

Cours de phonologie anglaise

Gustave Eiffel LCA2

Adrien Méli

February 14, 2022

Contents

Avertissements	2
Lesson n°1	2
1.1. Administration	2
1.2. La représentation des sons	3
Lesson n°2	4
2.1. La règle orthographique	4
2.2. Homework	5
Lesson n°3	5
3.1. Homework: correction	5
3.2. Recap from last week	7
3.3. Practice	7
3.4. Homework	7
Lesson n°4	8
4.1. Correction	8
4.2. /æ/ in American	9
4.3. Les catégories de voyelles	10
4.4. Homework	11
Lesson n°5	11
5.1. Correction	11
5.2. Warm up	12
5.3. Introduction to assimilation	13
5.4. Examens de mi-semestre	14
Lesson n°6	14
6.1. Homework	14
Lesson n°7	15
7.1. Correction de l'examen de mi-semestre	15
7.2. Homework: correction	15
7.3. Back to assimilation	15
7.4. Types d'influence	15
7.5. Homework	16
Lesson n°8	17
8.1. Energy assimilations	17
8.2. Homework	19
8.3. References	19
Lesson n°9	20
9.1. Introduction to strong suffixes	20
9.2. Introduction to secondary stress	20
9.3. Règles fondamentales	21

9.4. Quelques suffixes contraignants	21
9.5. Homework	21
Lesson n°10	22
10.1. Correction	22
10.2. Homework	24
Lesson n°11	26
11.1. Correction	26
11.2. Règles	27
11.3. Terminologie	28
11.4. Matrice de l'examen du 13 décembre	28
Semester 2. Lesson n°1	28
12.1. Syllabus	28
12.2. Admin	28
12.3. Reminders	29
LCA2 Semester 4	30
13.1. A few exercises	30
Lesson n°3	31
14.1. Rappel	31
14.2. Mots en <-ion>	31
14.3. Mots en <-ic>	32
Lesson n°4	32
15.1. Warming up!	32
15.2. Suffixe <-ity>	33
Lesson n°5	34
16.1. Mid-term exams	34
16.2. Practice	34
16.3. Mots en <-ity>	34
16.4. Mots en <-ify> / <-efy>	36
16.5. Verbes en <-ish>	36
Références	37

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 Lesson n°1

1.1 Administration

1.1.1 Présentation

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

1.1.2 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)

1.1.3 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

1.2 La représentation des sons

1.2.1 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](#)

1.2.2 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. . .

1.2.3 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			

2 Lesson n°2

2.1 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/

2.1.1 Exercice

Listen to the following words and transcribe them:

Words

/NA/	/hæt/	/heit/	/kɑː/	/keə/
/NA/	/pet/	/piːt/	/hɜː/	/hɪə/
/NA/	/sɪt/	/saɪt/	/fɜː/	/ˈfaɪ.ə/
/NA/	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
/NA/	/kʌt/	/kjʊːt/	/pɜː/	/pjʊə/
/NA/	/pʊt/			

breakfast
cereal
chocolate
keyboard
shampoo

bath
delicious
horrible
magazine
university

2.1.2 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.

2.2 Homework

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

3 Lesson n°3

3.1 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/	/sart/	/fɜːr/	/fai.ər/
<o>	/nɑ:t/	/nout/	/ɔ:r/	/ɔ:r/
<u>	/kɑt/	/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

3.2 Recap from last week

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

3.3 Practice

Listen to the following words and transcribe them:

Words

shackle

fern

mustard

purpose

shove

shelf

thank

knight

sword

answer

3.4 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

4 Lesson n°4

4.1 Correction

Word	Stress Pattern	IPA (RP)
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 Pattern	IPA (RP)
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/

Word	Stress Pattern	IPA (RP)
these	/1/	/ði:z/
figure	/10/	/ˈfɪɡ.ə/
break	/1/	/breɪk/
vaccine	/10/	/ˈvæks.i:n/
low	/1/	/ləʊ/
throw	/1/	/θrəʊ/
land	/1/	/lænd/
foam	/1/	/fəʊm/
spoon	/1/	/spu:n/
healthy	/10/	/ˈhelθ.i/

4.2 /æ/ in American

We follow Labov (2010).

