

Listening to intonation

8.1

The effect of high key upon the shape of the fall and the fall-rise tone in a single prominence tone unit is explained, but the corresponding effect upon rising tones is not included. (See Note 19 on recognising key on pages 14–15.)

8.2

The main purpose of this task is to get students used to associating key with a particular prominent syllable.

ANSWERS

- 1 // i'm SAYing // we SHOULD // res ↑ TRICT // the MANuFACture // and USE of // ↑ PRivate motor cars //
- 2 // for instance their manuFACture // uses UP // other SCARCE // often irre ↑ PLAceable // NATural reSOURces //
- 3 // even if you stray a ↑ WAY from the town // ↑ OUt of town for instance //

8.3

This task is concerned primarily with recognition and imitation, but students can begin to form their own ideas about the significance of high key. One way of approaching the matter is for them to repeat the examples *without* the step up where the arrow is and think about the difference this makes.

8.4

ANSWERS

- 1 // ✓ we exPECt it to inCREASE mobility // ✗ and it re ↑ DUces it //
- 2 // ✓ we're HELD up in TOWN // ✗ and in the ↑ COUNtry // ✗ as WELL //

3 // ↘ we KNOW the environment is THREAtened // ↘ but we
over ↑LOOK it //

4 // ↗ he HASn't always thought like THIS // ↘ he was once a
↑KEEN driver //

The first tone unit, with referring tone, gives a generally shared observation; what is then proclaimed in the second is presented as something as if it were not shared – something which goes against expectations in some way.

8.5

In each of these examples, the first tone unit refers to a belief that is held by some person (or perhaps by people in general), and the second (with high key) contradicts that belief.

ANSWERS

1 // ↘ instead of COpying our mistakes // ↘ the LESS deVEloped countries // ↘ should ↑LEARN from them //

2 // ↘ it isn't CLEver to drive dangerously // ↘ it's irres↑PONsible //

3 // ↘ we DON'T need MORE cars on our roads // ↘ we need
↑FEWer //

8.6

In tone units with two prominent syllables, key is indicated at the first of these.

3 // ↘ it's ↑IrresPONsible // ↘ to DRIVE DANgerously // ↘ it's NOT
CLEver //

4 // ↘ we ↑CAN't aFFORD // ↘ to waste NATural reSOURces //
↘ we OUGHT to be SAving them //

Notice that (3) has two prominent syllables in one word:

// . . . IrresPONsible . . . // (see Task 9.16).

8.7 and 8.8

Both tone and key are considered here. The focus is upon avoiding abrupt confrontation when correcting a false belief or assumption.

8.7 ANSWERS

(Slight variations in the wording of the replies are not important, of course, as long as the relevant information features are the same.)

- 1 // ✓ i'm ↑ SOrry // ✗ i ↑ DON'T KNOW //
- 2 // ✓ well ↑ ACtually // ✗ at the ↑ TRAffic lights //
- 3 // ✓ ↑ DON'T you reMEMber // ✗ i ↑ BROUGHT it BACK to you //
- 4 // ✓ unFORtunately // ✗ it stops at ↑ EVery STAtion //
- 5 // ✓ well to ↑ TELL you the TRUTH // ✗ i ↑ DON'T //
- 6 // ✓ ↑ NOT REally // ✗ she was ↑ AFTer my TIME // ✓ i THINK //

8.8

The fall-rise is used in preference to the rising tone in Task 8.7 because if you are trying to make a contradiction less aggressive you avoid using the 'dominant' rising tone.

8.9

This task uses the students' recollection of the broadcast interview as a context for agreeing and disagreeing.

ANSWERS

- 2 // ✗ NO // ✓ he WASn't the INterviewer // ✗ he was ↑ BEing interviewed //
- 3 // ✗ YES // ✓ THAT'S RIGHT //
- 4 // ✓ not EVeryone // ✓ he thought ↑ SOME drivers // ✗ were too ↑ RECKless //

5 // ↘ eXACTly //

6 // ↘ i ↑ DON'T THINK so // ↘ he had been a KEEN driver //

↘ him ↑ SELF //

7 // ↘ he CERTAINLY DID // ↘ YES //

8.10

The purpose here is to encourage the same kind of awareness in a more open-ended situation.

Listening to sounds

8.11–8.14

The focus of Part 2 of this unit is upon what happens to consonant sounds after the vowels of prominent syllables. Though students should not be encouraged to think in terms of a break anywhere within the tone unit, awareness of syllable divisions can be helpful. The question posed in the various tasks is whether a consonant should be thought of as belonging to the preceding prominent syllable or to the syllable (usually a non-prominent one) which follows.

8.14 ANSWERS

1 for most of your life

2 just a moment

3 first and foremost

4 it goes via Manchester

5 from platform three

6 we should concentrate on public transport

8.15

Students may need reminding that what is said about Tasks 8.11–8.14 applies to sounds, not spellings. In these examples the composition of the relevant consonant sequence is not apparent from the spelling.

8.16–8.19

All of these tasks are concerned with some kind of 'simplification' which usually occurs around Target Position 4.