Answer Key

to the Exercises of

Applied English Phonology

by

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CHAPTER 1: PHONETICS

1. Examine the following transcriptions. If you agree, do nothing; if the transcription is erroneous, correct it.

injured [ɪnjerd] [ɪndʒɚd]
measure [mɛshuɻ] [mɛʒɚ]
caution [kɔʃən]
telephone [teləphon] [tɛləfon]
gelatin [gɛlətɪn] [dʒɛlətɪn]
inches [intʃəs] [ɪntʃəz]
topical [topɪkəl] [tɑpəkəl]
syllable [sələbəl] [sɪləbəl]

2. How many segments are there in each of the following words?

homophone	7	equestrian	10
broach	4	writer	4
thatched	4	middle	4
knack	3	photographer	9
lesson	5	imagination	10

3. State if the place of articulation is same (S) or different (D) in the *initial consonants* of each pair. In either case, state the place of articulation.

Example	now – pneumonia	Same; alveolar
	sun – sugar	Different; alveolar vs. palato-alveolar
(a)	goose – gerrymander	Different; velar vs. palato-alveolar
(b)	simple – shackle	Different; alveolar vs. palato-alveolar
(c)	curious – cereal	Different; velar vs. alveolar
(d)	phonetic – fictional	Same; labio-dental
(e)	manners – wicker	Different; bilabial vs. labio-velar
(f)	normal – location	Same; alveolar
(g)	wander – yesterday	Different; labio-velar vs. palatal
(h)	those – Thursday	Same; interdental
(i)	scissors – zipper	Same; alveolar
(j)	temperate – chestnut	Different; alveolar vs. palato-alveolar
(k)	chromosome – chief	Different; velar vs. palato-alveolar
(l)	baker – delegate	Different; bilabial vs. alveolar
(m)	happened – usual	Different; glottal vs. palatal
(n)	neuron – market	Different; alveolar vs. bilabial
(o)	painting – broccoli	Same; bilabial

4. State if the manner of articulation is same (S) or different (D) in the *final consonants* of each pair. In either case, state the manner of articulation.

Example	bomb – ten	Same; nasal
	rough – zip	Different; fricative vs. stop
(a)	album – broken	Same; nasal
(b)	ideal – keepsake	Different; liquid vs. stop
(c)	prologue – confine	Different; stop vs. nasal
(d)	aqueous – sociable	Different; fricative vs. liquid
(e)	variable – watch	Different; liquid vs. affricate
(f)	waste – adage	Different; stop vs. affricate
(g)	barometer – finish	Different; liquid vs. fricative
(h)	inch – gauge	Same; affricate
(i)	fiord – equip	Same; stop
(j)	barb – relief	Different; stop vs. fricative
(k)	alive – fiftieth	Same; fricative
(l)	laughing – hydraulic	Different; nasal vs. stop
(m)	opulence – paramedic	Different; fricative vs. stop
(n)	outrage – swivel	Different; affricate vs. liquid
(o)	dominion – eminent	Different; nasal vs. stop

5. State if the *vowels in the underlined portions* are same or different in the following words. In either case, state the phonetic description of the vowels, together with the phonetic symbols.

Example	k<u>ee</u>l – cit<u>y</u>	Same; /i/ high, front, tense
	m<u>e</u>ss – m<u>a</u>ss	Different; /ɛ/ mid, front – /æ/ low, front
(a)	prim<u>a</u>ry – n<u>u</u>trition	Different; /ɛ/ mid, front, lax – /u/ high, back, round, tense
(b)	h<u>ea</u>l – electr<u>i</u>city	Different; /i/ high, front, tense – /ɪ/ high, front, lax
(c)	b<u>eau</u> – <u>a</u>perture	Different; /o/ mid, back, round, tense – /æ/ low, front, lax
(d)	an<u>y</u>where – ph<u>a</u>ntasm	Different; /i/ high, front, tense – /æ/ low, front, lax
(e)	exp<u>o</u>sure – c<u>oa</u>ster	Same; /o/ mid, back, round, tense
(f)	expl<u>i</u>cable – expl<u>i</u>cate	Same; /ɪ/ high, front, lax
(g)	w<u>a</u>ve – irrig<u>a</u>te	Same; /e/ mid, front, tense
(h)	m<u>ea</u>sure – f<u>i</u>nger	Different; /ɛ/ mid, front, lax – /ɪ/ high, front, lax
(i)	b<u>u</u>tter – t<u>ou</u>gh	Same; /ʌ/ low central
(j)	ch<u>o</u>lesterol – b<u>o</u>ttom	Different; /ə/ mid central – /ɑ/ low back
(k)	n<u>y</u>mph – j<u>u</u>mp	Different; /ɪ/ high, front, lax – /ʌ/ low central
(l)	ab<u>a</u>te – c<u>augh</u>t	Different; /e/ mid, front, tense – /ɔ/ mid, back, round

(m) hydrogen – hydrolysis Different; /ə/ mid central – /ɑ/ low back
(n) pawn – harsh Different; /ɔ/ mid back round – /ɑ/ low back

6. Circle the words that:

(a) start with a fricative
foreign, theater, tidings, hospital, cassette, shroud

(b) end in a sibilant
wishes, twelfth, clutch, indicates, admonish, furtive

(c) have an approximant
winter, university, captive, ripe, little, mute

(d) contain a back vowel
putter, boost, roast, fraud, matter, hospital

(e) start with a voiced obstruent
government, pottery, taxonomy, jury, phonograph, sister

(f) contain a lax vowel
auction, redeem, ledger, cram, boat, loom

(g) end in an alveolar
went, atom, rigor, column, multiple, garnish

7. Give the phonetic symbols for the following English sounds.

(a) voiceless stops /p, t, k/
(b) voiced fricatives /v, ð, z, ʒ/
(c) approximants /l, ɻ, j, w/
(d) alveolar obstruents /t, d, s, z/
(e) nasals /m, n, ŋ/
(f) voiced obstruents /b, d, g, v, ð, z, ʒ, dʒ/

Now give the phonetic symbols for the following sounds that are not found in English.

(g) alveolar affricates /tˢ, dᶻ/
(h) voiceless velar and uvular fricatives /x, χ/
(i) bilabial and palatal fricatives /ɸ, β, ç, ʝ/
(j) non-lateral liquids /r, ɾ, ʀ/
(k) palatal and uvular stops /c, ɟ, q, ɢ/

8. The sounds in the italicized portions of the following pairs of words share some phonetic properties and are different in some other properties. Give

the phonetic symbol for each sound and state the shared feature(s) and difference(s).

Example [p] 'park' – 'phone [f] Shared: voiceless, obstruent
Difference(s): [p] bilabial, stop
[f] labiodental, fricative

(a) telephone – television — Shared: labiodental fricative
Different: [f] voiceless, [v] voiced

(b) atop – wiser — Shared: alveolar
Different: [t] voiceless stop, [z] voiced fricative

(c) bitter – easy — Shared: high front
Different: [ɪ] lax, [i] tense

(d) mister – enemy — Shared: nasal
Different: [m] bilabial, [n] alveolar

(e) shipment – justice — Shared: palato-alveolar
Different: [ʃ] voiceless fricative, [dʒ] voiced affricate

(f) wait – root — Shared: tense
Different: [e] mid front unrounded, [u] high back round

(g) lime – window — Shared: voiced
Different: [m] bilabial nasal, [w] labio-velar glide

(h) alone – elevate — Shared: voiced alveolar
Different: [n] nasal, [l] liquid

(i) feather – fought — Shared: mid
Different: [ɛ] front lax unrounded, [ɔ] back round

(j) limp – soccer — Shared: voiceless stop
Different: [p] bilabial, [k] velar

9. The following groups consist of sounds that share a phonetic feature plus one sound that does not belong to this group. Circle the sound that does not belong to the group, and identify the feature shared by the remaining sounds of the group.

Example /l, ɹ, d, s, t, k, z/ /k/ is a velar, the rest are alveolars

(a) /f, ʃ, tʃ, z, θ, ʒ, ð/ — /tʃ/ is an affricate, the rest are fricatives
(b) /t, z, n, m, d, l, s/ — /m/ is a bilabial, the rest are alveolars
(c) /ɪ, ɛ, ʊ, u, æ, ʌ/ — /u/ is tense, the rest are lax
(d) /n, g, v, s, z, ɹ, m/ — /s/ is voiceless, the rest are voiced
(e) /m, w, ŋ, p, b/ — /p/ is voiceless, the rest are voiced
(f) /i, ɪ, æ, ɑ, e, ɛ/ — /ɑ/ is back, the rest are front

10. Fill in the boxes with the appropriate label for the *final sounds* of each word.

	sipped	latex	triumph	bridge	rough	fought	dogs	palm
Upper articulator	Alv. ridge	Alv. ridge	Upper teeth	Alveolar rg./hrd. palate	Upper teeth	Alv. ridge	Alv. ridge	Upper lip
Lower articulator	Tip of tongue	Tip of tongue	Lower lip	Blade of tongue	Lower lip	Tip of tongue	Tip of tongue	Lower lip
Voicing	Vs.	Vs.	Vs.	Vd.	Vs.	Vs.	Vd.	Vd.
Manner of articulation	Stop	Fric.	Fric.	Affric.	Fric.	Stop	Fric.	Nasal

11. Do the same for the *initial sounds* of the same words.

	sipped	latex	triumph	bridge	rough	fought	dogs	palm
Upper articulator	Alv. ridge	Alv. ridge	Alv. ridge	Upper lip	Hard palate	Upper teeth	Alv. ridge	Upper lip
Lower articulator	Tip of tongue	Tip of tongue	Tip of tongue	Lower lip	Tip of tongue	Lower lip	Tip of tongue	Lower lip
Voicing	Vs.	Vd.	Vs.	Vd.	Vd.	Vs.	Vd.	Vs.
Manner of articulation	Fric.	Liquid	Stop	Stop	Liquid	Fric.	Stop	Stop

12. Fill in the boxes for the first vowels of the following.

	park	ocean	make	ember	hamper	fought	hypocrite	chew
Tongue height	Low	Mid	Mid	Mid	Low	Mid	High	High
Frontness/ backness	Back	Back	Front	Front	Front	Back	Front	Back
Lip position	Unrd.	Rd.	Unrd.	Unrd.	Unrd.	Rd.	Unrd.	Rd.
Tenseness/ laxness	Tense	Tense	Tense	Lax	Lax	Tense	Lax	Tense

13. Circle the correct alternative(s).

(a) Tensing the vocal cords makes them vibrate faster / slower, so that the pitch increases / decreases.
(b) In the production of stops / fricatives / glides / affricates, the air is blocked from going out through the nose and the mouth.
(c) In the production of stops / liquids / fricatives / nasals, the constriction of the vocal tract is such that a noisy airstream is formed.
(d) In the production of palato-alveolar sounds, the tip / front / blade / back of the tongue goes to the forward part of the hard palate / soft palate / uvula.
(e) In the production of labiodental / bilabial / labio-velar / velar sounds, the two lips approach one another, and the back of the tongue is raised towards the soft palate.

