Cours de phonologie anglaise

Gustave Eiffel LCA2

Adrien Méli

December 06, 2021

Contents

Avertissements

- Les transcriptions britanniques proviennent du Longman Pronunciation Dictionary (Wells (2008)).

- Les transcriptions américaines sont sujettes à caution. Elles sont récupérées directement du dictionnaire de Carnegie Mellon University, mais l'algorithme que j'ai écrit pour la conversion en IPA est loin d'être entièrement fonctionnel. **Vérifiez-les dans votre dictionnaire de prononciation favori.**

- Les erreurs non repérées, tant sur la forme que sur le fond, sont de mon fait uniquement.

- Envoyez vos questions, suggestions, corrections et autres à l'adresse suivante : `adrienmeli at gmail`

1 Bases de données

1.1 Liste de mots

Word	Sound	Stress
watch	/1/	/wɒtʃ/
chat	/1/	/tʃæt/
hate	/1/	/heɪt/
body	/10/	/ˈbɒd.i/
these	/1/	/ðiːz/
window	/10/	/ˈwɪnd.əʊ/
shared	/1/	/ʃeəd/
pink	/1/	/pɪŋk/
mountain	/10/	/ˈmaʊnt.n̩/
table	/10/	/ˈteɪb.əl/
loves	/1/	/lʌvz/
push	/1/	/pʊʃ/
yummy	/10/	/ˈjʌm.i/
thug	/1/	/θʌg/
swing	/1/	/swɪŋ/
fought	/1/	/fɔːt/
shine	/1/	/ʃaɪn/
jar	/1/	/dʒɑː/
look	/1/	/lʊk/

passes	/10/	/ˈpɑːs.ɪz/
breakfast	/10/	/ˈbrek.fəst/
cereal	/100/	/ˈsɪər.i.əl/
chocolate	/10/	/ˈtʃɒk.lət/
keyboard	/10/	/ˈkiː.bɔːd/
shampoo	/01/	/ʃæm.ˈpuː/
bath	/1/	/bɑːθ/
delicious	/010/	/di.ˈlɪʃ.əs/
horrible	/100/	/ˈhɒr.əb.əl/
magazine	/201/	/ˌmæg.ə.ˈziːn/
university	/20100/	/ˌjuːn.ɪ.ˈvɜːs.ət.i/
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/
very	/10/	/ˈver.i/
thesis	/10/	/ˈθiːs.ɪs/
manage	/10/	/ˈmæn.ɪdʒ/
over	/10/	/ˈəʊv.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/	/gɒn/
short	/1/	/ʃɔːt/
jerk	/1/	/dʒɜːk/
head quarters	/210/	/hed ˈkwɔːt.əz/
main course	//	/meɪn kɔːs/
matched pairs	//	/mætʃt peəz/
perhaps	/01/	/pə.ˈhæps/
broadcast	/10/	/ˈbrɔːd.kɑːst/
white pepper	//	/waɪt ˈpep.ə/
on the house	//	/ɒn ði: haʊs/
raise your glass	//	/reɪz jɔː glɑːs/
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.ʃaɪn/
this unit	//	/ðɪs ˈjuː.n.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 bægz/
import	/01/	/ɪm.ˈpɔːt/
nature	/10/	/ˈneɪtʃ.ə/
soldier	/10/	/ˈsəʊldʒ.ə/
patient	/10/	/ˈpeɪʃ.ənt/
nation	/10/	/ˈneɪʃ.ən/
pressure	/10/	/ˈpreʃ.ə/
measure	/10/	/ˈmeʒ.ə/
figure	/10/	/ˈfɪg.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/
ten men	//	/ten men/
fine grade	//	/faɪn greɪd/
incredible	/0100/	/ɪn.ˈkred.əb.əl/
red paint	//	/red peɪnt/
bad guys	//	/bæd gaɪz/
eight boys	//	/eɪt ˈbɔɪz.ən.bər.i/
straight	/1/	/streɪt/
sustain	/01/	/sə.ˈsteɪn/
work	/1/	/wɜːk/
remind	/01/	/ri.ˈmaɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/

note	/1/	/nəʊt/
scythe	/1/	/saɪð/
lucky	/10/	/ˈlʌk.i/
wall	/1/	/wɔːl/
Meant	/1/	/ment/
Understood	/201/	/ˌʌnd.ə.ˈstʊd/
accountable to the data	//	/ə.ˈkaʊnt.əb.əl tuː ðiː ˈdeɪt.ə/
a cannibal to the data	//	/eɪ ˈkæn.ɪb.əl tuː ðiː ˈdeɪt.ə/
she makes us slave	//	/ʃiː ˈmeɪk.ʃɪft ʌs sleɪv/
she makes us leave	//	/ʃiː ˈmeɪk.ʃɪft ʌs liːv/
can I pour us both juice	//	/kæn aɪ pɔː ʌs bəʊθ dʒuːs/
can I pour a spoke juice	//	/kæn aɪ pɔː eɪ spəʊk dʒuːs/
The bosses with the antennas.	//	/ðiː NA wɪð ðiː NA/
3	//	/NA/
This area is full of bets.	//	/ðɪs ˈeər.i.ə ɪz fʊl ɒv ˈbets.i/
1	//	/NA/
Do you have any pots in the house?	//	/duː juː hæv ˈen.i ˈpɒts.dæm ɪn ðiː NA/
4	//	/NA/
We trucked across Wisconsin.	//	/wiː NA ə.ˈkrɒs wi.ˈskɒns.ɪn/
5	//	/NA/
Senior citizens living on the black.	//	/ˈsiːn.i.ə ˈsɪt.ɪz.ən.ʃɪp ˈlɪv.ɪŋ ɒn ðiː blæk/
2	//	/NA/
The Express Way is jammed salad.	//	/ðiː ɪk.ˈspres weɪ ɪz NA ˈsæl.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)
22/11/2021	Faire le travail de la leçon n°8
13/12/2021	Examen de fin de semestre (1h)

2 Lesson n°1

2.1 Administration

2.1.1 Présentation

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

2.1.2 Échéances

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

2.1.3 Éléments pratiques

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

2.2 La représentation des sons

2.2.1 l'API

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

IPA Chart

2.2.2 Les sons de l'anglais

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

Ces symboles sont supposés connus. . .

2.2.3 Exercice

Listen to the following words and transcribe them:

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

	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			

passes

3 Lesson n°2

3.1 La règle orthographique

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

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

Ce tableau est fondamental .

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

- /ɔɪ/

- /aʊ/

- /uː/

- /ə/

/NA/	/mæt/	/meɪt/	/mɑː/	/meə/
/NA/	/pet/	/piːt/	/hɜː/	/hɪə/
/NA/	/sɪt/	/saɪt/	/fɜː/	/ˈfaɪ.ə/
/NA/	/nɒt/	/nəʊt/	/ɔː/	/ɔː/
/NA/	/kʌt/	/kjuːt/	/pɜː/	/pjʊə/
/NA/	/pʊt/			

\<a\>	/mæt/	/meɪt/	/mɑːr/	/mer/
\<e\>	/pet/	/piːt/	/hər/	/hɪr/
\<i\>	/sɪt/	/saɪt/	/fɜ˞ː/	/ˈfaɪ.ər/
\<o\>	/nɑːt/	/noʊt/	/ɔːr/	/ɔːr/
\<u\>	/kʌt/	/kjuːt/	/pɜ˞ː/	/pjʊr/
\<u2\>	/pʊt/			

3.1.1 Exercice

Listen to the following words and transcribe them:

Words
breakfast
cereal
chocolate
keyboard
shampoo
bath
delicious
horrible
magazine
university

3.1.2 Écriture des symboles

- Les lettres doivent être formées à la façon des caractères d'imprimerie, pas des caractères manuscrits.

