

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES AND THE INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MAIN EXAMINATION
2007/8

**COURSE TITLE: AN INTRODUCTION TO ENGLISH PHONETICS AND
 PHONOLOGY**

COURSE CODE: ENG 102

TIME ALLOCATED: 2HRS

TOTAL MARKS: 60 MARKS

INSTRUCTIONS

- 1. ANSWER TWO QUESTIONS IN ALL**
- 2. ANSWER QUESTION 1 AND ONE OTHER QUESTION**
- 3. DO NOT OPEN THIS EXAMINATION PAPER UNTIL YOUR
 INVIGILATOR INSTRUCTS YOU TO DO SO**

QUESTION 1: COMPULSORY**(40)**

a. Briefly explain the terms **phonetics** and **phonology** stating how the two areas are interlinked. Give an example to illustrate your explanation. (5)

b. Describe the 'behaviour' of the airstream during the production of the following sounds.

- i. Stops
- ii. Affricates
- iii. Fricatives
- iv. Liquids
- v. Consonant
- vi. Vowels

(6)

c. Copy and complete the following chart to demonstrate your knowledge of the features that make up each of the sounds (9)

Sound	Place	Manner	Voicing	
/t/				
/tʃ/				
/z/				
/n/				
/s/				
/dʒ/				

d. Explain the common features between the sounds in each of the groupings below. (3)

- i. {p, b, f, v, tʃ}
- ii. {m, n, l, r }
- iii. {j, w, a, e}

- e. Transcribe one word from each line. In each line, circle the word(s) that begin(s) with a consonant that meets the description on the left. (7)

Alveolar	Meat	Pat	Sit	boat
velar	Green	Tool	Case	Hot
Labiodentals	Cat	This	Chat	Vat
dental	Thank	Pay	Witch	tough
lateral	Boat	Late	Pray	never

- f. Study the following data and solve the phonological problem which follows. Read the problem very carefully and do exactly what you are asked to do. (10)

bead [bi:d]	seem [si:m]	seep [sip]
creek [krik]	piece [pis]	reave [ri:v]
thank [θænk]	pay [peɪ]	witch [wɪtʃ]
meal [mi:l]	reef [rif]	creep [krip]
beep [bip]	reek [rik]	bean [bi:n]

- i. Look at the instances of long vowels and short vowels. Make a list showing the environment in which the short vowels and the long vowels occur. e.g the word 'bead' has a long vowel with /b/ on one side and /d/ on the other which gives it an environment of a voiced bilabial stop and a voiced alveolar plosive. Your list could be arranged as follows:

[bi:d]	long vowel	/b/	voiced	bilabial	stop

- ii. Observe the environments you listed in a). Do the sounds to the left of the long vowels have anything in common that makes them unique as opposed to the sounds to the left of the short vowels
- iii. Based on your answer in b), would you say the long and short vowels are separate phonemes or they are allophones of the same phoneme?
- iv. If you conclude that they are separate phonemes, explain why and give an example of a minimal pair that give evidence for your answer. If you conclude they are allophones of the same phoneme, what is the environment which determines which allophones to use?

QUESTION 2**(20)**

a) Explain the following phonological processes and give clear examples to illustrate each process. (15)

- i. Elision (7)
- ii. Assimilation (8)

b) Conduct a syllabic analysis of the following words. What difficulties did you encounter?

Canada

Banana

Pedigree

Bilingualism

content

QUESTION 3**(20)****Finnish (From an earlier edition of textbook)the**

Consider the following data from Finnish:

- a. [ku:zi] 'six'
- b. [kudot] 'failures'
- c. [kate] 'cover'
- d. [katot] 'roofs'
- e. [kade] 'envious'
- f. [ku:si] 'six'
- g. [li:sa] 'Lisa'
- h. [maton] 'of a worm'
- i. [madon] 'of a rug'
- j. [ˈrɑtɑs] 'wheel'
- k. [li:zɑ] 'Lisa'
- l. [radan] 'of a track'

1. Do [s] and [z] represent different phonemes? (Do Finnish speakers use both /s/ and /z/ to store words in their memories?)
2. Are they in free variation or in complementary distribution

(N.B.) Make sure you show all your working on the data for me to see how you got to the solution) (20)

QUESTION 4**(20)**

a) Draw syllable structures for the following words. State how many syllables each word has.

- a. Mention excommunication replacement strengths (6)

b) Transcribe the following passage into normal orthography
(14)

ʃi 'nevə 'tʌblɪ tə dʒʌstɪfai hæ 'steɪrəs əz ə leɪdi tə ði ə'meɪəkɪz. ʃi 'nevə dɪd 'maɪf
ə'pələdʒaɪzɪŋ ɔɪ eks'pleɪnɪŋ əl hæ 'laɪf 'lɑŋ. 'nɪðə dɪd ʃi ɪemə'nɪs ə'baut hæ 'laɪf ɪn
ɑrəubə'ɑgrɪfi ɔɪ 'memwɔɪz. mət wəz 'pæst wəz 'pæst tə 'fæni 'tʌləp.

ʃi wəz 'bɔɪn ɑn ðə 'tenθ əv 'mɑɪf 'sevntɪn eɪrɪ faɪv 'jɪz 'leɪtə ðən 'dʒeɪn 'astən
hʌm ʃi 'nevə 'nu 'mɔɪz ðə 'pɪrɪ sɪns ðeɪ 'boʊθ əb'zɔvd 'mænəz wɪð ən aɪ'ɪənɪk aɪ.
ʃi wəz ðə 'dɑrə əv ðə 'revɪnd 'wɪljəm 'mɪlɪn n hɪz 'waɪf hu wəz 'lɪvɪŋ ət ðə 'taɪm
ɪn ðə 'vɪlədʒ əv 'steɪplɪn 'nɪr 'bɪstəl. ðeɪ kɪsɪnd hæ ðeɪ 'seknd dɑrə wɪð ə 'neɪm sou
'pəpələz dʌrɪŋ ðəuz 'jɪz ðeɪt ɪt 'sɪmz 'hæf ðə 'gɜ:l 'ʃɪldɪn əv 'ɪŋglənd ɪn ðə 'læst əv
ðɪ 'eɪrɪnθ ɪn bə'gɪnɪŋ əv ðə 'nəɪntɪnθ 'senʃrɪ wəz 'neɪmd 'frænsəs ŋ 'kald 'fæni.

'sʌn 'æftə hæ 'bɜ:θ ðə 'revɪnd 'mɪlɪn wəz ə'wɔɪdɪd ðə 'lɪvɪŋ ət 'hekfɪld ɪn 'nɔ:θ
'hæmpʃə n 'sɪksti 'maɪlz frəm 'lɑndn. ə 'jɪz ɔɪ sou 'leɪtə ə 'sɑn 'hæri wəz 'bɔɪn n
'fɔ:tlɪ ðeɪ'æftə ðə 'mʌðə əv 'meɪrɪ 'frænsəs n 'henrɪ 'daɪd.