

Bund/NI Topic 1.1 Being young today

Topic-Übersicht

Schülerbuch	Aufgabenformate und Fertigkeiten	WB+CD / VN / LHB+CDs
Getting started (Bund pp. 6–7/NI pp. 10–11)		
Pictures/Survey (A survey about growing up in England)	<ul style="list-style-type: none"> describing pictures working with a dictionary analysing a survey giving a presentation 	Challenge-Code 688ga3 (Talking vocabulary) WB, ex. 5
A Growing up (Bund pp. 8–9/NI pp. 12–13)		
Interior ministers speak out against 'dangerous' Facebook parties (413 words)	<ul style="list-style-type: none"> brainstorming panel discussion reading comprehension writing an email mediating 	WB-CD © A 1 WB, ex. 2
B Teenagers and technology (Bund pp. 10–11/NI pp. 14–15)		
Teenagers and technology: 'I'd rather give up my kidney than my phone' (726 words)	<ul style="list-style-type: none"> brainstorming listening comprehension reading comprehension writing a comment 	LHB-CD © A 1.1 Transkript (DOK auf DVD) WB, ex. 1
C Young people and families (Bund pp. 12–13/NI pp. 16–17)		
The wrong boy (567 words)	<ul style="list-style-type: none"> partner interview reading comprehension working with fictional texts 	
D Binge drinking (Bund pp. 14–15/NI pp. 18–19)		
What teenagers think about binge drinking (800 words)	<ul style="list-style-type: none"> brainstorming reading comprehension writing a letter writing a comment giving a presentation 	WB, ex. 3
E Young people and the future (Bund pp. 16–17/NI pp. 20–21)		
The Fear (307 words)	<ul style="list-style-type: none"> dealing with songs classroom discussion reading comprehension writing a comment mediating 	WB-CD © A 1 WB, ex. 6
Spot on grammar (Bund p. 18/NI p. 22)		
Revision of tenses	<ul style="list-style-type: none"> using correct tenses completing an email 	WB ex. 4 VN, ex. a) – d)
Hotspot (Bund p. 19/NI p. 23)		
Projects 1–3	<ul style="list-style-type: none"> projects and group work giving a computer presentation internet research mediating 	LHB KV 5A, 5B, 6, 7, 8 (DOKs auf DVD)
Exam practice (Bund pp. 20–21/NI pp. 24–25)		
What's wrong with today's youth? (375 words)	<ul style="list-style-type: none"> reading comprehension describing cartoons writing a comment 	LHB-CD © A 1.4

Getting started

Bund Seite 6–7/NI Seite 10–11

Skills file,
Bund S. 128/
NI S. 339

1 Bund Seite 6/NI Seite 10

Lösungsvorschlag:**What the pictures show:**

- A** (*drug addiction*): The picture shows a young girl taking a cannabis joint from a male. The young girl is around 16 years old and appears to be sitting on the floor.
- B** (*application form*): Many young people find it hard to enter the world of work due to a lack of job opportunities.
- C** (*dead end*): The picture shows a “dead end” sign. This could represent the lack of opportunities many young people have, or think they have.
- D** (*dancing teenagers*): Teenagers having fun and dancing in a disco.
- E** (*the X-Factor*): A television talent show originating in the United Kingdom. It stands for young people’s dream of becoming famous, for teens who want to live their dreams.
- F** (*teenage pregnancy*): This has become a problem in the UK. The United Kingdom currently has the highest teenage birth rate in Western Europe. Teenage pregnancy means a complete change in the lives of those affected.

Words that describe and summarise what each picture shows:

- making a career for oneself
- becoming famous
- living one’s dream
- pursuing one’s personal goals
- being afraid of the future
- not knowing which job to take, difficult job market
- relationships (pregnancy, AIDS, etc.)

Wörterbücher
bereithalten

2

Lösung:

Individuelle S-Beiträge.

3

Alternative: Falls die Zeit knapp ist, vergleichen die S ihre Ergebnisse nicht für alle Fotos, sondern nur für eines der Motive. L stellt jedoch sicher, dass alle Fotos bearbeitet werden.

