

English as a Second Language Supplement

ESOL Supplement

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Supplement for
English as a Second Language (ESL)/
English as a Foreign Language (EFL)/
English for Speakers of Other Languages (ESOL)/
English as a Second or Other Language (ESOL)/
English Language Learners (ELLs)

The purpose of this introductory section is to provide information for you as a teacher of ESL/EFL students regarding how to adapt the *Discover Intensive Phonics* materials to best meet the needs of your students.

First, it is important to distinguish between the acronyms “ESL” and “EFL.” “ESL” (English as a *Second* Language) is the learning of English in a country where English is spoken as the official language. “EFL” (English as a *Foreign* Language), then, is learning English in a non-English-speaking country. Often, “ESL” is used interchangeably in both ESL and EFL contexts. More-generic terms that have surfaced, however, are *English for Speakers of Other Languages* or *English as a Second or Other Language* (ESOL), created as an attempt to generalize the ESL/EFL distinction, and English Language Learners (ELL), the term that is commonly used in K-12 classrooms. The intent of briefly explaining the distinction between these terms is to clarify that they are sometimes used interchangeably from one teaching environment to the next.

Throughout this manual, teaching ideas that can be implemented in ESL/EFL contexts are provided, and each idea is referred to as an “ESOL Note.” In this case, the “ESOL” acronym is used to encompass English teaching in either an ESL- or EFL-teaching environment.

Teacher-guided instruction:

1. The *Discover Intensive Phonics* program is designed for beginning readers but can be used with readers of various levels. The program can, and should, be tailored to the students’ levels and individual needs. Such personalization includes, but is not limited to, adjusting the pace of the presentation materials, selecting and/or modifying supplementary materials and activities provided in the supplement, adapting the vocabulary to be more level-appropriate and culturally sensitive if necessary, and adjusting for extra time spent practicing and re-practicing the skills to help your students master the material. Lower-level language learners, for example, may need extra practice recognizing and pronouncing the sounds of short vowels. For this reason, extra time may be necessary to drill your students on these sounds. In addition, it may be useful to revisit the lessons on short vowels to ensure that your students are retaining the correct production of these sounds. More advanced ESOL learners, on the other hand, may not need additional practice time. Use your knowledge of your students’ levels and abilities to make this program work for your students. A word of caution, however, is that the *Discover Intensive Phonics* program has been carefully designed sequentially and systematically; therefore, for best results, use it in the order prescribed.
2. Practicing the skills taught in this program is of extreme importance. As the teacher, it will be important to convey to your students the constant need for them to practice and apply these skills. Remind your students that what they get out of the program is what they put into their learning experience.

3. To assist you in your efforts to teach your ESOL students, there are ESOL application notes found in the right margin of the pages in this manual. This information is intended to be a guide that can be used to supplement your direct instruction. These ideas can also be adapted for use with native English-speaking students when appropriate. In addition, references to application activities are provided with the name of the activity and where it is found in the supplement.
4. Supplementary materials, such as the ESL Workbook, the Student Involvement Materials workbook, and the Enrichment CD found in the back cover of the unabridged version of the *Discover Intensive Phonics* Teacher's Manual, may be integrated into your direct instruction to provide extra practice with the skills taught in this program. While it is not necessary to supplement the training with these prescribed activities, it is important to reinforce the skills taught and conduct informal assessments, ensuring that your students can apply the skills learned in the *Discover Intensive Phonics* program. Feel free to modify the activities and vocabulary provided or create your own application activities to meet the needs of your students.
5. Some learning activities that reinforce the skills taught have been created specifically for ESOL learners and are included in this supplement. Use these worksheets as a guide to generate your own practice activities and worksheets that most appropriately fit the needs and levels of your students.
6. If desired, have your ESOL students use the ESL Workbook to supplement their direct instruction. The ESL Workbook provides opportunities to practice and review the skills they have been taught. A correlation of the skills reviewed in the ESL Workbook and the skills taught in this manual is provided on p. 279 to assist in appropriately coordinating the use of these materials.
7. One effective approach to teaching reading to beginning readers is to teach sight words. Sight words are words that occur so often in a text that readers should be able to read the word by sight without having to decode it. Sight words also consist of words that cannot be decoded and must be memorized by sight. Knowing these high frequency words and being able to recognize non-decodable words by sight are extremely important skills to develop reading fluency. For this reason, Most Common Word (MCW) lists have been embedded into the *Discover Intensive Phonics* instruction. Modified MCW lists are included in the ESOL Supplement and can be substituted for the current lists included within the skills taught in this manual. (See the Revised Most Common Words Lists section on p. 281 of this supplement for more explanation.)

Self-directed learning:

1. Self-monitoring is an important strategy for your students to acquire. Help your students develop the habit of careful listening to encourage self-monitoring strategies by providing opportunities for students to consciously monitor the sounds of the language. This careful monitoring includes examining the production of sounds that are produced by themselves and the sounds that are produced by others, such as the sounds they hear produced by their teacher, the sounds they hear on the ESL CD (in the back cover of the ESL Workbook), and/or the sounds they hear on the computer software. A guide to creating a self-assessment worksheet that can be used during self-monitoring development activities is included in this supplement on p. 287.
2. Goal-setting is a strategy that helps your students make diligent, conscious efforts to improve their reading. Encourage your students to formulate goals by providing opportunities in class to record their

goals and evaluate the progress of these goals. Setting goals is related to the idea of promoting self-directed, autonomous learning—an objective of the *Discover Intensive Phonics* program.

Comprehension:

1. The goal of reading is comprehension. How, then, does *Discover Intensive Phonics* assist in reaching this goal? The explicit, systematic approach employed in this program equips the students with the skills necessary to accurately decode words. When students are able to successfully decode an unfamiliar-looking word but familiar-sounding word and attach meaning to that word, they are more capable of reading fluently and thus better able to comprehend the text. While *Discover Intensive Phonics* does not explicitly *teach* comprehension, it helps students *achieve* comprehension by teaching the skills necessary to successfully decode the words.
2. ESOL students will learn to decode words of which they do not know the meaning. Because context is important in teaching vocabulary, providing opportunities for the students to see the decoded words in context will be helpful. If you are using the *Reading Horizons* software, students have access to definitions and context sentences in the *Mastery, Drill, and Practice* (MDP) section of the program. If you are not using the software, you may need to create or choose supplementary materials in which the vocabulary and/or the skills learned are contextualized.

Pronunciation:

1. The objective of this program is to improve reading skills and phonemic awareness. With the development of phonemic awareness comes an opportunity to practice and improve the production of phonemes. You may choose to diagnose your students' pronunciation difficulties by administering a diagnostic pre-test and using the information gleaned from this diagnostic to guide your instruction. To help your students correctly produce the sounds taught in this program, a pronunciation guide with graphics illustrating how to articulate these sounds is included in the supplement. For students who are familiar with the International Phonetic Alphabet (IPA), a correlation between the 42 sounds taught in the *Discover Intensive Phonics* program and the symbols used in the IPA is provided on see pp. 307-308.
2. Minimal pairs are two words that are similar in sound but have one phonemic difference between them. Examples of minimal pairs are *hit* and *hat*, *get* and *gate*, and *three* and *tree*. Minimal pairs are used to help students practice and improve their pronunciation of distinct sounds in a language. In reading, accurate pronunciation of phonemes as well as the ability to notice minor differences between sounds helps improve comprehension and fluency. For ESOL learners, some English phonemes are difficult to hear and pronounce. The use of minimal pairs exercises provides extra practice for students who struggle with pronouncing particular phonemes of English. For this reason, Minimal Pairs exercises have been inserted in this manual to be used with your ESOL students, as you deem necessary, throughout your instruction of the *Discover Intensive Phonics* program. (See p. 309.) Page number references are made within the *Discover Intensive Phonics* lessons that correlate with the Minimal Pairs exercises found in this supplement. In addition to providing pronunciation and listening practice, these exercises are also a great way to informally assess your students' mastery of English phonemes.
3. It is important to clarify to your ESOL students that the terms "long" vowel and "short" vowel do not indicate the *length* of the vowel but rather the *sound* of the vowel. In linguistic contexts, the terms "long" and "short" are referred to as "tense" and "lax" vowels, respectively. Clarify this point to your ESOL students as you deem necessary.

4. The *Discover Intensive Phonics* program stresses the instruction of segmental phonemes, including the sounds of consonants and vowels, and how to string these segmentals together to form words. It is acknowledged, however, that teaching suprasegmentals, including stress, rhythm, and intonation, is also important when teaching pronunciation. When a student reads aloud, for example, suprasegmental knowledge about word stress and intonation is helpful to promote both reading fluency and oral fluency. Likewise, if students are engaged in dictation practice, addressing reductions is important. For this reason, some suprasegmental instruction has been inserted in this manual, including a Word Stress Predictability guide, which can be used either as a teacher guide or as teaching material for in-class instruction. You may find it necessary, however, to adapt or add to the provided information depending on the needs of your students and the objectives of your course. You may choose to have your ESOL students mark word stress if your objective is to draw attention to suprasegmentals. If you *do* choose to mark word stress with your ESOL students in addition to marking segmentals, choose a simple system of marking word stress, and be consistent in your use of this system. Refer to the “Dictionary Skills” guide on p. 333 of this manual to see different ways word stress is marked in dictionaries. You may opt to choose a system that is commonly used in dictionaries your ESOL students use. Again, regardless of the marking system you choose to use, be consistent in your use of these markings. In addition, be sure these adapted markings do not overshadow the unique marking system used to mark segmentals in the *Discover Intensive Phonics* methodology or take away from the simplicity of the program.
5. The schwa is usually a short vowel *u* sound, and it is often produced when vowels are in unstressed syllables. The sound is represented by the upside-down “e” symbol (ə). Any of the vowels can be reduced to a schwa in an unstressed syllable. If helpful, have your ESOL students place a schwa symbol (ə) above the unstressed vowels that have a schwa sound. The schwa is sometimes found in stressed syllables as well. For example, the short *u* sound is sometimes represented by an *o* spelling in words such as ‘oven,’ ‘mother,’ and ‘cover.’ For consistency purposes, when marking the vowel, the schwa symbol can be retained in situations where the *o* spelling is used to represent the short *u* or schwa sound. In addition, it may be helpful for your students’ pronunciation to mark the *o* or stressed syllable with a schwa symbol to represent the short *u* sound.
6. Because students will be listening carefully to your pronunciation of phonemes, it is important that their prediction of the sounds are pronounced correctly. There are three resources available to ensure that the students are receiving correct input of English sounds: 1) the teacher’s enrichment CD found in the back cover of the unabridged version of the Teacher’s Manual; 2) the ESL CD found in the back cover of the ESL Workbook; and 3) the computer software “ESL Say” function.
7. It may be necessary for ESOL students to reference a dictionary to learn definitions and confirm their pronunciation of new vocabulary. Students must be taught how to appropriately and efficiently use a dictionary in order for it to be an effective resource. For this reason, a ‘Dictionary Skills’ guide is provided on p. 333 of this manual that can be used as a guide to direct your explicit classroom instruction.

Grammar and usage:

1. The objective of the *Discover Intensive Phonics* course is not to provide a comprehensive approach to English grammar. An important objective of the program, however, is to develop fluency. In order to develop reading fluency, students must be able to recognize and appropriately use new vocabulary in context, since fluent reading is more than being able to simply read words in isolation. For this reason, it is helpful for ESOL students to learn some basics of grammar and usage in order to accurately put newly learned vocabulary in context and to develop reading fluency. A “Parts of Speech” guide, found on p. 337 of this manual, is intended to be used as a teacher guide and could be implemented as deemed necessary and appropriate. In addition to the “Parts of Speech” guide, there are various mini-grammar lessons embedded in the skills taught throughout this manual. It is important that teachers do not become bogged down in the particulars of grammar when it is not the objective of the course. The grammar and usage information included in this manual is intended to cover only the basics so as to not take away from the main objectives of the course – to develop reading fluency, automaticity, and phonemic awareness.

