

Material 11

Klausur Deutsch, 3-6 Stunde

Zeit: 180 Minuten
Thema: Maria Stuart von F. Schiller
Hilfsmittel: Maria Stuart reclam + Duden

Sprachlicher Aufbau, Rechtschreibung und angemessene Sprachgestaltung im kreativen Teil zählen mit zur Note.

Liebe Schülerinnen und Schüler!

- Nutzen Sie die gesamte Zeit!
- Teilen Sie sich die zur Verfügung stehende Zeit gut ein:
Fertigen Sie zuerst in Ruhe eine Gliederung und einen Schreibplan an.
(z. B. Stoffsammlung, Zitatzusammenstellungen, Mindmap, Cluster)
- Lesen Sie sich am Ende den Aufsatz noch einmal gründlich durch.

Thema 1)

Textstelle: III. Aufzug, 4. Auftritt, S. 77–84

Die Begegnung der beiden Königinnen

- Geben Sie den Inhalt der Szene wieder und ordnen Sie ihn kurz in den Handlungszusammenhang ein.
- Analysieren Sie den Aufbau und den Verlauf des Dialogs der beiden Königinnen.
Gehen Sie dabei auf die Funktion des III. Aktes als Höhe- und Wendepunkt im klassischen Drama ein.
- Nach dem Treffen der Königinnen hat sich für alle Beteiligten viel verändert an Erwartungen, Hoffnungen, Wünschen, Einstellungen.
Jede Dramenperson überdenkt am Abend im Rückblick das Treffen und ihr Verhältnis dazu.
Formulieren Sie für eine Dramenperson Ihrer Wahl einen inneren Monolog.

Viel Erfolg!

Ein SOL-Unterrichtsarrangement zum Thema: Youth – the best time of your life?

Name des Autors:	Gerhard Junge-Lampart
Schule:	Johanna-Wittum-Schule Pforzheim
Schulart:	Berufliches Gymnasium
Klasse:	Eingangsklasse (Klasse 11) des Biotechnologischen Gymnasiums
Schüler/innen:	30
Fach:	Englisch
Stundenverteilung:	3 Wochenstunden (1 Doppelstunde, 1 Einzelstunde pro Woche)
Stundenumfang:	13 Stunden
Durchführung:	22.11. – 16.12.2002
Lehrplanbezug:	Baden-Württemberg: Berufliches Gymnasium der sechs- und dreijährigen Aufbauform – Englisch – Eingangsklasse (Entwurf vom 7.11.02) – LEU Abt. III – L-01/324802a – Seite 10: „Der Alltag junger Menschen in englischsprachigen Ländern“

Dieser Beitrag enthält:

- Unterrichtsplanung /-konzeption
- Zeitplan
- Advance Organizer
- Arbeitsaufträge
- Kompetenzanalyse
- Analyse der SOL-Vorerfahrungen
- Quellenangaben
- Bericht über eigene Erfahrungen

Ziele:

- die Schüler/innen mit der Fünf-Schritt-Lesetechnik vertraut machen
- die Schüler/innen mit der Gruppenpuzzle-Methode bekannt machen
- die Schüler/innen im Gruppenpuzzle selbstständig an Texten arbeiten lassen
- die Schüler/innen üben lassen, Informationen verlässlich und verständlich weiterzugeben
- allen Schüler/innen die Möglichkeit geben, zu Wort zu kommen und vor der Klasse frei zu sprechen
- die Schüler/innen in Kurzdebatten Stellung beziehen und typische Diskussionsfloskeln anwenden lassen

Kompetenzanalyse:

Die Schülerinnen und Schüler kommen mit Realschulabschluss, Fachschulreife oder Versetzung nach Klasse 11 Gymnasium in die Eingangsklasse und haben sehr unterschiedliche Vorkenntnisse und praktische Erfahrungen, was Arbeitstechniken und Gruppenarbeit betrifft.

Nach einem von den Fachlehrer/innen der Oberstufe verabredeten Programm werden die Schüler/innen systematisch in Lern- und Arbeitstechniken, Kleinmethoden, Vortragstechnik und Zusammenarbeit im Team trainiert. Der Kompetenzzuwachs wird im Klassenraum an einem „Methodenbaum“ dokumentiert.

In dieser Unterrichtseinheit kommt es für die meisten zur ersten Begegnung mit dem „Gruppenpuzzle“, einer Methode, die im Fremdsprachenunterricht vergleichsweise selten zum Einsatz kommt.

