

Lê Văn Sư
Giảng viên Tiếng Anh
Trường Đại học Lạc Hồng

105 BÀI HỌC PHÁT ÂM TIẾNG ANH

105 ENGLISH PRONUNCIATION LESSONS

Bao gồm :

- ▣ 44 bài học phát âm dành cho học viên trình độ tiền trung cấp.
- ▣ 40 bài học phát âm dành cho học viên trình độ trung cấp.
- ▣ 21 bài học về trọng âm, nhịp điệu và ngữ điệu.

Đặc điểm:

- ▣ Trình bày ngắn gọn cách phát từng âm riêng rẽ và trong câu.
- ▣ Luyện trọng âm của từ, nhịp điệu, ngữ điệu của câu và cụm từ.
- ▣ Chú ý họ cách p và cách g viết và cách phát âm của từ.
- ▣ Có c từ hay phát â hay phát á các từ hay phát âm sai, từ đồng âm địnghạng yếu của tạng yếu an dạng yếu của từ.

Dùng cù sai,

- ▣ Mọi trung h để phát át âm ng Anh để phát âm đúng.

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- ▣ Luyện trọng âm của từ, nhịp điệu, ngữ điệu của câu và cụm từ.
- ▣ Chú ý đến quan hệ giữa chữ viết và cách phát âm của từ.
- ▣ Có các bài luyện phụ âm, các từ hay phát âm sai, từ đồng âm dính nghĩa, từ có các mẫu tự cảm dạng yêu của tu.

Dùng cho:

- ▣ Mọi đối tượng học viên tiếng Anh để phát âm đúng.

FOREWORD

Dear readers,

This booklet can be used to improve your English pronunciation because you can find in it:

- suitable pronunciation lessons for learners of pre-intermediate and intermediate levels.
- short and clear descriptions of how to shape your tongue in order to produce certain sounds correctly.
- summaries of *the relationship between spellings and sounds*.
- *words and sentences for practice and transcription*.
- special lessons on *consonant clusters, frequently mispronounced words, silent letters and homonyms*.
- sections dealing with *word stress, phrase stress, sentence stress, strong and weak forms, rhythm and intonation*.
- a lot of exercises to apply what has been treated.

When finishing this course, you'll get the foundation for a better English pronunciation thanks to the exposure to almost all the important aspects of speech training. These aspects are of practical, not academic value. They are easy to understand and practise. Therefore, all kinds of English learners can get access to them.

We hope that this material will bring benefits to those who wish to gain a good and standard English accent.

LE VAN SU

Vice Director

Dong Nai Informatics & Foreign
Languages Centre

LỜI MỞ ĐẦU

Bạn đọc thân mến,

Tập sách nhỏ này có thể được dùng để trau dồi cách phát âm tiếng Anh của bạn bởi lẽ các bạn có thể tìm thấy trong đó:

- Những bài học về phát âm thích hợp với các học viên trình độ tiền trung cấp và trung cấp.
- Những giải thích ngắn gọn và rõ ràng về cách định hình lưỡi để phát những âm nào đó cho đúng.
- Những tóm tắt về sự *liên hệ giữa chữ viết và âm đọc*.
- Những từ và câu để luyện tập và phiên âm.
- Những bài học đặc biệt về *cụm phụ âm, những từ thường phát âm sai, mẫu tự cảm và từ đồng âm dị nghĩa*.
- Các phần đề cập đến *trong âm của từ, cụm và câu, dạng mạnh yếu, nhịp điệu và ngữ điệu*.
- Nhiều bài tập áp dụng những điều vừa được đề cập đến.

Khi kết thúc giáo trình này, bạn sẽ có được nền tảng cho việc phát âm tiếng Anh khả quan hơn nhờ được cọ xát với hầu như tất cả các khía cạnh quan trọng của việc luyện âm. Những khía cạnh này mang tính thực hành, chứ không học thuật. Chúng dễ hiểu và dễ thực hành. Vì vậy, tất cả các loại học viên đều có thể tiếp cận chúng.

Chúng tôi hi vọng rằng tài liệu này sẽ mang lại lợi ích cho những ai mong muốn có được giọng chuẩn tiếng Anh tốt.

LÊ VĂN SỰ

Phó Giám Đốc

Trung Tâm Tin Học – Ngoại Ngữ
Đồng Nai

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PART ONE

44 PRONUNCIATION
LESSONS FOR LEARNERS OF
PRE-INTERMEDIATE LEVEL

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Lesson 1

ENGLISH SOUNDS AND PHONETIC SYMBOLS

English sounds are described in the form of phonetic symbols:

I. 12 VOWELS

- | | |
|---------------------|----------------------|
| 1. /i:/ seat /si:t/ | 7. /ɒ/ not /nɒt/ |
| 2. /ɪ/ sit /sɪt/ | 8. /ʊ:/ too /tu:/ |
| 3. /e/ when /wen/ | 9. /ə/ look /lʊk/ |
| 4. /æ/ cat /kæt/ | 10. /ʌ/ up /ʌp/ |
| 5. /a:/ hard /ha:d/ | 11. /ɜ:/ bird /bɜ:d/ |
| 6. /ɔ:/ sort /sɔ:t/ | 12. /ə/ a /ə/ |



II. 8 DIPHTHONGS downloadsachmienphi.com

- | | |
|--------------------|----------------------|
| 1. /eɪ/ day /deɪ/ | 5. /ɛə/ chair /tʃeə/ |
| 2. /aɪ/ my /maɪ/ | 6. /oʊ/ tour /tʊə/ |
| 3. /ɔɪ/ boy /bɔɪ/ | 7. /əʊ/ go /gəʊ/ |
| 4. /ɪə/ here /hɪə/ | 8. /aʊ/ now /naʊ/ |

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III. 24 CONSONANTS

- | | |
|-------------------|---------------------------|
| 1. /p/ pen /pen/ | 13. /ʃ/ shoe /ʃu:/ |
| 2. /b/ big /bɪg/ | 14. /ʒ/ pleasure /ple'ʒə/ |
| 3. /t/ two /tu:/ | 15. /tʃ/ church /tʃɜ:tʃ/ |
| 4. /d/ do /du:/ | 16. /dʒ/ judge /dʒʌdʒ/ |
| 5. /k/ look /lʊk/ | 17. /m/ meet /mi:t/ |
| 6. /g/ get /get/ | 18. /n/ no /nəʊ/ |

7. /f/ fall /fɔ:l/
 8. /v/ van /væn/
 9. /θ/ think /θɪŋk/
 10. /ð/ then /ðen/
 11. /s/ see /si:/
 12. /z/ zoo /zu:/
 19. /ŋ/ sing /sɪŋ/
 20. /h/ who /hu:/
 21. /l/ long /lɒŋ/
 22. /r/ right /raɪt/
 23. /w/ will /wɪl/
 24. /j/ yet /jet/

SUMMARY

VOISELESS	p	t	θ	k	f	s	ʃ	tʃ
VOICED	b	d	ð	g	v	z	ʒ	dʒ
	l	m	n	ŋ	h	w	r	j
	i:	ɪ	e	æ	@	a:	ʌ	
	ə	ɜ:	ɔ:	ɒ	ʊ:	ʊ		
	eɪ	ɔɪ	aɪ	əʊ				
	aʊ	ɪə	eə	əə				

Lesson 2

THE ENGLISH VOWELS

/i:/ and /ɪ/

I. DESCRIPTION

/i:/

1. The front of the tongue is raised.
2. The mouth is nearly closed.
3. The lips are spread.
4. There is little space between the jaws.



1. The front of the tongue is raised. downloadsachmienphi.com
2. The mouth is half close. [Download Sách Hay | Đọc Sách Online](#)
3. The lips are spread. _____
4. The jaws are a little more apart for /ɪ/.

II. SPELLING

/ɪ/

1. Letter A in the final ate, age...
Ex: intimate, delicate, village, cottage
2. Letter E in the prefixes be, de, re.
Ex: begin, become, decide, return
3. EY: money, storey.
But key /ki:/

4. Letter I in words of monosyllable ending with i + consonant.

Ex: bit, sit, dim, him, twin.

5. UI: build, guilt, guitar, equivalent, colloquial

But mosquito (moskwi: 'təʊ)

6. Y in an unstressed syllable of a word.

Ex: copy, candy, quality, gravity, slowly.

But qualify, modify...

/i:/

1. Letter E before the final form: consonant + e.

Ex: be, he, she, me

scene, complete, Vietnamese



2. EA: easy, east, dean, heat, neat, dream, beam, breathe, creature.

3. EE: see, free, agree, heel, screen, cheese, guarantee.

4. EI: seize, ceiling, deceive, receive, receipt.

5. Letter I in some words from the French origin.

Ex: machine, régime, mandoline, sardine, routine, magazine, chemise (ʃə mi:z)

6. IE: when it is inside vowels of a word.

Ex: grief, chief, believe, belief

III. PRACTICE

/i:/	/ɪ/	Sentences:
seen	sin	1. I see the green sea.
leave	live	2. We crossed the sea in three weeks.
seat	sit	3. This is a big city.
sheep	ship	

reach	rich	4. It is half past six.
feel	fill	

Lesson 3

THE ENGLISH VOWEL /e/

I. DESCRIPTION

/e/

1. The front of the tongue is raised.
2. The mouth is between half-close and half-open.
3. The opening between the jaws is medium.

II. SPELLING

1. Letter E in words of monosyllable ending with one or more consonants (except R), or in a stressed syllable of a word.

Ex: bed. get. met. them. debt. send. mémber. novémber. éléven
 BUT: her, term, interpret (int̄:pr̄it).

2. EA: head, bread, breath, breakfast, steady, jealous (dʒ̄əl̄əs), meadow, measure, leather, pleasure.
3. EI: leisure, heifer (héfə): bò nái tơ.
4. Special case: Pallmall (pélmél), Thames (temz).

III PRACTICE

<i>/e/</i>	<i>/ɪ/</i>	Sentences:
------------	------------	-------------------

head	hid	1. The lesson ends at ten after seven.
ten	tin	2. He read about the ten men.
set	sit	3. When did you get your new dress?
left	lift	

fell	fill	4. He sent a letter to his friend.
belt	built	

Lesson 4

THE ENGLISH VOWEL /æ/

I. DESCRIPTION

/æ/

1. The front of the tongue is raised.
2. The mouth is between half-open and open.
3. The jaw opening is medium to wide.

II. SPELLING

1. Letter A in words of monosyllable ending with one or more consonants.

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Ex: lad, dam, fan, map, rank, thanks, catch, thatch.

2. Letter A when it is in a stressed syllable of a word having more than one syllable and stands before 2 consonants.

Ex: candle, captain, baptize, latter (lætə), narrow, manner, calculate. BUT: stranger.

III. PRACTICE

/æ/	/e/	Sentences:
bad	bed	1. The man has an apple.
sad	said	2. The black cat sat by the sad man.
land	lend	3. Ask the man with the tan hat in his hand.
man	men	4. You can have another lamb.
sat	set	
marry	merry	

Lesson 5

THE ENGLISH VOWEL /a:/

/a:/

I. DESCRIPTION

1. The back of the tongue is raised.
2. The mouth is fully open.
3. The jaws are fairly wide apart.

II. SPELLING

1. Letter A in words of monosyllable ending with R or R + consonant, or in a syllable of a word when A stands before R + consonant.



Ex: bar, far, star, barn, cart, harm, sharp, charm, departure.
BUT scarce /skræs/, quart /kwɔ:t/, sparrow /spærəʊ/

2. AU: aunt, laugh, draught
3. Special case: clerk /kla:k/, Derby /dá:bɪ/.

III. PRACTICE

/a:/	/æ/
harm	ham
part	pat
cart	cat
park	pack
heart	hat
march	match

Sentences:

1. Father never parks the car well.
2. John started to argue with the guard.
3. He isn't a famous architect.
4. Tom is very fond of modern art.

Lesson 6

THE ENGLISH VOWEL /o/

I. DESCRIPTION

/o/

1. The back of the tongue is raised.
2. The mouth is half-open.
3. The lips are slightly rounded but not pushed forward.
4. The jaws are fairly wide apart.

II. SPELLING

1. Letter A in the stressed syllable of words of monosyllable beginning with W.



Ex: was /wəz/, want, wash, watch, Download Sach Hay | Đọc Sách Online

BUT: way, waste, wax /wæks/ (sáp ong)

2. Letter O in words of monosyllable ending with one consonant and in the stressed syllable of words having more than one syllable.

Ex: cod, lot, snob, logic, coffee, doctor, modern, solitary, opposite

III. PRACTICE

1. John is strong but olive /'ólɪv/ is not.
2. A dog is sitting on a rotten log (khúc gỗ mục).
3. This cross country runner is lost.
4. The yacht /jɒt/ is locked at the docks.

/o/

lodge

hot

/a:/

large

heart

pot	part
lost	last
cost	cast, caste
cough	calf

Lesson 7

THE ENGLISH VOWEL /ɔ:/

I. DESCRIPTION

/ɔ:/

1. The back of the tongue is raised.
2. The mouth is between half close and half open.
3. The lips are more rounded than for /o/.
4. The jaws are fairly wide part.

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II. SPELLING

1. Letter A in words of monosyllable ending with "ll".

Ex: all, call, tall, small, fall, ball, hall, wall

BUT: shall

2. AU: in most cases: fault, haunt, launch, audience, daughter, naughty, laundry

3. AW: in all cases: law, dawn, crawl, draw, awful, awkward.

4. Letter O when it stands before R + consonant.

Ex: born, corpse, horn, lord, north, pork, sort, fortify, morning, portable, portrait

5. OA: when it stands before R + consonant.

Ex: oar, roar, board, soar.

6. OU: four, pour, court, course, mourn, source, cough, ought, bought, fought.

III. PRACTICE

/ɔ:/	/ɔ/	/a:/	Sentences:
cord	cod	card	1. I talked almost an hour with his daughter.
dawn	don	darn	
port	pot	part	2. Miss Shaw bought her automobile in August.
caught	cot	cart	
pork	pock	park	3. We all ought to go for a walk.
stork	stock	stark	4. The water in the sea is salty.

Lesson 8

THE ENGLISH VOWEL /ʊ/

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/ʊ/

1. The back of the tongue is raised.
2. The tongue is raised to a position a little above half-close.
3. The lips are fairly rounded, but slightly protruded.
4. The opening between the jaws is medium.

II. SPELLING

1. Letter O: bosom, woman.
2. OU: could, should, would, douche /dʊʃ/
3. OO: book, brook, good, look
4. Letter U: bush, full, pull, push, put, butcher, bullock, bullet
5. Special case: Worcester /wʊstə/, bouquet /búkeɪ/, bosom /búzəm/

III. PRACTICE

/ʊ/	/o/	Sentences:
could	cod	1. The woman took a good book to read.
fully	folly	2. He gave the woman a good cook book.
put	pot	3. You should put some wood in the fireplace.
look	lock	
cook	cock	4. She looked at the cook book.
shook	shock	

Lesson 9**THE ENGLISH VOWEL /u:/****I. DESCRIPTION**

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1. The back of the tongue is raised.
2. It is raised nearly to the close position.
3. The lips are rounded and protruded.

II. SPELLING

1. Letter O: two, who, you, do, move, lose, prove, tomb
2. OO: booth, cool, food, goose, soot, spoon, tool, tooth, bamboo, cuckoo, doomsday, zoo
3. BUT: blood, flood
4. OU: group, troupe (gánh hát), wounded, soup
5. Letter U: blue, flute /flu:t/, brutal, brute (người thô bạo), lunar, salute, lunatic, lubricate
5. UI: bruise, fruit, juice, recruit /rɪkrút/

BUT: fluid /flúɪd/, ruin /rúɪn/

III. PRACTICE

/u:/	/ʊ/	Sentences:
fool	full	1. It is too soon to call Sue.
pool	pull	2. There are two new students in our group.
luke (:warm)		
tune	look	3. The cool June weather caused the flowers to lose their colour.
duck	-	
few	-	4. It was too cool to swim in the pool.

Lesson 10

THE ENGLISH VOWEL /ʌ/

I. DESCRIPTION

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/ʌ/

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1. The middle of the tongue is raised.
2. It is raised only slightly to a position midway between half-open and open.
3. The lips are spread.
4. The jaws are wide apart.

II. SPELLING

1. Letter O in words of monosyllable and in the stressed syllable of a word having more than one syllable.

Ex: come, some, done, love, does, other, among, monkey, mother, brother, honey, nothing, company, thorough

2. OU: young, rough, touch, tough, enough, country, couple, double,

trouble, cousin /kʌzn/, nourish /nərɪʃ/, flourish, southerns

- Letter U in the prefixes, UN–UM and in some common words:
cup, gun, skull, uneasy, unable, umbrella

BUT: busy, bury, minute

III. PRACTICE

/ʌ/	/æ/	/a:/	/o/	/ʊ/
luck	lack	lark	lock	look
putt	pat	part	pot	put
cud	cad	card	cod	could
cut	cat	cart	cot	cook

Sentences:

- Come up to see us sometimes.
- You must come for supper some Sunday.
- The mother gave her son some money.
- This must be done by one o'clock.



Lesson 11

THE ENGLISH VOWEL /ə/

I. DESCRIPTION

/ə/

- The central part of the tongue is raised.
- It is raised to the half-open position, or slightly lessened.
- The lips are spread.
- The opening between the jaws is medium.

II. SPELLING

- Letter A in most of the unstressed syllable of a word.

Ex: separate, changeable, balance, explanation, capacity, national

- Letter E in an unstressed syllable of a word.

Ex: silent, open, chicken, prudent, generous, different, sentence, punishment

- Letter O in an unstressed syllable of words having more than one syllable.

Ex: atom, bosom, compare, control, freedom, handsome, random, pardon

III. PRACTICE



Sentences:

around	eleven	1. We agree that he is an downloadsachmienphi.com businessman
again	Europe	2. The plane finally arrived in downloadsachmienphi.com Alaska.
aloud	children	3. He went away two months ago.
agree	distance	4. Havana is the capital of Cuba.
lesson	alike	
level	capital	
elephant		

Lesson 12

THE ENGLISH VOWEL /ɜ:/

I. DESCRIPTION

/ɜ:/

1. The middle of the tongue is raised.
2. It is raised to a point midway between half-close and half-open, or slightly higher.
3. The lips are spread as for /i:/.
4. There is little space between the jaws.

II. SPELLING



1. EA: learn, earth, heard, earn, pearl, search
2. BUT: ocean downloadsachmienphi.com
2. Letter U in words of monosyllable ending U + R and in words having U + R + consonant.
Ex: blur, fur, urge, burn, curse, hurt, nurse, purse, burglar, furnish, surgery, Thursday
3. Special case: connaisseur /kɔnɪsɜ:/, colonel /kɔ:nl/

III. PRACTICE

/ɜ:/ /ʌ/

bird	bud
burn	bun
fern	fun
curt	cut
hurt	hut

Sentences:

1. I heard only the first and third words.
2. In that firm, they go to work early.
3. The girls are learning German.
4. She hurt her arm and burned her hand.

Lesson 13

THE ENGLISH DIPHTHONG /eɪ/

I. DESCRIPTION

The tongue and the lips begin in position for /e/ and change rapidly to position for /ɪ/.

II. SPELLING

1. Letter A is pronounced as /eɪ/

a. In words of monosyllable having the final form: a + consonant + e.

Ex: cane, late, cape, fate, lake, gate, safe, tape, date

b. In a syllable just before the final ION and IAN.

Ex: translation, liberation, Australian, Asian, Canadian, nation

BUT: companion, mansion, Italian, librarian

2. AI → /eɪ/ when it stands before a consonant except R

Ex: mail, nail, sail, maid, wait, faint, afraid

3. AY → /eɪ/ in all words having AY

Ex: day, hay, gay, play, ray, stay, tray, pay, lay

BUT: quay, mayor /méə/, papaya /pəpájə/

4. EA → /eɪ/ as in: great, break, steak

5. EI → /eɪ/ as in: eight, weight, neighbour

6. EY → /eɪ/ as in: they, grey, obey

III. PRACTICE

/eɪ/ /e/

raid

pain

/e/

red

pen

Sentences:

1. The train is waiting at a railway station.

fail	fell	2. James plays with trains and planes.
late	let	3. Jane bakes eight cakes.
date	debt	4. James takes a cake from Jane's plate.
taste	test	

Lesson 14

THE ENGLISH DIPHTHONG /əʊ/

I. DESCRIPTION

The tongue and the lips begin in position for /ə/ and change rapidly to position for /ʊ/.

II. SPELLING

1. O is pronounced as /əʊ/:



- a. When it is at the end of a word.

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Ex: no, go, so, echo, mosquito potato, tomato, archipelago (quần đảo).

BUT: to do

- b. In words of monosyllable ending with two consonants or consonant + e and in the stressed syllable of words having more than one syllable.

Ex: comb, cold, code, mode, mole, sofa, lotus, lotion, solar, mobile, moment, soldier

BUT: bomb, fond, soft, long, strong

2. OA → /əʊ/ in words of monosyllable ending with one or sometimes two consonants.

Ex: coal, coat, foam, goat, loan, road, soap, roast, toast, coast.

BUT: broad

3. OU → /əʊ/: dough, soul, shoulder, poultry
4. OW → /əʊ/: as in: bow, low, row, sow, know, show, slow, narrow, window, tomorrow

III. PRACTICE

/əʊ/	/ɔ:/	Sentences:
code	cord	1. Joe has a noble Roman nose.
bone	born(e)	2. Joe and Joan go for a stroll.
tone	torn	3. Joan won't go home alone.
pole	Paul	4. Joe shows us his roses.
coal	call	
sow	saw	
coat	caught	



Lesson 15
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THE ENGLISH DIPHTHONG /ai/
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I. DESCRIPTION

The tongue and the lips begin in position for /a/ and change rapidly to position for /i/.

II. SPELLING

1. EI → /aɪ/ in: either, neither, height
2. Letter I is pronounced as /aɪ/: in words of monosyllable ending with i + consonant + e.
 Ex: bite, site, kite, dine, side, tide, like, mine
 BUT: live, give
3. IE → /aɪ/ when it is the final vowel of words of monosyllable.

Ex: die, lie, pie, tie

4. UI → /aɪ/ in the words having UI + consonant + e.

Ex: guide, quite, inquire, require.

BUT: quiet

5. Letter Y → /aɪ/ in words of monosyllable or in a stressed syllable of a word.

Ex: cry, fly, shy, sly (láu cá), type, deny, rely, cycle, dynamo
/dáɪnəməʊ/

BUT: hymn /hɪm/, typical, pyramid /pírəmɪd/

III. PRACTICE

/aɪ/	/eɪ/
ride	raid
pile	pale
mile	mail
like	lake
rice	race
light	late

Sentences:

1. A white kite is flying high in the sky.
2. Clive climbs high spires /spáɪəz/ at night.
3. She is quite nice but shy.
4. He tried to find a fine white wine.

Lesson 16

THE ENGLISH DIPHTHONG /aʊ/

I. DESCRIPTION

The tongue and the lips begin in position for /a/ and change rapidly to position for /ʊ/.

II SPELLING

1. OU → /aʊ/ as in: bound, cloud, doubt, foul (bẩn), found, ground,

loud, plough, mouth, south, around, sound, mountain

2. OU → /aʊə/ as in: our, hour, flour, sour
3. OW → /aʊ/ as in: vow, brow, plow, power, towel, down

III. PRACTICE

/aʊ/	/əʊ/	/aɪ/
found	phoned	find
mound	moaned	mind
how	hoe	high
bow	bow (tie)	buy
bout	boat	bite
rout	wrote	right

1. This owl /aʊl/ has found a brown mouse on the ground.
2. A hound (chó săn) has a groux (con gà gô) in its mouth.
3. The crowd shouted loudly.
4. The loud shouts of the crowd drown the sound of the loudspeaker.

Lesson 17

THE ENGLISH DIPHTHONG /ɔɪ/

I. DESCRIPTION

The tongue and the lips begin in position for /ɔ/ and changed rapidly to position for /ɪ/.

II. SPELLING

1. OI: oil, boil, spoil, soil
2. OY: boy, destroy, joy

III. PRACTICE

/ɔ:/

noise

soil

oil

joy

point

choice

Sentences:

1. Mr Hoyle /hɔɪl/ toils with the soil.
2. Roy is a noisy boy.
3. Joyce /dʒɔɪs/ enjoys annoying Roy.
4. Roy destroys my toys.

Lesson 18**THE ENGLISH DIPHTHONG /ɪə/****I. DESCRIPTION**

The tongue and the lips begin in position for /i/ and change rapidly for /ə/.

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II. SPELLING
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1. EA → /ɪə/ as in: tear(n), clear, rear, spear, fear, beard, weary
2. EE → /ɪə/: when it stands before the final R of a word.
Ex: beer, cheer, deer, steer, career, engineer, overseer
3. peer /pɪə/, idea /aɪdɪ ə/, Ian /ián/, weir /wɪə/, weird /wɪəd/

III. PRACTICE

/ɪə/

/i/

Sentences:

beard

bead

1. They hear the cheers at the rear.

reared

reed

2. The cheer is clear.

weird

weed

3. King Lear is nearly in tears.

fear

fee

here	he	4. They fear the deer is dearer and dearer this year.
pierce	peace	

Lesson 19

THE ENGLISH DIPHTHONG /eə/

I. DESCRIPTION

The tongue and the lips begin in position for /e/ and change rapidly to position for /ə/.

II. SPELLING

1. Letter A is pronounced as /eə/ in words of monosyllable or in a stressed syllable of a word when A stands before, RE, RI.

Ex: bare, care, dare, rare, area /éəriə/, parent /péərənt/, prepare, various /véəriəs/, librarian, invariable.

BUT: are downloadsachmienphi.com

2. AI → /eə/ when it stands before R.

Ex: air, fair, hair, chair, stair, dairy /déəri/, fairy

3. EA → /eə/ as in: bear, pear, tear(v), wear, swear

4. EI → /eə/ as in: heir, their

III. PRACTICE

/eə/	/ɪə/	Sentences:
air	ear	1. We have various pairs of things to wear.
hair	here	2. Mary is scared of fairies in the dairy /déəri/.
pair	peer	3. Sarah has fair hair.
fair	fear	4. She stared at the hairy bear.
dairy	dearie	
rarely	really	

Lesson 20

THE ENGLISH DIPHTHONG /ʊə/

I. DESCRIPTION

The tongue and the lips begin in position for /ʊ/ and change rapidly to position for /ə/.

II. SPELLING

- OO → /ʊə/: in words of monosyllable ending in R.

Ex: moor, poor

BUT: door, floor

- OU → /ʊə/ as in: tour, tourist, gourd /gʊəd/

- Letter U: is pronounced as /ʊə/ in the words having U + R + VOWEL

Ex: cure, lure /ljuə/, pure, during, endure, furious, bureau /bjúərəʊ/

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III. PRACTICE

/ʊə/

tour

sure

cure

newer

truer

bluer

/u:/

two

shoe

queue

new

true

blue

Sentences:

- It is a dour, cruel, furious boor /buər/.
- He is a curious /kjʊəriəs/ tourist.
- Mr Moore is a sure /ʃʊə/ courier (người đưa tin)
- The tour is very poor.
- I am sure she is very poor.

