

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
AND
THE INSTITUTE OF DISTANCE EDUCATION

MAIN EXAMINATION

2007

COURSE CODE: ENG I02

**TITLE OF PAPER: AN INTRODUCTION TO ENGLISH PHONETICS AND
PHONOLOGY**

TIME ALLOWED: TWO HOURS

INSTRUCTIONS:

- 1. ANSWER TWO QUESTIONS: QUESTION 1 IS COMPULSORY.**
- 2. CREDIT WILL BE GIVEN FOR ORDERLY PRESENTATION, AND ORIGINAL EXAMPLES.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN
GIVEN BY THE INVIGILATOR**

QUESTION 1: COMPULSORY

A.

1. How many consonant and vowel sounds are there in THOROUGH?
 1. 5 consonant and 3 vowel sounds
 2. 2 consonant and 2 vowel sounds
 3. 3 consonant and 2 vowel sounds

2. In TAKE, STAKE, and OUTPOST, "T" is pronounced differently. In each case, what is such a sound called?
 1. a Phone or Allophone
 2. a Phoneme

3. In TAKE, STAKE, and OUTPOST, "T" is pronounced similarly. In each case, what is such a sound called?
 1. Phone or Allophone
 2. Phoneme

4. In BID and BIT, "I" is pronounced differently. What is the major feature describing the difference?
 1. the length of the vowel
 2. the articulation of the vowel

5. In BID and BIT, "I" is pronounced differently. What is the major factor contributing to the difference?
 1. the preceding consonant
 2. the following consonant

6. In THE APPLE and THE PEAR, "THE" is pronounced differently. Why?
 1. Because of the initial sound of the following words
 2. No, "THE" is actually pronounced the same in both cases

7. In A UNION and AN UNCLE, the indefinite article is different. Why?
 1. Because of the initial sound of the following words
 2. No, it actually should be AN UNION instead of A UNION

8. PLANNER and PLANER are spelled the same way in the US and Britain. Why is "N" doubled in one case but not the other?
 1. In order to distinguish the pronunciation of the preceding vowels
 2. In order to distinguish the spelling of the two words
 3. In order to distinguish the meanings of the two words

B. Write down the symbol for the vowel that each of group of words has in common. The first one has been done for you. Please number the sets correctly on your answer sheet. (12)

a) <i>bed</i>	<i>left</i>	<i>bread</i>	<i>said</i>	= /e/	
1. pat	ash	angry			
2. fuss	us	rough			
3. off	pot	washing	cough		
4. put	cook	looking			
5. <u>along</u>	<u>matter</u>	<u>better</u>			
6. eat	see	believe	exceed		
7. car	bath	father	farm		
8. age	game	play	affray	rain	
9. pear	bear	share	compare	hair	
10. so	go	home	roll	mow	road
11. how	brow	bough	allow	out	
12. right	rite	by	buy	write	

C. Check the correct answer on the multiple choice sheet provided to you. Use a cross X over the answer you select. (10)

1. **The main advantage of the International Phonetic Alphabet over normal spelling is that it:**
 - a. offers many more symbols, allowing each speech sound to be transcribed in various ways.
 - b. preserves the historically correct spelling of words, e.g. *that* /ðæt/.
 - c. relates symbols and speech sounds in a one-to-one fashion.
 - d. has special symbols for 'silent letters'.

2. **The principal difference in articulation between /q/ and /ð/ is that:**
 - a. /q/ is voiced while /ð/ is voiceless.
 - b. /q/ is voiceless while /ð/ is voiced.
 - c. /q/ is a fricative while /ð/ is a plosive.
 - d. /q/ is a plosive while /ð/ is a fricative.

3. **An aspirated plosive can be characterized in one of the following ways:**
 - a. The vocal folds start vibrating before the release (explosion).
 - b. The vocal folds start vibrating after the release (explosion).
 - c. The vocal folds stop vibrating before the release (explosion).
 - d. The vocal folds stop vibrating after the release (explosion).

4. **Which of the following is the place of articulation of /j/?**
 - a. alveoral
 - b. post-alveolar (palato-alveolar)
 - c. palatal

d. velar

5. Which of the following descriptions characterizes /æ/?

- a. front, open, unrounded vowel
- b. back, open, unrounded vowel
- c. front, closed, unrounded vowel
- d. back, closed, unrounded vowel

6. A labiodental consonant is characterized by a closure (or approximation) between:

- a. the upper front teeth and the lower lip.
- b. the lower front teeth and the upper lip.
- c. the upper lip and the lower lip.
- d. the upper and lower lips and the front teeth

7. A vowel diagram has two dimensions (horizontal and vertical), which represent:

- a. raising of the tongue (vertical) and fronting of the tongue (horizontal).
- b. raising of the tongue (horizontal) and fronting of the tongue (vertical).
- c. raising of the tongue (horizontal) and rounding of the lips (vertical).
- d. raising of the tongue (vertical) and rounding of the lips (horizontal).

8. Which of the following properties of consonants is NOT controlled by the larynx:

- a. voicing
- b. aspiration
- c. velarization
- d. glottal reinforcement

9. The principal difference in articulation between /m/ and /b/ is that:

- a. /m/ has a raised velum while /b/ has a lowered velum.
- b. /m/ has a lowered velum while /b/ has a raised velum.
- c. /m/ has a labial closure while /b/ has a labiodental closure.
- d. /m/ has a labiodental closure while /b/ has a labial closure.

10. Which definition of free vowels is correct?

- a. Free vowels can occur at the end of a stressed one syllable word.
- b. In free vowels the tongue is held in one position throughout.
- c. Free vowels cannot occur before strong consonants.
- d. Free vowels are combinations of two other vowel sounds.

11. Any Siswati speaker who omits aspiration in his/her English runs the risk of being misunderstood by an English hearer since:

- a. unaspirated strong plosives may be heard as weak.
- b. unaspirated weak plosives may be heard as strong.
- c. unaspirated strong plosives may be heard as aspirated.

d. unaspirated weak plosives may be heard as aspirated.

12. During the articulation of the diphthong /OI/ (as in *boy*):

- a. The tongue is raised, while the lips become unrounded.
- b. The tongue is raised, while the lips become rounded.
- c. The tongue is lowered, while the lips become unrounded.
- d. The tongue is lowered, while the lips become rounded.

13. Which of the following types of closure produces a complete blocking of air flow?

- a. A velic closure (i.e. a raised uvula).
- b. A glottal closure (i.e. a closed glottis).
- c. A alveolar closure.
- d. A labial closure.

14. Which of the following factors does NOT influence vowel duration in English?

- a. Checked/free vowels.
- b. The number of unstressed syllables following a stressed vowel.
- c. Rounded/unrounded vowels.
- d. Following strong/weak consonants.

15. Which are the major manners of articulation?

- a. plosive-fricative-affricate-nasal-lateral-approximant.
- b. plosive-fricative-retroflex-nasal- lateral-approximant.
- c. plosive-fricative-affricate-nasal-lateral-dental.
- d. plosive-fricative-retroflex-nasal- lateral-dental.

16. Three examples of velars are:

a. b. c. d.

- | |
|------------|
| a. /k g ŋ/ |
| b. /c k g/ |
| c. /k g ɲ/ |
| d. /c k ɲ/ |

17. If one compares the human speech apparatus to a church organ, then the organ pipe corresponds to:

- a. The combined cavities of throat, mouth, and nose.
- b. The nasal cavity (nose).
- c. The larynx.
- d. The oral cavity (mouth).

18. For which reason are pharyngeal nasals considered to be impossible articulations?

- a. This would involve a complete closure in the pharyngeal cavity, blocking nasal air flow.
- b. By definition nasals involve closure at the uvular place of articulation.
- c. Pharyngeals are voiceless by definition, while nasals are voiced.
- d. No language can have both pharyngeals and nasals.

19. In order to arrive at a satisfactory realisation of English /U/ (e.g. *cook*), a Dutch learner should:

- a. start from the vowel /u/ in Dutch *koek*, and then shorten it.
- b. start from the vowel /o:/ in Dutch *kook*, and then shorten it.
- c. start from the vowel /u/ in Dutch *koek*, and then lengthen it.
- d. start from the vowel /o:/ in Dutch *kook*, and then lengthen it.

20. As compared to fricatives, approximants have a:

- a. wider opening at their place of articulation, causing no turbulence.
- b. narrower opening at their place of articulation, causing turbulence.
- c. more retracted tongue body, with less lip rounding.
- d. less retracted tongue body, with more lip rounding.

