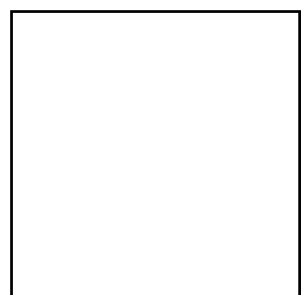
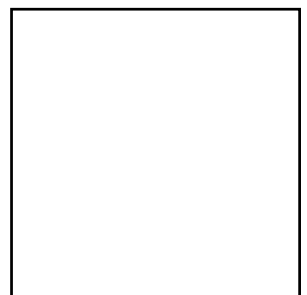
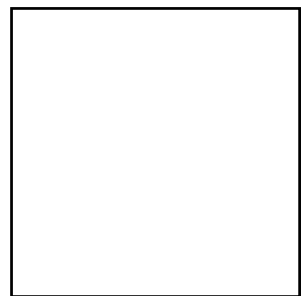


Nelson Thornes Distance Learning

A2 German

Monika Niedziela



Nelson Thornes

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Introduction

Welcome to your Nelson Thornes Distance Learning course for A2 General Certificate of Education in German.

You have been given this course because you already have a good German GCSE, Standard Grade or equivalent, because you have studied German at AS Level and want to study for A2 Level and, most importantly, because you are considered capable of studying independently. This course will guide you through your studies and will help you to prepare for your examination, which will be certificated by the AQA examination board.

In this introductory unit, you will find out more about:

1. How to learn a language 'at a distance'
2. The specification for your examination, i.e. the skills, topics and test-types that you will have to work on
3. Your programme of study for this year
4. The grammar you will need to know by the end of the year
5. Your course materials
6. Your video conference tutorials
7. Visits
8. Course activities (*Aktivitäten*)
9. Work schedule
10. Contact details

Viel Glück!

1. Distance learning

For the majority of this course, you will be undertaking 'supported self-study'. This means that although your study will be guided and supported by your distance-learning German Tutor and your in-school Link Tutor, essentially you will be studying independently. However, you will not be on your own: you will have regular tutorials with your distance-learning tutor over the video conference link. He/she will also visit you in your school/college twice during the year, and you will also be encouraged to keep in contact with your tutor regularly via e-mail. It is likely that you will be studying with a group of fellow students in your school, but even if not, although this learning method is classed as distance learning, you should not feel isolated because your tutor will have other students doing the same course in other schools or colleges.

For you to work effectively as an independent learner you **must** take the following into account:

a) You have to be **self-motivated**. You know you have a good level of self-motivation already, otherwise you wouldn't have been offered this course. Having a compelling reason to complete a course will serve to motivate and help you avoid things which distract you from your study. The important thing will be to keep up your motivation until the end. Remember that the AS German qualification is important as part of your life plan, otherwise you wouldn't have chosen to do it. Keep your ultimate goal in mind all the time (Going to university? Learning a language that will help you find a job? Enjoying your holidays more? Working in a German-speaking country ...?).

b) You have to take **more responsibility** for your own learning. There will not be a teacher in your school constantly chasing you if you haven't prepared your week's work, haven't e-mailed last week's homework, or have failed to learn essential vocabulary for a new topic or to do some research on the Internet. No excuses, it's up to you! You will be guided in your studies by the Student Course Materials (the pack you are holding at the moment), but at the end of the day, it is up to you to get down to learning German. **Self-discipline** is essential for you to succeed. For example, in this folder you have access to transcripts for the CD recordings on which many activities are based. Being responsible for your own learning means not looking at the transcript until you've listened to a recording several times. If you cheat, you're only cheating yourself at the end of the day!

c) The key lies in **being organised**. Here are a few pointers:

- Learn to manage your time well. You are expected to study for about eight hours a week for approximately 30 weeks. There are 37 units in this course, in addition to this introductory unit. As soon as you've got your timetable for your other subjects, you can start scheduling those hours in and writing them down in your work planner. Be realistic in your expectations (you need holidays too!) and be sure to get off to a prompt start, because it can be difficult to make up for lost time later on.
- When learning a language, building useful vocabulary is crucial. Buy yourself a large vocabulary book, and note down new language as you go along. Don't attempt to note it down alphabetically: it is better to organise it by topic. Individual words and phrases can fit into various topics, of course: write the same words or expressions down under

as many different headings as you need. It will also be more effective to note things down in context, for example by noting down a phrase using the word rather than just the word or expression itself; try to collect language as short phrases rather than single words: *eine Rede halten* – to give a speech, rather than just *eine Rede* – a speech. If there are certain non-topic-specific words you find difficult to remember, you could build up a ‘hit-list’ of these words, and to learn or revise them copy a few in large letters onto a piece of A4 paper; stick it next to your mirror, and learn them when combing/brushing your hair. Other ideas to help you learn vocabulary, and further study skills, are given after this Introduction.

- Buy yourself a good bilingual dictionary, for instance the Collins English–German / German–English dictionary. Get to know it inside out; it will become your best friend – you will be virtually inseparable during the course!
- Remember that, a lot of the time, you will need access to a CD player – either at school or at home. You need to be comfortable surfing the Internet, and be reasonably proficient at ICT and keyboarding skills. Bear that in mind when you prepare your schedule in your work planner.

When setting up your own PC to write German with the necessary ‘umlauts’, the easiest way to produce ‘umlauts’ for German is as follows:

Within a Word file, click on **Insert**

Go to **Symbol**

Select **normal text**: in this window you should see all the characters you need.

