

P1 Words • Reading: giving advice

Kernkompetenz: Über idiomatische Wendungen verfügen.

Dient als *language support* für *Target task* TB A5.

- a) Der vervollständigte Text liefert den S einen Mustertext für ihren *survival guide for a US exchange student* in TB A5.
- b) Unterstützt gemeinsam mit c) die Ideensammlung und inhaltliche Strukturierung der *Target task* in TB A5.

Lösung/Lösungsvorschlag

- a) 1. *People might not understand why*
 2. *It might be better if you didn't*
 3. *if I were you, I'd*
 4. *Why not*
 5. *A good way to impress people is to*
 6. *It's not a good idea to*
 7. *If you want to be really popular*
 8. *Whatever you do, don't*

b) Dos	<i>Wear what everyone else wears.</i> <i>Find out more about German football teams.</i> <i>Know some facts about Germany.</i> <i>Ask questions.</i> <i>Help people with their English.</i> <i>Correct the teacher (when necessary!).</i>
Don'ts	<i>Don't wear your band uniform.</i> <i>Don't bore people by just talking about your hobbies.</i> <i>Don't constantly compare Germany to America.</i> <i>Don't criticize people's English.</i> <i>Don't laugh if someone makes a mistake.</i>

- c) **already covered:** *what to wear; how to behave in class; how to get on with people; how to make a good impression / missing: what to do in your free time*

what to do in your free time:

- **Dos:** *A lot of pupils at our school enjoy going to sports clubs in the evenings. If you really want to fit in, try finding a local club sport that you enjoy, or one that you've always wanted to try, and go along. It's a great use of your free time, and you'll make loads of friends.*
- **Don'ts:** *Don't just sit at home and watch TV. People in Germany don't watch as much television as people in the States, and some of the programmes are difficult for foreigners to understand at first. It's much better to go to the cinema with friends, sometimes they'll show English films, so you can still go if your German isn't very good.*

P2 Rhetorical devices

R|W
S|L

Kernkompetenz: Stilmittel kennen und anwenden.

Einige der Sätze aus a) und b) können für die *Target task* in TB A5 übernommen werden.

Lösung/Lösungsvorschlag

- a) 1. *alliteration* 2. *exaggeration* 3. *repetition* 4. *repetition* 5. *alliteration* 6. *exaggeration*
- b) 1. *Just try to be yourself. Just try to be natural. (repetition)*
2. *Grades are the only thing that matter at school, even if everyone pretends they're not. (exaggeration)*
3. *Individuality is important, but black leather trousers are a bad idea. (alliteration)*
4. *Girly gossip gives people a reason not to like you. (alliteration)*

P3 Words: describing facial expressions and movement

R|W
S|L

a) **Kernkompetenz:** Über Wörter in ihren Bindungen und Kollokationen verfügen.

Erweiterung: weitere *expressions*.

to twist one's mouth
to make eye contact
to cast one's eyes over
to purse one's lips
to cross one's legs
to clench one's fist
to raise one's arm

b) **Kernkompetenz:** Über thematischen und idiomatischen Wortschatz verfügen.

Lösung/Lösungsvorschlag

- a) 1-I 2-E 3-G 4-F 5-A 6-D 7-B 8-H 9-C
- b) 1. *You dislike something you have eaten. – I pull a face.*
2. *You don't want to do something. – I shake my head.*
3. *You wish to show somebody something. – I point my finger.*
4. *You disapprove of something. – I raise an eyebrow.*
5. *You think someone or something is stupid. – I roll my eyes.*
6. *You are not sure what to say or do. – I shrug my shoulders.*
7. *You wish to get someone's attention. – I snap my fingers.*
8. *You want to stress the beat of the music. – I tap my feet.*

P4 Writing: rhyming expressions

R|W
S|L

- a) **Kernkompetenz:** Die phonetischen Elemente des Englischen sicher verwenden.
- a) sollten alle S bearbeiten, da die Reime eine wichtige Unterstützung für die *Target task* TB B10 darstellen.
 - Die Reimpaare können die S auf eine *vocab card* notieren.
- b) **Kernkompetenz:** Formen des kreativen Schreibens (hier: *a short rap*).
Kann der zeitlichen Differenzierung dienen.

