

# Information

for Users of *Beginners'*

*Before*  
*Speaking*  
with  
**Pronunciation 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.

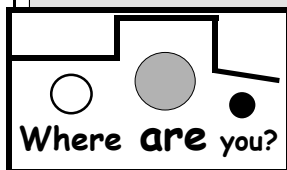
CD material is in Pronunciation, Vocabulary, and Conversation sections.

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.



Vocabulary sections begin with reminders of sentence patterns, grammar rules, phrasing. These include: *singular vs. plural; kinds of nouns; prepositional phrases; adjectives and adverbs; comparative and superlative forms; imperative verbs; questions, answers, and statements, uses of modal verbs; infinitives; and the past, present, future.*

## 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.

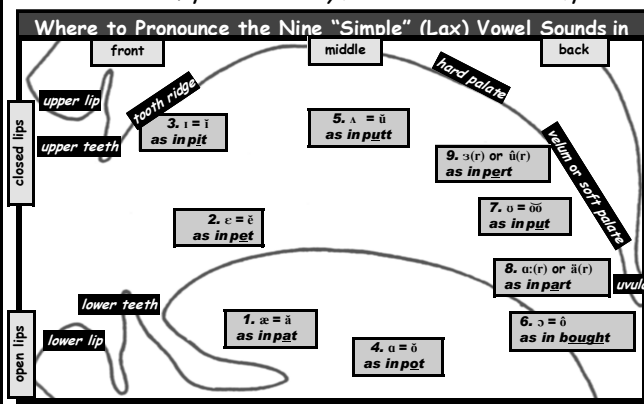
Below is a diagram of the mouth. Each gray box shows a different vowel sound in pronunciation symbols from the IPA and an American dictionary. In the word example, the underlined letter spells the vowel sound.

♦ 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.



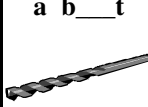



## Vocabulary

### 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 = ä	2. ɛ = ě	3. ɪ = ĩ	4. ʊ = ö 6. ɔ = ô
a b <u>a</u> t	a p <u>ɛ</u> t	a b <u>ɪ</u> t	a p <u>ɔ</u> t
			

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*.

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 miː tʃe

gläd tə mē che

3b. o or



# Vocabulary

## 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. ɛ = ē	3. ɪ = ī	4. ɑ = ǫ or 6. ɔ = ô
tr <u>acks</u> [ / ]	st <u>eps</u> [ ]	gy <u>ms</u> [ ]	mos <u>ques</u> [ ]
pa <u>st</u> ures [ 2 ]	these sh <u>eds</u> [ ]	that br <u>id</u> ge [ ]	ha <u>ll</u> ways [ ]
a ca <u>st</u> le [ 3 ]	re <u>st</u> aurants [ ]	big bu <u>ild</u> ings [ ]	ga <u>ra</u> ges [ ]
a ba <u>d</u> cla <u>ss</u> room [ 4 ]	e <u>l</u> e vators [ ]	a sy <u>n</u> agogue [ ]	the la <u>un</u> dry room [ ]
a la <u>b</u> (o)ra tory [ 5 ]	that ce <u>m</u> etry [ ]	ancient py <u>r</u> amids [ ]	a two-car ga <u>ra</u> ge [ ]
an a <u>m</u> phi- theater [ 6 ]	a se <u>p</u> (a) rate e <u>n</u> try hall [ ]	our li <u>tt</u> le refrig <u>e</u> ra tor [ ]	all la <u>rg</u> e salt-wa <u>te</u> r pon <u>d</u> s [ ]
this small fa <u>m</u> (i)ly ca <u>b</u> in [ 7 ]	a well- de <u>co</u> rated be <u>d</u> room [ ]	typ <u>i</u> cal condo <u>mi</u> niums [ ]	some so <u>ft</u> ball and so <u>cc</u> er fi <u>el</u> ds [ ]

# 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 ðæt? What's *that*?

ðɪs? ɪt s ə nɔːld kəˈmɛdɪ. This? It's an old *com*edy.

riːlɪ? huː z ɪn ðə muːvɪ? Really? Who's *in* the movie?

EDDIE MURPHY DR. DOLITTLE hu wɜː ðə kær ɪk'tɜːz? Who are the *char*acters?

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*.

