



Försättsblad Prov Original

Kurskod	Provkod	Tentamensdatum
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Kursnamn	Engelska GR (B)	
Provnamn	Språklig översikt kurs	
Ort	Sundsvall	
Termin	H18	
Ämne	Engelska	

Mid-Sweden University

Student code: _____

Department of Humanities/English B

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2018-11-08, Time: 8.00-12.00

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 third person plural pronouns we still use today are <i>Scandinavian loanwords</i> borrowed during the late Old English period.		
2. The <i>West Saxon dialect</i> is the direct ancestor of modern standard English.		
3. <i>S-V-O</i> became the dominant word order in the Middle English period.		
4. <i>Report speech</i> is associated with female speakers.		
5. <i>Code-switching</i> is a rapid form of language-switching, where two languages are used at once.		
6. If two dialects are <i>mutually intelligible</i> , they are dialects of the same language.		
7. Women in western societies tend to use more <i>indirectness</i> in conversation than men do.		
8. <i>He was bloody knackered</i> and <i>he was extremely fatigued</i> are both examples of Standard English.		
9. Linguistic varieties that are linked to particular occupations or topics can be termed <i>registers</i> .		

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>Great Vowel Shift</i>	
3. <i>dialect levelling</i>	
4. <i>expanding circle</i>	
5. <i>pidgin</i>	
6. <i>AAVE</i>	
7. <i>cooperative principle</i>	
8. <i>Ausbau languages</i>	

Part 3: Texts and Maps (16p total)

A: History of English (8p)

Here are a few random quotes from *Macbeth*:

Hear it not, Duncan; for it is a knell that summons thee to Heaven or to Hell.

That which hath made them drunk hath made me bold.

Goes the King hence today? He does: – he did appoint so.

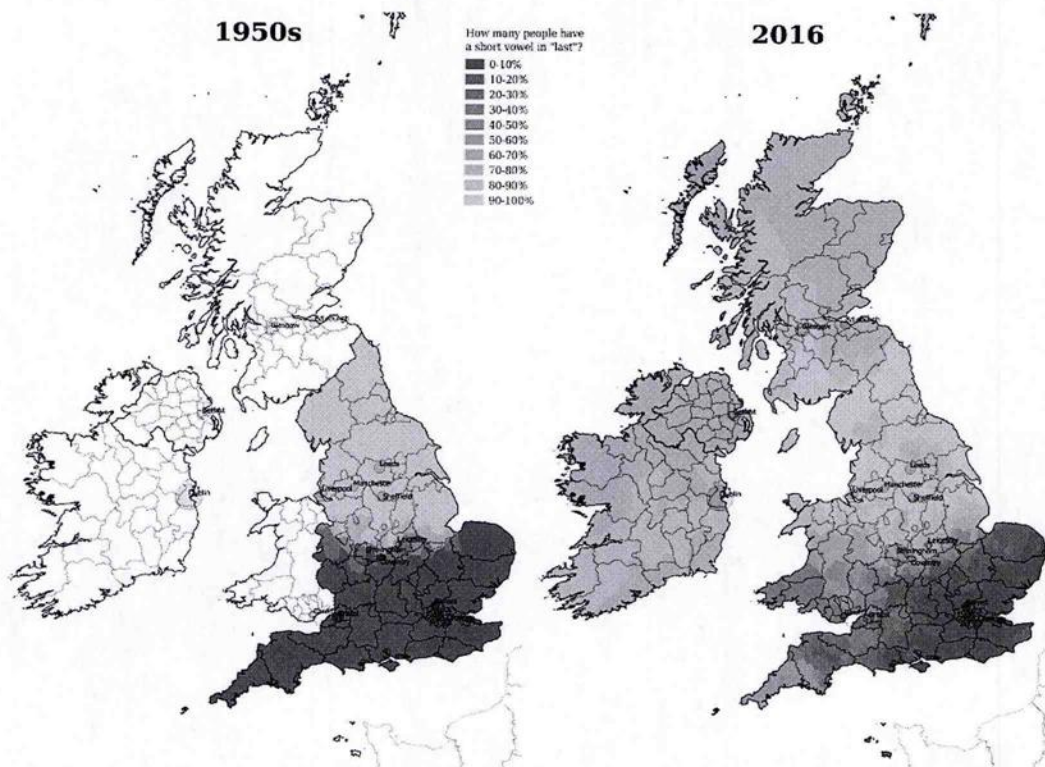
This disease is beyond my practise: yet I have known those which have walked in their sleep...

