

CET Pronunciation Workshops 2019

Stop at Stops!

Karen Chung 史嘉琳
台大外文系 副教授

English questions answered free on: Karen on Ivy League Analytical English on



<https://www.facebook.com/Karen-on-Ivy-League-Analytical-English-234235001756/timeline/>

Series of articles in Chinese on English learning and pronunciation in CET's Hello! E.T.:

http://homepage.ntu.edu.tw/~karchung/Karen/Karen_Chung_publications.htm#CET

Online Phonetics Course 語音學 on NTU Open Course Ware 台大開放式課程 page:

<http://ocw.aca.ntu.edu.tw/ntu-ocw/index.php/ocw/cou/101S102>

Subscribe to Email updates: <http://eepurl.com/505qT>



Stop at stops! articles:

1. 大師開講 — Stop at stops! — 遇到塞音請停！ in No. 75, January/February 2013, p. 12-14.
<http://homepage.ntu.edu.tw/~karchung/pubs/CET75.pdf>

2. 英語島：連音塞音篇：STOP at STOPS! 遇到塞音請暫停！

November 2018 http://www.eisland.com.tw/Main.php?stat=a_AW7p8hN&mid=36

More articles on linking:

3. 英語島：連音：英語「字裡行間」的玄機 - 母音篇

July 2018 http://www.eisland.com.tw/Main.php?stat=a_AO4wy0h&mid=36

4. 英語島：連音鼻音篇：如何避免“N” G 英文？

September 2018 http://www.eisland.com.tw/Main.php?stat=a_uNfRMMN&mid=36

5. 英語島：連音“y”字篇：「醬子」講哪裡不對？

October 2018 http://www.eisland.com.tw/Main.php?stat=a_uNfRMMN&mid=36

A. What are “stops” 塞音？

1. voiceless stops 無聲塞音:

/p/ /t/ /k/

2. voiced stops 有聲塞音:

/b/ /d/ /g/

3. special voiceless stop: the glottal stop 喉塞音:

/ʔ/

Sounds like a basketball just hit your stomach:

「呃！」 (but with **no vowel**).

B. Stops are **not** usually a problem for Chinese speakers at the **beginning** of words, where

/p/ /t/ /k/ and /b/ /d/ /g/ are quite similar to: ㄆ 去 ㄎ and ㄉ ㄉ ㄍ:

/p/ pan ㄆ 潘

/b/ ban ㄉ 般

/t/ ting ㄉ 聽

/d/ ding ㄉ 丁

/k/ cut ㄎ 科

/g/ gut ㄍ 歌

Note: /b/ /d/ /g/ are **voiced** (like 米 and 拉 in Taiwanese), while ㄅ ㄉ ㄍ are voiceless, *not* voiced.

However, at the **beginning** of a sentence or phrase, /b/ /d/ /g/ are usually *voiceless*, just like ㄅ ㄉ ㄍ.
(That's a rule that usually doesn't get taught in English classes in Taiwan!)

C. Stops **are** often a problem at the **end of an English word or syllable**:

tap	keep	lip	type	cab	rib	rub	lab
cut	right	not	put	food	sad	did	red
pick	like	make	take	dig	rug	log	tag

Especially when there is another word right after them.

You **do** need to pronounce the final stops, regardless of what you *think* you've heard native speakers in movies do when speaking fast! They **do** pronounce pretty much ALL final stops!

