

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

1. They took it.
2. Mary had a baby.
3. Louis talked on the phone.
4. We forgot about it.
5. She had one.
6. Sam called him.
7. The dogs howled at the moon.
8. Did you order any?
9. We noticed her.
10. The books fell on the floor.

Review Exercise 1-6: Pitch and Meaning Change

1. He looks like **Bob**.
2. He **looks** like Bob, but he's **not**.
3. He **knows** Bob, but he doesn't **trust** him.
4. He **can't trust** him. He **can't do** it.

Review Exercise 1-7: Individual Practice

151

1. Convey the information that it is Bob. +
2. Convey the opinion that he only resembles Bob. +
3. Convey the different feelings that someone has about Bob. +
4. Convey the fact that trust is a problem with Bob. +

Review Exercise 1-8: Meaning of "Pretty," "Sort of," "Kind of," and "Little"

Question: How was it?

- Answer:
1. *It was pretty expensive. It was pretty expensive.*
 2. *It was sort of funny. It was sort of funny.*
 3. *It was kind of rude. It was kind of rude.*
 4. *It was a little late. It was a little late.*

Review Exercise 1-9: Inflection

1. **Her** boyfriend almost never sends her flowers, but **mine** does.
2. Her **boyfriend** almost never sends her flowers, but her **sisters** always do.
3. Her boyfriend **almost** never sends her flowers, but every **once** in a while he does.
4. Her boyfriend almost **never** sends her flowers, no matter **what**!
5. Her boyfriend almost never **sends** her flowers, but he **planted** a lot in her **garden**.
6. Her boyfriend almost never sends **her** flowers, but he **never** forgets **Mother's Day**!
7. Her boyfriend almost never sends her **flowers**, but he **showers** her with **other** gifts.

Review Exercise 1-10: Individual Practice

1. Indicate that her boyfriend prefers live plants to cut ones. (5) +
2. Indicate that her sisters are attentive to her horticultural needs. (2) +
3. Indicate that her boyfriend gives her non-floral presents. (7) +
4. Indicate that my boyfriend is good in the flower department. (1) +
5. Indicate that it is a true rarity for her boyfriend to send flowers. (4) +
6. Indicate that there is actually a slim chance that he might send flowers. (3) +
7. Indicate that her boyfriend remembers to send flowers to his mother. (6) +

Review Exercise 1-11: Translation

Pause the CD and translate Her boyfriend almost never sends her flowers into your native language.

Review Exercise 1-12: Create Your Own Intonation Contrast

Normal intonation _____
 Changed intonation _____

Review Exercise 1-13: Variable Stress

1. *How do you know ?*
2. *How do you know?*
3. *How do you know?*

4. *How do you know?***Review Exercise 1-14: Make a Variable Stress Sentence**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Review Exercise 1-15: Application of Stress

Think the United Auto Workers can beat Caterpillar Inc. in their bitter contract battle? Before placing your bets, talk to Paul Branan, who can't wait to cross the picket line at Caterpillar's factory in East Peoria. Branan, recently laid off by a rubber-parts plant where he earned base pay of \$6.30 an hour, lives one block from a heavily picketed gate at the Cat complex. Now he's applying to replace one of 12,600 workers who have been on strike for the past five months. "Seventeen dollars an hour and they don't want to work?" asks Branan. "I don't want to take another guy's job, but I'm hurting, too."

Review Exercise 1-17: Staircase Intonation Practice

On a separate piece of paper, draw a staircase and put each word where it belongs.

Review Exercise 1-18: Reading with Staircase Intonation

Think the United **Auto** Workers can beat Caterpillar **Inc.** in their bitter **contract** battle? Before placing your **bets**, talk to Paul **Branan**, who **can't wait** to cross the **picket** line at Caterpillar's **factory** in East **Peoria**. **Branan**, **recently laid off** by a **rubber-parts** plant where he earned **base** pay of \$6.30 an **hour**, lives **one** block from a **heavily** picketed **gate** at the **Cat** complex. **Now** he's applying to replace one of **12,600 workers** who have been on **strike** for the **past** five **months**. "Seventeen dollars an **hour** and **they** don't want to **work**?" asks Branan. "I don't want to take **another** guy's **job**, but **I'm** hurting, **too**."

Review Exercise 1-19: Spelling and Numbers

CEO	See Eee Oh	Catch	See Ei Tee See Aitch
ATM	Ei Tee Em	Nate	En Ei Tee Eee
IRS	Ai Are Ess		
BMW	Bee Em Dubbayou	Area Code	213
JFK	Jay Eff Kay	Zip Code	90291
M&M	emanem	Date	9/15/88

Review Exercise 1-20: Sound/Meaning Shifts

icy	I see.	attic	a tick
achy	a key	comedy	committee
history	his tree	paradise	pair of dice
interest	in trust	selfish	sell fish
orange	arrange	underwear	under where?
eunuch	unique	ambulance	unbalanced

Review Exercise 1-21: Squeezed-Out Syllables

actually	[æk•chully]	finally	[fine•lee]
business	[biz•ness]	general	[gen•r'l]
comfortable	[c'mf•t'bl]	interest	[in•tr'st]
different	[dif•r'nt]	natural	[næch•r'l]
every	[ev•ree]	orange	[ornj]
favorite	[fa•vr't]	probably	[prä•blee]
family	[fæm•lee]	separate	[sep•r't]
vegetable	[vej•t'b'l]	several	[sev•r'l]

Review Exercise 1-22: Syllable Patterns

1	la! cat	la-a... dog		
2	la-la a dog	la-la hot dog		
3	la-la-la Bob's hot dog	la-la-la a hot dog	la-la-la a hot dog	la-la-la hot dog stand
4	la-la-la-la Spot's a hot dog. la-la-la-la It's my hot dog.	la-la-la-la It's a hot dog. la-la-la-la a hot dog stand	la-la-la-la Bob likes hot dogs. la-la-la-la lighthouse keeper	

Review Exercise 1-25: Sentence Stress with Descriptive Phrases

	Adjective	Noun and Adjective
1.	It's black .	It's a black cat .
2.	It's scrambled .	It's a scrambled egg .
3.	It's fast .	It's a fast car .

Review Exercise 1-23: Syllable Count Test

1. confront	—	8. He like red ones.	—	15. European
2. detail	—	9. He bought me one.	—	16. with dignity
3. a blind date	—	10. It's very nice.	—	17. popcorn machine
4. my date book	—	11. Jim likes hot rods.	—	18. a mortarboard
5. consequence	—	12. lake	—	19. robin redbreast
6. consequential	—	13. days	—	20. telescope
7. Will needs a car.	—	14. It's your birthday?	—	21. telescopic

Review Exercise 1-24: Single-Word Phrases

	Noun	Adjective
1.	It's a cat.	It's black.
2.	It's an egg.	It's scrambled.
3.	It's a car.	It's fast.

Review Exercise 1-26: Two Types of Descriptive Phrases

	Adjective Noun	Adverb Adjective
1.	It's a black cat.	It's dark black.
2.	It's a scrambled egg.	It's totally scrambled.
3.	It's a fast car.	It's too fast.




Review Exercise 1-27: Descriptive Phrase Story—Snow White and The Seven Dwarves

Snow White was a *beautiful princess*. On the *castle wall*, there was an *enchanted mirror* owned by an *old woman*—a *wicked witch!* "Mirror, mirror, on the wall, who's the fairest of them all?" When the mirror answered, "*Snow Whitet*," the *young girl* was banished from her *glorious castle* to live in the *dark woods*. She met *seven dwarves*, and they lived in a *small hut*. The *evil witch* tried to kill the *poor girl* with a *poisoned apple*, but she was saved by a *handsome prince*. They had a *beautiful wedding* and lived happily *ever after*.

Review Exercise 1-28: Sentence Stress with Set Phrases

Noun	Noun/Adj.	Set Phrase
1. It's a cat .	It's wild .	It's a wildcat .
2. It's an egg .	It's a timer .	It's an egg timer .
3. It's a car .	It's a crash .	It's a car crash .

Review Exercise 1-29: Making Set Phrases

- | | | | |
|---|-------|---|-------|
| 1. a box  | _____ | 4. a  cake | _____ |
| 2. a  sitter | _____ | 5. a tea  | _____ |
| 3. a palm  | _____ | 6. a  opener | _____ |

Review Exercise 1-30: Set Phrase Story—Our Mailman

Our *mailman* loves *junk food*. At *dinnertime*, he has *potato chips* and a *hot dog*. He puts some *soy sauce* on his *eggplant*, but it gives him a *stomachache*. For dessert, he has a *watermelon*, a *grapefruit*, and some *ice cream*. *Afterwards*, he leaves the *dinner table* and goes to the *bookshelf* in his *bedroom*. He takes down a *notebook* and does his *homework*. He puts a clean *pillowcase* on his pillow, covers up with the *bedspread*, and goes to *dreamland*.

Review Exercise 1-31: Contrasting Descriptive and Set Phrases

Descriptive Phrase	Set Phrase
1. It's a black cat.	It's a wildcat.
2. It's a scrambled egg.	It's an egg timer.
3. It's a fast car.	It's a car crash.

Review Exercise 1-32: Two-Word Stress

Descriptive Phrase	Set Phrase
1. a rocky garden	a rock garden
2. a gilded cage	a bird cage
3. melted butter	a butter knife
4. tomato soup	tomato sauce
5. a baby goat	a scapegoat

Review Exercise 1-33: Nationality Intonation Quiz

- | | | |
|------------------------|------------------|---------------------|
| 1. a French guy | 4. a french fry | 7. French-Canadian |
| 2. a French restaurant | 5. french toast | 8. a French teacher |
| 3. French food | 6. a french horn | 9. a french door |

Review Exercise 1-34: Contrasting Descriptive and Set Phrases

Set Phrase	Descriptive Phrase
A French teacher... ...teaches French.	A French teacheris from France.
A French book... ...teaches the French language.	A French book ... is on any subject, but it came from France.
French food... ...is croissants for breakfast.	A French restaurantserves croissants for breakfast.

Review Exercise 1-35: Contrast of Compound Nouns

- | | | |
|---------------------------|--------------------------------|-----------------------------|
| 1. a dark room | 11. a chemistry set | 21. a police station |
| 2. a dark room | 12. a chemical reaction | 22. a radio station |
| 3. an antique shop | 13. a sixth sense | 23. orange juice |

- | | | |
|----------------------|-----------------------|--------------------------|
| 4. an antique dealer | 14. six cents | 24. a guitar case |
| 5. an antique chair | 15. a sixth grader | 25. an electric guitar |
| 6. a new video | 16. the sixth grade | 26. trick photography |
| 7. the video store | 17. long hair | 27. a photo-op |
| 8. a coffee table | 18. a hairdresser | 28. a wedding ceremony |
| 9. hot coffee | 19. a haircut | 29. a beautiful ceremony |
| 10. a coffeepot | 20. the wrong station | 30. a wedding cake |

Review Exercise 1-36: Description and Set Phrase Test

- The **schoolkids** took the **subway downtown** for their **field trip** on **urban living**.
- Our **local sheriff** had a **bumper sticker** on his **back bumper**.
- The **homeowners** thought they had to pay **property taxes** to the **federal government**.
- There were **small tremblers** after the **earthquake in San Francisco**.
- The **Geology Club** went on a **camping trip** to **Mount Hood**.
- The **award ceremony** at the **Hilton Hotel** lasted for **two hours**.
- Bob Smith** took his **surfboard** out on a **stormy day** near **Diamond Head**.
- The **boy scouts** pitched their **pup tents** on the **mountaintop** in the **pouring rain**.
- It's a **little late** to ask the **babysitter** to stay **over night**.
- The **sixth graders** were reading **comic books** and drinking **chocolate milk**.

Review Exercise 1-38: Consistent Noun Stress in Changing Verb Tenses (5 disk)

erode	1. The floods	erode the mountains .	th' fl'd	zəroud th' mæon ^(t) nz
eroded	2. The floods	eroded the mountains .	th' fl'd	zəroudəd th' mæon ^(t) nz
are eroding	3. The floods	're eroding the mountains .	th' fl'd	zrərərouɪŋ th' mæon ^(t) nz
will erode	4. The floods	'll erode the mountains .	th' fl'd	zələroud th' mæon ^(t) nz
would erode	5. The floods	'd erode the mountains .	th' fl'd	zədəroud th' mæon ^(t) nz
would have eroded	6. The floods	'd've eroded the mountains .	th' fl'd	zədəvəroudəd th' mæon ^(t) nz
that have eroded	7. The floods	that've eroded the mountains .	th' fl'd	zədəvəroudəd th' mæon ^(t) nz
have eroded	8. The floods	've eroded the mountains .	th' fl'd	zəvəroudəd th' mæon ^(t) nz
had eroded	9. The floods	'd eroded the mountains .	th' fl'd	zədəroudəd th' mæon ^(t) nz
will have eroded	10. The floods	'll've eroded the mountains .	th' fl'd	zələvəroudəd th' mæon ^(t) nz
ought to erode	11. The floods	ought to erode the mountains .	th' fl'd	zədə eəroud th' mæon ^(t) nz
should erode	12. The floods	should erode the mountains .	th' fl'dz	ʃüdəroud th' mæon ^(t) nz
should not erode	13. The floods	shouldn't erode the mountains .	th' fl'dz	ʃüdɒnəroud th' mæon ^(t) nz
should've eroded	14. The floods	should've eroded the mountains .	th' fl'dz	ʃüdəvəroudəd th' mæon ^(t) nz
should not have eroded	15. The floods	shouldn't've eroded the mountains .	th' fl'dz	ʃüdɒnəvəroudəd th' mæon ^(t) nz
could erode	16. The floods	could erode the mountains .	th' fl'dz	cüdəroud th' mæon ^(t) nz
could not erode	17. The floods	couldn't erode the mountains .	th' fl'dz	cüdɒnəroud th' mæon ^(t) nz
could have eroded	18. The floods	could've eroded the mountains .	th' fl'dz	cüdəvəroudəd th' mæon ^(t) nz
could not have eroded	19. The floods	couldn't've eroded the mountains .	th' fl'dz	cüdɒnəvəroudəd th' mæon ^(t) nz
might erode	20. The floods	might erode the mountains .	th' fl'dz	mydəroud th' mæon ^(t) nz
might have eroded	21. The floods	might've eroded the mountains .	th' fl'dz	mydəvəroudəd th' mæon ^(t) nz
156				
must erode	22. The floods	must erode the mountains .	th' fl'dz	məsdəroud th' mæon ^(t) nz
must have eroded	23. The floods	must've eroded the mountains .	th' fl'dz	məsdəvəroudəd th' mæon ^(t) nz
can erode	24. The floods	can erode the mountains .	th' fl'dz	kənəroud th' mæon ^(t) nz

can't erode 25. The floods **can't erode** the **mountains**. the fl'dz kæn^(d)əroud th' mæon^(t)nz