Lösung:

Individuelle S-Beiträge.

Vokabelordner
anlegen

Erweiterung: Die Ergebnisse können im Anschluss an der Tafel zusammengetragen werden, sodass die S ihre Aufzeichnungen ergänzen können. Es empfiehlt sich das Anlegen eines Vokabelordners, in dem die S für verschiedene Wortfelder Seiten einrichten (hier: *adjectives to describe people*), die im Laufe des Schuljahres ergänzt werden.

Skills file,
Bund S. 142/
NI S. 353

4

Lösungsvorschlag:

a) *like: reliable, sociable, trustworthy, communicative, optimistic, entertaining; dislike: irresponsible, immature, naïve, lazy, ignorant, disrespectful*

b) Individuelle S-Beiträge.

Word bank

5 Bund Seite 7/NI Seite 11

Lösungsvorschlag:

Best thing: *Family and peer group relations are valued most among young people, closely followed by basic rights that make life worth living. Free time activities and facilities and a care-free life also rank highly (13% leisure opportunities; 9% fun, playing; 6% few responsibilities; etc.). Education also plays an important role. A relatively high percentage of young people think that the many opportunities to become acquainted with the world of employment are important. Material aspects and respect shown to them come last.*

Worst thing: *The majority of respondents (23%) complain of violence, crime and direct and indirect threats (10% violence, 7% bullying, 6% gangs, etc.). 17% feel that they are not respected*

appropriately enough (10% lack of respect, 7% not being listened to). Other aspects (weather, school, educational expectations, environmental problems) do not seem to worry them too much.

Comment: It does not come as a surprise that young people in England value friends and family highly. They also appreciate the fact that they can enjoy basic democratic rights which guarantee individual freedom and the possibility of developing their potentials, though a considerable number of young people think that they still suffer under too many restrictions. The fear of being threatened by crime and violence of any kind must not be underestimated, too. The reader may be surprised that their views on being able to make good use of their free time are not clear (10% are content with their situation in this respect, 7% are not). Above all, the fact that 17% of the respondents criticise lack of respect should give the adults reason for reconsidering their attitude towards the younger generation. Most astonishing, however, is the fact that material possessions only play a minor role in the young people's minds.

Comparison: Individuelle S-Beiträge.

Skills file,
Bund S. 149/
NI S. 360

6

Lösung:

Individuelle S-Beiträge.

Erweiterung: L kann zusätzlich auf den Cartoon oben auf der Seite eingehen: *Look at the cartoon: What is the cartoonist saying about the relationship between the generations?*

Mögliche S-Antworten:

The daughter cannot accept her role as a teenager. She thinks that she has already left this stage of her physical and psychological development. However, she admits that she has not reached maturity yet. She does not feel appreciated by her mother as a partner with whom she can communicate on equal terms. The latter, in turn, seems to be confused by her daughter's words and does not understand the complex role her child assumes for herself.

- Die S können die Mutter antworten lassen und aus dieser Rede und Gegenrede ein Streitgespräch entwickeln, das in einem Rollenspiel vorgeführt wird.
- Die S suchen und sammeln Cartoons zum Thema *adolescents and grown-ups* (Recherche im Internet), stellen sie in der Klasse vor und/oder machen sie ihren Mit-S in einer Wandausstellung zugänglich.

Alternative: Denkbar ist auch eine strukturierte Hilfe, in der die persönlichen Erfahrungen der S deutlicher berücksichtigt werden können, etwa nach folgendem Schema:

The relationship between my parents and me is
very good 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - 0 very problematic
My parents set rules
none 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - 0 too many
My parents show tolerance towards my friends
unlimited 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - 0 zero
My parents exercise control over my time and my activities
none 10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - 0 absolute

Je höher die Summe der angekreuzten Werte ist, desto positiver wird das Verhältnis zu den Eltern bewertet. Die Einzelergebnisse der S werden in eine allgemeine Statistik überführt; sie wird anschließend zur Diskussion gestellt.

7

Hinweis: siehe Hotspot 1 und 2, hier im LHB auf S. 23.

