

NTNU

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Fakultet for lærer- og tolkeutdanning

Course code(s):	LGU13005
Course name:	English 2 1-7
Study points (ECTS):	30
Exam date:	June 1
Duration/hours:	6 hrs
Language:	English
Contact person: (contact details on the day of the exam)	Ingunn Ofte, tel. 90 77 32 40
Oppgavesettet består av: (antall oppgaver og antall sider inkl. forside)	Option A or Option B, 6 tasks in each, 4 pages
Vedlegg består av: (antall sider)	1
Hjelpemidler: English-English dictionary. 5 A4 pages of notes.	
Evnt. info: All questions should be answered	
Candidates who sit for the entire duration of the exam can keep the sheet with the exam tasks/questions. The result will be made available on Studweb as soon as the examiner has submitted the examination results, no later than 15 workdays after the exam date. Good luck!	

Written Examination Instructions:

- You must choose *either* **Option A** or **Option B** and answer *all* the questions listed under that option.
- You *may not* select individual questions from both options.
- Short answer questions must be between ½ and 1 page.
- The essay question must be between 4-5 pages.
- You *must* begin each question on a new page.

Option A:

Short answer questions (50%):

1. What is formative assessment and why would a language teacher want to use it? How can it be conducted in a language classroom? Be sure to provide specific examples.
2. In William Shakespeare's *Romeo and Juliet* (1597), the two young lovers are memorable for different reasons. For example, several scenes begin with someone wondering where Romeo is, while Juliet is often anxiously waiting for Romeo, or news about Romeo. Using one or two examples you remember from the play, briefly explain how these descriptions contribute to Shakespeare's characterization of the two characters as adolescents.
3. Madeleine L'Engle's *Wrinkle in Time* (1962) explores the theme of difference through several characters. Briefly discuss one or two characters and how they deal with the challenges of being, or feeling "different," and how they conquer the challenges that come from that difference.
4. British society is still very much characterized by social class, social inequality, as well as an increasing social immobility. Discuss how these issues are evident in *Street Boys* (2008) and how they affect the lives of the boys. Provide specific examples from the text to support your argument.
5. Choose a historical event, time period or person which we discussed in class (either in civics or in literature), and discuss how it is a relevant topic for 7th grade in relation to the following competence aim: "narrate about people, places and events in English-speaking countries". Finally, outline an activity you would use when working with this particular event/time period/person in class.

Long answer question (50%):

Analyze the attached lesson plan. What can you say about how the lesson is organized? Which points and activities do you like and dislike and why? For example, what do you think about the lesson objectives and about the materials that are being used? What does this teacher believe about teaching English? Are there any improvements that you could suggest?

Option B:

Short answer questions (50%):

1. Historic fiction tells portrays a specific time period or historical events, and attempts to capture the manners and social conditions of the person(s) or time(s) presented in the story. *Bud, not Buddy* (1999) is an example of historic fiction. Identify one element characteristic of the time period which is referred to or described in the book, and discuss how you would introduce or work with it in 7th grade English class.
2. *Shooting the Moon* (2008) deals with a controversial issue: war. Do you think there should be room for discussing such a controversial topic in a primary school classroom? Discuss how you could use this text to discuss war and violent conflicts with pupils in 7th grade, and include specific examples from the text which you find to be particularly useful for this purpose.
3. Katherine Paterson's *Bridge to Terabithia* (1977) follows an unexpected friendship between a girl and a boy who are at an age where friendship does not also introduce romantic affection. Referring to specific examples from the text, briefly describe how their friendship develops.
4. In LK06, one of the competence goals listed after year 7 states that pupils should be able to demonstrate an understanding of people, places and events in English-speaking countries. Choose one of the texts on your reading list and discuss how this text (or elements of it) could meet this aim. Also, include two activities you would use when working with this text, to meet the competence aim.
5. State at least three reasons to support using themes in teaching English and discuss an example of a thematic unit.

