# GRIMMESCHULE ARNSBERG

Schw.-Aicharda-Str. 14-16, 59755 Arnsberg

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## MATERIALIEN Jahrgang 10 - Klasse 10B - Englisch

Wichtigster Ansprechpartner: Herr Seeck

Morgens bis 13 Uhr erreichbar über Sdui , ….auch über WhatsApp;

1. Bereite deine mündliche Prüfung vor: **Finde ein Thema** über das du referieren möchtest, dass etwas Typisches oder Besonderes für Südafrika beschreibt: Natur und Landschaft, Tier- und Pflanzenwelt, Apartheid und Geschichte der **Republik Südafrika**, Kultur Südafrikas (Theater, Musik, Film, Essen, Tanzen, Unterschiede zwischen europäischer und afrikanischer Kultur in Südafrika…); Erstelle ein **Lernplakat** und ein **Handout** dazu (denke an den Adressatenbezug: Erkläre Fachwörter oder Begriffe deines Referates auf dem Handout, fasse das Wichtigste zusammen) Erstelle dir Karteikarten mit Stichpunkten, die dir helfen, frei vorzutragen; Nutze auch **andere Medien** (Songs, Auszüge aus politischen Reden oder andere Hörbeispiele, passend zu deinem Thema); **Übe deinen Vortrag** vor einem Publikum, notfalls vor dem Spiegel; Leite deinen Vortrag ein und beende ihn ordentlich! Überrasche uns!

https://learnattack.de/journal/referate-halten/

https://www.wordbeat.com/muendliche-pruefung-englisch/

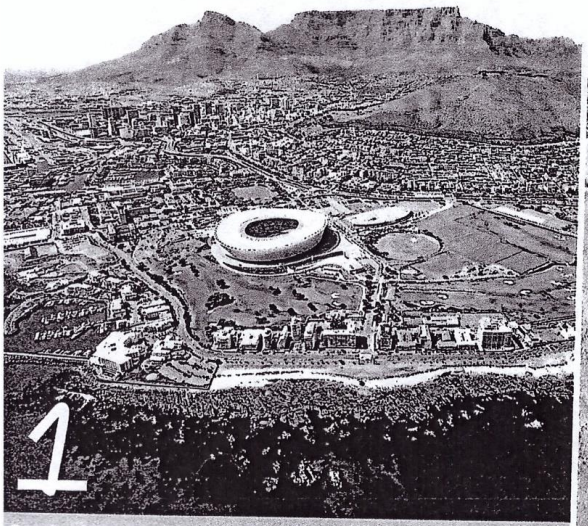
2. Bearbeite die Unit 4, S. 44 bis 49 und auch die Challenge-Seiten 88 und 89;
3. Lerne die Vokabeln zur Unit
4. Die folgenden Seiten sind aus einem Englischbuch zum Thema Südafrika: Bearbeite die inhaltlichen Aufgaben (soweit möglich, z.B. ohne Hörverstehen) und vielleicht findest du auch hier dein Thema für deinen Vortrag! Finde unbekannte Vokabeln bei leo.org

Find more online:
fe76m3

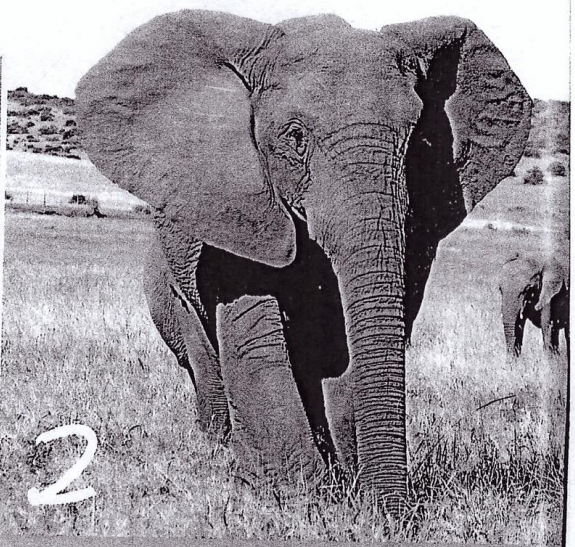
Am Ende dieser Unit kann ich ...
- Informationen über Südafrika verstehen.
- über soziale Unterschiede sprechen.
- einen Artikel über ein Naturschutzgebiet schreiben.
- eine Geschichte über Rassentrennung verstehen.
- Informationen über Sprachen in Südafrika weitergeben.
- einen Film über das Leben in Kapstadt verstehen.

