



## 1st YEAR PHONETICS AND PHONOLOGY, Spring 2019

### 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, Wednesdays 1030-1130, Thursdays 1430-1630. **Pronunciation interviews:** Tue 1000-1100, Wed 1430-1530, Thu 1630-1730. Office: Gorkého 7, 2nd floor between rooms G22 and G23, facing the steps. Sign-up sheet here:

[https://docs.google.com/spreadsheets/d/1pKyH5T67Lyzx\\_78GonPs3U6aV-Is6LqlO8Z6hkI6sp4/edit#gid=0](https://docs.google.com/spreadsheets/d/1pKyH5T67Lyzx_78GonPs3U6aV-Is6LqlO8Z6hkI6sp4/edit#gid=0)

### Assessment

Your final mark in Phonetics and Phonology depends on the result in your final test (60%) and 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 29 – EXAM TEST

the week of June 3 – interviews with K. Tomková

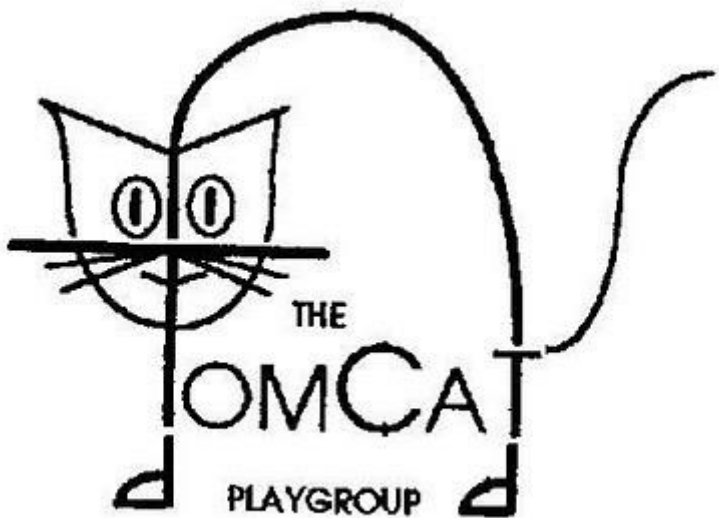
June 19 – EXAM TEST second regular date and resits + interviews the following week


September 4 – EXAM TEST resits + interviews later that week

### Sources

- Regular attendance at lectures (Wednesdays 1600-1740, room B2.13) + full understanding of SYLLABUS
- Gimson's *Pronunciation of English*, first 7 chapters; bookshop/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*, relevant chapters on suprasegmentals in the IS
- [www.bbc.co.uk/worldservice/learnenglish/grammar/pron](http://www.bbc.co.uk/worldservice/learnenglish/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 20	<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 (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</p>	

		<p>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>Feb 27</p>	<p><b>Standards:</b> 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): <a href="http://www.theguardian.com/lifeandstyle/video/2014/sep/22/secrets-posh-accent-video-riot-club-vowels">http://www.theguardian.com/lifeandstyle/video/2014/sep/22/secrets-posh-accent-video-riot-club-vowels</a> 5 New trends in RP: INTRUSIVE R, SMOOTHING: [ˈtʌʊə] becomes [ˈtʌ:ə] and [ˈʃaɪə] becomes [ˈʃa: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 [ˈpʰʊɪ?ɪ?ɪmðəˈbɒ?əməvəˈbɒ?ɪ]</p>	<p><b>Gimson</b> <b>Communication</b> up to p. 7</p> <p style="text-align: right;"><b>1</b></p>

March 6;  
Ash  
Wednesda  
y, before  
Int.  
Women's  
Day

IT'S OUR DAY!



Women:

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 13



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

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



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  
 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.  
 /D/ becomes /N/ and vice versa.

March 20

The eve of the first day of Spring; Scottish

2 and 3 Classification of sounds in relation to  
 commonest mistakes made by Czechs

Gimson 4 Phonetics  
 of Sounds pp. 27-39



Vowels. Criteria – openness (open, mid, closed), frontness (front, mid, back).

Diphthongs: centring, /i/ and /u/ diphthongs.

Modern tendencies in BrE: /ʊə/ ɪ becomes

/ɔ:/ (sure, pure, 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.

