

Exercise 1-36: Description and Set Phrase Test

CD 2 Track 4

Let's check and see if the concepts are clear. Pause the CD and underline or highlight the stressed word. Check Answer Key, beginning on page 193. Repeat after me.

1. He's a **nice** guy.
2. He's an **American** guy from **San Francisco**.
3. The **cheerleader** needs a **rubber band** to hold her **ponytail**.
4. The **executive assistant** needs a **paper clip** for the **final report**.
5. The **law student** took an **English test** in a **foreign country**.
6. The **policeman** saw a **red car** on the **freeway** in **Los Angeles**.
7. My **old dog** has **long ears** and a **flea problem**.
8. The **new teacher** broke his **coffee cup** on the **first day**.
9. His **best friend** has a **broken cup** in his **other office**.
10. Let's play **football** on the **weekend** in **New York**.
11. "**Jingle Bells**" is a **nice song**.
12. Where are my **new shoes**?
13. Where are my **tennis shoes**?
14. I have a **headache** from the **heat wave** in **South Carolina**.
15. The **newlyweds** took a **long walk** in **Long Beach**.
16. The **little dog** was sitting on the **sidewalk**.
17. The **famous athlete** changed clothes in the **locker room**.
18. The **art exhibit** was held in an **empty room**.
19. There was a **class reunion** at the **high school**.
20. The **headlines** indicated a **new policy**.
21. We got **on line** and went to **americanaccent dot com**.
22. The **stock options** were listed in the **company directory**.
23. All the **second-graders** were out on the **playground**.

Notice how the meaning changes, while the actual words stay the same.

1. I didn't say he stole the money. Someone **else** said it.
2. I **didn't** say he stole the money. **That's** not true at **all**.
3. I didn't **say** he stole the money. I only **suggested** the **possibility**.
4. I didn't say **he** stole the money. I think someone **else** took it.
5. I didn't say he **stole** the money. Maybe he just **borrowed** it.
6. I didn't say he stole **the** money, but rather some **other** money.
7. I didn't say he stole the **money**. He may have taken some **jewelry**.

I I didn't say he stole the money. Someone **else** said it.
It's true that somebody said it, but I wasn't that person.

Didn't I **didn't** say he stole the money. **That's** not true at **all**.
Someone has accused me and I'm protesting my innocence.

Say I didn't **say** he stole the money. I only **suggested** the **possibility**.
Maybe I hinted it. Maybe I wrote it. In some way, I indicated that he stole the money, *but* I didn't say it.

He I didn't say **he** stole the money. I think someone **else** took it.
I think someone stole the money, only not the person you suspect did it.

Stole I didn't say he **stole** the money. Maybe he just **borrowed** it.
I agree that he took it, but I think his motive was different.

The I didn't say he stole **the** money, but rather some **other** money.
We agree that he stole some money, but I don't think it's this money.

Money I didn't say he stole the **money**. He may have taken some **jewelry**.
We agree that he's a thief, but we think he stole different things.

Notice that in the first half of these sentences nothing changes but the intonation.

▼ Repeat after me.

Exercise 1-41: Supporting Words

CD 2 Track 10

For this next part of the intonation of grammatical elements, each sentence has a few extra words to help you get the meaning. Keep the same strong intonation that you used before and add the new stress where you see the bold face. Use your rubber band.

1. The **dogs** eat the **bones** every **day**. th' **däg** zeet th' **bounzevree day**
2. The **dogs** ate the **bones** last **week**. th' **däg** zεit th' **bounzlæss dweek**
3. The **dogs**'re eating the **bones** right now. th' **däg** zɪ reeding th' **bounz räit næo**
4. The **dogs**'ll eat the **bones** if they're **here**. th' **däg** zə leet th' **bounzif**
ther **hir**
5. The **dogs**'d eat the **bones** if they were **here**. th' **däg** zə deet th' **bounzif**
they wr **hir**
6. The **dogs**'d've eaten the **bones** if they'd **been** here. th' **däg** zədə veetn th' **bounzif**
theyd **bin hir**
7. The **dogs** that've eaten the **bones** are **sick**. th' **däg** zədə veetn th' **bounzɪ sick**
8. The **dogs**'ve eaten the **bones** every **day**. th' **däg** zə veetn th' **bounzevry day**
9. The **dogs**'d eaten the **bones** by the time we **got** there. th' **däg** zə deetn th' **bounz**
by th' time we **gät ther**
10. The **dogs**'ll have eaten the **bones** by the time we **get** there. th' **däg** zələ veetn th' **bounz**
by th' time we **get ther**

Exercise 1-44: Building an Intonation Sentence

CD 2 Track 13

Repeat after me the sentences listed in the following groups.

1. I bought a **sandwich**.
2. I **said** I bought a **sandwich**.
3. I **said** I think I bought a **sandwich**.
4. I said I **really** think I bought a **sandwich**.
5. I said I **really** think I bought a chicken **sandwich**.
6. I said I **really** think I bought a **chicken** salad **sandwich**.
7. I said I **really** think I bought a **half** a chicken salad **sandwich**.
8. I said I **really** think I bought a **half** a chicken salad **sandwich** this afternoon.
9. I **actually** said I **really** think I bought a **half** a chicken salad **sandwich** this afternoon.
10. I **actually** said I **really** think I bought another **half** a chicken salad **sandwich** this afternoon.
11. Can you **believe** I **actually** said I **really** think I bought another **half** a chicken salad **sandwich** this afternoon?

1. I **did** it.
2. I did it **again**.
3. I already **did** it again.
4. I think I already **did** it again.
5. I **said** I think I already **did** it again.
6. I **said** I think I already **did** it again **yesterday**.
7. I **said** I think I already **did** it again the day before **yesterday**.

1. I want a **ball**.
2. I want a large **ball**.
3. I want a **large**, red **ball**.
4. I want a **large**, red, bouncy **ball**.
5. I want a **large**, red bouncy rubber **ball**.
6. I want a **large**, red bouncy rubber **basketball**.

1. I want a **raise**.
2. I want a big **raise**.
3. I want a **big**, impressive **raise**.
4. I want a **big**, impressive, annual **raise**.
5. I want a **big**, impressive, annual cost of **living** raise.

We thought you weren't **coming**.

[we thä chew wrnt kə'mɪŋ]

I'll bet you **ten** bucks he forgot.

[æɪ betʃə tɛn buːks he frɪgət]

Is **that** your final **answer**?

[ɪz ðætʃr fɪn' læn sɜː]

natural

[nætʃrəl]

perpetual

[pɜːpɛtʃəl]

virtual

[vɜːtʃəl]

D + Y = J

Did you **see** it?

[dɪdjə siː'it]

How did you **like** it?

[həʊˌjə laɪk ɪt]

Could you **tell**?

[kʊdjə tɛl]

Where did you send your **check**?

[wɜːdjə sɛnʃɜːk]

What did your **family** think?

[wəˌjɜː fæmliː θɪŋk]

Did you find your **keys**?

[dɪdjə faɪnd jɜː kiːz]

We followed your **instructions**.

[we fɔːləʊ dʒɜː ɪn'strʌkʃnz]

Congratulations!

[kɒŋgræj'leɪʃnz]

education

[ɛdʒəˌkeɪʃn]

individual

[ɪndəˌvɪʃəl]

graduation

[grædʒəˌeɪʃn]

gradual

[grædʒəl]

S + Y = SH

Yes, you are.

[jɛʃu ɑː]

Insurance

[ɪnʃʊərəns]

Bless you!

[blɛʃu]

Press your **hands** together.

[prɛʃʊə hændz d'geðr]

Can you **dress** yourself?

[kæn juː drɛʃɪz jɜːsɛlf]

You can pass your **exams** this year.

[juː kæn pɑːs jɜː ɛgzæmz ðɪs jɪə]

I'll try to guess your **age**.

[aɪ l triː tuː gɛʃ jɜː ɑːʒ]

Let him gas your **car** for you.

[lɛdɪm ɡæʃ jɜː kɑː fɜː juː]

Z + Y = ZH

How's your **family**?

[həʊzɪə fæmliː]

How was your **trip**?

[həʊ wəzɪə trɪp]

Who's your **friend**?

[huːzɪə frɛnd]

Where's your **mom**?

[wɜːzɪə məm]

When's your **birthday**?

[wɛnzɪə brθdeɪ]

She says you're **OK**.

[ʃe sɛzɪəʊ oʊk]

Who does your **hair**?

[huː dɔːzɪə hɛə]

casual

[kæˌzʃəl]

visual

[viˌzʃəl]

Exercise 2-15: Colloquial Reductions and Liaisons

CD 3 Track 3

In order for you to recognize these sounds when used by native speakers, they are presented here, but I don't recommend that you go out of your way to use them yourself. If, at some point, they come quite naturally of their own accord in casual conversation, you don't need to resist, but please don't force yourself to talk this way. Repeat.

I have got to go .	I've gotta go .
I have got a book .	I've gotta book .
Do you want to dance ?	Wanna dance ?
Do you want a banana ?	Wanna banana ?
Let me in .	Lemme in .
Let me go .	Lemme go .
I'll let you know .	I'll letcha know .
Did you do it?	Dija do it?
Not yet .	Nä chet .
I'll meet you later .	I'll meechu layder .
What do you think ?	Whaddyu think ?
What did you do with it?	Whajoo do with it?
How did you like it?	Howja like it?
When did you get it?	When ju geddit ?
Why did you take it?	Whyju tay kit ?
Why don't you try it?	Why don chu try it?
What are you waiting for?	Whaddya waitin' for?
What are you doing ?	Whatcha doin' ?
How is it going ?	Howzit going ?
Where's the what-you-may-call-it ?	Where's the whatchamacallit ?
Where's what-is-his-name ?	Where's whatsizname ?
How about it?	How 'bout it?
He has got to hurry because he is late .	He's gotta hurry 'cuz he's late .
I could've been a contender .	I coulda bina contender .