5 2,1

# Unit 3
# Around South Africa




South Africa has three capitals: Pretoria, Cape Town and Bloemfontein. Pretoria is the one where the president has his seat. The population of the country is 30% African and 20% European and others. South Africa has lots of gold and diamonds.




Many people dream of going on safari and seeing Africa's wild animals like elephants, lions and rhinos. South Africa has many national parks and nature reserves. The Kruger National Park is the largest and oldest one.

## 1 (SPEAKING) Talk about the photos.

Describe the photos to each other.
What do you think South Africa is like?
→ S20, p. 159

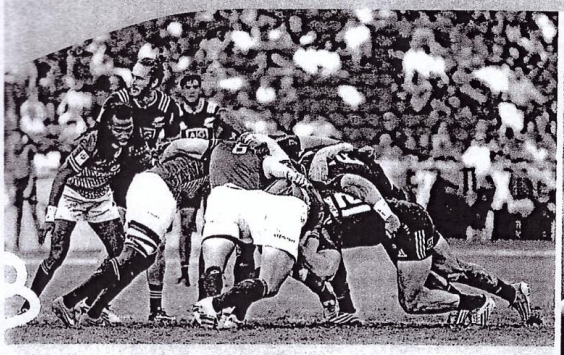
Here are some ideas:

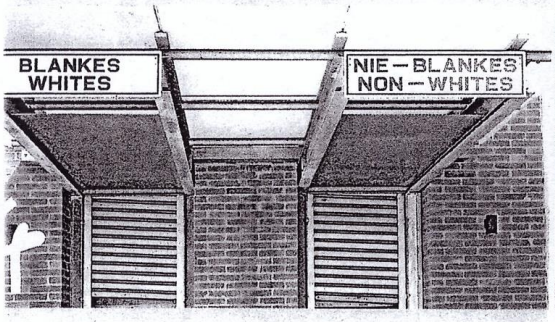
- weather
- sport
- landscape
- animals
- history
- people

In photo 1 I can see .... So I think South Africa is/has/.... The people like ....

## 2 Choose the right answer.

1. Pretoria is where the president ..... .
   works · relaxes · never is
2. South Africa has ..... parks and nature reserves.
   few · a lot of · some
3. Sport is ..... for most South Africans.
   very boring · very important · not interesting
4. South Africa was invaded by the ..... .
   Americans · Australians · Europeans
5. Even today the people are ..... .
   separated · accepted · outdated






**3** (LISTENING) Listen to a guided tour in a museum of South African history. → S5, p. 140

2,2

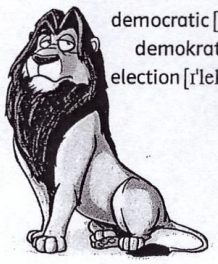
a) Listen to the text once. What does the guide talk about? Put the headings in the right order.

A Protests end segregation
B Early South African history
C Apartheid: A new system of laws
D The Europeans arrive
E Trouble between the British and the Dutch

b) Listen again. Take notes for each heading. Compare your notes with a partner. Add the missing information.

