



Høgskolen i Telemark

Fakultet for allmennvitenskapelige fag

MIDTEKSAMEN

I

**2006 SOUNDS AND STRUCTURES
OF THE ENGLISH LANGUAGE**

27.02.12

Del 1: Fonetikk

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

Målform: Engelsk

Sidetal: 1 + forside

Hjelpemiddel: Liste over vokaler og konsonanter (RP og AE).

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 2006.

20% 1. What are the **distinctive features** for each of the following pairs of sounds?
An example is given in (a).

- a. /d/ and /g/ → /d/ is [alveolar] and /g/ is [velar]
- b. /b/ and /d/
- c. /d/ and /z/
- d. /z/ and /ʒ/
- e. /ʃ/ and /ʒ/

80% 2. **Transcribe** the following passage phonemically and then **answer** the following questions. The symbol ' has been added to indicate which words are stressed. In your transcription, you should mark the actual syllable that receives stress and indicate potential pauses using the sign [:]. Remember to use weak forms and assimilation where applicable. Indicate whether you are using RP or AE.

A 'friend of 'mine's 'recently been on a 'trip to 'Argentina and 'Brazil. 'He and his 'wife are 'very keen 'collectors of 'pottery, and he 'bought 'masses of 'souvenirs there. He was a 'bit 'concerned that 'some of his 'stuff would get 'damaged, but he 'managed to 'get 'back to 'Heathrow with 'everything in 'one 'piece. A 'taxi 'dropped him at his 'front 'door, and he 'got 'out with his 'suitcases and 'paid the 'driver. The 'taxi then 'started 'off, but for 'some 'reason in 'reverse, 'ran 'over his 'suitcase and 'ruined 'everything he'd 'bought.

- a. Identify one possible instance for intrusive /r/.
- b. Identify three instances of regressive assimilation.

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 | Weak vowels: | |
| 11. /ɜ:/ | shirt, bird | 20. /i/ | city, en <u>v</u> i <u>o</u> us |
| | | 21. /u/ | 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, rop <u>e</u> | /b/ | <u>b</u> ill, rob <u>e</u> |
| /t/ | <u>t</u> ry, 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>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> ir <u>t</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, pin | /j/ | <u>y</u> es, 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 | | |

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. /ou/ | boat, home |
| 5. /ɑ:/ | part, father, bought, saw | 15. /au/ | 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/ | superfl <u>u</u> ous |
| 19. /ə/ | ab <u>o</u> t, Ch <u>i</u> na |

CONSONANTS

- | | | | |
|------|----------------------------------|------|-------------------------------|
| /p/ | <u>p</u> ill, rope | /b/ | <u>b</u> ill, robe |
| /t/ | <u>t</u> ry, 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>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, bat <u>h</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/ | 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>i</u> on |
| /ŋ/ | long <u>ing</u> | /w/ | <u>w</u> hite, qu <u>i</u> te |
| /l/ | <u>l</u> ine, fill | | |



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27.02.12

Del 2: Grammatikk

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

Målform: Engelsk

Sidetal: 2 + 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 2006.

Eksamensresultata blir offentliggjort på nettet via Studentweb

35% A. Identify the verb phrases (VPs) in the sentences below, and give them appropriate labels with respect to tense, aspect and voice. An example is given in 1.

- (1) Sarah was tested for drugs.
The VP is was tested, and it is in the past passive.
- (2) I was sending him an email when he walked into my office.
- (3) It has rained for days.
- (4) This has never been done before.
- (5) He was being bullied at school.
- (6) They come by train.
- (7) Are you enjoying the show?

45% B. Comment on the difference in **form and/or meaning** between the a) and b) sentences in the following sentence pairs.

- (1a) He is so selfish.
- (1b) He's being very selfish.
- (2a) You can leave now.
- (2b) You should leave now.
- (3a) Ethel walks to school every Wednesday.
- (3b) Ethel's walking to school.
- (4a) That must be the path to the top.
- (4b) Now I must deal with this customer.
- (5a) She was crossing the street when I noticed her.
- (5b) She crossed the street when I noticed her.

20% C. Identify the **adjective phrases** in the sentences below, and state whether they are used **attributively** (as premodifiers) or **predicatively** (as predicatives). Briefly explain your choice.

(1) She went into the big, empty room with Jasper.

(2) He looked very tall in that light.

(3) Mr. Johnson was an awfully kind man.

(4) Mr. Johnson was awfully kind.
