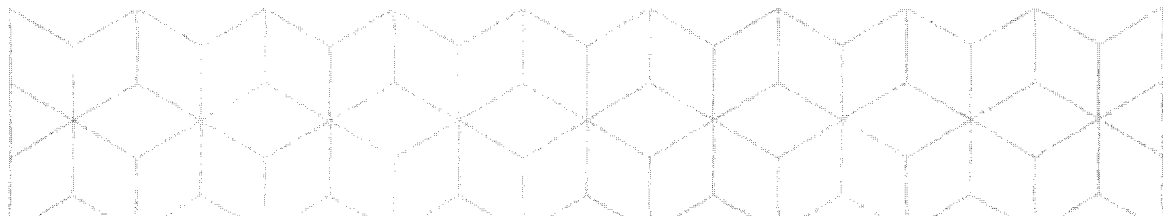


# EXAMINATION

<b>Course code:</b> SFE10410	<b>Course:</b> English: Grammar and Phonetics
<b>Date:</b> 4 January 2017	<b>Duration:</b> 6 hours (9 AM to 3 PM)
<b>Permitted sources:</b>  None	<b>Lecturers:</b>  Emerentze Bergsland  Daniel Lees Fryer  Melanie Duckworth
<b>The examination:</b>  The examination paper consists of 11 pages including this page. Please check that the examination paper is complete before you start answering the questions.  The examination consists of three parts: Phonetics 35%, Grammar 55%, and Written Proficiency 10%. All parts must be answered.  Please use separate answer sheets for each part. Students must pass all three parts of the exam to get a passing grade.	
<b>Date of announcement of the examination results:</b> 20 January 2017  The examination results are available on the Studentweb no later than two workdays after the announcement of the examination results <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a>	



## 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'fraɪd 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 the different pronunciations of the past tense ending -ed.**

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

i) phoneme

ii) syllable

iii) distinctive features

iv) grammatical function of intonation

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

a) What's the time?

b) Close the window!

c) Are you coming?

d) She has left London.

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

/wɒts ɪp meɪd ɒv dɪdʒu seɪ/

/ðə ʃʊb bi sʌm left ɪn ðə kʌbəd/

/ði:z haʊzɪz wə bɪp baɪ lɑ:sentʃəri ɪndʌstriəlists/

/ɪt dʌzm mətə weər ɪ kʌmz frɒm/

/ju kən ɪndʒəɪ jɔ: lʌntʃ ɪm pi:s ɪn ðə ɡɑ:dən/

## 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 form and meaning** between the members of each of the following sentence pairs.
  - 1a. I was making dinner when you arrived.  
I made dinner when you arrived.
  - 1b. You should tell her the truth.  
You could tell her the truth.
  - 1c. It's hard to be honest with you.  
It's hard, to be honest with you.
  - 1d. He saw someone suspicious leaving her apartment.  
Leaving her apartment he saw someone suspicious.
  - 1e. You don't talk to me like that.  
Don't you talk to me like that.
  - 1f. Three students were arrested last night.  
Last night the police arrested three students.

2. Draw a **constituency diagram** (tree diagram), indicating **word classes, phrases, and clause elements**, for the following sentence.

In summer everyone goes to the beach.

## 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. (Note that the sentences have been numbered for reference.)

(1) Chess is a two-player strategy board game played on a chessboard, a checkered gameboard with 64 squares arranged in an eight-by-eight grid.

(2) Chess is played by millions of people worldwide, both amateurs and professionals.

(3) Each player begins the game with 16 pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. (4) Each of the six piece types moves differently. (5) The most powerful piece is the queen and the least powerful piece is the pawn. (6) The objective is to 'checkmate' the opponent's king by placing it under an inescapable threat of capture. (7) To this end, a player's pieces are used to attack and capture the opponent's pieces, while supporting their own. (8) In addition to checkmate, the game can be won by voluntary resignation by the opponent, which typically occurs when too much material is lost, or if checkmate appears unavoidable. (9) A game may also result in a draw in several ways.

(adapted from the Wikipedia entry for 'chess')

## Questions:

- 1a. Identify the **phrase type** and describe the **structure** of each of the following phrases:
  - i. Sentence 5: *the most powerful piece*
  - ii. Sentence 6: *an inescapable threat of capture*
  - iii. Sentence 9: *in several ways*
- 1b. Sentence 4: What **word class** does *differently* belong to? What **type of phrase** is *differently*, and what is its **syntactic function** in the clause?
- 1c. Sentence 3: Give a **syntactic analysis** of *Each player begins the game with 16 pieces.*
- 1d. Sentence 5: Give a **syntactic analysis** of *the least powerful piece is the pawn.*
- 1e. Sentence 1: What **kind of clause** is *played on a chess board*?
- 1f. Sentence 8: What **kind of clause** is *if checkmate appears unavoidable*?
- 1g. Sentence 8: What **word class** does *which* belong to, and what **kind of clause** does it introduce?
- 1h. Sentence 2: Comment on the **grammatical voice** in sentence 2.
- 1i. Sentence 9: Comment on the use of *may* in sentence 9.
- 1j. General: Comment on the use of **tense** in the text as a whole, and **give examples**.

