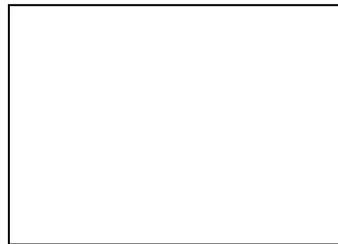
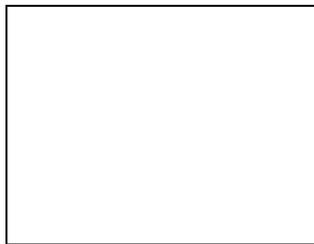
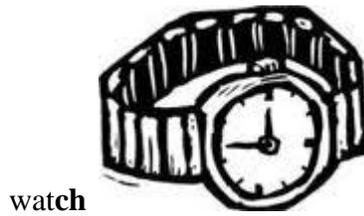
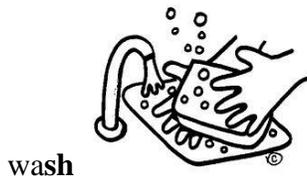
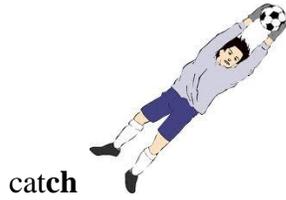
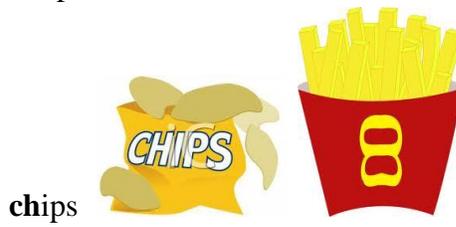
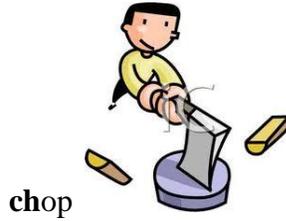
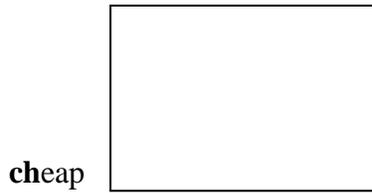
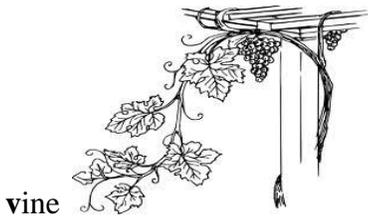


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1. Sound Pairs



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vine



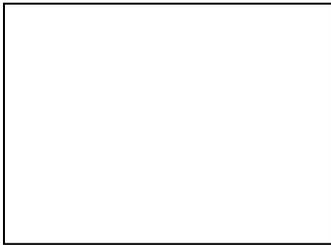
wine



vet



wet



very



wary



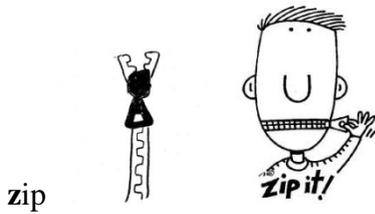
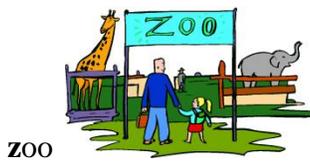
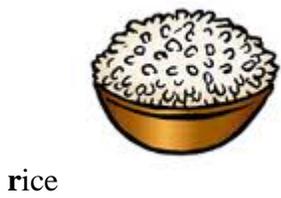
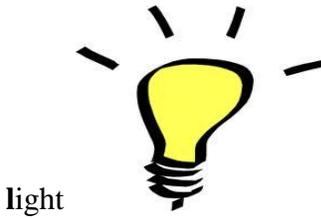
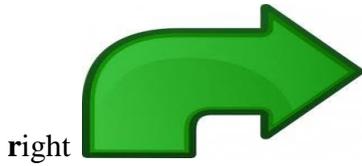
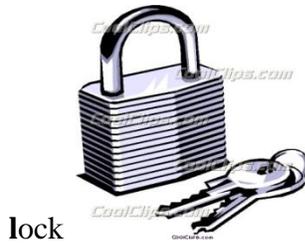
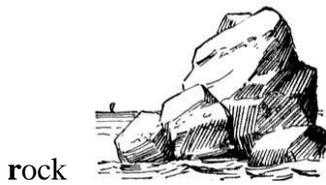
vow



wow!

