbers of Syllables; Syllable-Stress Patterns; Stress Rhythm; Pitch & Intonation**—on pages 51 to 92.
- ♦ **PART THREE, SECTIONS 7, 8, 9: TALK ABOUT PEOPLE—Initial, Medial, & Final Consonant Sounds & Clusters; Pausing Vs. Sound Linking**—on pages 93 to 144.

All the material marked with an arrow is on CDs that accompany the book. These text portions contain basic items (sounds, words, phrases, sentences) to use as *models* of clear, expressive speech with a "standard" American accent. CD material is in Pronunciation, Vocabulary, and Conversation sections.

Pronunciation sections offer printed explanations on how to pronounce sounds within larger language elements—syllables, words, phrases, and sentences.

In Part One (Vowels) and Part Three (Consonants), the focus is on phonics patterns and spelling rules. Diagrams and charts are included.

Part Two focuses on larger language elements: numbers of syllables, syllable-stress patterns, pitch, and intonation. Helpful notation, like dots for relative syllable emphasis and pitch lines, is introduced.



Pronunciation

PART ONE-1: Simple Vowel Sounds

For the pronunciation of vowel sounds, no mouth parts touch. A "simple vowel sound" is pronounced with relaxed mouth muscles.

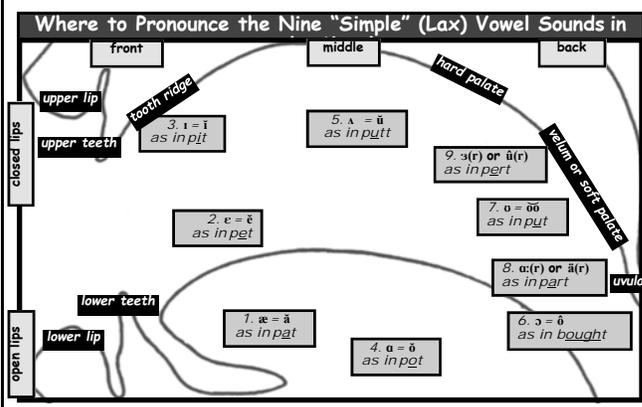
Below is a diagram of the mouth. Each gray box shows a different vowel sound in pronunciation symbols from the IPA and an American dictionary. In the word example, the underlined letter spells the vowel sound.

♦ There are nine simple vowel sounds in American English. For reference, they are numbered 1-9 in the mouth diagram. Some speakers pronounce Sounds 4 and 6 the same.

♦ Each sound is pronounced in a different place in the mouth. The boxes in the middle of the diagram show the vowel sounds pronounced in the middle of the mouth. Those on the left show the "front vowels." Those on the right show the "back vowels."

♦ The boxes near the top show the vowel sounds pronounced with the lips partially closed. The vowel sounds near the bottom are pronounced with more open lips.

Read each Vowel Sound 1-7 aloud 3 times: in two kinds of pronunciation symbols and in a word example.

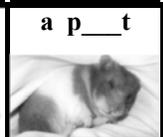
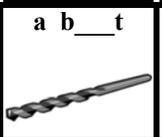


Vocabulary

The Name of an Item (One Thing)

An item is a thing. The name of *one* object is usually a *singular noun*. A singular noun often follows a *or an*. The name of a substance or a collection of things may be an *uncountable noun* (without a *or an*).

The names of these sixteen items contain the Simple Vowel Sounds 1-4 and 6. On each line, write the letter(s) for the vowel sound(s) at the top of that column. Then pronounce the words aloud.

1. æ = ă	2. ɛ = ě	3. ɪ = ĭ	4. ɑ = ɔ or 6. ɔ = ɔ
a _ t	a p _ t	a b _ t	a p _ t
			

Vocabulary

In most Vocabulary sections, learners are asked to do something as they apply recently learned pronunciation patterns and rules. They might fill in missing letters, count numbers of syllables, circle matching syllable-stress patterns, draw pitch (intonation) lines, mark pauses and sound linking, and so on.

