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Name

Academic Terms

General Academic Terms

One requirement for success in a university setting is that you be able to pronounce words in the vocabulary of academic English. In order to increase your intelligibility when you speak in English about your field of study, you need to take responsibility for pronouncing important words correctly. *Speechcraft* will be able to help you analyze many of those words.

Choose 40 words from the "General Academic Terms" list. Make choices based on frequency of occurrence and difficulty of pronunciation. You will practice these words throughout the course and will be responsible for them.

Write the words on the lines IN INK:

A 1-10	B 11-20	C 21-30	D 31-40

1 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

2 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

3 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

4 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

5 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

6 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

7 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

8 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

9 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

10 _____ _____ _____ _____
  `:| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | | ':| | |V:| | |C :| | |L:| | |`

Specific Academic Terms

Choose 40 words from your own academic discipline. Make choices based on frequency of occurrence and difficulty of pronunciation. You will be responsible for pronouncing these words correctly.

Write the words here:

	A 1-10	B 11-20	C 21-30	D 31-40

1 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

2 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

3 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

4 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

5 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

6 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

7 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

8 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

9 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

10 _____   _____   _____   _____
  |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| | |´:| | |V:| | |C :| | |L:| |

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Predicting the Sound of *-s, -'s* Endings

The neutral endings, *-s* and *-'s,* are found on many types of words. Here are the four main uses of these endings.

1.	Plural nouns:	*the table<u>s</u>, some napkin<u>s</u>, the fork<u>s</u>*
2.	Present tense verb:	*he close<u>s</u>, she laugh<u>s</u>, it seem<u>s</u>*
3.	Possessive noun:	*Bob'<u>s</u>, Grace'<u>s</u>, the engineer'<u>s</u>*
4.	Contraction of *is, has*	*It'<u>s</u> raining. Bill'<u>s</u> never been here.*

A.   Identifying *-s* and *-'s* Endings

Reliable rules can tell you how to pronounce these neutral endings. To apply the rules, however, it is necessary first to distinguish the *-s* and *-'s* endings from the *s* at the end of words that is not a neutral ending.

The neutral *-'s* is easy to identify. The apostrophe is a good guide. The neutral *-s,* however, cannot be isolated so easily; its shape alone does not provide enough of a clue. To be a neutral *-s* ending, the final *s* of a word must mark a plural noun or a third-person singular, present-tense verb.

These grammatical functions eliminate the final *s* of *ss* as a neutral ending, as in *impress.* They eliminate the *s* of such words as *as, gas, alas, alias, atlas, canvas, yes, his, bus, plus, thus, us* as neutral. Nor is the *s* at the end of *-ous, -is, -os,* and *-us* neutral.

The only exception to the shape + function criteria are *has, is,* and *was.* Their shape and third-person singular, present-tense verb function suggest a neutral ending; but for vowel quality reasons, these words do not have neutral endings.

Is the s *at the end of these words a neutral ending?*
If so, circle it; if not, leave it unmarked.

E.g.	he tack(s)	5.	to amass	11.	it falls	17.	he tries
E.g.	A cross	6.	it's mine	12.	and thus	18.	yes
1.	the cosmos	7.	a crisis	13.	a kiss	19.	at Steve's
2.	not Suzie's	8.	she wants	14.	that's it	20.	so pious
3.	it slows	9.	a bus	15.	two stanzas	21.	the campus
4.	two baths	10.	five peas	16.	an atlas	22.	six pumps

Answers to items 1-3 are: *1. –; 2. -'s; 3. -s.*

B.   Pronouncing *-s*

The neutral *-s* that makes a noun plural or a verb third-person singular has two different pronunciations: (1) /əz/, a separate syllable, and (2) /s - z/, a single consonant sound attached to the preceding syllable. The choice between /s/ and /z/ is not so important; you may use the sound you find easiest. What **is** important is that you clearly pronounce an ending, either /s/ or /z/, when it is needed.

How should you pronounce the *-s* at the end of a particular word? You cannot answer this question by looking at the *-s*. You must look at **the letters immediately before the -s.** By examining those letters and using the following rule, you can make excellent predictions about the sound of *-s* in English words.

!   If *-s* comes after these **clue letters,** pronounce the *-s* as /əz/. (Each clue contains a consonant spelling and the weak ending *-e. Memorize these clues.*)

ce	*se*	*che*	*xe*
ge	*ze*	*she*	
face<u>s</u>	case<u>s</u>	reache<u>s</u>	mixe<u>s</u>
age<u>s</u>	buzze<u>s</u>	dishe<u>s</u>	

!   If *-s* comes after **any other letters,** pronounce *-s* as /s - z/. For example,

the day<u>s</u>   he sleep<u>s</u>   she value<u>s</u>   it strike<u>s</u>

In the following exercise, each word ends in a neutral *-s*. Your task is to decide how to pronounce that ending. First, look at the letters immediately left of the *-s*. If the letters are among the *clue letters* above, write those letters on the line after the word. Then, write əz between the slashes. If there are **no** clue letters, circle 'other', meaning letters other than the clue letters. Then write s - z between the slashes.

a.   Identify the letters left of -s.
     Write clue letters or circle 'other'.
b.   Transcribe the sound of the ending.
c.   Read each word aloud.

		Clue	**Sound**			**Clue**	**Sound**
E.g.	allows	____ (other)	/s - z/	E.g.	foxes	_xe_ other	/ əz /
E.g.	riches	_che_ other	/ əz /	E.g.	hikes	____ (other)	/s - z/

2

		Clue	Sound				Clue	Sound	
1.	emerges	____ other	/	/	13.	settles	____ other	/	/
2.	examines	____ other	/	/	14.	proofs	____ other	/	/
3.	mentions	____ other	/	/	15.	crashes	____ other	/	/
4.	glasses	____ other	/	/	16.	verbs	____ other	/	/
5.	shoes	____ other	/	/	17.	torches	____ other	/	/
6.	expects	____ other	/	/	18.	shelves	____ other	/	/
7.	promises	____ other	/	/	19.	notices	____ other	/	/
8.	pieces	____ other	/	/	20.	suffixes	____ other	/	/
9.	welcomes	____ other	/	/	21.	degrees	____ other	/	/
10.	gangs	____ other	/	/	22.	builds	____ other	/	/
11.	bridges	____ other	/	/	23.	adheres	____ other	/	/
12.	criticizes	____ other	/	/	24.	amasses	____ other	/	/

Answers to items 1-3 are: *1. ge, /əz/; 2. other, /s - z/; 3. other, /s - z/.*

C. Pronouncing *-'s*

The neutral *-'s* ending is used on a noun to show possession and on a noun or pronoun as a contraction of *is* or *has.* Like the *-s* ending, the *-'s* ending also has two distinct pronunciations: (1) /əz/, a separate syllable, and (2) /s - z/, a single consonant sound.

To choose between the two pronunciations of *-'s*, you must again look at **the letters immediately before the *-'s.*** The following rule expands the clue letters of the previous rule and can be used to predict the sound of *-s* and *-'s* in any English word. (The rule is illustrated with *-'s* words.)

Final Version of the *-s, -'s* Rule

!   If *-s* or *-'s* comes after these **clue letters,** pronounce the
     -s as /əz/. (*Learn to recognize these clues.*)

ce	s/se	ch/che	x/xe
ge	z/ze	sh/she	
Bruce<u>'s</u>	Bess<u>'s</u>	coach<u>'s</u>	Max<u>'s</u>
judge<u>'s</u>	blaze<u>'s</u>	Nash<u>'s</u>	

!   If *-s* or *-'s* comes after **any other letters,** pronounce *-s* and
     -'s as /s - z/. For example,

Jack<u>'s</u>	pastor<u>'s</u>	Mary<u>'s</u>	Linda<u>'s</u>

3

Making Homework Recordings

During the semester, you will make recordings for this class, designated by color – Sky Blue, Yellow, Green, Orange, Purple, Blue, Grey – and by number. You will make Orange and Blue recordings for regular assignments. Other colors are for special purposes, like your GAT/SAT and Focus Text. Here are some guidelines for making these recordings.

1. Recording technique is discussed in detail in the tutorial called *Recording Your Voice: Tutorial on Audacity.* Follow these instructions for recording, repairing, saving, and submitting your assignments to your instructor.

2. Please record your homework parts in the order they are assigned.

3. When you begin to record, check to see that you are making a loud and clear recording. If your recording is too soft, follow the instructions in part three of the tutorial, *Setting Your Computer, Setting Audacity,* to improve the volume.

4. Each time you begin to record an exercise, tell me what you are recording. For example, say "General /ɑ/ & /ɔ/ Words" or "Core text, W-3, Ex. 3, p. 103" or "Workbook, W-5, Ex. 1, p. 87." Give subtitles if there are any.

