PRONUNCIATION LESSONS (Optional)

Note about the Pronunciation Lessons
Many teachers will choose to assign the Pronunciation Lessons as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1 Sentence stress and intonation: review

Suggested time: 10 minutes | Your time:

- Read the title of the chart. Ask volunteers to explain the meaning of *sentence stress* and *intonation*. (Sentence stress refers to the words that are emphasized in a sentence. Intonation refers to the rising or falling tone the speaker uses.)
- Under **Sentence stress**, read the **Remember** rule about content words. Elicit the meaning of *content words.* (words that carry the basic meaning of a sentence)
- Bring Ss' attention to the **Content words** note. Have them read the categories and examples of content words silently. For further review, have Ss suggest additional words for each category.
- Have Ss look at the example sentences. Point out that capital letters are used to show which words are stressed. Read the example sentences, stressing the capitalized content words. Ask Ss to repeat. Listen for the correct word stress.
- Tell Ss to look at the note about compound nouns. Elicit the meaning of *compound nouns.* (nouns made up of two or more words) Read the examples aloud, stressing the word in all caps. Point out that the large dot above a capitalized word shows which syllable gets the most stress. Ask Ss to repeat.
- Elicit additional compound nouns Ss are familiar with. (For example: dream job, traffic jam, smartphone) Make sure Ss stress on the first word of each compound noun as they say them aloud.
- Read the first rule under **Intonation**. If necessary, review that *pitch* refers to how high or low a sound is.
- Ask Ss to look at the examples. Explain that a falling line indicates lower pitch. A rising line indicates higher pitch.
- Point out that the last stressed word in a sentence is usually the last content word. Ask:
  What is the last stressed word in each example sentence? (naturalist, stopping, experience, married)
  What type of sentence is each example? (statement, information question, imperative, *yes / no* question)
- Write a quick summary of the intonation rules on the board:

  statements, *imperatives*, *information questions* } *lower pitch after last stressed syllable*

  yes / no questions } *raise pitch after last stressed syllable*
- Read the example sentences. Have Ss repeat. Listen for the correct intonation.
- Read the second rule about intonation. Explain that an arrow pointing downward indicates a lengthened vowel and lowering pitch, and an arrow pointing upward indicates a lengthened vowel and rising pitch.
- Read the example sentences. Have Ss repeat. Listen for correct falling and rising intonation.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat. Make sure Ss stress the content words and use the correct intonation.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen. Then have them listen and repeat. Make sure Ss stress the content words and use the correct intonation.

C Circle the content words.

Suggested time: 5 minutes | Your time:

- Have Ss circle the content words individually.
- Go over the answers as a class.

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

TEACHING TIP To build Ss' confidence, make sure they have ample practice before reading the sentences aloud. Ss will say the item aloud when they hear the item number and then will hear the speaker say the same item immediately after.

D Circle the last stressed content word . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Ask them to underline any compound nouns. (1. travel agency; 3. tourism industry; 6. flight attendant) Then have Ss circle the last stressed content words individually. Go over answers as a class.
- Call on Ss to identify each type of sentence as a statement, an imperative, an information question, or a *yes / no* question. (1. statement; 2. statement; 3. *yes / no* question; 4. information question; 5. imperative; 6. *yes / no* question; 7. *yes / no* question)
- Elicit the intonation pattern in each item based on that information. (Ss lower pitch after the last stressed syllable in statements, imperatives, and information questions, and raise pitch in *yes / no* questions.)

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

OPTION (+15 minutes) To provide more practice, refer Ss to the conversation in Zoom-In on page 2. Have pairs read the conversation aloud, paying attention to the content words and intonation patterns for the different sentence types. Then have Ss listen to the conversation to compare their reading.

UNIT 2 Emphatic stress and pitch to express emotion

Suggested time: 5 minutes | Your time:

- Read the rule. Point out that the higher the intensity of the emotion, the more emphatic the stress and the higher the pitch. Add that the pitch used to express intensity of emotion varies with each individual speaker.
- Have Ss read the example sentences silently and identify the emotion each one expresses. (Possible answers, first column: regret, distress, anger or confusion; second column: disbelief or anger, happiness, gratitude)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct use of emphatic stress and higher pitch on the words in all caps in the chart above.

