**Methodology 5**

Summative test



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Course code: OAEN-H2METH5-14
Course: Fulltime
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**Score sheet**

Student name:

Class:

Teacher:

Date:

**Grading chart**
Part 1: Listening, reading, vocabulary, grammar, and writing

|  |  |
| --- | --- |
| **Skills** | **Points** |
| Listening | \_\_\_\_\_ out of 5 |
| Reading | \_\_\_\_\_ out of 15 |
| Vocabulary | \_\_\_\_\_ out of 10 |
| Grammar  | \_\_\_\_\_ out of 10 |
| Writing | \_\_\_\_\_ out of 15 |
| Total | \_\_\_\_\_ out of 55 |

Part 2: Speaking

|  |  |
| --- | --- |
| **Skills** | **Points** |
| Speaking | \_\_\_\_\_ out of 24 |
| Total | \_\_\_\_\_ out of 24 |

**TOTAL NUMBER OF POINTS: \_\_\_\_\_\_\_\_\_\_\_\_\_ OUT OF 79.
Points achieved/79 x 9 + 1 = grade**
*For example (44/79) x 9 + 1 = 6,0*

Grade:

|  |
| --- |
|  |

**The passing score is 5,5**

**Listening***Exercise 1 - Read the questions carefully before watching the video. You can watch the video twice. Listen intensively.*[**https://www.youtube.com/watch?v=LncTFEnxRV8&list=PLibNZv5Zd0dw0qjJ95R\_8N0od4mGEIez9&index=1**](https://www.youtube.com/watch?v=LncTFEnxRV8&list=PLibNZv5Zd0dw0qjJ95R_8N0od4mGEIez9&index=1) **1. What does the narrator mean with “Colossus, who was primarily done by Digital Domain”? (1 p.)**

**a. That colossus was made using practical effects only.**

**b. That colossus was made using CGI only.**

**c. That colossus was made using CGI, but also practical effects**

**2. How tall was the extra performer who wore the grey tracking suit? Was that enough? Write down in your own words. (1 p.)**

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**3. Why was the third performer used? (1 p.)**

**a. To redo all the dialogue**

**b. To redo facial animation**

**c. To redo the chiselled jawline**

**4. What could the CGI artist do with live texturing? (1 p.)**

**a. Adjust the jawline**

**b. Adjust the metal work for movement**

**c. Adject the looks because of all the different actors used.**

**5. Explain in your own words, do you think using five different actors was a good idea to create this character? (1 p.)**

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# **Reading test: Character development**

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| --- |
| **Reading strategy:** Use the two reading strategies you have been taught during the character development sessions. |

**Read text 1: Where did the term "Mary Sue" come from, and why is it so negative?**

1. The following words come from the text. Explain in your own words what the author means.

**Fan fiction:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Mary Sue:**

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2. In the text there is a short term for the word fan fiction. What is the short term used in the text?

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3. What example does the author give of a Mary Sue character other than Mary Sue from “A Trekkie’s Tale?” Why is the character from that story a Mary Sue?

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4. A. What are the two male versions of a Mary Sue?

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B. Does the author think this is a good example of a male version? Why (not)?

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5. In the last paragraph the author says that not every seemingly perfect female hero should be called a Mary Sue, why does she say that?

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**Read text 2: Costumes: Telling the Story and Creating the Character**

6. The following words come from the text. Explain in your own words what the author means.

**Garment:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Research bible:**

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7. What is the difference between a fashion designer and a costume designer?

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8. What are the steps the costume designer has to take before creating a costume?

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9. Why should costumes blend into the movie and not stand out?