Correlation with ESL Workbook

The following is a correlation for the *Decoding Strategies for Literacy Deveopment* (DSLDD) skills to the ESL Workbook pages:

| Skill | DSLDD pp | ESL Workbook | Workbook pp |
|---|----------|-------------------------------|-------------|
| Letter Group #1 | 9 | English Worksheet 1 | 2 |
| Letter Group #1/The Slide/ Building Words | 9, 13 | English Worksheet 2 | 3 |
| Letter Group #2 | 15 | English Worksheet 3 | 7 |
| Letter Group #2 | 15 | English Worksheet 4 | 8 |
| Letter Group #2 | 15 | English Worksheet 5 | 9 |
| Most Common Words List #1 | 19 | Most Common Words 1 | 10 |
| Letter Group #3 | 23 | English Worksheet 6 | 13 |
| Letter Group #3 | 23 | English Worksheet 7 | 14 |
| Letter Group #3 | 23 | English Worksheet 8 | 15 |
| Letter Group #3 | 23 | English Worksheet 9 | 16 |
| Most Common Words List #2 | 26 | Most Common Words 2 | 17 |
| Letter Group #4 | 31 | English Worksheet 10 | 23-24 |
| Letter Group #4 | 31 | English Worksheet 11 | 25 |
| Letter Group #4 | 31 | English Worksheet 12 | 26 |
| Most Common Words List #3 | 34 | Most Common Words 3 | 27 |
| Letter Group #5 | 35 | English Worksheet 13 | 30 |
| Letter Group #5 | 35 | English Worksheet 14 | 32 |
| Letter Group #5 | 35 | English Worksheet 15 | 33 |
| Letter Group #5 | 35 | English Worksheet 16 | 34 |
| Most Common Words List #4 | 37 | Most Common Words 4 | 35 |
| <i>L</i> -Blends | 43 | English Worksheet 17 | 41-42 |
| <i>L</i> -Blends | 43 | Reading with <i>L</i> -Blends | 43 |
| Double <i>S</i> , <i>F</i> , and <i>Z</i> | 45 | English Worksheet 18 | 44-45 |
| Double <i>L</i> | 46 | English Worksheet 18 | 44-45 |
| <i>R</i> -Blends | 47 | English Worksheet 19 | 47 |
| Plurals/Possessives | 49 | English Worksheet 20 | 49-50 |
| <i>S</i> -Blends | 51 | English Worksheet 21 | 52-53 |
| <i>S</i> -Blends | 51 | English Worksheet 22 | 54 |
| Most Common Words List #5 | 53 | Most Common Words 5 | 55 |
| Short and Long Vowels | 55 | English Worksheet 23 | 57-58 |
| Phonetic Skill #2 | 61 | English Worksheet 24 | 59-60 |
| Sounds of <i>-ed</i> | 67 | English Worksheet 51 | 113-114 |
| Phonetic Skill #4 | 71 | English Worksheet 26 | 62-63 |
| Phonetic Skill #4 | 71 | English Worksheet 27 | 64-65 |
| Rainbow <i>S</i> | 73 | English Worksheet 28 | 66 |
| Rainbow <i>J</i> | 73 | English Worksheet 29 | 67 |
| Rainbow Exceptions | 74 | English Worksheet 30 | 68 |

| | | | |
|---|-----|----------------------|---------|
| Phonetic Skill #5 | 79 | English Worksheet 31 | 69-71 |
| Phonetic Skill #5 | 79 | English Worksheet 32 | 72-73 |
| Contractions | 87 | Hearing Contractions | 76 |
| Most Common Words List #6 | 89 | Most Common Words 6 | 77 |
| Jobs of <i>Y</i> - short <i>I</i> sound | 91 | English Worksheet 35 | 80-81 |
| Jobs of <i>Y</i> - long <i>I</i> sound | 91 | English Worksheet 36 | 82-83 |
| Decoding Skill #1 | 93 | English Worksheet 37 | 85-86 |
| Decoding Skill #2 | 101 | English Worksheet 38 | 87 |
| Murmur Diphthong <i>AR</i> | 111 | English Worksheet 39 | 92 |
| Murmur Diphthong <i>AR</i> | 111 | English Worksheet 40 | 93 |
| Murmur Diphthong <i>OR</i> | 113 | English Worksheet 41 | 94 |
| Murmur Diphthong <i>ER, UR, IR</i> | 114 | English Worksheet 42 | 95-96 |
| Exceptions to Murmur Diphthongs | 117 | English Worksheet 43 | 97 |
| Most Common Words List #7 | 120 | Most Common Words 7 | 98 |
| Digraph <i>CH</i> | 121 | English Worksheet 44 | 101-102 |
| Digraph <i>SH</i> | 121 | English Worksheet 45 | 103-104 |
| Digraph <i>WH</i> | 121 | English Worksheet 46 | 105-106 |
| Digraph <i>TH</i> | 121 | English Worksheet 47 | 107-108 |
| Digraphs <i>PH, GN, KN, CK, WR</i> | 125 | English Worksheet 48 | 109-110 |
| Most Common Words List #8 | 129 | Most Common Words 8 | 115 |
| Special Vowel Sounds - <i>AU/AW</i> | 131 | English Worksheet 52 | 119 |
| Special Vowel Sounds - <i>OU/OW</i> | 132 | English Worksheet 53 | 120-121 |
| Special Vowel Sounds - <i>OI/OY</i> | 133 | English Worksheet 54 | 122 |
| Special Vowel Sounds - <i>OO/OO</i> | 134 | English Worksheet 55 | 123 |
| Most Common Words List #9 | 135 | Most Common Words 9 | 124 |
| <i>-tion/-sion</i> | 137 | English Worksheet 56 | 125-126 |
| Decoding Exceptions | 147 | English Worksheet 57 | 127 |

REVISED MOST COMMON WORDS (MCW) LISTS

Learning vocabulary as a second or foreign language is a major focus in language teaching. A language learner needs to have a large-enough repertoire of vocabulary in the target language to be able to produce language when speaking and writing as well as to understand the target language when reading and listening. It is impractical to attempt to teach the sound, spelling, and pronunciation of every vocabulary word in the English language. A more practical and effective approach is to spend time teaching decoding strategies that can be employed when reading unfamiliar words, developing cognitive strategies such as guessing the meaning of unknown words from context, and instructing students in how to identify sight words and high-frequency words. The latter is of particular importance because if ESOL students can easily recognize the most common words in a language, they will have fewer words to decode and thus have better fluency.

The Most Common Words (MCW) lists contained on the following pages serve as a guide to your MCW instruction. They do not coincide with the current lists in the *Reading Horizons* software or the *Discover Intensive Phonics* direct instruction materials (including the Teacher's Manuals, ESL Workbook, and Reverse Listening Cards). These new lists reflect the following modifications: 1) words of lower frequency have been removed (e.g., 'genius' and 'iron'); 2) words have been reordered to reflect closer proximity to the frequency count of these words as they are found in written text; and 3) an additional list is included which correlates each decodable Most Common Word with the skill under which it falls. These new lists will be implemented in future versions of the software and the direct instruction materials. For now, these lists are included in the ESOL supplement as an optional resource to be accessed if substitution is desired.

MOST COMMON WORDS IN *FREQUENCY* ORDER

List 1

the
to
a
and
in
you
that
of
it
not
for
I
is
on

List 2

with
he
at
are
be
this
but
have
we
as
they
will
her
one

List 3

am
from
his
my
there
about
out
me
so
would
she
very
your
some

List 4

around
go
when
don't
said
good
by
look
too
little
where
then
every
what

List 5

no
or
know
their
see
which
any
like
people
into
down
many
year
has

List 6

saw
how
been
could
them
come
put
who
than
now
going
much
think
only

List 7

two
its
out
here
over
also
back
other
after
boy
use
three
before
new

List 8

work
first
were
may
way
again
even
long
off
never
seven
want
because
eight

List 9

these
today
give
myself
many
more
such
through
right
pretty
four
away
brown
yellow

List 10

walk
round
doing
goes
work
give
great
says
move
does
ask
asked
light
mother
build

List 11

father
should
answer
learn
eye
thought
together
both
carry
friend
once
sure
color
enough
young

List 12

though
talk
door
heard
early
toward
love
money
pull
done
beauty
nothing
full
blue
busy

List 13

laugh
weight
brother
gone
buy
floor
view
lose
woman
won't
guess
wash
shoe
wrong
women

MOST COMMON WORDS IN SKILL ORDER

* = word appears on more than one list

| | | | | |
|--------------------------------|-------------------------------|---------------------------------------|-----------------------------|---------------------------------------|
| <u>Articles</u> | <u>Phonetic Skill #2</u> | <u>Phonetic Skill #5</u> | <u>Special Vowel Sounds</u> | <u>Digraphs and Phonetic Skill #1</u> |
| a | and | blue | about | much |
| an* | back* | three* | around | such |
| the* | its* | | brown* | that* |
| | long | | boy | them* |
| <u>Double Ls</u> | off | | down | then* |
| all | will | | good | this* |
| | wrong* | | how | when* |
| | | | know* | which* |
| <u>Plurals and Possessives</u> | <u>Phonetic Skill #3</u> | <u>Blends</u> | look | with* |
| its* | be | brown* | now | |
| | go | | our | <u>Digraphs and Phonetic Skill #3</u> |
| <u>Phonetic Skill #1</u> | he | | out | she* |
| am | me | <u>Blends and Phonetic Skills 1-5</u> | saw | |
| an* | no | | too | |
| at | she* | | round | <u>Digraphs and No Phonetic Skill</u> |
| but | so | | yellow* | both |
| from* | we | | | brother |
| in | | <u>Contractions</u> | <u>Murmur Diphthongs</u> | father |
| it | <u>Phonetic Skill #4</u> | don't | after* | mother |
| not | here | | first | much |
| on | like | | for | nothing |
| that* | more | | her | other |
| them* | | <u>Y and Phonetic Skills</u> | never | should |
| then* | <u>Sound of gh, igh, ight</u> | by | or | than |
| this* | enough | may | over* | the* |
| when* | eight* | my | | their |
| which* | laugh | myself | <u>Crazy W</u> | these |
| with* | light | way | want | they |
| | right | | work | though |
| | through* | | | thought |
| | weight* | | | together |
| | | | | what |
| | | | | where |
| | | | | who |

Digraph Blends

three
through

Extra Digraphs

back*
know*
wrong*

Decoding Skill #1

before
over*

Decoding Skill #2

after*
little*

-le Endings

little*

Extra Skills

eight*
weight*
yellow*

No Skill

| | | | |
|---------|--------|--------|-------|
| again | every | once | women |
| also | eye | one | would |
| always | floor | only | year |
| any | four | people | you |
| answer | friend | pretty | your |
| are | give | put | young |
| as | goes | said | year |
| away | gone | says | you |
| beauty | great | seven | your |
| because | guess | shoe | young |
| been | has | some | |
| build | have | sure | |
| busy | heard | talk | |
| buy | his | there | |
| carry | I | to | |
| color | into | today | |
| come | is | toward | |
| could | learn | two | |
| do | lose | use | |
| does | love | very | |
| done | many | view | |
| door | money | walk | |
| early | move | was | |
| even | new | were | |
| | of | woman | |

SELF-DIRECTED LEARNING

SELF-MONITORING GUIDE: ESOL PRONUNCIATION

Developing the skill of self-monitoring plays an important role in ESOL students' abilities to improve their pronunciation. As students master a particular skill, you can choose applicable questions or prompts to teach your students to self-monitor. With consistent, guided, and explicit instruction and practice, students will learn to self-monitor on their own.

