



1st YEAR PHONETICS AND PHONOLOGY, Spring 2016

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 1100-1200, Wednesdays 1500-1600, Thursdays 1300-1400. **Pronunciation interviews: Wed and Thu 1400-1500.** 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%) 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 23 – EXAM TEST

the week of May 30 – interviews with K. Tomková

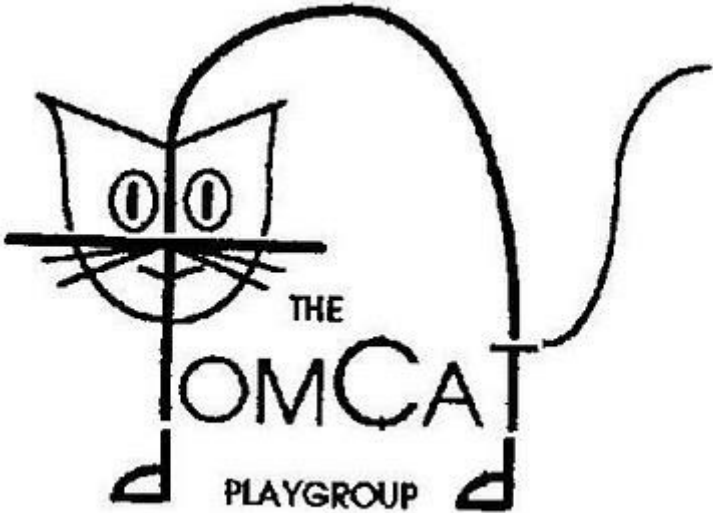
the week of June 13 – EXAM TEST second regular date and resits + interviews the following week

September 5 – EXAM TEST resits + interviews later that week

Sources

- Regular attendance at lectures (Tuesdays 1730-1900, room D22) + 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 23	<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 (general) A Tour of the British Isles in Accents (British) A fun tour of American accents by Amy Walker</p> <p>5 American accent is RHOTIC, NASAL, with certain vowels more open such as /ɔ:/ and /ɒ/ and 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>	

<p>Mch 1</p>	<p>Standards: RP, GenAm</p> 	<p>1 Questions, queries and uncertainties settled. 2 Synthesis of skills. Standard versus accents. Perceptions. Speech models. Dictionaries. Voicing and linking exercise: ‘FIRST OF ‘ALL, I’D ‘LIKE TO A’POLOGIZE BE’CAUSE I ‘DID IT ALL FOR THE ‘LOVE OF ‘ENGLISH. 3 Spoken versus written communication. Redundancy. 4 Educating Rita Part 1 starring Julie Walters and Michael Caine. The secrets of the posh accent (The Guardian): http://www.theguardian.com/lifeandstyle/video/2014/sep/22/secrets-posh-accent-video-riot-club-vowels 5 New trends in RP: INTRUSIVE R, SMOOTHING: [‘tʌʊə] becomes [‘tɑ:ə] and [‘ʃaɪə] becomes [‘ʃa: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 [‘pʰʊɪtɪnðə‘bɒtəməvə‘bɒtl]</p>	<p>Gimson 1 Communication up to p. 7</p>
<p>March 8</p>	<p>Women:</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</p>	<p>Gimson 2 Physiology of Speech pp. 8-17</p>

IT'S OUR DAY!



high definition 1080p Part 1, note Sally Field (youtube).
5 Introducing the International Phonetic Alphabet (IPA).

March 15



Before St. Patrick's Day; Irish



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
Has to drive itself out of it's head because it's frightened

Gimson 3
Acoustic and
Auditory
Aspects of
Speech pp. 18-
26



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

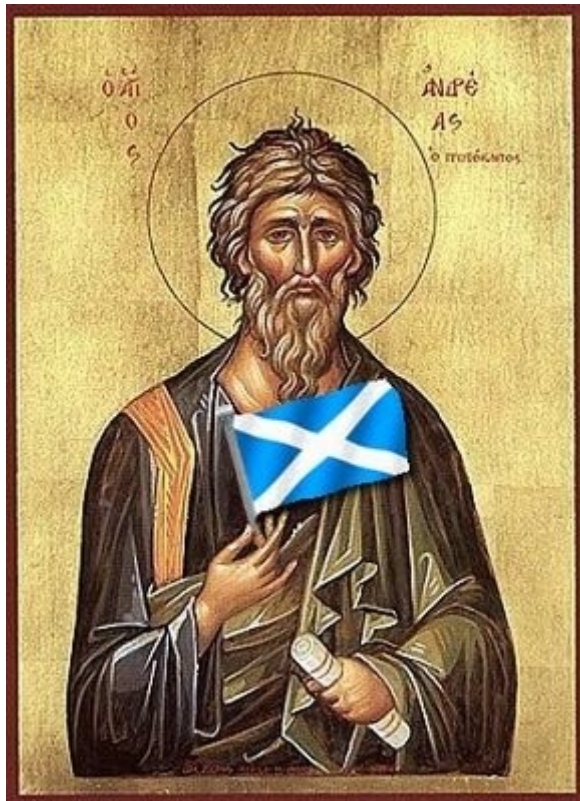
All the lonely people
where do they all come from

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

		<p>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</p> <p>I see the Irish As a race like a child That got itself bashed in the face</p> <p>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</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. /ɒ/ becomes /ʌ/ and vice versa.</p>	
March 22	After the first day of Spring; Scottish	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. Modern tendencies in BrE: /ʊə/ ɪ becomes /ɔ: / (sure, pure,	Gimson 4 Phonetics of Sounds pp. 27-39



endure); smoothing of triphthongs (shire x shower).

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**


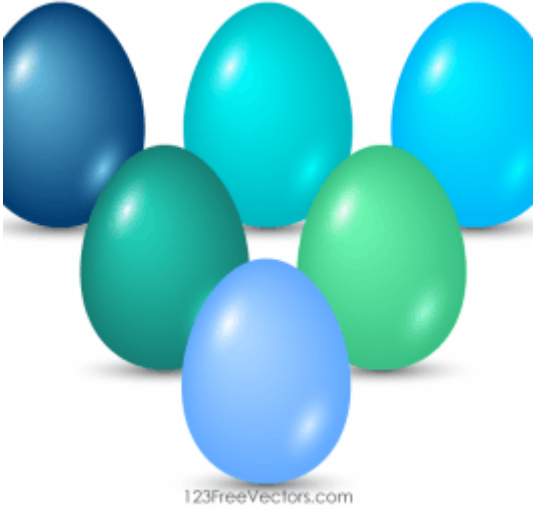
/z/ **because I, is another, was nowhere, trees and other plants, buzz and hustle**