# Conversation

## 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

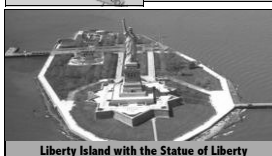
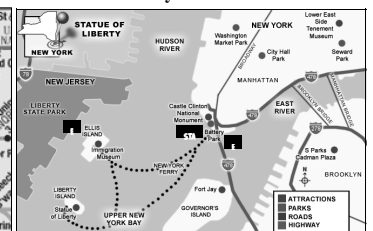
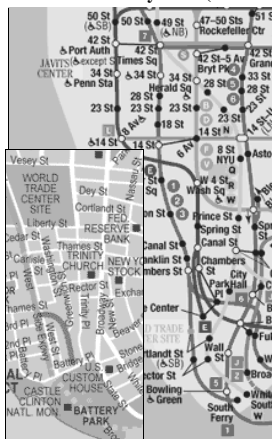
- Walk to 5th Ave & 59th St. Go downstairs into the subway station.
- Get on the Yellow Line toward Forest Hills or Jamaica. Take the N, R, or W train.
- Get off at the next stop (59th & Lexington). Change trains.
- Get on the Green Line 4 or 5 Southbound.
- Get off at Bowling Green OR Take Line 1 to 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



Liberty Island with the Statue of Liberty

## D: Take a Ferry Boat to Liberty & Ellis Islands

- 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?

Now have Conversations A, B, C, and/or D again. This time, begin at the END point. Ask and give directions to the START.

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	Cicccone-Richie	Disney	Goldberg	Lincoln	Ono	Schwarzenegger	
Bono	Claus	Earl Jones	Irwin	Marks	Presley	the Frog	Winfrey
Brenner	Clinton	Einstein	Jackson	McGraw	Reagan	the Grouch	Zedong
Bridges	Cobb	Flintstone	Lafifah	Maclaine	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:

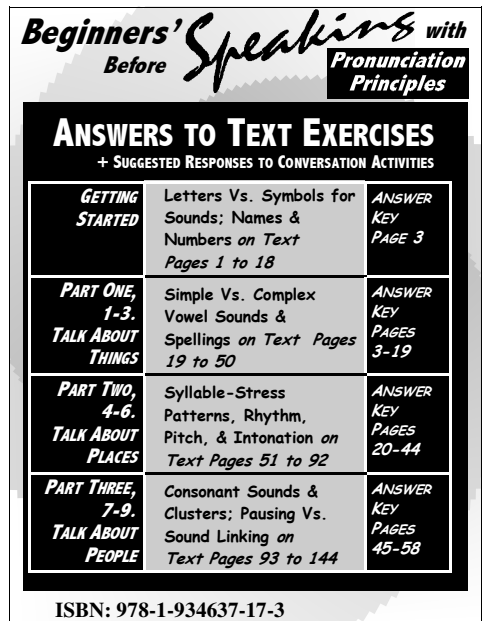
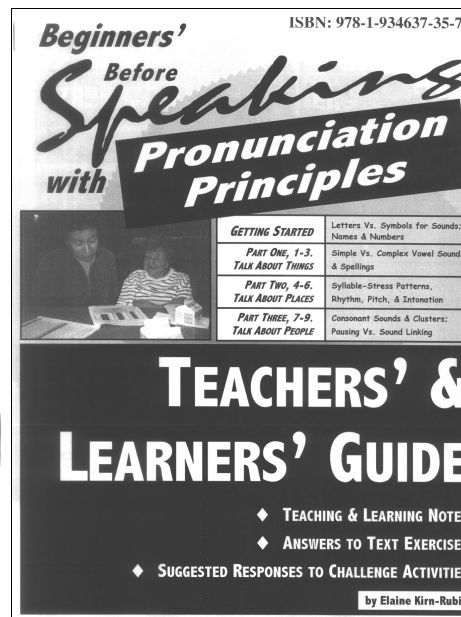
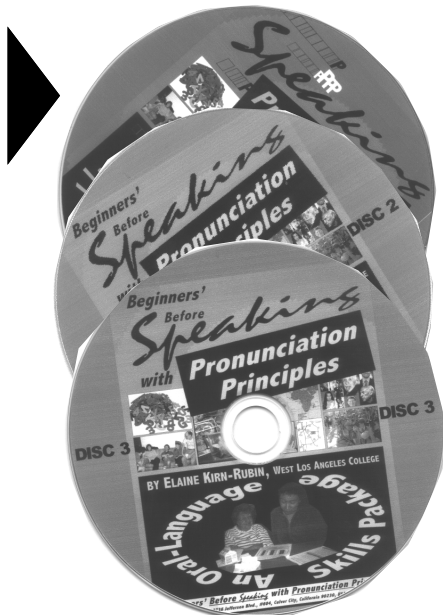


SPEAKER 1: the United States. SPEAKER 2: San Francisco. SPEAKER 3: Oregon. SPEAKER 4: the Nile. SPEAKER 5: the Equator. SPEAKER 6: Rome, Italy. SPEAKER 7: the Yukon. SPEAKER 8: Nova Scotia. SPEAKER 9: the Amazon Rainforest. . .