There are three different approaches to asking self-monitoring questions or prompts. Each approach can be used alternately or simultaneously on any particular occasion that self-monitoring instruction is being given. A description of each approach is as follows:

- 1) Self-monitoring prompts based on one's pronunciation of sounds already learned.
- 2) Self-monitoring prompts based on one's realization of sounds not learned.
- 3) Self-monitoring prompts based on phonetic self-awareness: noticing gaps between what one *wants* to say and what one *can* say.

Examples of prompts for each category are provided below. Choose any combination of the questions/prompts, or create your own to fit the unique needs of your students. The format in which you provide guided self-monitoring instruction is up to you. You can ask the questions in a teacher-fronted manner, or you can create a worksheet with a list of questions for the students to respond to, either in a check-box format or in an open-ended format, depending on your students' needs and abilities.

I. Self-monitoring prompts based on one's pronunciation of sounds already learned:

On the syllable or word level, did I say the following sounds/words correctly? (Check "Yes" or "No.")

| | | |
|---------------------|------------------------------|-----------------------------|
| Vowel | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Consonant | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Blend | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Voiced sound | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Voiceless sound | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Plural sound | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Suffix | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sound of y | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sound of <i>-le</i> | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Murmur diphthong | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Digraph | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Digraph blend | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Special Vowel Sound | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| MCW/Sight Word | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

II. Self-monitoring prompts based on one's realization of sounds not learned:

- Are you satisfied with your pronunciation of the words? Why or why not?
- Which sounds can you pronounce well? Which sounds do you not pronounce well?
- Which sounds are easy for you to say? Which sounds are difficult for you to say?
- Can you hear the difference between short and long vowels? Which ones are difficult for you to distinguish between?
- Can you hear the difference between voiced and voiceless consonants? Which ones are difficult for you to distinguish between?

III. Self-monitoring prompts based on phonetic self-awareness: noticing gaps between what one *wants* to say and what one *can* say:

Record saying the word using the recording function on the *Reading Horizons* software, or use another program to record yourself pronouncing the word. Then listen to the narrator on the computer, or repeat after your instructor. Do you hear differences between your pronunciation and the pronunciation of the narrator/your teacher?

PRONUNCIATION GUIDE (Segmentals):

ARTICULATION OF THE 42 SOUNDS WITH GRAPHICS

LETTER GROUP #1

/a/ (as in *at*)

IPA: /æ/

| Voicing | Lips | Jaw | Tongue |
|---------|--------------------------|---|--------------------------------------|
| Voiced | Open and slightly spread | Open (more than for short <i>e</i>) | Low (near the floor of the mouth) |



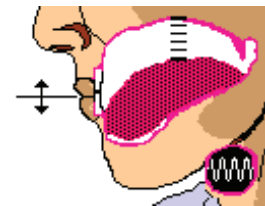
Potential pronunciation problems:

The short *a* sound may be difficult to hear and pronounce since it does not exist in some languages.

/b/

IPA: /b/

| Voicing | Manner | Place |
|---------|---|------------------------------|
| Voiced | Air stream is temporarily stopped, then exploded; lips are pressed together | Between upper and lower lips |



Potential pronunciation problems:

When /b/ is the last sound of a word, students sometimes forget to vibrate their vocal cords, causing the voiced /b/ to sound like the voiceless /p/ (e.g. *cub*→*cup*).

/f/

IPA: /f/

| Voicing | Manner | Place |
|-----------|--|------------------------------|
| Voiceless | Air stream is partially obstructed, creating friction; air stream is continuous without interruption | Upper teeth touch bottom lip |

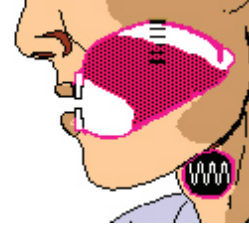


Potential pronunciation problems:

Some students may keep their lips apart and instead produce a sound like /h/ (e.g. *fat*→*hat*). Or, students may completely close their lips and produce the sound /p/ (e.g. *cuff*→*cup*).

/d/
IPA: /d/

| Voicing | Manner | Place |
|---------|--|---|
| Voiced | Air stream is temporarily stopped, then exploded; lips are relaxed and slightly open | Tip of tongue is pressed firmly against the gum ridge behind upper front teeth, <i>not</i> on the back of the upper teeth |



Potential pronunciation problems:

When /d/ is the last sound in a word, some students forget to vibrate their vocal cords, causing the /d/ to sound like the voiceless /t/ (e.g. *bad* → *bat*).

/g/
IPA: /g/

| Voicing | Manner | Place |
|---------|--|------------------------------------|
| Voiced | Air stream is temporarily stopped, then exploded; lips are relaxed and slightly open | Back of tongue touches soft palate |



Potential pronunciation problems:

When /g/ is the last sound of a word, some students forget to vibrate their vocal cords, causing the /g/ to sound like the voiceless /k/ sound (e.g. *rag* → *rack*).

LETTER GROUP #2

/e/ (as in Ed)
IPA: /ɛ/

| Voicing | Lips | Jaw | Tongue |
|---------|------------------------------|--|-----------------------|
| Voiced | Slightly spread, not rounded | Open (a little less than for short <i>a</i>) | Midlevel in the mouth |



Potential pronunciation problems:

It may be difficult for some students to hear and pronounce the difference between the sounds of short *e* and short *a* or the sounds of short *e* and short *i* (e.g. *met* → *mat*; *met* → *mitt*)

/h/
IPA: /h/

| Voicing | Manner | Place |
|-----------|---|---|
| Voiceless | Air stream is continuous without interruption | In the back of the mouth; tongue glides into position for whichever vowel follows /h/ |



Potential pronunciation problems:

Some students may substitute /h/ with /f/ or /sh/ before the vowels *u* and *i* (e.g. *hit*→*fit*; *hut*→*shut*).

/j/
IPA: /d₃/

| Voicing | Manner | Place |
|---------|--|---|
| Voiced | Air stream is momentarily stopped, then released with friction | Tongue is firmly pressed against gum ridge behind upper front teeth |



Potential pronunciation problems:

Difficulty differentiating between the sound /j/ and other similar sounds might result in substituting /j/ with /y/, /zh/, /sh/, or /ch/ (e.g. *jello*→*yellow*; *pledger*→*pleasure*; *gin*→*shin*; *badge*→*batch*). Also, English spelling patterns can be confusing.

/l/
IPA: /l/

| Voicing | Manner | Place |
|---------|---|---|
| Voiced | Air stream is continuous as it passes over both sides of the tongue | Tip of tongue is pressed against gum ridge behind upper-front teeth |



Potential pronunciation problems:

The sounds /l/ and /r/ do not exist in many languages. Oftentimes these two sounds are confused (e.g. *flight*→*fright*).

/m/
IPA: /m/

| Voicing | Manner | Place |
|---------|--|------------------------------|
| Voiced | Nasal Air stream passes through nose; lips are together in a humming position | Between upper and lower lips |



Potential pronunciation problems:

Pronouncing /m/ at the beginning and in the middle of words may not be difficult, but pronouncing /m/ at the end of words is sometimes difficult and substituted with /n/ or /ng/ sounds (e.g. *some*→*sun*; *swim*→*swing*).

LETTER GROUP #3

/n/

IPA: /n/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Nasal Air stream passes through nose; lips are relaxed and slightly open | Tip of the tongue is firmly pressed against gum ridge behind upper-front teeth |



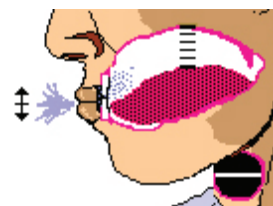
Potential pronunciation problems:

Pronouncing /n/ at the end of words can be difficult because of the similarities between the sounds /n/, /m/, and /ng/. Sometimes /n/ is substituted with /m/ or /ng/ sounds (e.g. *sun* → *some*; *ran* → *rang*).

/p/

IPA: /p/

| Voicing | Manner | Place |
|-----------|---|------------------------------|
| Voiceless | Air stream is temporarily stopped, then exploded; lips are pressed together | Between upper and lower lips |



Potential pronunciation problems:

It may be helpful to explain to students that *p* is much more explosive in English than it is in other languages. At the beginning of English words, /p/ should be produced with a puff of air, or it could sound like /b/ (e.g. *pat* → *bat*).

/r/

IPA: /r/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Air stream is continuous; lips are slightly rounded | Tip of the tongue is curled upward toward the roof of the mouth, but does not touch it |

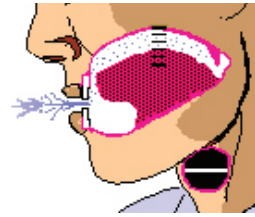


Potential pronunciation problems:

The sound /r/ does not exist in some languages. In many languages, the *r* is a blend of the English sounds /r/ and /l/ and is produced by rapidly touching the tip of the tongue to the roof of the mouth. Additionally, in some languages, the letter *r* is pronounced like a *d* or trilled. Some students attempt to say the English /r/ by touching the roof of the mouth with the tongue. As a result, the /r/ sounds like /l/ or /d/ (e.g. *read* → *lead*; *par* → *pod*). Joining *r* with a vowel helps produce correct pronunciation.

/s/
IPA: /s/

| Voicing | Manner | Place |
|-----------|--------------------------|---|
| Voiceless | Air stream is continuous | Tip of tongue is near but not touching gum ridge behind upper front teeth |



Potential pronunciation problems:

The sound /s/ is a common sound and is generally easy for students to produce; however, some speakers tend to say /sh/ instead of /s/ before *e* and *i* (e.g., *see*→*she*; *sip*→*ship*). It is helpful for some students to place the tip of the tongue behind the lower teeth when learning how to produce this sound. Some students may also confuse the pronunciation of /s/ with /z/ (e.g., *sip*→*zip*)

/o/ (as in odd)

IPA: /ɑ/

| Voicing | Lips | Jaw | Tongue |
|---------|--|-------------------------------------|--------------------------------|
| Voiced | Completely apart (in yawning position) | Low (more than for any other vowel) | Flat on the floor of the mouth |



Potential pronunciation problems:

Confusing English spelling patterns cause substitutions of the sound /o/ for more familiar vowels, such as long *o* (e.g., *not*→*note*, *cot*→*coat*). Some students may also confuse the sound of /a/ with /o/ (e.g., *sap*→*sop*)

LETTER GROUP #4

/t/
IPA: /t/

| Voicing | Manner | Place |
|-----------|--------------------------------------|--|
| Voiceless | Air stream is stopped, then exploded | Tip of tongue is firmly pressed against gum ridge behind upper front teeth |



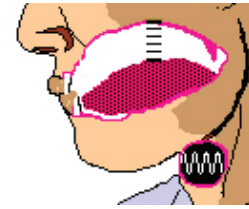
Potential pronunciation problems:

The sound /t/ is a common sound and is generally easy for students to produce; however, some speakers tend to substitute /t/ with /ts/ before long *u* and /ch/ before long *e* and short *i* (e.g., *two*→*tsu*; *tear*→*cheer*; *tin*→*chin*).

/v/

IPA: /v/

| Voicing | Manner | Place |
|---------|--------------------------|---------------------------------|
| Voiced | Air stream is continuous | Upper teeth touch the lower lip |



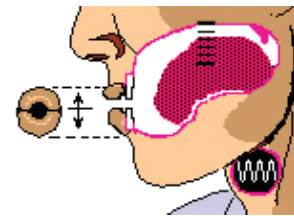
Potential pronunciation problems:

Sometimes students substitute *b* for *v* (e.g. *bet*→*vet*). Also, when /v/ is the last sound in a word, some students forget to vibrate their vocal cords, causing the /v/ to sound like the voiceless /f/ (e.g. *save*→*safe*; *leave*→*leaf*).

