Department of Department of Teacher Education 1-7 and BA in Archive and Collection Management/Department of Teacher Education 5-10 and Sign Language and Interpreter Education

**Examination paper for LGU12008/LGU52009 Engelsk 1 emne 2**

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**Examination time (from-to): 09:00-12:00**

**Permitted examination support material: 1 A4-page of own notes**

**Other information: None**

**Language: English**

**Number of pages (front page excluded): 2**

**Number of pages enclosed: None**

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| **Informasjon om trykking av eksamensoppgave Originalen er:****1-sidig □ 2-sidig □****sort/hvit □ farger □****skal ha flervalgskjema □** |

**Checked by:**

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Date Signature

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 |
| /ˈs dən/ | /p st/ | /ˈs ðən/ | /f ks/ | /k t/ | /t m/ | /ɡ 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/ | /ˈk lər/ | / ks/ | /p s/ | /ˈk 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:

a. fortis post-alveolar fricative (consonant)

b. lenis bilabial stop (consonant)

c. fortis alveolar fricative (consonant)

d. fortis glottal fricative (consonant)

5. Transcribe the following words phonemically in American English OR British English. Insert the correct 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?