
Reading Comprehension - T.C. Boyle - A Migrant Looking for Work

Übungsaufgabe

Hinweise:

I. Bezug zum Bildungsplan – Kulturelle Kompetenz:

Die derzeitigen Lebensverhältnisse in den USA

The difficulties of illegal Mexican immigrants in California

II. Unterrichtliche Voraussetzungen:

Die Schüler sollten allgemeine Kenntnisse zu den Ursachen und der Situation illegaler Einwanderer in den USA haben, Spezialkenntnisse sind nicht nötig.

III. Kommentar zur Aufgabe:

Der Auszug aus Thomas Coraghessan Boyle's Roman *Tortilla Curtain* eignet sich aufgrund seines Schwierigkeitsgrades (B2 des GER) für den Einsatz in K1. Das Format *sequencing* eignet sich gut für eine Übungsaufgabe zum Leseverstehen. Es schult in besonderem Maße das detaillierte Leseverstehen und ist bei der Erstellung weniger aufwändig als andere geschlossene Formate. Für eine Klausur ist das Format nicht geeignet, da ein Fehler leicht zu Folgefehlern führen kann, so dass das Endergebnis nicht mehr valide ist. In der schulischen Erprobung hat sich zudem gezeigt, dass die Ergebnisse eine relativ geringe Trennschärfe aufwiesen.

IV. Kommentar zur Bewertung:

Als Form der Selbstevaluation können Schüler sich selbst überprüfen.
Richtwert für diese Klausur: 50 % der gelösten Teilaufgaben = Note ausreichend, 80 % der gelösten Teilaufgaben = Note gut.

V. Quelle:

T.C. Boyle, „The Tortilla Curtain“, *Summit G8*. Paderborn: Schöningh, 2010: 152-153.

Aus urheberrechtlichen Gründen kann der Text hier leider nicht zur Verfügung gestellt werden.

Reading Comprehension - T.C. Boyle - A Migrant Looking for Work

Read the following excerpt from T.C. Boyle's *The Tortilla Curtain* and put the statements below into the correct order.

The first and last one have been done for you.

1	Cándido did heavy physical work.
	His spirits were high when he walked to the labor exchange.
	Cándido was in love with América.
	He did not want to attract any attention.
	He did not have problems with his leg anymore.
	Cándido was surprised to find very few people at the labor exchange.
	Cándido thought that they might continue their work elsewhere.
	The white man hiring Cándido spoke little Spanish.
	On the fifth day, they were not paid.
	As always, Cándido rose early.
	He was fooled by the white man.
12	Cándido acknowledged the difficult situation of immigrants in America.

Reading Comprehension - T.C. Boyle - A Migrant Looking for Work

Solution

Read the following excerpt from T.C. Boyle's *The Tortilla Curtain* and put the statements below into the correct order.

The first and last one have been done for you.

1	Cándido did heavy physical work.
8	His spirits were high when he walked to the labor exchange.
6	Cándido was in love with América.
10	He did not want to attract any attention.
9	He did not have problems with his leg anymore.
11	Cándido was surprised to find very few people at the labor exchange.
4	Cándido thought that they might continue their work elsewhere.
2	The white man hiring Cándido spoke little Spanish.
3	On the fifth day, they were not paid.
7	As always, Cándido rose early.
5	He was fooled by the white man.
12	Cándido acknowledged the difficult situation of immigrants in America.

Reading Comprehension - T.C. Boyle - A Migrant Looking for Work

Solution in chronological order

Read the following excerpt from T.C. Boyle 'The Tortilla Curtain' and put these statements into the correct order. The first and last have been done for you.

1	Cándido did heavy physical work.
2	The white man hiring Cándido spoke little Spanish.
3	On the fifth day, they were not paid.
4	Cándido thought that they might continue their work elsewhere.
5	He was fooled by the white man.
6	Cándido was in love with América.
7	As always, Cándido rose early.
8	His spirits were high when he walked to the labor exchange.
9	He did not have problems with his leg anymore.
10	He did not want to attract any attention.
11	Cándido was surprised to find very few people at the labor exchange.
12	Cándido acknowledged the difficult situation of immigrants in America.

