

# Undervisningsbeskrivelse

## Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	August 2023 - Juni 2024
<b>Institution</b>	Det Blå Gymnasium HHX-Tønder
<b>Uddannelse</b>	HHX
<b>Fag og niveau</b>	Engelsk A
<b>Lærer(e)</b>	Dana Rickertsen
<b>Hold</b>	Engelsk A 2023hh2c

## Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Growing up (Grundforløb) + Culture
<b>Titel 2</b>	Fashion
<b>Titel 3</b>	Country Profile: The UK
<b>Titel 4</b>	Dystopia
<b>Titel 5</b>	Værklæsning: Animal Farm (in connection with Dystopia)
<b>Titel 6</b>	The American Dream – myth or reality?
<b>Titel 7</b>	
<b>Titel X</b>	Grammatik

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

<b>Titel 1</b>	<b>Growing up (Grundforløb) + Culture</b>
<b>Indhold</b>	<b>Kernestof:</b> Genre genkendelse – Text analysis – Short Story, Speech, Article, Poem, Fable, Film  Clarke, David: <u>Focus on Success</u> (Cornelsen & Oxford, 1994): <ul style="list-style-type: none"><li>• Dennis Kurumada: Just Along for the Ride</li><li>• James Thurber: The Moth and the Star</li></ul>

TEDTalk: Geena Rocero: “Why I must come out”,  
[https://www.ted.com/talks/geena\\_rocero\\_why\\_i\\_must\\_come\\_out?language=en](https://www.ted.com/talks/geena_rocero_why_i_must_come_out?language=en)

Article – Should you go to University or Start a Business? -  
<https://www.independent.co.uk/news/business/indyventure/university-business-startup-entrepreneurs-young-now-dating-stoned-pizza-a8047696.html>

Poem – This be the verse – Philip Larkin 1971

Film: The perks of being a wallflower

Short film: AWOL

Engberg-Pedersen, Jonna, Grønvold, Mette og Ohland-Andersen, Hanne: Contexts – Basisbog til engelsk i gymnasiet og HF (Gyldendal, 2015):

- The Shining Mountain

Ciceros Pentagram

Diverse Text Analysis Compendia

Article on Forms of Appeal

## **Culture**

Cross-Cultural terms and Principles fra Flensted og Faabord, *Get Ready to Communicate, Your Basic Tools*, Systime 1997

An Introduction to Culture: Ewa Schlünssen, 2011, Forlaget Øknom, ss. 7-8, 11-15, 18-19

<https://www.hofstede-insights.com/country-comparison/>

Diverse exercises relating to comparison of UK and USA values  
Gestures Around the World:

[https://www.youtube.com/watch?v=fa\\_GCK-Czqs](https://www.youtube.com/watch?v=fa_GCK-Czqs)

Diverse exercises relating to Global English/English as Lingua Franca

	<p><b>Supplerende Materiale:</b></p> <p><a href="http://www.Ordbog.com">www.Ordbog.com</a></p> <p>Hermann, Mette et al: Getting Started.  <a href="https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1">https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1</a></p> <p>The English Handbook: <a href="https://theenglishhandbook.systeme.dk/">https://theenglishhandbook.systeme.dk/</a></p> <p>Skriftlig eksamen i engelsk-HHX:  <a href="https://skriftligeksamenienghskhhx.ibog.gyldendal.dk/">https://skriftligeksamenienghskhhx.ibog.gyldendal.dk/</a></p> <p>(Ind I Sproget – 4.2. Billedsprog, 7 – Stilistiske Figurer)</p>
<b>Omfang</b>	Ca. 10%
<b>Faglige Mål/ særlige fokuspunkter</b>	<p>At eleverne:</p> <p>Introduceres til og øver et basalt merkantilt ordforråd.</p> <p>Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om merkantile emner).</p> <p>Afprøver en enkel reklameanalysemodel.</p> <p>Brug IT til at aflevere opgaver.</p>
<b>Arbejdsformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>Skriftligt arbejde</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse, samt webcam aflevering.</p>

