

Cours de phonologie anglaise

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January 19, 2022

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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 fonctionnel. **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 Bases de données

1.1 Liste de mots

Word	Sound	Stress
watch	/1/	/wɒtʃ/
chat	/1/	/tʃæt/
hate	/1/	/heɪt/
body	/10/	/'bɒd.i/
these	/1/	/ði:z/
window	/10/	/'wɪnd.əʊ/
shared	/1/	/ʃeəd/
pink	/1/	/pɪŋk/
mountain	/10/	/'maʊnt.m/
table	/10/	/'teɪb.əl/
loves	/1/	/lʌvz/
push	/1/	/pʊʃ/
yummy	/10/	/'jʌm.i/

thug	/1/	/θʌg/
swing	/1/	/swɪŋ/
fought	/1/	/fɔ:t/
shine	/1/	/ʃaɪn/
jar	/1/	/dʒɑ:/
look	/1/	/lʊk/
passes	/10/	/ˈpɑ:s.ɪz/
breakfast	/10/	/ˈbrek.fəst/
cereal	/100/	/ˈsɪər.i.əl/
chocolate	/10/	/ˈtʃɒk.lət/
keyboard	/10/	/ˈki:.bɔ:d/
shampoo	/01/	/ʃæm.ˈpu:/
bath	/1/	/bɑ:θ/
delicious	/010/	/di.ˈlɪʃ.əs/
horrible	/100/	/ˈhɒr.əb.əl/
magazine	/201/	/ˌmæɡ.ə.ˈzi:n/
university	/20100/	/ˌju:n.i.ˈvɜ:s.ət.i/
chair	/1/	/tʃeə/
knife	/1/	/naɪf/
account	/01/	/ə.ˈkaʊnt/
cushion	/10/	/ˈkʊʃ.ən/
curtain	/10/	/ˈkɜ:t.ən/
strong	/1/	/strɒŋ/
locked	/1/	/lɒkt/
written	/10/	/ˈrɪt.ən/
camera	/100/	/ˈkæm.ər.ə/
radio	/100/	/ˈreɪd.i.əʊ/
very	/10/	/ˈver.i/
thesis	/10/	/ˈθi:s.ɪs/
manage	/10/	/ˈmæn.ɪdʒ/
over	/10/	/ˈəʊv.əl/
jumped	/1/	/dʒʌmpɪd/
felt	/1/	/felt/
come	/1/	/kʌm/
back	/1/	/bæk/
rare	/1/	/reə/
judge	/1/	/dʒʌdʒ/
write	/1/	/raɪt/
evolution	/2010/	/ˌi:v.ə.ˈlu:f.ən/
dark	/1/	/dɑ:k/
quack	/1/	/kwæk/
gone	/1/	/ɡɒn/
short	/1/	/ʃɔ:t/
jerk	/1/	/dʒɜ:k/
head quarters	/210/	/hed ˈkwɔ:t.əz/
main course	//	/mem kɔ:s/
matched pairs	//	/mætʃt peəz/
perhaps	/01/	/pə.ˈhæps/
broadcast	/10/	/ˈbrɔ:d.kɑ:st/
white pepper	//	/waɪt ˈpep.ə/

on the house	//	/ɒn ði: haʊs/
raise your glass	//	/reɪz jɔ: glɑ:s/
age	/1/	/eɪdʒ/
jinx	/1/	/dʒɪŋks/
shake	/1/	/ʃeɪk/
once	/1/	/wʌns/
music	/10/	/'mju:z.ɪk/
ink	/1/	/ɪŋk/
lamb	/1/	/læm/
choke	/1/	/tʃəʊk/
shackle	/10/	/'ʃæk.əl/
fern	/1/	/fɜ:n/
mustard	/10/	/'mʌst.əd/
purpose	/10/	/'pɜ:p.əs/
shove	/1/	/ʃʌv/
shelf	/1/	/ʃelf/
thank	/1/	/θæŋk/
knight	/1/	/naɪt/
sword	/1/	/sɔ:d/
answer	/10/	/'ɑ:ns.ə/
this shape	//	/ðɪs ʃeɪp/
these shoes	//	/ði:z 'ʃu:.ʃaɪm/
this unit	//	/ðɪs 'ju:n.ɪt/
unless you	//	/ən.'les ju:/
as you see	//	/æz ju: si:/
let you out	//	/let ju: aʊt/
would you try	//	/wʊd ju: traɪ/
get your bags	//	/get jɔ: bægz/
import	/01/	/ɪm.'pɔ:t/
nature	/10/	/'neɪtʃ.ə/
soldier	/10/	/'səʊldʒ.ə/
patient	/10/	/'peɪf.ənt/
nation	/10/	/'neɪf.ən/
pressure	/10/	/'preʃ.ə/
measure	/10/	/'meɜ.ə/
figure	/10/	/'fɪg.ə/
break	/1/	/breɪk/
vaccine	/10/	/'væks.ɪn/
low	/1/	/ləʊ/
throw	/1/	/θrəʊ/
land	/1/	/lænd/
foam	/1/	/fəʊm/
spoon	/1/	/spu:n/
healthy	/10/	/'helθ.i/
ten men	//	/ten men/
fine grade	//	/faɪn greɪd/
incredible	/0100/	/ɪn.'kred.əb.əl/
red paint	//	/red peɪnt/
bad guys	//	/bæd gaɪz/
eight boys	//	/eɪt 'bɔɪz.ən.bɔɪ.i/

straight	/1/	/streɪt/
sustain	/01/	/sə.'stem/
work	/1/	/wɜ:k/
remind	/01/	/ri.'maɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/nəʊt/
scythe	/1/	/saɪð/
lucky	/10/	/ˈlʌk.i/
wall	/1/	/wɔ:l/
Meant	/1/	/ment/
Understood	/201/	/ˌʌnd.ə.'stʊd/
accountable to the data	//	/ə.'kaʊnt.əb.əl tu: ði: 'deɪt.ə/
a cannibal to the data	//	/eɪ 'kæn.ɪb.əl tu: ði: 'deɪt.ə/
she makes us slave	//	/ʃi: 'meɪk.ʃɪft əs sleɪv/
she makes us leave	//	/ʃi: 'meɪk.ʃɪft əs li:v/
can I pour us both juice	//	/kæn aɪ pɔ: əs bəʊθ dʒu:s/
can I pour a spoke juice	//	/kæn aɪ pɔ: eɪ spəʊk dʒu:s/
The bosses with the antennas.	//	/ði: NA wɪð ði: NA/
3	//	/NA/
This area is full of bets.	//	/ðɪs 'eər.i.ə ɪz fʊl ɒv 'bet.s.i/
1	//	/NA/
Do you have any pots in the house?	//	/du: ju: hæv 'en.i 'pɒts.dæm ɪn ði: NA/
4	//	/NA/
We trucked across Wisconsin.	//	/wi: NA ə.'krʊs wi.'skɒns.ɪn/
5	//	/NA/
Senior citizens living on the black.	//	/ˈsi:n.i.ə 'sɪt.ɪz.ən.ʃɪp 'lɪv.ɪŋ ɒn ði: blæk/
2	//	/NA/
The Express Way is jammed salad.	//	/ði: ɪk.'spres weɪ ɪz NA 'sæl.əd/
2	//	/NA/
frenetic	/010/	/frə.'net.ɪk/
angelic	/010/	/æn.'dʒel.ɪk/
meritorious	/20100/	/ˌmer.i.'tɔ:r.i.əs/
variate	/100/	/ˈveər.i.ət/
menial	/100/	/mi:n.i.əl/
industrious	/0100/	/ɪn.'dʌs.tri.əs/
comic	/10/	/ˈkɒm.ɪk/
conciliate	/0100/	/kən.'sɪl.i.ət/
melodious	/0100/	/mə.'ləʊd.i.əs/
melancholic	/2010/	/ˌmel.ən.'kɒl.ɪk/
drama	/10/	/ˈdrɑ:m.ə/
icon	/10/	/ˈaɪk.ɒn/
prophet	/10/	/ˈprɒf.ɪt/
episode	/100/	/ˈep.i.səʊd/
gene	/1/	/dʒi:n/
analysis	/0100/	/ə.'næl.əs.ɪs/
volcano	/010/	/vɒl.'keɪn.əʊ/
dramatic	/010/	/drə.'mæt.ɪk/
prophetic	/010/	/prəʊ.'fet.ɪk/
episodic	/2010/	/ˌep.i.'sɒd.ɪk/

