Love

### Lesson 1-2: Introduction and ‘Happy endings’

# Welcome back 🎆

Rock, paper, scissors

# Individual work or group work (quietly)

Rikke has individual talks.

# Individual writing in your notebook (max 15 min.)

**Heading: Graduation dreams**

Write a letter to yourself about what you expect about the coming months leading up to graduation (focus on English). You may use a dictionary.

* What does spring have in store for you? (school and life in general)
* How much effort do you expect that you will be able to put into your English homework and assignments?
* What would you like to be able to expect from your classmates?
* What would you like to be able to expect from your teacher?
* What can your teacher and classmates expect from you?
* Which grades do you aim for in oral English and written English respectively?
* Remind yourself to be proud of what you will be able to do.

# Grammar (max 35 min.)

Do the grammar exercises about the present progressive (udvidet tid) that have been put as homework: <https://app.minlaering.dk/lektier?vis=303342> Make sure to READ the information and watch the video before you do the exercises.

# Love introduction: Individual vocabulary exercise (max. 10 min.)

Match word and explanations. **Paste your work into Elevfeedback at the end of class.**

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| --- | --- |
| **courtly love** | Sex (love connected with the body) |
| **spiritual love** | The idealised love of a knight for a noblewoman, who was often married. 12th century – 16th century |
| **carnal love** | Parents’ love of their children |
| **eternal love** | Love completely fixed on one person |
| **carpe diem** | Love between friends, not involving sex |
| **romantic love** | When you love a person so much that you want to own him or her |
| **platonic love** | Love connected with the spirit, perhaps with a religious dimension |
| **obsessive love** | Love that never ends |
| **possessive love** | Sentimental love |
| **parental love** | Love which is not returned by the person that you love |
| **unrequited love** | Seize the day |

# Answer the following questions regarding love (max 10 min.)

**Paste your work into Elevfeedback at the end of class.**

1. Which of the expressions in the table above would you use to describe the four pictures in on p. 66 in *Wider Contexts*?
2. What are the symptoms of love? Be specific.

# Margaret Atwood, ‘Happy Endings’, 1983

## **Paste your work into Elevfeedback at the end of class.**

## Pre-reading

What do we expect from a short story? How do we define it? Use the terms on p. 69.

## Read the short story ‘Happy Endings’ (p. 70-72)

## Analysis and interpretation: Answer these questions

1. Look at each ending and try to describe the genre that each resembles
2. What characterizes the men and women in the text? Are they stereotypes or rounded characters? What is the intention of this, do you think? Usually such a discussion is irrelevant, but not this time… Is she *showing* (using descriptions and actions) or *telling* (summarising what happens) us about the characters?
3. To what extent does the text correspond to the definition of a short story that you gave?
4. What is the effect of the use of grammatical tense in the text?
5. Comment on the attitude to happy marriages in the text. Give examples.
6. Is the tone of the text *serious, satirical, humorous, ironic, romantic* or *tragic*? Give examples. The tone is the author’s attitude to what is presented in the text.
7. What is the effect of the author addressing the reader repeatedly?
8. What does the text tell us about love?

## **Paste your work into Elevfeedback at the end of class.**