

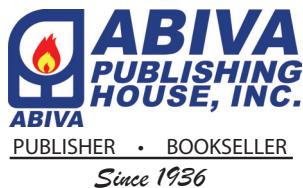
Basic Speech for You and Me

3



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Preface

Basic Speech for You and Me 3 is a worktext that complements the English Language learning area. It is designed to further develop and strengthen the basic skills in oral language: listening and speaking.

This **Worktext** highlights the sounds of vowels, consonants, blends, clusters, diphthongs, and digraphs. Every lesson starts with a rhyme, a short poem, a tongue twister, or a short paragraph – each contains the sound in focus. The pupils listen as the teacher produces the sound correctly. They, in turn, will be asked to produce the sound. From there, the lesson progresses and is developed through various well-rounded exercises and drills which pupils will do orally or in written form. The exercises suit the age and language levels of the pupils, and also their environments at home, in school, and in the community. There are sufficient drills to ensure that they develop good listening, production, and speaking skills. There is a review after a cluster of lessons or at the end of each unit.

Basic Speech for You and Me 3 Worktext is aligned with the oral language and phonological awareness competencies of the K to 12 Basic Education Curriculum in English.

Another aim of this Worktext is to develop the pupils' ability to communicate effectively. There are exercises that give them opportunities to express themselves, their experiences, their thoughts, and ideas.

At the end of the school year, it is hoped that the pupils will have significantly developed their listening and speaking skills and acquired the confidence to communicate and express themselves well.

-The Authors

UNIT I

MAKING GOOD WITH VOWELS AND CONSONANT BLENDS

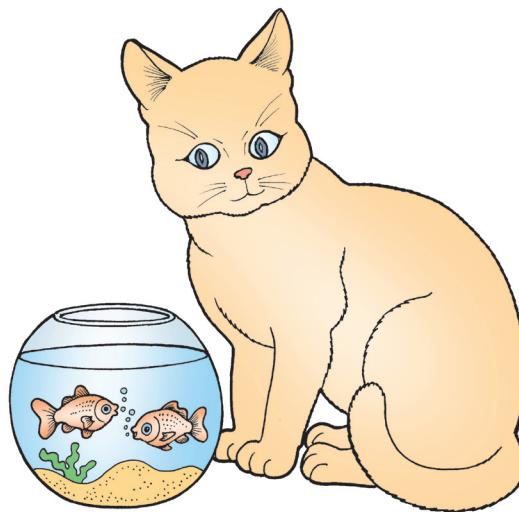


LESSON 1

The /ă/ Sound

Starting Off

Listen to the poem.



The Mysterious Cat

Vachel Lindsay

Group 1:

I saw a proud, mysterious cat,

Group 2:

I saw a proud, mysterious cat,

All:

Too proud to catch a mouse or rat –

Mew, mew, mew.

Group 2:

But catnip she would eat, and purr,

Group 1:

But catnip she would eat and purr.

All:

And goldfish, she did much prefer –

Mew, mew, mew.

Solo 1:

Did you ever hear of a thing like that?

Solo 2:

Did you ever hear of a thing like that?

All:

Did you ever hear of a thing like that?

All:

Oh, what a proud mysterious cat.

Group 1:

Oh, what a proud mysterious cat.

Group 2:

Oh, what a proud mysterious cat.

All:

Mew...Mew...Mew.

Moving On

A. Learn more about cats.

The cat is a small, furry animal and lives inside the house. It catches mice and rats. The cat in the poem loves to eat catnip, a plant that has a mint flavor.

B. Ask and answer questions about the cat in the poem.

Is the cat friendly-looking? No, it is not.

The cat looks mysterious.

Is the cat proud? Yes, it is.

What does the cat eat? It eats catnips.

It also likes goldfish.

C. Recite the poem with expression. Make the sound of a cat too.

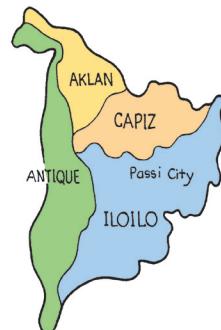
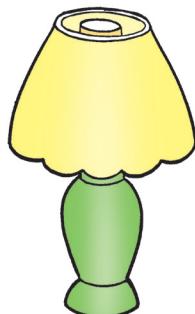
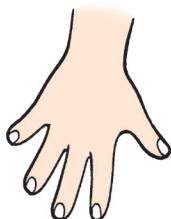
D. Pronounce these words taken from the poem.

cat rat catch that catnip

What is the common sound you hear?

Make the sound three times.

E. Name these pictures.



Working Out

- A. Say these words with the consonant-vowel-consonant (CVC) pattern. Pronounce the /ă/ sound clearly.

cat	tan	rat	pan	cap
nap	bad	map	fat	jam

- B. Write other words with the /ă/ sound following the consonant-vowel-consonant (CVC) pattern.

1. ham _____
2. map _____
3. pat _____
4. van _____
5. sad _____

- C. Here are more words with the /ă/ sound.

Pronounce them clearly.

batch	thank	grass	band	hand
class	hatch	dance	grand	black
mass	lamb	rack	crash	pass

- D. This time, pronounce two-syllable words with the /ă/ sound.

Do you hear the /ă/ sound in the first or second syllable?

cattle	mattress	banner	sandbag	planted
sandal	landed	hammer	canyon	landed

- E. Read the following phrases aloud.

apple jam	stand on the sand
a black van	pass the match
a pack of hats	glad to be back

F. Read the sentences and underline the words with the /ă/ sound. Then read the sentences again pronouncing the words with the /ă/ sound clearly.

1. The fat cat ran after the rat.
2. Please give me a glass of apple juice.
3. Matt wore his new black cap.
4. Please return the pan in the kitchen rack.

Answer the questions orally.

Pronounce the words with the /ă/ sound clearly.

1. Who ran after the rat?
2. What am I asking for?
3. What did Matt wear on his head?
4. Where will I return the pan?

Stepping Up

A. Encircle the words with the /ă/ sound.

- | | | |
|---------|---------|---------|
| 1. lack | 2. pick | 3. grow |
| lake | pack | grass |
| look | peck | grape |
| 4. big | 5. feet | 6. car |
| beg | feast | cone |
| bag | fast | can |

B. Box the word that makes the sentence correct.

1. The man looks _____. (mad, mod, mat)
2. We are _____ you came. (glow, glad, glee)
3. We fry fish in a _____. (pen, pan, pot)
4. Children love to play in the _____. (sand, smoke, set)
5. The baby sits on her mother's _____. (lips, legs, lap)

Saying It Aloud

A. Simple Greetings

Greetings are expressions we say when we meet someone we know. Greetings end with a period.

Good morning.

Good morning / Miss Cruz.

Good afternoon.

Good afternoon / Mr. Reyes.

Good evening.

Good evening / Mr. Santos.

Goodbye.

Goodbye / Miss Garcia.

B. Dialogues

Read the dialogues.

Make sure you practice correct pausing, phrasing, and blending. You pause when you see a comma or a bar line and stop after a period. You normally pause before saying the name of the person you are greeting. You end a question with a question mark.

Follow the intonation lines. Your voice goes up when the line is up. Your voice goes down when the line is down.

1. **Teacher:** Good morning / class.

Class: Good morning / Ma'am.

Teacher: How are you?

Class: We are fine.

How about you?

Teacher: I am fine too.

2. **Randy:** Good morning / Patrick.

Patrick: Good morning.

How are you?

Randy: I'm fine.

How about you?

Patrick: I'm fine too.

LESSON 2 The /ā/ Sound

Starting Off

Listen to the poem.

The Contrast



Miss Polly is an idle girl,
She loves a game of play,
But when she reads a book, she says,
Her thoughts all rove away.
But Freddy is a studious boy,
To read is his delight,
And when he gets a book he likes,
He'll stay up all night.



—Author Unknown

Moving On

Children are in contrast when they differ from each other in many ways. They may differ in looks or in the things and activities they like or love to do.

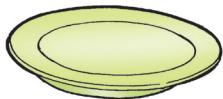
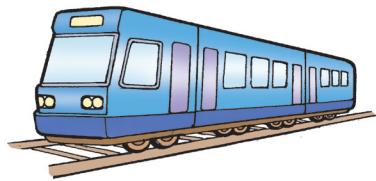
Polly and Freddy are two children in contrast.
How do Polly and Freddy differ from each other?

- Recite the poem with expression.
- Pronounce these words taken from the poem.

game play away stay

What is the common sound you hear?
Make the sound three times.

C. Name these pictures.



Working Out

A. Read the following words and phrases. Pronounce the /ā/ sound clearly.

Words

The /ā/ sound may be heard in the letter combinations on the left.

ai	—	wait	rail	mail	maid
		tail	pail	waist	nail
ay	—	pay	day	say	way
		tray	clay	play	gray
ei	—	eight	lei	neigh	sleigh
a-consonant-e	—	cake	whale	make	tape
		lace	lake	shade	plane

Phrases

a gray cape
a brave lady
a birthday cake

wait for May
stay in the shade
play with clay

- B. Read the sentences. Underline all the words with the /ā/ sound. Read the sentences again pronouncing words with the /ā/ sound clearly.

1. May left the empty plate on the tray.
2. Nathan found a box of nails near the gate.
3. Gabriel saw a snake inside the big cage.
4. Kate is busy playing with her clay.

Answer the questions orally.

Pronounce the words with the /ā/ sound clearly.

1. What did May leave on the tray?
2. Where did Nathan find a box of nails?
3. What did Gabriel see?
4. What is Kate busy with?

Stepping Up

- A. Cross out the word with a different vowel sound.

1. great	eight	treat	trait
2. change	chance	chase	chain
3. wage	page	wedge	cage
4. meal	mail	male	May
5. laid	braid	maid	said

- B. Pronounce the two-syllable words clearly. The stress is on the first syllable.

baker radio lady maiden
pages crazy dainty later

- C. Change the underlined vowel/s to make words with the /ā/ sound. Write the letters on the blanks.

- | | | | |
|-------------------|-----------|---------------------|-----------|
| 1. g <u>e</u> t | g — t — | 5. m <u>a</u> n | m — n — |
| 2. f <u>e</u> ll | f — — l | 6. t <u>o</u> p | t — p — |
| 3. p l <u>a</u> n | p l — n — | 7. b r <u>o</u> o k | b r — — k |
| 4. m <u>a</u> d | m — d — | 8. g r <u>e</u> e n | g r — — n |

Saying It Aloud

Read the dialogue. It is about a newcomer in school introducing herself while asking for information.

Observe correct pausing and intonation. Remember to stop in periods, pause in commas and raise your voice after a question mark.

Grace: Good morning.

Is this the Grade three room?

Jay: Yes / it is.

What section are you looking for?

Grace: I belong to section B.

Jay: Oh / you are in the right room.

Hmm / I don't think I have seen you before.

Grace: I am new in this school.

By the way / I am Grace.

Jay: And I am Jay.

I am glad to be your classmate.

Act out the dialogue.

LESSON 3

The /ě/ Sound

Starting Off

Listen to the poem.



Hello! I Am Hen

Hello, I am Hen, your friend!
Every day, I give you good eggs.
You can boil them,
fry them,
scramble them!
What to do with my eggshells?
Break them into pieces small,
Scatter them around plants in pots –
Extra food you will give them!
Hello, I am Hen!
Every day, I give you eggs
Because you are my best friend!

Moving On

A. Read the poem again. Answer these questions.

1. What does the Hen give you?
2. What can you do with the eggs?
3. What do eggshells give to plants?
4. Why will Hen give you eggs every day?

B. Recite the poem with expression.

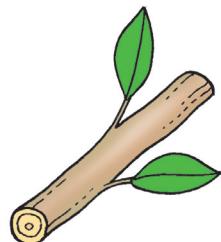
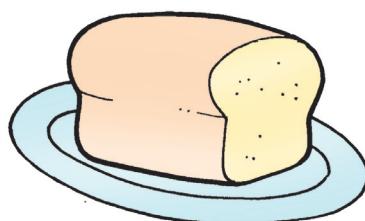
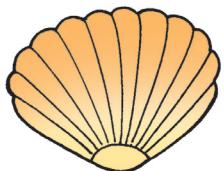
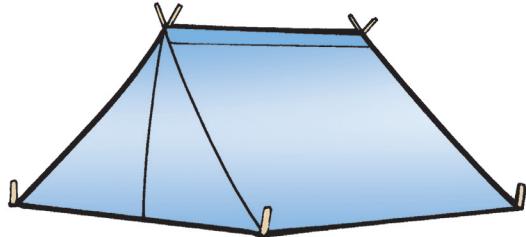
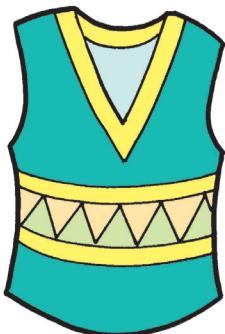
C. Read aloud these words from the poem.

hen	extra
eggs	every
best	friend
them	eggshells

What is the common sound you hear?

Make the sound three times.

D. Name these pictures.



Working Out

- A. Practice reading the words and phrases.
Pronounce words with the /e/ sound clearly.

1. Say the words following the consonant-vowel-consonant (CVC) pattern.

pet	ten	bed	men	web
led	red	wet	beg	hen

2. Write words following the CVC pattern.

wed	_____	_____
leg	_____	_____
pen	_____	_____
set	_____	_____
ten	_____	_____

3. Here are more words with the /e/ sound.
Read them aloud.

bless	mend	well	felt	says
rent	fled	egg	bench	fence

4. Pronounce these two-syllable words with the /e/ sound clearly.

tremble	selling	seven	center	plenty
trumpet	teller	tested	blessing	sender

5. Read these phrases aloud and clearly.

ten men	went to bed
a wet vest	get a pencil
red and yellow	slept inside the tent

- B. Read the sentences and underline all the words with the /e/ sound.

Read the sentences again, pronouncing the words with the /e/ sound clearly.

1. The welder works with metals.
2. Put all the ten eggs in the basket.
3. Ben found a pencil under the bed.
4. Seven men led the elephant to the river.

Answer the questions orally.

Pronounce the words with the /e/ sound clearly.

1. What does a welder work with?
2. Where will I put the ten eggs?
3. What did Ben find under his bed?
4. How many men led the elephant to the river?

Stepping Up

- A. Encircle the words with the /e/ sound.

- | | | |
|----------|---------|---------|
| 1. sheep | 2. belt | 3. dead |
| shell | build | dear |
| shield | bolt | dean |
| 4. hill | 5. deaf | |
| hell | deep | |
| heal | dear | |

- B. Pronounce the word pairs clearly.

- | | | |
|-----------|-----------|-----------|
| mat – met | pan – pen | man – men |
| bat – bet | sat – set | tan – ten |

C. Let us play a game.

Say **Yes** when you hear a word with the /e/ sound.

Say **No** when you hear a word with a different sound.

check	cheek	slide	sled	kept	swell
sweet	sent	blade	cheese	bread	chest

Saying It Aloud

Read the dialogue.

Meeting a Former Classmate

Beth: Hello / Wendy.

Wendy: Hi / Beth.

I am glad to see you.

Beth: Are we in the same section?

Wendy: I think so.

Come / let us check the list.

Beth: Wendy! We are classmates again!

I'm so happy.

Wendy: Is that so?

I am glad too.

Act out the dialogue.

LESSON 4

The /ē/ Sound

Starting Off

Listen to the poem.



Sweet and Low

Alfred Tennyson

Girls: Sweet and low, sweet and low,
Wind of the western sea!

Boys: Low, low, breathe and blow,
Wind of the western sea!

Girls: Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;

All: While my little one,
While my pretty one, sleeps.

Boys: Sleep and rest, sleep and rest,
Father will come to thee soon.

- Girls:** Rest, rest, on mother's breast,
Father will come to thee soon.
- Boys:** Father will come to his babe in the nest,
Silver sails all out in the west,
Under the silver moon.
- All:** Sleep, my little one,
Sleep, my pretty one, sleep.

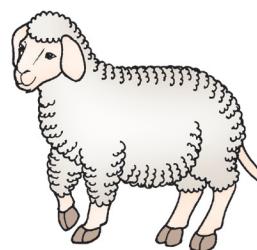
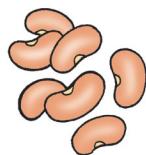
Moving On

- A Read the poem again.
What feelings are expressed in the poem?
- B. Recite the poem aloud.
- C. Read these words taken from the poem.

sweet sea breathe me
pretty sleep thee

What is the common sound you hear?
Make the sound three times.

- D. Name these pictures.



Working Out

- A. Practice reading the words and phrases, pronouncing words with the /ē/ sound clearly.

Read the words. The /ē/ sound may be heard in the letter combinations on the left.

ee	—	week sweet	beef bleep	meet sleep	seek greet
ea	—	meat speak	leap teach	sea pea	neat weak
ie	—	priest grief	chief believe	thief sieve	field niece
-consonant-e	—	sneeze leave	tease breeze	weave plead	believe please

- B. Pronounce the two-syllable words correctly.

Where do you hear the /ē/ sound?

sweeten teacher appear peanuts repeat
believe healer greetings ceiling weaken

- C. Read the phrases aloud and clearly.

a green leaf please kneel
a sweet peach speak clearly
a street cleaner keep the key

- D. Read the sentences aloud.

1. We all stood up to greet our teachers.
2. Brush your teeth before sleeping.
3. Jean is too weak to speak.
4. Please feel my cold cheeks.

Answer the questions orally.

Pronounce the important words clearly.

1. Why did we stand up?
2. What should you do before sleeping?
3. Who is too weak to speak?
4. What do you want me to do?

Stepping Up

- A. Let us play a game.

Clap your hands two times when you hear a word with the /ē/ sound.

Stamp your feet when you hear a word with a different sound.

seal – sell

greet – heat

beam – deed

sell – peach

bell – wheel

hill – neat

fail – me

May – sleep

- B. Encircle the word that completes each sentence.

1. (Shells, Seals) stay in the (sea, creek) most of the time.
2. They (feel, feed) on fish and squid.
3. Because they stay in the (sea, lake), they can (sheep, sleep) underwater.
4. Hunting seals for their (heat, meat) is not allowed.

- C. Read aloud the completed sentences above.

Saying It Aloud

Read the dialogue.

Inviting Friends

Peter: Hello / Steve.

Steve: Hi! How are you?

Peter: I am fine.

Steve / I want you to meet my friend / Hero.

Hero: Hello / Steve.

I am glad to meet you.

Steve: How about coming to the house tomorrow?

You may bring Hero along.

Peter: That's a nice idea.

Steve: Mom will be happy to see you.

Hero: Thanks for the invitation.

Act out the dialogue.

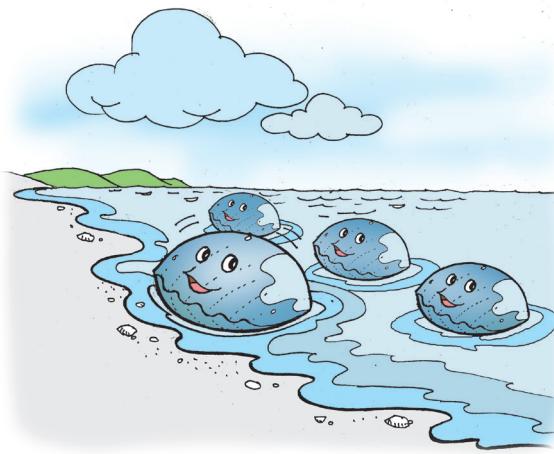
LESSON 5

The Consonant L Blends

/bl/, /sl/, /kl/
/fl/, /gl/, /pl/

Starting Off

Listen to the poem.



Have You Ever Wondered?

...Do blue clams turn black when they slip out of water?
...Does a clock tick slow or fast as the blink of an eye?
...How can you slash clouds with blades of grass?
...How can you sleep well under blankets made of clay?
...How can you cling to a block of ice without slipping?

Moving On

- A. Read the questions above.
 1. Do you think there are answers to them?
 2. Give one question that you have been wondering about.
- B. Read the questions again – first with a happy tone and second, with a sad tone.