- Attention aux symboles suivants : /ə ɔ ɪ ʊ ɜ æa ɒ ʃ ʒ θ ð ɡ/

- Distinguez :

- /ɪ i/

- /ə a/

- /æɑ a/

- /z ʒ/

- /ʒ ɜ/

- /θ ə ɔ/

- /ʊ u/

- /s ʃ/

- /ɒ ɔ ɑ/

- /f/ n'a pas de hampe descendante.

- /ɒ/ 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

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:

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

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5 Lesson n°4

5.1 Correction

Word	Sound	Stress
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	Sound	Stress
straight	/1/	/streɪt/
sustain	/01/	/səˈsteɪn/
work	/1/	/wɜːk/
remind	/01/	/riˈmaɪnd/
damp	/1/	/dæmp/
though	/1/	/ðəʊ/
note	/1/	/nəʊt/
scythe	/1/	/saɪð/
lucky	/10/	/ˈlʌk.i/
wall	/1/	/wɔːl/

Word	Sound	Stress
these	/1/	/ðiːz/
figure	/10/	/ˈfɪg.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

5.2.1 An example of sound changes: the NCS

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

Figure 1 – Map of the Inland North

Assumed order of the rotation:

1. General raising and fronting of /æ/ ("bat")

2. Fronting of /ɒ/ ("got")

3. Lowering of /ɔː/ ("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 develop-
   ment, given the relative stability of the English short
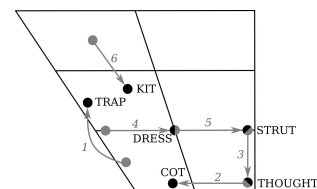   vowel system from old English up to the twentieth cen-
   tury (p.112).

–

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

Figure 2 – The Northern Cities Shift

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).

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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 æɒ 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 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

Words
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

| IPA |
| /hed ˈkwɔːt.əz/ |
| /meɪn kɔːs/ |
| /mætʃt peəz/ |
| /pə.ˈhæps/ |
| /ˈbrɔːd.kɑːst/ |
| /waɪt ˈpep.ə/ |

/ɒn ðiː haʊs/
/reɪz jɔː glɑːs/

6.3.2.2 Assimilation in connected speech

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

- "head quarters" → /ˌheg ˈkwɔːtəz/

- "main course" → /meɪŋ ˈkɔːs/

- "broadcast" → /ˈbrɔːgkɑːst/

6.4 Examens de mi-semestre

6.4.1 Programme

- Tous les symboles de l'Alphabet Phonétique International utilisés pour la transcription de l'anglais, y compris les symboles d'accentuations primaire et secondaire

- Principes fondamentaux de l'accentuation (nécessité d'un accent primaire, pas de /00-/ en début de mot, pas de syllabes accentuées consécutives)

- Principes fondamentaux de l'assimilation par voisement ou lieu d'articulation.

- **RECOMMANDÉ** : connaître les principaux lieux d'articulation des consonnes (*bilabial, alveolar, post-alveolar, palatal, velar, glottal*).

6.4.2 Modalités

- Mots à transcrire en alphabet phonétique après avoir été prononcés par le professeur.

- Mots en alphabet phonétique à déchiffrer et écrire en anglais.

7 Lesson n°6

7.1 Homework

Listen to the following words and transcribe them:

Words
ten men
incredible
red paint
bad guys
eight boys

Listen to the following words and transcribe them:

Words

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

8 Lesson n°7

8.1 Correction de l'examen de mi-semestre

8.2 Homework: correction

Listen to the following words and transcribe them:

Words
ten men
incredible
red paint
bad guys
eight boys

Listen to the following words and transcribe them:

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

8.3 Back to assimilation

8.3.1 Directions of assimilation

Consider:

- "ten men"
- "happens"
- "raise your glass"

Can you categorize those assimilations?

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

8.4   Types d'influence

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

wet blanket
statement
night cap
weed killer
horseshoe
newspaper
have to
join the army
fail the test

8.4.1   The three types

1. place assimilations

2. energy assimilations

3. manner assimilations

8.4.2   Place assimilations

Cf. most previous examples.

By far the most common type of assimilation in English.

