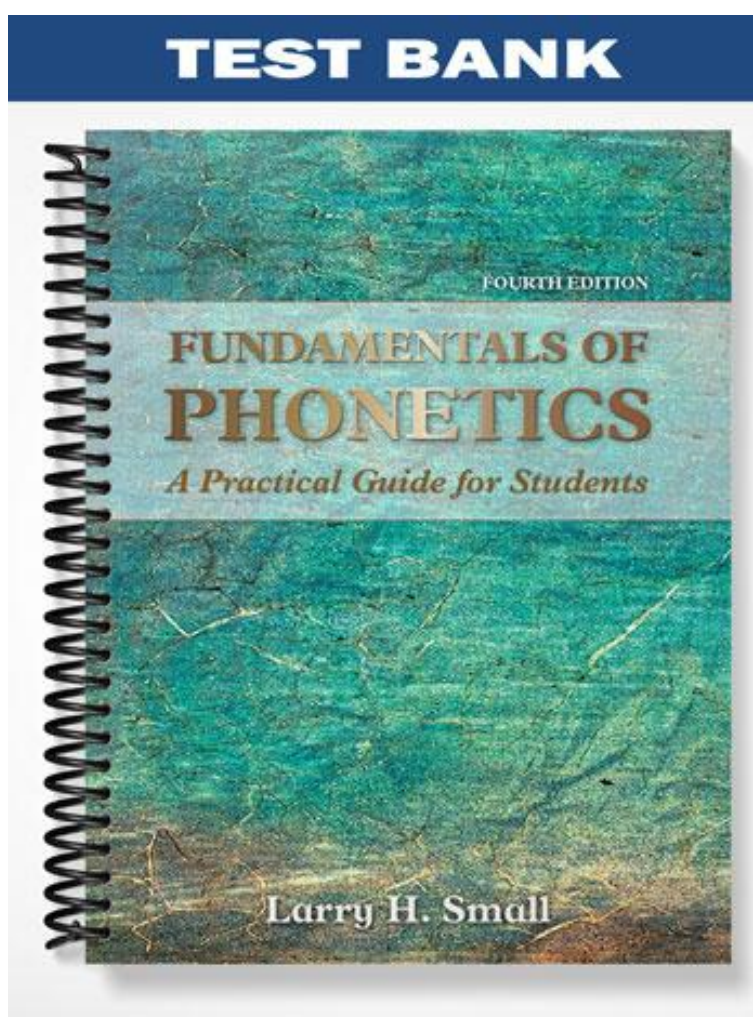


TEST BANK



FOURTH EDITION

**FUNDAMENTALS OF
PHONETICS**

A Practical Guide for Students

Larry H. Small

Instructor's Resource Manual and Test Bank

for

Fundamentals of Phonetics
A Practical Guide for Students
4th Edition

LARRY H. SMALL
Bowling Green State University



Boston Columbus Indianapolis New York San Francisco Upper Saddle River

Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto

Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2016 by Pearson Education, Inc., Upper Saddle River, New Jersey 07458.

All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Pearson® is a registered trademark of Pearson plc

Instructors of classes using Small's Fundamentals of Phonetics, 4th edition may reproduce material from the instructor's resource manual for classroom use.

10 9 8 7 6 5 4 3 2 1

ISBN-10: 0133923045

ISBN-13: 9780133923049



www.pearsonhighered.com

TABLE OF CONTENTS

PREFACE	iv
CHAPTER 1: PHONETICS: A "SOUND SCIENCE"	1
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 2: PHONETIC TRANSCRIPTION OF ENGLISH	2
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 3: ANATOMY AND PHYSIOLOGY OF THE SPEECH MECHANISM	3
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 4: VOWELS	4
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 5: CONSONANTS	5
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 6: ACOUSTIC CHARACTERISTICS OF VOWELS AND CONSONANTS	6
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 7: CONNECTED SPEECH	7
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 8: CLINICAL PHONETICS	8
KEY TERMS	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
CHAPTER 9: DIALECTAL VARIATION	9
KEY TERM	
LEARNING OBJECTIVES KEYED TO TEST BANK QUESTIONS	
ANSWERS TO ASSIGNMENTS	10
TEST BANK	26
TEST BANK ANSWERS	63

PREFACE

Fundamentals of Phonetics: A Practical Guide for Students was designed to be used as the primary text for a traditional, one-term course in phonetics. The text, along with its many exercises should provide students with ample opportunity to learn, and master, the basic concepts of phonetic transcription. The supplemental audio CDs provide recorded versions of many of the exercises located throughout the text. The text has several features that were designed to promote learning of the material:

- Learning Objectives** Learning objectives are presented at the beginning of each chapter to alert students to the material they will be mastering.
- Chapter Exercises** Embedded in the text, these exercises help students receive immediate feedback relating to a newly presented concept; answers to all chapter exercises are located in the back of the text.
- Study Questions** Study Questions are located at the end of each chapter. These thought-provoking questions were designed to help students integrate the presented material.
- Review Exercises** These are found at the end of chapters 2-9. They were created to help students review and practice the concepts presented in each chapter. The answers to all of these exercises can be found in the back of the text.
- Assignments** These pull-out exercises, found at the end of most chapters, were created to assess student progress. Recordings of Assignment exercises are found on the supplemental audio CDs. Answers to Assignments are found only in this *Instructor's Manual*.
- CD icon** The CD icons (located in the left text margin) indicate to the student that a recorded version of the exercise exists on the supplemental audio CDs.
- Glossary** The glossary lists all bold-faced terms from each chapter.
- Online Resources** Helpful online resources are listed at the end of each chapter to supplement material presented in the text.
- Test Bank** The questions in the test bank are keyed to the student learning objectives listed in each chapter. The questions provided are multiple choice and true/false questions based on the concepts presented in the text. There is no attempt here to provide additional transcription exercises.

This manual contains two Unicode fonts, Times New Roman (Windows 7) and Charis SIL (SIL International). In order to view the IPA symbols in this manual, you must have a Unicode font installed on your computer.

Chapter 1 Phonetics: A "Sound Science"

Key Terms:

dialect

International Phonetic Alphabet (IPA)

phonetics

phonology

Learning Objectives:

After reading this chapter, you will be able to:

1. Explain the importance of the study of phonetics.

Test Bank Questions: 1-3

2. Explain the importance of the *International Phonetic Alphabet (IPA)* in phonetic transcription.

Test Bank Questions: 4-5

3. State reasons for variation in phonetic transcription practice.

Test Bank Question: 6

4. State the benefits of using a Unicode font for phonetic transcription.

Test Bank Question: 7

Chapter 2 Phonetic Transcription of English

Key Terms:

allograph
allophone
broad (phonemic) transcription
closed syllable
coda
complementary distribution
consonant cluster
diacritic
digraph
free variation
grapheme
impressionistic transcription
minimal pair (contrast)
morpheme (free and bound)
narrow (allophonic) transcription
nucleus
onset
open syllable
phoneme
phonetic alphabet
rhyme
syllabic consonant
syllable
word class
word (lexical) stress

Learning Objectives:

After reading this chapter, you will be able to:

1. Contrast the differences between spelling and sound in English.
Test Bank Questions: 1-4; 24-25; 33
2. Describe the various sections of the IPA chart.
Test Bank Questions: 5-7; 26
3. Define and contrast the terms *phoneme*, *allophone*, and *morpheme*.
Test Bank Questions: 8-12; 27-33
4. Define and describe the components of a syllable.
Test Bank Questions: 13-19; 34-38
5. Identify primary stress in words.
Test Bank Questions: 20-21; 39
6. Describe the differences between broad and narrow transcription.
Test Bank Questions: 22-23; 40

TEST BANK

Chapter 1: Phonetics: A “Sound” Science

1. The study of phonetics makes it possible to:
 - a. combine words in to meaningful units for production of language
 - b. transcribe the speech sounds of any language
 - c. transcribe dialectal differences among speakers
 - d. spell words more easily
 - e. b and c only

2. *Phonetics* can be defined as:
 - a. a speech sound system that uses Unicode fonts
 - b. the study of the production and perception of speech sounds
 - c. the variation in speech production due to regional pronunciation
 - d. the systematic organization of speech sounds in language production
 - e. none of the above

3. A *dialect* is a variation of speech or language based on:
 - a. ethnic group membership
 - b. regional pronunciation
 - c. native language background
 - d. social group membership
 - e. all of the above

4. An example of a *phonetic alphabet* is:
 - a. the IPA
 - b. the Roman alphabet
 - c. the Greek alphabet
 - d. Unicode
 - e. c and d only

5. The IPA:
 - a. represents the printed letters of a language
 - b. is a particular type of Unicode font
 - c. is another name for the Roman alphabet
 - d. follows English spelling conventions
 - e. none of the above

6. Variation in phonetic practice can occur due to:
 - a. personal preference
 - b. the fact that some IPA symbols are more difficult to write than others
 - c. the way a student is taught
 - d. linguistic theory
 - e. all of the above

7. Which of the following statements regarding Unicode fonts is *true*?
- a. Every Unicode fonts contains phonetic symbols.
 - b. The use of code points is always necessary when typing IPA symbols with a Unicode font
 - c. Unicode fonts can be used with different computer operating systems.
 - d. Unicode fonts are not a good choice for entering IPA symbols.
 - e. All of the above statements are true.

