

Lernziele und Storyline


Band 4 löst sich von der Storyline um die Londoner Lehrwerksfiguren Emma, Caroline, Gillian, Charlie, Rajiv und George, die die S durch die ersten drei Camden-Town-Bände begleiteten. Stattdessen sind Schauplätze und Figuren nun in den USA angesiedelt.

In **Intro: River High School** geht es um amerikanische Highschools. Die S lernen die (fiktive) River High School in Chicago, Illinois, in Text und Bild kennen. Sie lesen, welche *students' responsibilities* dort gelten, und überlegen, ob solche *students' responsibilities* eine gute Idee für die eigene Schule wären.

In **Part A: Karl's exchange** geht es um den Alltag an einer Highschool. Karl ist ein deutscher Austauschschüler an der River High School und bei einer Gastfamilie, den Pulaskis, untergebracht. Auch Karls Gastgeschwister, Laura und Nick, besuchen die River High School. Immer wieder sind die S aufgefordert, Unterschiede zwischen deutschen und amerikanischen Schulen festzustellen und aus ihrer persönlichen Sicht zu bewerten. In der **Target task** schreiben die S aus Karls Sicht einen Bericht (über seinen Aufenthalt in den USA) und nehmen den Bericht als Video auf.

In **Part B: A special week** geht es um Homecoming week, einen der Höhepunkte im Schuljahr einer amerikanischen Highschool, u. a. in einem längeren erzählenden Text, der für Karl mit der Überraschung endet, dass seine Gastschwester Laura zur Homecoming queen gekürt wird. In der **Target task** geben die S Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich). In einer **CULTURE BOX** erfahren die S Landeskundliches über Homecoming.

Kompetenzen

Listening	Die S entnehmen einer Durchsage (an der River High School) Informationen.
Speaking	Die S sprechen über Pflichten an einer Highschool und vergleichen die eigene Schule mit einer amerikanischen Highschool. Sie äußern und begründen die eigene Meinung.
Reading	Die S lesen einen informativen Text (über die River High School) und entnehmen einem Dialog (Karl mit seiner Gastfamilie), einem Stundenplan, einem Chat, einem Poster (über Homecoming week), einem Dialog und einer Geschichte Informationen. Sie ordnen Fotos (zu Homecoming) und Textteile (aus der Geschichte) einander zu.
Writing	Die S vergleichen Schulregeln (USA und Deutschland) und schreiben einen Bericht.
Viewing	Die S folgen einem Videoclip (über American Football).
Mediation	Die S geben Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich).
 Media	Die S führen eine Internetrecherche durch (Informationen über amerikanische Highschools) und nehmen einen Bericht als Video auf.

Sprachliche Mittel


Wortschatz	Amerikanische Highschool (<i>campus, freshman, sophomore, junior, senior, elective, ...</i>) Vergleiche ziehen (<i>in comparison with, in contrast to, whereas, unlike, however, ...</i>) American English-British English (DIFF) (<i>colour-color, biscuit-cookie, film-movie, ...</i>) Freizeitaktivitäten (<i>American football, golf, swimming, tennis, volleyball, soccer, ...</i>) Homecoming (<i>varsity football team, homecoming dance, homecoming queen, ...</i>) Veranstaltungen (<i>flea market, performance, celebration, competition, sporting event, ...</i>)
Strukturen	Part A: als Vorbereitung auf reported speech with backshift werden tenses wiederholt (u. a. simple present vs. present progressive, simple past vs. present perfect, simple past vs. past perfect, will future vs. going to future) Ersatzformen der Modalverben (u. a. (not) have to, (not) be allowed to, (not) be able to) reported speech with backshift: statements Part B: reported speech with backshift: questions, requests and commands

1 Welcome to River High!



Didaktisches Inhaltsverzeichnis



TB Seite	Aufgabe	Kompetenzen/Sprachliche Mittel	Differenzierendes Zusatzangebot ▶ Lösungen: → TM Seite 41–46
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Intro: River High School (TB p. 14–15)

14	1 American high schools	Speaking: Vorwissen aktivieren Wortschatz: Amerikanische Highschool	▶ Think – pair – share TB p. 189 ▶ KV 2 Think – pair – share (Signalkarte)
14	2 River High School	Speaking: die eigene Meinung äußern Wortschatz: US-Highschool	
14	3 High school words	Reading: einen informativen Text lesen Wortschatz: amerikanische Highschool	▶ Easy alternative D1 TB p. 119 Training D2 p. 119 ▶ KV 6 Understanding new words ▶ KV 7 Working with words I
15	4 Students' responsibilities at River High	Speaking: über Pflichten an einer amerikanischen Highschool sprechen, die eigene Meinung äußern, die eigene Schule mit einer amerikanischen Highschool vergleichen Wortschatz: Vergleiche ziehen	▶ Support D3 p. 120 ▶ KV 3 Discussion tickets ▶ KV 5 Group roles
15	5 Any questions?	Media: eine Internetrecherche durchführen  Wortschatz: American English-British English DIFF	▶ Training D4 p. 121

Part A: Karl's exchange (TB p. 16–20)

16	A1 Karl and his host family	Listening/Reading  : einem Dialog Informationen entnehmen	▶ Training D5 p. 121
17	A2 More information about River High	Reading: einem Dialog Informationen entnehmen Speaking: die eigene Meinung äußern	▶ KV 3 Discussion tickets
17	A3 American football 	Viewing: einem Videoclip folgen 	
17	A4 Revision: Tenses	Grammatik: <i>mixed tenses (simple present, simple past, present perfect, will future, going to future)</i> Wortschatz: Freizeitaktivitäten	▶ Training D6 p. 121 Training D7 p. 122 Training D8 p. 122 Training D9 p. 122 ▶ KV 8 Karl and his host family
17	A5 Karl's schedule	Reading: einem Stundenplan Informationen entnehmen Writing: Schulregeln vergleichen	▶ Training D10 p. 123
18	A6 River High school rules	Grammatik: Modalverben und ihre Ersatzformen (R)	▶ Training D11 p. 123 ▶ KV 6 Understanding new words ▶ KV 9 Working with words II
18	A7 Your school rules	Writing: Schulregeln vergleichen	
18	A8 The chat	Reading: einem Chat Infos entnehmen	
19	A9 At the school guidance counselor's office	Reading: einem Dialog Informationen entnehmen	▶ Training D12 p. 124
19	A10 Grammar card Reported speech with backshift (statements)	Grammatik: Indirekte Rede: Aussagesätze	
20	A11 Report what Karl said	Grammatik: Indirekte Rede: Aussagesätze Wortschatz: amerikanische Highschool	▶ Training D13 TB p. 124 Extra D14 p. 124 ▶ T1 TB p. 21

20	A12 What about you?	Grammatik: Indirekte Rede: Aussagen	<ul style="list-style-type: none"> ▶ T2–T3 TB p.21 ▶ Wordbank 1: American high schools TB p.211 ▶ KV 4 Appointment cards
20	A13 Target task Write and record a video report 	Writing: einen Bericht schreiben Media: Bericht als Video aufnehmen 	<ul style="list-style-type: none"> ▶ Target task tools T1–T3 TB p.21 ▶ Wordbank 1: American high schools TB p.211 ▶ KV 10 Language support ▶ KV 11 Giving feedback

Part B: A special week (TB p.22–25)

22	B1 Announcements at River High	Listening  : einer Durchsage Informationen entnehmen Wortschatz: Homecoming	▶ Easy alternative D15 p.126
22	CULTURE BOX Homecoming	landeskundliches Wissen Wortschatz: Homecoming	
22	B2 River High poster	Reading: einem Poster Informationen entnehmen Speaking: die eigene Vorliebe begründen Wortschatz: Homecoming	▶ Easy alternative D16 TB p.126 Training D17 TB p.127 Extra D18 p.127
23	B3 Reported speech with backshift (questions)	Reading: einem Dialog Informationen entnehmen Grammatik: Indirekte Rede: Fragen Wortschatz: Homecoming	
23	B4 More questions about homecoming	Grammatik: Indirekte Rede: Fragen Wortschatz: Homecoming	▶ Training D19 TB p.128
24	B5 The pep rally	Reading/Listening  : einer Geschichte Informationen entnehmen, Fotos Textteilen zuordnen Wortschatz: Homecoming	<ul style="list-style-type: none"> ▶ Buzz groups TB p.188 ▶ Support D20 TB p.128 ▶ Wordbank 1: American high schools TB p.211 ▶ KV 2 Buzz groups (Signalkarte) ▶ KV 3 Discussion tickets
24	B6 Reported speech: commands	Grammatik: Indirekte Rede: Bitten und Aufforderungen	
24	B7 Instructions for Karl	Grammatik: Indirekte Rede: Bitten und Aufforderungen	▶ Training D21 TB p.128 ▶ T1 TB p.26 ▶ T2 TB p.26
24	B8 Target task Mediation 	Mediation: Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wiedergeben (mündlich oder schriftlich) Wortschatz: Veranstaltungen	<ul style="list-style-type: none"> ▶ Target task tools T1–T2 TB p.26–27 ▶ Mediation TB p.186 ▶ Wordbank 1: American high schools TB p.211 ▶ KV 12 Giving feedback

Photo tour: Chicago (TB p.28–29)

Reading tour: You Should See Me In A Crown (TB p.30–32)

I can (TB p.33): Überprüfen des Lernzuwachses (Selbsteinschätzung)

Step by step – Listening: Short answers | Multiple choice (TB p.34–36)

A1, **A2**, **A3**, **A6**, **B4** usw. bereiten gezielt auf die **Target task** vor.
A3, **A12** usw. sind FAKULTATIV.

Pro Theme sind etwa sechs Unterrichtswochen geplant.

River High School

Kompetenzen **Speaking:** über Pflichten an einer amerikanischen Highschool sprechen | die eigene Meinung äußern | die eigene Schule mit einer amerikanischen Highschool vergleichen

Reading: einen informativen Text lesen

 **Media:** eine Internetrecherche durchführen

Wortschatz Amerikanische Highschool
Vergleiche ziehen
American English-British English DIFF

Einstieg/Zieltransparenz **Advance organizer/Agenda:** L gibt einen Überblick über die Phasen der Unterrichtsstunde oder der **Intro**-Doppelseite und schafft so **Zieltransparenz** (→ TM Seite X).

After Intro you can ...

- talk about American high schools.
- say the Pledge of Allegiance.
- talk about students' responsibilities.
- compare your own school to an American high school.

Speaking / Writing

1 American high schools

Kernkompetenz Über eigene Erfahrungen sprechen und Informationen austauschen.
Partnersgespräch über vertraute Themen.

Materialien ▶ Think – pair – share | TB p. 189 ▶ [KV2 Signalkarte zu Think – pair – share](#)

Methodisches Vorgehen **Think – pair – share** (→ TB p. 189): Aktivieren des Vorwissens über *American high schools*

- **Think:** Zunächst Nachdenken jede/r still für sich, was sie bereits über *American high schools* wissen,
- **Pair:** dann Austausch des Vorwissens in Partnerarbeit. **Language support:**

I know that ...
I've heard that ...
I'm not sure but I think ...
I once saw a film about ... There was ...

In einem zweiten Schritt Sammeln, was sie gern über *American high schools* wissen würden. **Language support:**

I would like to know (if) ...
Are there ...?
Do students ...?
How many (students/classes/...) ...?
At what time ...?
How do students ...?

- **Share:** Die Fragen der **Pair**-Phase werden im Plenum gesammelt (ggf. systematisiert nach Themen), inklusive Tafelanschrieb und/oder Mitschreiben durch die S. Warum die Fragen schriftlich fixiert werden sollten: In **Intro 2** werden – ausgehend von den dortigen Bildimpulsen – weitere Fragen ergänzt. In **Intro 5** sollen die S die Fragen beantworten, mithilfe des auf der **Intro**-Doppelseite erworbenen Wissens sowie des Internets.


Speaking / Writing

2 River High School

Kernkompetenz

Reaktionen auf Gelesenes, Gehörtes oder Gesehenes darlegen.
Versprachlichen von Bildvorgaben.

Methodisches Vorgehen

- a)  Partnerarbeit: Bildbeschreibung und Austausch der Reaktionen
Ggf. konkretisierende Impulse: *What do you find surprising/interesting/appealing/...?*
What would you like to know more about?

Language support:

What are the people doing? Where are they?
Do they have to do that every day?
Do you know what the people in this picture are doing?
Those things are called lockers, I think. That's where students keep their ...
The people in this picture look typically American, don't you think? –
What do you mean by that?
I would love to ride on one of these yellow school buses.
I would hate to have (police/security/...) at our school. Wouldn't you?
Do you think the students worry about ... all the time?

Die Fotos zeigen u. a.:

- students saying the Pledge of Allegiance (→ **Culture box** im Folgenden)
- a yellow school bus
- classroom
- school security guard
- students and lockers
- school basketball team

- b) Ergänzen der Frageliste aus **Intro 1**

Lösungsvorschlag

- a) • I think the photo top left shows the Pledge of Allegiance. Do they have to say that every day? I'd hate that.
- I didn't know they really have yellow school busses in the US. I thought you only see them in movies and TV shows.
 - The man in the grey shirt looks a bit like a police officer. We don't have police or any type of security at our school. I'd hate to have security at our school. I don't think I would feel safe at an American high school.
 - Sports seem to be important at the school, it looks like they have their own basketball team.
 - I've seen these lockers on TV but I didn't think they really have them at American high schools.

Erweiterungen

The American flag (The Stars and Stripes)**Culture box**

The 50 stars represent the 50 states of the United States of America.
(District of) Columbia (DC) is not represented as a star.

The 13 stripes represent the 13 original colonies that founded the US in 1776:
Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire,
New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Virginia,
Rhode Island

Pledge of Allegiance**Culture box**

When you say the Pledge of Allegiance, you ought to stand up, put your right hand over your heart and look at the US flag. People who become US citizens must say the Pledge of Allegiance as part of an official ceremony. In most schools children say the pledge every morning. There is a US flag in every classroom.


Reading / Vocab

3 High school words ▶ WB 1, 2 | p. 4


Kernkompetenz

Sachtexten Einzelinformationen entnehmen. Vokabular selbstständig erschließen. Verfahren zur Vernetzung von sprachlichen Mitteln anwenden.

Materialien

▶ **KV6 Understanding new words** (in dreifacher Ausfertigung, wiederholt einsetzbar)
 ▶ **KV7 Working with words I**
 ggf. Wörterbücher/Online-Wörterbücher 

Methodisches Vorgehen

a)  Partnerarbeit: Anwenden von Wortschließungsstrategien
 Zunächst Aktivieren von Vorwissen, indem die S Wortschließungsstrategien notieren, die helfen können, wenn kein Wörterbuch zur Verfügung steht.

Dann Input mit **KV6** und **KV7**:

 **KV6**

- **KV6** ist wiederholt einsetzbar. Die S können die Tipps zur Wortschließung als *bookmark* ins TB einlegen und im Verlauf des Schuljahres immer wieder darauf zurückgreifen; nächste Möglichkeit: in **A6**

 **KV7**

- **KV7** spart Zeit. Die S kreuzen die Strategie an, die ihnen geholfen hat, und notieren die deutsche Übersetzung. Wörter, die sie nicht erschließen können, schlagen sie in einem englisch-deutschen Wörterbuch nach.

Leistungsschwächere S können auf die *Easy alternative D1* ausweichen.

b) Sicherung des Textverständnisses und Wortschatzarbeit

Alternative zum *word web*: vierspaltige Tabelle

DIFF-Zusatzangebot

▶ *Easy alternative zu a): D1 | TB p. 119: als *matching exercise*, Wörter und Umschreibungen einander zuordnen*

Training D2 | TB p. 119: Sicherung des Textverständnisses (*giving evidence from the text*)

Lösung/
Lösungsvorschlag

a) **campus**: the land on which a school or university and its buildings are
freshman: a student in the first year at high school
sophomore: a student in the second year at high school
junior: a student in class 11 at high school
senior: a student in class 12 at high school
elective: a subject that a student can choose
family and consumer sciences: a subject that focusses on different aspects of life as an adult

marching band: a group of musicians who perform while marching

cross-country: a sport that is about running a race on open-air courses

track and field: a sport that includes running, jumping and throwing

softball: a game similar to baseball played with a larger ball on a smaller field

b)

- **subjects**: gymnastics, electives, 245 courses, nine academic areas, business education, driver education, industrial technology, family and consumer sciences
- **sports**: badminton, baseball, basketball, wrestling, football, swimming, cross-country, tennis, bowling, softball, volleyball, golf, tennis
- **activities**: three student publications, many special interest clubs, arts program, drama program, marching band, more than 40 student activities/clubs
- **place**: Chicago (IL), 2,600 students, two campuses, East Campus, West Campus, freshmen, sophomores, juniors, seniors

Reading / Speaking

4 Students' responsibilities at River High ▶ WB 3 | p. 5

Kernkompetenz

Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen. Phasenweise in der Gruppe arbeiten. Themenspezifischen Wortschatz verwenden.

