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StartUp 6

Pronunciation

Unit10 – Lesson1

Page115

3 PRONUNCIATION

A 10-02 Read and listen to the pronunciation note.

Emphasis of *do, does, did*

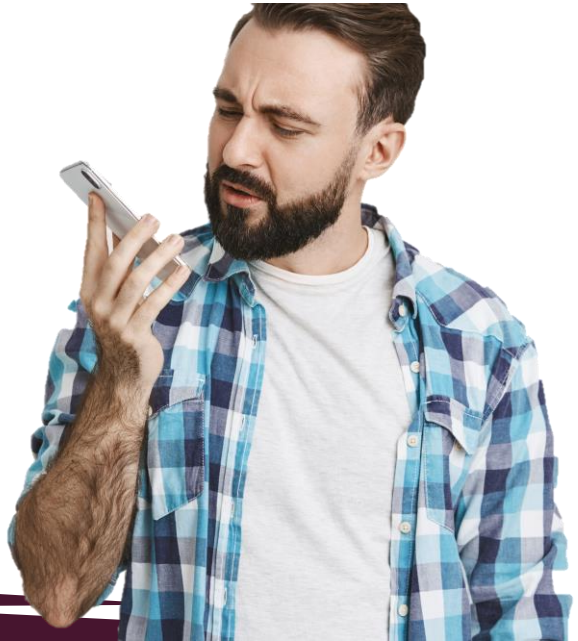
When *do*, *does*, or *did* are used to emphasize, correct, or contrast, they are pronounced with extra length and loudness. For example: *I haven't been here long, but I DID notice a lot of new parks.*



B 10-03 Listen. Notice the emphasis of *do, does,* and *did.* Then listen and repeat.

1. A: Do you have time to go down to the waterfront for lunch?
   B: No, not today. But I do have time to go to the new outdoor market. It's pretty close.
2. A: That new office building downtown is so ugly.
   B: I know! But it does have solar roof panels, so it's environmentally friendly!
3. A: The new open areas downtown look fantastic.
   B: I think so, too. But it did mean a lot of apartment buildings were torn down.

3 PRONUNCIATION



Ask your students to make sentences using the phrases. Check their pronunciation and give feedback.

1. A: Do you have time to go down to the waterfront for lunch?
   B: No, not today. But I do have time to go to the new outdoor market. It's pretty close.
2. A: That new office building downtown is so ugly.
   B: I know! But it does have solar roof panels, so it's environmentally friendly!
3. A: The new open areas downtown look fantastic.
   B: I think so, too. But it did mean a lot of apartment buildings were torn down.



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READ THE CONVERSATION AND PAY ATTENTION TO THEIR PRONUNCIATION.