



## 1st YEAR PHONETICS AND PHONOLOGY, Spring 2015

### Teacher

Lectures in practical English Phonetics, Phonology and Pronunciation given by **Kateřina Tomková** ([2060@mail.muni.cz](mailto:2060@mail.muni.cz)) of the Dept. of English and American Studies. Office hours: Tuesdays 1100-1200, Wed 15-16, Thu 13-14, **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 20 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 20 – EXAM TEST followed by interviews with K. Tomková

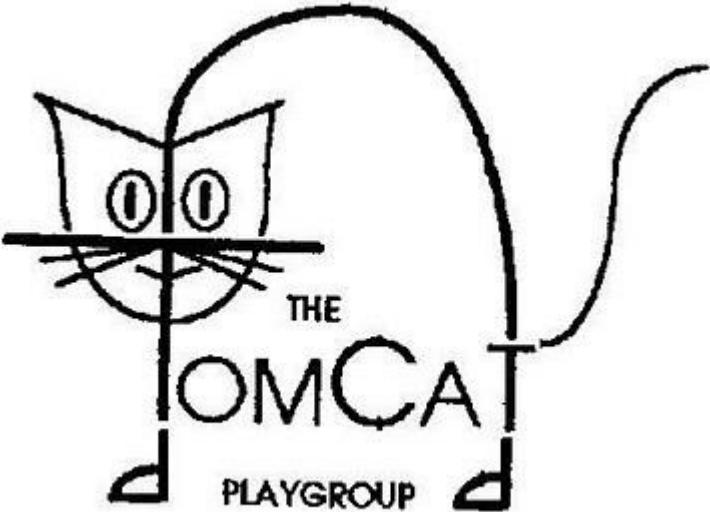
June 24 – EXAM TEST second regular date and resits + interviews

September 9 – 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](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron)    [www.photransedit.com/Online/Text2Phonetics.aspx](http://www.photransedit.com/Online/Text2Phonetics.aspx)
- [www.typeit.org](http://www.typeit.org)    [www.howjsay.com](http://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 26	<p>American</p> 	<p>1 Introduction of subject and its facilitator; dates. The use of <a href="http://www.typeit.org">www.typeit.org</a>.</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 HALLELLUYAH 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). 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/, 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 11	Standards;	2 Synthesis of skills. Standard versus accents.	Gimson 1

RP



Perceptions. Speech models. Dictionaries.

3 Spoken versus written communication. Redundancy.

4 Educating Rita Part 1 starring Julie Walters and Michael Caine.

5 New trends in RP: INTRUSIVE R, SMOOTHING: ['tʌʊə] becomes ['tɑ:ə] and ['faiə] becomes ['fɑ: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?əmɒvə' bɒ?ɪ]

**Communicatio**  
**n**  
up to p. 7

3 days after 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

April 8



After Easter; the “Celtic” accents - Irish and Scottish



1 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

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

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



'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

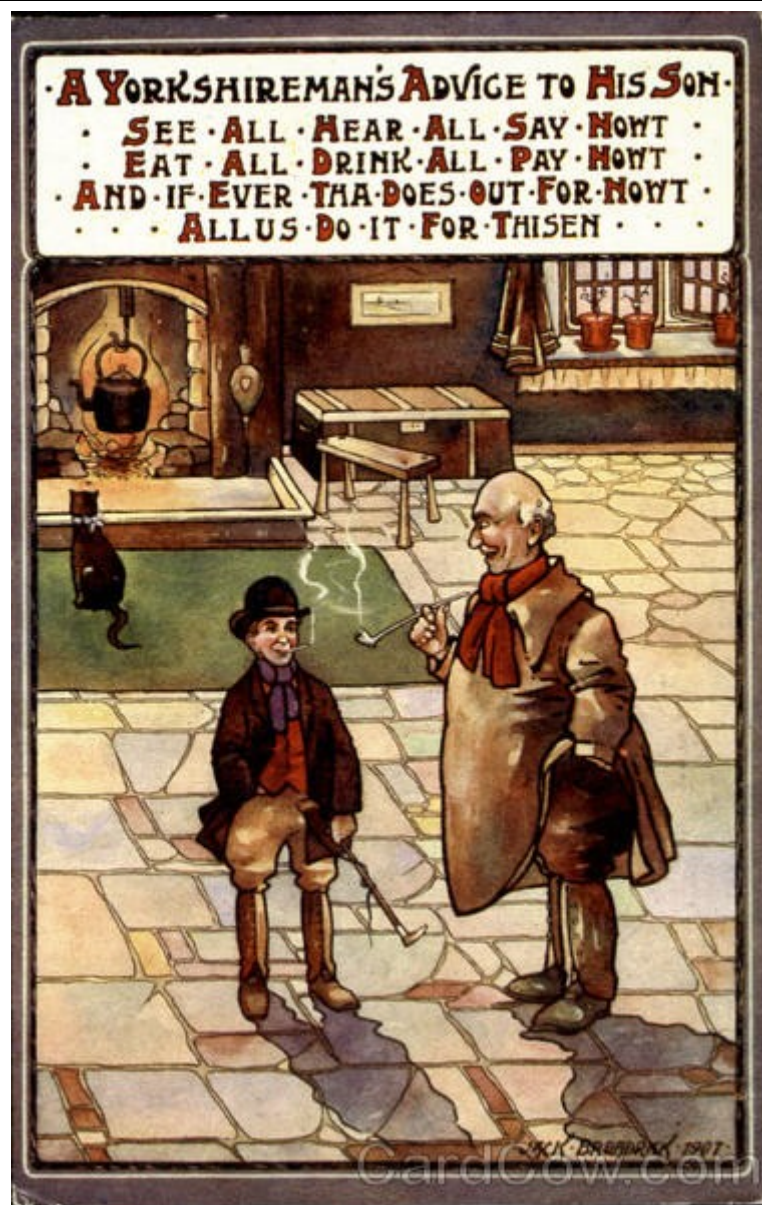
And if there ever is gonna be healing  
There has to be remembering  
And then grieving  
So that there then can be forgiving  
There has to be knowledge and understanding

