

EFFECTS OF TEXTBOOK-BASED PHONEME-FOCUSED
INSTRUCTIONAL MATERIALS ON THE SPOKEN ENGLISH
OF THE GRADE SIX PUPILS

A Thesis

Presented to

The Faculty of Graduate School
Samar State Polytechnic College
Catbalogan, Samar

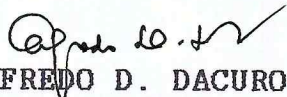
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Language Teaching
English/Filipino

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APPROVAL SHEET

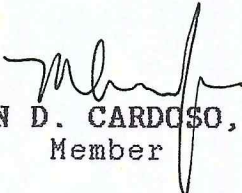
This thesis entitled "EFFECTS OF TEXTBOOK-BASED PHONEME-FOCUSED INSTRUCTIONAL MATERIALS OF GRADE SIX PUPILS" has been prepared and submitted by Manuel A. Quitaro who having passed the comprehensive examination, is hereby recommended for oral examination.


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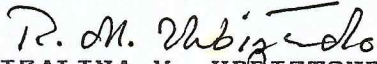

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Above all, to our Almighty Father who in the moment of failures stand as a comforter, who give enough courage, strength and determination to pursue this endeavor.

M.A.Q.

DEDICATION

*To Our
MOST HEAVENLY FATHER
Whose Divine Grace has Made me What I am*

*My beloved departed Parents
Mr. Francisco Antonio A. Quitariorio
and
Mrs. Ma. Francisca A. Quitariorio
whose memory I will always treasure
May both of them find eternal peace and happiness*

*My beloved brothers and sisters
and my dear nephews and nieces*

<i>Jay-jay</i>	<i>Aifa</i>	<i>Job</i>
<i>Jojo</i>	<i>Diding</i>	<i>Yanyan</i>
<i>Cyrene</i>	<i>Popo</i>	<i>Peanut</i>

This humble work is most lovingly dedicated.

M.A.Q.

ABSTRACT

This study attempted to determine the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI Pupils of Hinolaso Elementary School, Hinolaso Elementary School, Hinolaso, Dolores, Eastern, Samar. The coefficient of correlation or computed r of the subjects; Spoken English revealed the following. The computed r 's for both the Experimental Group and the Control Group were lesser than the tabular r value which indicates that there is no significant relationship between the subjects' achievement in the Spoken English and their General Rating in English. Thus, the null hypothesis is accepted. This further indicates that the general achievement rating in English is not affected by the subjects' ability in Spoken English. The 30 lessons in the Textbook-Based Phoneme-Focused Instructional Materials are effective for use in the development of pronunciation, enunciation, articulation and production skills which led to the improvement of the ability of the experimental subjects in Spoken English. The materials were found to be within the oral reading level of the Grade VI pupils. All the lessons on the Textbook-Based Phoneme-Focused Instructional Materials were acceptable and appropriate in terms of physical aspects, instruction to learners, learning activities and evaluating materials. Pupils' Spoken English is not related with their attitude towards English and general Achievement Rating in English.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

In a world which seem to be growing smaller because of the almost incredible advances in transportation and the media of communication, speech assumes the position of increasing importance in educational process - speech or spoken language and its ally, listening, for the two go hand in hand. A writer once said that more or less ninety percent of what we do involve listening and speaking. This brings to the fore the significance of these two communication skills in our lives.

People sometimes ask, "Why learn English?" And what should one learn, since Spoken English varies from country to country and even from section to section within English speaking countries? Why not, to repeat a familiar question - A Filipino Waray Waray Estihanon English?

Spoken English has deep roots in Filipino culture. It is used as a medium of communication anywhere in the Philippines. It gives the Filipino a chance to be heard outside his country, and to compete with others in the world of work in the international market.

Spoken English learning can be fun, even while it is work. Nothing sets the human animal apart from the rest as

the faculty of speech, through which man;s reason is so fascinating as the amazing intricacies of inflection and by which man seeks himself known to the great world outside himself.

The pupils in Hinolaso Elementary School, District of Dolores II, Eastern Samar have a big problem in the acquisition of acceptable spoken English due to dialectical variants that greatly hamper the spoken English of the pupils as it affects the way they pronounce, enunciate or articulate fluently the English language. In a scenario where one strives to learn the English language, mediocrity in the spoken expression usually tends to become unacceptable. Truly, learning the English language must be done in the best way possible.

As embodied in the Constitution¹, section 7 states that:

... for purposes of communication and instruction, the official languages are Filipino and English. Congress, may by law, provide that only Filipino shall be the official language. Official language is used as a medium of communication in the government, the courts, and the schools. And it is the standard medium of communication among people be it an official language under the constitution.

¹Participants' Handout, 1989 Educators' Congress, Baguio City.

This gives us a closer glimpse that English language can be used as a second language or official language of Filipinos as mandated by the constitution. Because of its richness and fame, many research studies had been focused on this language. A lot of people believing that this language is the medium of instruction for Science and Math will help a lot in the advancement of technology.

Rimando² in his article "What Ails the Country's Elementary Education System?", states that the Philippine Education System report attributed the annual production of half-baked elementary graduates to four major factors namely: 1) over-crowded curriculum, 2) overworked and underpaid teachers, 3) inadequate resources and materials, and 4) non-readiness of teachers to implement various educational innovations introduced in the field. These various educational innovations implemented by the Department of Education, Culture and Sports supposedly to revolutionize education, brought more confusion and havoc than anything else good, as majority were found ignorant about them. Innovations were rapidly introduced and

²Tony Rimando, "What Ails in the Country's Elementary Educational System?," The Modern Teacher, Vol. XXIV, No. 7, (December, 1976), pp. 207-209.

implemented at almost the same time that very significant was the fact that these educational innovations had created problems which proved to be hindrances in achieving the goals of education. Thus, if educational innovations signify an educational trend in the educational system, it also becomes very significant to discover the problems encountered during the implementation of these educational innovations.

Problems arise every now and then because we cannot express what we want. When we read we cannot manage to interpret and comprehend what is the meaning of the thing. Marcelino Nievera³ lamented in his article "Second Language Teaching in Intermediate Grades" the sad results of using the vernacular in the early primary grades in the elementary schools as commonly practiced by teachers to unlock the difficulties of pupils for better understanding of the concept. He theorized that it retards children spoken English and the ability to express themselves clearly and intelligently.

The Department of Education, Culture and Sports has persistently been pursuing the thrusts of equity, quality

³Marcelino Nievera, "Second Language Teaching in the Intermediate Grades," The Modern Teacher, (June, 1978), pp. 26-27.

and relevance in the delivery of basic education services particularly in the elementary and secondary level of education. It is in the pursuit of these thrusts that the Program of Decentralized Educational Development (PRODED) was launched in 1983-1987 at the elementary level and this was followed by the Secondary Education Development Program (SEDP) at the secondary level.

The role of education as a potent force in the economic and national development is more made pronounced today and curricular changes have been objectively carried out in order to improve the quality of education of the Filipino. In the elementary level for instance, the elementary education curriculum has been enriched to include English as a separate subject. This curricular enrichment is premised on the conviction that the advances of Science and Technology necessitate some significant educational preparation and orientation on the part of the educational clientele if only to make them literate and thus bring about relevance in the school curricula.

The teaching of English in Grade VI particularly in the Hinolaso Elementary School, Dolores II, Division of Eastern Samar, is not without a problem. Lack of instructional materials especially in the barrio schools, perennially beset both teachers and pupils and this has adverse effect on both

teaching and learning. PRODED targeted for 1:2 book ratio in English, for instance, but this has not been realized in far-flung barrio schools. Even with the ideal 1:2 pupils distribution scheme, in some schools, pupils seem not to be learning much from the textbook alone. They are faced not only with reading comprehension difficulties since the instructional medium is English, or a second language and a foreign language to Waray learners.

Class, School, District and Division written-test results in English reveal that pupil achievement centers around 40 percent to 50 percent only which is still 35-25 percent short of the idealized 75 percent mastery level. Oral test in Spoken English may even prove to be worse. Pupils cannot produce the basic sounds or phonemes of the English language. The language habits of Leyte-Samar dialect pose constraints in learning the correct production of the basic sounds of English especially such critical sounds as /e/, /I/, /æ/, /ae/, /u/, /ɔ/, /ʒ/, /ei/, /ai/, /eI/, /p/, /a/, /ʌ/, /θ/, etc.

The pupils of Hinolaso Elementary School have a lot of problems when it comes to the proper production of the 11 vowels, eight of this being critical and three being treated as substitution and ten critical consonants and non-phonemic variants which may result in a change of meaning and words

and yet may become serious barriers to the production when not mastered such as /iy/ and /uw/ and /u/, /æ/, /ə/, /ɑ/, or /ɔ/; /ʒ/, /ey/, /I/, /iy/, /aw/, /ʌ/. These are almost all; faults of substitutions due to mastering the International Phonetic Alphabet (IPA), /th/ and /dh/, /f/, /p/, /v/, and /b/, the sibilants /s/, /z/, /zh/, the affricates /ch/, /j/, the prophetic /s/, /S/, or /z/, or /Is/. The retroflex /r/ and /l/ and after the front vowels then finally the aspiration of initial /p/, /t/, /k/.

The researcher, a teacher himself realized that the textbook in English is not sufficient as a learning material for Grade VI pupils especially in the development of spoken communication skills. He believes that some kind of supplementary materials are needed to develop the spoken communication skills of the pupils. For the last three years, the writer had been developing a Textbook-Based Phoneme-Focused Supplementary Materials for English VI.

Due to phonemic problems of the pupils of Hinolaso Elementary School, the only medium of instruction that can help this critical problem of the school is to upgrade the instructional materials for Grade VI English class in the said school.

Statement of the Problem

It is the main purpose of this study to investigate the

effect of Textbook-Based Phoneme-Focused Supplementary Instructional Materials on the Spoken English for Grade VI in Hinolaso Elementary School, Dolores II District, Eastern Samar Division, Region VIII during the school year 1995-1996. The study also sought to determine the relationship between some selected pupil-related variables and pupils' achievement in Spoken English.

Specifically, the study sought to answer the following questions:

1. What is the mean oral reading proficiency score in English of Grade VI pupils in the experimental and control groups per:

- 1.1 pretest?

- 1.2 posttest?

2. Is there a significant difference between the pretest and posttest scores of the following groups:

- 2.1 control group?

- 2.2 experimental group?

3. Is there a significant difference between the performance of the control group and the experimental group per:

- 3.1 pretest results?

- 3.2 posttest results?

4. Is the pupils' achievement in Spoken English related to their general achievement rating in English?

5. Is the pupils' achievement in spoken English related to their attitude towards English as a subject?

6. What implications may be derived from the results of the study on language teaching and learning?

Hypotheses

The study advanced the hypotheses that:

1. There is no significant difference between the pretest and posttest scores of the following groups:

1.1 control group.

1.2 experimental group.

2. There is no significant difference between the performance of the control and experimental groups per:

2.1 pretest results.

2.2 posttest results.

3. There is no significant relationship between the pupils' achievement in Spoken English and their general achievement rating in English.

4. There is no significant relationship between the pupils' achievement in Spoken English and their attitude towards English as a subject.

Conceptual Framework

Figure 1 is a schema of the conceptual framework of the need for processes and variables involved in this study.

Figure 1 illustrates the need to validate through experimentation, the teacher-made supplementary materials in English language presently being used at the Hinolaso Elementary School, District of Dolores II, Eastern Samar. The research design is the classical experimental control group design and the independent variable, the Textbook-Based Phoneme-Focused Supplementary Instructional Materials for Grade VI which is believed to have a positive effect on pupils' oral reading proficiency in English, the dependent variable of the study.

The study considers moderator variable, pupils' attitude towards English as a subject, its possible relationship with pupils' oral reading proficiency score, the criterion variable in the study.

It is believed that the findings of the study may yield implications/recommendations for the language program of this area of concern which is of interest to the present researcher.

Importance of the Study

The study maybe useful to the pupils, teachers, supervisors, school administrators of the Hinolaso Elemen-

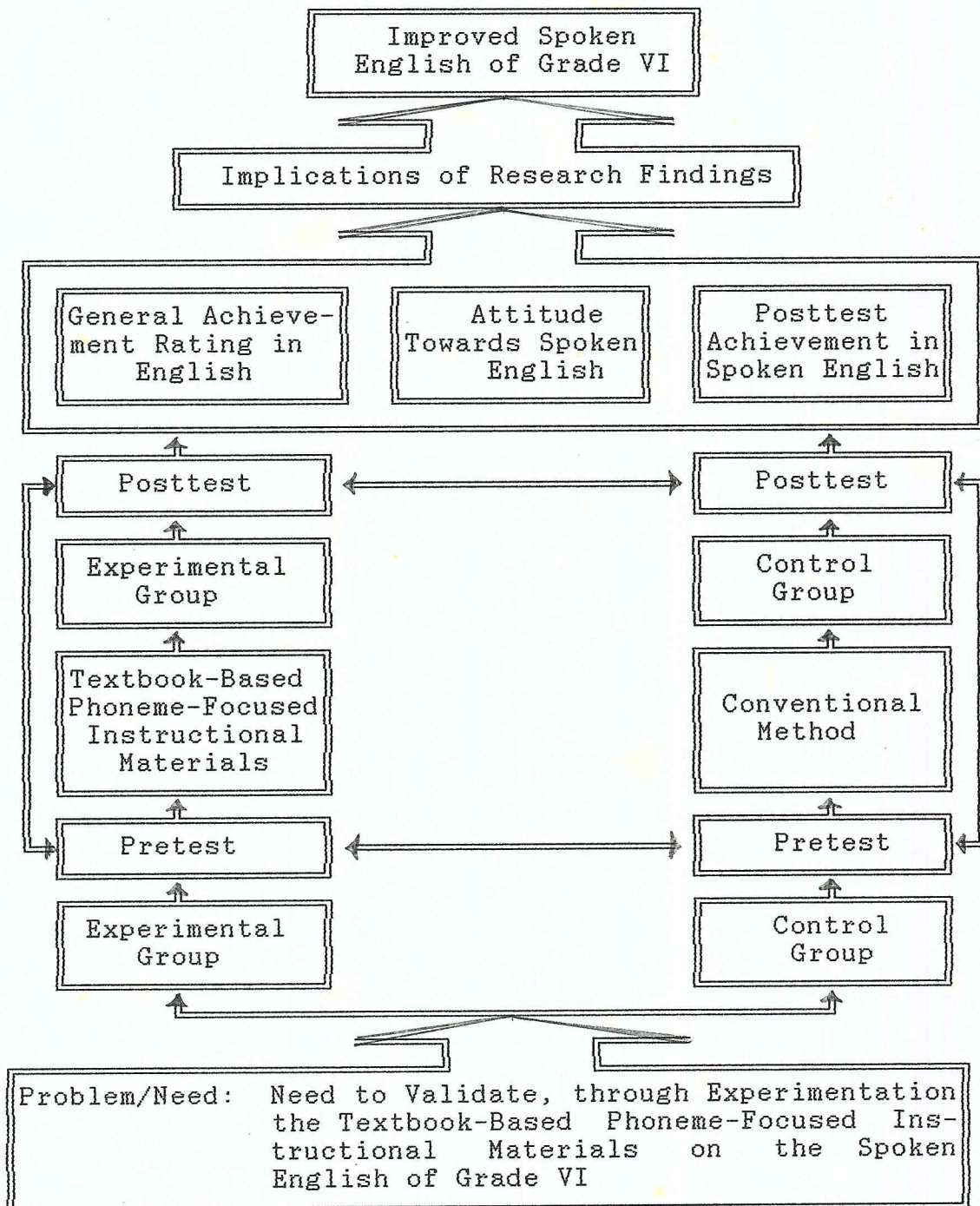


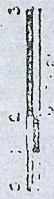
Figure 1. Schema of the Conceptual Framework Showing the Hypothesized Effect of the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI Pupils.

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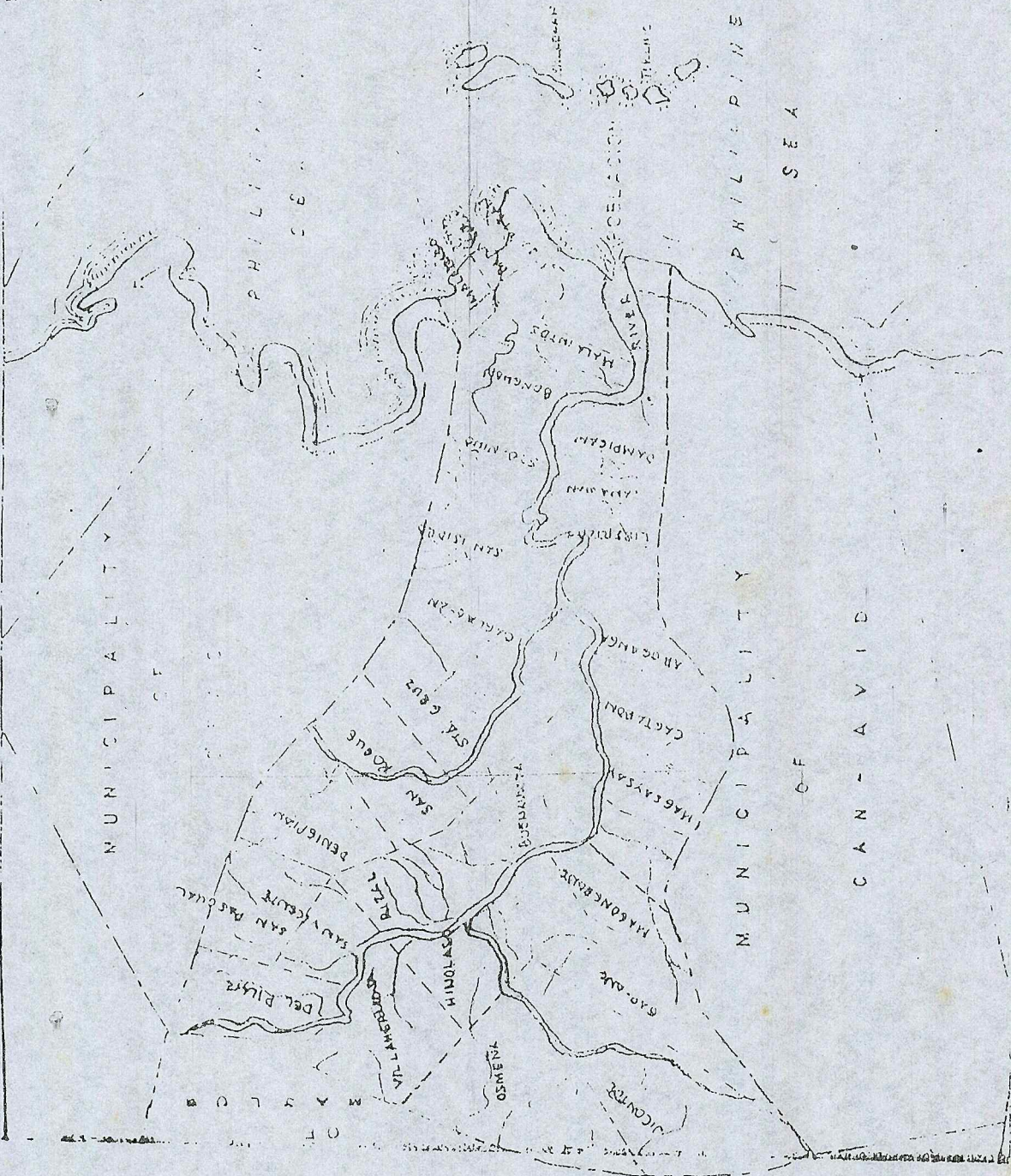
MUNICIPALITY

OF
CANDAYAN
PROVINCE OF
THE SIBAO

SCALE 1:30,000



PREPARED BY
MUNICIPAL DEVELOPMENT OFFICE
CANDAYAN, SIBAO, TUPAC
KATIPUNAN, MARANAW PROVINCE



MUNICIPALITY OF MATALBA

MUNICIPALITY OF CANAVID

PHILIPPINE SEA

SEA

tary School, Eastern Samar Division, Department of Education, Culture and Sports, Regional Office 8 and to future researchers.

To the pupils. The Instructional materials being experimented in the study will benefit the pupils not only at Hinolaso Elementary School but the other elementary schools in the Eastern Samar Division, if not of the entire Region 8. Since these materials Textbook-Based Phoneme-Focused, they can be amenable for use in any elementary school where the English subject is taught, thus, making learning in this subject more enriching, interesting and permanent.

To teachers. The study will come out with a research output which is valid Textbook-Based Phoneme-Focused Instructional Materials in English. Definitely, this material will help teachers in their task in teaching the subject more meaningfully and more significantly to their pupils. Teachers will be provided with a ready-made and presently available instructional materials in English language.

To supervisors. Division supervisors particularly in English will indeed be happy to know that the teachers they are supervising are capable of developing instructional materials which will enhance curriculum development in Elementary Education. These supervisors can make the output

of the study a sample of a teacher-made curriculum development materials which they can present to other teachers and/or other school personnel.

To Hinolaso Elementary School. This is an institutional research the benefits of which will be of great help to Hinolaso Elementary School, the place of the present researcher. The materials produced in the study are really intended for use by Grade VI pupils on the Hinolaso Elementary School and the English teachers in the many elementary schools in Eastern Samar Division and even the whole Region 8.

To the DECS Regional Office No. 8. One of the supervisory thrusts of the Department of Education, Culture and Sports, Regional Office No. 8 is curriculum development. The Elementary Education Division, now in full swing in implementing the PRODED or the Program for Decentralized Education which includes such learning areas as English will only be too glad to know that one of their English teachers has come up with a validated supplementary materials in English language. Thus, this can be of great help to other teachers who are teaching the subject not only in the school where the research was conducted but to the whole division and region.

To future researchers. To future researchers in Eng-

lish and curriculum development the present investigation will serve as a ready review of related research literature. The research design, instruments as well as the research output or product, may prove useful to future educational researchers.

Scope and Delimitation

This study focused on validating, through an experimental research, a set of teacher-made supplementary materials in English. The materials, however, are limited to English, Grade VI. The materials were based on Building Reading Skills (Reading) 6 and Building English Skills (Language) 6.

The study is further limited to the basic phonemes of the English Language: (1) vocoids; (2) contoids; (3) diphthongs; and (4) some consonant clusters.

The study involved one Experimental Group and one Control Group; 70 subjects all actual Grade VI pupils of Hinolaso Elementary School, SY 1995-1996 where the researcher is actually teaching.

Hinolaso is the biggest barangay of the municipality of Dolores, Eastern Samar and can be found at the Northeastern part of the town. This consists of 5,875 population coming from the different parts of the town. Fifty five percent comprises young adults, 25 percent adults and 20 percent

comprises children. Almost 57 percent of the population are professionals and 20 percent are students. Moreover, 15 percent comprises the folks of aged people. This barrio had been long founded by its folk from Dolores, Eastern Samar. They moved to the place to seek for greener pasture and a favorable place for farming. Figure 2 shows the map of Eastern Dolores showing the barangay of Hinolaso, the locale of the study.

The study is further limited to one experimenter only and same teacher is involved in both the experimental group and the control group.

Definition of Terms

The following terms operationally defined as uses in this study.

Contoids. This term refers to the sounds of the consonants as /p/, /t/, /k/, /b/, /d/, /g/, etc.

Consonant clusters. As used in this study, this term refers to two consonants written together to produce a blended sound. Examples: pl, sn, gr, etc.

Dependent variable. The experimental pupils' oral reading proficiency scores in English is the dependent variable in the study. This oral reading proficiency is believed to be influenced/affected by the pupils' exposure to the Textbook-Based Phoneme-Focused Supplementary

Materials in English, the independent variable of the study.

Diphthongs. This term refers to a combination of two vowels successively blended in a single syllable such as /eI/, / I/, /oU/, /Iu/, / I/, / u/.

Independent variable. The Textbook-Based Phoneme-Focused Instructional Materials in English is the independent variable in the study. This is believed to produce an effect on the pupils' achievement in English, the dependent variable of the study.

Hinolaso Elementary School. This is one of the barangay schools in town of Dolores, Province of Eastern Samar within the area of responsibility of the Eastern Samar Division. The school has a total population of 325 coming from different barrios that surround it and has a total number of 12 teachers and a janitor, headed by a Principal I.

Moderator variable. One inherent characteristic, attitude towards the English subject, is considered in this study. It is believed that the experimental pupils' exposure to Textbook-Based Phoneme-Focused Instructional Materials will create a favorable attitude towards the subject which in turn may possibly increase their oral reading proficiency in English.

Oral reading proficiency in English. This term refers to the measure of the extent to which the Grade VI pupils may read and produce the basic phonemes of the English language

particularly the vocoids, contoids, diphthongs, and consonant cluster as indicated by such criteria as tongue height, tongue advancement and lip formation in the case of the vocoids and viewed, point of articulation and manner of articulation in the case of the contoids.

Phoneme. This term refers to the smallest meaningful unit of sound that signals meaning and differs in meaning, e.g., / / and /I/.

Phoneme-Focused. This term means that the materials developed in the study deal more with the basic sounds or phonemes of the English language particularly the six front vocoids, three middle vocoids, the six back vocoids, ten diphthongs and 16 consonants.

Spoken English. This term refers to oral speech in English of the pupils in the study. Spoken English is measured by the Oral Reading Proficiency Test for Grade VI.

Textbook-Based. This term means that the exercises composed of words, phrases, sentences, paragraphs and etc. developed in this study are based on the Language/Reading Textbook in English 6 issued by the Department of Education, Culture and Sports for use of all Grade VI pupils of all elementary schools in the country.

Variable. Anything which has two or more exclusive properties or value is a variable. The study focused on one independent variable, the Textbook-Based Phoneme-Focused

Instructional Materials in English VI, one dependent variable, the pupils' oral reading proficiency in English and one moderator-variable the pupils' attitude towards English as a subject.

Vocoids. This term refers to sounds of vowels, e.g., /e/, /a/, /I/.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In order to gain insights about the research problems, extensive research was undertaken. Several books, magazines, journals and thesis reports were read from many different libraries. Ideas gleaned from noted linguists and scholars opened avenues for better understanding of the variables included in this study.

Related Literature

According to Harris⁴ English subject itself is not primarily the facts to be learned, but a complex of skills achieved. It is best conceived not as a body of instruction which is supposed to be subdivided into such branches of literature, grammar and composition, but as the study and practice of essentially Communication Arts (English) skills cutting across all disciplines. This in effect influences learning in other subjects and this justifies the more the need to upgrade the English communication skills.

Several factors that affect teaching and learning in Communication Arts (English) need important consideration.

⁴Harris W. Chester, "Language and Grammar Composition," Encyclopedia of Educational Research, (3rd ed.; New York: Macmillan Co., 1968), pp. 454-455.

First, any elementary and secondary schools lack the necessary and sufficient supply of teaching and learning materials.

Afable⁵ in the article concerning problems met by the teachers in language, categorically said "while government tackles the basic population problem, little has been done in matter of language."

Our school is unduly burdening million of young minds with the study of language. Little is done if at all, or if done, it will be done in haste and ignored the indispensable pre-requisite to effective language instruction, namely trained teachers and graded materials.

Sofronio Sangui⁶ in his article "Process Changes in English Instruction" observed that the implementation of the bilingual education policy did more harm than good as far as development of Spoken English is concerned. It was observed that while English and Filipino have their areas of use, teachers overused Filipino and delegated English to the

⁵Luz C. Afable, "The Very Common Problems of Elementary School Administration and Supervision," The Modern Teacher, Vol. XVIII (March, 1980), p. 513.

⁶Sofronio Sangui, "Process Changes in English Instruction," The Modern Teacher, Vol. XLII, (September, 1993), pp. 32-36.

background thus the development of the English language was not fully done. Pupils became more proficient in Filipino than in English.

Gonzales⁷ in his article of a Bilingual Education reported that the universal problem in the implementation of Bilingual Education is the lack of teaching materials and the poor parents in certain areas like Bohol, Ifugao, Central Visayas routine to the widespread use of Filipino as a medium of instruction. Gonzales recommended that teachers should be provided with dictionaries and glossaries for technical terms and vocabulary list to serve as teaching aids in the use of English and Filipino as a medium of instruction.

Apolinario S. Saymo⁸ in his article "Achieving Linguistic Competence Through Generative Grammar" says that a solution may come from teacher training. Chomsky, one of the best linguists, said that the essential property of a language, is a means of expressing indefinitely many thoughts and reacting appropriately in an indefinite range

⁷Andrew Gonzales, "Bilingual Education," The Philippine Journal of Education, Vol. LVII, No. 6 (November, 1978), pp. 286-287.

⁸Apolinario S. Saymo, "Achieving Linguistic Competence Through Generative Grammar," The Modern Teacher, Vol. XLII, No. 41, (September, 1993), pp. 18-21.

of new situation so it is clear that the quality of language has common in their creative aspect. One of the creative aspects of language is variation. These variations could be done to occupational experiences, to interests, to social class or due to regional specializations and therefore may contain vocabulary, pronunciation and phraseology which are generally used or even throughout the whole speech community.

In his article "Curriculum Development and Implementation New Social Studies" Borlaza⁹ states that while teachers endeavor to work harder, the nonprovision of textbook, encyclopedia, atlas, newspapers, magazines, wall maps, charts and other learning materials and the failure of the Department of Education, Culture and Sports to development overwork teachers as sources of program weaknesses. He recommends that to upgrade the New Social Studies teaching teachers and pupils alike should be equipped with adequate dictionaries, encyclopedias, atlases, maps, charts, and other illustrative materials.

The 1973 Survey Committee on Bilingual Education reported two problems related to the medium of instruction.

⁹Gregorio Borlaza, "Curriculum Development and Implementation of New Social Studies," School Time, Vol. 5, No.5, (November, 1975), pp. 21-22.

