



NTNU

NTNU
Fakultet for lærer- og tolkeutdanning

Emnekode(r):	LGU12008, LGU52009
Emnenavn:	Engelsk 1 emne 2
Studiepoeng:	15
Eksamensdato:	12. mai 2016
Varighet/Timer:	3 timer
Målform:	Engelsk
Kontaktperson/faglærer: (navn og telefonnr på eksamensdagen)	Eivind Nessa Torgersen, 40 62 97 30
Oppgavesettet består av: (antall oppgaver og antall sider inkl. forside)	7 oppgaver, 2 sider
Vedlegg består av: (antall sider)	-
Hjelpemidler: 1 A4-side med egne notater	
Evnt. info:	
NB! Oppgaveteksten kan beholdes av studenter som sitter eksamenstiden ut. Resultatet blir gjort tilgjengelig fortløpende på studweb. når sensur er innlevert av sensor, senest første virkedag etter sensurfristen (3 uker etter eksamensdato). Lykke til!	

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?