

Hamlet Cambridge School Shakespeare

Macbeth Cambridge School Shakespeare The Taming of the Shrew Teaching Shakespeare Macbeth Cambridge School Shakespeare Macbeth Cambridge School Shakespeare Cambridge School Shakespeare Series Teaching Shakespeare The Taming of the Shrew Textarbeit im Englischunterricht der Sekundarstufe: Bedeutung, Methoden und Unterrichtsentwürfe Living Language Teaching The Tempest. Mit Materialien. Problems of Editing Aufgaben, Methoden und Verstehensprozesse im englischen Literaturunterricht der gymnasialen Oberstufe Cambridge School Shakespeare Julius Caesar Teaching English Quantitative Ansätze in den Literatur- und Geisteswissenschaften The Merchant of Venice William Shakespeare William Shakespeare Rex Gibson William Shakespeare William Shakespeare William Shakespeare Rex Gibson William Shakespeare Marc A. Bauch Dorotyya Ruisz William Shakespeare Christa Jansohn Ann Kimes-Link William Shakespeare William Shakespeare Susan Brindley Toni Bernhart William Shakespeare

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a midsummer night s dream is a comedy play by william shakespeare believed to have been written between 1590 and 1596 it portrays the events surrounding the marriage of the duke of athens theseus and hippolyta these include the adventures of four young athenian lovers and a group of six amateur actors mechanicals who are controlled and manipulated by the fairies who inhabit the forest in which most of the play is set the play is one of shakespeare s most popular works for the stage and is widely performed across the world

modern editions of a popular and trusted series

an improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design

Cambridge School Shakespeare was developed from the work of Rex Gibson's Shakespeare and Schools project and has gone on to become a bestselling series in schools around the world. Each play in the series has been carefully edited to enable students to inhabit Shakespeare's imaginative world in accessible and creative ways. This new larger format edition of Cambridge School Shakespeare has been substantially revised, extended and presented in an attractive new design. It remains faithful to the series' active approach which treats each play as a script to be acted, explored and enjoyed, as well as the complete scripts. You will find a running synopsis of the action, an explanation of unfamiliar words and a variety of classroom-tested activities to help turn the script into drama. This edition includes a stunning full colour design richly illustrated with exciting photographs of performances from around the world, a wide variety of classroom activities thematically organised in distinctive stagecraft, write about it language in the play, characters and themes feature boxes, expansive endnotes including extensive essay writing guidance, glossary aligned with the play text for ease of reference.

A new look at Shakespeare's play in accordance with the work of the Shakespeare and Schools project, the National Curriculum for English developments at GCSE and A Level and the probable development of English and Drama throughout the 1990s. Cambridge School Shakespeare considers the play as theatre and the text as script, enabling pupils to inhabit the imaginative world of the play in an accessible, meaningful and creative way. Cambridge School Shakespeare approaches the plays in a new way, encouraging students to participate actively in examining them, to work in groups as well as individually, to treat each play as a script to be re-created and to explore the theatrical/dramatic qualities of the text. The editorial comments cater for pupils of all ages and abilities, providing clear, helpful guidelines for school study. The format of the plays is also designed to help all teachers, whether experienced or inexperienced. NB: This replaces the information previously issued.

as well as the complete script of *The Taming of the Shrew*. Readers will find a variety of classroom-tested activities, an eight-page colour section and an enlarged selection of notes including information on characters, performance history and language.

Der Fremdsprachenunterricht nimmt mit zunehmender Globalisierung der akademischen Welt sowie des Arbeitsmarktes eine immer wichtigere Rolle ein, wobei besonders die Relevanz der englischen Sprache kaum zu überschätzen ist. Im Englischunterricht werden als Lehrmaterial so genannte authentische Texte und didaktisierte Texte behandelt. Authentische Texte sind Texte, die von Muttersprachlern für Muttersprachler verfasst wurden; sie werden überwiegend in der Oberstufe verwendet und erarbeitet. Didaktisierte Texte sind Texte, die für Unterrichtszwecke hergestellt oder verändert wurden, wie zum Beispiel Lehrbuchtexte. Diese Texte sind das Vehikel des sprachlichen und landeskundlichen Materials zur Erreichung eines bestimmten Lernziels. Sie müssen bestimmte Bedingungen erfüllen, die sich an der Zielgruppe, an den Unterrichtsvoraussetzungen sowie an

den angestrebten lernzielen orientieren so sind etwa thema umfang aufbau sprachliche und formale charakteristika sowie enthaltener wortschatz wichtige faktoren bei der auswahl eines textes für den unterricht das vorliegende buch enthält eine theoretische diskussion von bedeutung und methoden der textarbeit im fremdsprachenunterricht sowie je einen unterrichtsentwurf für sekundarstufe i und sekundarstufe ii das arbeitsmaterial welches zunächst analysen des lehrstoffes und didaktisch methodische entscheidungen und danach eine analyse des stundenverlaufs enthält soll lehrern und didaktikern als hilfe und anregung dienen

fremdsprachenunterricht unterliegt stetigem wandel und zeigt immer neue facetten living language teaching greift diesen gedanken auf und richtet den fokus auf fremdsprachenunterrichtliche lehrwerke und unterrichtsmaterialien in vergangenheit und gegenwart sowie deren entwicklung und einsatzmöglichkeiten das autorenteam das sechzehn kolleginnen und kollegen aus unterschiedlichen fremdsprachendidaktischen disziplinen umfasst bietet einen multiperspektivischen zugang zum thema im vordergrund steht dabei die praktische nutzung von lehrwerken und unterrichtsmaterialien in schule und hochschule

this collection of essays attempts to address some problems of editorial theory and practice which its contributors have either encountered in their own work as practicing editors or as critical users of english editions it also discusses more general questions i e linguistic problems of editing the problems of editing bilingual editions or school editions and the difficult economics of scholarly editions today there are also essays on editing performance poetry the waning impact of analytical bibliography the role of teaching and learning editing as well as on the situation of editorial theory and practice among anglicists in germany several of the essays in this volume began their lives as papers for a workshop on editorial problems held at the annual meeting of the german anglistentag in gießen in september 1997

this edition of julius cesar is especially designed for students with accessible on page notes and explanatory illustrations clear background information and rigorous but accessible scholarly credentials this edition includes illustrations preliminary notes reading lists including websites and classroom notes allowing students to master sha

this book offers an opportunity to engage with the debates in english teaching and to explore the viewpoints of writers who have contributed to those debates it provides invaluable introduction to the complexities of english to novice english teachers

seit beginn des 19 jahrhunderts werden in den literatur und geisteswissenschaften quantitative verfahren angewandt um texte zu beschreiben zu analysieren und zu interpretieren bis zum ende des 20 jahrhunderts waren solche ansätze unterrepräsentiert gewinnen im zuge der digital humanities jedoch sehr stark an bedeutung ziel des bandes ist es quantifizierende verfahren einerseits theorie methoden und fachgeschichtlich zu kontextualisieren andererseits aber auch mit blick auf die digitale gegenwart zu prüfen welchen stellenwert ihre ergebnisse haben angesichts der innovativen verve der digital humanities darf

nicht vergessen werden dass die idee einem interpretativen close reading ein vermeintlich deskriptiv analytisches distant reading gegenüberzustellen nicht sehr viel jünger ist als die idee des close reading selbst denn zählen ist keinesfalls erst durch die digitale revolution der geisteswissenschaften denkbar geworden vielmehr wird schon seit ungefähr 200 jahren das was vom späten dilthey als gegenstand der verstehenden und qualitativ orientierten geisteswissenschaften bestimmt wurde auch zum messbaren objekt erklärt

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