

International Phonetic Association Certificate Examination in English Phonetics

London, Wednesday 28th May, 2008

2½ hours

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 in detail), make a phonemic transcription of the following passage, in an informal colloquial style. Indicate rhythmically stressed syllables, but NOT intonation.

Clive James was very funny in the BBC News Magazine. He was talking about when David Cameron was caught cycling the wrong way up a one way street and ignoring at least one red light on his way to work in the House of Commons. After all, it wasn't just the Conservative leader who was in the wrong. The reporter who followed him broke all the same laws. But tailing the politician was also downright dangerous because the chap had to manage a video camera at the same time as riding his bike, so he had to ride one-handed. James said he'd needed time to think up what he wanted to say about the affair. He was glad he'd had a whole week.

2. Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word **tankards**.
3. **EITHER** (a) Define and exemplify the phonetic term *affricate*. Why is /tʃ/ at the end of "catch" considered to be a phoneme in English while /tr/ at the beginning of "tree" and /ts/ at the end of "cats" are not?

OR (b) Give a detailed account of the major allophones of the English phoneme /k/.

4. **EITHER** (a) Explain the terms *glottal*, *glottalised* and *glottalic* with particular reference to English speech. Illustrate your account with examples and diagrams as appropriate.

OR (b) With reference to the passage in Question 1 above, describe the intonation you might expect Clive James to have used when he said:

I'm glad I've had a whole week

Show how a speaker could use tonality, tonicity and tone to change the meaning of this utterance.

[END OF PAPER]

International Phonetic Association

Certificate Examination in English Phonetics

London, Tuesday 26th August, 2008

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.

I've just seen a wonderful photo of a beluga whale blowing bubbles! They've been taught how to do this by scuba divers at the Aquas Aquarium, near Tokyo. They use air from the diver's regulator. In the wild, belugas live in the cold waters of the Arctic Ocean. They're a threatened species. Their natural predators are orcas and polar bears, but North American native tribes are also allowed to kill a limited number. I'm told their name means "white" in Russian but they have nothing to do with beluga caviar! That comes from a sturgeon of the same name found in the Black Sea. The whales live for about 30 years and grow to a length of nearly 5m.

2. Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word **toothbrush**.
3. **EITHER** (a) The English phoneme /i:/ is represented using the symbol-shape associated with primary Cardinal Vowel 1. Why is this? When spoken, this phoneme has many different realizations (allophones) – explain in detail the variants found in each of the following: *feed, feel, feet, fee, mean, need, teas*.

OR (b) English has one lateral phoneme, /l/. However, the pronunciation of the lateral in *beluga* and *live* in the text in Q1 above is different from that in *whale* and *natural*. Give a detailed phonetic account of these two variants and then describe other major allophones of this phoneme, providing examples to illustrate your account.

4. **EITHER** (a) Describe the intonation you would expect to hear in the following phrase as it appears in the passage in question 1 above:

they've been taught how to do this |

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

[TURN OVER]

4. (*continued*)

OR (b) Use data from the text in Question 1 above to illustrate an account of *coarticulation*. Why do some phoneticians regard coarticulation as a form of *assimilation*?

[END OF PAPER]

Examiners: P. Ashby, J.C. Wells