

B Developments: How does the plot unfold?

B1 A human service assignment

Thema	Entfaltung der literarischen Handlung, Entwicklung der Charaktere
Funktional-kommunikative Kompetenzen	Lesen (einen weiteren Romanauszug lesen und verstehen) Sprechen (mit Mits über Alex' Reaktion, die Charakterisierung zweier Charaktere mit Hilfe von Adjektiven und eines Briefes sowie Wortwahl und Ton eines Briefes diskutieren) Schreiben (einen Brief analysieren, eine Tabelle mit komischen und formalen Elementen erstellen und auswerten, einen formalen Brief oder einen Telefon-Dialog verfassen)
Methodenkompetenzen	Notizen verfassen, einen Prosatext analysieren, einen formalen Brief verfassen, kreatives Schreiben, unbekanntes Vokabular erschließen
Lernwortschatz	<i>give sb. a chance (l. 1), right a wrong (l. 1), resident (l. 3), be qualified (l. 5), apparently (l. 6), rather (l. 7), frankly (l. 7), alert sb. (l. 12), sensitive (l. 19), adolescent (l. 20), hypocritical (1b), reasonable (1b), sympathetic (1b)</i>

CD 10

Dieser Auszug sollte unbedingt zuerst gelesen werden. Der Hörtext kann im Anschluss an die Erarbeitung dazu dienen, das Gelesene über einen weiteren Rezeptionskanal besser zu verankern.

Before reading

Die *Before-reading*-Aufgaben dienen den S dazu, sich die Situation des Erzählers beim Lesen lebhafter vorstellen zu können.

ALT Für die zweite *pre-reading*-Aufgabe bietet sich das *Four corners*-Verfahren (► HRU-Seite 186) an. L: *In each corner of the classroom there is a different statement concerning a human service assignment like the one Alex gets. Take a look at each one and stand next to the one that best fits your personality. Talk to the others in your corner about your reasons for being there, and be prepared to summarize your position to the rest of the class.*

Mögliche Statements:

- 1 I'd rather sit in a jail cell and play Nintendo.
- 2 I'd be happy doing something useful for other people.
- 3 I'd rather be assigned street-cleaning work.
- 4 I'd be anxious that I couldn't cope, but I'd give it a try.

Die S ordnen sich einer der vier Aussagen zum 'human service assignment' zu. Am Ende wird in einem zusammenfassenden Statement die Positionen der gesamten Lerngruppe festhalten.

LÖS Individual answers

Aufgabe 1a–c

LÖS Individual answers

Aufgabe 2a+b

In EA fertigen die S eine Liste mit den Formulierungen aus dem Text an, denen sie Konnotationen zuordnen. Anschließend besprechen sie ihre Ergebnisse in PA.

LÖS

- "a very interesting patient resident named Solomon Lewis" (ll. 3/4) → a very particular senior citizen in a nursing home
- "he has some problems with memory and attention" (l. 6) → probably not quite sane due to an illness or old age
- "He is also [...] verbally abusive" (ll. 7/8); "Within minutes [...] Mr. Lewis called me an imbecile [...]" (ll. 8/9); "[...] suggested that other pati residents should be mercy-killed." (ll. 9/10); "He also berated me repeatedly in some foreign language [...]" (l. 10) → insulting, nasty, intolerable to be around
- "[...] Mr. Lewis is afflicted with a serious health problem [...]. He started choking to death [...]" (ll. 12–14) → seriously ill (cf. "patient")

Aufgabe 2c

Die S lösen die Aufgabe zunächst in EA. Anschließend erfolgt die Besprechung im Plenum.

LÖS

Alex thinks he should be replaced by a psychiatrist/linguist/paramedic/saint → his letter demonstrates that he's on the defensive all the time; he doesn't see the person in front of him; he feels abused and mistreated; in his mind he has categorized Mr. Lewis as a "patient", i.e. somebody who is a victim of suffering himself and needs help

Aufgabe 3a HA

LÖS 3a

Formal elements	Comical elements
"right my wrongs and learn from my mistakes" (l.1)	"even though my accident did not hurt anybody but myself" (l.2)
"First of all" (l.5); "I am just not qualified to assist Mr. Lewis" (l.5); "Apparently, he has [...]" (l.6); "He is also, frankly, [...]" (l.7)	"[...] while I know the assignment is to serve humans [...]" (l.5)
"Secondly, nobody alerted me [...]" (l.12); "[...] is afflicted with a serious health problem" (ll.12/13)	"He started choking to death right in front of me [...]" (ll.14/15); "A nurse had to come rushing in with a big mask and give him some kind of emergency breathing treatment." (ll.14/15)
"In closing, I feel that I have grounds for concern here [...]" (ll.16/17); "However, I am just not qualified [...]" (ll.17/18)	"The home should replace me with a psychiatrist/linguist/paramedic/saint [...]" (ll.18/19)
	"[...] be less traumatic for my sensitive adolescent mind." (ll.19/20)

Aufgabe 3b HA

LÖS Alex uses formal expressions that he must know from the court sentence → use of formal vocabulary, formal closing of his letter; he adds personal thoughts in less formal speech → make the whole letter sound ironical; especially the list of "professionals" culminating in "saint"

Aufgabe 4a HA

LÖS

The pupil ...

- notes down ideas from the perspective of Judge Trent for the letter.
- structures their arguments and outlines the letter.
- composes a formal letter regarding the correct style and register:
 - writes address, date, addressee and heading in the right position.
 - uses a suitable salutation (Dear Alex / Dear Alex Gregory / Dear Mr. Gregory).
 - uses long forms in text body.
 - states the Judge's reason for writing in the first sentence.
 - writes two or three arguments in clearly structured paragraphs.
 - links arguments.
 - uses a suitable closure (Sincerely, Judge Trent).