



Høgskolen i Telemark

Fakultet for allmennvitenskapelige fag

MIDTEKSAMEN

I

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

04.03.13

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.

- 44% 1. For each of the words below, do the following:
- Provide a phonemic transcription (in either RP or AE).
 - State which syllable (ult, penult, antepenult, or preantepenult) bears the main stress.
 - Given that all of these words follow the basic stress generalizations for English, explain the criteria according to which the main stress—which you provided in (b)—can be predicted.

- | | |
|---------------|------------------|
| i. visit | ii. advantageous |
| iii. quantity | iv. advertise |

- 46% 2. For each of the words below, do the following:
- Draw the syllabic tree (using the labels σ for 'syllable', O 'onset', R 'rhyme', N 'nucleus', C 'coda', x 'skeletal slot').
 - Explain why the syllabifications preceded by (*) are disallowed. Write complete sentences. (Consider the Sonority Scale and the Maximal Onset principle).
 - In a separate diagram, draw the metrical S/W trees (foot structure). (As a source of help, vowels of syllables with primary stress are underlined, and those of syllables with secondary stress have double underlining).

- | | |
|--------------------------|---------------------|
| i. centim <u>e</u> ter | */se.ntr.mi:.tə(r)/ |
| ii. <u>s</u> udden | */sʌdn/ |
| iii. d <u>i</u> sconnect | */dɪs.kə.nekt/ |

- 10% 3. Briefly explain one of the following (and provide examples):
- stress-timed vs. syllable-timed languages
 - stress-neutral suffixes

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. /s:/ | 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, 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> ag <u>u</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, 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/ | <u>sh</u> e | /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>m</u> | /r/ | <u>r</u> ed, s <u>o</u> r <u>r</u> y |
| /n/ | <u>n</u> et, p <u>i</u> n | /j/ | <u>y</u> es, m <u>i</u> ll <u>i</u> o <u>n</u> |
| /ŋ/ | <u>ng</u> ing | /w/ | <u>w</u> hite, <u>q</u> u <u>i</u> te |
| /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. /ɪ/ | city, en <u>v</u> ious |
| 17. /ʊ/ | 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, robe |
| /t/ | <u>t</u> ry, bit | /d/ | <u>d</u> ry, bid |
| /tʃ/ | <u>ch</u> in, <u>ma</u> tch | /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, sor <u>r</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, qu <u>i</u> te |
| /l/ | <u>l</u> ine, fi <u>ll</u> | | |



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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

45% A. Comment on differences in **form and meaning** between the a) and b) sentences in the following sentence pairs, paying particular attention to the **verb phrases**.

(1a) Water boils at 100 degrees centigrade.

(1b) The water is boiling.

(2a) I was taking down the laundry when Lisa returned.

(2b) I took down the laundry when Lisa returned.

(3a) She reads a lot.

(3b) She's reading Shakespeare, I think.

(4a) I watched Lord of the Rings yesterday.

(4b) I was watching Lord of the Rings yesterday.

(5a) Is he just being nice?

(5b) Is he any nice?

35% B. Determine whether be, have and do are used as **grammatical auxiliaries or lexical verbs** below, and explain in each case what function the verbs have. An example is given in 1.

(1) We are having fun.

The verb are is a form of to be, and is here used as a grammatical auxiliary. Together with having it forms the present progressive.

Having is a lexical verb since it is the head of the verb phrase (VP).

(2) She has improved a lot lately.

(3) The book was very disappointing.

(4) *Kon-Tiki* did not win an Oscar last week.

(5) Do you know where we are?

(6) They have been doing charity work.

20% C. Identify the **modal auxiliaries** in the sentences below, and comment on their meaning.

(1) That may not be as bad as it first sounds.

(2) I simply could not stop laughing.

(3) Somebody ought to do something!

(4) Oil prices will fall next year

(5) Will you give me a hand?