

PRŮVODCE STUDIEM

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1 ENGLISH SHORT VOWELS

Students will understand the cardinal vowels diagram and master the correct pronunciation and transcription of [English short vowels](#).

**Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.
pp 10-15, 31-38**

Keywords:

IPA, BBC English, RP, GA, transcription, syllable, phoneme, vowel (open, closed, front, back, mid, central), cardinal vowels diagram, quadrilateral, trapezoid, phonetics, phonology

Examples:

SHORT VOWELS

/ɪ/ as in *ship*

/ʊ/ as in *book*

/e/ as in *egg*

/æ/ as in *cat*

/ʌ/ as in *cup*

/ɒ/ as in *hot*

SCHWA

mother: /'mʌðə/

America: /ə'merɪkə/

SHORT VOWEL PHONEMES

Transcribe the following words in IPA:

bread, rough, foot, hymn, pull, cough, mat, friend

Review:

1. How many short vowels are there in English?
2. What are the three major activities of phonetics?
3. What are the three main branches of phonetics?
4. Classify the qualitative aspect of vowels according to horizontal/vertical position of the tongue and according to lip rounding.
5. What do the letters IPA stand for?
6. What does English phonetics deal with?
7. What does English phonology deal with?
8. What do the letters RP and GA stand for?
9. What is transcription?

2 ENGLISH LONG VOWELS

Students will understand and master the difference in quality and quantity of English short and long vowels, master the difference between pure vowels and diphthongs/triphthongs.

**Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.
pp 16-22**

Keywords:

Long vowel, length, pure vowel, diphthong, movement/glide, triphthong

Examples:

LONG VOWELS

/i:/ as in *sheep*

/u:/ as in *boot*

/ɜ:/ as in *learn*

/ɔ:/ as in *door*

/ɑ:/ as in *car*

DIPHTHONGS

/ɪə/ as in *beer*

/eɪ/ as in *same*

/ʊə/ as in *tour*

/ɔɪ/ as in *coin*

/əʊ/ as in *nose*

/eə/ as in *hair*

/aɪ/ as in *fly*

/aʊ/ as in *house*

TRIPHTHONGS

/aɪə/ as in *liar*

/eɪə/ as in *player*

/ɔɪə/ as in *royal*

/əʊə/ as in *lower*

/aʊə/ as in *power*

Review:

1. How many long vowels are there in English?
2. What symbol do we use to indicate the length of the English long vowels?
3. What is the main difference between a pure vowel and a diphthong/triphthong?
4. What does the length of all English vowel sounds vary to?

- 5.** Give examples of the combinations of vowels in the same syllable with the following term:
closing diphthongs.
- 6.** Give examples of the combinations of vowels in the same syllable with the following term:
centring diphthongs.
- 7.** Give examples of the combinations of vowels in the same syllable with the following term:
triphthongs.

3 PLOSIVES

Students will understand the difference between voiced/voiceless and fortis/lenis pronunciation and master the correct pronunciation of English [plosives](#).

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 26-30

Keywords:

phoneme, voiced/voiceless consonant, plosive, aspiration, fortis/lenis, bilabial/alveolar/velar articulation, clipping

Examples:

FORTIS "voiceless"

/p/ as in *pea*

/t/ as in *tea*

/k/ as in *coffee*

LENIS "voiced"

/b/ as in *ball*

/d/ as in *dog*

/g/ as in *good*

GLOTTAL

/h/ as in *he*

Review:

1. Describe the following English plosive phonemes with their place of articulation: t and d
2. Describe the following English plosive phonemes with their place of articulation: p and b
3. Describe the following English plosive phonemes with their place of articulation: k and g
4. Classify the following English consonants in [terms](#) of tensing: p, t, k
5. Classify the following English consonants in [terms](#) of tensing: b, d, g
6. What is aspiration?
7. What do we call the situation when the vocal folds are tightly closed (firmly pressed together) in speech so that air cannot pass between them? You can also practise this phenomenon by coughing gently.
8. What is clipping (pre-fortis clipping)?
9. What do we call a type of plosive articulation with completely closed glottis? (P. Roach pp 44-5)

4 FRICATIVES, AFFRICATES

Students will master the correct pronunciation and transcription of English [fricatives](#) and affricates.

