

- ☛ **EXERCISE 5.** a. Mark the primary stress of each message unit with ●.  
b. Mark the stress on each remaining compound number with ○.  
c. Read each dialog aloud with a partner.

Situation 1. A student setting up a meeting with an instructor.

- A: Do you have about fifteen minutes after class?  
B: Sure. But I have a meeting at 4:45 (four forty-five). What did you want to talk about?  
A: The \*homework problem about the thirty-two workers digging sixteen ditches.  
B: Fine. That shouldn't take too long.

Situation 2. Two students talking.

- A: According to this graph, | how many subjects got more than 75 (seventy-five) percent correct?  
B: It looks like fourteen subjects.

Situation 3. Running an experiment.

- A: What's your \*sample size for the \*control group?  
B: One hundred twenty-five subjects.  
A: And in the \*experimental group?  
B: I have one hundred thirty-two subjects.

Situation 4. A math problem.

- A: If it takes Brad 16 (sixteen) hours to go 224 (two hundred twenty-four) miles, | what is his rate?  
B: Fourteen miles per hour.  
A: Right. And what if it takes him 32 (thirty-two) hours?  
B: Then it would be seven miles per hour.

☛ **EXERCISE 3.**

Left Stress Rule words.

- a. Separate the Left Rule Ending with an open parenthesis.
- b. Underline the key syllable and put a wavy line under the left syllable.
- c. Mark the stress.
- d. Read each word or phrase aloud.

E.g. in reálit(y)

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| 1. fortified     | 6. courtesy       | 12. she specifies |
| 2. the liturgies | 7. with euphony   | 13. his satiety   |
| 3. a colony      | 8. two centuries  | 14. crucified     |
| 4. they mollify  | 9. a biography    | 15. the deity     |
| 5. a company     | 10. the rivalries | 16. to clarify    |
|                  | 11. electrifying  | 17. the duality   |

## EI /l/ and Ar /r/ GATs and SATs

Study your GAT and SAT lists. Write out at least eight words that contain **only** /l/, **only** /r/, and /l/ **and** /r/. Separate /l/ clusters (*pl, bl, fl, cl, gl, sl*) into one category and /r/ clusters (*pr, br, fr, thr, tr, dr, cr, gr*) into another category. If you do not find eight words for each category in your lists, go to your Focus Text or other sources to complete your count of eight.

/l/ (no /r/):

_____	_____	_____
_____	_____	_____
_____	_____	_____

/l/ clusters:  
(no /r/)

_____	_____	_____
_____	_____	_____
_____	_____	_____

/r/ (no /l/):

_____	_____	_____
_____	_____	_____
_____	_____	_____

/r/ clusters:  
(no /l/)

_____	_____	_____
_____	_____	_____
_____	_____	_____

/l/ **and** /r/:

_____	_____	_____
_____	_____	_____
_____	_____	_____

**NOTE:** Study your GAT and SAT lists. Write out at least eight words that have *-y/-i* Left Rule Endings. If you do not find eight such words in your lists, go to your Focus Text or other sources to complete your count of eight words total for Exercises 1 and 2.

☛ **EXERCISE 1.**

General Academic Terms.

- a. Write down your General Academic Terms which have *-y/-i* Left Rule Endings.
- b. Mark the stress.
- c. Read each word aloud.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

☛ **EXERCISE 2.**

Specific Academic Terms.

- a. Write down your Specific Academic Terms which have *-y/-i* Left Rule Endings.
- b. Mark the stress.
- c. Read each word aloud.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**PR32, PR33, PR33.2, PR32.1, PR33.1**

Write your responses to the queries embedded in the audio recordings. Use the reverse side of this page if you need more room to respond.

Pronunciation Recording (PR) \_\_\_\_\_

PR \_\_\_\_\_

PR \_\_\_\_\_

PR \_\_\_\_\_

- ☛ **EXERCISE 9.** Dialogs.
- Mark the stress on each compound number.
  - Mark the primary stress in each message unit.
  - Read each dialog aloud.

Situation 1. Two students studying in the dorm.

A: It's so hot in here I can't even study! It must be seventy-five degrees!

B: Sorry to say, | it's eighty-five. I wonder what the \*forecast is.

A: The radio said a high of ninety-two, | and a low of seventy-two.

B: Maybe we should apply to the University of Alaska!

Situation 2. Two students working on a math problem.

A: So if x equals 24, | then y equals 34.

B: But y equals 54. What are we doing wrong?

Situation 3. A math student with a question.

A: I'm confused. Is this \*line segment supposed to be fifty-two inches | or fifty-six inches?

B: Neither. It's fifty-four inches.

Situation 4. In class.

A: When you do the homework, | read all of the items first to find the easiest ones. For example, | I thought Question 14 (fourteen) was easier than question 13 (thirteen).

B: Are you going to give us a chance for extra credit?

A: Yes. For extra credit you can try either Question 22 | or Question 32 | on page 79.

B: But those are on page 89, | not page 79.

A: OK, right. Sorry about that.