<b>Titel 2</b>	<b>Fashion</b>
<b>Indhold</b>	<p><b>Kernestof:</b></p> <p>”Fashion Intro” from Let’s Discuss. Af: Ewa Anna Schlünssen – Forlaget Øknom</p> <p>From <i>It’s My Business</i> – Ruth Flensted et al. Forlaget Øknom 2000</p> <p>Introduction sider 7-9</p> <p>Running into Big Trouble s.32-9</p> <p>Analysing Advertisements worksheet s.166</p> <p>Please Don’t Take My Air Jordans – text and:  <a href="https://www.ted.com/talks/lemon_andersen_performs_please_don_t_take_my_air_jordans">https://www.ted.com/talks/lemon_andersen_performs_please_don_t_take_my_air_jordans</a></p> <p>Diverse adverts</p> <p><b>Modelling Work:</b></p> <p><a href="http://www.theguardian.com/commentisfree/cifamerica/2012/feb/13/ugly-truth-fashion-model-behavior">http://www.theguardian.com/commentisfree/cifamerica/2012/feb/13/ugly-truth-fashion-model-behavior</a></p> <p><a href="http://www.theguardian.com/commentisfree/2012/sep/10/fashion-models-protection-at-work">http://www.theguardian.com/commentisfree/2012/sep/10/fashion-models-protection-at-work</a></p> <p>Picture Me trailer (3 mins):  <a href="https://www.youtube.com/watch?v=gBoTa1B7sjc">https://www.youtube.com/watch?v=gBoTa1B7sjc</a></p> <p>What models do to stay thin (4’35’’):  <a href="https://www.youtube.com/watch?v=nKlmcvQP4fM">https://www.youtube.com/watch?v=nKlmcvQP4fM</a></p> <p>France bans ultra thin models (5’40’’):  <a href="https://www.youtube.com/watch?v=lzfhbORaCMc">https://www.youtube.com/watch?v=lzfhbORaCMc</a></p> <p>The Cost of being a Male Model (6’19’’):  <a href="https://www.youtube.com/watch?v=f1U66uhY7wM">https://www.youtube.com/watch?v=f1U66uhY7wM</a></p> <p><b>Fashion and Working Conditions:</b></p> <p>Bangladesh: “Would you still buy that dress after watching this?”  <a href="https://www.youtube.com/watch?v=t_ma9L1DSr8">https://www.youtube.com/watch?v=t_ma9L1DSr8</a></p>

	<p>Anna Hirtenstein, Daniela Wei: The Greening of Throwaway Stuff (2018)  <a href="https://businesslike.systeme.dk/?id=148&amp;L=0">https://businesslike.systeme.dk/?id=148&amp;L=0</a></p> <p>“The Mexican fans Ralph Lauren could do without” - Sarah Ditung -  Guardian.co.uk, 30 May 2011  <a href="https://business.systeme.dk/?id=135">https://business.systeme.dk/?id=135</a></p> <p><b>Supplerende Materiale:</b></p> <p><a href="http://www.Ordbog.com">www.Ordbog.com</a></p> <p>Hermann, Mette et al: Getting Started.  <a href="https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1">https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1</a></p> <p>The English Handbook: <a href="https://theenglishhandbook.systeme.dk/">https://theenglishhandbook.systeme.dk/</a></p> <p>Skriftlig eksamen i engelsk-HHX:  <a href="https://skriftligeksameneiengelskhhx.ibog.gyldendal.dk/">https://skriftligeksameneiengelskhhx.ibog.gyldendal.dk/</a></p> <p>(Ind I Sproget – 4.2. Billedsprog, 7 – Stilistiske Figurer)</p>
<b>Omfang</b>	Ca. 10%
<b>Faglige mål/ særlige fokuspunkter</b>	<p>At eleverne:</p> <p>Introduceres til og øver et basalt merkantilt ordforråd.</p> <p>Får forbedret den mundtlige og skriftlige udtryksfærdighed (og dermed får mod, lyst og evne til at kommunikere om merkantile emner).</p> <p>Afprøver en enkel reklameanalysemodel.</p> <p>Brug IT til at aflevere opgaver.</p>
<b>Arbejdsformer</b>	<p>Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, IT-baseret arbejde.</p> <p>Kombination af induktiv og deduktiv didaktik.</p> <p>Skrivning af argumentative essay og summary</p> <p>It bruges til informationssøgning, visning af materiale og fremlæggelse, samt webcam aflevering.</p>