- Materialien**
- ▶ **KV5 Group roles** (Gruppenrollen strukturieren Phasen der Gruppenarbeit und stellen sicher, dass nicht einzelne S den Prozess dominieren. Wichtig ist, dass alle für die Inhalte zuständig sind und „lediglich“ zusätzlich z. B. timekeeper oder language monitor.)
 - ▶ **KV3 Discussion tickets** (auf den Blankostreifen kann L weitere *phrases* ergänzen)

Methodisches Vorgehen**a)  Vierergruppen**

- **Diff ↓**: Verdeutlichung der zwei Schritte des Arbeitsauftrags

Students' responsibilities at River High

1. Tell each other what you think of the students' responsibilities at River High
2. Which of the students' responsibilities should be introduced at our school?

 KV5, KV3

- Verteilung der Zuständigkeiten in der Gruppe mithilfe von **KV5 Group roles**
- Der Austausch kann mit **KV3 Discussion tickets** unterstützt werden.
- Je ein/e Gruppensprecher/in teilt dem Plenum die Diskussionsergebnisse mit. **Language support** für die Gruppensprecher/innen:

I'd like to tell you how our group feels about the students' responsibilities at River High.

We all agreed that the responsibility "YX" is useful. / makes sense. / ...

We couldn't agree whether it's a good idea to inform students' parents ...

We think it's a good idea to be at school on time and prepared.

We agree that it's only fair to protect school property and ...

We all rolled our eyes at the idea that students at River High have to ...

Let me tell you why. / Let me give you some of our reasons.

First, ...

Secondly, ...

Finally, ...

We hope you agree with us and look forward to hearing what you came up with.

Thank you very much for listening.

We all agreed that it would be a good idea to introduce the rule that says "YX".

Our group was undecided. Two of us thought it would be a good idea if ...

We felt quite strongly that none of the students' responsibilities at River High should be introduced at our school. We don't like the idea that ...

Diff ↑: Die Sprecher/innen der anderen Gruppen gehen auf das bereits Gesagte ein, ergänzen, was noch nicht genannt wurde. L: *Make sure you listen carefully to the other groups' results, please. You shouldn't repeat what other speakers have already said. Instead, I would like you to refer to what has already been said.*

Language support:

Our group agrees with most of what has already been said.

We agree that ...

However, we don't agree that ... Instead, we think that ...

- b)** Vergleich mit der eigenen Schule, nicht nur im Hinblick auf die *responsibilities*
Zunächst Redemittel aktivieren/festigen mithilfe von Support D3 | TB p. 120
Zusätzlicher **language support**:

At River High students have to/are expected to ...

That is the same as at our school. We also have to ...

That is similar to our school. We are also expected to ...

We have to do that, too, but ...

We don't have to do that.

Lexikalisch neu hier: *in comparison with/to, in contrast to, whereas, while, similarly, unlike* und *as opposed to*

DIFF-Zusatzangebot

► Support D3 | TB p. 120: phrases to express similarities and differences

Lösungsvorschlag

- a)**
- I think the students' responsibilities are useful. It's important that people at school respect each other.
However, I think it should be up to you to tell your parents about social events. Grades might be important but in my opinion, social events aren't.
 - I think the responsibility that says "Protect school property and respect the property of others" should be introduced at our school. Not everyone here protects school property, some students draw on the walls and on doors, for example.
- b)** Whereas at River High they have two campuses, our school consists of only one school building and the gym.
Although we can sometimes choose subjects at our school, we don't have electives like driver education or business education.
We only have three sports clubs, as opposed to River High, which has many more. River High has an award-winning drama program. We have a drama program, too. However, it hasn't won any awards.

Reading / Speaking

5 Any questions  ► **WB 4** | p.5**Kernkompetenz**

Landeskundliche Kenntnisse zu den USA. Kurze Materialien aus dem Internet zusammenstellen. Fragen stellen und beantworten.

Materialien

► Searching the internet | TB p. 179

► **WB**-Einleger zur Medienkompetenz: Media 1 (Searching the internet)

Webcode WES-149223-2

Materialien zur Medienbildung als Download auf www.westermann.de/webcode

Methodisches Vorgehen

- Medienkompetenz: Bevor die S mit der Recherche beginnen, sollte Searching the internet | TB p. 179 ausführlich besprochen werden.
Der **WB**-Einleger thematisiert u. a. domain endings, trustworthiness of websites und how to evaluate websites. **Vokabular:** domain (ending / suffix) • bias • trustworthy • search engine • search results • unbiased/neutral/factual (information)
- Die Ergebnisse der S können auf einer digitalen Pinnwand wie Padlet (→ TM Seite X) veröffentlicht werden. Eine (kostenlose) Registrierung der Lehrkraft ist erforderlich. Die S können per Link freigeschaltet werden, ohne sich registrieren zu müssen.


Alternative

Als Langzeithausaufgabe: Die in **Intro 1** und **Intro 2** gesammelten Fragen werden unter den S aufgeteilt. Die Ergebnisse werden zum Abschluss von *Theme 1* vorgestellt.

DIFF-Zusatzangebot

► Training D4 | TB p. 121: American vs. British English (Schreibung, Lexik, Aussprache)

Karl's exchange

Kompetenzen	<p>Speaking: die eigene Meinung äußern</p> <p>Reading: einem Dialog Informationen entnehmen einem Stundenplan Informationen entnehmen einem Chat Informationen entnehmen</p> <p>Writing: Schulregeln vergleichen einen Bericht schreiben</p> <p>Viewing: einem Videoclip folgen</p> <p> Media: einen Bericht als Video aufnehmen</p>
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Wortschatz Amerikanische Highschool
Freizeitaktivitäten

Strukturen *Tenses* (R)
Ersatzformen der Modalverben
Indirekte Rede mit Zeitverschiebung: Aussagesätze

Target task Einen Bericht schreiben und als Video aufnehmen

Einstieg/Zieltransparenz *Advance organizer/Agenda:* L gibt einen Überblick über **Part A** und schafft so Zieltransparenz (→ TM Seite X).

After Part A you can ...

- express your opinion in a discussion.
- ask and answer questions about American football.
- compare the schedule at River High with your own.
- compare the rules at River High with the rules at your school.
- report what someone said.
- say what you would like to do if you were an exchange student at River High.
- write and record Karl's video report about his time in the US.

Reading / Listening

A1 Karl and his host family ▶ WB 5 | p.5

(inhaltliche Vorbereitung auf Target task A13)

Kernkompetenz Dialogische Texte unter Einbeziehung von Bildern verstehen.
Aus Texten Informationen, z. B. durch *note-taking*, sichern.

Materialien 

Einstieg *Pre-reading: Hypothesenbildung* (→ TM Seite X) bei geschlossenem TB
L: *Karl is a German exchange student who has just arrived in Chicago. He is staying with a host family, the Pulaskis. What do you think Karl and the Pulaski family will talk about on their first evening together?* Möglich als **Think – pair – share** (→ TB p. 189)
Language support für die **Pair-Phase**:

What do you think they will talk about?

What did you note down?

I think they will talk about ...

I would expect them to talk about ...

If I were them, I would talk about ...

I have the same ideas.

I have different answers. Here are my ideas: ...

Methodisches Vorgehen

- **Erstes Lesen:** Hören des Dialogs, die S lesen still mit
- **Zweites Lesen,** inkl. **Note-taking** (→ TM Seite X): jede/r still für sich
- Sicherung/Vergleich der Ergebnisse in Partner- oder Gruppenarbeit

Language support:

What does the dialogue tell us about Mrs/Mr Pulaski?
 What are the children called?
 What are the parents' first names?
 What does Karl learn about the children's hobbies?
 What do the Pulaskis tell Karl about their background?
 ... was born in ...
 ... moved to the US in ...
 ... has lived in ... for/since ...

→ **Target task:** In **A13** schreiben die S aus Karls Sicht einen Bericht (über seinen Aufenthalt in den USA) und nehmen ihn als Video auf. Dabei sollen sie auch die Gastfamilie vorstellen. (z.B. My host father's name is ... His family ... On our first evening, we had dinner together and they told me ... I've got a host brother. His name is ... He is crazy about My host sister's name is ...)

DIFF-Zusatzangebot

► Training D5 | TB p. 121: Hörverstehen (Dialog zwischen Laura Pulaski und ihrer besten Freundin Shelby: sie sprechen über Karl)

Lösung/
Lösungsvorschlag

- Mrs Pulaski was born in Mexico. She moved to the US many years ago and has lived in Chicago for twenty years. Her first name is Patricia.
- Mr Pulaski's family came to the US from Poland in the 1950s. They have lived in the Chicago area ever since. His first name is John.
- Nick loves American football, he is a quarterback, hopes to get a football scholarship for college.
- Laura plays on the girls' football team for charity during homecoming week.
- The Pulaskis go to church on Sundays.

Reading / Speaking

A2 More information about River High ► WB 6 | p.6

Kernkompetenz

Informationen entnehmen und strukturieren. Vorlieben und/oder Abneigungen äußern und begründen. Deutsche und US-amerikanische Lebensverhältnisse vergleichen und dazu Stellung nehmen.

Materialien

► **KV3 Discussion tickets** für b) (auf den Blankostreifen kann L weitere *phrases* ergänzen)

Methodisches Vorgehen

- a)** • Lesetechnik: Die S überfliegen (= Lesetechnik *Skimming*) den Dialog nach neuen Informationen über River High School. Ergänzen der Ergebnisse aus **Intro 3**
 L kann ein Zeitlimit setzen, um sicherzugehen, dass die S den Dialog tatsächlich nur überfliegen und nicht nochmals Wort für Wort lesen. L: *This is not about reading the dialogue in detail again, instead it is about skimming, that is, reading the text quickly and concentrating on new information about River High. You have (three) minutes to find the information and add it to your word web from Intro 3.*
- Zügige Sicherung im Plenum oder in Partnerarbeit
 - Über *Homecoming week* erfahren die S in **Part B** noch mehr.
- b)** **FAKULTATIV.** Bezieht sich auf Zeile 42–43 im Dialog, wo Nick sagt: *I'm hoping to get a football scholarship for college.*



KV3

Die Diskussion kann mit **KV3 Discussion tickets** unterstützt werden: eine Kopie pro S. Die S schneiden die *tickets* aus und legen sie vor sich auf den Tisch (*face up*). Während des Austauschs versuchen sie, jeden Satzanfang einmal zu verwenden.

Die Verwendung wird durch Umdrehen der Papierstreifen dokumentiert, sodass am Ende möglichst alle Papierstreifen *face down* liegen.

Diff ↑ ↓

Binnendifferenzierung mit **KV 3 Discussion tickets**: Leistungsschwächeren S können leichtere *phrases* zugewiesen werden, leistungsstärkeren anspruchsvollere oder eine größere Anzahl.

Lösungsvorschlag

- a) activities: football game / homecoming week / girls' charity football team
- b) • I think it's good to have this option because not everyone is that good in subjects like languages or sciences, that way everyone gets a chance! Being really good at sports can be hard work, too, especially when you're in the school team and have practice several times a week.
- In my opinion it's fair because as far as I know, you still have to have certain grades in other subjects to keep the scholarship when you're at university.
 - I understand it if you want to study a subject which has something to do with sports. However, if you want to study something completely different, I don't know what the sports you do in high school should have to do with studying at university.


Viewing / Speaking

A 3 American football **FAKULTATIV** ▶ **WB 7** | p. 7

Kernkompetenz

Einfachen Filmausschnitten wesentliche Informationen entnehmen.
Themen der englischsprachigen Welt, die den S Identifikationsmöglichkeiten bieten.

Materialien

 **DVD** (Audio-CD mit DVD für Lehrkräfte: ISBN 978-3-14-149276-7)

▶ Viewing | TB p. 183

Dauer der Slideshow: 3:48

Folgende *words and phrases* werden eingeblendet: *football, American football, soccer, first football match, Rutgers University vs. Princeton University in 1869, rules similar to rugby, rules, 100 yards ≈ 91 meters, touchdown, field goal, Matches actually take 60 minutes., breaks and commercials, A game can take three hours!, full-contact sport, helmet, shoulder pads, gloves, thigh pads, knee pads, National Football League (NFL), Super Bowl, halftime show, first shows were small, in the 70s: bigger and bigger, Beyoncé, Katy Perry, Bruno Mars*

Transcript

There are lots of different sports here in the USA: baseball, basketball, ice hockey – and football.

Well, it's called football in the USA, but the British call it 'American football'. And what the British call football, Americans call 'soccer'.

So, what do you actually know about football? American football, that is.

Watch this video to find out more!

The first football match was between Rutgers University and Princeton University in 1869.

They used rules which were similar to rugby. Speaking of rules, let's have a look at today's rules.

Each team has eleven players on the field at one time. The sports field is 100 yards long, which is about 91 meters.

And there is one simple aim: get the ball to the end of the other team's half. This is called a touchdown. A touchdown is worth six points.

Players can also win points by scoring a field goal. To score a field goal, the ball must be kicked into the other team's goal. A field goal is worth three points.

Matches actually take 60 minutes. However, there are lots of breaks and commercials, so a game can take three hours.

American football is a full-contact sport. This means there is a lot of contact between players.

They can easily get hurt, which is why they wear a lot of protective equipment, such as a helmet, shoulder pads, gloves, thigh pads and knee pads.

The National Football League (NFL) has 32 teams.

The best two teams at the end of the season play a final game to decide the winner.

This is called the Super Bowl.

People all over the world watch the game, even late into the night.

However, the Super Bowl isn't all about the football game. In the middle of the game there is the famous halftime show. It is watched by even more people than the game itself.


The first half-time shows were small, but in the 70s they started to become bigger and bigger.

Nowadays, stars such as Beyoncé, Katy Perry or Bruno Mars perform at the show, on a big stage in the middle of the field, with lots of dancers and special effects.

Some even say the halftime show is more exciting than the game.

So, what do you think? Would you like to take part in a game of American football?

Methodisches Vorgehen


- a)  **Pre-viewing** in Partnerarbeit: Aktivieren von Vorwissen

Language support:

I know that ...
 I think there are (X) players in each team.
 Players have to wear ...
 An American football is shaped liked ...
 The most important American football game is called ...
 Players can run/kick/throw ...
 I know absolutely nothing about American football.

- b) **Erstes Hörsehen**: Konzentration auf den Super Bowl

Um den Super Bowl geht es ab 2:22.

- c)  **Zweites Hörsehen**: Quiz über American Football in Partnerarbeit

Ihre Fragen schreiben die S in Einzelarbeit auf. Die Befragung erfolgt dann in Partnerarbeit.

Diff ↓: L kann Satzanfänge vorgeben.

How many players ...?
 When was the first ...?
 What do players wear/... ...?
 What is the aim ...?
 How long ...?
 What does NFL stand for?

Diff ↓: Schwächeren S kann L als Hilfestellung das Transcript zur Verfügung stellen.

Erweiterung

Die S stellen einander ihre Quizfragen aus c) im Plenum oder in Vierergruppen.

Lösung/ Lösungsvorschlag

- b) The Super Bowl is the final football game of the season. The two best teams of the NFL play against each other.
 People all over the world watch it. It's not just about football. There's also a halftime show. Stars, like Beyoncé, perform on a big stage in the middle of the field.
- c) When did the first football match take place? (in 1869)
 How many players does each team have? (eleven players on the field)
 What is a touchdown? (when you get the ball to the end of the other team's half)
 Why can a game take up to three hours? (because there are lots of breaks and commercials)

Grammar

A4 Revision: Tenses ▶ WB 8 | p. 7
 (grammatische Vorbereitung auf Target task A13)

Kernkompetenz Sachverhalte und Handlungen als gegenwärtig, vergangen und zukünftig darstellen.

