



Høgskolen i Telemark

Avdeling for allmenne fag

EKSAMEN

I

2005 INTRODUCTION TO THE ENGLISH LANGUAGE

26.02.10

| | |
|---------------|--|
| 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. Do **not** transcribe the names of the speakers):

Colonel: 'Jonathan 'really 'does 'hate us, 'doesn't he.

Alison: Oh 'yes – 'don't have any 'doubts about 'that. He 'thought it was 'high 'treason of me to 'write to you at 'all! 'All corre'spondence between 'me and my 'family was 'banned. I 'used to 'have to 'dodge down'stairs for the 'post, so that he 'wouldn't 'see I was re'ceiving 'letters from 'home.

Colonel: It seems a 'great 'pity. I 'can't help 'feeling that he 'must have had a 'certain a'mount of 'right on his 'side.

Adapted from John Osborne: *Look Back in Anger*

15% B. PHONOLOGY

1. Explain briefly the term double stress. Write down two sentences where you exemplify your explanation (you can use a word like “fifteen”, “upstairs”, or one of your own)
2. Explain the terms *phoneme* and *allophone*.

15% C. HISTORY AND SPREAD OF THE ENGLISH LANGUAGE

1. What are the main differences between Old English and Middle English?
2. English has a large number of Latin loan-words. How would you explain this phenomenon?

PART 2

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

- 1 My brother certainly delights _____ good food and drink.
- 2 The tendency is to judge people _____ appearances, not actions.
- 3 The minister hinted _____ an early election, but refused to give a date.
- 4 Companies must be certain that every employee hired performs _____ the best of their ability.
- 5 This beautiful autumn makes _____ for the wet summer.
- 6 The patient also noted that she was clumsy _____ handling the infant.
- 7 "To be honest, I am disgusted _____ politics at the moment."
- 8 Brad Pitt is very popular _____ the ladies.

20% B. Insert correct relative pronouns (*that, who, which* or *zero*) in the sentences below. Then comment on your choice with respect to type of relative clause, type of antecedent and the function of the relative pronoun in the relative clause. Notice that there may be more than one possibility in each sentence.

- 1 The girl, _____ was injured in the accident, is now in hospital.
- 2 I don't like stories _____ have unhappy endings.
- 3 The people _____ we met last night were very nice.
- 4 The new stadium, _____ can hold up to 90,000 people, will be opened next month.
- 5 Sarah couldn't meet us, _____ was a pity.
- 6 What's the best thing _____ has ever happened to you?

20% C. Comment on the difference in form and/or meaning in the following sentence pairs.

- 1a Did he go to school?
- b Did he go to the school?

- 2a You wouldn't eat it if you had a choice.
- b You wouldn't eat there if you had a choice.

- 3a The children's new clothes need washing.
- b We need to buy new children's clothes.

- 4a The cat is an intelligent animal.
- b The cat chased a mouse yesterday.

- 5a It was John who did it.
- b Look, there is John. He did it.

- 6a I love this ice cream. It has chocolate in it.
- b I love this ice cream. There is chocolate in it.

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, leagu <u>e</u> |
| /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/ | yes, 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 | | |

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:

- | |
|--|
| <ul style="list-style-type: none"> i) Past tense <i>-ed</i> 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:

- | |
|---|
| <ul style="list-style-type: none"> 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 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”. |
|---|

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. /ʊ/ | superflu <u>o</u> us |
| 19. /ə/ | ab <u>o</u> ut, Ch <u>i</u> na |

CONSONANTS

- | | | | |
|------|----------------------------------|------|---------------------------------|
| /p/ | <u>p</u> ill, rop <u>e</u> | /b/ | <u>b</u> ill, rob <u>e</u> |
| /t/ | tr <u>y</u> , bit | /d/ | <u>d</u> ry, bid |
| /tʃ/ | <u>ch</u> in, mat <u>ch</u> | /dʒ/ | <u>g</u> in, Mad <u>g</u> e |
| /k/ | <u>cl</u> ass, lea <u>k</u> | /g/ | gl <u>as</u> s, leag <u>u</u> e |
| /f/ | <u>f</u> eel, off | /v/ | <u>v</u> eal, of |
| /θ/ | <u>th</u> igh, m <u>ou</u> th | /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/ | <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>io</u> n |
| /ŋ/ | long <u>in</u> g | /w/ | <u>w</u> hite, qu <u>i</u> te |
| /l/ | <u>l</u> ine, fill | | |

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"> i) Past tense <i>-ed</i> 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:

- | |
|--|
| <ul style="list-style-type: none"> 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”. |
|--|