Lösung/Lösungsvorschlag

- a) 1-B 2-G 3-A 4-C 5-H 6-D 7-E 8-F
- b) *Although my friends always said that it doesn't matter,
I wanted to get a foot on the social ladder.
Now I'm getting to be popular 'cos I'm dressing fresher,
But now my wardrobe always feels like it's put under pressure.*

P5 Words: Best friends?

R|W
S|L

Kernkompetenz: Über den Wortschatz verfügen, um Empfindungen zu äußern.
Erweiterung: Die Adjektive ermöglichen differenzierte Äußerungen und haben daher hohen Wiederverwendungswert. Entsprechend sollten die S sie sicher ablegen, z. B. in ihrem *English folder*, um sie jederzeit zügig zur Hand zu haben.

Lösung

1. *Janice didn't realize that her friend could be so **cruel**.*
2. *They had agreed not to show anyone else the **humiliating** photos that they had taken ...*
3. *Janice was **unsure** what to do because she was **scared** of losing her best friend.*
4. *On the other hand she was extremely **annoyed** about her friend's actions.*
5. *Mandy knew how **self-conscious** Janice was, particularly in front of some of the boys in ...*
6. *She was sure that Sam would make some **nasty** comments at school the next day.*
7. *Why was she so **frightened** of Sam and his friends?*
8. *The point was that they were the **dominant** group in the class and if they thought she was stupid, everyone else would, too.*

P6 Words: the best choice

R|W
S|L

Kernkompetenz: Stilistische Besonderheiten erkennen.

- Wortschatzaufgabe zur Vorbereitung auf die *Target task* TB C5.
- Erweiterung: Die Vokabeln können das *word web* aus TB P9 ergänzen. (Das *word web* dient der sprachlichen Unterstützung in der Vorbereitung der Diskussion in TB C5.)

Lösung

1. *When we realized you were drunk, we were **horrified**.*
2. *I never **expected** anything like this to happen.*
3. *What did your friend **tell** you to do?*
4. *I thought you were more **trustworthy**.*
5. *It would have been social suicide not to have **drunk** any alcohol.*
6. *I didn't call a teacher because I didn't want to make things **difficult** for my friends.*
7. *How do you **feel about** your friends now?*
8. *I **know** it was wrong to listen to them.*

P7 Conditional, type 3

S mit Übungsbedarf bearbeiten a) und b), S ohne besonderen Übungsbedarf nur b).

a) **Kernkompetenz:** Hypothesen, Annahmen und Bedingungen ausdrücken.

- Hinweis zur Erstauflage: In Satz 1 braucht es die Verneinung. Im Nachdruck wird die Vorgabe zu (*not see*) korrigiert.
- Erweiterung: Kontrastierung der Bedingungssätze, *types 1–3*: L schreibt die Sätze

If it **rains** this afternoon, we **will stay** at home.
 If it **rained** this afternoon, we **would stay** at home.
 If it **had rained** this afternoon, we **would have stayed** at home.

an die Tafel, lässt die S sie übersetzen und die Unterschiede benennen.

- *type 1*: die Bedingung wird wahrscheinlich erfüllt;
- *type 2*: es geht um unwahrscheinliche oder unmögliche Ereignisse;
- *type 3*: bezieht sich auf die Vergangenheit, Bedingung kann daher nicht mehr erfüllt werden.

b) **Kernkompetenz:** Lückentexte, um Strukturen und Regeln anzuwenden.

Die Sätze beziehen sich auf den Auszug aus *Popular: Vintage wisdom for a modern geek* von Maya von Wagenen im B-Teil. Textverständnis ist für die Lösung der Aufgabe aber nicht Voraussetzung.

Lösung

Can you do it? *If I had stayed at the party until 4am, my parents would have been angry with me. / My exam results would have been much better if I had been better prepared/had prepared better.*

- a) 1. If Kenzie **hadn't seen** Maya with her own eyes, she **wouldn't have believed** her.
 2. If Josh **had been** more considerate, he **wouldn't have upset** his parents.
 3. If the girls **hadn't bullied** her, she **wouldn't have been** so miserable.
 4. If the other actors **hadn't been** so arrogant, Sandy **would have enjoyed** acting in ...
 5. If the cheerleaders had asked her to join them, she **would have been** delighted.
 6. If Jay **hadn't worn** the right clothes, the preppies **wouldn't have accepted** him as one ...
- b) 1. If Maya **hadn't acted** the way she did, she **would have stayed** in the social outcast ...
 2. Many people **would have tried** to talk Maya out of her plan if they **had known** that she ...
 3. If Cristine **had told** Maya to go away, Maya **would not have been** brave enough to stay.
 4. The jocks **wouldn't have talked** to Maya if she **hadn't spoken** to them first.
 5. None of the jocks **would have missed** Maya if she **hadn't sat down** at their table.
 6. Maya **wouldn't have been** the centre of attention ... if she **hadn't talked** to the jocks.
 7. If Maya **hadn't plucked up** enough courage, she **would not have broken** the status quo.
 8. If Kenzie **had gone** with Maya, she **would have become** just as confident.