(Wow! Wow! Wow!)

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'ED' Ending for Past Tense

There are 3 ways to say 'ed' on past tense words. Sometimes we say it like 'T', sometimes like 'D' and sometimes like 'UD/ED.' How do you know which to say? Look at this list of words:



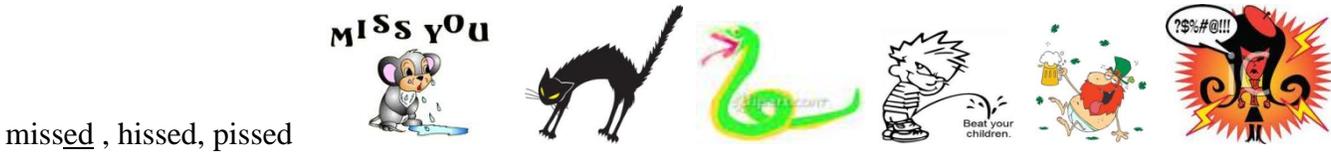
kicked , locked , looked



laughed, coughed, fluffed



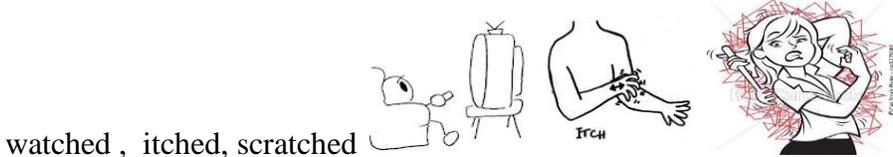
helped, jumped, slipped



missed , hissed, pissed



mashed, crashed, washed

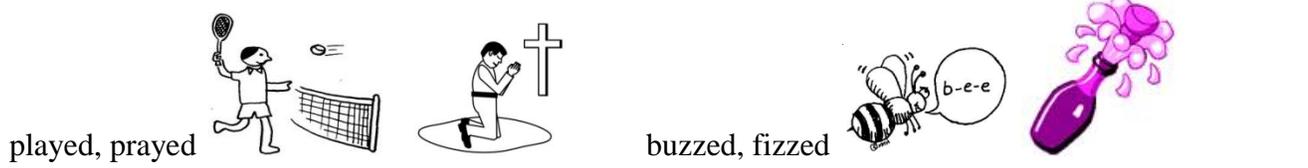
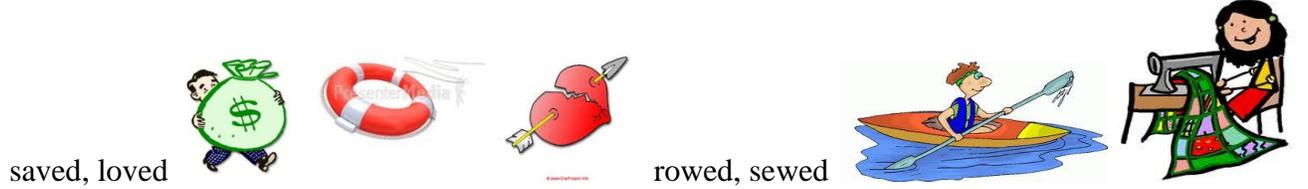
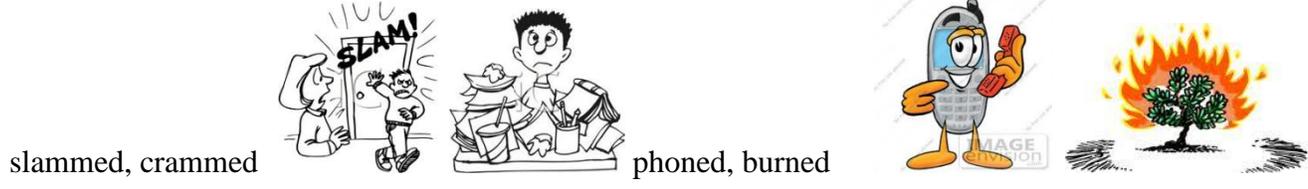
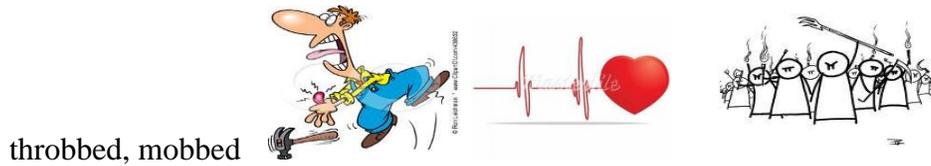


