

Bund/NI Topic 1.2

Personal identities and social relationships

Topic-Übersicht

Schülerbuch	Aufgabenformate und Fertigkeiten	WB+CD / VN / LHB+CDs
Getting started (Bund pp. 22–23/NI pp. 26–27)		
Pictures and poems	<ul style="list-style-type: none"> • brainstorming • making up a sociogram • dealing with poetry • giving a presentation 	Challenge-Code i7kk55 (Talking vocabulary) WB, ex. 1
A Friends (Bund pp. 24–25/NI pp. 28–29)		
Friends ain't friends ... (745 words)	<ul style="list-style-type: none"> • making a cluster • reading comprehension • describing cartoons 	LHB-CD © A 1.8 WB, ex. 2
B Family issues (Bund pp. 26–27/NI pp. 30–31)		
Slam (880 words)	<ul style="list-style-type: none"> • brainstorming • reading comprehension • analysing a fictional text • writing an email 	WB, ex. 6
C Gender stereotypes (Bund pp. 28–29/NI pp. 32–33)		
Mütter im Berufsleben (281 words)	<ul style="list-style-type: none"> • brainstorming • mediating • listening comprehension • describing cartoons • giving a talk 	LHB-CD © A 1.11 Transkript (DOK auf DVD) LHB KV 9 (DOK auf DVD) WB, ex. 4
D Volunteering (Bund pp. 30–31/NI pp. 34–35)		
Network for Good/Compassion's heart (375/113 words)	<ul style="list-style-type: none"> • brainstorming ideas • mediating • reading and listening comprehension • working on lyrical devices • making a diagram 	
E Generation Me? (Bund pp. 32–33/NI pp. 36–37)		
Are today's youth even more self- absorbed (and less caring) than generations before? (482 words)	<ul style="list-style-type: none"> • reading comprehension • analysing an article • writing a letter 	LHB-CD © A 1.15 WB-CD © A 2 WB, ex. 5
Spot on grammar (Bund p. 34/NI p. 38)		
Reported speech	<ul style="list-style-type: none"> • reporting information • transforming sentences 	VN, ex. a) – e) WB, ex. 3
Hotspot (Bund p. 35/NI p. 39)		
Projects 1–3	<ul style="list-style-type: none"> • projects and group work • giving a presentation • internet research 	LHB KV 5A, 5B, 6, 7 (DOKs auf DVD)
Exam practice (Bund pp. 36–37/NI pp. 40–41)		
Homophobia is declining in schools, study claims (744 words)	<ul style="list-style-type: none"> • reading comprehension • describing statistics • writing a comment 	LHB-CD © A 1.18

Getting started

Bund Seite 22–23/NI Seite 26–27

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

1 Bund Seite 22/NI Seite 26

Lösungsvorschlag:

mother, daughter, grandmother, father, grandfather, son, friend, boyfriend, girlfriend, colleague, neighbour, nephew, niece, grandson, granddaughter, parents-in-law, etc.

2

Lösung:

