# The American Accent Course

## Table of Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
</tr>
<tr>
<td>How to Use this Course</td>
<td></td>
</tr>
<tr>
<td><em>Introduction</em></td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit One</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to the American Accent</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is Accent?</td>
</tr>
<tr>
<td>2</td>
<td>An Overview of the American Accent</td>
</tr>
<tr>
<td><strong>Unit Two</strong></td>
<td></td>
</tr>
<tr>
<td>Breaking English into Pieces</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Meet the Schwa</td>
</tr>
<tr>
<td>4</td>
<td>The American T</td>
</tr>
<tr>
<td><strong>Unit Three</strong></td>
<td></td>
</tr>
<tr>
<td>Word Intonation Patterns</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Intonation Patterns of 1&amp;2 Syllable Words</td>
</tr>
<tr>
<td>6</td>
<td>Intonation Patterns of 3&amp;4 Syllable Words</td>
</tr>
<tr>
<td><strong>Unit Four</strong></td>
<td></td>
</tr>
<tr>
<td>Unusual Word Intonation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Words that Shift Stress</td>
</tr>
<tr>
<td>8</td>
<td>Missing Syllables</td>
</tr>
<tr>
<td><strong>Unit Five</strong></td>
<td></td>
</tr>
<tr>
<td>Descriptive Phrases and Compound Nouns</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Compound Nouns vs. Descriptive Phrases</td>
</tr>
<tr>
<td>10</td>
<td>Phrasal Verbs and More</td>
</tr>
<tr>
<td><strong>Unit Six</strong></td>
<td></td>
</tr>
<tr>
<td>Linking Words Together</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Linking Words</td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit Seven</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Content and Structure Words</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>Content Words</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>Structure Words</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Eight</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Rhythm and Timing</td>
<td>64</td>
</tr>
<tr>
<td>15</td>
<td>Reducing Modals</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>Phrasing</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Nine</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Sentence Stress</td>
<td>73</td>
</tr>
<tr>
<td>18</td>
<td>Normal Sentence Stress</td>
<td>73</td>
</tr>
<tr>
<td>18</td>
<td>Emphatic and Contrastive Stress</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Ten</strong></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Asking Questions</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>Tag Questions</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Eleven</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Compound and Complex Sentences</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Sequencing</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>Complex Sentences</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Twelve</strong></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Clear Speech</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Emotion and Mood</td>
<td>95</td>
</tr>
<tr>
<td>24</td>
<td>Putting it All Together</td>
<td>99</td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendations</strong></td>
<td></td>
</tr>
<tr>
<td>Recommendations for Continued Success</td>
<td>102</td>
</tr>
<tr>
<td>Resources</td>
<td>104</td>
</tr>
</tbody>
</table>
Introduction

Congratulations! You’ve taken the action necessary to improving not only your pronunciation, but more importantly your accent. Be proud of your first action step! Now, let’s take the next step together.

This workbook accompanies the audio portion of the American Accent Course. Each lesson has a presentation of how native speakers produce the language and a practice for you to put your newly attained knowledge into valuable, practical everyday use.

You may want to print out this workbook and put it in a binder. While it’s not necessary to use a color printer, some of the lessons will benefit from using color ink. (These lessons have a note in the upper, right-hand corner.) Also, notice that each lesson has a right-hand column for notes, and an overview of each lesson is listed at the top with a useful quote at the bottom. In the left-hand column, you’ll find the visual reenforcement to the audio lesson; in other words, the important points you need to help you understand the presentation and help you follow along with the practice.

Just as important are the suggestions for practice that you’ll find at the end of each lesson. We’d like to emphasize the continual need to practice the points made in the lessons.

Finally, if you’re not already a member of the American Accent Workshop, we believe you will find enormous benefit by joining. You can sign up at www.accentworkshop.com. As a member of this online community, you can come to Help Sessions and live classes and get real time feedback from expert instructors. Okay, let’s begin!

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Attitude

Before we begin, you should take a moment to think about your attitudes towards learning an accent in another language.

Have you ever asked yourself the following questions?

- Is it really possible to change my accent?
- Is it necessary to change my accent?
- Will I be giving up a part of who I am by changing the way I speak?
- Am I too old?
- Am I too dumb?
- Do men/women pick up on accent better than I do?
- Will my native language affect my pronunciation?
- Can native English speakers understand me?
- How long is this going to take?
- Do I really want to do this?

Spelling and Pronunciation

Do NOT be confused by English spelling. It does not always match the pronunciation. If you have learned English from books and the written word, it is very important for you to stop thinking about words from the way they are written.

English spelling comes from many different places. It is not consistent!

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Spelling and Pronunciation (continued)

Just as an example, take a look at this poem. Although much of the spelling is the same, the pronunciation is completely different.

You can hear the poem by visiting http://international.ouc.bc.ca/pronunciation/poem01.html

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
On hiccough, thorough, slough and through.
Well done! And now you wish perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it’s said like bed, not bead-
For goodness’ sake don’t call it ‘deed’!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there’s doze and rose and lose-
Just look them up- and goose and choose,
And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart-
Come, I’ve hardly made a start!
A dreadful language? Man alive!
I’d learned to speak it when I was five!
And yet to write it, the more I sigh,
I’ll not learn how ’til the day I die.

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Four Parts of Accent

Voicing

*Voicing* means where your voice comes from. Some languages come from the nose, some come from the throat, and some come from the chest.

Rhythm and Intonation

*Rhythm and Intonation* show the “music” of the language. Every language has its own patterns of pitch, beat, and speed.

Word Connections/Liaison

A *liaison* is a French word that means connection. All words in a sentence get connected together to make it smooth.

Pronunciation

*Pronunciation* (also called *articulation*) is the sound of the vowels and consonants. They are made by the placement of the tongue, teeth, lips and vocal cords.

Most important to be understood

Not as important to be understood

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

*Douglas Everett*
Diagrams of Intonation

Spanish

Chinese

Korean

Japanese

Arabic

English

Notes:

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Suggestions For Practice...

1. Watch the videos at www.accentworkshop.com/voicingandfacial.htm and observe how much Americans use their jaws and lips to speak. Also pay attention to where their voice is coming from. Practice following their speaking styles, first without using words and second while speaking out loud.

2. Observe how Americans around you (or on TV or movies) use their lips, jaws, and air to speak. Record your observations in your Awareness Journal.

3. Find something small (a memento) that you can keep with you to remind you of your task. It could be a paper clip, a small stone, a ring, or anything that, when you look at it or feel it, you remember that you are working on making changes to the way you speak.

4. Practice recording yourself on a computer or digital recorder. Concentrate on making sure you really use your lips and jaw as you speak. Work on bringing your voice out on your breath.

5. Download a podcast from iTunes (www.itunes.com) or watch a video on YouTube (www.youtube.com) and try to imitate the speaker. Pay attention to both the intonation and the voicing.

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Stress

English has 3 (sometimes 4) kinds of stress. The sounds that you hear go up the most are called **Primary Stress**. Every content word has one primary stress. (Underlined syllables are primary)

- **ap**le
- **va**cation
- **elephant**

Some words have a **Secondary Stress**. (Underlined syllables are secondary)

- **do**nation
- **va**cation
- **Califor**nia

You will see the Secondary Stress in compound nouns.

- **bed**room
- **tooth**paste
- **bas**ketball

A lot of words have a **Weak Stress**. The Weak Stress is most often a schwa and sometimes a very shortened vowel.

- **an**noy
- **ca**lendar
- **Ame**rica

The 4th stress shows emotion.

- **What**?
- You **lost** it?
- **No way**.

**Basic Sentence Rhythm and Intonation**

There is a major or primary stress in every content word (nouns, verbs, adjectives, and adverbs.)
Basic Sentence Rhythm and Intonation (cont.)

These words often contain secondary and weak stresses as well. All other words are usually reduced, or weakened. These include prepositions, articles, conjunctions, auxiliary verbs, Be verbs, etc. To weaken them we shorten their vowels or turn them into a schwa sound. Because they are short, they sound fast.

A dog ran to the man.
The children received some presents.

There is a slight difference in stress depending on the part of speech.

- nouns
- verbs
- adjectives
- adverbs

That’s a cake.
That’s a big cake.

Emphatic and Contrastive Stress

We can stress anything, but that highlights it or points it out.

That’s a big cake.
That’s a big cake.

Put it on the table.
Put it on the table.

We also stress words when we contrast them against one another.

He likes chocolate ice cream.
He likes chocolate ice cream, but she likes vanilla.

Notes:

Basic Sentence Rhythm and Intonation (cont.)

These words often contain secondary and weak stresses as well. All other words are usually reduced, or weakened. These include prepositions, articles, conjunctions, auxiliary verbs, Be verbs, etc. To weaken them we shorten their vowels or turn them into a schwa sound. Because they are short, they sound fast.

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Put it on the table.

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He likes chocolate ice cream, but she likes vanilla.

Notes:
Word Connections

Remember that everything is linked together. We connect:

consonants with vowels
   each other = ea chother

vowels with vowels
   go away = gowaway
   I ate = iyate

consonants with consonants
   give John
   music course
   I’d like
   she’s really

t, d, s, or z with y
   don’t you = don choo
   did you = di joo
   guess you = gue shoo
   where’s your = where zhur

Questions

Yes/ No questions go up.

   Do you like it?
   Is he here?

‘Wh’ questions go up and then drop down.

   Where did she go?
   How was your class?

Inflection

There’s a boy.

There’s a boy in it.

Notes:

“Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life; define yourself.”

Harvey Fierstein
Inflection (continued)

When he opened the door, he saw the basket.

Today I went to the store, the bank, and the post office.

Suggestions for practice...

1. Listen to native English speakers for intonation. Can you hear the ups and downs of the language? Can you hear the small weak stresses? Write your observations in your Awareness Journal.

2. Use your memento to help you remember to listen for intonation in English.

3. Find an English speaking actor or actress you admire on TV or a DVD. Imitate their speech, but don’t use any words to do it. Just hum whatever they say. Try to follow their intonation patterns.

