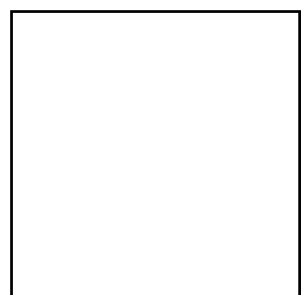
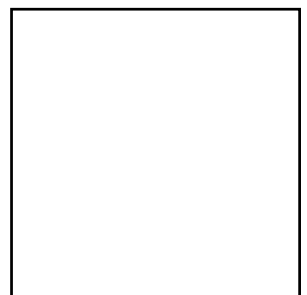
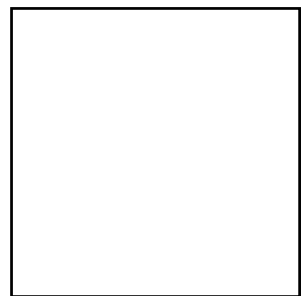


Nelson Thornes Distance Learning

AS German

Monika Niedziela



Nelson Thornes

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Introduction

Welcome to your Nelson Thornes Distance Learning course for AS 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 want to study for German AS Level (and maybe later 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 prepare for your examination, to be certificated by the examination board AQA.

Viel Spaß!

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**. It is important to remember that 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. 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 on to A2 German? 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 8 hours a week for approximately 30 weeks. There are 25 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.
 - Remember too, that whatever AS level course you do, you will also need to spend some time reading and making notes outside of your lessons. You won't get the best

grade by only doing what you cover in class. There are some good newspapers, websites and radio stations listed below for reading and listening in German.

- When learning a language, building useful vocabulary is crucial and you'll need to learn a large amount of new language at AS level. You might like to start up a database or notebook for collecting the new vocabulary you come across throughout the course. There are lots of ways you could group or classify the vocabulary – choose the system that suits you best. Here are some ideas:

- Group vocabulary according to type of word, for example, adjectives for describing people; verbs for describing movement; nouns for describing types of vehicle.
- Group new words according to topic, for example, travel and transport; the environment.
- Group words with similar meanings together, for example, a list of verbs you could use instead of *sagen*; a list of adjectives you could use instead of *gut*.

When writing German on your PC, the easiest way to access the letters special to German is as follows:

There are other ways, 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 AS German examination

You will be preparing for the AQA Spanish AS 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: 37.5%

Assessment Objective 2: understand and respond, in speech and writing, to **written language** Weighting: 37.5%

Assessment Objective 3: show knowledge of and apply accurately the **grammar** and **syntax** prescribed in the specification Weighting: 25%

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 1 (Listening, Reading and Writing) 2 hours	70%
Germ 2 (Speaking Test) 35 minutes (including 20 minutes preparation time)	30%

c) Topic areas

Module A

Media: Television, Advertising, Communication technology

Module B

Popular Culture: Cinema, Music, Fashion/trends,

Module C

Healthy Living/Lifestyle: Sport/exercise, Health and well-being, Holidays

Module D

Family/Relationships: Relationships within the family, Friendships, Marriage/partnerships Relationships

More specific detail of how these topics are explored is given on the Contents Page of your Nelson Thornes AQA AS German textbook, and is reproduced below in Section 3.

d) AS German Exam papers

There will be two parts to your examination:

Germ 1 Listening, Reading and Writing

A 2 hour exam based on 4 authentic audio extracts, which might include informal conversation, short interviews or news reports. 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 (2 hours). For the reading section, the questions will be based on four reading passages taken from newspapers, magazines and advertisements, followed by a grammatical exercise and a guided essay question.

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 into the gap the correct form and spelling of a verb or adjective.

The essay question will be a written task in German (no word limit) based on stimulus material which will provide a framework for an essay related to one of the topic areas in Modules A, B, C and D. There will normally be a choice of three topics.

Germ 2 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 with an illustration and five questions. You choose one to prepare for 20 minutes. You will be allowed to make notes to take into the actual exam. After working through the five questions printed on the card, the examiner will extend the conversation into more general aspects of the topic covered by the card.

The second part of the test will consist of ten minutes of conversation on three of the four AS German topics (not the one on the stimulus card you chose for Part 1). First you will discuss a topic chosen and prepared by you beforehand (up to 3 minutes), then the two remaining topics. The examiner will take the lead on these two topics. All oral tests are recorded and sent away for marking.

