

# The Influence of English Loanwords on Learning English Sounds\*

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## 1. Introduction

Most of us would accept that many Japanese learners of English (JLEs) have difficulties in learning English sounds because they start to learn English after acquiring their native language. A considerable number of studies on native language interference have made clear that a speaker's native language interferes with acquiring foreign languages, especially in terms of sounds. For example, some JLEs have difficulties in distinguishing among [æ, ʌ, ɑ] in words like 'hat', 'hut', and 'hot' because they don't have these vowels in the Japanese language. The other JLEs pronounce 'hospital' and 'picture' with devoiced vowels under the influence of the sound system of their native language: Japanese speakers in specific geographical areas often devocalize Japanese high vowels between voiceless consonants. When they devocalize vowels in English words as well as in Japanese words, their English speech might sound unnatural and strange to native English speakers, as shown in Aihara (2001). JLEs have to overcome the difficulties when they learn English. From the viewpoint of teachers, they could teach English effectively if they predict the difficulties which their learners might have. This topic would be discussed in classes like 'Teaching of English' or 'Principles of English Language Teaching' in which the students acquire the knowledge and skills necessary for them to teach English as junior high school or high school teachers. For example, the students from my class entitled 'Teaching of English' at Ibaraki Christian University offered in 2007 picked out English words which JLEs might pronounce differently from the original pronunciations. The purpose of this paper is to observe these English words and to help teachers teach English sounds effectively.

## 2. Pronunciation Clinic

A good place to start is checking English pronunciations of my students. After explaining the purpose of the day's goal, I showed 'change' and 'again' word cards and asked them to carefully pronounce each word. We predict that they pronounce each word in two ways: 'change' as [tʃeɪndʒ] or as \*[tʃendʒ], and 'again' as [əgeɪn] or as [əgeɪn]. Using two different types of stickers, I gave one type of sticker to students who

correctly pronounced the words and the other type to students who did not. We see from Figure 1 that 85% of the students pronounced ‘change’ as [tʃeɪndʒ] and 15% of them pronounced it as \*[tʃɛndʒ]. As for ‘again’, 42% of them pronounced as [əgeɪn] and 58% of them pronounced as [əgeɪn].

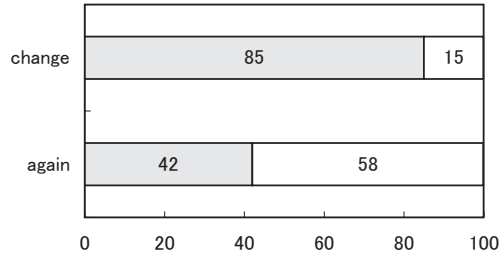


Figure 1: Students’ Pronunciations of “change” and “again”

Let us give careful consideration to this result. Firstly, we consider why 85% of the students pronounced ‘change’ incorrectly. It is well known that Japanese speakers often use this word in Japanese speech like ‘メンバーチェンジ (member+change)’, ‘イメージチェンジ (image+change)’, and ‘モデルチェンジ (model+change)’. The important point to note is that they pronounce it as \*[tʃɛndʒ] not as [tʃeɪndʒ]. Because this inauthentic pronunciation has been firmly established in the Japanese language, the students carelessly pronounced it in the same way in English speech. The word ‘again’ has a rather complicated problem in the sense that both [əgeɪn] and [əgeɪn] are accepted. This means that the students need to check the phonetic transcription of this word in the junior high school textbooks they would use. They had better to pronounce it as [əgeɪn] when they teach with *New Horizon English Course* (2006)<sup>1)</sup>. The reason why 58% of them pronounced it as [əgeɪn] is that they have learned English with textbooks like *Sunshine English Course* in which ‘again’ was transcribed as [əgeɪn]. In addition, they are expected to be sensitive to changes in English on the grounds that they need to introduce ‘contemporary standard pronunciation<sup>2)</sup>’ into their classes as shown in the *Course of Study* (2004). Incidentally, *Longman Pronunciation Dictionary* (2000) indicates that 97% of General American English speakers pronounce ‘again’ as [əgeɪn] in 1993.

We can see now that we should pay attention to English words which have already been assimilated into the Japanese language because some pronunciations have been established differently from the original ones. It seems reasonable to concentrate our attention on English loanwords in the Japanese language.



over nine hundred English words with *New Horizon English Course* and about a half of them are entered in *Kojien* which is one of the major Japanese dictionaries. Many English loanwords are sometimes a good influence on JLEs' learning. For example, they could get rid of JLEs' fear and anxiety in learning a new language because they are familiar to JLEs. Shimaoka (2001) also insists that English words familiar to JLEs can be learned more quickly than otherwise because they could reduce the number of English words they need to learn by considering loanwords whose meanings can be more or less deduced from their original meanings. On the other hand, they are sometimes a bad influence on JLEs' learning. For example, they would confuse JLEs when their pronunciations and meanings differ more or less from the original ones, as my students' pronunciations of 'change' shows. It is reasonable that *Horizon English Course* assigns the students a task in which they would compare English original pronunciations with JLEs' pronunciations of English words familiar to them like 'pizza, salad, coffee, cake, hamburger, sandwich, juice, jacket, socks, T-shirt, sweater, necklace, radio, towel' at the beginning of learning.

#### 4. An Observation of English Loanwords

We are now ready to look more carefully into English loanwords which JLEs might pronounce differently from the original pronunciations. We focus upon the words from *New Horizon English Course*. I will use the term 'loanword' to refer to the word which is entered in *Kojien* in this paper. The loanwords from *New Horizon English Course* are attached small circle marks '●' at the upper right in Appendix. JLEs have listened to or used these words in Japanese speech before they learn them. Among four hundred and sixty-six English loanwords, we pick out words which JLEs might pronounce differently from the original pronunciations and then observe them by classifying into two groups; the Type A are the words which JLEs might pronounce incorrectly because the pronunciations have been established differently from the original ones in the Japanese language, and the Type B are the ones which JLEs might pronounce incorrectly under the influence of their native language.

##### 4.1. Observations of Type A Words

We first observe English loanwords which JLEs might pronounce incorrectly because the pronunciations have been established differently from the original ones in the Japanese language. Two thirds of this type words are concerned with diphthongs. For example, many JLEs do not distinguish between /ei/ and /e:/ and substitute /e:/, e/ for /ei/ in English words. They might pronounce 'chain' as \*[tʃe:n] not as [tʃein], and 'exchange' as \*[ikstʃendʒ] not as [ikstʃeindʒ]. This phenomenon is observed in words shown in Table 1. We find other examples concerned with the diphthong /ei/. JLEs

sometimes substitute /ə/ for /ei/. They might pronounce ‘Asia’ as \*[əʒiə] not as [eiʒə], ‘Australia’ as \*[ɔ:streljə] not as [ɔ:streiljə], and ‘vacation’ as \*[vəkeiʃn] not as [veikeiʃn]. As for ‘again’, many JLEs pronounce it as [əgein] although it is transcribed as [əge:n] in *Kojien*.

**Table 1: Original Pronunciations and JLEs’ Pronunciations (1)**

Word	Original	JLEs’	Word	Original	JLEs’
away	[əweɪ]	[əwe:]	great	[greɪt]	[gre:t]
baby	[beɪbi]	[bebi]	make	[meɪk]	[me:k]
baseball	[beɪsbɔ:l]	[be:sbɔ:l]	name	[neɪm]	[ne:m]
birthday	[bɔ:rθdeɪ]	[bɜ:rθde:]	nature	[neɪtʃər]	[ne:tʃər]
break	[breɪk]	[bre:k]	OK	[oukeɪ]	[o:ke:]
cake	[keɪk]	[ke:ki]	paper	[peɪpər]	[pe:pər]
chain	[tʃeɪn]	[tʃe:n]	place	[pleɪs]	[ple:s]
change	[tʃeɪndʒ]	[tʃendʒ]	play	[pleɪ]	[ple:]
date	[deɪt]	[de:t]	player	[pleɪər]	[ple:jər]
day	[deɪ]	[de:]	sale	[seɪl]	[se:l]
exchange	[ɪkstʃeɪndʒ]	[ekstʃendʒ]	shade	[ʃeɪd]	[ʃe:d]
face	[feɪs]	[fe:s]	table	[teɪbl]	[te:bl]
game	[geɪm]	[ge:m]	take	[teɪk]	[te:k]
gate	[geɪt]	[ge:t]	video game	[vɪdiou geɪm]	[video ge:m]
grade	[greɪd]	[gre:d]	yesterday	[jestərdeɪ]	[jestərde:]

Similarly, they do not distinguish between /ou/ and /o:/ and substitute /o:, o/ for /ou/ in English words. This causes them to pronounce ‘only’ as \*[onli] not as [ounli], and ‘post’ as \*[post] not as [poust]. This phenomenon is observed in words shown in Table 2. We should notice that when they pronounce some words in their ways, they might be misunderstood as if they pronounce other words: when they pronounce ‘boat’ as [bɔ:t] and ‘hole’ as [hɔ:l], they might be misunderstood as if they pronounce ‘bought’ and ‘hall’ respectively. We find few examples which are concerned with the diphthong /au/: some of the JLEs pronounce ‘ground’ as [graund] but other pronounce it as \*[grand].

**Table 2: Original Pronunciations and JLEs’ Pronunciations (2)**

Word	Original	JLEs’	Word	Original	JLEs’
blow	[blou]	[blo:]	only	[ounli]	[onli]

Word	Original	JLEs'	Word	Original	JLEs'
boat	[bout]	[bo:t]	open	[oupn]	[o:pn]
cola	[koulə]	[ko:lə]	over	[ouvər]	[o:vər]
cold	[kould]	[ko:ld]	poem	[pouim]	[poem]
echo	[ekou]	[eko:]	phone	[foun]	[fo:n]
go	[gou]	[go:]	post	[poust]	[post]
hello	[helou]	[helo:]	program	[prougrəm]	[progrəm]
hold	[hould]	[ho:ld]	rainbow	[reibou]	[reibo:]
hole	[houl]	[ho:l]	road	[roud]	[ro:d]
home	[houm]	[ho:m]	rose	[rouz]	[ro:z]
homestay	[houmstei]	[ho:mstei]	show	[jou]	[jo:]
hope	[houp]	[ho:p]	snow	[snou]	[sno:]
host	[houst]	[host]	stone	[stoun]	[sto:n]
koala	[koua:lə]	[koa:lə]	throw	[θrou]	[θro:]
motto	[matou]	[matto:]	video	[vidiou]	[video]
no	[nou]	[no:]	video game	[vidiou geim]	[video ge:m]
notebook	[noutbuk]	[no:tbuk]	window	[windou]	[windo:]
OK	[oukei]	[o:ke:]	yellow	[jelou]	[jelo:]
old	[ould]	[o:ld]	zero	[zi:rou]	[zero]

JLEs have other words which they pronounce incorrectly because the pronunciations have been established differently from the original ones in the Japanese language. For example, they might pronounce ‘meter’ as \*[me:tər] not as [mi:tər], ‘news’ as \*[nju:s] not as [nju:z], and ‘zero’ as \*[zero] not as [zi:rou]. Their pronunciations seem to be influenced by spelling of the words. Other examples are shown in Table 3.

Table 3: Original Pronunciations and JLEs’ Pronunciations (3)

Word	Original	JLEs'	Word	Original	JLEs'
area	[eəriə]	[eriə]	restaurant	[restərənt]	[restərən]
breakfast	[brekfəst]	[brekfə:st]	sweater	[swetər]	[se:tər]
cook	[kuk]	[kok]	team	[ti:m]	[tʃi:m]
ice hockey	[ais haki]	[ais hokke:]	ticket	[tikit]	[tʃiket]
meter	[mi:tər]	[me:tər]	tissue	[tiʃu:]	[tiʃu]
money	[mʌni]	[mʌne:]	zebra	[zi:brə]	[zebrə]
news	[nju:z]	[nju:s]	zero	[zi:rou]	[zero]

#### 4.2. Observations of Type B Words

We next observe English words which JLEs might pronounce incorrectly under the influence of their native language. The first point to observe is that they often substitute their familiar sounds for their unfamiliar sounds in English words. For example, they have some unfamiliar English consonants. When they pronounce ‘vase’, ‘mouth’, and ‘lock’ in their ways, they might be misunderstood as if they pronounce ‘base’, ‘mouse’, and ‘rock’ because they do not have /v, θ, l/ in the Japanese language. Because this phenomenon is observed in many words which have unfamiliar sounds to JLEs like /f, v, θ, ð, l/ as shown in Aihara (2006), we do not show other examples here for lack of space. They also have some unfamiliar English vowels. Shimaoka (1997) shows Figure 3 to describe the tongue position of English and Japanese vowels. We see from this figure that the tongue position of English /i/ is different from the one of Japanese /イ/: the tongue position of /i/ is lower and back than the one of /イ/. This figure also shows that /i/ is the sound in-between /イ/ and /ヱ/. This means that JLEs recognize /i/ as /イ/ in some words and as /ヱ/ in other words. Incidentally, *Kojien* uses /イ/ in words like ‘accident, comic, eleven, music, tennis’ and /ヱ/ in words like ‘enjoy, exciting, orange, market, message, report, video’.