P8 Reported speech

Kernkompetenz: Wiedergeben, was andere gesagt haben.

- Die Aufgabe kann von allen S bearbeitet werden. Wichtig (→ TB Seite 179): „Wenn die Aussage, die du wiedergibst, jetzt noch von Bedeutung oder allgemeingültig ist, erfolgt kein *backshift of tenses*.“ Grundsätzlich: Lieber ein *backshift* zu viel als zu wenig!
- Im Vorfeld Wiederholen der Regeln, siehe Tafelbild im Folgenden. Die S überlegen sich Satzbeispiele. Die Zeiten ändern sich entsprechend der Pfeile. Die hell unterlegten Zeiten ändern sich auch im *backshift* nicht mehr. Diese Visualisierung können sich die S meist besser merken als die eigentlichen *backshift*-Regeln.

Reported speech: backshift	
simple present She writes a letter. She doesn't write a letter.	→ simple past She wrote a letter. She didn't write a letter.
present perfect She has written a letter. She hasn't written a letter.	→ past perfect She had written a letter. She hadn't written a letter.
will future She will write a letter. She won't write a letter.	→ conditional She would write a letter. She wouldn't write a letter.

Lösung

1. Mark told the radio host that jocks always had a privileged position in high school society.
2. Mark said that being part of a group had helped him become more confident.
3. He told the radio host that preps and nerds would have very different memories of high school.
4. He said that high school had been defined by social groups and stereotypes.
5. Kim told the radio host that she didn't think that your social group defined your personality.
6. Kim said that she had been bullied at school because she wasn't "popular".
7. She told the radio host that her brother was spending a lot of time on his own since he had left the art club.
8. She said she had talked to different groups, and they had all been very friendly.

P9 Words: peer pressure

R|W
S|L

Lexikalische Vorbereitung auf *Target task* TB C5: Die S organisieren *words and phrases* zu *peer pressure* in einem *word web*. Hierzu werten sie die Texte aus TB C3 aus und verwenden Wörterbücher.

Kernkompetenz: Über thematischen Wortschatz verfügen.

- a) Alternative: Wer sich sicher fühlt, kann das Wortmaterial schon gleich hier in a) als *word web* anordnen, also auf den Zwischenschritt einer Wortliste verzichten.
- b) · Weitere *words and phrases*: siehe Erwartungshorizont zu TB C3a), TM Seite 168f.
· Alternative/Erweiterung: *Word wall* (→ Didaktisch-methodische Anregung TM Seite 145) im Klassenzimmer. Die *Word wall* ist eine gute Darstellungsform im Hinblick auf die *Target task* TB C5.

Lösung/Lösungsvorschlag

- a) *someone telling you what to do*
talk to someone you trust
be pressured into doing something
might not always be obvious
might only (smoke) when
be more likely to
pressure comes from you
feel different
fit in
feel out of place
like the rest of the group
feel unsure about yourself
feel the effects of
try to convince others
cannot imagine anything serious happening
be part of a group
want to be popular and acknowledged
be prepared to behave uncharacteristically
have enormous power over
difficult to avoid
learn how to cope
what is best for you
manage peer pressure
comfortable with (the) decisions
have the strength to say no
stick with what you believe in
gain confidence in yourself
respect someone else's choice
take action
be comfortable in your environment
stand up for yourself
positive atmosphere
get help and support

- b) **forms of peer pressure:** persuade their peers to ... / someone telling you what to do / be pressured into doing something / might only ... when/if / be more likely to / pressure comes from you / try to convince others / have power over
- how to avoid peer pressure:** gain confidence in yourself / positive atmosphere / be comfortable in your environment / respect someone else's choices
- why people give in:** want to be popular / feel different / feel out of place / be like the rest / feel unsure about yourself / cannot imagine anything serious happening / want to be part of a group / want to feel that they belong
- ways to cope with/stop peer pressure:** get help and support / talk to someone you trust / learn how to cope / what is best for you / have the strength to say no / stick with what you believe in / take action / stand up for yourself
- other:** be comfortable with your decisions / manage peer pressure / be prepared to behave uncharacteristically / difficult to avoid / feel the effects of / might not always be obvious

