



Høgskolen i Telemark

Fakultet for allmennvitenskapelige fag

SLUTTEKSAMEN (KONTE)

I

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

18.12.14

Del 1: Fonetikk

Tid: 4 timer (totalt for **Del 1** og **Del 2**)

Målform: Engelsk

Sidetal: 1 + forside

Hjelpemiddel: ingen

Vedlegg: ingen

Merknader: Eksamenen består av *to* separate oppgavesett (**Fonetikk** og **Grammatikk**). Besvarelsene til hver del leveres inn hver for seg.

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

Eksamensresultata blir offentliggjort på nettet via Studentweb

- 35%** 1. Divide the following sentences into tone units (using the sign |) and underline the tonic syllables. For each tonic syllable, suggest a suitable intonation/pitch contour (using arrows).
- This train is for Leeds, York, Darlington, and Durham.
 - If I give him money, he goes and spends it. If I lend him the bike, he loses it. He's completely unreliable.
 - What's for dinner? - The salmon I bought.
 - Can you give me a lift? - Possibly. Where to?
 - Do you like winter sports? - I love your winter sports.
- 20%** 2. The words in each pair below have the same spelling but are pronounced differently.
- Write each word in normal English orthography.
 - Indicate the stressed syllable for each transcription.
 - Explain the rule of stress placement that applies in each case.
- / ɪləbəreɪt / / ɪləbəreɪt /
 - / səbdʒekt / / sʌbdʒekt /
 - / rebl / / rɪbel /
- 20%** 3. For each of these syllabifications, either explain why it is disallowed, or explain why it is the best possible syllabification for the word *extreme*.
- / ə.kstri:m /
 - / ək.stri:m /
 - / əks.tri:m /
 - / əkst.ri:m /
 - / əkstr.i:m /
- 25%** 4. Explain the following concepts in 5-6 lines each and give an example:
- Dialect versus language.
 - Stress-timed versus syllable-timed languages.
 - The Scottish Vowel Length Rule.



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Del 2: Grammatikk

Tid: 4 timer (totalt for **Del 1** og **Del 2**)

Målform: Engelsk

Sidetal: 2 + forside

Hjelpemiddel: Ingen

Vedlegg: ingen

Merknader: Eksamenen består av *to* separate oppgavesett (**Fonetikk** og **Grammatikk**). Besvarelsene til hver del leveres inn hver for seg.

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35% A.

1. For each of the underlined words in a-c below, state whether it is an **adjective** or an **adverb**. For adjectives, explain whether it is a premodifier or an sP/oP. For adverbs, explain whether it is a premodifier or an adverbial.

- a. Fortunately, he had brought the correct documentation.
- b. He slowly turned and asked her a question.
- c. The woman was pretty, and she talked very fast.

2. The underlined items in d-f all have adverbial function. What **form** (phrase type or clause) does each adverbial have, and what **type** of adverbial is it (adjunct or sentence adverbial)?

- d. Quite clearly, the only option is to call the whole thing off.
- e. No, you must look under the table.
- f. It will be alright when the morning comes.

25% C. Identify the subordinate clauses in the sentences below, and classify them according to **finitude** (finite / non-finite) and **function** (subject, object, predicative, adverbial, postmodifier).

- (1) She told me that she was bored.
- (2) That she was bored was clear.
- (3) If that is the case, we must go.
- (4) I really like going to the movies.
- (5) The man that I met had seemed surprised.

40% D. All the following sentences have some kind of marked word order. Identify the type of deviation from unmarked order, and explain why it has been used.

- (1) There is nothing wrong with me.
- (2) Never before have I experienced such a situation.
- (3) From the left came a strange-looking fellow.
- (4) 'You must be very cold,' said the old man.
- (5) It is unlikely that she will bring the book tonight.
- (6) It was a DVD he gave me, not a Blu-Ray disc.