8.4.3   Manner assimilations

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

Another example: *"till they meet again"*.

8.4.4   Energy assimilations

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

In English, EA:

- only goes from lenis to fortis, never the other way round ("*back door*" or "*not bad*")

- is rare in stressed syllables, *cf*:

– "*have to*", "*used to*", where EA has now become compulsory.

8.5   Homework

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

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

9 Lesson n°8

9.1 Energy assimilations

. . . In English, EA:

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

9.1.1 Correction of the homework

Word	Sound	Stress
it was spectacular	//	/ɪt wɒz spek.ˈtæk.jʊl.ə/
of course	//	/ɒv kɔːs/
if she chooses to wait	//	/ɪf ʃiː ˈtʃuːz.ɪz tuː weɪt/
the waiter's forgotten us	//	/ðiː NA fə.ˈgɒt.ən ʌs/
Helen could have talked to him	//	/ˈhel.ən kʊd hæv NA tuː hɪm/
as she sometimes did	//	/æz ʃiː ˈsʌm.taɪmz dɪd/

- only goes from lenis to fortis, never the other way round ("*back door*" or "*not bad*")

- is rare in stressed syllables, *cf*:

– "*have to*", "*used to*", where EA has now become compulsory.

- word-internal EAs with free variations: "*absurd*", "*obsession*", "*absorb*". . .

Word	Sound	Stress
absorb	/01/	/əb.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. . .

9.1.1.1 Morphosyntactic suffixes

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

- "tagged", "tacked", "buzzed", "cursed", "played", "chafed", "loved".

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

Can the suffix be pronounced differently? How and where?

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

• "shoves", "freckles", "books", "shrimps", "bags", "stubs", "whiffs"

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

Can the suffix be pronounced differently? How and where?

9.1.2   Elision

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

Examples: "tasteless", "mind-bogling"

Historically, elision is a very common phenomenon:

• "cupboard", "talk", "comb", "gnome", "whistle"...

Word	Sound	Stress
cupboard	/10/	/ˈkʌb.əd/
talk	/1/	/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	Sound	Stress
sure enough	//	/ʃɔː ɪˈnʌf/
the sofa in the catalogue	//	/ðiː ˈsəʊf.ə ɪn ðiː ˈkæt.ə.lɒg/
my idea of heaven	//	/maɪ aɪˈdɪə ɒv ˈhev.ən/
we saw a film	//	/wiː sɔː eɪ fɪlm/
via Australia	//	/ˈvaɪ.ə ɒˈstreɪl.i.ə/

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

9.2 Homework

Transcribe the following words.

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

Listen to the following words and transcribe them:

Words
discussion
publicity
republic
magnify
nourish
division
capacity
terrific
crucify
abolish

Listen to the following words and transcribe them:

Words
onion
clarity
cubic
specify
extinguish
Spaniard
opportunity
microscopic
personify
speciality

9.3 References

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

10 Lesson n°9

10.1 Introduction to strong suffixes

We follow Duchet (2018)

Word	Sound	Stress
discussion	/010/	/di.ˈskʌʃ.ən/
publicity	/0100/	/pʌb.ˈlɪs.ət.i/
republic	/010/	/ɾi.ˈpʌb.lɪk/
magnify	/100/	/ˈmæg.ni.faɪ/
nourish	/10/	/ˈnʌɾ.ɪʃ/
division	/010/	/di.ˈvɪʒ.ən/
capacity	/0100/	/kə.ˈpæs.ət.i/
terrific	/010/	/tə.ˈɾɪf.ɪk/
crucify	/100/	/ˈkruːs.ɪ.faɪ/
abolish	/010/	/ə.ˈbɒl.ɪʃ/

10.1.1 Observe

Can you infer a rule?