C. Read these words from the questions on page 22.

blue	slip	clams
black	slash	clouds
blades	sleep	clay
blankets	slow	cling
block	slipping	clock

A consonant blend is a combination of two or three consonants that come before a vowel.

The sound of the first consonant is blended with the next consonant sound to make another sound.

D. Say the words again. Start with the consonant blend first and then the word.

The Consonant Blend /bl/

Moving On

A. Name these pictures.



B. Read the following words and phrases.

Pronounce the words with the blend /bl/ clearly.

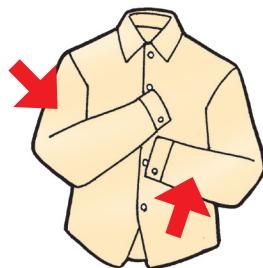
blow
blush
blip

a blue blouse
a blot on the blanket
a blare and a blush

The Consonant Blend /sl/

Moving On

A. Name these pictures.



B. Read the following words and phrases.

1. Pronounce clearly the words with the initial consonant blend /sl/ followed by short vowel sounds.

sling	slab	slim	sled
slacks	slid	slant	slip

Here are other words that begin with consonant blend /sl/.

sleep	slay	slow	slope
slice	sleigh	slide	slave

2. Read the following phrases clearly.

a slippery floor	dressed in slacks
a sleepy baby	slammed the door
a big sled	slice the cake

Working Out

- A. Draw what you are asked to do.

Then say something about what you have done.

1. Draw a baby sleeping in a crib.
2. Draw a beautiful pair of slippers.

- B. Read the sentences.

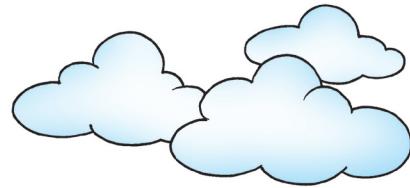
Underline the words with the initial /sl/ sound.

1. Clap your hands when you are sleepy.
2. Sonny wore black slacks and brown slippers.
3. Clara carried a slingshot and a sled.
4. The slimy slug slipped under the sleeping frog.

The Consonant Blend /kl/

Moving On

- A. Name these pictures.



- B. Say the words and phrases pronouncing the blend /kl/ clearly.

1. Pronounce clearly words with the blend /kl/ followed by short vowel sounds.

cling	clock	clap	class
clam	clash	clip	club

2. Here are more words that begin with the consonant blend /kl/.

close	clean	clay	clear
claim	clue	cloak	climb

3. Read the following phrases clearly.

a cloudy day	clean the clinic
a clever clown	cling to the vine
a cluster of stars	clear the table

Working Out

- A. Draw lines to connect the words to their meanings.

- | | |
|------------|-----------------------|
| 1. clown | to hold on tightly |
| 2. cluster | a group of things |
| 3. cling | to fasten |
| 4. climate | a funny person |
| 5. clip | the weather condition |

B. Fill in the blanks with the correct word.

Then read the sentences aloud.

1. _____ the _____ after cleaning it.
closet close
2. Clara _____ her hands after watching the _____.
clown clapped
3. Claire _____ the ledge for some _____ of garlic.
cloves climbed
4. Keep the _____ always _____.
clean clinic

The Consonant Blends /fl/, /gl/, /pl/



Please, Said Earth

**Please, said Earth, take care of me,
Or you might one day be scared and gloomy.
Please take care of me
So birds will still happily fly,
And plants and flowers will still glow,
And fishes in the water will cheerily flip,
And children can dance and play
With smiles on faces flashing.
Please, said Earth, take care of me
Stop global warming and from disasters
you'll be free!**

Moving On

- Read the poem again. Answer the questions.
 - What is Earth saying?
 - What would happen if we take good care of Earth?
- Recite the poem with expression.
- Read these words from the poem.

fly
flowers
flip
flashing

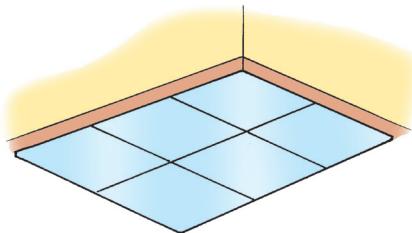
gloomy
glow
global

please
plants
play

The Consonant Blend /fl/

Moving On

A. Name these pictures.



B. Say the words and phrases pronouncing words that begin with the consonant blend /fl/ clearly.

1. Pronounce these words that begin with the consonant blend /fl/ followed by short vowel sounds.

flap	flick	fling	flop
flat	flag	flip	flash

2. Read more words that begin with the consonant blend /fl/ sound.

flow	flood	flee	float
fly	flight	flakes	floor

3. Read the phrases aloud and clearly.

a fleet of flagships	flee from the flood
flashing fireflies	flew over the hills
a flight of stairs	flashed the warning sign

Working Out

A. Name the pictures below.

The answers are compound words that begin with the /fl/ sound.



3X3 =

B. Complete each sentence with the correct word.

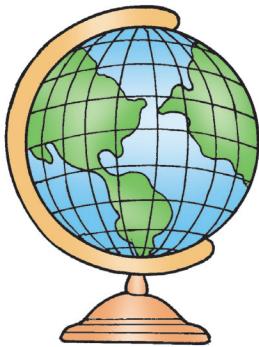
Then read the completed sentences aloud.

1. _____ found an old coin on the _____.
(floor, Flor)
2. The Filipino _____ high in our school. (flies, flag)
3. The _____ makes beautiful _____.
(flower, florist)
4. What plants _____ in _____ water?
(flourish, flowing)

The Consonant Blend /gl/

Moving On

A. Name these pictures.



B. Read the words and phrases pronouncing words with the initial consonant blend /gl/ clearly.

1. Pronounce the words with initial /gl/ sound followed by short vowel sounds.

glad	glass	glint	glance
glitch	glitter	glimpse	glib

2. Here are more words with the consonant blend /gl/ sound.

glow	gloom	glory	glide
glaze	glue	glee	glade

3. Read the phrases aloud and clearly.

a glass window	glow in the dark
a glaring mistake	glimpse at the girl
a pair of white gloves	glide with grace

Working Out

A. Read the sentences.

Pronounce the words with the /gl/ sound well.

1. Glenda wears gloves when washing the utensils.
2. There is a glowing and glaring light in the sky.
3. Gloria looks glamorous in her glimmering gown.
4. I gladly gave Grandma a glass of water.

B. Read the words inside the box.

Complete the phrases with the correct word.

Then read the phrases aloud.

glance

globe

gloomy

gloves

glad

glide

a _____ day

_____ at the stranger

wear _____ for safety

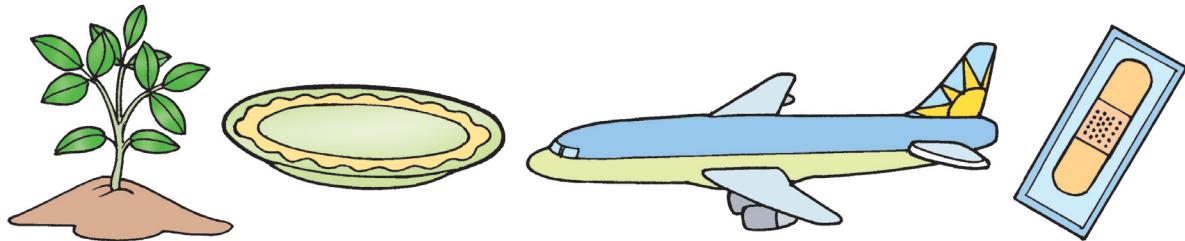
borrow a _____ from the library

_____ to be home

The Consonant Blend /pl/

Moving On

A. Name these pictures.



B. Read the following words and phrases pronouncing the words with the consonant blend /pl/ clearly.

1. Say the words with consonant blend /pl/ followed by short vowel sounds.

plant	pluck	plan	plot
pledge	plenty	plump	plug

2. Here are more words with the /pl/ sound.
Say them clearly.

plain	play	plow	please
plead	plate	place	plight

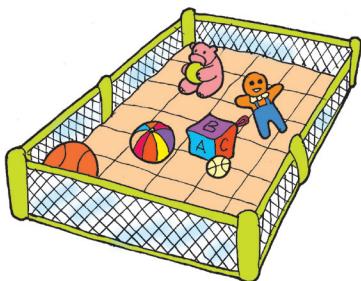
C. Read the phrases aloud and clearly.

a plastic plant	plow the field
a platoon of soldiers	play in the plaza
plates on placemats	pluck the weeds

Working Out

A. Read the following words.

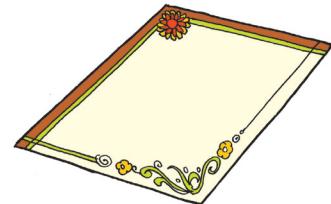
These are compound words that begin with the /pl/ sound.



play pen



plastic balloon



placemat

B. Complete the sentences with words from the box.

plug
plane

plaster
place

pledge
plow

1. Go back to your proper _____.
2. The _____ arrived on time.
3. The players recited the _____ of sportsmanship.
4. Keep the baby away from the electric _____.

Saying It Aloud

Read the dialogue.

Working on a Project

Carlos: Let's play basketball / Ramon.

Ramon: I'm sorry. I can't join you now.
I have to finish my project.

Carlos: Aren't you done yet?
I finished mine yesterday.

Ramon: I was not able to work on it at home.
I had to take care of my baby brother.

Carlos: Well then / let us work on it together.
Playing basketball can wait.

Ramon: Thanks / Carlos.

Act out the dialogue.

LESSON 6

The R Blends

/br/, /kr/, /dr/, /fr/,
/gr/, /pr/, /tr/

Starting Off

Listen to the poem.

The Dragon and the Bridge

A dragon with a very crooked tail
Stopped before a very old bridge.
Could he cross it and not drop over the edge?
Was he brave as the cricket who just flew over it?
Dry was his mouth, his heart beat like a drum –
His breath he held, he tried to hum
A croak came out instead. Did he just turn into a toad?
His fear he brushed away, his eyes shone bright –
Then, he breezed through bridge!
A brave dragon after all!



Moving On

- A. Read the poem again. Answer the questions.
1. Who was before a bridge?
 2. What was he thinking?
 3. How did he feel?
 4. What happened at the end?

B. Recite the poem with expression and action.

C. Read these words from the poem.

bridge

crooked

dragon

brave

cross

drop

breath

cricket

dry

brushed

croak

drum

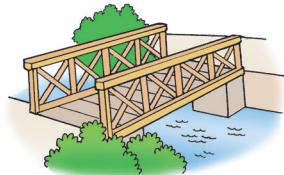
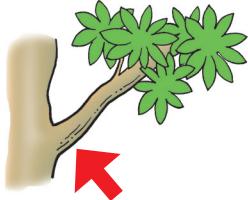
bright

breezed

The Consonant Blend /br/

Moving On

A. Name these pictures.



B. Read the words and phrases pronouncing the words with the consonant blend /br/ clearly.

1. Say the words with the initial consonant blend /br/ followed by short vowel sounds.

bring

brand

bread

bridge

branch

breast

brick

brim

2. Here are more words with the initial consonant blend /br/. Pronounce the words clearly.

bright

break

brain

brown

breeze

bride

broil

breed

3. Read the phrases aloud and clearly.

a broken bracelet
a hanging bridge
bread for breakfast

break the branch
broil the fish
brown the meat in oil

Working Out

A. Draw a line to match the picture and the word that names it.

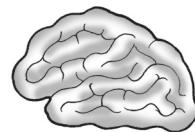
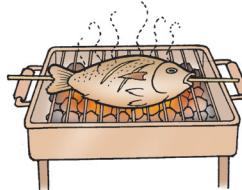
brush

brook

bracelet

brain

broil



B. Complete the sentences with the correct words.

Then read the sentences aloud.

1. Brandie _____ fish for me.
(broiled, brought)

2. The _____ likes toasted _____ for breakfast.
(bread, bride)

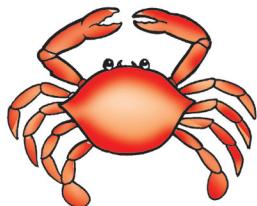
3. Bruce found a _____ near the _____.
(bridge, broom)

4. Brenda _____ the _____ plates.
(brass, brushed)

The Consonant Blend /kr/

Moving On

A. Name these pictures.



B. Read the words and phrases pronouncing the words with the consonant blend /kr/ clearly.

1. Recite the words with initial consonant blend /kr/ followed by short vowel sounds.

crisp	crop	crab	crash
crack	crept	cranky	cripple

2. Here are more words with the initial /kr/ sound. Pronounce them clearly.

cream	cry	crane	creek
crook	croak	crowd	crate

3. Read the phrases aloud and clearly.

crabs in the creek	crawl in the crib
crispy croutons	crown the queen
a crooked line	crops in crates

Working Out

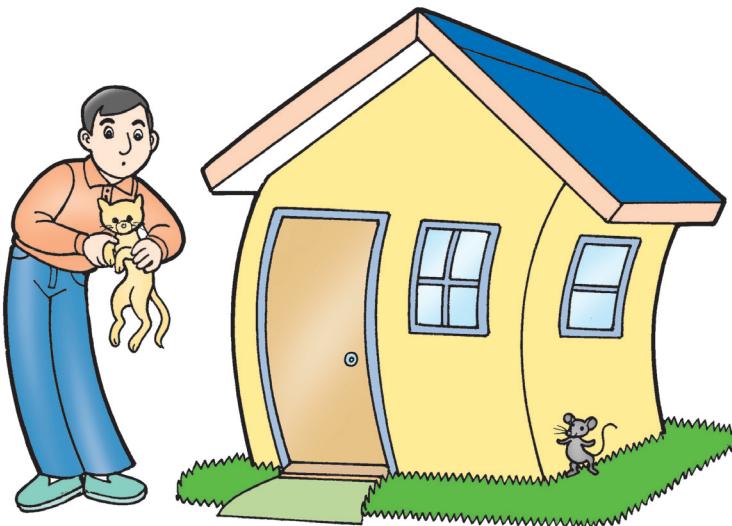
- A. Read the sentences pronouncing the words with the consonant blend /kr/ well.
1. Cristy put cream in my coffee.
 2. Cranes like crabs and crawfish.
 3. Mother baked crispy snacks made of cracker crumbs.
 4. The crocodile crawled slowly towards the creek.

- B. Read the rhymes with expression.

Pronounce the words with the /kr/ sound well.

**There was a crooked man,
And he walked a crooked mile.
He found a crooked sixpence
Against a crooked stile.**

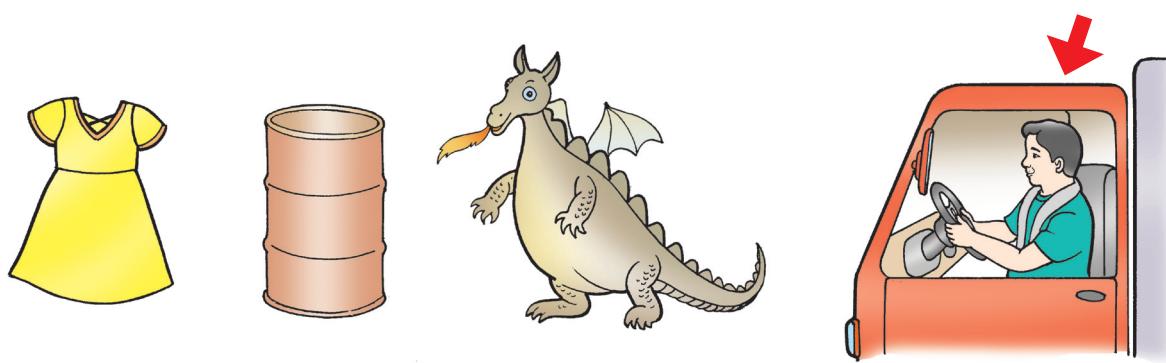
**He bought a crooked cat
Which caught a crooked mouse,
And they lived together
In a crooked house.**



The Consonant Blend /dr/

Moving On

A. Name these pictures.



B. Read the following words and phrases pronouncing words with the consonant blend /dr/ clearly.

1. Say the words with the consonant blend /dr/ followed by short vowel sounds.

drop	drink	drug	dress
dragon	drift	drill	drag

2. Read more words with the consonant blend /dr/. Pronounce them clearly.

draw	dry	drain	dream
drive	drip	drawer	drown

3. Recite the phrases clearly.

a good dream	draw a dragonfly
the dress in the drawer	drip the towel dry
a fierce dragon	dribble the ball

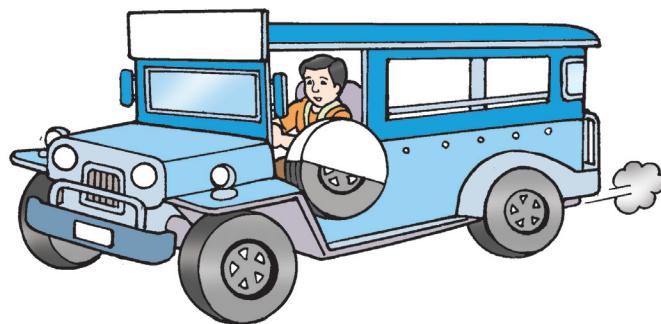
Working Out

A. Look at the pictures.

What action word is shown in each picture?



The boy is _____ + ing the box.



Dad is _____ + ing a jeepney.



Drake is _____ + ing on his sketch pad.



The player is _____ + **ing** the ball fast and quick.

B. Complete the sentences with the correct words.

1. Is _____ our new _____?
(driver, Drake)
2. Will you check if my _____ is already _____?
(dry, dress)
3. Father asked me to _____ the _____ with water.
(drum, drain)
4. The _____ slowly _____ onto the floor.
(dripped, drink)

The Consonant Blends

/fr/, /gr/, /pr/, /tr/

The Consonant Blend /fr/

Practice and Treats



Francis and his friends were practicing playing the trumpets and the trombone. They are preparing for a school program.

“Hey! That was great! We are sure to have a grand presentation,” Francis said. They went outside and rested under a tree.

Mother brought them food – fried chicken with gravy and a pitcher of cold grape juice. The group thanked mother for the treat.

Moving On

- A. Read the story again. Answer the questions.
1. What was Francis and his friends doing?
 2. How was their practice?
 3. What did Mother bring them?
- B. Read the story aloud with expression.
- C. Read these words from the story.

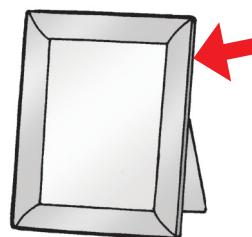
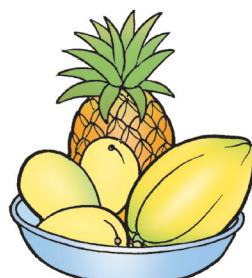
Francis
friends
fried

great
grand
gravy
grape
group

practicing
preparing
program
presentation

trumpets
trombone
tree

- D. Name these pictures.



- E. Read the following words and phrases.
Pronounce the words with the blend /fr/ clearly.

Words

fry	fresh	freeze	front	free
frown	frozen	frail	fried	from

Phrases

a fragrant flower	a frail old man	frozen frankfurters
-------------------	-----------------	---------------------

free the frog	don't fret and frown	frolic in the river
---------------	----------------------	---------------------

Working Out

A. Match the words with its antonyms.

Draw lines to connect them.

frequent	smile
frown	strong
friend	enemy
frail	stale
fresh	seldom

B. Read the sentences aloud.

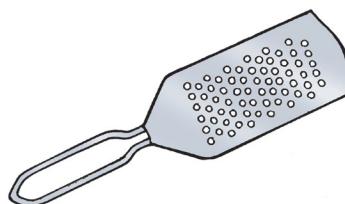
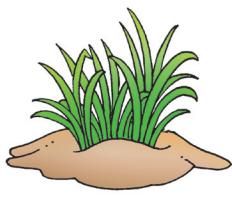
Underline all the words with the /fr/ sound.

1. Frances ate fried frankfurters.
2. The farmer harvested fresh fruits from his orchard.
3. Fred prefers to stay in front.
4. My friend likes french fries and frosty iced tea.

The Consonant Blend /gr/

Moving On

A. Name these pictures.



- B. Read these words and phrases pronouncing the words with the initial /gr/ sound well.

