

Unit 01

Defining goals

what you want to achieve, and how this course can help you.

Slides for the session of

Practical English Phonetics /

Phonetics with Listening Practice (British & General)

held on

primidi le 21 vendémiaire an CCXXXV

Tuesday 13 October 2026

Robert Spence

{ English Department | LangSciTech }

Saarland University

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



Ruqaiya Hasan

(رقيه حسن)

3.7.1931--24.6.2015



M.A.K. Halliday

(韩礼德 Hán Lǐdé)

13.4.1925--15.4.2018

Images by Lexie Don and Christian Matthiessen; all rights reserved

Two important definitions

Language:
the noises we make with our faces in order to live.
(J.R. Firth)

Phonetics:



phonetics

/fəˈnetiks/ (say fuhˈnetiks)

noun **1.** the science of speech sounds and their production.

2. the phonetic system, or the body of phonetic facts, of a particular language.

–**phonetician** /fəˈneˈtɪʃən/ (say fohnuhˈtishuhn), **noun**

www.macquarriedictionary.com.au



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

The agenda for today's session:

- 1 To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

The agenda for today's session:

- ① To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.
- ② To gain a general **overview of the course**: to explore its overall structure and to discuss how the weekly classes and the oral exams will work.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- ③ To list some **guiding principles** for the study of phonetics.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- 2 To gain a general **overview of the course**: to explore its overall structure and to discuss how the weekly classes and the oral exams will work.
- 3 To list some **guiding principles** for the study of phonetics.
- 4 To review some useful **resources** for the study of phonetics.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
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- Course participants can now introduce themselves to the group (I will also ask questions about you).
- Don't let me forget to introduce myself to you (!), and please feel free to ask any questions, at any time – about me, about the course, or whatever.

Two words of warning:

Before we begin our overview of how the course will work, it is worth drawing attention to two of the many important general principles upon which this course is based—principles which may not otherwise be immediately self-evident.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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① An *inter*-organism perspective



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- 1 An *inter*-organism perspective
- 2 A stratificational perspective



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

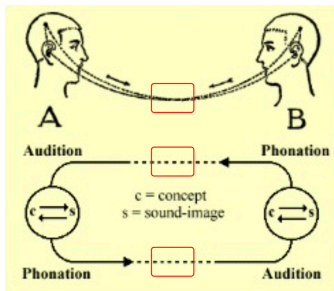
Phonetics programmes

Mobile apps

Homework

An inter-organism perspective (1): Saussure

φωv



Saussure, Ferdinand de, *Cours de linguistique générale* (1916). éd. Bally / Sechehaye. Payot, 1971. pp 27-28

LARGER VERSION: click [here](#) (British) or [here](#) (General).

In this course, we will not be concerned with what is happening inside people's brains, but only with what is happening when a speaker produces a sound wave that travels through air.

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

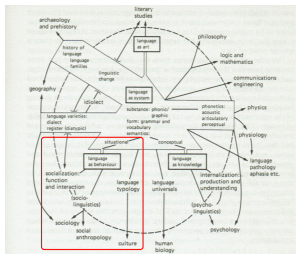
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

An inter-organism perspective (2): Halliday



A diagrammatic representation of the nature of linguistic studies and their relation to other fields of scholarship. from: Halliday, M A K 'Language and social man (Part 1)'. in: Halliday, M A K *Language as social semiotic. The social interpretation of language and meaning*. Arnold, 1978. p 11.

LARGER VERSION: click [here](#) (British) or [here](#) (General).

In this course, when we talk about the 'meaning' of utterances, we will be concentrating on the area outlined in red. This contrasts with the perspective adopted in most of your classes on linguistics.

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

A stratificational perspective

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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 - The same applies if you focus on a point which is too **low**.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)
 - We can focus on the **lower, more concrete physical reality** of sound waves (**acoustics**).



