



Høgskolen i Telemark
Fakultet for allmennvitenskapelige fag

SLUTTEKSAMEN

2005 INTRODUCTION TO ENGLISH LANGUAGE

06.12.2013

Del 1: Fonetikk

Tid: 9-13 (*samlet 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.*

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.

- 20% 1. Each of the 10 words below has exactly three consonant phonemes. Identify all words that have a consonant (or more) with the following features (a–e). Underline the target consonant(s) clearly and give the phonemic symbol for the underlined consonant. An example is given in (a).

vision, nothing, Egypt, unify, righteous, Philip, nickel, wooden, trough, magic

- a. [bilabial]: *Egypt* = /p/, *Philip* = /p/, *magic* = /m/
- b. [velar]
- c. [affricate]
- d. [labio-dental]
- e. [approximant]

2. Transcription

- 45% a. Provide a phonemic transcription of the following passage. Remember to use weak forms where applicable and write on every other line. As a source of help, the symbol ' indicates stressed words. You do not need to mark stress in your transcription, but you should mark potential pauses using the sign |. Please specify clearly whether you are transcribing RP or AE.

We've 'been to 'Italy a 'couple of 'times. We've 'driven 'both 'times, and I 'used to 'enjoy it. But 'back 'then you had to 'use 'all 'these 'different 'currencies. It was 'not 'unusual to 'pay for 'bed and 'breakfast in 'French 'francs, for 'coffee in 'Belgian 'francs, for 'dinner in 'German 'marks, and 'then in 'Italy we 'had to 'start 'using 'Italian 'lira. 'Quite 'crazy; and we 'probably 'lost a 'bit of 'money 'that 'way. But 'now, they 'use 'euros 'all the 'way 'except 'Switzerland. And it 'just 'makes 'life 'so 'much 'easier.

- 20% Answer the following questions:

- b. In the passage, find four possible instances of assimilation of place of articulation, and outline the impact.
- c. Identify two words (from the passage above) that have different vowels in RP and AE, and point out the difference in each of them.
- d. Justify the pronunciation of the plural marker –s in the words: *times*, *francs*, and *euros*.

- 15% 3. Explain only one of the following and provide examples. Write clear and complete sentences.
- a. Problematic consonants for Norwegian learners of English, with reference to voicing only
 - b. Phonemic coalescence
 - c. Linking /r/ and intrusive /r/

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. /i/ | city, en <u>v</u> ious |
| 21. /u/ | super <u>fl</u> uous |
| 22. /ə/ | <u>a</u> bout, 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>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, l <u>e</u> a <u>k</u> | /g/ | <u>g</u> lass, l <u>e</u> a <u>g</u> ue |
| /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> c <u>e</u> | /z/ | <u>z</u> inc, pl <u>a</u> y <u>s</u> |
| /ʃ/ | r <u>u</u> ch <u>e</u> | /ʒ/ | r <u>o</u> u <u>g</u> e |
| /h/ | <u>h</u> at No lenis counterpart | | |
| | | | |
| /m/ | <u>m</u> e, T <u>i</u> m | /r/ | r <u>e</u> d, s <u>o</u> r <u>r</u> y |
| /n/ | <u>n</u> et p <u>i</u> n | /j/ | y <u>e</u> s, 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 | | |

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. /i/ | city, en <u>v</u> i <u>o</u> us |
| 17. /u/ | superfl <u>u</u> ous |
| 19. /ə/ | a <u>b</u> out, Ch <u>i</u> na |

CONSONANTS

- | | | | |
|------|-----------------------------------|------|---------------------------------|
| /p/ | pill, rope | /b/ | bill, robe |
| /t/ | try, bit | /d/ | dry, bid |
| /tʃ/ | ch <u>i</u> n, mat <u>ch</u> | /dʒ/ | g <u>i</u> n, Mad <u>g</u> e |
| /k/ | cl <u>a</u> ss, lea <u>k</u> | /g/ | gl <u>a</u> ss, leag <u>u</u> e |
| /f/ | f <u>e</u> el, off | /v/ | y <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, plac <u>e</u> | /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 | | |
| | | | |
| /m/ | m <u>e</u> , Tim | /r/ | red, sorr <u>y</u> |
| /n/ | n <u>e</u> t pin | /j/ | y <u>e</u> s, mill <u>i</u> on |
| /ŋ/ | long <u>i</u> ng | /w/ | wh <u>i</u> te, qu <u>i</u> te |
| /l/ | l <u>i</u> ne, fill | | |



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Del 2: Grammatikk

Tid:	<i>9-13 (samlet for Del 1 og Del 2)</i>
Målform:	<i>Engelsk</i>
Sidetal:	<i>2 + forside</i>
Hjelpemiddel:	<i>Ingen</i>
Merknader:	<i>Eksamenen består av to separate oppgavesett (Fonetikk og Grammatikk). Besvarelsene til hver del leveres inn hver for seg.</i> <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>
Vedlegg:	<i>Ingen</i>

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30% C. Choose the correct verb form(s) in the sentences below, and explain your choice.

- 1 The salmon I caught yesterday was/were very big.
- 2 Mathematics is/are prioritised in schools these days.
- 3 Where is/are my money?
- 4 People is/are not used to the idea of virtual money.
- 5 The work rate of some students is/are impressive.
- 6 Two hundred pounds is/are what you need for an evening out.

35% A. Insert it or there in the blank spaces, and explain your choice.

- 1 Did you read Alice Munro's latest book? Yes, _____ is wonderful.
- 2 Is _____ something on TV? Yes, _____ is eight o'clock, so the news must be on.
- 3 _____ was fortunate that nobody noticed the mistake.
- 4 _____ is hard work being a doctor.
- 5 _____ was my friend who wanted to move to Berlin.
- 6 _____ were three men in the other room.
- 7 Have you ever been to Germany? Yes, I went _____ last summer.

25% B. Insert the definite, indefinite or zero article (no article), and explain your choice.

- 1 You play _____ flute, I see.
- 2 They say _____ life starts at the age of 50.
- 3 _____ Europe and America are divided by _____ Atlantic ocean.
- 4 Most young people go to _____ university.
- 5 _____ society needs engaged citizens.
- 6 George became _____ engineer.

20% D. Insert the correct prepositions in the following sentences.
(No explanation is needed here)

- 1 Don't judge a book _____ its cover.
- 2 The police charged Susan _____ manslaughter.
- 3 You must draw _____ your experience as a parent.
- 4 We'd like to congratulate you _____ your job promotion.
- 5 India and Pakistan's dispute _____ Kashmir goes far back.
- 6 A computer can be infected _____ a virus.
- 7 He sold his company _____ a profit.
- 8 She did it _____ the best of her ability.