		<p>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><b>March 27</b></p>	<p><b>South England</b></p>	<p>2 An article in last Wednesday’s Guardian on ‘accent softening’: <a href="https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices?CMP=Share_iOSApp_Other">https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices?CMP=Share_iOSApp_Other</a></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. <b>The phoneme, allophone, minimal pairs, a phoneme’s function and place in the structure.</b></p> <p>4 Transcriptions in John Trim’s “English Pronunciation Illustrated”.</p> <p>5a) SE England: the Cockney diphthong shift (also in AUS, NZ and SA); /l/ vocalization, th-fronting. Continuum of Cockney: Estuary English.</p> <p>5b) SW England: rhotic, dark /l/.</p>	<p><b>Gimson 5 Phonology of Sounds pp. 40-53</b></p>



5c) Wales – the Celtic substratum

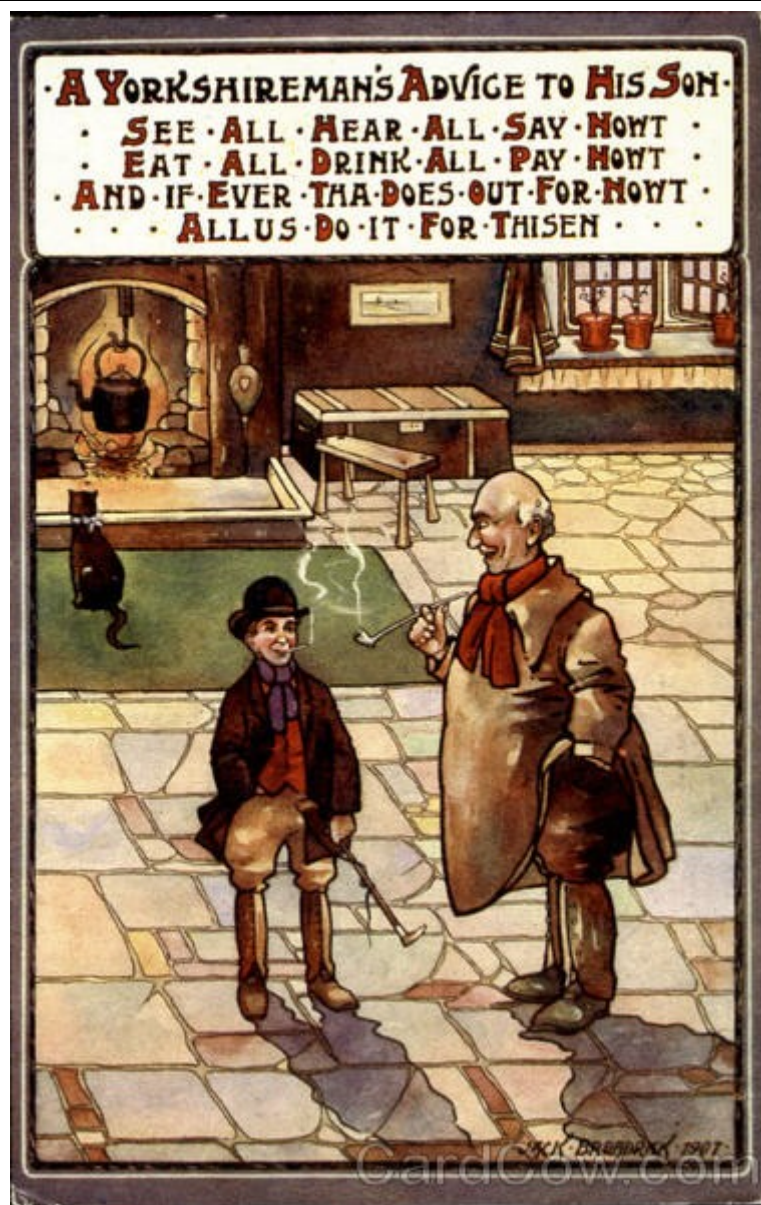


April 3

North England

3 History of phonetic research up to Prague

Gimson 6 History pp.



