



1st YEAR PHONETICS AND PHONOLOGY, Spring 2014

Teacher

Lectures in practical English Phonetics, Phonology and Pronunciation given by **Kateřina Tomková** (2060@mail.muni.cz) of the Dept. of English and American Studies. Office hours: Tuesdays 1430-1530, Wednesdays 1230-1330 and Thursdays 1330-1430. **Pronunciation interviews: Combined studies Fridays 8-9am.** Office: Gorkého 7, 2nd floor, facing the steps.

Assessment

Your final mark in Phonetics and Phonology depends on the result in your final test (60%) on May 23 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.

Exam dates

the week of May 19 – EXAM TEST followed by interviews with K. Tomková

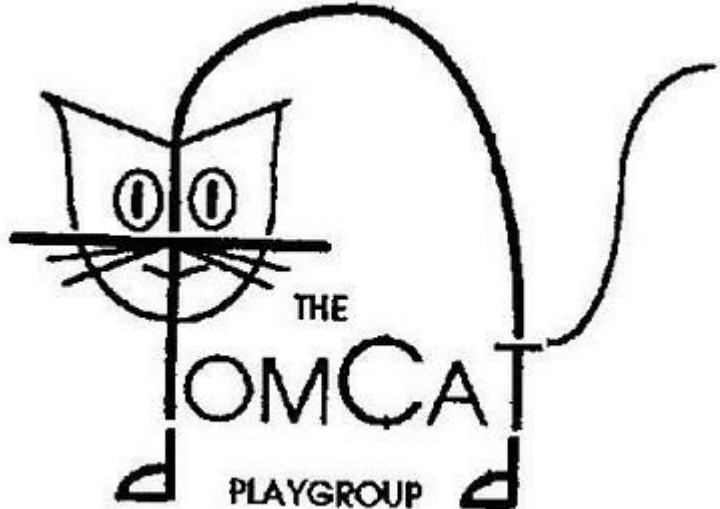
the week of June 16 – EXAM TEST second regular date and resits + interviews



September 5 – EXAM TEST resits + interviews

Sources

- Regular attendance at lectures + full understanding of SYLLABUS
- Gimson's *Pronunciation of English*, first 7 chapters; bookshop/SAC/IS
- Professor Krčmová's *Obecná fonetika a fonologie* in the IS (student-stud.materiály-kód předmětu)
- *Rudiments of Linguistics*, chapter on Phonetics by Ludmila Urbanová
- *A practical course in English pronunciation*, xeroxed copy and tape (SAC), relevant chapters in the IS
- www.bbc.co.uk/worldservice/learningenglish/grammar/pron www.photransedit.com/Online/Text2Phonetics.aspx
- www.typeit.org www.howjsay.com

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 28 | <p>Startin' Somethin'; American</p>  | <p>1 Introduction of subject and its facilitator; dates. Downloading silipa93 into your computers and/or the use of www.typeit.org.</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. SINGING THE HALLELUYAH P+P SONG. To illustrate the universality of reductions: karaoke singing of “Have You Ever Seen The Rain” by CCR.</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 /ɒ/ 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> | |
| | Standards; RP | <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:</p> | <p>Gimson 1 Communication up to p. 7</p> |

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| | | <p>[ˈtʌʊə] becomes [ˈtʌ:ə] and [ˈfʌrə] becomes [ˈfɑ:ə]. Diphthong /ʊə/ merges with long /ɜ:/. [æ] more open than ever before. GLOTTALIZATIONS: still not acceptable in RP but dominant in most other accents of the UK. An accent bearing elements of RP, a continuum of Cockney: Estuary English. Practice “Put it in the bottom of a bottle” pronounced as [ˈpʰɪʔɪʔmɒðˈbɒʔəmɒvəˈbɒʔɫ]</p> | |
| <p>March 14</p> | <p>Southern US accent introduced</p> | <p>2 Hints for pronunciation training, interview statistics. 2+3 Articulatory settings in English and Czech. 3 Physiology of speech. Vocal nodules and how the voice works (youtube). 4 The 21 accents by Amy Walker, Deep southern American accent tip of the day, Forrest Gump 1994 high definition 1080p Part 1, note Sally Field (youtube). 5 Introducing the International Phonetic Alphabet (IPA).</p> | <p>Gimson 2 Physiology of Speech pp. 8-17</p> |
|  | <p>Prior to St. Patrick’s Day; Irish</p>  | <p>1 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</p> | <p>Gimson 3 Acoustic and Auditory Aspects of Speech pp. 18-26</p> |



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

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
 There has to be knowledge and understanding

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.

5 Irish accent: rhotic, dark r's, clear l's, t-opening, th-stopping, /v/ becomes /Λ/ and vice-versa.

March 28

Scottish

2 and 3 Classification of sounds in relation to commonest mistakes made by Czechs
Vowels. Criteria – openness (open, mid, closed), frontness (front, mid, back).
Diphthongs: centring, /ɪ/ and /ʊ/ diphthongs. Mod. tendencies in BrE: /ʊə/ becomes /ɔ:/ (sure, pure, endure); smoothing of triphthongs (shire x shower).

