



NTNU

## Sensurveiledning

Emnekode: LGU12008, LGU52009		Emnenavn: Engelsk 1 emne 2	
Semester: høst	År: 2016	Eksamenstype: Individuell skriftlig	

Oppgaveteksten:

1. Map the following words with the correct phonemic transcription and add the stressed vowel in British English:

tomb	chance	caught	sudden	southern	mass	past	forks	guest	churns
/s dɒn/	/p st/	/s ɔːn/	/f ks/	/k t/	/t m/	/g st/	/tʃ nz/	/m s/	/tʃ ns/

2. Map the following words with the correct phonemic transcription and add the stressed vowel in American English:

mass	caller	spot	pass	colder	cork	fought	pot	axe	can't
/p t/	/k rk/	/sp t/	/k lər/	/ ks/	/p s/	/k ldər/	/f t/	/k nt/	/m s/

3. Transcribe the following dialogue phonemically. You may choose a British English accent (BE) or an American English accent (AE). Before starting your transcription say which accent it represents. Include marking for primary stress. Use weak forms wherever possible.

“I just thought it would make a change.”

“What do you want, then, for your precious starter?”

“I don't know. I'm not a cook.”

“And I'm not a starter cook.”

“You don't have to cook starters. They can be raw, can't they? Have melon.”

“You can't get melon at this time of year.”

“Well something else then. Smoked salmon.”

4. Based on the following classifications, give the correct phonetic symbol:

- fortis post-alveolar fricative (consonant)
- lenis bilabial stop (consonant)
- fortis alveolar fricative (consonant)
- fortis glottal fricative (consonant)

5. Transcribe the following words phonemically in American or British English. Insert correct the location of primary stress. State which accent you have used in your transcription:

- |               |                 |
|---------------|-----------------|
| a. photograph | b. photographic |
| c. substitute | d. substitution |
| e. insane     | f. insanity     |
| g. influence  | h. influential  |

6. Design a listening activity that can be used in the classroom for an age group of students appropriate to your programme of study. The activity should focus on developing perception accuracy for dental fricatives.

7. Design a speaking activity that can be used in the classroom for an age group of students appropriate to your programme of study. The activity should focus on developing production fluency for sentence stress.

8. Nilsen and Rugesæter (2015) argue that “a teacher should not interrupt spontaneous speech in order to correct a mistake. It is better to give the learners the chance to experiment and try to get a message across”. What is the pedagogical basis for their argument?

Relevant pensumlitteratur:

Nilsen, T. & Rugesæter, K. (2015) *English Phonetics for Teachers* (3rd edition) Bergen: Fagbokforlaget.

Eksamenskrav:

Innhold

- Hva bør være med i besvarelsen?

1. British English:

tomb	chance	caught	sudden	southern	mass	past	forks	guest	churns
/tu:m/	/tʃɑ:ns/	/kɔ:t/	/'sʌdən/	/'sʌðən/	/mɑ:s/	/pɑ:st/	/fɔ:ks/	/gest/	/tʃɜ:nz/

2. American English:

mass	caller	spot	pass	colder	cork	fought	pot	axe	can't
/mæs/	/'kɑ:lər/	/spɑ:t/	/pæs/	/'kouldər/	/kɔ:rk/	/fɑ:t/	/pɑ:t/	/æks/	/kænt/

3.

“I just thought it would make a change.”

“What do you want, then, for your precious starter?”

“I don't know. I'm not a cook.”

“And I'm not a starter cook.”

“You don't have to cook starters. They can be raw, can't they? Have melon.”

“You can't get melon at this time of year.”

“Well something else then. Smoked salmon.”

