

an *o*, you want to say [o], as in *hohoho* 호호호, so *John* sounds like *Joan* instead of *Jähn*. If you're having trouble with the word *hot*, say *ha* 하 in Korean, and then add a very slight *t*.

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**o** You may pronounce the letter *o* as *ä* or *ə* when it really should be an *o*, as in *only, most, both*. Make sure that the American *o* sounds like *ou*: *ounly, moust, bouth*. This holds true for the diphthongs as well — *oi* sounds like *o-u-ee*.

*toun tone nout note houn home*  
*ounli only coul coal jouk joke*

**ə** The schwa is typically overpronounced, based on spelling. Concentrate on smoothing out and reducing the valleys and *ignore spelling!*

**ü** Distinguishing tense and lax vowels is difficult, and you'll have to forget spelling for *u* and *ü*. They both can be spelled with *oo* or *ou*, but the lax vowel *ü* should sound much closer to *i* or *uh*. If you say *book* with a tense vowel, it'll sound like *booque*. It should be much closer to *bick* or *buck*.

**i** Similarly, you need to distinguish between *e* and *i*, as in *beat* and *bit*, as on page 123. Tone down the middle *i* in multisyllabic words, as on page 125, otherwise, *beautiful* [byoo•d'•fl] will sound like [byoo-tee-fool]. Most likely, you overpronounce the lax vowel *z* to *eee*, so *sit* is overpronounced to *seat*. Reduce the soft *i* to a schwa; *sit* should sound like *s 't*. In most Korean dictionaries, the distinction between *i* and *ē* is not made. Practice the four sounds — *bit, beat, bid, bead* — remembering that *tense vowels* indicate that you tense your lips or tongue, while *lax vowels* mean that your lips and tongue are relaxed and the sound is produced in your throat. *Unvoiced* final consonants (*t, s, k, p, ch, f*) mean that the vowel is short and sharp; *voiced* final consonants (*d, z, g, b, j, v*) mean that the vowel is doubled. Work on *Bit or Beat? Bid or Bead?* in Chapter 8.

	<b>single</b>	<b>double</b>
<b>tense</b>	<b>beat</b>	<b>bead</b>
<b>lax</b>	<b>bit</b>	<b>bid</b>

### The Korean R = The American T

The Korean *r* is a consonant. This means that it touches at some point in the mouth. Korean speakers usually trill their *rs* (tapping the ridge behind the top teeth), which makes it sound like a *d* to the American ear. The tongue should be curled back, and the *r* produced deep in the throat—not touching the top of the mouth. The Korean pronunciation of *r* is usually just an *ä* at the end of a word (*car* sounds like *caaah*) or a flap in the beginning or middle (*area* sounds like *eddy-ah*).

	Betty bought a bit of		I need a lot of time.
베리 바라비라	I caught a cold.	아이 니랄라라 타임	my motto
아이 카라콜 드		마이 마로우	
쿠리 두잇		미링	
위 아라 고우		아임 나란 타임	
	Could he do it?		meeting
	We ought to go.		I'm not on time.