Review Exercise 1-39: Consistent Pronoun Stress in Changing Verb Tenses

present	1.	It erodes them.	idəroudz'm
past	2.	It eroded them.	idəroud'd'm
continuous	3.	It's eroding them.	itsərouding'm
future	4.	It'll erode them if it keeps up.	idələroud'm
present conditional	5.	It'd erode them if it kept up.	idəroud'm
past conditional	6.	It'd've eroded them if it'd kept up.	idəvəroud'd'm
relative pronoun	7.	The one that's eroded them is quite odd.	the wənthətsəroud'd'm (is...)
present perfect	8.	It's eroded them for eons.	itsəroud'd'm
past perfect	9.	It'd eroded them before the last ice age.	idəroud'd'm
future perfect	10.	It'll've eroded them by the end of the millennium.	idələvəroud'd'm
obligation	11.	It ought to erode them.	idədə eəroud'm
obligation	12.	It should erode them.	it sh'dəroud'm
obligation	13.	It shouldn't erode them.	it sh'dn•nəroud'm
obligation	14.	It should have eroded them.	it sh'dəvəroud'd'm
obligation	15.	It shouldn't've eroded them.	it sh'dn•nəvəroud'd'm
possibility/ability	16.	It could erode them.	it c'dəroud'm
possibility/ability	17.	It couldn't erode them.	it c'dn•nəroud'm
possibility/ability	18.	It could have eroded them.	it c'dəvəroud'd'm
possibility/ability	19.	It couldn't have eroded them.	it c'dn•nəvəroud'd'm
possibility	20.	It might erode them.	it mydəroud'm
possibility	21.	It might have eroded them.	it mydəvəroud'd'm
probability	22.	It must erode them.	it məss dəroud'm
probability	23.	It must have eroded them.	it məsdəvəroud'd'm
ability	24.	It can erode them.	it c'nəroud'm
ability	25.	It can't erode them.	it cæn ^(d) əroud'm

Review Exercise 1-40: Intonation in Your Own Sentence

On a separate piece of paper, write the Review Exercise as on pages 38-40.

Review Exercise 1-41: Supporting Words

1. The **floods** erode the **mountains** every **day**. 2. The **floods** eroded th' **mountains** for **centuries**.
th' fləd zəroud th' mæon^(t)n zəvree **day** th' fləd zərouəd th' mæon^(t)nz fr **sen** chr•reez
3. The **floods're** eroding the **mountains** right **now**. 4. The **floods'll** erode th' **mountains** if this keeps **up**.
th' fləd zr•r'rouding th' mæon^(t)nz rāit nəo th' fləd zələroud th' mæon^(t)nz if this keep **səp**
5. The **floods'd** erode the **mountains** if this kept **up**. 6. The **floods'** d've eroded th' **mountains** if it'd kept **up**.
th' fləd zədəroud th' mæon^(t)nz if this keptəp th' fləd zədəvəroud'd th' mæon^(t)nz if id keptəp
- 157 7. **The floods** that've eroded the **mountains** are **over**. 8. The **floods've** eroded the **mountains** over the **years**.
th' fləd zədəvəroud'd th' mæon^(t)n zr•rov r th' fləd zəvəroud'd th' mæon^(t)n zovr th' **yirz**
9. The **floods'd** already eroded the **mountains** 10. The **floods'll've** totally eroded th' **mountains**
before the last ice age. by the next ice age.
th' fləd zədäreddy əroud'd th' mæon^(t)nz th' fləd zələv toudəlee^(y)əroud'd th' mæon^(t)nz
b'for th' læss**dice** age by th' nex **dysage**

Review Exercise 1-42: Contrast Practice

- would erode 5. The **floods'd** erode the **mountains**. th' fləd zədəroud th' mæon^(t)nz
- had eroded 9. The **floods'd** eroded the **mountains**. th' fləd zədəroud'd th' mæon^(t)nz
- would have eroded 6. The **floods'd've** eroded the th' fləd zədəvəroud'd th' mæon^(t)nz

		mountains.		
that have eroded	7.	The floods that've eroded the mountains.	th'	fləd zədəvəroud'd th' mæon ^(t) nz
will erode	4.	The floods 'll erode the mountains.	th'	fləd zələroud th' mæon ^(t) nz
would erode	5.	The floods 'd erode the mountains.	th'	fləd zədəroud th' mæon ^(t) nz
would have eroded	6.	The floods 'd've eroded the mountains.	th'	fləd zədəvəroud'd th' mæon ^(t) nz
have eroded	8.	The floods 've eroded the mountains.	th'	fləd zəvəroud'd th' mæon ^(t) nz
had eroded	9.	The floods 'd eroded the mountains.	th'	fləd zədəroud'd th' mæon ^(t) nz
will have eroded	10.	The floods 'll've eroded the mountains.	th'	fləd zələvəroud'd th' mæon ^(t) nz
would erode	5.	The floods 'd erode the mountains.	th'	fləd zədəroud th' mæon ^(t) nz
ought to erode	11.	The floods ought to erode the mountains.	th'	fləd zədə eəroud th' mæon ^(t) nz
can erode	24.	The floods can erode the mountains.	the	flədz c'nəroud th' mæon ^(t) nz
can't erode	25.	The floods can't erode the mountains.	the	flədz cæn ^(d) əroud th' mæon ^(t) nz

Review Exercise 1-43: Yes, You *Can* or No, You *Can't*?

I can tell you.	[I k'n tell you]	<i>positive</i>
I can't tell you.	[I kæn ^(t) tell you]	<i>negative</i>
I can tell you.	[I kææn tell you]	<i>extra positive</i>
I can't tell you.	[I kæn ^(t) tell you]	<i>extra negative</i>

Review Exercise 1-44: Building an Intonation Sentence

I **saw** him. + I **saw** him **again**. + I **saw** him at **work** again. + I think I **saw** him at **work** again. + I really think I **saw** him at **work** again. + I **really** think I saw him at **work** again in the **yard**. + I **really** think I saw him at **work** again in the **yard** behind the **house**.

Review Exercise 1-45: Building Your Own intonation Sentences

On a separate piece of paper, build up your own sentences.

Review Exercise 1-46: Regular Transitions of Nouns and Verbs

Nouns		Verbs	
an accent	[æks'nt]	to accent	[æksənt]
a contract	[kən'trækt]	to contract	[k'ntrækt]
an insert	[ɪnsɜ:t]	to insert	[ɪnsɜ:t]
an object	[əb'jekt]	to object	[əb'jekt]
progress	[prə'grɜ:s]	to progress	[pr'grɜ:s]

158

Review Exercise 1-47: Regular Transitions of Adjectives and Verbs

Nouns/Adjectives		Verbs	
alternate	[ə'ltern't]	to alternate	[ə'ltern'eɪt]
estimate	[est'm'eɪt]	to estimate	[est'm'eɪt]
separate	[sepə't]	to separate	[sepə'reɪt]

Review Exercise 1-48; Regular Transitions of Adjectives and Verbs

1. Would you please *alternate* seats with the other *alternate*?
2. They signed a *contract* in order to *contract* their services.
3. Who could *object* to *progress*?
4. The unidentified flying *object* *progressed* slowly across the night sky.
5. We need a written *estimate* in order to *estimate* the payment.

Review Exercise 1-51; Extended Listening Practice

1. _____ .
2. _____ .
3. _____ .

