

[ɛ]-[æ]

pen - pan

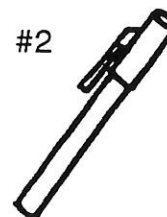
V4-A

Context/Situation

Ken loved to cook, but he was careless. One day he left a pan on the stove and forgot about it. The food inside burned to a crisp, and the pan became black and ugly. So Ken bought (1) a shiny new **pan**. It cost a lot, but he figured it was wise to pay extra for top quality.



The next day while Ken was boiling noodles in his new pan, he noticed that water was leaking out of it. When he looked closely, Ken was surprised to find a tiny hole in the bottom. Upset that his new pan leaked, Ken decided to write a letter of complaint to the company that made it. When he sat down to write, Ken noticed that his new (2) **pen** had leaked ink all over his important papers. He was so angry about the pen and the pan that he disgustingly threw them both away.

Contrasting Sentences

This pan leaks. (Don't cook with it.)

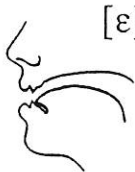
This pen leaks. (Don't write with it.)

Additional Practice

Where is the *letter/ladder*? (See lesson V4-B, and peer-practice cards V4-b.)

Show me the *X/axe*. (V4-c) The *men/man* will be here soon. (V4-d)

He *begs/bags* a lot of groceries every day. (V4-e)

Articulatory Explanations and Example Words

- [ɛ] • Position your tongue slightly lower and your jaw more open than they are for [i] (compare with explanation in lesson V2; see Hint 4).
- You may touch the back of your lower front teeth with the tip of your tongue.
 - This sound is not a diphthong. Do not move your tongue and jaw while making it.
 - Your lips should be open and relaxed (not spread, and not rounded) (see Hint 6).
 - The muscles beneath your chin should be relatively relaxed (see Hint 3).



Ken
left
extra
next
letter
them



- [æ] • Position your tongue slightly lower and your jaw more open than they are for [ɛ] (see Hint 4; for [æ] the opening may be wide enough for your finger).
- Your tongue should lie **almost flat** (or just slightly arched) in the bottom of your mouth. (This makes an even larger passage for the air.)
 - You may touch the back of your lower front teeth with the tip of your tongue.
 - This sound is not a diphthong. Do not move your tongue and jaw while making it.
 - Your lips should be open and relaxed (not spread, and not rounded) (see Hint 6).
 - The muscles beneath your chin should be relatively relaxed (see Hint 3).



black
that
sat
had
angry
plaid

[↗ | ↘] (choice) - [↗] (yes/no)

Context/Situation

A few months ago, Sarah graduated from high school and started looking for a job. Her friend Roger told her that she needed to make a resumé listing her goals and previous experiences. Sarah had never done that before, so she asked him several questions.

Sarah didn't type very well, so the first question she asked was **"Can I use a pen or a pencil?"** Roger told her that writing a resumé with a pen or pencil was not neat enough. He told her that a resumé should always be (1) typed or done on a word processor.

When Sarah's resumé was finally complete, she went off job hunting. At the first office, she handed the secretary a copy of her resumé but was told that she still needed to fill out a job application. **"Should I use a pen, or a pencil?"** Sarah asked the secretary. The secretary replied, (2) "A pen. And make sure it has black ink. Blue ink doesn't copy well, and pencil smudges."

Sarah's effort and care paid off. Two weeks later she got a call from the office where she had applied. She was hired! She was so happy that she called Roger and treated him to dinner and a movie.

#1



#2



Contrasting Sentences

Should I use a pen or a pencil? (No, it's better if you type it.)

Should I use a pen, or a pencil? (A black pen, please.)

Additional Practice

Would you like soup, or salad? (See lesson SI5-B, and peer-practice cards SI5-b.)

Will you travel by train, or plane? (See lesson SI5-C, and peer-practice cards SI5-c.)

Is she more, or less happy? (See peer-practice cards SI5-d.)

Can you start work on Friday, or Saturday? (See peer-practice cards SI5-e.)