Images are from [wikipedia](#)

4.2.1 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).

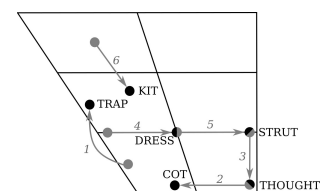


Figure 2 – The Northern Cities Shift

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

4.2.2 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...

4.2.3 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.

4.2.4 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

4.3 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 ?

/ɛ:/, ou /əɛ/

4.4 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

5 Lesson n°5

5.1 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

5.2 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

5.3 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.

5.3.1 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:

5.3.2 In connected speech

5.3.2.1 Citation forms

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

5.3.2.2 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/

5.4 Examens de mi-semestre

5.4.1 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*).

5.4.2 Modalités

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

6 Lesson n°6

6.1 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

7 Lesson n°7

7.1 Correction de l'examen de mi-semestre

7.2 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

7.3 Back to assimilation

7.3.1 Directions of assimilation

Consider:

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

Can you categorize those assimilations?

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

7.4 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

7.4.1 The three types

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

7.4.2 Place assimilations

Cf. most previous examples.

By far the most common type of assimilation in English.

7.4.3 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*”.

7.4.4 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.

7.5 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

8 Lesson n°8

8.1 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*”...

8.1.1 Correction of the homework

Word	Stress Pattern	IPA (RP)
it was spectacular	//	/ɪt wɒz spek.ˈtæk.jʊl.əl/
of course	//	/ɒv kɔːs/
if she chooses to wait	//	/ɪf ʃiː ˈtʃuːz.ɪz tuː weɪt/
the waiter’s forgotten us	//	/ðiː NA fə.ˈɡɒt.ən əs/
Helen could have talked to him	//	/ˈhel.ən kʊd hæv NA tuː hɪm/
as she sometimes did	//	/æz ʃiː ˈsʌm.taɪnz 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 Pattern	IPA (RP)
absorb	/01/	/əb.ˈsɔːb/
obsession	/010/	/əb.ˈseʃ.ən/
absurd	/01/	/əb.ˈsɜːd/

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

8.1.1.1 Morphosyntactic suffixes

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

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

Word	Stress Pattern	IPA (RP)
tagged	/1/	/tægd/
tacked	/1/	/tækt/
buzzed	/1/	/bʌzd/
cursed	/1/	/kɜːst/
played	/2/	/pleɪd/
chafed	/1/	/tʃeɪft/
loved	/1/	/lʌvd/

Can the suffix be pronounced differently? How and where?

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

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

Word	Stress Pattern	IPA (RP)
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?

8.1.2 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 Pattern	IPA (RP)
cupboard	/10/	/ˈkʌb.əd/
talk	/1/	/tɔ:k/
comb	/1/	/kəʊm/
gnome	/1/	/nəʊm/
whistle	/10/	/ˈwɪs.əl/

8.1.3 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 Pattern	IPA (RP)
sure enough	//	/ʃʊ: ə.ˈnʌf/
the sofa in the catalogue	//	/ði: ˈsəʊf.ə m ði: ˈkæt.ə.lɒɡ/
my idea of heaven	//	/maɪ aɪ.ˈdɪə ɒv ˈhev.ən/

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

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

8.2 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

8.3 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>.

9 Lesson n°9

9.1 Introduction to strong suffixes

We follow Duchet (2018)

Word	Stress Pattern	IPA (RP)
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/

9.1.1 Observe

Can you infer a rule?

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

9.1.2 Let's check

Word	Stress Pattern	IPA (RP)
onion	/10/	/'ʌn.jən/
clarity	/100/	/'klær.ət.i/
cubic	/10/	/'kjuːb.ɪk/
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/

9.2 Introduction to secondary stress

9.2.1 Observe

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

Word	Stress Pattern	IPA (RP)
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/	/,æk.səp.'teɪʃ.ən/

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

9.2.2 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.

9.3 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.