Ich kann Informationen über Südafrika verstehen. ✓

tribe [traɪb] – Stamm
war [wɔ:] – Krieg
to vote [vəʊt] – wählen
constitution [kɒnstɪ'tju:ʃn] – Verfassung
democratic [ˌdemə'krætɪk] – demokratisch
election [ɪ'lekʃn] – Wahl



# After the accident

**1** (SPEAKING) Why do road accidents often happen? Think of reasons.

**2** (READING) Read the texts.

2.9-7

A

Daily News | NEWS | SPORTS | LIFESTYLE

**Accident in Durban**

*10 Jan* – A car hit a bus with students from the Redhill Private School at around 1 p.m. yesterday. The bus driver died. A student, Piet Jansen (16), and the car driver, Kagiso Sekibo (40), a woman from Cape Town, were taken to hospital. Sekibo's daughter, Cebile (17), wasn't hurt.
The reason for the accident is not clear yet. But a young worker from the Umlazi township, who had seen the accident, was taken to the police station.

C

POLICE OFFICE

Police officer: Why were you at that street corner?
Lefa (16): Officer, I don't understand why you're asking me. The bus to work picks me up there. I wait on that corner every day.
I didn't do anything. Really. I just saw the car driving towards the bus. That's it.
Police officer: Answer the questions about your personal background that I asked you earlier, please. We'll then decide what to do with you.
Lefa: OK, I grew up in a township. My dad left two years ago, my mum had no money. So I went to school hungry or I went to work. And I dropped out of school, like most of my friends. You know, it's hard to get a good job when you're poor and black and from the townships.
Police officer: Thank you. You'll have to stay. We may have some more questions.
Lefa: Officer! Please, I work in construction. I'm paid by the day. If I'm not there in an hour, I'll lose my job!

B

Dear Sir or Madam,

I read your report about the bus accident in Durban yesterday.
Why are there so many crazy drivers on South Africa's roads? Don't those drivers think about the consequences for themselves and for others? The number of deaths and accidents every day is horrible. I feel so sorry for the victims. I think bad drivers should pay for the accidents they cause!

Yours faithfully,
Tinus Botha

Hi Dawn,
Mum said you called. I feel a bit better now, but I often have flashbacks. They frighten the hell out of me. I always see the car coming towards me. Since the accident I haven't been sleeping well, so I'm going to see a doctor. Having good health insurance makes things a lot easier.
Now the doctor won't allow me to play rugby for two months. Grr! ☹ You know how I love rugby. It's a nightmare. But my trip to the UK in March is still planned. Dad just told me. After I talked to Dad, I had thought: we all live in this gated community for whites only, with high walls and security. But then someone stupid ruins your career in one second. It's so unfair.
See you, Piet

15th January

*I can't forget those pictures of that horrible accident. My body still hurts.*
*I know she struggles with the situation. She thinks it was her fault. And that's why she feels guilty. A few hours before the accident she had heard some bad news. She had lost her job. So she wasn't feeling good.*
*Looking at Mama, I'm proud of her. She is well-educated. Not many black South Africans were able to go to a white state school. She got a place just after apartheid ended.*
*And now I go to the same state school as Mama did. My dream is to become a reporter.*
*We aren't really rich (we're middle-class, I'd say), but we have everything we need.*
*Except good health insurance. I wish we had that. Mum needs some treatment.*

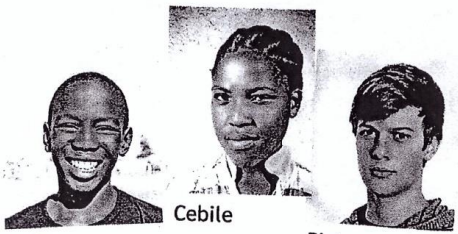
Language tip → G 5, p. 169
I just saw the car driving towards the bus.
Looking at Mama, I'm proud of her.

**3** Work with the texts.

a) Answer the questions.

