

L1 Phonologie anglaise

Université Gustave Eiffel

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Avertissements

- Les transcriptions britanniques proviennent du Longman Pronunciation Dictionary (Wells (2008)).
- Les transcriptions américaines sont sujettes à caution. Elles sont récupérées directement du [dictionnaire 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:

Word	Stress	Received Pronunciation
faith	/1/	/feɪθ/
doubt	/1/	/daʊt/
shoot	/1/	/ʃu:t/
right	/1/	/raɪt/
age	/1/	/eɪdʒ/
thing	/1/	/θɪŋ/
face	/1/	/feɪs/
now	/1/	/naʊ/
wing	/1/	/wɪŋ/
shy	/1/	/ʃaɪ/

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

1.3 Transcription n°2

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/)
- /i:/ as in "piece" (/pi:s/) or "lead" (/li:d/)
- /e/ as in "bed" (/bed/) or "said" (/sed/)
- /ɑ:/ as in "car" (/kɑ:/) or "bath" (/bɑ:θ/)

BEWARE!! - /ɑ:/ (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/	/swam/
though	/1/	/ðəʊ/
theme	/1/	/θiːm/
guard	/1/	/gɑːd/
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/	/kjʊt/

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 “<u>” refers to the **orthographic** vowel (and spelling in general)
- Can you formulate the rules for each column?

<a>	/mæt/	/mɛt/	/mɑː/	/mɛə/
<e>	/pet/	/pɪt/	/hɜː/	/hɪə/
<i>	/sɪt/	/saɪt/	/fɜː/	/'faɪ.ə/
<o>	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
<u>	/kʌt/	/kjuːt/	/pɜː/	/pjuə/
<u2>	/put/			

What vowels are not present in this chart?

- /ə/
- /ɔɪ/
- /aʊ/

2.4 Recap

Sounds to master:

- all consonants
- 3 lax vowels:
 - /æ/
 - /ɛ/
 - /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 /ɜ:/ and /ɔ:/ 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/	/dju:n/
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/	/ði:z/
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/	/θi:f/
throw	/1/	/θrəʊ/
choke	/1/	/tʃəʊk/
fringe	/1/	/frɪndʒ/
breathe	/1/	/bri:ð/
one	/1/	/wʌn/
sheath	/1/	/ʃi:θ/

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:

- /ɜ:/
- /ɑ:/
- /ɔ:/

3.5.2 Transcribe:

Word	Stress	Received Pronunciation
third	/1/	/θɜ:d/
dance	/1/	/dɑ:ns/
float	/1/	/fləʊt/
flow	/1/	/fləʊ/
shroud	/1/	/fraʊd/
fern	/1/	/fɜ:n/
thorn	/1/	/θɔ:n/
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/	/tʃɔ:/
shove	/1/	/ʃʌv/
thank	/1/	/θæŋk/
jinx	/1/	/dʒɪŋks/
shard	/1/	/ʃɑ:d/

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/
- /,fəʊt.ə.'græf.ɪk/

4.2 Fundamental principles

(after Fournier (2007))

1. Every word has one and only one primary stress (annotated /' 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 /, 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/, /ɪ/, /ʊ/, /ɪ/ or /ʊ/).

4.3 Homework

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

Word	Stress	Received Pronunciation
fern	/1/	/fɜ:n/
thorn	/1/	/θɔ:n/
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/	/tʃɔ:/
shove	/1/	/ʃʌv/
thank	/1/	/θæŋk/
jinx	/1/	/dʒɪŋks/
shard	/1/	/ʃɑ:d/

4.4 Make sure you know these words

Word	Stress	Received Pronunciation
hat	/1/	/hæt/
sore	/1/	/sɔ:/
heart	/1/	/hɑ:t/
swathe	/1/	/sweɪð/
think	/1/	/θɪŋk/

Word	Stress	Received Pronunciation
cheap	/1/	/tʃi:p/
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/	/ə.ˈnɔɪ/
shake	/1/	/ʃeɪk/