School and present-day scholars

57-63

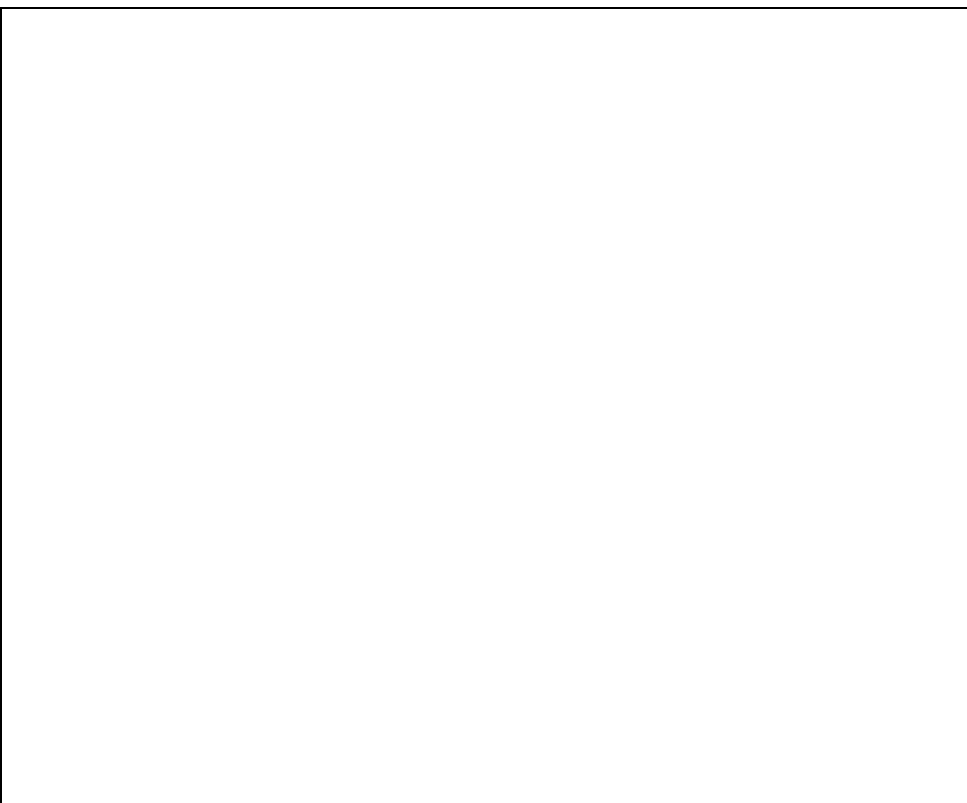
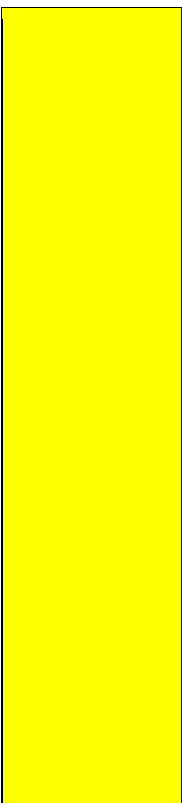
- 4 Listening to Julie Walters' memoirs CD.
- Youtube videos:
- Yorkshire Airlines (2:11)
- John Tams & Barry Coope. Hear all, see all, say nowt (3:36)
- Coming home Newcastle (with lyrics) (3:24)
- Cheryl Cole Too British for Simon Cowell (1:52)

April 10

Travelling in time – the accents of today as a result of historical development.

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

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



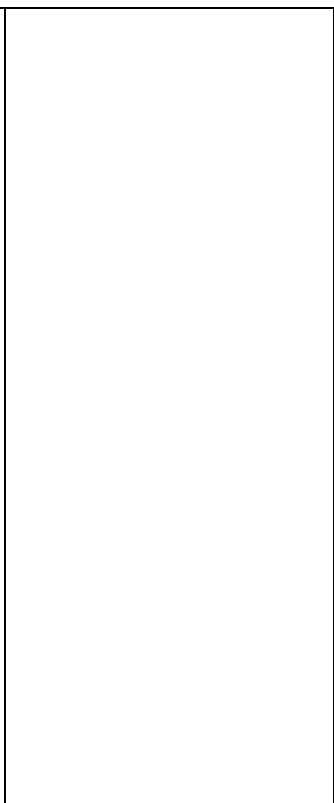
Beowulf Intro (Benjamin Bagby)  
<https://www.youtube.com/watch?v=PzmmPRG4smU>

