TARGETS 2015  
Engelsk VG1 studieforberedende

*Targets* består av en lærebok, en digital elevressurs, en lydbok og en lærerressurs. I tillegg til stoffet i boka, finnes en del oppgavestoff på elevressursen, *Targets Basis*. Elevressursen er gratis. Direkte adresse er [lokus.no/direkte/targets](file:///C:\Users\acomre\Desktop\Targets\lokus.no\direkte\targets).

Den planen er selvsagt bare et forslag. Den kan endres for å tilpasses lokale periodeplaner/arbeidsplaner.

Det er ikke noe krav i læreplanen om å lese et lengre skjønnlitterært verk. Likevel vil vi anbefale at det settes av tid til å lese og arbeide med en roman, eventuelt et skuespill. Å gi gode leseopplevelser er positivt for personlig og faglig utvikling. På lærerressursen til *Targets* finnes forslag til gode romaner. Tiden før/etter jul kan være et gunstig tidspunkt.

Mange av målene i læreplanen som gjelder språklæring og kommunikasjon er gjennomgående og vil være relevante for flere deler av kurset. [Lenke til læreplanen](http://www.udir.no/kl06/ENG1-03/).

Lykke til med årets kurs!

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|  | **FOCUS** | **TOPICS** | **TEXTS/MATERIAL** |
| **AUGUST – SEPTEMBER** | **CHAPTER 1: LET’S COMMUNICATE!**  **LANGUAGE AND COMMUNICATION**  • improve your note-taking skills  • explore various methods to expand your vocabulary  • learn about word formation  • evaluate and use dictionaries  • distinguish between formal and informal language  • learn how to write a paragraph  • learn how to write formal e-mails  • learn a wide vocabulary related to social media  • use various strategies to start, maintain and end a conversation  **CULTURE, SOCIETY AND LITERATURE**  • discuss cultural expressions: street art  • read various types of texts about communication  • explore different forms of communication | * Various forms of communication: * verbal and non-verbal * formal and informal * oral, written and visual * persuasion * online communication * Skills and Language work: * taking notes * writing a summary * pronunciation problem areas * using an evaluating dictionaries * word formation and vocabulary building * basic sentence patterns | * Going Home (short story) * Get to know your classmates (speaking game) * Communication Today (factual text) * Banksy – an Artist? (visual art) * Clerk Wanted (short story) * Q&A – What Is a User Experience Designer? (interview) * Talking Turkeys!! (poem) * Target Your Skills * Language Work |

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|  | **CHAPTER FOCUS** | **TOPICS** | **TEXTS/MATERIAL** |
| **SEPTEMBER – OCTOBER** | **CHAPTER 2: THE ENGLISH LANGUAGE**  **LANGUAGE AND COMMUNICATION**  • revise and practise the sounds of English  • use different learning strategies to improve your English  • focus on some basic rules of English  • listen to social and geographic variations of English  • learn vocabulary related to your education programme (*Targets* on Lokus)  • use patterns for pronunciation, intonation, word inflection and sentence types  • use suitable reading and listening strategies  **CULTURE, SOCIETY AND LITERATURE**  • discuss the growth of English as a universal  language  • discuss different types of English language literary texts  • explore a piece of art | * English as a world language: * different ‘Englishes’ * American English and British English * recognizing accents of English * English as a lingua franca * numbers, distribution * the growth of English * Skills and language work: * pronunciation and vocabulary * reading strategies * basic grammar revision | * Word Wrestling (poems) * Our Strange Lingo * Running * The Ant-Eater (poem) * The Way Up to Heaven (short story) * The Flavours of English (factual text + listening texts) * The Power of English, Part 1 (factual text) * The Power of English, Part 2 (factual text) * Oliver Twist (novel excerpt)   Hamlet (play excerpt/cartoon)   * Target Your Skills * Language Work |

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|  | **CHAPTER FOCUS** | **TOPICS** | **TEXTS/MATERIAL** |
| **NOVEMBER–DECEMBER** | **CHAPTER 3: THE UK AND IRELAND**  **LANGUAGE AND COMMUNICATION**  • understand and use general work-related vocabulary  • write formal e-mails, letters and applications  • listen to and understand variations of English in the UK  • use a specific vocabulary related to literary and film analysis  • plan and write a short story  • focus on building sentences  **CULTURE, SOCIETY AND LITERATURE**  • discuss and elaborate on culture and social conditions in the UK  • discuss and elaborate on culture and social conditions in Ireland  • explore poems, short stories and novel excerpts  • explore and discuss a film | * British culture, society and   government   * Northern Ireland history, conflict, contemporary society * Ireland history, contemporary society * Skills and language work * general work-related vocabulary * writing an application and a CV * understanding a regional dialect in the UK * exploring and analysing short stories and novels, poems and songs, film * giving a presentation, persuasion * building sentences in English | * Understanding Britain   (factual text)   * Looking for a Job   (novel excerpt)   * I Just Want to Play Football   (novel excerpt)   * My Polish Teacher’s Tie   (short story)   * A Poison Tree (poem) * British Government   (factual text)   * The King’s Speech   (film review)   * Northern Ireland Today   (factual text)   * The Sniper   (short story)   * Ireland   (factual text)   * Father and Son   (short story)   * Target Your Skills * Language Work |

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|  | **END-OF-TERM ASSIGNMENTS**  **EXTENSIVE READING** | **TEXTS/MATERIAL** |
| **DECEMBER–JANYARY** | Revision and term tests  (Reading a novel  Book cafes / Reading circles / Battle of the Books  Oral and/or written reports) | *TARGETS*   * Target Your Skills * Language Work/Chapter 6 * *TARGETS* on LOKUS   Previous tests / exam papers  Novel:  Class or individual reading |

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|  | **CHAPTER FOCUS** | **TOPICS** | **TEXTS/MATERIAL** |
| **JANUARY–MARCH** | **CHAPTER 4: THE USA AND CANADA**  **LANGUAGE AND COMMUNICATION**  • plan and write longer texts with structure and coherence  • learn and use linking words  • use and discuss maps  • use and interpret tables and charts  • focus on some characteristics of English to strengthen your language skills  **CULTURE, SOCIETY AND LITERATURE**  • discuss and elaborate on culture and social conditions in the USA  • discuss and elaborate on culture and social conditions in Canada  • explore literature by and about indigenous peoples  • explore and discuss poetry and songs  • explore and discuss short stories and novel excerpts | * American culture, society and government * Social and environmental issues in contemporary Canada * Indigenous peoples: values, traditions and identity * Skills and language work: * essay writing * cohesion (linking words) * practice tasks on some characteristics of English | * Emily Dickinson Poetry Corner * I’m Nobody * If I Can Stop One Heart From Breaking * There Is No Frigate Like a Book * The USA – A Patchwork Nation   (factual text)   * Twelve Years a Slave (film review) * Thank You, M’am (short story) * The River (song lyrics) * In the Ghetto (song lyrics) * American Government (factual text) * I Am an Undocumented Immigrant (personal text) * The Tower of Babel (novel excerpt/listening) * Looking for Alaska (novel excerpt) * The White Man Drew A Small Circle   (poem)   * Native Americans: We Are Still Here   (factual text)   * This Is What It Means to Say Phoenix, Arizona(short story) * Canada (factual text) * The Moose and the Sparrow (short story) * The Custom (short story) * Target Your Skills * Language Work |

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|  | **CHAPTER FOCUS** | **TOPICS** | **TEXTS/MATERIAL** |
| **MARCH – APRIL** | **CHAPTER 5: AROUND THE WORLD**  **LANGUAGE AND COMMUNICATION**  • learn and use a wide vocabulary related to some current issues  • understand social and geographic variations of English  • use suitable listening strategies  • evaluate and use digital resources  • plan and write texts suited for the purpose and situation  • use and write references  • focus on some patterns of English to improve your language proficiency  **CULTURE, SOCIETY AND LITERATURE**  • discuss and elaborate on cultures and social conditions in various English-speaking countries  • read and explore different types of literary texts from around the world  • read and discuss literature by and about indigenous peoples | * Introduction to various English-speaking countries around the world: culture, values and social conditions * current issues * Skills and language work:   using sources  writing for tests and exams  grammar tasks  **IN-DEPTH STUDY: select an in-depth study topic within one’s education programme and present this** | * The Caribbean (factual text)   + Brackley and the Bed (short story)   + South Africa (factual text)   + I Can Be Someone (novel excerpt)   + Against All Odds (documentary/listening)   + Zimbabwe (factual text)   + The Cracked, Pink Lips of Rosie’s Bridegroom (short story)   + Blood Diamond (factual text/film focus)   + Climate Change: Act Now! (speech/listening)   + Australia – the Island Continent (factual text)   + Catching a Ride (short story)   + Rabbit-Proof Fence and the Stolen Generations (factual text/film focus)   + New Zealand and the Māori (factual text)   + Butterflies (short story)   + The Two Faces of India (factual text)   + Good Advice Is Rarer Than Rubies (short story)   + Target Your Skills   + Language Work   Various sources  *Targets* on Lokus |

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|  | **END-OF-TERM REVISION** | **TEXTS/MATERIAL** |
| **MAY–JUNE** | Written English: Term tests  Oral English: Oral exam practice | *TARGETS*   * Target Your Skills * Language Work / Chapter 6 * *TARGETS* on LOKUS   Previous exam papers |