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

10.1.2 Let's check

Word	Sound	Stress
onion	/10/	/ˈʌn.jən/
clarity	/100/	/ˈklær.ət.i/
cubic	/10/	/ˈkjuːb.ɪk/
specify	/100/	/ˈspes.ə.faɪ/
extinguish	/010/	/ɪk.ˈstɪŋ.gwɪʃ/
Spaniard	/10/	/ˈspæn.jəd/
opportunity	/20100/	/ˌɒp.ə.ˈtjuːn.ət.i/
microscopic	/2010/	/ˌmaɪk.rə.ˈskɒp.ɪk/
personify	/0100/	/pə.ˈsɒn.ɪ.faɪ/
speciality	/20100/	/ˌspeʃ.i.ˈæl.ət.i/

10.2 Introduction to secondary stress

10.2.1 Observe

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

Word	Sound	Stress
character	/100/	/ˈkær.ək.tə/
characteristic	/20010/	/ˌkær.ək.tə.ˈrɪst.ɪk/
civilize	/100/	/ˈsɪv.ə.laɪz/
civilization	/20010/	/ˌsɪv.əl.aɪ.ˈzeɪʃ.ən/
accept	/01/	/ək.ˈsept/
acceptation	/2010/	/ˌæks.ep.ˈteɪʃ.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	Sound	Stress
opinion	/010/	/ə.ˈpɪn.jən/
stupefaction	/2010/	/ˌstjuːp.ɪ.ˈfæk.ʃən/
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/

10.5 Homework

IPA
/mə.ˈdʒɪʃ.ən/
/kə.ˈmiːd.i.ən/
/mə.ˈlɪʃ.ə/
/ɪ.ˈnɜːʃ.ə/
/ˈɪd.i.ət/
/ˈreɪd.i.əʊ/
/ˈhɪd.i.əs/
/kə.ˈreɪdʒ.əs/
/ˈpɪdʒ.ən/
/ˈdʌndʒ.ən/

IPA
/ˌdaɪ.ə.ˈlekt.ɪk/
/ɪ.ˈnɪʃ.i.eɪt/
/ˌprez.ɪ.ˈdenʃ.əl/
/pə.ˈsep.tʃu.əl/
/kən.ˈvɪv.i.əl/
/kən.ˈtræk.tʃu.əl/
/ˈsɪər.i.əl/
/sə.ˈlest.i.əl/
/vi.ˈkeər.i.əs/
/ˌæd.vɜː.ˈseər.i.əl/

Listen to the following words and transcribe them:

Words
trivial
radian
lavatorial
phonetician
continuous
custodial
appreciate
familiar
gracious
influential

Listen to the following words and transcribe them:

Words
diachronic
insinuate
casual
irradiate
tactician
antiquarian
fallacious
electrician
editorial
mendacious

11 Lesson n°10

11.1 Correction

IPA	Word
/mə.ˈdʒɪʃ.ən/	magician
/kə.ˈmiːd.i.ən/	comedian
/mə.ˈlɪʃ.ə/	militia
/ɪ.ˈnɜːʃ.ə/	inertia
/ˈɪd.i.ət/	idiot
/ˈreɪd.i.əʊ/	radio
/ˈhɪd.i.əs/	hideous
/kə.ˈreɪdʒ.əs/	courageous
/ˈpɪdʒ.ən/	pigeon
/ˈdʌndʒ.ən/	dungeon

IPA	Word
/ˌdaɪ.ə.ˈlekt.ɪk/	dialectic
/ɪ.ˈnɪʃ.i.eɪt/	initiate
/ˌprez.ɪ.ˈdenʃ.əl/	presidential
/pə.ˈsep.tʃu.əl/	perceptual
/kən.ˈvɪv.i.əl/	convivial
/kən.ˈtræk.tʃu.əl/	contractual
/ˈsɪər.i.əl/	serial
/sə.ˈlest.i.əl/	celestial
/vi.ˈkeər.i.əs/	vicarious
/ˌæd.vɜː.ˈseər.i.əl/	adversarial