	FRONT	MID	BACK
HIGH	i: イ i		u: ウ u
MID	ei ヱ e	ə:r ə	ou オ ʌ
LOW	æ	ア ai    au	ɔ: ɑ(:)

Figure 3: English & Japanese Vowels

We should also notice that JLEs often insert vowels between consonant clusters in English words. Because the Japanese language has the structure of open syllables, they might have difficulty in pronouncing consonant clusters. In order to pronounce the string of sounds easily, they might split consonant clusters to insert vowels. For example, when they pronounce ‘street’, they insert /u/ into /st/, /o/ into /tr/, and /o/ word-finally and pronounce it as \*[sutori:to] not as [stri:t]. When they pronounce ‘text’, they insert /i/ into /ks/, /u/ into /st/, and /o/ word-finally and pronounce it as \*[tekisuto] not as [tekst]. Because they change the structure of syllables when they insert vowels, their pronunciations might sound a little strange to native speakers of English. We can find many other examples in which JLEs insert vowels between consonant

clusters.

It is interesting to note that JLEs sometimes put a stress on the different syllable from the original one. For example, they put a primary stress on the first syllable in words like ‘Australia, bazaar, delicious, guitar, koala’ although they should put it on the second syllable. Here is another example: they put a primary stress on the second syllable in words like ‘character, hamburger, passport’ which they should put it on the first syllable. It is clear that their pronunciations might sound a little strange to native speakers of English. Other examples are shown in Table 4.

**Table 4: Original Pronunciations and JLEs’ Pronunciations (4)**

Word	Original	JLEs’	Word	Original	JLEs’
Australia	[ɔːstrɛɪljə]	[ɔːstrɛɪljə]	hamburger	[hæmbɜːrgər]	[hæmbóːrgər]
bazaar	[bəzɑːr]	[bózɑːr]	koala	[kouáːlə]	[kóalə]
character	[kæriktər]	[kæróktər]	operator	[ápərɛitər]	[apérɛːtər]
delicious	[dɪlɪʃəs]	[déliʃəs]	passport	[pæspɔːrt]	[pæspòːrt]
guitar	[ɡítɑːr]	[ɡítaːr]	volunteer	[vʌləntiər]	[valóntiə]

## 5. Conclusion

Japanese speakers have used many English loanwords for a long time and they might be more or less influenced by these words when they learn English. We paid attention to the fact that English loanwords would confuse JLEs when their pronunciations differ more or less from the original ones in this paper. We observed English loanwords from *New Horizon English Course* and classified into two groups: the words which JLEs might pronounce incorrectly because the pronunciations have been established differently from the original ones in the Japanese language, and the words which they might pronounce incorrectly under the influence of their native language. The observations show that many English loanwords would interfere with JLEs’ learning. As Aihara & Rosser (2004) point out, it is difficult for learners to hear the difference between the JLEs’ pronunciations and the original ones. It is clear that they need special phonetic guidance. Teachers could help their learners if they predict the difficulties which their learners might have. I hope this study could assist teachers in teaching English sounds effectively.



### Notes

- \* : This paper develops in much greater detail some of the themes presented at the 13th EPTA General Meeting on July 5, 2008 at Ibaraki Christian University.
- 1 : *New Horizon English Course* (2006) is the English textbook series currently being used in Ibaraki Prefecture.
- 2 : *The Course of Study* (2004) shows four language elements: (a)speech sounds (b)letters and symbols (c)words, collocations, and idioms (d)grammatical items. “Contemporary standard pronunciation” is in (a).