Materialien ▶ G1R | TB p. 191–193: Tenses – die Zeitformen des Verbs
 ▶ KV8 Karl and his host family

Methodisches Vorgehen


▶ Beide Teilaufgaben in Partnerarbeit

- a) • **KV8** als Hilfestellung, um die Kernkompetenz „Texte markieren und Sprachmuster unterstreichen“ zu üben: der Dialog aus **A1** als Kopiervorlage, sodass die S im Text arbeiten können. L: *Use different colours to underline the different tenses, please.*
- **Diff ↓**: *You should be able to find five different tenses in the dialogue.*
 - Sicherung inkl. Tafelanschrieb im Plenum
- b) **Diff ↓**: kleinschrittige Unterstützung an der Tafel

- what sports you do/what video games you play → simple present
- how often you do/play them → simple present
- when you started → simple past
- how long you have played/been in a team → present perfect
- when your next training session/game will be → will future
- what sports/video games you are going to do/play/watch in the future

→ **Target task**: In **A13** schreiben die S einen Bericht aus Karls Sicht (über seinen Aufenthalt in den USA) und nehmen ihn als Video auf. Für ihren Text brauchen sie die verschiedenen Zeitformen des Verbs.

DIFF-Zusatzangebot

- ▶ Training D6 | TB p. 121: *simple present vs. present progressive* (Multiple Choice)
 Training D7 | TB p. 122: *simple past vs. present perfect* (Lückensätze mit Signalwörtern)
 Training D8 | TB p. 122: *will future vs. going to future* (Satzteile vorgegeben)
 Training D9 | TB p. 122: *past perfect vs. simple past* (Lückensätze, Infinitive vorgegeben)

Lösungsvorschlag

- a) • **simple present**
 In Germany we only call people by their first names when we know them well. (ll. 7–8) / Well, people often do things differently in other cultures. (ll. 9–10)
 → The simple present is used here because Karl/Mrs Pulaski are talking about something that usually happens/something that is generally true.
- **simple past**
 She moved to the States many years ago. (ll. 13–14)
 My father's family came here from Poland in the 1950s. (ll. 15–16)
 → The simple past is used here because the sentences refer to the past; signal words: ago, in the 1950s
 - **present perfect**
 [...] they've lived in the Chicago area ever since. (ll. 16–17)
 I [...] have been a member of our local sports club since I was ten. (ll. 22–23)
 → The present perfect is used because something started in the past and is still true today; signal word: since.
 - **will future**
 You'll forget all about soccer. (ll. 35–36) → The *will* future is used here because they are making a prediction/promise about what will happen.
 - **going to future**
 We are going to do everything we can [...] (l. 2)
 River High is going to wreck them! (l. 31)
 → The *going to* future is used because they are talking about plans for the future.

- b) I play football in a team. We play twice a week.
I started playing football in 2015.
I have been in a football club for three years.
My next training session will be on Thursday. Our next game will be on Saturday.
I'm going to go swimming next summer.
I'm going to watch the national championship next month.

Reading / Speaking

A5 Karl's schedule (inhaltliche Vorbereitung auf Target task A13)

Kernkompetenz

Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen.

Methodisches Vorgehen

- a) Der Textsorte entsprechend stilles Lesen des Stundenplans, Notieren der Unterschiede zum eigenen Stundenplan
Graphic organizer (→ TM Seite X): gut als *T-chart*, also zweispaltige Tabelle

Karl's schedule	my schedule
<ul style="list-style-type: none"> • first class at 7:22 • 	<ul style="list-style-type: none"> • first class at 8:00 •

- b)  Partnerarbeit

Diff ↓: Verdeutlichung der zwei Schritte des Arbeitsauftrags

1. Compare your results from a) with a partner's results
2. Tell each other what you like or dislike about Karl's schedule

Language support, in Ergänzung zu den *phrases for comparisons* aus Intro 4:

There are quite a few differences between Karl's schedule and our schedule.
One big difference is that ...
Another difference is that ...
Anything else?
What else is different between Karl's schedule and ours?
Yes, you're right. I'd missed that.
I don't like that there is ... in Karl's schedule.
I prefer ...
However, I like the fact that ...
I think it's cool that Karl can ...

→ Target task: In A13 schreiben die S einen Bericht aus Karls Sicht (über seinen Aufenthalt in den USA) und nehmen ihn als Video auf. Dabei sollen sie auch über seine Erfahrungen an der River High School berichten.

DIFF-Zusatzangebot

- ▶ Training D10 | TB p. 123: Hörverstehen zu Karl's schedule (Gespräch Karl und Mrs Pulaski)

Lösung/
Lösungsvorschlag

- a) The schedule/timetable is the same every day. I have different subjects every day. Classes are 48 minutes/last 48 minutes. The first one is 50 minutes. My classes are 45 minutes.
There is only one big break (lunch). The other breaks are only four minutes. We have a longer break every 90 minutes.
- b) I don't like that there's only one long break in Karl's schedule. I prefer shorter breaks but more of them.
I like that there's a subject called "Business Education" in Karl's schedule. We don't have that at our school.
I don't like that Karl has the same subjects every day. I think it's boring. I prefer our system with different subjects every day.

Reading / Vocab


A6 River High school rules ▶ WB 9 | p.8

(inhaltliche Vorbereitung auf Target task A13)



Kernkompetenz

Vokabular selbstständig erschließen. Möglichkeiten der Wortschatzfestigung kennen und anwenden. Vom Deutschen abweichende Strukturen verstehen und angemessen verwenden.

Materialien

- ▶ New words | TB p. 174
 - ▶ G2R | TB p. 193–194: Modalverben und ihre Ersatzformen – bekannt seit Band 6
 - ▶ **KV6 Understanding new words** (in dreifacher Ausfertigung, wiederholt einsetzbar)
 - ▶ **KV9 Working with words II**
- ggf. Wörterbücher/Online-Wörterbücher 

Methodisches Vorgehen **KV6, KV9**

- a)** Anwenden von Wortschließungsstrategien; ähnlich wie **Intro 3**
Partner A ist für die sechs Wörter in *rules 1 and 2* zuständig, Partner B für die sechs Wörter in *rules 3–5*.
Input mit **KV6** und **KV9**:
- Tipps zur Wortschließung auf **KV6**
 - **KV9**: obere Hälfte für Partner A, untere Hälfte für Partner B. Die S kreuzen die Strategie an, die ihnen geholfen hat, und notieren die deutsche Übersetzung. Wörter, die sie nicht erschließen können, schlagen sie nach.
- b)**  Mündlich in Partnerarbeit: Umschreiben der Wörter aus a)
L sollte betonen, wie wichtig die Kompetenz des Umschreibens ist. Die Technik hilft, wenn kein Wörterbuch zur Hand ist.
- c)**  Wiederholen/Festigen von *(not) have to* und *(not) be allowed to*
Weiterhin mündlich in Partnerarbeit
Diff ↓: mündlich im Plenum oder in einer S-S-Kette
→ **Target task**: In **A13** schreiben die S Karls Bericht (über seinen Aufenthalt in den USA) und nehmen ihn als Video auf. Dabei sollen sie auch von der River High School berichten.

DIFF-Zusatzangebot

- ▶ Training D11 | p. 123: weitere Modalverben und ihre Ersatzformen

**Lösung/
Lösungsvorschlag**

- a) und b)**
- unexcused absence: when you are not at school/in class but your parents didn't tell the school that you are sick; your teachers don't know where you are
 - tardiness: being late
 - detention: you have to stay longer at school and do some extra work
 - tardy: to be late
 - failure: you don't manage to do sth (here: you don't follow the rule to keep your phone switched off and in your locker)
 - confiscation: when sth is taken away from you (here: a teacher will take your phone away from you)
 - offensive: impolite, mean, rude, not nice
 - inappropriate: when you do/say sth that is not OK in a situation
 - headgear: pieces of clothing that you wear on your head, e.g. baseball caps, hats
 - bare-midriff: refers to a piece of clothing (short T-shirt) that shows your stomach
 - affection: love, liking someone very much
 - excessive: too much
- c)** Students have to be on time. They are not allowed to be late.
They are not allowed to have parking privileges if they are late six times.
Students are not allowed to use their phones during lessons.
When they are not in the cafeteria, students have to switch off their phones and leave them in their lockers.

Students are not allowed to use offensive language or gestures or wear inappropriate clothing. Their language and their clothing has to be appropriate. Students are not allowed to wear headgear. Students have to carry their ID cards at all times. Students are not allowed to show too much physical affection on school grounds. Students have to be careful about touching and kissing each other.

Writing / Speaking

A7 Your school rules ▶ WB 10 | p.8

Kernkompetenz

Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen.

Methodisches Vorgehen

a) Vergleich der River-High-School-Schulordnung in A6 mit der eigenen Schulordnung
Graphic organizer (→ TM Seite X): gut als *T-chart*, also zweispaltige Tabelle

River High's school rules	our school rules
<ul style="list-style-type: none"> • phones must be switched off • two hours detention for truants • 	<ul style="list-style-type: none"> • same! • truants must talk to the head teacher •

b)  In Vierergruppen. FAKULTATIV.

Language support für *how I feel about River High's school rules*:

I think rule number (X) makes/doesn't make sense because ...
For me it would be hard to ...
I think it's a bit silly that students at River High have to ...
I would hate to be a student at River High because ...
I think it's a good idea that ...
I wish it was the same at our school that students have to ...

Language support für *rules I would be breaking if I were at River High today*:

I would (probably) be breaking rule number (X) because ...
I'm wearing ... today, so I would be breaking rule number (X).
I gave my best friend a hug earlier, so maybe ...
I messaged my mum ten minutes ago, so ...
I used an offensive insult/word two minutes ago, so ...
Hooray, I wouldn't be breaking any of the rules if I were at River High today.

Lösungsvorschlag

- a) At our school we are allowed to use our phones in the classroom during the break. At our school we have to be on time, too, but the students who come to school by car don't lose the right to park in the parking lot if they are late six times. At our school we do not have student IDs so we don't have to carry them. At our school we aren't allowed to use offensive language, either. At our school we are allowed to wear headgear.
- b) I'm wearing a tank top, so I would be breaking rule number 4.
I was late to class this morning, so I would be breaking rule number 1.
I used my phone in class earlier, so I would be breaking rule number 2.
I wouldn't be breaking any of the rules if I were at River High today.

Reading

A8 The chat

Kernkompetenz

Lehrbuchtexte (hier: Chat) global verstehen.
Informationen besonders durch *wh*-Fragen entnehmen.

Methodisches Vorgehen

Der Textsorte entsprechend stilles Lesen des Chats

Beantworten der beiden *wh*-Fragen zügig als **Think – pair – share** (→ TB p. 189)

Möglicher **Graphic organizer** (→ TM Seite X): *T-chart*, also zweispaltige Tabelle

Karl's problem	what the family advises him to do
	<ul style="list-style-type: none"> • Nick: • Laura: • Patricia:

Lösung

- Karl's problem: doesn't like the subject Business Education; thinks it's boring
- What the family advises him to do:
Nick tells Karl not to worry as he can change his schedule in the first week.
Laura suggests that Karl should take drama instead of Business Education.
Patricia advises Karl to talk to the school guidance counsellor Mrs Harrington.
She says that Mrs Harrington will help him.

Reading

A 9 At the school guidance counselor's office

(inhaltliche und grammatische Vorbereitung auf Target task A13)

Kernkompetenz

Dialogische Texte unter Einbeziehung von Bildern verstehen. Mit Übungen zum Textverstehen (hier: *true or false?*) umgehen. Wiedergeben, was andere gesagt haben.

Methodisches Vorgehen

a) Erstes Lesen: Globalverstehen

- **Diff ↓:** Verdeutlichung der zwei Fragen des Arbeitsauftrags

1. What would Karl like to do?
2. Why would Karl like to do that? What reasons does he give?

- Dialog enthält Belegstellen für reported speech mit backshift in Aussagesätzen (Bewusstmachung in A10; Fragen, Bitten und Aufforderungen folgen in Part B):
Nick told me I could change my schedule during the first week.
Laura said that Mrs Severini was awesome. She said that Mrs Severini had decided to put on an exciting play this semester.
But my teacher in Germany said that it was most important to learn to speak English well.
My host mom, Patricia, said I could talk to you. She said you would help me.

b) Zweites Lesen: Detailverstehen

Imitative Verwendung der reported speech mit backshift

→ **Target task:** In A13 schreiben die S Karls Bericht (über seinen Aufenthalt in den USA) und nehmen den Bericht als Video auf. Dabei berichten sie über die River High School und geben wieder, was andere Karl gesagt haben.

DIFF-Zusatzangebot

► Training D12 | TB p. 124: Sicherung des Textverständnisses (completing sentences, ohne reported speech); gut als Hausaufgabe

**Lösung/
Lösungsvorschlag**

- a)** What Karl would like to do: Karl would like to change his schedule and take drama instead of Business Education.
Why: He thinks that Business Education is boring because all he did was listen and take notes. He would like to take drama because Laura told him that the teacher was awesome. He also thinks that drama class will help him to improve his English.
- b)** 1. false → He told her that he wanted to do drama instead of Business Education.
2. false → Nick told Karl that he could change his schedule in the first week.
3. false → Laura said that Mrs Severini's play was awesome.
4. true

Grammar

A10 Grammar card **Reported speech with backshift (statements)**
 (grammatische Vorbereitung auf Target task A13)
Kernkompetenz

Wiedergeben, was andere gesagt haben.
 Sprachmuster erkennen und entsprechende Regeln formulieren.

Materialien

- ▶ G3 | TB p. 195–196: Indirekte Rede: Aussagesätze
- ▶ Writing a grammar card | TB p. 187

Hinweis

Da reported speech with backshift in einzelnen Bundesländern bereits in Klasse 7 relevant ist, gab es im **Optional** in Band 7 eine Doppelseite zu dem Pensum.

Methodisches Vorgehen

Grammar cards sollten einer festen Reihenfolge folgen, z. B.: *Title* → *Examples* → *How to form it* → *How to use it* → *Signal words*

Die S sollten *grammar cards* zunehmend selbstständig erstellen. L erinnert an die Seite ▶ Writing a grammar card | TB p. 187

Fertige *grammar cards* werden im **English folder** (→ TM Seite X) o. Ä. abgelegt, wo sie eine eigene Abteilung erhalten.

→ **Target task:** In **A13** schreiben die S einen Bericht aus Karls Sicht (über seinen Aufenthalt in den USA) und nehmen ihn als Video auf.

**Lösung/
Lösungsvorschlag**

a)	Direct speech	Reported speech
	Laura: "Mrs Severini is awesome!"	Laura said that Mrs Severini was awesome. (l. 10)
	Laura: "Mrs Severini has decided to put on an exciting play."	She said that Mrs Severini had decided to put on an exciting play. (ll. 10–12)
	Patricia: "Mrs Harrington will help you."	[Patricia] said you would help me. (l. 20)

- b)** *is* (simple present) → *was* (simple past)
has decided (present perfect) → *had decided* (past perfect)
will help (will future) → *would help* (would + infinitive)
 Mrs Harrington → you; you → me

c)	Direct speech	Reported speech
	<i>go/goes</i> (simple present)	→ <i>went</i> (simple past)
	<i>am/is/are going</i> (present progressive)	→ <i>was/were going</i> (past progressive)
	<i>have/has gone</i> (present perfect)	→ <i>had gone</i> (past perfect)
	<i>went</i> (simple past)	→ <i>had gone</i> (past perfect)
	<i>will go</i> (will future)	→ <i>would go</i> (would + infinitive)

Reported speech with backshift of tenses: statements**Example**

Laura: "Mrs Severini is awesome!" → Laura said that Mrs Severini was awesome.

How to form it

Die indirekte Rede besteht aus einem Begleitsatz und der **wiedergegebenen Aussage**. Laura told Karl that Mrs Severini was awesome.

Man kann beide Satzteile durch *that* verbinden, aber meist kann man *that* auch weglassen.

How to use it

Wenn du berichten willst, was jemand gesagt hat, verwendest du indirekte Rede (**reported speech**).

Steht das Verb des Begleitsatzes in der Vergangenheit (Laura told Karl), erfolgt in der wiedergegebenen Aussage eine Zeitverschiebung (**backshift of tenses**):

Die Zeitform der wiedergegebenen Aussage rückt gegenüber der direkten Rede sozusagen eine Stufe weiter in die Vergangenheit.