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## Answer Key

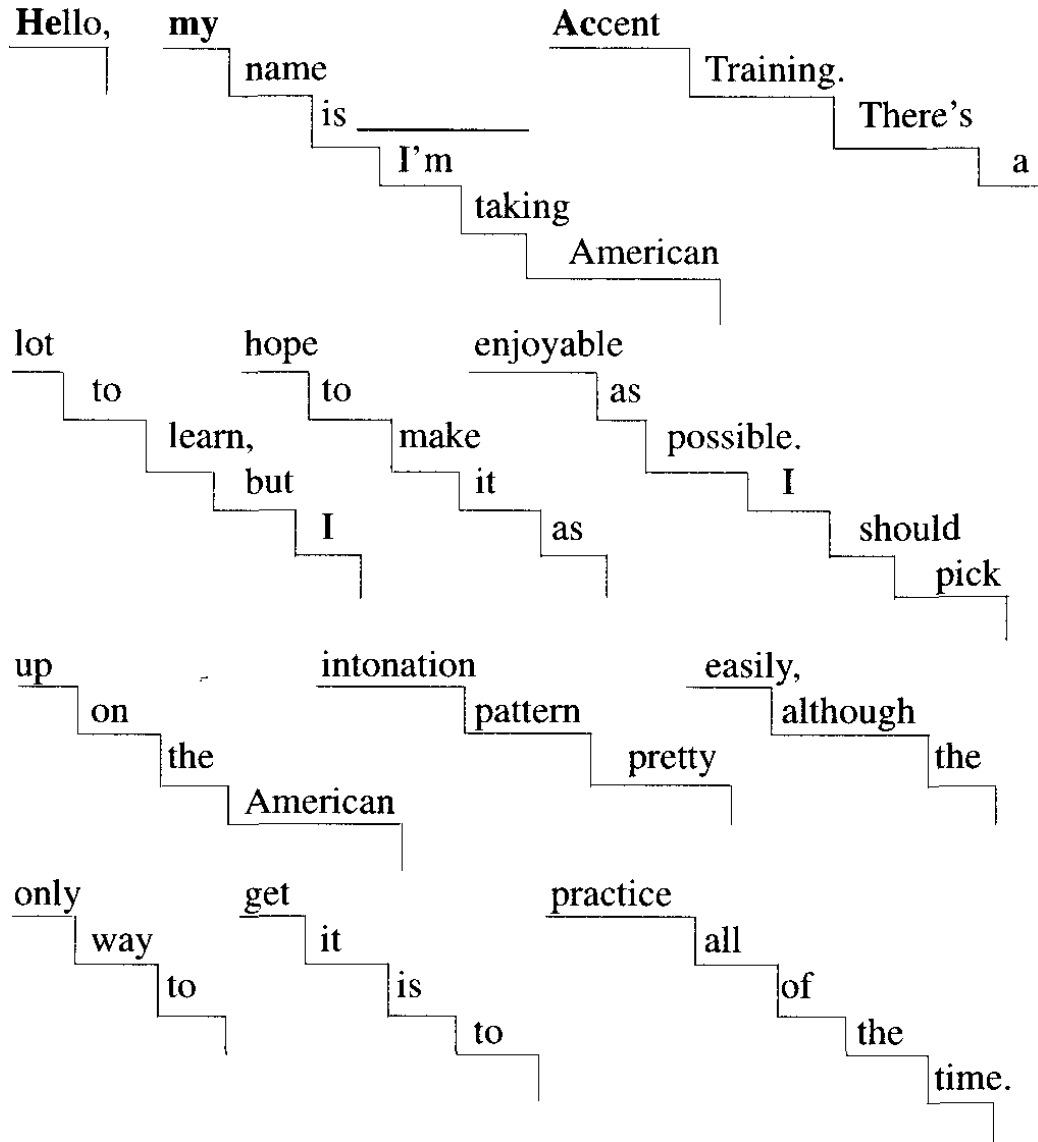
### Exercise 1-4: Sentence Intonation Test

- |  |  |
|--|--|
| 1. <b>Sam</b> sees <b>Bill</b> .               | 11. He <b>sees</b> him.                        |
| 2. She <b>wants</b> one.                       | 12. <b>Mary</b> wants a <b>car</b> .           |
| 3. <b>Betty</b> likes <b>English</b> .         | 13. She <b>likes</b> it.                       |
| 4. They <b>play</b> with them.                 | 14. They <b>eat</b> some.                      |
| 5. <b>Children</b> play with <b>toys</b> .     | 15. Len and <b>Joe</b> eat some <b>pizza</b> . |
| 6. <b>Bob</b> and I call you and <b>Bill</b> . | 16. We <b>call</b> you.                        |
| 7. You and <b>Bill</b> read the news.          | 17. You <b>read</b> it.                        |
| 8. It <b>tells</b> one.                        | 18. The <b>news</b> tells a <b>story</b> .     |
| 9. <b>Bernard</b> works in a restaurant.       | 19. <b>Mark</b> lived in <b>France</b> .       |
| 10. He <b>works</b> in one.                    | 20. He <b>lived</b> there.                     |

