

Listening

Pronunciation Booklet

Seanan

Pronunciation Booklet

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11 Basic Emphasis Pattern: content words

The butterfly on the right is easier to see because it is highlighted (emphasized) and everything else is in the shade (de-emphasized).



English speakers use a basic pattern of emphasis. If you use this pattern, you will

- Hear better.
- Be understood better.

Rule In English, the content words are usually emphasized. **Content words** are words that have the most information in a sentence.

Basic Emphasis Pattern				
Content words (emphasized)	<i>nouns</i> (cat)	<i>main verbs</i> (runs)	<i>adverbs</i> (quickly)	<i>adjectives</i> (happy)
	<i>question words</i> (who, what, where, when, why, how)			
Structure words* (de-emphasized)	<i>pronouns</i> (he, she)	<i>prepositions</i> (of, to, at)	<i>articles</i> (a, the)	<i>"to be" verbs</i> (is, was)
	<i>conjunctions</i> (and, but)	<i>auxiliary verbs</i> (can, have, do, will)		

*Structure words will be discussed in Unit 12.

The content words are easier to hear because they are given extra emphasis. Words are emphasized by adding extra length to their stressed syllables.

The type of word listed below is underlined in the sentences.

Examples

- | | |
|--------------------|--------------------------------------|
| 1. (noun) | This is my <u>cat</u> . |
| 2. (main verb) | What does it <u>eat</u> ? |
| 3. (adverb) | Please come <u>quickly</u> . |
| 4. (adjective) | You did <u>excellent</u> work. |
| 5. (question word) | <u>Why</u> did you write the letter? |

A

Pair practice

With a partner, write content words that fit these categories.

Nouns	Verbs	Adverbs	Adjectives	Question words
car	run	quickly	red	what
office	talk	happily	hot	where
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B

Locating content words

Circle the content words in the following sentences. Compare your circled words with another student.

Example My (cat) (eats) (fish) and she (likes) to (hunt) (mice) in the (garden).

1. Do you like the picture on your passport?
2. Did you take a test for a driver's license in this country?
3. University students pay a lot of money for their books.
4. High school students get their books free.
5. Do you think it is harder to speak or to hear a new language?
6. Is there a speed limit for cars in your country?

C

Emphasizing content words 

Practice saying the following sentences. Make the stressed syllables long. That makes it easy to hear the content words.

1. He rented an apartment.
2. The professor is famous.
3. The painter is coming.
4. She's written the report.
5. It's difficult to understand.
6. He's planning to retire.

D
Limerick

Note You have practiced the rhythm of this limerick in Unit 9, Exercise D. Now say it again and notice which words are emphasized.

One good way to practice the following limerick is by whispering instead of speaking. Whispering will help you concentrate better on emphasizing the content words.

A student was sent to Tacoma
Intending to earn a diploma.
He said, "With the rain,
I don't want to remain.
I think I'd prefer Oklahoma."

E
Group work: telegrams

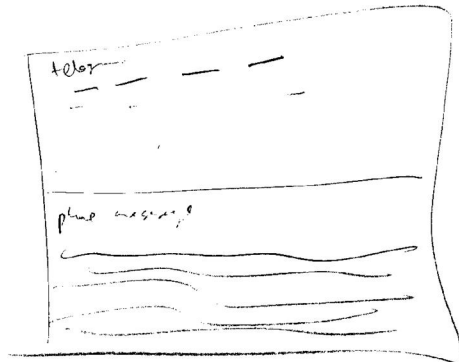
Today, when people are in a hurry to get a message to someone, they use the telephone or a fax machine. But in the old days, people sent telegrams. Because the sender of the telegram had to pay for each word, it was cheaper to use only content words.

Example SEND MONEY. BOUGHT CAR.
This means "Send me money. I've bought a car."

- 1 Read the long message below these instructions.
- 2 Write this message as a telegram. Which words can you cut? Which words do you need in order to keep the meaning? Discuss this with your group.
- 3 Write the shortest message possible.

Phone Message

~~The book that you~~ ordered has arrived in the bookstore. Our address is 921 Main Street. The store is open from 10 to 6 every day of the week except Sunday. Your book will be kept for you at the customer service counter at the front of the store.



F

Pair work: telegrams

- 1 Write a telegram with your own message. Use only content words.
- 2 Exchange your telegram with a partner. Can you fill in the structure words in your partner's telegram?

G

Dialogue

- 1 Circle the content words in the following dialogue. You should find eight.
- 2 Practice the dialogue, lengthening the stressed syllables of the content words.

Lost Glasses

- A: What's the matter?
B: I lost my glasses.
A: Where'd you put them?
B: If I knew, I could find them!

H

Note taking

- 1 Listen to this story.
- 2 Listen again and write only the words you hear most clearly. Leave blanks for the words that are not very clear.
- 3 Fill in the blanks by guessing the missing words.
- 4 Listen again and see if you guessed the right meaning.

Note Even if all the words you guessed aren't exactly the same as those you heard, if the meaning is the same, you have taken notes successfully.

I

Check yourself

- 1 Practice the different stress patterns in the following words.

Noun	Adjective
content	content

Sentences

2 Practice saying this short poem.

These lines can show you where the accent went.

But with their ¹content, I'm not yet ²content.

(John Hollander)

Which "content" is used as a noun?

Review

Linking: stop-to-stop

If the final stop is the same sound as the beginning of the next word, say the words as one word.

Example deep pot deepot

1. cab_ˌback put_ˌten black_ˌcat
 deep_ˌpot red_ˌdoor big_ˌgate

2. a. Please stop pushing.
 b. Cook it in a deep pot.
 c. I took a cab back to town.
 d. What's a "lab beaker?"
 e. Put ten dollars in the box.
 f. Is this the right town?
 g. That's a bad dog.
 h. Open the red door.
 i. Our luck could change.
 j. She has a black cat.

12 Basic Emphasis Pattern: structure words

Rule Structure words are usually reduced (de-emphasized).

Basic Emphasis Pattern				
Content words (emphasized)	<i>nouns</i> (cat)	<i>main verbs</i> (runs)	<i>adverbs</i> (quickly)	<i>adjectives</i> (happy)
	<i>question words</i> (who, what, where, when, why, how)			
Structure words (de-emphasized)	<i>pronouns</i> (he, she)	<i>prepositions</i> (of, to, at)	<i>articles</i> (a, the)	<i>"to be" verbs</i> (is, was)
	<i>conjunctions</i> (and, but)	<i>auxiliary verbs</i> (can, have, do, will)		

When content words are emphasized and structure words are de-emphasized, the contrast helps the listener to hear the important words.

A

Pair practice

With a partner, write structure words that fit these categories.

