



Høgskolen i Telemark

Avdeling for allmennvitenskaplige fag

MIDTEKSAMEN

I

2005 INTRODUCTION TO THE ENGLISH LANGUAGE

11.10.10

Del 1: Fonetikk

Tid: 3 timer (totalt for **Del 1** og **Del 2**)

Målform: Engelsk

Sidetal: 1 + forside

Hjelpemiddel: Liste over vokaler og konsonanter.
Regler for trykk i verb

Merknader: Eksamenen består av *to* separate oppgavesett (**Fonetikk** og **Grammatikk**). Besvarelsene til hver del leveres inn hver for seg.

Vedlegg: Ingen

Denne eksamenen (sammenslått karakter for Fonetikk og Grammatikk) teller 40% av den endelige karakteren i kurs 2005.



Avdeling for allmennvitenskaplige fag.

- 15% 1. Mark the stress and explain the stress pattern in all these verbs and adjectives (all the adjectives here are stressed according to the same stress rules as for verbs):

significant	panegyric	scarper	finance
denote	fabricate	threaten	descend

- 15% 2. Explain briefly the following (with examples from English):

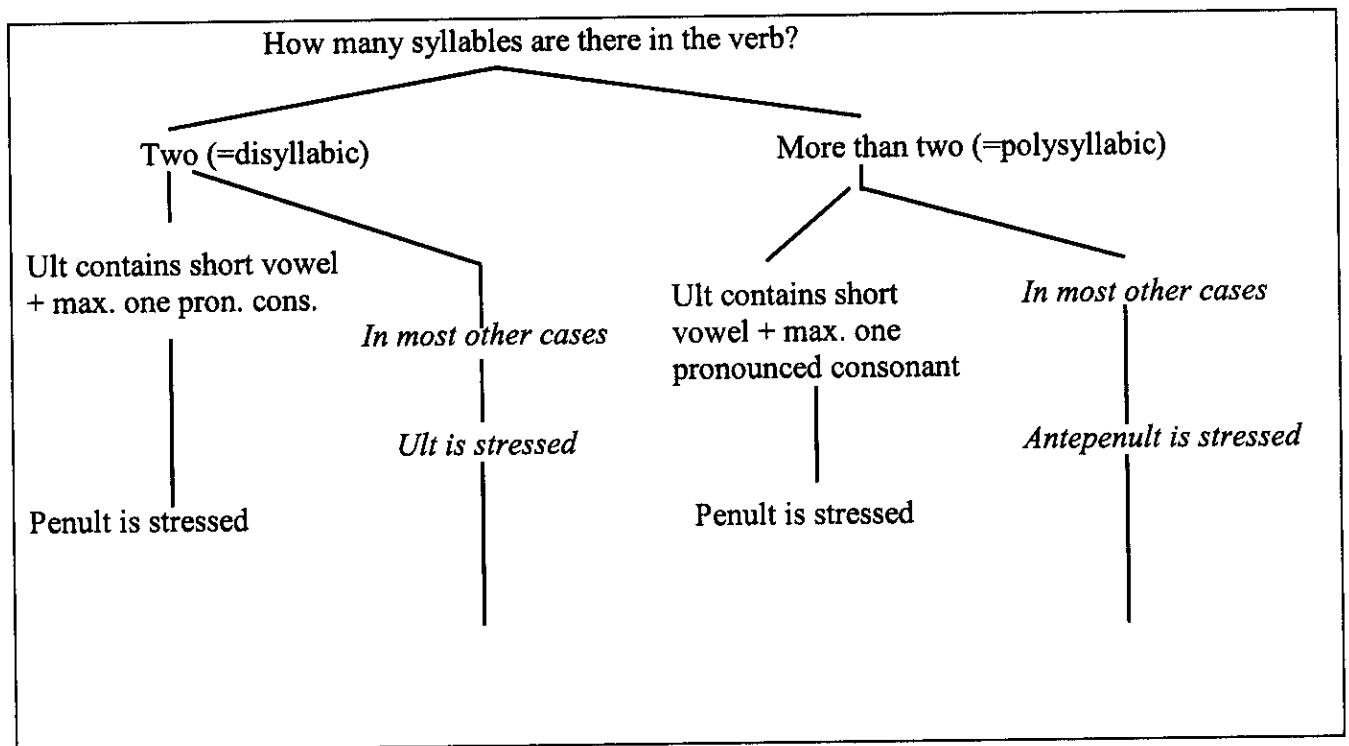
a) Cardinal vowels

b) Monophthongs and diphthongs

- 20% 3. Transcribe the following words phonemically:

socialism	quotation	modify
twitter	destructive	anniversary

STRESS PATTERN OF VERBS





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Del 2: Grammatikk

Tid: 3 timer (totalt for **Del 1** og **Del 2**)

Målform: Engelsk

Sidetal: 1 + forside

Hjelpemiddel: Ingen

Merknader: Eksamenen består av *to* separate oppgavesett (**Fonetikk** og **Grammatikk**). Besvarelsene til hver del leveres inn hver for seg.

Vedlegg: ingen

Denne eksamenen (sammenslått karakter for Fonetikk og Grammatikk) teller 40% av den endelige karakteren i kurs 2005.



Avdeling for allmennvitenskapelige fag.

10% A. Identify the phrases in clause below, and analyse their internal structure. Phrases within phrases need not be analysed separately.

(1) Later, an old woman from York had become very angry.

25% B. Analyse the clauses below with respect to clause elements (S, P, DO, A etc). Then classify the lexical verbs (intransitive, monotransitive etc), and explain your choice.

