

Scope and Sequence

CHAPTER	OBJECTIVES	RULES AND PRACTICE	COMMUNICATIVE PRACTICE	PRONUNCIATION LOG
PART I Introduction				
1 Your Pronunciation Profile pages 2–6	You will: <ul style="list-style-type: none"> determine your pronunciation priorities—the features that will most improve your intelligibility. explore your reasons for improving your pronunciation. set personal goals for the course and beyond. 			<ul style="list-style-type: none"> Submit recording for needs assessment.
2 Overview: Syllables, Stress, and Sounds pages 7–16	You will preview: <ul style="list-style-type: none"> syllables and syllable stress. vowel sounds in stressed syllables. the schwa /ə/ sound in unstressed syllables. vowel and consonant symbols in dictionaries and in <i>Well Said</i>. 			
PART II Sounds and Syllables				
3 Voiceless and Voiced Sounds pages 18–26	You will learn: <ul style="list-style-type: none"> the difference between voiceless and voiced sounds. the pronunciation of voiceless and voiced consonants at the beginnings of words. the pronunciation of voiceless and voiced consonants at the ends of words. 	3.1 Initial Voiceless and Voiced Consonants 3.2 Final Voiceless and Voiced Consonants	Evacuate! <ul style="list-style-type: none"> Discuss supplies needed in an emergency. Communicate while focusing on voiceless and voiced sounds. 	<ul style="list-style-type: none"> Record and submit a personal phone message. Self-monitor voiceless and voiced sounds.
4 Grammatical Endings: -s/-es and -ed pages 27–37	You will learn: <ul style="list-style-type: none"> the pronunciation of grammatical word endings -s/-es and -ed. the effect of grammatical endings on the number of syllables in a word. the importance of linking the end of one word to the beginning of the next word in a phrase. 	4.1 Pronouncing the -s/-es Ending 4.2 Pronouncing the -ed Ending	Two Truths and a Lie <ul style="list-style-type: none"> Tell a group about your past. Guess false information about your classmates. Communicate while using -ed endings. 	<ul style="list-style-type: none"> Record and submit sentence completions. Self-monitor -s/-es and -ed endings.

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PART III Stress in Words and Sentences				
5 Word Stress in Nouns, Verbs, and Numbers <i>pages 39–50</i>	You will learn: <ul style="list-style-type: none"> • common stress patterns in words with more than one syllable. • how to make a syllable sound stressed in English. 	5.1 Word Stress in Compound Nouns 5.2 Word Stress in Numbers like 50 and 15 5.3 Word Stress in Two-Syllable Verbs 5.4 Word Stress in Two-Syllable Noun-Verb Pairs 5.5 Word Stress in Two-Word Verbs 5.6 Stress in Abbreviations	<i>TechFest Conference</i> <ul style="list-style-type: none"> • Relay information in an office e-mail. • Communicate while using common stress patterns in words. 	<ul style="list-style-type: none"> • Record and submit a police report. • Self-monitor stress in nouns, verbs, and numbers.
6 Stress in Words with Suffixes <i>pages 51–58</i>	You will learn: <ul style="list-style-type: none"> • where to stress words with common suffixes. • the pronunciation of longer, multisyllable words, especially academic, scientific, and technical terms. • more about vowel sounds in stressed and unstressed syllables. 	6.1 Suffixes Beginning with <i>-i</i> 6.2 Suffixes <i>-graphy</i> and <i>-logy</i> 6.3 Suffixes from French (<i>-ee, -eer, -ese, -ique</i>)	<i>Find Someone Who...</i> <ul style="list-style-type: none"> • Get to know your classmates' interests and abilities. • Communicate while using common words with stress-shifting suffixes. 	<ul style="list-style-type: none"> • Record and submit information about the conference. • Self-monitor word stress in academic and technical terms.
7 Rhythm in Phrases and Sentences <i>pages 59–70</i>	You will learn: <ul style="list-style-type: none"> • basic rhythm patterns in phrases and sentences. • the kinds of words that are generally stressed. • the kinds of words that are generally unstressed. 	7.1 Initial Stressed Words in Sentences 7.2 Unstressed Words in Sentences 7.3 Reducing Structure Words	<i>What makes you happy?</i> <ul style="list-style-type: none"> • Discuss what makes people happy. • Communicate while using appropriate rhythm patterns. 	<ul style="list-style-type: none"> • Write, record, and submit a phone message. • Monitor rhythm patterns.

