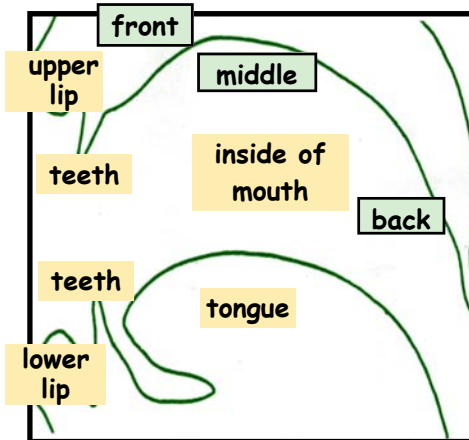
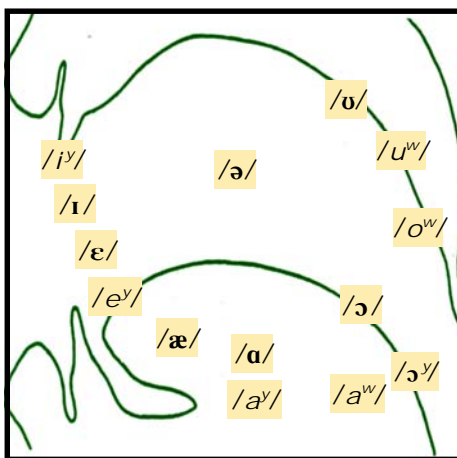


**Introduction:**  
**Reading Words Aloud**  
**= *Pronouncing***  
***New Vocabulary***



**Vowel sounds at the *top* of the diagram are pronounced with the lips *closed*—*flat* or *spread* in the *front* of the mouth and *rounded* at the *back*.**



**Vowel sounds at the *bottom* of the diagram are pronounced with the mouth *open*.**

**To use new words and phrases in speaking, we need to know their *pronunciation*. There are several ways to learn how to say (articulate) vocabulary items aloud:**

- ▣ Ask a clear native speaker of English to read each new item aloud. Imitate his or her pronunciation. Ask if you're correct—or at least understandable.
- ▣ Say the word or phrase aloud according to the rules of *phonics*—the patterns of letters and sounds in English.
- ▣ Look up the vocabulary item in a dictionary. Read aloud the *symbols* for sounds that show how to pronounce it. Better yet—type the word into an online program and click on “Sound” to *hear* its correct pronunciation.

# ***Pronouncing Vowel Sounds***

The diagrams of the mouth on the next two pages

The diagrams of the mouth on the next two pages show *where* to pronounce the main 16 vowel sounds of American English. In the left part of each diagram are the “front vowels” (pronounced with the tongue in the *front* of the mouth). In the middle are the “central” ones—articulated with the tongue in the *middle* of the mouth. On the right side of the diagram are the “back vowels”—said with the tongue in the *back* of the mouth).

**Pronounce the vowel sounds at the *top* of the diagram with *closed lips*—*flat* for the *front vowels* and *rounded* for the *back vowels*. Pronounce the *central vowels* with the mouth *half open*. Say the vowel sounds at the *bottom* with *open lips*.**

**For each vowel sound, there's a sound-symbol from the *IPA* (the *International Phonetic Alphabet*) between slashes / /. There's also a key word to pronounce. Practice each sound and example well and remember it.**