Unterrichtsplanung:

Stunde 1	Einzel Partner Gruppe Plenum	Brainstorming: Kartenabfrage in wachsenden Gruppen zur Frage: „Is youth the best time of your life? – What is great / What is difficult about being a teenager?“
Stunde 2 + 3	Plenum	Starting Text; Kennenlernen und Anwenden der SQ3R-Methode (5-Schritt-Lesetechnik); Ergebnisvergleich; Worterklärungen
Stunde 4	Plenum	Mündliche Zusammenfassung des Textes; Kurzdebatte „Do teenagers today really have the same habits and tastes as their parents?“ – Hilfsmittel: Blatt Debating Phrases; Wortschatzarbeit: Synonyms, Opposites, Word families

Stunde 5 + 6	Plenum 10' Stammgruppen 15' Expertengruppen 45' Stammgruppen 20'	Advance Organizer; Erklärung des Gruppenpuzzle-Verfahrens Gruppenpuzzle: 5 Stammgruppen à 6 Mitglieder: Sichtung der Texte, Themenauswahl (6 Texte – verschieden farbig kopiert – mit Vokabelanmerkungen, Notierhilfe nach der SQ3R-Methode) Arbeit in den 6 Expertengruppen Rückkehr in die Stammgruppen: Beginn des Informationsaustausches
Stunde 7	Stammgruppen 30' Einzel 15'	Fortsetzung des Informationsaustausches in den Stammgruppen; Festlegen von je 5 wichtigen Vokabeln Arbeitsbericht zur Gruppenarbeit
Stunde 8 + 9	Plenum Stammgruppen 10' Plenum	(Wiederholungsübung Grundgrammatik: <i>if</i> -Sätze) Ergebnissicherung: Verbindliche Wortschatzliste mit 30 Vokabeln Ergebnispräsentation: Stammgruppen sprechen nach Stichwortkarten vor der Klasse über ihre Erkenntnisse (jedes einzelne Gruppenmitglied kommt zu Wort)
Stunde 10	Plenum	(Wortschatz- und Grammatikwiederholung) Kurzdebatten über provokante Behauptungen, z.B. <i>Young people have no religion – Internet addicts become criminals – Teenagers are careless about sex – Boys are bad at school</i> – Hilfsmittel: <i>Debating phrases</i>
(Stunde 11) Verfügungsstunde aus einem anderen Fach	Plenum Einzel Dreiergruppen	Rückmeldung zum Arbeitsbericht; Auswertung der Gruppenarbeit: Entwickeln von Gruppenarbeitsregeln in wachsenden Gruppen (Kartenabfrage)
Stunde 12 + 13	Klassenarbeit	<i>Reading Comprehension Test</i>

Quellenangaben

Adaptiertes Textmaterial

aus: *The best time of your life? Young generation today: Chances, pressures and risks in a changing society*, World & Press SPECIAL, Bremen: Eilers & Schünemann

Originalquellen jeweils unter den Artikeln

außer: Text 1 *Teen Curfew*

aus: CURRENT No 5/1998, Mary Glasgow Publications

Erfahrungen / Bemerkungen

Die Unterrichtseinheit mit den eingesetzten Methoden darf als gelungen betrachtet werden.

Die Schüler/innen melden zurück, dass ihnen die Fünf-Schritt-Lesetechnik beim Erschließen der (teilweise als schwierig eingestuften) Texte geholfen habe.

Für viele ist Vermitteln der Textinhalte in der Gruppe und das Sprechen vor der Klasse eine neue Erfahrung. Sie sind immerhin gezwungen, sich, wenn auch nur kurz, in der Fremdsprache zu äußern und den neuen Wortschatz anzuwenden. Ihnen ist aber bereits bewusst, dass Vortrag und Präsentation Trainingsschwerpunkt auch in anderen Fächern sein wird.

In den Gruppenphasen lassen sich unterschiedliche Arbeitshaltungen beobachten, die die Schüler/innen in ihrem Arbeitsbericht anschließend selber kommentieren. Die daraus entwickelten Gruppenarbeitsregeln sollen eine Grundlage für disziplinierteres und konzentrierteres Zusammenarbeiten bei zukünftigen Projekten legen.

Die Vielfalt der Texte aus dem gleichen Themenkreis hat sich als ergiebig für weitere Diskussionen herausgestellt.

End of the generation gap

It's hard to rebel when parents and their children dress alike, enjoy the same music and agree politically. Alasdair Palmer on the death of an age-old conflict.

5 They are pushing 50, yet they act and dress like they were in their 20s, or even younger. The gap between teenagers and folk who are old enough to be their parents has all but disappeared.

But they don't only dress in the same way as people 30 years younger. They also behave like them.

10 The generation gap, which first appeared as an unbridgeable chasm nearly 40 years ago, now seems almost to have closed. Generations no longer confront each other in blank incomprehension. There are no longer two groups, one of which – the older generation – is responsible, restrained and puritanical, while the other – the younger – is wild, reckless and hedonistic.

Increasingly, teenagers grow up with parents who wear the same clothes, like the same music, cut their hair in the same way, and have even taken the same drugs.

15 That was something which was inconceivable for teenagers in the Sixties and Seventies. Being old meant being respectable and that meant dressing in a formal way: jacket and tie for men, and long dresses and skirts for women. Jeans and T-shirts were strictly for kids.

Today, even some 60-year-olds are to be seen in them and what used to be an important symbol of teenage rebellion has disappeared.

