English Pronunciation

Ching Kang Liu

National Taipei University
Contents

Chapter 1  The symbols of English consonants and vowels  3
Chapter 2  The vowel space  
Chapter 3  The vowel space and the vowel movement  6
Chapter 4  The consonant  38
Chapter 5  The clusters of English consonants  61
Chapter 6  The pronunciation of inflections  64
Chapter 7  Assimilation and deletion  68
Chapter 8  Word stress and the stress of intonation units  75
Chapter 9  Intonation  80
Part One

The Sound System:
The Vowel and the Consonant of English
## Chapter 1
Symbols of English Consonants and Vowels

### 01 English Consonant Symbols

<table>
<thead>
<tr>
<th>Voiced</th>
<th>Voiceless</th>
</tr>
</thead>
<tbody>
<tr>
<td>[b] boat  verb</td>
<td>[p] post  stop</td>
</tr>
<tr>
<td>[d] deed  lead</td>
<td>[t] tease  seat</td>
</tr>
<tr>
<td>[g] god   dog</td>
<td>[k] kiss   sick</td>
</tr>
<tr>
<td>[v] verb  brave</td>
<td>[f] fish   leaf</td>
</tr>
<tr>
<td>[ð] those smooth</td>
<td>[θ] thief  teeth</td>
</tr>
<tr>
<td>[z] zoo   ooze</td>
<td>[s] sick   kiss</td>
</tr>
<tr>
<td>[ʒ] usual pleasure</td>
<td>[ʃ] shake  cash</td>
</tr>
<tr>
<td>[h] home  heir</td>
<td></td>
</tr>
<tr>
<td>[dʒ] judge ginger</td>
<td>[tʃ] check catch</td>
</tr>
<tr>
<td>[m] mate  tame</td>
<td></td>
</tr>
<tr>
<td>[n] net   ten</td>
<td></td>
</tr>
<tr>
<td>[ŋ] sing  singer</td>
<td></td>
</tr>
<tr>
<td>[l] life   clear</td>
<td></td>
</tr>
<tr>
<td>[r] road  door</td>
<td></td>
</tr>
<tr>
<td>[ɾ] bell  file</td>
<td></td>
</tr>
<tr>
<td>[j] yes   year</td>
<td></td>
</tr>
<tr>
<td>[w] war   weird</td>
<td></td>
</tr>
</tbody>
</table>
### English Vowel Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[i]</td>
<td>eat</td>
<td>see</td>
<td>seed</td>
</tr>
<tr>
<td>[ɪ]</td>
<td>it</td>
<td>bid</td>
<td>bit</td>
</tr>
<tr>
<td>[e]</td>
<td>ate</td>
<td>lay</td>
<td>laid</td>
</tr>
<tr>
<td>[ɛ]</td>
<td>Ed</td>
<td>bed</td>
<td>bet</td>
</tr>
<tr>
<td>[æ]</td>
<td>at</td>
<td>bad</td>
<td>bat</td>
</tr>
<tr>
<td>[ɑ]</td>
<td>odd</td>
<td>god</td>
<td>got</td>
</tr>
<tr>
<td>[ɔ]</td>
<td>all</td>
<td>taw</td>
<td>taught</td>
</tr>
<tr>
<td>[o]</td>
<td>owe</td>
<td>low</td>
<td>load</td>
</tr>
<tr>
<td>[u]</td>
<td>could</td>
<td>good</td>
<td>put</td>
</tr>
<tr>
<td>[u]</td>
<td>took</td>
<td>do</td>
<td>food</td>
</tr>
<tr>
<td>[ʌ]</td>
<td>ooze</td>
<td>do</td>
<td>food</td>
</tr>
<tr>
<td>[A]</td>
<td>us</td>
<td>buzz</td>
<td>but</td>
</tr>
<tr>
<td>[ə]</td>
<td>ago</td>
<td>salad</td>
<td>fantasy</td>
</tr>
<tr>
<td>[ɑ]</td>
<td>doctor</td>
<td>father</td>
<td></td>
</tr>
<tr>
<td>[ə]</td>
<td>first</td>
<td>early</td>
<td>alert</td>
</tr>
<tr>
<td>[ai]</td>
<td>eye</td>
<td>lie</td>
<td>lied</td>
</tr>
<tr>
<td>[ɔ]</td>
<td>light</td>
<td>allow</td>
<td>loud</td>
</tr>
<tr>
<td>[au]</td>
<td>out</td>
<td>about</td>
<td></td>
</tr>
<tr>
<td>[ɔɪ]</td>
<td>oy</td>
<td>boy</td>
<td>void</td>
</tr>
<tr>
<td></td>
<td>voice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2
The vowel space

1 The basic notion of English vowels

<table>
<thead>
<tr>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>/ɪ/</td>
<td>/u/</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>/ɜ/</td>
<td>/ʊ/</td>
</tr>
<tr>
<td>/e/</td>
<td>/ə/</td>
<td>/o/</td>
</tr>
<tr>
<td>/ɛ/</td>
<td>/ʌ/</td>
<td>/ɔ/</td>
</tr>
<tr>
<td>/æ/</td>
<td>/ɑ/</td>
<td></td>
</tr>
</tbody>
</table>

High
Mid
Low
Chapter 3
The vowel space and the vowel movement

1. The vowels /i/ & /u/

Compare the vowel movements of /i/ and /u/ (American English “heed” vs. “hid”)

![Graph comparing vowel movements of /i/ and /u/](image-url)
03 The vowel /i/

/i/母音的發音要領

發此音時，雙脣自然舒展，臉頰肌肉自然放鬆，無須用力，舌根自口腔上方持續向上推移，舌面貼近上顎前緣，上下牙齒微開（幾近閉合），待母音消逝後，才可把舌根放鬆。

1. e  
2. bee  
3. D  
4. tea  
5. fee  

ease  
bead  
deed  
tease  
feed  
eat  
beat  
deep  
teeth  
feet

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

04 The vowel /i/ in -y

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 /i/

/i/母音的發音要領

發此音時，雙唇及臉頰肌肉自然放鬆，舌根放鬆，讓舌面靠近上顎前緣，但不需像發/i/時貼近。換言之，發/i/時，舌頭位置比發/i/時稍低，且舌根得持續向下放鬆。

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 /i/ and /ɪ/

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.
1.1 字母拼讀與母音 /i/ 的對應關係

Fundamental rules for the vowel /i/

<table>
<thead>
<tr>
<th>與 KK 音標相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>大多數與 /i/ 對應字母為 e, ee, ea, ie, ey。</td>
</tr>
</tbody>
</table>

Examples:

1. (_ )e e—(pronounced as an /i/ vowel)
   
   "_" refers to "a consonant" (子音)
   
   "_" refers to "a consonant" (子音)

   eve    these    Pete    delete    impede
   complete

2. (_ )ee (_)—(pronounced as an /i/ vowel)

   see    bee    meet    keep    need    week    sleep

3. (_ )ea (_)—(pronounced as an /i/ vowel)

   eat    tea    meat    real    lead    team    mean

   Exceptions

   (_ )ea (_) pronounced as /e/: great, steak
   (_ )ea (_) pronounced as /ɛ/: head, bread, breath, instead

4. c/sei (_)—(pronounced as /i/ and "i" is silent)

   receive    seize    ceiling    deceive

5. ch/sh/thie (_)—(pronounced as /i/ and "i" is silence)

   chief    thief    shield    achieve

6. (_ )e—(be pronounced as /i/)

   be    he    she

   Exceptions

   (_ )e pronounced as /a/: the, breathe
1.2 字母拼讀與母音 /i/ 的對應關係

Fundamental rules for the vowel /i/

<table>
<thead>
<tr>
<th>與 KK 音標相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 與 /i/ 對應字母為 i。</td>
</tr>
<tr>
<td>2. 與 /i/ 對應字母亦常為子音節的 y; 其發音方式與 /i/ 同。</td>
</tr>
</tbody>
</table>

Examples:

1. (__)i—(pronounced as an /i/ vowel)

   pig  hit  kid  sit  fix  tip  hip

2. (__)y —(labeled as /i/ in KK, but pronounced as an unstressed /i/ vowel)

   city  pity  silly  pretty  beauty  really

“_” refers to "a consonant" （子音）
**The vowels /ɛ/ and /e/**

Compare the vowel movements of /ɛ/ and /e/ (American English “hade” vs. “head”)

---

**07 The vowel /ɛ/**

/ɛ/母音的發音要領

發此音時，雙脣自然放鬆，上下牙齒間半開，然後舌根自口腔中上方持續向口腔中間方向自然放鬆。

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.
The vowel /e/

/e/母音的發音要領
發此音時，雙脣自然舒展，臉頰肌肉自然放鬆，上下牙齒間半開，然後舌根自口腔中上方持續快速向上推移，直到聽到/i/聲為止。/e/是由/ɛ/和部分/i/所組成的雙母音。

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?