Minimal pair practice

/-p/ vs. /-b/

rope robe	cap cab	lap lab	pup pub
cup cub	rip rib	nip nib	

/-t/ vs. /-d/

bat bad	plate played	heat heed	cot cod	goat goad
got god	sat sad	height hide	fate fade	grit grid
hat had	sent send	hot hod	float flowed	naught gnawed
write ride	set said	kit kid	font fond	pant panned
	sheet she'd	meet mead	gloat glowed	pert purred
ant and	sight side	oat owed	it id	plaint planed
at add	spent spend	pat pad	moat mode	pleat plead
bet bed	state stayed	port poured	mount mound	punt punned
cart card	wait weighed	pot pod	plot plod	scant scanned
eight aid		quit quid	site sighed	shunt shunned
feet feed	beat bead	route rude	slit slid	skit skid
heart hard	bent bend	short shored	spite spied	spurt spurred
hit hid	bright bride	slight slide	stunt stunned	tart tarred
hurt heard	but bud	sought sawed	tint tinned	trot trod
mat mad	cat cad	tent tend		
meant mend	cute queued	tight tied	blurt blurred	
neat need	debt dead		clot clod	
not nod	fat fad	bleat bleed	faint feigned	

/-k/ vs. /-g/

back bag	black blag	leak league	tack tag	slack slag
	block blog	lock log		snuck snug
pick pig	brick brig	luck lug	beck beg	stack stag
clock clog	broke brogue	pluck plug	chuck chug	tuck tug
dock dog	buck bug	rack rag	flock flog	whack wag
duck dug	crack crag	ruck rug	hack hag	wick wig
frock frog	dick dig	sack sag	jack jag	
muck mug	jock jog	smock smog	knack nag	
	lack lag	snack snag	puck pug	

<https://www.englishclub.com/pronunciation/minimal-pairs-t-d.htm>

D. Paying attention to final stops

There are different ways of dealing with final stops, **depending on the sound that comes next!**

But first, you need to **care!** That's means *paying attention* to /p/ /t/ /k/and /b/ /d/ /g/ at the **end of every word and syllable**. DON'T ignore them!

E. Watching out for final stops: /p/ /t/ /k/and /b/ /d/ /g/

1. LINKING (next sound is a *vowel*):

For **final consonants**:

First, draw a circle or rectangle around every /p/ /t/ /k/and /b/ /d/ /g/ that occurs at the **end** of a syllable.

Second, if the **next syllable or word** starts with a **vowel**:

Draw a linking mark from the consonant to the vowel,
e.g. kind of → kind_o of big as → big_a as

This also applies to other sounds that are not stops, so add linking marks to these words too.

For other final **consonants**:

e.g. eyes of → eyes_o of am I → am_I I

For final **vowels**:

For vowels with a final /i/ or /ɪ/ sound, add a little raised ^j;

e.g. see in → see^jin they are → they^jare

For vowels with a final /u/ or /ʊ/ sound, add a little raised ^w:

e.g. do it → do^wit so is → so^wis

2. STOPPING AT STOPS (the next sound is a *consonant*)

If the next word or syllable starts with a **consonant**, then you need to STOP at the STOP and PAUSE a bit before reading the next sound!

Examples:

tap fast keep right lip stick type cast cab door rib cage rub down lab coat
cut down right now not now put down food tax sad face did more red light
pick cars like them make time take care dig deep rug yarn log pile tag word

Practice Texts

Text 1:

Do you want to see in the dark? This might be possible. Scientists gave mice the ability to see near-infrared light. This is a kind of light that mice cannot usually see. Researchers from universities in China and the USA changed the vision of the mice they tested. They injected special nanoparticles into their eyes. These nanoparticles let the mice see better in the dark. The injections meant the mice could see in the dark for about 10 weeks. The scientists said the injections did not damage the eyesight of the mice. The eyes of the mice did not suffer from any side effects.

The research is published in the journal 'Cell'. The researchers hope their tests could be done on humans. Researcher Dr Tian Xue said: "Human beings have been trying to develop new technology to enable abilities that are beyond our natural abilities." He said tests in the future could let humans see in the dark.

Dr Tian added: "Another cool thing about this potential technology is that it wouldn't require a person to wear heavy and energy-intensive equipment, such as night-vision goggles." He also said the military might be interested in his research.

