

EKSAMEN

Emnekode/Course code: SFEG512310	Emne/Course: Engelsk: Grammatikk og fonetikk (5-10)
Dato/Date: 4.5.2015	Eksamenstid/Duration: kl. 09.00 til kl.15.00 (seks timer/six hours)
Hjelpemidler/Permitted sources: Ingen/None	Faglærere/Teachers: Thomas Hansen Emerentze Bergsland
<p>Eksamensoppgaven/The examination:</p> <p>Oppgavesettet består av 8 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.</p> <p>The examination paper consists of 8 pages, including this one. Check that your paper is complete before starting on the paper.</p> <p>Oppgavesettet består av 3 deler: grammatikk (55 %), fonetikk (35 %), og språkferdighet (10 %). Det er 2 vedlegg (grammatikk og språkferdighet). Alle deloppgaver skal besvares. Studentene må bestå alle tre deler for å få karakter i emnet.</p> <p>Hver del besvares på et separat sett med ark.</p> <p>The examination consists of 3 parts: Grammar (55 %), Phonetics (35 %), and Proficiency (10 %). All parts must be answered. Students must pass all three parts of the exam to get a passing grade.</p> <p>Please use separate answer sheets for each part.</p>	
Sensurdato/ Date of announcement of the examination results: 28.5.2015	
<p>Karakterene er tilgjengelige for studenter på Studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: www.hiof.no/studentweb</p> <p>Grades will be available for students on Studentweb two workdays after the grade publication date at latest. Follow instructions given on: www.hiof.no/studentweb</p>	

PHONETICS (35%)

Please write your Phonetics answers on a separate sheet.

All questions must be answered.

1. 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) 'Could you turn the /music down? (Low rise)
- ii) I've been 'ready for \ages. (High fall)
- iii) This 'paper's got some dirty \marks on it. (Low fall)
- iv) I 'know how\ she feels| but how do \you feel? (Fall rise + High fall)
- v) 'Did you finish the re/port? (Low rise)

2. Explain, with appropriate examples from English, the following terms:

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

3. Explain the different pronunciations of the past tense ending: -ed.

4. Indicate the stresses and suggest an intonation pattern using intonation marks (High fall, Low fall, Low rise, High rise, Fall-rise).

- i) Why are you complaining?
- ii) I've just received a letter from her.
- iii) The view is magnificent, isn't it?
- iv) Is that the birthday cake?
- v) Nonsense!

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

Eyes, vain, both, ice, wane, boat

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

How would you explain in practice what they 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 *ICT in School* (Appendix 1) and do the following tasks:

- A. Which word class do the italicized words belong to, as they appear in the text?
(The words are marked in bold print in the text.)

- | | |
|----------------------|-------------------------|
| 1. <i>it</i> | 6. <i>from</i> |
| 2. <i>prevailing</i> | 7. <i>which</i> |
| 3. <i>decade</i> | 8. <i>unfortunately</i> |
| 4. <i>invested</i> | 9. <i>little</i> |
| 5. <i>the</i> | 10. <i>that</i> |

- B. Give a syntactic analysis of the following sentences – from sentence level to word level – using syntax trees. (The sentences have also been underlined in the text)

- We are facing financial cutbacks.*
- Angela Hazelwood takes issue with her colleague.*
- In school they need contact with real people.*
- Many critics argue that laptops distract many pupils.*

Task II

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

- A1) *The train left early.*
A2) *The early train left.*

- B1) *These sun glasses look cool.*
B2) *These look cool.*

- C1) *She was a teacher all her life.*
C2) *She has been a teacher all her life.*

- D1) *I am going to see my boss first thing tomorrow.*
D2) *I am to see my boss first thing tomorrow.*

Task III

The following slightly adapted text excerpt was written by a Norwegian pupil in 7th grade. Read through it and do the following tasks:

- A. Correct the text in terms of grammatical mistakes. Use the text version in **Appendix 2** to make correction marks. Hand in Appendix 2 along with your regular answer sheets.
- B. Choose two examples of structures that you corrected and explain why they are wrong and why your alternatives are correct, referring to rules of grammar and/or the context.

Cato

Cato was an Indian. He had black hair and he was 39 year's old. Cato had a wife. Her's name was Flower Beam. She had black long hair and beautiful face.

