

## SENSORVEILEDNING

Emnekode:	LMUENG10317
Emnenavn:	ENG103 Engelsk språk, grammatikk og fonetikk (5-10)
Eksamensform:	Skriftlig
Dato:	13.12.18
Faglærer(e):	Viktoria Börjesson og Nazareth Amlesom Kifle
Eventuelt:	Det er arbeidskrav i emnet, fagansvarlige godkjenner det i fagpersonweb.

This document has been produced in accordance with Universitets- og høyskolelovens § 3-9 (2) og § 5-3 (3) (see <https://lovdata.no/dokument/NL/lov/2005-04-01-15>). It is intended to provide examiners with an overview of course content and aims, students' expected learning outcomes, course schedules, weighted suggested answers for the exam questions and a grading scheme.

This document is divided into three parts: course overview, suggested answers, and grading scheme.

### A. Course Overview

The course is composed of three-part phonetics, grammar and English language didactic. This final exam is assessing only the phonetics and the grammar parts. Didactics is not included in this final exam as it is assessed through obligatory assignments related the teaching placement.

The full version of the course description can be found here:  
<https://www.hiof.no/studier/emner/lu/2018/host/lmueng10317.html>

The course description contains the following learning outcomes related to grammar and phonetics are:

#### Knowledge

The student has

- Good knowledge of the phonetic system and intonation of English, the language's grammar and word formation system as well as the cultural conventions for language use.
- Knowledge of different texts genre, the norms for academic text production, ethical use of sources and personal data.



## Skills

The student will be able to

- use the target language proficiently and functionally in spoken and written communication
- guide pupils in their language learning by making them aware of the different linguistic features that distinguish English from the learner's first language.

## General competence

The student will be able to develop and refine their own language competence.

## Phonetics course schedule

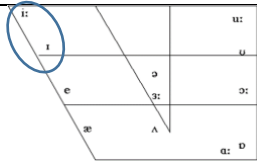
Week	Phonetics	Reading and assignments
34	Introduction to the course What is phonetics? Standard English and dialects/sociolects. Transcription symbols.	EPT Chs. 1 and 7
35	Recap: Speech production and sound foundation, consonants (place and manner of articulation)	EPT Chs. 2 and 3
36	Recap: Vowels and diphthongs	EPT Ch. 4
37	Recap: Phonemes, allophones. Syllables and stress rules.	EPT Ch. 5 pp 107-114
38	Connected speech: weak forms, assimilation, elision	EPT Ch. 5 pp 114-129
39	Intonation	EPT Ch. 6
40	STUDY WEEK	
41	1. Workshop: Important contrasts between English and Norwegian. 2. Preparation for oral presentations	1. Material: A schoolbook of your own choice 2. Hand-out: Typical pitfalls for learners of English)
42	PLACEMENT	
43	PLACEMENT	
44	PLACEMENT	
45	Oral presentations	arbeidskrav
46	No phonetics this week	
47	Oral presentation retake	

## Grammar course schedule

LMUENG10317 ENG103 - English Grammar in depth:		
Week No.	Topic	Reading and preparation
34 (22/08)	Introduction: revision of the basics of English Grammar	<i>IEG</i> Chapter 1-9.
35 (28/08)	Verb: tense	<i>IEG</i> Chapter 10, p. 115-120
36 (04/09)	Verb: aspect	<i>IEG</i> Chapter 10, p. 120-130
37 (11/09)	Modality	<i>IEG</i> Chapter 11, p.133-141
38 (18/09)	Future time reference	<i>IEG</i> Chapter 11, p.142-148
39 (25/09)	Passive voice	<i>IEG</i> Chapter 12, p. 153-158
<b>Double class</b>	Grammar workshop	<b>PT1 handing out</b>
40 (02/10)	Study week	Progress test (PT)
41 (09/10)	Teaching practice	<b>PT1 handing in</b>
42 (16/10)	Teaching practice	
43 (23/10)	Teaching practice	Teaching placement visit
44 (20/11)	Word order I	<i>IEG</i> Ch. 13, 154-175
45 (06/11)	Word order II	<i>IEG</i> Ch. 13, 176-189
46 (13/11)	Dependent Clauses I	<i>IEG</i> Ch. 14, p. 190-198
47 (20/11)	Dependent Clauses II	<i>IEG</i> Ch. 14, p.179-190
<b>Double class</b>	Grammar workshop	

