

# Undervisningsbeskrivelse

## Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	August 2022 - Juni 2023
<b>Institution</b>	Det Blå Gymnasium HHX-Tønder
<b>Uddannelse</b>	HHX
<b>Fag og niveau</b>	Engelsk A
<b>Lærer(e)</b>	Dana Rickertsen, Nick Porter
<b>Hold</b>	Engelsk A 2022hh1b

## Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Growing up (Grundforløb) + Culture
<b>Titel 2</b>	Fashion
<b>Titel 3</b>	Country Profile: The UK
<b>Titel 4</b>	Sproglig Kommunikation/Text Analysis med fokus på Functional Grammar/Current Affairs
<b>Titel 5</b>	
<b>Titel 6</b>	
<b>Titel 7</b>	

## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 1</b>	<b>Growing up (Grundforløb) + Culture</b>
<b>Indhold</b>	<b>Kernestof:</b> Genre genkendelse – Text analysis – Short Story, Speech, Article, Poem, Fable, Film  Clarke, David: <u>Focus on Success</u> (Cornelsen & Oxford, 1994): <ul style="list-style-type: none"><li>• Dennis Kurumada: Just Along for the Ride</li><li>• James Thurber: The Moth and the Star</li></ul>

TEDTalk: Geena Rocero: “Why I must come out”,  
[https://www.ted.com/talks/geena\\_rocero\\_why\\_i\\_must\\_come\\_out?language=en](https://www.ted.com/talks/geena_rocero_why_i_must_come_out?language=en)

Article – Should you go to University or Start a Business? -  
<https://www.independent.co.uk/news/business/indyventure/university-business-startup-entrepreneurs-young-now-dating-stoned-pizza-a8047696.html>

Poem – This be the verse – Philip Larkin 1971

Film: The perks of being a wallflower

Short film: AWOL

Engberg-Pedersen, Jonna, Grønvold, Mette og Ohland-Andersen, Hanne: Contexts – Basisbog til engelsk i gymnasiet og HF (Gyldendal, 2015):

- The Shining Mountain

Ciceros Pentagram

Diverse Text Analysis Compendia

Article on Forms of Appeal

## **Culture**

Cross-Cultural terms and Principles fra Flensted og Faabord, *Get Ready to Communicate, Your Basic Tools*, Systeme 1997

An Introduction to Culture: Ewa Schlänsen, 2011, Forlaget Øknom, ss. 7-8, 11-15, 18-19

<https://www.hofstede-insights.com/country-comparison/>

Diverse exercises relating to comparison of UK and USA values  
Gestures Around the World:

[https://www.youtube.com/watch?v=fa\\_GCK-Czqs](https://www.youtube.com/watch?v=fa_GCK-Czqs)

Diverse exercises relating to Global English/English as Lingua Franca

	Written Resumé
<b>Omfang</b>	Ca. 10%
<b>Faglige Mål/ særlige fokuspunkter</b>	<p>At eleverne:</p> <p>Introduceres til og øver et basalt merkantilt ordforråd.</p> <p>Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om merkantile emner).</p> <p>Afprøver en enkel reklameanalysemodel.</p> <p>Brug IT til at aflevere opgaver.</p>
<b>Arbejdsformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>Skriftligt arbejde</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse, samt webcam aflevering.</p>

## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 2</b>	<b>Fashion</b>
<b>Indhold</b>	<p><b>Kernestof:</b></p> <p>”Fashion Intro” from Let’s Discuss. Af: Ewa Anna Schlünssen – Forlaget Øknom</p> <p>From <i>It’s My Business</i> – Ruth Flensted et al. Forlaget Øknom 2000</p> <p>Introduction sider 7-9</p> <p>Running into Big Trouble s.32-9</p> <p>Analysing Advertisements worksheet s.166</p> <p>Please Don’t Take My Air Jordans – text and: <a href="https://www.ted.com/talks/lemon_andersen_performs_please_don_t_take_my_air_jordans">https://www.ted.com/talks/lemon_andersen_performs_please_don_t_take_my_air_jordans</a></p> <p>Diverse adverts</p> <p><b>Modelling Work:</b></p> <p><a href="http://www.theguardian.com/commentisfree/cifamerica/2012/feb/13/ugly-truth-fashion-model-behavior">http://www.theguardian.com/commentisfree/cifamerica/2012/feb/13/ugly-truth-fashion-model-behavior</a></p> <p><a href="http://www.theguardian.com/commentisfree/2012/sep/10/fashion-models-protection-at-work">http://www.theguardian.com/commentisfree/2012/sep/10/fashion-models-protection-at-work</a></p> <p>Picture Me trailer (3 mins): <a href="https://www.youtube.com/watch?v=gBoTa1B7sjc">https://www.youtube.com/watch?v=gBoTa1B7sjc</a></p> <p>What models do to stay thin (4’35’’): <a href="https://www.youtube.com/watch?v=nKlmcvQP4fM">https://www.youtube.com/watch?v=nKlmcvQP4fM</a></p> <p>France bans ultra thin models (5’40’’): <a href="https://www.youtube.com/watch?v=lzfhbORaCMc">https://www.youtube.com/watch?v=lzfhbORaCMc</a></p> <p>The Cost of being a Male Model (6’19’’): <a href="https://www.youtube.com/watch?v=f1U66uhY7wM">https://www.youtube.com/watch?v=f1U66uhY7wM</a></p> <p><b>Fashion and Working Conditions:</b></p> <p>Bangladesh: “Would you still buy that dress after watching this?”</p>