/w/

IPA: /w/

| Voicing | Manner | Place |
|---------|--|------------------------------|
| Voiced | Air stream is continuous; lips are rounded | Between upper and lower lips |



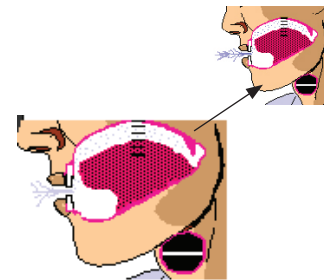
Potential pronunciation problems:

Sometimes *w* and *v* are confused (e.g. *went*→*vent*; *we'll*→*veal*). The lower lip should not touch the upper teeth. Also, sometimes students omit the *w* before double *o* vowels (e.g. *wool*→*ool*; *wood*→*ood*).

/x/ (as in *fox*)

IPA: /ks/

| Voicing | Manner | Place |
|-----------|---|--|
| Voiceless | Air stream is stopped, then exploded (making the sound /k/), then is continuous without interruption (making the sound /s/) | Back of tongue touches soft palate, then rolls to tip of tongue behind upper-front teeth near, but not touching, gum ridge |



Potential pronunciation problems:

The sound /x/ is a combination of the sounds /k/ and /s/. Students need to quickly roll from the sound /k/ to the sound /s/ to produce this sound accurately.

/y/ (as in *y*es)

IPA: /y/ or /j/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Tongue is in the same position as for long <i>e</i> ; transitions from one vowel to another | Back of tongue is high, but not touching soft palate |



Potential pronunciation problems:

The sound of *y* as a consonant only occurs at the beginning of a word or syllable. This sound may be difficult to pronounce. Students may substitute the sound /y/ with the sound /j/, or they may omit it entirely (e.g. *yet*→*jet*; *year*→*ear*). If helpful, have students put the tip of their tongue against the back of the lower-front teeth, but emphasize that the tongue should NOT touch the roof of the mouth.

/u/ (as in *u*p)

IPA: /ʌ/

| Voicing | Lips | Jaw | Tongue |
|---------|-----------------------------|------------------------------|-----------------------------------|
| Voiced | Relaxed and slightly parted | Relaxed and slightly lowered | Relaxed and midlevel in the mouth |



Potential pronunciation problems:

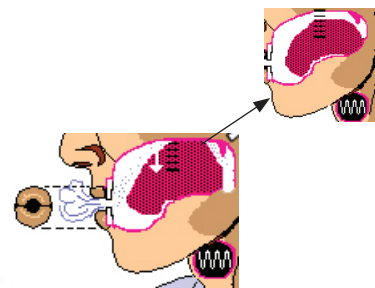
A short *u* has the same sound as a schwa. Because this sound does not exist in some languages, it may be difficult to hear and pronounce. Also, irregular spelling patterns may confuse students, causing them to substitute /u/ for sounds that are more familiar, such as short *o* and long *o* (e.g., *cub*→*cob*; *color*→*collar*; *come*→*comb*).

LETTER GROUP #5

/qu/ (as in *qu*ick)

IPA: /kw/

| Voicing | Manner | Place |
|---------|--|---|
| Voiced | Air stream is stopped, then exploded (making the sound /k/), then is continuous (making the sound /w/); lips are rounded | Back of tongue touches soft palate, then glides down to the middle of the mouth |

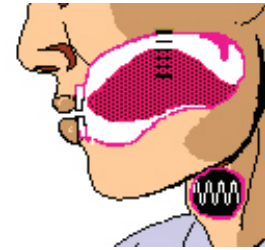


Potential pronunciation problems:

Q must stand with the vowel *u* in order to make a sound. The sound of *qu* is /kw/. Students should be informed that the consonant *q* has only a name—no sound—when it stands alone. This unusual spelling of the sound /kw/ may confuse students about how to correctly pronounce words containing this sound.

/z/

IPA: /z/



| Voicing | Manner | Place |
|---------|---|---|
| Voiced | Air stream is continuous without interruption | Tip of tongue is near but not touching gum ridge behind upper front teeth |

Potential pronunciation problems:

The sound /z/ is not a common sound. Many students pronounce the letter *z* as a /s/ or /j/ sound (e.g. zoo→Sue; zest→jest). Irregular English spelling patterns also cause confusion. Remind students that /z/ is a *voiced* sound.

/c/ (as in *cat*)

IPA: /k/



| Voicing | Manner | Place |
|-----------|--|--|
| Voiceless | Air stream is temporarily stopped, then exploded; lips are relaxed and slightly open | Back of the tongue touches soft palate |

Potential pronunciation problems:

It may need to be explained to students that, when the sound /k/ is the beginning sound of a word, it is said with strong aspiration and a puff of air.

/k/

IPA: /k/



| Voicing | Manner | Place |
|-----------|--|------------------------------------|
| Voiceless | Air stream is temporarily stopped, then exploded; lips are relaxed and slightly open | Back of tongue touches soft palate |

Potential pronunciation problems:

It may need to be explained to students that when the sound /k/ is the beginning sound of a word, it is said with strong aspiration and a puff of air.

/i/ (as in it)

IPA: /i/

| Voicing | Lips | Jaw | Tongue |
|---------|--------------------------|-----------------|------------------------------------|
| Voiced | Relaxed, slightly parted | Slightly raised | High, but not touching soft palate |



Potential pronunciation problems:

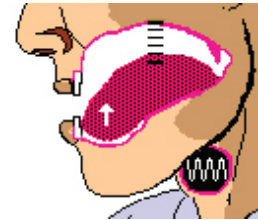
The sound /i/ may be difficult to hear and pronounce since it does not exist in some languages. The more familiar sound of long *e* is often substituted (e.g. *hit*→*heat*).

LONG VOWELS

/āy/ (as in ate)

IPA: /e/

| Voicing | Lips | Jaw | Tongue |
|---------|--------|---|---|
| Voiced | Spread | Starts low, rises with the tongue, then slightly closes | Begins midlevel in the mouth, then glides to near the roof of the mouth |



Potential pronunciation problems:

Students may confuse the sound of long *a* with the sound of /e/ as in *Ed* (e.g. *late*→*let*; *paper*→*pepper*).

/ēy/ (as in eat)

IPA: /i/

| Voicing | Lips | Jaw | Tongue |
|---------|------------------|-------------------|---------------------------------|
| Voiced | Spread and tense | Completely raised | High near the roof of the mouth |



Potential pronunciation problems:

Confusing English spellings cause pronunciation problems. Also, students may substitute the long *e* sound with the short *i* sound (e.g. *eat*→*it*).

/ō/ (as in *boat*) and /ow/ (as in *show*)

IPA: /oʊ/

| Voicing | Lips | Jaw | Tongue |
|---------|----------------|---|---|
| Voiced | Rounded, tense | Rises with tongue, then slightly closes | Begins midlevel in the mouth, then glides to near the roof of the mouth |



Potential pronunciation problems:

Students may confuse the sound of long *o* with other similar English sounds, such as short *u* and short *o* (e.g. *coat*→*cut*; *note*→*not*). Sometimes students may also confuse /aw/ for long *o* (e.g. *lawn*→*loan*)

/ū/ (as in *suit*) and /oo/ (as in *too*)

IPA: /u/

| Voicing | Lips | Jaw | Tongue |
|---------|----------------|-------------------|---------------------------------|
| Voiced | Rounded, tense | Completely raised | High near the roof of the mouth |



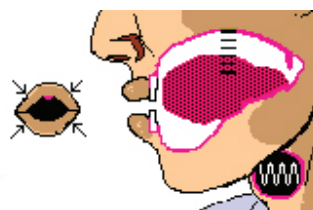
Potential pronunciation problems:

Students may confuse the sound of /u/, as in *suit*, with the sound of /oo/, as in *look*.

/ū/ (as in *unit*)

IPA: /yu/ or /ju/

| Voicing | Lips | Jaw | Tongue |
|---------|----------------|-------------------|--|
| Voiced | Rounded, tense | Completely raised | High near the roof of the mouth, then glides to midlevel |



Potential pronunciation problems:

Students may confuse the two sounds of *u*: /u/, as in *union*, and /y/, as in *suit*.

/ī/ (as in *my*)

IPA: /ɪ/

| Voicing | Lips | Jaw | Tongue |
|---------|-------------------------------------|---|---|
| Voiced | Glides from open to slightly parted | Rises with the tongue, then slightly closes | Begins low, then glides to a high position near the roof of the mouth |



Potential pronunciation problems:

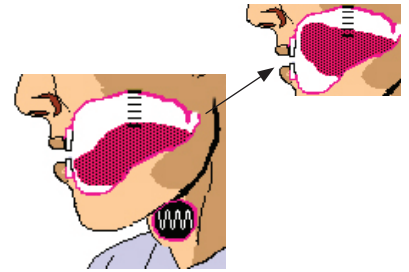
The long *i* sound is generally easy for students to produce; however, irregular spelling patterns may confuse students about how to correctly pronounce words containing this sound.

MURMUR DIPHTHONGS

/ar/ (as in car)

IPA: /a.I or ar/

| Voicing | Lips | Jaw | Tongue |
|---------|--|---|--|
| Voiced | Glides from completely apart to slightly rounded | Rises with the tongue, then slightly closes | Begins relaxed, low in the mouth, then tip of tongue curls upward toward the roof of the mouth but does not touch it |



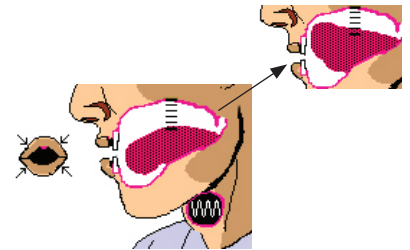
Potential pronunciation problems:

Because this sound does not exist in most languages, this sound may be difficult to produce. Remind students to move the tongue back in the mouth after making the short *o* sound.

/or/ (as in storm)

IPA: /O.I or Or/

| Voicing | Lips | Jaw | Tongue |
|---------|---|---|--|
| Voiced | Glides from round and tense to slightly rounded | Rises with the tongue, then slightly closes | Begins midlevel in the mouth, then tip of tongue curls upward toward the roof of the mouth but does not touch it |



Potential pronunciation problems:

Because this sound does not exist in most languages, this sound may be difficult to produce. Remind students to move the tongue back in the mount after making the long *o* sound.

/er/ (as in *her*, *first*, and *turn*)

IPA: /ɜr/ or /ɛr/ in stressed syllables and /əɹ/ in unstressed syllables

| Voicing | Lips | Jaw | Tongue |
|---------|------------------------------|------------------|---|
| Voiced | Protrude and parted slightly | Slightly lowered | Tip of tongue is curled upward toward the roof of the mouth, but does not touch it; tongue muscles are more tense in stressed syllables than unstressed syllables |



Potential pronunciation problems:

Because this sound does not exist in most languages, this sound may be difficult to produce. When /er/ is at the end of a word, students often substitute short *o* or short *u* for /er/ (i.e. *under*→*undah*, *sooner*→*soonah*).

DIGRAPHS

/ch/ (as in *chair*)

IPA: /tʃ/

| Voicing | Manner | Place |
|-----------|---|---|
| Voiceless | Air stream is stopped (making the sound /t/), then released (making the sound /sh/) | Tongue is pressed firmly against gum ridge behind upper-front teeth |



Potential pronunciation problems:

The sound /ch/ is a combination of the sounds *t* and *sh*. Sometimes students confuse the sound /ch/ with /sh/ (e.g. *chair*→*share*; *which*→*wish*). When producing the /ch/ sound, the tongue should be in the same place as when making the /t/ sound.

