

The American Accent Course

The American Accent Course



WORKBOOK

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www.AccentWorkshop.com

The American Accent Course

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The American Accent Course

The American Accent Course

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 reinforcement 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!

Welcome

- This is where you'll find the overview of each lesson

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

What is Accent?

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!

Lesson One

- Attitude
- Spelling and Pronunciation
- Four Parts of Accent
- Diagram Intonation
- Suggestions

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

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.

Lesson One

- Attitude
- Spelling and Pronunciation
- Four Parts of Accent
- Diagram Intonation
- Suggestions

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

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

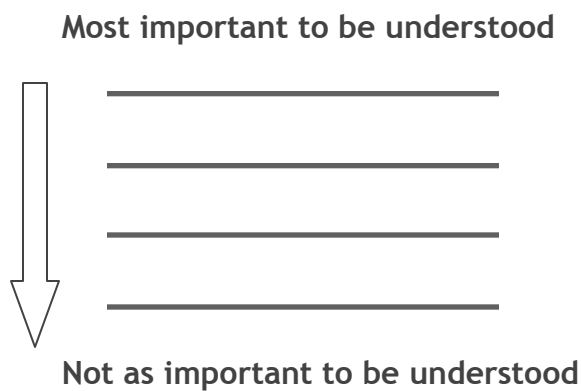
Rhythm and Intonation show the “music” of the language. Every language has its own patterns of pitch, beat, and speed.

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.



Lesson One

- Attitude
- Spelling and Pronunciation
- Four Parts of Accent
- Diagram Intonation
- Suggestions

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

Diagrams of Intonation

Spanish

Chinese

Korean

Japanese

Arabic

English

Lesson One

- Attitude
- Spelling and Pronunciation
- Four Parts of Accent
- Diagram Intonation
- Suggestions

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.

Lesson One

- Attitude
- Spelling and Pronunciation
- Four Parts of Accent
- Diagram Intonation
- Suggestions

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

An Overview

An Overview

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)

apple
 vacation
elephant

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

donation
vacation
California

You will see the Secondary Stress in compound nouns.

bedroom
toothpaste
basketball

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

annoy
calendar
 America

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.)

Lesson Two

- Stress
- Basic Sentence Rhythm and Intonation
- Emphatic and Contrastive Stress
- Word Connections
- Questions
- Inflection
- Suggestions

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

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 **chil**dren re**ceived** some **pre**sents.

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 **ta**ble.
Put it **on** the **ta**ble.

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**.

Lesson Two

- Stress
- Basic Sentence Rhythm and Intonation
- Emphatic and Contrastive Stress
- Word Connections
- Questions
- Inflection
- Suggestions

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

Word Connections

Remember that everything is linked together. We connect:

consonants with vowels
each other = ea chother

vowels with vowels
go away = gowaway
late = 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. 

Lesson Two

- Stress
- Basic Sentence Rhythm and Intonation
- Emphatic and Contrastive Stress
- Word Connections
- Questions
- Inflection
- Suggestions

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

va**ca**tion

e**le**phant

bedroom

toothpaste

basketball

do**na**tion

va**ca**tion

Ca**li**fo**ri**nia

an**noy**

calendar

america

Lesson Two

- Stress
- Basic Sentence Rhythm and Intonation
- Emphatic and Contrastive Stress
- Word Connections
- Questions
- Inflection
- Suggestions

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

Meet the Schwa

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)

ə

along
enough
violin

rə

reliable
irritate
responsible

də

debate
independent
delicious

kən

broken
connection
convention

shən

action
nation
invention

kəm

computer
communication
incomplete

rən

children
Fahrenheit
Renee

lə

holiday
simplify
military

Lesson Three

- Examples of the Schwa
- 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

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

Lesson Three

- Examples of the Schwa
- 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. 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

Lesson Three

- Examples of the Schwa
- 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

The American T

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

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 “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

Example: cat

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

Example: kitten

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)

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

Example: point

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)

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

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 T (continued)

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

today
tomorrow
into the night

-teur amateur
-ture nature
-tion nation
-th bath/thing

Mixed T's

potato
terminate
attitude
protest
Protestant
treatment
statistics
intercontinental

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

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

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

Intonation Patterns 1&2

Intonation Patterns 1&2

Printing Note: using a color printer will help in this lesson

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.