Word	Stress	Received Pronunciation
mountain	/10/	/ˈmaʊnt.ɪn/
square	/1/	/skweə/
avoid	/01/	/ə.ˈvɔɪd/
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/	/maɪ/	/meə/
<e>	/pet/	/pi:t/	/hɜ:/	/hɪə/
<i>	/sɪt/	/saɪt/	/fɜ:/	/'faɪ.ə/
<o>	/nɒt/	/nəʊt/	/ɔ:/	/ɔ:/
<u>	/kʌt/	/kju:t/	/pɜ:/	/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/	/wɜ:k/
nose	/1/	/nəʊz/
hand	/1/	/hænd/
chin	/1/	/tʃɪn/
thigh	/1/	/θaɪ/
finger	/10/	/'fɪŋ.gə/
knuckle	/10/	/'nʌk.əl/
foot	/1/	/fʊt/
arm	/1/	/ɑ:m/
face	/1/	/feɪs/
pink	/1/	/pɪŋk/
table	/10/	/'teɪb.əl/

knife	/1/	/naɪf/
fork	/1/	/fɔ:k/
tap	/1/	/tæp/
spoon	/1/	/spu:n/
chair	/1/	/tʃeə/
plate	/1/	/pleɪt/
toy	/1/	/tɔɪ/
brush	/1/	/brʌʃ/
computer	/010/	/kəm.'pjʊ:t.ə/
phone	/1/	/fəʊn/
glass	/1/	/glɑ:s/
book	/1/	/bʊk/
wire	/10/	/'waɪ.ə/
second	/10/	/'sek.ənd/
third	/1/	/θɜ:d/
music	/10/	/'mju:z.ɪk/
wall	/1/	/wɔ:l/
paper	/10/	/'peɪp.ə/
ink	/1/	/ɪŋk/
stuff	/1/	/stʌf/
noise	/1/	/nɔɪz/
sky	/1/	/skaɪ/
land	/1/	/lənd/
clothes	/1/	/kləʊðz/
army	/10/	/'ɑ:m.i/
air	/1/	/eə/
silence	/10/	/'saɪl.əns/

5.3 Keep practicing!

Word	Stress	Received Pronunciation
become	/01/	/bi.'kʌm/
fable	/10/	/'feɪb.əl/
sustain	/01/	/sə.'stem/
appear	/01/	/ə.'pɪə/
package	/10/	/'pæk.ɪdʒ/
zero	/10/	/'zɪər.əʊ/
written	/10/	/'rɪt.ən/
shackle	/10/	/'ʃæk.əl/
jealous	/10/	/'dʒel.əs/
lucky	/10/	/'lʌk.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 Week 7

6.1 Reminders

6.1.1 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			

6.1.2 Received Pronunciation (RP)

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

6.1.3 General American (GenAm)

<a>	/mæt/	/mɛɪt/	/mɑːr/	/mɛr/
<e>	/pet/	/pɪɪt/	/hər/	/hɪr/
<i>	/sɪt/	/saɪt/	/fɜːr/	/'faɪ.ər/
<o>	/nɑːt/	/nəʊt/	/ɔːr/	/ɔːr/
<u>	/kʌt/	/kjuːt/	/pɜːr/	/pjʊr/
<u2>	/pʊt/			

6.2 Vowel reduction

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

Other possible sounds are:

- /i/
- /u/

6.3 Homework: correction

Word	Stress	Received Pronunciation
syllable	/100/	/'sɪl.əb.əl/
accident	/100/	/'æks.ɪd.ənt/
creature	/10/	/'kriːtʃ.ə/
thoughtful	/10/	/'θɔːt.fəl/
division	/010/	/di.'vɪʒ.ən/
window	/10/	/'wɪnd.əʊ/
remember	/010/	/ri.'mem.bə/
speaker	/10/	/'spiːk.ə/
key	/1/	/kiː/
food	/1/	/fuːd/
shoe	/1/	/fuː/
new	/1/	/njuː/
building	/10/	/'bɪldɪŋ/
bag	/1/	/bæg/
cheese	/1/	/tʃiːz/
cushion	/10/	/'kʊʃ.ən/

money	/10/	/'mʌn.i/
establish	/010/	/ɪ.'stæb.lɪʃ/
written	/10/	/'rɪt.ən/
vegetable	/100/	/'vedʒ.təb.əl/