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 39-45 ([fricatives](#) and affricates)

pp 31-38 (phonemes and symbols)

Keywords:

segments, phoneme, phonemic system, allophone, phonemic transcription, phonetics, phonology, IPA, [fricatives](#), affricates, continuant consonants, complex consonants, homorganic, labiodental/dental/alveolar/post-alveolar place of articulation, fortis/lenis, glottal, breathy voice, glottalisation

Examples:

FRICATIVES

/f/ as in *fat*

/v/ as in *van*

/θ/ as in *thin*

/ð/ as in *that*

/s/ as in *see*

/z/ as in *zoo*

/ʃ/ as in *she*

/ʒ/ as in *vision*

/h/ as in *he*

AFFRICATES

/tʃ/ as in *cheap*

/dʒ/ as in *joke*

Review:

1. When we speak, we produce a continuous stream of sounds which we divide into small pieces. What do we call these pieces of stream in speech?
2. What do we call an abstract set of units as the basis of our writing?
3. What do we call an abstract set of units as the basis of our speech?
4. How many phonemes does the phonemic system for the BBC accent contain?
5. What do the letters **IPA** stand for?
6. What kind of brackets are *phonemic symbols* usually enclosed within?
7. What kind of brackets are *cardinal vowels* and *phonetic symbols* usually enclosed within?
8. What does **phonetics** describe?
9. What does **phonology** study?
10. What is characteristic of [fricatives](#)?
11. What does it mean when we say a **continuant** consonant?
12. Why do we call **affricates** *complex consonants*?
13. How many characters do phonemic symbols /tʃ/ and /dʒ/ consist of?
14. How many affricates are there in English?

15. What condition must be fulfilled so the sequence of plosive /t/ plus fricative /ʃ/ (or /d/ plus /z/ respectively) is classified as affricate?
16. Describe the following English fricative and affricate phonemes with their place of articulation:
f v, θ ð, s z, ʃ ʒ, tʃ dʒ
17. Classify the following English [fricatives](#) and affricates in [terms](#) of tensing: f, θ, s, ʃ, tʃ, v, ð, z, ʒ, dʒ
18. What effect do the fortis [fricatives](#) and affricates have on a preceding vowel?
19. Name the *labiodental*, *dental*, *alveolar* and *post-alveolar* [fricatives](#).
20. What is the place of articulation of /h/?
21. Where does the narrowing that produces the friction noise of /h/ happen?
22. What quality does the fricative /h/ always have in speech?
23. What do we call a weak, slightly fricative sound of /h/ when it occurs between voiced sounds (e.g. ahead /ə'hed/, greenhouse /'gri:nhaʊs/)?
24. What do we call a type of plosive articulation with completely closed glottis?

5 NASALS, LIQUIDS, APPROXIMANTS

The students will master the correct pronunciation and transcription of English liquids and [nasals](#).

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 46-55

Keywords:

Liquid, nasal, velar nasal, clear and dark l, morpheme, approximant, retroflex, rhotic/non-rhotic accents, semivowel

Examples:

NASAL CONSONANTS
/m/ as in mouth
/n/ as in no
/ŋ/ as in thing
LATERAL APPROXIMANT
/l/ as in love
POST-ALVEOLAR APPROXIMANT
/r/ as in right
APPROXIMANTS/SEMIVOWELS
/w/ as in why
/j/ as in you

Review:

1. Describe the following English nasal phonemes with their place of articulation: m n ŋ
2. Describe the following English approximant phonemes with their place of articulation: r j w
3. What do we call phoneme variants n and ŋ in Czech and l and ɫ in English?
4. What is phonation?
5. What do we call a consonant that you can continue making without interruption as long as you have enough air in your lungs?
6. What position does the velar nasal ŋ never occur in?
7. What happens, if g occurs after ŋ and before a morpheme boundary, e.g. in *singer* or *hanger*?
8. What do we treat comparative and superlative forms of adjectives considering the morpheme-based rule?
9. What do we call the realisations of l in *lea* /li:/? Does it ever occur before consonants or before a pause?
10. What do we call the realisations of ɫ that is never found before vowels, e.g. *eel* /i:l/ or when it precedes a consonant, e.g. *eels* /i:lz/?
11. Describe the place of articulation of the approximant r?
12. Does the tip of the tongue make any contact with any part of the roof of the mouth, i.e. alveolar area during the articulation of the consonant phoneme r?
13. In what way is the Czech phoneme r different to the English approximant r?
14. What do we call accents that have r in final position (before a pause) and before a

consonant, e.g. American, Scots and West of England accents?

