

TASKS FOR MONDAY, MARCH 30TH

Vocab Check

1. Which colour _____ me better: black or grey? (jemandem stehen)
2. Most of my memories from childhood are very _____, but some feel like it was yesterday. (entfernt)
3. Nobody _____ to go there. (wagen)
= Everybody is too frightened to go there.
4. = not often (selten)
5. Has Mrs Chen told you about the new project yet?- No, I only saw her _____ this morning, there was no time. (kurz)
6. = fate (Schicksal)
7. =(to) admit or accept that something is true or that a situation exists (anerkennen; einräumen)

Question: Say in a few sentences what the story "The Giver" is all about.

(You'll find the solution to the vocab check on p. 5 of this file.)

Homework Check

Don't forget to send me your Unit task if you haven't done so yet!!!!

Thanks for the people who have sent me your tasks- if I haven't done so I will send you your corrected work back soon (today or tomorrow)!

p. 64/ 3a and b

a) *After the Ceremony of Twelve, each person receives a folder with instructions and rules. These list their duties and tell them how they must behave. For example, Jonas must go to the Annex behind the House of the Old for his training after school each day and must return home immediately after. He isn't allowed to say anything about his training or his dreams and he isn't permitted to apply for release, but he now has special permission to be rude, to ask questions and to lie. The rules on Jonas' sheet clearly show that everything in this community is strictly regulated. People can't make choices of their own. Their lives are completely controlled.*

b) There are several answers possible. For example:

- Children are not allowed to ride bikes until they are 9.
- Pilots are not to fly over the community.
- Rudeness are against the rules
- The names of new children are kept secret until the Naming ceremony, ...

“The Giver“ continued

- Read/Listen to the 4th part of “The Giver“ (p. 65-66) and https://www.youtube.com/watch?v=3TN_ZG2oeYg&list=PLB4aqWdRdNSoL22uc2QKqUPMWmU0QbVmu&index=11

5:00- 6:04 and

<https://www.youtube.com/watch?v=BlvGqBtRIJw&list=PLB4aqWdRdNSoL22uc2QKqUPMWmU0QbVmu&index=13>

0:00- 2:13

- Do task 4a and b on p. 65 in written form.
(You’ll find the solution to these tasks on p. 5 of this file)

Do tasks 5a and b/p. 66 in written form.
(You’ll find the solution to these tasks on p. 5 of this file)

- **The film and literature genre: Dystopia**
(“*Dystopie*” in German)

Read the following box (look up words you don’t understand!)

Reading skills

A utopia is an imaginary, ideal society where everybody lives in peace and harmony. In a dystopia, society seems like a utopia at first, but turns out to be the opposite. The action is often set in a sad, frightening future. Typically, dystopian stories show how totalitarian states do terrible things to their people, e.g. forcing them to live in a certain way, spying on them constantly, and even programming their bodies to function in a desirable way. Famous examples of dystopian literature are “1984” (by George Orwell) and “The Hunger Games Trilogy” (by Suzanne Collins)

- Task 1: Point our lines and scenes that show that “The Giver” is a dystopian story (in written form).
(You’ll find the solution to this task on p. 5 of this file.)
- Task 2:
 - a) What’s your opinion on the community’s decision to allow only one person to hold past memories? Is it a good/bad idea? Why? (It’s okay to only think about the solution to this question..).
 - b) Explain how memories help countries, communities and individuals to make good decisions about the present and the future. Please, write your answers down.
(You’ll find the solution to this task on page 5 of this file.)
 - c) Describe one of your memories which has helped you to make a decision (It’s okay to only think about the solution to this question..).
 - d) Answer for yourself (in your mind ;)) the question whether you like the story parts of “The Giver” we’ve listened to/read or not. Why do you like it/don’t like it?

Across cultures 2

- In this part of our lesson we are going to think a little bit about the language of tolerance and respect.
- Task 1: Listen to the song "Free your mind" by En Vogue (an African-American group from the US, who has won various awards for this song) and find out the missing words of its text below:

<https://www.youtube.com/watch?v=i7iQbBbMAFE>

- ⊙ Listen to the song and fill in the gaps. You'll listen to the song twice.