## Exercise 1-15: Application of Stress

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 1-17: Staircase Intonation Practice



1. 1a	1.3d	1.4d	1.4c	1.4b	13. 3b
2. 1b	2.4f	2. 4d	2. 4b	2. 4b	14. 3b
3.3d	3. 2a	3. 3b	3. 2a	3. 4a	15. 4b
4. 4d	4. 2b	4. 3c	4. 2b	4. 3c	16. 4c
5.3d	5.3d	5. 3b	5. 3bcd	5.4b	17. 3a
6.4e	6.4f	6. 2a	6. 3a	6. 4f	18. 4d
7. 4d	7. 3b	7. 2a	7.4b	7.3d	19. 4b
8. 2a	8.3d	8. 3b	8.3d	8. 4f	20. 4c
9. 2a	9. 4e	9. 3b	9. 4d	9. 4d	21. 4b
10.3c	10. 4f	10. 4d	10. 4c	10. 4e	
11. 4f	11. 4b	11. 3b	11.4a	11. 3c	
12. 4e	12. 4e	12. 3c	12. 4b	12. 3b	

## Exercise 1-29: Making Set Phrases

- |                           |                            |                             |
|---------------------------|----------------------------|-----------------------------|
| 1. a <b>chairman</b>      | 8. the <b>Bullet</b> train | 15. a <b>dump</b> truck     |
| 2. a <b>phone</b> book    | 9. a <b>race</b> car       | 16. a <b>jelly</b> fish     |
| 3. a <b>house</b> key     | 10. a <b>coffee</b> cup    | 17. a <b>love</b> letter    |
| 4. a <b>baseball</b>      | 11. a <b>wrist</b> watch   | 18. a <b>thumb</b> tack     |
| 5. a <b>door</b> bell     | 12. a <b>beer</b> bottle   | 19. a <b>lightning</b> bolt |
| 6. the <b>White</b> House | 13. a <b>high</b> chair    | 20. a <b>padlock</b>        |
| 7. a <b>movie</b> star    | 14. a <b>hunting</b> knife |                             |

### Exercise 1-35: Contrast of Compound Nouns

- |                             |                              |                            |
|-----------------------------|------------------------------|----------------------------|
| 1. The <b>White</b> House   | 21. <b>convenience</b> store | 41. a <b>doorknob</b>      |
| 2. a white <b>house</b>     | 22. convenient <b>store</b>  | 42. a glass <b>door</b>    |
| 3. a darkroom               | 23. to pick <b>up</b>        | 43. a locked <b>door</b>   |
| 4. a dark room              | 24. a <b>pickup</b> truck    | 44. <b>ice</b> cream       |
| 5. Fifth <b>Avenue</b>      | 25. six years <b>old</b>     | 45. <b>I</b> scream.       |
| 6. <b>Main</b> Street       | 26. a <b>six</b> -year-old   | 46. elementary             |
| 7. a main <b>street</b>     | 27. six and a <b>half</b>    | 47. a <b>lemon</b> tree    |
| 8. a hot <b>dog</b>         | 28. a <b>sugar</b> bowl      | 48. <b>Watergate</b>       |
| 9. a <b>hot</b> dog         | 29. a wooden <b>bowl</b>     | 49. the back <b>gate</b>   |
| 10. a <b>baby</b> blanket   | 30. a large <b>bowl</b>      | 50. the final <b>year</b>  |
| 11. a baby's <b>blanket</b> | 31. a <b>mixing</b> bowl     | 51. a <b>yearbook</b>      |
| 12. a baby <b>bird</b>      | 32. a <b>top</b> hat         | 52. United <b>States</b>   |
| 13. a <b>blackbird</b>      | 33. a nice <b>hat</b>        | 53. New <b>York</b>        |
| 14. a black bird            | 34. a straw <b>hat</b>       | 54. <b>Long</b> Beach      |
| 15. a <b>greenhouse</b>     | 35. a <b>chair</b> person    | 55. Central Park           |
| 16. a green <b>house</b>    | 36. Ph. <b>D.</b>            | 56. a raw <b>deal</b>      |
| 17. a green <b>thumb</b>    | 37. <b>IBM</b>               | 57. a <b>deal</b> breaker  |
| 18. a <b>parking</b> ticket | 38. <b>MIT</b>               | 58. the bottom <b>line</b> |
| 19. a one-way <b>ticket</b> | 39. <b>USA</b>               | 59. a <b>bottom</b> feeder |
| 20. an unpaid <b>ticket</b> | 40. <b>ASAP</b>              | 60. a new <b>low</b>       |