4. Try out some of the words and sentences in this lesson, then record them, and listen for the stress.

apple
vacation
elephant
bedroom
toothpaste
basketball
donation
vacation
California

Notes:

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself."

Harvey Fierstein
Examples of the Schwa

As mentioned before, the schwa is a very short, very fast sound. It can replace any short vowel sound in a weak syllable. [Repeat after each word.]

**(ə = schwa)**

<table>
<thead>
<tr>
<th>ə</th>
<th>rə</th>
</tr>
</thead>
<tbody>
<tr>
<td>along</td>
<td>reliable</td>
</tr>
<tr>
<td>enough</td>
<td>irritate</td>
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<tr>
<td>violin</td>
<td>responsible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>də</th>
<th>kən</th>
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<tr>
<td>debate</td>
<td>broken</td>
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<tr>
<td>independent</td>
<td>connection</td>
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<td>delicious</td>
<td>convention</td>
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</tbody>
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<tr>
<th>shən</th>
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<tbody>
<tr>
<td>action</td>
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<td>communication</td>
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<td>invention</td>
<td>incomplete</td>
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<tr>
<th>rən</th>
<th>lə</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>holiday</td>
</tr>
<tr>
<td>Fahrenheit</td>
<td>simplify</td>
</tr>
<tr>
<td>Renee</td>
<td>military</td>
</tr>
</tbody>
</table>

“One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.”

_Dale Carnegie_
Examples of the Schwa (cont.)

sə
solicit
incident
miscellaneous

təm
symptom
system
tumultuous

ləs
necklace
atlas
illustration

dər
sender
understand
thunder

tər
computer
water
heater

thər
father
other
weather

Notes:

“One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.”

Dale Carnegie
Suggestions for practice...

1. Watch the video on Pronouncing the Schwa. You can find this video under “Watch Pronunciation Videos…” in the Members Only Area of the Home page.

2. Listen to native English speakers and see how often you can hear the schwa as they speak. Record your observations in your Awareness Journal.

3. Use your memento to focus on listening for the schwa in everyday language.

4. Start making a list of words that you use everyday which contain schwas. Record them in your Awareness Journal.

5. Practice the following words. Make sure you focus on shortening the vowels that are reduced, or become schwas. Then record them and listen for the reduction.

   - enough
   - reliable
   - independent
   - connection
   - action
   - computer
   - children
   - holiday
   - solicit
   - system
   - necklace
   - understand
   - computer
   - weather

   “One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.”

   Dale Carnegie
The American T is different from T’s in other languages. If you watched the video, you would notice that:

The strong T

1. T sounds like /t/ when it is in the beginning of a word, or at the beginning of a primary or secondary stressed syllable.
   1. time
   2. Tom
   3. table
   4. tissue
   5. terrible
   6. tongue
   7. maintain
   8. Italian
   9. atomic
   10. mercantile
   11. photographer
   12. Titanic

The “soft” T

2. T is softened to nearly a /d/ at the beginning of an unstressed (or weak) syllable.
   1. cuter
   2. reality
   3. greater
   4. heater
   5. photograph
   6. computer

Example:

water > wader

Notes:

“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson

Lesson Four

- The strong T
- The “soft” T
- The “held” T and glottal T
- The silent T
- Suggestions
The “soft” T (continued)

7. community
8. thirty
9. water
10. go tomorrow
11. go to the bank
12. at a class
13. get out of
14. got a tip on

The “held” T and glottal T

3. At the end of a word, T is held inside the mouth or is sometimes pronounced as a glottal stop.

1. that
2. white
3. yet
4. plate
5. foot
6. treat
7. fat
8. profit
9. heat
10. neat
11. excite

Lesson Four

- The strong T
- The “soft” T
- The “held” T and glottal T
- The silent T
- Suggestions

Notes:

“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson
The “held” T and glottal T (continued)

12. delicate
13. inherit
14. adequate
15. mute

That was good.
A white gate.
A plate for you.
Football
Treat me well.
A fat profit for you.
Heat the food up.
It doesn’t excite me.
A delicate child.
Inherit some money.
Mute button.

4. Words that contain a /tən/ (unstressed syllable) use a glottal stop or a held T.
   1. kitten
   2. button
   3. Martin
   4. curtain
   5. mountain
   6. sentence
   7. important
   8. cotton
   9. fountain
  10. Hilton
  11. Clinton
  12. eaten
  13. forgotten
  14. Britain
  15. Latin
  16. certain

“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson
The “held” T and glottal T (continued)

What a cute kitten.  
Hit the mute button.  
Martin Luther King  
A white curtain  
A tall mountain.  
A long sentence.  
An important project.  
A cotton shirt.  
It’s a beautiful fountain.  
Hillary Clinton  
Have you eaten?  
He’s forgotten.  
Latin America  
Certain people like it.

5. Words contain “nt” at the end (or "ntly") are pronounced with a sharp stop.
   1. mount
   2. point
   3. count
   4. mint
   5. can’t
   6. don’t
   7. won’t
   8. saint
   9. fluent/fluently
   10. pint
   11. print
   12. talent
   13. accent
   14. accident
   15. treatment
   16. significant

Lesson Four
- The strong T
- The “soft” T
- The “held” T and glottal T
- The silent T
- Suggestions

Notes:

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   10. pint
   11. print
   12. talent
   13. accent
   14. accident
   15. treatment
   16. significant

“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson
The “held” T and glottal T (continued)

17. implant
18. innocent
19. tent
20. silent
21. patient/patiently
22. aunt
23. moment
24. current/currently

The silent T

6. Words with "nt" + an unstressed vowel often aren’t spoken with a T sound at all.

1. counter
2. Sacramento
3. pointed
4. Santa
5. gentleman
6. Pontiac
7. interview
8. international
9. printer
10. certainty
11. accidental
12. rental
13. implanted
14. enchanted

Example: Internet

“There are no foreign lands. It is the traveler only who is foreign.”

Robert Louis Stevenson
7. T in a blend. T is softened when it is after an unvoiced consonant.

1. stay
2. star
3. lasted
4. after
5. faster
6. laughter
7. specter
8. chapter
9. expected

8. In some cases, the T disappears when there is a primary stress + “ten.”

1. listen
2. christen
3. soften
4. fasten

**Extra Information**

<table>
<thead>
<tr>
<th>Extra Information</th>
<th>Mixed T’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>potato</td>
</tr>
<tr>
<td>tomorrow</td>
<td>terminate</td>
</tr>
<tr>
<td>into the night</td>
<td>attitude</td>
</tr>
<tr>
<td>-teur amateur</td>
<td>protest</td>
</tr>
<tr>
<td>-ture nature</td>
<td>Protestant</td>
</tr>
<tr>
<td>-tion nation</td>
<td>treatment</td>
</tr>
<tr>
<td>-th bath/thing</td>
<td>statistics</td>
</tr>
<tr>
<td></td>
<td>intercontinental</td>
</tr>
</tbody>
</table>

**“There are no foreign lands. It is the traveler only who is foreign.”**

Robert Louis Stevenson
Suggestions for practice...

1. Figure out how a North American might say the following sentences. Then listen to the homework audio to see if you are right.

   I don’t know if it’s something I want or not.

   The president of the United States quoted the Prime Minister of Great Britain

   This time I will try to sell more water heaters in Sacramento.

   The cute little kitten climbed the delicate white curtain and accidentally tipped over the tub of butter.

   In recent moments, I wait patiently while looking at the photo of my aunt whose Pontiac I am about to inherit.

   Paris Hilton visited that intercontinental hotel yesterday afternoon and attended a meeting on time management.

2. Practice the sentences as many times as you need to feel comfortable with them.

3. Find a newspaper article and look for all the T’s. Figure out how they should be pronounced and practice reading the article out loud.

4. Pay attention to how native speakers around you use the T.

   “There are no foreign lands. It is the traveler only who is foreign.”

   Robert Louis Stevenson
Learning about Intonation Patterns

Intonation comes from the ups and downs of pitch and stress in a language. In English, a stressed syllable is longer, clearer, stronger and often higher in pitch than an unstressed syllable.

There are 3 kinds of stress in English words. We call them primary stress, secondary stress, and weak stress. In this lesson we will discuss and practice all of them.

Primary Stress

Every word has one (and only one) syllable that has a primary stress.* The primary stress is the strongest sound in the word and it always has a pure vowel sound (never a schwa.) For our purposes, the primary stress is represented by a long green bar, like this...

When the primary stress falls on the last syllable of the word, or the word has only one syllable, it has a falling, or gliding sound. This sound is represented by a green curve, like this...

Example: dog

However, the length of the glide is different depending on the last sound of the word. If the word ends with an unvoiced sound like /t/ or /k/, the glide will be a little shorter.

*There is an exception which we will talk a lot more about in the future. That is, when we speak at a normal or fast speed we tend to reduce the vowel sounds in what we call structure words. These words include articles, prepositions, conjunctions, pronouns, modals, and often Be verbs.

“A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.”

Anthony Robbins
Primary Stress (continued)

If the word ends with a voiced sound like /d/ or /g/, the glide will be a little longer. And, if the word ends in a vowel sound, the glide will be even longer.

Here are some examples:

beat  bead  be

Secondary Stress

Some (but not all) words contain a secondary stress. A secondary stress isn’t as strong as a primary stress, but like a primary stress, the vowel sound is pure (not a schwa). For our purposes, the secondary stress is represented by a shorter blue bar, like this...

As you probably guess, a word must have at least two or more syllables in order to have a secondary stress.

Weak Stress

If you remember when we talked about the intonation patterns of English in a previous class, you will recall that it has a lot of big sounds and a lot of small sounds.

The small sounds are due to the weak stress in English. Weak vowels are spoken, but they are very small. It’s almost like we are trying to get from one consonant to the next without considering the weak vowel much at all.
Weak Stress (continued)

Most weak vowels become schwas /ə/. For our purposes, a syllable with a schwa is written as a red dot, like this...

Sometimes weak syllables keep their original sound, but are made very short. The most common weakened sounds are /iy/ and /i/. For example,

baby

English

Note: You may also hear weak /o̞/’s as in tomato and short /u̞/’s as in tissue.

When the syllable is weak, but doesn’t change to a schwa, we will write it as a slightly elongated red oval, like this...

“A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.”

Anthony Robbins
### Words with 1 Syllable

<table>
<thead>
<tr>
<th>Ends with Vowel</th>
<th>Ends with Voiced Sound</th>
<th>Ends with Unvoiced Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hey</td>
<td>seed</td>
<td>seat</td>
</tr>
<tr>
<td>see</td>
<td>bed</td>
<td>bet</td>
</tr>
<tr>
<td>do</td>
<td>can</td>
<td>wife</td>
</tr>
<tr>
<td>fly</td>
<td>dog</td>
<td>cat</td>
</tr>
<tr>
<td>shoe</td>
<td>soon</td>
<td>book</td>
</tr>
<tr>
<td>me</td>
<td>hard</td>
<td>juice</td>
</tr>
<tr>
<td>say</td>
<td>chin</td>
<td>hope</td>
</tr>
<tr>
<td>draw</td>
<td>long</td>
<td>desk</td>
</tr>
<tr>
<td>hi</td>
<td>sun</td>
<td>health</td>
</tr>
<tr>
<td>no</td>
<td>rain</td>
<td>miss</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Words with 2 Syllables

<table>
<thead>
<tr>
<th>Primary + Weak</th>
<th>Weak + Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>human</th>
<th>lazy</th>
<th>away</th>
<th>avoid</th>
<th>admit</th>
</tr>
</thead>
<tbody>
<tr>
<td>fragile</td>
<td>lonely</td>
<td>today</td>
<td>control</td>
<td>pronounce</td>
</tr>
<tr>
<td>circle</td>
<td>baby</td>
<td>annoy</td>
<td>record</td>
<td>about</td>
</tr>
<tr>
<td>weather</td>
<td>handy</td>
<td>employ</td>
<td>alone</td>
<td>elope</td>
</tr>
<tr>
<td>English</td>
<td>country</td>
<td>deny</td>
<td>indulge</td>
<td>detect</td>
</tr>
<tr>
<td>pumpkin</td>
<td>busy</td>
<td>allow</td>
<td>astound</td>
<td>amount</td>
</tr>
<tr>
<td>finish</td>
<td>pudding</td>
<td>enjoy</td>
<td>inside</td>
<td>result</td>
</tr>
<tr>
<td>water</td>
<td>singing</td>
<td>renew</td>
<td>refuse</td>
<td>estate</td>
</tr>
<tr>
<td>bottle</td>
<td>hearing</td>
<td>rely</td>
<td>upheld</td>
<td>compete</td>
</tr>
<tr>
<td>neighbor</td>
<td>sunny</td>
<td>beret</td>
<td>believe</td>
<td>advice</td>
</tr>
</tbody>
</table>
Suggestions for practice...

1. Listen to this word list on “Audio for Homework” and then put the following words in their correct intonation pattern categories above. (Use your pause button if you need to.)

advise
array
attack
buffet
chair
children
college
crazy
direct
dismay
doctor
fame
fish
free
funny
future
heaven
hectic
hundred
husband
illness
insure
itself
jar
lamp
lanai
land
law
Malay
massage
milk
mill
pen
quick
rat

"A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided."

Anthony Robbins
Suggestions for practice... (continued)

really
realty
rejoice
Renee
reserve
running
seeing
tea
toe

2. Make a list of your own one and two syllable words and put them in the appropriate categories above. Put words that don’t fit into these categories on another paper.

3. Practice repeating the words under each category until you begin to feel comfortable with them.

4. Use your memento to remind yourself to listen to the English around you while trying to figure out the length of one syllable words and the primary stress at the end of two syllable words.

5. Add one of your own words to each list below. Be careful that you put them under the correct categories.

1. hi
   no
   _______

2. seed
   rain
   _______

5. lazy
   singing
   _______

6. away
   allow
   _______

“A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.”

Anthony Robbins
### Suggestions for practice... (continued)

3. seat
   juice
   _______

4. human
   water
   _______

7. control
   believe
   _______

8. admit
   pronounce
   _______

### Answers to Assignment #1

<table>
<thead>
<tr>
<th>Ends with Vowel</th>
<th>Ends with Voiced Sound</th>
<th>Ends with Unvoiced Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>free</td>
<td>chair</td>
<td>fish</td>
</tr>
<tr>
<td>law</td>
<td>fame</td>
<td>lamp</td>
</tr>
<tr>
<td>tea</td>
<td>jar</td>
<td>milk</td>
</tr>
<tr>
<td>toe</td>
<td>land</td>
<td>quick</td>
</tr>
<tr>
<td></td>
<td>mill</td>
<td>rat</td>
</tr>
<tr>
<td></td>
<td>pen</td>
<td></td>
</tr>
</tbody>
</table>

### Primary + Weak ➡️

<table>
<thead>
<tr>
<th>Primary + Weak ➡️</th>
<th>Weak + Primary ➡️</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>crazy</td>
</tr>
<tr>
<td>college</td>
<td>funny</td>
</tr>
<tr>
<td>doctor</td>
<td>really</td>
</tr>
<tr>
<td>future</td>
<td>reality</td>
</tr>
<tr>
<td>heaven</td>
<td>running</td>
</tr>
<tr>
<td>hectic</td>
<td>seeing</td>
</tr>
<tr>
<td>hundred</td>
<td>husband</td>
</tr>
</tbody>
</table>

Notes:
- Learning about Intonation Patterns
- Primary Stress
- Secondary Stress
- Weak Stress
- Words with 1 Syllable
- Words with 2 Syllables
- Suggestions

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Learning about Intonation Patterns

Last time we talked about the intonation patterns of one and two syllable words. In this class we will continue to discover stress patterns by using words with three or more syllables. [Repeat after each word]

### Words with 3 Syllables

<table>
<thead>
<tr>
<th>negative</th>
<th>alphabet</th>
<th>creation</th>
<th>eleven</th>
<th>comprehend</th>
</tr>
</thead>
<tbody>
<tr>
<td>medicine</td>
<td>dynamite</td>
<td>foundation</td>
<td>mechanic</td>
<td>apprehend</td>
</tr>
<tr>
<td>hamburger</td>
<td>honeymoon</td>
<td>September</td>
<td>Pacific</td>
<td>guarantee</td>
</tr>
<tr>
<td>interested</td>
<td>telephone</td>
<td>donation</td>
<td>appearance</td>
<td>overwork</td>
</tr>
<tr>
<td>fisherman</td>
<td>justify</td>
<td>illusion</td>
<td>initial</td>
<td>disobey</td>
</tr>
<tr>
<td>honesty</td>
<td>evergreen</td>
<td>outrageous</td>
<td>announcement</td>
<td>engineer</td>
</tr>
<tr>
<td>hospital</td>
<td>handicap</td>
<td>fantastic</td>
<td>electric</td>
<td>indirect</td>
</tr>
<tr>
<td>element</td>
<td>Philippines</td>
<td>October</td>
<td>computer</td>
<td>volunteer</td>
</tr>
<tr>
<td>diary</td>
<td>underline</td>
<td>creative</td>
<td>essential</td>
<td>souvenir</td>
</tr>
<tr>
<td>chemistry</td>
<td>internet</td>
<td>probation</td>
<td>relation</td>
<td>domineer</td>
</tr>
</tbody>
</table>
# Words with 4 Syllables

<table>
<thead>
<tr>
<th>California</th>
<th>elevator</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneficial</td>
<td>motivator</td>
<td>emergency</td>
</tr>
<tr>
<td>observation</td>
<td>matrimony</td>
<td>electrical</td>
</tr>
<tr>
<td>invitation</td>
<td>alimony</td>
<td>apostrophe</td>
</tr>
<tr>
<td>inefficient</td>
<td>escalator</td>
<td>responsible</td>
</tr>
<tr>
<td>manufacture</td>
<td>territory</td>
<td>Canadian</td>
</tr>
<tr>
<td>pessimistic</td>
<td>alligator</td>
<td>debatable</td>
</tr>
<tr>
<td>information</td>
<td>devastated</td>
<td>maternity</td>
</tr>
<tr>
<td>conversation</td>
<td>recognizing</td>
<td>receptionist</td>
</tr>
<tr>
<td>Sacramento</td>
<td>instigated</td>
<td>exceptional</td>
</tr>
</tbody>
</table>
Suggestions for practice...

1. Listen to this word list on “Audio for Lesson 6A” and then put the following words in their correct intonation pattern categories above. (Use your pause button if you need to.)

- algebra
- annoyance
- astronomy
- Atlantic
- autonomy
- banana
- believably
- calendar
- Canada
- delegate
- diagnosis
- disconnect
- disconnection
- discussion
- economic
- economics
- education
- emotional
- energetic
- energy
- instigator
- insulate
- introduce
- messages
- Mexico
- minutely
- misinform
- national
- patio
- personal
- president
- propaganda
- qualify
- recommended
- resonated
- Rwanda

Lloyd Jones

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”
Suggestions for practice... (continued)

sacrifice
successful
sympathetic
talkative
terminator
umbrella
underline
understood

2. Listen to the “Audio for Lesson 6B.” Some of the following words fall into the patterns that we have just talked about, but several do not. Please write out their patterns like the following example:

(Write P for primary stress, S for secondary stress, and W for weak stress)

Example:
elevator ___________ P W S W ____________

literature ________________________________

analytical ________________________________

leisurely _________________________________

conservation _____________________________

biology _________________________________

utility _________________________________

opportunities ____________________________

participation _____________________________

reinvested ______________________________

capitalize ______________________________

efficiency ________________________________

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”

Lloyd Jones
Suggestions for practice... (continued)

meditation ______________________________
rationalization ___________________________
accountability ____________________________

3. Make a list of your own 3 and 4 syllable word and put them into the appropriate categories above. Put words that don’t fit into any of these categories onto another sheet of paper.