This method may not work in other word-processing programmes such as e-mail and Powerpoint, or within language CD-Roms or language learning activities on the Internet. In this case, or if you are using a PC which is not your own, or if you simply prefer it, use the key-stroke combinations below. There are others, but this is the quickest and easiest such method we know, and seems very reliable, even on a laptop.

Engage number lock, press **Alt** + the number code on the right side of the keyboard:

	ä	Ä	ö	Ö	ü	Ü	ß
Alt +	0228	0196	0246	0214	0252	0220	0223

2. The specification for your A2 German examination

You will be preparing for the AQA German A2 examination. This section covers:

- a) Assessment objectives
- b) Scheme of assessment
- c) Topic areas
- d) Exam papers.

a) Assessment objectives

Assessment objective 1 (A01):

- understand and respond, in speech and writing, to **spoken language**
- Weighting: 23%

Assessment objective 2 (A02):

- understand and respond, in speech and writing, to **written language**
- Weighting: 54%

Assessment objective 3 (A03):

- show knowledge of and apply accurately the **grammar** and **syntax** prescribed in the specification
- Weighting: 23%

In addition, you have to demonstrate an understanding of **register** (an awareness of how you use different language according to who you are communicating with, and for what purpose) and an ability to give and justify your own **opinions**.

b) Scheme of assessment

Dictionaries are not allowed in any of the exams.

GERM 3 (Listening, Reading and Writing) 2 ½ hours	70%
GERM 4 (Speaking Test) 35 minutes (including 20 mins preparation time)	30%

c) Topic areas

Module A: Environment

- Pollution
- Energy
- Protecting the planet

Module B: The Multicultural Society

- Immigration

- Integration
- Racism

Module C: Contemporary Social Issues

- Wealth and poverty
- Law and order
- Impact of scientific and technological progress

Module D: Cultural Topic

- A target language-speaking region/community
- A period of 20th century history from a target language-speaking country/community
- The work of an author from a target language-speaking country/community
- The work of a dramatist or poet from a target language-speaking country/community
- The work of a director, architect, musician or painter from a target language-speaking country/community.

NB: Candidates choose **two** of the cultural topics. They will write about **one** in the AS GERM 3 exam and will discuss **both** topics in AS GERM 4.

More specific detail of how these topics are explored is given on the contents page of your Nelson Thornes AQA A2 German textbook.

d) A2 German exam papers

There will be two parts to your examination:

GERM 3 Listening, Reading and Writing

A 2½ hour exam based on three to five authentic audio extracts, which might include informal conversation, short interviews or news reports and two to four reading items.

For the listening, you will have individual, personal CD players and will be able to 'rewind' and listen as much as you like to the audio extracts within the overall time limit for the paper (2½ hours).

For the reading section, the questions will be based on up to four reading passages taken from newspapers, magazines and advertisements, followed by a grammar exercise and an essay based on a choice of two questions set for each of the cultural topics.

The question-types will assess understanding of general sense and specific detail and will include:

- responding to questions about the audio material in English
- responding to questions about the audio and reading material in German
- non-verbal responses (e.g. true/false, multiple choice, filling in numbers).

The grammar exercise will require you to complete sentences by putting the correct form and spelling of a verb or adjective into a gap in the sentence.

The essay question will be a written task in German (no word limit) based on an essay question; there will be two questions set for each of the five cultural topics.

GERM 4 Speaking Test

35 minutes (including 20 minutes preparation time)

Part 1 Discussion of a stimulus card

Before you start, you will be offered two stimulus cards, each offering two opposing points of view on an aspect of one of the A2 topics. You choose one to prepare for 20 minutes, adopting one of the points of view on the card. You will be allowed to make notes to take into the actual exam. The examiner will take the opposite viewpoint to the one you choose; when you present your point of view, you will need to defend and justify it to the examiner.

Part 2 Conversation

The second part of the test will consist of ten minutes of conversation on both of the cultural topics you have studied. Approximately five minutes will be spent discussing each of your two cultural topics.

All oral tests are recorded and sent away for marking.

3. Your programme of study for this year**Reproduce contents page of student book here?**

See section 2c) above where it says more specific detail of how the topics are explored is given on the contents page of your Nelson Thornes AQA A2 German textbook.

4. Grammar

This is the grammar you will be expected to know by the end of your year of study (this is taken from the AQA 2009 specification booklet):

German Advanced Subsidiary (all of these, plus see below*)

The examples in italics are given as examples and are not exclusive (not the only structures you need to learn). For structures marked (R), receptive knowledge only is required.

The case system**Nouns**

gender

singular and plural forms

genitive singular and dative plural forms

weak nouns

adjectives used as nouns

Articles

definite and indefinite, including *kein*

Adjectives

adjectival endings

comparative and superlative

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

Adverbs

comparative and superlative

interrogative (*wann, warum, wo, wie, wie viel*)

Quantifiers/Intensifiers

(*sehr, besonders, kaum, recht, wenig*)

Pronouns

personal

position and order

reflexive

relative

indefinite (*jemand, niemand*)

possessive

interrogative (*wer, wen, wem, was*)