3. 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

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

seperable/inseperable

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

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

Subordianting: *als ob, seitdem* (R)

Number, quantity and time (including use of *seit, seitdem*)

4. Your course materials

For your course, you will need:

- Your AS German Student Course Materials (Student File) which you are reading at the moment (with the accompanying Audio CDs)
- Your Nelson Thornes **AQA AS German Student's Book** which comes with access to the Nelson Thornes Learning space **kerboodle!**
- A good bilingual dictionary
- Regular access to the internet
- Your own reliable e-mail address

Always start with the **Student Course Materials**, which will guide you through the various materials listed above.

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 out loud 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.

Nelson Thornes Learning Space: kerboodle! provides good practice for reading, listening, and vocabulary learning. Your Student Course Material will point you to various specific exercises, but you should also browse through if you want further practice. The site also offers you guidance for the exam which has been designed by AQA examiners.

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

Die Brigitte www.brigitte.de, fashion

Die Freundin www.freundin.de, fashion

Amica www.amica.de, fashion

Radio

www.deutschewelle.de
www.dasding.de
www.fritz.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.

5. Your video conference tutorials

In section 1 we said that this course is based around 8 hours of your work a week. Now to explain this in more detail... Well, each week you will have two tutorials (each lasting 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 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 you 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

6. 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. These visits are an excellent opportunity for you and your tutor to meet and get to know each other, and they should be enjoyable. 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.
- **Extra material:** 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.

7. 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 (*fill these in when you first speak to your tutor*):

Address

Home telephone

Mobile telephone

Study Skills for German Students

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 kinesthetic 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.

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 correctly pronounce any German word, 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** as in goose
- H – **hah** as in Hannah
- 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 – **err**
- S – **ess**
- T – **tay**
- U – **oo** as in cuckoo
- V – **fow**
- 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.

Nützliche Ausdrücke

Wie, bitte?

Kannst du das (bitte) wiederholen?

Nochmal, bitte.

Langsamer, bitte.

Wie sagt man "x" auf Deutsch?

Wie schreibt man das?

Was bedeutet "x"? / Was heißt "x"?

Ich weiß (es) nicht.

Pardon? What?

Could you repeat that?

One more time, please.

More slowly, please.

How do you say "x" in German?

How do you spell that?

What does "x" mean?

I don't know.

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. genau	<i>That's right. / That's not right. exactly</i>
Ich bin der gleichen Meinung.	<i>I agree.</i>
Ich bin anderer Meinung.	<i>I don't agree.</i>
Quatsch! Unsinn!	<i>Nonsense! No way!</i>
Du bist an der Reihe!	<i>It's your turn!</i>
Wie wäre es, wenn ... ?	<i>How about if ... ?</i>
Seid ihr / Bist du fertig?	<i>Are you finished?</i>

Fernsehen und Fernsehgewohnheiten

On completion of this unit, you should:

- express your opinion on the subject of TV
- give descriptions of TV programmes
- discuss TV-viewing habits
- express opinions about likes and dislikes of programmes
- know about the present tense

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

Deutsch	Englisch
der Fernseher	
fernsehen	
schauen	
das Programm	
der Kanal	
der Fernsehsender	
die Sendung	
der Unterschied	
spannend	
rührend	

aufregend	
früher	
gefallen	
auswählen	
unterhaltsam	
die Unterhaltung	
anschalten/abschalten	
umschalten	
informativ	
entspannend	
die Entspannung	
sich entspannen	
die Nachrichten	
der Zeichentrickfilm	
der Krimi	
die Seifenoper	

Aktivität 1

Beantworten Sie die folgenden Fragen in ganzen Sätzen auf Deutsch und seien Sie bereit, Ihre Antworten in der nächsten Videokonferenz vorzulesen. Benutzen Sie die Ausdrücke und formulieren Sie Ihre eigenen Antworten.

Sehen Sie gern fern? Warum?

Ja, Nein ...

- ... weil mir langweilig ist.
- ... weil ich nichts Besseres zu tun habe.
- ... weil es gute Unterhaltung ist.
- ... weil ich mich entspannen möchte.

Wie oft sehen Sie pro Tag fern?

Ich sehe ...

- ... drei Mal pro Woche fern.
- ... 5 Stunden pro Tag fern.

Wann sehen Sie fern?

Ich sehe ...

- ... am Wochenende fern.
- ... vor und nach der Schule fern.
- ... fern, wenn ich zu Abend esse.
- ... fern, wenn ich meine Hausaufgabe mache.

Was für Sendungen sehen Sie? Warum?

Ich sehe die Nachrichten, weil ich mich informieren möchte.
... Comedyshow, weil sie lustig sind.
... Seifenoper, weil ich bei meinen Freunden mitreden will.

Was sehen Sie nicht gern? Warum?

Ich sehe nicht gern weil es langweilig ist.
... weil es zu viel Gewalt enthält.
... weil ich den Moderator/die Moderatorin nicht mag.

Welchen Fernsehkanal sehen Sie am meisten? Warum?

Ich sehe am meisten Channel 4, weil es viele interessante
Sendungen gibt.
... Dave, weil da ständig Comedyshow laufen.

Was ist Ihre Lieblingssendung? Warum?

Ich sehe am liebsten weil es so interessant und spannend ist.
... weil ich da gute Laune bekomme.

**Welche Sendung hat Ihnen in letzter Zeit am besten gefallen?
Worum ging es in der Sendung?**

... hat mir am besten gefallen.

Es ging um eine Liebesgeschichte zwischen ...
... Tiere, die in Afrika leben.

Aktivität 2

Lesen Sie das Fernsehprogramm im Buch auf Seite 10 und schlagen Sie unbekannte Vokabeln nach. Machen Sie Aufgabe 2a und seien Sie bereit, die Fragen in der nächsten Videokonferenz zu beantworten. Machen Sie auch Aufgabe 2b online.



i

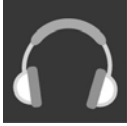
ii

iii

iv

v

vi

Aktivität 3

Schauen Sie sich das Video an und machen Sie Aufgabe 3a im Buch auf Seite 11. Seien Sie bereit, Ihre Antworten in der nächsten Videokonferenz vorzulesen. Beantworten Sie die folgenden Fragen für die vier Personen.

Was sieht er/sie gern?

Was sieht er/sie nicht gern?

Warum sieht er/sie fern?

Anneliese:

Markus:

Peter:

Miriam:

Aktivität 4

Machen Sie Aufgabe 5 im Buch auf Seite 11. Benutzen Sie das Arbeitsblatt Fernsehen/A Fernsehen und Fernsehgewohnheiten (5). Schicken Sie Ihrem Lehrer/Ihrer Lehrerin Ihre fertige E-Mail.



Aktivität 5

Sehen Sie sich die Grammatik (present tense) im Buch auf Seite 11 und Seite 112 an. Machen Sie die Übungen auf dem Arbeitsblatt Fernsehen/A Fernsehen und Fernsehgewohnheiten (Grammatik). Ihr Lehrer/Ihre Lehrerin wird sie in der nächsten Videokonferenz mit Ihnen besprechen.



Fernsehen gefährdet die Gesundheit

On completion of this unit, you should:

- discuss benefits and dangers of watching TV
- express your opinions about the dangers of watching TV
- determine gender

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

Deutsch	Englisch
der Zeitvertreib	
schaffen	
die Fantasielosigkeit	
der Stromverbrauch	
das Miteinander	
das Fernsehgerät	
schädlich	
ungesund	
angenehm	
Geld ausgeben	
den Horizont erweitern	

die Auswahl	
Fantasie verlieren	
rund um die Uhr vor dem Fernseher hocken	
verantwortungsvoll	
sinnvoll	
aussuchen	
das Angebot	
mitmachen	
die Fähigkeit	
empfangen	

Aktivität 1

Machen Sie Aufgabe 1 im Buch auf Seite 12. Ihr Lehrer/Ihre Lehrerin wird mit Ihnen darüber in der nächsten Videokonferenz diskutieren.

Vorteile	Nachteile

Aktivität 2



Lesen Sie den Text in 2a im Buch auf Seite 12 und beantworten Sie die Fragen unten auf Deutsch. Ihr Lehrer/Ihre Lehrerin wird sie in der nächsten Videokonferenz mit Ihnen besprechen.



i Was sagen die Leute? Warum schadet uns Fernsehen?

ii Warum kann Fernsehen auch gut sein und für wen ist Fernsehen etwas Positives?

iii Inwiefern stimmen Sie mit den Meinungen hier überein? Was sind Ihre Erfahrungen mit dem Fernsehen?

Aktivität 3



vokabular
və'kæbjɔ



a Ordnen Sie den deutschen Vokabeln die richtigen englischen Vokabeln aus dem Kasten zu.

der verantwortungsvolle Umgang
gezielt und bewusst auswählen
bilden
den Apparat abschalten
wenn die Sendung vorbei ist
etwas für jeden Geschmack
das verlockt
beweisen
der Schulabschluss
kein eigenes Urteil bilden
übernehmen
den Sinn für Realität verlieren
die märchenhafte Lösung
einen seelischen Schock
schwerwiegende Themen
der Tod
die Abtreibung
bereichern
beschäftigen

cannot form their own judgement	to enrich	abortion
death	a solution of a fairy tale	to occupy
to loose the sense for reality	final exam of school before leaving	
serious topics	to take over	a psychological shock
the responsible handling	to educate	
to choose sth. selectively and consciously	to switch off TV	
when the programme is over	that is tempting	
something for every taste	to prove	

b Hören Sie sich jetzt das Interview aus Aufgabe 3 im Buch auf Seite 13 an. Welche der folgenden Sätze werden im Interview erwähnt? Kreuzen Sie sie an. Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz überprüfen.

Der Fernseher nimmt zu viel Platz weg.	
Erwachsene wählen gezielt und bewusst aus, was sie sehen wollen.	
Fernsehen informiert, bildet und ist auch entspannend.	
Erwachsene und Kinder spielen miteinander vor dem Fernseher.	
Jugendliche sehen weiter fern, auch wenn ihre Sendung vorbei ist.	
Zwischendurch gibt es Süßigkeiten.	
Viele Leute sehen zu viel fern, weil man jederzeit fernsehen kann.	
Man kann mit ausländischen Fernsehsendern seine Fremdsprachenkenntnisse verbessern.	
Jugendliche machen selbst Fernsehprogramme.	
Die Konzentrationsfähigkeit lässt nach, wenn man zu viel fernsieht.	
Wenn man zu viel fernsieht, verliert man den Sinn für Realität.	
Jugendliche lesen gern, weil sie weniger fernsehen.	
Man kann einen seelischen Schock bekommen.	
Eltern sollen zusammen mit den Kindern fernsehen.	
Gesundheitlich geht es uns heute besser denn je.	
Wir müssen lernen, uns anders zu beschäftigen.	

Aktivität 3

Machen Sie Aufgabe 5 im Buch auf Seite 13. Benutzen Sie das Arbeitsblatt Fernsehen/B Fernsehen gefährdet die Gesundheit (5). Schicken Sie Ihrem Lehrer/Ihrer Lehrerin Ihre fertige Blogantwort.



Aktivität 4

Sehen Sie sich die Grammatik (gender determination) im Buch auf Seite 13 und Seite 106 an. Machen Sie die Übungen auf dem Arbeitsblatt Fernsehen/B Fernsehen gefährdet die Gesundheit (Grammar). Ihr Lehrer/Ihre Lehrerin wird das in der nächsten Videokonferenz überprüfen.



Die Zukunft des Mediums Fernsehen

On completion of this unit, you should:

- discuss new technologies for watching TV
- talk about trends regarding the future of TV viewing

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

Deutsch	Englisch
anhalten	
endlich	
die Musiksammlung	
der Bildschirm	
das laufende Fernsehprogramm	
aufhören	
steuern	
der Bildschirm	
benutzen	
brauchen	

stören	
zeigen	
der Fernsehkanal	
die Auswirkung	
bedeuten	
der Zuschauer	
irgendwo	
der Spartensender	
bieten	
versuchen	
beliebt	
verkaufen	

Aktivität 1



a Lesen Sie den Artikel ‚freenetTV – Die Zukunft für Ihren Fernseher‘ im Buch auf Seite 14. Machen Sie Aufgabe 2a und seien Sie bereit, mit Ihrem Lehrer/Ihrer Lehrerin darüber in der nächsten Videokonferenz zu diskutieren.

Welche dieser Funktionen des freenetTV würden Sie nutzen? Welche nicht? Warum?

b Machen Sie Aufgabe 2b online.

c Machen Sie Aufgabe 2c. Seien Sie bereit, sie in der nächsten Videokonferenz vorzulesen.

Setzen Sie die richtige Form von *können* und die passenden Verben in die Lücken.

Ich _____ per Knopfdruck das Live-Bild _____.

Sie _____ einen Film ohne lästige Werbepause _____.

Du _____ deine Musik _____.

Wir _____ uns mit dem Fernseher beim Telefonieren _____.

Ich _____ meine E-Mails auf dem Fernseher _____.

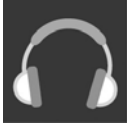
Wir _____ zusammen ein Computerspiel _____.

Man _____ im Internet _____.

Ich _____ euch meine Fotos in einer Bildershow _____.

Wenn Sie eine E-Mail bekommen, _____ Sie auf dem Sofa _____.

Man _____ die aktuellen Nachrichten _____.

Aktivität 2

Hören Sie sich die Diskussion zwischen zwei Jugendlichen über die Zukunft des Fernsehens in Aufgabe 3a im Buch auf Seite 15 an. Füllen Sie die Lücken aus.

**Vokabelhilfe**

der Aufsatz – essay

auf jeden Fall – at any rate

eine Auswirkung haben auf – to have an effect on

vermutlich – probably

bedeuten – to mean

irgendeinen Blödsinn – any nonsense

die Ausrüstung – the equipment

die Gestaltung – arrangement

sich beteiligen – to take part

i Durch Digitalfernsehen wird es noch mehr _____ geben und damit auch mehr _____ an Sendungen.

ii Weil die Zuschauer von Kanal zu Kanal schalten, werden die Fernsehsender _____ haben ihre Programme zu finanzieren.

iii Mehr Sendungen bedeutet, der _____ kann dann besser wählen, was er sehen will.

iv Die Zukunft des Fernsehens wird im _____ liegen.

v Man kann dort die allerneusten _____ einer Serie aus Amerika sehen.

vi Durch Interaktivität können die Zuschauer durch _____ auf ihren Fernbedienungen an den Sendungen teilnehmen.

vii Der _____ bei Handys ist einfach zu klein.

Aktivität 3

Wie sieht für Sie die ideale Zukunft des Fernsehens aus? Schreiben Sie eine Antwort und seien Sie bereit, dies in der nächsten Videokonferenz zu diskutieren. Benutzen Sie die unten stehenden Ideen.

Nützliche Ausdrücke

- einen großen Bildschirm, um einen Film wie im Kino zu sehen
- kleine, flache Bildschirme mit DVD-Spieler zum Herumtragen
- digitales Fernsehen mit immer mehr Kanälen
- Internetfernsehen
- Handy-TV
- Interaktivität der Zuschauer
- keine Veränderung
- bessere Sendungen
- weniger Fernsehen
- mehr Spartensender (Kanäle, die auf ein Themengebiet spezialisiert sind, die z. B. nur Spielfilme/Zeichentrickfilme/Kindersendungen zeigen)
- Fernsehen ‚auf Abruf‘ (zeitlich und inhaltlich)
- die Möglichkeit, bestimmte Inhalte wie Werbung, Gewalt usw. oder ganze Sender ausblenden zu können

Nützliche Ausdrücke: Was wünschen Sie sich vom Fernsehen?

- Die Sendungen sollten eine bessere Qualität haben.
- Ich möchte mehr mitbestimmen können, was gesendet wird.
- Mir ist die Mobilität des Fernsehens nicht so wichtig.
- Handy-TV interessiert mich nicht.
- Ich möchte aber nicht für das Fernsehen zahlen müssen.
- Es sollte mehr Spezialkanäle geben wie z. B. einen Fußballkanal.

■ Nützliche Satzkonstruktionen: Wo möchten Sie fernsehen können?		
Ich möchte	in der Bahn im Bus/Flugzeug/ Restaurant auf dem Schulweg beim Picknick im Park beim Ausflug mit den Eltern am Strand	fernsehen können.
..., weil	der Schulweg die Bahnfahrt/Busfahrt	langweilig ist.
..., weil ich dann	meine Lieblingssendung die Fußballspiele/ Tennisspiele	nicht verpasse.
Ich möchte zusammen mit ...	einen Film im Park	anschauen.

Aktivität 4



Machen Sie Aufgabe 5 im Buch auf Seite 15. Schicken Sie Ihrem Lehrer/Ihrer Lehrerin Ihren fertigen Aufsatz.

