





Rowshan Zamir, Alireza

**Prerequisite English course: a practical guide
to meeting academic requirements.**

Publisher: Imam Sadiq University Press, 2021

105 p.

ISBN: 978-600-214-972-5

Subject: English language -- Study and teaching

LC Classification: PE 1130

DD Classification: 428/24

Number National Library of Iran: 8656357



Prerequisite English Course

***A Practical Guide
to Meeting Academic Requirements***

By
Alireza Rowshan Zamir
(Faculty Member, ISU Language Center)





Prerequisite English Course

A Practical Guide to Meeting Academic Requirements

Editor By: Alireza Rowshan Zamir
Publisher: Imam Sadiq University Press
Print and Bindery: Sepidan Press
Tirage: 1000
ISBN: 978-600-214-972-5
First edition: 2022
Price: 500000 Rials

فروشگاه اینترنتی:

www.press.isu.ac.ir

E-mail: pub@isu.ac.ir

تمام حقوق محفوظ است، هیچ بخشی از این کتاب بدون اجازه مکتوب ناشر قابل تکثیر یا تولید مجدد به هیچ شکلی از جمله چاپ، فتوکپی، انتشار الکترونیکی، فیلم و صدا و انتقال در فضای مجازی نمی باشد.
این اثر تحت پوشش قانون حمایت از حقوق مؤلفان و مصنفان ایران قرار دارد.

Contents

Preface.....	5
Part One: Dictionary Usage.....	9
Part Two: Parts of Speech.....	15
Part Three: Phrase, Clause, Sentence.....	19
Part Four: Word Formation.....	23
Part Five: Pronunciation.....	27
Part Six: Syllable Division.....	35
Part Seven: English Spelling and Sounds.....	41
Part Eight: Basic Sentence Patterns.....	45
Part Nine: Stories for Reproduction.....	75
Appendix.....	85
- Punctuation Marks.....	87
- Time Expressions.....	89
- Countries & Nationalities.....	91
- Irregular Verbs.....	93
- Proverbs.....	95
- Common Classroom Expressions.....	98
- Education.....	103
References.....	105

In the Name of Allah

Preface

This book can serve as a guide for students who want to improve their knowledge of the fundamentals of English language for meeting the university's admission standards and making themselves eligible for entering the official English curriculum. Its audience is primarily those who have entered university with a high school background of English learning, but not yet able to organize their achievement in a manner that can let them produce correct output, whether of speech or writing, or do correct reading comprehension. The instructors are well familiar with the university freshmen who show keenness for boosting their English skills, but feel at a loss and implore assistance. They may show some degree of almost fluency in oral presentation, but they are still lacking in a sufficient understanding of the fundamental aspects of language learning, which goes back to the shortcomings of their high school training. The chapters here are to fill the gap and help the learners take a fresher look at the basic issues that need to be reconsidered, practiced and developed.

The book is designed for both self-study and class, though the latter's high efficiency is undeniable, since the instructor's guidance, explanation and further assigned programs will be of great importance in helping the learners master each item presented. Despite the variety of issues in the book, each having its specific effect in language learning, the underlying topic is, however, the sentence patterns and sentence organization. A good command of these patterns is extremely helpful in improving both one's knowledge of English and producing the most exact output. The instructors are advised to cover all the chapters in a timely and well-organized manner, by clarifying all the necessary points, and by providing further practical examples and encouraging learners to practice them as much as possible throughout

the allotted time and sessions. Quizzes and other class activities could be of great help to assess the students' progress, only if they are accompanied by additional correction sessions. All in all, the assessment procedures must illustrate the students' degree and speed of progress clearly and sufficiently, and help the instructor eliminate the students' still remaining failures because they are supposed to continue their study of English without committing such common (and irritating!) spelling, pronunciation, punctuation, word recognition and structural mistakes.