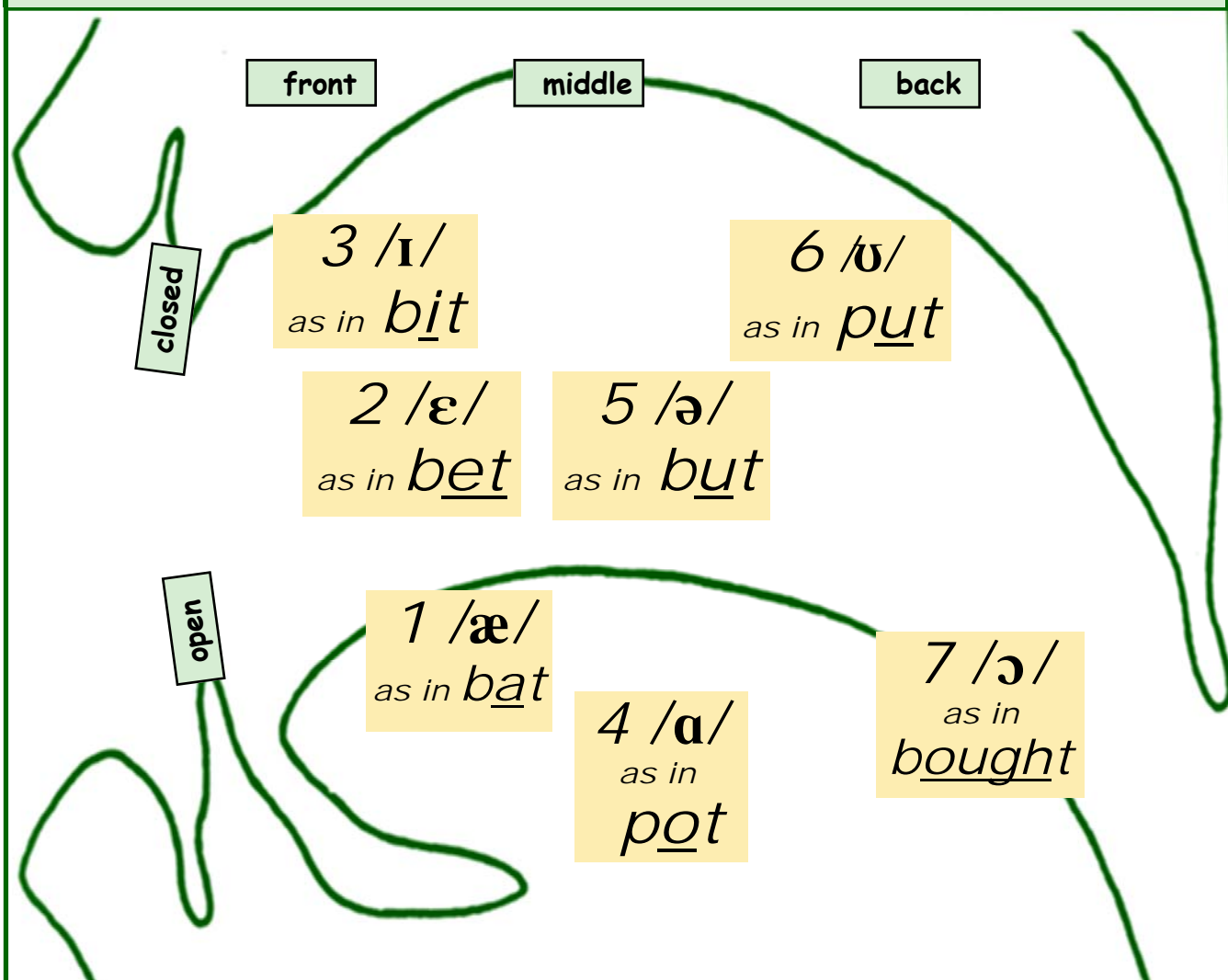
**Instructions:** To practice clear pronunciation of the vowel sounds of American English, work with a (near-)native speaker of the language, if possible.

1. First, imitate his or her pronunciation of each sound-symbol (between slashes / /) in the two *Mouth Diagrams*. Then repeat each *Key Word* (as in . . .) several times.
2. Next, listen carefully to a (near-)native speaker's pronunciation of the sounds and words in mixed-up order. Identify each sound by number. Then repeat the sound and the word several more times.
3. Now pronounce the sounds and key words in mixed-up order yourself. Your listener(s) will try to identify the sound by number (1-7 and 10-16).