Lesson Five

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

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:



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.

Lesson Five

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

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 /o^w/’s as in **tomatoo** and short /u^w/’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...



Lesson Five

- Learning about Intonation Patterns
- Primary Stress
- Secondary Stress
- Weak Stress
- Words with 1 Syllable
- Words with 2 Syllables
- 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. 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

Lesson Five

- Learning about Intonation Patterns
- Primary Stress
- Secondary Stress
- Weak Stress
- Words with 1 Syllable
- Words with 2 Syllables
- 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... (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

Lesson Five

- Learning about Intonation Patterns
- Primary Stress
- Secondary Stress
- Weak Stress
- Words with 1 Syllable
- Words with 2 Syllables
- 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... (continued)

3.
seat
juice

4.
human
water

7.
control
believe







8.
admit
pronounce

Lesson Five

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

Notes:

Answers to Assignment #1

Ends with Vowel		Ends with Voiced Sound		Ends with Unvoiced Sound	
					
free	chair	fish	law	fame	lamp
tea	jar	milk	toe	land	quick
	mill	rat		pen	
Primary + Weak →			Weak + Primary →		
					
children	crazy	array	advise	attack	college
doctor	funny	buffet	insure	direct	future
heaven	really	dismay	massage	itself	husband
illness	really	lanai	reserve	rejoice	
	running	Malay			
	seeing	Renee			

Intonation Patterns 3&4

Printer Note: use color printer for this lesson

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]




Lesson Six

- Learning about Intonation Patterns
- Words with 3 Syllables
- Words with 4 Syllables
- Suggestions

Words with 3 Syllables

negative	alphabet	creation	eleven	comprehend
medicine	dynamite	foundation	mechanic	apprehend
hamburger	honeymoon	September	Pacific	guarantee
interested	telephone	donation	appearance	overwork
fisherman	justify	illusion	initial	disobey
honesty	evergreen	outrageous	announcement	engineer
hospital	handicap	fantastic	electric	indirect
element	Philippines	October	computer	volunteer
diary	underline	creative	essential	souvenir
chemistry	internet	probation	relation	domineer

Words with 4 Syllables

		
California	elevator	American
beneficial	motivator	emergency
observation	matrimony	electrical
invitation	alimony	apostrophe
inefficient	escalator	responsible
manufacture	territory	Canadian
pessimistic	alligator	debatable
information	devastated	maternity
conversation	recognizing	receptionist
Sacramento	instigated	exceptional

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

Lesson Six

- Learning about Intonation Patterns
- Words with 3 Syllables
- Words with 4 Syllables
- Suggestions

Notes:

“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)

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 _____

Lesson Six

- Learning about Intonation Patterns
- Words with 3 Syllables
- Words with 4 Syllables
- Suggestions

Notes:

“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.

medicine
hamburger

foundation
September

guarantee
apprehend

elevator
devastated

dynamite
honeymoon

Pacific
mechanic

California
pessimistic

American
receptionist

Lesson Six

- Learning about Intonation Patterns
- Words with 3 Syllables
- Words with 4 Syllables
- Suggestions

Notes:

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

Lloyd Jones

Words that Shift Stress

Printer Note: use color printer for this lesson

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.

Lesson Seven

- Learning about Intonation Patterns
- Words that shift stress
- Words with -ate
- Suggestions

Words that Shift Stress

Nouns/ Adjectives



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

Verbs



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



4 Syllable Words



an advocate
 animate
 alternate
 approximate
 articulate
 an associate
 deliberate
 discriminate
 duplicate
 elaborate
 an estimate
 a graduate
 intimate
 moderate
 predicate
 separate***
 syndicate

* Add a weak syllable to these 3 syllable words

Verbs

3 Syllable Words



4 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

** 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.

Lesson Seven

- Learning about Intonation Patterns
- Words that shift stress
- Words with -ate
- Suggestions

Notes:

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

Henry Ford

Missing Syllables

Missing Syllables

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.

