

English Pronunciation

Part One The Sound System of English

Chapter 0 The Symbols

©01 Familiar Consonant Symbols

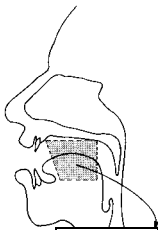
| Voiced | | | Voiceless | | |
|--------|--------------|-----------------|-----------|--------------|--------------|
| [b] | boat | verb | [p] | post | stop |
| [d] | deed | lead | [t] | tease | seat |
| [g] | god | dog | [k] | kiss | sick |
| | | | | case | doc |
| [v] | verb | brave | [f] | fish | leaf |
| [ð] | those | smooth | [θ] | thief | teeth |
| [z] | zoo | ooze | [s] | sick | kiss |
| | | | | cease | nice |
| [ʒ] | usual | pleasure | [ʃ] | shake | cash |
| [h] | home | heir | | | |
| [dʒ] | judge | ginger | [tʃ] | check | catch |
| [m] | mate | tame | | | |
| [n] | net | ten | | | |
| [ŋ] | sing | singer | | | |
| [l] | life | clear | | | |
| [r] | road | door | | | |
| [ɫ] | bell | file | | | |
| [j] | yes | year | | | |
| [w] | war | weird | | | |

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| | | | | |
|------|---------------|---------------|----------------|--------------|
| [i] | eat | see | seed | seat |
| [ɪ] | it | bid | bit | |
| [e] | ate | lay | laid | late |
| [ɛ] | Ed | bed | bet | |
| [æ] | at | bad | bat | |
| [ɑ] | odd | god | got | |
| [ɔ] | all | taw | taught | |
| [o] | owe | low | load | loaf |
| [ʊ] | could | good | put | took |
| [u] | ooze | do | food | boot |
| [ʌ] | us | buzz | but | |
| [ə] | ago | salad | fantasy | |
| [ə] | doctor | father | | |
| [ɜ] | first | early | alert | |
| [aɪ] | eye | lie | lied | light |
| [aʊ] | out | allow | loud | about |
| [ɔɪ] | oy | boy | void | voice |

Chapter 1 The vowel of English and its movement

ξ1 The basic notion of English vowels



| front | central | back | |
|--------|---------|--------|------|
| i ɪ | | u ʊ | high |
| e ɛ | ə ʌ | o ɔ | mid |
| æ | | ɑ | low |

Chapter 2 The vowel

ξ1 The vowels [i] & [ɪ]

⊙03 The vowel [i]

| | | |
|--------|-------|-------|
| 1. e | ease | eat |
| 2. bee | bead | beat |
| 3. D | deed | deep |
| 4. tea | tease | teeth |
| 5. fee | feed | feet |

Sentences:

1. He sees the key point.
2. Please leave me in peace.

⊙04 The vowel [-i] in -y or -ly

1. **easy**
2. **busy**
3. **study**

Sentences

1. I'm happy to see you've learned how to take it easy.
2. Finally I can get away from my busy life.

⊙05 The vowel [ɪ]

| | |
|-----------|--------|
| 1. is | it |
| 2. bid | bit |
| 3. did | dip |
| 4. middle | little |
| 5. minute | visit |

Sentences:

1. This kid is sick; he is shivering.
2. Give him six minutes to finish the quiz.

⊙06 Contrast [ɪ] and [i]

| | |
|---------|-------|
| 1. is | ease |
| 2. it | eat |
| 3. did | deed |
| 4. dip | deep |
| 5. ship | sheep |

Sentences:

1. At least you can give me a list.
2. The sheep are on the ship now.

ξ2 The vowels [e] and [ɛ]

⊙07 The vowel [ɛ]

- | | |
|---------|-------|
| 1. Egg | X |
| 2. bed | bet |
| 3. dead | debt |
| 4. tell | tech |
| 5. fed | fetch |

Sentences:

1. The weather there is great.
2. The red pepper does not sell well in the west.

⊙08 The vowel [e]

- | | | |
|---------|------|-------|
| 1. a | aid | eight |
| 2. bay | bade | bate |
| 3. day | days | date |
| 4. stay | tail | take |
| 5. Kay | cave | cake |

Sentences:

1. They played all day.
2. What's your name? Are you James?

⊙09 Contrast [e] and [ɛ]

- | | |
|----------|------|
| 1. age | edge |
| 2. bade | bed |
| 3. mate | met |
| 4. wait | wet |
| 5. waste | west |

Sentences:

1. I met my roommate yesterday.
2. Put the pepper on the paper.

ξ3 The vowels [æ]

⊙10 The vowel [æ]

- | | |
|--------|------|
| 1. add | at |
| 2. bad | bat |
| 3. dad | dash |
| 4. tab | tap |
| 5. cab | cap |

Sentences:

1. I'm not mad, but I'm sad.
2. I'm glad that Jack is back.

⊙11 Contrast [ɛ] and [æ]

- | | |
|----------|---------|
| 1. X | ax |
| 2. bed | bad |
| 3. dead | dad |
| 4. left | laughed |
| 5. guess | gas |

Sentences:

1. I guess the fire was caused by gas.
2. The dragon had two heads.
3. He said he was sad.

ξ4 The vowels [ɑ] and [ʌ]

⊙12 The vowel [ɑ]

- | | |
|--------|----------------|
| 1. odd | op (operation) |
| 2. Bob | pop |
| 3. job | jot |
| 4. fog | fox |
| 5. god | got |

Sentences:

1. There are a lot of odd jobs in this area.
2. Bob stopped the clock after he talked to the cop.

⊙13 The vowel [ʌ]

- | | |
|---------|------|
| 1. ugly | up |
| 2. bud | but |
| 3. dug | duck |
| 4. love | luck |
| 5. cub | cup |

Sentences:

1. The funny duck is running around the jug.
2. My other brother doesn't seem to have trouble with my mother.

⊙14 The words with the vowel [ʌ] that are easily mispronounced for ESL or EFL students

- | | |
|------------|------------|
| 1. study | 6. brother |
| 2. won/one | 7. country |
| 3. flood | 8. mother |
| 4. come | 9. couple |
| 5. trouble | 10. double |

⊙15 Contrast the vowels [ʌ] and [ɑ]

- | | |
|----------|----------------|
| 1. up | op (operation) |
| 2. duck | dock |
| 3. bucks | box |
| 4. luck | lock |
| 5. gut | got |

Sentences:

1. The government seems to be bothered by some kind of trouble.
2. Shut the door, or you'll be shot.

ξ5 The vowel [ɔ] & [o]

⊙16 The vowel [ɔ]

- | | |
|----------|----------|
| 1. audit | ought |
| 2. pause | bought |
| 3. daub | daughter |
| 4. taw | taught |
| 5. cause | caught |

Sentences:

1. You ought to sit in and audit the course.
2. He bought some chalk for his daughter.

⊙17 The vowel [o]

- | | | |
|----------------------|-------|------|
| 1. oh | ode | oat |
| 2. bow (<i>n.</i>) | bode | boat |
| 3. foe | vogue | vote |
| 4. toe | toad | toke |
| 5. go | goad | goat |

Sentences:

1. This is an old show about a goat.
2. He told me that it was cold outside and gave me the coat.

⊙18 Contrast [ɔ] and [o]

