

## EKSAMEN

Emnekode/Course code  SFE10410	Emne/Course:  Engelsk: Grammatikk og fonetikk/Grammar and phonetics
Dato/Date: 4.5.2015	Eksamenstid/Duration: kl. 09.00 til kl 15.00 (seks timer/six hours)
Hjelpemidler/Permitted sources:  Ingen/None	Faglærere/Teachers: Emerentze Bergsland Daniel Lees Fryer Johanna Wagner
<p>Eksamensoppgaven/The examination:</p> <p>Oppgavesettet består av 12 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.</p> <p>The examination paper consists of 12 pages, including this one. Check that your paper is complete before starting on the paper.</p> <p>Oppgavesettet består av 3 deler: grammatikk (55 %), fonetikk (35 %), og språkferdighet (10 %). Alle deloppgaver skal besvares. Studentene må bestå alle tre deler for å få karakter i emnet.</p> <p><b>Hver del besvares på et separat sett med ark.</b></p> <p>The examination consists of 3 parts: grammar (55%), phonetics (35%), and proficiency (10%). All parts must be answered. Students must pass all three parts of the exam to get a passing grade.</p> <p><b>Please use separate answer sheets for each part.</b></p>	
Sensurdato/ Date of announcement of the examination results: 28.5.2015	
<p>Karakterene er tilgjengelige for studenter på Studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a></p> <p>Grades will be available for students on Studentweb two workdays after the grade publication date at latest. Follow instructions given on: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a></p>	

## PHONETICS (35%)

**Please write your Phonetics answers on a separate sheet.**

All questions must be answered.

**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) 'Could you turn the /music down? (Low rise)
- ii) I've been 'ready for \ages. (High fall)
- iii) This 'paper's got some dirty \marks on it. (Low fall)
- iv) I 'know how\| she feels| but how do \|you feel? (Fall rise + High fall)
- v) 'Did you finish the re/port? (Low rise)

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

- i) Tonality
- ii) Assimilation
- iii) Distinctive features
- iv) Diphthong

**3. Explain the different pronunciations of the past tense ending: -ed.**

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

- i) Why are you complaining?
- ii) I've just received a letter from her.
- iii) The view is magnificent, isn't it?
- iv) Is that the birthday cake?
- v) Nonsense!

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

- i) /aɪ wəz 'həʊpɪŋ wi kæg 'gəʊ ðeə tə'geðə /
- ii) /'rɒdʒər ən 'lɪz 'went ðeə 'lɑ:s jɪə | ən ðeɪ 'sed ɪt wəz ɪk'saɪtɪŋ /
- iii) /ju:b betə pʊt ðəʊz 'sɪzəz əweɪ/
- iv) /aɪ 'wəʊmp bi hævɪŋ 'dɪnə ʌntɪl 'dʒɒn gets həʊm/
- v) /ðeɪ kəd 'send sʌmwʌn ðeə 'neks wi :k /

## GRAMMAR (55%)

Please write your grammar answers on a separate sheet.

### Grammar, Part A

Part A consists of two questions. Both questions must be answered.

1. Comment on the **difference in grammatical form and meaning** between the members of each of the following sentence pairs.

1a. It's a real shame.

It's a shame really.

1b. I've done the washing up.

I've been doing the washing up.

1c. Unfortunately they had reached the point of no return.

They had unfortunately reached the point of no return.

1d. It's a wonderful B&B.

There's a wonderful B&B.

1e. I might visit her tomorrow.

I must visit her tomorrow.

1f. He saw a suspicious-looking man walking in the park.

Walking in the park, he saw a suspicious-looking man.

2. The following sentence can be analyzed syntactically in **two** ways. Describe the two possible **syntactic structures** (using the clause-element labels S, V, etc.), and explain the difference in **meaning** implied by the two different syntactic structures.

*The window was broken.*

## **Grammar, Part B**

Part B consists of two sets of questions. Both sets of questions must be answered.

