

**UNIVERSITY COLLEGE LONDON**

University of London

**EXAMINATION FOR INTERNAL STUDENTS**

For The Following Qualification:-

*B.A.*

**Scand. Studs. SC1310: Linguistics and the Scandinavian Languages**

**COURSE CODE : SCAN1310**

**UNIT VALUE : 0.50**

**DATE : 23-MAY-06**

**TIME : 10.00**

**TIME ALLOWED : 3 Hours**

**A candidate must avoid any duplication of material within this paper, and must not cover the same ground as in an assessed essay.**

Answer THREE questions, EACH to be taken from a DIFFERENT Section. ALL questions carry equal marks.

Section A contains ONE question ONLY, and candidates who choose this Section should attempt ALL the elements contained in it.

### SECTION A

1. Read through the following passage and then answer ALL the accompanying questions (a)-(j) below:

#### **Poetry? It'll soon be about as popular as morris dancing**

Daisy Goodwin, the TV presenter dubbed the Nigella Lawson of poetry, has warned that the art form of Shakespeare and Keats is dying and set to become as quaint as morris dancing.

As sales of poetry plunge, Goodwin, whose BBC shows feature actors reciting verse, fears it will become extinct from the national culture. 'It will be like morris dancing: really interesting to people who do it, and incomprehensible and slightly annoying to people who don't.

'Twenty years ago everyone could name a Larkin or a Betjeman poem and had read them. I think you'd be very hard pressed to find anybody who could name a poem by any of the top 10 poets today. It's an endangered species.'

The novel is celebrated in numerous awards, most prominently the Man Booker Prize, but poetry's TS Eliot Prize is by comparison a low-key affair, and its award this month to Carol Ann Duffy for her collection *Rapture* had comparatively minimal exposure.

Goodwin, who is exploring ideas to text poems to mobile phones, hit back at critics who accused her programmes of being patronising. 'They feel that perhaps my approach is a little facile and I'm promoting poetry as self-help, and that's not what it's about. Fair enough, but then they have to take the rap for the fact that no one will read poetry any more.'

She has just been appointed a spokesperson for *I Can Chatter*, a campaign to highlight the importance of children's communication skills, and argues for a return to learning poetry by rote in schools. 'Anybody who's been forced to learn poems by heart knows that they are a huge boon to you in later life. They're like mental furniture.'

But Andrew Motion, the Poet Laureate, felt that Goodwin's view was unduly pessimistic. 'There's a huge appetite for poetry, not just at the crunch times in people's lives – births, marriage, death – but with a more general sense that it can belong in our lives.' That's why we see it in a now unsurprising

manner on the London Underground, and so on.'

Debby Williams, of Waterstone's, admitted poetry sales were static. 'It's mostly older people who read poetry, which is a shame. There's a lot of contemporary poetry which is relevant and exciting, with young people talking about the Iraq war.'

- (a) What is a non-count noun? Provide TWO examples from the passage.
- (b) What is a continuous (or progressive) verb construction? Provide TWO examples from the passage.
- (c) What is a gerund? Provide TWO examples from the passage.
- (d) What is a subordinate clause? Provide TWO examples from the passage.
- (e) What is meant by functional shift? Provide TWO examples from the passage.
- (f) To which word class do the following words, **as used in the passage** (all underlined), belong?
- |            |           |       |           |
|------------|-----------|-------|-----------|
| art        | (line 2)  | then  | (line 18) |
| plunge     | (line 4)  | just  | (line 20) |
| whose      | (line 4)  | that  | (line 23) |
| hard       | (line 9)  | on    | (line 29) |
| endangered | (line 10) | about | (line 33) |
- (g) EACH of the words in (f) above can belong to AT LEAST ONE word class other than the one in which it is used in the passage. Make up TEN short sentences (ONE for EACH word) to demonstrate this, and state in EACH case which word class the word now belongs to.

- (h) There are some adjective phrases in the passage. Find TWO examples of these constructions, and state in EACH case what elements they are composed of.
- (i) The passage contains some appositions. Explain briefly the main purpose of appositions, and find THREE examples in the passage.
- (j) What do you find of grammatical and/or linguistic interest in the following sentence (lines 31-33): 'There's a lot of contemporary poetry which is relevant and exciting, with young people talking about the Iraq war.'

### SECTION B

- 2. Define the term 'a Scandinavian language', and explain how you arrived at your definition.
- 3. 'All the Nordic countries, except Iceland, have minority language problems.'  
Discuss.
- 4. What are the principal features that characterise North Germanic languages, and how and when did they originate?
- 5. To what extent have Danish, Icelandic, Norwegian and Swedish been influenced by foreign languages?

SECTION C

6. How would you define a phoneme? and how an allophone? Give AT LEAST TWO examples of each that include BOTH vowels AND consonants, from EITHER English OR ANY ONE mainland Scandinavian language.
7. Define EITHER Danish 'stød' OR Norwegian 'tone 1 and 2' OR Swedish 'accent 1 and 2', and provide AT LEAST THREE examples of your chosen supra-segmental phenomenon.
8. Write notes on ANY TWO of the following as they appear in the word order patterns of ANY ONE Scandinavian language:
- (a) Non-finite verbs
  - (b) Subject complements
  - (c) Indirect objects
  - (d) Clausal adverbials
9. Translate the following sentences into your chosen mainland Scandinavian language, and place each translated clause in the appropriate sentence schema for main or subordinate clauses. Explain briefly the reasons for your analysis.
- (a) When they reached the theatre, it began to rain.
  - (b) Will you fetch that video for me because I never go to the cinema?
  - (c) Send me an e-mail when you have written your essay.

## SECTION D

10. Discuss the roles of inflexion, form words and word-order in expressing grammatical function in ANY ONE Scandinavian language.
11. Consider the relationship between tense and time in ANY ONE Scandinavian language.
12. 'The Scandinavian adjective is inflected for number, gender, definiteness and, where appropriate, case.' Discuss and exemplify.
13. Why are the following sentences or phrases ungrammatical?
  - (a) \*Såg jag henne i går. ('I saw her yesterday.')
  - (b) \*Kongens af Island og Danmark fødselsdag. ('The birthday of the King of Iceland and Denmark.')
  - (c) \*De likes. ('They like each other.')
  - (d) \*Grønn bilen stod parkert. ('The green car was parked.')
  - (e) \*Mig så du. ('I saw you.')
  - (f) \*Boken, hon är gammal. ('The book, it's old [i.e. The book is old].')