I wear tight clothing, high-heeled _____ (1)

It doesn't mean that I'm a prostitute.

I like _____ (2), wear hip-hop clothes

That doesn't mean that I'm out sellin' dope.

Oh my, _____ (3), for having straight hair

It doesn't mean there's another blood in my heir.

I might date another _____ (4)

It doesn't mean I don't like my strong _____ (5).

Why oh why must it _____ (6)

Before you can read me you gotta learn

How to see me, I say:

Free your mind and _____ (7)

Be color blind, don't be so shallow

Free your mind and _____ (8)

Be color blind, don't be so shallow

So I'm a sista, buy things with cash

That really doesn't mean that all my credit's bad.

So why dispute me and _____ (9)?

Because you really think the price is high for me.

I can't look without being watched,

You rang my buy before I made up my mind.

Oh now attitude, why even bother?

I can't change _____ (10), you can't change _____ (11).

Chorus

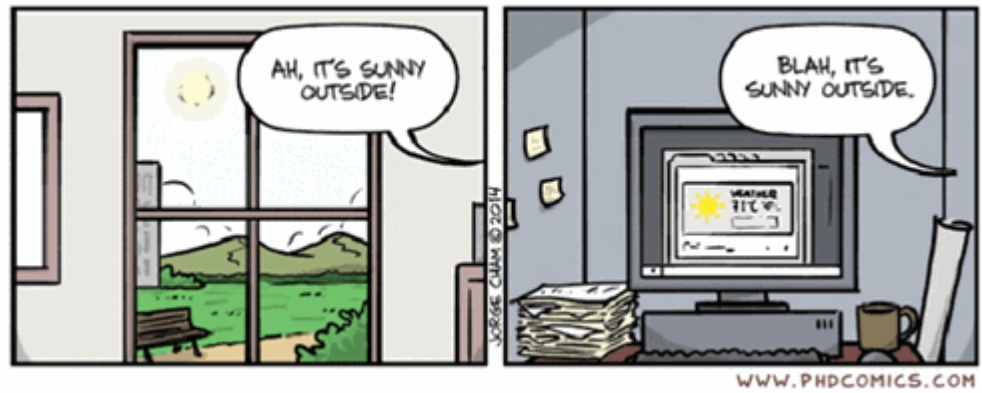
(You'll find the solution to these tasks on p. 6 of this file)

- Task 2: a) Describe who is involved in the action: Who is "I"? Who is "you"?
b) Use the words tolerance, respect and prejudice to explain the message of the song
c) "Free your mind and the rest will follow! Say what you think 'the rest' means.

(You'll find the solution to these tasks on p. 6 of this file)

Homework: > Vocab from p. 194 tolerance- acceptable

- Describe the following cartoon (write at least 5 sentences). Add one more sentence to your cartoon description that deals with the topic “different” perspectives



Solutions

Vocab Check:

- | | |
|----------------------|---------------------|
| 1. suits [(to) suit] | 5. briefly (brief) |
| 2. distant | 6. destiny |
| 3. dares [(to) dare] | 7. (to) acknowledge |
| 4. rarely | |

Question:

“The Giver” is a story about a society with citizens who have no memories of its past, except for the individual known as the Receiver of Memory. Jonas is the protagonist of the story. In a ceremony he gets to know from the Elders, the leader of society, that he is going to be the new Receiver of Memory.

