

UNIVERSITY OF SWAZILAND

**FACULTY OF HUMANITIES AND THE INSTITUTE OF DISTANCE OF
EDUCATION**

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MAIN EXAMINATION MAY 2013

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

COURSE CODE: ENG 102

TIME ALLOCATED: 2HRS

TOTAL MARKS: 60 MARKS

INSTRUCTIONS

- 1. THE PAPER CONSISTS OF FOUR QUESTIONS IN ALL.**
- 2. ANSWER TWO QUESTIONS IN ALL**
- 3. ANSWER QUESTION 1 (WHICH IS COMPULSORY) AND ANY OTHER QUESTION.**
- 4. IMPROPER USE OF PHONETIC ANNOTATIONS AND CONVENTIONS WILL RESULT IN THE LOSS OF MARKS.**

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

Question 1

- a) Identify the sound that does not fit into the stream, and then explain the quality that the other sounds have in common.

Example: [p t k g] = [g] is the odd one out; all other sounds are voiceless stops

- i) [m p b θ]
- ii) [t n s f]
- iii) [tʃ d ʒ]
- iv) [u ə i ej]

[10]

- b) Fully describe the following phonemes:

- i) /i/
- ii) /d/
- iii) /z/

[10]

- c) Name a single distinctive feature that distinguishes the following pairs of sounds.

Example: [p] : [b] = [+ voice]

- i) [b] : [m]
- ii) [u] : [i]
- iii) [s] : [θ]
- iv) [ʃ] : [t]
- v) [z] : [ʒ]

[10]

- c) Consider the following data from *English*, and *Japanese*, and then answer the questions that follow.

English		Japanese	
Sell	[sɛl]	kotoʃi	“this year”
Shell	[ʃɛl]	ʃiru	“to know”
Mash	[mæʃ]	sekai	“world”
Mass	[mæʃ]	suru	“to do”

- i) Are [s] and [ʃ] allophones of the same phoneme or separate phonemes in English?
- ii) Are [s] and [ʃ] allophones of the same phoneme or separate phonemes in Japanese?
- iii) If you conclude that they are separate phonemes in Japanese, explain why. If you conclude that they are allophones of the same phoneme, identify the environments in which [s] and [ʃ] appear in Japanese.
- iv) What phonological process is responsible for the phonological behaviour of [s] and [ʃ] in Japanese. Explain your answer. [10]

[20 marks]

Question 2

- a) Write down the symbols representing the following descriptions
 - i) Voiceless labiodental fricative
 - ii) Voiced velar stop
 - iii) Voiceless glottal fricative
 - iv) High front unrounded lax vowel
 - v) High back rounded lax vowel [5]

- b) Answer the following questions:
 - i) What voiced consonant has the same place of articulation as [t] and the same manner of articulation as [f]?
 - ii) What voiceless consonant has the same place of articulation as [m] and the same manner of articulation as [k]?

- iii) What voiced consonant has the same active articulator as [b] and the same passive articulator as [θ]
- iv) Which rounded vowel has the same height as [ɛ]
- v) Which front vowel has the same height as [u] and the same lip rounding as [a]? [5]
- c) Compare the careful speech and the rapid speech pronunciations of the following English words and phrases. Name the process or processes that make the forms in each column different from the other. Discuss what is going on in each instance.

	Careful speech	Rapid speech	
i) In my room	[ɪn maɪ rum]	[ɪm maɪ rum]	[2]
ii) Within	[wɪθɪn]	[wɪðɪn]	[2]
iii) Scotch tape	[skɑtʃ t ^h eɪp]	[k ^h ɑtʃ steɪp]	[2]
iv) I see them	[aɪ si ðem]	[aɪ siəm]	[4]

[20marks]

Question 3

- a) Define each of the following then give an example of each.
- i) Open syllable
- ii) Closed syllable
- iii) Disyllabic words
- iv) Polysyllabic words [8]
- b) Syllabify the following words then state the number of syllables each has.
- i) Psychology [9]
- ii) Bottle
- c) Some people think that a word like bootleg [butleg] can be syllabified in two different ways; i) [bu: tleg] or ii) [bu : tleg]. Phonology students would know that one form is incorrect, identify the unacceptable form and explain why this is the case. [3]

[20 marks]

Question 4

a) Study the following data then answer the questions that follow.

A	B	C
Know [nɒw]	tenth [tɛnθ]	button [bʌtɪ]
Annoy [ənoɪ]	month [mʌnθ]	mutton [mʌtɪ]
Nun [nʌn]	panther [pænθə]	

- Give the variants of /n/ represented above.
- State the complimentary distribution of these three variants.
- The /n/ in [bʌtɪ] would never form part of the coda of the preceding syllable. Why is this so?
- Discuss whether the variants of /n/ in A and B are syllabic.

[10]

b) Study the following data with variants of /l/ and answer the questions that follow.

A	B	C
Listen [lɪsən]	File [faɪl]	play [pleɪ]
Lose [luːz]	cold [kɔːld]	cling [kɪŋ]
Blend [blend]	fool [fuːl]	discipline [dɪsəplɪn]

- Identify the variants of /l/ given in the above data.
- State the environment in which each appears.
- Give your own example of a word with a variant of /l/ as used in column B.

[10]