

# RULES

**Rules for Using Linguistic Elements of Speech**

A Resource and Interactive Workbook

Student Workbook

**Marjorie Feinstein-Whittaker, M.S.  
Lynda Katz Wilner, M.S.**

**COVER DESIGN:** Sarah Bishins

**RULES**  
Rules for Using Linguistic Elements of Speech  
A Resource and Interactive Workbook

ISBN 0-9717038-2-5

© 2006, 2007, 2<sup>nd</sup> Edition,  
by Marjorie Feinstein-Whittaker and Lynda Katz Wilner  
ESL RULES, LLC

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the author.

Published by  
Successfully Speaking  
Owings Mills, MD 21117  
410-356-5666      FAX 410-356-5666

## Suggestions on How to Use the Audio CDs

There is an add-on option for five audio CDs corresponding to the 23 RULES described in this workbook.



As you look in each chapter, you will see a headphone icon to the left of the recorded information. The CD number and track will also be indicated.

The target words and sentences that appear on the CD are indicated by *italics* in your workbook.

The overview of the RULE is a **listen only** activity. Following a summary explanation, you will hear a series of stimulus words and sentences. You will hear one item at a time, followed by a brief pause. Repeat the word or sentence as clearly as you can during these pauses. For the sentences, it is recommended that you follow along with your workbook.

Try to match the trainer's production as closely as you can. Say the key word or sentence using the same clear, slow speech emphasizing the pronunciation and/or intonation rule.

Consistent, daily practice using the audio CDs and your workbook exercises will facilitate your transition to a more natural sounding, North American English style of speech.

Work hard and have fun!

CD #1 pages 3-45

CD #2 pages 47-88

CD #3 pages 89-126

CD#4 pages 127-161

CD#5 pages 161-200

# RULES

## Rules for Using Linguistic Elements of Speech

### A Resource and Interactive Workbook

#### Student Workbook

#### Table of Contents

Red font indicates sample units

Introducing Yourself (Pre- and Post-Speech Samples).....	1
The American Sound System.....	3
<b>Stress and Intonation Rules</b> .....	<b>5</b>
1. <b>Compound Noun Stress Patterns</b> .....	<b>7</b>
2. Compound Nouns vs. Phrasal Verbs.....	17
3. Adjective + Noun Stress Patterns.....	21
4. Proper Nouns.....	27
5. <b>Heteronym Pairs</b> .....	<b>33</b>
6. Acronyms and Initializations.....	35
• The United States of America.....	45
7. Syllable Stress Patterns.....	49
8. Sentence Level Stress Patterns.....	57
9. Numbers.....	63
10. Reflexive Pronouns.....	67
11. Tips for Telephone Communication.....	69
<b>Pronunciation Rules</b> .....	<b>71</b>
12. Voicing and Syllable Length.....	73
13. <b>Linking Words Together</b> .....	<b>75</b>
14. <b>/t/ Variations</b> .....	<b>91</b>
15. Other /t/ Pronunciations.....	101
16. <b>Y-Insertion</b> .....	<b>105</b>
17. -Y Endings Pronounced as /i/ “ee”.....	109
18. Syllable Reductions.....	115
19. Past Tense Endings.....	119

20. -S Endings .....	123
21. <b>Consonant Blends and Clusters</b> .....	127
• A. Initial “R” Blends.....	127
• B. Initial “L” Blends.....	143
• C. Initial “S” Blends.....	148
• D. Other Initial Blends.....	160
• E. Final Consonant Clusters.....	161
• F. Middle Consonant Clusters.....	186
<b>Grammar Rules</b> .....	187
22. Articles and Demonstrative Pronouns .....	189
• Pronunciation Rules .....	195
23. Prepositions.....	199
<b>Putting It All Together</b> .....	201
• Rules Summary Sheet.....	203

Sample Copy

# Compound Noun Stress Patterns

## 1. Compound Noun Stress Patterns



CD  
1:3

A compound noun is comprised of two distinct words that are joined together to create a word with a new meaning. They can be written as one new word, e.g., checkbook, airport; they may be two separate words, e.g., bank account, parking lot; or they may be hyphenated, e.g., drive-thru, take-out. To determine which form is accurate, consult a dictionary. The list of compound words is exhaustive and new words arise as our technology changes.

