

Lesson

9

- Consonants: [l] (part 1) and [ɹ]
- Rhythm: Contractions (part 1)
- Main stress: Stressing “you”

Main text pp. 66-72

Part A Lesley loves lasagna: [l]

9.2 Hearing [l] correctly

Same or Different:

load	load	S	law	law	S
arrive	alive	D	load	load	S
low	row	D	wrong	long	D
lay	lay	S	lake	lake	S
race	lace	D	leap	reap	D
pirate	pilot	D	correct	collect	D
rue	Lou	D	rip	rip	S

One or Two:

low	row	1	lace	race	1
rue	Lou	2	region	legion	2
rock	lock	2	Eileen	Irene	1
law	raw	1	ram	lamb	2
read	lead	2	road	load	2
collect	correct	1	pilot	pirate	1
light	right	1	lick	Rick	1

9.3 Speaking practice

If your students let their tongue touch behind their teeth too quickly, without pausing briefly, they will not make an [l], but rather the “flap” sound, as in Japanese ラリル.

Unscrambling sentences:

Students may prefer to work on unscrambling these sentences in pairs.

1. My little sister Lesley loves to eat lasagna.
2. She always wants to go to Luigi’s lasagna shop.
3. The cost is low and the quality is excellent. *or:* The quality is excellent and the cost is low.
4. Lesley usually asks for lasagna and lemonade. NB “Lesley usually asks for lemonade and lasagna” sounds odd, since the drink usually comes last in an order.
5. The whole family went to Italy last July. *or:* Last July the whole family went to Italy.
6. Lesley ate a lot of Italian lasagna.
7. She liked it, but she said it wasn’t as good as Luigi’s. *or:* She said it wasn’t as good as Luigi’s, but she liked it.

9.4 Do you like...?

Students learn in Lesson 14 that “too” and “either” always receive main stress in a separate phrase. Though not the focus of this activity, you can briefly introduce this concept to students now.

Also, with lower level students, you might want to review the grammatical usage of “too” and “either.” Writing something like the following on the board might help:

A and B are	A: Do you like X?	A: Do you like X?
different:	B: No, I don’t. Do you?	B: Yes, I do. Do you?
	A: Yes, I do.	A: No, I don’t.

When A and B	A: Do you like X?
are both positive:	B: Yes, I do. Do you?
Use “too”	A: Yes, I do <u>too</u> .

When A and B	A: Do you like X?
are both negative:	B: No, I don’t. Do you?
Use “either”	A: No, I don’t <u>either</u> .

9.5 The sound of [ʒ]

This sound varies greatly by region. While the words listed in this section are always pronounced with [ʒ], many other words can be pronounced with either [ʒ] or [z] + [y] depending on geographical region: usually, pleasure, leisure, measure, seizure, closure, treasure, etc.

9.6 Speaking practice

Be sure to illustrate the contrast between the stop [dʒ] and the continuant [ʒ]. If students stop the airflow when saying [ʒ], they will say [dʒ] by mistake.

Part B Rhythm: Contractions (part 1)

9.8 Using contractions

Stress that contractions are perfectly natural, even in “educated” speech. Tell students they will sound very awkward if they always say “they are” “she is” etc.

Word	Contraction	Examples
1. are	're	you're, they're, we're, these're, those're...
2. is	's	she's, he's, it's, that's, what's...
3. am	'm	I'm
4. will	'll	I'll, you'll, he'll, she'll, it'll, we'll, they'll, this'll, that'll, those'll, what'll, when'll...
5. would	'd	I'd, you'd, he'd, she'd, it'd, we'd, they'd, this'd, that'd, those'd...

9.9 Practice

A. Doctor Lee

Answer key:

1. Lee's 2. clinic's 3. patients're 4. he's 5. sport's 6. he'd 7. he'd 8. he'll

B. Family

You may want to give students a few moments to prepare their brief descriptions before they talk in pairs.

Part C Main stress: Stressing “you”

9.10 When to stress “you”

Read the conversation between Ria and Pauline without having students look at their books. Ask them to tell you which word got main stress in each phrase.

- Ria: [Did you do anything over the **weekend**?]
Pauline: [Not **really**.] [How about **you**?]
Ria: [I went to the zoo with the **kids**.]

9.11 Practice

A. Dialogues

Answer key:

- A: [So what do you **study**?]
B: [**History**.] [How about **you**?]
A: [I study **biology**.]
- A: [Who’s your favorite **team**?]
B: [Probably the **Mets**.] [Who’s **yours**?]
A: [Maybe the **Cubs**.]
- A: [So how do you like our new **president**?]
B: [She seems pretty **honest**.] [What do **you** think?]
A: [I’m not **sure**.]

Note: stressing “you” in this way is really one type of contrast. Contrasts are described in more detail in Lessons 12-14.

B. Similar conversations with a partner

You can illustrate a sample exchange or, if necessary, write the following on the board, depending on the level of your class:

- A: Where were you **born**?
B: In **Osaka**. Where were **you** born? / What about **you**? / How about **you**?
A: I was born in **Tokyo**.

Check to make sure that students’ intonation is appropriate: either rising or falling for yes / no questions, falling for wh-questions.

Students may ask unnaturally long questions, e.g. “Where would **you** like to go on your next vacation?” Tune students into the shortened form of this type of question: “where would **you** like to go?” or just “how about **you**?”

Though this is unrelated to pronunciation, it might be useful to point out that in conversation yes / no questions like numbers 2, 5 and 7 really invite more than just a yes or no answer. It would be more culturally appropriate to explain first before asking “how about you?” I.e. for question 2, “Yes, I have an older brother and a younger sister. How about you?”