Articulatory Explanations and Example Words

[↗ | ↘]

2-3-2-1

- Questions that require you to choose from two or more options have a special, characteristic intonation. The tone of voice goes up on the first choice. That item is often followed by a short pause. The same thing happens for each option. On the last of the choices, the voice goes up and then drops to a lower-than-normal level.

3 pen, | pen-↘
 2 Should I use a ↗ or a ↗ cil
 1 ↘?

[↗]

2-3

- Questions that can be answered with a *yes* or *no* response usually end with rising intonation. The tone of voice goes up on the first main, stressed word and stays there until the end of the sentence, where it may rise even higher.

3 pen or a pencil ↗?
 2 Should I use a ↗
 1

Hints for Checking Your Pronunciation

Often it is difficult to tell whether your articulators (lips, tongue, teeth, jaw, etc.) are in the proper position because they are difficult to see or sense. The same is true of stress and the pitch of your voice. Most of us are not used to paying attention to such things. For these reasons, in many of the phonological explanations in this section, references are made to "hints" that will help you know if you are making a sound properly.

Hints 1-12 below are techniques that provide visual or tactile feedback. Such guidance may make it easier for you to check your pronunciation by noting the position of your articulators or your manner of articulation. Hints 13-15 help you temporarily ignore vowels and consonants so you can concentrate on stress, intonation, and pausing.

Hint #1. While pronouncing a vowel or consonant, **"freeze" or "lock" your tongue in position.** **Then inhale** (breathe in, instead of out). You should feel a cool spot at the point of articulation, where the articulators (tongue, lips, teeth, palate, etc.) are closest. This "trick" is especially useful for checking vowels and consonants made with two articulators near one another or touching, such as [iy], [ɪ], [r], [k], and [g]

Hint #2. Place the **tips of your fingers on your cheeks** just behind the corners of your mouth to feel whether your cheek muscles are tensed and your lips are spread or rounded. (See Hint #4 for another way to check lip spreading and rounding.) This "trick" is especially useful for checking vowels made with spread or rounded lips, such as [iy], [ɪ], [uw], and [u]

Hint #3. Place the **tips of your fingers on your upper and lower lips** to feel how rounded and/or protruding they are. (See Hint #4 for another way to check lip rounding.) This "trick" is especially useful for vowels such as [ow], [uw], and [u].

Hint #4. Hold a **small mirror in front of your mouth** (or look in a larger mirror) to see how spread, rounded, or protruding your lips are. This "trick" is especially useful for checking vowels such as [iy], [ɪ], [ow], [uw], and [u]. (See Hints #2 and #3 for other ways to check lip spreading, rounding, and protrusion.) Using a mirror in this way, you can also check on the location of your tongue when making the interdental consonant sounds [θ] and [ð]. The tip of your tongue should be visible between your upper and lower teeth.

Hint #5. Place your **thumb beneath your chin and press upward firmly** while pronouncing a sound in order to feel whether your tongue muscles are tensed or relaxed. As they are tensed, your thumb will be pushed downward. This "trick" is useful for distinguishing between vowels that are tense, such as [iy], [ey], [ow], and [uw], and those that are relaxed, such as [ɪ], [ɛ], [a], and [u]. It is also useful for checking the [r] pronunciation in [a]-[ar] and [ə]-[ər]. The movement of your tongue when pronouncing the [r] will push your thumb downward.

Hint #6. Place the **tip of your finger lightly on the front of and/or between your upper and lower front teeth**. With your fingertip you will be able to feel the slight differences in how open your jaw is while pronouncing similar vowel sounds, such as [iy], [ɪ], [ɛ], and [æ]. Also, when you pronounce a diphthong like [ey] or [ow] properly, your mouth will open or close slightly and you will feel your teeth move. Using your fingertip in this way, you can also check on the proper location of your tongue when making the interdental consonant sounds [θ] and [ð]. You should be able to feel the tip of your tongue between your upper and lower teeth.