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## 外来語が英語音声学習に与える影響

相 原 和 恵

日本人は昔から多くの外来語を日本語に取り入れ使用してきた。外来語が日本語を豊かにしていると言っても過言ではないだろう。外来語は外国語学習に良い影響と悪い影響を与える。例えば、発音が本来のものとは異なった形で定着してしまっている場合には、音声学習の障害になることも予想される。本論では、日本人英語学習者が効果的に音声を学習できることを願って、本来の発音とは異なった形で日本語に定着している英語由来の外来語を観察した。

## Appendix

### English Words in *New Horizon English Course*

The words in boldface type are the ones which *New Horizon English Courses* specify as the words desirable to be memorized. The words with ▼ are the ones which are shown in Table 1 in the *Course of Study*. The words with ● are the ones which are entered in *Kojien*.

a▼	about▼●	abroad	accident●	across▼	action●
adult●	advertise	afraid	after▼●	afternoon●	again●
against	ago	agree	alien●	all▼●	almost
alone	already	also	although	always	am▼
America●	American●	among▼	an▼	and▼	animal●
Ann	another▼	answer●	ant	any	anymore
anyone▼	anything▼	anywhere	April	are▼	area●
arm●	around	as▼	Asia●	ask	at▼
ate	August	Australia●	away●	baby●	back●
bad●	bag●	ball●	ballpark	bare	baseball●
basketball●	bazaar●	be	beach●	beautiful●	became
because▼	become	bed●	been	before▼	began
begin	believe	best●	best-seller●	better●	between▼
big●	bike●	Bill	Bin	bird●	birthday●
black●	blow●	blown	blue●	boat●	bodies
body●	bomb	book●	boring	born	borrow
both▼	bought	box●	boy●	braille	branch●
break●	breakfast●	breeze	bridge●	bright	bring
broke	brother●	brought	Brown	build	building●
built	burn	bus●	busy	but▼	buy
by▼	bye	cake●	call●	came	camera●
can▼	Canada●	cancer●	cannot	cap●	car●
card●	care●	careful	carry●	cat●	catch●
catcher●	caught	cause	CD●	cell●	century●
cereal●	chain●	chair●	chance●	change●	character●
cheap●	chemical●	cherry●	child	children	Chinese●
choose	Christmas●	church●	city●	class●	classroom
clean●	close	cloudy	club●	cola●	cold●
color●	come	comic●	commercial●	communication●	compare
complain	computer●	concert●	contact●	continue	cook●
cool●	could	country●	course●	cross●	crowded

cry	culture●	cup●	cute●	dance●	danger
dark●	date●	Davis	day●	dead●	dear
December	decide	decorate	deep●	deer	delicious●
desk●	did	die	difference	different	difficult
dinner●	disagree	do	does	dog●	door●
dot●	down▼●	dream●	drink●	drive●	dump●
during▼	dying	each▼	early	Earth●	easy●
eat	echo●	egg●	eight●	eighteen	eighth
eighty	either▼	elegant●	elementary●	eleven●	eleventh
else	e-mail	emergency●	English●	enjoy●	enough
environmental	e-pal	era	especially	evening●	ever
every	everyone▼	everything▼	example	exchange●	excited
exciting●	excuse	expensive	explain	eye●	face●
fall●	fall	family●	famous	fan●	fan●
far	farm●	fast	father●	favor	favorite
February	feel	fell	festival●	few	fiction●
fifteen	fifteenth	fifth	fifty●	figure●	fill
find	fine●	finger●	finish●	fire●	firework
first●	fish●	five●	flew	floor●	flute●
fly●	food●	for▼	foreign	forest	forever
forget	forty	foster	found	four●	fourteen
fourteenth	fourth	free●	Frenchman	Friday	friend●
friendship●	frightened	from▼	front●	full●	fun
game●	garbage	gate●	gave	get●	girl●
give●	glad	go●	God●	good●	goodbye●
got	grade●	grandmother	grass	great●	Green
green●	ground●	group●	guitar●	habit●	had
hair●	hall●	hamburger●	hand●	handkerchief●	hang
happen	happy●	hard●	has▼	hate	have▼
he▼	head●	headache	hear	heard	heavy●
held	hello●	help●	her▼	here	hers▼
hi	high●	him▼	his▼	history●	hit●
hit	hold●	hole●	holiday●	home●	homestay●
homework	hope●	hospital●	host●	hot●	hour
house●	housework	how▼	hundred	hungry●	hurt
husband●	I▼	ice hockey●	idea●	if▼	important
impress	in▼●	industrial●	injure	injured	ink●
interested	interesting	Internet●	into▼	introduce	invent

is▼	it●	its	jam●	January	Japan●
Japanese	job●	join	Judy	July	jump●
June	junior●	just●	keep●	key●	kind
kind	kitchen●	knew	know	koala●	lacrosse●
lake	land●	language	large	last●	last
late	later	laugh	leaf	learn	leave
leaves	left●	left	let's	letter●	library●
life●	light●	like	like	line●	lion●
Lisa	listen	little●	live	lives	long●
look●	lose	lost●	lot●	loud●	love●
lucky●	lullaby●	lunch●	lunchtime	made	magic●
make●	man●	many	March	market●	math
May	may▼	maybe	me▼	mean	medicine
meet●	meeting●	member●	message●	met	meter●
midnight●	Mike	milk●	mind●	mine▼	minute
miss	mom	mommy	Monday	money●	monster●
month	moon●	more	morning●	most	mother●
motto●	mountain●	mouth●	move	movie●	moving
Mr. ●	Mrs. ●	Ms. ●	much	music●	must▼
my▼●	name●	natural●	nature●	near▼●	need
net●	never●	new●	news●	next●	nice●
night●	nine●	nineteen	ninety	ninth	no●
No. ●	noon	not	notebook●	nothing▼	notice
November	now●	nuclear	number●	o'clock	October
of▼	off▼●	office●	often	oh	OK●
old●	on▼●	once	one▼●	only●	open●
operator●	opinion●	or▼	orange●	order●	organ●
original●	other●	our▼	ours▼	out●	over▼●
own●	paper●	pardon	parent	park●	parking●
part●	party●	pass●	passport●	peace●	pen●
pencil●	penguin●	people●	perfect●	person	phone●
piano●	picture●	piece●	place●	plan●	plane
planet	play●	player●	playground	please●	poem●
point●	pollution	poor	popular●	post●	practice
present●	pretty	price●	priority●	problem●	program●
public●	purple●	purpose	push●	put	put
question●	quickly	quiet	quietly	rabbit●	racket●
rain●	rainbow●	raise	ran	read	read

real●	really	reason●	red●	remember	report●
reporter●	rest●	restaurant●	return●	rice●	ride
right	right●	rise	river●	road●	rock●
roof●	room●	rose●	rule●	run●	sad
said	sale●	same	sang	sat	Saturday
saw	say	says	school●	science●	scientist
sea●	season●	seat●	second●	see	seen
sell	send	sent	September	seven●	seventeen
seventh	seventy	shade●	shall▼	she▼	shop●
short●	should▼	shout	show●	shrine	sick
sightseeing●	sign●	silent●	simple●	since▼	sing
singer●	sister●	sit	six●	sixteen	sixth
sixty	skiing	sky●	sleep	slowly	small
smile●	snow●	so▼	soccer●	soft●	softball●
sold	some	someday	someone▼	something▼	sometimes
song●	soon	sorry	sound●	soup●	spaceship
speak	speech●	spend	sport●	spring●	stand●
star●	start●	station●	statue●	stay●	stick●
still	stone●	stop●	store●	storm●	story●
strange	street●	strong	student	study	subject●
such	suddenly	summer●	sun	Sunday●	sunny
support●	sure	surf	surprised	sweater●	sweet●
swim	symbol●	system●	table●	tag●	take●
taken	talk●	tall	taught	tea●	teach
teacher●	team●	telephone●	tell	ten●	tennis●
tenth	test●	text●	than▼	thank	that▼
the▼	their▼	theirs	them▼	then▼	there
these▼	they▼	thing	think	third●	thirsty
thirteen	thirteenth	thirtieth	thirty●	this▼	those▼
thought	thousand	three●	threw	through▼	throw●
Thursday	ticket●	tightly	time●	tired	tissue●
to▼	today	together	told	tomorrow	ton●
tonight	too	took	top●	town●	track●
traditional●	traffic	train	tree●	tried	trip●
truck●	true	try●	T-shirt●	Tuesday	turn
TV	twelfth	twelve	twentieth	twenty	two●
uh	uh-huh	umbrella●	under▼●	understand	United States
until▼	up▼●	us▼	use	used	useful

usually	vacation●	very	video●	video game●	view●
village	visit	voice●	volunteer●	wait	walk●
walking	want	warm	was	wash	waste
watch	water●	way●	we▼	weak●	weather
Wednesday	week●	weekend●	weigh	welcome●	well
well	went	were	west	what▼	when▼
where▼	which▼	while	white●	who▼	whole
whose▼	why▼	wife●	will▼	wind●	window●
winter●	wish	with▼	without▼	woman●	wonderful●
word●	work●	world●	worry	would▼	wow
write	writer●	written	wrong	wrote	year●
yellow●	yes●	yesterday●	yet	you▼	young●
your▼	yours▼	yourself	zebra●	zero●	zoo