

Unit 7

Syllables & Rhythm (1):

linking, stress, weak forms

Slides for the session of

Phonetics with Listening Practice (British)

held on

11 / 13 frimaire, an CCXXVIII de la République
(02 / 04 December 2019)

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English Phonetics: Unit 7:

/'ɪŋ glɪʃ/ /fə 'net ɪks/ /'ju:n ɪt/ /'sev ən/
 ['ɪŋglɪʃfə'netɪks | 'ju:nɪt'sevn]

Syllables & Rhythm (1)

/'sɪl əb əlz/ /ə'n/ /rɪð əm/ /wʌn/
 ['sɪləbɪzn̩'ɪðm̩ | 'wɛn]

linking, stress, weak forms

/'lɪŋk ɪŋ/ /stres/ /'wi:k fɔ:mz/
 ['lɪŋkɪŋ | 'stɹɛs | 'wi:kfɔ:mz]

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[ɔ̃z / tʁɛz fʁi.mɛ:ʁ | ã dø.sã.vɛ̃t.ɥit də la ʁe.py.blik]
 (['sɛkɛndəv / 'fɔ:θəvdi'sɛmbə | 'twɛnti.naɪn'tɪɪn])

Outline

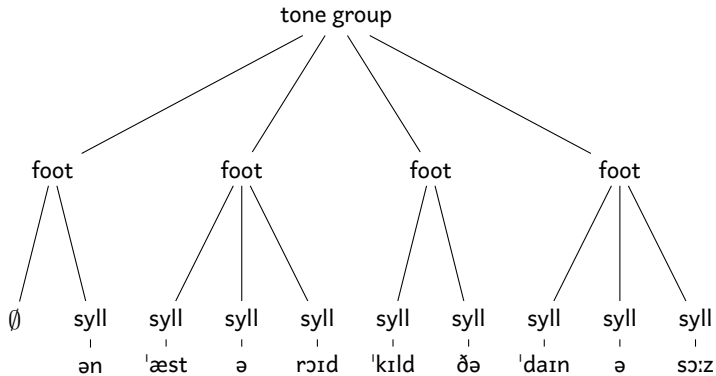
The phonological rank
scale for English

Linking

Rhythm

Weak Forms

1 The phonological rank scale for English**2 Linking****3 Rhythm****4 Weak Forms**



(Context: 'What happened 65 million years ago?')

Linking (Liaison)

- **Why Germans sound so strange (!):**
[ʔaɪn ʔastɛʁo'i:t] ('ein Asteroid')

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

Linking (Liaison)

- **Why Germans sound so strange (!):**
[ʔaɪn ʔastɛʁo'i:t] ('ein Asteroid')
- **Consonant-Vowel Linking:**
VC V → VC_̣V not VC?V
/ən/ /'æst ə ɹɔɪd/ → [ən_̣'æstɛəɹɔɪd]

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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/ən/ /'æst ə ɹɔɪd/ → [ən_̣'æstəɹɔɪd]
- **r-linking:**
V₁(r) V₂ → V₁rV₂ (V₁ = aə ɔə zə ə ɪə eə ɔə aɪə aʊə)
/pɔə(r)/ + /ɪt/ → [p^hɔə^rɪt] (pour it)

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

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/pɔə(r)/ + /ɪt/ → [p^hɔə^rɪt] (pour it)
- **Intrusive r:**
V₁ V₂ → V₁rV₂ (V₁ = a: ɔ: ə)
/pɔ:/ + /ɪt/ → [p^hɔə^rɪt] (paw it)

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

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- **Why Germans sound so strange (!):**
[ʔaɪn ʔastɛʁɔɪt] ('ein Asteroid')
- **Consonant-Vowel Linking:**
 $VC \ V \longrightarrow VC \underline{V}$ not $VC?V$
/ən/ /'æst ə ɹɔɪd/ \longrightarrow [ən 'æstəɹɔɪd]
- **r-linking:**
 $V_1(r) \ V_2 \longrightarrow V_1rV_2$ ($V_1 = aə \ ɔə \ ʒə \ ə \ ɪə \ eə \ ɔə \ aɪə \ aʊə$)
/pɔə(r)/ + /ɪt/ \longrightarrow [p^hɔə^dɪt] (pour it)
- **Intrusive r:**
 $V_1 \ V_2 \longrightarrow V_1rV_2$ ($V_1 = a: \ ɔ: \ ə$)
/pɔ:/ + /ɪt/ \longrightarrow [p^hɔə^dɪt] (paw it)
- **Intrusive j:**
 $V_1 \ V_2 \longrightarrow V_1jV_2$ ($V_1 = i: \ eɪ \ aɪ \ ɔɪ$)
/si:/ + /ɪt/ \longrightarrow ['si:^jɪt] (see it)

