

English Pronunciation

英語發音

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Part One

The Sound System: The Vowel and the Consonant of English

Chapter 1

Symbols of English Consonants and Vowels

⊙01 English Consonant Symbols

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

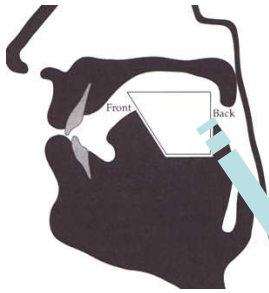
◎02 English Vowel Symbols

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

Chapter 2

The vowel space

ξ1 The basic notion of English vowels



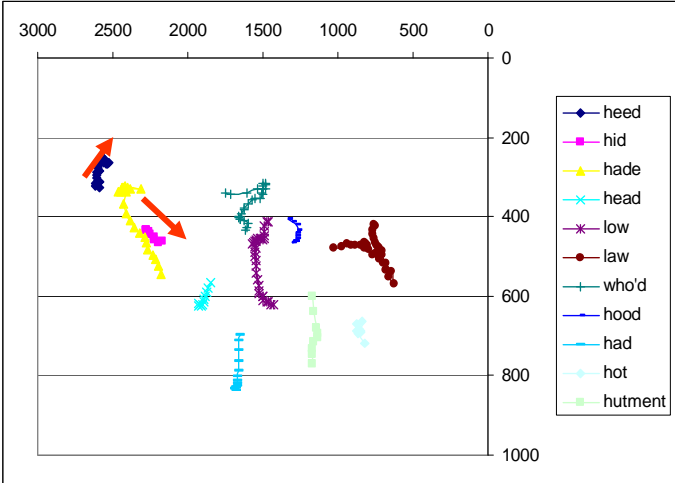
	Front	Central	Back	
High	/i/ /ɪ/		/u/ /ʊ/	
Mid	/e/ /ɛ/	/ə/ /ʌ/	/o/ /ɔ/	
Low	/æ/		/ɑ/	

Chapter 3

The vowel space and the vowel movement

ξ1 The vowels /i/ & /ɪ/

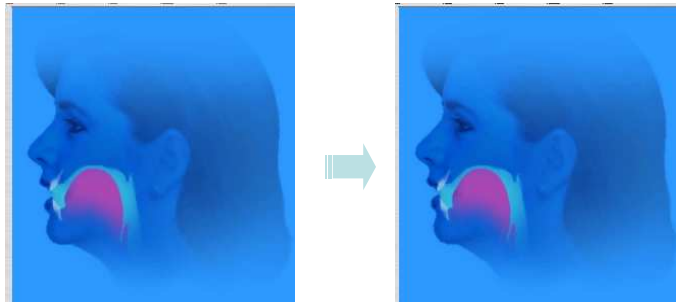
Compare the vowel movements of /i/ and /ɪ/ (American English “heed” vs. “hid”)



◎03 The vowel /i/

/i/母音的發音要領

發此音時，雙唇自然舒展，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 | ease | eat |
| 2. bee | bead | beat |
| 3. D | deed | deep |
| 4. tea | tease | teeth |
| 5. fee | feed | feet |

Sentences:

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

◎04 The vowel /i/ in -y

1. easy
2. busy
3. study

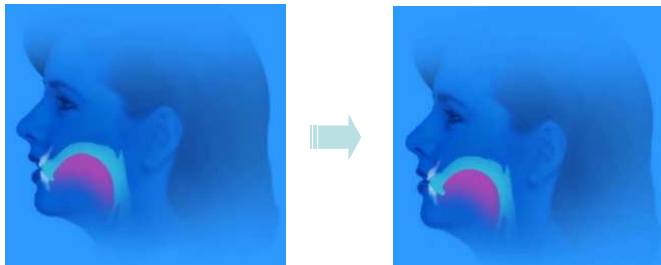
Sentences:

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

◎05 The vowel /ɪ/

/ɪ/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/ɪ/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/

與 KK 音標相對應的字母

大多數與/i/對應字母為 e, ee, ea, ie, ey。

Examples:

“_” refers to “a consonant” (子音)

1. ()e_e—(pronounced as an /i/ vowel)

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)

chiefthief shield achieve

6. ()e—(be pronounced as /i/)

be he she

Exceptions

()e pronounced as /ə/: the, breathe

§1.2 字母拼讀與母音 /ɪ/ 的對應關係

Fundamental rules for the vowel /ɪ/

與 KK 音標相對應的字母

1. 與 /ɪ/ 對應字母為 i。
2. 與 /ɪ/ 對應字母亦常為為輕音節的 y; 其發音方式與 /i/ 同。

Examples:

“_” refers to “a consonant” (子音)

1. (_) i (_) ← (pronounced as an /ɪ/ vowel)

