



Försättsblad Prov Original

Kurskod	Provkod	Tentamensdatum
E N 0 0 6 G	M 1 0 0	2 0 1 8 - 0 5 - 0 3
Kursnamn	Engelska GR (B)	
Provnamn	Språklig översiktskurs	
Ort	Sundsvall	
Termin	V18	
Ämne	Engelska	

Resit Exam: English B, Language Survey

Part 1: True/False Statements (18p)

Read the statements below *carefully* and cross the appropriate “TRUE” or “FALSE” box.

STATEMENT	TRUE	FALSE
1. The language of Chaucer was <i>Middle English</i> .		
2. Spelling norms were affected by the <i>Great Vowel Shift</i> .		
3. A <i>dialect</i> is a non-standard variety of a language.		
4. <i>She real nice</i> is an example of ‘invariant <i>be</i> ’, which is a characteristic of AAVE.		
5. <i>Teenagers</i> tend to swear more than other age groups according to studies carried out using corpora such as the BNC.		
6. The merger of /θ/ and /f/, so that <i>thing</i> is pronounced <i>fing</i> , occurs in London dialects only.		
7. Non-prevocalic /r/ is the <i>prestige</i> variant in England.		
8. <i>He was bloody knackered</i> and <i>he was extremely fatigued</i> are both examples of Standard English.		
9. <i>Idiolect</i> is the speech of one person at one time in one style.		

Part 2: Terminology (16p total)

Define clearly the following linguistic terms (in some cases, it may help to give examples):

TERM	DEFINITION
1. <i>linguistic determinism</i>	
2. <i>corpus planning</i>	
3. <i>register</i>	
4. <i>RP</i>	
5. <i>inner circle</i>	
6. <i>code-switching</i>	
7. <i>rapport speech</i>	
8. <i>creole</i>	

Part 3: Texts (16p total)

A: History of English (8p)

Here are a few lines of text, which you may recognize from Barber et al (2009: 126):

**þā ic þā þis eall gemunde, þā gemunde ic ēac hū ic geseah, ærþaempe hit eall
forhergod wære and forbaerned, hū þā circicean giond eall Angelcynn stōden
māþma and bōca gefyllða [...]**

[when I then this all remembered, then remembered I also how I saw, before it all
ravaged was and burnt, how the churches throughout all England stood
with treasures and books filled ...]

1. What period of English is illustrated in the text? Approximately when did this period begin and end? What event and/or change marked the beginning of the period, and what marked the end of the period? (3p)

2. Word order could vary in the period of English illustrated above. Give an example of S-O-V word order from the text above. Give an example of V-S-O word order from the text above. What would the word order be in modern English? (3p)

3. From what language did the majority of loanwords come in this period? What was the other main source of loanwords towards the end of the period? (2p)

B: Gender and language (8p)

Man's search for knowledge has led him to improve scientific methodology.

1. The statement above is an example of gendered language. What is gendered language? How is it demonstrated in this example? How could you rewrite the statement to avoid gendered language? (3p)

2. Give two more examples of gendered language, and provide the non-gendered equivalents. (2p)

3. According to Trudgill (2000: 188) *boy* and *girl* are not precise equivalents. Explain the reasons for this. (2p)

4. Why is gendered language considered to be undesirable? (1p)

Part 4: Sociolinguistic Research (10p total)

Table 1: Percentage of *multiple negation* used in Detroit

	UMC	LMC	UWC	LWC
Male	6.3	32.4	40.0	90.1
Female	0.0	1.4	35.6	58.9

Table 2: Percentage of *-in'* forms (e.g. *walkin'*) used in four contextual styles in Norwich

	WLS	RPS	FS	CS
MMC	0	0	3	28
LMC	0	10	15	42
UWC	5	15	74	87
MWC	23	44	88	95
LWC	29	66	98	100

(UMC, MMC, LMC, UWC, MWC, LWC = Upper Middle Class, Middle Middle Class, Lower Middle Class, Upper Working Class, Middle Working Class, Lower Working Class; WLS, RPS, FS, CS = Word List Style, Reading Passage Style, Formal Style, Casual Style)

1. According to Trudgill, is the fact that speakers to some extent use both the 'non-standard' and the 'standard' forms due to *dialect mixture* or *inherent variability*? (1p)

2. What sociolinguistic pattern is illustrated in *both* tables? (2p)

3. What sociolinguistic pattern is illustrated *only* in Table 1? (2p)

4. What sociolinguistic pattern is illustrated *only* in Table 2? (2p)

5. An early study of consonantal variation was carried out in New York City department stores. Who was the linguist, what feature did he study, and what did his results show? (3p)
