

Chapter 10. S or Z?

The sound of the letter S is [s] only if it follows an unvoiced consonant. Otherwise, it becomes a Z in disguise. When an S follows a vowel, a voiced consonant, or another S, it turns into a [z]. The following exercise will let you hear and practice S with its dual sound. There are many more Z sounds in English than S sounds.

Exercise 10-1 : When S Becomes Z

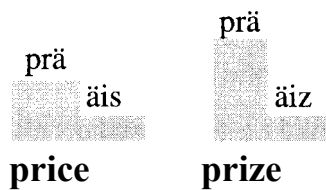
CD 4 Track 31

Under Contrast, in the list that follows, notice how the voiced word is drawn out and then repeat the word after me. Both voiced and unvoiced diphthongs have the underlying structure of the tone shift, or the double staircase, but the shift is much larger for the voiced ones.

Contrast

S Z

- | | | |
|-----|---------|----------|
| 1. | price | prize |
| 2. | peace | peas |
| 3. | place | plays |
| 4. | ice | eyes |
| 5. | hiss | his |
| 6. | close | to close |
| 7. | use | to use |
| 8. | rice | rise |
| 9. | pace | pays |
| 10. | lacey | lazy |
| 11. | thirsty | Thursday |
| 12. | bus | buzz |
| 13. | dust | does |
| 14. | face | phase |
| 15. | Sue | zoo |
| 16. | loose | lose |



S Z

nouns

| | |
|--------|---------|
| books | waxes |
| maps | pencils |
| months | dogs |
| hats | trains |
| pops | oranges |
| bats | clothes |
| bikes | windows |
| laughs | washes |
| thanks | arrives |
| eats | comes |
| takes | goes |
| speaks | lunches |

verbs

| | | |
|---------------------|-------------|-------------|
| contractions | it's | there's |
| | what's | he's |
| | that's | she's |
| possessives | a cat's eye | a dog's ear |

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Exercise 10-2: A Surly Sergeant Socked an Insolent Sailor CD 4 Track 32

Repeat the S sounds in the paragraph below.

Sam, a surly sergeant from Cisco, Texas, saw a sailor sit silently on a small seat reserved for youngsters. He stayed for several minutes, while tots swarmed around. Sam asked the sailor to cease and desist but he sneered in his face. Sam was so incensed that he considered it sufficient incentive to sock the sailor. The sailor stood there for a second, astonished, and then strolled away. Sam was perplexed, but satisfied, and the tots scampered like ants over to the see-saw.

Exercise 10-3: Allz Well That Endz Well CD 4 Track 33

Repeat the Z sounds in the paragraph below.

A lazy Thursday at the zoo found the zebras grazing on zinnias, posing for pictures, and teasing the zookeeper, whose nose was bronzed by the sun. The biggest zebra's name was Zachary, but his friends called him Zack. Zack was a confusing zebra whose zeal for reason caused his cousins, who were naturally unreasoning, to pause in their conversations. While they browsed, he philosophized. As they grazed, he practiced zen. Because they were Zack's cousins, the zebras said nothing, but they wished he would muzzle himself at times.

As mentioned on page 84, like sounds follow naturally. If one consonant is voiced, chances are, the following plural S will be voiced as well. If it's unvoiced, the following sound will be as well. In the past tense, S can be both voiced [z] and unvoiced [s] in some cases.

Exercise 10-4: Voiced and Unvoiced Endings in the Past Tense CD 4 Track 34

The following will explain the differences between four expressions that are similar in appearance but different in both meaning and pronunciation.

| | Meaning | Example | Pronunciation |
|----------|----------------------|----------------------------------|----------------------|
| S | Past action | I used to eat rice. | [yüst tu] |
| | To be accustomed to | I am used to eating rice. | [yūs tu] |
| Z | Present passive verb | Chopsticks are used to eat rice. | [yūzd tu] |
| | Simple past | I used chopsticks to eat rice. | [yūzd] |

Used to, depending on its position in a sentence, will take either a tense [ū] or a schwa. At the end of a sentence, you need to say, ... *more than I used too*; in the middle of a sentence you can say, *He usta live there*.

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Exercise 10-5: Finding S and Z Sounds CD 4 Track 35

Go through the paragraph and underline all of the [s] sounds. The first, [æksent] is marked for you. Next, circle all of the [z] sounds, no matter how the word is written (is = [iz], as = [æz], and so on.)

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

T Practice reading the paragraph three times on your own, concentrating on strong Zs.

Exercise 10-4; Application Steps with S and Z

CD 4 Track 36

Build up the following sentence, adding each aspect one at a time.

Always be a little kinder than necessary.

1. Intonation

Always be a little kinder than necessary.

2. Word Groups

Always be a little kinder^(pause) than necessary.

3. Liaisons

Always be^(y)a little kinder tha⁽ⁿ⁾necessary.

4. [æ][ä][ə]

äweez be ə litt^əl kinder thən necəssary.

5. The American T

Always be a liddle kinder than necessary.

6. The American R

Always be a little kindər than necessary.

7. Combination of concepts 1 through 6

äweez be^(y)ə lidd^əl kindər^(pause) thə⁽ⁿ⁾necəssary.