<https://breakingnewsenglish.com/1903/190306-night-vision-2.html>

Text 2:

More companies around the world are letting staff not wear a suit and tie. In the past, most business people and office workers had to wear business clothes. Today, this is becoming less important. Companies want their workers to dress more casually. Staff will feel more relaxed and work harder. The latest international company to relax its dress code is the investment bank Goldman Sachs. It asked its workers to "exercise good judgment" in deciding what to wear. It said the change was due to "the changing nature of workplaces generally in favor of a more casual environment".

Some business people think more casual dress is not good. The founder of the investment company 7IM said not wearing a suit could give a bad image to clients. He said: "You're looking after people's money, so you should behave and dress respectfully. I would not expect to hand over my pension to someone in jeans...It may be old-fashioned but I think it would be dangerous for a business to do that." He added: "If you let people dress sloppily, that is how your brand will be perceived." Companies like Google let staff dress casually and wear jeans and T-shirts to the office.

<https://breakingnewsenglish.com/1903/190322-business-suit-2.html>

Text 3:

Japan is changing because it needs workers. It is an aging society. This means it does not have enough workers. Japan's government has decided to employ workers from other countries to fill jobs. Japan's Prime Minister Shinzo Abe said his government will meet to approve a plan, which could become law on April 1. The new law would allow up to 345,000 foreign workers to help with its shortage of labor. Many of these will work in construction, fishing, healthcare and agriculture. They will be mainly low-skilled workers and need to pass a Japanese language test.

Japan's government said on Saturday that it had to change and let more foreign workers in to help the economy. It said: "If Japan simply continued along the same path, we would find ourselves in a very difficult situation." The government will make sure foreign workers can quickly adjust to life in cities and towns. It said: "We want to ensure they have the right environment in which to live and work." Japanese people are having fewer children - only 1.4 children per woman. This should be 2.1 for Japan to have enough workers. Japan's population is already dropping every year.

<https://breakingnewsenglish.com/1812/181211-foreign-workers-2.html>

Text 4:

New technology is reducing children's ability to use a pencil. Researchers from the UK's health service said that children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. This means their hands do not have the muscle strength to be able to write properly. Researcher Dr Sally Payne said: "Children are not coming into school with the hand strength...they had 10 years ago. Children coming into school are being given a pencil but are increasingly not able to hold it because they don't have the...skills."

Technology is changing the way that children write, draw or make things. Children are now using technology to create. Dr Payne explained that: "It's easier to give a child an iPad than encourage them to do muscle-building play such as building blocks, cutting and sticking, or pulling toys and ropes [so] they're not developing the...skills they need to grip and hold a pencil." Some experts say technology is causing bigger problems. One expert said if a child isn't strong enough to hold a pencil, perhaps their whole body is weak. She said children needed to climb trees instead.

<https://breakingnewsenglish.com/1804/180404-pencils-2.html>

Short dialogue practice: TV Repair Person

(A picks up phone and calls repair shop)

A: Hello, TV repair? Can you send someone over? Oh, good thank you.

B. (knocks on door) Handy Dandy TV Repair, at your service.

A: Oh, do come in. The TV is over there.

B: What seems to be the problem?

A: Well, I turn it on, but I don't get anything. No picture, no sound, nothing.

B. Sounds serious. Let me have a look. (begins to pull things out of TV and throw them aside)

A: Oh, dear! (moans while watching repairperson take TV apart)

B. Well, it's not that, and it's not this... Well, I think I've found the problem.

A. The picture tube, right?

B. No!

A. The sound tube then?

B. No!

A. (irritated) Well, then, what is it?

B. You haven't got it plugged in!

A. The plug! Oh no!

B. That'll be \$87 for the house call.

A. What? I'll \$87 you! (grabs repair person by collar and leads him/her to door.)

<http://www.timelessteacherstuff.com/readerstheater/TVRepairPerson.pdf>

The trick I will use to remind myself to “stop at stops” when I read and speak:

From previous workshops:

Step 1. **Phrasing** 斷句:

Always think of your LISTENER when speaking and reading!

Taiwanese tend to race to the finish when reading, with almost no pauses, making it difficult for listeners to understand. The reader will also not usually understand what they're reading, and they will sound stressed and nervous. Conscious learning of where to **pause** can fix this!