prolific	/010/	/prəʊ.'lɪf.ɪk/
scorbutic	/010/	/skɔː.'bʃuːt.ɪk/
volcanic	/010/	/vɒl.'kæn.ɪk/
genetic	/010/	/dʒə.'net.ɪk/
analytic	/2010/	/,æn.ə.'lɪt.ɪk/
iconic	/010/	/aɪ.'kɒn.ɪk/
onion	/10/	/'ʌn.jən/
clarity	/100/	/'klær.ət.i/
cubic	/10/	/'kjuːb.ɪk/
specify	/100/	/'spes.ə.faɪ/
extinguish	/010/	/ɪk.'stɪŋ.gwɪʃ/
Spaniard	/10/	/'spæn.jəd/
opportunity	/20100/	/,ɒp.ə.'tʃuːn.ət.i/
microscopic	/2010/	/,maɪk.rə.'skɒp.ɪk/
personify	/0100/	/pə.'sɒn.ɪ.faɪ/
speciality	/20100/	/,speʃ.i.'æl.ət.i/
fine car	//	/fam kɑː/
precious	/10/	/'preʃ.əs/
museum	/010/	/mju.'ziː.əm/
television	/1020/	/'tel.ɪ.vɪʒ.ən/
individual	/20100/	/,ɪnd.ɪ.'vɪdʒ.u.əl/
spiritual	/1000/	/'spɪr.ɪtʃ.u.əl/
dandelion	/1000/	/'dænd.i.laɪ.ən/
European	/2010/	/jʊərə.'piː.ən/
librarian	/0100/	/laɪ.'breəri.ən/
glazier	/100/	/'gleɪz.i.ə/
grenadier	/201/	/'gren.ə.'dɪə/
conjugation	/2010/	/,kɒndʒ.u.'geɪʃ.ən/
cupboard	/10/	/'kʌb.əd/
talk	/1/	/tɔːk/
comb	/1/	/kəʊm/
gnome	/1/	/nəʊm/
whistle	/10/	/'wɪs.əl/
sure enough	//	/ʃɔː ə.'naʃ/
the sofa in the catalogue	//	/ðiː 'səʊf.ə ɪn ðiː 'kæt.ə.lɒɡ/
my idea of heaven	//	/maɪ aɪ.'dɪə ɒv 'hev.ən/
we saw a film	//	/wiː sɔː ɛɪ fɪlm/
via Australia	//	/'vaɪ.ə ɒ.'streɪl.i.ə/
character	/100/	/'kær.əkt.ə/
characteristic	/20010/	/'kær.əkt.ə.'rɪst.ɪk/
civil	/10/	/'sɪv.əl/
civilise	/100/	/'sɪv.ə.laɪz/
civilisation	/20010/	/'sɪv.əl.aɪ.'zeɪʃ.ən/
majesty	/100/	/'mædʒ.əst.i/
majestic	/010/	/mə.'dʒest.ɪk/
accept	/01/	/ək.'sept/
acceptation	/2010/	/'æks.ep.'teɪʃ.ən/
sorry	/10/	/'sɒr.i/
one	/1/	/wʌn/
science	/10/	/'saɪ.əns/

national	/100/	/'næʃ.ən.əl/
structure	/10/	/'strʌk.tʃə/
building	/10/	/'bɪld.ɪŋ/
prosecution	/2010/	/,prɒs.ɪ.'kjuːʃ.ən/
familiar	/0100/	/fə.'mɪl.i.ə/
jumper	/10/	/'dʒʌmp.ə/
achievement	/010/	/ə.'tʃiːv.mənt/
suggest	/01/	/sə.'dʒest/
demonstration	/2010/	/,dem.ən.'streɪʃ.ən/
book	/1/	/bʊk/
aware	/01/	/ə.'weə/
civilize	/100/	/'sɪv.ə.laɪz/
civilization	/20010/	/,sɪv.əl.aɪ.'zeɪʃ.ən/
imagine	/010/	/ɪ.'mædʒ.ɪn/
imagination	/02010/	/ɪ.'mædʒ.ɪ.'neɪʃ.ən/
opinion	/010/	/ə.'pɪn.jən/
stupefaction	/2010/	/,stjuːp.ɪ.'fæk.ʃən/
initial	/010/	/ɪ.'ɪnɪʃ.əl/
racial	/10/	/'reɪʃ.əl/
victorious	/0100/	/vɪk.'tɔːr.i.əs/
deciduous	/0100/	/di.'sɪd.ju.əs/
ingenuous	/0100/	/ɪn.'dʒen.ju.əs/
habitual	/0100/	/hə.'bɪtʃ.u.əl/
gradual	/100/	/'grædʒ.u.əl/
shoves	/1/	/ʃʌvz/
freckles	/10/	/'frek.əlz/
books	/1/	/bʊks/
shrimps	/1/	/ʃrɪmps/
bags	/1/	/bægz/
stubs	/1/	/stʌbz/
whiffs	/1/	/wɪfs/
dialectic	/2010/	/,daɪ.ə.'lekt.ɪk/
initiate	/0100/	/ɪ.'ɪnɪʃ.i.ert/
presidential	/2010/	/,prez.ɪ.'denʃ.əl/
perceptual	/0100/	/pə.'sep.tʃu.əl/
convivial	/0100/	/kən.'vɪv.i.əl/
contractual	/0100/	/kən.'træk.tʃu.əl/
serial	/100/	/'sɪər.i.əl/
celestial	/0100/	/sə.'lest.i.əl/
vicarious	/0100/	/vi.'keər.i.əs/
adversarial	/20100/	/,æd.vɜː.'seər.i.əl/
trivial	/100/	/'trɪv.i.əl/
radian	/100/	/'reɪd.i.ən/
lavatorial	/20100/	/,læv.ə.'tɔːr.i.əl/
phonetician	/2010/	/,fəʊn.ɪ.'tɪʃ.ən/
continuous	/0100/	/kən.'tɪn.ju.əs/
custodial	/0100/	/kʌ.'stəʊd.i.əl/
appreciate	/0100/	/ə.'priːʃ.i.ert/
gracious	/10/	/'ɡreɪʃ.əs/
influential	/2010/	/ɪnfl.u.'enʃ.əl/

diachronic	/2010/	/ˌdaɪ.ə.'krɒn.ɪk/
insinuate	/0100/	/ɪn.'sm.ju.eɪt/
casual	/100/	/'kæʒ.u.əl/
irradiate	/0100/	/ɪ.'reɪd.i.eɪt/
tactician	/010/	/tæk.'tɪʃ.ən/
antiquarian	/20100/	/ˌæntɪ.'kweər.i.ən/
fallacious	/010/	/fə.'leɪʃ.əs/
electrician	/0210/	/ɪ.'lek.'trɪʃ.ən/
editorial	/20100/	/ˌedɪ.tɔːr.i.əl/
mendacious	/010/	/men.'deɪʃ.əs/
capable	/100/	/'keɪp.əb.əl/
capacity	/0100/	/kə.'pæs.ət.i/
capability	/20100/	/ˌkeɪp.ə.'bɪl.ət.i/
finite	/10/	/'fam.aɪt/
infinite	/100/	/'ɪn.fɪn.ət/
infinity	/0100/	/ɪn.'fɪn.ət.i/
normal	/10/	/'nɔːm.əl/
normality	/0100/	/nɔː.'mæl.ət.i/
notable	/100/	/'nəʊt.əb.əl/
notability	/20100/	/ˌnəʊt.ə.'bɪl.ət.i/
economy	/0100/	/ɪ.'kɒn.əm.i/
economic	/2010/	/ɪ:k.ə.'nɒm.ɪk/
energy	/100/	/'en.ədʒ.i/
energetic	/2010/	/ˌen.ə.'dʒet.ɪk/
history	/10/	/'hɪs.tri/
historic	/010/	/hi.'stɒr.ɪk/
nomad	/10/	/'nəʊm.əd/
nomadic	/010/	/nəʊ.'mæd.ɪk/
cyclone	/10/	/'saɪk.ləʊn/
cyclonic	/010/	/saɪ.'klɒn.ɪk/
hurdle	/10/	/'hɜːd.əl/
democrat	/100/	/'dem.ə.kræt/
country	/10/	/'kʌntri/
value	/10/	/'væl.juː/
wages	/10/	/'weɪdʒ.ɪz/
capture	/10/	/'kæp.tʃə/
changing	/10/	/'tʃeɪndʒ.ɪŋ/
narrow	/10/	/'nær.əʊ/
government	/100/	/'gʌv.ən.mənt/
absorb	/01/	/əb.'sɔːb/
obsession	/010/	/əb.'seɪʃ.ən/
absurd	/01/	/əb.'sɜːd/
Catholic	/10/	/'kæθ.lɪk/
heretic	/100/	/'her.ə.tɪk/
lunatic	/100/	/'luːn.ə.tɪk/
politic	/100/	/'pɒl.ə.tɪk/
arsenic	/100/	/'ɑːs.ən.ɪk/
rhetoric	/100/	/'ret.ə.rɪk/
arithmetic	/0100/	/ə.'rɪθ.mə.tɪk/
it was shared	//	/ɪt wəz ʃeəd/