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10. You are going to design a costume for a character with the name: Rosa Diaz. Read the description that the director has given you below and write down three places you can visit to do your research on the costume of Rosa.

|  |
| --- |
| *Rosa Diaz was born in a small town in Mexico. When she was just seven years old, her father was shot by the Mexican mafia. Rosa, her mother and her little brother had to flee to the United States. She is now seventeen years old and lives in Dallas, Texas. Together with her best friend, Annabelle, she goes to Richmond High School. Annabelle loves to shop at Forever 21 and has a lot of clothes. She gives a lot of clothes to Rosa so she can shop for more. Rosa misses Mexico very much and always asks her mother to tell stories about her homeland.* |

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Text 1: Where did the term "Mary Sue" come from, and why is it so negative?**

"Mary Sue" comes from the world of fanfiction, where fans write stories that take place in their favourite movie, tv-series or book. You can find fanfiction for anything from *Star Wars,* to *Harry Potter* to just about any television show. Every subsection of fanfiction has its own priorities and themes, but the attitude toward so-called Mary Sue characters is nearly universal.

The term came out of a short, satirical piece of *Star Trek* fanfiction that Paula Smith published in *Menagerie*, a *Star Trek* fanzine (fan-magazine), in 1973.

 

Lieutenant Mary Sue

 In "[A Trekkie's Tale](http://web.archive.org/web/20100111141712/http%3A/www.fortunecity.com/rivendell/dark/1000/marysue.htm)," Lieutenant Mary Sue grabs the attention of both Captain Kirk (who falls in love with her immediately) and Spock (who admires her logic). Mary Sue, just 15-and-a-half years old, takes over the ship and receives "the Nobel Peace Prize, the Vulcan Order of Gallantry and the Tralfamadorian Order of Good Guyhood." Mary Sue reveals that she is half-Vulcan, then dies tragically, causing everyone to mourn the loss of her "beautiful youth and youthful beauty, intelligence, capability and all around niceness."

Mary Sue, in other words, is perfect.

 But "A Trekkie's Tale" doesn't just make fun of fanfic authors who create unbelievably perfect characters. It's a direct parody of fanfic authors who place *themselves* into the story as the perfect characters, living out their fantasies of impressing all their favourite characters and changing all their favourite fictional worlds for the better.

 To give you an example of a Mary Sue from *Harry Potter* fanfiction, and more specifically the wish-fulfilment fanfic I wrote as a 13 year-old (why not! we're all friends here), I once wrote myself into the halls of Hogwarts as "Raven," who was a mysterious new student that moves to England from America, causes possessive fights between Harry and Draco Malfoy, and suddenly realizes she has powers that can turn her into — wait for it — a raven.

 With Raven, I hit all the major Mary Sue requirements. She was mysterious, and she was beautiful. She was interesting and object of everyone's desires. She had hidden abilities no 13 year-old, witch or otherwise, could possibly have. She was the me I wished could crash Harry Potter's adventures.

 If you look up the definition of a Mary Sue now, you might notice a footnote that says some version of, "The male version of a 'Mary Sue' is called a 'Marty Stu' or a 'Gary Stu.'" This, to be honest, is a false note. The idea of the Mary Sue is that the perfect character is always female. As fanfiction is mostly written by girls and women.

 The most well-known example of a Mary Sue outside of fanfiction is *Twilight*'s impossibly magnetic Bella Swan. Not by accident, the most well-known example of a Mary Sue *inside* fanfiction nowadays is *50 Shades of Grey*'s Anastasia Steele — who began her life as E.L. James's kinky fanfic version of Bella.

 But let's make one thing clear: not every seemingly perfect heroine deserves to get written off so quickly — especially because it is so *incredibly* rare that a seemingly perfect male hero gets the same negative treatment.

 Adapted from: What is a Mary Sue, and does Star Wars: The Force Awakens have one?<https://www.vox.com/2015/12/28/10672628/star-wars-force-awakens-rey-mary-sue>

# **Text 2: Costumes: Telling the Story and Creating the Character**

Every garment worn in a movie is considered a costume. Costumes are one of many tools the director has to tell the story. Costumes communicate the details of a character’s personality to the audience, and help actors transform into new and believable people on screen.