B Practice reading each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss preview the items and identify the emotion each sentence expresses. (Possible answers: 1. concern or surprise; 2. concern; 3. regret or distress; 4. surprise or anger; 5. confusion; 6. anger or concern; 7. anger)
- In pairs, have Ss take turns reading the sentences, using the appropriate intonation.
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

EXTENSION (+10 minutes) Write these emotions on the board: *joy, disbelief, anger, gratitude, confusion.* Tell Ss to write five sentences expressing each of the emotions. In pairs, have them take turns reading their sentences, using stress and pitch to indicate intensity of emotion. Monitor as Ss work and listen for the appropriate pronunciation.

UNIT 3 Vowel reduction to /ə/

Suggested time: 10 minutes | Your time:

- Write */ə/* on the board. Explain that this is called a "schwa" and is the pronunciation symbol for the sound "uh." Have Ss repeat the sound after you a few times to get comfortable with the short, neutral pronunciation.
- Point out that the schwa can be represented by any vowel in writing. On the board, write these words and underline the vowels as shown:

  a: <u>a</u>luminum
  e: th<u>e</u>
  i: dec<u>i</u>mal
  o: intr<u>o</u>duce
  u: medi<u>u</u>m
  y: s<u>y</u>ringe

  Read each word aloud with the appropriate schwa sound and have Ss repeat.
- Write /u/ on the board. Explain that this is the pronunciation symbol for the sound "oo." Have Ss repeat the sound after you a few times to get comfortable with the long, rounded pronunciation.
- Read the first rule in the chart. Write on the board: /tu/ and /tə/. Have Ss practice both pronunciations several times. Then ask volunteers to read the example sentences with the reduced pronunciation of *to*. Correct as necessary and have Ss repeat.
- Read the second rule and the example sentence. Point out the schwa in the word *a* (in the phrase *to a friend*). Have Ss repeat the sentence. Listen for the correct pronunciation of the word *to*.
- Read the third rule. Read each of the two explanations and the corresponding example sentences. Ask Ss to repeat. Make sure they pronounce the "h" sound in the first sentence and not in the second.
- Read the last rule. Review the meaning of the modal phrases: *have to* means *need to*, *ought to* means *should,* and *be going to* is a future form.
- Then read the example sentences. To contrast the two forms of *to*, before each example sentence, say the modal phrase using the strong form. (have to: /hæv tu/; ought to: /ɔt tu/; going to: /goʊɪŋ tu/) Then read the sentence with the weak form, using the schwa sound. Ask Ss to repeat the sentences.
- Finally, direct Ss' attention to the **Function words** note. Tell Ss that function words are usually unstressed and reduced in everyday speech. The vowel sound is often reduced to the schwa. Also, in pronouns and auxiliary verbs beginning with "h," such as *he, her,* and *have*, the /h/ sound is often dropped.
- Read the **Be careful!** note that explains when auxiliary verbs are stressed. Then read the examples and have Ss repeat. Listen for stress of the auxiliaries in these sentences.

LANGUAGE NOTE The schwa is an unstressed, mid-central vowel sound that requires the lips, tongue, and jaw to be completely relaxed. It's the most common vowel sound in English. To draw the symbol, make an upside-down "e" that opens on the left.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct pronunciation of *to* in each sentence. Make sure Ss drop the /h/ sound when appropriate.

B Circle the words . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare their answers in pairs. Refer them to the rules in the chart if they need help.

Now practice reading . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.
- If Ss had difficulty differentiating between unstressed and stressed sounds, go over the sentences and elicit the words with reduced sounds.

EXTENSION (+15 minutes) Write these sentences on the board:
1. He wants to give the tickets to us.
2. I forwarded the message to him yesterday.
3. The letter was addressed to me.
4. They ought to go to Rome for a vacation.
5. We have to finish the report by tomorrow.
6. Jerry sent the manuscript to her house.
7. I'm going to look up this word in a dictionary.
Invite volunteers to come to the board and write the appropriate /tu/ or /tə/ above each instance of the word *to*. Then have them read the sentence to the class. Ask them to also explain when there are two possible ways of pronouncing *to* and discuss other pronunciation changes in the sentence. (1. /tə/, /tu/; 2. /tə/ + /h/ OR /tu/ + /ə/; 3. /tə/; 4. /tə/, /tə/; 5. /tə/; 6. /tə/ + /h/ OR /tu/ + /ə/; 7. /tə/)
Correct as necessary.

