

Pause and Emphasis in the Secondary School

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Pause and Emphasis in the Secondary School*

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1. In the entrance examination of English for university in 1970 some questions were given about intonation. (See Appendix I) This is from Stress and Intonation Part 2, p.104, which gives the following notation.

One day Edison / was visited by Henry Fórd / who, finding some difficulty in opening the garden gáte, / did not hesitate to say he was surprísed / that a man with Edison's ingenúity / should allow his gate to take so much púshing. / Edison smiled. / "I úse that gate / for pumping water into the cístern," / he explained. / "Every time someone ópens it / he raises another gállon or two." /

1.1. As to intonation, the Course of Study for the Lower Secondary School in 1958 mentions, as one of the objectives to help pupils become familiar with English pronunciation, accentuation, elementary intonation, and so forth, and requests that pupils should be able to speak and read with falling intonation and rising intonation. And the Guidebook for that Course of Study (p. 19) gives some examples for these two kinds of intonation and their compound. In p. 23 it mentions other important elements : contraction, pause, speed, weak and strong forms, and gives the following examples of pause.

There is a book / on the desk. I get up / at six / every morning.

1.2. The Course of Study for the Upper Secondary School in 1960 also requests that pupils should be familiarized further with pronuciation, strong and weak forms, and accentuation of words and with breath group, intonation, rhythm, speed, and the like in the sentences. But the Guidebook says very little of concrete things about them.

1.3. The Course of Study for the Lower Secondary School in 1968 mentions the following.

- (a) Standard pronunciation of modern British and American English.
- (b) Falling and rising intonation.
- (c) Basic pause in the sentence.
- (d) Basic emphasis in the sentence.
- (e) Primary accent in the word.

But we do not have the guidebook yet which is expected to explain about them.

2. C.C.Fries (p. 62) gives step-by-step procedure for marking limited intonation with its related features of pause, stress, and rhythm.

2.1. Step 1 suggests that a matter-of-fact intonation in conversation attitude is to be used in student practice whether the material is exposition, dialogue, narrative, or argument, because this attitude is most useful in every situation. To keep this manner, it advises to imagine that you are saying each sentence spontaneously to a listener

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and look up from the paper on which the selection is written and report the whole sentence aloud without looking at a script.

2.2. Step 2 shows where to mark pauses.

a. Pauses usually occur after end-punctuation, that is, after periods, semicolons, colons, question marks, and exclamation marks.

Jenie wanted to hear about Gus and his taxicab. / She thought he must be very rich to have a cab of his own. / "Do you think sometime he'd let me ride in it?" / she asked. /

b. Pauses frequently occur within a sentence. They coincide with commas, but not necessarily.

"But I've been in a hansom, / once, / with mother in the park; / the driver sat up on top, and had a high hat," / ... "They go out every autumn in / and pick the crops." /

c. Indicate pauses between conversation indicators and the quoted material.

"Who's Emily?" / I asked. / "Emily's my best friend," / she said. /

I asked, / "When was I sad?" /

d. Parenthetical and appositional material is frequently set off by pauses, but not necessarily.

Dutton, / my good friend, / that is a desperate condition. /

"It's a good school, / really, / called Rose Hall."

2.3. Step 3 tells that content words have sentence stresses but function words do not. Content words are nouns, principal verbs, adjectives, adverbs of time, place, and manner, demonstratives, indefinite pronouns. Function words are pronouns (personal, reflexive), auxiliary verbs, prepositions, connectives (conjunctions, relative pronouns, etc.), articles, adverbs of degree.

2.4. Step 4 marks any syllable that receives special attention. 'Special attention' is the result of emphasis or contrast, of adding new ideas in running discourse, or of logical selection or highlightening of ideas. Any word, whether function word or content word, can receive special attention. (This is marked by ".")

"Jennie'wanted to hear about "Gus and "taxicab. / She 'thought he must be very "rich to have a 'cab of his "own. /

"I 'think perhaps I'll go with "her." / "Yes, I "will."

A note is added that usually only one or two syllables within a rhythm unit (that is, between two pauses) will receive special attention and that occasionally units will contain no syllables with special attention.