! So verändern sich die Zeitformen:

simple present → simple past

present progressive → past progressive

simple past → past perfect

present perfect → past perfect

past perfect → past perfect (no backshift!)

will → would

is/are going to → was/were going to

can/must/may → could/had to/might

Auch Personalpronomen, Possessivbegleiter und Ortsangaben müssen in der wiedergegebenen Aussage angepasst werden.

Grammar

A 11 Report what Karl said ▶ WB 11, 12 | p. 9**Kernkompetenz**

Strukturen und Regeln anwenden. Wiedergeben, was andere gesagt haben.

Materialien

▶ G3 | TB p. 195–196: Indirekte Rede: Aussagesätze

Methodisches Vorgehen

Die S anhalten, jeden Satz mit Begleitsatz inkl. einleitendem Verb im *simple past* zu beginnen. – (Shelby ist ein Mädchenname.)

DIFF-Zusatzangebot

▶ Training D13 | TB p. 124: reported speech with backshift (statements)

Extra D14 für Leistungsstärkere | TB p. 124: Leseverstehen (blog entry: school exchange)

▶ T1 | TB p. 21: reported speech with backshift (statements) (Lösungen: → TM Seite 22)

Lösung

Karl said that our classes were quite different here because we had to listen and write more. He told us that in Germany they were able to/could discuss a lot in class and he thought that that made lessons more interesting.

But he said that the school building and the facilities were so much better here. He said that he was going to send his friends some photos. He was sure they wouldn't believe it. He said that everyone had been so friendly to him. He explained that at lunch he had found it difficult to find the cafeteria and some kids had shown him the way and had sat and had had lunch with him. He told us that it was really great at River High.


Speaking

A 12 What about you? FAKULTATIV**Kernkompetenz**

Reaktionen auf Gelesenes darlegen. Partnergespräch über vertraute Themen. Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen.

Materialien

▶ Wordbank 1: American high schools | TB p. 211

▶ KV4 Appointment cards (zur Organisation von  Partnerarbeit)

DIFF-Zusatzangebot

▶ T2 | TB p. 21: true or false? – expressions of comparison (Lösungen: → TM Seite 22)

T3 | TB p. 21: phrases for structuring a video report (Lösungen: → TM Seite 22)

Lösungsvorschlag

I would like to try cheerleading because we don't have that at my school.
I would choose the elective "Industrial Technology" – that sounds exciting!

Writing / Speaking

A 13 Target task Write and record a video report  


Kernkompetenz

Einen Text (hier: Bericht) aufgrund von sprachlichen und inhaltlichen Vorgaben erstellen. Für schriftliche Produktionen Ideen sammeln und notieren. Textsortenspezifische Konventionen einhalten. Wiedergeben, was andere gesagt haben.

Materialien

- ▶ Target task tools T1–T3 | TB p. 21
(Die Target-task-tools-Übungen können gebündelt hier bearbeitet werden oder bereits im Laufe von Part A, siehe entsprechende Hinweise dort und im Folgenden.)
- ▶ G3 | TB p. 195–196: Indirekte Rede: Aussagesätze
- ▶ Wordbank 1: American high schools | TB p. 211
- ▶ **KV 10 Language support** (in doppelter Ausfertigung)
- ▶ **KV 11 Giving feedback** (in doppelter Ausfertigung)
- ▶ **WB**-Einleger zur Medienkompetenz: Media 4 (Making a video)

Webcode WES-149223-2

Materialien zur Medienbildung als Download auf www.westermann.de/webcode
Smartphones der S 

Methodisches Vorgehen

- 1 **Planen** ▶ Writing | TB p. 180
 - Ideensammlung: Die S machen sich Notizen zu den Punkten im TB.
 - **Diff ↓**: Sicherung/Vergleich in Partnerarbeit, bevor die S zu Schritt 2 übergehen
- 2 **Ein Skript verfassen**
 - Zunächst sollten die S **T1** erarbeiten, *phrases for structuring a video report*.
 - **Diff ↓**: Die Ergebnisse aus **T1** können ergänzt und leistungsschwächeren S als *skeleton text* dienen. Zum Beispiel (siehe auch **KV 10**):

 **KV 10**

Hello! It's me, Karl, and this is my video report.
I'd like to tell you about ...
I'm going to talk about ...

I arrived in Chicago in ... So I've been here for ...
I'm staying with a host family, the Pulaskis.
On our first evening, we had dinner together and they told me ...
My host mother's name is ... She was born ... She moved ...
My host father's name is ... His family ...
I've got a host brother. His name is ... He is crazy about ... He is hoping to ...
My host sister's name is ... Her best friend is called ...
The Pulaskis go to ...

My high school is called River High.
River High is a big school. There are about ... students.
You can also compete in sports, for example ...
In contrast to our own school rules, River High's rules say that ...
In comparison to our school, students at River High are/aren't allowed to ...
I've also noticed that ...
I was very surprised when I found out that ...
There's a school guidance counselor. She helps you if/when ...

Although there are some things I have to get used to, I'm glad I'm here.
It has been a great experience so far.
Do you have any questions about life in the USA? I will be happy to answer
any questions. If I don't know the answers myself, I will ask the Pulaskis.
Thanks for watching this! Take care and goodbye!

3 Einüben

Die S sollten genügend Zeit haben, ihren Bericht einzuüben. Sie sollten ihn nicht nur ablesen, sondern authentisch wiedergeben. Es ist zu überlegen, die S im Stehen sprechen zu lassen, sodass auch Gestik, Mimik und Körpersprache eingesetzt werden. L: *Practise your report. Make sure you don't just read it out.*

- *Look at the camera while you speak.*
- *Stand up straight with your shoulders back.*
- *Make pauses where appropriate. Give your listeners time to think about what you have just said.*
- *Speak clearly and not too quickly.*
- *Use natural lighting.*
- *Check your background. A clean background will focus the attention on you.*

4 Bring Your Own Device (BYOD) (→ TM Seite X)

- Die S nutzen ihre Smartphones. Für Videoaufnahmen sind keine zusätzlichen Apps erforderlich. Die S verwenden einfach die entsprechende Funktion ihres Smartphones. Die Aufnahmen können verschickt und veröffentlicht werden.
- Der **WB**-Einleger bietet Material zu *Making a video*, u. a. Tipps zu Planning, Filming, Post production und Release. **Vokabular** u. a.: video production • content • rough draft • script • camera • lighting • storyboard • tripod • microphone • editing program • uploading • video sharing platform

Erweiterung



KV11

Es sollte eine Präsentationsphase folgen: im Plenum oder – noch besser – in Gruppen von drei oder vier S. Auch können die *video reports* untereinander ausgetauscht werden. Hausaufgabe zur Folgestunde ist es, den *report* des Partners/der Partnerin anzusehen und in der Folgestunde Rückmeldung zu geben. Hier hilft [KV11](#).

Alternativen Digitales Lernen

- App InShot: Read out your report and film it on your smartphone. You can then use a video editing app such as InShot to edit/shorten your scene, add your own music, add stickers, add filters and sound/visual effects, and do voice-overs.
- Die S erstellen ihren Bericht mithilfe von Adobe Spark auf einem digitalen Endgerät (Smartphone, Computer) oder machen eine Audioaufnahme ihres Berichts. www.spark.adobe.com: You can use Spark to tell your own story by using different templates to highlight whatever is important to you. When you write a report with Spark, you can use your phone or a tablet or computer. It's an easy and quick way to create graphics, webpages and videos.
Maybe you would like to design your own webpage for your report? You can make it look like your personal travel diary. Get creative with Spark!

Lösungsvorschlag

Hello! It's me, Karl, and this is my video report.
I have been in the US for a few weeks now. I would like to tell you a bit about my host family, about River High, that's the Chicago school I go to, and about differences between River High and our school in Germany.
My host family, the Pulaskis, are really nice! My host brother Nick is crazy about American football. He plays in the school's football team. He's hoping to get a football scholarship for college.
My host sister Laura always tries to help me when I don't understand something. Her best friend is called Shelby. She's awesome, too.
Patricia, that's my host mom, moved to the US from Mexico a long time ago and has lived in Chicago for twenty years.
Laura told me that her father's family had come to the US from Poland in the 1950s. Mr Pulaski asked me to call him John.
I really like my host family, they're all super nice and try to do a lot of activities with me. On Sundays, I sometimes go to church with them although I don't usually do that in Germany.

Now let me tell you something about River High. It's a big school with about 2,600 students and two campuses. They have an amazing gym and even a football field. I was very surprised when I found out how many clubs and activities you can choose from – that's very different from most schools in Germany. In contrast to our school, River High also offers electives, which are extra classes you can choose, like business education and driver education. However, the rules at River High are much stricter than ours at home. Every student has an ID card which they have to carry with them at all times. You're only allowed to use your phone when you're in the cafeteria during lunch break. Otherwise your phone has to be switched off and left in your locker. I didn't understand all of the rules at the beginning, so I was a bit embarrassed when Mrs Harrington, the school guidance counselor, told me I wasn't allowed to use my phone in study hall ... Even though it's not that easy to remember all the new rules, it has been a great experience so far! Everyone at school is super helpful and friendly and it's fun to get to know new people and try new things. I'm really excited for the next few months and can't wait to tell you more in my next video report. Thanks for watching! Bye!

Webcode WES-149223-3

Die Lösungen zu den **Target task tools** auch auf www.westermann.de/webcode als Download. Alternative: QR-Code auf vorderer Umschlaginnenseite des TB

21

T1 **Reported speech** (TB p. 21) ▶ **After A11** | TB p. 20

Materialien

▶ G3 | TB p. 195–196: Indirekte Rede: Aussagesätze

Lösung

1. Kristin said/suggested that I could join the school choir.
2. The school policeman said/told me that I had to keep moving when I change classes.
3. Mrs Harrington said that students had to carry their ID at all times.
4. Shelby told me that she was performing in a musical on Friday evening. She told me that I had to come./She asked me to come.
5. Paul said/told me that it was not a good idea to choose the vegetarian meal.
6. Linda said/explained that they always stood for the Pledge of Allegiance.

T2 **Words** (TB p. 21) ▶ **After A12** | TB p. 20

**Lösung/
Lösungsvorschlag**

2. That's not true. Unlike River High, our school doesn't have a football field.
3. That's not true. In comparison with River High, our school doesn't have many clubs and other kinds of extracurricular activities.
4. That's true. Unlike the students at River High, we've got a one-hour lunch break.
5. That's not true. In contrast to River High, our school doesn't offer driver education.
6. That's true. Although we don't have special events like homecoming week, there are lots of concerts, competitions, project weeks and other events at our school.

T3 **Words: Video report** (TB p. 21) ▶ **After A12** | TB p. 20

Lösung

1. Starting your report: D, F, L, O
2. Talking about your host family: A, C, G
3. Talking about River High: B, M
4. Comparing River High to a German school: E, J, K, P
5. Finishing your report: H, I, N, Q, R

A special week

Kompetenzen **Listening:** einer Durchsage Informationen entnehmen
Speaking: die eigene Vorliebe begründen
Reading: einem Poster Informationen entnehmen | einem Dialog Informationen entnehmen | einer Geschichte Informationen entnehmen | Fotos Textteilen zuordnen
Mediation: Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wiedergeben
CULTURE BOX Homecoming

Wortschatz Homecoming
Veranstaltungen

Strukturen Indirekte Rede mit Zeitverschiebung: Fragen, Bitten und Aufforderungen

Target task Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wiedergeben (mündlich oder schriftlich)

Einstieg/Zieltransparenz **Advance organizer/Agenda:** L gibt einen Überblick über Part B und schafft so Zieltransparenz (→ TM Seite 243).


After Part B you can ...

- say what homecoming week is about.
- ask and answer questions about homecoming week.
- give reasons why homecoming would or wouldn't be popular at your school.
- report what someone wanted to know.
- report what someone told you to do.
- pass on information in English about a special event at your German school.

Listening

B1 Announcements at River High ▶ WB 13 | p. 9
 (inhaltliche Vorbereitung auf Target task B8)

Kernkompetenz Das Wesentliche von Durchsagen und Mitteilungen erfassen. Aus Texten Informationen, z. B. durch *note-taking*, sichern. Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen.

Materialien 
▶ Listening | TB p. 172

Transcript **Head teacher:** Good morning, River High!
 Today is Tuesday, October 9th. We have a lot of announcements as homecoming week continues. But first, everyone please stand for the Pledge of Allegiance.
 "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."
 Now on to the announcements!
 First of all, some important notices for homecoming week.
 Attention, all varsity football players: There will be a special team meeting at West Campus on Thursday after training. Make sure you all attend this important meeting where the final tactics for the game against the Neuqua Valley Wildcats on Friday will be discussed.
 The girls' football team will meet for a final practice at 5.30 pm today. The student council is hosting the girls' Powder Puff Football Game tomorrow at 6.30 pm in the West Campus stadium. Tickets are \$3 for students, and \$5 for adults.

Here is a message for all students. The deadline for your video of the River High fight song is 2 pm today. Please submit your efforts to Mr Baker. Remember: the video that best teaches the River High fight song will be used at the pep rally and you will win four free tickets for the homecoming dance.

Thank you to everyone who has bought homecoming T-shirts. You can still purchase yours in the cafeteria this week for only \$5. Buy one to help support children's cancer research – a great cause. Don't forget to wear yours on Thursday.

Tickets for the homecoming dance on Saturday are \$20 in advance and will be sold in the student cafeterias at both campuses Thursday and Friday of this week. If you purchase your ticket at the door, it will be \$25.

Methodisches Vorgehen

a) Erstes Hören: Globalverstehen

Als Antwort genügt *The announcements are about homecoming week.*

b) Zweites Hören: Detailverstehen, Konzentration auf Zahlen und Wochentage

- Vor dem zweiten Hören lesen die S die fünf Fragen durch, um anschließend zielgerichtet hören zu können. L: *Make sure you read the five questions first so you know what to listen out for when listening to the announcements again. ... Note down the information. Make sure you only take notes, there's no need (and not enough time!) to write down full sentences.*

Note-taking (→ TM Seite X)

- Leistungsschwächere S können auf die Easy alternative D15 ausweichen.
- Sicherung/Austausch der Ergebnisse in Partnerarbeit

c) FAKULTATIV.

Mündlich im Plenum. Language support:

Our announcements are never/only sometimes over loudspeaker.
 We can find out about announcements from our school website.
 The only time there is an announcement over loudspeaker is when we
 can go home earlier because it's too hot. That's what we call "hitzefrei".
 Our teacher sometimes emails or messages us announcements.
 We are expected to check the school website regularly.

→ **Target task:** In B8 geben die S Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich). Die Informationen über Homecoming week hier können als Muster dienen.

DIFF-Zusatzangebot

- ▶ Easy alternative zu b): D15 | TB p. 126: alle fünf Fragen als Multiple Choice

Lösung/ Lösungsvorschlag

a) The announcements are about homecoming week.

(The head teacher tells the football players about a special team meeting. She informs everyone of the girls' football team practice and football game. There's also a video contest where you can win tickets for the homecoming dance. The students are told where and when they can buy homecoming T-shirts and the tickets for the homecoming dance.)

b) 1. Thursday after training, at West Campus

2. \$3 for students, \$5 for adults
3. four free tickets for homecoming dance
4. \$5

5. In the student cafeterias (at both campuses) on Thursday and Friday

c) We are expected to check the school website regularly for new announcements.

Announcements at our school are never over loudspeaker.

Our form teacher tells us about all the important announcements.

If it's something really important, our form teacher gives us a letter which we should show to our parents.

Culture box

Homecoming

Kernkompetenz

Landeskundliche Kenntnisse zu den USA.

Methodisches Vorgehen

Es gibt in jedem *Theme* mindestens eine **CULTURE BOX**. Die Texte sind an keinen festen Einsatzort gebunden. Sie erscheinen dort, wo es sich inhaltlich anbietet, zahlreiche Alternativen sind denkbar. Ziele:

- Sachwissen über Land und Leute vermitteln
- auf kulturelle Verhaltensweisen aufmerksam machen
- interkulturelle Kompetenz vermitteln

Leseaufträge: *What do you find interesting? What would you like to know more about?*

Reading / Speaking

B2 River High poster ▶ WB 14 | p.10

(inhaltliche Vorbereitung auf Target task B8)

Kernkompetenz

Landeskundliche Kenntnisse zu den USA. Reaktionen auf Gelesenes darlegen. Phasenweise mit Partner/in arbeiten. Kurze Materialien aus dem Internet zusammenstellen.

Materialien

Ggf. Smartphones der S 

Methodisches Vorgehen

 Partnerarbeit

- a) • Zunächst der Textsorte entsprechend stilles Lesen des Posters jede/r für sich
- Falls die Nutzung von Smartphones im Unterricht nicht erwünscht ist, kann die Internetrecherche als Hausaufgabe gestellt werden; oder die S weichen auf die Easy alternative D16 aus.
 - Arbeitsteilige Alternative: S1 informiert sich über *pep rally*, S2 über *varsity team*. (*Wear it pink day* kann weggelassen werden, da die Information auf dem Poster, *Wear anything pink!*, ausreicht.)
 - Leistungsschwächere S können auf die Easy alternative D16 ausweichen. Ebenso kann D16 bei Zeitknappheit zum Einsatz kommen; in dem Fall wird auf eine Internetrecherche verzichtet.

b) FAKULTATIV.

Wortschatzarbeit: Jede/r S überlegt sich mindestens zwei Adjektive, um Homecoming week zu beschreiben.

c) Begründete persönliche Stellungnahme

L: *Feel free to also say which event you would not like to take part in.*

Language support:

I'd like to take part in the (Wear it pink day) as pink is ...
 I'm sure I would enjoy the (homecoming dance) because ...
 I'm sure I'd love the (XY) because ...
 The (XY) sounds like my kind of fun, as ...
 I love ..., so I know I would enjoy the (XY).
 What about you: which events would you like to take part in?

I don't think I'd enjoy the (football game) because ...
 I'm sure I'd hate the (XY) because ...
 The (XY) sounds like the worst kind of fun to me because ...
 I don't like ... so I definitely wouldn't enjoy the (XY).
 What about you: which events wouldn't you like to take part in?

→ Target task: In B8 geben die S (mündlich oder schriftlich) Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder. Die Informationen über Homecoming week hier können als Muster dienen.

DIFF-Zusatzangebot

- Easy alternative zu a): D16 | TB p. 126: als *matching exercise* (inkl. zwei Distraktoren)
Training D17 | TB p. 127: Wortschatzfestigung, *adjectives* zum Wortfeld Homecoming
Extra D18 für Leistungsstärkere | TB p. 127: Sprachmittlung D–E (Text: Weihnachtsbasar)

Lösung/
Lösungsvorschlag

- a) • On Wear it pink day people wear something pink to collect money for breast cancer research.
• At a pep rally people come together to support a sports team.
• A team that represents a high school/university.
- b) exciting, cool, fun-filled, amusing, entertaining, awesome, stressful, embarrassing, silly, loud (over the top, too much)
• I love that there are lots of different activities.
• I think events like homecoming week are really good for the school spirit.
• I wouldn't like homecoming week, I think. It's a bit loud and too much. I prefer other school events like theatre plays, for example.
- c) I love neon colours, so I would like to take part in Neon Day.
I would like to take part in the girls' football and collect money for breast cancer research on "Wear it pink day!"

Reading / Grammar

B 3 Reported speech with backshift (questions) ► WB 15 | p. 11
(inhaltliche und grammatische Vorbereitung auf Target task B8)

Kernkompetenz

Dialogische Texte unter Einbeziehung von Bildern verstehen.
Wiedergeben, was andere gesagt haben.

Materialien

- G4 | TB p. 196–197: Indirekte Rede: Fragen

Methodisches Vorgehen

- a) Stilles Lesen
Sicherung/Vergleich der Antworten in Partnerarbeit
- b) Imitative Verwendung von reported speech mit backshift in Fragen (Bitten und Aufforderungen folgen in B6)
Die S nutzen das *sentence switchboard*, um fünf indirekte Fragen zu bilden.
Zwei der indirekten Fragen (eine mit Fragewort, eine ohne) schreibt L an der Tafel mit, um sie in c) für die Bewusstmachung zu nutzen.
- c) Bewusstmachung von reported speech mit backshift in Fragen
Gemeinsamer Tafelanschrieb, den die S auf ihre *grammar card* übernehmen
→ Target task: In B8 geben die S Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich).

Lösung/
Lösungsvorschlag

- a) Laura and Nick disagree about what is important about homecoming.
Nick thinks the pep rally and the varsity football game are the most important parts of homecoming week.
Laura disagrees. She says that there are other things that are important, for example the homecoming dance.
- b) Karl asked if Laura or Nick were going to become homecoming king and queen.
Karl wanted to know if he needed a date for the dance.
Karl asked when Laura's football game took place.
Karl asked if Laura and Nick could explain what happened at the pep rally.
Karl wanted to know if they were going to the dance.

c) Reported speech with backshift of tenses: questions

Yes/no question

Karl: "Do I need a date for the dance?"

→ Karl wanted to know **if** he needed a date for the dance.

Question with a question wordKarl: “**When** does your football game take place?”→ Karl wanted to know **when** Laura’s football game took place.

Grammar

B 4 More questions about homecoming ▶ WB 16 | p. 11**Kernkompetenz** Strukturen und Regeln anwenden. Wiedergeben, was andere gesagt haben.**Materialien** ▶ G4 | TB p. 196–197: Indirekte Rede: Fragen**Methodisches Vorgehen** Drei Entscheidungsfragen, zwei Fragen mit Fragewort
Schriftliche Erarbeitung: gut als Hausaufgabe, ggf. nach mündlicher Erarbeitung im Unterricht**DIFF-Zusatzangebot** ▶ Training D19 | TB p. 128: weitere Festigung von Fragen in der indirekten Rede


- Lösung**
-
1. Karl asked if I would be at the dance.
-
2. Karl asked if we had a parade during homecoming week.
-
3. Karl asked what I was/we were going to wear to the homecoming dance.
-
4. Karl asked what had happened at the pep rally the year before.
-
5. Karl asked if he could take photos at the pep rally.

Erweiterung  Die S beantworten Karls Fragen. Zum Teil müssen sie dabei improvisieren.

Reading / Speaking

B 5 The pep rally ▶ WB 17 | p. 11

(inhaltliche Vorbereitung auf Target task B8)

Kernkompetenz Erzählende Texte unter Einbeziehung von Bildern verstehen. Bild- und Textinformationen zueinander in Beziehung setzen. Die eigene Meinung darlegen und begründen. Eine Diskussion über vertraute Themen führen. Arbeitsergebnisse präsentieren.**Materialien** 
▶ Reading | TB p. 173
▶ Buzz groups | TB p. 188 ▶ KV 2 Signalkarte zu Buzz groups
▶ Wordbank 1: American high schools | TB p. 211
▶ KV 3 Discussion tickets (auf den Blankostreifen kann L weitere *phrases* ergänzen)**Einstieg** Aktivieren von Vorwissen aus B2 und B3
L: *What do we already know about the pep rally?*
S: *At a pep rally people come together to support a sports team. It’s an important part of homecoming week. The football team runs into the gym and everybody cheers for their heroes. The pep rally takes place before the varsity game. At River High the pep rally is at 1:15 pm on Friday, and the varsity football game is at 7:30 pm. (The sophomore football game is at 5 pm.)***Methodisches Vorgehen** a) **Erstes Lesen:** Globalverstehen
Am besten, wenn die S den Text bei geöffnetem TB hören (*American English*) und still mitlesen.b) **Zweites Lesen:** Detailverstehen. Language support:

The photo top left/right shows ...

The photo bottom left/right shows ...

c)  Buzz groups (→ TB p. 188)

- Graphic organizer (→ TM Seite X): gut als *T-chart*, also zweispaltige Tabelle

Would homecoming be popular at our school?	
Yes, it would	No, it wouldn't
•	•
•	•

- Der Austausch kann mit **KV 3 Discussion tickets** unterstützt werden.
- **Language support** für Nachfragen in der Gruppe:

Sorry, can you say that again, please?
 Sorry, I'm afraid I didn't get that.
 I'm afraid I missed your last sentence. (The group over there was very noisy.)
 Could you run that by me again, please?
 Could you please explain what you mean by that?
 Please repeat your last sentence.
 Don't speak so fast, please.

- Für die Präsentation der Ergebnisse im Plenum wird ein/e *presenter* pro **buzz group** per Zufallsgenerator bestimmt. L: *Make sure you listen carefully to the other groups' results. You shouldn't repeat what others have already said. I would like you to add new reasons and arguments only, please.*
Language support für die Gruppensprecher/innen:

I'd like to tell you whether our group thinks that homecoming would be popular at our school.
 We all agreed that ...
 We couldn't agree whether it would be a good idea to have ...
 We think that ... would be popular with most people at our school.
 We were pretty sure that ... would be popular with very few people.
 We all rolled our eyes at the thought of ...
 We were undecided when it came to the question of ...
 We couldn't decide whether ... would be popular at our school.
 As far as we're concerned, homecoming would/wouldn't be popular ...
 Let me tell you why. / Let me give you our (main) reasons for and against.
 First, ...
 Secondly, ...
 Finally, ...
 We hope you agree with our thoughts and look forward to hearing yours.
 Thank you very much for listening.

d)  FAKULTATIV.

Zusatzaufgabe für Freiwillige

→ **Target task**: In **B8** geben die S Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich).

DIFF-Zusatzangebot

► Support D20 | TB p. 128: *phrases for discussions* für die buzz groups in Teilaufgabe c)

**Lösung/
Lösungsvorschlag**

- a)** Karl was surprised that Laura was part of the homecoming court. She was River High's new homecoming queen.
- b)** The first photo on the left shows the excited students in the gym.
 The second photo on the left shows the school mascot with the band.
 The photo top right shows the crowning of the homecoming king and queen.
 The photo bottom right shows the cheerleaders' (breathtaking) performance.

- c) • I don't think homecoming would be popular at our school. It looks like the students at River High are really proud of their school. They are proud to be part of one of its sports teams, but at our school it's not like that.
To be honest, I find it a bit silly to have a school mascot and to be so excited about sports events. Not everyone is into sports, cheerleading and playing an instrument in a school band.
- I can't imagine a pep rally at our school but the homecoming dance sounds like a great idea, I think most students would love it!
I think it's cool to have a week or a few days where all the students come together and celebrate the school. It's fun and something to look forward to!

Grammar

B 6 Reported speech: commands
(grammatische Vorbereitung auf Target task B8)

Kernkompetenz Wiedergeben, was andere gesagt haben. Strukturen und Regeln anwenden.
Sprachmuster erkennen und entsprechende Regeln formulieren.

Materialien ▶ G5 | TB p. 197: Indirekte Rede: Bitten und Aufforderungen

Methodisches Vorgehen

a) Gemeinsame Erarbeitung im Plenum
L schreibt die drei Aufforderungen an der Tafel mit, um sie in b) für die Bewusstmachung zu nutzen.

b) Bewusstmachung von reported speech mit backshift in Bitten und Aufforderungen
Gemeinsamer Tafelanschrieb, den die S auf ihre *grammar card* übernehmen
→ **Target task:** In B8 geben die S Informationen über eine Veranstaltung an einer deutschen Schule auf Englisch wieder (mündlich oder schriftlich).

**Lösung/
Lösungsvorschlag**

- a) 1. "Don't worry!"
2. "Do the wave!"
3. "Watch the doors!"

b) Reported speech with backshift of tenses: commands

Examples

Laura: "Don't worry!" → Laura told Karl not to worry.

Shelby: "Do the wave!" → Shelby told Karl to do the wave.

Shelby: "Watch the doors!" → Shelby told Karl to watch the doors.

The principal: "Please welcome our new homecoming queen!"

→ The principal asked the students to welcome their new homecoming queen.

Shelby's friend John: "Please don't post any photos of me online."

→ John asked Shelby not to post any photos of him online.

How to form it

please → ask somebody to do something

! → tell somebody to do something

Don't + infinitive → infinitive + not to

Do/Watch/Welcome/... → infinitive + to

Grammar

B 7 Instructions for Karl ▶ WB 18 | p. 12

Kernkompetenz Wiedergeben, was andere gesagt haben. Strukturen und Regeln anwenden.

Materialien ▶ G5 | TB p. 197: Indirekte Rede: Bitten und Aufforderungen

Methodisches Vorgehen

- Zunächst mündlich in Partnerarbeit, dann zur Sicherung im Plenum
- Alternativ als Mini-Dialoge in S-S-Kette
S1: What did Karl's mum tell him to do?
S2: She told him to ... What else did she tell him do do?
S3: She also told him to ...

DIFF-Zusatzangebot

- ▶ Training D21 | TB p. 128: reported commands mit *tell + object + (not) to + infinitive*
- ▶ T1 | TB p. 26: *matching exercise* zum Wortfeld *events* (Lösungen: → TM Seite 32)
- T2 | TB p. 26: Sprachmittlung D–E, Text über Schulfest (Lösungen: → TM Seite 32)

Lösung

My mum told me to call every week.
 My mum told me to be polite to my host family.
 My mum told me not to eat too much junk food.
 My mum told me to get up on time every morning.
 My mum told me to write to my grandparents.
 My mum told me to tidy my room.
 My mum told me not to get into trouble.

Mediation**B8** Target task **Mediation** (🗣️) ▶ WB 19 | p. 12**Kernkompetenz**

Informationen in der jeweils anderen Sprache zusammenfassen.

Materialien

- ▶ Target task tools T1–T2 | TB p. 26–27
(Die Target-task-tools-Übungen können gebündelt hier bearbeitet werden oder bereits im Laufe von Part A, siehe entsprechende Hinweise dort und im Folgenden.)
- ▶ Mediation | TB p. 186
- ▶ Wordbank 1: American high schools | TB p. 211
- ▶ **KV 12 Giving feedback** (in doppelter Ausfertigung)

Webcode WES-149223-5Ausgangstexte für Schritt 1 als Download auf www.westermann.de/webcode (bereits zum Schuljahresbeginn August 2022)**Methodisches Vorgehen**

Mediation mit Neigungsdifferenzierung: Die S wählen zwischen
A mündlich: Sprachmittlung einem Partner/einer Partnerin gegenüber
B schriftlich: E-Mail

Webcode WES-149223-5

- Die S wählen einen deutschen Veranstaltungstext von der eigenen Schulwebsite.
Alternative: Auf www.westermann.de/webcode stehen drei Texte zur Auswahl bereit. (bereits zum Schuljahresbeginn August 2022)
 - Text 1: Sommer, Sonne, Sand – Beachvolleyballturnier der 10. Klassen
 - Text 2: Benefiz-Konzert für Partnerschule in Ghana
 - Text 3: Alaaf, Helau! Karnevalsparty am Rosenmontag!
- Note-taking** (→ TM Seite X)
Diff ↓: Checkliste (als Tafelanschrieb, den die S ins Heft übernehmen), ausgehend von den bullet points im TB

A special event at a German school
 Take notes on the following questions.

- What is the event called?
- What is the event about?
- When does the event take place?
- How often does the event take place?
- Where does the event take place?
- Who organizes the event?
- Who takes part in the event?

3 Ergebnispräsentation: mündlich oder schriftlich

Checkliste für die S, die eine E-Mail schreiben:

- When writing an email, make sure you
- say hello (Dear/Hi/Hello (name)).
 - start your email (after saying hello) with a capital letter.
 - start with an interesting first sentence.
 - say what your email is about.
 - start a new paragraph for each new piece of information.
 - finish with something personal. (See you later./Talk soon.)
 - say goodbye and sign the email. (Bye for now/Best wishes/Love, (name))

Alternativen Digitales Lernen

Bring Your Own Device (BYOD) (→ TM Seite X)

- Mündlich: Die S können ihre Informationen als Sprachnachricht aufnehmen. (Für Sprachaufnahmen ist keine gesonderte App erforderlich. Die S verwenden einfach eine Funktion ihrer Smartphones, zum Beispiel die vorinstallierte App Sprachmemos für Apple-Geräte oder die „Audio Recorder“-App für Android.) Die Audioaufnahmen können verschickt und veröffentlicht werden.
- Schriftlich: Die E-Mails der S können auf einer Pinnwand wie Padlet (→ TM Seite X) veröffentlicht werden. Eine (kostenlose) Registrierung der Lehrkraft ist erforderlich. Die S können per Link freigeschaltet werden, ohne sich bei Padlet registrieren zu müssen.

(Padlet can be used to create an online board that you can share with anyone you like. All that your students need is a link that you send them.

Create a folder on your padlet for your students' texts and enable the commenting feature. Send the link to your students and let them upload their emails. Have them comment on each other's texts and give feedback.)

