



## Phonetics with Listening Practice (British), SoSe 2025

In this course we are concerned with certain aspects of what the British linguist J. R. Firth called *the noises we make with our faces in order to live*.

You will learn how the sounds of English differ from the sounds of German, both in terms of the way they are produced and in terms of the way they relate to other sounds in the system(s) of the English language. You will practise producing individual English sounds and will also practise what the 18th century phonetician Joshua Steele called the *melody and measure* of English speech, i.e. its *intonation and rhythm*. **Rhythm** will provide a context in which to practise some other very important aspects of English, such as **weak forms** (the reduced, simplified way in which short function words like *should* or *some* or *than* are typically pronounced in normal speech), **linking** (running your words together smoothly into larger units, so that *an apron* sounds almost the same as “*a napron*”), and **clipping** (of which there are two types: 1) **pre-fortis clipping**, or shortening the length of the middle of a syllable if the end of the syllable is to be pronounced with more force, as in *search*, where the vowel is somewhat shorter than the vowel in *surge*, and 2) **rhythmic clipping**, or shortening the length of a stressed syllable if it is followed by unstressed ones, as in *search* – *searching* – *searchable*). In addition, you will have opportunities to review what you already know about the complicated relationship between **sound** and **spelling** in English.

The course includes a series of **listening exercises**, which are designed to provide a sample of all the major varieties of English. We will learn, among other things, why so many people misheard Neil Armstrong's famous first words from the surface of the moon, why Australians and New Zealanders misunderstand each other's short vowels (e.g. *pan-pen-pin-pun*), and what the underlying rhythm of Indian English is that presents speakers of other Englishes with so many hurdles when they try to understand what is being said. We will also listen to a recording of what English is predicted to sound like in 100 years' time.

In the very first week, students have a choice: they can work at their own pace in **asynchronous online mode**, or work in **synchronous online mode** (via the MS Teams meeting on Tuesday 08 April). From week 2 (Tuesday 15 April) onwards, students can choose between following the course in **synchronous online mode** (via MS Teams meetings) or attending **in person** (building A2\_2, room 1.22). There will be other tasks for you to work on between the weekly (virtual or face-to-face) meetings.

At the end of the course, there will be a brief (20 minutes) **online oral exam**, which will involve reading a text aloud, speaking spontaneously, and demonstrating at least a passive knowledge of the phonetic symbols used for transcribing English sounds.

There are two groups.

**Group 1** meets **Tuesdays** from **10:15 to 11:45**

**Group 2** meets **Tuesdays** from **14:15 to 15:45**

Students can attend whichever meeting they want, but please let me know in advance if you are switching groups just for one week.

The course will be structured in a number of blocks:

**The first block** will involve exchanging contact details and making decisions about communication channels and frequency of virtual or real contact, as well as providing a general overview of free online resources available for doing phonetics. You will give me information about your previous experience and the goals you wish to achieve in this course.



The **second block** will involve you sending me a voice message in which you read aloud two paragraphs of English prose. You can then tell me what aspects of your pronunciation you think you need to work on, and I can tell you whether I agree with you or whether there are other things I think you should work on. I will then point you to the resources you will need to practice with.

The **third block** will involve becoming more familiar with the basic concepts and terminology of Systemic Functional Linguistics and of phonetics and phonology; there will be reading material as well as slide shows. The central unit of the sound system of English is the syllable, so we will take the syllable as the point of departure for our explorations. We will look at the internal structure of the syllable, and at the larger units in which the syllable functions. We will also look at the more abstract phenomena that the sound system of English helps to “realise”, and at the more concrete phenomena that the sound system helps to organise and structure.

The **fourth block** will consist of practice in describing and producing the individual consonant and vowel sounds of English as they occur in syllables. We will begin with the material world: the anatomical organs of articulation, and the physiology and physics of sound. We will then study the differences between the sound systems of English and German. These differing systems are projected onto the material world of anatomy and physiology and physics to create the actual phonetic differences that you will need to master: you will learn to hear, and become able to produce, the difference between the English word *happy* and the German word *happy* (which is approximately the same as the difference between the English word *jam* and the English word *gem*) and you will learn to *speak with one voice* in English.

The **fifth block** will involve becoming more aware of what happens when syllables are strung together to form larger rhythmic units. Syllables rub against each other at their edges; sometimes sounds adapt to the new environment, sometimes they are simplified or lost. Some syllables stand out more than others. We will study the functions of these differences and practise their physical manifestations.

The **sixth block** will consist of practice in English intonation, based on material by M.A.K. Halliday. Intonation is understood in the broader sense, where it includes all the consequences of deciding how to chunk information into digestible bits and how to assign degree of importance, as well as the interpersonal and logical functions of rising or falling pitch.

The **seventh block** will involve assessment. Students will demonstrate that they can read IPA transcriptions, and will read aloud the same passage as at the beginning of the course, as well as discussing a topic of their own choosing.

For links to the course materials, see below:

## BLOCK 1 — DEFINING GOALS

### Week 01: Tuesday 08 April 2025 — Unit 01

First of all, some slides from the **Contact Point for Studying with Disability**, which is part of the university’s Equal Opportunities and Diversity Management Unit. If you are living with disability or chronic illness, the university can provide various forms of support.

[http://www.spence.saar.de/phonetics/KSB/KSB\\_Slides\\_for\\_lecturers.pdf](http://www.spence.saar.de/phonetics/KSB/KSB_Slides_for_lecturers.pdf)

Please don’t hesitate to reach out if you have any kind of special needs.



Second, I will from time to time use the phrase **CONTENT WARNING** to alert you to the fact that some of the material may be offensive or triggering to some students, because it contains sexual innuendo, or references to drugs, or violence, or something else that could prove to be unsettling.

Third, you should all have received, as an email attachment, a one-page document containing all my **contact details**. If you haven't received those contact details, please check the spam folder of your uni mail account and/or contact me directly.

You should also have received a four-page document entitled **Initial Survey**, containing a number of questions. These are not didactic questions, i.e. I'm not asking you questions to see whether you know something that I already know, I'm asking you questions because I want to find out something that I don't yet know. If you haven't already sent me your answers to these questions, could you please do so as soon as possible – preferably *before* the first class.

[http://www.spence.saar.de/phonetics/unit01\\_20251/B\\_\\_Survey/](http://www.spence.saar.de/phonetics/unit01_20251/B__Survey/)

The most important questions are the ones concerning previous experience with IPA symbols, whether you have already taken a lecture course in phonetics, and how easily you can work online. Just ignore any questions that you feel are too personal. All information will be treated in the strictest confidence and will be destroyed as soon as it is no longer needed (viz., once your results have been received by the examinations office).

Here is the **plan for the course**, showing what we will be doing each week:

[http://www.spence.saar.de/phonetics/unit01\\_20251/C\\_\\_Plan](http://www.spence.saar.de/phonetics/unit01_20251/C__Plan)

A more detailed version of the plan will be published shortly. It will detail the work to be done before and after each session, as well as showing which activities we will be engaged in during each (virtual or face-to-face) meeting.

Here is the official **chart of phonetic symbols** published by the International Phonetic Association, together with an extended version that contains additional symbols that are in widespread use:

[http://www.spence.saar.de/phonetics/unit01\\_20251/D\\_\\_IPA\\_Chart](http://www.spence.saar.de/phonetics/unit01_20251/D__IPA_Chart)

You don't need to know all of those symbols, but it's probably a good idea to have constant access to a full IPA chart.

Here is the **text I would like you to read aloud**, so that I can work out which pronunciation problems you need to work on in this course:

[http://www.spence.saar.de/phonetics/unit01\\_20251/E\\_\\_Initial\\_Assessment](http://www.spence.saar.de/phonetics/unit01_20251/E__Initial_Assessment)

I would need to have the recording of you reading this text aloud *by the weekend before the second class*. You can send it as an audio file attached to an email, or as a voice message via any platform you like. Many students choose WhatsApp, but I'm on all social media platforms; so take your pick. The earlier you can send me your recording, the better!

Here you can find the **slides for the first week's session**, plus a **printer-friendly version** containing their content in a more compact format:

[http://www.spence.saar.de/phonetics/unit01\\_20251/F\\_\\_Slides\\_and\\_Printout](http://www.spence.saar.de/phonetics/unit01_20251/F__Slides_and_Printout)



If you like working on paper, you could print out the printer-friendly version of the slides and use it to take notes on while looking at the slides and/or watching the screen recordings of me working through the slides.

Here there are some **screen recordings** of me introducing the course and going through the slides:

[http://www.spence.saar.de/phonetics/unit01\\_20251/G\\_\\_Screen\\_Recordings](http://www.spence.saar.de/phonetics/unit01_20251/G__Screen_Recordings)

Note: There will probably only be recordings of the second half of the first week's presentation – and those parts will have been recycled from previous semesters; the information contained in the slides should not have substantially changed since then, however.

In this directory you will find subdirectories containing photos of some of the **people** (linguists, phonologists, phoneticians ... ) whom you will become acquainted with during this course:

[http://www.spence.saar.de/phonetics/unit01\\_20251/H\\_\\_People](http://www.spence.saar.de/phonetics/unit01_20251/H__People)

For one of the people — in all likelihood the most brilliant of them all – there is no photo available on the Internet. The main reason for that is probably that she was a woman. This notwithstanding, her students universally thought that she was awesome. If you are very keen, I can provide you with a link to a paper about a paper she delivered to her colleagues at a staff meeting once. (*The rest is silence.* — Sh. |*Ham.* V.ii.395)

The following directory contains three handouts that summarise some essential concepts:

[http://www.spence.saar.de/phonetics/unit01\\_20251/J\\_\\_Handouts](http://www.spence.saar.de/phonetics/unit01_20251/J__Handouts)

## BLOCK 2 — REFINING GOALS

### Week 02: Tuesday 15 April 2025 — Unit 02

All of the materials for this week can be found here:

[http://www.spence.saar.de/phonetics/unit02\\_20251/](http://www.spence.saar.de/phonetics/unit02_20251/)

Here is an overview of the materials you can find there:

You will by now have sent me a recording of yourself reading aloud the text “Dialectal Differences”, and have received some feedback in both verbal and written form. In this directory, you can find the blank form on which I write the summary of my feedback, plus scans of the feedback for a student from a previous semester:

[http://www.spence.saar.de/phonetics/unit02\\_20251/A\\_\\_Feedback\\_Forms/](http://www.spence.saar.de/phonetics/unit02_20251/A__Feedback_Forms/)

Here you can find scans of the pronunciation guide to the 5th edition of the Concise Oxford Dictionary (COD). This was before He-Who-Must-Not-Be-Named introduced a non-standard IPA transcription system for describing younger-generation middle-class South-Eastern British English speech, just as all other dictionaries had managed to reach agreement about a more inclusive, ‘standard’ transcription system. The pronunciation guide from the 5th edition will give you a good overview of how the relationship between sound and spelling is perceived by native speakers of British English.

You’ll also find there the material by Professor Albrecht Neubert that I referred to, which provides an excellent overview of the problems faced by a typical German English-learner.



[http://www.spence.saar.de/phonetics/unit02\\_20251/B\\_\\_Sound\\_and\\_Spelling](http://www.spence.saar.de/phonetics/unit02_20251/B__Sound_and_Spelling)

In the following directory you'll find scans of four pages by M.A.K. Halliday on stress patterns in English **compounds** (such as *boarding house*) and **pseudo-compounds** (such as *World War*). (Spoiler: BOARDING house; World WAR.)