watched , itched, scratched

Rule 1: If the word ends with sounds _____, _____, _____, _____, _____, _____ say **T**

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Now look at this list of words:



(*most verbs ending with 'y' change to i: say – said, marry – married)

Rule 2: If the word ends in ____, ____, ____, ____, ____, ____, ____, ____, ____, ____ say **D**

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Rule 3: If the word ends in _____ or _____ say 'ed'



TH Sound

TH has 2 sounds in English: hard, and soft. The 'soft' th can be found in important content words like:
think, thing, three, thirteen, thirty, thirsty, thank, thumb, thin, throw

* if you spell a Thai word with *th*, foreigners who don't live in Thailand will surely pronounce it as soft *th* not *t*, so if you want them to say it correctly, you will have to spell it:

baht not bath, *Taksin* not Thaksin, *Teprasisit* not Theprasisit, *Surattani* not Surat Thani

The 'hard' *th* sound is found in grammar words like:

the, then, this, these, that, those, they, them, therefore, though

- At the end of words, *th* is almost always 'soft': *bath, math, tooth, booth*
- In the middle of words, *th* can be 'soft' or 'hard,' but is usually 'hard' before 'er':
mother, father, feather, weather, bother, either, other

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Especially for Thais

In Thai, vowel sounds (with tone) are very important for understanding what someone is saying.

Rule 1: In English, consonants (not vowels) are more important.

Thai: maa (the animal) = English: _____

But, how many other words can you make from the letters D O _ _ or D O _ _ _ ?

This is what happens when you don't say the 'g':

Thai student says: 'Hey, you like do_ ?'

American friend thinks: "Hmm, what is he trying to say? Don? – My name is Don..Maybe that girl in the class named Dawn – yeah, that must be it...No, no, no. Doll, dot, dog, dock, don't ??? Ah, yes, it has to be **dog**. – Do you like dogs? "

Then, the American says: "Yes, I do like dogs? How about you? "

If you want foreigners to understand your English, you have to: ***say the final consonant of words!***

Now say these words:

sand	stop
sank	shop
bank	shock
tank	clock
thank	pop
think	
drink	dad
	bad
ham	mad
clam	mat
cam	mam
come	mom
some	good
	should
light	shook
fight	would
flight	work
fright	
might	his
night	this

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Rule 2: Say the S !!!! on the end of words. Always.

Plurals:

Dogs are great.
Teacher, do you like dogs?
No, but I like cats.
Cats are better than dogs.
How many students are in this class?
There are 10 students.

With he/she/it – s on the verb:

He gets up at 8.
He takes a shower.
He gets ready.
He goes to school.
He drives his motorcycle to school.
He studies English at Asian U.
He likes English.
He wants to speak English better.
After school, he goes to the gym and plays basketball.
He does his homework. He studies English every night.
He reads a book.
Then, he goes to bed.
He has a busy schedule.

