

ENGLISH PHONETICS – SEMINAR HANDOUTS

selected from: Roach, P.: *English phonetics and phonology*. 3rd ed. Cambridge: CUP. 2000.

AUDIO UNIT 2 English short vowels

The exercises in this Audio Unit practise the six short vowels introduced in chapter 2. When pronouncing them, you should take care to give the vowels the correct length *and* the correct quality.

Exercise 1 Repetition

Fill in the pronunciation of the given words. Listen and repeat:

ɪ	bit	[]	bid	[]	him	[]	miss	[]
e	bet	[]	bed	[]	hen	[]	mess	[]
æ	bat	[]	bad	[]	ham	[]	mass	[]
ʌ	cut	[]	bud	[]	bun	[]	bus	[]
ɒ	pot	[]	cod	[]	Tom	[]	loss	[]
ʊ	put	[]	wood	[]	pull	[]	push	[]

Exercise 2 Identification

Write the symbol for the vowel you hear in each word. (1 . . . 10) Check your answers.

1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10.[]

Exercise 3 Production

When you hear the number, pronounce the word (which is given in spelling and in phonetic symbols). Repeat the correct pronunciation when you hear it. Example: 1. 'mad'

1. mad mæd	4. bet bet	7. put pʊt	10.man mæn
2. mud mʌd	5. cut kʌt	8. pot pɒt	11.fun fʌn
3. bid bɪd	6. cot kɒt	9. men men	12.fan fæn

Exercise 4 Short vowels contrasted

Listen and repeat (words given in spelling):

ɪ and e	bit bet tin ten fill fell build belt lift left
e and æ	hem ham set sat peck pack send sand wreck rack
æ and ʌ	lack luck bad bud fan fun stamp stump flash flush
ʌ and ɒ	dug dog cup cop rub rob stuck stock luck lock
ɒ and ʊ	lock look cod could pot put shock shook crock crook

Audio Unit 3 Long vowels, diphthongs and triphthongs

Exercise 1 Repetition

Fill in the pronunciation of the given words. Listen and repeat:

i:	beat	[]	bead	[]	been	[]	beef	[]
ɑ:	heart	[]	hard	[]	harm	[]	hearth	[]
ɔ:	caught	[]	cord	[]	corn	[]	course	[]
u:	root	[]	rude	[]	room	[]	roof	[]
ɜ:	hurt	[]	heard	[]	earn	[]	earth	[]

Exercise 2 Production

When you hear the number, pronounce the word. Repeat the correct pronunciation when you hear it.

- | | | | | |
|------------------|-------------------|-------------------|-----------------|------------------|
| 1. heard [] | 3. root [] | 5. caught [] | 7. cord [] | 9. rude [] |
| 2. been [] | 4. hearth [] | 6. heart [] | 8. beef [] | 10. earn [] |

Exercise 3 Transcription

Write the symbol for the vowel you hear in each word. (1 . . . 10) Check your answers.

1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10. []

Exercise 4 Long-short vowel contrasts

Listen and repeat (words given in spelling):

i: and ɪ	feel fill bead bid steel still reed rid been bin
ɑ: and ʌ	calm come cart cut half huff lark luck mast must
ɑ: and æ	part pat lard lad calm Cam heart hat harms hams
ɔ: and ɒ	caught cot stork stock short shot cord cod port pot
u: and ʊ	pool pull suit soot Luke look wooed wood fool full
ɜ: and ʌ	hurt hut turn ton curt cut girl gull bird bud
ɑ: and ɒ	dark dock part pot lark lock balm bomb large lodge

Exercise 5 Transcription

Write the symbol for the vowel (long or short) you hear in each word. (1 . . . 10) Check your answers.

1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10. []

Exercise 6 Repetition

Listen and repeat, making sure that the second part of the diphthong is weak. Check your answers.

eɪ	mate made main mace	aʊ	gout loud gown louse
aɪ	right ride rhyme rice	ɪə	feared Ian fierce
ɔɪ	quoit buoyed Boyne Royce	eə	cared cairn scarce
əʊ	coat code cone close	ʊə	moored fuel

Exercise 7 Transcription

Write the symbol for the diphthong you hear in each word. (1 . . . 12) Check your answers.

