

How to Work with Me

Liebe Studierende,


Work with Me soll Ihnen dabei helfen, Ihre Englischkenntnisse berufsbezogen weiterzuqualifizieren. Es bietet Ihnen die Chance, Ihre B1-Sprachkenntnisse auf B2-Niveau zu steigern. Sie werden direkt angesprochen, Ihren persönlichen Lernerfolg selbst zu steuern, daher können Sie das Werk auch im Selbststudium nutzen.

In **Work with Me** werden Themen verwendet, die der Erzieherausbildung sowie der Ausbildung der Heilerziehungspflege entspringen: Situationen des sozialpädagogischen wie sozialpflegerischen Alltags werden praxisnah und fachlich aktuell dargestellt. Die hier vorgestellte Klientel befindet sich in allen Altersbereichen (vom Krippenkind bis zum Erwachsenen) und schließt Menschen mit besonderem Förderbedarf ein. Eine Vielfalt an Texten bietet die Möglichkeit, gemeinsam mit der Lehrkraft eine Auswahl zu treffen, die Ihnen und Ihrer Lerngruppe angemessen ist.

Die zwölf sogenannten **Modules** sind als geschlossene Einheiten konzipiert und verzichten auf eine lineare Abfolge. Manche Texte in den Modules sind schwieriger als andere: Um einen für Sie angemessenen Text zu finden und für Ihren persönlichen Lernerfolg zu nutzen, sind die Fachtexte nach Niveaustufen [B1, B2] gekennzeichnet. So können Sie im Selbststudium Module Ihrer besonderen Interessenlage zur Auffrischung der Englischkenntnisse wählen. Ein **Literature Project** zu einem Roman mit sozialpädagogischem Hintergrund rundet das Buch inhaltlich ab.

Die zahlreichen **Aufgaben** zu den Fachtexten sind so gestaltet, dass sie einerseits den Fortschritt in Ihrem Fachwissen und andererseits den Spaß am Englischen fördern: Wortschatzarbeit (*Working with Words, Working with the Text*), eine Vielzahl an Sprechanschlüssen (*Discussion, Mediation, Translation*), spielerische Elemente (*Role Play*), handlungsorientierte Projekte (*Project, Internet Research*), Vorschläge zu Gruppenarbeiten (*Group Work*) und kreative Präsentationsmethoden (*Creative Task*) werden angeboten. Zur Unterscheidung des Schwierigkeitsgrads sind auch die Aufgaben gekennzeichnet: von einem Sternchen (★ = unteres B1-Niveau) bis zu vier Sternchen (★★★★ = oberes B2-Niveau). Das Symbol **KMK** vor Aufgaben bedeutet, dass hier besonders die Kompetenzen für das KMK-Fremdsprachenzertifikat (dies sind *Reception, Production, Interaction, Mediation*) geübt werden. Im Übrigen bereiten die Aufgaben generell auf die Fachhochschulreifeprüfung im Fach Englisch vor.

Blau im Text hervorgehobene Vokabeln werden in den Vokabellisten erklärt.

 Das CD-Symbol zeigt an, dass dieser Text auf der Audio-CD enthalten ist.

Der Grammatikteil **Working with Grammar** inklusive Übungen (und Lösungen!) dient Ihnen dazu, eventuelle Lücken zu schließen. Im Anhang steht Ihnen unter anderem das umfangreiche **Alphabetical Vocabulary** als Nachschlagewerk zur Verfügung. Zur Unterstützung bei Talking/Listening/Reading/Writing und mehr dient der Methodenteil **Working with Me (Methods and Skills)**.

Eine anregende Lernzeit mit großem Lernerfolg wünschen

Autoren und Verlag

TEXT 4: The Anti-Bias Approach [B2]

Children are aware of differences between people in colour, language, gender and physical ability at a very early age. Numerous research studies about the process of identity and development conclude that children learn by observing differences and similarities and by absorbing the spoken and unspoken messages attached to them. Example: a four-year-old boy, wanting to take over the wheel of a pretend bus, tells the girl already driving it: "Girls can't be bus drivers."



The anti-bias curriculum is an excellent multicultural learning resource for early-childhood educators and school teachers.

The specific goals of this curriculum are:

- to foster a confident self-identity in each child
- to provide empathic interaction with people from diverse backgrounds
- to promote critical thinking about bias
- to encourage children to stand up for themselves and for others, in the face of bias

The Anti-Bias Curriculum – Strategies for Implementation

The following is a list of strategies which can be used to create a rich educational context for the exploration of issues around gender, ethnicity and physical ability. This list was modified from work by Louise Derman-Sparks, the founder of the anti-bias approach and curriculum.

- The educational environment should be welcoming, aesthetically pleasing, but most importantly it should make all children and families feel included and comfortable.
- It is vital to display attractive pictures of all the children, families and staff in your class. If the class is ethnically homogeneous, include pictures and images of children, adults and families from the other ethnic groups in the community.
- Ensure that the images and pictures reflect people's current daily lives, both in work settings and with their families during leisure activities.
- Make sure you have a balance of people representing different ethnic and ability groups, particularly of those with special needs.
- Include a balance of images and pictures of both women and men shown doing "jobs at home" and "jobs outside the home." Stay away from images showing women and men doing stereotypical gender activities.
- Include images of elderly people from various backgrounds doing a range of activities.