S or Z : How to Pronounce S

S as the final letter has two sounds: 's' as in *cats, gets, takes, likes, wants* or 'z' as in *dogs, boys, girls, goes, drives, studies, reads*. **Can you think of words with 's' and complete the rules below?**

Rule 1: If the last sound before 's' is _____, _____, _____, _____ you say **S**

Rule 2: If the last sound before 's' is _____, _____, _____, _____, _____, _____ you say **Z**

_____, _____, _____, _____, _____

While making your lists, did you notice that 'es' endings have a different sound? The sound is /əz/. Look at these examples. Can you think of 3 more?

finishes, promises, misses, catches, _____, _____, _____

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Syllables and Word Stress

Each English word has syllables. Many have just *1 syllable*:

dog, cat, eat, walk, talk, speak, hear, go, come, do, have, I, you, they, it . . .

We don't need to worry about *stress* in these words.

However, for words which are more than 1 syllable, we need to know which syllable is *stressed* (emphasized and said with more power) to say it correctly. There are some rules for which syllable gets stressed, but trying to learn all of these rules is hard, so let's focus on the most important:

2 Syllables

1. Nouns + adjectives = usually the first syllable is stressed:

Think of examples and check

2. Verbs can be stressed on first or second syllable.

bother	succeed
happen	decide
finish	forget
cancel	repeat

This brings us to an important point. You do not have to pronounce the vowel sound the normal way in the syllable which is unstressed. Usually, English speakers pronounce it as a short 'u' sound, which is called schwa. Practice saying the words again with your teacher. Can you see the difference?

Many Thai students naturally stress the 2nd syllable of two syllable words, but in English, it is usually the 1st syllable that gets the stress, so Thai pronunciation sounds unnatural to English speakers.

Practice saying these words (stressing the first syllable!) with your teacher:

apple	glasses	movie	
doctor	happy	TV	berry
tiger	stupid	e-mail	picture
teacher	beach chair	i-pod	soda
basket	lotion	i-phone	grandpa
football	singer		grandma
ice cream	student		
hotdog	high school	someone	
postman	shopping	sandwich	

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3 Syllables

3 syllable words can be stressed on any syllable:

Easily	direction	understand
Carefully	eleven	seventeen
Syllable	important	volunteer
Emphasis	confusion	guarantee

*(Many words stressed on the 3rd syllable have a ‘secondary accent’ on the 1st syllable. We won’t go into that today.)

However, **prefixes and suffixes are not stressed**. So, many 3-syllable words are accented on the 2nd syllable: The prefixes and suffixes are in *italics*, and the stressed syllable is underlined.

<i>un<u>tim</u>ely</i>	<i>dis<u>card</u>ed</i>	<i>fam<u>il</u>iar</i>
<i>im<u>prop</u>er</i>	<i>im<u>press</u>ive</i>	<i>sub<u>stant</u>ial</i>
<i>un<u>count</u>ed</i>	<i>in<u>vent</u>ion</i>	<i>dis<u>astr</u>ous</i>

4 + Syllables

Words with four, five, or six syllables are always made up of prefixes, suffixes, or both. The first syllable is not stressed, and the last syllable is not stressed. Look at these examples:

separation	participation	identification
operation	administration	electrification
geographic	opportunity	
negotiable	economical	

Do you see a pattern? Which syllable is almost always stressed?

Practice: *Can you find the syllable with the most stress? Try it:*

Hamburger	Seven Eleven	automatic
Cookies	Extremely	chemical
Pizza	Refrigerator	technology
Machine	Japanese	technological
Candy	Korean	
Promotion	American	

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Stress, Rhythm, and Rhyme

Like words in English have a stressed syllable, sentences in English have stressed words. This makes English sentences have a natural *rhythm*, or beat pattern, like you hear and feel in a song or a poem that *rhymes*.

