

ECHO – German GCSE scheme of work

Kapitel 1: Die Medien heute- AQA context: Leisure

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Die Medien in meinem Leben pages 6–7: Talking about the media you use in everyday life</p> <p>Exam preparation and practice: Using intensifiers, adverbs and time references in speaking and writing tasks</p>	<p>Reviewing the present tense: present tense regular verbs and separable verbs; present tense irregular verbs</p> <p>Key language: <i>Ich sehe fern. Ich gehe ins Kino. Ich höre Musik. Ich lese Zeitschriften. Ich simse. Ich spiele am Computer. Ich bin mit Freunden online. Ich spiele Wii. Ich surfe im Internet. Ich besuche Chatrooms. Ich schreibe E-Mails. Ich lade Musik herunter. Ich lade Fotos hoch. Ich benutze MySpace. Ich sehe Filme / Dokumentarfilme / Zeichentrickfilme / Kindersendungen / Musiksendungen / Sportsendungen / Seifenopern / Quizsendungen. Ich lese (gern) Bücher / Zeitungen / Zeitschriften / Liebesgeschichten. Ich telefoniere. Ich fotografiere. Ich teile Videos, Musik und Fotos.</i></p> <p><i>sehr, ziemlich, total, wirklich, nie, selten, ab und zu, oft, immer, am Wochenende, am Montag, montags, nachmittags, abends</i></p>	<p>Developing sentences by adding intensifiers, adverbs of frequency and time references.</p> <p>AT 1: Listening and identifying key points and making notes on text about media activities; ex1–2</p> <p>AT 2: Working in pairs to ask and answer questions about media Activities; ex3</p> <p>AT 3: Reading and identifying key points from texts detailing media activities; ex1</p> <p>AT 4: Writing a short text about using the media; ex4</p>	<p>www.klar.co.uk</p> <p>Leisure, die Medien Reinforcement: Übungsheft Higher p3</p> <p>Extension ex2: Using their notes, students transfer the information into German in the third person.</p> <p>Übungsheft Higher p3; Grammatik p205</p>

<p>2 Mein Leben online pages 8–9: Creating a German online profile</p> <p>Exam preparation and practice: Expressing opinions</p>	<p>Reviewing the nominative case: ein; kein, mein etc. Present tense of haben and sein Key language: <i>Wie alt bist du? Ich bin [16] Jahre alt. Wo wohnst du? Ich wohne in [Reigate]. Wann hast du Geburtstag? Ich habe am [6. Juli] Geburtstag. Wie fühlst du dich im Moment? Ich bin [glücklich]. Was sind deine Top-Acts? Meine Top-Acts sind [Kanye West und Dizzee Rascal]. Was ist dein Lieblingsfilm? Mein Lieblingsfilm ist [Spider-Man 3]. Was für Sendungen magst du? Ich mag [Tiersendungen]. Was für Bücher magst du? Ich mag [Liebesromane]. Hast du Vorbilder? [Leona Lewis] und [Rebecca Adlington] sind meine Vorbilder. Ich finde das unglaublich, unmöglich, ausgezeichnet, doof, faszinierend, furchtbar, klasse, lustig, schlecht, schrecklich.</i></p>	<p>Developing sentences by adding negatives, opinions and adjectives. AT 1: Listening to someone’s general interests and completing a Profile; ex3 AT 2: Interviewing a partner about general interests; ex5 AT 3: Reading and picking out details in an online profile; ex1–2 AT 4: Writing an online profile; ex4</p>	<p>Use platforms such as MySpace, or Bebo, where possible and safe, for either whole class work or individual networking. Alternatively use email exchange with Eschweiler school</p> <p>Reinforcement: Übungsheft Higher p4</p> <p>Extension ex1: Ask students to give their own answers to the headings on the form.</p> <p>Übungsheft Higher p4; Grammatik p205, p208</p>
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<p>3 Dynamisch und mit Funk pages 10–11: Talking about music</p> <p>Exam preparation & practice: Asking and answering questions</p>	<p>Grammar: verb as second idea</p> <p>Key language: <i>Was für Musik hörst du? Ich höre Dance-Musik / Heavymetal-Musik / klassische Musik.</i></p> <p><i>Warum hörst du Rap-Musik / Trance-Musik/ Popmusik? [Rap-Musik] ist rhythmisch / melodisch / lebhaft. [Rap-Musik] hat einen guten Beat / hat einen Funkrhythmus.</i></p> <p><i>Wie kaufst du Musik? Ich lade Musik vom Internet herunter. Ich benutze iTunes. Ich kaufe CDs.</i></p> <p><i>Wann hörst du Musik? Ich höre abends / fast jeden Tag / am Wochenende / morgens / im Urlaub Musik.</i></p> <p><i>Wo hörst du Musik? Ich höre im Schlafzimmer / im Bad / beim Konzert / im Auto Musik.</i></p>	<p>Developing the skill of asking questions</p> <p>AT 1: Listening and completing a form about musical interests. ex2</p> <p>AT 2: Interviewing someone about their musical interests. ex3</p> <p>AT 3: Reading and picking out main details about musical interests; reading and identifying the correct statements; ex1, ex4</p> <p>AT 4: Writing a blog entry about the role of music in your life. ex5</p>	<p>ICT - ex3: Using the internet, show students current pages about ‘what is hot and what is not’ in the world of German pop music.</p> <p>Reinforcement: Übungsheft Higher p5</p> <p>Extension, ex3: Challenge students: Can they speak for one minute about music? They are allowed to write just five German words to act as prompts for their talk.</p> <p>Übungsheft Higher p5; Grammatik pp212–213</p>
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<p>4 Was läuft im Fernsehen? pages 12–13: Discussing TV habits</p> <p>Exam preparation and practice: Expressing opinions</p>	<p>Grammar: Referring to the future using the present tense, i.e. using the present tense with future time markers</p> <p>Key language: <i>der Film / der Dokumentarfilm / der Zeichentrickfilm / der Krimi / die Kindersendung / die Musiksendung / die Quizsendung / die Sportsendung / die Tiersendung / die Seifenoper / die Komödie / die Nachrichten ich liebe / ich mag (nicht) / ich hasse ... Meine Lieblingssendung ist [X-Factor]. [Eastenders] kann ich nicht leiden. Er ist fantastisch / gruselig / langweilig / lustig / romantisch / schrecklich/ spannend / zu lang / gewalttätig / eindrucksvoll. Was machen wir heute Abend? Was läuft heute? Was für eine Sendung ist das?</i></p>	<p>Developing thinking skills</p> <p>AT1: Listening & making notes on TV likes and dislikes; listening to check answers. ex3, ex5+8 AT2: Playing a memory game with a partner on TV listings; discussing with a partner what you are going to watch on TV; ex2, ex9. AT 3: Reading a TV guide and picking out programme types. Understanding a living graph; reading and putting a conversation in the correct order: ex1, 4, 7. AT 4: Writing an email about television programmes. ex6</p>	<p>ICT - ex6: Show students web pages giving information on what is on various German TV channels tonight. Reinforcement: Übungsheft Higher p6</p> <p>Extension: ex4: Students take one channel's entertainment for an evening to create a living graph for themselves; they swap graphs and their partners write a short text about what type of programmes their partner likes/dislikes.</p> <p>Übungsheft Higher p6; Grammatik p206</p>
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<p>5 Clownfische und Monster pages 14–15: Describing a film</p> <p>Exam preparation and practice: Storing vocabulary</p>	<p>Grammar: Noun plurals</p> <p>Key language: <i>Ich habe [Shrek 3] im Kino / im Fernsehen / auf DVD gesehen.</i> <i>Das ist ein Fantasyfilm / Science-Fiction-Film/ Zeichentrickfilm.</i> <i>Das Hauptthema ist Liebe / Gewalt / Mord / Tod / Freiheit / Familie / Gut gegen Böse.</i> <i>Die Geschichte ist [spannend].</i> <i>Die Musik ist [super].</i> <i>Die Spezialeffekte sind [eindrucksvoll].</i> <i>Die Charaktere sind [gruselig].</i> <i>[Mike Myles] spielt die Rolle von [Shrek].</i> <i>Es handelt sich um / geht um [ein grünes Monster].</i> <i>Der Film findet in [Rom] statt.</i> <i>Er ist romantisch / zu lang.</i></p>	<p>Storing vocabulary and structures</p> <p>AT 1: Listening to information about films and taking notes: listening & guessing which film is being described: ex3, ex4. AT 2: Describing a film for others to guess: ex5. AT 3: Matching film titles with descriptions; completing sentences about films; completing a gapped film description: ex1, ex2, ex6. AT 4: Writing a description of a film you've seen: ex7.</p>	<p>Practising using a dictionary to identify plural forms. Reinforcement: Übungsheft Higher p7</p> <p>Extension ex7: Give students pre-determined films to research and write about. Create a class thread for a film critic with several different current films represented.</p> <p>Übungsheft Higher p7; Grammatik p208</p>
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<p>6 Neue Medien, traditionelle Medien pages 16–17: Talking about & comparing more traditional media with modern media.</p> <p>Exam preparation and practice: Practice in picture-based discussion</p>	<p>Grammar: Subordinate clauses (wenn, weil); verb comma verb</p> <p>Key language: <i>Man kann eine Geschichte oder ähnliches genießen, wenn man Auto fährt.</i></p> <p><i>Man muss seine Phantasie benutzen, weil es keine Bilder gibt.</i></p> <p><i>Es ist gut, immer mehr Ausdrücke zu lernen und zu lesen, wie man neue Wörter buchstabiert.</i></p> <p><i>Wenn man keinen Strom hat, kann man sich immer noch entspannen.</i></p> <p><i>Man kann sich informieren oder eine Geschichte genießen, während man badet.</i></p> <p><i>Man kann gleichzeitig trainieren, Hausaufgaben machen oder basteln.</i></p> <p><i>Ich lese oft Liebesgeschichten.</i></p> <p><i>Ich lese oft Liebesgeschichten und ich höre gern Radio.</i></p> <p><i>Ich mag Radio hören, weil man gleichzeitig trainieren kann.</i></p> <p><i>Mein Sohn spielt gern am Computer, aber ich finde Computer kompliziert.</i></p>	<p>Using different techniques to extend answers: joining two sentences, adding opinions, adding an opposing view.</p> <p>AT1: Listening and making notes about new and traditional media. Listening and noting advantages and disadvantages of new media: ex4, ex5.</p> <p>AT2: Asking and answering questions based on a picture: ex7.</p> <p>AT 3: Reading statements and identifying new and traditional media.</p> <p>Reading chatroom entries & answering questions about them.</p> <p>Reading a text, labelling pictures; ex 1, 2 and 3.</p> <p>AT 4: Writing a page for a website about reading and radio habits: ex6.</p>	<p>Reinforcement: Übungsheft Higher p8</p> <p>Extension ex3: Ask students to consider what advances in technology will occur in the next few years. Students write a short passage about possible future developments, using structures from ex3 as support.</p> <p>Übungsheft Higher p8;</p> <p>Grammatik pp216–217</p>
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<p>7 Die neuen Medien – immer etwas Positives? pages 18– 19: Discussing the advantages and disadvantages of new media</p> <p>Exam preparation and practice: Extending answers and using more complex structures</p>	<p>Grammar: Modal verbs in the present tense Key language: <i>Man kann Musik herunterladen / online fernsehen / auf dem Handy spielen. Man kann mit dem Computer Zeit sparen – E-Mails zu schicken ist einfach und billig. Das Internet hilft beim Studium. Man kann Informationen schnell finden. Man verbringt weniger persönliche Zeit mit Freunden. Neue Technologien sind teuer und nicht immer zuverlässig. Kinder und junge Leute sind online und in Chatrooms nicht immer sicher. Es gibt zu viele unkontrollierte Sex- Webseiten.</i></p>	<p>Structuring simple arguments & using a variety of structures to say what you think</p> <p>AT 1: Listening to information about the media and choosing from multiple choice options: ex3.</p> <p>AT 2: Expressing your opinion about new technologies: ex4.</p> <p>AT 3: Reading a text about new media and saying whether views are positive or negative: ex1.</p> <p>AT 4: Listing advantages and disadvantages of new technologies. Writing an article about new technologies: ex2 & 5.</p>	<p>Reinforcement: Übungsheft Higher pp9–10; Extra A p186</p> <p>Extension: Extra B p187</p> <p>Übungsheft: Higher pp9–12; Grammatik p214</p>
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<p>Kapitel 1: Die Medien heute - Sprachtest pages 20–21: Preparing for a conversation about music</p>	<p>Grammar: using a range of tenses</p>	<p>Expressing opinions; using fillers and qualifiers</p> <p>AT 1: Listening to a model conversation and picking out questions, opinions and time references p20; CD4 track 2</p> <p>AT 2: Preparing for a conversation about music. Over to you! p21</p>	<p>www.klar.co.uk Media; GCSE revision section</p>
<p>Kapitel 1: Die Medien heute - Schreibtest pages 22–23: Preparing for an extended writing task about modern media</p>	<p>Grammar: using weil</p>	<p>Expressing opinions. Using advanced phrases.</p> <p>AT 3: Reading a text about the cinema and picking out opinions, key phrases and time phrases; p22.</p> <p>AT 4: Preparing for an extended writing task about modern Media; p23.</p>	<p>www.klar.co.uk Media</p>