Verbs

weak, strong, mixed and irregular forms of verbs

reflexive usages

modes of address (*du, ihr, Sie*)

impersonal verbs

separable/inseparable

infinitive constructions: *lassen* with infinitive (R)

modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect

imperfect subjunctive of *mögen* and *können*

auxiliary (*haben, sein, werden*)

infinitive constructions (*um ... zu, ohne ... zu, verbs with zu*)

infinitive constructions: *lassen* with infinitive

negative forms

interrogative forms

tenses:

- present
- perfect
- perfect (modal verbs) (R)
- imperfect/simple past (all verbs)
- future
- conditional
- future perfect (R)
- conditional perfect (R)
- pluperfect
- passive voice (verbs with a direct object) (R)
- passive voice (verbs with an indirect object) (R)
- imperative
- subjunctive in conditional clauses (imperfect)
- subjunctive in conditional clauses (pluperfect) (R)
- subjunctive in indirect speech (R)

Prepositions

fixed case and dual case

Clause structures

main clause word order

subordinate clauses (including relative clauses)

Conjunctions

coordinating: most common, including *damit, ob, so dass*

subordinating: *als ob, seitdem* (R)

Number, quantity and time

(including use of *seit, seitdem*)

***Additionally you should know for the German A Level:**

Other uses of the subjunctive (with *als*, *als ob*)

All forms of indirect speech

Variations of normal word order

5. Your course materials

For your course, you will need:

- Your A2 German Student Course Materials (Student File) which you are reading at the moment (with the accompanying Audio CDs)
- Your Nelson Thornes *AQA German A2 Student's Book*
- Access to *kerboodle!* (the Nelson Thornes online Learning Space) for the listening and video material, online worksheets and interactive activities; your login details will be provided by your tutor
- *Practice in German Grammar*
- A good bilingual dictionary
- Regular access to the Internet
- Your own reliable e-mail address
- Access to the online interactive materials

Always start with the Student Course Materials, which will guide you through the various materials listed above. At the back of it, you will find transcripts to the audio recordings and translations of rubrics.

For the oral exercises it would be good to work with another student in your learning group, but if this is not possible then you should find a place on your own and develop the knack of talking aloud in German. This may feel strange at first, but you'll get used to it and you do need to practise your oral skills in your independent study time and not just during the video conference sessions. You may like to get a German-speaking pen-friend. Contact your tutor for suggestions on how to do this.

Other materials: You cannot learn a language just from a few schoolbooks. It is essential to read as widely as possible – books, newspapers and magazines in German can often be found in bookshops, public libraries or the school library or in e-form on the Internet. The *Authentik auf Deutsch* magazines and audio tapes/CDs, which your school may subscribe to, will provide very useful extra reading listening. You should, of course, make the most of web resources recommended by your tutor; for a start, follow the news by logging on regularly to a good German newspaper website.

Newspapers (text and audio)

Die Welt www.welt.de

Der Tagesspiegel www.tagesspiegel.de

Frankfurter Allgemeine Zeitung www.faz.de

Magazines

Authentik auf Deutsch

Der Spiegel www.spiegel.de, political

Der Stern www.stern.de, political

Focus www.focus.de, political

Brigitte www.brigitte.de, fashion

Die Freundin www.freundin.de, fashion

Amica www.amica.de, fashion

Radio

www.deutschewelle.de

www.dasding.de

www.kissfm.de

Grammar websites

www.languagesonline.org.uk

www.nthuleen.com

<http://www.travlang.com/languages/german/ihgg/>

www.vocabulix.com

General German resource sites

www.goethe.de

www.blinde-kuh.de

www.learn-german-online.net

Search engines

www.google.de

www.web.de

www.dino.de

Online dictionaries

www.bab.la/de

www.student-online.net

AQA site for exam information

www.aqa.org.uk

All the resources and websites listed are intended as a useful starting-point for you, but you should experiment and pursue your own research to find suitable and helpful websites.

6. Your video conference tutorials

In section 1 we said that this course is based around eight hours of your work a week. Now to explain this in more detail ... Well, each week you will have two tutorials (each of 1 hour) with your tutor on a distance-learning video conference link. It will seem unusual at first, talking to a camera and having a 'talking head' respond to you (your tutor may live hundreds of miles away!), but you will very quickly become used to it, and it will become second nature to you. It is also an excellent skill to develop your confidence and put on your CV in the future.

As you work through each week's *Aktivitäten*, you will come across quite a few that ask you to:

- prepare answers to set questions
- prepare a text
- present a brief oral exposé.

You will be **expected to prepare these thoroughly before** you go through them with your tutor during **the video conference (VC) session**. If for some reason you need help during the week to carry out these activities then contact your tutor via e-mail. Arriving at the VC session with the excuse of 'I didn't understand so I haven't done it' is not good enough!

Some of the tasks ask you to access the Nelson Thornes online worksheet materials or other web pages on the Internet. You should always print these off either at home or in school and keep them in your folder, as you may need to refer to them during VC sessions. If for whatever reason you cannot get access to the Internet, get a friend to print one off for you or photocopy a classmate's copy. There is no excuse for not getting hold of resource material.

You will have two VC tutorials per week. You should not see these as 'taught' lessons in the traditional sense. They will be characterised as follows:

- Your opportunity to ask non-urgent questions and for explanations of tricky grammar points
- Your opportunity to ask for help or advice on your own research, for example in connection with your oral exam topics
- Your opportunity to get together with the group and compare notes
- Your opportunity to show your understanding of the week's work
- Your opportunity to show off your oral German in the context of what you have learnt that week
- Your opportunity to hear spontaneous German and practise your listening skills

- Your opportunity to monitor your own progress via the feedback you receive from the tutor
- The tutor's opportunity to monitor your progress, check your understanding, and give you feedback and encouragement.