### Exercise 1-36: Description and Set Phrase Test

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

### Exercise 1-48: Regular Transitions of Adj. and Verbs

- You need to *insert* a paragraph here on this newspaper *insert*.
- How can you *object* to this *object*?
- I'd like to *present* you with *this* *present*.
- Would you care to *elaboreit* on his *elabor*'t explanation?
- The manufacturer couldn't *recall* if there'd been a *recall*.
- The religious *convert* wanted to *convert* the world.
- The political *rebels* wanted to *rebel* against the world.
- The mogul wanted to *record* a new *record* for his latest artist.
- If you *perfect* your intonation, your accent will *be* *perfect*.
- Due to the drought, the fields *didn't* produce *much* *produce* this year.

11. Unfortunately, City Hall wouldn't *permit* them to get a *permit*.  
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### Exercise 1-23: Syllable Count Test

12. Have you heard that your *associ't* is known to *associeit* with gangsters?  
13. How much do you *estimeit* that the *estim't* will be?  
14. The facilitator wanted to *separeit* the general topic into *sepr't* categories.

### Exercise 1-51: Extended Listening Practice

1. I'd like to have it at eight, if at all possible. [äi•dläik•tə•hæ•vi•də•deit•i•fə•däll•pä•sə•bəl]  
2. I'm afraid it's back-ordered. [äi•m'•frei•dits•bæ•kor•drd]  
3. Let's go over it again. [lets•go•wou•vr•ri•də•gen]  
4. Try to put it off for another hour. [träi•də•pwü•di•däff• fr•rə•nə•thr•ræ•wr]  
5. Talk it over with the other operator. [tä•ki•dou•vr•with•thee•yə•thr•rä•pr•räy•dr]  
6. The accounts have all been updated. [thee•yə•kæon•tsə•väll•bi•nəp•dei•dəd]  
7. Send them a fax about the problem. [sen•də•mə•fæk•sə•bæo<sup>(t)</sup>•thə•prä•bləm]  
8. Don't even think about it! [dou•nee•vən•thing•kə•bæo•dit]  
9. We hope he'll OK it. [we•hou•pi•lou•kei•yit]  
10. He'll really put you on the spot if you make a mistake. [hill•ri•lee•pwü•choo•wän•thə•spä•di•fiu•mei•kə•mis•teik]

### Exercise 1-60: Tag Endings

- |                |                |                  |                |
|----------------|----------------|------------------|----------------|
| 1. isn't he    | 8. will you    | 15. hadn't we    | 22. did I      |
| 2. can't he    | 9. doesn't he  | 16. wouldn't we  | 23. will I     |
| 3. does she    | 10. don't we   | 17. hasn't it    | 24. don't you  |
| 4. didn't they | 11. haven't we | 18. could you    | 25. aren't you |
| 5. do you      | 12. didn't we  | 19. won't you    | 26. didn't you |
| 6. is it       | 13. didn't we  | 20. shouldn't he | 27. did you    |
| 7. aren't I    | 14. hadn't we  | 21. shouldn't he | 28. isn't it   |