Lesson 21

THE ENGLISH CONSONANTS /p/ + /b/

I. DESCRIPTION

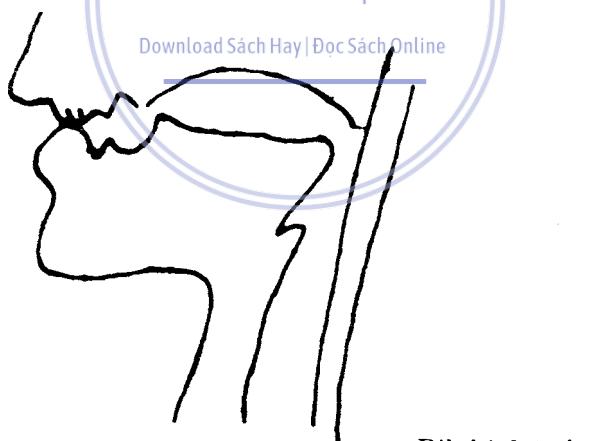
/p/

1. It may be defined shortly as a voiceless bilabial stop.
2. It is formed by closing the lips.
3. The vocal cords are not made to vibrate.

/b/

1. It may be defined shortly as a voiced bilabial stop.
2. English /b/ is formed like English /p/ except that the vocal cords are made to vibrate.

II. SPELLING



1. P (regular): pip, shop, top, happen, open, help, keep, hope, sharpness.
2. B (regular): bole, rubber, rob, submit /səbmít/

- B is silent when final, after M or before T: lamb, debt, doubt, subtle

III. PRACTICE

/p/ /b/

pea bee
pig big
pill bill
pack back
port bought
push bush

Sentences:

1. The paper was printed and published without profit.
2. Paula carefully put the apples and peaches in the basket.
3. The boy hid behind the back fence.
4. The waitress brought us bread but no butter.

Lesson 22

THE ENGLISH CONSONANTS /t/ + /d/

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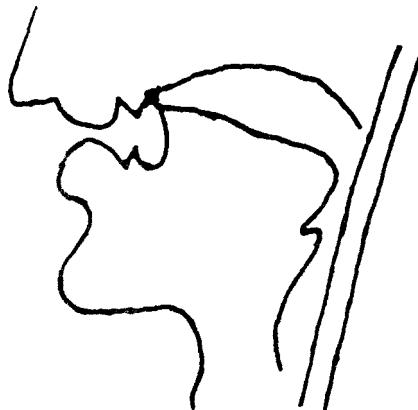
/t/

1. A voiceless apico alveolar stop.
2. It is formed by raising the tip of the tongue to touch the teethridge.
3. The vocal cords are not made to vibrate.

/d/

1. A voiced apico alveolar stop.
2. The same as /t/
3. The vocal cords are made to vibrate.

II. SPELLINGS



Alveolar /t, d/

1. T:
 - (regular): taught
 - “ED” in past verbs ending in a voiceless consonant (except /t/). 
 - Exceptional words: eighth, Thames /temz/, Thomas
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2. D:
 - (regular): did
 - “ED” in past verbs ending in a vowel or a voiced consonant (except /d/): stayed, raised, rubbed.

III. PRACTICE

/t/	/d/	Sentences:
torn	dawn	1. What's the matter with him?
ton	done	2. How much is two times two? Two times two is four.
two	do	3. A friend in need is a friend indeed.
train	drain	4. He said he found some candy in the desk drawer.
try	dry	
town	down	
sent	send	

cart	card
sort	sword /sɔ:d/
eight	aid /eɪd/
rate	raid
great	grade

Lesson 23

THE ENGLISH CONSONANTS /k/ + /g/

I. DESCRIPTION

/k/



1. A voiceless velar stop.
2. It is formed by raising the back of the tongue to touch the soft palate.
3. The vocal cords are not made to vibrate.

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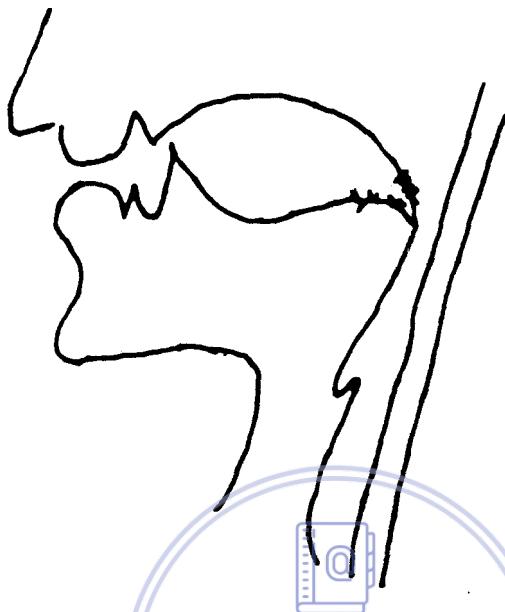
/g/

1. A voiced velar stop.
2. It has the same formation as /k/
3. The vocal cords are made to vibrate.

II. SPELLINGS

1. /k/:

- a. K (or CK) (regulation): king, back
- b. K is silent when initial and before n, as in knee, knock, know, knight, knowledge, kneel



velar /k, g/

- c. C (except before e, i or y): cart, come, cut, act, music
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- d. CH (some words): character /kærɪktə/, stomach /stʌmæk/, chemist, Christmas
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- e. QU (a few words): conquer /kónkə/, liquor /líkə/, lacque, plaque, quay

2. /g/:

- a. G (regular): go, leg, agree, “G” is silent in the group GN: reign /reɪn/ (= rain), foreign, sign
- b. G (common): get, give
- c. X → /gz/ before a stressed vowel (except in words beginning with EXC).

Ex: exáct, exámíne.

BUT: except /iksépt/, exercise /eksəsaɪz/

III. PRACTICE

/k/	/g/	/k/	/g/
card	guard	back	bag
curl	girl	rack	rag
came	game	lack	lag
class	glass	dock	dog
crane	grain	lock	log
crow	grow	flock	flog

Sentences:

1. Can you come at six o'clock?
2. I like eggs, bacon, biscuits and coffee for breakfast.
3. We'll have to get together another time.
4. I got it caught in the garden gate.



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Lesson 24

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THE ENGLISH CONSONANTS /f/ & /v/**I. DESCRIPTION***/f/*

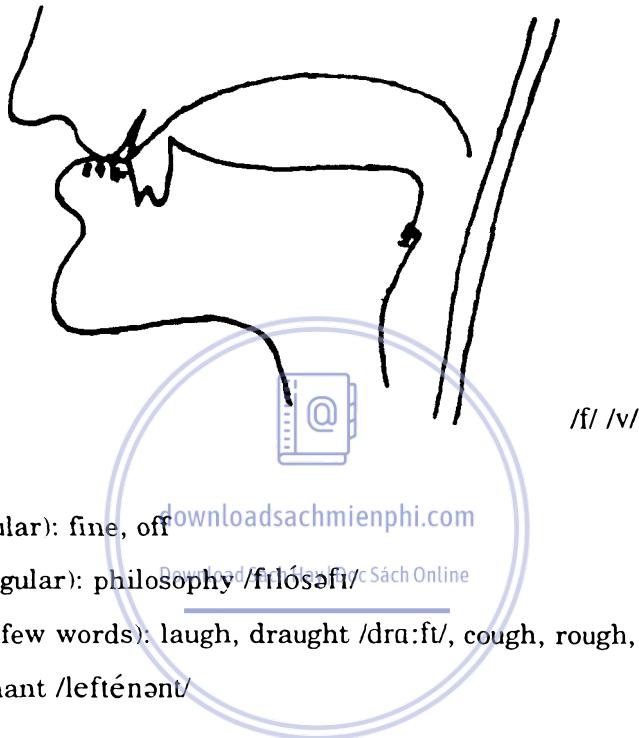
1. It may be defined shortly as a VOICELESS LABIODENTAL FRICATIVE.
2. The sound is formed by pressing the lower lip against the upper teeth.
3. The soft palate is raised, the vocal cords are not made to vibrate.

/v/

1. A VOICED LABIO-DENTAL FRICATIVE

2. It is formed at exactly the same manner, but the vocal cords are made to vibrate.

II. SPELLING



1. /f/

- F (regular): fine, off
- PH (regular): philosophy /filosəfi/
- GH (a few words): laugh, draught /dra:f/, cough, rough, enough

NB: lieutenant /lefténənt/

2. /v/

- V (regular): vivid
- F (single word): of /ov/, (weak /əv/)
- PH (single word): nephew /névju:/, also /néfju:/, Stephen /stí:vн/

III. PRACTICE

/f/ /v/

filler villa
fail vale, veil

Sentences:

1. He followed his father's teaching faithfully.

fine	vine	2. Please feel free to correct my pronunciation faults.
leaf	leave	
half	halve	3. We all voted in favour of the longer vacation.
staff	starve	
proof	prove	4. The plan which he devised was a very clever one.
safe	save	

Lesson 25

THE ENGLISH CONSONANTS /θ/ + /ð/

I. DESCRIPTION

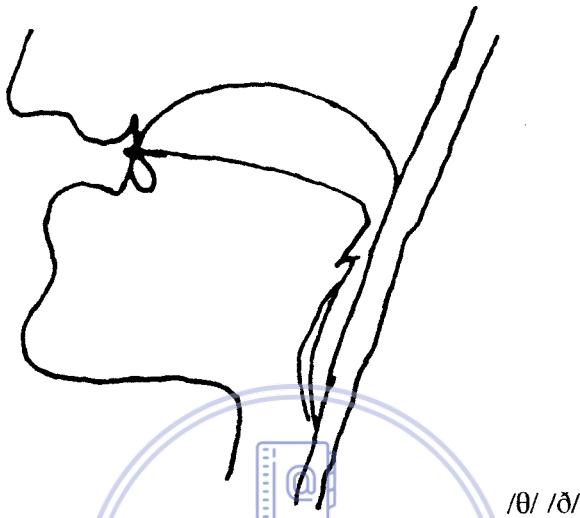


1. A voiceless inter-dental fricative.
2. The sound is formed by putting the tip of the tongue between the upper teeth and the lower teeth.
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3. The soft palate is raised, the vocal cords are not made to vibrate.

/θ/

1. A voiced inter-dental fricative.
2. /ð/ is the voiced counterpart of /θ/ , but the vocal cords are made to vibrate.

II. SPELLING



- TH (initially): think
(medially): method
(finally): south
- NB: month, months /mʌnθ, mʌnθz/
mouth, mouths /maʊθ, maʊðz/

III. PRACTICE

/θ/

thin	thing
thought	think
thirst	thank
three	throw
wreath	worth
hearth	mouth

/ð/

breath	clothes	there
bathe	loathing	their
clothe	they	breathing
that	though	loathe /ləʊð/
than	those	

Sentences:

1. Ethel's birthday comes this month.
2. I am through with the thread and the thimble now.
3. I didn't know whether he was your father or your brother.
4. Don't bother to look any further for that.



Lesson 26

THE ENGLISH CONSONANTS /s/ and /z/

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I. DESCRIPTION

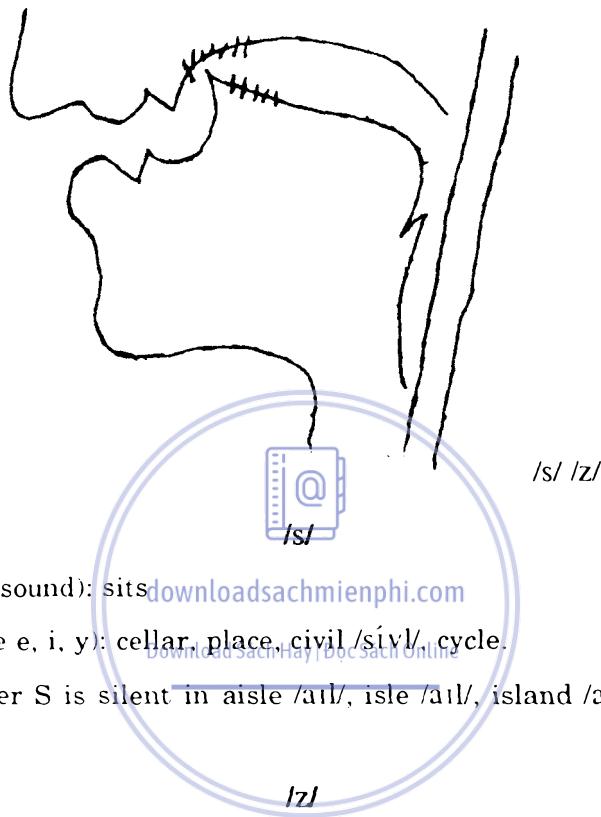
/s/

1. a voiceless apico-alveolar fricative.
2. The sound is articulated between the blade of the tongue and the teethridge.
3. The soft palate is raised; the vocal cords are not made to vibrate.
4. The teeth are close together; the lips are spread.

/z/

1. A voiced apico-alveolar fricative.
2. It is formed exactly like /s/, but the vocal cords are made to vibrate so that the voice is produced.

II. SPELLING



- S (usual sound): sits downloadsachmienphi.com
- C (before e, i, y): cellar, place, civil /sívl/, cycle.
- The letter S is silent in aisle /aɪl/, isle /aɪl/, island /aɪlənd/, corps /kɔ:/

/z/

- Z (regular): zebra /zí:bṛə/, zoo, zigzag, zero
- S (common, never initially): deserve, praise
- S (in the inflected forms of nouns and verbs, after a diphthong, a vowel or voiced consonant other than /z or ʒ, dʒ/).

Ex: plays, dogs

- SS (in the single words): dessert /dɪzɛ:t/, dissolve /dɪzolv/, possess /pɔzɛs/, scissors /sɪzəz/
- NB: Mrs /mɪsɪz/, houses /háʊzɪz/ (plural of house /haʊs/).

III. PRACTICE

/s/	/z/
sink	zinc
cease	seize, sees, seas
decease	disease
grease (n)	grease (v)
course/ coarse	cause
loose	lose
use (n)	use (v)
abuse (n)	abuse (v)
excuse (n)	excuse (v)
close (adj)	close (v)

**Sentences:**

1. His assistant sat close by his side.
2. What is Stella staring at?
3. The music caused pleasant memories to arise.
4. It is always easy to criticize the work of others.

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Lesson 27

THE ENGLISH CONSONANTS /ʃ/ & /ʒ/

I. DESCRIPTION

/ʃ/

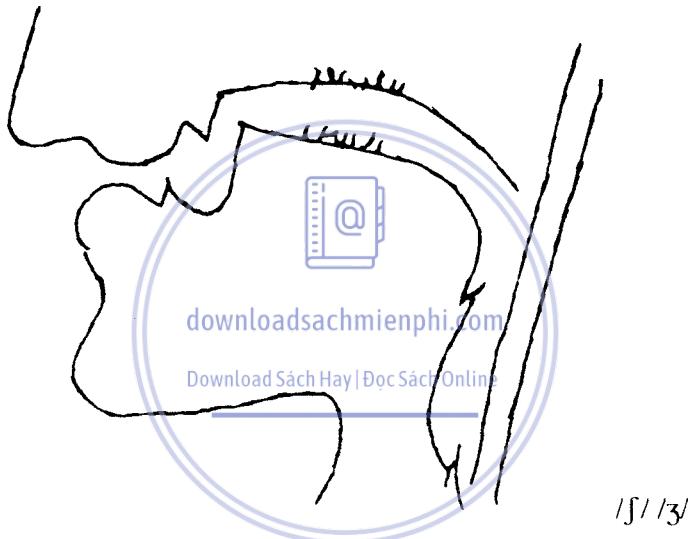
1. A voiceless alveo-palatal fricative.
2. The sound is articulated between the blade of the tongue and the back part of the teethridge, and the main body of the tongue is raised at the same time in the direction of the hard palate.

3. The soft palate is raised; the vocal cords are not made to vibrate.
4. The teeth are fairly close together and the lips are protruded.

/ʒ/

1. A voiced alveo palatal fricative.
2. It is like /ʃ/ but with the addition of the voice.

II. SPELLING



/ʃ/ /ʒ/

- SH (regular): ship, wash /wɒʃ/
- SI – CI – SCI – TI etc (when a weakly stressed syllable follows): Asia /ə́ɪʃə/, social /sóʊʃl/, conscious /kónʃəs/, patience /péɪʃns/, Russia /rásʃə/
- S (exceptionally, before a strongly stressed vowel) sure /ʃʊə/ or /ʃɔ:/, sugar /ʃúgə/.
- CH (in words recently borrowed from French): chassis /ʃæsɪ/, moustache /mʌstá:ʃ/

/ʒ/

- SURE (when weakly stressed): leisure /lēʒə/, treasure
- SI (in weakly stressed-SION): confusion /kōnfjū:ʒn/
- GE (in words recently borrowed from French): camouflage /kāmofla:ʒ/, rouge /ru:ʒ/

NB: seizure /sí:ʒə/, transition /trænsiʒn/ or /trænziʃn/, usual /ju:ʒuəl/ or /jú:ʒl/

III. PRACTICE*/ʃ/*

shed

/s/

shell

said

short

sell

ash

sort

shine

ass

mash

sign

Sentences:

1. I had no wish to make an issue of the matter.
2. She sells seashells on the seashore.
3. Where did the collision take place?
4. No one seems to be able to find out the cause of the explosion.

Lesson 28**THE ENGLISH CONSONANTS /tʃ/ and /dʒ/****I. DESCRIPTION***/tʃ/*

1. A voiceless alveo-palatal affricate.
2. The air passage is completely blocked by raising the soft palate and raising the tip of the tongue to touch the back part of the teethridge; the main part of the tongue is approximately in the position for /ʃ/.

3. When the release of stop is made, the fricative /ʃ/ is heard.
4. The lips are usually somewhat protruded and the vocal cords are not made to vibrate.

/dʒ/

1. A voiced alveo-palatal affricate.
2. The affricate /dʒ/ is formed like /tʃ/ except that the vocal cords are made to vibrate.

II. SPELLING

/tʃ/

- CH (and TCH) (usual): church, matches
- T (in weakly stressed-TURE): nature, picture, future, culture
- TI (in-STION): question /kwéstʃn/

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- J (regular): jump /dʒʌmp/
- G (usual, before e, i and y): gender, age, giant, gymnastic /dʒɪmnæstɪk/
- DG(E): ridge, judgement /dʒárđʒmənt/

NB: soldier /sólđər/, procedure /prəsí:dʒə/, Greenwich /grínidʒ/, gaol /dʒeɪl/



/tʃ/ /dʒ/

III. PRACTICE

/tʃ/
cheat
chip
chop
choose
chose
chair

/ʃ/
sheet
ship
shop
shoes
shows
share

/dʒ/
gin
jest
joke
jeer
ridge
badge
large
serge

/tʃ/
chin
chest
choke
cheer
rich
batch
larch
search

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/tʃ/	/s/
each	eats
starch	starts
porch	ports
coach	coats
wrench	cents
hunch	hunts

Sentences:

1. Charlie Chase was a good teacher.
2. We go to church every Sunday.
3. Are you fond of orange juice?
4. Have you read “the Red Badge of Courage”?

Lesson 29

THE ENGLISH CONSONANT /h/

I. DESCRIPTION

1. A voiceless glottal fricative.
(in the speech of some people a voiced /h/ sometimes occurs between two voiced sounds, as in adhere /ədhiə/, perhaps /pahéps/).
2. It is formed with the oral cavity totally unobstructed and with a very light fricative sound produced by the relaxed vocal cords.
3. The vocal cords are not normally made to vibrate.

II. SPELLING

- H (regular): heat, hot
- WH (in the single words): who, whom, whose, whole /həʊl/, whoop (ho gă).
- H is silent:

Before a strongly stressed vowel in hour /aʊə/, heir /eə/, honour /ónə/, honest /ónɪst/

In weakly stressed syllables: Birmingham /bɜːmɪŋhəm/, vehement /vɪəmənt/, vehicle /víːkl/

III. PRACTICE

/h/	no /h/
heating	eating
harm	arm
heart	art
holder	older
hears	ears
hair	air

Sentences:

1. Why is Henry so happy?
2. He's happy because he has a new high hat.
3. Where is Harry?
4. He's hiding behind the hall door.



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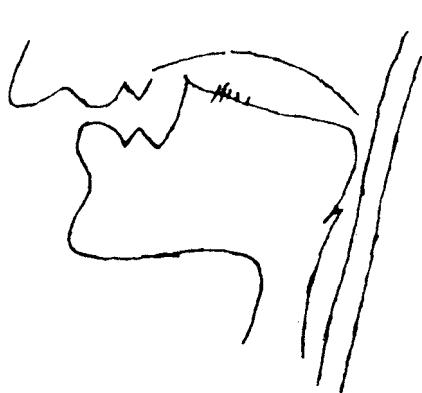
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THE ENGLISH CONSONANT /l/

I. DESCRIPTION

- A voiced apico alveolar lateral.
- For both clear /l/ and dark /l/, the tip of the tongue touches the teethridge in such a way that there is a complete closure in the middle of the mouth, but a passage for the air is left on one or on both sides of the tongue.
- The soft palate is raised and the vocal cords are made to vibrate.

II. SPELLING



clear /l/ (# i or ə)



dark /l/ (# ʊ)

- L (regular): live, feel
- Clear /l/ only occurs before vowels and before j.
Ex: leave, late, long, million
- Dark /l/ is only used before all other consonants and finally: meal, filled, people.

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III. PRACTICE

Dark /l/ final

feel

fill

pull

fool

earl

fail

hole, whole

oil

Clear /l/ before a vowel

feeling

filling

pulling

foolish

early

failure /félɪljə/

holy

oily

Dark /l/ before a consonant

help
milk
told
twelve
health
tells
elbows
railway

Sentences:

1. His illness delayed him from completing the work.
2. He who laughs last laughs best.
3. Della's umbrella lay floating in the lake.
4. Would you like to look at the lake?
Yes, let's.

Lesson 31

THE ENGLISH CONSONANT /m/



I. DESCRIPTION

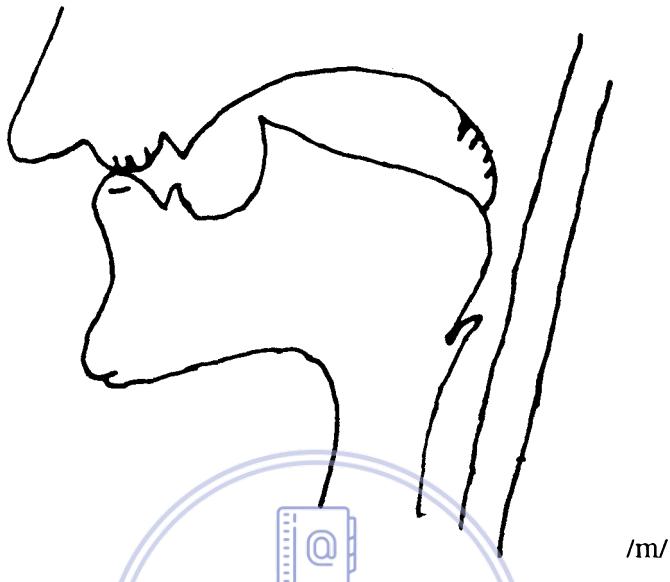
1. A voiced bilabial nasal.
2. It is formed by closing the lips (the same as for /p/ and /b/ but the soft palate is lowered so that the air can pass through the nose).
3. The vocal cords vibrate.

II. SPELLING

- M (regular): may, aim
- syllabic M: rheumatism /rú:mətɪzm/
enthusiasm /ɪnθjúziæzm/

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III. PRACTICE

man	aim	company
men	home	empty
make	time	summer
may	come	games
me	arm	famous
my	from	almost
much	name	something

Sentences:

1. He seems to grow more and more mature each day.
2. He comes from a family of moderate income.
3. Why don't you like the summer time?
4. Michael comes from a farm in Massachusetts.

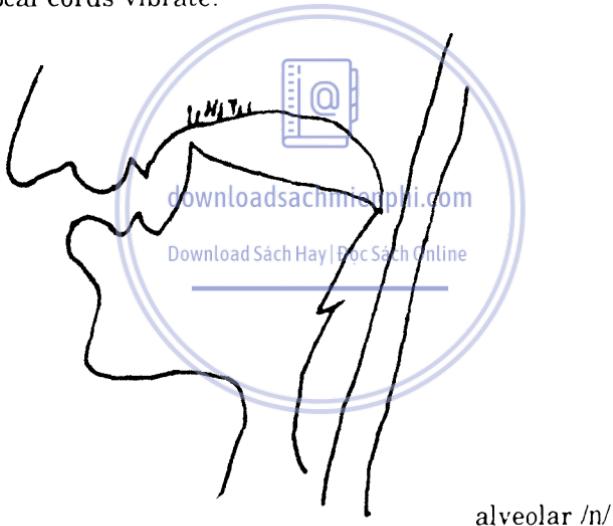
Lesson 32

THE ENGLISH CONSONANTS /n/ & /ŋ/

I. DESCRIPTION

/n/

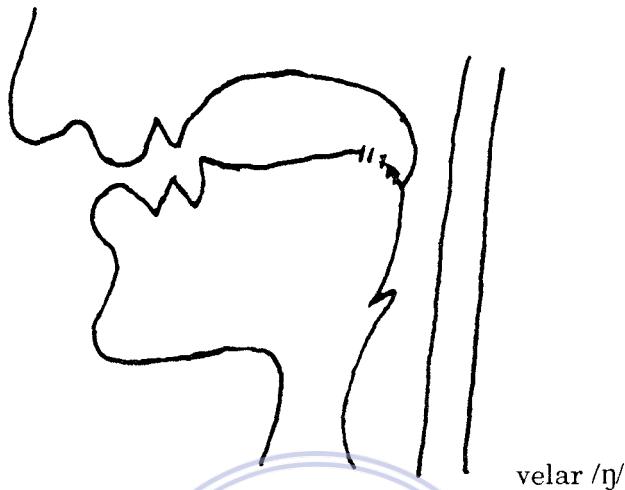
1. A voiced apico alveolar nasal.
2. It is formed by raising the tip of the tongue to touch the teethridge (as for English /t, d/ but the soft palate is lowered so that the air can pass through the nose).
3. The vocal cords vibrate.



alveolar /n/

/ŋ/

1. A voiced velar nasal.
2. It is formed by raising the back of the tongue to touch the soft palate (as for /k/ and /g/), but the soft palate is lowered so that the air can pass through the nose.
3. The vocal cords vibrate.