- | | | | | | |
|------------|------------|------------|-------------|-------------|-------------|
| 1. [] | 2. [] | 3. [] | 4. [] | 5. [] | 6. [] |
| 7. [] | 8. [] | 9. [] | 10. [] | 11. [] | 12. [] |

Exercise 8 Triphthongs – Repetition

Listen and repeat:

eɪə layer aɪə liar ɔɪə loyal əʊə lower aʊə tower

Audio Unit 4 Plosives

Exercise 1 Repetition of initial plosives

initial fortis **p, t, k** (the plosive is aspirated): paw tea car pie toe care two key tar pay
 initial lenis **b, d, g** (practically no voicing of the plosive): bee door go bear do gear boy dear bough day
 initial **sp, st, sk** (the plosive must be unaspirated): spy store ski spare steer score spear stay sky spar

Exercise 2 Repetition of final plosives

In the pairs of words in this exercise one word ends with a fortis plosive and the other ends with a lenis plosive. Notice the length difference in the vowel. Listen to each pair and repeat:

fortis followed by lenis: mate made rope robe leak league cart card back bag
 lenis followed by fortis: code coat bid bit lobe lope heard hurt brogue broke

Exercise 3 Identification of final plosives

You will hear the twenty words of Exercise 2. Each will be one of a pair. You must choose whether the word is the one ending with a fortis plosive or the one ending with a lenis plosive; when you hear the word, say "fortis" if you heard the word on the left, or "lenis" if you heard the word on the right. You will then hear the correct answer and the word will be said again for you to repeat.

Example: 'coat'

coat code	leak league	lope lobe	bit bid
mate made	bit bid	broke brogue	broke brogue
leak league	rope robe	back bag	back bag
coat code	mate made	lope lobe	rope robe
hurt heard	hurt heard	cart card	cart card

Each of the words which follow ends with a plosive. Write the symbol for each plosive when you hear the word. Each will be said twice. (1 . . . 10) Check your answers.

1. [] 2. [] 3. [] 4. [] 5. [] 6. [] 7. [] 8. [] 9. [] 10.[]

Exercise 4 Repetition of words containing plosives

The following words contain several plosives. Listen and repeat:

potato topic petticoat partake cupboard decapitated pocket
carpeted bodyguard tobacco doubted decode bigoted about

Exercise 5 Reading of words in transcription

When you hear the number, pronounce the word given in transcription taking care to pronounce the plosives correctly and putting the strongest stress on the syllable preceded by the stress mark '. You will then hear the correct pronunciation which you should repeat.

dr'bert	'kɒpɪd	'bʌtəkʌp	'kʊku:	dr'keɪd
'gɑ:dɪd	'dedɪkɪtɪd	'pædək	bu:'ti:k	'æpɪtɑ:t

Audio Unit 5 Revision

Exercise 1 Vowels and diphthongs

Listen and repeat:

ɑ: and ɜ:	barn burn are err fast first cart curt lark lurk
eɪ and e	fade fed sale sell laid led paste pest late let
aɪ and ɑ:	life laugh tight tart pike park hide hard spike spark
ɔɪ and ɔ:	toy tore coin corn boil ball boy bore foil fall
əʊ and ɔ:	phone fawn boat bought code cord stoke stork bowl ball
ɪə and i:	fear fee beard bead mere me steered steed peer pea
eə and eɪ	dare day stared stayed pairs pays hair hay mare may
eə and ɪə	fare fear pair pier stare steer air ear snare sneer
ʊə and ɔ:	poor paw sure shore moor more dour door tour tore

Exercise 2 Triphthongs

Listen and repeat:

player [] tyre [] loyal [] mower [] shower []

Exercise 3 Transcription of words

You should now be able to recognise all the vowels, diphthongs and triphthongs of English, and all the plosives. In the next exercise you will hear one-syllable English words composed of these sounds. Each word will be said twice. You must transcribe these words using the phonetic symbols that you have learned in the first three chapters. When you hear the word, write it with phonetic symbols. (1 . . . 20)
Now check your answers.

