



Høgskolen i Telemark

**EKSAMEN**

**I**

**2005 INTRODUCTION TO ENGLISH LANGUAGE**

**01.12.2008**

Tid:	4 timer
Målform:	Engelsk
Sidetall:	6 (forsida medregnet)
Merknader:	Oppgavesettet består av <i>to</i> deler ( <b>Part 1</b> og <b>Part 2</b> ). Besvarelsene til hver del leveres inn hver for seg.
Hjelpemiddel:	Lists of vowels and consonants. Rules for the pronunciation of “past tense <i>-ed</i> ” and “inflectional <i>-s</i> ”.
Vedlegg:	Ingen

Denne eksamenen teller 60% av den endelige karakteren i kurs 2005.

**Eksamensresultata blir offentliggjort på nettet, via Arena høgskole. I tillegg finn du eksamensresultatlistar på utsida av eksamenskontoret, men da treng du kandidatnummeret ditt, så du bør notere dette på ein lapp og legge den i lommeboka.**



Avdeling for allmennvitenskaplege fag.

## **PART 1**

### **20% A. TRANSCRIPTION**

Transcribe the following passage phonemically (the symbol ' has been added to indicate which words are stressed):

He 'did not 'recognise the 'room at 'all. It was e'normous, and 'looked 'rather like the in'terior of a par'ticularly 'sumptuous 'tree house, or per'haps a gi'gantic 'ship's cabin. 'Multicoloured 'hammocks were 'strung from the 'ceiling and from a 'balcony that 'ran a'round the 'dark 'wood-panelled and 'windowless 'walls, which were 'covered in 'bright 'tapestry 'hangings: 'Harry 'saw the 'gold 'Gryffindor 'lion. Em'blazoned on 'scarlet; the 'black 'badger of 'Hufflepuff, 'set against 'yellow, and the 'bronze 'eagle of 'Ravenclaw, on 'blue.

Adapted from J.K. Rowling *Harry Potter and the Deathly Hallows*

### **15% B. PHONOLOGY**

Explain the term *weak vowels*.

Use examples from the sentences below or words of your own to illustrate your explanation. Do not transcribe these sentences.

1. *Perfectly obvious.*
2. *American culture has had a strong influence.*
3. *Everybody but Peter wanted to adjust.*

### **15% C. HISTORY AND SPREAD OF THE ENGLISH LANGUAGE**

What explanations are there for the tremendous spread of English as a world language? How do you view this development – what are the dangers, and what are the benefits?

**PART 2**

*Questions I and II are to be answered on the ordinary exam paper. The tables in Question III are supposed to be filled in, and this page (6) is to be detached and handed in.*

**QUESTION I (20 %)**

The questions below relate to the text on page 4. Read the text, and then answer the questions.

- (a) **Headline** This newspaper headline is not a complete sentence because some words are missing.
- Which words are missing?
  - What wordclass does each of these words belong to?
  - Is the verb elected here a finite or a nonfinite form? Give grounds for your answer.
- (b) (line 1) Why is a passive construction used in this sentence?
- (c) (lines 2 and 4) What word class does each of the two occurrences of the word win belong to?
- (d) (lines 2, 9, 10, 15, 18 and 21) Adverb phrases can function syntactically as clause element or as phrase element; as clause element most normally as adverbial and as phrase element most frequently as premodifier in adjective phrases and adverb phrases.
- State the syntactic function of each of these six simple adverb phrases (stunningly (2), significantly (9), nationally (10), truly (15), directly (18), newly (21)) as either (clause element) adverbial or as (phrase element) premodifier.
- (e) (lines 9-10, 11, 15, 17, 26 and 27) Dependent clauses function either as immediate constituents of an outer clause (i.e. as clause elements), or as immediate constituents of phrases (most frequently as postmodifiers in noun phrases).
- Determine the syntactic function of each of the six underlined clauses as either clause element or as postmodifier. If clause element, specify which one; if postmodifier, state what type of phrase it is embedded in and quote the whole phrase.
- (f) (lines 11 and 17) What word class does that in line 11 belong to, and what is the word class belonging of that in line 17?
- (g) (line 12) Prepositional phrases can function syntactically as clause element (most frequently as adverbial) or as phrase element (usually as postmodifier in a noun phrase).
- State the syntactic function of each of the two underlined prepositional phrases.
- (h) (lines 13 and 19) Determine the syntactic function of each of the two occurrences of tonight.
- (i) (line 15) What word class does the word who here belong to?
- (j) (line 19) Identify the type of modality and the specific meaning expressed in this verb phrase.