"I've 'never 'ridden in a 'taxicab./ But I've been in a "hansom." /

3. M.A.K.Halliday (p.18) distinguishes three elements in intonation.

a. The distribution into tone groups...the number and location of the tone group boundaries (tonality).

b. The placing of the tonic syllable...the location, in each group, of the pretonic and tonic sections (tonicity).

c. The choice of primary and secondary tone (tone)

3.1. He notices that there is a tendency for the tone group to correspond in extent with the clause and a clause which consists of one and only one complete tone group is regarded as 'neutral in tonality'. But in fact the tone group is regularly more than one clause and also less than one clause, which is called 'marked in tonality'.

a. The former case arises principally in two sentences.

(1) Reporting clause followed by reported clause (notation is made in Fries' way.).

But I don't see why they should lose marks for this. /

I think...you'll find that it's just that it's new. /

(2) Conditioned clause followed by conditioning clause.

It's all right if you're photogenic. / What happens if you're not. /

This wouldn't count against you when you did your maths paper. /

(3) In general relative clauses do not take a separate tone group whereas additoning (so-called 'non-defining relative') clauses do.

In fact you end up with a pure culture of something you didn't start with. /

If you got something that grows rapidly / it kills off the other thing. /

But

I'm marking a thousand ... / of which there are from home centers and... /

b. The latter, where the tone group is less than one clause, occurs mainly after the theme.

(1) A declarative clause with the subject first is 'neutral' in theme.

All the dialect forms / are marked wrong. /

(2) When any other element occurs before the subject, it is thematic and demands a new tone group. Lexical adjuncts and complements are particularly likely to carry a separate tone group.

But in America / they layer things. /

(3) Break other than after theme is mostly found immediately before a clause-final adjunct.

They can change overnight then / into something completely different. /

3.2. In tonicity also, we can recognize a neutral term. In it the tonic falls on the lexical item in the tone group.

I 'very often 'meet him in the "square. /

Did they ever 'get a 'hundred "percent? /

How 'long do these 'changes "take? /

But

That's 'why it's so 'awful to 'have to get "rid of it. /

They "grade them. /

I was 'just going to sug'gest that...you left home 'after "Michael 'did them. /

b. Marked tonicity occurs, in general, under either (or both) of two conditions.

(1) Either some element other than just specified is 'contrastive', or the element just specified (and also other elements before it) is 'given'has been mentioned before

or is present in the situation. An element marked by tonicity as contrastive may, of course, be either a lexical element that is not final or a final element that is not lexical.

What happens if you're "not? /

It "may be / that it's 'just the "general rule / that "all the 'G.C.E. 'paper have to be 'marked out of 'two 'hundred. /

4. In brief we have three elements in English intonation: pause, emphasis and tone.

4.1. Pause divides the sentence into rhythm-units or tone groups. Neutral or unmarked tone groups often coincide with clauses and pauses occur after end-punctuation (periods, semicolons, colons, question and exclamation marks), and commas, not necessarily. When marked, tone group is more than one clauses...chiefly in reporting clause followed by reported clause, conditioned clause followed by conditioning clause, and clauses connected by relative pronoun. It is less than one clause after the theme, that is, after the subject, and adverbial phrase or complement before the subject.

4.2. Neutral tonicity or prominence falls on the last lexical item or content word, not on grammatical item or function word, in the tone group. The former items are nouns, principal verbs, adjectives, adverbs of time, place and manner, demonstratives, indefinite pronouns, while the latter are pronouns (personal, reflexive), auxiliary verbs, prepositions, connectives (conjunctions, relative pronouns, etc.), articles, adverbs of degree. As to marked tonicity or special attention, Halliday divides it into 'contrastive' and / or 'given', while Fries into emphasis, contrast, adding new ideas, or logical selection or highlighting of ideas.

4.3. Reading material lacks in richness of tone or intonation, which is one of the reasons it is omitted from our discussion and entrance examination.

4.4. The Guidebook of the Course of Study for the Lower Secondary School told only a little about pauses in slow reading. This as well as that for the Upper Secondary School told nothing about emphasis, until the new Course of Study for the Lower Secondary School mentions it with other phonological elements. Fries tells more in detail about them, but nothing about neutral tonicity or prominence. It is Halliday who discusses the whole aspects of intonation.

4.5. In our problem about intonation we see it in various terms. We have neutral tone groups with commas in 42...52 and 52...54, while marked ones with commas in 88=-16 and those without commas in 16...25, 25...31, 31...40 and 42...46. As to tonicity we have neutral one on 'gate', 'surprised', 'ingenuity', 'pushing', 'smiled' and 'explained'. We also have one on 'opens'. We have marked ones on 'use' and 'gallon'.