Kapitel 2: Ich habe Reiselust! - AQA context: Leisure

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Was für ein Urlaubstyp bist du? pages 26–27 : Discussing what type of holiday you enjoy</p> <p>Exam preparation and practice: Reading strategies</p>	<p>Grammar: using preferences: gern, lieber, am liebsten</p> <p>Key language: <i>Ich fahre gern nach Österreich / nach London / in die Türkei.</i> <i>Ich bleibe gern zu Hause.</i> <i>Ich fahre lieber nach London.</i> <i>Am liebsten fahre ich Ski.</i> <i>Ich übernachte [immer] im Hotel / in einer Jugendherberge / auf einem Campingplatz / bei meiner Oma.</i> <i>Ich fahre oft / meistens [alleine / mit meiner Familie / mit Freunden / mit Freundinnen] in den Urlaub.</i> <i>Ich fahre gern mit Freunden / Freundinnen / in den Urlaub.</i> <i>Ich chille / lese gern.</i> <i>Ich liege / sonne mich lieber am Strand.</i> <i>Die Ferien sind entspannend / locker / langweilig.</i></p>	<p>Reading for gist. Using cognates to help with meaning.</p> <p>AT 1: Listening and identifying holiday preferences. Listening for details of holiday plans: ex3 ex4. AT 2: Asking and answering questions about holidays: ex5. AT 3: Understanding people's holiday preferences. Doing a quiz on what type of holiday you prefer: ex1, ex2. AT 4: n/a</p>	<p>ICT: Writing an email to a friend about ideal holiday.</p> <p>Reinforcement: Übungsheft Higher p13</p> <p>Extension ex5: Students write a short email to a German friend describing their ideal summer or winter holiday.</p> <p>Übungsheft Higher p13; Grammatik p210</p>

<p>2 Urlaub lieber mit den Freunden als mit der Familie pages 28–29: Talking about holiday activities</p> <p>Exam preparation and practice: Using context to help with meaning (reading).</p>	<p>Grammar: modes of address: du, ihr, Sie</p> <p>Key language: <i>Hier kann man tauchen / chillen / sich sonnen / wandern gehen. In den Ferien will ich (nicht) Kajak / Volleyball / Fußball / Klettern ausprobieren. Man kann auch Tagesausflüge nach [Budapest] machen. Hier übernachtet man im Zelt / im Wohnwagen / im Hotel / im Freien. Hier gibt es Einkaufs- und Waschmöglichkeiten / einen Spielplatz / eine Minigolfanlage. Der Jugendcampingplatz sieht interessant / gut/ langweilig / locker aus. Das Hotel / Sportcamp ist toll / anstrengend / billig, finde ich.</i></p>	<p>Using context to help with meaning.</p> <p>AT 1: Listening to teenagers and choosing appropriate holiday for them. Listening and completing gapped sentences: ex4, ex5. AT 2: Discussing the holidays from the brochure and expressing your opinion: ex7. AT 3: Reading a holiday brochure and understanding key words. Deciding which holiday German sentences refer to. Identifying who is being addressed: ex1, 2+3. AT 4: Writing an email about the holidays from the brochure: ex6.</p>	<p>ICT opportunities ex6: Writing an email.</p> <p>Reinforcement Übungsheft Higher p14</p> <p>Extension ex7: Ask the class to vote on their favourite holiday. Students represent this in the form of a graph with a TL description of class preferences.</p> <p>Übungsheft Higher p14; Grammatik p205</p>
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<p>3 Berlin pages 30–31: Talking about a city you have visited Using the perfect tense</p> <p>Exam preparation and practice: Using the perfect tense in speaking + writing.</p>	<p>Grammar: Using the perfect tense with haben and sein</p> <p>Key language: <i>In den Sommerferien / Gestern/ Letztes Jahr / Am Wochenende / Am Nachmittag / Am Abend ...</i> <i>bin ich [mit dem Zug] nach [Berlin] gefahren.</i> <i>bin ich einkaufen / ins Open-Air-Konzert / ins Restaurant gegangen</i> <i>bin ich [mit der U-Bahn] zum [Reichstag] gefahren.</i> <i>Ich habe ein T-Shirt gekauft / die Sehenswürdigkeiten besucht / im Restaurant gegessen / Fotos gemacht / eine Stadttour gemacht.</i> <i>Berlin ist / war spektakulär / lebendig / schön / historisch.</i></p>	<p>Using the perfect tense in speaking and writing.</p> <p>AT 1: Listening and making notes in English about tourists in Berlin; Listening to and following a text and identifying opinion; ex2, ex3. AT 2: Asking and answering questions about a city visit: ex5 AT 3: Matching past tense sentences to pictures; reading a blog about a visit to Berlin + completing a multiple choice activity: ex1, ex4. AT 4: Writing a blog report about a city visit: ex6.</p>	<p>www.klar.co.uk: Holidays & countries; Grammar index ICT opportunity ex6: Students research their dream destination online and write about an imaginary visit there. Reinforcement: Übungsheft Higher p15 Extension ex5: Give students random pictures from travel brochures. They then use a dictionary and their imagination to talk about a visit they have had to that destination. Übungsheft Higher p15; Grammatik pp206–207.</p>
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<p>4 Unterwegs pages 32–33: Giving directions and describing a journey.</p> <p>Exam preparation and practice: Asking and answering questions</p>	<p>Grammar: Using the imperative Sie.</p> <p>Key language: <i>Wie komme ich am besten zum Park / zum Museum / zum Parkplatz / zum Geldautomaten / zur Galerie?</i> <i>An der Kreuzung / Ampel fahren Sie rechts / links ab.</i> <i>Dort fahren Sie geradeaus weiter bis zum Kreisverkehr / Hotel.</i> <i>In [hundert] Metern ist das [Hotel] auf der rechten / linken Seite.</i> <i>Letzte Woche / Vor einigen Tagen / Letztes Wochenende / Gestern bin ich mit dem Bus / Zug nach [Ulm].</i> <i>Ich bin mit einer Freundin / einem Freund gefahren.</i> <i>Wir sind um [neun] Uhr mit dem Auto / Rad abgefahren und um [elf] Uhr angekommen.</i> <i>Unterwegs haben wir geplaudert / den Weg verfehlt.</i> <i>Meiner Meinung nach war die Autofahrt / Zugreise / Busreise sehr entspannend / angenehm / lustig / schnell / langsam / (un)bequem / langweilig / ermüdend / stressig</i> <i>Das nächste Mal fahre ich lieber [mit dem Zug] dahin!</i></p>	<p>Understanding of more complex directions.</p> <p>AT 1: Listening to and matching directions. Listening for detail in a conversation about directions: ex2, ex3. AT 2: Asking for and giving directions: ex4. AT 3: Matching directions with pictures; understanding details of different journeys. Answering comprehension questions on 3 texts: ex1, 5 and 6. AT 4: Writing a report of a journey: ex7.</p>	<p>ICT tasks: ex5: Using mapping websites; ex7: Writing a report for a web page.</p> <p>Reinforcement: Übungsheft Higher p16</p> <p>Extension: ex 3: Ask students to add an extra column to their table and use it to note down an extra detail about each dialogue.</p> <p>Übungsheft Higher p16; Grammatik p213</p>
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<p>5 Eine Fliege in der Suppe pages 34–35: Eating out</p> <p>Exam preparation and practice: Using the imperfect/simple past in speaking and writing.</p>	<p>Grammar: The imperfect/simple past: war, hatte, es gab.</p> <p>Key language: <i>Ich möchte [zweimal Kaffee], bitte. Ich nehme [die Tagessuppe]/ die französische Zwiebelsuppe / Forelle/den Bratwurststeller /das Schnitzel / Rumpsteak / Lachssteak mit Pommes frites / Sauerkraut / Salat / Reis / Gurkensalat / Bratkartoffeln / Bohnen/ Käse / Reis den Apfelstrudel / die Schokoladentorte / das gemischte Eis / mit Vanilleeis / Sahne. eine Cola / Fanta / Apfelsaftschorle / Tasse Kaffee ein Mineralwasser / Bier / Glas Tee / den Hauswein Die Rechnung! Zahlen, bitte! Es liegt in [einer Gartenanlage] und hat [super köstliche] Speisen. Die Kellner/innen waren [äußerst freundlich] und besonders [aufmerksam]. Das hat uns [besonders gut] gefallen. Die Vorspeisen / Hauptgerichte / Nachspeisen waren alle [super lecker]. Ich habe [das Lachsteak mit Bratkartoffeln und Bohnen] gegessen und [Cola] getrunken. Das war sehr [frisch und schmackhaft]. Die Toiletten waren [gut gepflegt]. Es gab [weiche Tücher am Waschbecken].</i></p>	<p>AT 1: Listening to people's orders in a restaurant and noting details. Understanding jokes on the topic of food: ex2 and 4. AT 2: Ordering in a restaurant: ex3. AT 3: Reading a menu and identifying food and drink items. Reading a restaurant review + completing a form: ex1 and 5. AT 4: Writing a restaurant review: ex6.</p>	<p>www.klar.co.uk: Health & food to review prior knowledge of food/drink vocab.</p> <p>Reinforcement: Übungsheft Higher p17</p> <p>Extension: ex 5: Students act as linguistic detectives & list every verb in the text and then categorise them into present & imperfect forms. They should describe the rules for the verbs in the text and then collect ideas from the group.</p> <p>Übungsheft Higher p17; Grammatik p219</p>
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<p>6 Mein Ferienalptraum pages 36–37: Describing a disastrous past holiday.</p> <p>Exam preparation and practice: Reading longer texts and adding interest to your writing.</p>	<p>Grammar: The perfect tense with separable verbs; verb in second place. Key language: In den Sommerferien bin ich mit meinem Vater / meiner Familie / Schwester nach Kroatien / Spanien gefahren. Letztes Jahr sind wir mit dem Auto / Zug [in die Berge] gefahren. Der Flug / Die Reise hat [elf] Stunden gedauert. Am ersten Tag haben wir ferngesehen / Leute kennengelernt / eine Show gesehen. Am nächsten Tag sind wir ins Café gegangen / schwimmen gegangen Nächstes Jahr bleibe ich zu Hause.</p>	<p>Using expressions of time and a variety of tenses. AT 1: Noting differences between written and audio holiday reports: ex3. AT 2: Giving a presentation on a disastrous holiday: ex5. AT 3: Matching headlines to holiday accounts. Reading holiday accounts and answering questions: ex1 and ex2. AT 4: Writing a report about a disastrous holiday: ex4.</p>	<p>ICT opportunity ex5: Record students' presentations as an MP3 or MP4 file and upload them onto the German webpage.</p> <p>Reinforcement: Übungsheft Higher pp18–19</p> <p>Extension: Übungsheft Higher pp18–19</p> <p>Grammatik p207</p>
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<p>7 Das war eine Reise wert pages 38–39: Talking about different customs and celebrations.</p> <p>Exam preparation and practice: Exam-style reading practice.</p>	<p>Grammar: Using dieser and jeder.</p> <p>Key language: <i>Das Fest findet jedes Jahr / im Sommer / im September / zu Silvester statt. Das Fest heißt [Villacher Kirchtag]. Es gibt Bierzelte / Imbissstuben / Musik / einen Zug. Dort kann man tanzen / ein Feuerwerk / Konzerte / Spiele sehen. Das macht [jede Menge] Spaß. Ich habe [das Oktoberfest] zum ersten Mal miterlebt. Das ist ein sehr berühmtes Fest / ein großes Volksfest in [München]. Ich habe getanzt / geplaudert / gelacht / [Bratwurst] gegessen. Das war toll, weil es zur Faschingszeit war. Das hat mir gefallen, weil man alle Weihnachtsgeschenke kaufen kan). Das hat mir nicht gefallen, weil es einfach zu viele Leute gab / es sehr laut war. Ich möchte unbedingt nächstes Jahr wieder dahin fahren.</i></p>	<p>Including opinions and giving reasons for opinions. Refining memory skills using the perfect tense as a stimulus.</p> <p>AT 1: Listening and making notes in English on different festivals: ex4. AT 2: Asking and answering questions at a tourist office about events: ex3. AT 3: Reading and understanding the gist of postcards. Reading and identifying correct statements: ex1 and ex2. AT 4: Writing a competition entry about a festival / celebration: ex5.</p>	<p>Reinforcement: Übungsheft Higher pp20–21; Extra A p188</p> <p>Extension ex 5: Challenge students to use dieser and jeder at least once in their writing & to include at least three opinions, with reasons; Extra B p189</p> <p>Übungsheft Higher pp20–23; Grammatik p208</p>
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<p>Kapitel 2: Ich habe Reiselust! Sprachtest pages 40–41: Preparing for an interview about holidays.</p>	<p>Grammar: Using a range of tenses</p> <p>Exam strategies: Using a range of adjectives and vocabulary</p>	<p>Using a range of adjectives and vocabulary.</p> <p>AT 1: Listening to a model conversation and carrying out activities on predicting, different tenses, adjectives and adverbs: p40.</p> <p>AT 2: Preparing for an interview about holidays. Over to you! p41</p>	<p>www.klar.co.uk: Holidays & countries; revision for GCSE</p>
<p>Kapitel 2: Ich habe Reiselust! Schreibtest pages 42–43: Preparing for an extended writing task about a past holiday.</p>	<p>Grammar: Range of tenses, modal verbs and dative endings.</p>	<p>Learning set expressions; making things up.</p> <p>AT 3: Reading a text about a holiday and picking out verbs in different tenses, modal verbs and words used in the dative case: p42.</p> <p>AT 4: Preparing for an extended writing task about a past holiday: p43.</p>	<p>www.klar.co.uk: Grammar index</p> <p>www.languagesonline.org.uk: Grammar Units: Perfect; modals; Dative case</p>

<p>Kapitel 2 Ich habe Reiselust! Hör- und Lesetest pages 44–45: Practising exam-style listening and reading tasks. (CD4 track 4)</p>	<p>Grammar: n/a Exam strategies:</p> <ul style="list-style-type: none"> • reading questions carefully • listening for cognates and near-cognates • not leaving answers blank • using questions to help you predict • recognising time references 	<p>Identifying the main points and extracting detail. Understanding reference to past and present events. Recognising points of view.</p> <p>AT 1: Listening and completing a form with personal information. Listening and choosing the four correct sentences: p44. AT 2: Reading about holidays and choosing the correct name. Completing gapped sentences: p45.</p>	<p>www.klar.co.uk: Holidays & countries</p> <p>Logo 4, pp. 192-193, all reading tasks.</p>
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Kapitel 3: Unser Schulleben- AQA context: Work and Education

