

### Intonation Exercises

I. Please mark the primary and secondary stresses in the phrases and sentences transcribed below. Your teacher will read them aloud for you. Follow the example.

Example: John loves Mary. [ 'dʒɔ:n 'lʌvz \mə:ri]

1. Phonetics is easy. [ fə ne:'rɪks\_ɪz\_ɪzi]

2. Want to see it? [ wɔ:nə si:\_ɪt]

3. I'm eighteen. [ aɪm\_ɪt'i:n]

4. Were they home? [ wɜ:r ðeɪ hoʊm]

5. A week ago. [ ə wi:k\_ə goʊ]

6. Where do you live? [ weər du jʊ lɪv]

7. Come here, please. [ kʰʌ'm hɪər || plɪ:z]

8. You study English? [ ju:\_stʌ'ri\_ɪŋɡlɪʃ]

9. A: How are you? [ haʊ\_ɑ:r ju]

B: Fine, thanks. How are *you*? [ faɪn θæŋks || ha\_ər ju:]

10. A: Who did that? [ hu: dɪd ðæt]

B: Mrs. Jones. [ mɪsɪz dʒoʊnz]

A: Mrs. Jones? [ mɪsɪz dʒoʊnz]

B: Yes, she did. [ jeʃ\_ʃɪ drɪd]

II. Read aloud each of the sentences below. Please pay special attention to the intonation patterns.

1. The situation is intolerable. [ðə sɪtʃu'eɪʃn\_IZ\_m^tʰɑ:lərəbəl]
2. What time did you call? [wət^t^haim dɪdʒə ^kʰɒl]
3. Would you like some coffee? ['wʊdʒə 'laɪk sm̩ ^kʰɑ:fi]
4. The teacher is sick? [ðə 'tʰi:tʃər\_IZ /sɪk]
5. The President likes swimming, doesn't he?  
[ðə 'prezɪdənt 'laɪks ^swɪmɪŋ || 'dʌznt\_ /hi:]
6. We speak Spanish in Venezuela, don't we?  
[wɪ 'spi:k\_ 'spæniʃ\_ɪn venə'zweɪlə || 'doʊnt wɪ]
7. How much money have you got? [haʊ 'mʌtʃ 'mʌni\_əv\_ju ^gɒt]
8. Pay attention to your teacher. [peɪ ə'teɪnʃn̩ tə jər ^tʰi:tʃər]
9. Let's rent a car. ['lets 'reɪn\_ə ^kʰɑ:r]
10. Don't be silly. ['doʊn bi ^sɪli]
11. Why are you angry? ['waɪ\_ər ju ^æŋgri]
12. Did you understand my explanations?  
[dɪdʒu\_ ʌ'ndər'stænd maɪ\_eksplə /neɪʃnz]
13. Will you come to class tomorrow? ['wɪl ju 'kʰʌm tə 'klæs tə /mɑ:rəʊ]
14. Who broke the chair? ['hu: 'brəʊk ðə ^tʃeər]
15. You didn't feel the earthquake? [ju 'dɪdn̩ 'fi:l ði\_ zɪrθkwɜ:k]

III. Read aloud each of the sentences below. Please pay special attention to the intonation patterns.

1. Is that *John* over there?
2. *You* know it as well as *I* do.
3. *This* room is more expensive than *that* one.
4. Do you know John, dear?

5. Good morning, Mr. Smith!
6. Young man, we'll see you later.
7. My friend, I want to tell you something.
8. You want a chair, don't you?
9. Shall we meet here, or in your room?
10. I looked down, and *there* were my keys.
11. It's unbelievable!
12. What a *beautiful* day!

IV. Read aloud the sentences below as naturally as possible. Please pay special attention to the weak pronunciation form of some words and the intonation of each sentence.