Hint #7. Place your **fingertips lightly on the front of your throat** to feel the vibration, or voicing,

when you pronounce voiced consonants like [z], [b], [v], and [g]. Keep your fingers in the same place while producing the voiceless counterparts ([s], [p], [f], and [k]). You should feel no vibration from these voiceless consonants. (See Hint #8 for another way to check voicing.)

Hint #8. Use your fingertip to **plug one ear** in order to hear the voicing in consonants like [z], [b], [v], and [g] more clearly. For an even stronger effect, you can **plug both ears**. (See Hint #7 for another way to check voicing.)

Hint #9. Hold your **index finger horizontally** and place it **lightly between your lips or next to your upper lip**. This "trick" is useful for distinguishing between bilabial consonants (made with your upper and lower lips touching), such as [b] and [p], and labiodentals (made with your lower lip touching your upper teeth), such as [v] and [f].

Hint #10. Place a clean **pen or pencil horizontally across the inside of your mouth, between your upper and lower teeth**. Then, when you pronounce consonants such as [l], [r], and [n], notice the position of the tip of your tongue. For [l] it will be below the pencil, for [r] it will be above the pencil, and for [n] it will probably be pushing against the pencil.

Hint #11. Hold a **small strip of paper** (approximately 4" long and 1/2" wide) **about 1/2" in front of your mouth**. (A strip of facial tissue is especially sensitive, but plain notebook paper will do.) When you pronounce an aspirated consonant, like the [p] in *pin*, the paper will move. When you pronounce an unaspirated consonant, like the [b] in *bin* or the [p] in *spin*, the paper will not move. (For an even more dramatic effect, see Hint #12.)

Hint #12. Hold a **lighted match or candle in front of your mouth** when practicing aspirated and unaspirated consonants (see explanation in Hint #11). When you produce the puff of air that distinguishes these two types of consonants, the flame will flicker or even be blown out. When you pronounce an unaspirated consonant correctly, the flame will remain steady and barely move.

Hint #13. **Clap your hands together**, once for each syllable as you say or hum a word, phrase, or sentence. Clap very softly for non-stressed syllables, normally for lightly stressed syllables, and loudly for strongly stressed syllables. If clapping is not appropriate where you are practicing, try **tapping on your table or desktop with your finger or a pencil**. Use the same soft or loud technique for non-stressed, lightly stressed, and strongly stressed syllables. This "trick" is good for practicing both stress and rhythm.

Hint #14. Instead of speaking normally, **hum or play a kazoo** (a toy humming instrument) as you say a sentence. This "trick" will mask out the consonant and vowel sounds, and make your intonation much more obvious. It can be used together with Hint #15.

Hint #15. Hold your hand horizontally in front of you at about chin level. Then, as you say or hum a word, phrase, or sentence, **move your hand up or down** to match the rising or falling intonation

Common Pronunciation and Other English Usage Mistakes

Ph.D. and Judges Conversational English Classes.

Tongji University, Shanghai

May 2002

R. Wayne Shute

1. The sound of "v" is frequently mispronounced. Usually Chinese use a "w" when they should use a "v" sound.

University--I attend Tongji University.

Very--this has been a wery rainy day.

Vocabulary--want to build my wocabulary.

Province--came from Sichuan prowince.

Village--lived in a remote willage.

Violin--I learned to play the wiolin when I was young.

Evaluate--It is a difficult problem to ewaluate students.

Develop--China is a deweloping country.

Various--Tongji has warious majors.

Vary--the bridge's cables wary in length.

Marvelous--Shanghai is a marwelous city.