UNIT 4 Shifting emphatic stress

Suggested time: 5 minutes | Your time:

- Read the rule. Point out that the meaning of a sentence can change depending on the placement of the emphatic stress.
- Invite a volunteer to read the first conversation with you. Play the role of Speaker B. Then have Ss repeat B's line. Listen for stress on the word *enough*.
- Read the remaining conversations with different volunteers so that Ss note the shifting emphatic stress.
- Bring the class together. Elicit the meaning of the emphatic stress in each conversation. (In conversations 1 and 2 in the first column, the emphasis on the adverbs *enough* and *too* is to contrast the degree to which speakers A and B are critical of other people. In conversation 3, the emphasis on the pronoun *I'm* is to express that speaker B is more critical. In conversation 4, the focus on the verb *think* is to show that the person isn't sure whether he or she is too critical.)

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct emphatic stress in each statement.

OPTION (+5 minutes) Have Ss read the conversations in the chart in pairs. Have them switch roles and practice the conversations again so that each partner practices saying the responses with emphatic stress.

B Study each conversation . . .

Suggested time: 7 minutes | Your time:

- Give Ss a minute to preview the statements and note the emphatic stress.

Now practice reading . . .

- Play the audio. Have Ss read the response in the pause after the number and then listen to check their pronunciation.
- In pairs, have Ss practice each conversation. Ask Ss to switch roles so each partner practices emphatic stress in the responses.
- Bring the class together. Read the statements in each item and call on Ss to read the responses. Listen for the correct emphatic stress in each response. Correct as necessary.

CHALLENGE (+5 minutes) For further practice, tell Ss to read the conversations again in pairs, placing emphatic stress on different key words. Discuss how the meaning of a sentence changes when the emphatic stress is changed.

EXTENSION (+15 minutes) To provide more practice, refer Ss to the conversation in Zoom-In on page 34. Have pairs read the conversation aloud, placing emphatic stress on key words. Tell Ss to underline the words they put stress on. Then have them listen to the conversation to compare their reading.

UNIT 5 Intonation of sarcasm

Suggested time: 5 minutes | Your time:

- Read the title of the chart. Elicit the meaning of *sarcasm*. (saying the opposite of what you mean)
- Write on the board: *Nice shirt*. Read the sentence two ways, first with raised pitch to convey pleasure and then with flattened pitch and at a slower pace to convey sarcasm.
- Ask, *Which comment was sarcastic—the first or the second?* (the second) *How do you know?* (lower, flattened pitch and a slower pace)
- Read the rule. Elicit or explain that a "flattened" pitch means a low tone of voice, without stressing any word. Give Ss a minute to review the pairs of example sentences and their meanings. Then read each comment two ways for Ss to note the differences.

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- Point out that, while there are tips for the intonation of sarcasm, there is no one correct way to communicate a sarcastic remark. While one person may be overtly sarcastic, another may be much more subtle, possibly to the point of leaving the listener uncertain whether or not the speaker is being serious.
- Body language, such as rolling one's eyes or making a facial expression, may also accompany a sarcastic remark. In addition to pitch, body language helps the listener interpret sarcasm.

A Listen and practice.

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for contrasting pitch and pace to convey pleasure and sarcasm.
- Invite volunteers to read the contrasting sentences for the class.

B Practice saying each statement . . .

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the sentences and predict the intonation in each.
- In pairs, have Ss take turns practicing the pairs of sentences. Monitor. Make sure each partner practices each item aloud.
- Play the audio. Have Ss read the pairs of sentences in the pause after the number and then listen to check their pronunciation. Remind them their pronunciation may differ from the pronunciation in the audio.

EXTENSION (+15 minutes) For more practice, have pairs tell each other jokes. Have Ss respond with one of the sentences in Exercise B. The intonation of the response should indicate whether the listener thought the joke was funny or not.

EXTENSION (+15 minutes) In pairs, have Ss create short conversations using the intonation of sarcasm. For example:

A: Nice job on that presentation. [sarcastic tone]

B: I know. It was horrible, wasn't it? I really had no time to prepare.

Invite pairs to present their conversations to the class. After each presentation, ask Ss to use a different intonation to make the sarcastic remark express pleasure.

UNIT 6 Regular past participle endings

Suggested time: 10 minutes | Your time:

- Write the following on the board:
  zzzzzzz
  sssssssss
- Tell Ss to put their fingers on their Adam's apple at the front of their throat and repeat the *zzzzzzz* and *sssssss* sounds after you. Ask, *What difference do you notice between the two sounds?* (There is vibration with the *zzzzzzz* sound. There is no vibration with the *sssssss* sound.) Tell Ss that the *zzzzzzz* sound is called a voiced sound and the *sssssss* sound is called a voiceless sound. Clarify the difference between voiced and voiceless sounds: *Your vocal cords vibrate for voiced sounds but don't vibrate for voiceless sounds.*
- Read the **With voiced sounds** example verbs and have the class repeat with their books closed. Make sure Ss hear the /d/ sound of the *-ed* ending and feel the vibration of the voiced sound. Then read the **With voiceless sounds** example verbs and have the class repeat. Make sure Ss hear the /t/ sound of the *-ed* ending and notice the absence of vibration with the unvoiced sound.
- Have Ss open their books. Read the first rule in the chart.
- Read the rule under **With voiced sounds**. Ask Ss to put their fingers on the front of their throat and elicit the base forms of the example verbs: *move, cancel, describe, stay, agree*. Have Ss notice the vibration with the voiced sounds. Then say the verbs in the past and have Ss repeat. Make sure they pronounce the *-ed* ending as /d/.
- Read the rule under **With voiceless sounds**. Ask Ss to put their fingers on the front of their throat again and elicit the base forms of the example verbs: *help, ask, crush, watch*. Have Ss notice the absence of vibration with the voiceless endings. Then say the verbs in the past and have Ss repeat. Make sure they pronounce the *-ed* ending as /t/.
- Read the final rule. Have Ss repeat each word after you. Focus on the linking of the final /t/ or /d/ sound with the *-ed* ending.
- Have Ss look at the lists under **Voiced sounds** and **Voiceless sounds**. Suggest or elicit a regular verb whose base form ends in each sound. (Possible answers: **Voiced consonant sounds:** rob, rig, breathe, love, raise, rouge, change, farm, clean, ring, fire, call; **Voiced vowel sounds:** There are few high-frequency verbs that end in the short vowel sounds. /i/ ski, /ei/ play, /ɔ/ thaw, /oʊ/ veto, /u/ view; **Voiceless sounds:** hop, like, tooth, roof, kiss, finish, match, state) Then have pairs say the past participles aloud to each other, making sure their partner can hear the difference between the voiced and voiceless sounds at the end of each base form.
- To check Ss' understanding, write these words on the board: *laughed, stated, yelled, tamed, missed, loaded.*
- Read the words with the correct pronunciation of the *-ed* ending and have Ss repeat. (laughed: /t/; stated: /ɪd/; yelled: /d/; tamed: /d/; missed: /t/; loaded: /ɪd/) If Ss are unsure, have them focus on the final sound of each base form. Review that the final sounds in the base forms of *yelled* and *tamed* are voiced, and the *-ed* ending is pronounced /d/. The final sounds in the base forms of *laughed* and *missed* are voiceless, and the *-ed* ending is pronounced /t/. The final sounds in the base forms of *stated* and *loaded* are pronounced /t/ and /d/, and the *-ed* ending is pronounced /ɪd/.

Reduction in perfect modals

Suggested time: 10 minutes | Your time:

- Have Ss study the rule and the example sentences. Then read the sentences aloud, reducing the perfect modals, for Ss to note the reduction.
- Direct attention to the **Perfect modals** note. Read each perfect modal, pronouncing *have* as /əv/ to show reduction of the auxiliary *have*. Ask Ss to repeat.
- Elicit sentences using the perfect modals listed + a past participle. Encourage Ss to use regular past participles with *-ed* endings (rather than irregular verbs like *gone*) for additional pronunciation practice. As an example, write this sentence on the board: *I could have walked home, but I was too late.*

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct pronunciation of the *-ed* ending in each word.

B Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct reduction of the perfect modals in each sentence.

C Circle the correct pronunciation . . .

