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VORSCHAU

### Was ist die „Mystery-Methode“?

Die Mystery-Methode ging aus der Entwicklung neuer sozial-konstruktivistischer Lernmethoden hervor, die Mitte der 1990er Jahre an der Universität Newcastle von David Leat und Adam Nichols konzipiert und erprobt wurden. Zusammen mit einem Team von Geografielehrkräften entwickelten sie in dem Projekt „Thinking Through Geography“ neue didaktische Ansätze, in denen kognitive Strategien des Wissenserwerbs sowie metakognitive Reflexion über Lösungswege und Strategien zusammengeführt werden sollten (vgl. D. Leat/A. Nichols (2003). *Mysteries Make You Think*. Series: Theory into Practice, professional Development for Geography Teachers. 2<sup>nd</sup> ed. Sheffield: Geographical Association). Im Zentrum dieser neuen Ansätze steht immer eine herausfordernde Problemstellung, die kognitive Anstrengung erfordert, aber auch offen genug ist, um verschiedene Lösungswege und Ergebnisse zuzulassen, und so zu einem motivierenden Unterricht führen soll. Dabei ist die methodische Durchführung zwar in ihrem Basisverfahren festgelegt, erlaubt jedoch die Variation einzelner Elemente.

Das Motivierungspotenzial der Mystery-Methode beruht auf folgenden Prinzipien:

- Kooperatives Lernen in Kleingruppen, das den Austausch von Informationen und die Diskussion möglicher Lösungen erfordert
- Offenheit der Lösungen und Lösungswege
- Selbstgesteuertes aktives Arbeiten; die Lehrkraft ist zunächst als Berater\*in und später als Moderator\*in tätig
- Binnendifferenzierung über verschiedene Bearbeitungsniveaus (z. B. unterschiedliche Informationsmengen)
- Rätselcharakter der Leitfrage, die erst aus der Vernetzung der verschiedenen Informationen heraus beantwortet werden kann

### Die Mystery-Methode im Englischunterricht

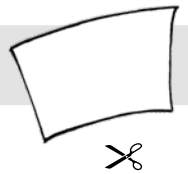
Da die Mystery-Methode ursprünglich für den Geografieunterricht entwickelt wurde, kann sie nicht unverändert auf den Englischunterricht übertragen werden. Zwar ist das flüssige, sinnerfassende Lesen (hier: der Kärtchentexte) ein wichtiges Lernziel des Englischunterrichts, jedoch würden ohne Modifikation der Methode die kommunikativen Kompetenzen und die kreative Verwendung der Fremdsprache vernachlässigt. Aus diesem Grund werden bei manchen Mysteries bereits in die Arbeit mit den Kärtchen anspruchsvollere sprach-produktive Aktivitäten (z. B. Bildbeschreibungen oder Zusammenfassungen von Informationsbündeln) integriert, die den Anteil der gesprochenen Sprache erhöhen. Eine Auswahl von schriftlichen und mündlichen Sprachaktivitäten, die im Anschluss an die Präsentation der Ergebnisse das erworbene Sachwissen und Sprachmaterial umwälzen und vertiefen, stellt ein weiteres fremdsprachenspezifisches Element dar.

### Hinweise zum Einsatz im Unterricht

#### 1. Aufbau eines Mystery

Die **Sachanalyse** bietet jeweils zu Beginn eine inhaltliche Einführung in die Thematik und einen Überblick über die ausgewählten Teilaspekte des Bereichs. Die **Ideen für die Einbettung in den unterrichtlichen Kontext** geben Informationen bzgl. der geeigneten Jahrgangsstufe und der Vorgehensweise.

Im Anschluss an die Bearbeitung der Leitfrage werden in den **follow-up activities** verschiedene Aktivitäten zur mündlichen und schriftlichen Sprachproduktion vorgeschlagen, die es erlauben, das Thema zu vertiefen und dabei kreativ die Fremdsprache anzuwenden.



Oh, great! A birthday party! I love birthday parties.

