

## EF G2 Englisch:

- Lektüre **Looking for Alaska** fertig lesen und reading journal sowie character profile zu Miles/Alaska/Chip weiterführen  
(Unterteilung der verschiedenen Kapitel: Unit 1 S. 7-33, Unit 2 S. 33-48, Unit 3 S. 48-63, Unit 4 S. 63-83, Unit 5 S. 84-99, Unit 6 S. 99-114, Unit 7 S. 114-135, Unit 8 S. 139-160, Unit 9 S. 160-183, Unit 10 S. 184-198, Unit 11 S. 198-209, Unit 12 S. 209-219)

- Aufgaben:

1. **Unit 3:** In your reading journal, start a new page for the topic "friends" and note down in a mind map what the different characters say about friendship and/or what their actions reveal (e.g. whether friendship is important to them and if so, what is important to them in a friend). (take notes) Then look again at the mind map on friends that you made as a pre-reading task for unit 3 and highlight the things that were important to you and that are also important to the characters in the novel in the new mind map.

2. **Unit 4:** What do you think of Sara? Read the following quotes and find an adjective that best describes her in each situation (write it next to the quote). For each quote, decide whether it is an example of direct or indirect characterization and write down to which one it belongs right behind the quote.

- a) "Can't you at least press your shirt?"
- b) She looked like a movie star - a bitchy one.
- c) "Chip, that chip on your shoulder makes you look even shorter."
- d) "Sara told Jake that I had a hard-on for Alaska."
- e) "She just likes bullying people."
- f) "Fine. Have a great night."

3. **Unit 4:** Life questions - Choose the most important question you have and write Miles' essay for him. You don't have to know the answer to the question. Include why this is the most important question for you, how you might go about finding an answer to it, and what you might do if no one can help you answer it.

(Introduction: Begin with a power-packed introductory sentence, e.g. a joke, sth.

mysterious, a question, a quote, ...; Body: Write down your main ideas/arguments and

support them with examples, put them in a convincing order; Conclusion: Give your final thoughts on the topic) (~1/2 - max. 1 Seite)

4. **Unit 6:**

a) Consider what you know about the narrative perspective (first-/third-person narrator; limited/unlimited) and describe the narrator chosen by John Green to tell his story. (take notes)

b) Retell the final scene in the barn (p.112-114) from a third-person omniscient point of view. Your text should be shorter than the passage in the book, focusing on what actually happens. (~ 1/2 Seite)

c) What effect does the point of view have on you, the reader? (take notes)

d) Speculate why John Green chose Miles to be his narrator. (take notes)

5. **Unit 8:** Choose one of the following writing tasks (~1/2 - max. 1 Seite):

a) You are Miles. You have come back from the gym where the Eagle told the school that Alaska has died. You sit down and write about how you feel and what Alaska's last words might have been.

b) You are the Eagle. After you have told the students that Alaska Young has died in a car crash, you sit down and start writing a speech for her funeral. What are you going to say about Alaska?

c) You are Alaska. After you have left Miles and Chip asleep in your own room, you go to their room to write a short letter to Miles. What is it you want to tell him before you leave?

6. **Unit 11:** Shortly explain why John Green included the story of the stripper at this point in the plot. (take notes)

7. **Unit 12:** Read the following scenario and questions. Then write a short paragraph about either Miles or Chip.

Miles and Chip, now both about 40 years old, meet at a conference for the first time since their graduation from Culver Creek. Consider the jobs they have, what their lives look like now, whether they are married and have children, whether they are happy and successful in their jobs, how they view their time at Culver Creek from their perspective as adults. Did Alaska's death have a lasting effect on them?

8. **Unit 12:** Read the following excerpt from a review of *Looking for Alaska*. What does the reviewer like and dislike about the novel? Highlight/underline the likes and dislikes in different colours (likes=\_\_\_\_\_ ; dislikes=\_\_\_\_\_). Do you agree with the reviewer? Shortly explain why or why not.

*John Green's slow-to-the-punch yet devastatingly arresting debut novel is a prime example of what happens when a writer intertwines seemingly ordinary characters with a storyline that is ripe with philosophical musings, hard-hitting life issues, and a shocking plot twist that will compel readers to re-examine their previous conceptions about the book and its characters, and give them ample space to think - really think - about what it means to be alive and present in the world. - Alexis Burling*

9. **Unit 12:** In his final essay, Miles writes that "we are greater than the sum of our parts". What is it that makes you greater than the sum of your parts? What would your friends say if they were asked this question about you? Write a short paragraph and answer these questions.

→ **Alle Unterrichtsinhalte zur Einheit zu Looking for Alaska (ABs und Aufgaben, reading journal, character profile) bitte in mit Namen und Kurs beschrifteter Mappe abheften und nach den Ferien abgeben!**