



1st YEAR PHONETICS AND PHONOLOGY, Spring 2015

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 1200-1400, **combined studies Fridays 0800-0900**. 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 22 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

May 22 – EXAM TEST followed by interviews with K. Tomková

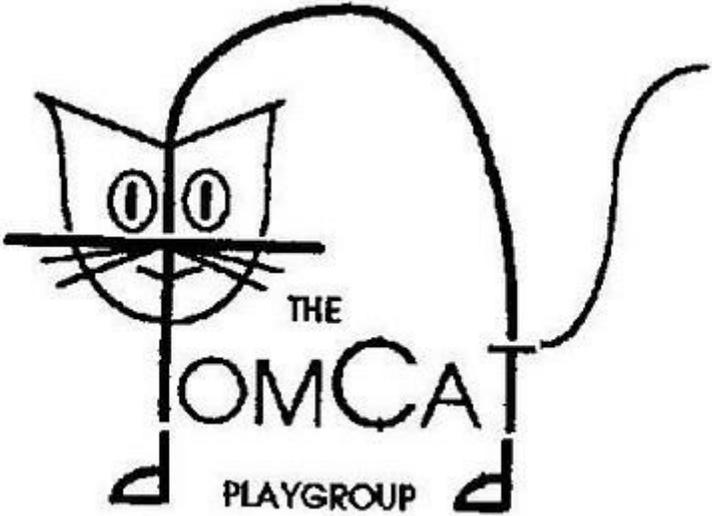
June 19 – EXAM TEST second regular date and resits + interviews

September 11 – 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 20	<p>American</p> 	<p>1 Introduction of subject and its facilitator; dates. 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/, FLAPS of intervocalic /t/ (atom=Adam) and YOD DROPPING (duty). 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>	
March 6	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</p>	<p>Gimson 1 Communication up to p. 7</p>



Julie Walters and Michael Caine.

5 New trends in RP: INTRUSIVE R, SMOOTHING:
 ['tʌʊə] becomes ['tɑ:ə] and ['ʃaɪə] becomes ['ʃɑ:ə].
 Diphthong /ʊə/ merges with long /ɔ:/. [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
 ['pʰʊ?ɪ?ɪmðə 'bɒ?əməvə 'bɒ?ɪ]

The eve of International Women’s Day; Southern US accent

IT’S OUR DAY!



introduced

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).

**Gimson 2
 Physiology of
 Speech pp. 8-17**

March 20

After St. Patrick’s Day; Irish

1 Anyone not wearing green will be pinched. Find out who (what) a leprechaun is. Song: White

**Gimson 3
 Acoustic and**



Orange And Green.
2 and 4 Famine by Sinéad O'Connor (word stress).
Word stress exercise.
Song lyrics:

Auditory
Aspects of
Speech pp. 18-
26

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

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 its 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

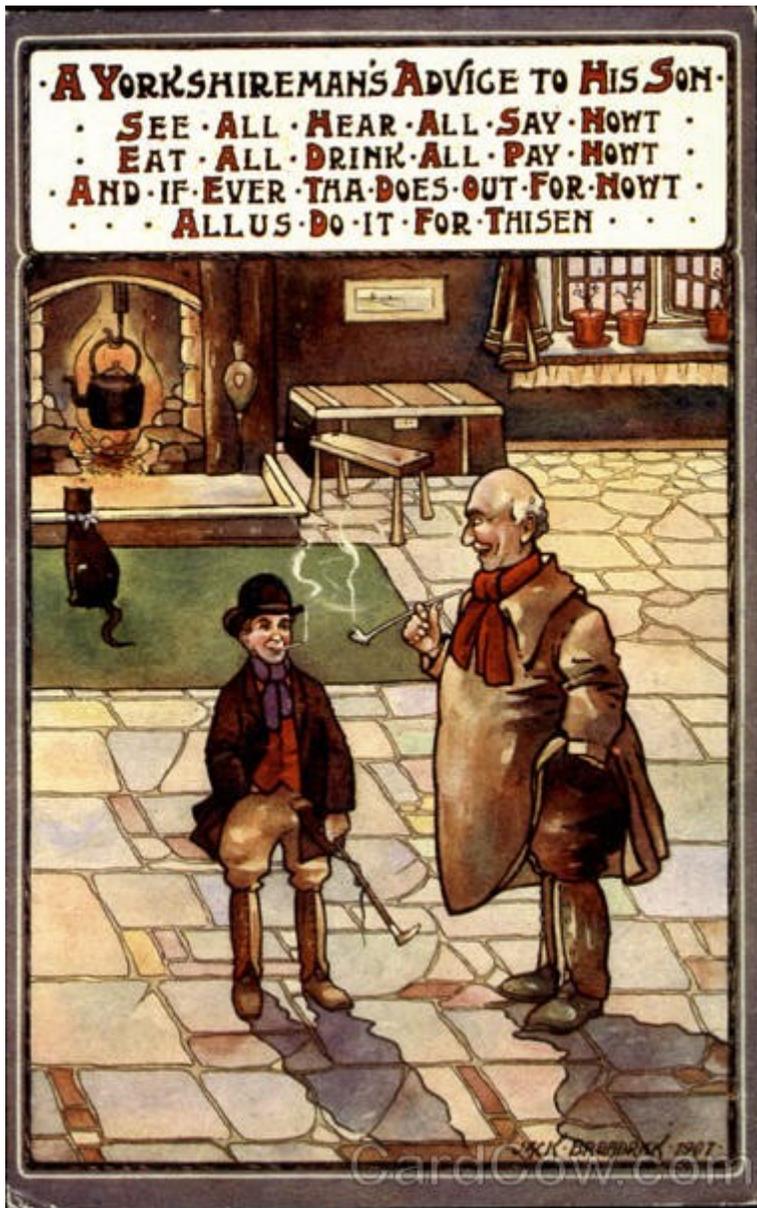
I see the Irish
As a race like a child
That got itself bashed in the face

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

		<p>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, /v/ becomes /ʌ/ and vice-versa.</p>	
<p>April 3</p>	<p>On Good Friday; no class, home study in Gimson</p> 	<p>2 and 3 Classification of sounds in relation to commonest mistakes made by Czechs <u>Vowels</u>. Criteria – openness (open, mid, closed), frontness (front, mid, back). <u>Diphthongs</u>: centring, /ɪ/ and /ʊ/ diphthongs. Mod. tendencies in BrE: /ʊə/ becomes /ɔ:/ (sure, pure, endure); smoothing of triphthongs (shire x shower). <u>Consonants</u>. 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/.</p> <p>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</p>	<p>Gimson 4 Phonetics of Sounds pp. 27- 39</p>

		<p>other plants, buzz and hussle /ʒ/ massage and bath /dʒ/ message and letter, his age was advanced, lunge not</p> <p>lunch</p> <p>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: Traispotting, Lord of the Rings.</p> <p>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.</p>	
	<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 17</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</p>	<p>Gimson 6 History pp. 57- 63</p>



north of England.

In Geordie:

The dayuh we'll speak about the accents spoken in the north of England.

May 1, May 8

Bank Holidays, home study

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

Gimson 6
Sound Change
pp. 63-72

		<p>of historical development 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=YoBVK5pqEc 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>Gimson 6 OE, ME, EmE pp. 72-76</p>
<p>May 15</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,</p>	

		<p>‘too.</p> <p>Suprasegmental practice. Intonation; intonation centres.</p> <p>Jazz Chants by Carolyn Graham, hiphop music.</p> <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