

Lernschritt 3: Theme 2: Selfies and tattoos






Lernziel

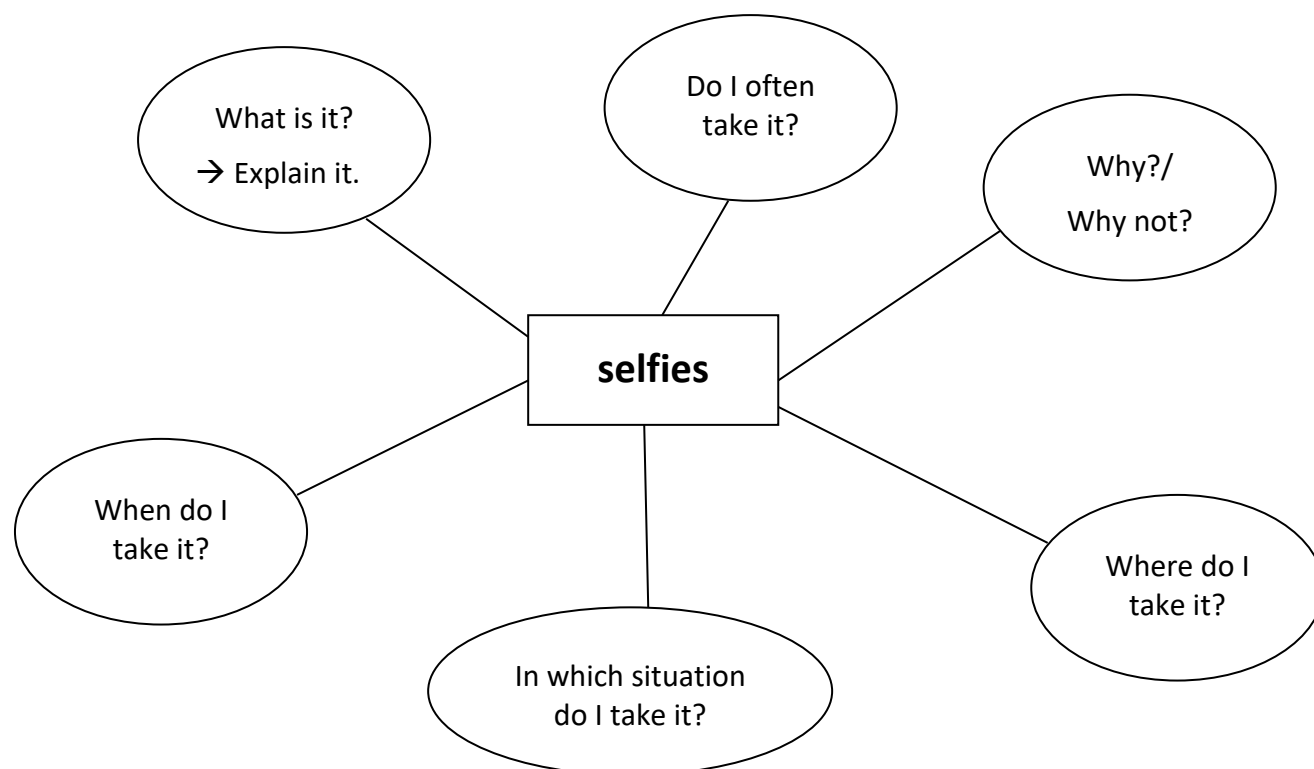
Ich kann über verschiedene Arten von Fotos in sozialen Netzwerken sprechen.

Ich kann die pro und contra Argumente eines Themas darlegen.

Ich kann eine Argumentation zum Thema Tattoos planen, strukturieren und schreiben.

VOKABELN: Pb p. 171 (general – tooth + blue box) => abschreiben und lernen!!!

| | | | |
|-----|---|-------------------|---|
| 3.1 | <p>Selfies</p> <p>L: What is a selfie? Do you often take selfies? Why (not)? When / Where / In which situations do you take them?</p> <p>SuS: → Mindmap below.</p> <p>Pb p. 66, ex. 1 a, b → Copy the questions and answer them.</p> | writing |  |
| 3.2 | <p>Selfies</p> <p>Pb p. 66, ex. 1 c, (d*) *</p> <p><i>for fast learners:</i> more practice 2 (Pb p. 103, ex. 1)</p> | writing |  |
| 3.3 | <p>A typical written discussion</p> <p>Tattoos – are they a good idea? (read SF 7 Pb pp. 128, 130, 131)</p> <p>Pb. p. 67, ex. 2 a-c, (d*, e) + KV 16 (A plan for a written discussion.) *</p> | reading / writing |  |



1. Cut out the four parts of a written discussion below and match them to the paragraphs 1–4.
2. Then cut out the sentences (A)–(K) below and match them to the paragraphs in the table.

| | | |
|--------------|--|--|
| Paragraph 1: | | |
| | | |
| Paragraph 2: | | |
| | | |
| | | |
| Paragraph 3: | | |
| | | |
| | | |
| Paragraph 4: | | |
| | | |
| | | |

| Conclusion | Arguments for | Introduction | Arguments against |
|--|---------------|--|-------------------|
| (A) And you can post photos on social media accounts and send messages. For example when you are on holiday or when you do something interesting. | | (F) Secondly, good smartphones are expensive and using them all the time can get expensive, too. Especially when you are in another country. | |
| (B) So why do some people hate them? | | (G) I love my smartphone. | |
| (C) To sum up, I think smartphones are part of everyday life. | | (H) Also, the smartphone is something most of us use and like. | |
| (D) Firstly, people use their smartphones wherever they are and don't look where they are going. That can be dangerous or make other people angry. | | (I) On the other hand, you can connect with people wherever you are. That can be important when you have a problem, e.g. you're late for an appointment / a date or when you got lost in a city. | |
| (E) Smartphones are small computers: you can do lots of things with them, not only make phone calls. | | (K) Today nearly everybody has a smartphone, even very young children have one. | |



Lernschritt 4: Theme 3: Targeting teens

Lernziel

Ich erfasse einen Lesetext zum Thema Werbung und wie Jugendliche davon beeinflusst werden.

Ich beobachte mein eigenes Werbeverhalten und deren Einfluss auf mich und präsentiere die Ergebnisse.

Ich hinterfrage Werbung im Alltag kritisch und erkenne Mechanismen der Werbung.

VOKABELN: Pb pp. 171-172 (target sb. – opposite + blue box) => abschreiben und lernen!!!

| | | | |
|-----|---|--------------------|--|
| 4.1 | You and ads watch ad (e.g.: https://www.youtube.com/watch?v=cJo0vifkmzo) Pb p. 68, ex. 1 → Copy the questions and answer them. | viewing / writing | |
| 4.2 | What you need to know about ads Pb p. 69, ex. 2 | reading / writing | |
| 4.3 | Targeting young people Wb p. 43, ex. 6 a, c => <i>Check yourself (Solutions)!</i> | words / writing | |
| 4.4 | Words and the ad industry Pb p. 69, ex. 3, 4 | words / mediation | |
| 4.5 | Ads, ads, ads Pick one activity: Pb p. 69, ex. 5 a(left side) → Prepare to present your ad experience. Pb p. 69, ex. 5 a, b (right side) → Prepare to present your poster. <i>for fast learners:</i> more practice 2 (Pb p. 103) | writing / viewing | |
| 4.6 | Ads on the internet Wb p. 43, ex. 7 a, b → Copy the questions and make notes. => <i>Check yourself (Solutions)!</i> | speaking / writing | |
| 4.7 | A new band Wb p. 44, ex. 8 => <i>Check yourself (Solutions)!</i> | reading | |
| 4.8 | Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Solutions)!</i> | words | |

name: _____

date: _____

Generation like (LS3&LS4):

Test on vocabulary: No. 2 (Unit 4)

| | German | English |
|-----|--|--|
| 1. | Zahn, Zähne (2 p.) | |
| 2. | | influence |
| 3. | Schluss(folgerung) | |
| 4. | | advertise (sth.) (1,5 p.) |
| 5. | entkommen (vor/aus), fliehen (vor) (1,5 p.) | |
| 6. | | hate |
| 7. | Ich möchte auf jeden Fall zu dem Konzert gehen! (2 p.) | |
| 8. | | Prepare your arguments before you start to discuss. (2 p.) |
| 9. | tragen, befördern, transportieren | |
| 10. | | Fashion companies often target young adults. (2 p.) |

Points: ____/15 Mark: _____

Teacher's signature: _____

Parent's signature: _____

| | | | | | |
|-----------|-----------|----------|---------|---------|-------|
| 15 – 13,5 | 13 – 11,5 | 11 – 9,5 | 9 – 7,5 | 7 – 3,5 | 3 - 0 |
| 1 | 2 | 3 | 4 | 5 | 6 |