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.
Fundamental rules for the vowel /e/

Examples:

1. (_)a_e—(pronounced as an /e/ vowel)
   date  case  late  sake  page  ate  age

2. (_)ai_—(pronounced as an /e/ vowel)
   wait  rain  jail  paid  fail  aid  aim

   Exceptions
   (_)ai(_) pronounced as /ɛ/: said

3. (_)ay(_)—(pronounced as an /e/ vowel)
   say  day  pay  way  days  pays  gays

   Exceptions
   (_)ay(_) pronounced as /ɛ/: says

4. (_)a(_)ion—(pronounced as an /e/ vowel)
   station  relation  vacation  occasion
### 2.2 字母拼讀與母音/ε/的對應關係

**Fundamental rules for the vowel /ε/**

<table>
<thead>
<tr>
<th>與 KK 音標相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 大多數與/ε/對應字母為 e 。</td>
</tr>
<tr>
<td>2. /ε/亦對應有 r 緊接在後的 a 及 ai。a 與 ai 原來均發 /e/ 母音，但因後接 /tr/ 子音，故在口語時常發成/ε/母音（參閱ξ2.1）。</td>
</tr>
</tbody>
</table>

**Examples:**

1. (___)e—(pronounced as an /ε/ vowel)
   - bed, let, get, set, red, pet, net

2. (___)are—(be pronounced as /εr/)
   - care, hare, dare, ware, rare, share

3. (___)air(____)—(be pronounced as /εr/)
   - air, hair, pair, fair, chair
3. **The vowels /æ/ and /ɛ/**

   Compare the vowel movements of /æ/ and /ɛ/ (American English “had” vs. “head”)

![Diagram showing vowel movements](image)

10. **The vowel /æ/**

    /æ/ 母音的發音要領

    發此音時，下顎根部向下拉開（如剛開始打哈欠狀），上下牙齒間隔自然拉開，舌頭下壓貼住下顱，但舌部肌肉要放鬆。口腔肌肉會因下顎根部向下拉開而稍有緊縮狀態，雙脣也因此會自然呈微笑狀。

1. **Sentences:**
   1. I’m not mad, but I’m sad.
   2. I’m glad that Jack is back.
Contrast /ɛ/ and /æ/

1. X
2. bed
3. dead
4. left
5. guess

ax
bad
dad
laughed
gas

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

Fundamental rules for the vowel /æ/

Examples:
1. ( )a— (pronounced as an /æ/ vowel)
   catdadgasratatasad
   rapidgraduateattackattractive

“_” refers to “a consonant” (子音)
§4 The vowels /a/ and /ʌ/

Compare the vowel movements of /a/ and /ʌ/ (American English “hot” vs. “hutment”)

12 The vowel /a/

/a/母音發音要領

/a/爲緊音 (tense vowel)，發此音時，下顎根部向下拉開到最大範圍（如打哈欠狀），雙唇自然張開，但無需刻意張大；上下牙齒間的開口亦隨之張大。舌頭下壓貼住下顎，讓發音點貼近喉頭處。

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.
The vowel /ʌ/

/ʌ/ 母音發音要領

/ʌ/ 爲鬆音 (lax vowel)，發此音時，雙唇自然舒展，臉頰肌肉自然放鬆，無須用力，舌根放鬆，讓聲音介於 /ə/ 與 /a/ 之間。

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.

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
Contrast the vowels /ʌ/ and /ə/

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.

§4.1 字母拼讀與母音/ə/的對應關係

When to pronounce /ə/

<table>
<thead>
<tr>
<th>與 KK 音標相對應的字母</th>
</tr>
</thead>
</table>
| 發/ə/音者大多為字母 o 、出現在 r 前面的 a (如 party) 或少數 a (如 father, wash)。

Fundamental rules for the vowel /ə/

Examples:

1. (_)o—(pronounced as an /ə/ vowel)
   - hot job nod not fox jog God

2. (_)ar(_)—(be pronounced as /ar/)
   - hard bark car bar jar cart

Special examples:
   - father wash watch
When to pronounce /ʌ/

<table>
<thead>
<tr>
<th>與 KK 音標相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>大多數與 /ʌ/ 對應字母為 u 及少數 ou (如 trouble)。</td>
</tr>
</tbody>
</table>

Fundamental rules for the vowel /ʌ/

Examples:

( _)u_—(pronounced as an /ʌ/ vowel)

`cup  cut  bug  hut  but  luck  hug`

Exceptions:

1. ( _)o_—(pronounced as an /ʌ/ vowel)
   `other  another  brother  mother  government`

2. _ou _—(pronounced as an /ʌ/ vowel)
   `double  trouble`
§ 5 The vowel /ɔ/ and /o/

Compare the vowel movements of /ɔ/ and /o/  
(American English “low” vs. “law”)

/ɔ/母音發音要領

發此音時，下顎微張，且確定保持微張的姿勢不變一直到母音消失為止。發音點起自口腔中、後方，舌頭向下平放，聲點維持不動。雙唇自然張開。與/a/相較之下，/ɔ/的發音點略高。

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/

/o/母音發音要領

發此音時，發音點起自口腔中、後方，藉舌根向上推移，把聲點推向口腔的後、上方，而形成聲音由/o/轉成/u/的現象。發此音時，口形會因口腔內部舌位由中滑升到高位置的變化而由半開逐漸縮小。

1. oh      ode      oat
2. bow (n.) 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.


§5.1 字母拼讀與母音/ɔ/的對應關係

When to pronounce /ɔ/

<table>
<thead>
<tr>
<th>與/ɔ/母音相對應的字母</th>
<th>發此音者大多為字母 o, oa 或 ow。</th>
</tr>
</thead>
</table>

Fundamental rules for the vowel /ɔ/

1. ( _)o_e—(pronounced as an /ɔ/ vowel)
   hope joke rope nose rode home rose

2. ( _)oe—(pronounced as an /ɔ/ vowel)
   toe Joe

3. ( _)oa—(pronounced as an /ɔ/ vowel)
   oak boat coat load loaf toad

4. ( _)o—(pronounced as an /ɔ/ vowel)
   so no go Jo

Exceptions

( _)o—(pronounced as an /u/ vowel)
   to do

5. ( _)ow—(pronounced as an /ɔ/ vowel)
   low grow sow glow row slow
5.2 字母拼讀與母音/ɔ/的對應關係

When to pronounce /ɔ/

<table>
<thead>
<tr>
<th>與/ɔ/母音相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>發此音者大多為字母 a, o, au, aw 及一些 ou。</td>
</tr>
</tbody>
</table>

Fundamental rules for the vowel /ɔ/

1. (_)_o_—(pronounced as an "o" vowel in British English)
   - hot, job, God, not, fox, jog, nod

2. (_)_or(_)—(pronounced as /ɔr/)
   - fork, corn, pork, Lord
   - Exceptions:
     - _or(_)—(pronounced as /ɜ/)
       - work, word, worst)

3. (_)_al_—(be pronounced as /ɔ/)
   - all, call, salt, tall, mall, ball, wall

4. (_)_au_—(be pronounced as /ɔ/ and "u" is silent)
   - fault, Paul

5. (_)_aught—(be pronounced as /ɔ/ and "ugh" is silent)
   - caught, taught, daughter

6. (_)_ought—(be pronounced as /ɔ/ and "ugh" is silent)
   - bought, sought, fought, thought

7. (_)_aw(_)—(be pronounced as /ɔ/ and "w" is silent)
   - saw, law, jaw, claw, dawn, lawn
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.
§6 The vowels /u/ and /ʊ/

Compare the vowel movements of /u/ and /ʊ/ (American English “who’d” vs. “hood”)

19 The vowel /u/

/u/ 母音發音要領

發此音時，舌根向口腔之後、上方提升，把發音點自口腔之中、上方推向中、後方，待母音消逝後，才可把舌根放鬆。雙唇自然圓化，開口小，但無需嘟出。發此音時，重要的是舌頭的位置變化，而不是口型的變化。

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?
The vowel /u/

/u/母音發音要領
發此音時，雙唇自然微張、稍圓化，但雙唇切勿嘟出。舌跟由後、上方，向口腔中間方向鬆開，發此音時，口腔及舌部肌肉儘量放鬆。

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.

