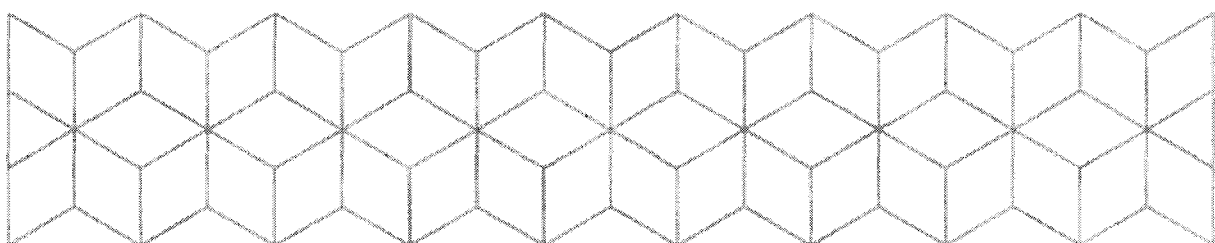


EXAMINATION

Course code: SFVSSK115	Course: Språkferdighet, språklæring og kommunikasjon Engelsk for lærere1, 1.-7. trinn <i>Kompetanse for kvalitet</i>
Date: 8 th December 2016	Duration: From 10.00 a.m. to 02.00 p.m.
Permitted sources: Phoneme chart of the English sound system	Lecturers: Ingebjørg Mellegård Astrid Elisabeth Kure
The examination: <p>The examination papers consist of 5 pages inclusive this page. Please check that the examination papers are complete before you start answering the questions.</p> <p>Questions 3 and 4 b in Section B, the transcription parts, are to be handed in on a separate sheet written by hand.</p> <p>The exam consists of two parts: the Exam Portfolio and the written exam.</p>	
Date of announcement of the examination results: Friday 6 th January 2017 <p>The examination results are available on the Studentweb no later than two workdays after the announcement of the examination results www.hiof.no/studentweb</p>	



A. Grammar and proficiency

Studying a text

Read the text *Englishes around the world*, and answer the subsequent questions. The questions may contain several parts; read the questions carefully and make sure you answer all parts.

Englishes around the world

1 English today has a unique position around the world. Never before has any language
2 experienced such a geographical magnitude. Thanks to the British Empire, English was
3 introduced to countries on all continents. The spread of English was further aided by the
4 improvement of communications, increased trade and the development of the modern
5 printing press. Today, English is the world's most widely spoken language.

6 However, an academic interest in global variations has existed for a long time. English
7 was only partially standardized when the American colonies were established. Dialects in
8 England and the colonies therefore began evolving independently. Dialects or variants
9 divided into American based English and British based English. American English is based on
10 the partially standardized English that existed in Britain prior to the French influence on
11 British spelling in the 1700s. By the end of the 18th century two epoch-making dictionaries
12 were published: Samuel Johnson's dictionary and Noah Webster's dictionary. The differences
13 laid down in these two dictionaries gave rise to the main division between American English
14 and British English that we see today.

15 English was also brought to Africa, Asia and Oceania both as the language of English-
16 speaking settlers from the British Isles as well as an administrative language forced on native
17 people within the British Empire.

18 New Zealand and Australia were populated by English speaking settlers. These forms
19 of English would gradually develop traits of recognition both in usage of idioms, vocabulary
20 and pronunciation. Variants of English within the former British Empire are often called
21 Commonwealth English dialects.

22 Users of English are divided into three circles. The Inner circle consists of countries
23 where English is the native tongue, e.g. Canada, the USA, Ireland, Australia, New Zealand,
24 and the UK. Then you have the Middle Circle of countries where English is an administrative
25 language, also called a second language, e.g. the Philippines, Pakistan, and many more.
26 Finally, there is the Outer Circle of countries where English is taught in school as a
27 foreign language. In this circle we can include Western countries such as Spain, Norway and
28 the Netherlands. Countries using English either as a first or a second language are located on

29 all five continents, and the total population of these countries amounts to about 50% of the
30 world's population.