II. SPELLING

- N (regular): now, run
- syllabic N: eaten, certain, hidden, listen, reason, even, nation
- NG (regular): sing
- N (before K or G): sink, anger

NB: tongue, handkerchief /kéŋkətʃɪf/

III. PRACTICE

/n/	/ŋ/
sin	sing
thin	thing
win	wing
Han	hang
ran	rang
sun/son	sung

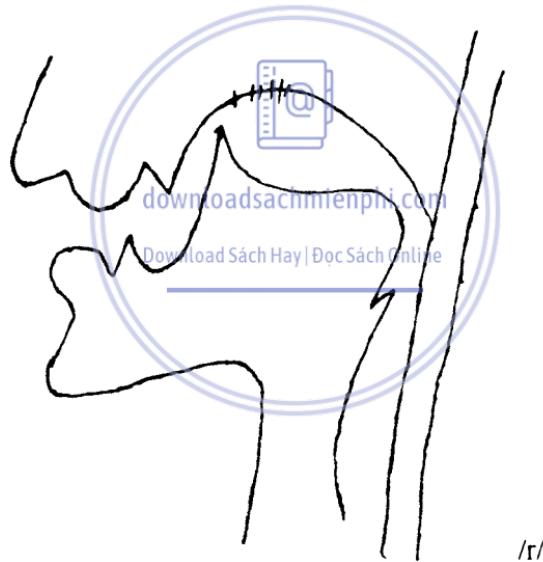
Sentences:

1. I had telephoned at least nine or ten times.
2. Have you ever known such a noisy man?
3. I had a feeling that we were taking the wrong road.
4. We have been thinking about going in the spring.

Lesson 33

THE ENGLISH CONSONANT /r/

I. DESCRIPTION



1. A voiced apico-alveolar semi-vowel.
2. /r/ is produced with the lips rounded, the tongue is punched (ép mạnh) in the mouth and the tongue tip is curled slightly upward.
3. The vocal cords vibrate.

II. SPELLING

- R: red, bread, very

III. PRACTICE

rich	berry
ran	marriage
wrong	foreign
raw	horrid
rude	boring
rough	thorough
road	courage
rare	serious
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prize	sharp
try	part
cream	warm
bright	word
drink	burn
grow	girl
free	worst
throat	church

No r after vowels

Sentences:

1. He need much practice in reading and writing.
2. Ray's rise to success was extremely rapid.
3. The river rose several feet.
4. Do you like to ride on a ferry boat?

Lesson 34**THE ENGLISH CONSONANT /j/****I. DESCRIPTION**

1. A voiced alveo-palatal semi-vowel.
2. The tongue glides from the position for the sound /ɪ/ to that of the vowel that follows; the vocal cords vibrate.

II. SPELLING

- Y: yes
- I, E (before /ə/): opinion /opínjən/, hideous /hídjəs/
- I is not pronounced /j/ before a vowel other than /ə/ pronunciation /prənʌnsiéʃn/

**III. PRACTICE**

yes	yawn	amuse
year	genius	lawyer
you	loyal	Italian
yet	onion	Spaniard
young	beyond	Hawaiian
yesterday	opinion	familiar

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Sentences:

1. My travelling companion was a brilliant young man.
2. Year after year she seems to wear the same old yellow hat.
3. It is useless to yearn for things which are beyond our reach.
4. A young negro in a yellow shirt sat in his front yard, yawning sleepily.

Lesson 35

THE ENGLISH CONSONANT /w/

I. DESCRIPTION

1. A bilabial semi-vowel.
2. It is formed by rounding the lips slightly while raising the dorsum of the tongue toward the velum then moving it rapidly into the position for the next vowel.
3. The vocal cords vibrate.

II. SPELLING

- W: well, swim. W is silent in the group WR: write, two, answer, sword /sɔ:d/
- U (in QU) (usual): quick
- U (in GU when unstressed): language

NB: one, once, choir /kwaɪə/; suite /swi:t/ (like sweet).

III. PRACTICE

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/w/

weal

west

worse

wail

wine

wile

/v/

veal

vest

verse

vale, veil

vine

vile

Sentences:

1. We decided to wait one week for Warren's answer.
2. William's record in the second world war was remarkable.

3. Are you willing to wait for William?
4. Isn't the weather warm for winter?

Lesson 36

PRONUNCIATION OF THE ENDINGS -S & ED

I. THE ENDING -S (in plural nouns, present singular verbs and possessive case)

1. If the word ends in /s z ſ ʒ tʃ dʒ/, the ending -s is pronounced /ɪz/

Ex: to wash /wɒʃ/ → he washes /wɪʃɪz/

orange /'órindʒ/ → oranges /'órindʒɪz/

Charles /tʃa:lz/ → Charles's book /tʃa:lzɪz/

2. If the word ends in a voiceless consonant except /s ſ tʃ/, the ending -s is pronounced /s/.

Ex: map /map/  maps /maps/

to work /wɜ:k/  he works /wɜ:ks/

3. If the word ends in a voiced sound (consonant, vowel or diphthong) except /z ſ ʒ/, the ending -s is pronounced /z/.

Ex: bag /bæg/ → bags /bægz/

to smile /smail/ → he smiles /smailz/

car /ka:/ → cars /ka:z/

II. THE ENDING -ED (in past verbs)

1. If the verb ends in /d/ or /t/, the ending -ED is pronounced /ɪd/

Ex: to post /pəʊst/ → posted /pəʊstɪd/

to need /ni:d/ → needed /ní:di:d/

2. If the verb ends in a voiceless consonant except /t/, the ending

-ED is pronounced /t/.

- Ex: to like /laɪk/ → liked /laɪkt/
to stop /stɒp/ → stopped /stɒpt/

3. If the verb ends in a voiced sound except /d/, the ending -ED is pronounced /d/.

- Ex: to listen /lɪsn/ → listened /lɪsned/
to study /stʌdɪ/ → studied /stʌdɪd/

EXERCISE

Give the pronunciation of the ending -S or -ED in these words:

- Ex: lives /z/ decided /ɪd/
1. pleased 11. breathed
2. garages 12. tasks
3. mends 13. cloths
4. bathes 14. shapes
5. hated 15. fixes
6. washed 16. divorced
7. changed 17. weighed
8. laughed 18. travels
9. climbed 19. pages
10. flows 20. pronounced

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Lesson 37**RULES OF PRONUNCIATION – SYLLABIC CONSONANTS – CONSONANT CLUSTERS****I. RULES OF PRONUNCIATION**

SPELLING	1. The close sy ll ab le	2. The open sy ll ab le	3. The "r" sy ll ab le	4. The "re" sy ll ab le
A	/æ/ fat	/eɪ/ fate	/a:/ far	/eə/ fare
E	/e/ net	/i:/ me	/ɜ:/ her	/ɪə/ here
I or Y	/ɪ/ fit	/aɪ/ fine	/ɔ:/ sir	/aɪə/ fire
O	/ɒ/ not	/oʊ/ note	/ɔ:/ nor	/oʊ/ more
U	/ʌ/ cut	/ju:/ cute	/ɜ:/ fur	/juə/ cure

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EXERCISE

Find five words for each case in the above table.

II. SYLLABIC CONSONANTS

To form a syllable, there must be at least one vowel. Some consonants can form syllables without any vowels such as /n/ & /l/:

/n/	/l/
garden	middle
pardon	little
curtain	pencil
lesson	puzzle
cousin	travel

EXERCISE

Find two more words for each of the above two cases.

III. CONSONANT CLUSTERS AT THE BEGINNING OF WORDS

- | | |
|--------------------------|------------------------------------|
| 1. /pr/: press, proud | 21. /bj/: beauty, beau reau |
| 2. /br/: bright, bring | 22. /tj/: tune, tube |
| 3. /tr/: tree, try | 23. /dj/: due, duty |
| 4. /dr/: draw, dry | 24. /kj/: cure, excuse |
| 5. /kr/: cream, cry | 25. /fj/: few, perfume |
| 6. /gr/: grey, green | 26. /vj/: view, preview |
| 7. /fr/: free, French | 27. /hj/: huge, hue |
| 8. /θr/: three, through | 28. /mj/: mute, mule |
| 9. /ʃr/: shrimp, shrine | 29. /sj/: pursue, consume |
| 10. /pl/: play, please | 30. /zj/: resume, presume |
| 11. /bl/: blue, blow | 31. /st/: stay, stand |
| 12. /kl/: cloud, clear | 32. /sp/: spoon, speak |
| 13. /gl/: glass, glue | 33. /sk/: school, sky |
| 14. /fl/: flow, fly | 34. /sm/: small, smile |
| 15. /sl/: slow, sleep | 35. /sn/: sneer, sneak |
| 16. /tw/: twelve, twenty | 36. /skr/: scream, scratch |
| 17. /dw/: dwell, dwindle | 37. /str/: strong, street |
| 18. /kw/: quiet, quick | 38. /spr/: spring, spray |
| 19. /sw/: sweet, swim | 39. /spl/: splash, splice |
| 20. /pj/: pupil, pure | 40. /skw/: square, squat |



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EXERCISE

Give the phonemic transcription of any five words from the above list.

Lesson 38**TWO-CONSONANT CLUSTERS AT THE END OF WORDS**

Give the phonemic transcription of these words which contain two-consonant clusters:

- | | |
|-----------------------------|---|
| 1. /-bz/: robs, jobs | 27. /-ʃt/: washed, wished |
| 2. /-gz/: begs, legs | 28. /-tʃt/: watched, searched |
| 3. /-lz/: calls, dolls |  29. /-kt/: worked, walked |
| 4. /-mz/: homes, names | 30. /-pt/: kept, tapped |
| 5. /-vz/: knives, wives | 31. /-fθ/: left, soft |
| 6. /-ŋz/: sings, songs | 32. /-st/: must, best |
| 7. /-ðz/: breathes, clothes | 33. /-nt/: aunt, ant |
| 8. /-dz/: words, heads | 34. /-lθ/: salt, felt |
| 9. /-nz/: learns, runs | 35. /-tθ/: eighth |
| 10. /-ts/: hats, cats | 36. /-dθ/: width, breath |
| 11. /-fs/: laughs, roofs | 37. /-fθ/: fifth |
| 12. /-θs/: months, cloths | 38. /-sp/: gasp, clasp |
| 13. /-ps/: perhaps, lips | 39. /-sk/: ask, desk |
| 14. /-ks/: box, six | 40. /-mp/: lump, lamp |
| 15. /-ns/: dance, sense | 41. /-mf/: triumph |

- | | |
|------------------------------|--|
| 16. /-ls/: else, false | 42. /-nθ/: tenth, seventh |
| 17. /-bd/: robbed, curbed | 43. /-ndʒ/: hinge, orange |
| 18. /-gd/: begged, rigged | 44. /-ntʃ/: bunch, pinch |
| 19. /-dʒd/: judged, lodged | 45. /-ŋk/: think, thank |
| 20. /-md/: combed, aimed | 46. /-lp/: help, yelp |
| 21. /-ŋd/: longed, hanged | 47. /-lb/: bulb |
| 22. /-ðd/: breathed, clothed | 48. /-lk/: milk, sulk |
| 23. /-vd/: lived, received | 49. /-lf/: gulf, golf, elf, elves (pl) |
| 24. /-zd/: closed, caused | 50. /-lv/: solve, delve |
| 25. /-nd/: learned, earned | 51. /-lh/: health, wealth |
| 26. /-ld/: old, cold | 52. /-ldʒ/: bulge |



Lesson 39

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THREE- or FOUR-CONSONANT CLUSTERS AT THE END OF WORDS

I. THREE-CONSONANT CLUSTERS

Transcribe these words:

- | | |
|----------------------------|---|
| 1. /-lbz/: bulbs | 23. /-lmd/: filmed |
| 2. /-ldz/: builds, holds | 24. /-lvd/: solved, delved |
| 3. /-lmz/: elms, films | 25. /-ndʒd/: changed, lounged (v: lu᷑i) |
| 4. /-lvz/: shelves, solves | 26. /-lft/: engulfed |
| 5. /-dθs/: breadths | 27. /-ltʃt/: belched, mulched |
| 6. /-fts/: lifts | 28. /-lkt/: milked |

7. /-fθs/: fifths 29. /-lpθ/: helped, gulped
8. /-kts/: facts, acts 30. /-lsth/: pulsed
9. /-lfθs/: gulfs 31. /-mft/: triumphed
10. /-lkθs/: milks, bulks 32. /-ntʃθ/: bunched
11. /-lpθs/: gulfs, helps 33. /-nst/: danced, evinced
12. /-ltθs/: faults 34. /-ŋkt/: thanked, linked
13. /-lθθs/: wealths 35. /-pst/: collapsed, elapsed
14. /-mfs/: triumphs 36. /-skt/: asked, masked
15. /-nθθs/: months, ninths 37. /-spθ/: rasped, clasped
16. /-ŋks/: thinks, banks 38. /-kst/: text, next
17. /-pts/: scripts, opts (v) 39. /-ksθ/: sixth
18. /-sks/: asks, desks 40. /-mps/: glimpse, numps
19. /-spθs/: lisps (v), rasps (n) 41. /-mpt/: tempt, prompt
20. /-sts/: guests, lists 42. /-ndθ/: thousandth
21. /-tθs/: eightths 43. /-lfθ/: twelfth
22. /-ldʒd/: bulged 44. /-ŋks/: sphinx

II. FOUR-CONSONANT CLUSTERS

Transcribe these words:

1. /-ksts/: texts 4. /-ndθs/: thousandths
2. /-ksθs/: sixths 5. /-mpst/: glimpsed
3. /-lfθs/: twelfths 6. /-mpts/: tempts, attempts

Lesson 40

FREQUENTLY MISPRONOUNCED WORDS

Transcribe and practise pronouncing these words:

1. ache
2. apple
3. apricot
4. Arkansas
5. aspiration
6. aspire
7. Bach
8. bathe
9. bather
10. bathing
11. bayonet
12. because
13. borough
14. boss's
15. bowels
16. cabbage
17. cafe
18. cause
19. Chancellor
20. chancellery
21. chemistry
22. clothes
23. colonel
24. comb
25. concerto
26. confidant
27. cook-book
28. economics
29. ewe
30. garage
31. goes
32. Greenwich
33. Illinois
34. lieutenant
35. Lorelei
36. machine
37. Maugham
38. months
39. muscle
40. Muscovite
41. orchard
42. orchid
43. owl

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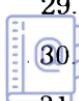
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Lesson 41

FREQUENTLY MISPRONOUNCED WORDS

Transcribe and practise pronouncing these words:

- | | |
|-----------------|------------------|
| 1. people | 23. yolk |
| 2. photograph | 24. comparable |
| 3. photography | 25. contribute |
| 4. police | 26. controversy |
| 5. potato | 27. deity |
| 6. preserve | 28. dispute |
| 7. preservation | 29. distribute |
| 8. pupil | 30. exquisite |
| 9. quay | 31. formidable |
| 10. record (v) | 32. harass(ment) |
| 11. record (n) | 33. irreparable |
| 12. says | 34. irrevocable |
| 13. severe | 35. kilometre |
| 14. severity | 36. lamentable |
| 15. smoothly | 37. necessarily |
| 16. suggest | 38. preferable |
| 17. suggestion | 39. primarily |
| 18. sure | 40. reputable |
| 19. sword | 41. surveillance |
| 20. Tuesday | 42. temporarily |
| 21. Wednesday | 43. trait |
| 22. yacht | |



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Lesson 42

SILENT LETTERS

Transcribe and pronounce these words:

- | | |
|------------------|-------------------|
| 1. comb | 26. honest |
| 2. bomb | 27. chorus |
| 3. limb | 28. stomach |
| 4. debt | 29. eight |
| 5. dumb | 30. night |
| 6. thumb | 31. though |
| 7. climb | 32. although |
| 8. doubt | 33. neighbor |
| 9. subtle | 34. daughter |
| 10. plumber | 35. ought |
| 11. muscle | 36. <u>caught</u> |
| 12. scenery | 37. bought |
| 13. Wednesday | 38. taught |
| 14. handsome | 39. brought |
| 15. handkerchief | 40. thought |
| 16. sign | 41. knot |
| 17. imbroglio | 42. knee |
| 18. foreign | 43. know |
| 19. resign | 44. knob |
| 20. design | 45. knife |
| 21. hour | 46. knock |



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- | | |
|-----------|----------|
| 22. ache | 47. walk |
| 23. ghost | 48. talk |
| 24. choir | 49. calm |
| 25. honor | 50. half |

Lesson 43

SILENT LETTERS

Transcribe and pronounce these words:

- | | |
|----------------|---------------|
| 1. folk | 26. bouquet |
| 2. yolk | 27. mortgage |
| 3. palm | 28. whistle |
| 4. could | 29. soften |
| 5. should | 30. Christmas |
| 6. would | 31. guest |
| 7. hymn | 32. guess |
| 8. autumn | 33. guard |
| 9. column | 34. tongue |
| 10. solemn | 35. law |
| 11. receipt | 36. raw |
| 12. cupboard | 37. saw |
| 13. pneumonia | 38. two |
| 14. psychology | 39. who |
| 15. island | 40. wright |
| 16. isle | 41. sword |
| 17. islet | 42. whom |

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- | | |
|-------------|-------------|
| 18. aisle | 43. whole |
| 19. often | 44. wrap |
| 20. listen | 45. wrist |
| 21. fasten | 46. wrong |
| 22. castle | 47. wrinkle |
| 23. bristle | 48. wreck |
| 24. mustn't | 49. write |
| 25. wrestle | 50. answer |

Lesson 44

HOMONYMS

Homonyms are words which have the same sound but different spelling and meaning.

- | | |
|-------------------|--|
| 1. air – heir | 26. site – sight |
| 2. aisle – isle | Download Sách Hay 27. clause – claws |
| 3. ate – eight | 28. cord – chord |
| 4. bare – bear | 29. corps – core |
| 5. be – bee | 30. court – caught |
| 6. bean – been | 31. curb – kerb |
| 7. beat – beet | 32. dear – deer |
| 8. birth – berth | 33. die – dye |
| 9. blew – blue | 34. flower – flour |
| 10. bored – board | 35. guise – guys |
| 11. bow – bough | 36. hole – whole |
| 12. boy – buoy | 37. I – eye |
| 13. brake – break | 38. idle – idol |

- | | |
|-----------------------|------------------|
| 14. bread – bred | 39. leak – leek |
| 15. bridal – bridle | 40. mail – male |
| 16. brows – browse | 41. nose – knows |
| 17. buy – by | 42. one – won |
| 18. carrot – carat | 43. grey – gray |
| 19. cede – seed | 44. quay – key |
| 20. ceiling – sealing | 45. rose – rows |
| 21. cell – sell | 46. sale – sail |
| 22. cellar – seller | 47. tide – tied |
| 23. cereal – serial | 48. vale – veil |
| 24. check – cheque | 49. way – weigh |
| 25. choose – chews | 50. yoke – yolk |



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PART TWO

40 PRONUNCIATION
LESSONS FOR LEARNERS OF
INTERMEDIATE LEVEL

Lesson 1

APPROACH TO THE COURSE

I. INTRODUCTION

- The first step in learning a new language is to learn the sounds of that language.
- It is difficult for a student to develop a new set of speech sounds because he often cannot hear or produce the sounds which are different from those of his native language.
- However, all habits are developed through practice, with constant repetition, the student will gradually become familiar with the English sounds.
- Therefore, a great deal of attention should be given to correct pronunciation throughout the first year's work as it is very difficult to change faulty pronunciation habits later.
- The rhythm and intonation of English are also important for the beginner. A misplaced stress, or accent, in a word or sentence may lead to misunderstanding, likewise, an intonation pattern which is not English may make a sentence difficult to understand; even though the individual sounds are perfectly correct and clear.
- The best way to learn the pronunciation of a new language is through imitation. The more accurately he imitates, the better his pronunciation will be. However the phonetic symbols used in addition to explanations by the teacher of the formation of the sounds will also help the students to produce the sounds more clearly and accurately.

II. SYLLABUS

1. Approach to the course.
2. Phonetic symbols – Articulation – The Speech Organs.

3. English sounds: Vowels – Diphthongs – Consonants.
4. Phonemic Transcription.
5. Description of English Sounds and Practice.
6. Stress.
7. Intonation
8. Rhythm.

Lesson 2

PHONETIC SYMBOLS – ARTICULATION – SPEECH ORGANS

I. PHONETIC SYMBOLS



A. Some Preliminary Notes

- The letters of the alphabet may represent several sounds in English.
- Spelling, therefore, is not a key to pronunciation.
- It is better to use a symbol to represent a sound than to use a letter, although some of the symbols are also letters.
- A phonetic symbol is a sound symbol.
- Each phonetic symbol, placed in slant bars //, represents only one speech sound.
- These symbols can be a useful guide to good, clear pronunciation, although the sounds themselves are always more important than the symbols.
- Here we use British English and IPA Phonetic Symbols. And only one pronunciation of a word is given in order not to confuse the students, although English Pronunciation may vary from region to region, from individual to individual and from situation to situation.

B. IPA Phonetic Symbols (IPA: International Phonetic Association)

1. Vowels (12)

Old	New	Example
1. /i:/	/i:/	see /si:/
2. /ɪ/	/ɪ/	sit /sɪt/
3. /ɛ/	/e/	ten /ten/
4. /æ/	/æ/	hat /hæt/
5. /a:/	/a:/	arm /a:m/
6. /ɔ/	/o/	got /go:t/
7. /ɔ:/	/ɔ:/	saw /so:/
8. /ʊ/	/ʊ/	put /pʊt/
9. /u:/	/u:/	too /tu:/
10. /ʌ/	/ʌ/	cup /kʌp/
11. /ə:/	/ɜ:/	fur /fɜ:/
12. /ə/	/ə/	ago /əgəu/



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2. Diphthongs (8)

Old	New	Example
1. /eɪ/	/eɪ/	day /deɪ/
2. /oʊ/	/əʊ/	home /haʊm/
3. /aɪ/	/aɪ/	five /faɪv/
4. /aʊ/	/aʊ/	now /naʊ/
5. /ɔɪ/	/ɔɪ/	boy /bɔɪ/
6. /iə/	/eɪ/	near /nɪə/

7. /eə/	/eə/	hair /heə/
8. /uə/	/uə/	sure /ʃuə/

3. Consonants (24)

(Old/New)	Example	Old/New	Example
1. /p/	pen /pen/	13. /s/	so /səʊ/
2. /b/	bad /bæd/	14. /z/	zoo /zu:/
3. /t/	tea /ti:/	15. /ʃ/	she /ʃi:/
4. /d/	did /dɪd/	16. /ʒ/	vision /vɪʒən/ .
5. /k/	cat /kæt/	17. /h/	how /haʊ/
6. /g/	get /get/	18. /m/	man /mæn/
7. /tʃ/	chin /tʃɪn/	19. /n/ – syllabic 	no /nəʊ/, happening
8. /dʒ/	June /dʒu:n/	20. /ŋ/	sing /sɪŋ/
9. /f/	fall /fɔ:l/	21. /v/ – syllabic Download Sach Hay Đọc Sách Online	leg /leg/ settling
10. /v/	voice /vɔɪs/	22. /r/	red /red/
11. /θ/	thin /θɪn/	23. /j/	yes /jes/
12. /ð/	then /ðen/	24. /w/	wet /wet/

II. ARTICULATION and SPEECH ORGANS

For the correct articulation or formation of each sound, the student should know the position of the lips, the jaw and the tongue. The speech organs used in producing the sounds are shown in the following facial diagram.

THE SPEECH ORGANS: Cơ quan phát âm

- N: nose (mũi), nasal passage/ cavity (đường mũi, hốc mũi).
- L: lip (môi)
- TR: toothridge (nướu răng, lợi răng)

HP: hard palate (vòm họng phần cứng hay ngàc cứng)

SP: soft palate (vòm họng phần mềm hay ngàc mềm)

Oral cavity (đường miệng, hốc miệng, khoang miệng)

Tongue: lưỡi

T: tip of tongue (chóp lưỡi): the extremity of tongue.

Bl: blade of tongue (dầu lưỡi): It lies opposite the toothridge.

F: front (phần trước của lưỡi)

M: middle (phần giữa lưỡi)

B: back (phần sau lưỡi)

VC: vocal cords (dây thanh quản): bands of tissue located in the larynx and capable of opening or closing the windpipe (khí quản).

PC: pharyngeal cavity (khoang yết hầu)

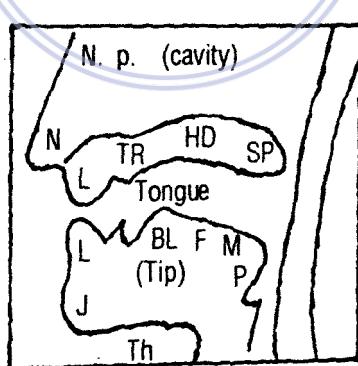
Larynx or voice box: thanh hầu

Glottis (thanh môn): the opening between the vocal cords.

Jaw: hàm

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Throat: cổ họng.



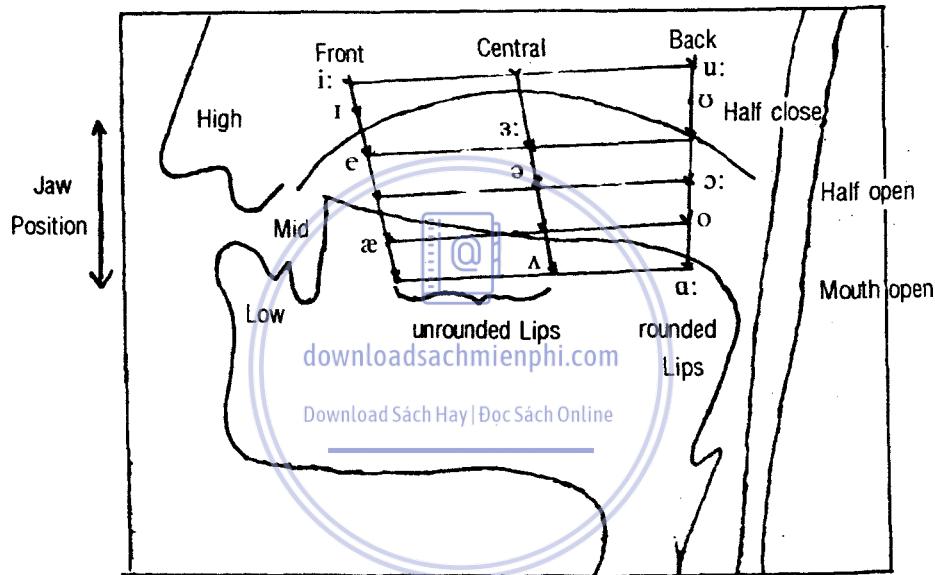
Lesson 3

ENGLISH SOUNDS

In English, there are 12 vowels, 8 diphthongs and 24 consonants.

I. THE VOWEL SOUNDS

A. Speech organs in the production of vowel sounds



The vowel chart

B. Notes on the above chart

- For the production of /i:/ the tongue is high in front.
- For /u:/ the tongue is high in back.
- For /a:/ the tongue is low in the mouth and the jaw drops considerably.
- For /ʌ/ and /ɜ:/ the tongue is in the middle of the mouth and the

lips are relaxed.

- From /i:/ to /a:/ and from /u:/ to /a:/, the tongue is just a little lower for each sound, the jaw also drops gradually just a little so that each sound is a little more open than the preceding sound.
- From /i:/ to /æ/, the lips are drawn back, or unrounded.
- From /u:/ to /a:/, the lips are rounded and more or less protruded.
- All vowels are voiced.

