

## i Informasjon om eksamen



## EKSAMEN

### Emnekode og -navn:

LMUENG10317 ENG103 Engelsk språk, grammatikk og fonetikk (5-10)

### Dato og tid:

13.12.18, 6 timer

### Tillatte hjelpemidler:

Ingen

### Faglærere:

Viktoria Börjesson

Nazareth Amlesom Kifle

### Om oppgaven:

Oppgaven består av to deler, alle spørsmålene i Del A og Del B må besvares. Begge deler må være vurdert til bestått for å få bestått karakter i emnet.

### Sensurfrist: 3.1.19

Karakterene blir publisert i Studentweb.

## 1 Part I: Phonetics, Question 1

The phonetics exam consists of **6 questions**. All questions must be answered. (1 of 6)

[gʊd lʌk]!

1. For each of the consonant sound pairs below, a) identify the categorising feature (there are three to choose between) in which they **differ** and b) specify **how** they differ within this feature.

- a. /ʃ/ and /ʒ/
- b. /k/ and /t/
- c. /m/ and /b/

**Fill in your answer here**

## 2 Part I: Phonetics, Question 2

The phonetics exam consists of **6 questions**. All questions must be answered.  
(2 of 6)

2. Using the term “phoneme” and “allophone” and relevant phonetic symbols, explain why a Japanese speaker may say “sixty-thlee, prease” instead of “sixty-three, please”?

**Fill in your answer here**

## 3 Part I: Phonetics, Question 3

The phonetics exam consists of **6 questions**. All questions must be answered.  
(3 of 6)

3. In an interview with the President of Somalia, the words *preparation*, *since*, *treatment*, *clear* and *terrorists* are pronounced / pʊrəpə'reɪʃən/, /'sɪnes/ /trɪt'menti/ /cʊ'liə/ /'terəristɪs/. What pronunciation difficulty do these words show? Explain using relevant phonetic terminology.

**Fill in your answer here**

## 4 Part I: Phonetics, Question 4

The phonetics exam consists of **6 questions**. All questions must be answered.  
( 4 of 6)

In question 4, you are asked to **draw a vowel diagram**. Please use **a separate sheet** of paper for this, and **hand it in to the exam administrator** when you leave.

4. Explain, by using relevant phonetic terminology and the vowel diagram for illustration, the difference between an English /ɪ/ and Norwegian /i/, which, if confused, could make the word *bid* sound more like *beat*.

**Fill in your answer here**

## 5 Part I: Phonetics, Question 5

The phonetics exam consists of **6 questions**. All questions must be answered.  
(5 of 6)

5. Give at least one example of why intonation is important in English.

**Fill in your answer here**

## 6 Part I: Phonetics, Question 6

The phonetics exam consists of **6 questions**. All questions must be answered.  
(6 of 6)

In question 6, you may choose to transcribe on a separate sheet of paper, which you hand in to the exam administrator when you leave, or you may transcribe directly on the computer by copying and pasting symbols given below.

6. Write the following sentences with phonetic symbols. Include **weak vowels** where they are likely to appear. Also, include and mark out at least two examples of **elision**, one of **assimilation** and one **linking r** (BrE), where they are likely to appear.

a. You can't be in London for long without going to the zoo.

b. He whispers something to the third keeper from the left, and doors are unlocked.

c. And that being so (if the bees were bears), we shouldn't have to climb up all these stairs.

Phonetic symbols (if you choose to transcribe on the computer):

ʃ θ ʊ ʌ ʒ æ ɑ ð ə ɜ ɪ ŋ ɔ ɒ '

**Fill in your answer here**

## 7 Part II: Grammar, Part A, Question 1

The grammar exam consists of **6 questions** and two parts. **Part A** and **Part B**. All questions must be answered.

**A 1.**

Comment on the differences in **form and meaning** of the following pairs of sentences.

- 1a. The students work hard for their exams.  
The students are working hard for their exams.
- 1b. Did you study English for a long time?  
Have you studied English for a long time?
- 1c. They are going to sign the contract tomorrow.  
They are to sign the contract tomorrow.
- 1d. She must have left him alone.  
She must leave him alone.
- 1e. We will deal with this later.  
This will be dealt with later.

