L3 Phonologie
Université Gustave Eiffel

Adrien Méli

November 05, 2020

Contents

Avertissements

- Les transcriptions britanniques proviennent du Longman Pronunciation Dictionary (Wells (2008)).

- Les deux ouvrages de référence utilisés sont Ginésy (2000) et Duchet (2018).

- Les transcriptions américaines sont sujettes à caution. Elles sont récupérées directement du diction-naire de Carnegie Mellon University, mais l'algorithme que j'ai écrit pour la conversion en IPA est loin d'être entièrement fonctionnelle. **Vérifiez-les dans votre dictionnaire de prononciation favori.**

- Les erreurs non repérées, tant sur la forme que sur le fond, sont de mon fait uniquement.

- Envoyez vos questions, suggestions, corrections et autres à l'adresse suivante : `adrienmeli at gmail`

1 Week 2

1.1 Last week's homework

- Go online and find the official IPA chart
- Find the "SUPRASEGMENTALS" section
- Read the word between 'primary stress' and 'secondary stress'
- How many syllables and stresses does this word have?
- In the "Consonants (pulmonic)" chart, in what row and column are θ and ð?
- What about /h/?

To remember:

Two manners of articulation:

- "plosives"
- "fricatives"

1.2 Transcription n°1

Write down the following words, and transcribe them into the IPA:

```
createphonoslide("/home/adrien/databases/csv/s2-lea1-lesson-exercise1.csv")
```

```
## Warning in file.copy(selectedsounds, soundpath): problem copying ./faith to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/faith : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./doubt to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/doubt : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./shoot to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/shoot : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./right to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/right : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./age to /home/
## adrien/github-builder/eiffel-l1phonology/sounds/age : No such file or directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./thing to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/thing : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./face to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/face : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./now to /home/
## adrien/github-builder/eiffel-l1phonology/sounds/now : No such file or directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./wing to /
## home/adrien/github-builder/eiffel-l1phonology/sounds/wing : No such file or
## directory

## Warning in file.copy(selectedsounds, soundpath): problem copying ./shy to /home/
## adrien/github-builder/eiffel-l1phonology/sounds/shy : No such file or directory
```

Word	Stress	Received Pronunciation
faith	//	/feɪθ/
doubt	//	/daʊt/
shoot	//	/ʃuːt/
right	//	/raɪt/
age	//	/eɪdʒ/
thing	//	/θɪŋ/
face	//	/feɪs/
now	//	/naʊ/
wing	//	/wɪŋ/
shy	//	/ʃaɪ/

1.3 Transcription n°2

```
createphonoslide("/home/adrien/databases/csv/s2-lea1-lesson-exercise2.csv")
```

Word	Stress	Received Pronunciation
straight	/1/	/streɪt/
crowd	/1/	/kraʊd/
thick	/1/	/θɪk/
shrine	/1/	/ʃraɪn/
grape	/1/	/greɪp/
child	/1/	/tʃaɪəld/
proud	/1/	/praʊd/
hate	/1/	/heɪt/
spring	/1/	/sprɪŋ/
jive	/1/	/dʒaɪv/

1.4 What we know so far

- The transcription of ALL consonants
- The following vowels:
    - ɪ
    - eɪ
    - aɪ
    - aʊ

Let's add:

- əʊ as in "road" (/rəʊd/) or "go" (/gəʊ/)
- iː as in "piece" (/piːs/) or "lead" (/liːd/)
- e as in "bed" (/bed/) or "said" (/sed/)
- ɑː as in "car" (/kɑː/) or "bath" (/bɑːθ/)

BEWARE!! - ɑː (long vowel) - /a/ is only found in diphthongs aɪ and aʊ

1.5 Homework

Give the phonetic transcription of the following words:

- jar
- cheat
- hive
- head
- swine
- though
- theme
- guard
- shred
- mouth

2 Week 3

2.1 Last week's homework (Correction n°3)

Word	Stress	Received Pronunciation
jar	/1/	/dʒɑː/
cheat	/1/	/tʃiːt/
hive	/1/	/haɪv/
head	/1/	/hed/
swine	/1/	/swaɪn/
though	/1/	/ðəʊ/
theme	/1/	/θiːm/
guard	/1/	/ɡɑːd/
shred	/1/	/ʃred/
mouth	/1/	/maʊθ/

2.2 Transcription

- What principle underlies the choice of these words?