Chapter 2: Phonetic Transcription of English

1. Which of the following items share an *allograph* pair?
 - a. city, chord
 - b. omelet, ostrich
 - c. gem, joke
 - d. pneumatic, pepper
 - e. none of the above

2. A pair of letters that represent a single speech sound is referred to as a(n):
 - a. digraph
 - b. allograph
 - c. phoneme
 - d. onset
 - e. diphthong

3. An example of a digraph can be found in the following:
 - a. phlegm
 - b. soon
 - c. bother
 - d. shake
 - e. all of the above

4. How many graphemes are in the word *rehashed*?
 - a. 1
 - b. 2
 - c. 3
 - d. 8
 - e. none of the above

5. The section of the IPA chart that presents the symbols associated with stress and intonation patterns is labeled:
 - a. pulmonic consonants
 - b. vowels
 - c. suprasegmentals
 - d. diacritics
 - e. the quadrilateral

6. Which IPA symbol would be used to transcribe the first consonant in the word think?
 - a. /ð/
 - b. /θ/
 - c. /t/
 - d. /f/
 - e. /ʒ/

7. The IPA vowel symbol /æ/ would be found in the word:
 - a. after
 - b. dog
 - c. bed
 - d. rain
 - e. lost

8. Which of the following contains no bound morphemes?

- a. readily
b. swims
c. calendar
- d. personalize
e. talked
9. All of the following could be minimal pairs of the word *week*, except for:
- a. wink
b. wake
c. weed
- d. woke
e. peak
10. Which of the following words has two morphemes?
- a. immeasurable
b. condone
c. preoperative
- d. astronauts
e. none of the above
11. Which of the following pairs of words are *not* minimal contrasts?
- a. share, pare
b. drink, think
c. trite, tried
- d. freight, crate
e. plaid, clad
12. Variant productions of a phoneme are called:
- a. allophones
b. digraphs
c. minimal contrasts
- d. allographs
e. morphemes
13. Which is true of the word *clings*?
- a. it does not contain a rhyme
b. it does not contain an onset
c. it does not contain a coda
- d. it is a closed syllable
e. none of the above
14. Which of the following underlined letters correctly indicates an onset?
- a. slap
b. drink
c. apple
- d. I
e. write

15. Which of the following is an open syllable?
- a. through
 - b. papers
 - c. black
 - d. drink
 - e. whine
16. Which of the following correctly indicates a coda?
- a. coda
 - b. drive
 - c. springs
 - d. code
 - e. bright
17. A consonant cluster can be found in the word:
- a. shot
 - b. stern
 - c. rough
 - d. cone
 - e. none of the above
18. Which of the following two-syllable words has two closed syllables?
- a. candid
 - b. mountain
 - c. octane
 - d. undone
 - e. all of the above
19. Which of the following has a closed first syllable and an open second syllable?
- a. context
 - b. syntax
 - c. seesaw
 - d. tundra
 - e. erase
20. Which of the following words has primary stress on the second syllable?
- a. fortunate
 - b. dandelion
 - c. impersonate
 - d. condemnation
 - e. none of the above
21. A stressed syllable is recognized by a listener due to:
- a. a rise in pitch level
 - b. a decrease in duration
 - c. a decrease in loudness
 - d. none of the above
22. [p^hrk] is an example of:
- a. broad transcription
 - b. phonemic transcription
 - c. allophonic transcription
 - d. narrow transcription
 - e. c and d only

23. Which of the following statements is true?

- a. Narrow transcription is always impressionistic.
- b. Broad transcription is also known as phonemic transcription.
- c. Virgules are used in impressionistic transcription.
- d. Virgules are used in allophonic transcription.
- e. Brackets are used in phonemic transcription.

T F 24. There are 5 allographs in the word *clown*.

T F 25. The word *rinse* contains a digraph.

T F 26. All English consonants are pulmonic consonants.

T F 27. The word *chairs* contains one morpheme.

T F 28. In the word *milked*, -ed is a free morpheme.

T F 29. The words *shot* and *shoot* are minimal pairs.

T F 30. The words *shot* and *hot* are minimal pairs.

T F 31. Allophones that are not interchangeable due to phonetic context are said to be in free variation.

T F 32. All allophones are phonemes.

T F 33. The underlined letters in the words fool and coughgh represent the same phoneme.

T F 34. The word *other* contains an onset.

T F 35. The vowel in any syllable is part of the rhyme.

T F 36. There is no consonant cluster in the word school.

T F 37. The rhyme of a syllable is composed of the onset and the nucleus.

T F 38. Closed syllables always have a coda.

T F 39. The correct primary stress marking for the word lion would be ['lion].

T F 40. Diacritics are used in *impressionistic* transcription.

TEST BANK ANSWERS

CHAPTER 1

- | | |
|------|------|
| 1. e | 5. e |
| 2. b | 6. e |
| 3. e | 7. c |
| 4. a | |

CHAPTER 2

- | | | | | |
|------|-------|-------|-------|-------|
| 1. c | 9. a | 17. b | 25. F | 33. T |
| 2. a | 10. d | 18. e | 26. T | 34. F |
| 3. e | 11. b | 19. d | 27. F | 35. T |
| 4. d | 12. a | 20. c | 28. F | 36. F |
| 5. c | 13. d | 21. a | 29. T | 37. F |
| 6. b | 14. b | 22. e | 30. T | 38. T |
| 7. a | 15. a | 23. b | 31. F | 39. T |
| 8. c | 16. c | 24. F | 32. F | 40. T |