Exercise 4 Production

The following are all English words; they are given only in phonemic transcription. When you hear the number you should say the word; you will then hear the correct pronunciation, which you should repeat.

ki:p	bəʊt	kʌp	dɜ:t	bɔ:k	kæb	geɪt
keəd	taɪəd	bɜ:ɪd	dʌk	kəʊp	dɒg	kaʊəd
beɪk	taɪd	bɪəd	pʊt	bʌg	daʊt	

Exercise 5 Fortis/lenis discrimination

When you hear the word, say “fortis” if you hear it as ending with a fortis consonant, and “lenis” if you hear it as ending with a lenis consonant. You will then hear the correct answer and the word will be said again for you to repeat.

right ride	bet bed	feet feed	tack tag	mate made
bat bad	leak league	right ride	rope robe	beat bead

Audio Unit 6 Fricatives and affricates

Exercise 1 Repetition of words containing fricatives

Listen and repeat (words given in spelling and transcription):

f	fin offer laugh	z	zoo lazy lose
v	vat over leave	ʃ	show washing rush
θ	thing method breath	ʒ	measure rogue
ð	these other breathe	h	hot beehive
s	sad lesser moss		

Exercise 2 Identification

Write the symbol for the fricative you hear in each word.

- initial position: (1 . . . 5)
- medial position (6 . . . 10)
- final position (11 . . . 15)

Now check your answers.

Exercise 3 Production.

When you hear the number, pronounce the word, giving particular attention to the fricatives. You will then hear the correct pronunciation, which you should repeat.

ðɪz	feɪθ	heðə	sɪ:ʃɔ:	feðəz
fɪfθ	ʃɪvəz	bɪhɪv	sɪ:ʒə	læʃɪz

Exercise 4 Repetition of fricative and affricate pairs

Listen and repeat:

- | | |
|---------------------|---|
| a) initial ʃ and tʃ | shop chop sheet cheat shoes choose |
| b) medial ʃ and tʃ | leashes leaches washing watching bashes batches |
| c) final ʃ and tʃ | mash match cash catch wish witch |
| d) medial ʒ and dʒ | leisure ledger pleasure pledger lesion legion |

Exercise 5 Discrimination between fricatives and affricates

You will hear some of the words of Exercise 4. When you hear the word, say "A" if you hear the word on

line A, or "B" if you hear the word on line B. You will then hear the correct answer and the word will be said again for you to repeat.

A ʃɒp kæʃ wɒʃɪŋ ʃuːz liːzən bæʃɪz ʃɪt leɪzə liːʃɪz wɪʃ pleɪzə mæʃ
 B tʃɒp kætʃ wɒtʃɪŋ tʃuːz liːdʒən bæʃɪz tʃɪt ledʒə liːtʃɪz wɪtʃ pledʒə mætʃ

Audio Unit 7 Further consonants

Exercise 1 Repetition of words containing a velar nasal

Listen and repeat; take care not to pronounce a plosive after the velar nasal.

hæŋ sɪŋɪŋ rʌŋ θɪŋ hæŋə rɒŋ bæŋɪŋ rɪŋ

Exercise 2 ŋ with and without g

Listen and repeat:

WORDS OF ONE MORPHEME	fɪŋgə finger	æŋgə anger	bæŋgə Bangor	hʌŋgə hunger	æŋɡl angle
WORDS OF TWO MORPHEMES	sɪŋə singer	hæŋə hanger	lɒŋɪŋ longing	rɪŋɪŋ ringing	bæŋə banger

Exercise 3 Clear ʔ and dark ʔ

Listen and repeat:

l BEFORE VOWELS lie low loose loud leak law

ɫ BEFORE PAUSE fill bell kneel pale mile kill

ɫ BEFORE CONSONANTS help filth belt failed milk Welsh

Exercise 4 The consonant ʀ

Listen and repeat, concentrating on not allowing the tongue to make contact with the roof of the mouth in pronouncing this consonant:

airɪŋ rewrite terrorist arrow rarər herring mirror roaring

Exercise 5 The consonants ʝ and ʋ

Listen and repeat:

yəʊ yawn ɪər year ɪər your weɪ way wər war wɪn win weər wear

Exercise 6 Dictation of words

When you hear the word, write it down using phonemic symbols. Each word will be said three times; you should pause your CD or tape if you need more time for writing. (1 . . . 12) Check your answers.

