

EXAMINATION

Course code: SFE10410	Course: English: Grammar and Phonetics
Date: 5 May 2017	Duration: 9.00 – 15.00 (six hours)
Permitted sources: None	Lecturer: Emerentze Bergsland Daniel Lees Fryer Melanie Duckworth
The examination: <p>The examination paper consists of 10 pages including this page, as well as an appendix of 7 pages (17 pages in total). Please check that the examination papers are complete before you start answering the questions.</p> <p>The examination consists of three parts: phonetics (35%), grammar (55%), and proficiency (10%). All parts must be answered.</p> <p>Please use separate answer sheets for each part.</p> <p>Students must pass all three parts of the exam to receive a passing grade.</p>	
Date of announcement of the examination results: 31 May 2017 <p>The examination results are available on the Studentweb no later than two workdays after the announcement of the examination results www.hiof.no/studentweb</p>	



PHONETICS (35%)

Please write your Phonetics answers on a separate sheet.

All questions must be answered.

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

- i) You're 'not going to be able to \do it. (High fall)
- ii) They'll be \very reluctant. (High fall)
- iii) Would you 'care for a /drink? (Low rise)
- iv) The 'tickets can't be in my \pocket. (High fall)
- v) 'Room service will be along \later. (High fall)

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

- i) Syllable
- ii) Elision
- iii) Word stress
- iv) Tag-questions

III. Which are the diphthongs that we find in Received Pronunciation, but not in American English? Give some examples.

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

- i) When did you arrive?
- ii) Borrow someone's dictionary.
- iii) How very disappointing!
- iv) Was she deeply affected?
- v) Is it really yours?

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

- i) /ən ðeɪ meɪd 'dʒʌʊks əbaʊk getɪŋ ən eg/
- ii) /'æŋk ju | 'sɒri tə həv bəðəd ju/

iii) /ðei sei 'pæris iz səʊ 'kraʊdɪd əm 'bɪzi 'dʒʊəriŋ ðə 'tʊərɪst
'si:zən/

iv) /ɪz ɪp 'pɒsɪbl tə 'get ə 'bʌs frəm 'hɪə/

v) /ðə 'sləʊ treɪn lef tem mɪnɪts 'ɜ:lɪə/

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 **differences** in **form** and **meaning** between the members of each of the following sentence pairs.

1a. She speaks French.

She is speaking French.

1b. I didn't know if he was lying.

I didn't know that he was lying.

1c. I can fix the toilet seat.

I should fix the toilet seat.

1d. Clare gave Lucy a book by her favourite author.

Lucy was given a book by her favourite author.

1e. There was a new videogame console that she wanted.

It was a new videogame console that she wanted.

1f. Macbeth murdered King Duncan and took the Scottish throne.

King Duncan was murdered by Macbeth, who took the Scottish throne.

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

This potentially fatal disease was discovered near the Ebola River in 1976.

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 sentences have been numbered for reference.)

(1) I think I would make a very good astronaut.

(2) To be a good astronaut you have to be intelligent and I'm intelligent. (3) You also have to understand how machines work and I'm good at understanding how machines work. (4) You also have to be someone who would like being on their own in a tiny spacecraft thousands and thousands of miles away from the surface of the earth and not panic or get claustrophobia or homesick or insane. (5) And I like really little spaces, so long as there is no one else in them with me. (6) Sometimes when I want to be on my own I get into the airing cupboard in the bathroom and slide in beside the boiler and pull the door closed behind me and sit there and think for hours and it makes me feel very calm.

(from Mark Haddon's *The Curious Incident of the Dog in the Night-time*)

Questions:

- 1a. State the **phrase type** and describe the **structure** of each of the following phrases:
 - i. Sentence 4: *in a tiny spacecraft*
 - ii. Sentence 5: *really little spaces*
 - iii. Sentence 6: *very calm*
- 1b. Sentence 1: What **kind of clause** is *I would make a very good astronaut*?
- 1c. Sentence 2: Identify the **clause elements** in *I'm intelligent*.
- 1d. Sentence 2: What **kind of clause** is *to be a good astronaut*?
- 1e. Sentence 3: What **kind of clause** is *how machines work*?
- 1f. Sentences 5 and 6: Comment on the uses of *there* in sentences 5 and 6.
- 1g. Sentence 6: What **word class** does *sometimes* belong to? What **type of phrase** is *sometimes*, and what is its **syntactic function** in the clause?
- 1h. Sentence 6: What **kind of clause** is *when I want to be on my own*?
- 1i. Comment on **tense** in the above text, and give **examples**.

