**EXAMINATION**

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| **Course code:**SFVSSK117 | **Course:**Språkferdighet, språklæring og kommunikasjonEngelsk for lærere 1, 1.-7. trinn*Kompetanse for kvalitet*HiØ VIDERE |
| **Date:** 9th December, 2021 | **Duration:**From 10.00 a.m. to 14.00 p.m.In addition, you have been entitled to 15 minutes extra time to handle technical issues. *Inspera Assessment* closes at 14.15 p.m. |
| **Permitted sources:**Phoneme chart of the English sound system which will be handed out. | **Lecturers:**Ingebjørg MellegårdAstrid Elisabeth Kure |
| **The examination:** The examination document consists of 7pages inclusive this page. Please check that the examination document is complete before you start answering the questions.Questions B3 (Diphthongs) and B4 (Transcription) are to be handed in on separate sheets, written by hand.The exam consists of two parts: the *subject* *didactics text* and the *written school exam*. |
| **Date of announcement of the examination results:** Tuesday January 4th, 2022The examination results will be made available in *Studentweb*. |

**A. Grammar and proficiency**

**Exploring grammar in a text**

Read the text below, *Variety is the Spice of English,* and answer the subsequent questions. Please note that the questions may contain several parts; read the questions carefully and make sure you answer all parts.

*Variety is the Spice of English*

1 The array of English accents and dialects brought to us every day by the mass media is

2 literally without limits and borders. Unless you intend to spend the rest of your life hunting

3 and fishing and living offline in a log cabin, you will have to familiarize yourself with

4 International English and communicate with people speaking anything from Chinglish to

5 Estuary English. Therefore, you need International English.

6 In spite of all the differences, the “Englishes” all share a common core of something

7 we could call World Standard English and, therefore, they are mutually intelligible. There are 8 differences in vocabulary, grammar and spelling, but these are never so extensive that

9 intelligibility is lost. In a written text, a bit of detective work might be necessary to find out

10 what kind of English it is written in, but spoken English is always a giveaway. The differences 11 in grammar between American English and British English usage are relatively slight.

12 Furthermore, there are plenty of variations within each country and particularly between the 13 older and younger generations. Therefore, it is not wise to generalize too much or be too

14 categorical about what is right or wrong.

15 English is one of the official languages of India, and, at least, 20% of the population 16 speak English. The accents of Indian English vary greatly, depending on the speaker’s first

17 language. The more educated and proficient a speaker is, the closer his or her English will be to 18 British English. Indian English often appears to put the stress accents at other syllables than 19 British English, which may create a kind of “machine-gun” rhythm and a clear difference in

20 how words are stressed and pronounced.

21 In many varieties of English, it is possible to trace certain characteristics from the

22 original settlers. Many of the convicts who were sent to Australia in the late 18th and early

23 19th century were from London and Ireland. Features of Cockney and Irish English can be

24 traced in the speech patterns heard in Australia today. Several words commonly thought of 25 as Australian started out in Britain, and the words may still be heard locally in British dialects.

26 Sometimes, Australian English uses British words, and sometimes, the American alternatives 27 are preferred. Spelling is also mixed with considerable variation across states and between 28 age groups.

29 So far in the history of the English language, most official varieties are mutually

30 intelligible. As with everything else in life, variety is what makes English so catching, colourful, 31 fascinating and flexible. More than any other language, English is constantly on the move,

32 being continually shaped, stretched and spread by millions of people everywhere. A language 33 is a living being, embodied in the words of all who use it.

(Adapted from *Worldwide*, Aschehoug, 2012)

1) Lines 1-2 Words can be categorized as either *lexical words* or *function words.* Explain, as fully as you can, what we mean by function words*.* Next, identify what word class each word in this sentence belongs to and point out which words are function and lexical words.

2) Lines 8, 9, 12, 12-13, 19, 22-23, 26, 27 Explain, as fully as you can, the grammatical term *phrase.* Next, these phrases are of different kinds; in each case, identify the type of phrase and say why.