Costume concept for the Irishmen characters

There is often confusion between costume design and fashion design; however, these two fields and their objectives are very different. Fashion designers have labels and sell their clothes, while costume designers have no labels and are focused on creating believable characters in a story. Costume designers create both beautiful gowns for a glamorous entrance and everyday clothes when needed by the script. They must know “who” characters “are” before they create a closet of clothes and accessories for the characters. A costume is worn by one actor, as one specific character, in a specific scene or scenes in the story. Most important, the audience must believe that every person in a story has a life before the movie begins.

The costume design process begins with studying the screenplay. Scripts describe the action (what happens in the scene), the time period (when the action takes place), the location (where the action takes place), and the characters in each scene. After reading the script, the costume designer meets with the director to discuss the overall vision for the film. Two different directors will make different movies from the same script. At the first meeting with the director, the costume designer may learn about the casting choices and details about the characters, the overall colour palette and the mood of the film.

After speaking with the director, the costume designer begins the research portion of the design process. This may include research on the Internet and at archives, museums and libraries; researching different time periods, school yearbooks and family albums. Research may also include field trips to such locations as offices, hospitals and police stations, depending on the setting of the story.

For example, if a scene takes place in a modern-day high school, a costume designer will visit a local high school. High schools in different parts of the country have dramatically different cultures, economic influences and diverse populations who dress differently. The screenplay will tell the specific location of the story and the designer will be careful to be very specific in his or her research. The designer will create an album, called a “research bible,” containing portraits of staff, teachers and students. More research will be done into the taste and style of the students, including their shopping habits. It may be a surprise that modern films are often more difficult to costume than historical films. It is distracting for the audience when the costumes are unrealistic for a scene, too expensive for a character or wrong for a dramatic situation. The designer’s goal is for the costumes to blend into the story and for the audience to be completely sucked into the story.

Adapted from: Costume Design, Defining Character<https://www.oscars.org/sites/oscars/files/teachersguide-costumedesign-2015.pdf>

Vocabulary Test

**Exercise 1.**

Match the genre with the right description.

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| --- |
| Crime - War - Adventure - Historical - Science Fiction |

1. A movie about a little girl in the Second World War.

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1. A movie about a spaceship that lands on Mars and finds aliens. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. A movie about a drug lord that tries to stay out of the hands of the police.

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1. A movie about how French people lived 200 years ago.

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1. A movie about a group of friends that go on a road trip in an old car.

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**Exercise 2.**

You see the abbreviation (short version) of screenplay terms. Fill in the long version of the word.

1. O.S. = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. EXT = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. V.O. = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. POV = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 3.**

Read the story below and fill in the right words. Choose from the words below.

|  |
| --- |
| Experiencing - Fraying - Prepare - Mysterious - Expression - Distinguish  |

*Harry Potter woke up in a cold sweat. His best friend Ron was sitting across from him. He had a worried* ***1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *on his face as he picked on his* ***2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *pyjamas. “You had another nightmare,” Ron said and continued, “You have been* ***3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *them almost every night now. We need to do something.”*

*Harry knew that Ron was right, but right now he couldn’t* ***4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *dream from reality. His dreams were so real that he didn’t know if he was dreaming or not.*

*Suddenly a* ***5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *voice was inside Harry’s head. It was a whisper and it didn’t take long for Harry to know who it was.*

*He really needed to* ***6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *himself to fight Voldemort so his nightmares would stop.*

**Exercise 4.**

Make correct sentences with the words. You have to make sentences of at least 5 words.

1. Eerie

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Props

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Alter

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Performance

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Environment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammar

**Exercise 1. - Contrasting conjunctions. (max 4 p.)**

Fill in the gap. There are two contrasting sentences. Connect the two sentences by using the correct contrasting conjunction. Pick one of the conjunctions listed below. All of them have to be used once.

however - whereas - although - despite

1. Danny is short, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Michael is tall.
2. We’ve still enjoyed our time at the beach, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ it rained a lot.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ The Netherlands being a rich country, there are still a lot of homeless people.
4. She has a huge family. \_\_\_\_\_\_\_\_\_\_\_\_\_\_, they don’t like each other at all.

**Exercise 2. - Present perfect, present continuous & past perfect. (max 6 p.)**

Fill in the gaps. Use the correct tense of the verb between brackets in the sentences. Choose between the present perfect, present continuous and the past perfect.

1. When I was younger, I always **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (want)** to be a teacher.
2. Look! Someone **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (jump)** on the trampoline!
3. I **\_\_\_\_\_\_\_\_\_\_\_\_\_ (not/go)** to the pool very often.
4. Last year we **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go)** to Spain, so this year we’re going to Italy.
5. Thomas can’t come outside right now. He **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do)** his homework.
6. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not/be)** at football practice yesterday.

**Exercise 3. - Past simple and past continuous (max 10 p.)**

Fill in the gaps. Use the correct tense of the verb between brackets in the sentences. Choose between the past simple and the past continuous.

1. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cook)** when the thief **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (enter)** my house.
2. When you **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrive)** at the library, who **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be)** there?
3. When they **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (walk)** into the room, everyone **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (already/work)**.
4. It **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rain)** when I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (leave)** the house.
5. I **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take)** a shower when the phone **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ring).**

**Exercise 4. - Adjectives and adverbs (max 5 p.)**

Circle the correct option in the text. Choose between the adjective and adverb.

I’ve read a **(1) beautiful / beautifully** written book today. I was very impressed with the **(2) spectacular / spectacularly** story. My favourite part was when the princess came out in a **(3) pretty / prettily** dress. My mother also read the book after I did. However, she did not enjoy it as much. She thought it had a **(4) horrible / horribly** cover that matched the **(5) awful / awfully** constructed plotline.

**Exercise 5. - Comparatives and superlatives (max 5 p.)**

Fill in the correct comparative or superlative form of the word between brackets. Make sure you read the sentences to find out which form is most suitable.

Mary: Good morning, Ali! How are you?

Ali: I am great, Mary, thanks. I just had the **(1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good)** dream I have ever had.

Mary: Awesome! You look much **(2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (healthy)** than you did yesterday.

Ali: I dreamt that I ate a million chocolate bars. The next one was **(3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (delicious)** than the last one.

Mary: Wow! I’m so jealous of you. That sounds like the **(4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (incredible)** dream ever!

Ali: Don’t be jealous. At least your new glasses look **(5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (nice)** than mine. Mine are broken.

**Writing**During the course plotline, you have learned the basics of scriptwriting. This assignment requires you to write a short script. The script below is a scene from the Hollywood movie Bridesmaids by Annie Mumolo and Kristin Wiig. However, parts of the scene’s script are missing. Complete the scene’s script and include the following content

* Write a slug line using: INT. and EXT
* Describe the characters’ action/movements
* Write a dialog for Annie. The dialog should be realistic and Annie’s responses to Helen should be accurate.
* Use the present simple for present events, direct speech, and facts. Use the present continuous to describe an ongoing action and the past simple for past events.

EXT. TENNIS CLUB - DAY
Annie and Helen are walking through the tennis club on their way to the courts, chatting before their big game.

HELEN
I didn’t know you played tennis.

Annie (max 30 words)
1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HELEN
I’m so glad we were able to do this.

Annie (max 30 words)
2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HELEN
I’m so glad we were able to do this. The sun too bright. Let’s go sit inside.

INT. TENNIS CLUB RESTAURANT - DAY

3. Describe the action/movements - max 50 words
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HELEN
It’s too bad Lillian couldn’t play with us. Poor thing is so busy.

Annie (max 30 words)
4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HELEN
Well she certainly enjoys tennis now. It’s funny how people change, isn’t it?

Annie (max 40 words)
5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HELEN
I think we change all the time.

SERVER
Ladies, the court is free now. You can play until 16:00.

Annie (max 30 words)
6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write a slug line for tennis court - max 7 words
7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the tennis court - max 30 words
8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speaking

Throughout the course, you have been practicing speaking skills through discussions and presentations. In the final assessment, you will be showing your improved skills to your teacher in a dialogue. This dialogue will be 4 minutes long and you will be judged on your preparation, fluency and overall pronunciation. Make sure you have enough information to fall back on to avoid silence.