Word	Stress	Received Pronunciation
mat	/1/	/mæt/
pet	/1/	/pet/
sit	/1/	/sɪt/
not	/1/	/nɒt/
cut	/1/	/kʌt/
put	/1/	/pʊt/

- What about these words?

Word	Stress	Received Pronunciation
mate	/1/	/meɪt/
site	/1/	/saɪt/
note	/1/	/nəʊt/
cute	/1/	/kjuːt/

2.3 Fundamental chart

	V C-r C/#	V C-r V	V <r> C/#	V <r> V
<a>	mat	mate	mar	mare
<e>	pet	Pete	her	here
<i>	sit	site	fir	fire
<o>	not	note	or	ore
<u>	cut	cute	purr	pure
<u2>	put			

- Note that "<>" refers to the orthographic vowel (and spelling in general)
- Can you formulate the rules for each column?

<a>	/mæt/	/meɪt/	/mɑː/	/meə/
<e>	/pet/	/piːt/	/hɜː/	/hɪə/
<i>	/sɪt/	/saɪt/	/fɜː/	/ˈfaɪ.ə/
<o>	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
<u>	/kʌt/	/kjuːt/	/pɜː/	/pjʊə/
<u2>	/pʊt/			

What vowels are not present in this chart?

- ə
- ɔɪ
- aʊ

2.4 Recap

Sounds to master:

- all consonants
- 3 lax vowels:
    - /æ/
    - /e/
    - /ɪ/
- in long vowels and diphthongs:
    - /aɪ /
    - /aʊ/
    - /əʊ/
    - /iː/
    - /uː/
    - /eɪ /

2.5 Homework

2.5.1 Transcription

- change

- bathe
- jack
- hit
- scythe
- dune
- wreck
- height
- shame
- choke

2.5.2 Learn

- the four header of the chart (V C-r C/## etc.)
- lax vowels (first column + /ə/) vs. tense vowels

3 Week 4

3.1 Today's objectives

- Practice (it makes perfect!)

- Add /ɜː/ and /ɔː/ to our arsenal

- Learn about digraphs

3.2 Homework: correction

Word	Stress	Received Pronunciation
change	/1/	/tʃeɪndʒ/
bathe	/1/	/beɪð/
jack	/1/	/dʒæk/
hit	/1/	/hɪt/
scythe	/1/	/saɪð/
dune	/1/	/djuːn/
wreck	/1/	/rek/
height	/1/	/haɪt/
shame	/1/	/ʃeɪm/
choke	/1/	/tʃəʊk/

3.3 Practice n°1

Word	Stress	Received Pronunciation
range	/1/	/reɪndʒ/
these	/1/	/ðiːz/
judge	/1/	/dʒʌdʒ/
hole	/1/	/həʊl/
safe	/1/	/seɪf/
flick	/1/	/flɪk/
lime	/1/	/laɪm/
mote	/1/	/məʊt/
shine	/1/	/ʃaɪn/

3.4 Practice n°2

Word	Stress	Received Pronunciation
shack	/1/	/ʃæk/
stuck	/1/	/stʌk/
hang	/1/	/hæŋ/
thief	/1/	/θiːf/
throw	/1/	/θrəʊ/
choke	/1/	/tʃəʊk/
fringe	/1/	/frɪndʒ/
breathe	/1/	/briːð/
one	/1/	/wʌn/
sheath	/1/	/ʃiːθ/

Can you notice an exception?

"One" does not comply with the canonical alphabetic pronunciation.

3.5 Homework

3.5.1 Let's add r-colored vowels:

- /ɜː/
- /ɑː/
- /ɔː/

3.5.2 Transcribe:

Word	Stress	Received Pronunciation
third	/1/	/θɜːd/
dance	/1/	/dɑːns/
float	/1/	/fləʊt/
flow	/1/	/fləʊ/
shroud	/1/	/ʃraʊd/
fern	/1/	/fɜːn/
thorn	/1/	/θɔːn/
damp	/1/	/dæmp/
gem	/1/	/dʒem/
chase	/1/	/tʃeɪs/
chuck	/1/	/tʃʌk/
thrash	/1/	/θræʃ/
once	/1/	/wʌns/
shave	/1/	/ʃeɪv/
rhythm	/10/	/ˈrɪð.əm/
chore	/1/	/tʃɔː/
shove	/1/	/ʃʌv/
thank	/1/	/θæŋk/
jinx	/1/	/dʒɪŋks/
shard	/1/	/ʃɑːd/

