

## i About the Exam



## EXAMINATION

**Course code and -name:** SFE11418 English: Grammar and Phonetics 2

**Date:** 15 May 2019

**Duration:** 5 hours

**Permitted aids:** No aids permitted

**About the exam:**

The exam consists of two main parts; Grammar and Phonetics. Please make sure you answer **all** questions in both parts.

**Deadline for announcement of results:** 5 June 2019

Examination results will be available in Studentweb by this date

## 1 Grammar Part 1: Sentence Pairs

Comment on the **differences** in **form** and **meaning** between the following sentence pairs.

Note that you will be assessed primarily on your ability to identify, categorize, and explain grammatical differences. **Please number your answers clearly.**

1. She has had an amazing week.

She is having an amazing week.

2. You may not like this question.

You probably won't like this question.

3. You should have a word with his parents, Jane.

Have a word with his parents, Jane.

4. She thought it was a potential conflict of interest.

She thought there was a potential conflict of interest.

5. I got a pocket watch from my uncle, who is a little old fashioned.

I got a pocket watch from my uncle, which is a little old fashioned.

6. My auntie stopped smoking.

My auntie stopped to smoke.

**Skriv ditt svar her...**

## 2 Grammar Part 2: "Tree Diagram"

Using the paper provided, draw a **constituency diagram** (tree diagram), indicating **word classes**, **phrases**, and **clause elements** for the following sentence.

*Some students found the grammar questions particularly challenging.*

### 3 Grammar Part 3: Text Excerpt A

Read the following text carefully, and answer the questions that follow. **Number your answers clearly.** (Note that sentences in the text have been numbered and part of the text has been underlined for reference.)

(1) It was the 15th of August 1889, the day of my arrival in New York City. (2) I was twenty years old. (3) All that had happened in my life until that time was now left behind me, cast off like a worn-out garment. (4) A new world was before me, strange and terrifying. (5) But I had youth, good health, and a passionate ideal. (6) Whatever the new held in store for me I was determined to meet unflinchingly. (7) How well I remember that day! (8) It was a Sunday. (9) The West Shore train, the cheapest, which was all I could afford, had brought me from Rochester, New York, reaching Weehawken at eight o'clock in the morning. (10) Thence I came by ferry to New York City. (11) I had no friends there, but I carried three addresses, one of a married aunt, one of a young medical student I had met in New Haven a year before, while working in a corset factory there, and one of the *Freiheit* [Freedom/Liberty], a German anarchist paper published by Johann Most.

(adapted from Emma Goldman's *Living My Life*)

#### Questions

1. Sentence 1: What kind of sentence (simple, compound, or complex) is *It was the 15th of August 1889, the day of my arrival in New York City*? Explain your answer.
2. Sentence 4: What word class do *strange* and *terrifying* belong to?
3. Sentence 6: What kind of dependent clause is *Whatever the new held in store for me*?
4. Sentence 8: Identify the clause elements in *It was Sunday*.
5. Sentence 9: What kind of dependent clause is *which was all I could afford*?
6. Sentence 10: What word class does *thence* belong to? What kind of phrase is *thence*, and what is its syntactic function in the main/matrix clause?
7. Sentence 11: What kind of dependent clause is *I had met in New Haven a year before*?
8. Sentence 11: What kind of dependent clause is *while working in a corset factory there*?
9. Sentence 11: State the phrase type and describe the structure of the phrase *a German anarchist paper published by Johann Most*. How would you describe the relation between this phrase and the phrase immediately preceding it (*the Freiheit*)?

**Skriv ditt svar her...**

## 4 Grammar Part 4: Text Excerpt B

Read the following text carefully, and answer the questions that follow. **Number your answers clearly.** (Note that sentences in the text have been numbered and part of the text has been underlined for reference.)

(1) The terms “mushroom” and “toadstool” go back centuries and were never precisely defined, nor was there consensus on application. (2) Between 1400 and 1600 AD, the terms *mushrom*, *mushrum*, *muscheron*, *moussheroms*, *mussheron*, or *musserouns* were used.

(3) The term “mushroom” and its variations may have been derived from the French word *mousseron* in reference to moss (*mousse*). (4) Delineation between edible and poisonous fungi is not clear-cut, so a “mushroom” may be edible, poisonous, or unpalatable.

(5) Cultural or social phobias of mushrooms and fungi may be related. (6) The term “fungophobia” was coined by William Delisle Hay of England, who noted a national superstition or fear of “toadstools”.

