

International Phonetic Association

Certificate Examination in English Phonetics

London, Wednesday 23rd May 2007

Time: 09.00 - 1130

Answer ALL questions. All four questions are equally weighted. Use diagrams and transcribed examples as appropriate.

- 1 Using a standard set of symbols for Received Pronunciation (or, if you prefer, of some other accent that you specify), make a phonemic transcription of the following passage, in an informal colloquial style. Indicate rhythmically stressed syllables, but NOT intonation.
- *Did you see the eclipse of the moon the other night?*
 - *Yes. Wasn't it lovely? It's so odd being there in the moonlight one minute and then in pitch darkness the next.*
 - *You were out in the countryside, then?*
 - *It's the best way to see an eclipse of the moon – or of the sun, for that matter. The view's much clearer.*
 - *I was standing at the corner, near the bus shelter, with a group of mates. We all cheered like crazy! But then we had had a few drinks ...*
 - *Sounds like quite a celebration.*
 - *Well you don't see that kind of thing every day. Or every night!*
- 2 Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word **unburdens**.
- 3 **EITHER:** Using data from the text in question 1, explain and exemplify the connected speech processes *assimilation*, *elision*, *liaison* and *coalescence*.
- OR:** English vowels are often described as short and long. How useful is this description, and how accurate is it from a phonetic and a phonological point of view?
- 4 **EITHER:** Explain the terms *velar*, *velarized*, *velic* and *velaric*, with particular reference to English speech. Illustrate your account with examples and diagrams as appropriate.

OR: Describe the intonation you would expect to hear in the phrase

they saw an eclipse of the moon

How could intonation be used to change the meaning of this phrase?

[END OF PAPER]

International Phonetic Association

Certificate Examination in English Phonetics

London, Tuesday 28th August 2007

Time: 09.00 – 11.30

Answer ALL questions. All four questions are equally weighted. Use diagrams and transcribed examples as appropriate.

1. Using a standard set of symbols for Received Pronunciation (or, if you prefer, of some other accent that you specify), make a phonemic transcription of the following passage, in an informal colloquial style. Indicate rhythmically stressed syllables, but NOT intonation.

A couple of weeks ago, we went by train to Germany. From London. Our destination was a small town just across the Luxembourg border. Eurostar went like clockwork and we arrived in Paris with plenty of time to walk between stations. Our connection left from the East station. And that was where the real problems began. First the computers broke down and the indicator boards went blank. Next, the TGV itself ground to a halt before it even got to the end of the platform. It was an hour before they changed us all to another one so we missed our next train from Metz. We finally arrived in Germany, via local stopping trains, at bedtime – 15 hours after we started.

2. Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word **pretend**.
3. **EITHER:** The following processes affect the pronunciation of English vowels. Define each term and use data from the text in question 1 to illustrate your answer:
 - (i) pre-fortis clipping
 - (ii) nasalization
 - (iii) breaking
 - (iv) devoicing
 - (v) smoothing

OR: Describe, in detail, the articulation of the major allophones of the lateral consonant in Modern RP.

4. **EITHER:** Outline the various segmental and suprasegmental contributions made by the vocal folds to English speech.

[TURN OVER]

4. *Continued*

OR: Paying attention to the context in which this phrase is found in Question 1, describe the intonation you would expect to hear.

our connection left from the East station

In different contexts, how might intonation be used to change the meaning of this phrase?

[END OF PAPER]

Examiners: P. Ashby, L. Shockey