## Obama elected nation's 44<sup>th</sup> president

Democrat Barack Obama was elected the 44th president of the United States on Tuesday, becoming the first African American to win the post and completing a stunningly rapid rise from state senator to the White House.

A win in California put Obama over the top, giving him 55 electoral votes — enough to surpass the 270 needed to defeat Republican John McCain and claim the presidency. The Illinois senator won key state after key state Tuesday, with victories in the battlegrounds of Ohio, Virginia, Florida and Pennsylvania being harbingers of the outcome.

By early Wednesday, the AP projected Obama had 349 electoral votes. McCain had 147.

The popular vote was significantly closer than the electoral vote. When 83 % of the precincts had reported, Obama led McCain nationally, 51.7% to 47.1%.

"If there is anyone out there who still doubts that America is a place where all things are possible, who still wonders if the dream of the founders is alive in our time, who still questions the power of our democracy, tonight is your answer," Obama told thousands of cheering supporters at an enormous rally in Chicago's Grant Park.

"I will never forget who this victory truly belongs to. It belongs to you."

He was gracious to McCain, saying his opponent "fought long and hard in this campaign. He has fought even harder and longer for the country that he loves."

Obama, 47, called for a renewal of the American spirit and spoke directly to McCain supporters.

"I may not have won your vote tonight, but I hear your voices," Obama said. "I need your help and I will be your president, too."

Only four years ago on election night, Obama was a newly minted U.S. senator-elect after serving for eight years in the Illinois legislature. Now he holds the title of president-elect.

"My friends, we have come to the end of a long journey," McCain told his supporters in Phoenix. He congratulated Obama for the victory, saying he admired Obama's ability to unite diverse groups.

"Senator Obama and I have had — and argued — our differences, and he has prevailed," McCain said. He pledged to help Obama "lead us through the many challenges we face."

"I wish godspeed to the man who was my former opponent, and will be my president," McCain said.

**QUESTION II** (20 %)

In each of the sentence pairs below, the verb phrases (*italicized*) are different. For each pair,

- (i) state what verbal categories are represented in the two sentences, and specify what the formal difference is between the verb phrases,
- (ii) state what general meaning each of the verbal categories involved conveys,
- (iii) explain—on the bases of (ii)—the specific meaning distinctions between the situations described in the two sentences.

- (1) (a) Daddy *ainted* the front door.  
(b) Daddy *has ainted* the front door.
- (2) (a) When Fred came downstairs, they *had* breakfast.  
(b) When Fred came downstairs, they *were having* breakfast.
- (3) (a) Liza *leaves* early on Friday afternoon.  
(b) Liza *may leave* early on Friday afternoon.
- (4) (a) During the meeting Walter *asked* a lot of questions.  
(b) During the meeting Walter *was asked* a lot of questions.
- (5) (a) She *must tidy up* her room.  
(b) She *must be tidying up* her room.

**QUESTION III** (10 %)

Study the analysis of the sentence on top of page 6, where the clause elements are analysed in terms of *syntactic function* and the *form class* (here only the *phrase type*) that realises them.

Then perform a similar analysis of sentences **A** and **B** on page 6. You may list long elements by the *first* and the *last* words only. (For examples, see the table on top of page 6 (*the* — *students* and *familiar* — *grammar*).)

For *syntactic function* and *form class* you may use abbreviations, i.e. S, V, dO, iO, sPIV, oPIV, A and NP, VP, Adj.P, Adv.P and PP, respectively.

*Note that there are more rows in the tables than you will need.*



# AMERIKANSK

## AE

### MONOPHTHONGS AND DIPHTHONGS

- |          |                           |          |                   |
|----------|---------------------------|----------|-------------------|
| 1. /i:/  | beat, see                 | 11. /eɪ/ | bait, say         |
| 2. /ɪ/   | bit, sit                  | 12. /aɪ/ | bite, right, died |
| 3. /e/   | bet, red                  | 13. /ɔɪ/ | boy, noise        |
| 4. /æ/   | bat, bad                  | 14. /oʊ/ | boat, home        |
| 5. /ɑ:/  | part, father, bought, saw | 15. /aʊ/ | about, house, now |
| 6. /ɔ:/  | port, four                |          |                   |
| 7. /ʊ/   | put, good                 |          |                   |
| 8. /u:/  | boot, shoe                |          |                   |
| 9. /ʌ/   | but, son                  |          |                   |
| 10. /ɜ:/ | shirt, bird               |          |                   |

