



## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Maj-juni, 2021
<b>Institution</b>	VUC Lyngby
<b>Uddannelse</b>	HFe
<b>Fag og niveau</b>	Engelsk B-A
<b>Lærer(e)</b>	Katrine Dalsgård
<b>Hold</b>	20enga22
<b>Tilladte hjælpemidler</b>	Foruden materiale og egne noter, som kan tilgås på holdsiden på 365, i Meebook og i LudusWeb, er følgende digitale hjælpemidler tilladt:  Ordbogen.com – alle sprog Gyldendals røde ordbøger Oxford English Dictionary <i>Engram</i> (MinLæring)

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Global English
<b>Titel 2</b>	American gun culture
<b>Titel 3</b>	The short story as a genre
<b>Titel 4</b>	Post-colonial and contemporary Nigeria
<b>Titel 5</b>	Social class in Great Britain
<b>Titel 6</b>	Shakespeare and his legacy

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

<b>Titel 1</b>	Global English
<b>Indhold</b>	Kernestof:



- Robert McCrum, William Cran and Robert MacNiel, “An English-Speaking World” (1992). From: Eva Rosenvold og Rene Bühlmann, *A New Entrance*, Systime, 2001-2007, pp. 83-85 (2,5 s.)
- Excerpt of Ngugi was Thiong’o, *Decolonising the mind* (1986); rpt. in *English: Global Language; Global Anguish* (ed. Leif Frederiksen), Forlag Malling Beck, 2007, p. 83 (1 s.)
- Kay Xander Mellish, “Dear Danes: Please stop swearing in English (or at least where English speakers can hear it)”, including the comment thread. *LinkedIn*, 14 September, 2018 (5,0 s.)
- ”Britisk og amerikansk engelsk”. *Min Læring*, 2019 (1,0 s.)
- Sahith Aula, ”The Problem with the English Language in India”, *Forbes*, 6 November 2014, <https://www.forbes.com/sites/realspin/2014/11/06/the-problem-with-the-english-language-in-india/> (2,5 s.)

#### Supplerende stof:

- Excerpt of Jennifer Jenkins, *The Second Dispersal* (2003), “East Africa” and “South Asia”, rpt. in *English: Global Language; Global Anguish* (ed. Leif Frederiksen), Forlag Malling Beck, 2007, pp. 76-77 (0,6 s.)
- Excerpt of Jennifer Jenkins, *The Second Dispersal* (2003), “West Africa” and “Pidgins and Creoles”, rpt. in *English: Global Language; Global Anguish* (ed. Leif Frederiksen), Forlag Malling Beck, 2007, pp. 76;78 (1,5 s.)\*
- Ngugi was Thiong’o, *Profile of a Literary and Social Activist*, <https://ngugiwathiongo.com/about/>, viewed 18 January 2021, (2,5 s.)
- Mette Olsen, “Læserne: Vi taler da liquid English”, *Politiken*, 15. juni, 2016, [http://politiken.dk/kultur/kultur\\_top/ECE3254311/laeserne-vi-taler-da-liquid-english/](http://politiken.dk/kultur/kultur_top/ECE3254311/laeserne-vi-taler-da-liquid-english/) (5 s.)
- “Engelske Låneord”, *sproget.dk*, <http://sproget.dk/temaer/ungdomsprog/engelske-laneord> (1 s.)
- “India: Why Does It Have so Many Different Languages”, Dr. Word Person, 1 May 2019, <https://www.youtube.com/watch?v=9mEYv8niqw4>; viewed 25 January 2021 (1,7 s.)
- “Which English?”, *Games with words*, <http://archive.gameswithwords.org/WhichEnglish/> (1 s.)

\* Læst i andet forløb

#### Omfang

23 sider, heraf ca. 12,5 sider kernestof



<b>Særlige fokuspunkter</b>	<ul style="list-style-type: none"><li>• Det engelske sprogs historie, herunder kolonihistorie</li><li>• Engelsk som globalt sprog, herunder engelsk som lingua franca</li><li>• Brugen af engelsk som politisk magtfaktor</li><li>• Det engelske sprog i Danmark.</li><li>• Forskellene på britisk og amerikansk engelsk.</li></ul> <ul style="list-style-type: none"><li>• Systematisk arbejde med opbygningen af det skriftlige essay.</li><li>• Stilistisk analyse</li><li>• Ordklasseøvelse baseret på kravene i tidligere eksamensopgaver.</li></ul> <p>Sideløbende arbejde med grammatik.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af besvarelser af arbejdsspørgsmål samt kommentarer til teksterne. Efterfølgende individuel skriftlig/mundtlig feedback. Selvrettende grammatikopgaver.

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

<b>Titel 2</b>	American gun culture
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>• Video and transcript: Charlton Heston, <i>From my cold, dead hands</i> (Closing remarks at the 2000 NRA annual meeting in Charlotte, North Carolina), <a href="https://www.youtube.com/watch?v=5ju4Gla2odw">https://www.youtube.com/watch?v=5ju4Gla2odw</a> (1,0 s.)</li><li>• Jeffrey D. Sachs, "Gun Control after Newtown", Project Syndicate, December 17, 2012, <a href="http://www.project-syndicate.org/commentary/america-s-gun-culture-after-the-newtown-massacre-by-jeffrey-d--sachs">http://www.project-syndicate.org/commentary/america-s-gun-culture-after-the-newtown-massacre-by-jeffrey-d--sachs</a> (2,5 s.)</li><li>• Video: "Trump blames weekend shootings on the glorification of violence", <i>The Guardian</i>, 5 August 2019, <a href="https://www.youtube.com/watch?v=I5-E-s9-4M">https://www.youtube.com/watch?v=I5-E-s9-4M</a> (0,3 s.)</li><li>• Robinson Meyer, "The Righteous Anger of the Parkland Shootings Teen Survivors". <i>The Atlantic</i>, February 17, 2018; rpt. Undervisningsministeriet, Skriftlig eksamen, Engelsk A, <i>Vejledende opgavesæt 1</i>, 2018. (4 s.)</li><li>• The Ellen Show, "Parkland Shooting Survivors on the 'March for Our Lives'". <i>YouTube website</i>, February 23, 2018; from Undervisningsministeriet, Skriftlig eksamen, Engelsk A, <i>Vejledende opgavesæt 1</i>, 2018. (0,9 s.)</li></ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"><li>• Topic introduction, (1,5 s)</li><li>• Video: "Guns in America", <i>Bloomberg Quicktake</i>, 12 July 2017; <a href="https://www.youtube.com/watch?v=pK0eFHfUPrw">https://www.youtube.com/watch?v=pK0eFHfUPrw</a>; viewed 1 February 2021, (1 s.)</li><li>• "The Second Amendment"; in <i>Columbine &amp; Beyond</i>, ed. L. Tang and L. Stilling, Gyldendal, 2006, (0,5 s.)</li></ul>



	<ul style="list-style-type: none"><li>• James Barron, "Nation Reels After Gunman Massacres 20 Children at School in Connecticut". <i>New York Times</i>, Dec. 14, 2012 (4,0 s.)</li><li>• "Timeline of world-wide school shootings", <i>infoplease.com</i>, <a href="http://www.infoplease.com/ipa/A0777958.html">http://www.infoplease.com/ipa/A0777958.html</a> (6,0 s.)</li><li>• "A Right to Bear Arms?", <i>Exploring Constitutional Conflicts</i>, <a href="http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm">http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm</a> (2,0)</li></ul> <p>Anbefalet stof (ikke krævet):</p> <ul style="list-style-type: none"><li>• Film: <i>Bowling for Columbine</i> (dir. Michael Moore), 2002</li></ul>
<b>Omfang</b>	Ca. 23,5 sider, heraf ca. 8,5 sider kernestof
<b>Særlige fokuspunkter</b>	<ul style="list-style-type: none"><li>• Fortalere for og kritikere af den lette adgang til skydevåben</li><li>• Adgang til skydevåben i forhold til amerikanske værdier</li><li>• Mulige årsager til de mange masseskydninger, herunder spørgsmålet om en amerikansk voldskultur eksisterer</li><li>• Situationen i USA sammenlignet med Australien</li><li>• Unges aktivisme i forhold til våbenlovgivningen</li><li>• Politisk af sociale medier i forhold til våbenkulturen</li></ul> <p>Arbejde med akademisk essayskrivning som forberedelse til den skriftlige non-fictionopgave. Fokus på analysemetoder til de skriftlige eksamensopgaveformer, inkl. "the funnel introduction."</p> <p>Retoriske virkemidler</p> <p>Sideløbende arbejde med grammatik, stilistik og semantiske felter.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Første egentlige skriftlige eksamensopgave, opgave 1-4. Individuel og kollektiv feedback.

[Retur til forside](#)

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

<b>Titel 3</b>	The short story as a genre
<b>Indhold</b>	<p>Kernestof</p> <ul style="list-style-type: none"><li>• Edgar Allen Poe, "The Cask of Amontillado" (1846), <a href="http://www.poedecoder.com/QRisse/works/amontillado.php">http://www.poedecoder.com/QRisse/works/amontillado.php</a>; viewed 1 March 2021, (2,8 s.)</li><li>• Jeffrey Whitmore, "Bedtime story" – a short, <a href="http://mrelliott.net/shortstories/ss1.html">http://mrelliott.net/shortstories/ss1.html</a>; viewed 1 March 2021 (0,2 s.)</li><li>• Ernest Hemingway, "Hills Like White Elephants" (1927); <i>Genius Media Group</i>, 2019, <a href="https://genius.com/Ernest-hemingway-hills-like-white-elephants-annotated">https://genius.com/Ernest-hemingway-hills-like-white-elephants-annotated</a>, viewed 8 March 2021 (4,0 s.)</li><li>• Raymond Carver, "So Much Water So Close to Home" (1977/1981), <a href="http://www.nyx.net/~kbanker/chautauqua/carver.htm">http://www.nyx.net/~kbanker/chautauqua/carver.htm</a>; viewed 8 March 2021 (7,0 s.)</li></ul>



- W. Lychak, "Stolpestad" (2008), Engelsk A, Skriftlig eksamen, *Undervisningsministeriet*, maj 2011 (4,0 s.)
- Paul Auster, "Auggie Wren's Christmas Story". *Prime Cuts* (ed. Henriette Madsen) Gyldendal, 2002, 149-156 (7 s.)
- Coraghessan Boyle, "She's the Bomb". *Narrative Magazine* website, Fall 2017; rpt. in *Undervisningsministeriet, Skriftlig eksamen, Engelsk A, Vejledende opgavesæt 1*, 2018. (4,5 s.)

#### Supplerende stof

- Audio: *The Cask of Amontillado Reading*, 16 April 2013, <https://www.youtube.com/watch?v=hqSIRsmu7DE>, viewed 1 March 2021 (5,3 s.)
- M.H. Abrams, *A Glossary of Literary Terms* extract about the short story); (1,0 s)
- Anne Lockhart, "The short story and its genre", (working paper); (3,0 s.)
- S. Hougaard m.fl., *Reading Short Stories* (Schønberg 1985) (extract); (24 s.)
- Martha Womack, "Edgar Allan Poe's 'The cask of Amontillado'", <http://www.poedecoder.com/essays/cask/>, viewed 1 March 2021 (2,0 s.)
- *The Ernest Hemingway Collection*, <http://www.ernesthemingwaycollection.com>; viewed 8 March 2021 (1,0)
- "Hills like White Elephants", *Cummings Study Guide*, <http://www.cummingsstudyguides.net/Guides4/Hills.html>, viewed 8 March 2021 (0,5 s.)
- "Raymond Carver", *Wikipedia*; viewed 8 March 2021, [https://en.wikipedia.org/wiki/Raymond\\_Carver](https://en.wikipedia.org/wiki/Raymond_Carver) (2,5 s.)
- Therese West, "Hvad vi taler om, når vi taler om kærligheden af Raymond Carver", *Litteratursiden.dk*, <http://www.litteratursiden.dk/artikler/hvad-vi-taler-om-naar-vi-taler-om-kaerlighed-af-raymond-carver>, viewed 8 March 2021 (1,5 s)
- Video: Katrine Dalsgård, *Postmodernism*, unpublished working material available in *Meebook* (5 s.)
- Transcript or video excerpt of "Postmodernism in Literature: Definition and Examples", *study.com*, 2003-2019, <https://study.com/academy/lesson/postmodernism-in-literature-definition-lesson-quiz.html>, viewed 15 March 2021 (2,0 s.)
- Auggie Wren's Christmas Story; excerpt of the film *Smoke* (dir. Wayne Wang), <https://www.youtube.com/watch?v=kCUBw8Ug28>, viewed 15 March 2021 (4,3 s.)
- "Smoke by Wayne Wang and Paul Auster" (the ending of *Smoke*, dir. Wayne Wang), [https://www.youtube.com/watch?v=RDK7\\_XkGmVw&t=4s](https://www.youtube.com/watch?v=RDK7_XkGmVw&t=4s), viewed 15 March 2021 (1,8 s.)
- Tom Waits, "Innocent when You Dream", 1987, Google, [https://www.google.com/search?q=tom+waits+innocent+when+you+dream&rlz=1C5CHFA\\_enDK706DK707&oq=tom+waits+inn&aqs=chrome.1.69i57j015.6161j0j8&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=tom+waits+innocent+when+you+dream&rlz=1C5CHFA_enDK706DK707&oq=tom+waits+inn&aqs=chrome.1.69i57j015.6161j0j8&sourceid=chrome&ie=UTF-8), viewed 15 March 2021 (1,0 s.)



	<ul style="list-style-type: none"><li>• Audio: Tom Waits, "Innocent when You Dream", <a href="https://www.youtube.com/watch?v=5RBRIuxNpDA">https://www.youtube.com/watch?v=5RBRIuxNpDA</a>, viewed 15 March 2021 (1,5 s.)</li></ul> <p>Anbefalet materiale (ikke krævet):</p> <ul style="list-style-type: none"><li>• Film: <i>Short Cuts</i> (dir. Robert Altmann), 1993</li><li>• Film: <i>Jindabyne</i> (dir. Ray Lawrence), 2007</li></ul>
<b>Omfang</b>	Ca. 88 sider, heraf ca. 29,5 sider kernestof
<b>Særlige fokuspunkter</b>	<p>Forløbet har til formål at opfylde bekendtgørelsens krav om at beskæftige sig med tekstanalytiske begreber samt væsentlige strømninger i amerikansk litteraturhistorie. I forløbet præsenteres novellen som genre og dens udvikling fra midten af 1800-tallet til nutidens postmoderne noveller.</p> <p>Fokus på faglige begreber som "Point of view", "first/second/third person narrator", "the (un)reliable narrator", "exposition, complication, climax, denouement/resolution", "in medias res/open end", "frame story", "chronological progression", "flashbacks, "scenic/panoramic", "setting", "symbols".</p> <p>Tillige fokus på postmoderne begreber som "metafiction", "authorial self-reference", "game-playing", "intertextuality", "faction", "meaninglessness".</p> <p>Sideløbende arbejde med grammatik, stilistisk analyse og semantiske felter.</p> <p>Fortsat arbejde med den skriftlige eksamensopgave, specielt fiktionsopgaven.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af analyse og fortolkning af teksterne. Anden skriftlige eksamensopgave, opgave 1-4. Henholdsvis skriftlig og mundtlig feedback.

[Retur til forsider](#)

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

<b>Titel 4</b>	Postcolonial and contemporary Nigeria
<b>Indhold</b>	<p>Kernestof</p> <ul style="list-style-type: none"><li>• Ken Saro-Wiwa, "The Bonfire" (1986). In Bühlmann, m. fl., <i>Departures</i>, Systime, 1998. (5,0 s.)</li><li>• Chika Unigwe, "Borrowed Smile", <i>AfricanWriter.com</i>, May 21, 2005, <a href="http://www.africanwriter.com/borrowed-smile-a-short-story-by-chika-unigwe/">http://www.africanwriter.com/borrowed-smile-a-short-story-by-chika-unigwe/</a>; viewed 1 March 2012 (5,3 s.)</li><li>• Chimamanda Ngozi Adichie, "The American Embassy" (c. 2003); From <i>The Thing Around Your Neck</i>, HarperCollins, 2009. (14 s.)</li><li>• Video: Excerpt of Chimamanda Ngozi Adichie, "The danger of a single story", (<i>TedTalk</i>, 2009); in <i>Undervisningsministeriet</i>, Stx, Engelsk A, 21 August 2014. (4,5 s.)</li></ul> <p>Supplerende materiale</p> <ul style="list-style-type: none"><li>• Katrine Dalsgård, "Topic introduction" (3,0 s.)</li></ul>



	<ul style="list-style-type: none"><li>• Excerpt of Jennifer Jenkins, <i>The Second Dispersal</i> (2003), “West Africa and “Pidgins and Creoles”, rpt. in <i>English: Global Language; Global Anguish</i> (ed. Leif Frederiksen), Forlag Malling Beck, 2007, pp. 76;78 (1,5 s.)</li><li>• ”Pidgin – West African lingua franca”, <i>BBC News</i>, 16 November, 2016, <a href="https://www.bbc.com/news/world-africa-38000387">https://www.bbc.com/news/world-africa-38000387</a>, viewed 25 March 2021 (1,5 s.)</li><li>• Video: “The Case against Shell: ‘The Hanging of Ken Saro-Wiwa Showed the True Cost of Oil’”, 2009, <a href="https://www.youtube.com/watch?v=htF5XEIMyGI">https://www.youtube.com/watch?v=htF5XEIMyGI</a> viewed 6 April 2021 (2,8 s.)</li><li>• Patricia Cohen, “A Writer’s Violent End, and his Activist Legacy”, <i>New York Times</i>, May 4, 2009; <a href="https://archive.nytimes.com/www.nytimes.com/2009/05/05/books/05wiwa.html">https://archive.nytimes.com/www.nytimes.com/2009/05/05/books/05wiwa.html</a>, viewed 6 April 2021 (2,5 s.)</li><li>• “General Sani Abacha”, <i>Africa Confidential</i>, <a href="http://www.africa-confidential.com/whos-who-profile/id/2651/Sani_Abacha">http://www.africa-confidential.com/whos-who-profile/id/2651/Sani_Abacha</a>; viewed 20 September 2014 (1,0 s.)</li><li>• “People and Power: the Nigerian Connection”, Parts One and Two, <i>Al Jazeera English</i>, <a href="http://www.youtube.com/watch?v=tMef3Xt0IHk">www.youtube.com/watch?v=tMef3Xt0IHk</a>; <a href="http://www.youtube.com/watch?v=tMef3Xt0IHk">www.youtube.com/watch?v=tMef3Xt0IHk</a>, viewed 6 April 2021 (17 s.)</li><li>• <i>Wikipedia</i> article on Chika Unigwe, viewed 6 April 2021 (1,0 s.)</li><li>• Felicia R. Lee, “New Wave of Writers with an Internationalist Bent”, <i>New York Times</i>, June 29, 2014, <a href="http://www.nytimes.com/2014/06/30/arts/new-wave-of-african-writers-with-an-internationalist-bent.html?_r=1">http://www.nytimes.com/2014/06/30/arts/new-wave-of-african-writers-with-an-internationalist-bent.html?_r=1</a> viewed 6 April 2021 (4,0 s.)</li><li>• Daria Tunca, “Chimamanda Ngozi Adichie: An Introduction”, <a href="http://www.l3.ulg.ac.be/adichie/cnaintro.html">http://www.l3.ulg.ac.be/adichie/cnaintro.html</a>, viewed 12 April 2021 (1,0 s.)</li><li>• TedTalk, ”Our Organization”, n.d., <a href="https://www.ted.com/about/our-organization">https://www.ted.com/about/our-organization</a>, viewed 12 April 2021 (1,0 s.)</li></ul> <p>Anbefalet materiale (ikke krævet):</p> <ul style="list-style-type: none"><li>• Film: <i>Lille Soldat</i> (dir. Annette K. Olesen), 2008</li></ul>
<b>Omfang</b>	Ca. 65 sider, heraf 29 sider kernestof
<b>Særlige fokuspunkter</b>	<p>På baggrund af en fyldig introduktion til det postkoloniale og moderne Nigerias historie og samfundsforhold har forløbet fokuseret på følgende emner:</p> <ul style="list-style-type: none"><li>• Nigerias position mellem tradition og modernitet</li><li>• Livet som nigeriansk prostitueret i Europa</li><li>• Moderne, intellektuelle afrikanere, især kvinders psykologi og personlige relationer, i skyggen af militærdiktaturet</li><li>• Faren ved endimensionelle fortællinger, især i forhold til første verdenslandes fortællinger om tredje verdenslande.</li></ul> <p>Fiktionsanalyse; retorisk analyse</p> <p>Sideløbende arbejde med grammatik og stilistik, herunder funktionel grammatik.</p>



<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Kursisterne har arbejdet med teksterne på grundlag af arbejdsspørgsmål og multiple choice-opgaver. Skriftlige og mundtlige opgaver med individuel og kollektiv skriftlig og mundtlig feedback. Tredje egentlige eksamensopgave med opgave 1-4.
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## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 5</b>	Social class in Great Britain
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>• Georgia Graham, “Working-class children must learn to be middle class to get on in life, government inspector says”, <i>The Telegraph</i>, March 3, 2014, <a href="https://www.telegraph.co.uk/education/10671048/Working-class-children-must-learn-to-be-middle-class-to-get-on-in-life-government-advisor-says.html">https://www.telegraph.co.uk/education/10671048/Working-class-children-must-learn-to-be-middle-class-to-get-on-in-life-government-advisor-says.html</a> viewed 19 April 2014, (2,0 s.)</li><li>• Kamal Ahmed, “The Boy on the Left had no future” (2002) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004 (3,0 s.)</li><li>• Musa Okwonga, “There’s a side to Eton that you won’t read about in David Cameron’s Memoirs”. <i>The Guardian</i>, 19 September 2019, <a href="https://www.theguardian.com/commentisfree/2019/sep/19/eton-david-cameron-memoirs-leaders-power">https://www.theguardian.com/commentisfree/2019/sep/19/eton-david-cameron-memoirs-leaders-power</a>, viewed 26 April 2021, (2,5 s.)</li><li>• Short film: <i>Nadia</i> (dir. Terry Nygh), Million Youth Media, 2017, <a href="https://www.youtube.com/watch?v=ffqp6f0_rzw">https://www.youtube.com/watch?v=ffqp6f0_rzw</a>, viewed 26 April 2021 (5,9 s.)</li><li>• George Bernard Shaw, <i>Pygmalion</i> (1916) Penguin Plays, 1941. Se dog tillige under supplerende materiale (134 s.)</li></ul> <p>Supplerende materiale:</p> <ul style="list-style-type: none"><li>• Anne Lockhart, “Topic introduction”, April 2014; rev. Katrine Dalsgård, March 2021, excerpt. (5,0 s.)</li><li>• Video: Mike Savage, <i>Sociology: Cultural capital</i>, Hay Festival, 2017, <a href="https://www.youtube.com/watch?v=gH1N8ItUUzY">https://www.youtube.com/watch?v=gH1N8ItUUzY</a>, viewed 19 April 2021 (1,0 s.)</li><li>• Video: Jonathan, “Friday Fun: Britain’s School System Explained - Anglophenia”, <i>Anglotopia.Net</i>, March 6, 2015, <a href="http://www.anglotopia.net/videos/friday-fun-british-school-system-explained-anglophenia/">http://www.anglotopia.net/videos/friday-fun-british-school-system-explained-anglophenia/</a>, viewed 19 April 2021 (1,3 s.)</li><li>• Video: <i>Learn the Cockney Accent with Jason Statham</i>, February 25, 2015, <a href="https://www.youtube.com/watch?v=1WvIwkL8oLc&amp;t=11s">https://www.youtube.com/watch?v=1WvIwkL8oLc&amp;t=11s</a>, retrieved viewed 19 April 2021, (2,5 s.)</li><li>• Excerpt of Ashley DeMattio, “George Bernard Shaw: Life and Works”, <i>Covent Garden Memories</i>, viewed 19 April 2021, <a href="http://coventgardenmemories.org.uk/page_id_55_path_0p29p.aspx">http://coventgardenmemories.org.uk/page_id_55_path_0p29p.aspx</a> (2,0 s.)</li><li>• “Myth of Pygmalion and Galathea”, Greeka, 2019, <a href="https://www.greeka.com/greece-myths/pygmalion-galatea/">https://www.greeka.com/greece-myths/pygmalion-galatea/</a>, viewed 19 April 2021 (1,0 s.)</li><li>• “What is drama?”. In <i>Fields of Vision</i>, (eds. Delaney, Ward, and Fiorina), Longman, 2003 (1,0 s.)</li><li>• Picture of Jacob Rees-Mogg in Parliament, viewed 26 April 2021</li></ul>





	<ul style="list-style-type: none"><li>• Website: <i>Centreport: give homeless young people a future</i>, 2019, <a href="https://centreport.org.uk/">https://centreport.org.uk/</a>, viewed 26 April 2021 (1,0 s.)</li><li>• George Bernard Shaw, <i>Pygmalion</i> (1916) Penguin Plays, 1941, ss. 32-33; 51-53; 61-65; 68-69; 82-84; 123-125; 128-131 (16 s.)</li><li>• Video: “<i>My Fair Lady</i> pronunciation”, <a href="https://www.youtube.com/watch?v=MJr9SSJKkII">https://www.youtube.com/watch?v=MJr9SSJKkII</a>, viewed 26 April 2021 (1,5 s.)</li></ul> <p>Anbefalet materiale (ikke krævet):</p> <ul style="list-style-type: none"><li>• Anne Lockhart, “Topic introduction: What else is going on in Britain at the moment”, April 2014; rev. Katrine Dalsgård, March 2021.</li><li>• Film: <i>The Riot Club</i> (dir. Lone Scherfig), 2014</li><li>• Video: <i>How David Beckham’s accent has changed – Cockney to Posh</i>, Eat Dream Sleep English, 2019, <a href="https://www.youtube.com/watch?v=GFMZDfqt-Vs">https://www.youtube.com/watch?v=GFMZDfqt-Vs</a></li><li>• Amelia Hill &amp; Kamal Ahmed, “TV, public school and Ryan’s fall” (2003) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004</li><li>• Beth Hale, “Teen tearaway sent to public school for ill-fated experiment is now a proud dad ... with high hopes for his daughter”, <i>Daily Mail</i>, April 13, 2009, <a href="http://www.dailymail.co.uk/news/article-1169534/Teen-tearaway-sent-public-school-ill-fated-television-experiment-proud-dad--high-hopes-daughter.html">http://www.dailymail.co.uk/news/article-1169534/Teen-tearaway-sent-public-school-ill-fated-television-experiment-proud-dad--high-hopes-daughter.html</a></li><li>• Video: “<i>My Fair Lady</i> – ‘Why can’t the English?’”, <a href="https://www.youtube.com/watch?v=EAYUuspQ6BY">https://www.youtube.com/watch?v=EAYUuspQ6BY</a></li><li>• Video: “Audrey Hepburn – Embassy Ball – <i>My Fair Lady</i>” <a href="https://www.youtube.com/watch?v=H-4IfNfVH4">https://www.youtube.com/watch?v=H-4IfNfVH4</a></li><li>• Video: “<i>My Fair Lady</i> – Rex Harrison – Congratulations Professor Higgins”, <a href="https://www.youtube.com/watch?v=N4lupfIRseE">https://www.youtube.com/watch?v=N4lupfIRseE</a></li><li>• Video: “Audrey Hepburn – To throw him the slippers – <i>My Fair Lady</i> 1964”, <a href="https://www.youtube.com/watch?v=UDEKjNUmR6U">https://www.youtube.com/watch?v=UDEKjNUmR6U</a></li><li>• Video: “Audrey and Rex Harrison - At Mrs Higgins’s house – <i>My Fair Lady</i>”, <a href="https://www.youtube.com/watch?v=ORiAWbAajyM">https://www.youtube.com/watch?v=ORiAWbAajyM</a></li></ul>
<b>Omfang</b>	180 sider, heraf 147,5 sider kernestof
<b>Særlige fokuspunkter</b>	<p>Betydningen af uddannelse for klassesocialisering, fx mhp netværk (fx fra public schools), sprog (Cockney vs. RP) og kultur.</p> <p>Begreber som ”cultural capital” og ”social engineering”.</p> <p>Udfordringerne ved at bevæge sig op ad den social rangstige, inkl. race-, køns- og etnicitetsmæssige udfordringer.</p> <p>Arbejderklassens holdning til resten af samfundet.</p> <p>Hjemløse unge.</p> <p>Værklæsning.</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser og stilistik.</p>



<b>Væsentligste arbejdsformer</b>	<p>Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af analyse, fortolkning og perspektivering af teksterne samt fri opgave som 'predict the boy's future'.</p> <p>Skriftlig disposition for mundtlig fremlæggelse af præsentation med henblik på træning af forberedelse til den mundtlige eksamen.</p> <p>Skriftlig og mundtlig individuel og kollektiv feedback.</p>
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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 6</b>	Shakespeare and his legacy
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"><li>• William Shakespeare, <i>Romeo and Juliet</i> (1595), excerpt of Act II, Scene II. From <i>Fields of Vision</i>, Vol. II (eds. Denis Delaney et. als.), Longman, 2003 (2,8 s.)</li><li>• William Shakespeare, Sonnets 116 and 18 (1593-1595) (1,0 s.)</li><li>• Edna St Vincent Millay, "I Know I Am But Summer To Your Heart" (1922); <a href="https://poets.org/poem/i-know-i-am-summer-your-heart-sonnet-xxvii">https://poets.org/poem/i-know-i-am-summer-your-heart-sonnet-xxvii</a>, viewed 15 November 2011 (0,5 s.)</li><li>• Mark Knopfler, <i>Romeo and Juliet</i> (1980), <i>Google</i>, viewed 15 November 2017 (1,3 s.)</li><li>• A pop sonnet of the student's own choosing, <i>pop sonnet</i>, n.d., <a href="http://www.popsonnet.com/">http://www.popsonnet.com/</a>, viewed 17 May 2021 (0,5 s.)</li><li>• Video: Akala, "Hip-Hop and Shakespeare", <i>TedTalk</i>, (2011) <a href="https://www.youtube.com/watch?v=DSbtkLA3GrY&amp;t=651s">https://www.youtube.com/watch?v=DSbtkLA3GrY&amp;t=651s</a>; viewed 24 May 2021 (7,0 s.)</li></ul> <p>Supplerende materiale:</p> <ul style="list-style-type: none"><li>• "Elizabethan Drama", "The Lead In", "The Story", "The Soliloquy". From <i>Fields of Vision</i>, Vol. II (eds. Denis Delaney et. als.), Longman, 2003 (4,0 s.)</li><li>• Anne Lockhart, "Det elizabethanske verdensbillede" – working paper (5,0 s.)</li><li>• Anne Lockhart, "Elizabethan grammar" – working paper (1,5 s.)</li><li>• Anne Lockhart, "Need to know: Romeo and Juliet" – working paper (2,5 s.)</li><li>• Video, Mark Knopfler and Emmylou Harris, <i>Romeo and Juliet</i>, 2006, <a href="https://www.youtube.com/watch?v=vyI9fIHHT2Q">https://www.youtube.com/watch?v=vyI9fIHHT2Q</a>, viewed 10 May 2021 (1 s.)</li><li>• Katrine Dalsgård, Introduction to the sonnet genre, working paper (3 s.)</li><li>• <i>The Sonnet</i>, UPenn, <a href="http://www.writing.upenn.edu/~afilreis/88/sonnet.html">http://www.writing.upenn.edu/~afilreis/88/sonnet.html</a> viewed 17 May 2021 (1,0 s.)</li><li>• Video: <i>Sonnet 116 - pronunciation</i>, 19 April 2016, <a href="https://www.youtube.com/watch?v=LRTkthIMUeE">https://www.youtube.com/watch?v=LRTkthIMUeE</a>, viewed 17 May 2021 (0,7 s.)</li></ul>



	<ul style="list-style-type: none"><li>• Video: Juliet Stevenson reads Shakespeare's Sonnet 116, <a href="https://www.youtube.com/watch?v=cKyuzXwSolA">https://www.youtube.com/watch?v=cKyuzXwSolA</a>, viewed 17 May 2021 (0,3 s.)</li><li>• Anne Lockhart, "Rhyme, metre and love in Sonnet 18", working paper, (2 s.)</li><li>• Video: "David Gilmour Sonnet 18", <a href="https://www.youtube.com/watch?v=S8Osse7w9fs">https://www.youtube.com/watch?v=S8Osse7w9fs</a>, viewed 24 May 2021 (1 s.)</li><li>• Audio: Anne Kerry Ford, "I Know I Am But Summer To Your Heart", <a href="https://www.youtube.com/watch?v=h_iQNiMe82U">https://www.youtube.com/watch?v=h_iQNiMe82U</a>, viewed 24 May 2021 (1,2 s.)</li></ul> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"><li>• "Romeo and Juliet Study Guide", <i>Absolute Shakespeare</i>, <a href="http://absoluteshakespeare.com/guides/romeo_and_juliet/romeo_and_juliet.htm">http://absoluteshakespeare.com/guides/romeo_and_juliet/romeo_and_juliet.htm</a></li><li>• "No Fear Shakespeare: Romeo and Juliet: Act Two, Scene 2", <i>Sparknotes</i>, <a href="http://nfs.sparknotes.com/romeojuliet/page_78.html">http://nfs.sparknotes.com/romeojuliet/page_78.html</a></li><li>• Film: Baz Luhrmann (dir.), <i>Romeo and Juliet</i>, 1996</li><li>• Film: John Madden (dir.), <i>Shakespeare in love</i>, 1998</li><li>• "Romeo and Juliet: Annotated Balcony Scene", <a href="http://www.shakespeare-online.com/plays/balconyscene/romeoandjulietbalconyscene.html">http://www.shakespeare-online.com/plays/balconyscene/romeoandjulietbalconyscene.html</a></li><li>• Video: "Royal Shakespeare Company – Romeo &amp; Juliet, on stage footage – NY", <a href="https://www.youtube.com/watch?v=FHoapLO6Zd8">https://www.youtube.com/watch?v=FHoapLO6Zd8</a></li><li>• Video: "The Reduced Shakespeare Company: Romeo &amp; Juliet", Parts One and Two, <a href="https://www.youtube.com/watch?v=bzVyqiskpMk">https://www.youtube.com/watch?v=bzVyqiskpMk</a>; <a href="https://www.youtube.com/watch?v=xKUyq-uCZr0">https://www.youtube.com/watch?v=xKUyq-uCZr0</a></li><li>• "No Fear Shakespeare: Sonnet 116", <i>Sparknotes</i>, <a href="https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_116/">https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_116/</a></li><li>• "No Fear Shakespeare: Sonnet 18", <i>Sparknotes</i>, <a href="https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_18/">https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_18/</a></li></ul>
<b>Omfang</b>	Ca. 37 sider, heraf 14 sider kernestof
<b>Særlige fokuspunkter</b>	<ul style="list-style-type: none"><li>• Fokus på læsning af Shakespeare, drama såvel som sonetter.</li><li>• Arven fra Shakespeare og Shakespeares fortsatte relevans i vor egen tid.</li><li>• Sonetten som genre</li><li>• Tematisk fokus på skildringen af kærlighed</li></ul> <p>Sideløbende arbejde med grammatik.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Besvarelse af arbejdsspørgsmål samt selvstændig udvælgelse og bearbejdning af materiale. Skriftlige og mundtlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Skriftlig disposition for mundtlig præsentation med henblik på træning af forberedelse til den mundtlige eksamen. Kollektiv og individual skriftlig og mundtlig feedback.

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