9.4 Quelques suffixes contraignants

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

9.4.1 Une règle célèbre

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

Word	Stress Pattern	IPA (RP)
opinion	/010/	/ə.ˈpɪn.jən/
stupefaction	/2010/	/ˌstjuːp.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/	/ɪn.ˈdʒen.ju.əs/
habitual	/0100/	/hə.ˈbɪtʃ.u.əl/
gradual	/100/	/ˈɡrædʒ.u.əl/

9.5 Homework

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

10 Lesson n°10

10.1 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.'nɜ:ʃ.əl/ | 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.vɜ:.'seər.i.əl/ | convivial |

Word	Stress Pattern	IPA (RP)
trivial	/100/	/'trɪv.i.əl/
radian	/100/	/'reɪd.i.ən/
lavatorial	/20100/	/,ləv.ə.'tɔ:ɪ.i.əl/
phonetician	/2010/	/,fəʊn.ɪ.'tɪf.ən/
continuous	/0100/	/'kən.'tɪn.ju.əs/
custodial	/0100/	/'kʌ.'stəʊd.i.əl/
appreciate	/0100/	/,ə.'pri:ʃ.i.ert/
familiar	/0100/	/'fæ.'mɪl.i.əl/
gracious	/10/	/'greɪʃ.əs/
influential	/2010/	/,ɪnf.lu.'enʃ.əl/

Word	Stress Pattern	IPA (RP)
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.'leɪʃ.əs/
electrician	/0210/	/'i.'lek.'trɪf.ən/
editorial	/20100/	/,ed.ɪ.'tɔ:ɪ.i.əl/
mendacious	/010/	/'men.'deɪʃ.əs/

10.1.0.1 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.

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

Word	Stress Pattern	IPA (RP)
museum	/010/	/mju.'zi:.əm/
television	/1020/	/'tel.i.vɪʒ.ən/
individual	/20100/	/,ɪnd.i.'vɪdʒ.u.əl/
spiritual	/1000/	/'spɪr.ɪtʃ.u.əl/
dandelion	/1000/	/'dænd.i.laɪ.ən/
European	/2010/	/jʊərə.'pi:.ən/
librarian	/0100/	/laɪ.'breər.i.ən/
glazier	/100/	/'gleɪz.i.ə/
grenadier	/201/	/'gren.ə.'dɪə/
conjugation	/2010/	/kɒndʒ.u.'geɪʃ.ən/

10.1.1 Les suffixes <-ic/-ical>

Formalisez la règle d'accentuation imposée par ce suffixe.

10.1.1.1 Dérivants

10.2 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. /'dʒi:n.i.əl/

3. /'ju:ʒ.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. /'mju:tʃ.u.əl/ 7. /faɪ.'nænʃ.əl/

3. /en.ɪg.'mæt.ɪk/ 8. /'mɪd.i.ət/

4. /pɑ:sɪ.'məʊn.i.əs/ 9. /saɪ.'dɒn.ɪk/

5. /'mju:tʃ.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

11 Lesson n°11

11.1 Correction

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

11.1.1 Ex1

Word	Stress Pattern	IPA (RP)
drama	/10/	/ˈdrɑːm.ə/
icon	/10/	/ˈaɪk.ən/
prophet	/10/	/ˈprɒf.ɪt/
episode	/100/	/ˈep.ɪ.səʊd/
gene	/1/	/dʒiːn/
analysis	/0100/	/əˈnæl.əs.ɪs/
volcano	/010/	/vɒlˈkeɪn.əʊ/
dramatic	/010/	/drəˈmæt.ɪk/
prophetic	/010/	/prəʊˈfet.ɪk/
episodic	/2010/	/ˌep.ɪˈsɒd.ɪk/
prolific	/010/	/prəʊˈlɪf.ɪk/
scorbutic	/010/	/skɔːˈbjʊt.ɪk/
volcanic	/010/	/vɒlˈkæɪn.ɪk/
genetic	/010/	/dʒəˈnet.ɪk/
analytic	/2010/	/ˌæn.əˈlɪt.ɪk/
iconic	/010/	/aɪˈkɒn.ɪk/
music	/10/	/ˈmjuːz.ɪk/