1) Inadequate preparation of teacher, 2) Lack of instructional materials. Prof. K.L. Davis in his "New Roles for Elementary Education Teachers" enumerates a set of competencies elementary teachers must develop. These competencies are related to the teachers' tasks as managers of resources, facilitators, of learning and promoters of community development. If the teacher is to become an effective manager of resources available to the schools, he should have skills in development of his knowledge of the subject content, utilization of available books, care and maintenance books and other equipment, development of specific objectives and learning outcomes, appropriate sequencing of instructional units, presentation of learning having in the mind. The students' characteristics at both the cognitive and affective levels, evaluation of learning in the form of both the teacher assessment, and self-assessment in the part of the students and the improvization of locally produced apparatus, equipment and audio-visual aids.

Popham and Baker¹⁰ maintain that the preferential problem is lack of textbook and teaching materials can be

¹⁰Eva baker and Popham, Systematic Instruction, (New Jersey: Prentice Hall, Inc., 1978), quoted in the Handout during the Teacher Training Development Seminar, Tacloban city.

partially solved by using the multi-media approach. This involves the use of mass media approach and the use of available media for learning. In today's instruction scheme, several DECS programs are integrated like Population Education and Taxation Education, provides periodicals and brochures issued by various agencies which can be utilized as teaching materials.

One of the most effective approaches to be used in language or communication arts is the use of oral communication approach or the spoken communication with the aid of Oral-aural Approach in teaching the language. In this, the learner acquire pedagogical skills in listening, speaking, writing and reading the language and the pattern to be read and has control to the most essential feature of the structural system of the language.

From Boe¹¹, the write came up with the important requirement in the language learning, and his thoughts were a) what are to be measured in learning a language; b) one must apply common sense and straight thinking of language; c) one must develop the sensitivity of language forms; d) the standard usage and practice in language are both in

¹¹John Boe, The New Building Better English, (New York: Harper and Row, 1981), pp. 20-21.

speech and in writing; e) a good vocabulary is needed to enable to portray definitely and accurately his ideas.

Finnochiaro¹², more or less enlightened the learners progress in their language capacities while preparing them for the higher grades. Her discussion underscored the importance of appropriate testing to enable the teacher to give realistic standards of achievement for group of individuals. Testing helps in assessing the effects of experimentation to determine whether the use of another language in the classroom retards or accelerates with their progress.

In language learning, Fries¹³ pointed out that the chief problem is not only acquiring vocabulary, but also the mastery of the sound system and language structures.

Lardizabal¹⁴ said that:

Language is made of speech sounds ...articulated precisely, and blended into word symbol. If a sound of a word is not produced understanding may result, changing the accent in a word changes the meaning.

¹²Mary Finnochiaro, English as a Second Language to Practice, (New York: McGraw-Hill Book Co., 1968), pp. 47-49.

¹³Charles Fries, American English Grammar, (New York: Century Crafts, 1974), pp. 86-89.

¹⁴Amparo S. Lardizabal, "Importance of Communication," The Modern Teacher, Vol. XXXV, No. 1, (June, 1980), p. 7.

Fitzgerald stressed that it is the duty of the school to guide the child to master the skills of communication including listening, speaking reading and spelling and those with quantitative relationship which the child needs for learning, problem solving, thinking and living. The child must know his environment and the world he lives in. Effective reading, writing, languages, spelling and speech contribute to better improved communication and more effective problem solving, hence teaching needs various sources of learning in order that children can learn.

According to Goody and Nelson¹⁵ listening, speaking, reading and writing constitute the core of the elementary curriculum, and form the basis particularly all learning activities. Planned language arts program has a great impact on a school's success in achieving its instructional goals. It provides the means to include language, to translate it through speech and writing and to decode or transform language into meaning and thought. The process of encoding draw on the expressive language arts skills composed of speaking and writing. Decoding, on the other hand, draws upon the perceptive skills of reading and listening.

¹⁵Betty Good and Nelson David, Teaching Elementary Language, Arts and Literature Approach, (California: Woods-worth Inc., 1982), p. 94.

Kerlin points that a viable reading program is one which developed skills needed in order to read, teaches them how to use reading as a tool for learning fosters as appreciation of a test of good literature and develop permanent interest in reading for enjoyment.

These four characteristics provide the means to encode language, to translate thoughts into speech and writing to decode or transform language into meaning and thought. The process of encoding draw on the expressive language arts skills composed of speaking and writing. Decoding, on the other hand, draws upon the perceptive skills of reading and listening. These become the objectives of one instructional program and at the same time serves as guidelines for evaluating the progress of children in reading. How to achieve the objectives is what reading instructions is all about. When it is said that children learn to read, what is meant is that they master the skills and develop the attitude they needed in order to acquire the ability to read.

Manalo¹⁶ in his book "Spoken English Through Phonetic Drills" he said that language has sounds and its meaning is

¹⁶Jose Manalo, Spoken English Through Phonetic Drills, A Manual for Filipino Students.

very important to pupil learning especially beginning reading.

Mackee¹⁷ cited that those essential principles in the teaching beginning reading are as follows:

1. Reading for meaning instructions for beginning reading must be of such nature that the child looks upon reading as a process of making meaning. He must learn that the meaning lies behind printed symbols and that, he does not read group of words, even though he pronounces those words, and know that he has seen the forms before, unless he understands what the word means, in getting in their used.

2. Emphasizing work identification and word recognition. Good teaching helps the pupil identify words that are taught by sight method, and will begin and continue development of child's power to identify strange printed words independently. In his first contact with given word, the child will look at the form of the word as the teacher tell his pronunciation will prove him to recall its meaning;

3. Providing for individual difference, since the pupils in the first grade class cannot progress at the same time thinking out the meaning, the child can associate the

¹⁷Paul Mackee, The Teaching of Reading, (Boston: Houghton Mifflin Co., 1948), p. 16.

pronunciation and the meaning with the form of the words;
and

4. Providing for individual difference since the pupils in the first grade class cannot progress at a uniform rate in learning to read. Instruction in beginning reading must often be more or less individualized. One small group maybe reading a first premiere and still another one or more books of greater difficulty within each group. The teacher needs close attention to the needs of each pupil providing the particular instruction needed for the child to make satisfactory progress.

To pursue reading instruction in reading skills, the teacher must have a strong faith that every child is capable of achieving progress.

According to Harris¹⁸ reading cannot be mastered after a long process of growing and learning takes place. It is much higher level of growth and brain development and a host of specific learning. Some of the traits involved primarily determined largely by a conventional make up other equally important traits developed through learning from everyday living. The ultimate interplay of inner growth and individual stimulation present in all aspects of child develop-

¹⁸Albert Harris, How to Increase Reading Ability, (New York: Mcmillan Co., 1960), pp. 18-19.

ment, and reading is not a single trait but a state of all around development maturity.

Green¹⁹ cited that the development of literacy skills should be conceived as an opening and the beginning never fixed and the fundamental skills are the only foundation and that learning does not actually begin until people teach themselves, teaching for literacy conceived learning as action rather than behavior.

Manalo²⁰ said that IPA or the International Phonetic Alphabet is a consistent medium of representation of sound and these symbols provide a convenient and helpful means of discussing and analyzing matter relating to pronunciation. Manalo said that Filipinos are non native speakers of the language and so they shall have the best way of studying it as an approach because it:

1. Trains the pupils during instruction to pronounce and to speak well the language by heart.
2. Trains the pupil to use his ear to distinctly hear the correct sounds of the English language.

¹⁹Maxima Green, "Literacy for What?," The Education Digest, Vol. XLVII, No. 9, (1982), pp. 87-89.

²⁰Manalo, loc. cit.

3. It is a medium of instruction for Science, Math and English subjects.

Related Studies

Calagar²¹ proved that reading skills influence learning Science and Mathematics. This is based on her study on four work type reading skills and their relationship to pupils' academic achievement on two subjects. Calagar said that mastery of reading skills means greater performance in Science and Mathematics and in the other content subjects.

Alcantara²² attempted to correlate Grade VI pupils' reading comprehension with their performance in solving problems mathematically. Alcantara found out that the reading comprehension of Grade VI pupils was significantly and directly related to their problem solving ability. Alcantara concluded that reading influenced the development of problem solving skills of the pupils in Mathematics.

²¹Evelyn S. Calagar, "Four-Work Type Reading Skills, Their Main Relation to Pupils' Achievement in Science and Mathematics," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1984).

²²Pamfilo C. Alcantara, "The Achievement of Pupils' in Mathematics in Relation to Reading Comprehension Skills," (Unpublished Masters' Thesis, Leyte Institute of Technology, Tacloban City, 1987).

Renomeron²³ in her study on the "Effect of the Phono-Visual-Oral-Sound Blending Meaning Approach" on the reading achievement in Filipino Grade One Waray-Waray learners concluded that:

(1) The Phono-Visual-Oral-Sound Blending Meaning Approach (PVOSBM) leads to a better achievement on reading than the conventional way of teaching reading in Filipino.

(2) Age does not influence the experimental pupils' performance in both oral and written test in Filipino.

(3) Sex does not influence performance in the oral reading test but it seems to influence results on the written tests with female children performing better than the male children.

Renomeron's study came up with the following recommendations:

1. Use the PVOSBM approach in teaching reading in both Filipino and English at the very first days and weeks of Grade one child's school life rather than spend months developing readiness and postponing reading proper until the second semester of the year.

²³Violeta Renomeron, "Effect of Phono-Visual Sound Blending Meaning Approach on Reading Achievement in Filipino Grade One Waray-Waray Learners, A First Attempt," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1986).

2. Use the PVO SBM approach rather than the alphabet method, syllable method, look and say method and other conventional methods of teaching.

3. Use the PVO SBM approach in developing in Grade II, III, IV, V and VI.

4. In applying the PVO SBM approach, utilize such techniques as peer tutoring, individualized instruction, remedial teaching and parental assistance.

5. Zero-out nonreaders in a particular class and school taught by the PVO SBM approach in teaching reading in both English and Filipino.

6. Conduct in-service training geared towards language teacher mastery of the phonological, morphological, syntactical structure of both Filipino or English phonemes and represented by the English or Filipino so they maybe in a better position to use the PVO SBM approach in teaching reading.

7. Construct curricular instructional materials supportive to the PVO SBM approach in teaching Reading like this tapes in English and Filipino phonemes represented by the English alphabet system, skills, books and tutorial kits.

8. The DECS Region 8 should utilize the findings of the present study to complement the findings of regional

researchers on the effect of project URS (Upgrading Reading Skills) on pupils' learning.

9. The DECS Region 8 should recognize the contribution made by the research to such regional projects as upgrading reading skills in all leader schools (PVOSBM) and zero nonreaders project.

10. The DECS Regional Office should encourage future researchers, on the effect of PVOSBM approach as the strategy in the teaching of reading.

11. The DECS Central Office should recognize the PVOSBM approach as the DECS Region 8 contribution to the language instruction in the country. It should integrate the PVOSBM approach in the department's overall language instruction program.

12. Teachers training institution should integrate the PVOSBM approach in the course on language teaching and learning.

13. The future researchers should conduct other researches on the PVOSBM and attempt to correlate some selected variables with pupils' comprehension skills.

Rivas²⁴ conducted a study on the deficiencies in

²⁴Rebecca P. Rivas, "The Deficiencies in Grammar of Freshmen Students Their Impact on the Language Performance," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1986).

Grammar of freshmen students and the impact of these deficiencies on students. The study of Rivas disclosed the inabilities of freshmen students to use correctly proposition, verb phrases, articles, pronouns, verb forms, and conjunction in the completion of ideas in sentences. Rivas said that possible causes of these errors should be attributed to the students' poor reading habits, lack of teaching devices, non-mastery of language and lack of motivation and interest in the use of language.

Rivas' study is related to the present investigation since the work of Rivas disclosed the inabilities of the freshmen students to use well the parts of speech and the present study is to look into the correct production of the IPA so that they can speak well the language with grammatical or functional way. Likewise, the present study included language skills key research variables.

Agner²⁵ attempted to conceptualize, construct and validate a communicative proficiency test to finishing elementary school pupils in the form of language skills of listening, speaking, reading and writing using an integrated

²⁵Soledad Agner, "Towards the Development of a Communicative Proficiency Test in Filipino for Finishing Elementary Studies, A First Attempt," (Unpublished Doctoral Dissertation, PNC, Manila, 1986).

psycho-socio-linguistics theory in the communicative competence theory of language teaching, learning and testing. The test thus constructed exhibited low but temporarily useful and consistent or reliable. Generally, the test possesses appropriate difficulty level. It has content, construct and face validity and the test is generally valid.

From the work of Agner the researcher gained some insights in the construction of this Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar because it helps most to validate a language test through auditory discrimination with the use of integrated approach psycho-socio-linguistic theory for communicative competency.

The field of research represented these varied instructional problems but no research so far has been designed to enhance learning in English language through the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar.

The present study is a step towards that direction - to validate an oral reading instructional materials through the aid of the IPA, as the springboard in teaching Spoken

English to our pupils and to evaluate the trueness of the materials being constructed for oral communication to be utilized in the field as a supplementary oral instructional materials for Grade VI pupils and teachers.

Chapter 3

METHODOLOGY

This chapter discusses the research design, instrumentation, sampling procedure, and the steps undertaken in gathering the different data needed to complete the study.

Research Design

Since the researcher wished to prove the effectiveness of the Textbook-Based Phoneme-Focused Instructional Materials on the way how the pupils in Grade VI read, enunciate, produce, the IPA on the levels of the subjects, the pupils, the pretest-posttest control group design was employed. Two groups of Grade VI pupils were taken as respondents with 35 pupils each, selected through a random sampling technique.

The group who went through the experimental learning materials was labeled as the experimental group and the group who went through the conventional methodology of instruction was labeled as the control group. This group was isolated from all experimental experience. Before the experimental group was exposed to the Textbook-Based Phoneme-Focused Instructional Materials, the respondents from both groups were given a pretest in the form of an oral reading proficiency test.

They were evaluated through a posttest using the same instrument. From the results of both tests and attitude scale test, statistical tests were computed to determine the effectiveness of the experimental materials. Using the same results, possible relationships of Spoken English with pupil-related variable like attitude towards English as a subject and the subjects' general achievement in English.

Thus, this study used the classical Experimental Control Group Design which is illustrated as follows:

R ₁	O ₁	X	O ₂
R ₂	O ₃	X	O ₄

where:

R₁ refers to random selection and assignment as experimental group (EG) of one of the sections of Grade VI

R₂ refers to random selection and assignment as control group (CG) of one of the sections of Grade VI

O₁ refers to the pretest of the experimental group

X refers to the introduction of the experimental variables that is the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken

English of Grade VI pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar.

- O₂ refers to the posttest of the experimental group
O₃ refers to the pretest of the control group
O₄ refers to the posttest of the control group

Subjects/Respondents

A total of 70 grade VI pupils taking English during the first semester of the school year 1995-1996 of Hinolaso Elementary School were the subjects of the study.

These 70 pupils came from the four original sections of pupils under the instruction of the researcher. The designation of the experimental group and control group from the pool of four sections was done at random for the pupils to have equal chances to be included in this study. To determine who will comprise the respondents/subjects of this study, the "fishbowl technique" was used. Five boxes containing the rolled sheets of papers corresponding to the number of pupils in each of the four sections were prepared, some of which with numbers 1 to 15, while all the rest were blank. After all the rolled sheets were shaken thoroughly, they were drawn by all Grade VI pupils male and female in each section. Those who have drawn the rolled sheets of papers with numbers 1 to 15 of the four sections served as

the samples/subjects of the study. These selected 70 pupils were again properly equated to form the experimental group and the control group based on the pupils' academic rating in English during the first periodical test in Grade VI English during the school year 1995-199 so that a balanced profile should be obtained.

The Variables

As an experimental research, the study involved one independent variable, one dependent variable, one moderator variable, one criterion variable and control or extension variables.

Independent variables. The Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar is the independent variable. Its use among and by the teacher and the Experimental Group pupils is believed to cause oral proficiency in English for Grade VI than the conventional methodology and materials used by the control group.

Dependent Variable. Pupils' oral reading proficiency in English for Grade VI is the dependent variable of the study. Indicators of pupils' proficiency in English VI took the form of oral reading proficiency in English VI.

Moderator variable. Although randomization formed a part of the experiment, inherent pupils' characteristic like attitude cannot be totally controlled and it may somehow moderate or influence experimental pupils' achievement in oral communication. The study attempted to prove or disprove this hypothesis.

Criterion variable. Spoken skills in English language which is the medium of instruction is believed to influence or be correlated with pupils' understanding and internalization of the concepts, skills and value in English as one of the tool subjects in our curriculum. This study compares their achievement in Spoken English and their general ratings in English. It is inferred that, indeed, the Textbook-Based Phoneme-Focused Instructional Materials, the independent variable of the study would have potent force in pupils' learning in the Spoken English and English Language as a subject.

Instrumentation

The study used three research instruments, namely:

- 1) Oral Reading Proficiency Test in English for Grade VI;
- 2) Attitude Scale; and
- 3) Textbook-Based Phoneme-Focused Instructional Materials FOR Spoken English for Grade VI.

Oral Reading Proficiency Test for English VI. This is a knowledge and skills test on the basic sounds in the form of an oral reading. It consists of items covering the vocoids, contoids, diphthongs, and consonant clusters. This test is composed of two long paragraphs administered to Grade VI pupils in the experimental and control groups, in one-to-one testing procedure.

The researcher himself administered the oral reading test from the pretesting to the posttesting. Both groups were given two hours to take the test. Identical testing procedures was strictly observed so that the threats to internal validity like history and instrumentation would assume not to pose as rival factors.

The oral reading test was subjected to pilot testing using Grade VI pupils of Dolores Elementary School, Dolores, Eastern Samar. Then it was finalized on the basis of the results of the pilot test.

Raw scores and mean scores were determined for both the experimental group and control group pupils. The following scoring interpretation scheme was used:

<u>Oral Proficiency</u>	<u>Interpretation</u>
80.5 - 100	Very high proficiency level
60.5 - 80.4	High oral proficiency level
40.5 - 60.4	Average oral proficiency level
20.5 - 20.4	Low proficiency level
less - 20.4	Very low proficiency level

Attitude Scale. This is a 20-item questionnaire designed to elicit pupils' attitude towards English in Grade VI. This instrument is composed of two parts namely: 1) Personal Data, and 2) Attitude Statements. Positively stated sentences about English for Grade VI were used and pupils indicated their agreement or disagreement to these statements using strongly agree (SA) or 5; slightly agree (SA) or 4; agree (A) or 3; disagree (D) or 2; and strongly disagree (SD) or 1. Total attitude score per pupil was determined.

The study used the following interpretation scheme for attitude.

<u>Total Attitude Scale</u>	<u>Interpretation</u>
80.5 - 100	Very positive attitude
60.5 - 80.4	Favorable attitude
40.5 - 60.4	Slightly favorable attitude
20.5 - 20.4	Unfavorable attitude
less - 20.4	Very unfavorable attitude

Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English. This instructional materials for Spoken English in Grade VI pupils intended to help Waray-Waray pupils in the study of the English language. The materials contain 30 lessons from the IPA which catered to the needs of the school where the study was conducted. This composed of six front vowels, three middle vowels, six back vowels, ten diphthongs, eight voiceless consonants and 16 voiced consonants and this includes words, phrases, sentences, paragraphs and lower episodes.

Validating the Materials

The constricted instructional materials for Spoken English is in conformity with the transcription system of the International Phonetic Alphabet (IPA).

The intermediate teachers of Hinolaso Elementary School evaluated these reading materials in the light of their experiences with pupils and reading experiences. Samples analyzed were taken from words, sentences, phrases. Paragraphs from the Grade VI English Textbooks, Building English 6 Skills 6 (Reading and Language). The words, phrases, sentences and paragraphs were not limited so that it would enrich pupils acquisition of new words and vocabulary and production of the words well. Here, the researcher was able to determine numbered words, phrases,

sentences, paragraphs that are suited to various grade levels of readability level and the acquisition and production of each letter of the IPA.

The materials were then presented to all the teachers of Dolores Central School who had been handling intermediate English classes. They were requested to evaluate the materials following the set of criteria formulated for the purpose. Suggestions and comments were accepted. The materials were finally corrected and edited by the adviser.

To ensure the suitability and workability of the materials to Grade VI pupils a try out was conducted. The materials were given to three levels of Grade VI pupils, each one corresponding below average, average, above average abilities. The general rating of these children in Communication Arts (English) 6 in Grade VI and teacher judgment were used as indexes in this identification.

The developed materials were given to them separately at different times by means of one-to-one testing procedure. This allowed the researcher to observe closely each pupils' responses, reactions and comments as the researcher worked with them individually. They were appraised before hand that they were not being tested but being requested by the researcher to help him improve the materials and that they should feel free to comment on them.

The responses, reactions, comments and suggestions of those who evaluated the materials constituted the basis of its revision and refinement. Subsequent revisions made were the following:

1. Rewriting directions that were too wordy, were made simpler and clearer by deleting unnecessary words, phrases, sentences and lines in the paragraphs and restating them.

2. Rewriting conversation and intonation drill exercises towards pattern which necessitates changing vague words, phrases, sentences and lines in the paragraphs.

3. Reshuffling words, phrases, sentences and lines in the paragraph for logical development, sound blending, articulation and manner of pronunciation according to its production.

The attitude scale test composed of 20 statements - ten positive statements and ten negative statements were given to the respondents in order to give a clearer way of the study if at the start, the experimental pupils were prepared to take the constructed supplementary instructional materials or if they are not.

The attitude test formulated was subjected to expert validation and thus, the researcher came to realize that it would be easier to compute their attitude ratings on the oral instructional materials if he will use all positive

statements to be administered to the respondents.

Experimentation

The experimental procedure included: (1) random assignment, designation of sections of pupils to the experimental group (R_1) and the control group (R_2); (2) pretesting in both experimental group (O_1) and control group (O_3); (3) introduction of the experimental variable and the independent variable which is the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar (X); (4) posttesting the experimental group (O_2) and control group (O_4).

Randomization (R_1) and (R_2). The very nature of the research design used in this study necessitates the random selection of the experimental group and the control group from the original pool of four sections of Grade VI pupils assigned to the teacher teaching English in Grade VI, the researcher himself. Two sections were randomly selected to compose the experimental group and the control group. The four sections, sections 1, 2, 3, and 4 were represented by one pupil each. These section representatives took turn in discovering the rolled slips of paper with EG and CG and with the two other slips blank or unmarked. This procedure

automatically removed the incidence of biased selection of pupils objects so that any gains in score the experimental group pupils may obtain will be due to the independent or experimental variables and not to rival factors.

Pretesting (O_1 , O_3). This refers to the administration for the first time, of the Oral Reading Proficiency in English VI to the experimental group (O_1) and control group (O_3) before the introduction of the experimental variable.

The researcher himself administered the pretest in both groups. The experimental group took the test in the morning and the control group took the test in the afternoon.

Both were given one hour to answer the test. Identical testing procedures were strictly followed such that the threats to internal validity to the experiment like history, instrumentation, etc. would be controlled and would not pose as a rival factor.

Introduction of the Experimental Variable (X). After the pretest, the experimental variable, that is, the set of Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar was given to the experimental group to supplement the pupils' Textbook in English for Grade VI. This was used from June 12 to August 12, 1995. This was selected for implementation

period because it was the time frame programmed by the school.

Posttesting (O₂, O₄). One June 12, 1995 the experimental group started taking the lessons in the supplementary materials, hand in hand with the textbook in English Language for Grade VI. The researcher administered a pretest to both the experimental group and control group. On August 12, 1995, the researcher administered the posttest. Procedures used during the pretest was followed in the date of the posttest to both the experimental and control groups.

Controlling Teacher Factors. The researcher handled both the experimental and control groups as the experimenter himself and as the teacher researcher. His interest was to validate the supplementary materials he has developed, through experimentation, the trueness of this material, objectively and in the most scientific and unbiased manner.

The researcher observed research ethics and intellectual honesty to the end that the teacher bias would be absent. As the teacher of the experimental group and the control group, he provided the identical treatment to these two groups. Except that the experimental group used the Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI pupils of Hinolaso Elementary

School, Dolores II District, Division of Eastern Samar.

The two groups of pupils were given identical attention, time and concern by the researcher.

Statistical Treatment of Data

The pupils' performance as recorded in the duplicate copy of the oral reading proficiency test was reviewed and analyzed.

Mean differences were tested for significance using the z-test inasmuch as the number of samples compared are more than thirty. The following is the formula for computing the z-value:

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

- where:
- X_1 = refers to the mean of the scores of the control group
 - X_2 = refers to the mean of the scores of the experimental group
 - S_1^2 = refers to the variance of the scores of the control group
 - S_2^2 = refers to the variance of the scores of the experimental group

- n_1 = refers to the total number of pupils in the control group
- n_2 = refers to the total number of pupils in the experimental group
- z = refers to the z value of the difference in the mean of the scores of the experimental and control groups

The z-test was also used to test hypothesis no. 2 which states that there is no significant difference between the attitude of experimental and control pupils towards English. The .05 level of significance, α was adopted.

The Pearson-Product Moment Correlation Coefficient was used to determine the relationship between the experimental group and control group pupils' attitude and oral reading in English.

The formula used is as follows:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

- where:
- r = refers to the coefficient of correlation
 - n = refers to the number of paired observations
 - X = represents the pupils' attitude scores towards English as a subject
 - Y = represents the pupils' posttest scores in oral reading

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data obtained as a result of the study on the effect of the Textbook-Based Phoneme-Focused Instructional Materials on the achievement of the Grade VI pupils in Spoken English in Hinolaso Elementary School during the school year 1995-1996. The data presented in this chapter are those on pretest and posttest results of the oral reading test of the experimental group and control group and comparisons made in between the subjects, achievement in Spoken English and pupils' related variables.

Comparison of the Experimental Group and Control Group per Pretest

Table 1 presents the pretest scores of the experimental and control groups. It is obvious that both groups have the same pretest mean. Correspondingly, the z value attest that there is no significant difference between the mean scores of the experimental group and control group. The obtained z value of 0 is lesser than the critical z value of 1.96 at .05 level of significance. Thus, the null hypothesis that "There is no significant difference between the pretest scores of the experimental group and the control group" is accepted. This means that both the experimental group and

Table 1

Pretest Results on the Oral Reading Test of the
Experimental Group and Control Group

Experimental Group		Control Group	
Subject No.	Score	Subject No.	Score
01	68	01	78
02	62	02	72
03	65	03	73
04	78	04	77
05	75	05	74
06	71	06	69
07	68	07	70
08	65	08	73
09	70	09	61
10	73	10	67
11	66	11	78
12	68	12	79
13	80	13	76
14	81	14	75
15	84	15	63
16	68	16	68
17	64	17	73
18	65	18	71
19	67	19	78
20	80	20	74
21	80	21	76
22	81	22	77
23	84	23	75
24	69	24	83
25	66	25	80
26	67	26	79
27	78	27	68
28	77	28	64
29	76	29	63
30	74	30	68
31	65	31	62
32	76	32	73
33	79	33	76
34	81	34	81
35	83	35	80
Total	2554		2554
Mean	72.97		72.97
Computed z value:	0	Critical z value at $\alpha = .05$:	1.96
Evaluation	: Not Significant		

the control group have the same entry competency level at the start of the experiment.

Comparison of the Experimental Group and Control Group per Posttest

Table 2 presents the comparison of the posttest results between the experimental group and the control group.

It can be gathered that the experimental group had a higher posttest mean score of 79.49 than the control group with posttest mean score of 76.63 with a mean difference of 2.86. To test the significance of the difference the z-test was applied. It can be seen that the computed z value of 4.62 is greater than the tabular/critical z value of 1.96 at $\alpha = .05$. This proves that the difference of 2.86 is significant enough to reject the hypothesis that "There is no significant difference between the posttest mean scores of the experimental group and the control group. The experimental group obtained a higher posttest mean than the control group. This could be attributed to the intervention which is the Textbook-Based Phoneme-Focused Instructional Materials. It can be concluded that such materials are effective and therefore, superior.

Comparison Between the Pretest and Posttest Mean Scores of the Experimental Group

Table 3 shows the comparison between the pretest and

Table 2

Posttest Results on the Oral Reading Test of the
Experimental Group and Control Group

Experimental Group		Control Group	
Subject No.	Score	Subject No.	Score
01	81	01	75
02	76	02	69
03	78	03	73
04	79	04	82
05	78	05	80
06	75	06	77
07	78	07	75
08	71	08	78
09	74	09	70
10	78	10	76
11	82	11	74
12	84	12	69
13	83	13	78
14	85	14	79
15	86	15	76
16	74	16	74
17	69	17	79
18	68	18	76
19	75	19	83
20	84	20	79
21	83	21	80
22	85	22	81
23	86	23	79
24	87	24	75
25	84	25	76
26	81	26	75
27	80	27	77
28	79	28	74
29	78	29	75
30	76	30	73
31	84	31	75
32	76	32	78
33	80	33	79
34	83	34	80
35	82	35	83
Total	2782		2682
Mean	79.49		76.63
Computed z value:	4.62	Critical z value at $\alpha = .05$:	1.96
Evaluation	: Significant		

posttest mean scores of the experimental group in their oral reading test. The experimental group had a pretest mean score of 72.97 and a posttest mean score of 79.49. The difference between these two means was 6.52. Statistical analysis using the z-test shows that the obtained z-value of 6.51 is greater than the tabular/critical z-value of 1.96 at means was proved to be significant resulting to the rejection of the null hypothesis which states that "There is no significant difference between the pretest mean score and the posttest mean score of the experimental group." It means further that the experimental group performed a lot better in the posttest than in the pretest. It goes without saying that the experimental materials, the Textbook-Based Phoneme-Focused Instructional Materials caused the big difference in their means and therefore effective.