Read through the texts above, | marking shorter **pauses** | (e.g. marked by a comma, | or no punctuation) | with |, and longer ones | (e.g. marked by a semi-colon or period) | with || in (1)-(4). ||

Pause:

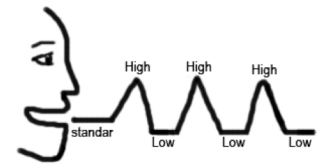
1. After the complete subject 完整的主詞前
2. Before “that” and other clauses “that” 等子句前
3. At most punctuation marks 遇到標點符號時
4. Before conjunctions 連接詞前
5. Before prepositions 介系詞前
6. Parentheticals 插入語 (e.g. Ted, unfortunately, couldn't come.)



Step 2. Mark intonational stress

Three Basic Rules of Intonation:

1. Stress **content words** (nouns, verbs, adjectives, some adverbs); don't stress **function words** (articles, conjunctions, prepositions, pronouns, helping verbs, "be" verbs, some adverbs).
2. Stress **new information**; don't stress **old information**.
3. Stress **contrasted** words; everything else is **unstressed** (a low, flat tone).



DON'T stress the syllables you shouldn't!

Remember that English **stress** is usually marked by a **higher pitch**; **unstressed** syllables are often read in a string with a **low, even pitch**, much like an extended Mandarin **third tone**, e.g. She wasn't even **thinking** about you | when she ***did** it.

— — — — **THINK** _ _ _ _ / | — — ***DID** _

Underline all stressed syllables in (1)-(4).

Step 3. Mark *tonic stress:

The **last stressed *syllable** in every **phrase** or ***thought** group gets an **especially high** (or **low**) into ***national stress**. This is called ***tonic stress**. We'll **mark** it with an ***asterisk**.

Tonic Stress

When we speak certain words stand out in the utterance. Depending on their focus, speakers choose which words to accent or highlight more. Generally, words are highlighted for their importance, interest or newness and in normal speech, it is generally the last stressed syllable of a sentence or a phrase which is made to stand out.

Examples:

- I 'hate 'milk.
- 'That's my 'house.
- 'Where're you 'going in the 'evening?
- 'Nobody 'wanted to 'talk to him .

Step 4. Mark final falling and rising intonations

If you're at the end of a complete idea or sentence — usually marked with a period . or semi-colon ; , use a **falling intonation**. **Wh- questions** (asked with who, what, where, when, why, how, which, and how) also have a **falling intonation**. Mark with a **high-falling line**. Mark yes-no questions with a **rising intonation**. All clear?

3
2
1



What's **YOUR** NAME?
What's the **dePARTURE** time?
Who is **Howard** **ROURKE**?
When's **DINNER**?

Step 5. Mark all of the continuation rises ʔ, both large and small

Taiwanese students tend to have a falling intonation at the end of all phrases. But there should be a **rise** at the end of most phrases that aren't the end of a sentence.

The highest point is the **tonic stress**, then it **drops down low**, and then there's a **gentle rise**.

Practice using the **continuation rise** where called for.

Mark all of the continuation rises with a line as indicated.

— — — — —



Mark the continuation rise over the following intonational chunks of one to six syllables:

- ...with my friend, ...
- ...with my mother, ...
- ...with a relative, ...
- ...with a relative there, ...
- ...with a relative of mine, ...
- ...with a relative I don't know...

Step 6. Circle in red all of the vowels pronounced /eɪ/

Be careful to pronounce them as **eɪ**, NOT as /ɛ/ or /æ/.

Be especially careful when /eɪ/ comes before a nasal consonant, i.e. /eɪn/ and /eɪm/, as in *same* /seɪn/ and *same* /seɪm/.



Step 7. /ɑ/ and /ɔ/

A single vowel letter “o” (not “oa” or “o” + silent “e”) is often pronounced as /ɑ/ ʌ in American English, e.g. hot /hɑt/ and Tom /tɑm/ – watch out for it!



