Chapter 1 Improving Your Pronunciation

p. 3. Listening to English Survey

Survey scores and feedback will be provided for students by the instructor.

p. 12. Learn By Listening 1: Listen to a Teacher Talking

Listening plays a big part in learning to pronounce English more clearly. Start by listening to a teacher’s taped lecture about a way to improve your pronunciation. As you listen to each part of the teacher’s lecture, think about the answers to these questions.

Part 1

• What is small talk?
• What is one of the specific small talk suggestions that the teacher makes?

Taped Lecture

You've all been telling me how eager you are to improve your pronunciation. I'm glad to know that because I really want to help you. But, believe it or not, my first suggestion is going to send you right out of this classroom—where you can be your own best teacher—because one of the best ways I know to improve your pronunciation and practice your English at the same time is to make "Small Talk."

Small talk can happen anywhere you happen to be. You could start a little conversation right here after class. Get to know the students in this class and in your other classes. Talk to them in English. Make small talk. A lot of them probably want to practice speaking English, too.

Small talk is short, safe, impersonal conversation. It’s just being friendly. One safe topic is to talk about what happened in a class. I thought the film we saw today was very helpful. What did you think of it?”

An impersonal compliment is always a nice way to start a conversation. That's a cool backpack you're carrying. It looks comfortable. That's a beautiful sweater. What a great shade of blue. That was an interesting talk you gave today in class.
Perhaps there is a conversation group at your school where you can feel safe having informal conversations. If you happen to be at a shopping mall where people speak English, ask for directions to a certain store, or make small talk with someone in the campus bookstore. *Do you know if they sell sweatshirts here?*

Instead of waiting silently in line somewhere, make small talk with someone else who's waiting, too. If you're waiting in line at the movies, you could say, *There sure are a lot of people who want to see this movie. I hope it's good!* If you're waiting with people at the bus stop, you can say something like, *I wonder when the bus is coming.* Before you know it, you'll be in a short, easy conversation.

**Part 2**

- What does the teacher describe as “tempting”?
- What are two safe topics for making small talk?
- Who should take charge of your pronunciation training?

**Taped Lecture**

There are many places where you can have a short conversation in English. Try it in the school cafeteria or during break time. Try it at work. But, one important reminder: Don't look around for people who speak your native language. I know it's tempting! But, the more you speak with people who don't speak your language, the easier it gets.

The supermarket can be a great place to start a conversation. If you're in an English-speaking country, you might say, *Excuse me, do you know where I can find the tuna fish*? Or, if you're waiting to pay for your groceries, you could ask another customer, *Can you tell me what time the market closes?*

People are usually friendly, and before you know it, you'll be making small talk! If you're waiting in line at the post office, talk to the person in front of you or behind you. Maybe you'll want to complain, *There's always such a long line here!*

Most people love to talk about their pets. Wherever you are, if you see someone with a dog, try saying, *What a beautiful dog! What kind is it?* And before long, you'll be talking about dogs—or maybe cats or even goldfish.
The weather is always a safe way to start a conversation. You might say, *It sure is hot today,* or *What do you think of all this rain?*

Take charge of your own pronunciation training! You can make small talk just about anywhere. Be creative. Turn a shopping mall or the campus cafeteria or even a phone conversation into a pronunciation classroom of the day.

**Chapter 2 Pronunciation Basics**

p. 18 **Learn By Listening 2: Public speaker**

2. Draw slashes where you hear pauses.

   Good evening, / my fellow Americans./

   First, / I should like to express my gratitude / to the radio / and television networks / for the opportunities they have given me / over the years / to bring reports and messages / to our nation. / My special thanks go to them / for the opportunity of addressing you / this evening. / Three days from now, / after half a century / in the service of our country, / I shall lay down the responsibilities / of office / as, / in traditional and solemn ceremony, / the authority of the Presidency / is vested / in my successor. / This evening / I come to you / with a message of leave-taking / and farewell /, and to share / a few final thoughts with you, / my countrymen./

p. 19 **Learn By Listening 3. Focus words.**

2. Listen and underline the focus word in each phrase.

   walking slowly  a famous man  the last chance  
   an electric light  loves music  a messy paper

p. 20. **a. Partner Practice: New information-old information.**

1. Listen to the dialogues and underline the focus words.

   **Example**  
   A: I lost my **BOOK**. (“book” is new information)  
   B: **WHICH** book? (“book” is now old information)  
   A: My **HISTORY** book. (“history” is new information)

   1. A: I found my **book**.  
      B: **Which** book? Your **history** book?  
      A: No, my **math** book.  
   2. A: That must be his **house**.
B: The white house?
A: No. The gray one with the car in front.

3. B: Is that Tom’s car?
A: It looks like his father’s car.

p. 20 b. Partner Practice: Finish the link
1. a. It was A hours long.
   b. It was eight hours long.
2. a. The foe is ringing.
   b. The phone is ringing.
3. a. The row is closed for repairs.
   b. The road is closed for repairs.
4. a. Turn rye at the corner.
   b. Turn right at the corner.
5. a. I her him laugh.
   b. I heard him laugh.
6. a. I knee a ride.
   b. I need a ride.
7. a. Please moo your car.
   b. Please move your car.
8 a. Do you have fie dollars?
   b. Do you have five dollars?

p. 21. c. Improve Your Monitoring: Missing sounds
1. I ______ a car wash. √ need knee
2. The ______ was fun. √ hike hi
3. I got a ______ to buy my car. loan low
4. The ______ takes off at noon. plane play
5. Take a ______ of the cookie. bite buy
6. I have to ______ in January. move moo
7. Jeffrey got ______ on his way to the highway. lost law
8. There was a long ______ at the post office. line lie

p. 22 d. Improve Your Monitoring: Missing “ed”
1. He responded to my note. √ responded ___respond
2. We climbed up the stairs. √ climbed ___climb
3. Carlos laughed at the joke. ___laughed √ laugh
4. Anna wanted to read her book. ___wanted √ want
5. My mother baked a cake. √ baked ___bake
6. I recommended the movie. ___recommended √ recommend
7. He showed us the way. ___showed √ show
5. I left after I finished all my work. ___finished √ finish

p. 23-4: f. Partner Practice: Dictating Information
1. My address is: 159 Second Ave / Freeport / Texas / 76951
2. My credit card number is MasterCard: / 488 / 157 / 926 / 197 /
3. The web site address is: http://www.gorilla.org
4. “The number you have dialed / 3 1 0 / 4 5 8 / 8 0 9 7 / has been changed. / The new number is / 2 1 3/ 6 5 9 / 7 8 6 2. / Please make a note of this./

p. 25. g. Partner Practice: Consonant clusters
1. It’s Monday. t s m
2. the bus driver s d r
3. an electric stove k s t
4. five dollars v d
5. That’s fine. t s f
6. a card store r d s t
7. stop shouting p s h
8. cooked supper k t s
9. a word processor r d p r
10. a television station n s t

p. 26. Figure Out The Guideline Write the word steps or glides on the line. If the last syllable is stressed, the melody steps down. If the last syllable is unstressed, the melody glides down.

p. 26 h. Improve Your Monitoring: Steps and glides

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Steps Down</th>
<th>Glides Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I bought some equipment.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2. I need a new pen.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3. Close your books.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4. I lost my passport.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5. It can’t compare.</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

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6. Please pass the sugar.     ✓   ___
7. No smoking allowed.     ___   ✓
8. We need to buy spaghetti.     ✓   ___
9. Let’s finish our conversation.     ✓   ___
10. The mail isn’t here yet.     ___   ✓

p. 29. Sing Along: “Getting to Know You”

1. Getting to know you.
   Getting to know all about you.
   Getting to like you,
   Getting to hope you like me.
   Getting to know you
   Putting it my way, but nicely
   You are precisely
   My cup of tea
   Getting to know you,
   Getting to feel free and easy.
   When I am with you,
   Getting to know what to say.
   Haven’t you noticed?
   Suddenly I’m bright and breezy
   Because of all the beautiful and new
   Things I’m learning about you
   Day by day.

3. Discuss the meaning of these expressions.
   “cup of tea” ➔ a person or thing that someone likes
   “free and easy” ➔ uninhibited and relaxed
   “bright and breezy” ➔ hopeful and lighthearted

p. 30 Partner Practice: Song Exercises

1. FOLlow    aGREE    ANimal    comMITtee
   putting    because    beautiful    precisely
   getting    suddenly

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haven’t
noticed
breezy

2. Focus Words

Getting to know you... Haven’t you noticed?...
Getting to like you... Suddenly I’m bright/ and breezy...
Getting to feel free and easy... Because of all the beautiful and new...
Getting to know / what to say... Things I’m learning about you...
You are precisely / my cup of tea... Day by day...

p. 32 Self-Quiz

1. Circle the answer. You can identify a thought group when you hear
   a. focus word  b. a pause  c. a sweep of melody  d. all of the above
2. False To speak smoothly and clearly, pause only where you would use punctuation such as a period, comma, or paragraph marker.
3. False Missing final sounds can be distracting, but do not really affect the meaning.
4. Consonant clusters across word boundaries are a key part of English speech. Write the sounds in the cluster of this phrase.  It’s Friday.  _t_ _s_ _f_ r__
5. In the song, Getting to Know You, there are several words with more than one syllable. Circle the stressed syllable in these words: getting noticed because suddenly precisely
p. 32. Dictation

1. I’d like to have dessert and coffee with Kay.
2. Do you like the plan that he made?
3. The play didn’t get started on time.
4. Look at the rows of bushes by the door.
5. There are a lot of interesting things in this box.

Chapter 3   Stressing Syllables and Speaking Clearly

p. 37. Learn By Listening 3: Nouns

<table>
<thead>
<tr>
<th>Names of Things</th>
<th>Names of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAble</td>
<td>RObert</td>
</tr>
<tr>
<td>NUMber</td>
<td>BETty</td>
</tr>
<tr>
<td>AUto</td>
<td>GAry</td>
</tr>
<tr>
<td>WINdow</td>
<td>LINda TAYlor</td>
</tr>
</tbody>
</table>

p. 39. b. Partner Practice: “What am I?”

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Description</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>writes contracts</td>
<td>lawyer</td>
</tr>
<tr>
<td>Lisa</td>
<td>writes books</td>
<td>author</td>
</tr>
<tr>
<td>Robert</td>
<td>serves in the Navy</td>
<td>sailor</td>
</tr>
<tr>
<td>Kathy</td>
<td>works at a hospital</td>
<td>doctor</td>
</tr>
<tr>
<td>Allen</td>
<td>paints pictures</td>
<td>painter</td>
</tr>
<tr>
<td>Nancy</td>
<td>builds houses</td>
<td>builder</td>
</tr>
<tr>
<td>Marshall</td>
<td>teaches at a kindergarten</td>
<td>teacher</td>
</tr>
</tbody>
</table>

P. 40. Figure out the guidelines.

1. Stress the first syllable in most two-syllable nouns and adjectives.
2. Stress the second syllable in many two-syllable verbs.
p. 44. Group Practice 3: Dialogue with movement

[p. 44. Group Practice 3: Dialogue with movement

[down-up-step down] [down-down-glise]

A: 1. Excuse me. √
2. What’s your name? ___ √

B: 3. Betty Ann ___ √
4. What’s your name? √ ___

A: 5. I’m Tommy. √ ___
6. Moving in? ___ √

B: 7. Pretty soon! ___ √

A: 8. Which unit? √ ___
B: 9. 209. ___ √

A: 10. I’m happy / to meet you! √ ___

p. 45. e. Improve Your Monitoring: Words and sentences

1. Same or different?

| 1. appeal | apple | D | 6. possible | possession | D |
| 2. appetite | animal | S | 7. ridiculous | radishes | D |
| 3. exercise | excuses | D | 8. addendum | added them | D |
| 4. atlas | at last | D | 9. subway | subtract | D |
| 5. applesauce | apple pie | D | 10. airport | report | D |

2. Which sentence do you hear?

1. a. √ Look at the rows of bushes. b. Look at the rose bushes.
2. a. √ It’s an integrated school. b. It’s in a great school.
3. a. ___Was it Colorado? b. √Was color added?
4. a. √ The corporation was helpful. b. The cooperation was helpful.
5. a. ___She speaks her regional language. b. √She speaks her original language.
6. a. √ It’s numerical. b. It’s a miracle.
7. a. √ Simplify your answer. b. Simply say your answer.
8. a. ___He marketed the toys. b. √ He marked the toys.
Learn By Listening 6: Compound noun intonation

grandfather software credit card milk carton

4. Computer words are often compound. Can you add to the list?

DISK DRIVE KEYBOARD NETWORK
FAX MAchine comPuter SCREEN E-MAIL
CYberSPACE PRINTer CARtridge MOUSE PAD
DESKTOP WORD PROcessor WEB SITE
SUperDRIVE DOWNLOAD TOOLBAR

Partner Practice: Compound nouns

1. seatbelt 2. newspaper 3. supermarket 4. tape recorder 6. swimming pool

Partner Practice: Compound nouns cont.

