



UNIVERSITETET I OSLO

Institutt for litteratur, områdestudier og europeiske språk

SKOLEEKSAMEN

2009/HØST

2 sider

ENG1103: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) | 'Di d 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 'stabbings | 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 A (a, b, and c) and B (EITHER...or ... OR)

A

- a) Classify the consonants in *tea*, *the*, and *we* according to force, place, and manner. Then describe the consonant **differences** which enables this set of words to be distinguished in English:

tea / ti: /, *the* / ði: /, *we* / wi: /.

- b) Explain what is meant by the term *assimilation*. Then describe and account for how this process has affected some of the /d/ and /t/ sounds in the following sentence, with respect to direction and type of assimilation, and whether the assimilation is partial or complete:

| *Would you believe it, | that boy likes good books, | but that girl likes good cakes |*
/ wʊdʒu bæli:v it | ðæp bɔɪ laɪks gʊb bʊks | bət ðæk gɜ:l laɪks gʊɡ keɪks /

- c) Describe in details the articulation of the word *vowels* / 'vaʊəlz / as pronounced in isolation. Which sounds in this word might Norwegian learners of English find difficult to pronounce, and why? Point out what articulation(s) Norwegians are likely to substitute in each case.

(2 B continues on page 2...)

(2 (30%) Phonetics, continued...)

- B EITHER Give the rules of pronunciation governing the regular formation of the <(-e)s> suffix and the <(-e)d> suffix. Give examples in each case.
- OR Explain briefly what is meant by ANY THREE of the following five pairs, giving examples of each from the phonetics of English:
- (i) aspiration and devoicing
 - (ii) weak form and strong form
 - (iii) phoneme and allophone
 - (iv) monophthong and diphthong
 - (v) linking /r/ and intrusive /r/

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 ²now |
B1: | ¹Try to ¹come on ²time |
B2: | ²Try to come on ¹time |
- (ii) A: | ¹Gavin is going ²a broad next week |
B1: | ¹Where's he ²going |
B2: | ¹Where's he going |
- (iii) A: | ¹Would you ¹like to go ²skiing with me at Christmas, Agnes |
B1: | I ²don't really ¹like skiing, I'm a fraid |
B2: | I ¹don't really ²like skiing | ¹I'm a ²fraid |
- (iv) A: | Ap²parently | ¹Kevin doesn't ¹mind coming here at ²all |
B1: | I ¹had a ¹feeling he'd ¹come here to meet ²Laura |
B2: | I ¹had a ²feeling he'd come here to meet ¹Laura |

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.