Suggested time: 5 minutes | Your time:

- First, have Ss focus on the sound at the end of each base form. Then have them circle the correct pronunciation of the *-ed* ending.
- To go over answers, ask volunteers to read the verbs to the class. Then elicit the ending sound. If necessary, have Ss review the information in the chart above.

Now practice saying . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

D Practice saying each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss scan the sentences and underline the perfect modals. (1. wouldn't have; 2. might have; 3. could have; 4. wouldn't have; 5. might not have) Then have them look at the past participle that follows each perfect modal and circle the past participles that end in *-ed*. (2. avoided; 4. missed)
- In pairs, have Ss practice saying the sentences aloud, paying attention to the reductions and the pronunciation of the *-ed* endings. Monitor and correct pronunciation as needed.
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

UNIT 7 Linking sounds

Suggested time: 10 minutes | Your time:

- Write on the board: /z/, /s/, and /ɪz/. Elicit or produce the sound of each symbol.
- Then draw Ss' attention to the lists under the **Remember** note. Ask volunteers to read the words in each column. Correct pronunciation as needed. If necessary, have Ss repeat the final sound in each word to hear the difference in the endings. Then read the rule in the **Remember** note itself.
- Have Ss study the first rule and the example sentences. Read each sentence and have Ss repeat.
- Tell Ss to study the second rule and the example sentence. Read the example sentence and have Ss repeat.

OPTION (+10 minutes) For additional practice in linking the /z/ sound to the first sound in the word that follows, write on the board:
Superstitions about animals are popular in this country.
I recycled the bottles last night.
Have Ss repeat.
For additional practice in linking the /s/ and /ɪz/ sounds to the first sound in the word that follows, write on the board:
The dog sleeps on the kitchen floor.
My shirt matches my shoes.
Have Ss repeat.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Make sure Ss are linking the *-s* endings to the next word in each sentence.

B Practice reading each sentence . . .

Suggested time: 5 minutes | Your time:

- First, have Ss scan the sentences and underline the plural nouns and third-person singular verbs. Then tell Ss to circle the sounds in each sentence that should be linked. Go over answers as a class. (Linking sounds are indicated by underlining. 1. brings good; 2. Babies born; 3. means you'll; 4. protects against; 5. keeps a; 6. Superstitions can; 7. claims to, allows people; 8. fears are; 9. believes in, avoids black, carries a)
- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.
- In pairs, have Ss practice saying the sentences aloud, paying attention to the linking sounds. Monitor and correct pronunciation as needed.

CHALLENGE (+15 minutes) Draw this chart on the board:

/z/, /s/, /ɪz/ *+ vowel sound*	/z/, /s/, /ɪz/ *+ consonant sound*

First, have pairs find and circle examples of linking sounds in Exercise A. Then have Ss write the examples and the ones they circled in Exercise B in the correct column in the chart. (Possible answers, + vowel sound: Superstitions about, animals are, fears are, believes in, carries a, results in, protects against, keeps a; + consonant sound: rats leaving, brings good, Babies born, means you'll, Superstitions can, claims to, allows people, avoids black)

UNIT 8 Emphatic stress with auxiliary verbs

Suggested time: 10 minutes | Your time:

- Read the rule. Then model the first conversation with a volunteer. Have the volunteer read Speaker A's line; read Speaker B's line using emphatic stress on *is*. Then read the B line again and have Ss repeat. Ask, *Does the person confirm or contradict?* (The person confirms that Jennifer Lawrence has a successful acting career.)
- Read the next three conversations with different volunteers. After each reading, ask, *Does the person confirm or contradict?* (Only the fourth conversation contradicts: *I really DON'T like coffee.*)
- Then read the **Remember** note and model the conversation with another volunteer.
- To illustrate adding the auxiliary *did* in the simple past tense, write on the board:

  A: You didn't like the movie, did you?

  B: Actually, I DID like it.
- Then read this conversation with another volunteer.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct placement of the emphatic stress in each sentence.

B Practice responding . . .

Suggested time: 5 minutes | Your time:

- First, have Ss scan the sentences and underline the auxiliary verb in each response. Check answers as a class. (1. does; 2. doesn't; 3. can't; 4. do; 5. does; 6. is; 7. should; 8. have)
- Play the audio. Have Ss read the response in the pause after the number and then listen to check their pronunciation.