2. Make a List

<table>
<thead>
<tr>
<th>Car</th>
<th>Book</th>
<th>Coffee</th>
<th>School</th>
<th>Parking</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>carphone</td>
<td>bookmark</td>
<td>coffee shop</td>
<td>schoolroom</td>
<td>parking meter</td>
<td>sunset</td>
</tr>
<tr>
<td>car seat</td>
<td>bookworm</td>
<td>coffee filter</td>
<td>school books</td>
<td>parking ticket</td>
<td>Sunday</td>
</tr>
<tr>
<td>car coat</td>
<td>bookstore</td>
<td>coffee beans</td>
<td>schoolteacher</td>
<td>parking place</td>
<td>sunshine</td>
</tr>
</tbody>
</table>

Learn By Listening 7: More compound words

1. Listen to find out how the intonation of these compounds differs from the intonation of compound nouns such as CHECKBOOK.

1. Verbs overSLEEP underSOLD overPRICED overLOADED
2. Adverbs beHIND beLOW aHEAD aBOVE beSIDE underNEATH
3. Names New JERsey New BRUNSwick New YORK St. GEORGE San AnTONio
4. Reflexive Pronouns itSELF mySELF himSELF herSELF yourSELF ourSELVES

It turned itSELF around. I did it mySELF! We learned it ourSELVES.

2. Fill-in the reflexive pronouns and say the sentences.

She wrote it herself. He learned it himself. They taught themselves.
Two-syllable words

<table>
<thead>
<tr>
<th>FOLLOW</th>
<th>arrive</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter</td>
<td>connect</td>
</tr>
<tr>
<td>modem,</td>
<td>receive</td>
</tr>
<tr>
<td>houses</td>
<td>compare</td>
</tr>
<tr>
<td>movie</td>
<td>surprise</td>
</tr>
</tbody>
</table>

Three-syllable words

<table>
<thead>
<tr>
<th>occupy</th>
<th>committee</th>
<th>understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>company</td>
<td>important</td>
<td>introduce</td>
</tr>
<tr>
<td>visitor</td>
<td>appointment</td>
<td>engineer</td>
</tr>
<tr>
<td>popular</td>
<td>September</td>
<td>comprehend</td>
</tr>
</tbody>
</table>

Four-syllable words (format the same way as above. See book p. 52)

<table>
<thead>
<tr>
<th>immediate</th>
<th>introduction</th>
<th>honorary</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyable</td>
<td>population</td>
<td>secondary</td>
</tr>
<tr>
<td>millennium</td>
<td>politician</td>
<td>television</td>
</tr>
<tr>
<td>exceptional</td>
<td>entertainment</td>
<td>cemetery</td>
</tr>
</tbody>
</table>

Compounds

<table>
<thead>
<tr>
<th>phonecall</th>
<th>himself</th>
</tr>
</thead>
<tbody>
<tr>
<td>sky miles</td>
<td>mySELF</td>
</tr>
<tr>
<td>tablespoon</td>
<td>themSELF</td>
</tr>
<tr>
<td>checkbook</td>
<td></td>
</tr>
<tr>
<td>beehive</td>
<td></td>
</tr>
</tbody>
</table>
My Shopping List

detergent  2
pepper  2
spaghetti  3
hamburger  3
salami  3
shampoo  2

cranberry juice (4)
fish (3)
peanut butter (4)
coffee cake (3)
blueberries (3)
ice cream (2)

P. 55 Recorded practice. Stressed syllables

a. The COMPANY has a good reputation.
b. The RESTAURANT was ADVERTISED in the NEWSPAPER.
c. The STATION has PROBLEMS with RECEPTION.
d. They SPECULATED in the STOCK market.
e. The ACTIVITY is good for the ECONOMY.
f. She forgot her UMBRELLA / UNDERNEATH the sofa / in the WAITING room. (Divide this sentence into thought groups.)

Chapter 4 More Intonation Patterns

p. 58-59. Learn By Listening 1: Prefixes and suffixes

1. Draw a dot over the stressed syllables.

1. –sion  2. –ic-  3. –ian  4. -ary -ery

decision  magic  Cambodian  secretary
occasion  Atlantic  Indian  voluntary
inflation  identical  Colombian  vocabulary
preposition  symmetrical  technician  obituary

5. –logy  6. –ity  7. – tal  8. –ium -imum

psychology  reality  dental  aquarium
1. –ee
   employee
   trustee
   refugee

2. –ese
   Vietnamese
   Japanese
   Chinese

3. –eer
   pioneer
   auctioneer
   career

4. –ique
   unique
   antique
   physique

5. –ette
   cassette
   marionette
   cigarette

---

p. 59, Prefixes
The stress is after the prefix.

1. un-
   unhealthy
   unwise
   unnecessary

2. in-
   intolerant
   insufficient

3. pre-
   prevent
   prefer

4. ex-
   explain
   expose

5. mis-
   misplace
   mistake
   misrepresent
   experienced

---

p. 59, Pattern II. The stressed syllable is on the suffix on these words.

1. –ee
   employee
   trustee
   refugee

2. –ese
   Vietnamese
   Japanese
   Chinese

3. –eer
   pioneer
   auctioneer
   career

4. –ique
   unique
   antique
   physique

5. –ette
   cassette
   marionette
   cigarette
p. 60, b. Partner Practice: Predict the stress

- a usable cassette
- Lebanese engineer
- unheard of popularity
- Peruvian refugee
- Japanese antiques
- magnetic personality
- maximum security
- indifferent majority
- financial possibilities

p. 62. Learn By Listening 3

1. Listen and repeat the phrases. Where is the focus?
   WALKing **SLOWly** - a RAiNy **DAY** - APple **PIE** - COlor **COPies** - SOFT **PILlow**

2. Contrast the above descriptive phrases with compound nouns.
   WALKing **SLOWly** - WALKing **SHOES**
   a RAiNy **DAY** - a RAiN**COAT**
   APple **PIE** - APple **JUICE**
   COlor **COPies** - COlor **BLIND**
   SOFT **PILlow** - SOFTWARE

p. 62. d. Improve Your Monitoring: Two-word combinations

<table>
<thead>
<tr>
<th>Examples</th>
<th>Compound Noun</th>
<th>Descriptive Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>applesauce</td>
<td>_</td>
<td>√</td>
</tr>
<tr>
<td>apple pie</td>
<td>_</td>
<td>√</td>
</tr>
</tbody>
</table>

1. a. fresh bread       Here is the fresh bread.  
   b. French bread       Here is the French bread.  

2. a. sleeping bear      I saw a sleeping bear.  
   b. sleeping bag       I saw a sleeping bag.  

3. a. orange juice       I’d like some orange juice.  
   b. orange sherbet      I’d like some orange sherbet.  

4. a. fresh cream        I want some fresh cream.  
   b. ice cream           I want some ice cream.  
5. a. space shuttle  Let’s wait for the space shuttle.  √  ___  
   b. last shuttle  Let’s wait for the last shuttle.  ___  √

6. a. golf course  We met at the golf course.  √  ___  
   b. new course  It was a new course.  ___  √

p. 63 e. Partner Practice: Finish the descriptive phrases (sample answers)
Two possible answers are shown for each descriptive phrase. There are other possible answers.

<table>
<thead>
<tr>
<th>Compound Nouns</th>
<th>Descriptive Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I bought some SUNGLASSES.</td>
<td>1. I bought some beautiful (new) GLASSES.</td>
</tr>
<tr>
<td>2. They went on a BUS RIDE.</td>
<td>2. They went on a long (bumpy) RIDE.</td>
</tr>
<tr>
<td>3. Here’s some tea to JUICE.</td>
<td>3. Here’s some cold (fresh) JUICE.</td>
</tr>
<tr>
<td>4. I made a PHONE CALL.</td>
<td>4. I made a long (short) CALL.</td>
</tr>
<tr>
<td>5. I like your TENnis SHOES.</td>
<td>5. I like your stylish (new) SHOES.</td>
</tr>
<tr>
<td>6. John gave me a COOKBOOK.</td>
<td>6. John gave me an expensive (interesting) BOOK.</td>
</tr>
</tbody>
</table>

**Phrasal Verbs**

p. 65. Learn By Listening 4: Contrast phrasal verbs and compound nouns

<table>
<thead>
<tr>
<th>Phrasal Verbs</th>
<th>Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>work out</td>
<td>workout</td>
</tr>
<tr>
<td>drop out</td>
<td>dropout</td>
</tr>
<tr>
<td>print out</td>
<td>printout</td>
</tr>
<tr>
<td>cover up</td>
<td>cover-up</td>
</tr>
<tr>
<td>run off</td>
<td>runoff</td>
</tr>
<tr>
<td>tear off</td>
<td>tearoff</td>
</tr>
</tbody>
</table>

p. 65 figure out the guideline

Circle the answer: In phrasal verbs, the particle gets the strong stress.
p. 66.  h. Cartoon: Drabble

**Compound noun:** forehead

**Descriptive phrase:** frozen peas

**Phrasal verbs:** cool down, thaw out.

p. 67.  Names.  Learn by Listening 5

SHIRley TEMple  The ROCKy MOUNTains  FROzen PIZza
MIChal JORdan  AMERican AIRLINES  DIet COla
MOther TeREsa  NiAGra FALLS  BOILing WAter
THOmas JEFferson  MEXico CIty  WINter JACKet

p. 68.  l. Communicative Activity: Talk about where you live.

SeATtle, WASHington  CALgary, AlBERta  TRENton, New JERsey
FIFTH AVEnue  LINeil BOULevard

**Note:** Names ending with the word *street* sound like compound nouns.

**FOURTH STREET**  **NINTH STREET**  **GINger STREET**

p. 69.  k. SING ALONG: "This Land Is Your Land"

1. As I was WALKing that ribbon of HIGHWAY,
   I saw aBOVE me that endless SKYWAY,
   I saw bELOW me that golden VALley
   This land was MADE for you and ME

   **Chorus**
   This land is YOUR land, This land is MY land,
   From CaliFORnia to the New York ISland
   From the redwood FOREsts
   To the Gulf Stream WATers
   This land was MADE for you and ME.

2. I’ve roamed and RAMbled, and I followed my FOOTSTEPS,
   To the sparkling SANDs of her diamond DESerts
   And all aROUND me, a voice was SOUNDing,
   “This land was MADE for you and ME.

   **Chorus**

*Targeting Pronunciation, Second Edition*

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3. When the sun came **SHINing** and I was **STROLLing**, 
And the wheat fields **WAVing**, and the dust clouds **ROLLing** 
As the fog was **LIFTing**, a voice was **CHANTing**, 
“This land was **MADE** for you and **ME**.” 
Chorus

p. 70. n. Partner Practice: Song Exercises

1. Word Stress.

<table>
<thead>
<tr>
<th>PAper</th>
<th>beLIEVE</th>
<th>Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>walking</td>
<td>above</td>
<td>Highway</td>
</tr>
<tr>
<td>ribbon</td>
<td></td>
<td>Endless</td>
</tr>
<tr>
<td>followed</td>
<td></td>
<td>Skyway</td>
</tr>
<tr>
<td>rambled</td>
<td></td>
<td>Footsteps</td>
</tr>
<tr>
<td>sparkling</td>
<td></td>
<td>wheat fields</td>
</tr>
<tr>
<td>diamond</td>
<td></td>
<td>dust clouds</td>
</tr>
<tr>
<td>shining</td>
<td></td>
<td>redwood</td>
</tr>
<tr>
<td>strolling</td>
<td></td>
<td>Gulf Stream</td>
</tr>
<tr>
<td>waving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chanting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Descriptive phrases.

- a golden **valley**  
- her diamond **deserts**
- an endless **skyway**  
- the [dust clouds] **rolling**
- the sparkling **sands**  
- the [wheat fields] **waving**

3. Important Endings

1. I’ve roam**ed** and ramble**d** / and I follow**ed** my footstep**s** / 
2. to the sparkling sands**s** / of her diamond deserts**s** / 
3. and the wheat field**s** waving / and the dust cloud**s** rolling /

p. 72. o. Dialogue: “A Great Weekend”

The phrasal verbs, compound nouns, descriptive phrases, and names are underlined.
1. A: I’m going away for the weekend. Would you and your roommate like to come along?
2. B: My roommate usually can’t get away. She’s an X-ray technician at Memorial Hospital and only gets off one weekend a month.
3. A: Sounds like a hard work schedule!
4. B: It is, but she likes her job. Where are you planning to go?
5. A: Sightseeing in the countryside near Angel’s Ranch. I need some sunshine. I’m tired of the traffic jams and the car exhaust.
6. B: Sounds good to me. There’s a phone booth across the street from Charlie’s Market. I’ll try to get ahold of my roommate.
7. A: (B returns.) So what did she say? Can she take off for the weekend?
8. B: Yes! She can! The good news is that her backache is almost gone. And her headaches aren’t a problem anymore. She still gets carsick, but not if we pull off the highway every ten or fifteen minutes and let her walk around.
9. A: Terrific! It sounds like a great weekend.

