

# 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/	/'bɒd.i/
these	/1/	/ði:z/
window	/10/	/'wɪnd.əv/
shared	/1/	/ʃeəd/
pink	/1/	/pɪŋk/
mountain	/10/	/'maʊnt.ɪn/
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/	/'pɑ:s.ɪz/
breakfast	/10/	/'brek.fəst/
cereal	/100/	/'sɪə.i.əl/
chocolate	/10/	/'tʃɒk.lət/
keyboard	/10/	/'ki:.bɔ:d/
shampoo	/01/	/'ʃæm.'pu:/
bath	/1/	/bɑ:θ/
delicious	/010/	/di.'lɪʃ.əs/
horrible	/100/	/'hɒr.əb.əl/
magazine	/201/	/'mæg.ə.'zi:n/
university	/20100/	/'ju:nɪ.'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.əv/

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:ʃ.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: 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.fʊl/
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/	/'fɪɡ.ə/
break	/1/	/breɪk/
vaccine	/10/	/'væks.ɪn/
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.bɔɪz/
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/	/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 ʌs sleɪv/
she makes us leave	//	/ʃi: 'meɪk.ʃɪft ʌs li:v/
can I pour us both juice	//	/kæn aɪ pɔ: ʌs bəʊθ dʒu:s/
can I pour a spoke juice	//	/kæn aɪ pɔ: eɪ spəʊk dʒu:s/
The bosses with the antennas.	//	/ðɪ: NA wɪð ði: 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?	//	/du: ju: hæv 'en.i 'pɒts.dæm ɪn ði: NA/
4	//	/NA/
We trucked across Wisconsin.	//	/wi: NA ə.'krʌs wi.'skɒns.ɪn/
5	//	/NA/
Senior citizens living on the black.	//	/'si:n.i.ə 'sɪt.ɪz.ən.fɪp 'lɪv.ɪŋ ɒn ði: blæk/

2	//	/NA/
The Express Way is jammed salad.	//	/ði: 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 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)
13/12/2021	Examen de fin de semestre (1h)
hurdle	
democrat	
country	
value	
normal	
wages	
capture	
changing	
narrow	
government	
sorry	
one	
science	
national	
structure	
building	
prosecution	
familiar	
jumper	
achievement	

## 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“

### 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

Word	Stress	Received Pronunciation
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.ɪn/
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/	/'pɑ:s.ɪz/

## 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

Word	Stress	Received Pronunciation
breakfast	/10/	/'brek.fəst/
cereal	/100/	/'sɪər.i.əl/
chocolate	/10/	/'tʃɒk.lət/
keyboard	/10/	/'ki:.bɔ:d/

/NA/	/mæt/	/mɛɪt/	/mɑ:/	/meə/
/NA/	/pet/	/pi:t/	/hɜ:/	/hɪə/
/NA/	/sɪt/	/sɑ:t/	/fɜ:/	/'faɪ.ə/
/NA/	/nɒt/	/nəʊt/	/ɔ:/	/ɔ:/
/NA/	/kʌt/	/kju:t/	/pɜ:/	/pjuə/
/NA/	/pʊt/			

shampoo	/01/	/ʃæm.'pu:/
bath	/1/	/bɑ:θ/
delicious	/010/	/di.'liʃ.əs/
horrible	/100/	/'hɒr.əb.əl/
magazine	/201/	/'mæg.ə.'zi:n/
university	/20100/	/ju:n.i.'vɜ:s.ət.i/

### 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 æ ɒ ɟ 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 ?

Word	Stress	Received Pronunciation
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/

Word	Stress	Received Pronunciation
very	/10/	/'ver.i/
thesis	/10/	/'θi:s.ɪs/
strong	/1/	/strɒŋ/
manage	/10/	/'mæn.ɪdʒ/
over	/10/	/'əʊv.ə/
these	/1/	/ði:z/
jumped	/1/	/dʒʌmp/
felt	/1/	/felt/
come	/1/	/kʌm/
back	/1/	/bæk/

Word	Stress	Received Pronunciation
rare	/1/	/reə/
judge	/1/	/dʒʌdʒ/
write	/1/	/raɪt/
bath	/1/	/bɑ:θ/
evolution	/2010/	/'i:v.ə.'lu:ʃ.ən/
dark	/1/	/dɑ:k/
quack	/1/	/kwæk/
gone	/1/	/ɡɒn/
short	/1/	/ʃɔ:t/
jerk	/1/	/dʒɜ:k/