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

(1) In 1984, two small clay tablets of vaguely rectangular shape were found in Tell Brak, Syria, dating from the fourth millennium BC. (2) I saw them, the year before the Gulf War, in an unostentatious display case in the Archeological Museum of Baghdad. (3) They are simple, unimpressive objects, each bearing a few discreet markings: a small indentation near the top and some sort of stick-drawn animal in the centre. (4) One of the animals may be a goat, in which case the other is probably a sheep. (5) The indentation, archeologists say, represents the number ten. (6) All our history begins with these two modest tablets. (7) They are—if the war spared them—among the oldest examples of writing we know.

(from Alberto Manguel's *A History of Reading*)

Questions:

- 2a. Find two instances of modality in the text, and comment on the modal meanings they express.
- 2b. Sentence 1: What **kind of phrase** is *two small clay tablets of vaguely rectangular shape*? What is the **structure** of this phrase? What is its **syntactic function** in the clause?
- 2c. Sentence 1: Comment on the **tense, aspect, and voice** of the verb phrase *were found*.
- 2d. Sentence 2: Identify the **clause elements** in *I saw them, the year before the Gulf War, in an unostentatious display case in the Archeological Museum of Baghdad*.
- 2e. Sentence 3: Draw a **constituency diagram** (tree diagram), indicating **word classes, phrases, and clause elements**, for *They are simple, unimpressive objects*.
- 2f. Sentence 3: What **kind of phrase** is *stick-drawn animal*? What is the **structure** of this phrase?
- 2g. Sentence 6: What **kind of phrase** is *all our history*? What is the **structure** of this phrase? What is its **syntactic function** in the clause?
- 2h. Sentence 7: Comment on the use of *they*.
- 2i. Sentence 7: What **kind of clause** is *if the war spared them*?
- 2j. Sentence 7: What **kind of clause** is *we know*?

WRITTEN PROFICIENCY (10%)

This portion of the exam comprises 2 parts, of equal value. You must answer both parts. Please write your answers on a separate sheet.

Part One.

Create an MLA style Works Cited (Bibliography) using **Documents 1, 2, and 3.**

Part Two.

Write a paragraph in which you respond to **Document 4**, discussing the reasons why it is important to document sources. Include at least two short quotations, correctly followed by in-text references.

The paragraph will be assessed on clarity, coherence, grammar, and referencing.

Appendix: Documents 1-4

ARUNDHATI ROY

The God of Small Things

Fourth Estate
An Imprint of HarperCollinsPublishers
77-85 Fulham Palace Road,
Hammersmith, London W6 9JB
This edition published by Fourth Estate 2009

65

First published in Great Britain by **Harrington** 1997
Published in paperback by **Harper Perennial**, 2004, reprinted 51 times

Copyright © Arundhati Roy 1997

Arundhati Roy asserts the moral right to
be identified as the author of this work

This is a work of fiction. The characters in it are all fictional.
Liberties have been taken with the location of rivers,
level crossings, churches and crematoria.

ISBN 978-0-00-655068-6

Photograph of Arundhati Roy © Pradipt Krishen

Printed and bound in Great Britain by
Clays Ltd, St Ives plc



Mixed Sources
Product group from well-managed
forests and other controlled sources
www.fsc.org Cert no. SW-COC-1806
© 1996 Forest Stewardship Council

FSC is a non-profit international organisation established to promote the
responsible management of the world's forests. Products carrying the FSC
label are independently certified to assure consumers that they come
from forests that are managed to meet the social, economic and
ecological needs of present and future generations.

Find out more about HarperCollins and the environment at
www.harpercollins.co.uk/green

All rights reserved. No part of this publication may be
reproduced, stored in a retrieval system, or transmitted,
in any form or by any means, electronic, mechanical,
photocopying, recording or otherwise, without the prior
permission of the publishers.

This book is sold subject to the condition that it shall not,
by way of trade or otherwise, be lent, re-sold, hired out or
otherwise circulated without the publisher's prior consent
in any form of binding or cover other than that in which it
is published and without a similar condition including this
condition being imposed on the subsequent purchaser.

FOURTH ESTATE • London

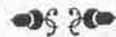
Document 2

For this entry, choose ONE essay from the contents page (on the following page) and provide a reference for it.

Telling Children's Stories

Narrative Theory and Children's Literature

EDITED BY MIKE CADDEN



University of Nebraska Press | Lincoln and London

© 2010 by the Board of Regents of the University of Nebraska. Illustrations in chapter 5 are reprinted from *Time to Get Out of the Bath, Shirley* by John Burningham. Published by Random House. Used with permission. Illustrations in chapter 7 are reprinted from *The Red Tree* by Shaun Tan. Published by Lothian Children's Books. Used with permission. All rights reserved. Manufactured in the United States of America. ♻️

Library of Congress Cataloging-in-Publication Data

Telling children's stories: narrative theory and children's literature / edited by Mike Cadden.

p. cm. — (Frontiers of narrative)

Includes bibliographical references and index.

