

# Undervisningsbeskrivelse

## Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	2025-2026
<b>Institution</b>	Kolding HF og VUC
<b>Uddannelse</b>	HF2
<b>Fag og niveau</b>	Engelsk B
<b>Lærer(e)</b>	Jacob Damgaard Møgeltoft (JP)
<b>Hold</b>	HFO-23 2308

## Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	<b>Folk &amp; Fairy Tales</b>
<b>Titel 2</b>	<b>Dystopia</b>
<b>Titel 3</b>	<b>Black America</b>
<b>Titel 4</b>	<b>Twisted Stories</b>
<b>Titel 5</b>	<b>Family Issues</b>
<b>Titel 6</b>	<b>Britain and the Empire</b>

## Beskrivelse af de enkelte undervisningsforløb

<b>Titel 1</b>	<b>Folk &amp; Fairy Tales</b>
<b>Indhold</b>	<p><b>Kernetekster:</b></p> <ol style="list-style-type: none"> <li><b>Grimm, Jacob og Wilhelm:</b> <i>"Little Red Riding Hood"</i> (1812), (Fairy Tale)</li> <li><b>Jacobs, Joseph:</b> <i>"Jack and the Beanstalk"</i> (1890), (Fairy Tale)</li> <li><b>Jacobs, Joseph:</b> <i>"Mr. Fox"</i> (1890), (Folk Tale)</li> <li><b>Perrault, Charles:</b> <i>"Little Red Riding Hood"</i> (1697), (Fairy Tale)</li> <li><b>Stromberg, Robert:</b> <i>"Maleficent"</i> (2014), Movie</li> <li><b>Watts, Jeremy:</b> "About Folk Tales" (pp. 6-14) in <i>Once Upon A Time</i> (2004), (Non-fiction)</li> </ol> <p><b>Supplerende stof:</b></p> <ol style="list-style-type: none"> <li><b>Gillet, Burt:</b> Silly Symphony <i>"The Three Little Pigs"</i> (1933) Disney</li> </ol>
<b>Omfang</b>	Ca. 50 sider
<b>Fokuspunkter</b>	<p>This topic explores folk and fairy tales and the analysis of these traditional narratives. Each tale offers insight into the human psyche, cultural values, and moral lessons, often wrapped in magical elements and symbolic characters. With familiar tropes and unexpected turns, these stories are crafted to both entertain and provoke reflection on ideas of right and wrong.</p> <ul style="list-style-type: none"> <li>• Home-out-home model</li> <li>• Actantian model (subject, object, helper, opponent, sender, receiver)</li> <li>• The Contract Model</li> <li>• Freud's model of the mind and symbolism</li> <li>• Moral and theme</li> <li>• Genre characteristics (flat characters, repetition, quest/journey, magical place and creatures, "once upon a time", happy ending)</li> <li>• De taksonomiske niveauer (det redegørende, det analyserende og det fortolkende niveau)</li> </ul>
<b>Arbejdsformer</b>	<p>Klasseundervisning/virtuelle arbejdsformer/anvendelse af fagprogrammer, Engram/skriftligt arbejde/deduktive vs. induktive arbejdsformer Brug af læsestrategier</p>

<b>Titel 2</b>	<b>Dystopia</b>
<b>Indhold</b>	<p><b>Kernestof</b></p> <ol style="list-style-type: none"> <li>1. <b>Gaiman, Niel:</b> <i>"Babycakes"</i> (1990), short story</li> <li>2. <b>Vonnegut, Kurt:</b> <i>"2BR02B"</i> (1986), short story</li> <li>3. <b>Jackson, Shirley:</b> <i>"The Lottery"</i> (1948), short story</li> <li>4. <b>Ekers, Zack:</b> <i>"Limetown"</i> (2015), Podcast series</li> <li>5. <b>Wright, Joe:</b> <i>"Nosedive"</i> (2016) an episode from the Netflix series "Black Mirror"</li> <li>6. <b>Orwell, George:</b> <i>"Animal Farm"</i> (1945), novel</li> </ol> <p><b>Supplerende stof</b></p> <ol style="list-style-type: none"> <li>1. <b>Gendler, Alex:</b> <i>"How to recognize a Dystopia"</i> (2016), TED-Ed</li> </ol>
<b>Omfang</b>	Ca. 80 sider
<b>Særlige fokuspunkter</b>	<p><b>Fagligt fokus:</b> This topic explores dystopian fiction and the analysis of societies shaped by control, conformity, and fear. Through unsettling worlds and exaggerated social systems, these texts reveal anxieties about human nature, technology, power, and morality. From oppressive governments and ritualized violence to social surveillance and ethical dilemmas, each story challenges readers to reflect on the consequences of sacrificing individuality, freedom, and compassion in the pursuit of order or progress.</p> <p><b>Centrale Begreber:</b></p> <ul style="list-style-type: none"> <li>• Dystopia / Utopia</li> <li>• Dystopian characteristics</li> <li>• Dystopian protagonist</li> <li>• Corporate control</li> <li>• Bureaucratic control</li> <li>• Technological control</li> <li>• Philosophical/Religious control</li> </ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde

<b>Titel 3</b>	<b>Black America</b>
<b>Indhold</b>	<p><b>Kernestof</b></p> <ol style="list-style-type: none"> <li><b>Elich Møller, Bianca &amp; Thomsen, Mathilde:</b> Black Voices (ibog), Gyldendal 2020 s. 134 – 136, 151, 157, 160, 165, 168, 173. <i>Slavery, Separate but Equal, Civil Rights Movement, Post-racist America.</i></li> <li><b>Holliday, Billie:</b> “Strange Fruit”, (1939)</li> <li><b>Hunt, James:</b> “A Negroes Place in Nature”, (1863), lecture</li> <li><b>King, Martin Luther Jr.:</b> “I Have a Dream”, (1963)</li> <li><b>R.J. Meaddough:</b> “The Death of Tommy Grimes”, (1962)</li> </ol> <p><b>Supplerende stof</b></p> <ol style="list-style-type: none"> <li><b>Farrelly, Peter:</b> “Green Book”, (2018), movie</li> <li><b>McQueen, Steve:</b> “12 Years a Slave”, (2013), movie</li> </ol>
<b>Omfang</b>	Ca. 80 sider
<b>Særlige fokuspunkter</b>	<p><b>Fagligt fokus:</b> This topic explores the history of African Americans and the ongoing struggle for equality, justice, and civil rights in the United States. Through historical events, personal experiences, and cultural movements, the texts examine how racism, segregation, and discrimination have shaped Black American life over time. At the same time, they highlight the resilience, activism, and achievements of African Americans in the fight for freedom, identity, and equal opportunities in society.</p> <p><b>Centrale Begreber:</b></p> <ul style="list-style-type: none"> <li>• Segregation</li> <li>• Jim-Crow</li> <li>• Trans-Atlantic Slave trade</li> <li>• Lynching</li> <li>• Black Codes</li> <li>• Emancipation Declaration</li> <li>• 13<sup>th</sup> Amendment</li> <li>• The Constitution</li> <li>• Systemic racism</li> </ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde

<b>Titel 4</b>	<b>Twisted Stories</b>
<b>Indhold</b>	<p><b>Kernetekster:</b></p> <ol style="list-style-type: none"> <li>1. <b>Amenabar, Alejandro:</b> <i>“The Others”</i> (2001), movie</li> <li>2. <b>Dahl, Roald:</b> <i>“The Landlady”</i> (1959)</li> <li>3. <b>Matheson, Richard:</b> <i>“Button, Button”</i> (1970), short story</li> <li>4. <b>Harris, Owen:</b> <i>“San Junipero”</i> (2016), Episode of the Netflix series called Black Mirror.</li> <li>5. <b>Johnson, Michele:</b> <i>“Yosemite”</i> (2019), short story</li> <li>6. <b>Milenski, Paul:</b> <i>“Tickits”</i> (1986), short story</li> </ol>
<b>Omfang</b>	Ca. 40 sider
<b>Særlige fokuspunkter</b>	<p><b>Fagligt fokus:</b> This topic explores fiction and the analysis of fictional texts. Each story delves into the human psyche, ethics, and morality, with the common denominator being the twists in the narratives designed to surprise the reader and keep them guessing. These texts invite readers to reflect on the concepts of right and wrong.</p> <p><b>Centrale Begreber:</b></p> <ul style="list-style-type: none"> <li>• Plot twist</li> <li>• Narrator</li> <li>• Short story</li> <li>• Setting</li> <li>• Message</li> <li>• Round / Flat characters</li> <li>• Open / closed ending</li> <li>• In medias res</li> </ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde

<b>Titel 5</b>	<b>Family Issues</b>
<b>Indhold</b>	<p><b>Kernestof:</b></p> <ol style="list-style-type: none"> <li>1. <b>Bukowski, Charles:</b> “Son of Satan” (1982), Short Story</li> <li>2. <b>Curry, Marshall:</b> “The Neighbors’ Window” (2019), Short Film</li> <li>3. <b>Larkin, Phillip:</b> “This be the verse” (1971), Poem</li> <li>4. <b>McGough, Roger:</b> “40 Love” (2006), Poem</li> <li>5. <b>Meaddough, R.J. III:</b> “The Death of Tommy Grimes” (1962), Short Story</li> <li>6. <b>Savage, Maddy:</b> “Family Estrangement: Why adults are cutting off their parents” (2021), BBC, Article</li> <li>7. <b>Scorsese, Martin:</b> “Shutter Island” (2010), Movie</li> </ol> <p><b>Supplerende stof:</b></p> <ol style="list-style-type: none"> <li>1. Music hunting</li> <li>2. ChatGPT pictures</li> </ol>
<b>Omfang</b>	Ca. 60 sider
<b>Særlige fokuspunkter</b>	<p><b>Fagligt Fokus:</b> This topic explores family dynamics, focusing on the complexities of relationships, conflicts, and the emotional bonds that shape our lives. These texts delve into the psychological impact of family roles, expectations, and struggles, revealing how personal identity is often formed within—and sometimes in opposition to—the family unit. Through stories of tension, love, and resilience, this topic invites reflection on the deep influence families have on our development and well-being.</p> <p><b>Centrale begreber:</b></p> <ul style="list-style-type: none"> <li>• Estrangement</li> <li>• Neglect</li> <li>• Dysfunction</li> <li>• Conflict</li> <li>• Abuse</li> <li>• Love</li> <li>• Negative Social Legacy</li> <li>• Suppressed emotions</li> </ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde

<b>Titel 6</b>	<b>Britain and the Empire</b>
<b>Indhold</b>	<p><b>Kernestof:</b></p> <ol style="list-style-type: none"> <li>1. <b>Addley, Ester &amp; McCarthy, Rory:</b> “The Man Who Fell to Earth” (2001) Article from The Guardian)</li> <li>2. <b>Agard, John:</b> “Listen Mr Oxford Don”, (1985) Poem</li> <li>3. <b>Finderup, A. M., &amp; Fog, A:</b> “Britain: From island to empire and back”, (2022) from <i>Worlds of English</i>. Systime. Non-fiction</li> <li>4. <b>Finderup, A. M., &amp; Fog, A:</b> “Global English”, (2022) from <i>Worlds of English</i>. Systime. Non-fiction</li> <li>5. <b>Finderup, A. M., &amp; Fog, A:</b> “English as a lingua franca”, (2022) from <i>Worlds of English</i>. Systime. Non-fiction</li> <li>6. <b>Orwell, George:</b> Shooting an Elephant, (1936), Essay</li> <li>7. <b>Petaia, Ruperake:</b> “Kidnapped”, (1980), Poem</li> </ol> <p><b>Supplerende stof:</b></p> <ol style="list-style-type: none"> <li>8. Teacher presentation about the history of the English Empire</li> </ol>
<b>Omfang</b>	Ca. 50 sider
<b>Særlige fokuspunkter</b>	<p><b>Fagligt Fokus:</b> This topic explores the global impact of the English language and its deep ties to the history of the British Empire. It examines how English spread through colonization, how it adapted across cultures, and how it continues to shape communication, power, and identity in a postcolonial world. Through texts that reflect both dominance and resistance, this topic invites reflection on the legacy of empire, the process of decolonization, and the enduring influence of English in a globalized society.</p> <p><b>Centrale begreber:</b></p> <ul style="list-style-type: none"> <li>• Imperialism</li> <li>• The white man’s burden</li> <li>• Decolonization</li> <li>• Nationalism</li> <li>• Colonialism / Colonies</li> <li>• Writing back</li> <li>• Lingua Franca and ELF</li> <li>• First- &amp; second language</li> </ul>
<b>Væsentligste arbejdsformer</b>	Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde