

Englisch 9 GK und EK

Arbeitsaufträge

Bearbeite die folgenden Arbeitsblätter, in dem du die Aufgaben in dein Heft überträgst und dabei löst.

Schreibe unbedingt auch einen Text (Aufgabe 47). Die Grundkursschüler sollten mindestens 10 Sätze schreiben, die E-Kursschüler mindestens 15 Sätze.

Schreibt einen weiteren Text über eure Zeit während der Coronakrise (Was macht ihr, wie geht es euch und eurer Familie, wie erlebt ihr die Zeit ohne Schule und was wünscht ihr euch für die Zeit nach dieser Krise. Versucht bitte auch eure Gefühle zu schildern (siehe dazu p.151 – wordbank *feelings*)

Weiterhin eine gute Zeit, bleibt gesund und bis bald.

Schlautmann

Topic 4: Star Problem

Each week we focus on a problem that a star has met and overcome. This week Pete Jones of TV's 'Young Sports Stars' talks about bullying:



1 'The first time someone bullied me was when I was in Year 9 at school. Almost overnight everyone in the class started calling me names and teasing me.

5 I think it was because I was on TV in "Young Sports Stars". I think they were jealous of me or something. I never really found out why they decided to bully me. They just did.

They did things to me in the classroom and out of school, and even during my exams. What really shocked me was that some of the bullies were my
10 friends. The more I was on TV, the more they bullied me. It went on for months and months and got worse and worse. I felt terrible. I didn't want to go to school any more.

Then I told my mum and my teacher. My teacher took me to see the Head. The Head put me in a room next to hers, so that I didn't have to mix with the
15 bullies. I didn't want to leave my class, but being on my own helped. Soon the bullies forgot about me and I moved back into my class again about six weeks before the summer holiday. When school started again in September no-one bullied me. I'm so glad that I talked to my mum and my teacher. Talking made things better. I'm OK now but some of the other guys on "Young Sports Stars"
20 also had problems with bullying. Bullies hurt one of them really badly. So you can see that bullying can happen to anyone.'

Adapted from 'Star Problem', Live and Kicking, Issue 86, Nov 2000, p. 37

Vocabulary

to bully (introduction): *terrorisieren, mobben*

to tease (line 4): *ärgern*

jealous (line 6): *eifersüchtig*

the Head (line 13): *Rektor/Rektorin*

Working on the text

35 Tick (✓) the right answer.

a Pete thinks the class bullied him because ...

- of his name.
 he was on TV.
 he was good at sport.
 he was in Year 9.

b Pete ...

- never found out exactly why the class decided to bully him.
 knew exactly why the class decided to bully him.
 didn't know the names of the bullies.
 was jealous of the other people in the class.

c The class bullied Pete ...

- when he was on TV.
 only when he was at school.
 only out of school.
 at school, out of school and during exams.

d Because of the bullying Pete ...

- didn't want to go to school any more.
 found that his schoolwork got worse and worse.
 was on TV more often.
 made some new friends.

e After Pete saw the Head ...

- he felt terrible.
 he went to another school.
 he studied in a room on his own.
 he was in a room next to his mother.



f When school began again after the summer holiday ...

- everyone bullied Pete.
 no-one bullied Pete.
 his mum and teacher talked to Pete.
 no-one talked to Pete.

g Pete thinks that bullying ...

- happens to everyone.
 only happens to people who are on TV.
 happens to people who talk to the teacher.
 can happen to anyone.

36 True or false? Correct the false sentences (3).

a Pete was a bully.

true	false
<input type="checkbox"/>	<input type="checkbox"/>

b No-one in Pete's class called him names.

<input type="checkbox"/>	<input type="checkbox"/>
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c The bullying started suddenly.

<input type="checkbox"/>	<input type="checkbox"/>
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d Pete was really surprised that some of the bullies were his friends.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

e Pete's mother took him to see the Head.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

f Pete didn't have to spend time with the rest of his class.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

g Other people on the same TV show had problems like Pete's.

<input type="checkbox"/>	<input type="checkbox"/>
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37 Fill in the gaps. Write correct sentences about Pete's problems.

- a Almost overnight everyone in the class started bullying Pete.
b The bullies were _____ of Pete being on TV.
c Pete was shocked that some of the bullies _____ his friends.
d The more Pete was on TV the _____ they bullied him.
e Pete never _____ why they decided to bully him.
f He felt glad that he _____ his mum and teacher.
g Talking _____ with his problems.