	<p><a href="https://www.youtube.com/watch?v=t_mA9L1DSr8">https://www.youtube.com/watch?v=t_mA9L1DSr8</a></p> <p>Plus written resumé</p> <p>Anna Hirtenstein, Daniela Wei: The Greening of Throwaway Stuff (2018)</p> <p>And Argumentative Essay – Fast Fashion</p> <p>“The Mexican fans Ralph Lauren could do without” - Sarah Ditung - Guardian.co.uk, 30 May 2011</p> <p><a href="https://business.systime.dk/?id=135">https://business.systime.dk/?id=135</a></p> <p><b>Supplerende Materiale:</b></p>
<b>Omfang</b>	Ca. 10%
<b>Faglige mål/ særlige fokuspunkter</b>	<p>At eleverne:</p> <p>Introduceres til og øver et basalt merkantilt ordforråd.</p> <p>Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om merkantile emner).</p> <p>Afprøver en enkel reklameanalysemodel.</p> <p>Brug IT til at aflevere opgaver.</p>
<b>Arbejdsformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>Skrivning af argumentative essay og summary</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse, samt webcam aflevering.</p>

### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 3</b>	<b>Country Profile: The UK</b>
<b>Indhold</b>	<p>Ploughheld, Chris: Britain – Past and Present, <i>What's in a Name?</i> (Systime, 2008)</p> <p><b>UK introduction work:</b></p> <p><a href="https://kids.nationalgeographic.com/geography/countries/article/united-kingdom">https://kids.nationalgeographic.com/geography/countries/article/united-kingdom</a></p>

## **UK Music work:**

British Music Economy In Partial Recovery But Demands More Government Help: Forbes Magazin, 21. 09.2022

### Songs:

“Angels” – Robbie Williams  
“Photograph” – Ed Sheeran  
“As it was” – Harry Styles  
“Candle in the Wind” – Elton John  
“Cold Heart” – Elton John & Dua Lipa  
“In the Air tonight” – Phil Collins  
“Rolling in the deep” – Adele  
“Own it” – Stormzy  
“Patience” – Take That  
“Let it be” – The Beatles

## **UK school system**

The British System of Education on: [https://www.youtube.com/watch?v=I-d3L3F\\_ELo](https://www.youtube.com/watch?v=I-d3L3F_ELo)

Gordonstoun – one of the UK’s leading independent schools:  
<https://gordonstoun.org.uk/>

<https://whichschooladvisor.com/uk/school-review/gordonstoun>

<https://gordonstoun.org.uk/make-an-admission-enquiry>

The Crown. Season 2, Episode 9 “Paterfamilias”

The British Schools System:

Fra: What’s Up Britain, Ruth Flensted, Bente Sibbersen, Bodil Hess Toft, Gyldendal, 1. Udgave 2008:

‘The School Uniform Approach Works’ s. 19-93

[https://www.internationalstudent.com/study\\_uk/education\\_system/#:~:text=The%20education%20system%20in%20the,student%20is%2016%20years%20old.](https://www.internationalstudent.com/study_uk/education_system/#:~:text=The%20education%20system%20in%20the,student%20is%2016%20years%20old.)

And Argumentative Essay – What makes a good school?

## **British Companies**

Text: Harrods 'Ladies' Code' drives out sales assistant  
<https://business.systime.dk/?id=142>

Company Profile: Harrods

## **UK Politics**

### **The UK Electoral System 101**

<https://www.youtube.com/watch?v=IEtHdwNEfaI&t=38s>

### **Britain's political system explained**

<https://www.youtube.com/watch?v=Hkfc8J951Gw>

[www.parliament.uk](http://www.parliament.uk)

### **The British electoral system**

<https://www.youtube.com/watch?v=IEtHdwNEfaI>

### **What is the House of Commons?**

[https://www.youtube.com/watch?v=dS\\_SLF92e5A](https://www.youtube.com/watch?v=dS_SLF92e5A)

### **MPs behaving badly**

<https://www.youtube.com/watch?v=6xJlPO5jqE8>

## **The British Class System:**

Article: The seven social classes of 21st century Britain - where do you fit in?  
<http://www.telegraph.co.uk/news/uknews/12037247/the-seven-social-classes-of-21st-century-britain-where-do-you-fit-in.html>

