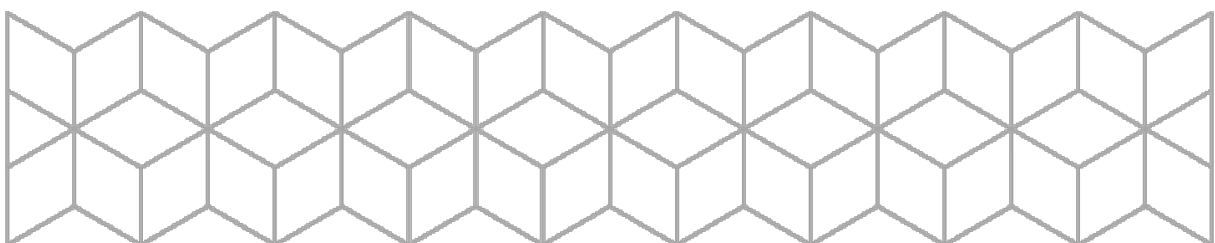


EXAMINATION

Course code: SFVSSK117	Course: Språkferdighet, språklæring og kommunikasjon Engelsk for lærere 1, 1.-7. trinn <i>Kompetanse for kvalitet</i> HiØ VIDERE
Date: 10 th December 2020	Duration: 10.00 - 14.00 In addition, you have been entitled to 15 minutes extra time to handle technical issues. <i>Inspira Assessment</i> closes at 14.15.
Permitted sources: This is an individual exam. All sources are permitted except collaborating with fellow students or contacting other people.	Lecturers: Ingebjørg Mellegård Astrid Elisabeth Kure
The examination: The examination papers consist of 6 pages including this page. Please check that the examination papers are complete before you start answering the questions.	
Date of announcement of the examination results: Monday January 4th, 2021 The examination results will be made available in <i>Studentweb</i> .	



A. Grammar and proficiency

1. Exploring grammar in text

Read the text below, *Cultural differences within a country*, 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.

Cultural differences within a country

1 In many ways, Norway is a fairly homogenous country, and there are many values and norms
2 that are characteristic of Norwegian culture. Here, we can address the Prime Minister by his
3 or her first name, and equality is important. But at the same time, there are differences
4 depending on age, gender, socio-economic background, geography, ethnicity, education,
5 religion, political outlook, status and power.

6 Cultural differences between the various population groups are undoubtedly on the
7 rise in all countries. In the USA, for instance, this has led to huge debates in the wake of the
8 BlackLivesMatter movement. Britain has seen some of the same mechanisms before and
9 during the Brexit debate. These public debates have exposed obstacles in the
10 communication between various groups of the population. Unfortunately, this often leads to
11 an “us versus them” attitude.

12 When talking about cultural differences between countries, we have to avoid rash
13 stereotyping and meaningless generalizations. To say that American society is highly
14 individualistic is a generalization that does not do justice to the diversity and complexity of
15 American society. We only need to recall pictures of the Civil Rights Movement and the
16 BlackLivesMatter movement to understand that to people of colour, collectivism is very
17 important. Their family and social group are important to their identity, their values and their
18 behaviour. “Black culture” has always been considered quite different from “white culture”,
19 and for instance, “indigenous culture” is something totally separate. However, the American
20 dream has always created an impression of the ultimate individualist culture. You are the
21 master of your own destiny, and your actions are what matters in life. So always try to be
22 nuanced, and, as the saying goes: Before you judge a man, walk a mile in his shoes.

23 Today, most countries are multicultural societies. They consist of several groups of
24 people defined by ethnicity, religion, language, values, and ways of life. In some of these
25 countries, the authorities actively encourage diversity; in others, they encourage cultural
26 assimilation. People who believe in multiculturalism often stress the valuable contribution

27 new immigrants make through their skills, their music, their food, their sporting abilities and
28 the values they express. By contrast, those who prefer assimilation or integration tend to see
29 cultural diversity as a threat to the mainstream culture, or to the cohesion of society. Today,
30 however, such policies are being debated in several countries across the Western world.