<b>Titel 3</b>	<b>Country Profile: The UK</b>
<b>Indhold</b>	<p>Ploughheld, Chris: Britain – Past and Present, <i>What's in a Name?</i> (Systime, 2008)</p> <p><b>UK introduction work:</b></p> <p><a href="https://kids.nationalgeographic.com/geography/countries/article/united-kingdom">https://kids.nationalgeographic.com/geography/countries/article/united-kingdom</a></p> <p><b>UK Music work:</b></p> <p>British Music Economy In Partial Recovery But Demands More Government Help: Forbes Magazin, 21. 09.2022</p> <p><u>Songs:</u></p> <p>“Angles” – Robbie Williams  “Photograph” – Ed Sheeran  “As it was” – Harry Styles  “Candle in the Wind” – Elton John  “Cold Heart” – Elton John &amp; Dua Lipa  “In the Air tonight” – Phil Collins  “Rolling in the deep” – Adele  “Own it” – Stormzy  “Patience” – Take That  “Let it be” – The Beatles</p> <p><b>UK school system</b></p> <p>The British System of Education on: <a href="https://www.youtube.com/watch?v=I-d3L3F_ELo">https://www.youtube.com/watch?v=I-d3L3F_ELo</a></p> <p>Gordonstoun – one of the UK’s leading independent schools:  <a href="https://gordonstoun.org.uk/">https://gordonstoun.org.uk/</a></p> <p><a href="https://whichschooladvisor.com/uk/school-review/gordonstoun">https://whichschooladvisor.com/uk/school-review/gordonstoun</a></p> <p><a href="https://gordonstoun.org.uk/make-an-admission-enquiry">https://gordonstoun.org.uk/make-an-admission-enquiry</a></p> <p>The Crown. Season 2, Episode 9 “Paterfamilias”</p> <p>The British Schools System:  Fra: What’s Up Britain, Ruth Flensted, Bente Sibbersen, Bodil Hess Toft, Gyldendal, 1. Udgave 2008:</p> <p>‘The School Uniform Approach Works’ s. 19-93</p>

[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.)

## **British Companies**

Text: Harrods 'Ladies' Code' drives out sales assistant

<https://business.systeme.dk/?id=142>

Company Profile: Harrods

## **UK Politics**

### **The UK Electoral System 101**

<https://www.youtube.com/watch?v=IEtHdwNEfaI&t=38s>

### **Britain's political system explained**

<https://www.youtube.com/watch?v=Hkfc8J951Gw>

[www.parliament.uk](http://www.parliament.uk)

### **The British electoral system**

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

### **The British Class System:**

Article: The seven social classes of 21st century Britain - where do you fit in?

<http://www.telegraph.co.uk/news/uknews/12037247/the-seven-social-classes-of-21st-century-britain-where-do-you-fit-in.html>

British Class System Update

<https://www.youtube.com/watch?v=kN66jJWFGNk>

Melchett - Elite

<https://www.youtube.com/watch?v=IDQ1lJlnSjU>

Leadbettors – Established Middle Class

[https://www.youtube.com/watch?v=dGT1kt\\_j-8U](https://www.youtube.com/watch?v=dGT1kt_j-8U)

	<p>Joe Royle – Traditional Working class  <a href="https://www.youtube.com/watch?v=HLRp-OCnDG8">https://www.youtube.com/watch?v=HLRp-OCnDG8</a></p> <p>Monty Python – Upper Class stereotype  <a href="http://www.youtube.com/watch?v=MqObJtGrKaA">http://www.youtube.com/watch?v=MqObJtGrKaA</a></p> <p>Film: This is England</p> <p>Text: BBC News, <i>Under the skin</i>, April 12, 2007</p> <p><b>Supplerende Materiale:</b></p> <p><a href="http://www.Ordbog.com">www.Ordbog.com</a></p> <p>Hermann, Mette et al: Getting Started.  <a href="https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1">https://gettingstarted.ibog.gyldendal.dk/?loopRedirect=1</a></p> <p>The English Handbook: <a href="https://theenglishhandbook.systeme.dk/">https://theenglishhandbook.systeme.dk/</a></p> <p>Skriftlig eksamen i engelsk-HHX:  <a href="https://skriftligeksameniengelskhhx.ibog.gyldendal.dk/">https://skriftligeksameniengelskhhx.ibog.gyldendal.dk/</a></p> <p>Stilistiske figurer  <a href="https://indisprogethhx.systeme.dk/?id=200">https://indisprogethhx.systeme.dk/?id=200</a></p>
<b>Omfang</b>	Ca. 10%
<b>Faglige mål/ særlige fokus punkter</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>Arbejdsformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, individuelle/gruppefremlæggelser IT-baseret arbejde Hand-ins with Argumentative and Analytical Essays



<b>Titel 4</b>	<b>Dystopia</b>
<b>Indhold</b>	<p>“We live in the reproductive dystopia of ‘The Handmaid’s Tale’”, The New Yorker, 2017</p> <p>“Are you living in a dystopia?” New Humanist, October 3, 2016, Ray Filar</p> <p>“The Pedestrian”, Ray Bradbury, 1951</p> <p>“All Summer in a day”, Rad Bradbury, 1954</p> <p>“The Hunger Games”, Suzanne Collins, chapter 1</p> <p>Blackmirror, “Nosedive”, Netflix.</p> <p>“A golden age for Dystopian Fiction”, Jill Lepore, The New Yorker, 2017</p> <p>Dystopian Pictures</p> <p>Dystopia: Definition</p> <p>+ Værklæsning: Animal Farm, George Orwell, 1945</p> <hr/> <p>iBøger på Systime:</p> <ul style="list-style-type: none"> <li>• <a href="https://gettingstarteda.systeme.dk/?id=1">Getting started A: https://gettingstarteda.systeme.dk/?id=1</a></li> <li>• <a href="https://theenglishhandbook.systeme.dk/">The English Handbook: https://theenglishhandbook.systeme.dk/</a></li> <li>• <a href="https://skriftligeksameneiengelskhx.systeme.dk">https://skriftligeksameneiengelskhx.systeme.dk</a></li> </ul> <p><a href="http://www.sproglinks.dk">www.sproglinks.dk</a></p> <p>Diverse selvlavede intertekstuelle opgaver</p> <p><a href="http://www.ordbogen.com">www.ordbogen.com</a></p> <p><a href="https://ordbog.gyldendal.dk/#/">https://ordbog.gyldendal.dk/#/</a></p>
<b>Omfang</b>	Ca. 10%
<b>Faglige mål/ særlige fokuspunkter</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>Arbejdsformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, individuelle/gruppefremlæggelser IT-baseret arbejde Hand-ins with Argumentative and Analytical Essays

<b>Titel 5</b>	<b>Værklæsning Animal Farm (in connection with Dystopia)</b>
<b>Indhold</b>	<p>George Orwell, Animal Farm, 1945</p> <p><a href="https://animalfarm.systeme.dk">https://animalfarm.systeme.dk</a></p> <hr/> <p>iBøger på Systeme:</p> <ul style="list-style-type: none"> <li>• <a href="https://gettingstarteda.systeme.dk/?id=1">Getting started A: https://gettingstarteda.systeme.dk/?id=1</a></li> <li>• <a href="https://theenglishhandbook.systeme.dk/">The English Handbook: https://theenglishhandbook.systeme.dk/</a></li> <li>• <a href="https://skriftligeksameneiengelskhx.systeme.dk">https://skriftligeksameneiengelskhx.systeme.dk</a></li> </ul> <p><a href="http://www.sproglinks.dk">www.sproglinks.dk</a></p> <p>Diverse selvavede intertekstuelle opgaver</p> <p><a href="http://www.ordbogen.com">www.ordbogen.com</a></p> <p><a href="https://ordbog.gyldendal.dk/#/">https://ordbog.gyldendal.dk/#/</a></p>
<b>Omfang</b>	Ca 5%
<b>Faglige mål/ særlige fokuspunkter</b>	
<b>Arbejdsformer</b>	Individuelt arbejde, pararbejde, gruppearbejde, klasseundervisning, individuelle/gruppefremlæggelser