38 Find a sentence with almost the same meaning. Tick (✓) the right answer.

- a Some other students who were on TV also had problems with bullying. Bullies hurt one of them really badly.
 One of them was badly injured.
 Bullies hurt themselves really badly.
 A student on 'Young Sports Stars' hurt himself.
- b Pete: 'I didn't want to leave my class, but being on my own helped.'
 It was good to be home again.
 It helped that I didn't have to mix with the bullies.
 It helped to be with the bullies for months and months.
- c Pete: 'Talking made things better.'
 Talking won't help you.
 It helps to tell other people about your problems.
 Never talk too much about other people.
- d Pete: 'You can see that bullying can happen to anyone.'
 Everybody can be bullied.
 Only some students are bullied.
 Bullying can't happen to anyone.

Language

Name one thing in each sentence. Pete learned a lot at school:

- a In social studies they learned about political conflicts.
- b In geography he learned about _____.
- c In history he learned about _____.
- d In biology he learned about _____.
- e In mathematics he learned about _____.

Odd one out: Which is not a kind of TV programme?

- a love story / game show / soap / newspaper
- b cartoon / action film / magazine / talk show
- c mobile / news / comedy / science fiction
- d horror film / sports report / documentary / picture book

Put the words in the correct list.

~~a mess~~ – the bed – a mistake – ~~divorced~~ – a job – a secret – tea or coffee – someone waiting – angry – ~~a promise~~ – married – dressed – quiet

get ...	make ...	keep ...
... divorced	... a mess	... a promise

Grammar

Simple past – Die 1. Vergangenheit

Das **simple past** verwendest du,

- um in der Vergangenheit **abgeschlossene Handlungen / Ereignisse** auszudrücken,
Beispiel: Last year I spent my holidays in Italy.
- um Handlungen/Ereignisse auszudrücken, die **in der Vergangenheit aufeinander folgten**.
Beispiel: He walked into the room and closed the door.
- um **Handlungen** auszudrücken, **die sich in der Vergangenheit wiederholten**.
Beispiel: When he was a child, his mother told him bed-time stories every night.

Das **simple past** steht häufig nach Wörtern wie *yesterday, last night, three weeks ago, last year, in 2007*, etc.

Wie bildest du das **simple past**?

- Bei **regelmäßigen Verben** ffügst du meist die **Endung -ed an die Grundform** an.
Beispiel: help → helped
Es gibt einige Ausnahmen in der Schreibweise:
 - Nach kurzem betontem Vokal wird der **Endkonsonant verdoppelt**.
Beispiel: stop → stopped
 - Nach einem Konsonanten wird aus einem **-y am Wortende ein -i-**.
Beispiel: cry → cried
 - Wenn der letzte Buchstabe ein **-e** ist, wird **nur -d angefügt**.
Beispiel: arrive → arrived
- **Unregelmäßige Verben** haben unregelmäßige Vergangenheitsformen. Diese musst du **auswendig lernen**. Siehe dazu S. 112 f.
Beispiel: meet → met
- Die **Verneinung** im **simple past** bildest du mit **didn't** + Grundform.
Beispiel: Pete didn't want to go to school any more.
- **Fragen** im **simple past** bildest du mithilfe des Frageworts **did/didn't** + Grundform.
Beispiel: Did they bully him because he was on TV in 'Young Sports Stars'?
Didn't they stop bullying Pete after a while?

Beachte: **to be** (sein) verändert sich im **simple past**.

	Singular		Plural	
bejahter Aussagesatz	I	was happy.	We	} were happy.
	You	were happy.	You	
	He/she/it	was happy.	They	
verneinter Aussagesatz	I	wasn't happy.	We	} weren't happy.
	You	weren't happy.	You	
	He/she/it	wasn't happy.	They	
Frage	Was	I happy?	Were	} we happy? you happy? They happy?
	Were	you happy?	Were	
	Was	he/she/it happy?	They	

- 42 Fill in the correct verb in the past tense:
can – bully – feel – put – to be – tell – make – write – start
Pete's story:
- Last year even my friends _____ me at school.
 - I _____ very shocked.
 - So I _____ my mother and my teacher.
 - Talking _____ things better.
 - I _____ terrible being bullied.
- 43 Complete these sentences. Use the simple past tense.
- Pete was (to be) in 'Young Sports Stars' when they bullied (bully) him at school.
 - It _____ (shock) Pete that some of the bullies _____ (to be) his friends.
 - The bullying _____ (go on) for months and it _____ (get) worse.
 - He _____ (not want) to leave his class.
 - The Head _____ (put) him in a room next to hers.
 - It _____ (help) Pete being on his own.
 - The bullies _____ (forget) Pete after the summer holidays.

