Sensurveiledning

Emnekode: LGU11008	Emnenavn: English 1 1-7 module 1	
Semester: Spring	År: 2016	Eksamenstype: Written

Individual tasks with points.

1. **Describe mechanical, meaningful and communicative activities within the CLT framework and give an example of each that focuses on one particular grammar structure (i.e. each example should focus on the <u>same</u> grammar structure). – 10 points.**

   Student must clearly describe mechanical, meaningful and communicative activities in a manner that highlights the differences between the types of activities.

   1 example for each activity "type" that clearly conforms to the description of the activity, and focuses on 1 grammatical structure.

   1 ½ point per explanation
   1 ½ point per example
   1 point for general language

2. **In the sentence below, find one example of each of the following parts of speech: a noun, a pronoun, a verb, an adjective, a preposition, an article, an adverb. Underline and label each. – 6 points.**

   > **Language is a complex phenomenon that typically contains many different layers upon layers.**

   Student must label the 7 different parts of speech!
   -1 point for each part of speech incorrectly labelled.

3. **Define prescriptive and descriptive grammar. Illustrate this through use of an example. – 4 points.**

   Student must provide a brief definition of the "types of grammar" that shows the student understands the difference between the two.
   Student must also include a clear example that highlights the description provided.

   1 point for each definition and 1 point for each example.

4. **Explain the different speaker conceptualizations for the noun *water* in the following sentences. Be sure to refer to singular vs. plural, definite vs. indefinite, and countable vs. non-countable. – 12 pts.**

   I like to drink *water*.
   Could you hand me two *waters*?
   Jump in! *The water* feels fine.
   I put *the waters* in the refrigerator.
   I would like to buy *a water*, please.

   Student must comment on the meaning of the noun *water* in each example and comment on if the noun is singular or plural, definite or indefinite, and countable or non-countable.

   2,4 points per sentence.

5. **Explain the difference in form and meaning in the following sentences. Be sure to refer to tense and aspect. – 12 pts.**

   Big John is cleaning his apartment.
   Big John has been cleaning his apartment.
   Big John cleaned his apartment.
   Big John has cleaned his apartment.

   Student must comment on the tense and aspect of each sentence, and provide a brief explanation of the differences in meaning.

   3 points per sentence.

6. Examine the sentences below and describe how they differ in both form and meaning – 12 pts.

If it rained over 150 millimeters in one day, the rivers would overflow.
The rivers overflow when it rains over 150 millimeters in one day.
I would have been in better shape if I had worked out more when I was younger.
If I work out more, I will get in better shape.

Student must label each sentence as a particular conditional, as well as comment on the form of the sentence and the meaning of the sentence.

3 points per sentence.

7. Explain why sentences [1] and [3] are grammatically incorrect, and contrast them with the grammatically correct sentences [2] and [4]. Make sure to rewrite [1] and [3] so they are grammatically correct. – 10 points.

[1] *You must turn the weapon you discharged yesterday in.
[2] You must turn it in.
[3] *The referee handed enthusiastically out red cards.
[4] The referee blew enthusiastically in his whistle.

The student must contrast sentence [1] and [2] (principle of end-weight and principle of new information), and [3] and [4] (adverb between verb and particle, and adverb between verb and preposition). The student must explain why [1] and [3] are ungrammatical, while contrasting them with the grammatically correct [2] and [4]. Finally, the student must rewrite the sentences so they are grammatically correct.

5 points per sentence pair.

8. a)
Comment on the differences in focus and meaning between sentences [1] and [2].
[1] The stunt pilot's show was thrilling to watch.
[2] The stunt pilot's show had the audience thrilled.

b)
You hear your students saying the following sentences:
[3] *The movie was bored.
[4] The movie was boring.
How would you explain to your students why [3] is ungrammatical and [4] is grammatical?
10 – points.

Student must comment on who or what is the source and experiencer in the sentence.
Student must also comment on if the source or experiencer is the main focus in the sentence.
(a) Student must comment on the differences in meaning and focus between the sentences.
(b) Student must use the above information to explain why [3] is grammatically incorrect (source should take –ing ending), while [4] is grammatically correct (source takes –ing ending).

5 points per sentence pair.

9. **Combine the sentence pairs into one sentence using a relative pronoun. Comment on whether the relative clause is restrictive or non-restrictive, and if it is a subject or object relative clause. – 12 points.**

   [1] I like the woman.
   [2] The woman lives next door.

   [3] Sarah likes red wine.
   [4] Sarah is my neighbor.

   [5] Michael Jackson died in 2009.
   [6] The people loved Michael Jackson.

   Student must combine the sentence pairs into one grammatically correct sentence, with all relevant information attached, through inclusion of a relative clause. Student must also comment on whether the clauses they have created are restrictive or non-restrictive, and if they have used subject or object relative clauses. Answers will differ based on what each student creates.

   4 points per sentence pair.

10. **Briefly define implicit and explicit grammar teaching, and comment on their role within the CLT framework. Outline a grammar lesson that uses explicit instruction to teach the present progressive. Give a step-by-step account of what the teacher does throughout the lesson. – 12 points.**

    Clear definitions of explicit and implicit grammar teaching, where the differences between the two are made clear, and an overview of grammar teaching within CLT.
    6 points.

    Student must outline a lesson that uses explicit grammar teaching, and focuses on the present progressive. Lesson should show a clear understanding of explicit grammar teaching, as well as the student's ability to create activities that are appropriate for the grade levels 1-7.
    6 points.

Oppgavens karakter – Tolking av oppgaveteksten
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_____   _____
    Dato/sted   *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 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.