1. I ordered an apple not a pear.
2. Pass me the onion near the sugar bowl.
3. Are you coming to our party?
4. Is he the man you talked to me about?
5. I already know him, but I haven't met her yet.
6. Ask them all the questions you want.
7. Where were your glasses?
8. John'll do the work for you?
9. I was cleaning the house when he arrived.
10. There are eighteen students in my class.
11. What's it mean?
12. The teacher gave each one of us a piece of cake.

V. Examine the sentences below and think about the possible intonation pattern for each one of them and weak pronunciation forms. Then mark the sentence stresses. After that, read each sentence aloud. Finally, your teacher will read the sentences aloud too so that you can compare your pronunciation with his.

1. There's a cat under the table.
2. Who are you waiting for?
3. Have you seen Arthur?
4. How long has he lived in Middleford?
5. Let's have a party on Friday.
6. Is Bruce going to ring Mary up?
7. No, he's telephoning another girl.
8. What's Mr. Steele putting on?
9. Can you tell me the time?

10. You mustn't smoke in class.
11. Arthur, come into my office.
12. Do you speak English?
13. What can I do for you?
14. May I help you?
15. Whose house does Arthur live in?
16. I've just come back from England.
17. We're going to visit Jenny, Mary and Sheila.
18. Would you like to go to the cinema or to the theater?
19. Did you feed the chickens?
20. How often does Mary go to a restaurant?
21. What's the matter with you?
22. Don't miss class.
23. You study English, don't you?
24. You can't smoke in class, can you?
25. Will he come tomorrow?
26. You have nothing cheaper?
27. May I ring the bell?
28. You're married, aren't you?
29. My English students don't watch TV, do they?
30. What time did you call?
31. We speak Spanish in Venezuela, don't we?
32. John, are you listening to me?

VI. Read the following passage aloud. Please concentrate on its intonation and weak pronunciation forms.

There's a little game I want us to play that I used to play at school. It's called Forget-Me-Not. I'm going to call out some words -just anything at all and as I say each word, you're all to put down the first thing that comes to your mind. Is that clear? For instance, if I should say "grass," you might write "it's green," or anything else you think of. Or if I call out "bridge," you might put down "a card game." It's an interesting game because it shows the reactions of people to different things and tells you a lot about the people themselves. You see how simple and easy it is?

VII. Read the following sketch. Please pay special attention to its intonation and weak pronunciation forms.

### **The Terrible Horrible Giant**

#### ***Act 1***

QUEEN: Eat your egg, King Egbert.

KING: I'm too tired, Queen Bess. That terrible horrible giant roared all night.  
I didn't sleep at all.

GIANT (*from far away*): Ooooh! Ooooooh!

(*King jumps under a chair.*)

QUEEN: Just listen to that terrible horrible noise. Where are you, dear?

KING: I'm here under the chair, Bess.

GIANT: Ooooooh! Ooooooh!

QUEEN: That noise has to stop. You are the king, so you must do something about it.

(*King gets up. Princess runs in.*)

PRINCESS: Oh, Mother! Do you hear those terrible horrible noises?

QUEEN: Don't worry, Daughter. Your father will do something about it.

KING: I will? What?

QUEEN: Something! You must think of something, because you are the king.

KING: That's so. All right, quiet, Bess. I am going to think.

(*King stands on his head to think, but keeps falling over.*)

KING: I have it, I have it!

QUEEN and PRINCESS: What is it?

KING: I'll ask the Wizard to tell me what to do.

PRINCESS: Oh, please don't do that. He gets things mixed up. Once I asked him to make a flying horse for me. Do you know what he made for me?  
A crying horse.

GIANT (*very loudly*): Ooooooooooh!

KING: That noise must stop! Daughter, go get the Wizard.

(*Princess goes out of the room.*)

KING: Well, what do you think, Bess?

QUEEN: Oh, yes, dear. It always makes me proud when you do that.

KING: Thank you, Queen Bess.

(*The Princess and the Wizard come in. The Wizard carries a book.*)