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: **(phonology)**
 - We can focus on the **result of ‘projecting’** the more abstract sound patterns onto the more concrete physical reality to produce what we actually ‘perceive’ as sounds [dt. *Sprechlaute*] when we are speaking: **(phonetics)**.
 - We can focus on the **lower, more concrete physical reality** of sound waves **(acoustics)**.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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 - We can focus on the **lower, more concrete physical reality** of sound waves **(acoustics)**.
- We call these different depths of focus **LEVELS** or, following an analogy from geology, **STRATA**.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Phonology (phonemics), phonetics, physics

There are different LEVELS a.k.a. STRATA in language, as well as different MANIFESTATIONS (e.g. written and spoken). It often helps to analogize between the spoken and the written:

TIN STEP LETDOWN		lexicogrammar
⟨t⟩	/t/	{graph phon}emics
τ ʈ ɬ	[tʰ] [t] [tʰ]	{graph phon}etics
photons	sound waves	physical reality

Note the conventions: ⟨t⟩ /t/ [t]
see Eckert & Barry, p. 289.



[Defining goals](#)

[Dedication](#)

[Definitions](#)

[Agenda](#)

[Participants and goals](#)

[Course overview](#)

[Two words of warning](#)

[Website](#)

[Timetable](#)

[Procedure: sessions](#)

[Procedure: exams \(1\)](#)

[Principles](#)

[Resources to explore](#)

[Books](#)

[Internet sources](#)

[Fonts](#)

[Copy-and-paste](#)

[Keyboard layouts](#)

[Phonetics programmes](#)

[Mobile apps](#)

[Homework](#)

A phonological rank scale for English

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

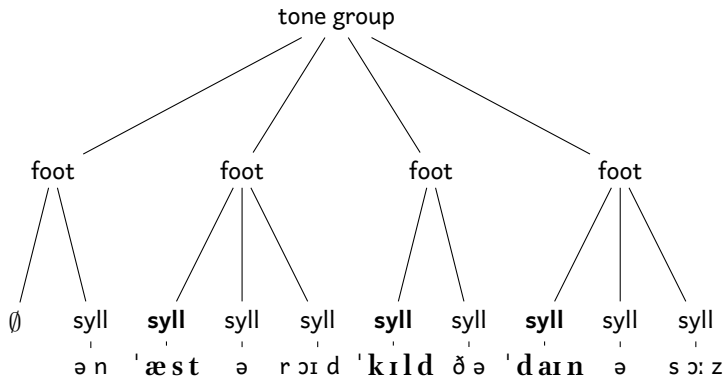
Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



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

tone group → foot → syllable → phoneme

This is the most minimalistic description of English phonological units that actually works.

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
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which includes:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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 - exercise sheets for the listening exercises, plus:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- One part of the course website is password-protected:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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 - You have received your password by email.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Timetable

Date	Unit	Description
Tu 13.x	01	Defining goals
Tu 20.x	02	Refining goals
Tu 27.x	03	The syllable and its environments
Tu 03.xi	04	The syllable margins in the material world
Tu 10.xi	05	The syllable nucleus in the material world
Tu 17.xi	06	The contrastive phonology of the syllable nucleus
Tu 24.xi	07	The contrastive phonology of the syllable margins
Tu 01.xii	08	More practice in the phonetics of the syllable nucleus
Tu 08.xii	09	More practice in the phonetics of the syllable margins
Tu 15.xii	10	Syllable margins in contact
Tu 05.i	11	Syllables and salience in the service of the word
Tu 12.i	12	Salience in the service of interpersonal and textual grammar
Tu 19.i	13	Tonality and tonicity in the service of textual meaning
Tu 26.i	14	Primary tone in the service of grammar
Tu 02.ii	15	Secondary tone, and « envoi »
We 03.ii →		Online Oral Exams (any day, any time, till Tu 09.ii)

The course will be conducted in HYBRID mode: face-to-face sessions on campus, with a parallel MS Teams meeting for those unable to attend in person. The oral exams will mostly be held via MS Teams, but face-to-face sessions could be arranged, probably on Tuesday 09 February.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- 1 There will be a short homework task every week.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- 1 There will be a short homework task every week.
- 2 The session will begin with



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise
- ③ The rest of the session will be divided into two or three parts; each will be filled with a task such as:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise
- ③ The rest of the session will be divided into two or three parts; each will be filled with a task such as:
 - ① discussing the main points listed on the slides



