

# Undervisningsbeskrivelse

## Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Aug 2017-juni 2019
<b>Institution</b>	Det Blå Gymnasium HHX-Tønder
<b>Uddannelse</b>	HHX
<b>Fag og niveau</b>	Engelsk A
<b>Lærer(e)</b>	Nick Porter
<b>Hold</b>	Engelsk A (2017hh1c) Engelsk A (2018hh2c)

## Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Culture (Grundforløb)
<b>Titel 2</b>	Fashion
<b>Titel 3</b>	Sproglig Kommunikation
<b>Titel 4</b>	Country Profile: The UK
<b>Titel 5</b>	Ecco/The International Class
<b>Titel 6</b>	Country Profile: The USA
<b>Titel 7</b>	Rhetoric
<b>Titel 8</b>	CSR
<b>Titel 9</b>	
<b>Titel 1</b>	Grundforløb – Cultural and language differences
<b>Inhold</b>	<ul style="list-style-type: none"> <li>• Cross-Cultural terms and Principles fra Flensted og Faabord, <i>Get Ready to Communicate, Your Basic Tools</i>, Systime 1997</li> <li>An Introduction to Culture: Ewa Schlünssen, 2011, Forlaget Øknom, ss. 7-8, 11-15, 18-19</li> </ul> <p>Diverse exercises relating to comparison of UK and USA values            Gestures Around the World:  <a href="https://www.youtube.com/watch?v=fa_GCK-Czqs">https://www.youtube.com/watch?v=fa_GCK-Czqs</a></p> <p>Diverse exercises relating to Global English/English as Lingua Franca</p>

<b>Omfang</b>	9*2 lektioner
<b>Produktformer</b>	Mundtlige fremlæggelse, skriftlige øvelser, gruppearbejde, pararbejde, ind. arbejde
<b>Studiekompeterer</b> <b>Overfaglige mål</b>	At eleverne fokuserer på engelsk sprogbrug og kulturmæssige forhold indenfor et internationalt miljø. Brug af IT i undervisning – Padlets, Internettet mmm.

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

[Retur til forside](#)

<b>Titel 2</b>	Fashion
<b>Indhold</b>	<p><b>Kernestof:</b></p> <p><i>Fashion</i> 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  Running into Big Trouble s.32-9  Analysing Advertisements worksheet s.166  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>Top model exposes sordid side of fashion:  <a href="http://www.guardian.co.uk/lifeandstyle/2009/jun/07/sara-ziff-model-picture-me">http://www.guardian.co.uk/lifeandstyle/2009/jun/07/sara-ziff-model-picture-me</a></p> <p>Videos:  Picture Me Trailer  Do all models make a lot of money?  Do models start too young?  Are models really too thin?  <a href="http://vids.myspace.com/index.cfm?fuseaction=vids.channel&amp;channelid=458975396">http://vids.myspace.com/index.cfm?fuseaction=vids.channel&amp;channelid=458975396</a></p> <p>Bangladesh: Would you still buy that dress after watching this  <a href="https://www.youtube.com/watch?v=t_mA9L1DSr8">https://www.youtube.com/watch?v=t_mA9L1DSr8</a></p>
<b>Omfang</b>	Uge 44-51
<b>Studiekompetencer</b> <b>Overfaglige Mål</b>	<p>. At eleverne:  Introduceres til og øver et basalt merkantilt ordforråd.  Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om merkantile emner).  Afprøver en enkel reklameanalysemodel.</p>

	Brug IT til at aflevere opgaver.
<b>Produktformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>Skrivning af Manuscript</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse, samt webcam aflevering.</p>

[Retur til forside](#)

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

[Retur til forside](#)