II. THE DIPHTHONGS

- A diphthong is one continuous gliding sound from one vowel to another within the same syllable.
- All diphthongs are voiced, too.
- There are eight diphthongs in English.

+ Fronting diphthongs: /eɪ/ /aɪ/ /ɔɪ/

+ Centering diphthongs: /ɪə/ /ɛə/ /ʊə/

+ Retracting diphthongs: /əʊ/ /aʊ/

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III. THE CONSONANT SOUNDS

A. The chart of Consonant Sounds:

Points of Articulation \ Manners of Articulation	BILABIAL	LABIODENTAL	INTERDENTAL	APICO ALVEOLAR RIDGE	ALVEO PALATAL	VELAR	GLOTTAL
STOPS	U /p/ V /b/			/t/ /d/		/k/ /g/	
FRICATIVES	U /f/ V /v/		/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/

AFFRICATES	U					/tʃ/ /dʒ/		
LATERAL	V				/l/			
NASALS	V	/m/			/n/		/n/	
SEMI - VOWELS or GLIDES	V	/w/			/r/	/j/		

B. Notes on the chart

- In English there are twenty-four consonant sounds.
- Sixteen of these sounds occur in eight pairs. Both sounds in each pair are produced in the same way, except one sound is voiceless or unvoiced and the other is voiced.
- A sound is voiceless, or without voice, when there is no vibration of the vocal cords.
- A sound is voiced when one hears the voice because of the vibration of the vocal cords.
- /s/ /z/ /ʃ/ /ʒ/ /tʃ/ /dʒ/ are sibilant or hissing sounds.
- Summary:

Voiceless	p	t	k	f	θ	s	ʃ	tʃ
Voiced	b	d	g	v	ð	z	ʒ	dʒ
	h	l	m	n	ŋ	w	r	j

Lesson 4

PHONEMIC TRANSCRIPTION – WORD STRESS

I. TWO KINDS OF TRANSCRIPTION

- To indicate the pronunciation of a word, we use phonetic symbols, placed in slant bars //.

That is the work of transcription.

- There are two kinds of transcription:

- 1- Phonetic transcription used by linguists for phonetic reasons.

Ex: /laɪt/ (clear l), /sétl/ (syllabic l), /mɪlk/ (dark l)

- 2- Phonemic transcription used for pedagogical and practical reasons.

Ex: /laɪt/ , /sétl/ , /mɪlk/ /aɪ laɪk ðɪs wéðə/
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/weə ɪz jɔ:/ máðə/

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II. WORD STRESS

- Stress means emphasis. A particular syllable in a long word (word having more than one syllable) receives much more emphasis than the other syllables; this syllable is marked with an accent in order to show where the emphasis is.

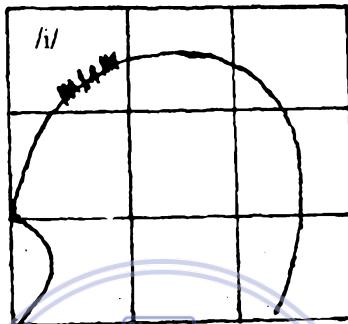
- In phonemic transcription we use an accent mark (') before and above or over a syllable to show that it is stressed.

- *Ex: /ɪŋglɪ/ or /'ɪŋglɪʃ/
/længwɪdʒ/ or /'længwɪdʒ/
/dífɪkəlt/ or /'dífɪkəlt/*

Lesson 5

THE ENGLISH VOWEL /i:/

I. DESCRIPTION



- High-front, unrounded, tense vowel.
- The vowel is long.
- The front of the tongue is raised high.
- The lips are drawn back rather tensely in smiling position.
- The tip of the tongue touches the lower teeth.
- It has an equivalent in the Northern Vietnamese /i/.

II. SPELLING

The following letters are usually pronounced as /i:/:

1. ea (-) : sea, seat, teach... Except: break, great...
2. ee (-) : tree, green...
3. e : be, me, evil, secret...
4. e – e : these, evening, complete...
5. ie – : believe, piece... Except: friend, science...
6. ei after c, s : ceiling, deceitful, to seize...

7. – ese : Vietnamese, Chinese...
 8. Special cases : machine, quay, key...

III. PRACTICE

see	she	meet	people
three	we	evening	leave
B	these	please	read
C	mean	seem	sheet
be	believe	need	
me	heat	complete	
he	week	keep	

Sentences:

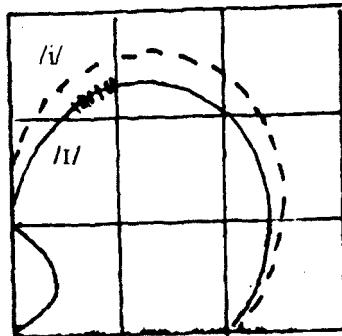
- Keep these three seats for me, please.
- He sees me three evenings a week.
- These people seem to believe me.
- He's reading three complete sentences.

Lesson 6

THE ENGLISH VOWEL /ɪ/

I. DESCRIPTION

- The low high front unrounded lax vowel.
- The vowel is short.
- The front of the tongue is raised rather high.
- There is a narrow opening between the lips.



- The lips are drawn back less tensely than for /i:/
- The tip of the tongue touches the lower teeth.
- It has an equivalent in the Southern Vietnamese /i/.

II. SPELLING

- | | |
|-----------------------|------------------------------------|
| 1. i - | : big, dig, <u>thick</u> , thin... |
| 2. - age | : passage, village, cottage... |
| 3. - ate | : climate, fortunate, intimate... |
| 4. - y | : copy, <u>candy</u> ... |
| 5. be - , de - , re - | : begin, decide, return... |
| 6. Special | : busy, minute, women. |

III. PRACTICE

sit	with	lid	busy	mister
it	thing	his	business	pick
is	give	think	big	Mrs
in	live	minute	sing	kick
him	will	sit	million	hit
wish	which	women	miss	

IV. SENTENCES

- | | |
|--------------------------------|---------------------------|
| 1. This is Mrs Mills | 2. Which children did it? |
| 3. Tim hit his things | 4. Is it his? |
| 5. Miss Mills thinks it's big. | |

V. CONTRAST BETWEEN /i:/ and /ɪ/.

/i:/	/ɪ/	Sentences:
------	-----	------------

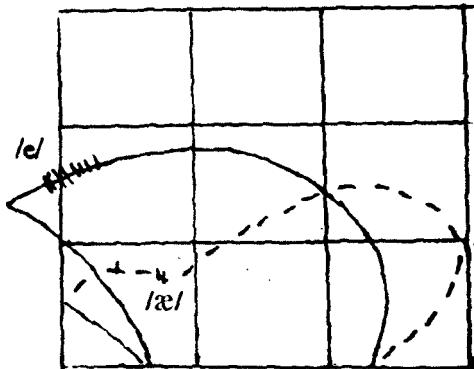
leave	live	1. Potato chips are cheap.
seek	sick	2. Did they fit his feet?
heat	hit	3. Please sit in this seat.
sheep	ship	4. I leave the house where I live at eight o'clock.
cheap	chip	
feet	fit	
read	rid	
seen	sin	downloadsachmienphi.com



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Lesson 7**THE ENGLISH VOWEL /e/****I. DESCRIPTION**

- Mid front unrounded lax vowel.
- The front of the tongue is raised midway and a little lower than for /ɪ/ and more relaxed.
- The lips are drawn back less tensely than for /ɪ/.
- The jaw drops a little and the mouth is more open than for /ɪ/.
- The tip of the tongue touches the lower teeth.
- It is a little more closed than the Vietnamese /e/.



II. SPELLING

1. e— : bed, beg, egg...
2. -ead : bread, head, dead, lead (n)...
3. -eath, -eat, -ealh : breath, death, health, threat...
4. Special : ate /et/, Am. /eɪt/.

III. PRACTICE

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pet	wet	Ed
bet	bread	west
set	debt	pepper
fed	pen	instead
let	get	sell
met	led	test
tell	less	men

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Sentences:

1. Let's get Ed a pen.
2. These men said yes.
3. When did Ted send the letter?
4. The weather is better in September.

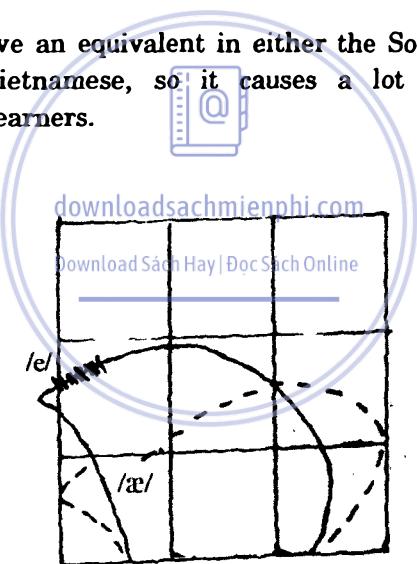
Lesson 8

THE ENGLISH VOWEL /æ/

I. DESCRIPTION

- The low front unrounded lax vowel.
- The front of the tongue is a little lower than for /e/.
- The tip of the tongue recedes from the lower teeth.
- The lips are drawn back in a laughing position.
- The jaw drops a little more and the mouth is more open than for /e/.
- It doesn't have an equivalent in either the Southern or Northern dialect of Vietnamese, so it causes a lot of trouble to the Vietnamese learners.

II. SPELLING



1. a- : bad, hang... Exceptions: father, calm...
2. Notes : /æ/ (Am.) /a:/ (Br.): ask, can't, laugh, aunt...

III. PRACTICE

pat	at	perhaps	man
pack	back	can	ran
bag	that	bad	map
have	catch	hand	Dad
had	matter	understand	

Sentences:

1. Jack can't understand that.
2. That man ran after his hat.
3. Half the class has had it.
4. Has Dad had a map?

IV. CONTRAST BETWEEN /æ/ and /e/

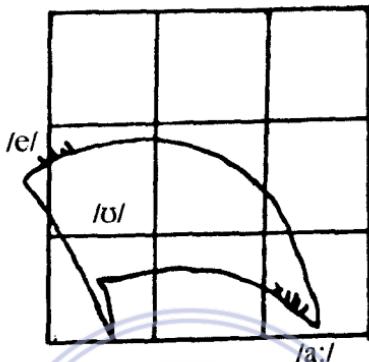
/æ/	/e/	/æ/	/e/
pat	pet	marry	merry
pack	peck	bad	bed
sad	said	man	men
land	lend	pan	pen
sat	set	Dad	dead
bat	bet		

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Sentences:

1. Let's ask Dad's friend.
2. Pass the jelly, Edna.
3. That man had a letter on Saturday.

Lesson 9**THE ENGLISH VOWEL /a:/****I. DESCRIPTION**

- Low back rounded lax vowel.
- The tongue is low in the mouth.
- The tip of the tongue recedes from the lower teeth.
- The lips are rounded and relaxed.
- The jaw drops considerably, leaving large opening between the lips.
- It is the most open vowel sound.
- This vowel has no Vietnamese equivalent.



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II. SPELLING

1. AR- : car, cart, bark... (if unstressed, ar- is pronounced /ə/: particular).
2. Special : father, calm, clerk, (Br.), tomato.
3. O- /a:/ (Am.) : box, pot, stop...

III. PRACTICE

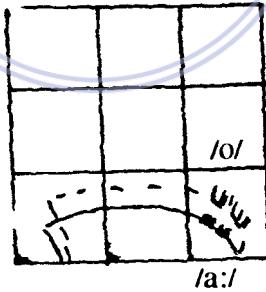
father	hard	not
bar	army	box
charge	farm	hot
car	arm	doctor
far	arch	got
large		

Sentences:

1. He got a large car in October.
2. Tom bought a farm in March.
3. He's watching his father's car.
4. His large farm is far from his bar.

**Lesson 10**downloadsachmienphi.com**THE ENGLISH VOWEL /ɒ/**

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I. DESCRIPTION

- Low back rounded lax vowel.
- The vowel is short.
- The tongue is drawn back a little.
- The tip of the tongue recedes from the lower teeth.

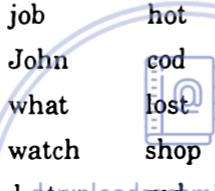
- The lips are rounded and open.
- The mouth is more closed than for /a:/.
- It is somewhat similar to the Vietnamese /o/.

II. SPELLING

1. o- : God, dog, pot... Exceptions: love, son...
2. -ock : lock, clock... (invariable)
3. -ong : long, strong... Exception: among.
4. Special : gone, shone, because, knowledge, yacht...

III. PRACTICE

clock	job	hot
not	John	cod
want	what	lost
sorry	watch	shop
cotton	doctor	downloadgodmienphi.com



Sentences:

1. He got a lot of cod.
2. The doctor's clock was lost.
3. The boss is very hot.
4. I lost John's watch.

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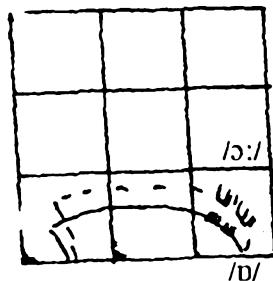
Lesson 11

THE ENGLISH VOWEL /ɔ:/

I. DESCRIPTION

- Low back rounded tense vowel.
- The vowel is long
- The tongue is drawn back a little and is higher than for /o/.
- The tip of the tongue recedes from the lower teeth.
- The lips are rounded and somewhat protruded.
- The jaw is raised a little and the mouth is more closed than for /o/.

- It has almost identical counterpart of the Vietnamese /o/.



II. SPELLING

1. al- : all, call... Exceptions: allied, alcohol
2. au- : author, August, daughter, fault.. Exc: laugh, aunt...
3. aw(-) : draw, law, lawn...
4. wa- : wall, water... Exception: waste
5. -ore : more, store...
6. or (-) : for, port, report, short...
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7. oar (-) : board, roar...
8. our (-) : four, pour, course... Exceptions: our, flour...
9. oor- : door, floor...
10. Special : wrath

III. PRACTICE

saw	fall	pause	brought
straw	tall	because	thought
awful	ball	applause	walk
all	small	caught	daughter
call	Paul	bought	talk

Sentences:

1. I thought I saw Paul.

2. Has Mr Hall taught law?
3. All Shaw thought of was applause.
4. We ought to talk and talk all the time.

Lesson 12

THE ENGLISH VOWEL /ʊ/

I. DESCRIPTION



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- High back rounded lax vowel.
- The vowel is short.
- The tongue is drawn back and upward.
- The tip of the tongue recedes from the lower teeth.
- The lips are less rounded but somewhat protruded.
- The jaw is raised a little more and the mouth is more closed than for /ɔ:/.
- The lips are less rounded than in the Vietnamese /u/.

II. SPELLING

1. -ould : could, should...
2. u- : full, bush, pull, put...
3. o- : women, wolf...

4. oo- : foot, cook, book... Exceptions: too, food, zoo...
5. Special : bosom, bouquet, courier...

III. PRACTICE

good	look	butcher
wood	stood	woollen
would	sugar	push
pull	woman	put
took	bullet	cushion
cook	could	bushel

Sentences:

1. He would enjoy a good book.
2. The woman wore a good-looking wool jacket.
3. She took the sweater, shook it well, and then pulled it over.
4. She was a good cook.

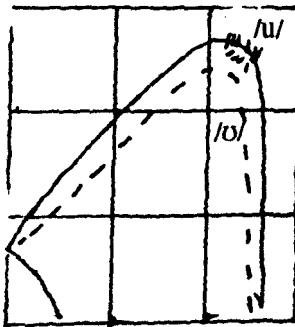
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Lesson 13

THE ENGLISH VOWEL /u:/

I. DESCRIPTION

- High back rounded tense vowel.
- The vowel is long.
- The back of the tongue is raised and touches the velum.
- The tip of the tongue recedes from the lower teeth.
- The lips are rather tensely rounded and well protruded in whistling position.
- The mouth is almost closed.
- It is almost the same as the Vietnamese /u/.



II. SPELLING

1. -ew : brew, crew, flew... Exc: new, few...
2. ui- : fruit... Exc: mosquito...
3. u-e or ue : rule, glue, clue... 
4. o(-) : do, two, who... Exc: God, dog...
5. oo(-) : too, food, zoo... Exc: book, look...
6. -ove : move, movable... Download Sach Hay | Doc Sach Online
7. Special : coup, soup, shoe, through, canoe...

III. PRACTICE

too	whom	shoe	lose
two	who	proof	soup
do	whose	choose	group
blue	food	loose	tooth

Sentences:

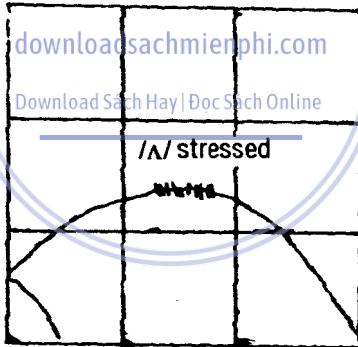
1. Do you have a proof?
2. Whose group do you belong to?
3. Who moves to this room this afternoon?
4. They choose two groups.

IV. CONTRAST BETWEEN /ʊ/ AND /u:/

/ʊ/	/u:/	Sentences
pull	pool	1. Would some good food put you in good mood?
full	fool	
should	shoe	2. Ruth has some fruit juice.
could	cooed	3. Should Ruth move to a good room?
would	wooed	4. Do you have a loose tooth?

Lesson 14

THE ENGLISH VOWEL /ʌ/

I. DESCRIPTION

- Low-mid central unrounded lax vowel.
- The tongue is relaxed in the central portion of the mouth.
- The lips are not drawn back and not rounded but in natural open position.
- The stressed version /ʌ/ is very similar to the Vietnamese /ă/.

II. SPELLING

1. o- : mother, son, month... Exc: no, pot...
2. o-e : come, love, glove... Exc: close, home, move...
3. ou- : couple, enough... Exc: soul, out, soup...
4. u- : but, bus, cut...
5. -ug; -uck, -ust, -um, -un, -ung:
rug, duck, must, number, unripe, lungs...
6. Special : blood, nothing, a housewife /hÁzif/ (case for needles and thread).

III. PRACTICE

some	hut	stuck	touch
but	hung	rung	son
cut	mother	brother	above
shut	lungs	love	another
luck	bus	won	under
nut	such	number	was
rug			

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Sentences:

1. The sun comes up at seven.
2. Mother loves the summer months.
3. Does Sunday come before Monday?
4. Hasn't Gus won enough money?

Lesson 15

THE ENGLISH VOWEL /ə/

I. DESCRIPTION

- Mid central unrounded lax vowel.
- The unstressed version /ə/, also called a SCHWA (unstressed notation), is a neutral sound produced with the tongue relaxed in the central portion of the mouth.
- This unstressed variety is close to the Vietnamese /ə/.

II. SPELLING

1. -ar, -er, -or, -ure if unstressed:
particular, writer, doctor, temperature...
If stressed, -ar → /a:/, wa- → /ɔ:/ : car, wall...
2. Letters a, e, i, o, u → /ə/ or /ʌ/ if unstressed: can, climate, women...

III. PRACTICE

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about	breakfast	mama
above	company	papa
away	alphabet	camera
ago	infant	soda
along	arithmetic	data
alive	necessary	cinema

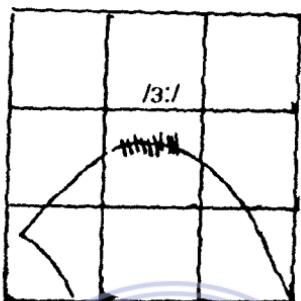
Sentences:

1. The airplane finally arrived in Alaska.
2. Nora intends to visit Brazil on her vacation.
3. The principal awarded each of us a diploma.
4. Havana is the capital and principal city of Cuba.

Lesson 16

THE ENGLISH VOWEL /ɜ:/

I. DESCRIPTION



- High mid central unrounded tense vowel.
- The vowel is long.
- The central part of the tongue is raised rather high.
- The lips are in natural open position, but slightly rounded and protruded.
- The sound is also called the r – vowel or SCHWA r.
- It has no Vietnamese equivalent.

II. SPELLING

1. (-) er : to err, serve, verse...
2. -ir (-) : stir, girl, bird, first...
3. -or- : world, worm..
4. -ur (-) : blur, burn, hurt...
5. (-)ear- : early, earl... Exc: beard, bear...

III. PRACTICE

were	Herbert	bird
her	work	hurt
person	word	curly
learn	worse	burn
earth	worst	turn
service	first	burst

Sentences:

1. We searched a long time for Pearl's purse.
2. The first and third verses were the most difficult to learn.
3. Earl has worked in that firm for many years.
4. He pressed the earth firmly around the young fir tree.

IV. CONTRAST BETWEEN /ʌ/ AND /ɔ:/

/ʌ/	/ɔ:/
bun	burn
bud	bird
bug	berg
shut	shirt
ton	turn
hut	hurt

**Sentences:**

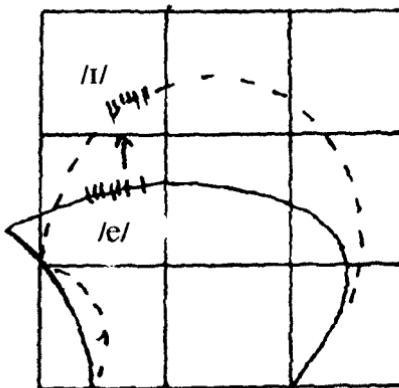
1. The bud/ bird is green.
2. He had a bun/ burn.
3. He likes looking at the gulls/ girls when he's on the beach.

Lesson 17

THE ENGLISH DIPHTHONG /eɪ/

I. DESCRIPTION

- Fronting diphthong.
- It consists of the vowel /e/ and the high front semi-vowel or the glide /ɪ/.



- The tongue and the lips begin in position for /e/ and change rapidly to position for /ɪ/.
- It is like the Vietnamese /è/.

II. SPELLING

1. a-e (except r) : came, game, lake, hate...
Exceptions: have, plaque...
2. a--e : change, danger, waste...
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3. ai- : nail, sail, mail, waist...
Exc: said, aisle, Cairo...
4. -ay : day, gray, play...
5. -ey : they, grey, obey...
6. -eight(-) : weigh, eight... Exc: height
7. -asion, -ation : invasion, invitation...
8. -ate (verbs) : create, concentrate, consolidate...
9. Special : agency, agent, Asia, gaol, to gauge, mason, nasal, bass...



III. PRACTICE

say	place	name	1. I have an eight-day vacation.
may	wait	pain	2. She's making a date.
way	weight	famous	3. They say they will take
eight	make	date	an eight-day vacation.
take	rain	waste	4. The rain in Spain stays
neighbour	same	main	mainly in the plain.
pay	fate	hate	
lain	rate	late	
sake	mate	taste	

IV. CONTRAST BETWEEN /e/ and /eɪ/*/e/*

let

stead

men

test

west

tell

get

/eɪ/

late

stayed

main

taste

waste

tale

gate

Sentences:

1. They went to bed late.

2. Jane said they already met Ed.

3. They get ten-day vacation.

4. On what date was the debt paid?

5. Your weight is greater when you are wet.

Lesson 18

THE ENGLISH DIPHTHONG /ai/

I. DESCRIPTION

- Fronting diphthong
- It consists of the vowel /a/ and the glide /ɪ/.
- The tongue and the lips begin in position for /a/ and change rapidly to position for /ɪ/.
- It is like the Vietnamese /ai/.

II. SPELLING

- | | |
|---------------------------|--|
| 1. y (if stressed) | : to buy fly, reply, July... Exception: pyramid... |
| 2. ie, ye | : to die, lie, dye.. |
| 3. -suffix ize and -ify | : modernize, simplify... |
| 4. -ile | : sterile, fertile... |
| 5. -ive (if stressed) | : five, survive... |
| 6. i—e | : idle, title... |
| 7. -igh () | : high, light |
| 8. -ild | : child, mild, wild... Exc: gild |
| 9. -ind | : kind, mind... Exc: wind... |
| 10. consonant + i + vowel | : denial, liar |
| 11. Special | : aisle, choir, minute (adj)... |



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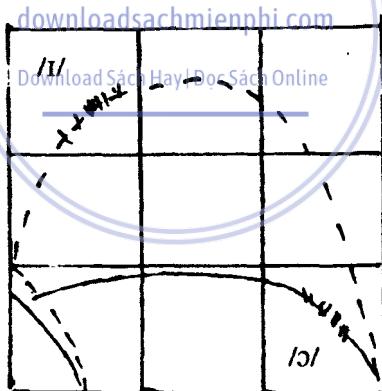
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III. PRACTICE

I	time	by
eye	night	my
ice	like	sigh
aisle	dime	lie
idea	quite	die
island	quiet	pie

Sentence:

1. How wide is the island?
2. About five miles wide and nine long.
3. Did you buy the new tie you wanted?
4. No, the price was too high.

Lesson 19**THE ENGLISH DIPHTHONG /ɔɪ/****I. DESCRIPTION**

- Fronting diphthong.
- It consists of the vowel /ɔ/ and the glide /ɪ/.
- The tongue and the lips begin in position for /ɔ/ and change rapidly to position for /ɪ/.
- It is similar to the Vietnamese /oi/.

II. SPELLING

- oi- : oil, boil, spoil, soil...
- oy : boy, destroy, joy.

III. PRACTICE

boy	voice	noise
boil	join	oil
coin	choice	spoil
toy	employ	royal
toil	enjoy	destroy

Sentences:

- The noise spoils her joy.
- The boy joined all his toys.
- Was Joyce annoyed by the noise?
- Do you know the boiling point of the oil?

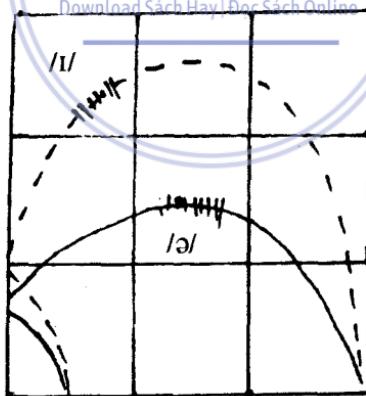
Lesson 20

THE ENGLISH DIPHTHONG /ɪə/

I. DESCRIPTION

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- Centering diphthong.
- It is formed by the vowel /ɪ/ followed by the glide /ə/ toward the central portion of the mouth.

- The tongue and the lips begin in position for /ɪ/ and change rapidly to position for /ə/.
- It sounds like /ia/ in Vietnamese.

II. SPELLING

1. -eer : beer, deer, steer, sheer...
2. ear- ; ere- : here, beard, ear, shear, mere, we're...
3. -ea : idea

III. PRACTICE

beer	we're	ear	real
dear	weary	hear	rear
deer	here	hero	series
cheer	beard	near	tear (n)
mere	fear	queer	theatre

Sentences:

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1. I fear he's not sincere.
2. They like Shakespeare's King Lear.
3. Dear, dear, I fear the beer is dearer and dearer here this year.

