

Name \_\_\_\_\_

**Exercise A**

As a transcription exercise, give a number of examples for each of rules (2) through (19) by making a narrow transcription of some additional words that fit the rules. Your examples should not include any words that have been transcribed in this book so far. Remember to mark the stress on words of more than one syllable.

Rule (2) three examples (one for each voiceless stop).

\_\_\_\_\_

Rule (3) seven examples (one for each voiced obstruent).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rule (4) eight examples (two for each voiced stop or affricate)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rule (5) four contrasting pairs (one for each place of articulation)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rule (6) four examples (one for each approximant)

\_\_\_\_\_

Rule (7) three examples (one for each voiceless stop)

\_\_\_\_\_

Rule (8) six examples (one for each voiced and voiceless stop)

\_\_\_\_\_

\_\_\_\_\_

Rule (9) three examples (not necessarily from your own speech)

\_\_\_\_\_

Rule (10) three examples (use three different vowels)

\_\_\_\_\_

Rule (11) three examples (use at least two different nasals)

\_\_\_\_\_

Rule (12a) six examples (three each with /l/ and /r/)

\_\_\_\_\_

\_\_\_\_\_

Rule (13a) six examples (two each with /t, d, n/, one being after an unstressed vowel)

\_\_\_\_\_

\_\_\_\_\_

Rule (14) three examples (one each for /t, d, n/)

\_\_\_\_\_

Rule (15) three examples (any kind)

\_\_\_\_\_

Rule (16) two examples (use two different nasals)

\_\_\_\_\_

Rule (17) three examples (any kind)

\_\_\_\_\_

Rule (18) four examples (use four different vowels)

\_\_\_\_\_

\_\_\_\_\_

Rule (19) two contrasting pairs (try to make them reversible words)

\_\_\_\_\_

\_\_\_\_\_

### Exercise B

As a more challenging exercise, try to list two exceptions to some of these rules.

Rule ( ) \_\_\_\_\_

Rule ( ) \_\_\_\_\_

### Exercise C

Write a rule that describes the allophones of /h/.

\_\_\_\_\_

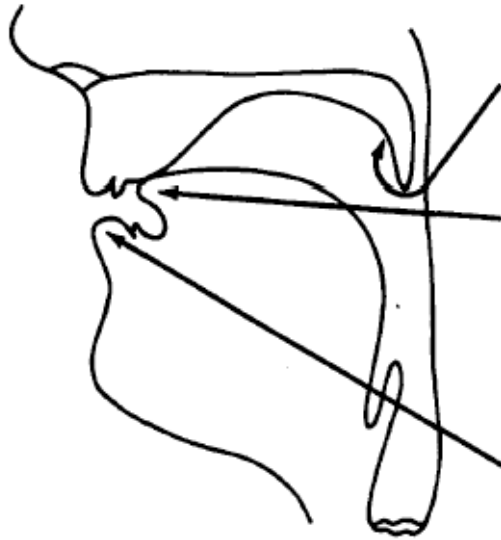
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Exercise D

The sequence of annotated diagrams below illustrates the actions that take place during the consonants at the end of the word *bench*. Fill in the blanks.

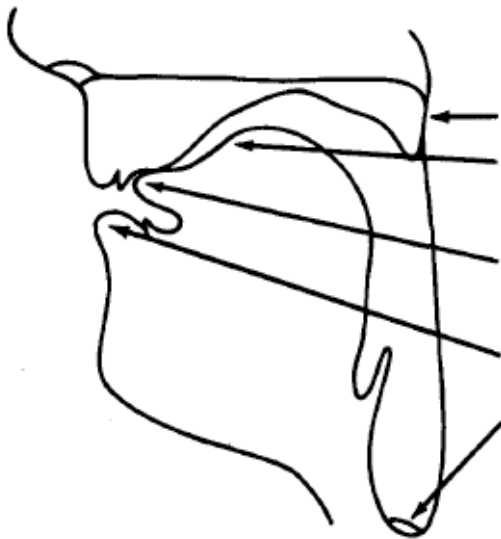


Before the vowel ends, the soft palate  
 \_\_\_\_\_ so that air \_\_\_\_\_

At the end of the vowel the blade of the  
 tongue is raised to make contact with  
 \_\_\_\_\_ preventing  
 air from \_\_\_\_\_

The lips remain \_\_\_\_\_

The vocal folds continue \_\_\_\_\_

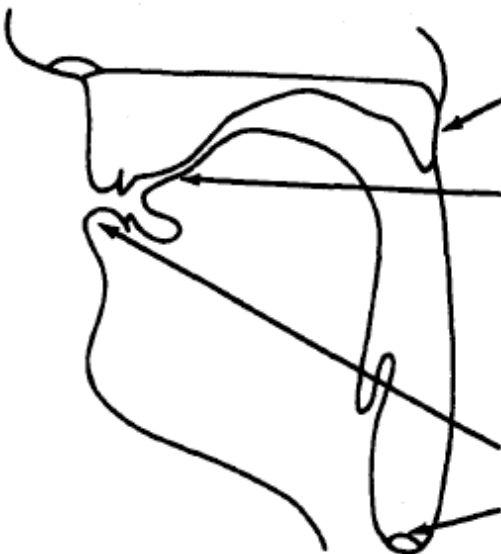


Then the \_\_\_\_\_ is raised  
 and the \_\_\_\_\_ of the tongue  
 is raised.

While the \_\_\_\_\_ of the tongue  
 remains in the same place

The lips become more \_\_\_\_\_

The vocal folds \_\_\_\_\_



The \_\_\_\_\_ remains \_\_\_\_\_  
 throughout the end of the word.

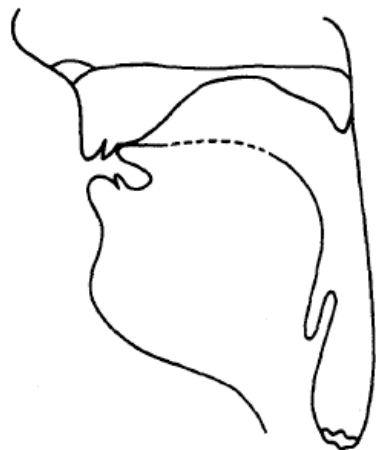
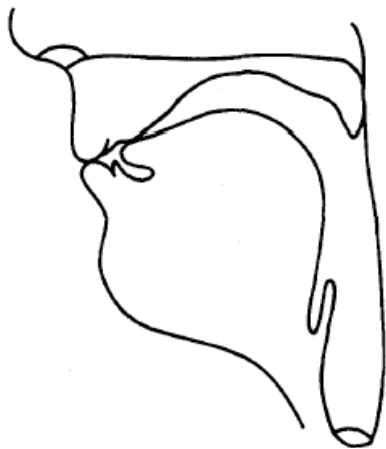
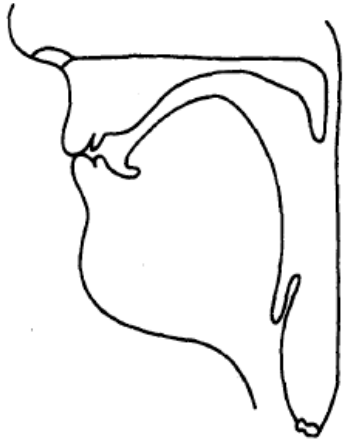
After a short period the \_\_\_\_\_  
 \_\_\_\_\_ moves downward, but the  
 \_\_\_\_\_ remains close  
 enough to the alveolar ridge to \_\_\_\_\_

The \_\_\_\_\_ are \_\_\_\_\_

The vocal folds \_\_\_\_\_

### Exercise E

Annotate the diagrams below so as to describe the actions required for the consonants in the middle of the word *implant*. Make sure that your annotations mention the action of the lips, the different parts of the tongue, the soft palate, and the vocal folds in each diagram. Try to make clear which of the vocal organs moves first in going from one consonant to another. The pronunciation illustrated is that of a normal conversational utterance; note the position of the tongue during the bilabial nasal.



### **Exercise F**

Draw and annotate diagrams similar to those in the previous exercises, but this time illustrate the actions that occur in pronouncing the consonants in the middle of the phrase *thick snow*. Make sure that you show clearly the sequence of events, noting what the lips, tongue, soft palate, and vocal folds do at each moment. Say the phrase over to yourself several times at a normal speed before you begin. Note especially whether the back of your tongue lowers before or after the tip of the tongue forms the articulation for subsequent consonants.

### **Exercise G**

Transcribe both the British and American speaker saying the following.

#### **British English speaker**

Once there was a young rat named Arthur,

who could never make up his mind.

Whenever his friends asked him

if he would like to go out with them,

he would only answer, "I don't know."

He wouldn't say "yes" or "no" either.

He would always shirk making a choice.

#### **American English speaker**

Once there was a young rat named Arthur,

who could never make up his mind.

Whenever his friends asked him

if he would like to go out with them,

he would only answer, "I don't know."

He wouldn't say "yes" or "no" either.

He would always shirk making a choice.