11.1.2 Ex2

- | | |
|--------------------|-----------------------------------|
| 1. /bəˈtæn.ɪk/ | 6. /drəˈkæʊn.ɪ.ən/ botanic |
| 2. /səˈluːb.ri.əs/ | 7. /dʒiːn.i.əl/ salubrious |
| 3. /ˈjuːʒ.u.əl/ | 8. /diˈlɪr.i.əs/ usual |
| 4. /həˈbɪtʃ.u.əl/ | 9. /səˈræm.ɪk/ habitual |
| 5. /saɪˈkɒt.ɪk/ | 10. /fəˈmɪl.i.ə/ psychotic |

11.1.3 Ex3

- | | |
|----------------------|--------------------------------------|
| 1. /ˌɡæs.trəˈnɒm.ɪk/ | 6. /ˈstjuːd.i.əs/ gastronomic |
| 2. /ˈmjuːtʃ.u.əl/ | 7. /faɪˈnænf.əl/ mutual |
| 3. /ˌen.ɪɡˈmæt.ɪk/ | 8. /ˈmɪːd.i.ət/ enigmatic |
| 4. /pɑːsɪˈmɒn.i.əs/ | 9. /sɑːˈdɒn.ɪk/ parsimonious |
| 5. /ˈmjuːtʃ.u.əl/ | 10. /ˌref.əˈrenf.əl/ mutual |

11.1.4 Ex4

Word	Stress Pattern	IPA (RP)
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/

11.1.5 Ex5

Word	Stress Pattern	IPA (RP)
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/	/ri.'zɪd.ju.əl/
ferocious	/010/	/fə.'rəʊʃ.əs/

11.2 Règles

11.2.1 Observation

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

11.2.2 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/.

11.2.3 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/.

11.2.4 Exceptions : mots en <-ic>

Dans quelle mesure les mots suivants sont-ils exceptionnels ?

Word	Stress Pattern	IPA (RP)
basic	/10/	/ˈbeɪs.ɪk/
phonic	/10/	/ˈfəʊn.ɪk/
encyclopedic	/02010/	/ɪn.ˌsaɪk.lə.ˈpiːd.ɪk/
phonemic	/010/	/fəʊ.ˈniːm.ɪk/
echoic	/010/	/e.ˈkəʊ.ɪk/
stoic	/10/	/ˈstəʊ.ɪk/
heroic	/010/	/hə.ˈrəʊ.ɪk/
archaic	/010/	/ɑː.ˈkeɪ.ɪk/

Et ceux-là ?

Word	Stress Pattern	IPA (RP)
Catholic	/10/	/ˈkæθ.lɪk/
heretic	/100/	/ˈher.ə.tɪk/
lunatic	/100/	/ˈluːn.ə.tɪk/
politic	/100/	/ˈpɒl.ə.tɪk/
arsenic	/100/	/ˈɑːs.ən.ɪk/
rhetoric	/100/	/ˈret.ə.rɪk/
arithmetic	/0100/	/ə.ˈrɪθ.mə.tɪk/

11.3 Terminologie

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

11.4 Matrice de l'examen du 13 décembre

12 Semester 2. Lesson n°1

12.1 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

12.2 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

12.3 Reminders

12.3.1 Transcription rules

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

12.3.2 Fundamental chart

12.3.2.1 Spelling Vowels not present in this chart:

- /ɔɪ/
- /aʊ/
- /ə/

12.3.2.2 RP transcription Vowels not present in this chart:

- /ɔɪ/
- /aʊ/
- /ə/

12.3.2.3 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/

12.3.3 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. /ʃɜːn/ | <i>share</i> |
| 5. /tʃɔː/ | 10. /ˈtʃaɪ.ə/ | <i>chore</i> |

Word	Stress Pattern	IPA (RP)
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 LCA2 Semester 4

13.1 A few exercises

13.1.1 Ex1

Word	Stress Pattern	IPA (RP)
botanic	/010/	/bə.'tæn.ɪk/
salubrious	/0100/	/sə.'luːb.rɪ.əs/
usual	/100/	/'juːʒ.u.əl/
habitual	/0100/	/hə.'bɪtʃ.u.əl/
psychotic	/010/	/saɪ.'kɒt.ɪk/
draconian	/0100/	/drə.'kəʊn.i.ən/
genial	/100/	/'dʒiːn.i.əl/
delirious	/0100/	/di.'lɪr.i.əs/
ceramic	/010/	/sə.'ræm.ɪk/
familiar	/0100/	/fə.'mɪl.i.ə/