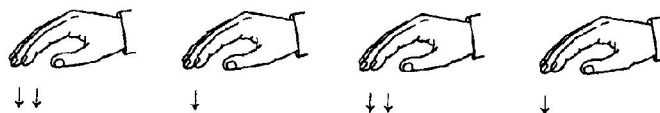
Pronouns	Prepositions	Articles*	"To be" verbs	Conjunctions	Auxiliary verbs
he	in	a	is	and	can
ours	at	an	were	but	do
_____	over	the	_____	so	have
_____	_____		_____	or	will
_____	_____		_____		
_____	_____				
_____	_____				

*These are the only articles.

B**Contractions** 

“To contract” means to make something smaller. Contractions are a normal part of spoken English. Contractions reduce attention to structure words, helping to make the content words easier to notice.

- 1 Listen to the difference between some typical contractions and their full forms. Notice the change in the number of syllables.



Full form	Contraction	Full form	Contraction
a. I am	I'm	f. he has	he's
b. is not	isn't (2 syllables)	g. I will	I'll
c. they have	they've	h. I have	I've
d. that is	that's	i. we have	we've
e. I would	I'd	j. she had	she'd

- 2 Practice the following pairs of words. Tap the syllables while you are speaking.

Full form	Contraction	Full form	Contraction
a. she is	she's	f. who is	who's
b. cannot	can't	g. where did	where'd
c. I have	I've	h. we are	we're
d. why have	why've	i. they are	they're
e. he has	he's	j. he had	he'd

C**Pair practice: sentences**

Student 1 says sentence (a) or (b) with the contraction. Student 2 says the full word.

- They've already gone. have
 - They'd already gone. had
- How long've you been there? have
 - How long'd you been there? had
- Where'd you put that? did
 - Where'll you put that? will

- | | |
|------------------------------------|-------|
| 4. a. It'll cost a lot. | will |
| b. It'd cost a lot. | would |
| 5. a. We're shut down completely. | are |
| b. We'd shut down completely. | had |
| 6. a. We'd be pleased to help. | would |
| b. We'll be pleased to help. | will |
| 7. a. They'll cut the bread. | will |
| b. They'd cut the bread. | had |
| c. They've cut the bread. | have |
| 8. a. What've you put in the soup? | have |
| b. What'll you put in the soup? | will |
| 9. a. Where'd everybody go? | did |
| b. Where'll everybody go? | will |
| 10. a. I've run in that race. | have |
| b. I'll run in that race. | will |

D

Reduced and

The structure word “and” is one of the most common words in English. “And” is usually contracted to a schwa + “n.”

cream ~~and~~ sugar

Practice saying the reduced “and” in order to hear it better. Link the final sound of the first word to the schwa vowel of “and.”

- | | |
|--------------------------------|------------------------------------|
| 1. cream <u>an</u> ' sugar | 8. knives <u>an</u> ' forks |
| 2. sandwich <u>an</u> ' coffee | 9. peanut butter <u>an</u> ' jelly |
| 3. big <u>an</u> ' little | 10. hamburger <u>an</u> ' fries |
| 4. rich <u>an</u> ' famous | 11. nickels <u>an</u> ' dimes |
| 5. men <u>an</u> ' women | 12. tables <u>an</u> ' chairs |
| 6. boys <u>an</u> ' girls | 13. radio <u>an</u> ' television |
| 7. rock <u>an</u> ' roll | |

E

Pair practice: dialogue

- 1 Reduce "and."
- 2 Emphasize the content words.



At the Cafe

- A: I'd like a chicken sandwich and coffee.
B: Do you want everything on the sandwich?
A: What's everything?
B: Mustard, mayonnaise, lettuce, tomatoes, and pickles.
A: Everything but the mayonnaise.
B: Cream and sugar with your coffee?
A: No, I like it black. Black and hot.

F

Reduced can

- 1 Listen to these sentences. The vowel in "can" is reduced, but the vowel in "can't" is full and clear.

John can write very well.
John can't write very well.

- 2 Now read the following sentences. Underline the clear vowel in "can't." Draw a slash (/) through the reduced vowel in "can."

Then Student 1 says sentence (a) or (b). Student 2 answers.

- | | |
|--|--------------------------|
| 1. a. John can write very well. | Yes, I agree. |
| b. John can't write very well. | That's unfortunate. |
| 2. a. Can you go tonight? | Yes, I finished my work. |
| b. Can't you go tonight? | Unfortunately, no. |
| 3. a. The audience can hear the speaker. | That's good. |
| b. The audience can't hear the speaker. | That's terrible! |
| 4. a. We can always eat before class. | Yes, I prefer it. |
| b. We can't always eat before class. | No, sometimes not. |
| 5. a. Did you say they can come? | Yes, it's possible. |
| b. Did you say they can't come? | It's impossible. |
| 6. a. The Johnsons can afford the trip. | Oh, good! |
| b. The Johnsons can't afford the trip. | That's too bad. |

G

Common expressions

Practice the contractions and reductions in these common friendly greetings and remarks.

- | | |
|----------------------|--|
| 1. What's new? | 6. Who's here? |
| 2. How're you doing? | 7. What'll you have? (to eat or drink) |
| 3. How's it going? | 8. Here's to you! (a toast) |
| 4. How've you been? | 9. Can I help you? |
| 5. What's up? | 10. It's been fun! |

H

Silent H



Pronouns are usually reduced so much that words like "he," "him," "hers," and "his" lose the beginning sound **H**, except at the beginning of sentences.

Practice saying the following.

Examples

Slow, full	Fast, reduced
------------	---------------

Is he?	izzy
give her	giver
Would he?	woody

Is he?

Note Linking is especially important with silent **H**.

Read the following sentences. Cross out (X) the "h" at the beginning of words in these sentences.

Then Student 1 says sentence (a) or (b). Student 2 answers.

- | | |
|---|------------------------------|
| 1. a. Did he go? | No, he didn't. |
| b. Did she go? | No, she didn't. |
| 2. a. Is her work good? | Yes, she does well. |
| b. Is his work good? | Yes, he does well. |
| 3. a. Give him a message. | He isn't here. |
| b. Give her a message. | She isn't here. |
| 4. a. Did you take her pen? | No, it's mine. |
| b. Did you take your pen? | No, I left it. |
| (Note The Y sound is important in "your.") | |
| 5. a. Is this his apartment? | He lives across the street. |
| b. Is this Sue's apartment? | She lives across the street. |

Sentences

- | | |
|--------------------|--------------------|
| 6. a. Is he busy? | No, he isn't. |
| b. Is she busy? | No, she isn't. |
| 7. a. Can he read? | Yes, quite well. |
| b. Can't he read? | Unfortunately, no. |

I

Pair practice: linking over the H

- 1 Draw linking marks wherever you see an "h" that should be dropped. There are six.
- 2 Practice the dialogue.