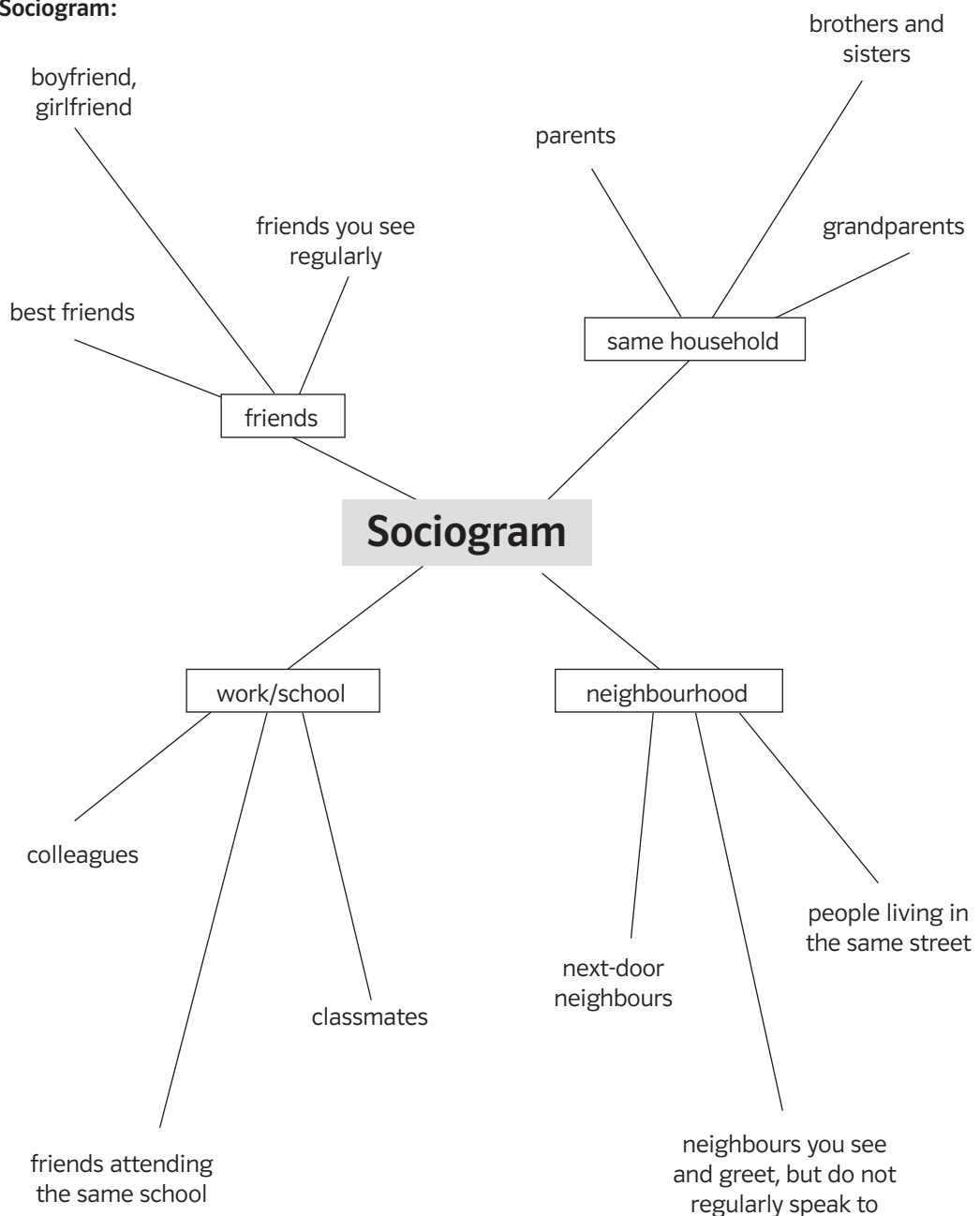
Individuelle S-Beiträge.

3 Bund Seite 23/NI Seite 27

Lösungsvorschlag:

- *What can you tell me about the people who live in your house?*
- *Tell me something about your grandparents.*
- *Tell me about your friends?*
- *What can you tell me .../Tell me ...*

Sociogram:



Word bank

4

Lösung:

Individuelle S-Beiträge.

5

Lösungsvorschlag:

- *in both poems the persona experiences the feeling of not being important, of not having an impact, of not making a difference*
- *both poems are not so much about social relations as about the absence of them*
- *even though we belong to different groups, we end up being alone, living in separate worlds*
- *both poems are very pessimistic, no sign of hope, friendship etc.*
- *Herrick: loneliness at night, strong power, feeling of inevitability*
- *Pound: persona/life seem to be separate; less important than a very small animal*

6

Lösung:

Individuelle S-Beiträge.

A Friends

Bund Seite 24–25/NI Seite 28–29

© A 1.8

Hinweis: Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in drei Tracks unterteilt: **Track 1.8** (ll. 1–20), **Track 1.9** (ll. 21–40) und **Track 1.10** (ll. 41–60).

