



North Star 1, Unit 3: Special Possessions.

- Pronunciation, speaking skills, and discussions

-Lecturer

Dr. Ashraf A. Dhannoon



Introduction to pronunciation

Task: listen to the conversation and focus on the underlined verbs.

Audio: track 45.Mp3

Conversation:

A: Your mother has a beautiful ring!

B: she loves (/z/) that ring. She only takes (/s/) it off to clean it.

A: Clean it? How do you clean a ring?

B: with toothpaste! She brushes (/θz/) her ring with toothpaste.

Discussion question: Does the -s ending add a new syllable or just a new sound?

Rule 1 - Adding a New Syllable

- **Rule:** pronounce the -s ending /əz/ or /iz/.
- **Condition:** after sounds: /s/, /z/, sh, ch, and J.
- **Key concept:** after these sounds, the -s ending **adds a new syllable**.
- **Examples:**
 - **Use** (1 syllable) **uses** (2 syllables)
 - *Sentence:* "She **uses** toothpaste to clean her ring."
 - *Sentence:* "Tom **washes** his new car every day."
 - *Sentence:* "The professor **teaches** the students on Mondays."



• Rule 2 - voiceless final sound

- Rule: pronounce the -s ending /s/.
 - Condition: after voiceless sounds: /p, t, k, f/.
 - Key concept: the -s ending is just a final sound (no extra syllable).
 - Examples:
 - Sentence: "she keeps her rings in a special box."
 - Sentence: "he wants to keep his old guitar."
- 

Rule 3 - voiced final sound

Rule: pronounce the -s ending /z/.

Condition: after all other sounds (voiced consonants and vowels).

Key concept: the -s ending is a final sound.

Examples:

Sentence: "she never wears rings."

Sentence: "the student stays at school all day."

Sentence: "the professor arrives at 8:00 a.m."

Exercise 2 – answer slide (pronunciation of -s)

- Correct pronunciation of the -s ending in the conversation:
 - wants → /s/ (after /t/)
 - ends → /z/ (after a voiced sound /d/)
 - teaches → /ɪz/ (after /ch/ – new syllable)
 - finishes → /ɪz/ (after /sh/ – new syllable)
 - lets → /s/ (after a voiceless sound /t/)
 - lasts → /s/ (after /t/)
- Reminder:
 - /ɪz/ after s, z, sh, ch, j | /s/ after p, t, k, f | /z/ after other sounds

Practice drill (exercise 3)

- Task: listen (track 46) and identify the correct sound.
- Answer key for students:
- Wears (/z/) | looks (/s/)
- Buys (/z/) | sells (/z/) | travels (/z/)
- Likes (/s/) | gets (/s/)
- Starts (/s/) | takes (/s/)
- Opens (/z/) | closes (/θz/)

4, page 76

Student A

1. It begins at 2:00 P.M. and ends at 3:00 P.M.
2. It opens at 11:00 A.M. and closes at 5:00 P.M.
3. Do you know the hours of the bus to the dream catcher store?
4. Do you know the hours of the story telling by George Wolf?

Student B

1. Do you know the hours of the video about Ojibwe people?
2. Do you know the hours of the Ojibwe Museum store?
3. It leaves at 1:00 P.M. and arrives at 2:00 P.M.
4. It starts at 3:00 P.M. and ends at 4:00 P.M.

Speaking skill - including others

AUDIO: TRACK 47. (LISTEN TO THE EXAMPLE).

The Concept: A good speaker knows how to include others by asking questions. These questions allow others to join a discussion and give them a chance to talk.

- **Key types of questions:**

1. **Negative auxiliaries (don't / doesn't / isn't / aren't):**

- **Expectation:** the speaker expects the other person to agree or say "yes."
- *Example a:* "**don't** you think teddy bears are cute?"
- "Yes, I do."
- *Example b:* "**isn't** this pen lucky?"
- "Yes, it is."

Affirmative auxiliaries (do / does / is / are):

- **Expectation:** the speaker wants information and does **not** expect agreement.

- *Example a:* "**do** you have a teddy bear?"

"**no**, I don't."

- *Example b:* "**is** this pen lucky?"

"I **don't** know."

Exercise 1 page 78

Listen to the examples from Listening Two. Underline the questions in each one.
Then listen again and repeat the questions.

SPEAKING SKILL

2, page 79

1. How about you?
2. Isn't that a plant with four leaves?
3. Can you think of other good luck charms?
4. Isn't that lucky?

Good luck charms discussion



a horseshoe



a rabbit's foot



a four-leaf clover

2 What do you know about good luck charms in North America? Look at the photos. Complete the discussion by writing questions in the blanks. Then read the conversation with a partner. Switch roles and repeat the conversation.