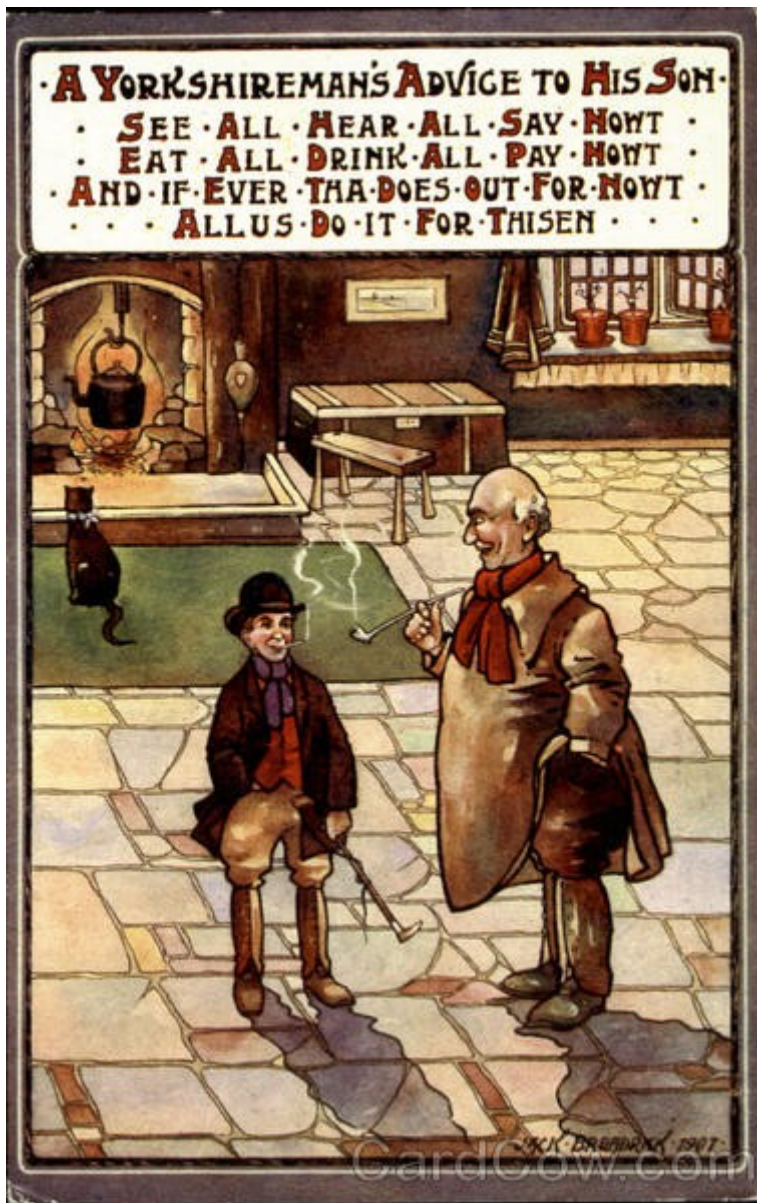
/ʒ/ **massage and bath**

/dʒ/ **message and letter, his age was advanced, do a lunge before 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.	
March 29	Easter Tuesday, no class, Reading week. Mind the reading assignment about phonemes! 	 <small>123FreeVectors.com</small>	Gimson 5 Phonology of Sounds pp. 40- 53
April 5	Southern 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 6 History pp. 57- 63
April 12	Northern England	3 History of phonetic research up to Prague School and present-day scholars 4 Listening to Julie Walters' memoirs CD.	Gimson 6 Sound Change pp. 63-72



Youtube videos:
 Yorkshire Airlines (2:11)
 John Tams & Barry Coope. Hear all, see all, say nowt (3:36)
 Coming home Newcastle (with lyrics) (3:24)
 Cheryl Cole Too British for Simon Cowell (1:52)

April 19

Travelling in time

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

Gimson 6 OE, ME, EmE pp. 72-76

		<p>Beowulf Intro (Benjamin Bagby) https://www.youtube.com/watch?v=PzmmPRG4smU</p> <p>Today's Frisian very much like Old English Mongrel nation – Brown Cow (2:42)</p> <p>Canterbury Tales on youtube: male performance (https://www.youtube.com/watch?v=QE0MtENfOMU)) and female performance (https://www.youtube.com/watch?v=vkAfDsjYaWM)</p> <p>The Story of English in 7 parts on youtube.</p> <p>The English Language in 24 Accents The English Language in 67 Accents & Random Voices on youtube (author: Jake “Truseneye92”).</p>	
<p>April 26</p>	<p>Training suprasegmentals 1</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</p>	

		<p>C: When 'I last saw him he was 'terribly worried, 'too.</p> <p>3 Phonologically relevant stress</p> <p>See also: Gimson word stress Gimson sentence stress</p> <p>in Study materials</p>	
<p>May 3</p>	<p>Training suprasegmentals 2. Accents of English – historical conditioning. The universality of suprasegmentals.</p>	<p>2 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 	<p>Gimson 7 Accents pp. 77-87</p>

		nemocnýho taťku.) - He's very ↓rich, I've been told.	
May 10	A class of curiosities	1 Mock Test and other curiosities. 4 Listening: xhosa clicks, throat singing 5 Transcriptions of Latin expressions Transcription of Czech	
May 17		Revision, interesting recordings, collection of errors, the TABBOO game.	