

9. KLASSE ENGLISCH

Liebe Schülerinnen und Schüler,

leider können wir uns immer noch nicht persönlich in der Schule treffen, daher hier der Wochenplan für die Woche vom 27.04 bis 30.04.2020.

Zuvor aber noch eine Bitte: Dienjenigen von euch, die mir noch nicht das guided writing (wb p. 20/ ex. 3) geschickt hat, sollten das bitte bis spätestens 29.04.2020 erledigen!

In dieser Woche starten wir mit der Unit 5 unseres Schulbuches und lernen verschiedene englische Schriftsteller kennen. Einige solltet ihr bereits kennen wie beispielsweise „Shakespeare“ 😊! Ich habe die Aufgaben diese Woche wieder auf drei Tage aufgeteilt, so wie wenn „normal“ Schule wäre.

Ich wünsche euch eine schöne Woche! Die Lösungen erhaltet ihr wieder gegen Ende der Woche!

Eure

Frau Esch

P.S.: Denkt bitte daran, dass ich, wenn wir uns wieder in der Schule sehen können, überprüfen werde, ob ihr die Aufgaben erledigt habt! (Auch die der vorherigen Wochen!)

Vokabeln

- ☐ Tag 1: p. 143 5 A good read - poet
- ☐ Tag 2: p. 143 In love with Shakespeare - least
- ☐ Tag 3: p. 144 box „Communicating with people“

Day 1: Einstieg in Unit 5

- ☐ Die Bücher bleiben geschlossen! Ihr benötigt folgendes AB (= 2 Seiten)
„Meet the writers“
- ☐ Hört euch den jeweiligen Text 2x an und bearbeitet die entsprechende Aufgabe dazu. Bei der Nummer IV. solltet ihr beim ersten Hören die falschen Begriffe unterstreichen und erst beim zweiten Hören die Verbesserung darüberschreiben.
- ☐ Bearbeitet anschließend sb p. 49/ ex. 2

Day 2: All about Shakespeare

- ☐ Zur Einstimmung könnt ihr euch folgenden Link anschauen (müsst ihr aber nicht):
<https://www.youtube.com/watch?v=CxNF4eA6yw>
- ☐ Lest euch den Text auf der Seite 50 im Schulbuch durch und bearbeitet das AB „In love with Shakespeare“
- ☐ p. 51 Lest euch den Text auf Englisch und Deutsch durch. Ihr könnt euch dazu auch folgenden Link anschauen. Es handelt sich hierbei um die Szene aus dem Romeo & Julia – Film von 1996. (ist auch freiwillig)
<https://www.youtube.com/watch?v=1HbvBVhpChI>

Day 3:

☐ worksheet mixed grammar

☒ NEUE GRAMMATIKÜBUNG: KEY WORD TRANSFORMATION

Bei dieser Aufgabe werden dir jeweils zwei Sätze vorgegeben. Zudem ist ein KEY WORD angegeben. Der zweite Satz enthält eine Lücke oder muss komplett neu formuliert werden (in der Abschlussprüfung ist er gewöhnlich teilweise vorgegeben). Deine Aufgabe besteht darin, den zweiten Satz so zu vervollständigen bzw. zu formulieren, dass er dieselbe Bedeutung hat wie der vorgegebene erste Satz. Dabei musst du das key word verwenden, darfst es aber nicht verändern. (Vorgabe in der Abschlussprüfung ist auch, dass deine Lösung inklusive key word in der Regel nicht kürzer als zwei aber auch nicht länger als fünf Wörter sein darf).

Bei dem Arbeitsblatt sollt ihr schrittweise an diesen neuen Aufgabentyp herangeführt werden. Deshalb habe ich den ersten Teil so gestaltet, dass ihr die Wörter in Klammern „nur“ in die richtige Reihenfolge bringen müsst. Im nächsten Schritt sollt ihr dann einen Teil des Satzes ersetzen.

Meet the writers

Listen to the texts and do the following exercises.

I. William Shakespeare



Listen to the text and fill in the table. 1. How many plays did he write?	
2. When did he get married?	
3. Shakespeare was not only a writer. Which other job did he have?	
4. Where did he do this job?	

II. Lewis Carroll

Listen to the text and fill in the missing information.

Lewis Carroll was a _____ Maths professor who wrote funny poems and little _____ for his family and friends. But when his story *Alice in Wonderland* was published in _____ it was a _____ hit, and became the *Harry Potter* of _____ day. Even Queen Victoria asked Carroll to send her his next book. (She got a _____ when she found that it was about Maths!)



III. Emily Bronte

Fill in the missing words.

Emily Bronte was one of _____ children who grew up together in a house on the wild moors of Yorkshire. The children invented a _____ world and wrote lots of poems and stories about it. Later, Emily and her sisters all had novels published, but they had to pay the publisher and used _____ names, because in those days publishers thought nobody would buy novels by women. Emily Bronte was _____ when she died in _____, but after her death she and her _____ novel, *Wuthering Heights*, became very famous.



IV. Charles Dickens

There are some mistakes in the following text. Listen to the text. Underline the wrong words and write the correct ones above on the lines.



Charles Dickens grew up in a family which was always in debt. When he was twelve, poor

Charles even had to work in a terrific factory for a short time – he never forgot that experience.

Later he went to Manchester, and worked hard to earn money for the best of his life.

He became one of the most famous novelists of the 17th century and wrote a lot of bestsellers.

One of his most famous stories is *A Christmas Carol*, about a man who doesn't like saving money.

