

Aufgaben Englisch B-Kurs 7

Hallo ihr Lieben!

Bitte besorgt folgende Lektüre:

„*The Tail of Sherlock Bones*“, Cornelsen-Verlag, ISBN: 978-3-06-032301-2

Einige Vokabeln sind übersetzt, ihr findet sie ab Seite 106 , für weitere hilft euch ein Deutsch-Englisch-Wörterbuch.

Fertigt bitte ein *Reading Log* (Lesetagebuch) an, in dem ihr alle neuen Vokabeln notiert (siehe *Creating a Glossary*) und die Aufgaben im Buch (ab Seite 110) und die folgenden Arbeitsblätter bearbeitet.

Als letzte Seite seht ihr einen Feedback-Bogen, damit ihr wisst, worauf es bei der Bewertung ankommen wird.

Für den nächsten Vokabeltest sucht sich jeder 30 Vokabeln aus, lernt diese und gibt mir eine Liste der deutschen Übersetzungen (diese Liste wird dann der Vokabeltest).

Eure gesamte Arbeit hierzu wird als eine Klassenarbeit gewertet werden, also gebt euch Mühe und..

have fun!

Creating a glossary/word bank

A glossary with important expressions from the book helps you understand what you have read.



1. *Put some blank sheets of paper in your folder and write "Glossary" or "Word bank" as a headline.*
2. *Note unknown words and expressions and also technical terms.*
3. *Use a dictionary to look up the words. Paraphrase and translate. Do not forget to write down the source!*

First look up the following words and add them to your glossary:

- protagonist -
- character -
- author -
- narrator -
- characterisation -
- chapter -
- perspective -
- summary -

Narrative perspectives

The author of the book chooses a certain perspective from which he writes the story.

Narrative perspectives

- **omniscient narrator:** The narrator of the story knows everything about the plot and the characters – even their thoughts and feelings. The fact that he knows everything enables him to comment on the whole action and to foreshadow and give flashbacks.
- **third-person-narrator:** The narrator of the story speaks from one character’s point of view, meaning that he can only talk about actions, thoughts and feelings of this person. It does not necessarily need to be the same narrator throughout the story. The perspective can change. Often it seems as if the narrator is in the “shoes” of that person and more involved in the action than the others.
- **first-person-narrator:** The narrator is a person from the story and tells the action from his/her point of view only. The reader gets familiar with the narrator and is more involved in the action.



1. *Have a look at the first chapter of the book. Which narrative perspective has the author chosen? Give some examples:*

2. *Pick one paragraph from the chapter and rewrite it from a different perspective.*

Map



Take a coloured pencil and draw arrows to all the places in the book.

The author

“Who was ... again?” It is worth answering this question if you want to find out more about the author, his life and works.

Name: _____

Date and place of birth: _____

Further books (with a one-sentence summary):

Short CV:

Additional information (awards, special projects, historical background ...):

Sources:



Create a profile for the author of the book. Look for information in the school library, on the internet and in encyclopaedias.

A character map

Who is who? In order to keep an overview of all the characters in the book, creating a character map is helpful.

(protagonist)



1. Write the name of the protagonist in the centre.
2. Add any other important characters in other circles. The closer the relationship between the characters, the closer you need to draw the circles.
3. Connect the characters with lines or arrows. Use the following symbols to describe their relationship. For example:

<3 = like/love each other

☺ = are friends

:o = quarrel with each other

☹ = can't stand the other person

4. Add more characters to the character map while reading. Draw lines or arrows and include symbols in different colours if the relationship between characters changes.

The profile of the protagonist

Name: _____

Date and place of birth: _____

Outward appearance:

Clothing:

Special Features:



1. *Fill in the profile.*
2. *What is your first impression of the protagonist? Give reasons.*
3. *What else would you like to know about the protagonist? Write down questions and find out if they are answered while reading on.*

Feedback on the book

This questionnaire gives you the opportunity to review the book you have read.

→ Overall I love/like/dislike the book because ...

→ The action is exciting/okay/boring because ...

→ I love/like/dislike the characters because ...

→ I can follow the thoughts and feelings of the protagonist(s) extremely easily/easily/ not at all because ...

→ The language of the book is understandable/vivid/interesting/difficult because ...

→ I especially like the part when ...

_____ ,
because ...

→ I do not like the part when ...

_____ ,
because ...

→ I would like to ask the author the following:

→ Out of ten points for me the book is a _____.



1. *Finish the sentences on the worksheet and cross out unsuitable options.*

Writing a summary

The summary is an important step towards analysing a text: while writing you work out the most relevant points of the text and find out how well you have understood the text.

Checklist for writing a summary

A summary is always written in the **simple present** and includes an introduction and a main part:

Introduction

The introduction includes information on

- the **title** of the text/chapter,
- the **name** of the author,
- the **type** of the text and
- the **topic**.

(E. g.: The first chapter of J. K. Rowling's novel "Harry Potter" is about the protagonist Harry Potter's arrival at the Dursleys' house and its mysterious circumstances.)

Main part

In the main part only the main events are summarized in the same order as in the original text. Answer the wh-questions and consider the guidelines:

- **Who?**
- **Where?**
- **When?**
- **What?**
- **Why?**
- Try to keep it **short and simple**.
- Don't use examples, quotes, details or direct speech.

(E. g.: At the start of the novel we get to know the Dursley family and their neighbourhood. As it is atypical English neighbourhood,



1. Write a summary of the book. Follow the checklist in the box above.

Who wants to be a millionaire?

Doing quizzes is fun. Why not create your own “Who wants to be a millionaire”- quiz? Exchange your quizzes in class and see how much you can remember about the book.

Q:		1.000.000
A:	B:	
C:	D:	
Q:		500.000
A:	B:	
C:	D:	
Q:		250.000
A:	B:	
C:	D:	
Q:		125.000
A:	B:	
C:	D:	
Q:		16.000
A:	B:	
C:	D:	



1. On a separate piece of paper think of five wh-questions about the book or a chapter.
2. Write the most difficult in the top and the easiest in the bottom box.
3. Think of possible answers for your questions and write them underneath, one answer for each letter.

Feedback zum Lesetagebuch

Hefte den Feedbackbogen als letztes Blatt in dein Lesetagebuch, damit dein Lehrer dir dazu seine Bewertung mitteilen kann.

Bewertungskriterien: Du hast ...	Trifft voll zu	Trifft zu (2 P.)	Trifft kaum zu	Trifft nicht zu
... die vorgegebenen Arbeitsblätter vollständig bearbeitet.				
... die Arbeitsblätter sorgfältig bearbeitet.				
... ein ansprechendes Deckblatt für die Mappe gestaltet.				
... ein vollständiges Inhaltsverzeichnis erstellt.				
... dein Lesetagebuch ordentlich und sauber geführt.				
... die Texte leserlich geschrieben.				
... auf Grammatik und Rechtschreibung geachtet.				
... angemessenes Vokabular verwendet.				
Bemerkungen: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				