Sometimes, text and CD users try to recognize items as "the same" or "different" in specified pronunciation features—sounds, vowel lengthening, syllable-stress patterns, intonation, etc.

Correct, probable, and other possible responses appear in a separate 60-page Answer Key.

Words for Places (Common Nouns)

A place may be an interior room or space, a structure, or an outside area. The name of a place can be a common noun (simple or compound) in a noun phrase with or without an article (*a, an, the*) and/or adjectives or noun-adjectives.

The word and phrase names of the places below contain the Simple Vowel Sounds 1-9 in their focus (most strongly accented) and other stressed syllables. The letters for these full vowel sounds are underlined.

As you pronounce each item aloud, count the number of syllables. Write that number in the brackets.

1. æ = ǣ	2. ε = ē	3. ɪ = ī	4. a = ǝ OR 6. ɔ = ȝ
tr <u>a</u> cks [/]	st <u>e</u> ps []	g <u>y</u> ms []	mos <u>q</u> ues []
pa <u>s</u> tures [2]	the <u>s</u> e sh <u>e</u> ds []	tha <u>t</u> br <u>i</u> dge []	ha <u>l</u> lways []
a ca <u>s</u> tle [3]	re <u>s</u> taur <u>a</u> nts []	big bu <u>i</u> ld <u>i</u> ngs []	gar <u>a</u> ges []
a ba <u>d</u> classroom [4]	el <u>e</u> vators []	a syn <u>a</u> gogue []	the la <u>u</u> ndry room []
a lab <u>(o)</u> rat <u>o</u> ry [5]	tha <u>t</u> cem <u>e</u> t <u>e</u> ry []	anc <u>i</u> ent py <u>r</u> am <u>i</u> ds []	a two-car ga <u>r</u> age []
an <u>a</u> mp <u>h</u> i-theater [6]	a sep <u>(a)</u> rate en <u>t</u> ry hall []	our lit <u>t</u> le refr <u>i</u> gerator []	all la <u>r</u> ge sa <u>l</u> t-wa <u>t</u> er ponds []
this small fam <u>(i)</u> ly ca <u>b</u> in [7]	a well-de <u>c</u> orated bedroom []	typ <u>i</u> cal con <u>d</u> omin <u>i</u> ums []	some softba <u>l</u> l and soc <u>c</u> er fields []

Conversation sections begin with model exchanges for which suggested pronunciation is "illustrated"—with symbols for sounds, spaces between syllables, dots or letter sizes to indicate relative syllable stress, and/or pitch lines to show rising and falling intonation. These serve as samples for the communicative activities that follow.

glæd tə miʔ tʃə

glæd tə mē tʃə

3b. oo or oo

Conversation

Name & Classify People

With someone else, have these Conversations twice.

- First, read aloud the sentences in IPA symbols in black boxes.
- Then, following the suggested pitch-change (intonation) lines in the gray boxes, read aloud the sentences printed in different-sized letters of the alphabet.

Conversation One

wats ðætʃ?
What's that?

ðisʔ ɪts ə noʔld kəmədiʔ.
This? It's an old comedy.

riʔ ɪʔ? ʃu wz ɪn ðə muʔvi?
Really? Who's in the movie?

hu wər ðə kær ɪktərz?
Who are the characters?

Conversation

After model Conversations come oral activities. These interactive sections have various purposes: participants collect information from one another; name, classify, describe, and compare items; describe and tell the locations of places; ask and get directions; identify people and tell their activities; and get to know others through effective social conversation.

Regardless of their pronunciation features or contents, Conversation activities are designed to engage people in exchanges about realistic and interesting everyday topics. Often, useful vocabulary is supplied; the many photos and drawings offer cues and ideas for what to say.

Instructions for activities vary: learners might perform oral chains; create and play *Bingo* games with personalized information; ask for, offer, and get information about real objects, geographical places, and ordinary and famous people; and converse successfully—with confidence.

