



Do's and Don'ts

The daughters of American president Obama had to follow a lot of special rules.

First read the text 'The First Daughters' about Malia and Sasha Obama. Then find NINE rules Malia and Sasha had to follow in different situations. Write short sentences on the lines (1-9) on the next page. There is an example (0) at the beginning.

THE FIRST DAUGHTERS

The US president and his family were careful whenever they were in public. Everywhere they went there were TV cameras, journalists and photographers recording everything they did and said. Listening when their dad gave a speech was as important for the first daughters as smiling all the time. Under no circumstances should they ever look bored or yawn.

Having the president of the United States as a parent meant every move they made was being watched, and not only by journalists. Malia and Sasha were never alone. Whenever they left the White House, bodyguards always had to accompany them. The girls sometimes met politicians, royals or other celebrities at important events. On such occasions, they were not permitted to show up wearing casual clothes.

The President and First Lady constantly reminded their daughters that they were growing up in a slightly unreal environment at the White House. Things that were pretty normal for everyone else, like opening a window at home or in a car, the first daughters weren't allowed to do for security reasons.

When the girls were not with White House staff, they had to do their own chores including making their own beds and tidying their rooms. They also had responsibilities like walking their dogs.

During the school week the girls' parents didn't let them use electronic gadgets, and they had to practice two sports: one they liked and another one chosen by their mother. Even trips Sasha and Malia took with their parents weren't all fun because, at the end of each trip, they had to write a report about their experiences.

While the family lived at the White House, Barack and Michelle Obama did everything they could to make sure their daughters grew up like any other teenagers in the US.



Do's and Don'ts

When listening to their dad giving a speech:

(0) ***Smile all the time.***

(1) _____

When leaving the White House:

(2) _____

(3) _____

When at home on their own:

(4) _____

(5) _____

(6) _____

During the school week:

(7) _____

(8) _____

Following trips with their parents:

(9) _____



Individuelle Lösungen, z. B.

- (1) Don't look bored or yawn.
- (2) Dress appropriately.
→ Die Regel wird akzeptiert, auch wenn sie als Verbot formuliert ist, z. B.
Don't wear casual clothes.
- (3) Don't leave without bodyguards.
→ Die Regel wird akzeptiert, auch wenn sie als Gebot formuliert ist, z. B.
Bodyguards have to be with you.
- (4) Make your bed. // Tidy your room.
- (5) Don't open windows.
- (6) Walk your dog.
- (7) Practice / Do two sports.
- (8) Don't use electronic gadgets.
- (9) Write reports about your experiences.

Hinweise zur Korrektur

Für jede inhaltlich und sprachlich passende Regel wird **1 Punkt** vergeben.

Die Höchstpunktzahl beträgt insgesamt **9 Punkte**.

Alternative Formulierungen sind möglich, sofern sie die gleiche Lösungsidee transportieren und als Verhaltensregel erkannt werden können, z. B. Verwendung des Imperativs.

Verstöße gegen die sprachliche Korrektheit bleiben unberücksichtigt, sofern sie nicht kommunikationsbehindernd sind.

Kurzbeschreibung des neuen Formats

Die Prüflinge erschließen den Inhalt eines Textes, um daraus neun Verhaltensregeln herauszufiltern. Diese formulieren sie als Gebote bzw. Verbote, die sie jeweils zu dem entsprechenden Bereich notieren.

Begründung des Leistungsniveaus

Grundlage sind die Kompetenzerwartungen zum Bereich *Text- und Medienkompetenzen* aus dem LehrplanPLUS, die ein mittleres Anforderungsniveau beschreiben.

Das erhöhte Leistungsniveau bei dieser Aufgabe ergibt sich u. a. aus

- der Komplexität des Ausgangstextes,
- der anspruchsvollen Transferleistung beim Erstellen der Verhaltensregeln (Berücksichtigung der Textsorte, Nachahmung der Struktur, Einhalten des Imperativs).

Die Übernahme einzelner Textbausteine ist möglich, diese müssen aber dem neuen Kontext angepasst werden. Daher ist ein Abschreiben längerer Textpassagen nicht möglich, wenn die Aufgabe richtig umgesetzt wird.

Quelle (Ausgangstext):

Bayerisches Staatsministerium für Unterricht und Kultus: Besondere Leistungsfeststellung zum Erwerb des qualifizierenden Abschlusses der Mittelschule 2014; adaptierter Auszug aus dem Lesetext