2. Line 9 is ironic. The tone of voice lets the listener know that the words mean the opposite of what they seem to be saying.

3. Make a list of the two-word combinations.

<table>
<thead>
<tr>
<th>Compound Nouns</th>
<th>Descriptive Phrases</th>
<th>Phrasal Verbs</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. weekend</td>
<td>great weekend</td>
<td>1. come along</td>
<td>1. Memorial Hospital</td>
</tr>
<tr>
<td>2. roommate</td>
<td>good news</td>
<td>2. get away</td>
<td>2. Angel’s Ranch</td>
</tr>
<tr>
<td>3. x-ray technician</td>
<td>fifteen minutes</td>
<td>3. go(ing) away</td>
<td>3. Charlie’s Market</td>
</tr>
<tr>
<td>4. work schedule</td>
<td>almost gone</td>
<td>4. walk around</td>
<td></td>
</tr>
<tr>
<td>5. sightseeing</td>
<td></td>
<td>5. pull off</td>
<td></td>
</tr>
<tr>
<td>6. countryside</td>
<td></td>
<td>6. get ahold</td>
<td></td>
</tr>
<tr>
<td>7. sunshine</td>
<td></td>
<td>7. take off</td>
<td></td>
</tr>
<tr>
<td>8. phone booth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. headache</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. backache</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. highway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. carsick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. traffic jams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. car exhaust</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### p. 72 Self-Quiz

1. a. Underline the compound nouns.
   
   greenhouse  green house  White House  white house

   b. The strong stress is on the \_\_\_\_ first element.

2. a. Underline the descriptive phrases.
   
   white house  new glasses  broken glasses  sunglasses

   b. The strong stress is on the \_\_\_\_ second element.

3. a. Underline the strongly stressed element in these names:
   
   John Adams  Brook Shields

   b. The strong stress in a name is on the \_\_\_\_ last name.

4. False  The main verb in a phrasal verb gets strong stress.

5. Underline the strongly stressed element in the following phrasal verbs:
   
   slow down  speed up  print out  check it out  set it down

### Chapter 5: Speech Rhythm: Stress and Unstress

p. 77. Learn By Listening 1: Focus words (Level 1) and Content words (Level 2)

2.

I forGOT to SET the aLARM.

forGOT SET aLARM are content words.  ALARM is the focus word

p. 77 figure out the guideline: Content words are often nouns, verbs, or adjectives.

p. 77. Learn By Listening

2: Unstress: Structure words (level 3)

I am PLANning to TAKE a TRIP.  She LIKES SALT and PEPper on her EGGS.

Structure words:  I am  to  a  she  and  on  her

p. 78 figure out the guideline

Guideline: Structure words are often pronouns, articles, helping verbs, and other small grammatical words.

p. 78-9 Group Practice 2: Where’s Bob? (beats = stressed syllables)
<table>
<thead>
<tr>
<th></th>
<th>A:</th>
<th>Words</th>
<th>Syllables</th>
<th>Beats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GO FIND BOB.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>I FOUND him.</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>WHAT’S he DOing?</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>4.5</td>
<td>LOOK at him!</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>He’s READING the ADS.</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>WHAT’S he LOOKing for?</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>A BEAUTiful NEW aPARTment.</td>
<td>4</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>That’s NOT so EAsy to FIND.</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>ESPECially because he WANTS CHEAP RENT that INCLUDES uTILITIES and a GOOD locATion that’s NEAR transportATion.</td>
<td>16</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>10.</td>
<td>I HOPE he FINDS WHAT he WANTS.</td>
<td>7</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

**p. 81 Group Practice 3: Identifying content words**

1. What would you like for dessert?
2. I haven’t received the bill yet.
3. Our professional staff will be happy to assist you.
4. He planted a variety of vegetables in his garden.
5. Ethnic foods such as bagels and pizza are popular.

**p. 81. b. Partner Practice: Structure words.**

1. WHAT do you THINK of the MOvie?
2. My CAR has a FLAT TIRE
3. He BOUGHT a BOX of CANdy for his MOther
4. We SAILED our BOAT on the LAKE in the MOONLIGHT.
5. Can you FIND the SHORTCUT to the AIRPORT?
6. There is a BIG DENT in the DOOR of my NEW CAR.
7. I STOPPED HOME on my WAY to the LIBrary.
8. She LISTENS to her PHONE MESSAGES in the MORNING.
p. 85. c. Dialogue: “Fix the Roof”
A: What’s the matter?
B: My roof is leaking.
A: Why don’t you fix it?
B: It’s raining. I don’t want to get wet.
A: You could wait until it stops raining.
B: Then I won’t have to fix the roof.

p. 85. e. Partner Practice: Focus words
1. Listen and repeat these short conversations in unison as you underline the focus words. Notice where the focus word falls. Is it at the end of the sentence?
1. A: I got a call from Jennifer.
   B: Really? I wonder how her father is.
2. A: I’d like to find out about the college.
   B: Here’s some information for you.
3. A: John isn’t feeling well.
   B: What’s the matter with him?
4. A: How long have you been here?
   B: About an hour.
5. A: Peter finally arrived.
   B: Good. We’ve been waiting for him.
6. A: Did you remember to cash the check?
   B: No. I forgot about it.

3. Review the guidelines on page 83-84. Then underline the focus words in the following short conversations. Listen to check your predictions. Practice saying the short conversations.
1. A: We’re expecting visitors today.
   B: I would like to meet them.
2. A: Why did your friend decide to go to Guatemala?
   B: Because he’s never been there.
3. A: Do you have any information about skiing in Utah?
   B: Yes. Here are some brochures for you.
4. A: I hope you’ve considered all the possibilities.
   B: I’ve considered all of them.

5. A: We are not quite prepared for the meeting today.
B: Perhaps we should cancel it.

6. A: We have to install a new phone line here.
   B: I hope we won’t have to wait a long time for it.

7. A: Did the check come?
   B: No. The mail hasn’t arrived yet.

p. 87. Learn By Listening 5: The weather report
1. Read the weather report and underline the focus words.
   Good afternoon. / Here is the latest weather news / on this wet Tuesday. / Heavy rain / is falling / throughout the Southland. / Cloudy skies / and showers / will continue until Friday. / The low yesterday / was fifty-six. / The high / was sixty-eight. / Temperatures in the same range / are expected today / and for the next few days. / Keep your umbrellas handy. / You’ll need them.

p. 91. Partner Practice: Short conversations
Circle the focus words. (The focus words are in bold.)
   B: What KIND of camera?
   A: A DIGital camera. (Answers the question “what kind”)

2. A: I just heard from your SISter.
   B: WHICH sister? I have THREE sisters.
   A: Your YOUNgest sister. (Answers the question “which sister”)

3. A: How many LANGuages does your friend’s father SPEAK?
   B: He speaks FIVE languages. (“Five” answers the question “how many.”)

4. A: Would you like a COupon to save $1.00 on a CARWASH?
   B: I already HAVE a coupon for a car wash (The answer shows contrast. I don’t WANT a coupon because I already HAVE a coupon.)

5. A: Which SWEATer are you planning to BUY?
   B: I’m planning to buy a SKI sweater.

6. A: There were four people WAITing.
   B: I thought there were FIVE people waiting.

7. . A: It’s EIGHT o’CLOCK.
   B: REALly? I thought it was about ten o’clock.
B: That sounds exPENSive. I think/thought they cost about TWELVE dollars.

9. A: That was a long WALK.
B: That was a long walk.

10. A: The new schedule is a real imPROVEment.
B: The new schedule is a real improvement.

11. A: That was an exciting SOCCer GAME
B: That was an exciting game.

12. A: Who’s your favorite ACTor?
B: Who’s YOUR favorite actor?

13. A: What’s your MAJOR?
B: What’s YOUR major?

14. A: Did you hear that Amy started a new BUSiness?
B: Yes, and she likes her NEW business better than her OLD business.

15. A: I usually get up at six o’CLOCK. What time do YOU get up?
B: I usually get up at SEVEN o’clock.

16. A: Here is your small cheese PIZZA.
B: I didn’t order a CHEESE pizza. I ordered a peppeRONi pizza.

p. 93. j. Partner Practice: Contrast the basic pattern with changes in focus.

<table>
<thead>
<tr>
<th>Initial statement or question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What’s the matter?</td>
<td>a. I can’t find my keys. (basic pattern)</td>
</tr>
<tr>
<td>b. Give me your keys, and I’ll move your car.</td>
<td>b. I can’t find my keys. (keys/old information)</td>
</tr>
</tbody>
</table>

1. a. You seem busier than usual. a. I have a new job. (basic pattern)
   b. Are you still looking for a new job? b. I have a new job.

2. a. Where are you from? a. I am from Brazil. (basic pattern)
   b. I thought you were from Brazil. b. I am from Brazil.
3. a. What are you doing tonight?  
b. Would you like baseball tickets for tonight?
   a. We have baseball tickets. (basic pattern)  
   b. We have baseball tickets.

4. a. Why weren’t you at work last week?  
b. Are you planning to go to Japan?  
   a. I went to Japan. (basic pattern)  
   b. I went to Japan.

5. a. We have been waiting a long time.  
b. John suggested that we leave.  
   a. Maybe we should leave. (basic pattern)  
   b. Maybe we should leave.

6. a. Have you tried any new restaurants?  
b. Jane said you had a great dinner at Tami’s.  
   a. We had a great lunch at Tami’s. (basic pattern)  
   b. We had a great lunch at Tami’s.

7. a. When did Maria graduate?  
b. Is Maria graduating this year?  
   a. She graduated last year.  
   b. She graduated last year.

8. a. Where is the mail?  
b. Please put the mail on my desk  
   a. It’s on your desk. (basic pattern)  
   b. It’s on your desk.

p. 94. k. Partner Practice: Two dialogues

Dialogue 1: Where Are You Going?

A. Where are you going?  
B. To buy a car.  
   A. What kind of car?  
   B. A used car. A cheap used car. Where are you going?  
   A. I’m going to a meeting.  
   B. The staff meeting?  
   A. No, the director’s meeting.
Dialogue 2: A Fearful Shopper

A. I’d like to look at a printer, a laser printer.
B. Do you want a color printer or a black and white printer?
A. I don’t care about the color. I’d like to see that one, the laser printer with the carrying case. It looks like a portable laser printer.
B. I’m sorry, but that’s not a portable printer. It’s a laptop computer. Would you like to look at a laptop computer? They’re great for airplanes.
A. I’m sure they are great for airplanes. Thank you, but not today. I’m still afraid to fly.

p. 94. 1. Partner Practice: Giving a choice (possible answers)

Listen to four possible answers to “A’s” question, Do you want cake or ice cream?

Example
A: Do you want CAKE or ICE CREAM?
B¹: I want cake AND ice cream. I want them BOTH.
B²: I’d like CAKE, please.
B³: I’d like ICE CREAM, please.

1. Listen to A’s choice questions below and several of B’s possible responses. Underline the focus word you hear in B’s answers. Write another answer for B on the line.

1. A: Do you prefer the black coat or the striped coat?
   B¹: I don’t like the black coat or the striped coat.
   B²: I like the black coat and the striped coat. I’ll buy them both!
   B³: I prefer the striped one.

2. A: Would you like meat or fish?
   B¹: I don’t want meat or fish. I’m a vegetarian (OR)
   B²: I’d like fish, please. (OR)
   B³: I’ll have both meat and fish. I’d like them both.

3. A: Should we go by plane or drive the car?
   B¹: Let’s go by plane and car. We can drive there and fly home. (OR)
   B²: I don’t want to go by plane or drive the car. I want to stay home. (OR)
   B³: Let’s drive. Flying is such a hassle these days.

4. A: Do you want to eat before the movie or after?
   B¹: I want to eat before the movie and after. I’m really hungry.
5. A: What do you prefer to be called, Andy or Andrew? Write your response. Discuss all the possible responses with your partner.
   B: You can call me Andy OR Andrew (or) Please call me Andy, (or) Please call me Andrew.

p. 96. Self-Quiz
1. Fill in the blanks. There are three levels of stress in English sentences.
   Level 1- strong stress - focus words. (Choose one: content, structure, focus)
   Level 2 - normal stress - content words. (Choose one: content, structure, focus)
   Level 3– unstress - structure words. (Choose one: content, structure, focus)

2. How would you say the following sentence? Write the stress level 1, 2, or 3 over each word. Draw a slash to show the thought groups.

   3 2 1 / 3 3 2 3 1 3
   Our professional staff / will be happy to assist you.

3. Circle the true statements about structure words such as the, an, at, to, from, his, and her.
   a. Structure words are necessary to the meaning of a sentence.
   b. Structure words are important to grammatical structure and speech rhythm.
   c. Structure words are never stressed.

4. Predict the focus. Underline the focus word in each line of the dialogues. Some of the longer sentences have two focus words.

Which Bus?
A: When is the next bus?
B: Which bus?
A: The bus to the shopping mall.
B: There are two shopping malls. Do you want the best mall or the closest mall?
A: I want to go to the best mall, of course.
B: That bus should be here soon. You can walk to the closest one.

The Loud Dog
A: I think your dog needs a walk.
B: Which dog? I have three dogs.
A: The loud dog. The barking dog. That’s the dog that needs a walk!
B: Unfortunately, they are all barking.

Chapter 6 Vowels and Speech Rhythm

p. 103. c. Improve Your Monitoring: Listening for Reductions

<table>
<thead>
<tr>
<th>Example</th>
<th>Does the bus go to the beach?</th>
<th>Reduced Structure Words</th>
<th>All Clear Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the bus go to the beach?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>1.</td>
<td>You have to sit down.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2.</td>
<td>He said that he was sorry.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3.</td>
<td>I can tell that you want to go.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>4.</td>
<td>Please pass the sugar and cream.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5.</td>
<td>Put them on top of the copy machine.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>6.</td>
<td>Would you like to read the paper?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7.</td>
<td>He was interested in her story.</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8.</td>
<td>What do you think of that?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9.</td>
<td>Did you read the end of the book?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10.</td>
<td>We have to try to save money.</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

p. 104. Learn By Listening 3: What’s the difference between can and can’t?

1. Carlos ______ cook anything.   
   √ can ___ can’t
2. I _______ be there tomorrow.   
   ___ can √ can’t
3. The mechanic ______ fix my car today.  
   ___ can √ can’t
4. I ___ finish my paper on time.  
   √ can ___ can’t
5. The babysitter ___ sit tonight.  
   ___ can √ can’t
6. His uncle ______ come as planned.  
   ___ can √ can’t
7. You _____ borrow my laptop computer.  
   √ can ___ can’t
8. Everyone that we invited _____ come.  
   √ can ___ can’t
9. The chairman ___ conduct the meeting today.  
   ___ can √ can’t
10. The salesman _____ deliver the order tomorrow.  
    √ can ___ can’t

p. 106. f. Dialogue: “Phone Confusion”

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A: Can you hear me?
B: Yes, I can hear you. Can you hear me?
A: We must have a bad connection. I can’t hear you at all.
B: Well I can hear you! You’re the one who can’t hear.
A: What did you say? I guess you can’t hear me either.
B: I can hear you. Listen, I’m hanging up. I’ll call you back on another line.

p. 106. Learn By Listening 4: Knock-knock jokes

A: Knock-knock!!
B: Who’s there?
A: Susan.
B: Susan who?
A: Susan Love and she’s telling everyone.

A: Knock-knock!!
B: Who’s there?
A: Willy stay or Willy go?
B: Parker who?
A: Parker car in the driveway!

A: Knock-knock
B: Who’s there?
A: Parker.
B: Parker who?
A: Parker car in the driveway!

p.108. h. Partner Practice: Finish the sentences.

1. state estate The estate is in the state of Washington.
2. sport support The sport fans enthusiastically support the team.
3. steam esteem His self-esteem lost some of its steam when he failed the exam.
4. rested arrested John rested after the thief got arrested.
5. signs science The signs in front of the science building are green.
6. surfs surface He surfs on the surface of the waves.
7. Oregon organ A man from Oregon donated the organ.

p. 112 i. Partner Practice: /ʌ/ and /æ/ (vowels 7 and 8)

1. a. You look good in that color. Thanks! I like red.
   b. You look good in that collar. It feels a bit tight.

2. a. I was wondering about the city. Would you like some information?
   b. I was wondering about the city. Were you lost?

3. a. Is your luck good? Yes, I got a good job and a big apartment.
b. Is your lock good? Yes, but I lost the key.

4. a. I hear a loud pop. Is it a balloon bursting?
   b. I hear a loud pup. Has he been barking long?

5. a. He’s in the bucks. When did he get all the money?
   b. He’s in the box. What’s he doing in a carton?

6. a. There’s a duck over there. It is swimming away.
   b. There’s a dock over there. Let’s tie up our boat.

p. 114-115  j. Improve Your Monitoring: Schwa or clear vowels

<table>
<thead>
<tr>
<th>Schwa</th>
<th>Clear</th>
<th>Schwa</th>
<th>Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hoTEL</td>
<td>___</td>
<td>√</td>
<td>6. transMIT</td>
</tr>
<tr>
<td>2. camPAIGN</td>
<td>___</td>
<td>√</td>
<td>7. ELbow</td>
</tr>
<tr>
<td>3. RANdom</td>
<td>√</td>
<td>___</td>
<td>8. colLECT</td>
</tr>
<tr>
<td>4. URban</td>
<td>√</td>
<td>___</td>
<td>9. PROfit</td>
</tr>
<tr>
<td>5. WAITed</td>
<td>√</td>
<td>___</td>
<td>10. BARgain</td>
</tr>
</tbody>
</table>

p. 115.  k. Partner Practice: Look-alikes

1. ≅ /ey/, ≅
   DUPLICATE (noun) I need a duplicate of my birth certificate. ___ /eɪ/ √ ≅
   DUPLICATE (verb) Can you duplicate this report? √ /eɪ/ ___ ≅
   DUPLICATE (adjective) This is a duplicate copy. ___ /eɪ/ √ ≅

p. 116. Learn By Listening 9: “Ate” verbs and related words

exAGgerate exAGgeratek exaggerAtion
INdicate Indicated indiCAtion
faCIllitate facilitated facilitAtion
comMUNicate comMUNicated communicAtion
eVAPorate eVAPorated evaporation

p. 117. Story: Breakfast Conversation
The man and the **W**oman / were having **BREAKfast.** / **2**I hope we can finish breakfast **FAST** / because I don’t want to be late for **WORK.** / **3**The man started to eat his **bacon** **OM**let. / **4**The woman took a bite of her **M**uffin, / **but** got distracted. / **5**They began to **G**o *sip* / about the woman’s **BOSS.** / **6**“Can you **i**mag**e**? / He has a lot of **ad**vice / about being pro**DUCTive** / and making a pro**fit.** / **7**Then he leaves **EAR**ly / on **FRI**day / before things are *FIN**ished.*” / **8**“Well, I can be**LIEVE** it! / He never seems to **WORK** **very** **HARD.**” / **9**“And did you notice his **SHOES** / at the Open **HOUSE**? / Ex**P**ensive, / **but not **POL**ished.” / **10**“**NO.** / I didn’t **NO**tice. / But I **DID** notice / that he wasn’t very **FRIEND**ly.” / **11** MEANwhile, the omelet was getting **COLD** / and the minutes were ticking a**WAY**. / 

**p. 117  m. Proverbs**

1. A bird in the hand is worth two in the bush.
2. A stitch in time saves nine.
3. Don’t put all your eggs in one basket.
4. Necessity is the mother of invention.
5. Money is the root of all evil.
6. Grab the bull by the horns.
7. Rome wasn’t built in a day.
8. To err is human; to forgive is divine.
9. The apple doesn’t fall far from the tree.
10. The grass is always greener on the other side of the fence.

**p. 118. n. Partner practice. Scrambled proverbs**

Look at exercise “m” above to see the proverbs.

**p. 118. 0. Dialogue: “The Optical Shop”**

1. A: I need new contact **lenses** and **glasses**.
2. B: I know a couple of good optical shops that are not far from here.
3. A: What are their names?
4. B: I think one is “**I-Care Optical,**” and the other one is called “Eye-Care Optical.”
5. A: What are you talking about? Both those names sound alike to me.
6. B: They may sound alike, but not exactly alike. They’re not spelled alike, either. That makes them different don’t you think?
7. A: That’s possible, but what about their prices? I want to know if they’re expensive.

2. *Eye-Care* is a compound noun with stress on the first word. *I-Care Optical* is a descriptive phrase with the stress on the last word.

3. **Schwa Syllable:**

<table>
<thead>
<tr>
<th>Two-syllable Words</th>
<th>Schwa Syllable</th>
<th>Two Clear Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>different</td>
<td>√</td>
</tr>
<tr>
<td>1.</td>
<td>lenses</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>glasses</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>couple</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>about</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>prices</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>other</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>alike</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>talking</td>
<td></td>
</tr>
</tbody>
</table>

4. Three-syllable words: possible   expensive

p. 120. **Self-Quiz**

1. Circle all true statements about schwa vowels. (The true statements are underlined.)
   a. They are important for understandable speech
   b. You can recognize a schwa vowel by the way it is spelled.
   c. They are important for speech rhythm
   d. They are critical for native-like speech

2. Circle all the true statements about *can* and *can’t*.
   a. *Can* when used as a helping verb ("I can go") has a schwa vowel.
   b. *Can’t* is said with a full, clear, #5 vowel.
   c. Native speakers also have trouble with can and can’t.
   d. *Can’t* is reduced when it is used as a helping verb.
3. False  Until you can pronounce all fifteen clear vowels accurately, your English speech will be
difficult to understand. (No. It is making the stressed and unstressed vowel sound different that helps
speech sound clear, not the exact sound of the vowel itself.)

4. False  The fifteen vowels are divided into long (complex) vowels and short (simple) vowels. Short
vowels glide from one position to another as you say them. (Long vowels glide.)

5. False  Opening the mouth and lowering the jaw when saying a schwa vowel will make the speaker look
and sound more like a native speaker. (Open the mouth and lower the jaw for /a/, not schwa.)

p. 121. Dictation

1. You can’t have everything you ordered.
2. We ate our breakfast on her/our patio (If dictating this, say the reduction on “our.” For the answer,
accept either her or our. Do not accept the articles the or a.)
3. He lived on a big estate in Texas.
4. Do you agree with it or not?
5. He was arrested in the morning

Chapter 7  Sing Along: The Melody of Speech

p. 123. How Much Melody Do People Use?

If I win the lottery, I ’m going to put a down payment on a house, buy an expensive red car,
and makes some good investments for my family’s future, And when I get over the shock
of what happened, I’m going to take a long vacation to a warm climate, come home, and
maybe even open a book store.

Both speakers are saying these same words, but with very different intonation. Speaker 1 sounds
friendly and interesting. Speaker 2 sounds bored and unfriendly.

p. 126. a. Improve your Monitoring: Finished and unfinished sentences

1. Listen to the sentences. Speaker A sounds finished and Speaker B sounds unfinished.

1. A: I plan to go on a diet...(for the New Year.) ___ finished  √ unfinished
2. B: I plan to go on a diet. √ finished    ___ unfinished
3. A: She is a professor … (at a large university.) ___ finished  √ unfinished
4. B: She is a professor. √ finished    ___ unfinished
2. Now listen to the short conversations. How does Speaker B sound? Check (√) the answer.

1 = finished  2 = unfinished

Example      We close at five.          √ 1     □ 2
1. A: Are you going away?     B: Yes, we’re leaving for London.     √ 1     □ 2
2. A: You look excited.     B: I’m going to buy a new car.       □ 1 √ 2
3. A: Who won the contest?     B: The winner will be announced   □ 1 √ 2
4. A: Why did Pedro call?    B: He had an important message.    √ 1     □ 2

p. 127. b. Improve Your Monitoring: Confident or hesitant?

Listen to the short conversations. How does Speaker B sound? Check (√) the answer.

1= confident, believable  2= hesitant, uncertain

1. Our shop has been in business for over twenty years. √ 1 □ 2
2. Hello, everyone. I am going to be your guide today. □ 1 √ 2
3. Our company is committed to protecting the environment □ 1 √ 2
4. I hope you’ll visit us again soon. √ 1 □ 2
5. I’m sorry, but I have other plans on Sunday. □ 1 √ 2
6. We’re going to make a profit. √ 1 □ 2
7. It was very nice meeting you. √ 1 □ 2
### Example

<table>
<thead>
<tr>
<th></th>
<th>Rising Pitch</th>
<th>Falling Pitch</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Would you like some coffee?</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>B: Maybe later.</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

1. A: What are you doing? |   |
   B: I am giving my dog a bath. |   |
   A: Do you need any help? | √ |   |

2. A: Did you lose your umbrella? | √ |
   B: Yeah—have you seen it? |   |
   A: No--when was the last time you had it? |   |

3. A: When are your parents going back to India? |   |
   B: Probably this week. |   |
   A: Can’t they stay any longer? | √ |   |

4. A: Where did your friends go? |   |
   B: They went for a walk. |   |
   A: Do you think they’ll be back soon? | √ |   |

### p. 131 Learn By Listening 3: Abbreviations

1. Write the abbreviations on the line. Then listen and repeat what you hear. Add more abbreviations. Speak slowly. Be sure to say each letter clearly.