<b>Titel 3</b>	Sproglig Kommunikation
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• Screening</li> <li>• Øvehæfte 3 Forlaget Sprogboeger, Gurli Hougaard m.fl. diverse øvelser.</li> <li>• Diverse ad hoc grammar exercises</li> <li>• Connectives</li> <li>• Minlæring</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>British Accents Video <a href="http://www.bbcamerica.com/anglophenia/2014/06/watch-one-woman-17-british-accents/">http://www.bbcamerica.com/anglophenia/2014/06/watch-one-woman-17-british-accents/</a></p> <p>History of English: <a href="https://www.youtube.com/watch?v=H3r9bOkYW9s">https://www.youtube.com/watch?v=H3r9bOkYW9s</a></p> <p>British vs. American Slang: <a href="https://www.youtube.com/watch?v=orPN3CupkkE">https://www.youtube.com/watch?v=orPN3CupkkE</a></p> <p>Cockney Rhyming Slang <a href="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</a> <a href="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</a></p> <p>Anglophenia – How to Speak British <a href="https://www.youtube.com/watch?v=orPN3CupkkE">https://www.youtube.com/watch?v=orPN3CupkkE</a></p> <p>How to write an Abstract Text analysis – introduction to terms and methods</p>

	<p>Tekstanalyse: One Christmas – Truman Capote and Blog exercise</p> <p>Day Trippers - Raman Mundair - Terminsprøve</p> <p>Diverse language/conversational exercises English vs American English Everyday Phrases 2017/2018 Presentation</p> <p>Yankees Guess Southern Slang <a href="https://www.youtube.com/watch?v=4-4Ii5opA">https://www.youtube.com/watch?v=4-4Ii5opA</a> How to Speak Southern <a href="https://www.youtube.com/watch?v=yhLBXjwFuqo">https://www.youtube.com/watch?v=yhLBXjwFuqo</a></p> <p>BBC Character analysis <a href="http://www.bbc.co.uk/bitesize/ks3/english/reading/character/revision/6/">http://www.bbc.co.uk/bitesize/ks3/english/reading/character/revision/6/</a></p> <p>Business Correspondence: How to write a business letter/email: Diverse exercises finishing with production of email and letter Business Correspondence: <ul style="list-style-type: none"> <li>• Email English, Paul Emmerson, Macmillan, 2000: Formal or informal?, s.8-9.</li> <li>• Models of Correspondance, Tool Time, s. 156-7 It's My Business, Ruth Flensted m. fl. Forlaget Øknom 2000</li> <li>• Følgende emner taget fra hæftet: Engelske Breve, engelsk korrespondance for Handelsskolen, Niveau B, Gurli Hougaard m.fl. Forlaget Sprogbøger, 2000: <ul style="list-style-type: none"> <li>• Forespørgsler</li> <li>• Tilbud</li> <li>• Ordre</li> </ul> </li> </ul> </p>
<b>Omfang</b>	Løbende
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	<p>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.</p>

<b>Produktformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde Hand-ins with Essays, Résumé, Blog,</p>
<b>Titel 4</b>	Country Profile: The UK
<b>Indhold</b>	<p><b>Kernestof:</b></p> <p>UK History:</p> <p><a href="https://www.youtube.com/watch?v=Q7Aq50-fuZg">https://www.youtube.com/watch?v=Q7Aq50-fuZg</a></p> <p>Fra: What's Up Britain, Ruth Flensted, Bente Sibbersen, Bodil Hess Toft, Gyldendal, 1. Udgave 2008: s. 9-13 -Britain – a 'Disunited' Kingdom?. s. 186-193 Education s. 19-22 Teens Talking</p> <p>The North South Divide: Alan Tichmarsh - The North South Divide, 14th Oct 2009 - <a href="http://www.youtube.com/watch?v=jhS9IIUEdml">http://www.youtube.com/watch?v=jhS9IIUEdml</a></p> <p>Video and questions</p> <p>The British Schools System: What's up Britain including 'The School Uniform Approach Works' s. 186-93 British Schools Explained: <a href="https://www.youtube.com/watch?v=osY8Ynk7DOM">https://www.youtube.com/watch?v=osY8Ynk7DOM</a></p> <p><i>Eton Style</i></p>