4. Practice repeating the words under each category until you begin to feel comfortable with them.

5. Add your own words to each category.

<table>
<thead>
<tr>
<th>medicine</th>
<th>dynamite</th>
</tr>
</thead>
<tbody>
<tr>
<td>hamburger</td>
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<td>September</td>
<td>mechanic</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>guarantee</td>
<td>California</td>
</tr>
<tr>
<td>apprehend</td>
<td>pessimistic</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>elevator</td>
<td>American</td>
</tr>
<tr>
<td>devastated</td>
<td>receptionist</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”

Lloyd Jones
Learning about Intonation Patterns

Last time we talked about the intonation patterns of three and four syllable words. In this class we will focus on some unusual stress patterns in words.

### Words that Shift Stress

#### Nouns/ Adjectives

| an accent | to accent |
| an address | to address |
| a concert | to concert |
| a contest | to contest |
| a contract | to contract |
| a converse | to converse |
| a convert | to convert |
| a convict | to convict |
| a default | to default |
| a defect | to defect |
| a desert | to desert |
| a discharge | to discharge |
| a discount | to discount |
| an envelope* | to envelop* |
| an extract | to extract |
| an influence* | to influence* |
| an insult | to insult |
| an insert | to insert |
| an object | to object |
| perfect | to perfect |
| a permit | to permit |
| a present | to present |
| produce | to produce |
| progress | to progress |
| a project | to project |
| a pronoun | to pronounce |
| a protest | to protest |

#### Verbs

| to accent | an accent |
| to address | an address |
| to concert | a concert |
| to contest | a contest |
| to contract | a contract |
| to converse | a converse |
| to convert | a convert |
| to convict | a convict |
| to default | a default |
| to defect | a defect |
| to desert | a desert |
| to discharge | a discharge |
| to discount | a discount |
| to envelop* | an envelope* |
| to extract | an extract |
| to influence* | an influence* |
| to insult | an insult |
| to insert | an insert |
| to object | an object |
| to perfect | perfect |
| to permit | a permit |
| to present | a present |
| to produce | produce |
| to progress | progress |
| to project | a project |
| to pronounce | a pronoun |
| to protest | a protest |
Words that Shift Stress (continued)

**Nouns/ Adjectives**
- a rebel
- a recall
- refuse
- a reject
- research
- a subject**
- a survey
- a suspect

**Verbs**
- to rebel
- to recall
- to refuse
- to reject
- to research
- to subject
- to survey
- to suspect

Words with -ate

**Nouns/ Adjectives**
- 3 Syllable Words
- an advocate
- animate
- alternate
- approximate
- articulate
- an associate
- deliberate
- discriminate
- duplicate
- elaborate
- an estimate
- a graduate
- intimate
- moderate
- predicate
- separate***
- syndicate

**Verbs**
- 3 Syllable Words
- to advocate
- to animate
- to alternate
- to approximate
- to articulate
- to associate
- to deliberate
- to discriminate
- to duplicate
- to elaborate
- to estimate
- to graduate
- to intimate
- to moderate
- to predicate
- to separate
- to syndicate

* Add a weak syllable to these 3 syllable words

** Primary/ Weak Stress Pattern

*** 2 Syllables (see next lesson)
Suggestions for practice...

1. Practice the words in the lesson as much as possible.

2. Try to figure out the stress patterns of the underlined words in the following sentences

   * My *associate* *associates* with strange people.

   * The company *refused* to remove the *refuse*.

   * The *convict* was *convicted* of the crime.

   * Those *graduates* *graduated* with honors.

   * The animal was *deserted* in the *desert*.

   * The project was *rejected* because my *associate* didn’t *estimate* the amount of *research* required.

   * He *contested* the *elaborate* *contest* which *insulted* new *graduates* calling them *rejects* and *rebels*.

3. Say the sentences out loud, and then compare them with the homework audio. Say them as many times as you need to feel comfortable with them.

4. Create a short paragraph using at least 10 of the words from this lesson. Practice your paragraph out loud using your best intonation.

“Nothing is particularly hard if you divide it into small jobs.”

*Henry Ford*
Learning about Intonation Patterns

Last time we talked about some unusual stress patterns in words. In this week we focus on words that often lose the weak vowel between a consonant and an L or R.

---

Words that Lose a Syllable

Consonant + Vowel + R

- aspirin
- average
- bakery
- beverage
- camera
- conference
- coverage
- desperate
- different
- every
- favorite
- federal
- general
- groceries
- history
- interest
- liberal
- memory
- restaurant
- separate
- several

Consonant + Vowel + L

- accidentally
- basically
- broccoli
- catholic
- chocolate
- family
- finally
- theoretically
Some other words that lose a syllable

- diamond
- diaper
- mathematics
- probably
- cabinet

Words that are very different from their spelling

- business
- comfortable
- colonel
- iron
Suggestions for practice...

1. Practice saying the words in this lesson as many times as you need to in order to feel comfortable with them.

2. Listen to the lesson on Pronouncing the -ed and follow the suggestion.

3. Practice the following using both words with missing syllables and the past tense.

   The news coverage of the conference was uncomfortable business for some families. They insisted that the differences in their general histories hadn’t been stressed enough. “In recent memory,” explained one restaurant owner, “no one has authorized any kind of federal funding on the matter. Basically, general interest was expected, but we finally agreed to accept the differences and go our separate ways.”

Notes:

Lesson Eight
- Learning about Intonation Patterns
- Words that Lose a Syllable
- Words that are very different from their spelling
- Suggestions

“If you think you can do a thing or think you can’t do a thing, you’re right.”

Henry Ford
Content words

In English we stress content words, but some content words get more stress than others. There are all kinds of reasons for stressing words, but normally we stress the most important parts, or new information.

In order of importance, from most stressed to least are:

nouns
verbs
adjectives
adverbs

Descriptive Phrases

a good movie
a tall man
a blue vase
the long road
the big, red boat

pretty candles
slow computer
vanilla cookies
bitter memory
tight shoes
expensive car
long day
purple sweater
brightly colored shells
beautifully successful accomplishment

Lesson Nine

- Content Words
- Descriptive Phrases
- Descriptive Phrases vs. Compound Nouns
- Compound Nouns
- Suggestions

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie
Descriptive Phrases vs. Compound Nouns

The **White**house
the white **house**

a **green** thumb
a **green** thumb

**high** chair       **high** chair
**hot** sauce       **hot** sauce
**black** bear      **black** bear

**chocolate** cake  **wedding** cake
**blue** pants      **blue** jeans
**big** truck       **semi** truck
**girl's** friend   **girlfriend**

Compound Nouns

- waterfalls
- Superman
- car keys
- beauty salon
- newspaper
- rosebud
- activity book
- stoplight
- textbook

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

*Dale Carnegie*
Compound Nouns (continued)

bookcase
basketball
wishing well
paperclip
peanut butter
black board
miniseries
milkshake
French fries
high school
water bottle
cell phone
dog food
midnight
grandfather
fishing pole
swimming pool

Sentences

A cool breeze washed over the bright ocean.
The sunset was beautiful with an orange sky and pink clouds.
Beautiful birds sat on the power line.

Suggestions for practice...

(next page)

Lesson Nine

- Content Words
- Descriptive Phrases
- Descriptive Phrases vs. Compound Nouns
- Compound Nouns
- Suggestions

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie
Suggestions for practice...

1. Figure out where the stress should be on the underlined words in the following sentences.
   1. I live in a white house, but the U.S. president lives in the Whitehouse.
   2. I want to wear blue jeans to school, not black pants.
   3. The short teacher reached up to the whiteboard.
   4. The little baby sat in a highchair.
   5. Could you reach the peanut butter on that high shelf?
   6. The small kitten ate dog food from a large bowl.
   7. First put cold water in the clear vase, and then fill in with purple flowers.
   8. I could eat a ham sandwich, French fries, and a milkshake for lunch everyday.

2. Practice saying the sentences out loud, then record them.

3. Pay attention to people around you and start writing down as many compound nouns as you can. List them in your Awareness Journal.

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie

Lesson Nine
- Content Words
- Descriptive Phrases
- Descriptive Phrases vs. Compound Nouns
- Compound Nouns
- Suggestions
Prepositions

Prepositions aren’t usually stressed.
- sit on the bed
- walk by the store
- look over there
- fish in the river
- go towards the beach

Phrasal Verbs

But in two part verbs, or phrasal verbs, what looks like the preposition does get stressed.
- find out
- grow up
- go over
- fed up
- come in

In three part verbs, the second word still gets stressed.
- go on with
- get out of
- walk away with
- sit down on
- back away from

Some phrasal verbs become nouns when the stress is shifted to the first word. (But often the two words become one.)

<table>
<thead>
<tr>
<th>Phrasal Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick up</td>
<td>pickup</td>
</tr>
<tr>
<td>take out</td>
<td>takeout</td>
</tr>
</tbody>
</table>

Notes:

Somebody said that it couldn’t be done, But he with a chuckle replied That “maybe it couldn’t,” but he would be one Who wouldn’t say so till he’d tried. So he buckled right in with the trace of a grin On his face. If he worried he hid it. He started to sing as he tackled the thing That couldn’t be done, and he did it.  