/sh/ (as in *share*)

IPA: /ʃ/

| Voicing | Manner | Place |
|-----------|---|---|
| Voiceless | Air stream is continuous without interruption | Tip of the tongue is near, but not touching, the upper gum ridge; middle of the tongue is near, but not touching, the hard palate |



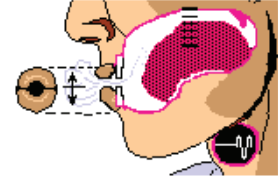
Potential pronunciation problems:

Sometimes the /sh/ sound is confused with the sounds /ch/ and /s/ (e.g. *shoe*→*chew*; *she*→*see*).

/wh/

IPA: /ʍ/

| Voicing | Manner | Place |
|---------|--|------------------------------|
| Voiced | A voiceless /h/ glides into a voiced /w/; lips are rounded | Between upper and lower lips |



Potential pronunciation problems:

The sound /wh/ is a sound that the English language is losing. Oftentimes the /wh/ sound is produced the same as /w/ (e.g. *whine*→*wine*).

/th/, voiced (as in *the*)

IPA: /ð/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Air stream is continuous without interruption | Tip of tongue is placed between upper- and lower-front teeth |



Potential pronunciation problems:

The sound /th/ does not exist in most languages. Because of its unfamiliar sound, students may substitute the /th/ (voiced) sound with more familiar sounds, such as /d/, /z/, or /j/ (e.g. *they*→*day*; *then*→*zen*; *those*→*Joe's*). Students should concentrate on putting their tongue between their teeth and keeping the air stream continuous. Also, the vocal cords should vibrate, or /th/ (voiced) will sound like /th/ (voiceless).

/th/, voiceless (as in *think*)

IPA: /θ/

| Voicing | Manner | Place |
|-----------|---|--|
| Voiceless | Air stream is continuous without interruption | Tip of tongue is placed between upper- and lower-front teeth |



Potential pronunciation problems:

The sound /th/ does not exist in most languages. Because of its unfamiliar sound, students may substitute the /th/ (voiceless) sound with more familiar sounds, such as /s/, /sh/, /f/, or /t/ (e.g. *thank*→*sank*; *thin*→*shin*; *Ruth*→*roof*; *path*→*pat*). Students should concentrate on putting their tongues between their teeth and keeping the air stream continuous.

MORE DIGRAPHS

/ph/ (as in phone)

IPA: /f/

| Voicing | Manner | Place |
|-----------|--|------------------------------|
| Voiceless | Air stream is partially obstructed, creating friction; air stream is continuous without interruption | Upper teeth touch bottom lip |



Potential pronunciation problems:

Some students may keep their lips apart and instead produce a sound like /h/ (e.g. *phone* → *hone*). Or, students may completely close their lips and produce the sound /p/ (e.g. *Phil* → *pill*). This unusual spelling of the sound /f/ may confuse students about how to correctly pronounce words containing this sound.

/gn/ (as in gnome)

IPA: /n/

| Voicing | Manner | Place |
|---------|--|--|
| Voiced | Nasal (air stream passes through nose); lips are relaxed and slightly open | Tip of the tongue is firmly pressed against gum ridge behind upper front teeth |



Potential pronunciation problems:

The sound of *gn* could be substituted with the sound /ng/ because of reversal errors (e.g. *sign* → *sing*). This unusual spelling of the sound /n/ may confuse students about how to correctly pronounce words containing this sound.

/kn/ (as in knee)

IPA: /n/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Nasal Air stream passes through nose; lips are relaxed and slightly open | Tip of the tongue is firmly pressed against gum ridge behind upper front teeth |



Potential pronunciation problems:

This unusual spelling of the sound /n/ may confuse students about how to correctly pronounce words containing this sound.

/ck/ (as in lock)

IPA: /k/

| Voicing | Manner | Place |
|-----------|--|--|
| Voiceless | Air stream is temporarily stopped, then exploded; lips are relaxed and slightly open | Back of the tongue touches soft palate |



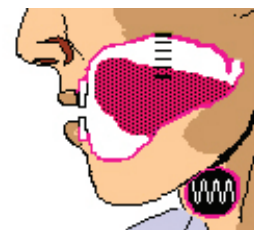
Potential pronunciation problems:

The sound /k/ is a relatively easy sound to produce; however, this unusual spelling of the sound /k/ may confuse students about how to correctly pronounce words containing this sound.

/wr/ (as in write)

IPA: /r/

| Voicing | Manner | Place |
|---------|---|---|
| Voiced | Air stream is continuous; lips are slightly rounded | Tip of the tongue is curled upward toward the roof of the mouth but does not touch it |



Potential pronunciation problems:

The sound /r/ does not exist in some languages. In many languages, the *r* is a blend of the English sounds /r/ and /l/ and is produced by rapidly touching the tip of the tongue to the roof of the mouth. Additionally, in some languages, the letter *r* is pronounced like a *d* or trilled. Some students attempt to say the English /r/ by touching the roof of the mouth with the tongue. As a result, the /r/ sounds like /l/ or /d/ (e.g. *read* → *lead*; *par* → *pod*). Joining *r* with a vowel helps produce correct pronunciation. Also, this unusual spelling of the sound /r/ may confuse students about how to correctly pronounce words containing this sound.

SPECIAL VOWEL SOUNDS

/au/ and /aw/ (as in Paul, saw)

IPA: /ɑ/ or /ɔ/

| Voicing | Lips | Jaw | Tongue |
|---------|--|-----|--------------------------------|
| Voiced | Completely apart, in same position as short <i>o</i> . In some dialects, lips are slightly rounded | Low | Flat on the floor of the mouth |



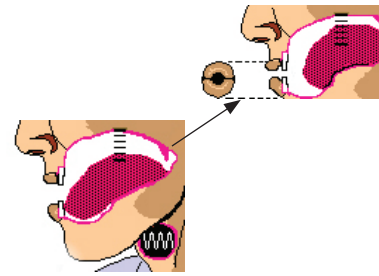
Potential pronunciation problems:

Confusing English spelling patterns and the pronunciation of different dialects may cause difficulty in correctly producing this sound.

/ou/ and /ow/ (as in out, how)

IPA: /aʊ/ or /oʊ/

| Voicing | Lips | Jaw | Tongue |
|---------|---|------------------------------------|---|
| Voiced | Glide from a completely open position to rounded lips | Rises with the tongue, then closes | Glides from low on the floor of the mouth to a high position near the roof of the mouth |



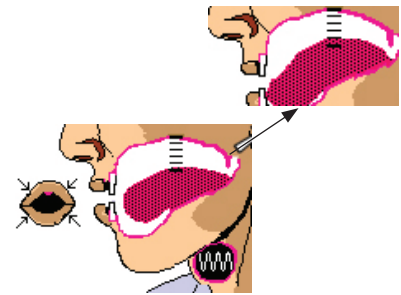
Potential pronunciation problems:

The sounds /ou/ and /ow/ are a combination of two vowel sounds. Students may produce the sound of short *o* if they forget to glide from a wide-open mouth position to a closed one (e.g. *pound* → *pond*). Confusing English spelling patterns and the pronunciation of different dialects may cause difficulty in correctly producing this sound.

/oi/ and /oy/ (as in oil, boy)

IPA: /ɔɪ/

| Voicing | Lips | Jaw | Tongue |
|---------|---|------------------------------------|--|
| Voiced | Glide from a completely open position where lips are tense and oval-shaped to a slightly parted position where lips are relaxed | Rises with the tongue, then closes | Glides from a low position in the mouth to a high position near the roof of the mouth and tongue muscles are tight |



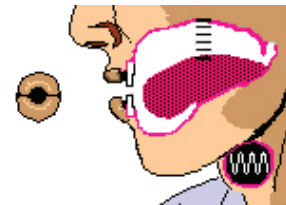
Potential pronunciation problems:

The sounds /oi/ and /oy/ are a combination of two vowel sounds. This sound is relatively easy for students to pronounce.

/oo/ (as in too)

IPA: /u/

| Voicing | Lips | Jaw | Tongue |
|---------|----------------|-------------------|---------------------------------|
| Voiced | Rounded, tense | Completely raised | High near the roof of the mouth |



Potential pronunciation problems:

Students may confuse the sound of /u/, as in *suit*, with the sound of /oo/, as in *look*.

/oo/ (as in *look*)

IPA: /ʊ/

| Voicing | Lips | Jaw | Tongue |
|---------|---------------------------|---------------------------------------|--|
| Voiced | Relaxed, slightly rounded | Slightly lower than for long <i>u</i> | High, but lower than for long <i>u</i> |



Potential pronunciation problems:

Students may confuse the sound of /oo/ for the more familiar sound of long *u* (e.g. *full*→*fool*).

EXTRA SOUNDS

/ng/ (as in *sing*)

IPA: /ŋ/

| Voicing | Manner | Place |
|---------|---|---|
| Voiced | Nasal Air stream passes through nose; lips are relaxed and slightly open | Back of the tongue is raised and approaches the soft palate |

Potential pronunciation problems:

This is an unfamiliar sound to many non-native English speakers. For this reason, it may be difficult to pronounce at the end or middle of words (e.g. *singer*→*sinker*). Also, some students may substitute the /ng/ sound with the more familiar /n/ sound (e.g. *sang*→*sane*). Also, some students may make the end of the sound voiceless, making the /ng/ sound like /nk/ (e.g. *hang*→*Hank*). Remind students to raise the back of the tongue, NOT the tip, to accurately pronounce the sound /ng/.

/nk/ (as in *sink*)

IPA: /nk/

| Voicing | Manner | Place |
|---------|--|--|
| Voiced | Nasal Air stream passes through nose, as for /ng/, then air stream is temporarily stopped, then exploded (as for /k/); lips are relaxed and slightly open | Back of the tongue is raised near the soft palate (as for /ng/), then touches soft palate (as for /k/) |

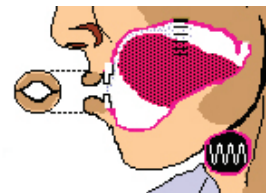
Potential pronunciation problems:

This is an unfamiliar sound to many non-native English speakers. For this reason, it may be difficult to pronounce at the end of words. Also, some students may substitute the /nk/ sound with the /ng/ sound (e.g. *sank*→*sang*). Remind students that the /nk/ sound is a combination of the voiced /n/ and the voiceless /k/. If they forget to make the end of the sound voiceless, it will sound more like /ng/ than /nk/.

/zh/ (as in *vision*)

IPA: /ʒ/

| Voicing | Manner | Place |
|---------|---|--|
| Voiced | Air stream is continuous without interruption | In the same position for /sh/: Tip of the tongue is near, but not touching, the upper gum ridge; middle of the tongue is near, but not touching, the hard palate |



Potential pronunciation problems:

Sometimes the /zh/ sound is confused with the sounds /sh/ and /j/ (e.g. *vision*→*vishion*; *lesion*→*legion*). If the vocal cords are not vibrating, the sound will be /sh/ instead of /zh/.

Some information adapted from:

Dale, P. and Poms, L. (1999). *English Pronunciation for International Students*. Prentice Hall Regents: USA.

DISCOVER INTENSIVE PHONICS 42 SOUNDS AND INTERNATIONAL PHONETIC ALPHABET (IPA) CORRELATION

The following International Phonetic Alphabet (IPA) chart represents the North American English dialect, specifically western North American English. If your dialect, or your students' target language dialect, is different than the dialect represented in this IPA chart, adjustments to the current IPA symbols identified on this chart may be necessary to more accurately reflect the target dialect.

VOWELS



| Vowels | |
|-----------|------------|
| DIP Sound | IPA symbol |
| ă | æ |
| ĕ | ɛ |
| ĭ | ɪ |
| ŏ | ɑ |
| ŭ | ʌ |
| ā | eɪ |
| ē | i |
| ī | ɑɪ |
| ō | oʊ |
| ū | ju |
| ə | ə |

| Murmur Diphthongs | |
|-------------------|--------------------------------|
| DIP Sound | IPA symbol |
| ar | aɪ or ar |
| or | ɔɪ or or |
| er | ɛɪ or ɛɪ/ɛɪ(stressed syllable) |
| ir | ɛɪ or ɛɪ/ɛɪ(stressed syllable) |
| ur | ɛɪ or ɛɪ/ɛɪ(stressed syllable) |

| Special Vowel Sounds | | |
|----------------------|----|-----------------------|
| DIP Sound | | IPA symbol |
| au | aw | ɑ or ɔ |
| ou | ow | aʊ sometimes oʊ |
| oi | oy | ɔɪ |
| oo (zoo) | | u |
| oo (look) | | ʊ |

Consonants

| 19 Consonants | |
|---------------|---------------------|
| DIP Sound | IPA symbol |
| b | b |
| c | k or s |
| d | d |
| f | f |
| g | g or d _ʒ |
| h | h |
| j | d _ʒ |
| k | k |
| l | l |
| m | m |
| n | n |
| p | p |
| q | kw |
| r | ɹ (r) |
| s | s |
| t | t |
| v | v |
| w | w |
| x | ks |
| y | j (y) |

| Digraphs | |
|--|------------|
| DIP Sound | IPA symbol |
| ch | tʃ |
| sh | ʃ |
| wh | ʍ |
| th  | ð |
| th  | θ |
| ph | f |
| gn | n |
| kn | n |
| ck | k |
| wr | ɹ (r) |

MINIMAL PAIRS

Minimal pairs are two words that are similar in sound but have one phonemic difference between them. Minimal Pairs exercises are used to help students practice and improve their pronunciation of distinct sounds in English. Because some English phonemes are difficult to hear and pronounce, Minimal Pairs exercises are included on the following pages to provide extra practice with particularly difficult phonemes. This additional practice is useful for ESOL students because they are able to concentrate their pronunciation efforts on areas of difficulty.

You may choose to review minimal pairs with your students as a whole class, or you may want to have your students work with a partner and “quiz” each other by having one student read one of the words in the minimal pair and having the partner point to the word that he/she hears pronounced; however, you need to be careful that students are not required to decode words using skills they have not yet learned. Therefore, it may be best to use Minimal Pairs exercises initially in a teacher-guided format where you, the teacher, read the words on the list aloud and your students listen for the differences. After particular skills have been mastered, you can hand-pick select words from the lists that the students are able to decode. You can also use these lists as a guide to create Minimal Pairs exercises that contain words your students can decode.

If you would like to use the Minimal Pairs exercises as a vocabulary development exercise simultaneously, you can create pictures that represent the words in each Minimal Pair to teach or reinforce the meaning of vocabulary while practicing the pronunciation of the words. Students can also put words in meaningful context sentences.

These exercises can be used as you deem necessary throughout the *Discover Intensive Phonics* curriculum, inserted within the skill to which it applies. Page number references are made within the direct instruction lessons that correlate with the Minimal Pairs exercises found in the supplement of this manual.

The following correlation is a breakdown of which Minimal Pairs exercises may be used with the skills taught in this Decoding Strategies for Literacy Development (DSLDD) manual:

| Skill | DSLDD Page # | Minimal Pairs Exercise | Page # in Supplement |
|-------------------|--------------|---------------------------|----------------------|
| Letter Group #1 | 9 | #1: /b/ with /d/ | 311 |
| Letter Group #2 | 17 | #2: /ǎ/ with /ě/ | 311 |
| Letter Group #3 | 23 | #3: /b/ with /p/ | 312 |
| Letter Group #3 | 23 | #4: /p/ with /f/ | 312 |
| Letter Group #4 | 31 | #5: /t/ (⊖) with /d/ (⊕) | 313 |
| Letter Group #4 | 31 | #6: /l/ with /r/ | 313 |
| Letter Group #4 | 31 | #7: /y/ with /j/ | 314 |
| Letter Group #4 | 31 | #8: /b/ with /v/ | 314 |
| Letter Group #4 | 31 | #9: /r/ with /w/ | 315 |
| Letter Group #4 | 31 | #10: /v/ with /w/ | 315 |
| Letter Group #4 | 33 | #11: /ǔ/ with /ǒ/ | 316 |
| Letter Group #5 | 35, 141 | #12: /s/ (⊖) with /z/ (⊕) | 316 |
| Long/Short Vowels | 55 | #13: /ě/ with /ā/ | 317 |
| Long/Short Vowels | 55 | #14: /ĩ/ with /ě/ | 317 |

| | | | |
|----------------------|-----|---|-----|
| Long/Short Vowels | 55 | #15: /ŭ/ with /ŏ/ | 318 |
| Phonetic Skill #4 | 71 | #16: /ā/ with /ĕ/ | 318 |
| Phonetic Skill #5 | 79 | #17: /ē/ with /ī/ | 319 |
| Phonetic Skill #5 | 79 | #18: /d/ (Ⓜ) with /t/ (⊖) | 319 |
| Phonetic Skill #5 | 79 | #19: /v/ (Ⓜ) with /f/ (⊖) | 320 |
| Murmur Diphthongs | 113 | #20: long and short vowels with r-controlled vowels | 320 |
| Murmur Diphthongs | 113 | #21: /ar/ with /er/ | 321 |
| Murmur Diphthongs | 113 | #22: /ō/ with /ar/ | 321 |
| Murmur Diphthongs | 113 | #23: /or/ with /er/ | 322 |
| Digraphs | 123 | #24: /sh/ with /ch/ | 322 |
| Digraphs | 123 | #25: /s/ with /sh/ | 323 |
| Digraphs | 123 | #26: /sh/ with /j/ | 323 |
| Digraphs | 123 | #27: /th/ (⊖) with /th/ (Ⓜ) | 324 |
| Digraphs | 123 | #28: /d/ with /th/ (Ⓜ) | 324 |
| Digraphs | 123 | #29: /s/ with /th/ (⊖) | 325 |
| Digraphs | 123 | #30: /z/ and /th/ (Ⓜ) | 325 |
| Digraphs | 123 | #31: /g/ (Ⓜ) and /k/ (⊖) | 326 |
| More Digraphs | 127 | #32: digraphs | 326 |
| Special Vowel Sounds | 136 | #33: /oo/ (as in look) and /oo/ (as in zoo) | 327 |
| Special Vowel Sounds | 133 | #34: Special Vowel Sounds | 327 |

LETTER GROUP #1
MINIMAL PAIRS EXERCISE #1

CONTRAST /b/ WITH /d/

| | | | | | |
|------|------|-------|-------|------|------|
| bad | dad | bean | dean | bark | dark |
| bib | bid | beep | deep | bunk | dunk |
| big | dig | bump | dump | | |
| cub | cud | robe | road | | |
| rib | rid | brag | drag | | |
| sob | sod | brain | drain | | |
| web | wed | bribe | bride | | |
| bait | date | stub | stud | | |
| bay | day | buck | duck | | |

LETTER GROUP #2
MINIMAL PAIRS EXERCISE #2

CONTRAST /ă/ WITH /ě/

| | | | |
|-----|-----|-----|-------|
| bag | beg | pan | pen |
| tan | ten | mat | met |
| fan | fen | and | end |
| pat | pet | man | men |
| bat | bet | sad | said |
| sat | set | gas | guess |
| ham | hem | had | head |
| rad | red | | |

LETTER GROUP #3
MINIMAL PAIRS EXERCISE #3

CONTRAST /b/ (Ⓜ) WITH /p/ (⊖)

| | |
|-----|------|
| rib | rip |
| mob | mop |
| gab | gap |
| lab | lap |
| big | pig |
| bet | pet |
| sub | sup |
| but | putt |

LETTER GROUP #3
MINIMAL PAIRS EXERCISE #4

CONTRAST /p/ WITH /f/

| | | | |
|------|------|-------|--------|
| pan | fan | past | fast |
| pat | fat | paint | faint |
| pig | fig | gulp | gulf |
| beep | beef | cheap | chief |
| leap | leaf | cop | cough |
| pace | face | copy | coffee |
| pact | fact | | |
| pale | fail | | |
| pile | file | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #5

CONTRAST /t/ (⊖) WITH /d/ (Ⓜ)

| | | | |
|------|------|-------|-------|
| bat | bad | ate | aid |
| fat | fad | fate | fade |
| hat | had | set | said |
| pat | pad | knot | nod |
| pot | pod | hurt | heard |
| ten | den | heart | hard |
| tip | dip | | |
| tent | dent | | |
| coat | code | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #6

CONTRAST /l/ WITH /r/

| | | | |
|-------|-------|-------|-------|
| lock | rock | liver | river |
| lake | rake | light | right |
| fly | fry | blue | brew |
| glass | grass | | |
| flea | free | | |
| flute | fruit | | |
| long | wrong | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #7

CONTRAST /y/ WITH /j/

| | | | |
|------|------|-------|--------|
| yam | jam | yard | jarred |
| yet | jet | use | juice |
| year | jeer | yacht | jot |
| yoke | joke | | |
| yak | Jack | | |
| yes | Jess | | |
| yell | gel | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #8

CONTRAST /b/ WITH /v/

| | |
|-------|------|
| base | vase |
| bend | vend |
| bent | vent |
| best | vest |
| boat | vote |
| bail | veil |
| bow | vow |
| berry | very |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #9

CONTRAST /r/ WITH /w/

| | | | |
|-------|-------|-------|-------|
| ray | way | crest | quest |
| rent | went | raise | ways |
| rate | wait | rich | witch |
| rave | wave | | |
| rail | wail | | |
| raid | wade | | |
| rage | wage | | |
| rest | west | | |
| raced | waist | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #10

CONTRAST /v/ WITH /w/

| | | | |
|-------|-------|-------|-------|
| vet | wet | vow | wow |
| vest | west | viper | wiper |
| vent | went | vary | wary |
| vend | wend | | |
| vine | wine | | |
| Vic | wick | | |
| verse | worse | | |

LETTER GROUP #4
MINIMAL PAIRS EXERCISE #11

CONTRAST /ʊ/ WITH /ɔ/

| | |
|-----|-----|
| hut | hot |
| sup | sop |
| gut | got |
| nut | not |
| mud | mod |
| sub | sob |
| rub | rob |

LETTER GROUP #5
MINIMAL PAIRS EXERCISE #12

CONTRAST /s/ (⊖) WITH /z/ (⊕)

| | | | | | |
|-------|-------|--------|-------|-------|-------|
| sap | zap | fleece | fleas | lacy | lazy |
| sip | zip | fuss | fuzz | spice | spies |
| sit | zit | dice | dies | | |
| bus | buzz | dense | dens | | |
| lace | lays | face | phase | | |
| lice | lies | grace | grays | | |
| once | ones | ice | eyes | | |
| pace | pays | close | cloze | | |
| price | prize | rice | rise | | |

SHORT/LONG VOWELS
MINIMAL PAIRS EXERCISE #13

CONTRAST /ĕ/ WITH /ā/

| | | | |
|------|-------|------|-------|
| bet | bait | test | taste |
| gel | jail | west | waist |
| let | late | wet | wait |
| pen | pain | | |
| pest | paste | | |
| sent | saint | | |
| shed | shade | | |

SHORT/LONG VOWELS
MINIMAL PAIRS EXERCISE #14

CONTRAST /ĭ/ WITH /ĕ/

| | | | |
|------|------|-------|-------|
| bit | bet | miss | mess |
| him | hem | lift | left |
| lid | led | gym | gem |
| pig | peg | spill | spell |
| pit | pet | knit | net |
| sit | set | chick | check |
| tint | tent | did | dead |
| will | well | | |

