CONVERSATION PARTNERS
INTENSIVE ENGLISH PROGRAM
SOUTHEAST MISSOURI STATE UNIVERSITY

HANDBOOK

Overview and Guidelines (2)

Ideas for Your First “Conversation Partners” Meeting (3)

Suggested Topics for Conversation (5)

More Tips for Conversation Partners (19)

Pronunciation Informational Resources (21)

Pronunciation Practice Sheets (24)
Upon request, the Intensive English Program at Southeast Missouri State University will recruit and assign conversation partners to Program students who can benefit from structured conversational practice.

A Conversation Partner is an English speaking volunteer, often a university student, who meets with the student 2—4 hours each week for informal conversational practice. The partner and student may choose to meet fewer or a greater number of hours each week, depending on their particular schedules and interests.

Conversations are informal and there is no predetermined “curriculum” per se. However, the Office of Intensive English Programs provides these pages of tips and ideas, suggested conversation topics, pronunciation practice sheets, and other resources that partners often find useful.

**Guidelines**

1. Upon request by the Intensive English Program student, the IEP Director will identify an English speaking Conversation Partner, match him or her with the student and provide them with conversational resource materials.

2. The IEP will provide the names and email addresses of the Partner and student to them both. It is the Partner’s responsibility to contact the student and arrange for an initial meeting.

3. At their initial meeting, the Partner and student should agree on a schedule and location for their meetings. Often, two to three meetings each week of about 1.5 hours each meeting seems to work well. Meeting for lunch on campus also works well. Normally, Conversation Partners meet with their students for the duration of an academic term.

3. The Partner and student should meet on campus at least for the first meeting. Thereafter, they may choose to meet elsewhere. Typically, Partners meet with their students at the International Center, the University Center, or the Library. Other public locations on campus are certainly acceptable.

4. By mutual consent, Partners may walk or drive with their students off-campus to a shopping mall, cafe, or for recreational activities. However, both parties should keep in mind that the focus should remain English conversational practice at all times. The Partner may need to be wary of becoming just a “taxi driver” to the student, and not let this situation evolve.

5. At any time, the Partner or the student may contact the Director of the Intensive English Program for advice, suggestions or other matters related to the Conversation Partner Program.

*For questions or further information contact the director of the Intensive English Program, Dr. David Price,*

*dwprice@semo.edu*

*(573) 986-7303*
Ideas for Your First "Conversation Partners" Meeting

1. Find out how to pronounce and spell their name. Show them how to do the same with yours.

2. Ask some background questions:
   - How long have you been in the U.S.?
   - Why and how did you come to the U.S.?
   - Where are you from?
     What part of the country?
     Large city or rural area?
   - What is your family like?
   - What languages do you know?
   - How much English did you study before you came to the U.S.?
   - What did you study in your country?
   - What is your religious background? Or what is the traditional religion of your country?

3. Ask questions about their interests and activities:
   - What is your favorite food?
   - What sports do you like to play? Watch?
   - What do you like about the U.S.? What do you dislike about the U.S.?
   - What is your favorite TV show?
   - What are some ways you like to practice English?
   - What are your favorite holidays in your country? Here?

4. Find out what particular things they would like to work on during the conversation time.

5. Be informed and willing to talk about current and historical political situations.

6. Be ready to answer questions about American culture.
What makes a good Conversation Partner? An S-P-E-C-I-A-L Person!

Sensitive  Realize that these men and women were top students in their native language. Be sensitive to their feelings of embarrassment, inadequacy, etc. Watch for nonverbal clues of frustration, and be ready to encourage and reassure.

Patient  Don't be afraid to repeat things often. Have realistic expectations of what your friend can do. (Remember when you took a foreign language!)

Enthusiastic  Give them genuine and frequent encouragement; however, don't tell them everything is "great" or "wonderful" if it isn't - be selective in your praise. Don't be afraid to correct mistakes. Most students want and expect this.

Creative  Use your imagination. Your sense of humor can be one of your greatest assets. Think of ways to make tasks into games.

Informed  Find out about your friend's background and culture.