- | | |
|---------|--------|
| 1. oat | ought |
| 2. boat | bought |
| 3. pose | pause |
| 4. law | low |
| 5. coat | caught |

Sentences:

1. He bought a new boat last week.
2. He showed me the original copy of Shaw's work.

ξ6 The vowels [u] and [ʊ]

⊙19 The vowel [u]

- | | | |
|---------|------|-------|
| 1. ooo! | ooze | oops |
| 2. do | boob | boot |
| 3. flu | food | flute |
| 4. too | tube | tooth |
| 5. moo | mood | moot |

Sentences:

1. Sue bought a new suit.
2. Which will you choose: food or juice?

⊙20 The vowel [ʊ]

- | | |
|--------------|------|
| 1. pull | push |
| 2. pud(ding) | put |
| 3. bull | book |
| 4. full | foot |
| 5. could | cook |

Sentences:

1. He looks like a good cook.
2. A good-looking woman wants to buy the book.

⊙21 Contrast the vowels [ʊ] and [u]

- | | |
|---------|-------|
| 1. book | boot |
| 2. pull | pool |
| 3. foot | food |
| 4. took | tool |
| 5. good | goose |

Sentences:

1. You need to choose a good cookbook.
2. The food looks good. Can you put it in my room?

ξ7 The vowel [ə]

⊙22

- | | |
|---------------|-----------|
| 1. about | sofa |
| 2. occur | pilot |
| 3. illustrate | beautiful |
| 4. select | bullet |
| 5. support | campus |

Sentences:

1. It **occurred** **about** ten days **ago** on this **campus**.
2. We **supported** him and **selected** him **as** our new **pilot**.

ξ8 The vowels [aɪ], [aʊ] and [ɔɪ]

⊙23 The vowel [aɪ]

| | | |
|---------|-------|-------|
| 1. eye | eyes | ice |
| 2. pry | prize | price |
| 3. buy | bide | bite |
| 4. sigh | side | sight |
| 5. guy | guide | kite |

Sentences:

1. The sky was so wide that it surprised us all.
2. We tried to lie side by side and kept silent for a while.

⊙24 The vowel [aʊ]

| | | |
|-------------|--------|---------|
| 1. our | out | ouch |
| 2. bow (v.) | bowed | about |
| 3. now | doubt | trout |
| 4. noun | sound | count |
| 5. down | around | account |

Sentences:

1. Just imagine two cows sitting on a couch—it's crowded.
2. I doubt what he found in this town can count.

⊙25 The vowel [ɔɪ]

| | |
|----------|--------|
| 1. oy | oyster |
| 2. boy | Boyd |
| 3. void | voice |
| 4. toy | toys |
| 5. annoy | noise |

Sentences:

1. The boy's toy made a lot of noise.
2. We cannot avoid being annoyed by the voice.

ξ9 The vowels followed by "r": [ɜː], [ɑr], [ɪr], [ɛr], [ɔr]/[or], [aɪr], [aʊr], [(j)ʊr]

⊙26 vowels [i] followed by [r]

| | |
|--------|-----------|
| 1. e | ear |
| 2. ye | year |
| 3. bee | beer |
| 4. fee | fear |
| 5. tea | tear (n.) |

Sentences:

1. Give me a beer, please.
2. She can't hear anything with her ears covered.

⊙27 vowels [e] followed by [r]

- | | |
|---------|------|
| 1. A | air |
| 2. bay | bear |
| 3. pay | pair |
| 4. fade | fair |
| 5. Kay | care |

Sentences:

1. There are still bears in the bay area.
2. If you don't care, I'd rather you share the room with Clare.

⊙28 vowels [ɑ] followed by [r]

- | | |
|--------|------|
| 1. odd | are |
| 2. Bob | bar |
| 3. pop | par |
| 4. fog | far |
| 5. cod | card |

Sentences:

1. Bob doesn't play the guitar; he plays the harp.
2. The guard is not smart, but he has a good heart.

⊙29 vowels [ɔ] or [o] followed by [r]

- | | |
|----------------------|-------|
| 1. oh | or |
| 2. bow (<i>n.</i>) | bore |
| 3. Poe | pour |
| 4. foe | four |
| 5. coat | court |

Sentences:

1. The court house was torn down during the war.
2. There're four doors for you to explore in this game.

⊙30 vowels [ə] followed by [r]

- | [ə] | Unstressed [ɚ] | stressed [ɜ] |
|--------------|----------------|--------------|
| 1. probable | labor | bird |
| 2. moveable | waiver | verb |
| 3. potential | proper | perch |
| 4. familiar | offer | first |
| 5. domestic | wonder | dirty |

Sentences:

1. The worm is busy working.
2. If you get hurt, you'd better see a doctor.

⊙31 vowels [aɪ], [aʊ] and [(j)u] followed by [r]

| [aɪr] | [aʊr] | [(j)ʊr] |
|-----------|--------|---------|
| 1. ire | our | your |
| 2. byre | bower | boor |
| 3. empire | power | poor |
| 4. fire | devour | pure |
| 5. liar | flour | lure |

Sentences:

1. The power of your empire is no longer secure.
2. I hired a tour guide to lead me to the ancient tower.

Chapter 3 The consonant

ξ1 The consonants [p] and [b]

⊙32 The consonant [b]

| [b]- | -[b]- | -[b] |
|---------|---------------|---------|
| 1. bee | 1. Frisbee | 1. lib |
| 2. bid | 2. forbid | 2. babe |
| 3. bay | 3. obey | 3. Bob |
| 4. bell | 4. rebel (v.) | 4. mob |
| 5. book | 5. combat | 5. lab |

Sentences:

1. We'd better stop his barbaric behavior.
2. The book you bought from Bob is a fable.

⊙33 The consonant [p]

| [p]- | -[p]- | -[p] |
|----------|----------------|----------|
| 1. pea | 1. repeat | 1. leap |
| 2. pick | 2. carpet | 2. lip |
| 3. pay | 3. participate | 3. grape |
| 4. pause | 4. depend | 4. map |
| 5. put | 5. impact | 5. stop |

Sentences:

1. People in this town paid a lot to keep the public park.
2. Perhaps you should put this point into your paper.

ξ2 The consonants [f] and [v]

⊙34 The consonant [v]

| [v]- | -[v]- | -[v] |
|------------|-------------|--------------|
| 1. veal | 1. ivy | 1. eve |
| 2. victory | 2. vivid | 2. live (v.) |
| 3. vacant | 3. invade | 3. save |
| 4. vote | 4. seven | 4. love |
| 5. van | 5. evacuate | 5. starve |

Sentences:

1. There is a Seven Eleven on Vista Drive.
2. I can prove that it was Steve who saved my life.

⊙35 The consonant [f]

| [f]- | -[f]- | -[f] |
|----------|-----------|----------|
| 1. fee | 1. defeat | 1. beef |
| 2. fit | 2. unfit | 2. stiff |
| 3. fade | 3. deface | 3. safe |
| 4. fetch | 4. affect | 4. chef |
| 5. foot | 5. sofa | 5. laugh |

Sentences:

