



WRITTEN EXAMINATION
2012 AUTUMN
2 pages

ENG1103 – English Phonetics and Intonation, an Introduction

4 hours

3 December 2012

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) | 'How are 'things, Claire? | Looking 'forward to 'Christmas and some 'time 'off? |
- b) | It's the 'season to be 'jolly, they say. |
- c) | 'Deck the 'halls with 'boughs of 'holly, | while 'I 'tell of 'Yule-tide 'treasure. |
- d) | But 'that's a 'problem for us, | what with 'holly being 'thin on the 'ground here. |
- e) | Well, then 'strike the 'harp and 'join the 'chorus! |
- f) | 'Come, 'come! | There's 'always a 'chance you'd 'like it there. |
- g) | 'What if we 'broke with 'ancient tra'dition | and 'spent New Year's 'Eve somewhere 'else? |

2. Phonetics (40%)

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

A

- a) Describe the articulation of the word *thunders* (RP /θʌndəz/, GA /θʌndərz /) 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 **consonant** sounds in *luck*, *lull*, *lush*. Then describe the **differences** that enable this set of words to be distinguished in English.
luck /lʌk/ *lull* /lʌl/ *lush* /lʌʃ/
- c) Explain what is meant by 'the *-(e)s* and *-(e)d* suffixes'. Then give the rules governing their pronunciation, including examples in each case.

B

EITHER Explain what is meant by 'weak and strong forms' of articulation, including the factors which determine their distribution. Then account for how these rules

apply to (some) relevant words from your transcription of Part 1; you may also supply your own examples.

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

- (i) centring diphthongs and closing diphthongs;
- (ii) fortis and lenis consonants;
- (iii) aspiration and devoicing;
- (iv) syllable structure and the distribution of sounds in English;
- (v) rhotic and non-rhotic accents of English.

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. grammar and /or reference) related to the differences between the tunes.

- (i) A: | ^lHow do I sort [\]out this mess |
B1: | ^lDon't ^ldo ^lanything [\]stupid |
B2: | ^lDon't ^ldo [\]anything, stupid |
- (ii) A: | Ap ^vparently | Sarah [\]wouldn't mind doing it |
B1: | I ^sthought she said ^vno |
B2: | I [\]thought she said [∨]yes |
- (iii) A: | I just ^lbought the [\]plane tickets | for our [∨]holiday |
B1: | ^lWhat did you [∨]do |
B2: | [/]What did you do |

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.