Word	Sound	Stress
trivial	/100/	/ˈtrɪv.i.əl/
radian	/100/	/ˈreɪd.i.ən/
lavatorial	/20100/	/ˌlæv.ə.ˈtɔːr.i.əl/

phonetician	/2010/	/ˌfəʊn.ɪ.ˈtɪʃ.ən/
continuous	/0100/	/kən.ˈtɪn.ju.əs/
custodial	/0100/	/kʌ.ˈstəʊd.i.əl/
appreciate	/0100/	/ə.ˈpriːʃ.i.eɪt/
familiar	/0100/	/fə.ˈmɪl.i.ə/
gracious	/10/	/ˈɡreɪʃ.əs/
influential	/2010/	/ˌɪnf.lu.ˈenʃ.əl/

Word	Sound	Stress
diachronic	/2010/	/ˌdaɪ.ə.ˈkrɒn.ɪk/
insinuate	/0100/	/ɪn.ˈsɪn.ju.eɪt/
casual	/100/	/ˈkæʒ.u.əl/
irradiate	/0100/	/ɪ.ˈreɪd.i.eɪt/
tactician	/010/	/tæk.ˈtɪʃ.ən/
antiquarian	/20100/	/ˌænt.ɪ.ˈkweər.i.ən/
fallacious	/010/	/fə.ˈleɪʃ.əs/
electrician	/0210/	/i.ˌlek.ˈtrɪʃ.ən/
editorial	/20100/	/ˌed.ɪ.ˈtɔːr.i.əl/
mendacious	/010/	/men.ˈdeɪʃ.əs/

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

Le suffixe doit avoir la forme :

< e/i/u/y + V_1 + C_0 + (e) >, où

- C = consonne, V = Voyelle

- V_n ou C_n indiquent au moins n voyelles ou consonnes.

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

Word	Sound	Stress
museum	/010/	/mju.ˈziː.əm/
television	/1020/	/ˈtel.ɪ.ˌvɪʒ.ən/
individual	/20100/	/ˌɪnd.ɪ.ˈvɪdʒ.u.əl/
spiritual	/1000/	/ˈspɪr.ɪtʃ.u.əl/
dandelion	/1000/	/ˈdænd.i.laɪ.ən/
European	/2010/	/ˌjʊər.ə.ˈpiː.ən/
librarian	/0100/	/laɪ.ˈbreər.i.ən/
glazier	/100/	/ˈɡleɪz.i.ə/
grenadier	/201/	/ˌɡren.ə.ˈdɪə/
conjugation	/2010/	/ˌkɒndʒ.u.ˈɡeɪʃ.ən/

11.1.1 Les suffixes <-ic/-ical>

Formalisez la règle d'accentuation imposée par ce suffixe.

11.1.1.1 Dérivants

11.2 Homework

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

Listen to the following words and transcribe them:

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

Que remarquez-vous concernant la qualité des voyelles ?

IPA
/bə.ˈtæn.ɪk/
/sə.ˈluː.b.ri.əs/
/ˈjuːʒ.u.əl/
/hə.ˈbɪtʃ.u.əl/
/saɪ.ˈkɒt.ɪk/
/drə.ˈkəʊn.i.ən/
/ˈdʒiːn.i.əl/
/di.ˈlɪr.i.əs/
/sə.ˈræm.ɪk/
/fə.ˈmɪl.i.ə/

IPA
/ˌgæs.trə.ˈnɒm.ɪk/
/ˈmjuː.tʃ.u.əl/
/ˌen.ɪg.ˈmæt.ɪk/
/ˌpɑːs.ɪ.ˈməʊn.i.əs/
/ˈmjuː.tʃ.u.əl/

/ˈstjuːd.i.əs/
/faɪˈnænʃ.əl/
/ˈmiːd.i.eɪt/
/sɑːˈdɒn.ɪk/
/ˌref.əˈrenʃ.əl/

Listen to the following words and transcribe them:

Words
frenetic
angelic
meritorious
variate
menial
industrious
comic
conciliate
melodious
melancholic

Listen to the following words and transcribe them:

Words
fanatic
pedestrian
meridian
victorious
cautious
associate
premium
grammarian
residual
ferocious

