

i Information about the exam

EXAMINATION

Course code and name

SFVSSK117 Språkferdighet, språklæring og kommunikasjon (1-7)

Date and time

13.June 2019, 4 hours

Permitted sources

Phoneme chart of the English sound system

Lecturers

Ingebjørg M. Mellegård, Astrid Kure

The examination:

All questions in Section A. Grammar and proficiency and Section B. Phonology, intonation and proficiency must be answered.

Question II. B 4), the transcription part, is to be handed in on a separate sheet of paper written by hand.

Date of announcement of the examination results: 4 July 2019

The examination results are available on the Studentweb.

Erstatt denne teksten med ditt innhold...













i Text for Section A: Grammar and proficiency

1 **1.A.1.**

Lines 1, 2, 8, 10, 11, 17, 18-19, 22, 32

Explain, as fully as you can, what is meant by the grammatical term *phrase*. Next, these phrases are of different *types*, which ones? Finally, give the *structure* of each phrase (head, modifiers,.....).

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  | 

Words: 0










Maximum marks: 0

2 **1.A.2.**

Lines 4-5, 6-7, 7, 13, 14-15

Give a syntactic analysis of these clauses (identify the clause elements).

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  | Ω |  |  | Σ |  | 

Words: 0











Maximum marks: 0

3 **1.A.3.**

Lines 12, 15, 20, 30

Explain, as fully as you can, what is meant by *Subject – Verbal concord/agreement*. In these cases, only the verbal has been underlined. Explain the *subject – verbal concord/agreement* in each case.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  | Σ | ABC | 

Words: 0











Maximum marks: 0

4 **1.A.4.**

Lines 12, 32-33

These clause elements are *subject predicatives*. First, describe the *syntactic function* (role) of the subject predicative. Next, explain how each case is *grammatically realized* (formed). Finally, describe the *meaning* of each case by considering the context carefully.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  | Σ | ABC | 

Words: 0










Maximum marks: 0

5 **1.A.5.**

Lines 35-36

Explain, as fully as you can, the difference between *lexical* words and *function* words. Words can be categorized into different word classes. Identify what *word class* each word in this sentence belongs to. Finally, point out which words are *lexical words* and *function words*.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  | Ω |  |  | Σ | ABC | 

Words: 0













Maximum marks: 0

6 **1.A.6.**

Lines 1-36

Explain, as fully as you can, the difference between *main clauses* and *dependent clauses* (subordinate clauses). Use examples from the text to illustrate.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  | 











Words: 0

Maximum marks: 0

7 II.B.1. Intonation

- a) Explain briefly and precisely why *intonation* is so important in communication.
- b) Norwegian learners of English often struggle with the falling/rising intonation patterns. Describe what these problems are. What are the effects of using wrong falling/rising intonation patterns? *Give examples to illustrate.*

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  | Σ | ABC | 

Words: 0

Maximum marks: 0

8 II.B.2. Consonants

a) There are four different groups of consonants in the English sound system. The sounds below represent *two* such groups. Categorize these sounds into *two groups* according to their qualities. What are they called? Describe, as fully as you can, the typical qualities of these two groups. You can refer to the sounds by using their numbers.

1 /f/ 2 /m/ 3 /θ/ 4 /ʃ/ 5 /ŋ/ 6 /h/

7 /s/ 8 /z/ 9 /n/ 10 /ð/ 11 /v/ 12 /ʒ/

b) Explain, as fully as you can, what is meant by *fortis* and *lenis* sounds. Next, classify the sounds above as *fortis* or *lenis* sounds. You can refer to the sounds by using their numbers.

Fill in your answer here









Format
-
B
I
U
x₂
x²
I_x
📄
📄
↶
↷
↺
☰
☰
Ω
📊
✎
Σ
ABC
✖

Words: 0

Maximum marks: 0

9 II.B.3. Inflectional -s

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  | Ω |  |  | Σ | ABC | 

Words: 0

Maximum marks: 0

i II.B.4. Transcription

Question 9
Attached



3. Inflectional -s

- a) Explain, as fully as you can, what *inflectional –s* means *grammatically*. Use examples to illustrate.
- b) Norwegian learners of English often find the *pronunciation* of inflectional –s difficult, why? In the lines below, taken from the text above, *Gangs Gaining Ground*, there are several cases of *inflectional-s* words. First, identify all these. Next, say what *grammatical category* each case represents and, finally, give the *pronunciation* of the inflectional –s only. You can use ordinary letters as sound symbols.

Anthropologists claim that gangs have been around as long as human beings have walked the face of the earth. However, the classic gangs emerged in the 1960s within the Irish and Italian immigrant communities in New York.

The most famous gangster of them all, Al Capone, led the Italian Mafia in Chicago in the 1920s and 30s. This was a family-based gang engaged in extortion, bribery, illegal gambling, bootlegging and union tampering. They had a strict loyalty code. The different mafia families traditionally divided areas between themselves.