

EXAMINATION

Course code: SFVSSK117	Course: Språkferdighet, språklæring og kommunikasjon Engelsk for lærere 1, 1.-7. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
Date: 8th December, 2022	Duration: From 10.00 a.m. to 14.00 p.m. In addition, you have been entitled to 15 minutes extra time to handle technical issues. <i>Inspira Assessment</i> closes at 14.15 p.m.
Permitted sources: All written sources are allowed. <u>No</u> dictionaries and digital sources are allowed.	Lecturers: Ingebjørg Mellegård Astrid Elisabeth Kure
The examination: The examination document consists of 7 pages inclusive this page. Please check that the examination document is complete before you start answering the questions. Questions B3 (Diphthongs) and B4 (Transcription) are to be handed in on separate sheets, written by hand. The exam consists of two parts: the <i>subject didactics text</i> and the <i>written school exam</i> .	
Date of announcement of the examination results: Monday January 2 nd , 2023 The examination results will be made available in <i>Studentweb</i> .	



A. Grammar and proficiency

Exploring grammar in text

Read the text below, *Brits Versus Yanks*, and answer the subsequent questions. Please note that the questions may contain several parts; read the questions carefully and make sure you answer all parts. You are to respond only to what has been underlined.

Brits Versus Yanks

1 The British and the American have many things in common. The similarities between the two
2 peoples mostly come from a shared history and cultural background. When the British
3 colonized the Atlantic seaboard of North America, they brought with them their language,
4 religion and social structure. The American colonists soon developed their own ideals and
5 values. Today, they have many aspects in common, but just as many, if not more, differences.
6 They sometimes also have quite stereotyped views of how the other half across the Atlantic
7 lives. These stereotypes are probably based on anecdotes about loud and ignorant American
8 tourists or snobbish British travellers.

9 All English people seem to be fitted with a mental satellite computer that tells them a
10 person's position on the class map as soon as he or she begins to speak. The words you use
11 and the way you say them will immediately place you either among the upper, middle, or the
12 working class. This class structure developed during the Industrial Revolution, and it still
13 exists. Today, the gap between the classes has become less wide than it used to be, and you
14 will also find people who couldn't care less which class they belong to. However, to most
15 Britons, class is still important.

16 In the US, the ideal is not necessarily to be born with a silver spoon in your mouth
17 but to start with two empty hands and work your way up. The American Dream is to rise
18 from rags to riches, and your success is often measured by how much money you make.
19 Although money is important, it is not the only factor determining where you belong socially.
20 Education is important, too, as well as a good job and a comfortable lifestyle.

21 The US is still holding the position as a world leader when it comes to first class
22 entertainment. All over the world, people appreciate Hollywood movies and American music.
23 However, it is probably true to say that the Americans admire British culture more than the
24 other way around, even though they may find British television somewhat unglamorous and
25 dreary. As for the British, they watch TV-shows like Glamour and think that American culture
26 is thrashy.

7) See lines below

There are different sentence types: *simple sentences*, *compound sentences* and *complex sentences*. In each case below, identify the type of sentence and explain your choices carefully.

- a) Lines 2-4: *When the British colonized the Atlantic seaboard of North America, they brought with them their language, religion and social structure.*
- b) Lines 7-8: *These stereotypes are probably based on anecdotes about loud and ignorant American tourists or snobbish British travellers.*
- c) Lines 12-13: *This class structure developed during the Industrial Revolution, and it still exists.*
- d) Lines 29-30: *American humour, on the other hand, is more physical and visual.*

B. Phonology, intonation and proficiency

NB! Questions B3 and B4 are to be answered on separate sheets, written by hand.

B1. Intonation

In English, there are three main intonation patterns: *a fall* (high or low), *a rise* (high or low) and *a fall-rise*.

The passage below is taken from the novel *Jessica's Ghost* by Andrew Norriss. When reading these lines aloud to your students, you need to consider using different intonation patterns to help the listeners create meaning.

Show what *intonation patterns* you would use in these lines and explain briefly and precisely *why*.

NB! Please copy and paste the passage into your answer; give the intonation patterns in parentheses after the words where the glide/movement takes place, for instance:

Go away (high fall, because...) *from me!*

Roland turned to Francis. "What's with all the dress designs?"

"They're mine," said Francis. It's a hobby.

"You make dresses?" Roland exclaimed.

He leaned back and looked around the room, taking in for the first time the drawings on the wall, the piles of material, and the rows of dolls.

B2. Inflectional -s

In the lines below, taken from the text *Brits versus Yanks* above, there are several cases of *inflectional -s* words. Identify all these words and state what *grammatical category* each case represents. Next, give the *pronunciation/transcription* of inflectional -s in each case (not the whole word, just the inflectional -s ending).

NB! In your answer, you can write the inflectional -s words only and comment on these.

NB! You can copy the following sound symbols: /s/ /z/ and /ɪz/ (BE) or /əz/ (AE)

All English people seem to be fitted with a mental satellite computer that tells them a person's position on the class map as soon as he or she begins to speak. When the British colonized the Atlantic seaboard of North America, they brought with them their language, religion and social structure. The American colonists soon developed their own ideals and values. Today, they have many aspects in common, but just as many, if not more, differences.

Candidate number: _____

NB! This question is to be answered on a separate sheet, written by hand.

B3. Diphthongs

In the lines below, taken from the text *Brits versus Yanks* above, some of the words contain diphthongs. Identify these words, circle the sounds which are diphthongs and transcribe the diphthongs only, directly in the text above the words.

Please state whether you are using

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

In the US, the ideal is not necessarily to be born with a silver spoon in your mouth

but to start with two empty hands and work your way up. The American Dream is to rise

from rags to riches, and your success is often measured by how much money you make.

Although money is important, it is not the only factor determining where you belong socially.

Education is important, too, as well as a good job and a comfortable lifestyle.

Candidate number: _____

This question is to be answered on a separate sheet, written by hand.

B4. Transcription

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).

The words and phrases in this question are taken from the text above, *Brits versus Yanks*.

Please state whether you are using

American (AE)

British English (BE).

a) British _____

b) just as many _____

c) all English people _____

d) the words you use _____

e) quite different _____

f) with a silver spoon _____

g) from rags to riches _____

h) American culture is thrashy _____