



## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Fra februar 2024 til maj/ juni 2024
<b>Institution</b>	Kolding HF og VUC
<b>Uddannelse</b>	STX
<b>Fag og niveau</b>	ENG A
<b>Lærer(e)</b>	Annita Jo Madelaire Nielsen
<b>Hold</b>	STXenA

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Short Stories – 25 %
<b>Titel 2</b>	Myths and Modernism – 20 %
<b>Titel 3</b>	Existentialism and work reading – 10 %
<b>Titel 4</b>	Shakespeare and other Classic Poetry – 15 %
<b>Titel 5</b>	Speeches and the American Dream of Today 15 %
<b>Titel 6</b>	Unnamed and incorporated in the other topics: grammar, written and oral exam training – 15 %



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

<b>Titel 1</b>	<b>SHORT STORIES</b>
<b>Indhold</b>	<p><b>Kerne:</b></p> <ul style="list-style-type: none"><li>○ <b>Supplerende materialer – System:</b> <a href="https://supplendematerialer.systime.dk/?id=320">https://supplendematerialer.systime.dk/?id=320</a> – litterære begreber</li><li>○ <b>The English Handbook: Short stories (and novels):</b> <a href="https://theenglishhandbook.systime.dk/?id=148">https://theenglishhandbook.systime.dk/?id=148</a></li><li>○ <b>Toolbox – analysis:</b> <a href="https://toolboxengelsk.systime.dk/?id=140">https://toolboxengelsk.systime.dk/?id=140</a></li></ul> <p><b>Tekster:</b></p> <ul style="list-style-type: none"><li>○ Kate Chopin’s short story from 1894 “The Story of an Hour”</li><li>○ Charlotte Perkins Gilman’s short story “The Yellow Wallpaper” from 1894</li><li>○ Katherine Mansfield’s short story from 1920 “The Wind Blows”</li><li>○ Ray Bradbury’s short story from 1951 “The Pedestrian”</li><li>○ Raymond Carver’s short story from 1976 “The Father”</li><li>○ Saki’s short story from 1914 “The Open Window”</li><li>○ Ernest Hemingway’s short story “Hills like white Elephants” from 1927</li><li>○ Edgar Allan Poe’s horror short story “The Tell-Tale Heart” from 1843 – read by Christopher Lee: <a href="https://www.youtube.com/watch?v=Z_utA6j3Oc8">https://www.youtube.com/watch?v=Z_utA6j3Oc8</a> (about 12 min.)</li></ul> <p><b>Supplerende:</b></p> <ul style="list-style-type: none"><li>○ <b>About Kate Chopin:</b></li><li>○ Author: Kate Chopin – this short story is written in 1894: on Kate Chopin (about 7 min.) <a href="https://www.youtube.com/watch?v=0P14Kqc6pQU">https://www.youtube.com/watch?v=0P14Kqc6pQU</a> – a Victorian Era literary work.</li><li>○ A video: X: A solitary soul: Kate Chopin and The Awakening (plus something about “The Yellow Wallpaper as well): <a href="https://www.youtube.com/watch?v=6G5-oSemmLc">https://www.youtube.com/watch?v=6G5-oSemmLc</a></li><li>○ A video analysis: <a href="https://www.youtube.com/watch?v=6UAu_O2untA">https://www.youtube.com/watch?v=6UAu_O2untA</a> (about 24 min.)</li><li>○ Another story by Kate Chopin “A respectable woman” <a href="https://americanliterature.com/author/kate-chopin/short-story/a-respectable-woman">https://americanliterature.com/author/kate-chopin/short-story/a-respectable-woman</a></li><li>○ <b>About Charlotte Perkins Gilman:</b></li><li>○ Charlotte Perkins Gilman – this short story is written in 1892 (the picture: <a href="https://feminisminindia.com/2022/02/02/the-yellow-wall-">https://feminisminindia.com/2022/02/02/the-yellow-wall-</a></li></ul>



[paper-charlotte-perkins-gilmans-medical-misogyny/](#) ) – a Victorian Era literary work.

