

# Vom bewegten Bild zur Sprache SILENT FILMS

Dieses Heft wird herausgegeben von Margitta Kutý.

## LERNEN & ÜBEN

### KLASSE 5/6

KAROLINE THORBECKE

#### 4 Rhapsody In Blue: concert with obstacles

Szenen in einem animierten Kurzfilm synchronisieren

MARGITTA KUTÝ

#### 8 Dustin: a story about two unusual friends

Eine Audiodeskription für blinde Kinder erstellen

*Aus Liebe zum Fach*

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### KLASSE 7/8

STEFAN LABENZ

#### 12 Coin Operated: how to make dreams come true

Sehstrategien systematisch entwickeln

TINA KRÖGER

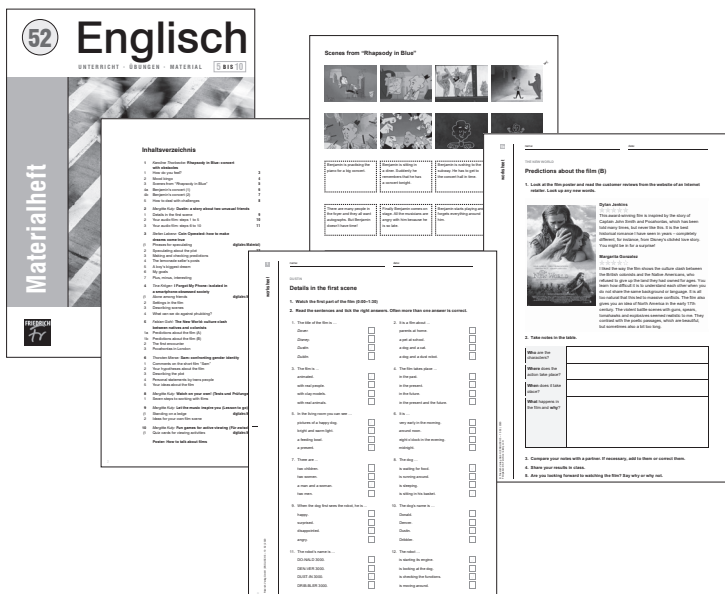
#### 16 I Forgot My Phone: isolated in a smartphone-obsessed society

Die Gedanken einer Protagonistin versprachlichen

## AUSZÜGE AUS DEM MATERIALPAKET ZUM HEFT

### 1 Materialheft (DIN A4)

30 Kopiervorlagen zu den Unterrichtsideen

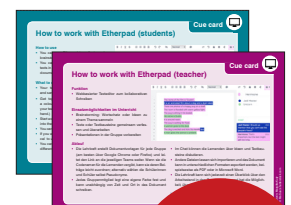


### 8 Karten (DIN A5)

Phubbing



Film genres



**1 Hörtext** (im digitalen Material)  
Germany's next child star (4:52')

SAMMELKARTEN IM BEIHEFTER

**2 Cue Cards**

How to work with Etherpad

**Bonus**  
in jeder  
Ausgabe

## WEITERDENKEN

### UNTERRICHT AKTUELL

MARGITTA KUTY

- 28** **Wie Stummfilme das Sehverstehen fördern**  
Die Sprache der bewegten Bilder verstehen und eigene Worte dafür finden

### TESTS UND PRÜFUNGEN

MARGITTA KUTY

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Sieben Schritte zum eigenständigen Umgang mit Filmen

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MARGITTA KUTY

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Eine Szene visualisieren und dazu ein Scribble für ein Storyboard anfertigen

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Spiele, mit denen Lernende ihr Sehverstehen ausbilden können

## TIPPS UND IDEEN

THERESA SUMMER

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Abwechslungsreiche Anregungen für die Filmarbeit im Unterricht

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Durch Entziffern visueller Codes neue Sichtweisen einnehmen und diese adäquat versprachlichen

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- 24** **Sam: confronting gender identity**  
Am Beispiel einer Geschichte über geschlechtliche Vielfalt reflektieren und eine Position dazu einnehmen

## Im Abo enthalten: ENGLISCH 5–10 digital

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### Poster (DIN A1)

How to talk about films

**How to talk about films**

**Describing characters**

**Behaviour and attitude**  
He appears to be ...  
Her behaviour suggests that ...  
His main features are ...  
From the way the characters act you can assume that ...  
His facial expression shows how happy / sad / angry / nervous / ... he is.  
Her body language expresses joy / anger / self-confidence / nervousness / ...  
Her reactions reflect his feelings about ...  
Her attitude towards ... demonstrates ...  
His character is revealed by his words / interactions with ...

**Personality**  
He / She is ...  
adventurous  
confident  
creative  
determined  
He / She seems to be ...  
easy-going  
open-minded  
responsible  
self-conscious  
selfish

**entertained  
imaginative  
introversed  
patient  
sloppy**

**He / She seems to be ...**  
easy-going  
sensitive  
open-minded  
serious  
shy  
social  
thoughtful

**Describing the plot**

**Setting and time**  
The film is set in a small town / in Britain / in different places / ...  
The story takes place in the late 19th century / in the future ...  
The story unfolds in ...  
Smalltown America / A village in India / ...  
provides the setting for ...  
The opening / closing sequences are set in ...  
London, Dubai and eventually Beijing are the scenes of action of the film ...  
The story takes place in various settings and spans different time periods, but the primary setting is ...

**Action**  
The action is amusing / confusing / dramatic / exciting / realistic / thrilling / ...  
is the final / the final scene ...  
The scene arouses curiosity because ...  
The plot is full of tension because ...  
Suspense is created by ...  
The story reaches a climax when ...  
There are some unexpected plot twists.  
One of the most surprising moments in the film occurs when ...  
One of the most powerful scenes shows how ... / in when ...  
There is a surprise ending in which ...

**Analysing effects**

**Atmosphere / Mood**  
The film's mood is sad / cheerful / ...  
... evokes a somber atmosphere.  
The bright / dark colours create an atmosphere of ...  
The soft lighting realises the romantic / emotional scenes.  
The hard lighting has a dramatic effect.  
The setting creates a melancholic / scary / gloomy / ... mood.  
The dark shadows in the scene convey a dangerous atmosphere.  
The lighting, the colours and the music create an overall atmosphere of ...

**Music and sound effects**  
The background music is used to ...  
The music is gentle / subtle / dramatic / overwhelming / ...  
The music matches ...  
The music supports the plot because ...  
The music evokes strong feelings.  
The music is used to emphasize / intensify the crucial / central ... atmosphere.  
The sound effects contribute to ...  
Some sound effects disturb ...  
The sound effects help to create an atmosphere of ...  
Silence is used at times when ...

**Expressing personal ideas about films**

**My expectations**  
I think / guess the film is about ...  
The story might take place in ...  
I can imagine that the plot is ...  
The main character could be ...  
Perhaps there are some special effects in the film.  
I assume the story is funny / exciting / ... because ...  
It is possible that ...  
The film title suggests / indicates that ...  
Looking at the title, I reckon that the film ...  
The film poster makes me think of ...

**My reactions**  
The film made me happy / sad / ...  
It made me laugh / cry / ...  
I enjoyed watching the film because ...  
The film was (not) what I expected.  
It was exciting / hilarious / scary / boring / ...  
The actors did a great job.  
Especially the scenes where ... were really convincing because ...  
The film is worth watching because ...  
All in all, I think the film is really funny / very moving / absolutely fantastic / ...  
It is one of the best / worst / funniest / ... films I have seen in the last few years.