

## EKSAMEN

Emnekode: SFEG512310	Emne: Engelsk: Grammatikk og fonetikk (5-10)
Dato: 07.05.2014	Eksamenstid: kl. 09.00 til kl. 15.00 (seks timer)
Hjelpemidler: Ingen	Faglærere: Thomas Hansen Emerentze Bergsland
<p>Eksamensoppgaven:</p> <p>Oppgavesettet består av 7 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.</p> <p>Oppgavesettet består av 3 deler: grammatikk (55 %), fonetikk (35 %), og språkferdighet (10 %). Det er 1 vedlegg. Alle deloppgaver skal besvares.</p> <p><b>Hver del besvares på et separat sett med ark.</b></p>	
Sensurdato: 28.05.2014	
<p>Karakterene er tilgjengelige for studenter på studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a> /Grades will be available for students on Studentweb two workdays after the grade publication date at latest. Follow instructions given on: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a></p>	

# PHONETICS (35%)

Please write your Phonetics answers on a separate sheet.  
All tasks must be answered.

## Task I

**Transcribe the following sentences phonemically, taking care to observe, and use in your transcriptions, the intonation marking provided. Use weak forms where appropriate. Please state which accent you are transcribing, Received Pronunciation (RP) or American English (AE).**

- i) Would you 'like to try my new com/puter? (Low rise)
- ii) So you 'didn't like the \steak. (High fall)
- iii) We were 'wondering if you could come to \dinner tomorrow. (Low fall)
- iv) You're 'not going to be able to \do it. (High fall)
- v) 'Could you get me some /milk? (Low rise)

## Task II

**Explain, with appropriate examples from English, the following terms:**

- i) Tonality
- ii) Sentence stress
- iii) Syllable
- iv) Distinctive features

**Explain the different pronunciations of the past tense ending *-ed*.**

### **Task III**

**Indicate the stress and suggest intonation patterns using intonation marks (High fall, Low fall, Low rise, High rise, Fall-rise).**

- i) May I have a word?
- ii) I'm trying to make a call.
- iii) It's a beautiful day, isn't it?
- iv) Who asked for some soap?
- v) Will egg and chips be OK?

### **Task IV**

**Explain the pronunciation of the following words to your pupils. Please make a transcription of each word.**

Worse, keys, three, vet, blood.

**Which elements of pronunciation would it be important to focus on in each word?**

**How would you explain in practice what the pupils need to do to realize these sounds successfully?**

## GRAMMAR (55%)

Please write your Grammar answers on a separate sheet. All tasks must be answered.

### Task I

Read the text *Teachers Know* (Appendix) and answer the following questions:

A. Which word class do the italicized words belong to, as they appear in the text?

- |                             |                              |                              |
|-----------------------------|------------------------------|------------------------------|
| 1. <i>teacher</i> (line 1)  | 4. <i>therefore</i> (line 8) | 7. <i>majoring</i> (line 19) |
| 2. <i>required</i> (line 3) | 5. <i>many</i> (line 11)     | 8. <i>but</i> (line 21)      |
| 3. <i>you</i> (line 7)      | 6. <i>test</i> (line 11)     | 9. <i>to</i> (line 25)       |

B. What phrases do you find in the text? List any four examples, naming each phrase type and identifying each constituent making up the phrase (head, modifiers, etc.). The examples you list should be of different phrase types.

C. Find one example in the text of sentences which are (1) simple, (2) compound and (3) complex (one of each type). When a dependent clause is part of the sentence, also explain briefly what type of dependent clause it is and what syntactic function it has.

### Task II

Comment on the difference in both form and meaning between the members of the following sentence pairs.

A1) *It is a simple question.*

A2) *It is simply a question.*

B1) *He must go to see her.*

B2) *He must have gone to see her.*

C1) *The dog barked when the guests arrived.*

C2) *The dog was barking when the guests arrived.*

D1) *There was this film, Godzilla, which everyone wanted to see.*

D2) *It was this film, Godzilla, which everyone wanted to see.*

### Task III

The following slightly adapted text, *My Dream Holiday*, was written by a Norwegian pupil in 7<sup>th</sup> grade. It contains different types of grammatical mistakes.