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PART IV Thought Groups and Intonation				
8 Thought Groups <i>pages 73–79</i>	You will learn: <ul style="list-style-type: none"> • how to divide the stream of speech into thought groups. • how thought groups help listeners process what is being said. 	8.1 Pausing 8.2 Chunking	Graduation Advice <ul style="list-style-type: none"> • Discuss quotes from famous graduation speeches. • Analyze and mark thought groups. • Share your advice to a graduate using thought groups. 	<ul style="list-style-type: none"> • Record and submit favorite quotes and lyrics. • Self-monitor for thought groups.
9 Focus Words <i>pages 80–92</i>	You will learn: <ul style="list-style-type: none"> • that each thought group has a key word called the focus word. • how English speakers signal focus words. 	9.1 Focus Words 9.2 Function Words after the Focus Word 9.3 Multisyllable Focus Words 9.4 Special Focus – New Information 9.5 Special Focus – Contrasting Information 9.6 Special Focus – Emphasizing Agreement 9.7 Special Focus – Correcting Information	Schedule Changes <ul style="list-style-type: none"> • Discuss changes to a student orientation schedule. • Communicate the changes while using focus to highlight corrections. 	<ul style="list-style-type: none"> • Record and submit a monologue about friendships in graduate school. • Self-monitor for focus in thought groups.
10 Final Intonation <i>pages 93–101</i>	You will learn to: <ul style="list-style-type: none"> • recognize and use falling intonation. • recognize and use rising intonation. • recognize the meaning of rising and falling intonation patterns. 	10.1 Falling Intonation in Statements 10.2 Falling Intonation in <i>Wh-</i> Questions 10.3 Rising Intonation in General Yes/No questions 10.4 Intonation in Questions with <i>or</i> 10.5 Intonation with Items in a Series	Items in a Series <ul style="list-style-type: none"> • Choose a personal or work situation and write a response. • Present your response to a small group using intonation for items in a series. 	<ul style="list-style-type: none"> • Record and submit humorous anecdotes. • Self-monitor for final intonation.

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PART V Connected Speech				
11 Linking and Sound Change <i>pages 103–111</i>	You will learn how to: <ul style="list-style-type: none"> link or connect words within thought groups. identify common sound changes when words are connected in the stream of speech. 	11.1 Linking Same Consonant Sounds 11.2 Linking Consonants to Vowels 11.3 Linking Final /t/, /d/, and /n/ to Consonants 11.4 Linking /t/ to /y/ 11.5 Linking /d/ to /y/	Rules of the Road <ul style="list-style-type: none"> Discuss rules and advice for driving. Ask and answer questions while using linking. 	<ul style="list-style-type: none"> Record and submit <i>knock! knock!</i> jokes. Monitor for linking.
12 Consonant Clusters <i>pages 112–118</i>	You will learn: <ul style="list-style-type: none"> to say consonant clusters at the beginnings of words. to say consonant clusters at the ends of words. to use strategies for simplifying clusters. 	12.1 Initial Consonant Clusters 12.2 Final Two- and Three-Consonant Clusters	Things People Fear <ul style="list-style-type: none"> Discuss common fears while using initial and final consonant clusters. 	<ul style="list-style-type: none"> Record and submit New Year's resolutions. Self-monitor for use of consonant clusters.
PART VI Vowel and Consonant Sounds				
Vowel Sounds <i>pages 120–145</i>	1 Vowel Overview 2 /ɪ/ <i>feet</i> - /ɪ/ <i>fit</i> 3 /eɪ/ <i>pain</i> - /ɛ/ <i>pen</i> 4 /ʌ/ <i>luck</i> - /ɑ/ <i>lock</i> 5 /oʊ/ <i>note</i> - /ɑ/ <i>not</i>			
Consonant Sounds <i>pages 146–175</i>	6 Consonant Overview 7 /θ/ <i>thin</i> - /s/ <i>sin</i> ; /θ/ <i>thin</i> - /t/ <i>tin</i> 8 /f/ <i>fair</i> - /p/ <i>pair</i> 9 /ʃ/ <i>sheet</i> - /s/ <i>seat</i> 10 /r/ <i>right</i> - /l/ <i>light</i> 11 /v/ <i>very</i> - /w/ <i>wary</i> ; /v/ <i>very</i> - /b/ <i>berry</i>			