



Høgskolen i Telemark

## SLUTTEKSAMEN

### 2005 INTRODUCTION TO ENGLISH LANGUAGE

13.12.2010

#### Del 1: Fonetikk

Tid:	<i>9-13 (totalt for Del 1 og Del 2)</i>
Målform:	<i>Engelsk</i>
Sidetal:	<i>2 (inkludert denne forsiden)</i>
Hjelpemiddel:	<i>Liste over vokaler og konsonanter. Regler for uttale av "past tense -ed" og "inflectional -s"</i>
Merknader:	<i>Eksamenen består av to separate oppgavesett (<b>Fonetikk</b> og <b>Grammatikk</b>). Besvarelsene til hver del leveres inn hver for seg.  <i>Vennligst skriv svarene dine på ordinære svarark, og ordne arkene dine slik at svarene kommer i samme rekkefølge som spørsmålene.</i>  <i>Denne eksamenen (sammenslått karakter for Fonetikk og Grammatikk) teller 60% av den endelige karakteren i kurs 2005.</i></i>
Vedlegg:	<i>Ingen</i>

Eksamensresultata blir offentliggjort på Studentweb.



Avdeling for allmennvitenskaplige fag.

#### 40% A. TRANSCRIPTION

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

The 'prisoners were 'shunted 'through the 'gates and 'up the 'drive,  
be'tween 'high 'hedges that 'muffled their 'footsteps. 'Harry 'saw a 'ghostly  
'white 'shape a'bove him, and 'realised it was an al'bino 'peacock. He  
'stumbled and was 'dragged 'on to his 'feet by 'Greyback; 'now he was  
'staggering a'long 'sideways, 'tied 'back-to-'back to the 'four 'other  
'prisoners. 'Closing his 'puffy 'eyes he al'lowed the 'pain in his 'scar to  
over'come him for a 'moment.

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

#### 30% B. PHONOLOGY

Explain the term *weak forms*. Make sure that you include in your explanation

- (a) What is meant by *strong forms* and *weak forms*?
- (b) What kind of words have *weak forms*? Give examples.
- (c) Give examples of contexts where *strong forms* have to be used.

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

1. *He is not at home.*
2. *What are you driving at?*
3. *It doesn't matter where you come from.*
4. *It's not that I doubt that.*
5. *There were some students there.*

#### 30% C. WORLD ENGLISHES AND HISTORY OF THE ENGLISH LANGUAGE

Explain the difference between **rhotic** and **non-rhotic** accents of English. How is this difference related to the existence of centring diphthongs in RP, but not in AE?



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**SLUTTEKSAMEN**

**2005 INTRODUCTION TO ENGLISH LANGUAGE**

**13.12.2010**

**Del 2: Grammatikk**

**Tid:** *9-13 (samlet for Del 1 og Del 2)*

**Målform:** *Engelsk*

**Sidetal:** *2 (inkludert denne forsiden)*

**Hjelpemiddel:** *Ingen*

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

*Vennligst skriv svarene dine på ordinære svarark, og ordne arkene dine slik at svarene kommer i samme rekkefølge som spørsmålene.*

*Denne eksamenen (sammenslått karakter for Fonetikk og Grammatikk) teller 60% av den endelige karakteren i kurs 2005.*

**Vedlegg:** *Ingen*

**Eksamensresultata blir offentliggjort på Studentweb.**



**Avdeling for allmennvitenskaplige fag.**

**20% A. Insert the correct prepositions in the following sentences.**

- 1 Senior citizens are learning to cope \_\_\_\_\_ chronic illness.
- 2 The product is now being sold \_\_\_\_\_ a profit all over the world.
- 3 A woman was infected \_\_\_\_\_ bird flu after a trip to China.
- 4 Just try to do the job \_\_\_\_\_ the best of your ability.
- 5 My parents delight \_\_\_\_\_ cheese and fine wines.
- 6 They congratulated her \_\_\_\_\_ her new job.
- 7 You should never judge someone \_\_\_\_\_ the way they dress.
- 8 She was later convicted \_\_\_\_\_ attempted murder.