The stressed words are called content words. They are the important words in the sentence. They can be nouns, verbs, question words, adjectives, or adverbs. Read these examples:

1. noun This is my cat.
2. verb What does it eat?
3. adverb Please come quickly.
4. adjective You did excellent work.
5. question word Why did you write the letter?

The content words, which should be stressed, are underlined in this poem:

Tom was a man.
He had a plan.
He liked to play guitar.
He was a star.
He drank too much whiskey.
Now he's dead.

Notice that the final word in each of these is stressed because it is important. But, it does not have any kind of a rising tone like when you ask a question or are unsure about something. Final words in a sentence are usually stressed, and with a period/full stop, it is important to say the final syllable of the sentence correctly. This is a common problem for Thai students.

Which words do you think are the most important in the following sentences?

Her name is Bibi.
She's from Laos.
She can't wake up.
She oversleeps.
And she smokes.

See Jane.
See Tom.
See Jane and Tom.
See Jane and Tom run.
See Jane and Tom run fast.
See Jane and Tom run fast up the hill.

Bob saw a snake.
He killed it.
He ate it.
It tasted good.

Could you pass me the ketchup, please?
I love to eat ketchup with french fries.
But I don't like ketchup on pizza; I prefer hot sauce.
The hot sauce is next to the salt on the shelf.

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Limericks – These are called ‘limericks.’ Making one is a good way to practice English rhythm.

There was a young man named Duke.
Who had a good friend named Luke.
They went to the bars
And played their guitars
And met a drummer named Took.

There once was a girl named Amway.
She went to school on the tramway.
In the mornings, she couldn't wake up.
So she never put on her make-up.
Perhaps she will be on time someday.

Jazz Chant - by Carolyn Graham. Practice it together and listen to the MP3 audio

- A: Did you hear the gossip? Did you hear the news?
B: No, I didn't, what's the story? Tell me all the news.
A: Well, Mr. Smith retired last month.
B: Mr. Smith retired?
A: And Mrs. Jones moved last week.
B: Mrs. Jones moved?
A: Mr. Green got married in June.
B: Mr. Green got married?
A: And a week ago, Dick Harper died.
B: Dick Harper died?
A: I think that's it. I'd better go! I have a lot to do.
B: Well, thanks a lot. It was really good to talk to you.

- B: Did you hear the gossip? Did you hear the news?
C: No, I didn't, what's the story? Tell me all the news!
B: Well, Mr. Smith retired last month.
C: Mr. Smith retired?
B: And Mrs. Jones moved last week.
C: Mrs. Jones moved?
B: Mr. Green got married in June.
C: Mr. Green got married?
B: And a week ago, Dick Harper died.
C: Dick Harper died?
B: I think that's it. I'd better go! I have a lot to do.
C: Well, thanks a lot. It was really good to talk to you.

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Combined/Linked Sounds

In the Jazz chant, there is the question: “Did you hear the news?” Often, native English speakers pronounce ‘did you’ as ‘didja.’ This happens with many word pairs, making them difficult for English learners to understand. *Say this sentence normally. Now, listen to your teacher say it quickly.*

Do you want to learn real English?

Do you → Duya

want to → wanna

Did you → Didja

Didn't you → Didencha

Can you → Canya

Can't you → Cancha

Will you → Willya

Won't you → _____

What do you → Whaddaya

Could you → couldya

Couldn't you → _____

aren't you → _____

Should you → _____

Shouldn't you → _____

If you don't say these the way many native English speakers do, that is fine. But, you should know how this works so that when you listen to them talk, you have a better chance of understanding.

He gave them all a sandwich. → He gavem all a sandwich. Him and them are often shortened to ‘em.’

How would you say this sentence like a real English speaker?

Would you give them all a break – or, do you want to make them all angry?

When sentences are said at normal speed or quickly, many sounds slur/blend together:

I work in a school. → I wor ki na school.