(349 words)

(Sources: Anti-Bias Curriculum - Tools For Empowering Young Children, by Louise Derman-Sparks, 1989; Teachingforchange.org)

1. Creative Task

- ★★ a) Books function as role models. Give examples of stereotypes displayed in children's books. Can you find anti-bias versions of those books for age-groups 0–3, 3–6 and 6–12 years in your library?
- ★★ b) Evaluating the nursery school and classroom environment means that teaching professionals must take a critical look at all their materials, asking themselves what messages about **diversity** the children get from them. What kind of toys should there be in a nursery school in line with the anti-bias curriculum? Find at least five examples for each word and list them:
 - role-play corner: kaftan ...
 - cuddle corner: different coloured dolls ...
 - kitchen area: different spices ...

**2. Creative Task/Group Work**

Ramon, an early-childhood teacher, has been planning to do a project called "OURSELVES". He has decided first to encourage the children to look at a mirror and then to paint pictures of themselves. Many of the children in his nursery school are Asian and Turkish. The children who are involved are between 3 and 5 years old. He would like to invite the parents to join in, too.

Get together in groups.

- ★ a) List the materials and equipment etc. which you think Ramon may need for this project.
- ★★ b) Think of three guidelines for avoiding stereotypes.
- ★★ c) Write down how Ramon can involve the parents.

3. Project

Go through your school or your nursery school, gathering evidence and taking photos of pieces of work which students or children have created. After that have a look at the photos and discuss the following questions:

- a) What kind of things do you see?
- b) What do they depict or reveal?
- c) Is every single student or child represented?
- d) Is there any one-sidedness?
- e) What has to be added so that every student/child can identify with their place of learning?

4. Internet Research

Have a look at the webpage www.kinderwelten.net and find out more about the anti-bias concept. What are the learning goals of the concept?

5. Mediation

★★★
KMK

Imagine you have visitors from a nursery school in Denmark who want to know more about the aims of the anti-bias curriculum. Translate the main points into English, so that you can tell your colleagues more about it.

VOCABULARY MODULE 2 Child Development

Introduction		
(to) coo	[ku:]	gurren
(to) console	[kən'səʊl]	jem. trösten
caress, (to) caress	[kə'res]	Liebkosung, lieblosen
Text 1: Child Development Chart		
grasping, (to) grasp	['grɑ:spɪŋ]	Greifbewegung, etw. fassen
attention span	[ə'tentʃən spæn]	Aufmerksamkeitsspanne
responsive	[rɪ'spɒntsɪv]	ansprechbar, reagierend
stockings (AmE)	['stɒkɪŋz]	Socken
growth	[grəʊθ]	das Wachstum
(to) recite	[rɪ'saɪt]	auswendig aufsagen
(to) tag	[tæg]	ticken
hops and skips	[hɒps ænd skɪps]	hüpft und springt
self-assured	[,selfə'ʃʊ:d]	selbstsicher
mastered skills	['mɑ:stəd 'skɪlz]	„Meisterfertigkeiten“
emerging skills	[ɪ'mɜ:ɔ:ɪŋ 'skɪlz]	neu entstehende, junge Fertigkeiten
The Brain and Its Parts		
forebrain	['fɔ:'breɪn]	Vorderhirn
cerebellum	[serə'beləm]	Kleinhirn
brainstem	['breɪnstem]	Gehirnstamm
cortex	[kɔ:teks]	Hirnrinde
spinal cord	['spainəl 'kɔ:d]	Rückenmark
fissure	['fɪʃər]	hier: Spalte, auch Bruch, Naht, Riss
pathway	['pɑ:θweɪ]	Weg, auch: Nervenbahnen
skull	[skʌl]	Schädel
Text 2: Brain Development		
Glial cells (neuroglia or simply glia for “glue”)		Gliazellen (Schutzelle eines Neurons): Die Gliazellen sind eine Grundeinheit des Nervengewebes. Sie dienen der Erregungs-bildung/-leitung
frontal lobe	['frʌntəl ləʊb]	Frontallappen, Stirnlappen: eine Gehirnregion, zuständig für die Steuerung der Motorik sowie für kognitive Funktionen
stimuli	['stɪmjʊləɪ]	Anregung, Reiz
linkages	['lɪŋkɪdʒɪz]	Verknüpfung, Verbindung
acquired	[ə'kwɑɪəd]	angeeignet, erlangt, erworben
determined	[dɪ'tɜ:mɪnd]	festgelegt, entschlossen
(to) occur	[ə'kɜ:r]	sich ereignen, eintreten
Text 3: Resilience and Child Development		
resilience	[rɪ'zɪliəns]	Resilienz: die Fähigkeit von Menschen, erfolgreich mit belastenden Lebenssituationen umzugehen und sich trotz widrigster Lebensumstände zu gesunden Erwachsenen zu entwickeln. auch: Elastizität, Strapazierfähigkeit
odds	[ɒdz]	hier: Widrigkeiten
(to) bounce back	[baʊnts bæk]	rasch wieder auf die Beine kommen
blueprint	['blu:prɪnt]	Bauplan, Entwurf, aber auch technische Zeichnung
(to) imply	[ɪm'plaɪ]	hier: beinhalten
rag	[ræg]	Lappen, auch: Fetzen
temper tantrum	['tempər 'tæntərəm]	Wutanfall
Text 4: The Anti-Bias Approach		
bias	['baɪəs]	Einseitigkeit (Syn.: one-sidedness, prejudice)
diversity	[daɪ'vɜ:sɪti]	Vielfältigkeit

MODULE 8

The Media


PART A The Traditional Media

In this part A you will have the opportunity to learn about

- the history of the media and its diverse forms
- television for young children
- advertising and its influence on young minds
- the regulation of advertising
- magazines aimed at an adolescent audience

Introduction

Match the time to the invention. You can discuss this with classmates using the phrases down below.

