

Name _____

Exercise A

Make up pairs of phrases or sentences that show how each of the following words can have two different stress patterns.

Example: *continental*

It's a 'continental 'breakfast.

She's 'very conti'nental.

afternoon

artificial

diplomatic

absentminded

New York

Exercise B

About 100 years ago, the following words had stress as shown. Some of them still do for some people. But many of them (in my speech, all of them) are stressed differently nowadays. Transcribe these words and show the stress on each of them in your own speech. Then state a general rule describing this tendency for the position of the stress to change to a particular syllable.

an'chovy _____

ab'domen _____

'applicable _____

'controversy _____

'nomenclature _____

tra'chea _____

eti'quette _____

re'plica _____

va'gary _____

blas'phemous _____

a'cumen _____

Rule: _____

Exercise C

List three more sets of words showing the stress alternations of the kind shown in Table 5.2.

'photograph

pho'tography

photo'graph

Exercise D

List the strong and weak forms of ten words not mentioned in this chapter. For each word, transcribe a short utterance illustrating the weak form (as in Table 5.1).

word	strong form	weak form	example of weak form
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise E

Give two new examples of each of the following kinds of assimilations, one of the examples involving a change within a word, the other involving a change across word boundaries. In each case, show the words in orthography and in a narrow phonetic transcription, as in the examples. (Even if you yourself do not say assimilations of the kind illustrated, make up plausible examples. I myself have heard all the examples given.)

A change from an alveolar to a bilabial consonant.

input [ɪmpʊt] *Saint Paul's* [sɪn'pɔ:lz]

A change from an alveolar consonant to a dental consonant.

tenth [tɛnθ] *In this* [ɪn ðɪs]

A change from an alveolar consonant to a velar consonant.

synchronous [ˈsɪŋkrənəs] *within groups* [wɪð'ɪŋ grʊps]

A change from a voiceless consonant to a voiced consonant.

catty [ˈkædɪ] *sit up* [sɪ'dʌp]
(or) [ˈkæri] [sɪ'rʌp]

Exercise F

Give five more examples of assimilation. Choose examples as different as possible from any that have been given before.

_____ [_____]
_____ [_____]
_____ [_____]
_____ [_____]
_____ [_____]

Exercise G

Indicate the stress and intonation patterns that might occur in the situations described for the following utterances. Draw curves indicative of the pitch rather than using ToBI symbols.

1. *Can you pass me that book?* (said politely to a friend)
2. *Where were you last night?* (angry father to daughter)
3. *Must it be printed?* (polite question)

4. *Who is the one in the corner?* (excitedly, to a friend)

Exercise H

Fill in plus and minus signs so as to indicate which syllables in the table below have tonic accents, which have stress, and which have full vowels. You may find it useful to refer back to Table 5.4.

	computation	compute	inclination	incline (verb)
tonic accent				
stress				
full vowel				

Exercise I

Make a segmental transcription and also show the Tone Tier with a ToBI transcription of the following utterances for which the pitch curves have been drawn in this chapter.

(2) *We know the new mayor.*

(4) *A lion is a **mammal**.*

(5) *A **lion** is a mammal*

(7) *Will you mail me my money?*

(8) *When will you mail me my money?*

(10) *We knew Anna, Mary, Lenny and Nora.*