12. Exercises

**12.1. Exercises on Vowels**

**Exercise 1**

How many sound segments are there in each of the following words?

|  |  |  |
| --- | --- | --- |
| homophone:…………………….. |  | equestrian: ……………………... |
| broach:………………………….. |  | writer:…………………………… |
| thatched:………………………… |  | middle: ………………………… |
| knack :…………………………... |  | photographer: …………………... |
| lesson:…………………………... |  | imagination :……………………. |

**Exercise 2**

Fill in the blank columns to describe the vowel symbols. An example is provided.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **tongue height** | **front/back** | **lip position** |
| **ɪ** | close | front | slightly spread |
| **ə** |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **e** |  |  |  |
| **ʊ** |  |  |  |
|  |  |  |  |

**Exercise 3**

On the diagram provided, various articulators are indicated by labelled arrows (a-e). Give the names for the articulators.

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**Exercise 4**

Write the phonetic symbols for the vowels in the following words:

 a) bread b) rough c) foot d) hymn

 e) pull f) cough g) mat h) friend

**Exercise 5**

Write the phonetic symbol for each vowel.

Heard – been – root – heart – caught – all – beef – rude – urn – car – far

…………………………………………………………………………………….

leaving – speaker – fever – nurse – happy – half – between – beat – pull – luck

……………………………………………………………………………………

lock – course – sir – give – meet – hot – for – some – did – dove – are – number

……………………………………………………………………………………

**Exercise 6**

Write in spelling form the following transcriptions.

kt – tɒp – mn – men – pʊt – bt – kʊd – bt – md – md – sm – tɪp –

………………………………………………………………………………….

betə – bld – ki:p – lv – nɒk – bɜ:d – va:st – du:m – rɪpi:t– mͻ: – ɒfə

………………………………………………………………………………….

**Exercise 7**

Transcribe the vowels.

Loud – care– make – ride – boy – coat – down – same – right – close –

…………………………………………………………………………………….

main– coal – shaking – invitation – tower – lawyer – desire – tour – there

…………………………………………………………………………………….

**Exercise 8**

Write the symbol that corresponds to each of the following phonetic transcriptions, and then give an English word that contains that sound.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel  | Tongue position | Tongue shape | Lip position | Example |
|  | half close and half open | front | slightly spread |  |
|  |  close | back | rounded |  |
|  | Half open and open | central | neutral |  |

**Exercise 9**

List the phonetic properties of each of the following vowel sounds, and then give an English word that contains that sound.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vowel  | Tongue position | Tongue shape | Lip position | Example |
|  **e** |  |  |  |  |
| **ʊ** |  |  |  |  |
| **Ʌ** |  |  |  |  |

**Exercise 10**

Put the following words in their corresponding columns.

caught – shirt – owe - deep - sore –mow - word - scowl – fair - brow - door – third – paw - hair - goat – flaw - poor – dear – dean - church – near – loaf – green – mean – floor

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **:** | **ɜ:** | **i:** | **ǝʊ** | **aʊ** | **eə** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Exercise 11**

On the vowel diagram provided below, indicate the glides for the diphthongs in the following words.

oust - tear -moist – eight - tour - here

**Exercise 12**

Fill in the boxes for the first vowels of the following words.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | park | ocean | make | ember | hamper | fought | hypocrite | chew |
| Tongue height |  |  |  |  |  |  |  |  |
| Frontness/backness |  |  |  |  |  |  |  |  |
| Lip position |  |  |  |  |  |  |  |  |

**Exercise 13**

Circle the words (when pronounced) that contain a:

1. Close vowel sound

Sat-suit - got - meet - mud

**b)** Low vowel sound:

Weed - wad - load - lad - rude

**c)** Front vowel:

Gate - caught - cat - kit - put

**d)** Central or back vowel:

Maid - weep - coop - cop - good

**e)** [+round] vowel:

Who - me - us - foot - him

**Exercise 14**

On the basis of the word vowel, insert the following words in the appropriate column: same - shot - ear – how – look - sat – fine – leg – hurt – low – born - tour - feel - bar – there – one –boy - loom

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ͻɪ** | **u:** |  | **eə** | **a:** | **əʊ** | **i:** | **ʊə** | **ͻ:** |
|  |  |  |  |  |  |  |  |  |
| **ɜ:** | **e** | **aɪ** |  | **ʊ** | **aʊ** | **ɪə** | **ɒ** | **eɪ** |
|  |  |  |  |  |  |  |  |  |

**Exercise 15**

Find the errors in the transcription of the vowel sounds in the following words. In each word there is one error. Circle this error, and write the correct symbol in the space provided after the word.

|  |  |  |
| --- | --- | --- |
| **word** | **transcription** | **Correct transcription** |
| 1-Man-made | [‘manmed] |  |
| 2-tea chest | [‘titest] |  |
| 3-tomcat | [‘tomkt] |  |
| 4-tiptoe | [‘tpto] |  |
| 5-avoid | [’vd] |  |
| 6-remain | [r’man] |  |
| 7-roommate | **[‘**rmmet**]** |  |
| 8-umbrella | **[**um’brel**]** |  |
| 9-manage | [‘mn] |  |
| 10-football | [‘ftbol] |  |

### Exercises on Consonants

**Exercise 1**

State whether the place of articulation is the same (S) or different (D) in the

*initial consonants* of each pair. In either case, state the place of articulation

Example: now – pneumonia Same: alveolar

 sun – sugar Different: alveolar vs. palato-alveolar

|  |  |
| --- | --- |
| **Words** | **Answer** |
| goose – gerrymander  |  |
| simple – shackle  |  |
| curious – cereal  |  |
| phonetic – fictional |  |
| manners – wicker |  |
| normal – location  |  |
| wander – yesterday  |  |
| those – Thursday  |  |
| scissors – zipper  |  |
| temperate – chestnut  |  |
| chromosome – chief  |  |
| baker – delegate  |  |
| happened – usual  |  |
| neuron – market  |  |
| painting – broccoli |  |

**Exercise 2**

State whether the manner of articulation is the same (S) or different (D) in the *final consonants* of each pair. In either case, state the manner of articulation

Example: bomb – ten Same: nasal

 rough – zip Different: fricative vs. stop

|  |  |
| --- | --- |
| **Words** | **Answer** |
| album – broken |  |
| ideal – keepsake |  |
| prologue – confine |  |
| aqueous – sociable |  |
| variable – watch |  |
| waste – adage |  |
| barometer – finish |  |
| inch – gauge |  |
| fiord – equip |  |
| barb – relief |  |
| alive – fiftieth |  |
| laughing – hydraulic |  |
| opulence – paramedic |  |
| outrage – swivel |  |
| dominion – eminent |  |

**Exercise 3**

Give the phonetic symbols for the following English sounds.

(a) voiceless stops: ……………….………………………….……………..

(b) voiced fricatives: ……………………………………………………….

(c) approximants: ……………………………………………....………….

(d) alveolar obstruents: …………………………………………..………...

(e) nasals: ……………………………………………………….…………

(f) voiced obstruents: ………………………………………………………

**Exercise 4**

Give a complete description of the consonant sound represented by the symbol ad then supply an English word containing the sound

Example: /tʃ/

Answer: voiceless alveo-palatal affricate

1. /Ɵ/:……………………………………………………………………….

2. /Ʒ/:……………………………………………………………………….

3. /ŋ/:………………………………………………………………………..

4. /r/:………………………………………………………………………..

5. [ɬ]:………………………………………………………………………..

6. /j/:……………………………………..…………………………………

**Exercise 5**

Fill in the boxes with the appropriate label for the *final sounds* of each word

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | sipped | latex | triumph | bridge | rough | fought | dogs | palm |
| Upper articulator |  |  |  |  |  |  |  |  |
| Lower articulator |  |  |  |  |  |  |  |  |
| Voicing |  |  |  |  |  |  |  |  |
| Manner of articulation |  |  |  |  |  |  |  |  |

**Exercise 6**

Do the same for the *initial sounds* of the same words.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | sipped | latex | triumph | bridge | rough | fought | dogs | palm |
| Upper articulator |  |  |  |  |  |  |  |  |
| Lower articulator |  |  |  |  |  |  |  |  |
| Voicing |  |  |  |  |  |  |  |  |
| Manner of articulation |  |  |  |  |  |  |  |  |

**Exercise 7**

Provide a broad transcription beneath each word. Underline the consonant clusters occurring initially or finally.

Access glimpsed splash round helped quality

…………………………………………………………………………………….

Attempts quantity expect sixth exaggerates quarrel

…………………………………………………………………………………….

Executive twelfths exodus strength fixed exploit

…………………………………………………………………………………….

Shrimp expire filmed accent extract contexts

…………………………………………………………………………………….

**Exercise 8**

Read the following words and decide whether the first sound in each pair is the same or different

1. skill- psychology 2. fire - photo

3. card- ceiling 4. net - knee

5. ten- thin 6. pot - bell

7. Chad - chateau 8. go- gym

9. right - write 10. dad - that

**Exercise 9**

Give the correct term for the sounds produced in the following ways:

a. the tip of the tongue touching the upper teeth:…………………………..

b. the tip of the tongue touching the alveolar ridge:………………………..

c. the back of the tongue touching the soft palate:……………………...….

d. the lips coming together:……………………………………...…………

e. the front of the tongue touching the hard palate:……………...…………

**Exercise 10**

Give the symbol for each of the following sounds with an example of its use in a word:

1. voiceless bilabial plosive:…………. 6. voiced alveolar nasal…………….