1. Philip refused to take food from these families.
2. Don't laugh at the fat boy; he has suffered enough.

⊙36 Contrast [b], [p], [v], and [f]

| [b] | [p] | [f] | [v] |
|---------|------|-------|--------|
| 1. bee | pea | fee | V |
| 2. big | pig | fig | vigor |
| 3. bade | paid | fade | veil |
| 4. robe | rope | loaf | loaves |
| 5. cub | cup | cough | love |

Sentences:

1. The vigorous pig is trying to eat the figs.
2. The five survivors wanted to buy a pie.

ξ3 The consonants [t] and [d]

⊙37 The consonants [d]

| [d]- | -[d]- | -[d] |
|---------|--------------|---------|
| 1. deer | 1. indeed | 1. feed |
| 2. did | 2. candid | 2. rid |
| 3. day | 3. candidate | 3. fade |
| 4. duke | 4. indebt | 4. bed |
| 5. door | 5. radar | 5. sad |

Sentences:

1. The mad dog is still standing near the window.
2. I don't think your dad is a candidate for the presidency.

⊙38 The consonants [t]

| [t]- | -[t]- | -[t] |
|--------------|--------------|---------|
| 1. tear (n.) | 1. volunteer | 1. eat |
| 2. tip | 2. artist | 2. sit |
| 3. take | 3. intake | 3. bait |
| 4. test | 4. protect | 4. bet |
| 5. token | 5. contact | 5. bat |

Sentences:

1. My top duty is to protect my property.
2. I need to take an important test tomorrow.

ξ4 The consonants [s] and [z]

⊙39 The consonant [s]

| [s]- | -[s]- | -[s] |
|--------|-------------|----------|
| 1. sea | 1. foresee | 1. peace |
| 2. sit | 2. insist | 2. miss |
| 3. say | 3. essay | 3. base |
| 4. set | 4. reset | 4. less |
| 5. Sue | 5. assassin | 5. pass |

Sentences:

1. Excuse me, can you pass the salt?
2. I really miss my singing lessons.

⊙40 The consonant [z]

| [z]- | -[z]- | -[z] |
|----------|-----------|----------|
| 1. zebra | 1. easy | 1. ease |
| 2. zip | 2. closet | 2. is |
| 3. zen | 3. mosaic | 3. amaze |
| 4. zap | 4. frozen | 4. says |
| 5. zoo | 5. zigzag | 5. has |

Sentences:

1. Zoe wants to see the zebra in the zoo.
2. I feel exhausted because I zipped up here on foot.

⊙41 Contrast [s] and [z]

- | | |
|----------|-------|
| 1. sea | z |
| 2. sip | zip |
| 3. seal | zeal |
| 4. Sue | zoo |
| 5. bus | buzz |
| 6. racer | razor |

Sentences:

1. Sue didn't see any zebra at the zoo.
2. Cell phones buzz here and there on the bus.

ξ5 The consonants [ʃ] and [ʒ]

⊙42 The consonant [ʃ]

| [ʃ]- | -[ʃ]- | -[ʃ] |
|----------|-------------|----------|
| 1. she | 1. machine | 1. leash |
| 2. ship | 2. kinship | 2. fish |
| 3. shake | 3. reshape | 3. flesh |
| 4. shed | 4. seashore | 4. cash |
| 5. shoe | 5. issue | 5. harsh |

Sentences:

1. We put the fish on the shore and went back to the ship.
2. She went shopping yesterday and bought me some shirts.

⊙43 The consonant [ʒ]

| -[ʒ]- | -[ʒ] |
|---------------|------------|
| 1. vision | 1. beige |
| 2. occasion | 2. garage |
| 3. television | 3. mirage |
| 4. usual | 4. massage |
| 5. pleasure | |

Sentences:

1. I usually dress casually on this kind of occasion.
2. It's a great pleasure to share the treasure with you.

⊙44 Contrast [ʃ] and [ʒ]

- | | |
|-----------------|------------|
| 1. pressure | pleasure |
| 2. solution | conclusion |
| 3. conversation | occasion |
| 4. position | division |
| 5. notion | explosion |

Sentences:

1. It's my pleasure to be able to get rid of the pressure.
2. This conclusion is not a solution.

ξ6 The consonants [tʃ] and [dʒ]

⊙45 The consonant [tʃ]

| [tʃ]- | -[tʃ]- | -[tʃ] |
|-----------|---------------|------------|
| 1. cheese | 1. achieve | 1. each |
| 2. chip | 2. Churchill | 2. itch |
| 3. chain | 3. armchair | 3. H |
| 4. chess | 4. Manchester | 4. stretch |
| 5. choose | 5. enchant | 5. catch |

Sentences:

1. The children were chanting in the church.
2. Can I change my clam chowder for lamb chops?

⊙46 The consonant [dʒ]

| [dʒ]- | -[dʒ]- | -[dʒ] |
|----------|------------|------------|
| 1. jeep | 1. Angie | 1. siege |
| 2. Gypsy | 2. rigid | 2. message |
| 3. jay | 3. suggest | 3. age |
| 4. Jeff | 4. hijack | 4. edge |
| 5. juice | | 5. badge |

Sentences:

1. I suggest you finish your college education first.
2. Jeff has managed to send a message to the judge.

⊙47 Contrast [tʃ] and [ʃ]

| | [tʃ] | [ʃ] |
|----|--------|-------|
| 1. | cheap | sheep |
| 2. | chip | ship |
| 3. | chair | share |
| 4. | check | shed |
| 5. | chose | shows |
| 6. | choose | shoes |

Sentences:

1. Sheep are cheap in this country.
2. Don't wash your watch in hot water.

⊙48 Contrast [dʒ] and [ʒ]

| | [dʒ] | [ʒ] |
|----|-------------|------------|
| 1. | enlarge | garage |
| 2. | page | beige |
| 3. | a huge wall | unusual |
| 4. | convergent | conversion |
| 5. | pledger | pleasure |

Sentences:

1. It's time to enlarge the garage.
2. This page is not beige; it's brown.

ξ7 The consonants [θ] and [ð]

⊙49 Practice the following words with [θ] sound in different positions

| [θ]- | -[θ]- | -[θ] |
|------------|--------------|----------|
| 1. thief | 1. nothing | 1. teeth |
| 2. think | 2. something | 2. myth |
| 3. theft | 3. healthy | 3. faith |
| 4. thatch | 4. method | 4. death |
| 5. thought | 5. author | 5. math |

Sentences:

1. I thought about nothing but math today.
2. The author has something to say about his third book.

⊙50 Contrast [s] and [θ]

| | [s]- | [θ]- |
|-----|-------|--------|
| 1. | seek | thief |
| 2. | sick | thick |
| 3. | Sir | third |
| 4. | set | theft |
| 5. | sat | thatch |
| | -[s] | -[θ] |
| 6. | tease | teeth |
| 7. | miss | myth |
| 8. | face | faith |
| 9. | tense | tenth |
| 10. | mass | math |

Sentences:

1. He forced me to put the mouse into my mouth.
2. Don't tease him about his teeth again, please.

⊙51 Practice the following words with [ð] sound in different positions

| [ð]- | -[ð]- | -[ð] |
|-----------|-------------|------------|
| 1. these | 1. within | 1. teethe |
| 2. they | 2. although | 2. breathe |
| 3. there | 3. weather | 3. bathe |
| 4. that | 4. father | 4. smooth |
| 5. though | 5. mother | 5. soothe |