The dialogue will be about your favourite film(s). Make sure you’re able to tell the teacher about:

1. The genre
2. The plotline
3. The main characters
4. The conflict
5. Why this is your favourite film
6. Your favourite character and why
7. Your least favourite character and why

Make sure you have gathered enough information to have a 4-minute conversation. Also, make sure you’re able to give answers to questions the teacher might ask about your opinion. Give clear explanations and make sure to support your opinion with arguments and examples.

You are allowed to bring one A4 with some keywords (NO FULL TEXT) to fall back on if you need it. Finally, you will complete the dialogue speaking task with a partner. Two teachers are going to access your speaking performances.

**Listening answer key**

1. C

2. 6 ft. 9 inch, but he had to wear platform shoes and a headpiece to make himself taller.

3. C

4. B

5. (own opinion), should be clearly answered why. Grammatical mistakes aren’t counted as wrong unless the answer is unreadable.

*Student has scored \_\_\_\_ out of 5 points*

# **Reading test answer key**

1. The following words come from the text. Explain in your own words what the author means.

**Fan fiction:** *A story that someone writes that is based on the world of their favourite movie, tv-series or book.* ***(1p)***

**Mary Sue:** *A perfect female character in a story.* ***(1p)***

2. In the text there is a short term for the word **fan fiction**. What is the short term used in the text?

*Fanfic* ***(1p)***

3. What example does the author give of a Mary Sue character other than Mary Sue from “A Trekkie’s Tale?” Why is the character from that story a Mary Sue?

*She wrote her own Harry Potter fanfiction where she played the mysterious Raven. She is a Mary Sue because she was mysterious, had the power to turn into a Raven, and made Harry and Draco fight over her.* ***(1p)***

4. A. What are the two male versions of a Mary Sue?

*Marty Stu & Gary Stu.* ***(1p)***

B. Does the author think this is a good example of a male version? Why (not)?

*No, this is not a good example because a Mary Sue should always be a female.* ***(2p)***

5. In the last paragraph the author says that not every seemingly perfect female hero should be called a Mary Sue, why does she say that?

*Because perfect male heroes in movies, books and series don’t get the same negative treatment.* ***(1p)***

6. The following words come from the text. Explain in your own words what the author means.

**Garment:** *Piece of clothing.* ***(1p)***

**Research bible:** *A book where the costume designer puts in all his/her inspiration of the character for the costume.* ***(1p)***

7. What is the difference between a fashion designer and a costume designer?

*A fashion designer makes clothes for real life people to wear and a costume designer make clothes for a specific character for a movie of series* ***(1p)*** */ a fashion designer has a label and a costume designer has not.* ***(1p)***

8. What are the steps the costume designer has to take before creating a costume?

*Reading the script – meeting with the director – doing research.* ***(1p)***

9. Why should costumes blend into the movie and not stand out?

*It can be distracting for the audience.* ***(1p)***

10. You are going to design a costume for a character with the name: Rosa Diaz. Read the description that the director has given you below and write down **three places** you can visit to do your research on the costume of Rosa.

 *Correct answers are: A small town in Mexico, Mexico, Dallas, Texas, Richmond High School, Forever 21.* ***(1p)***

*Student has scored \_\_\_\_\_ out of 15.*

Vocabulary Test Answer key

**Exercise 1.**

Match the genre with the right description.

|  |
| --- |
| Crime - War - Adventure - Historical - Science Fiction |

1. A movie about a little girl in the Second World War.

**War**

1. A movie about a spaceship that lands on Mars and finds aliens.

**Science Fiction**

1. A movie about a drug lord that tries to stay out of the hands of the police.

**Crime**

1. A movie about how French people lived 200 years ago.

**Historical**

1. A movie about a group of friends that go on a road trip in an old car.

**Adventure**

**Exercise 2.**

You see the abbreviation (short version) of screenplay terms. Fill in the long version of the word.