Audio Unit 8 Consonant clusters

Exercise 1 Devoicing of l, r, w, j

When l, r, w, j follow p, t or k in syllable-initial position they are produced as voiceless, slightly fricative sounds. Listen and repeat:

play pray pew tray twin tune clear cry queue

Exercise 2 Repetition of initial clusters

Listen and repeat:

TWO CONSONANTS

spot stone skate sphere smile snow slam switch plough twist cream pure flame shrink view thwart

THREE CONSONANTS

splay spray spew stray stew screw squash skew

Exercise 3 Final plosive-plus-plosive clusters

a) When one plosive is followed by another at the end of a syllable, the second plosive is usually the only one that can be clearly heard. In this exercise, take care not to make an audible release of the first plosive. Listen and repeat:

packed bagged dropped robbed rigged duct leapt grabbed

b) It is difficult to hear the difference between, for example, 'dropped back' and 'drop back', since in the normal pronunciation only the last plosive of the cluster (the b of back) is audibly released. The main difference is that the three-consonant cluster is longer. Listen and repeat:

grabbed both grab both
looked forward look forward

liked them like them
pegged down peg down

hopped back hop back
whipped cream whip cream

Exercise 4 Recognition

Look at the items of Exercise 3(b) above. When you hear one of them, say "A" if you hear an item from the left-hand column, or "B" if you hear one from the right-hand column. You will then hear the correct answer and the item will be said again for you to repeat.

(1 . . . 6)

Exercise 5 Final clusters of three and four consonants

helps sixths thanked edged twelfths next ranged risks reached texts

Exercise 6 Pronouncing consonant clusters

When you hear the number, say the word. You will then hear the correct pronunciation which you should repeat.

skreɪpt grʌdʒ kləʊðz skripts krʌntʃ θrəʊnz plʌndʒd kwentʃ

Audio Unit 9: Weak syllables

Exercise 1 Schwa

TWO-SYLLABLE WORDS WITH WEAK FIRST SYLLABLE AND STRESS ON THE SECOND SYLLABLE Listen and repeat:

about ahead again	obtuse oppose offend	suppose support suggest
forget forsake forbid	perhaps per cent perceive	survive surprise survey

TWO-SYLLABLE WORDS WITH WEAK SECOND SYLLABLE AND STRESS ON THE FIRST SYLLABLE Listen and repeat:

ballad Alan necklace	melon paddock purpose	hundred sullen open
circus autumn album	tankard custard standard	juror major manor
longer eastern mother	nature posture creature	ferrous vicious gracious
thorough borough	saviour succour colour	

THREE-SYLLABLE WORDS WITH WEAK SECOND SYLLABLE AND STRESS ON THE FIRST SYLLABLE Listen and repeat:

workday roundabout	customer pantomime	perjury venturer
standardize jeopardy	wonderland yesterday	

WEAK INITIAL SYLLABLES Listen and repeat: excite exist inane device resume relate effect ellipse

WEAK FINAL SYLLABLES Listen and repeat: city funny easy busy many lazy only lady

Exercise 3 Syllabic 'r'

Listen and repeat:

bottle	muddle	tunnel	wrestle
bottled	muddled	tunnelled	wrestled
bottling	muddling	tunnelling	wrestling

Exercise 4 Syllabic 'n'

Listen and repeat:

burden	frighten	listen
burdened	frightened	listened
burdening	frightening	listening

Exercise 5 Transcription

Transcribe the following words when you hear them, giving particular attention to the weak syllables. Each word will be said twice. If you need more time for writing, pause your CD or tape and restart it when you are ready for the next word. (1 . . . 10) Now check your answers.

Audio Unit 10 Word stress

Exercise 1 Stress marking

When you hear the word, repeat it, then place a stress mark (') before the stressed syllable.

enemy collect capital carnation paradise subtract elephant observer profit entertain

Exercise 2 pronouncing from transcription

The following are British place names. When you hear the number, pronounce them with the stress as marked. You will then hear the correct pronunciation, which you should repeat.

