

## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Termin hvori undervisningen afsluttes: Maj-juni 2017
<b>Institution</b>	Erhvervsgymnasiet Grindsted
<b>Uddannelse</b>	HTX
<b>Fag og niveau</b>	Engelsk niveau A, tilvalg
<b>Lærer(e)</b>	Grethe Hargaard
<b>Hold</b>	33616

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	Living in the 21st Century - Genetics
<b>Titel 2</b>	Aspects of American History – The Vietnam War
<b>Titel 3</b>	Aspects of American History – The Dust Bowl. Novel: John Steinbeck: Of Mice and Men
<b>Titel 4</b>	Robotics
<b>Titel 5</b>	Urbanisation – Challenges of the Future

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

Titel 1	<b>Living in the 21st Century – Genetics</b> <b>*Kernestof</b>
Indhold	<p>From “World in Motion 2.0”, Lars Ulrik Tambjrg-Ravn, Systime 2012</p> <ul style="list-style-type: none"> <li>*”We have Only 22,000 genes”</li> <li>*”A Life Decoded”</li> <li>*”A Baby, Please – Blond, Freckles, Hold the Colic”</li> <li>*”Gattaca”</li> </ul> <p>*”The Arrival of Human Cloning”, the Weekly Standard, May 27, 2013</p> <p>*”Human cloning developments raise hopes for new treatments”, The Guardian, 18 May, 2013</p> <p>*”Asia’s gender imbalance”, South Asia News &amp; Top Stories, Jul 8, 2015</p> <p><b>Why we gave birth to a savior sibling</b>, The Telegraph, 9<sup>th</sup> January, 2010</p> <p>Rachel Bunting: <b>“Suppose You Were a Clone”</b>, <a href="http://www.literarybohemian.com/poetry/poem/suppose-you-were-a-clone-by-rachel-bunting/">http://www.literarybohemian.com/poetry/poem/suppose-you-were-a-clone-by-rachel-bunting/</a></p> <p>Douglas Coupland: <b>“Clone, Clone on the Range”</b>, Time, March 10, 1997</p> <p>*<b>The genius sperm bank</b>, BBC, 15 June 2006</p> <p><b>Human Cloning with Chines Characteristics</b>, Times of India, 13 April, 2016</p> <p>*<b>The Seeds of Suicide: How Monsanto Destroys Farming</b>, Global Research, March 09, 2016</p> <p>*<b>World’s first baby born of three-parent technique</b>, The Telegraph, 27 September, 2016</p> <p>*<b>GM Food – Monster or Saviour</b>, BBC, 29 May, 2008, <a href="http://news.bbc.co.uk/2/hi/7426054.stm">http://news.bbc.co.uk/2/hi/7426054.stm</a></p> <p>*<b>Editing our DNA with molecular scissors</b>, <a href="http://genetics.thetech.org/editing-our-dna-molecular-scissors">http://genetics.thetech.org/editing-our-dna-molecular-scissors</a></p> <p>Eksamensopgave: <b>Predictive genetic testing</b> <b>Three-parent babies</b></p> <p>Film: <b>Gattaca</b></p> <p><b>What Is Predictive Testing?</b> <a href="http://www.wisegeek.net/what-is-predictive-testing.htm#didyouknowout">http://www.wisegeek.net/what-is-predictive-testing.htm#didyouknowout</a></p> <p>“Characteristics of a dystopia”, pdf, Fronter</p> <p><u>Videomateriale</u></p> <p><b>Matt’s experience of getting genetically tested</b> <a href="https://www.youtube.com/watch?v=NxaabtSxQVo">https://www.youtube.com/watch?v=NxaabtSxQVo</a></p> <p>*<b>India’s illegal gender selection</b>, <a href="https://www.youtube.com/watch?v=HpHefGU75b8">https://www.youtube.com/watch?v=HpHefGU75b8</a></p> <p>*<b>China’s one-child policy creates a massive gender imbalance</b> <a href="https://www.youtube.com/watch?v=ndWuq6AznmQ">https://www.youtube.com/watch?v=ndWuq6AznmQ</a></p> <p>*<b>India’s deadly secret</b> <a href="https://www.youtube.com/watch?v=28jQdTNuM2c">https://www.youtube.com/watch?v=28jQdTNuM2c</a></p>