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise
- ③ The rest of the session will be divided into two or three parts; each will be filled with a task such as:
 - ① discussing the main points listed on the slides
 - ② doing pronunciation exercises



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise
- ③ The rest of the session will be divided into two or three parts; each will be filled with a task such as:
 - ① discussing the main points listed on the slides
 - ② doing pronunciation exercises
 - ③ doing, or discussing the results of, listening exercises



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

- ① There will be a short homework task every week.
- ② The session will begin with
 - ① a warm-up exercise and/or
 - ② a pop quiz and/or
 - ③ a discussion of the homework task and/or
 - ④ a very short IPA reading exercise
- ③ The rest of the session will be divided into two or three parts; each will be filled with a task such as:
 - ① discussing the main points listed on the slides
 - ② doing pronunciation exercises
 - ③ doing, or discussing the results of, listening exercises
 - ④ dealing with any other issues raised by the participants



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time via MS Teams.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time via MS Teams.
- 4 You need to fill in and send me these two forms before the exam:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time via MS Teams.
- 4 You need to fill in and send me these two forms before the exam:
 - 1 the Cover Sheet (*Deckblatt*)
<https://tinyurl.com/UdSPhilFakDeckblatt>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time via MS Teams.
- 4 You need to fill in and send me these two forms before the exam:
 - 1 the Cover Sheet (*Deckblatt*)
<https://tinyurl.com/UdSPhilFakDeckblatt>
 - 2 the Consent Form (*Einverständniserklärung*)
<https://www.uni-saarland.de/fileadmin/upload/dezernat/ls/LS-MuendlichePLdigital-Einverstaendnis.pdf>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 3 February and Tuesday 9 July. Later dates (in late February or in March) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time via MS Teams.
- 4 You need to fill in and send me these two forms before the exam:
 - 1 the Cover Sheet (*Deckblatt*)
<https://tinyurl.com/UdSPhilFakDeckblatt>
 - 2 the Consent Form (*Einverständniserklärung*)
<https://www.uni-saarland.de/fileadmin/upload/dezernat/ls/LS-MuendlichePLdigital-Einverstaendnis.pdf>
- 5 It would be possible to do some of the exams in person, in room 1.22, if you prefer. In that case, you would not need to fill in the Consent Form, only the Cover Sheet.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- 1 providing identification:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

① providing identification:

① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- 1 providing identification:
 - 1 official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - 2 student ID card (*Studierendenausweis*)



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- ① providing identification:
 - ① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - ② student ID card (*Studierendenausweis*)
- ② reading the consent form aloud



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- ① providing identification:
 - ① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - ② student ID card (*Studierendenausweis*)
- ② reading the consent form aloud
- ③ deciphering IPA transcriptions that I will present on-screen



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- ① providing identification:
 - ① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - ② student ID card (*Studierendenausweis*)
- ② reading the consent form aloud
- ③ deciphering IPA transcriptions that I will present on-screen
- ④ reading aloud the text *Dialectal differences*



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

- ① providing identification:
 - ① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - ② student ID card (*Studierendenausweis*)
- ② reading the consent form aloud
- ③ deciphering IPA transcriptions that I will present on-screen
- ④ reading aloud the text *Dialectal differences*
- ⑤ free conversation on any topic of your choice



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

The exam will consist of:

- ① providing identification:
 - ① official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
 - ② student ID card (*Studierendenausweis*)
- ② reading the consent form aloud
- ③ deciphering IPA transcriptions that I will present on-screen
- ④ reading aloud the text *Dialectal differences*
- ⑤ free conversation on any topic of your choice
- ⑥ feedback on the course plus suggestions about how to improve it next semester.

Note:

I will let you know what your grade will be approximately (and record this in the official record) before I ask you for feedback – so please criticise mercilessly!

Some general principles to remember when studying the phonetics and phonology of English

- 1 Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Some general principles to remember when studying the phonetics and phonology of English

- 1 Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
- 2 Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Some general principles to remember when studying the phonetics and phonology of English

- 1 Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
- 2 Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.
- 3 Free up your sound-making. Stop being an adult with desires and purposes and intentions. Just be a child and play. Do not let your phonetics be constrained by anything related to language (such as German sound patterns, or German sentence patterns, or German ways of organizing ideas, or ...)