Adaptable  Be willing to put aside some cultural expectations of the way things "should" be. Be willing to change your agenda, pace, etc. to meet your friend's particular week-to-week needs.

A few important points to keep in mind:

- Use a normal rate and volume of speaking.

- Don't do all the talking. Remember that the goal is for your friend to practice speaking English.

- Be aware of your use of slang words and idioms, and be ready to explain them.

- Don't try to correct everything at once. Work on one or two things at a time.

- Relax and enjoy your time together!
Suggested Topics

Topic: Holidays

Objective
Learn about special days throughout the year and how they are celebrated by law or custom.

Preparation
Bring a current 12-month calendar to the session.
Optional: Invite each other to celebrate the special holiday.

Conversation Ideas
- Compare and contrast common holiday observations (New Year, Valentine’s Day, etc.) each month.
- Discuss other special days, such as independence and legal holidays, religious celebrations, etc.

Notes:
Holidays in the United States

The following are legal holidays when government offices and many businesses are closed and classes may be suspended.

New Year's Day January 1

Martin Luther King Day Third Monday in January

President's Day second Monday of February (birthdays of Presidents Washington and Lincoln)

Easter Date varies in March or April

Memorial Day Last Monday in May

Independence Day July 4

Labor Day First Monday in September

Columbus Day Second Monday in October

Veterans Day November 11

Election Day Tuesday after first Monday in November

Thanksgiving Fourth Thursday in November

Christmas December 25 (university offices are normally closed during the week between Christmas and New Year’s Day)

Discuss each American holiday. Some are based on religion, some nationalism, and some historical events. Compare to holidays in the student’s home country.
Topic: Travel and Transportation

Objective
Learn about geography and gain insights to tourism.

Preparation
Bring an atlas or maps of the world, USA, New Jersey, and partner’s country to the session. Optional: Share travel photos or brochures.

Conversation Ideas
- Ask your partner to show on the world map which routes he/she traveled to get to the USA and explain his/her preparation for entry to the USA and admissions to SEMO.
- Point out in the map of Missouri the location of Cape Girardeau and popular places to visit in the state and in neighboring states.
- Tell each other which places (countries and/or states) you have toured and visited.
- Make suggestions for spring break travel or plans for vacations during other school breaks.

Notes:
Topic: Food

Objective
Learn about daily meals and special menus for celebrations and possibly try new foods and exchange recipes.

Preparation
Optional: Eat at the campus café or dining hall together.
Optional: Meet at an ethnic restaurant and sample new dishes.
Optional: Exchange a favorite recipe or home cooked dish from each other’s country.
Optional: Go to a cultural festival sponsored by an international student club or the community.
Optional: Host each other for lunch or dinner at home.

Conversation Ideas
- Discuss what food is served during a typical/traditional breakfast, lunch, and dinner.
- Find out what special foods are prepared on holidays, birthdays, weddings, etc.
- Talk about rituals, etiquette/manners, eating utensils, etc. associated with food.

Notes:
Topic: Family

Objective
Learn about family structures (nuclear or extended), values, and domestic lifestyles.

Preparation
Bring a family photograph or album to the session.

Conversation Ideas
- Share favorite memories about your family, relatives, etc.
- Talk about parents' professions, your home, your family vacations, your upbringing, etc.
- Tell each other about any pets (dog, cat, fish, bird, etc.) you or your family own(ed).

Notes:
Topic: Customs

Objective
Learn about interesting cultural behaviors, etiquettes, beliefs, proverbs, etc.

Preparation
Refer to “Getting to Know Us” (www.rci.rutgers.edu/~cifss/predeparture/passport/pp2e.htm).
Optional: Read the profile about your partner’s country from Culture grams (the book is available in the library or can be purchased individually from www.culturegrams.com).

Conversation Ideas
• Discuss and/or demonstrate American vs. your partner’s cultural behaviors for greeting, visiting, tipping, dating, etc.
• Ask whether your partner is experiencing culture shock and how he/she is adapting to life in the USA.
• Answer questions your partner may have about American values and behaviors, Find out about the various stereotypes and enlighten each other about realities.