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Green Eggs and Ham (A famous children's story by 'Dr. Seuss')

I am Sam. I am Sam. Sam I am.

That Sam-I-am! That Sam-I-am! I do not like that Sam-I-am.

Do you like green eggs and ham?

I do not like them, Sam-I-am. I do not like green eggs and ham.

Would you like them here or there?

I would not like them here or there. I would not like them anywhere.

I do not like green eggs and ham. I do not like them, Sam-I-am.

Would you like them in a house? Would you like them with a mouse?

I do not like them in a house. I do not like them with a mouse.

I do not like them here or there. I do not like them anywhere.

I do not like green eggs and ham. I do not like them, Sam-I-am.

Would you eat them in a box? Would you eat them with a fox?

Not in a box. Not with a fox. Not in a house. Not with a mouse.

I would not eat them here or there. I would not eat them anywhere.

I would not eat green eggs and ham. I do not like them, Sam-I-am.

Would you? Could you? In a car? Eat them! Eat them! Here they are.

I would not, could not, in a car.

You may like them. You will see. You may like them in a tree!

Not in a tree. I would not, could not in a tree. Not in a car! You let me be. I do not like them in a box.

I do not like them with a fox. I do not like them in a house. I do not like them with a mouse.

I do not like them here or there. I do not like them anywhere.

I do not like green eggs and ham. I do not like them, Sam-I-am.

[Middle part of poem omitted, skip to end]

You do not like them, so you say.

Try them! Try them! And you may.

Try them and you may I say.

Sam! If you will let me be, I will try them. You will see.

Say! I like green eggs and ham! I do! I like them, Sam-I-am!

And I would eat them in a boat! And I would eat them with a goat...

And I will eat them in the rain. And in the dark. And on a train.

And in a car. And in a tree. They are so good so good you see!

So I will eat them in a box. And I will eat them with a fox.

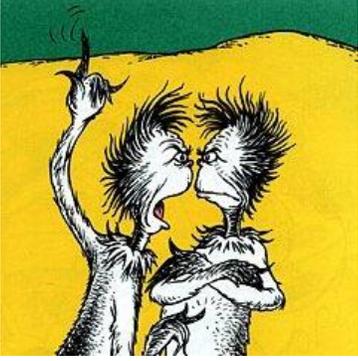
And I will eat them in a house. And I will eat them with a mouse.

And I will eat them here and there. Say! I will eat them ANYWHERE!

I do so like green eggs and ham!

Thank you! Thank you, Sam-I-am.

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The Zax – Dr. Seuss (Advanced Students only)

The day before today, one day, making tracks
In the prairie of Prax,
Came a North-Going Zax
And a South-Going Zax.
And it happened that both of them came to a place
Where they bumped. There they stood.
Foot to foot. Face to face.

“Look here, now!” the North-Going Zax said, “I say!
You are blocking my path. You are right in my way.
I’m a North-Going Zax and I always go north.
Get out of my way, now, and let me go forth!”
“Who’s in whose way?” snapped the South-Going Zax.
“I always go south, making south-going tracks.
So you’re in MY way! And I ask you to move
And let me go south in my south-going groove.”
Then the North-Going Zax puffed his chest up with pride.
“I never,” he said, “take a step to one side.
And I’ll prove to you that I won’t change my ways
If I have to keep standing here fifty-nine days!”
“And I’ll prove to YOU,” yelled the South-Going Zax,
“That I can stand here in the prairie of Prax
For fifty-nine years! For I live by a rule
That I learned as a boy back in South-Going School.
Never budge! That’s my rule. Never budge in the least!
Not an inch to the west! Not an inch to the east!
I’ll stay here, not budging! I can and I will
If it makes you and me and the whole world stand still!”

Well...
Of course the world didn’t stand still. The world grew.
In a couple of years, the new highway came through
And they built it right over those two stubborn Zax
And left them there, standing un-budged in their tracks.