

Chapter 2

7. (a) voiced velar stop [g]
 (b) voiced palatal glide [j]
 (c) voiceless labiodental fricative [f]
 (d) voiced bilabial nasal [m]
 (e) voiceless alveolar fricative [s]
 (f) high back rounded tense vowel [u]
 (g) voiced interdental fricative [ð]
 (h) low front unrounded vowel [æ]
8. Which of the following pairs of words show the same vowel quality? Mark each pair as *same* or *different*. Then transcribe the vowels of each word.
Note: the transcription represents standard Canadian pronunciation here.
- | | | | | | |
|-----------|--------|------------------------|-----------|--------|-----------------------------|
| (a) ban | hand | same: [æ] | (h) nail | whale | same: [eɪ] |
| (b) push | food | different: [ʊ] / [u] | (i) line | take | different: [aɪ] / [eɪ] |
| (c) cot | bought | same: [ɑ]* | (j) cloud | run | different: [aʊ] / [ʌ] |
| (d) ghost | lock | different: [o] / [ɑ] | (k) plan | hat | same: [æ] |
| (e) mush | what | different: [ʌ] / [ɑ]** | (l) lunch | whoosh | different: [ʌ] / [ʊ] or [u] |
| (f) seem | sit | different: [i] / [ɪ] | (m) bid | key | different: [ɪ] / [i] |
| (g) catch | watch | different: [æ] / [ɑ] | (n) get | frame | different: [ɛ] / [eɪ] |

*in Canadian English, but not in many other varieties of English, where *bought* has the vowel [ɔ]

**For speakers who pronounce *what* as [wʌt], the vowel is the same as the one in *mush*.

9. Using descriptive terms like sibilant, fricative, and so on, provide a single phonetic characteristic that all the segments in each group shares. Avoid over-obvious answers such as 'consonant' or 'vowel'.
 Example: [b d g u m j] are all voiced.
- | | | | |
|----------------|-------------------------|----------------------|---------------------|
| (a) [p t k g] | are all stops. | (e) [f v θ z h] | are all fricatives. |
| (b) [u ʊ o] | are all rounded vowels. | (f) [t d n l r] | are all alveolar. |
| (c) [ɪ ɛ æ ʊ] | are all lax vowels. | (g) [p t k s f θ tʃ] | are all voiceless. |
| (d) [aɪ ɔʊ oɪ] | are all diphthongs. | (h) [v ð z æ] | are all voiced. |
10. Transcribe the following words. (We do not represent aspiration here.)
- | | | | | | |
|------------|--------|------------|---------|------------|--------|
| (a) rich | [rɪtʃ] | (i) myth | [mɪθ] | (q) zinc | [zɪŋk] |
| (b) his | [hɪz] | (j) scotch | [skɒtʃ] | (r) shock | [ʃɒk] |
| (c) things | [θɪŋz] | (k) top | [tɒp] | (s) yes | [jes] |
| (d) debt | [det] | (l) gem | [dʒɛm] | (t) should | [ʃʊd] |
| (e) could | [kʊd] | (m) guess | [ɡɛs] | (u) cup | [kʌp] |
| (f) jug | [dʒʌg] | (n) vex | [vɛks] | (v) lathe | [leɪð] |
| (g) ridge | [rɪdʒ] | (o) wring | [rɪŋ] | (w) buff | [bʌf] |
| (h) hiss | [hɪs] | (p) Butch | [bʊtʃ] | (x) sham | [ʃæm] |

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11. Transcribe the following sets of words. You may use these words to practice transcribing aspiration.

(a) tog	[tʰɑg]	(i) peel	[pʰil]	(q) spell	[spɛl]
(b) kid	[kʰɪd]	(j) stun	[stʌn]	(r) cord	[kʰɔrd]
(c) attain	[ətʰejn]	(k) Oscar	[ɑskər]	(s) accord	[əkʰɔrd]
(d) despise	[dɛspajz]	(l) cooler	[kʰulər]	(t) astound	[əstawnd]
(e) elbow	[ɛlbɔw]	(m) sigh	[saj]	(u) pure	[pʰjur]/[pʰjʊr]
(f) haul	[hɔl]	(n) hulk	[hʌlk]	(v) wheeze	[wiz]
(g) juice	[dʒus]	(o) explode	[ɛksplɔwd]	(w) remove	[rɪmuv]
(h) thimble	[θɪmbəl]	(p) tube	[tʰub]	(x) clinical	[kʰlɪnəkəl]
		(Brit.)	[tʰjub]		

Note: There's room for variation here, especially in the transcription of unstressed final syllable in words such as *cooler* ([ər], [ɪ], or even [ɘ]), *thimble* and *clinical* ([əl] or [ɪ]). There is also sometimes variation between [ɪ] and [ə] in the second syllable of words such as *clinical*.

12.

L H

Are you leaving?

H L H L

What are you doing over there?

H L H L

Take a seat, please.

13. Mark primary and secondary (where present) stresses on the following words. It is not necessary to transcribe them. (' = primary stress; ` = secondary stress)

(a) Cánada	(f) (the) récord	(k) Canáđianìze
(b) bóokcàse	(g) (to) recórd	(l) góvèrnment
(c) retúrñ	(h) cínema	(m) gòvèrnmentál
(d) gréènhòuse	(i) attáin	(n) contról
(e) ánecdòte	(j) aróma	(o) Vancóuver Canúcks

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14. Find a fluent speaker of a language other than English and transcribe phonetically ten words of that language. If you encounter any sounds for which symbols are not found in this chapter, attempt to describe them in phonetic terms and then invent diacritics to help you transcribe them.

Answers will vary.

15. Compare the careful speech and rapid speech pronunciations of the following English words and phrases. Then, name the process or processes that make the rapid speech pronunciation different from the careful speech. (Stress is omitted here.)

	<u>Careful Speech</u>	<u>Rapid Speech</u>
(a) in my room	[ɪn məj rum]	[ɪm məj rum]
regressive assimilation:	[ɪn <u>m</u> əj] →	[ɪ <u>m</u> <u>m</u> əj]
(b) I see them.	[aj si j ðəm]	[ajsiəm]
consonant deletion & vowel reduction:	[sið <u>ə</u> m] →	[si <u>ə</u> m]
(c) I see him	[aj si hɪm]	[ajsiəm]
consonant deletion & vowel reduction:	[si <u>h</u> ɪm] →	[si <u>ə</u> m]
(d) within	[wɪθɪn]	[wɪðɪn]
(intervocalic) voicing:	[wɪ <u>θ</u> ɪn] →	[wɪ <u>ð</u> ɪn]
(e) balloons	[bə'lʊnz]	[blʊnz]
(unstressed schwa) deletion:	[bə <u>l</u>] →	[bl]
(f) popsicle	[pʰəpsɪkʰəl]	[pʰəpskəl]
deletion of the vowel after [k], which in turn removes the opportunity for aspiration:	[sɪkʰ <u>əl</u>] →	[sk <u>əl</u>]
(g) sit down	[sɪt dʌwn]	[sɪrʌwn]
deletion of either [t] or [d]; flapping of the remaining consonant:	[sɪt <u>d</u> ʌwn] →	[sɪrʌwn]
Note: there is no way to tell which of the consonants deletes. One could even argue that they coalesce into a single consonant (though coalescence is not dealt with in this chapter). In any event, only a single [t] or [d] flaps in English, so it is important to include deletion in the list of processes and follow it with flapping.		
(h) sandwich	[sændwɪtʃ]	[sæmwɪtʃ]
deletion of the consonant [d];	[sæ <u>n</u> dɪtʃ] →	[sæ <u>n</u> ɪtʃ]
assimilation of [n] to the place of articulation of the following [w]:	[sæ <u>n</u> ɪtʃ] →	[sæ <u>m</u> ɪtʃ]

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|---|---|--|
| <p>(i) Scotch tape</p> <p style="padding-left: 20px;">metathesis:</p> <p style="padding-left: 20px;">(Note the aspiration of [k^h] now that it occurs at the beginning of the first syllable, as well as the loss of aspiration in the [t], which now follows [s].)</p> | <p>[skatʃ t^hejp]</p> <p>[skatʃ t^hejp] →</p> | <p>[k^hatʃ stejp]</p> <p>[k^hatʃ stejp]</p> |
| | | |
| <p>(j) protection</p> <p style="padding-left: 20px;">vowel reduction:</p> <p style="padding-left: 20px;">metathesis:</p> | <p>[prəʊt^hekʃən]</p> <p>[prəʊ] →</p> <p>[prəʊ] →</p> | <p>[pərt^hekʃən]</p> <p>[prəʊ]</p> <p>[pər]</p> |
| | | |
| <p>(k) hand me that</p> <ul style="list-style-type: none"> • regressive assimilation (for nasality): • (consonant) deletion: • (nasal consonant) deletion: | <p>[hænd mi ðæt]</p> <p>[hænd mi] →</p> <p>[hænd mi] →</p> <p>[hænd mi] →</p> | <p>[hæmiðæt]</p> <p>[hændmi]</p> <p>[hænmi]</p> <p>[hæmi]</p> |
| | | |
| <p>(l) Pam will seat you:</p> <ul style="list-style-type: none"> • deletion of initial glide: • deletion of unstressed vowel, leaving syllabic liquid: • palatalization of [t] before the palatal glide [j] | <p>[p^hæm wɪl sit ju] →</p> <p>[p^hæm wɪl] →</p> <p>[p^hæmɪl] →</p> <p>[sit ju] →</p> | <p>[p^hæm sitʃju]</p> <p>[p^hæmɪl]</p> <p>[p^hæmɪ]</p> <p>[sitʃju]</p> |