invasion	/010/	/ɪn.'verʒ.ən/
criterion	/0100/	/kraɪ.'tɪər.i.ən/
dominion	/010/	/də.'mɪn.jən/
religion	/010/	/ri.'lɪdʒ.ən/
delineate	/0100/	/di.'lɪn.i.ert/
indication	/2010/	/,ɪn.di.'keɪʃ.ən/
heterogeneous	/200100/	/,het.ər.əʊ.'dʒi:n.i.əs/
region	/10/	/ri:dʒ.ən/
promotion	/010/	/prə.'məʊʃ.ən/
spontaneous	/0100/	/spɒn.'tem.i.əs/
infatuate	/0100/	/ɪn.'fæt.ju.ert/
innocuous	/0100/	/ɪ.'nɒk.ju.əs/
attenuate	/0100/	/ə.'ten.ju.ert/
fanatic	/010/	/fə.'næt.ɪk/
pedestrian	/0100/	/pə.'des.tri.ən/
meridian	/0100/	/mə.'rɪd.i.ən/
cautious	/10/	/'kɔ:ʃ.əs/
associate	/0100/	/ə.'səʊʃ.i.ert/
premium	/100/	/ˈpri:m.i.əm/
grammarian	/0100/	/grə.'meər.i.ən/
residual	/0100/	/ri.'zɪd.ju.əl/
ferocious	/010/	/fə.'rəʊʃ.əs/
discussion	/010/	/di.'skʌʃ.ən/
publicity	/0100/	/pʌb.'lɪs.ət.i/
republic	/010/	/ri.'pʌb.lɪk/
magnify	/100/	/ˈmæɡ.nɪ.faɪ/
nourish	/10/	/ˈnaʊ.ɪʃ/
division	/010/	/di.'vɪʒ.ən/
terrific	/010/	/tə.'rɪf.ɪk/
crucify	/100/	/ˈkru:s.ɪ.faɪ/
abolish	/010/	/ə.'bɒl.ɪʃ/
basic	/10/	/ˈbeɪs.ɪk/
phonic	/10/	/ˈfɒn.ɪk/
encyclopedic	/02010/	/ɪn.'saɪk.lə.'pi:d.ɪk/
phonemic	/010/	/fəʊ.'ni:m.ɪk/
echoic	/010/	/e.'kəʊ.ɪk/
stoic	/10/	/ˈstəʊ.ɪk/
heroic	/010/	/hə.'rəʊ.ɪk/
archaic	/010/	/ɑ:.'keɪ.ɪk/
gastronomic	/2010/	/gæs.trə.'nɒm.ɪk/
mutual	/100/	/ˈmju:tʃ.u.əl/
enigmatic	/2010/	/,en.ɪɡ.'mæt.ɪk/
parsimonious	/20100/	/,pɑ:s.ɪ.'məʊn.i.əs/
studious	/100/	/ˈstju:d.i.əs/
financial	/010/	/faɪ.'nænf.əl/
mediate	/100/	/ˈmi:d.i.ert/
sardonic	/010/	/sɑ:.'dɒn.ɪk/
referential	/2010/	/,ref.ə.'renf.əl/
botanic	/010/	/bɒ.'tæn.ɪk/
salubrious	/0100/	/sə.'lu:b.ri.əs/

usual	/100/	/'ju:ʒ.u.əl/
psychotic	/010/	/saɪ.'kɒt.ɪk/
draconian	/0100/	/drə.'kəʊn.i.ən/
genial	/100/	/'dʒi:ni.əl/
delirious	/0100/	/di.'lɪr.i.əs/
ceramic	/010/	/sə.'ræm.ɪk/
tagged	/1/	/tægd/
tacked	/1/	/tækt/
buzzed	/1/	/bʌzd/
cursed	/1/	/kɜ:st/
played	/2/	/ˌpleɪd/
chafed	/1/	/tʃeɪft/
loved	/1/	/lʌvd/
magician	/010/	/mæ.'dʒɪʃ.ən/
comedian	/0100/	/kə.'mi:di.ən/
militia	/010/	/mɪ.'lɪʃ.ə/
inertia	/010/	/ɪ.'nɜ:ʃ.ə/
idiot	/100/	/'ɪd.i.ət/
hideous	/100/	/'hɪd.i.əs/
courageous	/010/	/kə.'reɪdʒ.əs/
pigeon	/10/	/'pɪdʒ.ən/
dungeon	/10/	/'dʌndʒ.ən/

1.2 Échéances

Échéances	Instructions
27/09/2021	Transcrire les mots suivants : “fought, shine, jar, look, passes”
04/10/2021	Transcrivez les mots suivants. Quels sont ceux dont les voyelles ne respectent pas la règle orthographique ?
11/10/2021	Find 5 words not mentioned in class featuring historically assimilated sound (hint: yod-coalescence). Find 5 sentences likely to feature assimilations in connected speed. Mention the direction of these potential assimilations.
11/10/2021	Transcrire les listes de mots de la leçon n°3.
25/10/2021	Examen de mi-semestre (1h)
22/11/2021	Faire le travail de la leçon n°8
13/12/2021	Examen de fin de semestre (1h)

2 Lesson n°1

2.1 Administration

2.1.1 Présentation

- La phonétique (1CAE301) compte pour 20% de l’UE 301 au Semestre 1.

2.1.2 Échéances

Échéances	Instructions
-----------	--------------

27/09/2021	Transcrire les mots suivants : “fought, shine, jar, look, passes”
25/10/2021	Examen de mi-semestre (1h)
13/12/2021	Examen de fin de semestre (1h)

2.1.3 Éléments pratiques

- Centralisez vos notes.
- Les transcriptions de référence proviennent du *Longman Pronunciation Dictionary* (Wells (2008))
- Les transcriptions du *English Pronouncing Dictionary* (Jones et al. (2011)) sont aussi acceptées.
- adrienmeli.xyz

2.2 La représentation des sons

2.2.1 l’API

La représentation des sons se fait avec les symboles de l’alphabet phonétique international (API) (“the International Phonetic Alphabet, or IPA”).

[IPA Chart](#)

2.2.2 Les sons de l’anglais

Les sons de l’anglais sont bien sûr moins nombreux que ceux de la liste établie dans l’API.

Ces symboles sont supposés connus. . .

2.2.3 Exercice

Listen to the following words and transcribe them:

Words
watch
chat
hate
body
these
window
shared
pink
mountain
table
loves
push
yummy
thug
swing
fought
shine
jar
look
passes

	V C-r C/#	V C-r V	V <r> C/#	V <r> V
<a>	hat	hate	car	care
<e>	pet	Pete	her	here
<i>	sit	site	fir	fire
<o>	not	note	or	ore
<u>	cut	cute	purr	pure
<u2>	put			

	V C-r C/#	V C-r V	V <r> C/#	V <r> V
<a>	hat	hate	car	care
<e>	pet	Pete	her	here
<i>	sit	site	fir	fire
<o>	not	note	or	ore
<u>	cut	cute	purr	pure
<u2>	put			

3 Lesson n°2

3.1 La règle orthographique

Outre la détermination du schéma accentuel des mots, un autre enjeu est la détermination de la **qualité des voyelles**.

Nous appellerons “règle orthographique” le tableau de correspondance entre orthographe et prononciation ci-dessous. Nous dirons que les voyelles orthographiques apparaissant dans les contextes décrits dans ce tableau, et se prononçant comme indiqué dans ce tableau, suivent la règle orthographique.

Ce tableau est **fondamental**.

Quelle(s) voyelle(s) ce tableau ne présente-t-il pas ?