Word	Stress	Received Pronunciation
hat	/1/	/hæt/
sore	/1/	/sɔː/
heart	/1/	/hɑːt/
swathe	/1/	/sweɪð/
think	/1/	/θɪŋk/

4 Week 5

4.1 Conventions

Pour représenter les schémas accentuels, on utilise souvent la représentation suivante :

- un chiffre par syllabe
- "1" si la syllabe porte un accent primaire
- "2" si la syllabe porte un accent secondaire
- "0" si la syllabe ne porte pas d'accent

Exemple :

- photographic
- /2010/
- /ˌfəʊt.ə.ˈɡræf.ɪk/

4.2 Fundamental principles

(after Fournier (2007))

1. Every word has one and only one primary stress (annotated /ˈ/ or /1/).
2. There can be no sequence of two stresses within a word.
3. No word can begin with two unstressed syllables.

- When primary stress is placed on a syllable other than the first two, there appears a secondary stress on one of these syllables (annotated /ˌ/ or /2/).

4. Syllables which receive neither stress /1/ nor stress /2/ are unstressed.
5. The vowels of reduced syllables have a strong tendency to be **reduced** (*i.e.* /ə/, /i/, /u/, /ɪ/ or /ʊ/.

4.3 Homework

Word	Stress	Received Pronunciation
third	/1/	/θɜːd/
dance	/1/	/dɑːns/
float	/1/	/fləʊt/
flow	/1/	/fləʊ/
shroud	/1/	/ʃraʊd/

Word	Stress	Received Pronunciation
fern	/1/	/fɜːn/
thorn	/1/	/θɔːn/
damp	/1/	/dæmp/
gem	/1/	/dʒem/
chase	/1/	/tʃeɪs/

Word	Stress	Received Pronunciation
chuck	/1/	/tʃʌk/
thrash	/1/	/θræʃ/
once	/1/	/wʌns/
shave	/1/	/ʃeɪv/
rhythm	/10/	/ˈrɪð.əm/

Word	Stress	Received Pronunciation
chore	/1/	/tʃɔː/
shove	/1/	/ʃʌv/
thank	/1/	/θæŋk/
jinx	/1/	/dʒɪŋks/
shard	/1/	/ʃɑːd/

4.4 Make sure you know these words

Word	Stress	Received Pronunciation
hat	/1/	/hæt/
sore	/1/	/sɔː/
heart	/1/	/hɑːt/
swathe	/1/	/sweɪð/
think	/1/	/θɪŋk/

Word	Stress	Received Pronunciation
cheap	/1/	/tʃiːp/
sew	/1/	/səʊ/
height	/1/	/haɪt/
zone	/1/	/zəʊn/
break	/1/	/breɪk/

4.5 Let's add some other vowels… And syllables…

- /ɔɪ/
- /ɪə/
- /eə/

Word	Stress	Received Pronunciation

share	/1/	/ʃeə/
channel	/10/	/ˈtʃæn.əl/
near	/1/	/nɪə/
annoy	/01/	/əˈnɔɪ/
shake	/1/	/ʃeɪk/

Word	Stress	Received Pronunciation
mountain	/10/	/ˈmaʊnt.ɪn/
square	/1/	/skweə/
avoid	/01/	/əˈvɔɪd/
pledge	/1/	/pledʒ/
play	/1/	/pleɪ/

4.6 Homework

Transcribe the following words into the phonetic alphabet. Trust your ears!