Edgar A. Guest
Phrasal Verbs (continued)

<table>
<thead>
<tr>
<th>Phrasal Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>run off</td>
<td>runoff</td>
</tr>
<tr>
<td>make up</td>
<td>makeup</td>
</tr>
<tr>
<td>hand out</td>
<td>handout</td>
</tr>
<tr>
<td>spin off</td>
<td>spinoff</td>
</tr>
<tr>
<td>goof off</td>
<td>goof-off</td>
</tr>
<tr>
<td>come on</td>
<td>come-on</td>
</tr>
<tr>
<td>kick off</td>
<td>kickoff</td>
</tr>
<tr>
<td>try out</td>
<td>tryout</td>
</tr>
<tr>
<td>make over</td>
<td>makeover</td>
</tr>
<tr>
<td>take off</td>
<td>takeoff</td>
</tr>
<tr>
<td>take over</td>
<td>takeover</td>
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<tr>
<td>wake up</td>
<td>wake-up</td>
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<tr>
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<td>carryout</td>
</tr>
<tr>
<td>stand up</td>
<td>standup</td>
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<td>pushup</td>
</tr>
<tr>
<td>look out</td>
<td>lookout</td>
</tr>
<tr>
<td>drive by</td>
<td>drive-by</td>
</tr>
</tbody>
</table>

Pronouncing Acronyms  [Repeat after each word]

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC</td>
<td>PhD</td>
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<tr>
<td>RN</td>
<td>FBI</td>
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<td>LA</td>
<td>USA</td>
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<td>BA</td>
<td>MBA</td>
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<td>TV</td>
<td>IRS</td>
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<tr>
<td>UN</td>
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</table>

Notes:

Somebody said that it couldn’t be done, But he with a chuckle replied That “maybe it couldn’t,” but he would be one Who wouldn’t say so till he’d tried. So he buckled right in with the trace of a grin On his face. If he worried he hid it. He started to sing as he tackled the thing That couldn’t be done, and he did it.

Edgar A. Guest
Stress when Spelling

pen
book
pencil
bookcase
Sheri
pizza
elephant

Stress in Numbers

421 Main Street
555-1234
916-248-4008
95814
3297865

Suggestions for practice...

1. Identify the phrasal verbs and compound nouns in the following sentences. Then practice saying them out loud using the correct stress.

   1. We will take out the takeout food.
   2. He needs to hand out the handouts.
   3. The standup comedian will not stand up.
   4. We picked up the rocks in our pickup.
   5. You’ll never get away with your evil plan.
   6. Please sit down on the sofa.
   7. Grownups are people who have already grown up.
   8. Look up at him and figure out what we can do.

   Somebody said that it couldn’t be done, But he with a chuckle replied That “maybe it couldn’t,” but he would be one Who wouldn’t say so till he’d tried. So he buckled right in with the trace of a grin On his face. If he worried he hid it. He started to sing as he tackled the thing That couldn’t be done, and he did it.

   Edgar A. Guest
Suggestions for practice...(continued)

2. Practice the following acronyms out loud.

P.E.  NYC
RA  NBA
IRA  UCSD

3. Practice spelling the following words out loud. Play around with dividing them into chunks. Make sure that you use the correct intonation patterns.

dog  mission
extra  agriculture
hamburger  lesson
viable  workshop

4. Practice giving the following numbers out, as if you were telling them to someone over the phone.

18935
1-800-678-3847
779-86-3830
89403967393

5. When you feel comfortable with the above phrasal verbs, acronyms, spelling, and numbers, record them and listen to your intonation.

6. Make a list of phrasal verbs that you often use. Practice them until you can say them naturally.

Somebody said that it couldn’t be done, But he with a chuckle replied That “maybe it couldn’t,” but he would be one Who wouldn’t say so till he’d tried. So he buckled right in with the trace of a grin On his face. If he worried he hid it. He started to sing as he tackled the thing That couldn’t be done, and he did it.

Edgar A. Guest
Linking Words

All words in English get linked together.

Link consonants with vowels

Line up.
Finish it.
Ask him.
He’s a friend.
Fish in the sea
Give it to her.
The hat is on it.
Mr. Evans is over there.

Example: Li - neup
As - kim

Link vowels with vowels

Connections with a small /w/
Go away!
Who in the world?
You already know.
So ugly
How is it?

Graduation
Cooperate

Connections with a small /y/
He is...
See her?
Say it.
Hi Allen!
Leave me alone!

Creative
Chaos

Notes:

Lesson Eleven

- Link consonants with vowels
- Link vowels with vowels
- Link consonants with consonants
- Link certain letters with Y
- Linking Sentences
- Suggestions

Life only demands from you the strength you possess. Only one feat is possible - not to have run away.

Dag Hammarskjold
Link consonants with consonants

hand dryer
kiss Sarah
room monitor
table lamp
big girl

best dresser
big cup
give funds
this zoo
judge charities

good luck
brown shoes
picnic basket
big red boat
win some cash

Link certain letters with Y

\[ t + y = ch \]
Can’t you come?
Won’t you help?
Didn’t you know?
Beat your last record.

Future

\[ d + y = j \]
Did you go?
Would you do it?
Had your mother known?
Could you come here?

Module

\[ s + y = sh \]
Bless you.

Life only demands from you the strength you possess. Only one feat is possible - not to have run away.

Dag Hammarskjold
Link certain letters with Y (continued)

Kiss your mother.
This year...
Since you already know...

Tissue

\[ z + y = zh \]
How’s your family?
Here’s your paper.
Where’s your office?
Why’s your door open?

Measure

Linking Sentences

1. Don’t you think so?
2. My pronunciation is improving all of the time.
3. Did he really think he could do it?
4. I wish I were on an open road.
5. Don’t you hit your sister!
7. Figure out what I should say about the problem.
8. National Geographic talks about “A World Transformed.”
9. Was your house on the market long?
10. A bottle of cologne was all he wanted.

Suggestions for practice...

1. Practice the sentences above until you feel very comfortable with them.

Notes:

Life only demands from you the strength you possess. Only one feat is possible - not to have run away.  
Dag Hammarskjold
Suggestions for practice...(continued)

2. Find an easy book or magazine and figure out how the words in sentences should be linked. Practice reading the sentences out loud.

3. Pay attention to how people around you link words together.

Lesson Eleven

- Link consonants with vowels
- Link vowels with vowels
- Link consonants with consonants
- Link certain letters with Y
- Linking Sentences
- Suggestions

Notes:

Dag Hammarskjold

"Life only demands from you the strength you possess. Only one feat is possible - not to have run away."

Page 55
Content and Structure Words

By now, you probably already realize that there are a lot of ups and downs in English. This is because of stress patterns and intonation. The English intonation pattern looks like this...

But when you learn English from reading, sometimes your brain tricks you into thinking it looks like this...

English does not give equal time or stress to every word. The most important words in a sentence get the most stress. This is because they carry the main meaning.

So usually, what are the most important words in a sentence and see if you can pick out the words that carry the most meaning...

The boy rode his bike quietly down the dark path.

What kinds of words are usually stressed?

___________________________________

___________________________________

___________________________________

___________________________________

These kinds of words are called content words.

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones
Content and Structure Words (continued)

Look at the sentence again. What are the words that are not stressed?

The boy rode his bike quietly down the dark path.

These kinds of words are called *structure words*.

Structure words do not usually get stress (unless we are emphasizing them for a reason.)

Structure words include:

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________

Structure words are smaller, faster, and have reduced vowel sounds (either shortened or made into a schwa.)

So this is how our sentence would be diagrammed...

The boy rode his bike quietly
down the dark path.

Notes:

Lesson Twelve

- Content and Structure Words
- Suggestions

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones
Content and Structure Words (continued)

Look at the following sentences. Circle the words that will generally have stress (the content words):

1. A man sat on the chair.
2. My friend came to my house.
3. The people in the store bought bread.
4. The keys are on the table in the kitchen.
5. I think you should consider the problem.
6. We ate hot soup from the new restaurant.
7. Susan is going to Canada for her vacation in July.
8. Use the internet to contact us with any questions you may have.
9. Some of the people in my office insist on asking for my advice.
10. I wondered why that instructor would proudly tell us about his personal life.

Suggestions for practice...

1. Practice saying the sentences from the lesson out loud. Remember to stress the content words.
2. After you feel comfortable with the sentences you have practiced, record them.

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones
Suggestions for practice...(continued)

3. Find a book, magazine, or newspaper and see if you can figure out where you are going to place the most stress. Remember, the most stress falls on the primary stress of each content word. Don’t forget to give the most important word(s) of the sentence the most power.

4. Listen in on native North American speakers and see if you can get a feeling for where they are placing their stressed syllables and try to figure out why.

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones
Commonly reduced words (Structure Words)

Prepositions
- in
- at
- to
- for
- from
- with
- of

Pronouns
- you
- he
- it
- them
- your
- his
- her
- him
- its

Articles and Conjunctions
- a
- an
- the
- some
- this
- that
- and
- or
- but

Lesson Thirteen
- Commonly reduced words (Structure Words)
- Suggestions

Notes:

A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.

Anthony Robbins
Commonly reduced words (continued)

**Modals**
can  \( \dfrac{\text{k\text{\text{\text{a\text{\text{\text{n}}}}}}}}{\text{\text{\text{n}}} \text{\text{\text{\text{}}}}} \)
should  \( \dfrac{\text{\text{\text{sh\text{\text{\text{\text{\text{\text{d}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{d}}}}}}}} \)
could  \( \dfrac{\text{\text{\text{\text{\text{\text{k\text{\text{\text{\text{\text{d}}}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{d}}}}}}}}}} \)
would  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{w\text{\text{\text{\text{\text{\text{d}}}}}}}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{d}}}}}}}}}} \)

**Be Verbs**
am  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{a\text{\text{\text{m}}}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{m}}}}}}}}}} \)
is  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{a\text{\text{z}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{z}}}}}}}}}} \)
are  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{a\text{\text{r}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{r}}}}}}}}}} \)
was  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{w\text{\text{a\text{\text{z}}}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{z}}}}}}}}}} \)
were  \( \dfrac{\text{\text{\text{\text{\text{\text{\text{\text{\text{w\text{\text{a\text{\text{r}}}}}}}{\text{\text{\text{\text{\text{\text{\text{\text{\text{r}}}}}}}}}} \)

* These words become more reduced when they are contracted.

da da DA

- in the store
- to the play
- at the bank
- with the man
- from the cat
- for the key
- of the day

A real decision is measured by the fact that you've taken a new action. If there's no action, you haven't truly decided.

*Anthony Robbins*
Lesson Thirteen

- Commonly reduced words (Structure Words)
- Suggestions

Notes:

A real decision is measured by the fact that you’ve taken a new action. If there's no action, you haven't truly decided.

Anthony Robbins
Suggestions For Practice...