1 Bund Seite 24/NI Seite 28

Lösung:

Individuelle S-Beiträge.

2 Bund Seite 25/NI Seite 29

Lösungsvorschlag:

a) *According to the text, the arrival of social media has had a huge impact on our understanding of friendship. In the text it says that social media have altered the nature and the depth of the relationships people have with others. Before Facebook, the word friend had a very traditional meaning. It was used to describe someone you knew in person, someone you liked and trusted. This has changed considerably. Today the word friend is used for a relationship between people who, in a lot of cases, have never actually met face to face. Now, people have more friends and fewer deep friendships. According to the text, in social media friends have become like items which are collected. The more friends somebody has, the better. At the same time the quality of friendship has changed, too. Since many people have never met the person they call a friend it is now much easier to end friendships, to unfriend, block and banish someone at the click of a mouse. So all in all the arrival of social media has considerably changed the meaning of friendship.*

b)

- *friend numbers confer status*
- *today it is very important to find an audience and to boost your self-esteem; key drivers in young people are the need for self-worth, self-respect, and belonging*
- *for this, a large number of friends seems necessary; having as many friends as possible will prove to others your appeal and importance*
- *having more friends is a good thing and somehow means that you're a nicer person, and better to be with*

Skills file,
Bund S. 129
NI S. 340

3

Lösungsvorschlag:

- *cartoon showing father and son talking*
- *father sitting in an armchair (traditionally dressed, reading a book), son (wearing a cap) standing in front of him*
- *father asks his son to talk to him about any complaints before posting them on MySpace*
- *public discussion of family matters on social media seems to have replaced normal conversation or even arguments between family members*
- *father: is more concerned about his image on MySpace than the complaint itself*
- *son: making his complaint public seems to be more important than trying to solve it*

4

Hinweis: siehe Hotspot 1, hier im LHB auf S. 34.

B Family issues

Bund Seite 26–27/NI Seite 30–31

1 Bund Seite 26/NI Seite 30

Lösung:

Individuelle S-Beiträge.

2

Lösungsvorschlag:

The passage is written in the first person perspective, from the point of view of Sam. The extract begins with Sam going to his house with his girlfriend, Alicia, and her parents. When they arrive at Sam’s house, his mother answers the door and immediately knows that something is wrong. Sam’s mother invites them in and Alicia’s mother tells her that Alicia is pregnant and Sam is the father. Sam’s mother then gets very upset, begins to cry and scolds Sam. She becomes quite hysterical and talks about how she is too young to be a grandmother and how Sam’s life as he knows it is over. Hearing this, Sam starts to get very worried about his future.

3 Bund Seite 27/NI Seite 31

Lösungsvorschlag:

a) Sam:

- regretful and rueful
- knows he has done something wrong and will be in trouble
- worried about his mother’s reaction
- embarrassed
- slightly unaware of the consequences of Alicia being pregnant
- naïve
- unhappy that he has upset his mother

Sam’s mother:

- nervous and embarrassed about being caught “in the act”
- shocked and upset upon hearing the news
- a little selfish – lists the consequences for herself before saying how it may affect Sam’s life
- hysterical and a little immature (comparing herself to Hollywood stars of a similar age)
- angry with Sam
- disappointed
- questions her own parenting skills

b)

- Sam and his mother appear to be fairly close to one another – which is possibly due to the father not being at home.
- The fact that Sam is so worried about telling his mother about the pregnancy, and upsetting her, may show how much he cares for her.
- Sam looks up to his mother and appreciates how difficult it was for her to raise him alone.

c)

Language/Quote	Emotion
“She knew something had happened straight away.” (l. 11)	shock, surprise, nervous anticipation
“She was babbling.” (l. 21)	nervousness, worry
“... mum didn’t say anything. She just looked at me for a long time, and then it was like her face was a piece of paper that someone was screwing up.” (ll. 26–27)	shock
“And then this terrible noise. I’d never see her if she ever found out I was dead, but I can’t imagine the noise would be any different.” (ll. 31–33)	anguish, pain