Sentences:

1. The father was there with them.
2. Though they are mothers, they know nothing about their baby's teething problems.

⊙52 Contrast [d] and [ð]

| [d]- | [ð]- |
|----------|---------|
| 1. dare | there |
| 2. day | they |
| 3. dot | thought |
| 4. dad | that |
| 5. deeds | these |

Sentences:

1. How are they doing today?
2. That is my Dad.
3. They dare not to go there.

ξ8 The consonants [k] and [g]

⊙53 The consonant [k]

| [k]- | -[k]- | -[k] |
|-----------|--------------|---------|
| 1. key | 1. picky | 1. seek |
| 2. keep | 2. orchid | 2. sick |
| 3. kid | 3. circuit | 3. ache |
| 4. caught | 4. locate | 4. book |
| 5. code | 5. encourage | 5. coke |

Sentences:

1. Let me make you a cup of coffee.
2. I locked myself out and I'm looking for the key.

⊙54 The consonant [g]

| [g]- | -[g]- | -[g] |
|-----------|--------------|-----------|
| 1. geese | 1. piggy | 1. league |
| 2. giggle | 2. nugget | 2. big |
| 3. gay | 3. engage | 3. vague |
| 4. god | 4. negotiate | 4. egg |
| 5. goat | 5. organic | 5. hog |

Sentences:

1. The big guy was engaged in the gangster's fight.
2. Don't forget to get your bag when you go home.

ξ9 The Consonants [m], [n], and [ŋ]

⊙55 The consonant [m]

| [m]- | -[m]- | -[m] |
|---------|----------------|---------|
| 1. me | 1. immediate | 1. seem |
| 2. meat | 2. permit (v.) | 2. Tim |
| 3. miss | 3. amaze | 3. name |
| 4. made | 4. cement | 4. same |
| 5. mood | 5. imagine | 5. room |

Sentences:

1. I only make a small amount of money every month.
2. They have the same name and that's the problem.

⊙56 The consonant [n]

| [n]- | -[n]- | -[n] |
|---------|--------------|---------|
| 1. knee | 1. beneath | 1. mean |
| 2. need | 2. planet | 2. in |
| 3. name | 3. innate | 3. pain |
| 4. nod | 4. internet | 4. lane |
| 5. note | 5. unnatural | 5. done |

Sentences:

1. No. I can't see you now. Can you come back at noon?
2. I was so nervous on the canoe that I didn't notice what happened to Nick.

⊙57 Contrast [m] and [n]

| -[m] | -[n] |
|---------|------|
| 1. seem | seen |
| 2. team | teen |
| 3. Tim | tin |
| 4. them | then |
| 5. same | sane |

Sentences:

1. My son had some cake and left for school.
2. He seemed to have seen a ghost.

⊙58 The consonant [ŋ]

| -[ŋ] | -[ŋ]- |
|----------|-------------|
| 1. sing | 1. singer |
| 2. sink | 2. singing |
| 3. thing | 3. hanger |
| 4. song | 4. hanging |
| 5. doing | 5. bringing |

Sentences:

1. The young singer sang a song.
2. English is not my mother tongue but I think I am doing fine.

⊙59 Contrast [ŋ] and [n]

| -[ŋ] | -[n] |
|---------|--------|
| 1. sing | sin |
| 2. king | kin |
| 3. fang | fan |
| 4. ton | tongue |
| 5. sung | sun |

Sentences:

1. The thing you brought home is really thin.
2. He rang the doorbell and ran away.

⊙60 Contrast [ŋ] , [g] and [dʒ]

| -[ŋ]- | -[g]- | -[dʒ]- |
|-----------------------------|--------|-----------|
| 1. singer | finger | ginger |
| 2. hanger | anger | ranger |
| 3. banging | | arranging |
| 4. long, longer, longest | | |
| 5. young, younger, youngest | | |

Sentences:

1. Don't hang around here. It's dangerous.
2. You're too young to manage your anger.

ξ10 The consonants [r] and [l]

⊙61 The consonant [r]

| [r]- | -[r]- | -[r] |
|---------|------------|----------|
| 1. read | 1. career | 1. hear |
| 2. rude | 2. spirit | 2. share |
| 3. red | 3. parade | 3. car |
| 4. rope | 4. arrest | 4. tour |
| 5. rag | 5. correct | 5. fire |

Sentences:

1. We have to rearrange our tour because of the rain.
2. Right or wrong, you'd better run before you get arrested.

⊙62 The consonant [l]

| [l]- | -[l]- | -[ɫ] | -[ɫ] |
|--------------|------------|---------|--------------|
| 1. lead (v.) | 1. believe | 1. feel | 1. trouble |
| 2. lose | 2. delete | 2. sell | 2. label |
| 3. law | 3. Philip | 3. ill | 3. beautiful |
| 4. lap | 4. delay | 4. old | 4. principal |
| 5. late | 5. elect | 5. mail | 5. pencil |

Sentences:

1. Millions of people travel around the world every day.
2. Learning a new language is delightful, but it is also difficult.
3. The little man arrived with letters in his mailbag.

ξ11 The consonant [h]

⊙63 The consonant [h]

| [h]- | -[h]- | (-)[h/ħ]- |
|---------|-------------|---------------|
| 1. heed | 1. cohesive | 1. human |
| 2. hate | 2. behave | 2. huge |
| 3. have | 3. perhaps | 3. heir |
| 4. hot | 4. behold | 4. hour |
| 5. who | 5. behold | 5. honor |
| | | 6. honest |
| | | 7. exhaust |
| | | 8. exhibition |

Sentences:

1. He hopes that he can buy a house with a huge yard.
2. Sometimes it's hard to understand human behavior.

ξ12 The consonants [j], [w] and [hw]

⊙64 The consonant [j]

| [j]- | -[j]- | -[j]- |
|---------|-----------|-------------|
| 1. year | 1. saying | 1. abuse |
| 2. use | 2. lawyer | 2. bureau |
| 3. yard | 3. beyond | 3. cute |
| 4. yet | 4. papaya | 4. peculiar |
| 5. yoke | 5. coyote | 5. security |

Sentences:

1. Tell your lawyer that I'm not going to yield yet.
2. Yuck! How can you eat yam, papaya, and yogurt together?

⊙65 The [w] sound

| [w]- | -[wh]- | -[w]- | -[w]- |
|---------|------------|-------------|----------------|
| 1. we | 1. wheel | 1. kiwi | 1. language |
| 2. wood | 2. wheat | 2. bewilder | 2. distinguish |
| 3. wove | 3. whisper | 3. away | 3. anguish |
| 4. word | 4. whip | 4. awake | 4. squeeze |
| 5. work | 5. whale | 5. nowhere | 5. quick |
| 6. wit | 6. where | 6. award | 6. quality |

Sentences:

1. We acquired our first language when we were children.
2. Wow! What is this? Is it a whale?
3. We will have to work hard this week to clear this wood.