1. Really pay attention to how native English speakers reduce structure words.

2. Practice the sentences in this lesson as many times as it takes to feel comfortable.

   Our friend is in the store.
   The kids went to the play.
   The guy is at the bank.
   Tom is with the man.
   The mouse is from the cat.
   We look for the key.
   It's the soup of the day.

   Paul is in a car.
   It's paper with some pens.
   The boy is at a park.
   The gift is for a child.
   The chick was in an egg.
   We look for some ink.
   It's the beak of an owl.

3. Find a book, magazine or newspaper and read it out loud practicing the reduction of structure words as much as possible. If possible, record your voice and go back and listen.

A real decision is measured by the fact that you've taken a new action. If there's no action, you haven't truly decided.

Anthony Robbins
Tonal Groups

Identify the content words in this nursery rhyme.

Three Blind Mice

Three blind mice
Three blind mice
See how they run
See how they run
They all ran after the farmer’s wife
Who cut off their tails with a carver’s knife
Have you ever seen such a sight in your life
As three blind mice

Now let’s put them into tonal groups:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>blind</td>
<td>mice</td>
<td>x</td>
</tr>
<tr>
<td>Three</td>
<td>blind</td>
<td>mice</td>
<td>x</td>
</tr>
<tr>
<td>See</td>
<td>how</td>
<td>they run</td>
<td>x</td>
</tr>
<tr>
<td>See</td>
<td>how</td>
<td>they run</td>
<td>x</td>
</tr>
<tr>
<td>They all</td>
<td>ran after</td>
<td>the farmer’s wife</td>
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<tr>
<td>who cut off</td>
<td>their tails</td>
<td>with a carver’s knife</td>
<td></td>
</tr>
<tr>
<td>Did you ever</td>
<td>see</td>
<td>such a sight</td>
<td>in your life</td>
</tr>
<tr>
<td>As three</td>
<td>blind</td>
<td>mice</td>
<td>x</td>
</tr>
</tbody>
</table>

The greatest achievements were at first and for a time dreams.
The oak sleeps in the acorn.

James Allen
Tonal Groups (continued)

Identify the content words and decide what the tonal groups will be. Put them in the following boxes.

Cars drive fast.
The car drives fast.
The car can drive fast.
He said that the car can drive fast.
He said that the car should have been driven fast.

<table>
<thead>
<tr>
<th>x</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td></td>
<td>x</td>
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<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After you finish, go to the next page for the answers.

The greatest achievements were at first and for a time dreams.
The oak sleeps in the acorn.

James Allen
Tonal Groups (continued)

This is what it should look like:

<table>
<thead>
<tr>
<th></th>
<th>Cars</th>
<th>drive</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>The car</td>
<td>drives</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>The car</td>
<td>can drive</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>He said</td>
<td>that the car</td>
<td>can drive</td>
<td>fast</td>
</tr>
<tr>
<td>He said</td>
<td>that the car</td>
<td>should have been driven</td>
<td>fast</td>
</tr>
</tbody>
</table>

Suggestions for practice...

1. Practice the timing of both the nursery rhyme and the example sentences as many times as it takes to become comfortable with their speed (and keep the correct intonation.)

2. Pay attention to native English speakers’ rhythm and timing. Notice how it compares with what you have learned in this lesson.

3. Find a DVD where the actors speak North American English. Play one to two sentences at a time, pause the DVD and mimic what they have said, paying close attention to the timing.

The greatest achievements were at first and for a time dreams. The oak sleeps in the acorn.

James Allen
## Reducing Modal Verbs

<table>
<thead>
<tr>
<th>Tense</th>
<th>Verb Form</th>
<th>Tense</th>
<th>Verb Form</th>
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</thead>
<tbody>
<tr>
<td>have to</td>
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**Notes:**

If you think you can do a thing or think you can’t do a thing, you’re right.

- Henry Ford
## Reducing Modal Verbs (continued)

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Suggestions for practice...

1. Practice the rhythm, timing and reduction of the modals in this lesson as many times as it takes to feel comfortable with them.

2. Create 10-20 sentences with modals that you would be likely to say. Try to make the sentences relevant to your life.

3. Practice each sentence paying attention to the rhythm, timing and reduction of the modals.

4. Pay attention to the way in which native English speakers use modals. Try to imitate them as much as possible.

If you think you can do a thing or think you can’t do a thing, you’re right.

Henry Ford
Phrasing (or Grouping Words Together)

We would sound like robots if we spoke without any breaks in our speech. Very slight pausing gives the listener a chance to catch up to our speech, and it also helps us breathe more naturally while speaking.

Although there are no set rules, we often find breaks after thought groups, prepositional phrases, an article + (adjectives) + noun, or short clauses. In some cases we make slight pauses after each tonal group.

1. I’m going to tell my boss that I need a raise.
2. If I were you, I would see a doctor.
3. Where in the world are you going?
4. Open your books and turn to page 5.
5. Tell me where you put the keys.
6. I was wondering where all the people had gone.
7. Can you help me with my homework?
8. The man in the store told me to talk to the other clerk.
9. Could you please ask the server to bring some extra napkins?
10. She didn’t think it was appropriate to turn the gift away.
11. Some people think that it’s okay to throw trash onto the street, but I don’t like it.
12. When we got done watching the movie, we went to a nice little restaurant in the middle of the Green District.

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie

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Phrasing or Grouping Words Together (continued)

Excerpt from Little House on the Prairie

First he made four stout legs and braced them firmly with crosspieces. Then he cut thin strips of tough willow-skin, just under the bark. He wove these strips back and forth, under and over, till they made a seat for the chair.

He split a long, straight sapling down the middle. He pegged one end of half of it to the side of the chair, and curved it up and over and down, and pegged the other end to the other side of the chair. That made a high curved back to the chair. He braced it firmly, and then he wove the thin willow-strips across and up and down, under and over each other, till they filled in the chair back.

With the other half of the split sapling, Pa made arms for the chair. He curved them from the front of the seat to the chair back, and he filled them in with woven strips.

Last of all, he split a larger willow which had grown in a curve. He turned the chair upside down, and he pegged the curved pieces to its legs, to make the rockers. And the chair was done.

Then they made a celebration.

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie
Suggestions for practice...

1. Practice the 12 sentences from the lesson, using different types of phrasing. Feel which ones sound best to you.

2. Listen to the above story and draw a line whenever you hear a pause. Practice reading the story out loud using the same kind of pausing.

3. Get a newspaper, magazine, book (children’s books are good) and practice reading out loud using pausing after thought groups.

4. Listen to a radio or television announcer and pay attention to how the pause after thought groups.

Notes:

One of the most tragic things I know about human nature is that all of us tend to put off living. We are all dreaming of some magical rose garden over the horizon--instead of enjoying the roses that are blooming outside our windows today.

Dale Carnegie
Stressing in Sentences

Listen to how Americans naturally stress certain words and speed by others.

1. So an obstacle for me can be self confidence or an interest in the language and culture in which they want to use it.

2. They just naturally can imitate, or try to copy, whatever sound they hear.

3. It’s not so easy or obvious to notice the rhythm therefore, trying to think a little more in depth reproduce it.

4. If you could drop a DVD into your machine and imitate some of your favorite characters... wow, your rhythm and intonation and the different make there.

5. Today the weather in Sacramento, California is, well, it’s warm. It’s almost 80 degrees. It’s windy and very sunny, very pretty. The sky’s blue.

6. If I could have any car in the world, I would want a sports car convertible, and I’d want it to be, I’m not sure, really, what color. Probably silver. And it might be a Jaguar, or it might be a BMW. I’m not really sure what I’d want, but something along that line. And I’d want it to be fast.

Notes:

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Stressing in Sentences (continued)

7. Okay, tonight we’re kind of having a dinner party and a get-together at my house. My three daughters are coming... two granddaughters, also. And we’re going to have dinner, and dessert, and we’re going play games and talk and laugh and just have a great time together.

Where you'll find the stress in the excerpts. Bold font means primary stress, underlined syllables mean secondary stress, and everything else is weak.

1. So an obstacle for me can be self confidence or an interest in the language and culture in which they want to use it.

2. They just naturally can imitate, or try to copy, whatever sound they hear.

3. It’s not so easy or obvious to notice the rhythm and the intonation and, therefore, trying to think a little more in depth about it helps them to try and reproduce it.

4. If you could drop a DVD into your machine and not just listen to it, but try to imitate some of your favorite characters... wow, what a great way to improve your rhythm and intonation and the different sounds that you’re trying to make there.

5. Okay, tonight we’re kind of having a dinner party and a get-together at my house. My three daughters are coming... two granddaughters, also. And we’re going to have dinner, and dessert, and we’re going to play games and talk and laugh and just have a great time together.

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”
Douglas Everett
Suggestions for practice...

1. After checking the stress patterns for each excerpt, read them out loud. Make sure you are getting to the stressed syllables as quickly as possible, shortening other syllables as you go.

2. Practice each excerpt out loud at the same time as the speaker. Try to make your speed, rhythm, and tone match that of the speaker.

3. Write a few sentences of your own and examine the sentence stress of each. Practice them out loud as many times as it takes to feel comfortable saying them.

4. As always, really listen in to native English speakers and try to recognize where they are stressing. Is that where you would stress?

5. Try listening to a podcast or watching a DVD. Stop after each sentence or two and imitate the speaker as well as you can.

Notes:

“There are some people who live in a dream world, and there are some who face reality, and then there are those who turn one into the other.”

Douglas Everett
Emphatic Stress

We use emphatic stress to emphasize, highlight, or point something out.

My **name** is Sheri.  >>  My name is Sheri.

I love it.

Her daughter is **Susan**.

John **really** wants that car.

He is my **boyfriend**.

He is my boyfriend.  

He is my boyfriend.

He is my boyfriend.

He is my boyfriend.

Put those **keys** on that **table**.

Put those keys on that table.

Put those **keys** on that table.

Put those keys **on** that table.

Put the keys on **that** table.

Put the keys on that table.

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself."

Harvey Fierstein
Contrastive Stress

We use contrastive stress to show a contrast between two or more things.

I hate winter, but I love summer.

He likes vanilla, but I like chocolate.

