

Unit 4

A Getting started

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A 1

Lösungsvorschlag:

1

Media in the photo: newspaper, smartphone, tablet – they all show how we can receive news today

Other media: TV, radio, laptop, magazine, telephone ...

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2

Lösungsvorschlag: Freie Übung

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3

Lösungsvorschlag:

The chart published by the *Pew Research Center* shows where people got their news the day before in the years 2000, 2004, 2008 and 2012. The chart includes TV, radio, newspapers, online and any digital format.

The importance of TV as a platform where people get news remained relatively constant. Between 55% and 60% of respondents used this medium over the time period 2000 to 2012. Radio became less important and the percentage of people using it as a source of news fell from 43% to 33%. Newspapers suffered the biggest loss and the percentage of people using newspapers as a news source sank drastically from 47% to 29%. From 2004 on, online information became more and more important and in 2012 some 39% of respondents said that they preferred this platform. All digital media together, including mobile phones and tablets, were used by 50% of respondents in 2012.

To sum up you can say that the chart shows the rise of digital media as a way of getting news. While interest in TV as a news platform seems to be quite stable other traditional media such as radio and newspapers have lost a lot of ground.

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A Getting started

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A 2

Lösungsvorschlag:

1

Freie Assoziation

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2

Lösungsvorschlag:

Generation gap means that the younger generation uses the media – particularly digital media – differently to the older generation. This could mean that the younger generation will stick to their present viewing habits as they grow older and that TV consumption will become less important in the future.

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3

Lösungsvorschlag:

1. 16 to 24 is the age group mentioned in the text. This group only listened to the radio for 15.5 hours in 2013.
2. From 169 to 148 is the drop in the number of minutes of TV that young people watched between 2010 and 2013.
3. 232 is the average number of minutes watched by all viewers.
4. From 21.4 to 15.5 is the number of hours young people listened to the radio and shows the decrease in the number of young listeners from 2003 to 2013.
5. 21.5 is the number of hours that people across all ages listened to the radio on average.
6. 16 to 30 is the age group of “tech natives” who say that the TV is not their most important source of relaxation or entertainment.

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4

Lösungsvorschlag:

Mehr und mehr junge Leute wenden sich von den traditionellen Medien wie Fernsehen und Radio ab und den digitalen Medien zu. Dies ist das Ergebnis einer Umfrage des britischen *Office for Communications*, das die Mediengewohnheiten verschiedener Altersgruppen untersucht hat. Junge Leute zwischen 16 und 24 sehen weniger fern als ein paar Jahre zuvor und insbesondere deutlich weniger als der Durchschnitt der Medienkonsumenten aller Altersgruppen. Das Gleiche gilt für die Radionutzung. Die traditionellen Medien werden abgelöst von den digitalen Medien, die zeitlich flexibler sind („on demand“). Der Autor äußert die Vermutung, dass sich diese veränderte Haltung gegenüber den traditionellen Medien auch mit dem zunehmenden Alter der heute jungen Leute fortsetzt und deshalb der Trend auch in Zukunft anhalten wird.

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B Language

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B 1

Lösungsvorschlag:

1

2. *Student A:* What do you expect? Will people write more posts for blogs in the future?

Student B: I expect people will write more posts for blogs in the future.

3. *Student A:* What do you expect? Will young people watch less TV in the future?

Student B: Young people will probably not watch less TV in the future.

4. *Student A:* What do you expect? Will we buy more newspapers in the future?

Student B: I expect we will not buy more newspapers in the future.

5. *Student A:* What do you expect? Will students use laptops in class in the future?

Student B: I expect students will use laptops in class in the future.

6. *Student A:* What do you expect? Will the use of mobile devices increase in the future?

Student B: I suppose the use of mobile devices will increase in the future.

7. *Student A:* What do you expect? Will the media influence people more in the future?

Student B: The media will probably influence people more in the future.

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B Language

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2

Lösungsvorschlag:

2. *Student A:* What do you expect? Will people write posts for blogs in the future?
Student B: Yes, they will because more and more people will use social media.
3. *Student A:* What do you expect? Will young people watch less TV in the future?
Student B: No, they won't because watching TV is still the easiest way for young people to relax. A lot of parents use the TV as a babysitter and children get used to watching TV from a very early age.
4. *Student A:* What do you expect? Will we buy more newspapers in the future?
Student B: No, we won't because we can download the latest news onto a tablet or smartphone in seconds. And we can just download the articles that we are interested in and nothing else.
5. *Student A:* What do you expect? Will students use laptops in class in the future?
Student B: Yes, they will because laptops are already being used in class. Students need to learn how to work with computers efficiently, so therefore laptops will be used in class more often.
6. *Student A:* What do you expect? Will the use of mobile phones increase in the future?
Student B: Yes, it will because there will be more technological developments in this area and people will want to buy the latest gadgets.
7. *Student A:* What do you expect? Will the media influence people more in the future?
Student B: Yes, they will because there is an increasing number of websites and TV programmes and these are accessible everywhere thanks to modern technology such as smartphones and tablets.