/ɔ/ as in “law”, “caught” and “gone” is a long vowel that sounds a little like Southern Min ㄉㄞˇ read as one syllable instead of two. Write /ɑ/ or /ɔ/ above any vowel you need a reminder for.

Step 8. /s/ vs. /z/: Draw a wavy underline under all letter “s”s that are pronounced /z/

Watch your “s”s – some should be pronounced /z/, as in lose, raise, days, and diseases!

Step 9. Compound Noun Stress

In compound nouns, i.e. noun + noun expressions, **only** the stressed syllable of the **modifying noun** is **stressed**. Adjective + noun expressions with special meanings are stressed in this way too. These expressions are stressed as though they were one word.

Examples: con*venience store, *peanut butter, *exercise bike, *newspaper, *girlfriend, *boyfriend, *bookshelf, com*puter desk, *airplane, in*surance salesman, *car door; *hot dog, *greenhouse, *blackboard

Step 10. Watch out for the pronunciations of these **common words** and mark if needed:

of [ʌv] or [əv], as [æz], because [bi 'kʌz], she [ʃi] (NOT ʃɪ), says [sɛz] (not [sez] or [seɪz]), said [sɛd] (not [sed] or [seɪd]), ask, asks, asked.

Step 11. Voicing affects vowel length

If the final sound of a syllable is **voiced**, the vowel that precedes it must be **lengthened**. Contrast the following: cap/cab [kæp]/[kæ:b] lit/lid [lɪt]/[lɪ:d] duck/dug [dʌk]/[dʌ:g] lap/lab; mop/mob; pup/pub; cop/cob; rope/robe; bit/bid; pat/pad; sit/Sid; set/said; mutt/mud

Step 12. Mark linking

When a word starts with a **vowel**, link the last sound of the preceding word to it, and read the two as though they are **one word**, e.g.: when **I** [wɛ_ nɑɪ], people **are** ['pi:pə_ lar].

Step 13. Watch out for schwas [ə], i.e. the **reduced vowel** in some unstressed syllables

Schwas are often found in **unstressed syllables**, e.g. conceited /kən'sitəd/, and in **function words** like *to, of, or, in*; don't read them as full vowels!

ə ə ə
Add a schwa symbol [ə] over **unstressed, reduced vowels**.

Step 14. The “tap”

In US English, when a “t” that comes between two vowels, and the syllable to the right is unstressed, the “t” is pronounced like a very short /d/, and is called a “tap” or “flap”. The symbol is [ɾ].

ɾ
Write a “tap” symbol **ɾ** above “t”s that should be pronounced as “taps”.

Step 15. Remember your “r”s!

Taiwanese often omit “r” sounds after vowels, e.g. in *farm, large*. Don't! Almost ALL “r”s are pronounced in US English! Make them a strong, Beijing-style 儿 sound!

✓ ✓
Add a check ✓ above each “r” following a vowel if you tend to forget them.

More:

1. How you sound to others before working hard on your pronunciation:



<https://www.youtube.com/watch?v=w8MIL2GhhOw&t=43s>

Poor pronunciation...

- affects understanding
- makes other people tired as they struggle to understand you
- makes others think you are less intelligent than you are
- will affect your social life

What can happen if you're sloppy about your vowels:

你有沒有不小心講出「限制級英文」?

http://www.eisland.com.tw/Main.php?stat=a_0GECDzr&mid=36

2. Priorities, commitment, new HABIT formation

One Small Step Can Change Your Life animated by Nathan Lozeron

Also: **How to Build Habits & Execute Effortlessly** <https://www.youtube.com/watch?v=w8MIL2GhhOw>

<https://www.youtube.com/watch?v=-LdhudFvJuE> 1-page pdf

Ask yourself:

1. Do I *really* want to improve my English?
2. How **high** a **priority** is it for me?
3. If it is a high priority, then I will find a time to **work on my English DAILY**.