One day should Cato go out and find some food. Cato saw a little chicken. Cato tried to caught the chicken. Cato ran home and said to Flower Beam: "I haven't find some food!" "It's ok"? Flower Beam said: "Of course, Cato!"

One time later tried Cato to caught a rabbit. Cato clarify to take the rabbit. And so Flower Beam said: "Don't kill the rabbit!" Cato said: "What shall we eat for dinner?" And then Flower Beam said: "I think we shall eat vegetable soup." "It is ok, Cato?" Cato answered: "Yes, we can't eat animals".

Later on the day Cato and Flower Beam ate vegetable soup. And they said: "We shall not eat animals again!"

Proficiency (10 %)

Please write your Proficiency answers on a separate sheet.

Go back to the text *ICT in School* (Appendix 1) and do the following tasks.

- A. List three features with examples showing that Jess Simmond's style of language is more informal than that of the teachers.

- B. Write a short cohesive passage of text which completes the journalist's final paragraph. It begins with the words "So the conclusion seems to be..." Remember to take into account the style of language in which the article is generally written.

APPENDIX 1 (Grammar section, task I)

ICT in School

When **it (A1)** comes to using technology in school, the **prevailing (A2)** wisdom has been “the more the merrier”. Consequently, during the last **decade (A3)** schools and colleges around the world have **invested (A4)** heavily in ICT in **the (A5)** classroom, **from (A6)** wireless laptops to DVD players and smartboards, **which (A7)** are now replacing chalkboards and whiteboards in more and more classrooms.

Unfortunately (A8), there is **little (A9)** hard evidence to suggest **that (A10)** these gadgets improve learning significantly. Many critics argue that laptops distract many pupils (B4), who tend to switch to Facebook or chatting at the first opportunity.

It is perhaps for this reason that Sally Bowden, head of a large inner-city comprehensive school in Birmingham, wants her teachers to go back to “chalk and talk”. In other words, classroom time should be reserved for lectures, group work and discussions. “I am by no means against modern technology, but children today already spend enough time in front of a screen. In school they need contact with real people (B3), especially adults,” Sally says. “Besides, we are facing financial cutbacks (B1), so it is also a good way of saving money,” she adds, a trifle ironically.

Paddy McGuire, one of Sally’s teachers, is in full agreement with his boss. “I use ICT to give information, set tasks, receive and return written work and much more. However, valuable classroom time is better spent doing things together. Our pupils need to learn to ask questions, evaluate the answers and think critically. That is what I see as one of the most important parts of my job. Of course, I encourage my pupils to use the internet to find information which they are to use in written work or class presentations, but by and large they do this at home, or in one of the self-study periods they have.”

However, Angela Hazelwood takes issue with her colleague (B2): “I am not ashamed to say that I do have my pupils using their laptops in class. Not every lesson, of course, but at regular intervals. It gives me the opportunity to monitor their progress, discuss the sources they are using and help them with editing. Moreover, it is often a learning experience for me too. It is no exaggeration to say that I have learnt as much from my pupils as I have on the in-service computer courses!”

Jess Simmonds, head pupil, says: “True enough, some kids do surf the net instead of working, but Mr McGuire would’ve gone ballistic if anybody chilled out in his class. But some of the other teachers couldn’t care less, as long as it is done quietly. Having said that, a really good teacher is miles better than a computer any day, if you ask me.”

So the conclusion seems to be...

APPENDIX 2 (Grammar section, task IIIA)

(Make your corrections here. Rip off this page and hand in along with your regular answer sheets.)

Cato

Cato was an Indian. He had black hair and he was 39 year's old. Cato had a wife. Her's name was Flower Beam. She had black long hair and beautiful face.

One day should Cato go out and find some food. Cato saw a little chicken. Cato tried to caught the chicken. Cato ran home and said to Flower Beam: "I haven't find some food!" "It's ok"? Flower Beam said: "Of course, Cato!"

One time later tried Cato to caught a rabbit. Cato clarify to take the rabbit. And so Flower Beam said: "Don't kill the rabbit!" Cato said: "What shall we eat for dinner?" And then Flower Beam said: "I think we shall eat vegetable soup." "It is ok, Cato?" Cato answered: "Yes, we can't eat animals".

Later on the day Cato and Flower Beam ate vegetable soup. And they said: "We shall not eat animals again!"