Words

gray	grow	ground	great	grocery
green	grand	grade	group	gravy

Phrases

a graceful dancer	grow tall and strong
my great grandfather	grease the pan
a juicy grapefruit	group together

Working Out

- A. Can you draw?

Draw what you are asked to do.

a grasshopper
a bunch of grapes
grass growing around a grave

- B. This time, do the following:

1. Greet your seatmate to your right.
2. Grin at the teacher.
3. Grab a bag.
4. Grip the doorknob.

- C. Complete the sentences with words from the box.

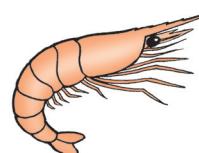
grassy	Grace	grew	grasshoppers
graduate	great	grade	group

1. My _____ grandmother _____ old gracefully.
2. A _____ of children caught _____ in the grass.
3. _____ likes to walk in the _____ field.
4. The _____ six pupils will _____ soon.

The Consonant Blend /pr/

Moving On

A. Name these pictures.



B. Read these words and phrases.

Pronounce the words with the initial /pr/ sound clearly.

Words

pray	print	press	price	prick
promise	practice	proud	prune	prince

Phrases

a printing press	prepare the program
a pretty principal	practice properly
the proud prince	pray every day

Working Out

A. Complete the words by writing the missing letters.
The meaning of the word is given.

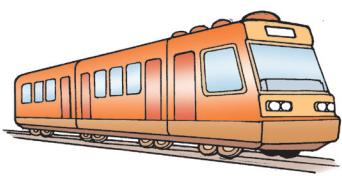
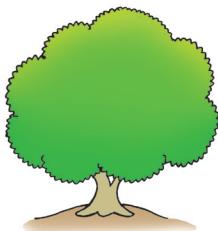
1. pr ___ e the cost of something
2. pr ___ ___ to make a small hole with something pointed
3. pro ___ ___ t to defend or guard
4. pr ___ v ___ ce a division of a country
5. pr ___ s ___ nt a gift

- B. Read the sentences pronouncing the words with the /pr/ sound well.
1. The pretty princess promised to pray every night.
 2. Are prunes rich in protein?
 3. The president received several presents.
 4. The principal presented a proper program of activities.

The Consonant Blend /tr/

Moving On

- A. Name these pictures.



- B. Read the words and phrases pronouncing the words with the /tr/ sound well.

Words

trip	try	trap	troop	trees
trick	truck	true	traffic	trunk

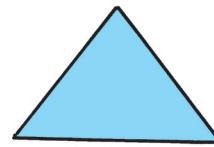
Phrases

heavy traffic	trim the trees
a tricky trap	travel by train
trick or treat	transfer the tray

Working Out

A. Name the pictures aloud.

Then write the missing letters to complete the names



tr ___ t ___

tr ___ gl ___



tr ___ p ___

tr ___ w ___

B. Complete the phrases with the action words in the box.

try

trim

trap

troop

travel

1. ____ the bushes

4. ____ to the hall

2. ____ by train

5. ____ again

3. ____ the mouse

Saying It Aloud

Read the dialogue with expression.

Asking Permission

Tricia: Ma'am / may I go home early this afternoon?

Ms. Prieto: Are you sick?

Tricia: Oh no / my father is arriving from abroad.

We will meet him at the airport.

Ms. Prieto: You must be excited to see your father.

Tricia: Yes / I am.

Ms. Prieto: Well / you may go after lunch.

But be sure to copy all your assignments.

Tricia: Don't worry / Ma'am.

I will. Thank you.

Ms. Prieto: You're welcome.

Act out the dialogue.

LESSON 7 Stress

WELL READ HAP py va CA tion a BOUT

Look at the words above.

Say them.

A syllable is a unit of speech.

It is a word or part of a word that has a single vowel sound.

It is usually made up of a vowel and consonant/s.

Say WELL again.

The syllable/word *well* has a vowel **e** and consonants **w** and **l**.

Say READ again.

The syllable/word *read* has two vowels **ea** but is sounded only as one, and consonants **r** and **d**.

Say HAPpy again.

How many syllables are there in *happy*?

Are the two syllables said in the same way?

HAP is said louder, longer, and higher than **py**.

The syllable **HAP** is stressed.

Say vaCATION again.

How many syllables are there in *vacation*?

Are the syllables said in the same way?

CA is said louder, longer, and higher than **va** and **tion**.

The syllable **CA** is stressed.

Say aBOUT again.

How many syllables are there in *about*?

Are the syllables said in the same way?

BOUT is said louder, longer, and higher than **a**.

The syllable **BOUT** is stressed.

Stress is the force we give a syllable or a word.

Word Stress

All words of more than one syllable have what we call **word stress**. This means that one of the syllables is said louder, longer, and higher than the other syllables.

When we stress a syllable, our voice goes up and we say it a little longer. For unstressed syllables, our voice goes down or remains flat and we say them shorter.

Let us first practice identifying the syllables in words.

Say the following words.

How many syllables do you hear in each word?

Write 1, 2, 3, or 4 before the word.

<input type="text"/> elephant	<input type="text"/> zebra	<input type="text"/> dish	<input type="text"/> interesting
<input type="text"/> teacher	<input type="text"/> sun	<input type="text"/> carpenter	<input type="text"/> dragon

Now, let us say the words again putting stress on the correct syllable. Remember to say the stressed syllables higher, louder, and longer.

EL-e-phant	ZE-bra	DISH	IN-ter-est-ing
TEACH-er	SUN	CAR-pen-ter	DRAG-on

Most two-syllable words are stressed on the first syllable. Say the words correctly and clearly stressing the correct syllables.

SAIL or	BLACK board	FUN ny
GAR den	SEA shell	FA mous
BAS ket	BOOK shelf	JOY ful
DRA gon	HIGH way	SUN ny

Some two-syllable words are stressed on the second syllable.

gui TAR	pa RADE	gi RAFFE
bal LOON	ty PHOON	a WAY

Most two-syllable verbs are stressed on the second syllable.

at TEND

en JOY

re VIEW

e RASE

con NECT

be GIN

Some three-syllable words are stressed on the first syllable.

YES ter day

GAR de ner

DIF fe rent

WON der ful

HAM bur ger

FA vo rite

Some three-syllable words are stressed on the second syllable.

to MOR row

vol CA no

in VENT or

ma GI cian

de LI cious

as SIGN ment

Exercises

A. Say the words stressing them on the correct syllable.

- | | |
|---------------|------------|
| 1. return | 6. chubby |
| 2. connect | 7. famous |
| 3. attendance | 8. animal |
| 4. gosling | 9. correct |
| 5. tomorrow | 10. hungry |

Phrasal Stress

A phrase is a group of related words.

Usually, only one word in a phrase is stressed.

Say the phrases below.

- | | |
|----------------------|-----------------|
| 1. Get OUT. | Turn aROUND. |
| Wake UP. | Come HERE. |
| Stand UP. | Go aWAY. |
| Sit DOWN. | Come IN. |
| 2. a STRONG typhoon | a LOVELy garden |
| the TIRED man | the SAD news |
| a CLEAN handkerchief | a TALL building |
| a YOUNG child | a THICK book |

3. write SLOWly
drive CAREfully
hug TIGHTly
sleep SOUNDly
4. to the AIRport
for my TEACHER
outside the WINdow
from my FRIEND

dance GRACEfully
walk FAST
cry SOFTly
jump HIGH

under the STAIRS
inside the CAR
in the AFTERNOON
inside the TENT

B. Practice saying the phrases.

- | | |
|---------------------|------------------------|
| 1. keep off | 6. fill in |
| 2. wake up | 7. come here |
| 3. to the drugstore | 8. speak softly |
| 4. get out | 9. stood straight |
| 5. a lovely dress | 10. outside the window |

Sentence Stress

A sentence is a word or group of words that expresses a complete thought.

Not all words in a sentence are stressed. Choose two to four words in the sentence that carry the meaning of the sentence. You may stress them and de-stress the others.

Practice saying the sentences.

I feel HAPpy.

I FEEL happy.

The TREE is sturdy.

The tree is STURdy.

The PUPpy ran after the BALL.

The puppy RAN after the BALL.

The PUPpy RAN after the ball.

Simple sentences are usually stressed on the action words.

I CARE for you.

You LOOK at me.

LISTen to me.

He NEEDS you.

I can't HEAR you.

I TOLD them.

Please reMEMber me.

You SLEEP now.

We stress only the important words in a sentence. We de-stress the other words.

Bob DRANK / a glass of PINEapple juice.

BOB drank / a GLASS of pineapple juice.

The BAby played / with her PINK rattle.

The baby PLAYED / with her pink RATtle.

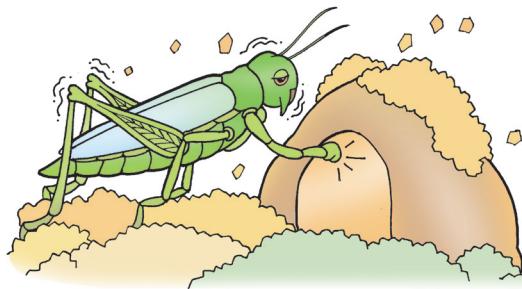
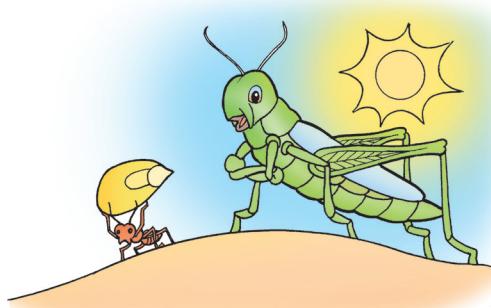
The big BOX / is on the TABLE.

The BIG box / is ON the table.

Practice reading the sentences.

1. Dad is TOO tired to COOK.
2. I am LOOKing for my new pair of SHOES.
3. CHEW your food WELL.
4. PLEASE turn OFF the light.
5. SOMEbody is KNOCKing.
6. DON'T step on the RUG.
7. TRY to answer the QUESTION.
8. I think I KNOW you.

Looking Back



The Ant and the Grasshopper

One hot summer day, a grasshopper was gaily hopping and dancing in the sun. He saw a tiny ant rushing by while carrying a tiny grain. She looked tired and exhausted.

“Today is such a lovely day! But look, what are you doing? You need not work so hard!” cried the grasshopper.

The ant with droopy eyes, looked at him and said, “Soon it will be winter. We will have nothing to eat if we don’t store food this early. We don’t want to go hungry,” she said. “You should do the same,” she added.

“Ha, ha, ha!” laughed the grasshopper. “Look, I’m enjoying summer! It is so much fun to be out and to play. Winter can wait!” he exclaimed.

The ant continued with her task and joined the other ants piling grains in the barn.

Then winter came and it started to snow heavily. Grasshopper was trembling and feeling cold. He became fearful because he realized he had nothing to eat!

He braved the snow and knocked at the door. He pleaded to the ants to give him food.

“How dare you ask for food while we were working all day!” an elderly ant said as he opened the door.

“And what have you been doing?” added another ant.

“I was too lazy to stock up on food,” cried the grasshopper, drenched and freezing cold.

“Then you have no right to ask for food,” shouted the elderly ant. And the grasshopper was so ashamed he left the barn hungry, cold, and wet.

Lesson: Always save for the rainy day.

Exercises

A. Read the underlined words in the story.

/ă/	ant can	task ask	dancing have	grasshopper added
/ā/	day came exclaimed	save today became	same lazy grain	play braved gaily
/ĕ/	said drenched	left	then	wet elderly
/ē/	eat fearful	he freezing	she pleaded	need feeling

R blends:

cried	braved	grasshopper	drenched
freezing	trembling	droopy	

L blends:

play	pleaded
------	---------

B. Read the phrases in one breath stream.

one hot summer day	gaily hopping and dancing
looked tired and exhausted	laughed the grasshopper
save for the rainy day	drenched and freezing cold

C. Change the initial blend to another set of consonant blends to form a new word. The meaning of the new word formed is given.

1. **b**lock _____ it tells time
2. **f**lown _____ a funny man
3. **g**lass _____ a group of students
4. **br**ain _____ a small seed
5. **gr**own _____ the opposite of *smile*

D. Complete the following pairs of words.

Then read the completed pairs aloud.

- | | | | |
|--------|-------|-------|-------|
| 1. /ă/ | /ā/ | /ă/ | /ā/ |
| _____ | made | rack | _____ |
| _____ | sake | pant | _____ |
| glad | _____ | _____ | plane |
| 2. /ě/ | /ē/ | /ě/ | /ē/ |
| red | _____ | said | _____ |
| _____ | neat | _____ | feel |
| _____ | mean | bet | _____ |

Saying it Aloud

Questions and Answers

What time is it? It's ten o'clock.

Am I late?

Whose is this? That's mine.

Where did you find it?

Why do you look worried? I couldn't find my gate pass.

Can you help me look for it?

Where are you going? I am meeting a friend.

Do you want to come along?

Why are you crying? I missed my school bus.

I was too busy watching the game.

UNIT 2

MARCHING FORWARD

WITH MORE VOWELS, CONSONANT BLENDS AND CLUSTERS



LESSON 1

The /ɪ/ Sound

Starting Off

Listen to the story.

The Thing

The thing looked slick, sticky, and slippery. The six thin men looked at it, curious and all. What could it be? They did not want to touch it. They got a big stick, they got a twisted rod and poked at it. And wham! The thing billowed out and burst into a million pieces. The six thin men ran for their lives – they never knew what hit them.



Moving On

- A. Read the story again. Answer the questions.
 1. What were the six thin men looking at?
 2. Describe it.
 3. What did the men do?
 4. What happened next?

B. Read the story aloud with expression.

C. Read these words from the story.

thing

slick

sticky

slippery

six

thin

it

did

big

stick

twisted

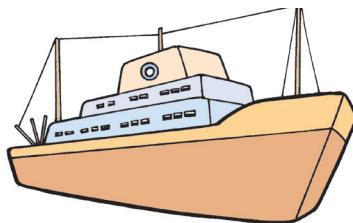
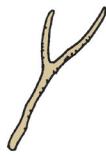
billowed

into

million

hit

D. Name these pictures.



Working Out

A. Read the words pronouncing the /ɪ/ sound clearly.

1. Pronounce the words following the CVC pattern.

fit

tin

did

big

lit

hid

rip

hit

pit

dig

2. Write words following the CVC pattern.

fit

dip

win

did

wig

3. Read more words with the /ɪ/ sound.
Pronounce them clearly.

bill	swim	knit	pill	flip
chip	pick	chick	think	trip
miss	spill	prince	bridge	drink

4. Pronounce these two-syllable words with the /ɪ/ sound.

pillow	kitchen	singing	kitten	bigger
window	chicken	city	lipstick	winter

- B. Read the phrases aloud and clearly.

a misty cliff	drink milk
a thick pillow	hid the gift
a big fish	sit on the swing

- C. Read the sentences. Pronounce the words with the /ɪ/ sound clearly.

1. Vim wears a pink wig.
2. Don't sit on the windowsill.
3. Jill left a thin stick in the clay pit.
4. Bill found a tiny pin inside the tin can.

Answer the questions orally.

Pronounce the words with the /ɪ/ sound clearly.

1. Who wears a pink wig?
2. Where should I not sit?
3. What did Jill leave in the clay pit?
4. Where did Bill find the tiny pin?

Stepping Up

- A. Practice saying the word pairs.

/ɪ/ /e/

fill – fell	till – tell	sill – sell
bit – bet	lit – let	sit - set
bid – bed	did – dead	rid – red

/ɪ/ /ə/

pit – pat
sit – sat
fit – fat

bid – bad
lid – lad
hid – had

pick - pack
trick - track
sing – sang

B. Think of two words that rhyme with the words below.

1. sing
2. pin
3. hill
4. sit
5. hid

C. Unscramble the letters to make words with the /ɪ/ sound.

Write the words on the lines.

Then read them aloud.

- | | |
|------------------|--------------------|
| 1. s h i d _____ | 4. l i p s l _____ |
| 2. c i k s _____ | 5. r i n g _____ |
| 3. h r i c _____ | 6. p i l s _____ |

D. Read aloud the words inside the box.

bring	drink	only	better	hold
warm	full	dove	light	pick
hurt	cut	kind	fall	carry

E. Read the phrases in one breath stream.

- | | |
|--------------------|---------------------|
| 1. pick it up | 4. full of lights |
| 2. better carry it | 5. only a small cut |
| 3. bring them | 6. feel hurt |

Saying It Aloud

Read the dialogue with expression.

Visiting a Friend

Tim: Jimmy / let's go and visit Arthur.

Jimmy: What happened to him?

Tim: He fell down the stairs in their home.

Jimmy: Was he badly hurt?

Tim: I don't think so.

His Mom said / he slipped and lost his balance.

Jimmy: I hope he gets well soon.

Act out the dialogue.

LESSON 2 The /i/ Sound

Starting Off

Listen to the poem.



Auntie Pie

Auntie Pie, Auntie Pie,
Why can't I tie my tie?
Can you tie my tie?
Sighed I,
Put down the pie
So you can tie your tie.

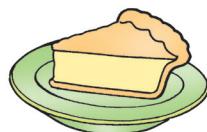
Moving On

- Answer briefly and orally.
 - Why can't the boy tie his tie?
 - What did Auntie Pie say so he can tie his tie?
- Say the short verse pronouncing the underlined words well.
This time, say it faster and with actions.
- Read the words from the poem.
pie tie my sighed

What is the common sound you hear?

Make the sound three times.

D. Name these pictures.



Working Out

A. Read the words and phrases pronouncing the words with the /ɪ/ sound clearly.

1. Practice saying the words.

i	— child wind	kind light	fight mild	sign grind
y	— cry dry	try by	fry spy	why sky
ie	— tie cried	fried tried	lied die	pie tied
i-consonant-e	— ice ride	like tile	rice mile	hide glide

2. Read two-syllable words with the /ɪ/ sound.

Do you hear the /ɪ/ in the first syllable or in the second syllable?

necktie
kindness

frighten
rider

lightning
finely

silent
dining

3. Read the phrases aloud and clearly.

a blind mice	likes to bike
a bright night	fly a kite
a kind child	try to bite

B. Read the sentences aloud.

Underline the words with the /ɪ/ sound.

1. Mike likes to drive around at night.
2. Mom served fried rice and crispy dried fish for breakfast.
3. The tourist guide gave us a wide smile.
4. Heidi offered me a slice of pineapple pie.

Answer the questions orally.

Pronounce the words with the /ɪ/ sound clearly.

1. When does Mike like to drive?
2. What did Mother serve for breakfast?
3. Who gave us a wide smile?
4. What did Heidi offer me?

Stepping Up

A. Read a part of the story **The Lion and the Gnat** pronouncing the words with the /ɪ/ sound clearly.

At last / the lion gave up / tired and sore all over. // The gnat zoomed high and away / boasting to everyone / who would listen / about how he'd beaten the big mighty lion. // In fact / he was so busy boasting / that he flew right into the spider's web... / and that was the end of him. //

B. Practice saying the word pairs and the word groups.

/ɪ/ /ī/

bite – bit
lied – lid
fine – fin

hide – hid
died – did
kite – kit

/ɪ/ /ě/

fill – fell
hid _ head
bill – bell

did - dead
sit – set
lit – let

/ɪ/ /ă/ /ě/

big – bag – beg
did – dad – dead
tin – tan – ten

sit – sat – set
pin – pan – pen
sinned – sand _ send

C. Read the words in each row.

Cross out the word that has a different sound.

- | | | | |
|---------|------|------|------|
| 1. tile | sill | file | mile |
| 2. dine | wine | win | line |
| 3. meek | mike | like | bike |
| 4. type | weep | wipe | ripe |
| 5. shy | buy | why | yes |

D. Let us play a game.

Say **Yes** when you hear a word with the /ɪ/ sound.

Say **No** when you hear a different sound.

wide	–	eye	–	ice	–	gold
mind	–	dried	–	seed	–	side
sky	–	bride	–	bring	–	vote

Saying It Aloud

Read the dialogue.

Attending a Party

Mother: Ryan / can you accompany me to a party tonight?

Ryan: Of course / Mom.

Mother: Today is Heidi's birthday.

She is a new friend of mine here in the village.

