PART I: MULTIPLE CHOICE QUESTIONS

General problems (Coursebook Chapter 1)

1. In which of the following pairs of words does the presence/absence of aspiration illustrate a morpho-phonological pattern?
   1. key /kʰiː/ – ski /skiː/          ▶2. atom /ætəm/ – atomic /əˈtɒmɪk/  

2. Find a pair of synonyms:
   1. sound – phoneme          2. predictable feature – distinctive feature
   ▶3. underlying representation – phonological representation  
   4. complementary distribution – contrast

3. If you analyse surface [ŋ] as underlying /ŋɡ/, you can explain why [ŋ]
   ▶1. does not occur morpheme-initially 2. can occur morpheme-finally  
   3. is nasal                          4. is voiced

4. In singer the /ɡ/ is not pronounced because it is deleted by Post-nasal g-deletion, which deletes a /ɡ/
   1. before a vowel                  2. after a consonant 3. word-finally ▶4. before a morpheme boundary

5. If we accepted the 'once a phoneme, always a phoneme' principle (as taxonomic phonemic analysis does) we would have to analyse [ŋ] as /ŋ/ and not as /ŋɡ/ because
   ▶1. [ŋ] contrasts with [ŋ] in some positions  
   2. [ŋ] and [ŋ] are in complementary distribution in all positions  
   3. [ŋ] and [ŋ] are phonetically similar  
   4. [ŋ] is velar and [ŋ] is alveolar
6. Which of the following consonant clusters is homorganic?
   1. /lp/  2. /nd/  3. /sk/  4. /rf/

Abstractness (*Coursebook* Chapter 2)

7. Depending on the analysis you adopt, the underlined sounds in the following pairs may be derived from one underlying segment. In which pair would this segment be the most abstract?

8. English spelling usually ignores morpheme-alternants and spells the stem in a constant form, e.g. *DO* in *do* ~ *do-es* ~ *do-n’t*, or *ATOM* in *atom* ~ *atom-ic*. These spellings suggest that morphemes have one form in the lexicon, called a(n)
   ▶1. single underlier  2. archiphoneme  3. inventory item  4. root or stem

9. Speakers store a general L (a “lateral sonorant consonant”) in their mental lexicon, and pronounce it as clear or dark as appropriate. This “general L” is an example of
   ▶1. underspecification  2. derivation  3. neutralization  4. overgenerating

10. What if we represented *shred, shrine, shrug* as /sred, sraIn, sr2g/, and said that a rule will change the /s/ to /S/? This would be...
    ▶1. the standard generative solution.
    2. wrong, since /s/ and /S/ are phonemes.
    3. incorrect, since /sr-/ is not a permitted word-beginning.
    4. misleading, as confusion would arise with words that really begin with /sr-/.

11. Here are some cases of neutralization. Which one is valid for BrE?
    1. /s/ and /k/ before /i/ or /e/  2. /n/ and /ŋ/ word-finally
    ▶3. /ɔ/ and /uː/ word-finally  4. /e/ and /æ/ before /r/

Segments and features (*Coursebook* Chapter 3)

12. Two phonemes always have at least one difference (a relevant feature) which expresses their contrast, e.g. nasality between *beat* and *meat*. However, there are cases where the hearer has to distinguish two phonemes by some redundant feature: this is called “contrast transfer”. Which is an example for it?

13. Jones (1957) transcribed *pot* as /pot/ because he maintained that
    1. the vowel before /t/ is shortened (“clipped”).
    2. *port* and *pot* have the same vowel quality.
    ▶3. the contrast between *port*–*pot* is due to length.
    4. a transcription must be close to the actual pronunciation.

14. For the perception of the contrast between /f/ and /v/ before a vowel (e.g. *feel*–*veal*) the listener primarily does not rely on the vowel because
    ▶1. these sounds have inherent acoustic cues  2. these sounds are labiodental consonants
    3. the vowel has formants  4. these sounds have transitional acoustic cues
15. In the word *bean*, the vowel is nasalized \[\text{[b} \tilde{\text{m}}\text{]}\]. How can we express this rule using features?

1. This rule is allophonic, so it cannot be expressed with features.
2. \([-\text{syllabic}] \rightarrow [+\text{nasal}] / \ldots / [+\text{nasal}]\]
3. \([+\text{syllabic}] \rightarrow [+\text{sonorant}] / \ldots / [+\text{nasal}]\)
4. \([+\text{syllabic}] \rightarrow [+\text{nasal}] / \ldots / [+\text{nasal}]\)

16. Generative phonology argues that the first vowel of *dramatic* /d्रəˈmætɪk/ is underlyingly /æ:/ . Is it a justified claim?

1. No, since the pronunciation of that vowel is the schwa.
2. Yes, because it is /æ:/ in *drama*.
3. No, since that vowel is in an unstressed syllable.
4. No, since that would be a very abstract representation.

17. Are there English vowels that are \([-\text{high}, -\text{low}]\)?

1. Yes, these are called intermediate vowels.
2. Yes, these are the mid vowels, as in *bird, lord*.
3. No, this is not possible: a vowel must be either high or low.
4. No, this only occurs in other languages, e.g. Hungarian/German/Turkish ö, ü.

18. In a stressed syllable, after a consonant \ldots \ldots \ldots may follow /j/.

1. any vowel 2. only /u:/ 3. only /u:/, /ʊ/ 4. all the monophthongs

19. Which of these properties is NOT used as a phonological feature?


20. Can we say that *damage* /ˈdæmɪʤ/ ends in two consonants?

1. Yes, the stop /d/ and the fricative /ʒ/.
2. Yes, a glottal stop and /ʒ/. 4. No, because the stress isn’t on the ult.

21. ONE of these properties does not function as an acoustic cue to the voicing contrast of stops in English. Which one?

1. the release of the stop 2. voice onset time (VOT)
3. the rounding of the vowel following the stop 4. the relative length of the stop and the preceding vowel

**Syllable structure (Coursebook Chapter 4)**

22. Which syllabification of the word *extra* [ˈekstrə] is allowed by the SONORITY SEQUENCING PRINCIPLE?


23. If a stressed open syllable captures the onset of unstressed syllable (as in *le.mon* → *lem.on*) one of the principles of syllabification is violated. Which one?

1. the ONSET MAXIMIZATION PRINCIPLE 2. the SONORITY SEQUENCING PRINCIPLE
3. the ONSET SONORITY PRINCIPLE 4. none of them

24. A DEGENERATE syllable is a syllable without…

1. an onset 2. a nucleus 3. a coda 4. stress
25. Which of the following has the greatest sonority index (which is most sonorous)?
   1. high vowels, like [i u]
   2. mid vowels, like [e o]
   ▶3. low vowels, like [a ɔ]
   4. glides, like [j w]

26. What is wrong with the syllabification He.nry?
   1. It violates the ONSET MAXIMIZATION PRINCIPLE.
   2. It violates the SONORITY SEQUENCING PRINCIPLE.
      ▶3. Syllables cannot begin with [nr].
   4. Syllables cannot end in [e].

27. In British English syllabic /l/ is dark because...
   ▶1. it is in the rhyme.
   2. it is never followed by a vowel.
   3. it is in the coda.
   4. it only occurs at the end of a word.

28. In British English /r/ occurs only...
   1. in the onset.
   ▶3. if followed by a syllabic segment.
   2. in the rhyme.
   4. after broken or broad vowels.

29. The /t/ in atrócious is aspirated, the first one in Atlántic is not (the second one is not either). Why are these two different?
   ▶1. The /t/ in /tr/ is syllable initial, that in /tl/ is not.
   2. Voiceless stops are aspirated before /r/ but never before /l/.
   3. The stressed vowel of atrócious is tense, that of Atlántic is lax.
   4. The stressed syllable of atrócious is open, that of Atlántic is closed.

30. Some British speakers pronounce a /j/ in slew [slju:], but nobody pronounces one in blew [blu:]. It seems that /j/ is permitted after /sl/ because...
   ▶1. /sl/ is not a branching onset like /bl/.
   2. /bl/ is not a branching onset like /sl/.
   3. /j/ is dropped after plosives but not after fricatives.
   4. yod-dopping is not consistent for these speakers.

31. Which pair exemplifies closed syllable shortening?
   1. joke /dʒʌuk/—joked /dʒʌukt/  
   2. rite /raɪt/—ritual /raɪʃuəl/  
   3. south /saʊθ/—southern /saʊðən/  
   ▶4. wide /waɪd/—width /waɪdθ/  

“R”-rules (Coursebook Chapter 5)

32. Look at the following words: bard, serf, north. They all contain broad lax vowels (/ɑː/, /ɔː/, and /ɔː/). Those who believe in the spelling-based explanation of Broadening will say that here the
   1. broad lax vowels are unpredictable  
   ▶2. broad lax vowels are predictable  
   3. plain tense value of the vowels is unpredictable  
   4. presence of ⟨r⟩ has no function at all

33. Based on surface contrasts and productive alternations, the Analysis course assumes that in bard, serf, north (/ɑː/, /ɔː/, and /ɔː/) the broad lax vowels are phonologically
   1. predictable  
   ▶2. unpredictable  
   3. derivable from the corresponding lax vowels by a regular spelling-to-pronunciation rule  
   4. broad because of coda ⟨r⟩
34. Based on surface contrast and alternations, the alternations between plain lax and broad lax vowels in related stems in SSBE (e.g., \textit{par /a:/} $\sim$ \textit{parity /æ/}, \textit{occur /ɔ:/} $\sim$ \textit{occurrence /ʌ/}, etc.) is
\begin{itemize}
  \item[1.] totally productive
  \item[2.] rare
  \item[3.] restricted to 'foreignisms'
  \item[4.] related to the frequency of productive alternations involving the plain/broken tense vowels in related words for the same stem
\end{itemize}

35. Based on surface alternations and phonological considerations, which of the words below can be said to show Pre-R Broadening?
\begin{itemize}
  \item[1.] far /a:/
  \item[2.] north /ɔ:/
  \item[3.] surfing /ɔ:/
  \item[4.] herring /e/
\end{itemize}

36. Assume that one wants to simplify the inventory of lax vowels of SSBE by abstracting away from the 'you get what you see principle' and claim that all broad lax vowels are always the result of Pre-R Broadening. If you accept this, what would be the UR of \textit{salami} (SR [səˈlæmi])?
\begin{itemize}
  \item[1.] /səˈlərmI/
  \item[2.] /səˈlæmi/ \item[3.] /səˈlærmi/
  \item[4.] /səˈlərmI/
\end{itemize}

37. Based on surface contrasts and productive alternations, which of these statements is true? In
\begin{itemize}
  \item[1.] far from (SR [ˈfær fræm]) the Broadening Rule is made opaque by the R-deletion Rule
  \item[2.] qwerty (SR [kw3:ti]) the vowel is broad lax because of coda /r/
  \item[3.] far (SR [fər]) the vowel is lax because of coda ⟨r⟩
  \item[4.] far away (SR [fərəˈweI]) the vowel is lax because of the following R, whose presence is proved by the following vowel-initial word ('linking R')
\end{itemize}

38. In \textit{few rows} (few##rows) the underlined vowel is tense (SR [juː]). What about the Breaking of this vowel? It is
\begin{itemize}
  \item[1.] obligatory
  \item[2.] redundant (*[juː]), as the vowel is already long
  \item[3.] impossible
  \item[4.] dependent on speech rate (the slower the speech, the more likely it is to have Breaking)
\end{itemize}

39. Why do we say that plain tense /æ/ and broken tense /ɛə/ are a 'pair'? Because
\begin{itemize}
  \item[1.] they are usually spelt identically: e.g., \textit{sane, prepare}
  \item[2.] both are long (occupy two slots on the timing tier)
  \item[3.] both can be derived from plain tense vowels by Pre-R Tensing Rule: \textit{pane} $\rightarrow$ \textit{fare} (/æ/ $\rightarrow$ /ɛə/)
  \item[4.] they alternate with the same lax vowel (/æ/): \textit{sane} $\sim$ \textit{sanity}, \textit{prepare} $\sim$ \textit{preparatory}
\end{itemize}

40. Which statement below is true for SSBE?
\begin{itemize}
  \item[1.] Linking-R and Intrusive-R are phonetically different
  \item[2.] Linking-R (e.g., \textit{far away}) occurs in fewer environments than Intrusive-R (e.g., \textit{Mama}[r] is coming)
  \item[3.] Linking-R and Intrusive-R are phonetically identical and occur in identical environments (e.g., \textit{far away}, \textit{Pa} [r] is coming)
  \item[4.] Intrusive-R occurs in 'foreignisms' as well (e.g., \textit{the piazza} [r] is over there), so it must be regarded primary and of greater value than Linking-R, which is 'always there' and is thus more easily deleted (e.g., \textit{Wagner} is boring)
\end{itemize}
41. Assume we want to apply the Deletion-only analysis to *idea*, which in certain environments is found as SR [aɪ'dɪə] (e.g., *idea* [r] *about* it) or as [aɪ'dɪə] (e.g., *idea* was). If we analyse it this way, what is the UR of the word?


**Word stress (Coursebook Chapter 6)**

42. Which syllable has tertiary stress in the word *étymologize* /ɪˌtɪməˈloʊdʒaɪz/ (counting from the beginning)?

   1. 1st  2. 2nd  3. 3rd  ▶ 4. 5th

43. The 'closed syllable tendency' means that an initial pre-tonic syllable is more likely to have ........ stress if it is closed.

   1. 1ry  2. 2ry  ▶ 3. 3ry  4. 0

44. Which is not a possible stress foot in English?

   1. (H) ▶ 2. (HH)  3. (HL)  4. (LL)

45. Which of the following nouns has a degenerate foot?


46. What counts as extrametrical in an English verb? The last

   1. foot  2. syllable ▶ 3. consonant  4. vowel

47. In which of the following (regular) words does Long Vowel Stressing apply?

   1. horizon /hə'raɪzon/  2. réason (noun) /rɪ'zən/  3. ópen (verb) /'oʊpən/  ▶ 4. paráde /pə'reid/

48. In which of the following (regular) words does the Alternating Stress Rule apply?

   1. ánimal /'ænɪməl/  2. imágin /i'mædʒɪn/ ▶ 3. éducate /'edʒəkət/  4. crusáde /'krʊsəd/ 

49. The stressing of the base is not changed when you add the suffix

   ▶ 1. -ing  2. -ity  3. -ese  4. -ic

50. -al (e.g. medicinal) is a stress-fixing Pre-stressed 1/2 suffix because it places 1ry stress on the syllable preceding the suffix when that syllable is

   1. light ▶ 2. heavy  3. open  4. extrametrical

51. The derived word *Jàpanése* cannot preserve the major stress of its base *Japán*. This is because

   1. stress preservation would violate Early Stress  ▶ 2. stress preservation would violate No Stress Clash

   3. *Jàpanése* has irregular secondary stress

   4. *Japánése* is an adjective

**Prosody (Coursebook Chapter 7)**

52. In English, a(n) ......... cannot begin with two unstressed syllables.

   1. sentence  2. tone unit  3. utterance ▶ 4. word
53. In which of these does \textit{on} get the neutral tonic?
\begin{itemize}
  \item [\textbf{1.}] I told him to stop but he carried \underline{on}.
  \item [\textbf{2.}] I don't know what it depends \underline{on}.
  \item [\textbf{3.}] She put her finest hat on.
  \item [\textbf{4.}] The chair broke when I sat on it.
\end{itemize}

54. Observe the following conversation between speakers X and Y. X: \textit{Has Tim Barker told you about his plans?} – Y: \underline{I didn't meet} the guy. Putting the tonic on \underline{meet}, Y uses
\begin{itemize}
  \item [\textbf{1.}] paradigmatic focus
  \item [\textbf{2.}] polarity contrast
  \item [\textbf{3.}] syntagmatic focus
  \item [\textbf{4.}] grammatical anaphora
\end{itemize}

55. Pronounce the following sentence in a neutral, non-focused way: \textit{People with credit cards are advised \underline{not to use} them.}. – Where does the tonic fall?
\begin{itemize}
  \item [\textbf{1.}] \underline{-vised-}
  \item [\textbf{2.}] not
  \item [\textbf{3.}] \underline{use}
  \item [\textbf{4.}] them
\end{itemize}

56. A string of words like \textit{The owner will cover the damages} can be spoken with either falling or rising intonation. This is a problem of…
\begin{itemize}
  \item [\textbf{1.}] tone unit boundaries (i.e. dividing our speech into tone units)
  \item [\textbf{2.}] tonic placement (i.e. changing the position of the tonic)
  \item [\textbf{3.}] tone choice (i.e. the intonation pattern chosen)
  \item [\textbf{4.}] rhythm (i.e. syllable timing versus stress timing)
\end{itemize}

57. Is it possible to pronounce the phrase \textit{paper bag} with final stress (i.e. stronger stress on the second component)?
\begin{itemize}
  \item [\textbf{1.}] Yes, if it means a bag made of paper.
  \item [\textbf{2.}] No, this has to be initially-stressed.
  \item [\textbf{3.}] Yes, because this would indicate an object relationship (of, for…)
  \item [\textbf{4.}] Yes, if it means a bag (made of whatever) to collect paper in.
\end{itemize}

58. Which stress is normally the strongest in an English phrase or sentence?
\begin{itemize}
  \item [\textbf{1.}] the third from the end (antepenultimate)
  \item [\textbf{2.}] the one on the most informative word
  \item [\textbf{3.}] the last
  \item [\textbf{4.}] the one on the finite verb (or negative auxiliary)
\end{itemize}

59. \textit{Does your father work?} This sentence normally has High-Rise intonation. Which part of the sentence performs the rise?
\begin{itemize}
  \item [\textbf{1.}] \underline{does}, because it is the “Head”
  \item [\textbf{2.}] \underline{father}, because it is the subject
  \item [\textbf{3.}] \underline{work}, because it is the Tonic
  \item [\textbf{4.}] the whole sentence rises gradually to the end
\end{itemize}

60. In the sentence \textit{Charlie was my best friend}, the word \textit{friend} can lose its stress, and \textit{best} can become the tonic…
\begin{itemize}
  \item [\textbf{1.}] due to compounding.
  \item [\textbf{2.}] due to rhythmic stress-deletion.
  \item [\textbf{3.}] to express polarity contrast.
  \item [\textbf{4.}] to put lexical contrast on \underline{best}.
\end{itemize}

61. Pronounce this sentence to express partial negation: \textit{Tim didn't stay because his cousin was \underline{there}!} (‘Tim stayed, but not because his cousin was there’). Which tone is appropriate here?
\begin{itemize}
  \item [\textbf{1.}] fall
  \item [\textbf{2.}] fall-rise
  \item [\textbf{3.}] low rise
  \item [\textbf{4.}] either 2 or 3
\end{itemize}
**Interface of phonology and morphology (Coursebook Chapter 8)**

62. Many phonologists do **not** see *Abraham* /eɪbrəˈhæm/ as an exception to **trisyllabic laxness**. This is because...
   1. it does not contain a morpheme boundary.
   2. it does not contain a word boundary.
   3. it does not contain a verbal prefix boundary.
   4. it is a proper noun.

63. The expression *at all* [ətˈhɔːl] contains an aspirated /t/. This indicates that...
   1. the word *all* underlyingly begins with /h/.
   2. in prepositions word-final /t/ may also be aspirated.
   3. this expression is functioning as an adverbial.
   4. despite the spelling *at* and *all* are not separate words.

64. The suffix -ize causes velar softening: *public* [ˈpʌblɪk]—*publicize* [ˈpʌblɪsaɪz]. Accordingly, this suffix must be...
   1. lexical.
   2. postlexical.
   3. neutral.
   4. a clitic.

65. The difference in the stressed vowels of *marry* /ˈmæri/ and *starry* /ˈstærri/ is caused by...
   1. the difference in word category: *marry* is a verb, *starry* an adjective.
   2. the morpheme boundary after the /r/ in *starry*.
   3. the word boundary after the /r/ in *starry*.
   4. the degenerate syllable at the beginning of *starry*.

66. Aspiration is a lexical rule. Which of the following statements shows this?
   1. Aspiration occurs before stressed vowels: *T[h]óm*.
   2. Aspiration does not occur after /s/: *Stán*.
   3. Aspiration does not occur before nasals: *chutney*.
   4. Aspiration occurs after a word-final /s/: *kiss T[h]óm*.

**PART II: FILL-IN QUESTIONS**

**General problems (Coursebook Chapter 1)**

67. [ʌ] does not occur after ............ vowels.
   **long/tense**

68. The fact that phonetically labio-velar [w] does not occur after word-initial /p, b/ shows that the place of articulation of /w/ is phonologically ............
   **labial**

69. Is */'æŋi/ a phonologically possible English word? Only if there is a ............ after /ŋ/.
Abstractness (Coursebook Chapter 2)

70. If a morpheme has allomorphs whose phonological shape shows unexplainable changes (e.g. leaf but leav-(es); bad but worse), this is called . . . . . .

suppletion/suppletivism

71. There are derivations like base–basic, where Vowel Shift fails to apply without apparent reason (/bæsɪk/, not */bæsɪk/). Such cases, whose sound shape does not explain their not undergoing a rule, are called . . . . . . . exceptions.

lexical

72. Look at the following plurals: use–uses /juːs–ˈjuːsɪz/, blouse–blouses /blaʊz–ˈblaʊzɪz/, house–houses /hɔʊs–ˈhɔʊzɪz/. One of them cannot be generated from the singular by rule. Which one is it, and what is “wrong” with it?

houses; stem-final voicing

Segments and features (Coursebook Chapter 3)

73. The most important acoustic cues in the perception of the place contrast of prevocalic stops (e.g. buy–die–guy) can be found in the . . . . . . . into the following vowel.