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. There were several changes in grammar *during* this period, describe *three* of these. The example sentences above may give you some hints (3p)

3. From what language did the majority of loanwords come in this period? Why? (2p)

B: Dialects of England (8p)



Note: The maps above show the distribution of the word *last* pronounced with a short /æ/ (rather than with a long /a:/); the darker the shading, the less frequently *last* is pronounced with a short /æ/.

1. Is *last* pronounced with a short /æ/ a feature of northern or of southern English dialects? Mark on the map where, according to Trudgill (200: 152), the North-South divide is. The maps show little change as regards the use of *last* with a short /æ/: in England: for what reason do you think this is? What other pronunciation feature does Trudgill point to as a typical difference between north and south? (4p)

2. The merger of /θ/ and /f/, so that *three* is pronounced *free*, first occurred in London dialects. According to Trudgill (2000: 150), where and how has this spread? (2p)

3. What is non-prevocalic /r/? Mark on the map an area where non-prevocalic /r/ was found in the mid-twentieth-century study described by Trudgill (2000: 148–149). (2p)

Part 4: Sociolinguistic Research (10p total)

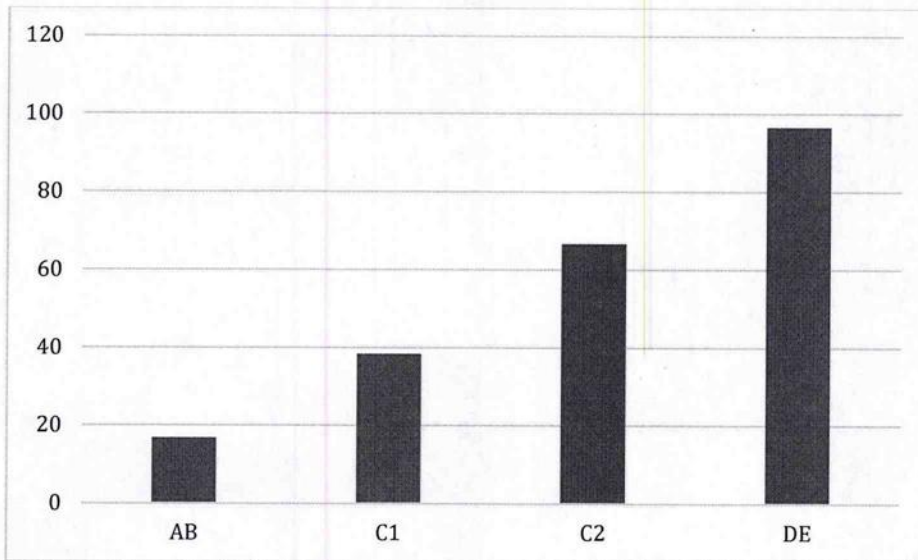


Figure 1. Use of the word ‘bugger’ by social class in the demographically-sampled spoken part of the BNC (frequency per million words)

1. Describe the BNC and its purpose. (3p)

2. Is swearing related to non-standard speech or to informal style? (1p)

3. In Figure 1, what do the codes refer to and what sociolinguistic pattern is illustrated? (2p)

4. What sociolinguistic pattern might you expect if the results were given for *gender* and social class? Why? (2p)

5. What sociolinguistic theories may be used to explain the pattern found in Figure 1? (2p)