You'll also find the slides for week 2, plus a printer-friendly version of them:

[http://www.spence.saar.de/phonetics/unit02\\_20251/C\\_\\_Slides\\_and\\_Printout](http://www.spence.saar.de/phonetics/unit02_20251/C__Slides_and_Printout)

\*\*\*\*\*

Finally, a document which you might like to download. It contains **direct links to the exercises** that you can do in your own time to work on your specific pronunciation problems. Some of the exercises we will also work on in class:

[http://www.spence.saar.de/phonetics/unit02\\_20251/D\\_\\_INDEX\\_OF\\_EXERCISES/pronunciation\\_exercises\\_index.pdf](http://www.spence.saar.de/phonetics/unit02_20251/D__INDEX_OF_EXERCISES/pronunciation_exercises_index.pdf)

\*\*\*\*\*

## BLOCK 3 — BASIC CONCEPTS

### Week 03: Tuesday 22 April 2025 — Unit 03

To prepare for this week's class, you could look at the following exercise about the syllable:

[http://www.spence.saar.de/courses/phoneticswithlistening/unit03\\_20251/syllable\\_and\\_sonority.pdf](http://www.spence.saar.de/courses/phoneticswithlistening/unit03_20251/syllable_and_sonority.pdf)

We can devote a few minutes to discussing the exercise at the beginning of the session. For this task, we could even experiment with reintroducing the whiteboard, and with making sure that online participants can see it clearly. A whiteboard is very useful in phonetics classes! Drawing a diagram on a whiteboard takes perhaps 30 seconds. Coding a diagram with TikZ in L<sup>A</sup>T<sub>E</sub>X sometimes takes 30 hours – and you have to know at least a couple of days in advance which diagram you'll happen to need! :- (

A key to the exercise is available, but it is not on the website yet :- ) ... it can be provided on request.

Most of this week's session will be taken up with a slide presentation. I will race through those sections we have already touched on before, such as the concepts of STRATUM and RANK. The slides are here:

[http://www.spence.saar.de/courses/phoneticswithlistening/unit03\\_20251/phonetics20250422-beamer.pdf](http://www.spence.saar.de/courses/phoneticswithlistening/unit03_20251/phonetics20250422-beamer.pdf)

and if you like having something with a nice wide margin to take notes on (whether in an up-market PDF viewer, or on paper), you can get the contents of the slides in a more compact form here:

[http://www.spence.saar.de/courses/phoneticswithlistening/unit03\\_20251/phonetics20250422-druck.pdf](http://www.spence.saar.de/courses/phoneticswithlistening/unit03_20251/phonetics20250422-druck.pdf)



If you are also taking my Written Expression (Intermediate) course, then I must apologise for the fact that some of the material in week 3 of Phonetics with Listening Practice is identical to some of the material in week 2 of Written Expression (Intermediate).

What if you can't attend the class, either in person or online? In that case, here's a link to some screen recordings of me going through an earlier version of the slides — the contents have not changed much since then, but I used to start with "Unit 00" and "Unit 00a", so you will be seeing "Unit 01", but it is equivalent to "Unit 03" in the new, more logical numbering system:

[http://www.spence.saar.de/courses/phoneticswithlistening/unit01\\_20232/B\\_\\_Screen\\_Recordings\\_RECYCLED/](http://www.spence.saar.de/courses/phoneticswithlistening/unit01_20232/B__Screen_Recordings_RECYCLED/)

Optionally, you can read a brief text (actually a letter) by a very interesting and original thinker, Benjamin Lee Whorf. It's about semantic space, about how ideas are related like parts of a landscape – it might be relevant in connection with the diagram by Ferdinand de Saussure that I will be bombarding you with non-stop throughout the course:

[http://www.spence.saar.de/phonetics/unit03\\_20251/WHORF/](http://www.spence.saar.de/phonetics/unit03_20251/WHORF/)

That text constitutes the first chapter of *Language, Thought, and Reality*, Whorf's collected works. There appears to be a misprint on the last page — I think *left* is supposed to be *lift*.

Finally: don't forget the homework for week 4, which is mentioned at the end of the current slides – it is not the same as the homework mentioned at the end of the older, recycled slides:

I want you to learn the adjectives that are used to describe consonant sounds produced at the various Places of Articulation that are shown (and numbered) in the following diagram:

[https://commons.wikimedia.org/wiki/File:Places\\_of\\_articulation.svg](https://commons.wikimedia.org/wiki/File:Places_of_articulation.svg)

The diagram lists the names in German, English and Spanish — just scroll down the page to find them. If there are any issues with the pronunciation of the terms,

1. try googling them
2. raise the issue at the beginning of the class in week 4

One of the two most intelligent human beings I have ever met was born in 1898, fought in the trenches in the First World War in 1917 (for him at the time it was simply the "Great War"), and then went on to teach me English in 1970, when I was 13 going on 14 and he was 71 going on 72. He died in 1988, just before the online era began. I often imagine trying to explain to him the meaning of words such as the verb "to google". :- (

Sh., *Tempest*, V, i, 215–218, c'est Miranda qui parle:

O, wonder!

How many goodly creatures are there here!

How beauteous mankind is! **O brave new world,**

**That has such people in't.**

</sarcasm>





## BLOCK 4 — BELOW THE SYLLABLE

### Week 04: Tuesday 29 April 2025 — Unit 04

This week we look at the anatomy and physiology of producing contoids – sounds that could function at the margins of a syllable.

The slides and a printer-friendly version of them can be found here:

[http://www.spence.saar.de/phonetics/unit04\\_20251/A\\_\\_Slides\\_and\\_Printout](http://www.spence.saar.de/phonetics/unit04_20251/A__Slides_and_Printout)

Here are the individual a4 pages of what would (in a pre-pandemic semester) have been the handout:

[http://www.spence.saar.de/phonetics/unit04\\_20251/B\\_\\_Handout](http://www.spence.saar.de/phonetics/unit04_20251/B__Handout)

At the start of the session, I will check that you have done the homework. ] :->

In the middle of the lesson, you will receive a slip of paper, or, if you are online, I will text you the content of the slip of paper via the chat function of MS Teams. You will be given a description of a consonant sound that I want you to produce. The description will be in terms of voicing, place of articulation, and manner of articulation. You will read out the description aloud and then attempt to produce the sound, while we look at the IPA consonant chart. ] :->

### Week 05: Tuesday 06 May 2025 — Unit 05

This week we look at the acoustic and articulatory phonetics of producing vocoids – sounds that could function at the nucleus of a syllable.

All of the materials for this topic can be found here:

[http://www.spence.saar.de/phonetics/unit05\\_20251/](http://www.spence.saar.de/phonetics/unit05_20251/)

Note: There is a link on the slides to a vowel generator. The site seems to no longer be working, however. I've tried to find an alternative, so far without success. If necessary, I can play the role of the vowel generator in class.

