

home-schooling week number 8 (or so)

- 1) As usual there were no urgent or unsolvable problems concerning English. That's good to know. Again, if there is anything you cannot manage – ask me.

- 2) Compare the solutions with your results.

"Verbs for tasks": 1d, 2f, 3j, 4b, 5g, 6a, 7h, 8i, 9c, 10e

Reading and Writing (Fighting deforestation) a) 1b, 2a, 3c, 4ad

b) various answers possible

1. She is criticizing Proctor & Gamble for buying palm oil from suppliers involved in deforestation.

2. She accuses them of simply insisting that they are in favour of sustainability.

3. She suggests that they should commit (themselves) to No Deforestation projects and stop trusting the RSPO to certify what palm oil is sourced sustainably.

c) 1. persuasive

2. *purpose*: to persuade the reader to support the fight against deforestation. I think it's successful in doing this.

target audience: Greenpeace members and sympathizers

expressing attitude: - adjectives to show opinion, emphasizes this by repetition (e.g. II.2f. "very real and very serious concerns") – bold type to emphasize important points (e.g. II.7f and 34f)

argumentation: colourful phrases such as "wake up call" (l. 13) = make her ideas sound more interesting; emotional image comparing blind trust in the RSPO to buying a used car without checking it first (an everyday image) (II. 30f)

other methods: author contrasts Mars (positive) with P&G (negative) II. 4-6); by addressing reader directly ("you, l. 9, l. 10) she keeps their attention; informal language (e.g. "folks" l. 13, "shaky" l. 18, "a lemon" l. 32) makes the text more appealing for potential audience. Finally she hammers home her message by using imperatives to say what her readers should do: "Tell P&G ...", "Take action here." (II. 35f)

Listening Ozone hole a) b

b) 1b, 2bf, 3a, 4a, 5b, 6c, 7c

Bottle boards a) b, e

b) 2 fibreglass 3 (recycled) disposable plastic bottles 4 inexpensive, eco-friendly

5 tough childhood, father lifeguard, couldn't afford surfboard

6 bottles filled with dry ice to keep them firm, then plastered together with fibreglass to give them form (51 bottles per board)

7 director of the surfing project

8 good idea: creates environmental awareness among young people

- 3) Worksheets "Rise of the open-source coder generation", exercises a, b, c

- 4) Worksheet Mediation, exercise a, b

- 5) See task 1 if there are any questions.

3 Rise of the open-source coder generation

a Read the following text, then do the tasks on page 96.

1 [...] The 220 clubs that have sprung up worldwide over the last two and a half years started when James Whelton, now 21, saw demand for his after-school meetings teaching HTML and CSS expand beyond the corridors of Presentation Brothers College in Cork.

2 By that stage, the young Irishman had been earning money building websites for local businesses for six years and was the first person in the world to hack a new iPod, in turn building up his reputation among online peers. It was a distant cry from his more solitary early years. "I say to people that some kids have friends when they were growing up, I had keyboards," he said.

"I saw that computing was a very real thing just through the feeling and pure ecstasy of solving a problem, or getting people to visit a website and seeing that it was a sustainable thing."

3 "People heard that I could hack because I had my track record as an academic under-achiever and people thought that if that idiot Whelton can programme, then anyone can. I think my friends were interested and we organised a get-together. It was now cool in a lot of people's eyes."

Whelton's online reputation resulted in an invitation to speak at the Dublin Web Summit in 2011, on the same day that he was due to sit his mock final maths exam, where he met Bill Liao, an Australian entrepreneur who wanted to take the classes further.

4 In the summer of 2011, the CoderDojos – named after martial arts training areas or "dojos" – began to spread, around Ireland and then abroad. In the UK there are 37, with 10 in Japan, four in India and one each in Panama, Bolivia, South Africa and Brazil.

5 IT professionals give up their time to help children learn to code, at the same time encouraging the children to eventually become tutors themselves. The classes are held in universities and company offices empty at weekends – among other venues – in what is called "an open-source, volunteer-led, global movement" where children under the age of 12 have to be accompanied by an adult. Rules are thin on the ground, apart from: "Be Cool – bullying, lying, wasting people's time and so on is uncool."

6 "The idea of a computer club is not new, you are just essentially throwing people in a room and trying to teach them. But what you are teaching them – helping others, being open and transparent – was what defined us," Whelton said.

"There were a lot of philosophies we liked around the dojo – when you go to one you get help, work in teams, practise what you have done, show off what you have done. The more senior you get, the more you mentor young people."

7 "We applied a lot of these logics and principles to a coding club. We thought that if we influenced how we taught kids programming we could get to make more apps that were open source. We could get them to make apps for social causes and for good."