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Exercise 10-7: Your Own Application Steps with S and Z

CD 4 Track 37

Write your own sentence, and then build it up, adding each aspect one at a time.

1. Intonation

2. Word Groups

3. Liaisons

4. [æ] [a] [ə]

5. The American T

6. The American R

7. Combination of concepts 1 through 6

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Chapter 11. Tense and Lax Vowels

In this chapter, we tackle tense and lax vowels. This is the difference between [ā], *tense*, and [ɛ], *lax*, [ē], *tense*, and [i], *lax*. We will start with tense vowels.

Exercise 11-1; Tense Vowels

CD 4 Track 38

Don't pay attention to spelling or meaning. Just remember, if you are in the ä column, they all have the same ah sound. Repeat.

| | æ | æo | ä | i | ā | ē | ū | ōū |
|----|-----|-------|--------|------|------|------|------|------|
| 1. | at | out | ought | I'd | ate | eat | ooze | own |
| 2. | bat | about | bought | bite | bait | beat | boot | boat |

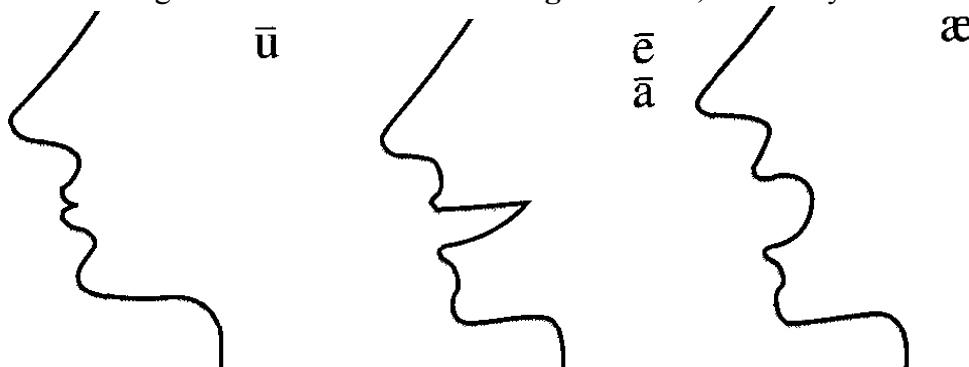
| | | | | | | | | |
|-----|--------|----------|---------|-----------|----------|--------|--------|--------|
| 3. | cat | couch | caught | kite | cane | keys | cool | coat |
| 4. | chat | chowder | chalk | child | chair | cheer | choose | chose |
| 5. | dad | doubt | dot | dial | date | deed | do | don't |
| 6. | fat | found | fought | fight | fate | feet | food | phone |
| 7. | fallow | fountain | fall | file | fail | feel | fool | foal |
| 8. | gas | gown | got | kite | gate | gear | ghoul | go |
| 9. | hat | how | hot | height | hate | heat | hoot | hope |
| 10. | Hal | howl | hall | heil | hail | heel | who'll | hole |
| 11. | Jack | jowl | jock | giant | jail | jeep | jewel | Joel |
| 12. | crab | crowd | crawl | crime | crate | creep | cruel | crow |
| 13. | last | loud | lost | line | late | Lee | Lou | low |
| 14. | mat | mountain | mop | might | mate | mean | moon | moan |
| 15. | gnat | now | not | night | Nate | neat | noon | note |
| 16. | pal | pound | Paul | pile | pail | peel | pool | pole |
| 17. | rat | round | rot | right | rate | real | rule | role |
| 18. | sat | sound | soft | sight | sale | seal | Sue | soul |
| 19. | shall | shower | shawl | shine | shade | she | shoe | show |
| 20. | slap | slouch | slop | slide | slade | sleep | slew | slow |
| 21. | stag | stout | stop | style | stale | steal | stool | stole |
| 22. | strap | Stroud | straw | stride | straight | stream | strew | stroll |
| 23. | tap | town | top | type | tape | team | tool | told |
| 24. | that | thou | thar | thine | they | these | | though |
| 25. | thang | thousand | thought | thigh | thane | thief | | throw |
| 26. | van | vow | volume | viper | vain | veal | voodoo | vote |
| 27. | wax | Wow! | wash | wipe | wane | wheel | woo | woe |
| 28. | yank | Yow! | yawn | yikes | Yale | year | you | yo |
| 29. | zap | Zowie! | zombie | xylophone | zany | zebra | zoo | Zoe |

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Exercise 11 -2: Tense Vowels Practice Paragraph**CD 4 Track****39**

Go through the subsequent paragraph and mark all the tense vowels, starting with [ā] (there are 12 here). The first one is **name** [neim], not [nem]. The first [ē] sound (14) is **the American**. The same 5 [æ] sounds can be found as in Exercise 3-2 on page 74, plus the [æo] **of sound**. Pause the CD to do the marking. Check your answer in the Answer Key, beginning on page 193.

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



Tense vowels use the lips and jaw muscles.

