

Englisch differenziert unterrichten mit Blue Line, Red Line und Orange Line



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In a nutshell:

Guter Unterricht ist **kompetenzorientiert....**

... Kompetenz ist das Vermögen eines Individuums, eine lebensweltliche Situation sprachhandelnd zu bewältigen.

Kein Schüler gleicht dem anderen!



Der Mensch ist ein **bio-psycho-soziales** Wesen.

Demzufolge unterscheiden sich Lerner

- in ihren **biologisch-organischen** Lerndispositionen,
- in ihren **psychologischen** Lerndispositionen und
- in ihren **soziokulturellen** Lerndispositionen.

- Hörvermögen
(Blickrichtung Inklusion > Hörschädigungen)
- Sehvermögen
(Blickrichtung Inklusion > Sehbehinderung)
- Sprachvermögen
(Blickrichtung Inklusion > Stottern, Poltern, phonetisch-phonologische Störungen, semantisch-lexikalische Störungen, syntaktisch-morphologische Störungen)
- körperliche Voraussetzungen
(Blickrichtung Inklusion > körperliche Beeinträchtigungen, z.B. Muskeldystrophie)

- Geschlecht
- Alter und individueller Entwicklungsstand
(Blickrichtung Inklusion > LRS)
- Intelligenz (fluide Intelligenz; kristalline Intelligenz)
(Blickrichtung Inklusion > Lernbehinderung, geistige Behinderung, Trisomie 21)
- Konzentrationsfähigkeit
(Blickrichtung Inklusion > ADS)
- Begabungen
- Motivation
- Ängstlichkeit
(Blickrichtung Inklusion > Angststörungen, Phobien)

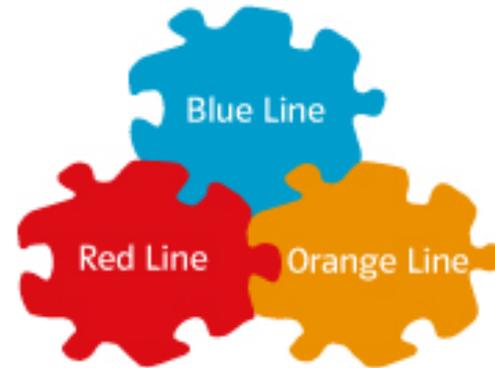
- Ausdauer
- Motorik
(Blickrichtung Inklusion > ADHS, Infantile cerebrale Bewegungsstörung)
- Gedächtnisleistung
- Selbststeuerungsfähigkeit (Arbeitsorganisation)
- Phantasie / Kreativität
- Fähigkeit zum Begriffsbilden, Abstrahieren und analytischen Denken
(Blickrichtung Inklusion > Rechenschwäche, LRS)
- Lernmodi
- emotionale Bestimmtheit
(Blickrichtung Inklusion > Beeinträchtigungen der emotionalen und sozialen Entwicklung, Depression)

- Geschlecht
- Lebensumwelt (Vorerfahrungen / Vorkenntnisse)
- Sozialstatus der Eltern
- (mutter)sprachliche Kompetenzen
- Interessen und Bedürfnisse
- soziale Fähigkeiten im Umgang mit anderen

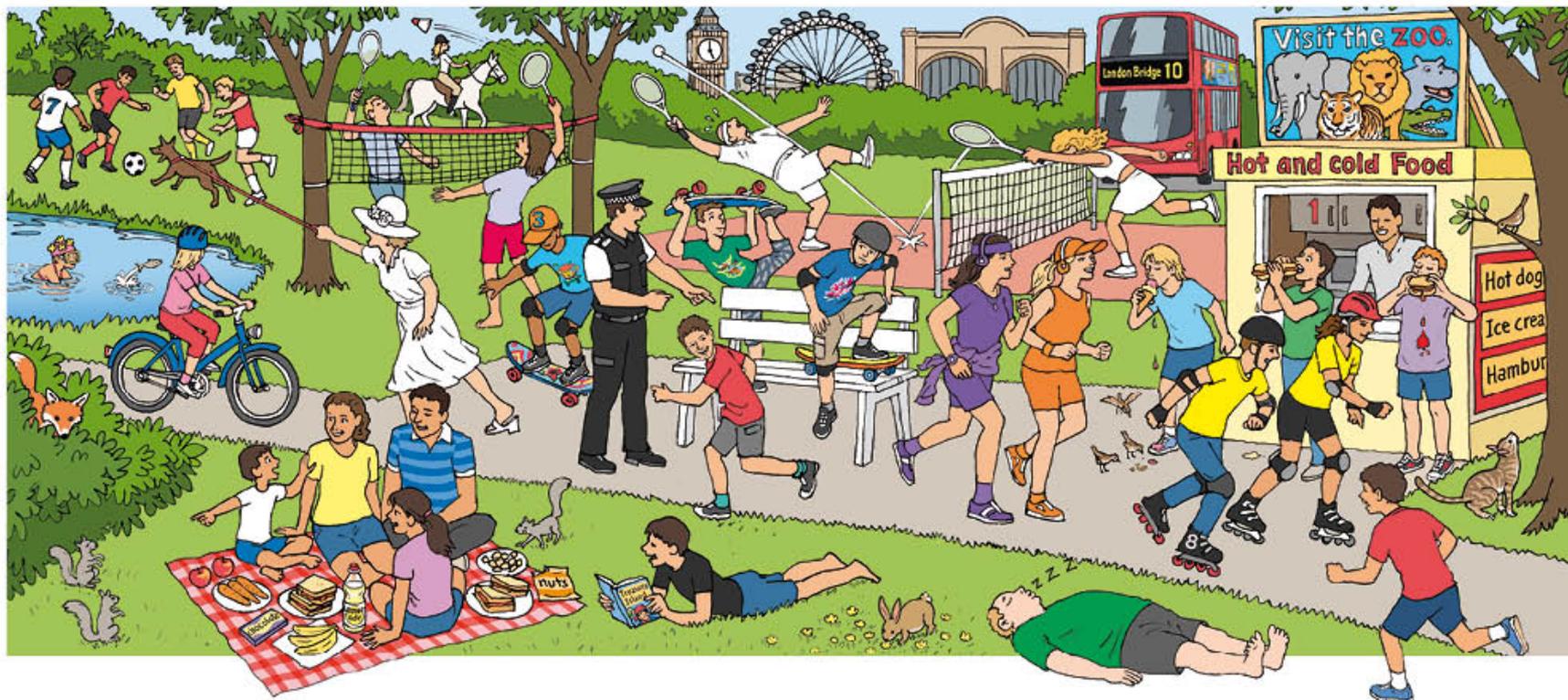
In a nutshell:

Guter Unterricht ist kompetenzorientiert und **differenziert.**

Vision von Machbarem unterscheiden!



Zoom in – In a park



1 (SPEAKING) Find and say.

- | | | |
|---------------|--------|-----|
| 1. colours | blue | ... |
| 2. animals | dog | ... |
| 3. activities | tennis | ... |
| 4. numbers | seven | ... |
| 5. people | boy | ... |

2 (LISTENING) Listen and point.

Hör dir die sechs kurzen Szenen an.
Zeige auf die passende Stelle im Bild.
Die Geräusche können dir auch helfen.



3 (SPEAKING) I spy! → V Colours, p.189

I spy with my little eye, something ...
red!

It's here!

It's a bus! I spy with my little eye,
something yellow!

4 (SPEAKING) What can you do in the park?

I can play football.
I can buy ...
I can

Hier lerne ich, ein Tier vorzustellen.

At the zoo

1 (LISTENING) Look at the photos, listen and point.

2 What are your favourite animals?

3 (WRITING) Make animal words.

a) Look at the photos. Make words. → p. 133

mon key → monkey



b) Finish the words: → V Animals, p. 206

li..., flam..., zeb...,
croc..., cam...



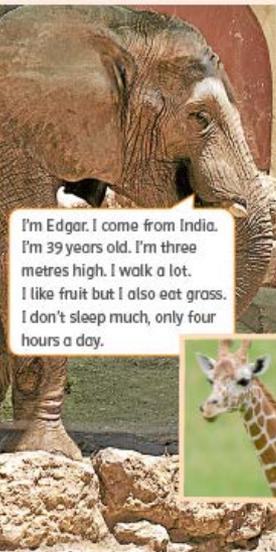
Name: Tom
Age: 6 years old
Food: meat (7 kilograms a day)

Other information:
• 93 centimetres high
• sleeps 18 hours a day
• runs 40 kilometres an hour



Name: Lizzy
Age: 11 years old
Food: small animals (mice, birds)
She doesn't eat fruit or plants.

Other information:
• 2 metres long
• sleeps for 5 months in winter



I'm Edgar. I come from India.
I'm 39 years old. I'm three metres high. I walk a lot.
I like fruit but I also eat grass.
I don't sleep much, only four hours a day.



You say: It eats 7 kilograms. (tiger)
But the tiger has a name – Tom.
Here you can say: He eats 7 kilograms.



Way in Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

3

4 (READING) Find the right animals.

a) Which boxes are about the tiger, the snake or the elephant? → p. 134

6 years old – That's the tiger.

4 hours a day 6 years old ✓ 3 metres high 5 months 18 hours a day

40 kilometres an hour 15 kilograms 11 years old

b) Read the texts on page 54 again and find out more.

5 (LISTENING) What are the numbers? → V Numbers 11 – 100, p. 206

a) Listen and say the numbers.

b) Listen and write the numbers.

6 (SPEAKING) Say the next numbers.

- 10 – 15 – 20 – 25 – ...
- 8 – 16 – 24 – ...
- 92 – 82 – 72 – ...

13 thirteen	21 twenty-one	30 thirty
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16 sixteen	24 twenty-four	60 sixty
17 seventeen	25 twenty-five	70 seventy
18 eighteen	26 twenty-six	80 eighty
19 nineteen	...	90 ninety
20 twenty	29 twenty-nine	100 a/one hundred

7 (LISTENING) Listen to Fred and choose the right answers.

36

- Fred works ...
next to the zoo. • at the zoo.
- In the zoo there are ...
24 monkeys. • 34 monkeys.
- Penguins can ...
run a lot. • eat a lot.
- Giraffes eat ...
20 kilograms a day. • 30 kilograms a day.



8 (SOUNDS) Listen, read and say.

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The zookeeper is my friend.
Her name is Lizzy.

[Z]

The snake and bear are brown.
Their names are Sam and Sally.

[S]

9 (GAME) Crack the code.

a) Use this code. Write the name of an animal in numbers.

Snake is "49 – 44 – 31 – 41 – 35".

38

b) Say your numbers to your group.
Who can crack the code?