Notes:
**Topic: Education**

**Objective**  
Learn about educational systems, teaching methods, and transmittal of knowledge.

**Preparation**  
Refer to “Academic Services” (www.rci.rutgers.edu/~cifss/predeparture/passport/pp2b.htm).

**Conversation Ideas**
- Find out what the other is studying/doing at SEMO, why he/she chose his/her academic major or career field, etc.
- Talk about primary and secondary schooling, the ages when children begin their education, the length of the school day and year, teaching methods and important lessons, and preparations for college.
- Inquire how your partner learned English and about the USA.
- Tell how Americans typically learn about the world and other languages.
- Share success tips on studying.

*Notes:*
Topic: Jobs

Objective
Learn about employment opportunities on campus, after graduation, and abroad.

Preparation
Optional: Bring a classified ads page from the newspaper (Please be mindful of the employment restrictions for international students).

Conversation Ideas
- Share financial tips for college (scholarship opportunities, part-time jobs, possible tuition waivers, money management strategies, etc.). Realize the tuition differences for in- and out-of-state students and international students.
- Talk about your part-time job/internship/assistantship/fellowship experiences.
- Discuss how your partner is preparing for his/her occupation after graduating from SEMO. Or, if you are not students, discuss each other’s current occupations.
- Compare and contrast what information may be included in a resume (and whether personal data, photographs, etc. are necessary).
- Optional: Practice “interviewing” each other for a job. Ask possible questions and critique the answers for improvement and preparation for an actual job interview.
- Optional: Visit the Career Linkages or see postings on the bulletin boards around campus for various job availabilities.
- Consider what it would be like to work in your partner’s country and internationally.

Notes:
Topic: Communication

Objective
Learn about language, expressions, gestures, and communication styles.

Preparation
E-mail each other and note the language (conversational tone, mechanics, etc.) use via this communication channel/medium.
Optional: Bring a current newspaper/magazine to the session.

Conversation Ideas
- Share/demonstrate greeting and departure behaviors and rituals.
- Discuss language and translation challenges, alphabets and writing (script or characters), pronunciation, vocabulary-building, etc.
- Talk about how various emotions are expressed and which of them are culturally and socially acceptable/permitted.
- Compare nonverbal communication (movements of the hands and body, symbolism of clothing and accessories, etc.).
- Look at newspapers, magazines, or other media (such as websites) to observe what each culture may value.

Notes:
Topic: Numeric Systems

Objective
Learn about different currencies, weather temperatures, clothing sizes, and other measurements.

Preparation
Refer to “Getting to Know Us” (www.rci.rutgers.edu/~cifss/predeparture/passport/pp2e.htm). Read the profile about your partner’s country from Culture grams (the book is available in the library or can be purchased from www.culturegrams.com).

Conversation Ideas
- Optional: Ask your partner to bring coins and bills from his/her country and explain the exchange rates and monetary values.
- Talk about the weather, climate extremes, and seasons.
- Discuss metric vs. USA measures, cooking (kitchen measures and oven temperatures), etc.

Notes:
**Metric and U.S. Measures**
The United States is one of the last countries to convert to the metric system; in fact the attempt to make the conversion has been unsuccessful. There have been some switch-overs, but most units of measure here the U.S. will probably be unfamiliar to you.

**Distance/length**

- 100 kilometers = 62.5 miles
- 1 mile = 1.67 kilometers
- 1 centimeter = 0.39 inch
- 1 inch = 25.4 millimeters
- 1 meter = 39.37 inches
- 1 foot = 30.5 centimeters
- 10 meters = 32.81 feet
- 1 yard = 0.91 meter

**Weight**

- 1 kilo = 2.2 pounds
- 1 pound = 500.00 grams
- 1 ounce = 28.00 grams

**Fluids**

- 1 litre = 4 and 1/3 cups
- 1 ounce = 23.00 milliliters
- 1 gallon = 3.80 liters
- 1 litre = 11/10 quarts
- 1 quart = 0.95 liters
- 1 pint = .47 milliliters
- 1 cup = 237.00 milliliters
Topic: Sports and Recreation

Objective
Learn about national pastimes and each other’s interests and hobbies.

