

PHONETICS (35%)

Please write your Phonetics answers on a separate sheet.

1. **Transcribe the following sentences phonemically, taking care to observe, and use in your transcriptions, the intonation marking provided. Use weak forms where appropriate. Please state which accent you are transcribing, Received Pronunciation (RP) or American English (AE).**

i) 'Why do you \hesitate? I'm a'fraid I might \hurt myself.

ii) 'Did you enjoy the /meal?

iii) 'Physics is \one thing, and 'chemistry's a\nother.

iv) 'Would you bring me some /water?

v) You can 'pick her up at \Gatwick.

2. **Explain, with appropriate examples from English, the following terms:**

i) Unmarked tonicity

ii) Sentence stress

iii) Assimilation

iv) Phoneme

3. **Indicate the stresses and suggest an intonation pattern using intonation marks (High fall, Low fall, Low rise, High rise, Fall-rise).**

i) They're playing basketball.

- ii) Will you be joining us?
- iii) Which fruit do you like best?
- iv) How very disappointing!

4. Write the following transcriptions in normal spelling and mark the cases of assimilation and elision in the different sentences.

- i) /dʒu 'eɪŋk i ɔ:t tu ə'plɑɪ/
- ii) /aɪ wəz ə 'bɪt pʊt ɒf wen aɪ sɔ: haʊ 'mʌʃ ɪk kɒst/
- iii) /ðə 'tɪkɪts kɑ:mp bi: ɪm maɪ 'pɒkɪt/
- iv) /ə ðeɪ 'gəʊɪŋ tə gep 'mæɪrɪd/
- v) /ðə 'sləʊ treɪn lef tɛm mɪnɪts 'ɜ:lɪə/

5. Give the distinctive features of the following consonants, and explain what we mean by distinctive features :

- i) /z/:
- ii) /g/:
- iii) /m/:

Which are the elements that we have to consider when describing a vowel?

GRAMMAR (55%)

Please write your grammar answers on a separate sheet.

Task 1:

Comment on the differences in form and meaning between the members of the following sentence pairs:

A1 The students must read *The Catcher in the Rye*.

A2 The students must have read *The Catcher in the Rye*.

B1 He was doing the dishes when I got home.

B2 He had done the dishes when I got home.

C1 George lived in London all his life.

C2 George has lived in London all his life.

D1 She didn't understand that it was a joke.

D2 She didn't understand that joke.

E1 There were some poems that he wanted to read.

E2 It was some poems that he wanted to read.

F1 The early plane left.

F2 The plane left early.

Task 2:

Choose the correct alternative (the words in *italics*) in the sentences below. Then identify what type of words (word class, word forms, etc.) that make up the alternatives (both the correct and the incorrect alternative), AND EXPLAIN why you choose the alternative you choose. In case both alternatives can be used, explain the difference in meaning between the two.

- (i) That was *a/Ø* (*zero article*) bad news for the company.
- (ii) The food smelled *horribly/horrible*.
- (iii) *It/There* is a lot of work left to do.
- (iv) Some people think that marriage *is losing/loses* *it's/its* meaning.
- (v) I had a visit from my sister, *who/which* surprised me.

Task 3:

Answer the following questions relating to the underlined items in the text below (on the next page):

- a Which category of phrases does each phrase belong to?
 - 1. most people (line 1)
 - 2. by conscious action (line 2)
 - 3. foolish (line 15)
 - 4. more clearly (line 18-19)
- b Which elements are present in the phrases above (such as heads, modifiers, etc.)?
- c Identify the verb form or the elements present (tense, aspect, etc.) in the following verb phrases:
 - 1. feels (line 12)
 - 2. is willing (line 18)
 - 3. have said (line 22)
 - 4. will have become (line 22)
- d Identify one sentence in the first paragraph which contains subject-verbal inversion. What is the reason for the inversion?
- e State the type of sentence 2 (line 3, "Our civilization..."). Is it simple, complex or compound? Why?

f Which category of dependent clauses / subordinate clauses (Nominal, Adjectival, Adverbial) does each clause below belong to (see text)?

1. who bother with the matter at all (line 1)
2. that the process is reversible (line 16)
3. If one gets rid of these habits (line 18)

Politics and the English Language

BY GEORGE ORWELL

1 Most people who bother with the matter at all would admit that the English language is in a
2 bad way, but it is generally assumed that we cannot by conscious action do anything about it.
3 Our civilization is decadent, and our language must inevitably share in the general collapse. It
4 follows that any struggle against the abuse of language is a sentimental archaism, like
5 preferring candles to electric light or hansom cabs to aeroplanes. Underneath this lies the half-
6 conscious belief that language is a natural growth and not an instrument which we shape for
7 our own purposes.