*The first word of a compound noun should be stressed with a higher pitch, louder volume and longer vowel. If the first word has two or more syllables, remember to maintain the correct syllable stress for that word, e.g., Emergency Room, Insurance card. There may be regional differences for stressed syllables.*

**Exercise 1:** Read the following compound words aloud. Be sure to stress the first word in the pair, saying it with *higher* pitch, *louder* volume and a *longer* vowel. Then, try to make up your own sentences using the compound words that you usually use. Add some of your own terms to the lists under **Personal Words**.



CD  
1:4

### Computer-related terms

<i>download</i>	upgrade	shortcut
<i>screensaver</i>	password	username
<i>logout</i>	backspace	e-mail
<i>hardware</i>	desktop	laptop
<i>Microsoft®</i>	QuickBooks®	Spyware®

### Personal Words

**These are partial lists of some of the categories for compound nouns. The Teacher's Edition includes activities, such as shopping lists and floor plans with questions for paired activities to reinforce the correct stress patterns.**

## Travel and Transportation Terms



CD  
1:4

<i>travel agent</i>	airline	airplane	sightseeing
<i>train station</i>	suitcase	airport	tourist trap
<i>check-in</i>	boarding pass	layover	non-stop
<i>heliport</i>	car keys	tollbooth	toll collector

### Personal Words

## Work-related Terms



CD  
1:4

<i>conference room</i>	training room	parking lot	discussion group
<i>press conference</i>	overtime	full-time	part-time
<i>teamwork</i>	team leader	workday	workload
<i>workplace</i>	outcome	dinner meeting	lunchtime

### Personal Words

## Home-related Terms



<i>real estate</i>	property tax	homeowner's	title search
<i>bedroom</i>	family room	screen door	living room
<i>bathroom</i>	sitting room	dressing room	fireplace
<i>penthouse</i>	housekeeper	grounds keeper	landscaper

### Personal words

## Communication Terms



<i>newspaper</i>	newscast	voiceover	web cast
<i>anchorman</i>	weatherman	cell phone	answering machine



CD  
1:5

**Exercise 2:** Practice reading the following sentences and focus on the stress pattern for the compound words. First, underline the compound words in each sentence. Then, read them aloud using correct compound noun stress patterns. **NOTE:** Phrasal verbs are noted with an asterisk \*. Remember to use the correct stress pattern (stress the second word). Please see Unit 2 (Compound Nouns vs. Phrasal Verbs) for more information.

1. *Go to the website and enter your user id and password.*
2. *Hand the bank teller your deposit slip and paycheck.*
3. *Do you have a desktop or a laptop in your office?*
4. *I'll use my gift certificate for the early bird special at the restaurant.*
5. *Should we eat in the boardroom or the conference room?*

Partial List

Sample Copy

## 5. Heteronym Pairs

### RULE

Heteronyms are words pairs that are spelled the same way (homographs) but differ by part of speech (noun/adjective vs. verb), word meaning, and pronunciation stress patterns.

**Two syllable words:** If the word is a noun, the first syllable is stressed (higher, louder, longer), e.g., **contract**. If the word is a verb, the second syllable is stressed, e.g., **contract**.

**Three syllable words:** Both nouns and verbs stress the first syllable. The verbs have primary stress on the first syllable, secondary stress on the third syllable and weak stress on the second syllable, e.g., **graduate**. Nouns or adjectives have primary stress on the first syllable, with short, unstressed second and third syllables, often changing the pronunciation of the last syllable, e.g., **grad-u-it**.

Italics

indicate audio portions



CD  
1:14

Icon for  
Audio  
CD  
tracks

**Exercise 1:** Read the sentences below and decide which stress pattern should be used for each sentence. Then say the sentence aloud.

1. **A. contract** **B. contract**

You need to sign the \_\_\_\_\_.

Wash your hands thoroughly so we don't \_\_\_\_\_ any illnesses.



CD  
1:15

2. **A. conflict** **B. conflict**

I'm afraid my travel schedules will \_\_\_\_\_ with the training program.

I'm sorry; I can't meet you at 3:00 p.m. because I have a scheduling \_\_\_\_\_.

3. **A. contrast** **B. contrast**

Let's compare and \_\_\_\_\_ the two options.

This decorating scheme is quite a \_\_\_\_\_ to her usual style.

4. **A. estimate** **B. estimate** (primary and secondary stress)

We received a reasonable \_\_\_\_\_ for the car repair.

How long do you \_\_\_\_\_ it will take to complete?

5. **A. graduate** **B. graduate** (primary and secondary stress)

When will you \_\_\_\_\_ from the University?

Where are you going for \_\_\_\_\_ school?

6. **A. affect** **B. affect**

After a head injury or a stroke, a person's \_\_\_\_\_ can change.

How do you think the layoffs will \_\_\_\_\_ employee morale?

7. **A. project** **B. project**

I hope to finish my \_\_\_\_\_ before the deadline.

It is so hard to \_\_\_\_\_ our anticipated sales figures.

8. **A. subject** **B. subject**

Don't \_\_\_\_\_ him to so much pressure.

He was a \_\_\_\_\_ in the experiment.

## Linking Words Together

Italicized  
text is on  
the audio  
CD.



CD  
2:14

*The endings of words are important in American English and they carry more grammatical information than the beginning of the word. However, if we exaggerate the pronunciation, the flow of speech may become disrupted. When words are linked together, the message flows smoothly and sounds more natural.*

Linking doesn't occur at the ends of thought groups, punctuation, or sentences.

*The /d/ sound is a particularly difficult sound to link. When a word ends in a /d/ sound, make sure to link the /d/ with the beginning of the next word, whether it is a consonant or vowel. Bring your tongue behind your upper teeth as if you are ready to make a /d/ sound, but do not release the /d/. Place your tongue in the correct position for the sound of the second word to make a smooth transition and avoid the extra syllable "duh" or [də].*

**Exercise 1:** Practice saying the following words and sentences and concentrate on linking the words so you cannot hear an extra syllable "uh" or [ə] between the two words, e.g. Red\_Sox vs. Red-ə-Sox.

Pay attention to the linking notation ( \_ ) between final /d/ sounds and the initial sound of the following word. Read the sentences aloud and focus on linking the words together. Then try to read the sentences that follow without any linking notation.

**NOTE:** A final "e" is silent in the words identified with an asterisk\*.

### 1. Final /d/ + Consonant

Partial list of words  
and sentences

Link the words together and don't release the final /d/.

<i>Red_Sox</i>	<i>bad_news</i>	<i>mud_room</i>	<i>bed_room</i>
<i>feed_me</i>	<i>food_bank</i>	<i>guide*_book</i>	<i>good_night</i>
<i>lead_time</i>	<i>paid_leave</i>	<i>paid_vacation</i>	<i>road_block</i>
<i>rude*_remarks</i>	<i>wide*_lanes</i>	<i>wood_pile</i>	<i>board_room</i>

**NOTE:** A final "e" is silent in the words identified with an asterisk\*.



CD  
2:15

## Sentences

1. Ted\_**received**\_two tickets for exceeding the speed\_**limit** and\_**not** wearing a seat belt.
2. The children raised\_**money** by setting up a lemonade\_**stand**.
3. Proceed\_**slowly** as you drive through the construction area.
4. It was difficult to persuade\_**them** to remain for the entire lecture.
5. The gardener sprayed\_**the** insecticide, trimmed\_**the** shrubs, and spread\_**mulch** in the beds.



## 4. Final /t/ + Vowel

Link the final /t/ to the vowel and be careful not to release the /t/. The /t/ will become a flap /t/. It is said more quickly, less precisely, and with some voicing; for example, "a lot\_**of**."

sit_up	start_up	what_about	wait_up
eat_out	not_again	admit_it	heat_up
seat_available	fit_in	scoot_over	illustrate*_it
let_it (go)	caught_on	get_up	shut_off

**NOTE:** A final "e" is silent in the words identified with an asterisk\*.

CD  
2:18

## Sentences

1. The nurse said, "Please sit\_**up** and have something to drink."
2. I can heat\_**up** leftovers or we could eat\_**out** tonight.
3. Can you scoot\_**over** and make some room for me at the table?
4. She wrote\_**a** book and I am going to illustrate\_**it**.
5. Admit\_**it**; you like the paint color, right?

