

P1 Reading

R|W
S|L

Kernkompetenz: Texte verstehen und stilistische Besonderheiten erkennen.
Gut als *pre-task* zu TB A3b).

Lösung/Lösungsvorschlag

- a) A
- b) 1-A 2-D 3-C 4-B

P2 Reading • Listening

R|W
S|L

- a) **Kernkompetenz:** Texte zu vertrauten Themen verstehen.
 - In Partnerarbeit stellen die S mithilfe der Sprechblasen den möglichen Verlauf einer Diskussion über das Wahlrecht mit 16 zusammen (ähnlich einer Flowchart).
 - Zu Hause vergleichen sie ihre Fassung mit der Fassung der Tonaufnahme. = b)
- b) **Kernkompetenz:** Alltagsgespräche verstehen und Hauptinformationen entnehmen.
Die Aufnahme dient der Kontrolle der Ergebnisse aus a).
- c) **Kernkompetenz:** Intonatorische Elemente des Englischen kennen.

Lösung/Lösungsvorschlag

- a) 1-D 2-B 3-A 4-E 5-C
- b) *I put my points into a slightly different order because I thought the argument about voter turnout was more important than the argument about at what age people become adults.*
- c) *Some of the most important verbs, such as 'affected' and 'learn', are emphasized by the pro side to show the importance of the decision.*
The con side emphasizes several adjectives and adverbs, such as 'legally' ("18-year-olds are legally adults").
Both sides pause between statements to let the statements sink in properly to prevent points being confused by their opponent.

P3 **Mediation • Reading**

R	W
S	L

- a) **Kernkompetenz:** Informationen in der jeweils anderen Sprache zusammenfassen. Sprachmittlung Englisch-Deutsch. Unterstützt die *debate* in TB B9.
- b) **Kernkompetenz:** Zusammenfassen, um Textverständnis zu demonstrieren.

Lösung/Lösungsvorschlag

a) **Vorbereitung**

Es gibt zwei Seiten, Pro und Kontra. Jede Seite braucht mindestens zwei Redner, aber alle sollten sich vorbereiten, umso mehr Ideen gibt es.

Sammelt gemeinsam eure Ideen und dann sortiert sie. Nicht mehr als drei oder vier Argumente pro Redner, und die Argumente sollten sich nicht wiederholen.

Der/Die erste Redner/in erklärt den Antrag.

Notiert euch eure Argumente stichpunktartig.

Haltet Augenkontakt mit dem Publikum.

Reagiert auf die Argumente der anderen Gruppe.

Abschließend eine einprägsame, überzeugende Zusammenfassung eurer Argumente.

Vortrag: Betont wichtige Wörter. Haltet Augenkontakt mit dem Publikum. Benutzt positive Körpersprache.

Widerspruch: Gebt immer eine Begründung an. Erklärt, warum ein Argument als Ganzes falsch ist, nicht nur ein Teilaspekt. Kritisiert nicht die Person, sondern die Position/Meinung.

- b) 1. *Structure your arguments carefully.*
2. *If you are speaking first; "define the motion" and outline your position.*
3. *Take notes on the other team's arguments.*
4. *Be passionate and use speech emphasis; don't be monotonous.*
5. *Never criticize your opponent personally.*

P4 **Words: politics**

R	W
S	L

Kernkompetenz: Über thematischen Wortschatz verfügen.

Lösung

1. *immature* 2. *make an informed decision* 3. *keeping the voting age at 18* 4. *politics*
5. *be left out of decision-making* 6. *have a voice* 7. *general election* 8. *government*
9. *political parties* 10. *reducing the voting age*

P5 **Characterization**

R	W
S	L

Kleinschrittige Unterstützung der Charakterisierung in TB C8

- a) **Kernkompetenz:** Auseinandersetzung mit und Anwendung literarischer Begriffe.
- b) **Kernkompetenz:** Über bekannte fiktive Figuren und deren Handeln schreiben.
- c) **Kernkompetenz:** Korrigieren von Texten und Übungen (Selbst- und Partnerkorrektur).

Lösungsvorschlag

a) **Mr Kooner**

outward appearance: "red with anger"; big; grabbed his 15-year-old son; calms down; fear and hurt; as well as betrayal/embarrassment

behaviour and language: trying to be a good father; a good Sikh and a respectable man; strict with his son; worried about shame and dignity

mood/feelings in the current situation: anger; fear; betrayal; not losing face; reputation

relationship to other characters: strict father; won't argue with son; no reaction/interaction with his wife; very little to say to Amar; rough relationship with Taz and Ricky; blaming each other and not losing face

character traits: fear of the new; tradition-bound; respectable (and wants to remain that way); master of the house; unsure what to do in a crisis, as they hardly ever arise

- b) Mr Kooner is presented as very desperate, as a man who is clearly out of his depth and trying to deal with a situation he never expected to have come to terms with.

It is clear that Mr Kooner is a very traditional man, who wants above all to maintain his reputation as a good Sikh man and his daughter's behaviour and disappearance have shocked him personally and threaten to shatter his own reputation.

His outward appearance is described in a very negative way, as he is "red with anger", showing that he is unable to keep his emotions under control.

The fact that he grabs his 15-year-old son emphasizes that his emotions, especially anger, are completely out of control.

When Sat continues to protest that Jas wouldn't have run away like this, Mr Kooner tells him to shut up, and it becomes obvious that he is a very strict father.