8
9 Now, it is clear that the decline of a language must ultimately have political and economic
10 causes: it is not due simply to the bad influence of this or that individual writer. But an effect
11 can become a cause, reinforcing the original cause and producing the same effect in an
12 intensified form, and so on indefinitely. A man may take to drink because he feels himself to
13 be a failure, and then fail all the more completely because he drinks. It is rather the same thing
14 that is happening to the English language. It becomes ugly and inaccurate because our
15 thoughts are foolish, but the slovenliness of our language makes it easier for us to have
16 foolish thoughts. The point is that the process is reversible. Modern English, especially
17 written English, is full of bad habits which spread by imitation and which can be avoided if
18 one is willing to take the necessary trouble. If one gets rid of these habits one can think more
19 clearly, and to think clearly is a necessary first step towards political regeneration: so that the
20 fight against bad English is not frivolous and is not the exclusive concern of professional
21 writers. I will come back to this presently, and I hope that by that time the meaning of what I
22 have said here will have become clearer. [...]

Part Three: Proficiency (10%)

Please write your Proficiency answers on a separate sheet.

Task 1:

Read the text entitled “A License To Vote?” (Appendix A) and do task A.

- A) Write a brief paragraph where you add a suitable **quotation from the text above**.
Then add **two or three extra lines** to complete the paragraph. Start the paragraph using the sentence below:

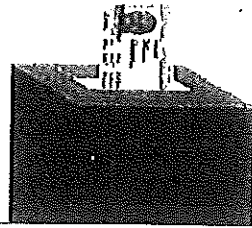
Finally US voters will be required to prove their identity when casting their ballots.

Task 2:

Read the text entitled “Worries over Hillary’s Health.” (Appendix B) and do task B.

- B) Write a brief paragraph where you add a suitable **quotation from the text above**.
Then add **two or three extra lines** to complete the paragraph. Start the paragraph using the sentence below:

Former Secretary of State, Hillary Clinton, suffered a blow to her head in mid-December.



A License To Vote? GOP lawmakers push voter IDs

Residents of Virginia and Arkansas may be getting carded at places other than nightclubs come 2014. Both states have passed stricter election laws that require voters to show approved photo ID before they can cast their ballots. On April 1, the Republican-controlled Arkansas legislature overrode a veto by Democratic governor Mike Beebe, who called the law "an expensive solution in search of a problem." Republican governor Bob McDonnell signed Virginia's bill into law on March 26.

Both laws are part of the "endless partisan cycle of fights over the election rules," says Rick Hasen, a law professor at University of California, Irvine. The classic conservative argument is that such laws are needed to combat voter fraud. The classic liberal retort is that voter fraud is a red herring and the laws are really attempts to suppress turnout among voters who lean Democratic.

About a dozen states now ask voters to flash photo ID. Hasen predicts that more states will join them by 2016, though such laws won't affect election outcomes nearly as much as the long lines that plagued voters in 2012. To that end, President Obama created a commission on March 28 to study how to ease voter access.

