



SCHOOL EXAM
2012/SPRING
2 pages

ENG1103 – English Phonetics and Intonation

4 hours

Tuesday, 29. May

No dictionaries are allowed. All answers must be written on the carbon paper 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 (40%)

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 | They 'said on the 'weather forecast that it's 'likely to 'rain soon. |
- B | 'Nothing 'new 'there. | The 'climate's gone 'crazy! | 'Blame it 'all on 'global 'warming. |
- B | The 'rising 'average 'temperature of 'Earth's 'atmosphere and 'oceans. |
- A | But 'what 'causes this warming? | Pol'lution? | E'mission of 'greenhouse 'gases? |
- A | 'Burning of 'fossil 'fuels? | The de'struction of the 'rain forest? | 'All of the a'bove? |
- B | 'Who's to 'know. | We 'do know that it will re'sult in more ex'treme 'weather, though. |
- B | There'll be 'heat waves and 'heavy 'rainfall. | The 'sea levels are ex'pected to 'rise. |
- B | Of course 'that's what 'happens | when you 'mess up the 'ecosystem! |

2. Phonetics (30%)

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

A

- Describe the articulation of the word *thieves* /θi:vz/ 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.
- Classify the **initial** consonant sounds in *lean*, *sheen* and *bean*. Then describe the **differences** that enable this set of words to be distinguished in English.
lean /li:n/ *sheen* /ʃi:n/ *bean* /bi:n/
- Explain what is meant by the term *assimilation*. Then describe and account for how this process has affected some of the sounds in the following utterance, with respect to the direction and type of assimilation, and whether the assimilation is partial or complete.
| Good grief! | Did you realize | that that book can't be had? |
| gʊd gri:f | dɪdʒʊ rɪəlaɪz | ðæt ðæp bʊk kɑ:mp bɪ hæd |

B**EITHER**

Give an account of weak and strong forms of articulation in English, including the factors which determine their distribution, and providing examples to illustrate your points. You may, for instance, use as examples your transcription of the words *there*, *that* and *the* in Question 1.

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) allophonic shortening of vowels and nasalisation of vowels
- (iii) rhotic and non-rhotic accents of English
- (iv) lip rounding and vowel height
- (v) *-(e)s* and *-(e)d* suffixes.

3. Intonation (30%)

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: | This 'book's the 'best I've 'ever \read |
 B1: | It ↗certainly ↗has an ↗interesting \plot |
 B2: | It ↘certainly has an ↘interesting ∨plot |
- (ii) 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 |
- (iii) A: | You were ↘right about what ∨John said |
 B1: | I , thought he said /Thursday |
 B2: | I \thought he said /Thursday |

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.