



# UNIVERSITETET I OSLO

Institutt for litteratur, områdestudier og europeiske språk

## SKOLEEKSAMEN

2010/VÅR

2 sider

ENG1103:Engelsk fonetikk og intonasjon

Ingen hjelpemidler tillatt

4timer

Tirsdag 1.juni 2010

*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) | We've had a 'lovely white 'winter in 'Oslo this year, Christopher. |
- (b) | 'Well, Gina, | the 'snow may 'brighten things 'up a bit 'there, |  
but it 'simply caused 'chaos in 'Reading the 'week before 'Christmas. |
- (c) | The 'roads were so 'slippery | that 'people just had to a'bandon their 'cars. |
- (d) | You're so 'badly pre'pared for the 'winter in 'England. |
- (e) | 'I changed to 'winter tyres in the be'ginning of De'cember, | and kept 'snow chains and  
a 'shovel in the 'boot, | in case of 'difficulties. |
- (f) | We 'don't 'often need such e'quipment, | 'this year was un'usual. |
- (g) | 'Schools were 'shut and 'old people de'cided to stay in'doors, |
- (h) | although 'tons of 'salt were used | to 'melt the 'snow on the 'roads. |

### 2 (30%) Phonetics

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

#### A

- a) Classify the vowels in *mead*, *mood*, and *mud* and place them in a vowel diagram. Then describe the **differences** in articulation which enable this set of words to be distinguished in English.  
*mead* /i:/; *mood* /u:/; *mud* /ʌ/;
- b) Describe and account for **the release phase** of the various /t/ sounds in the pronunciation of the following words:  
*told*; *twice*; *bottle*; *button*;
- c) Describe in detail the articulation of the word *squirrels* (RP /'skwɪrəlz/ or GA /'skwɜːrəlz/), 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.

(2B continues on page 2...)

(2 (30%) Phonetics; continues...)

B

**EITHER** Give an account of weak and strong forms of pronunciation in English. Give examples.

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

- (a) phonemes and allophones
- (b) rhotic and non-rhotic accents of English
- (c) fricatives and affricates
- (d) clear /l/ and dark /l/
- (e) progressive and regressive assimilation

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.

- 1 A: | My \car's gone | it was ↘ here just ↗ now |  
B1: | <sup>1</sup>Somebody's \ taken it |  
B2: | <sup>1</sup>Somebody's ↗ taken it |
- 2 A: | I'd <sup>1</sup>like to dis\cuss my in\ vestments |  
B1: | You can <sup>1</sup>speak to the \ fund manager, | <sup>1</sup>Mr. \ Prescott |  
B2: | You can <sup>1</sup>speak to the \ fund manager, Mr. Prescott |
- 3 A: | I <sup>1</sup>don't think you should <sup>1</sup>do it \ now |  
B1: | But <sup>1</sup>try to <sup>1</sup>see my \ point |  
B2: | But ↗ try to ↗ see my \ point |
- 4 A: | Ap\parently <sup>1</sup>John's \ happy about the arrangements |  
B1: | I <sup>1</sup>thought he'd a \gree with \ Susan |  
B2: | I \thought he'd a gree with \ Susan |

**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.