<https://www.youtube.com/watch?v=9FtZkVRkusQ>

*Educating Essex*

*First 15 minutes*

<https://www.youtube.com/watch?v=4bsI-73uASo>

The British Class System:

[3 classes first 2 minutes](#)

<https://www.youtube.com/watch?v=K2k1iRD2f-c>

Monty Python – Upper Class stereotype

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

Seven social classes video

<http://www.youtube.com/watch?v=5QWmi3WRT6o>

Article:

<http://www.theguardian.com/society/2013/apr/03/great-british-class-survey-seven>

Test:

<http://www.bbc.com/news/magazine-22000973>

Melchett

<https://www.youtube.com/watch?v=IDQ1jlnSjU>

Leadbetters

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

Joe Royle

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

The UK Political System:

How the general election works in nearly 60 seconds

<https://www.youtube.com/watch?v=-rvPHZ8h538>

What is the House of Commons?

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

*What is the House of Lords*

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

[U0LhurGWoc&index=6&list=PLj3mInRjQIekjVukGZ0Bqtlf91g4DF1lw](https://www.youtube.com/watch?v=-U0LhurGWoc&index=6&list=PLj3mInRjQIekjVukGZ0Bqtlf91g4DF1lw)

Why U.K.'s Theresa May Called a Snap Election?

<https://www.youtube.com/watch?v=8Mp31J0CJxg>

*Chamber guide*

<http://www.parliament.uk/about/podcasts/theworkofparliament/house-of-commons-chamber-film/guide-to-the-chamber/>

*PM Question time*

<https://www.youtube.com/watch?v=qjVpCXoSpfE>  
5'41"

British Entrepreneurship:

Whats up Britain s. 38-9 New Generation of empire building young Brits

DRAGONS' DENS

Waterbuoy,

[https://www.youtube.com/watch?v=ddr\\_6GJrAzE](https://www.youtube.com/watch?v=ddr_6GJrAzE)

Reggae Reggae Sauce

[https://www.youtube.com/watch?v=MscHxe3-](https://www.youtube.com/watch?v=MscHxe3-DEs&index=4&list=PLIAo6LLwd7NsCh63vnx5ZzXSMo7N2zFVq)

[DEs&index=4&list=PLIAo6LLwd7NsCh63vnx5ZzXSMo7N2zFVq](https://www.youtube.com/watch?v=MscHxe3-DEs&index=4&list=PLIAo6LLwd7NsCh63vnx5ZzXSMo7N2zFVq)

Ling's Cars

<https://www.lingscars.com/dragons-den>

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>

British Immigration

Film: East is East

Background Information about the British Empire with focus on India/Pakistan and Push/Pull factors

Video – Our Jamaican Problem

<https://www.youtube.com/watch?v=A2VyKtfByXk>

Second Generasians: What's Up Britain? S.135-7

**Film: This is England, 2006, Shane Meadows**

**Supplerende stof:**

Doctor Who: Blink, 2007

Famous People presentations

A quick guide to British Sports and Media:

Diverse videos about Rugby, Cricket, Netball, Graham Norton, Coronation Street,



	<p>Eastenders, Eddie Izzard, Frankie Boyle</p> <p>Monty Python: Four Yorkshiremen</p> <p>The Inbetweeners episode 1</p> <p>Cockney Rhyming Slang  <a href="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</a>  <a href="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</a></p> <p>Anglophenia – How to Speak British  <a href="https://www.youtube.com/watch?v=orPN3CupkkE">https://www.youtube.com/watch?v=orPN3CupkkE</a></p> <p>British Accents Video  <a href="http://www.bbcamerica.com/anglophenia/2014/06/watch-one-woman-17-british-accents/">http://www.bbcamerica.com/anglophenia/2014/06/watch-one-woman-17-british-accents/</a></p> <p>Anglophenia – British Christmas  <a href="https://www.youtube.com/watch?v=v2W3QR9WXdA">https://www.youtube.com/watch?v=v2W3QR9WXdA</a></p> <p>Trump Christmas Message  <a href="https://www.youtube.com/watch?v=2m2HLU5uVwg">https://www.youtube.com/watch?v=2m2HLU5uVwg</a></p> <p>Obama Christmas Message  <a href="https://www.youtube.com/watch?v=oGhFX0NGWvU">https://www.youtube.com/watch?v=oGhFX0NGWvU</a></p>
<b>Omfang</b>	Uge 6-20
<b>Studiekompetencer Overfaglige mål</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>Produktformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde Hand-ins with Essays, Résumé, Blog,
<b>Titel 5</b>	Ecco/The International Class
<b>Indhold</b>	Ecco: branding and advertising  <i>AIDA Model</i>  <a href="http://changingminds.org/disciplines/sales/methods/aida.htm">http://changingminds.org/disciplines/sales/methods/aida.htm</a>

	<p><a href="https://www.gsb.stanford.edu/insights/when-does-culture-matter-marketing">https://www.gsb.stanford.edu/insights/when-does-culture-matter-marketing</a> (Related to the universal, collective and individual programmes)</p> <p><a href="http://www.learnenglish.de/mistakes/HorrorMistakes.html">http://www.learnenglish.de/mistakes/HorrorMistakes.html</a></p> <p>Analysis of diverse Ecco adverts – focus on cultural awareness</p> <p>Diverse Ecco lectures in English</p> <p>Presentations in English at Ecco – report on visit to Hamburg</p> <p>Interviews with Ecco Trainees</p>
<b>Omfang</b>	Løbende
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	At eleverne fokuserer på engelsk sprogbrug og kulturmæssige forhold indenfor et internationalt miljø med fokus på tilknytning til en bestemt virksomhed (ECCO) og praktisk forbrug af engelsk indenfor forretningsmæssige situationer..
<b>Produktformer</b>	Virksomhedsbesøg, ECCO camp, fremlæggelser, gruppearbejde
<b>Titel 6</b>	Country Profile: The USA
<b>Indhold</b>	<p>Star Spangled Banner: Jimmy Hendrix, live Woodstock <a href="http://www.youtube.com/watch?v=RIoyZFzL8rM">http://www.youtube.com/watch?v=RIoyZFzL8rM</a></p> <p>Mariah Carey <a href="http://www.youtube.com/watch?v=Stkup89ArUo">http://www.youtube.com/watch?v=Stkup89ArUo</a></p> <p>Expansion of the USA: <a href="https://www.youtube.com/watch?v=rwGRheUQMY8">https://www.youtube.com/watch?v=rwGRheUQMY8</a></p> <p>History of America: <a href="https://www.youtube.com/watch?v=FtrWvkCzUOQ">https://www.youtube.com/watch?v=FtrWvkCzUOQ</a></p> <p>Country Facts: <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/us.html">https://www.cia.gov/library/publications/the-world-factbook/geos/us.html</a></p> <p>USA states match game: <a href="http://www.kidsgeo.com/geography-games/united-states-america-map-game.php">http://www.kidsgeo.com/geography-games/united-states-america-map-game.php</a></p> <p>USA Kompendium: Understanding Americans, adapted from America In Close-Up. (<i>Erkhard Fiedler, Reimer Jansen &amp; Mil Norman-Risch (1996): America in Close-up (Longman)</i>)</p> <p>The American Political System Happy Birthday – July 4<sup>th</sup></p> <p>The American Dream: Arnold Schwarzenegger link: <a href="http://m.youtube.com/watch?feature=youtu.be&amp;v=tjO3BUhZBi4">http://m.youtube.com/watch?feature=youtu.be&amp;v=tjO3BUhZBi4</a></p>

Arnold Schwarzenegger text

Immigration:

Adult Worlds Textbook, Geirr Dahl et al, Dansk bearbejdelse Anne Gregersen

Munksgaard 1998:

The Making of a Nation pages 148-153

Film – Crossing Over – Wayne Kramer, 2009

Capital Punishment in the USA

<https://constitutioncenter.org/blog/on-this-day-supreme-court-temporarily-finds-death-penalty-unconstitutional>

<https://www.thesun.co.uk/news/2585888/death-penalty-us-states-lethal-injection>

<https://www.theguardian.com/us-news/2017/feb/15/arizona-death-penalty-bring-your-own-lethal-injection-drugs>

**Racism:**

Intro to background re. racism, including Jim Crow laws

Crash Course: The Civil War

<https://www.youtube.com/watch?v=rY9zHNOjGrs>

Martin Luther King and Revonda – group work

YouTube excerpt from 'I have a dream' speech

The speech from 12 minutes

<https://www.youtube.com/watch?v=I47Y6VHc3Ms>

Inside the KKK

<http://www.dailymail.co.uk/news/article-3164954/Inside-KKK-Chilling-images-reveal-white-supremacists-carrying-cross-burnings-sacred-rituals-margins-society-U-S.html>

Panther Power: Tupac Shakur 1988 – video and lyrics

Film:

Mississippi Burning, Director Alan Parker, 1988

**Guns in the USA Work**

Drop Your Guns: Sean Stannard-Friel from Spectrum Magazine

Guns for Sale

<https://www.youtube.com/watch?v=RNEsejYvU4w>

	<p>Virginia Gun Show  <a href="https://www.youtube.com/watch?v=hZzbQx07rHY">https://www.youtube.com/watch?v=hZzbQx07rHY</a></p> <p><a href="http://www.guardian.co.uk/world/2005/mar/24/usgunviolence.usa?INTCMP=SRCH">http://www.guardian.co.uk/world/2005/mar/24/usgunviolence.usa?INTCMP=SRCH</a></p> <p>US/UK Gun laws  <a href="https://www.thesun.co.uk/news/4593169/gun-laws-uk-different-america-us-carry-public-concealed-weapon-trump-shootings/">https://www.thesun.co.uk/news/4593169/gun-laws-uk-different-america-us-carry-public-concealed-weapon-trump-shootings/</a></p> <p><a href="https://www.forbes.com/sites/paulhsieh/2018/03/20/any-study-of-gun-violence-should-include-how-guns-save-lives/#69b578165edc">https://www.forbes.com/sites/paulhsieh/2018/03/20/any-study-of-gun-violence-should-include-how-guns-save-lives/#69b578165edc</a></p> <p><i>Backpacks and guns</i>  <a href="http://www.youtube.com/watch?v=Mj9Pb9sldCs">http://www.youtube.com/watch?v=Mj9Pb9sldCs</a></p> <p><a href="http://myholysmoke.com">http://myholysmoke.com</a></p> <p><i>What's it like inside a school shooting drill?</i>  <a href="https://www.youtube.com/watch?v=aRHcbJ9DHEg">https://www.youtube.com/watch?v=aRHcbJ9DHEg</a></p> <p><b>USA Business</b>  Presentation of business leaders</p>
<b>Omfang</b>	Sep 2018- Marts 2019
<b>Produktformer</b>	Written products; Essays, manuscripts, Oral products: Individual and group presentations, debates
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	<p>Eleverne skal inden for de overordnede mål kunne producere viden om praktisk-teoretiske problemstillinger – brug fagets metoder og kunne skabe sammenhæng i faglig viden inden for det enkelte fag og mellem fagene – vurdere teoriens værdigrundlag og anvendelighed som redskab for analyse af virkelighedsnære forhold – anvende fagligt relevante studiemetoder – anvende forskellige arbejdsformer selvstændigt og produktivt – anvende it på en selvstændig måde til løsning af forskelligartede problemstillinger i fagene og i samspillet mellem fagene, herunder videreudvikle deres evne til kritisk søgning af informationer</p> <p>At eleverne kan referere konkret viden om The USA 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 USA til analyse og perspektivering af faglige tekster og nyhedsartikler.</p>

<b>Titel 7</b>	Rhetoric
<b>Indhold</b>	<p>Obama Gun Control Speech:  <a href="https://www.youtube.com/watch?v=H2vgOWklJcY">https://www.youtube.com/watch?v=H2vgOWklJcY</a></p> <p>Annotated Udgave:  <a href="https://www.washingtonpost.com/news/the-fix/wp/2016/01/05/president-obamas-amazingly-emotional-speech-on-gun-control-annotated/">https://www.washingtonpost.com/news/the-fix/wp/2016/01/05/president-obamas-amazingly-emotional-speech-on-gun-control-annotated/</a></p> <p>Rhetorical Analysis:  <i>Want to Know How to Handle All of These?:</i>  <a href="http://news.bbc.co.uk/2/hi/uk_news/magazine/8128271.stm">http://news.bbc.co.uk/2/hi/uk_news/magazine/8128271.stm</a></p> <p><i>Litotes:</i>  <a href="http://www.theguardian.com/media/mind-your-language/2015/mar/26/litotes-the-most-common-rhetorical-device-youve-never-heard-of">http://www.theguardian.com/media/mind-your-language/2015/mar/26/litotes-the-most-common-rhetorical-device-youve-never-heard-of</a></p> <p>Why Rhetoric?  <a href="http://www.britishpoliticalspeech.org/why-rhetoric.htm">http://www.britishpoliticalspeech.org/why-rhetoric.htm</a></p>
<b>Omfang</b>	5*2 lektioner
<b>Produktformer</b>	Written rhetorical analysis of speech and oral presentation of speech analysis
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	<p>Eleverne skal inden for de overordnede mål kunne kombinere fag for at producere viden om praktisk-teoretiske problemstillinger – kombinere fagenes metoder og kunne skabe sammenhæng i faglig viden inden for det enkelte fag og mellem fagene – vurdere teoriens værdigrundlag og anvendelighed som redskab for analyse af virkelighedsnære forhold – anvende fagligt relevante studiemetoder – anvende forskellige arbejdsformer selvstændigt og produktivt – anvende it på en selvstændig måde til løsning af forskelligartede problemstillinger i fagene og i samspillet mellem fagene, herunder videreudvikle deres evne til kritisk søgning af informationer</p> <p>Teori bag retorik, evne til at foretage en retorisk analyse af tekster, herunder non-fiction tekster cf: den skriftlige eksamen på 3. år</p>
<b>Titel 8</b>	CSR
<b>Indhold</b>	<p>Zara and H&amp;M back in-store recycling to tackle throw-away culture. <a href="http://theguardian.com">theguardian.com</a>, 26 May 2017.  Copyright Guardian News &amp; Media Ltd 2017. Hannah Gould:</p> <p><a href="https://www.theguardian.com/sustainable-business/2017/may/26/zara-hm-step-up-instore-recycling-tackle-throwaway-culture">https://www.theguardian.com/sustainable-business/2017/may/26/zara-hm-step-up-instore-recycling-tackle-throwaway-culture</a></p> <p>Source: <a href="https://ccc.systeme.dk/index.php?id=187">https://ccc.systeme.dk/index.php?id=187</a>  Company, Culture, Communication. Systeme, Gitte Jæger Nielsen.</p> <p>1. Pre-reading activity 1</p>

	<ul style="list-style-type: none"> <li>2. Pre-reading activity 2</li> <li>3. Comprehension questions</li> <li>4. 'Discuss CSR'</li> </ul>
<b>Omfang</b>	4*2 lektioner
<b>Produktformer</b>	Gruppefremlæggelser
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	<p>Eleverne skal inden for de overordnede mål kunne producere viden om praktisk-teoretiske problemstillinger –vurdere teoriens værdigrundlag og anvendelighed som redskab for analyse af virkelighedsnære forhold – anvende fagligt relevante studiemetoder – anvende forskellige arbejdsformer selvstændigt og produktivt – anvende it på en selvstændig måde til løsning af forskelligartede problemstillinger, herunder videreudvikle deres evne til kritisk søgning af informationer</p> <p><i>Fokus på CSR og Retailing i UK/USA</i></p>

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