A	B	C	D	E	F	G	H	I	J	K	L	M
31	32	33	34	35	36	37	38	39	40	41	42	43

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
44	45	46	47	48	49	50	51	52	53	54	55	56

Formen der Differenzierung:

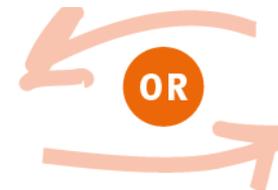
- dreistufige Differenzierung im Übungsbereich



- natürliche Differenzierung bei offenen Aufgaben



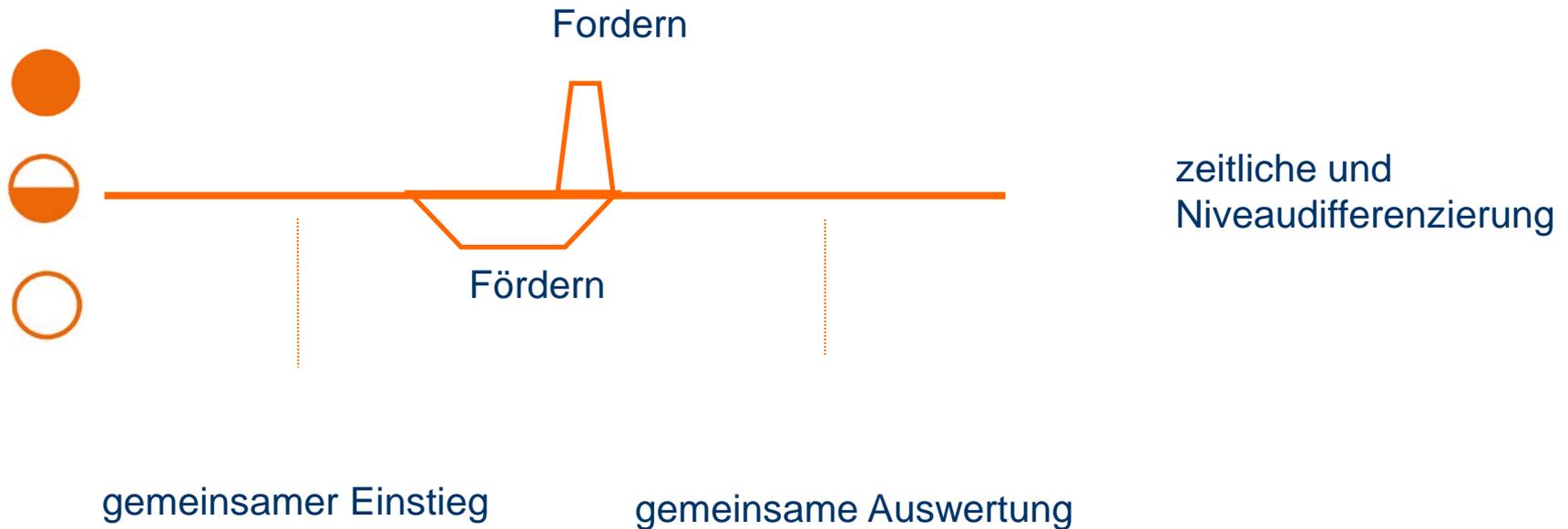
- Wahl-/Interessensdifferenzierung



- kooperative Lernformen



**Schwächere Schüler mit Parallelangeboten fördern,
stärkere Schüler durch Zusatzangebote fordern.**



Hier lerne ich, ein Tier vorzustellen.

At the zoo

1 (LISTENING) Look at the photos, listen and point.

2 What are your favourite animals?

3 (WRITING) Make animal words.

a) Look at the photos. Make words. → p. 133

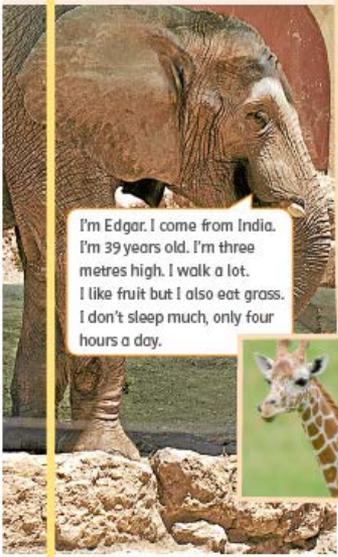
mon key → monkey

snake par giraffe pen

phantom rot ar guinea ke affe ger

b) Finish the words: → V Animals, p. 206

li..., flam..., zeb..., croc..., cam...



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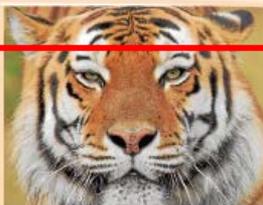
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mon key → monkey

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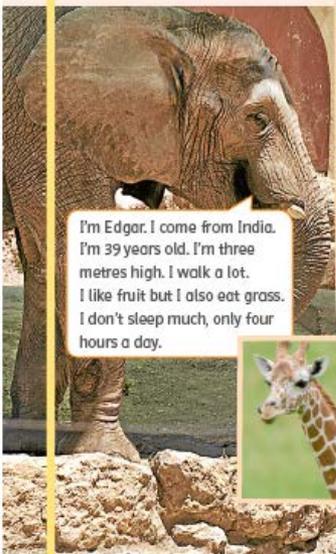
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+

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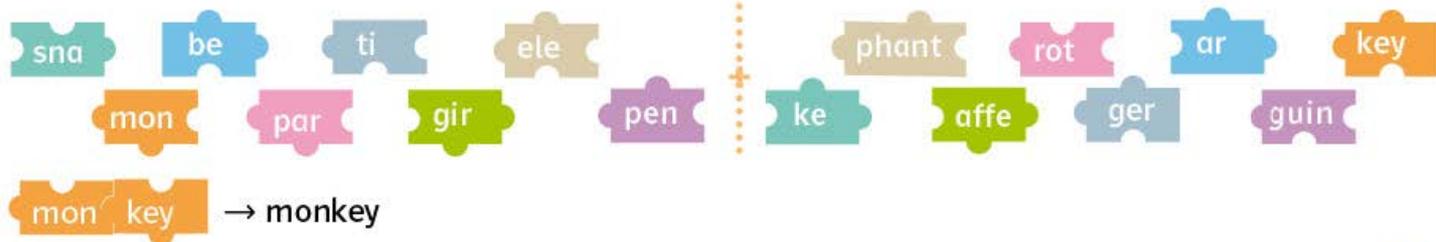
Station 1

animals

horse [hɔ:s]	Pferd	mouse (sg) [maʊs],	Maus, Mäuse
monkey ['mʌŋki]	Affe	mice (pl) [maɪs]	
bear [beə]	Bär	bird [bɜ:d]	Vogel
tiger ['taɪgə]	Tiger	fish (sg) [fɪʃ],	Fisch
elephant ['elɪfənt]	Elefant	fish (pl) [fɪʃ]	
snake [sneɪk]	Schlange	lion ['laɪən]	Löwe
parrot ['pærət]	Papagei	flamingo [flə'mɪŋgəʊ]	Flamingo
giraffe [dʒɪ'ra:f]	Giraffe	zebra ['zebrə]	Zebra
penguin ['peŋgwɪn]	Pinguin	crocodile ['krɒkədəɪl]	Krokodil
		camel ['kæmɪ]	Kamel