"Of all the things you could do. All the ways you could hurt me." (ll. 42–43)	anger, fury, self-pity
"I'm four years younger than Jennifer Aniston and I'm going to be a grandmother. I'm the same age as Cameron Diaz and I'm going to be a grandmother." (ll. 53–55)	realisation, fear, anger, worry

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

4

Lösungsvorschlag:

a)

I understand how shocked you were about the news that your son was going to have a baby. It must have been difficult for you, raising Sam as a single mother. In my opinion, you were right to be upset about what Sam has done. I understand that you may feel responsible for Sam's behaviour in some way, but you should not blame yourself for his mistakes. Children can make their own life choices.

Even though you were upset with Sam, I don't agree with how you talk to him in front of other people. I think he may be embarrassed by this. You were a little hysterical after hearing the news. What is the use of comparing yourself to Jennifer Aniston and Cameron Diaz? Perhaps, in future, you should try and talk things through with Sam and develop an honest relationship with each other.

b) *When she heard these words, Sam's mother immediately began to cry. Sam looked nervously at Alicia and her parents, worried that his mother was having a nervous breakdown in front of everybody. But his mother's looked up at them and was smiling. They were tears of joy! She spread her arms and pulled Sam and Alicia towards and gave them a big hug, kissing Sam wetly on the cheek.*

"I'm so proud of you," she said through sobs.

"I'm going to be a grandmother. Not just any grandmother, but a young and active grandmother. Oh, you have both made me so happy. Thank you."

To say I was shocked would be the understatement of the century. This was definitely not the reaction I had been expecting on the way here. I freed myself from mum's grip and looked around at Alicia's parents. Her mother was standing, staring at us, wide-eyed and open mouthed. I think, at that moment, she thought my mother had lost her marbles completely. She was dumbstruck.

I then look at Alicia's father. He looked like he was about to explode. His face had turned red and his head was wobbling like a kettle about to boil. And then he did explode ...

"What's the matter with you, woman?", he screamed at my mother.

"Don't you understand what's happened here?"

5

Hinweis: siehe Hotspots 2 und 3, hier im LHB auf S. 34.

C Gender stereotypes

Bund Seite 28–29/NI Seite 32–33

1 Bund Seite 28/NI Seite 32

Lösung:

Individuelle S-Beiträge.

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

2

Lösungsvorschlag:

a) *work-life balance, equal pay, household chores, traditional role models, breadwinners, part-time/full-time, etc.*

b) Individuelle S-Beiträge.

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

3

Lösungsvorschlag:

- *census by "Statistisches Bundesamt", Germany*
- *traditional role model still valid today*
- *but: more working mothers, most work part-time*
- *fathers mostly breadwinners, mothers stay at home or work part-time (still most common role model in Germany)*

- numbers of mothers working part-time have increased dramatically, this especially applies to single mothers
- generally speaking: more women than in the past feel that they must work part-time to make ends meet

© A 1.11
 Transkript
 (DOK auf DVD)
 Skills file,
 Bund S. 108/
 NI S. 319

4 Bund Seite 29/NI Seite 33

Hinweis: Der Hörtext ist auf **Audio-CD 1** zu finden. Er ist zur besseren Handhabung in drei Tracks unterteilt: **Track 1.11**, **Track 1.12** und **Track 1.13**. Das **Transkript** des Hörtextes steht auf der **DVD** hier im LHB als Word-Dokument zur Verfügung.