A Growing up

Bund Seite 8-9/NI Seite 12-13

Skills file,
Bund S. 140/
NI S. 351

1 Bund Seite 8/NI Seite 12

Lösungsvorschlag:

- *they were curious*
- *they wanted to have fun*

- they wanted to be part of something special
- they wanted to meet a lot of people
- they wanted to be different

Skills file,
Bund S. 109/
NI S. 320

2

Lösungsvorschlag:

- If parties attract thousands of guests, public order and safety may be put at risk.
- Thousands of partygoers may need to be kept under control.
- There is a potential danger to participants or innocent third parties.
- Damage may be caused.
- A lot of rubbish may be left behind which needs to be collected.

Skills file,
Bund S. 133/
NI S. 344

3

Lösungsvorschlag:

Possible arguments to be mentioned in the discussion:

Pros	Cons
<ul style="list-style-type: none"> • The greater the number of young people who gather in one place, the more likely it is that the party will get out of control. • A very large crowd also means a threat to innocent third parties and to other people's property. • There will always be some who behave against the rules. In most cases, this means alcohol and drugs. Such disorderly conduct cannot be tolerated. • Police operations on this scale cost the taxpayer a lot of money. • You can't just go round having fun at someone else's expense. • The partygoers certainly won't clean up when they leave. • Especially younger people, who are under a lot of peer pressure, might easily be influenced by those who misbehave. 	<ul style="list-style-type: none"> • Why can't you just have a bit more trust in young people? Always calling in the police beforehand shows what you think of them! • As long as they celebrate in public places where they can be watched, everything is just fine. • These parties are a brilliant way of getting to know other people. • Where's the difference to the older generation's "Schützenfest"? • Adults just need to accept that life is changing because of the Internet. Everything is faster, more spontaneous, even freer. What's wrong with that? Just loosen up a bit! • If two worlds clash, why is it always the world of the grown-ups that has the power to decide? Why can't we have a compromise instead?

Skills file,
Bund S. 118/
NI S. 329

4 Bund Seite 9/NI Seite 13

Lösungsvorschlag:

Dear ...,

On Facebook I just read that you are inviting people in California to a flash mob party at someone else's house – to the home of someone you do not even know. Even though I do not know you and we will probably never meet, I would like to tell you what I think about this idea.

Using someone else's property for your entertainment – in this case someone else's pool – is not OK. These people probably spent a lot of money on their property and invested a lot of time to make it nice and beautiful. What you are doing is clearly against the law and contradicts the idea of private ownership. What would you say if someone simply took away your mobile and used it for their entertainment?

Especially the fact that you cannot estimate how many people will eventually turn up means a lot of potential danger. If you attract a lot of people who come to celebrate, it is very likely that you will cause damage to the people's property and even put public order and safety at risk. Who will pay for the possible costs? Are you ready to bear the responsibility?

Have you thought about how people might hurt themselves when they party at a pool and possibly consume alcohol at the same time?

You also might want to consider that you will officially be regarded as the one who organised this event, as you posted the invitation on a public website. At least under German law, the authorities will hold you liable for any damages and expenses which might be caused. This really could mean thousands of dollars ... Furthermore, you are encouraging people to trespass. Do you think you can bear the consequences of that?

Let me tell you about an incident which took place in Hamburg, Germany. Here a girl accidentally posted an invitation to her birthday party on Facebook so that every one could see it. When she realised that hundreds of people she didn't know were about to come to the party, her parents had to hire a security firm and call in the police. The birthday girl herself simply disappeared in panic. Just imagine how expensive that birthday party turned out to be!

So, all in all, I believe that your idea of inviting strangers to a stranger's house for a party is a bad idea that you might want to reconsider.

Regards,

...

Skills file,
Bund S. 132/
NI S. 343

5

Lösungsvorschlag:

Die Zeit, die die Menschen rund um die Welt auf Webseiten sozialer Netzwerke verbringen, nimmt zu. Jüngsten Berichten zufolge verbringen Russen im Durchschnitt mehr als sechs Stunden monatlich auf diesen Seiten, verglichen mit Deutschen, die mehr als vier Stunden dort verbringen. Facebook alleine soll ungefähr eine Milliarde aktive Nutzer haben. Twitter, MySpace usw. sind ebenfalls beliebt. Es wird damit gerechnet, dass die Ausgaben für Online-Werbung auf diesen Webseiten im Jahr 2012 alleine in den USA auf 2,6 Millionen Dollar steigen.

B Teenagers and technology

Bund Seite 10–11/NI Seite 14–15

Skills file,
Bund S. 140/
NI S. 351

1 Bund Seite 10/NI Seite 14

Lösungsvorschlag:

a) *The picture shows three young girls sitting on some steps outside of a building together. They are all staring at their mobile phones and smiling. They are possibly reading text messages, talking to their friends or surfing the internet.*

b) Individuelle S-Beiträge.

Skills file,
Bund S. 109/
NI S. 320

2 Bund Seite 11/NI Seite 15

Lösungsvorschlag:

a)

1. *Philippa Grogan cannot understand how her parents could have lived without mobile phones.*
2. *Emily Hooley remembers a trip to Wales as a nightmare because she had no access to the internet or a telephone signal.*
3. *75% of all teenagers have a mobile phone; 90% of them send and receive texts.*
4. *Teens use their mobiles to take pictures, listen to music, play games and access social networking sites.*
5. *73% use social networking sites, so digital communication IS teenagers' lives.*
6. *These technologies meet teens' developmental needs, says a research specialist.*
7. *The Internet and mobile phones have made flirting, chatting, boasting etc. much easier.*
8. *Self-presentation and also self-disclosure has become easier.*
9. *Teenagers feel secure and safe about their communication when they use texts or social networking sites.*
10. *Modern communication technologies offer teenagers the feeling of controllability.*

b) *These communication tools can be used for whatever teenagers find important: flirting, boasting, chatting, impressing someone. Professor Valkenburg also mentions communicating your identity to others and self-disclosure, which could mean discussing intimate topics with someone else. All this is made easier by modern communication technologies.*

c) *The sentence means that teenagers who communicate via texts or social networking sites feel secure that their communication partner will pay attention to what they are saying and not be distracted by the way they look.*

© A 1.1
Transkript
(DOK auf DVD)

Skills file,
Bund S. 108/
NI S. 319

3

Hinweis: Der Hörtext ist auf **Audio-CD 1** enthalten. Der Sachtext ist zur leichteren Handhabung im Unterricht in drei Tracks unterteilt (**Track 1.1** bis **Track 1.3**) und kann abschnittsweise präsentiert werden. Das **Transkript** des Hörtextes steht auf der **DVD** hier im LHB als Word-Dokument zur Verfügung.

Lösungsvorschlag:

a)/b)

American teenagers use mobile phones and text messages to communicate with each other.

- The average teen sends about 50 texts a day.
- Sending texts is as important as breathing.

Parents and schools find it difficult to set limits.

- Nearly two-thirds of parents say they've taken a child's cell phone away as a punishment.
- Teenagers send texts in class even though phones are forbidden at school.

Some teenagers already prefer texting to face-to-face conversations.

- Some find teenagers increasingly shy and awkward in personal encounters.
- Teenagers are losing their ability to interact with people.

Skills file,
Bund S. 116/
NI S. 327

4**Lösungsvorschlag:**

Depending on who says this sentence it might sound like a compliment or like a reproach. There are those who admire teenagers for their ability to use digital communication with ease. They envy them for being able to stay in touch with the world around them effortlessly. On the other hand there are those who say that teenagers are wasting their lives on social networking sites or on texting for several hours a day. They point out that teenagers are becoming increasingly technology-enslaved.

I believe that there are – as always – two sides of the coin. Parents are worried that their children might be losing touch with the outside world as they replace it with a virtual one. Moreover, they fear that today's teenagers might lose their ability to interact with people in the real world. For them life is much more than digital communication. There is no substitute for authentic experience and real encounters.

On the other hand, digital communication is itself a child of our time. It offers huge advantages to those who have the knowledge and the skills to use it to fulfil their wishes. Digital communication is fast, easy, keeps people in touch and does not exclude people because of the way they look or speak. In this sense, it is fairer and more respectful.

However, there needs to be a sound balance between these two extremes: banning digital communication from teenagers' lives is as senseless as allowing teenagers to live in a substitute world where no authentic interaction is necessary. But only if you allow today's teenagers to find this balance on their own will you make them strong enough to make the best of both worlds.

C Young people and families

Bund Seite 12–13/NI Seite 16–17

1 Bund Seite 12/NI Seite 16**Lösung:**

Individuelle S-Beiträge.

Skills file,
Bund S. 111/
NI S. 322

2 Bund Seite 13/NI Seite 17**Lösungsvorschlag:**

First of all Raymond's mother felt attracted to Johnny because of his love for music. She said that she liked the fact that he had so much melody in his heart. But when Raymond's father started buying all the musical instruments even though he could not play a single one, his mother began to realise that this was more than just a passion – she called it an addiction. The more musical instruments he bought and the more money he spent on them, the more Raymond's mother saw that their life was falling apart and that the family was suffering. So all in all we can say that musical instruments and a love for music started the family but ended the marriage as well.

Skills file,
Bund S. 115/
NI S. 326

3**Lösungsvorschlag:**

a) The phrase "it's an addiction and it's bleeding us dry" shows that Raymond's mother has realised that her husband really is ill because he spends all his money on musical instruments. Like in any addiction, he can't stop buying all these instruments even though he cannot play a single one of them. The phrase "it's bleeding us dry" means that Raymond's father spends all the family's money on his addiction, the family does not have enough money for a decent life.

b)

Dad	Mam
<ul style="list-style-type: none"> • He'd turn up back here with a big bass fiddle or a saxophone or flute. And he'd have that dreamy look in his eye again. (ll. 18–20) • He pretended to play. (l. 28) • His fingers skittering up and down the fretboard in a wildly haphazard but passionate frustrated frenzy. (ll. 29–30) • Tears dropping down from my father's eyes. (l. 31) 	<ul style="list-style-type: none"> • ... with me just doin' part time at the Kwiky we'd hardly a pair of pennies to knock together. (ll. 9–10) • We'd gas bills and electricity bills, hire-purchase bills and the rent to pay. We'd all the debts in the world but they were as nowt to your father. (ll. 11–12) • The holes in the carpet. (l. 37) • The flaking paint on the window frames. (ll. 37–38) • ... my Mam had to work harder and harder. (ll. 39–40)

c) In this extract “a man with melody in his heart” stands for both the beginning and the end of a marriage. Raymond’s mother fell in love with Johnny, Raymond’s father, because of his love for music. She felt attracted by the fact that he had such a fascination for music and musical instruments. However, when his interest in these instruments became stronger and stronger, Raymond’s mother began to see that they could no longer pay their bills as her husband spent all their money on various musical instruments he could not even play. Even after she told him that he needed to stop this addiction, which was ruining his family, he couldn’t stop. That’s when Raymond’s mother began to think that a man with a melody in his heart could also be a millstone round one’s neck, i.e. someone whose behaviour could ruin an entire family.

4

Lösung:

Individuelle S-Beiträge.

D Binge drinking

Bund Seite 14–15/NI Seite 18–19

1 Bund Seite 14/NI Seite 18

Lösung:

Individuelle S-Beiträge.

2 Bund Seite 15/NI Seite 19

Lösungsvorschlag:

Name	Age	Attitude towards drinking
Zoe	18	<ul style="list-style-type: none"> • likes “happy hour” because of the cheap drinks • would buy alcohol from the supermarket if bars were more expensive
Charlotte	18	<ul style="list-style-type: none"> • fewer happy hours means more people will drink at home • cheap drinks encourage binge drinking • we need more police and more security
Grace	18	<ul style="list-style-type: none"> • people don't take warnings seriously
Alex	19	<ul style="list-style-type: none"> • knows it isn't healthy • people should be taught about long-term consequences of drinking • people need to be taught how to drink responsibly
Grishna	18	<ul style="list-style-type: none"> • doesn't see himself as a binge drinker – not worried about his health • beer should be labeled with number of units it contains
Holly	20	<ul style="list-style-type: none"> • there are lots of opportunities to binge drink • regrets it in the morning, but does it again anyway • there is pressure to drink
Mikey	20	<ul style="list-style-type: none"> • wanted to drink like his dad • drinking is seen as a sign of maturity • drinks because he wants to

Name	Age	Attitude towards drinking
Henry	16	<ul style="list-style-type: none"> • there is a drinking culture • people who don't drink feel left out
James	16	<ul style="list-style-type: none"> • it's easy to buy alcohol
Lilit	16	<ul style="list-style-type: none"> • older friends help you buy alcohol
Lana	19	<ul style="list-style-type: none"> • drinks a lot, but says she can stop anytime • would be worried if she was still drinking as much in five years' time

3

Lösungsvorschlag:

- young people in Germany also have a problem with alcohol
- here you are allowed to drink beer and wine when you are 16
- it is more difficult to enter clubs and discos if you are under 18 as IDs are usually checked
- some clubs allow under 18s to stay until 11pm or midnight
- young people often drink too much at "Volksfest" and similar events
- Germany has a beer drinking culture and tradition
- people in Germany have a different relationship with alcohol (especially beer) than in England
- in Germany, beer is not a taboo subject for young people and is perhaps therefore not as interesting for them when they are older
- young people in Germany also drink, but the levels of binge drinking may be lower
- it is difficult to compare a large urban city in England with a small rural town in Germany

4

Lösungsvorschlag:

Agree	Disagree
<ul style="list-style-type: none"> • many people associate alcohol with maturity and being a man/woman • teenagers feel they are missing out on something • there is pressure to look and dress older • the people teenagers look up to are old enough to drink • drinking is a way of fitting in and becoming popular 	<ul style="list-style-type: none"> • people who are worth knowing will also like you if you don't drink • it is possible to socialise and go to parties and stay sober • many young people respect those who choose not to drink • choosing not to drink rather than going along with the crowd is a sign of maturity

Skills file,
Bund S. 151/
NI S. 362

5

Lösung:

Individuelle S-Beiträge.

E Young people and the future

Bund Seite 16–17/NI Seite 20–21

1 Bund Seite 16/NI Seite 20

Lösung:

Individuelle S-Beiträge.

Skills file,
Bund S. 114/
NI S. 325

2 Bund Seite 17/NI Seite 21

Lösungsvorschlag:

a) The persona in this song wants to live a life of material wealth, fame and beauty. She says she wants to be rich, have a lot of clothes and plenty of jewellery. The persona wants to be famous and thin. In order to achieve all this, she is willing to employ "shameless" strategies like e.g. taking her clothes off.

b)

- The fear in her life is stronger than her desire to be rich and famous. The persona says that she does not know what's right and what's wrong anymore. These doubts are stronger than her dreams.

- Success and achievement often are seen in connection with celebrities and people who seem to have made it. Normal people, like for example mothers, are hardly ever presented or perceived as role models in the media.
- The desire to be physically attractive – which for many people just means being thin – is very often stronger than any other wish for the future. Thus being attractive is often seen as an equivalent to being successful.

Skills file,
Bund S. 115/
NI S. 326

3
Lösungsvorschlag:

Chorus	Stanza
<ul style="list-style-type: none"> • words showing insecurity: don't know, fear • negative sentences: I don't know • question addressed to someone else (When do you think ...?) • repetition (When do you think it will all become clear? Cause I'm being taken over by fear) at the end of every stanza 	<ul style="list-style-type: none"> • words showing determination, power and success: want, don't care, I'll, fucking, weapon, massive, winner • affirmative sentences (I want, I'll, I am)
<p>Effect: As the chorus, which shows insecurity and fear, is repeated three times, it outweighs the determination and self-esteem shown in the stanzas. This stark contrast between these two feelings needs to be resolved. One indicator is the title of the song (The Fear), furthermore, the song ends with the words "taken over by the fear".</p>	

Skills file,
Bund S. 133/
NI S. 344

4
Lösung:
Individuelle S-Beiträge.

Skills file,
Bund S. 116/
NI S. 327

5
Lösungsvorschlag:

To many teenagers, the idea of their future consists of dreams which should come true. So one could say that Lily Allen's song mirrors what many young people wish for. They dream of fame, wealth and a life like the lives celebrities lead.

