

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 Sprechansätzen (*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 bzw. als mp3-Datei erhältlich 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

MODULE 1

English and Its Influence on Our Daily Lives

In this module you will have the opportunity to learn

- why it is important to study English (in school)
- in which ways English is influencing our daily lives
- what loanwords and borrowings are
- the definition and grammatical rules of a language called “Denglish”
- about the **influence** of German on English

Introduction

My English is not the yellow from the egg but it goes.



★ Discussion

1. Look at the pictures and describe what you see. Here are some words which might be helpful:

literal translation pun

2. In which countries would you have to speak English? Have you ever had to speak English abroad?
3. Have you ever **encountered** a professional situation at work where you needed your English skills?

★★ 4. Internet Research

- a) English is spoken differently in various countries. These differences may occur in grammar, **pronunciation** and spelling. What **varieties** of English are there? In which exact ways do they differ from one another? Create a poster explaining one or more of these differences in groups and present it in class.
- b) Watch some clips from different English speaking countries. Try to imitate the different accents.

4. Group Work

- ★★★ a) According to Text 2 play is essential to a child's (brain) development. Everything is learned through play. Agree on one game which children usually play and name three skills that are involved and say how they might be linked to the areas of development (physical, intellectual, social/emotional and language development). Present your results to the class. Use different presentation methods, such as mind maps, diagrams, posters.
- ★★★★ b) Create a list entitled "BETTER BRAINS FOR BABIES" with ten things families should do to support their child's brain development. The following keywords should be used: bonding, nutrition, alcohol, breast feeding, reading stories, music, environment, toys. For example:
1. *Brain development starts prenatally. Do not drink alcohol during pregnancy.*
- Use the text and Internet to obtain more information.

Teaching Methods

Take a look at the different teaching methods used in kindergarten classrooms (in order to promote child development):

Cooperative Learning

Cooperative learning is a teaching method that groups students in pairs or small groups where they are challenged to complete a task. Successful **completion** of a task is **determined** by how well the pair or group work together. This teaching method promotes peer-to-peer respect and develops understanding of each other's interests, skills and needs. Furthermore, it encourages students to take control over their own learning experience by providing **ample** opportunity for them to express and share their personal concerns, feelings and thoughts. Group tasks in cooperative learning are structured to involve the entire group and can't be completed by only one person. The teacher should monitor group activity and intervene when necessary to clarify instructions and demonstrate good team behaviour.

Hands-On Approach

The hands-on approach is a teaching method that encourages students to learn by doing and by example. Using **props** helps students to learn about abstract concepts, develop critical thinking and solve problems. Teaching students about basic mathematics concepts such as addition and subtraction, for example, might involve the use of board games. Computers also play a role in hands-on learning when students are encouraged

to learn a concept through an education game or in an interactive multimedia format. Again, students are encouraged to be actively involved in their own education.

Conference Learning

Conference learning is a teaching method that gives a teacher one-on-one time with each student. This works best while the other students are **engaged** in an activity or play time. The teacher should meet each student to discuss their difficulties, successes, and interests. These mini-conferences provide a teacher with a better understanding of a student's strengths and interests, which will help **tailor** lessons, activities and homework to help students **thrive**. Conferences should happen periodically throughout the year to keep individuals on task and get progress reports which provide information on how to proceed. Furthermore, conferences can take place while children are learning if a teacher individually asks them engaging questions about their work, encouraging them to talk about their approach to the task.

The Play Method

An ideal kindergarten classroom is a safe environment that provides ample opportunity for children to play, which in turn develops confidence and social skills. The first step to play as a teaching method is observa-

3 Keep in touch with people

Strong relationships with colleagues, friends and relatives can ease your problems at work and give you a fresh perspective on them. Being with friends helps us to chill out. Laughter has been shown to be an excellent medicine and stress-buster. And you can often find a way to solve a problem just by having a chat with a mate.

4 Quality “me-time”

Everyone needs to find time for socialising, relaxing and doing exercise or sport. It is recommended that we devote at least two evenings every week to “me-time”.

5 Challenging oneself

You can build your confidence by setting yourself targets and challenging yourself to achieve them, for example, by enrolling on a foreign language course or taking up a new sport. This will help you cope with your stress.

6 Beware of unhealthy habits!

Do not resort to alcohol, cigarettes, coffee or other stimulants to help with stress. Men are more likely than women to make this mistake. This is a classic avoidance strategy, particularly for men. Research shows that women are more likely to seek help from their social network. In the end, using a crutch will never solve the problem. Indeed, such behaviour, in creating new problems – e.g. alcohol or substance dependency - will only make the situation worse

7 Get active in your community

There is a lot of evidence that individuals who offer to help others by volunteering or getting involved in the community develop extra resilience. Being close to those who are experiencing bigger problems than yourself can also put your own difficulties into proper perspective. Giving is a proven way of feeling better and happier about yourself. Even if you do not have time to volunteer, doing others a small favour on a daily basis will make a difference to your mood. Helping an old lady across the road or fetching the coffees at work will be rewarded by expressions of gratitude, increasing your feelings of self-worth.

8 Don't work harder, work smarter!

This means ranking work demands and seeing which have priority. Then, you can invest more time, thought and energy into getting on with those tasks which are vital to achieving the desired overall outcome, leaving the least important ones till last.

9 Act positive!

Concentrate on the positive aspects of life and on those things for which to feel grateful. We often fail to appreciate what we have. Is your glass half full or half empty? Why not try writing down two or three examples of what went well today or things which you appreciate.

10 Accept what you cannot change

It is not always possible to make a difficult situation better. Concentrate on those things over which you have some control. If your company is failing and people are losing their jobs, what can you do about it? In such a situation, the only positive thing to do is to look for a new job.

(633 words)

★★ Creative Task

- Take a look at the 10 stress busters and describe examples from your own life that show how you are turning (could turn) each of them into reality.
- Make a video that demonstrates the best examples of the 10 stress busters and show it to your classmates. Within your class a ranking could be made.
- Ask the director of your school whether he could put the best examples on the school's website. Be careful with privacy matters!

★★ 1. Working with the Text

- a) Briefly explain the increasing need for early-childhood teachers abroad.
- b) What arguments does this advertisement use to motivate potential candidates to apply?

★★★ 2. Working with Words

Find expressions in the text which are explained by the following:

- a) a great increase
- b) people who have left to live abroad
- c) mums and dads who are very enthusiastic
- d) jobs offering a rare opportunity
- e) hoping to study in a foreign institution

★★★ 3. Role Play

Work with a partner and practise the in-person interview that is mentioned as a requirement in the advertisement above. Change your role, so that each one of you is employer as well as candidate.

★★★ 4. Skills

Write a letter of application in reply to this specific advert, applying for a job in Italy or Spain.

★★★★ 5. Project

Create your own application for employment portfolio. Include your CV and letters of application, references from former employers and practical work experiences, as well as all other materials which might make you seem attractive to future employers.

TEXT 6: A Gap Year in Australia [B1]

