

NAME: _____

This exam counts as 50% of the final grade.

State clearly on your answer paper which variety of English you wish to transcribe: RP or General American. If you do not give this information, it will be assumed that you are transcribing RP. You should use these symbols:

Vowels

<u>lax vowels</u>	<u>tense vowels</u>	<u>diphthongs rising to ɪ</u>	<u>diphthongs rising to ʊ</u>
KIT ɪ	FLEECE i:	FACE eɪ	MOUTH aʊ
DRESS e	PALM ɔ:	PRICE aɪ	GOAT əʊ
TRAP æ	THOUGHT ɔ:	CHOICE ɔɪ	
STRUT ʌ	GOOSE u:		
LOT ɒ	NURSE ɜ:		
FOOT ʊ			
			<u>centring diphthongs</u>
			NEAR ɪə
			SQUARE eə
			CURE ʊə
Schwa ə			

American vowels:

You may omit the length-mark (:) following American tense vowels. Remember that LOT does not occur in General American.

Consonants:

<u>plosives</u>	<u>fricatives</u>	<u>affricates</u>	<u>approximants</u>
pie p	fine f	church tʃ	run r
buy b	vine v	judge dʒ	young j
tie t	think p, θ		won w
die d	this ð		
key k	sink s	<u>lateral</u>	<u>nasals</u>
guy g	zink z	love l	nor n
	pressure ʃ		more m
	leisure z		rank ŋ
	hot h		

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Answer all questions in Parts 1, 2 and 3. You have a choice of topics in questions 4 and 11.

Part 1. Classification of English vowels

1 The following are descriptions of RP vowels. Give the symbol for each vowel **and a word containing that vowel (not the keyword!)**. (5%)

- a open (=low) front lax
- b half-open (=fairly low) back tense
- c close (=high) front lax
- d diphthong rising from mid front to close front
- e diphthong rising from open back to close back

2

- a Explain what we mean by the Vowel Chart. Why are vowels classed as high (or close) and low (or open), and what do we mean by front and back? How are these features shown on the chart? (5%)
- b Draw the vowel chart and show the positions of the English tense vowels and diphthongs (not the lax vowels). Give their symbols. (5%)

3

- a Explain **vowel length** in English, making sure you describe the difference between **lax** and **tense** vowels. (6%)
- b In the following list, **UNDERLINE** the words which are affected by fortis clipping (do not underline words with lax vowels): (4%)
fight wait groan fit shake book news loose reach which coach stage

4 Answer EITHER (a) or (b) (5%)

- a What are the main differences between RP and General American vowels?
- b Describe and explain vowel-length in Icelandic and show how it differs from English vowel length which you described in question 3. How do these differences affect the Icelandic pronunciation of English?

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Part 2. Classification of English Consonants

- 5 Describe the **initial** consonants of the following words, giving the PLACE and MANNER of articulation. (5%)

Examples: **false** - labiodental fricative. **day** - alveolar plosive.
Note that you are not asked to mention fortis or lenis

**1 fish 2 quite 3 cheese 4 walk 5 shine
6 think 7 union 8 nose 9 down 10 great**

- 6 a Eight pairs of English consonants show the fortis/lenis distinction. What are the eight fortis/lenis pairs? (2%)
b Give examples of words with these consonants (16 words). (2%)
c This distinction is not simply one of voicing or non-voicing - can you mention other features? (6%)

- 7 Mark unvoiced r and l in the following words by writing $\overset{\circ}{r}$ below them ($\overset{\circ}{r}$ $\overset{\circ}{l}$) (5%)
truck clock grunt plus strong pry spring glory blue apply

- 8 Mark dark l in the following by crossing the l (**ɫ**) (5%)
lazy girls lie all night long on piled-up milk-white pillows
leɪzi gɜ:lz laɪ ɔ:l naɪt lɒŋ
ɒn paɪld ʌp mɪlk waɪt pɪləʊz

- 9 Add the s-ending (-s, -z or -ɪz) to the following noun and verbs:
spice mix fly tear plumber flap deck frame hour touch (5%)

- 10 Add the past tense ending (-t, -d or -ɪd) to the following verbs: (5%)
raid rake deny state flip roar open browse grill reach

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- 11 Describe the difference between EITHER nasals OR sibilants in Icelandic and English. What problems do they present to Icelandic speakers of English? You should mention differences in both *voicing* and *place* (= *position of articulation*), and give examples of words where problems will occur for Icelanders - give at least 2 examples for each problem you discuss. (5%)
- 12 Describe **Linking R** and **Intrusive R**. Explain exactly the context in which they occur, and in what way they are different from each other. Explain why they are a feature of some dialects, but not others. Give full examples. (5%)

Part 3. Sentence stress and weak forms

- 13
- a Explain **isochronic stress**. (2,5%)
- b Underline the words in the following sentence which *may* lose their initial *h* in R.P.: (2,5%)
When did her husband decide he had better hire himself a horse?
- 14
- a Transcribe the following passage. (10%)
- b Show all sentence stresses (' before stressed syllables). (5%)
- c Make sure you are using weak forms wherever applicable. (5%)

When the first tug of the rope came, she was caught off-balance and fell headlong into the mire. Cold muddy water soaked her to the skin. She had lost her grip on the rope. Immediately, she thought: "Perhaps I can pretend I was attacked."