

PHONOLOGY

First set of exercises answer:



- "Ship" vs. "Sheep" - The minimal pair is the vowel sounds: /ɪ/ in "ship" vs. /i:/ in "sheep".
- "Seat" vs. "Sheet" - The minimal pair is the initial consonant sounds: /s/ in "seat" vs. /ʃ/ in "sheet".
- "Thin" vs. "Then" - The minimal pair is the initial consonant sounds: voiceless /θ/ in "thin" vs. voiced /ð/ in "then".
- "Path" vs. "Pith" - The minimal pair is the vowel sounds: /æ/ in "path" vs. /ɪ/ in "pith".
- "Sick" vs. "Seek" - The minimal pair is the vowel sounds: /ɪ/ in "sick" vs. /i:/ in "seek".
- "light" vs. "white" - The minimal pair is both the vowel sounds and the initial consonant sounds: /l/ in "light" vs. /w/ in "white".
- "Fan" vs. "Van" - The minimal pair is the initial consonant sounds: /f/ in "fan" vs. /v/ in "van".
- "Cot" vs. "Cut" - The minimal pair is the vowel sounds: /ɒ/ in "cot" vs. /ʌ/ in "cut".
- "Pat" vs. "Bat" - The minimal pair is the initial consonant sounds: /p/ in "pat" vs. /b/ in "bat".
- "Sleet" vs. "Sweat" - The minimal pair is the vowel sounds: /i:/ in "sleet" vs. /ε/ in "sweat".



1. The target phoneme is /p/.
2. The target phoneme is /t/.
3. The target phoneme is /k/.
4. The target phoneme is /s/.
5. The target phoneme is /z/.
6. The target phoneme is /m/.
7. The target phoneme is /n/.
8. The target phoneme is /θ/.
9. The target phoneme is /ð/.
10. The target phoneme is /l/.
11. The target phoneme is /r/.



(audios).

- /p/: "The /p/arty was /p/acked with /p/eople." (aspirated [ph], unaspirated [p])
- /t/: "The ca/t/ is in the /t/ent." (aspirated [th], flap [ɾ])
- /k/: "I'll /k/ick the /k/an." (aspirated [kh], unreleased [k̚])
- /s/: "She /s/aw six /s/nakes." (voiceless [s], voiced [z])
- /z/: "Buzzing /z/ippers are nois/y/." (voiced [z], voiced [ɹz])
- /m/: "The /m/an /m/ade a /m/ess." (bilabial [m], nasalized [m̃])
- /n/: "The /n/ose is on the mo/n/itor." (alveolar [n], velar [ŋ])
- /θ/: "Three /θ/ings /θ/rown by the tree." (voiceless dental [θ], voiceless interdental [θ̪])
- /ð/: "The /ð/ick /ð/og /ð/rew up." (voiced dental [ð], voiced interdental [ð̪])
- /l/: "The /l/ight /l/amp /l/eft a /l/ong shadow." (clear [l], dark [ɫ])
- /r/: "Red /r/oses /r/ustle in the /r/ain." (alveolar flap [ɾ], uvular [ʁ])

Did you know?

the sentence :

**"I never said he
ate your chocolate"**

**has 7 different meanings,
depending on the stressed word?**

The different meaning the sentence might have based on the stressed word are as following

1. Stressing the first word 'I' implies that I (the speaker) never said it. It might be true, or it might not be true – the point is, I never said it – someone else did.
2. Stressing the second word 'never' emphasizes that I *never* said it. There was never an occasion when I said it (whether it is true or not).

3. Stressing the third word 'said' means that I never *said* it. He might have eaten your chocolate, but I didn't *say* it. I might have thought it, but I never said it out loud (I may only have implied it).
4. Stressing the fourth word 'he' means I didn't say it was *him* that ate your chocolate, only that someone did.
5. Stressing the fifth word 'ate' means I didn't say he had *eaten* it. Perhaps he took it and threw it away or did something else with it.
6. Stressing the sixth word 'your' means it wasn't *your* chocolate he ate – it could have been someone else's chocolate.
7. Stressing the seventh word 'chocolate' emphasises that it was not your *chocolate* he ate – he ate something else belonging to you.



1. Banana:

- Number of syllables: 3
- Stressed syllable: ba-NA-na (the second syllable is stressed)
- Unstressed syllables: BA-na-na

2. Elephant:

- Number of syllables: 3
- Stressed syllable: EL-e-phant (the first syllable is stressed)
- Unstressed syllables: el-E-phant

3. Watermelon:

- Number of syllables: 4
- Stressed syllable: WA-ter-me-lon (the first syllable is stressed)
- Unstressed syllables: wa-TER-me-lon

4. Computer:

- Number of syllables: 3
- Stressed syllable: COM-pu-ter (the first syllable is stressed)
- Unstressed syllables: com-PU-ter

5. Umbrella:

- Number of syllables: 3
- Stressed syllable: UM-brel-la (the first syllable is stressed)
- Unstressed syllables: um-BREL-la

6. Butterfly:

- Number of syllables: 3
- Stressed syllable: BUT-ter-fly (the first syllable is stressed)
- Unstressed syllables: but-TER-fly

7. Adventure:

- Number of syllables: 3
- Stressed syllable: ad-**VEN**-ture (the second syllable is stressed)
- Unstressed syllables: AD-ven-ture

8. Telephone:

- Number of syllables: 3
- Stressed syllable: TEL-e-phone (the first syllable is stressed)
- Unstressed syllables: tel-E-phone

9. Breakfast:

- Number of syllables: 2
- Stressed syllable: **BREAK**-fast (the first syllable is stressed)
- Unstressed syllables: break-**FAST**