Contrast the vowels /u/ 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?
6.1 字母拼讀與母音 /u/ 的對應關係

When to pronounce /u/ & /ʊ/

Fundamental rules for the vowel /u/ & /ju/

與/u/母音音標相對應的字母

發/u/母音者大多為字母 o, u, oo, ou, ew。

1. (__)oo—(pronounced as /u/)
   too  zoo  coo  tattoo  bamboo

2. (__)oo_—(pronounced as /u/, but there are exceptions)
   food  boot  tool  moon  fool  cool  tooth

   Exceptions:
   (__)oo_—(pronounced as /u/)
   good  took  hook  hood  look  foot  book

3. (__)ue—(pronounced as /u/ or /ju/)
   Sue  blue  glue  due  cue  hue

4. (__)u_e—(pronounced as /ju/)
   cute  Duke  huge  tube  mute  Luke  nude

5. (__)ui_—(pronounced as /u/)
   suit  fruit
§6.2 字母拼讀與母音/u/的對應關係

Fundamental rules for the vowel /u/

<table>
<thead>
<tr>
<th>與/u/母音音標相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>發/u/母音者大多為字母 u, oo, ou，但這些字都是在較特殊的情況下，如 u 出現在 l 或 sh 之前時；ou 出現在 l 之前時。但 oo 的情況則無規則可循。</td>
</tr>
</tbody>
</table>

There are limited rules for the vowel /u/. Below are words with the /u/ vowel:

1. _u_—(pronounced as /u/)
   - bull  full  bush  push  put

2. _ou_—(pronounced as /u/)
   - would  should  could

3. (_)oo_—(pronounced as /u/)
   - good  took  hook  hood  look  foot  book
ξ7 The vowel /ə/

/ə/母音發音要領

/ə/為弱化母音，發此音時，口腔所有發音器官放鬆，舌頭置於口腔中最放鬆的位置。發音點約在口腔中間位置。發此音時，聲音弱而短。

/ə/母音相對應的字母

發/ə/母音者大多為置於輕音節的字母如 a, e, i, o。

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 /ai/, /au/, and /ɔɪ/

23 The vowel /ai/

/ai/母音發音要領

發此雙母音時，先把下顎根部向下拉開到最大範圍發出/a/音，然後舌根自口腔下方沿著咽壁持續向上推移，把聲點推向口腔的中、上方，直到聽到/i/聲為止。上下唇也因口腔內部變化，而由「中開」便「微開」。

與/ai/母音相對應的字母

與/ai/母音相對應的字母大多為 i, y。
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.

The vowel /au/

/au/ 語音發音要領

發此雙母音時，先把下顎根部向下拉開到最大範圍發出 /a/ 音，然後舌根自口腔下方沿著咽壁持續向上推移，把聲點推向口腔的後、上方，而形成聲音由 /a/ 轉成 /u/ 的現象。上下唇也因口腔內部變化，而由「中開」便「圓化」，但無需「外凸」。

與 /au/ 語音相對應的字母

與 /au/ 語音相對應的字母大多為 ou, ow。

Sentences:
1. Just imagine two cows sitting on a couch—it’s crowded.
2. I doubt what he found in this town can count.
### The vowel /ɔ/:

<table>
<thead>
<tr>
<th>/ɔ/母音發音要領</th>
</tr>
</thead>
<tbody>
<tr>
<td>發此音時，下顎微張，且確定保持微張的姿勢不變，發出母音/ɔ/，然後舌根自口腔中上方持續向上推移，把聲點推向口腔的中、上方，直到聽到/i/聲為止。上下唇也因口腔內部變化，而由「中開」便「微開」。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>與/ɔ/母音相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>與/ɔ/母音相對應的字母大多為 oi, oy。</td>
</tr>
</tbody>
</table>

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”: /ər/, /ɜr/, /ɛr/, /ɔr/ or /ɔr/, /ər/, /aʊər/, /(j)ər/, /ɜɜ/

26 /ɪr/: vowels /i/ followed by /r/

<table>
<thead>
<tr>
<th>/ɪr/發音要領</th>
</tr>
</thead>
</table>
| /ɪr/係由兩個音素 /i/ 與 /r/ 組合而成，發此音時，舌根本來應該自口腔上方持續向上推移，舌面貼近上顎前緣，待母音消逝後，才可把舌根放鬆。但因其後緊接著 /r/ 音，發 /r/ 音的要領在於讓舌身下貼，舌根略向喉部下壓，振動聲帶，使氣流由口腔及舌之兩側流出。在母音與子音發音相背離的情況下，美國英文妥協的結果是 /i/ 母音舌根上提的部分不再強化，而讓 /r/ 音作音組的整體結尾，故在 KK 音標中，這類的母音均以「短音」或「鬆音」標註之。

<table>
<thead>
<tr>
<th>與 /ɪr/相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>與 /ɪr/ 相對應的字母大多為字母群如 ear, eer, ere。</td>
</tr>
</tbody>
</table>

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 /ɛr/ : vowels /e/ followed by /r/

/ɛr/ 韻母
/ɛr/ 是由兩個音素 /e/ 與 /r/ 組合而成，發此音時，舌根本來上移的動作受到其後緊接著的 /r/ 音的影響，在 KK 音標中，以 /ɛr/ 標註之。

與 /ɛr/ 相對應的字母
與 /ɛr/ 相對應的字母大多為字母群如 air, ear, are。

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 /ɑr/ : vowels /ɑ/ followed by /r/

/ɑr/ 韻母
/ɑr/ 是由兩個音素 /ɑ/ 與 /r/ 組合而成，發此音時，舌根本來上移的動作受到其後緊接著的 /r/ 音的影響，在 KK 音標中，以 /ɑr/ 標註之。

與 /ɑr/ 相對應的字母
與 /ɑr/ 相對應的字母大多為字母群如 air, ear, are。

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.
vowels /ɔː/ or /ə/ followed by /r/

<table>
<thead>
<tr>
<th>/ɔː/</th>
<th>發音要領</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɔː/係由兩個音素/o/~與/r/組合而成，發此音時，舌根本來上移的動作受到其後緊接著的/r/音的影響，在KK音標中，以/ɔː/標註之。</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>與/ɔː/相對應的字母</th>
</tr>
</thead>
<tbody>
<tr>
<td>與/ɔː/相對應的字母大多為字母群如 or, oar, ore, our。</td>
</tr>
<tr>
<td>1. oh or</td>
</tr>
<tr>
<td>2. bow (n.) bore</td>
</tr>
<tr>
<td>3. Poe pour</td>
</tr>
<tr>
<td>4. foe four</td>
</tr>
<tr>
<td>5. coat court</td>
</tr>
</tbody>
</table>

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/ 音發音要領

/ə/ 為 /ə/ 音與 /r/ 音結合而成，在字中均為次重音。發此音時，口腔所有發音器官放鬆，但結尾時，要讓舌身下貼，舌根略向喉部下壓，舌尖因而自然上捲，但不能太高而抵住口腔任何部分，振動聲帶，使氣流由口腔及舌之兩側流出，如發 /r/ 音的發音要領。

/r/ 音發音要領

/r/ 亦為 /ə/ 音與 /r/ 音結合而成，但在字中均為主要重音。發此音時，要領與發 /ə/ 音相同。惟因 /r/ 音為該字之最重音，故 /r/ 音會特別顯化，美國英文會更特別凸顯 /r/ 音的特質。

與 /ə/ 相對應的字母

發此音者大多為置於次重音節的字母如 er, or, ar, ir。

與 /r/ 相對應的字母

發此音者大多為置於重音節的字母如 er, or, ur, ir, ear。

<table>
<thead>
<tr>
<th>/ə/</th>
<th>Unstressed /ə/</th>
<th>stressed /r/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. probable</td>
<td>labor</td>
<td>bird</td>
</tr>
<tr>
<td>2. moveable</td>
<td>waiver</td>
<td>verb</td>
</tr>
<tr>
<td>3. potential</td>
<td>proper</td>
<td>perch</td>
</tr>
<tr>
<td>4. familiar</td>
<td>offer</td>
<td>first</td>
</tr>
<tr>
<td>5. domestic</td>
<td>wonder</td>
<td>dirty</td>
</tr>
</tbody>
</table>

Sentences:

1. The worm is busy working.
2. If you get hurt, you’d better see a doctor.
vowels /aɪ, /ɔː/ and /(j)u/ followed by /r/

/ɑɪ/ 音要領
/ɑɪ/ 由三個音素 /o/, /i/ 與 /r/ 組合而成，發此音時，先發 /aɪ/ 音，然後緊接著發 /r/ 音，讓 /r/ 音作音組的整體結尾即可。

