



Høgskolen i Østfold

EKSAMEN

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| Emnekode: LMUENG10417 | Emne: ENG104 Kultur, samfunn, litteratur i Storbritannia og Irland (5-10) |
| Dato: 26.-28.5.20 | Eksamenstid: 09.00 den 26. mai – 15.00 den 28. mai |
| Hjelpemidler: Alle hjelpemidler tillatt, unntatt kommunikasjon mellom kandidater | Faglærere: Virginia Lockhart-Pedersen Lekh Baral |
| Eksamensoppgaven: Oppgavesettet består av 3 sider. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene. Oppgavesettet består av 2 deler. Kandidaten må besvare og bestå begge delene. Delene teller 50 % hver. Formalia: Antall ord 1500 (+/- 10%) i hver del. SKRIV antallet ord i hver del av besvarelsen. Slik: DEL 1 xxx ord, DEL 2 xxx ord. Struktur, innhold og språk teller, samt akademisk dokumentasjon av alle kildene i APA6 format. Alle innleverte besvarelser blir kontrollert for plagiat. | |
| Sensurdato: 16.6.20 Karakterene blir publisert i Studentweb. Grunnet Covid 19-situasjonen kan det bli behov for forlengelse av sensurfristen. Studentene blir i så fall informert om utsettelsen. | |

**THE EXAM CONSISTS OF TWO SECTIONS.
YOU MUST ANSWER BOTH PARTS.**

SECTION ONE: Literature and Intercultural Competency – 50%

Choose ONE of the topics below:

1. Write an academic text evaluating *Terror kid* by Benjamin Zephaniah as a multicultural. What aspects of British culture are presented in the book? To what extent can the book be used to develop intercultural competency? Include in your text references to the content, format, and language level of the book. Include also in your text references to literary analysis and using literature to develop intercultural competency.

2. Write an academic text where you discuss the literary elements of the graphic novel version of JRR Tolkein's *The Hobbit*. Discuss to what extent the book can be used in a Norwegian English classroom, ages 12-16 to promote English language learning (ELL). Include references to using literature in the ELL classroom, multimodality, literary analysis and language learning. Use specific textual examples and pictures from the book to support your text.

3. Write an academic text where you discuss the concepts of good and evil in J.K. Rowling's *Harry Potter*. Address in your text how teachers can help Norwegian pupils ages 12-16 understand good and evil as they are portrayed in the novel. Include in your text references to analysing literary elements and using literature in the ELL classroom.

SECTION TWO: The Multicultural UK and Didactics – 50%

Choose ONE of the topics below:

1. Design a lesson that describes how you would teach the topic, *a multicultural UK* in a Norwegian English classroom, using a historical and geographical perspective. Choose the age group for your lesson. Include elements of Hiim & Hippe's Didactical Relationship Model. Include in your lesson references to LK20 and specific learning goals. Refer to language learning theories to support your choice of activities. The reader should be able to implement your lesson with a good understanding of why you have chosen the specific topics and learning activities based on LK20 and language learning theories.
2. Design a lesson on the topic of democracy, using the British government as part of your lesson plan. Choose the age group for your lesson. Include elements of Hiim & Hippe's Didactical Relationship Model. Include in your lesson references to LK20 and specific learning goals. Refer to language learning theories to support your choice of activities. The reader should be able to implement your lesson with a good understanding of why you have chosen the specific topics and learning activities based on LK20 and language learning theories.
3. Using literature in the language classroom is not only useful for intercultural understanding, it can also be exploited for adapted learning. Referring to LK20, describe a series of tasks that support adaptive learning using literature in the language classroom based on a work of English literature of your choice. Include relevant reading materials.