

## i Informasjon om eksamen



# EKSAMEN

**Emnekode og -navn:** SFEG112310 Engelsk: Grammatikk og fonetikk (1-7)

**Dato og tid:** 1. juni 2018, 6 timer

**Hjelpemidler:**

Ingen

**Faglærer:**

Lasse Ellefsen

**Om eksamensoppgaven:**

Oppgavesettet består av Part 1 og Part 2. Samtlige spørsmål skal besvares.

**Sensurfrist:** 22.6.2018

Karakterene er tilgjengelige for studenter på Studentweb.

# 1 PART 1 - PHONETICS (35 %) Task 1

Answer the questions/tasks below. Remember that your written English proficiency will also be assessed (10 % of the final grade), so *how* you write is also important.

## 1. Answer either A or B (below):

a)

What is a monophthong? Which *monophthongs* are found in British English (RP)? Use each in a word to illustrate these. You must transcribe the individual monophthongs using the IPA when you state them, but you do not have to transcribe the examples you give (although you are free to do so).

b)

What is a diphthong? Which *diphthongs* are found in British English (RP)? Use each in a word to illustrate these. You must transcribe the individual diphthongs using the IPA when you state them, but you do not have to transcribe the examples you give (although you are free to do so).

**Skriv ditt svar her...**

## 2 PART 1 - PHONETICS (35 %) Task 2

2.

In relation to words and syllables; to what do we refer with the term *syllable structure*? Discuss and use words of your own choosing as examples in your discussion.

**Skriv ditt svar her...**

### 3 PART 1 - PHONETICS (35 %) Task 3

3. Answer A, B or C (below):

a)

*Intonation* is often considered to be a tricky thing to work with, but how can you work with this in a more easily approachable way with your students? Why is it relevant to have some focus on intonation teaching in English classes?

b)

Discuss *AAVE/Ebonics* based on the related readings from the course and make a few key points. You are free to discuss as you see fit.

c)

What is vowel reduction? How is this relevant for oral English proficiency?

**Skriv ditt svar her...**

## 4 PART 2 - GRAMMAR (55 %) Part A, Task 1

The grammar section of the exam has two parts, Part A and Part B. All questions must be answered.

### Grammar - Part A

Part A consists of **two** questions. All questions must be answered.

**1.**

Comment on the **differences** in **form** and **meaning** between the following pairs of sentences:

**1a.**

The rich man is very careful with his money.  
The rich are very careful with their money.

**1b.**

Fighting people is not accepted here.  
Fighting people are not accepted here.

**1c.**

We are meeting the teacher tomorrow.  
We are to meet the teacher tomorrow.

**1d.**

He must cook dinner now.  
He must be cooking dinner now.

**1e.**

We cannot rely on John.  
John cannot be relied on.

**Skriv ditt svar her...**

5 **PART 2 - GRAMMAR (55 %) Part A, Task 2**

2.

Give the correct **tense-aspect form** of each verb in the brackets (below) and **explain briefly** your solutions.

**Telephone conversation between Jane and Mary:**

**Jane:** Where \_\_\_\_\_ (2a BE) you now? I \_\_\_\_\_ (2b HEAR) a lot of screaming on the background.

**Mary:** I am at my sister's. I \_\_\_\_\_ (2c BABYSIT) for her since yesterday evening.

**Jane:** I \_\_\_\_\_ (2d STOP) by your house this morning before I \_\_\_\_\_ (2e GO) to work, but you were not in. Can you join me for a drink tonight?

**Mary:** Thanks, but I can't. My sister and her husband \_\_\_\_\_ (2f LEAVE) the house just now. I cannot leave the kids alone. Besides, I \_\_\_\_\_ (2g COOK) dinner for them at the moment. You can come here if you can.

**Jane:** Thank you, I would love to, but I \_\_\_\_\_ (2h INVITE) Barbara to join me for a drink too. I \_\_\_\_\_ (2i MEET) in an hour's time.

