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| LIGN 110: Phonetics | Fall 2020 |
| Section M 9-9:50 Week 1 | October 5, 2020 |

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| Section time | M 9 – 9:50 AM |
| Office hour | T 11 AM – 12 PM |
| Zoom link | <https://ucsd.zoom.us/my/ychai> |
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**What to expect in this section?**

* A place to do exercises relating to the class materials;
* A space to ask questions about the class materials, quizzes, assignments, and project;
* Any comments or discussions related to the class are welcome.

**What to prepare?**

* Watch the asynchronous lectures and attend the synchronous lectures on Thursday (if your time zone allows) of the previous week;
* Read the assigned readings of the previous week;
* Participate in the exercises; memorize the IPA symbols; practice saying and transcribing words. Don’t worry if you cannot get everything at the beginning. You will master it by the end of the quarter.

**Goals of Section Week 1**

* Be able to distinguish phonemes from allophones;
* Be able to distinguish voiced from voiceless sounds;
* Familiarize yourself with the name of the passive and active articulators;
* Be able to name the place of articulation for sounds in English.

**Exercises**

1. **English consonants** (Textbook p.40 Q4 & 5) The following words all have the vowel /i/, /ɪ/, /ʊ/ (as in “put”), or /ʌ/ (as in “putt”). Transcribe these words and pay attention to the consonants. Some of the consonant sounds have special symbols: /ŋ/, as in “song”, /ɹ/, as in “are”; and /ʃ/, as in wash. Note that /ŋ/ is a single sound, although usually written with two letters -ng.
2. be /bi/
3. leaks /liks/
4. neat /nit/
5. piece /pis/
6. deal /dil/
7. sing /sɪŋ/
8. trick /tɹɪk/
9. ship /ʃɪp/
10. wick /wɪk/
11. rid /ɹɪd/
12. wring /ɹɪŋ/
13. nicked /nɪkt/
14. squish /skwɪʃ/
15. book /bʊk/
16. nut /nʌt/
17. foot /fʊt/
18. lug /lʌg/
19. good /gʊd/
20. should /ʃʊd/
21. **Voiceless vs. voiced** (Textbook p.41, Q12) Note the difference in voicing between the initial consonants. Transcribe the following words:
22. myth /mɪθ/
23. three /θɹi/
24. thee /ði/
25. save (vowel: /ej/) /sejv/
26. safe (vowel: /ej/) /sejf/
27. nose (vowel: /ow/) /nowz/
28. keys (vowel: /i/) /kiz/
29. kiss (vowel: /ɪ/) /kɪs/
30. **Pronounce IPA** (Textbook p.41, Q10) Pronounce:
31. sæg
32. pʌg
33. zɛn
34. pʊt
35. mejt
36. mɪl
37. ʃɪm
38. læs
39. wʌn
40. væt
41. kʌd
42. kʊd
43. **Transcription practice** (Textbook p.42 Q15) Correct these transcriptions:
44. glue /glju/ **/glu/**
45. knives /knajvz/ **/najvz/**
46. reef /ɹɪf/ **/ɹif/**
47. shoot /sut/ **/ʃut/**
48. chew /cu/ **/tʃu/**
49. yes /yɛs/ **/jɛs/**
50. jump /jʌmp/ **/dʒʌmp/**
51. gouge /gawz/ **/gawdʒ/**
52. wealth /wɛlð/ **/wɛlθ/**
53. bloom /blʊm/ **/blum/**
54. done /dəwn/ **/dʌn/**
55. roy /ɹoj/ **/ɹɔj/**
56. says /sez/ **/sɛz/**
57. lamb /læmb/ **/læm/**
58. **Phonemic vs. allophonic (broad vs. narrow) transcription** (review Book Chapter 3 and the Weeks 0-1 Lecture: Review of phonemes and allophones)

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|  | **phonemic (broad)** | **allophonic (narrow)** | **hint** |
| 1. pick (example) | **/**pɪk**/** | [pʰɪk] | aspiration |
| 1. type | /tajp/ | [tʰajp] | aspiration |
| 1. topic | /ˈtɑpɪk/ | [ˈtʰɑpɪk] | aspiration |
| 1. please | /pliz/ | [pl̥iːz̥] | devoicing |
| 1. feel | /fil/ | [fiːɫ] | /l/ allophone |
| 1. dream | /dɹim/ | [dʒɹiːm] | /d/ allophone |
| 1. key | /ki/ | [k̟ʰiː] | /k/ allophone |
| 1. cook | /kʊk/ | [k̠ʰiː] | /k/ allophone |
| 1. tenth | /tɛnθ/ | [tʰɛ̃n̪θ] | dental assimilation |
| 1. width | /wɪdθ/ | [wɪd̪θ] | dental assimilation |
| 1. city | /sɪti/ | [sɪɾi] | /t/ tapping |
| 1. letter | /ˈlɛtəɹ/ or /ˈlɛtə˞/ | [ˈlɛɾəɹ] or [ˈlɛɾə˞] | /t/ tapping |
| 1. ladder | /ˈlædəɹ/ or /ˈlædə˞/ | [ˈlæɾəɹ] or [ˈlæɾə˞] | /t/ tapping |
| 1. button | /ˈbʌtn̩/ | [ˈbʌʔn̩] | /t/ glottalization |
| 1. meet you | /mitju/ | [mitʃju] | palatalization |
| 1. stop | /stɑp/ | [stɑp̚] | unrealized stop |

1. **Naming the place of articulation (Textbook p.5 for answer)**

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