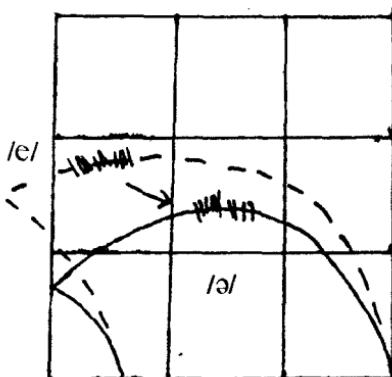
Lesson 21

THE ENGLISH DIPHTHONG /eə/

I. DESCRIPTION

- Centering diphthong.
- It is formed by the vowel /e/ followed by the glide /ə/.
- The tongue and the lips begin in position for /e/ and change rapidly to position for /ə/.

- It has no Vietnamese equivalent.



II. SPELLING

1. air : chair, pair, hair, air...
2. -ear, -are : tear, pear, bear, dare, spare...
3. Special : where, scarce, their, aeroplane...

III. PRACTICE

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pair	care	rare	Sentences:
pear	chair	wear	1. I can't bear these pairs.
bear	vary	share	2. Her fair hair is of a rare colour.
tear (v)	there	air	3. I rarely care for my hair.
dare	hair	where	

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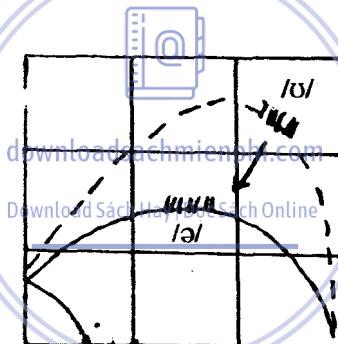
Lesson 22

THE ENGLISH DIPHTHONG /ʊə/

I. DESCRIPTION

- Centering diphthong.
- It is formed by the vowel /ʊ/ and the glide /ə/.
- The tongue and the lips begin in position for /ʊ/ and change rapidly to position for /ə/.
- It sounds like /ua/ in Vietnamese.

II. SPELLING



1. -our : tour, tourist...
2. -ur : curious, duration...
3. -ua, -ue, -ew : cruelly, newer, bluer, truant...
4. -ure, -oor : sure, poor, you're...

III. PRACTICE

poor	endure	security
surely	duration	sure
tour	during	tourism

doer	moor
you're	secure

tourist

Sentences:

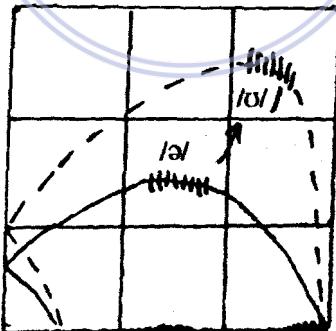
1. I'm sure of it.
2. Are you sure of the security during the tour?
3. The man is poor before the jury.

Lesson 23

THE ENGLISH DIPHTHONG /əʊ/

I. DESCRIPTION

- Retracting diphthong.
- This retracting diphthong is formed by the vowel /ə/ followed by the glide /ʊ/ toward the back part of the mouth.
- The tongue and the lips begin in position for /ə/ and change rapidly to position for /ʊ/. downloadsachmienphi.com
- It is similar to Vietnamese /âu/.

**II. SPELLING**

1. o(-) : no, so, home...

2. oa- : boat, coast, coat... Exc: broad
3. o-e : dose, close, home, rose, smoke
Exc: move, glove
4. -oe : a foe, goes... Exc: shoe
5. ol- : old, cold... Exc: solder
6. -oul : soul, shoulder, S.O.S.
7. -ow(-) : bowl, sow, know... Exc: cow, now...
8. Special : sew, dough, though...

III. PRACTICE

know	low	home	Sentences:
O	boat	whole	1. Rose and Joan don't know yet.
no	show	telephone	2. Oh, did Joe go home?
nose	over	moment	3. Both of those coats are pretty old.
coat	those	chose	4. Rose showed me the boat he borrowed from his old friend.
November	close	loan	
hold	only	though	
told	clothes	row	
go			

IV. CONTRAST BETWEEN /ɔ:/ AND /əʊ/

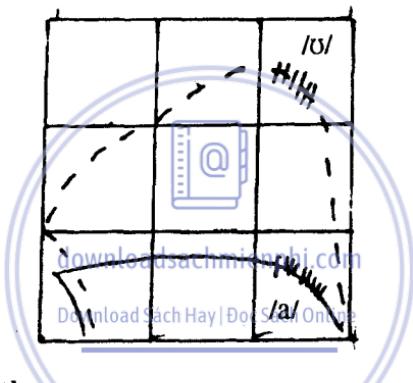
/ɔ:/	/əʊ/	Sentences:
saw	so	1. A local phone call costs ten cents.
caught	coat	2. Now Paul, drive downtown slowly.
jaw	Joe	3. Paul told me to row the boat slowly.
law	low	
lawn	loan	

cost	coast
hall	hole
raw	row
bought	boat

Lesson 24

THE ENGLISH DIPHTHONG /aʊ/

I. DESCRIPTION



- Retracting diphthong.
- It is formed by the vowel /a/ and the glide /ʊ/
- The tongue and the lips begin in position for /a/ and change rapidly to position for /ʊ/.
- It is somewhat similar to the Vietnamese diphthong /ao/.

II. SPELLING

1. ou- : out, house, proud... Exc: couple, enough...
2. ow(-) : cow, brown, now...
3. -our : our, hour, flour... Exc: four, pour, colour, neighbour
4. Special : plough, bough...

III. PRACTICE

out	house	now
outside	found	allow
outfit	sound	anyhow
about	how	town
around	cow	mouse
down	bound	

Sentences:

1. Where was the mouse found?
2. Oh, not in the house. Outside in the flower garden.
3. How much time must I allow to get downtown?
4. About an hour.



Lesson 25

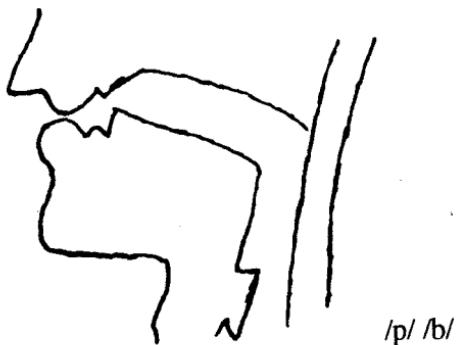
THE ENGLISH CONSONANTS /p/ AND /b/

I. DESCRIPTION

/p/

- Voiceless bilabial stop.
- It is formed by closing the two lips tightly.
- In initial position, it's usually aspirated /'pot/ /'pen/
- In final position, it may be aspirated or unaspirated: /stop/.
- After initial s or before unstressed vowel, we have the unaspirated /p/: /spin/, /ʌ'pə/.
- We find Vietnamese /p/ in final position only: hấp tấp

/b/



/p/ /b/

- Voiced bilabial stop.
- It is formed exactly like /p/, but with the addition of voice.
- /b/ is unaspirated in all positions.
- It's similar to Vietnamese /b/ but Vietnamese /b/ occurs in initial position only.

II. SPELLING

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/p/

1. Initial /p-/ : pan, pig, picture
2. Final /-p/ : cup, trip
3. /p/ after s : spin, speak, spend
4. Special : hiccough /híkʌp/, cupboard /kʌbəd/

/b/

1. Initial : black, book.
2. Central : doubt, debt.
3. Final : lamb, comb, climb (b is silent when final and preceded by m. It is also silent when it comes before t in a few words).

III. PRACTICE*/p/*

person	pound	people	keep
put	poor	couple	cap
pay	pack	happen	hope
possibly	push	simple	cup
piece		suppose	map

Sentences:

1. Please pay Paul some money.
2. I'd like a piece of pie and a cup of coffee, please.
3. Paul, did you put a piece of paper on my desk?
4. Don't push other people, please.

*/b/*

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billion believe

be	busy	best	probably
big	billion	believe	October
Bob	bad	bag	November
baby	but	buy	December
bus	by	back	cab
			good-bye

Sentences:

1. Better and best begin with B.
2. Bob is from Boston, I believe.
3. Isn't this bag beautiful?
4. Bob is busy buying his bicycle.

IV. CONTRAST BETWEEN /p/ AND /b/

/p/	/b/	Sentences:
pay	bay	1. The program will probably begin at about eight o'clock.
pie	by	
Pete	beet	2. Pears and bananas are both fruits but potatoes are vegetables.
pound	bound	
pack	back	3. Paul, you'd better buy this piece of paper.
pet	bet	

Lesson 26

THE ENGLISH CONSONANTS /t/ AND /d/

I. DESCRIPTION

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/t/

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/t/ /d/

- Voiceless apico-alveolar stop.
- When the tip of the tongue touches the alveolar ridge while the sides of the tongue are held firmly against the upper teeth, we have /t/.
- /t/ is usually aspirated in initial position.
- /t/ is unaspirated when it appears after s: /stop/ /steɪ/.

- Similar to Vietnamese /t/ but Vietnamese /t/ occurs initially and finally only: tôi, ta, tớ, tốt.

/d/

- Voiced apico-alveolar stop.
- It's formed like /t/ with the addition of vibration of the vocal cords.
- Similar to Vietnamese /d/ but Vietnamese /d/ occurs initially only: đại đội di dải dỗ den.

II. SPELLING

1. t : tea, city, out.
2. -ed : past and past participle of verbs ending in voiceless consonants other than /t/ : watched, missed.
3. t is silent in words ending in -stle, -sten: castle, listen, christen /krɪsn/



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1. d : day, odd, sad, made.
2. -ed : past and past participle of verbs ending in vowels or voiced consonants except /d/: learned, played.

III. PRACTICE

/t/

tell	not	little	button
T	get	better	mountain
to	wet	butter	bitten
ten	sit	late	written
talk	but	eating	satin
time	hot	sitting	gotten

Sentences:

1. Can you tell me the time?

2. Try to talk to me in English all the time.
3. Tom'd better put a little butter on it.
4. Don't button the bottom button on your jacket.

/d/

day	don't	good	hold
D	dollar	bad	old
do	doing	could	hand
did	didn't	would	mind
done	idea	should	need
doctor	anybody	had	road
December	condition	find	hard

Sentences:

1. A good doctor wouldn't do that.
2. On what day in December did he come?
3. I couldn't find the doctor I had.
4. Ted had a good (time) idea, didn't he?

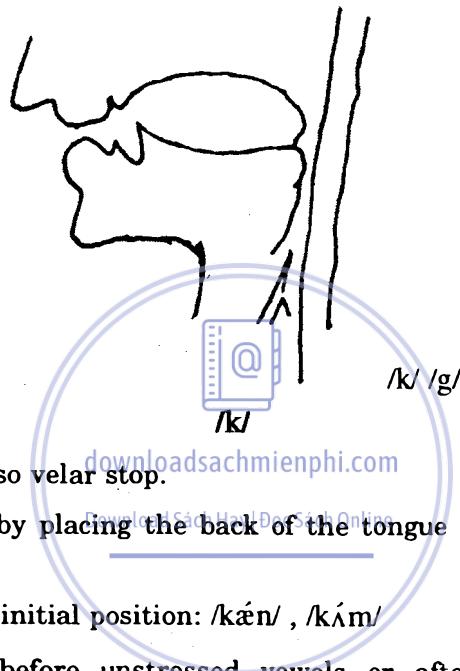
**IV. CONTRAST BETWEEN /t/ AND /d/**

<i>/t/</i>	<i>/d/</i>
bit	bid
town	down
time	dime
height	hide
late	laid
light	lied
plate	played
wrote	rode

Lesson 27

THE ENGLISH CONSONANTS /k/ AND /g/

I. DESCRIPTION



- Voiceless dorso velar stop.
- It is formed by placing the back of the tongue firmly against the velum.
- /k'/ occurs in initial position: /kæn/, /kám/
- /k/ appears before unstressed vowels or after initial S: caky /kéɪkɪ/, ski /skɪ/.
- Similar to Vietnamese /k/ in kéo co, but Vietnamese /k/ occurs initially and finally only.

/g/

- Voiced dorso velar stop.
- It is formed like /k/ with the addition of voice.
- In general /g/ is always unaspirated.
- Like Vietnamese /g/ in gõ, ghé.

II. SPELLING**/k/**

1. k : kind, key.
2. c : cash, cook, cut, acre (after a, o, u)
3. ch : chemist, architect.
4. qu : /kw/ queer, quick.
5. x : /ks/ box, fix, six.

/g/

1. g : gas, great
2. ge : get, give
3. x, ex /gz/ before a stressed syllable: exact, exhaust, examination.
Exceptions: except /ɪksépt/, exhibition /eksíbíʃən/, excite /ɪksáɪt/, exercise /éksəsaɪz/. downloadsachmienphi.com

III. PRACTICE

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/k/

come	welcome	check
can	instruction	take
car	breakfast	talk
could	steak	clock
cake	luck	factory

Sentences:

1. Most Americans have coffee for breakfast.
2. Where can I cash a check?
3. Call me at six o'clock.
4. Is he looking for work in the factory?

/g/

girl	garden	forget
get	good	again
give	gain	begin
guess	got	magazine
game	guard	cigarette
guest	gall	sugar
go	guide	dialogue

Sentences:

1. The girl got eggs, cigarettes and sugar.
2. Don't forget to study the dialogue.
3. Are you going to begin your vacation in August?
4. Is the weather good for your garden?

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THE ENGLISH CONSONANTS /f/ AND /v/

I. DESCRIPTION

/f/

- Voiceless labio-dental fricative.
- It is produced by bringing the lower lip close to the edge of the upper teeth.
- It appears in all positions: /fæn, fæt, laɪf, ɔ:f/
- Vietnamese equivalent: phở, phúc.

/v/

- Voiced labio-dental fricative.

- It is formed like /f/ with the addition of voice.
- It appears in all positions: of /əv/, vine /vaɪn/, vain /veɪn/.
- Vietnamese equivalent: vơ vét.



II. SPELLING

1. f : face, fun, feel
2. ph : telephone
3. gh : laugh, tough
4. Special : lieutenant /lɛftənənt/

/v/

- V : van, vine, save, nephew /névju:/

III. PRACTICE

/f/

fine	information	if	Sentences:
found	cafeteria	off	1. They went to the cafeteria
four	coffee	leaf	for some coffee.

forty	different	life	2. This room has comfortable furniture.
fleet	awful	laugh	
family	telephone	deaf	3. If you don't know the telephone number, call information.

/v/

very	vegetable	of	live
V	eleven	over	move
vowel	seven	ever	have
vacant	evening	every	leave
vacation	November	never	believe
value	avenue	several	twelve
visit			

**Sentences:**

1. I live very near Avery Avenue.
2. All English vowels are voiced.
3. Five and seven make twelve.

IV. CONTRAST BETWEEN /f/ AND /v/

/f/	/v/	/f/	/v/
safe	save	fan	van
proof	prove	fine	vine
leaf	leave	feel	veal
belief	believe	fail	veil
calf	calves	fairy	very
waif	wave	fiew	view
wife	five	file	vile

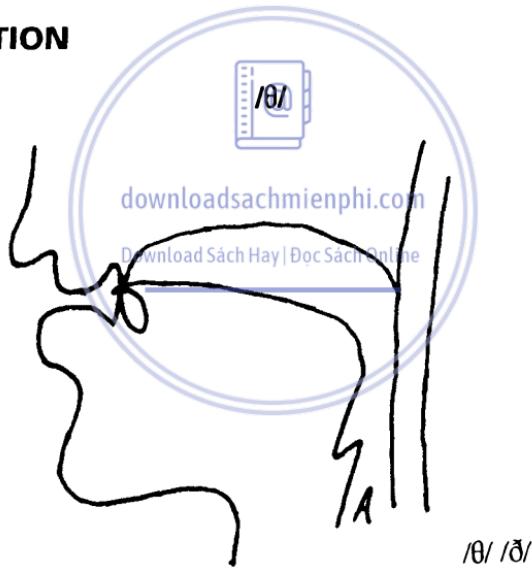
Sentences:

1. His leaf/ leave was remarkably long.
2. The few/ view that we saw pleased us.
3. Their fines/ vines seem much higher this year.
4. We got a new fan/ van last week.
5. He's fetching the fan on the van.

Lesson 29

THE ENGLISH CONTRAST /θ/ AND /ð/

I. DESCRIPTION



- Voiceless apico interdental fricative.
- It is made by air friction between the tip of the tongue and the upper front teeth: /θɪŋk/ , /θæŋk/ , /θɔ:t/.
- No Vietnamese equivalent.

/ð/

- Voiced apico interdental fricative.
- It is made in same way as /θ/ with the addition of voice: /ðæt/, /ðɪs/, /ðen/.
- No Vietnamese equivalent.

II. SPELLING*/θ/*

th: thank, think, truth, author, method.

/ð/

th: bathe, weather, with, rather, though, then.

III. PRACTICE*/θ/*

think
thought
thanks
thumb
month
mouth
south
healthy
wealthy

thirteen
thirty
third
thing
thousand
theatre
anything
everything
nothing

warmth
health
strength
length
breath
width

Sentences:

1. Let's thank her for the theatre ticket.
2. Thick and thin are opposite things.
3. Does the month of June have thirty days or thirty-one?
4. I thought I'd go South, not North.

/ð/

this	although	southern
then	brother	northern
there	mother	either
that	father	neither
those	themselvess	weather
though	them	rather

Sentences:

1. My brothers did that themselves.
2. Their car is better than this one.
3. Are they going there some other day, mother?
4. Although these southern cities have better weather, I'd rather visit the northern ones.

**IV CONTRAST BETWEEN /θ/ AND /t/, and /ð/ AND /d/.**

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/θ/

thin	tin
thank	tank
thought	taught
thigh	tie
theme	team
through	true
faith	fate
tenth	ten

/t/

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Sentences:

1. The Army can't use tin/thin soldiers.
2. Team/ theme writing should be a class activity.
3. They tore/ thaw the frozen meat first.

/ð/	/d/	Sentences:
then	den	1. Put the ladder/ lather away.
they	day	2. My mother is making a lot of
there	dare	dough.
breath	breed	3. I don't like my brother's way of
though	dough	thinking.
seethe	seed	
loathe	load	
lather	ladder	

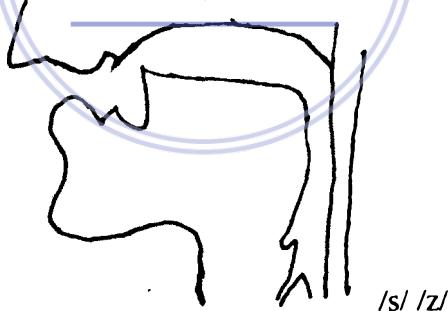
Lesson 30

THE ENGLISH CONTRAST /s/ AND /z/

I. DESCRIPTION

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/s/

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- Voiceless apico-alveolar fricative.
- It is pronounced with the front of the tongue close to the alveolar ridge in a groove shape /set/, /sʌn/, /sɪk/.
- Identical with Vietnamese /s/ in xinh xắn.

/z/

- Voiced apico-alveolar fricative.
- It is made like /s/ with the vibration of the vocal cords.
- It occurs frequently between vowels and at the end of the syllable /bízɪ/, /reɪnz/.
- Identical with Northern Vietnamese /z/ in do, dù, da, dò.

II. SPELLING**/s/**

1. s : so, see.
2. se : base /beɪs/, case, purchase /pɜ:tʃəs/
3. c before e, i : cease, science, cell, city.
4. s is silent in : isle /aɪl/, aisle /aɪl/.

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1. z : zoo, buzz, razor.
2. s between two vowels : reserve, disease.
3. ss : dessert, dissolve, possess.
4. Final s when preceded by a vowel or by a voiced consonant: bays, rays, does, girls.

III. PRACTICE**/s/**

say	sister	s	this
see	Mister	miss	us
sir	professor	nice	listen
sixteen	person	place	use (n)
seven	possible	worse	less

Sentences:

1. Say and see begin with s.
2. Miss Ross said yes.
3. Did your sister send this to us?
4. Is Sunday the second of September?

/z/

zoo	Tuesday	crazy	was
zero	Wednesday	Missouri	is
z	thousand	dessert	has
thousand	busy	his	does
easy	business	as	always

Sentences:

1. Please excuse me.
2. He always goes to the zoo on Thursday.
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3. Is his home in Arizon?
4. A thousand has three zeros.

[Download Sách Hay | Đọc Sách Online](https://Downloadsachmienphi.com)**IV. CONTRAST BETWEEN /s/ AND /ʃ/, and /s/ AND /z/****/s/ /ʃ/**

sort	short
seat	sheet
sock	shock
sip	ship
sue	shoe

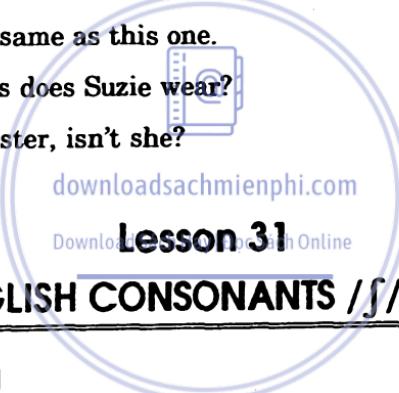
Sentences:

1. Their shins/ sins were enormous.
2. Help me sell/ shell these peas.
3. It appeared to be full of Confusians/ confusions again.
4. The wind covered his seat/ sheet with dust.
5. The sore/ shore was worse than I had expected.
6. She sells the seashells on the seashore.

/s/	/z/	/ʃ/	/ʒ/
sue	zoo	price	prize
bus	buzz	sip	zip
cease	sees	niece	knees
sink	zinc	loose	lose
said	z	ice	eyes
hiss	his	piece	peas
decrease	decrees	face	phase

Sentences:

- She goes to the zoo to see the animals.
- His suit is the same as this one.
- What size dress does Suzie wear?
- Suzie is your sister, isn't she?



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Lesson 31**THE ENGLISH CONSONANTS /ʃ/ AND /ʒ/****I. DESCRIPTION***/ʃ/*

- Voiceless alveo-palatal fricative.
- It is formed somewhat the same manner as /s/ but instead of the apex of the tongue, the blade and the front of the tongue are used to direct a somewhat wide stream of the air against the alveolar ridge rather than teeth.

Ex: shirt /ʃɜ:t/, shut /ʃʌt/, ship /ʃɪp/

- Similar to Vietnamese /ʃ/ in sách sē.

/ʒ/

- Voiced alveo-palatal fricative.
 - This sound is formed exactly like /ʃ/ with the addition of the vibration of the vocal cords.
- Ex: measure /méʒə/, pleasure /pléʒə/
- It is like /je/ in French.

II. SPELLING

/ʃ/

1. sh : dish, cash, push, shape.
2. s : sure, assure, sugar.
3. -si, -cil, -sci, -ti followed by an unstressed vowel: mansion, special, ancient, precious, ocean.
4. Special : machine /məʃi:n/, moustache /məsta:ʃ/


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/ʒ/

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1. s : leisure, treasure, measure.
2. -si : Asia, decision, occasion.
3. Special : transition, usual, azure, seizure.

III. PRACTICE

/ʃ/

she	short	direction	wish
shall	show	instruction	wash
should	shouldn't	special	cash
shoe	Chicago	examination	cashier
sure	shower	nation	shave
sugar	shop	national	shine

Sentences:

1. She has some dishes.
2. The instructions should show you how to use this machine.
3. Shall we wash our clothes or brush them?
4. I wish my shoes were shined.

/ʒ/

measure	collision	beige
vision	decision	rouge
pleasure	leisure	treasure
division	garage	treasury
confusion	television	Asia

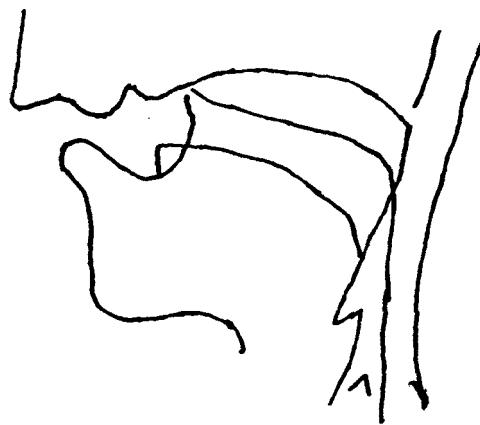
Sentences:

1. I have to measure the garage.
2. The collision occurred because of the driver's poor vision.
3. It's a pleasure to see you.

**Lesson 32****THE ENGLISH CONSONANTS /tʃ/ AND /dʒ/****I. DESCRIPTION***/tʃ/*

- Voiceless alveolar-palatal affricate.
- This sound is formed by bringing the apex of the tongue to the alveolar ridge somewhat back of the position of /t/ sound so that a distinct but brief fricative sound is heard.

Ex: chair, chin, church.



/tʃ/ /dʒ/

- No Vietnamese equivalent. It is quite hard for Vietnamese students. Practise /t + ʃ/



- Voiced alveo-palatal affricate.
- It is produced somewhat like /tʃ/ with the vibration of the vocal cords.
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Ex: judge, joke, job.
- No Vietnamese equivalent. Practise /d + ʒ/

II. SPELLING

/tʃ/

1. ch, tch : check, cheap, match.
2. t (in unstressed-ture) : furniture, nature.
3. ti (when-tion is preceded by s)
: question, combustion /kəmbʌstʃən/
4. Special : righteous /raɪtʃəs/

/dʒ/

1. j : joke, judge, jump.
2. g : (before e, i, y), giant, page, pigeon, gymnastic.
3. dg : edge, budget /bʌdʒɪt/.
4. Special : soldier /səʊldʒə/.

III. PRACTICE*/dʒ/*

job	germ	large
January	general	marriage
June	vegetable	judge
July	subject	package
just	religion	language
joke	engine	soldier

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**Sentences:**

1. We have orange juice and pineapple juice.
2. Did Jack and Joe just come?
3. June, July and January begin with J /dʒeɪ/.

/tʃ/

child	cheek	teacher	much
children	chair	lecture	watch
chicken	cheap	furniture	teach
cheese	chin	actual	such
change	choose	luncheon	March

Sentences:

1. The child was born in March.
2. Do you want a cheese sandwich or a chicken sandwich?

3. Which lecture did the teacher go to?
4. Don't choose a cheap watch.

IV. CONTRAST BETWEEN /tʃ/ AND /ʃ/, AND /tʃ/ AND /dʒ/

/tʃ/	/ʃ/	/tʃ/	/dʒ/
witch	wish	choke	joke
watch	wash	cheap	jeep
catch	cash	much	mudge
chew	shoe	chew	jew
chair	share	chest	jest

/t/ /ʃ/

ditch dish
chip ship
chop shop

1. The children had vegetables and fruit for lunch.
 2. George bought that chair last July.
 3. Did Charles and Joe enjoy the lecture?
 4. He's going to shave, take a shower and have fish, vegetables and chocolate for lunch.

Sentences:

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Download have fish, vegetables and chocolate for lunch.

Lesson 33

THE ENGLISH CONSONANT /h/

I. DESCRIPTION

- Voiceless or voiced.