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Stundenplan der Klasse 9b pages 48–49: Discussing your timetable and comparing subjects; giving reasons using weil.</p>	<p>Grammar: Word order after weil; comparing two things.</p> <p>Key language: <i>Die [erste] Stunde beginnt um [acht Uhr] und endet um [acht Uhr fünfundvierzig].</i> <i>Wir haben die [zweite] große Pause um [neun Uhr fünfunddreißig].</i> <i>Biologie, Chemie, Darstellendes Spiel, Deutsch, Englisch, Erdkunde, Französisch, Gemeinschaftskunde, Geschichte, Informatik, Kunst, Latein, Mathe, Musik, Philosophie, Physik, Politik, Sport.</i> <i>Mein Lieblingsfach ist / war [Latein].</i> <i>Meine Lieblingsfächer sind / waren [Geschichte] und [Erdkunde].</i> <i>[Chemie] habe ich montags / dienstags</i> <i>Wir haben [Sport] einmal / zweimal / dreimal in der Woche.</i> <i>Ich finde Fächer wie [Chemie] sehr schwer.</i> <i>Ich finde [Sprachen] viel schwerer als [Mathe].</i> <i>Ich finde [Politik] sehr nützlich / interessant / leicht / schwer / logisch.</i></p>	<p>12-hour and 24-hour clock times</p> <p>AT 1: Listening to complete the time details in a school timetable; listening to students talk about school and making notes: ex2+3. AT 2: Asking and answering questions about school subjects: ex7. AT 3: Reading and understanding a school timetable; reading opinion of subjects on a chat forum; answering questions on the texts from the forum: ex1, 4 and 5. AT 4: Answering questions about school subjects: ex6.</p>	<p>www.klar.co.uk: School & subjects</p> <p>Reinforcement: Übungsheft Higher p24</p> <p>Extension: Ask students to write simple sentences comparing TV programmes, types of film, types of music and forms of media, in order to practise the comparative in different contexts from that met in this unit.</p> <p>Übungsheft Higher p24; Grammatik p210, p216</p>

<p>2 Unser Schultag pages 50–51: Describing a typical school day Using negatives</p> <p>Exam preparation and practice: Expressions and structures to use in speaking and writing tasks</p>	<p>Grammar: Negatives</p> <p>Key language: <i>Um [sechs Uhr] wache ich auf / stehe ich auf / dusche ich / frühstücke ich. Ich esse Müsli / Toastbrot / Schinken / Käse. Um [zehn nach sieben] fahre ich [mit dem Schulbus] in die Schule. Gegen [zwei Uhr] esse ich zu Mittag. Um [halb zwei] endet der Schultag / fahre ich nach Hause. Am Nachmittag fahre ich wieder in die Schule / mache ich AGs. Um [sechs Uhr] gibt's Abendessen / mache ich meine Hausaufgaben / sehe ich fern. Gegen [zehn Uhr] gehe ich ins Bett.</i></p>	<p>Expanding speaking and writing: times, opinions, <i>weil</i> and the past tense</p> <p>AT 1: Listening to details of a school day and picking out times. Listening again for more details: ex 3; ex 4</p> <p>AT 2: Asking and answering questions about the school day: ex 5</p> <p>AT 3: Reading a report about a school day and identifying specific phrases. Answering questions in English on a report: ex1; ex 2</p> <p>AT 4: Writing a report of a school day for a partner school: ex 6</p>	<p>Reinforcement: Übungsheft Higher p25</p> <p>Extension: ex3: Encourage students to find out more about reflexive verbs, such as <i>aufwachen</i> and <i>aufstehen</i>, by looking at page 205 of the Student's Book.</p> <p><i>Grammatik</i> p213</p>
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Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>3 Schulregeln – streng verboten! pages 52–53: Making pledges and discussing school rules; using the future tense</p> <p>Exam preparation and practice: Using a range of tenses.</p>	<p>Grammar: Using the future tense</p> <p>Key language: <i>Ich werde meine Hausaufgaben machen.</i> <i>Ich werde jeden Tag pünktlich / mit dem Rad zur Schule kommen.</i> <i>Ich werde hilfsbereit / pünktlich / höflich sein.</i> <i>Ich werde weder [gemein] noch [aggressiv] sein.</i> <i>Ich werde mich ordentlich anziehen.</i> <i>Ich werde kein Messer zur Schule mitbringen.</i> <i>Ich werde nicht rauchen.</i> <i>Man muss die Toiletten sauber halten / Hausaufgaben machen / im Gang / auf den Treppen langsam / ordentlich gehen / alle Computer / Lichter am Ende des Tages ausschalten.</i> <i>Man darf nicht kichern / lachen / flüstern / plaudern / mit dem Skateboard zur Schule kommen / keinen Kaugummi auf den Boden wegwerfen.</i> <i>Man soll mit dem [Bus / Rad] zur Schule kommen / nicht schwänzen.</i> <i>Mobbing ist / Messer sind streng verboten.</i> <i>Meiner Meinung nach ist das sehr gut / (un)fair / OK / streng / locker / unmöglich.</i></p>	<p>Giving your opinion in the present, past and future tenses</p> <p>AT 1: Listening and identifying past, present and future tense use. Matching school rules mentioned to pictures. Listening again and making notes in English: ex4; ex6; ex7. AT 2: Discussing your own school rules/pledges for the coming term: ex2 AT 3: Matching school rules/pledges to pictures. Reading school rules from 100 years ago, answering questions: ex1; ex5. AT 4: Inventing your own school rules. Writing about your school rules for a partner school: ex3; ex8.</p>	<p>Reinforcement: <i>Übungsheft Higher</i> p26; Grammatik pp206-207, p214</p> <p>Extension: ex4: As a follow-up, ask students to say what each speaker says about their school experiences (whether past, present or in the future) and what their opinion of the school or activities they mention is.</p>

<p>4 Schuluniform – nein, danke! pages 54–55: Discussing the pros and cons of school uniform; using adjectives.</p> <p>Exam preparation and practice: Recognising inferences in reading passages.</p>	<p>Grammar: Adjective endings</p> <p>Key language: <i>Ich trage ...</i> <i>Er / Sie trägt ...</i> <i>einen roten / weißen / grünen Rock / Pullover.</i> <i>eine gelbe / schwarze / blaue Hose / Jacke / Krawatte / Bluse</i> <i>ein (goldenes / buntes / gestreiftes) Kleid / Hemd / Sweatshirt / T-Shirt / Polohemd.</i> <i>gepunktete / karierte Jeans / Strümpfe / Strumpfhosen / Shorts / Schuhe / Sportschuhe.</i> <i>Das kann zu Problemen führen.</i> <i>Ich bin total gegen / für eine Schuluniform.</i> <i>Das finde ich negativ / positiv / teuer.</i> <i>Es gibt mehr Nachteile als Vorteile.</i> <i>Ein anderer Nachteil / Vorteil ist, dass ...</i></p>	<p>Adding ‘colour’ to text: including <i>wenn</i> and <i>weil</i> sentences; discussing the pros and cons of an issue</p> <p>AT 1: Listening for opinions in a talkshow about school uniform. Listening and noting details of colours and items of uniform clothing: ex3; ex5.</p> <p>AT 2: Discussing a photo in a group. ex6</p> <p>AT 3: Reading an article and identifying different points of view. Selecting specific phrases from an article: ex1; ex2.</p> <p>AT 4: Writing a text on the pros and cons of school uniform: ex4.</p>	<p>ICT opportunity: ex5: Give five minutes on a simple art package to sketch a young person from the 60s, 70s or 80s with appropriate clothing & colours. Students swap sketches and describe the ‘fashion tragedies’, using the correct adjective endings.</p> <p>Reinforcement: <i>Übungsheft Higher</i>, p27</p> <p>Extension: ex 2: Ask students to find and make a note of any other phrases from the article which they could use to give their opinions on a topic, such as <i>Ich werde immer für ... sein.</i></p>
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<p>5 Meine Traumschule pages 56–57: Comparing your school with your ideal school; using pronouns to talk about different people</p> <p>Exam preparation and practice: Understanding longer texts.</p>	<p>Grammar: Pronouns: Nominative, accusative, dative.</p> <p>Key language: <i>Unsere Schule liegt [am Stadtrand].</i> <i>Es gibt dort über [1.500] Schüler.</i> <i>In meiner Klasse gibt es [29] Schüler.</i> <i>Die Schüler / Lehrer sind ziemlich sympathisch / nett / fair / streng.</i> <i>Die Schule ist [sehr / echt] alt / schrecklich / dreckig.</i> <i>Die Klassenzimmer sind meistens frisch / modern / sauber.</i> <i>Wir haben eine [große / neue] Sporthalle / Kantine / Bibliothek.</i> <i>Nach der Schule gibt es viele / keine AGs.</i> <i>Es gibt keinen / einen Chor.</i> <i>Es gibt kein / ein Orchester.</i> <i>Das ist schade / positiv, finde ich.</i></p>	<p>Predicting language from questions (listening) AT 1: Listening and completing a form about a school: ex3. AT 2: Preparing a presentation about your school: ex4. AT 3: Reading an email about a school and completing a form with specific details. Answering questions in English on the email. Answering questions on a poster about a dream school. Matching sentence beginnings and endings about a dream school: ex1; ex2; ex6; ex7. AT 4: Writing about your school for the school website. Describing your dream school of the future: ex5; ex8.</p>	<p>ICT opportunity: ex8: Students complete this activity as a rolling PowerPoint presentation.</p> <p>Reinforcement: <i>Übungsheft Higher</i> pp28–29</p> <p>Extension: ex 1: To reinforce learning from earlier in the chapter, you might like to ask the class to find examples of the following in the text: negatives, a <i>wenn</i> and a <i>weil</i> clause, opinions.</p> <p><i>Grammatik</i> p209</p>
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Topic area & objectives	Key language & grammar	Skills	ICT/Hwk etc.
<p>6 Die besten Tage deines Lebens? pages 58–59: Talking about the pressures at school. Using <i>wenn</i>.</p> <p>Exam preparation and practice: Using a range of tenses in writing & speaking.</p>	<p>Grammar: <i>wenn</i></p> <p>Key language: <i>Ich habe Angst vor Messern / den Prüfungen.</i> <i>Ich habe keine Freunde.</i> <i>Ich habe Probleme mit dem Unterricht.</i> <i>Die Hausaufgaben finde ich stressig.</i> <i>Die Mitschüler mobben mich.</i> <i>Ich bekomme schlechte Noten.</i></p>	<p>Using all three tenses. AT 1: Listening to a radio programme and identifying the problems. Listening again and choosing correct option from sentences: ex5; ex6. AT 2: Creating and discussing a mind map about problems at school: ex8. AT 3: Picking out tenses in an article about problems at school. Translating key phrases in the article. Matching pictures to specific school problems: ex1; ex2; ex4. AT 4: Writing a report about an incident at school. Writing sentences using <i>wenn</i>: ex3; ex7.</p>	<p>Reinforcement: <i>Übungsheft Higher</i> pp30–31, <i>Extra A</i> p190; <i>Extra B</i> p191. Extension ex6: Provide students with background info on the German marking system and the concept of <i>sitzen bleiben</i>-repeating a year if your results are not satisfactory (as mentioned in listening passage 4 in ex. 5). You could discuss this practice with students and ask if they think it should be introduced in the UK. <i>Grammatik</i> p217</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/Hwk/resources
<p>Sprachtest pages 60–61: Preparing for a conversation on school.</p> <p>Exam strategies: Using linking words and fillers.</p>	<p>Grammar: Using a range of tenses. Inversion and subordination.</p>	<p>AT 1: Listening to a model conversation and picking out grammatical structures, qualifiers and linking words: p60.</p> <p>AT 2: Preparing for a conversation on school: Over to you! p61</p>	<p>Reinforcement: Grade Studio C p61 Extension: Grade Studio A and A* p61 Resources: CD4 track 5.</p>
<p>Schreibtest pages 62–63: Preparing for an extended writing task about school.</p> <p>Exam strategies: Using time phrases. Writing a plan. Checking your work.</p>	<p>Grammar: Using a range of tenses. Prepositions. Using adjectives.</p>	<p>AT 3: Reading a text about school and picking out plurals, time phrases and adjectives: p62.</p> <p>AT 4: Preparing for an extended writing task about school: p63.</p>	<p>Reinforcement: Grade Studio C p63 Extension: Grade Studio A and A* p63</p>

Kapitel 4: Kind, Freund, Bürger - AQA context: Lifestyle: Relationships and choices

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Zu Hause geht's gut pages 66–67: Talking about your family. Reviewing the accusative case.</p>	<p>Grammar: The accusative case Relative pronouns</p> <p>Key language: <i>Ich habe einen Halbbruder / Bruder / Stiefvater / Sohn / Onkel, der [Peter] heißt.</i> <i>Ich habe eine Schwester / Halbschwester / Mutter / Tochter, die [Angelika] heißt.</i> <i>Ich habe zwei Brüder / Schwestern, die [Hans] und [James] heißen.</i> <i>Ich habe eine jüngere Schwester.</i> <i>Ich bin Einzelkind.</i> <i>Mein Bruder / Meine Oma / Meine Stiefmutter heißt [Sam].</i> <i>Meine Eltern heißen [Susan] und [Ian].</i> <i>Ich finde ihn / sie oft ...</i> <i>Er / Sie ist ab und zu ...</i> <i>Sie sind immer</i> <i>sehr / wirklich / total / (nicht) zu / ziemlich / ganz</i> <i>nett / egoistisch / faul / frech / geduldig / (un)freundlich / komisch / großartig / komisch / gut gelaunt / schlecht gelaunt / klasse / humorvoll / humorlos / unhöflich / streng / gemein</i></p>	<p>Using compound nouns. AT 1: Listening and choosing the correct family member. Listening to people describing their family and saying if it is positive, negative or both: ex2; ex4. AT 2: Taking part in a picture-based discussion about a family: ex5. AT 3: Understanding descriptions of family members. Reading and picking out positive and negative Characteristics: ex1; ex3. AT 4: Writing a text about a family group: ex6.</p>	<p>ICT: ex6: Students look at websites of popular German soap operas & research the dynamics in a family/friendship group; students can then present their findings as an alternative to exercise 6. Reinforcement <i>Übungsheft Higher</i> p34. Extension ex2: Compound nouns +reminder that the final part of the c. noun carries info about plural forms & gender. <i>Grammatik</i> p209, p217</p>

