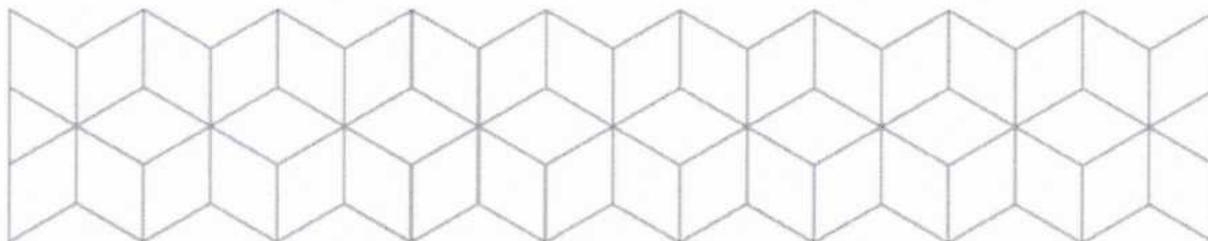


EKSAMEN

Emnekode: SFEG512310	Emnenavn: Engelsk: Grammatikk og fonetikk (5-10)
Dato: 3. mai 2016	Eksamenstid: 09:00 – 15:00 (6 timer)
Hjelpemidler: Ingen	Faglærer: Emerentze Bergsland Thomas Hansen
Om eksamensoppgaven og poengberegning: <p>Oppgavesettet består av 7 sider inklusiv denne forsiden.</p> <p>Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.</p> <p>Oppgavesettet består av 3 deler: Fonetikk: (35 %), grammatikk: (55 %), språkferdighet: (10 %).</p> <p>Alle deloppgaver skal besvares. Hver del besvares på et separat sett med ark.</p> <p>Du må bestå alle delene for å få bestått karakter.</p>	
Sensurfrist: 30.05.2016 <p>Karakterene er tilgjengelige for studenter på Studentweb senest 2 virkedager etter oppgitt sensurfrist. www.hiof.no/studentweb</p>	



PHONETICS (35%)

Please write your Phonetics answers on a separate sheet. All questions 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) I a`ssume you've got a `lot to \do just now. (High fall)
- ii) The `tower of the `church was `damaged by \lightening. (High fall)
- iii) I think I'll just `go for a `cup of \coffee. (High fall)
- iv) I `won't be having `dinner until \John gets home. (High fall)
- v) You'd `better put those \scissors away. (Low fall)

Task II

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

- i) Distinctive features of vowels
- ii) Sentence stress
- iii) Phoneme
- iv) Marked tonicity

Task III

Give the distinctive features of the following consonants, and explain what we mean by distinctive features:

- i) /z/
- ii) /p/
- iii) /ŋ/

Task IV

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

- i) Are you sure?
- ii) Norway is an oil nation, isn't it?
- iii) My wallet's been stolen!
- iv) All the others had gone.
- v) Which fruit do you like best?

Task V

Make a transcription of the following words:

Girl, butter, Viking, children, three, fleas.

Which elements of pronunciation would 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 *Elementary School Teacher – Teaching in Elementary school (Appendix)* and do the following subtasks:

- A. Phrases are defined as words that naturally belong together and form a syntactic unit. Name the phrase type of each of the following examples from the text. (The phrases are also italicized in the text.)

1. *a wide range of grade levels (line 1)*
2. *in other areas (line 2)*
3. *are considered (line 3)*
4. *very hands-on (line 16)*

- B. Choose three phrases from task A and indicate the syntactic functions (*head, modifiers, etc.*) found within each phrase.

- C. Give a syntactic analysis of the following sentences, from sentence to word level, using syntax trees. (The sentences have been marked in bold print in the text.)

1. *Elementary school teachers usually have one class...*
2. *...they teach their students several different subjects.*
3. *Students in elementary school are at different phases of development...*
4. *...their needs vary greatly.*

Task II

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

A1. John and Jane are going to pay him a visit.

A2. John or Jane is going to pay him a visit.

B1. She can't live with her parents.

B2. She can't be living with her parents.

- C1. She was the leader and she knew what she wanted to do.
C2. She was the leader because she knew what she wanted to do.

- D1. What do you do?
D2. What are you doing?

Task III

A Norwegian pupil in 7th grade who moved and started attending a new school wrote the following slightly adapted text, *My New School*, as part of a diagnostic test in English. Do the following task:

In the text, some words and language structures have been underlined. Decide in each case whether they are correct or should be regarded as a mistake. Justify your answers by giving a brief explanation in each case as to why the structure is either correct or wrong, referring to rules of grammar and/or the context.

(Note: You are not writing to the pupil, so your explanations should not be intentionally adapted/simplified.)

My new school

My name is (1) Rawi and I am 13 years old. My favourite hobby is football.

When I was being home and thinking about the new class, I was being so nervous (2) to meet my new class, because I never haven't meet dis people before apart from someone (3) other classmate from my old school.

I was being very scare about someone on my new class will doesn't like me. But I am liking (4) the school, because I can go out and by whatever I want, not on my old school.

I like all of this school, I learn things every day. Someone tehers are scary and always mad when they learn (5) you something. I was always thinking I will not never get new friend, but now I like my entire new friend in class.

What I am liking best which my new school? The best thing is here you can always talk with someone (6) because it is ca. 500 pupil in this school. What I don't like is the testes .

My dream job is architect or joiner. I am hoping that will be good.

PROFICIENCY (10 %)

Please write your Proficiency answer on a separate sheet.

Imagine you are Rawi's English teacher (cf. Grammar task 3). His form teacher (kontaktlærer) has now asked you to compose a written report on Rawi's proficiency level in English, which is to be used at a parent conference meeting.

Use the text *My New School* (cf. grammar task 3) as your basis for writing a short text (3-4 paragraphs) reporting on Rawi's written proficiency level in English. It should include the following points:

- A description of Rawi's current competence/capability in English
- A description of some of his challenges
- A suggestion, "feedforward", as to what he needs to work with the most to improve his written proficiency level

Apart from the bullet points above, your text should be reasoned, coherent/cohesive and adapted to the context.

The introduction of the report has already been provided for you.

English – Rawi

Rawi has now attended three English sessions in his new class, and last week he took a written diagnostic test. His performance provides some tentative impressions of his English proficiency level.

(...)

APPENDIX (Grammar, task 1)

Elementary School Teacher

TEACHING IN ELEMENTARY SCHOOLS



Elementary school encompasses *a wide range of grade levels*. In some regions, it includes kindergarten through eighth grade. *In other areas*, it goes through the fifth grade, and sixth, seventh and eighth grades *are considered* middle school.

Elementary school teachers interact with students of vastly different age groups, from the early ages of five or six, to the cusp of adolescence at 11 or 12.

Students in elementary schools are at different phases of development, and their needs vary greatly. However, most elementary school teachers focus on a specific grade level, teaching one class of students who are around the same age. In fact, some states require teachers to be certified to teach a particular grade.

Elementary school teachers usually have one class and they teach their students several different subjects. The curriculum is usually structured around the fundamental subjects of mathematics, science, social studies, language arts, music, art and reading. The exact structure and pedagogy can vary from school to school, but for the most part, elementary school focuses on building the foundation for a well-rounded education overseen by teachers who follow students closely through their development. Elementary school teachers are expected to be *very hands-on*, creating fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students.

(from Teach, (www.teach.com)– retrieved 20 April 2016 – slightly adapted)