Comparison Between the Pretest and Posttest Mean Scores of the Control Group

Table 4 presents the comparison of the scores in the pretest and the posttest of the control group in the oral reading test. It can be seen that the control group had a pretest and posttest mean scores of 72.97 and 76.63, respectively resulting to a difference of 3.66. To determine the significance of this difference, the z-test was applied, where the computed z-value was found to be

Table 3

Pretest and Posttest Results on the Oral Reading
Test of the Experimental Group

Subject No.	Pretest Score	Posttest Score
01	68	81
02	62	76
03	65	78
04	78	79
05	75	78
06	71	75
07	68	78
08	65	71
09	70	74
10	73	78
11	66	82
12	68	84
13	80	83
14	81	85
15	84	86
16	68	74
17	64	69
18	65	68
19	67	75
20	80	84
21	80	83
22	81	85
23	84	86
24	69	87
25	66	84
26	67	81
27	78	80
28	77	79
29	76	78
30	74	76
31	65	84
32	76	76
33	79	80
34	81	83
35	83	82
Total	2554	2782
Mean	72.97	79.49
Computed z value: 6.51 Critical z value at $\alpha = .05$: 1.96 Evaluation : Significant		

3.17. This value was found to be greater than the tabular/critical z-value of 1.96 at $\alpha = .05$, thus the hypothesis which states that "There is no significant difference between the pretest mean scores and the posttest mean scores of the control group was rejected. It further means that the control group improved in their performance even without the benefit of the experimental materials. This goes to show that the conventional method likewise caused the improvement of the control group pupils' performance in the oral reading test.

Relationship Between Pupils' Achievement
in English and Their Attitude Towards
English of the Experimental
Group and Control Group

Table 5 points out the results of the subjects' posttest results in Oral Reading Test and their mean scores in the attitude rating scale.

In order to determine the relationship between the subjects' achievement in Spoken English as measured by the Oral Reading Proficiency Test and their attitude towards English, the coefficient of correlation was computed. The table shows the achievement in the experimental group and the control group in Spoken English with mean scores of 79.49 and 76.63, respectively. On the other hand, their

Table 4

Pretest and Posttest Results on the Oral Reading
Test of the Control Group

Subject No.	Pretest Score	Posttest Score
01	78	75
02	72	69
03	73	73
04	77	82
05	74	80
06	69	77
07	70	75
08	73	78
09	61	70
10	67	76
11	78	74
12	79	69
13	76	78
14	75	79
15	63	76
16	68	74
17	73	79
18	71	76
19	78	83
20	74	79
21	76	80
22	77	81
23	75	79
24	83	75
25	80	76
26	79	75
27	68	77
28	64	74
29	63	75
30	68	73
31	62	75
32	73	78
33	76	79
34	81	80
35	80	83
Total	2554	2682
Mean	72.97	76.63
Computed z value:	3.17	Critical z value at $\alpha = .05$: 1.96
Evaluation	: Significant	

Table 5

**Achievement in Spoken English and Attitude Towards English
of the Experimental Group and Control Group**

Experimental Group		Control Group	
Spoken English	Attitude Score	Spoken English	Attitude Score
81	83	75	80
76	81	69	81
78	84	73	81
79	79	82	79
78	80	80	82
75	82	77	84
78	80	75	78
71	87	78	79
74	86	70	77
78	81	76	83
82	84	74	81
84	85	69	84
83	87	78	83
85	82	79	85
86	84	76	80
74	81	74	81
69	83	79	82
68	87	76	79
75	80	83	80
84	85	79	78
83	82	80	84
85	84	81	82
86	80	79	80
87	79	75	81
84	86	76	83
81	88	75	84
80	82	77	85
79	89	74	82
78	81	75	81
76	85	73	86
84	84	75	84
76	86	78	85
80	83	79	86
83	85	80	88
82	81	83	87
2782	2916	2682	2875
r = - 0.11		r = 0.20	
critical r = 0.3246		critical r = 0.3246	
Not Significant		Not Significant	

mean scores in the attitude scale were 82.31 and 82.14, respectively.

For the experimental group, the computed r of -0.11 is very much less than the tabular value of r which is 0.3246 . This proves that there is no significant relationship between the subjects' Spoken English and their attitude towards English. The corresponding hypothesis, therefore is accepted. For the control group, the computed r of 0.20 is also lower than the tabular r value of 0.3246 . This goes without saying that the use of the experimental materials did not influence the subjects' attitude towards English as a subject. This shows that there is no significant relationship between the subjects' Spoken English and their attitude towards English. The above interpretation also applies to the situation.

Relationship Between Pupils' Achievement
in Spoken English and Their General
Achievement Rating in English of
the Experimental Group and
Control Group

Table 6 shows the comparison of pupils' achievement in Spoken English and their General Achievement Rating in English for the first grading period of the experimental group and the control group.

It can be gleaned from the table that the average general achievement rating of the experimental group and

Table 6

**Achievement in Spoken English & General Achievement Rating
in English of the Experimental Group & Control Group**

Experimental Group		Control Group	
Spoken English	English Rating	Spoken English	English Rating
81	79	75	78
76	80	69	79
78	81	73	78
79	76	82	75
78	78	80	79
75	80	77	81
78	78	75	76
71	85	78	79
74	84	70	75
78	78	76	79
82	81	74	80
84	83	69	81
83	86	78	79
85	79	79	84
86	83	76	78
74	80	74	79
69	80	79	80
68	85	76	80
75	78	83	79
84	83	79	76
83	80	80	82
85	84	81	80
86	78	79	79
87	76	75	80
84	87	76	84
81	89	75	83
80	85	77	86
79	91	74	84
78	78	75	79
76	87	73	88
84	86	75	81
76	89	78	88
80	85	79	84
83	87	80	89
82	79	83	88
2782	2878	2682	2830
r = - 0.14		r = 0.17	
critical r = 0.3246		critical r = 0.3246	
Not Significant		Not Significant	

control group are 82.23 and 80.86, respectively. To determine the relationship between the general achievement rating with their achievement rating in Spoken English, the coefficient of correlation was computed.

It is shown in the table that the computed r 's for both the experimental group and the control group are lesser than the tabular r value of 0.3246 which indicates that there is no significant relationship between the subjects' achievement in Spoken English and general achievement rating in English. Thus, the null hypothesis is accepted. It further means that the achievement in Spoken English is not related with the general achievement rating in English. It further indicates that the general achievement rating in English is not affected by the subjects' ability in Spoken English.

This finding led the researcher to the conclusion that the materials resulted to the significant improvement for the experimental group. This also implies that the programmed materials designed to develop oral reading skills of the experimental group is superior than the traditional teaching method. This finding further indicates that the oral instructional materials for Spoken English really catered to the needs of the pupil-subjects.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this study.

Summary of Findings

1. Based on the computations utilized in this study, the following results were obtained:

1.1 There is no significant difference in the pretest mean scores between the experimental group and the control group which means that at the start the experimental group and control group had the same entry competency.

1.2 There is a significant difference in the posttest mean scores between the experimental group and the control group which means that after the experiment the experimental group had better performance than the control group as revealed by the computed z value which is bigger than the tabular z value. This proves that the Textbook-Based Phoneme-Focused Instructional Materials are effective.

2. The z test computed on the pretest and posttest mean scores in the oral reading test of the experimental group

and the control group revealed the following:

2.1 There is a significant difference between the pretest mean scores and the posttest mean scores of the experimental group as revealed by the computed z value of 4.62 which is greater than the critical z value of 1.96. Therefore, the null hypothesis that "There is no significant difference between the pretest and posttest mean scores of the experimental group" is rejected. This indicates that learning took place among the members of the experimental group. This implies that the programmed instruction for Spoken English significantly improved the oral reading ability of the experimental group and therefore, effective.

2.2 There is a significant difference between the pretest and posttest mean scores of the control group as revealed by the computed z -value of 3.17 which is greater than the tabular z value of 1.96 at .05 level of significance. Therefore, the hypothesis that "There is no significant difference between the pretest and posttest mean scores of the control group" is rejected. This indicates that learning took place among members of the control group even with the use of the

traditional method of teaching.

3. The coefficient of correlation (r) computed on the subjects' achievement in Spoken English as measured by the oral reading test and their mean scores in the attitude scale between the experimental group and the control group has the following results:

3.1 The achievement ratings of the experimental group and control group in Spoken English were 79.49 and 76.63, respectively while their attitude mean scores were 82.31 and 82.14, respectively.

For the experimental group, the computed r of -0.11 is lesser than the tabular r of 0.3246. This proves that there is no significant relationship between the subjects' "Spoken English and their attitude towards English." It goes to show that the use of the experimental materials did not influence the subjects' attitude towards English. The hypothesis of no relationship, is, therefore, accepted.

For the control group the computed r of 0.20 was also lower than the tabular r value of 0.3246. This showed that there is no significant relationship between the subjects' Spoken English and their attitude towards English.

4. The coefficient of correlation (r) computed on the subjects' achievement in Spoken English and their General Rating in English is revealed as follows:

4.1 The computed r 's for the experimental group and the control group were lesser than the tabular r value which indicates that there is no significant relationship between the subjects' achievement in Spoken English and their general rating in English. The corresponding hypothesis is accepted. It further means that the achievement in the Spoken English and their General Rating in English is not related which implies that the General Rating in English is not affected by the subjects' ability in the Spoken English.

Conclusions

Based on the given findings, the following conclusions were drawn:

1. The 30 lessons in Textbook-Based Phoneme-Focused Instructional Materials are effective for use in the development of pronunciation, enunciation, articulation and production skills which led to the improvement of the ability of the experimental subjects in the Spoken English.

2. The materials were found to be within the oral reading level of the Grade VI pupils.

3. All the lessons on the Textbook-Based Phoneme-Focused Instructional Materials were acceptable and appropriate in terms of physical aspects, instruction to learners, learning activities and evaluative materials.

4. Pupils' Spoken English is not related with their attitude towards English and general achievement rating in English.

Recommendations

On the basis of the findings and conclusions made, the researcher presents the following recommendations:

1. Grade VI teachers may make use of the Textbook-Based Phoneme-Focused Instructional Materials developed by the researcher to further improve the production, pronunciation, enunciation, articulation in Spoken English skills of their pupils.

2. Teachers should be given training and encouragement in making instructional materials for their own use to break the monotony of the usual daily drill pronunciation and to provide better enrichment materials when needed.

3. The Textbook-Based Phoneme-Focused Instructional Materials may be used for the production of sounds of the IPA for Grade VI and for corrective pronunciation and

enunciation, articulation in reading words, phrases, sentences, paragraphs and long episodes.

4. It is suggested that the Grade VI teachers should have mastery of the IPA before using the materials.

5. It is recommended that the preparation of the instructional materials in Spoken English and other projects maybe undertaken.

6. It is further recommended that another study using the Textbook-Based Phoneme-Focused Instructional Materials be tried out to different groups of pupils to verify and confirm the results obtained and to make comparison with the present study.

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APPENDICES

Appendix A

Request for Approval of Thesis Title

Republic of the Philippines
 SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan, Samar

November 28, 1996

The Dean of Graduate Studies
 Samar State Polytechnic College
 Catbalogan, Samar

M a d a m :

In view of my desire to finish my graduate studies course, I have the honor to submit the following proposed thesis titles:

1. TEXTBOOK-BASED PHONEME-FOCUSED INSTRUCTIONAL MATERIALS ON THE SPOKEN ENGLISH OF GRADE VI PUPILS OF HINOLASO ELEMENTARY SCHOOL, DOLORES II DISTRICT, DIVISION OF EASTERN SAMAR
2. CONSTRUCTION OF A MONOLINGUAL DICTIONARY FOR GRADE VI PUPILS FOR THE HINOLASO ELEMENTARY SCHOOL, DOLORES II DISTRICT, DIVISION OF EASTERN SAMAR.
3. AN ORAL INSTRUCTIONAL MATERIALS IN ENGLISH LANGUAGE AMONG THE GRADE VI PUPILS OF HINOLASO ELEMENTARY SCHOOL, DOLORES II DISTRICT, DIVISION OF EASTERN SAMAR.

Hoping for an immediate approval of the said request.

Very truly yours,

(SGD.) MANUEL A. QUITORIO
 (Student)

Recommending Approval:

(SGD.) COSETTE C. OLIVA, Ph.D.
 Head, Research and Development

Approved:

(SGD.) RIZALINA M. URBIZTONDO, Ph.D.
 Dean, Graduate/Post Graduate Studies

Appendix C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 28, 1994

**The District Supervisor
Dolores II District
Dolores, Eastern Samar**

S i r :

I have the honor to request permission to make a dry run of my questionnaires in Dolores II District, Hinolaso Elementary School. This dry run is intended to secure the Grade VI teachers' comments and suggestions to improve said instrument.

I am hoping and praying for your favorable action.

Very truly yours,

(SGD.) **MANUEL A. QUITORIO**
Graduate Student

Approve:

(SGD.) **PRIMITIVO T. CAMACHO**
Principal-In-charge

Appendix D

Letter-Request for Proposal Defense

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 28, 1994

The Dean of Graduate School
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

I have the honor to request that I be scheduled on June 15, 1995 to defend my thesis proposal entitled "Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI Pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar."

In this connection, I am submitting herewith seven copies of the thesis proposal for distribution to the Dean, and to the members of the panel of examiners.

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) **MANUEL A. QUITORIO**
Researcher

Recommending Approval:

(SGD.) **ALFREDO D. DACURO, Ph.D.**
Adviser

Approved:

(SGD.) **RIZALINA M. URBIZTONDO, Ed.D.**
Dean, Graduate School

Appendix E

Letter-Request to Dry Run the Oral Reading Test

Republika ng Pilipinas
Kagawaran ng Edukasyon, Kultura at Isports
Rehiyon VIII
Sangay ng Silangang Samar
Dolores

November 28, 1994

**The Schools Division Superintendent
Division of Eastern Samar
Borongan, Eastern Samar**

Madam:

I have the honor to request permission to administer a District Diagnostic Test in English for my research study entitled "Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of Grade VI Pupils of Hino-laso Elementary School, Dolores II District, Division of Eastern Samar," to the Grade VI pupils for the experimental group and control group. It is further requested to permit me to field my questionnaires to the Grade VI pupils for the said school.

Needless to state, this research order carries an approval from the Regional office, Tacloban City.

Anticipating a favorable approval on this request and assuring you of my highest esteem and gratitude.

Very truly yours,

(SGD.) **MANUEL A. QUITORIO**
Researcher

Approved:

(SGD.) **LYDIA MIRAS-LOPEZ**
Schools Division Superintendent

Appendix E**Questionnaire Checklist for Attitude of the Pupils Towards
the Spoken English in Grade VI**

Dear Pupils,

Please find enclosed a questionnaire designed to gather information pertinent to the master's thesis. The effect of a Textbook-Based Phoneme-Focused Instructional Materials on the Spoken English of the Grade VI Pupils of Hinolaso Elementary School, Dolores II District, Division of Eastern Samar.

Kindly indicate your frank, honest and sincere response by encircling the number representing your answers and by checking appropriate spaces corresponding to your chosen answers.

Rest assured that whatever information you give will be kept confidential and utilized for research purposes only.

Thank you for your wholehearted cooperation.

MANUEL A. QUITORIO
Researcher

**ATTITUDE STATEMENTS TOWARDS SPOKEN ENGLISH
AND THE ENGLISH SUBJECT**

Directions: Please indicate your agreement or disagreement to the following attitude statements as they apply to you by putting a circle around.

- | | | |
|---|---------------------|-------|
| 5 | - strongly agree | (SA) |
| 4 | - slightly agree | (SLA) |
| 3 | - disagree | (D) |
| 2 | - slightly disagree | (SDA) |
| 1 | - strongly disagree | (SD) |

Attitude Statement	Responses				
	5 (SA)	4 (SLA)	3 (D)	2 (SDA)	1 (SD)
1. I find Spoken English very interesting and enjoyable	5	4	3	2	1
2. I find interested and enjoying much in my lessons in English Language.	5	4	3	2	1
3. I enjoy from reading, pronouncing, enunciating well the words in the English Language.	5	4	3	2	1
4. I find that imitation, constant practice and using the IPA makes a speaker in the Spoken English much better speaker.	5	4	3	2	1
5. I find the contents of the lesson in textbook given by the PRODED easy to understand even too foreign to a Waray learner.	5	4	3	2	1
6. I find meaning in pronouncing well the words in English much clearer if it is practiced as often as we can.					
7. I find the use of the IPA symbols very useful in acquiring the standard way of pronunciation and production of words.					

Attitude Statement	Responses				
	5 (SA)	4 (SLA)	3 (D)	2 (SDA)	1 (SD)
8. I have confidence in using the IPAs as tool in pronunciation and production of sounds in Spoken English	5	4	3	2	1
9. I found out that through strong will and determination one can turn to be a good speaker.	5	4	3	2	1
10. I appreciate the lessons in Spoken English because they are applicable in our daily life.	5	4	3	2	1
11. I realized that Spoken English can be taught as a separate subject in our curriculum	5	4	3	2	1
12. I appreciate the use of new techniques in teaching Spoken English like the Oral Aural Approach.	5	4	3	2	1
13. I am interested to read and use the Textbook-Based Phoneme-Focused Instructional Materials.	5	4	3	2	1
14. I feel better when their activities called for in this subject like reading words, drill, intonation pattern, conversation drills, episode verse and choral recitation and dramatizing.	5	4	3	2	1
15. I acquire confidence in myself whenever I am called to say something in class because I acquire the basic skills in the Spoken English.	5	4	3	2	1
16. I take Spoken English as a component for our total personality.	5	4	3	2	1
17. Through the competence and skills I have acquired these will lead me to be a successful speaker of the Language.	5	4	3	2	1

Attitude Statement	Responses				
	5 (SA)	4 (SLA)	3 (D)	2 (SDA)	1 (SD)
18. I am contented with the skills I acquire through the use of the Textbook-Based Phoneme-Focused Instructional Materials for Spoken English.	5	4	3	2	1
19. I am full of excitement and anticipation when it's time for English.	5	4	3	2	1
20. I usually study English before going to the class.	5	4	3	2	1

Appendix H

Computation of Z-test in Comparing the Pretest Results
of the Experimental Group and Control Group After
Switching the Subjects

Experimental Group		Control Group	
Subject No.	Score	Subject No.	Score
01	68	01	78
02	62	02	72
03	65	03	73
04	78	04	77
05	75	05	74
06	71	06	69
07	68	07	70
08	65	08	73
09	70	09	61
10	73	10	67
11	66	11	78
12	68	12	79
13	80	13	76
14	81	14	75
15	84	15	63
16	68	16	68
17	64	17	73
18	65	18	71
19	67	19	78
20	80	20	74
21	80	21	76
22	81	22	77
23	84	23	75
24	69	24	83
25	66	25	80
26	67	26	79
27	78	27	68
28	77	28	64
29	76	29	63
30	74	30	68
31	65	31	62
32	76	32	73
33	79	33	76
34	81	34	81
35	83	35	80

$$\Sigma X_1 = 2554$$

$$\bar{X}_1 = 72.97$$

$$S_1 = 5.8535$$

$$\Sigma X_2 = 2554$$

$$\bar{X}_2 = 72.97$$

$$S_2 = 6.7801$$

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$Z = \frac{72.9714 - 72.9714}{\sqrt{\frac{(5.8535)^2}{35} + \frac{(6.7801)^2}{35}}}$$

$$Z = 0$$

Appendix I

Computation of Z-test in Comparing the Posttest Results
of the Experimental Group and Control Group on the
Oral Reading Tests

Experimental Group		Control Group	
Subject No.	Score	Subject No.	Score
01	81	01	75
02	76	02	69
03	78	03	73
04	79	04	82
05	78	05	80
06	75	06	77
07	78	07	75
08	71	08	78
09	74	09	70
10	78	10	76
11	82	11	74
12	84	12	69
13	83	13	78
14	85	14	79
15	86	15	76
16	74	16	74
17	69	17	79
18	68	18	76
19	75	19	83
20	84	20	79
21	83	21	80
22	85	22	81
23	86	23	79
24	87	24	75
25	84	25	76
26	81	26	75
27	80	27	77
28	79	28	74
29	78	29	75
30	76	30	73
31	84	31	75
32	76	32	78
33	80	33	79
34	83	34	80
35	82	35	83

$$\Sigma X_1 = 2782$$

$$\Sigma X_2 = 2682$$

$$\bar{X}_1 = 79.49$$

$$\bar{X}_2 = 76.63$$

$$n_1 = 35$$

$$n_2 = 35$$

$$S_1^2 = 23.55$$

$$S_2^2 = 12.42$$

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$Z = \frac{79.49 - 76.63}{\sqrt{\frac{23.55}{35} + \frac{12.42}{35}}}$$

$$Z = \frac{2.86}{\sqrt{0.67285714285 + 0.35485714285}}$$

$$Z = \frac{2.86}{\sqrt{1.02771428571}} = \frac{2.86}{1.01376244047}$$

$$Z = 2.82$$

Appendix J

Computation of Z-test in Comparing the Pretest and Posttest
Mean Scores of the Experimental Group

Subject No.	Pretest Score	Posttest Score
01	68	81
02	62	76
03	65	78
04	78	79
05	75	78
06	71	75
07	68	78
08	65	71
09	70	74
10	73	78
11	66	82
12	68	84
13	80	83
14	81	85
15	84	86
16	68	74
17	64	69
18	65	68
19	67	75
20	80	84
21	80	83
22	81	85
23	84	86
24	69	87
25	66	84
26	67	81
27	78	80
28	77	79
29	76	78
30	74	76
31	65	84
32	76	76
33	79	80
34	81	83
35	83	82

$$\begin{array}{rcl}
 \Sigma X_1 & = & 2554 \\
 \bar{X}_1 & = & 72.97 \\
 n_1 & = & 35 \\
 S_1^2 & = & 45.97
 \end{array}
 \qquad
 \begin{array}{rcl}
 \Sigma X_2 & = & 2782 \\
 \bar{X}_2 & = & 79.49 \\
 n_2 & = & 35 \\
 S_2^2 & = & 23.55
 \end{array}$$

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$Z = \frac{72.97 - 79.49}{\sqrt{\frac{45.97}{35} + \frac{23.55}{35}}}$$

$$Z = \frac{-6.52}{\sqrt{1.31342857143 + 0.67285714285}}$$

$$Z = \frac{-6.52}{\sqrt{1.98628571429}} = \frac{-6.52}{1.40935648943}$$

$$Z = -4.63$$

Appendix K

Computation of Z-test in Comparing the Pretest and Posttest
Mean Scores of the Control Group

Subject No.	Pretest Score	Posttest Score
01	78	75
02	72	69
03	73	73
04	77	82
05	74	80
06	69	77
07	70	75
08	73	78
09	61	70
10	67	76
11	78	74
12	79	69
13	76	78
14	75	79
15	63	76
16	68	74
17	73	79
18	71	76
19	78	83
20	74	79
21	76	80
22	77	81
23	75	79
24	83	75
25	80	76
26	79	75
27	68	77
28	64	74
29	63	75
30	68	73
31	62	75
32	73	78
33	76	79
34	81	80
35	80	83

$$\begin{array}{rcl}
 \Sigma X_1 & = & 2554 \\
 \bar{X}_1 & = & 72.97 \\
 n_1 & = & 35 \\
 S_1^2 & = & 34.26
 \end{array}
 \qquad
 \begin{array}{rcl}
 \Sigma X_2 & = & 2682 \\
 \bar{X}_2 & = & 76.63 \\
 n_2 & = & 35 \\
 S_2^2 & = & 12.42
 \end{array}$$

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$Z = \frac{72.97 - 76.63}{\sqrt{\frac{34.26}{35} + \frac{12.42}{35}}}$$

$$Z = \frac{-3.66}{\sqrt{0.97885714285 + 0.35485714285}}$$

$$Z = \frac{-3.66}{\sqrt{1.33371428571}} = \frac{-3.66}{1.15486548381}$$

$$Z = -3.167$$

Appendix L

Pupils' Achievement in Spoken English
and Their Attitude Towards English

Experimental Group		Control Group	
Spoken English	Attitude Score	Spoken English	Attitude Score
81	83	75	80
76	81	69	81
78	84	73	81
79	79	82	79
78	80	80	82
75	82	77	84
78	80	75	78
71	87	78	79
74	86	70	77
78	81	76	83
82	84	74	81
84	85	69	84
83	87	78	83
85	82	79	85
86	84	76	80
74	81	74	81
69	83	79	82
68	87	76	79
75	80	83	80
84	85	79	78
83	82	80	84
85	84	81	82
86	80	79	80
87	79	75	81
84	86	76	83
81	88	75	84
80	82	77	85
79	89	74	82
78	81	75	81
76	85	73	86
84	84	75	84
76	86	78	85
80	83	79	86
83	85	80	88
82	81	83	87
<hr/>		<hr/>	
2782	2916	2682	2875

$$r = -0.11$$

$$r = 0.20$$

Appendix M

Pupils' Achievement in Spoken English and General
Achievement Rating in English

Experimental Group		Control Group	
Spoken English	English Rating	Spoken English	English Rating
81	79	75	78
76	80	69	79
78	81	73	78
79	76	82	75
78	78	80	79
75	80	77	81
78	78	75	76
71	85	78	79
74	84	70	75
78	78	76	79
82	81	74	80
84	83	69	81
83	86	78	79
85	79	79	84
86	83	76	78
74	80	74	79
69	80	79	80
68	85	76	80
75	78	83	79
84	83	79	76
83	80	80	82
85	84	81	80
86	78	79	79
87	76	75	80
84	87	76	84
81	89	75	83
80	85	77	86
79	91	74	84
78	78	75	79
76	87	73	88
84	86	75	81
76	89	78	88
80	85	79	84
83	87	80	89
82	79	83	88
<hr/> 2782	<hr/> 2878	<hr/> 2682	<hr/> 2830
r	=	r	=
	- 0.14		0.17

Appendix N

Oral Reading Test

(Pretest and Posttest Instrument)

Many boys and girls of elementary age spend much time thinking about High School Education. since this is an important subject, time may be profitably spent upon it. The first question is to decide whether you will insist in pursuing high school education. Too often, this problem is not given sufficient consideration. Because your best friend is going to the high school, your parent may feel that, of course, you should go, too. Maybe your talents are better suited to a technical or agricultural training.

If you finish elementary school you will choose what kind of trainings you will take up whether a two-year technical training or four-year high school education. This will be four vital years of your life. Ask yourself whether you have a definite idea of what profession or business would you follow after your school days are over. Maybe your tests lie on farming or forestry. Have you any reason to believe that you will succeed in this vocation? If you have already made your choice, look into the curricula of all the institutions of higher learning both near and far to discover which offer the best course in the field of your special interest which will give you a general training with which, you will mingle your specialized training later on.

**TEXTBOOK-BASED PHONEME-FOCUSED
INSTRUCTIONAL MATERIALS
FOR SPOKEN ENGLISH
FOR GRADE VI**

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Dear Pupil:

Hello! How are you? I am your friend. But, please, read me well and listen to my stories about you and your lesson in Communication Arts (English). Let me begin.

As a pupil of the Hinolaso Elementary School, one of the public elementary schools in the Philippines, it is compulsory to take the subject Communication Arts (English). You are also provided with Building English Skills 6 for Language and Reading in order that you will acquire appropriate knowledge, abilities, skills and values needed in managing your own life and using the appropriate skills in oral communication of the English language which will be useful for you, your friend and for the community where you are in.

As you read and study the lessons in your textbook you encounter problems in acquiring the different skills to be learned due to high technical terms which elementary pupils cannot grasp because it is beyond their learning experiences. Besides, some selections are too difficult to the learners. They must be given enough instructional as to meet the needs of the learner.

So, I am the answer, a Textbook-Based Phoneme-Focused Instructional Materials for Oral Communication in English 6. I am called a text because my contents are sounds, stress

drills, conversation drills and paragraph reading exercises using the International Phonetic Alphabet for the development of the pupils' language proficiency skills.

I am also called supplementary because I am supposed to be used only in addition to but not as a replacement of the textbook in English. I am to be used during break time, Saturdays, vacation time, off hours, individual study lessons as well as during class hours of our class sessions in Communication Arts (English).

It is expected that your mastery of me will help you efficiently and effectively. The knowledge, abilities, skills and values in Communication Arts (English) will enable you to obtain higher achievement scores in written examinations in the subject.

So, happy learning and enjoy your lessons!

How to Use the Materials

The important point in the Spoken English class is that explanations should be subordinate to the drills, class time should not be taken up with discussions of pronunciation or grammar, but with drill.

When reading the exercises in the following pages which illustrate each of the different sounds in English, it is necessary to pay attention to stress, phrasing, strong and weak forms, as well as to sound and reading should be kept as a matter of fact conversational manner. You can imagine yourself to be saying each sentence spontaneously to a listener, not reading it.

The intonation pattern shown here do not by any means all the contours of speech of pitch sequences that have meaning in English, but they are the most frequent ones and are basic for a foreign speaker like the Filipino student.

Should a chorus method be used, especially for a large class, it is advisable to have only small sections of the class to speak in chorus at one time, and more importantly, the sentences must be spoken softly. When groups say their sentences, the teacher is able to hear each individual; and he knows, too, that he must carefully listen to the model sentences. The teacher must say each sentence very carefully and accurately for that helps the pupils to repeat

better. This procedure ensures attention and less effort to say correctly and encourages participation of every pupil.

It does not also interrupt the work of classes in neighboring rooms.

For the reading of paragraphs and larger sentences, pauses, indicated by space bars (/) are here given for the sake of unison during choral recitations.