	<p>*Welcome to Gattaca: Genetic discrimination becomes reality,  <a href="https://www.youtube.com/watch?v=UYgbgRbTzFI">https://www.youtube.com/watch?v=UYgbgRbTzFI</a></p> <p>*Gender selection, <a href="https://www.youtube.com/watch?v=zNoM--mBbC0">https://www.youtube.com/watch?v=zNoM--mBbC0</a></p> <p>*What is a savior sibling? <a href="https://www.youtube.com/watch?v=p-QpV-vOfrCI">https://www.youtube.com/watch?v=p-QpV-vOfrCI</a></p> <p>*Does human cloning already exist?  <a href="https://www.youtube.com/watch?v=Tz8HxNflG8Q">https://www.youtube.com/watch?v=Tz8HxNflG8Q</a></p> <p>*Tackling gender discrimination to reduce sex selection  <a href="https://www.youtube.com/watch?v=ufxf-hCgEI8">https://www.youtube.com/watch?v=ufxf-hCgEI8</a></p> <p>*Cloning 101, <a href="https://www.youtube.com/watch?v=q0B9Bn1WW_4">https://www.youtube.com/watch?v=q0B9Bn1WW_4</a></p> <p>China's animal cloning factory,  <a href="https://www.youtube.com/watch?v=h2IZffHrgHM">https://www.youtube.com/watch?v=h2IZffHrgHM</a></p> <p>*Documentary – genetically modified foods  <a href="https://www.youtube.com/watch?v=rug7RzdrIYQ">https://www.youtube.com/watch?v=rug7RzdrIYQ</a></p> <p>Monsanto has caused suicides in India,  <a href="https://www.youtube.com/watch?v=PoXTzhfpDQw">https://www.youtube.com/watch?v=PoXTzhfpDQw</a></p> <p>GMO devastation in India, f <a href="https://www.youtube.com/watch?v=LFF96-wrtUM">https://www.youtube.com/watch?v=LFF96-wrtUM</a></p> <p>*What is DNA, and how does it work? f  <a href="https://www.youtube.com/watch?v=zwibgNGe4aY">https://www.youtube.com/watch?v=zwibgNGe4aY</a></p>
	<p>Uge 32-39</p>
<p><b>Særlige fokus-punkter</b></p>	<p>Erhvervelse af grundviden om genteknologi gennem centrale tekster med belysning af forskellige teknologiske, kulturelle og samfundsmæssige forhold inden for disse moderne videnskaber.</p> <p>Fokus på de muligheder, som de moderne videnskaber giver. Diskussioner og perspektivering i forhold til de dilemmaer og konsekvenser som genteknologien indebærer i en international verden.</p> <p>Træning i at redegøre for og deltage i samtale på engelsk om teknologiske, etiske og samfundsmæssige emner. Træning i relevant, fagligt ordforråd.</p> <p>Løbende træning i skriftlig formulering i tilknytning til temaet samt grammatisk iagttagelse med udgangspunkt i temaets tekster.</p>

<b>Væsentligste arbejdsformer</b>	<p>Klasseundervisning, pararbejde, gruppearbejde - -diskussioner Filmanalyse samt analyse af fiktive og non-fiktive tekster Anvendelse af videomateriale med henblik på lyttetræning. Der er løbende arbejdet med skriftligt arbejde i tilknytning til teksterne i form af resuméer, skriftlig besvarelse af arbejdsspørgsmål, oversættelser til og fra engelsk og glosetræning. Det skriftlige arbejde er foregået som kombination af klassearbejde og hjemmeforberedelse.</p> <p>Sideløbende er der arbejdet med systematisk gennemgang af grammatik</p>
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## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