(Adapted from *Global Visions*, 2017, Aschehoug)

1) Lines 2, 6, 6, 13-14, 14-15, 28, 28

These *phrases* are of different types. In each case, identify the type of phrase and give its structure.

2) Lines 1, 7-8, 8-9, 24-25, 26-28

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

3) Lines 1, 2, 6, 17, 22, 28

Explain *subject – verbal concord* in each case; why has this form of the verb been used?

4) Lines 2, 3, 9, 10, 20

These phrases are all *verb phrases*. Describe, as fully as you can, each verb phrase with respect to tense, aspect and structure.

5) Lines 2-3, 10, 19, 23

These clause elements are all *adverbials*. Adverbials have different roles in a clause, and they express different meanings. First, describe the meaning of each case. Next, explain how each case is grammatically realized (formed).

6) Lines 3-5, 12-13, 20-21, 29-30

There are different *types of sentences*. In each case, identify what type the sentence belongs to and clearly explain why.

2. Punctuation: *comma usage*

As all punctuation marks, *commas* help the reader to create meaning of a text. There are many functions of a comma. In the sentences below, taken from the text above, you will find commas used for different purposes.

In each case, explain precisely *why* a comma has been used. You can refer to each case by using the numbers found in parenthesis.

In many ways, **(1)** Norway is a fairly homogenous country, **(2)** and there are many values and norms that are characteristic of Norwegian culture.

When talking about cultural differences between countries, **(3)** we have to avoid rash stereotyping and meaningless generalizations.

In some of these countries, **(4)** the authorities actively encourage diversity; in others, they encourage cultural assimilation.

Their family and social group are important to their identity, **(5)** their values and their behaviour.

“Black culture” has always been considered quite different from “white culture”, **(6)** and for instance, “indigenous culture” is something totally separate.

You are the master of your own destiny, **(7)** and your actions are what matters in life.

B. Phonology, intonation and proficiency

1. Inflectional –s

In the lines below, taken from the text above, there are several cases of *inflectional –s* words. Identify all these, and state what *grammatical category* each case represents. Next, give the *pronunciation* of inflectional -s in each case.

You can use ordinary letters as sound symbols: /s/ and /z/.

Please copy and paste the lines; you can give your answers in parenthesis after each case.

Britain has seen some of the same mechanisms before and during the Brexit debate. These public debates have exposed obstacles in the communication between various groups of the population. Unfortunately, this often leads to an “us versus them” attitude. When talking about cultural differences between countries, we have to avoid rash stereotyping and meaningless generalizations.

2. Difficult sounds for Norwegian learners of English

In the lines below, taken from the text above, there are some sounds that may be problematic for Norwegian learners of English. Comment briefly and precisely on problematic sounds found in these lines and explain *why* they may cause problems. You can underline/highlight the sounds in the words.

Today, most countries are multicultural societies. They consist of several groups of people defined by ethnicity, religion, language, values and ways of life. In some of these countries, the authorities actively encourage diversity; in others, they encourage cultural assimilation. People who believe in multiculturalism often stress the valuable contribution new immigrants make through their skills, their music, their food, their sporting abilities and the values they express.

3. 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 *The Curious Incident of the Dog in the Night-time* by Mark Haddon. When reading these lines aloud to your students, you will have to consider using different intonation patterns to help the listener create meaning.

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

Please copy and paste the passage into your answer; you can give the intonation patterns in parenthesis after the words where the glide takes place, for instance:

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

Then Mrs. Alexander opened the door, and she said, "Christopher, what on earth has happened to you?"

And I said, "Can you look after Toby for me?"

Mrs. Alexander took a step backwards into her hallway. Then she said, "why do you need someone to look after Toby? Can't you take Toby with you?"

And I said, "London's a long way away, and I don't want to take him on the train because I might lose him."