- Charlotte P.G.: A short analysis video: A dystopian story...? Oppression...? <https://www.youtube.com/watch?v=rtepIKeNHPU> (about 13 min.)
- **About Katherine Mansfield:**
- Author: Katherine Mansfield – this short story is written in 1915 – from New Zealand:  
<https://www.katherinemansfield.com/about/katherine-mansfield>
- Understand Mansfield’s modernistic writing (the stream-of-consciousness style):  
<https://www.britannica.com/video/186463/Katherine-Mansfield-writing> (about 4 min.)
- Mansfield: STREAM-OF-CONSCIOUSNESS:  
<https://liberalarts.oregonstate.edu/wlf/what-stream-consciousness>
- **About Ray Bradbury:**
- Author: Ray Bradbury – “The Pedestrian” was written in 1951 – who is Ray Bradbury?  
<https://www.youtube.com/watch?v=wpaesML19gU> (about 7 min.)
- A short video (in Irish) on this short story – a dystopian society:  
<https://www.youtube.com/watch?v=WMz3z48uZ2I> (about 11 min.)
- About Raymond Carver: A short video on Carver:  
<https://www.youtube.com/watch?v=oapV2DzeYBw> (about 10 min.) and more
- About Saki: <https://kids.britannica.com/students/article/Saki/276846> and more
- About Ernest Hemingway: A ‘hard’ video on Hemingway: The unbearable pain of greatness  
<https://www.youtube.com/watch?v=cC6HlwDWr0k> (about 20 min.) and more
- About Edgar Allan Poe:  
<https://www.britannica.com/video/232047/who-was-Edgar-Allan-Poe> (about 2 min.)
- About Edgar Allan Poe: <https://www.youtube.com/watch?v=x-387NMCR6w> (about 4 min.)
- Why you should read Poe:  
<https://www.youtube.com/watch?v=8lgg-pVjOok> (about 5 min.)
- How should you analyse a short story – example “The Tell-Tale Heart”: [https://www.youtube.com/watch?v=zkQB\\_wPDCcc](https://www.youtube.com/watch?v=zkQB_wPDCcc) (17 min.)
- Characters: <https://www.studiobinder.com/blog/what-are-the-types-of-characters-in-a-story/>
- A stock character: <https://study.com/academy/lesson/stock-character-definition-examples.html>
- The seven types of conflicts
- The six elements of fiction:  
[https://www.youtube.com/watch?v=Si20i7kR\\_yc](https://www.youtube.com/watch?v=Si20i7kR_yc) (about 6 min.)



	<ul style="list-style-type: none"><li>○ Freytag's Pyramid<sup>1</sup></li><li>○ Literary devices: <a href="https://literarydevices.net/">https://literarydevices.net/</a></li><li>○ Triades/tricolon</li><li>○ Pathetic Fallacy – e.g. nature describe feelings</li></ul>
<b>Omfang</b>	25 %
<b>Særlige fokuspunkter</b>	Genrer, perioder, analyse, tekstlæsning, litterære begreber (metonymi, metaforer; tone, mood and atmosphere, etc.) fortolkning, perspektivering, forfatterportrætter  Engelsk i forskellige land: USA, Burma/Britain, New Zealand Senere i forløbet: Ireland (Beckett, Joyce), Scotland (Duffy)
<b>Væsentligste arbejdsformer</b>	Læreroplæg, tavle-undervisning, klassediskussion, gruppearbejde, individuelt arbejde, skriftligt arbejde, præsentationer, oplæsning, PP, tekstproduktion

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

<b>Titel 2</b>	<b>MYTHS AND MODERNISM</b>
<b>Indhold</b>	<p><b>Kerne:</b></p> <ul style="list-style-type: none"><li>○ <b>The English Handbook: Modernism:</b> <a href="https://theenglishhandbook.systeme.dk/?id=201">https://theenglishhandbook.systeme.dk/?id=201</a></li><li>○ <b>Through Literary Landscape: Modernism:</b> <a href="https://throughliterarylandscapes.systeme.dk/?id=131">https://throughliterarylandscapes.systeme.dk/?id=131</a> (on Hemingway, T.S. Eliot, James Joyce, Katherine Mansfield, Robert Frost and more)</li><li>○ <b>The English Handbook: Postmodernism (1945...):</b> <a href="https://theenglishhandbook.systeme.dk/?id=202">https://theenglishhandbook.systeme.dk/?id=202</a></li><li>○ <b>Through Literary Landscape: Postmodernism:</b> <a href="https://throughliterarylandscapes.systeme.dk/?id=132">https://throughliterarylandscapes.systeme.dk/?id=132</a></li></ul> <p><b>Tekster:</b></p> <ul style="list-style-type: none"><li>○ Shakespeare on vanity in an excerpt of the play, the tragedy, <i>Romeo and Juliet</i></li><li>○ Oscar Wilde – excerpt from <i>The Picture of Dorian Gray</i>, 1891</li><li>○ A poem by O Henry “Vanity”, 1903: <a href="https://www.online-literature.com/o_henry/4219/">https://www.online-literature.com/o_henry/4219/</a></li><li>○ James Joyce – the short story “Araby”, 1914: <a href="https://www.owleyes.org/text/araby/read/araby#root-74195-31">https://www.owleyes.org/text/araby/read/araby#root-74195-31</a></li></ul>

<sup>1</sup> <https://www.wingwriting.com/blog/2018/12/15/qgm92eyg3bv0gu8yyhn5a72y6dp71a>



	<ul style="list-style-type: none"><li>○ T.S. Eliot – about The Waste Land and the poem “The Love Song of J. Alfred Prufrock”: <a href="https://www.youtube.com/watch?v=D9Rh0F-JuNI">https://www.youtube.com/watch?v=D9Rh0F-JuNI</a></li><li>○ Charles Bukowski, the poem from 1957: “Friendly advice to a lot of young men”, <a href="https://www.youtube.com/watch?v=oovDpLHCrSw">https://www.youtube.com/watch?v=oovDpLHCrSw</a></li><li>○ Charles Bukowski, the poem “Bluebird”, 1992: <a href="https://www.steelsnowflake.org/post/bukowski-poems">https://www.steelsnowflake.org/post/bukowski-poems</a></li><li>○ Carol Ann Duffy: “War Photographer”, 1985: <a href="https://www.youtube.com/watch?v=IulrUSB2-js">https://www.youtube.com/watch?v=IulrUSB2-js</a></li><li>○ Carol Ann Duffy: “Mrs. Sisyphus”, 1999 and other myth wives</li><li>○ Dylan Thomas’ poem “Do not Go Gentle into that Good Night”, 1951. <a href="https://www.youtube.com/watch?v=2DLqN1RvfUc">https://www.youtube.com/watch?v=2DLqN1RvfUc</a></li><li>○ Sylvia Plath’s poem “Daddy”, 1965: <a href="https://www.youtube.com/watch?v=paHmYyaY5XM">https://www.youtube.com/watch?v=paHmYyaY5XM</a></li></ul> <p><b>Supplerende:</b></p> <ul style="list-style-type: none"><li>○ Myth: <a href="https://literaryterms.net/myth/">https://literaryterms.net/myth/</a></li><li>○ James Joyce’s writing style: <a href="https://poemanalysis.com/james-joyce/biography/">https://poemanalysis.com/james-joyce/biography/</a></li><li>○ About O Henry: <a href="https://literariness.org/2020/04/23/analysis-of-o-henrys-stories/">https://literariness.org/2020/04/23/analysis-of-o-henrys-stories/</a></li><li>○ About Charles Bukowski, his life, themes, style, Dirty Realism</li><li>○ <a href="https://www.youtube.com/watch?v=bvF9TJ9ye2w">https://www.youtube.com/watch?v=bvF9TJ9ye2w</a> (3:34) +</li><li>○ about: <a href="https://www.youtube.com/watch?v=eMTDAHk-tkE">https://www.youtube.com/watch?v=eMTDAHk-tkE</a> (about 8 min.)</li><li>○ About T.S. Elliot: <a href="https://www.youtube.com/watch?v=AozoUXTukg0">https://www.youtube.com/watch?v=AozoUXTukg0</a> (17 min.)</li><li>○ About Carol Ann Duffy: <a href="https://www.youtube.com/watch?v=Lh-AAL9ouUc">https://www.youtube.com/watch?v=Lh-AAL9ouUc</a></li><li>○ About Sylvia Plath: <a href="https://www.youtube.com/watch?v=paHmYyaY5XM">https://www.youtube.com/watch?v=paHmYyaY5XM</a></li><li>○ About Dylan Thomas: <a href="https://www.youtube.com/watch?v=gWqGJq4DZOk">https://www.youtube.com/watch?v=gWqGJq4DZOk</a> (45 min.)</li><li>○ About Oscar Wilde: <a href="https://www.youtube.com/watch?v=EEbbAGumo8E">https://www.youtube.com/watch?v=EEbbAGumo8E</a></li></ul>
<b>Omfang</b>	20 %
<b>Særlige fokuspunkter</b>	<p>Formålet her er at se på emner i forskellige tidsperioder, læse forskellige genrer og få kendskab til litteratur fra forskellige engelsktalende lande.</p> <p>Formålet er også at lære og supplere flere formelle ord samt få kendskab til hverdagsprog og andre specielle tilgange (fx colloquialism) i de engelsktalende lande.</p> <p>Historiske tilgange og fokus på emner, som skaber dilemmaer og debat i samfundet, bl.a. religiøse emner fx i James Joyce’s ”Araby” ud over, at det er ’a-coming-of-age’ short story.</p>



