

## Aufgaben Englisch B-Kurs 8

Hallo ihr Lieben!

Bitte besorgt folgende Lektüre:

„*Rapping for Shelly*“, Cornelsen-Verlag, ISBN: 978-3-12-542642-9

Einige Vokabeln sind übersetzt, ihr findet sie jeweils unten auf der Seite, für weitere hilft euch ein Deutsch-Englisch-Wörterbuch.

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

Schaut euch beim Lesen die Aufgaben ab Seite 64 an und bearbeitet sie, soweit möglich.

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 40 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. That is why an objective judgement of the action is not possible.



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

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

# 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):

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Short CV:

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

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Sources:

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

## Profile of Sal



first name: \_\_\_\_\_

family name: \_\_\_\_\_

stage name: \_\_\_\_\_

birthplace: \_\_\_\_\_

nationality: \_\_\_\_\_

his father's:  
home country \_\_\_\_\_

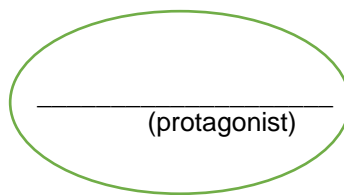
his mother's:  
home country \_\_\_\_\_

Sal's dream: \_\_\_\_\_  
\_\_\_\_\_

obstacles for:  
his dream \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 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.



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

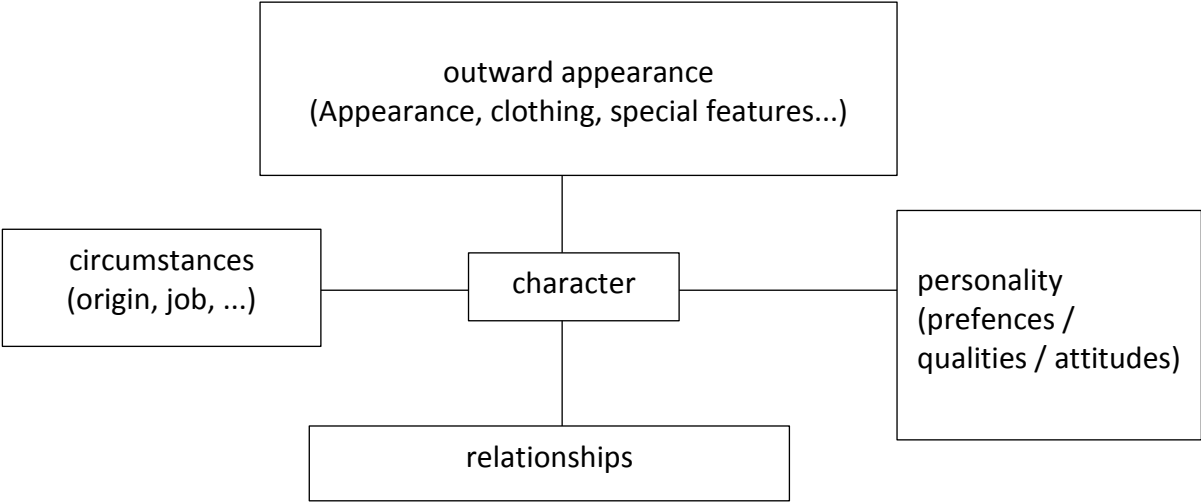
:o = quarrel with each other

☹ = 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.

# Characterization

In a characterization you describe a character as detailed as possible. You can start by making bullet points on what you find out about this character while reading.



Evaluation of the character:

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1. Choose one character for a characterization.
2. Add words to the mind map. Note the text passage.
3. With the help of your bullet points write a characterization. Use proper sentences, mind the structure and use the present tense.

# Another point of view

Events can be seen very differently when you put yourself in the shoes of another character.



1. Summarize one event from the book in a few sentences:

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2. Choose a character who observed the event and whose point of view isn't told in the text. Take notes:

→ What does the character observe (facts):

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→ What does the character think:

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→ What is the character feeling at that moment:

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3. Rewrite the event from the point of view of this character. Imagine the character tells the event to a friend/family member/teacher/etc..

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# Describing feelings

If you want to describe the feelings of the main characters, you have to understand the way they act in certain situations.



1. *Collect as many adjectives as possible describing feelings.*
2. *Compare your findings with a partner. Complete your lists.*
3. *Choose five adjectives from each column. Take a dictionary and note synonyms (e.g. sad: sorrowful, miserable, bleak, cheerless, blue etc.).*
4. *Pick an emotional situation from the story which you describe in detail.  
Use your word lists and make up comparisons and metaphors.*

# Review

Having read the book, you want to write a review, i. e. an article in which you evaluate the book, e. g. for a newspaper.



1. *Start with the most important facts on the book (title, author, publishing house, date of publishing and maybe the price).*
2. *Summarize the book briefly and name its main topic. Don't give away too much!*
3. *Write your own opinion about the book and give supporting reasons.*
4. *Summarize your impressions at the end and give a recommendation.*

# 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.				
<b>Bemerkungen:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				