Topic area & objectives	Key language & grammar	Skills	ICT/ Hwk etc.
<p>2 Sie gehen mir auf die Nerven pages 68–69: Discussing how well you get on with family and friends. Using separable verbs.</p> <p>Exam preparation and practice: Exam-style reading activities.</p>	<p>Grammar: Separable verbs</p> <p>Key language: <i>Wie kommst du mit John / deinem Vater / deiner Mutter aus?</i> <i>Ich komme [sehr / ziemlich / nicht] gut mit ihm / ihr aus.</i> <i>Ich kann ihn / sie (nicht) leiden.</i> <i>Er / Sie geht mir auf die Nerven.</i> <i>Ich verstehe mich (nicht) gut mit meinem Bruder / meiner Schwester.</i> <i>Ein guter Freund hat immer Zeit für dich / gibt immer Unterstützung / redet mit dir über alles / hat die gleichen Interessen / hat viel Geduld / soll nicht neidisch auf andere Freunde sein.</i></p>	<p>AT 1: Listening to check answers. Listening to someone describing a friend and choosing the four correct statements: ex2; ex5. AT 2: Asking and answering questions about your family: ex3. AT 3: Reading and completing a logic puzzle. Reading an internet forum about friendship and matching statements to correct writers: ex1; ex4. AT 4: Writing a blog entry about family and friends: ex6.</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> p35</p> <p>Extension: <i>Grammatik:</i> Further work on separable verbs. <i>Grammatik</i>, p. 205.</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>3 Brad oder Angelina? Was macht dich an? pp. 70–71: Discussing what attracts you to someone. Using separable verbs in different tenses.</p> <p>Exam preparation and practice: Written descriptions.</p>	<p>Grammar: Separable verbs review (different tenses)</p> <p>Key language: <i>Was macht dich / Jungen / Mädchen an?</i> <i>[Lange Haare] macht mich an.</i> <i>ein sympathisches Lachen / geheimnisvolle Augen / viel Humor / ein durchtrainierter Körper / ein gepflegtes Aussehen / gutes Aftershave / gutes Parfüm / Komplimente machen / gut zuhören können / guter Tänzer / gute Tänzerin / Schokolade und Blumen kaufen / natürlich sein</i> <i>Mein idealer Partner ist klein / groß / schlank / kräftig / muskulös / lustig/ liebevoll / nachdenklich / ruhig.</i> <i>Meine Traumfrau hat lange / kurze / blonde / schwarze Haare.</i> <i>Meine Traumfrau hat grüne / braune Augen.</i> <i>Meine ideale Partnerin sieht wie ... aus.</i></p>	<p>AT 1: Listening and matching partners from a reading text: ex3.</p> <p>AT 2: Going through quiz answers and asking a partner about what he/she find attractive. Asking and answering questions for speed-dating. Recording a video clip for a dating website: ex2; ex4; ex5.</p> <p>AT 3: Reading a quiz and matching English and German expressions. Reading texts from a dating website: ex1; ex3.</p> <p>AT 4: Writing a profile for a dating website: ex3.</p>	<p>ICT opportunities: ex5: Recording a video clip.</p> <p>Reinforcement: <i>Übungsheft Higher</i> pp36–37</p> <p>Extension: Ask students to do three descriptions and play a whole class game of ‘Guess who?’</p> <p><i>Grammatik</i> p207</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>4 Braut, Mutter, Hausfrau – altmodisch oder unfair? pages 72–73: Discussing different family structures. Using different types of connectives.</p> <p>Exam preparation and practice: Subordinating conjunctions and different connectives in speaking and writing.</p>	<p>Grammar: Subordinating conjunctions Connectives</p> <p>Key language <i>Ich will (nicht) heiraten, weil ... die Ehe gut für Kinder ist. Liebe wichtiger als ein Blatt Papier ist. auf immer und ewig unrealistisch ist. ich zuerst reisen will. ich die Welt sehen will. meine Eltern sich getrennt haben. meine Eltern sich geschieden sind.</i></p>	<p>Varying connectives</p> <p>AT 1: Listening to a text about views on marriage: ex1. AT 2: Playing a guessing game with a partner about family information: ex4. AT 3: Reading about views on marriage and matching key phrases. Answering questions on the text. Matching the beginnings and endings of sentences. ex1; ex2; ex3. AT 4: Writing a text about future family plans and views on marriage: ex5.</p>	<p>ICT opportunities ex3: Ask students to find out the percentages of German people who are married/in civil partnerships, single and divorced. Guide those with limited research skills, towards Wikipedia in German which may be a useful source of interesting statistics on families in Germany.</p> <p>Reinforcement <i>Übungsheft Higher</i> p38 Extension <i>Übungsheft Higher</i> p38; <i>Grammatik</i> pp216–217.</p>

Topic area & objectives	Key language & grammar	Skills	ICT/Hwk etc.
<p>5 Was würdest du tun? pages 74–75: Talking about problems and giving advice. Checking written work effectively.</p> <p>Exam preparation and practice: Checking written work.</p>	<p>Grammar: Adjective endings (accusative) Conditional mood</p> <p>Key language: <i>Ich habe ein großes Problem. Ich habe viele große Probleme! Meine Freundin hat angefangen, Drogen zu nehmen. Die andren Jungen in meiner Klasse schikanieren mich. Ich habe viele große Pickel überall im Gesicht. Wir bekommen sehr viele schwere Hausaufgaben und bald sind Prüfungen. Meine Freunde wollen alle abends im Park runhängen und Bier trinken. Was würdest du tun? Ich würde / Du solltest mit [Sarah] darüber sprechen. direkt fragen / machen, was ich will / mich entschuldigen / [ihm / ihr] vergeben / [eine SMS / einen Brief] schreiben.</i></p>	<p>Checking written work</p> <p>AT 1: Listening to pieces of advice and matching them to problems: ex3.</p> <p>AT 2: Naming problems and giving appropriate advice: ex4.</p> <p>AT 3: Matching teenage problems with English phrases. Completing a gapped text on the reading passage: ex1; ex2.</p> <p>AT 4: Describing a teenage problem for a web page and offering advice: ex5.</p>	<p>Reinforcement <i>Übungsheft Higher</i> p39</p> <p>Extension ex 5: Extend the activity by asking students to swap their problem with a partner, who should then write an alternative solution, so that varying advice for each problem is given.</p> <p><i>Übungsheft Higher</i> p39; <i>Grammatik</i> p211, p214.</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>6 Zusammen sind wir stärker pages 76–77: Talking about supporting the community. Manipulating new structures to suit own purposes.</p> <p>Exam preparation and practice: Using a range of tenses.</p>	<p>Grammar: Prepositions with the accusative</p> <p>Key language: <i>Was könnte man machen, um anderen zu helfen?</i></p> <p><i>Man könnte ...</i></p> <p><i>Ich würde (nie / gern) ... sich / mich um die Oma kümmern. Obdachlosen etwas zu essen geben. Spenden für den Umweltschutz sammeln. am Telefon für die Samariter arbeiten. mit behinderten / gehbehinderten Menschen Zeit verbringen. für Menschenrechte kämpfen. Briefe schreiben – an Menschen, die in einem ausländischen Gefängnis sind.</i></p>	<p>Manipulating structures</p> <p>AT 1: Listening and picking out the voluntary activities undertaken: ex3.</p> <p>AT 2: Discussing a photo: ex5.</p> <p>AT 3: Matching texts about voluntary work activities with pictures.</p> <p>Reading an email and picking out time frames: ex1; ex4.</p> <p>AT 4: Writing captions for pictures.</p> <p>Writing a magazine article about how your school helps the community: ex2; ex6.</p>	<p>ICT opportunities: Ask students to visit the website of the <i>Straßenzeitung</i> of one of the major cities in Germany or Austria and to compare this with the <i>Big Issue</i> from the UK. Students list the similarities/differences in English.</p> <p>Reinforcement: <i>Übungsheft Higher</i> pp40–41; <i>Extra A</i> p192</p> <p>Extension: <i>Extra B</i> p193; <i>Grammatik</i> p209</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>Sprachtest pages 78–79: Preparing for a conversation about your family and friends. Exam strategies: Using time phrases and tenses. Opinions.</p>	<p>Grammar: Negatives Adjective endings</p>	<p>AT 1: Listening to a model conversation and carrying out activities on picking out adjectives, ways to keep the conversation going and verbal clues: p78. AT 2: Preparing for a conversation about your family and friends: Over to you! p79.</p>	<p>Reinforcement Grade Studio C p79 Extension Grade Studio A and A* p79 Resources CD4 track 6</p>
<p>Schreibtest pages 80–81: Preparing for an extended writing task about relationship problems. Exam strategies: Checking written work Opinions</p>	<p>Grammar: <i>als, dass, wenn</i></p>	<p>AT 3: Reading about a family problem and finding key expressions and subordinate clauses: p80. AT 4: Preparing for an extended writing task about relationship problems: p81.</p>	<p>Reinforcement Grade Studio C p81 Extension Grade Studio A and A* p81</p>
<p>Hör- und Lesetest pages 82–83: Practice of exam-style listening and reading tasks. Exam strategies: Being aware of common word families.</p>	<p>Grammar: n/a Skills: Listening and reading for specific detail, including numbers. Identifying points of view and drawing conclusions. Coping with unfamiliar language.</p>	<p>AT 1: Listening to an answer machine message in a tourist office. Answering questions on an interview with an actor from a German television series talking about his fictional family: p82 ex1–2; p82 ex3. AT 3: Reading entries from a chat forum about grades in school reports: p83.</p>	<p>Resources: CD4 tracks 7–8</p>

Kapitel 5: Gesundheit – AQA context: Lifestyle: Healthy & unhealthy lifestyles & their consequences