Preparation
Optional: Bring a deck of cards or favorite board game to the session and play together.
Optional: Bring supplies needed to do a craft project.
Optional: Go to the gym and work out together.
Optional: Support SEMO’s athletic program by attending a sporting event together.

Conversation Ideas
- Discuss what people enjoy doing as a pastime when not working or studying.
- Introduce each other to favorite hobbies and crafts (stamp or coin collecting, weaving, etc.)
- Optional: Explain the basics of popular national sports (for example, baseball vs. cricket).

Notes:
Topic: Arts and Entertainment

Objective
Learn about fun activities and gain insights to cultural values.

Preparation
Optional: Go to a movie (or rent a video cassette or DVD), play, concert, or museum together. Optional: Go to a cultural festival sponsored by an international student club or the community. Optional: Listen to music from your partner’s country. Optional: Teach each other basic steps if you plan to go out dancing.

Conversation Ideas
- Discuss stereotypes portrayed in the movies and television shows, storylines and characters, cultural values/themes, popular actors and actresses, etc.
- Compare and contrast music and dance styles in America and in your partner’s country. Ask about popular singers, bands, and other entertainers.
- Talk about the symbolism of artistic designs and other creative expressions.

Notes:
Topic: Issues

Objective
Learn about various social, economic, religious, and political issues.

Preparation
Keep an open mind as this topic may be considered controversial and sensitive.
Stay current with events reported from the news media.

Conversation Ideas
- Compare and contrast the social roles of and relationships between men and women in each other’s countries, intermarriage, alternative lifestyles, impact of divorce, etc.
- Learn about each other’s opinions on taxation, trade/commerce, imports/exports, resources, industry, business practices, work ethics, etc.
- Share about each other’s religious traditions and rituals, symbolism, doctrines, celebrations and special days, etc.
- Discuss national history, political ideology, government structure, leadership, domestic and foreign policies, laws, etc.
- Talk about other issues such as civil rights, ethnic relations, environment/animal protection, humanitarian aid, war, medical research, etc.

Notes:
More Tips for "Conversation Partners"

Areas to be sensitive

1. Be a friend. (Do I have a close personal international friend, or are they merely "contacts" to me?)

2. Be a listener. Know how to ask the right questions.

3. Be aware that internationals are just like Americans in many more ways than they are different. Their problems may differ in detail but not in kind. Draw parallels between cultures when possible.

4. They need a "review and repeat" approach. Never assume they totally understand after going over the statement once.

5. Honesty is the best policy when contacting them. (Am I "sneaky" or open and genuine?)

6. They need to get away from campus for fun times, tours, hiking, shopping, etc.

7. They have a need for transportation - for them and their friends

8. Eating together - inviting them to your home or apartment for dinner, having lunch at the cafeteria, treating him/her to some American food is considered a sign of real friendship in other cultures.

9. They have a need to improve their English. Be willing to correct them politely and explain grammar. (But it's best to ask their permission at the beginning: "Would you like me to help you with your English?")

10. They need to sense your eagerness to learn from them - about cooking, culture, foreign language, even religion.

11. Be respectful of their ideas, customs and convictions.

12. Do not impose your ideas, customs or convictions on them. Let them ask you similar questions.

Common mistakes we often make in working with internationals

- Giving them too much at once - we need to have specific objectives for each appointment.

- Leading them on, asking for their opinion about our program but never giving them a chance to give it.

- Coming on too strong - we need a "calm down" approach.
• Tending to "talk down" to them instead of treating them as equal. When speaking in English to a person whose English is limited, it is easy for us to mistakenly adopt a mode of interaction characteristic of our usual interactions with young children. Remember that our international students are young adult professionals and we need to interact with them as such.

• Telling them that "we will meet only for a short time," then taking longer; this builds a lack of trust.

• Not being flexible with my schedule enough to meet internationals on evenings, weekends - times that suit their schedules.

• When working with internationals, especially East Asians, be sensitive to their cultural orientation of "losing face". You may lose them if you bring up their inconsistencies. Just love them, and believe the best.

• Being in the American "rush habit". Be willing to spend more than one hour with them. Do not get caught in "appointment syndrome".
Try this short exercise

Say this sentence aloud and count how many seconds it takes.

