

Today's objective:

- **Review LING 101 phonetics**

Background preparation:

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

0. Course information

- **Checking in** on course structure and technology
 - New to the class? See [course web site](#) (access from “Pages” in Canvas)
 - [Daily syllabus](#) page and [Schedule](#) page
 - Course info & policies document (syllabus)
 - Participation activity from last time is now recorded in Canvas (1=pass)
 - New to the class? Email me a tongue twister for participation credit for Tu Jan10

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

- Classroom safety information
 - [Classroom Emergency Checklist](#)
 - Try locking/unlocking classroom door
 - Tornado: Shelter in hallway; go to lowest floor(?)
 - Evacuation: Consider taking stairs to lowest floor and leaving from stairwell entrance

0. Today's plan

- Wrap-up from last time: What is this course about?
- Phonetics review
 - Consonant properties and symbols
 - Vowel properties and symbols
- (Time permitting) Introductions! (or next Tues)

1. Wrap-up from last time

- What makes these tongue twisters hard?

She sells sea shells by the sea shore

[ʃi sɛlz si ʃɛlz baj ðə si ʃɔː]

The sixth sheik's sixth sheep is sick

[ðə sɪksθ ʃɪks sɪksθ ʃɪp ɪz sɪk]

Unique New York

[juːnɪk nu jɔːk]

Real weird rear wheel

[riːl wiəd riː wɪl]

1. Wrap-up from last time

- What makes these tongue twisters hard?

She sells sea shells by the sea shore

[**ʃi** **sɛ**lz **si** **ʃɛ**lz baj ðə **si** **ʃɔː**]

The sixth sheik's sixth sheep is sick

[ðə **sɪks**θ **ʃɪks** **sɪks**θ **ʃɪp** ɪz **sɪk**]

Unique New York

[**jʊ**nɪk **nʊ** **jɔː**k]

Real weird rear wheel

[**rɪ**l **wɪ**əd **rɪ** **wɪ**l]

1. Wrap-up from last time

- Finish slides from Tu Jan 10
 - Discussion: What makes tongue-twisters hard?
 - The big-picture view of this course
 - Strategies for success (from “Course info & policies” document)

1. Wrap-up from last time

- 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. Review: Consonant symbols and properties

Group discussion

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

2. Review: Consonant symbols and properties

Group discussion

- Collaborate with your group members to figure out these tasks:
 - List the **four core properties** we are using to classify consonants phonetically
 - List the **places of articulation** for English consonants, in order from front to back
 - How many “manners of articulation” (types or major classes of consonants) can you list?

2. Review: Consonant symbols and 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. Review: Consonant symbols and properties

Group discussion — Debriefing

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

3. Review: Vowel symbols and properties

Group discussion

- Collaborate with your group members to figure out these tasks:
 - Make an empty vowel chart and fill it in with these vowels:
[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. Review: Vowel symbols and properties

Group discussion — Debriefing

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

3. Review: Vowel symbols and properties

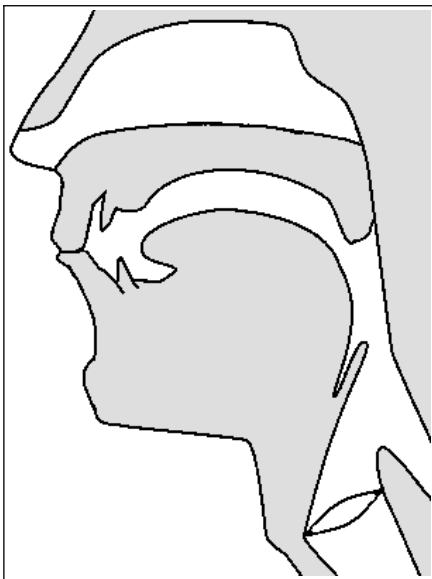
Group discussion — Debriefing

- 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 $\wedge \vee$?

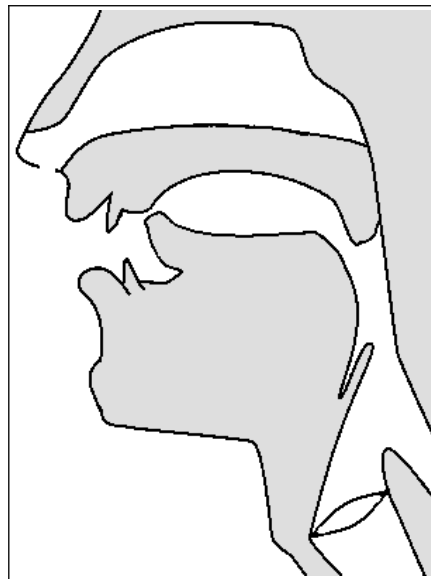
(1)



(2)



(3)



(4)