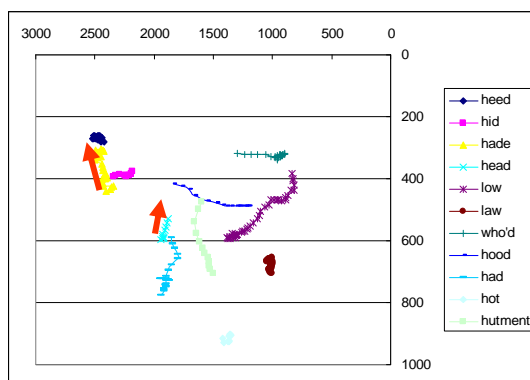
pig hit kid sit fix tip hip

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

city pity silly pretty beauty really

ξ2 The vowels /ɛ/ and /e/

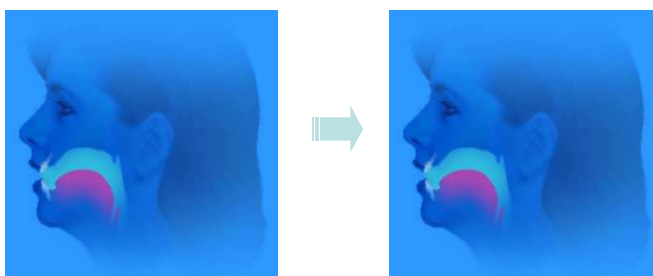
Compare the vowel movements of /ɛ/ and /e/
(American English “hade” vs. “head”)



◎07 The vowel /ɛ/

/ɛ/母音的發音要領

發此音時，雙唇自然放鬆，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 |

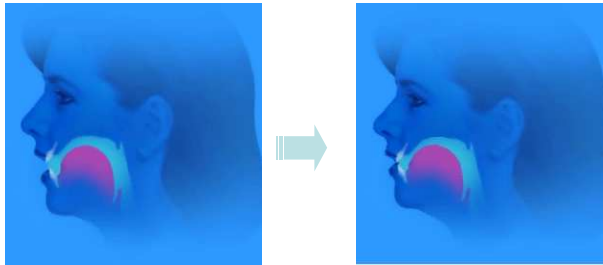
Sentences:

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

◎08 The vowel /e/

/e/母音的發音要領

發此音時，雙唇自然舒展，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/聲爲止。/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?

◎09 Contrast /e/ and /ɛ/

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

Sentences:

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

§2.1 字母拼讀與母音/e/的對應關係

Fundamental rules for the vowel /e/

與 KK 音標相對應的字母

大多數與/e/對應字母為 a, ai, ay, ei, ey。

Examples:

“_” refers to “a consonant” (子音)

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

ξ2.2 字母拼讀與母音 /ε/ 的對應關係

Fundamental rules for the vowel /ε/

與 KK 音標相對應的字母

1. 大多數與 /ε/ 對應字母為 e 。
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 /r/ 子音，故在口語時常發成 /εr/ 母音（參閱ξ2.1）。

Examples:

“_” refers to “a consonant” (子音)

1. () e _ (pronounced as an /ε/ vowel)

bed let get set red pet net

2. () are —(be pronounced as /εr/)

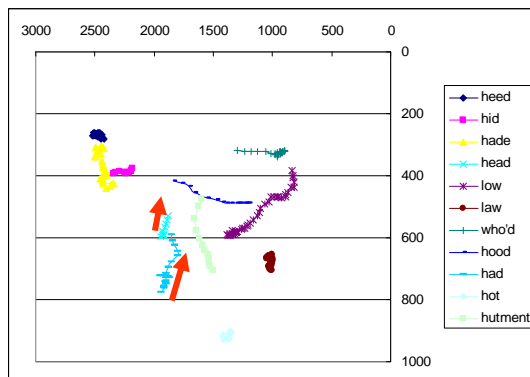
care hare dare ware rare share

3. () air () —(be pronounced as /εr/)

air hair pair fair chair

ξ3 The vowels /æ/ and /ɛ/

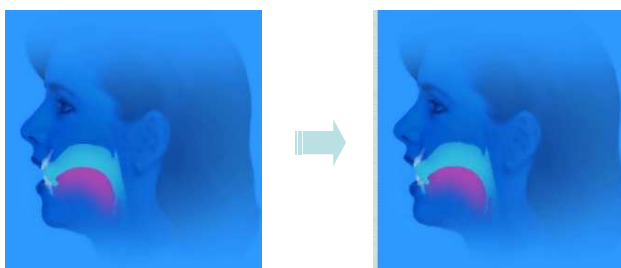
Compare the vowel movements of /æ/ and /ɛ/
(American English “had” vs. “head”)



◎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，舌頭下壓貼住下顎，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，雙唇也因此會自然呈微笑狀。

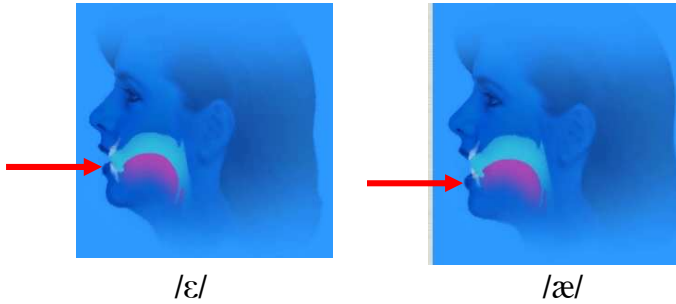


- | | |
|--------|------|
| 1. add | at |
| 2. bad | bat |
| 3. dad | dash |
| 4. tab | tap |
| 5. cab | cap |

Sentences:

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

◎11 Contrast /ɛ/ and /æ/



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

Sentences:

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

§3.1 字母拼讀與/æ/母音的對應關係

Fundamental rules for the vowel /æ/

與 KK 音標相對應的字母

與/æ/母音對應字母都為 a。

Examples:

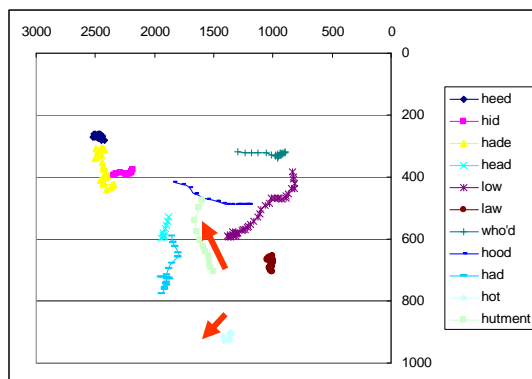
“_” refers to “a consonant” (子音)

1. ()a_ (pronounced as an /æ/ vowel)

cat dad gas rat at as ad
 rapid graduate attack attractive

ξ4 The vowels /ɑ/ and /ʌ/

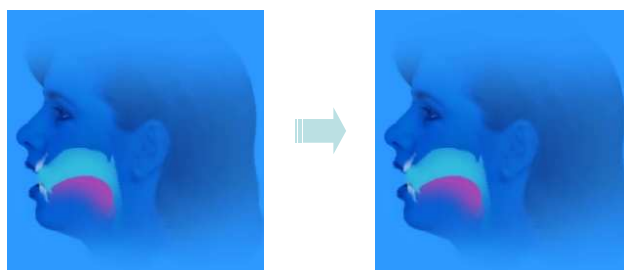
Compare the vowel movements of /ɑ/ and /ʌ/
(American English “hot” vs. “hutment”)



◎12 The vowel /ɑ/

/ɑ/母音發音要領

/ɑ/為緊音 (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 |

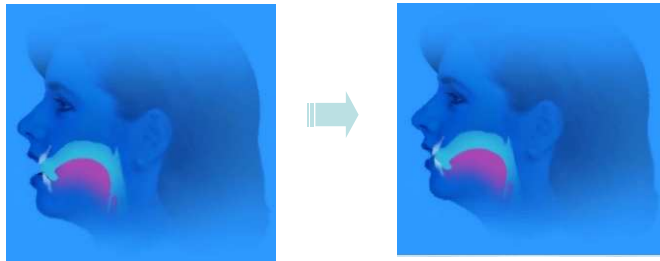
Sentences:

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

◎13 The vowel /ʌ/

/ʌ/母音母音發音要領

/ʌ/為鬆音 (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.

◎14 The words with the vowel /ʌ/ that are easily mispronounced for ESL or EFL students

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

◎15 Contrast the vowels /ʌ/ and /ɑ/

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

Sentences:

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

§4.1 字母拼讀與母音/a/的對應關係

When to pronounce /ɑ/

與 KK 音標相對應的字母

發/a/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 /ɑ/

Examples:

“_” refers to “a consonant” (子音)

1. ()o_—(pronounced as an /ɑ/ vowel)

hot job nod not fox jog God

2. ()ar()—(be pronounced as /ɑr/)

hard bark car bar jar cart

Special examples:

father wash watch

§4.2 字母拼讀與母音 /ʌ/ 的對應關係

When to pronounce /ʌ/

與 KK 音標相對應的字母

大多數與 /ʌ/ 對應字母為 u 及少數 ou (如 trouble)。

Fundamental rules for the vowel /ʌ/

Examples:

“_” refers to “a consonant” (子音)

(_)u_(pronounced as an /ʌ/ vowel)

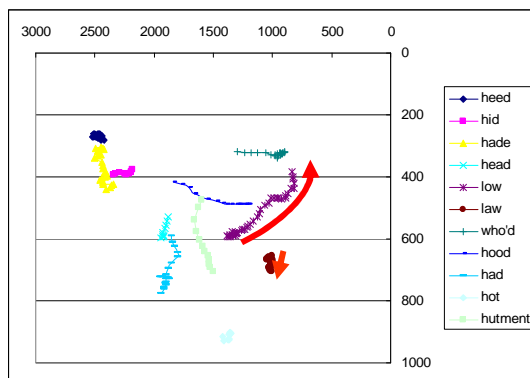
cup cut bug hut but luck hug

Exceptions:

1. (_)o_(pronounced as an /ʌ/ vowel)
other another brother mother government
2. _ou_(pronounced as an /ʌ/ vowel)
double trouble

ξ5 The vowel /ɔ/ and /o/

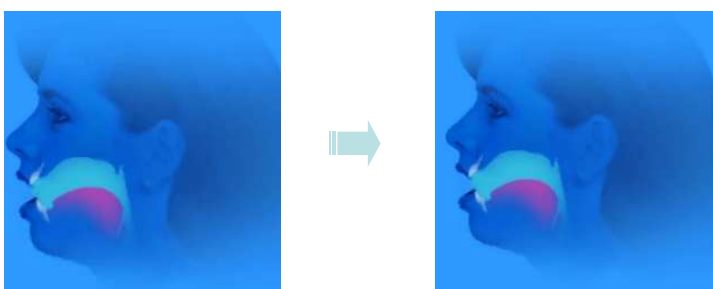
Compare the vowel movements of /ɔ/ and /o/
(American English “low” vs. “law”)