Exercise 11-3: Lax Vowels

CD 4 Track 40

As we saw in Chapter 8, these are the lax vowels.

| | e | i | ü | ə | ər |
|-----|----------|----------|----------|----------|-----------|
| 1. | end | it | | un~ | earn |
| 2. | bet | bit | book | but | burn |
| 3. | kept | kiss | could | cut | curt |
| 4. | check | chick | | chuck | church |
| 5. | debt | did | | does | dirt |
| 6. | fence | fit | foot | fun | first |
| 7. | fell | fill | full | | furl |
| 8. | get | gill | good | gut | girl |
| 9. | help | hit | hook | hut | hurt |
| 10. | held | hill | hood | hull | hurl |

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| |
| <p><i>Soft vowels are subtle variations of sound using the throat muscles.</i></p> <p>e slightly tease <i>bet</i> i more relaxed <i>bit</i> ü even more relaxed <i>put</i> ə throat is completely relaxed <i>but</i></p> |

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Exercise 11-4: Lax Vowels Practice Paragraph

CD 4 Track 41

Again, go over this paragraph and mark the lax vowels, starting with [ɛ]. The first one (of about 12 possible) is in hello or American. The first [i] sound (of 9 to 22) may be found in is. (The numbers are approximations because you may have already reduced the [ɛ] of hello and the [i] of is into schwas.) Pause the CD to do the marking. Check your answer in the Answer Key, beginning on page 193.

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

Exercise 11-5: Take a High-Tech Tack

CD 4 Track 42

Repeat the following paragraph and words after me.

Sāy, Rāy, tāke a tack. A high-tack tack? No, Rāy, a high-tech tack, eight high-tech tacks, tāke them. Then find a wāy to māke a plāce for the tacks on the dāy bed. Hey, you lāy the tacks on the pāper plāce mat on the tāble, not on the dāy bed, Rāy. At your āge, why do you always māke the sāme mistākes?

| | | | | | | | | |
|------|------|------|------|------|-------|------|-----|-----|
| late | lack | let | tāke | tack | tech | mate | mat | met |
| hāil | Hal | hell | fāte | fat | fetch | cane | can | Ken |

Exercise 11 -6: Pick a Peak**CD 4 Track 43**

Repeat the following paragraph and words after me. Boldfaced elements represent the [ē] sound. The [i] is only marked with underscoring.

People who pick **peaks** weekly **seem** to **need** to **appear** deep **in** order to be distinguished from mere **pea** pickers. **Peter**, a **champion** **peak** picker, thought he'd be **even** **neater** **if** he were the **deepest** **peak** picker **in** **Peoria**, **Phoenix**, and **New Zealand**. On his **peak** **peak** picking **week**, though, **Peter**, a **peak** picker's **peak** picker, **realized** that he was not **deep**. This is not **easy** for a **peak** picker to **admit** and **it** pitched **Peter** into a **pit** of **peak** picking **despair**. He was **pitiful** for **six** **weeks** and then **lifted** **himself** to **hitherto** **unrevealed** **personal** **peaks**.

eat / it sheep / ship seat / sit neat / nit feet / fit sleep / slip

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Grammar in a Bigger Nutshell

In Chapter 1 we studied compound nouns (Ex. 1-24 to 1-37) and complex verb tenses (Ex. 1-38). Now, we are going to put them together and practice the intonation of some complicated sentences.

Exercise 11-7: Compound Nouns and Complex Verbs**CD 4 Track 44**

*No matter how complex the verb gets, remember to follow the basic **Dogs eat bones** intonation, where you stress the nouns. For the noun intonation, stick with the basic **set phrase or description** rule. Let's build up one complex noun for the subject, and another one for the object, starting with **The millionaires were impressed by the equipment.***

Subject**Object**The **millionaires**the **equipment**.The **elderly** **millionaires****eavesdropping** equipment.The **elderly** **Texas** **millionaires**electronic **eavesdropping** equipment.The two **elderly** **Texas** **millionaires**...**sophisticated** electronic **eavesdropping** equipment.The two **elderly** **Texas** **millionaires** were impressed by the **sophisticated** electronic**eavesdropping** equipment.

The two elderly Teksəs millyønair zwerim presst by the
səfistəkaydədəlektränik ēvzdräppiŋə kwipmənt.

zərim prest

1. The two **elderly** **Texas** **millionaires**'re impressed **by** the **sophisticated** electronic **eavesdropping** equipment.

zwərim prest

2. The two **elderly** **Texas** **millionaires** were impressed by the **sophisticated** electronic **eavesdropping** equipment.

zər beeyiŋim prest

3. At the moment, the two **elderly** **Texas** **millionaires**'re being impressed **by** the **sophisticated** electronic **eavesdropping** equipment.

zəl beeyim prest

4. The two **elderly** **Texas** **millionaires**'ll be impressed by the **sophisticated** electronic **eavesdropping** equipment.

zəd beeyim prest

5. The two **elderly** **Texas** **millionaires**'d be impressed by the **sophisticated** electronic **eavesdropping** equipment if there were more practical applications for it.

zədəv binim prest

6. The two **elderly** **Texas** **millionaires**'d've been impressed by the **sophisticated** electronic **eavesdropping** equipment if there had been more practical applications for it.

zədəv bin so im prest

7. The two **elderly** **Texas** **millionaires** that've been so impressed by the **sophisticated** electronic **eavesdropping** equipment are now researching a new program.