British English accent (BE): /aɪ dʒʌst 'θɔ:t ɪt wʊd 'meɪk ə 'tʃeɪndʒ 'wɒt də 'ju: 'wɒnt 'ðen fə jə 'preʃəs 'stɑ:tə aɪ dəʊnt 'nəʊ aɪm nɒt ə 'kʊk ən 'aɪm nɒt ə 'stɑ:tə 'kʊk ju dəʊnt 'hæf tə 'kʊk 'stɑ:təz 'ðeɪ kəm bi 'rɔ: 'kɑ:nt ðeɪ 'hæv 'melən ju 'kɑ:nt 'get 'melən ət 'ðɪs 'taɪm əv 'jɪə 'wel 'sʌmθɪŋ 'els 'ðen 'sməʊkt 'sæmən/

American English accent (AE): /aɪ dʒʌst 'θɑ:t ɪt wʊd 'meɪk ə 'tʃeɪndʒ 'wɑ:t də 'ju: 'wɑ:nt 'ðen fər jər 'preʃəs 'stɑ:rtər aɪ doʊnt 'noʊ aɪm nɑ:t ə 'kʊk ən 'aɪm nɑ:t ə 'stɑ:rtər 'kʊk ju doʊnt 'hæf tə 'kʊk 'stɑ:rtərz 'ðeɪ kəm bi 'rɑ: 'kænt ðeɪ 'hæv 'melən ju 'kænt 'get 'melən ət 'ðɪs 'taɪm əv 'jɪr 'wel 'sʌmθɪŋ 'els 'ðen 'sməʊkt 'sæmən/

4.

a. fortis post-alveolar fricative (consonant) [ʃ]

b. lenis bilabial stop (consonant) [b]

c. fortis alveolar fricative (consonant) [s]

d. fortis glottal fricative (consonant) [h]

5.

a. photograph

b. photographic

c. substitute

d. substitution

e. insane

f. insanity

g. influence

h. influential

British English (BE): a. /'fəʊtəgrɑ:f/ b. /'fəʊtə'græfɪk/ c. /'sʌbstətju:t/ d. /sʌbstə'tju:ʃən/ e. /ɪn'seɪn/ f. /ɪn'sænəti/ g. /'ɪnfluəns/ h. /ɪnflu'enʃəl/

American English (AE): a. /'foʊtəgræf/ b. /foʊtə'græfɪk/ c. /'sʌbstətu:t/ d. /sʌbstə'tu:ʃən/ e. /ɪn'seɪn/ f. /ɪn'sænəti/ g. /'ɪnfluəns/ h. /ɪnflu'enʃəl/

6.

Listening activity: Relevant activities are noticing activities with emphasis on minimal differences between dental fricatives and other sounds. It should be pointed out that the activities should have meaningful semantic content. Younger learners can listen to stories and poems or rhymes with these and other contrasts.

7.

Speaking activity: Relevant activities are reading poetry or communicative tasks like service encounters or discussions for older learners and reading nursery rhymes for younger learners.

8.

The claim is linked to communicative accounts of language teaching where you negotiate meaning, self-repair etc. In such accounts, the teacher is more an observer and does not interrupt 'incorrect' pronunciation.

Form/struktur/språklig fremstilling og logisk sammenheng

Besvarelsen skal ha en klar språklig fremstilling med begrunnede argumenter hvor dette er del av spørsmålet.

Oppgavens karakter – Tolking av oppgaveteksten

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Oppgavens karakter gir ikke rom for tolkning.

\_25/10/2016 Trondheim\_

*Dato/sted*

\_\_Eivind Nessa Torgersen\_\_\_\_\_

*Faglærer/oppgavegiver/-et*

Ved eksamen benyttes følgende karakterskala:

<b>Symbol</b>	<b>Betegnelse</b>	<b>Generell, kvalitativ beskrivelse av vurderingskriterier</b>
A	Fremragende	Fremragende prestasjon som klart utmerker seg. Viser svært god vurderingsevne og stor grad av selvstendighet.
B	Meget god	Meget god prestasjon. Kandidaten viser meget god vurderingsevne og selvstendighet.
C	God	Jevnt god prestasjon som er tilfredsstillende på de fleste områder. Kandidaten viser god vurderingsevne og selvstendighet på de viktigste områdene.
D	Nokså god	En akseptabel prestasjon med noen vesentlige mangler. Kandidaten viser en viss grad av vurderingsevne og selvstendighet.
E	Tilstrekkelig	Prestasjon som tilfredsstiller minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
F	Ikke bestått	Prestasjon som ikke tilfredsstiller de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og manglende selvstendighet.