1. O.S. = **Off Screen**
2. EXT = **Exterior**
3. V.O. = **Voice Over**
4. POV = **Point of View**

**Exercise 3.**

Read the story below and fill in the right words. Choose from the words below.

|  |
| --- |
| Experiencing - Fraying - Prepare - Mysterious - Expression - Distinguish  |

*Harry Potter woke up in a cold sweat. His best friend Ron was sitting across from him. He had a worried* ***1. expression*** *on his face as he picked on his* ***2. fraying*** *pyjamas. “You had another nightmare,” Ron said and continued, “You have been* ***3. experiencing*** *them almost every night now. We need to do something.”*

*Harry knew that Ron was right, but right now he couldn’t* ***4. distinguish*** *dream from reality. His dreams were so real that he didn’t know if he was dreaming or not.*

*Suddenly a* ***5. mysterious*** *voice was inside Harry’s head. It was a whisper and it didn’t take long for Harry to know who it was.*

*He really needed to* ***6. prepare*** *himself to fight Voldemort so his nightmares would stop.*

**Exercise 4.**

Make correct sentences with the words. You have to make sentences of at least 5 words.

**Students create their own sentences. If the word is used correctly + there are more than 5 words in a sentence = 0.5 point. If one of the two is used = 0.25 point.**

1. Eerie
2. Props
3. Alter
4. Performance
5. Environment

***How to grade: Every correct answer is 0,5 point.*** *Student has scored \_\_\_\_ out of 10 points.*

Grammar answer key

**Exercise 1. - Contrasting conjunctions. (1,6 points max)**

1. Whereas
2. Although
3. Despite
4. However

**Exercise 2. - Present perfect, present continuous & past perfect. (2,4 points max)**

1. wanted
2. is jumping
3. don’t go
4. went
5. is doing
6. wasn’

**Exercise 3. - Past simple and past continuous (2,0 points max)**

1. was cooking, entered
2. arrived, was
3. walked, was already working
4. was raining, left
5. was taking, rang

**Exercise 4. - Adjectives and adverbs (2,0 points max)**

1. beautifully
2. spectacular
3. pretty
4. horrible
5. awfully

**Exercise 5. - Comparatives and superlatives (2,0 points max)**

1. best
2. healthier
3. more delicious
4. most incredible
5. nicer

**Max points = 10

How to grade: Every correct answer is 0.4 points.***Student scored \_\_\_\_ out of 10 points.*