- /ɔɪ/
- /aʊ/
- /uː/
- /ə/

3.1.1 Exercice

Listen to the following words and transcribe them:

Words

/NA/	/hæt/	/heit/	/kɑː/	/keə/
/NA/	/pet/	/piːt/	/hɜː/	/hiə/
/NA/	/sit/	/saɪt/	/fɜː/	/ˈfaɪ.ə/
/NA/	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
/NA/	/kʌt/	/kjuːt/	/pɜː/	/pjʊə/
/NA/	/pʊt/			

breakfast
cereal
chocolate
keyboard
shampoo

bath
delicious
horrible
magazine
university

3.1.2 Écriture des symboles

- Les lettres doivent être formées à la façon des caractères d'imprimerie, pas des caractères manuscrits.
- Attention aux symboles suivants : /ə ɔ ɪ ʊ ɜ æ ɒ ʃ ʒ θ ð ɡ/
- Distinguez :

-
- /ɪ i/
 - /ə a/
 - /æ ɑ a/
 - /z ʒ/
 - /ʒ ʒ/
 - /θ ə ɔ/
 - /ʊ u/
 - /s ʃ/
 - /ɒ ɔ a/
 - /f/ n'a pas de hampe descendante.
 - /b/ s'écrit comme un /b/ sans hampe montante.
 - **Il n'y a ni majuscules ni ponctuation dans les transcriptions.**
 - Les lettres < c o q x y > sont elles aussi inutilisées.

3.2 Homework

Échéances	Description
04/10/2021	Transcrivez les mots suivants. Quels sont ceux dont les voyelles ne respectent pas la règle orthographique ?

4 Lesson n°3

4.1 Homework: correction

Parmi les mots suivants, quels sont ceux dont les voyelles ne respectent pas la règle orthographique ?

<a>	/hæt/	/hert/	/kɑ:r/	/ker/
<e>	/pet/	/pi:t/	/hər/	/hɪr/
<i>	/sɪt/	/saɪt/	/fɜːr/	/fai.ər/
<o>	/nɑ:t/	/nɔ:t/	/ɔ:r/	/ɔ:r/
<u>	/kæt/	/kju:t/	/pɜːr/	/pjər/
<u2>	/pʊt/			

Listen to the following words and transcribe them:

Words

chair
knife
account
cushion
curtain

strong
locked
written
camera
radio

Listen to the following words and transcribe them:

Words

very
thesis
strong
manage
over

these
jumped
felt
come
back

Listen to the following words and transcribe them:

Words

rare
judge
write
bath
evolution

dark
quack
gone

short
jerk

4.2 Recap from last week

The tables defining the basic spelling rules **must be known by heart**.

4.3 Practice

Listen to the following words and transcribe them:

Words

shackle
fern
mustard
purpose
shove

shelf
thank
knight
sword
answer

4.4 Homework

Listen to the following words and transcribe them:

Words

age
jinx
shake
chair
once

music
ink
lamb
choke

Listen to the following words and transcribe them:

Words

straight
sustain
work
remind

damp

though

note

scythe

lucky

wall

Listen to the following words and transcribe them:

Words

these

figure

break

vaccine

low

throw

land

foam

spoon

healthy

5 Lesson nº4

5.1 Correction

Word	Sound	Stress
age	/1/	/eɪdʒ/
jinx	/1/	/dʒɪŋks/
shake	/1/	/ʃeɪk/
chair	/1/	/tʃeə/
once	/1/	/wʌns/
music	/10/	/'mju:z.ɪk/
ink	/1/	/ɪŋk/
lamb	/1/	/læm/
choke	/1/	/tʃəʊk/

Word	Sound	Stress
straight	/1/	/streɪt/
sustain	/01/	/sə.'steɪn/
work	/1/	/wɜ:k/
remind	/01/	/'rɪ.'maɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/nəʊt/

scythe	/ɪ/	/saɪð/
lucky	/ɪʊ/	/'lʌk.i/
wall	/ɪ/	/wɔ:l/

Word	Sound	Stress
these	/ɪ/	/ði:z/
figure	/ɪʊ/	/'fig.ə/
break	/ɪ/	/breɪk/
vaccine	/ɪʊ/	/'væks.i:n/
low	/ɪ/	/ləʊ/
throw	/ɪ/	/θrəʊ/
land	/ɪ/	/lænd/
foam	/ɪ/	/fəʊm/
spoon	/ɪ/	/spu:n/
healthy	/ɪʊ/	/'helθ.i/

5.2 /æ/ in American

We follow Labov (2010).

Images are from [wikipedia](https://en.wikipedia.org)

5.2.1 An example of sound changes: the NCS

The Northern Cities Shift is a rotation of short vowels taking place in the Inland North, a territory comprising 34 million speakers.



Figure 1 – Map of the Inland North

1. General raising and fronting of /æ/ (“bat”)
2. Fronting of /ɒ/ (“got”)
3. Lowering of /ɔ:/ (“bought”)
4. Backward shift of /e/ (“bet”) towards /ʌ/
5. Backing and rounding of /ʌ/
6. Backing of /ɪ/ (“bit”)

This rotation of short vowels is a remarkable development, given the relative stability of the English short vowel system from old English up to the twentieth century (p.112).

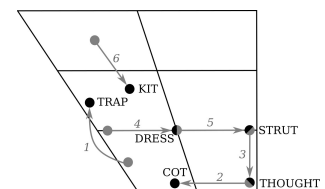


Figure 2 – The Northern Cities Shift

No other dialect shows such a generalized tensing and raising (p.113).

5.2.2 Let's focus on /æ/

While *a* is raised and fronted in particular context by almost all speakers of North American English, a historical process in this particular area has eliminated all **contextual conditions** (p.114).

—

All other dialects with short-*a* raising will differentiate prenasal vowels from others (p.113).

4 types of short-*a* systems originating from upstate New-York:

1. *The nasal system*: allophonic tensing of /æ/ before nasal consonants, and nowhere else (New England)
2. *The nasal system with the broad-a pattern*: “aunt”, “can’t”, “half”, “past” (newer settlers)
3. *The split short-a system*: tensing in syllables closed by voiced stops, voiceless fricatives and front nasals — along with many grammatical and lexical specifications (cf. “mad”, “bad”, “glad” vs. “sad” and “dad” in Philadelphia).
4. *The Celtic substrate*: speakers of Hiberno-English, where short *a* is low front or low entral.

This of course leads to misunderstandings...

5.2.3 NCS-induced misunderstandings

The following examples show what non-NCS speakers understood.

- Correct the examples to what was actually meant.
- Say which step of the NCS these misunderstandings were caused by (1/2/3/4/5/6).

This area is full of bets.
Do you have any pots in the house?
We trucked across Wisconsin.
Senior citizens living on the black.
The Express Way is jammed salad.

5.2.4 Other misunderstandings

Can you formulate *why* the following misunderstandings happened, using phonetic concepts?

Meant	Understood
accountable to the data	a cannibal to the data
she makes us slave	she makes us leave
can I pour us both juice	can I pour a spoke juice

5.3 Les catégories de voyelles

Essayez d'établir une typologie des 20 voyelles de la *RP*.

- checked steady-state vowels: /ɪ e æ ʊ ʌ/ & /ə/ (!!)
- Free steady-state: /i: a: ɔ: u: ɜ:/
- Diphthongs:
 - centring: /ɪə ʊə/
 - closing:
 - * Fronting: /eɪ aɪ ɔɪ/
 - * Backing: /əʊ aʊ/

Il manque une voyelle... Laquelle ?

/ɛ:/, ou /əɛ/

5.4 Homework

Listen to the following words and transcribe them:

Words

sorry
one
science
national
structure

building
prosecution
familiar
jumper
achievement

Listen to the following words and transcribe them:

Words

hurdle
democrat
country
value
normal

wages
capture
changing
narrow
government

6 Lesson n°5

6.1 Correction

Listen to the following words and transcribe them:

Words

sorry
one
science
national
structure

building

prosecution
familiar
jumper
achievement

Listen to the following words and transcribe them:

Words

hurdle
democrat
country
value
normal
wages
capture
changing
narrow
government

6.2 Warm up

Listen to the following words and transcribe them:

Words

example
frequency
closure
articulation
appropriate
regional
accent
century
provide
artificial

Listen to the following words and transcribe them:

Words

threaten
approval
company
footage
journey
union
popular

growth
country
promise

6.3 Introduction to assimilation

Assimilation is a type of coarticulation . It is the alteration of a speech sound to make it more similar to its neighbours. In English, assimilation mostly affects Place of Articulation.