## SUPPLEMENTARY MATERIALS

There are three 70-minute CDs, containing all the audio material marked with an arrow ► in *BegBe\$wPrPr*. The text may be ordered with or without a 60-page supplement of *ANSWERS TO TEXT EXERCISES*, which serves as a learning aid by supplying correct or probable responses to all the exercises that elicit them.

Available separately is a *BegBe\$wPrPr TEACHERS' & LEARNERS' GUIDE*. In addition to the *ANSWERS TO TEXT EXERCISES*, the GUIDE includes advice for teachers, suggestions for more conversations, and responses to the directives of the beyond-the-text *Challenge Activities* in the *BegBe\$wPrPr* text.



***Beginners' Before Speaking with Pronunciation Principles***  
**(*BegBe\$wPrPr*) Text (Without Answers to Text Exercises), 144 pages**  
**ISBN 978-1-934637-34-0 \$21.00**

***BegBe\$wPrPr* Text with *Answers to Text Exercises*, 144 + 60 pages**  
**ISBN 978-1-934637-16-6 \$26.00**

***Answers to Text Exercises*, 60 pages. ISBN 978-1-934637-17-3 \$8.00**

***BegBe\$wPrPr TEACHERS' & LEARNERS' GUIDE* ISBN 978-1-934637-35-7 \$22.00**

***BegBe\$wPrPr* 3 CDs (70 MINUTES EACH) ISBN 978-1-934637-35-7 \$35.00**

# Table of Contents

for Users of *Beginners'*

*Before*  
*Speaking*

*with*

**Pronunciation  
Principles**

*pages*

## GETTING STARTED

(pages  
1-18)

*LETTERS OF  
THE ALPHABET  
Vs. SYMBOLS  
FOR SOUNDS*

*NAMES &  
NUMBERS*

text

pages

1 to 18

▶ An arrow indicates that this portion of the text contains material recorded on the accompanying CDs.

▶ The Letters of the English Alphabet 2

▶ Alphabet Letters Vs. Symbols for Sounds (Vowels & Consonants) 3-5

▶ Vocabulary: People's Names 6-9

▶ Conversation: Ask & Tell People's Names 10-11

Pronunciation: Syllables & Syllable Stress 12

▶ Conversation: Learn Your Classmates' Names 12-13

▶ Vocabulary: The Names of Numbers 14-15

▶ Conversation: Ask for & Give Information with Numbers 16

Conversation: Get Your Classmates' Information 17-18

# PART ONE, 1-3 TALK ABOUT THINGS

1. NAME &  
CLASSIFY  
ITEMS

2. DESCRIBE  
ITEMS

3. COMPARE  
ITEMS

## Simple Vs. Complex Vowel Sounds & Spellings: text pages 19 to 50

▶ An arrow indicates that this portion of the text contains material recorded on the accompanying CDs.

### PART ONE-1: 19

- ▶ Pronunciation: Simple Vowel Sounds 20
- ▶ The Spelling of Simple Vowel Sounds 21
- ▶ Vocabulary: The Name of an Item (Only One Thing) 22
- ▶ Vocabulary: The Name of an Item (More Than One Thing) 23
- ▶ Conversation: Name & Classify Items (Singular & Plural) 24-25
- Conversation:  
▶ Name & Classify Items 26-28

### PART ONE-2: 30

- ▶ Pronunciation: Complex Vowel Sounds 30
- ▶ The Spelling of Complex Vowel Sounds 31
- ▶ Vocabulary: A Noun Phrase (An Adjective + an Item) 32-33
- ▶ Conversation: Describe Items (Singular & Plural) 35-36
- ▶ Conversation: Describe Items 37-39

### PART ONE-3: 40

- ▶ Pronunciation: All Vowel Sounds—Simple & Complex 40
- ▶ The Spelling of All Vowel Sounds 41
- ▶ Vocabulary: Comparative Noun Phrases 42
- ▶ Vocabulary: Superlative Noun Phrases 43
- ▶ Conversation: Compare Items (Comparatives & Superlatives) 45-46
- ▶ Conversation: Compare Items 47-49



**PART  
TWO,  
4-6  
TALK  
ABOUT  
PLACES**

**4. DESCRIBE  
SPACES &  
SCENES**

**5. TELL THE  
LOCATION  
OF PLACES**

**6. GET &  
GIVE  
DIRECTIONS**

**Syllable-  
Stress  
Patterns,  
Rhythm,  
Pitch,  
& Intona-  
tion:  
text**

**pages  
51 to 92**

▶ An arrow indicates that this portion of the text contains material recorded on the accompanying CDs.

