

# THEMENPOOL AUS ENGLISCH ALS ERSTSPRACHE

Anzahl der Jahreswochenstunden: 11

Anzahl der Poolthemen: 18

## LISTE DER POOLTHEMEN

- 1) Literature up to and including Romanticism
- 2) Literature from Victorian to present
- 3) Freedom and future visions
- 4) Interpreting poetry and lyrics
- 5) Interpretation and analysis of drama
- 6) Myths and imagination
- 7) Social issues
- 8) Love in literature
- 9) Coming of age
- 10) Regional literature
- 11) Morality and responsibility
- 12) Short stories
- 13) Humour and satire
- 14) Gender and identity
- 15) Interpreting and analysing speeches
- 16) Language, communication and media
- 17) Art and aesthetics
- 18) Culture clash

# LERNZIELORIENTIERTE ERLÄUTERUNG DER POOLTHEMEN

## 1) History of literature up to and including Romanticism

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected literary works of fiction in the English language from the time period from the beginning of English literature up to the mid - 19<sup>th</sup> century.

## 2) History of literature from Victorian to present

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected literary works of fiction in the English language from the time period from the mid - 19<sup>th</sup> century up to the present. (e.g.: works by Jane Austen, Oscar Wilde...)

## 3) Freedom and future visions

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of totalitarian and other future visions. (e.g.: Aldous Huxley's *Brave New World*, James Mc Teigues's "V for Vendetta"...) )

## 4) Interpreting poetry and lyrics

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected poems and song texts in the English language and identify the literary devices used. (e.g.: poems by William Wordsworth, Lord Byron, Wilfried Owen...)

## 5) Interpretation and analysis of drama

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected dramas in the English language and identify the literary devices used. (e.g.: William Shakespeare's *Macbeth*...)

## 6) Myths and imagination

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language which focus on myths and imagination. (e.g.: works by E.A. Poe...)

## 7) Social issues

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of social issues. (e.g.: works by John Steinbeck, Charles Dickens)

### 8) Love in literature

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected literary works of fiction in the English language which focus on love and romantic aspects. (e.g.: works by Nick Hornby, Jane Austen ...)

### 9) Coming of age

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of growing up. (e.g.: Plath's *The Bell Jar*, Chbosky's *The Perks of being a Wallflower...*)

### 10) Regional Literature

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected literary works of fiction in the English language which focus on regional aspects. (e.g.: works by James Joyce, Khaled Hosseini's *The Kite Runner* ...)

### 11) Morality and responsibility

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of morality and responsibility. (e.g.: Sylvia Plath's *The Bell Jar*, Stephen Chbosky's *The Perks of being a Wallflower...*)

### 12) Short stories

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected short stories in the English language and identify the principal parts of short stories in general. (e.g.: works by Roald Dahl, T.C. Boyle, E.A. Poe...)

### 13) Humour and satire

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of humour, irony and satire. (e.g.: Monty Python's "The Life of Brian" ...)

### 14) Gender and identity

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of gender and identity. (e.g.: Margaret Atwood's *The Handmaid's Tale*, works by Jane Austen...)

### 15) Interpreting and analysing speeches

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional speeches in the English language and identify the literary devices used. (e.g.: Martin Luther King's "I have a dream"-speech ...)

### 16) Language, communication and media

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of language, communication and media. (e.g.: Alejandro Gonzales's *"Babel"*, Peter Weir's *"Dead Poets Society"*...)

### 17) Art and aesthetics

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of art and aesthetics. (e.g.: Oscar Wilde's *The Picture of Dorian Gray*, Hal Ashby's *"Harold & Maude"*...)

### 18) Culture Clash

- The students should be able to understand, analyse, interpret, contextualise, discuss, characterize, compare and contrast, as well as evaluate selected fictional and non-fictional texts and appropriate movies / documentaries in the English language in the context of culture clash. (e.g.: Chinua Achebe's *Things fall apart*, Khaled Hosseini's *The Kite Runner*...)