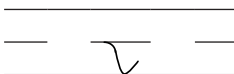


In Fall-Rise the voice first falls from a medium to a low pitch level and then rises to a moderately medium pitch. It may be used within one syllable or spread over two or more syllables. It is used in requests.

Eg:  $\downarrow$  *No.*



$\downarrow$  *Never.*

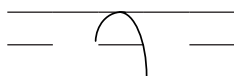


$\downarrow$  *Generally* / *I do.*



In Rise-Fall the voice rises from a medium to a higher pitch level and then quickly falls to a low pitch.

Eg:  $\uparrow$  *No.*



The end of a meaningful part of the spoken message is marked with the help of pauses. There are three types of pauses: long, short and very short.

- a long pause ( || ) separates sentences and occurs at the end of a sentence;
- a short pause ( | ) separates sense-groups and occurs inside a sentence;
- a very short pause ( ! ) occurs within a sense-group.

### *Supplement 4*

## **Step-by-step phonetic analysis**

Herzen University phoneticians have developed a step-by-step procedure that allows to perform the phonetic analysis of a sentence. It is given below in a general way.

This is a book, isn't it?

1. Step one. Transcribe the sentence and show its end by putting down two vertical lines at the end.

Eg: [ðɪs ɪz ə buk ɪznt ɪt || ]

2. Step two. Define the communicative and syntactical type of the sentence, i.e. see whether it is a statement, an order, a request, an exclamation, a question (state the type of a question); and consequently define the nuclear tone of the sentence.

Eg: it is a disjunctive question; the rising tone is used in the second part (tail), the falling tone is used in the first part (statement).

3. Step three. Divide the sentence into sense-groups if possible, and separate them from each other by a vertical line. Separate parts of sense-groups by a wavy line in case there is a very short meaningful pause.

Eg: [ðɪs ɪz ə buk | ɪznt ɪt || ]

4. Step four. Define the nucleus of the sentence or of every sense-group. Put down the necessary tone mark before the stressed syllable of the nuclear word(s).

Eg: [ðɪs ɪz ə \ buk | , ɪznt ɪt || ]

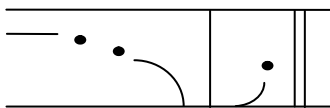
5. Step five. See if there is a word to emphasize in the sentence (sense-groups). If there is one, put the necessary mark before its stressed syllable (↑ or ↓) to show the emphasis.

Eg: There are no emphasized words in the sentence.

6. Step six. Define all the other stressed words in the sentence and put down stress marks (') before their stressed syllables.

[ 'ðɪs ɪz ə \ buk | , ɪznt ɪt || ]

7. Step seven. Intone the sentence graphically at the stave.



8. Step eight. Define all the phoneme clusters in the words and at word boundaries. Mark sound modifications with the help of conventional symbols.

[ˈðɪs ɪz ə ˌbʊk | ɪznt ɪt ||]

9. Step nine. Read the sentence, beating rhythm.