Review Exercise 1-53: Reduced Sounds

To	Looks Like...	Sounds Like...
<i>unvoiced</i>	The president hoped to veto the bill.	[th' pre zədnt houpətə veetou th' bill]
<i>voiced</i>	Deposit it to my account, please.	[d'pəz'di ^(t) 't' myə kəʊn ^(t) , pleez]
	Their boss told them to wait.	[thɜr bäss toldəmdə wəit]
	The coach showed us how to pitch.	[the coch showdəs hæodə pitch]
At	Everyone stared at the mess.	[everyone stərdə ^(t) th' mess]
<i>unvoiced</i>	Stay at my house for a while.	[stayə ^(t) my hæos frə while]
<i>voiced</i>	Jim looked at his watch impatiently.	[jim lük d'diz wätch im pəish'ntlee]
	He's at his brother's.	[heez'diz brə θrɜz]
It	They said it took too long.	[they sedi ^(t) tük too ləng]
<i>unvoiced</i>	Do you think it turned out?	[dyu θɪŋk it turn dæ ʊt]
<i>voiced</i>	Let's keep it in perspective.	[lets kee'pidɪn pɜrs'pek'tɪv]
	Can we keep it for another day?	[kwee kee'pɪ ^(t) frə n'ther day]
For	This'll do for now.	[θɪssəl du fr nə ʊ]
	The students all worked for hours.	[th' studn tsəll wrkt frhæwɜz]
From	We learned it from the coach.	[we lɜn di ^(t) frɪm th' coch]
	The tourists came from all over.	[the tr ɪstɪs kəme frəm'ɔ:l'əvɜ]
In	We made it just in time.	[we me ɪdɪt dʒəstɪn time]
	The place was in an uproar.	[th' ple ɪswəzɪnənə'pɜr
An	It was an odd remark.	[ɪt wəzənəd rəm'ɜrk]
	He's an open book to me.	[heezə noupən bük tə me]
And	Everyone sat and chatted for a while.	[evreewən sæ ^(t) n chæ dəd frə wɪ ^ə]
	It was getting later and later.	[ɪt w'z gedɪŋ leɪdɪr'n le ɪdɪr]
Or	We had two or three options.	[we hæd tu ^(w) r θri: ə pʃn'z]
	No one could see or hear anything.	[nu w'n kʊd see ^(y) r hɪ'renɪ θɪŋ]
159		
Are	The neighbors are complaining again.	[th' neɪbrɜr k'mpleɪnɪŋ ə'geɪn]
	Whose shoes are these?	[hu:z ʃu:z θi:z]
Your	The door's on your left.	[th' dɔ:z ɔn jɜr le ft]
	Are you on your way yet?	[ɑr ju ^(w) ɔn jɜr w eɪ jet]
One	There's another one later.	[ðerzə nə θr w'n le ɪdɪr]
	One of them is outside.	[w'n'v'm'z əʊ ^(t) side]
The	The other one's in here.	[ðeə ^(y) ə θr w'n zɪn hɪr]
	Did he pass the test?	[dɪdeɪ pæs θ' te st]
A	Let's take a cab.	[lets teɪkə cæ b]
	What's the tallest building in America?	[wɪts θ' tɔ:l'st bɪ ldɪŋ ɪnə'merəkə]
Of	Would you like a piece of pie?	[wʊd ju ^(w) laɪkə pi:]
	They'll be gone for a couple of weeks.	[θeɪl be ɡɔn frə kʊplə w eeks]
Can	Do you think you can do it?	[dyu θɪŋk ju ^(w) kən dʊ ^(w) ɪt]
	Can you believe it?!	[kən ju ^(w) bɪ'li:vɪt]
Had	We think he'd never done it before.	[we θɪŋk hi:d nevə dʌnɪt b'fɔr]
	They'd always done it that way.	[θeɪ dəweɪz dʌnɪt ðæt weɪ]
Would	Why would he tell her?	[wɪ wʊdi te lɜr]
	I don't know if he'd agree.	[aɪ dʌn't nəʊ ɪf hi:d ə'ɡri:]

Was	Who was on the phone? The drummer was off beat.	[hoo w'zän th' foun] [th' drəmɹ w'zäf beet]
What	Let's see what he wants. Who knows what it is?	[let see wædee wänts] [hoo nouz w'd'd'z]
Some	Some of it got in my eyes. Somebody took my place.	[s'm'v't gädin my äiz] [s'mb'dee tük my pleis]

Review Exercise 1-54: Intonation and Pronunciation of "That"

Relative Pronoun	The grapes that he bought were sweet.	[th' greips the dee bät wr sweet]
Conjunction	We hope that you'll be there.	[we houp the chüll bee there]
Demonstrative	Don't do that!	[doun ^(t) du thæt]
Combination	I know that you'll like that car that you bought.	[äi nou the chüll like thæt cär the chew bät]

Review Exercise 1-55: Crossing Out Reduced Sounds

Think the United **Auto Workers** can beat Caterpillar **Inc.** in their bitter **contract** battle? Before placing your **bets**, talk to Paul **Branan**, who **can't wait** to cross the **picket** line at Caterpillar's **factory** in East **Peoria**. **Branan**, recently laid off by a **rubber**-parts plant where he earned **base** pay of \$6.30 an **hour**, lives **one** block from a **heavily** picketed **gate** at the **Cat** complex. **Now** he's applying to replace one of **12,600 workers** who have been on **strike** for the **past** five **months**. "Seventeen dollars an **hour** and **they** don't want to **work**?" asks Branan. "I don't want to take **another** guy's **job**, but **I'm** hurting, **too**."

Review Exercise 1-56: Reading Reduced Sounds

Th'nk th' Unit'd **Auto Wrkrs** c'n beat Cat'pill'r **Inc.** 'n their b'tter **contract** battle? B'fore plac'ng y'r **bets**, talk t' Paul **Bran'n**, who **can't wait** f cross th' **p'cket** line 't Cat'pill'r's **factry** 'n East **Peoria**. **Bran'n**, **rec'ntly** laid off by **r'bb'r**-parts plant where he 'rned **base** pay'v \$6.30'n **hour**, l'ves **w'n** block fr'm' **heav'ly** p'ck't'd **gate** 't th' **Cat** complex. **Now** hes 'pplying t' r'place w'n'v 12,600 **wrkr**s who h've b'n on **strike** fr th' **past** five **m'nths**. "**Sev'n**teen doll'rs 'n **hour** 'nd **they** dont want t' **work**?" asks Bran'n. "**I** dont want t' take '**n'ther** guys **job**, b't **I'm** h'rtng, **too**."

160

Review Exercise 1-57: Phrasing

Statement	Birds lay eggs.
Clauses	As we all know , birds lay eggs.
Listing	Birds lay eggs, build nests, and hunt for food.
Question	Do birds lay eggs?
Repeated Question	Do birds lay eggs?!
Tag Question	Birds lay eggs, don't they?
Tag Statement	Birds lay eggs, DON'T they!
Indirect Speech	He asked if birds laid eggs.
Direct Speech	"Do birds lay eggs? " they inquired.

Review Exercise 1-60: Tag Endings

- | | |
|---|---|
| 1. <u>There's none left. <i>Is there!</i></u> | 6. <u>She had to do it, _____ ?</u> |
| 2. <u>That was fun, _____ !</u> | 7. <u>She'd rather do it, _____ ?</u> |
| 3. <u>You don't have a clue, _____ !</u> | 8. <u>She'd better do it, _____ !</u> |
| 4. <u>He wouldn't forget, _____ ?</u> | 9. <u>She'd never do it, _____ ?</u> |
| 5. <u>They can do it over, _____ ?</u> | 10. <u>She'd never done it, _____ ?</u> |

Review Exercise 2-1: Spelling and Pronunciation

Buddy. Buddy forgot. He said OK, buddy forgot. He said OK, but he forgot.