Unit 3, p.54

- **3** (WRITING) Make animal words.



one hundred and thirty-three 133

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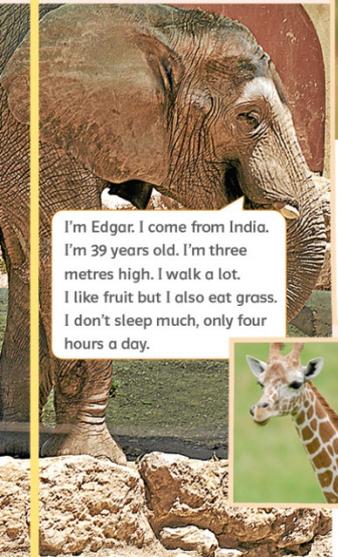
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3

Differenzierungsmaterial

3

Station 1, p. 54

2 What are your favourite animals? (Was sind deine Lieblingstiere?)

Mark them. (Markiere sie.)

I like ...	I like ...
 <p>tigers <input type="checkbox"/></p>	 <p>giraffes <input type="checkbox"/></p>
 <p>monkeys <input type="checkbox"/></p>	 <p>elephants <input type="checkbox"/></p>
 <p>parrots <input type="checkbox"/></p>	 <p>penguins <input type="checkbox"/></p>
 <p>snakes <input type="checkbox"/></p>	 <p>bears <input type="checkbox"/></p>
 <p>cats <input type="checkbox"/></p>	 <p>dogs <input type="checkbox"/></p>

Station 2, p. 54

2 Do you know these animals?



1. _____



2. _____



3. _____



4. _____



5. _____

The café mystery

1 Look at the pictures. → M Think-pair-share, p.178

- Who is in the story?
- Where are they?
- What's the problem?

READING SKILLS

Lies zunächst den Titel der Geschichte und schau dir die Bilder dazu an. Dann überlege, worum es in der Geschichte gehen könnte.

2 (READING) Read the story.

41

- 1 Luke is in the kitchen with his trainers on. Sherlock runs to Luke with his lead.
 2 "Woof! Ark! Ark!" His lead falls on the floor. "Park? Clever dog, Sherlock! OK,
 5 let's go!" says Luke.
 In the park they play football. Sherlock loves his football and does a lot of cool tricks! After two hours Luke is hungry and they go to the park café. There they see the
 10 woman from the café with a police officer, and the woman is very upset!

Mrs Abrihim: Come and look! Every day there's food all over the floor! Please do something!

15 **Police officer:** Yes, Mrs Abrihim, we'll find the burglar ...

Mrs Abrihim: But what does the burglar want? There's no money missing!

20 **Police officer:** Hmmm ... Well, who doesn't like your café?

Mrs Abrihim: No idea! But I lock the café when I go. How do they get in here? It's crazy!

→ see picture 1

- 25 "Yes, it's crazy," says Luke. "Hey, Sherlock. Let's help! Maybe we can solve the mystery!" Luke looks around the café. Sherlock has his nose to the floor and looks around too. Then Sherlock runs to Luke. And he has something – a clue, maybe? It's small and white and like wool. Then there's a noise –
 30 and a nut falls from a hole in the ceiling.

→ see picture 2

Luke: Who's up there? ... **Mrs Abrihim!** Do you have a ladder?

35 **Mrs Abrihim:** Yes, in the kitchen.

Police officer: OK, now ... let's see what the problem is ...

It's ... raccoons? Yes, ... raccoons!

→ see picture 3



3 Find the right answers.

- What is wrong with the café?
- Who finds the clues?
- What are the clues?
- Who are the burglars?

4 (WRITING) Choose one of the tasks.

- a) Mrs Abrihim möchte sich bei Luke und Sherlock bedanken. Schreibe mit diesen Wörtern eine Dankeskarte und gestalte sie.



- b) Schreibe einen Steckbrief auf Englisch über den Waschbären. Du kannst Informationen über Waschbären in der Geschichte, in der Bücherei oder im Internet finden.

Dear Luke and Sherlock,

my café Please your help
 for food and drinks Sherlock is
 come to a great dog Thank you for

Yours,
 Mrs Abrihim

Animal: ...
 Colour: ...
 Eats: ...
 Doesn't like: ...

Reading Corner, pp. 62–63

The café mystery

1 It's Friday afternoon. Luke and Sherlock play football in the park. Sherlock loves football!
After two hours Luke is hungry and they go to the park café. There they see the woman from the café with a police officer.

Mrs Abrihim: Come and look! Every day my café is like this. What a mess! Please do something!

Police officer: Hmm ... Who doesn't like your café?

10 Mrs Abrihim: No idea! How do they get in? It's crazy!

→ see picture 1

Luke: Hey, Sherlock. Let's help. Maybe we can find the burglar.

15 Luke looks around the café. Sherlock has his nose to the floor and looks around too.

Sherlock: Woof!

Luke: What is it, Sherlock? A clue? – It's something small and white and like wool.