Examples to follow are an integral part of the book; additional speech models and other sample conversations appear in the *Answer Key*.

Get and Give Directions

With appropriate and expressive stressed-time rhythm and intonation, prepare to have Conversations A through D on pages 92 and 93. You can use vocabulary from the given lists of directives and maps, but be sure to add polite phrases, forms of address, requests, questions, responses, repetition, clarification, and other common elements of directions.

Does it help to write out a conversation before you have it? If so, you might leave room above your phrases and sentences; then you can "mark" the rhythm and intonation. Remember: these can vary according to the meaning you want to express.

- You can draw lines or leave small spaces between syllables to show they're separate.
- You may want to print words and syllables in letters of different sizes and/or put different-sized dots over them to show relative stress or emphasis.
- You can also draw a black pitch-change (intonation) line over the phrases or sentences.

With someone else, have one or more of your conversations. Listen and comment on others' conversations, especially the rhythm and intonation.

Conversation

C: Take the Subway from the Central Park Zoo to Battery Park in Lower Manhattan

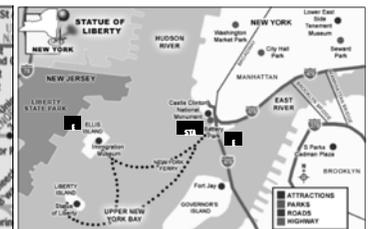
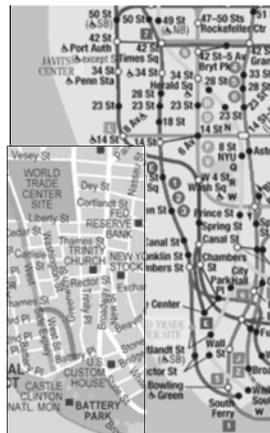
- Walk to 5th Ave & 59th St. Go downstairs into the subway station.
- Get on the Yellow Line toward Forest Hills or Jamaica. Take the N, R, or W train.
- Get off at the next stop (59th & Lexington). Change trains.
- Get on the Green Line 4 or 5 Southbound.
- Get off at Bowling Green OR Take Line 1 to South Ferry (first 5 cars only).
- Leave the subway. Go upstairs to the street.
- Walk to Battery Park (corner of State St. & Battery).



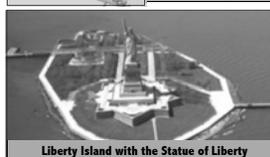
Bowling Green (a small park)



Battery Park on the southern tip of Manhattan



D: Take a Ferry Boat to Liberty & Ellis Islands



Liberty Island with the Statue of Liberty
Now have Conversations A, B, C, and/or D again.

This time, begin at the END point. Ask and give

- Walk through Battery Park past the U.S. Custom House.
- At Clinton Castle National Monument, buy round-trip tickets for the Liberty/Ellis Island Ferry (includes visits to Liberty and Ellis Islands). Don't take the Staten Island Ferry!
- Ride the ferry into Upper New York Bay (about 1.6 miles). Get off at Liberty Island. Visit the Statue of Liberty.
- Get back on a ferry boat. Ride to Ellis Island. Visit the Immigration Museum.
- Take the ferry back to Battery Park on Lower Manhattan. OR: Can you ride to Liberty State Park in NJ?

Finally, each part of the book includes optional Challenge Activities, distinguished from the main body of the text by their border, background, and print.

Directed at text-users that want more complete info about pronunciation, spelling, grammar, and/or vocabulary and phrasing in context of the relevant text topics, these Challenge Activities offer additional explanations, examples, and ways to assess progress.

Instructions for recommended follow-up follow. These suggest what to do to practice and master given principles. Again, activities vary: there are oral chains, cooperative/competitive "guessing games," interactive exchanges with natural feedback, opportunities to share knowledge, and more.

