

# 1st YEAR PHONETICS AND PHONOLOGY,

Spring 2011

## Teacher

Lectures in practical English Phonetics, Phonology and Pronunciation given by **Kateřina Tomková** of the Dept. of English and American Studies.

Office hours: Tuesdays 2:10-3:40pm (not March 8), Wednesdays 12:30-2pm and Thursdays 11-12:30.

Changes in Thursday office hours: March 3 cancelled, March 10, April 7, May 5 and June 9 shifted to 2:10-3:40.

Office: Gorkého 7, 3rd floor, west wing

## Assessment

Your final mark in Phonetics and Phonology depends on the result in your final test (60%) on May 25 and subsequent pronunciation interview (40%). Students are recommended to talk to K. Tomková and have their pronunciation assessed **now** while there is still time to eliminate incorrect speaking habits.

May 25 – EXAM TEST

The week of May 30 – interviews with K. Tomková

June 13 – EXAM TEST, 2nd regular date and resit + interviews later that week

June 22 – EXAM TEST resits + interviews the following week



September 5 – EXAM TEST resits + interviews later that week

## Sources

- Regular attendance at lectures (Mondays 10:50-12:25, room D22)
- Professor Krčmová's *Obecná fonetika a fonologie* in the IS (student-stud.materiály-kód předmětu)
- Gimson's *Pronunciation of English*, first 7 chapters; bookshop/SAC/IS
- *Rudiments of Linguistics*, chapter on Phonetics by Ludmila Urbanová
- *A practical course in English pronunciation*, xeroxed copy and tape (SAC)
- [www.bbc.co.uk/worldservice/learningenglish/grammar/pron](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron)
- [www.photransedit.com/Online/Text2Phonetics.aspx](http://www.photransedit.com/Online/Text2Phonetics.aspx)

## Syllabus

Date	Event; Accent	1 Organization; 2 Hints for pronunciation; 3 Theory; 4 Listening; 5 Transcription and/or description of accent spoken	Reading assignment
Feb 21	Startin' Somethin'; American	<p>1 Introduction of subject and its facilitator; dates. Downloading silipa93 into your computers.</p> <p>2 Suprasegmental features (stress, rhythm and intonation) as opposed to segments, sounds (vowels, diphthongs and consonants) diagnoses and FORM. Common mistakes, collection of errors.</p> <p>3 Delimitation of Phonetics (concrete, discreet sounds) and Phonology (works with phonemes and their functions in the system of a language). The succession of phoneticians at UCL: Henry Sweet, Daniel Jones, A.C. Gimson, J.C. Wells.</p> <p>4 The English Language in 24 Accents (youtube).</p> <p>5 American accent is RHOTIC, NASAL, with certain vowels more open such as /ɔ/ and /ɔ̃/ and FLAPS of intervocalic /t/. On the suprasegmental level, it associates STRESS and DURATION in some positions. Compare RP and GenAm pronunciations of words such as Veronica, economy, economist, economics and economical.</p>	
Feb 28	Standards; RP	<p>1 A short presentation by Mr. Strečko of <a href="http://www.brno.AIESEC">www.brno.AIESEC</a></p> <p>2 Synthesis of skills. Standard versus accents. Perceptions. Speech models. Dictionaries.</p> <p>3 Spoken versus written communication. Redundancy.</p> <p>4 Talking Proper. Educating Rita Part 1 starring Julie Walters and Michael Caine.</p> <p>5 New trends in RP: INTRUSIVE R, SMOOTHING, /Y↔/ becomes /ɔ̃/, GLOTTALIZATIONS. An accent bearing elements of RP, a continuum of Cockney: Estuary English.</p> <p>Practice “Put it in the bottom of a bottle” pronounced as</p>	Gimson 1 Communication up to p. 7