<b>Væsentligste arbejdsformer</b>	Læreroplæg, tavle-undervisning, klassediskussion, gruppearbejde, PPs, individuelt arbejde, skriftligt arbejde
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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 3</b>	<b>EXISTENTIALISM AND WORK READING</b>
<b>Indhold</b>	<p><b>Kerne:</b></p> <ul style="list-style-type: none"><li>○ <b>Uddrag fra: Existentialism:</b> <a href="https://plato.stanford.edu/entries/existentialism/">https://plato.stanford.edu/entries/existentialism/</a></li></ul> <p><b>Tekster:</b></p> <ul style="list-style-type: none"><li>○ <i>Waiting for Godot</i>, a play by Samuel Beckett, 1952 <a href="https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2011/01/Waiting-for-Godot.pdf">https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2011/01/Waiting-for-Godot.pdf</a></li><li>○ “Before the Law” Franz Kafka, 1915 <a href="https://www.kafka-online.info/before-the-law.html">https://www.kafka-online.info/before-the-law.html</a></li><li>○ “The Duration of Life” Grimms Brothers, 1812</li><li>○ “All the world is a stage” – a speech by Jaques: an excerpt from Shakespeare’s play <i>As You Like It</i>, 1590</li></ul> <p><b>Supplerende:</b></p> <ul style="list-style-type: none"><li>○ Sisyphus and absurdity – life is meaningless: <a href="https://www.youtube.com/watch?v=GBoHxeCQHRE">https://www.youtube.com/watch?v=GBoHxeCQHRE</a> (about 15 min.)</li><li>○ Existence precedes essence: <a href="https://www.youtube.com/watch?v=0P-2gYj65ds">https://www.youtube.com/watch?v=0P-2gYj65ds</a> (about 6 min.)</li><li>○ 10 minutes on existentialism: <a href="https://www.youtube.com/watch?v=zAQYtoIfB4g">https://www.youtube.com/watch?v=zAQYtoIfB4g</a></li><li>○ Sartre: <a href="https://www.youtube.com/watch?v=F5GGFofxslc">https://www.youtube.com/watch?v=F5GGFofxslc</a> (about 30 min.)</li><li>○ Albert Camus – the concept of absurdity: <a href="https://www.youtube.com/watch?v=b25_7I0Ww00">https://www.youtube.com/watch?v=b25_7I0Ww00</a> (about 30 min.)</li><li>○ An introduction to the play of Godot: <a href="https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/theater/samuel-beckett--waiting-for-godot/">https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/theater/samuel-beckett--waiting-for-godot/</a></li><li>○ A film version: <a href="https://www.youtube.com/watch?v=YuxISg9tjHk">https://www.youtube.com/watch?v=YuxISg9tjHk</a> (1:58 – no subtitles)</li><li>○ “Why are we waiting?” <a href="https://www.youtube.com/watch?v=Dm96MZS48IA">https://www.youtube.com/watch?v=Dm96MZS48IA</a> (2:19)</li><li>○ A comparison to Shakespeare’s play <i>Hamlet</i>: <a href="https://www.youtube.com/watch?v=bb69mI3of_U">https://www.youtube.com/watch?v=bb69mI3of_U</a> (about 9 min.)</li></ul>



	<p>and And to Disney's <i>The Lion King</i> <a href="https://www.youtube.com/watch?v=iqQ2mQV5b0w">https://www.youtube.com/watch?v=iqQ2mQV5b0w</a> (about 4 min.)</p> <ul style="list-style-type: none"><li>○ 135 questions for the content and the philosophy of the play – teacher's work</li></ul>
<b>Omfang</b>	10 %
<b>Særlige fokuspunkter</b>	<p>Forløbet har det formål at diskutere og analysere en tekst, et litterært værk, og se på værket i overført betydning, filosofisk og kritisk.</p> <p>Formålet er også at kigge på interrelationer mellem personerne, deres kommunikation, deres karakteristika og brugen af symboler og andet billedsprog. Der arbejdes også med ord, begreber, konflikter, klichéer og sproglige finurligheder (fx wit, metaforer osv.) m.m.</p>
<b>Væsentligste arbejdsformer</b>	Læreroplæg, tavle-undervisning, klasses Diskussion, gruppearbejde, individuelt arbejde, skriftligt arbejde, læsning, diskussion, præsentation, interaktivt med quizzer, oplæsning på klassen

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

<b>Titel 4</b>	<b>SHAKESPEARE AND OTHER CLASSIC POETRY</b>
<b>Indhold</b>	<p><b>Kerne:</b></p> <ul style="list-style-type: none"><li>○ <b>The English Handbook: Poems:</b> <a href="https://theenglishhandbook.systeme.dk/?id=150">https://theenglishhandbook.systeme.dk/?id=150</a></li><li>○ <b>The English Handbook: The Renaissance (about 1500 – 1660):</b> <a href="https://theenglishhandbook.systeme.dk/?id=196">https://theenglishhandbook.systeme.dk/?id=196</a></li><li>○ <b>The English Handbook: The Romantic Period (about 1798 – 1832):</b> <a href="https://theenglishhandbook.systeme.dk/?id=198">https://theenglishhandbook.systeme.dk/?id=198</a></li><li>○ <b>The English Handbook: Victorian Era (about 1832 – 1901):</b> <a href="https://theenglishhandbook.systeme.dk/?id=199">https://theenglishhandbook.systeme.dk/?id=199</a></li><li>○ <b>The American Romanticism (about 1832 – 1865):</b> <a href="https://theenglishhandbook.systeme.dk/?id=205">https://theenglishhandbook.systeme.dk/?id=205</a></li><li>○ <b>Through Literary Landscapes: The American transcendentalism (from around 1830s – esp. Walt Whitman here: nature, individualism, intuition and a reaction towards rationalism):</b> <a href="https://throughliterarylandscapes.systeme.dk/?id=144">https://throughliterarylandscapes.systeme.dk/?id=144</a></li></ul> <p><b>Tekster:</b></p> <ul style="list-style-type: none"><li>○ Sonnet 18 "Shall I Compare Thee to a Summer's Day"</li><li>○ Sonnet 12 "When I do Count the Clock that Tells the Time"</li><li>○ Sonnet 130 "My Mistress' Eyes are nothing like the Sun"</li><li>○ <i>Macbeth</i> extract – a tragedy by Shakespeare</li></ul>



- In topic 2, there was an extract from the Shakespearian tragedy *Romeo and Juliet*.
- In topic 2, there was an extract from the Shakespearian comedy *As You Like It*: “The seven Ages of Man”.

**Supplerende:**

- The Elizabethan Era
- The Chain of Being
- The Iambic Pentameter
- The Petrarchan sonnet
- The Shakespearian sonnet
- The Volta et al on the sonnet structure
- The Language of Shakespeare: thee, thy, thou etc.

**Tekster:**

- William Wordsworth’s poem “Daffodils”, first generation
- William Blake’s poem “The Sick Rose”, first generation
- William Blake’s poem “The Chimney Sweeper” from *The Book of Innocence*, first generation
- Lord Byron’s poem “When We Two Parted”, second generation
- Percy Bysshe Shelley’s poem “Music, when soft Voices Die”, second generation
- John Keats’ poem “Human Season”, second generation

**Supplerende:**

- The Romantic Era – the first and the second generation
- Romanticism: <https://www.britannica.com/art/Romanticism>
- Romanticism: <https://www.supersummary.com/romanticism/>
- Dark Romanticism: (an anti-transcendentalism like in Poe)<sup>2</sup>: dark romanticism or GOTHIC LITERATURE: The Dark Side of individualism focused on the darker side of human nature & evil and the psychological effects of guilt and sin: themes of revenge, insanity, superstition, and supernatural elements such as ghosts and spirits are common motifs used by the Gothic writers.
- Dark Romanticism & American Renaissance: Context: <https://adhc.lib.ua.edu/site/literarylandscapes/dark-romanticism-american-renaissance-context/>: Transcendentalists often had a more optimistic tone to their work than Dark Romanticists, but both factions focused on themes of nature, spirituality and separation from civilization.
- Vocabulary used in dark romanticism: <https://www.vocabulary.com/lists/337686>
- Elements of Gothic literature: <https://www.invaluable.com/blog/elements-of-gothic-literature/>
- American Transcendentalism – “Transcendentalists believed in numerous values, however they can all be condensed into three

<sup>2</sup> <https://revistas.unisinos.br/index.php/entrelinhas/article/download/17521/60748556/60784781>





	<p>basic, essential values: individualism, idealism, and the divinity of nature.” (study.com)</p> <ul style="list-style-type: none"> <li>○ Emerson: “Ralph Waldo Emerson, a famous transcendentalist, summed up the beliefs of transcendentalism when he said, "What lies behind us, and what lies before us are tiny matters compared to what lies within us."</li> </ul> <p><a href="https://www.vocabulary.com/dictionary/transcendentalism">https://www.vocabulary.com/dictionary/transcendentalism</a></p> <p><b>Tekster:</b></p> <ul style="list-style-type: none"> <li>○ Walt Whitman: “I Hear America Singing”, 1860</li> <li>○ Robert Frost’s Poem “The Road Not Taken”, 1915</li> <li>○ Edgar Allan Poe’s poem “Alone”, 1875</li> <li>○ Edgar Allan Poe’s poem “The Raven”, 1845</li> </ul> <p><b>Supplerende:</b></p> <ul style="list-style-type: none"> <li>○ John Donne’s poem “Death, be not Proud.”, 1633</li> <li>○ Walt Whitman’s poem “The Noiseless Spider” (1868)/ 1891</li> <li>○ Intertextuality – many examples, including The Simpsons on “The Raven”: <a href="https://www.youtube.com/watch?v=_b9I3WoEHBo">https://www.youtube.com/watch?v=_b9I3WoEHBo</a> (10 min.)</li> <li>○ Allusions and more</li> </ul>
<b>Omfang</b>	15 %

**Særlige fokuspunkter**

Formålet er periodelæsning og digtlæsning, analyse, fortolkning og glose- og sproglige forbedringer  
Historiske kontekster, perioder, genrer, struktur, rum, stilistiske og litterære begreber, rim m.m. Kendskab til litteraturens alsidighed gennem tider og påvirket af samfund og verden. Indblik i nogle af de store engelsksprogede forfattere. Se litteratur som en del af livets sprog og ikke kun som tekster på skrift.

**Væsentligste arbejdsformer**

Læreroplæg, tavle-undervisning, klassediskussion, oplæsning, tekstproduktion, gruppearbejde, individuelt arbejde, skriftligt arbejde

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

<b>Titel 5</b>	<b>SPEECHES AND THE AMERICAN DREAM OF TODAY</b>
<b>Indhold</b>	<p><b>Kerne:</b></p> <ul style="list-style-type: none"> <li>○ <b>The English Handbook: Speeches:</b> <a href="https://theenglishhandbook.systeme.dk/?id=146">https://theenglishhandbook.systeme.dk/?id=146</a></li> <li>○ <b>Worlds of English:</b> <a href="https://worldsofenglish.systeme.dk/?id=81&amp;L=1">https://worldsofenglish.systeme.dk/?id=81&amp;L=1</a></li> </ul>



- **Write on** – non-fiction: <https://writeon.systeme.dk/?id=134>

### **Tekster – Speeches:**

- Winston Churchill – a portrait of his rhetoric
- Nelson Mandela’s inaugural speech, 1994
- Abraham Lincoln’s The Gettysburg Address, 1983
- Martin Luther King’s “I Have a Dream” speech:  
<https://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