The Missing Singer

- Stage Manager: Where's our singer?
Assistant: I think he's practicing, sir.
Stage Manager: But we need him on stage now!
Assistant: Well, you know how nervous he gets.
Stage Manager: Did you tell him the concert's about to start?
Assistant: It sounds like he's practicing just as fast as he can.

Remember, it is not necessary for you to use these reductions and contractions in your speech, but it is very important for you to learn to hear them easily.

J

Dictation

1. _____
2. _____
3. _____
4. _____
5. _____

K

Rhythm

There are three pronouns with a silent **H** in the following limerick. Practice linking the words.

A Train Ride

A singer once went to Vancouver,
Thinking the move would improve her.
But the trip was so long,
And her voice grew so strong,
At Toronto they had to remove her.




L

Reduced T: present tense

In verbs like “want to,” the “to” is often reduced so much that the **T** sound is silent.

Examples “want to” sounds like “wanna”
“going to” sounds like “gonna”

Note Do not use the “sounds like” spelling in your writing. This spelling is used here only to show the sounds of spoken English.

Listen to these sentences and check “Slow, full” or “Fast, reduced.” 

Examples

	Slow, full	Fast, reduced
a. I want to go.	✓	
b. I “wanna” go.		✓
c. I am going to go.	✓	
d. I’m “gonna” go.		✓

Slow full Fast reduced

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

M

Reduced T: past tense


In the past tense, **T** becomes a quick **D** sound or is silent. Notice the difference in the number of syllables between the present tense and past tense of “want to.”

Examples

Fast speech	Present	Past	Number of Syllables
You hear: I wanna go.	✓		4
I wanteda go.		✓	5

How should you write the sentences above?

Answers I want to go.
I wanted to go.

Listen to these sentences and check “present” or “past.” 

Present Past

- 1.
- 2.
- 3.
- 4.
- 5.

N

Reduced T in between vowels


T often sounds like a quick D in between vowels. Practice saying T this way so that you can recognize it when you listen to an English speaker.

Example “write it” sounds like “ride it”

water	fit any
better	lot of
liter	get all
later	write it
hotter	hit it
city	
Betty	
atom	

Review

Content words

- 1 Circle the content words.
- 2 Then practice saying the poem. 

I think that I shall never see
A billboard lovely as a tree.
Indeed unless the billboards fall,
I'll never see a tree at all.
(Ogden Nash)



13 Focus 1: pitch patterns used for emphasis

Rule 1 Basic Emphasis Pattern

- Content words are emphasized.
- Structure words are de-emphasized.

Rule 2 Focus

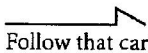
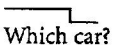
“Focus” means to see clearly. The **focus word** in a sentence has the most emphasis so that the listener can hear it clearly.

Example **Follow that car!**

Rule 3 Melody

We help listeners to notice the focus word (the most important word) by changing the pitch.

The sound of our voice rises on the focus word and then falls. This makes a contrast with less important words. English listeners pay attention to this change in pitch.

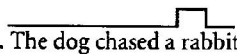
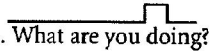
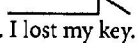
Examples X:  X: Follow that car!
 Y:  Y: Which car?








A

At the beginning of a conversation

Rule At the beginning of a conversation, the last content word is usually the focus of meaning.

Practice humming the melody of the following sentences with the pitch pattern shown. (Humming is singing with “mmmmm” instead of words.) Then practice saying the sentences.

Examples a.  a. The dog chased a rabbit.
 b.  b. What are you doing?
 c.  c. I lost my key.

- | | |
|---|--|
| 
1. Here's a package for you. | 
5. Bring me some breakfast. |
| 
2. I broke the record! | 
6. There's too much traffic. |
| 
3. Put this in the refrigerator. | 
7. I want some shoes. |
| 
4. We're all waiting for you. | |

B

More practice with focus

1 Find the final content word in each of the following sentences and underline its stressed syllable.

2 Say the sentences, letting your voice rise on the stressed syllable, and then drop after that. This makes the focus clear to the listener.

1. What happened to the electricity?
2. We need a better photograph.
3. He's studying photography.
4. You always need to prepare.
5. The car was sold.
6. You don't understand.
7. He doesn't understand her.
8. Where did you put it?
9. Open the door for them.
10. Please record it for me.


C

After the beginning of a conversation

Rule After a conversation begins, the focus changes as each person speaks, so *any* word can be the focus.

The focus changes because the speaker wants to call attention to **new information**. **Old information** is already understood and does not need emphasis.

Conversation

- 1 Practice this dialogue with a partner. 

Trouble

A: I lost my hat.

(Opening remark: "hat" is the new information.)

B: What kind of hat?

(As the conversation continues, "kind" is now the focus. "Hat" is old information.)

A: It was a rain hat.

B: What color rain hat?


A: It was white. White plastic.

B: Mmmm. There was a white hat in the car.

A: Which car?

B: The one I sold!

D

Pair practice: dialogues 

- 1 Practice this dialogue using a change in pitch to emphasize the underlined focus words.

At the Shoe Store

X: I want some shoes.

Y: What kind of shoes?

X: The beautiful kind!

Y: Black or brown?

X: Neither. I'm tired of black and brown. I want red shoes. Shiny red shoes!

- 2 Underline the focus words in these dialogues. Practice making the focus clear.

1. **A Traveler**

X: Where are you going?

Y: Europe.

X: Where in Europe? To the north or to the south?

Y: Neither. I've seen the north and the south. I'm going east.

2. *Two People on the Street*

- X: What are they building?
Y: They're building a school.
X: What kind of school? Elementary or high school?
Y: Neither. I think it's a trade school.

3. *Two Students*

- X: What are you doing?
Y: I'm studying.
X: Studying what? Math or English?
Y: Neither. I'm sick of math and English. I'm studying nutrition, because I'm always hungry.

Note "Hungry" is the focus of the last part of the last sentence. But "always" could also be emphasized, if the speaker feels strongly. Do not emphasize too many words, however, because there will be less contrast and so the meaning will not be clear.

4. *A Tourist*

- X: What's the best part of Canada?
Y: That depends. Do you prefer the city or the countryside?
X: Well, I like scenery.
Y: Then you should go to the far north of Canada.
X: Do they have good shopping there?
Y: Maybe you'd better go to Toronto.

E

Pair practice: disagreement

Practice these dialogues with your partner. Take turns saying the first remark. Emphasize the underlined word.

- X: Dallas is in California
Y: That's not right. It's in Texas.
- X: I buy books at the library.
Y: No, you buy books at the bookstore.
- X: I buy books at the library.
Y: No, you borrow books at the library.
- X: A ship is smaller than a boat.
Y: I don't think so. A ship is bigger than a boat.

Conversation

5. X: You got home late!
Y: Not very late.
6. X: You're always losing things!
Y: Not always.
7. X: Florence is the capital of Italy.
Y: No, Rome is.
8. X: "Actual" means "in the present time."
Y: No, "actual" means "real."

