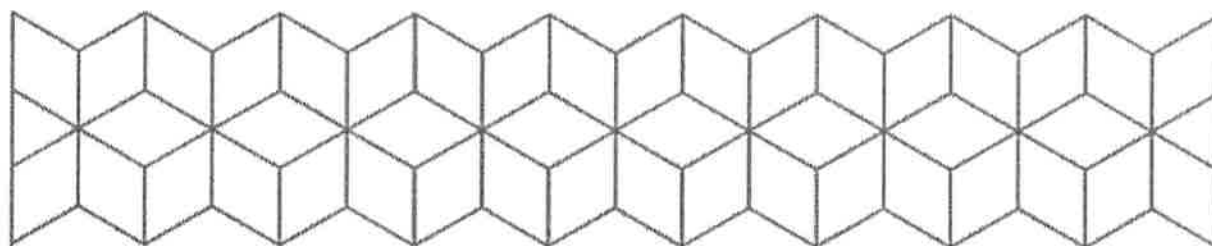


EXAMINATION

Course code: SFVSSK115	Course: Språkferdighet, språklæring og kommunikasjon Engelsk for lærere1, 1.-7. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
Date: 7th December 2017	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: The examination papers consist of 6 pages inclusive this page. Please check that the examination papers are complete before you start answering the questions. Question B4, the transcription part, is to be handed in on a separate sheet, written by hand. The exam consists of two parts: the Exam Portfolio and the written exam.	
Date of announcement of the examination results: Friday 5 th January 2018 The examination results are available on the Studentweb www.hiof.no/studentweb	



A. Grammar and proficiency

Studying a text

Read the text *English – Colours and Nuances*, and answer the subsequent questions. The questions may contain several parts; read the questions carefully and make sure you answer all parts.

English – Colours and Nuances

1 Today, we live in a colourful world of languages. A Babel of tongues – confusing and
2 impractical, some will say. Others enjoy the richness and diversity of the complex lingual
3 landscape. Many fear the spread of English because they think the English language
4 eventually will displace their own tongue. But, we are able to appreciate a
5 number of colours and nuances. Today, mother tongues co-exist with English, French,
6 Spanish and German. Mass media and mass tourism, trade and co-operation create
7 multilingual arenas and our competence in foreign languages increases. Just like new colours
8 introduce exciting contrasts and nuances to the painting, educated people in the 21st century
9 enjoy the softness of French, the playful touch of Italian and the smoothness of English.
10 At the same time, they appreciate their mother tongue. Our capacity to enjoy and learn
11 languages is enormous. Moreover, as with colours, languages complement each other and
12 add a musical and cultural dimension to our lives.

13 State borders no longer represent a barrier for English. It is interwoven with
14 commerce, advertisements and entertainment through the Internet, tourism and
15 international trade. China does not traditionally belong to the English speaking sphere, but it
16 is estimated that 300 million Chinese now learn it. Local traditions and cultures, rather than
17 state borders, may serve as such language barriers though. Ironically, you find areas in San
18 Francisco where they still speak Chinese. Further south, the Spanish speaking areas in
19 California are widening. While English is conquering the world, Spanish is re-conquering the
20 old Spanish speaking territories in the Southwest USA.

21 Language is primarily about communication. We simply agree on what to call things.
22 However, languages have other significant roles. The way you speak also says something
23 about who you are. When the French President insists on speaking French to an international
24 audience, he makes a statement that French is also a world language. In academic circles, a
25 speaker may quote Latin to sound knowledgeable. Just like your clothes signal who you are,
26 the way you speak may also reveal your personality.

27 As human beings, we are fully capable of mastering more than one language.
28 Actually, our proficiency in our mother tongue might improve from learning another

29 language. In addition, we have to keep in mind that a language is more than a communicative
30 tool. A nation's history and culture is closely interwoven with it. The intonation and
31 temperament of the language express a part of the nation's soul. Expressions like "Forza
32 Italia", "Dansk dynamitt" and "Vive la difference" lose their distinctiveness and charm if you
33 translate them into English.

34 English is the lingua franca of the world. It is used at conferences, business meetings
35 and international organizations all over the world. Authors, artists and scientists also use it to
36 reach more people, and within mass media like music, films and television, English is
37 dominant. But as English spreads its influence, a multilingual world appears. Learning English
38 does not include forgetting your native tongue; it means expanding your linguistic scope.

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

1) Lines 35-37

Explain, as fully as you can, the difference between *function words* and *lexical words*. Identify what *word class* each word in this sentence belongs to, and say what words are *lexical* and *function* words.

2) Lines 4, 7, 10-11, 11, 17, 21, 22, 28-29

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

3) Line 19

The English verb system can express two *aspects*. First, say what these two aspects are called and explain, as fully as you can, the *form* and *meaning* of these two aspects. Next, all three cases in this line express the same aspect, which one? Finally, explain *why* this aspect has been used in these cases.

4) Lines 1, 2-3, 23-24, 27, 31-33

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

5) Lines 3-4, 10, 15, 21, 24

All these clause elements are *adverbials*. First, describe the *syntactic function* of the adverbial. Next, explain how each case is *grammatically realized*. Finally, describe the *meaning* of each case by considering the context carefully.

6) Lines 1-38

Explain, as fully as you can, the grammatical categories *main clauses* and *dependent clauses* (subordinate clauses). Use examples from the text to illustrate.

B. Phonology, intonation and proficiency

1. Intonation

- a) Explain briefly why *intonation* is so important in communication.

- b) Norwegian speakers have a special challenge with English intonation due to transfer from Norwegian: a constant shifting of pitch level. This is called *the Norwegian roller-coaster transfer*. Explain *how* this *roller-coaster transfer* may influence communication in English; use examples to illustrate.

2. Consonants

- a) There are four different groups of consonants. The following sounds represent *two* such groups:

1 /m/ 2 /θ/ 3 /ʃ/ 4 /ŋ/ 5 /s/ 6 /z/ 7 /v/ 8 /ð/ 9 /f/

Categorize the sounds into two groups; what are they called? Describe the typical features of these two 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.

3. Inflectional –s

- a) Explain, as fully as you can, what *inflectional –s* means *grammatically*. Use examples to illustrate.

- b) Norwegian learners of English often find the *pronunciation* of *inflectional –s* difficult, why? In the lines below, taken from the text above, *English – Colours and Nuances*, there are several cases of *inflectional –s* words. Identify all these; in each case, say what *grammatical* category each case represents and give the *pronunciation* of the inflectional -s only. You can use ordinary letters as sound symbols.

It is used at conferences, business meetings and international organizations all over the world. Authors, artists and scientists also use it to reach more people, and within mass media like music, films and television English is dominant.

4. Transcription

This question is to be answered on a separate sheet, written by hand. The words and phrases in this question are taken from the text above, *English – Colours and Nuances*.

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)
- British English (BE).

- a) some will say
- b) the spread of English
- c) mass media
- d) enjoy the softness
- e) mother tongue
- f) learn languages
- g) China
- h) local traditions
- i) further south
- j) a communicative tool