

1-2-3 mål i forløbet Early Man

Fag: engelsk

Stofområde: "Early Man"

Varighed: 13 lektioner a 45 minutter

Læringsmål

1. at se og forstå filmen "Early Man"
2. at skygge og beskrive personer og lokationer fra filmen
3. at udfærdige og fremføre et rollespil

| Niveau | Mestringsmål | Kommunikative mål |
|--|---|--|
| 3 Skabe Vurdere | <ol style="list-style-type: none"> 1. Jeg kan se og forstå filmen "Early Man". 2a. Jeg kan skygge mine karakterer og beskrive dem i specifikke detaljer og vurdere dem. 2b. Jeg kan give detaljerede beskrivelser af filmens tre lokationer og fremhæve de vigtigste elementer. 3. Jeg kan skrive et rollespil i min gruppe, hvor min rolle har 15 replikker. | <ol style="list-style-type: none"> 2. Jeg fremlægger mine skyggeopgaver for min gruppe. 3. Vi fremfører vores rollespil live eller optager det og viser det digitalt. <p>Ekstra: Skrive en factbook om The Stone Age eller The Bronze Age (Bilag 7).</p> |
| 2 Analysere Anvende | <ol style="list-style-type: none"> 1. Jeg kan se og forstå filmen "Early Man". 2a. Jeg kan skygge mine karakterer og beskrive dem. 2b. Jeg kan beskrive dalen og bronzebyen. 3. Jeg kan skrive et rollespil i min gruppe, hvor min rolle har ti replikker. | <ol style="list-style-type: none"> 2. Jeg fremlægger mine skyggeopgaver for min gruppe. 3. Vi fremfører vores rollespil live eller optager det og viser det digitalt. |
| 1 Forstå Huske | <ol style="list-style-type: none"> 1. Jeg kan se og forstå filmen "Early Man". 2a. Jeg kan skygge min karakter og beskrive ham. 2b. Jeg kan beskrive dalen. 3. Jeg give input til et rollespil i min gruppe, hvor min rolle har fem replikker. | <ol style="list-style-type: none"> 2. Jeg fremlægger mine skyggeopgaver for min gruppe. 3. Vi fremfører vores rollespil live eller optager det og viser det digitalt. |

Forløbsplan

| Lektion | Indhold | Materialer |
|----------------------------|---|---|
| Den indledende fase | | |
| 1 | <p>Opgave 1 Indledning til filmarbejdet før filmen vises.</p> <p>Præsentation af den skematiske oversigt over niveauer og opgaver.</p> <p>Inddel eleverne på de differentierede niveauer.</p> <p>Opgave 2 Gennemgå, og arbejd med Pre-Watch Word Task (skal være færdig til næste gang).</p> <p>Opgave 3 Cool-down: Afslut lektionen med en kort evaluering.</p> | <p>Bilag 1, 2 + 3: Level Tasks</p> <p>Bilag 4: Pre-Watch Word Task</p> <p>Bilag 5: Cool-downs</p> |
| 2 | <p>Timestart: Lad eleverne parvis tjekke Pre-Watch Word Task med en makker på samme niveau.</p> <p>Opgave 4 Gennemgå, og arbejd med Pre-Watch Picture Task (skal være færdig til næste gang).</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 6 .1, 6.2 og 6.3: Pre-Watch Picture Task</p> <p>Bilag 5: Cool-downs</p> |
| 3 | <p>Timestart: Lad eleverne parvis fremlægge deres Picture Task med en på samme niveau.</p> <p>Opgave 5 Gennemgå While-Watching Tasks på de tre niveauer.</p> <p>Filmen skal ses i små bidder – se nærmere forklaring under opgave 5.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 7.1, 7.2, 7.3: While-Watching Task</p> <p>Bilag 5: Cool-downs</p> |
| 4 | <p>Se videre på filmen, mens der skygges og tages noter. Fortsæt med at stoppe filmen undervejs, så eleverne har tid til at skrive noter.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 5: Cool-downs</p> |