6.4 Time to integrate all the vowels...

Word	Stress	Received Pronunciation
stuff	/1/	/stʌf/
stock	/1/	/stɒk/
shack	/1/	/ʃæk/
fear	/1/	/fɪə/
strong	/1/	/strɒŋ/
tower	/10/	/'taʊ.ə/
sneeze	/1/	/sni:z/
sorry	/10/	/'sɒr.i/
sponge	/1/	/spʌndʒ/
cabbage	/10/	/'kæb.ɪdʒ/

6.4.1 More polysyllabic with all sorts of vowels...

Word	Stress	Received Pronunciation
serious	/100/	/'sɪər.i.əs/
shower	/10/	/'ʃaʊ.ə/
furniture	/100/	/'fɜ:n.ɪ.tʃ.ə/
wall	/1/	/wɔ:l/
shovel	/10/	/'ʃʌv.əl/
weather	/10/	/'weð.ə/
season	/10/	/'si:z.ən/
happen	/10/	/'hæp.ən/
answer	/10/	/'ɑ:ns.ə/
easy	/10/	/'i:z.i/

6.4.2 A few more

Word	Stress	Received Pronunciation
purpose	/10/	/'pɜ:p.əs/
clock	/1/	/klɒk/
close	/1/	/kləʊs/
hurry	/10/	/'hʌr.i/
quite	/1/	/kwait/
factory	/10/	/'fæk.tri/
dark	/1/	/dɑ:k/
shadow	/10/	/'ʃæd.əʊ/
month	/1/	/mʌnθ/
holiday	/100/	/'hɒl.ə.deɪ/

6.5 Examen

6.5.1 Horaires de passage

6.5.1.1 Groupe 2

NOMS	Horaires de passage
ALVES LENNY	13h05
FRAZAO-DE SOUSA EVA	13h05
MARINO ROY ROBITUS	13h15
MOUGNIOT LENA	13h15
TRAORE KAMISSOKO KADIATOU	13h15
VAN-HAELUWYN ALIZEE	13h25
BESSAS ROMANEOK	13h25
DAOUI LEILA	13h25
DEM N'DEYE	13h35
HENRY ANYSIA	13h35
ONEM SINANOK	13h35
ROUVIER JOSIANEOK	13h45
VIRGUEZ CORDERO IGNACIOOK	13h45

6.5.1.2 Groupe 1

NOM	Horaires de passage
AZIEZ SIRINE	14h05
FRANCHINARD JORDANA	14h05
KABEYA MUKELANGE RUTH	14h15
MUTHUKUMARAN DHEEPICA	14h15
PONT NELLY	14h15
TERRIAC MAXIME	14h25
THAREAU BAPTISTE	14h25
TURI LOREDANA	14h25
ACHIR FAIZA	14h35
BRUNET JOHNNY	14h35
DEBOFFLE LEA	14h35
GERVELAS REANNE	14h45
MONGAUDON LOUISE	14h45
VELOSO DE ARAUJO LEA	14h45

6.5.2 Modalités

- Une caméra est nécessaire
- Une ardoise blanche est **fortement recommandée**
- 15 mots, 7 monosyllabiques, 5 disyllabiques, 3 trisyllabiques.
- Barème : 15 mots \times 1.5pt=22.5 pts. Le total sur 22.5pts sera le total sur 20.
- Une faute, quelle qu'elle soit coûte 0.75pt (= pas plus de 2 fautes par mot).

7 Références

References

- 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.
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