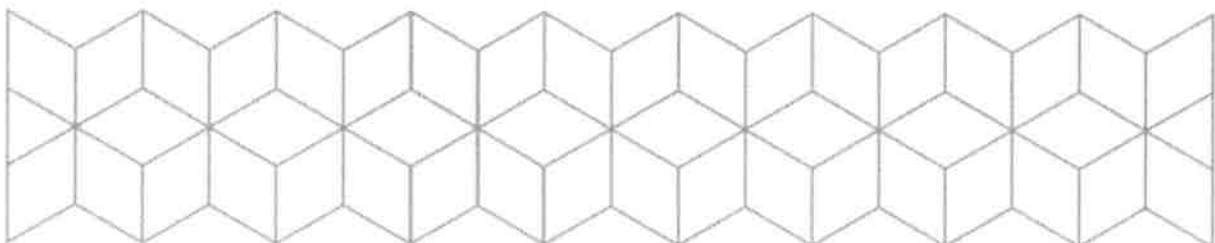


# EXAMINATION

<b>Course code:</b> SFVSSK117 SFVSSK517	<b>Course:</b> Språkferdighet, språklæring og kommunikasjon Engelsk for lærere 1, 1.-7. og 5.-10. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
<b>Date:</b> 6th December 2018	<b>Duration:</b> From 10.00 a.m. to 02.00 p.m.
<b>Permitted sources:</b> Phoneme chart of the English sound system	<b>Lecturers:</b> Flere
<b>The examination:</b>  The examination papers consist of <b>7</b> 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 <i>didactics text</i> and the <i>written exam</i> .	
<b>Date of announcement of the examination results:</b>  Thursday 27th December 2018  The examination results are available on the Studentweb.	





## A. Grammar and proficiency

### Studying a text

Read the text *Multiculturalism in the USA* and answer the subsequent questions. The questions may contain several parts; read the questions carefully and make sure you answer all parts.

#### *Multiculturalism in the USA*

1 American sociologists have put forward two major theories dealing with integration of  
2 various ethnic groups. Later they have become metaphors for two forms of integration. One  
3 is *the melting pot theory* where people from different cultures came to America and were  
4 encouraged to abandon their ethnic identities and cultures. When this did  
5 not completely take place, another theory was developed, *the salad bowl theory*. This theory  
6 was based on the idea that newly arrived immigrants should not lose their own distinct  
7 identities. Evidence of this theory is seen in the many hyphenated names as Afro-American,  
8 Chinese- American, Mexican-American etc. Today, for example, in Los Angeles you can find a  
9 Chinatown, a Korean town, a Hispanic area, and a heavy Cambodian population.

10 No matter what the goals of total world globalization are, multicultural societies do  
11 present problems. Ethnic groups tending to live together and distancing themselves from the  
12 American culture create suspicion. This is particularly the case after the terrorist attack on  
13 the Twin Towers in New York in 2001 and the London Underground bombings in 2005.  
14 Another problem is that members of the white American culture often expect the other  
15 ethnic groups to adapt and be like them. Young, second generation immigrants are caught  
16 between social pressures outside the home to adapt and be like the *natives*, and pressures at  
17 home to act according to the customs and values of their traditional culture.

18 Conflict may also arise between different minority groups. A good example is that of  
19 Koreans moving into an all-black neighbourhood in Los Angeles. The Koreans put their money  
20 together, worked long days and were successful shop owners. However, the Afro-Americans  
21 were jealous of the newcomers' success and felt that the Koreans were taking over their  
22 neighbourhood. In addition, the high crime rate and being constantly burglarized maddened  
23 the Koreans. In 1996 the conflict led to the shooting of a young black girl, La Tasha, who was  
24 unjustly suspected of stealing a carton of juice in a Korean shop.

25 Some solutions for solving the problem of gang warfare have been put into effect.  
26 More police, including ethnic policemen, have been assigned to the streets. Some even live in  
27 especially volatile areas in order to keep the peace. Volunteers, teachers and parents work  
28 through schools, youth clubs and sports activities. Civic action groups like Gang Rescue and  
29 Support, run by former gang members, help youths to avoid the trap of gang membership.



30 Having been gang members themselves, the staff of this association can speak to young  
31 people about the dangers of joining.

32 Job training programmes and placements try to deal with poverty. Nevertheless, the  
33 rise in the number of gangs suggests that these efforts are far from successful. This  
34 underscores the need for continued government participation and community action.

35 Several methods have been used to assimilate these ethnic groups. Newly arrived  
36 immigrants have access to language and American civilization classes to help them  
37 understand the language and the culture. In addition, there are courses to prepare  
38 immigrants for work and help them find jobs. The availability of work also helps them on  
39 their way into the American mainstream. Hard work can provide the money to buy housing  
40 and a car, which are part of being American.