1. Read the following text carefully, and answer the questions that follow.

1 In 2009, Salvation Army International Development (SAID) UK  
2 noted that 12,000 children have been trafficked on cocoa farms in the  
3 Ivory Coast of Africa, where half of the world's chocolate is made.  
4 SAID UK states that it is these child slaves who are likely working in  
5 "harsh and abusive" conditions for the production of chocolate, and an  
6 increasing number of health-food and anti-slavery organizations are  
7 now highlighting and campaigning against the use of trafficking in the  
8 chocolate industry.

(adapted from <https://en.wikipedia.org/wiki/Chocolate>)

## Questions:

- 1a. Line 1: What **kind of phrase** is *In 2009*? What is its **syntactic function**?
- 1b. Line 3: Comment on the **verb form** (tense, aspect, and voice) of the verb phrase *have been trafficked*.
- 1c. Lines 2 and 3: What **kind of clause** is *that 12,000 children have been trafficked on cocoa farms in the Ivory Coast of Africa*?
- 1d. Line 3: What **kind of clause** is *where half of the world's chocolate is made*?
- 1e. Line 4: Comment on the use of *it*.
- 1f. Line 4: Comment on the **word class** and **position** of *likely*. What kind of **modal meaning** does it express?
- 1g. Line 5: What **word class(es)** do *harsh* and *abusive* belong to? These words are part of a prepositional phrase. What **function** does *harsh and abusive* have in that phrase?
- 1h. Line 7: Comment on the **word class**, **phrase type**, **syntactic function**, and **position** of *now*.
- 1i. Give the **phrase type**, and identify the **word class** and **function** of each word in the following phrases:
  - i. Lines 5 and 6: *an increasing number*
  - ii. Lines 7 and 8: *in the chocolate industry*

2. Read the following text carefully, and answer the questions that follow.

1 For a brief moment he had a dizzy impression of everything and  
2 everyone being upside down. He waved his paws wildly in the air and  
3 then, before anyone could catch him, he somersaulted backwards and  
4 landed with a splash in his saucer of tea. He jumped up even quicker  
5 than he had sat down, because the tea was still very hot, and promptly  
6 stepped into Mr Brown's cup.

(from Michael Bond's *A Bear Called Paddington*)

### Questions:

- 2a. Line 1: What **kind of phrase** is *For a brief moment*? What is its **syntactic function**?
- 2b. Line 2: Give a **syntactic analysis** of *He waved his paws wildly in the air*.
- 2c. Line 3: What **kind of clause** is *before anyone could catch him*?
- 2d. Line 3: What **word class** does *backwards* belong to? What **type of phrase** is *backwards*, and what is its **syntactic function** in the clause?
- 2e. Line 5: What **kind of clause** is *because the tea was still very hot*?
- 2f. Comment on the **tense** in the above text, and give **examples**.

2g. Find and comment on **one** example of **each** of the following types of **grammatical cohesion** in the above text.

**i. Reference**

**ii. Conjunction**

**iii. Ellipsis**



## **PROFICIENCY (10%)**

**Please write your proficiency answer on a separate sheet.**

This exam is in three parts. Part I will test you on your understanding of how to create an MLA bibliography. Part II will ask you to make changes to test your proofreading skills. And Part III will test your academic writing in English.

### **Part I**

Organize each cluster of information provided below into the correct format for an MLA bibliography (don't forget how to properly indicate the different types of media: a book, article, etc., and indentations for the citation).