2. voiceless alveolar continuant………. 7. voiced velar plosive……………..

3. voiceless dental fricative ………….. 8. voiced alveo-palatal affricate……

4. voiced alveolar lateral …… ………. 9. voiceless labiodental fricative……

5. voiced palatal consonant………….. 10. voiced velar nasal……………….

**Exercise 11**

**(a)** In which of the following words is the /l/ likely to be dark (velarized)?

Alive middle Carl pal kill play loom feel flack

……………………………………………………………………………………

**(b)** In which of the following words are /p/, /t/, /k/ likely to be aspirated?

Plotter – filter – pattern – quite – tap – type – scale – calm – careful –

…………………………………………………………………………………….

cupboard – party – cap – pack – stable – spotting – paraphrase – stuck

……………………………………………………………………………………

**Exercise 12**

What phonetic property distinguishes each of the following pairs of sounds

/k/ and /g/ ……………………………………………………………………………………

/b/ and /d/ ……………………………………………………………………………………

/d/ and /z/ ……………………………………………………………………………………

/z/ and /ʒ/ ……………………………………………………………………………………

/ʃ/ and /ʒ/ ……………………………………………………………………………………

/d/ and /g/ ……………………………………………………………………………………

**Exercise 13**

Correct the mistakes in the description of the English consonants in the table below then complete the columns.

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Correction | Phonetic symbol of the sound | One example with phonetic transcription |
| Voiced dental plosive |  |  |  |
| Voiceless velar fricative |  |  |  |
| Voiceless glottal plosive |  |  |  |
| Voiceless bilabial fricative |  |  |  |
| Voiced palato-alveolar plosive |  |  |  |
| Voiceless labio-dental plosive |  |  |  |

**Exercise 14**

Write the phonetic symbol for the letter or combination of letters highlighted in the following words. Give a full broad transcription of each word.

-**Sh**arm gym

-Trea**s**ure - men**ti**on

-Lar**g**e - do**g**

-Fri**dg**e - **c**loth

-**Qu**ack - **ph**one

-**Ch**oose - **sh**oes

-**Ch**aracter - fea**th**er

-**X**erox - lau**gh**

- In**s**ure - pier**ce**

-Lik**ed** - lov**ed**

**Exercise 15**

Each of the following sets contains three similar sounds and an odd one. Pick out the odd (different) member and explain why it is different**.**

1. b, p, s, t:……………………………………………………………………….

2. b, k, t, p:……………………………………………………………………….

3. b, m, p, s: ……………………………………………………………………...

4. l, f, v, s:………………………………………………………………………...

5. t, n, l, p:………………………………………………………………………...

**Exercise16**

Each of the following contains one error in transcription; i.e. it indicates an impossible pronunciation of the word for a native speaker of English. Give the word and supply the correct transcription.

Example: /pi:ts/ word: pizza transcription /pi:tsə/

1. /sɪteɪʃən/
2. /sʊnflaʊə/
3. /ͻɪstərs/
4. /mgɪkəl/
5. /neɪbərhəd/
6. /ͻrəpɪdɪk/

**Exercise 17**

Give broad transcription of the following words.

Parochial habitual parliament hallucination embarrassment

…………………………………………………………………………………….

Cucumber delinquent questionnaire jewelry giant literature

…………………………………………………………………………………….

**Exercise 18**

Give narrow transcription of the following words.

Bridge bang cracker pocket king subtle quick fry

……………………………………………………………………………… flywrap stupid pure cure sure donate flocks bottle

……………………………………………………………………………..

**Exercise 19**

Complete the diagrams so as to illustrate the position of the vocal organs during the first consonants in each of the following words. If the sound is voiced, schematize the vibrating vocal cords by a wavy line at the glottis. If it is voiceless, use a straight line. (Source: Ladefoged, 2001)

 

**Exercise 20**

Find the errors in the transcription of the consonant sounds in the following words. In each word there is one error. Circle this error, and write the correct symbol in the space provided after the word.

|  |  |  |
| --- | --- | --- |
| **Word** | **Transcription** | **Correct transcription** |
| 1-strength | [‘streng]  |  |
| 2-crime  |  [‘cram] |  |
|  3-wishing |  [‘wsh] |  |
| 4-wives | [‘wavs**]** |  |
| 5-these | [‘i:z] |  |
| 6-hijacking | [‘hajk] |  |
| 7-chipping | **[‘**tpp**]** |  |
| 8-yelling | [‘yel] |  |
| 9-sixsteen | [‘sxti:n] |  |
| 10-thesis  | [‘i:ss] |  |

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