Take baby steps! But do it EVERY DAY!
Make it AUTOMATIC!



<https://www.youtube.com/watch?v=VHkOFs67d9A>

When, where, what?

1. I will work on my English for 10-15 minutes starting from ____:____ am / pm **EVERY DAY**.
2. I will work on my English here: _____.
3. I will practice with these materials: _____.
(TV show/movie/podcast/audio file)

Don't beat yourself up if you miss a day, but DON'T QUIT! Get back to it tomorrow!

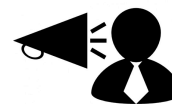
3. Phonics

Phonics is most useful for people who *already speak* English, and in addition, only a FEW phonics rules are truly useful; for rules beyond these, there are many exceptions.

So in most cases it's better to either use IPA or – much better – to listen to the correct pronunciation in an AUDIO DICTIONARY,

like **The Free Dictionary**

<http://www.thefreedictionary.com/>



US citation forms:

colloquial pronunciations:

standard British English pronunciation:

the lower speaker icon; 

upper left hand speaker icon;

upper right hand speaker icon.

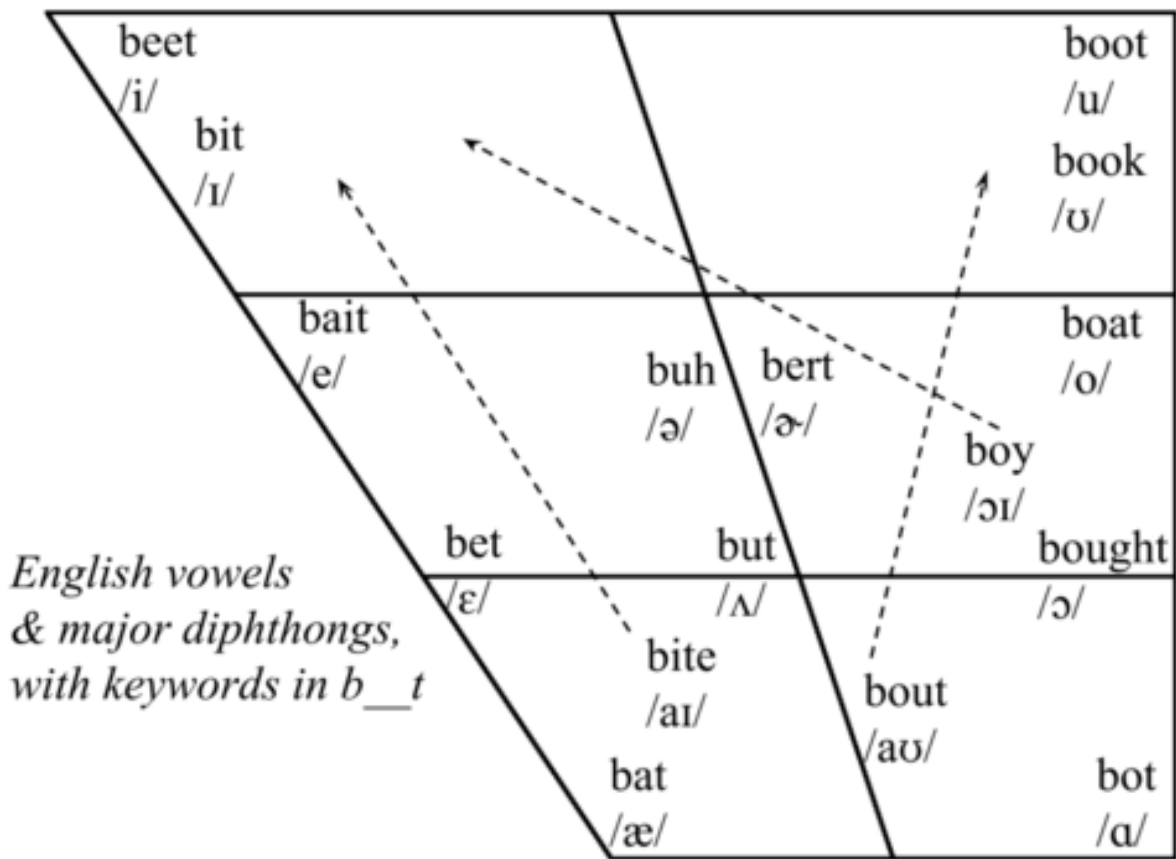
Listen to words and phrase *in context* on <http://youglish.com/>