F

Pair practice: dialogue

Underline the focus words and practice.

Two Students Argue

- A: I bought some books at the library.
B: They don't sell books at the library. They lend books there. They sell books at the bookstore. Didn't you know that?
A: On Tuesdays they sell surplus books at the library.
B: Surplus?
A: Extra ones that they don't need.
B: I didn't know that.
A: There's a lot you don't know.

G

Pair practice: guessing what comes next

You can often guess what will come next by noticing which word the speaker has emphasized. Guessing what will come next is a good way to listen to English more effectively.

Student 1 says sentence (a) or (b). One way to make this exercise more fun is to hum the sentence (use "mmmm" instead of words). Or you could use a kazoo (toy humming instrument). Student 2 listens closely to the pitch pattern and then says the answer, being careful to emphasize the focus word.

- | | |
|---|-------------------------------|
| 1. a. It's a <u>big</u> dog. | No, it's a wolf. |
| b. It's a <u>big</u> dog. | More medium sized. |
| 2. a. But we asked for two <u>Cokes</u> ! | Oh, I thought you wanted tea. |
| b. But we asked for <u>two</u> Cokes! | Oh, I thought you wanted one. |

- | | |
|--|--------------------------|
| 3. a. I heard that you bought a big <u>TV</u> . | No, it was a computer. |
| b. I heard that you bought a <u>big</u> TV. | No, it was a little one. |
| 4. a. He went by fast <u>train</u> . | Not by air? |
| b. He went by <u>fast</u> train. | Not by the regular one? |
| 5. a. I think that hamburger's <u>mine</u> . | No, this one is yours. |
| b. I <u>think</u> that hamburger's mine. | Aren't you sure? |
| 6. a. Is that a silver <u>watch</u> ? | No, it's a bracelet. |
| b. Is that a <u>silver</u> watch? | No, it's white gold. |
| 7. a. We prefer beef <u>soup</u> . | Not stew? |
| b. We prefer <u>beef</u> soup. | Not chicken? |
| 8. a. Is there milk in the <u>refrigerator</u> ? | No, on the table. |
| b. Is there <u>milk</u> in the refrigerator? | No, but there's juice. |

H

Disagreement

1 Write answers that disagree with the following statements. Different answers are possible.

2 Underline the word in your answer that disagrees with the statement.

3 Then practice with a partner.

Example A: London is far away.

B: No, it's near. or Not very far. or Not as far as Rome.

- A: Paris and London are countries.
B: _____
- A: Children learn to read before they learn to talk.
B: _____
- A: Old people can usually run faster than young people.
B: _____
- A: It isn't important to study hard in school.
B: _____
- A: Lemons are sweeter than honey.
B: _____
- A: China is a smaller country than Japan.
B: _____

I

What was said?

Read Speaker B's statement. What did Speaker A say to cause an answer with this emphasis?

Example A: Today is Monday.

or Today is Wednesday.

B: No, today is Tuesday.

1. A: _____

B: No, the wedding is on the fifth of April.

2. A: _____

B: I don't agree. We need more rain.

3. A: _____

B: But we prefer to keep the window open.

4. A: _____

B: Blue is the best color for a car.

5. A: _____

B: No, I think it's on page seven.

J

Summary: focus

At the beginning of a conversation, the focus is usually the last *content* word in a sentence. After the beginning, the focus can be *any* word.

The signals of focus:


- The *pitch rises* on the stressed syllable.
- The stressed syllable is very long.
- The stressed syllable is very clear.

K

Check yourself

- 1 Underline the focus words. Different people might choose different words.
- 2 The pronouns underlined in the dialogue ("I" and "you") should be emphasized. Can you guess why the speaker emphasizes these words? Unit 14 will explain.

3 Record the dialogue.

4 Listen to check if you have emphasized the underlined words. 

Food

X: Do you think food in this country is expensive?

Y: Not really.

X: Well, I think it's expensive.

Y: That's because you eat in restaurants.

X: Where do you eat?

Y: At home.

X: I didn't know you could cook.

Y: Well, actually I can't. I just eat bread and Coke.

X: That's awful!

Y: No, it isn't. I like bread and Coke.

X: You're crazy!

Review

Limerick: content words

Practice saying the limerick. If you reduce the schwa vowels and stress the important words, the rhythm will be exact.



I **knew** a **man** from **Arkansas***

Who **ate** a **rock** that **broke** his **jaw**.

What do you **think**?

He **said**, with a **wink**.

Perhaps it's **wrong** to **eat** them **raw**.

*Pronounced "Arkansaw."

wink to close one eye, meaning "This is a joke."

raw uncooked

jaw the lower part of the mouth

14 Focus 2: emphasizing structure words

The normal emphasis pattern reduces structure words. However, when a speaker feels strongly or wants to disagree with something said before, *any* word may be emphasized, including structure words.

Example A: Don't you agree that you should work harder? (contracted)
B: I do not agree! (full form)

A

Pair practice: and, or

Take turns being Speaker A and Speaker B.

- A: Our specialties are lamb, steak, and lobster. (reduced)
B: Terrific! I'll have steak and lobster! (emphasized)
- A: Which is more important – intelligence or effort?
B: Both – you need intelligence and effort.
- A: Do you want pie or cake?
B: Neither. I don't like pie or cake.
- A: Are you getting married for love or money?
B: What do you think? Love and money.
- A: Are you going to go by plane or train?
B: Neither, I don't like planes or trains.

B

Pair practice: can

Take turns being Speaker A and Speaker B.

- A: Do you think you can do the job? (reduced)
B: Oh yes! I certainly can do it! (emphasized)
- A: He can write well.
B: I suppose he can. But he usually doesn't make the effort.
- A: Can we get this project done by Thursday?
B: Of course we can, maybe even by Wednesday.

4. A: I don't think a country can run out of money.
B: Unfortunately, it can, if the government can't borrow.
5. A: This team can win.
B: Maybe it can, but I doubt it will.

C

Pair practice: not

Take turns being Speaker A and Speaker B.

1. A: Don't you think you should pay for dinner? (contracted)
B: No, I do not! (emphasized)
2. A: Will you let them stay at your apartment?
B: No, I will not!
3. A: It's cold.
B: It's not cold.
4. A: Can't you loan me the money?
B: No, I cannot.
5. A: Please try.
B: No, I just cannot do it!

D

Pair practice: auxiliaries (is, have, had, would, will, are)

Take turns being Speaker A and Speaker B.

1. A: The train's already left.
B: It has? (shows surprise)
2. A: You should've answered right away.
B: I did answer! (shows strong disagreement)
3. A: I'd like a higher salary.
B: Perhaps you would, but it isn't possible. (shows emphasis on wishing)
4. A: But the boy doesn't want to do it.
B: Well, I say he will do it! (shows strong feeling)
5. A: We're ready. Why aren't you?
B: But we are ready! (shows strong disagreement)

E

Pair practice: prepositions (in, on, over, up, etc.)