—KATY STEINMETZ

Worries over Hillary's Health. What Clinton's concussion and clot could mean

By Alice Park

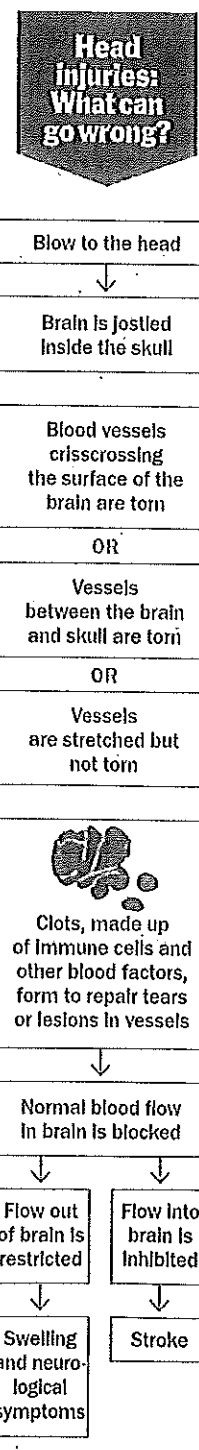
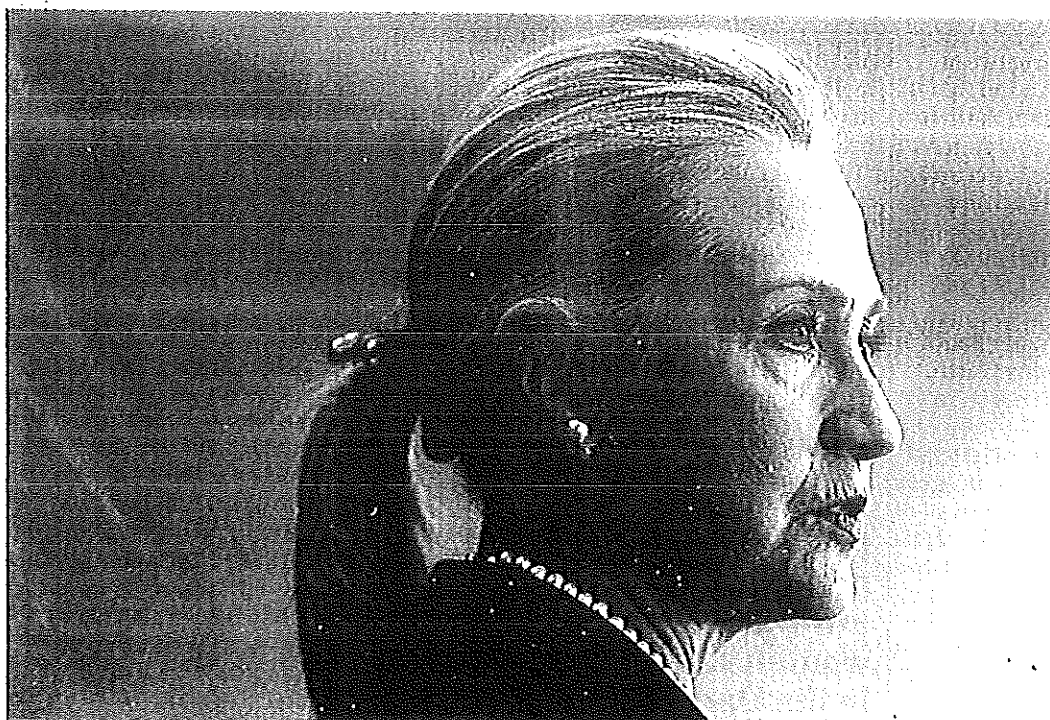
FOR MOST PEOPLE, SERIOUS blows to the head don't occur often, but when they do, they can leave a legacy of damage. And despite sophisticated imaging techniques, brain-injury experts say such consequences, including sudden death, are difficult to predict. That's why it may be hard to know for sure what is going on in Secretary of State Hillary Clinton's brain. Though an aide said she is expected to return to work a week after being hospitalized, her condition could affect her future health.

According to the limited amount of information made public so far, Clinton apparently hit her head after fainting in mid-December while she was dehydrated from a stomach virus, and she is being treated for a blood clot just behind her right ear in a vein

connected to her brain. Clotting can occur in the aftermath of any head trauma, even after a concussion, when the brain is rattled inside the skull, causing delicate blood vessels to tear or stretch. Clots are the body's molecular glue to repair such damage, and Clinton's clot is lodged in one of the vessels that drain blood already stripped of its oxygen from the brain to the heart. While doctors treating her with blood thinners at New York-Presbyterian Hospital have not commented on her case, her physicians at George Washington University said in a statement that the clot "did not result in a stroke or neurological damage."

Clots are notoriously unpredictable, however, and there aren't enough studies to say for certain how common they are

after concussions. But doctors do know that a previous clot may increase the risk that additional ones will form, and that's why Clinton may be especially vulnerable to such blockages: she was treated for a blood clot in her leg in 1998. "If she were my patient, I would think of her as somebody with a predisposition to clotting and [be] sure she doesn't have a clotting disorder," says Dr. Geoff Manley, a neurosurgeon at the University of California, San Francisco. Though the body's clot-busting mechanisms liquefy most of these blockages (drugs prevent them only from getting larger), experts say it's critical for anyone with a head injury to get an exam so doctors can look for any clotting or bleeding and treat it with the proper medications.



MARK WILSON—GETTY IMAGES