

Emnekode: LMUENG10417	Emne: ENG104 Kultur, samfunn, litteratur i Storbritannia og Irland (5-10) (Høst: 2020)
Dato: 03.12.2020	Eksamenstid: kl. 0900 til kl. 1400 ( fem timer)
Hjelpemidler: Alle hjelpemidler tillatte	Faglærere: Spiwe Thandabani Rønning Lekh Nath Baral
Eksamensoppgaven:  Oppgavesettet består av 4 sider. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.  Oppgavesettet består av <b>2</b> deler. Kandidaten må besvare og bestå begge delene. Delene teller 50 % hver.  Formal kriterier: Antall ord 1400 (+/- 10%) hver del. Skrift str. 12 og linjeavstand 1.5  Struktur, innhold og språk telles, samt akademisk dokumentasjon av alle kildene i APA6 format	
Sensurdato: Karakterene er tilgjengelige for studenter på studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a>	

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

**SECTION ONE:**

Choose ONE of the tasks below:

1. Mention the key themes you can identify as a reader in Benjamin Zephaniah's *Terror Kid*. How do those themes reflect the social and cultural issues of contemporary society the novel is set in? Discuss how the issues are relatable to or different from the perspective of your own society and/or lived experience.
2. Read the opening paragraphs from two novels by two different novelists from the UK as presented below. Based on your analysis of narration, setting, theme or/and style (of the language used), which novel would you prefer to read. Justify your choice using evidences from the text.

**A. Robinson Crusoe, 1719 by Daniel Defoe**

I was born in the year 1632, in the city of York, of a good family, though not of that country, my father being a foreigner of Bremen, who settled first at Hull. He got a good estate by merchandise, and leaving off his trade, lived afterwards at York, from whence he had married my mother, whose relations were named Robinson, a very good family in that country, and from whom I was called Robinson Kreutznaer; but, by the usual corruption of words in England, we are now called - nay we call ourselves and write our name - Crusoe; and so my companions always called me.

I had two elder brothers, one of whom was lieutenant-colonel to an English regiment of foot in Flanders, formerly commanded by the famous Colonel Lockhart, and was killed at the battle near Dunkirk against the Spaniards. What became of my second brother I never knew, any more than my father or mother knew what became of me.

Being the third son of the family and not bred to any trade, my head began to be filled very early with rambling thoughts. My father, who was very ancient, had given me a competent share of learning, as far as house-education and a country free school generally go, and designed me for the law; but I would be satisfied with nothing but going to sea; and my inclination to this led me so strongly against the will, nay, the commands of my father, and against all the entreaties and persuasions of my mother and other friends, that there seemed to be something fatal in that propensity of nature, tending directly to the life of misery which was to befall me.

### **B. Heart of Darkness, 1899 by Joseph Conrad**

The Nellie, a cruising yawl, swung to her anchor without a flutter of the sails, and was at rest. The flood had made, the wind was nearly calm, and being bound down the river, the only thing for it was to come to and wait for the turn of the tide.

The sea-reach of the Thames stretched before us like the beginning of an interminable waterway. In the offing the sea and the sky were welded together without a joint, and in the luminous space the tanned sails of the barges drifting up with the tide seemed to stand still in red clusters of canvas sharply peaked, with gleams of varnished sprits. A haze rested on the low shores that ran out to sea in vanishing flatness. The air was dark above Gravesend, and farther back still seemed condensed into a mournful gloom, brooding motionless over the biggest, and the greatest, town on earth.

The Director of Companies was our captain and our host. We four affectionately watched his back as he stood in the bows looking to seaward. On the whole river there was nothing that looked half so nautical. He resembled a pilot, which to a seaman is trustworthiness personified. It was difficult to realize his work was not out there in the luminous estuary, but behind him, within the brooding gloom.

3. George Orwell's *Animal Farm* is time-less. It deals with issues which we can relate to in our current societies. Identify at least one major character and at least one minor character in *Animal Farm* and explain how their roles contributed to shaping the novel. Further, give at least one specific example of a current issue in UK society (or the Commonwealth) which we can link to events or characters in the novel.

## SECTION TWO:

### Choose ONE of the tasks below:

1. **Attending to diversity** and **offering safe environment for creative expression** are at the heart of the Norwegian school curriculum, LK20. How could learners of English benefit from the use of literature in the classroom to meet those demands? Based on a literary work(s) of your choice and keeping students in mind, present tasks that you would use to adapt to diversity while making room for students' creative expressions.
2. Create a lesson plan for the grade of your choice, focusing on **one** of the following interdisciplinary topics:
  - *Democracy and citizenship* (in Great Britain, Ireland and/or the Commonwealth)
  - *Health and life skills* (in Great Britain, Ireland and/or the Commonwealth).Be sure to use elements from LK20 in your lesson plan.  
After you create your lesson, write a brief text in which you explain the rationale behind your approach to the lesson and activities. Support your answer with relevant theory.
3. The contemporary social landscape and culture of UK are the result of its distinct history. Write a text where you identify and explain distinguishable phenomena in the history of the UK and show how those phenomena have contributed to shaping the society and culture of the UK today.