'ʃrəʊzbɪ
wɒlvə'hæmptən
nɔ:'θæmptən
'beɪzɪŋstəʊk

pɒl'perəʊ
æbə'rɪswəθ
dʌn'di:

æbə'di:n
'bɜ:mɪŋəm
'kæntəbɪ

Exercise 3 Placing stress on verbs, adjectives and nouns

When you hear the number, pronounce the word with the appropriate stress. You will then hear the correct pronunciation, which you should repeat.

TWO-SYLLABLE WORDS

VERBS deceive sharpen collect pronounce copy object conquer record polish depend
ADJECTIVES easy complete major alone below yellow early sublime heavy alive
NOUNS bishop aspect affair carpet defeat office array patrol dentist autumn

THREE-SYLLABLE WORDS

VERBS entertain resurrect abandon deliver interrupt elicit commandeer imagine determine separate
ADJECTIVES important enormous derelict decimal abnormal insolent fantastic negative accurate unlikely
NOUNS furniture disaster disciple ambulance quantity cathedral holocaust transistor accident tomato

Audio Unit 11 Complex word stress

Exercise 1 Stress-carrying suffixes

When you hear the number, pronounce the word with stress on the suffix. You will then hear the correct pronunciation which you should repeat.

-ain: entertain -ee: refugee -eer: mountaineer -ese: Portugese -ette: cigarette -esque: picturesque

When you hear the stem word, say the word with the given suffix, putting the stress on that suffix. In these examples, a secondary stress comes on the penultimate syllable of the stem.

employ employee	engine engineer	Sudan Sudanese	usher usherette
absent absentee	profit profiteer	Peking Pekinese	statue statuette

Exercise 2 Neutral suffixes

When you hear the stem word, add the suffix, without changing the stress.

comfort comfortable	anchor anchorage	refuse refusal	wide widen
wonder wonderful	amaze amazing	devil devilish	bird birdlike
power powerless	hurried hurriedly	punish punishment	yellow yellowness
poison poisonous	glory glorify	other otherwise	fun funny

Exercise 3 Stress-moving suffixes

When you hear the stem word, say it with the suffix added and put the stress on the last syllable of the stem

advantage	advantageous	photograph	photography	proverb	proverbial
injury	injurious	tranquil	tranquility	hurried	hurriedly
climate	climatic	reflex	reflexive	embryo	embryology

Exercise 4 Compound words

When you hear the number, say the item.

a) First element adjectival, stress on second element.

loudspeaker bad-tempered headquarters second-class three-wheeler

b) First element nominal, stress on first element.

typewriter car-ferry sunrise suitcase tea-cup

c) Mixture of type (a) and (b).

long-suffering gunman shoelace red-blooded gear-box overweight

Exercise 5 Word-class pairs

You will hear the number of the item and its word-class. Stress the second syllable if it is a verb; stress the first syllable if it is a noun or adjective.

abstract A conduct V contract N contrast V desert N escort N export V import N insult V object N perfect A permit V present A produce V protest N rebel V record N subject N

Audio unit 12 Weak forms

Words occurring in their weak forms are printed in smaller type than stressed words and strong forms, e.g. 'We can wait' '

Exercise 1 Sentences for repetition

Listen and repeat:

we can wait for the bus

how do the lights work?

there are some new books I must read

she took her aunt for a drive

the basket was full of things to eat

why should a man earn more than a woman?

You ought to have your own car.

He wants to come and see us at home.

Have you taken them from that box?

It's true that he was late, but his car could have broken down.

I shall take as much as I want.

Why am I too late to see him today?

Exercise 2 Weak forms with pre-vocalic and pre-consonantal forms

DIFFERENT VOWELS

When you hear the number, say the phrase, using the appropriate weak form:

the apple the pear to Edinburgh to Leeds so do I so do they

LINKING CONSONANT

an ear, a foot, her eyes, her nose, your uncle, your friend, for Alan, for Mike, there aren't, there couldn't, these are ours, these are mine, you were out, you were there

Exercise 3 Transcription

(Note: this exercise is a long one, and it is possible to go directly to Exercise 4 if wished.)

Write the following sentences in transcription, taking care to give the correct weak forms for the words printed in smaller type.