Glottal fricative (/h/ is voiced when it occurs between voiced sounds: adhere /ədhiə/, perhaps /pəhæps/).

- It is formed with the oral cavity totally unobstructed and with a very light fricative sound produced either by the relaxed vocal

cords or the wall of pharynx.

- Somewhat like Vietnamese /h/ in hót, hay, hát.

II. SPELLING

1. h : hill, hat, help.
2. wh : who, whom.
3. h is silent in : hour, heir /eə/, honour, honest, vehement /vɪ:əmənt/, vehicle /vɪ:əkl/.

III. PRACTICE

heat	him
have	her
hat	hide
help	his
hear	who
hello	how

behind

perhaps

anyhow

behave

exhale

rehearse

Sentences:

1. Why is Henry so happy?
2. He's happy because he has a new high hat.
3. Where is Harry?
4. He's hiding behind the hall door.

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Lesson 34

THE ENGLISH CONSONANT /l/

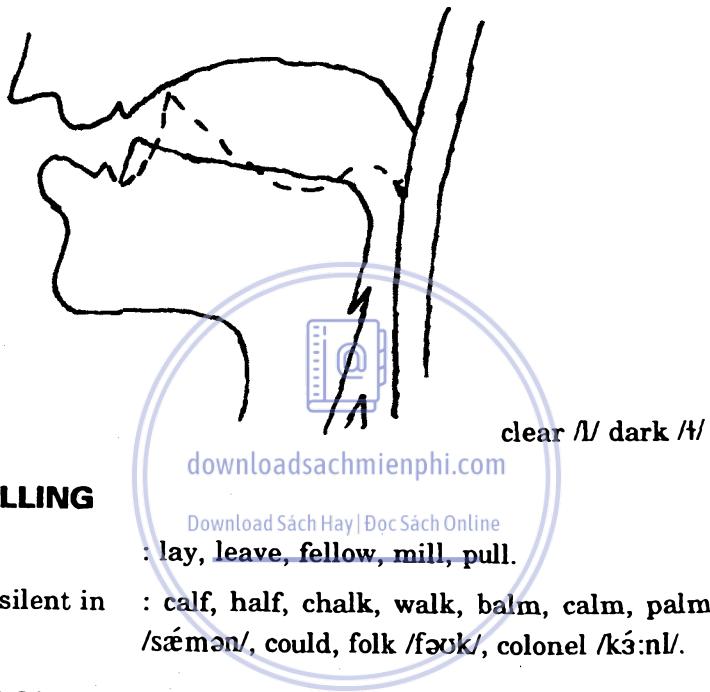
I. DESCRIPTION

- Voiced apico alveolar ridge lateral.
- There are two English /l/ sounds: initial or clear /l/ (before vowels and j) and final or dark /ɫ/ (before consonants).
- The clear /l/ is identical with /l/ in Vietnamese. The dark /ɫ/ is pronounced with the tip of the tongue raised against the alveolar ridge allowing the air to escape around the sides (named 'lateral')

and the back of the tongue raised towards the velum.

- It has no equivalent in Vietnamese but to the Vietnamese's ears, it sounds like /ʊ/ or /ɪ/.

Ex: land, like /laɪk/, mill, milk, all /ɔ:t/.



II. SPELLING

- 1 : lay, leave, fellow, pull.
- 1 is silent in : calf, half, chalk, walk, balm, calm, palm, salmon /sæmən/, could, folk /fəʊk/, colonel /kɔ:nl/.

III. PRACTICE

let	look	eleven	well
like	low	million	all
last	lie	billion	feel
letter	law	hello	sell
late	land	July	seal
lake	list	silk	call

Sentences:

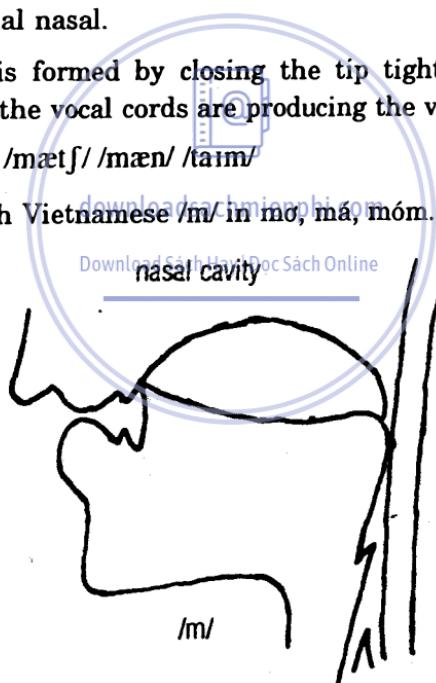
1. We all like to get letters.
2. Carolyn lives on Lowell Lane.
3. Do you feel well today?
4. Does she like to look at television?

Lesson 35

THE ENGLISH CONSONANT /m/

I. DESCRIPTION

- Voiced bilabial nasal.
- This sound is formed by closing the tip tightly with the velum lowered and the vocal cords are producing the voiced sound.
Ex: /mi:tʃ/ /mætʃ/ /mæn/ /taɪm/
- Identical with Vietnamese /m/ in mơ, má, mó.



II. SPELLING

1. m : limit, summer, man, make
2. m is silent in mn- : mnemonic /mimónik/ (of the memory)

III. PRACTICE

mother	jumper	worms
summer	timber	harmed
Autumn	empty	films
comb	comfort	warmth
tomb	hamlet	glimpse
smile	dismal	prompts
smoke	asthma	nymphs
snack	rhythm	

Sentences:

1. The programs are important.
2. The grammar lesson is sometimes long.
3. Their customs are different.
4. The middle aged woman in the room is my mother.
5. I like musical films very much.
6. The music examination will be on Monday.



Lesson 36

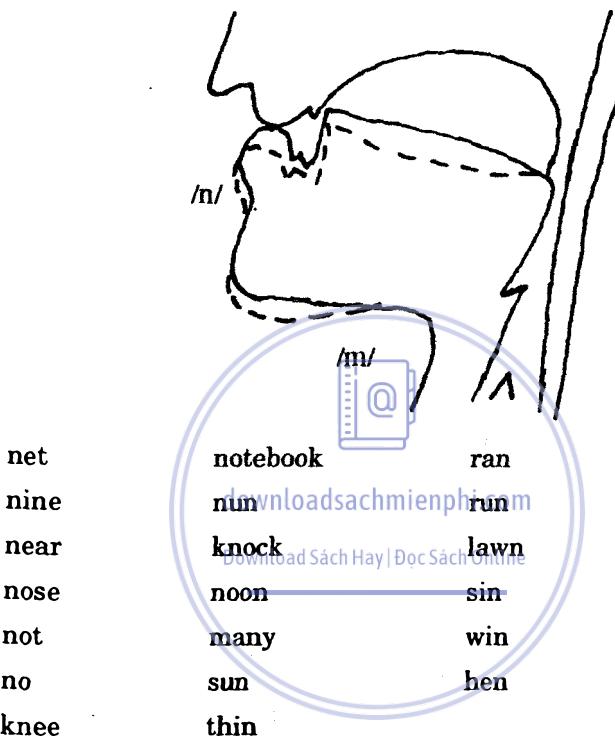
THE ENGLISH CONSONANT /n/

I. DESCRIPTION

- Voiced apico-alveolar ridge nasal.
 - It is made with the tongue touching the alveolar ridge but the velum is lowered and the vocal cords are producing voice.
- Ex: /naɪn/ /nó:tɪ/ (naughty)*
- Identical with Vietnamese /n/ in nói nǎng não nuột.

II. SPELLING

- n : now, tunnel, sun, hen, town.

III. PRACTICE**IV. CONTRAST BETWEEN /n/ AND /l/**

/n/	/l/	Sentences:
ten	tell	1. Linda lives in Elizabeth Lane.
pin	pill	2. He left the little house.
pain	pail	3. He is reading nine long poems.
bin	bill	4. The hen was taken at noon.
bone	bowl	

net	let
nine	line
knock	lock

Lesson 37

THE ENGLISH CONSONANT /ŋ/

I. DESCRIPTION

- Voiced dorso-velar nasal.
- This sound is produced with the back of the tongue against the velum which is slightly dropped so as to open a passage from the pharynx to the nasal cavity.
- Ex: /síŋŋ/, /son/, /siŋ/ 
- Like Vietnamese ng, but English /ŋ/ never occurs in initial position.



II. SPELLING

1. ng : king, song

2. n before k and g : think, ink, belong, lung, anchor /æŋkə/, finger /fɪŋgə/.

III. PRACTICE

rang	wing	finger
rung	hanged	thank
sang	going	wrong
sung	bank	long
thing	tank	coming
song	think	singing
sing		

Sentences:

- They sang some songs.
- He's bringing many things.
- This thing is very thin.
- There is a bank in the city.



IV. CONTRAST BETWEEN /n/ AND /ŋ/

/n/ : ran, run, sun, lawn, sin, win, hand, done, thin, ban

/ŋ/ : rang, rung, sung, long, sing, wing, hanged, dung, thing, bang

Sentences:

- The dog is a little thin/ thing.
- She is a siner/ singer.
- She rang the bell and ran away.

Lesson 38

THE ENGLISH CONSONANT /r/

I. DESCRIPTION

- Voiced apico-alveolar semi-vowel.
 - /r/ is produced with the lips rounded, the tongue is punched in the mouth and the tongue tip is curled slightly upward.
- Ex:* rare, write.
- Somewhat like Vietnamese /r/ in rõi, ra.

II. SPELLING

r: reason, red, wrong, write, grow.

III. PRACTICE

right

real

wrap

actor

read

rice

wrong

teacher

road

radio

restaurant

doctor

rain

rug

rich

lawyer

railroad

ready

really

rare

room

red

rates

rear

run

rock

remind

tour

Sentences:

1. It's raining rather hard today.
2. Are you ready to write a letter, Robert?
3. Would you rather have a radio or a record player?

IV. CONTRAST BETWEEN /r/ AND /l/

/r/	/l/	/r/	/l/
wrong	long	road	load
right	light	wrist	list
rack	lack	rice	lice
pirate	pilot	wrap	lap
crash	clash	pray	play
		fry	fly

Sentences:

1. Don't step on that grass/ glass man.
2. It is red/ lead, isn't it?
3. Now correct/ collect the papers.
4. The ram/ lamb was sent to the market.
5. The rock/ lock damaged our boat.
6. What we saw was rice/ lice in fact.



Lesson 39

THE ENGLISH CONSONANT /j/

I. DESCRIPTION

- Voiced alveo-palatal semi-vowel
- The tongue glides from the position for the sound /l/ to that of the vowel which follows.
Ex: yes /jes/, yoke /jəʊk/
- It is like Vietnamese /t/

II. SPELLING

1. y : yes, yet, yard.
2. i : onion, familiar.
3. u, ue, w, ew, eu (pronounced /ju:/) : uniform, few.

III. PRACTICE

you	few	million
your	beauty	billion
excuse	yes	young
year	yesterday	beyond
usually	new	yard
yet	flew	yield

Sentences:

1. Do you use 'Practise your English' in class?
2. Is your sister younger than you?
3. Yale is a famous university in the U.S.
4. Last year they used to play tennis everyday.



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Lesson 40**THE ENGLISH CONSONANT /w/****I. DESCRIPTION**

- Voiced bilabial semi-vowel.
- It is formed by rounding the lips slightly while raising the dorsum of the tongue towards the velum, then moving it rapidly into the position for the next vowel.

Ex: wall /wɔ:l/, away /wéɪ/

- Almost like Vietnamese /u/.

II. SPELLING

1. w : wait, away, we, twelve
2. u when preceded by q, g : quite /kwait/, language /læŋgwɪdʒ/.
3. Special : one /wʌn/, once /wʌns/, choir /kwaɪə/, suit /swi:t/.

III. PRACTICE

wait	quick
wear	quite
why	quiet
where	one
language	once
queen	choir

wine	
war	
weather	
witch	
whine	
whether	

Sentences:

1. This is wonderful weather.
2. The room has a wide window.
3. The wall is made of wood.
4. We wondered how we would finish our homework.

**IV. CONTRAST BETWEEN /w/ AND /v/**

/w/

/v/

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west

vest

wine

vine

worse

wail

weir

/v/

verse

veil

veer

PART THREE

ENGLISH ACCENTUATION, RHYTHM AND INTONATION (21 LESSONS)

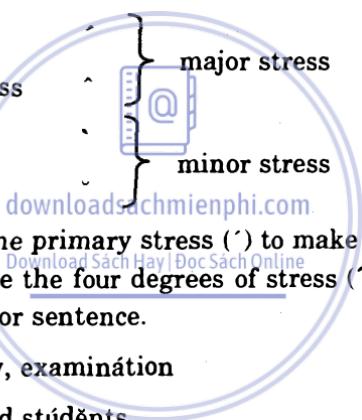
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Lesson 1

WORD STRESS

I. SOME PRELIMINARY PROBLEMS

1. Stress means emphasis or the degree of loudness with which a sound or a syllable is uttered.
2. There are three kinds of stress: word stress, phrase stress and sentence stress.
3. There are four degrees of stress in English. They are:
 - Primary stress
 - Secondary stress
 - Tertiary stress
 - Weak stress



4. People often use the primary stress (') to make the stress of single words and they use the four degrees of stress (^ ^ ^) to show the stress of a phrase or sentence.

Ex: opportunity, examination

Wè aře goôd stûdënts.

II. THE FUNDAMENTAL RULES OF ENGLISH STRESSING

1. The stress almost always remains on the original root.
 - Examples with suffixes: drûnkard, spéaker, fishmonger, pláywright, néighbourhood, wónderful, óutward.
 - Examples with prefixes: besíde, bewilder, foresée, misundérstánd, overhéated, unpléasant.
 - Important exceptions are: towárd, fórecast, fórehead, úpbringing and a few other nouns and adjectives with FORE.

2. The following endings are always accentuated on the syllable:

- AIN (in verbs)	- EE (in nouns)		
ascertain	addressee		
attain	licensee		
disdain	refugee		
retain			
- EER	- ESQUE	- IQUE	- OON
auctioneer	grotesque	antique	balloon
career	picturesque	oblique	cartoon
profiteer	arabesque	physique	festoon
veneer		technique	monsoon
- ADE	- ESE	- OO	- ETTE
degrade	Vietnamese	shampoo	etiquette
grenade	Chinese	bamboo	kitchenette
persuade	Japanese	kangaroo	serviette

Exceptions: céntigrade, cóffee, commíttee, cúcloo, décade

3. The following endings cause the accent to fall on the previous syllable.

- IC	- ICAL	- ID	- ISH
academic	economical	acid	abolish
chaotic	typical	carotid	accomplish
economic	geographical	insipid	perish
microscopic	psychological	valid	replenish
ecclesiastic	biographical	inválid	
	photographical		

But: Árabic ; ínvalid (a sick person) ; impróverish
aríthmetic

catholic			
choleric			
poltics			
rhétoric			
- IT	- IFY	- ITY	- ITUDE
deposit	gratify	austerity	attitude
explicit	modify	curiosity	gratitude
inhibit	personify	profanity	similitude
solicit	solidify	sincerity	
	specify	validity	

But: déficit

- UAL	- UOUS	- ULAR	
casual	ambiguous	insular	
effectual	impetuous	particular	
habitual	ingenuous	tubercular	
perpetual	promiscuous		
residual			
- IAL	- IOUS	- IATE	- ION
colloquial	ceremonious	alleviate	devotion
editorial	notorious	immediate	explosion
industrial	vicious	initiate	opinion
managerial	advantageous	propitiate	secretion
testimonial	miscellaneous		transition

4. Stress is put on the third syllable from the end in the words having the following endings:

- ATE (verbs only)	- FY (verbs only)	- IZE (or - ISE)
agitate	personify	analogize
deviate	qualify	monopolize

appreciate

stupefy

jeopardize

evaporate

glorify

subsidize

interpolate

terrify

illuminate

But: régularize
 cháracterize
 hóspitalize

Note that verbs of two syllables ending in -ATE -FY – IZE have end-stress:

infláte, locáte, surpríse, baptíze, defý

5. There is also a large class of words (about 150), mostly of two syllables, which take end-stress as verbs and forward-stress as nouns or adjectives. Here are some of them:

• TRANSPORT

The tránsport of heavy goods is expensive.

We can't transpórt the whole of the furniture.

• EXPORT

This article is for éxport only.

We try to expórt as much as possible.

• IMPORT

You will require an ímport licence.

We have to impórt a great deal of food.

• ABSENT

He was ábsent from class last week.

You shouldn't absént yourself from class.

• PROGRESS

You have made slow prógress in English.

The work will progress gradually.

- INCREASE

We expect an increase of work next week.

Their numbers continue to increase.

- PRESENT

We are all present to day to give him a present.

We shall present him with a watch.

- RECORD

A gramophone record. A sports record.

These instruments record weather conditions.

- SUBJECT

He's taking English as his main subject.

They'll subject the book to careful criticism.



- PERFECT

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He speaks with a perfect accent.

He's in England to perfect his accent.

- DESERT

He crossed the desert in a jeep.

Don't desert us now that we need you.

- ENVELOP (E)

Put the letter in the envelope.

They were enveloped in a cloud of dust.

- OBJECT

An ear-ring is not a useful object.

I object to your last remark.

- PERFUME

I like the perfume you are using tonight.

The carnations perfume the evening air.

- **FREQUENT**

There were frequent showers all day.

I used to frequent such cafés.

- **PERMIT**

You'll need a permit to fish here.

Will you permit me to say a few words?

- **SURVEY**

Let us make a survey of the situation.

Let us survey the situation.



III. PRACTICE EXERCISES

Exercise 1: Accentuate the following words, using the primary stress. downloadsachmienphi.com

1. politics, political, politician. Download Sách Hay | Đọc Sách Online
2. democrat, democracy, democratic.
3. personal, personify, personality.
4. hypocrite, hypocrisy, hypocritical.
5. photograph, photographer, photographic.
6. benefit, beneficent, beneficial.
7. mechanism, mechanical, mechanician, mechanization.
8. contemplate, contemplative, contemplation.
9. meteor, meteoric, meteorology, meterological.
10. family, familiar, familiarity.
11. telegraph, telegraphy, telegraphic.
12. diplomat, diplomacy, diplomatic.

Exercise 2: Transcribe these words, remember to mark the stress:

- | | | |
|----------------|----------------|-----------------|
| 1. monotonous | 8. catastrophe | 15. geography |
| 2. liberality | 9. manipulate | 16. botanical |
| 3. autonomy | 10. nobility | 17. grammatical |
| 4. generosity | 11. particular | 18. laboratory |
| 5. barometer | 12. comedian | 19. significant |
| 6. thermometer | 13. Canadian | 20. longevity |
| 7. secretary | 14. geology | |

Lesson 2

PHRASE AND SENTENCE STRESS

Major Primary Stress – Compound Nouns

As a rule, the four degrees of stress (‘ ‘ ‘ ‘) are used to show the stress of a phrase or a sentence

When learning phrase and sentence stress, you should remember that content words (nouns, demonstratives, adjectives, adverbs, verbs) often carry the sentence stress meanwhile function words (prepositions, auxiliaries, conjunctions and pronouns) do not.

Now let's begin with the stress of compound nouns.

The common stress pattern of compound nouns is 

I. Two syllable compound nouns

1. Fármhùse, teapot, wristwatch, armchair, blackboard, chopsticks, popcorn, schoolbooks, fruit juice, teaspoon, toothpaste, rowboat, busstop, ice cream, notebook, bookcase, redcap, playground, lighthouse, whitehouse, blackbird.
2. Headache, earache, backache, headcold, toothache.
3. High school, night school, day school, classroom, bookstore, drugstore, shoe store, toy store.

II. ONE OF THE TWO ELEMENTS HAS TWO SYLLABLES

grámmár boòk	néwspàpér
sugar bowl	typewriter
fountain pen	ink bottle
water glass	waste-basket
pocket knife	pine-apples
tennis ball	tea biscuits
shaving cream	bus station

III. EITHER ELEMENT HAS MORE THAN ONE SYLLABLE

- | | |
|--------------------|---------------------|
| 1. flówér gàrdén | 1. dancing partner |
| writing paper | mountain climber |
| office worker | record player |
| filling station | science teacher |
| tennis racket | swimming lesson |
| 2. móvie thèatré | 2. army officer |
| letter carrier | dental specialist |
| traffic accident | music festival |
| office manager | 3. steel production |
| travel agency | speech improvement |
| 3. fíre děpàrtměnt | fire prevention |
| tax collector | farm equipment |
| news reporter | |
| car mechanic | |
| mail delivery | |



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IV. OTHER KINDS OF COMPOUND NOUNS INDICATING MATERIALS

glâss wîndöw	woôl coát
steak dinner	gold watch
cotton shirt	silk dress
silver ring	nylon stocking

Lesson 3

PHRASE AND SENTENSE STRESS

MINOR TERTIARY STRESS

Tertiary stress (`) is used in the following cases:

I. SUBJECT PRONOUNS AND CONTRACTIONS:

- | | |
|---|---|
| 1. I cáme | I've thought |
| She sings | Download Sách She's gone online |
| We swim | |
| You know | |
| 2. I stúdiëd | They're coming |
| We waited | She's worried |
| You promised | She's waiting |
| 3. Thèy're fínishíng | He's worrying |
| She's wondering | They're travelling |
| We're visiting | |
| 4. I fôrgét, we began, thèy're ãrrived. | |
| 5. Thèy ünderstánd, she overslept, thèy've guäranteéed. | |
| 6. Hè trånslåtes, they export, he brôadcâsts. | |

II. POSSESSIVES

1. Mỳ friénd, his watch, our store, their car, your home.
2. Mỳ bróthĕr, our parents, her picture, her glasses, your lesson.
3. Mỳ nóte boòk, their farmhouse, our highschool, his rowboat, your birthplace.
4. Hèr flówĕr gărdĕn, our dancing partner, our science teacher, his tennis racket, your station wagon.

EXERCISE

Mark stress over the following sentences:

- | | |
|-------------------------|---|
| 1. She's my friend | 2. He's my science teacher |
| 3. It's their farmhouse | 4. They're his parents |
| 5. It's my occupation | 6. It's her wristwatch |
| 7. It's your turn | 8. It's my teacher |
| 9. It's our highschool. | downloadsachmienphi.com |



III. PREPOSITIONS

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1. În cláss, in time, at home, at noon, at work, by train, by car, with John, for Bill, by bus.
2. Bỳ táxi, by letter, for Helen, for Henry, with Mary.
3. Bỳ stréetcár, by airplane, an horseback, by steamship.

IV. IN QUESTIONS (All Modals and Auxiliaries):

- | | |
|---------------------|----------------------|
| 1. Càn hè cóme? | 2. Aìre thèy cóming? |
| Was he here? | Is she going? |
| Must you go? | Are you reading? |
| Did you know? | Were they trying? |
| 3. Dò yòu rémembĕr? | 4. Iš shè stúdýing? |
| Are they arriving? | Are you listening? |

Have you forgotten?

Are they worrying?

Were they agreeing?

Is she bicycling?

V. IN AFFIRMATIVE STATEMENTS (All Modals and Auxiliaries EXCEPT "BE" AND "CAN")

- | | |
|-----------------|------------------|
| 1. Wè shòuld gó | 2. Wè mùst stúdý |
| You must come | I might worry |
| I shall try | You should study |
| You may go | I will listen |

NOTE: "Can" and "Be" in affirmative statements receive weak stress.

Ex: Ì cǎn cóme. Shè ís hére.

Lesson 4 PHRASE AND SENTENCE STRESS MINOR WEAK STRESS

Minor weak stress is applied to: [Download Sách Hay | Đọc Sách Online](#)

I. MODAL "CAN" and AUXILIARY "BE":

- | | |
|----------------------|---------------------|
| 1. He cǎn fōrgét | 2. Yòu cǎn cõntinüe |
| They can begin | They can remember |
| She can reply | We can examine |
| 3. Shè ís trávěllíng | 4. Shè's běgínníng |
| We were wondering | They were deciding |
| He was worrying. | |

II. THE PRONOUN "IT":

- | | | |
|-------------|----------------|-----------------|
| 1. study it | 2. remember it | 3. pronounce it |
| finish it | consider it | forget it |
| doing it | completing it | erase it |

reading it	divided it	report it
	decided it	exchange it
4. Càn yòu dó it?		Yés, Í cán.
Will you try it?		Yes, I will
Would he play it?		Yes, he would
Did he find it?		Yes, he did
Have you done it?		Yes, I have
May I read it?		Yes, you may
Should we write it?		Yes, you should
Does he know it?		Yes, he does
Has she typed it?		Yes, she has.

III. A, AN, THE, SOME:



1. Ă péncíl, a table, an orange, the paper, some classes, some sugar.
2. Ă fórmülă, a theatre, an elephant, an animal, the director, the accident, some articles.
3. Ă măchine, the guitar, a surprise, the parade.
4. Ă bănană, a tomato, the eraser, some equipments.

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EXERCISE

Mark the following sentences with stress:

- | | |
|-------------------------------------|------------------------------|
| 1. He's in the house | 2. She's in the kitchen. |
| 3. They're in the classroom. | 4. It's in the newspaper. |
| 5. She was in the hospital | 6. We were in the shipwreck. |
| 7. We were in a traffic accident | 8. He was in the barbershop. |
| 9. They were in a discussion group. | |

Lesson 5

PHRASE AND SENTENCE STRESS MAJOR SECONDARY STRESS – NOUN MODIFIERS

We find secondary stress (^) in:

I. ADJECTIVES and NUMERALS

- | | | |
|--------------------------|---------------------------|------------------|
| 1. lôn ^g rôad | 2. lôn ^g rív r | 3. n w f rn t re |
| big house | nice person | good company |
| black shoes | good sailors | large continent |
| five schools | black sweater | big elephant |
| large farm | one ticket | wild animal |
| two chairs | five towers | new theatre |
| nine books | big office | fine hospital |
| dark room | good movie | fine furniture |
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4. Cl ud y d y , hungry boy, modern house, seven books, yellow car,
thirsty child.
5. H app y p rs n, seven houses, sunny weather, older brother,
youngest sister, twenty people.
6. M d ern f rn t re, biggest continent, hungry animal, quiet
hospital, useful article.
7.  mp rt nt b ok, exciting place, delightful child, attractive house,
convenient place.

EXERCISE

Supply the correct stress:

- | | |
|------------------------|------------------------|
| 1. He's a nice person. | 2. He's a good sailor. |
| 3. It's a long river. | 4. It's a fast train. |
| 5. He's a tall boy. | 6. She's a fine girl. |

7. It's a fine hospital. 8. He's a good mechanic.

9. It was a new discovery.

II. TWO ADJECTIVES IN A SERIES:

- | | |
|---|------------------------|
| 1. Ă big blâck cát | 2. Ăn ângrŷ yông mán |
| A large white house | A pretty green ball |
| A long black car | A funny old man |
| A tall thin boy | Some dirty white shoes |
| 3. Ă beautifûl göld wâtch, a modern new car, an interesting old desk. | |

EXERCISE

Mark stress over the following sentences:

1. It was a big tall tree.
2. He's a tired hungry boy.
3. She wrote a long interesting letter.
4. She bought a beautiful green dress.
5. He was wearing some dirty white shoes.
6. They bought a charming old house.