4. English consonants

20	21	22	27	28	29	30	35	
p	t	k	f	θ	s	ʃ	tʃ	
24	25	26	31	32	33	34	36	
b	d	g	v	ð	z	ʒ	dʒ	
37	38	39	40	41	42	43	44	45
m	n	ŋ	w	r	j	l ɫ	h	ʔ

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5. English Vowels



2

¹ <http://www.anenglishaccent.com/Images/consonants.jpg>

² http://68.media.tumblr.com/fec1095aa634aa92868bd49a4cfc736e/tumblr_inline_mulkb0Rnc91rplshr.png

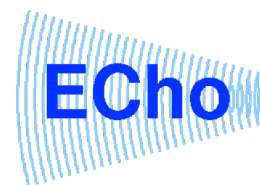
Vowel	Description	Example
[i]	forward vowel	as in <u>bee</u> t
[ɪ]	forward vowel	as in b <u>i</u> t
[eɪ]	diphthong	as in b <u>ai</u> t
[ɛ]	forward vowel	as in b <u>e</u> t
[æ]	diphthong	as in b <u>a</u> t
[aɪ]	diphthong	as in b <u>y</u>
[aʊ]	diphthong	as in h <u>ou</u> se
[u]	back vowel	as in b <u>oo</u> t
[ju]	diphthong	as in ab <u>u</u> se
[ʊ]	back vowel	as in b <u>oo</u> k
[oʊ]	diphthong	as in b <u>oa</u> t
[ɔ]	back vowel	as in <u>aw</u> e
[ɔɪ]	diphthong	as in b <u>oy</u>
[ɑ]	back vowel	as in f <u>a</u> ther

[ʌ]	central vowel, stressed	as in b <u>u</u> d
[ə]	central vowel, unstressed (schwa)	as in a <u>p</u> peal
[ɜː]	central vowel with r, stressed	as in bu <u>rr</u>
[ə]	central vowel with r, unstressed (hooked schwa)	as in bu <u>tt</u> er

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6. Good pronunciation requires good listening: **The Echo Method**

- **Listen carefully** to a good model. Good listening habits are the basis of good pronunciation. Practice **active listening**.
- Work with **short phrases**.
- **PAUSE**. **Don't** jump in too soon.
- As you pause, **listen** to the “**echo**” in your head.
- **Imitate** the “**echo**” you hear; don't automatically use the pronunciation you're accustomed to.
- Get **feedback**; at first it may be uncomfortable, but it's what helps us **improve** and **grow**. Note facial expressions of your listener.
- **Daily practice**: listening, imitating, reading aloud.
10 MINUTES A DAY! One phrase at a time, about 5-7 words: Listen-Echo-Repeat. Listen-Echo-Repeat.
- After you can repeat the phrase after the **1. Echo (Listen-Echo-Repeat)** without thinking much, move on to **2. Listen-and-Repeat** 跟著唸 several times; then **3. Simultaneous** 同步 **reading** or reciting along with the audio.
- Mistakes are **treasures** – they show us how language works and how to adjust our teaching.



7. Practice with TV Series, like The Big Bang Theory

Go over the script carefully, one scene at a time.

Look up all the words, phrases and cultural allusions you're not sure of.

Make sure each line makes sense! If it doesn't, Google it!

Next, go back and do Echo practice.

Additional resources here: <http://homepage.ntu.edu.tw/~karchung/30/30Tricks.htm>

³ <http://emed.faculty.ku.edu/ipafolder/vowels.html>