

Brickwork EF, 2: Teenage dreams and nightmares – Analysing Short Stories

Skills: reading, analysis of a short story, mediation, writing, improving language style: participles, working with statistics

Learning job 1: I learn to read statistics and collect vocabulary to set the frame for the topic.

Learning job 2: I improve my mediation skills and language skills concerning participles

Learning job 3: I learn how to read and analyse fictional texts and practice these skills.

Learning job 4: I gain further practice in analyzing a short story and structuring a characterization

AIM: Analysing short stories

<p>What to do in job 3,1 ...</p> <ul style="list-style-type: none"> - together with your teacher - with peers 	<p>✓</p>	<p>What to do ...</p> <ul style="list-style-type: none"> - in the lessons - in the learning office (Dalton) - at home
<p>Way in:</p> <p>Have a look on the pictures on p. 12/13 and describe them.</p> <p>Speaking/ Discussion Differences in growing up</p> <p>Spot on facts - Discussion</p> <ul style="list-style-type: none"> • SB, p. 15, ex. 2 b) 		<p>Word bank (for the whole brickwork)</p> <ul style="list-style-type: none"> • While you work on the tasks collect useful vocabulary for the topic ‘Teenage dreams and nightmares’ • Organize your word bank in a mindmap <ul style="list-style-type: none"> ◦ https://www.mindomo.com/de/ • Keep in mind to collect nouns, verbs and adjectives • You can also use online dictionaries <ul style="list-style-type: none"> ◦ https://www.linguee.de/ ◦ https://de.pons.com/ ◦ https://de.langenscheidt.com/ • Your wordbank should grow during your work <p>Speaking/ Discussion - preperation</p> <ul style="list-style-type: none"> • SB, p. 13 No, 4a) and b) • Food for your thoughts: photos on p. 12/13 <p>Spot on facts</p> <ul style="list-style-type: none"> • SB, p. 15, ex. 1 • SB, p. 15, ex. 2 a)
<p><i>Proof/Test</i></p>		<p>Your word bank, taking part in classroom discussion</p>
<p>Time line</p>		<p>1 weeks</p>

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<p><i>What to do in job 3,2</i></p> <p>...</p> <ul style="list-style-type: none"> - <i>together with your teacher</i> - <i>with peers</i> 	<p>✓</p>	<p><i>What to do ...</i></p> <ul style="list-style-type: none"> - <i>in the lessons</i> - <i>in the learning office (Dalton)</i> - <i>at home</i>
<p><u>Mediation skills</u></p> <ul style="list-style-type: none"> • collect your ‘useful tips for mediation’ on its learning 		<p><u>Mediation skills</u></p> <ul style="list-style-type: none"> • read the skill page 185 OR • watch the video about mediation on sofatutor <ul style="list-style-type: none"> ◦ https://www.sofatutor.com/englisch/videos/mediation-sprachmittlung-3 • write a list , ‘useful tips for mediation‘ <p>Spot on mediation</p> <ul style="list-style-type: none"> • work on the mediation SB, p. 25 <p><u>Improve your writing style: participle constructions</u></p> <ul style="list-style-type: none"> • read grammar pages 190 to 193 • Then work on following tasks: <p>SB, p. 26/27</p> <ul style="list-style-type: none"> • ex. 1 • ex. 2 a) and b) • ex. 4 a) and b)
<p><i>Proof/Test</i></p>		<p>Your written mediation which you send to your teacher, taking part in classroom discussion</p>
<p>Time line</p>		<p>1,5 weeks</p>

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<p>What to do in job 3,3 ...</p> <ul style="list-style-type: none"> - <i>together with your teacher</i> - <i>with peers</i> 	<p>✓</p>	<p>What to do ...</p> <ul style="list-style-type: none"> - <i>in the lessons</i> - <i>in the learning office (Dalton)</i> - <i>at home</i>
<p><u>Reading and analysing fictional texts</u> Discuss/ Share in class</p> <ul style="list-style-type: none"> • Narrative perspective: SB, p. 19, ex 4 b) - Discussion • Characterisation: add words and phrases to all three categories (5b), add your ideas to the document on itslearning <p><u>Practice to analyse short stories</u> <u>Laura</u></p> <ul style="list-style-type: none"> • Talk about conflicts you had and any regrets you had later. – SB, p. 14, ex 1 • Read the short story ‘Laura’ • Give your opinion on this story <p><u>Chalk</u></p> <ul style="list-style-type: none"> • Analyse the characters (ex 4) <ul style="list-style-type: none"> ◦ Compare your mind maps in class 		<p><u>Reading and analysing fictional texts</u></p> <ul style="list-style-type: none"> • Watch the video about narrative techniques and characterisation on sofatutor <ul style="list-style-type: none"> • https://www.sofatutor.com/englisch/texte-schreiben-und-analysieren/analysing-fictional-texts • Afterwards practice your skills by doing following tasks: <ul style="list-style-type: none"> ◦ Structure: SB, p. 18, ex. 1 a) and b) ◦ Narrative perspective: SB, p. 19, ex 4 a) and b) ◦ Characterisation: SB, p. 19, ex 5 a) b) ◦ Symbols and images: SB, p. 19, ex 6 a) and b) <p><u>Practice to analyse short stories</u> <u>Laura</u></p> <ul style="list-style-type: none"> • Analyse the structure and narrative perspective SB, p. 14 ex 3 a) to c) • Analyse the two main characters ex. 4 <p><u>Chalk</u></p> <ul style="list-style-type: none"> • Read the story SB, p. 16/17 • Summarize the story (ex. 2) • Analyse the narrative perspective (ex 3) • Analyse the characters (ex. 4 a)b))
<p><i>Proof/Test</i></p>		<p>your characterisation (p. 17 ex 4b), taking part in classroom discussion</p>
<p>Time line</p>		<p>2,5 weeks</p>

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<p>What to do in job 3,4 ...</p> <ul style="list-style-type: none"> - <i>together with your teacher</i> - <i>with peers</i> 	<p>✓</p>	<p>What to do ...</p> <ul style="list-style-type: none"> - <i>in the lessons</i> - <i>in the learning office (Dalton)</i> - <i>at home</i>
<p>Present your recording of a short story in class</p> <p>Give feedback to your class mate's recordings</p>		<ul style="list-style-type: none"> • finish your word bank (job 1) and send it to the teacher • have a look at the word bank characterisation again. Add more ideas. You can also use the internet <p><u>optional practice: Analysis</u></p> <p><u>On the bridge</u></p> <ul style="list-style-type: none"> • read the story p. 20 to 24 • summarise the story (p. 24, ex. 3) • You can choose <ul style="list-style-type: none"> ◦ Analyse the structure and narrative perspective (ex 4 a)b)) OR ◦ Write a character description of Adam or Seth (ex.6) <p><u>Practice your reading and pronunciation skill</u></p> <p>Choose one short story (book or search the internet) and record it. You can work with 1-2 partners.</p>
<p><i>Proof/Test</i></p>		<p>Your audio of a short story</p> <p>official test No. 2 (summary, analysis, mediation)</p>
<p>Time line</p>		<p>1,5 weeks</p>