



Høgskolen i Telemark

Fakultet for allmennvitenskapelige fag

**SLUTTEKSAMEN / FINAL EXAM**

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

**21.05.13**

Tid / Time: 4 timer (totalt for **Del 1** og **Del 2**)  
4 hours (for **Part 1** and **Part 2**)

Målform / Language: Engelsk / English

Sidetal / Pages: 4 (inkl. denne) / 4 (all included)

Hjelpemiddel / Aid: Liste over vokaler og konsonanter (RP og AE)  
List of vowels and consonants (RP and AE)

Vedlegg / Attachments: Ingen / None

Merknader / Notice: Eksamenen består av *to* separate oppgavesett  
(**Fonetikk** og **Grammatikk**). Besvarelsene til hver del  
leveres inn hver for seg.  
The exam consists of two separate sets of questions  
(**Phonetics** and **Grammar**). The answers to each part  
should be handed in separately.

Denne eksamenen (sammenslått karakter for Fonetikk og Grammatikk) teller  
60% av den endelige karakteren i kurs 2006.

This exam (combined mark for Phonetics and Grammar) counts for 60% of the  
overall mark in the course 2006.

**Eksamensresultata blir offentliggjort på nettet via Studentweb**  
**The exam results will be made available on the web, via Studentweb**

## Del 1 / Part 1: Fonetikk / Phonetics

- 15% 1. Provide a phonemic transcription of the following passage. Remember to use weak forms and assimilation where applicable. Mark the stressed syllable in each content word, and mark potential pauses using the sign |. Specify whether you are transcribing RP or AE.

Margaret stood holding the neatly wrapped present tight. The small box fitted nicely into the palms of her hands and she felt quite content standing there on the platform of the tube station. And with nothing to distract her attention (all the posters were old and advertised holidays or exotic drinks, things she could not get interested in) her mind wandered.

- 13% 2. Answer the following two questions.

- a. Comment on the pronunciation of the following pairs of words in Standard Scottish English (as compared to RP):  
*wail–whale, mess–maze, full–fool*
- b. Explain how tonality (tone unit divisions) differentiates between the two statements below.  
*Six plus nine divided by three equals five*  
*Six plus nine divided by three equals nine*

- 5% 3. Answer only one of the following. Write clear and complete sentences.

- a. “There is a fairly heated debate going on whether Scots is a dialect of English or a separate language”. Discuss.
- b. How can the concept of “minimal pairs” be utilized in teaching English pronunciation to young pupils?

**THIS SHEET IS TO BE COMPLETED AND HANDED IN.**

**CAND.....**

- 17% 4. Divide the following dialogue into tone units and underline the tonic syllables, then suggest a suitable pitch contour (intonation) for each tonic syllable. If you use both copies of the passage, cross out the one that you do not wish to be considered. If you do not cross out one of them, only the first will be considered. Do not transcribe this text.

A: How long have you been in Washington?

B: Just about two months now. We came here in March.

A: Have you seen all the sights?

B: Well, I've seen a lot. The Capitol, the White House, the  
Washington Monument, the Lincoln Memorial . . .

A: You've seen the National Gallery, haven't you?

B: Oh yes, I've been there.

A: How about the zoo?

B: The zoo? I can't care less.

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A: You've seen the National Gallery, haven't you?

B: Oh yes, I've been there.

A: How about the zoo?

B: The zoo? I can't care less.

# 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/ | superfl <u>u</u> ous                           |
| 22. /ə/ | ab <u>o</u> t, Ch <u>i</u> na, bet <u>te</u> r |

## CONSONANTS

- |      |                                   |      |                                |
|------|-----------------------------------|------|--------------------------------|
| /p/  | pill, rope                        | /b/  | bill, robe                     |
| /t/  | try, bit                          | /d/  | dry, bid                       |
| /tʃ/ | ch <u>i</u> n, mat <u>ch</u>      | /dʒ/ | gin, Mad <u>g</u> e            |
| /k/  | cl <u>a</u> ss, lea <u>k</u>      | /g/  | gl <u>a</u> ss, lea <u>g</u> e |
| /f/  | fe <u>l</u> , off                 | /v/  | ye <u>a</u> l, of              |
| /θ/  | th <u>i</u> gh, mou <u>th</u>     | /ð/  | th <u>y</u> , mou <u>th</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/  | me, Tim                           | /r/  | red, sorry                     |
| /n/  | net pin                           | /j/  | yes, mill <u>i</u> on          |
| /ŋ/  | long <u>i</u> ng                  | /w/  | wh <u>i</u> te, qu <u>i</u> te |
| /l/  | line, 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. /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> ious        |
| 17. /u/ | superfl <u>u</u> ous          |
| 19. /ə/ | <u>a</u> bout, Ch <u>i</u> na |

## CONSONANTS

- |      |                                  |      |                               |
|------|----------------------------------|------|-------------------------------|
| /p/  | <u>p</u> ill, rope               | /b/  | <u>b</u> ill, ro <u>b</u> e   |
| /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>ch</u>       | /dʒ/ | <u>g</u> in, Ma <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, o <u>ff</u>        | /v/  | <u>v</u> eal, o <u>f</u>      |
| /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>ch</u> ar <u>g</u> e       |
| /h/  | <u>h</u> at No lenis counterpart |      |                               |
| /m/  | <u>m</u> e, Ti <u>m</u>          | /r/  | <u>r</u> ed, so <u>rr</u> y   |
| /n/  | <u>n</u> et pi <u>n</u>          | /j/  | <u>y</u> es, millio <u>n</u>  |
| /ŋ/  | long <u>ing</u>                  | /w/  | <u>w</u> hite, qui <u>t</u> e |
| /l/  | <u>l</u> ine, fi <u>ll</u>       |      |                               |

## Del 2 / Part 2: Grammatikk / Grammar

- 10% A. Identify all the **adverbials** in the sentences below, and account for their form and type/function. An example is given in 1.
1. Nevertheless, she ran into the house
- There are two adverbials here, namely nevertheless and into the house. The first is an adverb phrase which links back to the previous context. It therefore functions as a sentence adverbial. Into the house, on the other hand, is a prepositional phrase and an adjunct (of place).*
2. Honestly, did you think this could be done today?
  3. We greatly enjoyed our stay in Paris.
  4. Her husband tended to work incredibly slowly.
- 20% B. All the following sentences have some kind of **marked word order**. Describe the word order of each sentence in grammatical terms, and explain why the word order has been used.
1. Only then did the hotel guests go to bed.
  2. A rumour spread that the king had been beheaded.
  3. This letter was written by my previous doctor.
  4. On my left sat an old woman wearing a black scarf.
  5. "I think so", said the man with the red beard.
  6. There are three long books on your reading list.
- 20% C. Identify the subordinate clauses in the sentences below, and classify each one according to **finitude** (finite / non-finite) and **function** (subject, object, predicative, adverbial, relative).
1. Being in love is a beautiful thing.
  2. I suddenly realized that it was the same girl I had spoken to earlier.
  3. When she returned from abroad, she wanted to study at university.
  4. Being a very curious person, Barry opened the box.
  5. We sat in a lovely room, which seemed too big for two persons.
  6. The problem is how we deal with inflation.