Lesson Eight

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

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."

Lesson Eight

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

Notes:

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

Henry Ford

Compound Nouns vs. Descriptive Phrases

Compound Nouns vs. Descriptive Phrases

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 **Whitehouse**
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

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

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.

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

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 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.)

<u>Phrasal Verb</u>	<u>Noun</u>
pick up	pickup
take out	takeout

Lesson Ten

- Prepositions
- Phrasal Verbs
- Acronyms
- Numbers
- Suggestions

Notes:

the preposition *does* get

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)

<u>Phrasal Verb</u>	<u>Noun</u>
run off	runoff
make up	makeup
hand out	handout
spin off	spinoff
goof off	goof-off
come on	come-on
kick off	kickoff
try out	tryout
make over	makeover
take off	takeoff
take over	takeover
wake up	wake-up
carry out	carryout
stand up	standup
put down	putdown
push up	pushup
look out	lookout
drive by	drive-by

Pronouncing Acronyms [Repeat after each word]

PC	PhD	UCLA
RN	FBI	NYPD
LA	USA	KCLA
BA	MBA	
TV	IRS	
UN		

Lesson Ten

- Prepositions
- Phrasal Verbs
- Acronyms
- Numbers
- Suggestions

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.

Lesson Ten

- Prepositions
- Phrasal Verbs
- Acronyms
- Numbers
- Suggestions

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

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.

Lesson Ten

- Prepositions
- Phrasal Verbs
- Acronyms
- Numbers
- Suggestions

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

Linking Words

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

Lesson Eleven

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

Notes:

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.

Lesson Eleven

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

Notes:

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!
6. Did you eat? Not yet.
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.

Lesson Eleven

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

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:

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

Dag Hammarskjold

Content Words

Note: use color printer for this lesson

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. sentence get the most stress. This is because they carry

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

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**.

Lesson Twelve

- Content and Structure Words
- Suggestions

Notes:

The most important words in a the main meaning.

English? Look at the following the most meaning...

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.

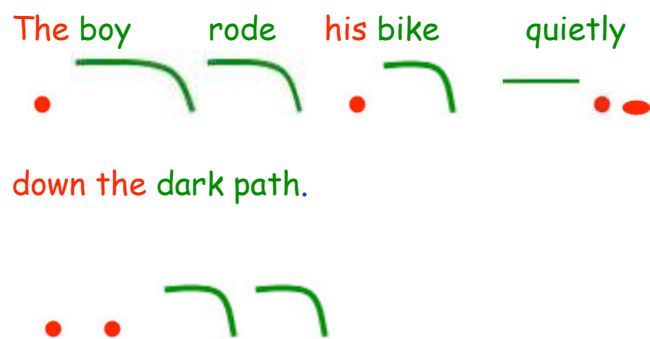
These kinds of words are called **structure words**.

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...



Lesson Twelve

- Content and Structure Words
- Suggestions

Notes:

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.

Lesson Twelve

- Content and Structure Words
- Suggestions

Notes:

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.

Lesson Twelve

- Content and Structure Words
- Suggestions

Notes:

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

Lloyd Jones

Structure Words

Structure Words

Note: use color printer for this lesson

Commonly reduced words (Structure Words)

Prepositions

in ən
at ət əd
to tə də
for fər
from frəm
with wəθ
of əv ə

Pronouns

you yə
he iy
it ət
them thəm əm
your yər
his əz
her ər
him əm
its əts

Articles and Conjunctions

a ə
an ən
the thə
some səm
this thəs
that thət
and ən
or ər
but bət

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 **kən**

should **ʃəd**

could **kəd**

would **wəd əd**

have **əv ə ***

had **əd ***

will **wəl əl ***

Be Verbs *

am **əm**

is **əz**

are **ər**

was **wəz**

were **wər**

* 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**

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

da da DA



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**.

in a **car**

with some **pens**

at a **park**

for a **child**

in an **egg**

for some **ink**

of an **owl**

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**.