20 Clever dog!

Then there's a noise and a nut falls from the ceiling.

→ see picture 2

Luke: What's that noise? ... Mrs Abrihim! Do you have a ladder?

25 Mrs Abrihim: Yes, in the kitchen.

Police officer: OK, now ... let's see what the problem is ... It's raccoons? Yes, ... raccoons!

→ see picture 3

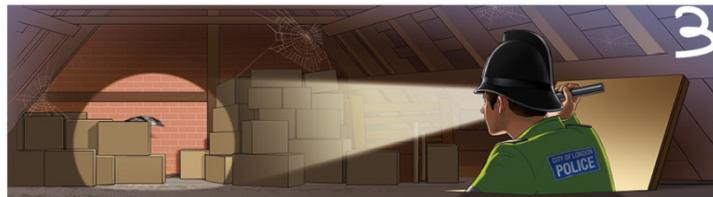
Find the right answers. (Finde die richtigen Antworten.)

1. What is wrong with the café? (Was stimmt nicht mit dem Café?)

2. Who finds the clues? (Wer findet die Hinweise?)

3. What are the clues? (Was sind die Hinweise?)

4. Who are the burglars? (Wer sind die Einbrecher?)



Reading Corner, pp. 62–63

The café mystery

1 Luke is in the kitchen with his trainers on. Sherlock runs to Luke with his lead in his mouth. "Woof! Ark! Ark!" he barks and his lead falls on the floor. "Park? Clever dog, Sherlock!"

5 "OK, let's go!" says Luke. In the park they play football. Sherlock loves his football and does a lot of cool tricks! After two hours Luke is hungry and they go to the park café. There

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"Yes, it's crazy," says Luke. "Hey, Sherlock. Let's help! Maybe we can solve the mystery!"

25 Luke looks around the café for clues. Sherlock has his nose to the floor and looks around too. Suddenly Sherlock runs to Luke. And he has something in his mouth – a clue, maybe?

30 Luke takes it from Sherlock. It's small and white and it looks like wool. Sherlock barks and runs off and shows Luke the place with the wool. There he sees something on the floor ... Nuts?! Then they

35 hear a noise from the ceiling. They look up and see a hole. A nut falls from the hole.

→ see picture 2

Luke: Who's up there? ... Mrs Abrihim! Do you have a ladder?

40 Mrs Abrihim: Yes, in the kitchen, next to the door.

Police officer: Well done, you two! OK, now ... let's see what the problem is ... It's ... raccoons? Yes, ... raccoons!

→ see picture 3



Find the right answers.

a) Answer the questions.

1. What is wrong with the café? _____
2. Who finds the clues? _____
3. What are the clues? _____
4. Who are the burglars? _____

b) Find the words in the text. Match the words.

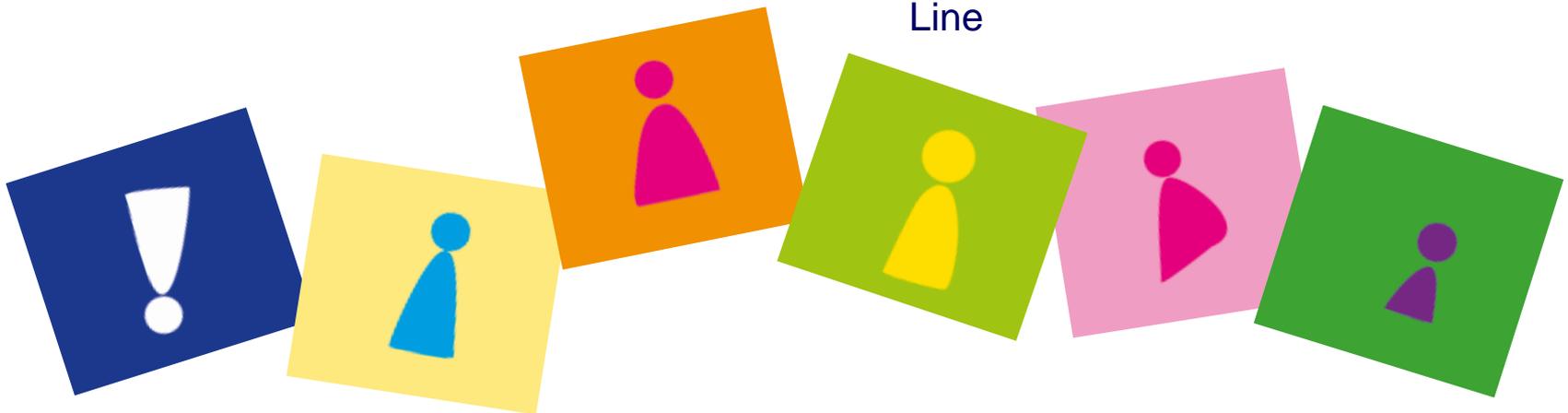
- | | |
|-------------------|--------------------|
| 1. mouth | A Fenster |
| 2. bark | B hören |
| 3. the first time | C Mund |
| 4. window | D Tür |
| 5. door | E zeigen |
| 6. suddenly | F Gut gemacht! |
| 7. take | G hochsehen |
| 8. it looks like | H plötzlich |
| 9. run off | I bellen |
| 10. show | J wegrennen |
| 11. hear | K es sieht aus wie |
| 12. look up | L das erste Mal |
| 13. Well done! | M nehmen |
| 14. you two | N ihr beide |

Für Schülerinnen und Schüler:

- für Schülerinnen und Schüler mit dem Förderschwerpunkt Lernen
- motivierende Übungen auf einfachem Niveau im eigenen farbigen Arbeitsheft
- abgestimmt auf das Lernen mit Blue Line / Orange Line / Red Line

Für Lehrerinnen und Lehrer:

- begleitendes umfangreiches Inklusionspaket für Lehrerinnen und Lehrer
- zusätzliche Kopiervorlagen und Vorschläge zur Leistungsmessung
- abgestimmt auf das Unterrichten mit Blue Line / Orange Line / Red Line



My free time

Ich kann eine Detektivgeschichte verstehen.

