



Høgskolen i Telemark

SLUTTEKSAMEN

2005 INTRODUCTION TO ENGLISH LANGUAGE

30.05.2011

Del 1: Fonetikk

<i>Tid:</i>	<i>9-13 (totalt for Del 1 og Del 2)</i>
<i>Målform:</i>	<i>Engelsk</i>
<i>Sidetal:</i>	<i>2 (inkludert denne forsiden)</i>
<i>Hjelpemiddel:</i>	<i>Liste over vokaler og konsonanter. Regler for uttale av "past tense -ed" og "inflectional -s"</i>
<i>Merknader:</i>	<i>Eksamenen består av to separate oppgavesett (Fonetikk og Grammatikk). 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>
<i>Vedlegg:</i>	<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). Do not transcribe the names of the speakers.:

(Tim): It's 'very sur'prising that a 'lot of 'language teachers 'still 'don't ac'cept A'merican 'English in the 'classroom. 'After 'all, A'merican 'English is a 'language in its 'own right.

(John): I a'gree, but for the 'purpose of 'teaching I'd 'like to 'keep the 'two 'languages a'part.

(Tim): But 'how 'can you? There are 'so many 'borrowings from A'merican English in 'British English.

(John): Well, of 'course, a 'lot of 'technical 'terms 'do spread in 'British English, and there are 'quite a 'few a'mong them where there is 'no o'iginal 'English word, and 'never 'has been.

30% **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.*

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

“The relationship between the Scandinavian settlers in England and the local population was qualitatively different from the Romans before them and the French after them.”

Discuss this statement briefly, and indicate how/whether types of loanwords can give any indication.



Høgskolen i Telemark

SLUTTEKSAMEN (KONTE)

2005 INTRODUCTION TO ENGLISH LANGUAGE

30.05.2011

Del 2: Grammatikk

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

Målform: *Engelsk*

Sidetal: *2 (inkludert denne forsiden)*

Hjelpemiddel: *Ingen*

Merknader: *Eksameneren 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 The two friends had a dispute _____ a girl in their class.
- 2 You should never judge a book _____ its cover.
- 3 Have you congratulated Sam _____ his book award?
- 4 Later her daughter was charged _____ theft.
- 5 He can surely draw _____ his experience from the previous job.
- 6 George was overjoyed _____ the prospect of moving to Brighton.
- 7 Greece has not coped very well _____ its economic crisis.
- 8 Ipad has become popular _____ people of all ages.

40% B. Comment on the use / non-use of articles in the following pairs:

1. a. She decided to quit college.
b. She decided to leave the college.
2. a. Death frightens many people.
b. Mystery surrounded the death of Adolf Hitler for many years.
3. a. Mont Blanc rises 4.810 meters above sea level.
b. It is part of the Alps.
4. a. Nobody plays the guitar quite like Mark Knopfler
b. She got a guitar for her 16th birthday.

40% C. Insert *it* or *there* in the sentences below, and explain your choice.

- 1 _____ is time to get this done.
- 2 According to Fred, _____ is very difficult to get up in the morning.
- 3 That piano is gorgeous! Yes, _____ belonged to my granny once.
- 4 _____ you are! Where have you been all this time?
- 5 Should I blame you? No, _____ was Anna who had misunderstood.
- 6 _____ was something very strange going on.
- 7 _____ are certain problematic issues that we need to solve first.

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> i <u>o</u> us |
| 21. /ʊ/ | superfl <u>u</u> ous |
| 22. /ə/ | ab <u>o</u> ut, Ch <u>i</u> na, bet <u>te</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>at</u> ch | /dʒ/ | <u>g</u> in, M <u>ad</u> ge |
| /k/ | <u>c</u> lass, l <u>e</u> ak | /g/ | <u>g</u> lass, l <u>e</u> ague |
| /f/ | <u>f</u> eel, o <u>ff</u> | /v/ | <u>v</u> eal, o <u>f</u> |
| /θ/ | <u>th</u> igh, m <u>o</u> u <u>th</u> | /ð/ | <u>th</u> y, m <u>o</u> u <u>th</u> e |
| /s/ | <u>s</u> ink, pl <u>a</u> ce | /z/ | <u>z</u> inc, pl <u>a</u> ys |
| /ʃ/ | <u>r</u> u <u>ch</u> e | /ʒ/ | rou <u>g</u> e |
| /h/ | <u>h</u> at No lenis counterpart | | |
| /m/ | <u>m</u> e, T <u>i</u> m | /r/ | <u>r</u> ed, s <u>o</u> rry |
| /n/ | <u>n</u> et p <u>i</u> n | /j/ | <u>y</u> es, m <u>i</u> ll <u>i</u> on |
| /ŋ/ | l <u>o</u> ng <u>i</u> ng | /w/ | <u>w</u> hite, q <u>u</u> ite |
| /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	

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 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”. |
|---|

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 | | |

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| 17. /u/ | superfl <u>u</u> ous |
| 19. /ə/ | ab <u>o</u> ut, 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, ma <u>tch</u> | /dʒ/ | <u>g</u> in, Ma <u>dge</u> |
| /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, ba <u>th</u> e |
| /s/ | <u>s</u> ink, pla <u>ce</u> | /z/ | <u>z</u> inc, pla <u>ys</u> |
| /ʃ/ | <u>sh</u> e | /ʒ/ | <u>g</u> rou <u>ce</u> |
| /h/ | <u>h</u> at No lenis counterpart | | |
| /m/ | <u>m</u> e, Ti <u>m</u> | /r/ | <u>r</u> ed, sorr <u>y</u> |
| /n/ | <u>n</u> et pi <u>n</u> | /j/ | <u>y</u> es, mill <u>i</u> o <u>n</u> |
| /ŋ/ | long <u>ing</u> | /w/ | <u>w</u> hite, qu <u>i</u> te |
| /l/ | <u>l</u> ine, fi <u>ll</u> | | |

LIST OF FORTIS AND LENIS OBSTRUENTS IN AE/RP.

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/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
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- iii) /s/ when the stem ends in a fortis non-sibilant consonant. For example, “sniffs”, “months”, “stops”, “hates”, “locks”.