At the party

Mother: Heidi / this is my son / Ryan.

Ryan: Happy birthday / Ma'am.

Heidi: Would you like to play with my nephews in the den?

They are playing board games.

Ryan: That would be fine / Ma'am.

Thank you.

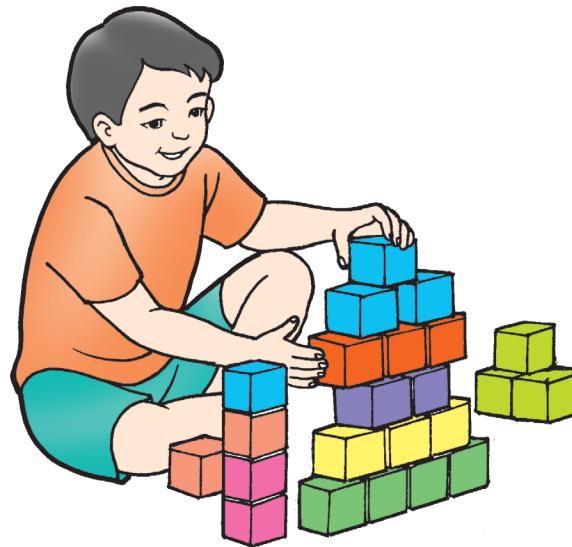
Act out the dialogue.

LESSON 3

The /ɔ/ Sound

Starting Off

Listen to the poem.



Block City

(Excerpts)

Robert Louis Stevenson

What are you able to build with your blocks?
Castles and palaces, temples and docks.
Rain may keep raining, and others go roam,
But I can be happy and building at home.

Great is the palace with pillar and wall,
A sort of a tower on top of it all,
And steps coming down in an orderly way
To where my toy vessels lie safe in the bay.

Moving On

- A. Answer the questions orally.
 1. What is the boy in the poem busy with?
 2. What is he trying to build with his blocks?
- B. Recite the poem with expression.
- C. Pronounce the words taken from the poem.

blocks

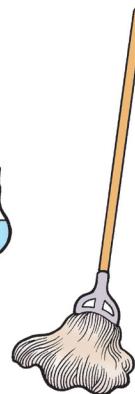
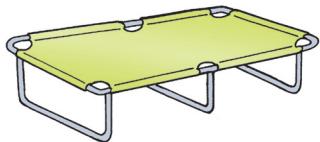
docks

top

What common sound do you hear?

Make the sound three times.

- D. Name these pictures.



Working Out

- A. Read the words and phrases pronouncing words with the /ɒ/ sound clearly.
 1. Pronounce the words following the CVC pattern.

not

cot

pot

cop

pop

mob

rob

top

fox

cob

2. Write words with the /ɒ/ sound following the CVC pattern.

1. mop _____
2. hog _____
3. rob _____
4. pot _____

3. Here are more words with the /ɒ/ sound.
Pronounce them clearly.

drop	spot	lock	clock
knock	stop	shock	shop

4. Pronounce these two-syllable words.
What syllable has the /ɒ/ sound?

robber	potter	rocket	hopping
cottage	bottle	doctor	boxes

5. Read aloud these phrases.

a hot spot	dropped the clock
rocks in a box	got locked
blocks on the cot	stopped the clock

- B. Read aloud these sentences.

1. Robbie found a small top under the rock.
2. Bob mops the floor every morning.
3. Tom locked the box tightly.
4. Don't touch the hot pot.

Answer the questions orally.

Pronounce the words with the /ɒ/ sound clearly.

1. Where did Robbie find the small top?
2. What does Bob do every morning?
3. What did Tom do?
4. What shouldn't I touch?

Stepping Up

A. Practice saying the word pairs.

/ɔ/ – /ă/

cot – cat
hot – hat
pot – pat

cop – cap
mop – map
top – tap

/ɒ/ – /ɪ/

hop – hip
drop – drip
top – tip

rob – rib
Bob – bib
lock – lick

/ɒ/ – /ɪ/ – /ă/

top – tip – tap
pot – pit – pat

hot – hit – hat
cot – kit – cat

B. Write on the blank the word that sounds the same as the key word.

1. **top** _____ map, stop, wrap, coal
2. **rock** _____ rake, reef, cock, row
3. **mob** _____ cold, cob, cope, call
4. **hot** _____ hat, hit, pot, pat
5. **cot** _____ cold, pot, pole, post

C. Complete each sentence with the correct word.

Choose from the words in the box.

Then read the sentences aloud.

clock
knob

socks
lock

chop
dots

1. Connect all the _____.
2. Turn the _____.
3. _____ the car.
4. Set the _____.
5. Put on your _____.
6. _____ the wood.

D. Read the rhyme with expression.

Underline the words with the /ɒ/ sound.

We will hop, hop, hop,
To the candy shop,

To buy a spicy drop
With a frosted top,

To buy a gumdrop
And a lollipop.

Saying It Aloud

Read the dialogue with expression.

Asking Information

Guard: St. Thomas School / good morning.

Bob: Sir / may I know if there are classes today?

Guard: There are no classes today.

The teachers are out on an educational trip.

Bob: I was absent the past two days.

Guard: Classes resume on Monday.

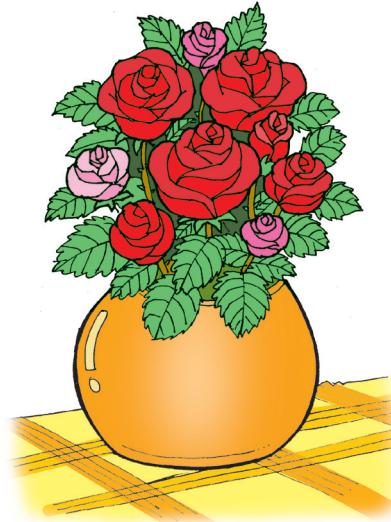
Bob: Thank you / Sir.

Act out the dialogue.

LESSON 4 The /ō/ Sound

Starting Off

Listen to the poem.



Rose's Roses

Rose grows roses,
She hopes every day they grow well.
Her roses grow along the road,
And the big ones seem to glow.

Roses in a golden bowl
Though shallow and with a tiny hole,
Show them, Rose, I know, we know,
Your roses are lovely in the bowl.

Moving On

- A. Read the poem. Answer the questions.
1. Do you like roses?
 2. Do you like the tiny or the big long-stemmed ones?
 3. Roses come in different colors. What color of roses do you like?

B. Choose a stanza and read it with expression pronouncing the underlined words well.

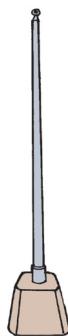
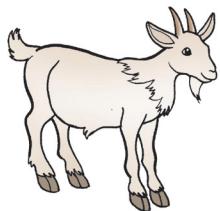
C. Read the words from the poem.

Rose roses hopes grow road glow
hole golden bowl show know shallow

What is the common sound you hear?

Make the sound three times.

D. Name these pictures.



Working Out

A. Read the following words and phrases pronouncing the words with the /o/ sound well.

1. Read the words.

o	—	go	old	hold	fold
ow	—	low	mow	blow	show
		slow	sow	snow	row
oa	—	boat	coat	soak	loaf
		float	road	toad	goat
o-consonant-e	—	note	joke	rope	nose
		hope	woke	broke	cone

2. Say the phrases aloud and clearly.

an old note

go to the show

a hole in the boat

broke his elbow

a goat by the road

show me the coat

- B. Read the sentences. Pronounce well the words with the /ō/ sound.

1. Do toads croak?
2. Rose was left all alone in the dark road.
3. The old man owns a creaky boat.
4. Homer, hold on to your coat.

Answer orally.

Pronounce the words with the /ō/ sound clearly.

1. What sound do toads make?
2. What happened to Rose?
3. Who owns a creaky boat?
4. What did I ask Homer to do?

Stepping Up

- A. Complete the pairs of words. Then read the pairs aloud.

/ō/	/ō/	/ō/	/ā/
note	_____	cone	_____
_____	hop	_____	raid
_____	cot	_____	break
goat	_____	woke	_____
/ō/	/ī/	/ō/	/ē/
loaf	_____	note	_____
_____	night	_____	week
poke	_____	_____	knees
_____	fine	croak	_____

- B. Think of two words that rhyme with the following:

1. rope
2. gold
3. cone
4. boat

C. Fill in the blanks with the correct answer.

Choose from the words in the box.

bowls
note

stone
sold

cone
wrote

1. Tom sat on a big _____ eating an ice cream _____.
2. She _____ a short _____ for her mother.
3. They _____ snacks in _____ in their store.

Saying It Aloud

Read the dialogue.

On Cleanliness

Myrna: Girls / please put your soiled paper here in the waste basket.

Edna: We have janitors to clean the room!

Myrna: But if we can keep the room clean / why don't we?

Edna: The janitor has nothing to clean anymore!

Myrna: That is not a nice thing to say / Edna.

Edna: I'm sorry.

Myrna: Help me pick up all the pieces of paper around.

This will make our class adviser happy / don't you think so?

Act out the dialogue.

LESSON 5

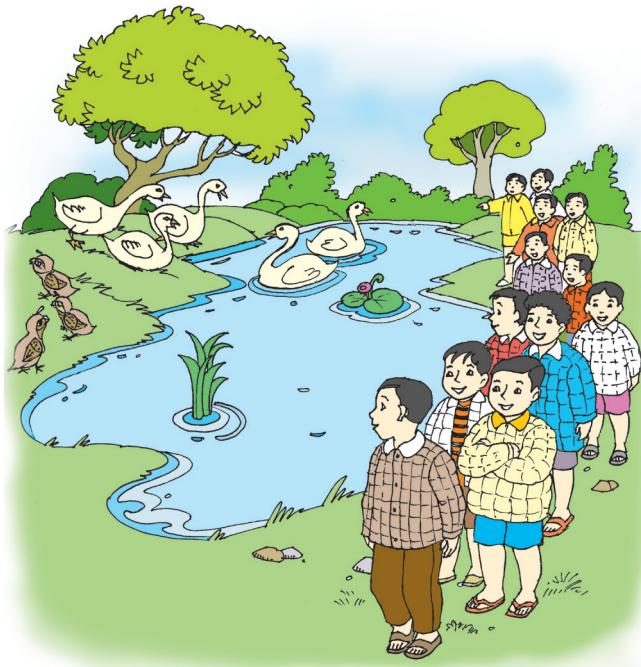
The Consonant Blends /sw/, /tw/, /hw/, /kw/

Starting Off

Listen to the poem.

Oh Where, Oh Where?

Twelve swimmers in quilted sweaters
Along the swamp walked twice.
There were swans quietly floating,
quails quickly dashing.
Off to the wharf they walked on
as boat whistles blew,
And swallows swooped down
on insects a-twirling-whirling.
Twelve swimmers in quilted sweaters
Whispered to one another: Where, oh where
can we go to swim?



Moving On

A. Listen to the poem again. Answer the questions.

1. Who walked along the swamp?
2. What did they see there?
3. Where did they go next?
4. What did they hear and see there?
5. What did they ask one another?

B. Recite the poem with expression and action.

C. Read these words from the poem.

swimmers

twelve

wharf

quilted

sweaters

twice

whistles

quietly

swamp

twirling

whispered

quails

swans

where

quickly

swallows

whirling

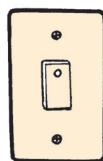
swooped

swim

The Consonant Blend /sw/

Moving On

A. Name these pictures.



- B. Say these words and phrases pronouncing the /sw/ sound well.

Words

sway	sweep	swerve	sweet	swat
swallow	swift	swollen	swamp	swap

Phrases

a swollen swamp	sway in the swing
a swift swan	swear not to swerve
sweets in her sweater	swab swiftly

Working Out

Study the meaning of the following words.

Use the words to complete the sentences.

Then read the sentences aloud.

swing – to move back and forth
swallow – to take in food in the mouth
swollen – become larger
swap – to exchange

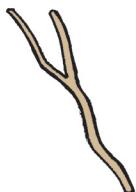
1. My foot became _____ after I was stung by a bee.
2. The boy wants to _____ his kite with a toy airplane.
3. Chew the food well before you _____ it.
4. Richard cannot _____ his swollen arm.

The Consonant Blend /tw/

Moving On

A. Name the pictures.

20



12

B. Read the following words and phrases.

Pronounce the /tw/ sound clearly.

Words

tweet	twinkle	twirl	twelfth	twilight
twist	twice	tweezers	twit	twiddle

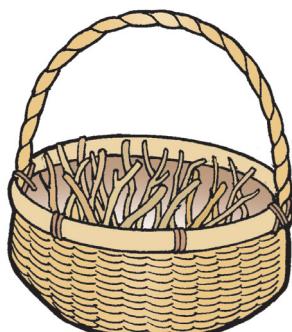
Phrases

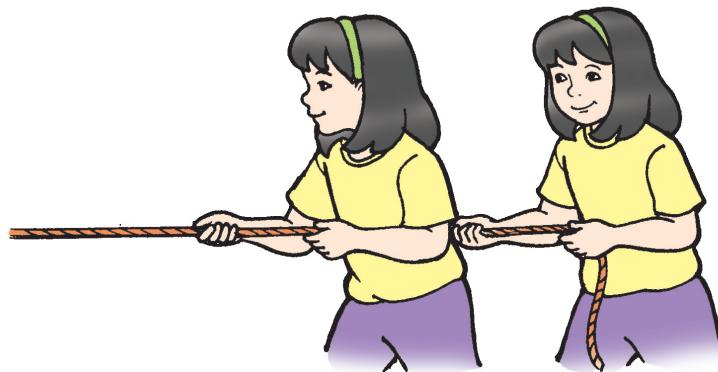
the twelfth boy	dinner at twilight
twenty tables	twinkled twice
a pair of twins	twist with tweezers

Working Out

A. Underline the sentence that describes the picture.
Read the sentences aloud.

There are twelve twigs in the basket.
There are twenty twigs in the basket.



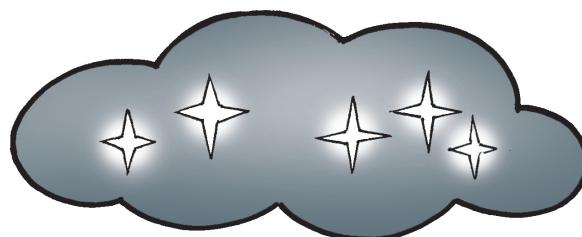


The twins are pulling a rope.
The twins are twisting a rope.

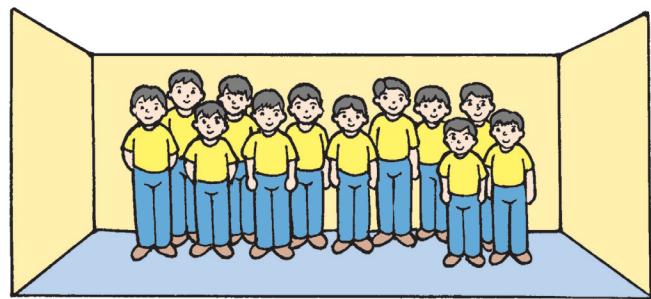


Tweeny had a party on his twentieth birthday.
Tweeny had a party on his twelfth birthday.

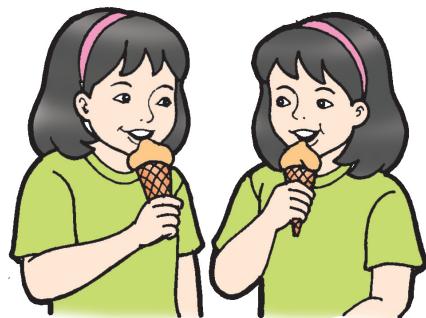
- B. Look at the pictures.
Answer the questions in complete sentences.
Read your answers aloud.



1. What do you find in the dark sky?



2. How many boys are in the room?

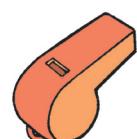
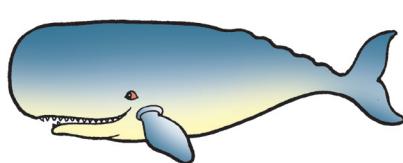


3. Who are eating ice cream?

The Consonant Blend /hw/

Moving On

A. Name the pictures.



- B. Read the words and phrases pronouncing the words with the /hw/ sound well.

Words

where	when	why	white	whip
which	whine	what	wharf	wheat

Phrases

a white whistle	whisper in my ear
where and when	whine quietly
a whimpering cat	whisk fast

Working Out

- A. Complete the sentences with the correct word.
The meanings of the words are given.

whisper – to speak in soft, low tone
whine – to make a low crying sound
whirl – to move around fast
whistle – to make a shrill sound

1. The cat started to _____ in the middle of the night.
2. Ellen came near the sleeping baby and tried to _____ in her ear.
3. The top started to _____ fast.
4. Do you know how to _____?

- B. Do what you are asked.

1. Draw a water wheel.
2. Draw a baby whale.

The Consonant Blend /kw/

Moving On

A. Name the pictures.



B. Say the words and phrases pronouncing the words with the /kw/ sound clearly.

Words

quick	quiet	quiz	quarrel	quite
quarter	quench	quartz	quintet	quake

Phrases

a quiet queen	quench her thirst
a quarter of a year	felt the quake
quails' eggs	quite shy

Working Out

Read the sentences aloud.

Pronounce the underlined words well.

1. The regal queen sleeps on a quilted bed.
2. Is the new singing group a quartet or a quintet?
3. The baby quivered so mother covered her with a quilt.
4. The teacher quickly put a question mark on my paper.

Saying It Aloud

Read the dialogue with expression.

Sharing a Book

Sonny: Sam / are you still going to use this book?

Sam: Not anymore.

Do you need it?

Sonny: I'm not done with my homework yet.

Sam: Let me return it first.

Then you may borrow it from the librarian.

Sonny: Fine / thanks.

That's what I'll do before going home.

Act out the dialogue.

LESSON 6

The Consonant S Blends and Clusters

Starting Off

Listen to the poem.

Looking Glass River

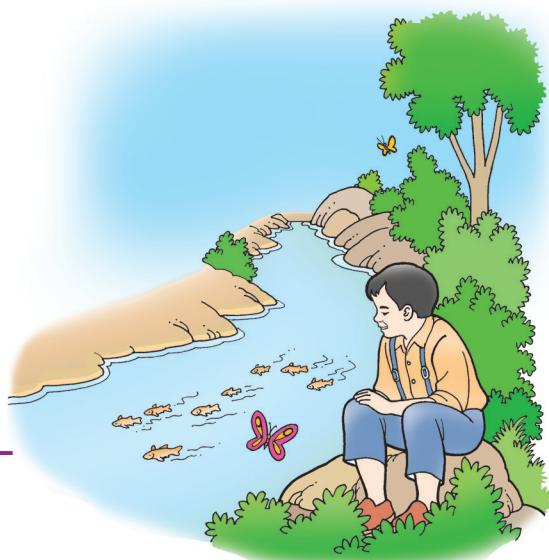
(Excerpts)

Robert Louis Stevenson

Smooth it glides upon its travel,
Here a wimple, there's a gleam –
O the clean gravel!
O the smooth stream!

Sailing blossoms, silver fishes!
Pave pools as clear as air –
How a child wishes
To live down there!

Patience, children, just a minute –
See the spreading circle die;
The stream and all in it
Will clear by-and-by!



Moving On

- Let us talk about the poem.
 - Why do you think “Looking Glass River” is the title of the poem?
 - Is the stream clean and clear? Tell the lines that say this.
 - What do you feel when you see such clean water?
- Recite the poem with expression.

C. Pronounce these words taken from the poem.

sailing
smooth

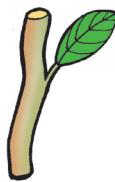
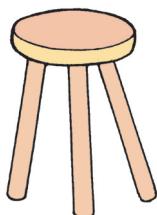
silver
stream

see
spreading

The Consonant Blend /st/

Moving On

A. Name these pictures.



B. Read the words and phrases.

Pronounce the /st/ sound clearly.