5. When your assignment is to record something for the first time, it means:

    First, check your answers against the answers in the back of your text or workbook.
    Second, practice the items aloud. Focus on the pronunciation point in question.
    Third, record each item **two times**. Do **not** read the item numbers.

6. When your assignment is to record **feedback items**, it means:

    First, study the items on your feedback sheet.
    Second, improve your pronunciation of these items.
    Third, practice the items before recording.
    Fourth, start recording by saying: "Feedback items."
    Fifth, record each feedback item at least twice.

7. Keep adding recording assignments to the audio file until it is time to hand it in.

8. The last thing to record should be your answer to the question at the end of the recording assignment on the web page. Make your answer 30 seconds to 1 minute long. Do not write it out. Just speak as if someone had asked you the question in conversation.

9. Before you hand in your recording, save it with the color, number and your own initials in the filename.

Thank you!

General /ɑ/ and /ɔ/ Words

In the low sector of the vowel chart, speakers of educated English have some choice in how they pronounce words. In some regions, speakers distinguish words by using /ɑ/ and /ɔ/, e.g. *cot - caught, don - dawn*. In other regions, speakers use only one of these vowel sounds for the same words, making the words indistinguishable except by context. You may choose to preserve a contrast or use only one vowel sound; both are educated English.

Words often having /ɑ/: These are spelled óC# (*hot*), óCC[1] (*pond*), óC not in the last syllable (*topic*).

hot	cop	bond	rocky	comic	model
top	god	collar	holly	profit	closet
rob	pot	clock	nozzle	opera	promise
shop	con	pocket	scotch	body	honest
nod	Tom	bottle	romp	scholar	polish

Words often having /ɔ/: These are spelled aú (*fault*), áw (*law*), álC# (*talk*), oúght (*bought*).

daughter	saw	chalk	nought
nausea	flaw	halt	bought
laundry	brawn	calm	brought
haul	lawn	tall	sought
slaughter	hawk	stalk	wrought

Words having /ɑ/ only: These are spelled ár#, árC.[2]

car	char	market	tarp
bar	mar	hard	farm
star	jar	arc	lark
far	par	dart	barn
scar	tar	alarm	carve

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[1]The spelling ólt/d/s/k predicts the tense vowel /ow/: *volt, bold, holster, folk*. A few words with *o* next to *v, w, n,* and *m* are pronounced as /ʌ/: *shovel, won, wonder, son, company, front, tongue, Monday, cover.*

[2]These spellings preceded by <w>, e.g. wár#, wárC, predict the /ɔ/ sound: *war, warm, wart, ward.*

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Finding the Key Syllable

Every word has a key syllable. You will learn to predict the vowel sound of the key syllable first. Then you will expand your prediction skills to other syllables. Therefore it is important to locate the key syllable accurately. This lesson will help you. (See also *Speechcraft* text, W-4, pp. 106-110.) The next lesson presents prediction patterns.

A. Vowel Letters

We make vowel predictions from vowel letters; we cannot make vowel predictions from consonant letters. It is essential that you recognize the difference between vowel letters and consonant letters. This sounds straightforward; however, you need to be careful.

The letters *a, e, i* and *o* are regularly vowel letters. However, the letters *u, y* and *w* are sometimes vowel letters and sometimes not. Here is how you can tell the difference.

- *u* is a vowel letter everywhere, except after *q* (*quaint*), between *g* and a vowel letter (*guest*), and between *g* and a basic ending like *-e* (*rogue*). In these cases it is a consonant letter.
- *y* is a vowel letter after a vowel letter (*say*) and after a consonant letter (*style*). *y* is a consonant letter at the beginning of of word (*yellow*).
- *w* is a vowel letter only after a vowel letter (*snow*). *w* is a consonant letter at the beginning of a word (*winner*) or after a consonant (*twice*).

Do the u, y, *and* w *letters represent vowel (V) or consonant (C) letters? Circle V or C.*

1.	wait	V C	8.	intrigue	V C	15.	vowels	V C
2.	raw	V C	9.	guild	V C	16.	guitar	V C
3.	war	V C	10.	gully	V C	17.	syntax	V C
4.	crypt	V C	11.	quick	V C	18.	liquid	V C
5.	yodle	V C	12.	oblique	V C	19.	figure	V C
6.	gray	V C	13.	dwell	V C	20.	enjoy	V C
7.	clue	V C	14.	enjoy	V C	21.	twin	V C

B. Endings

Endings play a large role in identifying the key syllable and predicting vowel sounds; you must be able to recognize different types of endings and treat them accordingly. For now, two types of endings are **neutral** and **basic**.