True beginners—and learners in a hurry—may choose to ignore these sections, which do not appear on the accompanying CDs. Students wanting challenge and/or "proof" that their oral-language study has produced results will appreciate and benefit from them.

Probable or possible responses for all Challenge Activities appear in the *Teachers' & Learners' Guide*.

Challenge Activity—Tell Famous People's Names:

Can you tell the full names of the famous people and characters on pages 7 to 10? In alphabetical order, here are their middle and last names:

Allen	Brown	Connelly (Sir)	Franklin	Lee	Mouse	Romano	Tim (Herbert Khaury)
Ball	Ciccione-Richie	Disney	Goldberg	Lincoln	Ono	Schwarzenegger	
Bono	Claus	Earl Jones	Irwin	Marks	Presley	the Frog	Winstrey
Brenner	Clinton	Einstein	Jackson	McGraw	Reagan	the Grouch	Zedong
Bridges	Cobb	Flintstone	Lafifah	Madaine	Rogers		

EXAMPLES: 1. Batman has no last name. 2. Albert Einstein 3. Santa Claus 4. Ben(jamin) Franklin

Can you tell about some of the 39 people or characters in sentences?

EXAMPLES: 1. Batman is a cartoon action hero. 2. Albert Einstein was a great physicist. 3. Santa Claus is . . .



Challenge Activities—Use the in Place Names:

Which proper nouns for geographical place names include the?

- Plural place names usually include the. Here are examples: the United States (of America) (= the U.S.A.); the Netherlands (= the country of Holland); the Philippines (= the Philippine Islands); the Americas (= North, Central, and South America); the British Isles (= Britain, Ireland, and other islands); the Alps . . .

- Place names with of-phrases usually include the article the: the continent of Asia (= the Asian continent = Asia), the Republic of Zambia (= Zambia), the Union of Myanmar (= the nation of Burma), the province of Ontario . . .

- Most often, proper nouns for points of the globe, areas of land, bodies of water, and buildings include the article the.

POINTS ON THE GLOBE: the North Pole, the South Pole, the Equator, . . .

AREAS OF LAND (WITHOUT DEFINITE BOUNDARIES): the Sahara (Desert); the Amazon (Jungle); the Malay Peninsula; the Pacific Coast; the South; the Middle East; . . .

BODIES OF WATER: the Indian Ocean, the Black Sea, the Persian Gulf, the Nile (River), the Bering Strait, the Suez Canal. (BUT: Lake Titicaca, Walden Pond, . . .)

FAMOUS BUILDINGS & STRUCTURES: the Great Wall (of China), the Taj Mahal, the Great Pyramid, the Great Sphinx, the Acropolis, the Parthenon, the Vatican, . . . (BUT: Westminster Abbey, Notre Dame, Madison Square Garden, St. Patrick's Cathedral, Rockefeller Center, Grand Central Station, Carnegie Hall, Dodger Stadium, . . .)

- Most other proper-noun place names (continents, countries, states, cities, lakes, mountain peaks, streets, parks, etc.) do not include the. EXAMPLES:

Africa, Australia, Brazil, Egypt, Ontario, California, Los Angeles, Salt Lake City, Catalina Island, Yellowstone (National Park), Old Faithful, Mammoth Cave, Mount (Mt.) Fuji, (Mount) Kilimanjaro, Lake Tahoe, Saks Fifth Avenue, Wall Street, Highway 80, . . .

To play an oral vocabulary-chain game called "Geography," say any proper noun (phrase) for a geographical place. The next person tells a place name beginning with the last letter of the previous item (not counting the).

Include the article the if necessary in the place name, however. EXAMPLES:



SPEAKER 1: the United States. SPEAKER 2: San Francisco. SPEAKER 3: Oregon. SPEAKER 4: the Nile. SPEAKER 5: the Equator. SPEAKER 6: Rome, Italy. SPEAKER 7: the Yukon. SPEAKER 8: Nova Scotia. SPEAKER 9: the Amazon Rainforest . . .