4.6. We have checked the examination papers of 608 applicants for the Medical Faculty who are regarded among the best in English, and tried to examine how much they know about these matters, where they are mistaken and, if possible, why.

5.1. Table 1 in Appendix II shows the number of pauses marked by examinees for

each tone group.

a. Neutral. There are two neutral tone groups, one with comma and the other without it, marked by 597(98%) and 583(96%) students respectively.

“I use that gate for pumping water into the tank,” / he explained.

“Every time someone opens it / he raises another gallon or two.”

b. Marked.

(1) (a) The tone group with less than one clause with comma is marked by the most (601,99%) students.

Finding some difficulty in opening the garden gate, / Ford did not hesitate...

(b) One without comma by 309(51%).

that a man with Edison's ingenuity / should allow his gate to take so much pushing.

(2) A tone group with more than one clause, when reporting clause is followed by reported clause, has no pause between them and marked by 248(48%) before another clause.

Ford did not hesitate to say he was surprised / that a man with... 125(21%)students put pause after 'that' perhaps because they learn this idiom as a sequence.

Ford did not hesitate to say he was surprised that a man with Edison's... 432(72%) between reporting clause and reported clause.

Ford did not hesitate to say / he was surprised that...

c. The correspondence between clause and tone group is realised by students pretty well, especially when followed by comma, and even marked after reporting clause followed by reported clause by a great number of students. Tone group with less than one clause are marked by less students, but followed by comma, marked by no less students. So comma may be said to be as good a marker of tone group as that of clause structure.

5.3. Table 2 shows the correlation between two middle pauses in the principal clause of the second sentence. 462(72%) give the first pause after 'say', 101 (17%) after 'surprised' and 45(7.5%) after 'surprised that', the latter two amounting to 155(26%).

(1) Among the first group, 192 (31%) give the second pause after 'ingenuity' and 148(24%) after 'surprised', 69(11%) after 'surprised that'.

Ford did not hesitate to say / he was surprised / that (man with Edison's ingenuity / should...(he was surprised / that a man...he was surprised that / a man...)

(2) Among the second group, 76(12.5%) mark pause after 'ingenuity' and 31(5%) after 'Edison's' and 23(4%) after 'his gate'.

Ford did not hesitate to say he was surprised / that (surprised that) a man with Edison's ingenuity / should...(a man with Edison's / ingenuity should..., a man with Edison's ingenuity should allow his gate / to take so much pushing.)

b. Some put one more pause in the participial construction and Table 3 shows the correlation between this and pauses in the following clause. All of them put the first pause after 'difficulty', among whom 17 give the second pause after 'garden gate', and as to the third, 7 after 'say', after 'surprised', and 3 after 'surprised that'. So those who give two pauses in the participial construction do not so much differ in the position of the following pauses from those who give one, and have a long tone group at the end of the sentence.

Finding some difficulty / in opening the garden gate, / Ford did not hesitate to say / he was surprised that (Ford did not hesitate to say he was surprised / that ..., surprised that...) a man with Edison's ingenuity should allow his gate to take so much pushing.

This tendency to be faithful to grammatical pauses and neglect rhythmic isochronism is partly due to the prescribed number of pauses in the sentence, but this is often seen also in other places, for example, pause after 'say' in stead of 'surprised'.

5.3. In the fourth sentence (Table 4) 461 (76%) students put the first pause after 'gate', 63(10%) and 37(6%) after 'use' and 'that' respectively...both of which amount to 100(16%), 35(6%) after 'water'. Almost all of them have the second pause after 'tank'.

"I use that gate / (I use / that gate, I use that / gate) for pumping water into the tank", ("I use that gate for pumping water / into the tank", / he explained.

In the last sentence 583(96%) have the first pause after 'it' and only 10 and 9 after 'every' and 'time' respectively.

"Every time someone opens it / (Every / time someone opens it, Every time / someone opens it) he raises another gallon or two."

6. Table 5 shows the number of students who emphasized each word, and emphasis is analyzed according to word class, length of words, and their position in tone groups.

6.1. Noun as subject is more frequently emphasized than as object, which in turn, is more frequently emphasized than as modifier of noun. This means position plays some important part. It is also noticed that longer words are generally more often emphasized than shorter ones.

a. Subject.

that a man with Edison's ingenuity / (243, 40%)	(5 syllables)
Edison(238, 38%) smiled.	(3 ")
Ford(153, 25%) did not hesitate...	(1 syllable)

b. Object.