Words

stand	steel	stairs	stamp	stone
sting	stall	step	steam	store

Phrases

a stool under the stairs
a stiff stick
stainless steel

stand near the store
stick the stamp
step on the stone

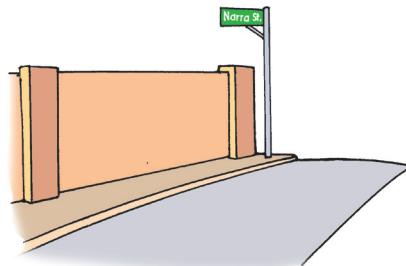
Working Out

- A. Pronounce the words on the left saying the initial blend /st/ clearly. Then draw a line to match the word with its meaning.
1. **stoop** a flight of steps for going from one level to another
 2. **starve** a booth or counter where goods for sale are displayed
 3. **stair** to suffer from lack of food
 4. **stall** to bend forward the head and shoulders
- B. Complete each sentence with the correct word. Encircle the word. Then read the sentences aloud.
1. Use this spoon to _____ your juice. stir, stomp, stitch
 2. You better _____ fixing your things now. sting, start, stand
 3. The children laughed and _____ their feet. stood, stamped, stuck
 4. The horses were kept in the _____. store, stall, stable

The Consonant Cluster /str/

Moving On

- A. Name the pictures.



B. Read the words and phrases.

Pronounce the words with the /str/ sound clearly.

Words

stretch
strip

strict
stroke

stranger
struck

stripes
strand

strike
strain

Phrases

a stranger in stripes
strands of straw
a straight street

stroll by the stream
stretch the string
strike with a strainer

Working Out

A. Can you draw?

1. a straight stick
2. a string around a stone
3. a hot stove

B. This time, do what you are asked.

1. Stoop.
2. Stretch your arms.
3. Start walking.
4. Stamp your feet three times.

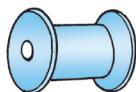
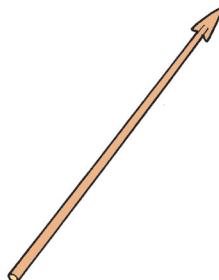
What did you do?

Answer orally.

The Consonant Blend /sp/

Moving On

A. Name the pictures.



B. Read the words and phrases pronouncing the words that begin with the /sp/ sound clearly.

Words

spot	speak	speech	spank	spill
spin	sport	sparkle	speed	special

Phrases

a speaker in Spanish
a special spear
spicy spaghetti

spare the spider
spin with enough speed
spill on the carpet

Working Out

A. Write the missing letters to complete the words.

The meaning of each word is given.

Then read the words formed aloud.

1. sp ___ k ___ a person who talks before a crowd
2. sp ___ n a utensil for eating
3. sp ___ a marked area
4. sp ___ to turn around

- B. Read the words inside the box.
Complete the phrases with the correct word.

special
spacious

speak
spell

spin
spoil

1. _____ with expression
2. _____ the word
3. don't _____ the child
4. a _____ room
5. a _____ day

The Consonant Clusters /spr/ /spl/

Moving On

Read the words and phrases.

Pronounce the words that begin with the /spr/ and /spl/ sounds clearly.

Words

spring	spray	spread	sprinkle	sprout
splash	split	splendor	splatter	splendid

Phrases

spring time	splash with color
spray with paint	a splendid performance
spread thinly	split the wood

Working Out

A. Complete the words with the missing letters.

The meaning of each word is given.

1. s p __ d __ __ a small animal with eight legs
2. s p l __ sh to let water spread fast
3. s p r __ __ k __ __ to scatter
4. s p __ __ __ to say something
5. s p __ c __ __ l someone or something important

B. Read the sentences pronouncing the underlined words well.

1. The Spanish lady spoke cheerfully.
2. Mother cooks special spaghetti and spicy spare ribs.
3. Our speaker in Speech has arrived.

The Consonant Blend /sk/

Moving On

A. Name the pictures.



- B. Read the words and phrases pronouncing the words that begin with the /sk/ sound well.

Words

scold	score	sky	scar	scout
scoop	skirt	skull	sketch	scarecrow

Phrases

a scoop of ice cream	scolded by the scout
a scary scarecrow	skid in his scooter
a low score	skip to their school

Working Out

- A. Complete the words with the missing letters **sc** or **sk**.

1. ___ arf	4. ___ ooter
2. ___ ip	5. ___ out
3. ___ eleton	6. ___ etch

- B. Read the words inside the box.

Then complete the phrases with the correct word.
Read the phrases aloud.

scoop	scary	scout
skip	score	skirt

1. a _____ movie
2. a _____ of mango ice cream
3. _____ classes
4. a high _____
5. a short _____

The Consonant Cluster /skr/

Moving On

Say the words and phrases.

Pronounce the words that begin with the cluster /skr/ well.

Words

screw	screen	scratch	scrub	scramble
scream	scribble	scrap	script	scroll

Phrases

a big screw	scratch my back
a scary scream	scroll the picture
a huge screen	scrub the floor

Working Out

- A. Underline the word that completes the phrase.

- | | | | |
|--------------|----------|-------|---------------|
| 1. scratch | scrap | _____ | my back |
| 2. scrawl | scrape | _____ | the paint |
| 3. scrambled | scrolled | _____ | eggs |
| 4. scream | screen | _____ | loud and high |
| 5. screech | scribble | _____ | on paper |

- B. Read the sentences pronouncing the underlined words well.

1. Scott scraped the paint on the wall.
2. You may draw a skull and the whole skeleton.
3. Don't scratch your skin.
4. Sandra can't play skipping rope with her long skirt.

Saying It Aloud

Read the dialogue with expression.

Joining a Field Trip

Scott: Dad / we are going to have a field trip in school.

May I join it?

Father: When and where will it be?

Scott: We are going to Calamba, Laguna next Friday.

Father: That is Rizal's birthplace.

Scott: We are going to visit his house.

I am sure I will learn a lot of things.

Father: Be sure to enjoy your field trip.

Scott: Thank you / Dad.

Act out the dialogue.

LESSON 7

Phrasing and Pausing

When we write, we use punctuation marks such as commas if we want to pause, and periods, question marks or exclamation points if we want to end sentences. We do this so that others will understand easily what we write.

When we speak, we also pause and stop. This helps our listener understand what we say. We use the phrasing and pausing technique.

We pause or stop a little after a slant line (/). We stop after two slant lines (//).

Let us practice with a rhyme.

Line A: Jack / be nimble. /

Line B: Jack / be quick. //

Line C: Jack jumped / over the candlestick! //

When do we pause? We do not pause after every word. We pause after a group of words called a phrase. The words within the phrase are related or they go together.

Examples:

The grade 3 pupils / won the cheering competition. //

This Sunday evening / we will have dinner / with my grandparents. //

One slant / line means a pause as in a comma.

Two slant // lines mean a longer pause as in a period.

Three slant lines /// mean a very long pause.

Read the sentences observing correct phrasing and pausing.

Say them with expression.

1. A long snake slithered / across the muddy sand. //
2. Do we have to answer / all those test questions? //
3. “Please,” / begged the stranger / “let me in.” //
4. My brother had a bad fall / and he had to stay / in the hospital. //
5. “Carlos” / I asked / “are you sure / we don’t have class today?” //

Read the story observing correct phrasing and pausing.

How the Leopard Got Its Spots

Do you know / how the Leopard got its spots? // There is an African folktale / that tells how it happened. //

One day, / his friend Cow / fell into a deep hole and died. // Leopard and his friends Rabbit, / Hawk, / Fox, / Goat and other animals / walked their dead friend / to his resting place. // But then Leopard started feeling / hunger pains. //

Then the Leopard / saw a farmer / putting his baskets of eggs / on a cart / to be delivered. // He slowly came near / and started to swallow several eggs / into his mouth / and rushed back to his friends. ///

When the farmer noticed / several eggs missing, / he stopped the animals / and angrily cried, // “Who ate my eggs?” // They just looked at each other / and kept quiet. // This angered the farmer more. //

“Then I want each of you / to jump over the bonfire. // He who had eaten my eggs / will fall into the fire,” / he threatened. //

The animals did / and when it was Leopard’s turn, / he hesitated to jump / over the hot coals at first. // But when he looked at the farmer’s angry eyes, / he jumped and landed / right on the flames. //

“So you are the one!” / the farmer exclaimed. // And the Leopard with burned spots / on his body / slowly climbed out of the fire / in shame. //

—Adaptation

Retell the story in your own words.

Can you share a story that teaches a lesson?

Looking Back

The Oak and the Reed

Narrator: Once there lived tall sturdy Oak near a river bank.
Reed grew nearby.

Oak: (*talking to Reed*)

I take pity on you, my dear. You look so thin and weak.
A light wind and you easily bow your head.

Narrator: Reed just smiled sweetly.

Oak: Don't worry. I'll protect you. I'll spread my branches
to protect you from the sun. I'll stand by you against
strong winds and storms.

Reed: Thank you. But I'm not weak as you think. I can
always bend when the wind blows.

Narrator: Suddenly the North Wind blew so hard that it uprooted
boastful Oak. And Reed remained standing nearby.

Lesson: It is not good to be proud and boastful like the oak tree. We
should not look down at others. Time might come when we may be in
the same situation.

Exercises

Vowels

Pronounce the following words.

/ɪ/

lived

river

wind

pity

thin

think

/ɪ/

light

smiled

/ō/

oak

boastful

blows

so

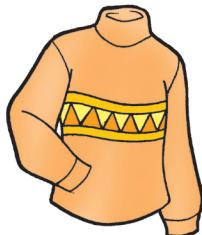
The S Blends and Clusters

- A. Read the following words clearly.

sturdy storm spread smiled
started strong sweetly stand

- B. Identify each picture.

Write the initial consonant blend.



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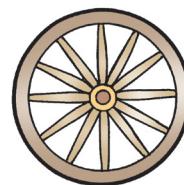
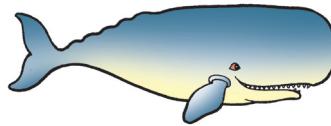


— — eater

— — elve

— — ail

— — ine



— — ale

— — eel

- C. Supply consonant blends and clusters to complete the phrases.

1. — — eep with a broom
2. draw a — — uare
3. ride on a — — ate board
4. a — — ooth skin
5. use the — — oon for the soup
6. — — — inkle with cold water

D. Complete each word by writing the missing consonant blend.
The meaning of each word is given.
Read aloud the words formed.

- | | |
|------------------|--------------------------|
| 1. ___ __ art | to begin; to set out |
| 2. ___ __ isper | to speak in a soft voice |
| 3. ___ __ eet | opposite of <i>sour</i> |
| 4. ___ __ ice | two times |
| 5. ___ __ __ eam | to cry out loudly |
| 6. ___ __ iz | a short test |

E. Complete the pairs of words.
Then read the words aloud.

/ɪ/	/ɪ/	/ɔ/	/ɔ/
_____	mile	not	_____
_____	sign	_____	coat
win	_____	got	_____
fit	_____	_____	cope
_____	pine	rot	_____

Saying It Aloud

Questions and Answers

Ask and answer the questions with feelings and expression.
Follow the intonation lines.

Is she arriving today?

That's what she said.

Do you think we passed the test?

Let's wait for her.

Well / we tried our best.

What are you thinking of?

I suddenly remembered.

It is Dad's birthday today!

Are we late?

I think so.

Everybody is already seated.

UNIT 3

STEERING THE WAY WITH VOWEL DIPHTHONGS AND CONSONANT DIGRAPHS

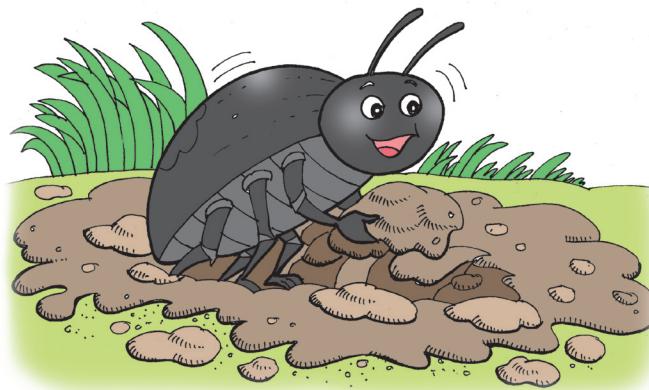


LESSON 1

The /ʊ/ Sound

Starting Off

Listen to the poem.



A Big Bug

A big bug,
a big black bug,
Dug into the mud,
dug into the muddy mud.
He had fun,
he had much fun,
Into the muddy mud, the big bug dug.

Moving On

A. Without looking at the poem, complete the sentences.

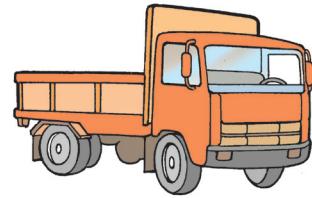
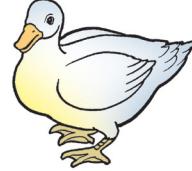
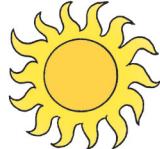
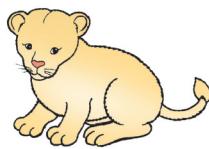
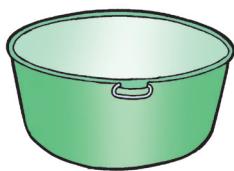
A big _____,
a big _____ bug,
_____ into the mud,
dug into the _____ mud.
He had so much _____!

- B. Read the lines again.
This time read it faster.
- C. Read the words from the poem.

bug dug mud muddy fun

What is the common sound you hear?
Make the sound three times.

- D. Name these pictures.



Working Out

- A. Read the words and phrases.
Pronounce the /u/ sound well.

Words

cut	dug	hut	bun	sun
gum	hum	fun	jug	hug
jumping	runner	hunter	lucky	bunny
funny	sunny	dusty	bundle	tumble

Phrases

a sticky gum
a jug of water
a bumpy road

jump over the rug
run in the mud
dug a deep hole

- B. Read the sentences. Pronounce the words with the /ʊ/ sound clearly.

1. Bunny jumped over the mud.
2. I saw some ducks under the small hut.
3. Keep the cut flowers in the jug.
4. The dump truck comes at sunrise.

Answer the questions orally.

1. Who jumped over the mud?
2. What did I see under the small hut?
3. Where will I keep the cut flowers?
4. What comes at sunrise?

Stepping Up

- A. Write a word with the /ʊ/ sound to complete the pairs.

Then read the word pairs aloud distinguishing the vowel sounds clearly.

- | | |
|-----------------|-----------------|
| 1. bag — _____ | 5. coat — _____ |
| 2. robe — _____ | 6. fan — _____ |
| 3. note — _____ | 7. ran — _____ |
| 4. rag — _____ | 8. son — _____ |

- B. Look for words with the /ʊ/ sound hidden among the letters.

Encircle the words and read them aloud.

s t j u m p o b

p p u w d r u m

f b u z z o l r

g u e r u s t l

k o q u e b u l b

d e t r u c k l e

- C. Let's play a game.

Answer the questions aloud.

Make sure your answer has the /ʊ/ sound.

What is...

wet sticky soil?

a small insect?

a small house?
a container for hot coffee?
a gesture showing love and care?

Saying It Aloud

Read the dialogue.

Helping Mother at Home

Mother: You are up early / Bunny.

Today is Saturday.

Bunny: Today is cleaning day / Mom.

I would like to help you.

Mother: Let us start in the kitchen.

Bunny: Can I throw away these broken cups and mugs?

Mother: Yes / please.

Bunny: Can I clean the bathroom too?

I love to scrub the bathtub!

Mother: You just want to play with water.

Bunny: You're right / Mom.

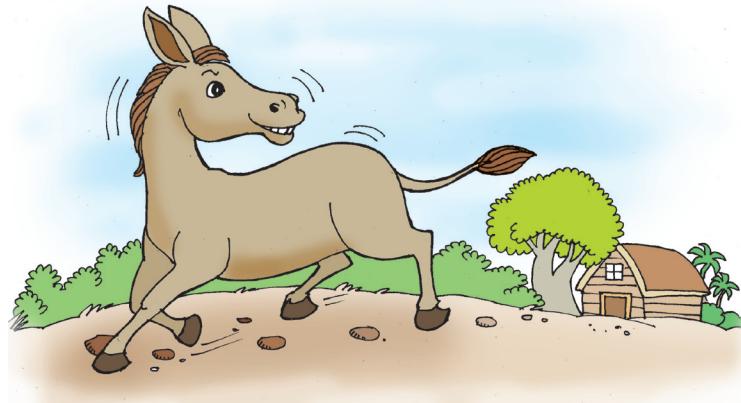
Act out the dialogue.

LESSON 2

The /ū/ Sound

Starting Off

Listen to the poem.



A Mule's Adventure

A huge bouncing mule came running away,
Strayed away from his keeper's view,
The huge mule heard music coming from a duke.

He picked on a cute bugle left on the pew,
Chewed sugar cubes and licked the dew,
And stepped on a rusty tube near a statue.

Moving On

- A. A mule is an animal that is an offspring of a donkey and a horse.
- B. Answer the questions briefly and orally.
 1. How does the mule look?
 2. What made the mule run away?
 3. What did the mule pick?
 4. What did he chew?
 5. What did he step on?

C. Read the underlined words in the poem.

huge

mule

view

music

cute

bugle

pew

cubes

dew

tube

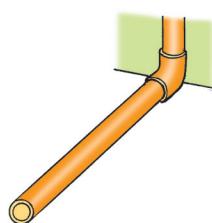
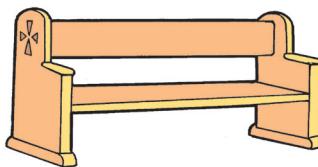
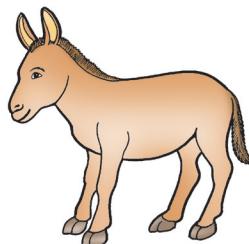
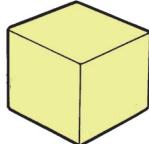
statue

duke

What is the common sound you hear?

Make the sound three times.

D. Name the pictures.



Working Out

A. Read the words and phrases. Pronounce the /ū/ sound well.

Words

use

tube

huge

cute

mute

yule

mule

fuse

muse

tune

duty

pupil

unit

music

review

usual

tutor

unite

bugle

mutant

Phrases

a cute dress

review for the test

a tube of paste

use your uniform

a huge cube

listen to the news

B. Read the sentences. Pronounce the words with the /ū/ sound clearly.

1. There were few people seated in the pews.
2. Hubert loves to listen to soft music.
3. I brought chicken barbecue for my tutor.
4. Don't forget to review the last unit in the book.

Answer the questions orally.

1. How many people were seated in the pews?
2. What does Hubert love to listen to?
3. What did I bring for my tutor?
4. What should I review?

Stepping Up

- A. Listen as the teacher reads the words.

Clap your hands when you hear a word with the /ū/ sound.

1. new – wood – cool – hue – sew
2. room – tube – mule – view – moon
3. glue – unit – cool – shoe – pupil

- B. Cross out the word with the /ū/ sound.

- | | | | |
|---------|------|------|------|
| 1. tone | Tom | tune | time |
| 2. paw | pie | pew | pot |
| 3. tube | teen | tub | ton |
| 4. no | note | nut | new |
| 5. hug | hog | huge | hoot |

- C. Read the words on the left column aloud.

Match them with their meanings on the right.

Write only the letter of your answer.

- | | |
|-----------|--|
| — 1. chew | a. very large and big |
| — 2. dew | b. to bite and grind with the teeth |
| — 3. cube | c. opposite of <i>many</i> |
| — 4. mule | d. tiny droplets on plants
in the morning |
| — 5. huge | e. an animal that looks like
a donkey and a horse |
| — 6. few | f. a figure with six equal sides |

Saying It Aloud

Read the dialogue.

Appreciating a Beautiful View

Aunt Lita sitting before the computer...

Aunt Lita: Dad / look at these pictures / posted by my cousin Eunice.

Uncle Fred: What a magnificent view!

Everything looks so green / up and down the valleys.

Aunt Lita: The climate must be cool / since it is above sea level.

Uncle Fred: I have heard a lot about Sagada.

It is famous / for its burial caves and hanging coffins.

Aunt Lita: Sagada is also famous / for its rice terraces.

The sides of the mountains are carved like terraces.