It is a result of **phonetic conditioning**. Phonetic conditioning is a term used to cover the way in which speech segments are influenced by adjacent segments, causing phonemes to vary in their realisation according to phonetic context. Assimilation is one of three main types of conditioning, along with allophonic variation and elision.

6.3.1 Historical assimilation

Listen to the following words and transcribe them:

Words

import
nature
soldier
delicious
patient

nation
pressure
measure

These words feature instances where /j/ was **coalesced** to /ʃ/ a few centuries ago. In terms of place of articulation, /ʃ/ as a post-alveolar fricative is half-way between alveolar fricative /s/ and palatal approximant /j/. Both segments saw their place of articulation shift under their reciprocal influence.

In historical assimilation, the **citation form** features the assimilated sounds (e.g. /sj/ → /ʃ/). This is **not** the case in connected speech:

6.3.2 In connected speech

6.3.2.1 Citation forms

- | | |
|--------------------------|---------------------------|
| 1. /hed 'kwɔ:t.əz/ | 5. /'brɔ:d.kɑ:st/ |
| 2. /mem kɔ:s/ | 6. /waɪt 'pep.ə/ |
| 3. /mætʃt peəz/ | 7. /ɒn ði: haʊs/ |
| 4. /pə.'hæps/ | 8. /reɪz jɔ: glɑ:s/ |

6.3.2.2 Assimilation in connected speech In connected speech, syllable-final alveolars tend to assimilate and adopt the place of articulation of the succeeding phoneme:

- “head quarters” → /ˌheg ˈkwɔːtəz/
- “main course” → /meɪn ˈkɔːs/
- “broadcast” → /ˈbrɔːɡkɑːst/

6.4 Examens de mi-semestre

6.4.1 Programme

- Tous les symboles de l’Alphabet Phonétique International utilisés pour la transcription de l’anglais, y compris les symboles d’accentuations primaire et secondaire
- Principes fondamentaux de l’accentuation (nécessité d’un accent primaire, pas de /00-/ en début de mot, pas de syllabes accentuées consécutives)
- Principes fondamentaux de l’assimilation par voisement ou lieu d’articulation.
- **RECOMMANDÉ** : connaître les principaux lieux d’articulation des consonnes (*bilabial, alveolar, post-alveolar, palatal, velar, glottal*).

6.4.2 Modalités

- Mots à transcrire en alphabet phonétique après avoir été prononcés par le professeur.
- Mots en alphabet phonétique à déchiffrer et écrire en anglais.

7 Lesson n°6

7.1 Homework

Listen to the following words and transcribe them:

Words
ten men
incredible
red paint
bad guys
eight boys

Listen to the following words and transcribe them:

Words
this shape
these shoes
this unit
unless you
as you see
let you out
would you try
get your bags

8 Lesson n°7

8.1 Correction de l'examen de mi-semestre

8.2 Homework: correction

Listen to the following words and transcribe them:

Words
ten men
incredible
red paint
bad guys
eight boys

Listen to the following words and transcribe them:

Words
this shape
these shoes
this unit
unless you
as you see
let you out
would you try
get your bags

8.3 Back to assimilation

8.3.1 Directions of assimilation

Consider:

- “ten men”
- “happens”
- “raise your glass”

Can you categorize those assimilations?

- Regressive/lagging assimilation
- Progressive/leading assimilation
- Reciprocal assimilation

8.4 Types d'influence

Trouvez les endroits où peuvent se produire des assimilations, et tentez de les classer :

wet blanket

statement
night cap
weed killer
horseshoe

newspaper
have to
join the army
fail the test

8.4.1 The three types

1. place assimilations
2. energy assimilations
3. manner assimilations

8.4.2 Place assimilations

Cf. most previous examples.

By far the most common type of assimilation in English.

8.4.3 Manner assimilations

In English, it is usually a form containing a fricative which is replaced by a nasal or a lateral.

Another example: “*till they meet again*”.

8.4.4 Energy assimilations

These involve a reduction of the fortis/lenis contrast (voiced/voiceless).

In English, EA:

- only goes from lenis to fortis, never the other way round (“*back door*” or “*not bad*”)
- is rare in stressed syllables, *cf.*:
 - “*have to*”, “*used to*”, where EA has now become compulsory.

8.5 Homework

Identify the connected speech assimilations likely to occur in the following sequences:

it was spectacular
of course
if she chooses to wait
the waiter’s forgotten us
Helen could have talked to him
as she sometimes did

9 Lesson n°8

9.1 Energy assimilations

... In English, EA:

- is frequent in unstressed contexts: “*it was spectacular*”, “*of course*”, “*if she chooses to wait*”, “*the waiter’s forgotten us*”...

9.1.1 Correction of the homework

Word	Sound	Stress
it was spectacular	//	/ɪt wɒz spek.ˈtæk.jʊl.əl/
of course	//	/ɒv kɔ:s/
if she chooses to wait	//	/ɪf ʃi: ˈtʃu:z.ɪz tu: weɪt/
the waiter’s forgotten us	//	/ði: NA fə.ˈɡɒt.ən əs/
Helen could have talked to him	//	/ˈhel.ən kʊd hæv NA tu: hɪm/
as she sometimes did	//	/æz ʃi: ˈsʌm.taɪmz dɪd/

- only goes from lenis to fortis, never the other way round (“*back door*” or “*not bad*”)
- is rare in stressed syllables, cf:
 - “*have to*”, “*used to*”, where EA has now become compulsory.
- word-internal EAs with free variations: “*absurd*”, “*obsession*”, “*absorb*”...

Word	Sound	Stress
absorb	/01/	/əb.ˈsɔ:b/
obsession	/010/	/əb.ˈseʃ.ən/
absurd	/01/	/əb.ˈsɜ:d/

Energy assimilation is also the process which explains the pronunciation of certain infamous morphosyntactic suffixes...

9.1.1.1 Morphosyntactic suffixes

9.1.1.1.1 <-(e)d> Explain the pronunciations of:

- “tagged”, “tacked”, “buzzed”, “cursed”, “played”, “chafed”, “loved”.

Word	Sound	Stress
tagged	/1/	/tægd/
tacked	/1/	/tækt/
buzzed	/1/	/bʌzd/
cursed	/1/	/kɜ:st/
played	/2/	/ˌpleɪd/
chafed	/1/	/tʃeɪft/
loved	/1/	/lʌvd/

Can the suffix be pronounced differently? How and where?

9.1.1.1.2 <-(e)s> Explain the pronunciations of:

- “shoves”, “freckles”, “books”, “shrimps”, “bags”, “stubs”, “whiffs”

Word	Sound	Stress
shoves	/1/	/ʃʌvz/
freckles	/10/	/ˈfrek.əlz/
books	/1/	/bʊks/
shrimps	/1/	/ʃrɪmps/
bags	/1/	/bægz/
stubs	/1/	/stʌbz/
whiffs	/1/	/wɪfs/

Can the suffix be pronounced differently? How and where?

9.1.2 Elision

Sometimes in connected speech, phonemes are elided, *i.e.* deleted, to make articulation easier.

Examples: “tasteless”, “mind-bogling”

Historically, elision is a very common phenomenon:

- “cupboard”, “talk”, “comb”, “gnome”, “whistle”...

Word	Sound	Stress
cupboard	/10/	/ˈkʌb.əd/
talk	/1/	/tɔ:k/
comb	/1/	/kəʊm/
gnome	/1/	/nəʊm/
whistle	/10/	/ˈwɪs.əl/

9.1.3 Liaison

The converse of elision is liaison.

Regardless of the rhoticity of a given accent of English, a **linking /r/** is often added as a link across word boundaries (also called *sandhi r*).

- “sooner” vs. “sooner or later”
- “sure” vs. “sure enough”
- “the sofa in the catalogue”
- “my idea of heaven”
- “we saw a film”
- “via Australia”

Word	Sound	Stress
sure enough	//	/ʃʊ: əˈnʌf/
the sofa in the catalogue	//	/ði: ˈsəʊf.ə m ði: ˈkæt.ə.lɒg/
my idea of heaven	//	/maɪ aɪˈdɪə ɒv ˈhev.ən/

we saw a film	//	/wi: sɔ: eɪ fɪlm/
via Australia	//	/'vaɪ.ə ɒ.'streɪl.i.ə/

(All this chapter was inspired by Collins and Mees (2013))

9.2 Homework

Transcribe the following words.