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.

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

Rhythm and Timing

Rhythm and Timing

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:

Three	blind	mice	x
Three	blind	mice	x
See	how	they run	x
See	how	they run	x
They all	ran after	the farmer's	wife
who cut off	their tails	with a carver's	knife
Did you ever	see	such a sight	in your life
As three	blind	mice	x

Lesson Fourteen

- Tonal Groups
- Suggestions

Notes:

*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.

x			
x			
x			

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

Lesson Fourteen

- Tonal Groups
- Suggestions

Notes:

*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:

	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

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.

Lesson Fourteen

- Tonal Groups
- Suggestions

Notes:

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

James Allen

Reduction of Modals

Reducing Modal Verbs

have to go

have to ask

have gone

have asked

has gone

has asked

had gone

had asked

haven't gone

haven't asked

hasn't gone

hasn't asked

hadn't gone

hadn't asked

have been gone

have been asked

has been gone

has been asked

had been gone

had been asked

haven't been gone

haven't been asked

hasn't been gone

hasn't been asked

hadn't been gone

hadn't been asked

would go

would ask

could go

could ask

should go

should ask

will go

will ask

may go

may ask

might go

might ask

can go

can ask

wouldn't go

wouldn't ask

couldn't go

couldn't ask

shouldn't go

shouldn't ask

won't go

won't ask

may not go

may not ask

might not go

might not ask

can't go

can't ask

Lesson Fifteen

- Reducing Modal Verbs
- Suggestions

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)

would have **gone**
could have **gone**
should have **gone**
will have **gone**
may have **gone**
might have **gone**

would have **asked**
could have **asked**
should have **asked**
will have **asked**
may have **asked**
might have **asked**

not have

wouldn't have **gone**
couldn't have **gone**
shouldn't have **gone**
won't have **gone**
might not have **gone**
may not have **gone**
can't have **gone**

wouldn't have **asked**
couldn't have **asked**
shouldn't have **asked**
won't have **asked**
might not have **asked**
may not have **asked**
can't have **asked**

would have been **gone**
could have been **gone**
should have been **gone**
will have been **gone**
may have been **gone**
might have been **gone**

would have been **asked**
could have been **asked**
should have been **asked**
will have been **asked**
may have been **asked**
might have been **asked**

wouldn't have been **gone**
couldn't have been **gone**
shouldn't have been **gone**
won't have been **gone**
might not have been **gone**
may not have been **gone**
can't have been **gone**

wouldn't have been **asked**
couldn't have been **asked**
shouldn't have been **asked**
won't have been **asked**
might not have been **asked**
may not have been **asked**
can't have been **asked**

Lesson Fifteen

- Reducing Modal Verbs
- Suggestions

Notes:

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

Henry Ford

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.

Lesson Fifteen

- Reducing Modal Verbs
- Suggestions

Notes:

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

Henry Ford

Phrasing Phrasing

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
9. Could you please ask the server to bring some extra
10. She didn't think it was appropriate to turn the gift
11. Some people think that it's okay to throw trash onto
12. When we got done watching the movie, we went to a nice little restaurant in the middle of the Green District.

Lesson Sixteen

- Phrasing
- Suggestions

Notes:

clerk.
napkins?
away.
the street, but I don't like it.

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

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.

Lesson Sixteen

- Phrasing
- 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. 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.

Lesson Sixteen

- Phrasing
- 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

Normal Sentence Stress

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.

Lesson Seventeen

- Stressing in Sentences
- Suggestions

Notes:

and the intonation and, about it helps them to try and

not just listen to it, but try to what a great way to improve sounds that you're trying to

"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.

Lesson Seventeen

- Stressing in Sentences
- Suggestions

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. 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.

Lesson Seventeen

- Stressing in Sentences
- Suggestions

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/ Contrastive Stress

Emphatic/ Contrastive Stress

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 those keys **on** that table.

