

## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Aug 2020-juni 2023
<b>Institution</b>	EUC Syd, Det Blå Gymnasium Tønder
<b>Uddannelse</b>	HTX
<b>Fag og niveau</b>	Engelsk B
<b>Lærer(e)</b>	Nick Porter
<b>Hold</b>	Engelsk B (2020HTX1) (2021HTX2) (2022HTX3)

### Oversigt over gennemførte undervisningsforløb

<b>Engelsk B</b>	
<b>Titel 1</b>	Culture - Cultural and language differences
<b>Titel 2</b>	Surveillance/Ethics in Communication/Rhetoric – in connection with SO1
<b>Titel 3</b>	Sproglig Kommunikation/Text Analysis
<b>Titel 4</b>	<b>The USA (Muligt emne til eksamen)</b>
<b>Titel 5</b>	<b>Science Fiction (Muligt emne til eksamen)</b>
<b>Titel 6</b>	<b>The UK (Muligt emne til eksamen)</b>
<b>Titel 7</b>	<b>Horror (Muligt emne til eksamen)</b>
<b>Engelsk A</b>	
<b>Titel 1</b>	<b>UK/USA Business</b>
<b>Titel 2</b>	<b>The Colonies - Globalisation and Sport – Australia and India (Muligt emne til eksamen)</b>
<b>Titel 3</b>	The Great Gatsby
<b>Titel 4</b>	<b>Revision – Reality – watching society and Reality TV (Muligt emne til eksamen)</b>
<b>Titel 5</b>	Sproglig Kommunikation/Text Analysis
<b>Titel 1</b>	Culture – Cultural and language differences

<b>Inhold</b>	<p>Kernestof:</p> <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> </ul> <p>An Introduction to Culture: Ewa Schlünssen, 2011, Forlaget Øknom, ss. 7-8, 11-15, 18-19</p> <p><a href="https://www.hofstede-insights.com/country-comparison/">https://www.hofstede-insights.com/country-comparison/</a></p> <p>Diverse exercises relating to comparison of UK and USA values</p> <p>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>	<p>4*2 lektioner (lektioner=45 minutter) 11 sider</p>
<b>Produktformer</b>	<p>Mundtlige fremlæggelse, skriftlige øvelser, gruppearbejde, pararbejde, ind. Arbejde</p> <p>FORDYBELSESTID 3 timer</p>
<b>Studiekompetencer Overfaglige mål</b>	<p>At eleverne fokuserer på engelsk sprogbrug og kulturmæssige forhold indenfor et internationalt miljø. Brug af IT i undervisning – Padlets, Internettet mmm.</p>

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

[Retur til forside](#)

<b>Titel 2</b>	Surveillance/Ethics in Communication/Rhetoric – in connection with SO1
<b>Indhold</b>	<p><b>Kernestof:</b>  From World in Motion:Tambjerg Ravn and Østergaard-Nielsen, Systime 2004  ss. 32-6 Keeping 1984 in the Past</p> <p>Novel Excerpts:  Diverse short excerpts from <b>1984</b>, George Orwell</p> <p>Film: 1984, 1984, Michael Radford</p> <p>What Aristotle can teach us about Trump’s Rhetoric:  <a href="https://theconversation.com/what-aristotle-can-teach-us-about-trumps-rhetoric-107761">https://theconversation.com/what-aristotle-can-teach-us-about-trumps-rhetoric-107761</a></p> <p>Guidelines for ethical communication  <a href="https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/guidelines-for-ethical-communication/">https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/guidelines-for-ethical-communication/</a></p> <p>Why Donald Trump’s words work.....  <a href="https://theconversation.com/why-donald-trumps-words-work-and-what-to-do-about-it-147255">https://theconversation.com/why-donald-trumps-words-work-and-what-to-do-about-it-147255</a></p> <p>How Trump impacts harmful Twitter speech  <a href="https://www.brookings.edu/techstream/how-trump-impacts-harmful-twitter-speech-a-case-study-in-three-tweets/">https://www.brookings.edu/techstream/how-trump-impacts-harmful-twitter-speech-a-case-study-in-three-tweets/</a></p> <p>After Trump, a struggle for shared truth  <a href="https://argylepr.com/insight-and-inspiration/after-trump-a-struggle-for-shared-truth/">https://argylepr.com/insight-and-inspiration/after-trump-a-struggle-for-shared-truth/</a></p> <p>The 4 principles of President Trump’s deceptive but effective communication  <a href="https://www.forbes.com/sites/victorlipman/2018/06/15/the-4-principles-of-president-trumps-deceptive-but-effective-communication/">https://www.forbes.com/sites/victorlipman/2018/06/15/the-4-principles-of-president-trumps-deceptive-but-effective-communication/</a></p> <p>Transmission model of communication  <a href="https://open.lib.umn.edu/communication/chapter/1-2-the-communication-process/#:~:text=The%20transmission%20model%20of%20communication%20describes%20communication%20as%20a%20one,by%20environmental%20or%20semantic%20noise.">https://open.lib.umn.edu/communication/chapter/1-2-the-communication-process/#:~:text=The%20transmission%20model%20of%20communication%20describes%20communication%20as%20a%20one,by%20environmental%20or%20semantic%20noise.</a></p>