<table>
<thead>
<tr>
<th></th>
<th>Add more abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>2. CPA</td>
<td>Certified Public Accountant</td>
</tr>
<tr>
<td>3. ATM</td>
<td>Automatic Teller Machine</td>
</tr>
<tr>
<td>4. DVD</td>
<td>Digital Versatile Disc (original name)</td>
</tr>
<tr>
<td>5. GPA</td>
<td>grade point average</td>
</tr>
<tr>
<td>6. UCLA</td>
<td>University of California, Los Angeles</td>
</tr>
</tbody>
</table>

Note: There are countless abbreviations that are used commonly in spoken English. Check with your instructor or a dictionary to make sure the ones you wrote are correct.
2. Write the abbreviation on the line. Then listen and repeat. Say either a /y/ or a /w/ between two-letter abbreviations linking two vowel sounds.

1. ___ you’es United States  
2. ___ ee’ar emergency room  
3. ___ a’em midnight to noon  
4. ___ see dee Compact Disc  
5. ___ pee’ar public relations  
6. ___ i’dee identification  

p. 134. h. Partner Practice: Conversations at the Office

Conversation 1

First worker: I came to pick up the report.
Second worker: Can you come back later?
   It’s not finished.  
   First worker: It’s not finished?
      OK, I’ll come back later.
   Third worker: It’s not finished!
      I needed it an hour ago!

Conversation 2

First worker: I’m ready to go to the meeting.
Second worker: The meeting was canceled.
First worker: The meeting was canceled?
   I wonder what happened.
Third worker: The meeting was canceled!
   I changed my whole day around because of that meeting.

p. 135. Dialogues: More practice with questions

Dialogue 1: “Not My Bag”
1. A: That’s not my bag. Those aren’t my groceries.
2. B: That’s not your bag? Those aren’t your groceries? (seeing clarification/yes or no answer)
4. B: You bought cheese, chips, salsa, and Coke? (surprise)
   I didn’t know you liked salsa.
5. A: I don’t like salsa. I’m having a party, and I’m serving salsa.
6. B: You’re having a party? And you didn’t invite me? (Much more emotion. Greatly surprised, indignant.)

**Dialogue 2: “Trip to Paris”**

1. A: Would you like to take a trip?
2. B: What kind of trip?
3. A: A short trip, an inexpensive trip. One without a lot of hassle.
4. B: That sounds good.
   
   Where would you like to **GO**? (Falling intonation. Focus on last content word.)
5. A: I’d like to go to Paris.
   
   Where would **YOU** like to go? (Returning the question. Focus on the pronoun.)
6. B: **WHERE** would you like to go? (Rising intonation. Shows surprise, disbelief.)
   
   Did you say Paris? That’s not a short trip, or an inexpensive trip. That’s a long trip.
7. A: Haven’t you heard of Paris, Texas? We can fly there in an hour.

**p. 136. Sing Along: “Home on the Range”**

1. Oh give me a **home**
   
   Where the buffalo roam,
   
   And the deer and the antelope **play**
   
   Where seldom is **heard**
   
   a discouraging **word**
   
   And the skies are not cloudy all **day**.
   
   Chorus:
   
   Home, home on the **range**.
   
   Where the deer and the antelope **play**
   
   Where seldom is **heard**
   
   A discouraging **word**
   
   And the skies are not cloudy all **day**.

2. How often at **night**
   
   When the heavens are **bright**
   
   With the light of the glittering **stars**
   
   Have I stood there **amazed**
   
   And I asked as I **gazed**
   
   “Does their glory exceed that of **ours**?"
**p. 138. Learn By Listening 6: Two-part sentences**

1. I believe you, but I’d like more proof. [up arrow “you,” down over “proof”]
2. He can fix the printer, but not today.[up “printer,” down “today.”]
3. I can see you’re planning to leave, so please turn off the lights. [up “leave” down “lights”]

**p. 138. k. Partner Practice: Two-part sentences (possible endings).**

1. It may rain this afternoon before the children leave school.
2. I’ve been living in California since I was fourteen years old.
3. The bus came around the corner at exactly four o’clock.
4. We’re going to make a profit in spite of the slow economy.
5. My car needs washing again after only a week.

**p. 139. f. Partner Practice: An Ad**

1. We don’t make the mattress, /we make it softer./
2. We don’t make the boots, /we make them drier./
3. We don’t make the house, /we make it livelier./
4. We don’t make the snowboard, /we make it stronger./
5. At BASF /we don’t make a lot of the products you buy./ We make a lot /of the products you buy /better./ BASF./

**p. 140. Learn By Listening 7: Meaningful pauses**

Example  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>the twenty-two-inch goldfish</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>the twenty two-inch goldfish</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>fifty-one-dollar raffle tickets</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>fried chicken, potato salad, and a coke</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>the computer software and keyboard</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a.</td>
<td></td>
<td>one fish</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>one fish</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>one fish</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>one fish</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>two things</td>
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<tbody>
<tr>
<td>a.</td>
<td></td>
<td>fish</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>fish</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>ticket</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>ticket</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>ticket</td>
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</tbody>
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<thead>
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<th></th>
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<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. a. a car, phone, and tape deck   __ two things   √ three things
   b. a car phone and tape deck   √ two things   ____ three things

p. 143 Self-Quiz
1. √ a. Most English learners need to use more high and low pitches.
   ___ b. Most male English speakers use less pitch variation than women.
   √ c. People who use more pitch variation sound more friendly, interested, and sincere.

2. Falling intonation can make the speaker sound
   _____ hesitant   ___ confident   ___ finished

3. __√ Abbreviations can be hard to understand unless you stress all the letters.
   ___ Abbreviations have both clear vowels and schwa vowels.
   __√ The last letter in an abbreviation gets the focus.

4. Underline the focus words in a, b, and c.
   a. Where would you like to go? (Basic pattern)
   b. Where would you like to go? (Returning a question.)
   c. Where would you like to go? (Show surprise, seek clarification)

5. Draw pitch lines over the word go in the wh-questions above.
   a. down arrow  b. down arrow  c. up arrow

Chapter 8  The Speech Pathway

151-152. Group Practice 6: Holding Final Stops
1. A: Where’s the CAT?         lips - gum ridge - throat
    B: She’s hiding in BACK.      lips - gum ridge – throat
    B: He’s waiting for TED.     lips - gum ridge – throat
3. A: Where’s the MAP?         lips - gum ridge - throat
    B: It’s under the BAG.       lips - gum ridge – throat
**p. 154 c. Improve Your Monitoring: Past or present?**

1. (show-showed) up
2. (hiked-hike) over the hill
3. (play-played) the flute
4. (grab-grabbed) it
5. (jump-jumped) around
6. (stay-stayed) all day
7. (tie-tied) a knot
8. (move-moved) in October
9. (share-shared) our dinner
10. (figure-figured) it out

**p. 158 f. Improve Your Monitoring: Contrast /w/ and /v/**

1. My cold has gotten worse. __worse ___ verse
2. Turn the wheel to the right. ___ wheel ___ veal
3. The school is on the west side of the street. ___ west ___ vest
4. We had veal for dinner. ___ wheel ___ veal
5. I am very happy to see you. ___ wary ___ very
6. The trucks are moving slowly. ___ mooing ___ moving

**p. 168 o. Partner Practice: Figure Out the Idioms**

**Idioms**

1. She was under the weather last week. 8 a. after something happened, when it’s too late
2. Fortunately she’s back in the pink. 1 b. ill, not feeling well
3. That idea is behind the times. 3 c. old-fashioned
4. I can’t drive because my car is on the blink. 4 d. broken
5. The new vice-president is in the loop. 2 e. in good health
6. You’re on track with that solution. 5 f. part of the group in charge, informed
7. Her offer came out of the blue. 6 g. proceeding satisfactorily, reasoning correctly
8. There’s no point fixing it after the fact. 7 h. unexpected, without warning

**More Idioms**

1. He paid for the favor under the table. 8 a. stop bothering, harassing
2. The new employee has a lot on the ball. 5 b. going out and having a good time
3. She kept us in the dark about her background. 4 c. unconventional, eccentric
4. That guy at the door was off the wall. 1 d. in secret, outside the rules or the law
5. Let’s celebrate out on the town. 6 e. making a profit
6. The business is finally in the black. 7 f. the main or most important idea
7. Let’s get to the point right away.  
8. Please get off my back about cleaning up.

_2_ g. competent, doing a good job
_3_ h. in secret, not informed

**p. 170. Self-Quiz**

1. When air from the lungs passes through the vocal cords, location 2 on the speech pathway, sometimes the cords vibrate to create voicing. Which sounds are voiced?
   - a. all vowels   - b. all continuants   - c. /v/ /b/ /z/ /d/ /l/   - d. /s/, /f/, /w/, /r/ /th/

2. The air stops as it comes up the speech pathway for b p t d k and g. These sounds are called stops. Which words release a puff of air after the initial stop?
   - a. big b. pig c. time d. dime e. coat f. goat

3. The lips for /r/ are (a) slightly rounded (b) relaxed.
   - The lips for /l/ are (a) slightly rounded (b) relaxed

4. The reason that the word thank can sound like tank is because
   - a. the tongue is stopping the air from flowing out.
   - b. the tongue is pressing too hard against the gum ridge.
   - c. both (a) and (b)

5. Circle the choice that correctly fits in the blank.
   Consonants can vary in the way they are pronounced. One of these variations is called a flap. Flaps are important in linking _____ to the next word.
   - a. plurals (b) past tenses (c) pronouns (d) prepositions

**p. 171. Dictation**

1. They’ve applied for their new passports.
2. I planned on taking the other job.
3. They left our names out of the program.
4. Would you like to leave her a message?
5. He turned the wheel slowly until it was ready.

**Chapter 9 Important Endings**

**Part 1. “ed” Endings**

**p. 173-4. a. Improve Your Monitoring**
1. **Past or present?**
   1. It rains a lot here. (present)
   2. He wants the warmest gloves possible. (present)
   3. Rico liked the book. (past)
   4. Isabel laughed at my joke. (past)
   5. My father visited me every Sunday. (past)
   6. She shares her lunch with her friend. (present)
   7. Mario believed him. (past)
   8. Aiko donates her time. (present)

2. **“ed” (schwa d) or “ed” (silent e)?**

   Examples
   - painted √ Extra syllable ___ Silent “e”
   - picked ___ Extra syllable √ Silent “e”

   Past Tense

<table>
<thead>
<tr>
<th></th>
<th>“schwa d”</th>
<th>“ed”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rented</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2. rained</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3. applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. appreciated</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5. used</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6. ended</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
p. 174. b “ED” endings: What is the rule?

1. 1. seated seat  t  4. wanted want  t
2. needed need  d  5. handed hand  d
3. voted vote  d  6. wasted waste  t
2. 1. stayed stay y  5. robbed rob b
2. locked lock k  6. moved move  v
3. loaned loan n  7. closed close  z
4. washed wash sh  8. stopped stop  pk

p. 175 Figure out the rule
“ed” sounds like a separate syllable when the regular verb ends with a _t_ or _d_ sound. All other verbs have a silent “e.”

p. 177. e. Improve Your Monitoring

1. Yolanda answered all the questions.  ___ answered  √_answer
2. My friend reported the accident to the police.  ___ reported  √_report
3. The baby bumped his head when he fell.  √_bumped  __bump
4. Alice finished all her work on time.  √_finished  __finish
5. Sam improved his grades.  ___ improved  √_improve
6. Roberta owned her own house.  √_owned  __own
7. She managed her mother’s affairs.  ___managed  √_manage
8. Yesterday we talked about our plans.  √_talked  __talk
p. 177. f. Partner Practice: Idioms

Idioms

1. She **brushed up on** her Spanish before she went to Peru.
2. Jane **jumped at the chance** for an interview.
3. Harry **dropped a bombshell** when he announced that he was moving to Australia.
4. I **wasted my breath** when I tried to tell my brother what to do.
5. I **washed my hands** of the matter when he refused to consult a lawyer.
6. They **lived it up** after they won the lottery.
7. She **changed her mind** about getting a dog.
8. We **ended up** with our first choice.