Lösungsvorschlag:

Why Clara Belle was against beauty contests in the past	Reasons that made her change her view	Beauty contests and feminism	Clara Belle's views on contests and pageants in general
<ul style="list-style-type: none"> • she believed these contests were degrading and humiliating to the young women 	<ul style="list-style-type: none"> • she discovered people who are motivated, shared a desire to contribute to their community and be a part of something positive, seek recognition, represent views or causes that are important to them 	<ul style="list-style-type: none"> • Rebecca Mordan's criticism: women are reduced to the "sum of their parts" 	<ul style="list-style-type: none"> • pageants and women's rights can go hand in hand • they celebrate the diversity of appearances, underline contestant's individuality • contestant gains confidence, friendship and a broadened mind

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

5 Lösungsvorschlag:

The cartoon shows a woman sitting at a desk in an office. She is on the phone. On the door there is a sign which says "Melanie Smith, CEO". The caption reads, "No, this is not Mel's secretary, this is Mel." The fact that the name Mel could both be short for Melanie or a male first name leads the caller to believe that the CEO Mel Smith must be a man, so the female answering the call must therefore be his secretary. The cartoonist is criticising the fact that in the business world executive positions are most commonly held by a male. The role of females is seen to be that of secretaries or general office staff.

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

6 Lösung: Individuelle S-Beiträge.

Kopiervorlage 9
 (DOK auch auf
 DVD für L)

Vertiefung: Zum Abschluss des Topics bietet sich der Einsatz von **Kopiervorlage 9** (Discussion – freemales and males) an. Das Arbeitsblatt bietet Impulse für eine Gruppenarbeit. Die S übernehmen die Rolle als Teilnehmer oder Zuhörer einer Talkshow.

D Volunteering

Bund Seite 30–31/NI Seite 34–35

Zusatzinformation:

Network for Good is an independent non-profit organisation that was founded in 2001 by America Online, Cisco Systems and Yahoo. It provides a website that gives potential donors and volunteers the opportunity to select from a number of charities they can support or from activities volunteers can engage in. For further information see: <http://www1.networkfor-good.org/for-donors/volunteer>.

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

1 Bund Seite 30/NI Seite 34

Lösungsvorschlag:

President Kennedy probably wanted to express the idea that in a community which is to work, it is very important for its members not to want to take all the time, but to be ready to give. Otherwise, if all of a community's members exclusively think of their own advantage, there will be no one on the other side to provide the necessary assistance.

Fazit: Society is give and take. Thinking only of one's own advantage is the opposite of the idea of a community that really works.

Alternative: Zur weiteren Vorbereitung der Textlektüre kann jede/r S z. B. in Form der „Blitzlicht“-Methode befragt werden, was ihm/ihr zum Wort *community service* spontan einfällt (siehe dazu auch die Hinweise auf S. 12 hier im LHB).

Weitere mögliche Aufgabenstellungen:

a) Give your reaction to the statement: It is every citizen's duty to give back to society by performing some kind of community service.

Mögliche S-Beiträge: *The word "duty" implies some kind of obligation. However, nobody should be forced to do something that serves the common good. Very often, working for the community means working with other people within this community, especially with those who are in need of assistance. If they realise that this help is not given voluntarily, there will be something like an emotional break between the one who delivers and the one who receives.*

Moreover, community service can hardly be organised in a way that every single citizen can contribute in a sensible way. Therefore, it should be left to the individuals if they want to contribute to a social service or not.

On the other hand, everybody should ask themselves to what extent they do something for the common good, be it in their workplace or in a voluntary organisation, and if they could do more. But this is an "inner" duty and should not be imposed from outside.

b) Comment on how effective you think the "Network for Good" website is as an appeal for people to do volunteer work. Take into consideration factors such as content, style of language, visual impact, etc.

Mögliche S-Beiträge: *The content of the website is persuasive, providing compelling arguments. When you learn how many people already do voluntary work and you are considering it yourself, you will be led more easily to join in. Generally, the numbers, also those about the value in money of all the voluntary work done per year, are quite impressive. In addition, you learn about the way volunteers profit from that experience – another significant reason for committing oneself, because even those who are willing to give do not find it satisfactory to give all the time without ever getting anything back in return.*