2. Read the following text carefully, and answer the questions that follow. (Note that the sentences have been numbered for reference.)

(1) Travelling by night and resting under cover by day, the party neared the river. (2) This arrangement didn't suit everyone. (3) Many of the animals were normally active during daylight. (4) Kestrel in particular hated flying in the dark. (5) But it was the safest way to travel and avoided humans as much as possible. (6) After several days Toad brought them to the bank of the river.

(from *The Animals of Farthing Wood*, by Colin Dann)

### Questions:

- 2a. Sentence 1: What **kind of clause** is *Travelling by night*?
- 2b. Sentence 3: Give a **syntactic analysis** of *Many of the animals were normally active during daylight*.
- 2c. Sentence 4: What **kind of clause** is *flying in the dark*?
- 2d. Sentence 6: What **kind of phrase** is *After several days*? What **structure** does this phrase have? What is its **syntactic function** in the clause?
- 2e. Sentence 6: What **kind of phrase** is *to the bank of the river*? What **structure** does this phrase have? What is its **syntactic function** in the clause?



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

**i. Reference**

**ii. Conjunction**

## PROFICIENCY (10%)

**Please write your proficiency answer on a separate sheet. This section consists of two questions; answer them both.**

### Question 1

Edit these groups of information so that **together** they form a correct MLA bibliography. Remember to underline or use quotation marks when appropriate. Write your answer on a separate sheet.

Print Book: Being Alive  
Date: 2004  
Publisher: Bloodaxe Books  
Editor: Neil Astley  
City: Highgreen

Print article in anthology: An Important System of its Own: Defining Children's Literature  
Book: Children's Literature: Critical Concepts in Literary and Cultural Studies  
Date: 2006  
Publisher: Routledge  
Author: Ruth B. Bottigheimer  
Editor: Peter Hunt  
Page numbers: 114-29  
City: London and New York

Article from on-line journal: Literacy, competence and meaning-making: a human sciences approach  
Date: June 2010  
Page numbers: 145-159  
Author: Maria Nokolajeva  
Journal: Cambridge Journal of Education  
Issue: 40.2

Online Newspaper article: British Antarctic research station to be moved due to deep crack in the ice  
Author: Elle Hunt  
Newspaper: The Guardian  
Date: Wednesday 7 December 2016  
Page numbers: No pagination

## Question 2

Read the following extract, which is a prose poem by the Polish poet Zbigniew Herbert, who was a member of the Polish resistance movement during World War II. Write **one or two paragraphs** in response to the poem, in which you explain what you think is happening in the poem. You might also want to comment on what you think about the process of reading and analyzing poetry. Use at least one quotation from the text, correctly referenced with an in-text citation.

Note: the bibliographical information is provided in a similar format to the first question. For this question, simply extract the information you need to provide correct in-text citations – there is no need to write a bibliography. You will be assessed on the clarity of your writing and the accuracy of your citations.

### Extract: “Episode in a Library”

A blonde girl is bent over a poem. With a pencil sharp as a lancet she transfers the words to a blank page and changes them into strokes, accents, caesuras. The lament of a fallen poet now looks like a salamander eaten away by ants.

When we carried him away under machine-gun fire, I believed that his still warm body would be resurrected in the word. Now as I watch the death of the words, I know there is no limit to decay. All that will be left after us in the black earth will be scattered syllables. Accents over nothingness and dust.

Print book: *Hermes, Dog and Star*

Author: Zbigniew Herbert

Title: “Episode in a Library”

Date: 1957

Translated by: Czeslaw Milosz and Peter Dale Scott

Page number: 57

### Definitions of important words:

Lancet: a knife or blade with a sharp point

Strokes, accents: marks you make on a poem to indicate where the stress or accent falls

Caesura: a pause in a line of poetry (when analyzing poetry you can indicate this by drawing a certain mark on the page)

Lament: a formal expression of sorrow or mourning, loss or sadness

Salamander: a small amphibian that looks a lot like a lizard

Resurrected: brought back to life

Decay: the state or process of rotting or decomposition