ANSWERS and marking system

1   What is the difference in the position of the tongue between close and open
    vowels? How do we show this difference on the vowel chart?   4%
    NB "tongue" (not *tounge*!).
    Close vowels are pronounced with the tongue high in the mouth, and open with
    the tongue low. This is shown by placing the vowels high or low on the vowel
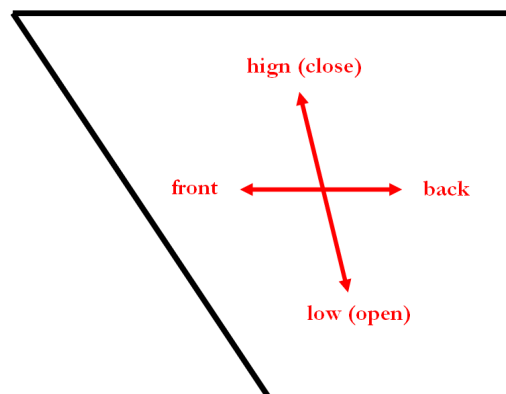   chart.
    Note: the teeth and jaw do not necessarily open and close. It's the position of the
    tongue which is important.
2   What is the difference in the position of the tongue between front and back
   vowels? How do we show this difference on the vowel-chart?   4%
    Front vowels are pronounced with the tongue thrust forward towards the lips, and
    back vowels with the tongue retracted towards the back. On the vowel chart front
    vowels are placed on the left, back vowels on the right.
    Note: it was not necessary to mention rounding of the lips. Although in European
    languages front vowels are typically unrounded and back vowels typically
    rounded, this is by no means always the case.

This figure
is for both
questions 2
and 3.

hign (close)

front   back

low (open)

3   Draw the vowel chart and show the positions of the English 'pure' tense vowels
    (i.e. not the diphthongs). Give their symbols.   5%

CLOSE (HIGH

FRONT

BACK

iː uː

ɜː

ɔː

ɑː

OPEN (LOW)
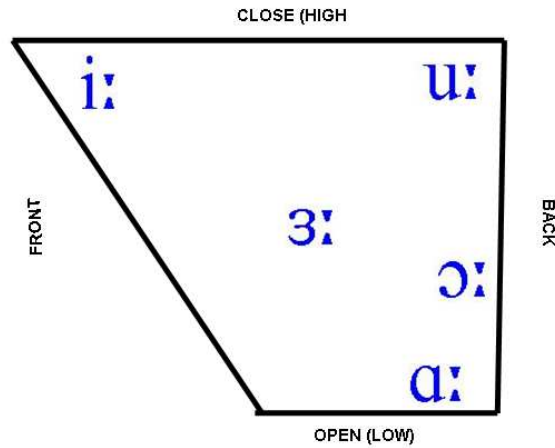
4   a What English (RP or GA) vowel is lax, central and open ?   2%

ʌ

b What English (RP or GA) vowel is tense, central and mid?   2%

ɜː

c What English (RP or GA) diphthong rises from an open back position towards a close back position?   2%

aʊ

5a   Underline the words with STRUT-vowels in the following list: 5%

fond wander <u>London</u> <u>brother</u> bother <u>wonder</u> <u>country</u> gone <u>tough</u> <u>come</u>

These words are : lʌndən, brʌðə, wʌndə ("wonder"), kʌntri, tʌf, kʌm

all with STRUT (ʌ).

10 words, minus 1/2 for each mistake.

If you got both "wander" and "wonder" wrong, I only gave 1 mistake.

b Do the other (not underlined) words in this list all have the same vowel (both in GA and RP) ? Write "Yes" or "No": _____   2%

This question was badly phrased: I should have written "(whether in GA or RP)".

<u>SO I HAVE NOT INCLUDED THIS QUESTION IN THE MARKING; instead all exams were marked to 98%, and then recalculated up to 100%.</u>

Many people answered "NO" because of course they are not pronounced the same in GA and RP. But the answer I was fishing for was "YES" - they all have the same vowel - LOT ɒ in RP, PALM ɑ in GA These words are:

fond /fɒnd‖fɑnd/, wander /wɒndə‖wɑndər/, bother /bɒðə‖bɑðər/, gone /gɒn‖gɑn/

Note:

<u>wonder</u> = be surprised, unsure about, wʌndə(r)

<u>wander</u> = move around without a fixed direction, wɒndə‖wɑndər

6 Give the PLACE, VOICING and MANNER of the initial consonants in the following words: 5%

Minus 1/2 for each mistake

1 noble — alveolar nasal (n)
2 photo — labiodental fortis ficative (f)
3 cheese — post-alveolar fortis affricate (ʧ)
4 these — dental lenis fricative (ð)
5 share — post-alveolar fortis ficative (ʃ)
6 walk — bilabial approximant (with secondary velar articulation) (w)
7 union — palatal approximant
8 quarrel — velar fortis plosive (k)
9 dear — alveolar lenis plosive (d)
10 grass — velar lenis plosice (g)

7 What are the eight fortis/lenis pairs of English consonants? 3%
p-b, t-d, k-g, f-v, ϴ(þ)-ð, s-z, ʃ-ʒ, ʧ- ʤ

8 In the following list, UNDERLINE the words in which tense vowels are affected by fortis clipping. 5%
<u>weight</u> age <u>make</u> look <u>coach</u> stone blues <u>light</u> <u>voice</u> pit <u>teach</u> patch
(note that look, pit and patch have lax vowels (ʊ,ɪ,æ)

9 Mark unvoiced r and l in the following words by writing ○ below them
(r̥ l̥) : 5%
imp l̥ y grey strange p l̥ ug glow t r̥ ee c l̥ ot p r̥ ess blink spring
minus 1/2 for each mistake

10 Explain: /əʊ/ → { [ɒʊ] / __ /l/
{ [əʊ] 4%

The phoneme /əʊ/ is realized as (appears as, becomes) [ɒʊ] before /l/, and [əʊ] elsewhere.

11 Add the s-ending (-s, -z or -iz) to the following noun and verbs: 5%
flock-**s** race-**z** reply-**z** rare-**z** mime-**z** teach-**ɪz** doctor-**z** leap-**s** fire-**z** fix-**ɪz**
The word *rare* is of course neither a noun or a verb, and so does not usually take the s-ending - my mistake. But I let it stand, because you could conceivably use it as a verb - "He always rares my steak" - and the point is that even nonsense words such as *brunk* or *trinch* would automatically follow these rules.

12 Add the past tense ending (-t, -d or -id) to the following verbs: 5%
seed-**ɪd** betray-**d** work-**t** pitch-**t** clap-**t** store-**d** fail-**d** rate-**ɪd** brighten-**d** craze-**d**

13 Here is a description of Linking R in non-rhotic British accents :
When a word which ends in silent -r (e.g. far) is followed by another word which begins with a vowel (e.g. far away), the -r is no longer silent.

This description relies on writing, for it refers to the written r in far. Give a short explanation, which does not refer in any way to the written form of the word, of Linking R in non-rhotic British accents. Your description should explain exactly under what phonological conditions it occurs. **Give examples.** You do not need to discuss "intrusive r".   4%

When a word (or syllable in a word) ends in a non-high vowel (ɑː,ɔː,ɜː,ə or the centring diphthongs) and the next word (or syllable) begins with any vowel, /r/ may be inserted between the two vowels. Examples: Peter/r) and John , law/r/ and order, fear/r/ing, draw/r/ing.

14 What are the two (2) main differences between the RP pronunciations of the words code and coat?   4%

- *Code* ends in the lenis plosive /d/ - *coat* ends in the fortis plosive /t/.
- The vowels are the same in both words (əʊ), but the vowel in *coat* is shortened or clipped.

15 A student wrote 'importent' instead of 'important'. Say whether you think s/he is more likely to be a second-language learner or a native speaker of English. Explain clearly why you come to this conclusion.   4%

This is most likely to be a native English speaker, who pronounces the final syllable in both words the same, with a schwa (-ənt). This mean that s/he may not know whether it is spelled -ant, -ent, -ont, -ount, or even other spellings, and s/he has simply chosen the wrong spelling.

Many people answered that this native English speaker was simply writing the word as it is pronounced, but this is not so. The word is *not* pronounced with -ent, i.e. with the DRESS vowel, and "ent" is no more likely to show the correct pronunciation than "ant". The problem is that there is in fact no unambiguous way to show the sound *schwa* in English spelling!

16 Is the English phone /ŋ/ a phoneme or an allophone? How can we demonstrate this?   4%

It is a phoneme. This can be shown by minimal pairs such as *sin-sing* (sɪn-sɪŋ) or *Ron-wrong* (rɒn-rɒŋ), where the sound-change is significant.
In Shakespeare's day it was an allophone, since then it was only a version of /n/ which occurred before a velar (/g/ or/ k/). Since then, however, the /g/ has often disappeared following ŋ.

17 Answer EITHER (a) OR (b):   4%
 a Change the following GA transcription into RP:

ˈmʌðər ən ˈfaðər ˈkald əs ɑn ðə ˈfoʊn

ˈmʌðər ən ˈfɑːðə ˈkɔːld əs ɒn ðə ˈfəʊn

b   Change the following RP transcription into GA:

ðə ˈmɒnstə ˈtɜːnd ən ˈɑːskt maɪ ˈfəʊn ˈnʌmbə

ðə ˈmɑnstər ˈtɜrnd ən ˈæskt maɪ ˈfoʊn ˈnʌmbər

18   Underline the words in the following which may lose
their initial h in R.P.:   4%

    What <u>has</u> happened to <u>him</u>? I hope <u>he</u>'s had the chance to hold <u>her</u> hand.

Three points to bear in mind here:

- **The verb *had* is a lexical, stressed verb, which does not have a weak form. Only the unstressed auxiliary verb *have* has a weak form. Distinguish between *Joan <u>has</u> her chance* (ˈhæz) and *Joan has lost her chance* (əz ˈlɒst)**
- **Many English speakers in England may also drop the h in *happened, had, hoped, hold, hand* - but this is not an RP, GA or Scottish pronunciation, even in fast speech.**
- **Some people marked the (spelled) *h* in *What* and *chance.* But there is no /h/ to drop in these words. This was not a trap on my part - it simply never occurred to me!**

19   Mark in the sentence stresses in the following passage. Spaces have been added: they are not necessarily for stresses. You can choose the RP or the GA version.
                 5%

    RP

ət ə ˈbaʊt ˈsɪks ə ˈklɒk ɪt ˈstɑːt ɪd tə ˈsnəʊ | aɪ ˈdɪdn̩t ˈwɒnt tʊ ə ˈlɑːm ˈeni wʌn | səʊ aɪ ˈleft bɪ ˈfɔːr ɪt wəz ˈtuː ˈleɪt

    GA

ət ə ˈbaʊt ˈsɪks ə ˈklɑk ɪt ˈstart ɪd tə ˈsnoʊ | aɪ ˈdɪdn̩t ˈwant tə ə ˈlɑrm ˈeni wʌn | soʊ aɪ ˈleft bɪ ˈfɔr ɪt wəz ˈtu ˈleɪt

Same stresses in RP and GA. Minus 1 for each mistake   (5 mistakes = 0).

20

Transcribe the following passage phonemically.   8%

In you transcription, make sure you are using weak forms wherever they are likely to occur.   5%

Say clearly whether you are transcribing in RP or GA.

    Somewhere, at the back of my mind, I had forgotten the story that we had all been told, but nobody could ever remember. What was the meaning of this old tale?

In the following, I have underlined the weak forms. I have also shown stresses, although you were not required to do this.

RP

ˈsʌmweər (r because a vowel follows) ət ðə ˈbæk əv maɪ ˈmaɪnd aɪ
əd fəˈgɒtn̩ (ˈgɒtən) ðə ˈstɔːri ðət wi əd ˈɔːl bɪn (bin, biːn)
ˈtəʊld bət ˈnəʊbɒdi (-bədi) kʊd (kəd) ˈevə rɪˈmembə ˈwɒt
wəz ðə ˈmiːnɪŋ əv ˈðɪs ˈəʊld ˈteɪl

GA

ˈsʌmwer ət ðə ˈbæk əv maɪ ˈmaɪnd aɪ əd fərˈgatn̩ (ˈgatən)
ðə ˈstori (ˈstari) ðət wi əd ˈɑːl bɪn (bin, biːn) ˈtoʊld bət
ˈnoʊbɒdi (-bədi) kʊd (kəd) ˈevər rɪˈmembər ˈwʌt wəz ðə
ˈmiːnɪŋ əv ˈðɪs ˈoʊld ˈteɪl

total: ~~100%~~ 98% (5b removed)