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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[ʔaɪn ʔastɛʁɔ'i:t] ('ein Asteroid')
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- **r-linking:**
V₁(r) V₂ → V₁rV₂ (V₁ = aə ɔə zə ə ɪə eə ɔə aɪə aʊə)
/pɔə(r)/ + /ɪt/ → [p^hɔə^rɪt] (pour it)
- **Intrusive r:**
V₁ V₂ → V₁rV₂ (V₁ = a: ɔ: ə)
/pɔ:/ + /ɪt/ → [p^hɔə^rɪt] (paw it)
- **Intrusive j:**
V₁ V₂ → V₁jV₂ (V₁ = i: eɪ aɪ ɔɪ)
/si:/ + /ɪt/ → ['si:jɪt] (see it)
- **Intrusive w:**
V₁ V₂ → V₁wV₂ (V₁ = u: əʊ aʊ)
/səʊ/ + /ɪt/ → ['səʊ^wɪt] (sew it)

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

English as a 'stress-timing' language

- French is **syllable**-timing:

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

English as a 'stress-timing' language

- French is **syllable**-timing:
 - each syllable takes as much time to say as each other syllable does

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

English as a ‘stress-timing’ language

- French is **syllable**-timing:
 - each syllable takes as much time to say as each other syllable does
 - how would a French speaker read aloud “an asteroid killed the dinosaurs”?

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- French is **syllable**-timing:
 - each syllable takes as much time to say as each other syllable does
 - how would a French speaker read aloud “an asteroid killed the dinosaurs”?
- English is **stress**-timing:
 - some syllables are **stressed** – they ‘stand out’ (are ‘salient’) because they are louder and/or longer than the others:
[ən 'æstɜːrɔɪd 'kɪld ðə 'dɪnəsɔːz]

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - the time from one stressed syllable to the next is roughly constant.

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - the time from one stressed syllable to the next is roughly constant.
- The phonological unit of rhythm is the **FOOT**:

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - the time from one stressed syllable to the next is roughly constant.
- The phonological unit of rhythm is the **FOOT**:
 - each foot starts with a stressed syllable or with a ‘silent beat’.

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - the time from one stressed syllable to the next is roughly constant.
- The phonological unit of rhythm is the **FOOT**:
 - each foot starts with a stressed syllable or with a ‘silent beat’.
 - we will use a forward slash (/) to indicate a foot boundary.

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - some syllables are **stressed** – they ‘stand out’ (are ‘salient’) because they are louder and/or longer than the others:
[ən 'æstɜːɔɪd 'kɪld ðə 'dæməsɔːz]
 - the time from one stressed syllable to the next is roughly constant.
- The phonological unit of rhythm is the **FOOT**:
 - each foot starts with a stressed syllable or with a ‘silent beat’.
 - we will use a forward slash (/) to indicate a foot boundary.
- Practise making each foot the same length:
 - / John / bought / five / black / ties
 - / Mary’s / buying / seven / yellow / dresses
 - / Jennifer’s / purchasing / seventy / violet / cardigans
 - / Nicholas is / contemplating / twenty-seven / multicoloured / carpet-slippers

Which syllables are stressed?

- Definitions:

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

Which syllables are stressed?

- Definitions:
 - 'Content' words = common nouns, proper nouns, lexical verbs, adjectives, and (most) adverbs.

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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 - Monosyllabic = has only one-syllable
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- Monosyllabic 'content' words are stressed: ***killed***

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- Monosyllabic ‘content’ words are stressed: ***killed***
- Monosyllabic ‘function’ words are unstressed: *an, the*

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- Monosyllabic 'content' words are stressed: ***killed***
- Monosyllabic 'function' words are unstressed: *an, the*
- Polysyllabic words (including compounds) have at least one stressed syllable: 'asteroid, 'Oxford Street, 'after, be'fore

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- Polysyllabic words (including compounds) can have more than one stressed syllable: ,polysyl'labic, ,Oxford 'Road

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- Polysyllabic words (including compounds) can have more than one stressed syllable: ,polysyl'labic, ,Oxford 'Road
- Difference between secondary or minor stress (,) and primary or major stress (') is not very important:

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- Difference between secondary or minor stress (,) and primary or major stress (') is not very important:
 - It's polysylLABic. (versus) They're polysyllabic WORDS.