V. Mary Shelley

Are the following statements right or wrong or not in the text?

	right	wrong	n.i.t.t.
1. Mary Shelly was not the only writer in her family.			
2. She had one sister.			
3. Mary Shelly ran away because she wanted to live on her own.			
4. The ghost story she told her friends later became famous as <i>Frankenstein</i> .			
5. It was her last novel.			



RL 5, UNIT 5, 2 IN LOVE WITH SHAKESPEARE

Read the text on page 50/ 51 in your textbooks and do the following exercises.

1. Are the following statements true, false or not in the text?

	True	False	NIIT
1. Shakespeare in love is a film adaptation of Romeo and Juliet.			
2. Shakespeare's <i>Romeo and Juliet</i> is a poem with a happy ending.			
3. In <i>West Side Story</i> the action takes place in Verona.			
4. The film of Romeo and Juliet from 1996 won several Oscars too.			
5. Baz Luhrmann used Shakespeare's dialogue in his movie.			
6. There are gangs in West Side Story and Baz Luhrmann's movie.			

2. Correct the wrong sentences from exercise 1.

3. Choose the correct headline for the following paragraphs. Write down the correct letter A-E in the table. Then find the suitable "summarizing sentences" a – f and write them into the correct line in the table too. Sometimes there is more than one correct sentence.

Paragraph	Headline	Summarizing sentences
II. 1-9		
II. 10-17		
II. 18-24		
II. 25 – 38		
II. 39 - 51		

Headlines:

- A Romeo and Juliet adaptations
- B Introducing the balcony scene
- C Introduction
- D The world's most famous love story
- E The 1996 movie adaptation of *Romeo and Juliet*

Summarizing sentences

- a The paragraph tells the reader how Romeo and Juliet meet.
- b One of the most famous adaptations of *Romeo and Juliet* is the musical *West Side Story*
- c The paragraph tells us that William Shakespeare and his plays and poems have been and still are very important.
- d Baz Luhrmann used Shakespeare's original words for his 1996 movie.
- e *Romeo and Juliet*, which some people think is the world's most famous love story, is a tragedy about two young people who fall in love although their families tell them that they have to hate each other.
- f Luhrmann says Shakespeare was a great poet because he wrote about topics that people have been able to enjoy and understand for the past four hundred years.

Mixed Grammar

Complete the following text. Use the correct forms of the words given in brackets or fill in missing words. Don't forget to look for signal words.

In love with Shakespeare

In 1999 Shakespeare in Love _____ (win) seven Oscars. As you can guess the movie is about Shakespeare _____ (oneself). It tells the story _____ (???) Shakespeare _____ (become) famous at the end of the 16th century. In the movie Shakespeare _____ (fall) in love with a young women played by Gwyneth Paltrow.



But there are many other movies, musicals and songs _____ (???) were inspired by the plays Shakespeare _____ (write). For example "Romeo and Juliet".

Romeo and Juliet is perhaps the _____ (famous)

love story that has ever been made. Although Shakespeare _____

(write) his plays about four hundred years

_____ (???) its story is timeless. Even today many young lovers

_____ (love) the story about Romeo and Juliet.

Gangs also play a part in the movie "Romeo and Juliet", which was produced by film director Baz Luhrmann in 1996. (He also _____ (produce) the movies "Australia" and "Moulin Rouge".)

People all over the world love this version because it _____ (be) the best modern version and can be understood perfectly by everyone. Since 1997 more than 10 million people _____ (buy) the DVD.

The movie _____ (have) very colourful pictures and there are _____ (???) great songs on its soundtrack.

Leonardo DiCaprio _____ (become) popular all over the world when he _____ (play) Romeo.

KEY WORD TRANSFORMATION

What is that?

There is one sentence and a key word given. Now you have to rewrite a part of or the complete sentence but without changing the meaning of the given sentence. You aren't allowed to change the key word too.

Example:

*The Golden Gate bridge **is the most popular tourist attraction** in San Francisco.*

→ Change: *is the most popular tourist attraction*

→ KEY WORD: **NO SIGHT**

→ In San Francisco _____
the Golden Gate bridge.

→ In San Francisco no sight has/ attracts as many visitors as the Golden Gate bridge.

Let's do it step by step.

A) Put the words in brackets into the correct order.

1. Joseph Strauss had the dream to build a bridge across the Bay of San Francisco.
Nobody thought Strauss would be able to do it.

KEY WORD: **FAIL**

(was sure – he – fail – would – everybody)

2. Over 110,000 cars travel across the bridge daily.

KEY WORD: **USED**

(by more than – drivers – daily – is used – the bridge – 110,000)

3. The Golden Gate Company employs 15 workers to paint the bridge.
Would you **like to do that job** high up above the sea?

KEY WORD: ENJOY

Would you _____
(working – there – enjoy) high up above the sea?

B) Complete the second sentence so that it has a similar meaning to the first sentence, using the KEY WORD given in brackets. Do not change the KEY WORD.

1. Learning to play the piano is hard work. **(practice)**

→ Playing the piano takes a _____.

2. Turn down the volume, I can't hear you. **(loud)**

→ The TV _____, I can't hear you.

3. You don't even know who he is, do you? **(hear)**

→ You _____, have you?

4. Students often don't like having to do homework. **(dislike)**

→ Most students _____ their homework.

5. If you want to go to the cinema that's okay with me. **(fine)**

→ Going to the cinema is _____.

6. When you're done, please help me with the housework. **(soon)**

→ You'll have to help me with the housework _____
_____ you're done.