Exercise 11-7: Compound Nouns and Complex Verbs *continued* CD 4 Track 44*zəv binim prest*

8. The two **elderly** Texas **millionaires**'ve been impressed by the **sophisticated** electronic eavesdropping equipment for a long time now.

zəd binim prest

9. The two **elderly** Texas **millionaires**'d been impressed by the **sophisticated** electronic eavesdropping equipment long before the burglary was thwarted. [thwordəd]

zələv bin thərə lee(y)im prest

10. The two **elderly** Texas **millionaires**'ll've been thoroughly impressed by the **sophisticated** electronic eavesdropping equipment by the time I've done my presentation.

zāda bee(y)im prest

11. The two **elderly** Texas **millionaires** ought to be impressed by the **sophisticated** electronic eavesdropping equipment.

shüid bee(y)im prest

12. The two **elderly** Texas **millionaires** should be impressed by the **sophisticated** electronic eavesdropping equipment.

shüd•n beeto(w)im prest

13. The two **elderly** Texas **millionaires** shouldn't be too impressed by the **sophisticated** electronic eavesdropping equipment.

shüidəv binim prest

14. The two **elderly** Texas **millionaires** should've been impressed by the **sophisticated** electronic eavesdropping equipment.

shüdn•nəv bin thæ dim prest

15. Given the circumstances, the two **elderly** Texas **millionaires** shouldn't've been that impressed by the **sophisticated** electronic eavesdropping equipment.

cüdee zəlee bee(y)im prest

16. We think that the two **elderly** Texas **millionaires** could easily be impressed by the **sophisticated** electronic eavesdropping equipment.

cüid•n bee(y)im prest

17. No matter what we did, the two **elderly** Texas **millionaires** couldn't be impressed by even the most **sophisticated** electronic eavesdropping equipment.

cüidəv binim prest

18. The two **elderly** Texas **millionaires** could've been impressed by the **sophisticated** electronic eavesdropping equipment, but we're not sure.

cüidn•nəv binim prest

19. The two **elderly** Texas **millionaires** couldn't've been impressed by the **sophisticated** electronic eavesdropping equipment, because they left after 5 minutes.

myt bee(y)im prest

20. The two **elderly** Texas **millionaires** might be impressed by the **sophisticated** electronic eavesdropping equipment this time around.

mydəv binim prest

21. The two **elderly** Texas **millionaires** might've been impressed by the **sophisticated** electronic eavesdropping equipment, but they gave no indication one way or the other.

Exercise 11-7; Compound Nouns and Complex Verbs *continued* CD 4Track 44*mäss bee(y)im prest*

22. The two **elderly** Texas **millionaires** must be impressed by the **sophisticated** electronic eavesdropping equipment because they are considering a huge order.

mäsdəv binim prest

23. The two **elderly** Texas **millionaires** must have been impressed by the **sophisticated** electronic eavesdropping equipment because they ordered so much of it.

cən bee(y)im prest

| | | |
|-------------------|-----|-------|
| should not eat | 13. | _____ |
| should have eaten | 14. | _____ |
| should not have | 15. | _____ |
| could eat | 16. | _____ |
| could not eat | 17. | _____ |
| could have eaten | 18. | _____ |
| could not have | 19. | _____ |
| might eat | 20. | _____ |
| might have eaten | 21. | _____ |
| must eat | 22. | _____ |
| must have eaten | 23. | _____ |
| can eat | 24. | _____ |
| can't eat | 25. | _____ |

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Exercise 11-10: Practical Application—U.S./Japan Trade Friction CD 4 Track 47

Listen to the following excerpt, and compare the two versions.

Forty years after the end of World War II, Japan and the U.S. are again engaged in conflict. Trade frictions, which began as minor irritants in an otherwise smooth relationship in the 1960s, have gradually escalated over the years.

The conflict is more dangerous than it appears because its real nature is partially hidden. It masquerades as a banal and sometimes grubby dispute over widgets with the stakes being whether American or Japanese big business makes more money.

In truth, the issue is strategic and geopolitical in nature. Japan is once again challenging the U.S., only this time the issue is not China or the Pacific, but world industrial and technological leadership and the military and economic powers which have always been its corollaries.

*By permission of *U.S. News and World Report*

Fordee yir zæftr (pause) thee (y) end'v wrl dwor too, (pause) J'pæn'n thə US (pause) ä-rə genin geij din (pause) cänfl'ct. (pause) Trəid fr'ksh'nz, (pause) w'ch b'gæn'z mynr rirrət'nts (pause) in'n ə-therwise (pause) smooth r'ləish'nship in the näinteen siksdeez (pause) h'v græjələe (y) ə-skalədəd (pause) dōver thə yirz.

Thə känfl'k d'z mor dəinjə's thəni dəpɪr'z b'kəzəts ree (y) əl nəichy'z pərshəlee h'dd'n. It məskərəid zəzə bənälən səmtäimz grəbee d'spyu dōver wɪj'ts wɪththə stəiks be (y) ɪŋ wəthərə mə-rəkəner Jæpənee'z big bizn's məiks mor mənēe.