	IT-baseret arbejde Hand-ins with Argumentative and Analytical Essays
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<b>Titel 6</b>	<b>The American Dream – myth or reality?</b>
<b>Forløbets indhold og fokus</b>	<p><b>Joker</b></p> <p>Movie: Joker (2019), Todd Phillips</p> <p>“Michael Moore Calls ‘Joker’ a Masterpiece: ‘The Greater Danger to Society May Be If You Don’t See This Movie’”, Ryan Lattanzio, 2019</p> <p>“The Joker Effect – Consequences of Inequality in Society”, Samuel Perez-Attias, November 2019  <a href="https://impakter.com/the-joker-effect-consequences-of-inequality-in-society/">https://impakter.com/the-joker-effect-consequences-of-inequality-in-society/</a></p> <p>“Joker makes for uncomfortable viewing – it shows how society creates extremists” October 2019  <a href="https://theconversation.com/joker-makes-for-uncomfortable-viewing-it-shows-how-society-creates-extremists-124832">https://theconversation.com/joker-makes-for-uncomfortable-viewing-it-shows-how-society-creates-extremists-124832</a></p> <p><b>Social inequality and minimum wages in the USA:</b></p> <p>Wealth Inequality in America  <a href="https://www.youtube.com/watch?v=QPKKQnijnsM">https://www.youtube.com/watch?v=QPKKQnijnsM</a></p> <p>“Why Poor People Stay Poor”, Linda Tirado, 2014  <a href="https://slate.com/human-interest/2014/12/linda-tirado-on-the-realities-of-living-in-bootstrap-america-daily-annoyances-for-most-people-are-">https://slate.com/human-interest/2014/12/linda-tirado-on-the-realities-of-living-in-bootstrap-america-daily-annoyances-for-most-people-are-</a></p>

[catastrophic-for-poor-people.html?fbclid=IwAR1Df-RtPeulPhpFfDX6im51ax0BKFynSvP1hTKKF62IAAJXvPCTyOeTW8c](https://www.businessinsider.com/minimum-wage-increase-small-business/)

”\$15 Minimum Wage: How Have SMBs Been Affected?”, June 2020, Business.com, <https://www.business.com/articles/minimum-wage-increase-small-business/>

“Two experts debate the potential consequences of raising the minimum wage”, CNBC, June 2019, <https://www.cnbc.com/2019/09/25/70percent-of-workers-are-likely-to-quit-at-current-federal-minimum-wage.html>

“Starvation wages: Walmart and McDonald’s among firms with the most workers on food stamps and Medicaid, according to a Bernie Sanders-commissioned report”, Business insider, 2020, <https://www.businessinsider.in/retail/news/starvation-wages-walmart-and-mcdonalds-among-firms-with-the-most-workers-on-food-stamps-and-medicaid-according-to-a-bernie-sanders-commissioned-report/articleshow/79306855.cms>

”Pros and Cons of Minimum Wages”, Environmental-conscience.com, 2020, <https://environmental-conscience.com/minimum-wage-pros-cons/>

### **Immigration**

“Looking at the USA: A historical overview”,

Poem: “Immigrants” – Pat Mora

Poem: “The New Colossus” – Emma Lazarus, 1883

### **Terminsprøve: Immigration in the USA:**

BusinessInsider: Animated map shows the history of immigration to the US (<https://www.businessinsider.com/animated-map-shows-history-immigration-us-america-2015-9?r=US&IR=T>)

“How does immigration impact the economy?”, CNBC, 2018,  
<https://www.cnb.com/video/2018/12/19/how-does-immigration-impact-the-economy.html>

”Sharp Cuts in Immigration Threaten U.S. Economy and Innovation”,  
New York Rimes, October 2019,  
<https://www.nytimes.com/2019/10/11/business/immigration-cuts-economy.html>

“Hispanic Americans reflect on immigration, culture and identity”, CBS  
News, October 2019, <https://www.cbsnews.com/video/hispanic-americans-reflect-on-immigration-culture-and-identity>

