



Høgskolen i Telemark

Avdeling for allmenne fag

EKSAMEN

I

2005 INTRODUCTION TO THE ENGLISH LANGUAGE

14.12.09

Tid:	4 timer
Målform:	Engelsk
Sidetall:	4 (forsida medregnet)
Merknader:	Oppgavesettet består av <i>to</i> deler (Part 1 og Part 2). 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.



Avdeling for allmennvitenskaplige fag.

PART 1

20% A. TRANSCRIPTION

Transcribe the following passage phonemically (the symbol ' has been added to indicate which words are stressed. Please specify whether you are transcribing AE or RP):

Mr 'Weasley 'dashed a'cross the 'road to get 'trolleys for their 'trunks and they 'all 'hurried 'into the 'station. 'Harry had 'caught the 'Hogwarts Ex'press the 'previous 'year. The 'tricky 'bit was 'getting 'onto 'platform 'nine and three-'quarters, which wasn't 'visible to the 'Muggle 'eye. What you 'had to 'do was 'walk 'through the 'solid 'barrier di'viding 'platforms 'nine and 'ten. It 'had to be 'done 'carefully so that 'none of the 'Muggles 'noticed you 'vanishing.

Adapted from J.K. Rowling *Harry Potter and the Chamber of Secrets*

15% B. PHONOLOGY

1. Mention at least two important differences between the vowel systems of RP and AE.
2. Explain the term *weak vowel*.

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

25% A. Insert *it* and/or *there* in the sentences below, and explain your choice. Group the examples as appropriate.

- 1 _____ is time to do this exercise.
- 2 _____ was difficult being the only female travelling with several men.
- 3 _____ was a newspaper in the living room.
- 4 _____ is Peter that's absent today.
- 5 Have you been to Italy? No, but I want to go _____ on holiday.
- 6 _____ is a great movie on TV tonight.
- 7 _____ is interesting to study a foreign language.
- 8 I find _____ strange that he hasn't replied to our invitation.

15% B. Comment on the difference in form and/or meaning in the following sentence pairs.

- 1a The sister who lives in Birmingham is a doctor.
b His sister, who lives in Birmingham, is a doctor.
- 2a This is the man who saved my life.
b This is the man whom I told you about.
- 3a Some of my friends would do that for me.
b Any of my friends would do that for me.
- 4a Sarah became a doctor at the age of 25.
b Elizabeth became Queen at the age of 25.

10% C. Insert the correct prepositions in the following sentences.

- 1 They congratulated him ____ his victory.
- 2 Her neighbour was charged _____ several crimes.
- 3 They had a dispute _____ money.
- 4 The students did not want to comply _____ the rules.
- 5 He was very clever _____ finding space and making himself available.
- 6 All the students performed _____ the best of their ability.
- 7 Don't judge a book _____ its cover.
- 8 How do parents come to an agreement _____ baby names?

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/ <u>a</u> bout, house, now |
| 6. /ɔ:/ port, four | |
| 7. /ʊ/ put, good | Weak vowels: |
| 8. /u:/ boot, shoe | 16. /i/ ci <u>t</u> y, en <u>v</u> i <u>o</u> us |
| 9. /ʌ/ but, son | 17. /u/ superfl <u>u</u> ous |
| 10. /ɜ:/ sh <u>i</u> rt, b <u>i</u> rd | 19. /ə/ <u>a</u> bout, Ch <u>i</u> na <u>u</u> |

CONSONANTS

- | | |
|--|---|
| /p/ p <u>ill</u> , r <u>o</u> p <u>e</u> | /b/ <u>b</u> ill, r <u>o</u> b <u>e</u> |
| /t/ t <u>ry</u> , b <u>i</u> t | /d/ d <u>ry</u> , b <u>i</u> d |
| /tʃ/ <u>ch</u> in, m <u>a</u> t <u>ch</u> | /dʒ/ g <u>i</u> n, M <u>a</u> d <u>g</u> e |
| /k/ <u>c</u> lass, l <u>e</u> a <u>k</u> | /g/ g <u>l</u> ass, l <u>e</u> a <u>g</u> ue |
| /f/ f <u>ee</u> l, o <u>ff</u> | /v/ v <u>e</u> al, o <u>f</u> |
| /θ/ t <u>h</u> igh, m <u>o</u> u <u>th</u> | /ð/ t <u>h</u> y, b <u>a</u> t <u>h</u> e |
| /s/ s <u>i</u> nk, p <u>l</u> a <u>c</u> e | /z/ z <u>i</u> nc, p <u>l</u> a <u>y</u> s |
| /ʃ/ r <u>u</u> ch <u>e</u> | /ʒ/ r <u>o</u> u <u>g</u> e |
| /h/ <u>h</u> at No lenis counterpart | |
|
 | |
| /m/ m <u>e</u> , T <u>i</u> m | /r/ r <u>e</u> d, s <u>o</u> r <u>r</u> y |
| /n/ n <u>e</u> t p <u>i</u> n | /j/ y <u>e</u> s, m <u>i</u> ll <u>i</u> o <u>n</u> |
| /ŋ/ l <u>o</u> ng <u>i</u> ng | /w/ w <u>h</u> ite, q <u>u</u> ite |
| /l/ l <u>i</u> ne, f <u>i</u> ll | |

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:

- 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 /əd/, e.g. “sprinted”, “added”;
- iii) After a final fortis consonant, 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) /əz/ when the stem ends in a sibilant. For example, “kisses”, “rises”, “dishes”, “matches”, “badges”;
- iii) /s/ when the stem ends in a fortis non-sibilant consonant. For example, “sniffs”, “months”, “stops”, “hates”, “locks”.

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/ <u>about</u> , 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 | Weak vowels: |
| 11. /ɜ:/ shirt, bird | 20. /ɪ/ city, en <u>vi</u> ous |
| | 21. /ʊ/ superfl <u>u</u> ous |
| | 22. /ə/ <u>a</u> bout, Ch <u>i</u> na, bet <u>te</u> r |

CONSONANTS

- | | |
|--------------------------------------|------------------------------------|
| /p/ <u>p</u> ill, ro <u>p</u> e | /b/ <u>b</u> ill, ro <u>b</u> e |
| /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> ue |
| /f/ <u>f</u> eel, o <u>ff</u> | /v/ <u>v</u> eal, o <u>f</u> |
| /θ/ <u>th</u> igh, mou <u>th</u> | /ð/ <u>th</u> y, mou <u>th</u> e |
| /s/ <u>s</u> ink, pla <u>c</u> e | /z/ <u>z</u> inc, pla <u>y</u> s |
| /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, sor <u>r</u> y |
| /n/ <u>n</u> et p <u>i</u> n | /j/ <u>y</u> es, mill <u>i</u> on |
| /ŋ/ lon <u>g</u> ing | /w/ <u>w</u> hite, qu <u>i</u> te |
| /l/ <u>l</u> ine, f <u>i</u> ll | |

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	

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- 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”.