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Some general principles to remember when studying the phonetics and phonology of English

- 1 Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
- 2 Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.
- 3 Free up your sound-making. Stop being an adult with desires and purposes and intentions. Just be a child and play. Do not let your phonetics be constrained by anything related to language (such as German sound patterns, or German sentence patterns, or German ways of organizing ideas, or ...)
- 4 Find someone to imitate. It should be someone quintessentially English. Abandon your own desires and purposes and intentions and just imitate the other person.



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Explore these resources for the study of phonetics

In the following, some useful resources for the study of phonetics are presented.

- 1 Books
- 2 Internet sources
- 3 Fonts
- 4 Character pickers
- 5 Keyboard layouts
- 6 Apps



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Books (1)

You might find some of these useful (active links):



[Defining goals](#)

[Dedication](#)

[Definitions](#)

[Agenda](#)

[Participants and goals](#)

[Course overview](#)

[Two words of warning](#)

[Website](#)

[Timetable](#)

[Procedure: sessions](#)

[Procedure: exams \(1\)](#)

[Principles](#)

[Resources to explore](#)

[Books](#)

[Internet sources](#)

[Fonts](#)

[Copy-and-paste](#)

[Keyboard layouts](#)

[Phonetics programmes](#)

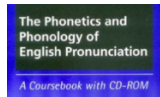
[Mobile apps](#)

[Homework](#)

Books (1)

You might find some of these useful (active links):

Eckert and Barry: The Phonetics and Phonology of English Pronunciation. Trier: WVT, 2005



[Defining goals](#)

[Dedication](#)

[Definitions](#)

[Agenda](#)

[Participants and goals](#)

[Course overview](#)

[Two words of warning](#)

[Website](#)

[Timetable](#)

[Procedure: sessions](#)

[Procedure: exams \(1\)](#)

[Principles](#)

[Resources to explore](#)

[Books](#)

[Internet sources](#)

[Fonts](#)

[Copy-and-paste](#)

[Keyboard layouts](#)

[Phonetics programmes](#)

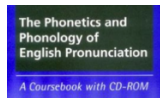
[Mobile apps](#)

[Homework](#)

Books (1)

You might find some of these useful (active links):

Eckert and Barry: The Phonetics and Phonology of English Pronunciation. Trier: WVT, 2005



Arnold und Hansen: Englische Phonetik. Langenscheidt, 1998



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

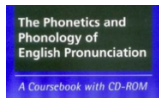
Mobile apps

Homework

Books (1)

You might find some of these useful (active links):

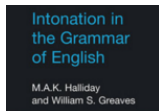
Eckert and Barry: The Phonetics and Phonology of English Pronunciation. Trier: WVT, 2005



Arnold und Hansen: Englische Phonetik. Langenscheidt, 1998



Halliday and Greaves: Intonation in the Grammar of English. London: Equinox, 2008



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Books (2)

These are the books I'll be using most often in this course:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Books (2)

These are the books I'll be using most often in this course:

Sauer: A Drillbook of English Phonetics. Heidelberg: Winter, 2013⁴



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

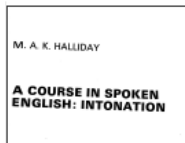
Books (2)

These are the books I'll be using most often in this course:

Sauer: A Drillbook of English Phonetics. Heidelberg: Winter, 2013⁴



Halliday: A Course in Spoken English: Intonation. Oxford: OUP, 1970



[Defining goals](#)

[Dedication](#)

[Definitions](#)

[Agenda](#)

[Participants and goals](#)

[Course overview](#)

[Two words of warning](#)

[Website](#)

[T timetable](#)

[Procedure: sessions](#)

[Procedure: exams \(1\)](#)

[Principles](#)

[Resources to explore](#)

Books

[Internet sources](#)

[Fonts](#)

[Copy-and-paste](#)

[Keyboard layouts](#)

[Phonetics programmes](#)

[Mobile apps](#)

[Homework](#)

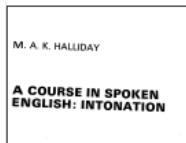
Books (2)

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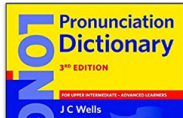
Sauer: A Drillbook of English Phonetics. Heidelberg: Winter, 2013⁴



Halliday: A Course in Spoken English: Intonation. Oxford: OUP, 1970



J.C. Wells: Longman Pronunciation Dictionary. Harlow: Pearson, 2008³



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Beware!