1900 BC		tape recorder
104 AD		mobile phone
1452		mechanical computer
late 15 th century		newspaper
1672		first movie shown in public
1837		first alphabet
1837		Internet
1876		CD
1877		magazine
1888		paper
1895		telegraph
1895		video cassette
1925		DVD
1930		camera
1970ies		telephone
1973	phonograph/record player	
1977	radio	
1979	printing	
1996	television	

(see solution page 93)

I think that was invented in ...
What about ...?
No, it was much earlier/later!
Surely not!
I can't believe it was that early/late
Do you agree?
It's between the (camera) and the (phone).

So early/late?
I think you're wrong/right.
What do you think?
(19...?) That's miles out!
18?? No way!!
You must be joking!

TEXT 2: CBeebies [B2]

The first contact today's child will have with the media will be through simple story books and television programmes. Running from 6:00 until 19:00, CBeebies is a BBC channel on television entirely devoted to providing entertainment and educational programmes for very young children. It has a commercial counterpart, CITV, on which there is advertising. Some parents prefer their children not to be exposed to advertising pressure so they switch to CBeebies.

It is essential that programmes for small children stimulate their curiosity, imagination, language development and sense of humour. Programmes should also deliver simple messages about such issues as healthy eating, exercise, caring for the environment and respect for others.

For proper emotional development it is vital that children learn to empathise by identifying with the emotions of the characters they see. After watching TV, they can re-enact scenes they have watched and perhaps even take them further. Many programmes are linked to an activity – such as making a simple toy – thus encouraging children to be creative. Below is part of a day's schedule of programmes.



CBeebies (without advertising)

15:00	TWEENIES	Educational play with Bella, Fizz, Jake and Doodles the dog
15:20	POSTMAN PAT	The adventures of the loveable postie and his black and white cat Jess
15:35	BRUM	Motoring mayhem with the tiny car from Birmingham
15:45	CLIFFORD	The exploits of the gigantic dog and his owner Emily Elizabeth
16:00	BOB THE BUILDER	Bob and his dad build an observatory so that everyone can watch a comet pass over the valley
16:15	THE LARGE FAMILY	The adventures of a large family of elephants
16:30	LUNAR JIM	Adventures with the little astronaut
16:40	NINA AND THE NEURONS	Luke, the sight-neuron, helps Nina explain why things look small when they are far away
17:00	JAKERS	Animation in which a wise old pig tells stories of his childhood escapades
17:30	SPACE PIRATES	Musical fun with Captain DJ and the Pirate Posse
18:00	BEDTIME HOUR MAMA MIRABELLE	Fun for kids with the wise elephant and her friends
18:15	CHARLIE AND LOLA	Animation showing a boy's efforts to get his stubborn sister to try new things
18:25	RUBBADUBBERS	The exploits of a group of bath toys whose imaginations take them on incredible journeys
18:35	64 ZOO LANE	Animated animal tales followed by the CBeebies bedtime story

High-quality television for tiny tots is very important. Research is showing that a child deprived of stimulation and play in the early years is more likely to suffer from ADHD and other emotional, behavioural and learning problems, as well as being more likely to show delinquent tendencies.

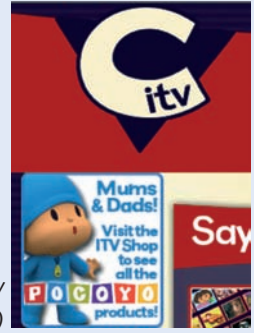
You can watch excerpts from those programmes and find a wealth of material for children (e.g. games, songs and rhymes) on www.bbc.co.uk/cbeebies.

(449 words)

**** 1. Discussion**

With your classmates study the CBeebies list of programmes and discuss some or all of the following themes:

- the duration of the programmes
- the number of cartoons
- the concept of outer space
- respect and liking for animals
- understanding simple science
- encouraging children to have a bath
- music
- stimulating the imagination
- the world of work
- story-telling
- adventures
- family relationships



CITV
(with advertising)

***** 2. Written Discussion**

“High-quality television for tiny tots is very important.” In 150 words comment on this statement and the ideas in the text in your own words.

***** 3. Group Work**

Situation: some young parents of children in your nursery group are confused about when, who with, how much and what kind of television their children should watch. In your group discuss Info 1 (and refer also to Text 2) and prepare a guidance brochure in English for parents.

INFO 1: Background TV Harms Toddlers, Even When They are not Watching

A study in the journal *Child Development* claims that parents who leave the television on all day are *stunting* the development of their children. Even when they seem not to be watching, it interferes with their concentration and hinders play with toys and other children. Children between one and three years are at particular risk. In an experiment 50 toddlers were invited to play for an hour. With the television set switched on, children played for shorter periods and spent less time focused on their toys.



Psychologists report that excessive TV watching can stunt language skills and reading development and lead to hyperactivity and poor behaviour. A study at John Hopkins University in the USA found that under-fives who watched TV for more than two hours a day were more likely to have behaviour problems. The American Academy of Paediatrics advises that children under two years watch no television at all.

(151 words)

(Adapted from: *The Daily Mail*, July 15th 2008)

PART B The New Media

In this part B you will have the opportunity to learn about

- new problems which mobile phones have created in British schools
- the uses and misuses of the Internet

TEXT 5: A Dilemma [B1]

Mrs Stokes, headmistress of a school in Leicester has banned not only the use but also the possession of mobile phones by her pupils in school. Many parents are furious and a delegation of three, Mr Jones, Mrs Schofield and Ms Taylor, have arranged to see her.