In **t**ruth, thee (y) ishū (w) ɪz strətēejəkən jee (y) əpəlɪdəkələn nəichyər. Jəpænəz wən səgen chælən'jɪŋ thə you (w) ɛs, ɒnli **t**his taim, thee (y) ishū (w) ɪz nət Chäinə or thə Pəs'fək, bət wɪ rɒldd'in dəsstree (y) l'n tɛknəlājəkəl lēedershipən thə milətēree (y) ənəkənämək pæwrz w'ch h'v äwēez bi n'ts kɒrələreez.

The Letter A

You've seen many examples of illogical spelling by now, and the letter A is a major contributor. A can be:

Note People who speak Chinese frequently pronounce [a], [æ] and [ɛ] the same. The common denominator of the three sounds is [ɛ]. When a Chinese speaker says *mate, mat, met*, it can sound like *met, met, met*. If this happens to be your case, in order to say common words like *make* and *man* correctly, first practice putting them on the stairsteps and drawing them out. Don't be afraid

to exaggerate. You can even draw them out with a final unvoiced consonant.

[æ] cat [ä] part [ä] make [ə] final [ɛ] parallel |o] war

may mæ
eek æan

make man

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| | A | B | C | D | E | F | G | H | I | J | K | L |
|----|---------|----------|---------|---------|----------|----------|-----------|---------|---------|---------|---------|-----|
| | æ | æo | u | i | ee | ü | ɛ | a | ə | ä | r | äi |
| 1 | back | bow | booed | Bic | beak | book | beck | bake | buck | Bach | Burke | ba |
| 2 | black | blouse | blued | bliss | bleed | books | bled | blade | blood | block | blurred | bl |
| 3 | brad | browse | brood | brick | breed | brook | bread | break | brother | brought | fir | far |
| 4 | pat | about | boot | pit | peak | put | pet | paid | putt | pot | pert | pa |
| 5 | cat | couch | coot | kit | parakeet | cookie | kept | Kate | cut | caught | curt | ca |
| 6 | cad | cowed | cooed | kid | keyed | could | Keds | okayed | cud | cod | curd | ca |
| 7 | fat | found | food | fit | feet | foot | fed | fade | fun | fog | first | far |
| 8 | flack | flower | fluke | flick | fleet | put | fleck | flake | flood | father | flurry | tar |
| 9 | fragile | frown | fruit | frill | free | fructose | French | afraid | from | frog | further | far |
| 10 | fallow | foul | fool | fill | feel | full | fell | fail | fuss | fall | furl | Ca |
| 11 | gas | gout | goood | give | geek | good | get | gate | gun | gone | gird | gu |
| 12 | catch | couch | cool | kick | key | cook | ketch | cake | come | calm | Kirk | ca |
| 13 | lack | loud | Luke | lick | leak | look | lecture | lake | luck | lock | lurk | lar |
| 14 | mallet | mound | mood | mill | meal | wooden | men | main | mother | mom | murmur | mæ |
| 15 | pal | Powell | pool | pill | peel | pull | pell | pail | puck | pock | pearl | pa |
| 16 | sand | sound | soon | sin | seen | soot | send | same | some | sawn | sir | soi |
| 17 | satin | mountain | gluten | mitten | eaten | wouldn't | retina | latent | button | gotten | certain | ca |
| 18 | shad | shout | shoed | Schick | sheet | should | shed | shade | shun | shop | insured | sh: |
| 19 | shack | shower | shoed | shiver | chic | shook | chef | shake | shuck | shock | shirt | sh: |
| 20 | shallow | shower | shoot | shift | sheep | sugar | shell | shale | shut | shot | sure | sh: |
| 21 | chance | chowder | choose | chin | cheek | | chest | change | chuck | chalk | churn | ch |
| 22 | tack | towel | two | tick | teak | took | tech | take | tuck | talk | turkey | tar |
| 23 | that | thousand | through | this | these | | then | they | the | thought | third | ca |
| 24 | had | how'd | who'd | hid | he'd | hood | hen | hate | hud | hod | heard | ha |
| 25 | hat | about | hoot | hit | heat | foot | heck | Hague | hut | hot | hurt | he |
| 26 | value | vow | review | villain | reveal | | vegetable | vague | vug | von | verve | va |
| 27 | whack | wow | woood | wick | weak | would | wed | weighed | what | walk | word | ha |

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Exercise 11-11: Presidential Candidates' Debate

CD 4 Track 48

The prezədənt təmærrou nəidiz ɛpektədiniz steidəv θə yoonjən mesəj tə prəpouz fedrəl səbzədəez tə help lou^(w) inkəm fæmleez ouvrkəm θə sou-käld dijədəl dəväid. Izidə nəpprope^(y)ət yusəv gəvrmt fənz tə həndəot kəmpyudrz ən

prövaid innernet ækses tə thouz hu cæn^(d)əford it; ənd if nət, why nət. Will bəgin with Mr. Keez.