I must find a nice present for her.



I think she likes exotic plants very much.



I must try to find a nice cactus.

I mustn't forget to find a nice card for her, too.

Her mother makes very good cheesecakes – yummy!



That's great! I like going to the swimming-pool.

Today's Wednesday – that means it's half price for pupils.

I must ask my mother first.

I'm not a very good swimmer.












**Lösung der Leitfrage:** Eine sinnvolle Route wäre:



Jugendherberge → Buckingham Palace → King's Cross Station → Tower → The Shard → London Eye → London Dungeon → Sea Life London → Jugendherberge

Aus den Texten ist erschießbar, dass King's Cross Station, The London Eye, The London Dungeon und Sea Life London eingehender besichtigt werden.

Folgende Basiskärtchen bilden Objektgruppen:

<p><b>Buckingham Palace</b></p>  <p>© Oleksandr Tkachenko – stock.adobe.com</p> <p>home of the Royal Family</p> <p>huge garden parties</p>	<p><b>Platform 9<sup>3/4</sup>, King's Cross Station</b></p>  <p>© Roberto Montanari – Shutterstock.com</p> <p>there was a battle here between the Celts and the Romans</p> <p>Harry Potter gets on the Hogwarts Express at Platform 9<sup>3/4</sup></p>	<p><b>The Tower of London</b></p>  <p>© Alexander Chaikin – Shutterstock.com</p> <p>place where the crown jewels are kept</p> <p>meaning of the ravens</p>	<p><b>The Shard</b></p>  <p>© pxl.store – Shutterstock.com</p> <p>the tallest building in the UK</p> <p>most of the rooms are offices</p>
<p><b>The London Eye</b></p>  <p>© nito – Shutterstock.com</p> <p>135 metres tall</p> <p>32 capsules</p>	<p><b>The London Dungeon</b></p>  <p>© A and J King – Shutterstock.com</p> <p>life in London 500 years ago</p> <p>Jack the Ripper; King Henry VIII</p>	<p><b>Sea Life London</b></p>  <p>© Rajat Kreation – Shutterstock.com</p> <p>a huge aquarium with sharks, clown fish, penguins etc.</p>	

Erweiterungskärtchen:

<p><b>Harrods</b></p>  <p>© Richie Chan – Shutterstock.com</p> <p>the largest department store in Europe</p> <p>sometimes more than 300,000 visitors a day</p>	<p><b>Madame Tussauds</b></p>  <p>© fritschk – Shutterstock.com</p> <p>a wax museum</p> <p>you can also find people from today there</p>
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## “Oh God, I forgot the turkey!”

Florian Teichmann has been with his American host family (*Gastfamilie*) for seven days now and he likes all of them, especially Dave and Susan, the two children in the Duncan family. Today seems to be a special day: There is no school (although it's not a weekend), everybody seems to be a bit excited, and Mrs Duncan has been very busy in the kitchen all day.

Now it's late afternoon. Mrs Duncan comes into the living-room and sits down for a cup of coffee. The children are trying to get Freddy the cat to stand up because they want to post funny animal photos. “Did you forget to turn on the oven, dear?” Mr Duncan says after a while looking up from his golf magazine. “Normally I can smell the delicious roast turkey at this hour.” – “Oh God!” Mrs Duncan shouts and jumps up from her chair. “This is terrible! I did forget to turn it on! This is a disaster!” Florian looks at Dave and Susan in surprise. “Why is this a disaster? We can also eat spaghetti or tortilla, that doesn't take a long time to prepare. And we can have the turkey tomorrow ...” – “What? Eat the turkey tomorrow? We must have the turkey today! Today is ...” But Dave's father stops him and says: “Stop shouting, Dave! Florian certainly knows what's so special about today.”