Background for Lessons: The Vowels

Speech sounds are considered and classified as vowels and consonants. These sounds which are produced with relatively little obstruction of vocalized breath are called vowels. Those that are produced by obstructing exhalation are called consonants. In formation of the vowels, the lips, the teeth, the tongue do not form obstructions which impede the breath as it passes the mouth, as in the case of consonants, they merely shape the mouth passage, which act as a resonating chamber for speech sound. Since the vowel is the physical result of modifying the basic sound of the voice by a particular shape in the opening of the mouth, the difference between the vowels is due to difference in the position of the jaw, tongue and lips.

Vowels are classified as front, central and back depending upon whether the front of the tongue, the middle tongue or back of the tongue is arched in producing them. They are also classified as high, mid, low depending upon whether the tongue is held high in the mouth, about halfway to the roof of the mouth or low in the mouth, as they are produced.

In the process of learning how to pronounce the vowels the student must take into consideration:

- a. The shape of the lips.
- b. The shape of the tongue - The position of the

Vowels

Names of the Webster Sound	Diacritical Markings	International	Keywords	Transcription
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Alphabet
Front Vowels

Long e	ē	i	eve (ēv)	[iv]
Short I	ĭ	I	it (ĭt)	[It]
Long a	ā	e	ate (āt)	[et]
Short e	ĕ	e	self (sĕlf)	[self]
Circumflex a	â	e or æ	air (âr)	[er, ær]
Short a	ă	æ	cat (kăt)	[kæt]

Central Vowels

Unaccented tilde	e	ə	better (bet'er)	[betər]
Circumflex u	u	ʊ	urn (urn)	[ɜrn]
Short Italian a obscure	a	ə	about (bout)	[əbaʊt]
Short u	u	ʌ	up (up)	[ʌp]
Short Italian a	a	a or æ or ə	ask (ask)	[ask: æsk ask]

Back Vowels

Long oo	ō	u	moon (mōon)	[mun]
Short oo	oʻ	u	look (bōok)	[buk]
Long o	ō	o	old (ōld)	[old]

LESSON 1: [i]

How to make the vowel "ē" as in "bee" or "beat."

Raise the front of the tongue high, keeping the tip of the tongue behind the lower front teeth.

Spread the lips (as in smile) in a long, thin opening.

Tense both lips and tongue.

Send a long sound out through the mouth.

Note: The length of this vowel is relative and suggestive. This sound has many spelling: "ee" as in "free" or "meet"; "ie" as in "field" or "thief"; "ea" as in "meat" or "meal"; "e" as in "be" or "me"; "ey" as in "key" and "even"; "ei" as in "receive" and "ceiling."

be	dean	league	priest	screen
me	meal	bereave	yield	shriek
she	cheap	cleave	unique	sweet
eve	feast	reprieve	machine	suit
cat	leak	receive	police	field
sea	agree	these	ravine	cease
seize	keen	clique	shield	thief
peer	meat	beef	believe	ceiling
chief	squeak	cheese	theme	decent
deep	need	creep	leisure	kneel

1. The feast of the Black Nazarene is at least a week from today.
2. That piece of meat was easy to eat.
3. She agreed to write a theme about green leaves.
4. The clique behaved well during the meeting.
5. The evening breeze caressed the trees.
6. We were made to believe that the bees in the trees were fleeing to yonder fields.
7. She is weeping and grieving because she was deceived by a double dealing man.
8. The police showed their shields and seized the gambling machine.
9. His niece slammed the screen door.

An economical young fellow named Beebee
Wished to marry a lady named Phoebe
"But" he said "I must see.
Bout the minister's fee
Before Phoebe can be Phoebe Beebee

Little Lamb, who made thee!
Don't thou know who made thee?
Gave thee life and bade thee feed
By the stream o'er thee mead;
Gave thee clothing, woolly, bright;
Gave thee such a tender voice;

Making all the values rejoice?

Little Lamb, who made thee

Don't thou know who made thee

- William Blake.

Come, fill the cup, and in the fire of spring

Your winter garment of Repentance fling:

The bird of the time has but a little way

To flutter - and the bird is on the wing.

- Omar Khayyam.

The indefinite article "a"

read a book

hum a tune

lend a hand

sell a car

sign a contract

you're a friend

sing a song

buy a house

buy a book

write a story

The indefinite article "an"

I've an idea

half an hour

obey an order

eat an egg

he's an actor

write an answer

close an eye

she's an equal

give an example

it's an echo

Intonation Drill

Good evening.

How are you?

What time is it?

It's nine o'clock

What's that?

It's a toy.

What's your name?

My name is Jose Lim.

Is this a ballpen?

Is this a pencil?

Is this a map?

Good morning Juan.

Good morning sir.

Good afternoon Rita.

Good afternoon ma'am.

Good evening Jose.

Good evening Mrs. Lim.

LESSON 2: [I]

How to make the vowel "i" (*I*) in "bit", "pill", or "thing."

Raise the front of the tongue, but not quite as high as for "e" (*i*).

Raise the soft palate.

Place the tip of the tongue behind the lower front teeth.

Relax the lips and the tongue. This is the chief difference between this sound and (*i*).

Release the sound through the mouth, it must be a little lower than for "e" (*i*).

This sound is represented by the letter "y" as in syrup or "city"; the "ee" in "been", the "o" in "women"; the "ui" in "quite"; the "ie" in "sieve"; the "ei" in "forfeit"; the unaccented "ai" in "portrait", "certain" or "captain"; the unaccented "a" in "surface", "message", "necklace" or "chocolate", and the unaccented "e" in "ded" endings of regular verbs in the past tense.

bid	his	kin	it	pretty
bliss	film	list	ill	latin
chin	fringe	mix	lip	busy
dim	give	pitch	pity	civilization
drift	inch	vim	business	women

bid	minister	syndicate	visit	elusive
fill	myth	bicycle	English	difficult
since	Italian	willing	dismal	interest
spirit	thick	fifth	cities	witness
terrible	still	civic	issue	thing

1. "I was tricked! I was tricked!" shouted the businesswoman to the police authorities.
2. The witness gave a dismal testimony.
3. Pilar hid every bit of informative evidence.
4. His vivid description of the picnic was fiction.
5. Will you watch the baby while I drink a glass of milk.

The moving finger writes; and having a writ,
 Moves on; nor all your pity or wit
 Shall live it back to cancel half alive
 Not all your tears wash out a word of it.

- Rubaiyat of Omay Khayyam.

Solomon, where is the throne? It is gone
 in the wind.

Babylon, where is the might? It is gone
 in the wind.

Like the swift shadows of night, like the
 dreams of the blind.

Vanish the glories and pomp of this world
 in the wind.

- James Clarevel Morgan.

When duty comes knocking at your gate
 Welcome him in; for if you bid him wait.
 He will depart, only to come once more
 And bring seven more duties to your door.

- Edwin Markham.

It is similarly important/to insist on giving
 distinctly/the syllables with closed "i."/It is but a little
 thing,/still a little mispronounced syllable/is apt to bring
 about a big misunderstanding./Think of the considerable
 difference/the immense quantity of possible mischief/issuing
 from a mixing or twisting of this closed "i"/by which 'slip"
 is given as "sleep",/"hip" as "heap,","fill" as "feel"/
 "fist" as "feast",/"chip" as "cheap"/"fit" as "prince"/or
 any dignified or undignified individual/sleeping on a banana
 peel/instead of slipping on it.//

The predicament of the indicated individual/is
 sufficiently pitiable/and difficult/without one adding
 insult to injury depicting him in such a silly position//or
 think of an individual/indicating with his index finger/his

gasoline tank/bidding the mechanic/simply to "feel" it/when
he intends him/to fill it.//

Distinguishing between (*I*) and (*i*)

hill	heal	sin	seen	fit	feat	pitch	peach
pill	peel	shin	sheen	pit	feet	rich	reach
rill	reel	chip	cheap	grit	greet	crick	creek
sill	seal	dip	deep	hit	heat	lick	leak
still	steal	hip	heap	milt	meet	mick	meek
still	steel	gip	leap	mitt	meat	rick	reek
bim	beam	rip	reap	knit	neat	sick	seek
bin	bean	pip	peep	pit	peat	weak	wick
rim	ream	rip	reap	sit	seat	wick	week
sims	seems	ship	sheep	bid	bead	slick	sleek
trim	teem	slip	sleep	cid	cede	lid	lead
fill	feel	ship	sweep	did	deed	pick	peek
hill	heel	fist	feast	grid	greed	tick	teak

1. A pig was healed by a heated disc; but will live at least a week.
2. The ships had meat a sheep to please the men at sea.
3. The wind whisked softly through the windows.
4. He denied amid the din of pealing bells and skills winds.
5. We thrift we will quickly pay the bills of milk, shrimp and biscuits.

6. Tim drilled a thin pin through the tin where the leak had been.
7. The bricks for the building are heaped and pitched by the sills.
8. The stiff sphinx wished to rid off its stiffness.
9. Each pill of aspirin will still your spinning head; the itch will heal itself.
10. The guilty smith cheated the rich but heeded the needs of the poor.

The (I) for the unaccented "a" and "ia" and "e"

advantage	heritage	carriage	tutelage	sacrilege
manage	average	marriage	patronage	privilege
village	leakage	carnage	foliage	college
damage	adage	garbage	pasturage	
rampage	cardage	ravage	personage	
postage	bandage	savage	parsonage	

The "ed" ending + (Id) after (t) and (d)

visited	harvested	subtracted	wanted
blended	divided	ended	decorated
planted	scolded	hunted	added
seated	pounded	lasted	decided

Napoleon sat with his head upon his hands, /thinking./
 after all his victories/he was singing in his brain.//If I
 had waited for reinforcements,/I could have been
 conquered/but I thought then that I could win./If only

Wellington reinforcements had not arrived,/I might have defeated him/I was defeating him until Blucher and his troops arrived./ All would have been well.// But I thought at first the approaching troops were my own./ If I had not made a mistake,/ I would have hurled my own old guard upon Wellington at once,/and crushed him./ The old guard!/ How bravely they fought!/ How ably they died when I send them into the battle!/ Ah, I had only called upon them earlier,/ The day would have been mine,/I would not now a prisoner,/conquered,/fallen,/If I had won that battle./My flag would be flying all over Europe//England would be trembling before my attack./ I would be master of the world./If/. . . . if / If . . ./Napoleon's head sank lower and lower and his thoughts were lost in the shadows of the night.

"If I had waited for reinforcements,/ I could never have been conquered./ But I thought then that I could win."/

Whether he is right or wrong,/ a stubborn man clings to his own position./If you agree with him/or if you disagree with him it makes a little difference./ He is determined that he will have the last word/inspite of all common sense./ He will not give in./ He is right/ and the rest of the world is wrong./ Whether you are his friend or his foe./ He cannot admit that your opinion may possibly be right./ Certainly he will admit that there are two sides to every

question,/his side/and the wrong side./If he must deny every truth known to men to defend his position,/he will readily,/cheerfully/proudly/deny them./ His motto is:/

My opinion.?may it be always right./

But right or wrong,/my opinion./

Stress Drill

The definite article "the", hence, do not stress the italicized word.

write the story

draw the line

what's the idea

there's the car

obey the order

tell the boys

Intonation Drill

Mr. Lim : Mrs. Lopez, this is Mr. Cruz

Mrs. Lopez: How do you do, Mr. Cruz

Mr. Cruz : How do you do, Mrs. Lopez

I'm glad to meet you

Mrs. Lopez: Goodbye, Mr. Cruz

Mr. Cruz : Goodbye, Mrs. Lopez

Mrs. Lopez: Good night, Mr. Cruz

Mr. Cruz : Good night, Mrs. Lopez

Conversation Drill

Are Teachers Romantic

- Pupil A : I don't think teachers are romantic
- Pupil B : Where did you get that idea?
- Pupil A : That's the impression I get from just looking at them especially from this day to day activities.
- Pupil B : What do you want me to say?
- Pupil A : Is it true or isn't it true?
- Pupil B : Well, most of them look much too serious in life, I grant that.
- Pupil A : That's not all? How often do they go to parties and dances? You'd think they are not social beings.
- Pupil B : I think I see your point, but many times they just can't help it, going to parties and dances I mean.
- Pupil A : They can always find time for this if they want.
- Pupil B : To be successful as teachers, they have to prepare their lessons for the following day. They have to read books and correct a lot of papers.

Pupil A : Poor teachers!

Pupil B : I would say that. I think they are to be
admired for their dedication.

LESSON 3: [ɛ]

How to make the vowel "ě" (ɛ) as in "bet" "debt" "said" or "head."

Raise the front of the tongue to half high position, keeping the tip behind the lower front teeth.

Raise the soft palate.

Send a short sound through the mouth.

The teeth and the lips are a little further apart than for "i" and the front of the tongue is lax, raised midway to the hard palate.

The (ɛ) sound is usually represented by the letter "e" in word spelling. Less frequent spellings are "a" as in any "ay" in "say" "ai" as in "said" and "ea" as in "head."

A nondistinctive variant of this sound (ɛ) is heard in words such as "dare" "their" "fare" and "bare." These words were also pronounced with diphthongs (eə) and the omission of the final "r" by many speakers.

Important Note: This sound (ɛ) and the (I) and the (i) are freely interchanged in the vernacular as in the words "lalake" and "babae" without making any difference in meaning. To the Filipino, whether he says (lalaki) there is no destruction in meaning. For this reason the Filipino pupil has formed the habit of ignoring the difference between the sounds "non distinctive" sounds in vernacular, they are not in English.

A larger number of Filipino pupils also substitute for the vowel in "dead" (æ) the vowel in "brave" (ei) as they do in words like "twenty" "pleasure" "special." This practice is not acceptable in good English speech.

bet	benchelse	steady	editor
get	bread	fence many	attention
met	deaf	pleasure any	protest
set	death	men sell	together
wet	ebb	wreck extemporaneous	September

1. The jet plane's engines open their wants.
2. Many men wrecked their lives for Helen.
3. They sent the air with yells and yelps like knells of doom.
4. The general went sleepless thinking about the health of his men.
5. The jest with death is wretched test of humor.
6. The editor was worried about the deadline.
7. The bread is fresh and costs ten cents.
8. Fences and hedges lend shade to the benches.
9. He said his neck and head were held in checked by the wrestler.
10. For not less than twenty minutes he waited for eleven enviable men.

They defend their errors as if they're defending their inheritance.

- Edmund Dunbe.

Though Ned said Ed had taken the sled,/it was evident that it was Ned,/not Ed,/who had really taken it./The sled, than any case,/was gone./Both Ned and Ed had used the sled first;/then Ned had borrowed it./Ned said that he had returned it,/and that Ed had used it the second time./Ed denied this,/and said that he had left the sled on the back porch/and had gone with a friend on errand./They argued endlessly./Then Ned mentioned accidentally/that perhaps someone else had taken the sled,/had broken it,/and left it in the cellar./WE went immediately to the cellar/and there of course, was the sled,/with a sent runner./Now who,/except Ned,/could have known that the sled was on the cellar?/Certainly the rest of us would never thought of looking there.

I assure you that I had rather excel others in the knowledge of what is excellent,/than in the extent of my power and dominion.

-Alexander the Great.

Distinguishing between (e) and (i)

bread	breed	set	seat	den	dean	sell	seal
stem	steam	ten	teen	sweat	sweet	bled	bleed
guess	geese	step	steep	met	meat	net	neat

knell kneel check cheek leg league lend leaned
 men mean less lease said seed wed weed

Distinguishing between (ɛ) and (I)

mess miss sense since bell bill spell spill
 tent tint head hid well will red rid
 send sinned belt built pen pin hell hill
 den din set sit wet wit wrest wrist
 dead did lest list clench clinch bless bliss

Stress Drill

The conjunction "and" here, do not stress italicized word.

boy and girl	left and right
man and wife	rice and fish
eyes and ears	first and last
coat and tie	ladies and gentlemen
father and son	mother and daughter

Intonation Drill

- Q. Do you study in the province?
 A. No, we study in Manila.
 Q. Is your college a big one?
 A. No, it isn't a big college. It's a small one.
 Q. Does it has big rooms?
 A. No, it doesn't have big rooms. It has small rooms.
 Q. Does it has library?

A. Yes, it has a big library. There are many books in the library.

Q. How many laboratory rooms does it have?

A. It has three laboratory rooms: one for physics, one for chemistry and one for zoology.

Conversation Drill

Pupil A: Classes are generally larger in the city than they are in the province, are they not?

Pupil B: Some college lecture classes are large indeed.

Pupil A: No, I'm referring to ordinary classes in classrooms. Sometimes there are so many pupils in our class that it's hard to get a chance to recite.

Pupil B: Crowded classrooms are a problem to these days. It seem there are never enough classrooms to accommodate the pupils from the provinces who come flocking into the city.

Pupil A: And to make things worse, many pupils in provinces come flocking into the city.

Pupil B: Every province should have a college of its own. I wonder if anyone has ever thought of this.

Pupil A: That would be ideal and it could help this problem of crowding in the city classrooms.

Pupil B: It could, but I don't think it will.

Pupil A: What do you mean?

Pupil B: Pupils in the province will always be attracted by the glamour of the city.

LESSON 4: [æ]

How to make the vowel "ă" (æ) as in "fan" and "bat."

Have the tongue teeth behind the lower front teeth.

Have the front of the tongue low, lax, and only slightly raised towards the roof of the mouth.

Have the teeth and the lips much farther apart than for "e." [ɛ].

Note: Beware of substituting the (æ) sound of the (ɛ). Do not say "bed" when you mean "band" or "send" when you mean "sand." Avoid spreading your lips on this sound.

adam	back	drastic	glad	imagine
after	band	example	graduate	land
am	black	factor	grass	panic
and	can	fat	handsome	passing
as	chance	gamble	have	traffic

1. The happy bride had fanciful plans for the marriage ceremony.
2. Sally slammed the door in a more discourteous manner.
3. As planned, the captain made his retreat.
4. The battalion commander was sad about the outcome of the matter.
5. No one can stand, an attitude like that.
6. The bank can guarantee that agreement if you have sufficient collateral.

7. "They shall pass," said Marshall Patton.
8. The amateur athlete with his arrogant manners angered the manager of the team.
9. At mass the children prayed with folded hands.
10. Alice eats more caramels than any other gallant companions.

Man is not the creature of circumstances,/ circumstances are creatures of man,/we are free agents./And man is powerful than matter.

- Disraeli

You can't have a brass band of standard caliber,/without a band master/who can handle the lads in the band./The band master should be a past master/at organizing and at commanding attention/of lads apt to be distracted/and lacking in gravity/and perhaps refractory/rather than bad.//It is sad to see a band master handling lads/as if you grasp on the manner or knock/of handling refractory lads/He must plan with sagacity to have them acknowledge the advantages of granting attention,/to have them ambitious and anxious to advance// and glad to grant attention, and to practice.//On the other hand/the lads that can grant attention/and can practice steadfastly/as if they can't stand the taxing demands of practice/should be made to realize the madness of their

attitude./Lads that can hanker after appearance of bad concerts before they have advanced,/ought to be banished to a land/where they can annoy no man,/or can better massacre stanza after stanza of classical matters./And it would be hazardous at that,/as their clamorous pandemonium/might by chance attract savages from adjoining lands/to attack and struggle them/and smash their band stands/and shutter the band instruments,/scattering every last strap of tambour,/clarinet and saxophone,/past all chances of being gathered again/as an act of charity and humanity.

I would not anticipate the relish of any happiness,/nor feel the weight of misery,/before it actually arrives.

- Addison.

Distinguishing between (æ) and (e).

am - m	mass - mess	sad - said	man - men
flash- flesh	tan - ten	bag - beg	last - lest
band - bend	rack - wreck	vast - vest	sand - send
past - pest	capped- kept	land - lend	pan - pen
bad - bid	back - beck	sat - set	lag - leg

Stress Drill

The personal pronoun. Here do not stress the italicized word.

join us separate them show them

tell us	consult them
instruct us	remember them
accompany us	send them

Intonation Drill

- Q. Do you like city life?
- A. No, I don't like city life. I like country life.
- Q. Do the Dizons live on Taft Avenue?
- A. No, they don't live on Taft Avenue.
- Q. Do Juan and Fe understand phonetics?
- A. Yes, they understand phonetics. It's very easy.
- Q. Does Jose play Basketball?
- A. No, he doesn't play basketball, but he plays football.

Conversation Drill

What I did during the summer vacation

- Pupil A: I haven't seen you since classes closed. Where have you been?
- Pupil B: Wait till I tell you what I did. My roommate took me home with her.
- Pupil A: Really! You're lucky.
- Pupil B: I ate green and ripe mangoes till they came out of my ears. Her family was awfully nice to me.
- Pupil A: What else did you know?

Pupil B: We went fishing; we went picnicking; we went to parties and dances. Oh, we did so many things, and everything was simply terrific! You should have been with us.

THE BACK VOWEL SOUNDS

LESSON 5: [u]

How to make the vowel "oo" (u) as in "boot" or "tour."

Have the back of the tongue towards the soft palate.

Keep the tip of the tongue behind the lower front teeth.

Raise the soft palate so that the voice sound is sent out through the mouth.

Keep the lips protruding, quite rounded and the mouth nearly closed.

Note: This is a long sound. It is very important that the lips be rounded for this and other back vowels.

The most frequent spelling for (u) is "oo" in schools, too or fool, their spellings include the single letter "o" as in do and to; "u" as in dupe, and "ou" as in route and soup.

boot	gloom	smooth	truth	boom
bloom	loose	roof	souvenir	moon
choose	mood	soup	ruler	prove
doom	ooze	tour	trousseau	bruise

1. The two in the canoe moved swiftly over the route.
2. Wool workers know the warp and woof of cloth.
3. He has too blue for a tour through the zoo.
4. The gloomy group went through the motions loosely.
5. They soon had proof of the truth of the clue.
6. Reuben went to school and stayed there till late

afternoon.

7. The swimming pool in school has a roof of a luminous glass.
8. Few shoemakers make really good shoes.
9. The ruler was so fool, but he was rude like a goon.
10. you cannot just presume the accused to be as guilty as you.

The tutor of a rural school/was stupid at the unusual view of a mule/pursuing a huge goose to the school room./The goose using its plums/swooped up upon the school roof,/but the stupid mule continued his route into the school room./The pupils,/amused and jubilant,/saluted the intruder./Though, as a mule, mules produce so true music,/they importuned the tutor/to induce the mule/to execute an impromptu tune or two.//

The prudent may direct a state; but it is the enthusiast who generates it,/or ruins./

- Buduer Lytton -

There comes a time in the life of every pupil/when he becomes fed up with school./From early morning until noon,/and from noon until midnight/he studies nothing but rules and moos./He becomes moody and broods,/disapproves of everything,/paces his room which has been taken on the

cheerfulness of tomb./What a fool I am!/What a
 goose!/Waiting my life away foolishly/booming away such
 grammatical looze as ?"I loose,/he looses."//At other times
 coming away "luna, lunae,/the moon, of the monn."//This
 nonsense cannot end too soon./I'll buy a canoe,/big enough
 for two,/stock it with food,/not forgetting to include
 prunes,/spoons,/anything I cannot loot./People will look at
 me/but i won't care./Let them do it./i will paddle away
 towards the setting sun,/crooning the while/"Give me my
 boots and my saddle."//

Although it was June,/and the moon was new,/the
 surroundings were hardly romantic./The weather was cool,/the
 place itself was quiet as a tomb,/and almost as
 gloomy./Certainly, we were in no mood to go swimming on the
 pool,/but our host induced us to do so./Later,/as the June
 evening grew cooler and cooler,/ we had good reason to
 regret our foolishness,/for several of our group caught
 cold./

The roots of education are bitter, but the fruit
 is sweet.

- Aristotle.

Stress Drill

The personal pronoun. Here do not stress the italicized
 word.

drink it

warn him

eat some

tell me	help her	believe me
take one	buy them	fry them
		drop it

Intonation Drill

- Q. Do you like the lesson?
A. Yes, I like the lesson very much.
Q. Does Betty like her birthday gift?
A. Yes, she likes her birthday gift very much.
Q. Do those boys like the priest?
A. Yes, they like the priest very much.
Q. Does Carlos like to play?
A. Yes, he likes to play.
Q. Do the girls like to sing?
A. Yes, they like to sing.
Q. Do the boys like to dance?
A. Yes, they like to dance.

Conversation Drill

Everything Moves Fast Here

Pupil A: I was assigned by our school editor to write about Manila, sir. Do you mind if I ask you a few questions?

Pupil B: Not at all. But I don't know if I can answer them.

Pupil A: What would you think is the chief characteristic of the city.

Pupil B: I think it's the speed. Everything moves fast there.

Pupil A: Do you approve of this speed, sir?

Pupil B: Does it matter?

Pupil A: I just want your personal opinion, sir.

Pupil B: Well, I don't think I approve of it. But don't be offended. In the province where I come from, things don't move fast enough.

Pupil A: Do the boys like to dance?

Pupil B: Yes, they like to dance.

LESSON 6 : [ju]

How to make the sound (ju) as in "unit" "mute" or "new."

Raise the front of the tongue until it nearly touches the hard palate.

Raise the soft palate.

Release the breath over the tongue as it lowers quickly while you make a voiced sound.

Note: This sound is represented by the letter "u" as in "use" or "music" as in Eulogy, Eufemia or Eurice. Initial "u" or "eu" is equivalent to "you." When stressed and when unstressed as in the word "unite." The (iu) combination usually found initially also occurs in words like "Tuesday" or "knew" although these words may also be correctly pronounced as (tuzdI) and (nu).

music	new	beauty	institution	tube
duty	dew	view	review	unit
huge	few	usage	substitute	union
unit	you	usury	munitions	use
cue	hue	usual	argue	fuel

1. The beauty and the beast can respond to music.
2. The driver fumed when he found that he ran out of fuel.

3. According to newspapers, guns and ammunitions are being used uselessly.
4. No one knew that the supervisor was on inspection duty.
5. Few people refuse to go to musical concerts.
6. The new formula was, as usual, frowned upon when it was introduced.
7. The tutor had the unpleasant duty of breaking the sad news to delinquent students.
8. The morning dew was beautiful to see.
9. The view is usually new every summer.
10. The constitution was drafted by the university officials.

A young Negro in yellow shirt sat in his front yard yawning sleeplessly./His only companion was an old mule./A stranger came along./

"That mule yours?" asked the stranger generally./"yes, sir," said the young Negro, whose name was William./

"Is he vicious?"

"Yes, sir." said William/

"Has he ever kicked you?"

"Not yet," said William still yawning./

"But he has kicked the place where I recently was plenty of time"//

Nothing befall any man which he is not fitted to endure.

- Marcus Aurelius.

Words but dired, example must allure.

- Sir William Alexander.

Stress Drill

The personal pronoun. Here, do not stress the italicized word.

She heard us	We praised him	They stopped her
I'll buy them	They assisted us	We found it
He arrested us	He likes us	She helps us

Intonation Drill

- Q. Does Freddie play the guitar?
 A. Yes, he plays the guitar well.
 Q. Does your parish priest speak Tagalog?
 A. Yes, he speaks Tagalog.
 Q. Does your uncle dance?
 A. Yes, he dances very well.
 Q. Do you know Mrs. Lopez?
 A. Yes, I know Mrs. Lopez well.
 Q. Do you know the phonetic symbols?
 A. Yes, I know the phonetic symbols.

Q. Do the children understand English?

A. Yes, they understand English.

Q. Do they understand your mother?

A. Yes, they understand my mother very well.

Conversation Drill

Pupil A: I'd like four airmail stamps, please.

Pupil B: Are they for a foreign country?

Pupil A: Yes.

Pupil B: Don't you use air letters?

Pupil A: What is an air letter?

Pupil B: It's a sheet of paper that folds into an envelope.

It has a stamp on it and can be sent to any port
of the world.

Pupil A: It sound like a good idea.

LESSON 7: [Ū]

How to make the vowel "oo" (u) as in "hook" and "took."

Raise the back of the tongue high towards the soft palate.

Keep the tongue tip behind the lower front teeth.

Raise the palate so that the voiced sound is sent through the mouth.

Keep the lips rounded more relaxed and less circular in thrust than for the vernacular counterpart.

Note: This vowel sound is shorter and less tense than "oo" (u) as in "pull" or "full" "oo" as in "book" or "wood." Other spellings include "ou" as in "could" or "should" and "o" as in "wolf."

book	good	cushion	pulpit	today
brook	hood	sugar	woman	full
cook	shook	bosom	influence	wolf
crook	stood	buster	bull	push
fool	could	bullet	hook	pulley

1. By hook or by crook he said he would go to the football game.
2. They undertook to push the car across the brook.
3. Today, I'll put the right foot forward.
4. It is not good to look into a chimney that is full of shoot.
5. The bullet hit the foot of the buster when he tried to steal the bull.
6. The cushion was made of good material.
7. The cook forgot the cookies near the hook.
8. They looked at each other as if they were bosom friends.
9. The workers shook the wooden pulley near the pulpit.
10. The wooden cross of the church was full in view.

Books have always a secret influence on the understanding/we cannot put a pleasure obliterate ideas;/ he that reads books of science,/though without any desire fixed on improvements/will grow more knowing;//Be that entertains himself with moral or religious treatises;/will imperceptibly advance in goodness;//The ideas which are often offered to the mind/will at last find a lucky moment/when it is disposed to receive them.

- Samuel Johnson.

My fondest childhood memories/are those associated with our summer place/-a small cabin set deep in the woods./A little brook ran nearby,/and there were many cozy nooks in the woods where, as children,/we could play and hide among the bushes./Mother of course, was a housekeeper,/cook and governess/she was always an excellent cook/and could almost cook anything a woman could/to see that we grew strong and healthy./And that our days slid by easily and happily/as all good childhood days should.//

Doing favors for a bad man is quite as dangerous as doing an injury to a good one.

- Plautus.