Mrs Stokes: We have had so many problems with mobiles. They were taking up too much staff time – and even teaching time – that in the end I was forced to ban them. **Reluctantly.**

Mr Jones: But they keep our children safe! They can phone us to say where they are and we can phone them. If a child is approached by a stranger – or is **abducted** even – they can dial 999¹.

Mrs Schofield: Mobiles are part of modern life! What right have you to ban them?

Mrs Stokes: It was not an easy decision. Let me tell you what has been going on. Children were sending texts to each other in classrooms. Some left their phone on deliberately so that when it rang it **disrupted** the lesson. Others are sending other children

nasty and threatening messages – which is bullying. Some parents even ring their children during lessons and think they have a right to.

Ms Taylor: But if my child is being bullied – and she has been – I want her to phone me straight away and take pictures of the bullies and record what they say with her phone!

Mrs Schofield: And what if there's an urgent matter, like a family illness?

Mrs Stokes: Every parent has the number of the school office. As far as bullying is concerned, our security cameras have almost **eliminated** it. But let me tell you what other impacts they are having on learning. First, so many pupils were arriving late for lessons because they were texting and calling friends. Teachers need to make prompt, clean starts to lessons, not spend the first ten minutes having arguments with pupils – who are frequently rude – about why they are late. I have a tray full of complaints from teachers and many other parents who want mobiles banned because of the loss of valuable time.

Mr Jones: Well, late-comers should be punished.

Mrs Stokes: Exactly! But that takes up so much time with form-filling and detentions, it's just getting out of hand. Mobiles also get lost or stolen. More time wasted!

Ms Taylor: But with a modern phone kids can get onto the Internet and do research for their projects.

Mrs Stokes: Or go to pornographic websites, like an eleven-year-old boy did recently! We have an ICT² room and computers in the library if a child wants to do research! There is so much competition now between kids to own the latest gadget, it's not healthy. I want

¹ 999: the emergency number for police, ambulance and fire service in Great Britain

² ICT: Information and Computer Technology

65 learning to be the focus in this school, not mobiles. And my staff – not just the English staff – worry about pupils’ use of “textese”³. We are supposed to teach them correct spelling and punctuation, you know.

70 *Mrs Schofield:* Oh, what an exaggeration! Children know the difference between slang and proper English! They wouldn’t use textese in an exam.

Ms Taylor: The children see this ban as another reason to hate school, Mrs Stokes.

75 *Mr Jones:* Surely you don’t want to alienate pupils?

Mrs Stokes: I was forced to make a very, very hard decision. Last week we had our first incident of “happy slapping”. A vulnerable child was attacked on the way to school and lots of others filmed it. What do I say to his mother? But what made my mind up was Monday’s drama: a child had downloaded photos of his mother and her partner – naked together – from her digital camera. He showed them to his friend. He stole his mobile from his bag and sent the images to his contacts. Within an hour almost the whole school – rather than doing their school work – was looking at a couple having sex on a sofa! What do I say to those parents?

(691 words)

³ textese: mobile phone language which uses special symbols and abbreviations

★★ 1. Discussion

In groups discuss the following issues arising from the dialogue.

- Is Mrs Stokes right to ban phones?
- What is happy-slapping? What experiences have you had of it?
- What impact do mobile phones have on learning?
- Can Mrs Stokes please everybody?
- Can text language (textese) have a bad effect on proper written standards?

★★ 2. Creative Task

Mrs Stokes might give the school one last chance to use mobile phones responsibly. Draw up a code of conduct as a poster for school notice boards (alternative: a PowerPoint presentation). You could begin with:

PUPILS MUST NOT

- ...

★★★ 3. Written Discussion

Write two summaries:

- a) A letter to parents from Mrs Stokes explaining the reasons for the ban.
- b) A letter from angry parents to the governors of the school explaining why children must be allowed to have their mobiles in school.


★★ 4. Group Work

This poster “Top Tips for Pupils” appeared all over London in “textese” to advise pupils about Internet and mobile phone safety. Try to work out what it means with your friends and write down the messages in proper English. (XXX = adult) Translate it into “germanese”. (See page 233.)




Top Tips for Pupils


Safe surfing at home and at school



1. u av d ryt 2 feel safe il d tym, includN wen UzN ICT or yr mob ph.

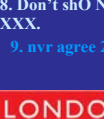


2. f NEfin maks u feel (:+ or uncomfortable on9 tel a responsible XXX str8 awy. Don't B fraid Ull gt N2 strife.



3. f u gt a nsty msg or gt sent NEfin dat maks u feel uncomfortable, dat QSL. shO it 2 a responsible XXX.

4. Ily Emsg ppl u knw, or doZe whom a responsible XXX hs aProved.



5. msgS u snd shd B respectful.


6. tlk 2 a responsible XXX B4 joining chatrooms or Netwrking sites.

7. kip yr pRsNL Dtails pvt wen UzN ICT or a mob ph. yr nme, kin info, jRne 2 skool, yr QIs n hobEZ r il XampLS pRsNL Dtails.

8. Don't shO NE1 fotos of yrslf. F? or kin w/o chekin 1st W a responsible XXX.

9. nvr agree 2 mEt an on9 pal IRL w/o chekin W a responsible XXX.

Responsible adults include yr tchaz, parNts n d carers W whom u liv. fuv NE frets UzN ICT safeT @hm or n skool, pls spk 2 em.



INFO 1: Mentoring

Here are some of the areas where mentoring is currently being used to help children and young people:

- transition from one school to another
- transition from one culture to another
- English as an Additional Language (EAL)
- behaviour improvement
- anti-bullying
- self-harm
- looked-after children¹/children leaving care²
- raising attainment
- Special Educational Needs (SEN)
- youth offending
- young people with disabilities

¹ children in foster care

² children who have been in foster care

★★ 1. Working with the Text

List all the benefits of mentoring for Piravinth and Lewis.

★★★ 2. Internet Research

Listen to a full version of this and other interviews at www.mandbf.org.uk (enter *Westminster Interviews* where you see *Enter Criteria*). Find examples where mentoring has helped with any of the points from Info 1.

★★★★ 3. Role Play

Invent a situation where you, a pupil, are affected by one of the above issues. Explain to your partner how you feel. Your partner will be your peer-mentor. Then mentor your partner about his/her problem.

Key Phrases to Use

I think you should ...
 Why not (speak) ...?
 Have you thought about ...?
 Might it be a good idea to ...?
 If I were you, I would ... try to ...
 You should perhaps consider ...
 Have you spoken to ...?

★★ 4. Working with Words

Put the following situations into the same order as the bullet points from Info 2 to which they are linked. Two of these match none of them.

- a) Priti's father will not allow her to wear shorts for Physical Education.
- b) Lech has just come from Poland and can speak no English.
- c) The Religious Education teacher wishes to take a class on a visit to a mosque and a Sikh temple.
- d) The local police wish to come in to speak about drugs.
- e) Chinese pupils are unwilling to make eye-contact with staff and answer questions.
- f) There is no wheelchair access to the school hall.
- g) Black girls **attain** higher results than black boys.
- h) Two thirds of the pupils are of Polish origin. There are no Polish teachers.
- i) A Jamaican footballer from Arsenal is mentoring a group of **disaffected** West Indian boys.
- j) Su Ying's uncle has agreed to give judo lessons in the gym after school on Fridays.

INFO 2: Racial Equality and Schools

Schools have a legal duty to promote racial equality. They must:

- monitor the progress of all pupils to narrow the achievement gap between ethnic groups
- improve race relations by celebrating **diversity**
- improve pupil behaviour so that no one group has more exclusions for poor behaviour than any other
- take account of religious or cultural traditions when setting rules for school uniform or appearance
- ensure staff are well-informed about cultural differences in behaviour
- encourage parental and cultural involvement
- recruit a diverse workforce at all levels
- support newly-arrived pupils to integrate

LITERATURE PROJECT

“The Curious Incident of the Dog in the Night-Time”

In this module you will have the opportunity to learn

- how to create a plot-outline and describe a character
- about the difficulties of non-verbal communication
- about Asperger’s Syndrome
- about detective work
- about family problems

Introduction



- ★★ **Double Circle: Different Categories**
Get together in groups and discuss the following questions. Make sure everybody takes notes.
- What might these books be about? Give reasons for your opinion.
 - Find categories for these books (e.g. adventure, crime, love story).
 - What other categories do you know?
 - What is your favourite category? Give reasons for your opinion.

- What might the favourite category of the children or teenagers be who you work with? Give reasons for your decision.
- After discussing the questions in your group, form a double circle (see appendix *Working with Me*). Make sure that your group members are either all in the inner or the outer circle so that you can find a partner from a different group. Tell your partner what you have found out about the different questions.

INFO 1

The following texts and tasks are divided into three sections:

Pre-Reading Activities raise expectations about the book and make it easier for the reader to access the story.

While-Reading Activities help readers to focus on the important aspects of the story and give them a chance to develop a creative contextual examination.

Post-Reading Activities encourage readers to reflect upon what they have read and to stimulate them to go beyond the reading and to work with their new knowledge.

Pre-Reading Activities:

“The *Curious Incident of the Dog in the Night-Time*” by Mark Haddon

Group Work: Create a Story

- ★★ 1. Have a look at the title. What might this book be about?
- ★★ 2. Choose one category from page 157 and suggest a possible story.
- ★★ 3. To create a good story you have to think of different aspects. Read Text 1 “How to create a story”. This will help you with your **plot-outline**. Also do some drawings to highlight the **key elements** of the plot. With that you can visualise your story and therefore help the other students to follow your presentation.
- ★★ 4. After finishing your outline, create a cover for your book and explain your choice.
- ★★ 5. Present your story to the class. Show the chosen cover and tell your story by using your drawings. Let your classmates guess which category you have chosen.

TEXT 1: How to Create a Story [B1]

Everyone, especially children, loves a great story but it is often difficult to write or tell one. Unfortunately, most people never take the time to learn basic writing techniques and when they try to tell their story after finishing it, they find themselves losing their audience. Others refuse to study story-writing techniques because they fear they will lose their creativity by using story structures.

However, it is important for an early-years teacher or a youth worker to know how to build an interesting story which **hooks** the audience. Therefore, like building a house, there are definite things you need to know in order to write or tell a story. Learning how to read **blueprints**, how to swing a hammer and how to install a roof are as essential to a roofer as learning how to set up a story is to the writer and storyteller - as well as how to write a basic plot-outline and how to write a scene. So here is a quick **primer** on how to create a story.

Stories consist of three parts: **The beginning, the middle and the end**. Traditionally, this is why stories are broken down into three acts. There are six parts of a story contained within these three segments.

Act I: The Beginning (Introduction and Early Action)

The beginning (Act I) has three goals. The first goal is to “get the ball rolling” by introducing the main characters and the setting

they are in. The second goal is to hook your audience with something that is exciting and interesting. The third goal at the start of a story is to introduce the **villain** and the main **point of the story**.