Titel 2	<b>Aspects of American History – The Vietnam War</b> <b>*Kernestof</b>
Indhold	<p><b>THE VIETNAM WAR</b></p> <p><b>John F. Kennedy: Inaugural Address</b>, <a href="http://www.bartleby.com/124/pres56.html">http://www.bartleby.com/124/pres56.html</a></p> <p>*Country Joe and the Fish: <b>Feel-Like-I'm-Fixin'-To-Die-Rag</b>, "With God On Our Side": L. Jensen &amp; P. Frederiksen (Systeme 2001)</p> <p>*<b>A nation divided</b>, do.</p> <p>*<b>An army rejected</b>, do</p> <p>*Country Joe and the Fish: <b>Feel-Like-I'm-Fixin'-To-Die-Rag</b>, "With God On Our Side": L. Jensen &amp; P. Frederiksen (Systeme 2001)</p> <p>*Philip Caputo: <b>A rumour of war</b>, do</p> <p>*<b>Homecoming from Vietnam</b>, do.</p> <p>*Bruce Springsteen: <b>Born in the USA</b>, do.</p> <p>*Ron Kovic: <b>Born on the Fourth of July</b>, pp. 60-75, Pocket Book New York, 1976</p> <p>*Matt Jones: <b>Hell no, I ain't gonna go</b>,  <a href="https://www.youtube.com/watch?v=9NMjsBNFPA4&amp;list=PL549B0CC0FC2AC8AC&amp;index=5">https://www.youtube.com/watch?v=9NMjsBNFPA4&amp;list=PL549B0CC0FC2AC8AC&amp;index=5</a></p> <p>*REM: <b>Orange Crush</b>, <a href="https://www.youtube.com/watch?v=6PXC574lzHA">https://www.youtube.com/watch?v=6PXC574lzHA</a></p> <p>Film: <b>Born in the USA</b></p> <p><u>Videomateriale</u></p> <p>*<b>The Communist witchhunt</b>, <a href="https://www.youtube.com/watch?v=v4N46jLd-hCU">https://www.youtube.com/watch?v=v4N46jLd-hCU</a></p> <p>*<b>Rosenberg case</b>, <a href="https://www.youtube.com/watch?v=IH4_oxjeVVw">https://www.youtube.com/watch?v=IH4_oxjeVVw</a></p> <p>*<b>America, the Story of US: Superpower</b></p> <p>*<b>America, the Story of Us: Millenium</b>,  <a href="https://www.youtube.com/watch?v=iwH95e1NARo">https://www.youtube.com/watch?v=iwH95e1NARo</a></p> <p>*<b>Weapons of the Vietnam War</b>, <a href="http://www.history.com/topics/vietnam-war/weapons-of-the-vietnam-war">http://www.history.com/topics/vietnam-war/weapons-of-the-vietnam-war</a></p> <p>*<b>Vietnam War Tactics</b>, <a href="http://www.history.com/topics/vietnam-war/weapons-of-the-vietnam-war/videos/vietnam-war-tactics?m=528e394da93ae&amp;s=undefined&amp;f=1&amp;free=false">http://www.history.com/topics/vietnam-war/weapons-of-the-vietnam-war/videos/vietnam-war-tactics?m=528e394da93ae&amp;s=undefined&amp;f=1&amp;free=false</a></p> <p>*<b>Cu Chi Tunnels</b>, <a href="http://www.history.com/topics/vietnam-war/cu-chi-tunnels">http://www.history.com/topics/vietnam-war/cu-chi-tunnels</a></p> <p>*<b>Chilling Legacy of American Warfare in Vietnam</b> (om Agent Orange),  <a href="https://www.youtube.com/watch?v=GJxb7CY13uc">https://www.youtube.com/watch?v=GJxb7CY13uc</a></p>
	Uge 40-45

<p><b>Særlige fokuspunkter</b></p>	<p>Analyse, fortolkning og perspektivering af skønlitteratur og sagprosaetekster, der belyser barske menneskelige vilkår og menneskers håndtering af disse.</p> <p>Erhvervelse og anvendelse af viden om kulturelle, samfundsmæssige og historiske forhold til analyse og perspektivering af tekster. Indsigt i amerikanske kerneværdier, der var medvirkende til USA's engagement i Vietnamkrigen. Indblik i USA's strategi i Vietnam og årsagerne til det amerikanske nederlag i krigen.</p> <p>Træning af lytteforståelse samt skriftlig sprogfærdighed i relation til temaet.</p> <p>Sideløbende er undervist i grammatik.</p>
<p><b>Væsentligste arbejdsformer</b></p>	<p>Klasseundervisning og –diskussion, pararbejde, gruppearbejde, informationsøgning</p> <p>Anvendelse af arbejdsspørgsmål til brug ved efterfølgende samtaler og diskussion omkring teksternes indhold.</p> <p>Skriftligt arbejde i relation til emnet i form af grammatikopgaver, glosetræning og oversættelser.</p>

