

i Information

University of Oslo

Department of Literature, Area Studies and European Languages

Spring 2020

ENG1103 – English Phonetics and Intonation

4-hour written exam without supervision, 3 June at 9:00 am.

Practical information about the examination

This exam consists of two parts.

You should answer all the questions in both parts.

All questions must be answered in English.

All answers must be written directly into Inspira.

Inspira will automatically save your answer every 15 seconds. Your answers will be automatically submitted in Inspira when the examination time is up. After starting the exam, you will see your remaining time in the upper left corner.

There are two parts to the exam – Phonetics and Intonation – and you must answer each as a separate unit. You may, at any time, switch back and forth between the exam modules containing each part/question in order to check what you have done.

If you quote directly from a source, you should provide a reference in brackets after the quote. It is not mandatory to write a complete reference list, but if you do write one, place it at the end of the module for Part II.

If you want to withdraw from the examination, please click on the icon in the right corner, and then choose “withdraw”.

IPA and intonation symbols

IPA symbols should be used where they are suitable. They can be cut-and-pasted from the symbols page.

Intonation symbols can be used (they can be cut-and-pasted from the symbols page) or two letter codes can be substituted for them (see the symbols page for these).

Sources and referencing

It is important that you familiarize yourself with the rules for sources and referencing: <https://www.hf.uio.no/english/studies/sources-referencing/index.html>

It is not mandatory to include a bibliography (reference list) in a short take-home examination (2-6 hours). Using other people’s material without declaring it properly may be considered as cheating or attempted cheating. The consequences of cheating or attempted cheating may be severe for you as a student, please follow the link for more information: <https://www.uio.no/english/studies/examinations/sources-citations/>

Contact information

If you are experiencing technical difficulties during your examination or have further questions, please call 22 84 10 70 or 22 85 91 73.

Useful symbols – IPA and intonation

You can cut and paste from here:

CONSONANT PHONEMES (RP and GA)

SYMBOL and KEYWORD

1. /p/ <i>pen</i>	9. /f/ <i>fan</i>	17. /h/ <i>hen</i>
2. /b/ <i>Ben</i>	10. /v/ <i>van</i>	18. /m/ <i>met</i>
3. /t/ <i>ten</i>	11. /θ/ <i>thin</i>	19. /n/ <i>net</i>
4. /d/ <i>den</i>	12. /ð/ <i>then</i>	20. /ŋ/ <i>si<u>ng</u></i>
5. /k/ <i>cap</i>	13. /s/ <i>Sue</i>	21. /l/ <i>le<u>t</u></i>
6. /g/ <i>ga<u>p</u></i>	14. /z/ <i>zo<u>o</u></i>	22. /r/ <i>ra<u>t</u></i>
7. /tʃ/ <i>chi<u>ll</u></i>	15. /ʃ/ <i>sho<u>e</u></i>	23. /j/ <i>ye<u>t</u></i>
8. /dʒ/ <i>Ji<u>ll</u></i>	16. /ʒ/ <i>beige</i>	24. /w/ <i>w<u>e</u>t</i>

VOWEL PHONEMES

SYMBOL and KEYWORD

RP/GA	RP/GA
1. /ɪ/ <i>pit</i>	8. /i:/ <i>peel</i>
2. /e/ <i>pet</i>	9. /u:/ <i>pool</i>
3. /æ/ <i>pat</i>	10. /ɜ:/ <i>pearl</i>
4. /ʊ/ <i>put</i>	11. /ɑ:/ <i>bar</i>
5. /ɒ/ <i>pot</i> (not in GA)	12. /ɔ:/ <i>bore</i>
6. /ʌ/ <i>putt</i>	
7. /ə/ <i><u>a</u>bove, comm<u>a</u></i>	
RP	GA
13. /eɪ/	/eɪ/ <i>bay</i>
14. /aɪ/	/aɪ/ <i>buy</i>
15. /ɔɪ/	/ɔɪ/ <i>boy</i>
16. /əʊ/	/oʊ/ <i>boat</i>
17. /aʊ/	/aʊ/ <i>bout</i>
18. /ɪə/	(/ɪr/) <i>beer</i>
19. /eə/	(/er/) <i>bare</i>
20. /ʊə/	(/ʊr/) <i>pure</i>