		[ ɔ̃ πHY?I?IvΔ↔ɔ̃β□?↔μ↔ϖ↔ɔ̃β□?→ ]	
<b>March 7</b>	<b>Eve of Mardi Gras; Southern US</b>	1 Irregularities in office hours this week. 2 Hints for pronunciation training, interview statistics. 2+3 Articulatory settings in English and Czech. 3 Physiology of speech. 5 Introducing the International Phonetic Alphabet (IPA).	<b>Gimson 2</b> <b>Physiology of</b> <b>Speech pp. 8-17</b>
<b>March 14</b> 	<b>Prior to St. Patrick's Day; Irish</b> 	1 Irregularities in office hours this week. Anyone not wearing green will be pinched. Find out who (what) a leprechaun is. Song: White Orange And Green. 2 and 4 Famine by Sinéad O'Connor (word stress). Word stress exercise. Song lyrics:  OK, I want to talk about Ireland Specifically I want to talk about the "famine" About the fact that there never really was one There was no "famine" See Irish people were only allowed to eat potatoes All of the other food Meat fish vegetables Were shipped out of the country under armed guard To England while the Irish people starved And then in the middle of all this They gave us money not to teach our children Irish And so we lost our history And this is what I think is still hurting me  See we're like a child that's been battered Has to drive itself out of it's head because it's frightened Still feels all the painful feelings But they lose contact with the memory  And this leads to massive self-destruction alcoholism, drug addiction All desperate attempts at running And in it's worst form Becomes actual killing  And if there ever is gonna be healing There has to be remembering And then grieving So that there then can be forgiving There has to be knowledge and understanding	<b>Gimson 3</b> <b>Acoustic and</b> <b>Auditory</b> <b>Aspects of</b> <b>Speech pp. 18-</b> <b>26</b>



All the lonely people  
where do they all come from


An American army regulation  
Says you mustn't kill more than 10% of a nation  
'Cos to do so causes permanent "psychological damage"  
It's not permanent but they didn't know that  
Anyway during the supposed "famine"  
We lost a lot more than 10% of our nation  
Through deaths on land or on ships of emigration  
But what finally broke us was not starvation  
but it's use in the controlling of our education  
School go on about "Black 47"  
On and on about "The terrible famine"  
But what they don't say is in truth  
There really never was one

(Excuse me)  
All the lonely people  
(I'm sorry, excuse me)  
Where do they all come from  
(that I can tell you in one word)  
All the lonely people  
where do they all belong

So let's take a look shall we  
The highest statistics of child abuse in the EEC  
And we say we're a Christian country  
But we've lost contact with our history  
See we used to worship God as a mother  
We're suffering from post traumatic stress disorder  
Look at all our old men in the pubs  
Look at all our young people on drugs  
We used to worship God as a mother  
Now look at what we're doing to each other  
We've even made killers of ourselves  
The most child-like trusting people in the Universe  
And this is what's wrong with us  
Our history books the parent figures lied to us

I see the Irish  
As a race like a child  
That got itself basned in the face

And if there ever is gonna be healing  
There has to be remembering  
And then grieving  
So that there then can be forgiving

		<p>There has to be knowledge and understanding</p> <p>All the lonely people Where do they all come from All the lonely people Where do they all come from We stand on the brink of a great achievement In this Ireland there is no solution to be found to our disagreements by shooting each other There is no real invader here We are all Irish in all our different kinds of ways We must not, now or ever in the future, show anything to each other except tolerance, forbearance and neighbourly love because of our tradition everyone here knows who he is and what God expects him to do.</p> <p>5 Irish accent: rhotic, dark r's, clear l's, t-opening, th-stopping. /ɸ/ becomes /ɸ̥/.</p>	
<p><b>March 21</b></p>	<p><b>First day of Spring; Scottish</b></p> 	<p>2 and 3 Classification of sounds in relation to commonest mistakes made by Czechs</p> <p><u>Vowels.</u> Criteria – openness (open, mid, closed), frontness (front, mid, back).</p> <p><u>Diphthongs:</u> centring, I and Y diphthongs. Mod. Tendencies in BrE: /Y↔→/ becomes /ɪ̯/ (sure, pure, endure); smoothing of triphthongs (shire x shower).</p> <p><u>Consonants.</u></p> <p>Manner of articulation: plosives, affricates, fricatives, nasals, approximants (liquids), semi-vowels.</p> <p>Place of articulation: bilabial, alveolar, velar, labio-dental, dental, palato-alveolar, lateral, palatal.</p> <p>Sonority: voiced, voiceless.</p> <p>Articulatory energy: lenis, fortis.</p> <p>Aspiration: voiceless plosives /p̥/, /t̥/, /k̥/ under stress, unless they are preceded by /s̥/.</p> <p>The biggest problem with Czech segmental pronunciation is final-</p>	<p><b>Gimson 4</b> <b>Phonetics of</b> <b>Sounds pp. 27-</b> <b>39</b></p>



consonant devoicing.