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

Titel 3	<p>Aspects of American History – The Dustbowl. Novel: John Steinbeck: <b>Of Mice and Men</b>  <b>*Kernestof</b></p>
Indhold	<p><b>THE DUST BOWL</b>          *John Steinbeck: <b>The Grapes of Wrath</b>, ch 5, “The Grapes of Wrath” v/Esben Andreassen, Gyldendal 1991          *Uddrag af filmmanuskript for samme episode <b>Filmic Analysis (scene 6)</b>, do,          *Woodie Guthrie: <b>Tom Joad</b>          *Bruce Springsteen: <b>The Ghost of Tom Joad</b>          *John Steinbeck: <b>Of Mice and Men</b>, Pearson Education Limited, 15<sup>th</sup> edition 2006</p> <p>Film: <b>The Grapes of Wrath Of Mice and Men</b></p> <p><u>Videomateriale</u></p> <p>*<b>American Experience – The 1930s – Surviving the Dustbowl</b>  <a href="https://www.youtube.com/watch?v=oumCIrqbtpQ">https://www.youtube.com/watch?v=oumCIrqbtpQ</a>          *<b>America – the Story of Us, - Bust</b>          *<b>Of Mice and Men – Social and Historical Background</b>,  <a href="https://www.youtube.com/watch?v=VLAp7Ib4Ycg">https://www.youtube.com/watch?v=VLAp7Ib4Ycg</a></p>
Omfang	Uge 45-49, 51
Særlige fokus-punkter	<p>USA i 1930erne med særligt fokus på de faktorer, der førte til masseudvandring til Californien, samt på Steinbecks sociale og politiske kritik. Romananalyse samt sammenlignende analyse af romanuddrag og filmuddrag. Erhvervelse af baggrundsviden med det formål at fremme forståelsen af ”Of Mice and Men”</p>
Væsentligste arbejdsformer	Klasseundervisning, par-og gruppearbejde

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

Titel 4	<b>Robotics</b> <b>*Kernestof</b>
Indhold	<p>*<b>Hiroshi Ishiguro: The Man Who Made a Copy of Himself</b>, IEEE Spectrum, 23 April 2010, <a href="http://spectrum.ieee.org/robotics/humanoids/hiroshi-ishiguro-the-man-who-made-a-copy-of-himself">http://spectrum.ieee.org/robotics/humanoids/hiroshi-ishiguro-the-man-who-made-a-copy-of-himself</a></p> <p><b>Is it okay to torture or murder a robot?</b>, BBC, 27 November, 2013</p> <p>*Isaac Asimov:<b>Segregationist</b>, “World in Motion”, Lars Ulrik Tarmbjerg-Ravn, Systemtime 2012</p> <p>*<b>Robochops – on the road with a food delivery droid</b>, The Guardian, 4 December, 2016</p> <p>*<b>If a robot rocks my son to sleep, am I still his parent?</b> The Guardian, 13 December, 2016</p> <p>*<b>Killer robots are “quickly moving towards reality....”</b>, The Daily Mail, 17 December, 2016</p> <p>*Elisabeth Mann Borgese: <b>To Whom It May Concern</b></p> <p>Film: <b>The Veldt</b>  Eksamensopgaver <b>Drones</b>  <b>Robots changing the workplace</b></p> <p><u>Videomateriale</u></p> <p>*<b>Robot revolution: Androids are coming</b>,  <a href="https://www.youtube.com/watch?v=5e4z4RfnKS0">https://www.youtube.com/watch?v=5e4z4RfnKS0</a></p> <p>*<b>The human robot documentary</b>,  <a href="https://www.youtube.com/watch?v=fjaR3Fqgbt0">https://www.youtube.com/watch?v=fjaR3Fqgbt0</a></p> <p><b>Human or machine?</b> <a href="https://www.youtube.com/watch?v=hlHrvQ7D5OU">https://www.youtube.com/watch?v=hlHrvQ7D5OU</a></p> <p>*<b>Military robots</b>, <a href="https://www.youtube.com/watch?v=O52HaYWwJb8">https://www.youtube.com/watch?v=O52HaYWwJb8</a></p> <p>*<b>Future military robots</b>, <a href="https://www.youtube.com/watch?v=PVT5TffL4Os">https://www.youtube.com/watch?v=PVT5TffL4Os</a></p> <p>*<b>Is this the first robot to understand human emotions?</b>  <a href="https://www.youtube.com/watch?v=ZekX3JOZDDY">https://www.youtube.com/watch?v=ZekX3JOZDDY</a></p>
	Uge 1-5
Særlige fokus-punkter	<p>Robotteknologiens muligheder og trusler samt etiske overvejelser omkring dens anvendelse. Særligt fokus på den seneste udvikling inden for androidgeminoid-teknologien. Temaet indgik som en del af et SO-forløb. Grammatisk beskrivelse med udgangspunkt i det udleverede materiale.</p>



<b>Væsentligste arbejdsformer</b>	Klasseundervisning, pardiskussioner, gruppearbejde Skriftligt arbejde i relation til temaet. Bl.a. er udarbejdet manuskript til en tale om udviklingen af geminoids samt en artikel om robotters indtog på arbejdspladserne.  Sideløbende er undervist i grammatik
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## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

Titel 5	<b>Urbanisation – Challenges of the Future</b> <b>*Kernestof</b>
Indhold	<p>*Borden Deal: <b>Antaeus</b>, Henning Lange: “Here and Now”, Gyldendal 1972</p> <p>*Siri Hustvedt: <b>Living among strangers</b>, bragt i the New York Times, 8 December, 2002, under titlen “NEW YORK OBSERVED; Look Away</p> <p>*Nadine Gordimer: <b>Once upon a time</b>, Anders Daugaard m.fl. : “Angles”, Gyldendal 2014</p> <p>*<b>Urbanisation and the Megacity</b>, <a href="http://worldpopulationhistory.org/urbanization-and-the-megacity/">http://worldpopulationhistory.org/urbanization-and-the-megacity/</a></p> <p>*<b>Poor Sanitation in India May Afflict Well-Fed Children with Malnutrition</b> The New York Times, July 13, 2014</p> <p>*<b>Urbanisation contributes to lack of proper sanitation</b>, <a href="http://www.infrastructurene.ws/2012/12/11/urbanisation-contributes-to-lack-of-proper-sanitation/#">http://www.infrastructurene.ws/2012/12/11/urbanisation-contributes-to-lack-of-proper-sanitation/#</a></p> <p>*<b>Paid to poo: Combating open defecation in India</b>, <a href="http://www.infrastructurene.ws/2012/12/11/urbanisation-contributes-to-lack-of-proper-sanitation/#">http://www.infrastructurene.ws/2012/12/11/urbanisation-contributes-to-lack-of-proper-sanitation/#</a></p> <p>*<b>The World Will Soon Be at War over Water</b>, <a href="http://www.newsweek.com/2015/05/01/world-will-soon-be-war-over-water-324328.html">http://www.newsweek.com/2015/05/01/world-will-soon-be-war-over-water-324328.html</a></p> <p>*<b>Is desalination the solution?</b> <a href="http://www.theage.com.au/environment/water-issues/is-desalination-the-solution-20080516-2f58.html">http://www.theage.com.au/environment/water-issues/is-desalination-the-solution-20080516-2f58.html</a></p> <p>*<b>Israël Proves the Desalination Era is Here</b>, Scientific American, July 29, 2016</p> <p>*<b>Can Urban Agriculture Feed the World’s Growing Cities?</b>, <a href="http://www.takepart.com/article/2014/07/29/urban-agriculture-feed-world">http://www.takepart.com/article/2014/07/29/urban-agriculture-feed-world</a></p> <p>*<b>Can City Farms Feed a Hungry World?</b>, <a href="http://www.bbc.com/future/story/20130603-city-farms-to-feed-a-hungry-world">http://www.bbc.com/future/story/20130603-city-farms-to-feed-a-hungry-world</a></p> <p>*<b>21<sup>st</sup> century could be “the age of paranoia” warns expert</b>, “World in Motion 2.0”, Lars Ulrik Tambjerg-Ravn, Systime 2002</p> <p>*<b>Controlling Mumbai’s traffic</b>, BBC News, 19 March 2013</p> <p><b>The metropolis and mental health: are big cities making us sick?</b> <a href="http://theconversation.com/the-metropolis-and-mental-health-are-big-cities-making-us-sick-49264">http://theconversation.com/the-metropolis-and-mental-health-are-big-cities-making-us-sick-49264</a></p> <p><b>What is urban upgrading?</b> <a href="http://web.mit.edu/urbanupgrading/upgrading/whatis/index.html">http://web.mit.edu/urbanupgrading/upgrading/whatis/index.html</a></p> <p>Selvvalgte emner</p> <p>Eksamensopgave: <b>Climate change</b></p> <p><u>Videomateriale</u></p>

	<p>*How driverless cars will change cities, <a href="https://www.youtube.com/watch?v=XFe-byt6G5kM">https://www.youtube.com/watch?v=XFe-byt6G5kM</a></p> <p>*Is an Urban Environment better for survival, <a href="https://www.youtube.com/watch?v=mUjyntC3_II">https://www.youtube.com/watch?v=mUjyntC3_II</a></p> <p>*Future cities, <a href="https://www.youtube.com/watch?v=NmRoc7_jVdo">https://www.youtube.com/watch?v=NmRoc7_jVdo</a></p> <p>*Urbanisation and the future of cities, <a href="https://www.youtube.com/watch?v=fKnAJCSGSdk">https://www.youtube.com/watch?v=fKnAJCSGSdk</a></p> <p>*Problems of urbanisation, <a href="https://www.youtube.com/watch?v=TDfHjfeVYo">https://www.youtube.com/watch?v=TDfHjfeVYo</a></p> <p>*Living in the city, episode 1, <a href="https://www.youtube.com/watch?v=fo6d-pahxPM">https://www.youtube.com/watch?v=fo6d-pahxPM</a></p> <p>*Global Water Shortage, <a href="http://www.youtube.com/watch?v=Gg-ac0EaYDQ">http://www.youtube.com/watch?v=Gg-ac0EaYDQ</a></p> <p>*Insects food of the future, <a href="https://www.youtube.com/watch?v=6TkWIg_TBkg">https://www.youtube.com/watch?v=6TkWIg_TBkg</a></p> <p>*Beef vs Bugs, <a href="http://www.dw.com/en/beef-vs-bugs/g-16941415">http://www.dw.com/en/beef-vs-bugs/g-16941415</a></p> <p>*Population: Seven Billion – How Many More? <a href="https://www.youtube.com/watch?v=cWenAZNAWpM">https://www.youtube.com/watch?v=cWenAZNAWpM</a></p> <p>*No toilet, no bride, <a href="https://www.youtube.com/watch?v=pyhFGNar08Y">https://www.youtube.com/watch?v=pyhFGNar08Y</a></p> <p>*Sanitation crisis looms over India, <a href="https://www.youtube.com/watch?v=GEAhP4OK0c8">https://www.youtube.com/watch?v=GEAhP4OK0c8</a></p> <p>*The Coming Global Water Crisis, <a href="https://www.youtube.com/watch?v=n1gsyhuHGgc">https://www.youtube.com/watch?v=n1gsyhuHGgc</a></p> <p>*Paranoia more common than previously believed, <a href="https://www.youtube.com/watch?v=e6ypYd-Xr7Y">https://www.youtube.com/watch?v=e6ypYd-Xr7Y</a></p> <p><b>Health in Slums, Project Exhale, Bangalore – India,</b> <a href="https://www.youtube.com/watch?v=UmL6hYGMJN4">https://www.youtube.com/watch?v=UmL6hYGMJN4</a></p> <p>*Our world living with slums, <a href="https://www.youtube.com/watch?v=2s9o_kb-gZg">https://www.youtube.com/watch?v=2s9o_kb-gZg</a></p> <p>*City Slums – megacity problems (0:00-19:00), <a href="https://www.youtube.com/watch?v=6fcDF3PESXI">https://www.youtube.com/watch?v=6fcDF3PESXI</a></p>
<b>Omfang</b>	Uge 6, 8, 10-14, 17-18
<b>Særlige fokus-punkter</b>	Storbyens udvikling i takt med globaliseringen og analyse af fordele og ulemper ved livet i storbyen. Analyse af storbyernes aktuelle og fremtidige udfordringer og forskellige bud på, hvordan disse vil kunne løses.

	<p>Træning i lytteforståelse samt i læsning af varieret, autentisk sagprosa. Enkelte eksempler på skønlitterære genrer indgår.</p> <p>Træning i relevant ordforråd til brug i redegørelse og diskussion på engelsk om samsfundsvidenskabelige og videnskabelige emner.</p>
<b>Væsentligste arbejdsformer</b>	<p>Klasseundervisning, pararbejde, individuelt arbejde med selvvalgte emner, elevpræsentationer</p>

