

Today's topics:

- **Review LING 101 phonetics:
Consonants, vowels, properties**

Background preparation:

- Phonetics review handout and Quizlet practice
- See also review links from Daily Syllabus page

0. Today's objectives

After today's class, you should be able to:

- Convert from IPA symbols to sounds and back
- Describe the assigned consonants and vowels in terms of the assigned phonetic properties
- Identify phonetic properties in an image of the human vocal tract

At end: Introductions & language/linguistics factoids
(time permitting; Wed if not today)

0. Course information

- **Checking in** on course structure and technology
 - **New to the class?** See [course web site](#) (access from Canvas home page)
 - [Daily syllabus](#) page and [Schedule](#) page
 - [Course info & policies document](#) (syllabus)

0. Course information

- **Checking in** on course structure and technology
 - Any other...
 - Questions about the course?
 - Problems with Canvas or web site?

0. Course information

- Strategies for success ("[Course info & policies](#)")
 - Note:
Supplemental readings are never directly tested, but they can provide a new perspective or more detail on course topics

1. Warm-up

- What **evidence** do tongue twisters like these provide for phonology in **mental grammar**?

She sells sea shells by the sea shore

[**ʃi** **sɛl**z **si** **ʃɛl**z baj ðə **si** **ʃɔː**]

The sixth sheik's sixth sheep is sick

[ðə **sɪks****θ** **ʃ**iks **sɪks****θ** **ʃ**ip ɪz **sɪk**]

Red leather, yellow leather

[**r**ɛd **l**ɛð**l** **j**ɛlow **l**ɛð**l**]

Real weird rear wheel

[**r**il **w**iəd **r**iə **w**il]

1. Warm-up

- **Similar, but not identical**, segments in **repeating patterns** help make tongue-twisters difficult

- **How** are the indicated sounds **similar**?

[**f**i **s**ɛl**z** **s**i **ʃ**ɛl**z** baɪ ðə **s**i **ʃ**ɔ]

[ðə **s**ɪk**s**θ **ʃ**ɪk**s** **s**ɪk**s**θ **ʃ**ɪp ɪz **s**ɪk]

[**l**ɛd **l**ɛð**l** **j**ɛl**o**w **l**ɛð**l**]

[**l**ɪl **w**ɪl**d** **l**ɪl **w**ɪl]

- What does this aspect of tongue twisters tell us about the **mental grammar**?

2. LING 101: Consonant symbols & properties

- Setting the stage for today's phonetics review
 - Consonant properties and symbols
 - Vowel properties and symbols

The single most useful thing you can do to set yourself up for success in this course is to **know this information well so you can use it **QUICKLY****

- Can you look at a set of speech sounds and see at a glance what properties they share?
- Can you rapidly identify what properties distinguish two sets of speech sounds?

2. LING 101: Consonant symbols & properties

Group discussion — Logistics

- Put away devices and notes
- Take out a piece of paper and write down group members' names at the top in a column
 - To earn a check mark (participation point):
Speak up in the group discussion to make a contribution or ask a question

2. LING 101: Consonant symbols & properties

Group discussion

- Collaborate with your group members:
 - List the **four core properties** we are using to classify consonants phonetically
 - *Top of chart:* List the **places of articulation** for English consonants, in order from front to back
 - *Left side:* List as many “manners of articulation” (major classes of consonants) as you can
 - example: *fricative*

2. LING 101: Consonant symbols & properties

Group discussion — Debriefing

- **Four core properties** for consonants?
 - What are the “extras”? When do we need them?
- **Places of articulation** for English consonants?
- **Major classes** (“manners of articulation”)?
 - How are these described by the **set of properties** we are working with?

2. LING 101: Consonant symbols & properties

Group discussion — Debriefing

- What questions do you have about consonant symbols or properties?

3. LING 101: Vowel symbols & properties

Group discussion

- Collaborate with your group members:
 - Make an empty vowel chart and fill in
[a ɑ æ e ə ε i ɪ o ɔ u ʊ ʌ]
 - What properties do the **rows** and **columns** of the chart visually represent?
 - What **other properties** do we need for distinguishing among these vowels?

3. LING 101: Vowel symbols & properties

Group discussion — Debriefing

- What does the vowel chart look like?
 - Columns represent...
 - Rows represent...
 - Other properties we need?

