

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
AND
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MAIN EXAMINATION
11th MAY, 2006
9-12 AM

TENT 1: FULL TIME

TENT 2: PART TIME

COURSE TITLE: AN INTRODUCTION TO ENGLISH PHONETICS AND
PHONOLOGY

COURSE CODE: ENG 102

TIME: 2 HOURS

TOTAL MARKS: 60 MARKS

INSTRUCTIONS

1. ANSWER THREE QUESTIONS IN ALL.
2. QUESTION 1 IS COMPULSORY.
3. ANSWER QUESTION 1, AND TWO OTHER QUESTIONS.
4. USE THE MULTIPLE SHEETS FOR QUESTIONS 1 (D) AND (E)

**THIS PAPER SHOULD BE OPENED FOLLOWING INSTRUCTIONS TO DO
SO BY THE INVIGILATOR**

QUESTION 1

Question 1 (a) Transcribe the following sentences into regular orthography (8)

- a. nom tʃamski Iz e lɪŋgwɪst hu tɪtʃəz æt ɛm əj ti
- b. fonetɪks Iz ðə stɑdi əv spɪtʃ sawndz
- c. In wʌn dʒələkt əv ɪŋglɪʃ kət ðə nawn ænd kət ðə vɜrb ar prɔnawnst ðə sem
- d. sʌm pɪpəl θɪŋk fonetɪks Iz vɜri ɪntərəstɪŋ

Question 1 (b)

Copy out the chart onto your answer booklet. Fill out the following chart describing the articulatory features for the following English sounds. Underline the letter(s) in the word that corresponds to the sound indicated by the phonetic symbol. (6)

Phonetic Symbol	Word Containing sound	Voicing	Place of Articulation	Manner of articulation
v	vowel	voiced		
j				
t				
dʒ				
θ				

Question 1 (c)

Study the following data from the Italian Language data and answer the question. Show how you have arrived at the yes or no answer that you will give.

(4mks)

Italian

Are [n] and [ɲ] phonemes or allophones?

[tingo]	'I dye'	[nero]	'back'
[tenda]	'tent'	[tɛŋgo]	'I keep'
[dansa]	'dance'	[funɡo]	'mushroom'
[byaŋka]	'white'	[sapone]	'soap'
[tinta]	'dye'	[dʒɛnte]	'people'
[aŋke]	'also'	[faŋgo]	'mud'

Question 1 (d)

On the multiple sheet provided cross [x] over the most appropriate option from the ones provided. (4)

1. Phonology is :
 - a. the study of sounds used in a language.
 - b. The rules for how sounds are combined to make sense in a language
 - c. Another word for syntax

2. The smallest unit of sound that can be altered to change the meaning of a words called a:
 - a. morpheme
 - b. bound morpheme
 - c. phoneme

3. The initial sounds in the English words 'pill', 'sill', and 'till' are different:
 - a. phonemes
 - b. morphemes
 - c. neither of the above

4. Which of the following statements is true about languages?
 - a. All languages use essentially the same number of sounds
 - b. All native speakers of a language learn the basic rules of grammar in school
 - c. While different languages may use different phonemes, they all essentially share the same syntax
 - d. None of the above

5. The English word 'fig' is a:
 - a. Morpheme
 - b. Bound morpheme

- c. Phoneme
d. None of the above
6. Which phoneme is common to the words 'pitiful', 'indeed', and 'give'?
- a. *i:*
 - b. *I*
 - c. *eI*
 - d. *i*
7. Which phoneme is common to the words 'grey', 'shape', and 'main'?
- a. *a*
 - b. *eI*
 - c. *i*
 - d. *æ*
8. Which phoneme is common to the words 'spurn', 'yearn', and 'preferred'?
- a. *e*
 - b. *I*
 - c. *ʊ*
 - d. *ɜ:*

Question 1e

Using the multiple choice sheet provided choose the correct transcription for each of the words given from 1-10. If the first transcription is the correct one cross over option A, if the second is the correct one, cross over B. (10)

- | | | |
|------------|----------------|---------|
| Rather- | <u>/rɑ:ðə/</u> | /rɑ:θə/ |
| 1. Sad- | /sɑ:d/ | /sæd/ |
| 2. Stood | /stud/ | /stɒ:d/ |
| 3. Cry | /kraɪ/ | /kreɪ/ |
| 4. Sing | /sɪŋ/ | /si:ŋ/ |
| 5. But | /bʊt/ | /bʌt/ |
| 6. Caught | /kʌt/ | /kɔ:t/ |
| 7. Nice | /naɪs/ | /neɪs/ |
| 8. Toy | /tɔɪ/ | /teɪ/ |
| 9. Fair | /feə/ | /fuə/ |
| 10. Strong | /strʊŋ/ | /strɒŋ/ |

QUESTION 2

2a) Explain the idea of phonotactic constraint in a language. Use any phonemes of the English language to illustrate your explanation (4)

2b)

- i) Draw the syllable structure of the word 'television' (1)
- ii) How many syllables do the following words and non-words have
 - a. Language
 - b. excommunication
 - c. Supercalifragelisticexpialidocious
 - d. Communication (4)

2c) For each group of sounds listed below, state the phonetic feature or features which they all share. The first one has been done for you.