/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 |

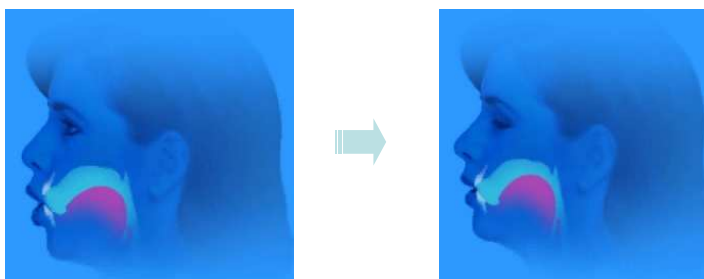
Sentences:

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/ɔ/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 (<i>n.</i>) | bode | boat |
| 3. foe | vogue | vote |
| 4. toe | toad | toke |
| 5. go | goad | goat |

Sentences:

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

§5.1 字母拼讀與母音 /o/ 的對應關係

When to pronounce /o/

與 /o/ 母音相對應的字母

發此音者大多為字母 o, oa 或 ow。

Fundamental rules for the vowel /o/

1. () **o** _ e—(pronounced as an /o/ vowel)

hope joke rope nose rode home rose

2. () **oe**—(pronounced as an /o/ vowel)

toe Joe

3. () **oa** _—(pronounced as an /o/ vowel)

oak boat coat load loaf toad

4. () **o**—(pronounced as an /o/ vowel)

so no go Jo

Exceptions

() **o**—(pronounced as an /u/ vowel)

to do

5. () **ow**—(pronounced as an /o/ 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/

與 /ɔ/ 母音相對應的字母

發此音者大多為字母 a, o, au, aw 及一些 ou。

Fundamental rules for the vowel /ɔ/

1. ()o_—(pronounced as an "ɔ" 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. ()aul_—(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/

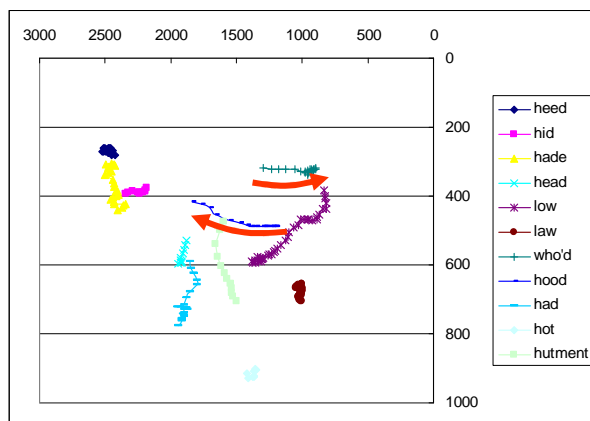
- | | |
|---------|--------|
| 1. oat | ought |
| 2. boat | bought |
| 3. pose | pause |
| 4. law | low |
| 5. coat | caught |

Sentences:

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

ξ6 The vowels /u/ and /ʊ/

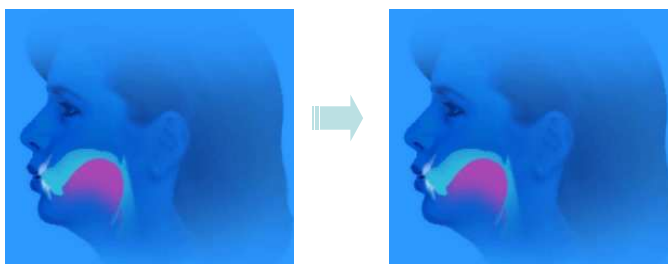
Compare the vowel movements of /u/ and /ʊ/ (American English “who’d” vs. “hood”)



◎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，但無需嘍出。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 |

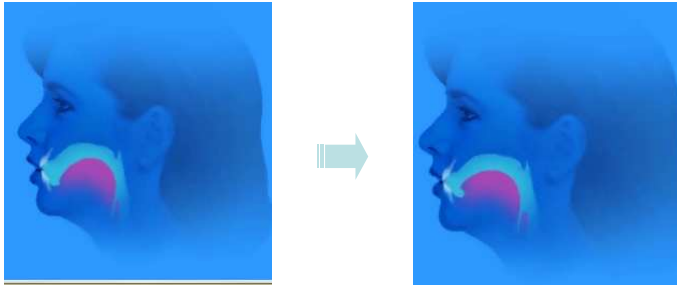
Sentences:

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

◎20 The vowel /ʊ/

/ʊ/母音發音要領

發此音時，雙唇自然微張、稍圓化，但雙唇切勿噉出。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.

◎21 Contrast the vowels /ʊ/ and /u/

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

Sentences:

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

§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 /ʊ/)

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/)

cue Duke huge tube mute Luke nude

5. ()ui_—(pronounced as /u/)

suit fruit

§6.2 字母拼讀與母音 /ʊ/ 的對應關係

Fundamental rules for the vowel /ʊ/

與 /ʊ/ 母音音標相對應的字母

發 /ʊ/ 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。

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

1. **_u _**—(pronounced as /ʊ/)

bull full bush push put

2. **_ou _**—(pronounced as /ʊ/)

would should could

3. **(_)oo_**—(pronounced as /ʊ/)

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 **o**ccurred **a**bout ten days **a**go on this campus.
2. We **s**upported him and **s**electe**d** him **a**s our new pilot.

