

SENSORVEILEDNING

Emnekode:	SFVSSK117
Emnenavn:	Språkferdighet, språklæring og kommunikasjon
Eksamensform:	Skriftlig
Dato:	6. desember 2018
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Eventuelt:	

a)

Explain, as fully as you can, the difference between *lexical words* and *function words*.

Several (determiner) methods (noun) have (aux) been (aux) used (verb) to (infinitive marker) assimilate (verb) these (determiner) ethnic (adjective) groups (noun). Newly (adverb) arrived (adjective) immigrants (noun) have (verb) access (noun) to (preposition) language (noun) and (coordinating conjunction) American (adjective) civilization (noun) classes (noun) to (infinitive marker) help (verb) them (pronoun) understand (verb) the (determiner) language (noun) and (coordinating conjunction) the (determiner) culture (noun).

b)

Explain as fully as you can, the grammatical term *phrase*.

1: American (premodifier) sociologists (head) Noun P

6: was (aux) based (main/lexical verb) on (preposition) Verb P

7: Evidence (head) of this theory (postmodifier) Noun P

12: particularly (head) Adverb P

13: in (preposition) 2001 (complement) Prepositional P

21: jealous (head) of the newcomers' success (postmodifier) Adjective P

25: Some (det) solutions (head) for solving the problem of gang warfare (postmodifier) Noun P

c)

Explain, as fully as you can, what is meant by *subject– verbal concord/agreement*.

2: they (S) have become

12: This (S) is

26: More police (head), including ethnic policemen, (S) have been assigned

37: there are courses (S)

38: The availability (head) of work (S) also helps

d)

Give a syntactic analysis of these clauses (identify the clause elements).

8-9: Today (A), for example (A), in Los Angeles (A) you (S) can find (V) a Chinatown, a Korean town, a Hispanic area, and a heavy Cambodian population (dO).

18: Conflict (S) may (V) also (A) arise (V) between different minority groups (A).

22-23: In addition (A), the high crime rate and being constantly burglarized (S) maddened (V) the Koreans (dO).

26-27: Some (S) even (A) live (V) in especially volatile areas (A) in order to keep the peace (A).

32-33: Nevertheless (A), the rise in the number of gangs (S) suggests (V) that these efforts are far from successful (dO).

e)

Explain briefly and precisely the syntactic function (role) of the *direct object*.

Explain how each case is *grammatically realized* (formed).

1-2: two major theories (head) dealing with integration of various ethnic groups. Noun P

12: suspicion (head) Noun P

38: them (head) Noun P

f)

Explain, as fully as you can, the difference between *main clauses* and *subordinate/dependent clauses*. Use examples from these lines to illustrate, at least two of each kind.

B. Exam Engelsk for lærere 1 2018: Phonology, intonation and proficiency **Grade:**

1)

Explain briefly and precisely when to use these patterns by using examples from the extract below.

2a)

Explain, as fully as you can, what *inflectional –s* means *grammatically*. Use examples to illustrate. *plural of nouns, 3rd person singular of verbs, genitive*

2b)

Identify inflectional –s words; say what *grammatical* category each case represents and give the *pronunciation* of the inflectional -s only. You can use ordinary letters as sound symbols.

is (3rd person) /z/ members (noun) /z/ groups (noun) /s/ immigrants (noun) /s/

pressures (noun) /z/ natives (noun) /z/ pressures (noun) /z/ customs (noun) /z/ values (noun) /z/

3a)

Classify the sounds into *three* groups. Describe briefly and precisely the typical qualities of these three groups.

1 /f/ 2 /m/ 3 /θ/ 4 /ʃ/ 5 /ŋ/ 6 /p/ 7 /g/ 8 /z/ 9 /n/ 10/ð/ 11 /v/ 12 /tʃ/ 13 /b/

Fricatives: the speech organs are very close, a friction sound is heard: 1, 3, 4, 8, 10, 11

Nasals: The air escapes through the nose: 2, 5, 9

Stops: The airstream is trapped for a moment before released: 6, 7, 12, 13

3b)

Explain, as fully as you can, what is meant by *fortis* and *lenis* sounds. Next, classify the sounds above as *fortis* or *lenis* sounds.

Fortis: more force to produce, unvoiced, shortens the preceding vowel: 1, 3, 4, 6, 12

Lenis: less force to produce, voiced, lengthens the preceding vowel : 2, 5, 7, 8, 9, 10, 11, 13

4 Transcription BE AE

a) immigrant /'ɪmɪgrənt/ /'ɪmɛgrənt/ /'ɪmɪgrənt/ /'ɪmɛgrənt/

b) integration /,ɪntɪ'greɪʃ(ə)n/ /,ɪntɛ'greɪʃ(ə)n/ /,ɪntɛ'greɪʃ(ə)n/

c) evidence of this theory /'eɪvɪd(ə)nʌs əv ðɪs 'θɪəri/ /'evəd(ə)nʌs/ /'θi:əri/

/'eɪvɪd(ə)nʌs əv ðɪs 'θi:əri/ /'evəd(ə)nʌs/ /'θɪəri/

d) no matter /nəʊ 'mætə/ /nou 'mæt(ə)r/

e) job training /dʒɒb 'treɪnɪŋ/ /dʒɑ:b 'treɪnɪŋ/

f) ethnic groups /'eθnɪk gru:ps/ /'eθnɪk gru:ps/

g) some even live /sʌm 'i:v(ə)n lɪv/

h) multicultural society /,mʌltɪ'kʌltʃ(ə)r(ə)l sə'saɪəti/ /,mʌltɪ'kʌltʃ(ə)r(ə)l sə'saɪəti/

/,mʌltɪ'kʌltʃ(ə)r(ə)l/

i) another problem is /ə'nʌðə 'prɒbləm ɪz/ /'prɒblem/ 'prɒblɪm/ /'pra:bləm/