**30% B. Comment on the relative clauses in the sentences below, with respect to type of relative clause, type of antecedent, the function of the relative pronoun and the possibility of using other relative pronouns.**

- 1 This is the book that I told you about last week.
- 2 I have a friend who is a writer.
- 3 The boys, who arrived late, had to wait until the interval.
- 4 Grace inherited a fortune from her uncle, which she truly appreciated.
- 5 It is a great TV show, which they have been running for years.

**50% C. Insert *it* or *there* in the sentences below, and explain your choice.**

- 1 \_\_\_\_\_ is ten o'clock in the morning.
- 2 Sam told me that \_\_\_\_\_ was a new boy in his class today.
- 3 Ah, \_\_\_\_\_ you are! I've been looking all over for you.
- 4 \_\_\_\_\_ was Jonathan who came up with that great idea.
- 5 \_\_\_\_\_ marvellous that you have proposed to her!
- 6 \_\_\_\_\_ is some beer in the fridge.
- 7 \_\_\_\_\_ was embarrassing to watch him behave so badly.
- 8 Have you seen the latest Potter film? Yes, \_\_\_\_\_ is very good!

# 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                       | <b>Weak vowels:</b>                                     |
| 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> o <u>u</u> t, Ch <u>i</u> n <u>a</u> |

## 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/ ch <u>i</u> n, mat <u>ch</u>        | /dʒ/ g <u>i</u> n, Mad <u>g</u> e        |
| /k/ c <u>l</u> ass, lea <u>k</u>         | /g/ g <u>l</u> ass, lea <u>g</u> ue      |
| /f/ f <u>ee</u> l, off                   | /v/ v <u>e</u> al, of                    |
| /θ/ th <u>i</u> gh, m <u>o</u> uth       | /ð/ th <u>y</u> , bat <u>h</u> e         |
| /s/ s <u>i</u> nk, pl <u>a</u> ce        | /z/ z <u>i</u> nc, play <u>s</u>         |
| /ʃ/ ru <u>ch</u> e                       | /ʒ/ rou <u>g</u> e                       |
| /h/ h <u>a</u> t No lenis counterpart    |  |
| <br>                                     |  |
| /m/ m <u>e</u> , Tim                     | /r/ r <u>e</u> d, sor <u>r</u> y         |
| /n/ n <u>e</u> t, pin                    | /j/ y <u>e</u> s, mill <u>i</u> on       |
| /ŋ/ lon <u>g</u> ing                     | /w/ wh <u>i</u> te, qu <u>i</u> te       |
| /l/ l <u>i</u> ne, fill                  |  |

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

<b><u>Fortis</u></b>	<b><u>Key words</u></b>	<b><u>Lenis</u></b>	<b><u>Key words</u></b>
/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>ab</u> out, 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          | <b>Weak vowels:</b>                                    |
| 11. /ɜ:/ shirt, bird      | 20. /ɪ/ city, en <u>v</u> ious                         |
|                           | 21. /ʊ/ superfl <u>u</u> ous                           |
|                           | 22. /ə/ <u>a</u> bout, Ch <u>i</u> na, bett <u>e</u> r |

## CONSONANTS

- |  |   |
|--|---|
| /p/ <u>p</u> ill, r <u>o</u> pe            | /b/ <u>b</u> ill, r <u>o</u> be           |
| /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, m <u>a</u> t <u>ch</u>  | /dʒ/ <u>g</u> in, M <u>a</u> d <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> ea <u>l</u> , o <u>f</u>     |
| /θ/ <u>th</u> igh, m <u>ou</u> th <u>h</u> | /ð/ <u>th</u> y, m <u>ou</u> th <u>e</u>  |
| /s/ <u>s</u> ink, pl <u>a</u> ce           | /z/ <u>z</u> inc, pl <u>a</u> ys          |
| /ʃ/ r <u>u</u> ch <u>e</u>                 | /ʒ/ r <u>o</u> uge                        |
| /h/ <u>h</u> at No lenis counterpart       |   |
| <br>                                       |   |
| /m/ <u>m</u> e, T <u>i</u> m               | /r/ <u>r</u> ed, s <u>o</u> rr <u>y</u>   |
| /n/ <u>n</u> et p <u>i</u> n               | /j/ <u>y</u> es, mill <u>i</u> on         |
| /ŋ/ l <u>o</u> ng <u>i</u> ng              | /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.**

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/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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- ii) /ɪz/ when the stem ends in a sibilant (/s z ʃ 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”.