14. Transcribe the following (about 'the spread of English') *from* P. Trudgill and J. Hannah, *International English* (London: Edward Arnold, 2002).

The English language developed out of Germanic dialects that were
ðə ɪŋgləʃ læŋgwədʒ dəvɛləpt aʊt əv dʒəˑmænɪk daɪəlɛks ðæt wəˑ
brought to Britain, during the course of the 5th and 6th centuries, by Jutes
bɹɔt tə bɹɪtn̩ dʊɹɪŋ ðə kɔɹs əv ðə fɪθ ən sɪksθ sɛntʃəɹiz baɪ dʒuts
(from modern Jutland, Denmark), Angles (from modern Schleswig,
fɹʌm mɑdəˑn dʒʌtlænd dɛnmɑɹk æŋgəlz fɹʌm mɑdəˑn ʃlɛsvɪk
Denmark/Germany), and Frisians (from modern Friesland, Netherlands/
dɛnmɑɹk dʒəˑməni ən fɹiʒənz fɹʌm mɑdəˑn fɹizlənd nɛðəˑləndz
Germany). By medieval times, this Germanic language had replaced the
dʒəˑməni. baɪ mɛdivəl taɪmz ðɪs dʒəˑmænək læŋgwədʒ hæd ɹəplest ðə
original Celtic language of Britain in nearly all of England as well as in
əɹɪdʒənəl kɛltɪk læŋgwədʒ əv bɹɪtn̩ ən niɹli ɔl əv ɪŋgləndˑ əz wɛl əz ən
southern and eastern Scotland. Until the 1600s, however, English remained
sʌðəˑn ən istəˑn skɑtlənd. əntɪl ðə sɪkstin hʌndɹədz haʊɛvəˑ ɪŋgləʃ ɹəmend
a language spoken by a relatively small number of people and was confined
ə læŋgwədʒ spokən baɪ ə ɹɛlətɪvli smɔl nʌmbəˑ əv pipəl ən wəz kənfaɪnd
geographically to the island of Great Britain. Indeed, even much of Britain
dʒiəgɹæfəkli tə ðə aɪlənd əv gɹɛt bɹɪtn̩. əndid ivən mʌtʃ əv bɹɪtn̩
remained non-English-speaking. The original Celtic language of Britain
ɹəmend nɑn ɪŋgləʃ spikɪŋ. ðə əɹɪdʒənəl kɛltɪk læŋgwədʒ əv bɹɪtn̩
survived in the form of Welsh in nearly all of Wales and as Cornish in
səˑvaɪvd ən ðə fɔɹm əv wɛlʃ ən niɹli ɑl əv welz ən æz kɔɹnəʃ ən
much of Cornwall. The Highlands and islands of western and northern
mʌtʃ əv kɔɹnwəl. ðə haɪləndz ən aɪləndz əv wɛstəˑn ən nɔɹðəˑn
Scotland spoke Gaelic, another Celtic language which had been brought
skɑtlənd spok gelɪk ənʌðəˑ kɛltɪk læŋgwədʒ wɪtʃ hæd bɪn bɹɔt
across from Ireland in pre-medieval times. And the populations of the
əkɹɑs fɹʌm aɪɹlənd ən pɹi mɛdivəl taɪmz. ænd ðə pɑpjəleʃənz əv ðə

Northern Isles – Orkney and Shetland – still spoke the Scandinavian
nɔɹðəˑn aɪlz ɔɹkni ən ʃɛtlənd stɪl spok ðə skændəneviən
language, Norn, which they had inherited from their Viking ancestors.
læŋgwədʒ nɔɹn wɪtʃ ðe hæd ɪnhɛɹətəd fɹəm ðɛɹ vaɪkɪŋ ænsɛstəˑz.

CHAPTER 2: PHONOLOGY

1. Circle the correct alternative(s).

   (a) If two languages have the same sounds, then they (sometimes / always / often / never) have different phonologies.
   (b) If the phonetic difference between two sounds serves as the basis for distinguishing words, then the difference is (distinctive / phonemic / non-predictable / allophonic / predictable).
   (c) Occurrences of the allophones of a single phoneme are (always / sometimes / often / never) predictable.
   (d) Allophones of a single phoneme are (sometimes / often / always / never) phonetically similar.
   (e) If two phonetically similar sounds are in complementary distribution, then they are (sometimes / often / always / never) the allophones of the same phoneme.
   (f) If two sounds are in free variation, then they are (sometimes / always / never) the allophones of the same phoneme.
   (g) Speakers of a language tend to be (more / less / equally) consciously aware of phonemes than allophones.
   (h) Two sounds that appear in a minimal pair (sometimes / always / never) belong to distinct phonemes.
   (i) If two sounds are not phonemically distinct, their distribution overlaps / does not overlap.

2. Create two minimal pairs with each given word in different word positions. Answers may vary. Here are some suggestions.

	Initial	*Medial*	*Final*
	Example		
/t/	tea: 'pea', 'sea'	charter: 'charmer', 'charger'	seat: 'seed', 'seal'
/p/	pack: back, tack	mapping: matting, mashing	ape: ate, aim
/m/	mate: bait, hate	slimming: slipping, slitting	room: root, rouge
/s/	seek: leak, beak	leasing: leashing, leaping	class: clap, clam
/ʃ/	sheet: feet, beat	mashed: mapped, mast	bash: bat, bass
/l/	lash: sash, gash	rolling: roping, roaming	coal: comb, cope
/f/	feel: peel, real	refined: remind, rewind	staff: stack, stab
/n/	knee: bee, fee	sneak: speak, sleek	bone: boat, bowl

/d/	dash: bash, cash	budding: butting, bumming	bed: bet, been
/g/	gain: rain, pain	plugging: plucking, plumbing	wig: win, wit
/ɹ/	rain: mane, cane	roaring: roaming, rolling	four: fall, fog
/z/	zip: tip, sip	buzzing: budding, bugging	seize: seek, seen

3. Create three words with contrasts by supplying different vowels (diphthongs) in the following consonantal frames. (Answers may vary: here are some suggestions.)

Example [b t]: 'beat', 'bait', 'bet'

(a) [s l]: seal, sell, soul
(b) [pl]: plea, plow, play
(c) [sp k]: speak, spoke, spike
(d) [m θ]: math, moth, myth
(e) [l n]: lean, loan, lawn
(f) [k n]: cone, keen, kin
(g) [d m]: dim, dumb, dam
(h) [t k]: take, took, tick
(i) [gɻ nd]: grind, ground, groaned

4. Identify the sounds in contrast in the following minimal pairs.

Example eke – ache /i/ – /e/

(a) ceased – cyst /i/ – /ɪ/
(b) sinned – send /ɪ/ – /ɛ/
(c) gym – jam /ɪ/ – /æ/
(d) phase – fuzz /e/ – /ʌ/
(e) laugh – life /æ/ – /aɪ/
(f) rot – wrote /ɑ/ – /o/
(g) how – hi /aʊ/ – /aɪ/
(h) limp – lymph /p/ – /f/
(i) white – right /w/ – /ɻ/
(j) miff – myth /f/ – /θ/
(k) rough – rush /f/ – /ʃ/
(l) phi – high /f/ – /h/
(m) thigh – shy /θ/ – /ʃ/
(n) wit – witch /t/ – /tʃ/

5. Identify the sounds that are alternating in the following morphophonemically related pairs.

(a) profane/profanity [e/æ]
(b) serene/serenity [i/ɛ]
(c) pedagogue/pedagogy [g/dʒ]
(d) receive/receptive [i/ɛ]
(e) mine/mineral [aɪ/ɪ]
(f) verbose/verbosity [o/ɑ]
(g) consume/consumption [u/ʌ]

(h) public/publicity [k/s]
(i) sign/signature [aɪ/ɪ]

6. Examine the distribution of [s] and [ʃ] in the speech of T (4;3), a child with phonological disorders, and determine if their distribution is:

(a) complementary
(b) contrastive minimal pair – [fæsən] [fæʃən]

State your evidence.

sail [ʃel]	pushy [pʊʃi]	seek [ʃik]
save [ʃev]	Sam [ʃæm]	gas [gæs]
grass [gɻæs]	fasten [fæsən]	crash [kɻæs]
ship [ʃɪp]	Irish [aɪɻɪs]	fashion [fæʃən]

7. Examine the following data from B (4;1), a child with phonological disorders. The /ɻ/ targets show three different realizations: [ɻ], [w], or 'zero' (i.e. deleted). What kind of distribution do these realizations reveal? State your rationale.

rich [ɻɪtʃ]	raise [ɻez]	red [ɻɛd]
more [mo]	door [do]	deer [di]
wrong [ɻɔŋ]	correct [kɔwɛk]	mirror [mɪwə]
rain [ɻen]	room [ɻum]	parrot [pæwət]
roller [ɻɔlə]	parade [pəwed]	Henry [hɛnɻi]

/ɻ/ → [ø] word final
/ɻ/ ⋯ [w] intervocalic
/ɻ/ → [ɻ] elsewhere

8. (a) Examine the following data from Maasai, a Nilotic language spoken in Kenya and Tanzania, and determine the phonemic status of [t], [d] and [ð] (i.e. if they belong to one, two, or three phonemes). State your evidence.

[ɓaða]	"dangerous"	[endorop]	"bribe him"
[tasat]	"disabled"	[tisila]	"sift it"
[taruɓini]	"binoculars"	[oltuli]	"buttock"
[iltoi]	"barrel"	[ɗalut]	"mischievous"
[endaraða]	"fight each other"	[indai]	"'you' plural"
[endulelei]	"apple"	[eŋgiruðoðo]	"fright"
[emɓiðir]	"female wart hog"	[enɗaraða]	"thunder"

/t/ → [d] after nasal
/t/ → [ð] intervocalic
/t/ → [t] elsewhere

(b) Note that the same three sounds are also found in English. Are their distributions in the two languages the same or different? Explain. No. Whereas Maasai has a complementary distribution of [t], [d], and [ð], English has a contrastive distribution: ten, den, then.