Put the keys on **that** table.

Put the keys on that **table**.

Lesson Eighteen

- Emphatic Stress
- Contrastive Stress
- Suggestions

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

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.

Lesson Eighteen

- Emphatic Stress
- Contrastive Stress
- Suggestions

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

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.

Lesson Eighteen

- Emphatic Stress
- Contrastive Stress
- Suggestions

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

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.

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.

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.

Lesson Eighteen

- Emphatic Stress
- Contrastive Stress
- Suggestions

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

Asking Questions

Asking Questions

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
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?

Lesson Nineteen

- Yes/No Questions
- "Wh" Questions
- Mixed Questions
- Choices
- Expressing Doubt or Disbelief
- Suggestions

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?

Lesson Nineteen

- Yes/No Questions
- “Wh” Questions
- Mixed Questions
- Choices
- Expressing Doubt or Disbelief
- Suggestions

Notes:

"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?

Lesson Nineteen

- Yes/No Questions
- "Wh" Questions
- Mixed Questions
- Choices
- Expressing Doubt or Disbelief
- Suggestions

Notes:

"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. Hmm... 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.

Lesson Nineteen

- Yes/No Questions
- "Wh" Questions
- Mixed Questions
- Choices
- Expressing Doubt or Disbelief
- Suggestions

Notes:

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

Eleanor Roosevelt

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.

Lesson Nineteen

- Yes/No Questions
- "Wh" Questions
- Mixed Questions
- Choices
- Expressing Doubt or Disbelief
- Suggestions

Notes:

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

Eleanor Roosevelt

Tag Questions

Tag Questions

Tag Questions

It's hot today, isn't it?

It's hot today, isn't it!

am I
are you
is he
is she
is it
are we
are they

aren't I
aren't you
isn't he
isn't she
isn't it
aren't we
aren't they

was I
were you
was he
was she
was it
were we
were they

wasn't I
weren't you
wasn't he
wasn't she
wasn't it
weren't we
weren't they

do I
do you
does he
does she
does it
do we
do they

don't I
don't you
doesn't he
doesn't she
doesn't it
don't we
don't they

Lesson Twenty

- Tag Questions
- 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

Tag Questions (continued)

can I	can't I
can you	can't you
can he	can't he
can she	can't she
can it	can't it
can we	can't we
can they	can't they
will I	won't I
will you	won't you
will he	won't he
will she	won't she
will it	won't it
will we	won't we
will they	won't they
have I	haven't I
have you	haven't you
has he	hasn't he
has she	hasn't she
has it	hasn't it
have we	haven't we
have they	haven't they

Lesson Twenty

- Tag Questions
- 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

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
would I	wouldn't I
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?

Lesson Twenty

- Tag Questions
- 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

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.

Lesson Twenty

- Tag Questions
- 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

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?

Lesson Twenty

- Tag Questions
- 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

Sequencing

Sequencing

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.

Lesson Twenty-one

- Sequencing and Conversational Tone
- Suggestions

Notes:

"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.

Lesson Twenty-one

- Sequencing and Conversational Tone
- Suggestions

Notes:

"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.

Lesson Twenty-one

- Sequencing and Conversational Tone
- Suggestions

Notes:

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

Lloyd Jones

Complex Sentences

Complex Sentences

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 appear to be delighted.
5. Whenever I leave earlier than usual, I seem to avoid
6. If you decide to go ahead and do the speech, I'll take materials.
7. Whether or not we decide to go, we will still need morning.
8. I'll be there at a quarter after nine since the
9. I've never been to the Pacific coast, but I've been to times.
10. Whereas $A + B$ equals C , X minus Y definitely does not equal Z .

Lesson Twenty-two

- Intonation in Complex Sentences
- Suggestions

Notes:

test scores, and their teachers

most of the traffic headaches.

care of the promotional

you to be here Monday

tournament starts at ten.

the Atlantic coast a million

"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.