Gimson 4
Phonetics of
Sounds pp. 27-39



Consonants.

Manner of articulation: plosives, affricates, fricatives, nasals, approximants (liquids), semi-vowels.

Place of articulation: bilabial, alveolar, velar, labio-dental, dental, palato-alveolar, lateral, palatal.

Sonority: voiced, voiceless.

Articulatory energy: lenis, fortis.

Aspiration: voiceless plosives /p/, /t/, /k/ under stress, unless they are preceded by /s/.

The biggest problem with Czech segmental pronunciation is final-consonant devoicing.

Exercise:

/b/ **bib and brace trousers**

/v/ **for the love of English**

/g/ **a big dog at home**

/d/ **time and tide wait for no man**

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

/ʒ/ **massage and bath**

/dʒ/ **message and letter, his age was advanced, lunge not lunch**

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, /ʊ/=u/, whales x Wales. Expressions: a wee bairn = a little baby, bonnie – beautiful, lad = boy, lass = girl, aye = yes, haggis = traditional dish.

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| | <p>Southern England</p> | <p>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.</p> <p>4 Transcriptions in John Trim's "English Pronunciation Illustrated".</p> | <p>Gimson 5 Phonology of Sounds pp. 40-53</p> |
| <p>April 11</p> | <p>Northern England</p> | <p>3 History of phonetic research up to Prague School and present-day scholars</p> <p>4 Listening to Julie Walters' memoirs CD.</p> <p>In English: Today we'll speak about the accents spoken in the north of England.</p> <p>In Geordie: The dayuh we'll speak about the accents spoken in the north of England.</p> | <p>Gimson 6 History pp. 57-63</p> |

A YORKSHIREMAN'S ADVICE TO HIS SON.
• SEE · ALL · HEAR · ALL · SAY · NOWT ·
• EAT · ALL · DRINK · ALL · PAY · NOWT ·
• AND · IF · EVER · THA · DOES · OUT · FOR · NOWT ·
• • • ALLUS · DO · IT · FOR · THISEN · • • •



3 History and influences upon English (home study)
Present-day pronunciation of English as a result of
historical development

Gimson 6
Sound Change
pp. 63-72

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| | | <p>Canterbury Tales on youtube: male performance (http://www.youtube.com/watch?v=H-0-PkfGkuY) and female performance (http://www.youtube.com/watch?v=KxmUOJWisds).</p> <p>As a bonus, here you have the reading of next chapter, Knight's Tale: http://www.youtube.com/watch?v=YoBVK5piqEc It contains the original text as well.</p> <p>The Story of English in 7 parts on youtube.</p> <p>The English Language in 24 Accents on youtube.</p> | |
| <p>April 25</p> | <p>After Easter</p> | <p>2 Practising stress, rhythm and intonation – the 3 rules</p> <ul style="list-style-type: none"> A) You only stress words which you wouldn't leave out in a text message. B) Stressed syllables are at constant distances from each other. C) Any unstressed syllables at the beginning of a stress group are said very quickly. <p>Exercise 1:</p> <p>A: I've 'broken my 'glasses B: 'How did you 'do it? A: I 'dropped them on the 'floor B: You must 'get them re'paired.</p> <p>Exercise 2:</p> <p>A: 'I saw 'John last 'night / 'Over at his 'mother's B: 'When I last 'saw him he was 'terribly 'worried C: When 'I last saw him he was 'terribly worried, 'too.</p> <p>Suprasegmental practice. Intonation; intonation centres.</p> <p>Jazz Chants by Carolyn Graham, hiphop music.</p> | <p>Gimson 6 OE, ME, EmE pp. 72-76</p> |

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| | | <p>J.D.O'Connor tunes.</p> <p>H.J. high jump. →↓Tune used for statements, imperatives, information and wh-questions.</p> <p>G.U. glide-up. ↑↑↑Tune used for asking yes-no questions and in speaking to little children, people who are afraid (e.g. at the dentist's) and idiots. Caution: a patronizing tune!</p> <p>H.D. high dive -↑_/ A tune used to express incompleteness or doubt.</p> <p>T.O. take-off _____↑ A tune used to express extreme distress and annoyance.</p> <p>Intonation is often symptomatic of accents, e.g. of Northern Ireland.</p> <p>Intonation centre is the last important word in the sentence. Caution: in English it is often the noun:</p> <ul style="list-style-type: none"> - The ↓baby's crying. - The ↓kettle's boiling. - The ↓postman's coming up the path. - I'm afraid my ↓father's very ill. (CZ Ale mám nemocného tat'ku.) - He's very ↓rich, I've been told. <p>3 Phonologically relevant stress</p> | |
| | Mock test. | A sample (mock) test taken and corrected. | Gimson 7 Accents pp. 77-87 |
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