\*\*\*\*\*

## HIATUS — LINKS TO VARIOUS MATERIALS:

Here are the two extra documents that I referred to in class over the previous few weeks:

### 1) a document explaining pre-fortis clipping and rhythmic clipping:

[http://www.spence.saar.de/phonetics/TIMING\\_two\\_problems/timing\\_two\\_problems.pdf](http://www.spence.saar.de/phonetics/TIMING_two_problems/timing_two_problems.pdf)

### 2) a document explaining how to make certain difficult consonant sounds:

[http://www.spence.saar.de/phonetics/DIFFICULT\\_SOUNDS\\_how\\_to/difficult\\_sounds.pdf](http://www.spence.saar.de/phonetics/DIFFICULT_SOUNDS_how_to/difficult_sounds.pdf)

### 3) Here are two lists, not yet in their final state:



The first is **a list of all the vowels and diphthongs of English**, with advice from Eckert and Barry on differences between English and German and what to pay particular attention to:

[http://www.spence.saar.de/phonetics/unit06\\_20241/B\\_\\_Handout/differences.pdf](http://www.spence.saar.de/phonetics/unit06_20241/B__Handout/differences.pdf)

The second is **a list of all the consonant phonemes of English**, with all the major allophones of each one. The list is based on Sauer, with additional information taken from the Internet. When the list is finished, it will contain, on even-numbered pages facing the current pages, further information about typical spellings and other things to pay attention to. The list also shows which section in Sauer contains the relevant exercises, in case we don't manage to do all the exercises in class:

[http://www.spence.saar.de/phonetics/unit07\\_20241/A\\_\\_EXPERIMENTAL/ENGLISH\\_CONSONANTS.pdf](http://www.spence.saar.de/phonetics/unit07_20241/A__EXPERIMENTAL/ENGLISH_CONSONANTS.pdf)

**4) Here are some screenshots containing information that I regret having left out of previous units:**

1) Systemic functional linguistics reverses the pattern of non-functional linguistics, by i) treating **lexis** purely *formally* (measuring, for example, the tendency of items such as *sleep* and *furiously* to collocate, with no concern for the meanings involved) and ii) treating **syntax** *semantically*, rather than formally:

[http://www.spence.saar.de/phonetics/SCREENSHOTS/01\\_\\_Peculiarities\\_1\\_\\_formal\\_lexis\\_\\_semanticky\\_grammar\\_\\_we\\_unit02\\_214](http://www.spence.saar.de/phonetics/SCREENSHOTS/01__Peculiarities_1__formal_lexis__semanticky_grammar__we_unit02_214)

2) When systemic functional linguists say “**Semantics**” they mean more-or-less what non-functional linguists call “**Pragmatics**”:

[http://www.spence.saar.de/phonetics/SCREENSHOTS/02\\_\\_Peculiarities\\_2\\_\\_grammar\\_as\\_\\_context-neutral\\_meaning\\_\\_we\\_unit02\\_215.png](http://www.spence.saar.de/phonetics/SCREENSHOTS/02__Peculiarities_2__grammar_as__context-neutral_meaning__we_unit02_215.png)

3) Systemic functional linguistics invests a lot of time and energy in providing detailed descriptions of **paradigmatic** relations. Originally the starting point for a paradigmatic description was a particular place in the structure of a unit; later, the unit as a whole was taken as the starting point, which meant that the description could become more abstract:





[http://www.spence.saar.de/phonetics/SCREENSHOTS/03\\_\\_Systems.png](http://www.spence.saar.de/phonetics/SCREENSHOTS/03__Systems.png)

[http://www.spence.saar.de/phonetics/SCREENSHOTS/04\\_\\_SystemNetworks\\_Notation1.png](http://www.spence.saar.de/phonetics/SCREENSHOTS/04__SystemNetworks_Notation1.png)

[http://www.spence.saar.de/phonetics/SCREENSHOTS/05\\_\\_Graphic\\_conventions\\_in\\_system\\_networks\\_\\_IFG4\\_\\_p\\_x.jpg](http://www.spence.saar.de/phonetics/SCREENSHOTS/05__Graphic_conventions_in_system_networks__IFG4__p_x.jpg)

[http://www.spence.saar.de/phonetics/SCREENSHOTS/06\\_\\_Notational\\_Conventions\\_\\_IFG4\\_\\_p\\_ix.png](http://www.spence.saar.de/phonetics/SCREENSHOTS/06__Notational_Conventions__IFG4__p_ix.png)

4) **Firthian prosodic phonology.** Linguistics in the UK developed independently of linguistics in other parts of the world (Professor Erich Steiner made Firthian linguistics known to the German-speaking world as “Der britische Kontextualismus”). The phonological part of Firthian linguistics has become known as ‘prosodic phonology’. Instead of phonemes, it uses a combination of ‘phonematic units’ (more general than phonemes) and ‘prosodies’ (suprasegmental ripples of palatalisation, velarisation, etc., which act on the syllable as a whole or on parts of it to produce the actual sound flow). Firthian prosodic phonology was decades ahead of its time.

i) Here is an example of a classic Firthian prosodic analysis – Eugénie J. A. Henderson’s description of the sound system of Vietnamese:

[http://www.spence.saar.de/vietnamese/pdf/Bazell\\_et\\_al\\_1966\\_Henderson.pdf](http://www.spence.saar.de/vietnamese/pdf/Bazell_et_al_1966_Henderson.pdf)

ii) Here is Michael Halliday’s system network that specifies all the options available when producing a syllable in Mandarin, first the short version, then the full version:

[http://www.spence.saar.de/phonetics/SCREENSHOTS/07\\_\\_makh\\_mandarin\\_syllable\\_short\\_\\_cmmim\\_arch\\_of\\_phon\\_321.jpg](http://www.spence.saar.de/phonetics/SCREENSHOTS/07__makh_mandarin_syllable_short__cmmim_arch_of_phon_321.jpg)

[http://www.spence.saar.de/phonetics/SCREENSHOTS/08\\_\\_makh\\_mandarin\\_syllable\\_full\\_\\_cmmim\\_arch\\_of\\_phon\\_323.pdf](http://www.spence.saar.de/phonetics/SCREENSHOTS/08__makh_mandarin_syllable_full__cmmim_arch_of_phon_323.pdf)

and here is a listing of the outputs of Halliday’s system network:

[http://www.spence.saar.de/phonetics/SCREENSHOTS/09\\_\\_makh\\_mandarin\\_syllable\\_total\\_output.pdf](http://www.spence.saar.de/phonetics/SCREENSHOTS/09__makh_mandarin_syllable_total_output.pdf)

\*\*\*\*\*

## THE REST OF BLOCK 4



## Week 06: Tuesday 13 May 2025 — Unit 06

In this unit, we will practise the vowels and diphthongs of the Received Pronunciation of British English. In two weeks' time, we will return to the topic of vowels and diphthongs to work on them in even more detail.