SHORT/LONG VOWELS
MINIMAL PAIRS EXERCISE #15

CONTRAST /ŭ/ WITH /ɔ̃/

| | | | |
|------|------|-------|------|
| cub | cob | bucks | box |
| cup | cop | duck | dock |
| cut | cot | bum | bomb |
| dug | dog | | |
| hug | hog | | |
| jug | jog | | |
| pup | pop | | |
| bus | boss | | |
| miss | mess | | |

PHONETIC SKILL #4
MINIMAL PAIRS EXERCISE #16

CONTRAST /ā/ WITH /ě/

| | | | |
|------|------|-------|-------|
| late | let | shale | shell |
| gate | get | chase | chess |
| sale | sell | | |
| tale | tell | | |
| fade | fed | | |
| wade | wed | | |
| lace | less | | |

PHONETIC SKILL #5
MINIMAL PAIRS EXERCISE #17

CONTRAST /ē/ WITH /ī/

| | | | |
|-------|------|---------|---------|
| teen | tin | meet | mitt |
| heap | hip | sheen | shin |
| heel | hill | sheep | ship |
| peel | pill | cheap | chip |
| eel | ill | sleeper | slipper |
| deep | dip | wheat | whit |
| green | grin | deeper | dipper |
| greet | grit | | |
| sleep | slip | | |

PHONETIC SKILL #5
MINIMAL PAIRS EXERCISE #18

CONTRAST /d/ (Ⓜ) WITH /t/ (⊖)

| | | | |
|------|------|--------|-------|
| hid | hit | side | sight |
| wed | wet | mold | molt |
| drip | trip | cold | colt |
| dune | tune | drew | true |
| seed | seat | willed | wilt |
| send | sent | | |
| raid | rate | | |
| Dale | tale | | |
| deem | team | | |

PHONETIC SKILL #5
MINIMAL PAIRS EXERCISE #19

CONTRAST /v/ (Ⓜ) WITH /f/ (⊖)

| | | | |
|--------|--------|------|------|
| vat | fat | have | half |
| vast | fast | view | few |
| vest | fest | veil | fail |
| save | safe | | |
| vine | fine | | |
| veal | feel | | |
| leave | leaf | | |
| strive | strife | | |
| lived | lift | | |

MURMUR DIPHTHONGS
MINIMAL PAIRS EXERCISE #20

CONTRAST LONG AND SHORT VOWELS WITH R-CONTROLLED VOWELS

| | | | |
|------|-------|--------|--------|
| had | hard | lad | lard |
| bid | bird | fist | first |
| fen | fern | pet | pert |
| am | arm | ham | harm |
| con | corn | sot | sort |
| hut | hurt | cussed | cursed |
| cub | curb | luck | lurk |
| gill | girl | gem | germ |
| cave | carve | stoke | stork |

MURMUR DIPHTHONGS
MINIMAL PAIRS EXERCISE #21

CONTRAST /ar/ WITH /er/

| | | | |
|------|------|-------|-------|
| far | fur | shark | shirk |
| star | stir | hard | heard |
| barn | burn | heart | hurt |
| cart | Kurt | | |
| dart | dirt | | |
| farm | firm | | |
| park | perk | | |

MURMUR DIPHTHONGS
MINIMAL PAIRS EXERCISE #22

CONTRAST /ɔ̃/ WITH /ar/

| | | | |
|-------|-------|-------|------|
| jaw | jar | hawk | hark |
| dock | dark | knock | nark |
| lock | lark | laws | Lars |
| mock | mark | | |
| pock | park | | |
| shock | shark | | |
| box | barks | | |

MURMUR DIPHTHONGS
MINIMAL PAIRS EXERCISE #23

CONTRAST /or/ WITH /er/

| | | | |
|-------|------|-------|-------|
| for | fur | store | stir |
| born | burn | short | shirt |
| form | firm | warm | worm |
| torn | turn | | |
| bored | bird | | |
| court | Kurt | | |
| pork | perk | | |

DIGRAPHS
MINIMAL PAIRS EXERCISE #24

CONTRAST /sh/ WITH /ch/

| | |
|-------|--------|
| bash | batch |
| she's | cheese |
| hash | hatch |
| hush | hutch |
| lash | latch |
| mash | match |
| marsh | march |
| mush | much |

DIGRAPHS
MINIMAL PAIRS EXERCISE #25

CONTRAST /s/ WITH /sh/

| | | | |
|------|-------|-------|---------|
| mass | mash | crust | crushed |
| sake | shake | fist | fished |
| same | shame | rust | rushed |
| save | shave | sack | shack |
| seat | sheet | cell | shell |
| sip | ship | sock | shock |
| plus | plush | said | shed |
| self | shelf | sigh | shy |
| sell | shell | | |

DIGRAPHS
MINIMAL PAIRS EXERCISE #26

CONTRAST /sh/ WITH /j/

| | | | |
|-------|------|-------|-------|
| shade | jade | bash | badge |
| shake | Jake | marsh | Marge |
| sheep | jeep | shirk | jerk |
| shell | gel | | |
| shin | gin | | |
| shot | jot | | |
| shack | Jack | | |

DIGRAPHS
MINIMAL PAIRS EXERCISE #27

CONTRAST /th/ (⊖) WITH /th/ (Ⓜ)

| | |
|--------|---------|
| thigh | thy |
| loath | loathe |
| mouth | mouth |
| wreath | wreathe |
| sheath | sheathe |
| teeth | teethe |
| ether | either |

DIGRAPHS
MINIMAL PAIRS EXERCISE #28

CONTRAST /d/ WITH /th/ (Ⓜ)

| | | | |
|-------|---------|-------|--------|
| breed | breathe | tide | tithe |
| dare | their | udder | other |
| Dave | they've | wordy | worthy |
| day | they | | |
| den | then | | |
| dine | thine | | |
| doze | those | | |
| doe | though | | |

DIGRAPHS
MINIMAL PAIRS EXERCISE #29

CONTRAST /s/ WITH /th/ (⊖)

| | | | |
|------|-------|-------|--------|
| mass | math | tense | tenth |
| moss | moth | force | forth |
| pass | path | sigh | thigh |
| seam | theme | gross | growth |
| sin | thin | mouse | mouth |
| face | faith | saw | thaw |
| sank | thank | worse | worth |
| sink | think | some | thumb |
| sick | thick | | |

DIGRAPHS
MINIMAL PAIRS EXERCISE #30

CONTRAST /z/ WITH /th/ (⊕)

| | |
|--------|----------|
| Zen | then |
| close | clothe |
| breeze | breathe |
| lows | loathe |
| she's | sheathe |
| tease | teethe |
| ties | tithe |
| wizard | withered |

DIGRAPHS
MINIMAL PAIRS EXERCISE #31

CONTRAST /g/ (Ⓜ) WITH /k/ (⊖)

| | | | |
|------|------|---------|--------|
| got | cot | clog | clock |
| grab | crab | tugged | tucked |
| glad | clad | ghost | coast |
| bag | back | gripped | crypt |
| bug | buck | grew | crew |
| lag | lack | haggle | hackle |
| peg | peck | | |
| rig | rick | | |
| tug | tuck | | |

MORE DIGRAPHS
MINIMAL PAIRS EXERCISE #32

SPECIAL CONTRASTS: CONSONANTS, INCLUDING DIGRAPHS

| | | | |
|-------|-------|--------|--------|
| sin | shin | tree | three |
| tin | thin | tank | thank |
| wit | with | flung | flunk |
| gin | chin | cinch | singe |
| wish | which | badge | batch |
| lass | lash | frock | frog |
| cheap | jeep | lathe | laze |
| sheer | cheer | singer | sinker |
| vim | whim | dock | dog |

SPECIAL VOWEL SOUNDS
MINIMAL PAIRS EXERCISE #33

CONTRAST /oo/ (as in 'look') WITH /oo/ (as in 'zoo')

| | |
|--------|--------|
| full | fool |
| pull | pool |
| skull | school |
| look | Luke |
| soot | suit |
| wood | wooded |
| could | cooed |
| hood | who'd |
| should | shooed |

SPECIAL VOWEL SOUNDS
MINIMAL PAIRS EXERCISE #34

SPECIAL CONTRASTS: VOWELS, INCLUDING SPECIAL VOWEL SOUNDS

| | | | |
|--------|-------|---------|-------|
| crone | crown | sit | sight |
| fool | foul | crowed | crowd |
| calf | cough | boot | bout |
| hack | hawk | frock | frog |
| stack | stalk | hat | halt |
| suck | sulk | nuke | nook |
| wooded | would | soul | soil |
| tack | talk | laughed | loft |

WORD STRESS PREDICTABILITY

Information adapted from:

Beisbier, B. (1994). *Sounds Great: Low Intermediate (and Intermediate) Pronunciation for Speakers of English*. Boston, MA: Heinle & Heinle.

Dale, P. & Poms, L. (1999). *English Pronunciation for International Students*. Prentice Hall Regents.

Miller, S. (2006). *Targeting Pronunciation: Communicating Clearly in English* (2nd ed.): Boston, MA. Houghton Mifflin Company.

While there are many exceptions to the rules of syllable stress in English, some helpful guidelines exist that can be used to predict stress. Use the following guidelines to teach your students how to predict stress as you see fit while teaching *Discover Intensive Phonics* material. Ensure that your students understand the concept of syllables prior to teaching word stress to facilitate the teaching of these principles. Also, it may be necessary to explicitly teach your students what word stress is, emphasizing that every word that is two or more syllables contains one syllable that is stressed higher in pitch, longer, and louder than the other syllable(s) in the word. This is referred to as *primary stress*. The syllable that receives the second most stress is referred to as *secondary stress*. Although *secondary stress* could also be acknowledged when teaching your students word stress predictability, the following information refers only to *primary stress*.

Two-Syllable Words

Use the **part of speech** as a guide:

Most **nouns** and **adjectives** receive stress on the first syllable.

Examples: *mother, table, garden, happy, easy, famous*

Some **verbs** and **prepositions** receive stress on the second syllable.

Examples: *arrive, explain, begin, between, below, across*

NOTE: Most two-syllable words receive stress on the first syllable. Twenty percent of two-syllable words receive stress on the second syllable. In general, stress the first syllable of two-syllable words. Very few **nouns** and **adjectives** have stress on the second syllable. **Verbs** and **prepositions** may have stress on the second syllable. But be aware that there are many exceptions to this rule.

When learning vocabulary through reading, stress is not heard. Consult a dictionary to learn word stress or to confirm word stress predictions. (See the “Dictionary Skills” guide on p. 333 of this manual.)

Three-Syllable Words

Use **word endings** as a guide:

The primary stress does not change in a word when the endings *-er*, *-or*, or *-ly* are added.

Examples: *perform* → *performer*, *translate* → *translator*, *rapid* → *rapidly*

In words ending in a *consonant + -y*, the first syllable receives primary stress.

Examples: *history*, *faculty*, *energy*

Suffixes

Use the **suffix** as a guide:

Generally, the primary stress is on the syllable that comes just before the suffix.

Examples:

- ion:** *nation, suggestion, onion, opinion, decision, occasion*
- ic:** *metric, plastic, academic, artistic, problematic, magnetic*
- ics:** *physics, italics, economics, statistics, mathematics*
- ial:** *social, special, partial, official, material, industrial*
- ical:** *identical, medical, vertical, grammatical, historical, alphabetical*
- ian:** *Indian, Columbian, Cambodian*
- cian:** *magician, technician, physician, mortician, optician*
- ity:** *quantity, gravity, ability, security, opportunity, generosity*
- cial:** *commercial, official, financial*
- ary:** *secretary, voluntary, vocabulary*
- ery:** *scenery*
- tal:** *dental, accidental, developmental*
- ium:** *aquarium, auditorium, premium*
- inum:** *maximum*
- graphy:** *photography, geography, oceanography*
- able:** *memorable, dependable, adorable*
- ible:** *sensible*
- logy:** *psychology, biology, ecology*

In words that contain the suffixes *-ee*, *-ese*, *-eer*, *-ique*, and *-ette*, the primary stress is on the suffix.