Exercise 4-10: Combinations in Context

CD 3 Track 22

Repeat the following sentences.

- | | |
|--|--|
| 1. I don't know what it means . | I don ^(o) know wədɪt meenz |
| 2. But it looks like what I need . | bədi ^(o) lūk sly kwədäi need |
| 3. But you said that you wouldn't . | bəchew sed thəchew wüdnt |
| 4. I know what you think . | I know wəchew think |
| 5. But I don't think that he will . | bədäi don ^(o) think thədee will |
| 6. He said that if we can do it, he'll help . | he sed the diff we k'n do ^(w) it, hill help |
| 7. But isn't it easier this way? | bədizni deezier thi sway? |
| 8. We want something that isn't here . | we wänt something thədizn' here |
| 9. You'll like it, but you'll regret it later . | yül lye kit, bəchül r' gre dit laydr |
| 10. But he's not right for what I want . | bədeez nät right fr wədäi wänt |
| 11. It's amazing what you've accomplished . | its amazing wəchoovəccämplisht |
| 12. What if he forgets ? | wədifee frgets |
| 13. OK , but aren't you missing something? | OK , bədärn' chew missing səmthing |
| 14. I think that he's OK now. | I think thədeez OK næo |
| 15. She wanted to, but her car broke down. | She wänəd to, bədr cär broke dæon |
| 16. We think that you're taking a chance . | We think thəchr taking a chænce |
| 17. They don't know what it's about . | They don't know wədɪt səbæot |

Break the paragraph into natural word groups. Mark every place where you think a pause is needed with a slash.

Hello, my name is _____. I'm taking American **Accent** Training. There's a lot to learn, but I **hope** to make it as **enjoyable** as possible. I should pick **up** on the American **intonation** pattern pretty **easily**, although the **only** way to **get** it is to **practice** all of the time. I use the **up** and down, or **peaks** and valleys **intonation** more than I **used** to. I've been paying attention to **pitch**, **too**. It's like **walking** down a **staircase**. I've been **talking** to a lot of **Americans** lately, and they tell me that I'm **easier** to **understand**. **Anyway**, I could go **on** and on, but the **important** thing is to **listen** well and sound **good**. **Well**, what do you **think**? **Do I?**

Read the story and stress the indicated words. Notice if they are a **description**, a **set phrase** or **contrast**. For the next level of this topic, go to page 111. Repeat after me.

There is a *little girl*. Her name is **Goldilocks**. She is in a *sunny forest*. She sees a *small house*. She *knocks on* the door, but **no one** answers. She *goes inside*. In the *large room*, there are *three chairs*. **Goldilocks** sits on the **biggest chair**, but it is *too high*. She sits on the *middle-sized* one, but it is *too low*. She sits on the *small chair* and it is *just right*. On the table, there are *three bowls*. There is *hot porridge* in the bowls. She tries the *first one*, but it is *too hot*; the *second one* is *too cold*, and the *third one* is *just right*, so she eats it all. *After that*, she *goes upstairs*. She *looks around*. There are *three beds*, so she *sits down*. The **biggest bed** is *too hard*. The *middle-sized* bed is *too soft*. The *little one* is *just right*, so she *lies down*. Soon, she *falls asleep*. In the *meantime*, the family of *three bears* comes home — the **Papa bear**, the **Mama bear**, and the **Baby bear**. They *look around*. They say, “Who’s been sitting in our chairs and eating our porridge?” Then they *run upstairs*. They say, “Who’s been sleeping in our beds?” **Goldilocks wakes up**. She is *very scared*. She *runs away*. **Goldilocks never comes back**.

Review Exercise G: Three-Word Phrase Story—Three Little Pigs CD 4 Track 1

Notice where there are patterns, where the words change, but the rhythm stays the same (*straw-cutting tools, woodcutting tools, bricklaying tools*). Read the story aloud.

Once upon a time, there were **three little pigs**. They lived with their **kind old mother** near a **large, dark forest**. One day, they decided to build **their own houses**. The **first little pig** used straw. He took his **straw-cutting tools** and his **new lawnmower**, and built a **little straw house**. The **second little pig** used sticks. He took his **woodcutting tools** and some **old paintbrushes** and built a **small wooden house**. The **third little pig**, who was a **very hard worker**, used bricks. He took his **bricklaying tools**, an **expensive mortarboard**, and built a **large brick house**. In the forest, lived a **big bad wolf**. He wanted to eat the **three little pigs** so he went to the **flimsy straw abode** and tried to blow it down. “Not by the hair of my **chinny chin chin!**” cried the **three little porkers**. But the house was **not very strong**, and the **big bad beast** blew it down. The **three little pigs** ran to the **rickety wooden structure**, but the **big bad wolf** blew it down, **too**. Quickly, the **three little piggies** ran to the **sturdy brick dwelling** and hid inside. The **big bad wolf** huffed and he puffed, but he couldn’t blow the **strong brick house** down. The **three little pigs** laughed and danced and sang.