20 "It's weird," comments Max Hole. "When I grew up, my parents and I lived on different planets. We really had nothing in common. They seemed to regard my clothes and attitudes as appalling. They hated the music I liked and were always telling me to turn it down or switch it off."

"Of course, that was part of its attraction. But now, I find my son dresses very like me. We think alike on many issues. It must be hard for him. I mean, what do you do as a teenager when you find your mum and dad listen to your favourite group?"

25 On the other hand, it is not easy for someone well-advanced into middle age to retain dignity when trying as hard as possible to look, and act, like someone in their 20s. The worship of youth goes hand in hand with the denigration of age. Now, 'old' simply means 'boring' to many people and is no longer associated with virtues such as practical wisdom and good judgement.

30 This is surprising. The old have always held political power – the average age of the government is over 50 and almost all positions with power are held by people well advanced into middle age. The old also have more economic power than ever before: they tend to be richer and have more money to spend than any other group.

But if you spend an evening watching television, you would think that there are no consumers over the age of 25: almost all advertisements seem to be directed at young people.

35 People over 40 like to think of themselves as freedom-loving and wild at heart – even if they have a job in a bank, three kids, and a mortgage. Still, the older generation's refusal to accept age has led to the closing of the generation gap. And that has improved relationships between millions of teenagers and their parents, who can now talk about sex, drugs and rock'n'roll as they could never before.

571 words

Adapted from: The Sunday Telegraph 2 February 1997

Annotations

to push 50 (4) – auf die Fünfzig zugehen – **chasm** (7) – Kluft – **blank incomprehension** (8-9) – absolute Verständnislosigkeit – **responsible** (10) – verantwortungsvoll – **restrained** (10) zurückhaltend – **reckless** (10) – rücksichtslos – **hedonistic** (11) – genussfreudig – **inconceivable** (14) – unvorstellbar – **weird** (19) – verrückt, merkwürdig – **appalling** (20) – schrecklich – **issue** (23) – Thema, Frage – **to be well advanced into middle age** (25) – sich im vorgerückten mittleren Alter befinden – **to retain dignity** (25) – Würde bewahren – **worship** (26) – Verehrung, Anbetung – **denigration** (27) – Verunglimpfung – **virtue** (28) – Tugend – **mortgage** (36) – Hypothek auf dem Haus – **refusal** (36) – Weigerung, Ablehnung

Starting text

End of the generation gap

Bei der Texterfassung gehen wir nach der **SQ3R**-Methode vor, auch 5-Schritt-Lesemethode genannt:

Survey = Überblick gewinnen, Text überfliegen; **Questions** = Fragen nach den wichtigsten Informationen stellen; **Read** = Lesen, diesmal konzentriert, und Unterstreichen / Markieren; **Recite** = Zusammenfassen in eigenen Worten nach Abschnitten; **Review** = Rückschau auf die bisherigen Ergebnisse und Zusammenfassen zu einem Gesamtergebnis

→ This is your notepad ←

S: Scan the article briefly just to get a first impression. What is the article about?

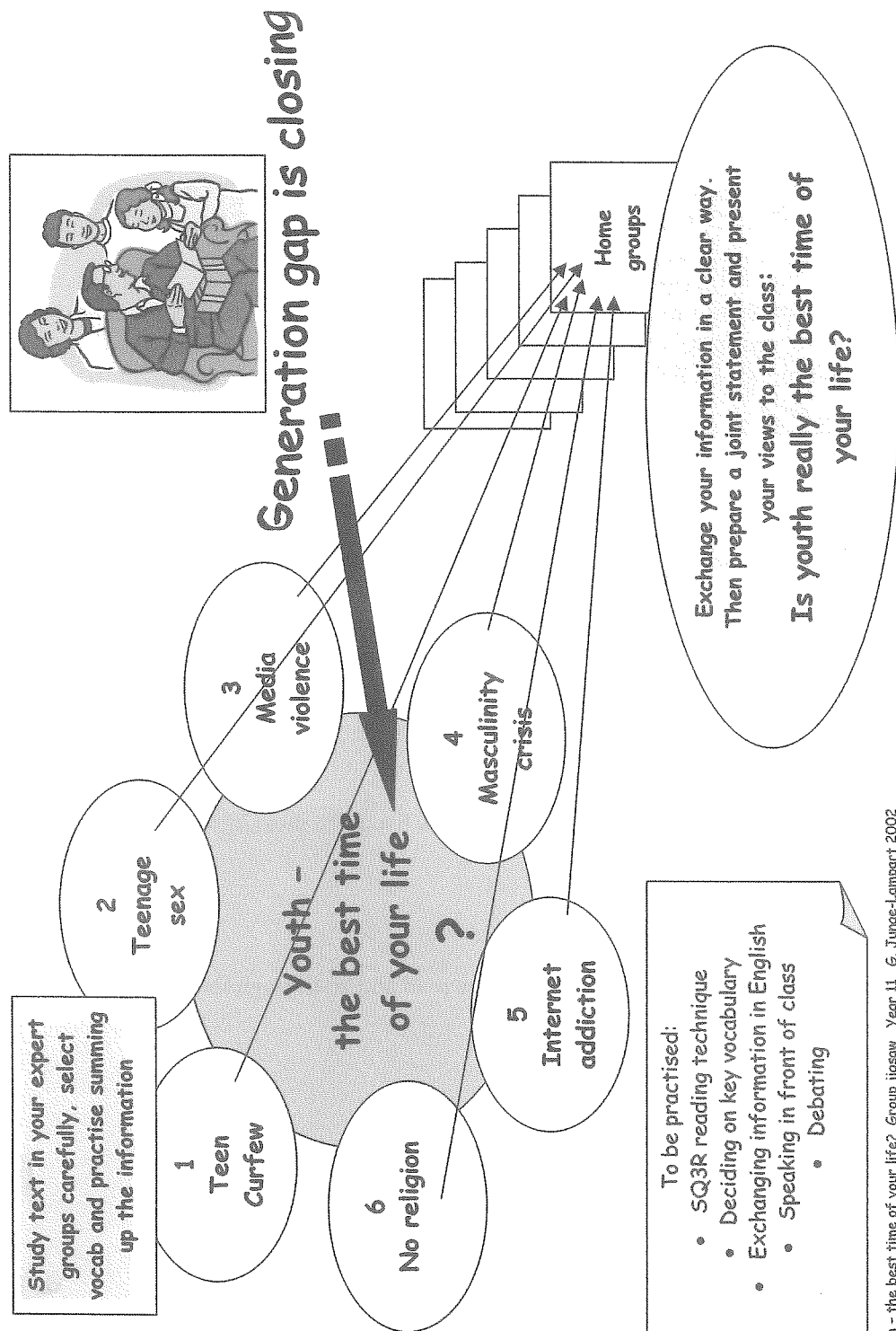
Q: Try to grasp the information. What are the main points of information?