	<p><b>Introduction to rhetoric</b></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> <p>Overview of linguistic devices</p> <p>Overview of Rhetorical Terms: Logos, Ethos, Pathos:</p> <p>From: <a href="http://www.public.asu.edu/~macalla/logosethospathos.html">http://www.public.asu.edu/~macalla/logosethospathos.html</a> and [Ramage, John D. and John C. Bean. Writing Arguments. 4th Edition. Needham Heights, MA: Allyn &amp; Bacon, 1998, 81-82.] <a href="http://www.u.arizona.edu/ic/polis/courses021/ENGL_102-78/EthosPathosLogos">http://www.u.arizona.edu/ic/polis/courses021/ENGL_102-78/EthosPathosLogos</a></p>
<b>Omfang</b>	9*90 minutter 42 sider
<b>Studiekompetencer</b> <b>Overfaglige Mål</b>	<p>. At eleverne:</p> <p>Introduceres til og øver et teknisk ordforråd.</p> <p>Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om tekniske emner).</p> <p>Kan iagttage og redegøre for sammenhængen mellem aktuelle og historiske forhold indenfor overvågning/etik i kommunikation, både tekniske og samfundsmæssige.</p> <p>Teori bag retorik, evne til at foretage en retorisk analyse af tekster, herunder non-fiction tekster</p>
<b>Produktformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse.</p> <p>Skriftlige afleveringer</p>

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

[Retur til forside](#)

<b>Titel 3</b>	Sproglig Kommunikation/Text Analysis
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• Screening</li> <li>• Henry Ford and the Automobile, Ewa Schlunssen, from All Eggs in One Basket 1<sup>st</sup> Edition Forlaget Økonom</li> <li>• Fejlstøvsugeren, Musagetes New Materials, Jens Bøgh og Jørgen Hovgaard: Kongruens m.fl.</li> <li>• Diverse ad hoc grammar exercises – Functional Grammar</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>Capitalisation: <a href="https://www.grammarly.com/blog/capitalization-rules/?utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=search3blogdsa&amp;utm_targetid=aud-834333299656:dsa-932134896141&amp;gclid=Cj0KCQjwv7L6BRDxARIsAGj-34ppLASErNGoKexdBZM5HaTh0XUrJoUn3TrHwNTP-CyrQxATsVs2XoEaApsMEALw_wcB">https://www.grammarly.com/blog/capitalization-rules/?utm_source=google&amp;utm_medium=cpc&amp;utm_campaign=search3blogdsa&amp;utm_targetid=aud-834333299656:dsa-932134896141&amp;gclid=Cj0KCQjwv7L6BRDxARIsAGj-34ppLASErNGoKexdBZM5HaTh0XUrJoUn3TrHwNTP-CyrQxATsVs2XoEaApsMEALw_wcB</a> and this quiz <a href="http://esl.fis.edu/grammar/satz/capital1.htm">http://esl.fis.edu/grammar/satz/capital1.htm</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>Hermeneutic Spiral Diverse grammar exercises: <a href="https://engelskgrundgrammatik.systeme.dk/index.php?id=148">https://engelskgrundgrammatik.systeme.dk/index.php?id=148</a> <a href="https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0">https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0</a></p> <p>English vs American English <i>Laura Cleary</i> <a href="https://www.facebook.com/laura.clery/videos/2284608438466759/">https://www.facebook.com/laura.clery/videos/2284608438466759/</a></p> <p>Essex Accents <a href="https://www.youtube.com/watch?v=TbUSLOWbK4A">https://www.youtube.com/watch?v=TbUSLOWbK4A</a></p> <p>English as Lingua Franca</p>

	<p>English as lingua franca  <a href="https://theenglishhandbook.systeme.dk/?id=166">https://theenglishhandbook.systeme.dk/?id=166</a>          Why are the Dutch so good at English  <a href="https://www.youtube.com/watch?v=RqiOPzlkZ_U">https://www.youtube.com/watch?v=RqiOPzlkZ_U</a></p> <p>Text analysis – introduction to terms and methods          Teacher PP          Rhetorical Pentagram</p> <p>Genre recognition, written work and text analysis – several pages  <a href="https://theenglishhandbook.systeme.dk/?id=236">https://theenglishhandbook.systeme.dk/?id=236</a></p> <p>Rhetoric (in connection with SO1 – se forløb)</p> <p>Text analysis – Survival Syndrome, Liz Jensen (in connection with S02)</p> <p>Text Analysis – The Hill We Climb – Amanda Gorman, 2021, lines 1-62</p> <p>Terminsprøve – HTX B Dec 2021 – Trans-Gender Athletes          Terminsprøve HTX B May 2020 Facial Recognition          Terminsprøve HTX B May 2021 Mosquitos</p> <p>8 out of 10 cats  <a href="https://www.youtube.com/watch?v=4hrH3DQplR0">https://www.youtube.com/watch?v=4hrH3DQplR0</a></p> <p>Hjælpe midler  <a href="https://engelskgrundgrammatik.systeme.dk/index.php?id=148">https://engelskgrundgrammatik.systeme.dk/index.php?id=148</a>  <a href="https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0">https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0</a>  <a href="https://theenglishhandbook.systeme.dk/?id=236">https://theenglishhandbook.systeme.dk/?id=236</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 – ca. 36 lektioner 35 sider Fordybelsestid 15 timer
<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>Produkt-former</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde Hand-ins with Essays, Résumé,</p>
<b>Titel 4</b>	<b>The USA</b>
<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> USA states match game: <a href="https://online.seterra.com/en/vgp/3003">https://online.seterra.com/en/vgp/3003</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> <p>Immigration: Adult Worlds Textbook, Geirr Dahl et al, Dansk bearbejdelse Anne Gregersen Munksgaard1998: The Making of a Nation pages 148-153</p> <p><u>The Immigration History of the United States</u> <a href="https://www.youtube.com/watch?v=IBJcqxI7kas">https://www.youtube.com/watch?v=IBJcqxI7kas</a></p> <p>Elk Horn <a href="https://www.youtube.com/watch?v=zImaDfm-IJQ">https://www.youtube.com/watch?v=zImaDfm-IJQ</a></p> <p>Film: Crossing Over, Wayne Cramer, 2009</p>

### Politics/Current Affairs

Diverse news clips from the Presidential Election and Inauguration

The Assault on Capitol Hill

<https://www.usnews.com/news/politics/articles/2021-01-06/transcript-trump-sees-special-people-biden-sees-extremists>

<https://www.nytimes.com/2021/01/06/us/politics/trump-speech-capitol.html>

### **Racism:**

Intro to background re. racism, including Jim Crow laws

Read the Wikipedia introduction down to the 'Contents' box.

[https://en.wikipedia.org/wiki/American\\_Civil\\_War](https://en.wikipedia.org/wiki/American_Civil_War)

American Civil War:

<https://www.youtube.com/watch?v=YvWvhlDEnG4>

Martin Luther King and Revonda – group work

### The Ku Klux Klan

A Brief History of the KKK – BBC Three

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

KKK Then and Now National Geographic

<https://www.youtube.com/watch?v=5CTG58jIINA>

Inside the KKK. Meeting the Imperial Wizard

<https://www.youtube.com/watch?v=HFwOF9VTvhA>

Film: Mississippi Burning, 1988, Alan Parker

Black Lives Matter explained: The history of a movement

<https://www.youtube.com/watch?v=YG8GjLbbvs>

### Argumentative Essay:

What caused the Ferguson riot exists in so many other cities, too

Udgivet af The Washington Post

Walking while black: Michael Brown, black men and white police officers

Udgivet af The St. Louis American

### **Guns in the USA Work**



	<p>Drop Your Guns: Sean Stannard-Friel from Spectrum Magazine</p> <p>Virginia Gun Show <a href="https://www.youtube.com/watch?v=hZzbQx07rHY">https://www.youtube.com/watch?v=hZzbQx07rHY</a></p> <p>My Holy Smoke <a href="http://myholysmoke.com">http://myholysmoke.com</a></p> <p><b><u>Argumentative Essay</u></b></p> <p>Weapons of Death – Gun Control in America.... The Sun, 5 Aug 2019, By Holly Christodoulou and Ellie Cambridge <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>Any Study of Gun Violence.... <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>America’s Gun Culture in Charts BBC 5 Aug 2019 <a href="https://www.bbc.com/news/world-us-canada-41488081">https://www.bbc.com/news/world-us-canada-41488081</a></p> <p>Guns for Sale – Inside an American Gun Show <a href="https://www.youtube.com/watch?v=RNEseJYvU4w">https://www.youtube.com/watch?v=RNEseJYvU4w</a></p> <p>Presentation – American Inventors and guns</p>
<b>Omfang</b>	30*2 lektioner - 101 sider Fordybelsestid 13 timer
<b>Produkt-former</b>	Written products; Argumentative essay, summary, 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 5</b>	Science Fiction
<b>Indhold</b>	<p>Kernestof:</p> <p><b>Introduction to Sci-fi - edited</b>  <a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a></p> <p>The Future:  <a href="http://www.bbc.com/future/story/20130102-tomorrows-world">http://www.bbc.com/future/story/20130102-tomorrows-world</a>  <a href="http://www.bbc.com/future/story/20140105-timeline-of-the-far-future">http://www.bbc.com/future/story/20140105-timeline-of-the-far-future</a></p> <p>All below from : High Tech – High Hope or High Risk, Kierkegaard og Ran-da, System 1987</p> <p>A Look at the Home in 1992; Marc Frons  Supertoys Last All Summer, Brian Aldiss  True Love, Isaac Asimov  A Visit to a Family in the Automated House, Kurt Vonnegut  The Machine Stops, E.M. Forster – excerpt</p> <p>Articles:  The Machine Stops.....  <a href="https://www.bbc.com/news/entertainment-arts-36289890">https://www.bbc.com/news/entertainment-arts-36289890</a></p> <p>Quarantine reading.....<a href="https://theconvivialsociety.substack.com/p/quarantine-reading-the-machine-stops">https://theconvivialsociety.substack.com/p/quarantine-reading-the-machine-stops</a></p> <p>After 75 years.....  <a href="https://theconversation.com/after-75-years-isaac-asimovs-three-laws-of-robotics-need-updating-74501">https://theconversation.com/after-75-years-isaac-asimovs-three-laws-of-robotics-need-updating-74501</a></p> <p>Sci-fi AI predictions:  <a href="https://www.visualcapitalist.com/sci-fi-artificial-intelligence-predictions/">https://www.visualcapitalist.com/sci-fi-artificial-intelligence-predictions/</a></p> <p>AI and the Alan Turing test:  <a href="https://www.thinkautomation.com/bots-and-ai/the-history-of-the-turing-test/">https://www.thinkautomation.com/bots-and-ai/the-history-of-the-turing-test/</a></p> <p>Sci-fi and time travel  <a href="https://www.britannica.com/art/science-fiction/Time-travel">https://www.britannica.com/art/science-fiction/Time-travel</a></p> <p>The fictional science of science fiction  <a href="https://physicsworld.com/a/the-fictional-science-of%E2%80%AFscience-fiction/">https://physicsworld.com/a/the-fictional-science-of%E2%80%AFscience-fiction/</a>  Star Trek as a cultural phenomenon  <a href="https://www.centennialofflight.net/essay/Social/star_trek/SH7.htm">https://www.centennialofflight.net/essay/Social/star_trek/SH7.htm</a></p> <p>Alien 40th Anniversary:  <a href="https://www.independent.co.uk/arts-entertainment/films/features/alien-40-anniversary-ridley-scott-sigourney-weaver-ellen-ripley-a8801066.html">https://www.independent.co.uk/arts-entertainment/films/features/alien-40-anniversary-ridley-scott-sigourney-weaver-ellen-ripley-a8801066.html</a></p> <p>Aliens – edited:  <a href="https://www.britannica.com/art/science-fiction/Alien-encounters">https://www.britannica.com/art/science-fiction/Alien-encounters</a></p>

	<p>Film: Alien, Ridley Scott, 1979  Westworld, episode 1  Star Trek: The Balance of Terror  Doctor Who, Blink, 2007  Orson Welles and War of the Worlds:  <a href="https://www.youtube.com/watch?v=YTvU9j3og5k">https://www.youtube.com/watch?v=YTvU9j3og5k</a></p> <p>Terminsprøve:</p> <ol style="list-style-type: none"> <li>1. Sci-fi movies leave me empty. Isn't the real world dramatic enough?  Alison Rourke <i>and</i> Shelley Hepworth  Sun 3 Jan 2021 16.30 GMT  <a href="https://www.theguardian.com/lifeandstyle/2021/jan/04/sci-fi-movies-leave-me-empty-isnt-the-real-world-dramatic-enough">https://www.theguardian.com/lifeandstyle/2021/jan/04/sci-fi-movies-leave-me-empty-isnt-the-real-world-dramatic-enough</a></li> <li>2. Why Business Leaders Need to Read More Science Fiction  Harvard Business Review, Eliot Peper, July 14, 2017  <a href="https://hbr.org/2017/07/why-business-leaders-need-to-read-more-science-fiction">https://hbr.org/2017/07/why-business-leaders-need-to-read-more-science-fiction</a></li> </ol>
<b>Omfang</b>	14*90minuter 90 sider Fordybelsestid 4 timer
<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>Eleverne introduceres til genren Sci-Fi – begreber, kendetegn og forfattere  Eleverne øver deres teknisk ordforråd.  Kan iagttage og redegøre for sammenhængen mellem aktuelle og historiske forhold i samfundet/videnskab og indehold i Sci-Fi genren</p>
<b>Produkt - former</b>	Mundtlige fremlæggelser, Argumentative Essay
<b>Titel 6</b>	The UK
<b>Indhold</b>	<p><b>Kernestof:</b></p> <p>UK History:  <a href="https://www.youtube.com/watch?v=Q7Aq50-fuZg">https://www.youtube.com/watch?v=Q7Aq50-fuZg</a></p>

The Irish Connection and the troubles

<https://www.youtube.com/watch?v=q8fjWXpXuAI>

London 7/7 attacks

<https://www.youtube.com/watch?v=gwyqT7rcCYk>

Fra: What's Up Britain, Ruth Flensted, Bente Sibbersen, Bodil Hess Toft, Gyldendal, 1. Udgave 2008:  
s. 19-22 Teens Talking

The North South Divide:

Alan Tichmarsh - The North South Divide, 14th Oct 2009

- <http://www.youtube.com/watch?v=jhS9IIUEdml>

Video and questions

Boris Johnson and levelling up:

<https://theconversation.com/what-actually-is-levelling-up-what-we-know-about-boris-johnsons-agenda-and-what-we-dont-164886>

The British Schools System:

What's up Britain 'The School Uniform Approach Works' s. 192-93

British Schools Explained:

<https://www.youtube.com/watch?v=osY8Ynk7DOM>

*Educating Essex*

*First 15 minutes*

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

*The UK Education System:*

[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.)

A parent's guide to understanding the UK school system

<https://www.tutorean.co.uk/studycorner/a-parents-guide-to-understanding-the-uk-school-system/>

*Group work – school and website analysis of Eton and Roedean:*

<https://www.roedean.co.uk/>

<https://www.etoncollege.com/>

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>

Melchett

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

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)

*Chamber guide*

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

Which political party are you?.....

<https://www.mirror.co.uk/news/politics/who-vote-general-election-quiz-20977036>

British Immigration

Introduction to Push and Pull Factors

Immigration history overview:

Excerpt from:

[http://www.nationalarchives.gov.uk/pathways/citizenship/brave\\_new\\_world/immigration.htm](http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/immigration.htm)

and

<https://migrationobservatory.ox.ac.uk/resources/briefings/eu-migration-to-and-from-the-uk/>

Video – Our Jamaican Problem

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

The Difference between Nazis and Skinheads

<https://www.youtube.com/watch?v=TLHnoiGpyF0>

What were the 1981 Brixton Riots?

[https://www.huffingtonpost.co.uk/entry/what-were-the-1981-brixton-riots\\_uk\\_5cacca89e4b0af8303ea0456](https://www.huffingtonpost.co.uk/entry/what-were-the-1981-brixton-riots_uk_5cacca89e4b0af8303ea0456)

Fra: What's Up Britain, Ruth Flensted, Bente Sibbersen, Bodil Hess Toft, Gyldendal, 1. Udgave 2008:  
Under the Skin

Film: This is England, 2006 – written and directed by Shane Meadows

Top Gear in Argentina

First minute and last from 11.43

<https://www.youtube.com/watch?v=GfL1Ir2IFsk>

Brexit: How does the new UK points-based immigration system work?

<https://www.bbc.com/news/uk-48785695>

27 Migrants killed in Channel.....

<https://www.dailymail.co.uk/news/article-10241789/More-migrants-cross-Channel-today-27-drowned.html>

Number of migrants crossing Channel to UK tops 1,000 in new daily record

<https://www.bbc.com/news/uk-59257107>

British Scientists and Inventors – mundtlige fremlæggelser

The wonder of British science – Brian Cox

<https://www.telegraph.co.uk/news/science/science-news/9787698/Greatest-50-British-inventions-full-list.html>

British Inventions

<https://www.telegraph.co.uk/finance/8149566/Made-in-Britain-great-British-inventions.html?image=259906>

50 Greatest British Inventions

<https://www.telegraph.co.uk/news/science/science-news/9787698/Greatest-50-British-inventions-full-list.html>

**Supplerende stof:**

	<p>Monty Python: Four Yorkshiremen</p> <p>The Inbetweeners episode 1, Season 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>Would I lie to You – The Cockney Bible:  <a href="https://www.youtube.com/watch?v=w0aTzevVjqq">https://www.youtube.com/watch?v=w0aTzevVjqq</a></p> <p>Anglophobia – 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/anglophobia/2014/06/watch-one-woman-17-british-accents/">http://www.bbcamerica.com/anglophobia/2014/06/watch-one-woman-17-british-accents/</a></p>
<b>Omfang</b>	30*90 minutter 110 sider FORDYBELSESTID 10 timer
<b>Studiekompetencer</b> <b>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 7</b>	Horror
<b>Indhold</b>	<p>Kernestof:</p> <p>The literature of terror versus the literature of horror: Misd slide  <a href="http://schools.misd.org/upload/page/0421/Terror%20vs%20horror.pdf">http://schools.misd.org/upload/page/0421/Terror%20vs%20horror.pdf</a></p> <p>Horror Fiction and the Gothic:  <a href="https://thegothicuniverse.ibog.gyldendal.dk/index.php?id=145">https://thegothicuniverse.ibog.gyldendal.dk/index.php?id=145</a></p> <p>Video: Gothic Motifs:  <a href="https://www.bl.uk/romantics-and-victorians/articles/gothic-motifs">https://www.bl.uk/romantics-and-victorians/articles/gothic-motifs</a></p> <p>The Victorian Age  <a href="https://thegothicuniverse.ibog.gyldendal.dk/?id=153">https://thegothicuniverse.ibog.gyldendal.dk/?id=153</a></p>

The scientist as archetype....

<https://thegothicuniverse.ibog.gyldendal.dk/index.php?id=309>

The Science of Life and Death in Mary Shelley's Frankenstein

<https://www.bl.uk/romantics-and-victorians/articles/the-science-of-life-and-death-in-mary-shelleys-frankenstein>

Everything you need to know to read "Frankenstein" - Iseult Gillespie

Ted-ed

<https://www.youtube.com/watch?v=PDgu25Dsv34>

The Psychopath as an Archetype....

<https://thegothicuniverse.ibog.gyldendal.dk/?id=311>

Video: Why you should read Edgar Allen Poe:

[https://www.ted.com/talks/scott\\_peeples\\_why\\_should\\_you\\_read\\_edgar\\_allan\\_poe](https://www.ted.com/talks/scott_peeples_why_should_you_read_edgar_allan_poe)

Short Story: The Tell-Tale Heart: Edgar Allen Poe

The Vampire and the Demon as Archetype.....

Dracula Extract and questions -2,5,6,7

<https://horror.systeme.dk/index.php?id=124>

The Uncanny:

<https://horror.systeme.dk/index.php?id=151>

The threat of change – horror in the 1950s and early 1960s

<https://horror.systeme.dk/index.php?id=146>

How postmodern man is scared:

<https://horror.systeme.dk/index.php?id=142>

Film: The Shining: Stanley Kubrick, 1980

Novella: H.P. Lovecraft: The Shadow over Monmouth 65 n.s.

Nogle uddrag er fra:

The Gothic Universe - An Anthology of Horror Fiction from Mary Shelley to Stephen King and Joyce Carol Oates

af Marianne Mortensen og Rolf D. Erbst

2. i-bogsudgave, 2019



	<p>© 2003 Gyldendal A/S</p> <p>Forlagsredaktion: Emilie Larsen og Katrine Cohen</p> <p>ISBN: 9788762509559</p> <p>OG</p> <p>Horror</p> <p><a href="https://horror.systeme.dk/index.php?id=frontpage">https://horror.systeme.dk/index.php?id=frontpage</a></p> <p>Forfattere</p> <p>Rasmus Drisdal Johanne Riktrup Hansen</p>
<b>Omfang</b>	16*90 minutter 120 sider
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	<p>Eleverne skal inden for de overordnede mål kunne producere viden om praktisk-teoretiske problemstillinger –vurdere teoriers 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>At eleverne kan referere konkret viden om Horror genren og kan iagttage og redegøre for sammenhængen mellem genren og historiske, kulturelle og samfundsmæssige forhold i The UK og USA til analyse og perspektivering af faglige tekster. Fokus er på Gothic Horror og samfundet/videnskabsverden i UK og USA i 1700 - og 1800-tallet.</p>
<b>Produkt - former</b>	Skriftlige og mundtlige fremlæggelser – individuelle/gruppefremlæggelser
<b>Titel 1</b>	USA/UK Business
<b>Indhold</b>	<p><b>KERNESTOF</b></p> <p><b>THE USA</b></p> <p>USA imports/exports overview 2018 (fairly short) Updated June 28 2022</p> <p><a href="http://useconomy.about.com/od/tradepolicy/p/Imports-Exports-Components.htm">http://useconomy.about.com/od/tradepolicy/p/Imports-Exports-Components.htm</a></p>

How Biden's economy stacks up against every president's since Eisenhower

(Short)

<https://www.businessinsider.com/biden-economy-comparison-gdp-growth-scorecard-every-president-since-eisenhower-2021-8?r=US&IR=T>

Biden's First Year: An Economic Scorecard (Medium)

<https://www.forbes.com/sites/hanktucker/2022/01/20/bidens-first-year-an-economic-scorecard/>

The US economy didn't get the recession memo

<https://edition.cnn.com/2022/08/15/economy/recession-inflation-economy/index.html>

*Landmark US Climate Bill...*

<https://www.theguardian.com/us-news/2022/aug/09/us-climate-bill-fossil-fuel-harm-environment-biden>

6 facts about economic inequality in the U.S.

(Medium)

<https://www.pewresearch.org/fact-tank/2020/02/07/6-facts-about-economic-inequality-in-the-u-s/>

The minimum wage: does it hurt workers? | The Economist – 9 minutes

<https://www.youtube.com/watch?v=8H4yp8Fbi-Y>

## **The UK**

Just the introduction down to the 'Contents' page (medium)

[https://en.wikipedia.org/wiki/Economy\\_of\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Economy_of_the_United_Kingdom)

The UK-US trade relationship (Medium)

<https://www.bbc.com/news/business-44802666>

UK economy returns to growth despite Covid restrictions (Short to medium)

<https://www.theguardian.com/business/2021/apr/13/uk-economy-growth-covid-exports-eu-brexid>

VIDEO:

How has the Brexit Vote affected the UK Economy so far? – 2 minutes

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

	<p>UK's green economy nearly four times larger than manufacturing sector, says report (medium)  <a href="https://www.theguardian.com/environment/2021/aug/10/uks-green-economy-four-times-larger-than-manufacturing-sector-says-report">https://www.theguardian.com/environment/2021/aug/10/uks-green-economy-four-times-larger-than-manufacturing-sector-says-report</a></p> <p>UK economy has failed to grow...  <a href="https://www.theguardian.com/environment/2022/feb/17/uk-green-economy-has-failed-to-grow-since-2014-official-figures-show">https://www.theguardian.com/environment/2022/feb/17/uk-green-economy-has-failed-to-grow-since-2014-official-figures-show</a></p> <p>Four things the government could do to help.....  <a href="https://www.theguardian.com/business/2022/aug/07/cost-of-living-crisis-four-things-the-government-could-do-to-help">https://www.theguardian.com/business/2022/aug/07/cost-of-living-crisis-four-things-the-government-could-do-to-help</a></p> <p>What you need to know about UK inequality (medium) ISABELLA MCRAE, HANNAH WESTWATER  21 Jun 2022  <a href="https://www.bigissue.com/latest/what-you-need-to-know-about-uk-inequality/">https://www.bigissue.com/latest/what-you-need-to-know-about-uk-inequality/</a></p> <p>Five surprising facts about inequality in the UK (medium)  <a href="https://www.bbc.com/news/business-53628115">https://www.bbc.com/news/business-53628115</a></p> <p>What is the real living wage? – (short)  <a href="https://www.livingwage.org.uk/what-real-living-wage">https://www.livingwage.org.uk/what-real-living-wage</a></p> <p>VIDEO  The UK's new living wage explained   FT World 2'30  <a href="https://www.youtube.com/watch?v=F5fPsrffsck">https://www.youtube.com/watch?v=F5fPsrffsck</a></p>
<b>Omfang</b>	8*2 lektioner Fordybelsestid 5 timer 20 ns
<b>Produktformer</b>	<i>Gruppearbejde/Argumentative Essay/Mundtlige Fremlæggelser</i>
<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 USA-UK 'Business culture and Values – historical and contemporary perspective and focus on tech companies/imports/exports for HTX'</i></p>
<b>Titel 2</b>	<b>The Colonies - Globalisation and Sport – Australia and India</b>
<b>Indhold</b>	<p><b>Kernestof</b>  From India To Hong Kong: How Britain's Empire Crumbled  <a href="https://www.youtube.com/watch?v=MABC4wNjsFg">https://www.youtube.com/watch?v=MABC4wNjsFg</a>  <b>India and Australia: Society and Economy</b></p>

<https://www.britannica.com/place/India>

Read the Introduction and Quick Facts (down to land)

Then read Economy first part to Agriculture, then Manufacturing, Finance and Trade and Services

**What is India's Caste System 190619**

<https://www.bbc.com/news/world-asia-india-35650616>

**How to Do Business in India 130-133**

Ovenstående fra Emerging India Flensted, Sibbernsen, Toft, Forlaget Øknom, 2004

Unblocking India's sewers by hand – Newsnight – 7 minutes

<https://www.youtube.com/watch?v=o7BrBYWI6wk>

Cremation in India

<https://www.youtube.com/watch?v=QFNKdMSI2A0>

India Tech Talent

<https://timesofindia.indiatimes.com/blogs/voices/the-present-and-future-of-indias-tech-talent-crunch/>

Video: The Other Side of Outsourcing. Thomas L. Friedman

<https://vimeo.com/14287759>

Will Hinglish Replace English as India's lingua franca?

<https://www.newsweek.com/will-hinglish-replace-english-india-lingua-franca-426174>

English as Lingua Franca:

<https://theenglishhandbook.systeme.dk/index.php?id=166#c375>

Australia History:

<https://thecommonwealth.org/our-member-countries/australia/history>

Australia: Destination World

<https://www.youtube.com/watch?v=f0PvMmTAUAQ>

Conan Learns Australian Slang 9 minutes

<https://www.youtube.com/watch?v=L94M4xQcPYk>

Poem: Ian Mudie, This Land

<https://worldsofenglish-en.systeme.dk/index.php?id=75>

Lars Jensen on the Aborigines

<https://worldsofenglish-en.systeme.dk/index.php?id=239>

Novella: Excerpt from Romper Stomper by Jocelyn Harewood – 5 ns

SPORT

**Sport in general/values**

Social Value of Sport (click on the 'Benefits of being active' boxes)

<https://www.sportengland.org/research/benefits-of-sport/social-value-of-sport/>

Why wealthy sports stars get passionate.....

<https://www.bbc.com/news/business-46470591>

**DISCRIMINATION**

**Racism**

Kids are being subjected to racist abuse

<https://www.abc.net.au/news/2019-11-01/racism-in-junior-sport-australia-talks/11636174>

**Disability**

Is the Indian Sports Infrastructure.....

<https://www.mbcnschool.org/blog/indian-sports-infrastructure-supportive-disabled-athletes/>

Inclusion and diversity: What is it?

<https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-what-is-it>

**Homophobia**

Homophobia in sport..(in Australia)

<https://www.abc.net.au/news/2015-05-10/major-codes-commit-to-stamping-out-homophobia-in-sport/6458468>

*'I live for God now': Israel Folau refuses to back down.....*

<https://www.dailymail.co.uk/news/article-6920833/Israel-Folau-refuses-homophobic-comments-footy-stars-caught-liking-post.html>

**Gender Pay Discrimination**

Australia's women footballers get equal pay

<https://edition.cnn.com/2019/11/06/sport/australia-womens-football-equal-pay-intl-hnk/index.html>

Male vs Female: How Much Pay Equality Do We Have In Indian Sport?

<https://www.mansworldindia.com/sports/norway-equalises-male-female-football-salary-indian-sports-stand/>

**Supplerende Stof**

**Gruppefrem læggesler af selvvalgte sportsgrene ifm. Indien/Australien**

<b>Omfang</b>	17*2 lektioner Fordybelsestid 5 timer 70 ns
<b>Produktformer</b>	<i>Gruppearbejde/Fremlæggelser/Manuscript for a Speech</i>
<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><b>Fokus på baggrundsviden samt samfundsmæssige problemstillinger vedr. tidligere 'colonies' med ekstra fokus på sport og diskrimination samt teknologi/IT for HTX</b></p>
<b>Titel 3</b>	The Great Gatsby
<b>Indhold</b>	<p>Kernestof:</p> <p>The Great Gatsby: F. Scott Fitzgerald, 1925: Collins Classics, 2012</p> <p>The 1920s, Prohibition and The Roaring 20s, F. Scott Fitzgerald – excerpts from Wikipedia</p> <p>The 1920s <a href="https://www.history.com/topics/roaring-twenties/roaring-twenties-history">https://www.history.com/topics/roaring-twenties/roaring-twenties-history</a></p> <p>The Roaring 20s <a href="https://www.youtube.com/watch?v=ud_xU3wit-8">https://www.youtube.com/watch?v=ud_xU3wit-8</a></p> <p>The Great Gatsby Part 1 1974 <a href="https://www.youtube.com/watch?v=9w-pgtPWLOw">https://www.youtube.com/watch?v=9w-pgtPWLOw</a></p> <p>The Valley of Ashes <a href="https://www.youtube.com/watch?v=w5vZOb3W9-8">https://www.youtube.com/watch?v=w5vZOb3W9-8</a></p>
<b>Omfang</b>	16*2 lektioner 140 sider
<b>Produktformer</b>	Fremlæggelser, skriftligt arbejde – Creative Writing 140 sider
<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>

	Fokus på tekstanalyse og placering af teksten i den historiske tidsperiode med fokus på teknologiske innovationer og deres impakt.
<b>Titel 4</b>	Revision – Reality – watching society and Reality TV
<b>Indhold</b>	<p>Kernestof:</p> <p>Reality TV: A dearth of talent and the death of morality. Salman Rushdie, 2001  <a href="https://www.theguardian.com/books/2001/jun/09/salmanrushdie">https://www.theguardian.com/books/2001/jun/09/salmanrushdie</a></p> <p>Excerpt from: Dave Eggers. The Circle. London: Penguin Books, 2013. 3 sider</p> <p>Excerpt from Chart Throb. Ben Elton, 2006.          Black Swan edition, 2007, 51-54 and 422-424</p> <p>Reality TV's death toll revealed:  <a href="https://www.dailymail.co.uk/news/article-6844341/Reality-TVs-death-toll-revealed-38-stars-suspected-taken-lives.html">https://www.dailymail.co.uk/news/article-6844341/Reality-TVs-death-toll-revealed-38-stars-suspected-taken-lives.html</a></p> <p><u>Video:</u>          How Has Reality TV Affected Mental Health? Ovie Soko w/ Love Island, TOWIE &amp; Geordie Shore Stars  <a href="https://www.youtube.com/watch?v=HtwjfbQr6Zg">https://www.youtube.com/watch?v=HtwjfbQr6Zg</a></p> <p>Reality check: the true dangers of reality TV   7NEWS Spotlight  <a href="https://www.youtube.com/watch?v=-0PTaHnDYhA">https://www.youtube.com/watch?v=-0PTaHnDYhA</a></p> <p>Film: The Truman Show, 1988, Director: Peter Weir</p> <p>In class discussions re. reality tv and ethics</p>
<b>Omfang</b>	12*90 minutter 48 sider
<b>Produkt-former</b>	Mundtlige fremlæggelser/diskussion
<b>Stud- iekompe- tencer Over- faglige 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>At eleverne kan referere konkret viden om Reality-TV genren/watching others og kan</p>

	iagttagelse og redegørelse for sammenhængen mellem genren og historiske, kulturelle og samfundsmæssige forhold i The UK og USA til analyse og perspektivering af faglige tekster. Repetition af fagets analytiske begreber og metoder.
<b>Titel 5</b>	Sproglig Kommunikation/Text Analysis
<b>Indhold</b>	<p>Diverse functional grammar exercises</p> <p>Diverse øvelser fra:  <a href="https://engelskgrundgrammatik.systeme.dk/index.php?id=148">https://engelskgrundgrammatik.systeme.dk/index.php?id=148</a>  <a href="https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0">https://emmg.systeme.dk/index.php?id=frontpage&amp;L=0</a></p> <p>Guides to written assignments/text analysis from:  <a href="https://engelskgrundgrammatik.systeme.dk/index.php?id=148">https://engelskgrundgrammatik.systeme.dk/index.php?id=148</a></p> <p>Auggie Wren's Christmas Story – Paul Auster, 1990 – analysis with focus on postmodernism  <a href="https://www.nytimes.com/1990/12/25/opinion/auggie-wrens-christmas-story.html">https://www.nytimes.com/1990/12/25/opinion/auggie-wrens-christmas-story.html</a>  Plus Paul Auster Reading:  <a href="https://choice.npr.org/index.html?origin=https://www.npr.org/2004/12/25/4244994/paul-auster-auggie-wrens-christmas">https://choice.npr.org/index.html?origin=https://www.npr.org/2004/12/25/4244994/paul-auster-auggie-wrens-christmas</a></p> <p>Excerpt from Smoke:  <a href="https://www.youtube.com/watch?v=kCUBw8Ug28">https://www.youtube.com/watch?v=kCUBw8Ug28</a></p> <p>Terminsprøve – Short Story Running Away Robert Dodds – analytical Essay Fiction  Terminsprøve – Argumentative Essay or Manuscript: Source material:</p> <ol style="list-style-type: none"> <li>1. U.S. Immigration. Let's Talk. NPR – 3'25"  <a href="https://www.youtube.com/watch?v=m9zf8hkCqIg">https://www.youtube.com/watch?v=m9zf8hkCqIg</a></li> <li>2. In pursuit of the American Dream 1'53"  <a href="https://www.youtube.com/watch?v=hCQ6ICZIIxs&amp;t=111s">https://www.youtube.com/watch?v=hCQ6ICZIIxs&amp;t=111s</a></li> <li>3. Key Findings about U.S. immigrants – edited. Abby Budiman  <a href="https://www.pewresearch.org/short-reads/2020/08/20/key-findings-about-u-s-immigrants/">https://www.pewresearch.org/short-reads/2020/08/20/key-findings-about-u-s-immigrants/</a></li> <li>4. U.S. Immigration and the American Dream – Some Myths  Opinion 'The 'American Dream' from immigrants' perspectives Russ Perman 280122  <a href="https://www.seattletimes.com/opinion/the-american-dream-from-immigrants-perspectives/">https://www.seattletimes.com/opinion/the-american-dream-from-immigrants-perspectives/</a></li> <li>5. Five Myths about American Immigration and the American Dream 100522  Ran Abramitzky, Stanford University and Leah Boustan, Princeton University  <a href="https://economics.princeton.edu/news/five-myths-about-u-s-immigration-and-the-american-dream/">https://economics.princeton.edu/news/five-myths-about-u-s-immigration-and-the-american-dream/</a></li> </ol>



Analytical Essay Non-fiction – Mew Measures to silence climate activists? They’ll only spur us on. Indigo Rumbelow 160123 The Guardian  
<https://www.theguardian.com/commentisfree/2023/jan/16/measures-climate-activists-police-protests-just-stop-oil>

Supplerende – Indigo Rumbelow and Just Stop Oil  
<https://www.youtube.com/watch?v=bumKIEoGhvk>

<https://news.sky.com/video/just-stop-oil-protesters-disrupt-m25-demanding-stop-to-new-fossil-fuel-licences-12742486>

Kernestof:

Final Assignments – choice of 4 genres – Dec 21/May 20 Written Exam

Kernestof:

Courtesy of the Red, White and Blue – Toby Keith – refreshing text analysis of poems/lyrics plus focus on American Values

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

Supplerende stof:

Diverse øvelser/fremlæggelser af artikler ifm. 'Current Affairs news stories' med focus på The Rhetorical Pentagon

Biden candidacy –

<https://www.youtube.com/watch?v=ChjibtX0UzU>

Trump Reply

<https://www.youtube.com/watch?v=woXcIdbjrT8>

Diverse korte videoklips med 'Current Affairs' fokus, f.eks King Charles III Coronation

Godkendte Hjælpemidler

<https://engelskgrundgrammatik.systeme.dk/index.php?id=148>

<https://emmg.systeme.dk/index.php?id=frontpage&L=0>

<https://theenglishhandbook.systeme.dk/>

<https://chambers.co.uk/>

Chambers has a synonym function

<https://www.merriam-webster.com/>

This also has a thesaurus

<https://www.ordbogen.com/da/#/>

<b>Omfang</b>	Løbende – ca. 20 lektioner 40 sider Fordybelsestid 25 timer
<b>Studiekompetencer</b> <b>Overfaglige mål</b>	At eleverne 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,

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