Distinguishing between (*u*) and (*U*)

stood - stewed wood - woved hood - who'd
could - cooed should - shoed

Stress Drill

The personal pronoun. Here, do not stress the italicized word.

I like her

I saw them

She likes me

They considered it

You forgot it

He believed me

They kept some

She found some

He enjoys it

He amused us

Intonation Drill

- Q. Are you going to be a Chemist like Fred?
- A. Yes, I'm going to study chemistry too.
- A. That's wonderful. We need Chemists.
- Q. How long is your sister going to be in Manila?
- A. She is going there five years. she intended to take graduate studies.
- Q. Do the Dizons live in Ermita?
- A. Yes, they do. They live in Dakota Street. They live at 874 Dakota Street.
- Q. Are they permanent residents there?
- A. No, they aren't. They're just renting their place now.

Conversation Drill

Will you Mail a Letter for Me?

- Pupil A: Which way are you going, Ben?
- Pupil B: Down the street to the Chinese store.
- Pupil A: Are you going to pass the mailbox at the street corner?
- Pupil B: No, but that's not too far away from the Chinese store. Can I do anything for you?
- Pupil A: I was wondering if I could ask you to mail a letter for me.

Pupil B: But certainly! Do you have the letter with you?

Pupil A: Yes, here it is. Thank you.

Pupil B: And while you're at it, would you mind closing something else for me?

Pupil A: Not at all.

Pupil B: Will you get a newspaper on the way back?

Pupil A: Certainly.

Pupil B: Here's the money. Thanks a lot Ben.

LESSON 8: [ɔ]

How to make the vowel "ô" (ɔ) as in "ball" "Paul" or "drawl."

Have the lips closely rounded; more closed than for (b) as in "further" a bit protruding.

Raise the soft palate so that the voiced sound is sent out through the mouth.

Raise the back of the tongue to a position lower than the position for "oo" (u).

Note: This sound is long. Do not substitute the diphthong (ou) for the (ɔ). Do not say "pose" when you mean "pause" "low" when you mean "law."

The various spellings for (ɔ) include the letter "a" as in "call"; "aw" as in "awful" "au" as in "taught; "ou" as in "sought"; and the single letter "o" as in "horse." In my words, including the examples just given for this sound, the vowels (a) or (ɑ) maybe heard instead of (ɔ).

call	August	water	bought	sort
altar	author	dawn	fought	sport
waltz	audience	lawn	sought	short
Jaw	autumn	pawn	thought	snort
law	fraud	scrawled	sought	lord

1. George thought the lawn was forlorn at dawn.
2. All were caught against the wall of the port during that fateful mourn.
3. Lawyers and lawmakers, too, are not exempt from the law.
4. In the Philippines, baseball and football are not as popular as basketball.
5. The prisoners fought the guards at last because they had long sought to escape.
6. He bought an automobile when he won a fortune.
7. The month of August was named after Augustus Caesar.
8. Paul is tall but he has a short memory.
9. If you recall, some wise men said: "Pride goes before the fall.
10. Norma thought of praying to the Lord.

There is difference between renown and glory-/the letter depends upon the judgments of the many,/the former on the judgments of the many,/good men.

- Seneca.

Yesterday,/are all witnessed an erection/and were much amused at the awkward gestures and awful voices of the auctioneer./There was a Spanish shawl and several nautical objects which are liked./the auctioneer was a tall, haughty looking man/with hair which was almost auburn in color./The

audience always applauded his remarks/although they thought them awfully stupid./We bought nothing,/and finally walked out of the store.//

He who is false to present duty breaks a thread in the loom,/and will find the flaw when he may have forgotten its cause.

- Henry Ward Beecker.

Stress Drill

Various prepositions. Here, do not stress the italicized word.

look at the sea	a pair of shoes for baby
look at her dress	buy it for Clara
take it from Fred	a piece of cake
a cup of coffee	wait for me at the corner
a bunch of bananas	a glass of milk

Intonation Drill

- Q. Did you go to the championship game last Saturday?
 A. Yes, I did. I went with Fred.
 Q. Did you walk to the Rizal Memorial Stadium?
 A. No, we rode. It is very far.
 Q. Did you have a good place in the stadium?
 A. Yes, we had. We have reserved seats near the court.
 Q. How was the game?

A. Fine. It was thrilling all through out.

Q. Did you have fun?

A. Yes, we had. We enjoyed the game very much.

Conversation Drill

(Have You Changed Your Idea Any)

Pupil A: What do you say Ben?

Pupil B: I beg your pardon?

Pupil A: How do you sum up the general situation, I mean everything?

Pupil B: Are you referring to the whole world, to this country or just to poor, like me.

Pupil A: Yourself! How are you getting along?

Pupil B: I'm getting along fine, thank you.

Pupil A: Have you changed your ideas about Spoken English?

Pupil B: I'm beginning to see that thoughtful practice with intention to improve and make perfection.

Pupil A: What do you think of this phonetic drills?

Pupil B: I'd say that intelligent repetition ensures mastery.

LESSON 9: [ʌ]

How to make the midvowel "ü" (ʌ) as in "bunch", or "punch."

Keep the mouth in neutral or relaxed position.

Raise the tongue a little back to the center.

Keep the lips rounded for it: The vocal cords vibrate.

Note: This sound occurs in the stressed syllable only. It is a short sound.

The most frequent spelling for the (ʌ) sound are "u" as in "up," "cup," "cut" and "hum" and "o" as in "come," "some" and "comfort" less frequent spelling are "ou" as in "touch" and double "oo" as in "blood."

1. When the sun is not up, dust comes with the gust of the wind.
2. He was struck on the skull with a club.
3. None of the bums dared to run from the slums.
4. He saw the blood gush from the cut blood vessel.
5. The hungry chums ate the food to the last crumb.
6. It is not fun for a young son to have mumps.
7. A trained duck, they say, can jump and run and do other stunts.
8. The budding bushes were smudged with blood.
9. None knew him but to love him.
10. One touch of humor doth gladden us all.

Folks are queer as they can be,
 Always saying "Don't" to me;
 Don't do this, and don't do that;
 Don't throw stones or climb a tree;
 Don't play in the road: oh gee
 Seems like when I want to play
 "Don't" is like they say
 Don't shout so and make a noise;
 Don't play with those naughty boys;
 Don't eat candy, don't eat pie
 Don't you laugh and don't you cry;
 Don't stand up and don't you fall,
 Don't do anything at all
 Seems to me both night and day,
 Don't is all that they can say.

- Edgar E. Guest.

The story is told of an old rogue and overbold
 soldier/who rode on a boat along the coast of Rome/although
 Rome boasts of no coasts,/still the story is told/mostly to
 show that the old rogue and the overbold soldier/who rode on
 the boat/were dozing and moping on the boat/we are only
 supposed to note that the nose of the boat,/with push and
 jolt/smote the stony shoal/that of the story is now
 known/but we hope that another row boat was in sight,/or

that the old rogue and the overbold soldier merely groped for a whike in their rooked clothes.//

Along the road are many signs/"So Slow"//So we are well warned as to the danger./To be sure,/for the most part,/we drove slowly,/but we are both cold and most eager to get home.//Then, too, we were driving in an old car./It was growing dark./The road was slipping./We made a sharp turn,/and over we went.//A moment later, all our supplies were rolling over and over down the hill,/and the car lay upside down./My friends and I are crawled out/- fortunately,/with only a few scratches to show for our experiences.

Fell the loneliness of an Ancient Mariner as, gazing at the waste about Him, he says:

Alone, alone, all, all alone

Alone on a wide, wide sea.

Distinguishing between () and ().

pop - pope cock - coke note - not saw - so
 God - goad cop - cope odd - ode walk - wake
 clock - cloak nod - node "con" - cone bald - bold
 shone - shown Sol - soul sop - soap caught- coat
 got - goat rob - robe blot - bloat horse- hoarse

1. In flowing tones he boasted of his recent role in Congress.
2. The ocean hold no terror for old rowers.
3. "Roll on, thou deep and dark blue ocean, roll."
4. He choose only the best for the good of his soul.
5. In a drooling broque he told about the note he wrote.
6. The old soldier was slow to roll the stone away.
7. Without hat and coat he walked down the road with a heavy load on his shoulder.
8. The post office personnel posed for photographs required by the Bureau.
9. Moses supposes his toes are roses, but Moses supposes erroneously.
10. Most local phones are overflowing with jokes.
11. For Moses he knows that his toes aren't roses, Moses supposes his toes to be.

He who from love to love

Guides, through the boundless sky, the certain
flight

In the long way that I must read alone.

Will guide my footsteps right.

- William Cullen Bryant.

Manner must adorn knowledge,/and smooth its way through the world./Like a great rough diamond,/it may do very well in a decent by way of curiosity,/and also for its interesting value;/but it will never be worn,/nor shine,/if it is not polished./

- Lord Chesterfield.

Once a general was addressing a number of young recruits,/husk, rugged young farm boys from the back country,/who had enlisted for a few months./"Now boys" said the general,/"I don't want to hold any of you who are unable to stay./If anyone wishes to leave,/he may indicate this by stepping six paces in front of the line./But understand,"/he added, raising his gun./I'll shoot the first one who steps out."//

Green be the turf above thee
 Friend of my better days;
 None knew thee but to love thee,
 None named thee but to praise.

- Fitz - Greene Halleck.

There is no such thing as a small country./The greatness of a people is no more affected by the number of its inhabitants/than the greatness of its individual is measured by heights,/whoever presents a great example is great.//

- Victor Hugo.

Let one object be our own country,/our whole country,/and nothing but our whole country./And by the blessing of God,/may that country itself become a vast and splendid moment,/not of oppression and terror,/but of wisdom/of peace,/and of liberty,/upon which the world must gaze with admiration forever.//

- Daniel Webster.

A reply to a newspaper attack resembles very much the attempt if Hercules to drop the Hydra, without the slightest chance of his ultimate success.

- Theodore Hook.

Distinguishing between (œ) and (ʌ).

run - ran	drunk - drank	pull - pal	cut - cat
drug - drag	grunt - grant	tongue- tang	mud - mad
sung - sang	must - mast	ton - tan	truck- track
hut - hat	but - bat	shrunk- shrank	luck - lack
crush- crash	cup - cap	fun - fan	dumb- dam

Distinguishing between (u) and (ʌ).

noon - none	gloom - glum	boon - bun	spoon- spun
doom - dumb	room - rum	boot - but	whom - hum
roof - rough	soup - sup	soon - sun	boost- bust
juiced- just	shoot - shut	roost- rust	hoot - hut
who'll- hull			root - nut

One hot summer day/a fox, was strolling through an orchard/till he came to a bunch of grapes just ripening on a vine high above his head.//

"Just one thing to quench my thirst?/said the fox to himself./Drawing back a few paces,/he took a run and jump and first missed a grapes./Turning around again, with a one, two, three he jumped up but no greater success./Again and again, he tried to reach the tempting harsel,/but at last had to give up.//

I am sure they must be sour"/he said as he walked away with his nose in the air./"I wouldn't eat them anyhow."//

Stress Drill

"Have" "has" and "had" used as auxiliary verbs. Do not stress the italicized word.

1. I hope they have received our message.
2. You may go home when you have finished our work.
3. You have arrived at last.
4. I have read your letter so many times.
5. She has just received her report card.
6. She has been a ghost perhaps.
7. The gift has come on time.

8. He has replied to her letter, I know.
9. She has decided to go home to the province.
10. She was glad because she had remembered her birthday.
11. I know that he had to tell a lie.
12. Her test paper showed that she had studied hard.
13. I know that he had arrived late.
14. The criminal had already escaped when the police arrived.
15. They denied that he have been absent from the class.

Intonation Drill

- Q. Where does Juan usually work in the Office?
A. He usually works near the window.
- Q. Where do you usually write the formula?
A. I usually write the formula in my folder.
- Q. Where does Carmen often do her homework?
A. She often does her homework in the reading room.
- Q. Where do the Dizons live?
A. They live on Taft Avenue near the corner of the Remedios Street.
- Q. Where do the Dizons work?
A. They work in their office at Escolta.

Conversation Drill**How's Your Roommate**

Pupil A: How's your roommate?

Pupil B: You mean Roberto?

Pupil A: Yes, Roberto Zaldivar, our mutual friend.

Pupil B: Oh fine, just fine.

Pupil A: Do you go out together all the time?

Pupil B: Not all the time, but very often.

Pupil A: How do you find him?

Pupil B: Is he kind, helpful, cheerful, you know.

Pupil A: Oh, yes, and he has a terrific sense of humor.

Pupil B: Does he ever joke with you?

Pupil A: He may have a straight face, but he is always joking.

BACKGROUND FOR LESSONS: THE DIPHTHONGS

A diphthong is a combination of two vowels successively blended in a single syllable. For example, the tongue in the production of (ɔɪ) the "oi" in "oil" glides very quickly from the (ɔ) to the (ɪ) position of the two blended vowels, one of them is usually more dominant, although the singleness of the sounds still prevail. The oral cavity changes in size and shape during the production of the diphthong.

A rather fault among Filipino students in regard to diphthongal sound is their our and out separation of the elements of a diphthong and then adding of the (w) sound between these elements, thus, the word "boil" for instance, becomes (bɔwɪl) sometimes the two elements are completely changed, so that the word "oil" would sound something like (owil) or (uwl). Other fault diphthongs result from the second vowel, element is weakened or omitted in the use of (am) "ah'm" for "ɪm" and (ar) "are" for "our." These variation when used in the formal speech are not acceptable to many listeners. Other variations in diphthongs are sometimes treated more tolerantly. Of course, if the production of the individual vowel element in the diphthong is itself faulty, the errors are still glaring to be forgiven by cultured speakers.

When to lengthen diphthongs. Due to assimilation, vowels of long duration are only half as long when they occur before voiceless consonants; as "feel" "feet" or "hard" "heart." The diphthongs are either long or short in duration depending on the succeeding sounds in the same breath group. The rules in lengthening diphthongs are:

- a. The diphthong is lengthened when it occurs before a voiced consonant in one syllable stressed word.

Example: "paid."

- b. The diphthong is lengthened when it occurs before a voiced consonant in a stressed syllable.

Examples:

long	short
boy	buoyant
old	going

- c. A diphthong is lengthened when it occurs before a voiced consonant in words of more than one syllable if the diphthong is in the last syllable and the last syllable is stressed. Example: "control."

Diphthongs in General Use

Webster	IP4	Key Words
a	(eI)	main, great, day, eight, aim

e		vale
i	(aI)	ice, vie, aisle, eye, sigh, cry
o	(oU)	go, loan, own, most, both, boat
u	(Iu)	duty, view, due, few
oi	(ɔɪ)	oil, boil, boy, voice, coin
ou	(aʊ)	cow, bound, out, devour, ground

Diphthongs with Acceptable Variations

ar	(ɜə)	dare, stair, chair, there, care, air
or	(oə)	store, toward, ford, cord, board
or	(ɔə)	corn, born, horse, Lord
er	(ɪə)	year, cheer, pier, dear
oor	(ʊə)	poor, tour, cure, sure, boor

LESSON 10: [eɪ]

How to make the diphthong "ā" (eɪ) as in "bay," "pay," "tail."

1. The tip of the tongue is behind the lower front teeth.
2. The front of the tongue is raised to the position for (ɛ) in "head."

Note: This (e) vowel, as in the first syllable of "chaotic," "vacation," and "nativity" occurs in unstressed syllables. This sound is given the diphthong value in stressed syllables of words containing this sound in frequent.

1. The front of the tongue is raised higher - as for (ɪ) in "hit."
2. The soft palate is raised and the sound is sent through the mouth.

The diphthong is produced as the tongue glides from position I to position II. The vocal chords vibrate.

Important: Many Filipino pupils seem to be inconsistent with the diphthong while they can easily "day," "vain," "ace" or "brave," they substitute this diphthong with (ɪ) when they say the words like "great" and "table" in which cases they say (gritt) and (tɪbɪ) or even (tɪbɔl).

weigh	ace	great	faint	ate
neighbor	data	steak	saint	day
eight	apparatus	break	sail	trace
gape	vague	jail	mail	vain
beige	brave	range	daily	rake
table	same	hasten	date	shake

1. Eighty-eight sailors were saved because of their bravery.
2. The caged animal was enraged but was tamed by the lion tamer.
3. They aimed to display on the revolving stage the amazing tricks of "Dr. White."
4. Daily mail is usually carried by train or plane.
5. The new apparatus aided the same jet ace.
6. Pale but amiable Jame was a portrait of a quaint dame.
7. Cake is good if it is well made.
8. The maimed man was forced to stay in jail.
9. They remained in the same occupation for eight years.
10. The students waited their gala uniform.

They makes the same mistakes;/they remain, no to say, lame,/maimed in the way they articulate./And they fail mainly in their aims/of enunciating their a's in a praise-

worthy way.//Their failure maybe traced in no way,/we may hasten to maintain,/to shameful laziness or to a frailty that may be assailed as base or degrading/but, we may gravely claim to a gay disdain/to the quaint little maids available/for patient labor,/sustained labor,/labor entailing the taking of pains/yet placing no great strain on the brains by taking greater pains,/we may make great gains.//

While an author is yet having,/we estimate his powers by his worst performance;/and when he is dead,/we rate them by his last.

- Samuel Johnson.

A great way to break plates/is to take plates of great weight or great haste,/facing or gazing/or gaping one way,/whilst pacing or hastening another way.//Or in case that fails/a safer way less painful to waiters/and just as shameful to plates/is to take plates of the same weight upon a tray/with the same haste/to the edge of the table;/there taking pains to gauge the space/and not to arrange the tray/that it will stay until the waiter goes away,/that the slightest shake or quake of the table/may precipitate both tray and plates/and have them gravitate towards the table's base/there to donate/and reverate and disintegrate/and

remain a year/in their charged plate/since all brave efforts to save them/must plainly be too late.

The only place they could get/with a small cottage that lay somewhat distant from two small lakes./The lakes were not really lakes./They were small bays which lay just behind the line of the cape./A summer colony had grown up in the whole area./And the place through itself is somewhat isolated,/had the same general appearance as most of other places,/all of which had been cheaply and hastily built at a much earlier date./The rent which our friend had to pay was moderate,/and there were few neighbors to disturb them./The cape was not far away/and the two bays were easily visible on a clear day./Thus, one may safely say/that despite the sad state of its paint and its obvious needs of repair,/it was not bad./

Distinguishing between (ϵ) and (eI)

red	-	raid	fled	-	flayed	stead	-	staid
bed	-	bayed	dread	-	drayed	spread-	-	sprayed
wed	-	weighed	beek	-	bake	wedge	-	wage
			sled	-	slayed			
			wreck	-	rake			
			red	-	raid			

Distinguishing between (*i*) and (*eI*)

spade	-	speed	A	-	E	crepe	-	creep
stale	-	steal	J	-	G	trait	-	treat
make	-	meel	grace	-	grease	mail	-	meal
fate	-	feet	main	-	mean	Dane	-	Dean
			spray	-	spree			
			lake	-	leak			
			tame	-	team			
			day	-	D			

Stress Drill

"Am," "Are," "was" and "were" used as auxiliary verbs.

do not stress the italicized word.

What am I doing here?

How am I going to explain my absence from class?

How am I going to know that he is sick?

What are we waiting for?

What are you working on?

Where was he going?

Where was she staying?

They denied that they were going to the movie.

What game were they playing?

Did they know that we were coming?

She felt that he was lying.

They were working hard for the solution.

He was trying to remember the formula.

What were they saying about the election results?

They were looking for a house to rent.

Intonation Drill

Q. Where is Jose now?

A. He's at the cafeteria.

Q. Where's Mr. Cruz now?

A. He's at the grocery store.

Q. Where's Mrs. Lopez now?

A. She went to the market.

Q. Where are the children now?

A. They're at the school.

Q. Is the young man going home now?

A. No, he isn't going home. He's going to the movie.

Q. Is the club typing a letter?

A. No, he isn't typing a letter. He's filling some papers.

Q. Are you using my fountain pen?

A. No, I'm not using your fountain pen. I am using your pencil.

Q. Are the children studying now?

A. No, they aren't studying now. They're laughing and playing.

Q. Are the students reading now?

A. No, they aren't reading now. They're chatting.

Conversation Drill**The Influence of City Life?**

Pupil A: Most pupils are so carefree, aren't they?

Pupil B: What do you mean "carefree"?

Pupil A: They don't take their lessons seriously. They absent themselves from classes, and they go to parties often.

Pupil B: I see what you mean. Perhaps it's the influence of city life, too many distractions.

LESSON 11: [aɪ]

How to make the diphthong "ī" (aɪ) as in "pie," "buy," "dine," or "tie."

The front of the tongue is low as for (a) in "ask."

The front part of the tongue is high as (ɪ) in "hit."

The soft palate is raised and the sound is sent out through the mouth.

This diphthong results as the tongue glides from I to II. The vocal chords vibrate for all the diphthongs.

Cautions: Do not sound your lips on this sound.

I	bought	guide	quiet	tight
idle	climate	height	quite	die
island	deny	life	science	dry
admire	describe	pride	shy	try
behind	fighter	pipe	type	supply

1. Ice cream relieved the tired child who rode five miles for it.
2. That child of five cried and cried because his bicycle did not arrive at nine o'clock.
3. The bright light illumine the aisle.
4. The sightseers had a fine time when twilight came.
5. The lightning across the sky frightened the shy child of mine.

6. He threatened to resign if he could not preside at the nightly meeting.
7. Defying time and space, the pilot zoomed to unbelievable heights.
8. Time and tide some wise man said wait for no man.
9. We'll dine at nine; meanwhile let's just have wine.
10. At twilight time there is a riot of colors in the sky.
11. He had a bright eye and a light smile.
12. The nine choir of angels chime their hymns eternally.
13. The acolytes must mind to have all the rites right.
14. Drive in theaters are signs of the time.

In a time of financial crisis,/the rise of prices suddenly stops,/and a decline sets in./The cause of their decline are many and are highly complicated./Lack financial writers offers his own idea for the cause and cure./Times, in many cases, become bad./Men are thrown out of work,/through prices fall,/people are without money to buy anything/vital industries cease,/and only isolated industries continue to operate.//

In the highest civilization,/the book is still the highest delight./He who has once known its own satisfaction/is provided with a resource against calamity.

- Emerson.

Anybody come become angry/-that is easy; but to be angry with the right person,/and to the right degree,/and the right time,/and for the right purpose,/and in the right way//-that is not within everybody's power/and is not easy.

- Aristotle.

Stress Drill

"Am" - used as an auxiliary verb or followed by a complement. Here the vowel "am" is said with the neutral vowel or is omitted entirely. Do not stress the italicized words.

I am going to rest this weekend.

I am going home in the city and in the province.

I am ready to take the examinations.

I am trying hard to remember his name.

I am playing the piano.

I am thinking on continuing my studies abroad.

I am hoping for the best.

I am getting ready for church.

I am usually at home on Sundays.

Intonation Drill

Q. Does your father go to the office at the Escolta?

A. Yes, he goes to Escolta everyday except Sunday.

Q. Does your mother wake up early every morning?

A. Yes, she wakes up early every morning.

Q. Do the pupils often read poetry?

A. Yes, they often read poetry.

Q. Do you often go up to Baguio?

A. No, we don't often go up to Baguio.

Q. Do you always go to parties on time?

A. Yes, we always go to parties on time.

Q. Does she always notice the new dresses.

A. Yes, she always notices the new dresses.

Conversation Drill

Pupil A: Pardon me, sir. Can you tell me how to get the post office here?

Pupil B: Sure. Take a jeepney from here until you reach Quiapo.

Pupil A: How will I know it's Quiapo, sir?

Pupil B: Why, have you never been to Manila before? Everybody knows where Quiapo is.

Pupil A: No, sir. I've just come from the province and this is my first trip to Manila.

Pupil B: From where are you?

Pupil A: From Baler, sir.

Pupil B: The birthplace of President Quezon?

Pupil A: Yes, sir.

Pupil B: Well, you won't mistake Quiapo. It is the most crowded place in Manila, and jeepneys and buses all go to Quiapo. When you come to this place

just look for a big church. When you find it and you see lots and lots of people there, you'll know you are in Quiapo.

Pupil A: Yes, sir.

Pupil B: You can take another ride from Quiapo going towards Quezon Bridge. As soon as you cross this bridge, you get off. Then you see a building on your right. You won't mistake it. Post Office Building is written at the top of the edifice.

Pupil A: Thank you, sir.

LESSON 12: [ɔɪ]

How to make the diphthong "oi" (ɔɪ) as in "boy," "poise," or "boil."

I. Back of the tongue is raised high as for the vowel in "ball" (ɔ).

The front of the tongue is raised high for (I) in "it."

The diphthong results as the tongue glides from position I and II. The vocal chords vibrate and the soft palate is raised so that the sound is sent out through the mouth.

Important: It is a common mistake among Filipino pupils to separate the element of this diphthong and to add the (w) sound between this elements. Thus, the word "oil" for instance becomes (bɔwɪl). Sometimes, the two elements are completely changed, so that the sound "oil" would sound as something like (uwɪl) or (uwel).

oil	employee	royal	broil	hoist
ointment	joint	toilet	coin	foible
buoyancy	loin	void	along	spoil
daily	moist	boy	recoil	clairvoyant
embroider	noise	destroy	voyage	oyster

1. We enjoy listening to a pleasant voice.
2. The adjoining room was filled with boys who talked with joy about their exploits.

3. Coins jingling in your pocket could be annoying.
4. The spoiled boy lacked personality and poise.
5. During the turmoil only boisterous voices could be heard.
6. Avoid boys who are spoiled.
7. A previous appointment failed his chances to enjoy the evening.
8. A boy toiled hard for that coin, don't disappoint him.
9. Moisture destroyed the effect of the rare ointment.
10. The brave little boy pointed to the crowd the presence of a poisonous snake.
11. The ambitious little boy thought the whole world was his oyster.
12. The younger boys were told to join the Boy Scout Movement.
13. The voice of their choice candidate was nothing, but noise.
14. A strange noise failed the plans of the naughty boys.
15. Small boys take great joy in their toys.

Genius? It is the power to be a boy
again at well.

- J.M. Barrie.

Stress Drill

Ir - used as an auxiliary, or followed by a complement. This auxiliary may be pronounced lightly. Although the vowel is usually omitted entirely. Make sure that you do not stress the italicized word below:

He is closing the door.

She is singing her favorite song.

Pedro is thinking of his family.

Carmelita is studying diligently.

That book is being read by the entire class.

Our lawyer is ready to defend our case.

His mother is off for Hongkong.

She is still too young to dance.

"My boss is out," said the secretary.

My father is usually home on Sundays.

Our examination is being postponed because our teacher is sick.

Intonation Drill

Q. Are your parents old?

A. No, they aren't old; they're still young.

Q. Is your brother tall?

A. Yes, he's tall and handsome.

Q. Is that book good?

A. Yes, it's full of thrills.

Q. Is your hometown large?

A. No, it isn't large; it's small.

Q. Is phonetics difficult?

A. No, it isn't difficult; it's easy.

Q. Are your fingernails short?

A. No, they aren't short; they're long.

His voice was thine, as voices from
grave.

- Tennyson.

Conversation Drill

Describe the Typical House of the Philippines

Pupil A: Can you describe to me the houses in the province?

Pupil B: Do you want the description of a typical one?

Pupil A: That's right. A typical house.

Pupil B: A typical house in the province is made of nipa and wood. It cannot boast of any modern architectural design, but crude as it looks, it seems pretty functional.

Pupil A: About how big?

Pupil B: I'd say about ten to fifteen meters square.

Pupil A: Does it look like a box?

Pupil B: But exactly, because the kitchen and the porch seems to be protruding extensions. These actually break the square look of the house.

Pupil A: Does it have a big backyard?

Pupil B: Yes, and there are tail fruit trees around.

LESSON 13: [oʊ]

How to make the diphthong "ō" (oʊ) as in "broke", "joke", or "token."

1. Like in the production of the vernacular (o) the tongue is raised higher to the position for "o" as in "obey", "notation," "proceed," "orate," or "rotate." Note that like the vowel (e), this sound occurs in unstressed syllable.

1. The back of the tongue is higher as for "oo" in "book."

2. The soft palate is raised so that the sound is sent out through the mouth.

The diphthong results as the tongue glides from position 1 to position 2. The vocal chords vibrate.

Important: Make sure to give this diphthong its prolonged duration. Very often, too, Filipino pupils do not produce this sound with the correct formation of the lips, they make an (u) formation instead.

rope	soap	slow	chase	roll
hole	told	nose	cone	wont
open	most	glow	host	beau
pole	both	grow	hold	plateau
prone	flow	gross	ocean	ghost

Distinguishing between (ɔ) and (ou)

pause - pose clause- close drawl - droll on - own
 drawn - drone call - coal tall - toll rot - wrote
 war - wore hall - whole jaw - Joe sock - soak
 naught - note loud - load gauze - goes cod - code
 want - wont lawn - loan warn - worn cot - coat

Stress Drill

Verbs with an adverb that is final in position, and verbs that are made up together with an adverbial participle. Here, the adverb or the adverbial participle is stress and not the verb. Make sure you do not stress the pronoun in between stress the italicized word below.

Drink it slowly	Look them over
Break it up	Tell her soon
Write it carefully	Ring her up
Cover it up	Weight it carefully
Write it down	Take it off
Think it over	Cancel them immediately
Help her out	Teach him promptly
Fill them up	Wake her up
Turn it down	Put it back

Intonation Drill

- Q. What's Jose doing now?
 A. He's studying.

Q. Is he reading?

A. No, he isn't reading. He's memorizing.

Q. I'm thirteen years old. How old is Cecilia?

A. She's five years old.

Q. Is Jose forty years old?

A. No, he is thirty-three years old.

Q. Is your sister eighteen?

A. No, she is sixteen.

Conversation Drill

I Never Know When to Shake Hands

Pupil A: We never shook hands when we were small. I never know when to shake hands and when not to.