Can you infer a rule regarding the suffixes and the stress patterns?

Listen to the following words and transcribe them:

Words
discussion
publicity
republic
magnify
nourish
division
capacity
terrific
crucify
abolish

Listen to the following words and transcribe them:

Words
onion
clarity
cubic
specify
extinguish
Spaniard
opportunity
microscopic
personify
speciality

9.3 References

Collins, B. and I. Mees (2013). *Practical Phonetics and Phonology: A Resource Book for Students*. Routledge English language introductions. Routledge. ISBN: 9780415506496. URL: <https://books.google.de/books?id=faVJTQIw9eQC>.

10 Lesson n°9

10.1 Introduction to strong suffixes

We follow Duchet (2018)

Word	Sound	Stress
discussion	/010/	/di.'skʌʃ.ən/
publicity	/0100/	/pʌb.'lɪs.ət.i/
republic	/010/	/ri.'pʌb.lɪk/
magnify	/100/	/'mæɡ.ni.fai/
nourish	/10/	/'nʌr.ɪʃ/
division	/010/	/di.'vɪʒ.ən/
capacity	/0100/	/kə.'pæs.ət.i/
terrific	/010/	/tə.'rɪf.ɪk/
crucify	/100/	/'kruːs.ɪ.fai/
abolish	/010/	/ə.'bɒl.ɪʃ/

10.1.1 Observe

Can you infer a rule?

The primary stress is located on the syllable preceding the suffix.

10.1.2 Let's check

Word	Sound	Stress
onion	/10/	/'ʌn.jən/
clarity	/100/	/'klær.ət.i/
cubic	/10/	/'kjuː.bɪk/
specify	/100/	/'spes.ə.fai/
extinguish	/010/	/ɪk.'stɪŋ.gwɪʃ/
Spaniard	/10/	/'spæn.jəd/
opportunity	/20100/	/'ɒp.ə.'tjuːn.ət.i/
microscopic	/2010/	/'maɪk.rə.'skɒp.ɪk/
personify	/0100/	/pə.'sɒn.ɪ.fai/
speciality	/20100/	/'speʃ.i.'æl.ət.i/

10.2 Introduction to secondary stress

10.2.1 Observe

What rules regarding secondary stress can be inferred from the following examples?

Word	Sound	Stress
character	/100/	/'kær.əkt.ə/
characteristic	/20010/	/'kær.əkt.ə.'rɪst.ɪk/
civilize	/100/	/'sɪv.ə.laɪz/
civilization	/20010/	/'sɪv.əl.aɪ.'zeɪʃ.ən/
accept	/01/	/ək.'sept/
acceptation	/2010/	/'æks.ep.'teɪʃ.ən/

imagine	/010/	/ɪ.ˈmædʒ.ɪn/
imagination	/02010/	/ɪ.ˈmædʒ.ɪ.nəˈʃjən/

10.2.2 A few principles

If:

- 1 syllable precedes the primary stress, it is unstressed.
- 2 syllables precede the primary stress, the pattern must be /201-/.
- 3 syllables precede the primary stress, the pattern can either be /0201-/ or /2001-/ depending on the original stress pattern of the deriving word.

10.3 Règles fondamentales

- Un mot anglais a toujours un accent primaire **unique**.
- La séquence /00-/ en début de mot est impossible.
- Deux syllabes accentuées ne peuvent pas se succéder.
- /ə/ ne se trouve que dans les syllabes inaccentuées.
- Les schémas accentuels se lisent par la droite.

10.4 Quelques suffixes contraignants

On appellera “suffixe contraignant”, ou “suffixe fort”, une terminaison déterminant prioritairement l’emplacement de l’accent primaire.

10.4.1 Une règle célèbre

10.4.1.1 Observation Observez les mots suivants et essayez de formaliser la règle d’accentuation des suffixes utilisés :

Word	Sound	Stress
opinion	/010/	/ə.ˈpɪn.jən/
stupefaction	/2010/	/ˈstjuːp.ɪ.ˈfæk.jən/
initial	/010/	/ɪ.ˈnɪʃ.əl/
racial	/10/	/ˈreɪʃ.əl/
delicious	/010/	/di.ˈlɪʃ.əs/
victorious	/0100/	/vɪk.ˈtɔːr.i.əs/
deciduous	/0100/	/di.ˈsɪd.ju.əs/
ingenuous	/0100/	/m.ˈdʒen.ju.əs/
habitual	/0100/	/hə.ˈbɪtʃ.u.əl/
gradual	/100/	/ˈɡrædʒ.u.əl/

10.5 Homework

1. /mə.ˈdʒɪʃ.ən/
2. /kə.ˈmɪd.i.ən/
3. /mə.ˈlɪʃ.əl/
4. /ɪ.nɜːʃ.əl/
5. /ɪd.i.ət/
6. /ˈred.i.əʊ/

7. /'hɪd.i.əs/ 9. /'pɪdʒ.ən/
8. /kə.'reɪdʒ.əs/ 10. /'dʌndʒ.ən/
1. /ˌdaɪ.ə.'lekt.ɪk/ 6. /kən.'træk.tʃu.əl/
2. /ɪ.'nɪf.i.ət/ 7. /'sɪər.i.əl/
3. /ˌprez.ɪ.'denf.əl/ 8. /sə.'lest.i.əl/
4. /pə.'sep.tʃu.əl/ 9. /vi.'keər.i.əs/
5. /kən.'vɪv.i.əl/ 10. /æd.vɜː.'seər.i.əl/

Listen to the following words and transcribe them:

Words

trivial
radian
lavatorial
phonetician
continuous

custodial
appreciate
familiar
gracious
influential

Listen to the following words and transcribe them:

Words

diachronic
insinuate
casual
irradiate
tactician

antiquarian
fallacious
electrician
editorial
mendacious

11 Lesson n°10

11.1 Correction

- | | | |
|-----------------------|--------------------------|---------------------|
| 1. /mə.'dʒɪf.ən/ | 6. /'reɪd.i.əʊ/ | magician |
| 2. /kə.'mɪ:d.i.ən/ | 7. /'hɪd.i.əs/ | comedian |
| 3. /mə.'lɪf.ə/ | 8. /kə.'reɪdʒ.əs/ | militia |
| 4. /ɪ.'nɜːf.ə/ | 9. /'pɪdʒ.ən/ | inertia |
| 5. /'ɪd.i.ət/ | 10. /'dʌndʒ.ən/ | idiot |
| 1. /,daɪ.ə.'lekt.ɪk/ | 6. /kən.'træk.tʃu.əl/ | dialectic |
| 2. /ɪ.'ɪnf.i.ert/ | 7. /'sɪər.i.əl/ | initiate |
| 3. /,prez.ɪ.'denf.əl/ | 8. /sə.'lest.i.əl/ | presidential |
| 4. /pə.'sep.tʃu.əl/ | 9. /vi.'keər.i.əs/ | perceptual |
| 5. /kən.'vɪv.i.əl/ | 10. /,æd.vɜː.'seər.i.əl/ | convivial |

Word	Sound	Stress
trivial	/100/	/'trɪv.i.əl/
radian	/100/	/'reɪd.i.ən/
lavatorial	/20100/	/,ləv.ə.'tɔːr.i.əl/
phonetician	/2010/	/,fəʊn.ɪ.'tɪf.ən/
continuous	/0100/	/kən.'tɪn.ju.əs/
custodial	/0100/	/kʌ.'stəʊd.i.əl/
appreciate	/0100/	/,ə.'priːf.i.ert/
familiar	/0100/	/fə.'mɪl.i.əl/
gracious	/10/	/'greɪf.əs/
influential	/2010/	/,ɪnf.lu.'enʃ.əl/

Word	Sound	Stress
diachronic	/2010/	/,daɪ.ə.'krɒn.ɪk/
insinuate	/0100/	/,ɪn.'sɪn.ju.ert/
casual	/100/	/'kæʒ.u.əl/
irradiate	/0100/	/,ɪ.'reɪd.i.ert/
tactician	/010/	/'tæk.'tɪf.ən/
antiquarian	/20100/	/,ænt.ɪ.'kweər.i.ən/
fallacious	/010/	/'fə.'leɪf.əs/
electrician	/0210/	/,ɪ.'lek.'trɪf.ən/
editorial	/20100/	/,ed.ɪ.'tɔːr.i.əl/
mendacious	/010/	/'men.'deɪf.əs/

11.1.0.1 Formalisation La règle étendue du suffixe <-ion> (aussi connue sous le nom de “règle du lion”) stipule que la syllabe précédant le suffixe porte l’accent primaire.