“Donald Trump. Political Ad, 2018: Stop the caravan ad”,  
<https://youtu.be/fVxUCnHck6g>

**“Black Voices” – The African-American Experience from Slavery to  
the Fight for Social Justice” on Systime:**  
<https://blackvoices.systime.dk>

Chapter 1: Slavery

Intro

Solomon Northup: “Twelve years a slave” (excerpt), 1853,  
autobiography

Runaway Slaves, 1847, Poster

Runaway Slaves, 1844, Poster

Chapter 2: Separate but Equal

Intro

Billie Holiday: Strange Fruit, 1939

Chapter 3: I Am a Man

Intro

Martin Luther King, “I have a dream”

<https://www.youtube.com/watch?v=I47Y6VHc3Ms>

Chapter 4: Post-racist America?

Intro

Timeline of Police Shootings 2012-2022

Movie: ”Twelve years a slave”, 2013

Poetryslam: “Eleborics 101”, Steven Willis, 2016

	<p>“The American Dream is dead – and these 6 charts will prove it”, April 2015, Joseph Stiglitz, <a href="https://www.mic.com/articles/116622/6-charts-show-why-the-american-dream-is-dead">https://www.mic.com/articles/116622/6-charts-show-why-the-american-dream-is-dead</a></p> <hr/> <p>iBøger på Systime:</p> <ul style="list-style-type: none"> <li>• <a href="https://gettingstarteda.systime.dk/?id=1">Getting started A: https://gettingstarteda.systime.dk/?id=1</a></li> <li>• <a href="https://theenglishhandbook.systime.dk/">The English Handbook: https://theenglishhandbook.systime.dk/</a></li> <li>• <a href="https://skriftligeksamenienghskhx.systime.dk">https://skriftligeksamenienghskhx.systime.dk</a></li> </ul> <p><a href="http://www.sproglinks.dk">www.sproglinks.dk</a></p> <p>Diverse selvavede intertekstuelle opgaver</p> <p><a href="http://www.ordbogen.com">www.ordbogen.com</a>  <a href="https://ordbog.gyldendal.dk/#/">https://ordbog.gyldendal.dk/#/</a></p>
<b>Faglige mål</b>	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.
<b>Omfang</b>	Ca. 15 %
<b>Produktformer</b>	Skriftlige produkter, manuscript for a speech, oral products: group presentations

<b>Titel X</b>	Grammatik
<b>Forløbets indhold og fokus</b>	<p>Gennemgåede grammatikområder:</p> <ul style="list-style-type: none"> <li>• Sætningsanalyse</li> <li>• Ordklasser</li> <li>• Opslag i ordbog</li> <li>• Verber (tider, bøjning, kongruens, aktiv – passiv, ,..)</li> <li>• Adjektiver</li> <li>• Adverbier</li> <li>• Genitiv</li> <li>• Linking words and phrases</li> </ul> <p>Udvalgte øvelser og tekster fra:</p> <ul style="list-style-type: none"> <li>• Herman, Mette m.fl: ”<u>Getting Started</u>” (Gyldendal, 2017).</li> </ul> <p>iBøger på Systime:</p> <ul style="list-style-type: none"> <li>• <a href="https://gettingstarteda.systime.dk/?id=1">Getting started A: https://gettingstarteda.systime.dk/?id=1</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="https://theenglishhandbook.systemtime.dk/">The English Handbook: https://theenglishhandbook.systemtime.dk/</a></li> <li>• <a href="https://skriftligeksameneiengelskhx.systemtime.dk">https://skriftligeksameneiengelskhx.systemtime.dk</a></li> </ul> <p><a href="http://www.sproglinks.dk">www.sproglinks.dk</a></p> <p>Diverse selvavede intertekstuelle opgaver</p> <p><a href="http://www.ordbogen.com">www.ordbogen.com</a></p> <p><a href="https://ordbog.gyldendal.dk/#/">https://ordbog.gyldendal.dk/#/</a></p>
<b>Faglige mål</b>	Indblik i forskellige grammatiske emner, således at elevernes rustes til at løse grammatikopgaverne til den skriftlige eksamen.
<b>Omfang</b>	Løbende igennem alle tre år (5%)