(formant) transitions

74. Look at the features for /n k r/. What are the missing values of the [coronal] feature? Write only pluses or minuses.

\[
\begin{array}{ccc}
/n/ & /k/ & /r/ \\
\text{is the velum lowered?} & + & - & - \\
\text{is the lower lip involved?} & - & - & - \\
\text{is the tongue tip/blade involved?} & \ldots & \ldots & \ldots \\
\text{is there an opening in the mouth?} & - & - & + \\
\end{array}
\]

75. Features should serve in the expression of phonological generalizations: they should define natural classes that participate in phonological rules. We call this the . . . . . . . function of features.

classificatory

76. The [±round] feature is only used to distinguish low back vowels (as in part–pot). We say that the . . . . . . . of this feature is low.

functional load
77. This table shows the monophthong inventory of English (BrE), defined by seven features. **Two** feature names are missing; supply them on the Answer Sheet.

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[back] and [tense]

**Syllable structure (Coursebook Chapter 4)**

78. A light syllable in English may contain a branching . . . . . .

**onset**

79. The phenomenon called . . . . . . shows that moras are more stable than sounds, since moras are kept even when sounds are deleted, as in earlier /hAlf/ → modern English /hA:f/, which contain the same number of moras.

**compensatory lengthening**

80. The /l/ in camel may be syllabic: [ˈkæml], but the /u/ in melon may not: *[ˈmeln]*. This follows from the . . . . . . principle.

**sonority sequencing**

81. Some words could not be syllabified at all if we insisted that syllables can only end in strings that are also possible at the end of a word. Give a word (in normal spelling!) that shows such a difficulty.

. . . . . .

**Paris, very, squirrel, lorry, hurry**

82. Give a two-syllable word in normal spelling whose syllables are both heavy. . . . . . .

**shampoo, pandas, Zulu**
"R"-rules (*Coursebook* Chapter 5)

83. Accents of English where R is lost before consonants, but not word-finally (e.g., North Yorkshire, Humberside) are known as ..........

semi-rhotic

84. Observe the following hypothetical word: *phanfárral* (morphologically *phanfar(r)+al*), pronounced with a broad lax low unrounded back vowel /ɑː/. Phonologically the underlined lax vowel is ..........

unpredictable

85. Based on surface contrasts before [r], monomorphemic words like *harem* /ɑː/, *Taurus* /ɔː/, *herring* /e/, *porridge* /ʊ/ show that the .......... Rule is no longer active in certain environments in SSBE.

Carrot Rule, Broadening Rule

86. There is no Breaking of the underlined tense vowel in *Say Rory!* (morphologically *Say##Rory*). This shows that Pre-R Breaking is a .......... rule.

lexical

87. Give a word (in normal spelling, NOT in transcription!) which meets the following structural requirements: [...V laxR(#)V...]

blurring, blur Anne

Word stress (*Coursebook* Chapter 6)

88. The process of dividing the word into stress feet is called ..........

metrification

89. A bounded foot is maximally ..........

binary

90. Combine the words *còntinéntal + clímate* in a phrase and apply the Rhythm Rule. Write down the phrase in normal spelling and indicate stresses with accents.

*còntinental clímate*

91. According to the ‘no-pattern view’ English word stress is ..........

unpredictable/lexical

92. Analyse the stressing of the regular noun *veranda*. Indicate extrametricality, foot boundaries and the place of 1ry stress with an accent.

ve(rán)<da>

Prosody (*Coursebook* Chapter 7)

93. What is the first complete rhythmic foot in *She began to run when the rain started*?
94. Copy out the Tail (= unstressed post-tonic part) in Both of my sons are using it.

-(s)ing it

95. She didn’t smile at Jim; she LAUGHED at Jim. Here the verb laugh is able to get the tonic because this is . . . . . . . . contrast.

lexical

96. The . . . . . . . . tone is used to soften the directness of commands (Wait a minute!) or questions (What’s your name?), which might otherwise sound rude or too official.

fall-rise

97. “Please-repeat Questions” are interesting because, even though they are Wh-questions, they have . . . . . . . . intonation.

high-rising

Interface of phonology and morphology (Coursebook Chapter 8)

98. Give an adjective in comparative degree that suggests that the comparative suffix, -er, is lexical.

stronger, younger, longer

99. The alternation of clear and dark /l/ in kill me and killing shows that l-darkening is a(n) . . . . . . . . rule.

postlexical

100. An unstressed function word pronounced together with the preceding or following stressed word (like in carry it or an exam) is called a(n) . . . . . . .

clitic

— THE END —