- 1 If you are using an Oxford dictionary to check the pronunciation of an English word, make sure it is an Oxford **learner's** dictionary – not the “Concise Oxford Dictionary”!



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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<http://www.oxforddictionaries.com>
- ③ **GOOD: Oxford Advanced Learner's Dictionary:**
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(don't forget the "s"!)



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- ③ **GOOD: Oxford Advanced Learner's Dictionary:**
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- ④ On a Mac, the Concise Oxford Dictionary is integrated with the operating system. **DO NOT TRUST IT!!**



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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<http://www.oxfordlearnersdictionaries.com>
(don't forget the "s"!)
- 4 On a Mac, the Concise Oxford Dictionary is integrated with the operating system. **DO NOT TRUST IT!!**
- 5 Beware these...!

WRONG!	(words like:)	RIGHT!
ɛ	BET	e
ɑ	BAT	æ
əː	NURSE	ɜː
ɛː	SQUARE	eə
ʌɪ	PRICE	aɪ



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>
- An easy place to start:
http://simple.wikipedia.org/wiki/IPA_chart_for_English

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>
- An easy place to start:
http://simple.wikipedia.org/wiki/IPA_chart_for_English
- “I want to hear the sounds!”:
<http://www.lfsag.unito.it/ipa/index.html>

Make sure you have a Unicode font installed! ... e.g. ...



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS**



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS** or **Charis SIL**,



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**,



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Fonts

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**,
or **STIXGeneral**, or **the Brill**, or ...

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**,
or **STIXGeneral**, or **the Brill**, or ...

Check your computer's character palette to see which of the fonts on
your system actually contain the phonetic symbols.



[Defining goals](#)

[Dedication](#)

[Definitions](#)

[Agenda](#)

[Participants and goals](#)

[Course overview](#)

[Two words of warning](#)

[Website](#)

[Timetable](#)

[Procedure: sessions](#)

[Procedure: exams \(1\)](#)

[Principles](#)

[Resources to explore](#)

[Books](#)

[Internet sources](#)

[Fonts](#)

[Copy-and-paste](#)

[Keyboard layouts](#)

[Phonetics programmes](#)

[Mobile apps](#)

[Homework](#)

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The following fonts are free, and are worth having:



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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<http://software.sil.org/charis/>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Check your computer's character palette to see which of the fonts on your system actually contain the phonetic symbols.

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- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Make sure you have a Unicode font installed! ... e.g. ...

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

Check your computer's character palette to see which of the fonts on your system actually contain the phonetic symbols.

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- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>
- STIX:
<http://www.stixfonts.org/>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Check your computer's character palette to see which of the fonts on your system actually contain the phonetic symbols.

The following fonts are free, and are worth having:

- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>
- STIX:
<http://www.stixfonts.org/>
download here:
<https://github.com/stipub/stixfonts/>
- the Brill:
<https://brill.com/page/BrillFont/brill-typeface>



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)

- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)
- another character picker (better terminology, but may need frequent refreshing in browser window):
<http://westonruter.github.io/ipa-chart/keyboard/>

- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)
- another character picker (better terminology, but may need frequent refreshing in browser window):
<http://westonruter.github.io/ipa-chart/keyboard/>
- A copy-and-paste solution will save you having to type the symbols using your own keyboard; but you will still need at least one font on your system that has all the phonetic symbols.