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Du bist was du isst pages 86–87: Talking about your eating and drinking habits. Giving advice to a friend.</p> <p>Exam preparation and practice: Extending your answers (speaking).</p>	<p>Grammar: Informal commands</p> <p>Key language: <i>Müsli, Milch, Früchte, Apfelsaft, Käse, Joghurt, Brot, Wurst, Haferflocken, Reis, Nudeln, Suppe, Fisch, Obst, Äpfel, Bananen, Orangen, Aprikosen, Salat, Gemüse, Gurken, Karotten, Tomaten, Pilze, Erbsen, Zwiebeln Wasser, Kräuter-/Früchtetee [mit Honig], Süßigkeiten, Kuchen, Torten, süße Getränke, Säfte Iss / Probier mal [Schokolade]. Trink [Milch]. Zum Frühstück esse ich [nichts]. Zum Mittag esse ich gern [Toastbrot]. Zum Abendessen trinke ich [ab und zu] Milch. In der Pause trinke ich [normalerweise] Saft. Das war / finde ich lecker / gesund / ungesund.</i></p>	<p>Using <i>weder ... noch</i>. Extending your answers. AT 1: Listening to people talking about their eating habits and problems and selecting multiple choice options: ex3. AT 2: Asking and answering questions about eating habits: ex5. AT 3: Reading advice about healthy eating and picking out details: ex1. AT 4: Writing a brochure. Writing about what you eat and drink on a typical day: ex2; ex4.</p>	<p>Reinforcement: <i>Übungsheft Higher</i> p44 Extension: <i>Grammatik</i>: Do some work on the <i>ihr-</i> form of the imperative. Start by asking students how they would give advice to more than one friend and then work on some examples. <i>Grammatik</i> p213</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>2 Stubenhocker oder Sportskanone? Pp 88–89: Discussing healthy and unhealthy lifestyles. Preparing for listening activities.</p> <p>Exam preparation and practice: Listening strategies</p>	<p>Grammar : n/a</p> <p>Key language: <i>Ich gehe [dreimal] in der Woche zum Training.</i> <i>Sport macht mir Spaß.</i> <i>Sport fällt mir schwer, weil ich unfit bin.</i> <i>Mein Lieblingsessen ist [Currywurst mit Pommes].</i> <i>Mein Lieblingsgetränk ist [Milch].</i> <i>Ich fahre mit dem [Auto / Rad] zur Schule, weil das [schnell / entspannend] ist.</i> <i>Ich rauche [ab und zu].</i> <i>Ich habe [nie] geraucht.</i> <i>Ich bin (un)fit / aktiv / sportscheu / übergewichtig.</i></p>	<p>Using questions to help focus in listening tasks.</p> <p>AT 1: Listening to teenagers with weight problems and answering questions in English; ex4.</p> <p>AT 2: Asking and answering questions about healthy / unhealthy lifestyles; ex3.</p> <p>AT 3: Reading about healthy and unhealthy lifestyles. Categorising and matching sentence beginnings and endings: ex1; ex2</p> <p>AT 4: Writing about how healthy / unhealthy you are: ex5.</p>	<p>ICT: Research online which foods contain which vitamins and minerals. Using simple phrases such as <i>In Orangen findet man Vitamin C</i>, students add comments as to why certain foods are healthier than others.</p> <p>Reinforcement <i>Übungsheft Higher</i> p45</p> <p>Extension ex2: Put Fred's excuses for not doing sport on the left-hand side of the board and Stefanie's advice on the right, then match the correct advice to each excuse.</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>3 An der Sportklinik pages 90–91: Talking about illnesses. Using correct adjective endings.</p>	<p>Grammar: <i>seit</i> + present tense Adjective endings</p> <p>Key language: <i>Es geht mir sehr schlecht. Mir ist schlecht. Ich bin krank. Ich habe seit [vorgestern / heute früh / einer Woche] Durchfall / Fieber / Schnupfen / Husten / Kopfschmerzen / Bauchschmerzen / Rückenschmerzen / Ohrenschmerzen / Halsschmerzen.</i> <i>[Der / Mein Arm] tut weh. [Mein Fuß] ist geschwollen. Ich habe gestern meinen linken Fuß verstaucht / mein rechtes Bein gebrochen / verletzt. Er bleibt im Bett. Sie wird [diese Woche / morgen] (nicht) zur Schule kommen.</i></p>	<p>Compound nouns</p> <p>AT 1: Listening to advice and identifying correct treatments. ex2 AT 2: Leaving answerphone messages about illnesses. ex3 AT 3: Reading about problems and matching to pictures. Reading absence notes and picking out tenses: ex1; ex4. AT 4: Writing an email about the illness of an exchange partner. ex5</p>	<p>Reinforcement <i>Übungsheft Higher</i> p46; <i>Grammatik</i> p211, p218 Extension ex3: Early finishers could record additional messages based on their own choice of ailments or injuries. Point out that it is quite easy to make illnesses up in German by forming a compound noun: <i>Zahn + Schmerzen = Zahnschmerzen</i> (toothache); <i>Magen + Schmerzen = Magenschmerzen</i> (stomachache).</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>4 So jung und schon gestresst? Pp. 92–93: Discussing teenage stress. Using the conditional mood.</p> <p>Exam preparation and practice: Using the conditional mood in writing and speaking.</p>	<p>Grammar: The conditional mood</p> <p>Key language: <i>Es ist mir sehr wichtig ... in der Klasse beliebt zu sein. wie die Bilder in den Medien auszusehen (attraktiv, sexy, schlank). die neueste Markenkleidung zu tragen. meine Eltern nicht zu enttäuschen. reich und berühmt zu werden. eine Freundin zu haben. die Prüfungen zu bestehen. mich nicht mit meinen Freunden zu streiten. gut zu schlafen. Zu Hause fühle ich mich gestresst / kaputt / aggressiv / deprimiert. In der Schule bin ich (total) erschöpft / müde / einsam. Ich mache mir Sorgen über die Schule / die Prüfungen / meine Haut / meine Figur.</i></p>	<p>Listening Listening to a radio programme about stress and completing a form in English. ex4</p> <p>Speaking Comparing answers about what is important to you. Making and discussing a mind map about teenage stress. ex3; ex6.</p> <p>Reading Categorising causes of stress. Categorising issues in order of importance to oneself. Reading problem letters and answering questions in English. ex1; ex2; ex5.</p> <p>Writing Writing a problem page letter about stress. ex7</p>	<p>Reinforcement <i>Übungsheft Higher</i> p47</p> <p>Extension ex7: Early finishers could swap their letter with someone else and write advice, using the conditional mood. <i>Grammatik</i> pp214–215</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>5 Jugendsucht pages 94–95</p> <p>Objectives Discussing teenage smoking and drinking issues Word order after <i>dass, weil</i> and <i>wenn</i></p> <p>Exam preparation and practice Exam-style reading practice</p>	<p>Grammar: Word order after <i>dass, weil</i> and <i>wenn</i></p> <p>Key language: <i>Ich rauche ab und zu / am Wochenende / auf Partys, weil das toll / cool / entspannend ist. weil meine Freunde das machen / ich Diät halte.</i> <i>Ich rauche nie, weil das teuer / tödlich ist. Ich finde, dass Rauchen eine Geldverschwendung ist. Meiner Meinung nach ist Rauchen ekelhaft/ gefährlich.</i> <i>Mit [zwölf] Jahren habe ich schon Alkohol getrunken.</i> <i>Am Wochenende habe ich ungefähr 6 Bier getrunken.</i> <i>Jetzt / Fast jedes Wochenende trinke ich viel Alkohol / bin ich betrunken.</i> <i>Ich weiß, / Ich glaube, / Ich mache mir Sorgen, dass ich viel trinke / ein Alkoholproblem habe / immer mehr trinke / auf dem Weg zum Alkoholiker bin.</i></p>	<p>Listening Listening to conversations and choosing a headline for each. Listening to a radio interview and selecting multiple choice answers. ex3; ex7</p> <p>Speaking Asking and answering questions about smoking. ex4</p> <p>Reading Reading an article about smoking and finding key phrases. Identifying positive and negative opinions. Reading about alcohol, identifying people. Matching English statements to correct people from article. ex1; ex2; ex5; ex6.</p> <p>Writing Describe an alcohol problem for a forum. ex8</p>	<p>Reinforcement <i>Übungsheft Higher</i> pp48–49</p> <p>Extension ex3: Challenge students to prepare a dialogue for the headline that was not used: <i>Sportler rauchen nicht!</i> <i>Grammatik</i> pp216–217</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>6 Drogen und Jugendliche pages 96–97: Discussing the drugs issue among teenagers. Coping with longer reading texts.</p> <p>Exam preparation and practice: Reading strategies</p>	<p>Grammar: n/a</p> <p>Key language: <i>Meiner Meinung nach ist [Rauchen / Trinken / Drogennehmen] gefährlich / cool.</i> <i>Für mich ist [Drogennehmen] das größte Problem für Jugendliche.</i> <i>Ich denke, dass [harte Drogen] schrecklich sind.</i> <i>Ich habe Angst, dass [meine Schwester mit Drogen anfangen wird].</i> <i>Es ist sehr schwierig, [Drogen / Zigaretten] aufzugeben.</i> <i>Ich bin total gegen [Drogen / Zigaretten].</i> <i>Man soll [Alkohol] auf jeden Fall vermeiden.</i> <i>Ich würde das Risiko nie eingehen.</i></p>	<p>Coping with longer reading texts: Breaking words down, cognates, context, looking for the verb at end of sentence.</p> <p>Listening Listening to a radio show and identifying each speaker. Listening again and choosing the correct answers from multiple choice options. ex3; ex4</p> <p>Speaking Discussing in a group problems relating to alcohol, smoking and drugs. ex5</p> <p>Reading Choosing paragraph headings for a longer text about drugs. Identifying specific details in the text. ex1; ex2</p> <p>Writing n/a</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> pp50–53, <i>Extra A</i> p194</p> <p>Extension Plenary: Students complete a second poem around the axis of <i>rauchen</i> or <i>Alkohol</i>. <i>Extra B</i> p195</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/Hwk/resources
<p>Sprachtest pages 98–99: Preparing for an interview about lifestyle.</p> <p>Exam strategies: Using a range of tenses, modal verbs and a variety of phrases.</p>	<p>Grammar: Question words</p>	<p>Listening Listening to a model conversation and picking out time references and specific information. p98</p> <p>Speaking Preparing for an interview about lifestyle. Over to you! p99</p>	<p>Reinforcement Grade Studio C p99</p> <p>Extension Grade Studio A and A* p99</p> <p>Resources CD4 track 9</p>
<p>Schreibtest pages 100–101: Preparing for an extended writing task about a healthy lifestyle.</p> <p>Exam strategies: Learning questions. Using <i>Sie</i> form.</p>	<p>Grammar: Pronouns Using <i>zu</i> + infinitive</p>	<p>Reading Reading a text about a healthy lifestyle and picking out questions, time expressions, infinitive expressions and inversion. p100</p> <p>Writing Preparing for an extended writing task about a healthy lifestyle. p101</p>	<p>Reinforcement Grade Studio C p101</p> <p>Extension Grade Studio A and A* p101</p>

Kapitel 6: Die Arbeitswelt – AQA context: Work and Education

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Der Jobmarkt pages 104–105: Discussing advantages of different jobs. Linking personality traits to jobs.</p> <p>Exam preparation and practice: Justifying opinions</p>	<p>Grammar: Adjective endings: Nominative Word order after <i>weil</i></p> <p>Key language: <i>Ich bin ... / Ich arbeite als ...</i> <i>Arzt / Ärztin, Zahnarzt / Zahnärztin, Tierarzt / Tierärztin, Lehrer(in), Briefträger(in), Elektriker(in), Mechaniker(in), Polizist(in), Sekretär(in), Krankenpfleger / Krankenschwester</i> <i>Ich mag / liebe den Job / die Arbeit, weil ...</i> <i>ich meine Fremdsprachen üben kann.</i> <i>ich gern mit anderen [Leuten / Tieren / Kindern] arbeite.</i> <i>ich gern im Freien bin.</i> <i>ich etwas Praktisches machen mag.</i> <i>[er] gut bezahlt ist.</i> <i>man Kontakt zu Menschen hat.</i> <i>ich gern in einem Team bin.</i> <i>ich viele Erfahrungen sammle.</i> <i>er Spaß macht / es viel zu tun gibt.</i> <i>ich gern allein arbeite.</i> <i>Ein guter Arzt ist immer / oft / nie ...</i> <i>attraktiv, berühmt, ehrlich, ernst, geduldig, gemein, großartig, höflich, humorlos, intelligent, komisch, locker, ordentlich, schüchtern, unfreundlich, unternehmungslustig</i></p>	<p>Language patterns (male/ female jobs) Listening Listening and choosing a picture for each conversation and noting the reasons for positive opinions. ex2 Speaking Guess job from a description. Asking/answering questions about suitable character traits for different jobs. ex3; ex5 Reading Matching jobs to pictures and selecting reasons for opinions. Reading an article about important qualities for the workplace and answering questions in English. ex1; ex4 Writing Writing case studies for a school career's brochure. ex6</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> p54 Extension ex6: Students write each case study as a passage (third person) with perhaps some made-up quotes from the job holders. <i>Grammatik</i> p211, p216</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>2 Babysitten macht Spaß pages 106–107: Talking about part-time jobs. Developing an understanding of word order.</p> <p>Exam preparation and practice: Justifying opinions</p>	<p>Grammar: More complex word order: <i>weil</i> with two verbs</p> <p>Key language: <i>Ich habe keinen Job.</i> <i>Ich habe einen Teilzeitjob.</i> <i>Ich arbeite als Kellner(in) / Verkäufer(in) / Stadtführer(in) / Babysitter.</i> <i>Ich arbeite in einem Supermarkt / Restaurant / Sportgeschäft / an einer Tankstelle.</i> <i>Ich trage Zeitungen aus.</i> <i>Ich arbeite am Wochenende / morgens / zweimal pro Woche / dreimal in der Woche / nach der Schule.</i> <i>Ich verdiene [€8] pro Stunde / pro Woche.</i> <i>Ich finde die Arbeit schwer / gut bezahlt / schlecht bezahlt / anstrengend / langweilig / interessant.</i> <i>Ich mag den Job (nicht), weil ...</i> <i>ich gern im Freien bin.</i> <i>ich gern etwas Praktisches mache.</i> <i>er [gut / schlecht bezahlt] ist.</i> <i>er Spaß macht / es viel zu tun gibt.</i> <i>ich gern allein arbeite.</i> <i>ich gern in einem Team bin.</i></p>	<p>Listening Listening to interviews about part-time jobs and picking out details. ex2</p> <p>Speaking Asking and answering questions about part-time jobs. ex3</p> <p>Reading Reading about people's jobs and completing details in English. Reading statistics about jobs and drawing a pie chart. ex1; ex4</p> <p>Writing Creating a set of PowerPoint slides about part-time jobs. ex5</p>	<p>ICT: ex3: Pool info about the part-time jobs of all the students. You may like to do this with a spreadsheet program on the interactive whiteboard, with students entering the relevant information as they feed back on their findings.</p> <p>Reinforcement <i>Übungsheft Higher</i> p55</p> <p>Extension ex1: Ask more questions about the texts: What tense are they written in? Why do these two young people work? What do they do exactly? What do they like / dislike about the work in particular? What do they think of their wages? <i>Grammatik</i> pp216–217</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>3 Mein Arbeitspraktikum pp.108–109: Giving details and opinions about work experience. Using modal verbs in the imperfect tense.</p> <p>Exam preparation and practice: Using imperfect of modals and complex word order in speaking and writing.</p>	<p>Grammar Imperfect tense of modal verbs More complex word order: <i>weil</i> with perfect tense</p> <p>Key language <i>Ich habe in einem Geschäft / Büro gearbeitet.</i> <i>Ich habe eine Woche / zwei Wochen da verbracht.</i> <i>Der Arbeitstag hat um [8] Uhr begonnen.</i> <i>Ich bin mit dem Bus / Auto gefahren.</i> <i>Ich habe E-Mails geschrieben / das Telefon beantwortet.</i> <i>Ich musste an der Kasse arbeiten / mit Kunden sprechen.</i> <i>Ich fand die Erfahrung toll / positiv / negativ.</i> <i>Meine Kollegen waren [freundlich].</i></p>	<p>Listening Listening to and following a text. Listening and placing pictures in the correct order. Matching sentence beginnings and endings. ex1; ex3; ex4</p> <p>Speaking Asking and answering questions about work experience. Recording interviews about work experience. ex2; ex5</p> <p>Reading Reading about work experience and identifying teenagers from English statements. ex1</p> <p>Writing n/a</p>	<p>Reinforcement <i>Übungsheft Higher</i> p56</p> <p>Extension ex5: Students write an article on their work experience for a school magazine, using Thomas and Lilly’s texts and their pairwork interview to help them. <i>Grammatik</i> pp215–217</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>4 Sommer in Spanien, Winter in Österreich pages 110–111: Preparing an application for a summer job. Revisiting the conditional mood.</p> <p>Exam preparation and practice: Using the conditional mood in speaking and writing</p>	<p>Grammar: Conditional mood (revisited)</p> <p>Key language: <i>Ich habe Erfahrungen als [Kellner] gesammelt.</i> <i>Ich habe / hatte einen Teilzeitjob als [Kellner].</i> <i>Als [Kellner] musste ich immer [höflich] und [freundlich] sein.</i> <i>Ich bin [sehr fleißig] und [ziemlich intelligent].</i> <i>zuverlässig, selbstständig, hilfsbereit, immer gute Laune</i> <i>Können Sie sich vorstellen?</i> <i>Warum bewerben Sie sich um diese Stelle?</i> <i>Was für eine Person sind Sie?</i> <i>Was für Arbeitserfahrungen haben Sie?</i> <i>Haben Sie Fragen an uns?</i></p>	<p>Writing a formal letter.</p> <p>Listening Listening to a job interview and making notes in English. ex3</p> <p>Speaking Taking part in a formal mock interview. ex6</p> <p>Reading Reading job adverts and matching with suitable teenagers. Matching subheadings to CV sections. Finding key phrases in a job application letter. ex1; ex2; ex4</p> <p>Writing Writing a CV and a job application letter. ex5</p>	<p>ICT: ex5: Students produce their CV and job application letter using a word processing package.</p> <p>Reinforcement <i>Übungsheft Higher</i> p57</p> <p>Extension ex4 : Ask students more in-depth questions about what info is given in the letter. You may even ask them to translate some or all of it into English. <i>Grammatik</i> p214</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>5 Stärken-Schwächen-Chancen-Risiken pages 112–113: Talking about future job possibilities; Developing the ability to compare and contrast.</p> <p>Exam preparation and practice: Expressing future plans in speaking and writing.</p>	<p>Grammar: Asking questions (revisted)</p> <p>Key language: <i>X ist anders als Y</i> <i>X ist so ähnlich wie Y</i> <i>X und Y sind unterschiedlich</i> <i>X ist das Gegenteil von Y</i> <i>Im Vergleich mit ...</i> <i>Ich will / werde / möchte / würde gern ...</i> <i>auf die Oberstufe gehen / die Schule verlassen.</i> <i>eine Lehre machen / auf die Uni gehen.</i> <i>einen Job finden / sobald wie möglich Geld verdienen.</i> <i>eine hohe Lebensqualität und genug Geld haben.</i> <i>das Leben genießen / meine Deutschkenntnisse verbessern.</i> <i>Berufserfahrung sammeln.</i> <i>Es gibt gute Aufstiegsmöglichkeiten.</i> <i>Man kann einfach eine Stelle bekommen.</i> <i>Ich habe mein Berufspraktikum [in einem Geschäft] gemacht.</i> <i>Ich habe einen Teilzeitjob als Kellner / Babysitter.</i></p>	<p>Using expressions of comparison</p> <p>Listening Listening to an interview with a careers adviser and answering questions in English. ex4</p> <p>Speaking Taking part in a picture-based discussion. ex2</p> <p>Reading Reading and doing a quiz. Summarising in English two texts about job possibilities. ex1; ex3</p> <p>Writing Writing about yourself and your career choices for a magazine. ex5</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> pp 58–59</p> <p>Extension ex4: Ask additional comprehension questions, such as: What other reasons does Janet have for choosing this job? Where did she do her work experience? etc. <i>Grammatik</i> p210</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>6 Mika: Das Leben eines Popstars pages 114–115: Describing different work routines. Developing reading skills.</p> <p>Exam preparation and practice: Reading strategies</p>	<p>Grammar: Review of asking questions</p> <p>Key language: <i>Kannst du dich bitte vorstellen?</i> <i>Hast du Auszeichnungen gewonnen?</i> <i>Magst du deinen Job?</i> <i>Was willst du in der Zukunft machen?</i> <i>Was machst du als Popstar?</i> <i>Wie ist deine Musik?</i> <i>Ich stehe früh / spät / um [6] Uhr auf.</i> <i>Der Arbeitstag fängt um [9] Uhr an und endet um [18] Uhr.</i> <i>Es gibt lange Diskussionsveranstaltungen über [die Wirtschaft].</i> <i>Ich schreibe Lieder. Ich mache Konzerte.</i> <i>Ich übe mit der Band. Ich treffe Bürger. Ich schreibe Briefe. Ich nehme an Aufgaben teil. Ich faulenze.</i> <i>Der Job ist einfach / stressig / abwechslungsreich.</i></p>	<p>Developing reading skills</p> <p>Listening Matching interview questions to answers given. Listening to interviews and answering questions in English. ex4; ex6</p> <p>Speaking Carry out an interview, pretending to be Mika. ex5</p> <p>Reading Understanding key points from an article about a pop star. Identifying the meaning of some words in the article. Completing sentences in English. ex1; ex2; ex3</p> <p>Writing Writing a magazine interview with a famous person about their work. ex7</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> p60</p> <p>Extension ex6: Students carry out their own interview with a famous person of their choice. <i>Grammatik</i> p212</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>7 Der moderne Arbeitsplatz pages 116–117: Discussing problems at work. Considering the impact of new technologies in the workplace.</p> <p>Exam preparation and practice: Exam-style reading practice and reading strategies</p>	<p>Grammar: <i>um ... zu</i> constructions Prepositions with the genitive</p> <p>Key language: <i>Man muss sehr flexibel sein. Man muss neue Aufgaben lernen. Man muss lernen, mit neuen Strukturen oder Systemen umzugehen. Man muss oft einen Arbeitstisch teilen. Durch E-Mails, Textnachrichten und Webinhalte ist Kommunikation einfacher. Man kann mit dem Chef/ Kollegen einfach in Kontakt bleiben.</i></p>	<p>Dealing with a longer, more complex text.</p> <p>Listening Listening to check guesses on statistics from text. Listening to an extract about the world today and answering questions in English. ex4; ex5</p> <p>Speaking Giving a presentation about the world of work now and in the future. ex6</p> <p>Reading Matching a magazine article's paragraphs with subheadings. Choosing four correct statements about today's world of work. Guessing statistics about the modern world. ex1; ex2; ex3</p> <p>Writing Writing a presentation about the world of work now and in the future. ex6</p>	<p>ICT: ex6: Students produce their presentation as PowerPoint slides with illustrations.</p> <p>Reinforcement <i>Übungsheft Higher</i> pp61–62; <i>Extra A</i> p196</p> <p>Extension ex2: The reading passage provides opportunities to look at the use of more unusual subordinating conjunctions, such as <i>obwohl</i> and <i>ob</i>. <i>Extra B</i> p197 <i>Grammatik</i> p217, p218</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>Sprachtest pages 118–119: Preparing for an interview about current and future jobs</p> <p>Exam strategies Giving your opinion Using a wider range of structures</p>	<p>Grammar Using a range of tenses Word order</p>	<p>Listening Listening to a model conversation and carrying out activities picking out specific information, future references and adjectives. p118 Speaking Preparing for an interview about current and future jobs. Over to you! p119</p>	<p>Reinforcement Grade Studio C p119 Extension Grade Studio A and A* p119 Resources CD4 track 10</p>
<p>Schreibtest pages 120–121: Preparing for an extended writing task about your work experience.</p> <p>Exam strategies: Using time expressions. Creating longer sentences.</p>	<p>Grammar Using different tenses Connectives Using modal verbs in past tense</p>	<p>Reading Reading about work experience and finding expressions with <i>um ... zu</i>, different tenses and subordinating conjunctions. p120 Writing Preparing for an extended writing task about your work experience. p121</p>	<p>Reinforcement Grade Studio C p121 Extension Grade Studio A and A* p121</p>
<p>Hör- und Lesetest pages 122–123: Practising exam-style listening and reading tasks. Identifying specific detail. Understanding references to past, present and future events. Drawing inference and conclusions.</p>	<p>Grammar n/a</p> <p>Exam strategies Reading questions before you start and listening for key words. Not jumping to conclusions Inferring from a reading text</p>	<p>Listening Listening to a teenager describe his family and identifying them, noting their characteristics, jobs and hobbies. p122 Reading Reading an advert about work experience and noting the correct sentences and choosing the correct answer from three options. p123</p>	<p>Resources CD4 track 11</p>