Identify the grammatical problems which this pupil seems to struggle with the most (e.g. active vs. passive, tense, word order, etc.). Give written feedback in which you explain the nature of his grammatical mistakes and the rules for correct use.

#### My dream holiday

Hello Herman,

I'm going to tell you my fantastic holiday. Me and my family were going to Florida, USA. It was very funny. (...)

The weather was being very hot. One day tried me and Patrick waterskiing. (...) It was a big beach there, over 1 kilometer. It was fun, but we were falling off many times.

We also went to the big mountains. At the highest top was it over 1100 meters high. The hotel was being only 100 meters from the beautiful beach.

It was many things to do at the beach, like waterskiing, jetskiing and jogging across the beach. The hotel was being very big and it was three pools inside.

It was a nice trip to Florida, and next year hope I we are traveling to Florida again. It is always a new opportunity next year.

All the best  
Ola

## PROFICIENCY (10 %)

Please write your Proficiency answer on a separate sheet.

In the following text, *What Parents Need to Know about Teens and Internet Usage*, one paragraph is written in a style of language which differs from the others. Identify this paragraph and rewrite it (without changing the content) to make the style more in line with the rest of the text.

### **What Parents Need to Know about Teens and Internet Usage**

The positive aspects of using Internet far outweigh the risks involved, as most of the problems can be avoided if our teenagers take the following advice seriously:

#### **Exposure to inappropriate material**

The Internet is a vast information resource ... of all types of information. Sites that contain explicit sexual, violent and hateful information can be found with little effort. There are also sites on how to build bombs, make designer drugs etc. If someone sends your teenagers messages or images that are obscene, filthy or indecent with the intent to harass, abuse or threaten them, tell them to inform you and report it to your Internet service provider.

#### **Being Harassed**

Chat rooms and message boards are full of people who may simply be nasty. This can hurt a teenager's self-esteem. Also, there are those on the Internet that will harass in email.

#### **Invasion of Privacy**

Kids, don't you give out private info to anyone and Mom and Dad, you'd better teach your dear ones not to send their full name and email address all over the world to be read by every Tom, Dick and Harry. Who knows what that might lead to? Of course it's ok not to tell things to people on the net.

#### **Financial**

Teenagers with a credit card can do major damage to their credit, or yours. Parents should not allow any purchase of anything on the Internet without their own expressed permission. You are advised to obtain a free email account for your children.

## Teachers Know



At the most fundamental level, a **teacher (1)** is expected to be a fount of knowledge. Teachers are experts in their field and they have a thorough understanding of the subjects they instruct. The **required (2)** depth of knowledge within a particular field differs depending on the subject and grade level you instruct. Typically, a Bachelor's degree generally suffices to teach elementary school students. The reason is that you will most likely be covering a variety of subjects at this level. However, if you teach high school, **you (3)** are more likely to be instructing a single subject and you should **therefore (4)** have a much deeper understanding of that field. Furthermore, many high schools require their teachers to have a Bachelor's degree in the subject they teach. This means that a biology teacher should major in biology, a history teacher in history, etc. **Many (5)** teacher examinations **test (6)** you on these individual subjects. You can also become certified to teach in a specific subject, which will make you more appealing to potential employers --- especially if you're certified in a high needs subject. In essence, before you even enter the classroom and learn how to interact with and care for your students, it is important that you know what you're teaching.

Regardless of the specific subject you instruct, teachers should also have foundational knowledge in education. They should be familiar with different pedagogies and teaching methods. You can learn these things by **majoring (7)** in education, taking education classes or enrolling in master's level teacher education, **but (8)** that's not the only way. Teachers who didn't major in education in college can study pedagogy and teaching methods on their path to licensure or even on the job from the more experienced educators they work with.

The most important thing to know is that every student is different. You should be adaptable enough to acknowledge this and teach in a way that is conducive **to (9)** the education of all students.

(From *Teach* ([www.teach.com](http://www.teach.com)), retrieved March 14, 2014 – slightly adapted)