The beautiful Mountain appeared transfixed in the distance.

Time required? Probably about 5 seconds. Now, try speaking this sentence aloud.

He can come on Sundays as long as he doesn't have to do any homework in the evening.

Time required? Probably about 5 seconds.

Wait a minute the first sentence is much shorter than the second sentence!

The beautiful Mountain appeared transfixed in the distance
He can come on Sundays as long as he doesn't have to do any homework in the evening

You are only partially right!

This simple exercise makes a very important point about how we speak and use English. Namely, English is considered a stressed language while many other languages are considered syllabic. What does that mean? It means that, in English, we give stress to certain words while other words are quickly spoken (some students say eaten!). In other languages, such as French or Italian, each syllable receives equal importance (there is stress, but each syllable has its own length).

Many speakers of syllabic languages don't understand why we quickly speak, or swallow, a number of words in a sentence. In syllabic languages each syllable has equal importance, and therefore equal time is needed. English however, spends more time on specific stressed words while quickly gliding over the other, less important, words.

Let's look at a simple example: the modal verb "can". When we use the positive form of "can" we quickly glide over the can and it is hardly pronounced.

They can come on Friday. (stressed words underlined)
On the other hand, when we use the negative form "can't" we tend to stress the fact that it is the negative form by also stressing "can't".

They can't come on Friday.

As you can see from the above example the sentence, "They can't come on Friday" is longer than "They can come on Friday" because both the modal "can't" and the verb "come" are stressed.

So, what does this mean for my speaking skills?

Well, first of all, you need to understand which words we generally stress and which we do not stress. Basically, stress words are considered CONTENT WORDS such as

- Nouns e.g. kitchen, Peter
- (most) principal verbs e.g. visit, construct
- Adjectives e.g. beautiful, interesting
- Adverbs e.g. often, carefully

Non-stressed words are considered FUNCTION WORDS such as

- Determiners e.g. the, a, some, a few
- Auxiliary verbs e.g. don't, am, can, were
- Prepositions e.g. before, next to, opposite
- Conjunctions e.g. but, while, as
- Pronouns e.g. they, she, us

Let's return to the beginning example to demonstrate how this affects speech.

The beautiful Mountain appeared transfixed in the distance. (14 syllables)

He can come on Sunday s as long as he doesn't have to do any homework in the evening. (22 syllables)

Even though the second sentence is approximately 30% longer than the first, the sentences take the same time to speak. This is because there are 5 stressed words in each sentence. From this example, you can see that you needn't worry about pronouncing every word clearly to be understood (we native speakers certainly don't). You should however, concentrate on pronouncing the stressed words clearly.
Now, do some listening comprehension or go speak to your native English speaking friends and listen to how we concentrate on the stressed words rather than giving importance to each syllable. You will soon find that you can understand and communicate more because you begin to listen for (and use in speaking) stressed words. All those words that you thought you didn't understand are really not crucial for understanding the sense or making yourself understood. **Stressed** words are the key to excellent pronunciation and understanding of English.

I hope this short introduction to the importance of stress in English will help you to improve your understanding and speaking skills.
Pronunciation - Practicing Stress and Intonation

Take a look at the following list of stressed and non-stressed word types.

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Non-stressed words are considered FUNCTION WORDS such as

- Determiners e.g. the, a, some, a few
- Auxiliary verbs e.g. don't, am, can, were
- Prepositions e.g. before, next to, opposite
- Conjunctions e.g. but, while, as
- Pronouns e.g. they, she, us

Content or Function?

Write down 'C' for content and 'F' for function. When you have finished click on the arrow to see if you have answered correctly.

Example: magazine (C) as (F) many (F)

went
with
just
quickly
the
hard
next to
CD ROM
open
had
for
information
in order to
difficult
much
exacting
in front of
Jack
he
however

Mark the stressed words in the following sentences. After you have found the stressed
words, practice reading the sentences aloud.