Examples:

- ee:** *employee, refugee, trustee*
- ese:** *Vietnamese, Japanese, Chinese*
- eer:** *pioneer, auctioneer, career*
- ique:** *unique, antique, physique, critique*
- ette:** *cassette, marionette, cigarette*

Exceptions: *television, lunatic, politics, Catholic, arithmetic, coffee, naturalize, permeate*

NOTE: Some words have TWO pronunciations.

Examples: *employee* → The primary stress is on the syllable before the suffix (emPLOYee)
OR on the suffix (employEE).

Prefixes

Prefixes in English are not usually stressed, i.e. in words beginning with the prefixes *un-*, *in-*, *pre-*, *ex-*, and *mis-*.

Examples: ***un-***: *unhealthy, unwise, unnecessary*
 in-: *intolerant, insufficient, indifferent*
 pre-: *prevent, prefer, predict*
 ex-: *explain, expose, experience*
 mis-: *misplace, mistake, misrepresent*

Compound Nouns

The first part in a compound noun receives stress.

Examples: *hallway, pancakes, sidewalk, birthday, paycheck, newspaper*

Proper Nouns

The second part of two-word proper nouns receives stress.

Examples: *North America, Red Sea, Cook Islands, New York*

Phrasal Verbs

The second part of phrasal verbs receives stress.

Examples: *look out, come back, keep on, figure out, look up to, put up with*

Numbers

Numbers in multiples of ten receive stress on the first syllable.

Examples: *twenty, thirty, forty, fifty, sixty, seventy, eighty*

Reflexive Pronouns

Usually the second syllable in reflexive pronouns receives stress.

Examples: *myself, yourself, herself, himself, ourselves*

Compound Verbs

Usually the second or last syllable receives stress in compound verbs.

Examples: *outdone, outsmart, overlook, overcome, outrun, outdo*

DICTIONARY SKILLS

A dictionary is a very useful resource for ESOL students when learning new vocabulary. A dictionary not only provides information about word definitions and parts of speech, but it also provides information about the pronunciation of a word, including the phonetic sounds used to correctly produce a word, word stress, and syllable division.

It is important, however, that you teach your ESOL students that, in language learning, the dictionary is not intended to be used as a crutch: Students should not look up every unfamiliar word without actively using their knowledge and cognitive skills to predict spelling, pronunciation, and meanings of words first. Using a dictionary appropriately to confirm these predictions, however, may be quite instrumental and at times necessary to facilitate, rather than impede, the learning of new vocabulary. For example, not all words in English decode perfectly, but 94 percent closely follow the dictionary pronunciation; therefore, using the dictionary can be a useful tool to confirm students' pronunciation predictions during the *Discover Intensive Phonics* and *Reading Horizons* courses.

Because dictionaries differ in the way they show pronunciation, represent syllable stress, use diacritical markings, etc., it is important that your students understand the particular representations used in the dictionary they most often reference. It is helpful, however, for students to be aware that differences exist between dictionaries in case a need or desire to access or reference other dictionaries surfaces. To help students develop awareness of dictionary variations, you could have students compare the representation of symbols used in their dictionary with a classmate's or with an online dictionary for comparison.

Students should be taught when and how to effectively and appropriately utilize the dictionary when learning a word. The following information serves as a guide to direct this explicit instruction:

Sound/Pronunciation

The symbols used to represent vowel and consonant sounds vary from one dictionary to another. Some dictionaries use the symbols of the International Phonetic Alphabet (IPA). Other dictionaries use a combination of letters and symbols to represent sound. It is not necessary for students to memorize all of the different ways dictionaries represent pronunciation. Rather, students should understand how to interpret the symbols used in the dictionary they most often reference. An explanation of the symbols used in a particular dictionary to represent sounds is usually identified and explained in the beginning or end of the dictionary.

Here are just a few examples of the variations that occur in the representation of pronunciation. Notice the different ways the word "enjoyment" is represented:

ɛn-joɪ'mənt (*American Heritage Dictionary*)

in-'joi-mənt (*Miriam-Webster*)

ɪn'dʒɔɪmənt (*Longman Dictionary of Contemporary English*)

en-**jo**i-muhnt (spelled pronunciation)/ɛn'dʒɔɪmənt (IPA) (*Dictionary.com*)

Schwa

The schwa is sometimes referred to as a generic vowel sound. It has the same sound as short *u*, /uh/, and is used in unstressed syllables. All vowels can assume the sound of the schwa. Most often, it is represented in the dictionary with the ə mark.

Have your students look up any of the following words and see how the unstressed vowels are represented:

sofa taken pencil lemon

Syllable Division

Dictionaries show how words are divided into syllables. Some syllables are divided using dots (en•joy•ment) or periods (en.joy.ment). Other dictionaries use dashes (en-joy-ment). Have your students check the way their dictionaries represent syllable division in the word ‘enjoyment.’ Then have them compare the representation used in their dictionaries with that of a classmate’s or an online dictionary.

Word Stress

You cannot know the stress of an unknown word by simply looking at its spelling. One of the most beneficial things that can be learned about the pronunciation of a word in a dictionary is the syllable stress.

Word stress is represented in different ways. Some dictionaries use bold text, while others use diacritical markings to represent primary (or main) stress. For example:

en-**joy**-ment en-`joy-ment en-joy`-ment en-JOY-ment en-**joy**`-ment

Some dictionaries represent both primary stress (the main stress) and secondary stress (the weaker stress). For example:

en-`**joy**-`ment

Have your students check how word stress is represented in the word ‘enjoyment’ in their dictionaries. Then have them compare the representation used in their dictionaries with that of a classmate’s or an online dictionary.

Parts of Speech

The parts of speech are listed after the pronunciation representation of a word. Sometimes words are represented by the complete word (*noun* or *NOUN*), while other dictionaries use abbreviations (*n.* or *N.*). Some dictionaries use uppercase letters, while others use lowercase letters.

Common abbreviations used to represent parts of speech are as follows:

adj. – adjective
adv. – adverb
n. – noun
prep. – preposition
pron. – pronoun
v. – verb

Have students look at the words ‘enjoyment,’ ‘enjoy,’ and ‘enjoyable’ in their dictionaries and note how the parts of speech are represented. Then have them compare the representation used in their dictionaries with that of a classmate’s or an online dictionary.

Definitions

Many English words have multiple meanings. Be sure students understand and use the appropriate definition. When a word has multiple meanings, teach students how to choose the appropriate definition. This can be done by using parts of speech as clues as well as using context to appropriately choose correct meanings.

Guide Words

At the top of each page, two words indicate the first and the last words listed on that page. Using guide words expedites the process of finding the word students are looking for.

Additional Information a Dictionary Provides

Some dictionaries also provide the following information with each word entry:

- Grammatical information
- Synonyms and/or antonyms
- Example sentences or phrases to show how the word is used in context
- Collocations (other words commonly used with this word)

Vocabulary Building

Students can (and will) improve their vocabulary if they know that they are learning something useful. In addition, associating the pronunciation of a new word with its meaning helps the student retain the information learned about the new word better. Encourage students to use newly learned vocabulary in their own speech and writing. Require the use of full, complete sentences, when appropriate, in both their oral and written speech. The dictionary is an important tool when learning new vocabulary. Take time to teach it properly.

PARTS OF SPEECH

The objective of *Discover Intensive Phonics* is not to teach all of the grammar skills necessary for learning English as a second or foreign language; however, the teaching of these skills can be integrated into *Discover Intensive Phonics* instruction to provide understanding of the structure of English as well as to provide context for the vocabulary students are exposed to as they progress through the *Discover Intensive Phonics* program. The following pages provide information relating to parts of speech. The information provided is certainly not comprehensive, but it touches on basic grammatical principles that go hand-in-hand with the learning of vocabulary. In addition, this information can be referred to and built upon as needed while progressing through the course. Doing so can enhance your students' capacity to use English vocabulary beyond the word level.

Nouns

A **noun** names a person, place, thing, or idea.

The *horse* galloped across the *field*.
The *speaker* talked about *happiness*.

A **common noun** is a noun that names a general person, place, thing, or idea.

The *dog* wagged his *tail*.
A *horse* eats *hay*.

A **proper noun** is a noun that names a *specific* person, place, thing, or idea. Proper nouns are capitalized.

The *Nile River* flows through *Egypt*.
Mary is flying to *St. Louis*.

Compare **common nouns** with **proper nouns**:

| Common Nouns | Proper Nouns |
|---------------------|---------------------|
| city | San Francisco |
| girl | Sue |
| store | Macy's |
| teacher | Mr. Smith |

A **singular noun** is a noun that names *one* person, place, thing, or idea.

The *camel* sniffed the air.
Dad rode in a *car*.

A **plural noun** is a noun that names more than one person, place, thing, or idea.

Camels carry heavy *loads* through the desert.
Can *camels* travel through *sandstorms*?

Compare **singular nouns** with **plural nouns**:

| Singular Nouns | Plural Nouns |
|-----------------------|---------------------|
| camel | camels |
| desert | deserts |
| dress | dresses* |

*Notice that if a singular noun ends in *s*, *z*, *x*, *ch*, or *sh*, the suffix *-es* needs to be added to the end of the word to correctly form the plural.

A **possessive noun** is a noun that names *who* (or sometimes *what*) possesses something.

The *king's* crown glittered with jewels.
Jill's bag fell off her bike.

Pronouns

A **pronoun** is a word that takes the place of one or more nouns.

Mr. Hall climbed the rocky cliff. *He* carried a camera.

Angie and Tyson flew to Florida. Abbey watched *their* children for *them*.

Adjectives

An **adjective** is a word that describes a noun or pronoun.

Mother cooked a *delicious* meal.
She served *fresh* vegetables.

Verbs

An **action verb** is a word that names an action. It may contain more than one word.

Small boats *carry* people up the river.
The cat *is climbing* the tree.

Transitive verbs are followed by an object.

Jon *answered* the phone.
Aaron *hit* the ball.

Intransitive verbs are *not* followed by an object.

The children *laughed*.
A crowd *gathered*.

A **linking verb** is a verb that connects the subject part with a noun or adjective in the predicate part. It tells what the subject *is* or *is like*.

Joel *is* my brother.
The flowers *are* pretty.

A **helping verb** helps the main verb to name an action or make a statement.

The Smiths *have* arrived in Florida.
Barbara *was* helping her sister.

The **present tense** of a verb names an action that happens now.

My students *ask* many questions.
Linda *leaves* for California today.

The **past tense** of a verb names an action that already happened.

The boys *entered* the theater.
Harry *waited* on the sidewalk.

The **present perfect tense** of a verb names an action that happened at an indefinite time in the past. The present perfect tense also names an action that happened in the past and is still happening in the present.

The workers *have started* the machines.
Father *has returned* to his job.

The **present progressive tense** of a verb names an action that is continuing now.

The music *is playing* loudly.
The couple *is dancing* happily.

The **past progressive tense** of a verb names an action that was continuing at an earlier time.

My sister *was building* a table.
My brother *was reading* his book.

Adverbs

An **adverb** is a word that describes a verb, an adjective, or another adverb. Adverbs sometimes end in the suffix *-ly*.

Jane *silently* walked into the room.
She whispered *softly* to Brad.

Prepositions

A **preposition** is a word that shows the relation of a noun or pronoun to another part of a clause. The following words are commonly-used prepositions:

| | | | | |
|--------|--------|--------|------|---------|
| about | at | for | of | through |
| above | before | from | on | under |
| across | behind | in | onto | with |
| after | below | inside | to | without |
| around | by | | | |

The moon travels *around* the earth.

My cat is *under* the table.

A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.

The president *of the company* gave a speech.

Jane's bird was *in the cage*.