### Weak vowels:

- |         |                               |
|---------|-------------------------------|
| 16. /ɪ/ | city, en <u>v</u> ious        |
| 17. /u/ | superflu <u>o</u> us          |
| 19. /ə/ | ab <u>o</u> t, Ch <u>i</u> na |

### CONSONANTS

- |      |                                  |      |                               |
|------|----------------------------------|------|-------------------------------|
| /p/  | <u>p</u> ill, rope               | /b/  | <u>b</u> ill, robe            |
| /t/  | <u>t</u> ry, bi <u>t</u>         | /d/  | <u>d</u> ry, bi <u>d</u>      |
| /tʃ/ | <u>ch</u> in, mat <u>ch</u>      | /dʒ/ | <u>g</u> in, Mad <u>g</u> e   |
| /k/  | <u>c</u> lass, lea <u>k</u>      | /g/  | <u>g</u> lass, lea <u>g</u> e |
| /f/  | <u>f</u> eel, off                | /v/  | <u>v</u> eal, of              |
| /θ/  | <u>th</u> igh, mou <u>th</u>     | /ð/  | <u>th</u> y, bat <u>h</u> e   |
| /s/  | <u>s</u> ink, plac <u>e</u>      | /z/  | <u>z</u> inc, play <u>s</u>   |
| /ʃ/  | ru <u>ch</u> e                   | /ʒ/  | rou <u>g</u> e                |
| /h/  | <u>h</u> at No lenis counterpart |      |                               |
| /m/  | <u>m</u> e, Tim                  | /r/  | <u>r</u> ed, sorr <u>y</u>    |
| /n/  | <u>n</u> et pi <u>n</u>          | /j/  | <u>y</u> es, millio <u>n</u>  |
| /ŋ/  | long <u>ing</u>                  | /w/  | <u>w</u> hite, qu <u>i</u> te |
| /l/  | <u>l</u> ine, fill               |      |                               |

# AMERIKANSK

## LIST OF FORTIS AND LENIS OBSTRUENTS IN AE/RP.

<u>Fortis</u>	<u>Key words</u>	<u>Lenis</u>	<u>Key words</u>
/p/	pill, rope	/b/	bill, robe
/t/	try, bit	/d/	dry, bid
@ /tʃ/	chin, match	@ /dʒ/	gin, Madge
/k/	class, leak	/g/	glass, league
/f/	feel, off	/v/	veal, of
/θ/	thigh, mouth	/ð/	thy, mouthe
@ /s/	sink, place	@ /z/	zinc, plays
@ /ʃ/	ruche	@ /ʒ/	rouge
/h/	hat	No lenis counterpart	

The nasals /m n ŋ/, the lateral /l/, and the approximants /r j w/ are lenis, but as they have no fortis counterpart, force of articulation is not considered to be distinctive for sonorants.

@ Also characterised by the articulatory feature **narrow** or **groove**, or by the auditory feature **sibilant**.

### **Pronunciation of past tense -ed:**

- |  |
|--|
| <ul style="list-style-type: none"> <li>i) Past tense -ed is generally pronounced /d/, e.g. “filled”, “loved”;</li> <li>ii) When the final consonant of the verb is /t/ or /d/, the pronunciation is /əd/, e.g. “sprinted”, “added”;</li> <li>iii) After a final fortis consonant, however, the pronunciation is /t/, e.g. “laughed”, “stopped”.</li> </ul> |
|--|

### **Pronunciation of the inflectional -s:**

- |  |
|--|
| <ul style="list-style-type: none"> <li>i) /z/ is the normal pronunciation. For example, “keys”, “pays”, “bells”, “runs”, “eggs”, “lives”;</li> <li>ii) /əz/ when the stem ends in a sibilant. For example, “kisses”, “rises”, “dishes”, “matches”, “badges”;</li> <li>iii) /s/ when the stem ends in a fortis non-sibilant consonant. For example, “sniffs”, “months”, “stops”, “hates”, “locks”.</li> </ul> |
|--|