| | | |
|------------------------------|--|---|
| 5 | <p>Se filmen færdig, mens der skygges og tages noter.</p> <p>Opgave 6 Efter filmen skal eleverne vise deres forståelse af filmen ved at udfylde en grafisk Storyline over filmens plot.</p> <p>Opgave 7 Forklar eleverne, hvordan de skal bruge deres noter til at forberede en fremlæggelse om deres skyggeopgaver.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 8: Storyline – After Watching Task</p> <p>Bilag 5: Cool-downs</p> |
| Den selvstændige fase | | |
| 6 | <p>Lærerforberedelse: Inddel klassen i grupper af tre-fire elever</p> <p>Inddel i rollespilsgrupperne. Eleverne fremlægger deres slideshow om personer og lokationer i deres rollespilsgrupper.</p> <p>Opgave 8 Gruppevis skal eleverne udfylde Preparation Roleplay.</p> <p>Opgave 9 Conversation Openers – Gambits Vis Bilag 10, og forklar, hvad en gambit er, og hvordan man bruger dem.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 9: Preparation Roleplay</p> <p>Bilag 10: Conversation Openers – Gambits</p> <p>Bilag 5: Cool-downs</p> |
| 7 | <p>Opgave 10 Gennemgå krav til rollespil og manuskript.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 11: Roleplay Task</p> <p>Bilag 12: Roleplay Manuscript</p> <p>Bilag 5: Cool-downs</p> |
| 8 | <p>Fortsæt skrivning af rollespil. Fortsæt med at skiftes med at skrive (level 2 + 3 ...). Mind klassen om krav til benspænd og gambitter.</p> <p>Der er mulighed for at udfordre enkelte elever eller grupper, der er hurtigt færdige, med en "Extra Task".</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | <p>Bilag 13: Extra Task</p> <p>Bilag 5: Cool-downs</p> |

| | | |
|-----------------------------|---|--------------------------------------|
| 9 | <p>Færdiggørelse af rollespil og begynde at øve.</p> <p>Cool-down: kort evaluering af dagens lektion.</p> | Bilag 5: Cool-downs |
| 10 | <p>Øve rollespil, så eleverne næsten kan replikkerne udenad. Organiser det således, at mindst en øverunde er med lærer, så lærer en kan støtte grupperne med udtale og indholdets struktur.</p> <p>Husk rekvisitter og udklædning. Eventuelt optagelse af rollespil.</p> <p>Cool-Down: kort evaluering af dagens lektion.</p> | Bilag 5: Cool-downs |
| Den evaluerende fase | | |
| 11 - 12 | <p>Slå det gerne stort op på ugeplanen og i klassen, at der i disse lektioner er "World Premiere" på klassens "Early Man Roleplays".</p> <p>Visning af rollespil. Husk rekvisitter og udklædning.</p> <p>Feedback Organiser grupperne således, at alle grupper kommer til at give feedback til et rollespil. Alle vokser af ros, derfor skal feedbacken kun fokusere på det, der var godt.</p> <p>Roleplay Praise</p> <ul style="list-style-type: none"> • Content (a fun, surprising, scary ... story) • English (listen for good use of gambits and words from pre-watch word task, well-rehearsed) • Style (costumes and props). | Bilag 11: Roleplay Task |
| 13 | Evaluering | Bilag 14: Evaluation Early Man |

Tidsrammen kan udvides eller reduceres efter behov.

Early Man – Level 3 Task

BILAG 1

Læringsmål

1. at se og forstå filmen "Early Man"
2. at skygge og beskrive personer og lokationer fra filmen
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What to do**Pre-Watching Tasks**

1. Fill out all three colours of Pre-Watch Word Task.
2. Fill out all three colours of the Pre-Watch Picture Task.

While-Watching Tasks

1. Shadow the characters: Dug, Goona and Lord Nooth.
2. Describe the locations: The valley, the bronze town, and the bad lands.
3. Fill out the worksheet 3.3.

After-Watching Tasks

Presentation Task

1. Use your notes from worksheet 3.3 and prepare a slideshow with keywords and illustrations.
2. Have a slide for each character and each location (minimum 6).
3. Present your slideshow in English to your group.

Roleplay Task

1. In your group, discuss and agree. Fill out the document: Preparation Role Play.
2. Read the Role Play Task and divide the roles. Your role must have 15 lines.
3. Write the manuscript together and take turns writing.
4. Rehearse your role play many times together.