15. What do we call accents in which r only occurs before vowels, e.g. BBC?

16. What are the approximants j and w like from the point of view of phonetics on the one side and phonology on the other?

17. When can a friction noise in j or w be heard (the example words are pure, tune, twin, quit)?

6 CONSONANT CLUSTERS

The students will master the correct pronunciation and transcription of clusters with two, three or more consonants.

a) **Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.**

b) **Mark Hancock: English Pronunciation in Use Intermediate, Self-study and classroom use, Second Edition, CUP 2003**

ad a) pp 56-63

ad b) pp 50-59

Keywords:

consonant cluster, minimum syllable, syllabic consonant, onset, coda, rhyme

Examples:

Minimum syllable

are /ɑ:/

or /ɔ:/

err /ɜ:/

Onset

bar /bɑ:/

key /ki:/

more /mɔ:/

Coda

am /æm/

ought /'ɔ:t/

ease //i:z/

Onset and coda

ran /ræn/

sat /sæt/

fill /fɪl/

Maximum phonological structure

ONSET (pre-final - initial - post-final)

VOWEL (the centre of a syllable)

CODA (pre-final - final - post-final 1 - post-final 2 - post-final 3)

Extra detailed examples:

s plus initial p, t, k followed by post-initial l, r, w, j

splay, spray, spew, string, sclerosis, screen, squeak, skewer

Three-consonant cluster: pre-final plus final plus post final

helped, banks, bonds, twelfth

Three-consonant cluster: final plus post-final 1 plus post-final 2

fifths, next, lapsed

Four-consonant clusters: final preceded by a pre-final and followed by post-final 1 and post-final 2

twelfths, prompts

Four-consonant clusters: final consonant plus post-final 1 plus post-final 2 plus post-final 3

sixths, texts

Review:

1. What do we call a minimum syllable?
2. What do we call an onset?
3. What do we call a coda?
4. What do we call two or more consonants together?
5. Name the five consonants that can only appear in the two-consonant final cluster, e.g. bump /bʌmp/.
6. Name the five consonants that can only appear in the two-consonant post-final cluster, e.g. bets /betz/.
7. What is the maximum phonological structure of the English syllable?
8. What makes the centre of the syllable?

7 WEAK SYLLABLES

The students will master the correct pronunciation and transcription of weak and unstressed syllables.

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 64-72

Keywords:

Schwa, stressed/unstressed syllable, stress shift, syllabic consonants, elision, [linking](#).

Examples:

Neutralisation of strong syllables (weak syllables of BBC pronunciation)

[ɪ]

happy, valley, happier, easiest, hurrying
react, create, deodorant
appreciate, hilarious
he, she, we, me, be, the when it precedes a vowel

[u]

you, to, into, do when they are unstressed and are not immediately preceding a consonant
through, who in all positions when they are unstressed
evacuation, influenza

Consonants that form a syllable on its own: m, n, ŋ and l

even /'i:vən/, *button* /'bʌtn/
broken key /brəʊkŋ ki:/ /brəʊkən ki:/
awful /'ɔ:fʌl/, *bottle* /'bɒtl/
rhythm /'rɪðm/

Underlying sequences of schwa and a syllabic consonant

even /'i:vən/, *button* /'bʌtn/
awful /'ɔ:fəl/, *bottle* /'bɒtl/
rhythm /'rɪðəm/

Syllabic r

in rhotic accents

particular /pɜ'tɪkjəlɹ/ or /pɜ'tɪkjələr/, BBC /pə'tɪkjələ/
preference /prefɹəns/, BBC /prefərəns/