3) Lines 5, 10-11, 16-17, 24-25, 29-30 Give a *syntactic analysis* of these clauses (identify the

 clause elements).

4) Lines 7, 7, 8, 12, 15, 25, 27 Some of these words are *adjectives*; others are

*adverbs*. First, explain as fully as you can, the different roles of adverbs; what do adverbs describe? Next, identify what words are adjectives and what words are adverbs. Finally, explain in each case what the adjectives and adverbs describe.

5) Lines 6, 7, 8, 18, 23, 30 Explain, as fully as you can, what is meant by

*subject – verbal concord/agreement.* In each case, explain the choice of verb form by identifying the subject.

6) See lines below There are different sentence types: *simple sentences, compound sentences* and *complex sentences*. In each case below, identify the type of sentence and explain your choice carefully.

1. Lines 15-16: English is one of the official languages of India, and, at least,

 20% of the population speak English.

1. Lines 22-23: Many of the convicts who were sent to Australia in the late

18th and early 19th century were from London and Ireland.

1. Lines 26-27: Sometimes, Australian English uses British words, and

 sometimes, the American alternatives are preferred.

1. Lines 27-28: Spelling is also mixed with considerable variation across

 states and between age groups.

**B. Phonology, intonation and proficiency**

**NB! Questions B3 and B4 are to be answered on separate sheets, written by hand.**

**B1. Intonation**

In English, there are three main intonation patterns: *a fall* (high or low)*, a rise* (high or low) and *a fall-rise*.

The passage below is taken from the novel *Mr Stink* by David Walliams. When reading these lines

aloud to your students, you need to consider using different intonation patterns to help the

listeners create meaning.

Show what *intonation patterns* you would use in these lines and explain briefly and precisely *why.*

**NB! Please copy and paste the passage into your answer**; you can give the intonation patterns in

parentheses after the words where the glide/movement takes place, for instance:

 *Go away* (high fall, because…) *from me!*

*It was a long list, but Mr. Stink listened intently to everything.*

*He seemed to enjoy the opportunity to help.*

*Chloe said, “I hate my mother. Thank you so much for listening.”*

*“Have you talked to your dad about how you feel?” Mr Stink asked.*

**B2. Inflectional *-s***

In the lines below, taken from the text above, there are several cases of *inflectional –s* words. Identify all these and state what *grammatical* *category* each case represents. Next, give the *pronunciation/transcription* of inflectional -s in each case (not the whole word, just the inflectional *-s* ending).

**NB!** You can write just the inflectional *-s* words in your answer and comment on these. Words that occur several times can be commented on once only.

**NB! You can copy the following sound symbols: **and **(BE)or (AE)**

*Many of the convicts who were sent to Australia in the late 18th and early 19th century were from London and Ireland. Features of Cockney and Irish English can be traced in the speech patterns heard in Australia today. Several words commonly thought of as Australian started out in Britain, and the words may still be heard locally in British dialects. Sometimes, Australian English uses British words, and sometimes, the American alternatives are preferred.*

**Candidate number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NB! This question is to be answered on a separate sheet, written by hand.**

**B3. Diphthongs**

a) Explain briefly and precisely the typical features of a diphthong.

b) The following words all contain diphthongs. Circle the diphthongs in the words and

 transcribe the diphthongs only.

 The words and phrases in this question are taken from the text above: *Variety is the Spice of*

 *English.*

1. array
2. dialects
3. pronounced
4. offline
5. spoken
6. may create
7. older generations

**Candidate number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This question is to be answered on a separate sheet, written by hand.**

**B4. Transcription**

Give a phonemic transcription of the following words/phrases and add relevant stress marks

(i.e. stress marks to words of more than one syllable).

The words and phrases in this question are taken from the text above: *Variety is the Spice of English*.

Please state whether you are using

🞏 American (AE)

🞏 British English (BE).

1. unless\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. a log cabin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. in a written text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. the speaker’s first language\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. speech patterns\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. hunting and fishing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. never so extensive\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. British English\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_