2. Other common pronunciation mistakes

collegie for *college*

knowledgie for *knowledge*

judgie for *judge*

colleagie for *colleague*

lice for *rice*

famiry for *family*

liver for *river*

famers for *famous*

marin for *marine*

creedits for *credits*

actuarry for *actually*

reecognized for *recognized*

undergraduwaters for *undergraduates*

researchie for *research*

ceevil for *civil (engineering)*

acostics for *acoustics*

taske for *task*

urually for *usually*

diplomar for *diploma*

Also, the words: *academy*, *academic*, *academician*; *evaluate*, *evaluation*, *evaluative*; *laboratories*

English Speaking for PhD Students
Beijing University History Bldg

Rochelle Welty
9 May 2006
9.D.1

Pronunciation of the "ed" ending

The "ed" ending for regular past tense verbs can be pronounced three ways, depending on the pronunciation of the verb to which it is attached.

1. The "ed" ending sounds like a "t" after the unvoiced consonant sounds: f, k, p, sh, ch, s, th, and ks.

Examples: *laughed, hoped, unearthed, fixed*

2. The "ed" ending sounds like a "d" after the voiced consonant sounds: b, g, j, l, m, n, r, v, z, zh, th, and after all vowel sounds,

Examples: *hugged, ruled, raised, breathed*

3. The "ed" ending must be pronounced as a short, separate syllable, "ed" after the sounds "t" or "d".

Examples: *waited, invited, pleaded*

Rochelle Welty 9 May 2006

Debate Progress Chart

Evaluator's Name: _____

Names of Pro Team Members: _____

Names of Con Team Members: _____

Topic of the Debate _____

I vote for: _____ pro _____ con

I think the pro team could improve their presentation by: _____

I think the con team could improve their presentation by: _____

I think the pro team did very well at: _____

I think the con team did very well at: _____

Normal Pronunciation of the *-ed* and *-s* Endings of English Words

-ed

(past tense of regular verbs)

If the main part of the verb (before the *-ed* ending) ends in a...

Vowel or voiced consonant (except /d/)	Voiceless consonant (except /t/)	/d/ or /t/ sound
--	----------------------------------	------------------

Then pronounce the *-ed* ending as...

/d/	/t/	/ɪd/ or /əd/
<i>Played</i>	<i>Worked</i>	<i>Added</i>
<i>Believed</i>	<i>Asked</i>	<i>Lighted</i>
<i>Caused</i>	<i>Laughed</i>	<i>Acted</i>
<i>Belonged</i>	<i>Watched</i>	<i>Lasted</i>

Exception to this rule: Adjectives that end in *-ed* (e.g., *naked*, *rugged*, *wicked*)

More practice: *Wished*, *Dropped*, *Crossed*, *Robbed*, *Longed*, *Armed*, *Aired*, *Changed*, *Minded*, *Answered*, *Showed*, *Followed*, *Boxed*, *Learned*, *Watched*

-s

(plural nouns, possessive nouns, and third-person singular verbs)
(spelled *-s*, *-es*, *-’s*, or *s’*)

If the main part of the word (before the *-s* ending) ends in a...

Vowel or voiced consonant (except /z/, /ʒ/, and /dʒ/)	Voiceless consonant (except /s/, /ʃ/, and /tʃ/)	Sibilant (/s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/) sound
---	---	---

Then pronounce the *-s* ending as...

/z/	/s/	/ɪz/ or /əz/
<i>Plays</i>	<i>Works</i>	<i>Chances</i>
<i>Believes</i>	<i>Asks</i>	<i>Causes</i>
<i>Adds</i>	<i>Laughs</i>	<i>Judges</i>
<i>Belongs</i>	<i>Acts</i>	<i>Itches</i>

More practice: *Wishes*, *Bottoms*, *Breaks*, *Bridges*, *Appears*, *Allows*, *Bees*, *Bags*, *Attends*, *Arrives*, *Fixes*, *Blesses*, *Cars*, *America’s*, *Branches*, *Armies*, *Animals*, *Caps*