[http://www.spence.saar.de/phonetics/unit06\\_20251/](http://www.spence.saar.de/phonetics/unit06_20251/)

## Week 07: Tuesday 20 May 2025 — Unit 07

In this unit, we will do more work on English consonants. We will concentrate on the (for German-speakers) classically difficult consonants ð r w v.

[http://www.spence.saar.de/phonetics/unit07\\_20251/](http://www.spence.saar.de/phonetics/unit07_20251/)

## Week 08: Tuesday 27 May 2025 — Unit 08

In this unit, we will do more work on English vowels and diphthongs, concentrating on differences between different dialects of English and the difficulties that native speakers of other languages typically encounter when trying to learn to English vowel system.

[http://www.spence.saar.de/phonetics/unit08\\_20251/](http://www.spence.saar.de/phonetics/unit08_20251/)

## Week 09: Tuesday 03 June 2025 — Unit 09

In this unit, we will practise any remaining problems with English consonants and consider in particular the consonant clusters of English.

[http://www.spence.saar.de/phonetics/unit09\\_20251/](http://www.spence.saar.de/phonetics/unit09_20251/)

## BLOCK 5 — AROUND THE SYLLABLE

## Week 10: Tuesday 10 June 2025 — Unit 10

In this unit, we will carry on from the work of the previous week and practise the kinds of simplifications that occur when syllables rub up against one another.



[http://www.spence.saar.de/phonetics/unit10\\_20251/](http://www.spence.saar.de/phonetics/unit10_20251/)

## **Week 11: Tuesday 17 June 2025 — Unit 11**

In this unit, we will look at the phonetics of word morphology, including the role of word stress.

[http://www.spence.saar.de/phonetics/unit11\\_20251/](http://www.spence.saar.de/phonetics/unit11_20251/)

## **Week 12: Tuesday 24 June 2025 — Unit 12**

In this unit, we will be concerned with the rhythm of English.

[http://www.spence.saar.de/phonetics/unit12\\_20251/](http://www.spence.saar.de/phonetics/unit12_20251/)

## **BLOCK 6 — ABOVE THE SYLLABLE**

## **Week 13: Tuesday 01 July 2025 — Unit 13**

In this unit, we will look at the role of TONALITY and TONICITY: how speakers decide how much information to pack into one information unit, and how they indicate where the most important ‘new’ information is located.

[http://www.spence.saar.de/phonetics/unit13\\_20251/](http://www.spence.saar.de/phonetics/unit13_20251/)

## **Week 14: Tuesday 08 July 2025 — Unit 14**

In this unit, we will study and practise the primary tones of English.

[http://www.spence.saar.de/phonetics/unit14\\_20251/](http://www.spence.saar.de/phonetics/unit14_20251/)

## **Week 15: Tuesday 14 July 2025 — Unit 15**

In this unit, we will study and practise the secondary tones of English, and discuss the arrangements for the oral exam.



[http://www.spence.saar.de/phonetics/unit15\\_20251/](http://www.spence.saar.de/phonetics/unit15_20251/)

## BLOCK 7 — ASSESSMENT

All the information you need about the oral exams will be sent to you by email and posted in the General channel of the MS Teams team for this course.

Scroll down further for the links to the listening exercises.

## Listening Practice: Links

Local copies of videos for listening can be found here:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

– ask the course leader to send you your login details.

Any local copies of the texts of those videos would be here:

[http://www.spence.saar.de/arcanum/phonetics/listening/texts\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/texts_etc/)

The **worksheets** for some of the videos are here:

[http://www.spence.saar.de/phonetics/exercise\\_sheet\\_01-01/exercise\\_sheet\\_01-01.pdf](http://www.spence.saar.de/phonetics/exercise_sheet_01-01/exercise_sheet_01-01.pdf)

[http://www.spence.saar.de/phonetics/exercise\\_sheet\\_02-01/exercise\\_sheet\\_02-01.pdf](http://www.spence.saar.de/phonetics/exercise_sheet_02-01/exercise_sheet_02-01.pdf)

[http://www.spence.saar.de/phonetics/exercise\\_sheet\\_11-07/exercise\\_sheet\\_11-07.pdf](http://www.spence.saar.de/phonetics/exercise_sheet_11-07/exercise_sheet_11-07.pdf)

### LINKS TO VIDEOS FOR LISTENING PRACTICE:

01-RECEIVED PRONUNCIATION (1): 'STAGED' RP

01-01-FRY AND LAURIE (CONTENT WARNING: innuendo)

Marvellous England Commentators – Fry and Laurie:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

01-01-Marvellous\_England\_Commentators.mp4

(2:17)



## 02-RECEIVED PRONUNCIATION (2): OLDER RP

## 02-01-BERTRAND RUSSELL (CONTENT WARNING: tobacco use)

Bertrand Russell: Face to Face Interview (BBC, 1959):

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

02-01-Bertrand\_Russell\_1959\_Interview.mp4

(28:50)

## 03-RECEIVED PRONUNCIATION (3): (MOSTLY) STANDARD RP and/or SOUTHERN ENGLAND, EDUCATED

## 03-01-MICHAEL HALLIDAY:

M.A.K. Halliday was born into a middle-class family in Leeds, Yorkshire, in 1925. Like most British academics of his generation, he spoke in an accent that contained few, if any, indications of which part of the U.K. he was born in.