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

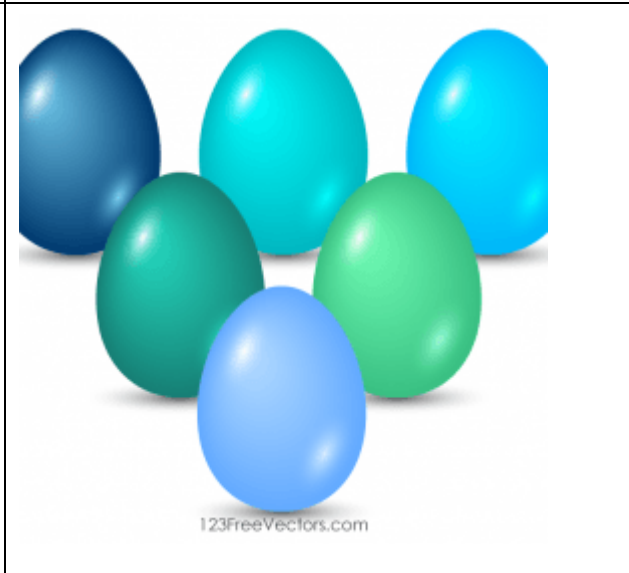
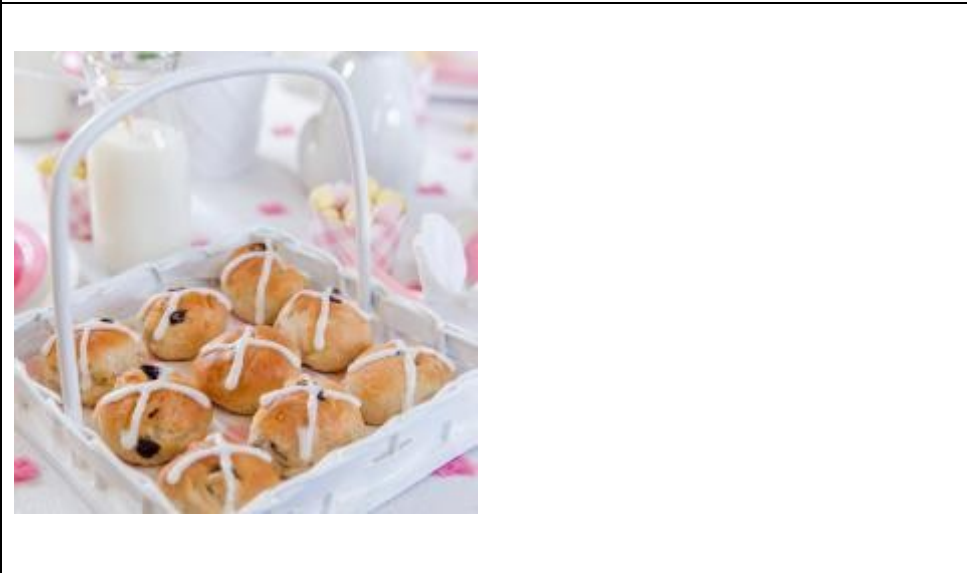
Canterbury Tales on youtube: male performance  
<https://www.youtube.com/watch?v=QE0MtENfOMU>  
 and female performance  
<https://www.youtube.com/watch?v=vkAfDsjYaWM>

The Story of English in 7 parts on youtube.

The English Language in 24 Accents  
 The English Language in 67 Accents & Random Voices on youtube (author: Jake "Truseneye92").



**April 17, before Easter; an Easter class in stress, rhythm and intonation (PP in Study Materials)**



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

April 24,  
after  
Easter

Training suprasegmentals  
Accents of English – historical conditioning.  
The universality of suprasegmentals.

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.

3 Phonologically relevant stress

See also:

Gimson word stress

Gimson sentence stress in Study materials

Intonation; intonation centres.

Jazz Chants by Carolyn Graham, hiphop  
music.

**Gimson 7 Accents**  
pp. 77-87

		<p>J.D.O'Connor tunes.</p> <p><b>H.J.</b> high jump. →↓Tune used for statements, imperatives, information and wh-questions.</p> <p><b>G.U.</b> 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><b>H.D.</b> high dive -↑_/ A tune used to express incompleteness or doubt.</p> <p><b>T.O.</b> 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"> <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 taťku.)</li> <li>- He's very ↓rich, I've been told.</li> </ul>	
<b>May 1 and 8:</b>	<b>No classes, Bank Holidays. Use the time to catch up with reading and listening.</b>		
<b>May 15</b>	<b>A class of questions, answers and Mock test</b>	1 Mock Test and other curiosities.	