I think this iz ənəthər keis whær pälətishənz try də jəmpən thə bændwægən əv səmthing thət's going ən in thee^(y) əcänəmee, sou evreebədəez gənnə think thət they ækchəlee hæv səmthing tə do with thə rəzəlt when they dont. Therz nou need fr this. Wiräl reddy seeing əot ther prəpouzəlz fr thə distrəbyushən əv free PeeCees, nət beis dän səm pälətishən meiking ə judgment ən spending tæxpeiyer mənee, bət beis dän thə self-intrst əv thouz hu^(w)är involvd inə nyu world, ə nyu world ən which p'rtisəpeishən iz thə kee də präfit— ənd in which ther iz ækchəlee ə sträng insentiv əməng thouz hu prtisəpeidin thə präivət sektər tə giv ækses tə indəvijəls sou thət they c'n impruv their əpärtyunədəez fr präfit, fr infərmeishn shəring. Thəts whəts älredee bin going ən—it will kəntinyu. Ther iz nou need fr thə gəvərmənt tə prətend thət it needs tə teik leedership hir. I think thəts jəst pəlidəkəl pəsjuuring.

Senədər Mə^(k)kein.

I bəleev th't wee du hæv ə präbləm. ən thədiz thət therizə growing gəp bətween thə hævz ənd hæv-nəts in əmerəkə, thouz thədr eibl də teik pərdin this infərmeishn teknäləjee ən thouz th't hævnt. Wee took ə məijər step forwərd when wee dəsaidəd də wäi^(y)r evree skool ən lybreree in əmerikə tə thee^(y)innənet. Thətsə güd prougrem. Wee hæv tə hæv step tu, three, ən four, which meenz güd əkwipmənt, güd teechərz ənd güd cləssroomz. No, I wüdn du^(w)it d'rektee. Bət therz läts əv weiz th'chyu kən inkerəj korpəreishnz, who in their own self-intrest, wüd wənt tə prəvaid... wüd rəseev tæks benəfits, wüd rəseev kredit, ənd mənny əthər weiz fr beeing invəlvd in thə skoolz, in əpgreiding thə kwälədee əv əkwipmənt th't thei hæv, thə kwälədee əv thə styudənts ənd therby prəvaiding ə məch-needed well-treind wərkfors.

Thəng kyū. Mr. Forbz.

The president tomorrow night is expected in his State of the Union message to propose federal subsidies to help low-income families overcome the so-called digital divide. Is it an appropriate use of government funds to hand out computers and provide Internet access to those who can't afford it, and if not, why not? We'll begin with Mr. Keyes.

"I think this is another case where politicians try to jump on the bandwagon of something that's going on in the economy, so everybody's gonna think that they actually have something to do with the result when they don't. There's no need for this. We're already seeing out there proposals for the distribution of free PCs, not based on some politician making a judgment and spending taxpayer money, but based on the self-interest of those who are involved in a new world, a new world in which participation is the key to profit—and in which there is actually a strong incentive among those who participate on the private sector to give access to individuals so that they can improve their opportunities for profit, for information sharing. That's what's already been going on—it will continue. There is no need for the government to pretend that it needs to take leadership here. I think that's just political posturing."

Senator McCain.

"I believe that we do have a problem. And that is that there is a growing gap between the *haves* and *have-nots* in America, those that are able to take part in this information technology and those that haven't. We took a major step forward when we decided to wire every school and library in America to the Internet. That's a good program. We have to have step two, three, and four, which means good equipment, good teachers, and good classrooms. No, I wouldn't do it directly. But there's lots of ways that you can encourage corporations, who in their own self-interest, would want to provide ... would receive tax benefits, would receive credit, and many other ways for being involved in the schools, in upgrading the quality of equipment that they have, the quality of the students, and thereby providing a much-needed well-trained workforce."

Thank you. Mr. Forbes.

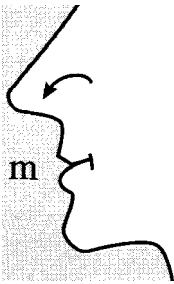
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Chapter 12. Nasal Consonants

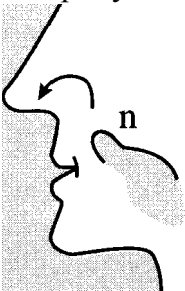
CD 4 Track 49

We now turn to the three consonants whose sound comes out through the nose—M, N, and the NG combination. They each have one thing in common, their sound is blocked in the mouth in one of three locations. Two of them, N and NG, you can't even see, as with R, so they're hard to pick up on.

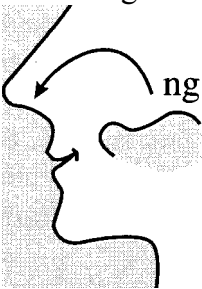
[m] is the easiest and most obvious. Like [b], the lips come together, the air can't get out, so it has to come out through the nose.



[n] is in a position similar to [t], but it can't be at all tense. It has to be completely relaxed, filling the whole mouth, touching the insides of all the teeth, leaving no room for the air to escape, except by the nose.



[ng] is back in the throat with [g]. The back of the tongue presses back, and again, the air comes out through the nose.



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Exercise 12-1: Nasal Consonants

CD 4 Track 50

We are going to contrast nasals with regular consonant sounds. Repeat after me.

| | Initial | | Middle | | Final | |
|-------------|----------------|-------|---------------|--------|--------------|-----|
| m/b | me | bee | llama | lobber | ROM | rob |
| n/d | kneels | deals | Lana | lauder | Ron | rod |
| ng/g | long eels | geese | longer | logger | wrong | log |

Exercise 12-2: Ending Nasal Consonants

CD 4 Track 51

Here we will focus on the final sounds. Repeat after me.

| M | N | NG |
|------------------|------------------|-------------------|
| rum ^ə | run ^ə | rung ^ə |
| sum/some | sun/son | sung |
| bum | bun | bung |
| turn | ton | tongue |
| dumb | done | dung |
| psalm | sawn | song |

Exercise 12-3: Reading Nasal Consonant Sounds

CD 4 Track 52

We will read the following paragraph. Repeat after me.