M.A.K. Halliday presenting his paper 'The grammatical construction of scientific knowledge: a historical view of the framing of the English clause' at the International Conference on Languages of Science, University of Bologna, Italy, PART 1 and PART 2:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-01-MAK\_Halliday\_1995\_Bologna\_PART\_1.mp4

(19:49)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-01-MAK\_Halliday\_1995\_Bologna\_PART\_2.mp4

(19:37)

This paper is available as:

Chapter 4 of Volume 5 (*The Language of Science*) of *The Collected Works of M.A.K. Halliday*

See also:

[http://www.spence.saar.de/arcanum/phonetics/listening/texts\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/texts_etc/)

halliday/

Similar ideas are put forward in Chapter 5 of Halliday and Martin 1992, *Writing Science*.

Michael Halliday: 'Language Evolving: Some systemic functional reflections on the history of meaning':

<https://www.youtube.com/watch?v=nC-blhaIUCk>

(1:07:54)

(the sound cuts out for 30 seconds at t11m02s)



### 03-02-YES MINISTER

Yes, Minister S01E04 Big Brother:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-02-Yes\_Minister\_S1\_Ep4\_Big\_Brother.mp4

(29:16)

Yes, Minister S01E05 The Writing on the Wall:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-02-Yes\_Minister\_S1\_Ep5\_The\_Writing\_on\_the\_Wall.mp4

(27:39)

Yes, Minister S01E06 The Right to Know:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-02-Yes\_Minister\_S1\_Ep6\_The\_Right\_to\_Know.mp4

(29:30)

### 03-03-WHY I AM NOT A CHRISTIAN (B. RUSSELL)

A speaker of RP reads aloud the text of Bertrand Russell's lecture 'Why I am not a Christian' (first delivered on March 6, 1927 to the National Secular Society, South London Branch, at Battersea Town Hall)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-03-Why\_I\_Am\_Not\_a\_Christian\_by\_Bertrand\_Russell.mp4

(38:55)

### 03-04-OXFORD DEBATE 1860

A dramatic reconstruction of the debate between Bishop Samuel Wilberforce and Thomas Huxley at Oxford on 30.6.1860 in which Wilberforce attacked and Huxley defended Darwin's book "On the Origin of Species".

(The first character appears to speak Scottish English; with the exception of one American academic, the other characters – including Darwin – speak RP or something very similar.)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

03-04-Charles\_Darwin\_Oxford\_Debate\_1860.mp4

(15:04)





### 03-05-WAYS OF SEEING (John Berger, BBC, 1972)

An influential television documentary, in four half-hour episodes, on ways in which images (and their production, reproduction, presentation ...) shape our unconscious worldview:

Ep. 1:

[https://www.youtube.com/watch?v=0pDE4VX\\_9Kk](https://www.youtube.com/watch?v=0pDE4VX_9Kk)

Ep. 2:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/03-05-02-John\\_Berger\\_\\_Ways\\_of\\_Seeing\\_\\_Episode\\_2\\_\\_1972.mp4](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/03-05-02-John_Berger__Ways_of_Seeing__Episode_2__1972.mp4)

Ep. 3:

<https://www.youtube.com/watch?v=Z7wi8jd7aC4>

Ep. 4:

<https://www.youtube.com/watch?v=5jTUEbm73IY>

The text of the accompanying book, with illustrations, can be accessed here:

<https://archive.org/details/WaysOfSeeingByJohnBerger>

Many of the ideas in the first episode are taken from Walter Benjamin's famous essay *The Work of Art in the Age of Mechanical Reproduction*.

### 04-RECEIVED PRONUNCIATION (4): FURTHER EXAMPLES OF STAGED AND EX-AGGERATED RP

#### 04-01-ANNA RUSSELL

Anna Russell: Wagner's Ring Cycle

–VERSION 1 (1984 – pink dress, at piano, no slides):

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/04-01-from\\_1953-Wagner\\_s\\_Der\\_Ring\\_des\\_Nibelungen\\_analysis.mp4](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/04-01-from_1953-Wagner_s_Der_Ring_des_Nibelungen_analysis.mp4)

(28:12)

–VERSION 2 (1953 – better sound; slides as illustrations): [http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/04-01-from\\_1984\\_Anna\\_Russell\\_Wagner\\_Ring\\_Cycle\\_Nibelungen\\_Sketch\\_1953\\_version\\_\\_wmv.mp4](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/04-01-from_1984_Anna_Russell_Wagner_Ring_Cycle_Nibelungen_Sketch_1953_version__wmv.mp4)

NYC 1953-04-23

(21:44)



## 04-02-ROWAN ATKINSON (CONTENT WARNING: innuendo)

Rowan Atkinson: The School Master (roll call)

Version 1 (earlier/original: “Ainsley, ...”)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

04-02-Rowan\_Atkinson\_Roll\_Call\_earlier\_version.mp4

(5:58)

Version 2: (later/more formulaic: “Anus, ...”)

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

(5:22)

## 04-03-ALAN BENNETT (in his stage revue voice)

Alan Bennett: ‘Take a Pew’ (“My brother Esau”) from “Beyond the Fringe”

(version 1) (stills):

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

04-03-Alan\_Bennett\_Take\_a\_Pew.mp4

(7:30)

(version 2) (motion):

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

04-03-Alan\_Bennett\_Take\_a\_Pew\_stills.mp4

(7:13)

The text of a different version of this sketch is available here:

<http://www.wepsite.de/sermon.htm>

## 05-NORTHERN ENGLAND

05-01-OWEN JONES (born in Sheffield (South Yorkshire); raised in Stockport (Greater Manchester))

Owen Jones interviews Jonas Nay (Deutschland 83 actor):

<https://www.youtube.com/watch?v=n3YT-Pwpy6s>

(8:41)

“Chavs” author Owen Jones returns to Stockport:

[https://www.youtube.com/watch?v=gb8wH\\_XlLfA](https://www.youtube.com/watch?v=gb8wH_XlLfA)

(6:20)

Owen Jones interviews Jeremy Corbyn again:

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

(Corbyn is from Wiltshire)

(45:49)

Owen Jones meets Sir Ian McKellen – ‘No one regrets being honest about their sexuality’:

<https://www.youtube.com/watch?v=-9aXe6JqpCI>

(McKellen speaks RP)

(12:47)

**06-WEST COUNTRY (SOMERSET)****06-01-School Of British Accents –WEST COUNTRY**

<https://www.youtube.com/watch?v=j737oPgPE3s>

(2:16)

