

13. Describe two methods of dealing with pronunciation in Community Language Learning.
- A.
 - B.
14. Moreley suggests that there are currently at least four groups of English language learners whose oral communication needs mandate a high level of intelligibility and therefore require special assistance with pronunciation. What are these groups?
- A.
 - B.
 - C.
 - D.
15. What are the four notions that were advocated by the founders of the “Reform Movement” in language teaching?
- A.
 - B.
 - C.
 - D.
16. Fill in the blanks: _____ analysis treats observable behavior (the “outsider’s” perspective), while _____ analysis deals with the culturally coherent system that “underlies” behavior (the “insider’s” perspective).
17. Fill in the blanks with the appropriate pronunciation teaching technique:
- A. _____ . “She sells seashells by the seashore.”
 - B. _____ . Drills in which sounds that are learned first by children are taught first to adults, e.g., /w/ before /l/ and /r/.
 - C. _____ . Use of articulatory descriptions, diagrams and a phonetic alphabet.

Chapters 2 and 3: Research on the acquisition of pronunciation and English Consonants

18. What are the three types of language learning errors identified by Richards (1971)?
 - A.
 - B.
 - C.
19. Describe the “interlanguage hypothesis.”
20. List the places of articulation for English consonants, according to the Celce-Murcia *et al* text:
21. List the manners of articulation for English consonants:
22. Describe “instrumental motivation” and “integrative motivation” for 2nd language acquisition:
 - A. Instrumental motivation:
 - B. Integrative motivation:
23. Describe Schumann’s “acculturation model” of 2nd language acquisition:
24. What is “contrastive analysis”?
25. Give an example of allophones of one phoneme in English:

Chapter 4: English vowels

34. List all of the tense vowels and lax vowels of English, as they appear in stressed syllables:
- A. Tense vowels:
 - B. Lax vowels:
35. Give complete articulatory descriptions of the following English vowels: *NOTE: Different vowels may appear on the exam.*
- /æ/ _____.
- /ɛ/ _____.
- /u/ _____.
- /iy/ _____.
36. Explain what a sonorant sound is:
37. A(n) _____ syllable is a syllable that has no coda. A(n) _____ syllable is a syllable that has a coda.
38. Give two minimal pairs in English that illustrate the contrast between /iy/ and /ɪ/:
- a. _____
 - b. _____
39. A _____ sound is a voiced sound that can function as the peak of a syllable.
40. Briefly describe what is meant by vowel “coloring:”
41. When do vowels in English tend to be a little longer than normal?
42. When do vowels in English reduce to schwa?
43. List the three phonemic diphthongs of English (as presented in the C-M text):
- A. _____
 - B. _____
 - C. _____

44. Define the term “formant” as used in acoustic phonetics:
45. Why isn’t the articulatory classification of vowels as clear-cut as that of consonants?

Chapters 5 and 6: Connected speech and Suprasegmentals

46. Match the following key terms with their characterizations (given below in random order): (*Note: The order of the terms and the answers may be different on the actual exam.*)

Assimilation: ____ Deletion: ____ Stress-timed: ____.

Syllable-timed: ____ Free-stress: ____ Fixed-stress: ____.

Tone: ____ Pitch: ____ Intonation: ____.

Function word: ____ Content word: ____ Epenthesis: ____.

Glide intonation: ____ Step intonation: ____ Wh-question: ____.

Tag-question: ____ Yes/no question: ____ Appositive: ____.

Prosody: ____ Rhetorical question: ____ Compounds: ____.

- A. Pitch that is phonemic at the lexical level.
- B. A language type in which it is possible to predict on phonological grounds what the stress pattern on a word will be.
- C. A falling intonation pattern used when the last primary stressed syllable of an utterance is also the last syllable of the utterance.
- D. A question that expects no response.
- E. When a sound is inserted in a certain context.
- F. A language type in which utterances with the same number of “feet” have approximately the same duration.
- G. When a given sound disappears in a certain context.
- H. Variations in F0, the speed at which the vocal folds are vibrating.
- I. Emic patterns of pitch variation that apply to entire thought groups.
- J. Words that have “rich” lexical meaning, and belong to “open” classes.

- K. Words composed of two or more base elements.
 - L. When a given sound takes on characteristics of a neighboring sound.
 - M. Words that have “bleached” grammatical meaning, and belong to “closed” classes.
 - N. A question that expects a response of “yes” or “no.”
 - O. A question that expects a response that involves some rich information, beyond just “yes” or “no.”
 - P. A question that is a statement, followed by a reduced question, usually of opposite polarity.
 - Q. A language type in which utterances with the same number of syllables have about the same duration.
 - R. A phrase or clause that follows a noun, giving more information about the noun, but is not part of the same syntactic unit as the noun.
 - S. The rhythm and timing of speech.
 - T. A language type in which it is impossible to predict on phonological grounds what the stress pattern on a word will be.
 - U. A falling intonation pattern used when the last primary stressed syllable of an utterance is NOT the last syllable of the utterance (i.e., it is followed by one or more unstressed syllables).
47. Fill in the blanks: In a(n) _____ foot, the more highly stressed syllable comes first. In a(n) _____ foot, the more highly stressed syllable comes last. *Note: The order of the blanks may be reversed in the actual exam.*
48. Describe the difference between the intonation of compounds like “blackbird” and modified noun phrases like “black bird” in English.
49. What type of language is English in terms of the placement of stress?
50. What type of language is English in terms of timing?