ξ13 The /t/, /d/ or /n/ sounds pronounced as a flip [ɾ]

⊙66 Consonants /t/, /d/ or /n/ pronounced as [ɾ]

| -[t]- | -[d]- | -[n]- |
|------------|-----------|------------|
| 1. Peter | 1. feeder | 1. meaning |
| 2. pretty | 2. middle | 2. thinner |
| 3. traitor | 3. lady | 3. raining |
| 4. getting | 4. teddy | 4. many |
| 5. better | 5. daddy | 5. planet |

Sentences:

1. The pretty lady is waiting in the meeting room.
2. I noticed that the teddy bear is very dirty.

ξ14 The vocalic nasal & glottal stop

©67 The vocalic nasal & glottal stop [ʔŋ]

'-[tŋ]

'-[dŋ]-

-
- | | |
|------------|-----------|
| 1. eaten | 1. hidden |
| 2. written | 2. laden |
| 3. Benton | 3. maiden |
| 4. fatten | 4. sadden |
| 5. cotton | 5. garden |

Sentences:

1. I certainly know that this burden shouldn't be yours.
2. She didn't let me see her secret garden.

Chapter 4 The clusters of English consonants

◎68 The clusters with [c], [g], [b], [p]" followed by [l]

| [bl]- | [kl]- | [gl]- | -[pl]- |
|----------|----------|---------|-------------|
| 1. bleed | 1. clear | 1. glee | 1. please |
| 2. bliss | 2. clean | 2. glow | 2. plan |
| 3. blow | 3. clip | 3. glue | 3. play |
| 4. bless | 4. clay | 4. Glen | 4. plate |
| 5. blue | 5. cloud | 5. glad | 5. pleasure |

Sentences:

1. Please come to meet me at the glee club.
2. Let's clean the wall and clear the path.

◎69 Contrast the following pairs

| CCV- | CvCV- |
|-----------|----------|
| 1. claps | collapse |
| 2. blow | below |
| 3. please | police |
| 4. clean | colleen |
| 5. bleed | believe |

Sentences:

1. Please call the police.
2. I can't believe it. I'm bleeding.

ξ2 Consonant clusters with [c], [g], [b], [p]" followed by [r]:

◎70 The clusters with [b], [p], [f], [d] followed by [r]

| [br]- | [pr]- | [fr]- | -[dr]- |
|-----------|-------------|-------------|----------|
| 1. breeze | 1. priest | 1. free | 1. dream |
| 2. bring | 2. prick | 2. phrase | 2. drill |
| 3. break | 3. pray | 3. Fred | 3. drape |
| 4. bread | 4. press | 4. fraction | 4. dress |
| 5. brad | 5. practice | 5. frog | 5. drag |

Sentences:

1. My brother drove to Springfield with his friend.
2. Fred was afraid to talk to the priest.
3. I'm proud of you and you just proved yourself to be a very brave boy.

◎71 The clusters with [ʃ], [t], [θ], [k] and [g] followed by [r]

| [ʃr]- | [tr]- | [θr]- | [kr]- | [gr]- |
|-----------|----------|-----------|----------|-----------|
| 1. shrink | 1. tree | 1. three | 1. cream | 1. green |
| 2. shrimp | 2. trip | 2. thrill | 2. creek | 2. grill |
| 3. shrank | 3. tray | 3. thread | 3. Chris | 3. gray |
| 4. shrive | 4. trade | 4. threat | 4. crave | 4. great |
| 5. shrine | 5. trap | 5. thrash | 5. crest | 5. regret |

Sentences:

1. There're only three trees left that are still green.
2. I regret to tell you that our trip to the tropical forest has been canceled.
3. The creek near the school is a potential threat to our children.

ξ3 Consonant clusters clusters of /sk/, /sp/, and /st/:

◎72 The clusters of /sk/, /sp/, and /st/

| [sk]- | [sp]- | [st]- |
|-----------|----------|----------|
| 1. ski | 1. speed | 1. steel |
| 2. skill | 2. spit | 2. still |
| 3. skip | 3. spade | 3. stick |
| 4. skate | 4. speck | 4. stay |
| 5. sketch | 5. span | 5. steak |

Sentences:

1. You can follow the stone steps to get to the square.
2. We have to speed up and go straight to the school.
3. It's strange to see so many people skating on the street.

ξ4 The cluster of [rɪ]

◎74 The cluster of [ɜrɪ]

1. world
2. girl
3. curl
4. Earl
5. pearl

Sentences:

1. You're the best girl in the world.
2. They want to send Pearl into a girl's school.

Chapter 5 The pronunciation of inflections

ξ1 The sound of the inflections

The most common inflections in English are the conjugations and plural-singular forms or nouns, possessive forms. This section will focus on the sound changes caused by the inflectional suffixes “-ed” and “-s” or “-es.”

ξ2 Below is the rule for predicting the sound changes of “-ed”:

If “ed” is added to the consonants /d/ or /t/, it should be pronounced as [ɪd]. If “ed” is added to any other voiced consonant, it should be pronounced as [d]; while if to any other voiceless consonant, it should be pronounced as [t]. (See *epenthesis*)

⊙75 The pronunciation of the inflections ending with “ed”

| -[ɪd] | -[d] | -[t] |
|------------|------------|------------|
| 1. treated | 1. dreamed | 1. heaped |
| 2. needed | 2. trimmed | 2. tipped |
| 3. faded | 3. stayed | 3. baked |
| 4. hated | 4. begged | 4. fetched |
| 5. patted | 5. stabbed | 5. laughed |

Sentences:

1. I started to get excited when I was asked to sing with her.
2. The man showed his ticket and walked into the gate.

ξ3 the rule for predicting the sound changes of “-s” or “-es”:

There are four situations that “s” or “es” will be needed in English.

1. “s” or “es” make inflected forms of plural nouns,
2. “s” or “es” make inflected forms of singular verbs,
3. “s” makes possessive forms of nouns or pronouns, and
4. “s” serves as part of an abbreviations.

For the first two situations, if the pronunciation of the root form of the noun or the verb ends with sibilant sounds like /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, and there is no silent “e” to end the spelling, “es” will be added to the root noun form to make the plural inflection and to the root verb form to make the singular inflection. In other cases, “s” will be required for both inflections. For example: (See *epenthesis*)

©76 The pronunciation of root forms ending with sibilant sounds

| Nouns | | Verbs | |
|-----------|---------|------------|----------|
| Root | Plural | Root | Singular |
| 1. boss | bosses | 1. kiss | kisses |
| 2. buzz | buzzes | 2. quiz | quizzes |
| 3. watch | watches | 3. catch | catches |
| 4. fish | fishes | 4. wash | washes |
| 5. face | faces | 5. choose | chooses |
| 6. nose | noses | 6. amaze | amazes |
| 7. judge | judges | 7. manage | manages |
| 8. garage | garages | 8. massage | massages |
| 9. shoe | shoes | 9. love | loves |
| 10. boy | boys | 10. enjoy | enjoys |
| 11. night | nights | 11. fight | fight |
| 12. dog | dogs | 12. hog | hogs |

Sentences:

1. My boss’s wife is 20 years younger than he is.
2. It’s not mine. It’s someone else’s.
3. George’s brother is an interesting guy.