## 7. Vowel-to-Vowel Linking



CD  
2:21

As you link these two vowels together, insert a “w” sound for the rounded vowels, e.g., [o], [u].

<i>go_in</i>	<i>go_on</i>	<i>hello_everyone</i>	<i>go_ahead</i>
<i>no_exit</i>	<i>show_us</i>	<i>you_are</i>	<i>how_is</i>

As you link these two vowels together, insert a “y” sound for the unrounded vowels, e.g., [i], [e].

<i>she_allowed</i>	<i>be_inclined</i>	<i>he_offered</i>	<i>may_I</i>
<i>see_everything</i>	<i>be_aware</i>	<i>we_are</i>	<i>tee_off</i>

### Sentences

1. *Go\_ahead* and *show\_us* the room for the reception.
2. *He\_offered* his bedroom to the house guests.
3. *She\_allowed* the children to *go\_on* the field trip.
4. Nikki can *see\_everything* from the top of the mountain.
5. *We\_are* going to *tee\_off* at 7:30.

**21. Consonant Blends and Clusters**



*Consonant blends and clusters occur at the beginning, middle, and end of words. It is important to pronounce all of the sounds, but you do **NOT** insert a break between the sounds. For example, say “please,” not “puh-lease.”*

**CD  
4:1**

When you pronounce consonant blends, the letters are influenced by the adjacent sounds, so that you say it with stronger or weaker voicing than if you pronounce it alone. For example, “correct~~i~~” vs. “ne~~t~~,” “sp~~o~~rt,” vs. “p~~o~~rt,” “se~~n~~t” vs. “se~~t~~.”

*Sometimes, some of the final clusters may become reduced in conversation to allow the sentence to flow smoothly.*

*He was the first~~t~~ one.  
Please pass the cream and~~e~~-sugar.*

**Exercise 1:** Say the followings words and remember to pronounce the blend or consonant cluster correctly. Look up the meanings of the unfamiliar words to increase your vocabulary. Words with multiple meanings and/or multiple parts of speech are shown with a star (★). Then, make up a sentence or write a definition for the words you don’t know. Finally, practice saying the sentences aloud and focus on the consonant blends or clusters. Add your own personal vocabulary words to each section.

**Individual lists for each of the "R Blends," "L Blends," "S Blends," "Other Blends," and "Final Consonant Clusters."**

**Initial /pr/ blends**



**CD  
4:3**

<i>print★</i>	<i>proud★</i>	<i>prize★</i>
<i>prove</i>	<i>proof★</i>	<i>prestige</i>
<i>predominant</i>	<i>preview★</i>	<i>president</i>
<i>privacy</i>	<i>promise★</i>	<i>profit★</i>
<i>promotion</i>	<i>pressure★</i>	<i>primary★</i>
<i>privilege★</i>	<i>product</i>	<i>pronounce</i>

**The asterisked items have multiple meanings and are used in sentences to practice the pronunciation and teach multiple meanings.**

**Sentences and/or definitions:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Personal words:**

**Print**

1. *The artist signed this limited-edition **print**.*
2. Do you like the **print** on this scarf?
3. Please **print** your name neatly on the line.
4. We can make a **print** from this old negative.

**Privilege**

1. *Chase lost a **privilege** when he didn't come in the house when his mother called him.*
2. Meyer thought it was an honor and a **privilege** to serve in the Navy.
3. Children of **privilege** attended the posh boarding school.

**Initial /pl/ blends**

*please*★

*plight*

*plastic*

*pliers*

*platform*★

plow

pleated

plural

pleasing

platter

place★

placement

plunged

plus★

plunger

**Sentences and/or definitions:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Personal Words:**

**Please**

1. *Saying **please** and thank-you is a sign of good manners.*
2. The hostess wanted to **please** her guests.



