

## Yogh /ʒ/ and D-Yogh /dʒ/ GATs and SATs

The following words were taken from your GAT and SAT lists, supplemented by common words to provide examples of /ʒ/ and /dʒ/ in all positions. Record each item twice, going down each column from left to right.

### Initial:

/dʒ/:	↳ générate gigántic journalist	judge genuine jùdíciary	jústify général júvenile	jùdícial Jàpanése gyrátion
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### Medial:

/ʒ/:	méasure Ásian disclósure	occásional adhésion compósure	vérsion divísion vísual	tréasury erósion cásual
/dʒ/:	engénder procédure egrégious indígenous	gráduate relígius ságittal préjudice	oríginal technólogy ìndividúal ànthropólogy	plágiarism intélligence convérgence région

### Final:

/dʒ/:	cóurage vìllage	enlárge exchánge	mánage lánguage	léverage bándage
/dʒd/:	engáged abridged	enlárged wedged	nudged lodged	bándaged mánaged

**NOTE:** Study your GAT and SAT lists. Write out at least eight words that are *-al* or *-ous* adjectives, or have final *ic* Keys. 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.
- Write down your General Academic Terms that are *-al* or *-ous* adjectives, or have final *ic* Keys.
  - Mark the stress.
  - Read each word aloud.

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

- ☛ **EXERCISE 2.** Specific Academic Terms.
- Write down your Specific Academic Terms that are *-al* or *-ous* adjectives, or have final *ic* Keys.
  - Mark the stress.
  - Read each word aloud.

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

- ☛ **EXERCISE 3.**
- a. In the following dialogs, underline compound nouns.
  - b. Mark the stress on the compound nouns with ○.
  - c. Read the dialogs aloud.

Situation 1. Student and professor.

S: I want to apply to be a lab assistant.

P: Well, first you'll have to take the SPEAK test.

S: What's that?

P: It's an oral proficiency test. You speak into a tape recorder. I believe they're giving one next month.

S: OK. How can I study for it?

P: There's a practice test in the ESL Listening Lab.

Situation 4. Two students working on a research project.

A: What are you doing?

B: I'm writing a new computer program. It is going to help us keep track of my subjects' test scores.

A: Let me use it next for the data analysis. We're going to have to compare the results of our pilot studies.

Situation 6. Roommates

A: I'm going to the bookstore. I need to get some computer paper and a textbook for my Rhetoric class. Do you want to go?

B: I'd better not. I have to finish my lab report. But could you pick up a spiral notebook for me?

A: Sure, no problem. You can pay me when I get back.

☛ EXERCISE 2. V/VC Rule Stress Rule Words

- a. Separate off the V/VC rule ending with an open parenthesis.
- b. Underline the key syllable and mark the left syllable with a wavy line in each word.
- c. Circle the stress command: Key or Left.
- d. Mark the major stress.
- e. Read each word aloud.

E.g. magnífic(ent) Key [Left] 13. expectantly Key Left

E.g. detérg(ent) [Key] Left 14. ambulance Key Left

1. preferences Key Left 15. resultant Key Left

2. ordinance Key Left 16. extravagancies Key Left

3. annoyances Key Left 17. predicament Key Left

4. redundancy Key Left 18. fluctuant Key Left

5. covenant Key Left 19. performance Key Left

6. frequent Key Left 20. irrelevancy Key Left

7. president Key Left 21. violent Key Left

8. flamboyant Key Left 22. reverberant Key Left

9. adolescent Key Left 23. fragrantly Key Left

10. constituency Key Left 24. compliment Key Left

11. perpetuance Key Left 25. accident Key Left

12. a balance Key Left 26. consultancy Key Left

- ☛ **EXERCISES 2-5.** a. Fill the blanks with names/initials/words in your field.  
b. Mark the heavy stresses of all items.

**Names**

○  
Stress the last name. For example, "Albert Einstein."

Who is the head of your department? \_\_\_\_\_

Who is your advisor? \_\_\_\_\_

**Publications**

○  
Stress the last word. For example, "the *Daily Planet*."

The *L. A. Times*                      *Psychology Today*                      the *Wall Street Journal*

Important journal in your field: \_\_\_\_\_

Important journal in your field: \_\_\_\_\_

**Initials**

○  
Stress the last letter. For example, "E S L."

CBS                      SAT                      IBM                      ITA                      UCLA

1. \_\_\_\_\_                      2. \_\_\_\_\_                      3. \_\_\_\_\_

**Noun 2 is made out of Noun 1**

When the first noun tells the material out of which the second noun is made, the second noun usually receives more stress.

○  
For example, "a stone wall"

steel container                      lead pencil                      acid rain

Others: \_\_\_\_\_

\_\_\_\_\_

**PR2, PR2.1**

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 \_\_\_\_\_

**NOTE:** Study your GAT and SAT lists. Write out at least eight words that have *-ant*, *-ance*, *-ancy* or *-ent*, *-ence*, *-ency* VVC 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. **Be sure to check the list of exceptions on pages 139-140t to be sure you are not mis-stressing any exceptional words.**

- ☛ **EXERCISE 1.** General Academic Terms.
- a. Write down your General Academic Terms that have *-ant*, *-ance*, *-ancy* or *-ent*, *-ence*, *-ency* VVC rule endings.
  - b. Mark the stress.
  - c. Read each word aloud.

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

- ☛ **EXERCISE 2.** Specific Academic Terms.
- a. Write down your Specific Academic Terms that have *-ant*, *-ance*, *-ancy* or *-ent*, *-ence*, *-ency* VVC rule endings.
  - b. Mark the stress.
  - c. Read each word aloud.

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

## I-Wye /iy/ and Small Cap I /ɪ/ GATs and SATs

Study your GAT and SAT lists. Write out the words from your lists that contain **/iy/** and **/ɪ/ in major-stressed position**. Find at least 10 examples of **each** sound. If you do not find at least 10 examples in your lists, go to your Focus Text or other sources to complete your count of 10 examples. For the last category, find at least three examples of words or constructions in which both **/iy/** and **/ɪ/** are present.

/iy/ (no /ɪ/): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

/ɪ/ (no /iy/): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

/iy/ and /ɪ/: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_