Reading Comprehension - Jeanette Walls - The Glass Castle

Übungsaufgabe

Hinweise:

I. Bezug zum Bildungsplan – Kulturelle Kompetenz:

Die derzeitigen Lebensverhältnisse in den USA

The gap between the rich and the poor

II. Unterrichtliche Voraussetzungen:

Spezialkenntnisse sind nicht nötig.

III. Kommentar zur Aufgabe:

Der Auszug aus Jeanette Walls' Roman *The Glass Castle* eignet sich aufgrund seines Schwierigkeitsgrades (B2 des GER) für den Einsatz in K1.

Das Format halboffene Aufgaben eignet sich gut für eine Übungsaufgabe oder eine Klausur zum Leseverstehen. Das halboffene Format ermöglicht eine relativ große Bandbreite an Lösungen, was mit einem entsprechenden Mehraufwand bei der Bewertung verbunden ist.

In der schulischen Erprobung wiesen die Ergebnisse eine recht hohe Trennschärfe auf.

IV. Kommentar zur Bewertung:

Als Form der Selbstevaluation können Schüler sich selbst überprüfen.

Richtwert für diese Klausur: 50 % der gelösten Teilaufgaben = Note ausreichend, 80 % der gelösten Teilaufgaben = Note gut.

V. Quelle:

Walls, Jeanette. *The Glass Castle*. London: Virago Press, 2005: 3-5.
"I was sitting in a taxi ..." - "A little snack for later on," she explained."
(813 Wörter)

Aus urheberrechtlichen Gründen kann der Text hier leider nicht zur Verfügung gestellt werden.

Reading Comprehension - Jeanette Walls *The Glass Castle*

The following excerpt is taken from Jeanette Walls' *The Glass Castle* and is written from the author's perspective. Give keyword-style answers and back your findings up with one suitable quote from the text. There is one example given.

0. Classify Jeanette Walls mother's economic situation.

poor

1. 2 "rooting through a Dumpster"

1. How does Jeanette's mother cope with her situation?

7. _____

8. _____

2. Describe Jeanette's economic situation.

3. Describe Jeanette's initial reaction when she sees her mom.

4. How does Jeanette feel about her home when compared to her mother's situation?
Give two different details.

5. Describe Jeanette's relationship to her mother.

6. Identify the different time spans that are narrated in the given excerpt.

The following excerpt is taken from Jeanette Walls' *The Glass Castle* and is written from the author's perspective. Give keyword-style answers and back your findings up with one suitable quote from the text.

Solution:

1. How does Jeanette's mother cope with her situation?

2. well

ll. 8ff: "her eyes widened with childish glee when she found something she liked"

3. Describe Jeanette's economic situation.

well-off

ll. 19-21 " the doorman held the door for me, and the elevator man took me up to my floor. ... click of my heels on the polished wood floor "; l.30 " wearing pearls and living on Park Avenue "

4. Describe Jeanette's initial reaction when she sees her mom.

panicky, hiding

l. 15 "I was overcome with panic" / l. 18 "I slid down in my seat"

How does Jeanette feel about her home when compared to her mother's situation?
Give two different details.

likes her home, but feels ashamed

l. 27 "I'd tried to make a home for myself" / l. 30 "ashamed of myself"

5. Describe Jeanette's relationship to her mother.

worried but distanced

ll. 29-30 " I fretted about them, but I was embarrassed by them, too,"

6. Identify the different time spans that are narrated in the given excerpt.

3 different time spans:

evening of first day

a few days later

some time later (not specified)

no.1 ll. 1-37 "I was sitting in a taxi, ..." - "to get back to me,"

no.2 ll. 37-41 "but when I heard from her, ..." - "Chinese restaurant."

no.3 ll. 42-48 "Mom was sitting" - "she explained."