Review Exercise 2-4: Consonant / Vowel Liaison Practice

- I think he's on his way. _____
- He put it in an umbrella stand. _____
- We bought it in Italy. _____

Review Exercise 2-8: Consonant/Consonant Liaison Practice

1. Nick Clark hopes to put ten dollars down. _____
2. But Tom makes so much juice. _____
3. Bob's dog got some bones. _____

Review Exercise 2-9: Vowel / Vowel Liaison Practice

1. Can you see it through to the end? _____
2. Be available for the other opportunity in my office. _____
3. He always wants to offer to go over it again. _____

Review Exercise 2-11: T, D, S, or Z + Y Liaison Practice

1. We're glad that your homework's done. _____
2. Would you help me with this? _____
3. Do you miss your old friends? _____
4. Where's your brother? _____

Review Exercise 2-12: Finding Liaisons and Glides

Think the United **Auto** Workers can beat Caterpillar Inc. in their bitter **contract** battle? Before placing your **bets**, talk to Paul **Branan**, who **can't wait** to cross the **picket** line at Caterpillar's **factory** in East **Peoria**. **Branan**, **recently laid off** by a **rubber-parts** plant where he earned **base** pay of \$6.30 an **hour**, lives one block from a **heavily picketed gate** at the **Cat** complex. Now he's applying to replace one of 12,600 **workers** who have been on **strike** for the **past five months**. "Seventeen dollars an **hour and they don't want to work?**" asks Branan. "I don't want to take **another** guy's **job**, but **I'm** hurting, too."

161

Review Exercise 2-13: Practicing Liaisons

Think the^(y)Unite dāuto Workers can beat Caterpillr rinc. in their bitter **contract** battle? Before placing your **bets**, talk to Paul **Branan**, who **can't wait** to cross the **picket** ly n't Caterpillar's **factree** yineest Pe^(y)ori^(y)a. **Branan**, **recently** lay dāff bya **rubber-parts** plant wheree^(y)earned **base** pay'v \$6.30^(y)a næ^(w)er, live zw'n block froma **heavily** picketed **gate** a^(t)the **Cat** complex. **Nowee** zapplying to replace w'n'v 12,600 **workers** who^(w)v binān **strike** for the **past five months**. "Seventeen dollar sa næ^(w)er and **they don't want to work?**" asks Branan. "I don't wan^(t)to take **another** guy's **job**, b'dime hurting, **too**."

Review Exercise 3-1: Word-by-Word and in a Sentence

Stressed		Unstressed		
that	thæt	th't	thət	We think th't we can get there in time.
than	thæn	th'n	thən	It's harder th'n she thought .
as	æz	'z	əz	It was'z flat 'z a pancake .
at	æt	't	ət	We jumped 't the chance .
and	ænd	'nd	ənd	The speaker went on'n on .
have	hæv	h'v	həv	How h'v you been ?
had	hæd	h'd	həd	I wish we h'd been there.
can	cæn	c'n	cən	Let me know if you c'n be there.

Review Exercise 3-3: Vowel-Sound Differentiation

æ	ä	ə	ou	a	ε
1. ask	often	under	over	April	ever
2. back	ball	bunch	both	baby	bend
3. cap	cop	cup	cope	cape	kept
4. dash	dot	does	don't	date	desk
5. fast	fall	fun	photo	fail	fell

Review Exercise 3-4: Finding the æ, ä, ə Sounds

Think thə United äuto Workers can beat Cæterpillar **Inc.** in their bitter **contract** battle? Before placing your **bets**,

talk to Paul **Branan**, who **can't wait** to cross the **picket** line at Caterpillar's **factory** in East **Peoria**. **Branan**, **recently laid off** by a rubber-parts plant where he earned **base** pay of \$6.30 an **hour**, lives **one** block from a **heavily picketed gate** at the **Cat** complex. **Now** he's applying to replace one of **12,600 workers** who have been on **strike** for the **past five months**. "Seventeen dollars an **hour** and **they** don't want to **work**?" asks Branan. "I don't want to take **another** guy's **job**, but **I'm** hurting, **too**."

Review Exercise 3-5: Reading the [æ] Sound

Fæst Dæncing Næncy

We plan to have a dance on the last Saturday in January. It's the last chance for a dance. We practice at a dance class with Max and Nancy. Max dances fast, but Nancy dances best. We are happy about the dance, but Max is sad that Sally can't dance. Her ankle is in a cast!

Review Exercise 3-6: Reading the [ä] Sound

Päul's Täll Däughter

Tom watches Paul's tall daughter play softball and volleyball. Paul's daughter is called Molly. Molly starts playing softball in March and ends in August. She plays volleyball in October. Tom is Molly's godfather. They have a lot in common. Tom bought Molly a ball. When Molly saw the ball, she tossed it in the air. "Thanks a lot, Tom!"

162

Review Exercise 3-7: Reading the [ə] Sound

S'nday 'n M'nday

Monday is such a wonderful day. But Sunday is much more wonderful than Monday! We have so much fun on Sunday, and we must run on Monday. What trouble ... Doug must run on Sunday *and* Monday. Doug has no fun.

Review Exercise 4-1 : Stressed and Unstressed T

paternal pattern critique critic

Review Exercise 4-3: Rule 1—Top of the Staircase

1. Tell Tina's tailor to take two tucks in the top of Tim's trousers tomorrow.
2. We try and try, but Todd still tells us to try harder.
3. Terry had a tingling in her toes until the doctor took her temperature.

Review Exercise 4-4: Rule 2—Middle of the Staircase

1. What a totally naughty little daughter! [wədə toudəlee nādee liddle dādr]
2. Matty got a little cottage in the city. [mædee gədə liddle cäd'j in th' siddee]
3. Letty bought a lot of bottles for Katie. [lədee bädə lädə bäd'lz fr keidee]

Review Exercise 4-5: Rule 3—Bottom of the Staircase

1. Matt got to put Jim's pet rat back in the cage. [mæ^(t)gä^(t)t' pü^(t) jimz pe^(t)ræ^(t)bæck in th' keij]
2. Pat set the date with Kate. [pæ^(t)se^(t)th' dei^(t)with kei^(t)]
3. It's not what they went for. [its nă^(t)wə^(t) they wen^(t) for]

Review Exercise 4-6: Rule 4—"Held T" Before N

1. Whitney saw lightning on the mountain. [wi^(t)nee sä li^(t)ning än the mæon^(t)n]
2. He was certainly a frightening accountant. [he w'z sr^(t)nlee^(y)əfri^(t)ning əkæon^(t)n^(t)]
3. That was a rotten way to shorten the curtain! [thæt w'z'rä^(t)n weid' shor^(t)n th' kr^(t)n]

Review Exercise 4-7: Rule 5—The Silent T

1. We had twenty interviews on May 22. [we hæd twenny innerviewzän may twenny sek'nt]
2. They don't even want a percentage. [they doe neev'n wänə prsen'j]
3. We took advantage of the interruption. [we tükəd væn'jv the^(y)innerəpshən]

Review Exercise 4-10: T Combinations in Context

1. But he said that it's OK. [bədəe sed thədɪt sou **keɪ**]
2. It's not what you want, but it's what you get. [ɪts nət wəʃew **wənt**, bədɪts wəʃew **get**]
3. What a way to get what he wants! [wədə weɪdə get wədəe **wənts**]

Review Exercise 4-11: Voiced and Unvoiced Sounds with T

paw	pod	pot	bah	bawd	bought
par	pard	part	bar	bard	Bart
pall	palled	palt	ball	balled	Balt

Review Exercise 5-2: Sounds Comparing L with T, D, and N

Beginning

lab	nab	tab	dab	Ellie
lot	not	tot	dot	caller
lie	night	tie	die	alley

Middle

any	Eddie	bill
Conner	cotter	sill
Annie's	at ease	bowl

End

bin	bit	bid
sin	sit	sid
bone	boat	bode

163

Review Exercise 5-3: Final El with Schwa

1	bill	2	bull	3	pool	4	bail
	bi-ə-lə		bū-ə-lə		pū-(w)ə-lə		bay-(y)ə-lə
5	bell	6	peel	7	Buell	8	pearl
	bɛ-ə-lə		pee-(y)ə-lə		byū-(w)ə-lə		pr-rə-lə

Review Exercise 5-4: Many Final Els

1	bill	2	bull	3	pool	4	bail
	bi-əlll		bū-əlll		pū-(w)əlll		bay-(y)əlll
5	bell	6	peel	7	Buell	8	pearl
	bɛ-əlll		pee-(y)əlll		byū-(w)əlll		pr-iəlll

Review Exercise 5-5: Liaise the Ls

1	call him	[cəllɪm]	2	visible	[vɪzəbəl ³]
---	----------	----------	---	---------	-------------------------

Review Exercise 5-7: Silent Ls

1. would could should
2. chalk talk walk
3. already always almost

Review Exercise 5-8: Hold Your Tongue!

Let Larry's little lily leaves fall off.

Review Exercise 5-9: Bill and Ellie

Bill still calls Ellie all the time. He'll really be glad when she calls back, but it may be a while. He slowly dials the telephone for the twelfth time. *Trill, trill, trill.* No luck. Well, Ellie will feel ill when Bill is in the hospital. He might fall from the windowsill. "Ellie? Hello! Are you well?" Saved by the bell!

Review Exercise 5-11 : Final L Practice

	üll	ell	æwl	ell	ale	oll	eel	dl
1.	bull	ball	bowel	bell	bale	bowl	Beal	bottle
2.	pull	pall	Powell	pell	pail	pole	peel	poodle
3.	full	fall	foul	fell	fail	foal	feel	fetal

Review Exercise 5-12: A Frontal Lobotomy?

I'd rather have a frontal lobotomy than a bottle in front of me, chortled the gentle little man, or was it the little gentleman? But anyway, it'll take a battle to test his mettle. What'll he do to get a handle on the whole kit and caboodle? I don't want to meddle, but what if he flies off the handle again? Out of luck, that's what!

Review Exercise 5-13: Speed-reading

Repeat the paragraph from Review Exercise 1-55 as quickly as possible.

Review Exercise 5-14: Tandem Reading

Repeat the paragraph from Review Exercise 1-55 along with me.

Review Exercise 6-1 : R Location Practice

[g], [gr], Greg, grin, grand, gray, cray, care, core, corner, curl, girl, urban, her, earn, earth, world, were, word
164

Review Exercise 6-2: Double Vowel Sounds with R

	är	er	or	eer	er
1	[ä] + [er]	[ε] + [ər]	[o] + [ər]	[e] + [ər]	[ər] + [ər]
2	[hä•ərd]	[shε•ər]	[mo•ər]	[he•ər]	[wər•ər]
3	hard	share	more	here	were

Review Exercise 6-3: How to Pronounce Troublesome Rs

1. were	[wər•ər]	3. world/whirled	[were rolled]	5. where/wear	[wεər]
2. word	[wər•ərd]	4. wore/war	[woər]		

Review Exercise 6-4: Zbignlew's Epsilon List

embarrass	character	any	vocabulary	said	paragraph
Paris	necessary	says	parallel	guarantee	area

Review Exercise 6-5: R Combinations

	ər	är	er	or	eer	æwr
1.	earn	art	air	or	ear	hour
2.	hurt	heart	hair	horse	here	how're
3.	were	far	where	wore	we're	power

Review Exercise 6-6: Roy the Rancher

Roy's car will arrive around three in the afternoon. Gary will rest before they ride around the ranch together in the Ford. Gary's a grape grower in Northern California, and Roy's a rancher in Southern California. They were friends in Paris at the Sorbonne for four years. Roy and Gary had an orange grove and an apple orchard in Barstow, but the oranges were horrible and the apple trees were worse. They roamed around Europe for several years until Gary's marriage. He married Sarah in Bakersfield and had four children: Rachel, Rudy, Randy, and Harry. Harry was a fairly rude boy and he created rather a lot of trouble between Gary and Sarah. Gary ordered Harry to shape up or forget working in the yard for extra money. Harry said he was sorry and the group became friends again. After a long separation, Gary heard from his friend, Roy. Roy was driving through Fresno and wanted to get together with Gary's family. Everyone gathered around the fireplace to wait for Gary's old friend. Gary, Sarah, Rachel, Rudy, Randy, and Harry are sitting in a row near the garage. Roy's car will arrive around three in the afternoon.

Review Exercise C: Modifying Descriptive Phrases

	Descriptive Phrase	Modified Description
1.	It's a black <u>cat</u> .	It's a <u>dark</u> black cat.
2.	It's a scrambled <u>egg</u> .	It's a <u>totally</u> scrambled <u>egg</u> .
3.	It's a fast <u>car</u> .	It's a <u>really</u> fast <u>car</u> .

Review Exercise D: Modifying Set Phrases

Set Phrase

1. It's a **wildcat**.
2. It's an **egg** timer.
3. It's a **car** crash.

Modified Set Phrase

- It's a fierce **wildcat**.
It's a plastic **egg** timer.
It's a catastrophic **car** crash.

Review Exercise E: Two- and Three-Word Set Phrases**Two-Word Set Phrase**

1. It's a **wildcat**.
2. It's an **egg** timer.
3. It's a **car** crash.

Three-Word Set Phrase

- It's a **wildcat** preserve.
It's an **egg** timer bell.
It's a **car** crash report.

165

Review Exercise F: Three-Word Phrase Summary**Modified Description**

1. a **dark** black **cat**
2. a **totally** scrambled **egg**
3. a **really** fast **car**

Modified Set Phrase

- a fierce **wildcat**
a plastic **egg** timer
a catastrophic **car** crash

Three-Word Set Phrase

- a **wildcat** preserve
an **egg** timer bell
a **car** crash report

Review Exercise I: Multiple Modifiers with Set Phrases**Modified Set Phrase**

1. It's a fierce **wildcat**.
2. It's a plastic **egg** timer.
3. It's a catastrophic **car** crash.

Remodified Set Phrase

- It's an **astonishingly** fierce **wildcat**.
It's an **old** plastic **egg** timer.
It's a **truly** catastrophic **car** crash.

Review Exercise J: Compound Intonation of Numbers

- | | | |
|---|---|---|
| 1. How old is she?
She's thirteen . [thirtéén]
She's thirty , [thírdy] | 2. How long has it been ?
Thirteen yéars.
Thirty years . | 3. How old is she?
She's thirteen years old .
She's thirty years old . |
|---|---|---|

Review Exercise K: Modifying Three-Word Set Phrases**Three-Word Set Phrase**

1. It's a wildcat preserve.
2. It's an egg timer bell.
3. It's a car crash report.

Modified Three-Word Set Phrase

- It's a new wildcat preserve.
It's a loud egg timer bell.
It's a graphic car crash report.