13.1.2 A pattern

Word	Stress Pattern	IPA (RP)
ovation	/010/	/əv.'veɪf.ən/
depletion	/010/	/di.'pli:f.ən/
condition	/010/	/kən.'dɪf.ən/
devotion	/010/	/di.'vəʊf.ən/
solution	/010/	/sə.'lu:f.ən/

Word	Stress Pattern	IPA (RP)
various	/100/	/'veər.i.əs/
serious	/100/	/'sɪər.i.əs/
delirious	/0100/	/di.'lɪr.i.əs/
notorious	/0100/	/nəʊ.'tɔ:r.i.əs/
furious	/100/	/'fjʊər.i.əs/

14 Lesson n°3

14.1 Rappel

La semaine dernière, nous avons regardé la qualité des voyelles accentuées dans les mots suivant la règle de <-ion> étendue.

14.2 Mots en <-ion>

14.2.1 Règle de <-ion> étendue

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.

14.2.2 Qualité de la voyelle accentuée

Les voyelles orthographiques se prononcent en vertu de la règle orthographique sauf <-i>, dont la prononciation est relâchée.

Word	Stress Pattern	IPA (RP)
radiant	/100/	/'reɪd.i.ənt/
deviant	/100/	/'di:v.i.ənt/
reptilian	/0100/	/rep.'tɪl.i.ən/
custodian	/0100/	/kʌ.'stəʊd.i.ən/
Peruvian	/0100/	/pə.'ru:v.i.ən/
variant	/100/	/'veər.i.ənt/
Nigerian	/0100/	/naɪ.'dʒɪər.i.ən/
Gregorian	/0100/	/ɡri.'ɡɔ:r.i.ən/
tellurian	/0100/	/te.'lʊər.i.ən/

14.3 Mots en <-ic>

14.3.1 Rappel de la règle d'accentuation

Les mots en <-ic> sont accentués sur la **pénultième syllabe**.

Leur schéma accentuel est donc **/-10/**.

Les mots présentant un tel schéma accentuel sont appelés **paroxytons**.

Trouvez des mots en <-ic> et analysez la qualité de la voyelle accentuée.

14.3.2 Observation

Word	Stress Pattern	IPA (RP)
traumatic	/010/	/trəʊ.'mæt.ɪk/
systemic	/010/	/si.'sti:m.ɪk/
specific	/010/	/spə.'sɪf.ɪk/
prosodic	/010/	/prə.'sɒd.ɪk/
cubic	/10/	/'kju:b.ɪk/
barbaric	/010/	/bɑ:.'bær.ɪk/
generic	/010/	/dʒə.'ner.ɪk/
satiric	/010/	/sə.'tɪr.ɪk/
historic	/010/	/hi.'stɒr.ɪk/
telluric	/010/	/te.'luər.ɪk/

14.3.3 Règle

Formulez la règle.

- Les voyelles accentuées des mots en <-ic> sont **relâchées** sauf le <-u>.

15 Lesson n°4

15.1 Warming up!

Word	Stress Pattern	IPA (RP)
gastronomic	/2010/	/ˌgæs.trə.'nɒm.ɪk/
mutual	/100/	/'mju:tʃ.u.əl/
enigmatic	/2010/	/ˌen.ɪg.'mæt.ɪk/
parsimonious	/20100/	/ˌpɑ:s.i.'mən.i.əs/
telluric	/010/	/te.'luər.ɪk/
studious	/100/	/'stju:d.i.əs/
financial	/010/	/faɪ.'nænf.əl/
mediate	/100/	/'mi:d.i.ət/
sardonic	/010/	/sɑ:.'dɒn.ɪk/
referential	/2010/	/ˌref.ə.'renf.əl/

