

SLUTTEKSAMEN

2013 The Sounds of English

12.05.2017

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

Målform/Language : *Engelsk*

Sidetall/Pages : *5 med forsiden*

Hjelpemiddel/Aids : *Ingen*

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

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

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 *spaghetti* can be represented as _____.
- b. A child's pronunciation of the word *plane* as [leɪn] is a typical example of _____.
- c. Rhotic accents of English lack the so-called _____ diphthongs.
- d. Although both [l] and [ɹ] share an approximant manner of articulation, the former is _____ while the latter is central.
- e. A phonemic _____ is a historical change that occurs when two allophones in complementary distribution eventually become independent phonemes.
- f. In the minimal pair *tug–tough*, the phonemes in contrast are /___/–/___/.
- g. The term _____ is used to designate the influence of the native language on the target language patterns.
- h. The phenomenon of _____, as in the phrase *'nine,teen 'eggs*, applies to avoid a sequence of two consecutive strong feet.

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 (').**

A five-year-old girl went out for the first time in her grandparents' new car. As the law demands, her grandfather told her to sit in one of the rear seats and explained exactly how the seat belt worked.

“You just slip it around you, and then you simply click on the little bit of red plastic in the middle.” The child looked puzzled, even when the old man repeated the instructions more slowly. Then she paused and blurted out, “But do you mean single click, or double click?”

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. human being /hju:məm bi:ɪŋ/
- b. move slowly /mu:f sləʊli/
- c. bad guy /bæg gaɪ/

- 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. technique /tekni:k/ ☹ /te.kni:k/
- b. aspiration /æspəˌeɪʃn/ ☹ /æsp.ə.ɪeɪ.ʃn/
- 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. hesitate /he.zɪ.teɪt/
- b. musician /mju.zɪ.ʃn/
- c. November /nəʊ.vem.bə/
- 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. playmaker /ˈpleɪ.ˌmeɪ.kə/
- b. southern Japan /ˈsʌ.ðən. ɔ̯ə.ˈpæn/
- 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.**
- A: When’s your birthday, Eric? Sometime in the autumn, isn’t it?
- B: The thirty-first of October. What do you want to know for?
- A: I was just wondering which of the signs you were born under.
- B: I’m a Scorpio, I should think.
- A: Right! One of the water category. It says so in this magazine.
Sarcastic, prejudiced, and impatient.
- B: Possibly. But can we change the subject now?
- 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. brewed i. [brʊ:d] ii. [bɹu:d]
- b. whale i. [meɪ] ii. [weɪɪ]

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

- a. Several of your students consistently pronounce words like *fun* and *shut* as [føn] and [ʃøt].
- b. One student complains that she has trouble recognizing, in an utterance like *I can't go*, whether American speakers are saying *can* or *can't*.
- c. A student says "Sometimes I hear English speakers say *proGRESS* /pɹɔʊ'gɹɛs/ and at other times *PROgress* /'pɹɔʊgɹɛs/. Which one is correct?"
- d. Two students disagree as to whether the sentence "*I didn't marry Jane because of her money*" means that the speaker has married Jane or not.

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