Lösungsvorschlag

- A At my school, we always celebrate Karneval in February. It's a day when everyone dresses up in all kinds of costumes and we have lots of fun. We usually celebrate only in our class but this time the students from grades 12 and 13 had organised a party for the whole school! It was the first time that we all celebrated Karneval together. It was a great opportunity for the older students to collect some money for their prom.
On Rosenmontag, as this special day is called, we all went into the assembly hall after the fourth lesson. The students had decorated it with balloons, fairy lights and much more. And the food they had prepared was even more amazing! I ate so many sweets and cake, and everything was really delicious. Some of the teachers and parents had helped the students to make the food and sell it at the party. After everyone had had something to eat, we danced or played boardgames. But the highlight of the party was the costume contest! One of my friends, who was dressed as a witch, and another student, who wore an amazing crocodile costume, won first prize! They both got two tickets for the cinema.
It was so much fun and I really hope we'll have another costume party next year when it's time for Karneval again.
- B Hi Shelby,
I hope you're doing well! In your last email you asked me about special events at my school. My favourite event this year was our Karnevalsparty in February.
At my school, we always celebrate Karneval in February. It's a day when everyone dresses up in all kinds of costumes and we have lots of fun. We usually celebrate only in our class but this time the students from grades 12 and 13 had organised a party for the whole school! It was the first time that we all celebrated Karneval together. It was a great opportunity for the older students to collect some money for their prom.

On Rosenmontag, as this special day is called, we all went into the assembly hall after the fourth lesson. The students had decorated it with balloons, fairy lights and much more. And the food they had prepared was even more amazing! I ate so many sweets and cake, and everything was really delicious. Some of the teachers and parents had helped the students to make the food and sell it at the party. After everyone had had something to eat, we danced or played boardgames. But the highlight of the party was the costume contest! One of my friends, who was dressed as a witch, and another student, who wore an amazing crocodile costume, won first prize! They both got two tickets for the cinema.

It was so much fun and I really hope we'll have another costume party next year when it's time for Karneval again.

What is your favourite event at your school?

Love, Johanna

Webcode WES-149223-3

Die Lösungen zu den **Target task tools** auch auf www.westermann.de/webcode als Download. Alternative: QR-Code auf vorderer Umschlaginnenseite des TB

26

**Lösung/
Lösungsvorschlag**

T1 Words: Describing an event (TB p. 26) ▶ **After B7** | TB p. 24

1. bazaar
2. sporting event
3. competition/contest
4. performance
5. performance/festival
6. flea market
7. competition/contest
8. celebration
9. special event

**Lösung/
Lösungsvorschlag**

T2 Mediation (TB p. 26) ▶ **After B7** | TB p. 24

- a)** The article is about a special event at the Friedrich-Schiller-Gymnasium. The school celebrated that they are part of the UNESCO school project and that it has been 60 years since the first UNESCO school was founded.
- b)**
- When and where? Saturday, Friedrich-Schiller-Gymnasium
 - Who organizes it? students, teachers and parents
 - Who takes part? students, teachers, parents of the Friedrich-Schiller-Gymnasium, people in the neighbourhood and another UNESCO school (Lessingschule)
 - What happens? head teacher: opened the event; students: presented projects about UNESCO they had prepared; parents: had prepared food so the visitors could watch presentations, look at the projects and eat delicious food
- c)** Our school is part of the UNESCO school project, so we celebrated that it has been 60 years since the first UNESCO school was founded. Last Saturday, students and teachers from our school and Lessingschule (another UNESCO school) celebrated with parents and other visitors from the neighbourhood. The whole school attended the event, as well as people from the area who were interested in the project. We organised everything with the help of our teachers and parents. The students had prepared many interesting presentations and creative projects, for example about protecting the environment and about climate change.

Chicago

Kernkompetenz Landeskundliche Kenntnisse zu den USA. US-Großstädte kennenlernen. Zunehmend komplexen Hörtexten Informationen entnehmen. Kurzpräsentationen zu Aspekten der Landeskunde gestalten und vorstellen.

Arbeit mit Bildern: → TM Seite X

P1 (TB p.28)

Methodisches Vorgehen

Language support für die Zuordnung:

Photo (1–6) goes with activity (A–F).
(Discovering the dinosaurs at the Field Museum)? That's photo (3).

Die S beweisen hier Vorwissen, *sensible guessing* und die Fähigkeit zu kombinieren und im Ausschlussverfahren vorzugehen.

Lösung 1–A 2–F 3–E 4–C 5–D 6–B

P2 (TB p.28) 

Materialien



► **WB**-Einleger zur Medienkompetenz: Media 1 (Searching the internet)

Webcode WES-149223-2

Materialien zur Medienbildung als Download auf www.westermann.de/webcode

Transcript

Lucy: Hi, this is CRNW, your local radio station, and my name is Lucy. In today's phone-in radio show we'd like you to tell us about your favorite places in town. Just call Chicago-33 2 88 55 22 and let us know where you like to hang out and what you like about it. I'll be here waiting for your call. Until then it's time for some music ... And here is our first caller.

Janine: Hi Lucy, my name is Janine and my favorite place definitely is Soldier Field. Watching the Chicago Bears in that spaceship-like stadium is totally awesome.

I mean, 60,000 people cheering for our football team – what could be more exciting?

Lucy: Thanks Janine, and let's hear some more views: Our next caller is Brian. Hi Brian, what's your favorite place in Chicago?

Brian: Hi Lucy, I believe in doing things big and the Willis Tower is like, *really* big! And riding the elevator up 110 storeys to the Skydeck is spectacular. I mean, there's just a piece of glass between you and a drop of 400 metres to the ground below. That really is something!

Lucy: You're right, Brian – it's a thrilling experience and a great place to visit. Over to our next caller, Jake, who prefers watching a different sport than Janine.

Jake: That's right, Lucy. I'm a baseball freak and I think Wrigley Field is the place to go if you want some real excitement. The Chicago Cubs might not be the most successful baseball team at the moment and the stadium is quite old really, but it's got a great atmosphere. And I've got another tip. After the game, my family and I always have pizza in town. Chicago-style pizza was invented here in 1943. It's the best!

Lucy: You're making me feel hungry, Jake. Thanks for calling. OK, who's next in line?

Casey: Hi Lucy, it's Casey here. I'm studying art and architecture at school and there's no better place to be than Chicago for that. The skyline is amazing and the views from the lake and the river unbelievable. My favorite artwork is the Bean in Millennium Park. I just love the way it reflects the skyscrapers.

Lucy: That was Casey, our art lover, and she certainly has good taste. And who is on the phone now?

Tyler: Hi Lucy, it's Tyler. I am 14, and my favorite place in Chicago is Navy Pier.

Lucy: And why is that, Tyler?

Tyler: It's a fun place to be with the ferris wheel and the IMAX theatre and the maze and so on. But I like the boat rides best. We took my cousin for a ride on the Sea Dog a couple of weeks ago and that was just sooo good. I'd never been on a speed boat before, but I think I'll go again soon. The water on the Lake was a bit choppy but you hardly notice that when you race along at 45 mph.

Lucy: Yeah, Tyler, thanks. Navy Pier is one of my favorites, too. But I also love to cycle along the waterfront and hang out at the beach with my pals – which is what I'm going to do after the show. Well, thanks everybody for sharing your favorite places with us. No doubt, Chicago is the right place to be. I look forward to hearing from you all next time.

**Lösung/
Lösungsvorschlag**

- a)** photos 3 and 6
- b)** Soldier Field: spaceship-like stadium; you can watch the Chicago Bears (football team) there; 60,000 people fit into the stadium
Willis Tower: 110 storeys; the Skydeck is 400 metres above the ground
Chicago Cubs: baseball team; their stadium is Wrigley Field; they are not very successful at the moment and the stadium is quite old but the atmosphere is great
Navy Pier: lots of things to do: ferris wheel, IMAX theatre, maze, boat rides; you can go on a speed boat there
- c)** Adler Planetarium: Here you can learn all about astronomy, astrophysics and the universe. There are lots of different exhibitions and you can even see a space capsule there! It was the first planetarium in the US.
Art Institute of Chicago: I'm really into art so I would like to go to the art museum where you can see lots of different sculptures and paintings. I've also read that they have an amazing gift shop.
Shedd Aquarium: Here you can see sharks, turtles, sea otters and also penguins – which are my favourite animals! You can learn everything about these animals and how to protect the oceans.

P3 (TB p. 29) 

Materialien



► **WB**-Einleger zur Medienkompetenz: Media 1 (Searching the internet)

Webcode WES-149223-2

Materialien zur Medienbildung als Download auf www.westermann.de/webcode

Methodisches Vorgehen

Arbeitsteilige Alternative: Die neun Facts können unter den S aufgeteilt werden, sodass z. B. jede/r S nur drei überprüfen muss.

Lösung

- **Fact 3** (The Chicago River is the only river in the world which flows backwards.)
→ There are other rivers in the world which also flow backwards (e.g. the Amazon River and the Wisconsin River).
- **Fact 6** (Batman's Gotham City was modeled on Chicago and many of the movies were filmed there.)
→ That's true for the films by Christopher Nolan. Some also say Gotham City is supposed to represent New York.
- **Fact 7** (Every year, the Chicago River is dyed red, white and blue on Independence Day.)
→ The Chicago River isn't dyed for Independence Day. It's dyed for St Patrick's Day each year. It's dyed green because green is the colour of Ireland.

You Should See Me In A Crown

Kernkompetenz Literarischen Texten wesentliche Informationen und wichtige Details entnehmen. Reaktionen auf Gelesenes, Gehörtes oder Gesehenes darlegen. Einfaches kreatives Schreiben. Beschreibungen von Personen, Gegenständen, Ereignissen und vergangenen Handlungen verfassen. Landeskundliche Kenntnisse zu den USA. Deutsche und US-amerikanische Lebensverhältnisse vergleichen und Stellung nehmen. Materialien aus dem Internet zusammenstellen.

About the author Leah Johnson (* 1993) is an American writer. "You Should See Me In A Crown" was her first book and published in 2020. <https://www.by Leah Johnson.com/>

R1 (TB p.30)

Materialien 

Transcript

Speaker 1: Prom is the final event of the school year. For seniors, it is the beginning of the end and 1 one of the last memories of high school. Although many people would say that a Prom King and Queen is a traditional part of prom, I think it is really stupid and unnecessary. What is the purpose of a Prom King and Queen? Is it one boy and girl who represent their graduating class the best? Or is it one boy and girl who are the best-looking or most popular out of everyone in the class? Prom should be about celebration, not competition. The sad thing is that many American teens go to extremes in order to become their school's King or Queen. Some even turn to bullying to make themselves look better, too. Some traditions need to be broken, and the election of a Prom King and Queen should be one of them. In my opinion, it is stupid and unnecessary, and it is not what prom really is about.

Speaker 2: The crowning of the Prom Queen and Prom King is usually the high point of every High School Prom. Although some people may say it's unnecessary, it's an important part of most High School proms. In my opinion, it doesn't have to be a huge competition. It's something that can be very amusing and exciting. Some people may argue it's just a popularity contest, but it doesn't have to be. The students decide on a King and Queen who they think can represent the school best. On TV, you often see one episode where they have a prom at their school. Someone always gets crowned King and Queen. It's something that everyone recognizes as a special moment at prom. Having a Prom King and Queen at most schools is traditional. It is something that's amusing, entertaining and fun. It gets students involved with their school. It's an opportunity for people to feel good about themselves and for the students to pick the students who they think deserve the title. Some traditions should just stay traditions and not change.

Methodisches Vorgehen a) Vorwissen aktivieren. Language support:

I know that ...
 I've heard that ...
 I think a prom is similar to ...
 I'm not sure but I think ...
 I remember seeing something online about ...
 I once saw a film about ... There was ...
 I've never heard the word before, so I have no idea what proms are.

b) Graphic organizer (→ TM Seite X): gut als T-chart

High school proms	
pros	cons
• •	• •

c)  Partnerarbeit. Language support:

I'd like us to have a tradition like this at our school because ...
 I'm sure I would enjoy having proms at our school because ...
 I'm sure I'd love to have a tradition like this because ...
 Proms sound like my kind of fun, as ...
 I love ..., so I know I would enjoy having proms at our school.

I don't think I'd enjoy a tradition like this at our school because ...
 I'm sure I'd hate having proms at our school because ...
 Proms sound like the worst kind of fun to me because ...
 I don't like ... so I definitely wouldn't enjoy having proms at our school.

Lösung/
Lösungsvorschlag

- | pros | cons |
|--|--|
| <ul style="list-style-type: none"> • the crowning of prom king/queen is an important part of prom • it can be exciting/fun • students decide who can represent the school best/who deserves the title • students get involved with their school • it can make people feel good about themselves • it is a good thing to have some traditions that don't change | <ul style="list-style-type: none"> • prom seems like a competition because of the election of prom king/queen • many students go to extremes to become prom king/queen • some students even bully others to make themselves look better • such traditions are stupid and unnecessary |
- c) • I wouldn't like to have a tradition like this at my school. I completely agree with the first teenager: the typical popular students will always win and others will feel left out. Those who have the most friends or wear the prettiest clothes will win anyway. However, the others won't have a chance because not that many people will vote for them.
- I think it's a cool idea! It really sounds like fun. I understand that it's a difficult topic if it's just about looks. It should be about who works hard and does a lot for the school and their classmates. I think people who work hard and are always friendly to everyone deserve a prize!

R2 (TB p. 30)

Materialien

▶ Reading | TB p. 173

Lösung/
Lösungsvorschlag

Liz is in the cafeteria at her school and sees how a student, Derek Lawson, asks his girlfriend, Rachel Collins, if she wants to go to the prom with him. He does this with a so-called "promposal" (l. 22) where he performs a song in front of everyone. Other students are also involved in the promposal and do a choreography while Derek is singing.

Liz feels left out because she feels like she will never have this kind of high school love story.

R3 (TB p.31)

Methodisches Vorgehen

a) Language support:

I think everything about the promposal is ...
 A promposal sounds like my kind of fun, as ...
 A promposal sounds like the worst kind of fun to me because ...
 I would love/hate to be involved in a promposal.

**Lösung/
Lösungsvorschlag**

- a)** • I think it sounds really exciting. I would like to be part of a promposal, too.
 • I wouldn't like to be part of a promposal. I think it's really embarrassing to ask someone in front of the whole school. What if you don't want to go to the prom with that person and have to say "no" while everyone is watching?
- b)** Liz is a bit **embarrassed** because she thinks Derek can't sing and that's part of the reason why the promposal is embarrassing.
 However, Liz also seems a bit **jealous** because she says she'll never have a high school love story like that. This shows that Liz is also **self-conscious** because she feels like she doesn't fit in at her school or that there is something wrong with her.

R4 (TB p.31)

Lösungsvorschlag

Liz: Hey Sarah!
 Sarah: Hi Liz, how are you? You look really upset.
 Liz: I don't know ... It's just that it's promposal season once again and even though I find most of the promposals really embarrassing, I still feel left out.
 Sarah: But you said you never wanted a promposal! Remember last year, when Mike fell down the stairs during his promposal and broke his leg? Oh man ...
 Liz: I know what you're saying. But it still feels like there's something wrong with me. I mean, why doesn't anyone want to go to the prom with me? I thought I don't need a high school love story but it would definitely make me feel more normal.
 Sarah: Normal? Who cares about being normal? I think you're amazing, you're the best friend I could ask for. I would rather go to the prom with you and all my friends than with any of these basketball players ... I think we should ask the others and all go to the prom together! That's going to be so much more fun anyway and none of us will feel lonely.
 Liz: You're right, I sometimes don't really know what I want, I guess.

R5 (TB p.32)

Lösungsvorschlag

I think it's a good idea. I didn't know that you can get a scholarship when you become prom king or queen. If Liz could really use the money to go to her dream university, it's worth a try!
 If she doesn't win, she won't have to feel embarrassed about it because it's the end of her time at high school and she doesn't need to see any of the other students again anyway ...

R6 (TB p.32)

**Lösung/
Lösungsvorschlag**

Liz thinks her brother is joking because she doesn't think she will become prom queen.
 Liz also doesn't like how big of a deal the prom is at her school so she doesn't want to be part of it anyway.

However, after thinking about it for a while, she admits to herself that she also doesn't want any of her classmates to win the scholarship, or at least not those who have rich families and don't even need the money.

She's scared of everything you have to do if you run for prom queen because Liz doesn't like to be in the spotlight.