British Class System Update

<https://www.youtube.com/watch?v=kN66jJWFGNk>

Melchett - Elite

<https://www.youtube.com/watch?v=IDQ1ljlnSjU>

Leadbetters – Established Middle Class

[https://www.youtube.com/watch?v=dGT1kt\\_j-8U](https://www.youtube.com/watch?v=dGT1kt_j-8U)

Joe Royle – Traditional Working class

<https://www.youtube.com/watch?v=HLRp-OCnDG8>

Monty Python – Upper Class stereotype

<http://www.youtube.com/watch?v=MqObJtGrKaA>

Film: This is England

Text: BBC News, *Under the skin*, April 12, 2007

### **Language**

One Woman, 17 British Accents – Anglophenia Ep 5

<https://www.youtube.com/watch?v=FyyT2jmVPAk>

Cockney Rhyming Slang:

[http://downloads.bbc.co.uk/worldservice/learningenglish/londonlife/scripts/londonlife\\_061115\\_rhyming.pdf](http://downloads.bbc.co.uk/worldservice/learningenglish/londonlife/scripts/londonlife_061115_rhyming.pdf)

[http://downloads.bbc.co.uk/worldservice/learningenglish/londonlife/audio/londonlife\\_061115\\_rhyming.mp3](http://downloads.bbc.co.uk/worldservice/learningenglish/londonlife/audio/londonlife_061115_rhyming.mp3)

### **Supplerende stof**

5 minute excerpt from the coronation – King Charles

<https://www.youtube.com/watch?v=HttKCUUsQhtI>



<b>Omfang</b>	Ca. 10%
<b>Faglige mål/ særlige fokuspunkter</b>	At eleverne introduceres for kulturteoretiske begreber. At eleverne kan referere konkret viden om The UK og kan iagttage og redegøre for sammenhængen mellem aktuelle forhold og landets historie i hovedtræk. Kan anvende viden om historiske, kulturelle og samfundsmæssige forhold i The UK til analyse og perspektivering af faglige tekster og nyhedsartikler.
<b>Arbejdsformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, individuelle/gruppefremlæggelser IT-baseret arbejde Hand-ins with Argumentative and Analytical Essays
<b>Titel 5</b>	<b>Sproglig Kommunikation/Text Analysis med fokus på Functional Grammar/Current Affairs</b>
	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Øvehæfte 3 Forlaget Sprogbøger, Gurli Hougaard m.fl. diverse øvelser.</li> <li>• Diverse ad hoc grammar exercises</li> <li>• Connectives</li> <li>• Presentation Exercise: <a href="http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/1opening.shtml">http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/1opening.shtml</a></li> </ul> <p><a href="http://www.Ordbog.com">www.Ordbog.com</a></p> <p>Hermann, Mette et al: Getting Started. <a href="https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1">https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1</a></p> <p>The English Handbook: <a href="https://theenglishhandbook.systeme.dk/">https://theenglishhandbook.systeme.dk/</a></p> <p>Skriftlig eksamen i engelsk-HHX: <a href="https://skriftligeksameniengelskhx.ibog.gyldendal.dk/">https://skriftligeksameniengelskhx.ibog.gyldendal.dk/</a></p> <p>Stilistiske figurer <a href="https://indisprogethx.systeme.dk/?id=200">https://indisprogethx.systeme.dk/?id=200</a></p> <p>Teacher PP – Analysing texts – Themes</p> <p>Årsprøve</p>

	<p>“Day Trippers” by Raman Mundair from 2015. From <i>Everyone Is Here – New Shapes of Diversity and Belonging in Britain</i>, Systime. (Edited version)</p> <p>Godkendte Hjælpemidler  <a href="https://engelskgrundgrammatik.systime.dk/index.php?id=148">https://engelskgrundgrammatik.systime.dk/index.php?id=148</a>  <a href="https://emmg.systime.dk/index.php?id=frontpage&amp;L=0">https://emmg.systime.dk/index.php?id=frontpage&amp;L=0</a>  <a href="https://theenglishhandbook.systime.dk/">https://theenglishhandbook.systime.dk/</a>  <a href="https://chambers.co.uk/">https://chambers.co.uk/</a>  Chambers has a synonym function  <a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a>  This also has a thesaurus  <a href="https://www.ordbogen.com/da/#/">https://www.ordbogen.com/da/#/</a></p>
<b>Omfang</b>	Løbende Fordybelsestid 4
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	At elevernes kan gøre rede for sproglige, grammatiske og kommunikative problemfelter. At eleverne kan anvende sproglig, grammatisk og kommunikativ viden både til analysen af tekster og i deres egen produktion af tekster/mundtlig produktion. At eleverne får introduceret kendskab til genrebegrebet og kan anvende dette i forbindelse med analysen af tekster og udformning af egne tekster. At eleverne kan udpege og vælge relevant sprogbrug i forskellige konkrete kommunikationssituationer.
<b>Produktformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde Hand-ins with Essays, Résumé, Blog,