

ENGENG07

Assignment 1

# Important Information

Read the instructions below carefully before you start with the assignment. If you have any questions please contact your teacher in It’s learning.

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| **Course** | ENGENG07 |
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| **Assignment** | 1 out of 5 |
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| **Litterature** | Gustafsson Linda & Wivast Uno (2014). *Viewpoints 3.* Malmö: Gleerups. |
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| **Course Content** | <https://www.skolverket.se/undervisning/gymnasieskolan/laroplan-program-och-amnen-i-gymnasieskolan/gymnasieprogrammen/amne?url=1530314731%2Fsyllabuscw%2Fjsp%2Fsubject.htm%3FsubjectCode%3DENG%26courseCode%3DENGENG05%26lang%3Dsv%26tos%3Dgy%26p%3Dp&sv.url=12.5dfee44715d35a5cdfa92a3#anchor_ENGENG05> |
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| **Knowledge Requirements and Assessment** | On the next page you will find an assessment chart that contain information about the knowledge requirements (kunskapskraven) that are tested in the assignments. |
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| **Instruction when sending assignments** | * Always write your texts in **Times New Roman, 12.** * Use Word or a similar program when writing. * Go to the assignment in It’s learning and choose “Svara” and attach your document. |
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# Assessment Chart

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| The assessment chart represents the student’s knowledge in relation to the knowledge requirements from *Skolverket*. To achieve the grades D and B the student has to reach all the requirements for E/C and the majority of the requirements for the next level (C/A). **Notice that the cells marked in grey represent requirements that are not tested by this assessment.** | | | |
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| **Abilities** | **E** | **C** | **A** |
| 1. Interpret and understand spoken English | Students can understand the main content and essential details, and with some certainty, also implied meaning, of English spoken at a relatively rapid pace.. Students show their understanding by in basic terms giving an account of, discussing, commenting, and drawing conclusions on content and details, and with acceptable results act on the basis of the message and instructions in the content. | Students can understand the main content and essential details, and with some certainty, also implied meaning, of English spoken at a relatively rapid pace. Students show their understanding by in a well grounded way giving an account of, discussing, commenting and drawing conclusions on content and details, and also with satisfactory results act on the basis of the message and instructions in the content. | Students can understand both the whole and details, and also implied meaning of English spoken at a rapid pace. Students show their understanding by in a well grounded and balanced way giving an account of, discussing, commenting and drawing conclusions on content and details, and with good results act on the basis of the message and instructions in the content. |
| Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose spoken language from different media and in a relevant way can use the material selected in their own production and interaction. | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose spoken language from different media and in a relevant and effective way use the selected material in their own production and interaction. | Students can choose and with certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose spoken language from different media and in a relevant, effective and critical way use the selected material in their own production and interaction. |
| **2. Interpret and understand written English** | Students can understand the main content and essential details, and with some certainty, also implied meaning, of written English in various genres of an advanced nature. Students show their understanding by in basic terms giving an account of, discussing, commenting, and drawing conclusions on content and details, and with acceptable results act on the basis of the message and instructions in the content. | Students can understand the main content and essential details, and with some certainty, also implied meaning, of written English in various genres of an advanced nature. Students show their understanding by in a well grounded way giving an account of, discussing, commenting and drawing conclusions on content and details, and also with satisfactory results act on the basis of the message and instructions in the content. | Students can understand both the whole and details, and also implied meaning of written English in various genres of an advanced nature. Students show their understanding by in a well grounded and balanced way giving an account of, discussing, commenting and drawing conclusions on content and details, and with good results act on the basis of the message and instructions in the content. |
| Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose texts from different media and in a relevant way can use the material selected in their own production and interaction. | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose texts from different media and in a relevant and effective way use the selected material in their own production and interaction. | Students can choose and with certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. Students choose texts from different media and in a relevant, effective and critical way use the selected material in their own production and interaction. |
| 3. Oral communication | In oral communications of various genres, students can express themselves in ways that are varied, clear and structured. Students can also express themselves with fluency and some adaptation to purpose, recipient and situation. Students work on and make well grounded improvements to their own communications. | In oral communications of various genres, students can express themselves in ways that are varied, balanced, clear and structured. Students can also express themselves with fluency and adaptation to purpose, recipient and situation. Students work on and make well grounded and balanced improvements to their own communications. | In oral communications of various genres, students can express themselves with good precision, in ways that are varied, balanced, clear and well structured. Students can also express themselves with fluency and good adaptation to purpose, recipient and situation. Students work on and make well grounded and balanced improvements to their own communications. |
| 4. Written communication | In written communications of various genres, students can express themselves in ways that are varied, clear and structured. Students can also express themselves with fluency and some adaptation to purpose, recipient and situation. Students work on and make well grounded improvements to their own communications. | In written communications of various genres, students can express themselves in ways that are varied, balanced, clear and structured. Students can also express themselves with fluency and adaptation to purpose, recipient and situation. Students work on and make well grounded and balanced improvements to their own communications. | In written communications of various genres, students can express themselves with good precision, in ways that are varied, balanced, clear and well structured. Students can also express themselves with fluency and good adaptation to purpose, recipient and situation. Students work on and make well grounded and balanced improvements to their own communications. |
| 5. Language strategies and adaptation of the language in oral interaction | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. | Students can choose and with certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. |
| In oral interaction in various, and more formal and complex contexts, students can express themselves clearly, relative freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use essentially functional strategies which to some extent solve problems and improve their interaction | In oral interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use functional strategies to solve problems and improve their interaction. | In oral interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and with flexible and effective adaptation to purpose, recipient and situation. In addition, students can choose and use well functioning strategies to solve problems and improve their interaction, and take it forward in a constructive way. |
| 6. Language strategies and adaptation of the language in written interaction | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. | Students can choose and with some certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. | Students can choose and with certainty use strategies to search for relevant information, structure it and assess the reliability of different sources. |
| In written interaction in various, and more formal and complex contexts, students can express themselves clearly, relative freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use essentially functional strategies which to some extent solve problems and improve their interaction | In written interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use functional strategies to solve problems and improve their interaction. | In written interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and with flexible and effective adaptation to purpose, recipient and situation. In addition, students can choose and use well functioning strategies to solve problems and improve their interaction, and take it forward in a constructive way. |
| 7. Realia knowledge | Students discuss in basic terms some features in different contexts and parts of the world where English is used, and can also make simple comparisons with their own experiences and knowledge. | Students discuss in detail some features in different contexts and parts of the world where English is used, and can also make well developed comparisons with their own experiences and knowledge. | Students discuss in detail and in a balanced way some features in different contexts and parts of the world where English is used, and can also make well developed and balanced comparisons with their own experiences and knowledge. |