1 The café mystery

Read the story.
(Lies die Geschichte.)

Luke and Sherlock are at the park café.
They see a police officer and Mrs Abrihim.

Mrs Abrihim: Please help me!

My café is a mess! I don't know why.

Police officer: OK. Let's look.

Luke: Hey Sherlock. Let's help.
Who is it?

Luke and Sherlock look for clues.
Sherlock finds a clue.

Sherlock: Woof!

Luke: What is it, Sherlock?

Police officer: Look! Nuts!

There is a hole in the ceiling. The nuts are under the hole.

Police officer: Let's look in the hole.

Mrs Abrihim: What can you see?

Police officer: Oh, I can see raccoons!



Wie haben die Übungen geklappt? Male mit deiner Lieblingsfarbe aus.



Das kann ich!



Das kann ich mit Hilfe!



Das muss ich noch üben.



My free time

Ich kann eine Detektivgeschichte verstehen.

2 The café mystery

- a) What are their names? Write the names in the picture.
(Wie heißen sie? Schreibe die Namen ins Bild.)

Luke

Mrs Abrihim

police officer

Sherlock, the dog



- b) Who says what? Write in the speech bubbles.
(Wer sagt was? Schreibe in die Sprechblasen.)

Every day my café is a mess.

Oh, I can see raccoons.



Every day my

café is a mess.

Oh, I can see

raccoons.



Das kann ich!



Das kann ich mit Hilfe!



Das muss ich noch üben.



Formen der Differenzierung:

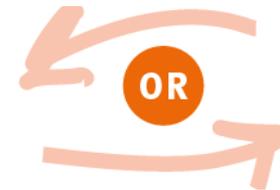
- dreistufige Differenzierung im Übungsbereich



- natürliche Differenzierung bei offenen Aufgaben



- Wahl-/Interessensdifferenzierung



- kooperative Lernformen



Find more online:
i8ce82

Am Ende dieser Unit kann ich ...

- über meine Freizeit sprechen.
- ein Tier vorstellen.
- über meinen Alltag sprechen.
- eine Detektivgeschichte verstehen, Informationen über Schul-AGs weitergeben und einen Film zum Thema „Freizeit in England“ verstehen.

5 31 Unit 3

My free time



After school on Wednesdays I listen to music or watch TV. I love the programme 'Superstars'. I want to be famous.



On Saturdays I play netball. My team is very good. We win a lot! I love my team.



3



I have football practice at lunchtime on Thursdays. We run around a lot and then we play a game. I'm captain of the school team.



After school I help at an animal rescue shelter - I love animals! I have two pet guinea pigs at home but I want a horse.



At the weekend I go to the cinema. I watch a new movie every month. I like science fiction movies.

1 Finish the sentences.

- a) 1. Luke: I play football. football music
 2. Dave: I go to the _____. netball animals
 3. Holly: I help _____. cinema
 4. Jay: I listen to _____.
 5. Olivia: I play _____.

- b) 1. She loves her team. - That's Olivia.
 2. She wants a horse. - That's
 3. He likes science fiction movies.
 4. He wants to be famous.
 5. She wins a lot.
 6. He's captain of the team.

CULTURE
 Olivia und Luke sind nicht in Sportvereinen, sondern Mitglieder in Schulsportmannschaften. Alle englischen Schulen haben Sportmannschaften. Wo machst du Sport? Wie ist es an deiner Schule?

2 (YOUR TURN) My free time → V Free-time activities, p.212

Talk about your free time. → M Double circle, p.178

On Mondays	I listen to	my family.
After school	I go to	computer games.
At the weekend	I help	the cinema.
...	I play (with)	music.
	I watch	movies.
	...	my friends.
		TV.
		my pet.
		...

Ich kann über meine Freizeit sprechen. ✓

2 (YOUR TURN) My free time → V Free-time activities, p.212



Talk about your free time. → M Double circle, p.178

On Mondays
After school
At the weekend
...



I listen to
I go to
+ I help
I play (with)
I watch
...



my family.
computer games.
the cinema.
+ music.
movies.
my friends.
TV.
my pet.
...

Ich kann über meine Freizeit sprechen.



Language detectives → G8, p.167

It likes fruit.

We like animals.

I like giraffes.

They like monkeys.

He likes bears.

She likes penguins.

Wann endet das Verb auf s und wann nicht?
Entdecke die Regel:
... - das 's' muss mit.

10 Talk to a partner.

1. I
2. My dad? He
3. My mum? She
4. We all
5. My friends? They
6. My ...
- like
likes
- animals tigers
parrots bears
elephants monkeys
cats dogs
penguins guinea pigs
giraffes the zoo

What about your dad?

My dad? He likes dogs.

11 (SPEAKING) Play the game.

Lena: I like monkeys.
Lukas: Lena likes monkeys. I like tigers.
Katrin: Lena likes monkeys. Lukas likes tigers. I like

Spielt in Gruppen.
Kannst du dir alles merken?

12 Finish the sentences. → M Peer correction, p.178

- a) Put in the verbs. → p.134
- Fred plays with the elephants. (play) They love football. (love)
Fred plays with the elephants. They love football.
 - The monkeys eat bananas. (eat) They sleep in the tree. (play)
 - A giraffe eats a lot. (eat) It only sleeps two hours a day. (sleep)
 - Fred: We have lots of animals at the zoo. (have) I like the big animals. (like)
- b) Make your own sentences.
- Fred
 - Parrots
 - Holly
 - Bears

GRAMMAR → G9, p.168

I don't like cats.
What about you?