(7) The word “toadstool” has apparent analogies in Dutch *padde(n)stoel* (toad-stool/chair, mushroom) and German *Krötenschwamm* (toad-fungus, alt. word for panther cap). (8) In German folklore and old fairy tales, toads are often depicted sitting on toadstool mushrooms and catching, with their tongues, the flies that are said to be drawn to the *Fliegenpilz*, a German name for the toadstool, meaning “flies’ mushroom”.

(9) This is how the mushroom got another of its names, *Krötenstuhl* (a less-used German name for the mushroom), literally translating to “toad-stool”.

(adapted from the Wikipedia entry for “Mushrooms”)

### Questions

1. Sentence 1: Give an account (i.e. grammatical descriptions and categorizations) of the clause *nor was there consensus on application*.
2. Sentences 3–5: Comment on the use of *may* in sentences 3, 4, and 5.
3. Sentence 5: Comment on the tense, aspect, and voice of the verb phrase *was coined*.
4. Sentence 6: What kind of dependent clause is *who noted a national superstition or fear of “toadstools”*?
5. Sentence 8: What kind of phrase is *In German folklore and old fairy tales*? What is its syntactic function?
6. Sentence 8: What kind of dependent clause is *meaning “flies’ mushroom”*?
7. Find and describe one instance of grammatical ellipsis in the text.

Skriv ditt svar her...

## 5 Question 1

How is the word *fear* (RP) transcribed?

Velg ett alternativ

- fɔ:
- fɜ:
- fiə
- feə

## 6 Question 2

What word is transcribed /kʌt/ in RP?

**Velg ett alternativ**

- caught
- cat
- curt
- cut

## 7 Question 3

How is the word *talk* (RP) transcribed?

**Velg ett alternativ**

- tɑ:k
- tɔk
- tɒk
- tɔ:k

## 8 Question 4

What word is transcribed /ru:ʒ/?

**Velg ett alternativ**

- rudge
- rough
- rouge
- rush

## 9 Question 5

How is the word *yellow* (AmE) transcribed?

**Velg ett alternativ**

- 'jelʊ
- 'dʒeləʊ
- 'jeləʊ
- 'dʒelʊ

## 10 Question 6

How is the nasal /n/ produced in English?

**Velg ett alternativ**

- The velum is lowered and most air passes through the nose, but some through the oral cavity
- The velum is lowered and all air passes through the nose
- The velum is raised and all air passes through the oral cavity

## 11 Question 7

Two sounds are produced. First, the lamina (tongue blade) is held very close to the alveolar ridge, and the rims of the tongue are held firmly against the upper side teeth. The air escapes through a narrow channel along the central line of the tongue. The vocal folds do not vibrate. Second, the rims are still held against the upper side teeth, but the lamina is held close to the back of the alveolar ridge, also creating a narrow channel along the centre of the tongue. The vocal folds do not vibrate. Which are the two sounds?

**Velg ett alternativ**

- /s/ and /ʃ/
- /t/ and /tʃ/
- /s/ and /z/
- /j/ and /l/

12 **Question 8**

Which of these is a labiodental, voiced (lenis) fricative?

**Velg ett alternativ**

- /f/
- /v/
- /θ/
- /ð/

13 **Question 9**

Which of these is an alveolar, voiceless (fortis) plosive?

**Velg ett alternativ**

- /n/
- /t/
- /k/
- /d/

14 **Question 10**

What do the sounds /m/, /p/ and /b/ have in common?

**Velg ett alternativ**

- They are all vowels
- They are all plosives
- They are all bilabial
- They are all voiced

15 **Question 11**

Which of these vowels is central?

**Velg ett alternativ**

- /ʌ/
- /æ/
- /e/
- /ɔ/

16 **Question 12**

What phonemes can be central in a syllable?

**Velg ett alternativ**

- All vowels only
- All fricative consonants
- All vowels, /r/, /l/ and /n/
- All vowels, /j/ and /w/

17 **Question 13**

How does the vowel sound in *beet* differ from the one in *bit*?

**Velg ett alternativ**

- The first sound is more back and open
- They differ only in length
- The second sound is more back and closed
- The first sound is more front and closed



18 **Question 14**

How does the vowel sound in *boot* differ from the one in *bought*?

**Velg ett alternativ**

- The first one is unrounded and more open
- The first is a front vowel and the second is a back vowel
- They are both rounded, but the second one is more closed
- The second one is more open

19 **Question 15**

How is the word *instantaneously* stressed?

**Velg ett alternativ**

- in'stantly
- instan'taneously
- instanta'neously
- 'instantaneously

20 **Question 16**

How is the word *characterize* stressed?

**Velg ett alternativ**

- cha'racterize
- charac'terize
- characte'rize
- 'characterize

21 **Question 17**

What decides whether the stress should be on the first or second syllable in the word *object*?

**Velg ett alternativ**

- The speed at which the word is uttered
- The word class
- American English or RP
- It is up to the speaker (idiolect)

22 **Question 18**

When is schwa (/ə/) stressed?

**Velg ett alternativ**

- In American English
- Between consonants
- Never
- Always

23 **Question 19**

What is the difference between ['krɪrɪkɪl] and ['krɪtɪkɪl]?

**Velg ett alternativ**

- Phonemic
- Neither phonemic nor allophonic
- Allophonic

24 **Question 20**

Which of these is a minimal pair?

**Velg ett alternativ**

- badge and bitch
- bad and but
- boot and beat
- boot and both

25 **Question 21**

In the utterance *for all of us*, transcribed [fər ɔ:l əv əs] (RP), which two connected-speech processes can we observe?

**Velg ett alternativ**

- Elision and intrusive /r/
- Assimilation and vowel reduction
- Vowel reduction and linking /r/
- Assimilation and elision

26 **Question 22**

In the utterance *ten points*, transcribed [ten pɔɪnts], what connected-speech process can we observe?

**Velg ett alternativ**

- Optional, regressive assimilation of place
- Obligatory, progressive assimilation of force
- Obligatory, regressive assimilation of manner
- Optional, progressive assimilation of place

27 **Question 23**

In the utterance *she has to*, transcribed [ʃi hæz tu], what connected-speech process can we observe?

**Velg ett alternativ**

- Obligatory, progressive assimilation of force
- Optional, progressive assimilation of place
- Optional, regressive assimilation of manner
- Optional, regressive assimilation of force

28 **Question 24**

In a tone unit, how many stressed syllables can there be after the nucleus?

**Velg ett alternativ**

- None
- One
- Two or more

29 **Question 25**

Which of these parts of a tone unit has only unstressed syllables?

**Velg ett alternativ**

- The Head
- The pre-Head
- The nucleus

30 **Question 26**

What would be the most likely nuclear tone, if we had no context, in the question *What on earth is this?*

**Velg ett alternativ**

- A rising tone
- A falling tone
- A fall-rise tone

31 **Question 27**

If the sentence *I wouldn't say unpleasant* is uttered giving a sense of something implied, or that the speaker is about to add something, which nuclear tone is most likely used?

**Velg ett alternativ**

- A low fall
- A high rise
- A fall-rise tone

32 **Question 28**

In AAVE, there are phonetic differences from standard English, some of which are exemplified in the sentence [dæt kɔl de: ma brɒvə fɒt hi:d tes mi] (*that cold day my brother thought he'd test me*).

What words show examples of monophthongization?

**Velg ett alternativ**

- day, my
- brother, thought
- cold, test

33 **Question 29**

Which of the following accents of English is mainly non-rhotic?

**Velg ett alternativ**

- Irish English
- New York English
- The English spoken in south-western England
- Canadian English

34 **Question 30**

A non-native speaker of English says: [æt de beɪnɪŋg deə wɜ bræktɪkæli nɔ tɜrɪste grʊps ɪn di ærɪæ, ɪv jʊ æsk]. Based on the pronunciation difficulties, what native language would you say this person has?

**Velg ett alternativ**

- Spanish
- Arabic
- Bosnian/Serbian/Croatian

35 **Question 31**

Which of these alternatives is a feature of Spanish that poses a typical problem with English pronunciation?

**Velg ett alternativ**

- p and b are allophones
- f and v are allophones
- b and v are allophones

36 **Question 32**

What are the mute consonant sounds in the pronunciation of *castle* and *knight* examples of?

**Velg ett alternativ**

- Weak forms
- Historical elision
- Progressive assimilation
- Contextual elision

37 **Question 33**

Which of the pronunciations of *boat*, all variants used today but in different dialects, is the most recent in English language history?

**Velg ett alternativ**

- [bo:t] (as in e.g. Northern England)
- [boʊt] (as in e.g. North America)
- [bəʊt] (as in e.g. Southern England)

38 **Question 34**

Why is *blood* pronounced [blʌd] in Southern England, and [blʊd] in Northern England?

**Velg ett alternativ**

- They were pronounced the same in Middle English, but changed to /ʌ/ only in the south.
- It is just a difference in dialect, for no obvious reason.
- They have always been pronounced differently, since the first Germanic people came to England.
- The difference is due to historical elision of consonant sounds.