3. LING 101: Vowel symbols & properties

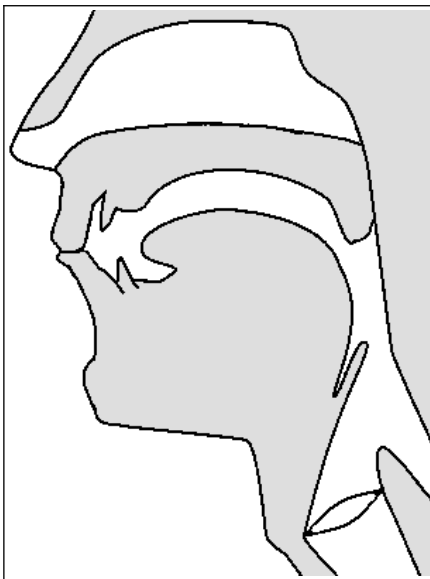
Group discussion — Debriefing

- What questions do you have about vowel symbols or properties?
 - [a] vs. [ɑ]?
 - Tense vs. lax?
 - Other?

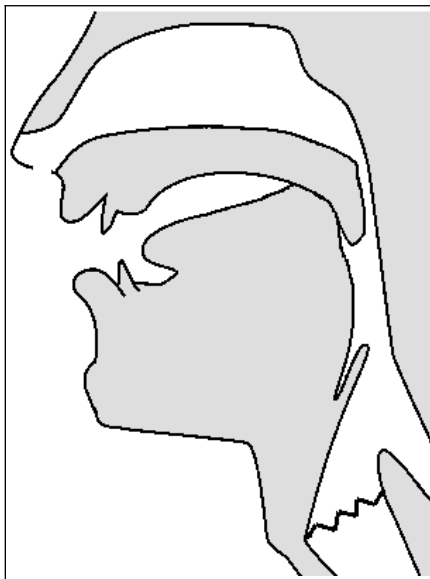
4. Practice with consonant articulations

- What **consonants** are **represented** here?
 - State the properties and give the symbol
 - Note: vocal folds — open () or vibrating $\wedge \vee$?

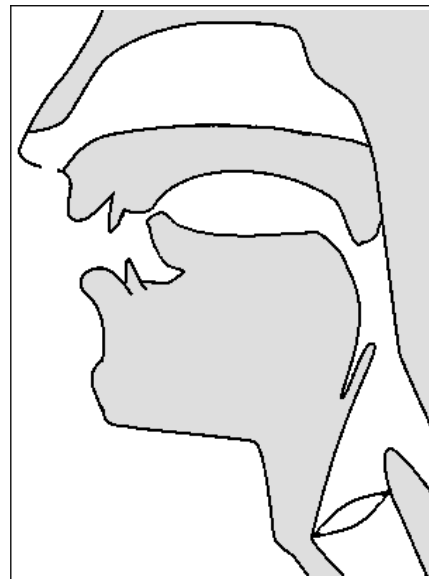
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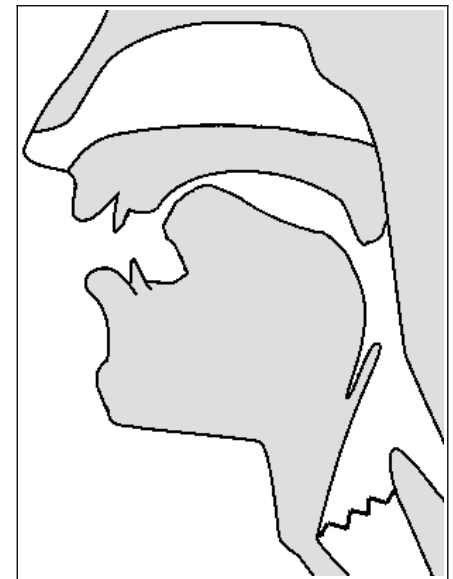
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5. Practice with vowel articulations

- How do these **vowels compare** with respect to height, backness, and rounding?



1 [\[hear it\]](#)



2 [\[hear it\]](#)



3 [\[hear it\]](#)

(links will open audio in new tab)

- MRI images and recordings of [Pat Keating](#), from the SPAN [Real-time MRI IPA Charts](#) project at U Southern California

6. Introductions

- Let's go around the room:
 - Give your **name**, as you would like to be called in class (and **pronouns** if you would like)
 - What **languages** besides English do you speak or have you studied?
 - Is there something you have **learned** in a linguistics (or language) course that struck you as interesting/cool/surprising?