Act II: The Middle (Complications and Crisis)

Complications in the story make things more interesting for the characters and the reader. Often a **plot-twist** is introduced here which will force the main character to change, to become fully committed and to strengthen or clarify his motivation. This will often be a point of no return. The crisis is the lowest point in the story where everything looks hopeless. This will force the characters to make a decision, leading to the **climax** of the story.

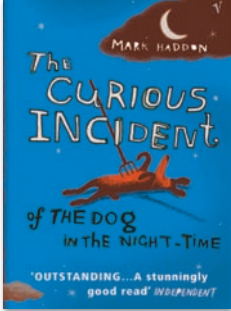
Act III: The End (Climax and Resolution)

The final climax of the story is a scene that everything in the story has been pointing towards. It can be a surprise, but it should be a logical **progression** of the events in the past. Sometimes in a short story the climax will be the first (and perhaps the only) scene. The resolution is a final scene which shows the outcome of the events of the story. This is where the storyteller shows the consequences of the actions taken in the story.

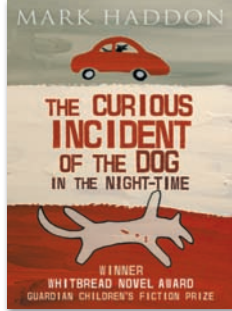
(452 words)

(adapted from: Mark O'Bannon, “How to Tell a Story”)

What's the Cover of YOUR Story?



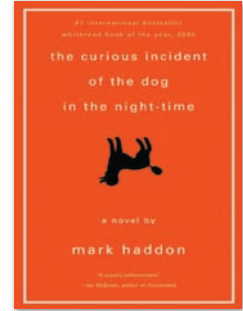
COVER 1



COVER 2



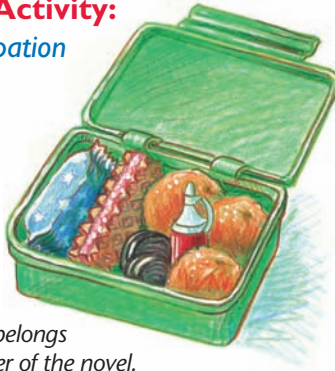
COVER 3



COVER 4

Pre-Reading Activity:

Character *Anticipation*



This food box was found on a train. It belongs to the main character of the novel.

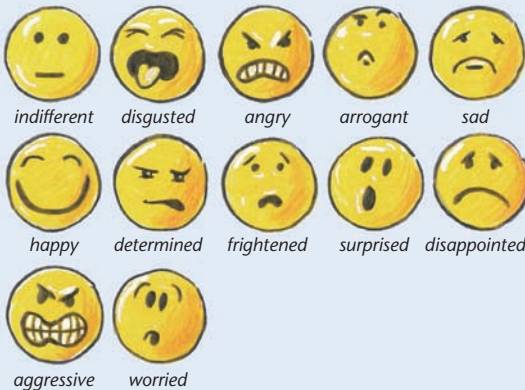
Group Work

- ★ 1. Describe the content of the food box. Who could it belong to?
- ★★ 2. Create a picture of the possible owner considering the following aspects: sex, age, **appearance**, character and hobbies.
- ★★ 3. What are your expectations about the book? Write down your thoughts about what might happen in this book.

While-Reading Activities (Chapter 29):

The Difficulties of Non-Verbal Communication

- ★ Describe your feelings today with one of the faces.



Emotions:	
aggressive	= aggressiv
angry	= wütend
arrogant	= arrogant
determined	= entschlossen
disappointed	= enttäuscht
disgusted	= angeekelt
frightened	= ängstlich
happy	= glücklich
indifferent	= gleichgültig
sad	= traurig
surprised	= überrascht
worried	= besorgt

- **Jury:** you listen to the details of the case presented in court and decide whether the suspect is guilty or not.
- **Prosecutor and team** (at least three students): you are the **lawyer** who brings the **charges** against the suspect. You co-operate with your team who prepare your arguments. You also have to produce witnesses who can **testify** against the suspect.
- **Defender and team** (at least three students): you try to prove that your client (the suspect) is not guilty by establishing an alibi. You co-operate with your team who prepare your arguments. The suspect has to testify in front of the court. You also have to produce witnesses to testify for the suspect.
- **Journalists:** you work for the local media. You sit in court and have to prepare a report for the television news after the trial. Take notes while you are listening to the arguments and then make your report.

While-Reading Activities (Chapter 149–179):

The Mysterious Letters



Working with the Book

- ★ 1. Who might have written this letter to Christopher? Give reasons for your opinion.
- ★★ 2. What has happened to Christopher's mother since she left Swindon? Reconstruct it by analysing the letters.
- ★★ 3. What has happened to Christopher's father since his wife left Swindon? Reconstruct it by analysing his conversation with Christopher.

KMK 4. Role Play: What happened before Christopher's mother left?

- ★★ a) Group A: get together in your group and work out reasons why his mother might have left.
Group B: get together in your group and find out how his father might have behaved while the family was still living together.
- ★★★ b) Mix the groups and discuss your explanations of his parents' behaviour.
- ★★★ c) Create a role play of the situation

where Christopher's mother decides to leave her family. Practice it and perform it to the class.

5. Working with the Book: Christopher the Runaway

- ★ a) Explain why Christopher decides to run away from his father.
- ★★ b) Christopher takes his rat Toby, his coats and a scarf, a Milky Bar, two liquorice laces, three clementines, a pink wafer biscuit and his red food colouring with him. Do you think this a good choice? Give reasons for your opinion.
- ★★ c) What would you take with you if you ever wanted to run away from home? Design a picture with your choices and present it to the class.

★★★ 6. Group Work KMK

Find out about different institutions which provide help for young people who want to run away from home. What do they do? Create an "emergency folder" with the most important information for these children and teenagers.

★★★★ 7. Discussion

Work out a job description for people who work in this field (e.g. street worker) and find arguments for and against this kind of work (dangers, rewards). Can you imagine working as a street worker?

WORKING WITH GRAMMAR

If you are able to read and understand this, then your knowledge of *basic** English grammar, which you acquired in school, must in general be good. The authors assume that

- you have mastered (for example) rules of word order,
- that you can conjugate common verbs,
- can form adverbs and
- can understand the comparison of adjectives and adverbs etc.

* We define as "basic" any rule which is identical or very close to German grammar, such as the comparison of adjectives.

We feel it is unnecessary, therefore, to revise simple material and in this section you will only find explanations of the **more difficult and advanced grammar** required for good grades or for the test for the "Fachhochschulreife" (FHR). The exercises will provide you with an opportunity to practise these rules and improve your competence.

Exercises:

Exercises are colour-coded according to whether they are **easier** or **harder**. The most difficult questions will usually appear as numbers 6, 7, 8. You will find the solutions to the grammar exercises at the end of this book.

Abbreviations:

Ae1 = A Adverbs, exercise 1; De3 = D Gerunds, exercise 3

(A5) = see A Adverbs rule number 5 "The position of adverbs in English" for rule

NB = nota bene (lat.), take notice

Aspects of grammar are listed alphabetically:

- A** Adverbs
- B** Auxiliaries and Modal Verbs
- C** Comparisons
- D** Gerunds
- E** If-Clauses
- F** Infinitive Constructions
- G** Participle Constructions
- H** The Passive Voice
- I** Reflexive Verbs, Reflexive Pronouns and Reciprocal Pronouns
- J** Reported Speech
- K** Verbs in the Past Tenses

F Infinitive Constructions

English uses infinitive constructions where German uses a clause.

1 Verb + Pronoun/Noun + Infinitive

I want him/Paul to listen. (Ich will, dass er/Paul aufpasst.)

This pattern is used with these verbs:

(to) advise, allow, arrange for (abmachen), ask, cause, count on (rechnen mit/sich verlassen auf), enable (befähigen), encourage, expect, force (zwingen), get s.o.(hier: jem. veranlassen), help, invite, like, love, make s.o. (jem. zwingen), persuade (überreden), prefer, remind (erinnern), rely on, show ... how (zeigen ... wie) teach, tell, wait for, want, warn

► EXERCISE

Fe1 GROUP WORK. Make suggestions how to solve Vanessa's problems at the nursery, using verbs from the list above. Use these nouns: other children – Vanessa – her parents – her neighbour – the assistant (Verbs should be made negative.)

Example: her breath smells (~~tease~~, clean) → WE SHOULD **tell** the other children not to tease her and **help** her/show her **how** to clean her teeth (properly).

- 1 her hair is often dirty (wash)
- 2 she stole Paul's sandwich and hid it (~~steal~~, find)
- 3 she needs help with her laces (tie)
- 4 she spoiled Tim's painting (respect)
- 5 she threw a book at Jenny (~~throw~~, be kind)
- 6 she is often very sleepy (lie down)
- 7 she can't cut up paper (hold scissors)
- 8 her mother doesn't believe she misbehaves (come in, watch)

2 To be + Adjective + Preposition + Pronoun/Noun + Infinitive

It was nice of her/Libby to help.

Adjectives with prepositions:

clever of, crazy of, cruel of (grausam), dangerous for, easy for, difficult for, good of, important for, naughty of (unartig), necessary for, nice of, normal for, possible for, sensible of (vernünftig), silly of, stupid of, tactful of, tactless of, useful for, (un)usual for, (un)wise of

► EXERCISE

Fe2 Today Jamie has done some good things and some naughty things. Use praise (!) to encourage his good behaviour and criticism (x) to change his bad behaviour. Try to use a different adjective in every case.

Example: to wash up (!) → It was (so/really/very) nice of you to wash up, Jamie! Good boy!

- | | |
|---------------------------------|--------------------------------------|
| 1 slap your neighbour (x) | 2 pay more attention than normal (!) |
| 3 help Lisa mix the paint (!) | 4 throw clay at Connor (x) |
| 5 look for Amy's shoe (!) | 6 shout so loud? (x) |
| 7 listen to Harriet read (!) | 8 break Callum's mug (x) |
| 9 work out the right answer (!) | 10 mention Bryony's dead rabbit (x) |

ALPHABETICAL VOCABULARY

[coll] (colloquial): umgangssprachlich
s.o.: someone
sth.: something
see also page III Basic Vocabulary