OPTION (+5 minutes) Elicit if each response in Exercise B is confirming or contradicting. (1. confirming; 2. confirming; 3. contradicting; 4. confirming; 5. confirming; 6. contradicting; 7. confirming; 8. contradicting)

OPTION (+5 minutes) In pairs, have Ss read the conversations, using correct emphatic stress in the response. Have Ss switch roles so that both partners practice saying the responses.

CHALLENGE (+15 minutes) Have Ss work in pairs to make up mini-conversations, following the models in the chart. Then have them read the conversations to the class, using emphatic stress to confirm or contradict.

UNIT 9 Reading aloud

Suggested time: 10 minutes | Your time:

- To introduce the topic, ask, *What's the difference between reading aloud to an audience and reading to oneself?* (For example: When you read to yourself, you focus on understanding the text rather than on making sure others understand it.) *Do you prefer to read or listen to someone read? Why?*
- Read the rule to the class. Then have Ss read it to themselves. Ask, *Did you understand more when you read the explanation to yourselves or when I read it to you? Why do you think that is?*
- Have pairs practice reading the example selection to each other, using a regular rhythm, making fewer reductions, pausing at all punctuation and between the thought groups. Point out that the single slash (/) in the selection indicates a pause within a sentence while double slash (//) indicates a pause between sentences.
- Bring the class together and invite a volunteer to read the selection. Ask Ss to give feedback on the clarity of the reading. Suggest corrections and have Ss repeat after you.

A Listen to the selection . . .

Suggested time: 5 minutes | Your time:

- After listening to the selection, have pairs practice reading it to each other.

B Practice reading each selection . . .

Suggested time: 5 minutes | Your time:

- First, have Ss use slashes (/ or //) to mark necessary pauses in the selections, following the example in the chart.
- Then have pairs practice reading the selections to each other. Remind Ss to use a regular rhythm and to make appropriate pauses.
- Have Ss read the first selection aloud. Then play the selection so Ss can listen for confirmation. Repeat with the second selection.

CHALLENGE (+15 minutes) For more practice reading aloud, have pairs choose either a paragraph in Exercise F on page 95 or a paragraph in Exercise A on page 96. Tell pairs to read the paragraph aloud to each other, pausing at all punctuation and between thought groups. Remind Ss to state the title separately with falling intonation. Monitor and assist as needed. Then have Ss listen to each paragraph, to compare with their reading. Then create groups of four and have pairs read their articles to each other.

UNIT 10 Intonation of tag questions

Suggested time: 10 minutes | Your time:

- Tell Ss to study the first rule and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. If necessary, explain that the falling arrow indicates falling intonation. Monitor and offer feedback as needed.
- Have Ss study the second rule and example sentences. Then have pairs practice reading the sentences to each other, using correct intonation. If necessary, explain that the rising arrow indicates rising intonation. Monitor and offer feedback as needed.
- Write this sentence on the board:
  That's really wonderful, isn't it?
  Read the sentence two ways: First, say both the statement and tag question with falling intonation, and then say the statement with falling intonation and the tag question with rising intonation. Ask, *What does each intonation convey?* (The first intonation pattern anticipates agreement, and the second expects an answer to a genuine question.)
- To check understanding, read the example sentences to the class, varying intonation for anticipated agreement and for an expected answer. Have Ss identify the meaning each intonation expresses.

A Listen and practice.

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and study the examples. Then have them listen and repeat.
- Listen for the correct stress and intonation of the tag question.

B Listen to the following tag questions. . . .

Suggested time: 5 minutes | Your time:

- To review, ask: *What intonation do you use in a tag question to anticipate agreement?* (Both statement and tag question are said with falling intonation.) *What intonation do you use when you expect an answer to a tag question?* (The statement is said with falling intonation, and the tag question is said with rising intonation.)
- Before Ss listen, have them read the items and note the checkboxes.
- Then have Ss listen to the tag questions and check the correct boxes.
- Tell Ss to compare answers with a partner. Then go over the answers as a class.

Now practice saying . . .

- Play the audio. Have Ss read the sentence in the pause after the number and then listen to check their pronunciation.

C Practice saying each tag question . . .

Suggested time: 5 minutes | Your time:

- Have pairs practice saying each tag question two ways, using appropriate intonation.
- Play the audio. Have Ss read each tag question aloud two ways and then listen for confirmation.