(1) Liz bought a yellow T-shirt in Paris.

(2) My younger brother has sent me a birthday present.

(3) Somehow, Geoffrey remained silent.

(4) He placed the picture on the desk.

15% C. Choose the singular or the plural of the underlined verbs in the following sentences. Briefly explain your choice.

(1) These sheep is / are not always easy to gather.

(2) The result of the latest investigations has / have shocked the public.

(3) The criteria has / have been confirmed by the board.

(4) Billiards is / are played by two persons or pairs.

(5) Everyone has / have to learn how to use computers.

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/ ab <u>o</u> ut, 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. /ʊ/ su <u>p</u> er <u>f</u> lu <u>o</u> us |
| 10. /ɜ:/ sh <u>i</u> rt, b <u>i</u> rd | 19. /ə/ a <u>b</u> out, Ch <u>i</u> na |

CONSONANTS

- | | |
|--|---|
| /p/ p <u>ill</u> , r <u>o</u> p <u>e</u> | /b/ b <u>ill</u> , 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>in</u> , M <u>a</u> d <u>g</u> e |
| /k/ c <u>l</u> ass, 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>in</u> k, p <u>l</u> a <u>c</u> e | /z/ z <u>in</u> c, p <u>l</u> a <u>y</u> s |
| /ʃ/ r <u>u</u> c <u>h</u> e | /ʒ/ r <u>o</u> u <u>g</u> e |
| /h/ h <u>a</u> t 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> n <u>g</u> i <u>n</u> g | /w/ w <u>h</u> ite, q <u>u</u> ite |
| /l/ l <u>i</u> ne, f <u>i</u> ll | |



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, leag <u>ue</u> |
| /f/ | <u>f</u> eel, off | /v/ | <u>v</u> ea <u>l</u> , of |
| /θ/ | <u>th</u> igh, m <u>ou</u> th | /ð/ | <u>th</u> y, m <u>ou</u> th <u>e</u> |
| /s/ | <u>s</u> ink, plac <u>e</u> | /z/ | <u>z</u> inc, play <u>s</u> |
| /ʃ/ | <u>r</u> uch <u>e</u> | /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 p <u>i</u> n | /j/ | y <u>e</u> s, 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, f <u>i</u> ll | | |