The complete IPA alphabet is available at <https://www.internationalphoneticalphabet.org/ipa-charts/ipa-symbols-chart-complete/>

OTHER SYMBOLS

- /.../ phonemic transcription
- [...] phonetic/allophonic transcription
- <...> (a) sequence of letters, or (b) word
- ' stressed syllable and primary stress
- , syllable with secondary stress
- |...| a word group
- ? dubious/unlikely form
- * impossible/unacceptable form

Intonation: Heads

- ˈhigh head pitch accent – (or just type 'HH')
- ˌlow head pitch accent – (or just type 'LH')
- ːfalling head pitch accent – (or just type 'FH')
- ˑrising head pitch accent – (or just type 'RH')

Intonation: Nuclei

- \high fall – (or just type 'HF')
- \low fall – (or just type 'LF')
- /high rise – (or just type 'HR')
- /low rise – (or just type 'LR')
- ^fall-rise – (or just type 'FR')
- \fall plus /rise – (or just type 'F' then 'R')

1 **Part I: Phonetics**

Answer all four questions (A–D)

A) Articulation

Describe in detail the articulation of the word *drink* /drɪŋk/ as pronounced in isolation.
(It is **not** enough to simply classify i.e. you need to do more than provide labels like *fortis bilabial plosive*. You need to describe how the sound is produced: what are the movements of the articulators, what happens to the airstream, are the vocal cords vibrating? etc.)

B) Weak and strong forms

There are three mistakes in the use of weak/strong forms in the following transcription.

Correct the mistakes and **explain** what is wrong.

“He wouldn't say why the man was with him.”
/ ɪ wədnt 'seɪ waɪ ðɪ 'mæn wəz wɪð ɪm /

C) Assimilation

- i) **Define** the term ‘assimilation’.
- ii) **Describe** how this process has affected some of the sounds in the following utterance, with respect to the direction, type and degree of assimilation.

| Good grief! | Did you realize | that that book can't be had? |
/ ɡʊɡ gri:f | dɪdʒʊ rɪəlaɪz | ðæt ðæp bʊk kɑ:mp* bɪ hæd |

* RP is / kɑ:mp/; GA is / kæmp/

D) Allophonic variation

- i) **Explain** what is meant by the term ‘allophonic variation’.
- ii) **What are the differences in the realizations** of /t/ in the pronunciation of the following sentence?

Maximum marks: 0

Answer both questions (A and B)

In the following exchange, TWO possible intonation patterns are given for speaker B's response. For BOTH of speaker B's responses:

- (a) classify **the intonation patterns (tunes)** used, and
- (b) suggest what the **communicative function** and the **attitudinal meaning** are likely to be.
- (c) 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.
- You may suggest paraphrases if you find it useful.

- 1 A: | This | book's the | best I've | ever \read |
 B1: | It ↗certainly ↗has an ↗interesting \plot |
 B2: | It ↘certainly has an ↘interesting ∨plot |
- 2 A: | | How did the | children \do |
 B1: | The ↗girls | who were ↗there | | passed with |flying \colours |
 B2: | The |girls who were ↗there | | passed with |flying \colours |

In the following, the words of Speaker B's responses have been given, and the communicative functions and attitudinal meanings have been indicated.

For BOTH of **speaker B's** responses:

- (a) supply appropriate **intonation patterns** to match the CF and AM in each case, and
(b) give **reasons** for your choice of intonation pattern as well as for your accent-placing.

- 1 A: | The 'neighbours' son sings like a 'pop star' |
 B1: | Like a pop star |

B2: | Like a pop star |

AM: non-definite, non-conclusive, cold, grumpy, reserved, disbelieving

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