Presentation:

Show your roleplay live or record it and show it digitally.

Early Man – Level 2 Task

BILAG 2

Læringsmål

1. at se og forstå filmen "Early Man"
2. at skygge og beskrive personer og lokationer fra filmen
3. at udfærdige og fremføre et rollespil

| Niveau | Mestringsmål | Kommunikative mål |
|--|--|---|
| 2 Analysere Anvende | <ol style="list-style-type: none"> 1. Jeg kan se og forstå filmen "Early Man". 2a. Jeg kan skygge mine karakterer og beskrive dem. 2b. Jeg kan beskrive dalen og bronzebyen. 3. Jeg kan skrive et rollespil i min gruppe, hvor min rolle har ti replikker. | <ol style="list-style-type: none"> 2. Jeg fremlægger mine skyggeopgaver for min gruppe. 3. Vi fremfører vores rollespil live eller optager det og viser det digitalt. |

What to do**Pre-Watching Tasks**

1. Fill out the blue and the green colours of Pre-Watch Word Task.
2. Fill out the blue and the green colours of the Pre-Watch Picture Task.

While-Watching Tasks

1. Shadow the characters: Dug and Goona.
2. Describe the locations: The valley and the bronze town.
3. Fill out the worksheet 3.2.

After-Watching Tasks**Presentation Task**

1. Use your notes from worksheet 3.2 and prepare a slideshow with keywords and illustrations.
2. Have a slide for each character and each location (minimum 4).
3. Present your slideshow in English to your group.

Roleplay Task

1. In your group, discuss and agree. Fill out the document: Preparation Role Play.
2. Read the Role Play Task and divide the roles. Your role must have 10 lines.
3. Write the manuscript together and take turns writing.
4. Rehearse your role play many times together.

Presentation:

Show your roleplay live or record it and show it digitally.

Early Man – Level 1 Task

BILAG 3

Læringsmål

1. at se og forstå filmen "Early Man"
2. at skygge og beskrive personer og lokationer fra filmen
3. at udfærdige og fremføre et rollespil

| Niveau | Mestringsmål | Kommunikative mål |
|-------------------------------|--|---|
| 1 Forstå Huske | <ol style="list-style-type: none"> 1. Jeg kan se og forstå filmen "Early Man". 2a. Jeg kan skygge min karakter og beskrive ham. 2b. Jeg kan beskrive dalen. 3. Jeg give input til et rollespil i min gruppe, hvor min rolle har fem replikker. | <ol style="list-style-type: none"> 2. Jeg fremlægger mine skyggeopgaver for min gruppe. 3. Vi fremfører vores rollespil live eller optager det og viser det digitalt. |

What to do**Pre-Watching Tasks**

1. Fill out the blue colour of Pre-Watch Word Task.
2. Fill out the blue colour of the Pre-Watch Picture Task.

While-Watching Tasks

1. Shadow the character: Dug.
2. Describe the location: The valley.
3. Fill out the worksheet 3.1.

After-Watching Tasks

Presentation Task

1. Use your notes from worksheet 3.1 and prepare a slideshow with keywords and illustrations.
2. Have a slide for the character and the location (minimum 2).
3. Present your slideshow in English or Danish to your group.

Roleplay Task

1. In your group, discuss and agree. Fill out the document: Preparation Role Play.
2. Read the Role Play Task and divide the roles. Your role must have 5 lines.
3. Write the manuscript together and take turns writing.
4. Rehearse your role play many times together.

Presentation:

Show your roleplay live or record it and show it digitally.

Pre-Watch Word Task

BILAG 4

| Word from the film | Danish translation | Use the word in varied sentences | Explain the word in English |
|--------------------|--------------------|--|---|
| Tribe (example) | Stamme | In the stone age, humans lived in tribes | A tribe is like a big family that lives together and takes care of each other |
| A cave | | | |
| To cave in | | | |
| Brute | | | |
| Ancestors | | | |
| Intruders | | | |
| Bronze | | | |
| Valley | | | |
| Rodent | | | |
| Mining | | | |
| Invent | | | |
| Century | | | |

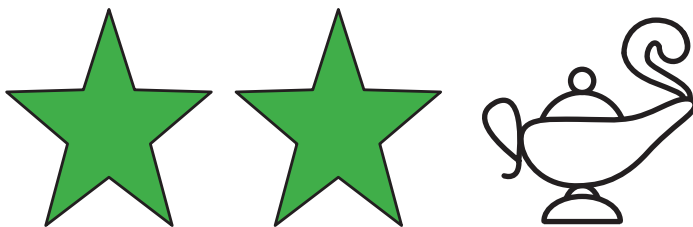
Cool-downs

Cool-downs er korte evalueringer af dagens lektioner i den indledende og selvstændige fase af forløbet.