### Exercise 2-4: Consonant / Vowel Liaisons

- |                 |              |
|-----------------|--------------|
| 1. ree donly    | 6. se lit    |
| 2. fä läff      | 7. ta kout   |
| 3. fällo wə pän | 8. fa də way |
| 4. cə min       | 9. sik so    |
| 5. cä lim       | 10. eh may   |

### Exercise 2-8: Consonant / Consonant Liaisons

- |                               |   |
|-------------------------------|---|
| 1. busine sdeal               | 6. someplan znee dluck                                    |
| 2. credi <sup>(t)</sup> check | 7. che <sup>(ck)</sup> cashing                            |
| 3. the topfile                | 8. let <sup>(t)</sup> themma <sup>(k)</sup><br>conditions |
| 4. sellnine newcars           | 9. hadthe   |
| 5. sitdown                    | 10. bothdays  |

### Exercise 2-9: Vowel / Vowel Liaisons

- |                               |                              |
|-------------------------------|------------------------------|
| 1. go <sup>(w)</sup> enywhere | 6. do <sup>(w)</sup> äi      |
| 2. so <sup>(w)</sup> änest    | 7. I <sup>(y)</sup> æskt     |
| 3. through <sup>(w)</sup> är  | 8. to <sup>(w)</sup> open    |
| 4. you <sup>(w)</sup> är      | 9. she <sup>(y)</sup> äweez  |
| 5. he <sup>(y)</sup> iz       | 10. too <sup>(w)</sup> äffen |

### Exercise 2-11 : T, D, S, or Z Liaisons

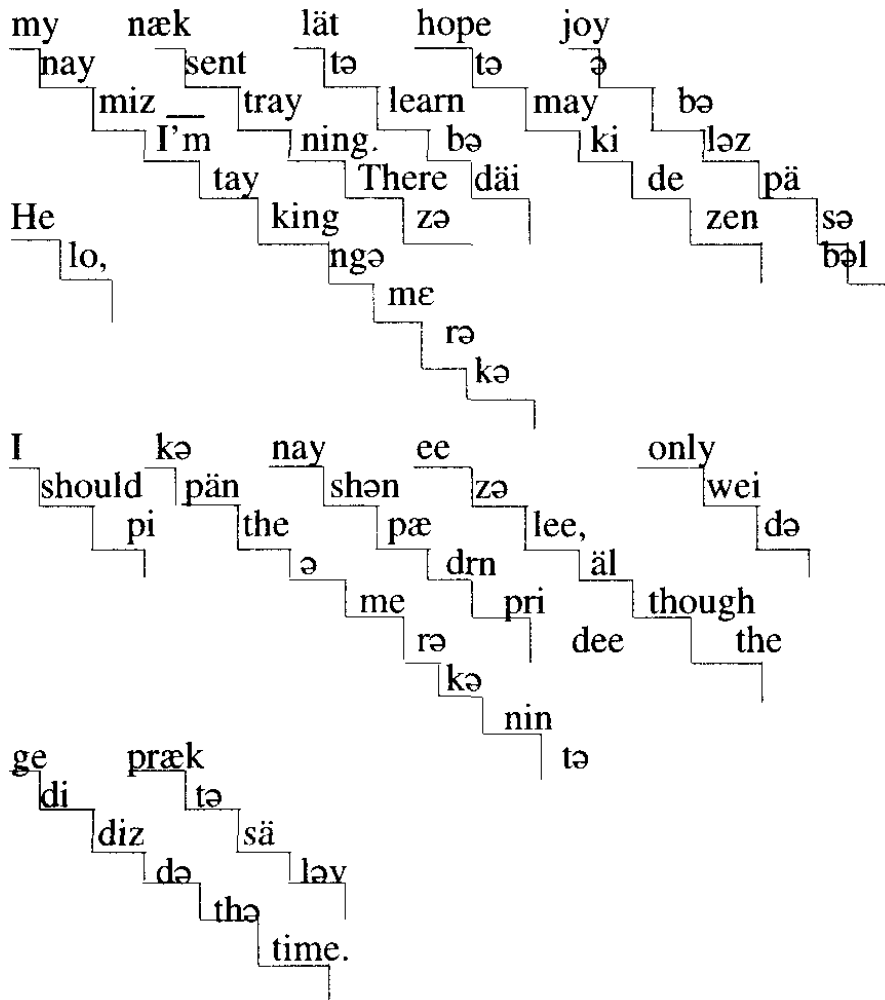
- |             |                    |
|-------------|--------------------|
| 1. dijoo    | 6. tisshue         |
| 2. hoozhier | 7. gâcher          |
| 3. jesjer   | 8. wherzhier       |
| 4. jesjer   | 9. c'ngræjälätionz |
| 5. misshue  | 10. hæjer          |