12 Lesson n°11

12.1 Correction

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

12.1.1 Ex1

Word	Sound	Stress
drama	/10/	/ˈdrɑːm.ə/
icon	/10/	/ˈaɪk.ɒn/

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/	/skɔːˈbjuːt.ɪk/
volcanic	/010/	/vɒlˈkæn.ɪk/
genetic	/010/	/dʒəˈnet.ɪk/
analytic	/2010/	/ˌæn.əˈlɪt.ɪk/
iconic	/010/	/aɪˈkɒn.ɪk/
music	/10/	/ˈmjuːz.ɪk/

12.1.2 Ex2

IPA	Word
/bəˈtæn.ɪk/	botanic
/səˈluːb.ri.əs/	salubrious
/ˈjuːʒ.u.əl/	usual
/həˈbɪtʃ.u.əl/	habitual
/saɪˈkɒt.ɪk/	psychotic
/drəˈkəʊn.i.ən/	draconian
/ˈdʒiːn.i.əl/	genial
/diˈlɪr.i.əs/	delirious
/səˈræm.ɪk/	ceramic
/fəˈmɪl.i.ə/	familiar

12.1.3 Ex3

IPA	Word
/ˌgæs.trəˈnɒm.ɪk/	gastronomic
/ˈmjuːtʃ.u.əl/	mutual
/ˌen.ɪgˈmæt.ɪk/	enigmatic
/ˌpɑːs.ɪˈməʊn.i.əs/	parsimonious
/ˈmjuːtʃ.u.əl/	mutual
/ˈstjuːd.i.əs/	studious
/faɪˈnænʃ.əl/	financial
/ˈmiːd.i.eɪt/	mediate
/sɑːˈdɒn.ɪk/	sardonic
/ˌref.əˈrenʃ.əl/	referential

12.1.4 Ex4

Word	Sound	Stress
frenetic	/010/	/frəˈnet.ɪk/

angelic	/010/	/æn.ˈdʒel.ɪk/
meritorious	/20100/	/ˌmer.ɪ.ˈtɔːr.i.əs/
variate	/100/	/ˈveər.i.ət/
menial	/100/	/ˈmiːn.i.əl/
industrious	/0100/	/ɪn.ˈdʌs.tri.əs/
comic	/10/	/ˈkɒm.ɪk/
conciliate	/0100/	/kən.ˈsɪl.i.eɪt/
melodious	/0100/	/mə.ˈləʊd.i.əs/
melancholic	/2010/	/ˌmel.ən.ˈkɒl.ɪk/

12.1.5 Ex5

Word	Sound	Stress
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/	/ˈkɔː.ʃ.əs/
associate	/0100/	/ə.ˈsəʊʃ.i.eɪt/
premium	/100/	/ˈpriːm.i.əm/
grammarian	/0100/	/grə.ˈmeər.i.ən/
residual	/0100/	/ri.ˈzɪd.ju.əl/
ferocious	/010/	/fə.ˈrəʊʃ.əs/

12.2 Règles

12.2.1 Observation

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

12.2.2 Règle de <-ion> étendue

- l'accent primaire est porté par la syllabe précédant le suffixe.

- la voyelle se prononce en conformité avec la règle orthographique, sauf les <-i-> qui se prononcent /ɪ/.

12.2.3 Règle de <-ic>

- les mots en <-ic> sont accentués sur la pénultième.

- On dit que le suffixe <-ic> impose un schéma accentuel de type **paroxyton**.

- la voyelle accentuée est relâchée, sauf les <-u-> qui se prononcent de façon tendue /uː/.

12.2.4 Exceptions : mots en <-ic>

Dans quelle mesure les mots suivants sont-ils exceptionnels ?

Word	Sound	Stress
basic	/10/	/ˈbeɪs.ɪk/

phonic	/10/	/ˈfɒn.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	Sound	Stress
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/

12.3 Terminologie

Stress pattern	Technical name	The primary stress is on
/-1/	oxyton	the ultimate
/-10/	paroxyton	the penultimate
/-100/	proparoxyton	the antepenultimate

12.4 Matrice de l'examen du 13 décembre

13 Références

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