Essentially, as you can see, video conferencing is **your** time and as such you must make the most of it. Take note of the following:

Dos

- Do make sure that you speak loudly enough for the tutor to hear you clearly
- Do participate fully; you will learn little by being a 'passenger'!
- Do be extrovert – your tutor prefers you to be outgoing rather than a mouse!
- Do come to the VC session dying to talk (in German of course!) about your prepared work
- Do sit as close as you can to the VC microphone and web-cam.

Don'ts

- Don't be shy
- Don't speak in a quiet voice
- Don't treat it like a lecture where you just listen.

7. Visits




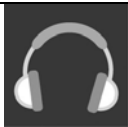




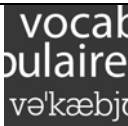
Your tutor will be visiting you twice during the school year. These visits are an important part of the course, so you must make every effort to be there when your tutor visits; when your tutor mentions that he/she is planning a visit soon, do tell him/her of any days you expect to be away from school, such as visiting a university; your tutor will then try to avoid those days when planning his/her itinerary of visits. These visits are an excellent opportunity for you and your tutor to meet and get to know each other, and they should be enjoyable for you and your tutor. There will also be the opportunity for you to speak to your tutor in confidence if you want to. The visits will usually last for two to three hours and during this time your tutor will want to do the following:

- Review your progress. Your tutor will want to look over your unit work to make sure that you are completing the activities thoroughly. So you must bring all of your unit work to date with you, including any extra notes or resources you have discovered.
- Find out how you are enjoying the course. People learn best when they enjoy what they are learning. For this reason your tutor will want to find out how much you enjoy the subject and the VC tutorials. Hopefully you will enjoy studies through distance learning. If however you do have any problems, don't be afraid to tell your tutor how you feel – he/she will want to know the truth so that any issues can be sorted out before they become problems.
- Sometimes your tutor will go through some work with you during the visit, or may show you a video or get you to do a group activity of some kind. These visits will be more than just a chat – be prepared to do some work as well.

- In some cases your tutor will conduct your oral exam during a visit to your school.

8. Course activities (*Aktivitäten*)

Here is a list of the types of activities that feature throughout the course:

(Icon)	Activity
	This activity needs to be especially well prepared for the video conference sessions.
	You need to link to the Internet to do this activity. The website will most likely be given or you may have to research pages yourself.
	Reading. Read the text and do the written activity if there is one.
	Listening activity. Listen to the appropriate audio clip on <i>kerboodle!</i>
	You will need to write/keyboard your answers and ...
	... e-mail/post them to your tutor when you see this icon.
	Oral work. An oral activity that you need to practise in your self-study time and then be prepared to demonstrate over the VC.
	Grammar revision, explanation, practice.
	This activity is designed to help you to learn and remember the new words and expressions.

9. Work schedule

Use this chart to plan your work in accordance with what your tutor sets week by week.

Study week	Unit start date	Student file unit	Externally assessed assignment	Work due date
1		Introduction		
		Einheit 1		
		Einheit 2		
		Einheit 3		
		Einheit 3		
		Einheit 4		
		Einheit 5		
		Einheit 6		
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		Einheit 34		
		Einheit 35		
		Einheit 36		
		Einheit 37		
		Einheit 38		

10. Contact details

Nelson Thornes Distance Learning

01242 267111 (Fax) 01242 267294

Your tutor will not normally be immediately available on these numbers, which are for the NTDL Office, but messages can be left or sent via the fax and will be passed on immediately to your tutor.

Your tutor's contact details (*check these when you first speak to your tutor*):

Address

Home telephone

Mobile telephone

Study Skills for German Students

A. Some handy hints about learning verb forms and vocabulary

We all learn in different ways, and most of us use a combination of learning methods without realising it: visual learners learn by seeing, auditory learners by hearing, and kinaesthetic learners by doing. You can help yourself by thinking about how you learn best and giving yourself the best chance. Here are some suggestions which combine different learning styles:

- Copy wordlists into your notebook in German and English in two columns.
- Say each word aloud, cover up one column, try to say the word in the other.
- After a time doing something different, see how many words you can remember.
- Set yourself a target of a number of words, or a topic group, each day/week.
- Check your list to see how many words you know already; tick them off.
- Write out a list of those you didn't know, and set yourself a realistic target.
- Copy them onto A4 paper in large letters with a felt-tip.
- Use colours to pick out e.g. verb endings, genders, odd spellings.
- Stick your list on the wall next to your mirror, and learn them while brushing your hair, shaving, or just getting ready (this does not take time from other work!)
- For objects in the house, write the word on a post-it note and stick it on the object.
- Write a new word with dots replacing some letters, then see if you can complete the word.
- Write out a word with the letters jumbled, then try to unscramble it later.
- Try to find an 'association' for words, e.g. similarities to English or French.
- Try to 'picture' words or what they represent, perhaps even linking them with situations you have experienced.
- Split long words into sections, some of which you know already.
- Learn the 'value' of typical prefixes and suffixes; most have the same meaning as in English.
- Try to 'undress' long words to get at their core meaning.

B. Spelling and pronunciation

German pronunciation is phonetically much more consistent than English. This means German words almost always sound the way they are spelled. If you know how to pronounce the letters and letter combinations in German, you will be able to pronounce any German word correctly, even the ones you haven't seen before.

Das Alphabet

A – **ah** as in **Anna**B – **bay**C – **tsay**D – **day**E – **eeh** as in **elephant**F – **ef**G – **gay**H – **hah**I – **ee** as in **peep**J – **yot**K – **kah**L – **el**M – **em**N – **en**O – **oh**P – **pay**Q – **cu** as in **cuckoo**R – **air**S – **ess**T – **tay**U – **oo** as in **cuckoo**V – **fow** as in **found**W – **vay**X – **iks**Y – **oopsilon**Z – **tset**

The following are letters peculiar to the German alphabet, they are the vowels with an umlaut over them, which represents the vowel with an added -e.

Ä – aeh

Ö – oeh

Ü – ueh

Vowel combination	English pronunciation	Examples
ei/ay	eye	das Ei, der Mai
au	ow	das Haus
eu/äu	oy	die Häuser
ie	eeh	die, Sie

Consonant combinations	English pronunciation	Examples
ck	k	die Socken
ch		After a, o, u pronounce like the Scottish 'loch' as in doch, das Buch. Otherwise it is like 'ych' as in ich, die Milch.
pf	pf	das Pferd
ph	f	das Photo
qu	kv	die Qualle (jellyfish)
sch	sh	schön
Sp/st	Shp/sht	spielen/stehen
th	t	das Theater

Another useful method is to record and listen to spoken German as often as possible. Here are some ideas as to what you could do:

1. Take every opportunity to listen to German, on the Internet, TV, films or better still talking to German or German-speaking people.
2. Transfer recordings onto your i-pod or MP3 player.

3. If you have German friends, ask them to make recordings for you, with their news, or giving their views on the topics you are studying.
4. If you have Internet access, try to find German radio broadcasts via the Internet, sometimes possible via a radio station website.
5. When listening to recorded German try to repeat what you hear, imitating the sounds.
6. When speaking to German people, ask them to correct your pronunciation.

C. Nützliche Ausdrücke

Wie, bitte?	<i>Pardon? What?</i>
Kannst du das (bitte) wiederholen?	<i>Could you repeat that?</i>
Nochmal, bitte.	<i>One more time, please.</i>
Langsamer, bitte.	<i>More slowly, please.</i>
Wie sagt man "x" auf Deutsch?	<i>How do you say "x" in German?</i>
Wie schreibt man das?	<i>How do you spell that?</i>
Was bedeutet "x"? / Was heißt "x"?	<i>What does "x" mean?</i>
Ich weiß (es) nicht.	<i>I don't know.</i>
Ich verstehe das nicht.	<i>I don't understand.</i>
Das habe ich nicht verstanden.	<i>I didn't understand it.</i>
Ich bin (mir) nicht sicher.	<i>I'm not sure.</i>
Kannst du das ein bisschen näher erklären?	<i>Could you explain a bit more?</i>
Was meinst du damit?	<i>What do you mean by that?</i>
Wo steht das im Text?	<i>Where is that in the text?</i>
Auf welcher Seite?	<i>(On) which page?</i>
Worum geht es?	<i>What's it about?</i>
Der Text geht um ...	<i>The text is about ...</i>
Das stimmt / Das stimmt nicht.	<i>That's right. / That's not right.</i>
genau	<i>exactly</i>
Ich bin der gleichen Meinung.	<i>I agree.</i>

Ich bin anderer Meinung.

I don't agree.

Quatsch! Unsinn!

Nonsense! No way!

Du bist an der Reihe!

It's your turn!

Wie wäre es, wenn ... ?

How about if ... ?

Seid ihr / Bist du fertig?

Are you finished (ready)?

D. Essay planning and writing

As in the AS GERM 1 exam, it is the essay question in A2 GERM 3 which carries a large proportion of the overall marks for the paper, in this case 40/110. Of those marks, the largest chunk is awarded for Content (25/40) (see criteria below); this relates to performance in the following elements:

- understanding and knowledge of the task
- examples and evidence
- evaluation and personal reaction
- structure and progression.

This last factor depends on appropriate planning of your essay, which should contain at least 250 words. You also need to bear in mind that the language marks are limited to the 'band' of the Content mark, so if your essay is vague and muddled but in perfect German, you will not be able to score highly for language!

So, here is a suggested approach to essay planning. Get into the habit of using it; try just planning a series of essays to help you choose which is most promising, and write up that one in full. To practise, you could even try sketching plans for random subjects such as 'Is the banana the best fruit to take to school?' or 'We need chairs: discuss'.

Planning a discursive essay

Step 1: Sketch overall structure using one of the models below – A or B

Step 2: 'Brainstorm' using a spider diagram or mind-map: put down all the facts, knowledge and arguments which are relevant to the subject of the question

Step 3: Write the essay, following the overall structure chosen and the 'internal structure' of each paragraph, paying particular attention to the intro and the conclusion.

STRUCTURE A for and against	STRUCTURE B step by step
---------------------------------------	------------------------------------

INTRODUCTION

1. General scene setting
2. Focus on precise issue
3. Ask the question

4. State how the essay will examine the subject.

PARAGRAPHS

a series of paragraphs **for** the suggestion in the question / intro, followed by a series of paras **against** (or *vice-versa*)

1. Topic sentence, introducing element of the problem
2. Explanation, definition, exploration
3. Evaluation – for or against
4. Concluding sentence.

PARAGRAPHS

a series of paragraphs exploring various aspects of the subject, each containing arguments **for** and **against** and a conclusion

1. Topic sentence, introducing element of the problem
2. Explanation, definition, exploration
3. Arguments for
4. Arguments against (or *vice-versa*)
5. Concluding sentence.

CONCLUSION

1. Repetition of the subject and question
2. Summary of points **for**
3. Summary of points **against** (or *vice-versa* – try to finish with **your** view)
4. Final statement of your conclusion ('As has been shown/ as this essay has demonstrated / as an examination of the various aspects of ... proves').

1A Umweltverschmutzung

Ursachen und Auswirkungen

On completion of this unit, you should be able to:

- discuss types, causes and effects of pollution
- use fixed and dual case prepositions

Kennen Sie die folgenden Vokabeln? Wenn nicht, dann schlagen Sie sie in einem Wörterbuch nach!

Deutsch	Englisch
	forest
	sea
	rain
	river
die Wüste	
der See	
die Erde	
das Gift	
die Dürre	
die Überschwemmung	
	air

der Atem	
die Belastung	
die Vermutung	
	cause

Aktivität 1

Was für Umweltprobleme sind das? Übersetzen Sie ins Englische. Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz überprüfen.



Es gibt ein Loch in der Ozonschicht

Ölverschmierte Seevögel

Zunehmende Allergien und Asthma

Globale Erwärmung

Luftverschmutzung

Wasserverschmutzung

Saurer Regen

Schmelzende Eiskappen

Steigender Meeresspiegel

Waldsterben

Algenteppiche in Flüssen und Meeren

Die Verseuchung des Wassers

Die Fische sterben

Die Feinstaubkonzentration in der Luft

Vergiftete Lebensmittel

Aktivität 3



a) Machen Sie die folgende Vokabelübung:

Ordnen Sie den deutschen Vokabeln die richtige englische Übersetzung aus dem untenstehenden Kasten zu.

Deutsch	Englisch
schätzen	
befürchten	
aussterben	
atmen	
belasten	
reinigen	
zurückführen auf	
der Schadstoff	
die Luftströmung	
verteilen	
sich auswirken auf	
erzeugen	
vermuten	

to estimate	harmful substance	to suspect
to die out	current of air	to breathe
to put a strain on		to produce
to clean	to have an effect on	to distribute
		current of air
to put something down to its cause		to fear

b) Lesen Sie jetzt die zwei Texte auf Seite 10, und machen Sie Aufgabe 2a online, und 2b im Buch. Seien Sie bereit Ihre Antworten zu Aufgabe 2b in der nächsten Videokonferenz vorzulesen.

i

ii

iii

iv

v

vi

vii

viii

Aktivität 4

Hören Sie sich jetzt drei Radiomeldungen über Umweltverschmutzung auf Seite 11 an. Welche Radiomeldung gehört zu welcher Schlagzeile? Seien Sie bereit Ihre Antwort in der nächsten Videokonferenz vorzulesen.

Vokabelhilfe:

die Zahl – the number
 betroffen sein – affected by
 der Deutsche Tierschutzbund – German RSPCA
 die verseuchten Vögel – contaminated birds
 die Behandlung – treatment
 erschöpft sein – to be exhausted
 im Raum – here: in the area
 messen – to measure
 der Grenzwert – limit
 übersteigen – to exceed
 die aktuelle Wetterlage – current weather situation
 sich anreichern – to enrich
 die Bevölkerung wird aufgerufen – the population is being called upon
 vermeiden – to avoid
 viele Kübel Kalk – many buckets full of lime
 verteilen – to distribute
 aufhalten – to delay
 die Auswirkung – consequence
 abmildern – to moderate
 verzögern – to delay

i Auspuffgase verschlechtern die Luftqualität

ii Kalkdusche gegen saure Böden

iii Ölverseuchung bedroht Nordsee-Vögel

Aktivität 5



Welche Umweltverschmutzung finden Sie am schlimmsten und warum? Seien Sie bereit, dies in der nächsten Videokonferenz zu diskutieren.

Abfälle auf der Strasse?

Graffiti an den Wänden?

Pestizide in den Lebensmitteln?

Verschmutzte Meere?

Atommüll? Andere?

Gründe:

- weil man nicht mehr im Meer schwimmen kann.
- weil man keinen Fisch mehr essen kann.
- weil es hässlich aussieht.
- weil es krebserregend sein kann.
- weil es radioaktiv ist.

Aktivität 6

a) Sehen Sie sich die Grammatik im Buch auf Seite 11 und Seite 120/121 an. Machen Sie die Aufgaben auf dem Arbeitsblatt 1A: Ursachen und Auswirkungen (Grammatik). Ihr Lehrer/Ihre Lehrerin wird das mit Ihnen in der nächsten Videokonferenz besprechen.

b) Machen Sie die folgende Übung. Setzen Sie die richtigen Präpositionen und Artikel in die Lücken.

- i Ich gehe i_____ Kino.
- ii Wir sind gestern i_____ d_____ Schule gegangen.
- iii I_____ d_____ Schule lernen wir Deutsch.
- iv Ich habe 'Marley und Ich' i_____ Kino gesehen.
- v Nächstes Jahr fährt Peter _____ Frankreich.
- vi Er hat ein Geschenk für m_____ Vater gekauft.
- vii Ich habe die Information aus d_____ Buch.
- viii Sie bekommt Taschengeld von m_____ Eltern.
- ix Sie geht gern mit ihr_____ Freund abends aus.
- x Ich habe mir ein Kleid i_____ d_____ Stadt gekauft.
- xi Ich stelle die Blumen auf d_____ Tisch.

1B Umweltverschmutzung

Umweltfreundlich unterwegs?

On completion of this unit, you should be able to:

- describe the effects of transport on the environment
- translate the English gerund into German

Kennen Sie die folgenden Vokabeln? Wenn nicht, dann schlagen Sie sie in einem Wörterbuch nach!

Deutsch	Englisch
statt	
zerstören	
bequem	
verantwortlich	
die Möglichkeit	
ziemlich	
beschreiben	
vernünftig	
anstrengend	
schonen	
preiswert	

günstig	
gemeinsam	
sparen	
kostenlos	
anbieten	

Aktivität 1

a) Lesen Sie die den Text ‘Verkehr bewegt uns alle’ auf Seite 12, und machen Sie Übung 2b. Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz überprüfen.

Vokabelhilfe:

begeistert – enthusiastic
es geht darum – it is about
der Briefkasten – post box
klimaschonend – caring to the environment
ehrlich – honestly
verzichten auf – to do without
reinssetzen – to sit in
der Beitrag – contribution
der Kampf – the fight
anderswo – somewhere else
blasen – to blow
egal – it doesn't matter
mühselig – arduous, toilsome
ansonsten – otherwise
der Feind – enemy
erreichbar – reachable
innerhalb – within

i

ii

iii

iv

v

vi

vii

viii

b) Machen Sie jetzt Übung 2c. Seien Sie bereit Ihre Antworten in der nächsten Videokonferenz vorzulesen.

i

ii

iii

iv

v

vi

viii

Aktivität 2



Machen Sie Aufgabe 3. Bereiten Sie die Antworten zu den Fragen zu Hause vor. Benutzen Sie auch den Anfang des Arbeitsblattes 1B: Umweltfreundlich unterwegs. Seien Sie bereit dies in der nächsten Videokonferenz vorzulesen.



1

2

3

4

Aktivität 3

Hören Sie sich den ersten Werbespot zum Thema ‘Klimafreundliche Verkehrslösungen’ an. Beantworten Sie die untenstehenden Fragen. Seien Sie bereit, Ihre Antworten in der nächsten Videokonferenz vorzulesen.

Vokabelhilfe:

pendeln – to commute
die Fahrgemeinschaft – carpool
nebenbei – at the same time, alongside
vermitteln – to arrange
rund um die Uhr – around the clock
die Spritkosten – costs of petrol

a) Explain what a ‘Mitfahrzentrale’ is in English.

b) Beantworten Sie auf Deutsch: Was sind die Vorteile des Mitfahrens für Fahrer und Mitfahrer? Und für die Umwelt?

Aktivität 4



Was für andere umweltfreundliche Verkehrslösungen kennen Sie? Erklären Sie auf Deutsch, wie sie funktionieren. Ihr Lehrer/Ihre Lehrerin wird das mit Ihnen in der nächsten Videokonferenz diskutieren.

z.B. Car-sharing, Lastwagen, die mit Biogas fahren.

1C Umweltverschmutzung

Was kann man dagegen tun?

On completion of this unit, you should be able to:

- evaluate measures to reduce pollution
- discuss individual versus collective responsibilities and actions
- manipulate verbal and idiomatic phrases with prepositions

Kennen Sie die folgenden Vokabeln? Wenn nicht, dann schlagen Sie sie in einem Wörterbuch nach!

Deutsch	Englisch
steigen	
verhindern	
überprüfen	
die Gewohnheit	
sich engagieren für	
die Zerstörung	
die Erwärmung	
der Klimakollaps	
der Klimawandel	
stark zunehmen	

freiwillig	
der/die Einzelne	
etwas bewirken	
verzichten auf	
ehrlich	
das Verhalten	

Aktivität 1

a) Lesen Sie den Text ‘Aktiv werden’ auf Seite 14, und machen Sie Aufgabe 1a auf Seite 15. Seien Sie bereit, Ihre Zusammenfassung in der nächsten Videokonferenz vorzulesen.

Vokabelhilfe:

die Bereitschaft – readiness

bei sich – with yourself

senken – to lower

Ökostrom beziehen – to use green energy

b) Schreiben Sie mindestens acht Sätze auf Deutsch, was man für die Umwelt tun soll. Benutzen Sie dazu die Modalverben.

z.B. Man soll sich informieren.

Aktivität 2



a) Suchen Sie die englische Übersetzung zu den folgenden deutschen Vokabeln und lernen Sie die Vokabeln. Ihr Lehrer/Ihre Lehrerin wird Sie in der nächsten Videokonferenz abfragen.

Deutsch	Englisch
betrachten	
bedrohlich	
im Auftrag von	
das Umweltbundesamt	
die Befragten	
das eigene Verhalten	
leicht/schwerfallen	
allerdings	
der Ausbau	
die erneuerbaren Energien	
die Mehrheit/die Minderheit	
Taten folgen lassen	
etwas vorhaben	
die Bereitschaft	
wachsen	
tätig werden	
die Wiederverwertung	
mit weitem Abstand	
die Einschränkung	

b) Machen Sie jetzt Aufgabe 2 auf Seite 15 und machen Sie die Aufgabe online.

c) Hören Sie sich ‘Wie umweltbewusst sind die Deutschen?’ noch einmal an, und beantworten Sie die folgenden Fragen. Seien Sie bereit, Ihre Antworten in der nächsten Videokonferenz vorzulesen.

i Was glauben rund 30% der Befragten?

ii Was meinen 63% der Befragten?

iii Was kaufen die Deutschen immer mehr?

iv Was macht ein Drittel der Bevölkerung selten oder nie?

v Was wollen fast 9 von 10 Bundesbürgern?

vi Was machen aber nur 5%?

vii Was können sich 45% der Befragten vorstellen?

viii Worin sind die Deutschen Weltmeister?

Aktivität 3



Wie umweltfreundlich sind Sie und Ihre Familie? Welche Maßnahmen ergreifen Sie schon, welche könnten Sie in Zukunft ergreifen? Wählen Sie von den unten genannten Möglichkeiten und benutzen Sie die Ausdrücke aus dem Kasten. Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz mit Ihnen diskutieren.

- 1 Duschen statt baden.
- 2 Die Heizung runterdrehen und sich wärmer anziehen.
- 3 Den Stand-by-Betrieb bei Fernseher oder Computer vermeiden.
- 4 Ein treibstoffsparendes Auto fahren.
- 5 Regionale und saisonale Lebensmittel essen.
- 6 Möglichst nur bei niedrigen Temperaturen Wäsche waschen.
- 7 Weniger Papier verbrauchen und Recyclingpapier kaufen.
- 8 Licht ausschalten, wenn niemand im Zimmer ist.
- 9 Auf das Autofahren und das Fliegen verzichten.
- 10 Beim Zähneputzen das Wasser nicht laufen lassen.
- 11 Kurze Strecken mit dem Fahrrad oder zu Fuß zurücklegen.
- 12 Die Wäsche mit Sonne und Wind statt im Wäschetrockner trocknen.
- 13 Weniger Fleisch, Fastfood und Tiefkühl-Fertigkost essen.
- 14 Öffentliche Verkehrsmittel benutzen.
- 15 Fenster und Türen schließen, wenn die Heizung an ist.
- 16 Traditionelle Glühbirnen durch Energiesparlampen ersetzen.
- 17 Glas, Plastik und Dosen recyceln.
- 18 Organische Abfälle auf den Kompost werfen.

- **Ich/Wir** (vermeide/n) **immer/normalerweise/häufig/manchmal/jeden Tag** (den Stand-by-Betrieb bei Fernseher oder Computer).
- **Ich/Wir** (essen) **nur einmal in der Woche/nur zweimal im Monat/selten/nie** (Fleisch).
- **Ich/Wir verzichte(n) auf** (das Autofahren), **indem wir ...**
- **Ich/Wir vermeiden** (das Fliegen), **indem ich/wir ...**
- **Wir haben schon** (alle traditionellen Glühbirnen durch Energiesparlampen ersetzt).
- **Wir sind schon** (auf einen Ökostromanbieter umgestiegen).
- **Dadurch spare ich/sparen wir** (... kg CO₂ pro ...)
- **Ich könnte mir vorstellen, in Zukunft** (weniger Fastfood und Tiefkühl-Fertigkost) **zu** (essen).
- **In Zukunft werde ich/werden wir versuchen**, (weniger Papier) **zu** (verbrauchen).
- **Dadurch könnte ich/könnten wir** (... kg CO₂ pro ...) sparen.

Aktivität 4

Ordnen Sie den folgenden Fragen die richtigen Antworten zu. Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz überprüfen.

Fragen:

- A Was sind die Auswirkungen des Klimawandels?
- B Was können wir tun, um den Klimawandel zu bremsen?
- C Wie kann man sich ohne Auto fortbewegen?
- D Wie kann man sich umweltfreundlich ernähren?
- E Kann der Einzelne etwas beim Umweltschutz bewirken?

Antworten:

1 Wir müssen auf die Verbrennung von Kohle und Erdöl verzichten und auf erneuerbare Energien wie Wind- und Solarenergie umsteigen. Wir müssen Energie sparen und effizienter nutzen.

2 Ja, denn jede kleine Aktion ist wichtig. Wenn Sie eine normale Glühbirne mit einer Stromsparlampe ersetzen sparen Sie 25kg CO₂ pro Jahr.

3 Die Eismassen am Nord- und Südpol schmelzen, der Meeresspiegel steigt und Küstengebiete werden überflutet. Naturkatastrophen und Wetterextreme werden häufiger und intensiver.

4 Man sollte zu Fuß gehen oder mit dem Fahrrad fahren und mit öffentlichen Verkehrsmitteln reisen. Man sollte vor allem das Fliegen und das Autofahren vermeiden, weil diese die umweltschädlichsten Verkehrsmittel sind.

5 Man sollte zum Beispiel regionales und saisonales Obst und Gemüse bevorzugen, denn diese werden nicht mit dem Flugzeug transportiert.

Aktivität 5

Machen Sie Aufgabe 6 auf Seite 15. Schicken Sie Ihrem Lehrer/Ihrer Lehrerin Ihren fertigen Beitrag. Benutzen Sie die Sätze und Ausdrücke aus den vorangegangenen Einheiten und Übungen.

**Aktivität 6**

Bringen Sie das Arbeitsblatt ‘Umweltverschmutzung 1C: Was kann man dagegen tun? (Grammatik)’ zur nächsten Videokonferenz mit. Ihr Lehrer/ Ihre Lehrerin wird das mit Ihnen besprechen.

