

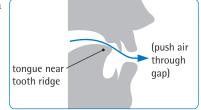
## Rice, rise

## The consonant sounds /s/ and /z/

When you say the alphabet, the letters C and S are pronounced /si:/ and /es/. Notice they both have the consonant sound /s/. But S is also often pronounced as the consonant sound /z/.



• Listen to the sounds /s/ and /z/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /s/, there is no voice from the throat. It sounds like the noise of a snake. In the sound /z/, there is voice from the throat. It sounds like the noise of a bee.





• Now listen to the sound /s/ on its own.



• Listen to the target sound /s/ in the words below and compare it with the words on each side. target /s/





 Listen and repeat these examples of the target sound. science city scream glasses concert lost bus place class

"It's six or seven years since Sydney's sister sang that song."



• Listen to the sound /z/ on its own.



• Listen to the target sound /z/ in the words below and compare it with the words on each side. target /2/





• Listen and repeat these examples of the target sound.

lazy easy scissors exact size wise times

"Zebras in zoos are like dolphins in pools."

## Spelling

	frequently	sometimes	notes
/s/	S (sad), SS (class) C (place)	SC (science)	X can spell /ks/ (mix). S is not always pronounced /s/ (sugar, rise, plays).
/ <u>z</u> /	Z (zero), S (nose)	ZZ (buzz) SS (scissors)	X spells /gz/ (exact)SE at the end of a word is usually pronounced /z/ (rise).



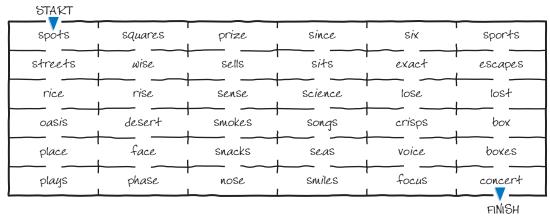
A Pronunciation may be connected to grammar: close /klaus/ = adjective close /klauz / = verb

use /juss/ = nounuse /juzz/ = verbhouse /haus/ = nounhouse /hauz/ = verb Cambridge University Press
978-0-521-00657-6 - English Pronunciation in Use: Intermediate Self-study and Classroom Use
Mark Hancock
Excerpt
More information

Section A Letters and sounds

## **Exercises**

**4.1** Find a way from Start to Finish. You may *not* pass a square if the word contains the sound |z|. You can move horizontally (↔) or vertically (♣) only.



4.2 Complete this conversation using words from

the box. Then listen and check.

eyes ice niece knees

SID: Alice's niece is nice.

JOE: Are nice, Sid. Plural. Her ..... are nice.

SID: I'm not talking about her ....., I'm talking about her .....

JOE: Oh, I see, ..... with a C.

JOE: How can ..... be nice? It's too cold.



**Follow up:** Play the recording again, pausing it after each of Sid's lines. *You* say Joe's lines before listening to him saying them.

4.3 Listen to the sentences. Look at the words in *italics*. Underline the words in *italics* which contain the sound /s/ and circle the ones which contain the sound /z/. Then listen again and repeat.

EXAMPLE You can have my tent. It's no *use* to me. I never *use* it.

- 1 I'm not going to advise you. You never take my advice.
- 2 Your tooth is loose. You'll lose it if you're not careful.
- 3 The shop's very close to home, and it doesn't close till late.
- 4 I can't excuse people who drop litter. There's no excuse for it.

4.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D *Sound pairs* for further practice.

further practice.

1 Price or prize? I got a good *price / prize* for that painting. (⇒sound pair 31)

2 He sat or he's at? I don't know where *he sat / he's at*. (⇒sound pair 31)

3 Suit or shoot? They didn't *suit / shoot* him.4 Saved or shaved? I've *saved / shaved* a lot in the past few days.

5 Sink or think? We didn't sink / think.

6 Closed or clothed? They were *closed / clothed* for the cold weather.

(⇒sound pair 31) (⇒sound pair 32) (⇒sound pair 32)

(⇒sound pair 33) (⇒sound pair 33)

Now go to Unit 24