Uncle Fred: Let us plan a trip to Sagada / with the kids this summer.

Aunt Lita: They will surely enjoy the long road trip.

Act out the dialogue.

LESSON 3 The /au/ Sound

Starting Off

Listen to the poem.



The Funny Clown

A funny clown with eyes so brown,
So round and round and round,
Like the color of my gown,
Went to town and tumbled down.

He found an owl on the ground
And heard the sound of a hound,
Scared he ran so fast
And again tumbled down, down, down.

Moving On

- A. Answer briefly and orally.
1. Who went to town?
 2. How does the clown look?
 3. What did he find on the ground?
 4. What did he hear?
 5. What happened to him?

B. Read the words from the poem.

clown

brown

round

gown

town

down

found

owl

ground

sound

hound

down

What is the common sound you hear?

Make the sound three times.

C. Name the pictures.



Working Out

A. Read the following words, phrases, and sentences.

Pronounce the /au/ sound well.

Words

ou	—	out ground	mouth louse	loud sound	south count	noun shout
ow	—	howl crown	plow shower	town tower	bow sow	drown growl

Phrases

a loud sound

count all the nouns

a thousand houses

pound the ground

dark clouds

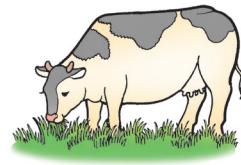
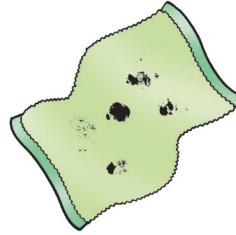
shout at the crowd

Sentences

1. The councilor wears a brown blouse with tiny flowers.
2. Our house is found down the road.
3. The children took a shower outside the house.
4. I was awakened by an owl making a loud hoot.

Answer the questions orally.

1. Who wears a brown blouse with tiny flowers?
 2. Where is our house found?
 3. Where did the children take a shower?
 4. What awakened me?
- B. Describe the pictures in sentences using words with the /au/ sound.



Stepping Up

- A. Encircle the words with the /au/ sound.

- | | |
|------------------|-----------------|
| 1. loud – load | 5. down – dawn |
| 2. no – now | 6. hose – house |
| 3. woo – wow | 7. oh – owl |
| 4. flower – flow | |

B. Read the poem with expression.

**This little mouse got caught in a trap,
And this little mouse she heard it snap.**

**This little mouse did loudly squeak out
And this little mouse did run all about.**

**This little mouse said, “Do not bewail
And let us take hold and pull him out by the tail.”**

Underline the words with the /au/ sound.
Read them aloud.

C. Pronounce the following words.

There are silent letters in the words.

Underline them.

- | | |
|-----------|-----------|
| 1. honest | 6. right |
| 2. tomb | 7. knife |
| 3. bought | 8. calm |
| 4. lamb | 9. hour |
| 5. knee | 10. bathe |

Say the words again.
Spell them.

Saying It Aloud

On Urban Gardening

Teresa: Mom / I found a brown bag near the stairs.

Mother: Oh / that's the new trowel.

I plan to plant some herbs and vegetables.

Mario: We don't have enough space at our backyard / Mom.

Teresa: We can plant on cans / wooden boxes / and plastic containers.

Mother: We can hang them in our veranda / or attach them to the walls.

What is important is that they get plenty of sunshine.

Mario: Mom / I can water the plants.

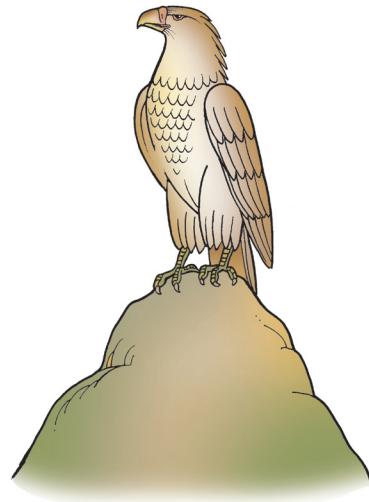
I can do that regularly after school.

Mother: That's a good idea.

LESSON 4

The /ō/ Sound

Starting Off



The Eagle

Alfred Tennyson

**He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.**

**The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.**

Moving On

- A. Let us learn more about the eagle in the poem.

The eagle is a large bird with long broad wings and thick, heavy feet. It symbolizes strength and power.

It has very keen eyes and clear vision especially when it looks for prey in a far distance. It would sit or stand on a cliff

or a mountaintop observing what is happening below, above, or around it.

1. Describe the eagle in the first stanza.
2. Describe the eagle in the second stanza.
What can it do?

- B. Recite the poem with expression.
- C. Say the words taken from the poem.

crawls

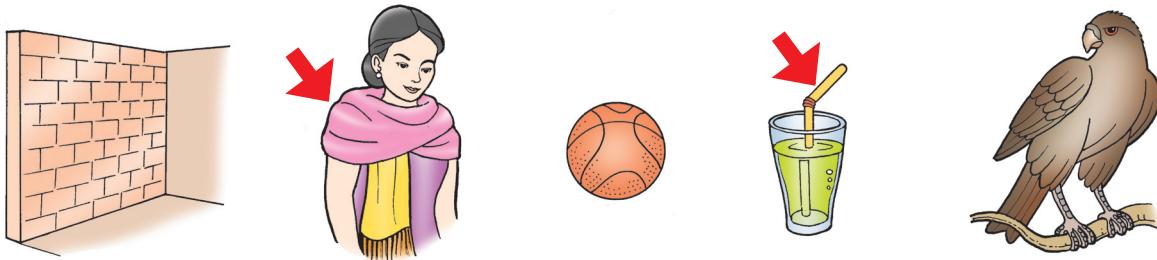
walls

falls

What is the common sound you hear?

Make the sound three times.

- D. Name the pictures.



- E. Read the following words, phrases, and sentences.

Pronounce the /ɔ/ sound well.

Words

small	mall	fall	salt	call
stalk	paw	lawn	crawl	stall
caught	thought	bought	toss	dawn

Phrases

a tall wall
a huge mall
a silky shawl

caught a hawk
walk to the town hall
toss the ball

Sentences

1. Pauline likes spaghetti with a lot of cheesy sauce.
2. Draw a big ball on the board with this colored chalk.
3. Can I add more salt to the steamed crab claws?
4. Call Paul so we can play football.

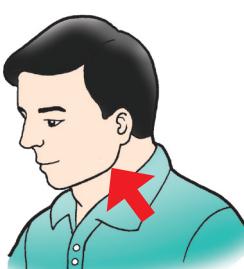
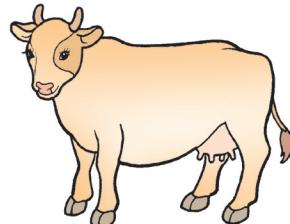
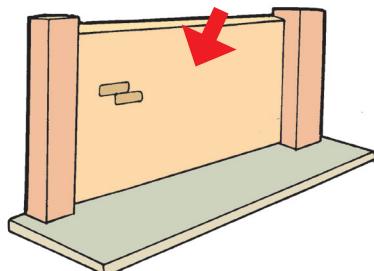
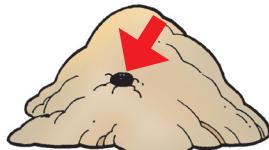
Answer the questions orally.

1. How does Pauline like her spaghetti?
2. Where will I draw a big ball?
3. What will I add to the steamed crab claws?
4. Why should I call Paul?

Working Out

- A. Identify the pictures.

Then color all the pictures with the /ō/ sound.



- B. Complete the word pairs with the missing word.
You may choose from the words in the parentheses.
Then read the completed pairs aloud.

/ō/

/ō/

1. hole — _____ (hail, howl, hall)
2. bowl — _____ (ball, boat, bow)
3. coat — _____ (cut, caught, cot)
4. coal — _____ (cold, call, cook)
5. mole — _____ (mold, mall, mouth)
6. toast — _____ (toss, tons, test)

- C. Arrange the words inside the boxes to form sentences.
Then read the sentences formed aloud.

from telephone
daughter the
call my is

crawling I on
saw ants wall
the

ball please the
high toss

Stepping Up

Read the questions and answers correctly pronouncing the words with the /ɔ/ sound clearly.

Have you seen my ball?

Is this yours?

I found it in our lawn.

Oh my! What is in your hand?

A bug!

I found it crawling on my shawl.

Why is she crying?

She had a bad fall.

Her feet hit the wall.

Why do you need colored chalk?

I will draw flower borders.

Saying It Aloud

Read the dialogue.

Showing Concern

Mother: Wakeup / wakeup!

Paul: What is wrong / Dad?

It's almost dawn.

Father: It has been raining very hard.

The typhoon has struck our town.

Mother: Look Dad / there is water in our lawn.

The street across is also flooded.

Father: Attend to your sisters / Paul.

Mother: Dad / can we ask our neighbor to stay with us?

Water has entered their house.

Father: I will go there now.

Their father has been away.

LESSON 5

Final Consonant Blends

Starting Off

Listen to the poem.

Let Us Do This!

Around the camp, it was getting cold and dark,
One task after another, let us be swift.
Light the lamp, do not mind the frog that leapt.
Melt the butter, roast the chicken,
Lay down the quilt, ready the drink with mint,
Serve the fish newly baked,
Send in the band, start the music,
So it can be heard by friends
Coming to dinner.

Moving On

- A. Read the poem again. Answer the questions.
 1. What time of day was it?
 2. What tasks should be done?
 3. What are all the tasks for?
- B. Recite the poem again, pronouncing the words with bold letters clearly.
- C. Read the following words, phrases, and sentences.
Produce the sounds of the consonant blends clearly.

Words

1. Final consonant blends with short vowel sounds before them

/nd/

sand	band	lend	spend
hand	send	wind	land

/lt/

belt	silt	colt	knelt
built	melt	wilt	quilt

/st/

west	test	just	best
dust	guest	pest	nest

/ft/

left	thrift	lift	raft
soft	swift	craft	drift

/nk/

drink	wink	tank	bank
blank	link	pink	trunk

/sk/

ask	disk	risk	husk
flask	mask	cask	desk

/mp/

lamp	pump	shrimp	jump
swamp	damp	limp	camp

2. Final consonant blends with long vowel sounds before them

/st/

waist	ghost	coast	toast
roast	most	beast	post

/nd/

bind	round	blind	ground
found	kind	mind	pound

/nt/

paint

saint

pint

faint

/ld/

gold

cold

mild

sold

told

wild

sailed

failed

3. Other final consonant blends

/rk/

dark

hark

park

mark

fork

spark

work

bark

/rt/

part

heart

skirt

start

cart

short

smart

shirt

/rd/

card

heard

guard

hard

beard

cord

board

yard

/pt/

kept

wept

swept

tempt

script

accept

slept

leapt

/kt/

baked

tricked

sacked

packed

picked

select

collect

locked

Phrases

a swift raft

spent several cents

a soft vest

sank in the tank

sand on my hand

slept with his belt

a kind blind man

lift the craft

Sentences

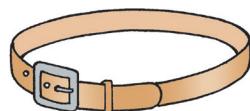
1. Did you wink at the lady in pink?
2. I can't print the test paper.
3. Gab stood last in the first row.
4. Ben baked the cookies and packed them all.

Answer the questions orally.

1. What did you do?
2. What can't you print?
3. Where was Gab?
5. What did Ben do?

Working Out

- A. Complete the picture names by encircling the final consonant blend.
Write them on the lines provided.

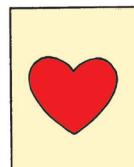
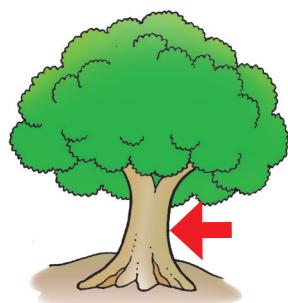


b e _ _

st lt ft

h a _ _

nt nd st

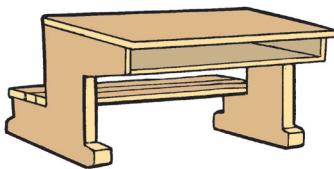


tr u _ _

mp nt nk

h e a _ _

rd rt lt



p a i _ _

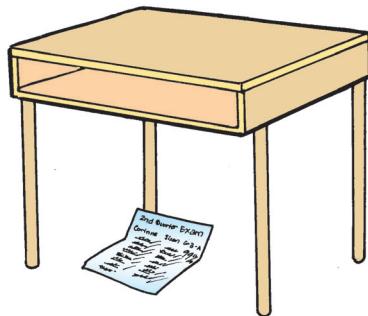
np nt ft

d e _ _

lt sk nt

B. Look at the pictures.

Describe them orally.



Stepping Up

A. Complete the words with the missing letters.

The meaning of the word is given.

1. k i _ _ considerate; gentle
2. s w i _ _ quick; fast
3. g r o u _ _ surface of the earth; soil
4. w a i _ _ part of the body between the chest and hips
5. s a _ _ loose, small tiny bits of hard broken rocks
6. w i _ _ quickly close one of the eyelids; to blink

B. Recite the poem with expression and action.

The Chickens

Group 1: Said the first little chick,
With a queer little squirm,

Solo 1: “I wish I could find
A fat little worm.”

Group 2: Said the next little chicken,
With an odd little shrug,

Solo 2: “I wish I could find
A fat little bug.”

Group 1: Said the third little chicken,
With a small sigh of grief,

Solo 3: “I wish I could find
A green little leaf.”

Group 2: Said the fourth little chick
With a faint little moan,

Solo 4: “I wish I could find
A wee gravel stone!”

Solo 5: “Now see here,”

All: said the Mother,
From the green garden patch,

Solo 5: “If you want any breakfast,
Just come here and scratch.”

—Author Unknown

Read the underlined words.

Recite the poem again with feelings and expression.

Saying It Aloud

Listen to the directions.

Then do the directions step by step.

1. Meow like a cat.
Shake your body.
Say, “Look at me!”
2. Look outside the window.
Say, “Hi.”
Give a thumbs-up sign.
3. Take a deep breath.
Pretend to be in pain.
Say, “I’m okay.”

Do the following:

1. Spell your name.
Touch your left elbow.
Bend your body.
2. Look at your teacher.
Give her a nice smile.
Dance a few steps.
3. Scratch your head.
Say a number.
Count your classmates up to that number.

LESSON 6

Consonant Digraphs: The Sounds /ch/, /sh/

The Sound /ch/

Starting Off

Listen to these tongue twisters.

Tongue Twisters

1. **Cheska chose cheese from the chest.
From the chest Cheska chose cheese.
Cheese from the chest Cheska chose.**
2. **Teach Butch how to search
for peach on the beach.**

Moving On

The sound /ch/ is a consonant digraph.

The consonant letters **c** and **h** spoken together have a different single sound.

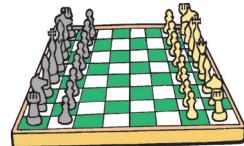
Make the sound three times.

- A. Read the tongue twisters three times, each time faster than the previous one.
- B. Read the words taken from the tongue twisters.

Cheska	chose	cheese	chest
teach	Butch	search	peach
			beach

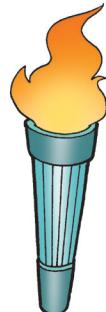
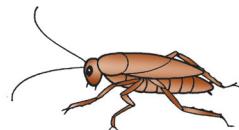
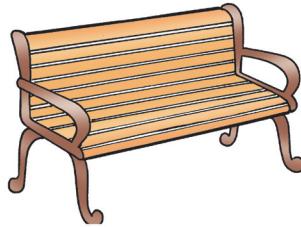
- C. Get a partner and recite the tongue twisters together.

D. Name these pictures.



What sound do you hear in the beginning?

Name these other pictures.



What sound do you hear at the end?

Working Out

A. Read the words, phrases, and sentences.

Pronounce the words with the /ch/ sound clearly.

Words

Initial

cheap
chop

church
chair

chicken
check

cheer
change

child
cheek

Final

porch
branch

much
rich

each
beach

catch
teach

which
ditch

Phrases

a chair for Charlie
each teacher
a chubby cheerleader

touch the chick
choose a watch
reach for the branch

Sentences

1. The teacher gave each child a piece of chalk.
2. Chop the whole chicken to bite-size pieces.
3. Charles loves to play chess.
4. Archie will carry the biggest torch.

Answer the questions orally.

1. What did the teacher give each child?
2. How will I chop the whole chicken?
3. Who loves to play chess?
4. What will Archie carry?

B. Look at the pictures.

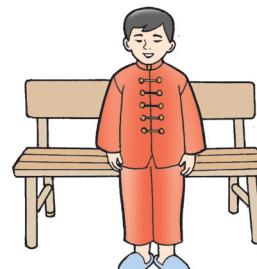
Read the phrases aloud.

Match the picture with the phrase that describes it.

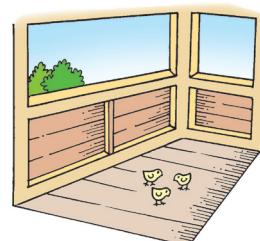
1. chicks in the porch



2. a coach holding a torch



3. a Chinese boy near a bench



4. a big watch



Stepping Up

Read each sentence carefully.

Underline the word that makes the sentence correct.

Then read the sentences aloud.

1. Chona comes from a (rich, reach) family.
2. The watch I bought is (chip, cheap).
3. The ball fell into a (ditch, pitch).
4. Which of these (chairs, cheers) needs to be changed?

The Sound /sh/

Listen to the poem.

Shiny Sheep

Six sheep shook the bush near the shed
Found a brush for their shaggy wool.
They brushed and brushed their wool,
Soon it will shine and shimmer –
A parade of sheep shining like new!

Moving On

A. Read the poem. Answer the questions.

1. What did the sheep do?
2. What did they find?
3. What did they do next?
4. What will happen next?

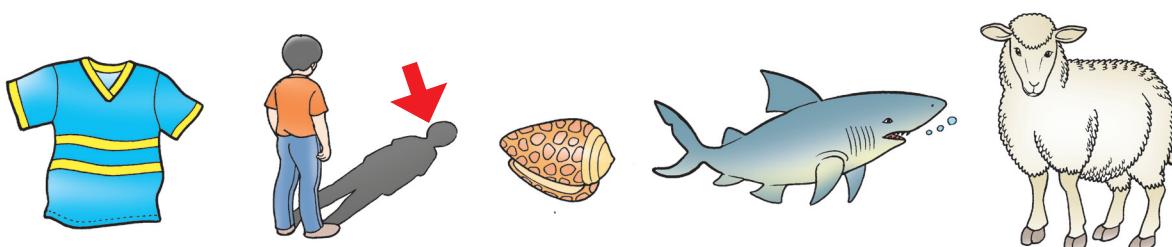
- B. Recite the poem with expression.
- C. Read the words. Pronounce the words with the /sh/ clearly.

sheep	shook	bush	shed
brush	shaggy	shine	shimmer
shining			

The /sh/ sound is a consonant digraph.

The letters **s** and **h** together have a different single sound.

- D. Name these pictures.



Working Out

- A. Read the words and phrases.
Pronounce the /sh/ sound clearly.

Words

Initial

shake	sharp	shine	shade	shrimps
show	shoot	shoulder	short	shoes

Final

bush	dish	wash	fresh	fish
brush	squash	clash	trash	splash

Phrases

a short shirt	a fish dish	shells and shrimps
---------------	-------------	--------------------

shine a shoe	wash off the ashes
show him the trash can	

B. Read the sentences.

1. Sharon shared her sandwich with me.
2. Our family sells shrimps and fish.
3. Sheila had rashes after eating a seafood dish.
4. The wind blew the ashes towards the seashore.

Answer the questions orally.

1. Who shared her sandwich with me?
2. What does our family sell?
3. What happened to Sheila?
4. What happened to the ashes?

Stepping Up

A. Read the pairs of words. Pronounce the words well.

/s/	/sh/	/s/	/sh/
see	—	she	sell
sip	—	ship	seat
sign	—	shine	sock
said	—	shed	soot
			shell
			sheet
			shock
			shoot

B. Complete these phrases.

Choose from the words in the box.

trash
shake

shine
shark

wash
shelf

1. books in the _____
2. empty the _____ can
3. _____ the bottle
4. _____ a shoe
5. a _____ in the sea
6. always _____ your hands

C. Read the story.

A Share in the Reward

There was a quiet and peaceful village / along the seacoast. // The people lived mainly by fishing as the sea had been good to them. // They were always blessed / with a bountiful catch of fish, / crabs, / shrimps, / shells, and other sea animals.