1. Where and when did the accident happen? (Text A)
2. Who was there? (Text A)
3. What does Tinus Botha think of the South African traffic situation? (Text B)
4. What was Lefa's role in the accident? (Text C)
5. How does Piet feel after the accident? (Text D)
6. Why is Cebile worried about her mum? (Text E)

b) Find out the information from the texts for each person. Make a table. → M Jigsaw, p. 179



Lefa Cebile Piet

a) Age?
b) Social status?
c) Black or white?
d) Lives in?
e) School?
f) Health insurance?
g) Plans for the future?

## 4 What do the people think?

a) Whose thoughts are they? Piet's, Lefa's or Cebile's? → O p. 95

1. Why did they ask me? This is not fair.
2. I really live a privileged life.
3. She didn't have equal rights.
4. My family is financially secure. We have enough money.
5. I wish we weren't so poor and had health insurance.
6. Being black and poor often makes you an outcast.

b) Complete the thought bubbles with the right word. Whose thoughts are they?
→ V Social differences, p. 195

irresponsible · dependent · underprivileged

1. It's hard to see kids in prison who are ____. No money, no education.
2. People are ____ when they drive too fast. What do they think?
3. I don't want to be ____ on other people. I want Cebile to be happy.

## 5 (WRITING) Write about social differences.

a) Use these ideas to write about social differences in South Africa. → O p. 95

There are different groups of people in the South African society.
One group lives in (1) ____. The people there are usually black and (2) ____. They often leave (3) ____. So they don't have good jobs.
There are (4) ____ people who live in (5) ____ communities. They have everything they need – money, education, jobs, and a good (6) ____.
Other people are (7) ____. They are neither rich nor poor.

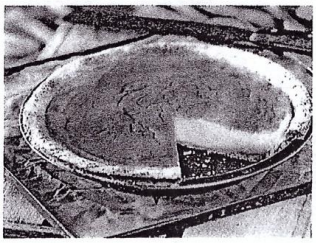
b) Add one sentence for each group of people.

*Sieh auf Seite 50 – 51 nach, wenn du Hilfe zu den Vokabeln in Aufgabe a) oder Ideen für Aufgabe b) benötigst.*

## 6 Find out about South African desserts.

Check the internet. Which one would you prefer to eat? Why?

Malva pudding



Melktert

CULTURE

Die südafrikanische Küche spiegelt die Geschichte Südafrikas wider. Sie wurde von den Einheimischen und den Kolonialmächten wie Holland stark beeinflusst. Welche Länder beeinflussen die Küche in deinem Land?

### Language → G6, p. 170

We had just left school ten minutes before.
A few hours before the accident happened, Kagiso had lost her job.

Welche Zeitform ist das? Wann benutzt du sie?

## 7 Say what the people had done or hadn't done before the accident happened.

a) Make sentences in the past perfect. → O p. 96

1. Before he picked up the students, he the bus. (wash)

2. Before he picked up the rugby players, (listen to)

3. Before Piet and his friend left the school building, (eat)

4. Before the bus arrived, Piet (send)

5. Before Lefa saw the accident, (wait)

6. Before the accident happened, (not talk)

b) Make sentences about the accident.

1. her daughter · she had lost · before Kagiso met · her job
2. the police · the bus · called · after the car had hit · some people

## ✱ 8 (YOUR TURN) Comparing photos → V Social differences, p. 198 → S20, p. 159

A

B

a) Describe each photo. Then compare them. Work with a partner.

b) What had happened before the photos were taken? Discuss your ideas in class.

The woman in photo A looks .... Maybe the girl in picture B probably had ... before she ....

Ich kann über soziale Unterschiede sprechen. ✓

# Exploring the wild

**1** (READING) Read the interview with a ranger at Kruger National Park. 2,8

→ M Dramatic reading, p. 178

Carlie: This is Radio Cape Gold FM. It's four o'clock and you're listening to *Exploring the wild*, with me, Carlie Keita. Our guest today is Tony Okonwo, a ranger at Kruger National Park. Welcome Tony. Nice to have you here.