Kapitel 7: Meine Umgebung – AQA context: Home and Environment

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Zu Hause pages 126–127: Talking about your home. Using dative prepositions.</p>	<p>Grammar Prepositions</p> <p>Key language: <i>Ich wohne in einem Reihnhaus / Wohnblock / Doppelhaus / Mehrfamilienhaus / Einfamilienhaus / einer Wohnung im dritten Stock. Das Haus / Die Wohnung liegt in der Stadtmitte / in der Nähe des Stadtzentrums / am Stadtrand. Das Haus hat / Es gibt (k)ein / [2] Wohnzimmer / Schlafzimmer / Badezimmer / Arbeitszimmer. (k)eine Küche / Garage / Toilette / Dusche / Terrasse. (k)einen Keller / Flur / Balkon / Aufzug / Garten / Waschraum / Mehrzweckraum. Das Haus / Die Wohnung ist charmant / schön / großzügig / familienfreundlich / ziemlich klein / gut gepflegt / möbliert. Seit [fünfzehn] Jahren wohne ich in diesem Haus / dieser Wohnung. Mein Zimmer sieht chaotisch / ordentlich aus. Zeitschriften liegen auf / neben dem Boden / Bett Schulhefte sind unter der Kommode Im Zimmer gibt es einen Fernseher / Sessel / Tisch / Schrank / Teppich eine Kommode / ein Bett Ich würde (nie) umziehen, weil das Haus [perfekt] ist.</i></p>	<p>Listening Listening to estate agent messages and choosing a property. Answering questions in English on telephone messages. ex3; ex4 Speaking Giving a presentation about your house / flat. ex7 Reading Reading property details and matching with photos. Identifying correct property from English statements. Answering questions in English about a teenager’s home. ex1; ex2; ex6 Writing Writing an estate agent advert for a house / flat. ex5</p>	<p>ICT opportunities ex7: Students give their talks to the class and / or video them and create a web page with links to their videos. Alternatively, students could give their talks in small groups and the other students could draw rough sketches of the home being described. Reinforcement <i>Übungsheft Higher</i> p65 Extension ex4: Ask students to listen again and note the use of <i>hätte</i> and modal verbs in the telephone messages. <i>Grammatik</i> p209</p>

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<p>2 Alltag im Weltraum pages 128–129: Talking about your routine. Using reflexive verbs.</p> <p>Exam preparation and practice Using time expression in speaking and writing</p>	<p>Grammar Reflexive verbs</p> <p>Key language: <i>Um [acht Uhr] wasche / rasiere / schminke ich mich / ziehe ich mich an..</i></p> <p><i>Gegen [halb neun] stehe ich auf / dusche ich / esse ich zu Mittag / gehe ich schlafen / gehe ich ins Bett.</i></p>	<p>Using time expressions for daily routine.</p> <p>Listening Listening to a radio programme and spotting differences between audio and written details. ex3</p> <p>Speaking Interviewing a ‘celebrity’ about his / her daily routine. ex4</p> <p>Reading Making notes in English from an interview with an astronaut. Answering questions about the astronaut’s daily routine. ex1; ex2</p> <p>Writing Writing an email about daily routine in the present and past. ex5</p>	<p>Reinforcement <i>Übungsheft Higher</i> p66</p> <p>Extension Starter: Students are given only the sentence beginnings and race to list as many endings as possible on their mini-whiteboards. This uses language creatively, but does not match exercise 1 fully. <i>Grammatik</i> p205</p>

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<p>3 Tüchtig im Haushalt? Pp. 130–131: Discussing your opinion on household chores. Agreeing or disagreeing with somebody.</p> <p>Exam preparation and practice: Ways to agree/disagree (speaking)</p>	<p>Key language: <i>Man kann / könnte die Wäsche in die Waschmaschine stellen.</i> <i>In diesem Alter sollte man das Zimmer aufräumen.</i> <i>Wenn ich Kinder habe, werden sie / Mein Kind wird ...</i> <i>das Bett machen / staubsaugen / bügeln / den Tisch decken / abdecken / alles in die Spülmaschine stellen / den Rasen mähen / einkaufen gehen / mit dem Müll helfen / im Haushalt helfen müssen / das Frühstück vorbereiten.</i> <i>Ich decke [oft] den Tisch ab.</i> <i>jeden Tag / ab und zu / manchmal / immer / oft / nie</i> <i>Ich räume auf, um Geld zu verdienen.</i> <i>Ich räume nie auf, weil ich keine Zeit habe.</i></p>	<p>Using expressions to agree or disagree with someone.</p> <p>Listening Making notes in English about a radio debate on the fairness of household chores. ex3</p> <p>Speaking Working in a group to discuss the fairness of household chores. ex4</p> <p>Reading Reading a report on household tasks and matching to pictures. Choosing four sentences which match the report. Finding example of grammatical structures in a letter. Saying whether sentences are true, false or not in the text. ex1; ex2; ex5; ex6.</p> <p>Writing Writing a letter with your opinion of the report and your own experiences of helping at home. ex7</p>	<p>Reinforcement <i>Übungsheft Higher p67</i></p> <p>Extension ex3: Ask students to listen again and make notes of any further details: Lisa chose her favourite foods; Erik's grandma does the ironing; Annika's family has a cleaning lady; Linus broke the vacuum cleaner. <i>Übungsheft Higher p67</i></p>

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<p>4 Wohnst du gern in deinem Wohnort? pages 132–133: Talking about the advantages and disadvantages of where you live. Listening to infer meaning.</p> <p>Exam preparation and practice: Listening strategies</p>	<p>Key language: <i>Hier gibt es / Wir haben (k)einen Jugendklub / Skatepark. (k)ein Sportzentrum / Hallenbad. (keine) Geschäfte / Kinos / Radwege / Cafés / Graffiti. viel / keinen Müll / Verkehr / Lärm. Hier kann man reiten / schwimmen / angeln / Skifahren / Windsurfen gehen. Hier kann man Segelkurse machen. Die Umgebung ist grün / gesund / wunderbar / gefährlich / (ein bisschen) deprimierend.</i></p>	<p>Listening to infer meaning.</p> <p>Expressions for talking about advantages and disadvantages.</p> <p>Listening Listening to descriptions of where people are staying and choosing from three multiple choice options. ex3</p> <p>Speaking Asking and answering questions about places to live, using cues. ex5</p> <p>Reading Reading about where people live and matching pictures to them. Identifying people in the article from German questions. ex1; ex2</p> <p>Writing Describing the advantages and disadvantages of your home and local area for a German exchange partner. ex4</p>	<p>ICT opportunities ex5: Add some of the descriptions to the school blog, or as a class add to the Wikipedia entry for your area.</p> <p>Reinforcement <i>Übungsheft Higher</i> pp68–69</p> <p>Extension Plenary: Students make up their own sentences and play the game in groups.</p>

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<p>5 Ich werde an der Küste wohnen pages 134–13: Talking about your future home. Writing a longer text.</p> <p>Exam preparation and practice: Writing strategies</p>	<p>Grammar <i>wo</i> (subordinating conjunction)</p> <p>Key language: <i>In der Zukunft werde ich in einer Wohnung / Wohngemeinschaft an der Küste / auf dem Land wohnen.</i> <i>Ich werde ein eigenes Zimmer / eine Jacht haben.</i> <i>In der Gegend wird es einen Skatepark / ein Einkaufszentrum geben.</i> <i>Die Gegend wird umweltfreundlich / ruhig / sauber / leise / sicher sein.</i> <i>Ich wünsche mir auch einen Jugendklub / ein gutes Lokal / ein Kino ganz in der Nähe.</i></p>	<p>Strategies for writing a longer text.</p> <p>Listening Listening to interviews about people’s future homes and making notes in English. ex3</p> <p>Speaking Working in a group to discuss where you will live in the future. ex5</p> <p>Reading Matching subheadings to texts about ideal home locations. Re-reading the article and answering questions in English. ex1; ex2</p> <p>Writing Writing a magazine article about your future home. ex4</p>	<p>Reinforcement <i>Übungsheft Higher</i> p70</p> <p>Extension ex3: Ask students to listen for phrases and structures that they have met in earlier chapters, such as <i>Ich habe mich in ... verliebt</i> and <i>weder ... noch.</i> <i>Grammatik</i> pp216–217</p>

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<p>6 In Linz beginnt's! pages 136–137: Describing a town. Developing reading strategies.</p> <p>Exam preparation and practice: Reading strategies.</p>	<p>Key language <i>[Linz] liegt an der [Donau]. Die Stadt hat ungefähr [190.000] Einwohner / viel zu bieten / einen Flughafen / zwei große Einkaufszentren. [Linz] ist lebendig / sauber / historisch / freundlich / modern. Man kann die Kirche / das Museum / den Dom besuchen. Anfang September gibt es ein Musik-Event im Park.</i></p>	<p>Developing reading skills: Reading for gist and in detail.</p> <p>Listening n/a</p> <p>Speaking Asking and answering questions about a town in a tourist office. ex4</p> <p>Reading Reading an article about Linz and finding paragraph headings. Finding the correct four sentences which match the article. Matching photos to paragraphs. ex1; ex2; ex3</p> <p>Writing Writing an internet report about your town for German tourists. ex5</p>	<p>Reinforcement <i>Übungsheft Higher p71</i></p> <p>Extension Starter: Ask students to use the glossary and identify how many different plural forms are used in German.</p>

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<p>7 Es gibt immer einen Grund zum Feiern! pages 138–139: Talking about celebrations at home. Using the pluperfect tense.</p> <p>Exam preparation and practice: Listening strategies</p>	<p>Grammar The pluperfect tense</p> <p>Key language: <i>[Meine Tante] hatte [die Familie] zur Taufe / Geburtstagsparty / Hochzeit eingeladen.</i> <i>Ich bin [mit Mutti] dorthin gefahren. [Meine Großeltern] hatten das Essen vorbereitet.</i> <i>[Mein Onkel] hatte die Musik organisiert.</i> <i>Wir haben gefeiert / gegessen / getanzt / gesungen / geplaudert.</i> <i>Wir waren [ins Einkaufszentrum] gegangen, um [ein Geschenk] und [Luftballons] zu kaufen.</i></p>	<p>Checking answers in listening exercises. Using a range of tenses.</p> <p>Listening Listening to messages and choosing the correct celebrations. Selecting pictures which match the detail of the messages. ex2; ex3 Speaking Asking and answering questions about a family party. ex5 Reading Reading a DJ advert and working out the meaning of key words. Reading an email about a party and answering questions in English. ex1; ex4 Writing Writing an email about a family party. ex6</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> pp72–73; <i>Extra A</i> p198 Extension ex 6: This activity requires the use of the pluperfect and perfect but ask students for suggestions as to how they could also include the present and future tenses: by saying what kind of music/food they usually like at a party and ideas for what they will do for the next party. <i>Extra B</i> p199 <i>Grammatik</i> p219</p>

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<p>Sprachtest pages 140–141: Preparing for a conversation about your town / village and area</p> <p>Exam strategies: Using fillers. Comparing and contrasting.</p>	<p>Grammar Adverbial phrases of time and place Using a range of tenses and expressions Using subordinating conjunctions</p>	<p>Listening Listening to a model conversation and picking out opinions, tenses and connectives. p140 Speaking Preparing for a conversation about your town/village and area. Over to you! p141</p>	<p>Reinforcement Grade Studio C p141 Extension Grade Studio A and A* p141 Resources CD4 track 12</p>
<p>Schreibtest pages 142–143: Preparing for an extended writing task about your home.</p> <p>Exam strategies: Using a variety of sentences. Learning useful expressions to adapt.</p>	<p>Grammar Adjectives Relative pronouns <i>wenn, als</i></p>	<p>Reading Reading a text about a home and picking out specific expressions, adjectives and relative pronouns. p142 Writing Preparing for an extended writing task about your home. p143</p>	<p>Reinforcement Grade Studio C p143 Extension Grade Studio A and A* p143</p>

Kapitel 8: Die Umwelt und ihre Zukunft – AQA context: Home and Environment

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Klimachaos pages 146–147: Comparing today’s weather with possible future changes. Recognising and using impersonal verbs.</p> <p>Exam preparation and practice: Speaking in the present and the future.</p>	<p>Grammar Impersonal verbs Future tense (revision)</p> <p>Key language: <i>im Norden / Süden / Osten / Westen</i> <i>Es ist frostig / sonnig / windig / wolkig / nass / trocken / heiß / kalt / warm / bewölkt.</i> <i>Es friert / schneit / regnet / donnert / blitzt.</i> <i>Es gibt Schnee / Regen / Gewitter / Schauer / Hagel / Frost.</i> <i>Die Temperaturen liegen bei zwei Grad / zwischen [zwei] und [fünf] Grad.</i> <i>Die Temperatur ist hoch / niedrig.</i> <i>Es wird [frostig] sein.</i> <i>Es wird regnen / schneien / frieren / donnern / blitzen.</i> <i>Es wird einen früher beginnenden Frühling in Europa / mehr sommerliche Starkniederschläge / Gewitter / lange Hitzeperioden / etwa 10 mehr nasse Tage geben.</i></p>	<p>Listening Listening to weather forecasts and making notes in German. ex3 Speaking Videoing an interview with a climate change expert. ex7 Reading Reading weather reports and matching them to countries. Completing a table with weather-related adjectives and nouns. Identifying key words from a text about future weather changes. Answering questions in English about future weather changes. ex1; ex2; ex5; ex6 Writing Writing a weather report for a website. ex4</p>	<p>ICT opportunities Researching weather in Germany on the internet. Reinforcement <i>Übungsheft Higher</i> p76 Extension ex5: To encourage good vocabulary-noting habits, ask students to note the gender and both singular and plural forms of each noun. <i>Grammatik</i> pp206–207, p219</p>

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<p>2 Global denken – lokal handeln pages 148–149: Discussing how we can all help the environment. Using infinitive expressions.</p> <p>Exam preparation and practice: Recognising different tenses in a reading passage.</p>	<p>Grammar Infinitive clauses</p> <p>Key language: <i>Man könnte / Man sollte ... sparsam heizen / den Müll trennen / mit dem Rad fahren / Papier / Altglas recyceln / den Abfall kompostieren / keine Plastiktüten benutzen / Geräte ausschalten / duschen statt baden / zu Fuß [zur Schule] gehen / immer eine Öko-Tasche mitnehmen / umweltfreundliche und Fairtrade-Produkte kaufen / mit öffentlichen Verkehrsmitteln fahren / aufhören, Wasser zu verschwenden.</i></p>	<p>Listening Listening and picking out environment-related activities ex3</p> <p>Speaking Carrying out a survey on how others help the environment. ex5</p> <p>Reading Picking out environmentally-friendly activities from a text. Reading an email and picking out phrases in different tenses. ex1; ex4</p> <p>Writing Writing picture captions for environmentally-friendly activities. Writing a case study using three tenses. ex2; ex6</p>	<p>ICT: ex5: Compiling the answers from the whole class would make an interesting conclusion to this activity. Students could present their findings on PowerPoint or with a spreadsheet package.</p> <p>Reinforcement <i>Übungsheft Higher p77</i></p> <p>Extension ex4: Ask students to add to the table by ensuring that each phrase appears in all three columns. By doing so, they are practising transforming phrases into different time frames. <i>Grammatik p215</i></p>

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<p>3 Probleme und Lösungen pages 150–151: Discussing world problems and possible solutions. Using prepositions with the accusative.</p>	<p>Grammar Prepositions taking the accusative</p> <p>Key language: <i>Was sollte man tun, um die Umwelt zu schützen? Was machst du, um die Umwelt zu schützen? Was hast du letztes Jahr gemacht? Was könntest du in der Zukunft tun? gegen Luftverschmutzung / Überbevölkerung / Wasserverschmutzung / das Aussterben von Tierarten / den Treibhauseffekt / Lärmbelastung / Waldsterben / den saueren Regen / das Ozonloch / Kohlendioxid könnten wir sichere Öltanker bauen / Atomkraft statt Kohlekraft benutzen / weniger fliegen / die Wälder und Landschaften schützen / weniger Kinder haben. In Wirklichkeit / Jedoch / Als Alternative / Andererseits / Im Gegenteil</i></p>	<p>Preparing a debate</p> <p>Listening Listening and noting the global problems mentioned. Listening to check answers. ex3; ex5</p> <p>Speaking Preparing a presentation on environmental dangers. ex7</p> <p>Reading Reading and matching global problems to pictures. Selecting solutions for global problem. Guessing statistics for ideas on caring for the environment. Translating/ summarising facts from the text. ex1; ex2; ex4; ex6</p> <p>Writing Preparing a PowerPoint presentation. ex7</p>	<p>ICT: ex7: Preparing a PowerPoint presentation.</p> <p>Reinforcement <i>Übungsheft Higher</i> p78</p> <p>Extension Look at the grammar box on p150 and ask students to spot all the prepositions that use the accusative in the text. <i>Grammatik</i> p209</p>

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<p>4 Fährst du umweltfreundlich? Pp.152–153: Considering the environmental impact of different forms of transport. Consolidating the use of three tenses.</p> <p>Exam preparation and practice: Using time, manner, place in speaking and writing.</p>	<p>Grammar Time – Manner – Place Using thinking skills</p> <p>Key language: <i>Ich fahre mit dem Bus / dem Zug / dem Auto / dem Schiff / dem Fahrrad / der Straßenbahn / der U-Bahn.</i> <i>Ich fliege. Ich gehe zu Fuß.</i> <i>[Autos] sind schneller / langsamer / billiger / bequemer / teurer / umweltfreundlicher / besser für die Gesundheit als [Züge].</i> <i>Busse / Flugzeuge / Fahrräder / Schiffe sind umweltfreundlicher / schlechter für die Umwelt als [Autos]</i> <i>[Ein Auto] produziert [115 g Kohlendioxid] pro Kilometer.</i> <i>Ein [regionaler Express-Zug] fährt 34 Kilometer pro Liter pro Fahrer.</i></p>	<p>Using thinking skills</p> <p>Listening Listening to various theories and making notes. ex4 Speaking Asking and answering questions on public transport. ex5 Reading Reading article about transport use and identifying teenagers. Reading clues and compiling theories as to why a boy is sad. ex1; ex3 Writing Writing an email to a newspaper about your transport choices. ex2</p>	<p>ICT: ex5: When considering the amount of carbon dioxide produced by a car, extend this activity by researching how much is produced per kilometre for different methods of transport. Students create a spreadsheet with calculations built in so that when the distance is altered, the total amount of carbon dioxide produced is given.</p> <p>Reinforcement <i>Übungsheft Higher p79</i></p> <p>Extension ex5: You could follow this up with a class debate in which students discuss which transport is best for the environment: expressing opinions, reasons and making counter-arguments. <i>Grammatik p212</i></p>

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<p>5 Ökostadt Freiburg pages 154–155: Reading a case study about Freiburg. Listening effectively to more complex texts.</p> <p>Exam preparation and practice: Listening strategies. Exam-style reading practice.</p>	<p>Key language: <i>[Crumpsall] liegt in der Nähe von [Manchester].</i> <i>Manchester hat rund [2Mio.] Einwohner.</i> <i>[Manchester] benutzt [fast keine alternativen Energiequellen].</i> <i>In [Manchester] kann man den Müll trennen.</i> <i>Der Hausmüll wird in [zwei] Fraktionen getrennt: [Altpapier und Restmüll].</i> <i>Es gibt auch Mülldeponien in der Stadt.</i> <i>Die Verkehrspolitik in [Manchester] ist umweltfreundlich.</i> <i>Es gibt ein [integriertes öffentliches Verkehrssystem].</i> <i>Man findet im Stadtzentrum [Metrolink, Busse und Straßenbahnen].</i></p>	<p>Listening to longer texts Listening Listening and putting topics mentioned in the correct order. Listening again and answering questions in English. ex5; ex6 Speaking Asking and answering questions about Freiburg. Asking and answering questions about your own town/region. ex4; ex8 Reading Matching subtitles to paragraphs in text about Freiburg. Identifying key phrases in text about Freiburg. Choosing the four correct sentences to match the text. ex1; ex2; ex3 Writing Writing a leaflet about where you live. ex7</p>	<p>ICT: ex7: Students may need to carry out some research in order to complete this activity – you could set this as homework. Reinforcement <i>Übungsheft Higher pp80–82; Extra A p200</i> Extension Use the starter as an opportunity to re-visit adjective endings in German. <i>Extra B p201</i> <i>Grammatik p211</i></p>