44 Pete's diary

	May
Monday 10th	<i>e-mail the studio</i>
Tuesday 11th	<i>5.30 p.m. meet Sam at the studio</i>
Wednesday 12th	<i>7 p.m. theatre performance at the youth club</i>
Thursday 13th	<i>TV 8 p.m.: Arsenal London vs. Leeds United</i>
Friday 14th	<i>2 p.m. tennis with Mike</i>
Saturday 15th	<i>visit Grandma</i>
Sunday 16th	<i>phone Olivia, plan my next holiday in Paris, learn French</i>

Report what Pete did last week:

- On Monday Pete e-mailed the studio
- On Tuesday he _____
- On Wednesday he _____
- On Thursday he _____
- On Friday he _____
- On Saturday he _____
- On Sunday he _____ but he _____ or _____

Busy Pete! His grandmother is ill and she can't do things herself. Here's what Pete did yesterday.



'Yesterday I had a lot to do:



First I _____ a meal for her.



Then I _____ the shopping.



I _____ milk, tea and bread.



Grandma _____ till 3 o'clock.



I _____ the flowers.



Afterwards I _____ to repair Grandma's TV set ...



... but I _____ do it. I hope Grandma will be OK, soon.'

Text Production

Sprachliche Mittel: Wie drückst du eigene Gefühle aus?

- Wenn du **Vorlieben / Abneigung** ausdrücken willst:

I like ...	I can't stand ...
I love ...	I hate ...
I enjoy ...	I dislike ...
- Wenn du **Bedauern, Mitleid** ausdrücken willst:

I'm (very) sorry ...
I regret (that) ...
- Wenn du **Enttäuschung** ausdrücken willst:

What a pity!
I'm very disappointed ...
I'm very sad ...
- Wenn du **Hoffnung, gute Wünsche** ausdrücken willst:

I hope (it'll ...)	Best wishes ...
I'm sure (it'll ...)	I wish you all the best ...
- Wenn du **Gleichgültigkeit / Unentschiedenheit** ausdrücken willst:

I don't mind ...
I don't care about ...

46 What do you say in the following situations?

a Sage, dass du Talkshows im Fernsehen nicht magst.

b Sage, dass es dir nichts ausmacht, wenn dich jemand ärgert.

c Sage, dass du es nicht ausstehen kannst, wenn jemand einen Mitschüler terrorisiert.

d Drücke die Hoffnung aus, dass dein Gesprächspartner die Konflikte bald lösen wird.

e Wünsche deinem Gesprächspartner alles Gute.

47 Letter

Beachte: Dein Brief sollte mindestens 10 Sätze umfassen.
Denke an die Briefform. Achte auf die richtige Zeit.

Angaben zur Briefempfängerin: Deine Brieffreundin Alice (14) aus London hat dir ihre Situation in der Schule beschrieben: Seit sie vor drei Monaten bei einer Quiz-Show im Fernsehen viel Geld gewonnen hatte, tyrannisierten ihre Mitschüler sie, sogar ihre besten Freundinnen.



- Bedanke dich für ihren langen Brief und die Einladung nach London.
- Schreibe, dass du Alice so bald wie möglich besuchen wirst und dass du deine Freundin/deinen Freund mitbringen wirst.
- Ihr habt bereits angefangen, Geld für den Flug zu sparen.
- Bedauere, dass die Klassenkameraden sie wegen der Quiz-Show im Fernsehen tyrannisierten.
- Schreibe, dass es vernünftig war, dass sie sofort mit ihren Eltern, den Lehrkräften und der Schulleitung sprach.
- Berichte, dass auch in deiner Klasse ein Mitschüler (Patrick) tyrannisiert wurde, weil er in einem sehr bekannten Fußballverein trainierte. Selbst seine besten Freunde waren sehr eifersüchtig. Sie ärgerten ihn, es wurde immer schlimmer und niemand half ihm.
- Erkläre, dass es an deiner alten Schule „Mediatoren“ gab. Jeder Schüler konnte über seine Probleme sprechen. Die „Mediatoren“ lösten die Konflikte zwischen dem Fußballstar und seinen Mitschülern mit Worten, ohne dass jemand verletzt wurde. Seine Freunde tyrannisierten Patrick danach nicht mehr.
- Bedauere, dass du Alice nicht helfen konntest.
- Drücke die Hoffnung aus, dass niemand sie in Zukunft mehr tyrannisieren wird.
- Bitte Alice, bald zu antworten und auch ihre Eltern zu grüßen.