Unit 4

B Language

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B 2

Lösungsvorschlag:

1

2. Jason is going to ask a classmate about his homework.
3. Jason is going to look for some information on the Internet.
4. He is going to write an e-mail.
5. Jason is going to play his favourite game.
6. He is going to have dinner.
7. Jason is going to watch his favourite series on his laptop.
8. Jason is going to go to bed.

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B Language

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B 3

Lösungsvorschlag:

1

- | | |
|---------------------|------------------------|
| 1. will increase | 4. are going to update |
| 2. will have | 5. is going to grow |
| 3. are going to buy | 6. will probably help |

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B Language

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B 4

Lösungsvorschlag:

1

- | | |
|----------------|----------------|
| 1. well | 9. good |
| 2. accurately | 10. recyclable |
| 3. interesting | 11. harmful |
| 4. informative | 12. correct |
| 5. real | 13. quickly |
| 6. fast | 14. easily |
| 7. easily | 15. really |
| 8. cheap | |

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B Language

Seite 50

B 5

Lösungsvorschlag:

1

1. I have saved some money and I am going to buy a new laptop.
2. I will probably buy a laptop tablet hybrid.
3. I suppose that in this way I will be able to work on it anywhere.
4. I hope that I will have a lot of fun with it.
5. My teacher has given me the task of looking for some information on the Internet. I am going to do that this evening.
6. If I have time afterwards, I will chat with you again.

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C Reading

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C

Lösungsvorschlag:

1

The pictures show us the many possibilities that the Internet can offer but they also show that the Internet can be misused.

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C Reading

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2

Lösungsvorschlag:

Photo 1: Text B

Photo 2: Text A

Photo 3: Text C

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C Reading

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3

Lösungsvorschlag:

A 3; B 4; C 2

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C Reading

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4

Lösungsvorschlag:

Ihr habt ja sicherlich schon viel über mögliche Gefahren des Internets gehört, aber die meisten Menschen machen sich trotzdem wenig Gedanken um ihre Sicherheit im Internet. Aus zwei interessanten Zeitungsartikeln habe ich einige Informationen erhalten, die für uns alle wichtig sind und die wir im Hinterkopf behalten sollten. Neben den vielen harmlosen Nutzern tummeln sich im Internet immer wieder Betrüger und Pädophile.

Die Betrüger versuchen, an die persönlichen Daten von anderen Nutzern heranzukommen und sie für ihre Zwecke zu verwenden. Es werden viele E-Mails von Betrügern verschickt, die auf diese Weise an Passwörter oder Kreditkarteninformationen herankommen wollen. Man muss auch beim Kaufen oder Verkaufen von Waren aufpassen, damit man nicht sein Geld oder seine zum Kauf angebotenen Dinge verliert. Besonders schlimm sind die Leute – meistens Männer, – die sich in Chatrooms aufhalten und unter falscher Identität nach Kindern Ausschau halten. Hier muss man sehr vorsichtig sein, mit wem man sich einlässt. Dies sind nur ein paar Beispiele aus den beiden Zeitungsartikeln, aber ihr seht, wie wichtig es ist, vorsichtig zu sein, wenn man online ist.

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C Reading

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5

Lösungsvorschlag:

Advantages:

- buy things
- sell things
- place bets
- download music
- get in contact with other people
- post your ideas and tips
- safe payment guaranteed by certain providers

Dangers:

- personal data are shared with many other people or companies
- fraudsters cheat people who are looking for houses or flats
- people try to get credit card or account details
- goods that are bought and paid for online do not arrive
- money for goods sold does not arrive
- paedophiles make contact with children on the Internet

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C Reading

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6

Lösungsvorschlag:

Ideen je nach Nutzung des Internets durch die Lernenden.

Advantages: e.g. play online games, receive information on interesting topics, receive help online, watch videos on *YouTube*, read news

Dangers: e.g. people become addicted, children do not do sports or play outside, they get too little exercise, bullying, private photos may become public, fraudsters take control of your computer, computer viruses

Unit 4

C Reading

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7

Lösungsvorschlag:

Hier wird noch kein kompletter Aufsatz mit Einleitung und Schluss erwartet, sondern nur eine Gegenüberstellung von Vorteilen und möglichen Gefahren in ganzen Sätzen (weiterführende Übungen dazu in Unit 7).