> **Neutral endings:** *-s* (plural and 3rd person singular verb)
> *-'s* (everywhere)
> *-ly* (on adverbs and adjectives)
>
> **Basic endings:** *-e* (everywhere except in *be, he, me, she, the, we*)
> *-ed* (past tense and past participle)
> *-ing* (when attached to another syllable; *wing* has no ending)

How do we treat neutral and basic endings? First, we ignore neutral endings; they play no role in vowel prediction. Second, we note every basic ending because it may play a role in vowel prediction. To distinguish the two endings, we use a strike-out mark (*I*) for a neutral ending and an open-parenthesis mark (**(**) before a basic ending. Only **one** neutral ending and **one** basic ending per word is possible.

Strike through any neutral ending. Separate any basic ending with (: part(ings̸, thre(e

1. alive	4. rancid	7. freely	10. swing
2. devotedly	5. hatchling's	8. the	11. values
3. knees	6. ruined	9. agreed	12. bed

C. Key Syllable

You are now prepared to identify one of the two most important syllables in a word, the **key syllable**. Where is it?

1. The key syllable is at the end of a word or immediately to the left of an ending.
2. The key syllable consists of

    a. all adjacent vowel letters (special cases will be treated below) and
    b. any consonant letters up to the end of the word or up to an ending.

Note the key syllable as underlined in these words.

> p<u>each</u>   sequ<u>el</u>   str<u>ap</u>s̸   barg<u>ain</u>(ed   eng<u>in</u>(es̸

Each key syllable contains one vowel sound. Sometimes that vowel sound is spelled with one vowel letter; sometimes it is spelled with two vowel letters. However, there are two special situations in which two vowel letters spell **two** vowel sounds. Since only one vowel sound can be in the key, we have to accept only one vowel letter in the key.

The key syllable consists of all adjacent vowel letters **except** when the two vowel letters are iV spellings or uV spellings. An iV spelling is *ia, io, iu, iet,* or *ien*C. A uV spelling is *ua, ue, ui,* or *uo.* In these cases, only the second letter is in the key. *Study these examples.*

bi<u>as</u>(ed di<u>et</u>(ing cli<u>ent</u>s̷ refu<u>el</u>(ing

To find the key syllable, we use the **Key Search Strategy**, a step-by-step procedure to locate the key accurately in each word.

---

1. Work from the end of a word toward the beginning: *mailings* ←
2. Use a strike-out mark (/) to mark off any neutral ending: *mailing̷s̷*
3. Use an open parenthesis to separate any basic ending: *mail(ing̷s̷*
4. Look to the left until you find all adjacent vowel letters: *ma̲il(ing̷s̷*
5. Underline all vowel letters, but only the V of iV and uV spellings, and all consonant letters up to the end of a word or up to an open parenthesis or neutral ending: *ma̲i̲l(ing̷s̷*

Use the Key Search Strategy to underline the key syllable in the following words.

1. eagle's	9. squelched	17. biased	25. grip
2. cruelly	10. foreign	18. value	26. degrees
3. tempest	11. essay	19. (two) solos	27. bounced
4. ruining	12. brogue	20. mellowing	28. anointing
5. motley	13. revue	21. extrudes	29. twelfths
6. captain's	14. dueling	22. embarrassing	30. squintingly
7. scion	15. guile	23. quits	31. sciences
8. hoax	16. believing	24. nuances	32. nymphs

With the information of this lesson, you can now find the key syllable in the words you will need to pronounce. In the next lesson, you will learn to use vowel prediction patterns to identify the key vowel precisely.

Check your answers: **p. 1.** 1. C; 2. V; 3. C; 4. V; 5. C; 6. V; 7. V; 8. C; 9. C; 10. V; 11. C; 12. C; 13. C; 14. V; 15. V; 16. C; 17. V; 18. C; 19. V; 20. V; 21. C. **p. 2.** 1. aliv(e; 2. devot(ed̷ly̷; 3. kne(es̷ ; 4. rancid; 5. hatchl(ing̷'s̷; 7. fre(e; 8. the; 9. agre(ed; 10. swing; 11. valu(es̷; 12. bed. **p. 3.** 1. <u>eagl</u>; 2. <u>el</u>; 3. <u>est</u>; 4. <u>in</u>; 5. <u>ey</u>; 6. <u>ain</u>; 7. <u>on</u>; 8. <u>oax</u>; 9. <u>elch</u>; 10. <u>eign</u>; 11. <u>ay</u>; 12. <u>ogu</u>; 13. <u>u</u>; 14. <u>el</u>; 15. <u>il</u>; 16. <u>iev</u>; 17. <u>as</u>; 18. <u>u</u>; 19. <u>o</u>; 20. <u>ow</u>; 21. <u>ud</u>; 22. <u>ass</u>; 23. <u>it</u>; 24. <u>anc</u>; 25. <u>ip</u>; 26. e 27. <u>ounc</u>; 28. <u>oint</u>; 29. <u>elfth</u>; 30. <u>int</u>; 31. <u>enc</u>; 32. <u>ymph</u>.