Minimal pairs with the difference in meaning

hungry /'hʌŋɡri/ vs Hungary /'hʌŋɡəri/

Review:

1. What does the vowel in a weak syllable tend to be, e.g. the second syllable in the word data /'deɪtə/?
2. What do we call a consonant ɹ (e.g. in a word bottle /'bɒtl/)?
3. Can any strong syllable have as its peak with coda one of the weak vowel phonemes (ə i u)?
4. Which English vowel is always associated with weak syllables?
5. What is the quality of schwa? What symbol do we use for schwa?
6. Which vowel do we call close front vowel? Explain the general region of this weak close front vowel. What do we symbolise this weak vowel as? What position in words is this vowel found?
7. Which vowel do we call close back vowel? Explain the general region of this weak close back vowel. What do we symbolise this weak vowel as? What position in words is this vowel found?
8. Name the five syllabic consonants in English.

8 WORD STRESS

The students will master the correct [stress placement](#) and distinction between stressed and unstressed syllables.

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 73-88

Keywords:

Prominent syllable, high pitch, primary/secondary stress, stress shift, complex word stress

Examples:

PRIMARY STRESS

photograph /'fəʊtəgrɑ:f/

SECONDARY STRESS

photographic /,fəʊtə'græfɪk/

STRESS CARRYING SUFFIXES

-ain, -ee, -eer, -ese, -ette, -esque, -ique

STRESS MOVING SUFFIXES

-eous, -graphy, -ial, -ic, -ion, -ious, -ity, -ive

STRESS IN COMPOUND WORDS

lexemes composed of more than one root and functioning as single words,
always have only one primary stress,
it is advisable to learn them in usage,
e.g. yellowhammer /'jeləʊhæmə(r)/, blackboard /'blækbo:d/,
'primary school teacher, 'English teacher

VARIATION OF STRESS - WORD CLASS

e.g. 'abstract (n) vs ab'stract (v)
'absent (adj) vs ab'sent (v)
'minute (n) vs mi'nute (adj)

STRESS IN CONNECTED SPEECH

thir'teen vs 'thirteen roses, Heath'row vs 'Heathrow 'airport

Review:

1. What is stressed in a word? A single phoneme, or a syllable?
2. What makes a syllable prominent?
3. What does higher pitch mean?
4. Name the two types of stress.
5. What mark represents primary stress?
6. What mark represents secondary stress?
7. Name at least five stress carrying suffixes and use them in example words.
8. Name at least five stress moving suffixes and use them in example words.
9. What is peculiar about the stress in compound words?
10. What can the grammatical function of word stress in English result in?

9 WEAK FORMS

The students will understand and master the pronunciation and transcription of the words commonly pronounced in their weak form.

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 89-98

Keywords:

Strong/weak form, word/sentence stress, elision, [linking](#)

EXAMPLES:

FULL LEXICAL WORDS

carry the primary stress

WEAK FORMS

determiners, prepositions, conjunctions, pronouns, auxiliary verbs, some adverbs

Review:

1. Why is "all-strong form" pronunciation unnatural for native speakers of English?
2. What words belong to a category called function words?
3. What form do we use for weak-form words when they occur at the end of a sentence when they are being contrasted with another word when we use them in co-ordinate manner, when we wish to emphasise and when it is being cited or quoted?

10 CONNECTED SPEECH

The students will understand and master the pronunciation and transcription of segmental and suprasegmental phenomena of connected speech. Revision of all aspects of English pronunciation and transcription.

a) **Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.**

b)

<https://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/connected.shtml>

c) <https://www.tofluency.com/free-sample-tfpdf/>

d) <https://elt-resourceful.com/helping-students-with-connected-speech/>

ad a) pp 107-118

ad b), c), d) pronunciation tips - connected speech, relaxed pronunciation

KEYWORDS:

Connected speech, [linking](#), intrusive /r/, rhythm, coarticulation, assimilation, regressive assimilation, yod coalescence, elision, juncture

Examples

CONNECTED SPEECH:

[LINKING](#) /r/, /j/, /w/

stirring /stɜːrɪŋ/, stir it in /stɜːr ɪt ɪn/, idea of /aɪdɪə əv/, blue eyes /bluː'waɪz/, the apple /ði 'jæpl/

RHYTHM

Walk 'down the 'path to the 'end of the ca'nal.