After thinking about it for a while, it seems like Liz starts to realise that it's not such a bad idea and that it could really help her to get into her dream university.

R7 (TB p.32)

Lösungsvorschlag

I think in the end Liz will be prom queen and maybe also get into her dream university. From what I've read, I really like Liz as a character and want her to have a happy ending. Maybe her friends will have a great idea of what she could do for the school and that will help her to get lots of votes in the end.

R8 (TB p.32) 

Materialien

Webcode WES-149223-2

► **WB**-Einleger zur Medienkompetenz: Media 1 (Searching the internet)

Materialien zur Medienbildung als Download auf www.westermann.de/webcode

Lösungsvorschlag

- **Billie Eilish: "You Should See Me In A Crown"**: The type of prom queen in the song wants to rule the whole world – or at least her school/hometown. It sounds a bit like she's ready to do anything to become prom queen and wants everyone to follow her rules and admire her.
 - **Beach Bunny: "Prom Queen"**: The song is about someone who really wants to be prom queen/wants to look like the 'typical' pretty girl who is really popular and becomes prom queen. The lyrics are very sad because it sounds like the person in the song feels like she isn't good enough and has to look a certain way to be liked by others. She feels like she can't be herself.
 - **mxmtoon: "Prom Dress"**: The song is about high expectations people have for their last year of high school and/or prom. The girl in the song feels like there's something wrong with her because she isn't having a great time. It sounds like others told her that it would be the best time of her life but she feels like she has to pretend to be happy all the time while in reality she isn't.
- Three different portrayals of prom queens and prom/last year of high school. Some people are really confident and sure of themselves, they want to be prom queen and are willing to do anything for it. Others wish they could be like the girls who become prom queen but feel like they aren't pretty/skinny/popular enough and some people realise that high school and prom isn't always a great experience. Sometimes you just want to be on your own and truly be yourself.
- The different situations in the songs are connected to each other. Because of people who are so confident and willing to do anything to become prom queen, sometimes other students (like the girl in "Prom Queen") feel like they are not good enough. In addition, others might think that the 'popular' and confident people are having a really great time and they are disappointed and a bit jealous because for them the prom and the last year of high school is difficult.

I can (TB p.33)

Differenzieren durch Überprüfung des Lernzuwachses: Die Checkliste, die jedes *Theme* abschließt, ermöglicht es den S, ihre Lernfortschritte zu reflektieren. So übernehmen sie Verantwortung für ihren Lernprozess und setzen sich Ziele. Gleichzeitig gibt es auf der Seite Verweise auf passende Übungen und Anhangsteile.



Step by step – Listening

Kernkompetenz

Informationsentnahme aus zunehmend komplexen Hörtexten.

Alltagsgespräche verstehen.

Mit Übungen zum Hörverstehen (hier: *short answers*, *multiple choice*) umgehen.

Step by step – nach *Theme 1*, *2* und *5* – trainiert ausgewählte Kompetenzen, die immer wieder relevant sind und es auch in den nächsten Lernjahren sein werden:

- **Listening: Short answers | Multiple choice**
- **Reading: Matching | True/false with justification** (nach *Theme 2*)
- **Viewing: Matching** (nach *Theme 5*)

Den Abschluss bildet immer eine allgemein gehaltene **Checklist**, die sich auf ähnliche Aufgaben übertragen lässt.

Task 1: Short answers

Materialien



Transcript

Interviewer: Hi everyone and welcome to our show. We have a very special guest today, Dana Shannon. Dana has been on an exchange to Germany and many of her friends have been following her exciting blog. Hi Dana, what's it like being back at school in Chicago?

Dana: Hi, everyone! Well, it's difficult to put it into words. It's just awesome seeing my friends again, and I'm really looking forward to my senior year but it's quite a culture shock after spending such a long time in a small town in the North of Germany.

Interviewer: I bet! Tell us something about that small town. I've heard you were the only American there.

Dana: Yeah. I found it exciting to be in Germany at first, but there were some disadvantages. It was a very small town, and I spent eleven months there. I was soon known throughout the town as the "American girl". Although I found it cool at first for everyone to know me, sometimes it upset me because everyone seemed to know what I was doing. So it wasn't really easy to be known by everyone.

Interviewer: But it must have been easier to make friends in a small town.

Dana: Not really. My personal experience was that Germans are polite and friendly, but are very slow to let you into their lives. It wasn't easy for me to make friends at first. I made some good friends in the end, but it took a long time not to feel like such an outsider. I will certainly miss Germany now.

Lösung

1. Chicago
2. in the north of Germany
3. eleven months
4. to be known by everyone to make friends



Task 2: Multiple choice

Materialien

Webcode WES-149223-5



Aufgabe 2 steht auf www.westermann.de/webcode als Download bereit.

Transcript

Interviewer: What will you miss about Germany?

Dana: The list of things I will miss from Germany though is quite phenomenal. I will miss everything. I will miss my German friends, my exchange family, my freedom, the language of German and so much more.

Interviewer: How did you like German food? Are there similarities with American food?

Dana: Sure! You can get German food in Chicago – and you can get fast food everywhere in Germany. I've never been a fast-food fan but it was a whole different story in Germany. The fast food I love is the typical German currywurst you can buy just about anywhere. I could eat currywurst for breakfast, lunch, and dinner ... That's an exaggeration, of course, but I love them. Another one of my favourite fast foods is the Turkish Döner.

Interviewer: Does everyone eat fast food?

Dana: No, not at all. We had family meals every day. The majority of people eat a hot meal at lunchtime and just bread for dinner. I just loved getting out of school and coming home to a warm meal. The bread in Germany is really impressive, too. There are so many different kinds. I could really go on about the food here for weeks; I love all of it. The bakers' shops were great. Such a variety of food, from the fresh rolls in the morning to amazing cakes and desserts. There is really nothing better.

Interviewer: One last question, Dana. You wrote a lot in your blog about your frustrations at school. Did things get better towards the end?

Dana: School was certainly a shock at first – but got better as my German improved. I was expected to do all these different lessons although I could hardly understand anything. And there was sooo much homework. Luckily, I didn't need the credits for the US, so the most important thing for me was to speak German, and I can do that quite well now. I even know how to swear! My grades were not so important.

Interviewer: Well, thanks, Dana for sharing those experiences of the German way of life with us. And all the best for your final year.

Lösung

- 1–C Dana really enjoyed eating currywurst and döner.
- 2–C Dana liked the German tradition of having a hot meal at lunchtime.
- 3–D At school Dana thought that there was too much homework.
- 4–C The most important thing for Dana at school was to learn German.

Webcode WES-149223-3

Die Lösungen zu **Diff and train** stehen auf www.westermann.de/webcode auch als Download bereit. Alternative: QR-Code auf vorderer Umschlaginnenseite des TB

119

D1 Easy alternative: Words ▶ **Instead of Intro 3a** | TB p. 14**Lösung**

- 1–D campus: the land on which a school or university and its buildings are
- 2–A freshman: a student in the first year at high school
- 3–F sophomore: a student in the second year at high school
- 4–H junior: a student in class 11 at high school
- 5–C senior: a student in class 12 at high school
- 6–E elective: a subject that a student can choose
- 7–K family and consumer sciences: a subject that focusses on different aspects of life as an adult
- 8–G marching band: a group of musicians who perform while marching
- 9–J cross country: a sport that is about running a race on open-air courses
- 10–I track and field: a sport that includes running, jumping and throwing
- 11–B softball: a game similar to baseball played with a larger ball on a smaller field

D2 Training: Reading ▶ **After Intro 3** | TB p. 14**Lösung**

1. "Juniors and seniors attend classes on West Campus." (ll. 4/5)
2. "Students can earn college credits by completing Advanced Placement (AP) courses in which college-level material is studied." (ll. 8/9)
3. "Students may also choose electives that help them to explore career opportunities." (ll. 10/11)
4. "With more than 40 different student activities and clubs, students can discover their own special interests." (ll. 14/15)

120

D3 Support: Expressing similarities and differences ▶ **Before Intro 4b** | TB p. 15**Lösungsvorschlag**

- a) Whereas bikes are environmentally friendly, cars aren't.
Although I like books, I prefer movies.
Whereas I'm scared of dogs, I love cats.
In contrast to running, playing football is a team sport.
Whereas most houses are big, flats are often small.
- b) Whereas our schedule is different every day, the schedule at River High is the same from Monday to Friday.
In comparison with the buildings of River High, our school is really small.
The facilities at River High are really different to ours.
I don't think we have as many extracurricular activities as River High.

121

D4 Training: American English (AE) – British English (BE)▶ **After Intro 5** | TB p. 15**Materialien****Lösung/
Lösungsvorschlag**

- a) colour (BE) – color (AE)
- behaviour (BE) – behavior (AE)
- neighbour (BE) – neighbor (AE)
- centre (BE) – center (AE)
- theatre (BE) – theater (AE)
- travelling (BE) – traveling (AE)
- analyse (BE) – analyze (AE)

- b)** biscuit (BE) – cookie (AE)
 caretaker (BE) – janitor (AE)
 film (BE) – movie (AE)
 holiday (BE) – vacation (AE)
 jumper (BE) – sweater (AE)
 motorbike (BE) – motorcycle (AE)
 mum (BE) – mom (AE)
 rubbish (BE) – garbage (AE)
 toilet (BE) – restroom/bathroom (AE)
 trousers (BE) – pants (AE)
 wardrobe (BE) – closet (AE)

c)

	British English	American English
schedule	[ˈʃedjuːl]	[ˈskɛ,dʒuːl]
bathroom	[ˈbɑːθrɒm]	[ˈbæθ,ruːm]
centre	[ˈsentə]	[ˈsentə]
tomato	[təˈmɑːtəʊ]	[təˈmeɪtoʊ]
potato	[pəˈteɪtəʊ]	[pəˈteɪ,too]
garage	[ˈgærɑːʒ]	[gəˈrɑʒ]
advertisement	[ədˈvɜːtɪsmənt]	[ədˈvɜrtəzmənt]
address	[əˈdres]	[ˈæ,drɛs]

D5 Training: Listening ▶ Before A1 | TB p. 16

Materialien



▶ Listening | TB p. 172

Transcript

Laura: Hi Shelby, it's me.

Shelby: Hi. What's up?

Laura: He's arrived now. You know, that Karl guy from Germany.

Shelby: Oh, wow! What's he like? Does he look like his photo?

Laura: Yeah, he does! He's really cute. And he seems to be a really nice guy.

Shelby: No way! I thought you hated the idea of having a new brother at home. So, tell me about it!

Laura: No, no, he's not at all what I expected. He's really open and quite confident. And with all his little language mistakes, it's fun listening to him. He is so enthusiastic about his experiences so far. He said he had met so many nice people, a guy on the plane, a guy in the elevator who wished him a nice day. Mom didn't understand what was so strange about that. Karl said that Americans just seemed to be more friendly than a lot of people in Germany. You can imagine how pleased Mom was to hear that!

Shelby: OK, well, he does sound like a nice guy. Tell me more!

Laura: Well, we talked about the number of cars in the drive. He was surprised that Nick has his own car already and drives us to school. He was a bit disappointed because he had always wanted to go on a yellow school bus. We assured him he will get a chance to do that but the car was faster and we have to get to school so early anyway. He loved the basketball net in the drive, but said he expected that because you see them in all American movies.

Shelby: He sounds cool!

Laura: And he loved the den – that was a new word for him. He thinks it is great name for the place where the family relax and watch TV together. He asks lots of questions and loves to learn new words. Oh, have to run now. My mom is calling us for dinner. You'll meet him soon!

Shelby: I can't wait!

- Lösung**
- a) B – She thinks Karl is funny and interesting.
 b) 1. because he thought that Americans are more friendly than Germans
 2. because he would like to go to school on a yellow school bus
 3. because he knew about basketball nets from American films.

D6 Training: Simple present or present progressive? ▶After A4 | TB p. 16

Materialien ▶ G1R | TB p. 191–193: Tenses – die Zeitformen des Verbs

- Lösung**
- | | |
|------------------|-------------------|
| 1. wants | 7. hopes |
| 2. is practising | 8. is playing |
| 3. likes | 9. isn't watching |
| 4. play | 10. knows |
| 5. is taking | 11. takes |
| 6. doesn't want | |

122

D7 Training: Simple past or present perfect? ▶After A4 | TB p. 16

Materialien ▶ G1R | TB p. 191–193: Tenses – die Zeitformen des Verbs

- Lösung**
- Mrs Pulaski visited her family in Mexico last year.
 - Karl's parents have lived in Hamburg all their lives.
 - Yesterday Mrs Pulaski made apple pie for Karl.
 - Karl's friend, Serkan, came to Hamburg with his parents 10 years ago.
 - Karl has played football in a club for six years.

D8 Training: Future tenses ▶After A4 | TB p. 16

Materialien ▶ G1R | TB p. 191–193: Tenses – die Zeitformen des Verbs

- Lösung**
- Mr Pulaski hopes that Karl will have a good time in Chicago.
 - Nick tells Karl that the school team is going to beat the Neuqua Wildcats.
 - Shelby hopes that she will meet Karl soon.
 - Mr Pulaski is going to show Karl some Chicago sights at the weekend.
 - Laura is going to play in the girls' football team at homecoming.
 - Mrs Pulaski thinks the weather will be fine tomorrow.
 - Laura is sure that Karl will have fun at homecoming.

D9 Training: Past perfect ▶After A4 | TB p. 16

Materialien ▶ G1R | TB p. 191–193: Tenses – die Zeitformen des Verbs

- Lösung**
- When Mrs Pulaski had cooked dinner, the family sat down to eat in the dining room.
 - After Karl had eaten lots of apple pie, he was very tired.
 - They relaxed for a while after they had finished their meal.
 - After Karl had called his parents, he watched TV with the Pulaski family.
 - Karl fell asleep after he had texted his friends in Germany.

123

D10 Training: Listening ▶After A5 | TB p. 16

Materialien 

▶ Listening | TB p. 172

Transcript

Mrs Pulaski: Hi, Karl. How are things?

Karl: OK, I suppose. But lots of stuff is really different to home. I'm a bit confused.

Mrs Pulaski: Poor you. Maybe I can help you understand some things.

Karl: That'd be great. One thing that really bothers me is my schedule. I just don't understand it. Why do the periods start at such strange times? First period is at 7:22. Why not 7:30?

Mrs Pulaski: That's odd, isn't it? Actually, it all depends on the school bus schedule. They run on such a tight schedule, picking up kids from different places and taking them to different schools. So each school starts at different times.

Karl: I suppose that explains it – but it's really early for me. And why are there only four minutes between each period? In Germany we have longer breaks.

Mrs Pulaski: Well, I guess kids aren't supposed to be outside classes too long in case they don't behave. Four minutes just gives them a chance to go to their lockers and take out what they need for the next class.

Karl: And when do I get to eat?

Mrs Pulaski: Well, you are on first lunch, so you can eat early, at 11 am.

Karl: I'm not used to eating lunch at 11 am, but then I don't usually get to school before 8 o'clock. And why does it say "lunch AND study period" in my schedule?

Mrs Pulaski: You just have just 20 minutes for your meal and then the next lunch group comes. Since not everyone can be in the cafeteria at the same time, you have to go to the study hall for the second half.

Karl: And what am I supposed to do there?

Mrs Pulaski: Well, what do you think, Karl?

Karl: You mean I only get 20 minutes break – the rest of the time I have to work?

Mrs Pulaski: Fraid so! You are expected to work quietly in the study hall but most kids find time to talk to their friends! So, what other things confuse you? What about the course descriptions?

Karl: I think I know what to expect in most of them.

Mrs Pulaski: I'm sure you'll find the courses interesting.

Karl: Well, I hope so since it seems that we have the same periods every day for a whole semester.

Mrs Pulaski: That's right, that means that you can study those topics in great detail, and next semester you get a whole new schedule. That's something to look forward to!

Lösung

1. Karl finds it difficult to understand his schedule.
2. The first period starts at 7:22 because of the school bus schedule.
3. During the four-minute break students go to their lockers to take out what they need for their next class.
4. After twenty minutes, the students must leave the cafeteria.
5. During study period students must work quietly in the study hall.
6. Students can study a topic in great detail because they have the same periods every day.