Keyboard layouts

- Enter phonetic symbols via your keyboard:
https://keyman.com/keyboards/sil_ipa



φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

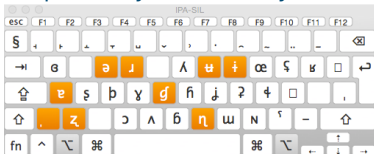
Phonetics programmes

Mobile apps

Homework

Keyboard layouts

- Enter phonetic symbols via your keyboard:
https://keyman.com/keyboards/sil_ipa



- for iPhones:
<http://tinyurl.com/i-want-ipa>



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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- for iPhones:
<http://tinyurl.com/i-want-ipa>



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- for Androids look here:
<https://tinyurl.com/i-want-ipa-for-android>

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Phonetics programmes



- PRAAT:
<http://www.fon.hum.uva.nl/praat/>



- Audacity
<https://www.audacityteam.org/>

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



- PRAAT:
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- This one is for geeks *g*



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- You probably already have this.

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



- PRAAT:
<http://www.fon.hum.uva.nl/praat/>
- This one is for geeks *g*
- Once you have PRAAT installed on your computer, you have your very own phonetics lab to play with.



- Audacity
<https://www.audacityteam.org/>
- You probably already have this.
- Audacity can do most of the things you need to know something about for an introductory course on phonetics.

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

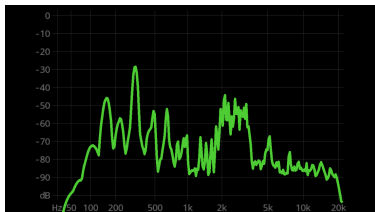
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



- FreqenSee – Spectrum Analyzer (free) (does it still work?)
<https://play.google.com/store/apps/details?id=com.DanielBach.FreqenSee&hl=de>

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

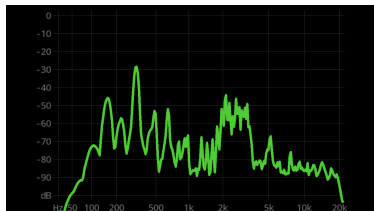
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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- analyzes frequency of sound in real time

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

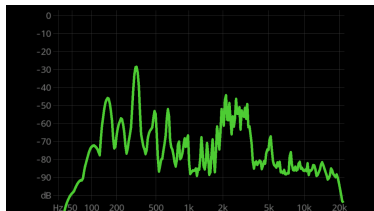
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>
- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

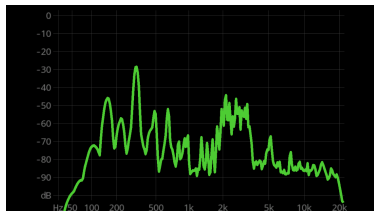
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.
- there may also be something similar available for iPhone (see AppStore)

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (2)



- live BPM – Beat Detector (relatively inexpensive) (does it still work?)

<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (2)



- live BPM – Beat Detector (relatively inexpensive) (does it still work?)

<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>

- detects rhythmic “beat” of drumming (or speaking)

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (2)



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- detects rhythmic “beat” of drumming (or speaking)
- might be useful towards end of course

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (2)



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<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>

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- there are similar apps available for iPhone (see AppStore).

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

The killer app (only for iPhone / iPad): IPA Phonetics Pro

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

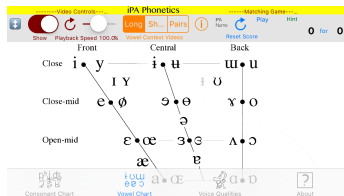
Copy-and-paste

Keyboard layouts

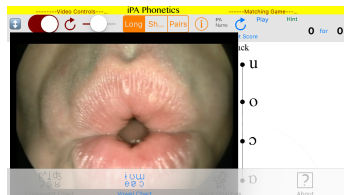
Phonetics programmes

Mobile apps

Homework



- Click on the IPA symbol, hear the sound:
LOOK FOR IT IN THE APP STORE



Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources to explore

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

- If you haven't already done so, please send me your recording of yourself reading aloud the text *Dialectal differences*.

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- If you haven't already done so, please send me your recording of yourself reading aloud the text *Dialectal differences*.
- Feel free to explore the website, including the password-protected part, and to use anything you find useful.