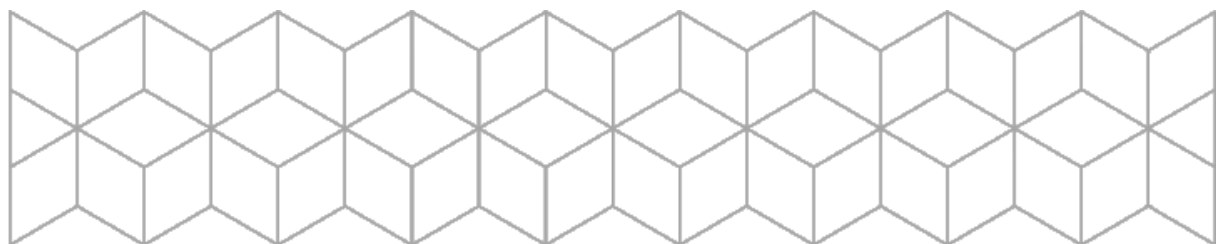


# EKSAMEN

<b>Emnekode:</b> SFEG512310	<b>Emnenavn:</b> Engelsk: Grammatikk og fonetikk (5-10)
<b>Dato:</b> 8. juni 2017	<b>Eksamenstid:</b> 6 timer
<b>Hjelpemidler:</b> Ingen	<b>Faglærer:</b> Lasse Ellefsen
<b>Om eksamensoppgaven og poengberegning:</b> Oppgavesettet består av 6 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene. Alle oppgavene skal besvares.	
<b>Sensurfrist:</b> 29. juni 2017 Karakterene er tilgjengelige for studenter på Studentweb senest 2 virkedager etter oppgitt sensurfrist. <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a>	



## **PART 1 - 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 where appropriate. Please state which accent you are transcribing; Received Pronunciation (RP) or American English (AE).**

- i) How 'very disap\pointing! (High fall)
- ii) 'Could you get me some /milk? (Low rise)
- iii) I'm de'termined to \ask them. (High fall)
- iv) 'Bill was 'talking at the same time as \Jim was. (High fall)
- v) Oh I \am sorry to hear that. (Low fall)

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

- i) Distinctive features of consonants
- ii) Syllable
- iii) Tonality
- iv) Grammatical function of intonation

**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, High rise, Low rise, Fall-rise)**

- i) Is it really yours?
- ii) What's your number?
- iii) She says she'll complain.
- iv) Who are you going to dance with?
- v) You've done better than I thought you would.
- vi) Do be careful!

**V. Make a transcription of the following words:**

Through, vest, hurt, sun, please, chance

**Which elements of pronunciation would be important to focus on in each word?**

**How would you explain in practice what the pupils need to do to realize these sounds successfully?**

## **PART 2 - GRAMMAR AND PROFICIENCY (65 %)**

Please begin this part of the exam on a new sheet. Answer the tasks according to the instructions, and make sure that you pay attention to the wording.

### **Task 1**

**To which word classes do the following words belong? State the correct word class membership for each. If you feel that a word could belong to more than one word class, briefly explain your reasoning.**

- |                      |                       |
|----------------------|-----------------------|
| 1. <i>Lately</i>     | 11. <i>There</i>      |
| 2. <i>Drink</i>      | 12. <i>Completely</i> |
| 3. <i>Hazard</i>     | 13. <i>Bare</i>       |
| 4. <i>Washington</i> | 14. <i>Beyond</i>     |
| 5. <i>Run</i>        | 15. <i>Zero</i>       |
| 6. <i>Permit</i>     |                       |
| 7. <i>Toxic</i>      |                       |
| 8. <i>To</i>         |                       |
| 9. <i>Object</i>     |                       |
| 10. <i>Wednesday</i> |                       |

### **Task 2**

**Give a complete account of (i.e. detail) the syntactic structure of the following sentence in an appropriate way.**

- 1) Unexpectedly, Tommy ran out of fuel on his way to the campsite.**

### Task 3

Choose two of the following grammatical terms and explain to what each refers. Include relevant examples in your answers to help illustrate your explanations.

1. *Transitivity*
2. *Zero article*
3. *Inversion*
4. *Modality*

### Task 4

Choose three of the sentence pairs to work with and discuss differences in both form and meaning between the sentences. Comment on everything that is relevant, and give evidence for arguments you make.

A1) *The children could not believe that the story was true.*

A2) *The children could not believe that true story.*

B1) *Christina got the job because of her sister.*

B2) *Christina did not get the job because of her sister.*

C1) *This house is poorly built and will fall apart.*

C2) *This poorly built house will surely fall apart.*

D1) *I think and say many stupid things.*

D2) *Many stupid things are thought and said by me.*

E1) *The books were handled by the man running the company.*

E2) *They say the man running the company cooked the books.*

### Task 5

Identify the dependent clauses in the following sentences and state which type each is as well as the syntactic function it has.

- 1) I want to go to Rome next summer.
- 2) They say cats are smarter than dogs.
- 3) The little girl kissed the little boy she liked so much.
- 4) They ran to the car, which was parked down the street.
- 5) We saw the house which we had been told about.

### Task 6

Mistakes have been planted in some – not all - of the sentences below. Identify the mistakes and very briefly explain why a given sentence is incorrect. If a sentence is correct as it is then you do not have to discuss it.

- 1) Some says he is only a man, nor I am not so sure about that.
- 2) I wanted to move back to York because I felt gloomy.
- 3) I think that everybody want to be happy in the end.
- 4) Can you tell I am carrying it in my jacket?
- 5) The new aircraft have landed at the JFK International Airport.
- 6) Will Will tell Will he Will?
- 7) Must you ask your girlfriend to join us again?
- 8) Eliza love roses and beers almost as much as she love the Sopranos.
- 9) This is the boss's new cars.
- 10) Please tell when you want to go home.