**Why is the turkey so important for dinner that day, and why is that day so important for the Duncan family?**

### What to do:

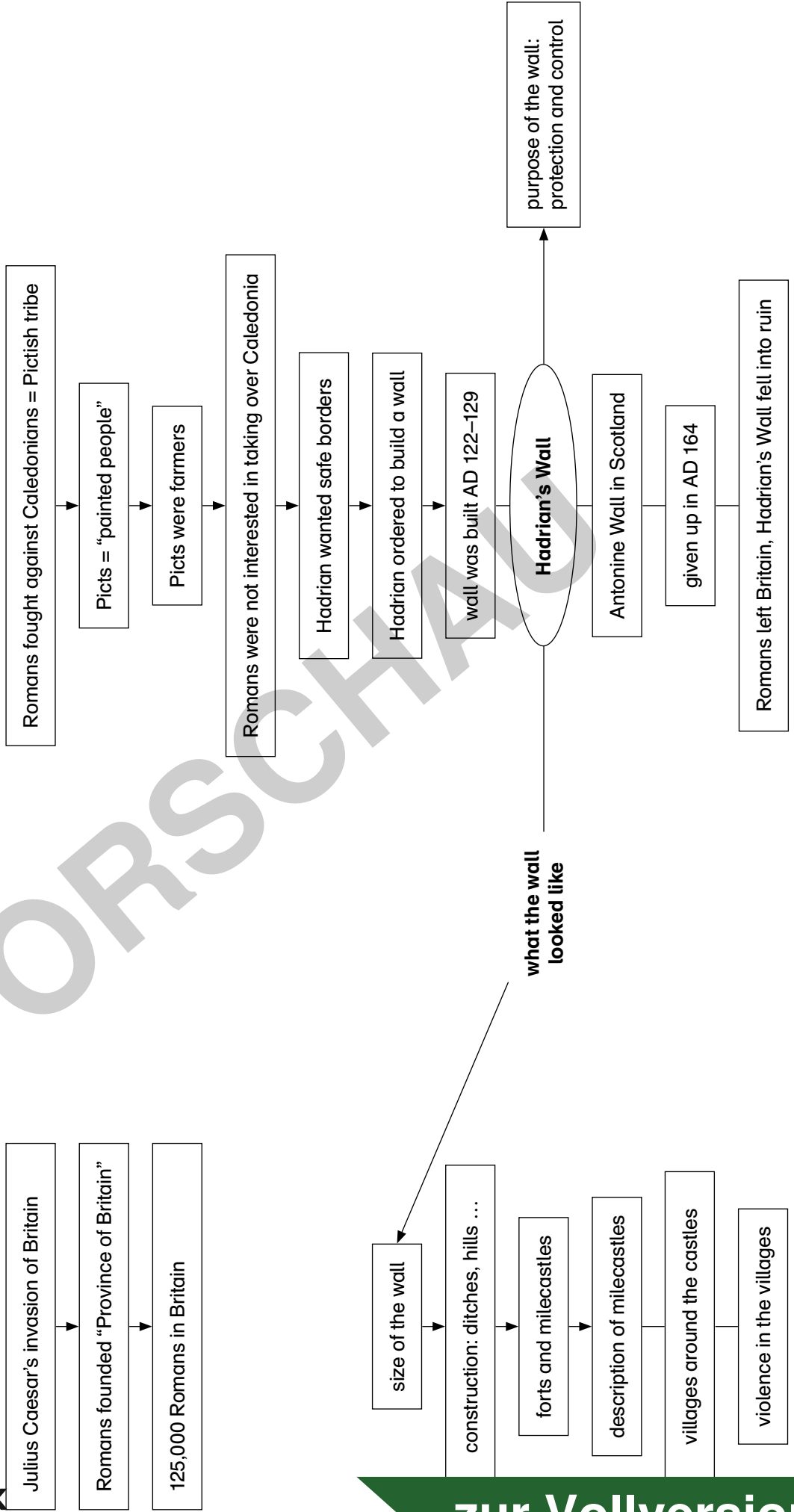
1. Read out all the cards aloud.
2. Then divide the cards into groups. Which cards describe the same aspect? Try to find a heading (*Überschrift*) for this aspect.
3. Try to find out which events came first, and which made the other events happen. Arrange the cards in the order you have chosen.
4. Glue (*kleben*) the cards onto a poster, add the subtitles and use symbols (e.g. →) to show the relationships between the cards or groups of cards.
5. Write your answer on the worksheet.

