

## EXAMINATION

Course code: SFVSSK115	Course: Språkferdighet, språklæring og kommunikasjon. Engelsk for lærere 1, 1.-7. trinn. <i>Kompetanse for kvalitet.</i>
Date: 3 <sup>rd</sup> December 2015	Duration from 10.00 a.m. to 02.00 p.m.
Permitted sources: None	Lecturers: Ingebjørg Mellegård Astrid Elisabeth Kure
<p>The examination: The examination papers consist of <b>5</b> pages including this page. Please check that the examination papers are complete before you start answering the questions.</p> <p><i>The exam consists of two parts: the Exam Portfolio and the written exam. All tasks must be answered.</i></p>	
Date of announcement of the examination results: <b>5<sup>th</sup> January 2016</b>	
The examination results will be made available on the Studentweb no later than two workdays after the announcement of the examination results ( <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a> ).	

## A. Grammar and proficiency

### Studying a text

Read the text *Gangs Gaining Ground*, and answer the subsequent questions.

1 Anthropologists claim that gangs have been around as long as human beings have  
2 walked the face of the earth. However, the classic gangs emerged in the 1960s within  
3 the Irish and Italian immigrant communities in New York.

4 The most famous gangster of them all, Al Capone, led the Italian Mafia in  
5 Chicago in the 1920s and 30s. This was a family-based gang engaged in extortion,  
6 bribery, illegal gambling, bootlegging and union tampering. They had a strict loyalty  
7 code. The different mafia families traditionally divided areas between themselves. If  
8 one family tried to expand at the expense of another, war between the mafia families  
9 would soon follow.

10 Many US gangs have emerged from ethnic minorities. *Crips* and *Blood* are  
11 violent, notorious gangs with a long history. The *Mexican Mafia*, which came into  
12 existence in the 1950s is a huge Mexican gang.

13 Belonging to a gang can be very dangerous, and there are no easy ways out.  
14 Apart from getting a new identity, death is often the only way out. Statistics also show  
15 that the average member is a male between 17 and 18 years old. But, there is a  
16 growing trend towards girls becoming more active.

17 First-generation gangs were rather unsophisticated and mostly concerned with  
18 turf protection. Second-generation gangs, however, expanded both geographically and  
19 economically. Since the 1990s we have seen an increase in what is called the third-  
20 generation gangs. These are sophisticated multinational organisations that interfere  
21 with politics as well as international finance and commerce. In Asia and Latin  
22 America, large syndicates even control major parts of the economy and pay for  
23 political influence.

24 In Western communities the rise in gang activity seems synonymous with  
25 immigration and the growth of multicultural cities. Faced with high unemployment  
26 and widespread prejudice, many first- and second-generation immigrants are left with  
27 a feeling of neither being accepted in main stream society nor getting proper protection  
28 by the police. Through gang membership the immigrants gain an identity and a sense  
29 of security.

30           The fight against organised crime is becoming more efficient due to new surveillance  
31 technology and international cooperation and communications. However, increased  
32 communications also aid the criminal gangs in their activities. They become more  
33 sophisticated and more multinational. Many people feel that allowing for widespread  
34 surveillance and mapping of the activities of citizens is an intrusion upon our privacy.  
35 An even greater fear is that the information may be abused for political or financial  
36 purposes, and we do not want a big brother society.

- 1) Lines 4-5, 6-7, 7, 13, 14-15, 28-29           Give a syntactic analysis (identify the clause elements) of these clauses.
  
- 2) Lines 1, 2, 8, 10, 11, 17, 18-19, 22, 24, 30, 32           Explain what is meant by the grammatical term *phrase*. These phrases are of different types, which ones? Identify the *head*, where relevant.
  
- 3) Lines 1-2, 19-20, 32           These clause elements are all *direct objects* (dO). First, describe the syntactic function of the *direct object*. Next, explain the *grammatical realization* of each case.
  
- 4) Lines 12, 15, 20, 30           Explain briefly and precisely what is meant by *Subject – Verbal concord*. Next, explain in each case the choice of verb form by taking the context into consideration.
  
- 5) Lines 35-36           Explain the difference between *lexical* words and *function* words. 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.
  
- 6) Lines 1-12           Explain briefly and precisely the difference between *main clauses* and *dependent clauses*. Use examples from this passage to illustrate.

## **B. Phonetics and proficiency/intonation and proficiency**

### **1. 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).

Please state whether you are using American (AE) or British English (BE).

- a) immigrant
  
- b) a family-based gang
  
- c) a strict loyalty code
  
- d) mostly concerned
  
- e) these
  
- f) by the police
  
- g) the growth
  
- h) a sense of security
  
- i) political influence
  
- j) generation

## 2. Consonants

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

1 /f/ 2 /m/ 3 /θ/ 4 /ʃ/ 5 /ŋ/ 6 /h/ 7 /s/ 8 /z/ 9 /n/  
10 /ð/ 11 /v/ 12 /ʒ/

Classify the sounds above into two groups; what are they called? Describe the typical qualities of these two groups. You can refer to the sounds by using their numbers.

- b) Explain briefly and precisely what *inflectional –s* means *grammatically*. Use examples to illustrate.
- c) Norwegian learners often struggle with the pronunciation of *inflectional –s*, why? Identify all cases of *inflectional –s* in the lines below, taken from the text 'Gangs Gaining Ground' and explain the pronunciation of each case, that is the pronunciation of the inflectional -s. (You can use ordinary letters as sound symbols.)

*Anthropologists claim that gangs have been around as long as human beings have walked the face of the earth. However, the classic gangs emerged in the 1960s within the Irish and Italian immigrant communities in New York.*

*The most famous gangster of them all, Al Capone, led the Italian Mafia in Chicago in the 1920s and 30s. This was a family-based gang engaged in extortion, bribery, illegal gambling, bootlegging and union tampering. They had a strict loyalty code. The different mafia families traditionally divided areas between themselves.*

## 3. Intonation patterns in English

Intonation plays a very important role in English; choosing the wrong intonation pattern may lead to misunderstandings or even a breakdown of communication. Norwegian learners of English often struggle with the falling/rising intonation patterns. Describe what these problems are. What are the effects of using wrong falling/rising intonation patterns? Give examples to illustrate.