The book is a multi-tasked one, in which students have to practice listening, reading, speaking and writing. Each section contains short passages for analysis and oral reproduction plus some exercises. A number of 60 commonly used questions and answers appear throughout the sections. These questions plus the dialogs are to be accompanied with the necessary individual, pair and group repetition by emphasizing the correct pronunciation and intonation. A reasonable use of dictionaries as basic tools for drawing information, practicing correct pronunciation, paying more attention to spelling, getting more conscious about sentence structures, and developing one's ability to recognize words and their forms and their meanings in context are all included in the program. Needless to say, the instructor has the major role in directing the attention of the learners to the specified goals and in providing further exercises and assignments to help students consolidate their understanding of each item taught.

The author is bound to acknowledge the encouragement from his colleagues at ISU Language Center, especially the Head of the Department, Dr. Mohammad Amin Mozaheb, Deputy for Assessment and Measurement Office, Mr. Mostafa Shahiditabar, and Faculty member, Mr. Farhad Morsali. A special indebtedness is due to my late professor, Mr. Hasan Hosseinipour, former Head of the English Department at Petroleum University of Technology, whose very

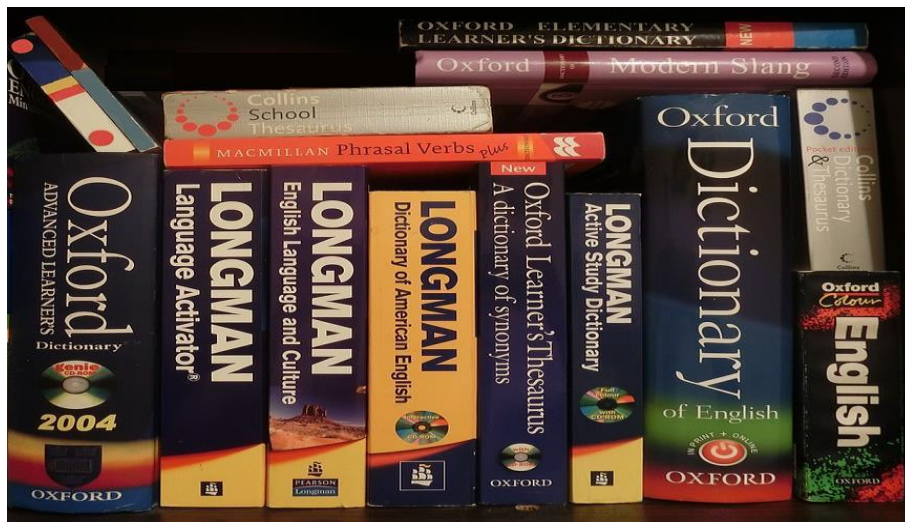
useful booklet on Basic English Sentence Patterns has been used as my major source in organizing the related section here. I also appreciate the Head of the Language Center, Dr. Massoud Fekri's management and cooperation in carrying out the publication of the book.

Alireza Rowshan Zamir

Faculty Member, ISU Language Center

Practice makes perfect. (proverb)

PART ONE: **Dictionary Usage**



A dictionary is a very important tool for anyone who is learning a new language. It gives the list of words in alphabetical order. It contains information about words. This information helps you in speaking, reading and writing. With a good dictionary you can do the following:

- Look up the **meaning** or **definition** of an English word you see or hear.
- Check the **part of speech** of a word.
- Find out **how to say a word** or its **pronunciation**.
- Check the **spelling** of a word.
- Check the number of **syllables**, or **syllable division**.
- Find the **translation** of a word in your language.
- Check the **plural** of a noun or **past tense** of a verb.
- Find out other **grammatical information** about a word.

10 + Prerequisite English Course

- Find the **synonym** or **antonym** of a word.
- Look up the **collocations** of a word.
- Find out about the **register** or **style** or **usage** of a word.
- Find **examples** of the **use** of a word in natural language.
- Find out about the etymology, i.e. the origins and history of words

There are two kinds of dictionaries: *monolingual* (which explains the meanings in the same language) and *bilingual* (which explains the meanings in another language, like an *English- Persian dictionary*). There are also some dictionaries that explain the words and phrases used in a particular subject, like a *computer dictionary*. Among many different kinds of dictionaries, the following are recommended: 1) Oxford Advanced Learner's Dictionary, 2) Longman Dictionary of Contemporary English, 3) Webster's New Collegiate Dictionary.