CD  
4:15

## Platform

1. The Democrats and Republicans announced their **platform** at the convention.
2. The students approached the **platform** to receive their diplomas.
3. She wore **platform** shoes to make herself look taller.

## E. FINAL CONSONANT CLUSTERS

25 different lists of final consonant clusters

### Final /ld/ clusters

<i>cold</i> ★	held	told
<i>yield</i> ★	failed★	cancelled
<i>weld</i> ★	field★	sold
<i>mild</i> ★	filled★	mailed
<i>hold</i> ★	bold	gold★
<i>installed</i>	old	polled
could**	would**	should**

\*\* "l" is silent in these words.

#### Sentences and/or definitions:

1. \_\_\_\_\_
2. \_\_\_\_\_

#### Personal Words:

### Cold

1. It's unusually **cold** for the month of June.
2. Why did Lorraine give you a **cold** stare when you walked into the room?
3. One of my roommates is **cold** and aloof.
4. Don't sit next to me because I woke up with a terrible **cold**.
5. Martin knew the rules and regulations **cold**.

### Yield

1. Our garden had a low **yield** of tomatoes this summer.
2. Didn't you see the **yield** sign?
3. I will not **yield** to unreasonable demands.



CD  
5:1

## 14. /t/ Variations



CD  
3:3

You can pronounce the /t/ sound different ways depending on its position in the word or the sentence. The following rules identify different /t/ variations:

**P** - It is said "crisply" or "precisely," if it is in the beginning of a word or in the stressed syllable of a word; for example, "Tom," "atomic," "attack."

**F** - Before an unstressed syllable, it is said more quickly, less precisely, and with some voicing as a flap /t/; for example, "attic," "city."

**U** - At the end of a word, it is unreleased and hardly heard; for example, "at."

**G** - /t/ in the middle of a word that ends with an /n/ is sometimes said towards the back of the throat or as a glottal /t/; for example, "satin" ("sah- in").

**C** - When combined with other consonants in a cluster, the /t/ assumes the characteristics of the sounds in that blend; for example, "correct," "accept," "first," "left," "rent," "part," "belt."

**NOTE:** When you link a word that has an unreleased /t/ ("put") with a word beginning with a vowel ("it"), the unreleased /t/ becomes a flap /t/; for example, "put\_it\_in," "a lot\_of," "meet\_us later." Linking is identified by " \_". For additional information see Unit 13 - Linking Words Together.

This unit includes lists of words and sentences for each of the above patterns. The Teacher's Edition includes quizzes and activities for "T Variations."

## 16. Y- Insertion

## Partial Unit



1. When the vowel sound /u/ is spelled with the letter “u” or the letters “ew,” a “Y” or /j/ sound is often heard in the pronunciation. Of course, there are many exceptions to this rule, which can be confusing to nonnative speakers of English.

configuration

manufacture

manual

simulation

executive

computer

Remember that the vowel sound /u/ may be spelled as “ue” (blue), “u” (rule), “o” (movie), “oo” (soon), “ui” (fruit), “ou” (through), “ew” (few), “oe” (shoe), “eau” (beautiful), and “u + consonant + e” (tune).

CD  
3:12

## Pronunciation With and Without Y-Insertions

Pronounce these words **with** a Y-insertion:



molecule

meticulous

mutation

miraculous

communist

university

futile

peculiar

unity

reputation

unanimous

fuel

CD  
3:12

Pronounce these words **without** a Y-insertion:

conclude

solution

rumor

nuclear

rudimentary

convoluted

resolution

lunatic

**Exercise 2:** Indicate whether the underlined words should be pronounced as /u/ (OO) or /ju/ (Y) by writing the notation above the words. Write either “OO” for /u/ or “Y” for /ju/. Read the sentences aloud using the proper pronunciation for /u/.

1. Stu's beautiful fiancée concluded that she wanted to be married in June under a full moon.
2. Rodeo Drive is an exclusive shopping area in Los Angeles where you can find

unique shoes, clothing and jewels.

3. My new computer got good reviews in the consumer magazine.
4. The executive chef created a new spring menu using fresh local produce.
5. Susan thought that her math tutor was useless so she terminated her.

Sample Copy