I → don't like cats. He
We → don't like cats. She
They → don't like cats. It
It → doesn't like cats.

13 Correct the sentences.

- a) Use doesn't or don't. → p.134
- Monkeys eat grass.
That's wrong! They don't eat grass.
 - Penguins like bananas.
 - A tiger sleeps five hours a day.
 - Fred works at Thomas Tallis.
 - Elephants play with parrots.
 - Holly works at the zoo.
- b) Partner A: Write wrong sentences about the animals. Partner B: Correct the sentences.

14 Make sentences about the animals.

Barney, the bear

- Barney • meat, fish and fruit. (eat)
- He • noise. (not like)
- He • in winter. (sleep)

Peter and Paul, the parrots

It's time to go.

- Peter and Paul • fruit. (like)
- Paul • "It's time to go." (say)
- Peter • "It's time to go." (not say)

15 (YOUR TURN) My animal profile. → V Animals, p.213

a) Make your own animal profile.

Animal: monkey
Name: Mary
Age: 6

Eats: bananas
Doesn't like: fish
Colour: brown

Ich kann ein Tier vorstellen.

b) Present your profile to the class.

This is my animal. It's a monkey.
Her name is Mary and she's six years old.
Mary eats bananas but she doesn't like fish. She's brown.

*15 (YOUR TURN) My animal profile. → V Animals, p. 213

P a) Make your own animal profile.

b) Present your profile to the class.

Animal: monkey

Name: Mary

Age: 6



Eats: bananas

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Colour: brown

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Mary eats bananas but she doesn't like
fish. She's brown.

Ich kann ein Tier vorstellen. ✓

Formen der Differenzierung:

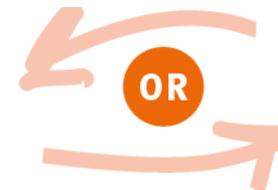
- dreistufige Differenzierung im Übungsbereich



- natürliche Differenzierung bei offenen Aufgaben



- **Wahl-/Interessensdifferenzierung**



- kooperative Lernformen





6 (SPEAKING) Say the next numbers.

1. 10 - 15 - 20 - 25 - ...
2. 8 - 16 - 24 - ...
3. 92 - 82 - 72 - ...

9 (GAME) Crack the code.

a) Use this code. Write the name of an animal in numbers.

Snake is "49 - 44 - 31 - 41 - 35".



b) Say your numbers to your group.
Who can crack the code?

A	B	C	D	E	F	G	H	I	J	K	L	M
31	32	33	34	35	36	37	38	39	40	41	42	43

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
44	45	46	47	48	49	50	51	52	53	54	55	56

Hier lerne ich, ein Tier vorzustellen.

At the zoo

1 (LISTENING) Look at the photos, listen and point.

2 What are your favourite animals?

3 (WRITING) Make animal words.

a) Look at the photos. Make words. → p.133

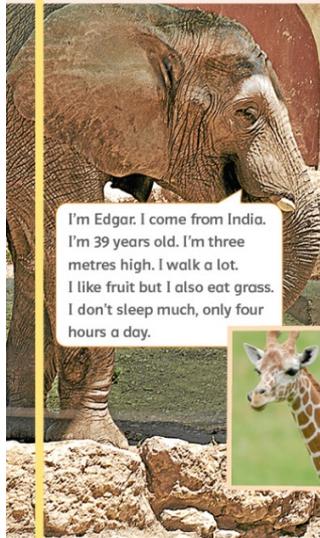
mon key → monkey

sna be par ti ele
gir pen

phant rot ar guin
ke affe ger

b) Finish the words: → V Animals, p.206

li..., flam..., zeb...,
croc..., cam...



I'm Edgar. I come from India.
I'm 39 years old. I'm three metres high. I walk a lot.
I like fruit but I also eat grass.
I don't sleep much, only four hours a day.



Name: Tom
Age: 6 years old
Food: meat (15 kilograms a day)

Other information:
• 93 centimetres high
• sleeps 18 hours a day
• runs 40 kilometres an hour



Name: Lizzy
Age: 11 years old
Food: small animals (mice, birds)
She doesn't eat fruit or plants.

Other information:
• 2 metres long
• sleeps for 5 months in winter



You say: It eats 15 kilograms. (tiger)
But the tiger has a name - Tom.
Here you can say: He eats 15 kilograms.



7 (SONG) I'm going to the zoo

40 

Sing and act the song.

1 I want to dance with the elephants,
Give a high-five to the monkey gang.

I'm going to the zoo.

I want to go skiing with the penguins,

5 Climb a tree with a panda.

I'm going to the zoo.

I want to go fishing with a grizzly bear,
I want to play chess with a gorilla.

I'm going to the zoo.

10 I want to go surfing with a crocodile,
Play hide-and-seeK with a chameleon.

I'm going to the zoo.

I want to play ball with a seal,
Go roller skating with a giraffe.

15 I'm going to the zoo.



STUDY SKILLS

Du kannst dir Grammatikregeln auf Karteikarten schreiben. Sammle die Karten in einer Box und schau dort nach, wenn du eine Übung machst oder für eine Klassenarbeit lernst.

8 (SPEAKING) Interview your partners.



a) Ask a partner. Take notes.

Do you ...

1. get up early?
2. watch science fiction movies?
3. play computer games?
4. watch TV?
5. go shopping?
6. like football?
7. do sport?
8. like animals?

b) Talk about your partner from a).

Tom: Does Sarah get up early?

Sarah: Does Tom get up early?

Anna: Yes, she does.

Jan: No, he doesn't.

Yes, I do.

No, I don't.



Yes,

she

does

No,

he

doesn't

A pet quiz

Answer the questions, add your points and see what pet is right for you.

What's the right pet for you?