Pupil B: You know, I think that's quite a problem, not only to you but, it seems, to everyone else.

Pupil A: It's difficult for me because I come from the province and there I don't remember even the old people shaking hands with each other. We just don't greet one another that way.

Pupil B: I think this custom of greeting was introduced by the Americans.

Pupil A: Oh yes, I think so, they do a lot of shaking hands when they meet people, men, women and children shake hands all the time.

Pupil B: Well, as a general rule, men shake hands. Women and children don't.

Pupil A: But some women do shake hands.

Pupil B: Very few. For men, you hold out your hand; for women, you wait and see what they do.

LESSON 14: [**au**]

How to make the diphthong "ou" (**au**) as in "bout"; "doubt", or "town."

The back of the tongue is low in the mouth as for (**a**) in "ask."

The back of the tongue raised high to the position for (u) in "book."

The diphthong results as the tongue glides from I to II. The vocal chords vibrate, and the soft palate is raised so that the sound is sent out through the mouth.

Caution: Make sure your tongue is relaxed and is against your lower teeth for this sound. And do not say drawn when you mean "drown." If you are not careful with the "au" spelling into English you may fall into mistakes of substituting (**au**) with (**o**).

out	astounding	once	town	undown
about	counting	mouth	tower	throughout
account	doubt	proud	eyebrow	unsound
allowed	devour	mountain	voucher	sprout
amount	endowment	south	plow	foul

1. An ounce of prevention, it is said, is better than a pound of cure.
2. No one is allowed to play in the yards when the ground is wet.

3. After a shower, the flowers are fresh again.
4. The mountain city is crowded every summer, but not with scowling prowess.
5. The scoundrel was grouchy because he was the victim of the one foul play.
6. He was proud of his loud resounding voice.
7. You can point none if you want; the Count is gone.
8. Because of foul weather, it is doubtful whether she will be allowed to go to the south.
9. The proud count refused to dismount because of the muddy ground.
10. The howling sound of the wind announced the advent of a powerful storm.
11. Throughout the town, the unfounded rumor the resound.
12. The astounding announcement of gun powder panicked the crowd.
13. His voice is loud, but his thoughts are not profound.
14. The dressmaker could not account for the delay of the brown gown.
15. The children's hour allowed them to shout outdoors.

The gum chewing girl
and the cud chewing cow
are somewhat alike
yet different somehow
and what is the difference?
I think I now know
It's the clear, thoughtful look
on the face of the cow

- o -

I have seen the glories of art and architecture,/and mountains and rivers./I have seen the sunset and the full moon;/but the fairest vision on which my eyes ever looked/was the plague of my country in a foreign land/Beautiful as a flower to those who love it,/terrible as a meteor to those who hate it,/it is the symbol of power and glory.//

- Adapted.

Of all the inanimate objects,/of all men's creations,/books are the nearest to us,/for they contain very thoughts,/our ambitions,/our indignations,/our illusions,/our fidelity to truth,/and our persistence toward error.//But most of all they resemble us/in their precarious hold on life.

- Joseph Conrad.

Stress Drill

Make sure you do not stress the unstressed syllables in the following

a bunch of coconut	a box of candy
a couple of hours	a liter of oil
a bottle of Coke	a gallon of water
a cup of coffee	a bundle of wood
a glass of milk	a piece of string
a pair of shoes	a pair of scissors

Intonation Drill

- Q. Are you the waiter?
 A. No, I'm not the waiter but the manager.
- Q. Is he an architect?
 A. No, he isn't an architect. He's an engineer.
- Q. Is she a doctor?
 A. No, she isn't a doctor, she's a nurse.
- Q. Are you carpenters?
 A. No, we aren't carpenters. We're electricians.
- Q. Are you studying Physics?
 A. No, I'm not studying Physics. I'm studying history.
- Q. Are they Boy Scouts?
 A. No, they aren't Boy Scouts. They're policemen.

Conversation Drill

Pupil A: What's new?

Pupil B: I beg your pardon?

Pupil A: How's everything with you today?

Pupil B: Fine, I feel great!

Pupil A: Indeed, you're looking better today. Good news?

Pupil B: You can say that again. I received a letter from home today.

Pupil A: You mean the money for your tuition fees finally arrived?

Pupil B: At last! And just on time, too. Good old Mom.

Pupil A: I'm glad to hear it. Are you ready for the exams on Monday?

Pupil B: You bet I am. I'm going to show Mom a report card she'll always be proud of.

LESSON 15: [ɛə]

How to make the diphthong "â" (ɛə) as in "dare", "bear", "tear". The front part of the tongue raises to a position between (ɛ) as in "bed" and (æ) as in "hat" and then quickly glides to the position of (ə) as in "sofa." Be mindful that both positions produce a single diphthongal sound. Make certain that you do not substitute (ɛə) for (eɪ).

air	fair	scare	swear	aware
bare	flare	share	their	tearing
blare	glare	square	there	vary
care	rare	where	very	various
dare	hair	bear	stairs	precarious

1. There are airplanes with daring pilots at the fair.
2. Many was wearing the costume of a fairy.
3. The welfare of the children must not be impaired.
4. I wish more women would care for their brains as much as they care for their hair.
5. The chinaware, I am sad to declare, is beyond repair.
6. The carefully selected chairs have a rare design.
7. The heiress with her fair hair and debonair manner seemed beautiful beyond compare.
8. It's only an hour by air to the prairie.
9. A spiral staircase in a winding staircase.
10. You must be prepared to pay for the wear and tear of your rented books.

Distinguishing between (ɛə) and (eɪ)

flare	-	frail	rare	-	raze	lair	-	lame
dare	-	dale	stare	-	stain	fair	-	fail
cue	-	cane	air	-	aim	square-	-	quaint
rare	-	rain	care	-	cane	bear	-	brave
glare	-	gale	bare	-	base	ware	-	wade

The man who fears nothing is not less powerful than he who is feared.

- Schiller.

Of forests and enchantments dream
Where more is meant than meets
the air.

- Milton.

By experience we find out a shorter way by a long, wandering. Learning teachers more in one year than experience in twenty.

- Roger Archam.

Stress Drill

Make sure you do not stress the unstressed syllables in the following:

the principal of the school

the editor of the paper

the Secretary of Education

the champion of the poor

the voices of the people

the author of the Book

the chairman of the committee	the head of the department
the leader of the gang	the cry of Balintawak
a letter to the editor	the basis of the method
a boy of poor parents	the overcoming of the difficulties
a candidate of the opposition	the crux of the question
a member of the debating club	the inventions of Edison
a girl of expensive taste	the purpose of emphasis

Intonation Drill

- Q. What am I. Am I a businessman?
- A. No, you're not a businessman. You're a professor.
- Q. What are you? Are you a professor?
- A. No, I'm not a professor. I am a businessman.
- Q. What's Mr. Cruz? Is he an engineer?
- A. No, he's not an engineer. He's a lawyer.
- Q. What's Mrs. Lopez? Is she the secretary?
- A. No, she's not a secretary. She is the vice president.
- Q. What's Mrs. Jimenez? Is she a clerk?
- A. No, she's not a clerk. She's a bookkeeper.
- Q. What are you and Juana? Are you professionals?
- A. No, we're not professionals. We're students.

Conversation Drill**How did you Spend your Christmas?**

Pupil A: How did you spend your Christmas vacation?

Pupil B: I did so many things, too many to enumerate, and some I'm as tired as ever.

Pupil A: Well, that's how it is with vacation. A person doesn't really rest.

Pupil B: That's right. You're supposed to rest because you're exhausted from your studies, but often on vacation you're more weary than fatigue.

Pupil A: I visited my relatives in the province. I never thought there were so many of them.

Pupil B: Did you also have fun?

Pupil A: Oh yes, but perhaps your vacation was more exciting. Are you sorry, you enjoyed yourself tremendously.

Pupil B: No, I'm not. But right, I'm just plain tired.

LESSON 16: [Iə]

How to make the diphthong "ē" (Iə) as in "deer", "beard", "pier".

The front part of the tongue begins in the position of (I) as in "it" and glides quickly to the neutral vowel (ə) as in "sofa" as in all diphthongs the vocal chords vibrate (Iə) usually followed by "r".

fearless	dearly	fiercely	clearly	weary
merely	cheerfully	ear	appear	theory
series	sincere	sear	endearment	material
pier	really	sheer	gear	geer
weird	ideal	beard	hear	

1. We will now hear from the theater manager who has new ideas about theater practice.
2. His dear reader will miss him for at least a year.
3. A series of weird pictures will be shown at the theater by the pier.
4. The cheer leader said "He that hath to hear let him hear."
5. The pier workers failed to appear on that dreary morning.
6. Textile materials were reported to be in serious condition in the pier.
7. The Greek seer made her first appearance in the second act of the play.

8. The students were told to cheer not to jeer.
9. We understood the message; it was really clear.
10. It is really feared that the strike at the pier will drag on for over a year.

Stress Drill

Make sure you do not stress the unstressed syllables in the following:

She hopes that the family likes it.

Drive with care if you care to drive.

If you drink, don't drive; if you drive don't drink.

I know that the dark clouds are gathering.

They always behave well on the table.

They never fail to thank their teacher.

Don't tell me the ending of the story.

I think that our team is going to win easily.

He works hard from morning to evening.

Every Sunday we have a family reunion.

Intonation Drill

- Q. Are there any electric fan in your classroom?
A. Yes, there are two electric fans in the classroom.
Q. Where are they?
A. They're on the sidewalk.
Q. Are there many chairs in the classroom?
A. Yes, there are many chairs in the classroom.

Q. Where are they?

A. They're in the floor.

Q. Is there a telephone in our office?

A. Yes, there's a telephone in our office.

Q. Are there tables in that office?

A. Yes, there are three tables in that office.

Conversation Drill

Where were you born Francisco?

Pupil A: Where were you born Francisco?

Pupil B: I was born in Cebu, then I moved to Ilocos Sur, went to Pampanga and moved to Manila.

Pupil A: Why did you move about too many places?

Pupil B: My father was a school supervisor and so he was assigned to these places.

Pupil A: I see. How many dialects do you speak?

Pupil B: Four - Visayan, Ilocano, Pampango, and Tagalog, of course.

Pupil A: Are you ever going to see your birthplace again?

Pupil B: Maybe later on. Perhaps after I finish my studies here.

LESSON 17: [oʊ] or [ɔ]

How to make the diphthong "ō" (oʊ) or "ô" (ɔ) as in "wore", "core", or "four."

Begin with (ɔ) as in "aure" and then glide to the neutral vowel (ə) as in "sofa." The combination creates this falling diphthong (ɔə) usually followed with "r."

door	poor	deplore	cost	brought
court	nor	corps	gore	hoard
roar	more	sore	yore	oar
chore	store	frost	swore	flour
horde	sword	coarse	shore	haul

1. The audience ignored the speaker whose speech was boring.
2. Pour forth they love unto they grieving brothers.
3. At exactly four forty, the roaring flare will arrive.
4. The fourth floor at the four storey building was made into a department store.
5. Four aliens were deported this morning for "hoarding."
6. The pouring rain went on for more than four boring hours.
7. Fort Santiago was in deplorable condition.
8. The explorers needed oars to reach the shore.

9. Like in the days of yore, border questions started the war.
10. According to a report received from the fort, forty four horsemen were without swords.

Stress Drill

Make sure you do not stress the unstressed syllables in the following:

Can you see me tomorrow instead?

Are you expecting out of town visitors?

Don't you find her specially attractive in that dress?

I don't know why he recites with his hands on his pocket.

Didn't they talk on the telephone about the picnic?

When are you starting your journey to the south?

She lost the umbrella that she borrowed from Clara.

We were told by our teacher to revise everything that we write.

They usually study their lessons in the library.

Intonation Drill

- Q. What did Juan say?
- A. He said he found some candy in the desk drawer.
- Q. Wasn't that food seasoned so much?
- A. I found it rather mild.

Q. Have you ever known a noisy man?

A. No - never!

Q. Juan, how did you get paint on your new pants?

A. I eat down on a newly painted park bench.

Q. How much peanuts, candy and popcorn shall I buy for the party?

A. I think nine bags will be enough.

Q. When are you going to visit your grandmother.

A. Oh, next summer I think.

Conversation Drill

Pupil A: I wish I knew all the rules in English grammar.

Pupil B: Why do you want rules?

Pupil A: I don't know. They make me more comfortable, I guess.

Pupil B: Usually those who talk English and those who don't talk English about English.

Pupil A: What do you mean?

Pupil B: Well, you have to learn and to talk, and you learn to talk only by talking.

LESSON 18: [ʊə] or [uə]

How to make the diphthong "oo" (ʊə) or "ou" (uə) as in "poor" and "sure."

Use the first vowel position of the (u) in "good" or the longer sound (u) as in "loot" by simply raising the tongue high in the back position. In either case the tongue glides quickly to the neutral vowel (ə) as in "sofa" like the falling diphthong this sound ends in the neutral vowel (uə) usually followed by "r."

poor	your	injurious	endure	Jury
tour	procure	bureau	January	boor
sure	obscure	cure	insure	surety
fury	during	allure	tourist	moor
lure	curious	astour	insurance	demure

1. The insurance company insured most of the personnel of the Bureau.
2. You can be sure the poor will find it difficult to procure food.
3. The tourist were curious about the rice terraces.
4. Many curious people were lured to buy the "cure all" medicine.
5. The jury was not impressed by the fire and fury of the defendant.
6. The procurement office was assured funds for securing pure coffee.

7. During the election campaign, injurious speeches seem to be common.
8. The driver was furious when he saw a detour sign.
9. I cannot endure the "cocksureness" of that moor.
10. The touring politician never failed to make alluring promises.

Stress Drill

Make sure that you do not stress the unstressed syllables in the following:

You must reply at once to the invitation.

Before you answer read the questions carefully.

She is a lover of fiction and poetry.

The worker at the pier are demanding higher salaries.

I think that the coming storm will spoil our weekend.

I was told to write my name and address on the envelope.

In the evening the entire family gathers together for prayer.

I don't know if she's lazy or not, but she hates to read long stories.

She was chosen the muse of the cadet corps.

Intonation Drill

- Q. Are you willing to wait for Pepe?
- A. I don't want to, but I will.
- Q. What are you watching through the window?
- A. I'm watching the workmen sewing the wood.
- Q. How long did you wait for your watch to be fixed?
- A. I had to wait one week.
- Q. Why is he so afraid of fire?
- A. She was burned quite badly when she was a child of only five.
- Q. Do you believe that the weather affects one's health?
- A. Some people feel that the weather has a very great influence on one's health.
- Q. How did the fire start?
- A. The fire broke out on the fifth floor but no one seem to know the cause.

Conversation Drill

Why Don't We Learn Vocabulary

- Pupil A: Miss Santos, why don't we learn more vocabulary?
- There are lots of words that I don't know.
- Pupil B: There are a lot that I don't know either.
- Pupil A: Seriously, why don't we?
- Pupil B: Since you are still learning to speak good,

natural English, it's more important for you to practice whole phrases and sentences. That's how you learn to speak fluently.

Pupil A: Well, if you say so, I guess that's how it is.

Background for Lessons: The Consonants

Consonants are interrupted sounds. They are produced when the passage through the resonators is relatively obstructed. The interruptions of the voice or breath stream are made by the organs of articulation. The hard palate and teeth assist articulation by offering a passive resistance to the outgoing voice or breath.

A good way for the student to learn to articulate the consonant sounds correctly is for him to study and consider carefully each of the following:

1. The degree of obstruction. Is the obstruction complete or incomplete?
 - a. Complete: (The air is momentarily blocked behind it) Examples: p, t, k, b, d, g.
 - b. Incomplete: (The breath escapes in a continuous stream) Examples: f, z.
2. The place of obstruction. Where is the obstruction made?
 - a. With lips: Examples: p, m.
 - b. With lips and teeth: Examples: f, v.
 - c. With some part of the tongue against some part of the hard and soft palate. Examples: k, n, l, t.
 - d. With the vocal chords: Examples: h.
3. The manner of breath outflow. How is the breath stream expelled?

- a. Checked, then expelled in explosive puff:
Examples: p, t, k.
 - b. Checked in the mouth but expelled through the nose: Examples: m, n.
 - c. Partly checked and allowed to pass out through the opening yielded by the obstruction:
Examples: f, l, s.
4. The formation or position of the physical parts of the speech mechanism.
- a. The soft palate may be raised or lowered.
 - b. The tongue may be drawn back or forward; it maybe lowered or raised, expanded or contracted, in the middle or in front.
 - c. With jaws (or the teeth) may be brought together or spread.
5. The function of the vocal chords. Are they vibrating or not? Is the consonant sound voiced or voiceless.

To test whether a consonant is voiced, place the finger on the Adam's apple (larynx) and make the sound. If there is vibration felt by the finger, the sound is voiced. If there is no vibration felt, the sound is voiceless.

Voiceless Consonants

p	[p]	sh	[ʃ]
wh	[hw]	ch	[tʃ]
f	[f]	k	[k]
t	[t]	h	[h]
s	[s]	th	[θ]

Voiced Consonants

b	[b]	m	[m]
w	[w]	th	[ð]
v	[v]	n	[n]
d	[d]	ng	[ŋ]
z	[z]	l	[l]
zh	[ʒ]	r	[r]
j	[dʒ]	y	[y]
g	[g]		

When two consonants are made in the same way, but one is voiced and the other is voiceless, they are called cognates. Not all consonants have cognates.

The cognate consonants are:

Voiceless	Voiced
p [p]	b [b]
w [w]	wh [hw]
f [f]	v [v]
th [θ]	th [ð]

t	[t]	d	[d]
s	[s]	z	[z]
sh	[ʃ]	zh	[ʒ]
ch	[tʃ]	j	[dʒ]
k	[k]	g	[g]

Long and double consonants. Consonants, like vowels are not of equal length. Furthermore, the length of the same consonant varies, the length being determined in part by surrounding sounds. The sound "l", for example, is perceptibly longer in "little" than in "clock". Consonants tend to be longer after short vowels than after long vowels. Note the difference between the "l" in "hill" [hɪl] and the "l" in "feel" [fi:l].

When the two identical, voiced, continuant consonants are combined as in "leave" "vacant" *livvelk nt* and *unnerve nn rv*, one position is held throughout the sound and the voice continues throughout.

When such combinations as half-full *haelf fUL* and *gets set g ts s t* occur, one position is held, and fricative breath continues through both sounds.

When the voiced plosives b, d, and g, are doubled as in *rob banks r b baenks* *bad dream baed drim* and *big goat bIg goUt* the position remains constant from closure to release; the voice continues, with a slight weakening in the middle

hat indicates the syllables boundary.

When the voiceless plosives p, t are doubled, as in ripe papaya *raIp papaja* and bookcase *bUk KeIs*, the lips or the tongue is in contact from the closure of the first consonant to the release of the second with a moment of silence between them.

Consonants
Classified According to Manner of Production

Plosives	Continuants	Nasals	Fricatives
p	wh [hw]	m	f
b	w	n	v
t	m	ng [ŋ]	th [θ]
d	f	th [ð]	
k	v	s	
g	th [θ]	z	
	n	sh [ʃ]	
	l	h	
	r		
	s		
	z		
	sh [ʃ]		

Consonants
Classified According to Place of Production

Webster's Diacritical Markings	International Phonetic Alphabet	Key Words	Transcriptions
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Lip Consonants

p	p	pop (p ^o p)	[pap]
b	b	bob (b ^o b)	[bab;bbb]
m	m	ma'am (m ^a m)	[ma a m]
wh	hw	what (hw ^o t)	[hwat;hw ^o t]
w	w	watt (w ^o t)	[wat;w ^o t]

Lip-Teeth Consonants

f	f	fife (f ⁱ f)	[faIf]
v	v	valve (v ^a lv)	[v e lv]

Tongue-Teeth Consonants

th	θ	thin (thin)	[θ In]
th	ð	then (then)	[ðɛn]

Tongue-Tip Cum-Ridge Consonants

t	t	toot (t ^o ot)	[tut]
d	d	did (d ⁱ d)	[dId]
n	n	noon (n ^o on)	[nun]
l	l	lull (l ^u l)	[l ^u l]
r	r	roar (r ^o r)	[ror]; [r ^o r]

The tongue-Front Palate Consonant

y	j	you (y ^{oo})	[ju]
---	---	------------------------	------

Tongue-Blade Gum-Ridge Consonants

s	s	cease	(sēs)	[sis]
z	z	zones	(zōnz)	[zonz]
sh	ʃ	shall	(shāl)	[ʃæl]
zh	ʒ	treasure	(trēszhēr)	[trɛzər]

The Glottal Consonant
Tongue-Back Velar Consonants

k	k	kick	(kik)	[kIk]
g	g	gig	(gig)	[gIg]
ng		ringing	(ring'ing)	[rɪŋŋ]
h	h	halt	(holt)	[holt]

Description of Plosives

p, b, t, d, k, g

There are three steps in the formation of a stop or plosive:

1. There must be a complete blockage of the breath passage.
2. There must be a sudden release of the blockage.
3. There must be an explosive escape of the breath stream.

If the breath is not completely impeded, the breath will pass out continuously, without an explosive puff of air. The stoppage of the breath stream is sometimes made correctly, even if there occurs no sudden release of breath,

but this is only so only when the plosive in the final position, as in the words "fat," "make," "stop," etc. In this case the plosive quality seems to have been omitted. When the plosive occurs within a thought group, the puff of air is released on the following sound and no special effort is necessary on the part of the speaker. The need of adequate breath pressure of the articulation of the plosives must be especially evident when a thought group ends with a plosives. Further, when the plosives is followed by a vowel or a diphthong, it is pronounced vigorously with little puff of breath. This is called the aspirated sound. When the plosive is followed by another consonant, however, it is not puffed out. The tongue is placed in position but is simply released without the puff of breath. Compare: "cook - crook", "pay - pray."

It is the explosive escape of the breath that characterizes the sound.

Description of Nasals

m, n, ŋ

The lips are closed as for the plosives, but the mouth passage is not completely blocked as the soft palate is lowered so that the breath stream passes out through the nose.

These consonants are called nasals because the breath stream is made to escape through the nose. They are also called continuants because the breath is expelled in a continuous stream.

If there is an incomplete blockage of the breath outward through the mouth, these nasals lose their musical and are produced wither with an unpleasant twang or are hardly heard.

General Description of the Continuants (Fricatives and Sibilants)

[w], [h], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ]

The upper teeth and the lower lip form a partial blockage in such a way that the breath stream, though not held back like the plosives, rubs with some force against the impending organs. The sound of the fricative arises from this friction of the breath stream against the obstruction. As the blockage is not complete there is no sudden opening and the air escapes continuously, instead of with an explosive puff.

The shape and position of the mouth passage of the breath stream largely determines the characteristic sound of the consonant.

The principal characteristic of sibilants (fricatives) are:

- a) the sounds are produced without stopping the breath stream.
- b) they are produced with some friction of the breath stream against the walls of the passage through which it travels.

Description of Affricates

The affricates, [tʃ] "ch" as in "church", [dʒ] "g" in "gem" and "j" in "judge", like the plosives, are characterized by:

- a) a stoppage of the breath stream;
- b) a building-up of pressure in the mouth, with the release of this pressure somewhat different from the explosive release of plosives as it is accompanied by some breath friction.

LESSON 19: [p]

How to make the plosive "p" [p]

Bring the lips together stopping the breath stream.

The soft palate is raised.

Gently blow the lips apart as you release a voiceless breath.

The requirements for the sound are:

- a. The lips, prompted by some aspiration (puff of air), will be separating, whether or not the "p" is initial or final in word.
- b. There is more voice to the sound and more pressure to the lip-closure when the (p) or (b) occurs initially than when it is final in position in a word.
- c. In anticipation of the next sound and following the principle of assimilation the direction of the slight explosion required for the (p) is redirected to the nostrils when the (p) or (b) is immediately followed by the nasal (mm) or (n); as

softer influence of peaceful life./So, after finding refuge in a safe cage,/They conferred on getting enough funds for a new effort./To finish the conference they sang their favorite song/"Full Fathoms five Thy Father Lies."/They then left the fleet,/after vowing to return in a fortnight.//

THE "F" FAULTS. Because the (f) sound does not exist in the major dialects, most Filipino students fail to give a clear or clean pronunciation of this sound is clearly represented by the letter "f" in a word. Sometimes even when they make deliberate efforts to sound out the (f) they find great difficulty because most often they try to articulate the sound as if it were a (p).

Another fault associated with the (f) sound is the production of a sound midway between the (f) and the (p) sounds. The result is an indistinct sound which makes it difficult to determine whether the speaker is saying "fine" or "pine", "differ", or "dipper."

This error is due to placing the lips loosely together instead of thrusting the lower lip definitely between the teeth.

Still another fault affecting this (f) sound - although not very common among Filipinos - is the substitution for it of the cognate voiced sound, "v." This results in such pronunciation as "vine" for "fine," "devend" for "defend." The student should note that the letter "f" and the other symbol representing the "f" sound rarely have a vocalized value. Exceptions are "gh" in an initial

position, where it has the value of a palatal (*g*) as in the word "ghost", "f" in "of", and its compound: "thereof", and "ph" in the name "Stephen."

Distinguishing between (*f*) and (*p*)

fix	-	picks	strife	-	stripe	whiffing	-	whipping
few	-	pew	cuff	-	cup	sniffing	-	snipping
fur	-	purr	beef	-	"beep"	reefer	-	reaper
file	-	pile	hoof	-	hoop	liefer	-	leaper
fact	-	pact	cliff	-	clip	chiefer	-	cheaper

If you are a fine fellow and a friend of ours,/you would refrain from being tough or rough with our fine feelings/by calling us "pine pillows" when you mean "fine fellows,"/"prince" when you mean "friends"/or calling our "jokes" "punny"/when they are really "funny,"/Fellows like you are liable to peel our hands in a handclasp,/instead of fell them./We'd be afraid to "hypnotize," "obnoxious," or "Sleep my darling baby," or "Cab, madam?"

paper	happy	stop	simple	supervise
pineapple	kept	map	rimple	disperse
pepper	inescapable	help	crumple	staple
palm	improve	pump	cup	purpose
people	superior	rope	slip	explode

1. Independence fails to serve its purpose if politicians abuse their powers.
2. If the pig finds a pound of prepared figs he will fly to his fit.
3. Everywhere I go I receive everyone has been fighting for peace.
4. Before the paint is applied, every wall must be polished carefully.
5. The player passed the ball to the team captain so that points must be scored
6. If the fort near the port is captured, then a plea for the facts of a pact will produce a very nice peace treaty.
7. The lofty, fleeting clouds bring many downpour in the Philippines at this time of the year.
8. Many people were urged to help the poor patients at the hospital.
9. The pupils brought paper and pencil when they reported for class.
10. The pampered patient asked for papaya, lumpia and popcorn.

To complain of the age we live in,/to murmur at the present possessors of power,/to lament the past,/to conceive

extravagant hopes of the future,/are common dispositions of the greatest part of mankind./

- Edmund Burke.

Flowers have an expression of countenance/as much as men or animals.//Some seem to smile;/others have a sad expression;/some are pensive and different;/others again are plain, honest and upright,/like the broadfaced sunflower.//

- Henry Ward Beecher.

Intonation Drill

- Q. Must you make so much noise?
 A. I'm sorry but I must finish hammering this nail.
 Q. Where does Carlos come from?
 A. I'm not sure - from a town in Mindanao, I think.
 Q. Where were you yesterday?
 A. We all went to the river for a swim.
 Q. Which one is our waiter?
 A. Not that one. I don't see our anywhere.
 Q. What proverb did you learn today?
 A. "Early to bed early to rise, makes a man healthy, wealthy and wise."
 Q. Where do you worry so much about your work?
 A. I have so much; it's just overwhelming me.

Conversation Drill**Tell Me About the Climate Here**

Pupil A: Tell me something about the climate here.

Pupil B: Well, there are two seasons, wet and dry. Dry is hot and dusty, but wet season is damp and muddy.

Pupil A: What months are coldest here?

Pupil B: December, January and the early part of February.

Pupil A: You mean the rest of the year is hot and dry?

Pupil B: I didn't say that, but it is, you might say, a general rule. There are also occasional showers and even typhoons.

Pupil A: I'm not going to like that.

Pupil B: Oh, but the nights are beautiful. The breeze is wonderful, and the whole country is quiet and cool.

LESSON 20: [b]

How to make the plosives "b" [b]

Bring the lips together, stopping the breath stream.

The soft palate is raised.

Gently blow the lips apart as you vibrate the vocal chords.

The obstruction:

The release:

Complete

Sudden

The requirements for the production of (b) are also the requirements for the production of the (p), except that the breath released between the lips in a slight explosion is a voiced sound.

An error sometimes associated with the production of the "b" sound is the substitution for it of the "m" sound. This error is illustrated by such pronunciation as "man" for "ban", "mat" for "bat", "morn" for "born", etc.

This fault which is rather common among the Chinese, but sometimes also occurring in the speech of some Filipino students, is due to failure to raise the soft palate so that the slight explosion that should be directed to the oral cavity is expelled towards the nostrils, thus becoming nasalized, and assuming the tone production required for the "m" sound. To avoid this error, the student should raise

the soft palate and have the breath stream deliberately directed to the lips so that the lips are gently blown apart.

