

PART II Word Endings

Chapter 4 Final Consonant Sounds

Chapter 5 The -s Ending

Chapter 6 The -ed Ending



Diners eat at Cicciolina restaurant, Cuzco, Peru.

CHAPTER 4 Final Consonant Sounds

OBJECTIVES

In this chapter, you will learn:

- the importance of pronouncing final consonant sounds clearly.
- the pronunciation of final voiceless and voiced consonant sounds.
- the pronunciation of vowel sounds before final voiceless and voiced consonant sounds.

SUMMARY

English words often end in one or more consonant sounds (*car, card, cards*). Words with final consonants are less common in many other languages. Therefore, it can be difficult for English learners to hear or say consonant sounds at the ends of words. This chapter will explain how final consonant sounds affect meaning and how to say them clearly and correctly.

Warm Up


EXERCISE 1 **A**  Listen to the voicemail message. Circle the words you hear. [CD 1; Track 25](#)

“This is a message for (1. Jay / Jake). My name is (2. Lee / Leif), and I’m calling about the science club meeting. It’s tonight at 7:00 in (3. Room A / Room 8) of Smith Hall. Please bring your lab (4. coat / code). Also, we plan to talk about this year’s fair. We need to figure out the (5. price / prize). All ideas are welcome! Thank you, and see you later. Oh, one more thing, if you can, please bring chips or another snack.”

B Check your answers with your class. Tell your classmates any words you misunderstood.

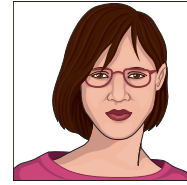
Notice

EXERCISE 2

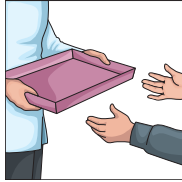
A  Listen. The speaker will say sentence *a* or *b*. Circle the one you hear.
CD 1; Track 26



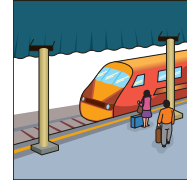
1. a. There's Joe.



b. There's Joan.



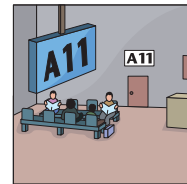
2. a. Here's the tray.



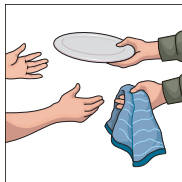
b. Here's the train.



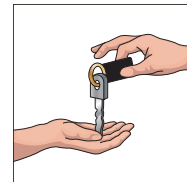
3. a. Go to Gate 811.



b. Go to Gate A-11.



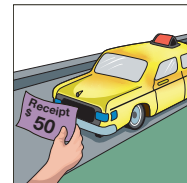
4. a. Can you dry?



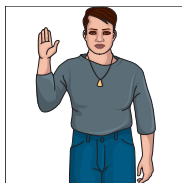
b. Can you drive?



5. a. The cap was expensive.




b. The cab was expensive.



6. a. This is my right.



b. This is my ride.

- B**  Check your answers with your class. Then listen to both sentences in each pair from part **A**. Do you notice a difference? [CD 1; Track 27](#)

Rules and Practice

Final Consonant Sounds

If you omit final consonant sounds:

- you might change the meaning. For example, *pain* may sound like *pay*.

A: *Is your pay bad?*

B: *My pay? Why do you want to know?*

A: *No, is your **pain** bad?*


- you might not make sense. For example, *nine men* may sound like *ni-men*.

A: *Ni-men called about the job.*


B: *Who's Nimen?*

A: *No, **nine men** called. Many people are interested in the job.*

RULE 4.1 If you want to be clear, do not omit final consonant sounds.

- EXERCISE 3** **A**  Listen to the sentences. Check *Correct* if you hear the underlined consonant sound. Check *Incorrect* if you do not. [CD 1; Track 28](#)


	Correct	Incorrect
1. Take the <u>time</u> off.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Did you <u>save</u> money?	<input type="checkbox"/>	<input type="checkbox"/>
3. It's <u>noon</u> in my country.	<input type="checkbox"/>	<input type="checkbox"/>
4. What's the <u>date</u> of the party?	<input type="checkbox"/>	<input type="checkbox"/>
5. Keep <u>up</u> the good work.	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you <u>seat</u> us together?	<input type="checkbox"/>	<input type="checkbox"/>

- B**  Check your answers with your class. Then listen to the correct sentences from part **A**. Say them with the speaker. [CD 1; Track 29](#)

CHOOSE YOUR PATH


- For practice with specific consonant sounds, turn to Consonant Sounds 10–17, pages 153–180.
- For more practice with final consonant sounds, continue with the chapter.