The style of language is straightforward, the sentences are rather short. On a website, readers want quick, succinct information, and this is exactly what the site provides. From the point of view of visual impact, the site is quite plain. There are only two icons, and apart from that, the coloured bullet points in the form of arrows is the only thing that may strike the reader. Thus, by comparison, the site does with very few visual effects. But again, this is probably done on purpose: people who visit such a site are not interested in garish colours or in a stylish layout. They want short information that is clearly arranged. The mixture between bullet sentences and concise, informative texts in between as well as just a few headings help the readers quickly to orient themselves and find the points they are looking for.

c) Abschließend können die S aufgefordert werden, in Kleingruppen selbst eine Startseite zu einer gemeinnützigen Organisation zu erstellen. Die Ergebnisse werden von den S selbst bewertet und die beste Arbeit wird prämiert.

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

2

Hinweis: Im Fokus der Antworten stehen die Zeilen 7–10 und 15–21. Leistungsstärkere S notieren die *keywords* auf Englisch und halten die deutsche Kurzpräsentation anhand dieser Notizen. Schwächere S notieren sich deutsche Stichwörter.

Lösungsvorschlag:

What "Network for Good" can/cannot achieve:

- cannot take the place of government programs
- cannot cure the ills and disparities of society

- can find ways to help
- it is all about making a difference

What personal advantages volunteering offers:

- you are needed
- you learn new skills
- you learn to deal with some of your personal problems
- you meet new people
- breaks down barriers of misunderstanding, mistrust and fear
- new contacts
- may help your future business/career

© A 1.14 **3** Bund Seite 31/NI Seite 35

Hinweis: Das Gedicht ist auf **Audio-CD 1** aufgezeichnet. L spielt die Tonaufnahme bei geschlossenen SB zunächst zweimal vor.

Erweiterung: Die S können versuchen, ein Reimschema herauszufinden. Mögliches Ergebnis: *Rhyme a-b-c-b-b-d-e-d-e-f-e-f-g-h-i-h-j-k-l-k* → *no fixed pattern*

Lösungsvorschlag:

Compassion means "Mitgefühl" and thus refers to a caring attitude towards your fellow man. The poem is against egoism (and for interpersonal aspects within our society).

Skills file,
Bund S. 113/
NI S. 324

4

Lösungsvorschlag:

Lyrical devices:

- personification: *compassion* (l. 1), *mouth* (l. 5), *head* (l. 9), *eye* (l. 13), *heart* (l. 17)
- metaphor: *heart and soul = people and / or feelings* (ll. 4/6/7)
- contrasts: *compassion vs. fear, trouble, need, foe, tears*

5

Lösungsvorschlag:

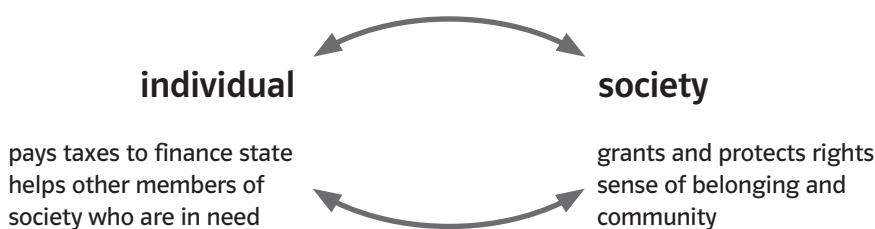
Social "services" in the widest sense:

parents raising their children • doctors, nurses • daughters/sons/parents etc. taking care of handicapped people in their families • (youth) coaches • social workers • teachers • members of electoral staff • relief workers • emergency aid of any kind • firefighters • police • farmers • etc.

Almost all jobs and a lot of activities contribute to society in some way, e.g.:

engineers developing new technologies • agencies providing services of all kinds • scientists • paying taxes • voting (in general elections).

Diagram: *Individual freedom vs. society's needs and laws*



E Generation Me?

Bund Seite 32–33/NI Seite 36–37

© A 1.15 **Hinweis:** Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in drei Tracks unterteilt: **Track 1.15** (ll. 1–34), **Track 1.16** (ll. 35–54) und **Track 1.17** (ll. 55–62).

