



NTNU

Sensurveiledning

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

Oppgaveteksten:

1. There are differences between British English and American English in the distribution of some vowel phonemes. For all words in the table below, indicate the (stressed) vowel phoneme in both American and British English:

Start	Chance	Box	Thought	Sausage
Mourn	Taught	Poor	Dance	Cod
Cup	Dorm	Copy	Pause	Palm

2. Why is it important to be aware of the distribution of full and weak (reduced) vowels when teaching spoken English?

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.

“What do you think, sir?”

“I suppose some of it’s true.”

“About not killing Daley, you mean?”

“I don’t see how he could have done it – not enough time was there?”

“Who did kill him, do you think?”

“Well, there are four things missing from his house, aren’t there? Daley himself, the rifle, the car and the boy.”

4. For each of the following identify which is the odd one out and justify your decision (there might be more than one correct answer):

- a. /g/ /ŋ/ /n/
- b. /b/ /m/ /p/
- c. /f/ /t/ /v/
- d. /d/ /t/ /f/
- e. /u/ /ə/ /ɪ/
- f. /aʊ/ /aɪ/ /ɑː/
- g. /ʃ/ /ʒ/ /θ/
- h. /ɑː/ /uː/ /ɔː/

5. Design a speaking activity that can be used in the classroom for an age group of students appropriate to your programme of study. The focus should be on developing accuracy in the production of (potentially) new vowel sounds.

6. Design a listening activity that can be used in the classroom for an age group of students appropriate to your programme of study that can assist in building up fluency and accuracy in intonation in English.

7. Nilsen and Rugesæter (2015) argue that 'intonation is the most important aspect of English pronunciation'. What is the basis for such a claim?

Relevant pensumlitteratur:

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

Eksamenskrav:

Innhold

- Hva bør være med i besvarelsen?

1. Start (American English, British English) /ɑ:/, /ɑ:/; Mourn /ɔ:/, /ɔ:/; Cup /ʌ/, /ʌ/; Chance /æ/, /ɑ:/; Taught /ɑ:/, /ɔ:/; Dorm /ɔ:/, /ɔ:/; Box /ɑ:/, /ɒ/; Poor /ɔ:/, /ɔ:/; Copy /ɑ:/, /ɒ/; Thought /ɑ:/, /ɔ:/; Dance /æ/, /ɑ:/; Pause /ɑ:/, /ɔ:/; Sausage /ɑ:/, /ɒ/; Cod /ɑ:/, /ɒ/; Palm /æ/, /ɑ:/

2. This is important to achieve a stress pattern and in turn a rhythmic structure that is characteristic of English.

3. British English: /'wɒt də ju 'θɪŋk 'sɜ: aɪ sə'pəʊs sʌm əv its 'tru: əbaʊt 'nɒt 'kɪlɪŋ 'deɪli ju 'mi:n aɪ dəʊnt 'si: 'həʊ hi kəd əv 'dʌn ɪt 'nɒt i 'nʌf 'taɪm wəz ðeə 'hu: dɪd 'kɪl ɪm də ju 'θɪŋk 'wel ðeə ɑ: 'fɔ: 'θɪŋz 'mɪsɪŋ frəm ɪz 'həʊs 'ɑ:nt ðeə 'deɪli hɪm'self ðə 'raɪfl ðə 'kɑ:r ən ðə 'bɔɪ/

American English: /'wɑ:t də ju 'θɪŋk 'sɜ:r aɪ sə'pəʊs sʌm əv its 'tru: əbaʊt 'nɑ:t 'kɪlɪŋ 'deɪli ju 'mi:n aɪ dəʊnt 'si: 'həʊ hi kəd əv 'dʌn ɪt 'nɑ:t i 'nʌf 'taɪm wəz ðer 'hu: dɪd 'kɪl ɪm də ju 'θɪŋk 'wel ðer ɑ:r 'fɔ:r 'θɪŋz 'mɪsɪŋ frəm ɪz 'həʊs 'ɑ:rnt ðer 'deɪli hɪm'self ðə 'raɪfl ðə 'kɑ:r ən ðə 'bɔɪ/

4. The following is a suggestion as there might be more than one correct answer a. /g/ stop others are nasals; b. /m/ nasal others are stops; c. /t/ stop others are fricatives; d. /f/ fricative others are stops; e. /ɪ/ full vowel others are weak vowels; f. /ɑ:/ monophthong others are diphthongs; g. /z/ lenis others are fortis; h. /ɑ:/ unrounded others are rounded vowels.

5. Focus on developing new vowel categories. There might be challenges in developing new categories after the vowel system has been established for L1 – this should be mentioned. Relevant designs are noticing activities with minimal vowel differences.

6. Listening activities include various tasks with focus on communication (expression of meaning, speaker emotions etc.) and/or fluency and noticing activities or a dictation for accuracy.

7. The authors argue that a wrong intonation pattern may give a listener the wrong impression of your attitude or intentions leading to a breakdown of communication. You might also sound unintentionally ungrateful or uninterested. Other factors are friendliness, irony and sarcasm.

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.

11/4/2016 Trondheim
Dato/sted

Eivind Nessa Torgersen
Faglærer/oppgavegiver/-et

Ved eksamen benyttes følgende karakterskala:

Symbol	Betegnelse	Generell, kvalitativ beskrivelse av vurderingskriterier
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 tilfredsstillende minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
F	Ikke bestått	Prestasjon som ikke tilfredsstillende de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og manglende selvstendighet.