Tony: Hi Carlie. Thanks for inviting me.

Carlie: We are very interested to hear what your work is like. Tell us about your job, please. What do you like about it?

Tony: Being a ranger in one of the most amazing parks in the world is fantastic. There are the plains, only a few hills and the land is flat. But most of all I've always been interested in our wildlife and I've always wanted people to learn more about how to protect it.

Carlie: Tony, what's special about the park?

Tony: Kruger National Park was South Africa's first national park. It was named after President Paul Kruger when it was opened in 1926. And it has been a success ever since. The goal is to protect and conserve the South African wildlife.

Carlie: How did tourism in the park develop? After that roads and visitor centres were built, fences were built and guides were hired.

Tony: Tourism wasn't really big before 1926. In the next year the first three tourist cars came in.

Carlie: There were problems too, right? Weren't animals hunted before the park was founded?

Tony: Yes, they were. A lot of elephants were killed for their ivory. Even today there are lots of problems. But many rules regulate what's happening in the park. Visitors have to stay in their cars for their own safety, for example.

Carlie: Most people come to see the 'Big Five': the elephant, the lion, the leopard, the rhino and the buffalo. Where does that name come from?

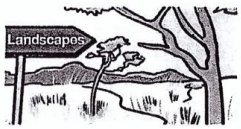
Tony: The name was first introduced by big game hunters. It was difficult for them to hunt these large animals. We rangers also think that these five animals are the most dangerous ones. So we treat them with the respect they deserve. A lot is done to save and protect the wildlife of the park. We do our best to take action against poaching too.

Carlie: Poaching will be part of our next edition. Tony will join us again then. Time's up. Thanks a lot, Tony. He will now be online and you can ask him questions. We'll leave you with that. Now over to James and the news.

**2** Work with the text.

a) Take notes about these four aspects of the national park. → O p. 97 → M Placemat, p. 180

1.


2. 


3.

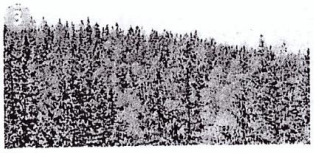

4.


b) Think of three questions about the park. Use your notes from a). Ask them to one of the other groups.

## 3 Describe the landscapes.

a) Describe the photos with the help of the words. → O p. 98

coast | desert | forest | mountain range | plain | marsh



b) Match the words with their definitions. → V Landscapes, p. 196

1. A pond is …
2. A spring is …
3. A hill is…
4. A valley is …

A where water comes out of the ground.
B the opposite of a mountain.
C a small mountain.
D a small lake.

## 4 (WRITING) Complete the text with the right words.

animals | recycle | laws | protect | reduce | national | wildlife | collect

There are strict (1) which regulate what's going on in the (2) parks. The rangers try to save the (3) of the parks. For example, they (4) and look after the plants and the (5) They also want to (6) the rubbish in the camps. They (7) the rubbish so that they can (8) and use it again.

*Achte beim Abschreiben darauf, dass du ALLE Wörter richtig schreibst und nicht die Satzzeichen vergisst.*

## 5 (LISTENING) Listen to a South African radio news programme. → S5, p. 140

2,9

Find out the information.

a) Listen once and answer the questions.

1. Which topics does James Ndoro talk about?
2. What's next after the news?
3. What time is it at the end of the news?

b) Take notes for every aspect you remember.
Compare your notes with a partner.
Then listen again and add the missing information.

**HÖRVERSTEHEN ÜBEN**

Mit Nachrichtensendungen im Radio, TV oder Internet kannst du dein Hörverständnis trainieren. Sie haben gewöhnlich immer denselben Aufbau. Zwischen den einzelnen Blöcken gibt es eine kleinere Pause.

## Language → G7, p. 171

The park was named after Paul Kruger.
Fences were built and guides were hired.
The name 'Big Five' was introduced by hunters.

