

## TOPICS and TEXTS for PAPERS and LESSONS to give (2013/14)

Each student has to sign up for 1 paper *or* 1 lesson to be given to their classmates.  
A lesson can be given in pairs.

NAME

- |  |               |       |
|--|---------------|-------|
| 1. Green Line (GL) p.213-214: Murder on air (MEDIA)  | (l e s s o n) | ..... |
| 2. GL p.210-211: The Internet  | (l e s s o n) |       |
| 3. An advertising campaign for a product aimed at children (GL p.216/1)  | (p a p e r)   |       |
| 4..The causes of the conflict in Northern Ireland  | (p a p e r)   |       |
| 5. Analysis of the novel “AFTER THE FIRST DEATH”: plot – twist in the<br>action – characterisation – point of view – stylistic means<br><b>Part Two</b> ( pp. 19-51) | (p a p e r)   |       |
| 6. <b>Part Four</b> (pp.69-92)   | (p a p e r)   |       |
| 7. <b>Part Six</b> (pp.113-156)  | (p a p e r)   |       |
| 8. <b>Part Seven</b> (pp.159-168)  | (p a p e r)   |       |
| 9. <b>Part Eight</b> (pp.171-218)  | (p a p e r)   |       |
| 10. <b>Part Ten</b> (pp.235-260)   | (p a p e r)   |       |
| 11. The life and political achievements of US suffragette ALICE PAUL   | (p a p e r)   |       |
| 12. The US voting system for presidential and Congress elections   | (p a p e r)   |       |
| 13. GL p.146: An ideology for the whole world? (POLITICS)  | (l e s s o n) |       |
| 14. GL p.99: Overview on US foreign policy   | (l e s s o n) |       |
| 15. The influence of Puritanism on the US society past and now   | (p a p e r)   |       |
| 16. GL p.186-187: Is American culture ‘American’?  | (l e s s o n) |       |
| 17. America’s war on terrorism since 9/11  | (p a p e r)   |       |
| 18. German-American relations in the 20th and 21st century   | (p a p e r)   |       |
| 19. GL p.175/185: A comparison of two songs (on GLOBALIZATION)   | (l e s s o n) |       |
| 20. The pros and cons of embryo screening (GENETIC ENGINEERING)  | (p a p e r)   |       |
| 21. Does DENGLISH improve modern communication?  | (p a p e r)   |       |
| 22. The obesity issue in US and GB   | (p a p e r)   |       |

23. Anglo-German relations in the 20<sup>th</sup> and 21<sup>st</sup> century (p a p e r)
24. Binge-drinking in the UK: causes – rituals - effects (p a p e r)
25. Anglo-Scottish relations since devolution in 1990s (p a p e r)
26. Human kidneys for cash: The issue of transplant tourism (p a p e r)
27. Opportunities and worries US college students have today (p a p e r)
28. GREENWASHING – a new strategy to reinforce corporate identity (p a p e r)
29. What makes SHAKESPEARE the greatest British playwright? (p a p e r)
30. GL p.222-223: A London scene set by guerrilla art (l e s s o n)
31. GL p.226: Painting and poetry (l e s s o n)
32. GL p.192-193: The new voyeur (TECHNOLOGY) (l e s s o n)
33. GL p.196-197: How stem cells can turn back the biological clock (l e s s o n)
34. Prepare a segment of a *music radio station's programme* for teens.  
The segment should include a few minutes of *chat with a singer or band member*, in which you e.g. briefly analyse a song or two etc. (p a p e r for two )

**A P A P E R must NOT EXCEED the length of 20 MINUTES !!**  
( A h a n d o u t should be handed in beforehand)

**GUIDELINE for giving a LESSON :**

1. Explain **the most important new vocabulary** (make sure about correct pronunciation !!)  
- by pictures , illustrations, drawings , paraphrases, opposites (get classmates involved !!)
2. Present the text ( use the CD if possible)  
- by **reading it out** yourself or / and making your classmates read it (*correct* wrong pronunciation !)
3. Prepare meaningful **questions on the text** (find some of your own and pick some from the textbook)  
- correct your classmates' answers or make them correct each other
4. **ANALYSE**: - text type - stylistic devices - register – message - train of thought - tone
5. Note essential **findings in keywords on the board (or handout/worksheet)** for use and reference in the following class  
-make your classmates take them down, too !

## *CRITERIA for MARKING a LESSON*

1. ***Consistent structure / steps of presentation***
2. ***Use of visual aids / maps, video projector, pictures etc.***
3. ***Comprehensive (all essential points) analysis of a given text***
4. ***Flexible response to classmates' answers, questions, comments***
5. ***Notes of findings on board / transparency / handout / Power Point***
6. ***Fluency, pronunciation and intonation***
7. ***Correct grammar and adequate word choice (register )***

# MACBETH:

- 1. Examine what influences and triggers Macbeth's decisions.*
- 2. Point out the essence of Macbeth's most famous monologue in Act V, scene 5.*
- 3. Explain the relationship between Macbeth and Mac Duff.*
- 4. Outline how Macbeth's attitude and character change in the course of the tragedy.*
- 5. Find examples of antithesis in the tragedy (e.g. appearance and reality etc.)*
- 6. Examine if the play has any “tragic heroes”.*