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☞ **EXERCISE 2.** Choosing an extra syllable or a single sound.
a. For words which need an extra syllable for *-ed,* write /əd /, and circle the clue letter which guided your decision.
b. For words which need a single consonant sound, write / d-t /.
c. Read each word aloud.

E.g. inclu d ed   / əd /   10. comprehended   _____

E.g. examined   / t-d /   11. missed   _____

1. divided   _____   12. invited   _____

2. conveyed   _____   13. possessed   _____

3. survived   _____   14. reacted   _____

4. reminded   _____   15. bonded   _____

5. calculated   _____   16. answered   _____

6. pushed   _____   17. judged   _____

7. handed   _____   18. translated   _____

8. reacted   _____   19. reached   _____

9. enjoyed   _____   20. publicized   _____

Oral Work on -s, -'s, and -ed Endings

1. Over the summer, George's uncle mowed lawns and painted houses.

2. He also planted some new trees at our house and trimmed our hedges.

3. We washed our faces and hands before we invaded the dining hall.

4. She decided to have soup and sandwiches and then baked apples for dessert.

5. My aunt screamed when she discovered roaches had invaded her cabinets.

6. She dropped all the dishes she was carrying and retreated in tears.

7. We waited for a few minutes then carefully picked up the pieces and cleaned up the mess.

8. Last winter, Rex's uncle traveled across Europe and visited art museums.

9. He's acquired a taste for imported wines and cheeses.

10. He's assured everyone that France's products are the finest ever tasted.

11. We loaded the cartons and boxes that were stacked in the hallway.

12. Unfortunately, Steve's snakes slithered out of their cages and glided across the floor.

13. The hostess greeted the visitors and offered them the services of the hotel.

14. She invited the speakers and their spouses to a catered outing.

15. The Hodges received eight packages of assorted nuts and candies.

16. They were disappointed; they had ordered apples and oranges.

Demonstrative Pronouns & Adjectives

Demonstrative function words are: **this, that, these, those**. If they are used as **demonstrative pronouns**, they are **Loud** Function Words. If they are used as **demonstrative adjectives**, they are **Soft** Function Words.

How can we distinguish them? Let's start with the main groups, pronouns vs. adjectives.

A <u>demonstrative pronoun</u> stands alone as a subject or an object. It is a Loud Function Word.

<div align="center">
<u>That</u>'s the film I was talking about. It works like <u>this</u>.

I prefer to wear <u>these</u> on special occasions.
</div>

! The demonstrative is a **pronoun** if it stands _____, and serves as a _____ or an _____. It is a Loud Function Word.

A <u>demonstrative adjective</u> modifies a noun. The demonstrative adjective comes before a noun or before another adjective that modifies a noun. It is a Soft Function Word.

<u>This</u> semester I'm taking ESL 110/510.   <u>That</u> fuzzy sweater is the warmest.
DAdj   Noun   *DAdj Adj   Noun*

! The demonstrative is an **adjective** if it modifies a _____, and either a _____ or an _____ follows it. It is a Soft Function Word.

A. On the left, write A(djective) or P(ronoun) for each instance of this, that, these, those *.*
B. To the right of each sentence, circle whether this, that, these, those *is a Soft Function Word (SF) or a Loud Function Word (LF). If there are two cases, mark your second circle with 2.*

E.g. __A__   Do you see those people? They're my relatives.   (SF) LF
 1. _____   Wherever I go, that cat follows me.   SF LF
 2. _____   I think those references are in the wrong format.   SF LF
 3. _____   Whenever that happens, it bothers me.   SF LF
 4. _____   I don't know why; I'm just like that.   SF LF
 5. _____   I know it's strange, but that's the way it is.   SF LF
 6. _____   These days I seem to be quite sensitive to that.   SF LF
 7. _____   Those funny quirks make people different.   SF LF
 8. _____   I really prefer these over that one.   SF LF
 9. _____   If that is what you meant, then I agree.   SF LF
10. _____   It goes like that, with the label in the front.   SF LF

The following description applies only to the word 'that'. In this usage, 'that' is not a demonstrative, neither a demonstrative adjective nor a demonstrative pronoun. We mention this case because it can be confused with demonstratives.