ξ8 The vowels /aɪ/, /aʊ/, and /ɔɪ/

◎23 The vowel /aɪ/

/aɪ/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/aɪ/母音相對應的字母

與/aɪ/母音相對應的字母大多為 i, y。

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

Sentences:

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

◎24 The vowel /aʊ/

/aʊ/ 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 /aʊ/ 母音相對應的字母

與 /aʊ/ 母音相對應的字母大多為 ou, ow。

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

Sentences:

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

◎25 The vowel /ɔɪ/

/ɔɪ/ 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，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」。

與 /ɔɪ/ 母音相對應的字母

與 /ɔɪ/ 母音相對應的字母大多為 oi, oy。

- | | |
|----------|--------|
| 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”: /ɑr/, /ɪr/, /ɛr/, /ɔr/ or /or/, /aɪr/, /aʊr/, / (j)ʊr/, /ɜr/

◎26 /ɪr/: vowels /i/ followed by /r/

/ɪr/發音要領

/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。

與/ɪr/相對應的字母

與/ɪr/相對應的字母大多為字母群如 ear, eer, ere。

- | | |
|--------|-----------|
| 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/發音要領

/ɛr/係由兩個音素/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/

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

Sentences:

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

◎29 vowels /ɔ/ or /o/ followed by /r/

/ɔr/發音要領

/ɔr/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/ɔr/標註之。

與/ɔr/相對應的字母

與/ɔr/相對應的字母大多為字母群如 or, oar, ore, our。

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

Sentences:

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

◎30 vowels /ə/ followed by /r/

/ɚ/音發音要領

/ɚ/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。

/ɜ:/音發音要領

/ɜ:/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/ɚ/音相同。惟因/ɜ:/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/ɚ/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/ɜ:/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。

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

Sentences:

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

◎31 vowels /aɪ/, /aʊ/ and /ɨjʊ/ followed by /r/

/aɪr/發音要領

/aɪr/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。

/aʊr/發音要領

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

/ɨjʊr/發音要領

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

與/aɪr/相對應的字母

與/aɪr/相對應的字母大多為字母群如 ire。

與/aʊr/相對應的字母

與/aʊr/相對應的字母大多為字母群如 our。

與/ɨjʊr/相對應的字母

與/ɨjʊr/相對應的字母大多為字母群如 ure 或 oor。

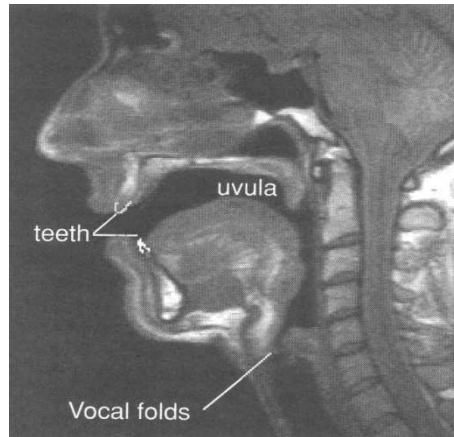
/aɪr/	/aʊr/	/ɨjʊr/
1. ire	our	your
2. byre	bower	boor
3. empire	power	poor
4. fire	devour	pure
5. liar	flour	lure

Sentences:

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

Chapter 4

The English Consonant



Manners of Articulation	Place of Articulation						
	Bilabial 雙唇	Labiodental 唇齒	Dental 齒	Alveolar 齒槽	Palatal 硬顎	Velar 軟顎	Glottal 聲門
Stop 塞音、閉鎖音 Voiceless Voiced	/p/ /b/			/t/ /d/		/k/ /g/	
Fricatives 摩擦音 Voiceless Voiced		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
Affricate 爆擦音 Voiceless Voiced					/tʃ/ /dʒ/		
Nasal-voiced 鼻音	/m/			/n/		/ŋ/	
Liquid-voiced 流音/ Lateral 側音				/l/	/r/	[ɹ]	
Approximant / Glide 半母音					/j/	/hw/ /w/	

§1 The consonants /p/ and /b/

◎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。

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

Sentences:

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

◎33 The consonant /p/

/p/ 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。

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

Sentences:

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

§2 The consonants /f/ and /v/

◎34 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。

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

Sentences:

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

◎35 The consonant /f/

/f/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。

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

Sentences:

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

◎36 Contrast /b/, /p/, /v/, and /f/

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

Sentences:

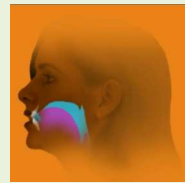
1. The vigorous pig is trying to eat the figs.
2. The five survivors wanted to buy a pie.

ξ3 The consonants /t/ and /d/

◎37 The consonants /d/

/d/子音發音要領

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



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

Sentences:

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

◎38 The consonants /t/

/t/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擋住氣流（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。



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

Sentences:

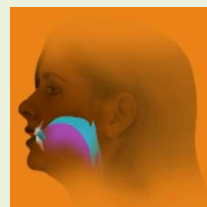
1. My top duty is to protect my property.
2. I need to take an important test tomorrow.

ξ4 The consonants /s/ and /z/

◎39 The consonant /s/

/s/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。



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

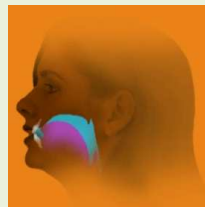
Sentences:

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

◎40 The consonant /z/

/z/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。



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

Sentences:

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

◎41 Contrast /s/ and /z/

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

Sentences:

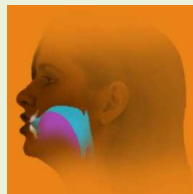
1. Sue didn't see any zebra at the zoo.
2. Cell phones buzz here and there on the bus.