Review Exercise L: Three Word Phrase Story—The Amazing Rock Soup

A **tired** young **hiker** was striding through the **thick**, dark forest when he came upon a **gnarled** old **crone** standing before a **small** stone **hut** in a **sunny** little **clearing**. "My **poor** old **stomach** is **really** very **empty**," he thought. "I hope this old **landlady** can spare a little **food**." Sensing what he was about to say, she snapped, "**No!** I have **barely** enough for myself!" "My good **woman**," he said, "On the **contrary!** I'd like to cook you a **sumptuously** rich **dinner**...of rock **soup!**" She was **naturally** very **suspicious**, but she let him **in**. He boiled some **clear**, fresh **water**, added **three** clean **rocks**, and hung the **dented** old **kettle** in the old **fireplace**. He tasted the **mysterious** liquid **concoction**. "This is truly **delicious**," he declared, "but it would be **so** much **better** with just **one** little **vegetable**." She begrudgingly gave him a **small** limp **carrot** and **two** dry **onions**. "Yum," he said happily. "But if **only** ..." **Bit** by bit, he cajoled the lonely **housewife** into making a savory **stewpot**. The two of them **sat** down, **smiled** at each other, and enjoyed a fabulous **dinner** together.

Review Exercise M: Building Up to Five-Word Phrases

- | | |
|---|--|
| 1. <u>It's a house.</u> | 6. <u>It's a lighthouse.</u> |
| 2. <u>It's old.</u> | 7. <u>It's an old lighthouse.</u> |
| 3. <u>It's really old.</u> | 8. <u>It's a really old lighthouse.</u> |
| 4. <u>It's an old house.</u> | 9. <u>He's a lighthouse keeper.</u> |
| 5. <u>It's a really old house.</u> | 10. <u>He's an old lighthouse keeper.</u> |
| | 11. <u>He's a really old lighthouse keeper.</u> |

Review Exercise 7-1: The Thing

This is the thing that they told them about this Thursday. This thing or that thing? This thing. Actually, there are two of them. Both of these things were with the three other things there in the theater. They're worth three thousand dollars. Ruth and her mother think that they are worth more than that, though, unless they break, and then they are worthless. Altogether worthless to them. That would bother Ruth's brother, mother and father on their birthday, the thirtieth of this month. Ruth, Ethel, and Beth have a rule of thumb about birthdays, which is to stay together, through thick and thin, whether it's worth it or not. And that's the thing.

166

Noun Intonation Summary

Rule 1: New Information

Noun Verb | **Noun Bob Studies English** Pronoun | Verb | **Noun** - He studies **English**

Rule A: Descriptive Phrases

pretty good	a good shot	a pretty good shot
really long	a long talk	really very long
fairly rubbery	a rubber hose	a long rubber hose

Rule B: Compound Nouns

a snapshot	a snapshot collection
a talkshow	a talkshow host
a rubber band	a rubber band box

a good snapshot	a good snapshot collection
a funny talkshow	a funny talkshow host
a cheap rubber band	a cheap rubber band box

a really good snapshot	a really good snapshot collection
a super funny talkshow	a super funny talkshow host
a very cheap rubber band	a very cheap rubber band box

Rule C: Descriptive Phrases with Sentence Balance

The Great Wall	pretty good
The Great Wall of China	a pretty good shot

seventeen	fourteen
seventeen dollars	fourteen years
seventeen dollars an hour	fourteen years old
seventeen dollars and ten cents an hour	fourteen and a half years old

Rule 2: Old Information

Pronoun | **Verb** | Pronoun - He **studies** it Noun | **Verb** | Pronoun | Bob **studies** it

Rule 3: Contrast

We need a red pen (*new information*) We need a red pen (*not a blue one*)

Rule 4: Opinion

I should **go jogging**. (*new info*)—I **should** go jogging ... (*opinion indicating the opposite*) pretty **good** (*new info*)—**pretty good** (*just OK*); I think so (*confident*)—I **think** so (*not sure*)

Rule 5: Negation (Can't)

I can do it.	[I k'n do it]	(<i>positive</i>)	I can do it.	[I kæən do it]	(<i>extra positive</i>)
I can't do it.	[I kæn ^(t) do it]	(<i>negative</i>)	I can't do it.	[I kæn ^(t) do it]	(<i>extra negative</i>)

Review Exercise 8-1 : Comparing [u] and [ü]

u	ü	u	ü
soon	book	Luke	look
cooed	could	wooded	would
shoed	should	tool	took

167

Review Exercise 8-2: Lax Vowels

e	i	ü	ə	ər
held	hill	hook	hug	her
bet	bit	book	but	burn
kept	kiss	could	cut	curt

Review Exercise 8-4: Bit or Beat? Bid or Bead?

Tense Vowels		Lax Vowels	
beat	bead	bit	bid
seat	seed	sit	Sid
heat	he'd	hit	hid

Review Exercise 8-5: Tense and Lax Vowel Review Exercise

Tense	Lax	
1. even	if	Even if it's raining , they'll go .
2. bean	been	We've been growing beans .
3. deal	dill	You made a deal for dill pickles.

Review Exercise 8-6: Middle "I" List

similar	typical	president	episode	beautiful	ability
animal	chemistry	experiment	security	technical	monitor

Review Exercise 8-10: [ü] Paragraph

You could've pushed, you could've pulled. You should've pushed and pulled, by hook or by crook, to take a good look at that book. It stood a full foot tall, propped up on the cushion at the Book Nook. Now, I'm all shook up, sugar!

Review Exercise 8-11: [u] Paragraph

As a rule, you and Sue woo are truly too cool—if only you knew how cool you two choose to be at school or at the movies. Lou blew his cool on Tuesday while perusing the newspaper for the truth about who flew the coop from the boot camp, including the lieutenant. Who knew the truth?

Review Exercise 9-1: Mind Your Vees

P	B	F	V	W
Perry	berry	fairy	very	wary
pat	bat	fat	vat	wax
Paul	ball	fall	vault	wall

1. Peter picked a peck of pickled peppers.

- It's important to provide perfect principles for young people.
- Hopscotch, lollipops, hoola hoops, and popsicles keep a little nipper happy.
- Laptop computers put payroll, payables, and spreadsheets at our fingertips.
- It's impossible to predict population patterns.

168

- | | |
|--|--|
| 1. Betty bought a bit of better butter. | 1. What were the women doing in the woods? |
| 2. Ben believes Bill broke Bob's box. | 2. How would I know? |
| 3. Billions of bagels are being baked in Brooklyn. | 3. When was Willy's worst weekend? |
| 4. Babies babble and blow bubbles. | 4. Why would we wear warm wool? |
| 5. Bananas come from Cuba. | 5. Where were we when we woke up? |
-
- | | |
|--|---|
| 1. Fred forgot to fry fish on Friday. | 1. It's evident that Vera was very valuable. |
| 2. Few friends fail to fight. | 2. Cliff Claven was available for every version. |
| 3. Freedom fighters fight for freedom. | 3. The navy revoked his visa for obvious reasons. |
| 4. Only a fool feeds fugu to friends. | 4. Beavers give the environment very valuable dams. |
| 5. Feel free to laugh if it's funny. | 5. Caves leave me cold, but I love to dive. |

Review Exercise 10-1: S or Z?

s	z	s	z
ice	eyes	dust	does
ace	A's	race	rays
fleece	fleas	muscle	muzzle

Review Exercise 10-2: Sally at the Seashore

It's so silly to see Sally sell seashells at the seashore. Sally and her sister, Sue, can sell seventy-six apiece every Saturday and Sunday in August and September, but their price must decrease or their sales will sink.

Review Exercise 10-3: Fuzzy Wuzzy

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he!

