UNDERVISNINGS MINISTERIET

**Undervisningsbeskrivelse**

**Stamoplysninger til brug ved prøver til gymnasiale uddannelser**

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| **Termin** | 2025-2026 |
| **Institution** | Kolding HF og VUC |
| **Uddannelse** | HF3 |
| **Fag og niveau** | Engelsk B |
| **Lærer(e)** | Jacob Damgaard Møgeltoft (JP) & Sebastian Borchert (SB) |
| **Hold** | HF3-25 2508 |

**Oversigt over gennemførte undervisningsforløb**

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| **Titel 1** | Folk & Fairy Tales (m. Jacob Damgaard Møgeltoft) |
| **Titel 2** | Graphic Novels (m. Jacob Damgaard Møgeltoft) |
| **Titel 3** | Black America (m. Jacob Damgaard Møgeltoft) |
| **Titel 4** | Dystopia (m. Jacob Damgaard Møgeltoft) |
| **Titel 5** | The English and the World (m. Jacob Damgaard Møgeltoft) |
| **Titel 6** | Australia (m. Sebastian Borchert) |

**Beskrivelse af de enkelte undervisningsforløb**

| **Titel 1** | **Folk & Fairy Tales** |
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| Indhold | **Kernetekster:**<br>1. **Grimm, Jacob og Wilhelm:** *"Little Red Riding Hood"* (1812), (Fairy Tale)<br>2. **Jacobs, Joseph:** *"Jack and the Beanstalk"* (1890), (Fairy Tale)<br>3. **Jacobs, Joseph:** *"Mr. Fox"* (1890), (Folk Tale)<br>4. **Perrault, Charles:** *"Little Red Riding Hood"* (1697), (Fairy Tale)<br>5. **Stromberg, Robert:** "Maleficent" (2014) (film), (Fairy Tale)<br>6. **Watts, Jeremy:** "About Folk Tales" (pp. 6-14) in *Once Upon A Time* (2004), (Non-fiction)<br><br>**Supplerende stof:**<br>1. **Gillet, Burt:** Silly Symphony *"The Three Little Pigs"* (1933) Disney |
| Omfang | Ca. 50 sider |
| Fokuspunkter | 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. Home-out-home model<br><br>• Actantian model (subject, object, helper, opponent, sender, receiver)<br>• The Contract Model<br>• Freud's model of the mind and symbolism<br>• Moral and theme<br>• Genre characteristics (flat characters, repetition, quest/journey, magical place and creatures, "once upon a time", happy ending)<br>• De taksonomiske niveauer (det redegørende, det analyserende og det fortolkende niveau) |
| Arbejdsformer | Klasseundervisning/virtuelle arbejdsformer/anvendelse af fagprogrammer, Engram/skriftligt arbejde/deduktive vs. induktive arbejdsformer<br>Brug af læsestrategier |

| **Titel 2** | **Graphic Novels** |
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| Indhold | **Kernestof**<br>1. **Miller, Frank:** chapter 1-3 of "The Hard Goodbye", (1991), (Graphic Novel)<br>2. **Miller, Frank:** "Sin City" (2005), (Film)<br>3. **Smet, Mårdon:** "Alone", (2015), (Graphic Novel)<br>4. **Spiegelman, Art:** "Maus" Vol I, (1980), (Graphic Novel)<br>5. **Wright, Aneurin:** "Things to do in a Retirement Home Trailer Park… When Your're 29 and Unemployed", (2012), (Graphic Novel)<br><br>**Supplerende stof**<br>1. Introduction to Graphic Novels fra Getting Graphic<br>2. Læreroplæg om analyse af Graphic Novels<br><br>**Grammatik**<br>3. Integreret grammatik fra "Maus" med fokus på ordstilling og stedord |
| Omfang | Ca. 60 sider |
| Særlige fokuspunkter | **Fagligt fokus:**<br>This topic explores graphic novels and the unique way they combine visual art and storytelling to convey complex themes and emotions. These texts range from deeply personal narratives to bold social commentaries, using imagery and dialogue to engage readers on multiple levels. Through their distinctive format, graphic novels invite reflection on identity, conflict, and human experience in a way that is both accessible and profound.<br><br>**Centrale begreber:**<br>• Splash page, Panel, Frame, 4th wall break, Open Panel, Gutter, Bleed, Foreground / Background, Graphic weight, Caption / Speech balloons, Onomatopoeia, Silent panel, Movement, Color, Perspective, Zoom, Characters |
| Væsentligste arbejdsformer | Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde |

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| **Titel 3** | **Black America** |
| **Indhold** | **Kernestof**<br>1. **Elich Møller, Bianca & Thomsen, Mathilde:** Black Voices (ibog), Gyldendal 2020 s. 134 – 136, 151, 157, 160, 165, 168, 173. *Slavery, Separate but Equal, Civil Rights Movement, Post-racist America.*<br>2. **Holliday, Billie:** "Strange Fruit", 1939<br>3. **Hunt, James:** "The Negro's Place in Nature", 1863<br>4. **King, Martin Luther Jr.**: "I Have a Dream", 1963<br>5. **R.J. Meaddough:** "The Death of Tommy Grimes", 1962<br>6. **Obama, Barrack:** "A More Perfect Union", 2008<br><br>**Supplerende stof**<br>1. **McQueen, Steve:** "12 Years a Slave" (Film), 2013<br>2. **Farelly, Peter:** "Green Book" (Film), 2018 |
| **Omfang** | Ca. 80 sider |
| **Særlige fokus-punkter** | **Fagligt fokus:**<br>Afroamerikanernes historie og rettigheder op igennem tiden.<br><br>**Centrale Begreber:**<br>• Segregation<br>• Jim-Crow<br>• Trans-Atlantic Slave trade<br>• Lynching<br>• Black Codes<br>• Emancipation Declaration<br>• 13th Amendment<br>• The Constitution<br>• Systemic racism |
| **Væsentligste arbejdsformer** | Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde |

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| **Titel 4** | **Dystopia** |
| **Indhold** | **Kernestof**<br>1. **Gaiman, Niel:** *"Babycakes"* (1990), short story<br>2. **Vonnegut, Kurt:** *"2BR02B"* (1986), short story<br>3. **Jackson, Shirley:** *"The Lottery"* (1948), short story<br>4. **Ekers, Zack:** *"Limetown"* (2015), Podcast series<br>5. **Wright, Joe:** *"Nosedive"* (2016) an episode from the Netflix series "Black Mirror"<br>6. **Orwell, George:** *"Animal Farm"* (1945), novel<br><br>**Supplerende stof**<br>1. **Gendler, Alex:** *"How to recognize a Dystopia"* (2016), TED-Ed |
| **Omfang** | Ca. 80 sider |
| **Særlige fokuspunkter** | **Fagligt fokus:**<br>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.<br><br>**Centrale Begreber:**<br>• Dystopia / Utopia<br>• Dystopian characteristics<br>• Dystopian protagonist<br>• Corporate control<br>• Bureaucratic control<br>• Technological control<br>• Philosophical/Religious control |
| **Væsentligste arbejdsformer** | Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde |

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| **Titel 5** | **The English and the World** |
| **Indhold** | **Kernestof:**<br>1. **Addley, Ester & McCarthy, Rory:** "The Man Who Fell to Earth", (2001), an article from The Guardian<br>2. **Cameron, David:** "David Cameron's Speech on the EU-referendum" (2016) taken from *DIVIDED KINGDOM - BREXIT AND BEYOND*. Forlaget Plenum. https://dividedkingdom.ibog.forlagetplenum.dk<br>3. **Kenyatta, Jommo:** "Gentlemen of the Jungle", (1938), a short story<br>4. **Skött, J. S. & Sylvest, C:** "PART I: History and Identity - A United Kingdom?." (2026) *UK NOW*. Forlaget Plenum. https://uknow.ibog.forlagetplenum.dk/?id=145<br>5. **Skött, J. S. & Sylvest, C.:** "PART IV: Immigration and Integration - A Multicultural Britain?." (2026) *UK NOW*. Forlaget Plenum. https://uknow.ibog.forlagetplenum.dk/?id=142<br>6. **Stewart, Heather:** "Fact-checking Brexit's key promises 10 years on" (2026) a newsclip from The Guardian<br><br>**Supplerende stof:**<br>7. Teacher presentation about the history of the English Empire |
| **Omfang** | Ca. 50 sider |
| **Særlige fokuspunkter** | **Fagligt Fokus:**<br>In this topic, we explored the historical and modern relationship between Britain and the wider world. We studied the geography and cultures of the British Isles, examined Britain's colonial history and its global impact, and discussed how migration from former colonies changed British society after World War II. We also investigated Brexit and its political, social, and economic consequences for Britain and its relationship with Europe. Through texts, discussions, and assignments, we developed our understanding of British identity and how historical events continue to shape contemporary Britain.<br><br>**Centrale begreber:**<br>• Imperialism / Decolonization<br>• Colonialism / Colonies<br>• The white man's burden<br>• Nationalism<br>• Immigration to Britain<br>• Brexit<br>• Writing back |
| **Væsentligste arbejdsformer** | Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde |

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| **Titel 6** | **Australia** |
| **Indhold** | **Kernestof:**<br>1. **Finderup, A. M., & Fog, A:** "Global English", (2022) from *Worlds of English*. Systime. (Non-fiction)<br>2. **Finderup, A. M., & Fog, A:** "English as a lingua franca", (2022) from *Worlds of English*. Systime.<br>3. **Jensen, Lars:** "Lars Jensen on the Aborigines" in Finderup, A. M. & Fog, A. (2022). *Worlds of English*. Systime. https://worldsofenglish.systime.dk<br>4. **Jensen, Lars:** "Lars Jensen on Australian language" in Finderup, A. M. & Fog, A. (2022). *Worlds of English*. Systime. https://worldsofenglish.systime.dk<br>5. **Kaalund, J. & Clausen, B. H.** (2026). (RE-)DISCOVERING AUSTRALIA. *BOOMERANG*. Forlaget Plenum. https://boomerang.ibog.forlagetplenum.dk/?id=130<br>6. **Melleuish, Gregory:** "No longer tied to Britain, Australia is still searching for its place in the world", 2017<br>7. **Noyce, Phillip:** Rabbit-Proof Fence, 2003<br>8. **Roach, Archie:** "Took the Children Away", 1990 - Kaalund, J. & Clausen, B. H. (2026). *BOOMERANG*. Forlaget Plenum. https://boomerang.ibog.forlagetplenum.dk<br>9. **Rudd, Kevin:** Apology speech, 2008 |
| **Omfang** | Ca. 50 sider |
| **Særlige fokuspunkter** | **Fagligt Fokus:**<br>In this topic, we explored Australia's history, culture, and place in the English-speaking world. We examined how English developed as a global language and how Australian English reflects the country's unique identity. We also studied the history and experiences of Aboriginal Australians, including the impact of colonization and the policies that led to the Stolen Generations. We further discussed Australia's relationship with Britain and its search for a modern national identity in a globalized world.<br><br>**Centrale begreber:**<br>• Aborigines<br>• Lingua Franca and ELF<br>• First- & second language |
| **Væsentligste arbejdsformer** | Klasseundervisning/gruppearbejde/pararbejde/virtuelle arbejdsformer/skriftligt arbejde |