## 4.2 Recap from last week

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

## 4.3 Practice

Word	Stress	Received Pronunciation
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/

## 4.4 Homework

### Homework

age  
jinx  
shake  
chair  
once  
  
music  
ink  
lamb  
choke

### Homework

straight  
sustain  
work  
remind  
damp  
  
though  
note  
scythe  
lucky  
wall

### Homework

these  
figure  
break  
vaccine  
low  
  
throw  
land  
foam  
spoon  
healthy

## 5 Lesson n°4

<a>	/mæt/	/mɛt/	/mɑːr/	/mɛr/
<e>	/pɛt/	/pɪːt/	/hɛr/	/hɪr/
<i>	/sɪt/	/saɪt/	/fɜːː/	/ˈfaɪ.ər/
<o>	/nɑːt/	/noʊt/	/ɔːr/	/ɔːr/
<u>	/kʌt/	/kjuːt/	/pɜːː/	/pjʊr/
<u2>	/pʊt/			

## 5.1 Homework

Word	Stress	Received Pronunciation
age	/1/	/eɪdʒ/
jinx	/1/	/dʒɪŋks/
shake	/1/	/ʃeɪk/
chair	/1/	/tʃeə/
once	/1/	/wʌns/
music	/10/	/ˈmjuːz.ɪk/
ink	/1/	/ɪŋk/
lamb	/1/	/læm/
choke	/1/	/tʃəʊk/

Word	Stress	Received Pronunciation
straight	/1/	/streɪt/
sustain	/01/	/səˈsteɪn/
work	/1/	/wɜːk/
remind	/01/	/rɪˈmaɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/noʊt/
scythe	/1/	/saɪð/
lucky	/10/	/ˈlʌk.i/
wall	/1/	/wɔːl/

Word	Stress	Received Pronunciation
these	/1/	/ðiːz/
figure	/10/	/ˈfɪɡ.ə/
break	/1/	/breɪk/
vaccine	/10/	/ˈvæks.iːn/
low	/1/	/ləʊ/
throw	/1/	/θrəʊ/
land	/1/	/lænd/
foam	/1/	/fəʊm/
spoon	/1/	/spuːn/
healthy	/10/	/ˈhelθ.i/

## 5.2 /æ/ in American

We follow Labov (2010).

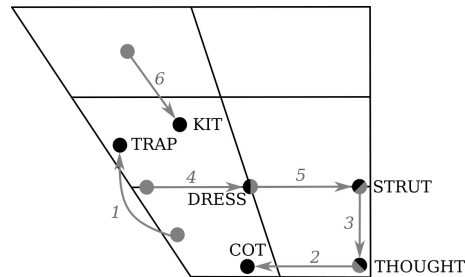
Images are from [wikipedia](https://en.wikipedia.org/wiki/File:Map_of_the_Northern_Cities_Shift_area.png)

### 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.

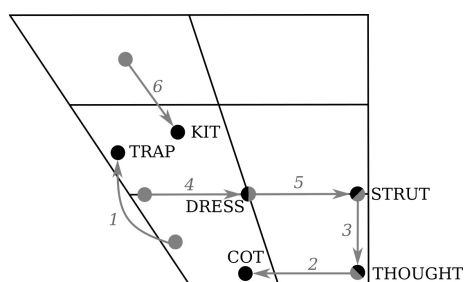
This of course leads to misunderstandings...

### 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: /i: a: ɔ: u: ɜ:/
- Diphthongs:
  - centring: /ɪə ʊə/
  - closing:
    - \* Fronting: /eɪ aɪ ɔɪ/
    - \* Backing: /əʊ aʊ/

Il manque une voyelle... Laquelle ?

/ɛ:/, ou /æ/

## 5.4 Interlude

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**Homework**

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sorry  
one  
science  
national  
structure

building  
prosecution  
familiar  
jumper  
achievement

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**Homework**

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hurdle  
democrat  
country  
value  
normal

wages  
capture  
changing  
narrow  
government

---

## 6 Lesson n°5

### 6.1 Correction

Word	Stress	Received Pronunciation
sorry	/10/	/ˈsɒr.i/
one	/1/	/wʌn/
science	/10/	/ˈsaɪ.əns/
national	/100/	/ˈnæʃ.ən.əl/
structure	/10/	/ˈstrʌk.tʃə/
building	/10/	/ˈbɪld.ɪŋ/
prosecution	/2010/	/ˌprɒs.ɪ.ˈkjuː.ʃ.ən/
familiar	/0100/	/fə.ˈmɪl.i.ə/
jumper	/10/	/ˈdʒʌmp.ə/
achievement	/010/	/ə.ˈtʃiːv.mənt/