MINIMAL CONSONANTS

1. /ə/ /s/
- thick--sick
think--sink
thought--sought
thimble--symbol
thaw--saw
thigh--sigh
thighs--sighs
thumb--some
thin--sin
bath--bass
fourth--force
path--pass
worth--worse
kith--kiss
2. /ə/ /t/
- thick--tick
thought--taught
thigh--tie
thin--tin
thread--tread
thank--tank
threw--true
bath--bat
forth--fort
path--pat
kith--kit
wrath--rat
3. /ð/ /z/
- lathe--laze
breathe--breeze
writhe--rise
clothe--close
writhing--rising
4. /ð/ /d/
- th ee--D
there--dare
then--den
breathe--breed
southern--sudden
writhing--riding
though--dough
they--day
these--d's
seethe--seed
lithe--lied
bather--bayed
scythe--side
loathes--loads
5. /ə/ /ð/
- teeth--teethe
thigh--thy
wreath--wreathe
- sooth--soothe
loth--loathe
sheath--sheathe
ether--either
6. /s/ /z/
- Sue--zoo
sink--zinc
seal--zeal
said--Z
pence--pens
since--sins
fence--fens
else--ells
false--falls
place--plays
price--prize
niece--knees
loose--lose
race--raise
peace--peas
cease--seize
excuse (n.)--excuse (v.)
lacy--lazy
ceasing--seizing
prices--prizes
racing--raising
loosing--losing
faces--phases
7. /k/ /g/
- come--gum
card--guard
came--game
cold--gold
cane--gain
cap--gap
coat--goat
coal--goal
cot--got
crew--grew
crime--grime
crow--grow
crab--grab
craft--graft
crane--grain
cram--gram
8. /t/ /d/
- tart--dart
tame--dame
tear--dare
ten--den
tip--dip
tied--died
ton--done
- toes--does (deer)
wrote--rode
bat--bad
hit--hid
bet--bed
rot--rod
but--bud
right--ride
true--drew
train--drain
tram--dram
tread--dread
trip--drip
writing--riding
tune--dune
felt--felled
guilt--gild
bolt--bold
metal--medal
beetle--beadle
title--tidal
written--ridden
bent--bend
tint--tinned
font--fond
paint--pained
9. /p/ /b/
- pull--bull
pin--bin
pat--bat
peas--bees
park--bark
pet--bet
pie--buy
pill--bill
pig--big
pack--back
peer--beer
praise--brays
preach--breach
nip--nib
hop--hob
10. /ʃ/ /z/
- Confucians--confusions
Aleutian--allusion
mesher--measure
Asher--azure
dilution--delusion
11. /c/ /j/
- rich--ridge
etch--edge
larch--large
batch--badge
catch--cadge
breeches--bridges
chew--Jew
chain--Jane
chill--Jill
chin--gin
cheap--jeep
choke--joke
cheer--jeer
chore--jaw (Brit.)
lunch--lunge
12. /f/ /v/
- fan--van
fee--V
feel--veal
fear--veer
fail--veil
fain--vain
file--vile
fine--vine
few--view
half--halve
calf--carve (Brit.)
leaf--leave
safe--save
a life--alive
fife--five
13. /n/ /ŋ/
- win--wing
cone--dung
kin--king
ran--rang
sun--sung
run--rung
tin--ting
hand--hanged
wins--wings
bin--bing

MINIMAL PAIRS--VOWELS

9.G.1

1. /iy/ /i/	bee--bay	guess--gas	bed--bud	full--foal	fowl--foal
beat--bit	feed--fade	end--and	cap--cup	could--code	howls--holes
leap--lip	siege--sage	letter--latter	lack--luck	stood--stowed	bouts--boats
leave--live	meal--mail	ben--band	bag--bug	cook--coke	found--phone
peach--pitch	pea--pay	bed--bad	gash--gush	brook--broke	howled--hold
seek--sick	deal--dale	pen--pan	badge--budge	crook--croak	
seen--sin	seem--same	hem--ham	match--much	hooks--hoax	14. /ay/ /oy/
weep--whip	eel--ale	5. /e/ /ɛ/	ham--hum	good--goad	buy--boy
leak--lick	leak--lake	bed--bud	massed--must	hood--hoed	isle--oil
heed--hid	read--raid	bet--but	sack--suck	should--showed	file--foil
feel--fill	see--say	beg--bug	fan--fun	11. /uw/ /o/	bile--boil
heap--hip	feel--fail	deck--duck	ran--run	soup--soap	kine--coin
deem--dim	heat--hate	Bess--bus	drank--drunk	pool--pole	pies--poise
fees--fizz	heel--hail	dredge--drudge	lamp--lump	boots--boats	ties--toys
peak--pick	eat--eight	dell--dull	8. /ə/ /ʌ/	mood--mowed	lines--loins
deep--dip	lean--lane	hem--hum	rob--rub	rude--road	tile--toils
bead--bid	keep--cape	ten--ton	dock--duck	cool--coal	liar--lawyer
ease--is	peel--pale	jet--jut	lock--luck	fool--foal	vice--voice
reach--rich	peace--pace	when--one	sodden--sudden	rule--roll	15. /ey/ /ay/
cheap--chip	pease--pace	net--nut	cough--cuff	whom--home	hay--high
cheek--chick	peas--pays	leg--lug	model--muddle	room--roam	may--my
dean--din	beak--bake	many--money	bog--bug	moon--moan	bay--buy
eat--it	3. /i/ /e/	bled--blood	dog--dug	hoops--hopes	lake--like
heal--hill	bill--bell	6. /e/ /ey/	hog--hug	soup--soap	laid--lied
meal--mill	built--belt	led--laid	doll--dull	root--wrote	raid--ride
seat--sit	did--dead	chest--chased	gone--gun	move--mauve	wade--wide
keel--kill	mist--messed	tell--tale	not--nut	who--hoe	wail--while
deal--dill	win--when	less--lace	wrong--rung	moo--mow	fail--file
real--rill	big--beg	wreck--rake	song--sung	too--toe	mail--mile
peat--pit	pick--peck	bet--gate	sop--sup	12. /ʌ/ /aw/	pail--pile
feet--fit	miss--mess	red--raid	boss--bus	bud--bowed	tail--tile
sheen--shin	him--hem	wet--wait	cot--cut	hull--howl	tame--time
bean--bin	sit--set	debt--date	hot--hut	done--down	main--mine
sleep--slip	pin--pen	let--late	9. /u/ /uw/	fund--found	pain--pine
deed--did	spilling--	met--mate	full--fool	but--bout	tape--type
fleet--flit	spelling	fell--fail	pulling--pooling	buzz--bows	race--rice
feast--fist	wit--wet	sell--sale	could--cooed	none--noun	fate--fight
ceased--cist	spilt--spelt	men--main	hood--who'd	tons--towns	hate--height
ream--rim	filled--felled	pen--pain	wood--wooded	guns--gowns	late--light
greed--grid	4. /e/ /æ/	etch--H	should--showed	13. /aw/ /o/	ale--isle
teak--tick	head--had	edge--age	look--Luke	now--no	weight--white
seal--sill	men--man	sent--saint	soot--suit	bow(v.)--bow	waves--wives
seep--sip	bet--bat	felled--failed	10. /u/ /o/	how--hoe	rays--rise
reap--rip	beg--bag	penned--pained	bull--bowl	sow(n.)--	ace--ice
2. /iy/ /ey/	fen--fan	7. /æ/ /ʌ/	pulls--poles	sow(v.)	layers--liars
weave--wave	met--mat	cat--cut		noun--known	players--pliers
reel--rail	peck--pack	bad--bud		loud--load	
weak--wake	beck--back				