Living in the village was a rich and generous man. // He was loved and looked up to by the people because he shared his blessings with them. //

The man had been childless / for ten years. // So when his wife gave birth to his first born, / he wanted to celebrate it with everyone. // He arranged for a big feast / for all the people. //

The rich man called for the best cooks / in the village. // He asked them to prepare their best dishes. // He wanted to surprise his wife / with her favorite special fish dish. // But no one could catch the fish in the sea. // The king was very disappointed. //

“I would give a reward / to whoever could catch the fish / to complete my feast,” / he announced. //

The fisherfolks scrambled and rushed/ to their fishing boats / to look for the rare fish. // All came back empty-handed / except for a young man / who braved the rough seas and big waves / to reach a nearby island / where the water was calm. // He watched patiently. // Suddenly the fish jumped / in the still water. // He immediately cast the net / and caught the fish. //

The young man rushed / to the rich man’s house. // But the gatekeeper stopped him. // “I will only allow you / to present your catch / if you promise to share with me / a part of the reward. //

When the young man stood face to face before the rich man / he said, / “Sir, can I also have 100 lashes as part of my reward?” // The rich man was taken by surprise. // The young man was forced to tell him the truth about the gatekeeper.

Lesson: You will find yourself in trouble when you are greedy.

—Adaptation

1. Underline all the words with the /ch/ sound and encircle those with /sh/ sound. Then read all the underlined words aloud.
2. Answer the questions orally.

Where did the story happen?

Why was the rich man unhappy?

Why did the rich man plan a big celebration?

What made the fisherfolks look for the rare fish?

Why did the young man ask for 100 lashes?

What is the lesson of the story?

LESSON 7

Blending

Blending is the process of combining related words in a smooth flow of speech. It is saying the words in a phrase as if they were just one long word. Usually, the final consonant of the first word is blended with the initial vowel of the next word.

in a minute in a minute Mom and Dad Mom and Dad

for a while for a while We saw her. We saw her.

Say the groups of related words without pause. Blend the groups of words.

Noun Phrases

a tiny house
my new dress
the tall building

the smart lady
our friendly teacher
an exciting trip

Prepositional Phrases

from his desk
between the boxes
to the gym

under the tall tree
for a new neighbor
inside the big box

Verb Phrases

danced gracefully
slept soundly
speak softly

laughed loud
smiled sweetly
walked fast

Adjective and Adverb Phrases

extremely beautiful
very talented
so comfortable

tall and sturdy
sweet and juicy
far and wide

Simple Sentences

Everybody was happy.
I cleaned my room.
Are you coming?

Please come in.
The sea is so calm.
It's very windy!

Exercises

- A. Say the sentences. Remember to pause after a slant line. Stop after two slant lines. Do not forget to blend the words in a phrase or within the thought group.
1. My grandmother / found a big box / outside the gate. //
 2. I forgot / to put my soiled clothes / in the bin. //
 3. Our reading teacher / gave us / a long assignment. //
 4. Somebody / left his lunch box / under his chair. //
 5. Did you close / the back door? //
- B. Read the selection.

Garbage Segregation

What is garbage?

Garbage / is what is left of the products / that we use every day / such as used paper / boxes and containers of things we buy / peelings and scraps / from fruits and vegetables / and plastic bags from meat and fish. // We use so many products / that we throw out so much too. // This has become a big problem / all over the world. // We call it / a global problem. //

Too much trash and garbage / is not good for the people and the environment. / We have to dispose of it properly. // We have been encouraged / to create less garbage / to lessen what we have to throw. // We are often reminded / to segregate our trash and garbage. //

Form four groups to report on garbage segregation.

You will report on the following:

1. kind of garbage
2. what to do with wet or organic or biodegradable waste
3. what to do with harmful or toxic waste
4. What to do with dry or nonbiodegradable waste

Looking Back

Read the story. Observe correct phrasing and pausing.
Pay attention also to the underlined words.

The Crow and the Jug

One day, / a tired crow had been walking / through the hard and dry ground / in search for something to drink. // The brooks and rivers had all dried up. // He had been looking for water to quench his thirst / but he could not find a single drop. //

From a far distance / he saw a small hut / and on the porch was a large jug // He quickly flew over it / hoping there was water in the jug // Hooray! / There was water at the bottom! // The crow jumped with joy // He looked down / into the jug // “Now, / I could have water to drink” / he said to himself. //

The thirsty crow tried to reach for the water / with his beak / but he couldn't. // The more he tried / the more he felt thirsty. // He pecked at the jug hard / hoping to break it / but it would not. //

“I better push it / so it would fall down” / he said. // But the jug was too heavy / it wouldn't even move an inch. //

But the crow did not give up // He looked around / and he saw pebbles / by the roadside // One by one / he picked them up / and dropped them / one after another into the jug //

The pebbles pushed up the water / in the jug / until the water reached the brim // At last / the crow had cold water to drink // “In the end / my hard work was all worth it.”//

Lesson: You will get what you want if you try hard enough.

Exercises

A. Let us read the underlined words in the story.

Vowels

/ʊ/	jug	up	hut
/au/	ground	down	around
/ɔ/	small	fall	saw

Digraphs

/ch/	search	reach	parch
	inch	quench	porch
/sh/	push	pushed	

Final blends

hard	find	drink	around
tired	thirst	felt	ground
end	work	cold	pecked (kt)
picked (kt)	looked (kt)	dropped (pt)	pushed (sht)

B. Read the phrases in one breath stream.

a tired crow	dropped them off
a small hut	pushed up the water
a large jug	could not reach it

C. Let us play a game.

Think of words that begin with the consonant digraphs /ch/ and /sh/. Answer orally.

What am I?

1. You sit on me.
2. You find me on the seashore.
3. You use me when writing on the board.
4. I am a big fish with sharp teeth.
5. I am an animal with short horns and four legs. I give you wool.

D. Complete the pairs of words.

Then read them aloud distinguishing the /ch/ and the /sh/ sounds from each other.

/ch/ – /sh/

1. _____ share
2. cheat _____
3. _____ shoe

/ch/ – /sh/

4. watch _____
5. cheap _____
6. _____ shop

E. Practice reading the sets of words.

Pay attention to the words in boldface and say them clearly.

/ō/

well **wall** whale
hole hail **hall**
fall fail fell

/au/

house has hose
mess mass **mouse**
send sand **sound**

/ĕ/

but bat bet
not net **nut**
big bag **bug**

/ĕ/

mall **mule** mole
now no **new**
cot **cute** cut

F. Read the pairs of words.

Complete each sentence with the correct word.

tube – tub

1. Don't stay long in the bath _____.

show – shawl

2. Can you _____ me your report card?

loud – load

3. We heard a _____ sound coming from the house.

hug – huge

4. You may _____ your teddy bear.

house – hose

5. Our family bought a new _____ near a park.

Saying It Aloud

Questions and Answers

Is that my book?

No / it is not.

You must have left yours somewhere.

Is Grandma coming?

She just called.

She will be here anytime soon.

How long have you been here? I have been here / since ten o'clock.

I was about to leave.

Are you looking for something? I couldn't find my key chain.

Have you seen it?

May I sit beside you?

Surely / you may.

The program is about to start.

UNIT 4

FLYING HIGH

WITH SPECIAL VOWELS AND OTHER CONSONANT DIGRAPHS



LESSON 1

The /ʊ/ Sound

Starting Off

Listen to the poem.



A Good Boy

Robert Louis Stevenson

- Solo A:** I woke before the morning, I was happy all the day,
I never said an ugly word, but smiled and stuck to play.
- Solo B:** And now at last the sun is going down behind the wood,
And I'm very happy, for I know that I've been good.

- Solo A:** My bed is waiting, cool and fresh, with linen
smooth and fair,
**And I must off to sleepin-by, and not forget my
prayer.**
- Solo B:** I know that, till to-morrow I shall see the sun
arise,
**No ugly dream shall fright my mind, no ugly sight
my eyes.**
- All:** But slumber hold me tightly till I wake in the
dawn,
**And hear the thrushes singing in the lilacs round
the lawn.**

Moving On

A. Read the poem again.

Fill in the blanks with the correct answer.

The boy has been _____ all day,

For he never said an _____ word during the day.

Now, as the _____ is about to set,

He is happy as he knew he had been _____ all day.

His cool _____ with its fresh linen is waiting for him,

But he will not forget to say his _____.

For _____ when the sun shall arise,

He will not be bothered by an ugly _____ that night.

As he wakes up at _____,

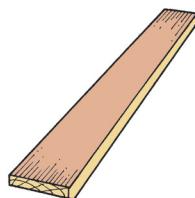
He would hear the thrushes singing round the _____.

- B. Recite the poem with expression.
- C. Read these words taken from the poem.

wood

good

- D. Name these pictures.



Working Out

- A. Read the following words and phrases.
Pronounce the /ʊ/ sound clearly.

Words

stood	look	soot	shook	brook
push	could	should	full	good
hood	took	bush	crook	book

Phrases

a good book	stood by the bush
a crook by the brook	could not push
full of soot	pull the hook

- B. Read the sentences aloud pronouncing words with /ʊ/ sound well.
 1. Butch is a good cook.
 2. The butcher stood by the wooden stool.
 3. You can either push or pull the bulletin board.
 4. Luke is reading a good book.

Answer the questions orally.

1. What can you say about Butch?
 2. Where is the butcher?
 3. What will I do with the bulletin board?
 4. What is Luke doing?

Stepping Up

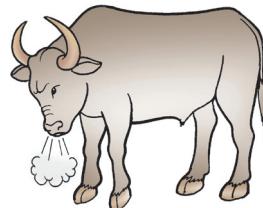
- A. Name the pictures.

Complete the picture name by encircling the vowel/s that stand for the /u/ sound and write them on the blanks.



b_k

oo, o, ou



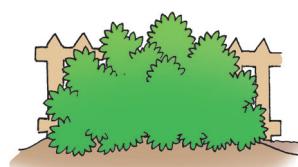
b_ll

ue, u , oo



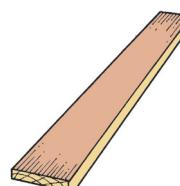
c—k

o, u, oo



b____sh

u, ue, o



w d

oe, oo, o

B. Encircle the word that has the same sound as the key word on the left.

1. could — cold, cooed, should, sold
2. wood — world, good, old, work
3. book — block, broke, cook, coke
4. stood — stool, stole, hood, hold
5. full — pull, fall, fool, fell

C. Complete the phrases with words from the box.

Then read the completed phrases aloud.

cook	good	foot	stood
------	------	------	-------

1. a _____ book

2. _____ by the nook

3. hit my _____

4. a kind _____

push	took	wolf	hook
------	------	------	------

1. hang it on the _____

2. a _____ in the woods

3. _____ a nap

4. _____ the table

D. Read the words aloud.

small	own	show	hot	for
draw	clean	grow	together	shall
laugh	think	plate	church	friend

Complete the words with the missing letters.

- | | |
|-------------|--------------------|
| 1. sm ____ | 5. to ____ th ____ |
| 2. f ____ | 6. la ____ |
| 3. ____ ink | 7. cl ____ n |
| 4. ____ all | 8. ____ aw |

Saying It Aloud

Read the dialogue.

Asking for a Favor

Carl: Hello Mike. / This is Carl.

I won't be able to go to school today.

Mike: What's wrong?

Carl: I am not feeling well.

I think / I am going to have flu.

Mike: Too bad.

Our sports fest starts today.

Carl: And that makes me sad.

Please tell our coach / I won't be able to play today.

Mike: Do not worry / I will.

He will surely understand.

Carl: Thank you / Mark.

Act out the dialogue.

D. Read the selection.

Eco-Friendly Tips

Eco-friendly tips are ways of protecting the environment. We all have to conserve and save on power and water.

Water is very important in our lives. We cannot live without water.

Water shortage has now become a major problem all over the world. We have to save on water. Turn off the faucet when brushing your teeth. Finish the water in your glass. Repair or replace leaking faucets right away.

Do you know that plastic bags take around 400 years to degrade? So, let us avoid using plastic bags. It would be better to use reusable bags when shopping or going to the market.

We should avoid buying too many things. They only add to our garbage and waste. Buy only things we need. Borrow or share things between family and friends.

We can cut down on waste. Put just enough food on our plate. Refrain from taking too much food that we cannot finish. Leftovers add to our waste or garbage.

Save on power and electricity. Turn off the television, radio, and other appliances when they are not in use. They still consume electricity when on standby mode. Switch off the light whenever we leave the room.

1. What important eco-friendly tips are mentioned in the selection?
2. Give other ways you can save and conserve water and power.
3. How do you plan to use these tips in your daily life?
4. In one sentence, state the importance of caring for the environment.

LESSON 2

The /ü/ Sound

Starting Off

Listen to the poem.



The Elf and the Dormouse

Oliver Herford

Solo 1: Under a toadstool, crept a wee Elf,
Out of the rain to shelter himself.

Solo 2: Under the toadstool, sound asleep,
Sat a big Dormouse all in a heap.

Group 1: Trembled the wee Elf, frightened and yet
Fearing to fly away lest he get wet,
To the next shelter – maybe a mile!
Sudden the wee Elf smiled a wee smile.

Group 2: **Tugged till the toadstool toppled in two,
Holding it over him, gaily he flew.
Soon he was safe home, dry as could be.
Soon woke the Dormouse,**

Solo 3: **“Good gracious me!”
Where is my toadstool?”**

Group 2: **loud he lamented.
– And that’s how umbrellas first were invented.**

Moving On

A. Read the questions and circle the letters of the correct answer.

1. Who crept under the toadstool?
a. dormouse b. elf
2. Why did he go under the toadstool?
a. It was very hot. b. It was raining.
3. Who was sleeping under the toadstool?
a. elf b. dormouse
4. Why was the elf afraid to fly away?
a. He would get caught. b. He would get wet.
5. What did the elf do?
a. He toppled the toadstool and flew away with it.
b. He woke up the dormouse.

B. Recite the poem with expression.

C. Read these words taken from the poem.

toadstool two flew soon

What is the common sound you hear?

Make the sound three times.

D. Name these pictures.



Working Out

A. Read these words and phrases pronouncing the /ü/ sound clearly.

Words

fruit	threw	flute	group	true
cool	stoop	poor	tomb	pool
canoe	room	choose	womb	school

Phrases

fruit juice	threw the spoon away
a blue balloon	choose your group
a cool room	tour the school

B. Encircle the word that rhymes with the key word on the left.

1. blue — bowl, blew, blow, bawl
2. fool — pool, fowl, pole, pull
3. booth — tooth, book, broth, both
4. loose — loss, goose, ghost, lost
5. soup — soap, soul, sap, troop

Stepping Up

- A. Let us play a game.

Clap your hands twice when you hear a word with the /ü/ sound.

goose	ghost	group	good	goat
true	too	toll	top	threw
foot	fruit	tooth	food	flew

- B. Read the sentences and encircle the words with the /ü/ sound.

1. Luz lost her tooth in the swimming pool.
2. She offered me noodle soup and a scoop of ice cream.
3. The welcoming group gave us a tour of the many rooms in the museum.
4. Stir your fruit juice with this spoon.

Answer the questions orally.

1. Where did Luz lose her tooth?
2. What did she offer me?
3. Who gave us a tour of the museum?
4. What will I do with this spoon?

- C. Read the words on the left.

Match the words with their meanings. Write the letters.

- | | | |
|----------|-------|---------------------------------------|
| 1. moon | _____ | a. sixth month of the year |
| 2. grew | _____ | b. an object seen in the sky at night |
| 3. boom | _____ | c. past tense of grow |
| 4. blue | _____ | d. color of the sky on a clear day |
| 5. June | _____ | e. a large waterbird |
| 6. goose | _____ | f. a very loud sound |

Saying It Aloud

Read the dialogue.

On Saving Money

Ruth: Susan / there is a nice movie in town.

Let us go and watch it.

Susan: I can't go with you.

I'm saving my money.

Ruth: Do you plan to buy something?

Susan: I have nothing in mind.

I just want to have some savings.

Ruth: Why?

Susan: I don't have to ask from my parents / in case I need something.

Ruth: Well / that's a nice idea.

We can just watch TV at home.

Act out the dialogue.

LESSON 3

The /öɪ/ Sound

Starting Off

Listen to the poem.

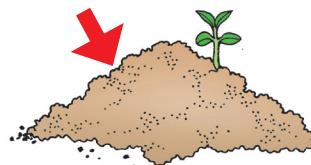


Spring
(Excerpts)
William Blake

Little Boy,
Full of joy;
Little Girl,
Sweet and small;
Cock does crow,
So do you;
Merry voice,
Infant noise,
Merrily, Merrily, to welcome in the year.

Moving On

- A. In some countries, spring is one of their four seasons. It is the season that comes after winter and before summer. The weather in spring can be frosty and cold at night. It can be sunny and warm during the day.
1. Why do you think children welcome spring?
 2. What do you think happens to plants in spring time?
- B. Recite the poem with expression.
- C. Read these words taken from the poem.
- boy joy voice noise
- What is the common sound you hear?
Make the sound three times.
- D. Name the pictures.



Working Out

- A. Read the following words and phrases.
Pronounce the /oy/ sound well.

Words

oy	toy	soy	destroy	alloy	enjoy
	oyster	royal	loyal	voyage	annoy
oi	boil	foil	poison	coil	doily
	point	noise	broil	spoil	moist

Phrases

a dainty doily
a spoiled boy
a soft voice

enjoy the voyage
point to the dot
join the rope ends

- B. Read the sentences pronouncing the words with the /ɔɪ/ sound clearly.

1. Do roses grow in moist soil?
2. The principal scolded the noisy boys.
3. Add a little olive oil to the oysters.
4. Teacher Loisa has a loud voice.

Answer the questions orally.

1. What do I want to know?
2. Why did the principal scold the boys?
3. What should I do to the oysters?
4. Who has a loud voice?

Stepping Up

- A. Write **oy** or **oi** to complete the word.

1. p __ __ nt
2. __ __ ster
3. c __ __ l
4. d __ __ ly
5. n __ __ sy
6. b __ __ l

- B. Read the paragraphs aloud.

Then underline all the words with the /ɔɪ/ sound.

Today is going to be a fun day! Uncle Roy and my cousins are coming over for lunch. Dad will broil pork loin and fish. Mom will boil oysters with soy sauce and a little oil.

My cousins Loida and Doy will bring some board games but I'm sure we will end up playing in the muddy soil outside. There we can make a lot of noise and have real fun.

C. Read the words.

brave	coins	heart	slide	blossom
third	blouse	sunny	first	chalk
dinner	knife	break	prince	playful

Say the words again.

D. Cross out the words that are not spelled correctly.

1. blosom	blossom	blusom
2. coins	cions	coynes
3. challk	chok	chalk
4. knipe	knife	knief
5. sunne	sunny	suny

Complete the sentences with the correct sight words in Exercise C.

1. Walking on a _____ day is good for the _____.
2. The _____ _____ did not want to leave the _____ in the park.
3. Is Arthur the _____ or the _____ boy in the family?
4. The _____ boy tried to _____ the window during the fire.

Saying It Aloud

Read the dialogue.

A Science Project

Teacher: Class / are you ready to work on your Science project now?

Class: Yes / we are / Ma'am.

Jerome: We will plant mongo seeds in the boxes.

Teacher: What do we want to know?

Joyce: Will the mongo seeds grow well / where there is no sunlight?

Teacher: Correct. I hope you have all the materials needed.

Now / what should you remember?

Grace: Make sure the soil is moist.

Troy: Put space between the seeds.

Teacher: Children / please don't be too noisy.

You may discuss in a low voice.