Nearly everybody has a computer or a smartphone and an Internet connection today because this offers so many possibilities. When it comes to children we must, of course, weigh up the advantages and risks of the new technologies most carefully.

Firstly children can stay in touch with their friends, exchange the latest news or arrange to meet them. Moreover they can find out about all kinds of interesting things on the Internet, for instance they can look up things on *Wikipedia*. Another positive aspect is that young people can download their favourite music and listen to it wherever they are.

On the other hand there are disadvantages or dangers, too. Many people, particularly children, generously share their private data with companies or other people who could misuse them. Gangs or paedophiles can approach children on the Internet by using false identities. Another important aspect is that doctors warn people – especially young people – that they do not take enough exercise and can even become addicted to being online all day.

Unit 4

D Practice

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D 1

Lösungsvorschlag:

1

1. Middle-aged male radio presenter in the studio, has headphones on, in front of a microphone, looking at the viewer
2. Middle-aged woman in the street, is obviously being interviewed, smiling/laughing, looking at the interviewer
3. Younger man on the left and older man on the right, in a studio, both have headphones on, seems to be an interview

Unit 4

D Practice

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2

Lösungsvorschlag:

- A social media (posts, photos)
- B smartphones
- C especially games on computers and consoles (smartphones, TV)

Baden-Württemberg

Lösungsvorschlag:

- 2 **Exam: Hörverstehen**
- A soziale Medien (Posts, Fotos)
- B Smartphones
- C insbesondere Spiele auf dem Computer und auf Konsolen (Smartphones, TV)

Unit 4

D Practice

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3

Lösungsvorschlag:

A Richtig: 2, 4

B Richtig: 1, 3

C Richtig: 1, 3, 4

Baden-Württemberg

Lösungsvorschlag:

3 Exam: Hörverstehen

A Richtig: 2, 4

B Richtig: 1, 3

C Richtig: 1, 3, 4

Unit 4

D Practice

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D 2

Lösungsvorschlag:

1

The cartoon shows two men sitting in an office. In the background we can see an office block through the window. On the right we see a man dressed in a black suit and a red tie. He is leaning back in his comfortable office chair. He looks very relaxed and seems to be the boss or the personnel manager. On the left, in front of the desk, we can see a man sitting upright on a normal chair. He is holding his briefcase on his knees and he looks a little afraid.

The caption reads: "So I looked at your Facebook page ... oh man ... there's no way you're getting this job!" From the caption we now know that the man on the right is probably the personnel manager and the man on the left is an applicant for a job.

The cartoonist wants to point out that people should be careful with their data and remember that their entries, posts and photos cannot be deleted completely from social networking websites. So one day for example when someone applies for a job, the future employer can look up their data on the Internet. The person might not get the job if the personnel department finds things online that show the applicant in a bad light (e.g. drug use, excessive use of alcohol).

I think this cartoon successfully shows readers the risks of putting personal details on the Internet. On the one hand the cartoon is funny but on the other hand it opens the readers' eyes and draws their attention to important facts.

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D Practice

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2

Lösungsvorschlag:

The cartoon shows a family of six sitting in their dining room. The grandfather, father and three children are sitting at the dining table in the middle of the picture. They are just about to eat a meal and are all holding their smartphones in their hands. The mother is standing near the table on the right of the cartoon and she is looking at her smartphone, too. The speech bubble next to the mother reads: "What seems to be the problem? I only have one "like" for dinner?" It looks as if all family members have given their view of the meal via social media on their smartphones instead of telling the mother how they liked it.

The cartoonist wants to point out that people do not talk to each other face-to-face anymore and that they use their smartphones and social media instead.

I think the cartoon is funny because the mother (in a traditional family) usually asks if the others are enjoying a meal. But in this cartoon the family members send her an answer using a social networking website. This shows a trend in modern life: even when friends or family members are together they do not talk to each other. Instead they prefer to work or play or chat on their mobile devices.

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D Practice

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D 3

Lösungsvorschlag:

1

Freie Übung, bei der die Lernenden die Positionen der Rollenkarten vertreten, aber auch eigene Ideen einbringen können und sollen.

Unit 4

E Reading +

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E 1

Lösungsvorschlag:

1

The diagram shows the number of phone calls made on working days depending on the hour of the day. Most calls are made in the morning and in the afternoon.

Unit 4

E Reading +

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2

Lösungsvorschlag: Siehe Aussagen in task 1.

Unit 4

E Reading +

Seite 56

3

Lösungsvorschlag:

1. 30,000
2. 6 billion
3. morning, afternoon, early evening
4. men
5. showing off
6. men and women (50%–50%)
7. interaction
8. to share what people are seeing/experiencing

Unit 4

E Reading +

Seite 56

E 2

Lösungsvorschlag:

1

Internet generation means the young people who are growing up with the Internet and its possibilities. As the photo shows young people do not only use the Internet at home but also outside the home thanks to mobile devices. Young people (the Internet generation) are more flexible than the previous generation and are better adapted to living and working in a globalized environment.