### B. Suggested answers and weights

	No.	Suggested Answers phonetics	Parts %	Total %
<b>P A R T I</b>	1.	a. They differ in voicing	3.3 %	20 %
		The /f/ is voiceless and the /z/ is voiced	3.3 %	
		They are both post-alveolar fricatives	0%	
		b. They differ in place of articulation	3.33 %	
		/k/ is velar and /t/ is alveolar	3.33 %	
		They're both voiceless plosives	0 %	

***  P  H  O  N  E  T  I  C  S		c. They differ in manner of articulation	3.33 %	
		/m/ is a nasal and /b/ is a plosive (or stop)	3.33 %	
		They're both voiced bilabial sounds	0 %	
	2.	/l/ and /r/ are different phonemes in English but only allophones in Japanese	3.33% 3.33% 3.33%	10 %
	3.	Difficulty to pronounce consonant clusters Difficulty to pronounce closed syllables To solve the problem, extra vowel sounds are added	6.66%  3.33%	10 %
	4.	 (the other vowel symbols do not need to be written down)	3.33%	10 %
		/ɪ/ is more open/less closed	3.33%	
		/i/ is more front/less back		
		/ɪ/ is more back/less front	3.33%	
		/i/ is more closed/less open		
5.	Rising intonation could make you sound surprised Rising or falling intonation gives indication on question or statement Given and new information relies on intonation etc. (many alternatives possible)	6.7%	6.7%	
6.	Weak vowels identified to a high degree Assimilation identified Elision identified Linking r identified 0.5 p (1.66%) drawn for each type of transcription error	10 % 3.33% 3.33% 3.33% 23.3%	43.3 %	
		100%	100%	
	<b>No.</b>	<b>Suggested Answers grammar</b>	<b>Parts %</b>	<b>Total 100%</b>
P  A  R  T  II	1.	a. Form: 1 <sup>st</sup> . Simple present tense and 2 <sup>nd</sup> . presents progressive/continuous Meaning: 1 <sup>st</sup> , The simple present tense is used to describe habitual activity, 2 <sup>nd</sup> , while the present progressive describes ongoing, incomplete activity. Sentence (1 <sup>st</sup> ) thus means that it is their habit to study hard for their exams. Sentence (2 <sup>nd</sup> ) indicates that they are studying at the moment to prepare for the exam.	4%	20%
		b. Form: The 1 <sup>st</sup> sentence involves the simple past tense which refers to an event at a specific time, whereas the 2 <sup>nd</sup> involves the present perfect, which refers to a past event at some unspecified time.	4%	

***  G R A M M A R		Meaning: 1 <sup>st</sup> . The speaker is asking whether the addressee studied English at some specific time for a long period. 2 <sup>nd</sup> . The speaker is asking the listener whether they have studied English at some point for a long period, and the event/action has relevance to the moment of speaking		
		c. Form: 1 <sup>st</sup> , 'be going to' future time expression 2 <sup>nd</sup> , 'be to' future time expression.  Meaning: 1 <sup>st</sup> , <i>Going to</i> indicates that the subject (they) have made the plans and implies a high degree of certainty that the action will take place. 2 <sup>nd</sup> , <i>to be</i> indicates that some other person than the subject decided or determined that they are to sign the contract. The difference between them is in 1 <sup>st</sup> the persons have planned to sign the contract out of their will, whereas in 2 <sup>nd</sup> , the persons involved are ordered to do so.	4%	
		d. Form: must have, modality.  meaning: 1 <sup>st</sup> episteme, assumption; 2 <sup>nd</sup> , root, obligation	4%	
		e. Form: 1 <sup>st</sup> 'will deal', active, future expression with modal verb, 2 <sup>nd</sup> , 'will be dealt', future expression with modal verb, passive voice, short.  Meaning: 1 <sup>st</sup> : indicate willingness and determination of the subject to deal with the matter, whereas in the 2 <sup>nd</sup> , one, the emphasis is on the thing that will be dealt with and the persons who are responsible to deal with the matter are not known.	4%	
	2.	Active and passive voices are <i>grammatical properties of verbs</i> . The active voice emphasizes the person who performs the action is <i>the actor/doer/ agent</i> and it corresponds with the S(subject). The passive voice emphasizes on the recipient of the action or sometimes on the action itself. The actor/doer/ agent of the action can be left out or expressed as an adjunct marked by the preposition <i>by-</i> . A passive expression containing an actor is known as long passive, and the one without the expression of the actor is known as short passive. Transitive and ditransitive verbs can be passivized; however, intransitive verbs normally cannot be passivized as these verbs do not contain the entity which is the recipient of the action or affected by the action expressed by the verb. (Can be more elaborated)  Form: Subject + be + -ed (+ by agent/actor)  Meaning: They represent two different perspectives on the action. In the active, the focus is on the doer of the action. In the passive, the emphasis is on the result of the action to indicate that something/someone is affected by the action. (Can be more elaborated)  Reasons: (Examples should be provided for each reason)  1. The agent is unknown, or difficult to specify by whom 2. The doer of the action is obvious, thus unnecessary to specify 3. Not desirable to reveal the sources, to avoid taking responsibility.  <b>(circa 250 words)</b>		20%
3.	a. <i>forgot/ have forgotten</i> :  Reason: Simple past or present perfective because both are about an action in the past which are perceived as completed which may or may not have relevance to the moment of speaking. The present perfective shows that relevance to the moment of speaking: know the speaker thinks cannot speak French. The simple past indicates that fact that the speaker has forgotten how to speak French.	2%	10 %	
	b. <i>wrote</i>  Reason: Simple past because Mozart wrote his music during the period he was alive. It is a completed action which occurred at some specific time in history.	2%		