A (to) abduct	entführen	anticipation	Vorannahme, Erwartung
ability	Fähigkeit	anxiety	Angst, Ängstlichkeit
absentee	Abwesende/-r	appearance	äußere Erscheinungsform
absenteeism	Krankfeiern	aposition	Anreihung, Apposition
absorbed	absorbiert, vertieft, auch: aufgesaugt, gedämpft	approach	Herangehensweise, Vorstoß
abuse	Missbrauch, Misshandlung	appropriate	angebracht, angemessen
access	Zugang	archery	Bogenschießen
(to) access sth.	Zugang zu etw. haben	ascribed to sth.	einer Sache zugeschrieben sein
(to) achieve sth.	etw. erreichen, leisten	Asperger's Syndrome	Asperger-Syndrom (Autismus)
(to) acquire	erwerben, annehmen	aspirations	Streben
acquired	angeeignet, erlangt, erworben	(to) aspire to	streben nach
(to) act out	ausleben	assault	Körperverletzung
ADHD	Aufmerksamkeitsdefizit-Syndrom ADS	(to) assess	etw. einschätzen, bewerten
(to) adjourn	sich an anderen Ort begeben; auch: vertagen	at a (certain) rate	zu einem (bestimmten) Grad
adjuster; (to) adjust	jem. der angepasst ist; sich anpassen	at your earliest convenience	möglichst bald
(to) adopt	annehmen, übernehmen, adoptieren	ataxic	ataktisch, unsicher, ungeordnet, regellos
adventure education	Abenteurpädagogik	athetoid	athetoid
advice	Rat(schlag)	athetosis	Athetose, Hammond'sches Syndrom
affairs	Angelegenheiten, tägliche Arbeit	attainment; (to) attain	Leistung; leisten
air traffic control	Flugsicherung	attendance	Anwesenheit
(to) alienate	verfremden	attention span	Aufmerksamkeitsspanne
all sorts of stuff [coll]	allerlei Sachen	audience	Publikum, Zuhörerschaft
(to) allocate	(Mittel) zuteilen	auditory nerve	Gehörnerv
amazing	erstaunlich	autism spectrum disorders	Bandbreite der autistischen Störungen
ambiguity	Mehrdeutigkeit, Ambiguität	award	Auszeichnung
analogy	Ähnlichkeit	(to) back up	unterstützen
anger management	Selbstbeherrschung		
(to) anticipate	erwarten, voraussehen		

Improving Your S skills

How to Analyse and Interpret Texts and Literature

How to Write a Summary

Before you start writing your summary you have to do some preparation.

Preparation:

First read the given text for overall content by “skimming through”. Write one sentence that summarizes the whole text. Make sure to use the 3rd person and present tense.

Now reread the text thoroughly and highlight the main ideas. Divide the text into sections according to the writer’s chain of reasoning. Try to sum up each section with one sentence.

Give a **concise** account of the main points and leave out minor facts. **Do not** include your own opinion and make sure you use your own words.

Writing the Summary:

In your opening statement include the title of the text, the name of the writer and your sentence summarizing the whole text, for example: *“This article, entitled XXX, by John Smith, discusses the dangers which the Internet poses for young children.”*

Straightaway, the reader knows what the theme of the text is. Now you can link your other short sentences together to complete your summary. Finally: check for grammar and style.

How to Write a Characterisation

If you want to characterise a person, you have to gather the information given in the text and arrange them into different categories such as:

Situation/ Position	Outer Appearance	Behaviour	Thoughts	Feelings/ Attitudes	Reaction of Others Towards Him/Her
...

Make sure that you only describe the person and **do not** interpret their behaviour or thoughts. Ask yourself if the character changes during the development of the text and if so, how. Put the notes in the chart as well, so the development is visible. You can also compare two or more characters: just add more categories such as “Similarities” or “Differences”.

Now write a short introduction where you present the character and their current situation.

Organise your notes into paragraphs and don’t forget to quote from the text: *Christopher is an honest person (“I do not tell lies” page 24, line 1).*

At the end write a conclusion that sums up the result of your characterisation – here you may interpret behaviour.

Basic Vocabulary Social Education

deutsch

englisch

Anleiter/-in	supervising tutor (Praktikum: practical instructor)
Ausbildung, Berufsausbildung	vocational training
Auszubildende/-r	trainee
Behinderung	disability
Betreuung	care
Bildung	education
Erzieher/-in	early-childhood teacher, – professional, – educator (staatl. anerkannt: qualified/certified educator), early-years teacher
Erzieher/-in im Familienzentrum	family worker
Erzieher/-in in der Jugendarbeit	youth worker
Erziehung in Krippe, Kindertagesstätte	early-childhood education



Fachschule für Sozialpädagogik	vocational college for (social) education / for pedagogics
Förderbedürfnisse, besondere	special educational needs
Fortbildung	further education
frühkindliche Erziehung	early-childhood education
Grundschule, ca. 5 – 10 Jahre	primary school
Grundschule, die ersten Jahre	infant school
Heilerziehungspfleger/-in	educational therapist, special needs teacher
Heim	residential home
Heimerzieher/-in	residential childcare / youthcare worker
Hort, ca. 6 – 14 Jahre	day-care centre, after-school care centre / club
Kind mit Behinderung	child with special needs
Kinder- und Jugendhilfe	child and youth welfare
Kinderbetreuung	childcare
Kindergarten, ca. 3 – 5 Jahre	nursery school, nursery (US: preschool) (UK auch: nursery class)
Kinderpfleger/-in	nursery nurse, childcare worker
Kindertagesstätte, alle Altersstufen	childcare centre, day-care centre

Kleinkind, ca. 1 – 3 Jahre	toddler
Krippe, ca. 0 – 3 Jahre	crèche, crib
Lese- und Schreibfähigkeit	literacy
Oberschule, ab ca. 12 Jahre	secondary school, high school
Pflege-	foster
Praktikum	practical work experience, on-the-job training
Säugling, ca. 0 – 1 Jahr	infant
Sozialpädagogik	social education, pedagogics, social care
Spielgruppe	playgroup
Tagesmutter, -vater	childminder
Verhalten	behaviour
Vorschule	preschool



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