

Feelings

Übersicht

In der Einführungsphase der Oberstufe ist die Behandlung von Kurzgeschichten und einem ausgewähltem Roman obligatorisch.

Die folgenden Arbeitsblätter beziehen sich auf den Roman *The Giver* können aber auch unabhängig zur Erweiterung des Adjektiv-Vokabulars genutzt werden, da das Thema sich für alle fiktionalen Texte eignet (vgl. Charakterisierung). Der thematische Schwerpunkt Utopie / Dystopie bezieht sich auf Themen der Einführungs- und Qualifikationsphase.

Die Arbeitsblätter beziehen sich auf die bei Klett erschienene Ausgabe, können aber genauso gut auch mit der Online Version des Textes (<https://sites.google.com/site/classalberti/the-giver-full-text-version>) genutzt werden.

Die letzte Datei präsentiert kein Arbeitsblatt im herkömmlichen Sinne. Es soll zum individuellen Arbeiten inspirieren. Deshalb stellen die gelisteten Passagen sowie die Arbeitsvorschläge nur eine kleine Auswahl vor.

Ziele

- Die SuS erkennen die Schwierigkeiten, Gefühle differenziert zu beschreiben, z.B. durch Synonyme, Antonyme oder durch Adverben modifizierte Adjektive.
- Sie wenden Wortbildungsregeln und -prozesse an, z.B.: Gebrauch des Präfix {im-} oder {in-}.
- Sie erweitern ihren Wortschatz im Bereich *Feelings*.
- Sie wenden Adjektive im Kontext an (AB1).
- Die SuS benutzen die INFO-Taste.

Bemerkungen

- *The Giver* von Louis Lowry bietet auf den ersten 2 Seiten des Buches Techniken, wie man **ohne** Wörterbuch arbeiten kann: "How to survive without a dictionary" (z.B. word families, prefixes/suffixes, similar words in other languages, context). Das vorliegende Arbeitsmaterial erklärt diese Techniken **mit** dem Wörterbuch; "How to survive with a dictionary".
- Empfehlenswert für die Erarbeitung des Romans sind sowohl der *Teacher's Guide* sowie der *Lektürewortschatz* von Klett.
- Als Einstimmung auf die Aufgaben könnte abgesehen von einem Filmausschnitt (*Der Hüter der Erinnerung*) das erste Kapitel dienlich sein.

Englisch

SEK II

DE-EN, EN-DE, SPRUNG, BEI

Schülermaterialien

- AB1: gap text
- AB2: Nachschlageübungen

Lehrermaterialien

- AB1 (Lösungen)
- AB2 (Lösungen)
- Sammlung von Passagen und Ideen zur weiteren Arbeit

“Telling of feelings” (1)

Jonas, nearing his home now, smiled at the recollection. Thinking, still, as he wheeled his bike into its narrow port beside the door, he realized that frightened was the wrong word to describe his feelings, now that December was almost here. It was too strong an adjective. (The Giver, Klett, Stuttgart 1998: 11)

It is truly difficult to find the correct words (adjectives, adverbs or nouns) for the complex topic of feelings. Your CASIO EX-word can help. Do the following exercises to find out how much easier it is to develop an elaborate vocabulary on this topic if you know how to use your electronic dictionary properly.

1. By analyzing the context, fill in the gaps with suitable adjectives from the word field of emotions.

He shook his head suddenly, and peered at Jonas. "That meant nothing to you, did it?" he asked. Jonas was _____. "I didn't understand it, sir." "Of course you didn't. You don't know what snow is, do you?" Jonas shook his head. [...]

The Giver sighed. "I walk. I eat at mealtime. And when I am called by the Committee of Elders, I appear before them, to give them counsel and advice." "Do you advise them often?" Jonas was a little _____ at the thought that one day he would be the one to advise the ruling body. [...]

Lily grinned and wriggled away from her mother. "And this year you get your Assignment," she said to Jonas in an _____ voice. "I hope you get Pilot. And that you take me flying!" "Sure I will," said Jonas. "And I'll get a special little parachute that just fits you, and I'll take you up to, oh, maybe twenty thousand feet, and open the door, and — " [...]

But when the conversation turned to other things, Jonas was left, still, with a feeling of frustration that he didn't understand. He found that he was often _____, now: irrationally _____ at his groupmates, that they were satisfied with their lives which had none of the vibrance his own was taking on. And he was _____ at himself, that he could not change that for them.

(*The Giver*, Klett, Stuttgart 1998: 65, 83, 38, 80)

2. Compare your results with your partner and then move on to the next task. When you have finished come back to this worksheet und find one more synonym for each gap.

“Telling of feelings” (2)

Animals are normally nice creatures. There are, however, animals or situations people are frightened of. What are you frightened of? Spiders, being alone in the darkness,

1. Gap text with prepositions: Are you frightened?

En-En: Go to the word frightened and fill in the correct prepositions	German translation (only if absolutely needed)
What are you frightened _____?	
I'm frightened _____ walking home alone in the dark.	
I am too frightened _____ ask him now.	
She was frightened _____ the plane would crush.	
I am frightened _____ him.	
I'd be frightened _____ death.	

2. Find a synonym for frightened in the EN-EN dictionary. Use the SPRUNG function.

→ The word that you find is *afraid*.

3. Use the SPRUNG function again to find all synonyms of afraid. Note down the two syntactic patterns that ask for a preposition.

1	
2	

4. Name the two patterns that use *that* or *to*.

1	
2	

5. Write down a sentence in which you use *paranoid* to tell us about your own fears.

6. In which dictionary can you find the following example? *She's getting really paranoid about what other people say about her.* _____

7. Describe the way you get there?

“Telling of feelings” (3)

It was one of the rituals, the evening telling of feelings. (12, l. 3)

Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above. It was not what he was feeling now with December approaching. He searched for the right word to describe his own feeling. (10, ll. 24-28)

Jonas, nearing his home now, smiled at the recollection. Thinking, still, as he wheeled his bike into its narrow port beside the door, he realized that frightened was the wrong word to describe his feelings, now that December was almost here. It was too strong an adjective. (11, ll. 22-25)

Excerpts from the text that reflect feelings:	mögliche Wortfeldarbeit
<p>It was almost December, and Jonas was beginning to be frightened. No. Wrong word, Jonas thought. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflown the community twice. (9, ll. 1-5)</p>	<p>Welche Präpositionen sind möglich? (siehe feelings-AB 2)</p>
<p>But the aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet. Jonas, looking around anxiously, had seen others—adults as well as children—stop what they were doing and wait, confused, for an explanation of the frightening event. (9, ll. 16-20)</p>	<p>Nachschlagen im EN-DE; Aufgreifen von Adjektiv + Adverb-Konstruktionen</p>
<p>“I left home at the correct time but when I was riding along near the hatchery, the crew was separating some salmon. I guess I just got distraught, watching them.” [...] “And I thank you, because once again you have provided an opportunity for a lesson in language. ‘Distraught’ is too strong an adjective to describe salmon-viewing.” He turned and wrote “distraught” on the instructional board. Beside it he wrote “distracted.” (11, ll. 8-21)</p>	<p>Funktion: Platzhalter * negative Präfixe Was bedeutet <i>dis</i>-? (z.B. 5 Sätze aus dem Buch: auf DIST* eingrenzen) Wann <i>in-/im</i>-? → Regelbildung</p>

<p>He had waited a long time for this special December. Now that it was almost upon him, he wasn't frightened, but he was ... eager, he decided. He was eager for it to come. (11, ll. 26-28)</p>	<p>Funktion: BEI Suche <i>eager</i> und finde das Beispiel für <i>eager for</i> im EN-EN</p>
<p>And he was excited, certainly. All of the Elevens were excited about the event that would be coming so soon. (11, ll. 28-30)</p>	<p>Wo finden sich präpositionale Anschlüsse?</p>
<p>But there was a little shudder of nervousness when he thought about it, about what might happen. Apprehensive, Jonas decided. That's what I am. (11, ll. 31-33)</p>	<p>*ive als Bildungsmorphem für Adjektive</p>
<p>Jonas smiled back at his sister. Lily's feelings were always straightforward, fairly simple, usually easy to resolve. He guessed that his own had been, too, when he was a Seven. (13, ll. 20-22)</p>	<p>Adjektivkomposita: Welche kennen wir noch?</p>
<p>He listened politely, though not very attentively, while his father took his turn, describing a feeling of worry that he'd had that day at work: a concern about one of the newchildren who wasn't doing well. (13, ll. 23-25)</p>	<p>vom Adjektiv zum Nomen word family</p>