Take turns being Speaker A and Speaker B.

1. A: Is the cat on the bed again?
B: No, she's under the bed.
2. A: You forgot to leave the keys on the desk again.
B: I'm sorry, I put them in the desk!
3. A: I thought you wanted the lamp on the table.
B: No, I said over the table.
4. A: Are the birds in the bird cage?
B: Oh. I'm afraid I let them out.
5. A: If you're going out, please buy some film.
B: Sorry, I'm coming in.

F

Pair practice: pronouns (I, you, me, we, they, etc.)

Take turns being Speaker A and Speaker B.

1. A: It seems cold.
B: It doesn't seem cold to me.
2. A: Did you misplace your keys?
B: No, I didn't. You were the one who had them last.
3. A: Do you like to argue with your friends?
B: Not at all. But they like to argue with me.
4. A: People always forget to leave a tip.
B: I don't forget!
5. A: Your team doesn't have a chance of winning!
B: Well, we don't think so!
6. A: Hi! What's new?
B: Nothing much. What's new with you?

7. A: This is a great party!
B: I don't think it's a great party.
A: But it is!
B: No, you just want it to be.

G

Pair practice: pronouns that begin with H

Take turns being Speaker A and Speaker B.

1. A: Does she like classical music?
B: No, but he does.
(“he” is emphasized so the **H** is pronounced)
2. A: Did you or George make this terrible mess?
B: Honestly, he did!
3. A: Is this the best you can do?
B: Yes, but I think her work is even worse!
4. A: Where's Michael's English book?
B: I don't know. Ask him about it.
5. A: Jerry showed me your fine report.
B: It wasn't really mine – it's his work mostly.

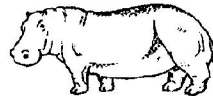
H

Rhythm

Practice this poem. Do you understand why the underlined pronouns are emphasized?

Behold the hippopotamus!
We laugh at how he looks to us,
And yet in moments dark and grim
I wonder how we look to him.
Peace, peace, thou hippopotamus!
We really look all right to us,
As you no doubt delight the eye
Of other hippopotami.

(Ogden Nash)



I

Pair practice: what will come next?

- 1 Read the sentence and then write your own ending. Underline the word that should be emphasized (the focus word) in the part you wrote.
- 2 Dictate your sentences to your partner. Did your partner underline the focus word you emphasized?

1. We had a lot of rain last year, but _____.
2. I don't like to write, but _____.
3. This pen doesn't write very well, but _____.
4. Tomatoes are expensive, but _____.
5. My sister got a raise in pay, but _____.

J

Pair practice: checking information

In the following dialogues, Speaker Y emphasizes the question word ("how," "what," "why," etc.) to find out what Speaker X said.

- X: Millie let the cat out!
Y: Who did?
X: Millie did.
- X: I don't particularly like goat cheese.
Y: What kind of cheese?
X: Goat cheese.

This is a useful way to ask about something you did not understand or did not hear clearly.

Read each dialogue and write a question for Speaker Y. Then take turns reading the dialogue with correct emphasis.

1. X: We need tomatoes for the sauce.
Y: _____
X: Tomatoes.
2. X: John needs a new battery for his car.
Y: _____
X: John.

3. X: The travel agent made a mistake in our arrangements.
Y: _____
X: The travel agent.
4. X: Melissa is coming at five o'clock.
Y: _____
X: Five.
5. X: We went to the airport by bus.
Y: _____
X: To the airport.
6. X: Richard has a mountain of books on his desk.
Y: _____
X: On his desk.
7. X: They won't let you into the building without a badge.
Y: _____
X: A badge.
8. X: Mr. Johnson forgot to sign his name.
Y: _____
X: Mr. Johnson.

K

Pair practice: what was said?

When you are listening to a conversation, you may not hear all the words. You may need to guess what the person said. Think about the emphasis in B's remark and guess what A said before.

Example A: She left at ten o'clock. or She left at one o'clock.

B: No, she left at eleven.

Write remarks for A. Then practice the dialogues.

1. A: _____
B: I think it is more important!
2. A: _____
B: No, you were the one who left the door open!
3. A: _____
B: But we have read our assignment!
4. A: _____
B: No, we don't want to buy a TV or a VCR!
5. A: _____
B: The book for this class is not expensive.

Conversation

6. A: _____
B: Well, you should be sorry!
7. A: _____
B: But I do want to help you.
8. A: _____
B: Unfortunately, the skunk was inside the house.



L

Pair practice: dialogue

- 1 Working alone, underline the focus words.
 - 2 With your partner, take turns reading the dialogue out loud. Can you identify which words your partner chose to emphasize?
- Remember, you do not have to agree on your choice of focus words, but you *do* have to make your choice clear.

New York Cab Driver

- Driver: Where to?
Customer: The World Trade Center.
Driver: Where are you from?
Customer: Chicago.
Driver: Yeah, that's what I thought, from the accent.
Customer: Really? I have an accent? Funny, I never thought about it. Where are you from?
Driver: Atlanta, Georgia.
Customer: Really? You're from the South? You don't sound Southern.
Driver: No, of course not. I'm studying to be an actor and you can't have any accent if you want to be an actor.
Customer: So you just got rid of your Southern accent?
Driver: That's right. I wiped it out completely.
Customer: That's really interesting. I guess that's why you sound like you're from New York.
Driver: I do?

M

Small group discussion

- 1 Read the paragraph on page 101. Underline the focus words. A sentence may have more than one focus word, but if you underline too many, it will be hard for the listener to tell which words are important to you.

- 2 Take turns reading the sentences from the paragraph. The listeners should write the words they think you have chosen as the focus of each sentence.
- 3 Discuss your choice of focus. Not everybody will choose the same words.

Cultural Differences

¹It is a lot of work to learn a new language. ²When you work so hard to speak in that language, you certainly want to be understood. ³But understanding is based on more than language. ⁴Sometimes understanding is based not only on what you say but how you say it. ⁵For example, every country has its own rules about politeness. ⁶How do you thank someone? ⁷How do you interrupt politely? ⁸These rules are based not on language but on culture. ⁹A polite style in one country may not seem like a polite style in a different country. ¹⁰This can cause unexpected difficulties. ¹¹Therefore, when you learn a language it is useful to learn the rules of politeness as well. ¹²Even if you think these rules are unnatural, using them can help you be understood better.

N

Half of a telephone conversation

- 1 Read what Speaker A says and underline the focus words.
- 2 Write B's half of the conversation and underline the focus words.
- 3 Read this conversation aloud with your partner. Then practice your partner's conversation.