- John is coming over tonight. We are going to work on our homework together.
- Ecstasy is an extremely dangerous drug.
- We should have visited some more castles while we were traveling through the back
  roads of France.
- Jack bought a new car last Friday.
- They are looking forward to your visiting them next January.
- Exciting discoveries lie in Tom's future.
- Would you like to come over and play a game of chess?
- They have been having to work hard these last few months on their challenging
  experiment.
- Shakespeare wrote passionate, moving poetry.
- As you might have expected, he has just thought of a new approach to the problem.
How to Improve Your Pronunciation

Pronouncing every word correctly leads to poor pronunciation! Good pronunciation comes from stressing the right words - this is because English is a time-stressed language.

Difficulty Level: Hard      Time Required: Varies

Here's How:

1. Learn the following rules concerning pronunciation.
2. English is considered a stressed language while many other languages are considered syllabic.
3. In other languages, such as French or Italian, each syllable receives equal importance (there is stress, but each syllable has its own length).
4. English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words.
5. Stressed words are considered content words: Nouns e.g. kitchen, Peter - (most) principle verbs e.g. visit, construct - Adjectives e.g. beautiful, interesting - Adverbs e.g. often, carefully
6. Non-stressed words are considered function words: Determiners e.g. the, a - Auxiliary verbs e.g. am, were - Prepositions e.g. before, of - Conjunctions e.g. but, and - Pronouns e.g. they, she
7. Read the following sentence aloud: The beautiful Mountain appeared transfixed in the distance.
8. Read the following sentence aloud: He can come on Sundays as long as he doesn't have to do any homework in the evening.
9. Notice that the first sentence actually takes about the same time to speak well!
10. Even though the second sentence is approximately 30% longer than the first, the sentences take the same time to speak. This is because there are 5 stressed words in each sentence.
11. Write down a few sentences, or take a few example sentences from a book or exercise.
12. First underline the stressed words, then read aloud focusing on stressing the underlined words and gliding over the non-stressed words.
13. Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.
14. When listening to native speakers, focus on how those speakers stress certain words and begin to copy this.

Tips:

1. Remember that non-stressed words and syllables are often "swallowed" in English.
2. Always focus on pronouncing stressed words well, non-stressed words can be glided over.
3. Don't focus on pronouncing each word. Focus on the stressed words in each sentence.
r and l sounds in English

It is easy to confuse /r/ and /l/ in English. However, it is also easy to learn how to make the two different sounds. The big thing to remember is that when you say /r/, YOUR TONGUE SHOULD NOT TOUCH THE TOP OF YOUR MOUTH. It should be bunched up towards the back of your mouth with the tip pointing towards the top of your mouth (BUT NOT TOUCHING!). We do NOT move our tongue while making the American /r/ sound. This makes it different from the /r/ in German, Czech, or even some other English dialects, like Scottish. Your lips should also be round when you say /r/, like you are getting ready to kiss someone.

Here are some videos with /r/ sounds at the beginning of them. (These videos will launch a separate video viewer to play them. Make sure you have a plug-in for video clips.)

- 'read' video clip (200 K MPEG)
- 'road' video clip (300 k MPEG)

There are actually two different ways to make /l/ sounds in American English. The most common way is to put the tip of your tongue on the roof of your mouth behind your teeth (as it your were going to make a /d/ or /t/ sound). As you make the sound, the air comes out from the sides of your tongue. The second way to make /l/ is used after some vowels, like in the words call, full, toll, and walk. This sound is made way in the back of your mouth by putting the back of your r tongue close to the back of your mouth so that there is only a small opening for air.

/r/ sounds after a vowel change the sound of the vowel, too. This is called r colorization.

Now let's listen to some sounds!

r sounds:
- rake
- rack
- rock
- or
- fear

l sounds:
- lake
- lack
- lock
- all
- feel
r- colored vowels

- bead--beard
- body--bard
- sir were purr
Consonant Clusters with L and R

Pronunciation: Consonant Clusters with "r" and "l"

In Phrases

- pay a flat fee
- freedom of the press
- blessed are the peacemakers
- Crystal Blue Persuasion
- cleanliness is next to godliness
- black and blue bruise
- A man, a plan, a canal: Panama

- gloom and doom
- mixed fruit float
- tried and true
- the bluegrass state
- Greek fraternity
- a crank call
- ice cream cone