Word	Stress Pattern	IPA (RP)
frenetic	/010/	/frə.'net.ɪk/
angelic	/010/	/æŋ.'dʒel.ɪk/

meritorious	/20100/	/ˈmer.i.ˈtɔːr.i.əs/
variate	/100/	/ˈveər.i.ət/
menial	/100/	/ˈmiːn.i.əl/
industrious	/0100/	/m.ˈdʌs.tri.əs/
comic	/10/	/ˈkɒm.ɪk/
conciliate	/0100/	/kən.ˈsɪl.i.ət/
melodious	/0100/	/mə.ˈləʊd.i.əs/
melancholic	/2010/	/ˈmel.ən.ˈkɒl.ɪk/

Word	Stress Pattern	IPA (RP)
fanatic	/010/	/fə.ˈnæt.ɪk/
pedestrian	/0100/	/pə.ˈdes.tri.ən/
meridian	/0100/	/mə.ˈrɪd.i.ən/
victorious	/0100/	/vɪk.ˈtɔːr.i.əs/
cautious	/10/	/ˈkɔːʃ.əs/
associate	/0100/	/ə.ˈsəʊʃ.i.ət/
premium	/100/	/ˈpriːm.i.əm/
grammarians	/0100/	/grə.ˈmeər.i.ən/
residual	/0100/	/ri.ˈzɪd.ju.əl/
ferocious	/010/	/fə.ˈrəʊʃ.əs/

15.2 Suffixe <-ity>

15.2.1 Règle d'accentuation

Les mots en <-ity> sont accentués sur la syllabe précédant le suffixe. Celle-ci est toujours l'**antépénultième**.

Leur schéma accentuel est donc toujours **/-100/**.

Ces mots sont appelés **proparoxytons**.

15.2.2 Observation

Word	Stress Pattern	IPA (RP)
mental	/10/	/ˈment.əl/
serene	/01/	/sə.ˈriːn/
valid	/10/	/ˈvæl.ɪd/
jocose	/01/	/dʒəʊ.ˈkəʊs/
immune	/01/	/ɪ.ˈmjuːn/
regular	/100/	/ˈreg.jʊl.ə/
sincere	/01/	/sɪn.ˈsɪə/
senior	/100/	/ˈsiːn.i.ə/
mature	/01/	/mə.ˈtʃʊə/

Word	Stress Pattern	IPA (RP)
mentality	/0100/	/men.ˈtæl.ət.i/
serenity	/0100/	/sə.ˈren.ət.i/
validity	/0100/	/və.ˈlɪd.ət.i/

jocosity	/0100/	/dʒəʊ.'kɒs.ət.i/
immunity	/0100/	/ɪ.'mjʊn.ət.i/
regularity	/20100/	/,reg.ju.'lær.ət.i/
sincerity	/0100/	/sm.'ser.ət.i/
seniority	/20100/	/,si:n.i.'ɒr.ət.i/
maturity	/0100/	/mæ.'tʃʊər.ət.i/

16 Lesson n°5

16.1 Mid-term exams

- Monosyllables to decipher
- Common words to transcribe
- Dictation of root forms: write and transcribe
- Derived forms: transcribe and account for the quality of the stressed syllable

16.2 Practice

16.2.1 Decipher

1. /kɔ:l/	6. /wɜ:d/	<i>call</i>
2. /kleɪm/	7. /feɪθ/	<i>claim</i>
3. /θret/	8. /tʃaʊ/	<i>threat</i>
4. /tɒs/	9. /hɑ:t/	<i>toss</i>
5. /haʊ/	10. /ʃə/	<i>how</i>

16.2.2 Transcribe

Word	Stress Pattern	IPA (RP)
gracious	/10/	/ˈɡreɪʃ.əs/
geologic	/2010/	/ˌdʒiː.ə.'lɒdʒ.ɪk/
parity	/100/	/ˈpær.ət.i/
felonious	/0100/	/fə.'ləʊn.i.əs/
reality	/0100/	/rɪ.'æl.ət.i/
mercuric	/010/	/mɜː.'kjʊər.ɪk/
acidity	/0100/	/ə.'sɪd.ət.i/
conic	/10/	/ˈkɒn.ɪk/
pious	/10/	/ˈpaɪ.əs/
chromatic	/010/	/krə.'mæt.ɪk/

16.3 Mots en <-ity>

16.3.1 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**.

