

SLUTTEKSAMEN

2013N The Sounds of English

13.05.2016

Tid/Time : *5 timer (10-15)*

Målform/Language : *Engelsk*

Sidetall/Pages : *5 med forsiden*

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

Merknader/Notes *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/Appendix : *Ingen*

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

Sensuren blir offentliggjort på studentweb

The results will be published on Studentweb.

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

- a. Using the symbols C (consonant) and V (vowel), the word *please* can be represented as _____.
- b. The initial consonants in *choke* and *joke* are palato-alveolar _____.
- c. A _____ is a reference vowel produced with the tongue in an extreme position.
- d. The English phoneme /h/ is said to have _____ distribution because it occurs only syllable-initially.
- e. A child's pronunciation of *cup* as [kʌk] and *pen* as [pem] are typical cases of phonological _____.
- f. In the minimal pair *lamb–lime*, the phonemes in contrast are /__/-/___/.
- g. The phoneme /t/ in *vomiting* is realized as a flap, [ɾ], in GA because it is in _____ -internal position.
- h. The _____ is a sensitive developmental period during which children can acquire a second language phonology/pronunciation in a native-like manner.

15% **2. Provide a phonemic transcription of the following passage in RP or GA (specify which one). Remember to use weak forms for function words, and to mark utterance boundaries (|) and primary stress in multi-syllabic content words (').**

In the restaurant window was a sign reading: Two hundred pounds reward to anybody who orders something we can't supply. One tourist decided to pick up some easy money for himself. "Bring me an elephant ear sandwich!" The woman's face fell. She hurried to the kitchen, and returned with the prize. "Didn't have any elephant ears back there, huh?" asked the customer sarcastically. "Oh no, we have plenty," replied the waitress. "We just ran out of the big rolls."

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

- a. hot money /hɒp mʌni/
- b. roman catholic /ɪoʊməŋ kætʰlɪk/
- c. width /wɪtθ/

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. schooling /sku:lɪŋ/ ☹ /sku:l.ɪŋ/
b. dangerous /deɪnʤərəs/ ☹ /deɪ.nʤərəs/

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 in each case.**

- a. academy /ə.kæ.də.mi/
b. obscene /əb.si:n/
c. symbolic /sɪm.bɒ.lɪk/

8% **6. Draw metrical trees for each of the following (using the labels S and W). Primary and secondary stresses are given in the transcription.**

- a. sixty feet /'sɪk.sti. 'fi:t/
b. computerization /kəm.pju:tə.ɪaɪ.'zeɪ.ʃn/

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: an exchange between a police officer (P) and a witness (W).

P: Did you get a look at the one in the car?

W: I saw his face, yeah.

P: What sort of age was he?

W: About forty five.

P: And how tall?

W: Six feet, I'd say. Is this going to take long? I've got to collect the kids from school.

P: Not much longer, no. What about his clothes?

W: He had black trousers, a blue shirt, and a grey jacket.

P: And what was his hair like?

W: The thing is, is that he had a hat on.

8% **8. Identify which accent each of the two narrow transcriptions represents: RP or SSE (Standard Scottish English). Then say, for each difference, whether it is systemic or realizational, and briefly explain why.**

- | | | |
|----------|------------|--------------|
| a. brave | i. [bre:v] | ii. [b.ɪeɪv] |
| b. lead | i. [li:d] | ii. [tɪd] |

12% **9. Assume that you are teaching pronunciation. What explanation would you give to the following classroom situations that you might encounter?**

- A student complains that she does not hear the past tense marker –ed when native speakers pronounce a phrase like ‘*he seemed grateful*’.
- A student says “My previous teacher taught us to pronounce *fast* as [fɑ:st], but I hear most Americans say [fæst]. Which one is correct?”
- Students cannot distinguish pairs like *loathe–load* and *breathe–breed*, and pronounce them all with a final [d].
- Several of your students place main stress on the –ate ending in all verbs, i.e. correctly as in *sedate* and *create*, but also incorrectly as in *segregate* and *investigate*.

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
/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
/r/	right, mirror
/w/	wet, one
/j/	yes, million