- grease and grime
- a barroom brawl
- freeze-dried coffee
- The Black Plague
- bride and groom
- go against the grain
- fat-free food

Sentences

Blake praises Faye's faces.
Please clean up the pink drink.
Is it true that Drew won a trip for two to the zoo?
The slow snowfall showed no signs of hope.
Trent's topic was tropical flowers.
The present was a pleasant surprise.
What flavor of ice cream do you prefer?
Mr. Clifford frankly clarified his position.
Annabel Lee
Words with the /l/ sound are underlined

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of ANNABEL LEE;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and she was a child,
In this kingdom by the sea;
But we loved with a love that was more than love-
I and my Annabel Lee;
With a love that the winged seraphs of heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsman came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in heaven,
Went envying her and me-
Yes!- that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we-
Of many far wiser than we-
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling- my darling- my life and my bride,
In the sepulchre there by the sea,
In her tomb by the sounding sea.

by Edgar Allan Poe
Teachers.Net Lesson Exchange

#163. R & L
Language, level: all
Posted by Ian Hewitt (language@gol.com).

Edutainment
Language Direct, Tokyo
Materials Required: None
Activity Time: 15 min
Concepts Taught: Pronunciation practise

(1) Can you hear the difference between ( R ) and ( L ) ?
Please circle the word the teacher says.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>right</td>
<td>light</td>
</tr>
<tr>
<td>2</td>
<td>read</td>
<td>lead</td>
</tr>
<tr>
<td>3</td>
<td>Paris</td>
<td>palace</td>
</tr>
<tr>
<td>4</td>
<td>crime</td>
<td>climb</td>
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<td>5</td>
<td>grass</td>
<td>glass</td>
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<td>6</td>
<td>arrive</td>
<td>alive</td>
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<tr>
<td>7</td>
<td>correct</td>
<td>collect</td>
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<td>8</td>
<td>crowd</td>
<td>cloud</td>
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<td>9</td>
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<td>fly</td>
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<tr>
<td>14</td>
<td>river</td>
<td>iver</td>
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</tbody>
</table>

0-6 Keep trying 7-8 OK, alright, not bad ! 11-13 Very good ! 14 Perfect !!

(2) Identify the sentence your teacher reads.

A) 1. Don't touch the grass.
   2. Don't touch the glass.

B) 1. I'll correct them.
   2. I'll collect them.

Part two, the student reads to the teacher to check *their* pronunciation.
Pronunciation: Working on the “R” sound and the “L” sound.

http://www.esl-lab.com/pron1.htm


http://www.soundsofenglish.org.pronuciation/rl.html
"Th" sounds in English

There are actually two different "th" sounds in English, but they are very similar. Both "th" sounds are made putting your tongue between your teeth so that the tip of your tongue is touching the tips of your top teeth. Now you can make a "th" sound by blowing are through your teeth. You can check to see if you are doing it correctly by using a mirror. You should be able to see your tongue when you say words such as "this", "the", and "that". If cannot see your tongue, you may be putting your tongue behind your top teeth instead of touching the tips of your top teeth.

If you put your tongue behind your top teeth, you will make a /d/ or /t/ sound instead of a "th" sound. If it sounds like you are making a /s/ or /z/ sound, it is also because your tongue is behind your teeth. Make sure you are touching your teeth with your tongue!

Watch where the tongue is in these video clips. Can you see it between the teeth? (These videos will launch a separate video viewer to play them. Make sure you have a plug-in for video clips.)

- 'think' close up video (400 k MPEG file)
- 'that' close up video (500 k MPEG file)

There is a difference, however, in the "th" sound in "the" and "breathe" and the sound in "thigh" and "breath". What is the difference?

In "the" and "breathe", we use our voice when we make the "th" sound. Try to make a "th" sound using your voice. If you put your hand on your throat, you should feel the vibration.

The sound in "thigh" and "breath" is made without using our voice. If you put your hand on your throat when you are making this sound, you will not feel anything moving.

"thy" sounds: 

- thy
- this
- breathe

"thigh" sounds: 

- thigh
- thought
- breath

See website for further explanation and practice:

http://www.soundsofenglish.org/pronunciation/th.html