/ɔː/ 音要領
/ɔː/ 由三個音素 /o/, /u/ 與 /r/ 組合而成，發此音時，先發 /ɔː/ 音，然後緊接著發 /r/ 音，讓 /r/ 音作音組的整體結尾。

/(j)u/ 音要領
/(j)u/ 由三個音素 /j/, /u/ 與 /r/ 組合而成，發此音時，先發 /ju/ 音，然後緊接著發 /r/ 音，讓 /r/ 音作音組的整體結尾。

與 /ɑɪ/ 相對應的字母
與 /ɑɪ/ 相對應的字母大多為字母群如 ire。

與 /ɔː/ 相對應的字母
與 /ɔː/ 相對應的字母大多為字母群如 our。

與 /(j)u/ 相對應的字母
與 /(j)u/ 相對應的字母大多為字母群如 ure 或 oor。

<table>
<thead>
<tr>
<th>/ɑɪ/</th>
<th>/ɔː/</th>
<th>/(j)u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ire</td>
<td>our</td>
<td>your</td>
</tr>
<tr>
<td>2. byre</td>
<td>bower</td>
<td>boor</td>
</tr>
<tr>
<td>3. empire</td>
<td>power</td>
<td>poor</td>
</tr>
<tr>
<td>4. fire</td>
<td>devour</td>
<td>pure</td>
</tr>
<tr>
<td>5. liar</td>
<td>flour</td>
<td>lure</td>
</tr>
</tbody>
</table>

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 4
The English Consonant

![Image of vocal anatomy](image)

## Manners of Articulation

<table>
<thead>
<tr>
<th>Manners of Articulation</th>
<th>Place of Articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilabial</td>
</tr>
<tr>
<td>Stop  塞音、閉鎖音</td>
<td>/p/</td>
</tr>
<tr>
<td>Voiceless</td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td>Fricatives  摩擦音</td>
<td>/f/</td>
</tr>
<tr>
<td>Voiceless</td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td>Affricate  爆擦音</td>
<td></td>
</tr>
<tr>
<td>Voiceless</td>
<td></td>
</tr>
<tr>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td>Nasal-voiced  鼻音</td>
<td>/m/</td>
</tr>
<tr>
<td>Liquid-voiced  流音/側音</td>
<td>/l/</td>
</tr>
<tr>
<td>Approximant / Glide  半母音</td>
<td></td>
</tr>
</tbody>
</table>
# 32 The consonant /b/

**/b/子音發音要領**
有聲子音：發此音時，先緊閉雙唇，再迅速放開雙唇，同時振動聲帶，讓聲音經由雙唇發出爆音。

<table>
<thead>
<tr>
<th>/b/-</th>
<th>-/b/-</th>
<th>-/b/</th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>Frisbee</td>
<td>lib</td>
</tr>
<tr>
<td>bid</td>
<td>forbid</td>
<td>babe</td>
</tr>
<tr>
<td>bay</td>
<td>obey</td>
<td>Bob</td>
</tr>
<tr>
<td>bell</td>
<td>rebel (v.)</td>
<td>mob</td>
</tr>
<tr>
<td>book</td>
<td>combat</td>
<td>lab</td>
</tr>
</tbody>
</table>

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

# 33 The consonant /p/

**/p/子音發音要領**
無聲子音：發此音時，不振動聲帶，先緊閉雙唇，再迅速放開雙唇，讓氣息由口腔突破雙唇而出，發出爆音。

<table>
<thead>
<tr>
<th>/p/-</th>
<th>-/p/-</th>
<th>-/p/</th>
</tr>
</thead>
<tbody>
<tr>
<td>pea</td>
<td>repeat</td>
<td>leap</td>
</tr>
<tr>
<td>pick</td>
<td>carpet</td>
<td>lip</td>
</tr>
<tr>
<td>pay</td>
<td>participate</td>
<td>grape</td>
</tr>
<tr>
<td>pause</td>
<td>depend</td>
<td>map</td>
</tr>
<tr>
<td>put</td>
<td>impact</td>
<td>stop</td>
</tr>
</tbody>
</table>

**Sentences:**
1. People in this town paid a lot to keep the public park.
2. Perhaps you should put this point into your paper.
The consonants /f/ and /v/

The consonant /v/

/v/子音發音要領
有聲子音：發此音時，上齒輕觸下唇，讓氣流由唇齒交接處摩擦而出，產生摩擦音，同時振動聲帶，變成有聲的摩擦音。

<table>
<thead>
<tr>
<th>/v/-</th>
<th>-/v/-</th>
<th>-/v/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. veal</td>
<td>1. ivy</td>
<td>1. eve</td>
</tr>
<tr>
<td>2. victory</td>
<td>2. vivid</td>
<td>2. live (v.)</td>
</tr>
<tr>
<td>3. vacant</td>
<td>3. invade</td>
<td>3. save</td>
</tr>
<tr>
<td>4. vote</td>
<td>4. seven</td>
<td>4. love</td>
</tr>
<tr>
<td>5. van</td>
<td>5. evacuate</td>
<td>5. starve</td>
</tr>
</tbody>
</table>

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

The consonant /f/.

/f/子音發音要領
無聲子音：發此音時，上齒輕觸下唇，不振動聲帶，讓氣流由唇齒交接處摩擦而出，產生摩擦音。

<table>
<thead>
<tr>
<th>/f/-</th>
<th>-/f/-</th>
<th>-/f/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fee</td>
<td>1. defeat</td>
<td>1. beef</td>
</tr>
<tr>
<td>2. fit</td>
<td>2. unfit</td>
<td>2. stiff</td>
</tr>
<tr>
<td>3. fade</td>
<td>3. deface</td>
<td>3. safe</td>
</tr>
<tr>
<td>4. fetch</td>
<td>4. affect</td>
<td>4. chef</td>
</tr>
<tr>
<td>5. foot</td>
<td>5. sofa</td>
<td>5. laugh</td>
</tr>
</tbody>
</table>

Sentences:
1. Philip refused to take food from these families.
2. Don’t laugh at the fat boy; he has suffered enough.
Contrast /b/, /p/, /v/, and /f/

<table>
<thead>
<tr>
<th></th>
<th>/b/</th>
<th>/p/</th>
<th>/f/</th>
<th>/v/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bee</td>
<td>pea</td>
<td>fee</td>
<td>V</td>
</tr>
<tr>
<td>2</td>
<td>big</td>
<td>pig</td>
<td>fig</td>
<td>vigor</td>
</tr>
<tr>
<td>3</td>
<td>bade</td>
<td>paid</td>
<td>fade</td>
<td>veil</td>
</tr>
<tr>
<td>4</td>
<td>robe</td>
<td>rope</td>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>5</td>
<td>cub</td>
<td>cup</td>
<td>cough</td>
<td>love</td>
</tr>
</tbody>
</table>

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

The consonants /t/ and /d/

The consonants /d/

<table>
<thead>
<tr>
<th></th>
<th>/d/-</th>
<th>-/d/-</th>
<th>-/d/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>deer</td>
<td>indeed</td>
<td>feed</td>
</tr>
<tr>
<td>2</td>
<td>did</td>
<td>candid</td>
<td>rid</td>
</tr>
<tr>
<td>3</td>
<td>day</td>
<td>candidate</td>
<td>fade</td>
</tr>
<tr>
<td>4</td>
<td>duke</td>
<td>indebt</td>
<td>bed</td>
</tr>
<tr>
<td>5</td>
<td>door</td>
<td>radar</td>
<td>sad</td>
</tr>
</tbody>
</table>

Sentences:
1. The mad dog is still standing near the window.
2. I don’t think your dad is a candidate for the presidency.
The consonants /t/

\[/t/\] 子音發音要領

無聲子音：發此音時，雙唇微開，將舌尖上緣先抵住上齒槽處挡住氣流（如右圖），再迅速放開。在不振動聲帶下，讓氣息從口腔衝出，發出爆音。

<table>
<thead>
<tr>
<th>/t/-</th>
<th>-/t/-</th>
<th>-/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tear (n.)</td>
<td>1. volunteer</td>
<td>1. eat</td>
</tr>
<tr>
<td>2. tip</td>
<td>2. artist</td>
<td>2. sit</td>
</tr>
<tr>
<td>3. take</td>
<td>3. intake</td>
<td>3. bait</td>
</tr>
<tr>
<td>4. test</td>
<td>4. protect</td>
<td>4. bet</td>
</tr>
<tr>
<td>5. token</td>
<td>5. contact</td>
<td>5. bat</td>
</tr>
</tbody>
</table>

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

The consonants /s/ and /z/

\[/s/\] 子音發音要領

無聲子音：發此音時，雙唇自然微張，上下齒靠攏，將舌尖上緣輕觸上齒槽，但不強壓（如右圖），讓氣流可以從接觸處擠出，因而發出如「嘶」之摩擦音。發此音時不振動聲帶。

<table>
<thead>
<tr>
<th>/s/-</th>
<th>-/s/-</th>
<th>-/s/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sea</td>
<td>1. foresee</td>
<td>1. peace</td>
</tr>
<tr>
<td>2. sit</td>
<td>2. insist</td>
<td>2. miss</td>
</tr>
<tr>
<td>3. say</td>
<td>3. essay</td>
<td>3. base</td>
</tr>
<tr>
<td>4. set</td>
<td>4. reset</td>
<td>4. less</td>
</tr>
<tr>
<td>5. Sue</td>
<td>5. assassin</td>
<td>5. pass</td>
</tr>
</tbody>
</table>
Sentences:
1. Excuse me, can you pass the salt?
2. I really miss my singing lessons.