**What's a "simple" vowel sound?**

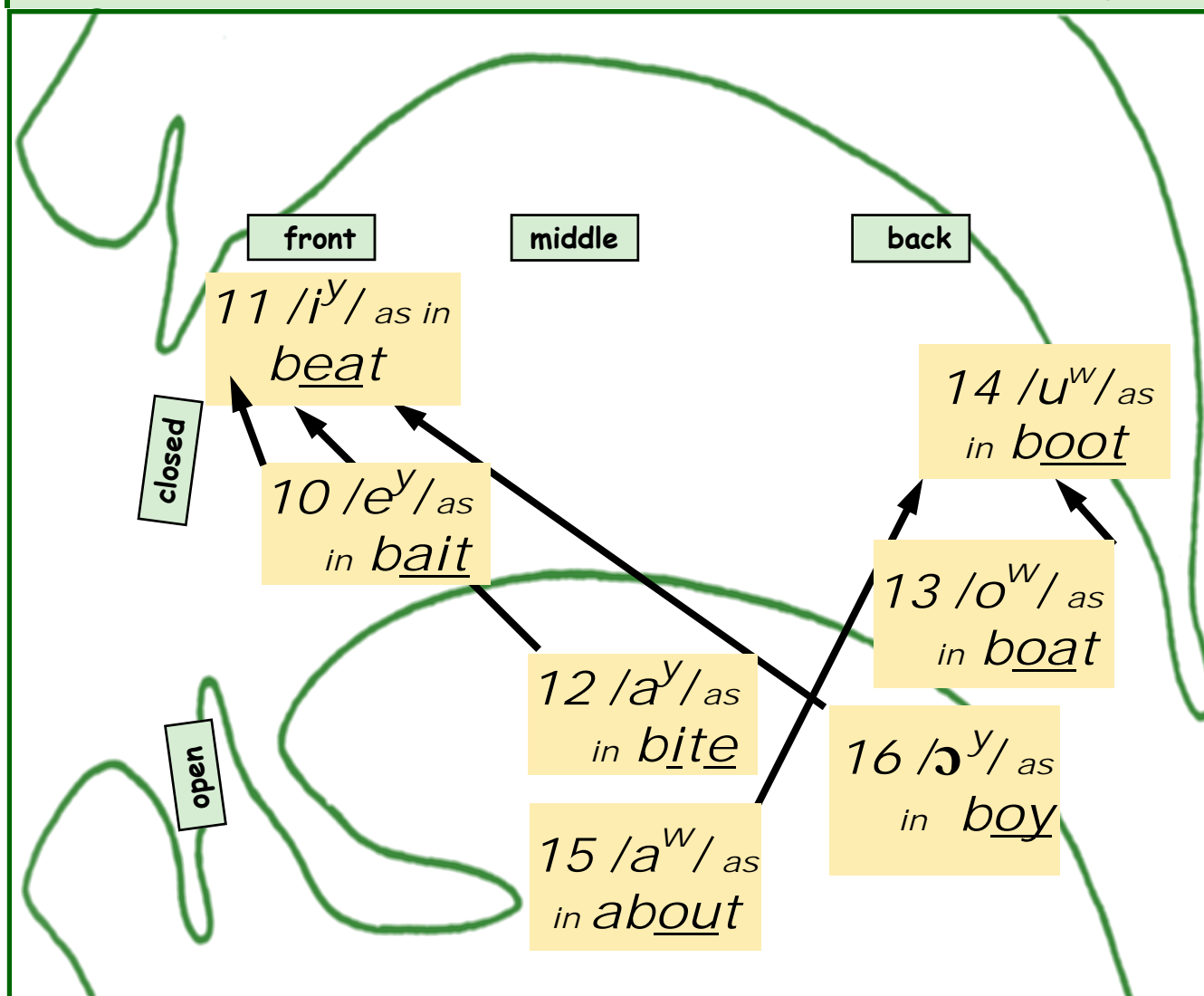
A "simple" vowel sound is *one* sound only. It's *not* a combination of two sounds. In some books, it's called a "short vowel sound," even if it's *not* pronounced quickly. There are seven (7) "simple" vowels in American English—between slashes / / in this *Diagram*.

### Where to Pronounce 7 Simple Vowel Sounds of American English





## Where to Pronounce 7 Complex Vowel Sounds of American English



### What's a "complex" vowel sound?

A "complex" vowel sound consists of *two* sounds said together. It "counts" as *one* vowel sound.

In some books, it's called a "long vowel"—even if it's pronounced quickly for a short time.

It may also be called a "tense vowel" or a "diphthong."

### What are *doubled sounds* or *glides*?

Notice that all the symbols for *complex vowel sounds* are doubled—that is, there are *two* sound-symbols between the slashes of each pair / /.

To articulate a complex vowel sound, begin with your tongue in the position of the *first* symbol. Then glide it to the *second* position. Keep the mouth muscles *tense*.

(The arrow lines show the direction of the glides.)

### Where are the "missing" Sounds 8 and 9?

Although variants of *Sounds 10-16* exist before /r/, they're not very different from those shown above.

But *Sounds 8 & 9*—/ä/ and /û/—come *only* before the /r/ sound, as in *bar* or *part*; *berth*, *bird*, or *burr*

It's difficult to show these vowels in a mouth diagram. They're the *only* "simple" vowel sounds that come before /r/, by the way.

# Reading Words Aloud—*How Letters Spell Vowel Sounds*

To learn to use new vocabulary items in speaking, we should know *how* to pronounce the sixteen vowel sounds clearly. But that isn't enough. We must also know *when* to pronounce each sound. In other words, it helps to know the *phonics* patterns of American English—the relationships between letters and sounds.

If we know the most common patterns of phonics, we can *guess* how to read aloud new words with regular and alternative spellings. Then we can check our guesses with a native speaker, a dictionary, and/or a computerized audio model to imitate.

The *Phonics Chart* on the next two pages shows how sixteen (16) vowel sounds of American English correspond to the most frequent spellings for those sounds. In the first column are *IPA* (*International Phonetic Alphabet*) symbols for these sounds and *Key Words* from the *Mouth Diagrams*. In the second column are the most common letters or letter combos that spell those sounds. In the last column are examples of words with those spellings. The letters that spell the vowel sounds are underlined.

What if we don't know the sound-symbols of the *IPA = International Phonetic Alphabet*?

If you can *produce* sounds clearly, you don't need to memorize any symbols used in this Worktext.

But if you want to view the articulation of new words, you should learn how to read the symbols of *that* book or online device. (Not all use the same phonetic symbols.)

**Instructions:** For each vowel in the *Vowel-Sound Phonics Chart* that follows, read aloud the [vowel sound between brackets], its *key word*, and the given *examples* of words with that sound. If possible, work with and/or imitate models from a clear (near-)native speaker of English. Work on the sounds that are difficult for you until you can articulate them distinctly or at least understandably. Here are a few more possible steps:

- ▣ Partner with one or more speakers of languages other than American English, preferably people with noticeable non-native accents. Your listeners can “judge” the clarity of each word you read aloud and perhaps suggest changes. If they *repeat* your words back to you or try to spell them in writing, you'll get an idea of what *they* heard you say—and/or how *they* choose to pronounce it. Comparison will help you master the important *features of sounds in context*.
- ▣ As closely as possible, imitate the pronunciation of words on the *Audio* that goes with this *Worktext*. Record *your* pronunciation. Compare the two versions. Keep working on each sound until you're sure that your pronunciation is optimal *for your purposes*.

Is there *Audio* that corresponds to the vocabulary in *WHAT'S the WORD?*

Yes, available as *CDs* or—better yet—direct downloads.

Or you can have a (near-)native speaker record customized audio just for you.

And of course, if there *is* one, you can click on the *Audio Button* of any individual item you look up in an online dictionary.



How can we tell if a word has a simple (lax) or a complex (tense) vowel sound?

Here are the most reliable phonics rules for simple vs. complex vowel sounds:

- If there's only *one* vowel letter in a word or syllable that ends in a consonant, it contains a *simple vowel sound*. Some examples are ask, red, him, phonics, other, sugar, always.










- If there are *two* letters together or if the word or syllable ends in final silent *-e* after a consonant, then it contains a *complex vowel*. Examples are day, main, name, sea, need, coat, rode, school, rude, found, about, boys, and coin—and many more.

But as you can see from this *Vowel-Sound Phonics Chart*, there are many exceptions to these rules.

Also, this *Chart* does not contain *all* vowel spellings in American English. There are other less common spellings and exceptions to these phonics patterns.

## Vowel-Sound Phonics (Sound Symbols & Alphabet Letters)

### Simple (Lax, "Short") Vowel Sounds

Sound-Symbol & Key Word (Illustrated)	Common Spellings (Letters)	Examples of Words with Each Sound
1. /æ/ as in <u>bat</u> 	a	<u>a</u> sk <u>gl</u> ad <u>ad</u> d <u>ma</u> gic <u>pr</u> actice
2. /e/ as in <u>bet</u> 	e, ea	<u>re</u> d <u>te</u> ll <u>cor</u> rect <u>re</u> ad (past) <u>he</u> alth
3. /ɪ/ as in <u>bit</u> 	i, y	<u>hi</u> m <u>wi</u> th <u>mi</u> ss <u>pi</u> cture <u>gy</u> m
4. /ɑ/ as in <u>pot</u> 	o, a	<u>pho</u> nics <u>to</u> p <u>i</u> c <u>fa</u> ther <u>ca</u> lm
5. /ʌ/ /ə/ as in <u>but</u> 	u, o	<u>us</u> <u>ru</u> g <u>su</u> n <u>so</u> n <u>ot</u> her <u>to</u> ngue
6. /ʊ/ as in <u>put</u> 	u, oo	<u>pu</u> sh, <u>fu</u> ll, <u>sug</u> ar, <u>go</u> od, <u>bo</u> ok, <u>ro</u> of
7. /ɔ/ as in <u>bought</u> 	a, au, o	<u>ta</u> lk <u>ca</u> ll <u>al</u> ways <u>au</u> thor <u>be</u> cause <u>lo</u> ng <u>do</u> g
8. /ɑ/ as in <u>party</u> 	a	<u>fa</u> r <u>st</u> art <u>pa</u> rk <u>sm</u> art
9. /u/ as in <u>Bert</u> 	ea, e, i, o, u	<u>he</u> ard, <u>le</u> arn, <u>pe</u> rt, <u>gi</u> rl, <u>st</u> ir, <u>wo</u> rd, <u>wo</u> ld, <u>fu</u> rther

**Why should we pronounce the words aloud? Can't we just look at the spelling of the vowel sounds to find the rhymes?**

Remember—most letters can represent *more than one* English sound, and the same sound can have *more than one* spelling. Don't get confused between *letters* and *sounds*. This activity may be harder than it looks!

**But how can identical letters spell different sounds in other words?**

Most people—including native speakers—find English spelling difficult. This is because there are many *different* phonetic relationships between sounds and letters. Probably, this complex system comes from the long history of English in various areas of the world.

**Instructions:** Can you read aloud words with the sixteen different vowel sounds of English? Can you tell when words *rhyme*—that is, when they have the same pronunciation except for the consonant sounds at the beginning? Can you tell when words have *different* vowel sounds—even if the vowel *letters* are the same?

To find out, read aloud the words in each group. Circle all the words that rhyme with the *Key Word* (the word for the picture). The symbol shows the vowel sound in all the rhyming words. (To help you, some answers are given.)

1. /æ/ as  
in bat



cat mat bet

sat neat fat

rate plate rat

that feet wait

2. /ɛ/ as  
in bed



bread red dead

dread fed said

read mad paid

need kid sled

3. /ɪ/ as  
in tin



been bran can

fine hand gin

skin run sin

spin line win

4. /ɑ/ as  
in pond

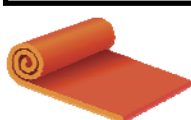


bond blond Dan

fond hand gun

lend sound ran

kind found son



Which Rhymes or Vowel Sounds 1-4 do these words contain?



# Reading Words Aloud—How Letters Spell Consonant Sounds

Sixteen (16) of the consonant sounds in English exist in pairs, like /b/ and /p/, /d/ and /t/, /v/ and /f/, and so on. This means that the mouth produces the two sounds of each pair *in the same way*—except that one sound is “voiced” (produced with the vocal cords) and the other is “unvoiced” or “voiceless” (produced without using the vocal cords).

The other eight consonant sounds—/m/, /n/, /r/, /y/, and so on—*don’t* exist in pairs. Except for /h/, all of these consonant sounds are *voiced*.

On the next two pages is a *Phonics Chart* for the 24 consonant sounds of American English. It shows a symbol and a *Key Word* for each sound. There’s also a diagram and instructions for pronouncing it. Finally, there are sample words that show many of the spellings of each sound: these are underlined.

Most consonant letters always spell the *same* sounds—even doubled consonants (like *bb* or *ll*) or *digraphs* (consonant combinations like *th*, *sh*, and *ng*). But *Sounds 6* and *10-16*—/k/, /f/, /z/, /s/, /ʒ/, /ʃ/, /j/, and /ch/—have several *different spellings*. Often, the spelling depends on the position of the consonant sound in the word or the vowel sound before the consonant. Other times, it’s determined by the vowel letter that *follows* the consonant sound.

Of course, there are also exceptions to these phonics patterns for consonant sounds and letters. These unusual spellings seldom occur.

**I**nstructions: To acquire clear pronunciation of the *consonant sounds* of American English, work with a (near-)native speaker of the language, if possible. Use the *Consonant Phonics Charts* on the next three pages.

First, imitate the correct pronunciation of each sound-symbol (between slashes / /) and key word in *Columns 1* and *2*. Follow the instructions in the mouth diagram (*Column 3*) for saying the sound. Then repeat the sample words in the last two columns several times. Notice that most of these words are *in pairs*—the words in each pair are the same except for the contrast between one voiced and one voiceless sound.

Read aloud the sample words on your own. Your listener(s) will “judge” the clarity of your pronunciation. They can also identify each consonant sound by number (1-24) and tell if they hear it as *voiced* or *voiceless*.

What’s the difference between *vowel* and *consonant* sounds?

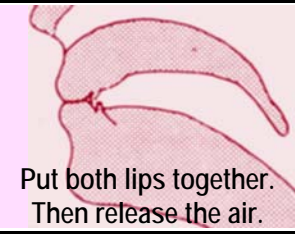
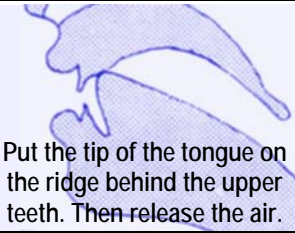
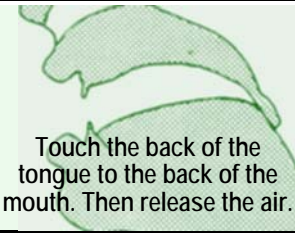
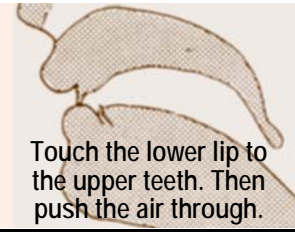
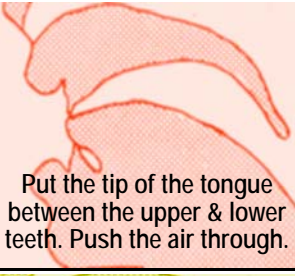
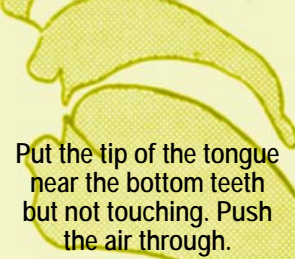
We say *vowel* sounds *without* any two parts of the mouth touching. It’s the *position* of the lips and tongue inside the mouth that produces 16 different vowel sounds. All vowel sounds are “voiced”—that is, we use our *vocal cords* (our “voice”) to produce them.

We produce *consonant* sounds with two parts of the mouth touching or almost touching.

For example, we might put our lips together or touch the tongue to the teeth or some other part of the mouth—like the *tongue ridge* or (*hard* or *soft*) *palate*.

# Consonant-Sound Phonics

## (Sound-Symbols, Pronunciation, & Letters)

Sound-Symbols & Key Words		How to Pronounce this Pair of Sounds	Examples of Words with each Sound & Spelling	
VOICED	VOICELESS		VOICED	VOICELESS
1. /b/ as in <u>b</u> ay	2. /p/ as in <u>p</u> ay	 Put both lips together. Then release the air.	<u>b</u> ig <u>b</u> un <u>b</u> ad <u>b</u> ear <u>symbol</u> <u>cab</u> <u>ro</u> be	<u>p</u> ig <u>p</u> un <u>p</u> ad <u>p</u> ear <u>simple</u> <u>cap</u> <u>ro</u> pe
3. /d/ as in <u>d</u> ie	4. /t/ as in <u>t</u> ie	 Put the tip of the tongue on the ridge behind the upper teeth. Then release the air.	<u>d</u> o <u>d</u> oll <u>d</u> ear <u>d</u> ime <u>rider</u> <u>ride</u> <u>sad</u>	<u>t</u> oo <u>t</u> owel <u>t</u> ear <u>t</u> ime <u>writer</u> <u>right</u> <u>sat</u>
5. /g/ as in <u>g</u> old	6. /k/ as in <u>c</u> old	 Touch the back of the tongue to the back of the mouth. Then release the air.	<u>g</u> ame <u>g</u> irl <u>g</u> old <u>g</u> lass <u>beggar</u> <u>rag</u> <u>leag</u> ue	<u>c</u> ame <u>c</u> url <u>c</u> old <u>c</u> lass <u>baker</u> <u>rack</u> <u>leak</u>
7. /v/ as in <u>v</u> ine	8. /f/ as in <u>f</u> ine	 Touch the lower lip to the upper teeth. Then push the air through.	<u>v</u> ery <u>van</u> <u>v</u> ale <u>v</u> ase <u>saver</u> <u>save</u> <u>leav</u> e	<u>f</u> erry <u>fan</u> <u>fail</u> <u>face</u> <u>safer</u>
9. /ð/ as in <u>this</u>	10. /θ/ as in <u>thing</u>	 Put the tip of the tongue between the upper & lower teeth. Push the air through.	<u>than</u> <u>this</u> <u>that</u> <u>their</u> <u>either</u> <u>bathe</u> <u>breathe</u>	<u>thank</u> <u>thin</u> <u>thief</u> <u>ether</u> <u>bath</u>
11. /z/ as in <u>zoo</u>	12. /s/ as in <u>sue</u>	 Put the tip of the tongue near the bottom teeth but not touching. Push the air through.	<u>zeal</u> <u>zinc</u> <u>zip</u> <u>zoom</u> <u>razor</u> <u>rais</u> e <u>prize</u> <u>close</u> (verb)	<u>seal</u> <u>sink</u> <u>sip</u> <u>soon</u> <u>racer</u> <u>race</u> <u>pric</u> e <u>close</u> (adj.)



*Are there more techniques to help distinguish between voiced and voiceless consonants?*

Here are some hints for saying Consonants /-l b/:

- At the *start* of a syllable before a vowel sound—add a puff of air to / p t k /. Include air with other voiceless sounds too—/ f θ s ʃ tʃ /—but *not* with the *voiced* consonants / v ð z ʒ d ʒ /.

