

# Using the Dictionary to Learn to Pronounce Vocabulary

To use a new vocabulary item 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 show how to say the word aloud. It is important to know how to “read” these symbols, to put the sounds together, and to use the correct word stress. Then we will be able to pronounce the word correctly—or at least understandably—when we use it 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 this key 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.

## Pronunciation Key for Vowel Sounds

1. /æ/ as in <u>bat</u>	9. /û/ as in <u>Bert</u>
2. /ə/ as in <u>bet</u>	10. /eʏ/ as in <u>bait</u>
3. /ɪ/ as in <u>bit</u>	11. /iʏ/ as in <u>beat</u>
4. /ɑ/ as in <u>pot</u>	12. /aʏ/ as in <u>bite</u>
5. /ə/ as in <u>but</u>	13. /oʷ/ as in <u>boat</u>
6. /ʊ/ as in <u>put</u>	14. /uʷ/ as in <u>boot</u>
7. /ɔ/ as in <u>bought</u>	15. /aʷ/ as in <u>about</u>
8. /ä/ as in <u>part</u>	16. /ɔʏ/ as in <u>boy</u>

## Pronunciation Key for Consonant Sounds

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. /b/ as in <u>b</u> ay    | 13. /ʒ/ as in lei <u>s</u> ure |
| 2. /p/ as in <u>p</u> ay    | 14. /ʃ/ as in <u>s</u> ure     |
| 3. /d/ as in <u>d</u> ie    | 15. /dʒ/ as in <u>j</u> oke    |
| 4. /t/ as in <u>t</u> ie    | 16. /tʃ/ as in <u>ch</u> oke   |
| 5. /g/ as in <u>g</u> old   | 17. /r/ as in <u>r</u> oar     |
| 6. /k/ as in <u>c</u> old   | 18. // as in <u>l</u> evel     |
| 7. /v/ as in <u>v</u> ine   | 19. /m/ as in <u>m</u> om      |
| 8. /f/ as in <u>f</u> ine   | 20. /n/ as in <u>n</u> one     |
| 9. /ð/ as in <u>th</u> is   | 21. /ŋ/ as in ri <u>ng</u>     |
| 10. /θ/ as in <u>th</u> ing | 22. /y/ as in <u>y</u> ear     |
| 11. /z/ as in <u>z</u> oo   | 23. /w/ as in <u>w</u> ay      |
| 12. /s/ as in <u>s</u> ue   | 24. /h/ as in <u>h</u> ome     |

- |                              |                |                              |                |
|------------------------------|----------------|------------------------------|----------------|
| <b>1. /wûrld/</b>            | here or hear   | <b>11. /wən/</b>             | towel          |
| <b>2. /wûrd/</b>             | heard          | <b>12. /wud/</b>             | type           |
| <b>3. /hi<sup>y</sup>r/</b>  | world          | <b>13. /te<sup>y</sup>p/</b> | would or wood  |
| <b>4. /hûrd/</b>             | there or their | <b>14. /ta<sup>y</sup>p/</b> | one or won     |
| <b>5. /hɛlθ/</b>             | word           | <b>15. /ta<sup>w</sup>l/</b> | tape           |
| <b>6. /ðe<sup>y</sup>/</b>   | health         | <b>16. /ra<sup>y</sup>d/</b> | ride           |
| <b>7. /θiɪŋ/</b>             | wear or where  | <b>17. /ra<sup>y</sup>t/</b> | match          |
| <b>8. /θiɪŋk/</b>            | think          | <b>18. /rowt/</b>            | wrote          |
| <b>9. /we<sup>y</sup>r/</b>  | thing          | <b>19. /mæɪtʃ/</b>           | write or right |
| <b>10. /ðe<sup>y</sup>r/</b> | they           | <b>20. /dʒədʒ/</b>           | judge          |

**I**nstructions: These sound-symbols represent words in this Introduction to the vocabulary worktext. Read them aloud. Then on the lines, write the words you said in letters. Some answers are already there.

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

*What do the extra symbols between the slashes mean?*

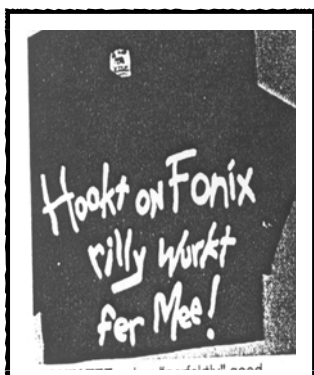
In words of more than one syllable, the symbol • separates the sounds of different syllables. The symbol ' means that the following syllable is stressed—in other words, that it is pronounced louder, longer, and higher than the other syllables. It carries the emphasis.

## **L**earning Beyond the Book

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 the word as much as you need to—from the spelling and the sound-symbols. Then you will know how to say that item *correctly*—or at least *clearly*, so you can begin to use it in your speech.



What do you think of the message on this T-shirt?