The appetite for the computing dojos grew quickly. The Dublin class was frequently booked up in less than a minute, while word soon spread to Japan and the US, where dojos were also set up.

8 Their success comes from working with a generation of children who have had access to computing since they were a young age, while at the same time not having to adhere to traditional classroom teaching structures, said Whelton. Some of the measurements of the clubs' successes are how previously insular or isolated children come out of their shells in the classes, he said. [...]

- b Understanding the text:** After reading the text say whether the statements below are true, false or you can't say because the information is not in the text. **Highlight** the relevant passage(s) in the text. The first one has been done for you.

	Statement	True	False	Not in text
1	James Whelton had always been good at school.		✓	
2	He started the CoderDojo clubs four years ago.			
3	By 2011 Whelton had been building websites for six years.			
4	He was motivated because he felt very happy about solving problems.			
5	CoderDojos are named after the Director of Japanese Origami, the Great High Dojo.			
6	CoderDojos are run by IT experts who assist children in learning to code.			
7	If there is any bullying, the people taking part should tell the teacher.			
8	The people going to these dojos work strictly on their own; only professional teachers are allowed to teach there.			
9	The aim of the dojos is to prepare students for a job in the computer industry.			
10	They are successful because the young people there have had access to computing for a long time and because they do not use traditional classroom teaching.			
11	One feature of the dojos' success is that children who used to be isolated have now opened up.			

- c Analysing the text:** Now complete these tasks.

- 1 State what text type this is. Underline the correct answer. Look at SB pp. 124–125 for help.
argumentative – descriptive – expository – persuasive
- 2 Show the structure of the text by matching the headings a–k with paragraphs 1–8. There are three more headings than you need.

a Anyone can do it	b Apps for a good cause	c Beginnings	d Early expansion	e From drugs to computers	f New approach	g Pupils turn tutors	h The roots of success	i The venue is the message	j Women into computers	k Worldwide presence
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1	2	3	4	5	6	7	8

6 Kölner Tafel e.V.

- a Read the text below about this registered charity active in Cologne.

Die **Kölner Tafel** ist im Juni 1995 nach dem amerikanischen Vorbild City Harvest und in Anlehnung an bereits in Deutschland bestehende Tafeln als eingetragener, mildtätiger Verein gegründet worden.

Die Kölner Tafel ist mittlerweile zu einer unverzichtbaren sozialen Einrichtung im Kölner Hilfesystem geworden, die es sich zur Aufgabe gemacht hat, Menschen in Not mit dem scheinbar Selbstverständlichsten zu helfen: mit Lebensmitteln, Aufmerksamkeit und mit Solidarität. In Köln sind ausreichend Lebensmittel vorhanden. Ein nicht unerheblicher Prozentsatz wird jedoch täglich vernichtet und zwar nur deshalb, weil Farbe oder Gewicht der Ware den Bestimmungen nicht genügen oder weil zu viel produziert oder eingekauft wurde. Auf der anderen Seite gibt es Menschen, die in Sorge um ihre tägliche Ernährung leben.

Genau hier schaffen die ehrenamtlichen Helfer der Kölner Tafel Abhilfe. Mit Kühltransportern holten sie tonnenweise gespendete Lebensmittel bei Supermärkten, Bäckereien und Herstellern ab. Viele spenden täglich, andere sporadisch. Neue Spender sind immer willkommen.

Ziel

der Kölner Tafel ist, die Ernährungslage von Bedürftigen in der Stadt Köln zu verbessern.

Aufgabe

der Kölner Tafel ist, die gespendeten Lebensmittel abzuholen und kostenlos an Einrichtungen im Kölner Hilfesystem weiterzuleiten.

Ehrenamtliche Helfer

Die Kölner Tafel wird ehrenamtlich von ca. 80 Tafelhelferinnen und -helfern unterstützt.

Mildtätiger Verein

Die Kölner Tafel ist ein mildtätiger Verein, der sich aus Geld-, Sachspenden und Mitgliedsbeiträgen träßt.

Leistung

Die Kölner Tafel bewegt jedes Jahr ca. 750 Tonnen Lebensmittel. Dabei legen die 7 Kühlfahrzeuge etwa 110.000 km zurück. (Stand: 2009)

Source: http://www.koelner-tafel.de/01_ueberuns.html

- b Imagine that an American friend who doesn't speak German has asked you about charities that recycle unwanted food in Germany. She needs it for a survey she is doing for her school magazine on ways of helping the poor in different countries.

First highlight the most important points in the German text. Then write a text in English which accurately reflects the main points of the German original. Use the words/phrases in the box to help you. 

donations of money and goods • manufacturer • membership fee • refrigerated lorry (BE) / refrigerated truck (AE, BE) • registered charity • regularly • conform to regulations