In a common usage, 'that' is a **relative pronoun** found in three cases: (1) 'That' *introduces* an embedded sentence. (2) 'That' follows a noun and is the *subject* of an embedded sentence which **describes** the noun. (3) 'That' follows a noun and introduces an embedded sentence which **describes** the noun. In all three cases, 'that' is a Soft Function Word and is pronounced as /ðət/.

I forgot <u>that</u> he was coming over.
EMBEDDED SENTENCE
Here's the package that was lost.
NOUN EMBEDDED SENTENCE
The message <u>that</u> he sent was rude.
NOUN   EMBEDDED SENTENCE

In the first example above, 'that' comes right before the embedded sentence, *he was coming over.*

In the second example above, 'that' comes after the noun *package* and is the subject of the embedded sentence *that was lost* which describes *package.*

In the third example above, 'that' comes after the noun *message* and introduces an embedded sentence, *he sent*, that describes *message.*

Compare the first two sentences below, which have demonstratives, with the sentences that follow, which have relative pronouns:

If <u>that</u> freezes, it will crack. 'that' = dem pronoun
'that' does not modify a preceding noun; it stands alone; it is the subject
I know <u>that</u> teacher well. 'that' = dem adjective
'that' is not the subject of a sentence; it does not introduce a sentence

I know <u>that</u> (he's doing his best). 'that' = relative, introducing sentence (..)
I want to be sure <u>that</u> (she got home safely). 'that' = relative, introducing sentence (..)
He's the teacher <u>that</u> (I like best). 'that' = relative, introducing sentence (..)
The team (<u>that</u> won) was ours. 'that' = relative; 'that' is subject of (..) modifying 'team'
We knew the child (<u>that</u> was hurt). 'that' = relative; 'that' is subject of (..) modifying 'child'
The quote <u>that</u> (he found) was good. 'that' = relative, introducing (..) which describes 'quote'

! 'That' is a relative pronoun if it introduces an _____ _____, or is the _____ of an embedded sentence, modifying the preceding _____, or introduces an _____ _____ that describes the preceding _____.

A. On the left, write A(djective), P(ronoun) or RP for relative pronoun. If there is more than one instance of this, that, these, those, *write A, P or RP for each.*

B. To the right of each sentence, circle whether this, that, these, those *is a Soft Function Word (SF) or a Loud Function word (LF). If there are two cases, mark your second circle with 2.*

E.g. __RP__   He suggested that I circulate a memo first.   (SF) LF

1. ____   Those dark leaves turn bright red in the fall.   SF LF
2. ____   Corn that germinates early is sweeter.   SF LF
3. ____   The exam that we took was supposed to be tough.   SF LF
4. ____   Imagine that! A candle that burns twice as long!   SF LF
5. ____   He should apologize because that was wrong.   SF LF
6. ____   I'd like these old exams filed in that cabinet.   SF LF
7. ____   I saw an article that described it pretty well.   SF LF
8. ____   Since these won't work, let's try something else.   SF LF
9. ____   Please give me your opinion of this memo by tomorrow?   SF LF
10. ____   Every time I think of that, I get sick.   SF LF
11. ____   Try to avoid people that act like that.   SF LF
12. ____   I know that we're all a bit strange.   SF LF
13. ____   He thought that George would stay at home.   SF LF
14. ____   Hand me those needle-nose pliers, would you?   SF LF
15. ____   Free tickets! What do you think of that?   SF LF
16. ____   The picture that we liked best is gone.   SF LF
17. ____   That was never one of his faults!   SF LF
18. ____   Those were the days, weren't they!   SF LF
19. ____   You should try this new diet. It really works!   SF LF
20. ____   We knew that it was unfair, but we did it anyway.   SF LF

Summary: Whenever *this, that, these,* or *those* stands alone as a subject or an object, it is a **demonstrative pronoun,** a **Loud Function Word**, and is pronounced with a full vowel: /ðɪs/, /ðæt/, /ðiyz/, /ðowz/. All other uses of these words are Soft Function Words.

Answers: **p. 1.** 1. A, SF; 2. A, SF; 3. P, LF. **p. 3.** 1. A, SF; 2. RP, SF; 3. RP, SF.