

Dear 6a people,

How are you? I was just wondering how you might have changed after all this time? Anyway, this is your final work plan that you should finish by May 28. (Send the article to me by Friday, 22, please).

We are going to meet at the beginning of June 😊. Do not forget your masks then.

I am looking forward to meeting you.

A Do exercises 20 to 21 on page 96/97.

B Then write the adjectives in exercise 23, please!

C Here is a very good Language in Use exercise for you -> exercise 25, page 98.

D Go to page 100 and do exercises 29, 30 and 31.

E Finally, write **an article**, exercise 33.

F I would like you to watch the following **film on youtube** about homelessness:

<https://www.youtube.com/watch?v=3NXJAYUwIC8> **Living in a bridge**

Answer the questions, please:

- 1 Why do they mention David Attenborough?
- 2 What role does painting play in the life of the homeless person?
- 3 What do we learn about safety?
- 4 Why does the woman not live in a normal place?
- 5 Why does nobody help the homeless?

G Finally, prepare a nice part of your folder containing the home study material.

Thank you for keeping up with my work plans.



H Solutions to exercises 6 and 7/ page 92:

1 youth culture 2 starts off with an arts project on pop art and new music trends, then lecture on hippie movement, the sth on medical effects of drugs and alcohol 3 give talk on effects of drugs and alcohol 4 help kids with growing up 5 express their own identity and develop respect and understanding of others, be critical of more extreme values 6 alcohol and its consequences, peer groups, self-help groups, helplines

7b Mrs Anderson: protesting against all sorts of things not enough commitment
Mr Jackson: change your identity really quickly, you get instant feedback.

LANGUAGE – Word order

- 20 a** Ziel dieser Sequenz zum Thema Satzbau ist es, eine Reihe typischer Fehler von deutschsprachigen Lernenden auf diesem Niveau zu bearbeiten, die vor allem bei komplexerem Satzbau auftreten.

Lösungen:

I / often / scan / the newspaper headlines / quickly / at the breakfast table / in the mornings.

- b** Besprechen Sie im Anschluss den entsprechenden Abschnitt im Grammatikanhang, S. 173, um die Regeln der Schüler/innen zu ergänzen.

c Lösungen:

1 (in the US) very few blind people have been elected as judges (in the US).

Rule: (extra information: place) – subject – verb – object – (extra information: place)

2 (last year) (in Tokio) the Paralympics attracted many spectators (in Tokio) (last year).

Rule: (extra information: time and/or place) – subject – verb – object – (extra information: place and/or time)

3 I got Mum a great present for Mother's Day.

Rule: subject – verb – indirect object – direct object – extra information: manner

4 Tim is always late when we meet for project work in the afternoon.

Rule: subject – verb – adverb of frequency – complement – conjunction – subject – verb – extra information: manner and time

5 He can never understand why I get annoyed about this.

Rule: subject – (modal) verb – adverb of frequency – verb – conjunction – subject – verb – complement

6 Because she doesn't like her brother, she avoids him as much as possible.

Rules: conjunction – subject – verb – object – subject – verb – object – extra information: manner

7 When I meet my friends in the evening, we often go to a pub in town.

Rule: conjunction – subject – verb – object – extra information: time – subject – adverb of frequency – verb – object – extra information: place

d Lösungen:

5 Er versteht nie, warum ich mich darüber ärgere. → The German word order of complex sentences is different. In subordinate clauses, the verb is at the end and the objects come first.

6 Weil sie ihren Bruder nicht mag, meidet sie ihn so gut es geht. → If the subordinate clause comes first in the sentence, the main clause starts with the verb.

READING

- 21 a** Antworten der Schüler/innen.

b Lösungen:

1 be represented better / be (more) visible

2 the community is bigger

3 get hostile comments / get hostile stares

4 want to be seen/heard

5 makes the disability normal

6 doesn't make them exceptional / is condescending / is careless and condescending

WRITING

- 22 a** Mögliche Antworten:

Don't stare at a disabled person.

Talk to the person in the wheelchair, not the person pushing them.

Don't patronise or talk down to disabled people.

Don't complain if a person uses a disabled facility – they may be disabled even if they don't look it.

Respond to posts on online platforms positively and encouragingly.

- b** Antworten der Schüler/innen.

LANGUAGE – Adjectives with -ful, -able and -less

- 23** Lösungen:

1 meaningful (meaningless), **2** unacceptable (acceptable), **3** wonderful (terrible), **4** suitable (unsuitable), **5** unhelpful (helpful), **6** careful (careless), **7** respectful (disrespectful), **8** valuable (worthless, inexpensive, cheap), **9** hopeful (hopeless), **10** careless (careful), **11** remarkable (unremarkable), **12** reasonable (unreasonable)