

INSTRUCTIONS ON THE RECORDING

We appreciate your participation in our project of collecting American English speech. In this recording, you are asked to read approximately 500 words and 400 sentences, which will take about two hours. Before the recording, you have to carefully read this document, and then, read some instructions written on the sentence/word sheets.

Documents and sheets given to you

1. Instructions on the recording (what you are reading)
2. Phonetic symbols used in the sheets
3. Consent form
4. Speaker's information
5. Word sheet \times 1
6. Sentence sheet \times 2

What you have to do before the recording

Before the recording, you have to look over all the sentences and words in the sheets. The reason is as follows. In the sentence set, there are very rare words and you may not know how to pronounce them correctly. In the word set, there are some *unknown* words and even some known words have to be intentionally pronounced in a different way from their correct lexical pronunciation.

If you find unfamiliar words in the sentence set, which you may not know well, you have to check their correct pronunciation in advance by looking up an English dictionary. As for the unknown word problem and the non-lexical pronunciation problem, phonetic symbols are given to the words. If you are not familiar with phonetic symbols, you can see a list of the symbols with examples.

It should be noted that phonetic symbols assigned to each word represent the citation form of the corresponding word. Numbers assigned to each vowel are stress marks. 1, 2, and 0 indicate primary stress, secondary stress, and no stress respectively.

What you have to do in the recording room

After our checking a microphone and recording equipments, you have to do the following procedures. All the recording material is divided into two subsets (X and Y). Each subject has to read one subset, namely, either X or Y.

1. You say your name, date, subset ID (X or Y) into the microphone. This information is then recorded.
2. You say each word until you reach the end of the word sheet. You have to put a one-second pause before and after the word. Your utterance can be meaningful data only if there is a pause before and after the utterance, so please pause.
3. If you notice that you made a pronunciation error, you have to repeat the word correctly. You may also be requested to repeat the word by a recording staff for some technical reasons.

4. You say each sentence until you reach the end of the sentence sheet. You have to put a one-second pause before and after the sentence. Your utterance can be meaningful data only if there is a pause before and after the utterance, so please remember to pause.
5. If you notice that you made a pronunciation error, you have to repeat the sentence correctly. You may also be requested to repeat the sentence by a recording staff for some technical reasons.
6. The pronunciations are allowed to be done with your natural speaking rate.
7. For some words/sentences with prosodic symbols, a model speaker's utterance was presented to make it easy for the subject to follow the given instructions.

Reading of the words

Other instructions specific to reading the words are described below.

1. You have to pay attention to “wh” words. Native speakers can be divided into H-persons or W-persons in terms of “wh” pronunciation. Before the recording, please let the staff know whether you are an H-person or W-person. If the words have phonetic symbols, you have to follow the symbols. Otherwise, you can pronounce them in your natural way.
2. For the unknown word problem, you may have to pronounce not a word, but a sequence of phonetic symbols.
3. For the intentional non-lexical pronunciation problem, e.g, **that** [TH AE1 T] not [DH AE1 T], “*” mark is assigned to attract your special attention.
4. For words which can have different parts of speech (POS) or different meanings, POS or the meaning is shown next to the word.

Reading of the sentences

Other instructions specific to reading the sentences are described below.

1. In the sentence set, you can pronounce “wh” words in your natural way.
2. In the sentence set, some sentences have to be pronounced paying attention to their intonation patterns, rhythm, intention, and so on. For these sentences, additional instructions are given in the sheets, which you have to follow during the reading. For some of these sentences, a model speaker's utterances are given.

PHONETIC SYMBOLS USED IN THE SHEETS

A list of all the phonetic symbols used in the sheets is shown below with word examples.

B	BAY (B EY1)	L	LAY (L EY1)
D	DAY (D EY1)	R	RAY (R EY1)
G	GAY (G EY1)	W	WAY (W EY1)
P	PAY (P EY1)	Y	YOU (Y UW1)
T	TEE (T IY1)	HH	HAY (HH EY1)
K	KEY (K IY1)		
		IY	BEET (B IY1 T)
JH	JOKE (JH OW1 K)	IH	BIT (B IH1 T)
CH	CHOKE (CH OW1 K)	EH	BET (B EH1 T)
		EY	BAIT (B EY1 T)
S	SEA (S IY1)	AE	BAT (B AE1 T)
SH	SHE (SH IY1)	AA	POT (P AA1 T)
Z	ZONE (Z OW1 N)	AW	MOUNT (M AW1 N T)
ZH	MEASURE (M EH1 ZH AXR0)	AY	BITE (B AY1 T)
F	FIN (F IH1 N)	AH	BUT (B AH1 T)
TH	THIN (TH IH1 N)	AO	BOUGHT (B AO1 T)
V	VAN (V AE1 N)	OY	BOY (B OY1)
DH	THEN (DH EH1 N)	OW	BOAT (B OW1 T)
		UH	BOOK (B UH1 K)
M	MOM (M AA1 M)	UW	BOOM (B UW1 M)
N	NOON (N UW1 N)	ER	BIRD (B ER1 D) [stressed 'er' sound]
NG	SING (S IH1 NG)	AXR	BUTTER (B AH1 T AXR0) [unstressed 'er' sound]
		AX	ABOUT (AXO B AW1 T) [so-called schwa, AH0, IH0, UH0]
			RUNNING (R AH1 N AXO NG)
			JOYFUL (JH OY1 F AXO L)
			COMMON (K AA1 M AXO N)

About stress labels

Each vowel has a number, which represents the accentual attribute of a syllable (a syllable is composed of the vowel and its surrounding consonants). 1, 2, 0 indicate primary stress, secondary stress, and no stress, respectively.