



Høgskolen i Telemark

Fakultet for allmennvitenskapelige fag

MIDTEKSAMEN

I

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

03.03.14

Del 1: Fonetikk

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

Målform: Engelsk

Sidetal: 1 + 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.

- 40% 1. For each of the words below, do the following:
- Break down the transcription into syllables using dashes (-) or dots.
 - State which syllable (ult, penult, or antepenult) bears primary 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.

- divine (*adjective*) /dɪvɪn/
- initiate (*verb*) /ɪnɪʃieɪt/
- addressee (*noun*) /ædresi:/

- 45% 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 English phonotactics, 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).

- rescued */res.kju:d/
- activities */æ.ktɪ.və.tɪz/
- circumambulate */sɜ:(r).kə.mæ.mbjʊ.leɪt/

- 15% 3. Answer only one of the following two questions. Write clear and complete sentences.
- Explain the rhythm reversal in the phrase '*Chinese puzzle*' /tʃaɪniːz pʌzl/. Draw the metrical S/W trees (foot structure) before **and** after the change.
 - The same spelling of *rebel* is used for a noun and a verb. However, the two have slightly different pronunciations, namely /re.bl/ (noun) and /rə.'bel/ (verb). Compare and explain the different vowels **and** stress patterns in the two entries.



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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

40% A. For each sentence pair below, **identify and describe the verb phrases**, and comment on **differences in meaning** between the a) and b) sentences.

(1a) I'm walking to work this week.

(1b) I usually walk to work.

(2a) The chair collapsed when I sat down in it.

(2b) I was sitting in my chair, when suddenly it collapsed.

(3a) Sarah speaks Spanish.

(3b) Sarah is speaking Spanish.

(4a) Somewhere, quite close, a dog was barking.

(4b) The tiny dog suddenly barked.

(5a) Is he being difficult?

(5b) Is he difficult?

30% B. **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. Try to vary your language.

(1) Andrew was given some time.

The VP is was tested, and it is in the past passive.

(2) My granny believes in ghosts.

(3) They have moved to France.

(4) The verdict has been overturned.

(5) My sister has been skiing a lot lately.

(6) Winston Churchill was a great speaker.

(7) Are you coming to the party?

30% C. Identify the **modal auxiliaries** in the sentences below, and comment on their **meaning**.

- (1) The last person to leave must lock the door.
- (2) When there is enough snow you can go skiing.
- (3) I'll fix the computer.
- (4) May I have a look?
- (5) Mary could read before she started school.
- (6) You must see this YouTube clip!