All the lonely people  
Where do they all come from  
All the lonely people  
Where do they all come from

		<p>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, /v / becomes / /ʌ/ and vice-versa.</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/ <b>bib and brace trousers</b>          /v/ <b>for the love of English</b></p>	<p><b>Gimson 4</b>  <b>Phonetics of</b>  <b>Sounds pp. 27-</b>  <b>39</b></p>



		<p>/g/ <b>a big dog at home</b>  /d/ <b>time and tide wait for no man</b>  /z/ <b>because I, is another, was nowhere, trees and other plants, buzz and hussle</b>  /ʒ/ <b>massage and bath</b>  /dʒ/ <b>message and letter, his age was advanced, lunge not lunch</b></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>	
<b>April 22</b>	<b>Southern England</b>	<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>	<b>Gimson 5 Phonology of Sounds</b> pp. 40-53
	<b>Northern England</b>	<p>3 History of phonetic research up to Prague School and present-day scholars</p> <p>4 Youtube videos:  Yorkshire Airlines (2:11)  John Tams &amp; Barry Coope. Hear all, see all, say</p>	<b>Gimson 6 History</b> pp. 57-63



nowt (3:36)  
 Coming home Newcastle (with lyrics) (3:24)  
 Cheryl Cole Too British for Simon Cowell (1:52)

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

Beowulf Intro (Benjamin Bagby)  
<https://www.youtube.com/watch?v=PzmmPRG4smU>

Today's Frisian very much like Old English  
 Mongrel nation – Brown Cow (2:42)

Canterbury Tales on youtube: male performance  
<https://www.youtube.com/watch?v=QE0MtENfOMU>  
 and female performance  
<https://www.youtube.com/watch?v=vkAfDsjYaWM>

The Story of English in 7 parts on youtube.

The English Language in 24 Accents on youtube.

**Gimson 6**  
**Sound Change**  
 pp. 63-72

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

May 6

2 Practising stress, rhythm and intonation – the 3 rules  
 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.

Exercise 1:

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.

Exercise 2:

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.

Suprasegmental practice. Intonation; intonation centres.

Jazz Chants by Carolyn Graham, hiphop music.

J.D.O'Connor tunes.

**H.J.** high jump. →↓ Tune used for statements, imperatives, information and wh-questions.

**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!

**H.D.** high dive -↑\_/ A tune used to express incompleteness or doubt.

**T.O.** take-off \_\_\_\_\_↑ A tune used to express extreme distress and annoyance.

		<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"> <li>- The ↓baby's crying.</li> <li>- The ↓kettle's boiling.</li> <li>- The ↓postman's coming up the path.</li> <li>- I'm afraid my ↓father's very ill. (CZ Ale mám nemocnýho tat'ku.)</li> <li>- He's very ↓rich, I've been told.</li> </ul> <p>3 Phonologically relevant stress</p>	
	<b>Mock test.</b>	A sample (mock) test taken and corrected.	<b>Gimson 7</b> <b>Accents pp. 77-</b> <b>87</b>