The consonant /z/

/z/子音發音要領

有聲子音：發此音時，雙唇自然微張，
上下齒靠攏，將舌尖上緣輕觸上齒槽，
但不強壓（如右圖），讓氣流可以從接
觸處擠出，同時振動聲帶，因而發出有
聲之摩擦音。

<table>
<thead>
<tr>
<th></th>
<th>/z/-</th>
<th>-/z/-</th>
<th>-/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>zebra</td>
<td>easy</td>
<td>ease</td>
</tr>
<tr>
<td>2.</td>
<td>zip</td>
<td>closet</td>
<td>is</td>
</tr>
<tr>
<td>3.</td>
<td>zen</td>
<td>mosaic</td>
<td>amaze</td>
</tr>
<tr>
<td>4.</td>
<td>zap</td>
<td>frozen</td>
<td>says</td>
</tr>
<tr>
<td>5.</td>
<td>zoo</td>
<td>zigzag</td>
<td>has</td>
</tr>
</tbody>
</table>

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

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.
The consonants /ʃ/ and /ʒ/

The consonant /ʃ/

/ʃ/ 子音發音要領
無聲子音：發此音時雙唇微張，將舌面（非舌尖）前四分之一的範圍齒槽上方接近硬顎的位置，舌尖下壓（如右圖），不振動聲帶，讓氣息從舌面與硬顎之間摩擦而出。

<table>
<thead>
<tr>
<th>/ʃ/-</th>
<th>-ʃ/-</th>
<th>-ʃ/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>machine</td>
<td>leash</td>
</tr>
<tr>
<td>ship</td>
<td>kinship</td>
<td>fish</td>
</tr>
<tr>
<td>shake</td>
<td>reshape</td>
<td>flesh</td>
</tr>
<tr>
<td>shed</td>
<td>seashore</td>
<td>cash</td>
</tr>
<tr>
<td>shoe</td>
<td>issue</td>
<td>harsh</td>
</tr>
</tbody>
</table>

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.

The consonant /ʒ/

/ʒ/ 子音發音要領
有聲子音：發此音時雙唇微張，將舌面（非舌尖）前四分之一的範圍齒槽上方接近硬顎的位置，舌尖下壓（如右圖），同時振動聲帶，讓聲音從舌面與硬顎之間摩擦而出。
Sentences:
1. I usually dress casually on this kind of occasion.
2. It’s a great pleasure to share the treasure with you.

Contrast /ʃ/ and /ʒ/

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

The consonants /tʃ/ and /dʒ/

The consonant /tʃ/
The consonant /dʒ/

<table>
<thead>
<tr>
<th>/dʒ/-</th>
<th>-/dʒ/-</th>
<th>-/dʒ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. jeep</td>
<td>1. Angie</td>
<td>1. siege</td>
</tr>
<tr>
<td>2. Gypsy</td>
<td>2. rigid</td>
<td>2. message</td>
</tr>
<tr>
<td>3. jay</td>
<td>3. suggest</td>
<td>3. age</td>
</tr>
<tr>
<td>4. Jeff</td>
<td>4. hijack</td>
<td>4. edge</td>
</tr>
<tr>
<td>5. juice</td>
<td>5. badge</td>
<td></td>
</tr>
</tbody>
</table>

Sentences:
1. I suggest you finish your college education first.
2. Jeff has managed to send a message to the judge.
## 47 Contrast /ʃ/ and /ʃ/

<table>
<thead>
<tr>
<th>/ʃ/</th>
<th>/ʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cheap</td>
<td>sheep</td>
</tr>
<tr>
<td>2. chip</td>
<td>ship</td>
</tr>
<tr>
<td>3. chair</td>
<td>share</td>
</tr>
<tr>
<td>4. check</td>
<td>shed</td>
</tr>
<tr>
<td>5. chose</td>
<td>shows</td>
</tr>
<tr>
<td>6. choose</td>
<td>shoes</td>
</tr>
</tbody>
</table>

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

## 48 Contrast /dʒ/ and /ʒ/

<table>
<thead>
<tr>
<th>/dʒ/</th>
<th>/ʒ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. enlarge</td>
<td>garage</td>
</tr>
<tr>
<td>2. page</td>
<td>beige</td>
</tr>
<tr>
<td>3. a huge wall</td>
<td>unusual</td>
</tr>
<tr>
<td>4. convergent</td>
<td>conversion</td>
</tr>
<tr>
<td>5. pledger</td>
<td>pleasure</td>
</tr>
</tbody>
</table>

Sentences:
1. It’s time to enlarge the garage.
2. This page is not beige; it’s brown.
The consonants /θ/ and /ð/

The consonant /θ/

/th/子音發音要領
無聲子音：此音為摩擦音，發此音時，雙唇微張，將舌頭前部約 1/5 處置於上下齒間（如右圖），待後面所接的母音發出後，舌頭再離開齒間的位置。不振動聲帶，將氣息送出時，讓氣流經由舌面與上齒間的縫隙中擠壓而出，產生摩擦音。

與/th/子音相對應的字母
發此音者都為字母 th。

<table>
<thead>
<tr>
<th>/θ/-</th>
<th>-/θ/-</th>
<th>-/θ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thief</td>
<td>1. nothing</td>
<td>1. teeth</td>
</tr>
<tr>
<td>2. think</td>
<td>2. something</td>
<td>2. myth</td>
</tr>
<tr>
<td>3. theft</td>
<td>3. healthy</td>
<td>3. faith</td>
</tr>
<tr>
<td>4. thatch</td>
<td>4. method</td>
<td>4. death</td>
</tr>
<tr>
<td>5. thought</td>
<td>5. author</td>
<td>5. math</td>
</tr>
</tbody>
</table>

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

Contrast /s/ and /θ/

<table>
<thead>
<tr>
<th>/s/-</th>
<th>/θ/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. seek</td>
<td>thief</td>
</tr>
<tr>
<td>2. sick</td>
<td>thick</td>
</tr>
<tr>
<td>3. Sir</td>
<td>third</td>
</tr>
<tr>
<td>4. set</td>
<td>theft</td>
</tr>
<tr>
<td>5. sat</td>
<td>thatch</td>
</tr>
</tbody>
</table>
Sentences:
1. He forced me to put the mouse into my mouth.
2. Don’t tease him about his teeth again, please.

 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/

<table>
<thead>
<tr>
<th>/d/-</th>
<th>/ð/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dare</td>
<td>there</td>
</tr>
<tr>
<td>2. day</td>
<td>they</td>
</tr>
<tr>
<td>3. dot</td>
<td>thought</td>
</tr>
<tr>
<td>4. dad</td>
<td>that</td>
</tr>
<tr>
<td>5. deeds</td>
<td>these</td>
</tr>
</tbody>
</table>

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

53 The consonant /k/ and /g/

<table>
<thead>
<tr>
<th>/k/-</th>
<th>-/k/-</th>
<th>-/g/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. key</td>
<td>1. picky</td>
<td>1. seek</td>
</tr>
<tr>
<td>2. keep</td>
<td>2. orchid</td>
<td>2. sick</td>
</tr>
<tr>
<td>3. kid</td>
<td>3. circuit</td>
<td>3. ache</td>
</tr>
<tr>
<td>4. caught</td>
<td>4. locate</td>
<td>4. book</td>
</tr>
<tr>
<td>5. code</td>
<td>5. encourage</td>
<td>5. coke</td>
</tr>
</tbody>
</table>

Sentences:
1. Let me make you a cup of coffee.
2. I locked myself out and I’m looking for the key.
### The Consonant /g/

