



SKOLEEKSAMEN

2009/HØST

2 sider

ENG1101:Engelsk fonetikk og intonasjon

Ingen hjelpemidler tillatt

4timer

Torsdag 10.desember 2009

Answer ALL questions. Candidates must obtain a pass mark on all three questions.

1 (40%) Phonemic transcription

Give a phonemic transcription of the following lines, taking care to observe, and use in your transcription, the bars and the stress-marking provided. (Please state which accent you are transcribing, RP or GA.)

- A: (a) | 'Did you 'hear that we're for'bidden from 'taking 'penknives to 'camp, Jason |
- (b) | 'Spoons are o'kay, | but 'knives are now a 'no-no at 'Scout camps |
- (c) | 'Would you be'lieve it, | 'knives are 'dangerous, | but 'isn't that 'half the 'point |
- B: (d) | The 'series of 'fatal 'stabblings | has 'highlighted a 'growing 'knife culture in the U'K|
- A: (e) | It's 'safest to as'sume that 'knives should 'not be 'carried by 'anybody to a 'camp |
- B: (f) | 'How's a 'Scout to be 'pre'pared' then, | to 'cut a length of 'string or flash 'messages |
- A: (g) | Be'cause of 'health and 'safety fears, | we're 'not 'learning to 'handle responsi'bility |
- B: (h) | 'After 'all, | it's about 'growing 'up, | not ca'strating us 'one 'tool at a 'time |

2 (30%) Phonetics

Answer the questions below, relating to the pronunciation (RP or GA) of the following sentence:

| She'd re'garded them as 'equals, but 'John had dropped her and a'chieved 'more, | 'hadn't he |

RP / ʃɪd rɪ'gɑ:dɪd ðəm əz 'i:kwəlz bət 'dʒɒn əd drɒpt ər ənd ə'tʃi:vɪd 'mɔ: | 'hædnt ɪ |

GA / ʃɪd rɪ'gɑ:rdəd ðəm əz 'i:kwəlz bət 'dʒɑ:n əd drɑ:pt ər ənd ə'tʃi:vɪd 'mɔ:r | 'hædnt ɪ |

- a) Which sounds in the word *equals* might Norwegian learners of English find difficult to pronounce, and why? Describe the correct English articulation of the problematic sounds, and point out what articulation(s) Norwegians are likely to substitute in each case.
- b) State briefly what weak forms and strong forms of pronunciation are (in general), and then give reasons for the use of the three separate examples of pronunciations of the word *had* in the above sentence.
- c) Give the rule for the pronunciation of regular <-(e)d> suffixes, and show how this accounts for the way the past tense suffix is pronounced in the words *regarded*, *dropped*, and *achieved*.

3 (30%) Intonation

In the following exchanges, TWO possible intonation patterns (or series of patterns) are given for speaker B's response. For BOTH of speaker B's responses in each case, (a) give a **description of the intonation patterns (tunes)** used, and suggest what (b) the **communicative function** and (c) the **attitudinal meaning** are likely to be. You should also comment on any other differences in meaning (concerning e.g. grammar and/or reference) related to the differences between the tunes.

- (i) A: | ¹What shall I do [\]now |
B1: | ¹Try to ¹come on [\]time |
B2: | [\]Try to come on [\]time |
- (ii) A: | ¹Gavin is going a [\]broad next week |
B1: | ¹Where's he [\]going |
B2: | [/]Where's he going |
- (iii) A: | ¹Would you ¹like to go [/]skiing with me at Christmas, Agnes |
B1: | I [\]don't really [\]like skiing, I'm afraid |
B2: | I ¹don't really [\]like skiing | ¹I'm a [\]fraid |

Begrunnelse: Ta kontakt med din faglærer på e-post innen 1 uke etter at sensuren er kunngjort i StudentWeb. Oppgi navn og kandidatnummer. Sensor bestemmer om begrunnelsen skal gis skriftlig eller muntlig.