

Prediction, Production, and Perception

Three language skills are important to develop in order to learn a language well. Match these skills (using the numbers 1, 2, and 3) with the phrases below to illustrate that you understand the meaning of the three Ps. (To review the meaning of the three Ps, see the back of this page.)

1. Prediction
2. Production
3. Perception

- _____ whispering an utterance
- _____ formulating the pronunciation of a phrase
- _____ sharpening listening skills
- _____ judging which sounds to say before speaking
- _____ repeating a corrected intonation
- _____ getting familiar with the sound of pitch changes
- _____ alternating vowel qualities in an utterance
- _____ aural discrimination of intonation movements
- _____ using pronunciation rules to determine sounds
- _____ pronouncing a strong major stress
- _____ planning how to stress a phrase
- _____ determining which intonation to use
- _____ monitoring a speaker's rhythm
- _____ rehearsing pitch jumps in private
- _____ knowing when to use full vowels
- _____ applying stress rules to spelled words
- _____ hearing consonant differences
- _____ reducing a vowel
- _____ figuring out where to make the pitch jump
- _____ distinguishing major from minor stress by ear
- _____ making a clear stress alternation
- _____ articulating a stretched-out vowel
- _____ deciding which syllable of a word to stress
- _____ imitating a speaker's melody
- _____ identifying a speaker's primary phrase stress
- _____ differentiating vowels in a listening exercise
- _____ saying consonant sounds smoothly
- _____ choosing a rising intonation

Look at the verbs used to describe the three P skills. Summarize what each set of verbs has in common.

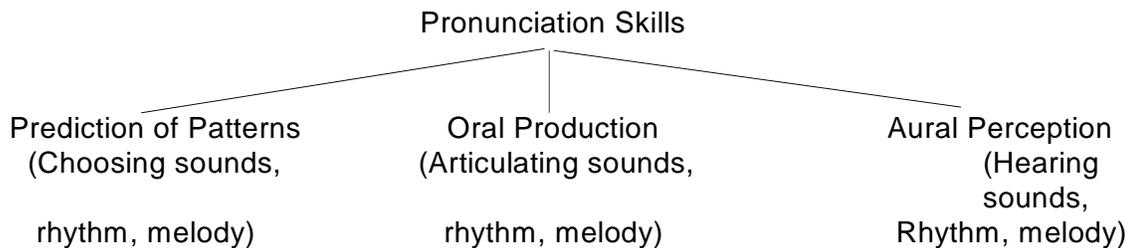
Characterize prediction activities: _____

Characterize production activities: _____

Characterize perception activities: _____

(From W. Dickerson, *Stress in the Speech Stream, Student Text*, 1989, p. 8)

Skills: The Three Ps. To be a proficient communicator in educated conversational English, you must gain the pronunciation skills in the following diagram: prediction, production, and perception of patterns.



Prediction of patterns is knowing before (*pre-*) speaking (*-diction*) how a word or phrase should sound. For words such as *to compete, a competition, very competent, a competitor*, prediction means figuring out in advance which syllables are stressed and unstressed and which vowels and consonant sounds to pronounce. For phrases, prediction means determining ahead of time where the primary phrase stress and the pitch move belong and which intonation pattern is appropriate. We want to help you learn some simple rules to guide your choice of sounds and your use of rhythm and melody. Your work on the prediction of patterns will improve the accuracy of what you say.

Oral production is saying words and phrases aloud. We want to help you learn to pronounce words and phrases more smoothly and more clearly in communication, using the sounds, rhythm, and melody you have predicted. Your work on oral production will improve the intelligibility of what you say.

Aural perception is hearing what is spoken. We want to help you get familiar with English sounds, rhythm, and melody as native speakers use them. Your work on aural perception will improve your ability to understand what speakers say to you.

Names & Sounds of Vowel Symbols

Each vowel symbol in the vowel chart has a name. To talk easily about vowel sounds, you need to learn the vowel symbol names. To take transcription and predict vowel sounds, you also need to know the sound associated with each symbol. This lesson and the audio version of the vowel chart will help.

A. Vowel Symbol Names

Vowel symbols fall into three main groups:

Glided: ay, iy, ey, oy, uw, ow, aw, ɜr
Unglided: ɪ, ɛ, æ, ʌ, ɑ, ʊ, ɔ
Reduced: ə, ɪ

Here are the names of the glided vowels:

/ay/ - print-a wye	/ɔy/ - open-o wye	/ow/ - o double-u
/iy/ - i wye	/uw/ - u double-u	/aw/ - print-a double-u
/ey/ - e wye	/ɜr/ - reversed-epsilon ar	

Write out the names of the following vowel symbols:

1. /uw/ _____
2. /ɜr/ _____
3. /iy/ _____
4. /ey/ _____
5. /ɔy/ _____
6. /aw/ _____