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

a) Lines 35-37

Explain, as fully as you can, the difference between *lexical words* and *function words*. Next, identify what *word class* each word in these lines belongs to. Finally, point out which words are *lexical words* and *function words*.

b) Lines 1, 6, 7, 12, 13, 21, 25

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

c) Lines 2, 12, 26, 37, 38

Explain, as fully as you can, what is meant by *subject– verbal concord/agreement*. In these cases, only the verbal has been underlined. Explain the *subject – verbal concord/agreement* in each case.

d) Lines 8-9, 18, 22-23, 26-27, 32-33

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

e) Lines 1-2, 12, 38

These clause elements are all *direct objects*. First, explain briefly and precisely the syntactic function (role) of the *direct object*. Next, explain how each case is *grammatically realized* (formed).



f) Lines 10-31

Explain, as fully as you can, the difference between *main clauses and subordinate/dependent clauses*. Use examples from these lines to illustrate, at least two of each kind.





## B. Phonology, intonation and proficiency

### 1. Intonation

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

Explain briefly and precisely when to use these patterns by using examples from the extract below, taken from Roald Dahl's novel *Matilda*.

*When she had read every single children's book in the library, she started wandering round in search of something else. Mrs. Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her.*

*"I'm wondering what to read next," Matilda said. "I've finished all the children's books."*

*"You mean you've looked at the pictures?"*

*"Yes, but I've read the books as well."*

*Mrs. Phelps looked down at Matilda from her great height and Matilda looked right back up at her. Mrs. Phelps was stunned.*

*"How old are you?" she asked.*

*"Four years and three months," Matilda said.*

### 2. Inflectional –s

- a) Explain, as fully as you can, what *inflectional –s* means *grammatically*. Use examples to illustrate.
- b) In the lines below, taken from the text above, *Multiculturalism in the USA*, 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.

*Another problem is that members of the white American culture often expect the other ethnic groups to adapt and be like them. Young, second generation immigrants are caught between social pressures outside the home to adapt and be like the natives, and pressures at home to act according to the customs and values of their traditional culture.*



### 3. Consonants

- a) There are four different groups of consonants in the English sound system. The sounds below represent *three* of the groups:

1 /f/   2 /m/   3 /θ/   4 /ʃ/   5 /ŋ/   6 /p/   7 /g/   8 /z/   9 /n/

10 /ð/   11 /v/   12 /tʃ/   13 /b/

Classify the sounds above into *three* groups; what are they called? Describe briefly and precisely the typical qualities of these three 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. Next, classify the sounds above as *fortis* or *lenis* sounds.

You can refer to the sounds by using their numbers.



**NB!** Questions B4 is to be answered on a separate sheet, written by hand.

#### **4. Transcription**

The words and phrases in this question are taken from the text above, *Multiculturalism in the USA*.  
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) immigrant \_\_\_\_\_

b) integration \_\_\_\_\_

c) evidence of this theory \_\_\_\_\_

d) no matter \_\_\_\_\_

e) job training \_\_\_\_\_

f) ethnic groups \_\_\_\_\_

g) some even live \_\_\_\_\_

h) multicultural society \_\_\_\_\_

i) another problem is \_\_\_\_\_



**VOWELS: MONOPHTHONGS**

/ɪ/	big			
/i:/	tree	cream		
/e/	head	egg		
/æ/	cat			
/ʌ/	love	cup		
/ɑ:/	half			
/ɒ/ AE! /ɑ:/ /ɔ:/	dog			
/ɔ:/	short	all		
/ʊ/	put	took		
/u:/	moon	shoe		
/ə/ (the schwa)	alone	mother		
/ɜ:/	word	girl		

**VOWELS: DIPHTHONGS**

/aɪ/	sky	five		
/eɪ/	race	day		
/ɔɪ/	joy	voice		
/aʊ/	cow	house		
/əʊ/ AE! /oʊ/	old			
/ɪə/ AE! /ɪ/	near			
/eə/ AE! /e/	where	chair		
/ʊə/ AE! /ʊ/	tour	pure		

**SYMBOLS USED FOR THE ENGLISH PHONEMES (IPA)  
CONSONANTS**

/p/	<u>p</u> en	tr <u>a</u> p		
/t/	<u>t</u> op	bet <u>t</u> er		
/k/	<u>c</u> ake			
/f/	<u>f</u> at	<u>ph</u> ysics		
/s/	<u>s</u> oap	mi <u>ss</u>		
/ʃ/	<u>sh</u> ip	wa <u>sh</u>		
/θ/	<u>th</u> in	tee <u>th</u>		
/tʃ/	<u>ch</u> ildren	to <u>ch</u>		
/m/	<u>m</u> eat			
/n/	<u>k</u> nife			
/ŋ/	<u>j</u> ump <u>ing</u>			
/w/	<u>w</u> ind			
/h/	<u>h</u> elp			
/j/	<u>y</u> ou			
/r/	<u>l</u> orry			
/l/	<u>y</u> ello <u>w</u>			
/b/	<u>b</u> ed			
/d/	<u>l</u> adder			
/g/	<u>g</u> ame			
/v/	<u>v</u> ery			
/z/	<u>z</u> ebra	<u>qu</u> iz		
/ʒ/	<u>g</u> arage			
/ð/	<u>th</u> is	<u>f</u> ather		
/dʒ/	<u>j</u> ob	<u>a</u> ge		