

INTONATION PATTERNS.

① Falls on complete, definite statement.

"I hope so. I have a complaint."

② Wh-questions.

The voice often falls in questions beginning with wh.

"Where is Mr. Vernon going?"

③ YES/NO questions.

The voice usually rises in questions to which the answer is yes/no.

"Do you want salt?"

④ Question tags - rising.

The speaker is not certain. She's asking for confirmation. The voice rises on the question tag.

"It's Tuesday today, isn't it?"

⑤ Question tags - falling.

The speaker is certain of what she says. She expects sb to agree with her. The voice falls on the question tag.

"It's a nice day, isn't it?"

⑥ Alternative questions.

The speaker mentions two possible answers. The voice rises on the first alternative, falls on the second.

"Does John come from Leeds or Manchester?"

⑦ Echo questions

The speaker repeats sth said by another person.

"Have we got any postcards?"

"Postcards?"

⑧ Correcting.

The voice falls on the correct word, to emphasise it.

"No, it's on the 5th of December"

⑨ Listing

The voice rises on each item of the list, until the last one, where it falls.

"She bought some potatoes, some peas, and some peaches."

⑩ YES/NO short answers.

"Yes, it was."

⑪ Rise in subordinate clause or non-final phrase, fall in the main clause.

"One day, our teacher asked us to write a story."

⑫ Statement implying "but...":

The voice falls and rises. The fall marks the important information; the rise implies that though the speaker may have made a positive statement, she's going to qualify it.

"The weather was OK, but everything else was awful."

-ED ending pronunciations

- /ɪd/ or /əd/ when the infinitive of the verb ends with the alveolar plosives /d/ or /t/.
 - paint ed, correct ed, remind ed, decide ed. ...
- /d/ when the infinitive of the verb ends with a voiced sound other than /d/.
 - play ed, clean ed, roll ed, show ed, agree ed, damage ed, cause ed, love ed. ...
- /t/ when the infinitive of the verb ends with a voiceless consonant other than /t/.
 - wash ed, watch ed, link ed, ask ed, walk ed. ...

-ES ENDING PRONUNCIATION

- When a verb carries a third person singular -s suffix (or in "is" and "has" contractions), or a noun carries an -s plural suffix or an -s possessive suffix, that suffix will be pronounced

1. /ɪz/ or /əz/: when the noun or the verb ends in one of the following consonants /s z ʒ ʒ tʃ dʒ/ (sibilants)
 - washes, watches, practises, sausages, noses, horses, horse's, churches, boss's. ...
2. /z/: when the noun or the infinitive of the verb ends in a voiced sound other than /z ʒ dʒ/.
 - plays, cleans, rolls, shows, pens, tables, actors, countries, shoes, John's, Tom's. ...

WORDS ENDING IN -SION

- Vowel + sion: $\int n$ invasion, decision, vision.
- Consonant + sion: $\int n$ comprehension, extension.

WORDS ENDING IN -TION

- s + tion: $tʃ(ə)n$ question, suggestion.
- other sand/letter + tion: $\int n$ lotion, education, adoption.

SYLLABLE CONSONANTS

- Most syllables contain an obvious vowel sand, thus /carry/ $/'kæri/$
- Sometimes, though, a syllable consists phonetically only of a consonant:
 - e.g. 1) listen $'lɪsən \rightarrow 'lɪs\underset{\cdot}{n}$
 - 2) little $'lɪtl \rightarrow 'lɪt\underset{\cdot}{l}$Consonants n and l are syllabic in words 1) and 2).
- n and l are the most likely consonants to become syllabic in RP. Syllabic consonants are represented with a diacritic, underneath, thus $\underset{\cdot}{n}$ and $\underset{\cdot}{l}$.
- The consonants /n/ and /l/ may become syllabic in RP under certain conditions:
 - 1) The sequence /əh/ or /əl/ must be in the same syllable.
 - listen $'lɪs \underset{\cdot}{2}n \rightarrow 'lɪs\underset{\cdot}{n}$
 - little $'lɪt \underset{\cdot}{2}l \rightarrow 'lɪt\underset{\cdot}{l}$