ξ4 As for the pronunciation, there are also simple rules below:

1. “s” is pronounced as [s] if it follows a voiceless consonant other than the sibilant,
2. “s” is pronounced as [z] if it follows a vowel or a voiced consonant other than the sibilant,
3. “s” or “es” is pronounced as [ɪz] or [əz] if it follows a sibilant sound /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/. (See *epenthesis*)

ξ5 The ending clusters of [dz] and [ts]

⊙78 The ending clusters of [dz] and [ts]

| -[dz] | -[ts] |
|-----------|--------------|
| 1. seeds | 1. seats |
| 2. kids | 2. minutes |
| 3. trades | 3. roommates |
| 4. beds | 4. pets |
| 5. nodes | 5. hats |

Sentences:

1. He hates those kids and hits them every day
2. Lots of my classmates stayed less than ten minutes.

Part Two: Rhythm and Intonation

ξ1 Linking (Liaison) between vowels

⊙79 Vowels that follow /i/

| | | |
|------|-----------------------------------|---|
| /i/ | reality [ri ^ɪ æləti] | be active [bi ^ɪ æktiv] |
| /e/ | playoff [ˈpleɪ ^ə f] | pay off [ˈpeɪ ^ə f] |
| /aɪ/ | triangle [traɪ ^ɪ æŋɡl] | my ankle [maɪ ^ɪ æŋkəl] |
| /ɔɪ/ | annoyance [əˈnɔɪ ^ə ns] | The boy and me [ðəˈbɔɪ ^ə ndmi] |

⊙80 Vowels that follow /u/

| | | |
|------|-------------------------------|---|
| /u/ | fluid [ˈfluː ^ɪ d] | do it [duː ^ɪ t] |
| /o/ | snowy [snəʊ ^ɪ] | go out [ɡoʊ ^ɪ ˌaʊt] |
| /aʊ/ | flour [flaʊ ^ə] | how is it [ˈhaʊ ^ɪ zɪt] |
| /ju/ | newest [ˈnuː ^ɪ st] | a few apples [əˈfjuː ^ɪ æplz] |

⊙81 More examples: Vowels that follow /i/

| Single word | Between words |
|-------------|---------------------------|
| 1. create | 1. I'll be able to do it. |
| 2. Seattle | 2. I see actors. |
| 3. piano | 3. He'll be angry. |
| 4. Leo | 4. He owed me one. |
| 5. neon | 5. Be on time. |

⊙82 More examples: Vowels that follow /u/

| Single word | Between words |
|-------------|----------------------|
| 1. Stuart | 1. two or three |
| 2. Dewey | 2. Who is it? |
| 3. chewable | 3. He knew about it. |
| 4. lower | 4. Tow away the car. |
| 5. snowy | 5. You know it. |

⊙83 Vowels that follow /ə/ or /ɔ/

1. /ə/ banana oil [bəˈnænəʊ^ɪl]
2. /ɔ/ saw us [ˈsɔː^əs]

⊙84 Try to read the following phrases:

1. gray tissue
great issue

2. I scream
ice cream

⊙85 -c + v-

1. Look at me.
2. Pick it up.
3. I couldn't figure it out.

⊙86 More examples: -c + v-

1. Pick it up and hand it in.
2. What is your name? What are you doing here?
3. Los Angeles is an exciting city.
4. You can keep it or throw it away.
5. I have to pick her up at eight.
6. I hope I can figure it out.
7. She bought a lot of ice cream.
8. What is this? Clean it up, will you?
9. That's what I said.
10. Tom moved out a couple of weeks ago.

⊙87 -cc + v-

1. I won't accept it.
2. He looked at me.

⊙88 More examples: -cc + v-

1. We filled out some forms before we checked out.
2. She works in this room every day.

⊙89 -c¹ + c¹-

1. a big girl
2. walks slowly

⊙90 More examples: -c¹ + c¹-

1. He is really a big guy.
2. It's a hard decision.
3. Have you narrowed down the possibilities?
4. I'm not a strict teacher.
5. Please look carefully.

⊙91 -c¹ + c²-

1. Kiss me.
2. It's a great book.

⊙92 More examples: -c¹ + c²-

1. Can you stop talking?
2. I work only two days a week.
3. I want them to move out today.

⊙93 Progressive assimilation

- | | |
|---------|--------|
| 1. look | looks |
| 2. love | loves |
| 3. lie | lies |
| 4. lie | lied |
| 5. look | looked |
| 6. love | loved |

⊙94 Regressive assimilation

1. “input” is pronounced like [ˈɪmpʊt] rather than [ˈɪnpʊt]
2. “pancake” is pronounced like [ˈpæŋkək] rather than [ˈpænek]
3. “have to” is pronounced like [ˈhæftə] rather than [ˈhævtə]

⊙95 Full or complete assimilation

1. “cupboard” is pronounced like [ˈkʌbəd] rather than [ˈkʌpbəd]
2. “horseshoe” is pronounced like [ˈhɔːʃu] rather than [ˈhɔːrsʃu]

⊙96 Coalescent assimilation: Alveolar + palatal → palato-alveolar (fricatives and affricates)

1. this year; miss you
2. He loves you.
3. Who set you up?
4. Did you do that?

⊙97 Coalescent assimilation in single words:

1. sure
2. leisure
3. statue
4. perpetual
5. nature
6. question
7. righteous

8. actual
9. graduate
10. expression

⊙98 Loss of /t/ when /nt/ is between a stressed and unstressed syllables

1. Winter is too cold here.
2. Toronto is a large city.
3. He entered the room.

⊙99 Loss of /t/ or /d/ when they occur second in a sequence or cluster of three consonants:

1. castle
2. soundless
3. three months

⊙100 Deletion of word-final /t/ or /d/ in clusters of two at a word boundary when the following word begins with a consonant:

1. This is the best season.
2. a blind man

⊙101 Loss of an unstressed medial vowel (also referred to as syncope), where the unstressed vowel /ə/ or /ɪ/ optionally drops out in some multisyllabic words following the strongly stressed syllable; for some speakers, this also happens in some two-syllable words (See No. 5 in the following examples):

1. “i” privilege
2. “e” temperature
3. “a” comparable
4. “o” potato
5. correct

⊙102 Loss of an unstressed initial syllable in highly informal speech:

1. 'cause 'cause he's not here.
2. 'bout 'bout ten o'clock.

⊙103 Loss of the first noninitial /r/ in a word that has another /r/ in a following syllable:

1. February
2. library

⊙104 Loss of final /v/ in “of” before words with initial consonants:

1. lots of trouble
2. waste of time

⊙105 Loss of initial /h/ and /ð/ in pronominal forms in connected speech:

1. ask him
2. Did he
3. tell them

⊙106 More examples:

1. does he: What does he do?
2. did he: Where did he go?
3. has he: Has he done anything yet?
4. is he: Who is he?
5. should have: You should have done it.