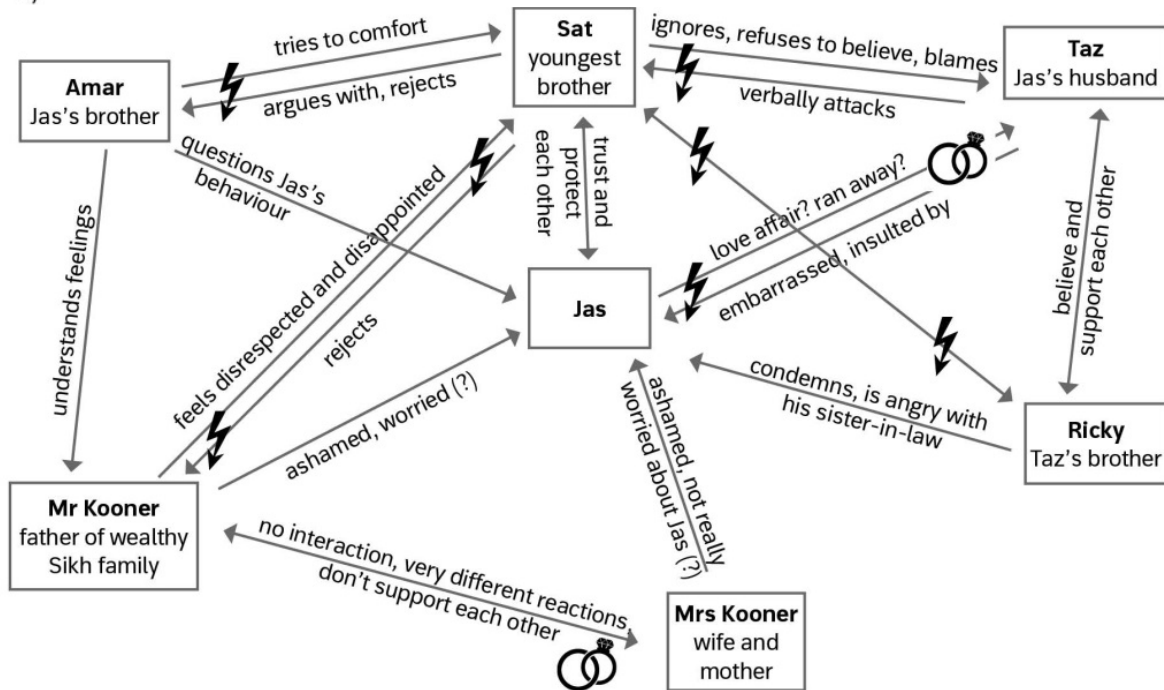
It is difficult to say with any certainty whether his emotional turmoil is due to worry for his daughter's safety or merely caused by the dishonour he feels her actions have brought upon the family.

P6 Character map

- a) **Kernkompetenz:** Über thematischen Wortschatz verfügen.
- b) **Kernkompetenz:** Visualisierungstechniken anwenden.

Lösung/Lösungsvorschlag

- a) *apologizes for dishonourable behaviour of his daughter*
blames him for Jas's disappearance
- b)



P7 Relative clauses

Kernkompetenz: Strukturen und Regeln anwenden.

- Der Abgleich der Lösungen erfolgt am *Bus stop*/im Lerntempoduett (→ *Methods*, TB Seite 191, sowie Didaktisch-methodische Anregung TM Seite 97).
- Alternative: als **nachbereitende Hausaufgabe** zu TB B4.

Lösung/Lösungsvorschlag

1. *The monarch, who has a symbolic role, formally appoints the Prime Minister.*
2. *Parliament, which is made up of the House of Lords and the House of Commons, is formally opened and dissolved by the monarch.*
3. *The House of Lords, which has approximately 780 members, can delay legislation.*
4. *The Prime Minister, who is formally appointed by the monarch, is normally the leader of the party with the most votes.*
5. *The Prime Minister, who is head of the government, appoints new ministers to the cabinet.*
6. *MPs, who are elected every five years, debate and vote for and against laws.*
7. *10 Downing Street, which has been used as a residence by many Prime Ministers, is often referred to as "Number 10".*
8. *Elections to the Scottish Parliament, which has 129 members, are held every four years.*

P8 Verbs with infinitive or gerund

R|W
S|L

Kernkompetenz: Vom Deutschen abweichende Strukturen verstehen und verwenden.

Lösung

1. to change
2. to read
3. to tell
4. starting
5. reading
6. coming
7. to make
8. showing
9. bringing
10. discussing
11. seeing
12. to ring
13. worrying
14. to stay focused

P9 Paraphrasing

R|W
S|L

Kernkompetenz: Sich mithilfe von Umschreibungen äußern können.

Geeignet als **Hausaufgabe**.

- 1 *There are more quotations than paraphrases: quotations 4, 6 und 7 bleiben übrig.*

Lösung/Lösungsvorschlag

- 1 1-D 2-C 3-E 5-A 8-B

2 replaced by other words

“My experiences ... verified his claims” vs. “the author agrees with”

“borough” vs. “a part of London”

“off limits” vs. “not an option”

“my generation” vs. “young people”

“residents born outside the UK” vs. “immigrants”

kept, but rephrased

“not that we didn’t speak to them” vs. “still spoke to each other”

“multicultural” vs. “so-called multicultural”

- 3 4. *When I started year twelve, race-based social groups began to develop.*
6. *Pakistani culture traditionally keeps families close together. This particular family all wanted to live on this street.*
7. *I saw self-segregation in action as he proposed a deal, whereby we would give him our house in return for his sisters’ house in Northolt. This offended my entire family.*