Finding some difficulty (/) (426, 70%) in opening...	(4 syllables)
... to take so much pushing. (17, 28%)	(2 ")
...raises another gallon (147, 24%) or two.	(")
I use that gate / (129, 21%) for pumping water...	(1 syllable)
...for pumping water (97, 16%) into the tank. (111, 18%)	(2 syllables, 1 syllable)

...in opening the garden gate, / (62,10%) (1 syllable)
 that a man (51,8%) with Edison's ingenuity / (")
 should allow his gate (28,5%) to take so much... (")

c. Modifier.

that a man with Edison's (85,12%) ingenuity / (3 syllables)
 ...in opening the garden (11,2%) gate, / (2 ")

6.2. Pronoun. Personal pronouns are generally not emphasized, but some (less than 10%) students give emphasis to them more frequently as subject than as object.

a. Subject.

Every time someone (77,13%) opens it, / (2 syllables)
 "I (57,9%) use that gate / (1 syllable)
 he (47,4%) explained.
 he (20,3%) raises another gallon or two.
 Ford did not hesitate to say (/) he (4,1%) was surprised...

b. Object.

Every time someone opens it / (28,5%)
 he raises another gallon ro two. (26,4%)

c. Modifier. Pronouns other than personal pronouns are emphasized by many students, while personal pronouns or articles by few or none.

Every (341,56%) time someone opens it / (2 syllables)
 "I use that (134,22%) gate / (1 syllable)
 he raises another (127,22%) gallon or two. (3 syllables)
 ...to take so much (71,12%) pushing.
 should allow his (3,0.5%) gate /
 Finding some (3,0.5) difficulty...
 ...in opening the (0) garden gate, /
 ... for pumping water into the (0) tank, /
 that a (0) man with Edison's ingenuity /

6.3. Verb.

a. Intransitive verbs at the end of sentences are emphasized most often.

he exclaimed. (537,88%) (2 syllables)
 Edison smiled. (364,60%) (1 syllable)

b. Also transitive verbs with weak object.

"I use (262,43%) that gate / (1 syllable)
 Every time someone opens (151,25%) it / (2 syllables)

c. Transitive verbs at the beginning of tone groups with or without preceding function words are also emphasized pretty often.

for pumping (393,65%) water into the tank, / (2 syllables)
 he raises (281,46%) another gallon or two. (")
 should allow (176,29%) his gate... (")
 Finding (80,13%) some difficulty... (")

But less often in the middle of tone groups.

Finding some difficulty in opening (45,7%) the garden gate, / (3 syllables)
should allow his gate to take (6,1%) so much pushing. (1 syllable)

6.4. Auxiliary verbs are emphasized only by few students.

should (11,2%) allow his gate... (")

Ford did (5,1%) not hesitate to say... (")

6.5. Prepositions are not emphasized at all, except the ones with many syllables or at the beginning of tone groups.

for(4.) pumping water into (2) the tank / (2 syllables)

should allow his gate to (0) take so much pushing. (1 syllable)

Ford did not hesitate to (0) say... (")

that a man with (0) Edison's ingenuity / (")

6.6. Emphasis on conjunctions is quite rare. (")

that (7,1%) a man with Edison's ingenuity / (")

he raises another gallon or (2) two. (")

6.7. Summary.

a. Emphasis is chiefly on content words and quite rare on function words, except personal pronouns.

b. Degree of importance in word position in tone groups is beginning, end, and middle.

c. Word length plays a pretty important part.

7. Tables 6...8 show the correlation between pause and emphasis in each tone group.

7.1. In neutral tonicity the last content words mostly have emphasis. (Percentage this time is to the total number of students who give emphasis in each tone group. 'is for the words emphasized by most students and 'for those by the secondly most.)

'he (47.8%) ex'plained. (537,93%)

'Finding (3,15%) some ''difficulty (17,85%)

Ford (17,7%) did not(14,6%) 'hesitate(23,9%) to say(2) he(3) was ''surprised (190,76%)

Ford(11,10%) did not(7,6%) 'hesitate(23,9%) to say(1) he(1) was ''surprised (89,82) that(6,6%)

he was 'surprised(91,29%) that a man Edison's(55,14%) inge''nuity(136,44%)

When the last words are one syllable or two syllable with a syllabic consonant, the longest words preceding them are more frequently emphasized.

'Finding(75,13%) some(3) ''difficulty(404,68%) in opening(38,6%) the garden (11,4%) gate, (63,11%)

Ford(114,27%) did(5) 'not(128,30%) 'hesitate(139,32%) to say(44,12%)

he was su'rprised(8,19%) that a man with Edison's(5,13%) inge''nuity(15,38) should al'low(10,27%) his gate,(1)

I(2) use(4,11%) that(2) gate(3,9%) for ''pumping(13,33%) 'water(11,28%)

for(14,3%) "pumping(370,62%) water(78,13%) into(2) the 'tank(105,18%)

"Every(328,56%) time(5) someone(71,12%) 'opens(145,25%) it(22,4%)

The last one-syllable word is emphasized more frequently when the preceding longer word is already 'given'.

'Edison(238,40%) "smiled. (364,60%)

b. Words emphasized secondly most are generally the first content words, but when these are monosyllable, other longer words have more frequent emphasis. And when the first content words have emphasis the last ones have secondly most frequent emphasis.

6.2. The same thing may be said about the marked tonicity.

I(26.6%) "use(199,44%) 'that(127,28%) gate(100,22%)

he(19,3%) "raises(276,47%) another(127,21%) 'gallon(147,22%) or(2) two(23,3%)

6.3. The last content words have emphasis in neutral term and are emphasized by the most students. But when these words are one syllable or two syllable with a syllabic consonant, the preceding longest words have more frequent emphasis. This is perhaps because they are not long enough to have full tone inflection and to be perceived most strongly pronounced. This is especially so in descending tone of reading aloud where the first content word (head) has the highest pitch which descends gradually to the last content word with low fall or low rise. And the highest pitch of the head is often perceived strongest by Japanese students whose language is pitch-accented. It is one of the reasons why there are so many students who put emphasis on the first word in the tone group. In brief we may say that students are obliged to be faithful to their actual pronunciation in marking emphasis because they do not have enough knowledge about it. And it seems to have caused many deviations from the right notation compared with pause whose grammatical regulation is fairly known to students.

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APPENDIX I

III 解答欄に示された最初の文の例にしたがつて、

- (1) 各文の末尾の () 内にかかれた数の pause (息の段落) の場所を単語間の数字で示せ。
 (2) pause によってくぎられた部分のうちでもっとも強く発音される単語を1つずつえらび、2音節以上の単語には accent (強勢) の記号 (') をつけよ。

One₁ day₂ Edison₃ was₄ visited₅ by₆ Henry₇ Ford₈ (2) Finding₉ some₁₀ difficulty₁₁ in₁₂ opening₁₃ the₁₄ garden₁₅ gate₁₆ Ford₁₇ did₁₈ not₁₉ hesitate₂₀ to₂₁ say₂₂ he₂₃ was₂₄ surprised₂₅ that₂₆ a₂₇ man₂₈ with₂₉ Edison's₃₀ ingenuity₃₁ should₃₂ allow₃₃ his₃₄ gate₃₅ to₃₆ take₃₇ so₃₈ much₃₉ pushing₄₀ (4)

Edison₄₁ smiled₄₂ (1) "I₄₃ use₄₄ that₄₅ gate₄₆ for₄₇ pumping₄₈ water₄₉ into₅₀ the₅₁ tank₅₂" he₅₃ explained₅₄ (3) "Every₅₅ time₅₆ someone₅₇ opens₅₈ it₅₉ he₆₀ raises₆₁ another₆₂ gallon₆₃ or₆₄ two₆₅"(2)

(解答欄)

III (1)	3	8				40
	42			54		65
(2)	Edison		Ford			

APPENDIX II

Tabl 1. Frequency of Pause

Pause number	11	15	16	17	20	22	23	25	26	28	30	31	32	33	35	37	38	40
Frequency	20	1	601	7	9	437	2	248	125	6	1	309	2	4	42	3	1	608
	44	45	46	47	48	49	50	51	52	53	54	56	57	58	59	60	61	64
	63	37	462	4	5	43	1	1	597	1	608	10	9	2	583	1	2	608

Table 2. Correlation of Two Middle Pauses in the Principal Clause in the 2nd Sentence.