Kortene kan printes ud og uddeles eller vises på boardet. Evalueringen kan foregå individuelt, parvis eller i grupper. Se andre eksempler på cool-downs under de andre to forløb.

| | |
|--|---|
| I don't understand the task | I understand the task but need help |
| I understand the task and can work on my own | I understand the task and can help others |

Two Stars & A Wish



Smileys



Pre-Watch Picture Task

BILAG 6.1



Stone Age Picture Description – Level 3

Write a story about a mammoth hunt (100-150 words)

Blank writing area for the student to write a story about a mammoth hunt.

Pre-Watch Picture Task

BILAG 6.2



Stone Age Picture Description – Level 2

Write 10 sentences about what is happening in the picture

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Pre-Watch Picture Task

BILAG 6.3



Stone Age Picture Description – Level 1

Name 10 things you can see in the picture

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

While-Watching Task • Level 3 Task

BILAG 7.1

1. Shadow the characters and take notes about:

| | Dug | Goona | Lord Nooth |
|--|-----|-------|------------|
| Looks Describe the face, body, clothes. | | | |
| Behavior Describe what they do and how they behave. | | | |
| Abilities Describe what they can do and what they are good at. | | | |
| Weaknesses Describe their faults and/or negative sides. | | | |
| My opinion about them. | | | |

2. Describe the locations and take notes about:

| | The Valley | The Bronze Town | The Bad Lands |
|---|------------|-----------------|---------------|
| Description Describe the nature and the human impact. | | | |
| Important elements from the location. | | | |

While-Watching Task • Level 2 Task

BILAG 7.2

1. Shadow the characters and take notes about:

| | Dug | Goona |
|--|-----|-------|
| Looks Describe the face, body, clothes. | | |
| Behavior Describe what they do and how they are. | | |
| Abilities Describe what they can do and what they are good at. | | |

2. Describe the locations:

| | The Valley | The Bronze Town |
|--|------------|-----------------|
| Description Describe the nature and the human settlements. | | |