Definitions

2 a. acted quickly on an opportunity

1 b. reviewed, refreshed her memory

5 c. withdrew from the situation

6 d. lived extravagantly

7 e. altered her ideas or plans

3 f. made an unexpected shocking announcement

8 g. final result

4 h. spoke without accomplishing anything

p. 178-179 h. Dialogue: Basket on the Bus

1. A: You’ll **NEver GUESS** what happened on the **BUS** last week.
2. B: What **HAPpened**?
3. A: The bus driver pulled **Over** and a little girl carrying a large **BASket** hopped on.
4. B: What **KIND** of basket?
5. A: It looked like a **PICnic** **BASket**. A loaf of **BREAD** was wrapped up in a **NAPkin**, and I thought I smelled **COOKies**.
6. B: She was **PRObably** headed for*[/FN] a **PICnic**.
7. A: **MAYbe**, but she seemed a little **NERvous**. The bus was **CROWDed**. She climbed **Over** the other **PASsengers** and sat next to **ME**.
8. B: Did she **TALK** to you?
9. A: She **STARTed** to talk to me, but changed her **MIND**. Suddenly, she jumped **UP**, set the basket on my **LAP**, and hopped off the **BUS**.
10. B: It sounds as if you ended **UP** with a basket of **FOOD**.
11. A: Not **eXACTly**. I actually ended **UP** with a **PUPpy**! He was asleep under the **NAPkin**. The “cookies” were **DOG BIScuits**, and now I’m enrolled in **DOG TRAIニング SCHOOL**.
Compound nouns: bus driver  picnic basket  dog biscuits
Phrasal verbs: pulled over  hopped on  wrapped up  climbed over  jumped up  hopped off  ended up

p. 179. Learn By Listening 2: Review “ed” endings

In 1996, a mother gorilla at the Chicago Zoo rescued a three-and-a-half year old boy who tumbled into the gorilla pit. As his parents watched in horror, their toddler suddenly leaned into the pit and fell eighteen feet to the cement below. A mother gorilla named Binti saved him from danger. With her own baby on her back, Binti gently picked up the child and climbed out of the pit to safety. She protected the child from the other gorillas and delivered him to a rescue worker. Unconscious, the boy was rushed immediately to a hospital. He soon recovered from a concussion and some bad bruises, and the gorilla made animal history. Binti was credited with saving the life of a human child.

p. 180 3. Check Your Monitoring

1. A three-and-a-half year old boy tumbled into the gorilla pit. √ tumble
2. His parents watched in horror. √ watch
3. A mother gorilla saved him from danger. √ save
4. She gently picked up the child in her arms. √ pick
5. Binti climbed out of the pit to safety. √ climb
6. She protected the child from the other gorillas. √ protect
7. She delivered him to a rescue worker. √ deliver
8. He soon recovered from a concussion. √ recover

PART 2. “S” ENDINGS

p. 181. Learn By Listening 1: Public Service Announcement (PSA)

1 The Internet. 2 Over one hundred and fifty million users. 3 Over a billion pages of information, thousands of new web sites every day. 4 Open 365 days a year, 24 hours a day. 5 Take a minute. 6 Learn more about where your kids are going, who they’re talking to, what they’re doing on line.

2. In line 3, one of the plurals has an extra syllable before the final “s.” Write the word here: pages
p. 182. a. Improve Your Monitoring: /s/ or /z/?

1. The dogs are hungry. ___ /s/ √ /z/
2. The phone’s ringing. ___ /s/ √ /z/
3. The cars are honking. ___ /s/ √ /z/
4. He drives away. ___ /s/ √ /z/
5. She skates very well. √ /s/ ___ /z/
6. It’s to the right. √ /s/ ___ /z/
7. Yoshi has a new baby. ___ /s/ √ /z/
8. Juan is a good teacher. ___ /s/ √ /z/

p. 184. Improve Your Monitoring: "es" or "es"?

In some of the following plural nouns and third-person verbs, the “es” has a silent “e.” In others, “es” is a separate syllable with a schwa vowel. Listen and decide which kind of “es” you hear. Check ( √ ) the appropriate answer.

Example makes (one syllable, silent “e”) ___ “es” √ “es”
teaches (two syllables, schwa vowel) √ “es” ___ “es”

"es" “es”

1. shades—shades of gray ___ √
2. taxes—Pay your taxes. ___ √ ___
3. judges—ten judges ___ √ ___
4. dates—Check the dates. ___ ___ √
5. roses—*a dozen roses ___ ___ √
6. drives—drives a truck ___ ___ √
7. washes—washes his clothes ___ ___ √
8. changes—changes the name ___ ___ √
9. hopes—*hopes for rain ___ ___ √
10. writes—writes a story ___ ___ √

p. 185. d. “s” endings: what is the rule?

“es” (schwa) final sounds: excuse /s/, buzz /z/, wish- /sh/, box- /x/, beach- /ch/ stage /j/

“es” (silent) final sounds: give /v/, hide /d/, state /t/, make /k/, name /m/
p. 185. Figure out the rule:
The “s” ending is a separate syllable with a schwa vowel when it comes after a sibilant sound. The “s” ending that comes after all other consonant sounds is not a separate syllable.

p. 186. f. Improve Your Monitoring: Listen for final “s”
Listen to the sentences. Decide if the speaker says the underlined word with the “s” ending or if the speaker omits the final “s.” Check (✓) the word you hear.

Example I bought two bags of popcorn. √ bag ___ bags ___

Plural Nouns
1. The charges on my bill are wrong. √ charges ___ charge ___
2. Steve is twenty years old. ___ years √ year ___
3. Two of your tires look worn. ___ tires ___ tire √

Third-person Verbs
1. She likes to ride horses. ___ likes √ like ___
2. Maria always balances her checkbook. ___ balances √ balance ___
3. Paco leaves for work at eight o’clock. ___ leaves ___ leave √

Contractions
1. It’s very hot today. √ It’s ___ It ___
2. That’s to our advantage. ___ That’s √ That ___
3. Where’s the entrance? ___ Where’s √ Where ___
4. What’s your name? ___ What’s √ What ___

Possessives
1. Someone found George’s wallet. ___ George’s ___ George’s √
2. I like the clown’s costume. ___ clown’s ___ clown √
3. The plumber’s tools are in his truck. ___ plumber’s ___ plumber √
4. Look at my niece’s picture. ___ niece’s ___ niece √
p. 191  k. Improve Your Monitoring: Sibilants and spelling

Some sibilants have unusual spellings. For example, in *Portugal*, the “tu” sounds like /t∫/. Listen to the following words and circle the sibilant sound you hear. Notice the spelling.

Example    assumed  /s/ - /∫/

1. permission  t∫  5. exotic  γζ  9. premonition  γζ
2. specialized  γζ  6. Asian  Z  10. negotiated  γζ
3. sure  γζ  7. unusual  Z  11. exactly  γζ
4. Haitian  γζ  8. schedule  δZ  12/ oranges  δZ

p. 192  Learn By Listening 3: Story with “ed” and “s” endings

From the time Jesse Owens was a boy he had dreamed of becoming an athlete and participating in the Olympic Games. This dream came true when he joined the United Track Team and competed in the 1936 Berlin Olympics. Adolf Hitler had wanted to use the Games to validate his theories about the superiority of the Aryan, or white, race. Owens, a 23-year-old black American runner, stole the show by winning four gold medals. It is said that Hitler stormed out of the stadium in anger. Owens not only scored a victory against Nazism, but made sports’ history by breaking all previous track records.

p. 194-5 Self-Quiz

1. False  The letter “e” in “ed” and “es” endings always sounds like schwa.
2. Finish the rule: “ed” sounds like a separate syllable when the regular verb ends with a _d_ or _t_ sound.
3. Circle the sibilant sounds in the following words. [Sibilant sounds are underlined.]
   a. cheese  b. fox  c. nature  d. Large  e. quiz
4. Circle the word(s) with a schwa vowel in the “es” ending. [Word is underlined.]
   a. sales  b. chimes  c. taxes  d. brakes
5. Circle the true statements. [True statements are underlined.]
   a. “s” endings are important to English pronunciation and grammar.
   b. The letter “s” at the end of many common words such as *is* and *was* is pronounced /z/.
   c. The letter “x” sounds like “ks.” That is why *backs* and *fax* rhyme.
   d. The /zh/ [IPA] sound is sometimes used at the beginning of English words.
p. 195 Dictation

1. I fried the potatoes for your lunch.
2. Her new play stands out from the others.
3. They were guaranteed a low interest loan.
4. The surprises pleased everyone at the party.
5. Does Alaska devote itself to the environment?

p. 199  c. Improve your monitoring

1. He is very rude. \(\sqrt{\ )}\) rude \(\_\ )\) root
2. The laws are changing. \(\_\ )\) laws \(\sqrt{\ )}\) loss
3. She kept her age a secret. \(\_\ )\) age \(\sqrt{\ )}\) “H”
4. We try to save money. \(\sqrt{\ )}\) save \(\_\ )\) safe
5. I weighed more last year. \(\sqrt{\ )}\) weighed \(\_\ )\) wait
6. Did you hear the phone ring? \(\_\ )\) ing \(\sqrt{\ )}\) rink
7. Let’s go for a ride after lunch. \(\_\ )\) ride \(\sqrt{\ )}\) right
8. That’s what I said. \(\sqrt{\ )}\) said \(\_\ )\) set
9. What do you need? \(\_\ )\) need \(\sqrt{\ )}\) neat
10. I wish I had one. \(\sqrt{\ )}\) had \(\_\ )\) hat

p. 202. Learn By Listening 4: Linking Two Vowel Sounds

ie piece 1 \(\_\ )\) ui suit 1 \(\_\ )\) ea weak 1 \(\_\ )\) ue true 1 \(\_\ )\)
quiet 2 \(\_\ )\) tuition 2 \(\_\ )\) idea 2 \(\_\ )\) fluent 2 \(\_\ )\)

p. 203. Join the Chorus: “Timothy Boon”

1. Listen and repeat the poem in unison. Move your hands and lean forward slightly as you stress the focus words.

1. Timothy BOON
   Bought a balLOON
   Blue as the SKY,
   Round as the MOON.
   “Now I will TRY
   To make it
   UP to the MOON,

2. Timothy BOON
   Sent his balLOON
   Up through the SKIES,
   Up to the MOON.
   But a strong BREEZE
   Stirred in the TREES,
   Rocked the bright
   Up to the MOON—

3. Timothy BOON
   And his balLOON,
   Caught by the BREEZE
   Flew to the MOON;
   Up past the TREES,
   Over the SEAS,
   Up to the MOON—
MOON,

Higher than HIGH!”
Tossed the great SEAS.
Swift as you PLEASE!

Timothy SAID,
And, with its MIRTH,
And, ere I forGET,

Nodding his HEAD.
Shook the whole EARTH.
They’ve not come down YET!

—Ivy O. Eastwick

2. Write words from the poem with the following vowel sounds. Then say the words.

≅ρ  mirth  earth  ere
υο→“u”  Boon  balloon  moon
τυ→“e”  breeze  trees  seas  please
αυ→“i”  fly  try  fly  high  skies

p. 205. h. Building longer one-syllable words

2.

1. it
sit
slit
split
splits

2. at
fat
flat
flats

3. to
ton
tone
stone

4. am
ram
tram
tramp
tramps

p. 205-206. i. Partner Practice: Linked clusters

1. n, s, f
2. t, m
3. v, z, t
4. t, s, n
5. s, p, r

6. z, r
7. t, s, p, r
8. n, z, d
9. n, z, t
10. n, f
11. k, s, k, r
12. r, k, y
13. p, s, h
14. k, s, f

p. 206. j. Improve Your Monitoring: Final sounds and grammar

1. √ We’ll repair all the cracks. ______ We repaired all the cracks.

2. _____ We’ll clear away the trash. √ We cleared away the trash.

3. _____ He’ll care about the environment. √ He cared about the environment.

4. √ We’ll order it for next year. _____ We ordered it for next year.
5. ____ They’ll share information.  √ They shared information.
6. ____ We’ll rehearse every Thursday.  √ We rehearsed every Thursday.
7. √ She’ll compare the answers.  ____ She compared the answers.
8. ____ He’ll contribute his time.  ____ He contributed his time.

p 208: Group Practice : A family mystery

1Peter Wharton had certainly tried to trace his grandparents. 2His parents had moved from Dayton, Ohio, to Fort Morton, Colorado, east of the Rocky Mountains. 3He knew that one of his grandmothers was from Great Britain, but he hadn’t been able to locate her. 4Suddenly, when he didn’t expect it, a letter arrived from Great Britain. 5It was written by a woman named Katie Newton who claimed to be his aunt. 6Katie Newton sent a picture that she had found at the bottom of an old carton. 7It was taken a long time ago of a little girl that Katie said was her mother. 8The girl, wearing a cotton dress with buttons down the front, was holding a kitten. 9On the back of the picture was written “Dotty Burton, 1936”. 10Peter had forgotten until now that his grandmother’s name was Dotty Burton. 11Apparently Katie Newton who sent the picture was his mother’s sister. 12He couldn’t believe that he hadn’t heard of her before. 13Peter Wharton was eager to straighten out the family mystery.

p. 211 Sing Along: “Oh! What a Beautiful Morning”

1. There's a bright golden HAZE/ on the meadow
There's a bright golden haze / on the MEAdow.
The corn is as HIGH / as an elephant's eye,
An' it looks like it’s CLIMBin' / clear up to the sky.
Chorus:
Oh what a beautiful MORning,
Oh what a beautiful day,
I've got a wonderful FEELing,
Everything's going my way.

2. All the CATtle / are standing like STAtures,
All the CATtle / are standing like statues.
They don't turn their heads they see me ride by
But a little brown MAV'rick / is winking her EYE.
Repeat chorus

3. All the sounds of the earth/ are like music—
All the sounds of the EARTH/ are like music
The breeze is so busy/ It don’t miss a tree

And an ol' Weepin' WILler/ is laughin' at me.

Repeat chorus

p. 212. n. Partner Practice: Song exercises

1. Word Stress
FOLlow ANimal
golden, meadow, climbing morning, feeling, beautiful elephant’s everything
cattle, standing, statues, mav’rick, music, weeping
willow laughing winking

2. Vowel + /r/
   are, corn, bright, morning, turn,
3. /r/
   /r/ words: mav’rick brown, earth, breeze, their, everything’s

p. 213 Self-quiz.
Circle all the true statements in questions 1 and 2. (They are underlined here.)
1. You can tell the difference between the words fright and fried by the length of the vowel.
   a. Fried sounds longer. Fright sounds shorter.
   b. The voiced consonant at the end makes the vowel sound longer.
   c. The word with the most letters always sounds longer.
2. In related nouns and verbs such as rice and rise or proof and prove, how can you predict the pronunciation?
   a. Look at the part of speech. The vowel length in the nouns is shorter than the vowel in the verbs.
   b. You can’t predict the pronunciation. There are no rules for this.
   c. Look at the final consonant. A voiced consonant makes the vowel longer.
3. True. The last syllable in cotton, certain, and kitten do not have a vowel sound. (syllabic “n”)
4. Fill in 16 or 60 for each statement.
   a. For 60 stress the final syllable and lower the pitch a lot.
   b. For 16 stress both syllables. Use clear vowels.

5. Sometimes a consonant is inserted to link two vowels, such as “i” and “e” in the word quiet.

   Fill in the blanks.
   a. Insert the letter _y_ to link the vowels in creative and video.
   b. Insert the letter _w_ to link the vowels in persuade and go out.

p. 213. Dictation

   1. Would you like half a sandwich and soup?
   2. He’ll put the paper bag in the trash.
   3. I’d rather walk there and get our car later.
   4. You can’t leave your cart in the market.
   5. Sixteen percent of her land was full of trees.

Chapter 11  Putting Words Together

p. 217.  b. Improve Your Monitoring:

   1. I’d like to borrow your book.
   2. Janet was appointed to the steering committee.
   3. What did you think of the outcome?
   4. Is her package ready?
   5. When did he call?
   6. I forgot to bring your tape.
   7. Half of his pictures were missing.
   8. We dropped them off at the corner.
   9. Would you like it now or later?
   10. He has a year and a half more to go.
p. 219. Just for fun

Caesar = sees her

p. 220. e. Partner Practice Practice: Two short conversations

Conversation 1
A. I’m ready to take a break.
B. Good. I’m ready for a Big Mac and a Coke.
A. I’d rather take a walk than eat.
B. O.K. Let’s walk over to McDonald’s. Then we can walk and eat.

Conversation 2
A: Are you ready to order?
B: In a minute, I have to decide what I want to eat.
A: Do you think we ought to get it for here or to go?
B: We’ve got to be back in thirty minutes. Maybe we’d better get it to go.

p. 221. f. Cartoon: Single Slices

“The trouble with dating a soul mate / is that even if you break up /, the souls mate for life./

p. 224. PSA 1: Paul Newman

Close your eyes, / and imagine you’re beside a pure mountain stream /—the water cascading over the stones. / A paradise like this isn’t /easy to come by,/ but it does still exist /—/ because “The Nature Conservancy” /works locally / with people like you / to save precious places / around the world /—/ forever. / That way, / closing your eyes / will never be / the only way to get there. / I’m Paul Newman. / Help save / the “Last Great Places”. / Visit “The Nature Conservancy” / at “nature-dot-org.” /

p. 224. PSA 2: Interview at a farmer’s market

And now / a water-minute/ from the Water Education Foundation./
1-A: Here we are at the farmer’s market / and you’re / you’re holding this / big bundle of oranges. / an..uh.. / Let’s look this up. / How much water does it take to grow / one orange? / Here’s the answer. /
2-B: / 14 gallons of water../

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3-A: How about one ounce of almonds?

4-B: 80 gallons?

5-A: How about 8 ounces of chicken?

6-B: 330 gallons.

7-A: OK, what about 4 oz of hamburger?

8-B: 616 gallons.

9-A: Now, you want to take a guess on steak?

10-B: I wouldn’t have a... I don’t know. 1232 gallons. I can’t believe it! I never realized.

honestly.

11-A: Well it takes water to grow and produce all the food we eat.

12-B: I think more people should pay attention to, you know, where water comes from, how precious it is.

13A: All Californians need plenty of water for home, industry, and food production. But there is only so much water. Use it wisely. Find out more at watereducation.org

p. 225: PSA 3: Travis Tritt

1You want to know one of the best ways to help kids do better in school?

2Hi I’m Travis Tritt.

3I visit a lot of schools both at home and when I’m on the road. Unfortunately, I hear from too many students, “aoh school’s so boring.” And I say to them, “then you haven’t taken enough music courses.” You know, exposure to music opens up the mind like nothing else.

It improves something called Spatial IQ, which in turn helps students tackle the challenges of other things like math and science.

Some night this week, sit down as a family and play for your kids some music that just really turns you on. And then listen to what your kids like. Compare notes.

Keep an open mind. Find the common ground.

A Public Service Announcement brought to by MENC, the National Association for Music Education, Gibson Guitar, Baldwin Piano, and this station. Music, part of a sound education.

p. 225: PSA 4: Alison Krauss, country musician

1What does Alison Krauss remember about music class when she was a kid?

2My finest memory of music class is kind of uh, just an overall memory not a specific instance. Because uh, music was something completely different than any other class in school.

It was... I remember it as all being fun. And the reward wasn’t, you know, a great test score and it wasn’t a higher grade. It was getting to be a part of an ensemble and singing
something at the end where everyone knew their part. It was all fun and games to me. And uh, you made friends; you know, I found that you that you made friends that lasted a really long time. At least the ones that for me that have lasted the longest are ones that I met in school chorus or music classes and not who I sat next to in math!/


1. All my bags are packed, I’m ready to go.
   I’m standing here outside your door.
   I hate to wake you up to say good-bye.
   But the dawn is breaking. It’s early morn.
   The taxi’s waiting, he’s blowing his horn.
   Already I’m so lonesome I could cry.

   Chorus
   So kiss me and smile for me
   Tell me that you’ll wait for me.
   Hold me like you’ll never let me go.
   ‘Cause I’m leaving on a jet plane.
   Don’t know when I’ll be back again.
   Oh, Babe, I hate to go.

2. There’s so many times I’ve played around.
   So many times I’ve let you down.
   I tell you now, they don’t mean a thing.
   ‘Cause every place I go, I think of you.
   Every song I sing, I sing for you.
   When I come back I’ll wear your wedding ring.

   Chorus

3. Now the time has come to leave you.
   One more time, just let me kiss you.
   Then close your eyes I’ll be on my way.
   And I’ll dream about the days to come

   When I won’t have to leave alone
   About the times I won’t have to say...

   Chorus

—words and music by John Denver
p. 228. **j. Song Exercises**

1. **Reviewing Important Endings:**
   1. All my bags are packed I’m ready to go.
   2. It’s early morn.
   3. The taxi’s waiting.
   4. He’s blowing his horn.
   5. so many time’s I’ve played around
   6. Dream about the days to come

p. 229 **Self-Quiz**

1. When “ed” is linked to a vowel as in *baked a cake*, the “ed” sounds like
   a. /t/    b. /d/    c. a flap
2. False. In impromptu conversations in English, a confident interesting speaker will not say “uh” or repeat any words.
3. True. You don’t have to reduce unstressed words in English to have clear speech.
4. True. You do have to reduce unstressed words to have native-like speech.
5. Circle the answer. To become more comfortable with reductions, it helps if you
   a. move with the rhythm when you watch or listen to native speech.
   b. listen and repeat recorded speech one line at a time.
   c. track recordings and mirror videos of native speakers
   d. all of the above

p. 229 **Dictation**

1. What did they decide to do with our car?
2. I like him better than her brother.
3. Do you want to work later than that?
4. Please give it to them by tomorrow.
5. What do you think we ought to do?
Chapter 12   More About Thought Groups

p. 232.  a. Partner Practice: Scrambled sentences

1. Flower shops / sell more flowers in late May / because of Mother’s Day./
2. In late October / children dress up in costumes and collect candy / to celebrate Halloween./
3. Valentine’s Day, /a day for remembering someone you love,/ is on February 14th./
4. In most English speaking countries/ people celebrate birthdays / by giving gifts and eating birthday cake. / 
5. Boxing Day, / a national British holiday, / originated when wealthy people gave Christmas boxes / to the less fortunate. /

1. Thanksgiving is celebrated / by many people in the United States and Canada /with a family gathering / and a turkey dinner./
2. Children who celebrate Christmas/ look forward to presents from Santa Claus/ on December 25th.
3. In the United States and Canada / people celebrate their country’s independence / on Canada Day (July 1st) and the Fourth of July./
4. On the first Tuesday in November / the whole of Australia unites in celebration / surrounding a horse race called the Foster’s Melbourne Cup./

p. 233.  b. An Ad For Delta Air Lines

NOTE: In longer sentences such as 4 , 5 and 6, this speaker does not always pause noticeably within the sentences. The underlined words and slashes follow this speaker’s overall flow of speech. Other speakers might have made other choices.

1  We don’t need a radar screen, / or a weather balloon, / or even the Farmer’s Almanac. / 2  But we can forecast with confidence / that the next time you need to fly overseas, /the weather inside / your big Delta Jet/ will be absolutely clear. / 3  That’s because Delta / is the only U.S. airline / to fly smoke free / worldwide.  4 Delta quit smoking / long before most airlines started to, / shall we say cut back.  5 So if you prefer / to keep puffy clouds / outside the airplane /where they belong, / insist on flying Delta.  6 Even our cozy Crown Room Clubs / in major airports / around the world / are smoke free.  7 At Delta, / we make one thing / perfectly clear--/ your next flight.

3.  

<table>
<thead>
<tr>
<th>Compound Noun</th>
<th>Descriptive Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather balloon</td>
<td>✓</td>
</tr>
<tr>
<td>Farmer’s Almanac</td>
<td></td>
</tr>
<tr>
<td>fly overseas</td>
<td>✓</td>
</tr>
</tbody>
</table>

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4. absolutely clear ______ √
5. quit smoking ______ √
6. puffy clouds ______ √
7. major airports ______ √

1-C: May I please speak with the MANager.
2-M: This is the MANAGER. / Are you having a PROblem / that I can HELP you with? /
3-C: I think your hoTEL /is having the problem. / I made a reserVAtion /for five NIGHTS /in a
   non-smoking ROOM/ with a queen-sized BED. / But the reserVAtion desk/ can’t FIND it. /
4-M: Your NAME, please. /
5-C: My name is Francis Oliver. / I MADE the reservation / three MONTHS ago /and have a
   confirMAtion number. / It’s 97063. /
6-M: I am truly SORry, / but we don’t have a REcord of this. / We are careful to reCORD
   reservations /when we TAKE them,/ and yours is not HERE. / SOMEhow there’s been a
   misTAKE. /
7-C: You TOOK / the reservation over the PHONE. / Apparently you didn’t reCORD the
   reservation. / That’s the PROblem. /
8-M: Let’s SEE /how we can SOLVE the problem. / We have one room LEFT /with two double
   BEDS /in SMOking. / Would you LIKE it? /
9-C: I don’t WANT /a room in “SMOKing.”/ I want MY room, / the NONsmoking room, / the
   room I reSERVED. / I don’t SMOKE, / and I don’t LIKE smoke. / I am an ACTor, / and
   smoke irritates my THROAT. /
10-M: I am terribly SORry, / but that’s ALL / that’s aVAILABLE. / You may not BE a smoker, / but
   perhaps you can ACT like a smoker, / and TAKE the ROOM! /

p. 235. 3. Responses showing contrastive stress
2. C: ... hoTEL / is having the problem
3. C: Apparently you didn’t reCORD the reservation
4. C: and I don’t LIKE smoke
5. M: you can ACT like a smoker

p. 236. PSA #1: Trees For America (60 seconds)

Targeting Pronunciation, Second Edition
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The Arbor Day Foundation invite you to celebrate life and plant a tree— or the first day of school and the last, to bring songbirds close by, to celebrate a new life beginning, and a life remembered.

Plant a tree to help clear the air, to celebrate two lives coming together, and a new home, to conserve energy, to celebrate a good report card, and a good life. For all those special times, plant a tree. Each tree you plant makes a difference, or a better neighborhood and a better world. Plant a tree and put a smile on the future.

For your free Trees For America brochure, write the National Arbor Day Foundation.

PSA #2. Susan Sarandon, @Your Library (30 seconds)
Your research paper is due tomorrow. You have no idea what to bring to tonight’s dinner party, and you Where do you turn? How about the library? The library is your one stop for everything you’re looking for in print and on line. Find what you need at your library.

PSA #3. Tim Robbins, @Your Library (30 seconds)
Can you name the one place where you have access to nearly everything on the Web and in print and even have personal assistance to help find what you’re looking for? It’s right in your backyard. The library. Libraries have always been places for education and self-help. Today they’re at the forefront of the information age. Come see what’s new at your library.