<table>
<thead>
<tr>
<th>/g/-</th>
<th>-/g/-</th>
<th>-/g/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. geese</td>
<td>1. piggy</td>
<td>1. league</td>
</tr>
<tr>
<td>2. giggle</td>
<td>2. nugget</td>
<td>2. big</td>
</tr>
<tr>
<td>3. gay</td>
<td>3. engage</td>
<td>3. vague</td>
</tr>
<tr>
<td>4. god</td>
<td>4. negotiate</td>
<td>4. egg</td>
</tr>
<tr>
<td>5. goat</td>
<td>5. organic</td>
<td>5. hog</td>
</tr>
</tbody>
</table>

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

### The Consonants /m/, /n/, and /ŋ/

#### The Consonant /m/
<table>
<thead>
<tr>
<th>/m/-</th>
<th>-/m/-</th>
<th>-/m/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. me</td>
<td>1. immediate</td>
<td>1. seem</td>
</tr>
<tr>
<td>2. meat</td>
<td>2. permit (v.)</td>
<td>2. Tim</td>
</tr>
<tr>
<td>3. miss</td>
<td>3. amaze</td>
<td>3. name</td>
</tr>
<tr>
<td>4. made</td>
<td>4. cement</td>
<td>4. same</td>
</tr>
<tr>
<td>5. mood</td>
<td>5. imagine</td>
<td>5. room</td>
</tr>
</tbody>
</table>

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

The consonant /n/

/n/ 子音發音要領

有聲帶鼻音之子音

/n/ 在母音前面：發此音時，雙唇自然鬆開，用舌尖頂住齒槽，擋住氣息（如圖示），再迅速鬆開軟顱，同時鬆開舌尖，振動聲帶，讓聲息同時由口腔及鼻腔出。

/n/ 在母音後面：發此音時，先發母音，在母音尚未結束之前，用舌尖頂住齒槽，擋住氣息（如圖示），同時鬆開軟顱，振動聲帶，讓聲息與殘留之母音同時由鼻腔出。

<table>
<thead>
<tr>
<th>/n/-</th>
<th>-/n/-</th>
<th>-/n/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. knee</td>
<td>1. beneath</td>
<td>1. mean</td>
</tr>
<tr>
<td>2. need</td>
<td>2. planet</td>
<td>2. in</td>
</tr>
<tr>
<td>3. name</td>
<td>3. innate</td>
<td>3. pain</td>
</tr>
<tr>
<td>4. nod</td>
<td>4. internet</td>
<td>4. lane</td>
</tr>
<tr>
<td>5. note</td>
<td>5. unnatural</td>
<td>5. done</td>
</tr>
</tbody>
</table>
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/

<table>
<thead>
<tr>
<th></th>
<th>/m/</th>
<th>/n/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>seem</td>
<td>seen</td>
</tr>
<tr>
<td>2.</td>
<td>team</td>
<td>teen</td>
</tr>
<tr>
<td>3.</td>
<td>Tim</td>
<td>tin</td>
</tr>
<tr>
<td>4.</td>
<td>them</td>
<td>then</td>
</tr>
<tr>
<td>5.</td>
<td>same</td>
<td>sane</td>
</tr>
</tbody>
</table>

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

58 The consonant /ŋ/

<table>
<thead>
<tr>
<th>/ŋ/子音發音要領</th>
</tr>
</thead>
<tbody>
<tr>
<td>有聲帶鼻音之子音：發此音時，雙脣自然鬆開，用舌後方頂住向下鬆開之軟顎（如圖示），擋住氣息，同時振動聲帶，讓聲息由鼻腔衝出。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/ŋ/</th>
<th>/ŋ/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sing</td>
<td>singer</td>
</tr>
<tr>
<td>2.</td>
<td>sink</td>
<td>singing</td>
</tr>
<tr>
<td>3.</td>
<td>thing</td>
<td>hanger</td>
</tr>
<tr>
<td>4.</td>
<td>song</td>
<td>hanging</td>
</tr>
<tr>
<td>5.</td>
<td>doing</td>
<td>bringing</td>
</tr>
</tbody>
</table>

Sentences:
1. The young singer sang a song.
2. English is not my mother tongue but I think I am doing fine.
59  Contrast /ɨ/ and /ı/  

<table>
<thead>
<tr>
<th></th>
<th>/ɨ/</th>
<th>/ı/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sing</td>
<td>sin</td>
</tr>
<tr>
<td>2.</td>
<td>king</td>
<td>kin</td>
</tr>
<tr>
<td>3.</td>
<td>fang</td>
<td>fan</td>
</tr>
<tr>
<td>4.</td>
<td>ton</td>
<td>tongue</td>
</tr>
<tr>
<td>5.</td>
<td>sung</td>
<td>sun</td>
</tr>
</tbody>
</table>

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

60  Contrast /ɨ/, /ɡ/ and /dʒ/  

<table>
<thead>
<tr>
<th></th>
<th>/ɨ/-</th>
<th>/ɡ/-</th>
<th>/dʒ/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>singer</td>
<td>finger</td>
<td>ginger</td>
</tr>
<tr>
<td>2.</td>
<td>hanger</td>
<td>anger</td>
<td>ranger</td>
</tr>
<tr>
<td>3.</td>
<td>banging</td>
<td>linger</td>
<td>arranging</td>
</tr>
<tr>
<td>4.</td>
<td>long, longer, longest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>young, younger, youngest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences:  
1. Don’t hang around here. It’s dangerous.  
2. You’re too young to manage your anger.
The consonants /r/ and /l/

The consonant /r/

/r/子音發音要領

有聲子音：

/r/在母音前面：發此音時雙脣自然張開，舌身下貼，舌根略向喉部下壓，舌尖因而自然上捲，但不能太高而抵住口腔任何部分（如右圖），同時振動聲帶，使氣流由口腔及舌之兩側流出。

/r/在母音後面：發此音時，方式同上，但美國音比英國音更特別凸顯/r/音與母音結合的的特質。

<table>
<thead>
<tr>
<th>/r/-</th>
<th>-/r/-</th>
<th>-/r/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. read</td>
<td>1. career</td>
<td>1. hear</td>
</tr>
<tr>
<td>2. rude</td>
<td>2. spirit</td>
<td>2. share</td>
</tr>
<tr>
<td>3. red</td>
<td>3. parade</td>
<td>3. car</td>
</tr>
<tr>
<td>4. rope</td>
<td>4. arrest</td>
<td>4. tour</td>
</tr>
<tr>
<td>5. rag</td>
<td>5. correct</td>
<td>5. fire</td>
</tr>
</tbody>
</table>

Sentences:
1. We have to rearrange our tour because of the rain.
2. Right or wrong, you’d better run before you get arrested.
The consonant /l/

/l/子音發音要領

有聲子音：

/l/在母音前面：發此音時雙脣自然張開，舌尖先抵住上齒槽（如右圖），然後將舌尖由上齒槽彈開，同時振動聲帶。

/l/在母音後面：發此音時，將舌根向上推移，舌尖隨之向上移動，舌頭前半部放鬆（如右圖），不能捲舌，同時振動聲帶，讓氣流由舌頭兩側逸出。此符號有時用/l/表示。

http://www.youtube.com/watch?v=JtY4-AmEcJc&feature=player_embedded#

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/l/-</td>
<td>-l/-</td>
<td>-l/</td>
<td>-l/</td>
</tr>
<tr>
<td>1. lead (v.)</td>
<td>1. believe</td>
<td>1. feel</td>
<td>1. trouble</td>
</tr>
<tr>
<td>2. lose</td>
<td>2. delete</td>
<td>2. sell</td>
<td>2. label</td>
</tr>
<tr>
<td>3. law</td>
<td>3. Philip</td>
<td>3. ill</td>
<td>3. beautiful</td>
</tr>
<tr>
<td>4. lap</td>
<td>4. delay</td>
<td>4. old</td>
<td>4. principal</td>
</tr>
<tr>
<td>5. late</td>
<td>5. elect</td>
<td>5. mail</td>
<td>5. pencil</td>
</tr>
</tbody>
</table>

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.
The consonant /h/

The consonant /h/

/h/子音發音要領
無聲子音：發此音時，雙唇微張，氣流由口腔內送出，沒有明顯的阻礙（如右圖），僅有極輕微的摩擦音。

與/h/子音相對應的字母
發此音者都為字母 h。

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/h/-</td>
<td>-/h/-</td>
<td>(-)/h/h/-</td>
</tr>
<tr>
<td>1. heed</td>
<td>1. cohesive</td>
<td>1. human</td>
</tr>
<tr>
<td>2. hate</td>
<td>2. behave</td>
<td>2. huge</td>
</tr>
<tr>
<td>3. have</td>
<td>3. perhaps</td>
<td>3. heir</td>
</tr>
<tr>
<td>4. hot</td>
<td>4. behead</td>
<td>4. hour</td>
</tr>
<tr>
<td>5. who</td>
<td>5. behold</td>
<td>5. honor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. honest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. exhaust</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. exhibition</td>
</tr>
</tbody>
</table>

Sentences:
1. He hopes that he can buy a house with a huge yard.
2. Sometimes it’s hard to understand human behavior.
The approximants /j/, /w/ and /hw/

64 The approximant /j/

/j/ 子音發音要領

有聲子音：發此音時，將舌面抬高到接近上硬顎前方的位置（如右圖），再將聲音發出。其發音方式與發/i/母音的要領類似，為有聲半母音。

<table>
<thead>
<tr>
<th></th>
<th>/j/-</th>
<th>-/j/-</th>
<th>-/j/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>year</td>
<td>saying</td>
<td>abuse</td>
</tr>
<tr>
<td>2</td>
<td>use</td>
<td>lawyer</td>
<td>bureau</td>
</tr>
<tr>
<td>3</td>
<td>yard</td>
<td>beyond</td>
<td>cute</td>
</tr>
<tr>
<td>4</td>
<td>yet</td>
<td>papaya</td>
<td>peculiar</td>
</tr>
<tr>
<td>5</td>
<td>yoke</td>
<td>coyote</td>
<td>security</td>
</tr>
</tbody>
</table>

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/ 子音發音要領

有聲子音：發此音時，舌後提高接近軟顎（如右圖），振動聲帶。其發音方式與發/u/的要領類似，為有聲半母音。
<table>
<thead>
<tr>
<th></th>
<th>/w/-</th>
<th>-/wh/-</th>
<th>-/w/-</th>
<th>-/w/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>we</td>
<td>wheel</td>
<td>kiwi</td>
<td>language</td>
</tr>
<tr>
<td>2.</td>
<td>wood</td>
<td>wheat</td>
<td>bewilder</td>
<td>distinguish</td>
</tr>
<tr>
<td>3.</td>
<td>wove</td>
<td>whisper</td>
<td>away</td>
<td>anguish</td>
</tr>
<tr>
<td>4.</td>
<td>word</td>
<td>whip</td>
<td>awake</td>
<td>squeeze</td>
</tr>
<tr>
<td>5.</td>
<td>work</td>
<td>whale</td>
<td>nowhere</td>
<td>quick</td>
</tr>
<tr>
<td>6.</td>
<td>wit</td>
<td>where</td>
<td>award</td>
<td>quality</td>
</tr>
</tbody>
</table>

**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/**

<table>
<thead>
<tr>
<th></th>
<th>/t/-</th>
<th>-/d/-</th>
<th>-/n/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Peter</td>
<td>feeder</td>
<td>meaning</td>
</tr>
<tr>
<td>2.</td>
<td>pretty</td>
<td>middle</td>
<td>thinner</td>
</tr>
<tr>
<td>3.</td>
<td>traitor</td>
<td>lady</td>
<td>raining</td>
</tr>
<tr>
<td>4.</td>
<td>getting</td>
<td>teddy</td>
<td>many</td>
</tr>
<tr>
<td>5.</td>
<td>better</td>
<td>daddy</td>
<td>planet</td>
</tr>
</tbody>
</table>

**Sentences:**
1. The pretty lady is waiting in the meeting room.
2. I noticed that the teddy bear is very dirty.
The vocalic nasal and the glottal stop

The vocalic nasal & glottal stop /ŋ/  

<table>
<thead>
<tr>
<th>1/-tŋ/</th>
<th>1/-dŋ/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. eaten</td>
<td>1. hidden</td>
</tr>
<tr>
<td>2. written</td>
<td>2. laden</td>
</tr>
<tr>
<td>3. Benton</td>
<td>3. maiden</td>
</tr>
<tr>
<td>4. fatten</td>
<td>4. sadden</td>
</tr>
<tr>
<td>5. cotton</td>
<td>5. garden</td>
</tr>
</tbody>
</table>

Sentences:
1. I certainly know that this burden shouldn't be yours.
2. She didn't let me see her secret garden.
Chapter 5
The clusters of English consonants

\( \xi 1 \) Consonant clusters with /c/, /g/, /b/, /p/” followed by /l/

- The clusters with /c/, /g/, /b/, /p/” followed by /l/:

<table>
<thead>
<tr>
<th></th>
<th>/bl/-</th>
<th>/kl/-</th>
<th>/gl/-</th>
<th>-/pl/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bleed</td>
<td>clear</td>
<td>glee</td>
<td>please</td>
</tr>
<tr>
<td>2.</td>
<td>bliss</td>
<td>clean</td>
<td>glow</td>
<td>plan</td>
</tr>
<tr>
<td>3.</td>
<td>blow</td>
<td>clip</td>
<td>glue</td>
<td>play</td>
</tr>
<tr>
<td>4.</td>
<td>bless</td>
<td>clay</td>
<td>Glen</td>
<td>plate</td>
</tr>
<tr>
<td>5.</td>
<td>blue</td>
<td>cloud</td>
<td>glad</td>
<td>pleasure</td>
</tr>
</tbody>
</table>

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

- Contrast the following pairs:

<table>
<thead>
<tr>
<th></th>
<th>CCV-</th>
<th>CvCV-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>claps</td>
<td>collapse</td>
</tr>
<tr>
<td>2.</td>
<td>blow</td>
<td>below</td>
</tr>
<tr>
<td>3.</td>
<td>please</td>
<td>police</td>
</tr>
<tr>
<td>4.</td>
<td>clean</td>
<td>colleen</td>
</tr>
<tr>
<td>5.</td>
<td>bleed</td>
<td>believe</td>
</tr>
</tbody>
</table>

Sentences:
1. Please call the police.
2. I can’t believe it. I’m bleeding.
\section*{ξ2 Consonant clusters with /c/, /g/, /b/, /p/” followed by /r/}

\subsection*{70 The clusters with /b/, /p/, /t/, /d/ followed by /r/}

\begin{center}
\begin{tabular}{l l l l l}
\hline
/br/- & /pr/- & /fr/- & -/dr/- \\
\hline
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 \\
\hline
\end{tabular}
\end{center}

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.

\subsection*{71 The clusters with /ʃ/, /tʃ/, /θ/, /k/ and /g/ followed by /r/}

\begin{center}
\begin{tabular}{l l l l l l}
\hline
/ʃr/- & /tr/- & /θr/- & /kr/- & /gr/- \\
\hline
1. shrink & 1. tree & 1. three & 1. cream & 1. green \\
2. shrimp & 2. trip & 2. thrill & 2. creek & 2. grill \\
4. shrieve & 4. trade & 4. threat & 4. crave & 4. great \\
5. shrine & 5. trap & 5. thresh & 5. crest & 5. regret \\
\hline
\end{tabular}
\end{center}

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.
ο3 Consonant clusters of /sk/, /sp/, and /st/

Ο72 The clusters of /sk/, /sp/, and /st/

<table>
<thead>
<tr>
<th>/sk/-</th>
<th>/sp/-</th>
<th>/st/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ski</td>
<td>1. speed</td>
<td>1. steel</td>
</tr>
<tr>
<td>2. skill</td>
<td>2. spit</td>
<td>2. still</td>
</tr>
<tr>
<td>3. skip</td>
<td>3. spade</td>
<td>3. stick</td>
</tr>
<tr>
<td>4. skate</td>
<td>4. speck</td>
<td>4. stick</td>
</tr>
<tr>
<td>5. sketch</td>
<td>5. span</td>
<td>5. steak</td>
</tr>
</tbody>
</table>

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.