	<p>c. <i>leaves</i></p> <p>Reason: Simple present for future time expression with specific time given in a timetable or schedule.</p>	2%	
	<p>d. <i>had left</i></p> <p>Reason: past perfect - because it is an action which occurred before another past action. First the train left, then the person arrived.</p>	2%	
	<p>e. <i>is going to rain</i></p> <p>Reason: 'be going to' future expression - because the present situation, 'black clouds', indicates that something is likely to happen.</p>	2%	
4.	<p>a. word order pattern: declarative – S-V</p> <p>Clause elements: S-V-dO-A</p> <p><i>He &gt; S, read &gt; V, a story &gt; O, about Narcissus &gt; A</i></p>	4%	20 %
	<p>b. Word order pattern: declarative – S-V</p> <p>Clause elements: S-V-sP-A</p> <p><i>The lake &gt; S, was &gt; V, silent &gt; sP, for some time &gt; A, adverbial</i></p>	4%	
	<p>c. Word order patter: Interrogative – (Why) V-S</p> <p>Clause elements: A-v-S-V</p> <p>Why &gt; A (reason), do &gt; v (auxiliary), you &gt; S, weep &gt; V</p>	4%	
	<p>e. Word order patter: Imperative – V</p> <p>Clause elements: V-dO-A</p> <p><i>Tell &gt; V, me &gt; dO, about it &gt; A</i></p>	4%	
5.	<p><b>Main clause:</b> <i>The Alchemist picked up a book.</i></p> <p><b>Clause elements:</b></p> <p>The Alchemist &gt; S, picked up &gt; V, a book &gt; dO</p> <p><b>Dependent clause:</b> <i>that someone in the caravan had bought</i></p> <p><b>Syntactic function:</b> Restrictive relative clause functioning as a post-modifier.</p>		10%
6	<p>a. Finite dependent clause, Nominal syntactic function, corresponds with the S. [<u>That you weep for Narcissus</u> is no surprise. S-V-sP]</p>	4%	20%
	<p>b. 1. <i>At the spot <u>where he fell</u> &gt; where he fell</i> is a finite adverbial dependent clause, post-modifier, part of an Adverbial of place, At the spot. 2. <i>which was called the narcissus</i>: finite adjectival relative clause, post-modifier, part of S. [a flower <u>which was called the narcissus</u> was born]</p>	8%	
	<p>c. <i>my own beauty <u>reflected in the depths of his eyes.</u></i> Form: Non-finite past participle dependent clause, Function: post-modifier, part of the dO "my own beauty".</p>	4 %	
	<p>d. <i>he knelt each day <u>to contemplate himself!</u></i> Form: Non-finite infinite dependent clause, Function: Adjunct (reason) answer the question why – in order to contemplate himself.</p>	4,5 %	
	<p>e. <i>but this was not <u>how the author of the book ended the story.</u></i> From: Nominal relative clause introduced by wh-word – how. Function: function sP, Obligatory clause element</p>	4, 5 %	
		100%	100%

### C. Grade scheme

<b>Range</b>	<b>Grade Name</b>
100-90 %	A
70-90 %	B
50-70 %	C
30-50 %	D
20-30 %	E
0-20 %	F