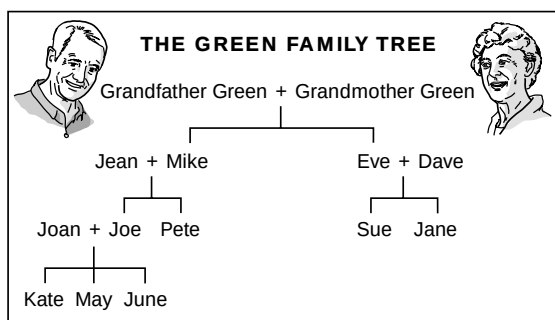


4 The One Vowel Rule Linking with N

What does “less” mean?
How do you say L - E - A - S - E?

A The Green family and the Two Vowel Rule

1 This is a family tree. Listen to the names.



2 In the Green family, all the names follow the Two Vowel Rule.

The Two Vowel Rule

When there are two vowel letters in a syllable:

1. The first vowel says its alphabet name.
2. The second vowel is silent.

This rule is true for many words.

remain	repeat	arrive	soapy	excuse
Jane	Jean	Mike	Joe	Sue

students for learning the One Vowel Rule and the concept of a *relative vowel*. Students will hear sentences describing the relationships of people in the Green family. Students can point to the names as they hear them.

Audio script

Grandfather Green and
Grandmother Green

Their children are Mike and
Eve.

Jean and Mike are married.
Their children are Joe and
Pete.

Joe and Joan are married.
Their children are Kate,
May, and June.

Eve and Dave are married.
Their children are Sue and
Jane.

2. Read the information in the box to remind students about the Two Vowel Rule.



Teaching Tip

The family trees in A and C could be put on the board or an overhead projector and used for practice with relationship terms (*sister, grandparents, children, etc.*).

As a good reminder of the One and Two Vowel Rules, put the family trees on posterboard and display them in the classroom for the remainder of the course.

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4 The One Vowel Rule Linking with N

Unit overview

In Unit 4, students contrast the Two Vowel Rule they learned in Unit 2 with the One Vowel Rule. The unit also introduces the concept of *linking*, which is developed throughout the book. Linking, which refers to the way the final sound of a word connects to the initial sound of

the word that follows it, is a key characteristic of spoken English. In this unit, learners listen to and practice words linked with *N* /n/, anticipating linking with *M* /m/ in Unit 5.



A The Green family and the Two Vowel Rule

1. The purpose of this family tree is to introduce the idea of *relatives*, and to prepare



B Pair work: Questions about the Green family

Make sure students know the gender of the names in the Green family so that they will know which people are sons, sisters, brothers, etc. Mike, Joe, Pete, and Dave are male, and the other names are female.



C The Red family and the One Vowel Rule

1. As students listen to the audio program for this exercise, they will focus on relative sounds. The term *relative sound* means that this sound is a relative of the *alphabet sound*. The alphabet sound and the relative sound are related because they are alternative pronunciations of the same vowel letter. The actual quality of a relative vowel sound must be learned by hearing it many times. Describing the position of the tongue is not as helpful as giving students opportunities to listen and develop an acoustic imprint in their minds.

The relative vowels are more common in spoken English than the alphabet vowels, but are more difficult for students to learn. That is why the Two Vowel Rule was presented first. Both of these rules have many exceptions, but they work well enough to help students decide how a printed word is likely to be pronounced. Some statistics about how often these rules work are given in Appendix E of the Student's Book.

Audio script

Grandfather Red and
Grandmother Red

B Pair work: Questions about the Green family

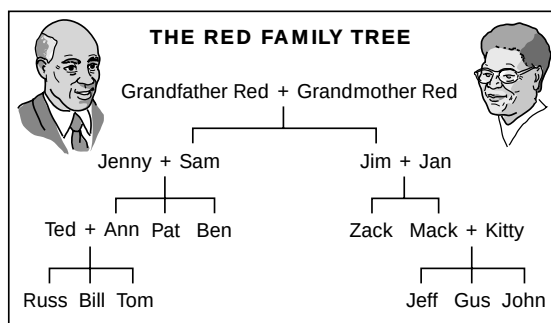
Ask each other questions about the Green family.
Write your answers.

- | | |
|------------------------------------|-------------------|
| 1. Who is Joe's brother? | Pete |
| 2. Who is Jane's sister? | Sue |
| 3. Who is Eve's mother? | Grandmother Green |
| 4. Who is May's father? | Joe |
| 5. Who is Grandmother Green's son? | Mike |
| 6. Who are Kate's sisters? | May and June |
| 7. Who is Dave's wife? | Eve |
| 8. Who are Jean's sons? | Joe and Pete |



C The Red family and the One Vowel Rule

1 This is the Red family. Listen.



2 In the Red family, all the names follow the One Vowel Rule.

The One Vowel Rule

When there is only one vowel letter in a syllable:

1. The vowel letter does NOT say its alphabet name.
2. The vowel letter says its RELATIVE sound.

This rule is true for many words.

can	pencil	finger	hot	summer
Mack	Jenny	Kitty	John	Russ

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Sam and Jim are their children.

Jenny and Sam are married.

Ann, Pat, and Ben are their children.

Ted and Ann are married.

Russ, Bill, and Tom are their children.

Jim and Jan are married.

Zack and Mack are their children.

Mack and Kitty are married.

Jeff, Gus, and John are their children.

2. Go over the One Vowel Rule with students. It can be helpful to tell them that very short words that end in a vowel do not follow this rule (e.g., *hi*, *me*, *she*, *go*).

Students may want to know the gender of the names. Pat could be either male or female. Jenny, Ann, Jan, and Kitty are females, and the other names are male.

D Words with relative vowel sounds

Listen.

A	E	I	O	U
Pat	Ben	Jim	Tom	Gus
hat	bed	his	hot	bus
Zack	pen	Bill	pot	sun
thanks	pencil	finish	John	sunny
Sam	Betty	Kitty	Johnny	supper

E Alphabet vowels and relative vowels

Alphabet vowels say their names. Relative vowels have a different sound.

1 These names have alphabet vowel sounds. Listen.

A ^y	E ^y	I ^y	O ^w	U ^w
Jane	Jean	Mike	Joe	June

2 These names have relative vowel sounds. Listen.

A	E	I	O	U
Jan	Jen	Bill	Tom	Gus

F Which word is different?

1 Listen to three words. One word is different. Mark it.

X	Y	Z
1.	✓	 (mate, mat, mate)
2. ✓	✓	
3. ✓	✓	
4. ✓	✓	
5. ✓	✓	
6.	✓	✓
7.	✓	

2 Listen again.

features, such as voicing in the following sound, and word or sentence stress. Therefore, in the context of whole words and sentences, *long* and *short* vowels are not very helpful terms.

It has been traditional to teach vowels in pairs based on their position within the mouth (e.g., /ɪ/ and /i/, as in *ship* and *sheep*), but this is not as useful for beginners as pairing the most likely sounds for the same vowel letter (e.g., *made* and *mad*, /meɪd/ and /mæd/).

For all of these reasons, this book uses the terms *long* and *short* to refer only to real timing length, when the vowels are said in actual running speech.

Note: The alphabet sound A^y has another relative sound, but it is less common: *all* /ɔ:l/, *call*, *ball*, *mall*, *fall*.

E Alphabet vowels and relative vowels

Before students listen to the audio program, remind them to pay attention to the differences between the alphabet vowels and relative vowels they will hear.

F Which word is different?

Here students listen for vowel sounds to determine which word is different. Read the direction line and the three words shown next to item 1. Draw attention to the checkmark in column Y. Then start the audio program or read the script.

D Words with relative vowel sounds

In this exercise, students will hear relative vowel sounds. This book differs from the traditional approach to teaching vowel sounds in two ways:

1. Instead of using the terms *long* and *short* vowels, it refers to *alphabet* and *relative* vowels.
2. It groups pairs of likely sounds for the same vowel letters rather than in terms of their position in the mouth.

Many teachers use the terms *long* and *short* vowels. It is true that an alphabet vowel said by itself (out of context) sounds longer than a relative (short) vowel, simply because the alphabet vowels have a ^y or ^w off-glide that takes time to say. (Relative vowels do not have off-glides.) However, in the actual context of a word, short vowels can take longer to say than the long ones, because vowel length in English is largely determined by the presence or absence of other

Audio script

1. mate, mat, mate
/meɪt/, /mæt/, /mɛɪt/
2. pine, pin, pine
/paɪn/, /pɪn/, /paɪn/
3. mean, men, men
/mi:n/, /men/, /men/
4. hop, hope, hop
/hɒp/, /hoʊp/, /hɒp/
5. at, ate, ate
/æt/, /eɪt/, /eɪt/
6. ice, ice, is
/aɪs/, /aɪs/, /ɪz/
7. cute, cut, cute
/kʊ:t/, /kʌt/, /kʊ:t/

 G Listening to vowel sounds

Students often worry when they do not know the meaning of all the words they see, but try to get students to pay attention to the spelling, not the meaning, in this task. The purpose of this task is to help students learn to guess the vowel sounds by listening and looking at the spelling. Discussing vocabulary would use time better spent mastering the connection between sound and spelling.