(6)

E.g. [p] [b] [m] Feature: labial, stop, consonant.

[g] [p] [t] [d] [k] [b]

[ʊ] [ɔ] [o]

[t] [s] [ʃ] [p] [k] [tʃ] [f] [h]

[v] [z] [dʒ] [ʒ] [ŋ] [g] [d] [b] [l] [r] [w] [j]

[t] [d] [s] [ʃ] [n] [tʃ] [dʒ]

[i:] [e:] [ɪ] [e] [æ]

QUESTION 3

3a) Write down one word that begin with the following:

(8)

bilabial	
Velar consonant	
Labiodental consonant	
Alveolar consonant	
Dental consonant	

Write down one word that ends with the following

Fricative	
Nasal	
Stop	
lateral	

3b) Complete the following phoneme chart to show the distinctive features for the phonemes:

(6)

	b	m	d	n	g	ng
stop	+					+
voiced						
labial						
alveolar						
velar						
nasal	-					+

How does each phoneme differ from all the other phonemes on the chart? (1)

QUESTION 4

4 a) Define the consonant sounds in the middle of the following words as indicated in the example. (5)

	Voiced/Voiceless	Place of articulation	Manner of articulation
<u>adder</u>	voiced	alveolar	stop
<u>singing</u>			
<u>leisure</u>			
<u>massive</u>			
<u>stomach</u>			
<u>breathe</u>			

Question 4 (b)

- i) What three features do we consider when we describe consonants? (1)
- ii) What features do we consider when describing vowels? (1)

4(c) Copy the chart onto your answer booklet. Study the diagrams ON PAGE 11 and in the spaces provided on the chart, state, 1) manner of articulation and 2) place of articulation, and the phonetic symbol of each sound There is no voicing.

(8)

Diagram	Place of articulation	Manner of articulation	Symbol
a			
b			
c			
d			
e			
f			
g			
h			

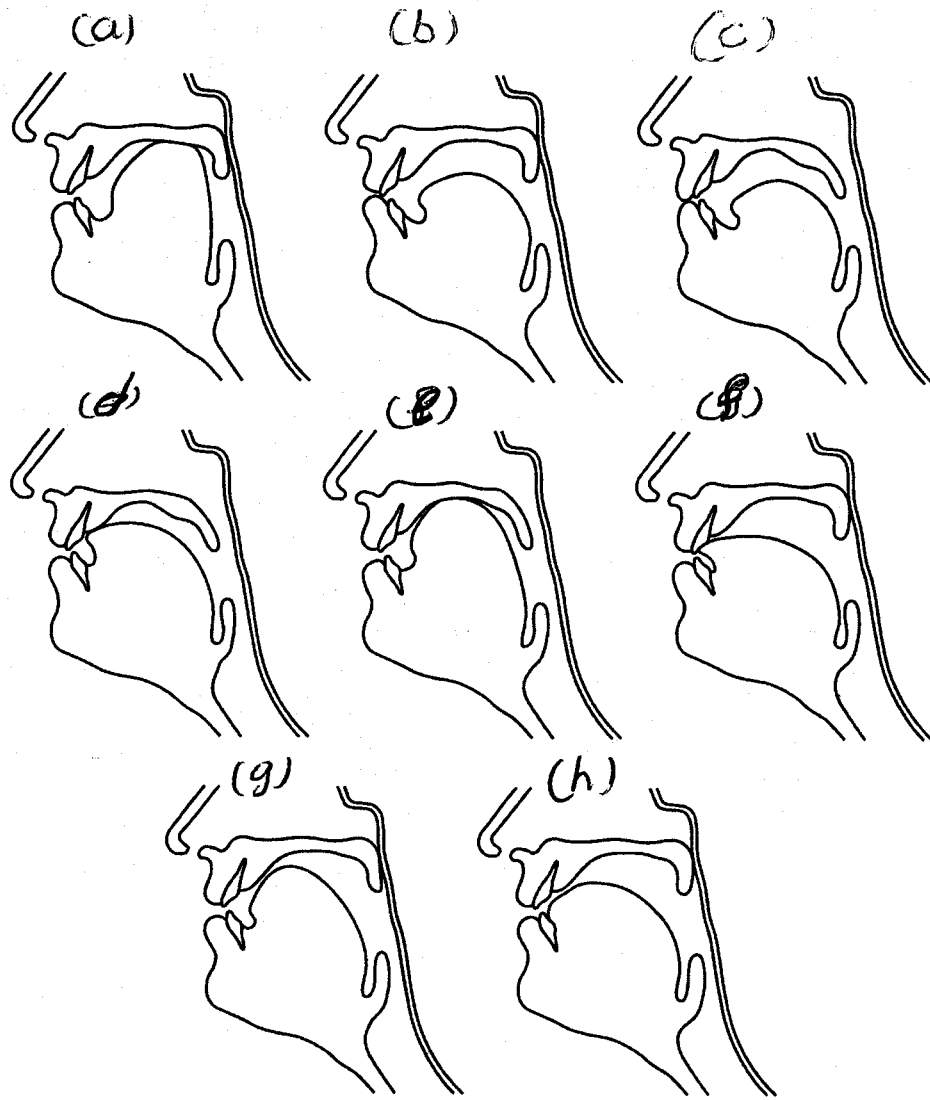


Figure 1:4