**Writing answer key - rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Points** | **I. Content** | **Points** | **II. Diction** | **Points** | **III. Mechanics** |
| **8-6** | The way Annie responds to Helen is **very accurate, entertaining and, creative**. It could fit in the real script. After the server tells Annie and Helen that the tennis court is free, Annie’s response is **accurate and polite.** The description of Annie and Helen moving to the Tennis Club’s restaurant is described **using the present simple or present continuous**. The description of their action/movement/gestures is **accurate and precise**. The slug line is **formatted correctly** according to scriptwriting rules: EXT. TENNIS COURT - DAYThe description of the tennis court is realistic, precise, elaborated and details are presented. One could visualize the setting with the description. Objects such as a net and tennis balls are present.  | **4** | **Advanced** word choice in the dialogs and description of the action, movement, gestures, and setting.  The script dialogs are very **cohesive.** | **3** | Hardly any grammar and spelling mistakes.  |
| **6-3** | The dialogs include writing in which Annie responds **accurately** to Helen. After the server tells Annie and Helen that the tennis court is free, Annie’s response is **accurate**. The description of Annie and Helen moving to the Tennis Club’s restaurant is described **using the present simple or present continuous**. The description of action/movement/gestures is **simple yet accurate.** The slug line is formatted **somewhat correctly** according to scriptwriting rules: EXT. TENNIS COURT - DAYThe slug line is **not written in capital letters** or **INT. is used instead of EXT.** The description of the tennis court seems a**ccurate but not elaborated**. **Objects** such as a *net and tennis balls are presen*t.  | **3-2** | **Accurate** word choice in the dialogs and description of the action, movement, gestures, and setting. Dialogs and descriptions are **cohesive** and **easy to read** for actors and actresses.  | **2** | Dialogs and descriptions are **understandable**. **Only a few** grammar and spelling mistakes are made. The mistakes do not affect the **comprehensibility** of the dialogs and descriptions.  |
| **2-0** | In the dialogs, Annie does **not respond accurately** to Helen. Her responses do not fit the scene.After the server tells Annie and Helen that the tennis court is free, Annie’s response **inaccurate**. The response could be considered **rude** or too **curt**. The description of Annie and Helen moving to the Tennis Club’s restaurant is described **without the use of the present simple or present continuous**. The description of action/movement/gestures are **inaccurate**. It is hard to tell what both characters are doing. The **slug line is formatted incorrectly** according to scriptwriting rules.The description of the tennis court is inaccurate. The description of the scene is **not a tennis cour**t or due to **little details**, it is hard to tell whether the setting is a tennis court.  | **1-0** | **Poor word choice** regarding the dialogs and description of the action, movement, gestures, and setting. Dialogs and descriptions are **not cohesive and hard to read**. Use of **another language** which does **not support the script**.  | **1-0** | **Numerous** spelling mistakes. Grammar structures are **unintelligible**. |
| ***Points*** | *\_\_\_\_\_\_ out of 8* |  | *\_\_\_\_\_\_ out of 4* |  | *\_\_\_\_\_\_ out of 3* |
| **Total** | **\_\_\_\_\_\_ out of 15** |  |  |  |  |

Speaking answer key - Rubric

Grade the student depending on in which column they fall in each category. In column A1, they get 0 points. In column C1, they get 4 points, etc.

Max points: 24

Student has scored \_\_\_\_ out of 24

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject/ level | A1 (0 p.) | A2 (1 p.) | B1 (2 p.) | B2 (3 p.) | C1 (4 p.) |
| Vocab | Conversation does not flow, because of constant search for words. | Looking for words because of smaller vocabulary. | Can use simple vocabulary to keep a conversation or discussion going.  | Can talk about what they want without looking for more complex words too often. | Never has to look for more complex words.  |
| Grammar | Can’t form real sentences, but uses separate words to try and get their point across. | Can create simple sentences with frequent mistakes. | Is able to create simple sentences with occasional mistakes. Is easily understood. | Can form more complex sentences with some rare mistakes. | Uses complex sentences without grammatical errors. |
| Fluency | Takes many pauses, is very hesitant and talks without any intonation. | Is able to keep a conversation going with an occasional pause or hesitation. | Holds a conversation with barely any pauses or hesitance. | Pleasant conversation without any pauses or hesitance. Sentences are well-constructed. | No hesitance. Fluent and complex sentences. |
| Pronunciation | A native speaker is unable to understand the pupil’s pronunciation. | The pronunciation is sufficient for a native speaker to understand. | Easily understood with a thick accent. Sometimes mispronounces words. | My pronunciation is clear and always understandable. Intonation is used to sound more natural. | Pronunciation is near native and clear. Conversation sounds natural. |
| Transfering knowledge | Cannot transfer any knowledge to who I’m speaking to.  | With some trouble, is able to explain what they are talking about and what their opinion is. | Is able to explain the subject they’re talking about, stat their opinions and is able to respond to some questions with some trouble. | Can clearly explain and present their subject and opinion with examples and arguments. Can answer most questions without much trouble. | Clearly presents their subject and opinions and is able to answer all questions without any trouble.Can support their opinion with arguments and examples. |
| Substance/preparation | I don’t have much to talk about. Little to no preparation. | Prepared information to talk about. Not enough to fill 4 minutes. Many questions from teacher needed. | More complex substance. Enough to fill 4 minutes with a couple of questions from the teacher. | Goes in depth on their subject and is able to fill 4 minutes with very few questions from the teacher. Came across knowledgable on their subject. | Went very in-depth on their information and came across as an expert. |