TIP ▼ Linking Final Consonants to Words Beginning with a Vowel

 When a word with a final consonant is followed by a word beginning with a vowel, link the consonant to the vowel in the next word. The final consonant will be easier to say, and your speech will sound more natural. Listen. **CD 1; Track 30**

time <u>off</u> → ti- moff	keep <u>up</u> → kee- pup
date <u>of</u> → da- tof*	at <u>a</u> → a- ta*

*When linking a final /t/ to a vowel, the /t/ sound often sounds like a fast “d.”
For example: *date of* sounds like “da-dəv” and *at a* sounds like “a-də.”

EXERCISE 4 **A**  Listen to the speaker say sentence *a* or *b*. Check ✓ the matching response.
CD 1; Track 31

- | | |
|---|---|
| 1. a. Can the hostess <u>see us</u> ? | ___ No, we should move closer to her. |
| b. Can the hostess <u>seat us</u> ? | ✓ No, there isn't a free table yet. |
| 2. a. Should I take the <u>tie off</u> ? | ___ Yes, it doesn't match your shirt. |
| b. Should I take the <u>time off</u> ? | ___ Yes, you need a vacation. |
| 3. a. Does he <u>say anything</u> ? | ___ No, he's very quiet. |
| b. Does he <u>save anything</u> ? | ___ No, he doesn't have any money. |
| 4. a. Your red <u>boat is</u> nice! | ___ Thanks! Do you want to go for a ride? |
| b. Your red <u>bow is</u> nice! | ___ Thanks! It's made of silk. |
| 5. a. What's the <u>date of</u> the meeting? | ___ May 14th. |
| b. What's the <u>day of</u> the meeting? | ___ Tuesday. |
| 6. a. I'm afraid I don't like my <u>tea</u> . | ___ Would you prefer coffee? |
| b. I'm afraid I don't like my <u>team</u> . | ___ Please try to work with everyone. |

B Check your answers with your class.

C Work with a partner. Look again at the sentences in part **A**. Student A, say sentence *a* or *b*. Student B, say the matching response. Remember to practice linking consonants with vowels.


Can the hostess
seat us?

No, there isn't a
free table yet.

CHOOSE YOUR PATH

- For information on voiceless and voiced consonants, turn to Consonant Sounds 8, page 144.
- For practice with final consonant sounds and vowel length, continue with the chapter.

Final Consonant Sounds and Vowel Length

 Listen to each word pair. How are the vowel sounds different in these word pairs? [CD 1; Track 32](#)

Voiceless	Voiced
rope	ro <u>b</u> e
coat	co <u>d</u> e
pick	pi <u>g</u>
leaf	lea <u>v</u> e
price	pr <u>i</u> ze

RULE 4.2 Vowels before final voiced consonants sound l-o-n-g-e-r than vowels before final voiceless consonants.

EXERCISE 5 **A**  Listen. Repeat the word pairs. [CD 1; Track 33](#)


Voiceless	Voiced	Voiceless	Voiced
1. lap	la <u>b</u>	6. tack	ta <u>g</u>
2. seat	sea <u>d</u>	7. leaf	lea <u>v</u> e
3. coat	co <u>d</u> e	8. proof	pro <u>v</u> e
4. rack	ra <u>g</u>	9. peace	pea <u>s</u>
5. buck	bu <u>g</u>	10. price	pr <u>i</u> ze

B  Listen again to the word pairs in part **A**. Repeat the words silently. Do you notice the difference? [CD 1; Track 33](#)


TIP ▼ Pronunciation Practice Strategies

Here are some suggestions to make your pronunciation practice more interesting and effective.

- **Speak with your eyes closed**; your ears will be more alert.
- **Speak silently**; this will draw your attention to the movement of your mouth and tongue.
- **Speak in slow motion**; this will also allow you to focus on the movement of your mouth.