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- Difference between secondary or minor stress (,) and primary or major stress (') is not very important:
 - It's polysyll**LAB**ic. (versus) They're polysyllabic **WORDS**.
 - It's **POL**ysyllabic not **MON**osyllabic.

Which syllables are stressed?

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- Difference between secondary or minor stress (,) and primary or major stress (') is not very important:
 - It's polysylLABic. (versus) They're polysyllabic WORDS.
 - It's POLysyllabic not MONosyllabic.
- Sometimes a syllable will be stressed just to maintain the rhythm (here: the syllable **for**):
 - Surely TOM can write it **for** us

Weak Forms versus Strong Forms: the difference is important!

- Sally can write the report in Hungarian for us.
/ **S**ally can / **w**rite the re- / **p**ort in Hun- / **G**ARian / **f**or us
can = POLARITY: positive: unmarked
[kŋ] ('weak form') (eine einfache Bejahung)
(nicht rhythmisch hervorgehoben)

φωv

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

Weak Forms versus Strong Forms: the difference is important!



Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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/ **Sally** can / **write** the re- / **port** in Hun- / **GAR**ian / **for** us
can = POLARITY: positive: unmarked
[kɪ] ('weak form') (eine einfache Bejahung)
(nicht rhythmisch hervorgehoben)
- I can't write reports in Hungarian, but
I can find a translator for you
I / **can't** / **write** re- / **ports** in Hun- / **GAR**ian but
I / **can** / **find** a trans- / **LAT**or / **for** you
can = POLARITY: positive: marked
[kʰæɪn] ('strong form') (eine stärkere Bejahung)
(rhythmisch hervorgehoben)

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Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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can = POLARITY: positive: marked
[k^hæŋ] ('strong form') (eine stärkere Bejahung)
(rhythmisch hervorgehoben)
- You **can** write reports in Hungarian!
You / **CAN** / **write** re- / **ports** in Hun- / **gari**an!
can = POLARITY: positive: marked: contrastive
[k^hæŋ] ('strong form') (eine trotzige Bejahung)
(rhythmisch *und melodisch* hervorgehoben)

How many 'degrees of stress' are there in English? Two or five?

- *Context:* 'What happened 65 million years ago?'
- *Utterance:* // .1. ^ ən / æst ə rɔɪd / kɪld ðə* / dɑm ə sɔɪz //

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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• *Utterance*: // . 1 . ^ ə n / æ s t ə r ɔɪ d / k ɪ l d ð ə * / d a m ə s ɔɪ z //

- (1) unstressed syllable with reduced vowel: ə n ə ð ə ə

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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• *Utterance*: // . 1 . ^ ə n / æ s t ə r ɔɪ d / k ɪ l d ð ə * / d a m ə s ɔɪ z //

- (2) unstressed syllable with normal vowel: rɔɪd sɔɪz
- (1) unstressed syllable with reduced vowel: ə n ə ð ə ə

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

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- *Utterance*: // .l. ^ ən / æst ə rɔɪd / kɪld ðə* / dɑm ə sɔɪz //

- (3) stressed syllable: kɪld
- (2) unstressed syllable with normal vowel: rɔɪd sɔɪz
- (1) unstressed syllable with reduced vowel: ən ə ðə ə

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

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- *Utterance:* // .l. ^ ən / æst ə rɔɪd / kɪld ðə* / dɑm ə sɔɪz //
- (4) stressed syllable, first stress in utterance: æst
- (3) stressed syllable: kɪld
- (2) unstressed syllable with normal vowel: rɔɪd sɔɪz
- (1) unstressed syllable with reduced vowel: ən ə ðə ə

φων

Syllables & Rhythm
(1):

Outline

The phonological rank
scale for English

Linking

Rhythm

Weak Forms

How many 'degrees of stress' are there in English? Two or five?

- *Context:* 'What happened 65 million years ago?'

• *Utterance:* // .1. ^ ən / æst ə rɔɪd / kɪld ðə* / dɑm ə sɔɪz //

-
- (5) stressed syllable, melodically prominent: daɪn
- (4) stressed syllable, first stress in utterance: æst
- (3) stressed syllable: kɪld
- (2) unstressed syllable with normal vowel: rɔɪd sɔɪz
- (1) unstressed syllable with reduced vowel: ən ə ðə ə

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-
- NERD ALERT!
- cf also John C. Wells on ‘Syllabification and Allophony’:
<https://www.phon.ucl.ac.uk/home/wells/syllabif.htm>