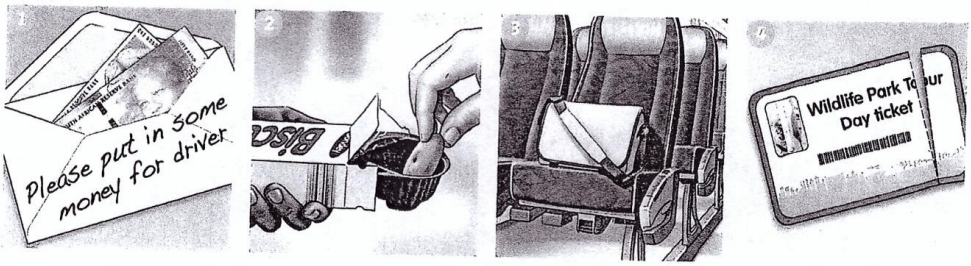
Wann und wozu benutzt man das Passiv? Wie wird es gebildet?

## 6 Make sentences about a school safari trip.

a) Put in the verbs in the passive voice. → O p. 98

1. Our trip was organized by Mr Wessels, our teacher. (organized)
2. The students through the park by a ranger, Tony Okonwo. (lead)
3. At the tour all the students' questions . (answer)
4. One student left his phone at the picnic place. It again later. (find)
5. Lots of photos of the animals in the park. (take)
6. Some of them online the next day. (put)
7. One photo by more than a hundred people! (like)

b) Write another sentence about each picure.




## 7 Complete the sentences about junior rangers in a national parks.

1. A rangers programme for children was developed for children from nine to 16.
2. One day a group of children to the park to learn about plants and animals.
3. Many places there.
4. Some activities at different places.
5. The best result later in the afternoon.
6. In the evenings stories in the camp.
7. The day by everyone.

*Achte bei der Bildung auf Einzahl und Mehrzahl.*

**8** Make the questions tourists ask a ranger. Give short answers.

1. last winter · was · the park · closed · ? (✗)
2. last year · any animals · hurt · ? · in car accidents (✓)
3. an architect · ? · the nature reserve · planned · by · was (✓)
4. ? · to live · lions · brought · were · here (✗)
5. fed · were · those leopards · by · ? · local people (✗)
6. cooked · in the camp · dinner · was · ? (✓)

1. Was the park closed last winter? – No, it wasn't.

→ G7, p. 171

Were the baby lions found?
– No, they weren't.

Was the Kruger National Park opened in 1926?
– Yes, it was.

**9** Make sentences about the national park.

a) Rewrite the sentences. Use the passive voice. → O p. 99 → M Peer correction, p. 179

1. Some people discovered gold there in the 1860s. > Gold was discovered there in the 1860s.
2. Hunters killed elephants for their ivory. > Elephants were …
3. They also shot lions and other big cats.
4. They opened the national park in 1926.
5. People built hundreds of kilometres of new roads.
6. A group of children interviewed the rangers.

b) Make a passive sentences chain about a bad day. Start like this:

My bike was stolen → His bike was stolen and my teacher gave us too much homework. → …

***10** (YOUR TURN) A magazine article → V Nature, p. 199 → S19, p. 158

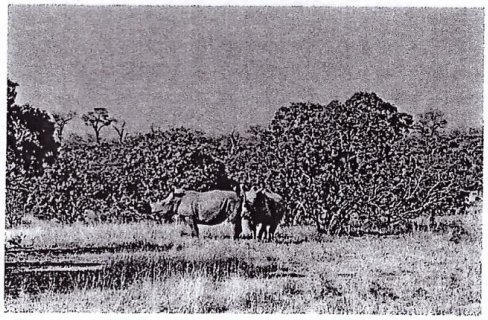
a) Write an article about the Kruger National Park for a travel magazine.
Use the information on p. 54 and your notes from Ex. 2 → M Writers' conference, p. 181

- Then check your draft: Are the spelling and grammar correct? Ask another student to check them too.
- Next, find and add a spectacular photo. Write a caption for your photo.
- Finally, think of a catchy headline for your article.

WRITING SKILLS

Wenn du einen Zeitschriftenartikel schreibst, beachte die Interessen der Leser. Gestalte deinen Artikel informativ und ansprechend, was den Inhalt, den Stil und das Layout betrifft.

b) Make a wall newspaper in class. Decide which article you would send to the magazine and why.
→ M Gallery walk, p. 179 → S23, p. 164



Ich kann einen Artikel über ein Naturschutzgebiet schreiben. ✓

# The Playground by Beverley Naidoo, 1999

**1** How do you feel when you go to a new place for the first time? Think of different situations.

**2** (READING) Read the short story. → S7, p. 142

2,10

*The short story 'The Playground' by Beverley Naidoo is about Rosa, an eleven year-old girl from the townships. It takes place in 1995. Rosa has attended a black school until now. Now that apartheid is over, schools must accept all children but some white parents and teachers don't like this idea. At the beginning of the story Rosa looks through the fence at a white school which she is going to attend soon.*

Beverley Naidoo, 2012

She saw the playground, full of children. A few of them sat quietly on benches under the trees. The grass stretched from the main road to a line of trees in the distance. They were the same tall grey trees which separated the township where Rosa and Mama lived from 'the white people's town'. It was lunch break at Oranje Primary School. Inside the school building children had classes in the morning and in the afternoon. Not like her school. There were so many students in her school that they had to take turns to use the classrooms! When she and her friends finished lessons at 12, the afternoon children were just arriving. There was no real playground, just a piece of dry ground and a few cactus plants.

*Rosa's mother works for a white family, the van Niekerks. Rosa remembers what happened there a few years ago.*

Mama had worked for them for years and Rosa had known Hennie, the Niekerk's son, since they were babies. As small children they had played together. Mama used to take her from Monday to Friday. While Mama cooked, cleaned, washed and ironed, Rosa and Hennie had run around the garden, built castles in the sand, made houses at the end of the long garden.

When Hennie's father came home early one day, their playing together was over. The two of them were running under the sprinkler. They were shouting and making funny faces. Hennie's father walked towards them very fast. He grabbed Hennie with one arm and hit him on the bottom. Hennie began to cry.

"What do you think you're doing? Running around like a savage?"

Hennie's mother and Mama had come running from the house.

"It's time he learns to be a real boy – and to know he's a white boy!"

Mama led Rosa away silently. She heard Hennie's mother say, "They were just playing, Willem. Just children's games. You've scared them." After that, Mama left Rosa with their neighbour, Mrs Moloi, every day.

2,1

*Rosa doesn't see Hennie often over the next few years. But she hears that he goes to Oranje Primary School and has become a very good rugby player.*

*Then apartheid ends. For the first time there are democratic elections and black South Africans can vote.*

For the next few days the people were extremely happy over all the township. Together with neighbours and friends Rosa and Mama watched TV and saw a tall, grey-haired man with a warm, serious but friendly face. Around Rosa people were crying and laughing. They couldn't believe it. Nelson Mandela was free at last! The man who the white government had put in prison for life. He was coming to help them. So they prayed for him.

Only a few months later, for the first time in her life, Mama had stood in the same long queue as Hennie's parents and the other white people, and waited to vote for the new government. A 'rainbow government', Mama told Rosa. A government that would make sure her daughter could go to a school with enough classrooms, teachers, desks, books and playing fields for blacks and whites.

*Mama wants Rosa to go to the white school.*

A few days before New Year, they passed the boy who sold newspapers. She read the headlines WHITE PARENTS TO PROTEST. Mama stopped to buy a copy. "Do you know that President Mandela wants every child to be in school?" Mama asked the boy. "When will your mother send you to school?"
"My mother is dead," the boy said seriously. "If I go to school, I won't have money for food."

*Mama takes Rosa to Oranje Primary School on the first day. Outside white people are protesting.*

Soon after New Year Rosa walked down the road for the first time in her new uniform. She was afraid. She felt like everyone was only looking at her and Mama.

Nelson Mandela (1918–2013) kämpfte fast sein ganzes Leben lang gegen die Apartheid (Rassentrennung). 1962 wurde er dafür auf Robben Island nahe Kapstadt inhaftiert. Er verbrachte dort die nächsten 27 Jahre. Nach jahrzehntelangen, weltweiten Protesten musste die Regierung ihn schließlich freilassen. Er wurde 1994 Südafrikas erster schwarzer Präsident. Durch ihn verwandelte sich Südafrika in die Gesellschaft, die sie heute ist. Mandela wird nicht nur von den Südafrikanern verehrt, die ihn „Vater der Nation" nennen.

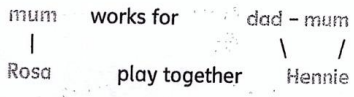
"Stay the way you are, my child," Mama said. Mama held her hand more tightly when they arrived at where the protesters were standing. Rosa didn't look at the faces and the signs, but she heard the people shouting. "NEVER! WHITE AND BLACK DON'T MIX! NO BLACKS HERE!" A man was having an argument with the headteacher. "If you let this one in, we'll take all our children away! I'm warning you!" He tried to stop Rosa and Mama from entering the school. "If I don't let her in, the government will close the school! Don't you understand? We have no choice!" the headteacher said angrily.

*Mama and Rosa enter the school. The headteacher takes Rosa to her classroom. There is one girl in the class, Marie, who seems friendly. The break starts and another girl tells Rosa that the headteacher wants to see her. But it's a trick. The girl takes Rosa to a dark, quiet part of the school, where there is a small group of unfriendly children.* 2,12

"You!" the leader said. "Come here!"
"Anyone seen a rose this colour?" he joked to the others.
"Leave Rosa alone!"

READING SKILLS

Liest du eine längere Geschichte, kann es schwierig sein, sich wichtige Informationen zu merken. Du kannst deine Lektüre kurz unterbrechen, Abschnitte erneut lesen und dir Notizen zum Inhalt oder den Charakteren machen:




She knew that voice! She turned around. Hennie was walking fast towards them. "Hennie, we're only playing," said the girl who had brought Rosa there.

Hennie didn't listen to her but turned to Rosa instead.

"The playground is over there, Rose. I'll show you," said Hennie.

Before they were gone, Rosa heard one of the boys saying loudly, "Just because he's older and good at rugby, he thinks he's the boss."

Hennie didn't say or do anything.

"I saw you and your mother come to school this morning … with all those people." He stopped for a moment and then added, "You were very brave."

"Someone has to be first," she said. "Thank you, … Hennie."

His face went a little red, then he disappeared into a group of boys playing rugby. Rosa looked to the playground. She didn't pay attention to the children who were looking at her. She looked at the fence. In the distance, she saw the newspaper boy. On the way home she would ask him if something was in the newspaper. If the protesters came again, she would have to learn to deal with them alone. Mama couldn't come with her every morning and be late for work.

But that was tomorrow. Rosa shook her head. One step at a time, as Mama would say. She saw a girl who was looking in her direction. It was Marie. Was she smiling? Rosa took a deep breath and began to cross the playground towards her.

**3** (SPEAKING) Talk about the story. → M Think-pair-share, p. 181

a) What do you think of the story? Say why or why not?

+++ (excellent) ++ (very good) + (OK) – (not that bad) –– (boring) ––– (awful)

b) What did you find most interesting? What was suprising?

**4** Do you think it was a good idea to send Rosa to Oranje Primary School? Give reasons. Here are some ideas for help.

new school | (not) have problems | (not) have the same rights | better education | (not) get into trouble | (not) accepted someone | …