D11 Training: Modal substitutes ▶ After A6c | TB p. 18

Materialien

▶ G2R | TB p. 193–194: Modalverben und ihre Ersatzformen

Lösung

1. Nick is allowed to use his own car to drive to school.
2. Karl doesn't have to worry about his first day at River High.
3. Laura is able to help Karl with any problems he has at school.
4. Football have to train hard before a match.
5. The Pulaskis aren't able to speak German.
6. Students at River High aren't allowed to leave the school building during school time.
7. Shelby tells Laura that she has to meet Karl soon.
8. Exchange students don't have to go to church if they don't want to.

124

D12 Training: Reading ▶After A9 | TB p.19**Lösung**

1. Karl is at the school guidance counselor's office because he wants to change his schedule.
2. Karl doesn't like Business Education because all they do is listen and take notes.
3. Mrs Harrington isn't sure that Mrs Severini has got any free places in her class.
4. Karl's teacher in Germany thinks that it is important to learn to speak English well.
5. Karl talks to Mrs Harrington because his host mother said he should go to her.
6. Mrs Harrington asks Karl if he didn't read the school rules because he used his phone in the study hall.

D13 Training: Reported speech with backshift (statements) ▶After A11 | TB p.20**Materialien**

▶ G3 | TB p. 195–196: Indirekte Rede: Aussagesätze

Lösung

- b)**
- | | |
|----------------|---------------|
| 1. needed | 6. would |
| 2. would be | 7. had |
| 3. had | 8. hadn't got |
| 4. didn't know | 9. could |
| 5. had | |

D14 Extra: Reading ▶After A11 | TB p.20**Materialien**

▶ Reading | TB p. 173

**Lösung/
Lösungsvorschlag**

- a)** I think the most important piece of advice is that you shouldn't only hang out with the other exchange students but also with students from the US. That way you learn much more about the culture. The point of going on an exchange isn't to just hang out with the other exchange students but to become part of the local community.
- b)**
1. right (l. 15)
 2. wrong (ll. 16–18)
 3. right (ll. 29–30)
 4. wrong (ll. 31–32)
 5. right (ll. 43–46)
 6. wrong (ll. 55–59)

126

D15 Easy alternative: Listening ▶Instead of B1b | TB p.22**Materialien**

▶ Listening | TB p.172

Transcript

→ TM Seite 23

Lösung

1–B 2–C 3–A 4–B 5–C

D16 Easy alternative: Homecoming words ▶Instead of B2a | TB p.22**Methodisches Vorgehen***There are two more definitions than you need: A und D bleiben übrig.***Lösung**

- 1–E Wear it pink day: a day where people wear pink and collect money for breast cancer research
- 2–B Pep rally: an event where people come together to support a sports team
- 3–C Varsity football team: a team that plays for a high school

127

D17 Training: Homecoming words ▶ Before B2b | TB p.22

Lösung

noun	adjective
entertainment	entertaining
pride	proud
enthusiasm	enthusiastic
excitement	exciting
amusement	amusing
loyalty	loyal

b) 1. proud 2. loyal 3. exciting 4. enthusiastic

D18 Mediation () ▶ After B2 | TB p.22

Materialien

▶ Mediation | TB p.186

Lösung

1. It is usually held in the school's assembly hall in December.
2. You can buy presents, eat cake and drink coffee.
3. A lot of money was raised – more than ever.
4. A school exchange program in Tanzania, UNESCO school projects and Christmas presents for people who don't have a home.

128

D19 Training: Reported questions ▶ After B4 | TB p.23

Materialien

▶ G4 | TB p.196–197: Indirekte Rede: Fragen

Lösung

2. Mom, Suze wanted to know when she could practise her German with him.
3. Mom, Alex asked me whether Karl had any brothers or sisters.
4. Mom, June was interested to know how long Karl would stay with us.
5. Mom, Lea asked me whether she could come to our house to meet Karl.
6. Mom, Lynne wanted to know what soccer team he supported.
7. Mom, Carly was interested to find out if Karl had a girlfriend in Germany.
8. Mom, Lily asked me why Karl had decided to come to River High.

D20 Support: Phrases for discussions ▶ Before B5b | TB p.24

Lösung

agreeing	disagreeing	half agreeing
<ul style="list-style-type: none"> • Quite right. • Just what I think! • Exactly. 	<ul style="list-style-type: none"> • I disagree, I'm afraid. • That's not a good idea. • Surely you don't mean that. 	<ul style="list-style-type: none"> • I see what you mean, but ... • You have a point there, but ... • I understand what you are trying to say but ...

D21 Training: Reported commands ▶ After B7 | TB p.24

Materialien

▶ G5 | TB p.197: Indirekte Rede: Bitten und Aufforderungen

Lösung

1. The band leader told the band not to be late for band practice.
2. The teacher told the student to speak up.
3. The girl told her boyfriend to be there on time.
4. The trainer told the cheerleaders to put on their best performance.
5. The head teacher told the students not to use their phones at school.
6. The host mother told the exchange student to call his/her/their parents.
The host mother told the exchange student not to forget to call his/her/their parents.
7. The teacher told the German students to speak English.
8. The mother told her child to be careful.



HOMework VOUCHER

For: _____

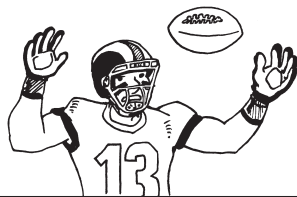
(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)



HOMework VOUCHER

For: _____

(student's signature) (date)

Think – pair – share



Buzz groups















opinion	Personally, I think that ...	opinion	In my experience, ...
opinion	As far as I'm concerned, ...	opinion	I'd say that ...
opinion	In my opinion, ...	opinion	Let me add that ...
agree	You're absolutely right.	agree	I think so, too.
agree	Exactly!	agree	Yes, that's a good point.
disagree	I see your point, but ...	disagree	I'm not totally convinced.
disagree	I'm afraid I don't agree.	disagree	I'm sorry, but I disagree.
clarify	Are you saying that ...?	clarify	When you say ..., do you mean that ...?
clarify	I'm not sure I fully understand what you mean.	clarify	Do you mean that ...?

My appointment card

 <p>somebody I know well and trust:</p> <hr/>	 <p>somebody I don't usually work with:</p> <hr/>
 <p>somebody I get on really well with:</p> <hr/>	 <p>somebody who always makes me laugh:</p> <hr/>
 <p>somebody who can help me out in English:</p> <hr/>	 <p>somebody I don't know much about:</p> <hr/>



My appointment card

 <p>My one o'clock partner:</p>  <hr/>	 <p>My seven o'clock partner:</p>  <hr/>
 <p>My three o'clock partner:</p>  <hr/>	 <p>My nine o'clock partner:</p>  <hr/>
 <p>My five o'clock partner:</p>  <hr/>	 <p>My eleven o'clock partner:</p>  <hr/>

You are the task manager.

It's your job to make sure everyone in your group is doing their job and working as hard as possible. Make sure your group focuses on what needs to be done and doesn't get carried away by minor aspects of the task.

Language support:

- Let's get started. Our task is ...
- Do we all understand what our task is?
- Let's concentrate on what we have to do.
- Let's move on to ..., please.
- I'm afraid we're getting sidetracked.
- Would you please stop (*looking at your phones*)?

You are the timekeeper.

It's your job to keep an eye on the clock and make sure you're done in time. You are responsible for your group starting and finishing on time. Tell your group from time to time how much time there is left to do your task.

Language support:

- Let's start, please.
- I'm afraid we must move on now.
- I'm sorry, but we don't have time to go into any more detail.
- We're at half time.
- We have (five) minutes left.
- Time's almost up.
- We're running out of time, I'm afraid.
- That's it. Time's up.

You're the language monitor.

It's your job to make sure everyone speaks English. It is your job to make sure the language support is used. Have your dictionary ready to look up words you do not know.

Language support:

- Come on, let's stick to English, please.
- Could you repeat in English what you've just said, please?
- I'm sorry, but could you please stop speaking German?
- I'll look it up and let you know in a second.
- Remember: we're supposed to use phrases (to express our opinion).

You are the noise monitor.

It's your job to make sure things don't get too noisy in your group. Make sure you don't disturb any of the other groups.

Language support:

- Could you lower your voices, please?
- It's hard to concentrate with everyone talking at the same time.
- Be quiet, please.
- Shut up, please.
- Remember to use your 12-inch voice, please.
- The other groups can hear us.
- Please keep your voices down.
- I think we're disturbing the others.

**Understanding new words**

Do you already know parts of the word or similar words?

e. g. *unexcused* = you already know *excuse* and you know the negative prefix *un-*

Are there similar words in German or another language?

e. g. *tardy* = I know the word 'tard' from French. It means ...

Check whether you can guess from the context what the word means.

e. g. The burger tastes good. –
You're right! It's *yummy*.

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Check whether you can guess from the context what the word means.

e. g. The burger tastes good. –
You're right! It's *yummy*.

Work out the meaning of the words from the text “Welcome to River High!” on page 15.

Tick ✓ which strategies helped you.

New word	I can work out the meaning from ...				in German
	1. a similar word in German	2. a similar word in another language	3. similar English words or parts of words	4. the context	
campus					
freshman					
sophomore					
junior					
senior					
elective					
family and consumer sciences					
marching band					
cross-country					
track and field					
softball					

 Work with a partner. Take turns to find examples of different tenses. Underline the tenses using different colours. Name the tense and explain why it is used here.

Mr Pulaski: Well, Karl, welcome to our family.

We are going to do everything we can to help you have a good experience here in the US.

Karl: Thanks, Mr Pulaski, that's really nice of you.

5 **Mr Pulaski:** Oh, you're part of the family now. You can call me John.

Karl: Thanks, John. In Germany we only call people by their first names when we know them well.

10 **Mrs Pulaski:** Really? Well, people often do things differently in other cultures. Did you know that our family is a mix of cultures?

Karl: I thought you were all American.

15 **Laura:** We are, but Mom was born in Mexico. She moved to the US many years ago and has lived in Chicago for 20 years. My father's family came here from Poland in the 1950s and they've lived in the Chicago area ever since.

Karl: My parents both grew up Hamburg, so my family background is only German.

20 **Mr Pulaski:** Now Karl, why don't you tell us more about yourself? What do you enjoy doing most?

Karl: I really love football, er, soccer, and have been a member of our local sports club since I was ten.

25 **Nick:** Sports club? Don't you play soccer at school?

Karl: Well, we sometimes play at school, but just for fun or in sports lessons, not on a school team.

Nick: Our school football team is really important. I've been River High's quarterback for two years.

30 Friday is our big game against the Neuqua Valley Wildcats and River High is going to wreck them!

Laura: I'm going to the game on Friday if you want to come with me and my friends.

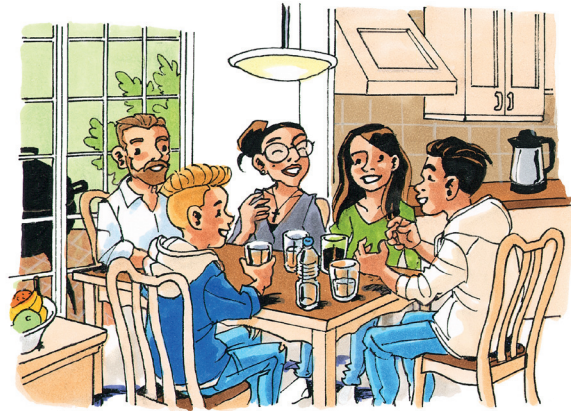
Karl: Sounds great!

35 **Nick:** I promise, while you're here, you'll forget all about soccer and get hooked on real football.

Karl: Get hooked?

Laura: That means you won't be able to think about anything else.

40 **Mrs Pulaski:** Yes, so Nick is a little obsessed with football.



Nick: It's important and I'm hoping to get a football scholarship for college.

45 **Laura:** Anyway, Nick, Karl should hear some more exciting things about River High, not only football. Next week is homecoming week. That's always a blast.

Karl: Homecoming? A blast?

Nick: She means lots of fun.

50 **Laura:** Homecoming is a week of special events to welcome back everyone who attended our school in the past. I'm going to play on the girls' football team for charity.

55 **Nick:** But that's not real football. The girls just dress up and mess around a bit.

Laura: Nick!

Mrs Pulaski: Knock it off, you two! There's more to a high school than football and homecoming. Karl, why don't you have some apple pie? And then you should get some sleep – it's Sunday tomorrow and we're going to church at 10. Perhaps you'd like to come with us?

65 **Karl:** Thanks, Mrs Pulaski. Can I decide tomorrow?

Mrs Pulaski: Of course, and by the way – it's Patricia.

Partner A: Study school rules 1 and 2. Try to work out the meanings of the highlighted words. Tick ✓ which strategies helped you. If necessary, you can check a dictionary.

New word	I can work out the meaning from ...				in German
	1. a similar word in German	2. a similar word in another language	3. similar English words or parts of words	4. the context	
unexcused absences					
tardiness					
detention					
tardy					
failure					
confiscation					



Partner B: Study school rules 3 to 5. Try to work out the meanings of the highlighted words. Tick ✓ which strategies helped you. If necessary, you can check a dictionary.

New word	I can work out the meaning from ...				in German
	1. a similar word in German	2. a similar word in another language	3. similar English words or parts of words	4. the context	
offensive					
inappropriate					
headgear					
bare-midriff					
affection					
excessive					

Starting your report

- Hello! It's me, Karl, and this is my video report.
- Hi there, welcome to my video report.
- Today I'd like to tell you about ...
- I'm going to talk about ...

Talking about your host family

- My host father's name is ... His family ...
- On our first evening, we had dinner together and they told me ...
- I've got a host brother. His name is ... He is crazy about My host sister's name is ...

Talking about River High

- River High is a big school. There are about ... students.
- You can also compete in sports, for example ...

Comparing River High to a German school

- In contrast to our school rules, River High's rules say that ...
- In comparison to our school, students at River High are/aren't allowed to ...
- I've also noticed that ...
- I was very surprised when I found out that ...

Finishing your report

- Talk to you soon!
- Although there are some things I have to get used to, I'm glad I'm here.
- Take care and goodbye!
- It has been a great experience so far.
- Thanks for watching this!

Starting your report

- Hello! It's me, Karl, and this is my video report.
- Hi there, welcome to my video report.
- Today I'd like to tell you about ...
- I'm going to talk about ...

Talking about your host family

- My host father's name is ... His family ...
- On our first evening, we had dinner together and they told me ...
- I've got a host brother. His name is ... He is crazy about My host sister's name is ...

Talking about River High

- River High is a big school. There are about ... students.
- You can also compete in sports, for example ...


Comparing River High to a German school

- In contrast to our school rules, River High's rules say that ...
- In comparison to our school, students at River High are/aren't allowed to ...
- I've also noticed that ...
- I was very surprised when I found out that ...

Finishing your report

- Talk to you soon!
- Although there are some things I have to get used to, I'm glad I'm here.
- Take care and goodbye!
- It has been a great experience so far.
- Thanks for watching this!




 Watch your partner's video report. Tick ++, +, 0, - or --. Then give each other feedback.

Feedback for _____	++	+	0	-	--
You started by greeting your German classmates.					
You told the audience what you were going to talk about.					
You told your classmates about your host family.					
You gave information about River High School.					
You spoke about what is different at River High in comparison to German schools.					
You finished your report by saying how you feel about your stay so far.					
You spoke clearly and not too quickly.					
You looked at the camera while you spoke.					

Two things I really like about your report: _____

One thing I would do differently next time: _____






















 Watch your partner's video report. Tick ++, +, 0, - or --. Then give each other feedback.

Feedback for _____	++	+	0	-	--
You started by greeting your German classmates.					
You told the audience what you were going to talk about.					
You told your classmates about your host family.					
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You finished your report by saying how you feel about your stay so far.					
You spoke clearly and not too quickly.					
You looked at the camera while you spoke.					


Two things I really like about your report: _____



















One thing I would do differently next time: _____

 Listen to your partner or read their email. Give each other feedback. Always start with positive feedback!

 You said what the event is called.	 There wasn't any information about what the event is called.
 You said what the event is about.	 You didn't explain what the event is about.
 You said when the event takes place.	 You didn't say when the event takes place.
 You said where the event takes place.	 You didn't say where the event takes place.
 You said who organizes the event.	 You didn't say who organizes the event.
 You said who takes part in the event.	 You didn't say who takes part in the event.
 You didn't use any English words I didn't understand!	 Unfortunately, you used some English words which I didn't understand.
 You seemed to focus on the main information.	 I had the feeling there was quite a bit of unnecessary information.
 You used short sentences.	 Some of your sentences were very long and made it difficult for me to understand everything.



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