On the one hand, Lily Allen's song portrays exactly this feeling. As you can see in a variety of casting shows, many teenagers believe that an ordinary life consisting of family life and a job is not enough. The lyrics clearly emphasise what society seems to define as success. The singer manages to show that any strategy you choose is acceptable as long as it is successful.

On the other hand, the dominant fear in the song plays an important role, too. For many teenagers, life is full of conflicts between their ambitions and limitations of their reality. So I believe that hardly any teenager today really believes that becoming rich and famous is easy and always desirable. While Lily Allen's song ends with "taken over by a fear", for many teenagers their unrealistic dreams fade away and are replaced sooner or later by realistic decisions like to look for a good job or to get useful qualifications.

All in all I believe that you cannot say that teenagers today are as naive as the singer in the song, but at some point in their lives many do have unrealistic dreams which will never come true. Moreover, many teenagers fear that they will not be able to meet all the expectations and ideals created by society.

Skills file,
Bund S. 132/
NI S. 343

6
Lösungsvorschlag:

In a global study, 5,600 people from 14 countries aged between 8 and 34 were interviewed. The main findings of this survey were: Parents, intelligence and friends are considered very important if you want to get on in life; the government, bosses and even religion are seen as the main obstacles. The majority said that they see themselves responsible for their lives. Despite this belief, not even every second young person thinks that they will earn more than their parents in the future. The people interviewed also named their major concerns. These were: Will I ever get a good job? How can I find out what I really want? Who am I? Am I attractive enough?

7
Hinweis: siehe Hotspot 3, hier im LHB auf S. 23.

Spot on grammar: Revision of tenses

Bund Seite 18/NI Seite 22

Grammar file, Bund S. 154/NI S. 365. **Hinweis:** Es empfiehlt sich, die S zunächst in Partnerarbeit oder in Kleingruppen die Grammatikerläuterungen im Anhang durcharbeiten zu lassen. Aufgabe c) kann als Hausaufgabe gestellt werden, da die E-Mail ins Heft übertragen werden sollte.

Lösung:

a) 1. *simple present*, 2. *will-future*, 3. *present perfect*, 4. *simple present, present perfect*, 5. *simple past, past perfect, simple past*, 6. *present continuous, present continuous (simple present, simple present)*

c) 1. *am writing*, 2. *would like*, 3. *do you remember*, 4. *met*, 5. *has sent*, 6. *suggested*, 7. *haven't been*, 8. *is preparing*, 9. *has*, 10. *makes*, 11. *am finding*, 12. *has*, 13. *had*, 14. *split*, 15. *seem*, 16. *stopped*, 17. *know*, 18. *sees*, 19. *spends*, 20. *am*, 21. *don't know*, 22. *like*, 23. *don't know*, 24. *should*, 25. *has*, 26. *will fall*, 27. *will ... say*, 28. *Will ... like*, 29. *will ... say*, 30. *don't know*, 31. *want*, 32. *haven't really thought*, 33. *do you think*, 34. *should forget*

Hotspot

Bund Seite 19/NI Seite 23

Kopiervorlagen 5A, 5B und 6 (DOKs auch auf DVD für L) Skills file, Bund S. 148/NI S. 359

Hinweise zur Projektarbeit: LHB, Seite 9 und *Skills file* im SB (Bund S. 148/NI S. 359), sowie **Kopiervorlagen 5A, 5B** und **6**. Um den S die Möglichkeit zu geben, die benötigten Informationen zu recherchieren, kann die Aufgabe über einen Zeitraum von etwa einer Woche gestellt werden. In der ersten Stunde planen und vereinbaren die S selbstständig (weniger kreative Lerngruppen sammeln im Plenum), welche Informationen sie wie in Erfahrung bringen wollen (durch Umfragen im Freundes- und Familienkreis, Interviews mit Reisebüroangestellten, Internetrecherche usw.), und teilen die nötigen Arbeitsschritte auf. Etwa eine Woche später tragen sie ihre Informationen in einer weiteren Gruppenarbeitsphase zusammen und stellen sie der Klasse vor, z. B. in Form einer Wandzeitung.

Skills file, Bund S. 148/NI S. 359

1
Lösung:
Individuelle S-Beiträge.

Kopiervorlage 8 (DOK auch auf DVD für L)

Alternative: Die S erhalten **Kopiervorlage 8** (*A personal fact sheet*) und füllen das Arbeitsblatt anonym aus. Die Blätter werden eingesammelt und neu verteilt. Die S nehmen zu den Antworten auf dem Blatt, das sie erhalten, Stellung (*agree/disagree/reason*).

Skills file, Bund S. 151/NI S. 362

2
Lösung:
Individuelle S-Beiträge.

Skills file, Bund S. 147/NI S. 358

3
Lösung:
Individuelle S-Beiträge.

Bundesausgabe: Exam practice

Bund Seite 20–21

© A 1.4 **Hinweis:** Der Text ist auf **Audio-CD 1** enthalten. Die Aufnahme ist in vier Tracks unterteilt: **Track 1.4** (ll. 1–15), **Track 1.5** (ll. 16–34), **Track 1.6** (ll. 35–45) und **Track 1.7** (ll. 46–62).

1 Bund Seite 21

Lösungsvorschlag:

a) *England: vandalised a farm by having a rave on the premises;*
Sydney: started fires which became very serious

b)

- *young people are bored*
- *they need excitement*
- *they are not taught social values and morals anymore*

- c)
- contacts are virtual
 - socialising is something people do alone, sitting at a computer
 - people withdraw from social responsibility
 - they can “make” and “lose” friends at the click of a mouse

Skills file,
Bund S. 129/
NI S. 340

2

Lösungsvorschlag:

- the cartoon shows a young overweight child leading his parents down the street by rings through their nose which are attached to strings
- the mother is holding a “parent skills” book and is asking her husband whether they had missed a few chapters
- the cartoon represents the power some children have over their parents
- the cartoon also shows that some parents wonder “where it all went wrong” and what mistakes they made
- on the one hand, the cartoon fits well with the text as it portrays how difficult to control some young people can be, and how badly brought up they appear to be
- on the other hand, the cartoon does not address the young peoples’ new kind of interaction and their lack of real socialising skills and sense of social responsibility

3

Lösungsvorschlag:

a)

Yes	No
<ul style="list-style-type: none"> • It’s true because contacts are virtual. • Virtuality makes people self-consumed. • People withdraw from emotional responsibility. 	<ul style="list-style-type: none"> • Internet socializing offers more contacts than ever. • Young people chat all the time which means they are in contact with other young people. • They show social behaviour in that they look for new friends, try to find old friends and “listen” to their friends’ problems. • Studies show that young people who do internet socializing are also more social in real life.

b) Possible problems:

- teenagers today may have more career options available, but this can also make choosing a career difficult
- parents expect too much from their children
- teenagers have too many distractions
- today’s teenagers focus too much on their free-time
- today’s teenagers do not have enough knowledge of the real world

Possible solutions:

- more part-time job/training/work experience opportunities
- mandatory voluntary work
- more clubs, social groups to keep young people occupied
- more support for working parents who are not at home very much
- parents should put their children under less pressure to achieve more than they did
- children need to be taught more about the “real world” at school

Niedersachsen-Ausgabe: Exam practice

NI Seite 24–25

© A 1.4

Hinweis: Der Text ist auf **Audio-CD 1** enthalten. Die Aufnahme ist in vier Tracks unterteilt: **Track 1.4** (ll. 1–12), **Track 1.5** (ll. 13–26), **Track 1.6** (ll. 27–35) und **Track 1.7** (ll. 36–48).

1 NI Seite 25

Lösung:

a) – 3., b) – 1., c) – 2., d) – 1., e) – 1.

2/3

Hinweis: siehe die **Lösungsvorschläge** zu den Aufgaben 2 und 3 Bund (hier auf S. 24)