# BRITISK

## RP

### MONOPHTHONGS AND DIPHTHONGS

- |          |                   |          |                   |
|----------|-------------------|----------|-------------------|
| 1. /i:/  | beat, see         | 12. /eɪ/ | bait, say         |
| 2. /ɪ/   | bit, sit          | 13. /aɪ/ | bite, right, died |
| 3. /e/   | bet, red          | 14. /ɔɪ/ | boy, noise        |
| 4. /æ/   | bat, bad          | 15. /əʊ/ | boat, home        |
| 5. /ɑ:/  | part, father      | 16. /aʊ/ | about, house, now |
| 6. /ɒ/   | pot, stop         | 17. /ɪə/ | beard, here       |
| 7. /ɔ:/  | port, bought, saw | 18. /eə/ | bear, there       |
| 8. /ʊ/   | put, good         | 19. /ʊə/ | poor, tour        |
| 9. /u:/  | boot, shoe        |          |                   |
| 10. /ʌ/  | but, son          |          |                   |
| 11. /ɜ:/ | shirt, bird       |          |                   |

#### Weak vowels:

- |         |  |
|---------|--|
| 20. /ɪ/ | city, en <u>v</u> ious                         |
| 21. /ʊ/ | superfl <u>u</u> ous                           |
| 22. /ə/ | ab <u>o</u> t, Ch <u>i</u> na, bet <u>te</u> r |

### CONSONANTS

- |      |                                  |      |                               |
|------|----------------------------------|------|-------------------------------|
| /p/  | <u>p</u> ill, rop <u>e</u>       | /b/  | <u>b</u> ill, rob <u>e</u>    |
| /t/  | <u>t</u> ry, b <u>i</u> t        | /d/  | <u>d</u> ry, b <u>i</u> d     |
| /tʃ/ | <u>ch</u> in, mat <u>ch</u>      | /dʒ/ | <u>g</u> in, Mad <u>g</u> e   |
| /k/  | <u>c</u> lass, lea <u>k</u>      | /g/  | <u>g</u> lass, lea <u>g</u> e |
| /f/  | <u>f</u> eel, off                | /v/  | <u>v</u> eal, of              |
| /θ/  | <u>th</u> igh, mou <u>th</u>     | /ð/  | <u>th</u> y, mou <u>th</u> e  |
| /s/  | <u>s</u> ink, plac <u>e</u>      | /z/  | <u>z</u> inc, play <u>s</u>   |
| /ʃ/  | <u>sh</u> e                      | /ʒ/  | rou <u>g</u> e                |
| /h/  | <u>h</u> at No lenis counterpart |      |                               |
| /m/  | <u>m</u> e, Tim                  | /r/  | <u>r</u> ed, sorr <u>y</u>    |
| /n/  | <u>n</u> et pin                  | /j/  | <u>y</u> es, mill <u>i</u> on |
| /ŋ/  | long <u>ing</u>                  | /w/  | <u>w</u> hite, qu <u>i</u> te |
| /l/  | <u>l</u> ine, fill               |      |                               |

# BRITISH

## LIST OF FORTIS AND LENIS OBSTRUENTS IN RP.

<u>Fortis</u>	<u>Key words</u>	<u>Lenis</u>	<u>Key words</u>
/p/	pill, rope	/b/	bill, robe
/t/	try, bit	/d/	dry, bid
@ /tʃ/	chin, match	@ /dʒ/	gin, Madge
/k/	class, leak	/g/	glass, league
/f/	feel, off	/v/	veal, of
/θ/	thigh, mouth	/ð/	thy, mouthe
@ /s/	sink, place	@ /z/	zinc, plays
@ /ʃ/	ruche	@ /ʒ/	rouge
/h/	hat	No lenis counterpart	

The nasals /m n ŋ/, the lateral /l/, and the approximants /r j w/ are lenis, but as they have no fortis counterpart, force of articulation is not considered to be distinctive for sonorants.

@ Also characterised by the articulatory feature **narrow** or **groove**, or by the auditory feature **sibilant**.

### **Pronunciation of past tense –ed:**

- i) Past tense *-ed* is generally pronounced /d/, e.g. “filled”, “loved”;
- ii) When the final consonant of the verb is /t/ or /d/, the pronunciation is /ɪd/, e.g. “sprinted”, “added”;
- iii) After a final fortis consonant (p k f θ/), however, the pronunciation is /t/, e.g. “laughed”, “stopped”.

### **Pronunciation of the inflectional –s:**

- i) /z/ is the normal pronunciation. For example, “keys”, “pays”, “bells”, “runs”, “eggs”, “lives”;
- ii) /ɪz/ when the stem ends in a sibilant (/s z ʒ ʒ tʃ dʒ/. For example, “kisses”, “rises”, “dishes”, “matches”, “badges”;
- iii) /s/ when the stem ends in a fortis non-sibilant consonant (p t k f θ/. For example, “sniffs”, “months”, “stops”, “hates”, “locks”.