



WRITTEN EXAMINATION
2013 SPRING
2 pages

ENG1103 – English Phonetics and Intonation, and Introduction

4 hours

28 May 2013

No dictionaries are allowed. All answers must be written on the copy sheets provided. ALL questions must be answered, and all questions must be answered in English. Candidates must obtain a pass mark on all three questions.

1. Phonemic transcription (30%)

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

- a) | Do you 'have any 'plans for the 'summer 'holidays, Mary? |
- b) | As a 'matter of 'fact I 'do, 'thanks for asking! |
- c) | Our 'plan is to 'go up 'north to the 'polar 'circle, | and 'then 'on to 'Spitsbergen. |
- d) | I 'see. | 'Quite a 'cold ad'venture for a 'Norwegian, I must 'say. |
- e) | Yes, but we 'went to 'Africa 'last 'summer, | on a 'three-week sa'fari. |
- f) | 'How about 'you, Joyce? | Any 'chance of a 'jungle 'visit? |
- g) | I'm 'going to 'Spain 'next 'week, | for a 'conference on lin'guistics. |
- h) | It's a 'hard 'life, | but 'someone's 'got to 'do it! |

2. Phonetics (40%)

Answer A (a, b, and c) and B (either EITHER ... or ... OR)

A

- a) Describe the articulation of the word *girdles* RP /'gɜ:dlz/ GA /'gɜ:rdlz/ 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.
- b) Classify the **vowel** sounds in *bet*, *bought*, *bait*, describing the **differences** that enable this set of words to be distinguished in English.
bet /bet/ *bought* /bɔ:t/ *bait* /beit/
- c) Explain what is meant by 'rhoticity', and by 'rhotic' vs. 'non-rhotic' accents of English. Your explanation should also account for phonetic phenomena/features which are **related** to rhoticity.

B

EITHER Explain what is meant by ‘fortis’ and ‘lenis’ consonants, including features other than voicing which help distinguish between the two sets of consonants.

OR Explain briefly what is meant by any **THREE** of the following five pairs, giving examples of each from the phonetics of English:

- (i) *-(e)s* and *-(e)d* suffixes;
- (ii) phoneme and allophone;
- (iii) assimilation and elision;
- (iv) stress and accent;
- (v) slit fricatives and groove fricatives.

3. Intonation (30%)

In the following exchanges, **TWO** possible intonation 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. accent-placing, grammar and /or reference) related to the differences between the tunes.

- (i) A: | I ↗ really don't ↗ know what to \ do, Joan |
B1: | \ Don't \ fret so much |
B2: | \ Don't ↗ fret so much |
- (ii) A: | \ Help me fold the ↗ clothes, will you, Charles |
B1: | \ Help you fold the ↗ clothes |
B2: | ↘ Help you ↘ fold the \ clothes |
- (iii) A: | Did you find \ out \ what \ made \ that ↗ noise |
B1: | \ Nothing \ there, I'm afraid |
B2: | \ Nothing \ there | ↗ I'm a \ afraid |

Explanation: For an explanation of the mark obtained, please contact the teacher responsible for the course within one week after the exam result has been published in StudentWeb. Remember to include your name and candidate number. The examiner will then decide whether to give a written explanation or meet with you and give an oral explanation to you in person.