Reading Comprehension - Tim Lavin / Sage Stossel - Security Versus Civil Liberties

Teilaufgabe für Klausur

Hinweise:

- I. Bezug zum Bildungsplan – Kulturelle Kompetenz:
Die derzeitigen Lebensverhältnisse in den USA ... auch in ihrer historischen Bedingtheit
Civil Liberties
- II. Unterrichtliche Voraussetzungen:
Die Schüler sollten aufgrund des Schwierigkeitsgrades des Textes bereits mit dem entsprechenden Vokabular und der Thematik Sicherheit vertraut sein.
- III. Kommentar zur Aufgabe:
Der Text von Tim Lavin und Sage Stossel (Security Versus Civil Liberties) ist inhaltlich und lexikalisch sehr anspruchsvoll (C1 des GER) und daher für den Einsatz in relativ leistungsstarken Gruppen in der Jahrgangsstufe 2 geeignet. Das Format *true / false* (plus Textzitat) eignet sich als Teilaufgabe in einer Klausur zur Überprüfung des Leseverstehens.
In der schulischen Erprobung hat sich gezeigt, dass die Ergebnisse eine eher geringe Trennschärfe aufwiesen.
- IV. Kommentar zur Bewertung:
Richtwert für diese Klausur: 50 % der gelösten Teilaufgaben = Note ausreichend,
80 % der gelösten Teilaufgaben = Note gut.
- V. Quelle:
Tim Lavin, Sage Stossel: Security Versus Civil Liberties
<http://www.theatlantic.com/past/docs/unbound/flashbks/liberties.htm>
Beginn: „Writing in December, 2001...“
(933 Wörter)
Aus urheberrechtlichen Gründen kann der Text hier leider nicht zur Verfügung gestellt werden.

Reading Comprehension - Lavin/ Stossel - Security Versus Civil Liberties

Decide whether these statements are true or false and tick the appropriate box. Support your choice with evidence from the text. Do not forget to provide line numbers. There is one example given.

	TRUE	FALSE
0. Posner claims that freedom has been more important than security in the past.		x
<i>(ll. 4-5) their relative importance changes from time to time and from situation to situation.</i>		
1. Posner argues in favor of limiting civil liberties.		
(l.____) _____		
2. American history has until now been free from a limitation of civil liberties.		
(l.____) _____		
3. Gastil emphasizes the relevance of electoral or legislative mechanisms.		
(l.____) _____		
4. Gastil also claims that political rights are just as important as civil freedoms.		
(l.____) _____		
5. Bruce Hoffman condemned the use of torture by the French Army.		
(l.____) _____		
6. The French Army took a tough stance against the FLN which eventually lead to political victory, too.		
(l.____) _____		
7. Hoffman refrains from judging the use of torture to achieve one's aims.		
(l.____) _____		
8. Phyllis Rose argues that it is difficult to get somebody to torture somebody else.		
(l.____) _____		
9. The Churches have upheld the tradition of not using torture.		
(l.____) _____		
10. The authors think that the security - liberty dilemma needs to be addressed less dogmatically.		
(l.____) _____		

Reading Comprehension - Lavin/ Stossel - Security Versus Civil Liberties

Solution:

	TRUE	FALSE
0. Posner claims that freedom has been more important than security in the past.		x
<i>(ll. 4-5) their relative importance changes from time to time and from situation to situation.</i>		
1. Posner argues in favor of limiting civil liberties.	x	
<i>(ll.9-10) civil liberties "should be curtailed [because] the benefits in greater security outweigh the costs in reduced liberty.</i>		
2. American history has until now been free from a limitation of civil liberties.		x
<i>(ll. 11-12) ... Lincoln's suspension of habeas corpus during the Civil War...</i>		
3. Gastil emphasizes the relevance of electoral or legislative mechanisms.		x
<i>(ll.19-21) ..., "the emphasis tends to be on the existence of electoral or legislative mechanisms that allow for choice, with less attention paid to those civil liberties that make that choice effectively free."</i>		
4. Gastil also claims that political rights are just as important as civil freedoms.		x
<i>(ll.23-25) "... while civil freedoms without political rights... would offer the major values that I understand democracy to promote."</i>		
5. Bruce Hoffman condemned the use of torture by the French Army.		x
<i>(ll.31-33) Bruce Hoffman considered the French Army's torture of suspected terrorists in the 1950s to extract information instrumental...</i>		
6. The French Army took a tough stance against the FLN which eventually lead to political victory, too.		x
<i>(ll. 36-38) ... the extreme methods of the French ended up backfiring: The approach... at least strategically, was counterproductive.</i>		
7. Hoffman refrains from judging the use of torture to achieve one's aims.	x	
<i>(l.44) Hoffman reserved judgment, ...</i>		
8. Phyllis Rose argues that it is difficult to get somebody to torture somebody else.	x	
<i>(ll.52-53) ... overcome their repugnance to the task of causing physical pain to another person...</i>		
9. The Churches have upheld the tradition of not using torture.		x
<i>(ll.55-56) There have been few bigger fans of torture than Christianity and Islam.</i>		
10. The authors think that the security - liberty dilemma needs to be addressed less dogmatically.	x	
<i>(ll.63-64) An attitude of measured pragmatism may serve us better than one of indignant righteousness.</i>		

Teilaufgabe für Klausur

Hinweise:

- I. Bezug zum Bildungsplan – Kulturelle Kompetenz:
Ausgewählte Aspekte eines weiteren, über die USA und Großbritannien hinausgehenden Teils der englischsprachigen Welt
The Legacy of Indian Partition (1947)
- II. Unterrichtliche Voraussetzungen:
Die Schüler sollten aufgrund des Schwierigkeitsgrades des Textes bereits mit der Kolonialgeschichte im Allgemeinen und Indien im Besonderen in Berührung gekommen sein.
- III. Kommentar zur Aufgabe:
Der Text eignet sich aufgrund seines lexikalischen und inhaltlichen Schwierigkeitsgrades (C1 des GER) für den Einsatz in K2.
Das Format *Multiple Choice* eignet sich gut für eine Teilaufgabe zur Überprüfung des Leseverstehens.
In der schulischen Erprobung hat sich gezeigt, dass die Ergebnisse eine relativ große Trennschärfe aufwiesen.
- IV. Kommentar zur Bewertung:
Richtwert für diese Klausur: 50 % der gelösten Teilaufgaben = Note ausreichend, 80 % der gelösten Teilaufgaben = Note gut.
- V. Quelle:
Mishra, Pankaj. "Exit Wounds - The legacy of Indian Partition." *Green Line Oberstufe*. Stuttgart: Klett, 2009: 110-111.
(1141 Wörter)
Aus urheberrechtlichen Gründen kann der Text hier leider nicht zur Verfügung gestellt werden.

Read the article by Pankaj Mishra. Based on the information given in the text tick off the best statement and support your claim with evidence from the text. Do not forget to provide line numbers. Only one statement is correct. The first one serves as an example.

0. India and Pakistan were separated based on

- ethnicity.
- family tradition.
- religion.
- tribal affiliations.

(l.6) ... *partitioning the Indian Empire along religious lines...*

1. The separation of India and Pakistan resulted in

- a bleak future for the subcontinent.
- constant massacres on the subcontinent.
- the displacement of millions of people.
- the murder of millions of people.

(l.) _____

2. Choose the adjective which best describes the way the British left their British Indian Empire.

- controlled
- fast
- responsible
- rushed

(l.) _____

3. Before the end of WWII, the British

- fought for India and Pakistan.
- gained control over India and Pakistan.
- lost control over India and Pakistan.
- sent many envoys to India and Pakistan.

(l.) _____

4. Pankaj Mishra compares the situation in India with

- America.
- Asia.
- Europe.
- the Middle East.

(l.) _____

5. The way in which India and Pakistan were separated was the

- fastest solution.
- most accepted solution.
- most sensible solution.
- safest solution.

(l.) _____

6. The British soon lost hope to be able to leave India in an orderly manner because of

- Gandhi's absence from Independence Day celebrations.
- Mohammed Ali Jinnah fighting against the British.
- religious fights in the Punjab and Bengal.
- the dominant political party in India.

(l.) _____

7. Cyril Radcliffe's decision had negative consequences for the economy of

- Britain.
- India.
- Pakistan.
- the USA.

(l.) _____

8. It is _____ that not more people were able to predict the consequences of Cyril Radcliffe's decision. Choose the adjective that best completes the following sentence.

- appalling
- irritating
- surprising
- telling

(l.) _____

9. The British Empire was

- doomed to fail from the start.
- unable to live up to its own moral standards.
- engaged in killing sprees.
- unable to protect the Indians.

(l.) _____

10. Pankaj Mishra sees a connection between Churchill's policies and

- imperial overreaching.
- moral dereliction.
- the Raj.
- 9/11.

(l.) _____

Reading Comprehension - Pankaj Mishra: Exit Wounds - The Legacy of Indian Partition

Solution:

1. The separation of India and Pakistan resulted in

- a bleak future for the subcontinent.
- constant massacres on the subcontinent.
- the displacement of millions of people.
- the murder of millions of people.

(I.7) ..., *some twelve million people would be uprooted...*

2. Choose the adjective which best describes the way the British left their British Indian Empire

- controlled
- fast
- responsible
- rushed

(I.9) ... *hasty imperial retreat...*

3. Before the end of WWII, the British

- fought for India and Pakistan.
- gained control over India and Pakistan.
- lost control over India and Pakistan.
- sent many envoys to India and Pakistan.

(II.14-15) ... *the subcontinent, which had spiraled out of their control...*

4. Pankaj Mishra compares the situation in India with

- America.
- Asia.
- Europe.
- the Middle East.

(I.26) , ...*as in Palestine, ...*

5. The way in which India and Pakistan were separated was the

- fastest solution.
- most accepted solution.
- most sensible solution.
- safest solution.

(II.26-27) ..., *the British saw partition along religious lines as the quickest way to the exit.*

6. The British soon lost hope to be able to leave India in an orderly manner because of

- Gandhi's absence from Independence Day celebrations.
- Mohammed Ali Jinnah fighting against the British.
- religious fights in Punjab and Bengal.
- the dominant political party in India.

(II.28-29) ... *sectarian riots in Punjab and Bengal dimmed hopes for a quick and dignified British withdrawal, ...*

7. Cyril Radcliffe's decision had negative consequences for the economy of

- Britain.
- India.
- Pakistan.
- the USA.

(II.42-43) *condemning East Pakistan—and, later, Bangladesh—to decades of rural backwardness.*

8. Choose the adjective which best completes the following sentence.

It is _____ that not more people were able to predict the consequences of Cyril Radcliffe's decision.

- appalling
- irritating
- surprising
- telling

(II.47-48) *It seems extraordinary today that so few ... anticipated...*

9. The British Empire was

- doomed to fail from the start.
- unable to live up to its own moral standards.
- engaged in killing sprees.
- unable to protect the Indians.

(II. 62-63) ... *act of moral dereliction, the British Empire finally disowned its noble sense of mission.*

10. Pankaj Mishra sees a connection between Churchill's policies and

- imperial overreaching.
- moral dereliction.
- the Raj.
- 9/11.

(II.87-88) ... *his expedient boosting of political Islam would eventually unleash a global jihad engulfing even distant New York...*