UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2005/2006 SESSION

CODE/COURSE NAME : GDL1023 PHONETICS AND PHONOLOGY
DATE : 20 OCTOBER 2005
TIME : 9:00 AM (2 1/2 HOURS)
VENUE : DKG 3/1

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections in FOUR (4) printed pages, excluding the cover page.
2. Section A contains SIXTEEN (16) structured questions. Section B contains TWO (2) essay questions.
3. Answer BOTH Section A and Section B on the answer sheets provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO. : ____________________________________________

(in words) (in figures)

IDENTITY CARD NO. :

LECTURER : DR. LEE SEUNG CHUN

GROUP : TABLE NO.:

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.
SECTION A (70 marks)

INSTRUCTIONS:
Answer ALL questions.

1 Which of the following words begins with a voiceless fricative? Identify them.
   hang   dogs   cut   ship   chip   foot   zip   sit
   (2 marks)

2 Which of the following words ends with a stop sound? Identify them.
   nap   hang   jug   nudge   bet   lamb   lots
   (2 marks)

3 Transcribe each of the following sequences of words as they would be pronounced in fairly rapid speech and identify what rapid speech process has occurred.
   (a) fun place
   (b) west side
   (c) met you
   (d) collection
   (8 marks)

4 Transcribe the following words, paying particular attention to the form of the final 
   \textit{-ed} or \textit{-s} suffix. Transcribe the citation form.
   (a) plastered
   (b) climbed
   (c) plunges
   (d) collapses
   (4 marks)
5 Identify each of the following as an instance of geographical, social or stylistic variation.

(a) In Northern England many words such as pass, laugh and bath are pronounced with /æ/. However, the /a/ sound is retained in other words, for example, father.
(b) In New York City educated speakers pronounce post-vocalic /r/ more frequently than less educated speakers.
(c) Phonological processes such as assimilation occur more frequently in casual speech than careful speech.
(d) When speaking very carefully most English speakers tend to give an unstressed vowel its full quality rather than reducing it.
(e) The distinction between the diphthongs /eə/ and /iə/ is disappearing in New Zealand English, so that three little bears and three little beers sound the same.

(5 marks)

6 List the THREE (3) resonating chambers of the vocal tract.

(3 marks)

7 Describe the THREE (3) types of writing system and give an example to each type.

(3 marks)

8 A syllable can be divided into THREE (3) parts. Describe each of them briefly.

(3 marks)

9 State the difference of meanings between each pair of sentences ( | = pausing mark).

(a) I like Shakespearean drama and poetry.
   I like Shakespearean drama | and poetry.
(b) The passengers who didn’t have tickets | were fined.
   The passengers | who didn’t have tickets | were fined.
(c) I didn’t go to Hollywood because of the westerns.
   I didn’t go to Hollywood | because of the westerns.

(3 marks)

10 Provide an appropriate example for each of the following terms.

(a) Minimal pairs
(b) Free variation
(c) Morpheme
(d) Compound
(e) Tone unit

(5 marks)
11 Compare or contrast briefly the following pairs of terms.

(a) Aspirated vs. Unaspirated
(b) Phoneme vs. Allophone
(c) Fortis vs. Lenis
(d) Inflectional suffix vs. Derivational suffix
(e) Contrastive stress vs. Neutral stress

(5 marks)

12 State briefly the major differences between Southern Standard British (SSB) and General American (GA) in terms of the inventory of phonemes for the monophthongs and diphthongs.

(6 marks)

13 State the advantages of multimedia learning aids in the teaching of pronunciation.

(5 marks)

14 “Mouthing” shares characteristics with several other imitation techniques typically used in accent reduction classes such as “mirroring”, “tracking”, and “shadowing”. Compare and contrast these FOUR (4) techniques.

(8 marks)

15 State the advantages of ‘non-native speaker’ teachers in dealing with English as an International Language (EIL) pronunciation.

(3 marks)
16 Fill in each of the blanks with the appropriate consonant sound.

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* vcls = voiceless / vd = voiced  

(5 marks)

SECTION B (30 marks)

INSTRUCTIONS: Answer BOTH questions.

1 Critically discuss the argument that the best model for teaching pronunciation is Received Pronunciation (RP) and consider some alternative arguments to it.  

(15 marks)

2 Illustrate the core features of segmental phonemes in the Lingua Franca Core (LFC) suggested by Jenkins (2000).  

(15 marks)

END OF EXAM PAPER