1 Bund Seite 32/NI Seite 36

Lösungsvorschlag:

a) *The picture shows a young man holding up to gold letters in front of his eyes. The letters are M and E, spelling the word me. The message of the picture could be that some people are so self-absorbed and self-centered that they don't care about anyone or besides themselves.*

b) Individuelle S-Beiträge.

2 Bund Seite 33/NI Seite 37**Lösungsvorschlag:**

a) The text “Are today’s youth even more self-absorbed (and less caring) than generations before?” mentions two studies which took a close look at today’s teenagers. The first study, which was carried out by the University of Michigan Institute for Social Research, analysed empathy among college students. The most important finding of this study is that young people today are about 40 percent lower in empathy than the students of 20 or 30 years ago. In another study, psychologist Jean Twenge says that young people today seem to live in an age of entitlement which is characterised by narcissism and lack of empathy. Therefore both studies conclude that today’s young generation is the most egoistic and competitive in history.

b) According to the text, the media have a strong influence on teenagers and young adults today. The researchers name violent video games and films as a possible cause for an increase in aggressive behaviour, thoughts, and feelings. Online friendships may also play an important role in decreasing empathy, as it is so easy to dump someone on the Internet, and this attitude may be transferred to the real world. In addition, the researchers mention reality shows on TV. Here, self-focus and egoism is more important than caring about or empathising with someone else. According to the text, all these trends lead to a decrease in empathy and prosocial behaviour, or in simple terms: young people today are becoming more and more egoistic.

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

3**Lösungsvorschlag:**

- hypothesis: firstly, article just seems like a summary of two researches; there is no personal opinion to be found; however, second part contains four personal statements and a recommendation
- in detail: no personal opinion in first part of the text; different experts and their studies are quoted; no words (e.g. adjectives) are used that show how Samatha Smithstein feels about this issue
- however: personal comments as a summary or conclusion (last paragraph)
- statement a): any statements about an entire generation are not true of every person in that generation
- statement b): there are young people today who are deeply empathic and caring
- statement c): general trends and statistics are alarming
- statement d): advice: pay attention and be proactive

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

4**Lösungsvorschlag:**

Dear Ms Smithstein,

I just read your article “Are today’s youth even more self-absorbed (and less caring) than generations before?” on the Internet and would like to thank you for your objective and courageous approach. First of all I was shocked by the figures which you quoted from the two studies. Of course, when following the news one might well get the feeling that egoism and narcissism has become stronger, but there really seems to be a stark contrast to the past. Furthermore I welcome your clear and personal statements at the end of your text. It certainly doesn’t help if we simply lump all young people together and condemn the way they behave. You are right in saying that many young people today are empathic and caring. But there are also many exceptions to this, I am afraid. So your call for action, i.e. to pay attention to young people and to try to influence them positively as long as we can is very important. Apart from talking to teenagers at home and at school, we should also look at the way the media influence the youth of today. If we criticise teenagers for watching senseless reality shows on TV, we also need to criticise those TV stations that invest a lot of money to produce these shows because they are certain that this is what the audience wants to see.

Sincerely yours,

...

Spot on grammar: Reported speech

Bund Seite 34/NI Seite 38

Grammar file,
Bund S. 169/
NI S. 380

Hinweis: Es empfiehlt sich, die S zunächst in Partnerarbeit oder in Kleingruppen die Grammatikerläuterungen im Anhang durcharbeiten zu lassen. Die Umwandlung der Fragen aus Aufgabe c) kann als schriftliche Hausaufgabe gestellt werden. Der Anfang des Berichts ist in d) vorgegeben.