# Assignment 1 – Play Analysis

**Before you start with assignment 1, please read Sources and Referencing, p 6-7 of the Compendium, and Play Analysis, p 8 of the Compendium.**

Choose one of the three plays below. Read it, watch it and then write an essay about it. In your essay you must answer the questions that follow the play’s title.

Remember that you cannot just write a list of answers. An essay is a fluent text that can be published in a magazine and your readers must understand what you are writing about. It must have a title, a proper introduction and a conclusion. Your essay must contain your analysis supported by examples and quotes from the text.

***The Importance of Being Earnest* by Oscar Wilde**

Read the play: <https://www.gutenberg.org/files/844/844-h/844-h.htm>

Watch one of the performances, for example, this one: <https://www.youtube.com/watch?v=27fpOzdmiVI>

You can also watch a movie adaptation starring Colin Firth and Reese Witherspoon: <https://www.youtube.com/watch?v=qrGP60MsU_I>

Write an essay about the play. In your essay you must answer the following questions:

1. Discuss the settings: when, where, and how long does the action take place?
2. Why could this play be described as ”a trivial comedy for serious people”?
3. What features of Victorian society and relationship at that time does the author mock in the play?
4. The title of the play contains a pun (a literary device). Read what a ”pun” is, find it in the title, and then explain it and its purpose.

**Write between 700-900 words in Times New Roman, 12.**

***Pygmalion* by George Bernard Shaw**

Read the play: <https://www.gutenberg.org/files/3825/3825-h/3825-h.htm>

Watch one of the performances, for example, this one: <https://www.youtube.com/watch?v=EZQlCfJwTCY>

You can also watch a movie adaptation, ”My Fair Lady” (1984), starring Audrey Hepburn.

Write an essay about the play. In your essay you must answer the following questions:

1. Discuss the settings: when and where does the action take place?
2. The title and the plot of the play is an allusion. What is allusion? Who is Pygmalion? Why is the play called Pygmalion?
3. Describe the relationship between Eliza Doolittle and Professor Henry Higgins. Support your analysis with examples and quotes from the text.
4. What can be said about the result of the educational experiment?

**Write between 700-900 words in Times New Roman, 12.**

***The Crucible* by Arthur Miller**

Read the play: <https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/4860/The%20Crucible_full%20text_adobe_format.pdf>

Watch one of the performances, for example, this one: <https://www.youtube.com/watch?v=o3hDrTAmDH0>

You can also watch a movie adaptation (1996) starring Winona Ryder.

Write an essay about the play. In your essay you must answer the following questions:

1. Discuss the settings: when and where does the action take place?
2. Discuss the concept of witchcraft in the play. Why is an accusation of witchcraft so serious at that time (and place)?
3. The play is an allegory. What is an allegory and what does the action in the play refer to? Find some examples or quotes from the text to support your point.

**Write between 700-900 words in Times New Roman, 12.**