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<p>Sprachtest pages 156–157: Preparing for an interview on the environment.</p> <p>Exam strategies: Expressing opinions Using time references.</p>	<p>Grammar Using adjectives Using infinitives with another verb</p>	<p>Listening Listening to a model conversation and picking out detailed information, time references and key words. p156 Speaking Preparing for an interview on the environment. Over to you! p157</p>	<p>Reinforcement Grade Studio C p157 Extension Grade Studio A and A* p157 Resources CD4 track 13</p>
<p>Schreibtest pages 158–159: Preparing for an extended writing task about the environment.</p> <p>Exam strategies Using direct speech Expressing opinions Using a variety of language</p>	<p>Grammar Prepositions <i>seit</i> + present tense Making comparisons</p>	<p>Reading Reading a text about the environment and picking out key expressions, prepositions and various verbs/grammatical structures. p158 Writing Preparing for an extended writing task about the environment. p159</p>	<p>Reinforcement Grade Studio C p159 Extension Grade Studio A and A* p159</p>
<p>Hör- und Lesetest pages 160–161: Practising exam-style listening and reading tasks. Identifying key words Recognising time references, indicators and tenses. Developing your understanding of a variety of language in different contexts.</p>	<p>Exam strategies Reading questions before you start Recognising time references</p>	<p>Listening Listening to interviews about household tasks, identifying people, selecting multiple choice answers. Listening to someone talking about future weather, answering questions in English. ex1–2, p160; ex3 p160 Reading Reading about Magdeburg and picking out activities in the present, past and future, then noting the facilities mentioned. p161</p>	<p>Resources CD4 tracks 14–15</p>

Kapitel 9: Die Freizeitstunden – AQA context: Leisure

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>1 Rückblick: Freizeit – meine Zeit! pages 164–165: Talking about what you do in your free time. Looking at word order and revising the present tense.</p> <p>Exam preparation and practice: Expanding your answers in speaking and writing.</p>	<p>Grammar Word order: Verb in second position; separable verbs; subordinating conjunctions; Present tense (revision)</p> <p>Key language: <i>Was machst du gern in deiner Freizeit?</i> <i>Ich chatte gern mit Freunden [online.] Ich faulenze. Ich gehe [nie] auf Partys. Ich gehe [oft] mit Freunden aus. Ich höre [immer] Musik. Ich ruhe mich [selten] aus. Ich sehe [abends] fern. Ich spiele / übe [häufig] ein Instrument. Ich surfe [ab und zu] im Internet. Ich telefoniere [regelmäßig]. Ich treibe [mittwochs] Sport. Ich sammle [Karten]. Ich spiele [Fußball / Computerspiele / mit der Band]. Das mache ich [nie / jeden Tag / oft / täglich / zweimal in der Woche / jedes Wochenende].</i></p>	<p>Expanding written answers.</p> <p>Listening Listening to interviews about free time activities and making notes in English. ex2</p> <p>Speaking Asking and answering questions about free time activities. ex4</p> <p>Reading Matching statistics about free time activities with pictures. Reading an entry on a dating website and answering questions. ex1; ex5</p> <p>Writing Writing questions on free time activities to ask a partner. Writing a text for a dating website. ex3; ex6</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> p85</p> <p>Extension ex5: Follow up this activity by discussing the tenses used in the text. <i>Grammatik</i> p212</p>

Topic area & objectives	Key language & grammar	Skills	ICT/extension/ Hwk/resources
<p>2 Jugendstudie – letztes Wochenende pages 166–167: Talking about what you did last weekend. Revising the perfect tense.</p> <p>Exam preparation and practice: Asking and answering questions. Practice in a picture-based discussion.</p>	<p>Grammar: Perfect tense (revision) Key language: <i>Am Sonntag habe ich Fußball gespielt / Flöte gespielt / ein T-Shirt gekauft / ferngesehen / ein Buch gelesen.</i> <i>Am Samstagabend haben wir uns im Hallenbad getroffen.</i> <i>Letztes Wochenende bin ich ins Kino gegangen.</i> <i>Letzten Sonntag bin ich einkaufen / schwimmen gegangen.</i> <i>Letzten Sonntag bin ich zu Hause geblieben.</i> <i>Letzte Woche sind wir in die Stadt gefahren.</i> <i>Das war [sehr] lustig / langweilig / anstrengend / toll.</i> <i>Das hat mir [sehr gut] gefallen.</i> <i>Das hat [wirklich] Spaß gemacht.</i></p>	<p>Question words</p> <p>Listening Listening to the results of a free time survey and identifying the four correct sentences. ex3</p> <p>Speaking Discussing a photo with a partner. ex5</p> <p>Reading Reading article about past activities and matching to pictures. Answering questions in German about the article. ex1; ex2</p> <p>Writing Writing an article about what you did last weekend. ex4</p>	<p>Reinforcement <i>Übungsheft Higher</i> p86</p> <p>Extension ex4: Add challenge and fun by giving ten random words that students must add to their report. <i>Grammatik</i> pp206–207</p>

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<p>3 Was für ein Sportler bist du? pages 168–169: Talking about your sporting interests. Revising the future tense.</p> <p>Exam preparation and practice: Using the future tense in speaking and writing.</p>	<p>Grammar Future tense (revision)</p> <p>Key language: <i>Ich habe [nie / oft / manchmal] Klettern / Rollschuhlaufen / Kegeln / Angeln / Laufen / Eislaufen / Fallschirmspringen / Reiten probiert. Letztes Jahr habe ich Handball / Tischtennis / Tennis / Fußball gespielt. Ich finde [Inline-Hockey / Kitesurfen] teuer / gefährlich / anstrengend / schwierig / cool. Ich würde gern [Bogenschießen] probieren, weil das [cool aussieht]. Wenn ich älter bin, werde ich [Wasserskilaufen] sicher mal probieren.</i></p>	<p>Listening Listening to local radio adverts and answering questions in English. ex4</p> <p>Speaking Asking and answering questions about sport. Conducting an interview with a sports star. ex3; ex6</p> <p>Reading Matching sports with photos. Reading sports reports and selecting the correct sport. Reading an interview with a sports star and saying whether sentences are true, false or not in the text. ex1; ex2; ex5</p> <p>Writing Writing an interview for a sports magazine. ex6</p>	<p>ICT opportunities ex6: You may like students to write up their interviews for a class website, particularly if there are students who practise interesting or more unusual sports.</p> <p>Reinforcement <i>Übungsheft Higher</i> p87</p> <p>Extension ex3: Ask students to discuss their findings and to summarise the results in order to give a talk to the whole class. <i>Grammatik</i> pp206–207</p>

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<p>4 Geld, Geld, Geld pages 170–171: Talking about money. Using three tenses.</p> <p>Exam preparation and practice: Using a range of tenses in speaking and writing.</p>	<p>Grammar <i>als</i> and <i>wenn</i> Using a range of tenses</p> <p>Key language: <i>In der Grundschule habe ich [€3] pro Woche bekommen.</i> <i>Als Teenager bekomme ich [€80] im Monat Taschengeld.</i> <i>Ich habe einen Teilzeitjob und verdiene [€100] im Monat.</i> <i>Ich gebe mein Geld für Klamotten / Schuhe / Musik / Zeitschriften aus.</i> <i>Leider habe ich Schulden gemacht.</i> <i>Wenn ich Kinder habe, werde ich ihnen Taschengeld geben.</i></p>	<p>Listening Listening to a radio report about pocket money and answering questions in English. ex3</p> <p>Speaking Making a television interview on the theme of pocket money. ex5</p> <p>Reading Answering questions on magazine reports about money. Matching up sentence beginnings and endings, based on the reports. ex1; ex2</p> <p>Writing Writing a magazine article about your attitude to money. ex4</p>	<p>ICT opportunities ex5: Students could video their interviews and save them as MP4 files online.</p> <p>Reinforcement <i>Übungsheft Higher</i> p88</p> <p>Extension Starter: Students work in pairs to create their own number challenges in German and then challenge each other to complete them. <i>Grammatik</i> pp216–217</p>

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<p>5 Einkaufen ist mein Leben! pages 172–173: Talking about shopping for clothes. Listening for small words.</p> <p>Exam preparation and practice: Reading strategies.</p>	<p>Grammar Adjective endings – plural Paying attention to small words</p> <p>Key language: <i>Ich kaufe [gern] neue / schicke / ethische / bequeme / billige Jacken, Hosen, Anzüge, Trainingsanzüge, Badeanzüge, Badehosen, Gürtel, Hausschuhe, Sonnenbrillen, Mützen, Röcke, Sandalen, Schuhe</i> <i>Ich kaufe meistens / oft / immer im Internet / auf dem Flohmarkt / im Modeladen / im Kaufhaus / im Warenhaus / im Einkaufszentrum ein.</i> <i>Ich gehe nicht so gern / nur selten / zweimal pro Jahr einkaufen.</i> <i>Mir ist der Preis / das Label / die Mode besonders / ziemlich / sehr / gar nicht wichtig.</i></p>	<p>Listening Listening to fairtrade interviews and answering questions in English. ex4</p> <p>Speaking n/a</p> <p>Reading Reading shop adverts and picking out key words for clothes. Matching adverts to headings. Choosing the correct option for English sentences. Reading articles about clothes shopping and answering questions in English. ex1; ex2; ex3; ex5</p> <p>Writing Writing a school magazine article about your attitude to fashion. ex6</p>	<p>Reinforcement <i>Übungsheft Higher</i> p89</p> <p>Extension ex6: Students carry out a speaking activity in small groups. They each choose the shop from exercise 1 in which they would most like to buy their clothes. They then discuss in their groups why they have chosen that particular shop – they will need to give opinions and counter-arguments for this activity. You could write the following phrase on the board to get them started: <i>Ich würde im Kaufhaus / Warenhaus / Modeladen (Schuhe) kaufen, weil ...</i> <i>Grammatik</i> p211</p>

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<p>6 Neue Generation – neuer Trend pages 174–175: Talking about teenage fashions. Giving opinions and justifications.</p> <p>Exam preparation and practice: Expressing opinions (writing).</p>	<p>Key language: <i>Ich bin ein Emo / Goth / Punk / Skater / Individualist.</i> <i>[Das Emoleben] ist ein gutes Leben und ich gehöre dazu.</i> <i>Ich treffe mich [am Wochenende] mit [meinen Freunden / Freundinnen] in [der Stadt].</i> <i>Wir gehen [oft] in den Musikladen / zum Skatepark.</i> <i>Wir sind gern zusammen.</i> <i>Wir ziehen uns [schwarz] an.</i> <i>Ich trage lässige Shorts / ein T-Shirt / eine Mütze / einen Kopfhörer.</i> <i>Wir haben eine Frisur mit [Pony im Gesicht und langen schwarzen Haaren].</i></p>	<p>Giving opinions and justifying them</p> <p>Listening Listening to shop dialogues and choosing the correct photos. Listening again and selecting from multiple choice answers. ex4; ex5</p> <p>Speaking n/a</p> <p>Reading Reading about trends and answering questions in English. Matching beginnings and endings of German sentences. ex1; ex2</p> <p>Writing Writing a report for a fashion magazine. ex3</p>	<p>ICT: ex3: Use an art package to create images to accompany students' texts.</p> <p>Reinforcement <i>Übungsheft Higher</i> p90</p> <p>Extension ex 2: Ask students to point out what all these sentences have in common (all are made up of two clauses). Ask them to spot the use of subordinating conjunctions and relative pronouns in the second clauses.</p>

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<p>7 Live dabei! pages 176–177: Talking about a sports event you have been to. Using a range of tenses.</p> <p>Exam preparation and practice: Reading longer texts.</p>	<p>Grammar Using different tenses</p> <p>Key language: <i>Wir sind am [Freitagvormittag] mit [dem Zug] nach [Warendorf] gefahren.</i> <i>Am Sonntag sind wir zum [Fußballstadion] gegangen, um [das Finale] zu sehen.</i> <i>Am Nachmittag haben wir [Streetball] gesehen.</i> <i>Am folgenden Tag bin ich zum [Beachvolleyball-Platz] gegangen.</i> <i>Während des Spiels war ich [sehr nervös] und ich konnte [weder essen noch trinken].</i> <i>Das Spiel / Turnier fand ich etwas / sehr langweilig / laut.</i> <i>Die Stimmung war lustig / geil / spannend / super.</i></p>	<p>Listening Listening to telephone messages and matching pictures to each. ex4</p> <p>Speaking n/a</p> <p>Reading Reading about a sporting event and answering questions. Picking out key phrases from an email. Selecting the correct option from multiple choice statements. ex1; ex2; ex3</p> <p>Writing Writing an email about a sporting event you have been to. ex5</p>	<p>Reinforcement <i>Übungsheft</i> <i>Higher</i> pp91–92; <i>Extra A</i> p202</p> <p>Extension ex 4: As follow-up, ask a question about the pictures that go with each message: <i>Nummer 1. Was hat Devin verloren? Um wie viel Uhr wird er wieder nach Hause kommen?</i> <i>Extra B</i> p203 <i>Grammatik</i> pp205–207</p>

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<p>Sprachtest pages 178–179: Preparing for a conversation about your leisure time. Exam strategies: Using time phrases. Expressing opinions. Developing and expanding the conversation. Using a wide range of structures, verbs tenses and forms.</p>	<p>Grammar Using <i>um ... zu</i> Using subordinating conjunctions</p>	<p>Listening Listening to a model conversation and picking out tenses, linking words and opinions. p178 Speaking Preparing for a conversation about your leisure time. Over to you! p179</p>	<p>Reinforcement Grade Studio C p179 Extension Grade Studio A and A* p179 Resources CD4 track 16</p>
<p>Schreibtest pages 180–181: Preparing for an extended writing task across several topics. Exam strategies: Using a range of vocabulary. Including all the required information. Avoiding repetition.</p>	<p>Grammar Using subordinating conjunctions; Using a range of tenses Word order</p>	<p>Reading Reading a text about a sporting event and picking out subordinating conjunctions, verbs in the perfect tense & specific expressions. p180 Writing Preparing for an extended writing task across several topics. p181</p>	<p>Reinforcement Grade Studio C p181 Extension Grade Studio A and A* p181</p>
<p>Hör- und Lesetest pages 182–183: Practising exam-style listening and reading tasks. Listening and reading for specific detail, including numbers Recognising synonyms and paraphrase. Coping with unfamiliar language.</p>	<p>Exam strategies Listening for synonyms and paraphrasing. Deducing meaning from the gist.</p>	<p>Listening Completing a gapped text about a report on media use. Listening and identifying the four correct pictures. ex1; ex2 p182 Reading Identifying the 4 correct sentences about kite-surfing. Choosing the correct multiple choice answers on article on kite-surfing. ex1; ex2 p18</p>	<p>Resources CD4 track 17</p>