1R: Read carefully and use a text marker. Make a list of the most important points. What are the key words?

2R: Recapitulate in your mind what you have read and go through the information point by point.

3R: Put all the pieces together now and sum up the issue in your own words.

Finally, put together a vocabulary list of the ten most important words or expressions.



Teen Curfew

It is 11 p.m. Where are you? If you are a teenager in the United States you had better be home, or you run the risk of violating curfew law. With our world becoming increasingly violent, supporters of curfews say that they are a necessary way of protecting teenagers.

- 5 Although curfew laws vary from city to city, most follow the same basic pattern. Teenagers are forbidden to be on the streets after a certain hour (usually 10 p.m. on school nights and 11 p.m. on weekends). Seventy per cent of US cities and towns now have teen curfew laws. Some cities, such as San Diego, have even extended the curfew to daytime during school hours, leaving only a small window of time in the afternoons.
- 10 Many parents and even teens praise the laws as a way of preventing gangland violence. President Clinton himself encourages more cities to adopt them.

However, many people still question the laws asking whether they are really fair or effective. A teen may get picked up for breaking curfew having given a friend, who had had too much to drink, a ride home. Instead of helping to catch real criminals, opponents argue, curfews make 15 criminals out of otherwise good kids.

253 words

Adapted from: CURRENT No.5 / 1998

Consider these facts from the US: Between 1988 and 1994,

- The number of teens arrested for violent crimes increased by 50 per cent
- One out of every five teenagers killed is killed by another teenager
- The number of teens who killed with guns quadrupled

Annotations:

curfew – Ausgangssperre – **to violate a law** (3) – ein Gesetz brechen – **violent** (3) – gewalttätig – **pattern** (5) – Muster, Modell – **to extend** (8) – ausdehnen – **to praise** (10) – loben – **to prevent** (10) – verhindern, vorbeugen – **to encourage** (11) – ermutigen – **opponents** (14) – Gegner – **to argue** (14) – argumentieren, anführen

Facts and myths about teenage sex

Some young people believe that closing their eyes while having sexual intercourse will guard against pregnancy, a survey of doctors said yesterday.

- 5 Others think that if a girl stands on a telephone directory or drinks milk during sex, or jumps up and down after it, she will be safe. Making love in a boat or in the bath, or drinking rum and coke, are also regarded by some as reliable forms of contraception.

Doctor magazine asked 2,200 GPs to list the old wives' tales about pregnancy cited by their young patients.

- 10 Almost three quarters said that ignorance about contraception was to blame for the teenage pregnancy rate in Britain, the highest in Western Europe.

Many said that teenagers were too embarrassed to approach doctors and family planning experts for advice.

- 15 Figures released by the Office for National Statistics, however, show a decline in the number of school girls becoming pregnant. Government advisers are giving the statistics a cautious welcome after nearly two decades when Britain has had the worst record for teenage births in Western Europe.

The teenage birth rate in Britain is twice as high as in Germany and three times greater than in France. In 1999, there were 98,700 conceptions among women under 20. Almost 2,000 were among girls under 16 and 2,271 among girls of 14 or under.

- 20 The problem is worst in poorer areas and among vulnerable teenagers who have lower expectations and a poor standard of education.