Where there’s a will, there’s a way.

There was a Papa Bear, a Mama Bear, and a Baby Bear.

Chicago is windy and Seattle is rainy.

The Three Little Pigs

Once upon a time there were three little pigs, and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them “Whatever you do, do it the best that you can because that’s the way to get along in the world.”

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said, "Let me in, let me in little pig, or I'll huff and I'll puff and I'll blow your house in!"

"Not by the hair of my chinny chin chin," said the little pig.

But of course the wolf did blow the house in and ate the first little pig.
The Three Little Pigs (continued)
"Let me in, let me in little pig, or I'll huff and I'll puff and I'll blow your house in." "Not by the hair of my chinny chin chin," said the little pig. But the wolf blew that house in too, and ate the second little pig.
The wolf then came to the house of bricks.
"Let me in, let me in," cried the wolf, "or I'll huff and I'll puff till I blow your house in."
"Not by the hair of my chinny chin chin," said the pigs.
Well, the wolf huffed and puffed but he could not blow down that brick house.
But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.
The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed it on a large kettle of water.
When the wolf finally found the hole in the chimney he crawled down and KERSPLASH- right into that kettle of water. And that was the end of his troubles with the big bad wolf.
The next day the little pig invited his mother over. She said, "You see, it is just as I told you. The way to get along in the world is to do things as well as you can." Fortunately for that little pig, he learned that lesson. And he just lived happily ever after!

Suggestions for practice...

1. Try out all of the sentences from this lesson and really emphasize the words that should be emphasized.

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself."

Harvey Fierstein
Suggestions for practice (continued)

2. Practice the following sentences.
   - He is my boyfriend.
   - He is my boyfriend.
   - He is my boyfriend.
   - He is my boyfriend.
   - Put those keys on that table.
   - Put those keys on that table.
   - Put those keys on that table.
   - Put those keys on that table.
   - Put those keys on that table.
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   - Put the keys on that table.
   - Put the keys on that table.
   - Put the keys on that table.
   - Put the keys on that table.
   - I hate winter, but I love summer.
   - He likes vanilla, but I like chocolate.
   - Where there’s a will, there’s a way.
   - There was a Papa Bear, a Mama Bear, and a Baby Bear.
   - Chicago is windy and Seattle is rainy.

3. Listen to the story several times and try to read along with the audio. Then try it out on your own.

4. Listen to native English speakers and see if you can hear their emphatic and contrastive stress. Write it down and try to figure out why they stressed where they did.

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life; define yourself."

Harvey Fierstein
Yes/ No Questions

1. Do you want to go?
2. Is it red?
3. Can you help me?
4. Were they home?
5. Do you think it’s going to rain today?
6. If you could go anywhere, do you think you would go to Brazil?
7. Have you ever seen the movie The Sound of
8. Did the students have a chance to make
9. Was the TV show on too late for you to stay
10. Isn’t there another way to get there?
11. Are you thinking that you should do something
different next time?
12. Would you be available to meet me tomorrow

“Wh” Questions

1. Where is the school?
2. What color is that?
3. How many people came?

Notes:

Music?
changes to their papers?
awake?
different next time?
night?

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt
“Wh” Questions (continued)

4. Why did you say that?
5. When are the kids coming home?
6. Who would have ever thought that?
7. How long was the play you two went to the other night?
8. Which of these two dresses do you like?
9. How often do you come here?
10. Why do dogs like to howl to each other in the night?
11. When will you be available to help me finish this project?
12. Which hotel do you prefer for your business trip?

Mixed Questions

1. Could you tell me where I can find a restroom?
2. Do you think you could show me how to get there?
3. Do you know how I can log on to this program?
4. Have you ever thought about why the sky is blue?
5. Had you realized who had come to your door?

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt
Choices

1. Is the shirt brown or black?
2. Are you in Paris or Brussels?
3. Would you like soup or salad?
4. Were you interested in this one or that one?
5. Would you like coffee, tea, or milk?
6. Did you visit New York, Chicago, or Washington D.C.

Expressing Doubt or Disbelief

1. How often do you come here?
2. What did you say?
3. Do you like to eat it?
4. Did he really say that?

Dialog

A: Excuse me. Could you tell me how I can get to Jefferson Street?

B: Sure. Are you going to be going east or west?

A: I think we’ll be going east. Isn’t that right, honey?

C: Yes, I think so. Do you know how to get to the Harmon Recreational Area?

B: I do, but I don’t think it’s east. Where are you going exactly?

C: To the lake. How can I find that?

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt
Dialog (continued)

B: Oh, I think I know where that is.

A: Is it far from here?

B: I’m guessing it’s about 5 miles. Do you know where Old Mill Park is?

A: No, I don’t think so. Is it on the way?

B: Yes, it’s just before the recreational area.

C: Could you tell us how to get there?

B: I believe you just have to go down two more traffic lights and make a left. When you get to Old Mill Park make another left and you should be there within 10 minutes. How did you find out about that place?

A: I don’t remember. Honey, did Aunt Sue or Uncle John tell us about the place?

C: No, I think it was Cousin Joe. Have you ever been there?

B: To the recreation area? Sure, dozens of times. Hmmm... when was I there last? I guess it was about 20 years ago.

A: Wow, was it really 20 years ago?

B: Yep. And why are you going there?

C: Why? Oh, just to get away.

Eleanor Roosevelt

“The future belongs to those who believe in the beauty of their dreams.”
Suggestions for practice

1. Read each sentence in the lesson out loud until you feel comfortable with the rising and falling intonation.

2. Practice the dialog out loud. Work on not only the questions, but pay attention to the intonation, connecting sounds, and pronunciation of the rest of the dialog.

3. Listen to native English speakers around you asking questions. Ask yourself if your intonation patterns match theirs.

Notes:

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt
Tag Questions

- It’s hot today, **isn’t it?**
- It’s hot today, **isn’t it!**

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"A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided."

Anthony Robbins
### Tag Questions (continued)

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"A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided."

*Anthony Robbins*
Tag Questions (continued)

should I  shouldn’t I
should you  shouldn’t you
should he  shouldn’t he
should she  shouldn’t she
should it  shouldn’t it
should we  shouldn’t we
should they  shouldn’t they

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would you  wouldn’t you
would he  wouldn’t he
would she  wouldn’t she
would it  wouldn’t it
would we  wouldn’t we
would they  wouldn’t they

could I  couldn’t I
could you  couldn’t you
could he  couldn’t he
could she  couldn’t she
could it  couldn’t it
could we  couldn’t we
could they  couldn’t they

They could have won the game, couldn’t they have?
She should have been there, shouldn’t she have?
They may bring a cake, right?
Her mother might call tonight, right?

“A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.”

Anthony Robbins
Fill in the blanks.

1. I’m late, ________________
2. She likes it, ________________
3. They just got back, ________________
4. It’s going to rain tomorrow, ________________
5. The keys are on the desk, ________________
6. He hasn’t come home yet, ________________
7. We should go now, ________________
8. Kids shouldn’t play with fire, ________________
9. You couldn’t make it on time, ________________
10. Tom didn’t like the play, ________________
11. You wish you could visit your country, ________________
12. He would have visited the Taj Mahal if he’d had the time, ________________
13. All people around the world want to raise happy families, ________________
14. Your friends should have arrived by now, ________________
15. I may be able to join your team, ________________

Answers on next page.

“\textit{A real decision is measured by the fact that you’ve taken a new action. If there’s no action, you haven’t truly decided.}”

\textit{Anthony Robbins}
Answers:

1. I’m late, aren’t I?
2. She likes it, doesn’t she?
3. They just got back, didn’t they?
4. It’s going to rain tomorrow, won’t it?
5. The keys are on the desk, aren’t they?
6. He hasn’t come home yet, has he?
7. We should go now, shouldn’t we?
8. Kids shouldn’t play with fire, should they?
9. You couldn’t make it on time, could you?
10. Tom didn’t like the play, did he?
11. You wish you could visit your country, don’t you?
12. He would have visited the Taj Mahal if he’d had the time, wouldn’t he have?
13. All people around the world want to raise happy families, don’t they?
14. Your friends should have arrived by now, shouldn’t they have?
15. I may be able to join your team, right?

Suggestions for practice

1. Try reading all of the tag questions out loud. Be careful of intonation and word connections.

2. Fill in the blanks of the sentences in this lesson with the correct tag question. Then practice saying them out loud until you feel comfortable with them. First try them with a questioning intonation going up, then try them with a downward intonation.

3. Pay attention to tag questions when you hear native English speaker use them. Do you feel comfortable in their intonation?

“\"A real decision is measured by the fact that you’ve taken a new action. If there's no action, you haven’t truly decided.\""

Anthony Robbins
Sequencing and Conversational Tone

1. I’ve been working hard on my accent, and it’s getting better.

2. We went to the movies and then a restaurant.

Notice the rise in intonation in the following answers.

3. What’s your name?
   (For example: Sheri.)

   Where are you from?
   (For example: California.)

   What do you do?
   (For example: I’m a trainer.)

   Do you enjoy what you do?
   (For example: I love it.)

4. I need some chicken, and some stuff for salad, and some salad dressing, and some broccoli, and some bread.

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”

Lloyd Jones
Sequencing and Conversational Tone (continued)

5. Hi, my name is Becky. And I’m a receptionist for a law firm. I’ve been working there for six and a half years now. I’m going to school to become an architect.

6. Okay, my typical day, um, when I get up in the morning I make coffee, and while that’s brewing I go in and take a shower, and then, um, I go back in and have my coffee, and, um, usually an egg and toast. Then I get dressed for work. I, uh, get in my car. And I go to work downtown Sacramento. And, um, I work for four hours. I get an hour off for lunch. And during that hour, um, I grab a bite to eat really fast. And then I go shopping! And it’s usually for clothes or shoes. And then I work for another four hours, and then I get off work. And then I head for the gym. On Monday I do low impact aerobics, and arm weights. And I do that every other day. And then on the alternate days I do low impact aerobics and leg weights. And I jog two days a week, five miles each day. And, um, on Saturday if it’s nice weather I go kayaking or biking. And on Sunday I take the day off and don’t do much of anything- maybe go to a movie or something.