⊙107 Epenthesis : The insertion of a sound into the middle of a word

- | | | | |
|----------|---------|---------|-----------|
| 1. rose | roses | [roz] | [rozɪz] |
| 2. watch | watches | [wɒtʃ] | [wɒtʃɪz] |
| 3. judge | judges | [dʒʌdʒ] | [dʒʌdʒɪz] |
| 4. buzz | buzzes | [bʌz] | [bʌzɪz] |

⊙108 More examples:

- | | | | |
|---------|--------|-------|---------|
| 5. fade | faded | [fed] | [fedɪd] |
| 6. add | added | [æd] | [ædɪd] |
| 7. hate | hated | [het] | [hetɪd] |
| 8. heat | heated | [hit] | [hitɪd] |

Chapter 6 Word Stress and the Stress of Thought Units

ξ1 Stress and syllables

The most consistent feature of a stressed vowel or syllable is that the length of the vowel. It is always true that the longer the vowel or the syllable is lengthened, the more it is stressed. Therefore, a useful symbol to stand for the stressed vowel should be something “thick” and “long” and the symbol to stand for the unstressed vowel should be something “short” and “thin.” For instance, it would be more “vivid” to have

“■” for the **strongly stressed** sound,
 “■” for the **lightly stressed** sound, and
 “.” for the **unstressed** sound than to use
 “●” for the strongly stressed sound,
 “●” for the lightly stressed sound, and
 “.” for the unstressed sound, respectively, because the critical feature of stress is not the magnitude but the length of the sound.

⊙109 The stressed and unstressed vowels or syllables of single words

| (1) | (2) | (3) | (4) |
|--------|--------|------------|----------|
| ■. | .■ | ■.. | .■. |
| seven | depend | dangerous | arrival |
| famous | Japan | management | decisive |

Contrast different types of stress in English:

⊙110 Contrast 1: ■. ■.

 anchor encore

 counted contact

⊙111 Contrast 2: .■ .■

 about untie

 machine mistake

⊙112 Contrast 3: ■.. ■..

 elephant celebrate

 accident calculate

ξ4 The stress is also affected by different linguistic environments. For instance, Numbers with –teen or other compound forms will be pronounced differently if it appears to end an expression. For instance,

⊙126

1. Fourteen people were killed last night.
2. The number of the victims is fourteen.
3. I have sixteen patients waiting for me.
4. The last patient is only sixteen.

ξ5 The stress of a word, a compound, or a chunk also varies when it appears in different syntactical environments for different meanings. For instance,

⊙127

1. I need to record these songs for my new record.
2. The import of foreign cars is our major business.
3. The imported cars are expensive.

ξ5.1 The stressed and unstressed vowels or syllables of single words compared with some possible stresses of different chunks:

⊙128

- | | | |
|----|------------|---------------|
| | .■. | .■. |
| 1. | elective | He's active. |
| 2. | depression | He's present. |

⊙129

- | | | |
|----|------------|-----------------|
| | .■.. | .■.. |
| 3. | economy | He covers me. |
| 4. | scientific | She's artistic. |

⊙130

- | | | |
|----|---------------|-----------------------|
| | ..■. | ..■. |
| 5. | pronunciation | Please pay attention! |
| 6. | anticipation | He must be patient! |

⊙131

- | | | |
|----|-----------|-----------------|
| | ■.. | ■.. |
| 7. | generous | Jane's with us. |
| 8. | orphanage | Open it. |

ξ6 Stress-timed rhythm

Some believe that Mandarin is stress-timed language (Avery & Dhrlich 1992), which implies that Mandarin learners will experience less difficulty with English rhythm. However, I think, even if in some aspect of Mandarin may be considered stress-timed, most of the time Mandarin is more like a syllable-timed language.

In English, people use roughly the same amount of time saying the following expressions with different syllables:

⊙132

| | | |
|----------|-----------|---------|
| | BOOKs | USEful |
| | BOOKS are | USEful. |
| Some | BOOKS are | USEful. |
| A lot of | BOOKS are | USEful. |

Here is another example in English with three stresses but variable syllables:

⊙134

| | | | |
|-----|--------------|--------|-----------|
| | MAN | LEAVEs | HOME. |
| The | MAN | LEAVEs | his HOME. |
| The | MAN will | LEAVE | his HOME. |
| The | MAN 's gonna | LEAVE | his HOME. |

Now let's pick up the rhythm of expressions with two stresses

⊙136

1. great price
great surprise
greatest surprise
2. wide range
widely range
widely arrange
3. slow play
slowly play
slowly replay

Now try the rhythm of expressions with **three** stresses

⊙137

1. boy eat cake
the boy eat cake
the boy will eat cake
The boy will eat the cake.
2. go school bus
go school by bus
go to school by bus
We go to school by bus.

Now try the rhythm of expressions with **four** stresses

⊙138

1. want letter sent girl
 I want the letter to be sent to the girl.
 I've wanted the letter to be sent to the girl.

The stress in rhymes of Mother Goose

Two-stress Rhymes

⊙139

Piping hot,
 smoking hot.
What I've got
You have not.

Three-stress Rhymes

⊙140

When the pie was opened,
The birds began to sing!
Wasn't that a dainty dish
To set before the king?

Four-stress Rhymes

⊙141

Rain, Rain, go away,
Come again another day;
Little Johnny wants to play.

Mixed forms of Rhymes

⊙142

Old MacDonald had a farm, E-I-E-I-O.
And on his farm he had a cow, E-I-E-I-O.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo,
Everywhere a moo-moo,
Old MacDonald had a farm, E-I-E-I-O.

ξ7 Intonation

Intonation refers to pattern of pitch changes when one speaks. Intonation may be important in all languages, but it may also play different roles in different languages. For instance, comparing English and Mandarin, the “tone” of Mandarin directly affects the rising-falling intonation while there is no such factor that will affect English. For example,

◎143

1. A: Are you leaving?
B: Yes. I'm leaving.
2. A: 你現在就走?
B: 對，我現在就走。
3. A: 你現在就去?
B: 對，我現在就去。
4. A: 你現在就來?
B: 對，我現在就來。
5. A: 你現在就開?
B: 對，我現在就開。
6. A: Are you leaving or not?
B: (Well.) If he's leaving, I'm leaving too.
7. A: 你到底走不走?
B: 如果他走，我就走。
8. A: 你到底去不去?
B: 如果他去，我就去。
9. A: 你到底來不來?
B: 如果他來，我就來。
10. A: 你到底開不開?
B: 如果他開，我就開。

In sentences 1 and 6, “leaving” has all different patterns of intonation while in sentences 2 and 7, 3 and 8, 4 and 9, 5 and 10, the intonation of the key words “走,” “去,” “來,” and “開” do not vary as dramatically as “leaving” in English. In other words, Mandarin speakers may want to learn how to listen for the intonation patterns of the English language.

Below are three factors that govern the placement of prominence (Celce-Murcia, et al, 1996)

1. New information versus old information (Chafe, 1980): Within an intonation unit, words expressing old or given information (i.e., semantically predictable information) are unstressed and spoken with lower pitch, while words expressing new information are spoken with strong stress and higher pitch. In unmarked utterance, it is the stressed syllable in the last content word that tends to exhibit prominence (p. 176). For example,

⊙144

A: I lost my **MONEY**.

B: **WHAT** money?

A: The money I **WON** yesterday.

B: **HOW MUCH** is it?

2. Emphatic stress: A speaker may place emphatic stress on a particular element that he wishes to place special emphasis on. For example,

⊙145

He is **ALWAYS** late on Monday.

3. Contrastive stress: A speaker may place major stress on the contrastive elements. The contrast may take the form of a contradiction, or a form of choice between alternatives. For instance,

⊙146

I mean **SATURDAY**, not **SUNDAY**.

Do you want **THIS** one or **THAT** one?