**Mary:** Oh, I see. Please \_\_\_\_\_ (2j GIVE) my love to Barbara.

**Skriv ditt svar her...**

## 6 PART 2 - GRAMMAR (55 %) Part B, Task 1

### Grammar - Part B

Part B consists of **two sets** of questions. All questions must be answered.

#### 1.

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

#### Language Teachers

Why is it that language teachers are thought to be in a better position to save the world than other teachers?

The nature of what is being taught, that is, language and modern language teaching methodologies, give language teachers more opportunities than other teachers to discuss concepts beyond the scope of the syllabus. They (1) can include topics that promote moral values. These (2) might even consist of social values of the target language communities outside the country of the language learner.

In addition, people communicate in language classes. Therefore, discussions of different topics naturally occur and then ideas are shared and examined. This does not mean that language teachers (3) must be experts in all subjects. As long as the teacher (4) has the ability to lead the discussion and the students are willing to engage in class discussion, different topics (5) can be covered.

Sometimes ethical topics (6) might even be included in coursebooks. Many language teachers consider discussion of such things to be important. Besides helping students to learn the language, it (7) may contribute to improving their cultural awareness and creating tolerance and appreciation of their own and other communities' cultural beliefs and values.

*(Text adapted from Professional English teaching, Issue 88, 2013, p.10)*

#### Questions:

##### 1a.

Identify the different **modal meanings** expressed in (1), (2), (3), (4), (5), (6) and (7).

Based on these modal meanings **give a brief account of modality** in English. (130-150 words)

**1b.**

Compare the **meaning** of the modal auxiliary *can* in (2) and (6).

**1c.**

Which modal auxiliary verb can replace the phrase *has the ability to* (5)?

**Skriv ditt svar her...**



## 7 PART 2 - GRAMMAR (55 %) Part B, Task 2

2.

Read the following text carefully, and answer the questions that follow. (Note that the text is assigned line numbers for reference.)

L1 All the animals were now present except Moses, the tame raven, who slept on a perch behind the  
L2 back door. When Major saw that they had all made themselves comfortable, he cleared his throat  
L3 and began:  
L4 "But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot  
L5 afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of  
L6 England is fertile, its climate is good, it is capable of affording food in abundance to an  
L7 enormously greater number of animals than now inhabit it. This single farm of ours would  
L8 support a dozen horses, twenty cows, hundreds of sheep –and all of them living in a comfort and  
L9 a dignity that are now almost beyond our imagining. Why then do we continue in this miserable  
L10 condition? Because nearly the whole of the produce of our labour is stolen from us by human  
L11 beings. There, comrades, is the answer to all our problems. It is summed up in a single  
L12 word–Man. Man is the only real enemy we have. Remove Man from the scene, and the root  
L13 cause of hunger and overwork is abolished forever."

*(Except adapted from Animal Farm by George Orwell)*

### Questions:

2a.

Identify the **phrase type** and describe the **structure** of each of the following phrases:

L1: *a perch behind the back door*

L7: *enormously greater*

L10: *this miserable condition*

2b.

What is the word class of *decent* (L5), *comfort* (L8) *nearly* (L10), *only* (L12) and *forever* (L13)?

2c.

Lines 1 and 2: What **kind of clause** is *who slept on a perch behind the back door*? What is its syntactic function?

**2d.**

L7: Identify the syntactic functions (clause elements) in *This single farm of ours would support a dozen horses*. Comment **briefly** on the word order pattern in this clause.

**2e.**

L12: What kind of clause is *Remove Man from the scene*? Comment on the **word order pattern** of this clause and give analysis of the **syntactic functions**.

**2f.**

L4 and L9: What kind of clauses are: *But is this simply part of the order of nature?* and *Why then do we continue in this miserable condition?* Comment on the word order pattern of these two clauses.

**2g.**

L10: Analyze the grammatical **voice pattern** in '*the whole of the produce of our labour is stolen from us by human beings*'. Give an alternative voice expression for this clause.

**Skriv ditt svar her...**