(c) In learning each other's language (English speaker learning Maasai – Maasai speaker learning English), who do you think will have greater difficulty with respect to the three sounds in question? Why? Maasai to English. The sounds have meaning difference in English, but not in Maasai. An English speaker can make errors with these sounds when learning Maasai, and it will not change the meaning.

9. (a) Examine the following data from Hindi and determine the phonemic status of [t], [t^h], and [d] (i.e. if they belong to one, two, or three phonemes). State your evidence.

[tantrik]	"tantra"	[t^han]	"a bolt of cloth"
[dan]	"donate"	[bat^h]	"words"
[tal]	"beat"	[t^hal]	"beat'
[pat^hak]	"one who studies"	[bad]	"later"
[dal]	"lentil"	[p^hatak]	"a gate"

[t^hal], [tal], [dal] = minimal pairs. 3 phonemes.

(b) Note that the same three sounds are also found in English. Are their distributions the same or different in the two languages? Explain. Different.

/t/ → [t^h] beginning of a stressed syllable
/t/ → [t] elsewhere
/d/ → [d]

(c) In learning each other's language (English speaker learning Hindi – Hindi speaker learning English), who do you think will have greater difficulty with respect to the three sounds in question? Why? English to Hindi. Hindi makes meaning contrasts out of the allophonic variations of English.

10. Examine the following data from German and determine the phonemic status of [ç] and [x] (that is, whether they are the allophones of the same phoneme or belong to separate phonemes). State your evidence.

[abmaxə]	"to remove"	[ɛçtə]	"to ban"
[axt]	"eight"	[ɛ:nliç]	"like, resembling"
[blɛ:çən]	"small blister"	[drɔliç]	"amusing"
[ɛlç]	"elk"	[fraxt]	"carriage"
[fruxt]	"fruit"	[glaɪç]	"equal"
[knoplaʊx]	"garlic"	[mɛçtiç]	"powerful"
[ho:x]	"high"	[laxən]	"to laugh"
[lox]	"hole"	[fɛçtən]	"to fence"

/ç/ becomes the velar [x] when preceded by a back vowel.

/ç/ → [x] after back vowel
/ç/ → [ç] elsewhere

11. Examine the following data from Persian (Farsi) and determine the phonemic status of [r], [r̥], and [ɾ] (that is, whether they belong to one, two, or three phonemes). State your evidence.

[aɾam]	"calm"	[aɾezu]	"wish"	[kæɾim]	"giving"
[ræhim]	"giver"	[ʃir̥]	"lion"	[pænir̥]	"cheese"
[ziɾe]	"cumin"	[zærd]	"yellow"	[farsi]	"Persian"
[musafir̥]	"traveler"	[kæbir̥]	"grand"	[bæɾe]	"sheep"
[nærm]	"soft"	[ræht]	"laundry"	[ræʃid]	"strong"
[moder̥]	"mother"	[sefer̥]	"trip"	[pæɾiveʃ]	"angel looking"

/r/ → [r̥] word final
/r/ → [ɾ] intervocalic
/r/ → [r] elsewhere

12. Transcribe the following (about 'the spread of English', cont.) *from* P. Trudgill and J. Hannah, *International English* (London: Arnold, 2002).

It was not until the 17th century that the English language began the
ɪt wəz nɑt əntɪl ðə sɛvəntinθ sɛntʃəɹi ðæt ðə ɪŋgləʃ læŋgwədʒ bəgæn ðə
geographical and demographic expansion which has led to the situation
dʒiəgɹæfəkəl ən dɛməgɹæfik əkspænʃən wɪtʃ hæz lɛd tə ðə sɪtʃueʃən
in which it finds itself today, with more non-native speakers than any other
ən wɪtʃ ɪt faɪnz ɪtsɛlf təde wɪθ mɔɹ nɑn netəv spikəˑz ðæn ɛni ʌðəˑ

language in the world, and more native speakers than any other language
læŋgwədʒ ən ðə wɝ˞ld ænd mɔɻ netəv spikə˞z ðæn ɛni ʌðə˞ læŋgwədʒ
except Chinese. This expansion began in the late 1600s, with the
əksɛpt tʃaɪniz. ðɪs əkspænʃən bəgæn ən ðə let sɪkstin hʌndɻədz wɪθ ðə
arrival of English-speakers in the Americas – North America (the modern
əɻaɪvəl əv ɪŋgləʃ spikə˞z ən ðə əmɛɻəkəz nɔɻθ əmɛɻəkə ðə mɑdə˞n
United States and Canada), Bermuda, the Bahamas, and the Caribbean –
junaɪtəd stets ən kænədə bə˞mjudə ðə bəhɑməz ən ðə kəɻɪbiən
and the importation of English from Scotland, into the northern areas of
ən ðə ɪmpɔɻteʃən əv ɪŋgləʃ fɻʌm skɑtlənd ɪntə ðə nɔɻðə˞n ɛɻiəz əv
Ireland. Subsequently, during the 1700s, English also began to
aɪɻlənd. sʌbsəkwəntli duɻɪŋ ðə sɛvəntin hʌndɻədz ɪŋgləʃ ɑlso bəgæn tə
penetrate into southern Ireland, and it was during this time, too, that
pɛnətɻet ɪntə sʌðə˞n aɪɻlənd ən ɪt wəz duɻɪŋ ðɪs taɪm tu ðæt
Cornish finally disappeared from Cornwall, and Norn from Orkney and
kɔɻnəʃ faɪnəli dɪsəpiɻd fɻəm kɔɻnwɔl ən nɔɻn fɻəm ɔɻkni ən
Shetland. During the 1800s, English began making serious inroads into
ʃɛtlənd. duɻɪŋ ðə etin hʌndɻɛdz ɪŋgləʃ bəgæn mekɪŋ siɻiəs ɪnɻodz ɪntə
Wales, so that today only twenty percent of the population of that country
welz so ðæt tədeonli twɛnti pɝ˞sɛnt əv ðə pɑpjuleʃən əv ðæt kʌntɻi
are native Welsh speakers; and in the Highlands and islands of Scotland,
ɑɹ netəv wɛlʃ spikə˞z ænd ən ðə haɪlændz ən aɪləndz əv skɑtlənd
English also began to replace Gaelic, which today has around 70,000
ɪŋgləʃ ɑlso bəgæn tə ɻəples gelɪk wɪtʃ tədehæz əɻaʊnd sɛvənti θaʊzənd
native speakers.
netəv spikə˞z.

CHAPTER 3: ENGLISH CONSONANTS

1. Complete the following statements and give examples (in phonetic transcription). Your examples should be different from the ones provided in the chapter.

   (a) Vowels/diphthongs are longer before voiced stops than before voiceless stops.
   e.g. bæːg/bæk bɪːd/bɪt

   (b) Voiceless (lenis) stops are aspirated when at the beginning of a stressed syllable.
   e.g. pʰæt tʰek kʰɪd

   (c) Stops are unreleased when followed by another stop.
   e.g. sɪp˺t sɑb˺d gʊd˺gɝ˞l

   (d) Stops are nasally released when followed by a homorganic nasal.
   e.g. bʌtn̩ mædnəs sædnuz

(e) Alveolar stops become dental when followed by an interdental.
e.g. bæd̪θɪŋz g̪ɹeṯ̪θɪŋz hæd̪ðɪs

(f) Alveolar stops are flapped when intervocalic, second syllable not stressed.
e.g. ɪDəli ɔDəm noDəbl̩

(g) /t/ is deleted when after /n/, in unstressed syllable.
e.g. ɹɛnl̩ ɹɛnəˠ dɛnəd

(h) /t/ may be replaced by a glottal stop when in syllable-final position.
e.g. bæʔmæn əʔlæntə æʔləs

(i) Velar stops are more front when before a front vowel.
e.g. kɑɻ/ki gus/gis gɑlf/gɪv

(j) Velar stops are rounded when before a round vowel.
e.g. gus/gis kup/kip kom/kin

(k) Vowels, nasals, and /l/ are longer before voiced fricatives than before voiceless fricatives.
e.g. bʌz/bʌs fɛnz/fɛns ʃɛlv/ʃɛlf

(l) Interdental fricatives are elided when before alveolar fricatives.
e.g. kloz mʌnz slɔs

(m) Stops, fricatives, and nasals are long when followed by the same sound.
e.g. bæd:ɔg ðɪs:tɑp tɛn:emz

(n) Alveolar sonorants become dental when followed by an interdental.
e.g. tɛn̪θ bæn̪ðəfɪlm wɛn̪ðə bɛn̪ðɛɹ

(o) Non-velar nasals become labio-dental when followed by a labio-dental.
e.g. ɛɱfəsɪs ɪɱvaɪt

(p) Nasals may be syllabic when preceded by an obstruent.
e.g. sʌdn̩ bʌtn̩ kæzm̩

(q) Approximants /j/, /w/, /ɻ/, /l/ are devoiced when preceded by a voiceless obstruent.
e.g. p̥je s̥lip s̥wit t̥wɪl

(r) Approximants /ɻ/ and /l/ may be syllabic when preceded by a consonant.
e.g. kɛnl̩ tʃænl̩ æpl̩ pɪkl̩

2. /t/ is probably the most versatile of all stops of English, as it can undergo several processes such as becoming dental, preglottalization, glottal stop replacement, deletion, flapping, aspiration, etc. Examine the following list of words and indicate the various possibilities for the /t/ targets together with the phonetic transcription.

   Example entity [ɛntɪti]
   t-deletion: [ɛnɪti], flapping [ɛntɪDi], t-deletion and flapping [ɛnɪDi]

mentality	[mɛntælɪDi]	flapping
scientist	[saɪəntɪst˺]	unreleased
stunting	[stʌnɪŋ]	deletion
betting	[bɛDɪŋ]	flapping
attest	[ətʰɛst˺]	aspiration, unreleased
trustable	[tʰɹ̥ʌstəbl̥]	aspiration, affrication
tractor	[tʰɹ̥æktə˞]	aspiration, affrication
don't think	[donn̪̊θɪŋk]	dental
mortality	[moɹ̥tʰæləDi]	aspiration, flapping
quarter	[kwɔɹ̥Də˞]	flapping
battle	[bæDl̥]	flapping
at large	[æʔlɑɹ̥dʒ]	glottal stop

3. Transcribe the following and discuss the release of the stops.

(a)	skip town [skɪp˺taʊn]	unreleased /p/ non-homorganic
(b)	sheep dog [ʃip˺dɔg]	unreleased /p/ non-homorganic
(c)	great dane [gɹ̥et˺den]	unreleased /t/
(d)	drip blood [dɹ̥ɪp˺blʌd]	unreleased /p/ non-homorganic
(e)	light bulb [laɪt˺bʌlb]	unreleased /t/ non-homorganic
(f)	fake gun [fek˺gʌn]	unreleased /k/
(g)	ship mate [ʃɪpmet]	nasal plosion
(h)	club member [klʌbmɛmbə˞]	nasal plosion
(i)	cat tail [kæt:el]	long /t/ homorganic

4. Circle the items that qualify for lateral plosion. State the generalization.

   puddle, bottle, goggle, apple, head lice, deep lake, red light, pickle

   The /l/ is preceded by a homorganic stop.

5. Transcribe the following. Pay special attention to the nasals.

keep him here	[kipm̥hiɹ̥]
looking good	[lʊkɪŋgʊd]

I can go	[aɪkæŋgo]
lamb meat	[læm:it]
green thumb	[gɹin̪θʌm]
citizen Kane	[sɪtəzəŋken]
pen-pal	[pɛmpæl]
home free	[homfɹi]
run there	[ɹʌn̪ðɛɹ]
blame me	[blem:i]
in Greece	[ɪŋgɹis]

6. If the following were to undergo spoonerisms, what would be the likely and unlikely results, and why?

red jeep [ɹɛd dʒip] → [dʒɛd ɹip], not [dɹɛd ʒip]
just right [dʒʌst ɹaɪt] → [ɹʌst dʒaɪt], not [ʒʌst dɹaɪt]
cheap rate [tʃip ɹet] → [ɹip tʃet], not [ʃip tɹet]

An affricate is a single unit, so it does not split up.

7. Transcribe the following (about 'the spread of English', cont.) *from* P. Trudgill and J. Hannah, *International English* (London: Arnold, 2002).

It was also during the 1800s that the development of Southern Hemisphere
ɪt wəz ɑlso duɹɪŋ ðə etin hʌndɹədz ðæt ðə dəvɛləpmənt əv sʌðəˑn hɛməsfiɹ
varieties of English began. During the early 19th century, large-scale
vəɹaɪətiz əv ɪŋgləʃ bəgæn. duɹɪŋ ðə ɜˑli naɪntinθ sɛntʃəɹi lɑɹdʒ skel
colonization of Australia began to take place and, at a slightly later date,
kɑlənaɪzeʃən əv ɔstɹeljə bəgæn tə tek ples ən æt ə slaɪtli letəˑ det
New Zealand, South Africa, and the Falkland Islands also began to be
nu zilənd saʊθ æfɹəkə ən ðə fɑlklənd aɪləndz ɑlso bəgæn tə bi
colonized from the British Isles. The South Atlantic islands of St. Helena
kɑlənaɪzd fɹʌm ðə bɹɪtɪʃ aɪlz. ðə saʊθ ætlæntɪk aɪləndz əv sent həlɛnə
and Tristan da Cunha also acquired English-speaking populations during
ən tɹɪstən də kunjə ɑlso əkwaɪɹd ɪŋgləʃ spikɪŋ pɑpjuleʃənz duɹɪŋ
the 1800s, as did Pitcairn Island and, subsequently, Norfolk Island in
ðə etin hʌndɹədz æz dɪd pɪtkɛɹn aɪlənd ən sʌbsəkwɛntli nɔɹfək aɪlənd ɪn
the South Pacific. Not surprisingly, these patterns of expansion, settlement
ðə saʊθ pəsɪfɪk. nɑt səpɹaɪzɪŋli ðiz pætəˑnz əv əkspænʃən sɛtl̩mənt
and colonization have had an effect on the relationships, similarities and
ən kɑlənaɪzeʃən hæv hæd ən əfɛkt ɑn ðə ɹələʃənʃɪps sɪməlɛɹətiz ən
differences between the varieties of English which have grown up in
dɪfɹənsəz bətwin ðə vəɹaɪətiz əv ɪŋgləʃ wɪtʃ hæv gɹon ʌp ən
different parts of the world. For example, there are very many similarities
dɪfɹənt pɑɹts əv ðə wɜˑld. fɔɹ əksæmpl̩ ðɛɹ ɑɹ vɛɹi mɛni sɪməlɛɹətiz

between Scottish and northern Irish English. North American English and
bətwin skɑtəʃ ən nɔɻðəˑn aɪɻəʃ ɪŋgləʃ. nɔɻθ əmɛɻɪkən ɪŋgləʃ ən
the English of southern Ireland also have many points of similarity. And
ðə ɪŋgləʃ əv sʌðəˑn aɪɻlənd ɑlso hæv mɛni poɪnts əv sɪməlɛɻəti. ænd
the English varieties of the Southern Hemisphere (Australia, New Zealand,
ðə ɪŋgləʃ vəɻaɪətiz əv ðə sʌðəˑn hɛməsfiɻ ɔstɻeljə nu ziləˑnd
South Africa, Falklands), which were transplanted relatively recently
saʊθ æfɻəkə fɑlkləˑndz wɪtʃ wəˑ tɻænzplæntəd ɻɛlətɪvli ɻisəntli
from the British Isles, are very similar to those of the south-east of
fɻʌm ðə bɻɪtɪʃ aɪlz ɑɻ vɛɻi sɪmələˑ tə ðoz əv ðə saʊθ ist əv
England, from where most emigrants to Australasia and South Africa
ɪŋgləˑnd fɻʌm wɛɻ most ɛməgɻənts tə ɔstɻəleʒə ən saʊθ æfɻəka
came. They are quite naturally much less different from the English of
kem. ðe ɑɻ kwaɪt nætʃɻəli mʌtʃ lɛs dɪfɻənt fɻʌm ðə ɪŋgləʃ əv
England than are the varieties spoken in the Americas, which were
ɪŋgləˑnd ðæn ɑɻ ðə vəɻaɪətiz spokən ən ðə əmɛɻəkəz wɪtʃ wəˑ
settled much earlier.
sɛtɻd mʌtʃ ɜˑliəˑ.

CHAPTER 4: ENGLISH VOWELS

1. In some words, the sequence represented by orthographical or has the phonetic realization [ɔɻ], which may be shifted to [ɑɻ]. In which of the following words would this be possible? Explain your reasoning.

   forge, ignore, divorce, bore, horoscope, Oregon, explore, tomorrow, lord

   The vowel and /ɻ/ are not tautosyllabic.

2. As we saw in section 4.8, [ə] has a special relationship with /i, o, u/ whereby the pronunciation of the word can be with an [ə] as well as with one of these vowels. Examine the following words and state which one(s) would qualify for this alternation.

   devoid, satisfactory, photography, progress (v), episcopal, calculate, statutory, reserve, meaning, gratefully, supremely, obscene, consumer, vocation

3. Circle the words that contain:

   [i]: audible, hitter, lisp, pity, foreign, Nancy, horrible, slowly, leave, heed, crease, Greek

   [ɪ]: seen, pitch, sneaker, feast, knit, cheap, sing, fist, greed, simmer, evening, each, eat

[e]: sense, aide, starved, sensational, amaze, enough, nation, revolver, nervous, forgiven
[ɛ]: locate, perceive, slapped, said, maid, adept, laughed, check, came, tread, grained
[æ]: panda, peptic, cabin, delta, cobra, bandit, camel, alone, inept, coma, acted, dragon
[ɑ]: hopper, dole, hotter, father, tranquil, market, polar, bargain, magnify, organizer, vanity
[o]: could, groan, brook, flowed, boiling, cook, told, boat, crook, poised, posed, bowling
[ʊ]: should, most, coin, could, poled, good, stood, broke, soul, hoop, cooled, wood, booking
[u]: goodness, groom, foot, cooled, woman, root, broom, shook, school, coiled, couch, under
[aɪ]: imply, ironic, point, arrive, halve, advice, save, thyself, fatherly, breath, decide, lake
[ɔɪ]: spoiling, beside, guile, pointless, boil, Norwegian, soil, voyages, official, soy, continent
[aʊ]: bought, laundry, bound, owl, vowed, old, nose, cow, ploy, toad, Joan, foul, drowsy

4. Circle the words that have both [ʌ] and [ə].

undone, luckily, abundance, Monday, rushing, redundant, trouble, Paris, plaza, suspend.

5. Circle the words that have both [ʌ] and [ɚ].

mustard, award, wonderful, support, guarded, thunder, serpent, walker, tremor, barley, harbor, rubber, custard, under, others

6. Which words have:

(a) both [ɝ] and [ə]
(b) both [ɝ] and [ɚ]
(c) only [ɝ]
(d) only [ɚ]
(e) only [ə]

Example bourbon: a

cursor b, person a, career d, abort e, verses a, whisper d, suburb d, carat e, convert (v) a, surprise d, heard c, Herbert b, under d, shivered d, birthday c, worker b, serviced c.

7. Transcribe the following (about 'English as a world language') *from* D. Crystal, *The Cambridge Encyclopedia of the English Language* (Cambridge: Cambridge University Press, 1995).

The movement of English around the world began with the pioneering
ðə muvmənt əv ɪŋgləʃ əɻaʊnd ðə wɜ˞ld bəgæn wɪθ ðə paɪəniɻɪŋ
voyages to the Americas, Asia, and the Antipodes, continued with the
vɔɪədʒəz tə ðə əmɛɻəkəz eʒə ən ðə æntɪpədiz kəntɪnjud wɪθ ðə
19th century colonial developments in Africa and the South Pacific, and
naɪntinθ sɛntʃəɻi kəloniəl dəvɛləpmənts ɪn æfɻəkə ən ðə saʊθ pəsɪfɪk ən
took a significant further step when it was adopted in the 20th century
tʊk ə sɪgnɪfəkənt fɜ˞ðə˞ stɛp wɛn ɪt wəz ədɑptəd ɪn ðə twɛntiəθ sɛntʃəɻi
as an official or semi-official language by many newly independent states.
æz ən əfɪʃəl ɔɻ sɛmi əfɪʃəl læŋgwədʒ baɪ mɛni nuli ɪndəpɛndənt stets.
English is now the dominant or official language in over 60 countries, and
ɪŋgləʃ ɪz naʊ ðə dɑmənənt ɔɻ əfɪʃəl læŋgwədʒ ɪn ovə˞ sɪksti kʌntɻiz ən
is represented in every continent. It is this spread of representation which
ɪz ɻɛpɻizɛntəd ɪn ɛvɻi kɑntənənt. ɪt ɪz ðɪs spɻɛd əv ɻɛpɻizɛnteʃən wɪtʃ
makes the application of the term 'world language' a reality. The
meks ðə æpləkeʃən əv ðə tɛɻm wɜ˞ld læŋgwədʒ ə ɻiæləti. ðə
present-day world status of English is primarily the result of two factors:
pɻɛzənt de wɜ˞ld stætəs əv ɪŋgləʃ ɪz pɻaɪmɛɹəli ðə ɻəzʌlt əv tu fæktə˞z
the expansion of British colonial power, which peaked towards the end
ðə ɪkspænʃən əv bɻɪtɪʃ kəloniəl paʊə˞ wɪtʃ pikt twɔɻdz ðə ɛnd
of the 19th century, and the emergence of the United States as the leading
əv ðə naɪntinθ sɛntʃəɻi ən ðə əmɜ˞dʒəns əv ðə junaɪtəd stets æz ðə lidɪŋ
economic power of the 20th century. It is the latter factor which continues
ɛkənɑmɪk paʊə˞ əv ðə twɛntiəθ sɛntʃəɻi. ɪt ɪz ðə lætə˞ fæktə˞ wɪtʃ kəntɪnjuz
to explain the position of the English language today. The USA contains
tu əksplen ðə pəzɪʃən əv ðə ɪŋgləʃ læŋgwədʒ tədeɪ. ðə ju ɛs e kəntenz
nearly four times as many English-mother-tongue speakers as the next most
niɻli fɔɻ taɪmz æz mɛni ɪŋgləʃ mʌðə˞ tʌŋ spikə˞z æz ðə nɛkst most
important nation (UK), and these two countries comprise 70 percent of
ɪmpɔɻtənt neʃən ju ke ən ðiz tu kʌntɻiz kəmpɻaɪz sɛvənti pɜ˞sɛnt əv
all English-mother-tongue speakers in the world.
ɑl ɪŋgləʃ mʌðə˞ tʌŋ spikə˞z ɪn ðə wɜ˞ld.

Chapter 5: Acoustics of Vowels and Consonants

1. What differences do you expect to find in the spectrograms of the following pairs?

Example (a) court – (b) scored

- Initial frication noise of /s/ in (b)
- Initial aspiration of /k/ in (a)

- longer vowel before /d/ in (b)
- longer duration for final /t/ in (a)
- ?? voice bar in final /d/ in (b)

(i) (a) sip (b) zip

[s] – longer duration, greater frication noise
[z] – possible voice bar

(ii) (a) britches (b) bridges

[tʃ] – longer duration
[dʒ] – possible voice bar

(iii) (a) hat (b) ahead

hat – one syllable, longer and lower vowel
ahead – two syllables, shorter mid vowel
Initial voiceless friction for [h] in hat; breathy intervocalic [h] in ahead.
[t] – longer duration, [d] – shorter duration and partial voicing

(iv) (a) parade (b) pilot

parade – very short [ə] then diphthongal [e], lower F_3 for [ɻ], shorter closure and partially voiced [d]
pilot – distinct diphthong then short [ə], higher F_3 for [l], longer closure and voiceless [t]

(v) (a) name (b) mine

name – diphthongal mid [e], formant transition from alveolar to bilabial
mine – clear low to high diphthong [aɪ], formant transition from bilabial to alveolar

2. Match the following spectrograms with the targets open, tiger, package, camel, apple, table. Explain your rationale.

open — long back diphthongal vowel, short vowel for [ə]
unaspirated stop
faint nasal

tiger — aspirated stop
diphthong
voice bar for voiced stop and merging F_2 and F_3 for velar
weak /ɻ/, lowering of F_3 of vowel

package
- aspirated stop
- low front vowel
- stop gap and unaspirated stop
- affricate, frication noise, palato-alveolar place of articulation

camel
- aspirated stop
- faint nasal
- weak /l/

apple
- rather long vowel
- unaspirated stop
- weak /l/

table
- aspirated stop
- diphthongal front vowel
- voice bar for voiced stop
- weak /l/

3. Transcribe the following (about 'second language varieties of English') *based on* P. Trudgill and J. Hannah, *International English* (London: Edward Arnold, 2002).

English is a language which has more non-native speakers than native
ɪŋgləʃ ɪz ə læŋgwədʒ wɪtʃ hæz mɔɻ nɑn netəv spikəˑz ðæn netəv
speakers. Besides the fact that it is learned by millions of people around
spikəˑz. bəsaɪdz ðə fækt ðæt ɪt ɪz lɜˑnd baɪ mɪljənz əv pipəl əɻaʊnd
the world as a foreign language, there are millions of speakers of English
ðə wɜˑld æz ə fɔɻən læŋgwədʒ ðɛɻ ɑɻ mɪljənz əv spikəˑz əv ɪŋgləʃ
as a second language in many countries. In the Americas, English is an
æz ə sɛkənd læŋgwədʒ ən mɛni kʌntɻiz. ɪn ðə əmɛɻəkəz ɪŋgləʃ ɪz ən
important second language in Puerto Rico, and also has some second-
ɪmpɔɻtənt sɛkənd læŋgwədʒ ɪn pwɛɻto ɻiko ən ɑlso hæz sʌm sɛkənd
language presence in Panama. In Europe, it has official status in Gibraltar
læŋgwədʒ pɻɛzəns ən pænəmə. ɪn juɻəp ɪt hæz əfɪʃəl stætəs ən dʒəbɻɑltəˑ
and Malta and is also widely spoken as a second language in Cyprus. In
ən mɑltə ən ɪz ɑlso waɪdli spokən æz ə sɛkənd læŋgwədʒ ən saɪpɻəs. ɪn
Africa, there are large communities of native speakers of English in Liberia,
æfɻəkə ðɛɻ ɑɻ lɑɻdʒ kəmjunətiz əv netəv spikəˑz əv ɪŋgləʃ ən laɪbiɻijə
South Africa, Zimbabwe and Kenya, but there are even larger communities
saʊθ æfɻəkə zɪmbɑbwe ən kɛnjʌ bʌt ðɛɻ ɑɻ ivən lɑɻdʒəˑ kəmjunətiz
in these countries of second-language speakers. Elsewhere in Africa,
ən ðiz kʌntɻiz əv sɛkənd læŋgwədʒ spikəˑz. ɛlswɛɻ ən æfɻəkə
English has official status, and is therefore widely used as a second
ɪŋgləʃ hæz əfɪʃəl stætəs ən ɪz ðɛɻfɔɻ waɪdli juzd æz ə sɛkənd
language lingua franca in Gambia, Sierra Leone, Ghana, Nigeria,
læŋgwədʒ lɪŋgwə fɻæŋkə ɪn gæmbijə siɛɻə lion gɑnə naɪdʒiɻijə

Cameroon, Namibia, Botswana, Lesotho, Swaziland, Zambia, Malawi and
kæməɹun namibijə batswanə ləsoθo swazilænd zambijə məlawi ən
Uganda. It is also widely used in education and for government purposes
jugandə. ɪt ɪz also waɪdli juzd ən ɛdʒjukeʃən ən fɔɹ gʌvɝnmənt pɝpəsəz
in Tanzania and Kenya. In the Indian Ocean, Asian and Pacific Ocean areas,
ən tænzənijə ən kɛnjə. ɪn ðə ɪndijən oʃən eʒən ən pəsɪfək oʃən ɛɹijəz
English is an official language in Mauritius, the Seychelles, Pakistan, India,
ɪŋgləʃ ɪz ən əfɪʃəl læŋgwədʒ ən mɔɹɪʃəs ðə seʃɛlz pækəstæn ɪndijə
Singapore, Brunei, Hong Kong, the Philippines, Papua New Guinea, the
sɪŋəpɔɹ bɹunei hɔŋ kɔŋ ðə fɪləpinz papuə nu gɪni ðə
Solomon Islands, Vanuatu, Fiji, Tonga, Western Samoa, American Samoa,
saləmən aɪləndz vænuatu fidʒi toŋga wɛstɝn səmoə əmɛɹəkən səmoə
the Cook Islands, Guam and elsewhere in American administered
ðə kuk aɪləndz gwam ən ɛlswɛɹ ən əmɛɹəkən ædmɪnəstɝd
Micronesia. It is also very widely used as a second language in Malaysia,
maɪkɹonizə. ɪt ɪz also vɛɹi waɪdli juzd æz ə sɛkənd læŋgwədʒ ən məleʒə
Bangladesh, Sri Lanka, the Maldives, Nepal and Nauru.
bæŋgladɛʃ sɹi laŋkə ðə maldivz nəpal ən nauɹu.

CHAPTER 6: SYLLABLES

1. In section 6.5.6 several patterns for non-suffixed triple codas are discussed. Which ones of these (if any) violate(s) the Sonority Sequencing Principle? State the example(s) and your rationale.

stop–fricative–stop	1,2 → 3,4 → 1,2
nasal–stop–fricative	5 → 1,2 → 3,4
lateral–stop–fricative	6 → 1,2 → 3,4
flap–stop–fricative	7 → 1,2 → 3,4

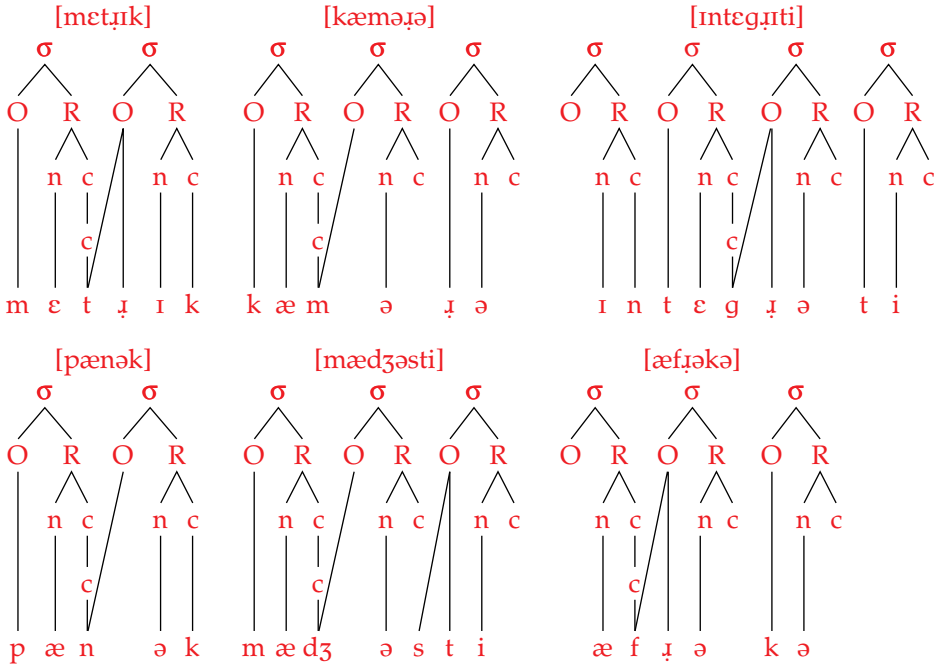
The SSP states that the sonority will drop as the coda progresses. All of these have rises and dips within the coda.

2. Do the same as above for the suffixed triple codas.

nasal–obstruent–/t, d, s, z/	potential to violate	(/nts/)
/s/–stop–/t, d, s, z/	potential to violate	(/sps/)
/l/–obstruent–/t, d, s, z/	potential to violate	(/lps/)
/ɹ/–obstruent–/t, d, s, z/	potential to violate	(/ɹdz/)
obstruent–obstruent–obstruent	potential to violate	(/pst/)

3. Which of the following would qualify for ambisyllabicity? Circle the word(s), state your rationale, and give the tree diagram(s).

metric, regime, anecdote, camera, integrity, person, panic, majesty, Africa, rival



A consonant that is part of a permissible onset is ambisyllabic if it occurs after a short stressed vowel.

4. Consider the following:

Short V + CC	Long V/diph. + C	Long V/diph. + CC
(a) pimp	(b) wipe	(c) mind BUT * [maɪmb]
lint	light	grind * [maɪŋg]
sink	bike	* [gɻaɪmb]
	weep	* [gɻaɪŋg]
	seed	
	beak	

While certain combinations are possible, certain others (in c) are not allowed. State the generalization.

After a short vowel, double codas should have homorganicity (same place of articulation). After long vowels and diphthongs, stop consonants of all places of articulation are possible as simple codas. Double codas after long vowels or diphthongs are possible only if they are alveolars.

5. In section 6.5.6, we saw that, because of reduced vowel deletions, several normally impermissible consonant clusters can be created (e.g. photography [ftɑgɹəfi]). Find five examples of such clusters.

potato → [pteto] marina → [mɹinə] malaria → [mlɛɹiə]
fanatics → [fnætɪks] tomorrow → [tmɑɹo]

6. English final consonant clusters are simplified by deleting the final member of the cluster in certain contexts (e.g. /nd/ in sand piles [sæn paɪlz], /st/ in first class [fɝs klæs]). The same is not possible in other contexts (e.g. /nd/ in canned vegetables [kænd vɛ . . .], /st/ in missed goals [mɪst golz]). State the generalization and give three examples for each possibility.

When the word ending in a cluster not created by the addition of a grammatical ending is followed by a word that begins with a consonant, the final member of the cluster is deleted.

hand made → [hæn med] planned trip → [plænd tɹɪp]
next class → [nɛks klæs] fixed game → [fɪkst gem]
left street → [lɛf stɹit] autographed book → [ɔtəgɹæft bʊk]

7. Transcribe the following (about 'English in America') *from* J. Jenkins, *World Englishes* (London: Routledge, 2002).

Walter Raleigh's expedition of 1584 to America was the earliest from the
wɑltəɹ ɹæliz ɛkspɛdɪʃən əv fɪftin eti fɔɹ tu əmɛɹəkə wəz ðə ɝliəst fɹʌm ðə
British Isles to the New World, though it did not result in a permanent
bɹɪtɪʃ aɪlz tu ðə nu wɝld ðo ɪt dɪd nɑt ɹəzʌlt ɪn ə pɝmənənt
settlement. The voyagers landed on the coast of North Carolina near
sɛtəlmənt. ðə vɔɪjədʒəɹz lændəd ɑn ðə kost əv nɔɹθ kɛɹəlaɪnə niɹ
Roanoke Island, but fell into conflict with the native Indian population
ɹoənok aɪlənd bʌt fɛl ɪntə kɑnflɪkt wɪθ ðə netəv ɪndiən pɑpjuleʃən
and then mysteriously disappeared altogether. In 1607, the first permanent
ən ðɛn mɪstiɹiəsli dɪsəpiɹd ɑltəgɛðəɹ. ɪn sɪkstin o sɛvən ðə fɝst pɝmənənt
colonist arrived and settled in Jamestown, Virginia, to be followed in 1620
kɑlənɪst əɹaɪvd ən sɛtəld ɪn dʒemztaʊn vɝdʒɪnjə tə bi fɑlod ɪn sɪkstin twɛnti
by a group of Puritans and others on the Mayflower. The latter group landed
baɪ ə gɹup əv pjuɹətənz ən ʌðəɹz ɑn ðə meflaʊəɹ. ðə lætəɹ gɹup lændəd
further north, settling at what is now Plymouth, Massachusetts, in New
fɝðəɹ nɔɹθ sɛtəlɪŋ æt wʌt ɪz naʊ plɪməθ mæsətʃusəts ɪn nu
England. Both settlements spread rapidly and attracted further migrants
ɪŋgləɪd. boθ sɛtəlmənts spɹɛd ɹæpədli ən əɹæktəd fɝðəɹ maɪgɹənts
during the years that followed. Because of their different linguistic
dʊɹɪŋ ðə jiɹz ðæt fɑlod. bəkʌz əv ðɛɹ dɪfɹənt lɪŋgwɪstək
backgrounds, there were immediately certain differences in the accents of
bækgɹaʊndz ðɛɹ wəɹ ɪmidiətli sɜɹtən dɪfɹənsəz ɪn ðə æksɛnts əv

the two groups of settlers. Those in Virginia came mainly from the West
ðə tu gɹups əv sɛtlɚz. ðoz ɪn vɝdʒɪnjə kem menli fɹʌm ðə wɛst
of England and brought with them their characteristic rhotic /r/ and
ev ɪŋgləɪnd ən bɹɔt wɪθ ðɛm ðɛɹ kɛɹəktəɹɪstək ɹotək ɹ ən
voiced /s/ sounds. On the other hand, those who settled in New England
vɔɪst s saʊndz. ɑn ðə ʌðɚ hænd ðoz hu sɛtəld ɪn nu ɪŋgləɪnd
were mainly from the east of England, where these features were not a
wɚ menli fɹʌm ðə ist əv ɪŋgləɪnd wɛɹ ðiz fitʃɚz wɚ nɑt ə
part of the local accent.
pɑɹt əv ðə lokəl æksɛnt.

CHAPTER 7: STRESS AND INTONATION

1. In the following we observe schwa deletion in fast speech for words (a)–(k); the same is not possible in words (l)–(v). State the generalization. Pay special attention to morphologically related words such as (f and s), (g and v), (h and u), (i and t), (j and q), (k and r).

		Careful speech	**Fast speech**
(a)	camera	[kæməɹə]	[kæmɹə]
(b)	veteran	[vɛtəɹən]	[vɛtɹən]
(c)	aspirin	[æspəɹən]	[æspɹən]
(d)	temperature	[tɛmpəɹətʃɚ]	[tɛmpɹətʃɚ]
(e)	reasonable	[ɹizənəbl̩]	[ɹiznəbl̩]
(f)	imaginative	[ɪmædʒənətɪv]	[ɪmædʒnətɪv]
(g)	principal	[pɹɪnsəpəl]	[pɹɪnspəl]
(h)	management	[mænədʒmənt]	[mændʒmənt]
(i)	testament	[tɛstəmənt]	[tɛstmənt]
(j)	general	[dʒɛnəɹəl]	[dʒɛnɹəl]
(k)	opera	[ɑpəɹə]	[ɑpɹə]
(l)	famous	[feməs]	[feməs] not [fems]
(m)	vegetarian	[vɛdʒətɛɹiən]	[vɛdʒətɛɹiən] not [vɛdʒtɛɹiən]
(n)	motivate	[motəvet]	[motəvet] not [motvet]
(o)	pathology	[pæθɑlədʒi]	[pæθɑlədʒi] not [pæθɑldʒi]
(p)	facilitate	[fəsɪlətet]	[fəsɪlətet] not [fəsɪltet]
(q)	generality	[dʒɛnəɹælәti]	[dʒɛnəɹælәti] not [dʒɛnɹælәti]
(r)	operatic	[ɑpəɹætɪk]	[ɑpəɹætɪk] not [ɑpɹætɪk]
(s)	imagination	[əmædʒəneʃən]	[əmædʒəneʃən] not [əmædʒneʃən]
(t)	testimony	[tɛstəmoni]	[tɛstəmoni] not [tɛstmoni]
(u)	managerial	[mænədʒɛɹiəl]	[mænədʒɛɹiəl] not [mændʒɛɹiəl]
(v)	principality	[pɹɪnsəpæləti]	[pɹɪnsəpæləti] not [pɹɪnspæləti]

In English fast speech, a schwa from a word when it is preceded by a stressed vowel and followed by another schwa.

2. Analyze the stress patterns of the following words by using the three parameters (stress, tonic accent, and full vowel), and give the traditional numbers.

Example mineralogy

	[mɪ.nə.ɻɑ.lə.dʒi]
Stress	+ − + − −
Tonic Accent	− − + − −
Full vowel	+ − + − +
	2 4 1 4 3

(a) choreography
[kɔɻiɑgɻəfi]
St. +−+ − −
T.A. −−+ − −
F.V. +++ − +
2 3 1 4 3

(b) discretional
[dəskɻɛʃənəl]
− + − −
− + − −
− + − −
4 1 4 4

(c) mythical
[mɪθəkəl]
+ − −
+ − −
+ − −
1 4 4

(d) gratification
[gɻætəfəkeʃən]
St. − −−+ −
T.A. + −−+ −
F.V. + −−+ −
2 4 4 1 4

(e) autograph
[ɔtəgɻæf]
+− −
+− +
+− +
1 4 2

(f) modality
[modæləti]
− + −−
− + −−
+ + −+
3 1 4 3

(g) conciliation
[kənsɪlieʃən]
St. − −−+ −
T.A. − +−+ −
F.V. − +++ −
4 2 3 1 4

(h) punishable
[pʌnɪʃəbəl]
+ − − −
+ − − −
+ + − −
1 3 4 4

(i) phonological
[fonəlɑdʒəkəl]
− − + − −
− − + − −
+ − + − −
3 4 1 4 4

(j) profundity
[pɻofʌndəti]
St. − + − −
T.A. − + − −
F.V. + + − +
3 1 4 3

(k) consumptiveness
[kənsʌmptəvnəs]
− + − −
− + − −
− + − −
4 1 4 4

(l) resumption
[ɻizʌmpʃən]
− + −
− + −
+ + −
3 1 4

(m) diagnosis
[daɪəgnosɪs]
St. − − + −
T.A. + − + −
F.V. + − + +
2 4 1 3

(n) neutralize
[nutɻəlaɪz]
+ − −
+ − +
+ − +
1 4 2

(o) resignation
[ɻɛzəgneʃən]
− − + −
+ − + −
+ − + −
2 4 1 4

(p)	eccentricity [ɛksəntɹɪsəti]	(q)	recessional [ɹɪsɛʃənəl]	(r)	protestation [pɹɑtəsteʃən]
St.	− − + − −		−+− −		− − + −
T.A.	+ − + − −		−+− −		+ − + −
F.V.	+ − + − +		++− −		+ − + −
	2 4 1 4 3		3 1 4 4		2 4 1 4

3. In light of what you have seen regarding the intonation patterns in section 7.8, determine where the tonic accent will be in the following (in their neutral, non-contrastive readings).

   (a) A: Are you coming to the movie?
   B: I have exams to grade.
   (b) The dog barked.
   (c) The building's falling down.
   (b) I go to Boston, usually.

4. Match the intonation patterns of the following with the six types indicated below.

   (a) low rise
   (b) high (long) rise
   (c) low fall
   (d) long (full) fall
   (e) fall–rise
   (f) rise–fall

   (i) I am so happy for you. d
   (ii) Would you like to have coffee or tea? (open choice reading) a
   (iii) Would you like to have coffee or tea? (closed choice) c
   (iv) Where will the meeting be held? (information seeking) d
   (v) Where will the meeting be held? (I couldn't hear you) a
   (vi) What am I doing? I am trying to fix the TV. a
   (vii) Her predictions came true. (clear finality) d
   (viii) Who was at the meeting? d
   (ix) Whatever you say. c
   (x) We should look for him, shouldn't we? f
   (xi) You can take the old route. (agree with reservation) e
   (xii) Are you out of your mind? b
   (xiii) Did you wash the car yet? a
   (xiv) I would have done it the same way, wouldn't you? f

5. Transcribe the following (about 'English in America', cont.) *from* J. Jenkins, *World Englishes* (London: Routledge, 2002).

   During the seventeenth century, English spread to southern parts of
   dʊɹɪŋ ðə sɛvəntinθ sɛntʃəɹi ɪŋgləʃ spɹɛd tu sʌðəˑn pɑɹts əv

America and the Caribbean as a result of the slave trade. Slaves were
əmɛɹəkə ən ðə kəɹɪbiən æz ə ɹəzʌlt əv ðə slev tɹed. slevz wɜ˞
transported from West Africa and exchanged, on the American coast and
tɹænspɔɹtəd fɹəm wɛst æfɹəkə ən ɛkstʃendʒd ɑn ðə əmɛɹəkən kost ən
in the Caribbean, for sugar and rum. The Englishes which developed among
ən ðə kəɹɪbiən fɔɹ ʃʊgə˞ ən ɹʌm. ðə ɪŋgləʃəz wɪtʃ dəvɛləpt əmʌŋ
the slaves and between them and their captors were initially contact
ðə slevz ən bətwin ðɛm ən ðɛɹ kæptə˞z wɜ˞ ɪnɪʃəli kɑntækt
pidgin languages but, with their use as mother tongues following the birth
pɪdʒən læŋgwədʒəz bʌt wɪθ ðɛɹ jus æz mʌðə˞ tʌŋz fɑloɪŋ ðə bɜ˞θ
of the next generation, they developed into creoles. Then, in the
əv ðə nɛkst dʒɛnəɹeʃən ðe dəvɛləpt ɪntu kɹiolz. ðɛn ɪn ðə
eighteenth century, there was large-scale immigration from Northern
etinθ sɛntʃəɹi ðɛɹ wəz lɑɹdʒ skel ɪməgɹeʃən fɹəm nɔɹðə˞n
Ireland, initially to the coastal area around Philadelphia, but quickly
aɪɹlənd ɪnɪʃəli tu ðə kostəl ɛɹiə əɹaʊnd fɪlədɛlfiə bʌt kwɪkli
moving south and west. After the Declaration of American Independence
muvɪŋ saʊθ ən wɛst. æftə˞ ðə dɛkləɹeʃən əv əmɛɹəkən ɪndəpɛndəns
in 1776, many loyalists (the British settlers who had supported
ɪn sɛvəntin sɛvənti sɪks mɛni lɔɪəlɪsts ðə bɹɪtəʃ sɛtlə˞z hu hæd səpɔɹtəd
the British government) left for Canada.
ðə bɹɪtəʃ gʌvəɹnmənt lɛft fɔɹ kænədə.

CHAPTER 8: STRUCTURAL FACTORS IN SECOND LANGUAGE PHONOLOGY

1. First, transcribe the following word-pairs, and then, with the contrastive information you had in this chapter, identify the languages whose native speakers would have problems related to these target English word-pairs.

cheap – chip: /tʃip/ – /tʃɪp/ Arabic, Russian, Korean, Portuguese, Spanish, Turkish, Greek, French, Persian
sieve – save: /siv/ – /sev/ Arabic
age – edge: /edʒ/ – /ɛdʒ/ Spanish, Greek, French, Arabic, Russian, Korean, Persian
bend – band: /bɛnd/ – /bænd/ Spanish, Turkish, Greek, French, German, Arabic, Russian
band – bond: /bænd/ – /bɑnd/ Spanish, Turkish, Greek, Arabic, Russian
fool – full: /ful/ – /fʊl/ Arabic, Russian, Spanish, Turkish, Greek, French, Korean, Portuguese, Persian
backs – box: /bæks/ – /bɑks/ Arabic, Russian, Spanish, Turkish, Greek
look – Luke: /luk/ – /lʊk/ Arabic, Russian, Spanish, Turkish, Greek, French, Korean, Portuguese, Persian
feast – fist: /fist/ – /fɪst/ Arabic, Russian, Spanish, Turkish, Greek, French, Korean, Portuguese, Persian

wait – wet: /wet/ – /wɛt/ Arabic, Spanish, Greek, Russian, Korean, Persian
slept – slapped: /slɛpt/ – /slæpt/ Spanish, Turkish, Greek, French, German, Arabic, Russian, Korean, Portuguese, Persian

2. Now, do the same for the following target pairs in contrast.

glass – grass: /glæs/ – /gɻæs/ Korean
peach – beach: /pitʃ/ – /bitʃ/ Arabic, Korean
pour – four: /poɻ/ – /foɻ/ Korean
went – vent: /wɛnt/ – /vɛnt/ Turkish, German, Russian, Persian
feel – veal: /fil/ – /vil/ Spanish, Arabic
vowel – bowel: /vaʊl/ – /baʊl/ Spanish, Korean
dense – dens: /dɛns/ – /dɛnz/ Spanish
three – tree: /θɻi/ – /tɻi/ Persian, Spanish, Turkish, Greek, Arabic, Russian, Korean, Portuguese
thick – sick: /θɪk/ – /sɪk/ Spanish, Greek, French, German, Arabic
those – doze: /ðoz/ – /doz/ Spanish, Turkish, Persian, Greek, Arabic, Russian, Korean, Portuguese
leaf – leave: /lif/ – /liv/ Spanish, German, Arabic, Korean
rope – robe: /ɻop/ – /ɻob/ German, Arabic, Russian, Korean
stow – stove: /sto/ – /stov/ Spanish, German, Korean, Persian
curved – curbed: /kɜ˞vd/ – /kɜ˞bd/ Spanish, Korean
math – mat: /mæθ/ – /mæt/ Spanish, Turkish, Arabic, Russian, Korean, Portuguese
forth – force: /foɻθ/ – /foɻs/ Spanish, German, French, Arabic
soothe – sued: /suð/ – /sud/ Spanish, Turkish, Arabic, Russian, Korean, Portuguese, Persian
clothed – closed: /kloðd/ – /klozd/ Spanish, French, German, Arabic
sin – sing: /sɪn/ – /sɪŋ/ Turkish, Greek, French, Arabic, Russian, Portuguese
cart – card: /kɑɻt/ – /kɑɻd/ German, Turkish, Russian
thin – chin: /θɪn/ – /tʃɪn/ Spanish, Greek, Portuguese
lamp – ramp: /læmp/ – /ɻæmp/ Korean
sift – shift: /sɪft/ – /ʃɪft/ Arabic, Korean
sink – zinc: /sɪŋk/ – /zɪŋk/ Spanish
cheer – sheer: /tʃiɻ/ – /ʃiɻ/ Spanish, Greek, French, Arabic, Korean
surge – search: /sɜ˞dʒ/ – /sɜ˞tʃ/ German, Russian, Korean
dug – duck: /dʌg/ – /dʌk/ German, Turkish, Russian

3. Now, do the same for the following triplets.

huck – hock – hawk: /hʌk/ – /hɔk/ – /hɑk/ Portuguese, Persian, French, German, Arabic, Russian, Korean, Spanish, Turkish, Greek
panned – punned – pond: /pænd/ – /pʌnd/ – /pɔnd/ Spanish, Turkish, Greek, French, Arabic, Russian, Korean, Portuguese, Persian

bag – bug – bog: /bæg/ – /bʌg/ – /bɑg/ Persian, French, German, Arabic, Russian, Portuguese, Spanish, Turkish, Greek, Korean
bid – bead – bed: /bɪd/ – /bid/ – /bɛd/ Russian, Portuguese, Persian, Spanish, Turkish, Greek, Arabic, Korean
stack – stuck – stock: /stæk/ – /stʌk/ – /stɑk/ French, German, Arabic, Russian, Korean, Spanish, Turkish, Greek, Portuguese, Persian

4. Although contrastive phonological information is indispensable for the prediction of learners' difficulties, it is not sufficient in many cases, because for certain phenomena, constraints based on universal markedness have been shown to be influential in explaining the degree of difficulty of targets. Order the following targets in terms of difficulty (from most difficult to least difficult), and state the rationale.

(a) single-coda consonants:
deal, deer, deem, beat, beach

beat, beach, deem, deal, deer.
The higher-sonority codas are easier than low-sonority codas.

(b) liquids:
/l/ full, elect, lamp, fly, belt
/ɻ/ green, boring, tire, room, card

full, belt, fly, elect, lamp.
tire, card, green, boring, room.
Postvocalic, postconsonantal, intervocalic, then initial.

(c) /s + C/ onsets:
slow, sticker, swing, small

sticker, small, slow, swing.
The higher the sonority jump from C_1 to C_2, the less difficult the cluster is.

(d) aspiration:
pig, keep, park, course, torn, tease

park, pig, torn, tease, course, keep.
Aspiration is less difficult as the place of articulation moves further back (bilabial, to alveolar, to velar). Also, if the following vowel is high, rather than low, it facilitates the aspiration.

(e) final voiced stops:
lab, bid, rod, rag, rib, wig

wig, rag, bid, rod, rib, lab.
Velars are the most vulnerable for devoicing, followed by the alveolars and then the bilabials. Also, the higher the preceding vowel, the more difficult the production of the target voiced stop.

5. Japanese lacks English target /θ/ and learners replace it with a [s] (e.g. thank [sæŋk]). Also, [ʃ] is an allophone of /s/ in Japanese before /i/. This results in renditions such as sip [ʃɪp]. While we have these two patterns (/s/ as [ʃ] before /i/, and /θ/ as [s]) Japanese speakers' rendition of English think is [sɪŋk] and not [ʃɪŋk]. Does this support or counter-argue for the case made for deflected contrast in section 8.3.2. State your reasoning.

   This supports the case of deflected contrast because learners distinguish the three target phonemes /s/, /ʃ/, /θ/ and prevents the neutralization of any contrast.

6. Transcribe the following ('Citations on American English') *from* T. McArthur, *The English Languages* (Cambridge: Cambridge University Press, 1998, pp. 220–7).

   (a) The American I have heard up to the present is a tongue as distinct from English as Patagonian. (*Rudyard Kipling* 1889)
   ðɪ əmɛɻəkən aɪ hæv hɜ˞d ʌp tu ðə pɻɛzənt ɪz ə tʌŋ æz dəstɪŋkt fɻəm ɪŋgləʃ æz pætəgoniən.

   (b) The rich have always liked to assume the costumes of the poor. Take the American language. It is more than a million words wide, and new terms are constantly added to its infinite variety. Yet, as the decade starts, the US vocabulary seems to have shrunk to child size. (*Stefan Kanfer*, 1980)
   ðə ɻɪtʃ hæv ɑlwez laɪkt tu əsum ðə kɑstjumz əv ðə puɻ. tek ðə əmɛɻəkən læŋgwəʤ. ɪt ɪz mɔɻ ðæn ə mɪljən wɜ˞dz waɪd ən nu tɜ˞mz ɑɻ kɑnstəntli ædəd tu ɪts ɪnfənət vəɻaɪəti. jɛt æz ðə dɛked staɻts ðə ju ɛs vokæbjuleɻi simz tu hæv ʃɻʌŋk tu tʃaɪld saɪz.

   (c) I mean that almost everyone who touches upon American speech assumes that it is inferior to British speech. Just as the Englishman, having endured for a time the society of his equals, goes on to bask in the sunshine of aristocracy, so the American, when he has used the American language for business or for familiar intercourse, may then, for higher or more serious purposes, go on to the aristocratic or royal language of Great Britain. (*Fred Newton Scott*, 1917)
   aɪ mɪn ðæt ɑlmost ɛvɻiwʌn hu tʌtʃəz əpɑn əmɛɻəkən spitʃ əsumz ðæt ɪt ɪz ɪnfiɻiə˞ tu bɻɪtəʃ spitʃ. dʒʌst æz ðə ɪŋgləʃmən hævɪŋ ənduɻd fɔɻ ə taɪm ðə səsaɪəti əv hɪz ikwəlz goz ɑn tu bæsk ɪn ðə sʌnʃaɪn əv æɻəstɑkɻəsi so ðə əmɛɻəkən wɛn hi hæz juzd ðə əmɛɻəkən læŋgwəʤ fɔɻ bɪznəs ə˞ fɔɻ fəmɪljə˞ ɪntə˞kɔɻs me ðɛn fɔɻ haɪjə˞ ɔɻ mɔɻ siɻiəs pɜ˞pəsəz go ɑntu ðə əɻɪstəkɻætɪk ɔɻ ɻɔɪjəl læŋgwəʤ əv gɻet bɻɪtən.

CHAPTER 9: SPELLING AND PRONUNCIATION

1. The words in the following pairs are spelt differently; some pairs are pronounced the same (i.e. they are homophonous), and others are not. Identify each pair as either same (S) or different (D), and provide the phonetic transcription(s).

   Example: plain – plane (S) [plen]
   price – prize (D) [pɹaɪs] – [pɹaɪz]

   (a) key – quay S: [ki] D: [ki] – [kwe] or [ke]
   (b) gorilla – guerrilla S: [gəɹɪlə]
   (c) person – parson D: [pɝsən] – [pɑɹsən]
   (d) profit – prophet S: [pɹɑfət]
   (e) rout – route S: [ɹut] D: [ɹut] – [ɹaʊt]
   (f) draught – draft S: [dɹæft]
   (g) genes – jeans S: [dʒinz]
   (h) colonel – kernel S: [kɝnəl]
   (i) raiser – razor S: [ɹezɚ]
   (j) patron – pattern D: [petɹən] – [pætɚn]
   (k) temper – tamper D: [tɛmpɚ] – [tæmpɚ]
   (l) cymbal – symbol S: [sɪmbəl]
   (m) local – locale D: [lokəl] – [lokæl]
   (n) discreet – discrete S: [dəskɹit]
   (o) review – revue S: [ɹəvju]
   (p) critic – critique D: [kɹɪtək] – [kɹətik]

2. Identify the vowel changes in the stressed syllables (spelt identically) of the following morphologically related words.

   Example: gradient – gradual letter a [e] / [æ]

derive – derivative	i	[aɪ]/[ɪ]
provoke – provocative	o	[o]/[ɑ]
punitive – punishment	u	[u]/[ʌ]
harmonious – harmonic	o	[o]/[ɑ]
deduce – deduction	u	[u]/[ʌ]
satire – satiric	a	[æ]/[ɪ]
serene – serenity	e	[i]/[ɛ]
major – majesty	a	[e]/[æ]
wild – wilderness	i	[aɪ]/[ɪ]

3. Find an appropriate morphologically related word for the similar vowel changes (represented by the same orthographic letter).

Example: letter e [i] / [ɛ] austere – austerity

(a) letter a [e] / [æ]
profane – profanity
collate – collateral
grateful – gratitude
sane – sanity

(b) letter e [i] / [ɛ]
meter – metrical
succeed – success
supreme – supremacy
discreet – discretion

(c) letter i [aɪ] / [ɪ]
decide – decision
divine – divinity
title – titular
line – linear

(d) letter o [o] / [ɔ/ɑ]
cone – conic
protest – protestant
code – codify
vocal – vocative

(e) letter u [u] / [ʌ]
duke – duchess
resume – resumption
consume – consumption
assume – assumption

4. Transcribe the following ('Citations on American English') *from* T. McArthur, *The English Languages* (Cambridge: Cambridge University Press, 1998, pp. 220–7).

(a) The foreign language which has most affected English in our own time is contemporary American. . . . The colloquial speech of the American is becoming, largely as a result of the foreign ingredients in the melting-pot, more and more remote from the spoken English of the educated Englishman, but, at the same time, the more slangy element in our language is being constantly reinforced by words and phrases taken from American, especially the type of American which is printed in the cinema caption. (*Ernest Weekley*, UK, 1928)
ðə fɔɻən læŋgwədʒ wɪtʃ hæz most əfɛktəd ɪŋgləʃ ɪn aʊɻ on taɪm ɪz kəntɛmpəɻɛɻi əmɛɻəkən. ðə kəlokwiəl spitʃ əv ðə əmɛɻəkən ɪz bəkʌmɪŋ lɑɻdʒli æz ə ɻəzʌlt əv ðə fɔɻən ɪŋgɻidiənts ɪn ðə mɛltɪŋ pɑt mɔɻ ən mɔɻ ɻəmot fɻəm ðə spokən ɪŋgləʃ əv ðə ɛdʒjuketəd ɪŋgləʃmən bʌt æt ðə sem taɪm ðə mɔɻ slæŋgi ɛləmənt ɪn aʊɻ læŋgwədʒ ɪz biɪŋ kɑnstəntli ɻiənfɔɻst baɪ wɜ˞dz ən fɻezəz tekən fɻəm əmɛɻəkən ɪspɛʃəli ðə taɪp əv əmɛɻəkən wɪtʃ ɪz pɻɪntəd ɪn ðə sɪnəmə kæpʃən.

(b) It was the British Empire, on which the sun never set, that originally spread English around the world, along with the tea breaks, cuffed trousers and the stiff upper lip. But when the imperial sun finally did

set after World War II, the American language followed American power into the vacuum. (*Otto Friedrich* et al., US, 1986)
ɪt wəz ðə bɹɪtəʃ ɛmpaɪɹ ɑn wɪtʃ ðə sʌn nɛvɚ sɛt ðæt əɹɪdʒənəli spɹɛd ɪŋgləʃ əɹaʊnd ðə wɝld əlɔŋ wɪθ ðə ti bɹeks kʌft tɹaʊzɚz ən ðə stɪf ʌpɚ lɪp. bʌt wɛn ðə ɪmpiɹiəl sʌn faɪnəli dɪd sɛt æftɚ wɝld wɔɹ tu ðə əmɛɹəkən læŋgwədʒ fɑlod əmɛɹəkən paʊɚ ɪntu ðə vækjum.

(c) Whose English language is it, anyway? From the tone of the new 'BBC News and Current Affairs Stylebook and Editorial Guide', you'd think the Brits invented it. With unmistakable disdain, the broadcastocrats in London call what we speak 'American'. As a user of Murkin English, I rise to the defense. (*William Safire*, US, 1993).
huz ɪŋgləʃ læŋgwədʒ ɪz ɪt ɛniwe. fɹʌm ðə ton əv ðə nu bi bi si nuz ən kʌɹənt əfɛɹz staɪlbʊk ən ɛdətɔɹiəl gaɪd jud θɪŋk ðə bɹɪts ɪnvɛntəd ɪt. wɪθ ʌnmɪstekəbəl dɪsden ðə bɹɔdkæstəkɹæts ɪn lʌndən kɑl wʌt wi spik əmɛɹəkən. æz ə juzɚ əv mɝkən ɪŋgləʃ aɪ ɹaɪz tu ðə dəfɛns.