10. Elephant:

- Number of syllables: 3
- Stressed syllable: EL-e-phant (the first syllable is stressed)
- Unstressed syllables: el-E-phant



| STRESSED WORDS | UNSTRESSED WORDS |
|-----------------------------------|-----------------------------------------------------------------|
| verbs, adjectives, adverbs, nouns | articles, prepositions, conjunctions, auxiliary verbs, pronouns |



- audio
- "Are you coming?" (Yes/No question)
 - Pitch pattern: Rising
 - Explanation: Yes/no questions typically end with a rising pitch. The pitch rises towards the end of the question, indicating that the speaker is seeking confirmation or a response from the listener.
- audio
- "Where are you going?" (WH-question):
 - Pitch pattern: Falling
 - Explanation: WH-questions, such as "where," "who," "what," etc., typically end with a falling pitch. The pitch falls towards the end of the question, signaling that the speaker is asking for specific information or clarification.



- 'I'm so excited!' (high pitch)
- audio

- 'What's your name?' (Mid pitch)
- audio
- 'I don't know.' (low pitch)"
- Audio

PHONOLOGY

Second set of exercises answer:

Exercise 1: Identify Distinctive Features

1. /p/

- [+consonantal]
- [-vocalic]
- [-nasal]
- [-lateral]
- [-sonorant]
- [-syllabic]
- [-high]
- [-back]
- [-rounded]
- [-continuant]
- [-strident]
- [-voiced]

2. /m/

- [+consonantal]
- [-vocalic]
- [+nasal]
- [-lateral]
- [+sonorant]
- [-syllabic]
- [-high]
- [-back]
- [-rounded]
- [-continuant]
- [-strident]
- [+voiced]

3. /i/

- [-consonantal]
- [+vocalic]
- [-nasal]
- [-lateral]

- [+sonorant]
- [+syllabic]
- [+high]
- [-back]
- [-rounded]
- [+continuant]
- [-strident]
- [+voiced]

4. /ʃ/

- [+consonantal]
- [-vocalic]
- [-nasal]
- [-lateral]
- [-sonorant]
- [-syllabic]
- [-high]
- [-back]
- [-rounded]
- [+continuant]
- [+strident]
- [-voiced]

5. /l/

- [+consonantal]
- [-vocalic]
- [-nasal]
- [+lateral]
- [+sonorant]
- [-syllabic]
- [-high]
- [-back]
- [-rounded]
- [+continuant]
- [-strident]
- [+voiced]

Exercise 2: Feature Sorting

- **Feature: [+nasal]**
 - /m/, /n/, /ŋ/
- **Feature: [+voiced]**
 - /b/, /z/, /d/
- **Feature: [+continuant]**
 - /f/, /v/, /θ/, /s/, /z/

Exercise 3: Feature Modification

6. /p/ → /b/
 - Change: [+voiced]
 - New Phoneme: /b/ (Voiced bilabial stop)
7. /t/ → /d/
 - Change: [+voiced]
 - New Phoneme: /d/ (Voiced alveolar stop)
8. /s/ → /z/
 - Change: [+voiced]
 - New Phoneme: /z/ (Voiced alveolar fricative)
9. /i/ → /ɪ/
 - Change: [-high]
 - New Phoneme: /ɪ/ (High, but slightly less than /i/, as in "bit")
10. /u/ → /ʊ/
 - Change: [-high]
 - New Phoneme: /ʊ/ (High, but slightly less than /u/, as in "foot")

Exercise 4: Phonological processes

The best thing - Elision

- Elision may occur with the dropping of the /t/ sound in "best" in rapid speech, leading to [bes θɪŋ].

Rainbow - Assimilation

- Assimilation occurs where the /n/ and /b/ are adjacent; the /n/ is likely to assimilate to the bilabial place of articulation of /b/, sounding as a bilabial nasal [m], resulting in ['reɪmbou].

Was she there - Elision and Assimilation

- Elision can occur with the dropping of the /h/ in "she" and possibly the final /s/ in "was" in casual speech, resulting in [wəʃɪ ðeə].
- Assimilation may occur as the /s/ in "was" becomes [ʃ] influenced by the following /ʃ/ in "she".

The right person-Assimilation

- An assimilation on the level of place of articulation, so we change /t/ that is a voiceless alveolar stop to /p/ which is a voiceless bilabial stop. And in our pronunciation, we will geminate the sound /p/

Suspicion – Assimilation

- We have three syllables, one weak and two strong. In the weak syllable the vowel /ə/ is between two voiceless sounds /s/. Therefore, that vowel will become devoiced too which is an assimilation

By and by-Assimilation

- The /d/ in "and" might assimilate to the following bilabial /b/ sound, resulting in something closer to [baɪm baɪ].

Postman-Assimilation

- Similar to "rainbow," the /t/ and /m/ can lead to a bilabial nasal [m] sounding between, ['pouzmən] or ['poustmən].

Those shoes-Assimilation:

- The /z/ sound in "those" can assimilate to match the place of articulation of the following /ʃ/ in "shoes," potentially sounding as [ðoʊz ʃuz].

Seven kings-Assimilation

- We have /n/ a voiced alveolar stop, and /k/ a voiceless velar stop. We change the place of articulation of /n/ from alveolar to velar, in order to make less effort with the tongue and we will obtain /ŋ/ which is closer to /k/.

Steak and kidney pie

- **Elision:** The /d/ in "and" and possibly the /k/ in "kidney" might be elided when spoken quickly, sounding like [steɪk ən 'kɪdni paɪ].
- **Assimilation:** The /n/ in "and" could assimilate to the following /k/ place of articulation.