

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 27 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 27 – EXAM TEST followed by interviews with K. Tomková



June 10 – EXAM TEST, 2nd regular date and resit

June 24 – EXAM TEST resits

September 9 – EXAM TEST resits

Sources

- Regular attendance at lectures
- 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.photransedit.com/Online/Text2Phonetics.aspx

		<p>5 Introducing the International Phonetic Alphabet (IPA).</p>	<p>Physiology of Speech pp. 8-17</p>
<p>11:35-12:20</p> 	<p>St. Patrick's Day; Irish</p> 	<p>1 Song: White Orange and Green. Find out who (what) a leprechaun is. 2 and 4 Famine by Sinéad O'Connor (word stress).</p> <p>Song lyrics:</p> <p>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</p> <p>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</p> <p>And this leads to massive self-destruction alcoholism, drug addiction All desperate attempts at running And in it's worst form Becomes actual killing</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</p> <p>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"</p>	<p>Gimson 3 Acoustic and Auditory Aspects of Speech pp. 18-26</p>



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
Schools 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

		<p>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>April 1 15:50-16:35</p>	<p>Scottish</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, I and Y diphthongs. Mod. Tendencies in BrE: /Y↔ɔ/ becomes /ɔ̃/ (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/. The biggest problem with Czech segmental pronunciation is final-consonant devoicing. Exercise: /β/ bib and brace trousers /ɸ/ for the love of English /ɣ/ a big dog at home /ð/ time and tide wait for no man /ʒ/ because I, is another, was nowhere, trees and other plants, buzz</p>	<p>Gimson 4 Phonetics of Sounds pp. 27- 39</p>



and hussle
 /Z/ **massage and bath**
 /δZ/ **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.

16:35-17:20

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


April 8

NO CLASS BUT INTERVIEWS POSSIBLE FROM 12 TO 1.

April 15
15:50-16:35

3 History of phonetic research up to Prague School and present-day scholars

Gimson 6
History pp. 57-63

<p>16:35-17:20</p>		<p>3 History and influences upon English Present-day pronunciation of English as a result of historical development</p>	<p>Gimson 6 Sound Change pp. 63-72 Gimson 6 OE, ME, EmE pp. 72-76</p>
<p>April 29</p>		<p>NO CLASS BUT INTERVIEWS POSSIBLE FROM 4:30 TO 6PM.</p>	
<p>May 6</p>		<p>NO CLASS BUT INTERVIEWS POSSIBLE FROM 12 TO 1PM.</p>	
<p>May 13 15:50-16:20</p>		<p>1 Organization of exam, sample test. 2 Suprasegmental practice. a) The 3 golden rules of English stress and rhythm. - You only stress words which you wouldn't leave out in a text message. - Stressed syllables are at constant distances from each other. - Any unstressed syllable at the beginning of a stress group is said very quickly. b) I've 'broken my 'glasses / 'How did you 'do it? / I 'dropped them on the 'floor / You must 'get them re'paired. c) 'I saw 'John last 'night / 'Over at this 'mother's / 'When I last 'saw him he was 'terribly 'worried / When 'I last saw him he was 'terribly worried, 'too. d) Jazz Chants by Carolyn Graham, hiphop music. e) J.D.O'Connor tunes. H.J. high jump. ⊆ Tune used for statements, imperatives, information and</p>	<p>Gimson 7 Accents pp. 77-87</p>

		<p>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 ˩</p> <p>˩˩ 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>f) Intonation is often symptomatic of accents, e.g. of Northern Ireland.</p> <p>g) 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 nemocnýho taťku.) - He's very ˩rich, I've been told. <p>3 Accents of English FROM Gimson and recommended recordings.</p>	
16:20-16:50		2 Suprasegmental practice – Da Da language contributed by Pavla Milerski	
16:50-17:20		Mock Final Test	
May 27		EXAM TEST 12-1.	
June 10		INTERVIEWS 9-10, EXAM TEST 10-11, INTERVIEWS 11-1	
June 24		EXAM TEST 12-1.	