Long answer question (50%):

In the two sonnet prologues to Act I and II in William Shakespeare's *Romeo and Juliet* (1597), we hear what will happen in the play before the action takes place. Write an essay discussing what the two prologues tell readers about what is to come by using examples from the poems and then connecting those examples to events from the play. For example, when the first prologue states that Romeo and Juliet "do with their death bury their parents' strife", it is referring to the ending of the play when the families finally make peace at the cost of their deaths. You do not have to use specific quotations from the play, but you should reference the event and use the two poems in your essay:

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.

From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend. (Prologue, Act I)

Now old desire doth in his death-bed lie,
And young affection gapes to be his heir;
That fair for which love groan'd for and would die,
With tender Juliet match'd, is now not fair.
Now Romeo is beloved and loves again,
Alike betwitched by the charm of looks,
But to his foe supposed he must complain,
And she steal love's sweet bait from fearful hooks:
Being held a foe, he may not have access
To breathe such vows as lovers use to swear;
And she as much in love, her means much less
To meet her new-beloved any where:
But passion lends them power, time means, to meet
Tempering extremities with extreme sweet. (Prologue, Act II)

LESSON PLAN

Title: Comparing the Length of Classroom Objects

Grade Level: Primary

Second Language Objectives:

- When directed by the teacher in the second language, the students will measure different classroom objects by using a paper clip as the unit of measurement.
- The students will identify the length of different classroom objects in the second language.
- The students will record the lengths on a chart and interpret the chart in the second language.

Content Objectives:

- The students will measure and compare lengths of different objects using a non-standard unit of measurement.

Second Language Vocabulary:





Receptive Language: Measure, length, paper clip, longer, shorter, longest, shortest, equal, point, touch, put
"Give me the ____." "Is this a ____?"

Productive Language: pencil crayon, pen, chalk, chalkboard eraser, scissors, numbers from 0-20
"Yes, it is a ____."

Materials Needed:

- a small table for demonstrating the classroom objects
- a marking pen (permanent or water color)
- one each of the following: pencil, crayon, chalkboard, eraser, pair of scissors, pen, piece of chalk
- 10-20 paper clips
- a set of number flashcards from 0-20
- a small beanbag
- 6 rolls of gummed paper (assorted colors) cut into one-inch squares.
- a pictograph (to show the number of paper clips each object measured) made from Kraft or chart paper. You can draw the

classroom objects or cut pictures from magazines or school supply catalogs, or you can glue the actual item to the chart. (See chart below)

How Long Is a?	
	□ □ □ □ □
	□ □ □
	
etc.	
Key: □ = 1 	

Procedure:

1. If students do not know the vocabulary for the classroom objects, use the actual objects and Total Physical Response (TPR) activities to introduce the vocabulary. Use different commands such as: "Point to the crayon." "Touch the eraser." "Put the pencil on the table."
2. Have the student practice the numbers 0-20 by counting various objects in the room, items on picture cards or by playing a circle game with the number flashcards. Gather the class in a circle on the floor. Have the students pass a bean bag around the circle until you give a signal to stop. The student with the bean bag must identify the number on the flashcard that you show to him or her.
3. Begin by demonstrating how to measure the classroom objects by lining paper clips end to end along the length of an object. Use the scissors to demonstrate the procedure. Place the scissors on a table or desk top where the students can easily observe the measurement.
4. Say, "How long do you think the scissors are? Let's use a paper clip to measure the scissors. How many paper clips will we need?" After measuring the scissors lead the class in counting the number of paper clips. Record this number on the pictograph that is displayed behind you. Refer to the key on the pictograph which states that one square equals one paper clip. Stick the correct number of gummed paper squares (sticky tape) next to the picture of the scissors on the graph.

5. Call on volunteers to come to the table and help measure and record the remaining classroom objects. As each item is about to be measured, say to the volunteer, "Point to the pencil. Give me the pencil." Show the object to the class and say, "Is this a pencil?" The class should respond with "Yes, it is a pencil." Repeat this procedure with the remaining objects. Record the length of each object with the gummed paper squares.

Evaluation: After all of the items have been measured and recorded on the chart, check the students' comprehension of the lesson by asking the following questions. Point to the chart and say: "Which is longer, the pencil or the pen? Which object is the shortest? Which object is the longest? Which two are equal in length?"