P10 Writing: summary

R	W
S	L

- a) **Kernkompetenz:** Formale Kriterien der Textproduktion kennen.
Sicherung/Vergleich der Ergebnisse in Partnerarbeit.
- b) **Kernkompetenz:** Einen Text nach sprachlichen und inhaltlichen Vorgaben erstellen.
- *Summary writing* bezogen auf den Text im *Optional*. Hilfestellung:
 - Merkformel für den Einleitungssatz einer *summary*: **T-A-T. Title, Author, Topic**,
 - *Checklist: summary* von TB Seite 62,
 - **KV19:** Checkliste für die Textproduktion bzw. *feedback sheet* für das *peer editing*.

Lösung/Lösungsvorschlag

- a) – contains unnecessary information: “– Carlos, Sal, Carlotta, Vicky and Espie –” (ll. 2–3)
– uses direct speech: “Mr Harris replies, ‘I can’t allow a club that condones immorality’” (ll. 5–6)
– gives an opinion: “which I don’t think helps his argument” (ll. 7–8)
– uses the past tense: “Mr Harris then abruptly dismissed the group.” (ll. 10–11)
- b) In the extract from “The Hacktivists” by Ben Ockrent, the ‘Hacktivists’ discuss how to deal with Daniel Cooper, a bully at their school.
The extract begins when the ‘Hacktivists’ return from a party, where Archie was humiliated by Daniel. Hugs finds out that Daniel has even posted a video of it on YouTube, where it is quickly viewed by lots of people.
The group then proceeds to discuss the best way to respond to this. Although Archie argues that it would be better to ignore it and show that Daniel hadn’t got to them, Mark thinks they should take the video down. Beth, however, suggests that the group should take more aggressive action against Daniel.
Throughout the discussion, Archie remains in favour of ignoring Daniel, but reluctantly agrees to put the issue to vote as Beth starts to gain support from the others.

P11

Mediation

R	W
S	L

Kernkompetenz: Informationen in der jeweils anderen Sprache zusammenfassen.

- Sprachmittlung Deutsch-Englisch.
- Kann leistungsschwächeren S bei der Ideenfindung für *Target task* TB A5 helfen.

Lösungsvorschlag

Hi Dan,

I found this article in the school magazine and I thought it might interest you, as you were asking about cliques in Germany the other day. The article talks about six different types of people. The first is the "cool guys" group, which I belong to, naturally (just kidding!) These are the people who seem to have it all – good looks, money, style ... They're not particularly academic and care more about girls – and the feeling's mutual!

Then you've got sporty people, who I guess are our version of "jocks". Here in Germany they're not quite as important as they seem to be in the US, and playing sports doesn't always mean that you're one of the "cool guys". Normal sport players can become cool if they play really well, but there are no guarantees! Sometimes there are also sporty girls, but they don't tend to be at the top of the social ladder.

The real 'queens' of the school are what the article calls the "bitches". Basically, "bitches" are "cool guys" who are actually girls, not guys. The only difference is that the "bitches" care much more about their own appearance and love going shopping for clothes and make-up. As the name suggests, they can gossip and fight with each other quite a lot.

Musicians are a completely different group and play in the orchestra or sing in the school choir. They might not be the coolest people in a class, in fact they might even be quite shy normally, but when they actually perform, they really shine. For musicians the highlight of the year is the band trip – it sounds like it can get pretty wild!

Group number five is the "gamers", probably geeks in the US. Mostly male, gamers care more about computers and the Internet than being seen as 'cool'. According to the article, their on-line lives are full of adventure and danger.

Finally, the article talks about "outsiders". These are the people who simply aren't cool, although they can also be sporty, musical or gamers. If you don't dress right or care too much about good grades, then this could be you!

And those are our "cliques" here in Germany, according to the article. That said, I'm sure that you can just be normal, too. What about the US? Is really true that each clique has a special table at lunch and that nobody talks to anyone who isn't in the same group as them?

Bye for now,

Jakob