“The Giver”

p. 65/ 4a and b

- a) *The Receiver of Memory’s job is to transmit all the memories from the past to the next receiver. (ll. 9–12) The job is very exhausting because memories from generations back weigh on him. (l. 55)*
- b) *In his first training session, the Receiver of Memory tells Jonas that it’s his job to pass on all the memories of the past to him. At first, Jonas thinks he’s talking about his own childhood memories and asks why he cannot do an adult job in the community and listen to them in his free time. (ll. 19–29)*
The Receiver explains that the memories he must transmit to him aren’t from his past. They’re memories of the whole world which go back many generations. Jonas doesn’t understand because concepts like ‘the whole world’ and ‘memories’ mean nothing to him. In his world there is ‘only us’ and ‘only now’. (ll. 34–47)
The Receiver then goes on to tell Jonas how important these memories are for the community. He says that without them they wouldn’t have the wisdom to make important decisions for their future. However, now that there are so many of them, he feels weighed down by them. He then compares his own experience as Receiver of Memory with a downhill ride on a sled. At first it’s exciting and fast, but as the snow builds up on the runners, it gets harder and harder. Again, Jonas doesn’t understand. He has never heard of ‘snow’, ‘sled’, ‘runners’ or ‘downhill’. These words don’t make any sense to him. (ll. 64–75)

Your solution doesn’t have to be that long.. ;)

p.66/ 5a and b

- a) *The Giver makes Jonas change his opinion by telling him that people could make wrong choices that are bad for themselves and the community. He says that they want to protect people from making the wrong choices*
- b) *The concept of Sameness is the idea that people will only be happy if life for everybody in the community is the same. If life is the same for everybody, then the people will feel it’s fair, and will remain peaceful. To achieve this Sameness, the Elders must be in control of everything and everybody. They must decide what’s practical or useless, what’s safe or dangerous, what’s fair or unfair and what’s right or wrong. For the environment in Jonas’ community, Sameness means no hills, no snow and no colours. For the citizens, it means no choice. People can’t choose their occupations, they can’t choose their husbands or wives, they can’t even choose their clothes. This is because the Elders believe that if people are allowed to make choices of their own, they might make the wrong ones. That’s what they’re most afraid of.*

Your solution doesn’t have to be that long.. ;)

Task 1 It's okay if you only give two examples..

- *The ceremony of Twelve (pp. 62–63): The Elders choose the jobs the children have to do for the rest of their lives. In this society, childhood ends at the age of twelve.*
- *Sheet of rules (p. 63): There are strict rules in the community that everyone has to follow.*
- *"There's much more. There's all that goes beyond – all that is Elsewhere – and all that goes back." (p. 64, ll. 48–50): It's a totalitarian community. Everything beyond the community is called 'Elsewhere'. The members of the community don't know anything about it. They haven't got a choice whether they want to live within their community or not.*
- *"Climate Control. Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times. It wasn't a*

Task 2

b) One possible solution:

The memories of World Wars I & II are important because the death of millions of people and the destruction of whole countries have taught us to show more respect for other cultures and to stop racism before it can start. The atomic bomb that was dropped on Hiroshima and Nagasaki is a memory that shows us how terrible these weapons are and hopefully teaches us to never use them again. Nuclear disasters like the one in Fukushima in 2011 teach us to show more respect for the environment and to look for alternative energy sources.

c) individual answer

d) individual answer

Across Cultures 2

Task 1 1) shoes 2) rap music 3) forgive me 4) race or color 5) black brothers 6) be this way
7)the rest will follow 8)the rest will follow 9) waste my time 10) your mind 11)my color

a) **'I'**: anyone with the characteristics that are described in the song and experiences prejudice because of them; **'you'**: people who are prejudiced against other people (e.g. African Americans)

b) **Tolerance**: accepting that someone has got a different opinion, way of life, sexual orientation, religion, culture etc. than oneself; **Respect**: acknowledging someone's views, values, way of life, culture etc. even if they're not the same as yours; **Prejudice**: having a general (often negative) opinion about someone because he/she belongs to a certain group without knowing or considering the person's real personality

The message of the song is that you shouldn't be prejudiced against other people because of the way they dress or look. You should look beyond the surface and get to know the real person. If people are different from yourself, you should show tolerance and respect.

c) **'the rest'**: a more open-minded way of treating each other; a society without prejudice; a world with tolerance and respect