ο4 The cluster of /rl/

Ο74 The cluster of /rl/

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 6
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 /Æd/. 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 ξ5: epenthesis)

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

<table>
<thead>
<tr>
<th></th>
<th>/d/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. treated</td>
<td>dreamed</td>
<td>heaped</td>
</tr>
<tr>
<td>2. needed</td>
<td>trimmed</td>
<td>tipped</td>
</tr>
<tr>
<td>3. faded</td>
<td>stayed</td>
<td>baked</td>
</tr>
<tr>
<td>4. hated</td>
<td>begged</td>
<td>fetched</td>
</tr>
<tr>
<td>5. patted</td>
<td>stabbed</td>
<td>laughed</td>
</tr>
</tbody>
</table>

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/, /θʃ/, /θʒ/, 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 ξ5: epenthesis)

76 The pronunciation of root forms ending with sibilant sounds

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root</td>
<td>Plural</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>1.</td>
<td>boss</td>
</tr>
<tr>
<td>2.</td>
<td>buzz</td>
</tr>
<tr>
<td>3.</td>
<td>watch</td>
</tr>
<tr>
<td>4.</td>
<td>fish</td>
</tr>
<tr>
<td>5.</td>
<td>face</td>
</tr>
<tr>
<td>6.</td>
<td>nose</td>
</tr>
<tr>
<td>7.</td>
<td>judge</td>
</tr>
<tr>
<td>8.</td>
<td>garage</td>
</tr>
<tr>
<td>9.</td>
<td>shoe</td>
</tr>
<tr>
<td>10.</td>
<td>boy</td>
</tr>
<tr>
<td>11.</td>
<td>night</td>
</tr>
<tr>
<td>12.</td>
<td>dog</td>
</tr>
</tbody>
</table>
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 /z/ or /əz/ if it follows a sibilant sound /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /tʃ/. (See ξ5: epenthesis)

ξ5 The ending clusters of /dz/ and /ts/

○ 78 The ending clusters of /dz/ and /ts/

<table>
<thead>
<tr>
<th></th>
<th>-/dz/</th>
<th>-/ts/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>seeds</td>
<td>seats</td>
</tr>
<tr>
<td>2</td>
<td>kids</td>
<td>minutes</td>
</tr>
<tr>
<td>3</td>
<td>trades</td>
<td>roommates</td>
</tr>
<tr>
<td>4</td>
<td>beds</td>
<td>pets</td>
</tr>
<tr>
<td>5</td>
<td>nodes</td>
<td>hats</td>
</tr>
</tbody>
</table>

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
Chapter 7  Assimilation and Deletion

ξ1 Linking (liaison) between vowels

79  Vowels that follow /i/

/i/  reality [riˈæləti]  be active [biˈækтив]
/e/  playoff [ˈpleɪəf]  pay off  [ˈpeɪəf]
/ə/  triangle [ˈtræŋɡəl]  my ankle [maɪˈæŋkl]  
/ɔɪ/ annoyance [əˈnɔɪəns]  The boy and me [ðəˈbɔɪənmi]

80  Vowels that follow /u/

/u/ fluid [ˈfluːid]  do it  [duˈɪt]
/o/ snowy [ˈsnoʊi]  go out [ɡəˈaut]
/əʊ/ flour [flɔːr]  how is it  [ˈhauˈɪst]
/ju/ newest [ˈnuːɪst]  a few apples  [əˈfjuːæplz]

81  More examples: Vowels that follow /i/

<table>
<thead>
<tr>
<th>Single words</th>
<th>Between words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. create</td>
<td>1. I’ll be able to do it.</td>
</tr>
<tr>
<td>2. Seattle</td>
<td>2. I see actors.</td>
</tr>
<tr>
<td>3. piano</td>
<td>3. He’ll be angry.</td>
</tr>
<tr>
<td>4. Leo</td>
<td>4. He owed me one.</td>
</tr>
<tr>
<td>5. neon</td>
<td>5. Be on time.</td>
</tr>
</tbody>
</table>

82  More examples: Vowels that follow /u/

<table>
<thead>
<tr>
<th>Single words</th>
<th>Between words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stuart</td>
<td>1. two or three</td>
</tr>
<tr>
<td>2. Dewey</td>
<td>2. Who is it?</td>
</tr>
<tr>
<td>3. chewable</td>
<td>3. He knew about it.</td>
</tr>
<tr>
<td>4. lower</td>
<td>4. Tow away the car.</td>
</tr>
<tr>
<td>5. snowy</td>
<td>5. You know it.</td>
</tr>
</tbody>
</table>
83  Vowels that follow /ə/ or /ɔ/

1. /ə/  banana oil [ˈbænənəʊ,əʊl]
2. /ɔ/  saw us [ˈsɔrəs]

82  Linking (liaison) between consonants and vowels

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.
-cc + v-

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

More examples: -cc + v-

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

-c⁰ + c¹-

1. a big girl
2. walks slowly

More examples: -c⁰ + 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.

-c⁰ + c²-

1. Kiss me.
2. It’s a great book.

More examples: -c⁰ + c²-

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

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 [ˈpæŋkek] rather than [ˈpæŋkek]
3. “have to” is pronounced like [ˈhæftə] rather than [ˈhævətə]

95 Full or complete assimilation

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

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?
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

Deletion

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.

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

1. castle
2. soundless
3. three months

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 non-initial /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
Loss of initial /h/ and /ð/ in pronominal forms in connected speech:

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

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.

Epenthesis

Epenthesis: The insertion of a sound into the middle of a word (after the sibilants)

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

Epenthesis: The insertion of a sound into the middle of a word (after /d/ and /t/)

5. fade  faded  [fed]  [fedɪd]
6. add  added  [æd]  [ædɪd]
7. hate  hated  [het]  [hetɪd]
8. heat  heated  [hɪt]  [hɪtɪd]
Chapter 8
Word Stress and the Stress of Intonation
Units (Thought Units)

§1 Stress and syllables

The most consistent feature of a stressed vowel or syllable is that the long duration of the vowel. It is always true that the longer the vowel or the syllable is pronounced, 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 respectively,

because the critical feature of stress is not the magnitude but the length of the sound.

Contrasts among different types of stress in English:

Contrast 1:

<table>
<thead>
<tr>
<th></th>
<th>Anchor</th>
<th>Encore</th>
</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>Counted</td>
<td>Contact</td>
</tr>
</tbody>
</table>

Contrast 2:

<table>
<thead>
<tr>
<th></th>
<th>About</th>
<th>Untie</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>Machine</td>
<td>Mistake</td>
</tr>
</tbody>
</table>
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,

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.

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

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.

The stressed and unstressed vowels or syllables of single words compared with some possible stresses of different chunks:
1. elective  He’s active.
2. depression  He’s present.

3. economy  He covers me.
4. scientific  She’s artistic.

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

7. generous  Jane’s with us.
8. orphanage  Open it.
5 Stress-timed rhythm

Some believe that Mandarin is stress-timed language (Avery & Dhrlieh, 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

<table>
<thead>
<tr>
<th>BOOKs</th>
<th>USEful</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOKs are</td>
<td>USEful.</td>
</tr>
<tr>
<td>Some BOOKs are</td>
<td>USEful.</td>
</tr>
<tr>
<td>A lot of BOOKs are</td>
<td>USEful.</td>
</tr>
</tbody>
</table>

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

134

<table>
<thead>
<tr>
<th>MAN</th>
<th>LEAVEs HOME.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MAN</td>
<td>LEAVEs his HOME.</td>
</tr>
<tr>
<td>The MAN will</td>
<td>LEAVE his HOME.</td>
</tr>
<tr>
<td>The MAN’s gonna</td>
<td>LEAVE his HOME.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Three-stress** Rhymes

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.
Chapter 9  Intonation

ξ1  Concepts of 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,

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?
Contrastive can also mean different tones of speech:

1. Thanks. (routine-like or perfunctory)
2. Thanks. (enthusiasm)
3. Thanks. (sarcasm)
4. Sure.
5. Sure.

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 information vs. old information)

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?
2 Final Intonation

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

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:

<table>
<thead>
<tr>
<th>Falling intonation</th>
<th>Rising intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He lied.</td>
<td>1. Did he lie?</td>
</tr>
<tr>
<td>2. He lied to me.</td>
<td>2. Did he lie to me?</td>
</tr>
<tr>
<td>3. You have a patient.</td>
<td>3. Do you have a patient?</td>
</tr>
<tr>
<td>4. You have a patient with you.</td>
<td>4. Do you have a patient with you?</td>
</tr>
</tbody>
</table>

Consider the following situations:

You want to make a request:

“Can I talk to you?”

You come to a new place and talk to a stranger:

“Excuse me. Can you help me? Where is the student center?”
“Can’t open this. Can you give me a hand?”
158 You talk to the bus driver:

“Does this bus go to the airport?”

159 Wh-questions with falling intonation:

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

160 Commands:

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

3 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?

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

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.

163 Unfinished “sentences” in the complex structure:

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:

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:

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)

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)

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

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

Tag questions (eliciting confirmation)

1. Wonderful day, isn’t it?
2. We should really study hard, shouldn’t we?
170 Tag questions (asking for information)

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

171 Echo-questions: 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.

4 Conclusion: The appropriate intonation

182

1. Who wants to come?  
   a. John wants to come to the dinner party tonight.

2. Does he have to come?  
   b. No, but he wants 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 dinner party tonight.

4. Did you say tomorrow night?  
   d. No. I said he wants to come to the dinner party tonight.
5 The intonation of a monologue

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

183 (cited from Well Said, 1993)

“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.” (p. 119)

184 (cited from New Person to Person, 1995)

“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? (p. 114)
References

