

# Cours de phonologie anglaise

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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	Stress	Received Pronunciation
watch	/1/	/wɒtʃ/
chat	/1/	/tʃæt/
hate	/1/	/heɪt/
body	/10/	/ˈbɒd.i/
these	/1/	/ðiːz/
window	/10/	/ˈwɪnd.əʊ/
shared	/1/	/ʃeəd/
pink	/1/	/pɪŋk/
mountain	/10/	/ˈmaʊnt.ɪn/
table	/10/	/ˈteɪb.əl/
loves	/1/	/lʌvz/
push	/1/	/pʊʃ/
yummy	/10/	/ˈjʌm.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.'lʃ.əs/
horrible	/100/	/'hɒr.əb.əl/
magazine	/201/	/,mæɡ.ə.'zi:n/
university	/20100/	/,ju:n.i.'vɜ:s.ət.i/
chair	/1/	/tʃeə/
knife	/1/	/naɪf/
account	/01/	/ə.'kaʊnt/
cushion	/10/	/'kʊʃ.ən/
curtain	/10/	/'kɜ:t.ən/
strong	/1/	/strɒŋ/
locked	/1/	/lɒkt/
written	/10/	/'rɪt.ən/
camera	/100/	/'kæm.ər.ə/
radio	/100/	/'reɪd.i.əʊ/
very	/10/	/'ver.i/
thesis	/10/	/'θi:s.ɪs/
manage	/10/	/'mæn.ɪdʒ/
over	/10/	/'əʊv.ə/
jumped	/1/	/dʒʌmpt/
felt	/1/	/felt/
come	/1/	/kʌm/
back	/1/	/bæk/
rare	/1/	/reə/
judge	/1/	/dʒʌdʒ/
write	/1/	/raɪt/
evolution	/2010/	/,i:v.ə.'lu:f.ən/
dark	/1/	/dɑ:k/
quack	/1/	/kwæk/
gone	/1/	/ɡɒn/
short	/1/	/ʃɔ:t/
jerk	/1/	/dʒɜ:k/
head quarters	/210/	/hed 'kwɔ:t.əz/
main course	//	/mem kɔ:s/
matched pairs	//	/mætʃt peəz/
perhaps	/01/	/pə.'hæps/
broadcast	/10/	/'brɔ:d.kɑ:st/
white pepper	//	/waɪt 'pep.ə/
on the house	//	/ɒn ði: haʊs/
raise your glass	//	/reɪz jɔ: ɡlɑ: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:ʃaɪ/
this unit	//	/ðɪs 'ju:nɪt/
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/	/'peɪʃ.ənt/
nation	/10/	/'neɪʃ.ən/
pressure	/10/	/'preʃ.ə/
measure	/10/	/'meɜ:.ə/
figure	/10/	/'fɪg.ə/
break	/1/	/breɪk/
vaccine	/10/	/'væks.i:n/
low	/1/	/ləʊ/
throw	/1/	/θrəʊ/
land	/1/	/lənd/
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/	/rɪ.'maɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/nəʊt/
scythe	/1/	/saɪð/
lucky	/10/	/'lʌk.i/
wall	/1/	/wɔ:l/
Meant	/1/	/ment/
Understood	/201/	/'ʌnd.ə.'stʊd/
accountable to the data	//	/ə.'kaʊnt.əb.əl tu: ði: 'deɪt.ə/

a cannibal to the data	//	/eɪ 'kæn.ɪb.əl tuː ðiː 'dɛɪt.ə/
she makes us slave	//	/ʃiː 'meɪk.ʃɪft əs sleɪv/
she makes us leave	//	/ʃiː 'meɪk.ʃɪft əs liːv/
can I pour us both juice	//	/kæn aɪ pɔː əs bəʊθ dʒuːs/
can I pour a spoke juice	//	/kæn aɪ pɔː eɪ spəʊk dʒuːs/
The bosses with the antennas.	//	/ðɪː NA wɪð ðiː NA/
3	//	/NA/
This area is full of bets.	//	/ðɪs 'eər.i.ə ɪz fʊl ɒv 'betz.i/
1	//	/NA/
Do you have any pots in the house?	//	/duː juː hæv 'en.i 'pɒts.dæm ɪn ðiː NA/
4	//	/NA/
We trucked across Wisconsin.	//	/wiː NA ə.'krɒs wi.'skɒns.m/
5	//	/NA/
Senior citizens living on the black.	//	/'siːn.i.ə 'sɪt.ɪz.ən.fɪp 'lɪv.ɪŋ ɒn ðiː blæk/
2	//	/NA/
The Express Way is jammed salad.	//	/ðɪː ɪk.'spres weɪ ɪz NA 'sæl.əd/
2	//	/NA/

## 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 speech. 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-semester (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-semester (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](http://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

---

## 3 Lesson n°2

	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			

	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			

### 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/
- /u:/
- /ə/

#### 3.1.1 Exercice

Listen to the following words and transcribe them:

Words
breakfast
cereal
chocolate

/NA/	/mæt/	/mɛɪt/	/mɑ:/	/meə/
/NA/	/pet/	/pɪ:t/	/hɜ:/	/hɪə/
/NA/	/sɪt/	/saɪt/	/fɜ:/	/ˈfaɪ.ə/
/NA/	/nɒt/	/nəʊt/	/ɔ:/	/ɔ:/
/NA/	/kʌt/	/kju:t/	/pɜ:/	/pjuə/
/NA/	/pʊt/			

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 ʒ æɑ ɒ ʃ ʒ θ ð ɡ/
- Distinguez :

- /ɪ i/
- /ə a/
- /æɑ 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 ?

Listen to the following words and transcribe them:



<a>	/mæt/	/mert/	/mɑːr/	/mer/
<e>	/pet/	/pi:t/	/hər/	/hɪr/
<i>	/sɪt/	/sart/	/fɜː/	/'faɪ.ər/
<o>	/nɑ:t/	/nɒt/	/ɔːr/	/ɔːr/
<u>	/kʌt/	/kju:t/	/pɜː/	/pjər/
<u2>	/pʊt/			

---

#### 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 n°4

### 5.1 Correction

Word	Stress	Received Pronunciation
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	Stress	Received Pronunciation
straight	/1/	/streɪt/
sustain	/01/	/sə.'stem/
work	/1/	/wɜ:k/
remind	/01/	/rɪ.'maɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/nəʊt/
scythe	/1/	/saɪð/
lucky	/10/	/'lʌk.i/
wall	/1/	/wɔ:l/

Word	Stress	Received Pronunciation
these	/1/	/ði:z/
figure	/10/	/'fɪg.ə/
break	/1/	/breɪk/
vaccine	/10/	/'væks.ɪn/

low	/ɪ/	/ləʊ/
throw	/ɪ/	/θrəʊ/
land	/ɪ/	/lænd/
foam	/ɪ/	/fəʊm/
spoon	/ɪ/	/spuːn/
healthy	/ɪə/	/ˈheɪθ.i/

## 5.2 /æ/ in American

We follow Labov (2010).

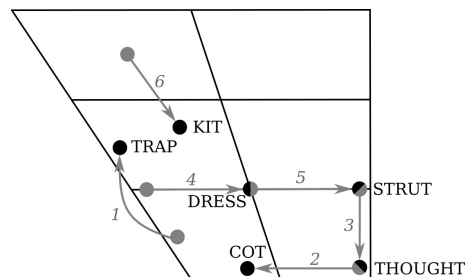
Images are from [wikipedia](https://en.wikipedia.org/wiki/Northern_Cities_Shift)

### 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.



*Map of the Inland North*



*The Northern Cities Shift*

Assumed order of the rotation:

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).

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.

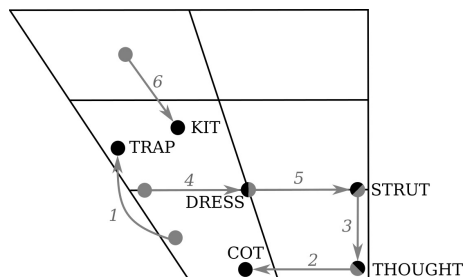
This of course leads to misunderstandings. . .

### 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: /iː aː ɔː uː ɜː/
- Diphthongs:
  - centring: /ɪə ʊə/
  - closing:
    - \* Fronting: /eɪ aɪ ɔɪ/
    - \* Backing: /əʊ aʊ/

Il manque une voyelle... Laquelle ?

/ɛː/, ou /æɛ/

### 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

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IPA

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/hed 'kwɔ:t.əz/  
 /mem kɔ:s/  
 /mætʃt peəz/  
 /pə.'hæps/  
 /'brɔ:d.kɑ:st/  
 /wɔ:t 'pep.ə/  
 /ɒn ði: haʊs/  
 /reɪz jɔ: gla: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” → /,heg 'kwɔ:təz/
- “main course” → /menj 'kɔ:s/
- “broadcast” → /'brɔ:ɡkɑ:st/

## 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	Stress	Received Pronunciation
it was spectacular	//	/ɪt wɒz spek.'tæk.jʊl.əl/
of course	//	/ɒv kɔ:s/
if she chooses to wait	//	/ɪf ʃi: 'tʃu:z.ɪz tu: weɪt/
the waiter's forgotten us	//	/ði: NA fə.'gɒt.ən ʌs/
Helen could have talked to him	//	/'hel.ən kʊd hæv NA tu: hɪm/
as she sometimes did	//	/æz ʃi: 'sʌm.tʌmz 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	Stress	Received Pronunciation
absorb	/01/	/əb.'sɔ:b/
obsession	/010/	/əb.'seʃ.ən/
absurd	/01/	/əb.'sɜ: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	Stress	Received Pronunciation
tagged	/1/	/tægd/
tacked	/1/	/tækt/
buzzed	/1/	/bʌzd/
cursed	/1/	/kɜ:st/

played	/2/	/ˈpleɪd/
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	Stress	Received Pronunciation
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	Stress	Received Pronunciation
cupboard	/10/	/ˈkʌb.əd/
talk	/1/	/tɔːk/
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	Stress	Received Pronunciation
sure enough	//	/ʃʊ: ɪ. 'nʌf/
the sofa in the catalogue	//	/ði: 'səʊf.ə ɪn ði: 'kæt.ə.lɒɡ/
my idea of heaven	//	/maɪ aɪ. 'diə ɒv 'hev.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	Stress	Received Pronunciation
discussion	/010/	/di.'skʌʃ.ən/
publicity	/0100/	/pʌb.'lɪs.ət.i/
republic	/010/	/ri.'pʌb.lɪk/
magnify	/100/	/'mæɡ.nɪ.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	Stress	Received Pronunciation
onion	/10/	/'ʌn.jən/
clarity	/100/	/'klær.ət.i/
cubic	/10/	/'kjuː.b.ɪk/
specify	/100/	/'spes.ə.fai/
extinguish	/010/	/ɪk.'stɪŋ.gwɪʃ/
Spaniard	/10/	/'spæn.jəd/
opportunity	/20100/	/ˌɒp.ə.'tjuːn.ət.i/
microscopic	/2010/	/ˌmaɪk.rə.'skɒp.ɪk/
personify	/0100/	/pə.'sɒn.ɪ.fai/
speciality	/20100/	/ˌspeʃ.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	Stress	Received Pronunciation
character	/100/	/'kær.əkt.ə/
characteristic	/20010/	/ˌkær.əkt.ə.'rɪst.ɪk/
civilize	/100/	/'sɪv.ə.laɪz/
civilization	/20010/	/ˌsɪv.əl.aɪ.'zeɪʃ.ən/
accept	/01/	/ək.'sept/
acceptation	/2010/	/ˌæks.ep.'teɪʃ.ən/

imagine	/010/	/ɪ.ˈmædʒ.ɪn/
imagination	/02010/	/ɪ.ˌmædʒ.ɪ.ˈneɪʃ.ən/

### 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	Stress	Received Pronunciation
opinion	/010/	/ə.ˈpɪn.jən/
stupefaction	/2010/	/ˌstjuːp.ɪ.ˈfæk.ʃən/
initial	/010/	/ɪ.ˈnɪʃ.əl/
racial	/10/	/ˈreɪʃ.əl/
delicious	/010/	/dɪ.ˈlɪʃ.əs/
victorious	/0100/	/vɪk.ˈtɔːr.i.əs/
deciduous	/0100/	/dɪ.ˈsɪd.ju.əs/
ingenuous	/0100/	/ɪn.ˈdʒen.ju.əs/
habitual	/0100/	/hə.ˈbɪtʃ.u.əl/
gradual	/100/	/ˈɡrædʒ.u.əl/

### 10.5 Homework

IPA

/mə.ˈdʒɪʃ.ən/

/kə.ˈmɪːd.i.ən/

/mə.ˈlɪʃ.əl/

/ɪ.ˈnɜːʃ.əl/



/ˈɪd.i.əl/

/ˈreɪd.i.əl/

/ˈhɪd.i.əs/

/kəˈreɪdʒ.əs/

/ˈpɪdʒ.ən/

/ˈdʌndʒ.ən/

---

#### IPA

/ˈdɑː.əˈlekt.ɪk/

/ɪˈnɪʃ.i.ət/

/ˈprez.ɪˈdenʃ.əl/

/pəˈsep.tʃu.əl/

/kənˈvɪv.i.əl/

/kənˈtræk.tʃu.əl/

/ˈsɪər.i.əl/

/səˈlest.i.əl/

/viˈkeər.i.əs/

/æd.vɜːˈseər.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 Références

### References

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