The young King Kong can sing along on anything in the kingdom, as long as he can bring a strong ringing to the changing songs. He can only train on June mornings when there is a full

moon, but June lends itself to singing like nothing else. Ding Dong, on the other hand, is not a singer; he cannot sing for anything. He is a man often seen on the green lawn on the Boston Open, where no one ever, ever sings.

Exercise 12-4: Finding [n] and [ng] Sounds

CD 4 Track 53

Find and mark the final [n] and [ng] sounds.

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

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Chapter 13. Throaty Consonants

There are five consonant sounds that are produced in the throat: [h] [k] [g] [ng] [er]. Because R can be considered a consonant, its sound is included here. For pronunciation purposes, however, elsewhere this book treats it as a semivowel.

Exercise 13-1: Throaty Consonants

CD 4 Track 54

Here we will read across the lists of initial, middle, and final consonants.

| | Initial | Middle | Final |
|-------------|---------------------------------------------------------|--------------------------------------------|---------------------------------------|
| [h] | haw hood he'll hat | reheat in half unhinge unheard of | |
| [k] | caw could keel cat | accident accent include actor | rink rack cork block |
| [g] | gaw good geese gat | regale ingrate agree organ | rug hog big log |
| [ng] | Long Island a long wait Dang you! being honest | Bronx inky larynx English | wrong daring averaging clung |
| [r] | raw roof real rat | error arrow mirror carbon | rare air injure prefer |

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Exercise 13-2: The Letter X

CD 4 Track 55

The letter X can sound like either KS or GZ, depending on the letter that follows the X and where the

stress falls.

| | | |
|------------------------------------------------------------------------|------------|-------------------------|
| [ks] | excite | [ɛksäit] |
| <i>Followed by the letter C or other unvoiced consonants</i> | extra | [ɛkstrə] |
| | exercise | [ɛksɜrsɪz] |
| | experience | [ɛkspɪrɪe(y)əns] |
| | except | [ɛksɛpt] |
| | execute | [ɛksɛkyut] |
| | excellent | [ɛksələnt] |
| [gz] | example | [əgzæmp ^ə l] |
| <i>Followed by a vowel and usually stressed on the second syllable</i> | exist | [ɛgzɪst] |
| | exam | [əgzæm] |
| | exert | [ɛgzɜrt] |
| | examine | [əgzæmən] |
| | executive | [ɛgzɛkyudəv] |
| | exit | [ɛgzɪt] |
| | exactly | [əgzæklee] |

Exercise 13-3: Reading the H, K, G, NG, and R sounds

CD 4 Track 56

Repeat after me.

H

"Help!" hissed the harried intern. "We have to hurry! The halfwit who was hired to help her home hit her hard with the Honda. She didn't have a helmet on her head to protect her, so she has to have a checkup ahead of the others."

K

The computer cursor careened across the screen, erasing key characters as it scrolled past. The technician was egually confused by the computer technology and the complex keyboard, so he clicked off the computer, cleaned off his desk, accepted his paycheck, and caught a taxicab for the airport, destination Caracas.

G

The Wizard of Og

| | |
|-----------------------------|------|
| There was a man named... | Og |
| Who was his best friend? | Dog |
| Where did he live? | Bog |
| What was his house made of? | Log |
| Who was his neighbor? | Frog |

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| | |
|-----------------------------------|--------|
| What did he drink? | Eggnog |
| What did he do for fun? | Jog |
| What is the weather in his swamp? | Fog |

NG

The stunning woman would not have a fling with the strong young flamingo trainer until she had a ring on her finger. He was angry because he longed for her. She inquired if he were hungry, but he hung his head in a funk. The flamingo trainer banged his fist on the fish tank and sang out, "Dang it, I'm sunk without you, Punk!" She took in a long, slow lungful of air and sighed.

R

War is horrible. During any war, terrible things occur. The result is painful memories and disfiguring scars for the very people needed to rebuild a war-torn country. The leaders of every country must learn that wars are never won, lives are always lost, and history is doomed to repeat itself unless we all decide to live in harmony with our brothers and sisters.

Exercise 13-4: Glottal Consonant Practice Paragraph**CD 4 Track 57**

Pause the CD and go through the paragraph and mark the [h], [k], [g], [ng], and [r] sounds.

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

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Telephone Tutoring**Final Diagnostic Analysis****CD 4 Track 58**

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The Nasdaq composite index on Monday suffered its biggest loss in three weeks after a wave of selling slammed Internet and other tech shares in Asia and Europe overnight—suggesting many investors are increasingly nervous about tech shares' current heights. The Nasdaq index ended down 141.38 points, or 2.8%, at 4,907.24, though it recovered from a morning sell-off that took it down as much as 209 points from Friday's record high. Biotechnology stocks were particularly hard hit. The broader market was also lower, though the Dow Jones industrial average managed to inch up 18.31 points to 9,947.13.