⊙147 Contrastive can also mean different tones of speech:

1. ~~Thanks~~ (routine-like or perfunctory)

2. Thanks. (enthusiasm)

3. ~~Th a n ks.~~ (sarcasm)

4. Sure.

5. Sure.

6. S u r e.

⊙148 More examples in dialogues:

A: I need to get something from your bag.

B: What? (What is it?)

A: I need to get something from your bag.

B: What? (I cannot hear you.)

A: I need to get something from your bag.

B: What? (Haven't you taken enough things from my bag?

Do you want to take everything from me?)

Here are examples of how the features mentioned above occur in longer dialogues:

Dialogue 1: (New vs. old information)

⊙149

- A: Have you seen my camera?
 B: What camera?
 A: It's a digital camera.
 B: Is it the one you put on the bookshelf?
 A: No. That one's not digital; it's just regular.
 B: Well, what color is it?
 A: It's black, with a gold chain on it.
 B: Hunnn! I think I saw one like that somewhere.
 A: Where did you see it?
 B: It was on the dining room table.

Dialogue 2: (Emphatic stress)

⊙150

- A: Did you like that movie?
 B: I thought it was really good. Did you?
 A: Yeah, it was good. But it was a bit too long.

Dialogue 4: (Contrastive stress)

⊙152

- A: Excuse me. How much is this?
 B: It's sixteen dollars.
 A: Sixteen? I thought it's ten. Isn't it 40 percent off today?
 B: The big sale starts on Tuesday. That's tomorrow.
 A: What? Today is Monday, not Tuesday?
 B: Yeah. Sorry about that. Do you want me to keep this for you?

In the following sections the basic patterns of English intonation will be introduced with each pattern illustrated by a chart of intonation contour.

Final intonation

1. Rising-falling contour/intonation

This is the most common intonation pattern in English and is characteristic of simple declarative sentence, commands, and questions that begin with a *wh*-word, such as "who," "what," "when," "where," "why," or "how."

Compare the intonation of the following expressions:

⊙154

| Falling intonation | Rising intonation |
|---------------------------------|------------------------------------|
| 1. He lied. | 1. Did he lie? |
| 2. He lied to me. | 2. Did he lie to me? |
| 3. You have a patient. | 3. Do you have a patient? |
| 4. You have a patient with you. | 4. Do you have a patient with you? |

⊙155

1. Would you like to stay?
2. Would you like to stay with me?

Consider the following situations:

You want to make a request:

⊙156

“Can I talk to you?”

You come to a new place:

⊙157 You talk to a stranger

“Excuse me. Can you help me? Where is the student center?”
“I can’t open this. Can you give me a hand?”

You talk to the bus driver:

⊙158

“Does this bus go to the airport?”

Wh-questions with falling intonation:

⊙159

1. Who will help?
2. Who will help us?
3. Who will help us today?

Commands:

⊙160

1. Come.
2. Come here.
3. Come with me.

Non-final intonation

Non-final intonation refers to the intonation pattern that does not include the ending of the sentence. The underlined part of the dialogue illustrate the non-final intonation.

⊙161

- A: Who’s gonna help us today?
B: Mary said she’d help, but...
A: Good. Where is she?

Common situations for the unfinished “sentence” in the compound structure:

⊙162

1. I’d wanted to go, *but* I had something else to do.
2. I opened the door *and* found a box lying on the floor.

Unfinished “sentences” in the complex structure:

⊙163

1. If you were my friend, I’d help you.
2. When he left the house, he looked happy.
3. He looked happy when he left the house.

Unfinished “sentences” in the parenthetical structure:

⊙164

1. Peter, can you do me a favor?
2. You know, there is nothing I can do now.
3. The reason I missed the test, Mr. White, is that I was sick last week.

Unfinished “sentences” in the appositive structure:

⊙165

1. *Romeo and Juliet*, one of Shakespeare’s plays, is still on the required reading list.
2. Professor White, our new computer instructor, didn’t come to class today.

Alternative questions (closed-choice)

⊙166

1. Would you like some tea or wine?
2. Would you like some tea, beer, or wine?
3. What would you like, tea or wine?

Alternative questions (open-choice)

⊙167

1. Would you like some tea, beer, wine, (...or anything else)?
2. What would you like, tea, beer, wine, (...or anything else)?
3. Would you like some coffee, soda, water, (...or anything else)?

Series items

⊙168

1. I need a pen, some ink, and a brush.
2. Mr. Egan has always been energetic, intelligent, and ambitious.

Tag questions (eliciting confirmation)

⊙169

1. Wonderful day, isn’t it?
2. We should really study hard, shouldn’t we?

Tag questions (asking for information)

⊙170

1. John is a good student, isn't he?
2. He doesn't know I'm here, does he?

Echo-questions

⊙171

Dialogue 1:

- A: What are you doing here?
B: What am I doing? I'm cleaning your office.

⊙172

Dialogue 2:

- A: What are you doing?
B: I'm fixing my car.
A: Sorry. What are you doing?
B: I said I am fixing my car.

Speakers' attitude can be signaled through the use of pitch variation in intonation patterns. If a person raise his pitch, he may be indicating surprises, disbelief, etc. If a person lower his pitch, he may be indicating anger. If a person narrow his pitch range, he may be showing his indifference or boredom.

Strong emotion of disbelief, surprise, anger, etc.

⊙178 Surprise

- A: Where's John
B: John left yesterday.
A: He left?! I thought he would stay longer.

⊙179 Disbelief

- A: John left yesterday.
B: He left?! I can't believe it?

⊙180 Anger

- A: John left yesterday.
B: He left?! How could he do this to me?

⊙181 Indifference

- A: John left yesterday.
B: He left. So what? You can find someone else.

Conclusion: The correct intonation

⊙182

- | | |
|--|---|
| 1. Who wants to come? | a. <i>John</i> wants to come to the dinner party tonight. |
| 2. Does he have to come? | b. No, but he <i>wants</i> to come to the dinner party tonight. |
| 3. What did you say? To the tea party? | c. No. I said he wants to come to the <i>dinner</i> party tonight. |
| 4. Did you say tomorrow night? | d. No. I said he wants to come to the dinner party <i>tonight</i> . |

ξ8 The intonation of a monologue

How to read the whole passage with stressed syllables and focus words:

⊙183

“OK, today we’ll continue our discussion of pollution. ... Yesterday we defined pollution. ... Today we’ll talk about the impact of pollution ... its far-reaching effects. Many people think pollution is just a problem for scientists ... but it’s not just a problem for scientists. It’s a problem that affects everyone ... since it affects human lives, it’s a health problem ... since it affects property, it’s an economic problem ... and since it affects our appreciation of nature, it’s an aesthetic problem.”

⊙184

“Good evening, ladies and gentleman, and welcome. I’m sure we have all heard the expression, “Think Green.” Tonight we are going to talk about ways that we can “Act Green” in our everyday lives. The best place to start, of course, is in the home. Every day, people all over the world are hurting the environment without even knowing it. For example, busy families buy paper napkins and plastic food wrap at the supermarket. This helps them save time on housework, but after these things have been used, what happens to them? They go in the trash. In many places, especially in North America, big cities are running out of places to throw their trash. What can we do about this?”

⊙185

⊙s1

/iy/ BCDEGPTVZ

/ε/ FLMNSX

/ey/ AHJK

/ju/ QUW

/ay/ IY