

Teaching course fantasy fiction

1.0: Introduction

The purpose of this course is for the students to obtain the common goals stated in section 3.0.

EMU.dk (EMU, n.d., section called *Engelsk - Fælles Mål, læseplan og vejledning*) states that pupils in the 6th form are to have 90 hours of English lessons, which we have defined as three 45-minute lessons per week. In section 2.0 we will describe a lesson plan with a time period of nine lessons.

The lesson plan is based on a fictional 6th form. This implies that we can decide the prerequisites of the pupils, the class environment etc. based on which we will design our course and lesson plan.

2.0: Plan for the course *fantasy fiction/classical literature*

2.1: Overall plan

The full course has been planned as a three-week course. The course has been planned, using the model *Teaching and Learning Cycle* (Gibbons, 2015, p. 109-121)

2.1.1 First week

In the first phase of the *Teaching and Learning Cycle*, the pupils are to watch the film *Alice in Wonderland* from 2010 directed by Tim Burton, based on the book *Alice's Adventures In Wonderland* by Lewis Carroll from 1865. After watching the film, the pupils will read an excerpt of the book - pages 126-129 - in pairs. Along with the excerpt they receive a word list describing the meaning of difficult and uncommon words. The pronunciation of words in this list is examined in plenum. In the second phase after watching the film and reading, the pupils discuss similarities and differences between the film and the book in plenum. During this discussion, the teacher points out typical traits of this particular genre. In this case with focus on the fantastic elements, the number three, and the parallel universe present in the excerpt presented to the pupils. The teacher also points out the sentence structure of selected sentences in the excerpt.

2.1.2 Second week

First lesson of the week starts with a short recap of activities from the previous week. Following the recap, the course enters the third phase of the *Teaching and Learning Cycle*. The pupils and teacher now begin constructing a text in unison, using the genre traits

discovered during the earlier phases. While writing, the teacher also directs the pupils' attention towards the linguistic qualities of the model text, e.g. capitalization of names, how to present direct speech in a fiction text and syntax in the form of word order. In the remaining lessons of this week the course enters the fourth phase and the pupils now begin writing their own texts in pairs using the traits and linguistic qualities presented earlier in the course. The texts must have a minimum length of one and a half page. The pupils less skilled in writing or the English language may use the text written in unison as a template for their own texts.

2.1.3 Third week

First lesson of the week starts with a short recap of activities from the previous two weeks. The pupils then use the remaining part of the lesson to finish their own texts. In the next lesson the pupils present their work for the class in plenum and summarize their deliberations regarding their work. Apart from training the pupils in spoken English, the presentations also function as an evaluation tool for the teacher showing what new knowledge the pupils have gained from the course. In the final lesson, the remaining presentations are held, and the course ends with an evaluation by the pupils of what they believe they have gained from this course.

2.2: Specified plan for the second week

	Activity	Materials	Teacher tasks
First lesson	<ol style="list-style-type: none"> 1. Recap of activities from the previous week. Focus: Genre traits and syntax. (c. 10 min.) 2. Joint text construction and linguistic qualities of model text. (c. 30 min.) 3. End of lesson recap. (c. 5 min.) 	<ul style="list-style-type: none"> ● blackboard/whiteboard. ● Projector or Smartboard. 	<ul style="list-style-type: none"> ● Recap. ● Producing model text in plenum. ● End lesson.
Second lesson	<ol style="list-style-type: none"> 1. Recap of things learned until now. (c. 5 min.) 2. Begin writing. (c. 35 min.) 3. End of lesson recap. (c. 5 min.) 	<ul style="list-style-type: none"> ● pencil and paper or laptop. ● blackboard/whiteboard. ● Projector or Smartboard. 	<ul style="list-style-type: none"> ● Recap. ● Support of groups individually. ● End lesson.
Third lesson	<ol style="list-style-type: none"> 1. Recap of things learned until now. (c. 5 min.) 2. Continue writing. (c. 35 min.) 	<ul style="list-style-type: none"> ● pencil and paper or laptop. 	<ul style="list-style-type: none"> ● Recap. ● Support of groups

	min.) 3. End of lesson recap. (c. 5 min.)	<ul style="list-style-type: none"> ● blackboard/whiteboard. ● Projector or Smartboard. 	individually. <ul style="list-style-type: none"> ● End lesson
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3.0: Goals for the course according to FFM - common goals

The goals stated below are based on the common goals found in the national curriculum for English, seen at EMU.dk (n.d.) in the section *English*.

- Kultur og samfund - tekster og medier, fase 2:
 - Færdighedsmål:
 - Eleven kan sammenligne typer af fiktive tekster på engelsk
 - Vidensmål:
 - Eleven har viden om enkle genretræk ved fiktionstekster
 - Signs of learning/pupil goals:
 - I can define a text as fantasy fiction
 - I can define a text as fantasy fiction and account for genre traits in the fantasy genre
 - I can define a text as fantasy fiction, account for genre traits in the fantasy genre and give examples of other texts in the genre
- Skriftlig kommunikation - skrivning, fase 2:
 - Færdighedsmål:
 - Eleven kan skrive små fortællinger
 - Vidensmål:
 - Eleven har viden om sætningsforbindere
 - Signs of learning/pupil goals:
 - I can write a text
 - I can write a text using traits of the fantasy genre
 - I can write a coherent text using traits of the fantasy genre
- Mundtlig kommunikation - lytning, fase 3:
 - Færdighedsmål:
 - Eleven kan forstå enkle letforståelige tekster i naturligt taletempo
 - Vidensmål:
 - Eleven har viden om tryk, tempo og intonation
 - Signs of learning/pupil goals:
 - I can explain the main plot of a story I hear
 - I can explain the main plot of a story I hear and describe the emotions of characters in the story
 - I can explain the main plot of a story I hear, describe the emotions of characters in the story and account for the rhetorical instruments used to convey those emotions

Literature

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