STRESS

- Words which often keep the stress in connected speech

2) /n/ may be syllabic when the sequence [ɔn] is preceded by ONE consonant, which must be a plosive, fricative or affricate. (p, b, t, d, k, g) (f, v, θ, ð, s, z, ʃ, ʒ, h) (tʃ, dʒ)

garden 'gɑ:dən → /'gɑ:dən/ even 'i:vən → /'i:vən/

cushion 'kʊʃən → /'kʊʃən/ vision 'vɪʒən → /'vɪʒən/

2.1) Nasal syllabicity is more likely if the preceding consonant is an alveolar (plosives /t d/ and fricatives /s z/)

cotton 'kɒtən → /'kɒtən/ sudden 'sʌdn → /'sʌdn/

2.2) Syllabic n is sometimes possible if the sequence is preceded by more than ONE consonant, but NOT if one of them is a nasal (m, n, ŋ) *

golden 'gɔ:ldən → /'gɔ:ldən/

BUT NOT

abandon ə'bændən ✓ → ə'bændn X

*Note, however, the pronunciation of common morphemes
e.g. -sion: tension 'tensən → 'tensn ✓

3) /l/ may be a syllabic consonant when the sequence [əl] is preceded by at least one consonant other than approximants (w, j, r):

people 'pi:pəl → 'pi:pəl

uncle 'ʌŋkəl → 'ʌŋkəl

BUT NOT

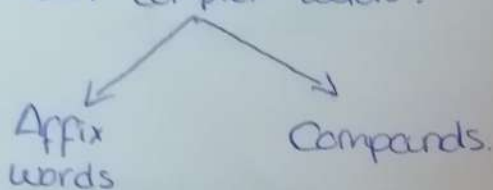
neutral 'nju:trəl ✓ → 'nju:trəl X

STRESS

- Words which often keep the stress in connected speech because they carry considerable semantic weight are nouns, main verbs, adjectives and adverbs → Lexical or content words.

- Normally, you learn stress by heart.

- What about complex words?



- Affix words:

- base + suffix
- Prefix + base.

- Base + suffix:

→ Suffixes carrying primary stress themselves

- ain: certain **x**
- ee: refugee
- eer: maintaineer
- ese: Portuguese
- ette: cigarette
- esque: pinturesque
- ique: unique

(b)

→ Suffixes that do not affect stress placement

(17)

- | | |
|---|---|
| - able: <u>comfort</u> → <u>comfortable</u> | - age: <u>anchor</u> → <u>anchorage</u> |
| - al: <u>refuse</u> → <u>refusal</u> | - ative: <u>imagine</u> → <u>imaginative</u> |
| - en: <u>wide</u> → <u>widen</u> | - ful: <u>wonder</u> → <u>wonderful</u> |
| - ing: <u>amaze</u> → <u>amazing</u> | - ish: <u>devil</u> → <u>devilish</u> (adj)
<u>demolish</u> (verb) |
| - like: <u>bird</u> → <u>birdlike</u> | - less: <u>power</u> → <u>powerless</u> |

→ however, some prefixes are stressed

examples:

- ly: hurried → hurriedly
- ness: yellow → yellowness
- fy: glory → glorify
- y: fun → funny

- ment: punish → punishment
- ous: poison → poisonous
- wise: other → otherwise

→ Suffixes that influence stress in the base:

- eous: advantage → advantageous
- graphy: photo → photography
- ial: proverb → proverbial
- ic: climate → climatic
- ion: perfect → perfection
- ious: injure → injurious
- ty: tranquil → tranquility
- ive: reflex → reflexive

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→ Suffixes -ance, -ant, -ary:

- When one-syllable stem, stress on stem: guidance
- When two-syllables in stem: if the final syllable of the base contains a long vowel or diphthong, or if it ends with more than one consonant, that syllable receives the stress: importance

Otherwise, the syllable before the last one receives the stress: military

- Prefix + base:

→ Prefixes: They do not usually take the stress of a word:

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- Dislike
- Reclaim
- Defraud
- Uneasy
- Illegal
- Immature

'Re'

↳ kasu hanton ezawa
secondary stress

↳ kasu hanton baoua
secondary stress

when the prefix doesn't have a meaning:

refuse → ri:'fju:z remember → ri:'membə

when the prefix means "again"

redo → ri:'du

→ However, some prefixes are stressed as in the following

examples

- ⑥ - co-driver
- hyperlink

- subsection
- interface

- supermarket
- underwear

→ Nevertheless, other words with these prefixes have main stress on a syllable after the prefix:

- co-education
- subtropical

- Hyperactive
- Spernatural

- Interchangeable
- Underline

- Compounds:

→ Compound nouns:

usually written as ONE word

Stress normally in the 1st. ←

- Two nouns: primary stress on first noun: 'typewriter

BUT family doctor, town hall, cotton wad

Stress normally in the 1st. ←

- Noun + -ing form: 'bird-,watching **BUT** thanks giving.

Stress normally in the 2nd. ←

- Adjective + noun: central-'heating **BUT** greenhouse.

Stress normally in the 1st. ←

- Noun + past participle: 'dog-,eared **BUT** ,home-'grown

Stress normally in the 1st. ←

- -ing form + noun: 'sitting-,room **BUT** managing director.

→ Compound adjectives:

- Some compound adjectives have main stress on first part:

'time-,consuming; 'health-,related (not always the case).

Stress normally in the 2. ←

- Adjectival element + ad: ,bad-'tempered.

Stress normally in the 2. ←

- Noun + adjective: ,fat-'free

Stress normally in the 2. ←

- Adverb/adjective + past participle: ,fully-'grown.

Stress normally in the 2. ←

- Adverb/adjective + -ing form: ,hard-'working.

Stress normally in the 2. ←

- Self- as the first part: ,self-'confident.

Stress normally in the 2. ←

- Number + word: ,second-'class.

Voiced → vowels, dʒ, m, n, ŋ, r, i, w, l

→ Compound adverbs:

- Compounds functioning as adverbs: North-'East.

→ Compound verbs:

- Noun + verb: 'brainwash

BUT

- Verbs with adverbial first element: down-'grade,
ill-'treat

- Connected speech: variable stress (stress shift): It happens in words where a secondary stress comes before main stress. (Remember that if primary stress on third or later syllable, then there must be a secondary stress on one or other of the first two syllables: ,organization).

→ The stress on a final-stressed compound tends to move to a preceding syllable if the following word begins with a strongly stressed syllable.

,bad-'tempered → a 'bad-tempered 'teacher.

fully-'grown → a 'fully-grown 'tiger.

→ Phrases: when we combine words stress patterns may be unbalanced. To balance them, native speakers switch round the stress levels in the first element:

Afternoon → 'Afternoon 'tea.

- Word-class pairs:

- 'abstract (adj) → abstract (verb)

- 'record (noun) → record (verb)

- 'contrast (noun) → contrast (verb)

- 'protest (noun) → protest (verb).

- Prepositional verbs vs. phrasal verbs:

- to 'dream of

- to 'deal with

- to 'talk to

BUT (phrasal verbs)

- to call 'back

- to write 'down

- to hold 'on.

Voiced → vowels, ə, b, d, g, v, ʒ, z, ʒ,
dʒ, m, n, ŋ, r, j, w, l

Voiceless → p, t, k, f, θ, s, ʃ, h, tʃ,

PRIMARY STRESS LEWENGOLO

- Noun + noun juntu idatbita. (bawarru primary).
- Noun + -ing.
- Noun + past participle.
- -ing + noun.
- Noun + verb.

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PRIMARY STRESS BIGARRENGOLO

- Adj + noun.
- Adj + -ed.
- Noun + adj.
- Adv/Adj + past participle.
- Adv/Adj + -ing.
- Self- as the 1st part.
- Number + word.
- Adv + verb

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