**07-SCOTTISH ENGLISH**

**07-01-PROFESSOR IAIN STUART: “Men of Rock”** (documentary series about the history of geology):

Ep. 1: Deep Time

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

07-01-Men\_of\_Rock\_1\_Deep\_Time.mp4

(59:06)

Ep. 2: Moving Mountains

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

07-01-Men\_of\_Rock\_2\_Moving\_Mountains.mp4

(58.53)

Ep. 3: The Big Freeze

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

07-01-Men\_of\_Rock\_3\_The\_Big\_Freeze.mp4

(58:52)

**07-02-FORMER SCOTTISH FIRST MINISTER NICOLA STURGEON:**

<https://tinyurl.com/sturgeon-referendum-two>

(2:51)

**08-IRISH ENGLISH****08-01-DAVE ALLEN (born and raised in Ireland)**

Dave Allen (TV comedian) – religious jokes (but only some are linguistically relevant, as his on-stage dialect varies)

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

(13:19)

**08-02-ALAN JOYCE (Former CEO of Qantas, from Dublin):**

The former CEO of Qantas Airways Limited on his airline’s partnerships, and the strategic importance of IATA’s AGM, at 72nd IATA AGM:

<https://www.youtube.com/watch?v=Bl-TAvpznyQ>

(2:53)

**08-03-ALAN DUFFY (Astrophysicist; born in Peterborough, England; raised in Ballyclare, County Antrim, Northern Ireland):**

The Future’s looking up: Dr Alan Duffy about careers in astronomy

<https://www.youtube.com/watch?v=7A-5thPqtsw>

(5:04)



08-04-MARY ROBINSON (President of Ireland, 1990-1997):

Why climate change is a threat to human rights (TED talk)

[https://www.ted.com/talks/mary\\_robinson\\_why\\_climate\\_change\\_is\\_a\\_threat\\_to\\_human\\_rights](https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights)

(with subtitles)

(21:42)

08-05-AISLING BEA:

Are you fat-thin... or thin-fat?

<https://www.facebook.com/BBCOne/videos/aisling-bea-on-being-fat-thin-live-at-the-apo-1582802491828913/>

(2:10)

08-06-NOWHERE SPECIAL:

The film *Nowhere Special* tells the story of a single father (a Belfast window-cleaner) who only has a few months to live. He is trying to find a good adoptive family for his three-year-old son. The actor playing the lead role, James Norton, is English. One critic wrote: "Norton's performance dominates, with a battered, hangdog demeanour and the most syllable-perfect Belfast accent since Daniel Day-Lewis in *In the Name of the Father*."

International trailer for the film *Nowhere Special*:

<https://www.youtube.com/watch?v=IUC0kLeQpbY>

If you watch the whole of this film, you will be crying so much that you will need an entire box of tissues.

09-WELSH ENGLISH

09-01-School Of British Accents –WELSH ENGLISH

<https://www.youtube.com/watch?v=8K5UrkaWEuk>

(2:29)

10-COCKNEY / ESTUARY ENGLISH

10-01-ON THE BUSES

On the Buses (British TV comedy series):

'Radio Control'

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

10-01-On\_The\_Buses\_Radio\_Control.mp4 (23:51)

10-02-THE RAG TRADE

The Rag Trade (British TV comedy series about garment workers):

S01E03 (1961)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

10-02-The\_Rag\_Trade\_1961.mp4

(30:46)



## 10-03-BEN COHEN

Ben Cohen on his campaign to stop homophobia:

Ben Cohen – Homophobia is where racism was 20 years ago

<https://www.youtube.com/watch?v=ZcF0iBKb-MM>

(0:28)

Ben Cohen – Bullying begins in playground, teachers ignore homophobic slurs

<https://www.youtube.com/watch?v=C-m1o1WUEDc>

(0:43)

## 10-04-DAVID BOWIE

David Bowie (David Jones) at 17 on “The Society for the Prevention of Cruelty to Long-Haired Men”:

<https://www.youtube.com/watch?v=m5zxeLwUSdk>

(1:47)

## 10-05-DAVID BECKHAM

David Beckham on retirement:

<https://www.youtube.com/watch?v=fjJzf6FLqMg>

(3:18)

## 11-AUSTRALIAN ENGLISH

## 11-01-NEIGHBOURS

Countdown: Guy Pearce, Kylie Minogue and Jason Donovan from 'Neighbours' (1986)

<https://www.youtube.com/watch?v=Q2DnXZlIcvg>

(2:34)

A generic bit of “Neighbours”:

<https://www.youtube.com/watch?v=4FC1gPW6iSM>

(7:37)

Guy Pearce early acting in Neighbours:

<https://www.youtube.com/watch?v=Nmog20kev-s>

(1:57)

Kylie's first scene in Neighbours:

<https://www.youtube.com/watch?v=0VcRVShQVA>

(1:32)

Kylie's last scene in Neighbours:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

11-01-Neighbours\_Kylie\_Minogue\_last\_scene.mp4 (4:21)

Neighbours – Mike (Guy Pearce) in Speedos:

<https://www.youtube.com/watch?v=KW53F9ofDl0>

(1:47)

**11-02-PRISCILLA QUEEN OF THE DESERT**

(Terence Stamp is British and speaks with an educated southern English accent here; Hugo Weaving is British-Australian and speaks with an Australian accent here; Guy Pearce was born in Britain but raised in Australia and speaks with an Australian accent here.)

Priscilla Queen of the Desert: Trailer:

<https://www.youtube.com/watch?v=MV-Zzasrky8>

Priscilla – the ABBA edit:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

11-02-Priscilla\_ABBA.mp4

(5:14)

**11-03-HEAD ON (CONTENT WARNING: sex, drugs, violence)**

Head On (Ana Kokkinos, 1994) – Trailer

<https://www.youtube.com/watch?v=8bHLgx1VIBg>

(I can lend you the whole film on VHS or DVD; it has a wide variety of first- and second-generation Greek Australian speech.)