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E Reading +

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2

Lösungsvorschlag:

- Heading: Switching jobs quickly – 2. giving up an old job for an interesting new one
- Heading: Growing up with new technology – 1. the first generation has grown up with computers/the Internet
- Heading: On the move to better jobs – 5. time management and multi-tasking skills
- Heading: Online networks replace road networks – 3. many young people work after school – online social networks
- Heading: Going global – 4. open-minded young generation – study and work abroad

Unit 4

E Reading +

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3

Lösungsvorschlag:

1. Jimmy gives up his old job so quickly because he has no interesting work to do at the moment and his old school friend Derek offers him an interesting job as a computer professional.
2. Generation Y is skilled in the use of new technology because it is the first generation that has grown up with the Internet and its possibilities. These young people are online day and night wherever they go.
3. The advantage could be that people are better used to doing different things simultaneously. On the other hand they may be unable to concentrate on one task for a longer time.
4. Today young people often meet other people online in social media instead of meeting them in a café or pub.
5. Young people are often global citizens now because they have grown up with people from other cultures or of other nationalities. The young people are also connected to people all over the world via the Internet. So young people are more open-minded and ready to study or work abroad.

Unit 4

E Reading +

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4

Lösungsvorschlag:

Der Text handelt von der sogenannten Internetgeneration. Damit sind diejenigen jungen Leute gemeint, die in den 80er- und 90er-Jahren des 20. Jahrhunderts mit dem Computer und dem Internet aufgewachsen sind und die heute von Laptops und Mobiltelefonen umgeben und ständig online sind. Diese Generation ist es gewohnt, im Team zu arbeiten und mehrere Aufgaben simultan zu erledigen. Die jungen Leute sind flexibler als ihre Eltern und bereit, ihre Arbeitsstelle häufiger zu wechseln. Viele von ihnen arbeiten bereits während sie noch zur Schule gehen, sie sind aber durchaus nicht nur an einer guten Bezahlung interessiert, sondern auch an einer angemessenen Balance zwischen Arbeit und Privatleben. Weniger junge Leute als früher legen sich ein eigenes Auto zu, da sie durch soziale Netzwerke ständig mit anderen verbunden sein können. Insgesamt sind die Menschen der Generation Y offener und globaler geworden, da sie die internationale Vernetzung durch das Internet selbst erfahren haben. Sie sind bereit, ins Ausland zu gehen um zu studieren oder zu arbeiten, aber sie haben dabei durchaus ihre eigenen Bedürfnisse im Blick.

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F Further tasks

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F

Lösungsvorschlag:

1

Siehe A1 task 3.

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F Further tasks

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2

Lösungsvorschlag:

1. There is a significant drop in the consumption of both TV and radio programmes.
2. Young people watch less TV than the average viewer.
3. Young people are technically interested and the change in the media and communications industry has led to an increase in online and on demand services.
4. Ofcom's experts expect that young people will keep their present television consumption habits.

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F Further tasks

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3

Lösungsvorschlag:

1. I have saved some money and I am going to buy a new laptop.
2. I will probably buy a laptop tablet hybrid.
3. I suppose that in this way I will be able to work on it anywhere.
4. I hope I will have a lot of fun with it.
5. My teacher has given me the task of looking for some information on the Internet. I am going to do that this evening.
6. If I have time afterwards, I will chat with you again.

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F Further tasks

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4

Lösungsvorschlag:

1. Berners-Lee invented a new programming language. The software can be used for free. The Internet is useful for businesses and people.
2. Fraudsters use the Internet in order to get hold of other people's money illegally. They let apartments or sell goods that do not exist, they buy items without paying for them or by using stolen credit cards or credit card details.
3. Paedophiles enter chatrooms in which they expect to meet children. They use false identities (nicknames) and then try to obtain personal details or photos.

Unit 4

F Further tasks

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5

Lösungsvorschlag:

1. true
2. false; it was (and is) free
3. false; they do not exist.
4. true
5. false; her nickname was Alice.
6. false; in order to get information about paedophiles

Unit 4

F Further tasks

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6

Lösungsvorschlag: Siehe Lösung zu D2 task 2.

Unit 4

F Further tasks

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7

Lösungsvorschlag:

1. ... a computer professional.
2. ... hires him.
3. ... Internet generation / Generation Y.
4. ... online.
5. ... time management – multi-tasking.
6. ... move on.
7. ... work/life balance.
8. ... Internet connections (*alternativ*: social networks).
9. ... think globally.
10. ... new skills.