		2nd Pause												
		0	25	26	28	30	31	32	33	35	37	38	40	Total
1st Pause	17	1	1	3			2							7
	20		2	3			2			2				9
	22	8	148	69	1		192	1	4	13				436
	23			1			1							2
	25	7				1	76	1	1	14	11			101
	26	4	1			30				9		1		45
	28						1			3				4
	31						2			1			1	4
	Total	20	152	76	1	31	276	2	5	42	11	1	1	608

Table 3. Correlation of Pauses in the 2nd Sentence with Two Pauses in the Participial Construction.

		2nd Pause								
		22	25	26	28	30	31	Total		
1st Pause	15						1	1		
	16	7	7	3				17		
	17						1	1		
	22						1	1		
	Total	7	7	3			3	20		

Table 4. Correlation of Pauses in the 4th Sentence.

		2nd Pause							
		0	49	52	53	54	Total		
1st Pause	0			1			1		
	44		3	60			63		
	45	1	2	33		1	37		
	46		3	457	1		461		
	47			4			4		
	48			5			5		
	49			35			35		
	50			1			1		
	51			1			1		
	Total	1	8	597	1	1	608		

Table 5. Frequency of Emphasis (Emphasis number is that of the word preceding the pause number.)

Emphasis Number	9	10	11	13	15	16	17	18	19	20	22	23	24	25	26	28	30	31
Frequency	80	3	426	45	11	62	153	5	152	176	47	4	1	395	7	51	85	243
	32	33	34	35	37	38	39	40		41	42							
	10	176	4	28	6	20	71	171		230	364							
	43	44	45	46	47	48	49	50	52	53	54							
	57	262	134	129	4	393	97	2	111	47	537							
	55	56	57	58	59	60	61	62	63	64	65							
	341	6	77	151	28	20	281	127	147	2	26							

Table 6. Correlation between Pause and Emphasis in the Adverbial Phrase in the 2nd Sentence.

		Emphasis										
		0	9	10	11	13	15	16	17	Total		
Pause	0		1			3	5	1	2	12		
	11			3		17				20		
	15						1			1		
	16	6	75	3	404	38	11	63	1	601		
	17					1				2		
	Total	7	78	3	424	45	12	66	1	635		

Table 7. Correlation between Pause and Emphasis in the Principal Clause in the 2nd Sentence.

		Emphasis																			Total												
		0	11	13	16	17	18	19	20	22	23	24	25	26	28	30	31	32	33	34	35	37	38	39	40								
Pause	0	1										1		1	2	5		3						1		14							
	16				1																					1							
	17			1	1	5																				7							
	20					3		3	3																	9							
	22		3		1	1	4	5	1	2	8	1	3	9	4											437							
	23					2																				2							
	25					17		14	23	2	3		190			1										250							
	26	1				11		7	8		1		89	6			1									124							
	28								1				4			1										6							
	30												1													1							
	31								2	1		1	91		26	55	1	36		2						314							
	32												1					1								2							
	33												1					2		1						4							
	35	1											8		3	5	15		10		1					42							
	37																	1		1		1				3							
	38																																
	40	9											6	1	21	21	83	10	15	9	4	26	6	20	70	171	608						
	Total	12	3	1	2	15	5	1	2	17	6	4	1	3	9	5	1	8	5	2	4	3	6	2	0	7	1	71	1	8	2	3	1,823

Table 8. Correlation between Pause and Emphasis in the Reported Clause in the 4th Sentence.

		Emphasis											Total	
		0	43	44	45	46	47	48	49	50	51	52		
Pause	0					1				1				2
	43													
	44	3	22	36	1					1				63
	45	4	6	22	3	2								37
	46	6	27	199	128	100		1	1					462
	47	1	1	1				1						4
	48				1			4						5
	49	3	1	4	1	3		17	14					43
	50					1								1
	52	16				22	4	370	78	2		105		597
	53								1					1
	54								1					1
Total	33	57	262	134	129	4	393	97	2		105	1,216		

Table 9. Correlation between Pause and Emphasis in the Last Sentence.

		Emphasis												
		0	55	56	57	58	59	60	61	62	63	64	65	Total
Pause	0		1		1	3	2						3	14
	56	1	8			1								10
	57	1	3	1	4									9
	58		1				1							2
	59	8	328	5	71	145	22	1	3					583
	60								1					1
	61	1							1					2
	64													
	65	8			1	2	3	19	276	127	147	2	23	608
	Total	19	341	6	77	151	28	20	281	127	147	2	26	1,216