(2:09)

**11-04-DAME EDNA (EARLY)**

Barry Humphries Dame Edna Everage (1975):

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

11-04-Dame\_Edna\_1975.mp4

(26:16)

**11-05-BOB HAWKE**

Bob Hawke (Prime Minister of Australia 1983-1991):

[https://www.theguardian.com/sport/video/2013/sep/26/](https://www.theguardian.com/sport/video/2013/sep/26/bob-hawke-joke-americas-cup-video)

bob-hawke-joke-americas-cup-video

(1:57)

**11-06-PAUL KEATING**

Paul Keating (Prime Minister of Australia 1991-1996):

Tony Abbott Character Slam by Paul Keating:

[https://www.youtube.com/watch?v=R0\\_BSI6GrZw](https://www.youtube.com/watch?v=R0_BSI6GrZw)

(4:50)

Abbott Wanted to Wreck the Place - Paul Keating:

<https://www.youtube.com/watch?v=vDXtT8RCui8>

(5:35)





## 11-07-JULIA GILLARD

Julia Gillard (Prime Minister of Australia 2010–2013):

Julia Gillard's "misogyny speech" in full:

<https://www.youtube.com/watch?v=ihd7ofrwQX0>

(15:01)

## 11-08-PERSONAL TRAINER

Personal Trainer:

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

11-08-Coaching\_Page.mp4

(2:58)

## 12-NEW ZEALAND ENGLISH

## 12-00-ROTARY DIAL

To move from Australian to New Zealand English, watch this video explaining the rotary dial on a telephone first:

<https://www.youtube.com/watch?v=CIDw75mUl6c> (1:08)

(Bertrand Russell "rang off" at the end of his conversation with the Danish journalist – his was a pre-rotary-dial generation of telephone technology!)

## 12-01-JACINDA ARDERN

Jacinda Ardern (Prime Minister of New Zealand 2017-2023)

New Zealand's New Prime Minister Jacinda Ardern Is The World's Youngest Female Leader:

<https://www.youtube.com/watch?v=ZAzhQUGHj8o>

(3:43)

New Zealand Prime Minister Jacinda Ardern is pregnant:

<https://www.youtube.com/watch?v=trDjaoIJf3g>

(20:22)

It appears that women, however good they are at their job, are judged by the media primarily in terms of their youth and their reproductive status : - (

## 12-02-DECK ADS

All three New Zealand deck ads (CONTENT WARNING: cringeworthy crude innuendo that goes way beyond the level of even the worst Dad Jokes!)

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

12-02-Deck\_Ads.mp4

(6:47)



### 13-SOUTH AFRICAN ENGLISH

#### 13-01-South African English:

<https://www.youtube.com/watch?v=4UXbNbpCY6A>

(11:37)

#### 13-02-Invictus (2009) – Official Trailer:

<https://www.youtube.com/watch?v=HH0TkNdicsI>

(2:32)

#### 13-03-NELSON MANDELA

Nelson Mandela revisits his Robben Island prison cell:

<https://www.youtube.com/watch?v=SPM6lhs6EU8> (1:41)

### 14-INDIAN ENGLISH

– combine with a look at Wikipedia:

[https://en.wikipedia.org/wiki/Indian\\_English#Phonological\\_comparison\\_with\\_Received\\_Pronunciation](https://en.wikipedia.org/wiki/Indian_English#Phonological_comparison_with_Received_Pronunciation)

#### 14-01-Shan Antonia: How To Speak Like An INDIAN

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

14-01-How\_To\_Speak\_Like\_An\_INDIAN.mp4

(6:45)

#### 14-02-Asian Boss: Do Indians Know How Their English Accent Sounds?

<https://www.youtube.com/watch?v=dJgoTcyrfZ4>

(8:50)

### 15-SINGLISH (Colloquial Singaporean English – an English-based creole spoken in Singapore)

#### 15-01-Learning Singlish (Singaporean English) - Xiaxue's Guide To Life: EPI78

<https://www.youtube.com/watch?v=pb4XSy-d2Ck>

(6:20)

### 16-U.S. ENGLISH (1): GENERAL AMERICAN

#### 16-01-NEIL ARMSTRONG (from Central Ohio)

Neil Armstrong, the first person to set foot on the moon:

Neil Armstrong interview, BBC 1970:

<https://www.youtube.com/watch?v=W1R5uquFJjs>

(7:12)

see also:

<https://tinyurl.com/neil-armstrong-quote>

#### 16-02-HOW TO (1)

How To Do A General American Accent In Under Two Minutes

<https://www.youtube.com/watch?v=0qiK0DrAn1E>

(1:46)



## 16-03-HOW TO (2)

How to Master a General American Accent - Part One

<https://www.youtube.com/watch?v=tQ-PBXXe8mI>

(5:27)

## 16-04-“VALLEY GIRL” TALK

Frank Zappa, Moon Unit Zappa: “Valley Girl”

[http://www.spence.saar.de/arcanum/phonetics/listening/videos\\_etc/](http://www.spence.saar.de/arcanum/phonetics/listening/videos_etc/)

16-04-Zappa\_\_Valley\_Girl\_lyrics.mp4

(4:51)

## 17-U.S. ENGLISH (2): SOUTHERN

17-01-BETTE MIDLER (playing JANIS JOPLIN)

Bette Midler (playing Janis Joplin): The Rose – concert monologue

(there are mistakes in the transcription; a more accurate transcription will be provided)

<https://www.youtube.com/watch?v=PEIYFZCVRx8>

(7:28)

## 18-U.S. ENGLISH (3): NEW ENGLAND / NORTHEAST

18-01-JARED DIAMOND (born and raised in Boston, Massachusetts):

Why do societies collapse?

[https://www.ted.com/talks/jared\\_diamond\\_on\\_why\\_societies\\_collapse?](https://www.ted.com/talks/jared_diamond_on_why_societies_collapse?language=en)  
language=en

(18:11)

18-02-BERNIE SANDERS (born and raised in Brooklyn, NYC, NY):

Sen. Bernie Sanders: Amazon has gotten too big

[https://www.youtube.com/watch?v=-AxDWoR\\_zaQ](https://www.youtube.com/watch?v=-AxDWoR_zaQ)

(9:58)

## 19-CANADIAN ENGLISH

19-01-CHRIS HADFIELD (astronaut, former I.S.S. commander)

Chris Hadfield Brushes his Teeth in Space

<https://www.youtube.com/watch?v=3bCoGC532p8>

(3:11)