Fundamentals of Phonetics 5th edition Small Test Bank

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Instructor's Resource Manual and Test Bank

For

Fundamentals of Phonetics
A Practical Guide for Students

Fifth Edition

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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 Enhanced eText version of the book has supplemental audio files that provide recorded versions of many of the exercises located throughout the text. Students simply select the hyperlink to access the audio file. In addition to the electronic audio files, the eText has several elements that will enhance student learning. These include:

- the ability for students to add notes directly to the e-text
- the option to bookmark sections of the e-text to easily return to marked sections later
- clickable key terms with pop-up definitions to enhance comprehension
- the ability to print individual pages from the e-text, including *Assignments* that can be turned in to the instructor for grading

The text has several important 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 Summaries — *Chapter Summaries* are presented prior to the Review Exercises at the end of each chapter. These summaries help students tie each chapter's material to the Learning Objectives presented at the beginning of each chapter. Chapter Summaries are presented in a bulleted format for ease of comprehension.

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 exercises, found at the end of most chapters, were created to assess student progress. Recordings of Assignment exercises are found on the audio tracks in the Enhanced eText. Answers to Assignments are found only in this *Instructor's Resource Manual*.

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Audio Speaker Icons The *Audio Speaker Icons* (located in the left text margin) indicate to the student the existence of a recorded version of the exercise in the Enhanced eText. Students simply select the icon to access the audio file.

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.

NOTE: *This manual contains three Unicode fonts, Times New Roman, Doulos SIL, and Charis SIL (The Doulos and Charis fonts are available gratis from SIL International). In order to view all the IPA symbols and diacritics in this manual, you must have a Unicode font installed on your computer.*

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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:

1.1 Explain the importance of the study of phonetics and the *International Phonetic Alphabet* (IPA).
TEST BANK QUESTIONS: 1-5, 8
1.2 State reasons for variation in phonetic transcription practice.
TEST BANK QUESTION: 6, 9
1.3 State the benefits of using a Unicode font for phonetic transcription.
TEST BANK QUESTION: 7, 10

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Chapter 2 Phonetic Transcription of English

Key Terms:

allograph
allophone
broad (phonemic) transcription
canonical syllable
closed syllable
coda
complementary distribution
consonant cluster
diacritic
digraph
diphthong
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
systematic transcription
word class
word (lexical) stress

Learning Objectives:

After reading this chapter, you will be able to:

2.1 Explain the differences between spelling and sound in English.
TEST BANK QUESTIONS: 1-4, 23-24, 31
2.2 Describe the importance of *morphemes*, *phonemes*, and *allophones* in phonetics.
TEST BANK QUESTIONS: 5-9, 25-31
2.3 Define and describe the components of a syllable.
TEST BANK QUESTIONS: 10-17, 32-37
2.4 Identify primary stress in words.
TEST BANK QUESTIONS: 18-19, 38
2.5 Describe the differences between broad and narrow transcription, and systematic and impressionistic transcription
TEST BANK QUESTIONS: 20-22, 39-40

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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

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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.

T F 8. The IPA cannot be used to transcribe individuals with speech sound disorders.

T F 9. The IPA symbol /ɹ/ is used to transcribe the initial sound in the word "red."

T F 10. Special software is not required to type phonetic symbols with a PC or Mac.

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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. Two 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. Which of the following contains no bound morphemes?

   a. readily
   b. swims
   c. calendar
   d. personalize
   e. talked

6. All of the following could be minimal pairs of the word *week*, except for:

   a. wink
   b. wake
   c. weed
   d. woke
   e. peak

7. Which of the following words has two morphemes?

   a. immeasurable
   b. condone
   c. preoperative
   d. astronauts
   e. none of the above

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8. 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

9. Variant productions of a phoneme are called:

a. allophones
b. digraphs
c. minimal contrasts
d. allographs
e. morphemes

10. 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

11. Which of the following underlined letters correctly indicates an onset?

a. <u>s</u>lap
b. <u>dr</u>ink
c. <u>ap</u>ple
d. <u>I</u>
e. <u>w</u>rite

12. Which of the following is an open syllable?

a. through
b. papers
c. black
d. drink
e. whine

13. Which of the following correctly indicates a coda?

a. cod<u>a</u>
b. <u>dr</u>ive
c. spri<u>ngs</u>
d. cod<u>e</u>
e. <u>br</u>ight

14. A consonant cluster can be found in the word:

a. shot
b. stern
c. rough
d. cone
e. none of the above

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15. Which of the following two-syllable words has two closed syllables?

a. candid
b. mountain
c. octane
d. undone
e. all of the above

16. Which of the following has a closed first syllable and an open second syllable?

a. context
b. syntax
c. seesaw
d. tundra
e. erase

17. _____ is considered to be the canonical syllable in English.

a. CVC
b. CV
c. CCVCC
d. CCCVCCCC
e. none of the above

18. 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

19. 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

20. [p^hɪk] is an example of:

a. broad transcription
b. phonemic transcription
c. allophonic transcription
d. narrow transcription
e. c and d only

21. 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.

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22. _____ transcription requires knowledge of the sound system of a language.

a. impressionistic
b. systematic
c. phonemic
d. allophonic
e. a and b only

T F 23. There are 5 allographs in the word *clown*.

T F 24. The word *rinse* contains a digraph.

T F 25. The word *chairs* contains one morpheme.

T F 26. In the word *milked*, -ed is a free morpheme.

T F 27. The words *shot* and *shoot* are minimal pairs.

T F 28. The words *shot* and *hot* are minimal pairs.

T F 29. Allophones that are not interchangeable due to phonetic context are said to be in free variation.

T F 30. All allophones are phonemes.

T F 31. The underlined letters in the words fool and cough represent the same phoneme.

T F 32. The word *other* contains an onset.

T F 33. The vowel in any syllable is part of the rhyme.

T F 34. There is no consonant cluster in the word school.

T F 35. The rhyme of a syllable is composed of the onset and the nucleus.

T F 36. Closed syllables always have a coda.

T F 37. Some languages have a canonical syllable of the form CV.

T F 38. The correct primary stress marking for the word “lion” would be ['lion].

T F 39. Diacritics are used in *impressionistic* transcription.

T F 40. Systematic transcription may be either broad or narrow.

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TEST BANK ANSWERS

CHAPTER 1

1. e
2. b
3. e
4. a
5. e
6. e
7. c
8. F
9. T
10. T

CHAPTER 2

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

CHAPTER 3

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

CHAPTER 4

1.	d	7.	a	13.	d	19.	b	25.	F
2.	b	8.	b	14.	e	20.	d	26.	T
3.	c	9.	a	15.	b	21.	T	27.	T
4.	d	10.	c	16.	c	22.	F	28.	F
5.	e	11.	a	17.	a	23.	F	29.	F
6.	e	12.	c	18.	c	24.	T	30.	T

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