



## Phonetics with Listening Practice (British): Plan for Units 10-15

Week / Unit	Dates	Preparation	Lesson		Additional Reading	Listening Exercises	Homework
			Exercises	Slides			
10	17.xii	Look at the <i>slides for Unit 10</i>	Practice on assimilation, elision, and linking	<i>assimilation</i> <i>elision</i> <i>linking</i>			Mark any cases of linking in <i>Dialectal Differences</i>
11	07.i	Look at the <i>slides for Unit 11</i>	Practice on <i>stress patterns in relation to derivational morphology</i> (Sauer 33, pp. 104-109)  [audio: from t=29:40]	<i>morphophonology and stress</i>	<i>Eckert &amp; Barry pp. 197-212; 239-243</i> Some examples in E&B are dated and/or dialect-specific. Most important: to work <b>out</b> , a <b>workout</b> ; to burn <b>out</b> , a <b>burnout</b>	<i>Halliday 1970, pp. 57-59</i> (Study Unit 1: Rhythm)  [audio files]	Make sure that you can identify the word stress patterns of all the words in <i>Dialectal Differences</i>
12	14.i	Look at the <i>slides for Unit 12</i>  <i>Sauer 1 1 &amp; 1 2 Weak Forms</i> (p 21) [audio]  <i>König/Stoiber exercise sheet</i>  Work on the rhythm of your loud-reading of <i>Dialectal Differences</i>	Working on the rhythm of <i>Dialectal Differences</i>  <i>Sauer 1 3 &amp; 1 4 Weak Forms</i> (pp 22-25) [audio]	<i>stress, and weak forms</i>		Indian English (14-01, 14-02)  <i>English in the Future</i>	Mark stresses (incl. silent!), and weak forms, in <i>Dialectal Differences</i>  Read <i>Arnold und Hansen on Rhythm</i> (files 03, 04, 05)
13	21.i	Look at the <i>slides for Unit 13</i>	Trying out analyses of tonality and tonicity in <i>Dialectal Differences</i>  <i>Rhythm and intonation exercise</i>	<i>tonality</i> <i>tonicity</i>	<i>Halliday 1970, pp. 1-5</i> <i>Halliday 1970, p. 40 &amp; pp. 41-48</i>  [audio files]	Exercises from Halliday 1970 (any that you find interesting): Study Units 2-10: [text] [audio files] Study Units 11-20: [text] [audio files]	Finalize your decisions about tonality and tonicity in <i>Dialectal Differences</i>
14	28.i	Look at the <i>slides for Unit 14</i>  <i>Halliday 1970, pp. 6-13</i>	Examples on slides used as exercises in class Additional exercises from Halliday 1970	<i>primary tone</i>	<i>Halliday 1970, pp. 6-14</i> <i>Halliday 1970, pp. 15-19 &amp; 21-23</i>  [audio files]	<i>Irish English, scroll down to: 08-01 - 08-06</i> ("Is that Tone 3, or Tone 1?")  <i>Halliday 1970, Study Units 21-30: [text] [audio files]</i>	Decide on which tones to use in <i>Dialectal Differences</i>  Decide on possible dates for oral exam
15	04.ii	Look at the <i>slides for Unit 15</i>  System Networks: 1) <i>Conventions</i> 2) <i>Matthiessen (IFG4): tone group, foot</i> 3) <i>Halliday (SWL): meaning of tone choices</i>	Examples on slides used as exercises in class Additional exercises from Halliday 1970	<i>secondary tone</i>	<i>Halliday 1970, pp. 20-21 &amp; 31-40</i>  [audio files]	<i>Halliday 1970, Study Units 31-40: [text] [audio files]</i>	Decide on date for oral exam

Need: / Add or change in the next iteration:

- 1) Better diagrams of metrical structures in poetry, and of the impossibility of triple time in chanting (nature? nurture?)
- 2) More on the "fallende kleine Terz" (hardwired?)
- 3) More on the formulas for the length of written lines, spoken lines, and melodic phrases.
- 4) Printout of "Englische Intonationsmuster", of full example "Do they take the car when they go abroad?", and of "Drink To Me Only With Thine Eyes".
- 5) Scan of Abercrombie's article on Joshua Steele.
- 6) Integrate listening to Chinese English (e.g. Singaporean/Singlish) with the description of the Coda of English syllables; redo old attempts at a system network for Codas so as to have the simplified, Chinese realizations as the base upon which the full, native system expands.
- 7) Beyond Halliday - pitch register; German-style tone 3 (pitch mid-range and level); declination; narrowing of pitch range; etc.