VOWELS (INCLUDING DIPHTHONGS) AND CONSONANTS

1. /iy/ He seems very pleased and eager to meet these people.
2. /i/ If I give him a lift, do you think he'll be fit to sit still?
3. /e/ He wrote ten letters before breakfast yesterday.
4. /æ/ That's the man who sat on my black hat.
5. /o/ Lots of clocks and watches have gone wrong.
6. /u/ The woman shouldn't have stood there to look at that book.
7. /uw/ She knew she must choose some blue shoes for school.
8. /ʌ/ I wonder if the younger son will comfort his mother.
9. /ə/ A stranger arrived from the station and asked for some water.
10. /ey/ The racing waves make bathing unsafe today.
11. /o/ Don't go alone! You know how lonely the road is!
12. /ay/ I've a fly in my right eye; that's why I'm crying.
13. /oy/ He employs some boys to look in the soil for the coins.
14. /aw/ He counted out a thousand pounds for the house.
15. /p/ Peter picked up the paper and put it in his pocket.
16. /b/ They were badly beaten at basketball, but did better at football.
17. /t/ I've told him twice not to tread on my toes--they're tender.
18. /d/ David was driving dangerously when a donkey sat down in the road.
19. /k/ The cook came into the kitchen for a cup of cocoa.
20. /g/ He grinned when he grasped that the guest was disguised as a beggar.
21. /f/ Philip found a wonderful photograph of the football team.
22. /v/ A yast wave of vermin invaded the village in the valley.
23. /θ/ Do you think the thief took the path through the thickest forest?
24. /ə/ His father gathered his clothes together while he was bathing.
25. /s/ He was sound asleep when the hissing of snakes disturbed him.
26. /z/ Dozens of onlookers gazed at the monkeys with amusement.
27. /ʃ/ He showed me a special machine for washing the dishes.
28. /ʒ/ The vision of the treasure filled him with confusion and pleasure.
29. /č/ He chose for each of the searchers a torch and some matches.
30. /j/ Iohn jumped from the edge of the bridge for a joke.
31. /m/ He managed to make an amazing amount of money.
32. /n/ Does he know that he'll need a new nib for his pen and some ink?
33. /ŋ/ Learning the English language takes longer than young people think!
34. /h/ Henry was hurrying home because he was horribly hungry.

DIFFICULT WORDS AND SOUNDS

1. He traveled all over the world to see what he could see right here.
2. She sells seashells near the seashore.
3. He loves lemon meringue pie and chocolate covered cherries.
4. Peter Piper picked a peck of pickled peppers.
5. He has a worldwide reputation as a world-renowned wrestler.
6. Think how to say “thanks” for the things we thought about yesterday.
7. Randolph watches the weather report whenever he wants.
8. That’s the fifth tooth he lost this month.
9. She was ashamed of the fish dish she cooked because of the way it looked.
10. Please lead me to the floor below, so I can select a calligraphy book.
11. The candle was on the table in the middle of the building.
12. The bright lights showed the pilot how to read the red book.
13. The government official will marry the bride and groom this afternoon.
14. There were twenty wide-eyed students wanting to read about the Wild West.
15. It is time to close the shop and wash the fish.
16. Samuel saw the thistles growing throughout the valley.
17. I ride my red bicycle to the railroad station.
18. The third taxi on the left thought he threw an apple at him.
19. Barbara blew a bubble through her blue bubble blower.

20. The week is very warm as well as windy.
21. Ride on the right side of the street to go around the mountain.
22. Wendy played the violin very well.
23. The novel covered the vacation of the Vance family.
24. Wine comes from grapes that are grown on a vine.
25. Where do you wear a white shirt with a vest?
26. She was watching the women wash the clothes in the Western River.
27. The wind blew into the room, which caused him to close the window.
28. He was happy because he hid his huge hat in his house.
29. The low-lying ladder was left against the wall of the tall building.
30. He usually thought things through before going to the yellow valley.
31. Wendy enrolled at the university later than she planned.
32. First, you must dress casually like the other famous people.
33. Lily looks very lovely in the lineup of girls.
34. I'd like a pepperoni pizza piled high with pickled peppers, pineapple and mozzarella cheese.
35. Usually we go to the cafeteria for lunch.
36. Randy watches the weather report whenever he wants.
37. I like the lakes and the rock structures.
38. Is this your first year at the university?
39. George just bought a four-door Ford.
40. Where can I buy vegetables for a good price?
41. Listen to the water dripping.
42. Harvesting the wheat in time could be a real feat.
43. The girl chewing gum won the prize.