Leave the rest of the food for lunch.

Aren't there some letters for her to open?

Where do the eggs come from?

Read his book and write some notes.

At least we can try and help.

Exercise 4 Pronunciation of weak forms

This exercise uses the sentences of Exercise 3. When you hear the number, say the sentence, giving particular attention to the weak forms. (1 . . . 5)

Audio Unit 13 Revision

Exercise 1 Reading unfamiliar words from transcription

The following are British place names written in transcription. When you hear the number, say the word, making sure that the stress is correctly placed. You will then hear the correct pronunciation, which you should repeat.

'kəʊltʃɪstə	kɑː'lail	'herɪfəd	'skʌnθɔːp
glə'mɔːgən	həli'hed	'fræmlɪŋəm	səʊθ'end
'tʃeltnəm	ˌɪnvə'nes		

Exercise 2 Transcription of unfamiliar words

The following are also place names. Each will be said twice; write what you hear in transcription, including stress marks. (1. . . 10) Now check your transcriptions with the correct version.

Exercise 3 Stress placement in sentences

Put a stress mark ' before each syllable you would expect to be stressed in the following sentences. For example, given the sentence 'I think I'll be late for work' you should mark the words 'think', 'late' and 'work' like this: I think I'll be late for work.

James decided to type the letter himself.

The plane was approaching the runway at high speed.

Try to see the other person's point of view.

You put your brakes on when the light turns to red.
In a short time the house was full of children.

Exercise 4 Pronunciation of stressed syllables

When you hear the number, say the sentence from the list in Exercise 3 taking care to stress the correct syllables. You will then hear the correct version, which you should repeat. (1 . . . 5)

Exercise 5 Weak forms

In the following sentences, those words which are not stressed must be pronounced in their weak forms. When you hear the number, say the sentence:

here's a present for your brother.
These are all the pictures that are left.
There could be a bit of rain at the end of the morning.
A few people asked him a question.
Collect your luggage before leaving the train.

Audio Unit 14 Elisions

Read this before starting this exercise

This Audio Unit gives you practice in recognising places where elision occurs in natural speech (i.e. where one or more phonemes which would be pronounced in careful speech are not pronounced). The examples are extracted from dialogues between speakers who are discussing differences between two similar pictures. Each extract is given three times. You must transcribe each item, using phonemic symbols so that the elision can be seen in the transcription. For example, if you heard 'sixth time' pronounced without the θ fricative at the end of the first word you would write sɪks taim, and the elision would be clearly indicated in this way. You can use the ^h symbol to indicate a devoiced weak vowel, as in 'potato' p^hteɪtəʊ.

ONE ELISION

- 1 a beautiful girl
- 2 we seem to have a definite one there
- 3 could it be a stool rather than a table
- 4 a fifth in
- 5 any peculiarities about that
- 6 and how many stripes on yours
- 7 well it appears to button up its got three
- 8 or the what do you call it the sill

TWO ELISIONS

- 9 by column into columns all right
- 10 diamond shaped patch
- 11 and I should think from experience of kitchen knives
- 12 what shall we do next go down

THREE ELISIONS

- 13 the top of the bottle is projecting outwards into the room

Audio Unit 15 Tones

Exercise 1 Repetition of tones

Listen and repeat:

Fall:	`yes	`no	`well	`four
Rise:	ˊyes	ˊno	ˊwell	ˊfour
Fall-rise:	˘yes	˘no	˘well	˘four
Rise-fall:	ˆyes	ˆno	ˆwell	ˆfour
Level:	ˉyes	ˉno	ˉwell	ˉfour

Exercise 2 Production of tones

When you hear the number, say the syllable with the tone indicated:

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. ˊthem | 3. ˘well | 5. ˊwhat | 7. ˘here | 9. ˊnow |
| 2. ˘why | 4. ˘John | 6. ˆno | 8. ˘you | 10. ˘end |

Exercise 3 Identification

You will hear each syllable twice. Write an appropriate tone symbol. with the tone indicated. (1 . . . 10)
Now check your answers.

Exercise 4 Production in context

When you hear the sentence, say the response with the tone indicated.