Look at the following dictionary picture and learn about different pieces of information it provides:

Entry word - The * separates the syllables. The 1 notes there are more than one definition entry.

Pronunciation - This is separated into syllables and tells you how to pronounce the entry word. The ' tells you which syllable is stressed.

Definition - This explains the meaning of the entry word. If there is more than one meaning, the definition is divided by numbers. Also, an example sentence is often used to make the meaning more clear.

Guide words - This tells you the first and last words defined on each page.

Part of speech - This abbreviation tells you what part of speech the defined word is.

Page number

Plural form - Shows how the entry word is written in plural form.

Origin - Shows the origin of the entry word.

intend/interview 387

in-tent¹ [in tent'] *n.* **1** Something that is intended; purpose; aim. Her *intent* has always been to go to college. **2** Meaning; significance. What was the *intent* of what he said?
plural intents (from L. *intendere* "a stretching out")

in-tent² [in tent'] *adj.* Having the mind firmly fixed on something. Is he *intent* on leaving? She was *intent* on the book she was reading. (from L. *intentus* "attentive, eager, waiting")

Pronunciation guide - This guide explains the meanings of the symbols used in the pronunciation. It is normally located in the front of a dictionary and at the bottom of every facing page. It is usually separated from the page by a line or is placed in a colored box.

hat, âge, câre, fâr; let, bê, têrm; it, îce; hot, gô, ôrder; oil, out; cup, p
th, thin; ðn, then; zh, measure, ə represents a in about, e in taken, i

Now use your dictionary and answer the following questions:

- 1- How is the word *mirage* pronounced? Write its phonetic transcription.
.....
- 2- What's the part of speech of *mirage*?
.....
- 3- What are the guide words on the page where you looked up the word *mirage*?
.....
- 4- Check the word *advice* in your dictionary and say how many syllables it has.
.....
- 5- Write the part of speech and the phonetic transcription of *advice*.
.....
- 6- Does *advice* have a plural form?
.....
- 7- What's the plural form of *thesis*?
.....
- 8- What's the informal form of *information*?
.....
- 9- How many definitions does the word *plain* have? Write two example sentences from your dictionary to show the different meanings of *plain*.
.....
- 10- Look up the word *fair* in your dictionary and answer the questions.

A- Parents have to be *fair* to their children; they must treat them equally.

- a- What does *fair* mean in the above sentence?
.....
- b- What is the antonym (opposite) of that?
.....

B- One of his children is *fâir*, but the other has dark hair.

What does *fâir* mean in the above sentence?

.....

11- Write the adjective forms of the word *history*.

.....

12- What are the adverb forms of the word *high*?

.....

13- Does the verb *cost* have a regular or irregular past form? Write it.

.....

14- What other spelling forms do the words *cheque* and *labor* have?

.....

15- Is the word *bough* a common and everyday word? What is its style?

.....

16- What two different meanings does the word *depression* have according to medical and weather forecast registers?

.....

17- Write the collocations of *examination* [Notice: collocation is a combination of words that are used more often in a language; for example in English we usually say *man and woman*, not *woman and man*, or *bread and butter*, not *bread and cheese*, when we refer to earning money. A "Dictionary of Collocations" can help]:

.....

.....

.....

18- Find idioms or idiomatic expressions related to *rain*. [Notice: An idiom is a phrase the meaning of which is difficult to guess by looking at its individual words; for example, *it's a piece of cake* means easy to achieve.]

.....

.....

.....

19- How are *lawyer* and *counsel* different in usage?

.....
.....
.....

20- Write some phrasal verbs by looking up *make* in your dictionary:

.....
.....

Actions speak louder than words. (proverb)

PART TWO: **Parts of Speech**



Part of speech is the common name for a word class or one of the eight grammatical functions a word has in sentences: There are eight parts of speech in the English language: **noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection**. There are some other word functions, but they are not usually included among parts of speech. They are treated as adjectives. Those are: **numerals** i.e. signs or symbols that represent a number (two, hundred); **articles** (a, an, the) and **determiners** (some, my, etc.) that come before nouns.

PART OF SPEECH	BASIC FUNCTION	EXAMPLES
noun	names a person, place, or thing	<i>teacher, city, chair</i>
pronoun	takes the place of a noun	<i>I, you, he, she, it, ours, them, who</i>

PART OF SPEECH	BASIC FUNCTION	EXAMPLES
verb	identifies action or state of being	<i>sing, work, believe, be</i>
adjective	modifies a noun	<i>hot, lazy, funny</i>
adverb	modifies a verb, adjective, or other adverb	<i>softly, lazily, often</i>
preposition	shows a relationship between a noun (or pronoun) and other words in a sentence	<i>up, over, against, by, for</i>
conjunction	joins words, phrases, and clauses	<i>and, but, or, yet</i>
interjection	expresses emotion	<i>ah, whoops, ouch, wow</i>

To know for sure what part of speech a word is, we have to look not only at the word itself but also at its meaning, position, and use in a sentence.

For example, in the first sentence below, "work" functions as a noun; in the second sentence, as a verb; and in the third sentence, as an adjective:

- Jim went to work two hours late. [noun.]
- He will have to work until midnight. [verb]
- His work permit expires next month. [adj]

Exercise:

Write the part of speech of the underlined words in the space provided.

- 1- My cousins live in New Orleans. -----

- 2- He bought them a new football. -----
- 3- There are happy students in the class. -----
- 4- He is an extremely intelligent boy. -----
- 5- We're going to sing and play games at the camp. -----
- 6- There is a bank just beyond the shopping mall. -----
- 7- He visited his sister in New York. -----
- 8- She drives very carelessly. -----
- 9- Those huge houses cost more than one million dollars. -----
- 10- We have a lot of interesting people in my neighborhood. -----
- 11- You can have pancakes or waffles for breakfast. -----
- 12- Alison is from Los Angeles. -----
- 13- I think nobody wants to come with me. -----
- 14- Oh! That's a difficult question. -----
- 15- Which type of car did you buy? -----
- 16- It's the third time I've been to that museum. -----
- 17- We often go to the movies. -----
- 18- Cheers! May you live long and prosper! -----
- 19- Would you please bring those books here? -----
- 20- The glasses you found outside the room are mine. -----

Note: Words may also have some other roles or functions in sentences. Here are some of them:

1- **Discourse markers** : Words or phrases that organize especially spoken language in some way. These include: *right, well, okay, anyway, actually*. Some discourse markers are used to start and to end conversations. Some are used to start new topics or change topics. [*Okay*. I'll do that. *Right*, let's get started. *Now*, let me introduce one of my best friends. *So*, we'll see you tomorrow. *Anyway*, has anyone got any questions?]

2- **Hesitators and fillers**: meaningless words, phrases, and sounds that show a pause or hesitation in speech [*er, erm, um, uh, y'know,...*] [e.g. : *John*-Who's that? *Jane*- He's, *um*, Pit or Peter I suppose.]

Sometimes the verb in a clause is a *participle* or *infinitive*. This is a non-finite clause.

Example: Having opened the door, I went in.

(participle)

To finish the job, ask for help.

(infinitive)

Sentence: A group of words that usually contains a subject and a verb, and expresses a complete idea. Written sentences begin with a capital letter and usually end with a full stop or a question mark.

Exercise: Write *phrase*, *clause*, and *sentence* in front of each of the following.

- 1- She is not married yet. -----
- 2- Who gave us the book? -----
- 3- The bookcase which is on the second floor -----
- 4- If you are tired, -----
- 5- Before he retired, -----
- 6- for English practice -----
- 7- Although she is my age, she looks much older. -----
- 8- To tell the truth, -----
- 9- To have calm, close the windows. -----
- 10- In spite of all the difficulties, -----

Types of sentences:

1- **Declarative sentence**; it makes a statement or expresses an opinion and ends with a period.