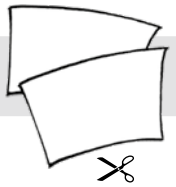
## Hadrian's Wall

## Mögliche Lösung



**Lösung der Leitfrage:** The Romans built a wall and many forts in Northern England to protect their province Britannia. This wall is called Hadrian's Wall.





When the Europeans arrived in America, Catholic and Protestant missionaries tried to convert the Native Americans to Christianity (*Christentum*). At the end of the 17<sup>th</sup> century American Indian Boarding Schools (*Internate*) for native children were founded. The children were often taken away from their parents by force (*gewaltsam*).

The Ghost Dance was a religious movement among many tribes (*Stämme*). It was founded by a Paiute Indian in 1870, who said that the world would soon end and then be made again as a world without suffering (*Leid*). Native Americans should live by following their old traditions while waiting for the end of the world.

In sweat lodges (*Schwitzhütten*) the Lakota pray (*beten*) for physical and spiritual health. The elements of the sweat lodge – earth, plants, fire and air – combine the powers of nature, and have the power to keep people healthy.

The death of a child is thought to be a very tragic event. So Lakota women who have lost a child often cut off a part of their little fingers to show how sad they are.

Today Lakota are buried (*bestattet*) in cemeteries (*Friedhöfe*) with the rituals of the religion they follow (for example, Christianity). However, these rituals are often combined with traditional Lakota rituals such as the “give-away”, during which family members give away possessions (*Besitz*) of the dead and also their own.

In these boarding schools (*Internate*) native (*einheimische*) children were taught Christian beliefs, and both the English language and the culture and way of life of Europe. The US government (*Regierung*) put an end to this suppression (*Unterdrückung*) of Native American cultures and language in 1978.





Aboriginal Australians are the descendants (*Nachkommen*) of migrants who left Africa about 70,000 years ago and came to Australia about 50,000 years ago. Aboriginal Australians probably have the oldest culture in the world, as Australia was isolated from the rest of Southeast Asia for at least 35,000 years.

When the first Europeans arrived in Australia, about 300,000 to 1,000,000 Aboriginal Australians lived on the continent. In 1920, however, there were only 60,000 left. This was because of new illnesses and violent conflicts with settlers. In the 20<sup>th</sup> century numbers went up – now about 460,000 Aboriginals live in Australia.

More than 70% of Aboriginal Australians now live in the cities and follow a modern way of life. Aboriginal traditions and languages can be found mostly in the Northern territory: European settlers came to this part of Australia quite late. Here about 60% of the Aboriginals still speak their indigenous (*eingeboren*) language in their families. Most Aboriginal people speak English.

Aboriginal Australians believe that at the beginning their land was empty – there were no geographical forms and no life. Everything was created by the spirits or spiritual ancestors: the land, the plants, the animals, the people.

The spiritual ancestors also made the patterns (*Modelle*) of life for the Aboriginal people. They created sacred sites, gave the people their hunting tools (e. g. the boomerang), and taught them sacred rites for initiation<sup>1</sup>, marriage and death. The time when the land was created and the spiritual ancestors travelled across the land is called “Dreamtime”.

The term “Dreamtime” is like our idea of “dream”. It means a time in the past when the order of the universe and the world itself were created. Dreamtime legends therefore explain why there are rocks, rivers, storms and other natural phenomena.

<sup>1</sup> Einführung der Jugendlichen in den Kreis der Erwachsenen

Aboriginal Australians believe that their spiritual ancestors still live on the land or in the sky and watch over them to make sure that the sacred rites are used correctly and that they are respectful towards them. The ancestors can change shape into animals, e. g. snakes or kangaroos. These animals play an important part in Aboriginal art.