Hier findet sich eine Onlineversion aus der kopiert werden kann:
<https://sites.google.com/site/classalberti/the-giver-full-text-version>

“Telling of feelings” (1) - SOLUTIONS

Jonas, nearing his home now, smiled at the recollection. Thinking, still, as he wheeled his bike into its narrow port beside the door, he realized that frightened was the wrong word to describe his feelings, now that December was almost here. It was too strong an adjective. (The Giver, Klett, Stuttgart 1998: 11)

It is truly difficult to find the correct words (adjectives, adverbs or nouns) for the complex topic of feelings. Your CASIO EX-word can help. Do the following exercises to find out how much easier it is to develop an elaborate vocabulary on this topic if you know how to use your electronic dictionary properly.

1. By analyzing the context, fill in the gaps with suitable adjectives from the word field of emotions.

He shook his head suddenly, and peered at Jonas. "That meant nothing to you, did it?" he asked. Jonas was *confused or puzzled or perplexed or dazed or disorientated*. "I didn't understand it, sir." "Of course you didn't. You don't know what snow is, do you?" Jonas shook his head. [...]

The Giver sighed. "I walk. I eat at mealtime. And when I am called by the Committee of Elders, I appear before them, to give them counsel and advice." "Do you advise them often?" Jonas was a little *frightened or scared* at the thought that one day he would be the one to advise the ruling body. [...]

Lily grinned and wriggled away from her mother. "And this year you get your Assignment," she said to Jonas in an *excited or euphoric or happy* voice. "I hope you get Pilot. And that you take me flying!" "Sure I will," said Jonas. "And I'll get a special little parachute that just fits you, and I'll take you up to, oh, maybe twenty thousand feet, and open the door, and —" [...]

But when the conversation turned to other things, Jonas was left, still, with a feeling of frustration that he didn't understand. He found that he was often *angry or mad*, now: irrationally *angry or mad* at his groupmates, that they were satisfied with their lives which had none of the vibrance his own was taking on. And he was *angry or mad* at himself, that he could not change that for them.

(*The Giver*, Klett, Stuttgart 1998: 65, 83, 38, 80)

2. Compare your results with your partner and then move on to the next task. When you have finished come back to this worksheet und find one more synonym for each gap.

“Telling of feelings” (2): SOLUTIONS

Animals are normally nice creatures. There are, however, animals or situations people are frightened of. What are you frightened of? Spiders, being alone in the darkness,

1. Gap text with prepositions: Are you frightened?

En-En: Go to the word frightened and fill in the correct prepositions	German translation (only if absolutely needed)
What are you frightened <u>of</u> ?	
I'm frightened <u>of</u> walking home alone in the dark.	
I am too frightened <u>to</u> ask him now.	
She was frightened <u>that</u> the plane would crush.	
I am frightened <u>for</u> him.	
I'd be frightened <u>to</u> death.	

2. Find a synonym for frightened in the EN-EN dictionary. Use the SPRUNG function.

→ The word that you find is *afraid*.

3. Use the SPRUNG function again to find all synonyms of afraid. Note down the two syntactic patterns that ask for a preposition.

1	afraid/frightened/scared of spiders, etc.
2	frightened/scared/paranoid about ...

4. Name the two patterns that use *that* or *to*.

1	afraid/frightened/scared/terrified that...
2	afraid/frightened/scared to open the door, etc.

5. Write down a sentence in which you use *paranoid* to tell us about your own fears.

paranoid about sth

6. In which dictionary can you find the following example? *She's getting really paranoid about what other people say about her.* EN-EN

7. Describe the way you get there?

1. EN-EN offers two examples. The first one is the sentence we are looking for.
2. DE-EN offers no solution.
3. EN-DE offers no solution either.