

Exercise A

Look at Table 4.1. Find additional examples illustrating the relationship between the words in the first and third columns. Transcribe each pair of words as shown below for the vowel /i/.

Vowel	stressed syllable	reduced syllable
i	<i>secrete</i> [sə'kri:t]	<i>secretive</i> ['sɪkrətɪv]
ɪ		
eɪ		
ɛ		
æ		
ɑ or ɒ		
oʊ		
aɪ		

Exercise B

Make up and transcribe a sentence containing at least eight different vowels.

Exercise C

Transcribe the following sentences as recorded by the British and American speakers on the CD

(1) I've called several times, but never found you there.

(2) Someone, somewhere, wants a letter from you.

(3) We were away a year ago.

(4) We all heard a yellow lion roar.

(5) What did you say before that?

(6) Never kill a snake with your bare hands.

(7) It's easy to tell the depth of a well.

(8) I enjoy the simple life.

Exercise D

Give a number of examples for each of statements (1) through (6) by making a 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.

(1) three examples (one for each syllable type).

(2) two pairs of examples (each showing words differing principally in stress).

(3) two sets of examples (each containing a one syllable, a two syllable and a three syllable word, with the first, stressed, syllable remaining constant)

(4) four examples

(5) four examples (use different vowels and different nasals)

(6) two sets of examples, each containing a contrasting pair of words

Exercise E

List words illustrating the occurrence of vowels in monosyllables closed by /p/. Do not include names or words of recent foreign origin. You will find that some vowels cannot occur in these circumstances.

i

ɪ

eɪ

ɛ

æ

ɑ

ɔ

oʊ
ʊ
u
ʌ
aɪ
aʊ
ɔɪ

Exercise F

Considering only the vowels that *cannot* occur in monosyllables closed by /p/ as in **C** above, give words, if possible, illustrating their occurrence in syllables closed by the following consonants.

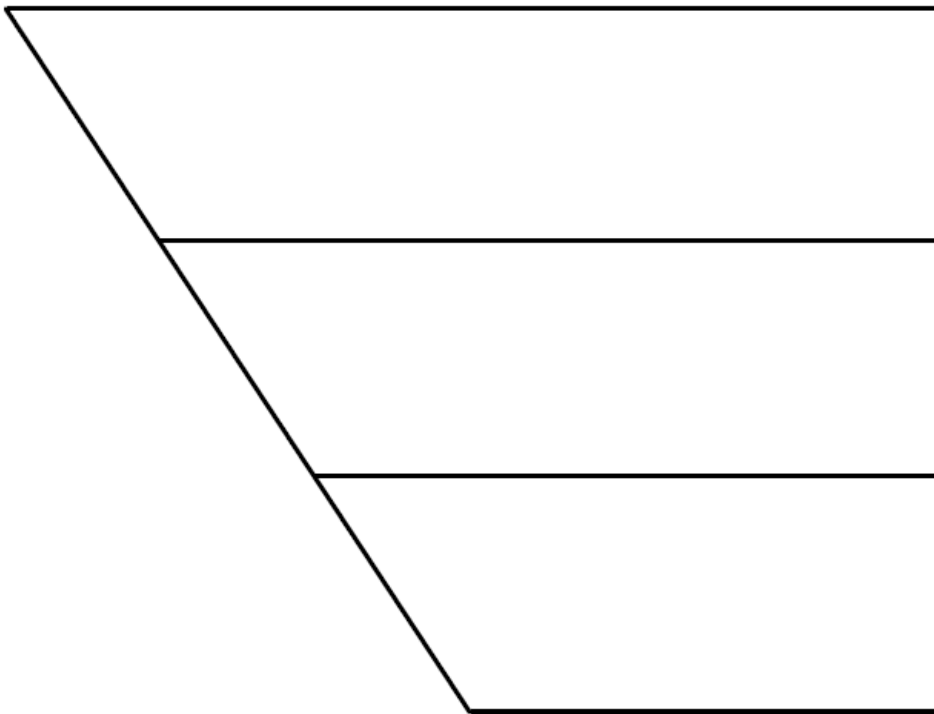
b	l
m	s
f	z
t	k
n	g

Exercise G

Which vowel occurs before the smallest number of consonants? Also, which class of consonants occurs after the largest number of vowels? (Define the class in terms of the place of articulation at which these consonants are made.)

Exercise H

Put your own vowels in this chart, using a set of words such as that given in Table 2.2. Listen to each vowel carefully and try to judge how it sounds relative to the other vowels. You will probably find it best to say each vowel as the middle vowel of a three-member series, with the vowels in the words above and below forming the first and last vowels in the series. In the case of the diphthongs, you should do this with both the beginning and the ending points.



Exercise I

Try to find a speaker with an accent different from your own (or perhaps a foreigner who speaks English with an accent) and repeat Exercise A, using this blank chart.

accent: _____