16.3.2 Verify (1)

Word	Stress Pattern	IPA (RP)
mobility	/0100/	/məʊ.'bɪl.ət.i/
nudity	/100/	/'njuːd.ət.i/
popularity	/20100/	/ˌpɒp.ju.'lær.ət.i/
prosperity	/0100/	/prɒ.'sper.ət.i/
jequirity	/0100/	/dʒɪ.'kwɪr.ət.i/
authority	/0100/	/ɔː.'θɒr.ət.i/
purity	/100/	/'pjʊər.ət.i/
university	/20100/	/ˌjuːnɪ.'vɜːs.ət.i/
infirmity	/0100/	/ɪn.'fɜːm.ət.i/
taciturnity	/20100/	/ˌtæs.ɪ.'tɜːn.ət.i/

Word	Stress Pattern	IPA (RP)
original	/0100/	/ə.'rɪdʒ.ən.əl/
obscene	/01/	/əb.'siːn/
mobile	/10/	/'məʊb.əl/
mediocre	/2010/	/ˌmiːd.i.'əʊk.əl/
crude	/1/	/kruːd/

Word	Stress Pattern	IPA (RP)
originality	/020100/	/ə.'rɪdʒ.ən.'næl.ət.i/
obscenity	/0100/	/əb.'sen.ət.i/
mobility	/0100/	/məʊ.'bɪl.ət.i/
mediocrity	/20100/	/ˌmiːd.i.'bɒk.rət.i/
crudity	/100/	/'kruːd.ət.i/

16.3.3 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>

16.3.4 Exceptions

Word	Stress Pattern	IPA (RP)
rarity	/100/	/'reər.ət.i/
scarcity	/100/	/'skeəs.ət.i/
amenities	/0100/	/ə.'miːn.ət.ɪz/
probity	/100/	/'prəʊb.ət.i/

16.4 Mots en <-ify> / <-efy>

- Find words ending on those suffixes and try to establish what happens to the vowel of the syllable carrying primary stress.

16.4.1 Examples

Word	Stress Pattern	IPA (RP)
pacify	/100/	/ˈpæs.i.fai/
edify	/100/	/ˈed.i.fai/
solidify	/0100/	/sə.ˈlɪd.i.fai/
modify	/100/	/ˈmɒd.i.fai/
unify	/100/	/ˈjuːn.i.fai/
clarify	/100/	/ˈklær.ə.fai/
verify	/100/	/ˈver.i.fai/
glorify	/100/	/ˈglɔːr.i.fai/
horrify	/100/	/ˈhɒr.i.fai/
purify	/100/	/ˈpjʊər.i.fai/

16.4.2 Rules

- Stress pattern:

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

- Vowel quality:

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

- <-uCify>

16.4.3 Exception

- “codify” → /ˈkəʊd.i.fai/

Can you formulate a hypothesis explaining why “codify” has a tense vowel in its stressed syllable?

16.5 Verbes en <-ish>

- Find words ending on those suffixes and try to establish what happens to the vowel of the syllable carrying primary stress.

16.5.1 Examples

Word	Stress Pattern	IPA (RP)
vanish	/10/	/ˈvæn.ɪʃ/
blemish	/10/	/ˈblem.ɪʃ/
diminish	/010/	/dɪ.ˈmɪn.ɪʃ/
polish	/10/	/ˈpɒl.ɪʃ/
demolish	/010/	/dɪ.ˈmɒl.ɪʃ/
astonish	/010/	/ə.ˈstɒn.ɪʃ/
punish	/10/	/ˈpʌn.ɪʃ/

cherish /tʃer.ɪʃ/

16.5.2 Rules

- Stress pattern:
 <-ish> is a **stress-imposing suffix**. Verbs in <-ish> are **paroxytone**, *i.e.* their primary stress is carried by the **penultimate syllable**.
- Vowel quality:
 The vowel of the stressed syllable is lax.

17 Références

References

- Collins, B. and Mees, I. (2013). *Practical Phonetics and Phonology: A Resource Book for Students*. Routledge English language introductions. Routledge.
- Duchet, J. (2018). *Code de l'anglais oral*. Ophrys, Paris.
- 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.