ASSIMILATION

that pen /ðæp 'pen/, that side /ðæs saɪd/, did you /dɪd juː/, grab both /græ'bəʊθ/

ELISION

tomato /t'mɑːtəʊ/, tonight /t'naɪt/, clothes /kləʊz/, lots of them /lɒts ə ðəm/

might rain vs my train
keep sticking vs keeps ticking

Review:

1. Which features characterize connected speech?
2. What do we call an intrusive /r/?
3. What does it mean if we say that English is a rhythmical language?
4. What happens if you do not use [weak forms](#) properly?
5. What is assimilation? What kinds of regressive assimilation in English do you know?
6. What is yod coalescence?
7. What do we call omission of sounds which facilitates the pronunciation? Give an example.
8. What is *juncture*? Give examples.

11 INTONATION

The students will be able to identify and master the standard English intonation patterns.

a) Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

b) Mark Hancock: English Pronunciation in Use Intermediate, Self-study and classroom use, Second Edition, CUP 2003.

ad a) pp 119-128

ad b) pp 84-113

Keywords:

Intonation, rise, fall, rise-fall, fall-rise, level

Study guide:

Listen to the following video and repeat the example phrases after Chris:

<https://www.youtube.com/watch?v=FP4sNsEshHQ>

Improve your British Accent:

<https://www.youtube.com/watch?v=GdD065F54ko>

<https://www.youtube.com/watch?v=NKLyCK0zySA>

<https://www.youtube.com/watch?v=nDdRHWHzwR4>

Examples:

INTONATION

falling (fall, glide-down) \ yes

rising (rise, glide-up) / yes

level - yes

falling-rising (fall-rise, dive) V yes

rising-falling (rise-fall) ^ yes

Review:

1. What do we call the distinctive use of patterns of pitch or melody?
2. What types of tone can you name?
3. What is the function of the falling tone? Give an example.
4. What is the function of the rising tone? Give an example.
5. What is the function of the level tone? Give an example.
6. What is the function of the fall-rise tone? Give an example.
7. What is the function of the rise-fall tone? Give an example.

12 TONE UNIT

The students will understand the structure and master the pronunciation of standard English tone units.

Peter Roach: English Phonetics and Phonology (4th edition), CUP 2009.

pp 129-135

Keywords:

Tone unit, tonic syllable, pre-head, head, nucleus, tail

Study guide:

Tone Unit

<https://www.youtube.com/watch?v=qTE-34Y65mw>

<https://www.youtube.com/watch?v=7txmpVLUIQM>

Examples:

Is it /you?

is it / you

∨ John is it / you

tonic syllable: \those

tone unit: 'give me \those

head: 'give me

the head - first five syllables: 'Bill 'called to 'give me \these

the syllables "in an" form a pre-head: in an \hour

•pre-head: in a

•head: 'little 'less than an

•tonic syllable: \hour

the tail: optional - \both of them were ·here

Review:

1. Describe English in [terms](#) of intonation and utterances.
2. What do we call larger units in intonation analysis?

3. Name the vocal equivalents of written punctuation.
4. What tone does a tonic syllable (the nucleus of a tone unit) carry?
5. What kind of stress does a tonic syllable carry?
6. In a three-syllable utterance, which one is more prominent, the first, the second, or the third syllable?
7. How many tonic syllables does each simple tone-unit have?
8. Describe the following long utterance in [terms](#) of tonic syllable, tone-unit and a head: 'give me \those
9. What do the syllables "in an" in the utterance "in an \hour" form?
10. Describe the following utterance in [terms](#) of a pre-head, head and a tonic syllable: in a 'little 'less than an \hour
11. What do we call the optional element that can be any syllables between the tonic syllable and the end of the tone-unit?
12. What symbol do we use to mark stress in a tail?
13. Describe the features of pronunciation in fluent speech.
14. Describe the features of pronunciation in fast speech.