EXERCISE 6 **A**  Listen to the speaker say sentence *a* or *b*. Check ✓ the matching response. **CD 1; Track 34**

- | | |
|--|---|
| 1. a. Did you <u>lock</u> it? | ___ No, I didn't have the key. |
| b. Did you <u>log</u> it? | <input checked="" type="checkbox"/> Yes, I wrote it down. |
| 2. a. I heard about the <u>race</u> . | ___ Who won? |
| b. I heard about the <u>raise</u> . | ___ How much was it? |
| 3. a. Did she make the <u>bet</u> ? | ___ No, she didn't have the money. |
| b. Did she make the <u>bed</u> ? | ___ Yes, she's very neat. |
| 4. a. Should I put it in the <u>back</u> ? | ___ No, in the front. |
| b. Should I put it in the <u>bag</u> ? | ___ Yes, in the big blue one. |
| 5. a. I forgot my lab <u>coat</u> . | ___ You can wear mine. |
| b. I forgot my lab <u>code</u> . | ___ Ask for a new number. |
| 6. a. Take a <u>cap</u> . | ___ Is it sunny out? |
| b. Take a <u>cab</u> . | ___ No, I think I'll walk. |

B  Check your answers with your class. Then listen and repeat the sentences and responses in part **A** with your eyes closed. **CD 1; Track 35**

C Work with a partner. Look again at the sentences in part **A**. Student A, say sentence *a* or *b*. Student B, say the matching response. Remember, vowels before voiced consonants are longer.

Did you lock it?

No, I didn't have the key.

Communicative Practice What? I can't hear you!

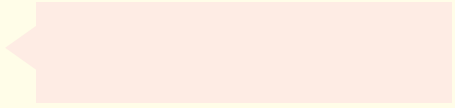
A Read the situation. Follow the instructions.

Situation: You have just left class. Your teacher, who is still in the classroom, is waving a cell phone and trying to tell you something through the window.

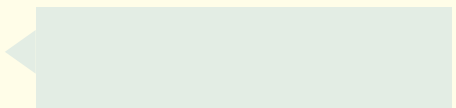
Teacher: Say the message on page 31 without your voice. Just move your lips. Students: Write the message your teacher says in the bubble.	
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B Work with a partner. Student A, look at this page. Student B, turn to page 31. Read the situations and say your messages without your voice. Write the messages your partner says in the bubbles.

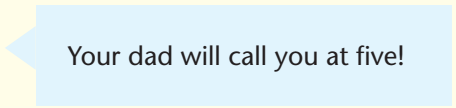
1. Situation: Students are sitting in a classroom listening to a lecture. One student is asking another classmate a question.

Student B: Say the message. Student A: Write the message.	
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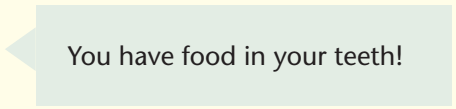
2. Situation: Two friends are at a boring party. One friend asks the other a question.

Student B: Say the message. Student A: Write the message.	
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3. Situation: A college student sees his roommate in a crowded, noisy hallway.


Student A: Say the message. Student B: Write the message.	
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4. Situation: A husband and wife are attending a dinner party. One tells the other something.

Student A: Say the message. Student B: Write the message.	
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C Work in a small group. What did you notice about mouth movements when you were speaking silently? Tell your group. Have you ever been in a similar situation? Tell your group about the situation and the message.

Pronunciation Log Final Consonant Sounds

- A**  Listen to the voicemail message about an astronomy club meeting. Read silently as you listen. Move your mouth as you read. [CD 1; Track 36](#)

Astronomy Club



“This is a message for Jen. My name is Wade, and I’m calling about the new astronomy club meeting. We meet Friday night at eight o’clock in room five of Teeg Hall. We’ll learn to use our new telescope. I’ll email a meeting plan by noon tomorrow. Please look at it before we meet. See you soon!”

- B** Work with a partner. Take turns saying the message.
- C** Record yourself saying the message. Listen to your recording. Circle the words with underlined sounds that you said correctly. Re-record if necessary. When you are ready, submit your recording to your teacher.

Communicative Practice What? I can't hear you!

- A** Teacher: Say the message without your voice. Just move your lips. Students will write the message.

Message: You forgot your phone!

- B** Student B, look at this page. Student A, look at page 29. Read the situations and say your messages to your partner without your voice. Write the messages your partner says in the bubbles.

1. Situation: Students are sitting in a classroom listening to a lecture. One student is asking another classmate a question.

Student B: Say the message. Student A: Write the message.	Did you do your homework?
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2. Situation: Two friends are at a boring party. One friend asks the other a question.

Student B: Say the message. Student A: Write the message.	Can we leave at eight?
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3. Situation: A college student sees his roommate in a crowded, noisy hallway.

Student A: Say the message. Student B: Write the message.	
--	--

4. Situation: A husband and wife are attending a dinner party. One tells the other something.

Student A: Say the message. Student B: Write the message.	
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- C** Work in a small group. What did you notice about mouth movements when you were speaking silently? Tell your group. Have you ever been in a similar situation? Tell your group about the situation and the message.