

40) EMPHASISING & CONTRASTING OPINION

Listen to this conversation.

- A: // He won't win //
- B: // Who won't? //
- A: // He won't //
- B: // He will win //
- A: // He won't win //
- B: // He will! //
- A: // He won't! //
- B: // I hope he wins //
- A: // I hope he loses //
- B: // He won't lose //
- A: // He will lose //
- B: // You're wrong! //
- A: // You're wrong! //
- B: // He's won! //
- A: // Who's won? //
- B: // He's won! //
- A: // Oh no! //

41) EMPHASISING ADDED DETAILS

Listen to this example.

- A: // I hear you've got a boat //
- B: // A small boat // yes //
- A: // And a big house //
- B: // Well // it's quite big // I suppose.
- A: // And you live in Hollywood //
- B: // Well, near Hollywood // yes //
- A: // So you must be rich then? //
- B: // Well // quite rich I guess //

43) MAIN STRESS FOR CONTRASTING INFORMATION

C17 Listen to this conversation.

- A: // Excuse me // I think you're in my seat //
- B: // Sorry // but it says seven A on my boarding card //
- A: // Oh // er ... right // I asked for a window seat you see //
- B: // Yeah // so did I // What's your seat number? //
- A: // Let's see // Oh // it's eight A //
- B: // So I guess you're in the seat behind me //
- A: // Oh yes // Sorry about that //

43) MAIN STRESS FOR CONTRASTING INFORMATION

C18 Listen and compare the sentences in A and B below. The speech units are identical, but with different words emphasised. This is because the context in each speaker's mind (shown in blue) is different.

A	B
// Could I have a glass of <u>water</u> // <u>too</u> , please? //	// Could I have a glass of water // <u>too</u> , please? //
A passenger is getting a coffee and now wants water too.	A passenger asked for water and now the next passenger is asking for the same.
// You have to check in at <u>five</u> //	// You have to check <u>in</u> at five //
A travel agent is telling a customer the check-in time.	A person thinks their flight is at five but actually it's at six – they only have to check in at five.

45) RISING & FALLING TONES

Listen and notice the rising ↗ or falling ↘ tones.

- A: // Shh! //
- B: // What? ↘ //
- A: // Bear! ↘ //
- B: // Bear? ↗ //
- A: // Bear! ↘ //
- B: // Where? ↘ //
- A: // There! ↘ //
- B: // Far? ↗ //
- A: // No! ↘ //
- B: // Near? ↗ //
- A: // Yeah! ↘ //
- B: // Run? ↗ //
- A: // Run! ↘ //

45) RISING & FALLING TONES

The conversation in A above follows this pattern. This is clearer if the conversation is expanded so that the speech units are complete sentences, e.g.

- A: // Shh! //
- B: // What is it? ↘ //
- A: // There's a bear! ↘ //
- B: // Did you say 'bear'? ↗ //
- A: // Yes ↘ // There's a bear! ↘ //
- B: // Where is it? ↘ //
- A: // It's over there! ↘ //
- B: // Is it far? ↗ //
- A: // No ↘ // it isn't! ↘ //
- B: // Is it near? ↗ //
- A: // Yes ↘ // it is! ↘ //
- B: // Shall we run? ↗ //
- A: // Yes ↘ // Let's run! ↘ //