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III. NOUNS and PARTICIPLES:

1. Göld wâtch, wool suit, brick house, March rain, glass door, cooked meat, fried eggs, paid bill.
2. Cottön dréss, leather shoes, summer coat, winter hat, falling snow, singing birds, broken dish, summer rain.
3. Wintér wéather, linen napkin, cotton stockings, broken dishes, lettuce salad, golden slippers, open window, married daughter.

EXERCISE

Put the stress over the words in the following sentences:

1. It's a gold watch.
2. It's a cotton dress.

3. She's a married daughter.
4. They are fried eggs.
5. It's a wool suit.
6. They are leather shoes.
7. It's a singing bird.

Lesson 6

PHRASE AND SENTENCE STRESS MAJOR SECONDARY STRESS – NOUN MODIFIERS (cont'd)

Secondary stress is also applied to:

I. ADJECTIVES and NUMERALS MODIFYING COMPOUND NOUNS:

1. bìggëst hìgh schoòl
twenty classrooms
happy schoolboy
heavy raincoat
2. yellòw fóuntain pèn
easy grammar book
downloadsadoldest weather man
pleasant living room
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3. Prèttÿ flówër gàrdén, newest filling station, oldest fairy story,
finest writing paper:

EXERCISE

1. It was an easy grammar book.
2. It's her new sewing machine.
3. It is the biggest high school.
4. It is a pretty flower garden.

II. TWO ADJECTIVES BEFORE A COMPOUND NOUN:

- Pretty new séwing machïne.
Seven bad tráffic àccident.
Beautiful gold wríst wàtch.
Long difficult grámmar bòok.

Oldest established newspaper.

Big black suitcase.

Eight new classrooms.

III. NOUN MODIFIERS VERSUS COMPOUND NOUNS:

- | | |
|----------------|---------------|
| 1. green house | 2. greenhouse |
| yellow jacket | yellowjacket |
| dark room | darkroom |
| white house | whitehouse |
| black board | blackboard |
| black bird | blackbird |
| red bird | redbird |

EXERCISE

1. We went in the green house / greenhouse.
2. He's in the dark room / darkroom.
3. Not all dark rooms are darkrooms.
4. We need a black board / blackboard.
5. I've seen many black birds / blackbirds.
6. I saw a red bird / redbird.
7. I saw a yellow jacket / yellow-jacket.
8. He picked the hot plate / hot-plate.

Lesson 7

PHRASE and SENTENCE STRESS

MAJOR SECONDARY STRESS – VERBS

Secondary stress is often put on ordinary verbs followed by noun objects or adverbs:

I. VERB – NOUN OBJECT

- | | | |
|---|-----------------------------------|---|
| 1. plây chéss
write books | 2. plâying chéss
writing books | 3. wrîting léttërs
painting pictures |
| see John | study French | eating breakfast |
| help Jack | visit friends | studies English |
| 4. bûy sôme íce crêam, had a toothache, bought a toothbrush. | | |
| 5. reâd thë newspâpér, had a typewriter, found the time-table. | | |
| 6. fôrgôt thë appóintmënt, begin an assignment, select a companion. | | |

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EXERCISE

- | | |
|---------------------------------|---------------------------------|
| 1. He's playing chess. | 8. He emptied the waste basket. |
| 2. They're speaking French. | 9. We crossed a long river. |
| 3. You have a telephone call. | 10. She bought a black sweater. |
| 4. They realize the difficulty. | 11. We took a long vacation. |
| 5. They're writing letters. | 12. They live in a big house. |
| 6. I had a dental appointment. | 13. We went on a fast train. |
| 7. We saw a good movie. | 14. He works in a big factory. |

DRILL

- | | |
|-----------------------------|--------------------|
| 1. Have you read the book? | Yes, I've read it. |
| 2. Have you seen the movie? | Yes, I've seen it. |

- | | |
|---------------------------------|------------------------|
| 3. Did you study the lesson? | Yes, I studied it. |
| 4. Have you heard the news? | Yes, I've heard it. |
| 5. Did you write the letter? | Yes, I wrote it. |
| 6. Can you hear the music? | Yes, I can hear it. |
| 7. Did you find your watch? | Yes, I found it. |
| 8. Have you finished your work? | Yes, I've finished it. |

II. VERBS FOLLOWED BY “ING” FORM OF ANOTHER VERB:

– The verb preceding the ING-Form is spoken with secondary stress:

- | | | |
|------------------|---------------------|----------------------|
| 1. stôp r  ading | 2. enj  y w  lk  ng | 3. stôp d  o  ng it. |
| start counting | begin driving | start doing it. |
| like working | advise going | hate washing it |
| like playing | delay leaving | fear hearing it |

– If a noun object comes after the ING-form, the “ING-form” of the verb has secondary stress (See 1).

1. St  rt g  tting d  inn  r.
2. Stop reading the book.
3. Began buying clothes.
4. Like studying English.
5. Delay seeing the doctor.
6. Wouldn't stop singing the song.
7. Didn't fear hearing the truth.
8. Can't delay starting the match.
9. Didn't enjoy listening to the lecture.
10. Doesn't like painting the picture.

EXERCISE

- | | |
|----------------------------|-------------------------------|
| 1. He began driving | 2. They stopped doing it. |
| 3. She likes gardening | 4. We dislike hearing it. |
| 5. He started counting it. | 6. He enjoyed working. |
| 7. They began dancing | 8. They stopped examining it. |

**

1. She began playing the piano.
2. He started making his calls.
3. She enjoys cleaning the house.
4. He enjoys studying English.
5. We didn't fear hearing the truth.
6. They couldn't delay starting the game.
7. She doesn't enjoy driving a car.
8. We finished eating dinner.
9. She doesn't like doing the dishes.
10. I wouldn't stop reading the book.

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- | | | |
|-------------------------------------|--------------------------------|-----------------------------------|
| 1. cōme hére
go there | 2. cōme ágain
leave tonight | 3. dō ít ágain
leaving tonight |
| sign here | try again | try it again |
| read fast | go today | saw it today |
| 4. wôrk cárefûlŷ
come frequently | 5. rûn quícklŷ
go slowly | 6. trý ít nów
study hard |
| spoke angrily | come often | find it soon |
| drive carefully | eat early | doing fine |

EXERCISE

- | | |
|---------------------------------|-------------------------------|
| 1. Sign here | 2. Come again |
| 3. Drive slowly | 4. Do it now |
| 5. Listen carefully | 6. Try it again |
| 7. They act early | 8. He's coming tonight |
| 9. They come frequently | 10. We can finish early |
| 11. They are learning tomorrow | 12. She's coming at 9 o'clock |
| 13. They can come at 10 o'clock | 14. I forget it again. |

Lesson 8

PHRASE and SENTENCE STRESS MAJOR SECONDARY STRESS – NOUNS

Secondary stress is also put on nouns and compound nouns as subjects:

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I: NOUNS AS SUBJECTS

- | | |
|-------------------------|----------------------------|
| 1. Thĕ boôks äré théré | 2. Sûgär īs swéet |
| The clock is wrong | Tennis is fun |
| 3. Énglîsh īs éasÿ | 4. Thĕ râzör īs shárp |
| Children are noisy | The office is closed |
| 5. Thĕ flôw r īs pr tt  | 6. Thĕ pl y w s éxc ll nt. |
| The window is open. | 7. Th  sh w w s w nd rf l. |

EXERCISE

- | | |
|------------------------|------------------------|
| 1. The wind blew | 2. The children cried |
| 3. The river is long | 4. The package arrived |
| 5. The weather is cold | 6. The car was new |

7. The musician played
8. The sweater was beautiful
9. The audience laughed
10. The towel was wet
11. Education is important
12. The engine came
13. Miss Lan understood
14. The cafeteria is open.

III. COMPOUND NOUNS AS SUBJECTS:

1. The classrooms are large
2. Steel production has improved
3. The grocery store is open
4. The farm equipment arrived
5. The bus driver arrived
6. The swimming pool is closed.
7. The ink bottle is empty
8. The newspaper hasn't come.
9. The movie theatre is closed
10. The writing paper is on the desk.



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Lesson 9

PHRASE and SENTENCE STRESS MAJOR SECONDARY STRESS – ADVERBS

I. INTENSIFIERS

- | | | |
|---------------|--------------|---------------|
| 1. quite nice | 2. very hard | 3. very quiet |
| quite good | very nice | rather easy |
| too long | rather long | very angry |
| too big | very good | rather happy |

EXERCISE

1. She's very pretty.
2. Ba works very hard.
3. It's quite nice.
4. The lesson was too easy.
5. It was rather difficult.
6. The movie was extremely good.
7. I thought it was very nice.
8. The play was exceedingly long.
9. The book was very, very good.
10. English is very, very easy.

II. ADVERBS OF FREQUENCY

1. oftēn cōmes	2. ūsūälly ásks	3. sômetîmes gó
seldom went	usually came	sometimes works
always works	generally knows	sometimes helps
never tries	generally find	sometimes find
4. sêldöm trüe	5. ūsúälly láte	6. sômetîmes láte
never right	usually glad	sometimes true
often wrong	generally true	sometimes wrong
always sad	ganerally white	sometimes right

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EXERCISE

1. He's seldom wrong.
2. She's usually right.
3. We are never late.
4. Hai is often early.
5. That's generally true.
6. Miss White is sometimes cross.
7. He usually wins.
8. We often drive.
9. They usually walk.
10. We sometimes work.
11. They seldom drive.
12. He never came.

Lesson 10

PHRASE and SENTENCE STRESS

MAJOR SECONDARY STRESS – NEGATIVES

I. THE WORD “NOT” (no contraction)

- | | |
|--------------------|---------------------|
| 1. Hè's nót cóming | 2. Hè is nót cóming |
| They're not coming | They are not coming |
| I'm not going | I am not going |
| We're not leaving | We are not leaving |
| You're not trying | You are not trying |

II. NEGATIVE CONSTRUCTION (“NOT” is contracted)

- | | | |
|-------------------|---|----------------------|
| 1. dôn't gó | 2. âren't cóming | 3. döešn't knów |
| can't come | can't see it | didn't try |
| won't leave | won't do it | shouldn't go |
| won't come | <u>Download Sách Hay Đọc Sách Online</u>
don't like it | couldn't swim |
| 4. côuldñ't dó ít | 5. döesñ't rêmérbér | 6. wêrëñ't lístëning |
| wasn't leaving | isn't arriving | aren't listening |
| didn't know | wouldn't continue | weren't listening |

EXERCISE

- | | |
|------------------------------|-----------------------------|
| 1. Don't go . | 2. Don't do it. |
| 3. He's not coming. | 4. They won't leave. |
| 5. She wouldn't do it. | 6. He didn't remember. |
| 7. He hasn't telephoned. | 8. I don't understand. |
| 9. She didn't appreciate it. | 10. He doesn't remember it. |

**

1. Can't he come?
2. Won't they do it?
3. Didn't she remember?
4. Wouldn't they listen?
5. Shouldn't you telephone?
6. Isn't she studying?

**

1. We can't leave tonight.
2. Don't do it again.
3. You didn't listen carefully.
4. They won't leave tomorrow.
5. She can't come at 9 o'clock.

**

1. We haven't seen the latest movie.
2. I haven't read today's newspaper.
3. She doesn't eat a late breakfast.
4. I don't need a new toothbrush.
5. They didn't realize the difficulty.

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Lesson 11

PHRASE and SENTENCE STRESS MAJOR SECONDARY STRESS – OTHER WORDS

I. THE WORD "PLEASE"

- | | | |
|--------------------|------------------------|--------------------|
| 1. Plêase cóme | 2. Plêase dó ít | 3. Plêase rêmembér |
| Please go | Please find it | Please continue |
| Please try | Please buy it | Please affirm it. |
| 4. Plêase dòn't gó | 5. Plêase dòn't fôrgét | |
| Please don't talk | Please don't return | |
| Please don't run | Please don't begin. | |

EXERCISE

1. Please try harder.
2. Please come tomorrow morning.
3. Please don't stop.
4. Please continue your work.
5. Please don't run in the street.
6. Please don't buy an expensive watch.
7. Please don't lose your ring.
8. Please don't forget your newspaper.
9. Please don't talk to the operator.
10. Please don't walk on the grass.

II. QUESTION – WORDS



1. When is he coming?
2. When did you arrive?
3. Who is your English teacher?
4. Where did you lose your watch?
5. Why can't you come?
6. How is your wife?
7. What does he want?
8. Where do you work?
9. When did you finish the lesson?
10. Why didn't she buy a new dress?

**

1. I don't know who he is.
2. What book are you reading?

3. I don't know how to do it?
4. Do you know why he is coming?
5. How far is it to the next town?
6. What time is he leaving?

Lesson 12

PHRASE and SENTENCE STRESS

MINOR TERTIARY STRESS – TWO WORD VERBS

I. VERB – ADVERB (Tertiary – primary)

1. Pùt ón Take off	2. Gìve áwáy Put aside	3. Dò óvér Look over
Turn on	Turn around	Think over
Turn off	Put away	Move over
Wear out	Bring about	Turn over

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II. VERB – OBJECT PRONOUN – ADVERB

If there is a pronoun object, it always comes between the verb and adverb. The pronoun object receives weak stress.

1. Pùt ít ón Take them off	2. Gìve ít áwáy Put them aside	3. Did ít óvér Look them over
Turn it on	Turn it around	Thought it over
Turn it off	Put them away	Move them over
Move them out	Brought it away	Turn it over

Exercise

1. My shoes are very old. I've worn them out.
2. His homework was wrong. He had to do it over.
3. I don't know what to do. I'll have to think it over.

4. My car won't run. I'll have to fix it up.
5. The radio bothers me. Please turn it off.
6. Some of these coins may be valuable. I want to look them over.
7. The desk won't fit here. Let's turn it around.
8. My watch wouldn't work. I gave it away.

III. VERB – ADVERB – NOUN OBJECT

When a noun object follows a two-word verb, the noun receives primary stress. The verb has tertiary stress and the adverb secondary stress.

- | | |
|-----------------------|------------------------|
| 1. Put ôn your shóes. | 2. Put away your toys. |
| Take off your coat. | Do over the lesson. |
| Turn on the light. | Look over the letter. |

EXERCISE

1. He put on his shoes. downloadsachmienphi.com
2. We took off our coats. download Sach Hay | Đọc Sách Online
3. She turned off the lights.
4. He gave away his toys.
5. He hung up his coat.
6. She put away her clothes.
7. The teacher looked over our homework.
8. I have to put away the car.
9. They fixed up their house.
10. I picked out a nice gift.

IV. VERB – NOUN OBJECT – ADVERB

When a two-word verb is separated by a noun object, the noun usually receives the primary stress:

Tried the coat on.
Look the number up
Put his clothes away.

Called his friend up.
Gave his toys away.

EXERCISE

1. I put my coat on.
2. I asked him to take his hat off.
3. She couldn't turn the switch on.
4. We've worn our suit out.
5. Please turn the radio off.
6. She tried the dress on.
7. I want to call my friend up.
8. Please put your coat away.
9. I picked a gift out.
10. We fixed the house up.



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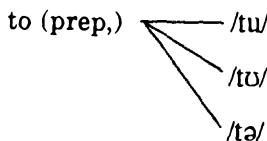
Lesson 13

STRONG and WEAK FORMS

I. IMPORTANT NOTES

1. When English is spoken at ordinary conversational speech, many short words like articles, prepositions, special verbs, pronouns and a number of other words are usually unstressed. This lack of stress has an effect on their pronunciation, i.e., their weak forms are pronounced. The content words like nouns, adjectives, verbs, adverbs have no weak forms.

Ex: carefully (adv: no weak form)



2. The strong form of a word is used when:

- it is stressed: How are you? /a:/
- it is at the end of a sentence:

Are they students? Yes, they are /a:/

- it is said in isolation: to /tu:/

3. The weak form of a word is used when:

- it is unstressed: what are /ə/ you doing?
- it is not final: I'm /aɪm/ coming.

II. RULES OF USING STRONG and WEAK FORMS

In English there are about 35 words having weak forms. Just focus your attention on the following words:

1. BE

- The strong form is used when BE is in the final position: Who's coming? I am. /æm/

- The weak form is used when BE isn't in the final position: I'm /aɪm/ coming.

• AM /m/ after I: I'm tired /aɪm/

/əm/ elsewhere: When am /əm/ I to be there?

• ARE /ə/ before consonants: The girls are /ə/ beautiful.

/ər/ before vowels: The men are ugly.

/ər/ /

• BE /bɪ/: Don't be rude /bɪ/

- IS
/s/ after /p t k f θ/: That's /s/ fine.

/z/ after vowels and voiced consonants, except /z, ʒ, dʒ/
dʒ/ Where's John's? John's here.
/z/ /z/

- WAS /wəz/: The weather was /wəz/ terrible.

2. HAVE

- It is strong when it is a main verb.

He has a scarf /hæz/

- It is weak when it is an auxiliary verb.

She's left /z/

- HAS
/s/ after /p, t, k, f, θ/: Jack's /s/ gone.

/əz/ after /s, z, ʒ, t, dʒ/: The place /pleɪs əz/ has changed.

/z/ elsewhere: John's /z/p been sick.
- HAVE
/v/ after I, we, you, they: You've /v/ broken it.

/əv/ elsewhere: The men've /əv/ gone.
- HAD
/d/ after I, he, she, we, you, they.
They'd /d/ left home.

/əd/ elsewhere. The day'd /deɪd/ been fine.

3. AUXILIARY VERBS

- Strong when final: Will you go? Yes, I will.
- Weak when not final: I'll /l/ go.
- CAN /kən/: How can /kən/ I help?
- SHALL /ʃl/: I shall /ʃl/ be cross.

- MUST /məst/: I must /məst/ tell him.
- WOULD /d/ after I, he, she, we, you, they. I'd do it /aɪd/
/d/ elsewhere: John'd /dʒonəd/ do it.
- WILL /l/ after I, he, she, we, you, they.
They'll give it away /ðeɪl/
/l/ after consonants, except /l/. This will do /ðɪsl/
/əl/ after vowels and /l/.
The boy'll /bɔɪl/ lose and the girl'll /gɜ:l əl/ win.

4. DO

- Strong when it is — a main verb. Please do it /du:/
final: Yes, I do /du:/
- Weak /də/ before consonants other than /w/
Why do people go there?
How do they drive?
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/də/ before vowel or /w/
Nor do I. So do we.
- Weak /d/ before unstressed YOU.
What do you want? /d'ju:/

5. PERSONAL PRONOUNS

- He /h/ : Did he win?
- Him /ɪm/ : Give him two.
- His /ɪz/ : I like his tie.
- Her /hə:/ : Take her home.
- Them /ðəm/ : Send them by post.

- Us /s/ (only in let's) : Let's do it now.
/əs/ He won't let us /əs/ do it.

6. PREPOSITIONS

- Strong in final positions:

What are you looking at? /ət/

- Weak before a stressed word:

Look at them. /ət ðém/

- AT /ət/: Come at once. /ət wʌns/

- FOR /fə/ before consonants.

Come for tea. /fə tɪ/

/fər/ before vowels

Come for a meal /fər ə/

- TO /tə/ before vowels or /w/

I like to work. (to eat, to win)

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/tə/ before consonants other than /w/ to go, to take.

7. THAT

- Strong form Adjective: Look at that man.

Pronoun: look at that.

- Weak Conjunction: I think that she is lazy.

Relative pronoun:

The book that I bought is nice.

8. SOME

- Strong when it is a pronoun: Give me some /sʌm/

before a noun with the sense of unspecified person or thing (nào đó)

She was with some man /sʌm/

- Weak when it is before a noun with the sense “a quantity of”: some bread /səm/.

III. PRACTICE EXERCISES

Exercise 1: Transcribe the following sentences using the weak forms of the words when possible:

1. You'll be late.
2. It ought to be.
3. The boys are here.
4. The boys are over there.
5. Alfred is not well.
6. It is all right.
7. They were very kind.
8. He was right.
9. The books were on the table.
10. The train had gone.
11. George has come.
12. He has come today.
13. The fire has gone out.
14. It has been very good.
15. George can stay.

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Exercise 2: Give the weak forms of the underlined words in the following:

1. He could have told me
2. Shall I come with you?
3. Where shall we go?
4. I should have taught you.
5. That will do.
6. It would be a pity.
7. You would like to.
8. I must go now.
9. He paid her what he owed her.
10. Give him his coat.

Exercise 3: Explain the use of the weak forms of the words in the following:

1. What do /dʊ/ others think?
2. How do /də/ they do /du:/ it?
3. What do you /dju:/ want?

4. I did it for /fə/ fun.
5. He is out for /fər/ a walk.
6. I'm going to /tə/ London.
7. I found that /ðət/ I was wrong.
8. Why do /də/ people go there?

Lesson 14

ENGLISH RHYTHM

I. GENERAL NOTIONS

1. Rhythm may be defined as regular succession of stressed syllables and unstressed ones.
2. Rhythm often coincides with secondary and primary stress.
3. It differs from intonation in that the latter is closely linked with stress and pitch levels meanwhile the former deals with stress only.
4. Different ways to mark the rhythm:

a) Primary accent mark

I wánt to gó tomórrow

b) Sea waves

We're going to the movies with our friends.

c) Large and small squares.

I think he want to go.
■ ■ ■ ■ ■ ■

d) Dots

Come and see us.

● • ● •

II. SOME PATTERNS FOR RHYTHM PRACTICE**■ KEY PATTERN I:** ■■■■

- | | |
|-------------------------|---------------------|
| 1. because of it | 2. It's beautiful. |
| 3. They must have been. | 4. thought it was |
| 5. Be nice to her. | 6. a friend of mine |

■ KEY PATTERN 2: ■■■■■

- | | |
|---------------------|-------------------------|
| 1. Send him away. | 2. Where have you been? |
| 3. Show me the way. | 4. Come for a swim. |
| 5. Are you awake? | 6. Now we're alone. |

■ KEY PATTERN 3: ■■■■■■

- | | |
|--------------------------|------------------------|
| 1. I've eaten them all. | 2. a tablespoonful |
| 3. in spite of it all | 4. to satisfy them |
| 5. He ought to have had. | 6. We know what it is. |

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■ KEY PATTERN 4: ■■■■■■■

- | | |
|---------------------------------|----------------------------|
| 1. They've cleared it all away. | 2. It's absolutely true. |
| 3. He's eaten all the cream. | 4. We promise to be good. |
| 5. I'll try to be in time. | 6. You ought to go to bed. |

■ KEY PATTERN 5: ■■■■■■■■

- | | |
|------------------------------|---------------------------------|
| 1. They've left Yugoslavia. | 2. a Beethoven symphony |
| 3. some carrots and cabbages | 4. He hasn't yet paid for it. |
| 5. a gallon of paraffin | 6. the clock on the mantelpiece |

III. APPLYING EXERCISES

Give the rhythm of the following by marking the primary stress over the main stressed syllables and then show the stress patterns in the form of large and small squares.

PHRASES AND SENTENCES

1. How will I know you have done it?
2. I think it will be fine.
3. A bucketful of ice.
4. I want to meet her.
5. I like it better.
6. He started to talk to me.
7. They've practised it perfectly.
8. I wanted you to write about it.
9. It's not the one I borrowed from you.
10. Show him up to his room.
11. Why did you run away?
12. It's not the one I want.
13. He goes to work on foot.
14. I think that he wants us to go.
15. She's gone for a walk in the park.
16. I think it was an excellent affair.
17. I wonder if he'll ask me in advance.
18. I think that he wants us to take him there.
19. I told him to wait in the corridor.
20. Buy her a pretty new dress.
21. What have you done with the ink?

22. He did his best to save the child.
23. I told him not to go away.
24. He says that he wants us to take it away.
25. An apple a day keeps the doctor away.
26. We had to go on business.
27. I'll show you where to put it.
28. Look at the time.
29. I'm going to do some more baking this morning.
30. She's sewing the buttons on.

VERSES, SONGS OR POEMS

1.



Lavender's blue, dilly dilly, Lavender's green.
When I am king, dilly dilly, you shall be queen.
Call up your men, dilly dilly, set them to work.
Some with a rake, dilly dilly, some with a fork.
Some to make hay, dilly dilly, some to thresh corn,
While you and I, dilly dilly, keep ourselves warm.

2. Solomon Grundy, born on Monday,
Christened on Tuesday, married on Wednesday,
Fell ill on Thursday, worse on Friday,
Died on Saturday, buried on Sunday,
That is the end of Solomon Grundy,
3. Twinkle twinkle, little star.
How I wonder what you are.
Up above the world so high.

Like a diamond in the sky.
When the blazing sun is gone.
When he nothing shines upon.
Then you show your little light.
Twinkle, twinkle in the night.

(Jane Taylor)

Lesson 15

RISING – FALLING INTONATION

I. APPROACH TO INTONATION

1. Stress is loudness. Intonation is the rise and fall of the voice, like the notes of music.
2. Stress is often accompanied by a rise in the intonation level, that is, by a higher note, as in the examples below:



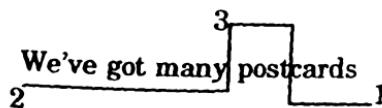
Therefore, intonation is closely linked with stress and pitch levels.

3. There are 3 common pitch levels in English:
 - Pitch level 1 is the low note.
 - Pitch level 2 is the medium note.
 - Pitch level 3 is the high note.
4. People use different methods to mark the intonation of an utterance.
 - Some use dashes, dots, curves in 2 parallel lines:

• - - - • - - But he didn't see me leave the house.

- Some use arrows: Is it a nice  day?

- Here we use both numbers and lines.

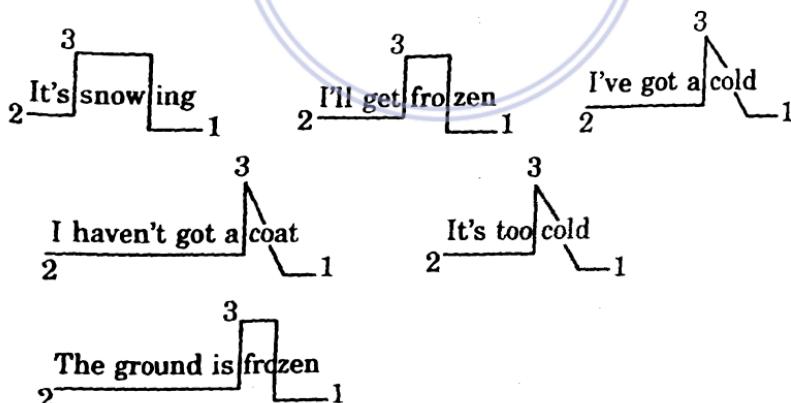


5. There are various intonation patterns in English but we shall only deal with the common ones.

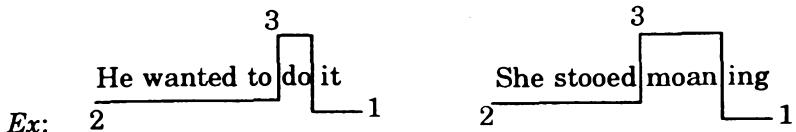
II. RISING - FALLING INTONATION (231#)

- # is the symbol which represents the falling of the voice (double cross)
- This is the most common intonation pattern in English.
- We use the rising-falling intonation in following cases:

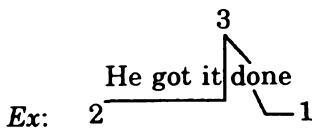
1. Complete and definite statements:



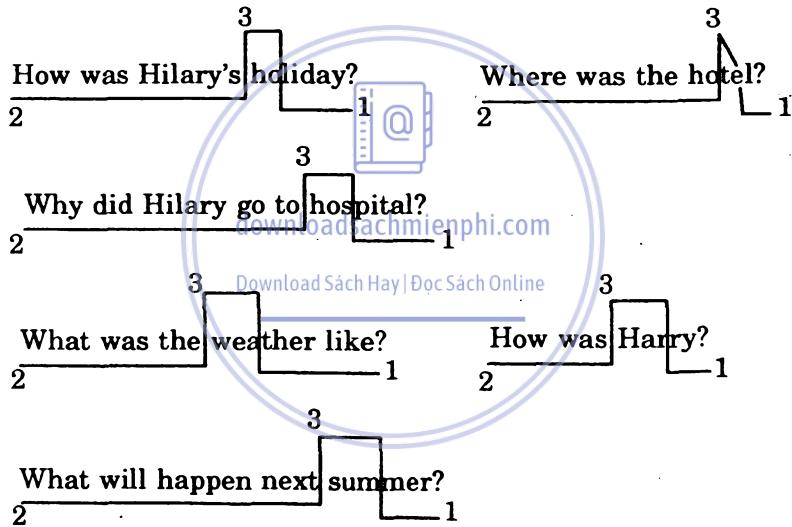
- Notice that the straight intonation line is used when the stress syllable is followed by another syllable or word.



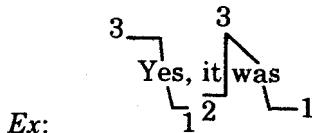
We use the diagonal or slanting line when there is no other syllable or word after the stressed syllable.



2. WH – Questions: The voice often falls in questions beginning with WHEN, WHERE, WHY, WHAT etc...



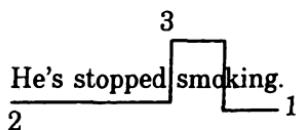
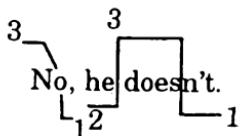
3. YES – NO short answers.



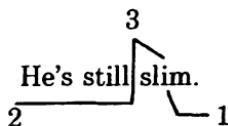
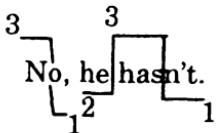
The voice falls on YES, which could be a complete answer, and also on IT WAS, which is also a complete definite statement. The

speaker often goes on to give a more detailed answer also with a fall.

(Does B want a cigarette?)



(Has B put on weight?)



(Does A eat sweets?)



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III. PRACTICE EXERCISES

Exercise 1: Give the intonation contours to the following sentences:

1. I have a complaint.
2. She bought a púllower in your shop.
3. It was a beautiful and very expensive pullover.
4. It was a present for a friend abroad.
5. The parcel was damaged in the post.
6. The post office are responsible for it.
7. The parcel wasn't properly packed.
8. I'd like to speak to the department manager, please.

Exercise 2: The same exercise.

1. Where is Mr Vernon going?

2. When is he travelling?
3. Which row is his seat in?
4. What date is he returning?
5. Why doesn't he want a seat on the twelve-thirty flight?
6. Which four things in the car need repairing?
7. What is the problem with each thing?
8. Which do you think is the most serious?

Exercise 3: The same exercise.

1. (Did Carino write an opera?)
– Yes, he did. He wrote one in 1802
2. (Was it performed?)
– Yes, it was. In Rome and London.
3. (Do you feel you are healthy?)
– Yes, I do. I lead a very healthy life.
4. (Do you think exercise is important for good health?)
– No, I don't. Too much exercise can be dangerous.

Lesson 16

RISING INTONATION

This intonation is also common in English. The symbol (//) is used to show the rise of the voice in this intonation pattern (2 3 //). We call this symbol (//) double bar. Notice that everything that follows the rise is also spoken on the high pitch level. The rising intonation is applied to:

1. **YES – NO Questions:** The voice usually rises in questions to which the answer is YES or NO.

3
2 Does Mary like beans on toast?

3
2 Are frozen raspberries good?

3 3
2 Are potatoes fattening? 2 Should we eat more fat?

3
2 Do they like wholemeal bread?

2. **Echo Questions:** The speaker repeats something said by another person:

- a) While he / she thinks what to reply.

A: Have we got ~~any~~ postcards? ienphi.com

3 _____ Download Sách Hay | Đọc Sách Online

B: Postcards? Yes. They are in the drawer with the envelopes.

- b. To query what the other person said and to ask for further explanation.

A: Every cook should have a computer.

3
A computer?
B: 2 _____

A: Yes, to keep a record of menu and recipes.

3. Addressing with or without a title.

3 3
2 Are you coming, John? (2 3 // 3 //)

3 3
 2 Are you coming, Mr Brick? (2 3 // 2 3 //)

Notice the difference between:

3 3 3
 Are you calling John? and Are you calling, John?
 2 2 2
 3 3 3
 Are you calling Mr Brown? and Are you calling, Mr Brown?
 2 2 2

PRACTICE EXERCISES

Exercise 1: Give the intonation contours to the following yes-no questions:



1. Did they study grammar?
2. Did Carino write an opera? Yes, he did. He wrote one in 1803.
3. Did Tom get on with the other student?
4. Was it performed? Yes, it was. In Rome and London.
5. Did he want to marry a rich woman?

Exercise 2: Practise the intonation of the echo questions in the following dialogues:

1. Susan Fuller : I'd choose the computer.
 Judith Brookes : A computer?
 Susan Fuller : Yes, it would be useful, to keep a record of recipes and menus.
2. A: Have you seen my sports shirts?
 B: Your sports shirts? They're being washed.
 A: Have you moved my maths books?
 B: Your maths books? They're on the bookshelves.

- A: Have you taken my reading lamp?
B: Your reading lamp? No, it's on the desk.
A: Can I borrow some postcards?
B: Postcards? All right. They're in the drawer with the envelopes.
A: Will you iron my tennis shorts?
B: Your tennis shorts? No, you can iron them yourself.

Exercise 3: Mark the intonation of the following sentences:

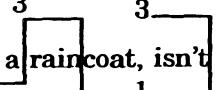
1. Are you calling Bill? Are you calling, Bill?
2. Did you call Mother? Did you call, Mother?
3. Can you see Jones? Can you see, Jones?
4. Did you help Dr Nam? Did you help, Dr Nam?
5. Did you understand Bob? Did you understand, Bob?
6. Are you ready to go, Mother?
7. Have you seen the new movies, Helen?
8. Do you know the way, Mr Jones?

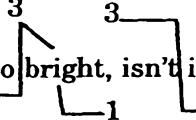
Lesson 17

COMBINATION OF RISING-FALLING INTONATION and RISING ONE

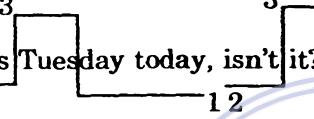
These intonation contours occur in the following:

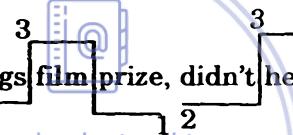
1. **Question tags-falling:** The speaker is certain of what he/ she says. He/ she expects the other person to agree with him/ her. The voice falls on the question tag.

She's looking for a raincoat, isn't she?
 2  1 (2 3 1 # 3 1 #)

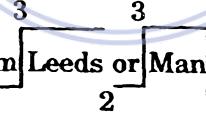
The blue raincoat is too bright, isn't it?
 2  1 (2 3 1 # 3 1)

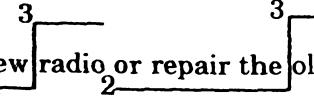
- 2. Question tags-rising:** The speaker is not certain. He/ she is asking for confirmation. The voice rises on the question tag.

It's Tuesday today, isn't it?
 2  1 2 (2 3 1 # 2 3 //)

He won the silver wings film prize, didn't he?
 2  1 2 (2 3 1 # 2 3 //)
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- 3. Alternative Questions:** The speaker mentions two possible answers. The voice rises on the first alternative, and falls on the second. The two possible answers may be single words or longer phrases.

Does John come from Leeds or Manchester?
 2  1 (2 3 // 2 3 1 #)

Are you going to buy a new radio or repair the old one?
 2  1 (2 3 // 2 3 1 #)

- 4. Listing:** The voice rises on each item of the list, until the final one, where it falls.

She bought some potatoes, some peas, and some peaches.

(2 3 // 2 3 // 2 3 1 *)

Sheila bought a sheet, some sugar and some coffee.

PRACTICE EXERCISES**Exercise 1: Question tags for agreement when the speaker is certain:**

1. Doctor Boyle is very good, isn't he?
2. Most people want to see Doctor Boyle, don't they?
3. All his appointments are taken, aren't they?
4. She looks terrible in blue, doesn't she?
5. The brown raincoat is very large, isn't it?

Exercise 2: Question tags for confirmation when the speaker isn't sure:[Download Sach Hay | Đọc Sách Online](#)

1. He isn't a film actor, is he?
2. He came to England, didn't he?
3. His film is called Dinner at the Ritz, isn't it?
4. Fitz William isn't an English name, is it?
5. He isn't a British citizen, is he?

Exercise 3: Alternative Questions:

1. Is Helen looking for John Yardley or Jennifer Young?
2. Mr Brown mentions a job. Is it sales director or computer manager?
3. Does he want Youth and Computers or the General Workers Union?
4. Are they in the office of Youth and Computers or the General

Workers Union?

5. Is the office of Youth and Computers opposite or next/ door?

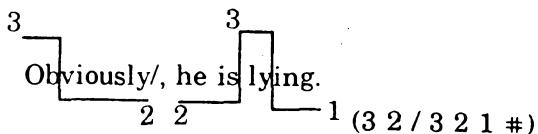
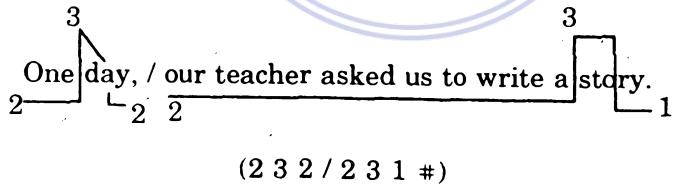
Exercise 4: Listing:

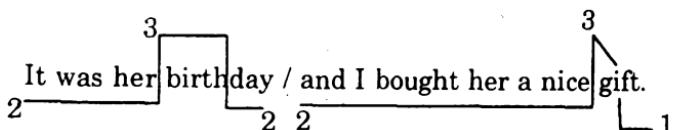
1. I'd like a cup of tea, a mixed salad without onion, and some bread and butter with plum jam.
2. Johnny has got to buy some coffee, and wash the floor.
3. Johnny has got to buy some coffee, wash the floor, and wind the clock.
4. We ate meat, potatoes and vegetables.
5. You can drink tea, coffee and cocoa.

Lesson 18

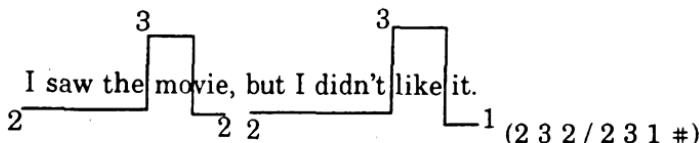
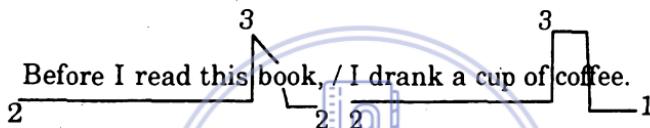
SUSTAINED INTONATION

We use sustained intonation at the end of a phrase or a sentence with the meaning of expecting continuation. This single bar (/) is used to show the sustained voice in this kind of intonation (2 3 2 / 2 3 1 #). It is used in the following cases:

1. At the end of a non-final phrase:

2. At the end of the first main clause in a compound sentence.

(2 3 2 / 2 3 1 #)

**3. At the end of the subordinate clause in a complex sentence.**

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(2 3 2 / 2 3 1 #)

PRACTICE EXERCISES

Practise the sustained intonation in the following. Notice that the voice is sustained at the end of the first part and falls in the last part.

1. Three years later, my brother was in that class.

2. Early this morning, the ship left for Hongkong.

3. In the end, they departed.

4. Yesterday, I met one of my old friends.

5. As a student, I must listen attentively to the teacher.

**

1. Their parents come from Northern Ireland but the children were

all born in London.

2. I made an appointment but I didn't keep it.
3. His name is John and he lives in France.
4. It was a good book and I enjoyed it.
5. You can go but he can't.

**

1. Before we had the computer, I could never find the right piece of paper.
2. When my father was a boy, he used to play football.
3. If I had a lot of money, I would buy a house.
4. After they worked in the field, they were tired.
5. Because she had classes, she couldn't come with me.



Lesson 19
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GRAPHIC INTONATION
Download Sach Hay | Đọc Sach Online
(Ngữ Điệu Qua Biểu Đồ)

I. GENERAL PROBLEMS

Instead of using lines and numbers to show the rise and fall of the voice, people can also use graphs (biểu đồ) to describe intonation. In this way, we have to take these 3 points into consideration.

A. THREE BASIC ENGLISH TUNES OR INTONATION PATTERNS

1. Falling intonation (Tune 1)
2. Rising intonation (Tune 2)
3. Sustained intonation (Tune 3)

B. SYMBOLS USED IN GRAPHIC INTONATION

1. Intonation markings (Dấu ngữ điệu):

- | : stressed mark which is usually put on the content words in a sentence.
- \ : falling mark which is used to indicate the stressed syllable of the most important word in a sentence requiring falling intonation.
- / : rising mark which is used to indicate the stressed syllable of the most important word in a sentence requiring rising intonation.

2. Graphic transcriptions (Kí hiệu biểu đồ)

- : pitch limits (2 parallel lines)
- : unstressed syllable (dot)
- : stressed syllable (dash)
-) : falling curve
-) : rising curve

C. THE STRUCTURE OF A TONE UNIT

1. To get the intonation of a sentence, we must know the structure of a tone unit which consists of the following parts:

Tone Unit: (prehead) + (head) + tonic syllable + (tail)

PH	H	TS	T
----	---	----	---

2. PH: all unstressed syllables before the first stressed syllable.
- H: extends from the first stressed syllable up to (but not including) the tonic syllable.
- TS: main stressed syllable on which the pitch moves down or up.

- T: all stressed and unstressed syllables after TS
3. Examples: Notice that statements and WH-questions have falling intonation and yes – no questions have rising one.
- The | birds are | singing on the 'tree branches.
PH H TS T
 - | When did the | accident 'happen?
H TS T
 - | Does she | like , coffee? (Trợ động từ đầu câu có thể nhấn mạnh)

EXERCISE

Analyse the structure of a tone unit in each of the following sentences:

1. The wind blows strongly.
2. It was raining heavily.
3. What was the name of the place?
4. What are the children playing?ay | Đọc Sách Online
5. Would you like some more milk?
6. I only want to taste it.
7. The monkeys mocked at the audience.
8. When did you say it?
9. Which was the cheapest house?
10. Did the book interest you?

II. FALLING INTONATION (TUNE 1)

A. How to describe tune 1 graphically?

1. Identifying the tone unit by using intonation markings.
2. Describing the tune graphically by using graphic transcriptions.

Remember that:

- The voice descends step-wise at each stressed syllable. Unstressed syllables are on the same level as the preceding stressed syllables.
- To avoid monotony because of a continuous descent, you can make your voice rise at any convenient stressed syllable which is shown by the optional rising mark (\uparrow), but not as high as the first stressed syllable.
- For longer statements, break them into different tunes 1. The vertical stroke (|) is to show the completion of one tune.

B. Uses of tune 1.

Tune 1 is used in:

1. Statements:



- a) We | managed to | carry the | boxes as | far as the | end of the \street.

PH

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TS

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- b. We | managed to | carry the | boxes as \uparrow | far as the | end of the \street.

PH

H

TS

- c. She | gave him a | letter | and | told him to post it | but | not to be too long about it.

PH

H

TS T PH

H

TS T PH

H

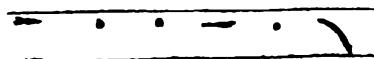
TS T

T

2. Wh – questions:

| Where did you | put my ^ hat?

H TS

**3. Imperatives as orders: (obligatory, assertive)**

| Shut the ^ door.

H TS

**EXERCISE**

Describe the intonation of each of the following sentences graphically:

1. My father works in a big factory.
2. They suppose it couldn't ↑ possibly happen again.
3. They had dinner at a restaurant and then went to a show.
4. Where have you put it? _____
5. Get | on with your ^ dinner.
6. The man didn't keep his promise.
7. You must take him home.
8. Why didn't she come to our ^ wedding party?
9. Don't forget to send me a postcard.
10. Remember to lock the ^ car door.

III. RISING INTONATION (TUNE 2)**A. How to describe tune 2 graphically?**

1. Identifying the tone unit by using intonation markings.
2. Describing the tune graphically by using graphic transcriptions.

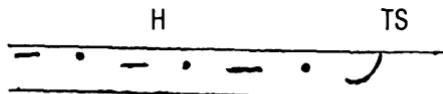
Remember that the voice descends step-wise at each stressed syllable and then rises.

B. Uses of tune 2:

Tune 2 is used in:

1. Yes - no questions:

| Did you | see me | leave the , house?



2. Imperatives as requests or statements as remarks (emotional, flexible)

| Shut the , door (no imperative, just a request)



| That's | very , interesting (statement of comment)



EXERCISE

Describe the intonation of each of the following sentences graphically:

1. Shall we have to meet again?
2. Are they going to have a meeting?
3. Stay here for lunch.
4. It sounds good to go for a swim now.
5. It's difficult to solve this problem.
6. Did you have a good holiday?

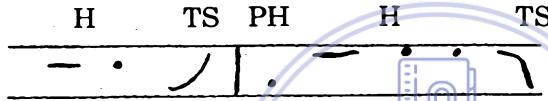
7. Shall I bring some sandwiches for you, too?
8. Must you go now?
9. Please sit down.
10. That's right.

IV. SUSTAINED INTONATION (TUNE 3)

Tune 3 is the combination of tune 1 and tune 2. It is used in the following cases:

1. Subordinate clause: tune 2 + main clause: tune 1 (assertive)

| When he , came, I | asked him to \ wait.



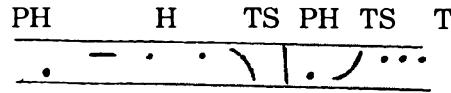
2. Main clause: tune 1 + Subordinate clause: tune 2 (flexible)

I | asked him to \ wait when he , came.



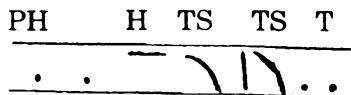
3. Main clause: tune 1 + Adverb phrase: tune 2

I'll | ask him my\self, if , necessary.



4. Tag – questions – falling: statement: tune 1 + tail: tune 1

It's a | fine \day, \isn't it? (Yes, it is)



5. Tag – questions – rising: statement: tune 1 + tail: tune 2

It's a | fine 'day, isn't it? (Yes, it is or No, it isn't)

PH H TS TS T
.. - \ / J ..

EXERCISE

Describe the intonation of each of the following sentences graphically:

1. Before I went to school, I had had dinner.
2. I had had dinner before I went to school.
3. He will go with us, when possible.
4. She won't buy a new dress, will she? (falling)
5. She won't buy a new dress, will she? (rising)
6. If you like, I'll send the car for you.
7. I prefer red if you've got it.
8. We were always good friends till last year.
9. You're wondering who I am, aren't you? (falling)
10. You can drive a car, can't you? (rising)

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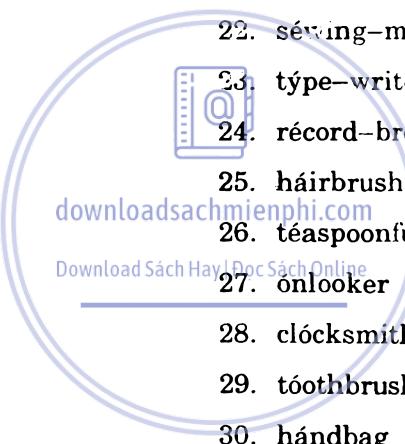
Lesson 20

APPENDIX 1: STRESS OF COMPOUND WORDS

Some compound words (chiefly compound nouns) are stressed on the first elements. Some other compound words (chiefly compound adjectives) are stressed on the second elements.

I. COMPOUND WORDS WHICH ARE STRESSED ON THE FIRST ELEMENTS

- | | |
|-------------------|-----------------------|
| 1. ápple tree | 21. wáter proof |
| 2. býstander | 22. séwing-machine |
| 3. dáybreak | 23. típe-writer |
| 4. díning room | 24. récord-breaker |
| 5. dóor handle | 25. háirbrush |
| 6. fire place | 26. téaspoonful |
| 7. flówer pot | 27. ónlooker |
| 8. fóot passenger | 28. clócksmith |
| 9. flúte – player | 29. toothbrush holder |
| 10. grásshopper | 30. hándbag |
| 11. bícycle-pump | 31. ánybody |
| 12. wálking-stick | 32. nóteworthy |
| 13. blácksmith | 33. fát-head |
| 14. dínnertable | 34. nóbody |
| 15. shóoting star | 35. éverybody |
| 16. gréen grocer | 36. fárm-hand |
| 17. kéy hole | 37. pláying field |



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- | | |
|-------------------------|-------------------------|
| 18. lightning conductor | 38. stéamship |
| 19. píckpocket | 39. smóking compartment |
| 20. thúnderstorm | 40. cróss-legged |

II. COMPOUND WORDS WITH THE PRIMARY STRESS ON THE SECOND ELEMENTS

- | | |
|------------------|--------------------|
| 1. red-hót | 16. self-respéct |
| 2. good-lóoking | 17. passer-bý |
| 3. old-fáshioned | 18. indóors |
| 4. bad-témpered | 19. outdoórs |
| 5. absent-mínded | 20. well-bréd |
| 6. first-cláss | 21. good-nátured |
| 7. second-hánd | 22. under-dóne |
| 8. bare-héaded | 23. stone-cóld |
| 9. home-máde | 24. self-cónfident |
| 10. undergróund | 25. weekénd |
| 11. downhíll | 26. third-ráte |
| 12. uphíll | 27. self-contról |
| 13. downstáirs | 28. afternóon |
| 14. upstáirs | 29. empty-héaded |
| 15. overséas | 30. over-riped |

NB: The above compound words take two even stresses when they stand isolated, as in a dictionary. When such words are used in connected speech, they regularly lose one of their stresses.

Ex: hóme-máde

Háve a piéce of hóme-máde cáke

This cáke's home-máde

Lesson 21**APPENDIX 2: STRESS OF WORD PAIRS OF 2 SYLLABLES**

In English, there are about 150 words (W. Friederich, ENGLISH PRONUNCIATION p.13), mostly of two syllables, which take end stress as verbs and forward – stress as nouns or adjectives:

NOUNS / ADJECTIVES

1'	2
----	---

VERBS

1	2'
---	----

- | | |
|--------------------|---------------|
| 1. ábsent (adj) | to absént |
| 2. ábstract (adj) | to abstráct |
| 3. áccent (n) | to accént |
| 4. áddict (n) | to addíct |
| 5. ádvert (n) | to advért |
| 6. áffix (n) | to affíx |
| 7. álly (n) | to ally |
| 8. áttribute (n) | to attríbute |
| 9. cómbine (n) | to combíne |
| 10. cómplement (n) | to complément |
| 11. cómpress (n) | to compréss |
| 12. cóncert (n) | to concért |
| 13. cónduct (n) | to condúct |
| 14. cónfine (n) | to confíne |
| 15. cónflict (n) | to conflíct |
| 16. cónscript (n) | to conscrípt |
| 17. cónsole (n) | to consóle |

18. cónsort (n)	to consórt
19. cóntent (n)	to contént
20. cóntest (n)	to contést
21. cóنtract (n)	to contráct
22. cóntrast (n)	to contrást
23. cónverse (n)	to convérse
24. cónvert (n)	to convért
25. cónvict (n)	to convíct
26. cóunter-attack (n)	to counter-attáck
27. décrease (n)	to decréase
28. défile (n)	to defile
29. déscant (n)	to descánt
30. désert (n)	to desérт
31. détail (n)	to detáil
32. díctate (n)	to dictáte
33. digest (n)	to digést
34. discount (n)	to discóunt
35. discourse (n)	to discóurse
36. éntrance (n)	to entránce
37. énvelope (n)	to envélop
38. éscort (n)	to escórt
39. éssay (n)	to essáy
40. éxcerpt (n)	to excrépt
41. éxpert (n)	to expért
42. éxplot (n)	to explóit
43. éxport (n)	to expórt



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44. éxtract (n)	to extráct
45. férment (n)	to fermént
46. fórecast (n)	to forecást
47. fréquent (adj)	to frequént
48. ímport (n)	to impórt
49. ímpress (n)	to impreß
50. íncense (n)	to incénse
51. íncline (n)	to inclíne
52. íncrease (n)	to incréase
53. ínsult (n)	to insúlt
54. ínterchange (n)	to interchánge
55. míscoduct (n)	to misconduct
56. óbject (n)	to objéct
57. óvercast (adj)	to overcást
58. óvercharge (n)	to overchárgé
59. óverdose (n)	to overdóse
60. óverflow (n)	to overflów
61. pérfect (adj)	to perféct
62. pérfume (n)	to perfúme
63. pérmít (n)	to permít
64. préfix (n)	to prefíx
65. prémise (n)	to premíse
66. présage (n)	to preságe
67. présent (n+adj)	to presént
68. próduse (n)	to prodúce
69. prógress (n)	to progréss



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70. próject (n)	to projéct
71. próspect (n)	to prospéct
72. protést (n)	to protést
73. rébel (n)	to rebél
74. récord (n)	to recórd
75. rédress (n)	to redréss
76. réfill (n)	to refill
77. réfuse (n)	to refúse
78. réject (n)	to rejéct
79. réprint (n)	to reprint
80. rétail (n)	to retáil
81. súbject (n + adj)	to subjéct
82. súffix (n)	to suffíx
83. súrmise (n)	to surmíse
84. súrvey (n)	to survéy
85. súspect (n)	to suspéct
86. tórmient (n)	to tormént
87. tránsfer (n)	to transfér
88. tránsport (n)	to transpórt
89. úndercut (n)	to undercút
90. úpset (adj)	to upsét



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