A: Hi! Did you hear the news?

B: _____

A: The news about our club?

B: _____

A: Our singing club.

B: _____

A: We've been invited to enter a national competition! We could be famous!

B: _____

A: Certainly we're ready to compete.

B: _____

A: Well I think so. We just need to spend a lot of time practicing.

B: _____

A: Fred, what's important – studying for your exams or helping us win the competition?

O

Pair work: writing a dialogue

- 1 Write a short argument between two speakers. Circle which words to emphasize.
- 2 Listen to your partner's dialogue. Write the emphasized words as you notice them. Did you guess which words your partner wanted you to notice?
- 3 Now read your dialogue aloud while your partner writes the emphasized words. Did your partner guess which words you had marked?

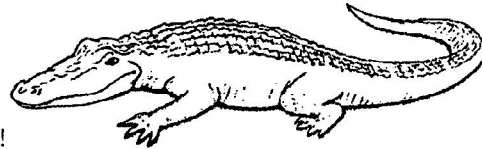
The most important part of communication
is to make it easy for your listener.

Review

L and R sounds

Practice saying this poem.

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!




How cheerfully he seems to grin!
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!
(Lewis Carroll)

doth old word for "does"

scale small bony flakes covering fish and reptiles

15 Intonation: pitch direction of questions

 **Rule** A statement ends with a falling pitch. A question may end with a rising or a falling pitch.

The two most common types of questions in English are:

- Questions that ask for information with a question word (“who,” “when,” “where,” etc.).

1. X: Where are you going? ↘ Pitch falls
Y: To Europe. ↘
2. X: What are you doing? ↘
Y: I’m studying. ↘
3. X: What’s new? ↘
Y: Nothing much. ↘

- Questions that can be answered “Yes” or “No.”

1. X: Do you work in an office? ↗ Pitch rises
Y: Yes, I do. ↘
2. X: Is it raining? ↗
Y: Yes. ↘
3. X: Are there any good movies on TV tonight? ↗
Y: No, there aren’t. ↘

A

Pair practice: pitch patterns

- 1 Working alone, draw a pitch arrow at the end of each of these sentences.
- 2 Then practice these ten questions with a partner. Listen to each other’s intonation.

Examples Where do you work? ↘
Do they pay well? ↗

1. Would you like another piece of cake? ↗
2. Can I give you some more coffee? ↗
3. When did you arrive here? ↘
4. Do you like it here? ↘
5. Are you married? ↘

6. What kind of work do you do?
7. Where did you grow up?
8. Do you have any sisters or brothers?
9. What are their names?
10. Do you think I ask too many questions?

B

Pair practice: dialogues

Draw pitch arrows at the end of each sentence. Then practice the dialogues.

1. *Language Study*

- A: Do you think English is easy?
B: No, I don't.
A: Why not?
B: I have to work too hard.

2. *Cat Obedience*

- A: Do you think cats can be trained?
B: Of course they can.
A: Really? I mean, can you train them to come when you call?
B: Certainly. Just put out food and call "Here, Kitty, Kitty, Kitty!"
A: Oh. And how can you train them to stay off the kitchen table?
B: That's easy. Just spray them with water whenever they jump up.
A: Does that mean I always have to be in the kitchen?
B: Well, I'll admit that is a problem.

C

Ways of checking information

If you are not sure about what you just heard, there are two common ways to check the information:

- Checking information with a question word.
The question word is the focus and the pitch rises. Listen and practice.
 1. X: Our computer isn't working.
Y: What did you say? ↗
 2. X: They got here at one o'clock.
Y: When did they get here? ↗

3. X: My in-laws are coming.
Y: Who are coming? ↗

■ Checking information by repeating words.

These words are actually part of complete yes/no questions, so the pitch rises.

1. X: We need twenty more plates.
Y: Twenty? (Did you say twenty?) ↗
2. X: The party is on the fifth of May.
Y: The fifth? (Is it on the fifth?) ↗
3. X: We have to finish the work before Tuesday.
Y: Before Tuesday? (Not after?) ↗
X: Yes, that's right.

D

Pair practice: questions that check information by repeating words

Draw a pitch arrow after B's question. Then practice the dialogues with a partner. Be careful to make the pitch of your voice follow the arrow.

Example A: John's coming.
B: John's coming? ↗
A: Yes.

1. A: He's coming for the party.
B: The party?
A: Yes, the office party.
2. A: How many people are coming?
B: Forty.
A: Forty?
B: Yes.
3. A: How many people are coming?
B: Forty.
A: How many?
B: Forty.
4. A: Where will the party be?
B: At the Sailors' Club.
A: The Sailors' Club?
B: That's right.

E

Pair practice: what was said?

Read the dialogue and fill in the missing question. Then compare your answer with your partner. (You may have different answers.)

- A: When does the show start?
B: At 2:30.
A: _____?
B: That's right.
- A: How much will it cost?
B: Twenty dollars a person.
A: _____?
B: Twenty dollars.
- A: How late will it last?
B: At least until 10.
A: _____?
B: Yes.
- A: What's the show about?
B: The French Revolution.
A: _____?
B: Exactly.

F

Check yourself

Read the following dialogue and draw pitch arrows at the ends of sentences. Then record the dialogue and check to see if you followed the arrows.

Cones

(A host is taking a visitor for a drive in the mountains.)

- Visitor: What kind of trees are those?
Host: Pine trees.
Visitor: I see. Then are those things that are hanging from the trees pineapples?
Host: No, apples grow on apple trees, but pineapples don't grow on pine trees. In fact, I don't think they grow on trees.



Visitor: What do they grow on?
Host: Some kind of bush. That's smaller than a tree.
Visitor: Oh. Well then, what do you call those things on the pine trees?
Host: Those are pine cones.
Visitor: Cones? Oh, I see . . . are they called "cones" because they're shaped like ice cream cones?
Host: Exactly.




Review

Focus words

Underline the focus words. Then practice the dialogue with a partner.

A: Do you like books?
B: Sure. I read all the time.
A: What do you like best?
B: Serious books.
A: Serious about what?
B: Love.
A: Love isn't a serious topic.
B: It's a serious topic for me.

16 Intonation: thought groups (1)

 The English speaker helps to guide the listener by providing these “road signs”:

- The focus word is emphasized.
- Words are grouped into thought groups.

A thought group is a group of words that belong together. There are two main signals to mark the end of a thought group: **pause** and **falling pitch**.

A pause gives listeners time to understand what was said. If people have trouble understanding you, making a pause at the end of a thought group can help them.

The pause must come at the right time, especially when you are saying numbers – in addresses, telephone numbers, and so on. When numbers are written, you can tell where the pause should be because of a space or punctuation (such as a hyphen or parentheses).

Listen to these two numbers:

- (a) 5551314
- (b) 555-1314

Did you hear the difference?