§5 The consonants /ʃ/ and /ʒ/

◎42 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。



/ʃ/-

-/ʃ/-

-/ʃ/

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

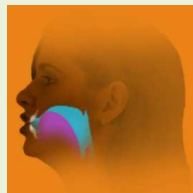
Sentences:

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

◎43 The consonant /ʒ/

/ʒ/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。



-/ʒ/-

-/ʒ/

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

Sentences:

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

◎44 Contrast /ʃ/ and /ʒ/

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

Sentences:

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

ξ6 The consonants /tʃ/ and /dʒ/

◎45 The consonant /tʃ/

/tʃ/ 子音發音要領

無聲子音：此音為 /t/ 與 /ʃ/ 的連結音。發此音時，將舌面（非舌尖）前四分之一的範圍緊貼齒槽上方接近硬顎的位置（如右圖），利用整片舌面壓住硬顎擋住氣流，再把舌面鬆開，讓口腔內的氣流迅速摩擦通過，因而產生大範圍的摩擦音 /ʃ/。



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

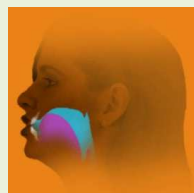
Sentences:

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

◎46 The consonant /dʒ/

/dʒ/子音發音要領

有聲子音：此音為/d/與/ʒ/的連結音。發此音時，將舌面（非舌尖）前四分之一的範圍緊貼齒槽上方接進硬顎的位置，利用整片舌面壓住硬顎擋住氣流（如右圖），再把舌面鬆開，同時振動聲帶，讓聲音由舌面與硬顎之間摩擦而出。



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

Sentences:

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

⊙47 Contrast /tʃ/ and /ʃ/

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

Sentences:

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

⊙48 Contrast /dʒ/ and /ʒ/

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

Sentences:

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

ξ7 The consonants /θ/ and /ð/

◎49 The consonant /θ/

/θ/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/θ/子音相對應的字母

發此音者都為字母 th。

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

Sentences:

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

◎50 Contrast /s/ and /θ/

/s/-	/θ/-
1. seek	thief
2. sick	thick
3. Sir	third
4. set	theft
5. sat	thatch

-/s/	-/θ/
6. tease	teeth
7. miss	myth
8. face	faith
9. tense	tenth
10. mass	math

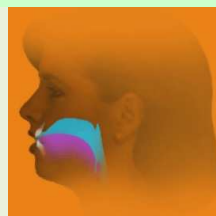
Sentences:

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

◎51 The consonant /ð/

/ð/子音發音要領

有聲子音：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），同時振動聲帶，待後面所接的母音發出後，舌頭再離開齒間的位置，讓聲音經由舌面與上齒間的縫隙中擠壓而出，產生有聲摩擦音。



與 /ð/ 子音相對應的字母

發此音者都為字母 th。

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

Sentences:

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

◎52 Contrast /d/ and /ð/

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

Sentences:

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

ξ8 The consonants /k/ and /g/

◎53 The consonant /k/

/k/ 子音發音要領

無聲子音：發此音時雙唇自然微張，舌後方升起抵住軟顎，將氣流堵住（如右圖），然後迅速用力將升起之舌後方向下彈開，使被堵住的氣流由軟顎逸出，不振動聲帶。



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

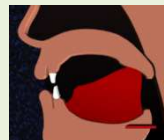
Sentences:

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

◎54 The consonant /g/

/g/子音發音要領

有聲子音：發此音時雙唇自然微張，舌後方升起抵住軟顎，將氣流堵住（如右圖），然後迅速用力將升起之舌後方向下彈開，同時振動聲帶，讓被堵住的氣流和聲音由軟顎逸出，使爆發的氣息變為有聲的子音。



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

Sentences:

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

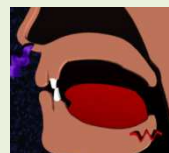
ξ9 The Consonants /m/, /n/, and /ŋ/

◎55 The consonant /m/

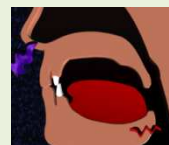
/m/子音發音要領

有聲帶鼻音之子音

/m/在母音前面：發此音時，先緊閉雙唇，再迅速鬆開軟顎，放開雙唇（如右圖），振動聲帶，讓聲息同時由口腔及鼻腔衝出，迅速結合後接之母音。



/m/在母音後面：發此音時，先發母音，在母音尚未結束之前，緊閉雙唇，同時鬆開軟顎（如右圖），振動聲帶，讓聲息與殘留之母音同時由鼻腔逸出。



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

Sentences:

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

◎56 The consonant /n/

/n/ 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），再迅速鬆開軟顎，同時鬆開舌尖，振動聲帶，讓聲息同時由口腔及鼻腔衝出。



/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），同時鬆開軟顎，振動聲帶，讓聲息與殘留之母音同時由鼻腔逸出。

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

Sentences:

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

◎57 Contrast /m/ and /n/

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

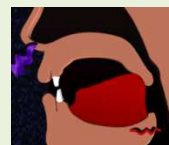
Sentences:

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

◎58 The consonant /ŋ/

/ŋ/子音發音要領

有聲帶鼻音之子音：發此音時，雙唇自然鬆開，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。



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

Sentences:

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

⊙59 Contrast /ŋ/ and /n/

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

Sentences:

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

⊙60 Contrast /ŋ/, /g/ and /dʒ/

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

Sentences:

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

§10 The consonants /r/ and /l/

◎61 The consonant /r/

/r/子音發音要領

有聲子音：

/r/在母音前面：發此音時雙唇自然張開，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/音與母音結合的特質。

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

Sentences:

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

◎62 The consonant /l/

/l/子音發音要領

有聲子音：

/l/在母音前面：發此音時雙唇自然張開，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/l̥/表示/。



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

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

Sentences:

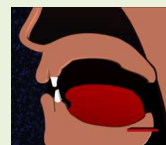
1. Millions of people travel around the world every day.
2. Learning a new language is delightful, but it is also difficult.
3. The little man arrived with letters in his mailbag.