Lesson Twenty-two

- Intonation in Complex Sentences
- Suggestions

Notes:

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

Henry Ford

Emotion and Mood

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

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 “Glr”

Lesson Twenty-three

- Showing Emotion with Tone
- Tonal Length, Intensity, and Direction
- Gender and Tone
- Suggestions

Notes:

and tonal changes are

vibrations)

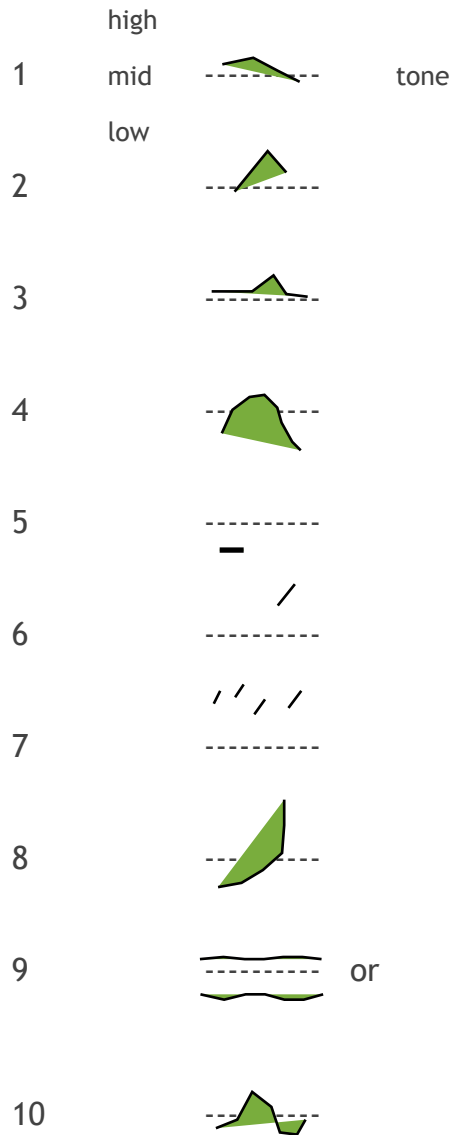
*“If you think you can do a thing
or think you can't do a thing,
you're right.”*

Henry Ford

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

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

Ten patterns to play with:



Add your own:

11 ----- 12 -----

Lesson Twenty-three

- Showing Emotion with Tone
- Tonal Length, Intensity, and Direction
- Gender and Tone
- Suggestions

Notes:

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

Henry Ford

Short Quiz

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

Number	Emotion
1	Angry
2	Excited
3	Silly/Stupid
4	Acknowledging
5	Scared
6	Sexy
7	Baffled/Flustered
8	Shy/Reluctant
9	Surprised
10	Satisfied

(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.

Lesson Twenty-three

- Showing Emotion with Tone
- Tonal Length, Intensity, and Direction
- Gender and Tone
- Suggestions

Notes:

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

Henry Ford

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.

Answer key: 1. Scared, 2. Surprised, 3. Excited, 4. Shy, 5. Sexy, 6. Angry, 7. Baffled, 8. Satisfied, 9. Silly, 10. Acknowledging.

Lesson Twenty-three

- Showing Emotion with Tone
- Tonal Length, Intensity, and Direction
- Gender and Tone
- Suggestions

Notes:

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

Henry Ford

All Together Now... All Together Now...

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
- Check your voice quality.

Look at the content words.

- What is the intonation pattern of each? (Be
- Any words with missing syllables?
- Any compound nouns? Phrasal verbs?
- Check the pronunciation- especially of sounds 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.

Lesson Twenty-four

- Putting it Altogether
- Suggestions

Notes:

sentence need?

careful of length and pitch.)

you typically have troubles

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]

Lesson Twenty-four

- Putting it Altogether
- Suggestions

Notes:

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

Dag Hammarskjold

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.

Lesson Twenty-four

- Putting it Altogether
- Suggestions

Notes:

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.

Notes:

*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.

Notes:

*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.

Notes:

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

James Allen