I really like this university.

Declarative sentences can either be positive (affirmative) or negative:

Iranians celebrate their New Year at the start of spring. (affirmative/positive)

Some people don't care about the environment. (negative)

2- **Imperative sentence**; it expresses a command, order or request. It usually ends with a period and sometimes with an exclamation mark.

Come over here! *Please sit down.*

3- **Interrogative sentence**; it asks a question and ends with a question mark.

What are you up to? (wh question)

Do you know him? (yes / no question)

Are you a teenager or an adult? (either /or question)

4- **Exclamatory sentence**; it expresses an emotion such as excitement, surprise, happiness, anger.

Wow, I really love this perfume!

You're such a liar!

What a lovely bouquet of flowers!

Exercise: Use the information given above and analyze the sentences of the following passage. Then reproduce it orally.

What a beautiful day! By opening the window you can feel it. It's the beginning of Nowrooz. It is also the beginning of spring. Iranians celebrate it as their New Year. They all feel happy because it is a good occasion for rest, joy, family reunion and trips. Children are especially happy. They don't need to rise early for school. They can enjoy watching special TV programs, playing with their friends, and above all, receiving gifts of money from family elders. In sum, we can say that there are fewer happy events in Iranian culture. If you may not agree, you can name other similar events.

Don't judge a book by its cover. (proverb)

PART FOUR: **Word Formation**



In English, there are two main word-formation processes: **affixation** and **compounding**. Affixation is the process of adding affixes (*prefixes* or *suffixes*) to the word root. It is a way of forming new words. (e.g. **information** → prefix **in** / root **form** / suffix **tion**). **Compounding** is the joining together of two or more words, written either as one word (e.g. storehouse), or hyphenated (e.g. mother-in-law), or as separate words (e.g. web page).

An *affix* is added to a word and changes its meaning or word class. Those which are added to the beginning of a word or root are called *prefixes* and those added to the end of a word or root are called *suffixes*. Affixes can change a word into an **antonym** (or opposite), as in *like/ unlike/ dislike*; or from one word class to another as in *like (adj)/ likeness (noun)/ liken (verb)*. Affixes can have other grammatical functions, as in the case of *ed* which gives past tense meaning to regular verbs, as in *add/ added*. Knowledge of the form and meaning of the most common affixes is useful for understanding the meaning of many words:

Some common affixes

prefixes meaning examples

in-	not	incorrect- indifferent- impossible
im-		
il-	"	illegal- illogical- illegible
un-	"	unnecessary- unimportant- uncut
dis-	"	disobey- disorder- disloyal
mis-	"	misunderstand- misjudge- misspell
ir-	"	irrational- irregular- irreligious
re-	again- back	react- rewrite- review
pre-	before	predate- preexisting- prejudice
post-	after	postscript- postdoctoral- postmodern
bi-	two	bilingual- bigamy- bilateral
tri-	three	triangle- tripod- trilogy
deca-	ten	decade- decimeter-decagonal
cent-	hundred	centimeter- century- centenary
mill	thousand	millimeter- millipede- millennium
sub-	under	subject- subjugate- subordinate

suffixes meaning examples

-ship	condition	friendship- scholarship- kinship
-ish	like	sheepish- brownish- childish
-able -ible	capable of being	portable- edible- eatable
-ous -ious	full of	pious- dangerous- cautious
-ful	full of	careful- beautiful- powerful
-ic -ical	like, related to	atomic- theoretical- biblical
-tion -ation	state	motion- innovation- attention

-ify	make like	identify- clarify- purify
-ness	condition	foolishness- carelessness- calmness
-less	without	careless- thoughtless- motionless
-en	have some quality	golden- wooden-
-er -or	who does	teacher- advisor- trainer
-ise -ize	make sth have a quality	materialize- realize- civilize
-ly	like	motherly- friendly- lonely
-ee	receiver of action	employee- interviewee- trainee