Practice saying this North American phone number: (415) 555-1212.

Area code	Local code	Personal number
415	555	1212

A **Pair practice: telephone numbers**

1 Student 1 dictates (a) or (b). Student 2 writes what he or she hears. Was the grouping correct?

- a. 4163 254 324
b. 416 325 4324
- a. 40 841 34567 ✓
b. 408 413 4567
- a. 201 32 54636 ✓
b. 201 325 4636 ✓

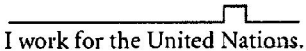
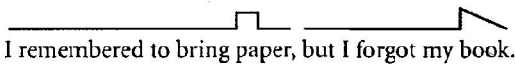
2 Now dictate your own telephone number. Did your partner write it with the correct grouping?

B

Change of pitch

Every thought group has a focus word. The focus word is marked by a rise and then a fall. The fall in pitch helps the listener to recognize the end of a thought group.


Listen and practice.

1.  I work for the United Nations.
2.  I remembered to bring paper, but I forgot my book.

C

Pair practice: arithmetic

1 Student 1 says either (a) or (b) with a pitch fall at the end of each group. The new group starts on a higher pitch. This shows the listener the beginning and ending of the group. Student 2 says the answer. The correct answer depends on correct grouping.

 *Examples* $(2 + 3) \times 5 = 25$
two plus three times five equals twenty-five
 $2 + (3 \times 5) = 17$
two plus three times five equals seventeen

1. a. $3 \times (3 + 5) = 24$
b. $(3 \times 3) + 5 = 14$
2. a. $(5 - 2) \times 2 = 6$ (five minus two)
b. $5 - (2 \times 2) = 1$
3. a. $(4 - 1) \times 3 = 9$
b. $4 - (1 \times 3) = 1$
4. a. $(10 - 1) \times 2 = 18$
b. $10 - (1 \times 2) = 8$
5. a. $(4 + 2) \times 3 = 18$
b. $4 + (2 \times 3) = 10$
6. a. $(2 \times 2) + 3 = 7$
b. $2 \times (2 + 3) = 10$

2 Now invent your own problem:

7. a. _____
b. _____

D

Either/or questions

Either/or questions offer a choice. Both choices are focus words, so they get equal emphasis.

Examples Would you like black or brown?
Are you going east or west?

Practice asking these questions.

1. Do you want to work or rest?
2. Are they good or bad?
3. Is the ring silver or gold?
4. Will you go by bus or train?
5. Do you want soup or salad?

E

Pair practice: a series of items

Rule 1 The pitch pattern shows which items belong in the series.

Rule 2 The final item in a series has the rise-fall that means “the end.”

Examples USAID (U.S. Agency for International Development)
We want soup, salad, coffee, and pie.

Practice these thought groups, paying attention to pitch patterns.

1. PR (public relations)
2. WHO (World Health Organization)
3. red, blue, and green
4. We need books, pencils, and paper.
5. They sell Fords, Mazdas, and BMWs.
6. We have a computer, a fax, and a modem.
7. red, blue, green, and yellow
8. The zoo has elephants, tigers, bears, and lions.
9. The students come from France, Japan, Malaysia, and Argentina.
10. His suitcase contains socks, underwear, ties, pajamas, shirts, and a sweater.

F

Adding to the series: alphabet game

Students take turns adding an item to the list. Each new item begins with the next letter of the alphabet. (Remember to have a rise and fall in pitch on the last item.)

Example

I'm Going to New York

- First Player: I'm going to New York and I'm taking an **apple**.
Second Player: I'm going to New York and I'm taking an apple and a **bicycle**.
Third Player: I'm going to New York and I'm taking an apple, a bicycle ,
and a **cap**.
Fourth Player: I'm going to New York and I'm taking an apple, a bicycle, a
cap, and a [something that begins with the letter "d"].

A player who cannot remember the whole list is out of the game and the next player continues and adds an item.

G

Check yourself

- 1 Underline the focus words and mark a slash (/) at the end of each thought group.
- 2 Then practice the dialogue with a partner. Be careful to make the thought groups clear. Each thought group must have a focus word.

Difficult Children

- Mother: We want a turkey and cheese sandwich; an avocado, lettuce,
and tomato sandwich; and a peanut butter and jelly sandwich.
Waitress: On white, whole wheat, or rye?
Mother: The turkey and cheese on rye, and the other two on
whole wheat.
First Child: No! No! I want white bread!
Mother: Whole wheat is good for you.
Second Child: I don't want avocado, lettuce, and tomato!
Mother: OK, one turkey and cheese on rye and two peanut butter and
jellies on white.
Waitress: What would you like to drink?
Mother: One Diet Pepsi and two glasses of milk.
First Child: We want Pepsi!
Mother: OK, OK. Three sandwiches, one Diet Pepsi, and
two regular Pepsis.

H

Summary

To help your listener understand:

- Emphasize the focus words.
- Use pauses or pitch falls at the end of thought groups.
- Use long pauses at the end of complicated ideas.

Review

Linking

Practice saying these common expressions as one word (no pause in between parts of the group).

1. Hurry up!
2. How are you?
3. How's it going?
4. What's new?
5. Hi there!
6. How do you do?
7. No problem!
8. See you later!

Review

Content words

The first poem is traditional. The second is having fun with it.

Circle the content words in each poem. Then say the poems.

Twinkle, Twinkle – Twice

1. Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
(Jane Taylor)
2. Twinkle, twinkle, little bat,
How I wonder where you're at!
Up above the world so high,
Like a tea tray in the sky.
(Lewis Carroll)

17

Intonation: thought groups (2)

A

Review

The last content word in a thought group usually has the focus emphasis. There is a rise on the stressed syllable of that word and then a fall. This change in pitch marks the focus of the thought group.

- Examples*
- | | |
|---------------------------------------|------------------|
| a. John said, "The boss is crazy." | Who is speaking? |
| b. "John," said the boss, "is crazy." | Who is speaking? |

B

Pair practice: sentences

Student 1 says either sentence (a) or (b) and then asks the question that follows.
Student 2 answers the question.