**PART TWO-4: 51**

▶ **Pronunciation:** Numbers of Syllables; The Pronunciation & Spelling of Vowel Sounds in Multi-Syllable Words **52**

▶ **Vocabulary:** The Words for Places (Common Nouns in Places) **54-55**

▶ **Conversation:** Describe Places & Scenes **56-57**

▶ **Conversation:** Describe Places & Scenes **58-61**

**PART TWO-5: 63**

▶ **Pronunciation:** Syllable-Stress Patterns **63**

▶ **Vocabulary:** The Names of Geographical Places (Proper Nouns) **64-70**

▶ **Pronunciation:** Unstressed Words in Syllable-Stress Patterns (Phrases & Sentences) **71**

▶ **Conversation:** Tell About the Locations of Places **73-75**

▶ **Conversation:** Tell About the Locations of Places **75-76**

**PART TWO-6: 77**

▶ **Pronunciation:** The Regular Rhythm of Speech **77**

▶ **Vocabulary:** Get & Give Directions **78-79**

▶ **Pronunciation:** Pitch & Intonation **81-82**

▶ **Conversation:** Get & Give Directions **84-87**

▶ **Conversation:** Get & Give Directions **89-91**

# **PART THREE, 7-9 TALK ABOUT PEOPLE**

**7. IDENTIFY  
(NAME &  
CLASSIFY)  
PEOPLE**

**8. TELL  
PEOPLE'S  
ACTIVITIES**

**9. GET  
TO KNOW  
PEOPLE**

**Consonant  
Sounds &  
Clusters;  
Pausing  
Vs.  
Sound  
Linking:  
text**

**pages  
93 to  
123**

▶ An arrow indicates that this portion of the text contains material recorded on the accompanying CDs.

**PART THREE-7: 93**

▶ **Pronunciation: Initial Consonant Sounds 94**

▶ **The Pronunciation & Spelling of 8 Pairs of Initial Voiced Vs. Voiceless Consonants 95-96**

▶ **Vocabulary: Names & Classifications of People 97-98**

▶ **The Pronunciation & Spelling of Other Initial Consonants 101**

▶ **Vocabulary: Names & Classifications of People 102**

▶ **Conversation: Name & Classify People (Singular & Plural) 105-106**

▶ **Conversation: Name & Classify People 107-109**

▶ **Pronunciation: Initial Consonant Clusters 110**

▶ **Vocabulary: Names & Classifications of People 111-112**

▶ **Conversation: Name & Classify People 112**

**PART THREE-8: 113**

▶ **Pronunciation: Medial & Final Consonants 113**

▶ **The Pronunciation & Spelling of 8 Pairs of Medial & Final Voiced Vs. Voiceless Consonants 114-115**

▶ **Vocabulary: Noun Subjects & Activity Verbs 116-117**

▶ **The Pronunciation & Spelling of Other Medial & Final Consonant Sounds 118**

▶ **Vocabulary: Noun Subjects & Activity Verbs 119**

▶ **Conversation: Tell People's Activities (Singular & Plural) 122-123**

**8. TELL  
PEOPLE'S  
ACTIVITIES,  
Continued**

**9. GET TO  
KNOW  
PEOPLE**

**Consonant  
Sounds &  
Clusters;  
Pausing  
Vs. Sound  
Linking,  
continued:  
text pages  
122 to 144**

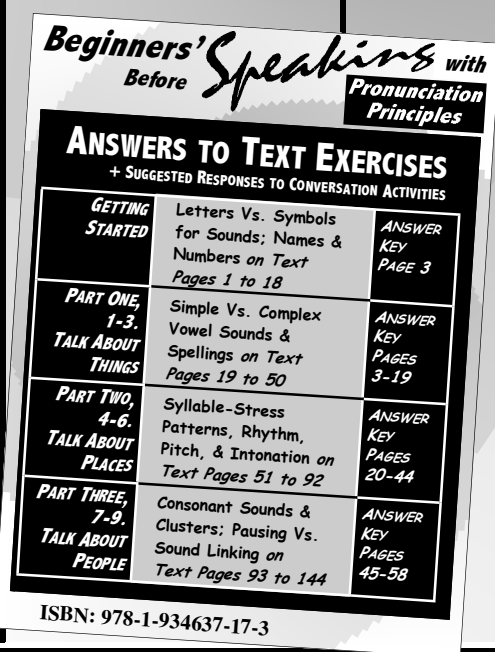
▶ Conversation: Tell People's Activities	124-126
▶ Pronunciation: Medial & Final Consonant Clusters	127-129
▶ Pronunciation: Medial & Final Consonant Clusters in Words with <u>-s</u> and <u>-d</u> Endings	130
<b>PART THREE-9:</b>	<b>133</b>
▶ Pronunciation: Pausing Vs. Sound Linking	133
▶ Vocabulary: Elements of Effective Social Conversation	136-138
▶ Conversation: Have Effective Social Conversation	139-140
▶ Conversation: Have Effective Social Conversation	141-143

