



Høgskolen i Telemark
Fakultet for allmennvitenskapelige fag

SLUTTEKSAMEN

2013 THE SOUNDS OF ENGLISH

06.05.2015

Tid: *5 timer*

Målform: *Engelsk*

Sidetal: *4 (inkl. forside)*

Hjelpemiddel: *Liste over vokaler og konsonanter (RP og GA)*

Merknader: *Svar på **alle** spørsmålene*

Vennligst skriv svarene dine på ordinære svarark, og ordne arkene dine slik at svarene kommer i samme rekkefølge som spørsmålene.

Vedlegg: *Ingen*

Denne eksamenen teller 100% av den endelige karakteren i kurs 2013.

Eksamensresultata blir offentliggjort på nettet via Studentweb.

10% **1. Fill in the blanks.**

- a. The initial sound in "vacation" is _____, i.e. articulated with the lower lip touching the upper teeth.
- b. /___/ is a low front English vowel.
- c. The /i:/ vowel in the word "neat" is slightly _____ than the /i:/ vowel in "knead".
- d. Different phonetic variants of a sound which are recognized as a single phoneme are called _____.
- e. In the minimal pair "fuzz"–"phase", the phonemes in contrast are /___/–/___/.
- f. _____ languages devote approximately the same amount of time to each foot.
- g. A child's pronunciation of the word "water" as [wɔwɔ] is a typical case of phonological _____.

15% **2. Provide a phonemic transcription of the following passage – adapted from J. Tey *The Daughter of Time* – in RP or GA (specify which one). Remember to use weak forms for function words, and to mark primary stress in multi-syllabic content words.**

“So what do you know about Richard the Third?” asked Grant.

“He was the first mass murderer.”

“What? I thought it was just two nephews.”

“Oh, no. I don't really know much history, but at least I know that. He murdered his brother and his cousin, and the poor old king in the Tower of London, and then he finished off with his little royal nephews. A wholesale performer.”

10% **3. Explain carefully what happened in these cases of assimilation. Make sure to show what features the affected phoneme(s) had before and after, what changed, and why.**

- a. in Greece /ɪŋ ɡri:s/
- b. I need you /aɪ ni:ɔ̃ u/
- c. of course /əf kɔ:ɪs/

12% **4. Draw the syllable structure diagrams for the words transcribed below (using the labels σ for ‘syllable’, O ‘onset’, R ‘rhyme’, N ‘nucleus’, C ‘coda’, x ‘skeletal slot’), then briefly explain why the syllabifications preceded by ⊗ are disfavored.**

- a. accuse /əkju:z/ ⊗ /ək.ju:z/
- b. mendable /mendəbl/ ⊗ /me.ndə.bl/

- 10% **5. State which syllables bear primary stress in the following words (ult, penult, or antepenult), and then explain the criteria according to which the primary stress can be predicted.**
- a. erupt /ɪ.ɹʌpt/
 - b. potato /pə.teɪ.tou/
 - c. Japanese /dʒæ.pə.niːz/
- 8% **6. Draw the foot structure (metrical trees) of the following. Primary and secondary stresses are given in the transcription.**
- a. saxophone /'sæk.sə.ˌfoʊn/
 - b. personal space /'pɜːl.sə.nl. 'speɪs/
- 15% **7. Mark intonation phrase (IP) boundaries in the following dialogue using the symbol |. Then for each IP, underline the appropriate tonic syllable and suggest a suitable intonation for it (using arrows). Do not transcribe.**
- Context: A patient sees a doctor about an injury to his finger.*
- A: This one? Yes, it's nasty, isn't it! Is it painful?
 B: Very painful, doctor.
 A: How did you do it?
 B: Quite frankly, it was my fault. I was tinkering with my wife's sewing machine yesterday, and I poked my finger inside it, to reach for something. Then just as I nearly had it, I dropped the thing. The sewing machine, I mean. The machine wasn't damaged, but my finger was.
- 10% **8. Identify which accent each of the two narrow transcriptions represents: RP, GA, or SSE (Standard Scottish English). Then say, for each difference, whether it is systemic or realizational, and explain why.**
- a. whistler i. [wɪstləɹ] ii. [wɪstləɹ]
 - b. gone i. [gɒn] ii. [gɒn]
 - c. fruity i. [fɹuːtɪ] ii. [fɹuːtʰɪ]
- 10% **9. Assume that you are teaching pronunciation. What explanation would you give to the following classroom situations that you might encounter?**
- a. A student heard a BBC announcer saying “*India(r) and Pakistan*”. She is very confused as to where the [ɹ] comes from.
 - b. A student says “Sometimes I hear native speakers say *SUBject* /'sʌbdʒekt/ and at other times *subJECT* /səb'dʒekt/. Which one is correct?”
 - c. Two students disagree as whether or not the sentence “*The Norwegians who are rich enjoy life to the full*” means that all Norwegians are rich.

Phonemic Symbols

VOWELS

/i:/	tea, meet
/ɪ/	sit, if
/i/	city, mini
/e/	bed, well
/æ/	hat, man
/ɑ:/	part, father
/ɒ/	hot, stop (RP only)
/ɔ:/	four, port
/ʊ/	book, put
/u:/	too, blue
/ʌ/	cup, love
/ə/	about, chicken
/ɜ:/	word, girl
/eɪ/	day, wait
/aɪ/	fine, height
/ɔɪ/	boy, oil
/aʊ/	house, now
/əʊ/	go, coat (RP only)
/oʊ/	go, coat (GA only)
/ʊə/	poor, tour (RP only)
/eə/	bear, there (RP only)
/ɪə/	beard, here (RP only)

CONSONANTS

/p/	pop, happy
/b/	baby, robber
/t/	two, get
/d/	did, add
/k/	key, rock
/g/	good, dog
/s/	sun, nice
/z/	zoo, these
/ʃ/	shoe, information
/ʒ/	television, beige
/tʃ/	chips, watch
/dʒ/	joke, bridge
/θ/	think, mouth
/ð/	other, that
/f/	phone, leaf
/v/	very, leave
/h/	how, who
/m/	me, summer
/n/	nine, know
/ŋ/	sing, think
/l/	light, fall
/ɹ/	right, mirror
/w/	wet, one
/j/	yes, million