1. Initial : bit, bail, best, ban
2. Medial : abit, unbend, about, abroad
3. Final : curb, robs, imbibe, tube
4. Clusters : bulb, brown, curbed, bliss

baby	rabbit	rib	book	bribe
bath	bump	robbed	crumble	bread
bad	bus	cube	absorb	bubble
Baguio	bat	observe	symbol	scrubbed
bag	brave	abnormal	disburse	bomber

1. The boy bought a box of bubble gum.
2. He read his favorite book while watching over his baby-brother who was sleeping in a bamboo crib.
3. Betty Botta bought a bit of butter, "But," she said, "this butter's bitter. If I put it in my batter, it will make my batter better." So Betty Botta bought a bit of better butter, and it made her batter better.
4. The battle was fought in a bottle neck.
5. The band won a war bond.
6. The base of the vase was broken as the boy scrubbed it carelessly.
7. The "brat" tried to swat bees with his baseball bat.

8. Pablo and Bernardo could not believe that the bookkeeper was guilty of bribery.
9. The baby could not break the toy because it was made of rubber.
10. The book was about brave and noble men who fought for liberty.

The boys burst out of the building/like a band of wild Indians. /A moment before/everything had been quiet and peaceful in the school yard./Now small boys/slim boys,/fat boys,/all descent in a mob,/taking full advantage of the brief assembly period.//Back and forth they run breathlessly,/elbowing each other,/playing ball and tag,/beating each other over the head,/pushing,/scrambling/the big boys bullying the small boys,/etc.//There is boisterous shouting and unendurable noise.//Then, finally, the bell rings.//Reluctantly the boys troop back into the building and to their rooms./The assembly period is over./The school yard again takes on its peaceful, suburban air,/and is right once more with the world./

Distinguishing between (p) and (b)

P	-	B	pall	-	ball	rope	-	robe
patch-		batch	pad	-	bad	cap	-	cab
pan	-	ban	pail	-	bail	dip	-	did
pair	-	bare	pack	-	back	cup	-	cub
pen	-	Ben	peer	-	beer	ape	-	Abe

Intonation Drill

- Q. Which do you prefer, mangoes or bananas?
- A. I prefer bananas but Pedro likes mangoes.
- Q. Why didn't you buy any guavas or lanzones?
- A. The lanzones were too poor and the guavas weren't big enough.
- Q. What's in the paper bag you brought in?
- A. Beans, corn on the cob and a kilo of ground meat.
- Q. When s Fred's little boy's birthday?
- A. It's in February.
- Q. Would you mind moving your books from here?
- A. They aren't mine - they're Maria's.
- Q. May I offer you some lemonade?
- A. No, but thank you just the same.

Conversation Drill

An Introduction

- Pupil A: Permit me to introduce myself. I'm Wilfredo de los Santos.
- Pupil B: My name is Ricardo Garcia.
- Pupil A: How do you do?
- Pupil B: I'm fine too.
- Pupil A: What did you say your name was?
- Pupil B: Ricardo Garcia. I'm from Baler, Quezon.
- Pupil A: Oh, I see.

LESSON 21: [f]

How to make the fricative "f" [f]

Place the lower lip against the edge of the upper front teeth, narrowing the passage of the breath stream.

Raise the soft palate.

Release the breath between the lip and the teeth with friction, making a voiceless continuant.

The obstruction:

The release:

Incomplete

Gradual

This sound is represented by the alphabet letter "f" as in "deaf"; "ff" as in "staff"; "gh" as in "rough"; "ph" as in "philosophy".

fit	favor	if	suffer	prophecy
fix	forgot	off	affirmative	bread
foot	figure	half	traffic	Philippines
fact	forest	strife	difference	typhoid
fist	fragile	snuff	affective	pamphlet

1. He found favor with the defeated official.
2. The foreman's defect was defined as deafness.
3. Forty firemen were confined on the fifth floor.
4. She coughed furiously for half an hour.
5. The falcons fought until their feathers were ruffled.
6. He finished a futile effort to define philosophy.
7. The defense was forced to refute the physician.

8. They were offended by the fault-finding official.
9. His future was to follow the rough life of the sea.
10. In a defile of the cliffs he found his foe.

A foolish young fisher named Fisher
Once fished for some fish in a fissure.
Till a fish, with a grin
Pulled the fisherman in -
Now, they're fishing the fissure for fisher.
After a life's fitful forever he sleeps well.

- William Shakespeare.

Fair is found and foul is fair, Hover through
frog and filthy air.

- William Shakespeare.

The fair breeze below, the white foam flew
The furrow followed free
We were first that ever burst
Into the silent sea.

- Samuel Taylor Coleridge.

Swiftly, swiftly flew the ship
Yet she sailed softly too:
Sweetly, sweetly blew the breeze
On me alone it blew.

- Samuel Taylor Coleridge.

God of fathers, known of old
 Lord of our far flung battle line
 Beneath whose awful hand we hold
 Dominion over palm and pine
 Lord God of hosts, be with us
 Lest me forget - lest me forget.

- Rudyard Kepling.

Captain Philip's four ships suffered fearfully in the conflict./But Philip refused to accept his defeat as final./For five years, off and on,/he had fought his defiant foe,/with only brief intervals for refitting his fleet.//Being a philosopher as well as a fighter,/Philip reflected that if he could raise funds/he could still carry on an effective warfare.//

The rough life on the gulf held no fears for him,/but rather found favor in his eyes./His followers,/numbering about four hundred and fifty five fellows,/felt much the same./They did not fancy the feast with you in a restaurant/for fear you would be putting the bill over on us,/instead of putting it yourself./You might wish to please us/but we think you'd please us.//

So dear fumbling, faltering, unphonetical, p - pronouncing friend,/face the fact and don't fake your phonetics./Unless you fit your teeth between your lips,/you'll have to lap this up,/for you can never laugh it of.//

Intonation Drill

- Q. Is it true that you had the flu?
A. No, it was Francisco who had it.
Q. Do you like chicken?
A. Well, chicken isn't my favorite food.
Q. Why must you go to the store with that cold?
A. I need potatoes, tomatoes and soap.
Q. Who wrote that poem?
A. I know. Shakespeare wrote it.
Q. Why are those two soldiers so happy?
A. They are both going home.
Q. How did they know who stole the gold?
A. A policeman noticed the open window, and caught the thief holding the stolen gold.

Conversation Drill

How do you get the news

- Pupil A: Do you have a radio?
Pupil B: No I don't.
Pupil A: How do you get the news? Do you read the newspapers?
Pupil B: Why are you asking?
Pupil A: Nothing. Just curious I guess.

Pupil B: The truth is - it takes too long to read the paper. And I can't understand the radio because they either talk too fast or use words that are now within my vocabulary.

Pupil A: How do you get the news then.

Pupil B: I'm ashamed to tell you. I read the newspapers in the library when they are three weeks old.

LESSON 22: [V]

How to make the fricative "V" [v].

The (v) sound is produced by placing the lower lip against the edge of the upper front teeth, for the (f) sound, but the breath expelled is voiced in the case of the (v).

The obstruction:

The release:

Incomplete

Gradual

This sound is represented by the alphabet letter "v" as in "voice", "f" as in "of" (whereof, thereof), "ph" as in the name "Stephen". The "f" and "ph" symbols, however, rarely represent the (v) sound.

1. Initial : vim, vigor, vitality, visit, vain
2. Medial : heaven, lovely, seventy, remover,
Stephen
3. Final : stove, dive, receive, solve
4. Glusters: dissolved, hives, nerve

vote	average	heavy	relieve	obvious
verse	covered	navy	reserve	observe
vowel	cultivate	Poison Ivy	nerve	proverb
victory	develop	lovely	relative	five
vital	event	figuratively	grieve	investor

1. She was very vivacious and very vain.
2. Every vigorous shove favored our evading capture.
3. He endeavored to give an adverse view of the volume.
4. The governor visited the vesper services.

5. The specialist advised severing the nerve.
6. The hove quivered and heaved.
7. Over the oven were five knives.
8. They covered the stove with a novel device.
9. Seven thieves strove to relieve the victim of their valuables.
10. The pupils voted to have a very long vacation.

Advertising had been developed with very great vigor in recent years./Forum overcoats to victrolas,/from revolvers to travel-service, everything is on-view in adverstisements.// Various high-voltage devices have been invented to invite attention,/leaving previous methods behind./In the van of the new devices moves electricity./On every available space vibrate lighted views of what one can buy./The vim and vitality,/the driving novelty of modern advertising/evokes admiration,//Even aviation,/with its advertising in the heavens,/has been invoked to help relieve the merchants themselves.//

Cleverness, in conveying information/and revealing the virtue of various products/deserves success.//And the ever increasing volume of the advertising business/proved it/to have arrived,//Never have businessmen devoted so much of their revenue to publicity/as at present,//By striving valiantly to develop effective service,/advertising has vanquished every rival for popularity/except perhaps,/the automobile industry.//

advertising as a vocation, /offers a variety and a means, /very often, /of rapid advancement. /The advertising writer who can devise a clever copy /and thus very often deserves the high income he receives. /Yet this lame writer must also devote his cleverness to serving a purpose /in which he has no interest whatever. /He must write with the same enthusiasm about victrolas and vinegar, /overcoats, ovens and shaving devices, /and he must write about them with creative feeling. //

The (v) fault. As in (*f*) because the (*v*) sound does not exist in Tagalog or in any other major dialect, most Filipino students very often fail to produce this sound consistently into their everyday speech. Instead, there is an out and out substitution of the (*v*) sound for the (*b*) or, at best merely a weakly formed (*b*) sound. This results in pronunciations of "vine" becoming "bine", "revive" becoming "rebibe", "live" becoming "lib," etc.

The fault is due to bringing the lips into a loose contact resembling the closure of the lips required for the production of the (*b*) sound. The lower lips must be placed against the edge of the upper front teeth for the production of the (*b*) sound.

Distinguishing between (v) and (f)

V - fee live(adj.)- life proving - "proofing"
 vile - file grieve - grief leaving - leafing
 veil - fail prove - proof
 vain - fain leave - leaf
 vine - fine shelve - shelf

Distinguishing between (v) and (b)

V - B van - ban calve - calf
 veer - beer vale - bale suave - swab
 vain - bane vest - best Slav - slab
 vase - base vend - bend suaver - swabber
 versed - burst vote - boat calving - cabbing

Intonation Drill

- Q. What is the best method of getting set in business?
 A. I guess you'd better ask an economist.
 Q. What else is there to tell?
 A. There isn't anymore. I've given you every detail.
 Q. What happened to the eggs?
 A. I fell down and broke them.
 Q. Will you hand me a match?
 A. Sorry, I don't have any matches.
 Q. What time is it?
 A. It's five o'clock in my watch.

Q. Why are you singing?

A. It's a fine night for a ride, but my new tire is flat.

Conversation Drill

Prices are Very High Here

Pupil A: Prices are very high in Manila these days. A poor fellow like me can't get over it.

Pupil B: Do you know something about the economic problems of our country?

Pupil A: I've studied something about Supply and Demand in school but I have not gone deep enough into the money problems of our time.

Pupil B: It's very sad. We are now suffering from inflation.

Pupil A: Just what is inflation, really.

Pupil B: You can ask your teacher in economics for a detailed explanation of this subject. All I can tell you is that our money can now buy much less than it used to.

Pupil A: Times are hard, indeed. Why wasn't I born rich instead of handsome.

Pupil B: Why wasn't I born rich and handsome.

LESSON 23: [M]

How to make the nasal "m" [m].

Press the lips together, stopping the breath stream.

The soft palate is lowered.

Make a long voiced sound, sending this sound out through the nose.

The obstruction:

The release:

Incomplete

Gradual

Note : Do not allow this sound to slide back into the throat. If you do, you will get an empty, moaning sound. If you have any difficulty producing this sound clearly, practice bringing the tone forward by holding the bridge of your nose to feel the resonance as the sound passes through. The more resonance the tone has, the more carrying power.

To produce clear and clean nasal resonance, the nasal tract must be free from organic impediments such as sinus trouble, adenoids, severe colds, etc.

Like the lateral consonant (*l*), this nasal sound too, can stand by itself as a separate final syllable; that is, if it occurs in an unstressed final syllable and coming immediately after fricative consonants or plosive sounds; as

"prism", "criticism", "logarithm". In this instance the "m" is considered a syllable consonant.

1. Initial : mend, mate, meet, mail, mother
2. Medial : lemon, demand, amaze, admit, roaming
3. Final : stem, name, gleam, storm, rhyme

my	amendment	member	summary	crime
musical	Columbia	commercial	swimming	germ
movie	campaign	maximum	immoral	perfume
morals	minimum	employment	immeasurable	supreme
mistake	memory	improvement	immediate	journalism

1. Mamerto mumbles his words when he sings but he, at least, has rhythm.
2. Some men cannot help but hum a tune when they work.
3. By middle of May, umbrellas will again become quite a demand.
4. Constant memorizing helps to develop a good memory.
5. Some students murmured a complaint when they were told to memorize a long poem.
6. The warmth of summer is most welcome in the Mountain City.
7. Mumbling is common in classrooms where most of the pupils are burned with ambition.

8. I sometimes dream dreams more magnificent than pauper's dreams.
9. Whenever I am in a romantic mood I take a glimpse of the moon.
10. That memorable melody makes me remember memories of summer nights with the family.

Mr. mamerto Mercado,/a methodical merchant of Manila,/was teaching his young son, Maximo/the dry goods business./"Climb up on that ladder," Mr. Mercado instructed Maximo,/Maximo climbed mechanically to top of the ladder./"Now jump, Maximo and father will catch you," said Mr. Mercado next,/arms outstretched, motioning to Maximo./"I am afraid," Maximo said./"Jump", said Mr. Mercado," and Father will catch you."/Maximo jumped./Mr. Mercado stepped aside./Maximo struck the floor heavily./"That is the first lesson in business, Maximo" said Mr. Mercado./"Never trust anyone."//

To win the secret of words, to make a phrase that would murmur of summer/ and the bee, to summon the wind into a sentence,/to conjure the odor of the night into the surge and fall and harmony of a line; this was the tale of the long evenings,/of candle flame white upon the paper/and the eager pen.//

Distinguishing between (*b*) and (*m*)

ban - man bet - met belt - melt bound - mound
 be - me bail - mail bend - mend boast - most
 birth- mirth batch - match boon - moon bark - mark
 by - my beer - mere boar - more bat - mat
 boss - moss bind - mind bold - mold born - morn

Intonation Drill

- Q. Does Celina differ with you on any question?
 A. No, Celia and I are good friends and we seldom differ on anything.
- Q. Is the climate of Mindanao warmer than that of Isabela?
 A. Temperature in Mindanao average several degrees higher than that of Isabela.
- Q. Why do you never go to the movies?
 A. I would rather have a good book if I have any free time.
- Q. Why did you leave school early yesterday afternoon?
 A. We were preparing to attend a relative's wedding.
- Q. Have you ever written any poem?
 A. No, I have never tried to write one, but I am very fond of reading poetry.
- Q. Is this the way to the basketball court?
 A. Yes. Go over that way.

Conversation Drill**Do You Still Feel Homesick**

Pupil A: Do you still feel homesick?

Pupil B: I guess I am getting over it a little. Whenever I feel sad and lonely, I seek the company of my roommate.

Pupil A: You have a roommate?

Pupil B: Yes, a Visayan student named Roberto Zaldivar.

Pupil A: You mean Bert? We come from the same town, you know.

Pupil B: Really.

Pupil A: Sure, we used to play together when we were small. Oh he's a wonderful fellow.

Pupil B: I agree with you there. He's very nice to talk to, and he has already helped me in so many ways.

Pupil A: This is a small world, isn't it?

Pupil B: What do you say we get together sometime.

Pupil A: That's wonderful. On Saturday, okay?

LESSON 24: [n]

How to make the nasal "n" [n].

Bring the tip of the tongue against the upper gum ridge, stopping the breath stream.

Lower the soft palate.

Make a voiced sound, releasing the breath through the nose.

The obstruction:

The release:

Incomplete

Gradual

Note : The tip of the tongue should be spread on the upper gum ridge. Instead of releasing the tip of the tongue quickly as in (*d*) or (*t*) hold the tongue tip there, then expel the continuant sound through the nose.

When occurring, too, in a final unstressed syllable, the (*n*) is a syllable consonant; as *garden* (*gardn*). The other requirements for (*m*) are also applicable here.

1. Initial : nail, neat, now, never, neither
2. Medial : any, connect, lunatic, innate
3. Final : noon, coin, stone, done, stern

annoy	now	knife	continent	renown
sunny	nation	knave	conference	frown
penny	normal	knack	independent	grown

Johnny	number	pneumonia	environment	garden
annual	no	know	instance	open

1. The sinner went down on his knees begging forgiveness.
2. Even at noon the children refused to stop playing under the sun.
3. Watermelons ripen easily if they are left undisturbed in the garden.
4. Christians or heathen, men are not irrational animals.
5. None knew about the Colonel's sudden decision to continue the march at night.
6. The non-intervention of neutral countries was the subject of their discussion.
7. The sudden summer rain sent the people scampering for raincoats.
8. Our lessons last Monday was about nouns and pronouns.
9. Foreigners continue to wonder about the fantastic stamina of Filipinos working in the sun.
10. The kitten could be a source of entertainment for the children.

Animated cartoons need not entirely be negative/in their presentation of reality./That is,/they need not be concerned solely with fantastic themes./On occasion,/it seems factual or educational topics may be presented./

Certainly, such an innovation should offer the average moviegoer, /annoyed no end with the repetition, /night after night, for infantile themes, /a welcome change. /Though the children of the audience may find "The adventures of Nettle the Night Owl" very funny, indeed, /no sane adult could endure such nonsense indefinitely, /and something more sensible in the line of nightly entertainment /must ultimately be introduced.

Distinguishing between (m) and (n)

me - knee mere - near moon - noon mob - knob
 mew - new might - knight mile - Nile my - nigh
 mode - node mine - nine mail - nail map - nap

dimming - dinning gleamer - gleaner skimming - skinning
 simmer - sinner dimmer - dinner gamer - gainer
 M - N dumb - done them - then
 dim - din comb - cone came - cane

Intonation Drill

- Q. Have you seen those brothers of mine?
 A. No, but there is your mother. Ask her about them.
 Q. Do you like this weather?
 A. No I hate it. It is hard to breathe in the weather.
 Q. What type of sound is "t"?
 A. It's a tongue-tip aspirated sound.

- Q. Have you packed your things for the trip?
- A. Not yet. I forgot the time while reading Nita's latest letter.
- Q. Did Gerardo drink his milk?
- A. No. He dislikes it even though it does him good.
- Q. Aren't you ready, Lina?
- A. Yes, when my nail polish dries.

Conversation Drill

Don't You Still Feel Homesick

- Pupil A: What's the matter with you? Are you sick or something?
- Pupil B: I feel terrible. I can't get used to the place of living in the city. And I can't get along with the people here. I wish I were back home.
- Pupil A: Have you many friends in the province?
- Pupil B: What are you trying to say?
- Pupil A: That you are simply missing the company of these friends. Don't worry. You'll somehow get used to the city life yet. You might even get to like it so much you'd wish you're a permanent resident here.
- Pupil B: Do you think so?
- Pupil A: Definitely. I used to feel the same way.

LESSON 25: [ŋ]

How to make the nasal "ng" [ŋ].

Raise the tongue to the rear of the mouth and keep the tongue in that position.

Lower the soft palate.

Make a voiced sound through the nose.

The obstruction: The release:

Incomplete Gradual

Note : Make this sound with the tongue down at the tip and raised toward the soft palate at the back. Be sure to produce a single sound, not two. Although this sound is represented by two letters of the alphabet, it is a single sound. The consonant is never accompanied by aspiration in English.

There is a marked tendency among many Filipino students to add a "k" sound to all the words following the "ng" (ŋ) so that, in addition to a complete modification of the final sound, words like "strength," become "strenk," and "lenk."

To avoid this error, the student is advised to make certain that the back of his tongue is moved away from his soft palate before the soft palate is raised to block off the nasal passage.

To ensure a clean resonance of this sound, the students must make sure that the "ng" (η) is given sufficient duration whenever it is formed.

1. Initial: - - - - -
2. Medial : finger, banker, younger, longer, anchor,
hunger
3. Final : sing, among, bring, thing, bang

bank	boomerang	singular	thinker	younger
congress	bring	frankly	length	longer
ink	being	single	strength	along
fingernails	among	Yankee	monk	king
tangle	building	hungry	hanging	tongue

1. Have you been swimming at the river bank?
2. Learning by hearing alone is a longer process to follow.
3. How long have you been there making fun at the monkey?
4. We're taking a trip to England to contact English bankers.
5. The deaf-mute old man was pointing his finger at his stomach, perhaps telling the young man about his hunger.
6. We sang folk songs till late in the evening.
7. We will stop the dog's barking by muzzling him.

8. I knew all long we had taken the wrong road.
9. Every morning it was his job to bring his younger brother to school.
10. He sank back and lay his aching head on a cool pillow.

A young farmer boy, by name Carling, /was riding along in his carabao and dozing and dreaming, .when he notices overhead a large mango tree, /its branches hanging with fruit. /He stopped and from atop his perch on the carabao began picking some of the hanging fruit. /As he was reaching for a higher branch, /the carabao moved on without warning, /leaving Carling clinging perilously to the tree. /The owner of the place, crossing a field and seeing Carling hanging there, /cried to him: "What are you doing up there, young man?" /Nothing, sir!" said CARling, a little pathetically. /"I just fell off my carabao." //

Having stopped the fury of the visitor's attack in the first half, /our opponents entered the second half, /determined to win. /Our boys too, /having been encouraged by their coach, /were confident of winning. /After having played so well in the first half, /they had determined to play still harder for the rest of the game. /The second half started with a rush. /The rooters cheered wildly. /Having received a sign from the two captains, /the referee threw up the ball. /Having outjumped his opponent, /our team center tapped

the ball to the waiting forward./In less than three seconds after having received the ball,/the forward had dribbled past the guard./He passed the ball hurriedly to a teammate, dashing toward the basket./A shot/-two points for our team!//

Distinguishing between (m) and (ng) (ŋ)

some	-	sung	slam	-	slang	rim	-	wring
brim	-	bring	rum	-	rung	clam	-	clang
ham	-	hang	bum	-	bung	hum	-	hung
brimming-		bringing	slamming-		slanging	clamming-		clanging

Distinguishing between (n) and (ŋ)

thin	-	thing	don	-	dong	fan	-	fang
tan	-	tang	done	-	dung	Hun	-	hung
ban	-	bang	clan	-	clang	tin	-	ting
win	-	wing	sing	-	sing	gone	-	gong
sinner	-	singer				winning	-	winging

Distinguishing between (g) and (ŋ)

bag	-	bang	dig	-	ding	rug	-	rung
dog	-	dong	gag	-	fang	sag	-	sang
rig	-	ring	hag	-	hang	big	-	Bing
rigging	-	ringing	logging	-	longing	bagger	-	banger

Note the difference of these various "ng" sounds:

(ng <i>z</i>)	(n) and (g)	(ŋ)	(ŋg)	(ŋk)
change	engage	singer	finger	anchor
danger	engross	hanger	linger	ankle
dungeon	ungainly	longing	longer	blanket
engine	ungrateful	ringing	urgent	distinct
fringe		clanging	English	donkey
singer	penguin	during	single	monkey
tinge	ingredient	cunning	angle	sink
stingy	inglorious	pudding	hunger	thinker
stranger	ingrown	dangling	language	uncle
dingy	engrave	Long Island	Congress	handkerchief

Distinguishing between the mixed continuant-plosives (ŋg) and (ŋk)

ring - rink	sing - sink	rang - rank
thing - think	bang - bank	sprang - prank
among - a monk	hung - hunk	bung - bunk

Intonation Drill

Q. Will you run to the garden and pull out some fresh onions?

A. Not now. It's raining too hard.

Q. What does the sign of the fence say?

A. It says: "Grass grow by inches, they die by feet."

- Q. Would you like to go to the picnic?
A. Yes, let's.
Q. Will it take a long time to deliver this letter?
A. No. It'll be there by four o'clock.
Q. Were you able to read that sign we just drove past?
A. Yes, it said: "Private Property. No trespassing."
Q. What is your favorite dessert?
A. I like anything sweet: pies, cakes, ice cream, etc.

Conversation Drill

What Does The Paper Say

- Pupil A: What does the paper say?
Pupil B: Nothing much. The same number of pages and the same old stuff.
Pupil A: What's the weather report?
Pupil B: Same as yesterday; fair and mild today, cloudy and light showers tomorrow.
Pupil A: Did they finally arrest the two suspects in that bloody murder case?
Pupil B: Not yet. They were holding two other men, but because of lack of evidence, they let them go.
Pupil A: May I have the comic page?
Pupil B: You can have the whole paper. I've finished.

LESSON 26: [tʃ]

How to make the sibilants "ch" (tʃ) as in "church."

Combine (t) and "sh" (ʃ) - placing the tongue against the upper teeth ridge and the hard palate with the lips slightly rounded and protruded.

Raise the soft palate.

Release the breath with explosion and friction, making a voiceless sound.

The obstruction:

The release:

Incomplete

Gradual

1. Initial: cheap, chance, cheat, chest, champion
2. Medial : bleaching, richer, exchange, wretched, bachelor
3. Final : church, watched, arch, wrench, beach, squished.

cherish	chase	achieve	which	speech
Chesterfield	chant	inches	porch	branch
chicken	church	matches	clutch	Dutch
chance	chamber	merchants	coach	French
check	chain	teacher	detach	each

1. The hunters, chilled with the cold and very much dismayed, returned empty-handed.

2. As the farmers stretched before the first that evening, each talked of chicken just beyond the orchard, which in each case were left unmolested.
3. Much was said concerning the opposition of the merchants to the importation of Chinese products.
4. The merchants did not wish to purchase goods produced by such cheap labor.
5. The new preacher spoke with unusual charm.
6. Church sermons are cherished also by children, whether rich or poor.
7. The orator's speech achieved such success because it was cheerfully delivered.
8. The coach of the children's team made changes at the last minute.
9. The champion had no chance to teach his opponent some boxing lessons because his opponent kept charging him.
10. The teacher purchased a box of chalk from the Chinese store.

Our teacher was a good teacher but a grouchy old man./Our class met right after lunch,/and our teacher was habitually late./Each day we would watch the clock, hoping he would not reach class in time,/for we were required to wait only twenty minutes for any teacher.//One day though our teacher's hat lay on the chair,/we all marched out in a bunch exactly at twenty minutes after two./The next time,

our teacher was very punctual but much disturbed by our action./"When my hat is on my chair," he said in a challenging voice,/"that is the same as I am here."//the next day, our teacher chanced to be late again. As he approached the classroom, however, he saw no student present,/but each of us had carefully left his hat lying on his chair.//

Distinguishing between (ch) (tʃ) and (sh) (ʃ)

chop	-	shop	ditch	-	dish	cheap-	sheep
chip	-	ship	crutch	-	crush	cheer-	sheer
choose	-	shows	catch	-	cash	watch-	wash
cheat	-	sheet	match	-	mash	much -	mush
cheek	-	chief	latch	-	lash	hatch-	hash

Distinguishing between (ch) (tʃ) and "ts"

starch	-	starts	bitch	-	bits	hitch	-	hits
itch	-	its	witch	-	wits	notch	-	knots
porch	-	ports	batch	-	bats	each	-	eats
watch	-	watts	blotch	-	blots	pouch	-	pouts
ranch	-	rants	coach	-	coats	flinch	-	flints

Notes on the Letter "ch"

a) CH as in CHURCH (voiceless)

arch	archduke	archway	change	chasuble	chalk
archbishop	archer	chair	chariot	chimpanzee	chicory

archemy archness chalice charm chintz chore

b) **CH hard, pronounced as (k)**

chaos choreography choir chorus epoch
 chaotic chiropodist cholera chromium inchoate
 chasm chiropractor cacchinate chord lachrymose
 chimera chloride chorister echo machination

b) **CH hard, pronounced as ARK when it ends a word or comes before a vowel - cf. exceptions above under a).**

anarchist archangel architect autarchy monarch
 archaeology archetype archives matriarch monarchy
 archaic archiepiscopal archipelago patriarch oligarchy

b) **CH soft pronounced as SH (ʃ)**

cache chamois chaperon chateau chivalry
 chagrin champagne charade chicanery chute
 chaise chandelier charlatan chauffeur machine
 chalet chapeau chassis chiffon mustache

Intonation Drill

May I Borrow Your Notes in History?

Pupil A: Hello, Francisco? This is Carling. I've been trying to get you for the past half four, but your line was busy.

Pupil B: That was kid sister talking to one of her classmates. What can I do for you?

Pupil A: Will you let me borrow your notes in history for a couple of days?

Pupil B: Why did you lose yours?

Pupil A: No, but I was absent twice last week and my notes are not complete.

Pupil B: Why, sure, Carling. Anytime.

Pupil A: Thanks a lot. You're a real friend.

LESSON 27: [dz]

How to make the sibilants "J" [dz] as in "judge."

Combine (d) and (z) - placing the tongue against the upper teeth ridge and the hard palate with the lips slightly rounded and protruded.

Raise the soft palate

Release the breath with explosion and friction making a voiced sound.

The most frequent spelling for "j" and (dz) are "g" as in "George," "j" as in "jump" and "dg" as in "Judge."

1. Initial: jam, jeep, jar, gypsy, jest
2. Medial : ginger, ledger, dungeon, danger, stingy, stranger
3. Final : age, edge, college, oblige, badge, damage
4. Cluster: wedged, divulged, surge, fringe, engine, changing.

gem	janitor	George	allege	edge
general	justice	Joseph	college	surgeon
generator	jerk	Jekyll	engage	sacrilege
genuine	judicious	Japan	forge	prejudice
generous	jury	Jakarta	energy	original

1. George told the Judge his challenging story.
2. According to the legend, those native sought revenge against their king.
3. The general saw no advantage in attacking the village.
4. The major objective of the Japanese soldiers was not achieved.
5. A majority of the council approved the budget.
6. The mayor did not pledge to reduce the taxes because in his judgment the change was not justified.
7. The judge began by objecting to the apparent prejudice of the crowd.
8. George almost fell from the Jones Bridge as he rushed to deliver a package.
9. Just as the agent produced the package, the door was slammed at his face.
10. Juno was beautiful when she smiled at Jupiter.