- | | |
|---|----------------------------|
| 1. a. Alfred said, "That clerk is incompetent!" | Alfred |
| b. "Alfred," said that clerk, "is incompetent!" | that clerk |
| <i>Question</i> Who was speaking? | |
| 2. a. The teacher said, "That student is lazy." | the teacher |
| b. "The teacher," said that student, "is lazy." | that student |
| <i>Question</i> Who was speaking? | |
| 3. a. "Jack believes," I said, "that he's sick." | that he's sick |
| b. Jack believes I said that he's sick. | that I said that he's sick |
| <i>Question</i> What does Jack believe? | |
| 4. a. He sold his house, boat, and car. | three |
| b. He sold his houseboat and car. | two |
| <i>Question</i> How many things did he sell? | |
| 5. a. She likes pie and apples. | pie and apples |
| b. She likes pineapples. | pineapples |
| <i>Question</i> What does she like? | |
| 6. a. Do you want Super Salad? | one |
| b. Do you want soup or salad? | two |
| <i>Question</i> How many things were you offered? | |
| 7. a. Did she choose a greener blue? | one |
| b. Did she choose a green or blue? | two |
| <i>Question</i> How many colors were there? | |

Conversation

8. a. Wooden matches are used to start fires. one
b. Wood and matches are used to start fires. two
Question How many sorts of things are used to start fires?
9. a. The store sells golden jewelry. one
b. The store sells gold and jewelry. two
Question How many types of things does the store sell?
10. a. When the water boils rapidly, put the spaghetti in the pot. when the water boils rapidly
b. When the water boils, rapidly put the spaghetti in the pot. when the water boils
Question When should you put the spaghetti in the pot?

C

Pair practice: story

It is helpful to pause after a complicated idea so that the listener has time to understand what was said. There should also be a pause after “road sign” words like:

however nevertheless first of all
finally furthermore on the other hand

These words help the listener to follow the meaning. Emphasis and pause make ideas easier to notice.

- 1 Underline the focus words in the following story. There are many focus words because the speaker is upset.
- 2 Mark good places to pause.
- 3 Take turns listening to each other saying the story. Did you use emphasis and pauses to help the listener follow the story?

A Sad Story

¹This was the most terrible day of my life! ²Everything went wrong. ³First of all, I couldn't find my keys. ⁴Then I knew I was going to be late for work, so I drove too fast and got a speeding ticket. ⁵When the officer asked for my driver's license, I realized that I had left it at home! ⁶I got a flat tire and had to change it, which took even more time. ⁷Finally, when I arrived at work, I remembered that it was a holiday and the office was closed!

D

Poem

This is the most famous nonsense poem in English. Do not worry about pronouncing the nonsense words – just hum the poem. Can you guess how to make the pauses and pitch patterns?



Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.
(Lewis Carroll)

E

Small group work

- 1 Read this paragraph silently. Mark places where you think a pause should be made to give the listener time to think.
- 2 Take turns reading two or three sentences to your group. They should make a small mark to show where you paused.
- 3 Check to see if the other students could tell where you paused.
- 4 Discuss the reasons why each student chose to pause in a particular place.

Cultural Differences

¹In your country, is it considered polite to listen quietly to other people, without any change of expression on the face? ²If this is the style you have learned, perhaps you should watch two North Americans talking. ³Notice how the person who is listening will have frequent changes of expression. ⁴The listener may also make short remarks while the other person is talking. ⁵These may be one word, like “Really?” or they may just be a sound, like “uh-huh” or “mmm.” ⁶This is how North American listeners show that they are listening in a friendly way. ⁷That is why North Americans get uneasy when the listener is completely silent and shows no change of expression. ⁸In the American style of conversation, an unmoving face often means that the listener is unfriendly, or perhaps even angry.

F

Check yourself: dialogue

If possible, record this with your partner. Were the separate items and groups made clear?

Coffee Shop Confusion

(The customer doesn't hear very well, and the waiter is impatient.)

Customer: What can I have to start with?

Waiter: Soup or salad.

Customer: What's Super Salad?

Waiter: What do you mean "Super Salad"?

Customer: I thought you just said you have a Super Salad.

Waiter: No, we don't have anything like that. Just plain green salad. And tomato soup.

Customer: Oh, OK. Well, what do you have for dessert?

Waiter: We have pie and apples.

Customer: I don't care much for pineapples.

Waiter: Are you making jokes or what? We have pie and apples.

Customer: OK, OK. Just give me the soup and a piece of apple pie.

Waiter: Sorry, the only pie we have is berry.

Customer: Very what?

Waiter: What?

Customer: You said the pie was very something. Very good?

Waiter: Mmmm, I said the pie was berry. And if you will wait just a minute, I'm going to get another waiter to serve you.

Review

Focus words: the meaning of emphasis

What is in the speaker's mind?

Student 1 says sentence (a) or (b). Student 2 says the most likely meaning of that sentence.

1. a. We want three tickets for today's show. (not two)
b. We want three tickets for today's show. (not tomorrow's show)
2. b. Please give me both books. (Both of them are important.)
a. Please give me both books. (I really want them.)
3. a. Gary used to be sensible. (He didn't do dumb things.)
b. Gary used to be sensible. (He isn't sensible now.)

Unit 17 Intonation: thought groups (2)

- | | |
|---|----------------------------------|
| 4. a. <u>Speak</u> to her again. | (She might listen.) |
| b. Speak to her <u>again</u> . | (Maybe a second time will work.) |
| 5. a. They should have stayed <u>later</u> . | (They left too early.) |
| b. They <u>should</u> have stayed later. | (It would have been better.) |
| 6. a. I didn't know she was <u>out</u> there. | (I thought she was inside.) |
| b. I didn't know <u>she</u> was out there. | (I thought it was just him.) |
| 7. a. I <u>think</u> I paid \$5 for just one box. | (I'm not sure.) |
| b. I think I paid \$5 for just <u>one</u> box. | (Maybe it was two boxes.) |
| 8. a. I told <u>you</u> about that. | (I didn't tell anyone else.) |
| b. I <u>told</u> you about that. | (Perhaps you weren't listening.) |

Appendix A

Student's own dictation

A

Dictation

- 1 Choose two long sentences from your own work or field of study. Write any technical terms that may be unfamiliar to the class on the board.
- 2 Dictate the sentences to the class. If possible, make a recording while you dictate.
- 3 Have two or more students write on the board as you dictate while the rest of the class writes on paper. When students cannot guess a word, they should leave a blank in the sentence.
- 4 Now write the two sentences on the board so that the class can see what you dictated.
- 5 With the help of the teacher, analyze as a class the errors and misunderstandings.

B

Analysis

Compare the speaker's version and the listeners' versions. Missing or faulty words may be a **listener** error. However, when two or more listeners have misunderstood the same word, it is a sharp indication that the speaker must correct some error in his or her speech.

- 1 *Identify the content words.* Mistakes with content words (nouns, main verbs, etc.) cause more confusion than mistakes with structure words (articles, prepositions, etc.). For instance, when a listener mistakes a noun for a verb it becomes very difficult for the listener to predict what kinds of words are coming next.
- 2 *Circle the focus words.* A long sentence is apt to have several thought groups, and each group will have a focus. A missed focus word will cause confusion of the thought.
- 3 *Check the stressed syllables of focus words.* Was the stress on the right syllable? Were the sounds accurate? A substitution of the wrong sound in these syllables is serious.

C

Conclusion

Have the class practice saying the sentences with you so that everybody understands and can apply the analysis. Then re-record the sentences and compare as a class the two versions on tape.