ξ11 The consonant /h/

◎63 The consonant /h/

/h/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。

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

Sentences:

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

§12 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。



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

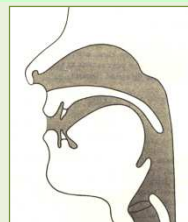
Sentences:

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

◎65 The /w/ sound

/w/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。



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

Sentences:

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

ξ13 The /t/, /d/ or /n/ sounds pronounced as a flip /r/

©66 Consonants /t/, /d/ or /n/ pronounced as /r/

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

Sentences:

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

ξ14 The vocalic nasal and the glottal stop

◎67 The vocalic nasal & glottal stop /ʔŋ/

'-/tŋ/	'-/dŋ/-
1. eaten	1. hidden
2. written	2. laden
3. Benton	3. maiden
4. fatten	4. sadden
5. cotton	5. garden

Sentences:

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

Chapter 5

The clusters of English consonants

ξ1 Consonant clusters with /c/, /g/, /b/, /p/” followed by //

⊙68 The clusters with /c/, /g/, /b/, /p/” followed by //

/b//-	/k//-	/g//-	-/pl//-
1. bleed	1. clear	1. glee	1. please
2. bliss	2. clean	2. glow	2. plan
3. blow	3. clip	3. glue	3. play
4. bless	4. clay	4. Glen	4. plate
5. blue	5. cloud	5. glad	5. pleasure

Sentences:

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

⊙69 Contrast the following pairs

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

Sentences:

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

ξ2 Consonant clusters with /c/, /g/, /b/, /p/” followed by /r/

⊙70 The clusters with /b/, /p/, /f/, /d/ followed by /r/

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

Sentences:

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

⊙71 The clusters with /f/, /t/, /θ/, /k/ and /g/ followed by /r/

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

Sentences:

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

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

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

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

Sentences:

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

ξ4 The cluster of /r/

⊙74 The cluster of /r/

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 of nouns, possessive forms. This section will focus on the sound changes caused by the inflectional suffixes “-ed” and “-s” or “-es.”

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

If “ed” is added to the consonants /d/ or /t/, it should be pronounced as /ɪd/. If “ed” is added to any other voiced consonant, it should be pronounced as /d/; while if to any other voiceless consonant, it should be pronounced as /t/. (See ξ5: epenthesis)

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

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

Sentences:

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

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

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

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

For the first two situations, if the pronunciation of the root form of the noun or the verb ends with sibilant sounds like /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, and there is no silent “e” to end the spelling, “es” will be added to the root noun form to make the plural inflection and to the root verb form to make the singular inflection. In other cases, “s” will be required for both inflections. For example: (See ξ5: epenthesis)

⊙76 The pronunciation of root forms ending with sibilant sounds

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

Sentences:

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

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

1. "s" is pronounced as /s/ if it follows a voiceless consonant other than the sibilant,
2. "s" is pronounced as /z/ if it follows a vowel or a voiced consonant other than the sibilant,
3. "s" or "es" is pronounced as /ɪz/ or /əz/ if it follows a sibilant sound /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/. (See ξ5: epenthesis)

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

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

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

Sentences:

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

Part Two

Rhythm and Intonation

Chapter 7 Assimilation and Deletion

§1 Linking (liaison) between vowels

◎79 Vowels that follow /i/

/i/	reality [ri ^l jæləti]	be active [bi ^l jæktiv]
/e/	playoff [ˈpleɪəf]	pay off [ˈpeɪəf]
/aɪ/	triangle [traɪ ^l jæŋɡl]	my ankle [maɪ ^l jæŋkəl]
/ɔɪ/	annoyance [əˈnɔɪəns]	The boy and me [ðəˈbɔɪənmi]

◎80 Vowels that follow /u/

/u/	fluid [ˈflu ^w ɪd]	do it [du ^w ɪt]
/o/	snowy [sno ^w i]	go out [ɡo ^w aʊt]
/aʊ/	flour [flaʊ ^w ə]	how is it [ˈhaʊ ^w ɪzɪt]
/ju/	newest [ˈnu ^w ɪst]	a few apples [əfju ^w æplz]

◎81 More examples: Vowels that follow /i/

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

◎82 More examples: Vowels that follow /u/

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

⊙83 Vowels that follow /ə/ or /ɔ/

1. /ə/ banana oil [bə'næənəʔ,ɔɪl]
2. /ɔ/ saw us ['sɔrəs]

ξ2 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.