1. Print Book: Road to Bergen

Date: 2015

Publisher: Viking Press

Author: Agnes Brende

City: Oslo

2. Journal Article (online): Calming the Storm

Pages: 5-25

Date: Spring 2010

Journal: Reflux Review

Author: Jesus Horatio

3. Online Newspaper Column: Norway to Recall Loss of Freedom

Pages: No pagination

Date: April 8, 2015

Newspaper: News in English.no

Author: Nina Burglund

4. Print Article in an anthology: The Black Slave Trade: A Poem

Pages: 472-482  
Publisher: Johns Hopkins UP  
Date: 1997  
City: Baltimore  
Anthology: British Women Poets  
Editor: Paula R. Feldman  
Author: Hannah More

## **Part II**

Below is the introduction to a student paper. Please proofread it for the following: Appropriate formal academic language (remember, the language may not be ‘wrong’ per se), academic tone (respectful and non-exclamatory), passive voice, sentence fragments, non-parallel structures, conciseness, and, unclear or vague language. Rewrite the paragraph (in your booklet) in the most effective way possible. Remember, each sentence is a part of the paragraph as a whole and all should work together in building a cohesive and unified paragraph.

This essay will check out the international response to the so-called ‘crisis’ in Darfur in order to explain the United Nation’s disgusting failure in taking meaningful, significant, and effective measures to prevent the atrocities. For this purpose, it will be given a tiny overview of the thing as well as the many and various things done by the international community. Following, a closer look will be taken at the debate and decision-making in the Security Council in a two-step approach. First it will be demonstrated that the dividedness of the Security Council members over the role of national sovereignty posed a considerable and substantial obstacle to the adoption of binding decisions. In a second step, the reasons why states like the US or the UK did not exert more pressure in the debate. In a final part, it will be evaluated how the factors elaborated and expounded on before have affected the nature of the instruments adopted by the Security Council and thereby, undermined effective action.

### **Part III**

The three passages below address the same issue, the legalization of drugs in the United States. What similarities do you see in the authors' ideas? What differences? In your best, formal and academic prose, write one paragraph of your own in which you use these authors' views as a point of departure for your own view about drug legalization.

Perhaps the most unfortunate victims of drug prohibition laws have been the residents of America's ghettos. These laws have proved largely futile in deterring ghetto-dwellers from becoming drug abusers, but they do account for much of what ghetto residents identify as the drug problem. Aggressive, gun-toting drug dealers often upset law-abiding residents far more than do addicts nodding out in doorways. Meanwhile other residents perceive the drug dealers as heroes and successful role models. They're symbols of success to children who see no other options. At the same time the increasingly harsh criminal penalties imposed on adult drug dealers have led drug traffickers to recruit juveniles. Where once children started dealing drugs only after they had been using them for a few years, today the sequence is often reversed. Many children start using drugs only after working for older drug dealers for a while. Legalization of drugs, like legalization of alcohol in the 1930s, would drive the drug-dealing business off the streets and out of apartment buildings and into government-regulated, tax-paying stores. It also would force many of the gun-toting dealers out of the business and convert others into legitimate businessmen.

—Ethan A. Nadelmann, "Shooting Up"

Statistics argue against legalization. The University of Michigan conducts an annual survey of twelfth graders, asking the students about their drug consumption. In 1980, 56.4% of those polled said they had used marijuana in the past twelve months, whereas in 2010 only 34.8% had done so. Cocaine use was even more reduced in the

same period (22.6% to 2.9%). At the same time, twelve-month use of legally available drugs — alcohol and nicotine-containing cigarettes — remained constant at about 72% and 50%, respectively. The numbers of illegal drug users haven't declined nearly enough: those teenaged marijuana and cocaine users are still vulnerable to addiction and even death, and they threaten to infect their impressionable peers. But clearly the prohibition of illegal drugs has helped, while the legal status of alcohol and cigarettes has not made them less popular.  
—Sylvia Runkle, “The Case against Legalization”

I have to laugh at the debate over what to do about the drug problem. Everyone is running around offering solutions — from making drug use a more serious criminal offense to legalizing it. But there isn't a real solution. I know that. I used and abused drugs, and people, and society, for two decades. Nothing worked to get me to stop all that behavior except just plain being sick and tired. Nothing. Not threats, not ten-plus years in prison, not anything that was said to me. I used until I got through. Period. And that's when you'll win the war. When all the dope fiends are done. Not a minute before.  
—Michael W. Posey, “I Did Drugs Until They Wore Me Out. Then I Stopped.”