**Phonetics Sample Test Spring 2020 Name: …………………………**

**l.** Explain what the *redundancy effect* is. **It is the fact that regular speech offers more cues for understanding than necessary. In other words, certain features are redundant and it doesn’t matter if they are absent in limited input (such as the noise of traffic).**

**2a** Spell the transcribed expression: [tʊprəˈfeə] **to prefer**

**2b** Spell the transcribed expression, tick the correct and cross the incorrect transcription:

[ənɪksˈtrɔːdɪnriʲəˈkʰʌrəns]✓ or [ənɪksˈtrɔːdɪnriʲəˈkʰj ʊrənts]**x an extraordinary**

**occurrence**

**2c** Transcribe the spelt expression: an impressive personality

[**ənɪmˈpʰresɪvpɜːsəˈnælɪti**]

**2d** Transcribe the expression K. Tomkova will read:

[həˈləʊ - hɑʊəˈjuː]

[əˈnæzməʳəˌtæk] intrusive /r/

[ʃiːkəˈleʔtsˈbʊdəʳɪmɪdʒɪz] intrusive /r/

**3** Mark main stresses in the following words: un’known, well-‘known, a‘do, ‘female,

im‘portant, ‘appetite, pro‘jectile, to pre‘sent a ‘present, to re‘bel against the

law, pho‘tography, photo‘graphic, ac‘climatize, aquama‘rine, ‘educated,

‘constipated, objec‘tivity, apothe‘osis, ine‘xactitude, ad‘ministrative,

‘cannibalism, aris‘tocracy, inferi‘ority, electrifi‘cation, meteoro‘logical,

cere‘moniously, indi‘stinguishable, intelligi‘bility, uni‘lateralism,

industriali‘zation, internationali‘zation, ‘grasshopper, ‘fire-extinguisher, easy-

‘going, post‘graduate, second-‘hand, arch‘bishop, down‘stairs, black‘currant.

**4** Give a phonetic description of all the sounds of the word *determined.* Transcribe the word.

Do not forget about its main stress. [də’tɜːmɪnd]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Vowels | diphthongs | Monophthongs | | | |
|  | type of | horizontal  position of tongue | The degree of openness  = vertical pos. of tongue | labialization  yes - no | quantity,  reduction |
| **ə** |  | **mid** | **mid** | **no** | **short, reduced** |
| **ɜː** |  | **mid** | **mid** | **no** | **long, stressed** |
| **ɪ** |  | **front-mid** | **close-mid** | **spread** | **short, reduced** |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Consonants | | | | | |
|  | type (real ....) | place of articulatiom | manner of articulation | tension, sonority | aspiration  yes - no |
| **d** | **real** | **alveolar** | **plosive** | **lenis, voiced** | **no** |
| **t** | **real** | **alveolar** | **plosive** | **fortis, voiceless** | **yes** |
| **m** | **nasal** | **bilabial** | **nasal plosive** | **lenis, voiced** | **no** |
| **n** | **nasal** | **alveolar** | **nasal plosive** | **lenis, voiced** | **no** |

**5** Explain these expressions and give a fitting example in English:

* phonologically relevant stress: **one that changes the meaning (‘carrier x ca‘reer)**

**or part of speech (a‘n envelope, to en‘velop; a**

**‘desert, to de‘sert)**

* articulatory difference between consonants and vowels: **the absence or presence of**

**obstruction**

* affricate: **a combination of a stop (=plosive) and a fricative, e.g. /tʃ/, /dʒ/**
* juncture: **a boundary between two words where they can influence each other so they sound different than in isolation, e.g. ‘Did you make her’ sounding like ‘Jamaica’ shows 3 junctures, two of which displaying assimilation (affrication to be exact) and reduction.**