248 words

Adapted from two articles in THE INDEPENDENT 19 March 2001 and THE DAILY TELEGRAPH 17 July 2001.

Annotations

myths – Mythen, Legenden – **sexual intercourse** (2) – Geschlechtsverkehr – **pregnancy** (3) – Schwangerschaft – **survey** (3) – Umfrage, Untersuchung – **telephone directory** (4) – Telefonbuch – **to regard as** (6) ansehen als – **reliable** (6) – verlässlich, zuverlässig – **contraception** (6) – Empfängnisverhütung – **GPs** (7) = General Practitioners – Hausärzte – **old wives' tales** (7) – Ammenmärchen – **ignorance** (9) – Unwissenheit – **is to blame for** (9) – ist schuld daran, ist der Grund für – **embarrassed** (11) – verlegen, es ist ihnen peinlich – **advice** (12) – Rat – **figures** (13) – Zahlen – **to release** (13) – veröffentlichen – **decline** (13) – Rückgang – **cautious** (14) – vorsichtig – **decades** (15) – Jahrzehnte – **record** (15) – Bilanz – **conceptions** (18) – Empfängnisse – **vulnerable** (20) – schutzlos, gefährdet, verletzlich

Does TV make young people violent?

Every time there is a school shooting – usually in the US, but sometimes in Europe, too, like the Erfurt incident in Germany last April – the same questions are asked: Did the killer watch too much violence on TV? Did he play too many violent computer games?

- 5 After thirty years of research into the question, many scientists, psychologists and psychiatrists are in no doubt that there is a link between the media and violence in real life.

- 10 One of the latest studies, published in *Science* earlier this year, found that teenagers who watched more than one hour of television a day – not just violent programmes, but anything – were four times as likely to be violent in later life than those who watched less than an hour. Of those who watched more than three hours, 28.8 per cent later committed crimes, got into fights and showed other aggressive behaviour. The researchers studied the viewing habits and behaviour of 707 people for 17 years.

- 15 Many Americans still do not believe in the link, however. Children still watch an average of three hours of television a day. TV and movie producers argue that the link between the media and violence has not really been proved. They point out that although millions of teenagers watch murder and bloodshed in the media, only few ever become violent or kill in real life.

In a different study, psychologists have discovered that playing violent video games is much more harmful than watching violence on television.

- 20 The debate is sure to continue. Meanwhile American TV is clearly trying to reduce the amount of violence it shows.

273 words

Adapted from: READ ON July 2002

Annotations

violent – gewalttätig – **incident** (3) – Zwischenfall, Unglück – **research into** (5) – Forschung an/über – **to be in no doubt** (6) – keinerlei Zweifel haben – **link** (6) – Verbindung – **to commit a crime** (10) – ein Verbrechen begehen – **behaviour** (11) – Verhalten, Benehmen – **viewing habits** (11) – Sehgewohnheiten – **an average of** (13) – durchschnittlich – **to argue** (14) – argumentieren, behaupten – **to prove** (15) – beweisen – **harmful** (18) – schädlich, gefährlich – **amount** (19) – Menge, Prozentsatz

Boys think doing well at school is effeminate

Even 11-year-old middle-class boys now have deluded self-images of toughness and a belief that succeeding at school is effeminate.

- 5 The so-called "masculinity crisis" has spread to all classes and schools, Dr Ann Phoenix of Birkbeck College, London, said yesterday. "We found 11 to 14-year-olds believed they could not be masculine and be seen to be working hard at the same time," she said after interviewing 190 boys.

- 10 "It is the same whether the boys are white, black, Asian, working-class or middle-class," she said. "They think that to be masculine you have to be good at sport, particularly football. You have to be tough and confrontational."

"Those who are clever – swots, stiffs, boffs or whatever you want to call them – are unpopular and seen as not male." Tough but ill-educated footballers such as Vinnie Jones are the idealised role-models, whereas sensitive and intellectual aesthetes such as Stephen Fry are seen as effeminate.

- 15 A very small number of boys managed to get away with working hard without losing their sense of maleness in their classmates' eyes, Dr Phoenix said. These boys managed to maintain their maleness by laughing at their own achievements or by being cheeky to teachers.

"However, there is a fragility about their masculine identities, so they constantly have to justify themselves."

- 20 Part of the crisis is that boys say they find girls incomprehensible.

Dr Phoenix said she wanted authorities to address the widening gap between boys' and girls' academic achievements. For the first time, more women went to university last year than men.

263 words

Adapted from: THE DAILY TELEGRAPH 10 September 1998

Annotations

effeminate – weibisch, unmännlich – **deluded** (2) – irgeleitet – **toughness** (2) – Härte, Zähigkeit – **to succeed** (3) – Erfolg haben – **to spread** (4) – sich ausbreiten – **particularly** (9) – besonders – **confrontational** (10) – kämpferisch, aggressiv – **swots, stiffs, boffs** (11) – Streber – **ill-educated** (12) – wenig oder ungebildet – **role-models** (13) – Vorbilder – **sensitive** (13) – empfindsam, sensibel – **aesthetes** (13) – Ästheten (Menschen, die das Schöne und Gute lieben) – **to manage to get away with** (15) – sich erlauben können zu tun – **to maintain** (16) – aufrecht erhalten – **achievements** (17) – Leistungen – **cheeky** (17) – frech – **fragility** (18) – Zerbrechlichkeit, Unsicherheit – **to justify** (18) – rechtfertigen – **incomprehensible** (20) – unverständlich – **to address** (21) – sich (einer Sache) annehmen, zuwenden – **gap** (21) – Kluft, Abstand

Family life 'at risk' from the Internet

The Internet represents a grave threat to traditional family life, according to a new study.

- 5 The report, by a leading American psychologist, says that parents and children who spend hours in front of a computer screen are at risk of becoming isolated and losing their grip on reality.

In the study Dr Kimberley Young also argues that information on the Internet is too disorganised and unrelated to the school curriculum to be of great use in helping pupils achieving better results.

- 10 Dr Young, assistant professor of psychology at the University of Pittsburgh, said: "Schools that can't find the money for choirs and drama clubs fork out large sums on sophisticated computer labs without any research into the Internet's general classroom effectiveness or its ability to help students in the real basics of reading, writing and arithmetic."

The findings outlined patterns of addiction, which have an impact on family life unseen since the arrival of television in the 1950s.

- 15 The study, *Caught in the Net*, identifies warning signs to look for in children, ranging from excessive tiredness and academic problems to aggression, a declining interest in hobbies and a withdrawal from friends.

202 words

Adapted from: THE SUNDAY TELEGRAPH 5 January 1997

Annotations

grave threat (2) – ernste Bedrohung, Gefahr – **according to** (2) – nach, zufolge – **to argue** (6) – behaupten, argumentieren – **unrelated to** (7) – ohne Bezug zu – **curriculum** (7) – Lehrplan – **to achieve** (8) – erreichen – **to fork out** (10) – lockermachen – **sophisticated** (10) – hier: auf dem neuesten Stand der Technik – **research into** (11) – Forschung an/über – **patterns** (13) – Muster, Modelle – **addiction** (13) – Sucht, Suchtverhalten – **impact** (13) – Wirkung, Einfluss – **to range from ... to** (15) – reichen von ... bis – **excessive** (16) – übermäßig – **declining** (16) – zurückgehend, abnehmend – **withdrawal** (17) – Rückzug

Religious belief plummets among young

The decline in churchgoing in Britain has been highlighted in a survey that gives fresh cause for concern for the Church of England, whose membership is falling fast.

- 5 The poll, for the Catholic weekly magazine *The Tablet*, shows that although there is a strong belief in Christianity, the established churches are not benefiting from it.

More worrying for the churches is the decline in religious belief among the young. While 80% of those aged over 65 still believe that Jesus lived, only 54% of those aged 18-24 do so.

- 10 The findings show that Muslims and Hindus, despite representing only 3% of the population, now make up 9% of all those attending religious ceremonies regularly. More Muslims are attending a mosque each week than Anglicans attending church. If only half of Britain's 2 million Muslims take part in regular worship, that already exceeds the proportion of worshippers in the so-called 'national' church.

Although 43% of the population claim to be Anglicans, they make up only 24% of those attending service as often as once a month and nearly half of those who never go to church.

- 15 By contrast, Roman Catholics form only 11% of the population, yet they make up 26% of all those who regularly attend a religious service more than once a month, making them effectively the largest churchgoing denomination.

226 words

Adapted from: THE GUARDIAN 14 April 2001.

Annotations

to plummet – stark zurückgehen, fallen – decline (2) – Rückgang – to highlight (2) – verdeutlichen, ein Schlaglicht werfen auf – survey (2) – Untersuchung, Umfrage – cause for concern (2-3) – Grund zur Sorge – Church of England (3) – anglikanische Staatskirche – poll (4) – Umfrage – to benefit (5) – profitieren – findings (8) – Ergebnisse – despite (8) – trotz, obwohl – to attend (12) – besuchen – mosque (10) – Moschee – worship (11) – Gottesdienst, Andacht – to exceed (11) – übersteigen – claim (13) – behaupten – service (14) – Gottesdienst – denomination (17) – Konfession.

Text: _____

Bei der Texterfassung gehen wir nach der **SQ3R**-Methode vor, auch 5-Schritt-Lese-methode genannt:

Survey = Überblick gewinnen, Text überfliegen; **Questions** = Fragen nach den wichtigsten Informationen stellen; **Read** = Lesen, diesmal konzentriert, und Unterstreichen / Markieren; **Recite** = Zusammenfassen in eigenen Worten nach Abschnitten; **Review** = Rückschau auf die bisherigen Ergebnisse und Zusammenfassen zu einem Gesamtergebnis

→ This is your notepad ←

S: Scan the article briefly just to get a first impression. What is the article about?

Q: Try to grasp the information. What are the main points of information?

1R: Read carefully and use a text marker. Make a list of the most important points. What are the key words?

2R: Recapitulate in your mind what you have read and go through the information point by point.

3R: Put all the pieces together now and sum up the issue in your own words.

Finally, put together a vocabulary list of the five most important words or expressions.

Vocabulary from six texts

a survey	VERB: to survey	Untersuchung, Studie, Umfrage
the decline	VERB: to decline	Rückgang, Abnahme
to benefit from		profitieren von
to attend		besuchen (Schule, Kirche)
a cause for concern		Grund zur Sorge
despite		trotz
a threat	VERB: to threaten	eine Bedrohung, Gefahr
the addiction		Sucht, Abhängigkeit
according to		laut, nach, gemäß
to argue		argumentieren, streiten, behaupten
to achieve	NOUN: achievement	erreichen, leisten
to spread		sich ausbreiten
particularly		insbesondere
ill-educated		ungebildet, wenig gebildet
a role-model		ein Vorbild
sensitive		empfindsam, sensibel
violent	NOUN: violence	gewalttätig
to violate a law		ein Gesetz brechen
a link	SYNONYM: a connection	eine Verbindung
the average		Durchschnitt
harmful	OPPOSITE: harmless	gefährlich
to commit a crime		ein Verbrechen begehen
sexual intercourse		Geschlechtsverkehr
the pregnancy	ADJECTIVE: pregnant	Schwangerschaft
contraception		Empfängnisverhütung
reliable	NOUN: reliability	zuverlässig
ignorant	NOUN: ignorance	unwissend, ungebildet
embarrassed	NOUN: embarrassment	verlegen, peinlich berührt
to prevent	NOUN: prevention	verhindern, vorbeugen
a curfew		Ausgangssperre

Useful Phrases and Rhetorical Connectors for Essay-writing and Debating

I think, I believe, I feel	Ich glaube, denke, meine	Well, I don't think you can say that	Also, ich glaube nicht, dass man das so sagen kann
I would like to stress	Ich möchte betonen	I assume, I presume, I suppose	Ich nehme an, ich schätze, ich vermute
I agree with your opinion, but I would like to point out that	Ich bin auch Ihrer Meinung, aber ich möchte darauf hinweisen, dass	I'm afraid I disagree with ...	Leider bin ich völlig anderer Meinung
In my opinion In my view	Meiner Meinung nach, meines Erachtens	That doesn't convince me at all, that argument just doesn't hold.	Das überzeugt mich keineswegs, dieses Argument zieht einfach nicht.
How do you feel about ...? Do you really approve of ...	Was halten Sie von ... ? Finden Sie das wirklich gut, wenn ... ?	I certainly disapprove of...	Ich bin völlig dagegen, dass ich missbillige ... total
Well, if you ask me, it seems to me that...	Also, wenn Sie mich fragen: Mir kommt es so vor, als ob ...	I very much doubt whether that is true.	Ich bezweifle sehr, ob das wahr ist.
On the one hand on the other hand...	Einerseits.... andererseits.....	It is true to say that ...but ...	Zwar ... aber
I'm afraid I don't follow. Would you mind explaining that?	Tut mir leid, da kann ich nicht folgen. Würden Sie das mal erklären?	If I understand you correctly, you mean to say that ...	Wenn ich Sie richtig verstanden habe, wollen Sie sagen, dass...

Arbeitsbericht zur Gruppenarbeit

Name:

Klasse/Fach:

Tag/e:

Der Auftrag meiner Stammgruppe war:	Bitte die Aufgabe/n formulieren	schwer	mittel	leicht
Der Auftrag meiner Expertengruppe war:		schwer	mittel	leicht
Mit den Zeitvorgaben sind wir zurechtgekommen:	Begründung, wenn nein	nein	ungefähr	ja
Ich selbst habe zur Gruppenarbeit folgenden Beitrag geleistet:				
Die anderen Gruppenmitglieder haben folgende Beiträge geleistet:				
Die Zusammenarbeit war	Begründung, wenn nicht so gut	schlecht	teils teils	gut
In dieser Unterrichtseinheit habe ich Folgendes gelernt:				
Was mir besonders auffiel:				
Kommentar des Fachlehrers:				

Gute Gruppenarbeit bedeutet, dass ...

- ✓ alle in der Gruppe mitarbeiten
- ✓ die Arbeit in der Gruppe gleichmäßig verteilt ist
- ✓ die Zusammenarbeit funktioniert
- ✓ die Gruppenmitglieder sich gegenseitig zuhören
- ✓ man Fragen stellen kann
- ✓ man sich gegenseitig hilft
- ✓ man Kompromisse schließt
- ✓ man dabei etwas lernt
- ✓ man verschiedene Ideen und Meinungen äußern kann
- ✓ die Gruppe den Arbeitsauftrag erfüllt

Zusammengetragen von Klasse BTG11/2

More youngsters cling to the nest

A growing number of young adults are turning to their parents for their keep, additional financial handouts and even to have their washing done, a study has found.

5 Far from wanting to move out in search of independence, more of them are staying at home where food is free, clothes are washed and rent is cheap.

Since the late 1950s there has been a 20 per cent increase in the number of young adults returning home after fleeing the nest, claims the study that has surveyed 900 people.

The report found that half of those aged 18 to 25 relied on their parents for financial help after leaving home, compared to only one in five 40 years ago.

10 Those who had left home also turned to their parents for more practical help. Almost a fifth of those aged 25 to 34 still asked their parents to wash their clothes.

The findings are attributed to changes in lifestyles. "Young people today start working later, are more likely to interrupt their working career to travel and there are more job transitions than ever before," said Janet Connor. "There is also a significant delay in marriage."

15 "The volatile lifestyle of young adults means that in many cases, parents may see no alternative to helping their children as they have nowhere else to turn."

The study warned that almost two thirds of today's children would still live at home on their 25th birthday.

245 words

Adapted from: THE DAILY TELEGRAPH, 27 July 2001

Annotations

to **cling to** (1) – s. festhalten, -klammern an – to **turn to** (2) – s. wenden an – **keep** (2) – Unterhalt – **rent** (5) – Miete – to **flee the nest** (7) – ausfliegen, das Nest verlassen – to **rely on** (8) – s. verlassen, angewiesen sein auf – to **attribute sth. to** (12) – etwas zurückführen auf – to **interrupt** (13) – unterbrechen – **transition** (13) – Wechsel – **significant** (14) – deutlich, bedeutsam – **delay** (14) – hier: das Hinauszögern – **volatile** (15) – wechselhaft, unbeständig

Name:	Language /10	Questions /10	Language Quality /10	Translation	Total /30
	Grade:				

Course Test 2 16th December, 2002 English BTG11/2

Comprehension Test

Text: More youngsters cling to the nest (245 words)

LANGUAGE

Please find an expression with **synonymous** meaning:

1. growing (2) 1

... and an expression that means the **opposite**:

2. cheap (6) 1

Find a **verb** that belongs to the same word family:

3. marriage (17) 0,5

4. comprehension 0,5

Find an **adjective** that belongs to the same word family:

5. independence (5) 0,5

6. relied (10) 0,5

7. attraction 0,5

Find a **noun** belonging to the same word family:

8. compared (11) 0,5

9. to achieve 0,5

10. responsible 0,5

Conditional sentences. Complete the correct tense forms.

11. If young people (want) more independence, they would leave home earlier. 1

12. If mothers (not help) their children with the washing, young people would move 1

out of their parents' homes.

13. If young people had stayed at home in the 1950s, they (pay) for their keep. 1

14. If young people find a good job, they (not have to rely on) their parents. 1

10

QUESTIONS

Questions on the text

Please answer the questions in your own words and write about 40-50 words on each:

1. What is the issue of the article? 2

2. What are the reasons for young people's behaviour as described in the text? 2

Comment

Choose two questions and write about 70-80 words on each.

2x 3

3. Would **you** like to live in your parents' home as long as possible or would you rather move out and be independent as soon as possible? Give reasons for your view.
4. Is youth really the best time of your life? Give reasons for or against and find examples.
5. Comment on **one** of the issues concerning young people that you have heard about recently: Internet addiction – Masculinity crisis – Media violence – Teenage pregnancies – No interest in religion – Gang violence and curfews

Please **count** your words in Answers 1—5.

Quality of your language

10

10

30

====

More youngsters cling to the nest RC

SUGGESTED ANSWERS

LANGUAGE**Synonym:**

1. growing (2) → increasing / rising

Opposite:

2. cheap (6) → expensive
Find a **verb** that belongs to the same word family:
3. marriage (17) → to marry
4. comprehension → to comprehend
Find an **adjective** that belongs to the same word family:
5. independence (5) → independent
6. relied (10) → reliable
7. attraction → attractive
Find a **noun** belonging to the same word family:
8. compared (11) → comparison
9. to achieve → achievement
10. responsible → responsibility

Conditional sentences.

11. If young people **wanted** more independence, they would leave home earlier.
12. If mothers **didn't help** their children with the washing, young people would move out of their parents' homes.
13. If young people had stayed at home in the 1950s, they **would have paid** for their keep.
14. If young people find a good job, they **won't have to rely on** their parents.

QUESTIONS**Questions on the text**

1. What is the issue of the article?

The text is about the fact that more young adults like to live in their parents' home as long as they can. The generation before wanted to move out as soon as possible and be independent. A lot of young people today still rely on their parents for money and practical help and in future, some 30 per cent of 25-year-olds will still live with their parents.

2. What are the reasons for young people's behaviour as described in the text?

The main reason for young people staying at home seems to be that they get free food, don't have to pay rent and get their clothes washed. But the development also has to do with a change in lifestyles. Young people start their working career later than in the past, some change their jobs or interrupt their career for a while to travel. So, between two jobs, they will perhaps return to their parents home. Additionally, people get married at a later age than in the past.