## Exercise 2-12: Finding Liaisons and Glides

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 <sup>(y)</sup> American intonation pattern pretty <sup>(y)</sup> easily, although the <sup>(y)</sup> **only** way to **get it is to practice all** of the time. I <sup>(y)</sup> use the <sup>(y)</sup> **up** and down, or **peaks** and valleys, intonation more than I <sup>(y)</sup> **used to**. I've been paying attention to **pitch, too**. It's like **walking** down a **staircase**. I've been **talking** to <sup>(w)</sup> a lot of **Americans** lately, and they tell me that I'm **easier** to <sup>(w)</sup> **understand**. Anyway, I could go <sup>(w)</sup> **on and on**, but the <sup>(y)</sup> **important thing is to listen well** and sound **good**. **Well**, what do you think? **Do** <sup>(w)</sup> I?

## Exercise 2-16: Liaison Staircases



## Exercise 3-2: Finding [æ], [ä] and [ə] Sounds

Hello, my name is \_\_\_\_\_. I'm taking əmerəcən æcsənt

Training. There's ə lät tə learn, bət I hope tə make ət əs ənjɔyəbələs pæssəbəl. I should pick əp ən the əmerəcən əntənəshən pættern pretty easəly, əlthough the **only** way tə **get** ət əs tə præctəss əll əv thə time. I use the əp ənd down, ər **peaks** ənd vælleys, intənəshən more thən I **used** to. I've been paying əttenshən tə **pitch, too**. It's like wälking down ə **staircase**. I've been **talking** to ə lät əf əmerəcəns lately, ənd they tell me thət I'm **easier** tə ənderstænd. Anyway, I could go **ən** ənd ən, bət the **important** thing əs tə lissən we<sup>ə</sup>ll ənd sound **good**. **We<sup>ə</sup>ll**, wħət də yə **think**? **Do** I?

## Exercise 4-12: Finding American T Sounds

Hello, my name is \_\_\_\_\_. I'm taking American Accen<sup>(t)</sup>

Training. There's a **lot**<sup>(t)</sup> to learn, bud I **hope** to make id as **enjoyable** as possible. I should pick **up** on the American intonation paddern priddy **easily**, although the **only** way də **geddidis** də **practice all** of the time. I

use the **up** and down, or **peaks** and valleys, intonation more than I **use**<sup>(t)</sup> to. I've been paying attention to **pitch, too**. It's like **walking** down a **staircase**. I've been **talking** to a **laddəv** Americans **la**<sup>(t)</sup>ely, and they tell me the dime **easier də understand**. **Anyway**, I could go **on** and on, **bu**<sup>(t)</sup> the **impor**<sup>(t)</sup>**n**<sup>(t)</sup> thing is də **lissen** well and sound **good**. **Well**, wha<sup>(d)</sup> do you **think**? **Do** I?

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### Exercise 1-51: Extended Listening Practice

1. I'd like to have it at eight, if at all possible.  
[äi•dläik•tə•hæ•vi•də•deit•i•fə•däll•päsə•bəl]
2. I'm afraid it's back-ordered.  
[äi•m'•frei•dits•bæ•kor•drd]
3. Let's go over it again.  
[lets•go•wou•vr•ri•də•gen]
4. Try to put it off for another hour.  
[träi•də•pwü•di•däff•fr•rə•nə•thr•ræ•wr]
5. Talk it over with the other operator.  
[tä•ki•dou•vr•with•thee•yə•thr•rä•pr•räy•dr]
6. The accounts have all been updated.  
[thee•yə•kæon•tsə•väll•bi•nəp•dei•dəd]
7. Send them a fax about the problem.  
[sen•də•mə•fæk•sə•bæo<sup>(t)</sup>•thə•prä•bləm]
8. Don't even think about it!  
[dou•nee•vən•thing•kə•bæo•dit]
9. We hope he'll OK it.  
[we•hou•pi•lou•kei•yit]
10. He'll really put you on the spot if you make a mistake.  
[hill•ri•lee•pwü•choo•wän•thə•spä•di•fiu•mei•kə•mis•teik]

### Exercise 5-6: Finding L 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?

### Exercise 6-7: Finding the R Sound

**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 **stair** case. 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?

### Review Exercise B: Intonation Review Test

- |                             |                       |
|-----------------------------|-----------------------|
| 1. Los <b>Angeles</b>       | 11. <b>everything</b> |
| 2. paper <b>bag</b>         | 12. <b>moving</b> van |
| 3. <b>lunch</b> bag         | 13. new <b>paper</b>  |
| 4. <b>convenience</b> store | 14. <b>newspaper</b>  |
| 5. convenient <b>store</b>  | 15. glass <b>eyes</b> |
| 6. <b>homework</b>          | 16. <b>eyeglasses</b> |
| 7. good <b>writer</b>       | 17. high <b>chair</b> |

- |                       |                       |
|-----------------------|-----------------------|
| 8. apple <b>pie</b>   | 18. <b>high</b> chair |
| 9. <b>pine</b> apple  | 19. <b>base</b> ball  |
| 10. all <b>things</b> | 20. blue <b>ball</b>  |

### Exercise 7-2: Targeting the TH Sound

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 8-8: Finding Reduced 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?

### Exercise 9-3: Finding V 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?

### Exercise 10-5: Finding S and Z 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?

### Exercise 11-2 and 11-4: Finding Tense (a, e, æ) and Lax Vowel Sounds (i, ə)

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 12-4: Finding [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?

## Exercise 13-4: Glottal Consonant Practice

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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## Review Section Answer Key

### Review Ex. 1-4: Sentence Intonation Test

- |                          |                           |
|--------------------------|---------------------------|
| 1. a <b>box</b> car      | 4. a <b>crab</b> cake     |
| 2. a <b>baby</b> -sitter | 5. a <b>tea</b> cup       |
| 3. a <b>palm</b> tree    | 6. a <b>bottle</b> opener |

### Review Ex. 1-35: Contrast of Compound Nouns

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. a dark <b>room</b>          | 16. the sixth <b>grade</b>      |
| 2. a <b>darkroom</b>           | 17. long <b>hair</b>            |
| 3. an <b>antique</b> shop      | 18. a <b>hairstylist</b>        |
| 4. an <b>antique</b> dealer    | 19. a <b>haircut</b>            |
| 5. <b>an antique chair</b>     | 20. the wrong <b>station</b>    |
| 6. <b>a new video</b>          | 21. a <b>police</b> station     |
| 7. the <b>video</b> store      | 22. a <b>radio</b> station      |
| 8. a <b>coffee</b> table       | 23. <b>orange</b> juice         |
| 9. hot <b>coffee</b>           | 24. a <b>guitar</b> case        |
| 10. a <b>coffeepot</b>         | 25. an electric <b>guitar</b>   |
| 11. a <b>chemistry</b> set     | 26. trick <b>photography</b>    |
| 12. a chemical <b>reaction</b> | 27. a <b>photo-op</b>           |
| 13. a sixth <b>sense</b>       | 28. a <b>wedding</b> ceremony   |
| 14. six <b>cents</b>           | 29. a beautiful <b>ceremony</b> |
| 15. a <b>sixth</b> grader      | 30. a <b>wedding</b> cake       |

### Review Ex. 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 tremblors** 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 **baby-sitter** to stay **overnight**.
- The **sixth graders** were reading **comic books** and drinking **chocolate milk**.