Word	Stress	Received Pronunciation
hurdle	/10/	/ˈhɜːd.əl/
democrat	/100/	/ˈdem.ə.kræt/

country	/10/	/'kʌntri.i/
value	/10/	/'væl.ju:/
normal	/10/	/'nɔ:m.əl/
wages	/10/	/'weɪdʒ.ɪz/
capture	/10/	/'kæp.tʃə/
changing	/10/	/'tʃeɪndʒ.ɪŋ/
narrow	/10/	/'nær.əʊ/
government	/100/	/'gʌv.ən.mənt/

## 6.2 Warm up

Word	Stress	Received Pronunciation
example	/010/	/ɪg.'zɑ:mp.əl/
frequency	/100/	/'fri:k.wəns.i/
closure	/10/	/'kləʊʒ.ə/
articulation	/02010/	/ɑ:.'tɪk.ju.'leɪʃ.ən/
appropriate	/0100/	/ə.'prəʊp.ri.ət/
regional	/100/	/'ri:dʒ.ən.əl/
accent	/10/	/'æks.ənt/
century	/100/	/'sentʃ.ər.i/
provide	/01/	/prə.'vaɪd/
artificial	/2010/	/'ɑ:tɪ.'fiʃ.əl/

Word	Stress	Received Pronunciation
threaten	/10/	/'θret.ən/
approval	/010/	/ə.'pru:v.əl/
company	/100/	/'kʌmp.ən.i/
footage	/10/	/'fʊt.ɪdʒ/
journey	/10/	/'dʒɜ:n.i/
union	/100/	/'ju:n.i.ən/
popular	/100/	/'pɒp.jʊl.əl/
growth	/1/	/grəʊθ/
country	/10/	/'kʌntri.i/
promise	/10/	/'prɒm.ɪs/

## 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

Word	Stress	Received Pronunciation
import	/01/	/ɪm.'pɔ:t/
nature	/10/	/'neɪtʃ.əl/

soldier	/ɪ/	/ˈsəʊldʒ.ə/
delicious	/ʊɪ/	/dɪˈlɪʃ.əs/
patient	/ɪ/	/ˈpeɪf.ənt/
nation	/ɪ/	/ˈneɪʃ.ən/
pressure	/ɪ/	/ˈpreʃ.ə/
measure	/ɪ/	/ˈmeɪʒ.ə/

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

Word	IPA
/hed ˈkwɔ:t.əz/	head quarters
/meɪn kɔ:s/	main course
/mætʃt peɪz/	matched pairs
/pə.ˈhæps/	perhaps
/ˈbrɔ:d.kɑ:st/	broadcast
/waɪt ˈpep.ə/	white pepper
/ɒn ði: haʊs/	on the house
/reɪz jɔ: gla:s/	raise your glass

**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 ˈkwɔ:təz/
- “main course” → /meɪn ˈkɔ:s/
- “broadcast” → /ˈbrɔ: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

Word	Stress	Received Pronunciation
ten men	//	/ten men/
incredible	/0100/	/ɪn.ˈkred.əb.əl/
red paint	//	/red peɪnt/
bad guys	//	/bæd gaɪz/
eight boys	//	/eɪt ˈbɔɪz.ən.bɔɪz/

Word	Stress	Received Pronunciation
this shape	//	/ðɪs ʃeɪp/
these shoes	//	/ðiːz ˈʃuː.ʃaɪ/
this unit	//	/ðɪs ˈjuːnɪt/
unless you	//	/ən.ˈles juː/
as you see	//	/æz juː siː/
let you out	//	/let juː aʊt/
would you try	//	/wʊd juː traɪ/
get your bags	//	/get jɔː ˈbægz.fəl/

## 8 Lesson n°7

### 8.1 Correction de l'examen de mi-semestre

### 8.2 Back to assimilation

#### 8.2.1 Directions of assimilation

Consider:

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

Can you categorize those assimilations?

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

### 8.3 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

### 8.3.1 The three types

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

### 8.3.2 Place assimilations

*Cf.* most previous examples.

By far the most common type of assimilation in English.

### 8.3.3 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*”.

### 8.3.4 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.

### 8.3.5 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  
if you don’t mind

## 9 Références

### References

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