### **Supplerende:**

- Chief Dan George about the centenary, 100 years, in Canada, July 1, 1967: <https://www.ictinc.ca/blog/reflections-in-2017-on-the-1967-centennial-speech-of-chief-dan-george> - commented (vi nåede ikke at tale om denne tekst)
- Winston Churchill – excerpts from three speeches during the Second WW: “Blood, Toil, Tears, and Sweat”, “We Shall Fight them on the Beaches”, and “Their Finest Hour”.  
<https://www.youtube.com/watch?v=Z9amZ8McoBA>
- [https://www.youtube.com/watch?v=v3I\\_-5njbkl](https://www.youtube.com/watch?v=v3I_-5njbkl)
- King’s ‘I-have-a-dream’ speech: A brief analysis and short on structure: <https://www.youtube.com/watch?v=ij0Cj8TtBXM> (5 min.)
- Analysis: <https://www.youtube.com/watch?v=RIZLJMOhQCE> (8 min.) – King’s ‘I-have-a-dream’ speech.
- The five canons of rhetoric: [https://walton.uark.edu/business-communication-lab/Resources/downloads/The\\_Five\\_Canons\\_of\\_Rhetoric.pdf](https://walton.uark.edu/business-communication-lab/Resources/downloads/The_Five_Canons_of_Rhetoric.pdf) + <https://www.toolshero.com/communication-methods/five-canons-of-rhetoric/>
- Retorisk analyse: <https://www.youtube.com/watch?v=ij0Cj8TtBXM> (5 min.)
- Retoriske begreber i King’s tale:  
<https://www.youtube.com/watch?v=RIZLJMOhQCE> (8 min.)
- Cicero’s pentagram:  
<https://englishclass.dk/pages/wa/rhetoricalpentagram.html>
- The art of speaking (Toulmin’s argumentative model. Cicero’s pentagram. Types of Speech. The three forms/modes of appeal):  
<https://theenglishhandbook.systeme.dk/?id=155>
- Language and style: <https://theenglishhandbook.systeme.dk/?id=156>
- Formal and informal language:  
<https://www.niu.edu/writingtutorial/style/formal-and-informal-style.shtml>
- Rhetorical devices, use, and structure.
- Trevor Noah: “The S...T Donal Trump says”, 2020  
[https://www.youtube.com/watch?v=2tx33\\_WvPgM](https://www.youtube.com/watch?v=2tx33_WvPgM) (8 min.)



	<ul style="list-style-type: none"><li>○ Trevor Noah: “Donsplaining”, 2020 <a href="https://www.youtube.com/watch?v=QlaeirHJpns">https://www.youtube.com/watch?v=QlaeirHJpns</a></li><li>○ Trevor Noah: “Trum... miserable in court”, 2024: <a href="https://www.youtube.com/watch?v=yv0KoD-BhMQ">https://www.youtube.com/watch?v=yv0KoD-BhMQ</a> (about 14 min.)</li></ul> <p><b>The American Dream of Today: Kerne:</b></p> <ul style="list-style-type: none"><li>○ Worlds of English: <a href="https://worldsofenglish.systeme.dk/?id=324">https://worldsofenglish.systeme.dk/?id=324</a></li></ul> <p><b>Supplerende:</b></p> <ul style="list-style-type: none"><li>○ Video: The American Dream <a href="https://www.youtube.com/watch?v=C48aGtPIuZo">https://www.youtube.com/watch?v=C48aGtPIuZo</a> (3 min.)</li><li>○ Video – history: <a href="https://www.youtube.com/watch?v=o5ZCHx2TM4g">https://www.youtube.com/watch?v=o5ZCHx2TM4g</a> – 7 min.</li><li>○ Speech: <a href="https://www.youtube.com/watch?v=jPf0LjZAS14">https://www.youtube.com/watch?v=jPf0LjZAS14</a> about 16 min. “The American Dream of Today” by Courthey Martin</li></ul>
<b>Omfang</b>	15 %
<b>Særlige fokuspunkter</b>	Formålet med forløbet er at lære om opbygning af og indhold i taler samt de retoriske virkemidler, der anvendes. Der er også et fokus på historiske og samfundsmæssige begivenheders indflydelse på både samtid og tale.
<b>Væsentligste arbejdsformer</b>	Læreroplæg, tavle-undervisning, klasses Diskussion, gruppearbejde, individuelt arbejde, skriftligt arbejde, PP

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

<b>Titel 6</b>	<b>UNNAMED – included in the other topics: GRAMMAR, WRITTEN AND ORAL EXAM TRAINING</b>
<b>Indhold</b>	<p><b>Prøvebanken:</b></p> <ul style="list-style-type: none"><li>○ Maj 2021</li><li>○ Maj 2022</li><li>○ Aug 2022</li><li>○ Dec 2022</li><li>○ Maj 2023</li></ul> <p><b>De skriftlige discipliner:</b> <a href="https://skriftligeksameniengelskstxogh.systeme.dk/?id=132">https://skriftligeksameniengelskstxogh.systeme.dk/?id=132</a></p> <p>”Style of writing”: <a href="https://skriftligeksameniengelskstxogh.systeme.dk/?id=143">https://skriftligeksameniengelskstxogh.systeme.dk/?id=143</a></p>