Suggestions for practice

1. See if you can hear sequencing and conversational tone in the speech of native speakers. Write down what you notice.

2. Practice imitating the speaker from the lesson using the same rising intonation when she does.

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”

Lloyd Jones
Suggestions for practice (continued)

3. Practice these sentences using a rising intonation when needed.

It requires paper, a pencil, some scissors, and glue.

I’d like a hamburger, some french fries, and a soda.

First go to the end of the street. Then turn left at the light. You’ll see the store on the right.

I’m a nurse, and I work in a clinic downtown. I take care of mostly children. It’s very rewarding.

We got in the car. We drove down the road. The light turned red. And we had to stop.

Did you enjoy the movie? Yes.
Did you go with your friend? Of course.
Which one? Tom.
Where are you going now? To bed.

“The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.”

Lloyd Jones
Intonation in Complex Sentences

1. Due to the near devastation of the rainforest, the government will be requiring permits to enter the area.

2. I actually considered surgery, but then I decided to concentrate on a change of lifestyle.

3. Because of the severe shortage of water in our area, residents have been asked to limit their use by avoiding the watering of lawns.

4. The students have shown an improvement in their test scores, and their teachers appear to be delighted.

5. Whenever I leave earlier than usual, I seem to avoid most of the traffic headaches.

6. If you decide to go ahead and do the speech, I’ll take care of the promotional materials.

7. Whether or not we decide to go, we will still need you to be here Monday morning.

8. I’ll be there at a quarter after nine since the tournament starts at ten.

9. I’ve never been to the Pacific coast, but I’ve been to the Atlantic coast a million times.

10. Whereas A + B equals C, X minus Y definitely does not equal Z.

“Nothing is particularly hard if you divide it into small jobs.”

Henry Ford
Suggestions for practice...

1. Try out all of the sentences from this lesson. Make sure to use correct intonation in both words and sentences (remembering that it sometimes varies in sentences.) Try emphasizing different words to see how it feels.

2. Listen to a radio or TV news broadcaster and notice their use of intonation when reporting the news. Try to imitate a few sentences.

3. Notice the use of sentence intonation in everyday life, particularly in longer sentences.

4. Create some longer sentences of your own and practice using American intonation, pronunciation, and linking words together.

“Nothing is particularly hard if you divide it into small jobs.”

Henry Ford
Showing Emotion with Tone

Remember the four parts of accent?

1. Voice quality
2. Rhythm and Intonation
3. Word connections
4. Pronunciation

“I don’t think that’s true.”

“I do not think that is true.”

All four parts affect how emotion is expressed, but tone especially important.

Tone is pitch, or the sound’s frequency (rate of vibrations)

Tonal changes: length, intensity, & direction

Length is holding on to the continuants of a word:

“giiiiirl”

Intensity is the volume or loudness of any sound:

“GIRL!”

Direction is rising or falling pitch, or tone:

“girL” or “Glrl”

“If you think you can do a thing or think you can’t do a thing, you’re right.”

Henry Ford
Tonal changes: length, intensity, & direction (cont.)

Go to: http://www.arcamax.com/zits/s-429265-517690

Ten patterns to play with:

1. high
2. mid
3. low
4. tone

Add your own:

11. ___________  12. ___________

Notes:

“"If you think you can do a thing or think you can’t do a thing, you're right.”

Henry Ford

Lesson Twenty-three
- Showing Emotion with Tone
- Tonal Length, Intensity, and Direction
- Gender and Tone
- Suggestions
Short Quiz

Listen and match the descriptions on the right with the number on the left. The first one is an example.

<table>
<thead>
<tr>
<th>Number</th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Angry</td>
</tr>
<tr>
<td>2</td>
<td>Excited</td>
</tr>
<tr>
<td>3</td>
<td>Silly/Stupid</td>
</tr>
<tr>
<td>4</td>
<td>Acknowledging</td>
</tr>
<tr>
<td>5</td>
<td>Scared</td>
</tr>
<tr>
<td>6</td>
<td>Sexy</td>
</tr>
<tr>
<td>7</td>
<td>Baffled/Flustered</td>
</tr>
<tr>
<td>8</td>
<td>Shy/Reluctant</td>
</tr>
<tr>
<td>9</td>
<td>Surprised</td>
</tr>
<tr>
<td>10</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>

(For answers, see suggestions for practice #5.)

Gender and Tone

Power is associated with a lower tone than you may realize. In the American accent, a normal tone tends to be lower than in your own language.

Intonation normally ends lower in tone, but a variety is better in conversation.

Also, be aware of how fast or slow native speakers talk. Speed can affect emotion.
Suggestions for practice...

1. Listen carefully to the ten patterns and notice the length, intensity, and direction of the tone.

2. Practice these ten patterns with the speaker until you feel that you are matching his voice as much as possible.

3. Use your own word (instead of dude) and practice each pattern out loud.

4. Using your own word, record the ten patterns and listen to them. Make changes to anything you feel you should change.

5. Check answers below.

Notes:

"If you think you can do a thing or think you can't do a thing, you're right.”

Henry Ford
Putting it Altogether

Take a look at the entire sentence.

- Which word in the sentence is going to have the most important meaning for the speaker?
- What kind of sentence is it? A statement? A question? Long or short? Does it have many clauses?
- What kind of emotional intensity does this sentence need?
- Check your voice quality.

Look at the content words.

- What is the intonation pattern of each? (Be careful of length and pitch.)
- Any words with missing syllables?
- Any compound nouns? Phrasal verbs?
- Check the pronunciation- especially of sounds you typically have troubles with.

Look at the structure words.

- Are the vowels shortened or are they replaced with schwas?
- Be careful of the length of structure words.
- Check your pronunciation.

Notes:

Life only demands from you the strength you possess. Only one feat is possible - not to have run away.

Dag Hammarskjold
Putting it Altogether (cont.)

Connect the words together.

• Where are the words connected?

• What kind of connection is used?

Check the Rhythm

• Where are you going to hear the most stress- or the highest, longest sounds?

• Shorten the unimportant syllables.

• Try the pattern by replacing the words with duh duh DUUH.

Put the sentence together.

• How would you put the sentence together by using all of the steps above?

• How do you imagine that a native speaker would say the sentence?

Let’s practice the above with these sentences...

[Go to the next page]
Let’s practice the above with these sentences...(cont.)

1. Hi, it’s nice to meet you.
2. How was your weekend?
3. I’d like a cup of soup and a tuna sandwich.
4. Could you call me back this afternoon?
5. I said that I’d like to go to Disneyland, not Disneyworld.
6. I’m starting to notice a difference in the way I speak.
7. What did you do to take care of the problem?
8. I’ve been in the U.S. for about ten years.
9. I really appreciate your taking the time to talk with me today.
10. Did you know that John and Melissa bought a new camera?
11. First you have to want to do it, and then you just have to go for it!
12. Nicholas was annoyed at how the restaurant server picked up his beverage before he had finished.

Suggestions for practice...

1. Practice the sentences from this lesson until you are comfortable with them.
2. Record your voice reading the sentences from this lesson and ask yourself what you could do better.
3. Make up several sentences using things that you say a lot and practice them using all of the parts of accent that we have gone over.
4. Examine a short segment of a movie in English and try to figure out why the speakers are choosing the intonation they are using. Try to imitate their intonation, rhythm, pronunciation and voice quality.

Notes:

Lesson Twenty-four
- Putting it Altogether
- Suggestions

Life only demands from you the strength you possess. Only one feat is possible - not to have run away.

Dag Hammarskjold
Recommendations to Continue Working on Your Accent

1. If you’re not already a member of the American Accent Workshop, we believe you will find enormous benefit by joining. You can sign up at www.accentworkshop.com. As a member of this online community, you can come to Help Sessions and live classes. Get real time feedback from expert instructors.

   Even though you have come to the end of your lessons, you can still be a part of our program for as long as you need.

2. Realize that there are many kinds of accent, even in North America.

   Mark and Sheri have West Coast/Midwest accents.

3. Use DVDs and TV.

   Imitate an actor. Find someone whom you admire.

4. Use a memento.

   Use it to remember to work on something specific to change your habit.

5. Listen to podcasts.

   Notice the intonation patterns and repeat them. Listen to a sentence or phrase, stop, and repeat.

6. Listen to songs.

   Helps develop a sense of rhythm and intonation. Also lets you hear pronunciation in a slowed-down way.

The greatest achievements were at first and for a time dreams. The oak sleeps in the acorn.

James Allen
Suggestions to Continue Working on Your Accent (cont.)

7. Read stories out loud.

   This develops mouth muscles and lets you have time to think about how something should be said.

8. Become more childlike.

   Be adventurous. Experiment with new sounds.

9. Get feedback from people around you.

10. Don’t be shy.

Suggestions for practice...

1. Try to assess your progress by comparing earlier lesson recordings and listening again to your feedbacks.

2. Practice any previous lesson assignments and record for yourself. Again compare with your earlier recordings.

3. Make new goals for yourself to continue improving on your American accent.

The greatest achievements were at first and for a time dreams. The oak sleeps in the acorn.

James Allen
Resources for the American Accent

Voice of America  
http://www.voanews.com/specialenglish/index.cfm

We love this website because they have a ton of listening material that is read in a slow, easy to understand manner.

NPR Radio  
http://www.npr.org/

You can listen to NPR (National Public Radio) on your radio in many cities of the United States, or go directly to their website and listen to whatever interests you. We recommend NPR because it is talk radio but without the typical "newscaster" type of sound. It’s great for picking up real English.

YouTube  
http://www.youtube.com/

A lot of people watch YouTube for fun, but with millions of free video sources in English, it’s an excellent way to listen to and imitate “real” language.

Twiz TV  
http://twiztv.com/

This site has tons of free scripts from TV shows. If you would like to study your favorite shows through listening and reading, Twiz TV is a good place to go.

The greatest achievements were at first and for a time dreams. The oak sleeps in the acorn.

James Allen