Hello, is that 661071?	ˊyes
Do you know any scientists?	˘some
Keep away from that road!	˘why
How many dogs have you got?	˘two
Have you ever heard such a terrible thing?	ˆno
What colour is your car?	˘red
Do you want my plate?	ˊplease
Don't you like it?	˘yes
You haven't seen my watch, have you?	ˊno
What was the weather like?	˘wet

Audio Unit 16 The tone-unit

Exercise 1 Identifying the tonic syllable

Listen and repeat, then underline the tonic syllable.

- | | |
|----------------------------------|--------------------------------|
| 1. We could go by bus | 6. It was too cold |
| 2. Of course it's broken | 7. Here it is |
| 3. The car was where I'd left it | 8. That was a loud noise |
| 4. How much is the biggest one | 9. We could go from Manchester |
| 5. I knew it would go wrong | 10. Have you finished |

Now check your answers.

Exercise 2 pronouncing the tonic syllable

When you hear the number, say the item with the tonic syllable in the place indicated, using a falling tone:

- | | | | |
|-------------------------|---------------------------|-------------------------|------------------------------|
| 1. Don't do <u>that</u> | 4. Write your <u>name</u> | 7. Here's my <u>pen</u> | 10. Why don't you <u>try</u> |
| 2. Don't <u>do</u> that | 5. Write <u>your</u> name | 8. Here's <u>my</u> pen | 11. Why don't <u>you</u> try |
| 3. <u>Don't</u> do that | 6. <u>Write</u> your name | 9. <u>Here's</u> my pen | 12. Why <u>don't</u> you try |
| | | | 13. <u>Why</u> don't you try |

Exercise 3 Repetition of tone-units

Listen and repeat, trying to copy the intonation exactly; no transcription is given.

What time will they come
A day return to London
The North Pole would be warmer
Have you decided to buy it
I recorded them on cassette

Exercise 4 Partial analysis of tone-units

The items of Exercise 3 will now be said again twice, and you must do the following things:

- Identify the tonic syllable and underline it.
- Identify the tone (in these items the only tones used are fall and rise).
- Identify any stressed syllables preceding the tonic syllable and place a stress mark before each.

- What time will they come
- A day return to London
- The North Pole would be warmer
- Have you decided to buy it
- I recorded them on cassette

Now check your transcription.

Audio Unit 17 Intonation

Exercise 1 Repetition of tonic syllable plus tail

Listen and repeat, taking care to continue the pitch movement of the tone over the tail:

- | | | |
|---------------------------|------------------------------|-----------------------------|
| ` <u>Bill</u> · bought it | ` <u>Four</u> of them · came | ` <u>Why</u> do you · do it |
| ` <u>Bill</u> · bought it | ` <u>Four</u> of them · came | ` <u>Why</u> do you · do it |
| ˘ <u>Bill</u> · bought it | ˘ <u>Four</u> of them · came | ˘ <u>Why</u> do you · do it |
| ˘ <u>Bill</u> · bought it | ˘ <u>Four</u> of them · came | ˘ <u>Why</u> do you · do it |

Exercise 2 Production of tonic syllable plus tail

The items from Exercise 1 will be used again. When you hear the number, say the item with the tone that is marked. (1 . . . 12)

Exercise 3 High and low head

The following tone-units will be repeated with high and low heads. Listen and repeat:

'Taxes have 'risen by 'five per cent
,Taxes have ,risen by ,five per cent

'Havent you 'asked the 'boss for ,more
,Havent you ,asked the ,boss for ,more

We 'dont have 'time to 'read the paper
We ,dont have ,time to ,read the paper

'Wouldnt you 'like to 'read it on the ,train
,Wouldnt you ,like to ,read it on the ,train

Exercise 4 Transcription of tone-units

Each item will be pronounced as one tone-unit, and will be heard three times. You must do the following things:

- Identify the tonic syllable and underline it.
- Decide which tone it carries (only \sim , \vee and \wedge are used in this exercise) and put the appropriate tone-mark before the tonic syllable.
- Listen for stressed syllables preceding the tonic syllable and mark them high ($^$) or low ($^$).
- Listen for stressed syllables in the tail and mark them (if there are any) with a raised dot (\cdot).

- | | |
|---|--|
| 1. Now heres the weather forecast | 6. Have you ever considered writing |
| 2. You didnt say anything about rates | 7. That was what he c1aimed to be |
| 3. A few years ago they were top | 8. We try to do our shopping in the market |
| 4. No-one could say the cinema was dead | 9. But I never go there now |
| 5. Is there anything you wouldnt eat | 10. It wouldnt be difficult to find out |

Now check your transcriptions. If there is time, you will find it useful to go back to the start of Exercise 4 and practise repeating the items while looking at the transcriptions.

Audio Unit 18 Intonation: extracts from conversation

The following extracts are from the same recorded conversations as were used in Audio Unit 14. Each extract will be heard three times, with four or five seconds between repetitions. Mark the intonation; the instructions for how to do this are given in the text for Audio Unit 17, Exercise 4. In addition, for numbers 10-16 you will need to use the vertical line | to separate tone-units. You should expect this tape to be more difficult than previous intonation tapes!

Transcription

ONE TONE-UNIT

- | | |
|-------------------------------------|--|
| 1. it looks like a French magazine | 6. well dark hair |
| 2. the television is plugged in | 7. more than halfway |
| 3. does your colander have a handle | 8. but er not in the other corners |
| 4. ('s) a flap on it | 9. a sort of Daily Sketch format newspaper |
| 5. you tell me about yours | |

TWO TONE-UNITS

10. on the top on the lid
11. well they're on alternate steps they're not on every step
12. what about the vent at the back
13. and a lady's handbag hanging on a nail on the wall
14. you do the left hand bit of the picture and I'll do the right hand bit
15. we're being very particular but we just haven't hit upon one of the differences yet

THREE TONE-UNITS

16. and what about your television two knobs in the front

Now check your intonation marking.

Audio Unit 19 Transcription of connected speech

Listen to the recording on which this exercise is based:

it was rather frightening because there there are scores of these bicycles and er you really have to have your wits about you all the time because the you know they stop suddenly and it's awkward because the traffic regulations are more honoured in the breach than the observance I'm not in not really sure what regulations there are er for instance the er traffic lights red red lights do not apply if you're turning right erm which means that if you're coming up to a traffic light and there's erm someone stopped who wants to go straight on or turn left and you want to turn right then you pull out overtake them and then cut across in front.

The above passage will now be heard divided up into 27 tone-units, each of which will be heard three times. Incomplete tone-units (those without a nucleus) are omitted. The main object of the exercise is to transcribe the intonation; however, for a harder exercise taking more time, you can also write a transcription using phonemic symbols plus any non-phonemic symbols you may need. The transcription given in the answers section is in this form.

it was rather frightening
because there there are scores
of these bicycles
you really have to
have your wits about you
all the time
because the you know they stop suddenly it's awkward
because the traffic regulations
are more honoured in the breach
than the observance
I'm not in not really sure what regulations there are
for instance
the er traffic lights
red red lights
do not apply
if you're turning right
which means that
if you're coming up to a traffic light someone stopped

who wants to go straight on
or turn left
and you want to turn right
then you pull out

Now check your transcription.

Audio Unit 20 Further practice on connected speech

Exercise 1 Dictation

You will hear five sentences spoken rapidly. Each will be given three times. Write each sentence down in normal spelling. (1 . . . 5) Compare what you have written with the correct version.

Exercise 2 Transcription

Now skip back to the previous track on the CD or wind your tape back and listen to the above sentences again; this time *transcribe* what you hear, using mainly phonemic symbols but also using raised h (^h) to indicate a weak voiceless vowel, as in p^htɛɪtəʊ Do not mark intonation. (1 . . . 5)

Exercise 3 Reading intonation

When you hear the number, say the sentence with the intonation indicated. You will then hear the correct pronunciation, which you should repeat.

1. I ,thought you were on ,holiday this ·week
2. ~Some ·day | Im ,going to get ,round to ,mending the ,fuse
3. There were a ,lot | 'not just 'one or ~two
4. 'Didnt 'anyone 'try to ,stop them
5. 'Leave it till 'after youve 'had some ,tea | ,otherwise youll be ,too ,full to ,eat