Abbreviation: It is a shortened form of a word or phrase also called contraction.

e.g. *Dr.* (doctor), *Prof.*(professor), *U.S.* (United States)

Acronym: A word formed from the first letters of the words that name something:

e.g. *NATO* (North Atlantic Treaty Organization), *AIDS* (acquired immune deficiency syndrome)

Exercise

Use the roots, prefixes and suffixes given below and form as many words as possible:

Roots: noise, easy, remark, imagine, law, final, job, cost, poison, belief, use

Prefixes: un- , dis- , mis-

Suffixes: -ous, -ly, -ize, -able, -y, -ful, -less, -ation

The sound must seem an echo to the sense. (Alexander Pope)

PART FIVE: **Pronunciation**

ENGLISH PRONUNCIATION

[ˈɪŋɡlɪʃ ˈprənʌnsɪˈeɪʃn]

/θ/ thick
/ð/ these



International *Phonetic Alphabet* symbols

Vowels

/ɪ/ pin, English, business

/e/ bed, head, bury

/æ/ cat, bag, apple

/ə/ ago, woman, banana

/ʊ/ look, put, could

/ɒ/ got, what, because

/ʌ/ cut, come, mother

/ɜː/ girl, burn, heard

/ɑː/ car, art, heart

/ɔː/ or, board, door

/ɪː/ sea, people, receive

/uː/ too, blue, fruit

Diphthongs

/eɪ/ take, wait, ballet
/aɪ/ five, sigh, height
/ɔɪ/ noise, boy, lawyer
/əʊ/ no, road, sew, broken
/aʊ/ round, renown, doubt
/ɪə/ here, deer, dear
/eə/ care, air, prayer
/ʊə/ poor, insure, tour

Consonants

/p/ play, stop, speak
/b/ bad, baby, object
/t/ ten, later, litte
/d/ day, advice, bed
/k/ character, quick, taxi
/g/ got, exam, ignore
/f/ food, laugh, telephone
/v/ vain, over, Stephen
/θ/ thin, earth, method
/ð/ they, father, breathe
/s/ small, since, psalm
/z/ zoo, goes, xenophobe
/ʃ/ shell, nation, machine
/ʒ/ genre, measure, vision
/h/ hot, hair, whole
/m/ moon, lamp, lamb
/n/ can, snow, pneumonia
/ŋ/ string, singer, tongue
/tʃ/ chair, match, future

/dʒ/ just, age, soldier

/l/ look, small, bottle

/r/ real, train, wrong

/j/ yes, Europe, university

/w/ window, twin, quick

The spelling of words does not always help you pronounce them correctly. A good dictionary can help you learn the pronunciation of words, but first you need to be familiar with the *phonetic symbols* used to indicate the sounds. There is a table of pronunciation symbols at the beginning or on the back cover of your dictionary (the above table is more or less the one used by Oxford Advanced Learner's Dictionary). There are differences between British and American pronunciations of words but this does not cause a serious difficulty for language learning, since English is now considered to be an international language with variations of word pronunciation, and both British and Americans know about these differences and understand what they hear around.

Look up the following words in your dictionary and with the help of the *phonetic alphabet symbols* or *transcriptions* (as cited above), do the following exercises to help you get more familiar with them.

Exercise 1- Write the phonetic symbols (transcriptions):

- | | |
|-----------|-------|
| 1- ship | ----- |
| 2- sheep | ----- |
| 3- night | ----- |
| 4- knight | ----- |
| 5- could | ----- |
| 6- mould | ----- |
| 7- heart | ----- |
| 8- hurt | ----- |
| 9- fur | ----- |
| 10- tune | ----- |

Exercise 2- Write the phonetic symbols:

- 1- beat -----
- 2- sit -----
- 3- mat -----
- 4- palm -----
- 5- go -----
- 6- raw -----
- 7- though -----
- 8- tough -----
- 9- bought -----
- 10- plough -----

Exercise 3- Write the phonetic symbols:

- 1- thin -----
- 2- then -----
- 3- sing -----
- 4- judge -----
- 5- church -----
- 6- chief -----
- 7- chef -----
- 8- woman -----
- 9- women -----
- 10- garage -----

Exercise 4- Listen to the following words and circle the sound that you hear.