 H Which vowel sound do you hear?

1. As students listen to the audio program, they can put a checkmark next to the words they think have alphabet vowel sounds. This will help them when they do step 2 of the task.
2. Have students write the words in the correct boxes. They can do this in pairs or groups. Write the chart on the board and check answers as a class by asking, *What words go in this box?*

 G Listening to vowel sounds

Listen. Point to each word as you hear it.

A ^y	A	E ^y	E	I ^y	I	O ^w	O	U ^w	U
Kate	cat	teen	ten	ice	is	load	lot	cute	cut
Jane	Jan	Jean	Jen	file	fill	Joan	John	cube	cub
ate	at	meat	met	time	Tim	hope	hop	rule	run
same	Sam	seat	set	bite	bit	coat	cot	tube	tub

 H Which vowel sound do you hear?

- 1 Listen. Some words have alphabet vowel sounds and some have relative vowel sounds.

cute	teen	rule	ride	pine	lease
made	road	main	cube	ice	coast
hop	shake	less	mad	rod	man
cheese	fun	chess	cub	shack	ten
rid	cut	hot	is	hope	pin

- 2 Write the words in the correct boxes. Each box has three words.

A ^y	E ^y	I ^y	O ^w	U ^w
made	cheese	ride	road	cute
shake	teen	pine	hope	rule
main	lease	ice	coast	cube
A	E	I	O	U
mad	less	rid	hop	fun
shack	chess	is	hot	cut
man	ten	pin	rod	cub

- 3 Check your answers with the class.

**I Music of English**

Listen. Say each sentence two times.

What does “less” mean?

How do you say L - E - A - S - E?

J Pair work: How do you say L-E-S-S?

- 1 Student A, ask question **a** or **b**.
- 2 Student B, answer the question.
- 3 Take turns asking questions.

Examples

Student A: What does “less” mean?

Student B: Not as much.

Student B: How do you say S - H - A - K - E?

Student A: Shake.

- | | |
|--|-------------------------------|
| 1. a. What does “lease” mean? | To rent, usually for a year. |
| b. What does “less” mean? | Not as much. |
| 2. a. How do you say
S - H - A - C - K? | Shack. |
| b. How do you say
S - H - A - K - E? | Shake. |
| 3. a. What does “shake” mean? | A drink made of
ice cream. |
| b. What does “shack” mean? | A very poor house. |

**Teaching Tip**

“Walkabout” is a useful technique: Have students circle the room, walking to the rhythm as they say the sentences many times. The teacher can step out of the circle and listen to the students as they go around. When students say the word *less*, they should take an extra long step. Then have students take a separate step for each letter of the word, *L-E-A-S-E*, with an extra long step for the final letter *-e*. For full effect, the walking/talking needs a lot of repetition.

J Pair work: How do you say L-E-S-S?

After reading the directions, ask students to read the examples. Then model the task by taking the part of Student A and choosing someone in the class to take the part of Student B. Act out choosing a question to ask, then have Student B answer your question. Confirm or correct the answer, then have Student B ask you a question. Finally, put students into pairs and have them take turns asking and answering the questions. Make sure students choose questions at random to keep the task interesting.

Short-form answers are given here, rather than full sentences, because that is how people actually talk. Also, short, easy-to-say responses are easier to produce and will help this sort of pair work go smoothly.

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**I Music of English**

What does “less” mean? is another useful “song” for beginners. *How do you say L-E-A-S-E?* helps students gradually develop the skill of spelling aloud.

The letters in a spelled word are said like a series of any kind, and the signal for “last one” is a rise and then fall. This is also true for acronyms (e.g., CNN, BBC, VIP, etc.) and lists

of any kind. When you model these sentences, lengthen the vowel sound in *less* and the final letter *-e* in *L-E-A-S-E*. *Less* and the final letter in *L-E-A-S-E* are the most important parts of these sentences, and as such they have longer vowels. Unit 5 will explain this for the students, but in the meantime they need to hear you say the sentences spoken with accurate English rhythm.

**K Linking with the sound N**

This exercise introduces students to the concept of linking. Many languages have a brief silence between all words, and in written English, words are separated with a white space. However, in spoken English, the final sound of a word often links to the initial sound of the next.

It is important to practice linking for two main reasons. First, listening comprehension is improved when students practice hearing words run together. Second, linking is an aid to fluency; when students link words in their own speech, they sound more natural and can begin to express themselves in thought groups, rather than in unnaturally separated words.

There are other good reasons for students to practice linking. Many languages do not allow final consonants, and students need practice concentrating on consonant endings.

Linking is also a good way to help students learn to pronounce difficult sounds, because it effectively moves word-final sounds into word-initial position. Often, students will have less trouble hearing and pronouncing a difficult sound at the beginning of a word than at the end.

1. When you model the linked words in this task, draw out the linking sound in an exaggerated way, to focus attention on the link.

2. Point out to students that the letter *k* is silent in *know*.

4. a. How do you say
L - E - A - S - E? Lease.
b. How do you say
L - E - S - S? Less.

5. a. How do you spell "wheel"? W - H - E - E - L.
b. How do you spell "well"? W - E - L - L.



6. a. How do you say I - C - E? Ice.
b. How do you say I - S? Is.



7. a. How do you spell "while"? W - H - I - L - E.
b. How do you spell "will"? W - I - L - L.

8. a. What does "main" mean? The most important.
b. What does "man" mean? A male person.



9. a. How do you say
C - H - E - S - S? Chess.
b. How do you say
C - H - E - E - S - E? Cheese.



10. a. What does "made" mean? The past of "make."
b. What does "mad" mean? Angry.

**K Linking with the sound N**

Many words are linked together.

- 1** The sound **N** links to a vowel sound at the beginning of the next word. Listen.

Dan is. **Dannnis** .
an apple **annnapple**

- 2** The sound **N** links to another **N** sound at the beginning of the next word. Listen.

John knows. **Johnnnknows** .
ten names **tennnnames**

**L More linking with N**

Listen. Say each sentence two times. Remember to link **N** to the sound at the beginning of the next word.

- | | |
|----------------------------|---------------------------|
| 1. Dan is here. | Dannnis here. |
| 2. Ken asks questions. | Kennnasks questions. |
| 3. Jan and I will go. | Jannnand I will go. |
| 4. Joan always goes. | Joannnalways goes. |
| 5. Jean never goes. | Jeannnnever goes. |
| 6. John knows everything. | Johnnnknows everything. |
| 7. This is an ice cube. | This is annnice cube. |
| 8. I want an apple. | I want annnapple . |
| 9. The list has ten names. | The list has tennnnames . |
| 10. Have you seen Nancy? | Have you seennnNancy ? |

M Review: Names of the alphabet letters

Say the names of the letters in each group. The letter names in each group have the same vowel sound. Read down.

A ^y cake	E ^y tea	E ten	I ^y ice	O ^w cone	U ^w cube
A	B	F	I	O	U
H	C	L	Y		Q
J	D	M			W
K	E	N			
	G	S			
	P	X			
	T				
	V				
	Z				

R does not belong in any of these groups. It is pronounced like the word “are.”

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M Review: Names of the alphabet letters

This task is meant to help students pronounce these vowel sounds accurately, and at the same time, to reinforce work done in Units 1 and 2 on pronouncing the names of the letters.

**Teaching Tip**

A more challenging task can be presented by writing the alphabet on the board and then asking students to cover up the columns in the book, except for the sounds and key words at the top of the chart. Then ask them to work in pairs or small teams, to figure out which letters go in which columns.

See Unit 4 Quiz on page T-134.

**L More linking with N**

This is the first task in which students actually have the opportunity to practice linking.

Students will hear sentences and repeat them at least two times. A useful approach is to have students use their index fingers to draw a linking symbol (like the curved line that connects *Dan* and *is* in item 1) in the air as they say

the linking *N* sound in each sentence. Encourage students to exaggerate the linking sounds as they practice.

Another approach is to instruct students to bring their hands together just as they begin the linking sound. This physical effort requires close attention to the onset of linking, which increases focus on the linking use of the target sound.