Review Exercise 11-1: Tense Vowels

æ	æo	ä	i	a	e	u	ou
1. ask	out	ought	I'm	ape	eel	oops	own
2. bake	about	boss	bike	bathe	bean	boost	both
3. camp	cow	cough	kind	case	keep	coop	code

Review Exercise 11-3: Lax Vowels

e	i	ü	ə	ər
wed	which	would	what	work
bet	bit	book	but	burn
kept	kiss	could	cut	curt

Review Exercise 11-7: Compound Nouns and Complex Verbs

invenda

1. The **wily** old **lighthouse** keepers invent a **highly** lucrative **money**-laundering scheme once a season.

invenada

2. The **wily** old **lighthouse** keepers invented a **highly** lucrative **money**-laundering scheme last year.

zərinventing

3. The wily old **lighthouse** keepers're inventing a **highly** lucrative **money**-laundering scheme again.

zəlinvenda

4. The **wily** old **lighthouse** keepers'll invent a **highly** lucrative **money**-laundering scheme if they aren't afraid of being caught and sent to prison.

zədinvenda

5. The **wily** old **lighthouse** keepers'd invent a **highly** lucrative **money**-laundering scheme if they weren't afraid of being caught and sent to prison.

zədəvinvenda

6. The **wily** old **lighthouse** keepers'd've invented a **highly** lucrative **money**-laundering scheme if they hadn't been afraid of being caught and sent to prison.

zəðəvinvenədə

7. The **wily** old **lighthouse** keepers that've invented a **highly** lucrative **money**-laundering scheme are languishing in Club Fed at the moment.

169

zəvinvenədə

8. The **wily** old **lighthouse** keepers've invented a **highly** lucrative **money**-laundering scheme for the tenth year in a row.

zədinvenədə

9. The **wily** old **lighthouse** keepers had invented a **highly** lucrative **money**-laundering scheme long before multilevel marketing became popular.

zələvinvenədə

10. The **wily** old **lighthouse** keepers'll've invented a **highly** lucrative **money**-laundering scheme by the time they get back from checking their off-shore bank accounts.

zədə invends

11. The **wily** old **lighthouse** keepers ought to invent a **highly** lucrative **money**-laundering scheme to handle the overflow cash from their many nefarious enterprises.

shüdin vendə

12. The **wily** old **lighthouse** keepers should invent a **highly** lucrative **money**-laundering scheme to stash their ill-gotten gains.

shüdn•nin vendə

13. The **wily** old **lighthouse** keepers shouldn't invent a **highly** lucrative **money**-laundering scheme in this anti-crime climate.

shüdə vinvendə

14. The **wily** old **lighthouse** keepers should've invented a **highly** lucrative **money**-laundering scheme while they were in the witness protection plan.

shüdn•nəvin vendə

15. The **wily** old **lighthouse** keepers shouldn't've invented a **highly** lucrative **money**-laundering scheme while they were being monitored by the FBI.

cüdin vendə

16. The **wily** old **lighthouse** keepers could invent a **highly** lucrative **money**-laundering scheme once a year for a hundred years and never run out of ideas.

cüdn•nin vendə

17. The **wily** old **lighthouse** keepers couldn't invent a **highly** lucrative **money**-laundering scheme even if their lives depended on it.

cüdə vinvenədə

18. The **wily** old **lighthouse** keepers could've invented a **highly** lucrative **money**-laundering scheme if they'd had a laptop and a bank account.

*cüdn*nəvin venəd suchə*

19. Even those **wily** old **lighthouse** keepers couldn't've invented such a **highly** lucrative **money**-laundering scheme without outside help.

mydin vendə

20. The **wily** old **lighthouse** keepers might invent a **highly** lucrative **money**-laundering scheme unless they're kept under house arrest.

mydəvin vendədə

21. The **wily** old **lighthouse** keepers might've invented a **highly** lucrative money-laundering scheme while they were waiting for trial.

məssdin vendə

22. The **wily** old **lighthouse** keepers must invent a lot of **highly** lucrative **money**-laundering schemes.

məssdəvin vendədə

23. The **wily** old **lighthouse** keepers must've invented a **highly** lucrative **money**-laundering scheme while they were out on parole.

cənin vent

24. The **wily** old **lighthouse** keepers can invent hundreds of **highly** lucrative **money**-laundering schemes.

170

kændin vendeneə

25. The **wily** old **lighthouse** keepers can't invent any more **highly** lucrative money-laundering schemes.

Review Exercise 11-8: Your Own Compound Nouns

On a separate piece of paper, build up your own compound nouns, both subject and object, as on page 140.

Review Exercise 11-9: Your Own Compound Nouns and Complex Verbs

On a separate piece of paper, write out your own sentences as on page 141.

Review Exercise 12-1: Nasal Consonants**Initial****Middle****Final**

m/b	more	bore	summing	subbing	jam	jab
n/d	nine	dine	Anna	adder	pawn	pod
ng/g	bring each	geese	singer	cigar	ring	rig

Review Exercise 12-2: Ending Nasal Consonants

M	N	NG
rum ^o	run ^o	rung ^o
some	son	sung
hum	hun	hung

Review Exercise 12-3: Reading Nasal Consonant Sounds

Some young men wanted to fling a ring along the rim of the fountain, but we told them to clam up and clear up their game. One was a well-mannered young man with the name Dan Wang. He said, "Yes, ma'am."

Review Exercise 13-1: Throaty Consonants

	Initial	Middle	Final
h	how	rehire	
k	cow	accent	sink
g	go	regard	drag
ng	bring in	thanks	sing
r	row	mirror	car

Review Exercise 13-2: The Letter X

[ks]		[gz]	
excite	[ɛksaɪt]	example	[əgzæmp ^o l]
extra	[ɛkstrə]	exactly	[əgzæklee]
except	[əksept]	examine	[əgzæmən]
excellent	[ɛksələnt]	exit	[ɛgzɪt]

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

Dr. Baxter's exact experience was such that when the good doctor traveled to the Sahara, he inhaled the arid air, picked up his still packed bags, and headed for the bar. It was time to examine the sorry situation, which was exactly the case with Dr. Igor Baxter, an English historian with a peg leg and a unquenchable thirst for Mexican rum. Baxter had had a pair of strange experiences in the area, but he was still game to accomplish his goal in the exiled purgatory of the great, dry Sahara. When he saw that his patients were to be camels, however, he packed up and took off for green England, without a single pang of regret.

171

Nationality Guides

No matter what language you speak, you will have different sounds and rhythms from a native speaker of American English. These Nationality Guides will give you a head start on what to listen for in American English from the perspective of your own native language. In order to specifically identify what you need to work on, this section can be used in conjunction with the *diagnostic analysis*. The analysis provides an objective rendering of the sounds and rhythms based on how you currently speak, as well as specific guidelines for how to standardize your English; call (800) 457-4255 for a private consultation.

Each section will cover *intonation*, *word connections*, *word endings*, *pronunciation*, *location of the language in the mouth*, as well as particular difficulties to work through, and solutions to common misperceptions.

Most adult students rely too heavily on spelling. It's now your job to listen for pure sound, and reconcile that to spelling—not the other way around. This is the same path that a native speaker follows.

As you become familiar with the major characteristics and tendencies in American English, you will start using that information in your everyday speech. One of the goals of the diagnostic analysis is to show you what you already know, so you can use the information and skills in English as *transfer skills*, rather than *newly learned skills*. You will learn more readily, more quickly, and more pleasantly—and you will retain the information and use the accent with less resistance.

Read all the nationality guides—you never know when you'll pick up something useful for yourself. Although each nationality is addressed individually, there are certain aspects of American English that're difficult for everyone, in this order: