

International Phonetic Association

Certificate Examination in English Phonetics

London, Wednesday 26th May, 2010

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.

It's tough being Prime Minister. Billions in debt to repay, wars in far-flung lands, and the press after your blood. So what do you do? Go for a walk. Luckily, one of the perks that comes with the job is a house set in the heart of some of the finest walking country in England. Chequers, near Princes Risborough, in Buckinghamshire. Margaret Thatcher said she didn't think anyone had stayed there long without falling in love with it. Sadly, I don't personally rate a prime ministerial dinner invitation (yet!), so the best I can do is put on my walking boots, get out the map, and set off to see if all the superlatives are merited.

2. Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word *countries*.
3. **EITHER** (a) Explain in detail how the voiced alveolar lateral approximant is articulated. Use data from the following short text to illustrate the range of allophonic variation of Modern RP English /l/.

We were clearing leaves from the lawn last autumn when we spotted a slow worm. It slithered quickly away through a tunnel in the long grass. With luck, it'll have found safe place to hide. It's a legless lizard. Quite harmless. I wish Laura could have seen it. She loves things like that.

OR (b) The IPA chart provides us with a set of symbols called diacritics. Identify and explain each of the following diacritics and demonstrate how it can be applied to illustrate aspects of English pronunciation.

[^h]	[[~]]	[_。]	[_„]
[^{..}]	[[']]	[_.]	[_:]

4. **EITHER** (a) Define and illustrate the following terms:

- (i) stress-timing and syllable-timing
- (ii) strong form and weak form
- (iii) word stress and sentence stress
- (iv) stress and accent

OR (b) Show how intonation can be used to vary the meaning of the following utterance:

we couldn't hear it was noisy

[END OF PAPER]

Examiners: P. Ashby and J.E. Setter

International Phonetic Association

Certificate Examination in English Phonetics

London, Monday 23rd August, 2010

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

Having a ruin on your land was all the rage in the Romantic era of the 18th century. The war-torn remains of Helmsley Castle were deliberately integrated into the landscaped vistas of Duncombe Park. Such was the enthusiasm for this, that some landowners even had 'sham' follies built in their grounds, and a veritable rash of rotundas, towers, and even pineapples began to pepper the landscape. Surprisingly, Capel Manor College (the horticultural place near Enfield) is in the throes of building one even today. The Old Manor House Garden, complete with ruined bell tower, crumbling walls, lawns, a bathing pond, and a reed planted moat, is now open to the public. (Be sure to take your swimming gear and a towel though!)

2. Describe in detail, with appropriate diagrams, the movements made by the organs of speech in pronouncing the word *tree-lined*.
3. **EITHER** (a) Explain in detail how a voiced alveolar lateral approximant is articulated. Use data from the text in Question 1 above to illustrate the wide range of lateral allophones found in modern RP. For each allophone, provide a narrow phonetic transcription and any relevant diagrams, and explain why it is used and how it differs from the norm.
OR (b) Define and illustrate the following terms:
 - (i) phoneme and allophone
 - (ii) fortis and lenis
 - (iii) primary articulation and secondary articulation
 - (iv) oral, nasal and nasalized
4. **EITHER** (a) Show how intonation can be used to vary the meaning of the following utterance: **his friend who works at Tesco is on holiday**

4. (continued)

OR (b) Use data from the following text to explain and illustrate some of the basic contributions of intonation to spoken discourse in terms of *chunking*, *focus*, *grammar* and *attitude*.

- A A new coat, Souad?
- B Yeah,,, but second-hand... North London Hospice shop.
- A I'd never have guessed. Cool. It's a label, isn't it?
- B Seems to be, yes. *Roxy*, as far as I can tell.
- A There's somebody gives them some really good stuff. I got some jeans there the other week. *Guess*.
- B Guess what? A fiver?
- A No. *Guess* the label, stupid.
- B Oh I don't know. There are thousands. *Bench*? *French Connection*?
- A Duh! The label *Guess*. *Guess* is a label. Don't you know anything?
- B Never heard of it.
- C Hi, you two!

[END OF PAPER]

Examiners: P. Ashby, R.-A. Knight