Lösungsvorschlag:

- a)
2. ... *what I liked about my job.*
 3. ... *what kind of people I worked with.*
 4. ... *whether/if I mostly worked from the office or whether/if I had to travel a lot.*
 5. ... *what the most common problems I dealt with were.*
 6. ... *whether/if I had ever visited a counselor myself.*
 7. ... *why so many families need counselors these days.*
 8. ... *whether/if I would always work in this job.*
 9. ... *whether/if I could give them any tips about how to lead a happy life.*
 10. ... *what one piece of advice I would give to all families.*

b)

1. *Where did you meet your husband?*
2. *Did you like each other straight away?*
3. *We hit it off right away.*
4. *Do you think I should/Should I open a Facebook account?*
5. *I am surprised that you don't already have one.*
6. *I have been anti-Facebook for a while but now I realize that it's the only way to keep in touch with friends in other parts of the country.*
7. *I have been having problems with my neighbours.*
8. *They have been playing loud music.*
9. *You should try and talk to them before you call the police.*
10. *I will discuss it with your father before I make a decision.*

Hotspot

Bund Seite 35/NI Seite 39

Kopiervorlagen
5A, 5B und 6
(DOKs auch auf
DVD für L)

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.

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

1
Lösung:
Individuelle S-Beiträge.

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

2
Lösung:
Individuelle S-Beiträge.

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

3
Lösung:
Individuelle S-Beiträge.

Bundesausgabe: Exam practice

Bund Seite 36–37

© A 1.18

Hinweis: Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in drei Tracks unterteilt: **Track 1.18** (ll. 1–31), **Track 1.19** (ll. 32–49) und **Track 1.20** (ll. 50–61).

1 Bund Seite 37

Lösungsvorschlag:

- a)
- *the stigma of being homosexual is disappearing*

- level of anti-gay prejudice is decreasing
- homophobia is seen to be as unacceptable as racism
- pro-gay attitudes are seen in a positive manner amongst young people
- the word “gay” is often used to mean “rubbish” and has moved away from its homophobic origins
- parents are more tolerant to having homosexual children

b)

- a lot of homosexual young people are still bullied in school
- homophobia is the second most common reason for bullying in schools
- despite the word “gay” being so widely used, it is still offensive to homosexuals

Skills file,
Bund S. 130/
NI S. 341

2

Lösungsvorschlag:

a)

- doesn't like being called “gay” but used the word himself, to mean rubbish
- gets bullied daily
- is still affected by name-calling and gets upset
- has been physically harmed a number of times and wishes it would stop and people would leave him alone
- feels homophobia is not taken seriously at schools
- feels he is left alone to fend for himself, as if there was something wrong with him

b)

- line graph showing two sets of statistics, comparing gay and bisexual (GB) boys with non-gay and bisexual boys and lesbian and bisexual (LB) girls with non-lesbian and bisexual girls
- first graph shows the percentage that have thought about committing suicide
- graph shows that amongst boys, approximately 15% more GB boys than non-GB boys have thought about taking their own life, and almost 20% more LB girls than non-LB girls
- graph also shows that, generally, girls are far more likely to think about suicide than boys, LB or non-LB
- second graph shows the number of boys and girls who attempted to kill themselves
- almost 17% more GB boys attempted suicide than non-GB boys
- more than twice as many LB girls attempted suicide than non-LB girls
- graph supports the view in the text that things are not really improving
- also supports the experiences of Lee, where he wishes the harassment would just stop
- graph and text show that, regardless of whether they are bullied or not, gay and lesbian young people have a lot to deal with

3

Lösung:

Individuelle S-Beiträge.

Niedersachsen-Ausgabe: Exam practice

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© A 1.18

Hinweis: Der Text ist auf **Audio-CD 1** als Hörtext enthalten. Die Aufnahme ist in drei Tracks unterteilt: **Track 1.18** (ll. 1–27), **Track 1.19** (ll. 28–43) und **Track 1.20** (ll. 44–54).

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Lösung:

1. – C, 2. – E, 3. – A, 4. – D, 5. – F, 6. – H, 7. – G
not needed: B

2

Hinweis: siehe **Lösungsvorschlag** zu Aufgabe 2 Bund (hier auf S. 35)

3

Hinweis: siehe **Lösungsvorschlag** zu Aufgabe 3 Bund (hier auf S. 35)