31 The number of speakers of English worldwide is estimated as high as 1.7 billion, but
32 these numbers are increasing as, for example, Chinese and Indian students are becoming
33 bilingual. In spite of the spread of English as a lingua franca it is by far outnumbered by
34 Mandarin (China), spoken by more than 1 billion people with respect to native speakers.
35 Hindi, Spanish and Arabic along with English all have 300-400 million native speakers each.
36 Some linguists foresee that the battle for world domination between the big languages will
37 only be settled when China and India decide their language preferences.

(Adapted from *Global Paths*, Damm forlag, 2007)

a) Lines 3, 8, 11, 12-13, 26, 33

Explain as fully as you can what is meant by the grammatical term *phrase*. Next, these phrases are of different types, which ones? Finally, give the *structure* (head, modifiers.... etc.) of these phrases.

b) Lines 36-37.

Explain the difference between *lexical* words and *function* words as fully as you can. Words can be categorized into different word classes. Identify what word class each word in this sentence belongs to, and point out which words are lexical words and function words.

c) Lines 1, 1-2, 9, 19, 32

Explain the difference between *lexical verbs* and *auxiliaries*. Describe these verb phrases as fully as you can by considering their *structure*, *tense* and *aspect* related to the context.

d) Lines 5, 6, 20-21, 27-28, 28-29

Give a syntactic analysis (identify the clause elements) of these clauses.

e) Lines 11, 22, 31

All these clause elements are *subjects*. First, describe the *syntactic function* of the subject. Next, explain the grammatical *realization* of each case. Finally, explain *Subject – Verbal concord* in each case.

B. Phonology and proficiency

1. Consonants and vowels

There are four different groups of consonants. The following consonant phonemes represent two groups according to their qualities.

1 /d/ 2 /g/ 3 /v/ 4 /θ/ 5 /ʃ/ 6 /tʃ/
7 /k/ 8 /b/ 9 /f/ 10 /p/ 11 /dʒ/ 12 /t/

- a) Classify the sounds above into *two* groups; what are they called? Describe, as fully as you can, the *typical qualities* of these groups. You can refer to the sounds by using their numbers.
- b) Explain, as fully as you can, what is meant by *fortis* and *lenis* sounds; use examples from the sounds listed above to illustrate.
- c) The following sounds 1 /ʌ/, 2 /ɜ:/, 3 /θ/ and 4 /w/ may all cause problems for Norwegian learners for different reasons. Choose *one* of these sounds and explain why it is problematic for Norwegian learners. Next, give some advice on how to help learners overcome their difficulties. You can refer to the sounds by using their numbers.

2. Inflectional –s

- a) Explain, as fully as you can, what *inflectional –s* means *grammatically*. Use examples to illustrate.
- b) Norwegian learners of English may find the *pronunciation of inflectional –s* difficult, why is that so? In the lines below, taken from the text *Englishes around the world*, there are several cases of *inflectional –s* words. Identify all these, and in each case *give the pronunciation* of the inflectional -s only. You can use ordinary letters as sound symbols.

New Zealand and Australia were populated by English speaking settlers. These forms of English would gradually develop traits of recognition both in usage of idioms, vocabulary and pronunciation. Variants of English within the former British Empire are often called Commonwealth English dialects.

3. Transcription

Questions **3** and **4 b** are to be answered on a separate sheet written by hand. The words and phrases in these questions are taken from the text above, *Englishes around the world*.

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).

Please state whether you are using

- American (AE) or
- British English (BE).

- a) English today
- b) world
- c) on all continents
- d) *for a long time*
- e) independently
- f) within the British empire
- g) divided into three circles
- h) taught in school
- i) in spite of the spread
- j) were published

4. Diphthongs

a) Explain briefly and precisely what a diphthong sound is.

b) In the words below there are different diphthongs represented. First, identify all diphthongs by underlining/highlighting the syllables where they are found. Next, in each case, transcribe the *diphthong only*; write it after the individual word.

- | | |
|---------------|-------------|
| 1) however | 2) dialects |
| 3) spoken | 4) native |
| 5) domination | 6) outer |