	<p><b>The English Handbook – 4 A:</b> <a href="https://theenglishhandbook.systeme.dk/?id=247">https://theenglishhandbook.systeme.dk/?id=247</a></p> <p><b>The English Handbook – 4 B:</b> <a href="https://theenglishhandbook.systeme.dk/?id=248">https://theenglishhandbook.systeme.dk/?id=248</a></p> <p><b>Essay: 4B assignment:</b> Article “The vanishing NY diners”: <a href="https://www.nytimes.com/2016/11/23/nyregion/diners-new-york-city.html">https://www.nytimes.com/2016/11/23/nyregion/diners-new-york-city.html</a></p> <p><b>Essay: 4 A assignment:</b> Short story “Popular Mechanics”, Raymond Carver, 1981 <a href="https://teachermetzler.com/wp-content/uploads/2021/04/Raymond-Carver-Popular-Mechanics.pdf">https://teachermetzler.com/wp-content/uploads/2021/04/Raymond-Carver-Popular-Mechanics.pdf</a></p> <p><b>Grammar books for interactive assignments:</b></p> <ul style="list-style-type: none"><li>○ The Blue Grammar Book: <a href="https://www.grammarbook.com/">https://www.grammarbook.com/</a> med interaktive øvelser inden for de vigtige grammatiske dele</li><li>○ Grammar: <a href="https://www.britannica.com/topic/grammar">https://www.britannica.com/topic/grammar</a></li></ul> <p><b>Punctuation:</b> <a href="https://writeon.systeme.dk/?id=141">https://writeon.systeme.dk/?id=141</a></p> <ul style="list-style-type: none"><li>○ Punctuation-tasks<sup>3</sup></li></ul> <p><b>Systeme og supplerende materiale:</b></p> <ul style="list-style-type: none"><li>○ ENGELSK MULTIMEDIE GRAMMATIK – INTERACTIVE: <a href="https://emmg.systeme.dk/?id=359">https://emmg.systeme.dk/?id=359</a></li><li>○ GETTING STARTED – ENG A (grammar): <a href="https://gettingstarteda.systeme.dk/?id=129">https://gettingstarteda.systeme.dk/?id=129</a></li><li>○ GET IT RIGHT (grammar): <a href="https://getitright.systeme.dk/">https://getitright.systeme.dk/</a></li><li>○ THE ENGLISH HANDBOOK – HOW TO ANALYZE... <a href="https://theenglishhandbook.systeme.dk/?id=134">https://theenglishhandbook.systeme.dk/?id=134</a></li><li>○ TOOLBOX (various tools for analysis): <a href="https://toolboxengelsk.systeme.dk/">https://toolboxengelsk.systeme.dk/</a></li><li>○ WRITE ON (various tools for analysis): <a href="https://writeon.systeme.dk/">https://writeon.systeme.dk/</a></li><li>○ THROUGH LITERARY LANDSCAPES – FROM THE ROMANTIC AGE TO POSTMODERNISM: <a href="https://throughliterarylandscapes.systeme.dk/">https://throughliterarylandscapes.systeme.dk/</a></li></ul>
<b>Omfang</b>	15 %
<b>Særlige fokuspunkter</b>	Formålet med forløbet er at oparbejde kompetencer til at løse grammatiske opgaver og skrive essays samt analysere forskellige genrer.

<sup>3</sup> [https://owl.purdue.edu/owl\\_exercises/punctuation\\_exercises/basic\\_punctuation/punctuation\\_exercise.html](https://owl.purdue.edu/owl_exercises/punctuation_exercises/basic_punctuation/punctuation_exercise.html)



	Heri ligger også øvelse i litterære begreber, modeller, sproglige redskaber, ordklassetræning, kommateringsøvelser m.m. Der lægges vægt på at øve de skriftlige og grammatiske opgaver omkring eksamen.
<b>Væsentligste arbejdsformer</b>	Læreroplæg, tavle-undervisning, gennemgang af grammatiske opgaver, klasses Diskussion, gruppearbejde, individuelt arbejde, skriftligt arbejde, PPs