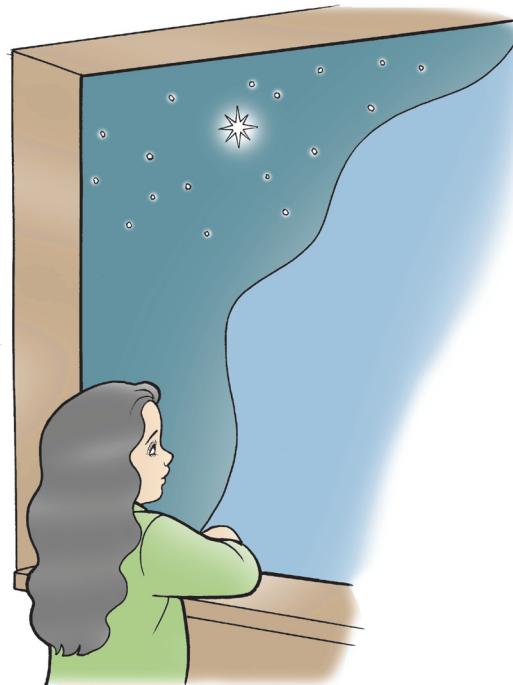
Act out the dialogue.

LESSON 4

The /ä/ Sound

Starting Off

Listen to the poem.



Twinkle, Twinkle, Little Star

(*Excerpts*)

Jane Taylor

Twinkle, twinkle, little star
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

Then the traveler in the dark,
Thanks you for your tiny spark,
He could not see where to go,
If you did not twinkle so.

**As your bright and tiny spark
Lights the traveler in the dark,
Though I know not what you are
Twinkle, twinkle, little star.**

Moving On

- A. Underline the word that completes the sentence.
1. The little girl (knows, wonders) about the little star.
 2. The star looks like a (pearl, diamond) in the sky.
 3. The star lights the (traveler, hunter) in the dark.
 4. He is guided by the star's tiny (spark, rays).
 5. He would not see where to go if the star didn't (flash, twinkle).

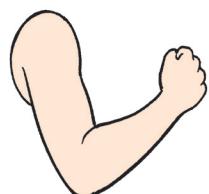
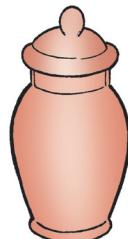
- B. Recite the poem with expression.

- C. Read the words from the poem.

star are dark spark

What is the common sound you hear?
Make the sound three times.

- D. Name the pictures.



Working Out

- A. Read the following words and phrases. Pronounce the /ä/ sound well.

Words

cart	tart	part	lard	lark
mark	yard	jar	dart	bark
guard	chart	card	farm	dark

Phrases

a car in the garage	bark at the guard
a dark jar	park near the market
a large barn	march around the garden

- B. Read the sentences aloud pronouncing words with the /ä/ sound clearly.

1. Do parrots eat carrots?
2. Bart kept the car key inside the jar.
3. Put a check mark on the hard cardboard.
4. My grandparents live on a faraway farm.

Answer the questions orally.

1. What do I want to know about parrots?
2. Where did Bart keep the car key?
3. What will I put on the hard cardboard?
4. Where do my grandparents live?

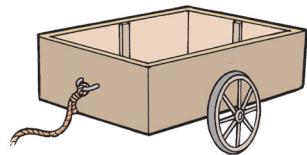
Stepping Up

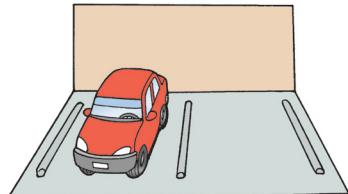
- A. Describe the pictures using words with the /ä/ sound.
You may choose from the words in the box.

cart
sweep
farm

farmer
guards
yard

marching
car park
large











- B. Write three more rhyming words to complete the series.
Then read the words aloud.

1. car, jar, _____, _____, _____
2. dark, lark, _____, _____, _____
3. arm, harm, _____, _____, _____
4. card, yard, _____, _____, _____
5. art, part, _____, _____, _____

- C. Pronounce the words inside the box clearly.
Then write the word that answers each question.

start	smart	scar	bark
large	scarf	march	arm

What is

1. the antonym of *end*? _____
2. the outer covering of a stem or woody plant? _____
3. the synonym of *big* or *huge*? _____
4. a mark left after a wound is healed? _____
5. a piece of clothing worn around the neck? _____
6. a synonym of *bright* and *clever*? _____

Saying it Aloud

Read the dialogue.

Life on the Farm

Teacher: Yesterday / we studied about the Ilocos Region.

What have you learned about the people?

Carlos: The farmers work hard on their farms.

Teacher: Look at the picture.

They are ready to harvest their garlic crops.

Mark: They also take care of farm animals such as goats and chickens.

Then they sell them in the market.

Carlos: I remember / when we spent summer in Uncle Harry's house.

We played hide-and-seek under the dark sky.

Mark: Was it fun?

Carlos: Oh / yes. My cousins were very smart.

They hide far away behind the barn.

Mark: Well / we can also play hide-and-seek in the park.

Act out the dialogue.

LESSON 5

The /ər/ Sound

Starting Off

Listen to the poem.



Caterpillar

Christina Rossetti

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

Moving On

- A. Let us learn more about the caterpillar.

A caterpillar is a small animal that looks like a worm. It is called an “eating machine” because it eats leaves most of the time.

A caterpillar later becomes a butterfly or a moth.

Describe the caterpillar in the poem.

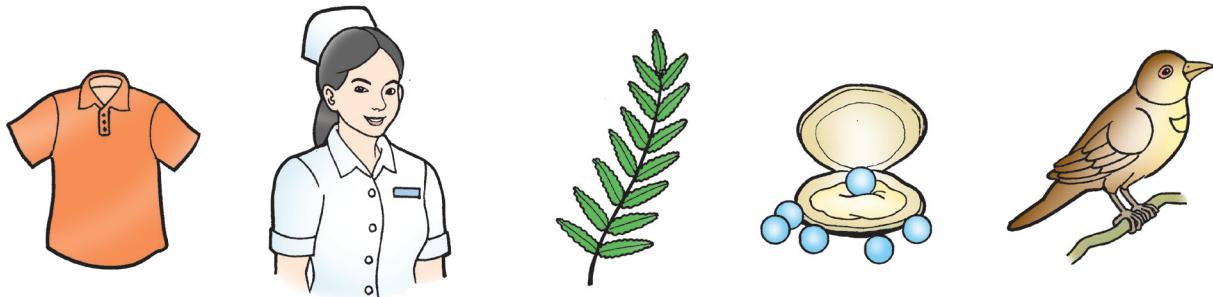
- B. Recite the poem with expression.
C. Read these words taken from the poem.

furry hurry bird butterfly

What is the common sound you hear?

Make the sound three times.

- D. Name the pictures.



Working Out

- A. Read the following words and phrases. Pronounce the /ər/ sounds well.

Words

ir	—	first	third	shirt	birth	skirt
ur	—	hurt	fur	curl	purse	hurl
or	—	work	world	worm	worse	word
er	—	her	fern	nerve	serve	learn

Phrases

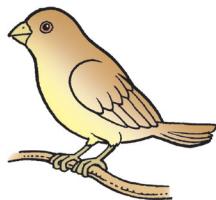
a dirty skirt
fresh ferns
a big circus

burn the dirty baskets
learn to work
hurt by the wild turkey

B. Identify the pictures.

Use the letters **er, ir, or, ur** to name the pictures.





C. Write the missing letters to complete the words.

Use the letters **er, ir, or, ur**.

The meaning of each word is given.

1. sh ____ t

a garment with collar and sleeves

2. b ____ n

to set on fire

3. d ____ ty

unclean

4. v ____ b

an action word

5. f ____

hairy covering of an animal

6. w ____ k

something to be done

Stepping Up

A. Complete the sentences with the correct words.

First, read the words in the parentheses.

1. _____ is the _____
to get worms for our bait. (first, Bert)
2. The _____ has long
_____ hair. (curly, nurse)
3. Who will wash the _____
_____? (curtains, dirty)
4. My _____ is on May _____. (thirty, birthday)
5. The girl's _____ got _____. (burned, skirt)
accidentally.

B. Circle the word pronounced by the teacher.

Listen well.

- | | | | |
|----------|-------|----------|-------|
| 1. word | world | 5. dart | dirt |
| 2. heart | hurt | 6. farm | firm |
| 3. torn | turn | 7. warm | worm |
| 4. short | shirt | 8. fears | first |

Saying It Aloud

Read the dialogue.

Vacation Time

Dexter: Do you have any [] plans this summer?

Ferdie: Well / Mother says we might go to [] Hong Kong.

Dexter: Why [] don't you try exploring our [] own country first?

We have [] white beaches for swimming / and [] mountain trails for hiking.

Ferdie: Hmm. That sounds exciting!

Dexter: It [] is!

Summer is the [] best time / to enjoy the [] sun and the water.

Ferdie: I will [] tell Mom and Dad about your suggestion.

Dexter: There are [] websites in the Internet / offering different packages.

I'm sure you will have [] fun!

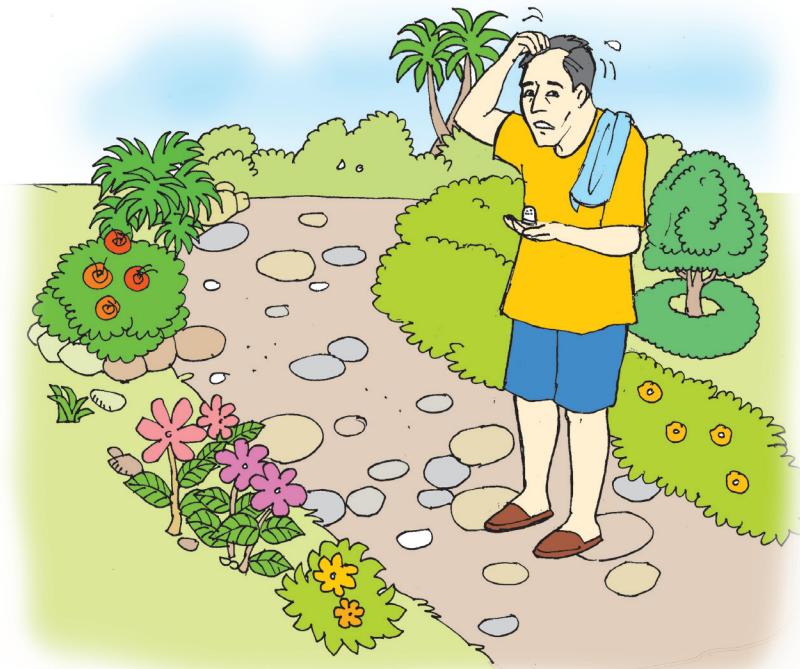
Act out the dialogue.

LESSON 6

The Sounds /th/ and /th/

Starting Off

Listen to the poem.



A Thin Man

A thin man was a-thinking, a-thinking:
Do I use a thimble to darn things,
Or do I use it to thaw ice?
A thin man was a-thinking, a-thinking...
A thin man was a-thinking, a-thinking...
Do I walk down the lovely path,
Or do I take first a bath?
A thin man was a-thinking, a-thinking...

Moving On

- A. Answer the questions about the poem.
1. Who is being talked about in the poem?
 2. What is on his hand?
 3. What is it for?
 4. Where can he walk?
 5. What can he do first?

B. Recite the poem with expression.

C. Read these words taken from the poem.

thin

things

path

thimble

bath

thinking

thaw

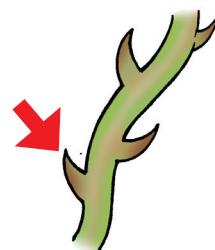
What is the common sound you hear?

Make the sound three times.

The letters **t** and **h** together make a single consonant sound.

The /th/ sound is called a consonant digraph.

D. Name these pictures.



Working Out

Read the words and phrases.

Pronounce the words with **/th/** sound clearly.

Words

Initial

throw	thin	thief	think	thick
thank	thing	thrill	thirst	thread

Final

bath	month	booth	tooth	earth
mouth	birth	fifth	death	truth

Phrases

a thick book
loud thunder
thirty thimbles

thinking of Arthur
thin since birth
thank Beth

Stepping Up

- A. Read the pairs of words.
Pronounce them clearly.

/t/ – /th/

tank	–	thank
tin	–	thin
true	–	through
torn	–	thorn

/t/ – /th/

bat	–	bath
mat	–	math
boat	–	both
boot	–	booth

- B. Listen carefully to your teacher and underline the words with the **/th/** sound.

- team – theme
- hath – hat
- booth – boot

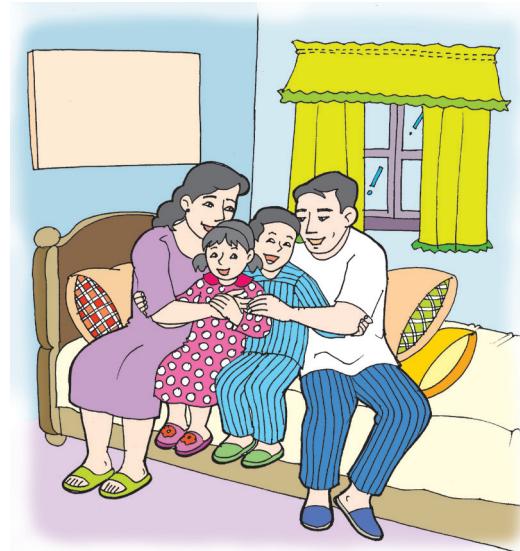
- tread – thread
- tiff – thief
- oat – oath

C. Read the sentences.

Pronounce the pair of underlined words well to show the difference between them.

1. I kept my bat before taking a bath.
2. Timothy could hear the ticking sounds through the thick wall.
3. The thin man keeps his precious coins in a tin can.
4. Both men took the boat in crossing the river.
5. I thanked the woman beside the water tank.

The Sound /th/



This Weather

**This very, very cold weather
Will soon wither lovely flowers,
Will later crack my leather.
In this very, very cold weather,
It is so good to cuddle.
with Mother and Father.**

Moving On

- A. Answer these questions about the poem.
1. What kind of weather is it?
 2. What will the weather do to the flowers?
 3. What will it crack?
 4. What is so good to do in this kind of weather?

B. Recite the poem with expression.

C. Read these words taken from the poem.

this

weather

mother

wither

leather

father

What is the common sound you hear?

Make the sound three times.

D. Name these pictures.



Working Out

Read the words and phrases.

Pronounce the words with the /th/ sound clearly.

Words

Initial

the

that

this

these

those

thy

thus

them

there

though

Medial

mother

brother

father

leather

feather

other

within

bother

worthy

although

Final

bathe

breathe

soothe

clothe

smooth

Phrases

a leather bag

gathered feathers

a worthy mother

bathe in the river

cold weather

clothe in a lovely gown

Stepping Up

- A. Read the pairs of words clearly.

Differentiate the /d/ sound from the /th/ sound.

/d/

dine

day

dough

/th/

thine

they

though

/d/

breed

bade

load

/th/

breathē

bathe

loathe

- B. Encircle the word pronounced by the teacher.

1. they – day

4. dish – these

2. them – theme

5. cloth – clothe

3. there – dare

6. den – then

- C. Read the sentences aloud pronouncing the underlined words clearly.

1. My brother always wears a leather jacket.

2. The family gathered around Grandfather.

3. I don't like to wear clothes with feathers.

4. The lovely roses have withered because of the weather.

LESSON 7

Intonation

Read the following sentences.

Hello.

Goodbye.

That's wonderful!

I am sick.

I like it!

Get out!

We express our feelings by the way we speak. We raise our voice when we are excited, happy, or angry. We lower our voice when we are sad, fearful, or in pain.

Say the following sentences expressing different feelings.

A. Joy

We won the game!

Today is my birthday!

Finally, we're home!

I reached the finish line!

B. Sadness

I'm really sorry.

My grandfather passed away.

Dad is sick right now.

The teacher is mad at us.

C. Anger

Who broke my vase?

Look at me.

You may leave now.

I want you to tell the truth!

D. Fear

Who is at the door?

I don't talk to strangers.

Who is it?

I'm sorry but I don't know you.

This time, say Hello in different ways and in different situations.

1. to your teacher.
2. to a cute baby
3. to a new neighbor
4. to your friend
5. to your idol

Say No expressing

1. fear
2. anger
3. determination

Say Yes expressing

1. excitement
2. doubt
3. irritation

Say Ah expressing

1. admiration
2. pain
3. surprise

Say the following sentences with feelings.

Tell the emotion you want to express.

1. Why do you have to leave now?
2. Please open the door.
3. I'm so tired.
4. Are you going to bring me along?
5. Yes, I'm sure.
6. I can't hear you.
7. What do you think?
8. I really don't know.
9. Are you kidding?
10. Do you understand?

Stress and intonation are closely related. When we stress a word, we say that word longer and louder. In other words, it is said with a higher pitch.

Stress

Intonation

PENcil

– pencil

Stress

Intonation

bamBOO – bamboo

RAINbow

– rainbow

atTEND – attend

BREAKfast – breakfast

conDOlence – condolence

to the PARK

to thepark

from the STORE

from thestore

for the TEACHER

for theteacher

a WONderful day

awonderfulday

a cold NIGHT

acoldnight

a PRETty lady

aprettylady

badly HURT

badlyhurt

WRITE legibly

writelegibly

dance GRACEfully

dancegracefully

When we speak, our voice has three levels: normal, high, and low.

Our voice starts with the normal pitch 2 then goes up on the stressed syllable 3 and goes down at the end of the sentence. Sometimes we give a particular meaning when we raise our voice on a certain word.

I don'tknow.

You likeit?

Idon'tknow.

Youlikeit.

What meaning do you get in the first sentence? In the second sentence?

Say the sentences following the intonation lines.

1. When is your birthday?
2. The movie is simply exciting!
3. Are you leaving?
4. Come here.
5. Please keep quiet.
6. Is your bag heavy?
7. Bob couldn't find his bunch of keys.
8. Call her up tomorrow.
9. The soup tastes delicious.
10. Don't enter my room.

Saying It Aloud

Short Dialogues

A: The food looks appetizing!

B: You're right.

Can I have a spoon / please?

Taste the soup first.

Hmm. The soup tastes delicious.

You can have mine.

Mom boiled meat bones

and vegetables for the soup.

A: I'm so thirsty.

B: Why don't you try

prune juice?

Can I have a glass of juice?

I'm sure you will like it.

I prefer fruit juices

Is that so?

such as orange / apple /

I thought you would like it.

or pineapple juice.

A: You look bored.

B: It is beginning to get dark.

Would you like to go

to the park?

Are you afraid of the dark?

I'm not.

A: I couldn't find my shoe.

Can you help me look for it?

I can't remember.

B: Where did you put it?

Oh / there it is.

It is under the wooden stool.

Looking Back

Exercises

A. Identify the common sound you hear in each set of words.

Write /öɪ/, /ü/, /ä/, /ər/, /ü/.

- | | | | |
|----------------|-------|-------|-------|
| _____ 1. toy | soy | boil | foil |
| _____ 2. harm | guard | warm | arm |
| _____ 3. pull | full | could | good |
| _____ 4. dirt | curl | fur | third |
| _____ 5. pool | room | soup | boom |
| _____ 6. sharp | card | park | start |

B. Read the sets of words aloud.

Then cross out the word that sounds different.

- | | | | |
|----------|-------|-------|--------|
| 1. toil | tall | boil | ploy |
| 2. broom | loop | group | house |
| 3. nurse | learn | born | burn |
| 4. art | heart | hurt | part |
| 5. cook | nook | cock | should |

C. Practice saying the sets of words.

Pay attention to the words in bold letters.

/ü/			/öɪ/		
pool	pull	peel	could	cod	code
soap	seep	soup	break	brook	broke
grip	grope	group	gold	guide	good

/ä/

lark lake lock
cord cold **card**
store stir **star**

/öi/

boil bowl ball
spell spill **spoil**
noise nose knows

/ər/

third tired toward
breathe breath **birth**
skirt skate sketch

Notes

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Josefina De Guzman-Sison finished her Bachelor of Science in Education, major in English and minor in Filipino, at the University of Santo Tomas. She has decades of experience as editor of books and other educational materials. She has written worktexts for the grade school and the high school levels in English. She also coordinates and manages the development and production of various instructional materials print and nonprint. She is a co-developer of multimedia educational materials for the preschool.