Le suffixe doit avoir la forme :

< e/i/u/y + V₁ + C₀ + (e) >, où

- C = consonne, V = Voyelle
- V_n ou C_n indiquent au moins n voyelles ou consonnes.

11.1.0.2 Exceptions La liste suivante contient des exceptions. Trouvez lesquelles, et expliquez en quoi consiste l'exception.

Word	Sound	Stress
museum	/010/	/mju.'zi:.əm/
television	/1020/	/'tel.i.vɪʒ.ən/
individual	/20100/	/ˌɪnd.i.'vɪdʒ.u.əl/
spiritual	/1000/	/'sprɪ.tʃ.u.əl/
dandelion	/1000/	/'dænd.i.laɪ.ən/
European	/2010/	/ˌjʊərə.ə.'pi:.ən/
librarian	/0100/	/laɪ.'breər.i.ən/
glazier	/100/	/'gleɪz.i.ə/
grenadier	/201/	/ˌɡren.ə.'dɪə/
conjugation	/2010/	/ˌkɒndʒ.u.'geɪʃ.ən/

11.1.1 Les suffixes <-ic/-ical>

Formalisez la règle d'accentuation imposée par ce suffixe.

11.1.1.1 Dérivants

11.2 Homework

(pour le groupe B1 qui n'a pas eu le temps de faire la liste suivante en cours :)

Listen to the following words and transcribe them:

Words
drama
icon
prophet
episode
gene
analysis
volcano
dramatic
prophetic
episodic
prolific
scorbutic
volcanic
genetic
analytic
iconic
music

Que remarquez-vous concernant la qualité des voyelles ?

1. /bə.'tæn.ɪk/ 6. /drə.'kəʊn.i.ən/

2. /sə.'lʊb.rɪ.əs/ 7. /'dʒɪn.i.əl/

3. /'juːʒ.u.əl/ 8. /di.'lɪr.i.əs/

4. /hə.'brɪf.u.əl/ 9. /sə.'ræm.ɪk/

5. /saɪ.'kɒt.ɪk/ 10. /fə.'mɪl.i.əl/

1. /gæs.trə.'nɒm.ɪk/ 6. /'stjʊd.i.əs/

2. /'mjuːtʃ.u.əl/ 7. /faɪ.'nænʃ.əl/

3. /en.ɪg.'mæt.ɪk/ 8. /'mɪd.i.ət/

4. /pɑːsɪ.'məʊn.i.əs/ 9. /saɪ.'dɒn.ɪk/

5. /'mjuːtʃ.u.əl/ 10. /ref.ə.'renʃ.əl/

Listen to the following words and transcribe them:

Words

frenetic

angelic

meritorious

variate

menial

industrious

comic

conciliate

melodious

melancholic

Listen to the following words and transcribe them:

Words

fanatic

pedestrian

meridian

victorious

cautious

associate

premium

grammarian

residual

ferocious

12 Lesson n°11

12.1 Correction

(pour le groupe B1 qui n'a pas eu le temps de faire la liste suivante en cours :)

12.1.1 Ex1

Word	Sound	Stress
drama	/10/	/'drɑ:m.ə/
icon	/10/	/'aɪk.ɒn/
prophet	/10/	/'prɒf.ɪt/
episode	/100/	/'ep.ɪ.səʊd/
gene	/1/	/dʒi:n/
analysis	/0100/	/ə.'næl.əs.ɪs/
volcano	/010/	/vɒl.'keɪ.nəʊ/
dramatic	/010/	/drə.'mæt.ɪk/
prophetic	/010/	/'prɒ.θet.ɪk/
episodic	/2010/	/'ep.ɪ.'sɒd.ɪk/
prolific	/010/	/'prɒ.θɪf.ɪk/
scorbutic	/010/	/'skɔ:bju:t.ɪk/
volcanic	/010/	/vɒl.'kæ.nɪk/
genetic	/010/	/dʒə.'net.ɪk/
analytic	/2010/	/'æn.ə.'lɪt.ɪk/
iconic	/010/	/'aɪ.'kɒn.ɪk/
music	/10/	/'mju:z.ɪk/

12.1.2 Ex2

- | | |
|---------------------|------------------------------------|
| 1. /bə.'tæn.ɪk/ | 6. /drə.'kəʊn.ɪ.ən/ botanic |
| 2. /sə.'lu:b.ri.əs/ | 7. /dʒi:n.i.əl/ salubrious |
| 3. /'ju:ʒ.u.əl/ | 8. /di.'lɪr.i.əs/ usual |
| 4. /hə.'bɪtʃ.u.əl/ | 9. /sə.'ræm.ɪk/ habitual |
| 5. /saɪ.'kɒt.ɪk/ | 10. /fə.'mɪl.i.ə/ psychotic |

12.1.3 Ex3

- | | |
|------------------------|--------------------------------------|
| 1. /gæs.trə.'nɒm.ɪk/ | 6. /'stju:d.i.əs/ gastronomic |
| 2. /'mjʊtʃ.u.əl/ | 7. /fɑ:.'nænʃ.əl/ mutual |
| 3. /,en.ɪg.'mæt.ɪk/ | 8. /'mɪ:d.i.ət/ enigmatic |
| 4. /pɑ:s.ɪ.'məʊn.i.əs/ | 9. /sɑ:.'dɒn.ɪk/ parsimonious |
| 5. /'mjʊtʃ.u.əl/ | 10. /,ref.ə.'renʃ.əl/ mutual |

12.1.4 Ex4

Word	Sound	Stress
frenetic	/010/	/frə.'net.ɪk/
angelic	/010/	/æŋ.'dʒel.ɪk/
meritorious	/20100/	/ˌmɛr.ɪ.'tɔːr.i.əs/
variate	/100/	/ˈveər.i.ət/
menial	/100/	/ˈmiːn.i.əl/
industrious	/0100/	/m.'dʌs.tri.əs/
comic	/10/	/ˈkɒm.ɪk/
conciliate	/0100/	/kən.'sɪl.i.ert/
melodious	/0100/	/mə.'ləʊd.i.əs/
melancholic	/2010/	/ˌmel.ən.'kɒl.ɪk/

12.1.5 Ex5

Word	Sound	Stress
fanatic	/010/	/fə.'næt.ɪk/
pedestrian	/0100/	/pə.'des.tri.ən/
meridian	/0100/	/mə.'rɪd.i.ən/
victorious	/0100/	/vɪk.'tɔːr.i.əs/
cautious	/10/	/ˈkɔːʃ.əs/
associate	/0100/	/ə.'səʊʃ.i.ert/
premium	/100/	/ˈpriːm.i.əm/
grammarian	/0100/	/grə.'meər.i.ən/
residual	/0100/	/rɪ.'zɪd.ju.əl/
ferocious	/010/	/fə.'rəʊʃ.əs/

12.2 Règles

12.2.1 Observation

Outre les placements de l'accent primaire par ces suffixes contraignants, que remarquez-vous ?

12.2.2 Règle de <-ion> étendue

- l'accent primaire est porté par la syllabe précédant le suffixe.
- la voyelle se prononce en conformité avec la règle orthographique, sauf les <-i-> qui se prononcent /ɪ/.

12.2.3 Règle de <-ic>

- les mots en <-ic> sont accentués sur la pénultième.
- On dit que le suffixe <-ic> impose un schéma accentuel de type **paroxyton**.
- la voyelle accentuée est relâchée, sauf les <-u-> qui se prononcent de façon tendue /uː/.

12.2.4 Exceptions : mots en <-ic>

Dans quelle mesure les mots suivants sont-ils exceptionnels ?

Word	Sound	Stress
basic	/10/	/'beɪs.ɪk/
phonic	/10/	/'fɒn.ɪk/
encyclopedic	/02010/	/ɪn.ˌsaɪk.lə.'pi:d.ɪk/
phonemic	/010/	/fəʊ.'ni:m.ɪk/
echoic	/010/	/e.'kəʊ.ɪk/
stoic	/10/	/'stəʊ.ɪk/
heroic	/010/	/hə.'rəʊ.ɪk/
archaic	/010/	/ɑ:.'keɪ.ɪk/

Et ceux-là ?

Word	Sound	Stress
Catholic	/10/	/'kæθ.lɪk/
heretic	/100/	/'her.ə.tɪk/
lunatic	/100/	/'lu:n.ə.tɪk/
politic	/100/	/'pɒl.ə.tɪk/
arsenic	/100/	/'ɑ:s.ən.ɪk/
rhetoric	/100/	/'ret.ə.rɪk/
arithmetic	/0100/	/ə.'rɪθ.mə.tɪk/

12.3 Terminologie

Stress pattern	Technical name	The primary stress is on
/-1/	oxytone	the ultimate
/-10/	paroxytone	the penultimate
/-100/	proparoxytone	the antepenultimate

12.4 Matrice de l'examen du 13 décembre

13 Semester 2. Lesson n°1

13.1 Syllabus

- Les suffixes : principaux suffixes neutres et non-neutres
- Accentuation des mots polysyllabiques (Normal Stress Rule des dissyllabes et des mots d'au moins trois syllabes, accent secondaire)
- Les préfixes des mots dissyllabiques
- Formes pleines et formes réduites

13.2 Admin

- Mid-terms: **February 21**
- Finals: **April 11**

	V C-r C/#	V C-r V	V <r> C/#	V <r> V
<a>	hat	hate	car	care
<e>	pet	Pete	her	here
<i>	sit	site	fir	fire
<o>	not	note	or	ore
<u>	cut	cute	purr	pure
<u2>	put			

<a>	/hæt/	/hert/	/kɑ:/	/keə/
<e>	/pet/	/pi:t/	/hɜ:/	/hɪə/
<i>	/sɪt/	/saɪt/	/fɜ:/	/fai.ə/
<o>	/nɒt/	/nəʊt/	/ɔ:/	/ɔ:/
<u>	/kʌt/	/kju:t/	/pɜ:/	/pjʊə/
<u2>	/pʊt/			

Final mark = 0.35*(midterms) + 0.65*(finals)

All info:

adrienmeli.github.io/phonol2

13.3 Reminders

13.3.1 Transcription rules

- Transcriptions should never feature “c o q x y”, or capital letters.
- No ornaments.

13.3.2 Fundamental chart

13.3.2.1 Spelling Vowels not present in this chart:

- /ɔɪ/
- /aʊ/
- /ə/

13.3.2.2 RP transcription Vowels not present in this chart:

- /ɔɪ/
- /aʊ/
- /ə/

13.3.2.3 GenAm transcription Vowels not present in this chart:

- /ɔɪ/

<a>	/hæt/	/hert/	/kɑ:r/	/ker/
<e>	/pet/	/pi:t/	/hər/	/hɪr/
<i>	/sɪt/	/saɪt/	/fɜː/	/fai.ər/
<o>	/nɑ:t/	/noʊt/	/ɔ:r/	/ɔ:r/
<u>	/kʌt/	/kju:t/	/pɜː/	/pjər/
<u2>	/pʊt/			

- /aʊ/
- /ə/

13.3.3 Exercises

1. /mɪə/	6. /θraɪv/	<i>mere</i>
2. /ʃeɪks/	7. /strɒŋ/	<i>shakes</i>
3. /pʊʃ/	8. /ruːn/	<i>push</i>
4. /ʃeə/	9. /fɜːn/	<i>share</i>
5. /tʃɔː/	10. /ˈtʌɪ.ə/	<i>chore</i>

Word	Sound	Stress
shard	/1/	/ʃɑːd/
gem	/1/	/dʒem/
shirt	/1/	/ʃɜːt/
chat	/1/	/tʃæt/
curt	/1/	/kɜːt/
jug	/1/	/dʒʌg/
this	/1/	/ðɪs/
scheme	/1/	/skiːm/
sworn	/1/	/swɔːn/
gnome	/1/	/nəʊm/

13.4 Polysyllabic words

13.4.1 Fundamental rules and definitions

- All English words have a primary stress.
- A “stress”, or “accent”, is a prominent syllable.
- No words can begin with two unstressed syllables.
- The vowels of unstressed syllables are often reduced to /ə/, /ɪ/ or /ʊ/.
- /ə/, /ɪ/ or /ʊ/ can **NEVER** be the vowels of stressed syllables.

13.4.2 Conventions

- The stress pattern of a word can be represented as a series of numbers: one number per syllable, /1/ for the syllable carrying the primary stress, /0/ if the syllable is unstressed, and /2/ for secondary stress.
- “finish” → /10/
- “result” → /01/
- The primary stress of a word is marked as / / before the syllable.
- “finish” → /ˈfɪn.ɪʃ/
- “result” → /rɪ.ˈzʌlt/

13.5 Suffix <-ity>

13.5.1 Root forms

Word	Sound	Stress
serene	/01/	/sə.'ri:n/
brief	/1/	/bri:f/
obscure	/01/	/əb.'skjʊə/
clear	/1/	/kliə/
futile	/10/	/'fju:t.əəl/
fragile	/10/	/'frædʒ.əəl/
sane	/1/	/seɪn/
major	/10/	/'meɪdʒ.əl/
vulgar	/10/	/'vʌlg.əl/
able	/10/	/'eɪb.əl/

13.5.2 Derived forms

Word	Sound	Stress
serenity	/0100/	/sə.'ren.ət.i/
brevity	/100/	/'brev.ət.i/
obscurity	/0100/	/əb.'skjʊər.ət.i/
clarity	/100/	/'klær.ət.i/
futility	/0100/	/'fju.'tɪl.ət.i/
fragility	/0100/	/'fræ.'dʒɪl.ət.i/
sanity	/100/	/'sæɪn.ət.i/
majority	/0100/	/'meɪ.'dʒɔr.ət.i/
vulgarity	/0100/	/'vʌl.'gær.ət.i/
ability	/0100/	/'æb.ɪl.ət.i/

13.5.3 Other examples

Word	Sound	Stress
finite	/10/	/'faɪn.aɪt/
finiteness	/100/	/'faɪn.aɪt.nəs/
infinite	/100/	/'ɪn.fɪn.ət/
infinity	/0100/	/'ɪn.'fɪn.ət.i/

Sound played in class: “infinity01.mp3”

Sound played in class: “infinity02.mp3”

13.5.3.1 infinity01.mp3

Some infinities are bigger than other infinities so that’s just absolutely astounding, it’s not just infinity or finite.

So far, in this of mathematics, I found the relationship between mathematics and science to be quite intimate.

But in the middle of the 19th century, mathematics and science start to drift apart.

13.5.3.2 infinity02.mp3

Instead, he spent the rest of his days in the backwaters of Halle, where he began to feel increasingly isolated.

This view of the infinite, which I consider to be the sole correct one, is held by only a few.

13.5.4 The rule (1)

Try to formulate the rule of the suffix <-ity>

<-ity> is a **stress-imposing suffix**. Words in <-ity> are **proparoxytone**, *i.e.* their primary stress is carried by the **antepenultimate syllable**.

13.5.5 Verify (1)

Word	Sound	Stress
mobility	/0100/	/məʊ.'bɪl.ət.i/
nudity	/100/	/'nju:d.ət.i/
popularity	/20100/	/'pɒp.ju.'lær.ət.i/
prosperity	/0100/	/'prɒ.'sper.ət.i/
jequirity	/0100/	/'dʒɪ.'kwɪr.ət.i/
authority	/0100/	/'ɔ:.'θɒr.ət.i/
purity	/100/	/'pjʊər.ət.i/
university	/20100/	/'ju:nɪ.'vɜ:s.ət.i/
infirmity	/0100/	/'ɪn.'fɜ:m.ət.i/
taciturnity	/20100/	/'tæs.ɪ.'tɜ:n.ət.i/

13.5.6 The rule (2)

What can you say about the quality of the vowel in the syllable carrying the main stress?

The vowel of the stressed syllable is lax if it is not:

- <-uCity>
- <-rCity>

13.5.7 An important phenomenon

The laxing of the stressed vowel in proparoxytones is a frequent phenomenon called **indifferently**:

- Luick's rule
- Trisyllabic laxing or shortening

13.5.8 Exceptions

Word	Sound	Stress
rarity	/100/	/'reər.ət.i/
scarcity	/100/	/'skeəs.ət.i/
amenities	/0100/	/ə.'mɪn.ət.ɪz/
probity	/100/	/'prəʊb.ət.i/

14 Références

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