These are the names of unglided and reduced vowels:

/ɪ/ - small cap i,	/æ/ - ash	/ɑ/ - script a	/ɔ/ - open-o
/ɛ/ - epsilon	/ʌ/ - caret	/ʊ/ - upsilon	/ə/ - schwa

Write out the names of the following vowel symbols:

1. /ɪ/ _____
2. /ʊ/ _____
3. /ʌ/ _____
4. /ɑ/ _____
5. /ay/ _____
6. /æ/ _____
7. /ɛ/ _____
8. /ɜr/ _____
9. /ə/ _____
10. /ow/ _____

B. Vowel Symbol Sounds

Each vowel symbol represents a single vowel in English. You should be able to identify the sound of each vowel symbol and use the symbol to write English sounds.

Circle the word that contains the vowel sound represented by the symbol on the left.

/æ/	grind	groaned	grand	ground
/ow/	tune	tone	town	tawny
/aw/	laud	lode	lad	loud
/ɛ/	wed	wade	wide	weed
/iy/	beet	bite	bait	bit
/ɪ/	fly	flee	flit	flay
/ɑ/	scat	scout	scot	Scott
/ey/	bait	bat	beat	bet
/ʌ/	sock	sack	suck	sake
/ay/	prayed	pride	proud	prod

Write the vowel symbol to represent the vowel sound in each of the following words.

wise / /	fell / /	crime / /
crush / /	noise / /	now / /
sir / /	fed / /	stop / /
age / /	lick / /	cone / /
rude / /	scrap / /	team / /

C. Summary

Complete the following table. The examples are common English names.

	Symbol Name	Example		Symbol Name	Example
/ɔy/	_____	LI__d	/ɜr/	_____	B__t
/ɑ/	_____	M__lly	/ey/	_____	J__ne
/uw/	_____	J__lie	/ʌ/	_____	Ch__ck
/æ/	_____	S__m	/ɛ/	_____	B__tty
/ɪ/	_____	L__nda	/ow/	_____	R__se

Names & Sounds of Consonant Symbols

In class we will refer to consonant symbols by their names. So you should become familiar with the customary name for each symbol. You should also be aware of the sound that each symbol represents. That knowledge will help you take transcription and predict consonant sounds. This lesson will help you reach these objectives.

A. Consonant Symbol Names

The common-looking consonant symbols have the following names, matching their alphabet names.

/p/	pee	/k/	kay	/z/	zee/zed	/r/	ar
/b/	bee	/g/	gee	/h/	aitch	/w/	double-u
/t/	tee	/f/	ef	/m/	em	/y/	wye
/d/	dee	/v/	vee	/n/	en		
		/s/	ess	/l/	el		

Write out the names of the following consonant symbols:

- | | | | |
|--------|-------|--------|-------|
| 1. /y/ | _____ | 4. /s/ | _____ |
| 2. /h/ | _____ | 5. /r/ | _____ |
| 3. /g/ | _____ | 6. /k/ | _____ |

The less common-looking symbols go by the following names:

/tʃ/	tee-esh (or t-esh)	/θ/	theta	/ʃ/	esh
/dʒ/	dee-yogh (or d-yogh)	/ð/	eth	/ʒ/	yogh
		/ŋ/	eng or angma		

Write out the names of the following consonant symbols:

- | | | | |
|--------|-------|----------|-------|
| 1. /w/ | _____ | 6. /p/ | _____ |
| 2. /ʒ/ | _____ | 7. /ʃ/ | _____ |
| 3. /z/ | _____ | 8. /ð/ | _____ |
| 4. /θ/ | _____ | 9. /ŋ/ | _____ |
| 5. /f/ | _____ | 10. /dʒ/ | _____ |

B. Consonant Symbol Sounds

Each consonant symbol represents a single consonant sound in English. You should be able to identify the sound of each symbol and use the symbol to write English sounds.

Circle the word(s) containing the consonant sound represented by the symbol on the left.

/dʒ/	germs	joyial	agile	agreed
/y/	useful	cuter	say	baby
/ð/	myth	those	although	either
/ŋ/	angle	ankle	snag	champagne
/ʃ/	charge	Chicago	mission	initial
/g/	gym	aging	grill	enough
/l/	elf	walk	swell	frank
/k/	knife	squeak	tack	accent
/tʃ/	each	stack	mash	itch
/b/	thumb	number	burp	supper
/z/	scissors	rose	base	passage

Write the symbols to represent the first and last consonant sounds in each word.

wide / // / fell / // / theme / // /
rush / // / noise / // / wave / // /
sore / // / chip / // / this / // /
unit / // / gawk / // / has / // /
judge / // / bang / // / gem / // /

Focusing on Special Difficulties

After you have studied the vowel and consonant symbols used in *Speechcraft*, circle on each chart (1) the particular sounds you have difficulty pronouncing and (2) the pairs of sounds you confuse with each other. If a particular sound or sound pair is *especially* difficult, put a double circle around it. (For this assignment, you can ignore the symbols enclosed in parentheses () in the vowel chart.)