D. Write the following passage in normal English orthography

TRANSCRIPTION PASSAGE 10 (ACTIVITY 89, p. 109)

ʃi 'traɪd tə 'fænsi 'wɒt ðə 'fleɪm əv ə 'kændl 'lʊks laɪk | 'ɑ:ftə ðə 'kændlz
'bləʊn 'aʊt | sɪns ʃi 'kʊdn̩t rə'membə r 'evə hævɪŋ 'si:n sʌtʃ ə 'θɪŋ || 'ɑ:ftə r ə
'waɪl | 'faɪndɪŋ ðæt 'nʌθɪŋ 'mɔ: 'hæpnd | ʃi də'saɪdɪd tə 'gəʊ ɪntə ðə 'gɑ:dn̩ ət
'wʌns || bət 'pɔ: r 'æɪs || 'wen ʃi 'gɒt tə ðə 'dɔ: | ʃi dɪ'skʌvəd ðæt ʃɪd fə'gɒtn̩ ðə
'lɪtl̩ 'gəʊldən 'ki: | bət 'wen ʃi 'went 'bæk tə ðə 'teɪbl̩ fɔ: r ɪt² | ʃi 'faʊnd ʃi kʊdn̩t
'pɒsəbli 'ri:tʃ ɪt || 'æɪs kʊd 'si: ɪt 'kwɔ:t 'plemli θru: ðə 'glɑ:s | ən ʃi 'traɪd hæ
'best | tə 'klaɪm 'ʌp 'wʌn əv ðə 'legz əv ðə 'teɪbl̩ | bət ɪt wəz 'tu: 'slɪpəri || wen
ʃɪd 'taɪəd hæ'self 'aʊt wɪð 'traɪŋ | ðə 'pɔ: lɪtl̩ 'θɪŋ 'sæt 'daʊn ən 'kraɪd ||

QUESTION 2

A) Fill in the blanks to describe these consonants (8) Copy the chart onto your answer sheet.

	voicing	nasality	place of articulation	manner of articulation	sonorant/obstruent
m					
g					
s					
n					
d					
f					

B) Give broad (phonemic) transcriptions of the following words. Draw the syllable structures of the words **chancellor** and **dashboard**. (12)

- a. envelope
- b. George
- c. matched
- d. mystery
- e. chancellor
- f. dashboard
- g. month
- h. stomach
- i. wrapper
- j. flight

QUESTION 3

A) Consider the following words of English with respect to how the sound represented by t is pronounced. Specify for each column what the phonetic character of the allophone is.

Describe the allophones of /t/ in English and specify their distribution. (10)

A	B	C	D
tougher	standing	matter	petunia
talker	still	data	potato
teller	story	petal	return

B) Determine the rules for the [r] / [l] alternation in Luganda. (" : " following a vowel indicates that it is long) (5)

Luganda (East African Bantu language)

- mukira "tail"
- kutu:la "to sit down"
- okutaba:la "to attach"
- lumo:nde "sweet potato"
- kulagira "to command"
- kulima "to cultivate"
- erina "name"
- o:lwe:yo "a broom"
- efirimbi "to whistle"
- kuwo:la "to scoop or hollow out"
- kuwola "to lend money"
- kwa:niriza "to welcome, invite"
- ku:jjukira "to remember"

C) phonemes and allophones in Setswana. Consider the distribution of [l] and [d] in the following Setswana words. Do [l] and [d] belong to different phonemes, or are they allophones of one phoneme? (5)

- dip-a refuse to move
- du-pa diagnose
- du-sa be pregnant(animal)
- di-sa herd
- direl-a do something for

- las-a patch up

lep-a	observe something
lem-a	lead astray
lop-a	request
lap-a	get tired
lat-a	follow

bol-a	rot
bod-ile	found

sel-a	find
sed-ile	counted

robal-a	sleep
o-robed-i	he slept

QUESTION 4

What are the major differences between animal communication and human language.
Which of the two forms of communications is easier to learn and why? (20)

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ENG 102: AN INTRODUCTION TO PHONETICS AND PHONOLOGY**

ANSEWR SHEET: QUESTION 1A (8 MKS)

- | | | | |
|----|---|---|---|
| 1. | 1 | 2 | 3 |
| 2. | 1 | 2 | 3 |
| 3. | 1 | 2 | 3 |
| 4. | 1 | 2 | 3 |
| 5. | 1 | 2 | 3 |
| 6. | 1 | 2 | 3 |
| 7. | 1 | 2 | 3 |
| 8. | 1 | 2 | 3 |

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ANSWR SHEET: QUESTION 1C (10MKS)

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E