

# 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.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/
breakfast	/10/	/'brek.fəst/
cereal	/100/	/'sɪər.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:n.ɪ.'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/	/ˌiːv.ə.ˈluːʃ.ən/
dark	/1/	/dɑːk/
quack	/1/	/kwæk/
gone	/1/	/ɡɒn/
short	/1/	/ʃɔːt/
jerk	/1/	/dʒɜːk/
head quarters	//	/hed ˈkwɔːt.ə.stɑːf/
main course	//	/mem kɔːs/
matched pairs	//	/mætʃt peəz/
perhaps	/01/	/pə.ˈhæps/
broadcast	/10/	/ˈbrɔːd.kɑːst/
white pepper	//	/waɪt ˈpep.ə/
on the house	//	/ɒn ðiː haʊs/
raise your glass	//	/reɪz jɔː ɡlɑːs/
age	/1/	/eɪdʒ/
jinx	/1/	/dʒɪŋks/
shake	/1/	/ʃeɪk/
once	/1/	/wʌns/
music	/10/	/ˈmjuːz.ɪk/
ink	/1/	/ɪŋk/
lamb	/1/	/læm/
choke	/1/	/tʃəʊk/
shackle	/10/	/ˈʃæk.əl/
fern	/1/	/fɜːn/
mustard	/10/	/ˈmʌst.əd/
purpose	/10/	/ˈpɜːp.əs/
shove	/1/	/ʃʌv/
shelf	/1/	/ʃelf/
thank	/1/	/θæŋk/
knight	/1/	/naɪt/
sword	/1/	/sɔːd/
answer	/10/	/ˈɑːns.ə/
this shape	//	/ðɪs ʃeɪp/
these shoes	//	/ðiːz ˈʃuː.ʃam/
this unit	//	/ðɪs ˈjuːn.ɪt/
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.fʊl/
import	/01/	/ɪm.ˈpɔːt/
nature	/10/	/ˈneɪtʃ.ə/
soldier	/10/	/ˈsəʊldʒ.ə/
patient	/10/	/ˈpeɪf.ənt/
nation	/10/	/ˈneɪʃ.ən/
pressure	/10/	/ˈpreʃ.ə/
measure	/10/	/ˈmeʒ.ə/

figure	/10/	/'fɪɡ.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 NA/
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 'kænɪb.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.	//	/ði: NA wɪð ði: NA/
3	//	/NA/
This area is full of bets.	//	/ðɪs 'eɪr.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.'krɒs wi.'skɒns.ɪn/
5	//	/NA/
Senior citizens living on the black.	//	/si: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/

## 1.2 Échéances

Échéances	Instructions
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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-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“
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](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

### 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**.

	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			

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

- /ɔɪ/
- /aʊ/
- /uː/
- /ə/

### 3.1.1 Exercice

Word	Stress	Received Pronunciation
breakfast	/10/	/'brek.fəst/
cereal	/100/	/'sɪər.i.əl/
chocolate	/10/	/'tʃɒk.lət/
keyboard	/10/	/'kiː.bɔːd/
shampoo	/01/	/ʃæm.'puː/
bath	/1/	/bɑːθ/
delicious	/010/	/di.'lɪʃ.əs/
horrible	/100/	/'hɒr.əb.əl/
magazine	/201/	/'mæɡ.ə.'ziːn/
university	/20100/	/'juːnɪ.'vɜːs.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 ɜ æ ɒ ʃ ʒ θ ð ɡ/
- Distinguez :

- 
- /ɪ i/
  - /ə a/
  - /æ ɑ a/
  - /z ʒ/
  - /ʒ ʒ/

<a>	/mæt/	/mɛɪt/	/mɑːr/	/mɛr/
<e>	/pet/	/pi:t/	/hər/	/hɪr/
<i>	/sɪt/	/sɑɪt/	/fɜː/	/fai.ər/
<o>	/nɑ:t/	/noʊt/	/ɔːr/	/ɔːr/
<u>	/kʌt/	/kju:t/	/pɜː/	/pjʊr/
<u2>	/pʊt/			

## 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.ˈkaʊnt/
cushion	/10/	/ˈkʊʃ.ən/
curtain	/10/	/ˈkɜːt.ən/
strong	/1/	/strɒŋ/
locked	/1/	/lɒkt/
written	/10/	/ˈrɪt.ən/
camera	/100/	/ˈkæm.ər.ə/
radio	/100/	/ˈreɪd.i.əʊ/

Word	Stress	Received Pronunciation
very	/10/	/ˈver.i/
thesis	/10/	/ˈθiːs.ɪs/
strong	/1/	/strɒŋ/
manage	/10/	/ˈmæn.ɪdʒ/
over	/10/	/ˈəʊv.ə/
these	/1/	/ðiːz/
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/	/bɑːθ/
evolution	/2010/	/ˈiːv.ə.ˈluːʃ.ən/
dark	/1/	/dɑːk/
quack	/1/	/kwæk/
one	/1/	/wʌn/



## 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/	/ˈʃæk.əl/
fern	/1/	/fɜːn/
mustard	/10/	/ˈmʌst.əd/
purpose	/10/	/ˈpɜːp.əs/
shove	/1/	/ʃʌv/
shelf	/1/	/ʃelf/
thank	/1/	/θæŋk/
knight	/1/	/naɪt/
sword	/1/	/sɔːd/
answer	/10/	/ˈɑːns.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

### 5.1 Homework

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.'steɪn/
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/	/'fɪɡ.ə/
break	/1/	/breɪk/
vaccine	/10/	/'væks.i:n/
low	/1/	/ləʊ/
throw	/1/	/θrəʊ/
land	/1/	/lænd/

foam	/ɪ/	/fəʊm/
spoon	/ɪ/	/spuːn/
healthy	/ɪo/	/ˈhelθ.i/

## 5.2 /æ/ in American

We follow Labov (2010).

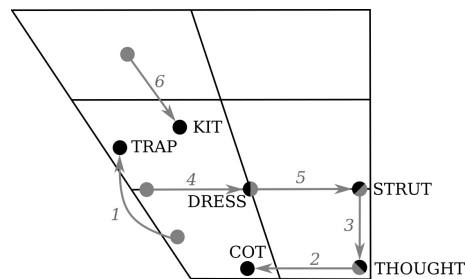
Images are from [wikipedia](https://en.wikipedia.org/wiki/Northern_Cities_Shift)

### 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.

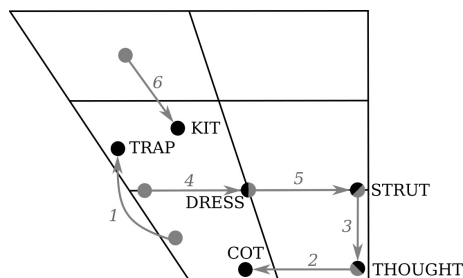
This of course leads to misunderstandings...

### 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 /əe/

## 5.4 Interlude

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### Homework

sorry  
one  
science  
national  
structure  
  
building  
prosecution  
familiar  
jumper  
achievement

---



---

### Homework

hurdle  
democrat  
country  
value  
normal  
  
wages  
capture  
changing  
narrow  
government

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## 6 Références

### References

- Jones, D., Roach, P., Setter, J., and Esling, J. (2011). *Cambridge English Pronouncing Dictionary*. Cambridge University Press.
- Labov, W. (2010). *Principles of linguistic change: cognitive and cultural factors*, volume 3. Wiley-Blackwell, Oxford.

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