ISBN 978-0-8032-1568-9 (pbk.: alk. paper)

1. Children's literature—History and criticism.

2. Narration (Rhetoric) 3. Children's literature—Authorship. I. Cadden, Michael.

PN1009.A1T445 2010 809'.89282—dc22

2010018219

Set in Tribute and Minion Pro by Kim Essman.
Designed by A. Shahan.

Contents

Introduction vii

MIKE CADDEN

PART ONE GENRE TEMPLATES AND TRANSFORMATIONS

- 1 Telling Old Tales Newly: Intertextuality in Young Adult Fiction for Girls 3

ELISABETH ROSE GRUNER

- 2 Familiarity Breeds a Following: Transcending the Formulaic in the Snicket Series 22

DANIELLE RUSSELL

- 3 The Power of Secrets: Backwards Construction and the Children's Detective Story 44

CHRIS MCGEE

PART TWO APPROACHES TO THE PICTURE BOOK

- 4 Focalization in Children's Picture Books: Who Sees in Words and Pictures? 65

ANGELA YANNICOPOULOU

- 5 No Consonance, No Consolation: John Burningham's *Time to Get Out of the Bath, Shirley* 86

MAGDALENA SIKORSKA

- 6 Telling the Story, Breaking the Boundaries: Metafiction and the Enhancement of Children's Literary Development in *The Bravest Ever Bear* and *The Story of the Falling Star* 100

ALEXANDRA LEWIS

Document 3

<https://www.theguardian.com/politics/2017/apr/20/european-parliament-will-welcome-britain-back-if-voters-veto-brex>

The Guardian

EU leader: UK would be welcomed back if voters overturn Brexit

Exclusive: European parliament president Antonio Tajani says process could easily be reversed if election brings in new British government

Dan Roberts and Lisa O'Carroll

Thursday 20 April 2017 18.24 BST First published on Thursday 20 April 2017 18.19 BST

The president of the European parliament has said Britain would be welcomed back with open arms if voters changed their minds about Brexit on 8 June, challenging Theresa May's claim that "there is no turning back" after article 50.

Speaking after a meeting with the prime minister in Downing Street, Antonio Tajani insisted that her triggering of the departure process last month could be reversed easily by the remaining EU members if there was a change of UK government after the general election, and that it would not even require a court case.

"If the UK, after the election, wants to withdraw [article 50], then the procedure is very clear," he said in an interview. "If the UK wanted to stay, everybody would be in favour. I would be very happy."

He also threatened to veto any Brexit deal if it did not guarantee in full the existing rights of EU citizens in Britain and said this protection would forever be subject to the jurisdiction of the European court of justice (ECJ).

Document 4

Title: MLA Handbook, Eighth Edition

Author: Kathleen Fitzpatrick

Publisher: The Modern Language Association of America

Date: 2016

Place: New York

(See next page for text.)

WHY DOCUMENT SOURCES?

Documenting sources is an aspect of writing common to all academic fields. Across the natural sciences, the social sciences, and the humanities, authors use standard techniques to refer to the works that influenced or otherwise contributed to their research. Why?

Academic writing is at its root a conversation among scholars about a topic or question. Scholars write for their peers, communicating the results of their research through books, journal articles, and other forms of published work. In the course of a project, they seek out relevant publications, to learn from and build on earlier research. Through their own published work, they incorporate, modify, respond to, and refute previous publications.

Given the importance of this conversation to research, authors must have comprehensible, verifiable means of referring to one another's work. Such references enable them to give credit to the precursors whose ideas they borrow, build on, or contradict and allow future researchers interested in the history of the conversation to trace it back to its beginning. The references are formatted in a standard way so that they can be quickly understood and used by all, like a common language.

Students are called on to learn documentation styles in a range of courses throughout their education, but not because it is expected that all students will take up such research practices in their professional lives. Rather, learning the conventions of a form of writing—those of the research essay, for instance—prepares the student to write not just in that form but in other ones as well.

Learning a documentation style, in other words, prepares a writer to be on the lookout for the conventions to which every professional field expects its members to adhere in their writing. Legal documents must refer to prior legal documents in a standard way to be acceptable in the

legal profession. Reports on scientific research must refer to earlier research in the fashion expected in a particular scientific field. Business documents point to published information and use a language and format that are accepted in business. Journalists similarly obey conventions for identifying their sources, structuring their stories, and so on. The conventions differ from one profession to another, but their purpose is the same.

Learning good documentation practices is also a key component of academic integrity. However, avoiding charges of plagiarism is not the only reason that a student should learn to document sources. The proper use of a field's preferred documentation style is a sign of competence in a writer. Among other benefits, it shows that the writer knows the importance of giving credit where credit is due. It therefore helps the writer become part of a community of scholars and assures readers that the writer's work can be trusted.

Document 4

Title: MLA Handbook, Eighth Edition

Author: Kathleen Fitzpatrick

Publisher: The Modern Language Association of America

Date: 2016

Place: New York