**Skriv ditt svar her...**

## 8 Part II: Grammar, Part A, Question 2

**A 2.**

**Describe active and passive voice** in English Grammar and **compare their form and meaning**. **Give three reasons** for using the passive and **provide examples** of each (circa 150 words).

**Skriv ditt svar her...**

## 9 Part II: Grammar, Part A, Question 3

**A 3.**

Use the correct **tense-aspect** or **future forms** of the verb in the brackets and **explain** briefly why the form you have chosen is the correct option.

- a. I studied French in High school, but I \_\_\_\_\_ (forget) most of it now.
- b. Mozart was a great composer. He \_\_\_\_\_ (write) more than 600 pieces of music.
- c. My train \_\_\_\_\_ (leave) at 11.30, so I need to be at the station by 11.15.
- d. When I arrived at the station, the train \_\_\_\_\_ (leave already).
- e. Look at those black clouds! It \_\_\_\_\_ (rain).

**Skriv ditt svar her...**

## 10 Part II: Grammar, Part B, Question 1

**Part B consists of three questions. All questions must be answered.**

Read the following text carefully and answer all the questions that follow. (Note that text is assigned line numbers for reference).

- (L1) The Alchemist picked up a book that someone in the caravan had brought.  
(L2) He read a story about Narcissus.  
(L3) The alchemist knew the legend of Narcissus, a youth who knelt daily beside a lake to contemplate his own beauty.  
(L4) He was so fascinated by himself that, one morning, he fell into the lake and drowned. (L5) At the spot where he fell a flower was born which was called the narcissus.  
(L6) But this was not how the author of the book ended the story.  
(L7) He said that when Narcissus died, the goddesses of the forest appeared and found the lake, which had been fresh water, transformed into a lake of salty tears.  
(L8) "Why do you weep?" the goddesses asked.  
(L9) "I weep for Narcissus," the lake replied.  
(L10) "Ah, it is no surprise that you weep for Narcissus," they said, "for though we always pursued him in the forest, you alone could contemplate his beauty close at hand."  
(L11) "But...was Narcissus beautiful?" the lake asked.  
(L12) "Tell me about it!" the goddesses said in wonder.  
(L13) "After all, it was by your banks that he knelt each day to contemplate himself!"  
(L14) The lake was silent for some time.  
(L15) Finally, it said: "I weep for Narcissus, but I never noticed that Narcissus was beautiful. (L16) I weep because each time he knelt beside my banks I could see my own beauty reflected in the depths of his eyes."  
(L17) "What a lovely story," the alchemist thought.

*(Except adapted Paulo Coelho's The Alchemist)*

**B 1.**

Analyze the **word order pattern** and identify **the clause elements** in the following sentences.

- a) (L2) *He read a story about Narcissus.*
- b) (L14) *The lake was silent for some time.*
- c) (L8) *Why do you weep?*
- d) (L12) *Tell me about it!*

**Skriv ditt svar her...**

**11 Part II: Grammar, Part B, Question 2**

**B 2.**

Identify the **main clause** and the **dependent clause** in the following sentence. What is the form and the **syntactic function** of the dependent clause in relations to the main clause?

(L1) *The Alchemist picked up a book that someone in the caravan had brought.*

**Skriv ditt svar her...**

## 12 **Part II: Grammar, Part B, Question 3**

### **B 3.**

Analyze the dependent clauses in the following sentences. Comment on whether they are **finite** or **non-finite** clauses and identify their **syntactic function** and the **clause elements** they correspond to.

- a) (L10) *Ah, it is no surprise that you weep for Narcissus.*
- b) (L5) *At the spot where he fell a flower was born which was called the narcissus.*
- c) (L16) *... I could see my own beauty reflected in the depths of his eyes.*
- d) (L13) *After all, it was by your banks that he knelt each day to contemplate himself!*
- e) (L6) *But this was not how the author of the book ended the story.*

**Skriv ditt svar her...**