The spiritual ancestors (*Vorfahren*) made special sites, like Uluru, to show the people which places were to be sacred. They still live in secret places on earth, in water holes, rock crevices (*Felsspalten*) etc. Near these places the Aboriginals perform ritual ceremonies to please (*zufriedenstellen*) the spirits and to contact them.

Uluru (or Ayers Rock) is a large sandstone rock in the Northern Territory and rises 348 m above the ground. Since 1985 the local Anangu tribe (*Stamm*) owns Uluru, which is a sacred site for them. One of the Dreamtime stories which explain the creation (*Erschaffung*) of Uluru tells of boys who built Uluru out of the mud (*Schlamm*) after a heavy rainfall.



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Aha ... well, let's talk about the jobs you've had so far. According to (*laut*) your résumé you worked as a caretaker at Southwell Elementary School. Can you tell me more about it?

I see ... well, being a bit late for a job interview shouldn't be too much of a problem.

Yes.

Would you care to tell me which ones?

You're a bit late. I suppose there was a lot of traffic and the buses had problems getting through.

Yes ... well ... I was in charge of (*verantwortlich für*) the school building.

I see. Children can be quite difficult at time, I suppose.

Hello, Mr Simson, I suppose? Pleased to meet you. (*Sehr erfreut.*)

Yes, there are too many spoiled (*verzogen*) kids at school these days.

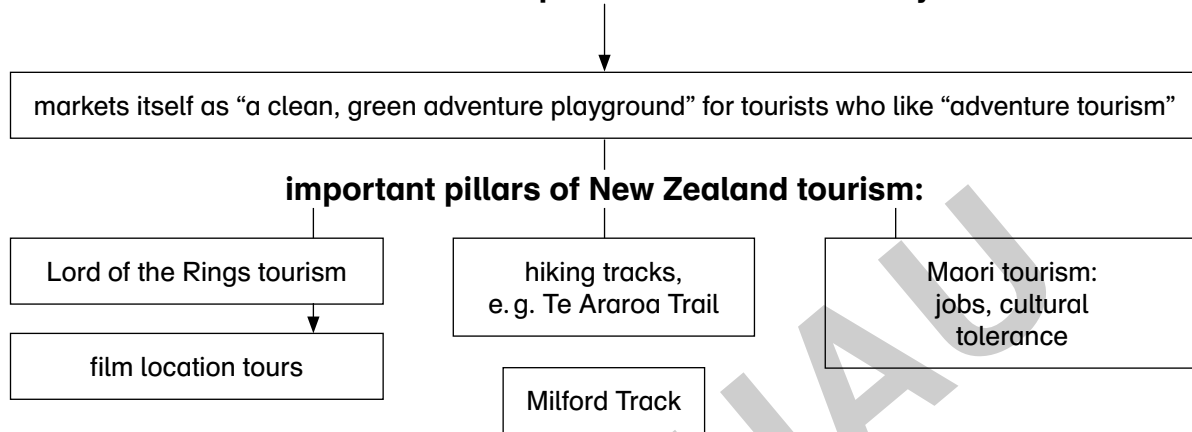
The pupils used to throw their rubbish into the flowerbeds. I told them hundreds of times to use the bins, but they just wouldn't listen!

VORSCHAU



**Lösung der Leitfrage:** The beautiful places for camping are very crowded and free campers are looked upon suspiciously by the local population. Ted might also find it difficult to enjoy “peace and quiet” along the famous tracks as they are very crowded, too. If he wants to do the Milford Track, he will have to make a booking months before he plans to go.

**New Zealand – a peaceful and rich country**



> tourism is very important for New Zealand’s economy <

**BUT:**

dangers of overtourism

over-crowded hiking tracks

crowded tourist hotspots,  
angry locals (tourists block roads,  
leave rubbish ...)

growing number of free campers

growing cost of living and crime rate among Maoris