### Review Ex. 1-48: Adjective and Verb Transitions

- Would you please *alterneit* seats with the other *altern't*?
- They signed a *contract* in order to *contract* their services.
- Who could *object to progress*?
- The unidentified flying *object progressed* slowly across the night sky.
- We need a written *estim't* in order to *estimeit* the payment.

### Review Ex. 1-51: Extended Listening Practice

- We think he's got to get over it.  
we•thing•keez•gä•dø•ge•do•vr•rit
- Does anyone know how to get a line of credit?



də•ze•nee•wən•no•hæo•də•ge•də•ly•nə•kre•dət

3. They should try to show them how to use the Internet.

thay•shüd•try•də•sho•wəm•hæo•də•yuz•thee•  
(y)i•nr•net

### Review Ex. 1-60: Tag Endings

- |               |                 |
|---------------|-----------------|
| 1. is there   | 6. didn't she   |
| 2. wasn't it  | 7. wouldn't she |
| 3. do you     | 8. hadn't she   |
| 4. would he   | 9. would she    |
| 5. can't they | 10. had she     |

### Review Ex. 2-4: Cons. / Vowel Liaison Practice

- I thing kee zä ni zway.
- He pü di di n' n'mbrella stand.
- We bä di di nid'lee.

### Review Ex. 2-8: Cons. / Cons. Liaison Practice

- Ni<sup>(k)</sup>Clar kopest' pu<sup>(t)</sup>tendollar zdown.
- Bu<sup>(t)</sup>Tommake<sup>(s)</sup>so muchjuice.
- Bob zdo<sup>(g)</sup>go<sup>(t)</sup>somebones.

### Review Ex. 2-9: Vowel / Vowel Liaison Practice

- Can you see<sup>(y)</sup>it through to the<sup>(y)</sup>end?
- Be<sup>(y)</sup>available for the<sup>(y)</sup>other opportunity<sup>(y)</sup>in my<sup>(y)</sup>office.
- He<sup>(y)</sup>always wants to<sup>(w)</sup>offer to go<sup>(w)</sup>over it again.

### Review Ex. 2-11 : T, D, S, or Z Liaison Practice

- We're glad the cher homework's done.
- Wüjou help me with this?
- Do you missher old friends?
- Where zhier brother?
 

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

### Review Ex. 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**."

### Review Ex. 3-4: Finding the æ, ä, ə, and d Sounds

Think thə Unidəd **ädo** Workers cən beat Cædöpillar **Inc.** in their bidder **cäntræct** bædəl? Bəfore placing your **bets**, tälk tə Päl **Brænən**, who **cæn't wait** tə cräss thə **pickət** line ət Cædöpillar's **fæctory** in East **Peoriä**. **Brænən**, **resəntly** laid **äff** by ə **ræbber**-pärts plænt where he earned **base** pay əf \$6.30 ən **hæor**, lives **wən** bläck frəm ə **heavəly** pickədəd **gate** ət thə **Cæt** cämplex. **Næo** he's applying tə rəplæce wən əf **twelve** thæosand six händrəd **workers** who həve bæn än **strike** for thə **pæst** five **mønths**. "**Seventeen** dälrs ən **hæor** and **they** don't wänt tə **work**?" æsks Brænən. "**I** don't wänt tə take **ənəthr** guy's **jäb**, bəd **I'm** hurding, **too**."

## Symbols

[ā] 75, 135, 137, 142, 162  
 [ä] 71-72, 75-76, 102, 135, 142-143, 162  
 [æ] 71, 74-76, 94, 102, 135, 137, 142-143, 162  
 [b] 129, 168  
 [ch] 64  
 [d] 65, 77, 86, 163  
 [ē] 135, 137  
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 [ə] 72, 76, 88, 92, 102, 117, 122, 125, 136, 142-143, 162  
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 [sh] 65  
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