**ANSWERS  
TO  
TEXT  
EXERCISES  
IN  
*Beginners'*  
*Before Speaking*  
*with*  
*Pronunciation Principles***

**A Separate  
60-Page  
Supplement**

**ANSWERS TO  
EXERCISES IN  
GETTING STARTED: 3**

PART ONE-1:	3-5
PART ONE-2:	6-9
PART ONE-3:	10-14
PART TWO-4:	15-19
PART TWO-5:	20-31
PART TWO-6:	32-37
PART THREE-7:	38-44
PART THREE-8:	45-52
PART THREE-9:	53-58



# Table of Contents

for Challenge Activities in

*Before*  
*Speaking*

*with*

***Pronunciation  
Principles***

True beginners—and learners in a hurry—may choose to skip some or all of the Challenge Activities of *Beginners' Before Speaking with Pronunciation Principles*, distinguished from the main body of the text by their border, background, and print. None of the material in these sections appears on the three 70-minute CDs that accompany the text.

On the other hand, text-users that want more info about pronunciation features, spelling, grammar, and/or vocabulary and phrasing in context of relevant text topics; students seeking challenge, motivating competition, or “proof” that their oral-language study producing desired outcomes; and learners with time to devote to language study might decide to read or study some or all of the information in the Challenge Activities. They may want to try their hand at oral chains, guessing games, exchanges with natural feedback, opportunities to share knowledge, or any other suggested activities that suit their purposes.

For these reasons, following is a *Table of Contents* for the Challenge Activities of *Beginners' Before Speaking with Pronunciation Principles*.

## GETTING STARTED (text pages 1 to 18):

Letters of the Alphabet	2
Vowel & Consonant Sounds	4
Dictionary Pronunciation Keys	5
Tell Famous People's Names	9
Do a Name Chain; Play Name Bingo	13
Do Number Chains (Count Aloud)	15
Personal Information Chain	18

## PART ONE-1 (text pages 20 to 29):

Contrast Simple Vowel Sounds (from a Mouth Diagram)	21
Improve Accent Clarity (Syllables & Syllable Stress)	24-25
Talk About Simple Vowel Items	26-28
Simple Vowel Sounds & Spellings	29

## PART ONE-2 (text pages 30 to 39):

Contrast Complex Vowel Sounds (from a Mouth Diagram)	31
Use Describing Words	34
Describe Items	39

## PART ONE-3 (text pages 40 to 50):

Contrast All Vowel Sounds (from a Mouth Diagram)	41
Use Comparatives and Superlatives	44-45
Compare Items	50

## PART TWO-4 (text pages 52 to 62):

Numbers of Syllables in Words and Phrases	53
Count Syllables	57
Group Words in Phrases with Focus Points	62

Remember that probable or possible responses for all Challenge Activities are in the *Teachers' & Learners' Guide*.

**PART TWO-5 (text pages 63 to 76):**

Syllable-Stress Patterns	64-67
Use <i>the in Place Names</i>	72
Tell the Location of Places	76

**PART TWO-6 (text pages 77 to 92):**

Stressed Vs. Unstressed Syllables in Regular, Stress-Timed Speech Rhythm	80
Rising Intonation (Jump Up with Step or Glide Up)	83
Focus Points	88
Falling or Rising Intonation?	89
Get and Give Directions	92

**PART THREE-7 (text pages 94 to 112):**

Contrast Initial Consonant Sounds (from a Mouth Diagram)	95
The Pronunciation of 16 Initial "Stopped" Vs. "Continuing" Consonants	99-100
Regular Vs. Irregular Spellings for Initial Consonant Sounds	103-104
Name and Classify People	109, 112

**PART THREE-8 (text pages 113 to 132):**

Contrast Medial & Final Consonants (from a Mouth Diagram)	114, 115, 118
Spelling & Pronunciation of Medial & Final Consonants	120-121
Change Subjects & Verbs	126
Leave Out Consonant Sounds	129
Make Sentences About People's Activities	131
Have Conversations About People's Activities	132

**PART THREE-9 (text pages 133 to 143):**

Pausing	134
Sound Linking	135
Get to Know People	143