- home
- work
- nose
- hand
- chin
- thigh
- finger
- knuckle
- foot
- arm
- face
- pink
- table
- knife
- fork
- tap
- spoon
- chair
- plate
- toy
- brush
- computer
- phone
- glass
- book
- wire
- second
- third
- music
- wall
- paper
- ink
- stuff
- noise
- sky

- land
- clothes
- army
- air
- silence

5 Week 6

5.1 Reminders

5.1.1 Fundamental chart

	V C-r C/#	V C-r V	V <r> C/#	V <r> V
<a>	mat	mate	mar	mare
<e>	pet	Pete	her	here
<i>	sit	site	fir	fire
<o>	not	note	or	ore
<u>	cut	cute	purr	pure
<u2>	put			

<a>	/mæt/	/meɪt/	/mɑː/	/meə/
<e>	/pet/	/piːt/	/hɜː/	/hɪə/
<i>	/sɪt/	/saɪt/	/fɜː/	/ˈfaɪ.ə/
<o>	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
<u>	/kʌt/	/kjuːt/	/pɜː/	/pjʊə/
<u2>	/pʊt/			

5.1.2 Vowel reduction

Vowels in unstressed syllables tend to be reduced to /ə/

5.2 Homework

Word	Stress	Received Pronunciation
home	/1/	/həʊm/
work	/1/	/wɜːk/
nose	/1/	/nəʊz/
hand	/1/	/hænd/
chin	/1/	/tʃɪn/
thigh	/1/	/θaɪ/
finger	/10/	/ˈfɪŋ.gə/
knuckle	/10/	/ˈnʌk.əl/
foot	/1/	/fʊt/
arm	/1/	/ɑːm/
face	/1/	/feɪs/
pink	/1/	/pɪŋk/
table	/10/	/ˈteɪb.əl/

knife	/1/	/naɪf/
fork	/1/	/fɔːk/
tap	/1/	/tæp/
spoon	/1/	/spuːn/
chair	/1/	/tʃeə/
plate	/1/	/pleɪt/
toy	/1/	/tɔɪ/
brush	/1/	/brʌʃ/
computer	/010/	/kəm.ˈpjuːt.ə/
phone	/1/	/fəʊn/
glass	/1/	/glɑːs/
book	/1/	/bʊk/
wire	/10/	/ˈwaɪ.ə/
second	/10/	/ˈsek.ənd/
third	/1/	/θɜːd/
music	/10/	/ˈmjuːz.ɪk/
wall	/1/	/wɔːl/
paper	/10/	/ˈpeɪp.ə/
ink	/1/	/ɪŋk/
stuff	/1/	/stʌf/
noise	/1/	/nɔɪz/
sky	/1/	/skaɪ/
land	/1/	/lænd/
clothes	/1/	/kləʊðz/
army	/10/	/ˈɑːm.i/
air	/1/	/eə/
silence	/10/	/ˈsaɪl.əns/

5.3 Keep practicing!

Word	Stress	Received Pronunciation
become	/01/	/bi.ˈkʌm/
fable	/10/	/ˈfeɪb.əl/
sustain	/01/	/sə.ˈsteɪn/
appear	/01/	/ə.ˈpɪə/
package	/10/	/ˈpæk.ɪdʒ/
zero	/10/	/ˈzɪər.əʊ/
written	/10/	/ˈrɪt.ən/
shackle	/10/	/ˈʃæk.əl/
jealous	/10/	/ˈdʒel.əs/
lucky	/10/	/ˈlʌk.i/

5.4 Homework

Can you do up to three, even four! syllables?

Homework
syllable
accident

creature
thoughtful
division

window
remember
speaker
key
food

shoe
new
building
bag
cheese

cushion
money
establish
written
vegetable

5.5 Evaluations

Nous procéderons à une évaluation de mi-semestre à distance le **16 novembre**.

Munissez-vous de votre pièce d'identité, d'un carnet de brouillon sur lequel vous pouvez écrire gros, ou, idéalement, d'une ardoise blanche avec un feutre adapté (on peut acheter le tout pour €3.50, écrivez-moi si vous voulez le lien que j'ai trouvé).

Nous répéterons la procédure le lundi 9 novembre.

Veuillez enfin noter qu'une caméra sera indispensable pour cette évaluation.

6 Références

References

Duchet, J. (2018). *Code de l'anglais oral*. Ophrys, Paris.

Fournier, J. (2007). From a latin syllable-driven stress system to a romance versus germanic morphology-driven dynamics: in honour of lionel guierre. *Language Sciences*, 29(2-3):218–236.

Ginésy, M. (2000). *Phonétique et phonologie de l'anglais*. Ellipses, Paris.

Wells, J. (2008). *Longman Pronunciation Dictionary*. Pearson Longman, London.