

Tempat Duduk: _____

Angka Giliran: _____

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua
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HET 204 Fonetik dan Fonologi Bahasa Inggeris

[3 jam]

THIS EXAMINATION PAPER CONTAINS EIGHT [8] QUESTIONS IN ELEVEN [11] PAGES.

Answer ALL EIGHT [8] questions.

Questions 1, 2, 3, 4 and 5 in Section A are to be answered in these sheets and questions 6, 7 and 8 in Section B are to be answered on the answer scripts.

SECTION A - Answer ALL questions

1. Some of the following sets of sounds appear to constitute natural classes while others do not. In cases of natural classes, what are the features that uniquely distinguish them? In cases where the set does not appear to constitute a natural class, eliminate the sounds(s) that does not fit with the other sounds, and then specify the remaining class. Explain why the eliminated sound does not belong.

(a) [tf, dʒ, ʃ, ʒ]

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(b) [p, tʃ, b, dʒ, f, z, n, ʒ]

(c) [i, e, æ, i :]

(d) [f, θ, s, ʃ, l, r, h]

(e) [m, n, r, s, tʃ, g, l, j, w]

(5 marks)

.../3

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2. The first pair of each set of phonemes below is different from the second in one or two features. After determining common features in each pair of a set, compare the two pairs and find the feature or features that separate them. Mark the + or - distinction in the space provided as shown in the example.

Example:

| | | | | | |
|--------|--------|-------------|-------------|-------------|-------------|
| bd / v | \int | -continuant | -continuant | +continuant | +continuant |
|--------|--------|-------------|-------------|-------------|-------------|

| | | | | |
|-------------|-------|-------|-------|-------|
| (a) pt / vs | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

| | | | | |
|-------------------|-------|-------|-------|-------|
| (b) t \int / pk | _____ | _____ | _____ | _____ |
|-------------------|-------|-------|-------|-------|

| | | | | |
|-------------|-------|-------|-------|-------|
| (c) pb / fv | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

| | | | | |
|-----------|-------|-------|-------|-------|
| (d) m / n | _____ | _____ | _____ | _____ |
|-----------|-------|-------|-------|-------|

| | | | | |
|----------------------------|-------|-------|-------|-------|
| (e) t \int d \int / sz | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

(10 marks)

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3. The following sentences are given in spelling and in a "slow, careful" phonemic transcription. Rewrite the phonemic transcription as a "broad phonetic" one so as to show likely assimilations, elisions and linking.

(a) He returned the white coat the very next day.

/hi rɪtʒ:nd ði waɪt koʊt ði vɛrɪ nekst deɪ /

(b) He couldn't come home the last time because he had a bad cold.

/hi kʊdn't kʌm ði lɑ:st taɪm bɪkɒz hi hæd ə bəd kəʊld/

(c) We told him over and over again not to set foot in those shops.

/wi təʊld hɪm əvə ənd əvə əɡeɪn nɒt tʊ set fʊt ɪn ðəz ʃɒps/

(d) What the urban population could use is better trains.

/wɒt ði ɜ:bən pɒpjʊleɪʃn kʊd ju:z ɪz bɛtə treɪnz/

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(e) He went to a good concert before catching the night train to Westminster Abbey.

/hi went tu ə gud kɒnsət bɪfɔ: kætʃɪŋ
ðɪ naɪt treɪn tu westmɪnstə æbi /

(10 marks)

4. (a) Give the phonetic representations for / p / for the words provided below and then state their conditioning environment.

| Word | Phonetic representations of [p] | Conditioning Environment |
|-----------------|-----------------------------------|--------------------------|
| i. depot | [|] |
| ii. sparkle | [|] |
| iii. cup of tea | [|] |

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| Word | Phonetic representations of [p] | Conditioning Environment |
|-------------|-----------------------------------|--------------------------|
| iv. captain | [] | |
| v. happen | [] | |

(b) Write your rules for changing / p / / to / p^h],
 [p^o], [?], etc. using features and formal notations in the spaces provided below.

i.

ii.

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iii.

iv.

v.

(15 marks)

5. Marking sense-groups and sentence stress, give a phonemic transcription of an RP rendering of the following passage:

"The police have been," she said as soon as he entered the house.

"They wanted to know if we'd seen or heard anything unusual lately."

"What did you tell them?"

"The truth of course," said Jessica. "That we'd heard people screaming and Mr. O. Brian's house explode and windows breaking and everything."

"Did they ask about me?" asked Lockhart in a strained voice.

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Jessica shook her head and looked at him fearfully.
"What has been going on, Lockhart?
"The Crescent used to be such a nice quiet place and now
everything seems to have gone haywire. Someone's even
cut the telephone wire. It's scary."

(15 marks)

SECTION B - Answer ALL questions

(To be answered on the answer scripts)

6. Write short notes on any three [3] of the following. Make sure you cite specific examples for each.

- (a) airstream mechanism.
- (b) weak and strong form.
- (c) coarticulation.
- (d) cardinal vowels.
- (e) fortis and lenis.
- (f) homorganic sounds.

(15 marks)

7. EITHER

- (a) "All stressed syllables have one characteristic in common, and that is called prominence." (Roach 1991) What makes a syllable prominent for the hearer? Give examples where appropriate.

OR

- (b) Foreign/second language learners of English need to learn the appropriate way to use intonation in a given situation because otherwise there is a risk that he or she may unintentionally give offence. To what extent would you agree with this view?

(15 marks)

8. EITHER

- (a) German

Examine the voiceless velar fricative [x] and the voiceless palatal fricative [ç] in the German data below. Are the 2 sounds in complementary distribution or are they in contrast? If the sounds are allophones of the same phoneme, pick one sound as basic and determine the phonetic contexts of its allophones.

| | | |
|-------|------------|------------|
| i. | [a x t] | "eight" |
| ii. | [bux] | "book" |
| iii. | [lɔx] | "hole" |
| iv. | [ho:x] | "high" |
| v. | [rauxən] | "to smoke" |
| vi. | [Iɕ] | "I" |
| vii. | [ɛɕt] | "real" |
| viii. | [laxən] | "to laugh" |
| ix. | [lɛɕln] | "to smile" |
| x. | [raɪɕən] | "to reach" |

OR

- (b) The following data is from Maxakali, a language spoken in Brazil. The forms in column I are underlying representations for the phonetic forms in column II. State the rules necessary to relate the phonemic and phonetic representation of these words, treating segments as unanalyzable units. Restate the rules in terms of phonological features. These features should be such that they divide segments into natural classes that are motivated by virtue of their interaction with phonemic rules.

| <u>I</u> | <u>II</u> | |
|------------|-------------------|----------|
| / mɛp / | mbɛp , bɛp | "fox" |
| / nač / | ndač , dač | "pot" |
| / ˜nokom / | ˜njokoma , ʃokoma | "below" |
| / ŋahap / | ŋgahap , gahap | "bottle" |

(15 marks)