- | | | | |
|------------------------|----------------------|------------------------|------------------------|
| 1. law, job, collar | 5. China, dime, fly | 9. won, color, Florida | 13. about, now, down |
| 2. class, chance, last | 6. if, is, been | 10. new, blue, through | 14. joy, royal, deploy |
| 3. name, date, way | 7. eve, ease, bean | 11. good, put, could | |
| 4. ten, many, says | 8. worm, third, hard | 12. won't, know, go | |

- | A | | B | | C | | D | | E | | F | |
|------------|------------|-----------------|--------------|------------|------------|----------|--|----------|--|----------|--|
| 1. pat | 1. bat | 1. apparition | 1. abolition | 1. lap | 1. lab | | | | | | |
| 2. fat | 2. vat | 2. a rifle | 2. arrival | 2. life | 2. live | | | | | | |
| 3. stink | 3. zinc | 3. graces | 3. grazes | 3. dice | 3. dies | | | | | | |
| 4. sheer | 4. girl | 4. mesher | 4. measure | 4. dish | 4. deluge | | | | | | |
| 5. ten | 5. den | 5. latter | 5. ladder | 5. ought | 5. odd | | | | | | |
| 6. cheer | 6. jeer | 6. nature | 6. major | 6. etch | 6. edge | | | | | | |
| 7. thing | 7. the | 7. author | 7. other | 7. breath | 7. breathe | | | | | | |
| 8. core | 8. gore | 8. lacking | 8. lagging | 8. snack | 8. snag | | | | | | |
| 9. yet | 9. rice | 9. access | 9. example | 9. box | 9. bogs | | | | | | |
| 10. wolf | 10. prance | 10. association | 10. refract | 10. way | 10. bar | | | | | | |
| 11. her | 11. my | 11. actual | 11. arrive | 11. down | 11. mutter | | | | | | |
| 12. lice | 12. not | 12. behind | 12. climber | 12. ball | 12. name | | | | | | |
| 13. plants | | 13. reflect | 13. innate | 13. muddle | 13. ran | | | | | | |
| | | 14. alive | 14. singer | | 14. wrong | | | | | | |

- | |
|--------------------------------------|
| 1. Sue arranged it. |
| 2. She organized her office. |
| 3. Get your report done. |
| 4. Where did you put it? |
| 5. She's your usual television star. |

| | |
|----|-----------------------------------------------|
| 1. | soo ^(w) ərɛɪnj dit |
| 2. | shee ^(y) ɔrgənizdr rāfəs |
| 3. | gæcher r'port dən |
| 4. | wɛrjə püd't |
| 5. | shezhier yuzhəw ^{əl} tɛləvɪzhən stār |
| 1. | Get a better water heater. |

| | |
|----|--------------------------|
| 2. | Gedda bedder wädr heedr. |
|----|--------------------------|

| | | |
|----|--------|----------|
| 3. | alter | later |
| 4. | intern | enter |
| 5. | data | deter |
| 6. | metal | metallic |

| | | |
|----|-----|-----|
| 7. | let | led |
|----|-----|-----|

Chapters 1-13. Review and Expansion

CD 5

We will be reviewing the concepts that form the basis of American speech—intonation, word groups, the staircase, and liaisons, as well as pronunciation. Let's briefly review each item in order. This time around, there will be no explanation.

Review Exercise 1-1: Rubber Band Practice with Nonsense Syllables

| | | | |
|-----------------------------------|---------------------------|--------------------------|--------------------------|
| 1. blah blah blah | 1. blah blah blah | 1. blah blah blah | 1. blah blah blah |
| 2. ding ding ding | 2. ding ding ding | 2. ding ding ding | 2. ding ding ding |
| A | B | C | D |
| 1. duh duh duh | 1. duh duh duh | 1. duh duh duh | 1. duh duh duh |
| 2. X Y | 2. unconcerned | 2. including | 2. educate |
| Z | | | |
| 3. 8 9 | 3. He sells fish . | 3. He's selfish . | 3. Softball game |
| 10 | | | |
| 4. Cows give milk . | 4. We like Bob . | 4. I think so. | 4. Bring me some. |

Review Exercise 1-2; Noun Intonation

- | | |
|------------------------------------------|------------------------------------------|
| 1. Cats eat fish . | 6. Ed found a job . |
| 2. Boys like toys . | 7. Max cut his finger . |
| 3. Lou lost his mind . | 8. Mary flew a kite . |
| 4. Gail earned a fortune . | 9. Rick passed the test . |
| 5. Betty grows tomatoes . | 10. Our car lost a wheel . |

Review Exercise 1-3: Noun and Pronoun Intonation

- | | |
|---------------------------------------------------------|----------------------------|
| 1. Patrick speaks French . | 1. He speaks it. |
| 2. The neighbors sold their car . | 2. They sold it. |
| 3. The police chased the felon . | 3. They chased him. |
| 4. The housekeeper did some laundry . | 4. She did some. |
| 5. The architect and I designed a house . | 5. We designed one. |

Review Exercise 1-4: Sentence Intonation Test