While-Watching Task • Level 1 Task

BILAG 7.3

1. Shadow the character and take notes about:

| | Dug |
|--|-----|
| Looks Describe the face, body, clothes. | |

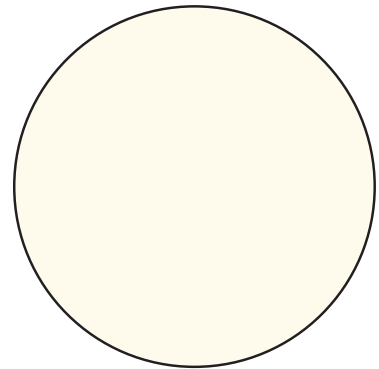
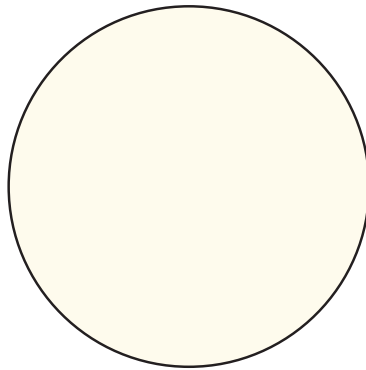
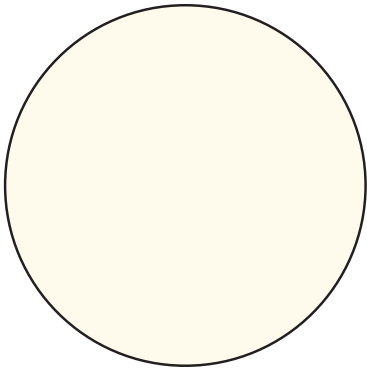
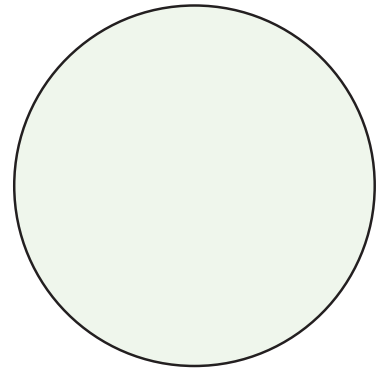
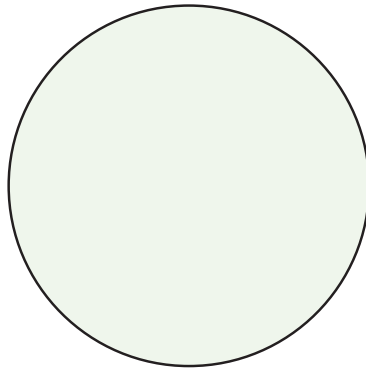
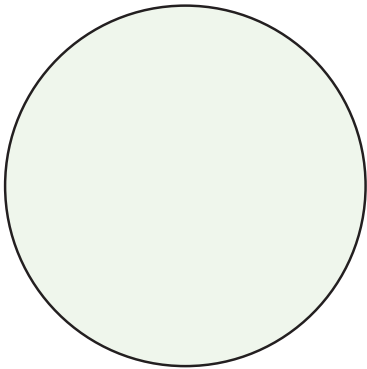
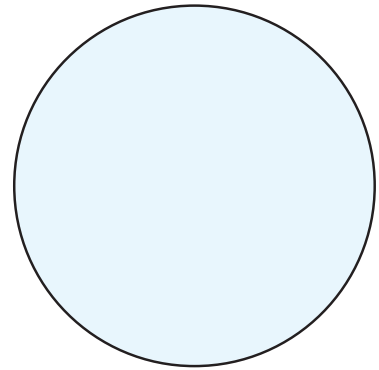
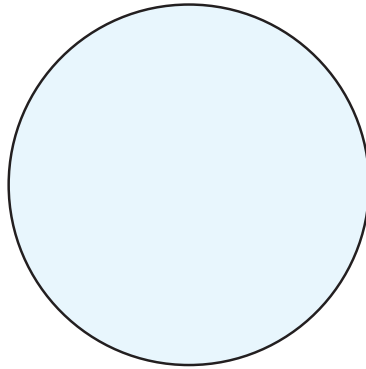
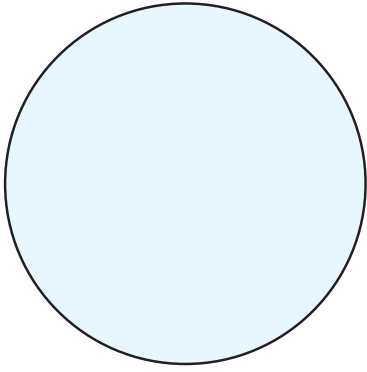
2. Describe the location:

| | The Valley |
|--|------------|
| Description Describe the nature and the stone village. | |

Storyline – After Watching Task**BILAG 8**

Show your understanding of the film by retelling the story about Dug and his friends.
Choose 3/6/9 important plot points from the film and write keywords or draw in the circles below.
Afterwards retell the story to a partner.

Start



Preparation Roleplay – Group Work**BILAG 9**

Agree on the most important information about the locations and characters and fill out this document together in your roleplay group.

| The Valley | The Bronze Town | The Bad Lands |
|------------|-----------------|---------------|
| | | |

| Dug | Goona | Lord Nooth |
|-----|-------|------------|
| | | |

Conversation Openers - Gambits

BILAG 10

Gambits are words and fixed phrases that you use in spoken English, when you start a sentence or respond in a conversation. When you learn to use different gambits, you will get a nice variation in your language, when you speak English.

Read the examples below and use at least 9 different gambits in your roleplay.

Asking for information

I'd like to know ...
 I'm interested in ...
 Could you tell me ...?
 Do you know ...?
 Could you find out ...?
 Could I ask ...?
 Do you happen to know ...?

Interrupting something

Sorry, but ...
 Excuse me for interrupting, but ...
 Can I add here that ...?
 Can I ask a question?
 Anyway ...
 In any case ...
 To get back to what I was saying ...
 Where was I?

Telling a story

First ...
 First of all ...
 To begin with ...
 Then ...
 After that ...
 So ...
 So then ...
 At the end ...
 Finally ...

Give an opinion

What I mean is ...
 Let me put it this way ...
 What I'm trying to say ...
 I personally believe/think/feel ...
 In my opinion ...
 I think ...
 I'm pretty sure that ...
 I'm convinced that ...

A surprising fact

Do you realize that ...
 Believe it or not ...
 You may not believe it, but ...
 It may sound strange, but ...
 The surprising thing is ...
 Oddly enough ...
 Funnily enough ...

Changing the subject

Talking of ...
 That reminds me ...
 By the way ...
 Before I forget ...
 What's more ...
 And another thing ...

In my opinion, you should use gambits.

Believe it or not, your English will improve.

What's more, you will impress your teacher!

Roleplay Task

BILAG 11

Use your knowledge about the characters and the locations of the film and write a roleplay about it.

Level 1 must have 5 lines* or more

Level 2 must have 10 lines* or more

*Lines = replikker

Level 3 must have 15 lines* or more

Roles:

Dug (the main character)
 Goona (the girl from the bronze town)
 Child 1
 Child 2

Situation:

10 years after the big football game, Dug and Goona are sitting around the campfire in their cave talking with their child/children. The children are curious and ask lots of questions. Dug and Goona love to talk about what happened back then.

Write about:

How Goona and Dug met.

- What happened at the big game.
- What the valley and the bronze town looked like.
- Who Lord Nooth was and what he did.
- How Goona came to live in the valley.
- Will they ever catch a mammoth...
- Any other things you find relevant...

Discuss in the group:

- Props (rekvisitter)
- Costumes



Extra Task**BILAG 13**

Write a Factbook about **The Stone Age** or **The Bronze Age**

1. Research and find information about:

- Give a historical description of what period came before and after.
- Explain how people lived.
- Describe what kind of food they ate.
- Describe what items and tools they had.
- Explain what kind of sports and games they played.
- Describe what inventions were discovered during the period.
- Add anything else you find interesting and relevant.

2. Find photos or illustrations to use as layout in your Factbook.

3. Produce a Factbook:

- Create a front page with a title and illustrations.
- Use the research questions as chapters and have 5 chapters or more.
- Write the text with your own words and use photos and illustrations for each chapter.

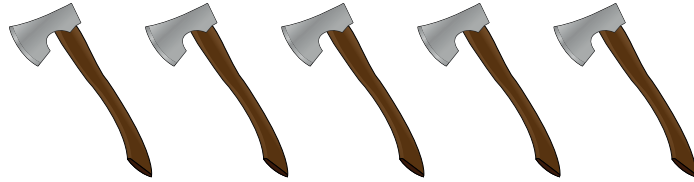
Evaluation Early Man

BILAG 14

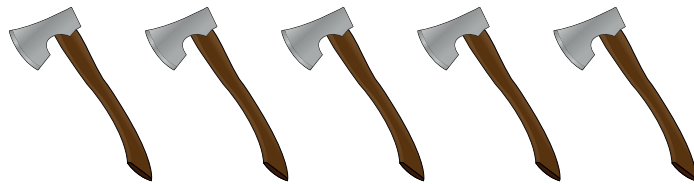
Circle the flint axes and give your assessment of how satisfied you are with your work in the different categories. The more you circle, the more satisfied you are.

How satisfied are you with:

1: Your work with the pre-watch tasks



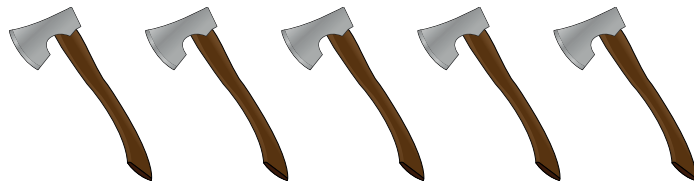
2: Your notes for the shadow tasks



3: Your presentation of person(s) and places(s)



4: Your performance in the roleplay



5: Your motivation during this topic