- Don't "release" the air after voiceless / p t k / at the *end* of syllables. Instead, "shorten" each vowel sound before voiceless consonants. For example, the word cap takes less time to say than c a b. Sight is said more quickly than side. Lock sounds "shorter" than lo g. Pe a s sounds longer than peace; ri d g e, longer than rich.

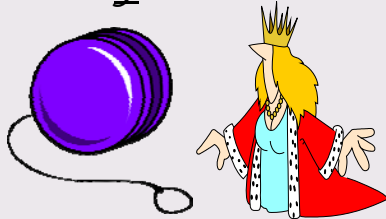
(This is why it's misleading to call groups of vowels "long" or "short.")

**Instructions:** Can you read aloud words with the 24 distinct consonant sounds of American English? Can you pronounce the sounds correctly—or at least understandably—at the *beginning*, in the *middle*, and at the *end* of words? And do you know which consonant *letters* produce which *sounds*?

To find out, read aloud the words in each group. Circle the letters that make the same beginning, middle, or ending sounds as the key word. The sound-symbol between slashes / / shows which sound to listen for. (To help you, some answers are already there.)

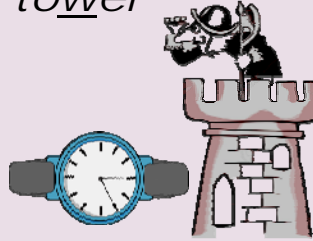
<p>1. /b/ as at the beginning of <u>bat</u></p>  <p>boy fat van bill brother</p>	<p>/b/ as in the middle of <u>bubbles</u></p>  <p>trouble probably about</p>	<p>/b/ as at the end of <u>bathtub</u></p>  <p>hope love rob sub job robe</p>
<p>2. /p/ as at the beginning of <u>pig</u></p>  <p>pay point blow fair proud</p>	<p>/p/ as in the middle of <u>puppy</u></p>  <p>paper happen robber</p>	<p>/p/ as at the end of <u>top</u></p>  <p>group rope rub roof verb harp</p>
<p>3. /d/ as at the beginning of <u>dog</u></p>  <p>do to doll door the draw ten</p>	<p>/d/ as in the middle of <u>daddy</u></p>  <p>middle motel medium</p>	<p>/d/ as at the end of <u>bread</u></p>  <p>side bed bathcard tied</p>

22. y/ as in yO-yO or  
royal



yes      you're  
jail      yellow  
year      humor  
lawyer  
loyal      follow

23. w/ as in watch  
or tower



well      why      we  
who      what  
was      wine  
very      where  
towel      lawyer

24. h/ as in horse  
or unhappy



hour      hug  
show      how  
ham      honor  
whole      hi  
behind

**Instructions:** Because different letters often spell the same sounds in English, there are many *homophones*. These pairs or groups of words have *different spellings* but exactly *the same pronunciation*. Their meanings and uses are different, too.

With someone else or a small group, read aloud the two words after each of the following *Numbers 1-30*. Do they sound the same? If they have exactly the same pronunciation, write Y for Yes on the line. If they sound different, write N for No. To help you, some answers are already there.

- |                         |                       |                          |
|-------------------------|-----------------------|--------------------------|
| 1. <u>N</u> fat / vat   | 11. ___ hug / huge    | 21. ___ hours / ours     |
| 2. <u>N</u> blow / brow | 12. ___ wear / where  | 22. ___ chews / choose   |
| 3. <u>Y</u> fair / fare | 13. ___ one / won     | 23. ___ mother / mutter  |
| 4. ___ too / two        | 14. ___ safe / save   | 24. ___ allowed / aloud  |
| 5. ___ do / due         | 15. ___ off / of      | 25. ___ beggar / bigger  |
| 6. ___ bath / bathe     | 16. ___ jeans / genes | 26. ___ either / ether   |
| 7. ___ putt / put       | 17. ___ cheap / sheep | 27. ___ razor / racer    |
| 8. ___ leg / ledge      | 18. ___ write / right | 28. ___ guessed / guest  |
| 9. ___ sell / cell      | 19. ___ sum / some    | 29. ___ noisy / nosy     |
| 10. ___ lick / like     | 20. ___ rays / raise  | 30. ___ further / father |



# Using a Dictionary to Learn or Check Pronunciation of Vocabulary

To use new vocabulary in speaking, we need to know how to read it aloud, of course. If we know the patterns and rules of *phonics*—the relationship between letters and sounds, we can make a good *guess* about how to say it. But what if the item has an unusual spelling—or if we are unsure about our pronunciation of a new word? If we don't have a native speaker or a talking computer program to work with, we can look up the word in a printed or online dictionary.

After each entry (headword) in a dictionary, there are *symbols*, usually between slashes / /. These *IPA* sound-symbols indicate (show) how to say the word aloud. It's important to know how to “read” these symbols, put the sounds together, and use the correct word stress. Then we'll be able to pronounce items (words and phrases) correctly—or at least understandably—when we use them aloud in phrases and sentences.

**Instructions:** The “Pronunciation Keys” on these two pages are a review of the *Sound-Symbols* and *Key Words* used in this worktext. You can refer to these *Keys* as you read aloud the list of sound-symbols in the first column of the exercise on the next page. To match the *phonetic symbols* with the words in *Column 2*, draw lines.

## WHAT'S the WORD? Pronunciation Key for Vowel Sounds

- |                              |  |
|------------------------------|--|
| 1. /æ/ as in b <u>a</u> t    | 9. /û/ as in B <u>e</u> rt                 |
| 2. /ə/ as in b <u>e</u> t    | 10. /e <sup>y</sup> / as in b <u>a</u> it  |
| 3. /ɪ/ as in b <u>i</u> t    | 11. /i <sup>y</sup> / as in b <u>ea</u> t  |
| 4. /ɑ/ as in p <u>o</u> t    | 12. /a <sup>y</sup> / as in b <u>i</u> te  |
| 5. /ə/ as in b <u>u</u> t    | 13. /o <sup>w</sup> / as in b <u>oa</u> t  |
| 6. /ʊ/ as in p <u>u</u> t    | 14. /u <sup>w</sup> / as in b <u>oo</u> t  |
| 7. /ɔ/ as in b <u>ou</u> ght | 15. /a <sup>w</sup> / as in ab <u>ou</u> t |
| 8. /ä/ as in p <u>a</u> rt   | 16. /ɔ <sup>y</sup> / as in b <u>oy</u>    |

*What do the extra symbols between slashes mean?*

In words of more than one syllable, the dot symbol • separates the sounds of different syllables.

The accent symbol ' means that the next syllable is stressed. It's said louder, longer, and higher than the other syllables because it carries the emphasis.

**Instructions:** These sound-symbols between slashes / / represent words in this *Introduction to **WHAT'S the WORD? Using New Vocabulary in the Real World.***

Read the symbols aloud. Then on the lines, write the words you said in letters. Some answers are already there.

- |                                    |  |
|------------------------------------|--|
| 1. /wûrld/ <u>world</u>            | 14. /'sɛn•trəl/ _____                        |
| 2. /ri <sup>y</sup> l/ <u>real</u> | 15. /'a <sup>y</sup> •təm/ _____             |
| 3. /yu <sup>w</sup> z/ _____       | 16. /'o <sup>w</sup> •pən/ _____             |
| 4. /wûrd/ _____                    | 17. /'slm•bəl/ _____                         |
| 5. /lûrn/ _____                    | 18. /prə'na <sup>u</sup> ns/ _____           |
| 6. /wɪl/ _____                     | 19. /'lɪs•ən/ _____                          |
| 7. /fre <sup>y</sup> z/ _____      | 20. /sɪk'sti <sup>y</sup> n/ _____           |
| 8. /spi <sup>y</sup> k/ _____      | 21. /'pro <sup>w</sup> •græm/ _____          |
| 9. /va <sup>w</sup> el/ _____      | 22. /ɪn'kluwd/ _____                         |
| 10. /hæf/ _____                    | 23. /'fa•niks/ _____                         |
| 11. /təŋg/ _____                   | 24. /'klɪər•li <sup>y</sup> / _____          |
| 12. /stært/ _____                  | 25. /nɔ <sup>y</sup> zi <sup>y</sup> / _____ |
| 13. /chu <sup>w</sup> z/ _____     |  |



**Hookt aui Fonix  
reelie wurkt fur mee!**

What's the meaning of these "messages?"

## Learning Beyond the Book

**L** Can you *pronounce* every new vocabulary item you read—or can you *find out* its pronunciation? To make sure, for at least a week list all the new or difficult words and phrases you see. From your knowledge of phonics patterns, try pronouncing them. Have a native speaker “judge” the clarity of your pronunciation.

Then look up the items in the dictionary. (Next to each word in your list, you may want to copy the sound-symbols that show how to say it.) Practice saying each word as much as you need to—from the spelling and the sound-symbols. Finally, compare how *you* say the item with the audio of an online dictionary. Then you'll know how to say that item *correctly*—or at least *clearly*, so you can begin to use it in your speech.