A small boy named George, who lived in San Lorenzo Village near the railroad junction, was judged by some of the "villagers" to be foolish, but he was just as clever as any boy of his age. One day George went to the Village Store to buy some jelly, some oranges, some jam, and finally, five centavos worth of cheese. The storekeeper objected to selling a small piece of cheese. He just couldn't judge the size of a five-centavo worth of cheese.

"Then give me a ten centavos worth," said George./The storekeeper cut a ten-centavo wedge of cheese./George laid five centavos on the edge of the counter./"Now just cut that piece in half," he said to the storekeeper.

A little boy, named Joe, promises his mother that he will never steal any more jam from the kitchen./He keeps his promise faithfully./One day, George, a friend of his, comes running to him,/begging him to get a jar of jam somewhere./This friend had stolen a jar of jam from a store/and has been caught for it./The owner of the store is threatening to put him in jail if he does not return the jar in two days./He has not enough money to buy a jar/but promises to pay Joe for it when he can save enough money./Joe does not want to ask his mother for then she will want to know the reason/and he does not wish to tell her that George,/his best friend,/is a juvenile delinquent/and is in danger of being arrested as a crook./He decides to take the jam and give his mother the money for it/when he should be paid./Unfortunately,/just as Joe is going out the door with the jam in his hand,/his mother comes in another door.//

Distinguishing between (dz) and ("sh") (j)

jam	-	sham	jeer	-	sheer	gin	-	shin
jerk	-	shirk	Joe	-	show	Jack	-	shack
jot	-	shot	jade	-	shade	Joan	-	shone

Jew	- shoe	G	- she	jag	- shag
J	- shay	sludge	- slush	gyp	- ship

Distinguishing between (dz) and "d-z."

ridge	- rids	barge	- bards	dredge	- dreads
large	- lards	venge	- vends	forge	- fords
hedge	- heads	surge	- surds	bilge	- builds
age	- aids	sledge	- sleds	podge	- pods
rage	- raids	siege	- seeds	budge	- buds

Distinguishing between (dz) and "ch" (tʃ)

jeep	- cheap	Jew	- chew	age	- H
jest	- chest	gin	- chin	liege	- leach
Jane	- chain	jump	- chump	ledge	- ketch
jeer	- cheer	badge	- batch	cadge	- catch
joke	- choke	edge	- etch	ridge	- rich

Intonation Drill

May I Borrow Your Notes in History?

- Q. What is Estrella staring at?
- A. She seems to be very much interested in something Fred is doing.
- Q. How well does Lina speak Spanish?
- A. She has studies Spanish for several years and now speaks it quite well.
- Q. Which do you prefer, classical music or jazz?

A. Generally, I enjoy classical music more than jazz, but occasionally, I like to listen to jazz.

Q. At what temperature does water freeze?

A. Water freezes at thirty-two degree Fahrenheit and zero degrees centigrade.

Q. Who owns that new car across the street?

A. It belongs to Mr. Cruz, Floro Cruz' father.

Q. Was your cousin injured badly when he fell?

A. He was not injured badly, but he was dazed for several minutes.

Conversation Drill

People in the City Have So Much Money

Pupil A: I used to think that people in the city had so much money.

Pupil B: You did?

Pupil A: Yes, but I've learned differently.

Pupil B: What do you think now?

Pupil A: There are many without jobs, and those who have spend a lot to live. Perhaps the people in the province are better off after all.

LESSON 28: [l]

How to make the semi-vowel "L" [l]

Clear "L" (l):

Raise the tip of the tongue against the upper front teeth ridge, raising too the back of the tongue towards the soft palate.

Raise the soft palate.

Release the breath stream over the sides of the tongue, making a voiced lateral continuant.

The Obstruction

The Release

Incomplete

Gradual

Note: The tip of the tongue should be spread on the upper gum ridge. Because the sound goes over the side of the tongue, this voiced sound is called a "lateral sound." It is the only sound so made. The clear (l) occurs initially or comes immediately after a consonant, as "love," "glove."

Dark "l" (ɫ):

Raise the tip of the tongue against the upper front teeth ridge stopping the breath stream there.

Raise the soft palate.

Release the breath stream over the sides of the tongue, making a non-too-short lateral voiced sound.

Note: The Dark "l" (ɫ) occurs pre-finally as in "child," or finally as in "drill."

This sound is syllable consonant, forming a syllable by itself, when it occurs finally in a word or when immediately preceded by a consonant sound; as, "syllable," "candle," "obstacle," "people," "little," etc. Beware of inserting any vowel between the consonant and the (l). This practice, which is still common among Filipino students, is not acceptable in good speech.

The (l) sound is represented by the letter "l" as in "level" "ll" as in "shall:" Between "a" and "m" it is silent; as "alm," "palm," "calm," "Psalm."

In order to compare syllabic (l) with the original consonantal form, say aloud the word "little" in which the first (l) is the consonant and the last (l) forms a syllabic by itself. The correct use of these syllabic consonants helps to free the speech from pedantic stressing of unimportant syllables.

1. Initial: last, look, love, lot, like
2. Medial : collect, elite, sunlit, wolves, filth,
film
3. Final : bell, still, style, eel, owl

local	ballet	valuable	April	unlawful
lively	usually	favorable	cool	legal
likely	Holland	table	feel	largely

little	valley	probable	fragile	wholesale
logical	yellow	liable	lily	ultraviolet

1. The new law passed by the city council failed to lower appreciably the cost of electricity to the small consumers are planned.
2. All the musical selections were played by the Philippine Army Band.
3. A good loser is philosophical about his losses, big or small.
4. The relief of distress among the unemployed has increased local and national expenditures greatly.
5. Theophilus Thistle sifted a sieve full of thistles.
6. Our next drill will be on monosyllables beginning with "l" as lame, lady, like.
7. Lindberg flew the Atlantic in the Spirit of St. Louis.
8. "Her lips were red, her locks were free, her locks were yellow as gold."
9. "And God made two great lights; the greater light to rule the day, and the lesser light to rule the night."
10. Daniel Webster proudly said: "i did sleep on the gentleman's speech; and slept soundly. And I slept equally well on his speech of yesterday, to which I am now replying."

Late on July evening/the telephone rang in the office of Dr. Loranzo Lopez,/"This is Mrs. Letecia Luna," a voice said,/"I am sorry to disturb you at so late an hour./But my child has taken a chill and is quite ill./Our house is a little out of the way, but can you come right over?"/"I believe so," drawled Dr. Lopez,/"I have another call to make in that same direction,/so I'll call on you both/and kills two birds with one stone."//

Intonation Drill

- Q. Which sounds are most difficult for the children to learn?
- A. Some children have difficulty with one sound; other children with another sound.
- Q. Why didn't you call a doctor after your accident?
- A. I wasn't hurt seriously enough to call a doctor.
- Q. Is your watch accurate?
- A. No, my watch is not accurate at all. It needs repair.
- Q. How many girls are you in your group?
- A. I don't know exactly. About thirty, I guess.
- Q. Where does Dr. Manahan live?
- A. He lives here in the city but his home is in Cavite.
- Q. Have you ordered yet?
- A. Yes, we're having coffee and sandwiches.

Conversation Drill**The Movies**

Pupil A: Let's go to a movie.

Pupil B: Let's. But what's a good movie in town?

Pupil A: There's a good cowboy picture at the Universal, and very dramatic film at Ideal.

Pupil B: What's the title of this movie at Ideal?

Pupil A: "Magnificent Seven." I've heard it's powerful.

Pupil B: How about at Ideal?

Pupil A: "Death of Salesman," starring Frederic March.

Pupil B: Let's see "Salesman" some other time. I want plenty of action, especially gunplay.

LESSON 29: [r]

How to make the semi-vowel "r" [r]

Curl the tip of the tongue back towards the roof of the mouth (hard palate).

Raise the soft palate.

Release the breath over the tongue and have the voiced air centered in the mouth without removing the tongue from that position.

The Obstruction

The Release

Incomplete

Gradual

Note: Do not round the lips for this sound. Be careful that the tip of the tongue is turned back doesn't quite touch the teeth ridge. If you allow actual contact, the sound produced will resemble the (l) sound.

Some speaker trill the English "r" with the tip of the tongue, almost in the same way that the Spanish "r" is produced. Although this may be allowed, better speakers prefer to pronounce it without "rolling, rumbling tremors, like the chattering of a person, shivering in freezing temperature, or shuddering with very great fear."

Other speakers often omit the (r) when it is final in a word or when it is before some consonant ending, as in words like "power," "Alexander," "afford," "word;" but in doing so they give the vowel before the (r) a longer duration. When (r) occurs initially, however, or between vowels, as

in the word "flattery," it must be pronounced.

Special care must be given this sound (r) when it occurs immediately before (l) as in the word "curl," "hurl," "Earl," or "world." Make certain that not the (r) alone not the (l) alone is pronounced. First, there is the tongue-tip teeth-ridge approximate contact for the (r), then the tongue-tip teeth-ridge actual; contact or closure for (l).

1. Initial: rain, ran, raw, rest
2. Medial : story, merry, alright, derail
3. Final : bring, treat, green, shrew, sprinkle, scrap, heart, throat, fern, hurl, nerve, farm, drove, bright, harsh, charge.

railroad	February	laborer	force	prior
roaring	represent	harbor	heroic	uproar
rear	arrival	before	larger	terrorize
barber	embarrassed	your	paper	terrible
explorer	murderer	queer	paragraph	interior

1. The arrival of the troops caused bitter resentment among the crowd of farmers.
2. Rest assured that your order for February and March was received.
3. The laborers gathered in huge crowds to resist the drastic action of the court.

4. Reign of terror in several foreign countries, including France and Germany, resulted from racial prejudice.
5. Here and abroad, nay throughout the world, people were aroused to great indignation by the experiments of destructive weapons of war.
6. Owing to the abnormal rains, the rivers and streams rose to flood streams.
7. Perhaps your inaccurate formation of the speech sounds is only due to carelessness.
8. I ordered the waiter to bring me a piece of roast and a plate of fried rice.
9. From apprentice gangsters, these teen-agers become hardened animals.
10. The hardware dealer expected lower retail prices.

For better articulation/and in particular for the better pronunciation of our "r"/we must bear in mind/and ever remember to be more careful/never to permit our tongue to remain far in the front of the mouth,/as it were,/gripping or passing itself forward/towards the upper part of the roof of our mouth nearer the teeth,/there producing rapid vibrations./For this practically forces our r's to burst forth with rolling, rumbling tremors/like the chattering of persons quivering in freezing temperatures/or shuddering with great fear./However, this comparison rather exaggerates/and the error, moreover, of rolling r's is not a

terrible error./Nevertheless it renders proper articulation easier for us/if we acquire a certain horror for lesser errors/for thereby/lesser errors are encouraged to occur far more rarely./In order therefore to pronounce our r's correctly/it were better for us to force our tongue further backward/towards the rear of our throat;/further more,/it is proper to remember in general/that English is more guttural than Spanish or other romance languages.

Art is the desire of a man to express himself,/to record the relations of his personality to the world he lives in.//

- Amy Lowell.

The divine right of kings may have been a plea for feeble tyrants/but the divine right of government is the keystone of human progress,/and without it/government some into police and a nation oke a mob.//

- Thomas Jefferson.

Men are so inclined to content themselves with what is commonest;/the spirit and the senses so easily grow dead to the impressions of the beautiful and perfect,/that everyone should study,/by all methods,/to nourish in his mind the faculty of feeling these things//...For this reason,/one ought every day at least,/to hear a little song,/read a good

poem,/see a fine picture,/and, if it were possible,/to speak
a few reasonable words.//

- Goethe.

Flattery corrupts both the receiver and the giver.

- Edmund Burke.

These are the things I love to see
In the morning sun,
The pretty flowers on every tree
Opening one by one.
Green grass growing
Blue water running by
And birds and birdies all around
Flying low and high.

- Trinidad Tarrosa-Subido

Distinguishing between (l) and (r)

load	-	rode	lake	-	rake	limb	-	rim	lace	-	race
lot	-	rot	lip	-	rip	lust	-	rust	lock	-	rock
lax	-	racks	long	-	wrong	loot	-	root	link	-	rink
led	-	red	lay	-	ray	list	-	wrist	lore	-	roar
lime	-	rhyme	lent	-	rent	lead	-	read	leap	-	reap
roller-	roarer	ailer	-	error	dealer-	dearer	kneeler-	nearer			
deal	-	dear	wall	-	war	seal	-	seer	kneel	-	near
fail	-	fair	dale	-	dare	feel	-	fear	ail	-	air

Intonation Drill

- Q. Have you read my good books lately?
- A. I haven't extra minute to read.
- Q. Do you still go to the same vacation place?
- A. Oh yes, we think it's a wonderful place.
- Q. Where is the baby?
- A. Oh, she's playing some place - there, under the table.
- Q. Have you gotten an answer to the problem?
- A. We don't know all the facts of the matter yet.
- Q. Where was the mouse found?
- A. Oh, not in the house. Outside in the flower garden.

Conversation Drill

Dating

- Pupil A: Do you have dating in the province?
- Pupil B: None. If you a like a girl you visit her in her home. Sometimes you can invite her for a picnic together with her friend. You never go out with her alone.
- Pupil A: What's your impression of dating?
- Pupil B: It seems rather extreme to see young teenagers go out alone with no chaperons.
- Pupil A: Isn't that an old fashioned outlook.

Pupil B: Call it what you will, but it doesn't seem proper or safe. It's throwing the youngsters into a hungry lion's den.

Pupil A: There's nothing ancient or modern with human nature. Anyway, I still think it's extreme.

LESSON 30: [j]

How to make the sound "Y" [j] as in "yes."

Press the tip of the tongue against the upper side teeth, with the midpart of the tongue raised near the hard palate from which position the tongue moves for the formation of the following.

Raise the soft palate

Gradually fore a vibrating breath stream between the tongue and the hard palate and during the movement of the tongue to the vowel position.

The Obstruction

The Release

Incomplete

Gradual

Note: When the letter "y" occurs at the beginning of the word, there is generally no difficulty for the speaker to notice and articulate it. The difficulty arises when the (j) does not occur in the spelling of a word. This carelessness is frequent in words like "beauty," "tube," or "duty." "Beauty" must not be pronounced as if it were "booty" or vice versa; nor "feud" as if it were "food" or vice versa. Be especially cautious about this sound when it does not appear in the spelling of a word.

When "y" is used as in "young," it is consonant; when used as in the word "try" it is a vowel.

This sound is represented in the alphabet by the letter "y" as in "hello; "I" as in "peculiar"; and the first element of the diphthongal (*ju*) as in the words "union" and "Usual."

1. Initial: yet, young, you, youth, yacht

2. Medial : royal, loyal, canyon, onion

you usual Hawaiian

youth unique lawyer

yacht unite Eunice

year uniform Eulogy

1. The editors of the yearbook are youngsters with much enthusiasm.
2. Yesterday at the musical concert we amused ourselves with classical music.
3. You must view the scenery from this angle to see its beauty.
4. The senior planned to have a yearly reunion.
5. Usually, young students do not yet have a songs of value.
6. To communicate effectively you must articulate well.

7. Youth is no excuse for you to abuse yourself.
8. Yesterday the labor union was accused of grave abuse of union privileges.
9. The young student was not unique; he was peculiar.
10. Civilian employees at the army post are familiar with the ridiculous regulations imposed upon them.
11. Were you not told to use a yellow uniform.
12. Usually I wear my school uniform during annual reunions.
13. Did you not come last year to see a lawyer about it?
14. "United we stand," the youthful senior argued enthusiastically.
15. You were told to yell for your team, were you not?

Intonation Drill

- Q. How did you get that cut over your eyebrow?
- A. I fell down the stairs this morning.
- Q. What sound must you practice now?
- A. The sound in the phrase: "how now brown cow."
- Q. I wonder where your mother is. Do you know?
- A. She is over there - in the flower garden.
- Q. Did you vote last November?
- A. No, I wasn't old enough.
- Q. Did you enjoy the show?
- A. No. Although the book is well known the movie was not good.

Q. What are they arguing about so ardently?

A. They should be more calm about politics.

Conversation Drill

We have an Obligation to Go Back Home

Pupil A: We have an obligation to go back home. We should give our townfolks the benefit of what we've learned.

Pupil B: What are you doing? Practicing a speech?

Pupil A: I guess I was thinking out loud.

Pupil B: Go on. This is interesting.

Pupil A: Sometimes I think I'd like to stay in the city but each time I come to the same conclusion.

Pupil B: That we owe it to our town to go back.

Pupil A: That we owe it to our town to go back.

Appendix "A"

PROOF AGAINST SPELLING-PRONUNCIATION
PHONETIC PHOOLISHNESS

By: H. L. Vogelesang

About the author and this poem:

H.L. Vogelesang, before the war, ran a business college in Pandung, Java, where he also taught English. Then the Japanese came and dragged him off to one of there horror-camps.

There he was beaten by his captors and sometimes into unconsciousness, and when they left him alone it was only that he might suffer near-starvation and disease. He saw his friends die all around him, but somehow he survived. When he was found after the end of the war he weighed 70 pounds and was hardly more than a skeleton. But he was alive. Vogelesang wrote the poem in a Japanese concentration camp just to keep himself from going insane.

IF YOU pronounce HEAD, DEAD, AND BEAD,
You'll hear the last word rhymes with DEED,
And in this "poem" you will find
Many items of this kind,
For instance;
DEAR and FEAR and HEAR but BEAR
GEAR and TEAR but "WEAR and TEAR,"
YEAST and LEAST and PLEASED but PLEASANT,

BEAST and BREAST and PLEASE but PEASANT,
 MEAT and PEAT but SWEAT and GREAT
 (The last word rhymes with FREIGHT and WEIGHT)
 Quite different again is HEIGHT,
 Which sounds like BITE, INDICT, and LIGHT
 The next line should be read with care;
 The PRAYING PRAYER says his PRAYER.
 BEAN and LEAN and MEAN but MEANT;
 Note "g" in GET, in GEM and GENT.
 VICE but CREVICE-ADVICE-DEVICE,
 LICE but MALICE-POLICE-CONCISE,
 We say DREAMT but also DREAMED
 (The latter rhyming with ESTEEMED),
 CREW and BLEW and NEW but SEW,
 COW and ROW but SOW and ROW
 MEASLES does not sound like MEASURE:
 The same applies to TREASON-TREASURE,
 BRAID and MAID and LAID but SAID,
 TREAT but THREAT and THREAD but TREAD.
 A PRISON is often called a JAIL,
 Which word is also written: GOAL,
 Now note the difference with GOAL,
 WHICH rhymes with FOAL and DOLE and ROLL.
 OWL and JOWL are not like BOWL:
 Try POWL; then GHOUL and lastly SOUL,
 We say FREAK and STREAK but STEAK,

LEAK, and FREAK and SPEAK but BREAK
 MEADOW has the sound of "ed."

Note: LEAD and LEAD, READ and READ,
 WEAR but WEARY, HEARD but BEARD,
 DREAD but DREARY, EARNED but FEARED.
 BAIT and GAIT and STRAIT but PLAID
 Leave out the "g" in GNAW and GNAT,
 SWARD but SWORD and WORD but LORD.
 LOAD and TOAD and ROAD but BROAD,
 CEREAL does not sound like the SEAL,
 REAL not LEAL and HEAL.

First say DANGER then say ANGER
 (Mind: the latter rhymes with CLANGOR).
 COUNT but COUNTRY; SOUTHERN-SOUTH,
 DISGUISE but BRUISE, YOUTH but MOUTH,
 AUNT is not LIKE VAUNT and GAUNT,
 Nor like DAUNT and TAUNT and HAUNT.
 BROOK but BROOCH and BROOD but BLOOD,
 HOOD but MOOD and FOOD but BLOOD,
 MINT but PINT and CORK but WORK,
 DULL and GULL and HULL but FULL,
 LULL and SKULL but BULL and PULL,
 LYR, FLOUR but TOUR and POUR,
 We say BONE and LONE, but GONE
 Pronounce (your choice) like DON or DAWN,

TONE and STONE and THRONE but DONE,
 PHONE and HONE and SCONE but NONE.
 Now, reader, always bear in mind.
 The difference 'ween WIND and WIND
 (The latter rhymes with RIND and KIND).
 HEAVEN-HEATH-HEAVE-HEATHEN-HEATHER
 BREATHE but BREATH and FEATHER, LEATHER,
 LETHAL-NETHER; ETHER-TETHER;
 GIDDY, GIVE but GIST and GIN,
 BURY is pronounced like BERRY.
 In CHASTE and CHOP and CHIN,
 QUITE different from "ch" in ANCHOR,
 which rhymes with TANKER and with BANKER.
 CHEMIST-CHASM-CHOIR
 (The last word is pronounced like QUIRE).
 TIER and BIER but BRIER-CRIER,
 COUGH and VOUCH and POUCH but TOUCH
 BUTCHER does not sound like CRUTCH,
 OVER has the spelling of LOVER
 And of GLOVE and DOVE and COVER,
 HOVER is not pronounced like CLOVER.
 Which sounds like DOVER and like ROVER,
 LEVER rhymes with FEVER: SEVER
 Sounds quite different, however,
 Now have a shot at "EVIL-DEVIL,"
 REVEAL and REVEL; "on the LEVEL,"

DESERT and DESSERT; SOME and HOME,
 TOMB and WOMB; BOMB but COMB,
 LIFE-ALIVE-LIVE but LIVE,
 GAUZE but GAUGE; BELIEVE but SIEVE.
 SHOULD is different from SHOULDER;
 The same is applied to COULD and BOULDER.
 BOUND but WOUND and RUSH but PUSH,
 LUMBER-PLUMBER; CRUSH but BUSH
 HERRING-ERRING; CLOTH but BOTH,
 EVE but EWE and FROTH-BETROTH.
 No "t" is heard in FASTEN-HASTEN,
 Which makes them rhyme with ARSON-MASON
 The same is applied to LISTEN-SOFTEN
 NASTY-HASTE; FASTER-CHASTER,
 MASTER-PLASTER; TASTE-WASTER,
 BROCADE but DECADE; BOW and BOW,
 HOSE but LOSE; CANOE but WOE,
 Can you pronounce without mistake!
 MACLEOD-QUAY-RACHEL-ACHE
 PETAL-PENAL-WANT-PANT-SLANT
 VAN-WAN-RABBLES-GRAND and GRANT?
 I don't blame you if you can't!
 WORM but FORM and DOLL but TOLL,
 HORSE but WORSE and LOST but POST,
 COST and FROST but MOST and GHOST,
 CALM but VALVE and BALL BUT PAL,

TALL, but TALLY; GALL but GAL,

STAR and BAR and PAR but WAR.

I wonder if you want some more?

If so try REALM-CREATED-TREATED

LEICESTER-HEIFER-NEIGH-RECEIPTED

HEINOUS-FREIGN-WEIRD-VEIL-CONCEITED

SHEIK-SLEIGH-SLEIGHT-SKEIN-SWEATED-SEATED

DEBATE-ATE-SENATE. Can you beat it?

MINUTE differs from MINUTE.

(The latter rhymes with CUTE and MUTE).

BUT-CUT-NUT-OUT-HUT but PUT,

QUITE and CONDUIT; SUITE but SUIT,

LOUT, POUT, GOUT and ROUT but ROUTE

(Make it rhyme with SHOOT and FRUIT).

ENOUGH but HICCOUGH; PLOUGH but THROUGH,

COUGH but HOUGH and lastly THOUGH-

All seven different, you know!

Then try: SCHIM-SCHEDULE-SCHEME.

PREAMBLE differs from REAM,

MEANDER equally from MEAN,

And CLEANSE is not pronounced like CLEAN,

MAYOR but MAJOR: DOWN but OWN,

FRIEND but FIEND and CROWN but GROWN,

PREVIOUS-PRECIIOUS; DAUGHTER-DRAUGHTY

LEAF but DEAF and FONT but WONT.

D'ye know of anything so crafty

All these puzzles' I bet you don't.
GOLF but WOLF; CHANCE but CHANGE,
RAFLLE-STAFF. It does sound strange!
TOE, FOE, DOE and HOE but SHOE,
BUG, DUG, HUG, but HUGE and HUGH.
There ar emany more but these will do!

Appendix "B"

COMMON WORDS IN WHICH THE ACCENT IS OFTEN MISPLACED

ac'curacy	cer'emony	con'tacted
address' (verb & noun)	cer'tain	con'tent-s(noun)
	cer'tainly	con'tribute
admin'ister	char'acteristic	contrib'uting
admin'istrative	char'acteristic	dec'ade
ad'mirable	char'itable	des'picable
adosles'cence	cir'cumstances	des'picable
agree'ment	coher'ent	devel'opment
ally', allies'	com'fort(noun,verb)	diagno'sis
an'cestors	com'forting	diagno'sing
am'icable	command'er	dic'tionary
ap'plicable	command'ing	distinct',-ly
appre'ciate	com'ment(noun,verb)	ef'ficacy
aspir'ant	com'mented	elemen'tary
asso'ciate	com'menting	el'igible
at'tribute(noun, adj.)	com'parable	elix'ir
attribu'te(verb)	com'plex(noun)	estab'lish,-ing-
	complex'(adj.)	ment
a'viator	compound'(verb)	eq'uitable
bamboo'	com'pound(noun,adj.)	ex'igency
cana'ry		for'feit(verb, noun)
cap'italist	commit'tee	form'idable
cat'aloguing	condo'lence	gov'ern

cem'etery	con'tact(noun,verb)	hon'orable
hos'pitable	lam'entable	partic'ularly
illim'itable	leg'islature	rea'sonably
illit'eracy	lit'erature	rep'utable
illus'trate	mainte'nance	robust'
ill'ustrate	mel'ancholy	sec'ondary
incog'nito	muse'um	semes'ter
indeed'	Napo'leon	sen'ate, sen'ator
indefat'igable	nat'urally	sev'ered
indistinct'	nom'inative	sincere'
ines'timable	oppo'nent	so'fa
in'tegral	or'ganization	sov'ereignty
inev'itable	par'ticipate	specif'ic
in'dustries	partic'ularly	spir'itually
in'famous	persever'ance	sub'sequent, -ly
inrrep'arable	prac'tically	success'
irrev'ocable	pref'erable	supreme'
instead'	pri'mary, marily	tem'perament
in'teresting	profes'sor	ter'ritory
interfer'ence	prof'itably	tes'timony
intes'tine	Prot'estant	Tribune'(name of
kil'ometer	until'	newspaper)
UPON'	uten'sil	vaga'ry

Appendix "C"

COMMON WORDS CONTAINING VOWEL SOUNDS
INCORRECTLY ENUNCIATED

alias	condition	hero
abroad	coupon	heroin
am	country	heron
and	danger	home
anger, angry	devil	hope
arouse	diem	hypocrite
assembly	door	intelligent
August	drowned	italics
author	era	legal-ize
aviator	even	limit
bade	extraordinary	lose
bear ("endure" or "carry")	factor	machine
bear (animal)	flew	marriage
bosom	forbade	medium
brow	front	memory
bullet	genuine	misery
burial	go	monarch
bury	ghoul	mountain
burn	gratis	murder
butcher	great	naval
chamber	grew	notice
	grievances	nourish

church	have	nuisance
cleanliness	head	number
colon	heaven	of
cold	official, office	read (past tense and past participle forms)
social	Paris	remedial
spinach	pathos	said
spoke	peculiar	says
steak	penal	salute
tendons	penalize	scare
those	period	saw
thou	pleasure	skeleton
threw	pour	smokeless
tobacco	pretty	tomb
tomb	rabbles	will
way	weapon	

Appendix "D"

COMMON WORDS IN WHICH THE SILENT LETTERS ARE
ENUNCIATED ALTHOUGH THEY SHOULDN'T

bombers, bombing	indictment	parliament
calm	Leonard	shepherd
climbing	Leopard	tomb
cupboard	Lincoln	toward
etiquette	marriage	vaudeville
handkerchief	mortgage	Wednesday
handsome	palmist	

Appendix "E"

WORDS OFTEN MISPRONOUNCED

acclimate	controversy	formidable
acoustics	courtesy	government
admirable	credence	coterie
aged	culinary	coupon
alias	cursed	courier
almond	debris	guardian
apparatus	decade	harassed
appendicitis	decadence	heinous
arctic	deficit	heroine
aspirant	depot	heroism
authoritative	derelict	holocaust
auxiliary	despicable	homage
bronchitis	docile	homogenous
caricature	elite	horizon
chastisement	epistle	hostile
chauffer	epitome	ignoramus
choreography	executor	illustrate
cognizance	exemplary	illustrated
cognizant	exorbitant	illustrative
colleague	extraordinary	implacable
combatant	exuberant	indubitable
commensurable	facetious	incomparable
comparable	facsimile	increment
comptroller	February	indissolubly

connoisseur	Finale	inexplicable
inquiry	patriot	robust
integral	patron	roseate
interested	patronage	routine
interesting	pecuniary	sagacious
irrefutable	pedestal	satiate
irreparable	patronize	squalid
irrevocable	peremptory	squalor
laboratory	plagiarism	status
lamentable	plebeian	strata
learned	precedence	suavity
ludicrous	preferable	subtle
maintenance	projectile	suffice
maritime	protege	tapestry
medieval	recipe	tenacious
monarchical	reconnaissance	tepid
naive	refutable	tremendous
nausea	reparable	tresspass
neuralgia	repartee	vehement
obduracy	respite	versatile
pantomime	restaurant	
	revocable	

CURRICULUM VITAE

CURRICULUM VITAE

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