

Sherlock Holmes-Task: Übersicht der geprüften TMK-Teilkompetenzen

| AUFGABENTEIL | GEPRÜFTE KOMPETENZEN | ARBEITSANWEISUNG |
|---------------|---|--|
| STEP A | <p>(4) diskontinuierliche Vorlagen mithilfe von Schlüsselwörtern versprachlichen</p> <p>(6) einzelne gehörte und gesehene Informationen im Zusammenhang verstehen (z.B. Musik zur Untermalung der Handlung, Mimik und Gestik)</p> | <p>(4) Get ready to talk to your neighbour about the picture...</p> <p>(6) Here are some things for you to think about ... What are they doing? How do they look? Why do they look like that?</p> |
| STEP B | <p>(10) vorgegebenen Quellen mithilfe gezielter Aufgaben Informationen entnehmen</p> | <p>(10) What do you know about Sherlock Holmes and his life? Answer these questions; use the internet to help you.</p> |
| STEP C | <p>(1) angeleitet kurze Notizen zu Gelesenem, Gehörtem und/oder Gesehenem bzw. für die Vorbereitung eigener Texte verfassen</p> <p>(3) persönliche Reaktionen auf Gelesenes, Gehörtes und/oder Gesehenes beschreiben sowie diese kurz begründen</p> <p>(8) eingeführte Textsorten identifizieren, deren Merkmale benennen und bei der eigenen Textproduktion anwenden</p> <p>(2) Gelesenes, Gehörtes und/oder Gesehenes mithilfe von Schlüsselwörtern wiedergeben</p> | <p>(1) Read the story "The Crooked Man". Take notes on these questions.</p> <p>(3) Did you like the story? Why / why not?</p> <p>(8) You are going to write an email about the story to your Scottish penpal. Before you start, here are three simple questions about emails to help you.</p> <p>(2) Now use your notes from 1. to write the email. Say what the story was about / who the main characters are / if you liked the story and why.</p> |
| STEP D | <p>(9) Texte (um-)gestalten</p> | <p>(9) Now you are going to use everything you know about Sherlock Holmes and the story "The Crooked Man" to make a book in a box.</p> |
| STEP E | <p>(4) diskontinuierliche Vorlagen mithilfe von Schlüsselwörtern versprachlichen</p> | <p>(4) Now it's time to present your box to the class.</p> |

Task – Sherlock Holmes

In this exercise, you're going to read a Sherlock Holmes story, work with it, and then **put it in a box**. What does that mean? Follow the steps and you'll find out...

STEP A: Before you start reading

Here is a picture from the story you are going to read...



Internet Archive. <http://www.victorianweb.org/art/illustration/pagets/161.html> (17.11.2014)

...it is a famous picture of a scene from "The Crooked Man" by Arthur Conan Doyle. It was drawn by Sidney Paget in 1892.

1. Get ready to talk to your neighbour about the picture. Before you start, here are some things for you to think about:
 - Who can you see in the picture?
 - Where are they?
 - What are they doing?
 - What are they wearing?
 - How do they look (surprised...)?
 - Why do they look like that?
 - What are they saying?
 - What is the story maybe about?

Start talking as soon as you are ready!

STEP B: Now use the internet to find out more about Holmes

1. What do you know about Sherlock Holmes and his life? Answer these questions; use the internet to help you. Compare your answers with your neighbour.

a) What is Sherlock Holmes' job?

Answer: _____

b) When was Sherlock Holmes born?

Answer: _____

c) Where does Sherlock Holmes live?

Answer: _____

d) How tall is Sherlock Holmes?

Answer: _____

e) What musical instrument does Sherlock Holmes play?

Answer: _____

f) What is Sherlock Holmes's brother called?

Answer: _____

g) What is the name of the doctor who helps Sherlock Holmes?

Answer: _____

h) What is the name of the police inspector in many Sherlock Holmes stories?

Answer: _____

i) What sport is Sherlock Holmes good at?

Answer: _____

j) Who wrote the Sherlock Holmes stories?

Answer: _____

2. Now print out some pictures about Sherlock Holmes and people from the Sherlock Holmes stories (colour pictures are best!). Choose two of the pictures and describe them to your neighbour. What can you see in them? Why did you choose them?

Make sure you keep the answers to the questions and the pictures. You can use them for your box!

STEP C: Reading the story and writing about it

1. Read the story "The Crooked Man". Take notes on these questions:

a) Did you like the story? Why / why not?

b) What important things happened in the story?

c) Who are the most important people in the story? What do we know about them?

d) What places does the story talk about? What do we know about them?

e) What objects (=Gegenstände) or animals are there in the story?

2. Talk about your answers with your neighbour. Add new information from what your neighbour says.

3. You are going to write an email about the story to your Scottish penpal. Before you start, here are three simple questions about emails to help you:

a) How should you start an email?

b) How should you end an email?

c) Name three words you can use to link your sentences?

4. Now use your notes from 1. to write the email. Say what the story was about / who the main characters are / if you liked the story and why.

Make sure you keep your email to put in your box later!

STEP D: A book in a box

Now you are going to use everything you know about Sherlock Holmes and the story "The Crooked Man" to make a **book in a box**. Here's how to do it:

1. Take a box. A shoe box is good, but it can be a bit bigger or a bit smaller.
2. The **outside** of the box is going to be about Sherlock Holmes / Dr Watson / Arthur Conan Doyle etc. Use the information and pictures from STEPS A and B (and other ideas you have) and decorate (= schmücken / ausstatten) the outside with:
 - pictures
 - photographs
 - pieces of paper with information
 - your own drawings
 - ...
 - ...
3. The **inside** of the box is going to be about the story "The Crooked Man". Decorate the inside with things that are about the story:
 - your email from step B
 - objects
 - drawings
 - pictures
 - photographs
 - texts
 - ...
 - ...

The most important thing is: BE CREATIVE!

STEP E: Present your box

Now it's time to present your box to the class. First practice with your neighbour, then get ready to talk to the class.

Talk for about two minutes and say:

1. What you chose for the **outside** of the box. Why did you choose it?
2. What you chose for the **inside** of the box. Why did you choose it?

Here is some space for your notes:

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