⊙87 -cc + v-

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

⊙88 More examples: -cc + v-

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

⊙89 -c¹ + c¹-

1. a big girl
2. walks slowly

⊙90 More examples: -c¹ + c¹-

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

⊙91 -c¹ + c²-

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

⊙92 More examples: -c¹ + c²-

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

ξ3 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 [ˈɪnpuːt]
2. “pancake” is pronounced like [ˈpæŋkeɪk] rather than [ˈpænkɛk]
3. “have to” is pronounced like [ˈhæftə] rather than [ˈhævtə]

⊙95 Full or complete assimilation

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

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

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

◎97 Coalescent assimilation in single words:

1. sure
2. leisure
3. statue
4. perpetual
5. nature
6. question
7. righteous
8. actual
9. graduate
10. expression

ξ4 Deletion

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

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

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

1. castle
2. soundless
3. three months

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

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

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

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

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

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

- ⊙103 Loss of the first 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

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

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

⊙106 More examples:

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

ξ5 Epenthesis

⊙107 Epenthesis: The insertion of a sound into the middle of a word (after the sibilants)

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

⊙108 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 | [hit] | [hitɪd] |

- ⊙112 Contrast 3: ■■■.. ■■■.■
- | | |
|----------|-----------|
| elephant | celebrate |
| accident | calculate |

ξ2 Tone Sandhi

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

- ⊙126
1. Fourteen people were killed last night.
 2. The number of the victims is fourteen.
 3. I have sixteen patients waiting for me.
 4. The last patient is only sixteen.

ξ3 The stress of a word

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

- ⊙127
1. I need to record these songs for my new record.
 2. The import of foreign cars is our major business.
 3. The imported cars are expensive.

ξ4 The stressed and unstressed syllables

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

⊙128

.■.

1. elective
2. depression

.■.

He's active.
He's present.

⊙129

.■..

3. economy
4. scientific

.■..

He covers me.
She's artistic.

⊙130

..■.

5. pronunciation
6. anticipation

..■.

Please pay attention!
He must be patient!

⊙131

■..

7. generous
8. orphanage

■..

Jane's with us.
Open it.

ξ5 Stress-timed rhythm

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

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

⊙132

	BOOKs	USEful
	BOOKs are	USEful.
Some	BOOKs are	USEful.
A lot of	BOOKs are	USEful.

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

⊙134

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

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

⊙136

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

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

⊙137

1. boy eat cake
 the boy eat cake
 the boy will eat cake
 The boy will eat the cake.

2. go school bus
 go school by bus
 go to school by bus
 We go to school by bus.

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

⊙138

1. want letter sent girl

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

The stress in rhymes of Mother Goose

Two-stress Rhymes

⊙139

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

Three-stress Rhymes

⊙140

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

Four-stress Rhymes

⊙141

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

Mixed forms of Rhymes

⊙142

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

Here a moo, there a moo,
Everywhere a moo-moo,
Old MacDonald had a farm, E-I-E-I-O.

Chapter 9 Intonation

§1 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,

◎143

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

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

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

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

- ⊙144 A: I lost my **MONEY**.
B: **WHAT** money?
A: The money I **WON** yesterday.
B: **HOW MUCH** is it?

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

- ⊙145
He is **ALWAYS** late on Monday.

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

- ⊙146
I mean **SATURDAY**, not **SUNDAY**.
Do you want **THIS** one or **THAT** one?

⊙147 Contrastive can also mean different tones of speech:

1. ~~Thanks.~~ (routine-like or perfunctory)
2. ~~Thanks.~~ (enthusiasm)
3. ~~Th a n ks.~~ (sarcasm)
4. Sure.
5. Sure.
6. S u r e.

⊙148 More examples in dialogues:

A: I need to get something from your bag.

B: What? (What is it?)

A: I need to get something from your bag.

B: What? (I cannot hear you.)

A: I need to get something from your bag.

B: What? (Haven't you taken enough things from my bag?
Do you want to take everything from me?)

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

Dialogue 1: (new information vs. old information)

⊙149

A: Have you seen my camera?

B: What camera?

A: It's a digital camera.

B: Is it the one you put on the bookshelf?

A: No. That one's not digital; it's just regular.

B: Well, what color is it?

A: It's black, with a gold chain on it.

B: Hunnn! I think I saw one like that somewhere.

A: Where did you see it?

B: It was on the dining room table.

Dialogue 2: (Emphatic stress)

⊙150

A: Did you like that movie?

B: I thought it was really good. Did you?

A: Yeah, it was good. But it was a bit too long.

Dialogue 4: (Contrastive stress)

⊙152

A: Excuse me. How much is this?

B: It's sixteen dollars.

A: Sixteen? I thought it's ten. Isn't it 40 percent off today?

B: The big sale starts on Tuesday. That's tomorrow.

A: What? Today is Monday, not Tuesday?

B: Yeah. Sorry about that. Do you want me to keep this for you?

ξ2 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.”

⊙154 Compare the intonation of the following expressions:

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

⊙155

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

Consider the following situations:

⊙156 You want to make a request:

“Can I talk to you?”

⊙157 You come to a new place and talk to a stranger:

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

- ⊙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.

ξ3 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.

- ⊙164 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.
- ⊙165 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.
- ⊙166 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?
- ⊙167 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)?
- ⊙168 Series items
1. I need a pen, some ink, and a brush.
 2. Mr. Egan has always been energetic, intelligent, and ambitious.
- ⊙169 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.

ξ4 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 . |

ξ5 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)

- ⊙s1

/iy/	B C D E G P T V Z
/ε/	F L M N S X
/ey/	A H J K
/ju/	Q U W
/ay/	I Y

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