Exercise:

/β/ **bib and brace trousers**

/ϝ/ **for the love of English**

/γ/ **a big dog at home**

/δ/ **time and tide wait for no man**

/ζ/ **because I, is another, was nowhere, trees and other plants, buzz and hussle**

/Ζ/ **massage and bath**

/δΖ/ **message and letter, his age was advanced**

5 Scottish accents range from educated Scottish standard different from RP to the broadest referred to as Lallans. The Scots refer to themselves as the Mediterraneans of the North and Edinburgh as Athens of the North. Patron: St. Andrew (see left). Plant: the Scottish thistle (see above left). Pattern: tartans of the various clans in the Scottish Highlands. Scottish accent in films: Trainspotting, Lord of the Rings.

The Scottish accent has a velar setting, frequent monophthongizations; rhotic accent with a diversity of r realizations, /Y/=/ʌ/, whales x Wales. Expressions: a wee bairn = a little baby, bonnie – beautiful, lad = boy, lass = girl, aye = yes, haggis = traditional dish.

**March 28**

**Mid-Lent; south England**


3 Classification of sounds practiced on a grid.

Segmental Phonology, but also revision of physiology of speech, acoustic and auditory aspects of speech in Gimson's Pronunciation of English.

4 Transcriptions in John Trim's "English Pronunciation Illustrated".

**Gimson 5  
Phonology of  
Sounds pp. 40-  
53**



			
<b>April 4</b>	<b>After All Fools; north England</b>	3 History of phonetic research up to Prague School and present-day scholars	<b>Gimson 6 History</b> pp. 57-63
<b>April 11</b>		3 History and influences upon English	<b>Gimson 6 Sound Change</b> pp. 63-72
<b>April 18</b>	<b>After Palm Sunday</b>	3 Present-day pronunciation of English as a result of historical development Canterbury Tales on youtube: male performance ( <a href="http://www.youtube.com/watch?v=H-0-PkfGkuY">http://www.youtube.com/watch?v=H-0-PkfGkuY</a> ) and female performance ( <a href="http://www.youtube.com/watch?v=KxmUOJWisds">http://www.youtube.com/watch?v=KxmUOJWisds</a> ). As a bonus, here tou have the reading of next chapter, Knight's Tale:	<b>Gimson 6 OE, ME, EmE</b> pp. 72-76



<http://www.youtube.com/watch?v=YoBVK5pjqEc> It contains the original text as well.

The Story of English in 7 parts on youtube

The English Language in 24 Accents on youtube.

<b>April 25</b>	<b>Easter Monday</b>	Homework to be assigned. Listening aimed at accent recognition.	<b>Gimson 7 Accents pp. 77-87</b>
<b>May 2</b>	<b>After May Day; RP</b>	<p>1 No irregularities this week</p> <p>2 Practising stress, rhythm and intonation – the 3 rules</p> <p style="padding-left: 20px;">A) You only stress words which you wouldn't leave out in a text message.</p> <p style="padding-left: 20px;">B) Stressed syllables are at constant distances from each other.</p> <p style="padding-left: 20px;">C) Any unstressed syllables at the beginning of a stress group are said very quickly.</p> <p>3 Phonologically relevant stress</p> <p>4 Transcriptions of Greek and Roman expressions.</p> <p style="padding-left: 20px;">Invitation to “The ED Odyssey”</p> <p>5 Multiple choice test in the accents of English.</p>	
<b>May 9</b>	<b>American</b>	2 Suprasegmental practice. Intonation; intonation centres.	
<b>May 16</b>	<b>Your choice</b>	Mock Final Test	