- 1. but 2. bet 3. cook 4. tip 5. merge
- 6. pilot 7. truth 8. bear 9. although 10. Beige

- 1. /æ/ /ʌ/
- 2. /æ/ /e/
- 3. /ɒ/ /ɒ/
- 4. /ɪ:/ /ɪ/

5. /ɜ:/ /ɔ:/
 6. /eɪ/ /aɪ/
 7. /ʊ/ /u:/
 8. /ɪə/ /eə/
 9. /θ/ /ð/
 10. /ʃ/ /ʒ/

Exercise 5- Complete the transcriptions with one of the following diphthongs:

/eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /ɪə/ /eə/ /ʊə/

1. make /m __ k/
2. sure /ʃ __ /
3. bear /b __ /
4. island / __ lənd/
5. employ /ɪmpl __ /
6. hear /h __ /
7. town /t __ n/
8. home /h __ m/
9. sight /s __ t/
10. know /n __ /

Exercise 6- Tick the words that contain the /ɜ:/ sound.

- | | | | |
|-------------|------------|-------------|-----------|
| 1. Thursday | 5. Tuesday | 9. birthday | 13. ball |
| 2. does | 6. work | 10. turn | 14. hurt |
| 3. skirt | 7. ear | 11. bun | 15. early |
| 4. short | 8. nurse | 12. Weren't | 16. ward |

Exercise 7- Tick the words that contain the /dʒ/ sound.

- | | | | |
|-----------|------------|----------|-------------|
| 1. gin | 5. yam | 9. Jet | 13. damage |
| 2. large | 6. soldier | 10. gear | 14. mayor |
| 3. goat | 7. guilty | 11. just | 15. college |
| 4. injury | 8. gum | 12. get | 16. mirage |

Exercise 8- Tick the words that contain the /s/ sound.

- | | | | |
|------------|------------|-------------|----------------|
| 1. song | 5. face | 9. issue | 13. disciple |
| 2. Islam | 6. city | 10. months | 14. sugar |
| 3. vision | 7. Message | 11. castle | 15. mix |
| 4. science | 8. houses | 12. fascism | 16. psychology |

Exercise 9- Underline the word that the transcription represents.

- | | | |
|--------------|----------|----------|
| 1. /bɔːn/ | burn | born |
| 2. /θɪŋ/ | thing | thin |
| 3. /fɪːlɪŋz/ | fillings | feelings |
| 4. /vaɪn/ | vine | wine |
| 5. /meɪdʒə/ | major | mayor |
| 6. /ræm/ | rum | ram |
| 7. /wɜːd/ | word | worried |
| 8. /fəget/ | forget | forged |
| 9. /aɪs/ | eyes | ice |
| 10. /huːz/ | whose | house |

Exercise 10 - Write the sound /s/, /z/ or /ɪz/ next to the following words.

1. judges _____
3. lives _____
5. plates _____
2. classes _____
4. breathes _____
6. watches _____
7. attends _____
9. tapes _____
8. books _____
10. wives _____

-e suffix

Sometimes the addition of the **-e** suffix to a noun to form a verb changes the quality both of the vowels sound and of the final **-th**:

a bath /bɑ:θ/	to bathe /beɪð/
a breath /breθ/	to breathe /breɪ:ð/

Exercise 11- Listen to the teacher and circle the word you hear.

1. *Breath/Breathe* in deeply and then out again.
2. Suits were usually made of wool *cloth/clothe*.
3. I really *loath/loathe* the fashion of the 1980s.
4. The medicine *soothes/sooths* the pain of the inflammation.
5. The baby's *teeth/teethe* are coming through.

Homographs: Words that have the *same spelling* but *different sounds*.

examples:

to lead /li:d/	lead /led/
to read /ri:d/	read /red/
to live /li:v/	live /laɪv/