English Vowel Sounds

Tongue Position Tongue Height	FRONT	CENTRAL	BACK
HIGH	/iy/ feed /ɪ/ fit	(i) c <u>o</u> untry (u) <u>é</u> cru	/uw/ boot /ʊ/ bush
MID	/ey/ fade /ɛ/ fed	/ɜr/ c <u>u</u> rler (ə) /ʌ/ c <u>u</u> stom (ə)	/ow/ bone (o) br <u>á</u> vo
LOW	/æ/ fad	/ɑ/ cot	/ɔ/ boss
Complex Vowels			
/ay/ fine /ɔy/ coin /aw/ bound			

English Consonant Sounds

AIR FLOW ↓		VOICE ↓	PLACES OF ARTICULATION						
			Two Lips	Lip and Teeth	Tongue and Teeth	Tongue and Tooth Ridge	Tongue and Hard Palate	Tongue and Soft Palate	Throat
STOPS →		VI Vd	/p/ pack /b/ back			/t/ tie /d/ die	/tʃ/ choke /dʒ/ joke	/k/ key /g/ gold	
CONTINUANTS →	Fricatives	VI Vd		/f/ fine /v/ vine	/θ/ thank /ð/ than	/s/ sip /z/ zip	/ʃ/ she /ʒ/ vision		/h/ hot
	Nasals	Vd	/m/ meet			/n/ now		/ŋ/ ring	
	Liquids	Vd				/l/ last	/r/ red		
	Glides	Vd	/w/ walk				/y/ yet		

Now, please identify any other pronunciation problems that you especially would like help with: _____

Getting Acquainted with the ESL 110/510 Website

<http://courses.atlas.uiuc.edu/ESL/ESL410/>

User Name: *AD login*; AD Password: *Your own*.

Examine the course website in order to provide answers to the following questions.

1. If you miss a handout, which web page allows you to print a copy of that handout?

You lost a handout for your Day 9 class. What is the name of the handout?

2. If you are out-of-town to attend a conference, where can you look to find the assignment to turn in the next hour?

3. What percentage of the final grade is class and appointment attendance? _____

If you are late twice to class or an appointment, how does it count?

What is the consequence of 6 or more absences?

4. Your instructor has posted a change in the assignment for the class. Where can you go to get the details of this change?

5. On the Assignments page, you can download assignment pages one by one or by the week. Name the link to download all the assignment pages for Week 3?

6. Three kinds of audio recordings are available to you online – PR, AT and SC. Which of these recordings provides you with practice on your individualized list of pronunciation topics for which you are responsible this semester?

7. If you find an error on a course website page, who would you contact to report the error? Name:

8. If you want to contact your instructor, where do you go to find your instructor's phone number, office number, and e-mail address?

9. Have you sent me an e-mail responding to the question on the Academic Integrity page? _____ If you could not send e-mail from the website, please send me a message from your regular e-mail program.

Names of Pronunciation Symbols

Write out the name of each symbol.

- | | |
|---------------|---------------|
| 1. /ɔ/ _____ | 5. /tʃ/ _____ |
| 2. /ɛ/ _____ | 6. /θ/ _____ |
| 3. /aɪ/ _____ | 7. /w/ _____ |
| 4. /ʌ/ _____ | 8. /z/ _____ |

Sounds of Pronunciation Symbols

A. Circle the transcription for the word the instructor pronounces.

- | | | | |
|---------------------|-----------|----------|---------|
| 1. <u>(heaven)</u> | /hɛvən/ | /heyvən/ | /hævən/ |
| 2. <u>(watts)</u> | /wɑf/ | /watʃ/ | /wats/ |
| 3. <u>(wider)</u> | /hwaytər/ | /waydər/ | /water/ |
| 4. <u>(loading)</u> | /lowdɪŋ/ | /lowðɪŋ/ | /lədɪŋ/ |

B. Circle the word that corresponds to the pronunciation on the left.

- Example: /mætʃɪŋ/ mashing matching meshing
- | | | | |
|------------|---------|--------|--------|
| 1. /bələw/ | below | bellow | billow |
| 2. /bʌdz/ | budge | buzz | buds |
| 3. /kʊd/ | could | cold | culled |
| 4. /bəʊɪŋ/ | bowling | boning | boring |
| 5. /dɪfər/ | defer | differ | dipper |
| 6. /tʌŋ/ | tongue | tong | tang |
| 7. /kʌlər/ | collar | color | caller |
| 8. /wʌnts/ | wants | once | wince |