PSA #4: Identity Theft (60 seconds)
The US Postal Service wants to remind everyone this year to protect themselves from becoming victims of identity theft. Your personal information is a goldmine for identity thieves. Identity theft involves acquiring key pieces of someone’s personal information—such as a name, address, date of birth, or social-security number— in order to impersonate them. Often, the identity thief steals mail to get information to apply for credit cards, to order personal checks, or to obtain existing-account information. To avoid this crime, the postal service offers these tips: promptly remove incoming mail from your mailbox; don't deposit outgoing mail from an unsecured mailbox; and don't give out passwords, pin numbers, or account numbers. Memorize them, and don't write them down where they can be found. For more information, log on to w-w-w-dot-consumer-dot-gov slash n-c-p-w.
2. Compound nouns:
   postal service; identity theft; gold mine; social security number; credit cards; mailbox;
   passwords; pin numbers; account numbers

   Descriptive Phrases:
   identify thieves; personal information; steals mail

p. 238  PSA 5:  Today’s Teens Need to Be Smarter...

A: 1Teenagers today are high-tech and media-savvy—/ but are they money smart? / 2No so, /
   according to Merridy Maynard, Vice-president at Northwestern Mutual. / 3Spending comes
   easy / to today’s teens. /  
B: 4That’s right, / Bob. / Each year, / kids spend millions of dollars / and even more of their
   parents’ money—/ yet test scores show / that they don’t understand / how money works. /  
5More 12th graders / have credit cards / than ever before—/ yet four in ten / don’t know the
   benefits / of paying / more than the minimum balance due / on a credit card. /  
A: 6/ How can kids / get on the right track? /  
B: 7Well, the good news is / that two-thirds of teens say they save money / and want to know how
   to invest it. / 7Learning about personal finance and economics can be fun. / Parents just
   need to make it a part of everyday life. /  
A: 8But many families / find it very hard / to talk about money. / 9How can parents / bring up the
   subject? /  
B: 10They can go to “the-mint” dot org / to find games, / calculators, / and everyday tips / to make
   managing money / fun and easy. /  
A: 11I’m Bob Tido / for Consumer Radio Network.
1. **Compound Nouns**

<table>
<thead>
<tr>
<th>Teenagers</th>
<th>√</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Media-savvy</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Money smart</td>
<td>√</td>
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<tr>
<td>Parent’s money</td>
<td></td>
<td>√</td>
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<tr>
<td>Minimum balance</td>
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<tr>
<td>Credit card</td>
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<td>Save money</td>
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<td>Everyday life</td>
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<tr>
<td>Everyday tips</td>
<td></td>
<td>√</td>
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</tbody>
</table>

**Descriptive phrases**

- Teenagers
- Media-savvy
- Money smart
- Parent’s money
- Minimum balance
- Credit card
- Save money
- Everyday life
- Everyday tips

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**p. 238. PSA #6 Two Percent of the World’s Water is Drinkable (60 seconds)**

And now / a water minute / from the Water Education Foundation /

1-A: / Tell us a little about / how you use water. / What are/ four or five things / you use water for during the day? /

2-B: / Drinking / um. / Drinking mostly. / Washing dishes. / Washing clothes /

3-A: So what you do to... / um // short showers, / hat kind of stuff. /

5-A: / Do you buy bottled water? /

6-B: / Yes./

7-A: / What’s it going for these days? /

8-B: A buck… / like for what… / 12 ounces? /

9-A: So / you’re really a fan / of pure water. / How much / of the world’s water / do you think is drinkable? /

10-B: / No much. / I have no idea. /

11-A: / 2% is drinkable. / And we should be conserving that water, / don’t you think, / and taking care of it? /

12-B: / Yes./

13-A: / It’s precious. /

14-B: / Yes. /

15: / Water is precious. / You know, / you can save / outside / by landscaping with drought tolerant plants / and cut off half / of your residential use. / Find out more / at water education.org. /
p. 240. PSA 7 Richard Marx, Rock musician (60 seconds)

Rock musician, / composer and / producer / Richard Marx / is not / an opera buff. / But that
doesn’t mean / he didn’t once learn to appreciate it. /

When I was in High School, / every year / we had / a-- an opera, / so we had a Gilbert
and Sullivan / opera. It was the school tradition. /

And I remember / back then / begging the music people / to / please / just for once do
something different. / Let’s do Rocky Horror. / They didn’t like that idea. / And of
course now, / I look back on it / and I think well you know, at least they did something.
/ You know what I mean. / We had a.. an opera to do every year / and all, / the whole
school got involved. / And so I look back on it now / and I applaud them for putting us
through that music / because I still remember a lot of those shows ‘n / and I ‘m sure
maybe some sliver of it / affected me, / you know, / in one of the songs I’ve written. / But
I look back on it now / and think it was a good thing because / there’s so much of it
missing in schools now. /

p. 244. Talk Times. Ordering a New VCR

NOTE: The underlined words and slashes show one possible choice for natural speech. Other speakers
might have made other, equally correct choices.

A: I’d like to order the VCR / on page 198 of your catalog. / How much does it cost ?
B: We’re having a special / this month on VCR’s. / That one is / one hundred forty-five dollars / and
ninety-nine cents. / The shipping is about fifteen dollars ($15),/ depending upon where you are. /

How would you like to pay for this? / By check / or credit card?/
A: Credit card./
B: I’m going to need your credit card number / and a shipping address./ May I have the type of card /
and the card number first, /please./
A: Wells Fargo Master Card / number 5552 / 9491 / 2168 / 9178. /
B: Let me repeat / the number. / Is it 5532... /
A: No. / The first four digits are 5552. /
B: O.K. / 5552 / 9491 / 2168 / 9178. / What’s the expiration date? /
A: Uh oh! / I think this card has expired. / I’m sorry, / but I’ll have to call you back later./
Appendix A. Consonants

A-1. a. Improve Your Monitoring

1. The sun peels /feels very hot today.
2. He works too fast/past.
3. The fact/pact of the matter is that he can’t sing.
4. She’s fine/pine fine now
5. It’s a fashion/passion magazine.
6. The bus fare/pear went up.

A-3 e. Compare /w/ and /v/: “Do You Like Westerns?”

The Western is one of the world’s favorite kinds of film. It is a classical struggle between good and evil set in a small western town in the nineteenth century. The typical town has dirt streets, a cemetery, a saloon and a general store. Regardless of the weather a stranger rides into town just in time to save its citizens from a cruel, unwelcome villain. Eventually, after all kinds of danger and humiliation, the hero confronts the villain in a "shoot-out." Whoever has the fastest draw—that it is to say, whoever pulls his gun most quickly—shoots the other. In Western’s after much pain and suffering, the good guy usually wins. That's part of the reason why Western’s are well-liked. Good triumphs over evil and people feel happy when they walk out of the theater.

A-7. Improve Your Monitoring: /sh/ and /ch/

1. ship–chip  √ sh  ch
2. sheer–cheer  sh  ch
3. sheet–cheat  sh  ch
4. dish–ditch  sh  ch
5. wash–watch  sh  ch
6. mush–much  sh  ch

A-7 Improve Your Monitoring

1. Please have a chair while you wait. √ share  chair
2. I’d like some chips with my lunch.  ships  √ chips
3. I’d like to wish you good luck. √ wish  witch
4. I watched the basketball game.  washed  watched
5. Can you cash this check?  √ cash  catch
6. Did you catch a fish?  √ cash  catch
7. Jane dressed up as a witch for Halloween.

8. The ditch is full of dirt.

A-8 Improve Your Monitoring: /r/ and /w/

1. √ a. Be sure to take the right hat. b. Be sure to take the white hat.
2. a. I paid according to the rate. √ b. I paid according to the weight.
3. a. We saw the ray through the window b. We saw the way through the window
4 a. I didn’t like the rage. √ b. I didn’t like the wage.
5. √ a. Let’s travel to see the rest. b. Let’s travel to see the West.

A-8 Improve Your Monitoring /r/ and /l/

1. √ a. Did you find the rake? b. Did you find the lake?
2. a. Take the right backpack. √ b. Take the light backpack.
3. a. I finished the race first. √ b. I finished the lace first.
4. a. The road was full of bricks. √ b. The load was full of bricks.
5. √ a. I got ink on my wrist b. I got ink on my list.

A-9 o. Paragraph: Learning to drive

I first learned to drive a car when I was about thirteen or fourteen years old. I was too young to get a driver’s license, but my older brother Larry used to let me practice driving his car. We would go over to the parking lot in back of the Lucky Market after the store closed. I would drive around and around in circles. Sometimes we would drive out to the desert where the roads were deserted, and Larry would let me loose. My parents never found out about it until years later. By then it was too late. I already had my driver’s license, and Larry had graduated from college and was living in California.

A-10. p. Improve Your Monitoring: /r/ and /l/ clusters

1. √ a. I saw a picture of a crown. b. I saw a picture of a clown.
2. √ a. It’s a major crime. b. It’s a major climb.
3. a. The river flows all winter. √ b. The river froze all winter.
4. a. There’s a crowd in the distance. √ b. There a cloud in the distance.
4. _____ a. The grass is wet.            ___√___ b. The glass is wet.

Appendix B. Vowels


1. _____ a. There’s a mess in the church.            ___√___ b. There’s a mass in the church.
2. _____ a. Please send the table.            ___√___ b. Please sand the table.
3. _____ a. I’m waiting in line for bread.            ___√___ b. I’m waiting in line for Brad.
4. ___√___ a. The men waited for a cab.           _____ b. The man waited for a cab.
5. ___√___ a. The pest is gone forever.           _____ b. The past is gone forever.
6. ___√___ a. She kept the jar of jelly.           _____ b. She capped the jar of jelly.
7. _____ a. Everyone left after dinner.            ___√___ b. Everyone laughed after dinner.
8. ___√___ a. The chemist made some new guesses. _____ b. The chemist made some new gasses.

p. A-17 g. Improve Your Monitoring: /ɹ / (schwa r) and /schwa/

1. The fern was tall and green.  ___ fern ___ fun
2. The search party found the missing hiker.  ___ search ___ such
3. Don’t burn the soup.  ___ burn ___ bun
4. Let’s give everyone a turn.  ___ turn ___ ton
5. The girl decided to study Russian.  ___ girl ___ gull


1. a. She took the lead.  ___√___ I hope she knows the way.
     b. She took the lid.  ___ I hope it fits the pot.
2. a. The peach is good.  ___ Let’s save it for lunch.
     b. The pitch is good.  ___√___ It sounds too high to me.
3. a. The dog beat him.  ___ Dogs can run fast.
     b. The dog bit him.  ___√___ Dogs have sharp teeth.
4. a. Are you planning to leave here? √ Yes. I’m taking the next plane.
   b. Are you planning to live here? ___ Yes. I’m looking for an apartment.

5. a. What does “reach” mean? ___ You can touch it.
   b. What does “rich” mean? √ You’ve got a lot of money.

1. The book’s main idea was clever. √ main ___ men
2. I bought some vitamin pills. ___ peels ___ pills
3. I put the pills in a paper bag. ___ paper ___ pepper
4. What time is it? ___ time ___ Tom
5. Andrew wants to leave the country. ___ leave ___ live
6. Please answer the phone. ___ phone ___ fawn

1. ___ a. Please pass the pepper. ___ b. Please pass the paper.
2. ___ a. We discussed the debt. ___ b. We discussed the date.
3. ___ a. I didn’t like the test. ___ b. I didn’t like the taste.
4. ___ a. She’s approaching the edge. ___ b. She’s approaching the age.
5. ___ a. I’d like less on the tablecloth. ___ b. I’d like lace on the tablecloth.

A-22  s. Vowel Practice: The Beatles
1. Possible focus words are underlined.

   Ever since the Beatles crossed the Atlantic in the early 1960s, America has experienced varying degrees of Beatlemania. The anniversary of their arrival in the United States is still celebrated by devoted followers. Long after John, Paul, Ringo and George went their separate ways, the Beatles have remained the world’s most famous Rock Group. The country still mourns the tragic death of John Lennon, who was shot in 1980 on the streets of Manhattan near his home. Beatles’ songs are constantly requested on the radio and used in films. Old recordings of songs are re-released and sold in record numbers. People are eager to pay cash for original recordings.

   The Beatles seem to be a permanent part of American popular culture.
It is estimated that about 60 percent of all US households have an animal as a companion to the family. Pet pampering has gone beyond buying manicures, jeweled collars and hand-knit sweaters for toy poodles. Mail-order catalogs, pet hotels, day care, and transportation services are just a beginning. There are also personal trainers for the home, pet psychiatrists, and an array of specialized food products. Pet superstores are changing things for customers, retailers, suppliers, and investors. More than 500 discount giants sell pet foods, toys, clothes, and furniture at lower prices. Superstores that provide special services are especially popular. These may offer bathing and grooming, obedience training, basic health treatment, and in some cases animal adoption. It is clear that pets are big business.