1. Why do you want to have a pet?

- a) I want to watch my pet. (1)
- b) I want to have a friend. (3)
- c) I want to play with it sometimes. (2)
- d) No idea. (0)

2. How much time do you have for your pet?

- a) I'm very busy. I don't have any time. (1)
- b) Two or three hours every day. (2)
- c) All of my free time. (3)

3. Pets can make your house, flat, room or their cages dirty. What do you think about cleaning?

- a) Cleaning is OK. (3)
- b) I don't like cleaning. (0)
- c) Cleaning? Only in my room. (2)

4. Do you like to be outside?

- a) Yes, I love it. (3)
- b) No. (2)

5. What about your mum and dad?

- Do they like pets?
- a) No, they don't like pets. (1)
 - b) Yes, they love pets. (3)
 - c) They think they're OK. (2)

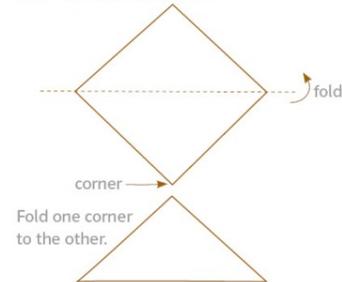


Points	Pet
15	dog
12-14	cat
9-11	rabbit or guinea pig
7-8	fish

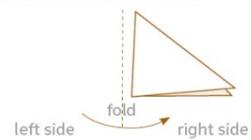
Points	Pet
0-6	Do you really think that a pet is right for you? You can visit neighbours or friends with pets or go to the zoo. You can also go the next page and make your own bat for your room or your classroom.

How to fold Ben the bat

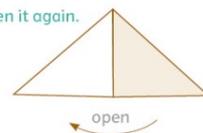
1. Use a 20x20 cm square.



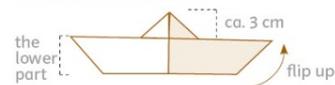
2. Fold the left side to the right.



3. Open it again.



4. Flip up the lower part.



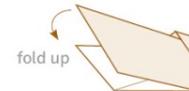
5. Fold down the top.



6. Turn your model round.



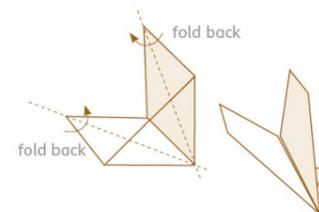
7. Fold up your model.



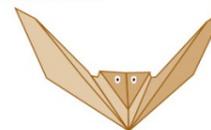
8. Fold the wings up like this.



9. Fold half of the wings back.



10. Here is Ben.





Who's the fastest?

In dieser „Filmecke“ triffst du wieder Laura, Alicia, Jinsoo und Marley.

1 Talk about your free time.

What do you like to do in your free time?
(Was machst du am liebsten in deiner Freizeit?)

Marley



Jinsoo

Laura

2 (VIEWING) Watch the film.

a) Put the pictures in the right order.



A



B



C



D

b) Answer the questions.

- When is the race (Wettrennen)?
- When does Jinsoo get up?
- Where do the friends play football?
- Who is the fastest?

VIEWING SKILLS

Achte auf Wochentage und Uhrzeiten im Film. Sie helfen dir, die Fragen zu beantworten.

3 (SPEAKING) Make a dialogue.

A: Let's play football.

tennis ...

B: OK, at the park?

school ...

A: OK. At three o'clock?

4:30 ...

B: Great. See you then.

*15 (YOUR TURN) My animal profile. → V Animals, p. 213

P a) Make your own animal profile.

b) Present your profile to the class.

Animal: monkey

Name: Mary

Age: 6



Eats: bananas

Doesn't like: fish

Colour: brown

This is my animal. It's a monkey.
Her name is Mary and she's six years old.
Mary eats bananas but she doesn't like
fish. She's brown.

Ich kann ein Tier vorstellen. ✓

The café mystery

1 Look at the pictures. → M Think-pair-share, p.178

- Who is in the story?
- Where are they?
- What's the problem?

READING SKILLS

Lies zunächst den Titel der Geschichte und schau dir die Bilder dazu an. Dann überlege, worum es in der Geschichte gehen könnte.

2 (READING) Read the story.

41

- Luke is in the kitchen with his trainers on. Sherlock runs to Luke with his lead. "Woof! Ark! Ark!" His lead falls on the floor. "Park? Clever dog, Sherlock! OK, let's go!" says Luke.
- In the park they play football. Sherlock loves his football and does a lot of cool tricks! After two hours Luke is hungry and they go to the park café. There they see the woman from the café with a police officer, and the woman is very upset!

Mrs Abrihim: Come and look! Every day there's food all over the floor! Please do something!

- Police officer:** Yes, Mrs Abrihim, we'll find the burglar ...

Mrs Abrihim: But what does the burglar want? There's no money missing!

- Police officer:** Hmmm ... Well, who doesn't like your café?

Mrs Abrihim: No idea! But I lock the café when I go. How do they get in here? It's crazy!
→ see picture 1

- "Yes, it's crazy," says Luke. "Hey, Sherlock. Let's help! Maybe we can solve the mystery!" Luke looks around the café. Sherlock has his nose to the floor and looks around too. Then Sherlock runs to Luke. And he has something – a clue, maybe? It's small and white and like wool. Then there's a noise – and a nut falls from a hole in the ceiling.
→ see picture 2

Luke: Who's up there? ... **Mrs Abrihim!** Do you have a ladder?

- Mrs Abrihim:** Yes, in the kitchen.

Police officer: OK, now ... let's see what the problem is ...

It's ... raccoons? Yes, ... raccoons!
→ see picture 3

3 Find the right answers.

- What is wrong with the café?
- Who finds the clues?
- What are the clues?
- Who are the burglars?



4 (WRITING) Choose one of the tasks.

- a) Mrs Abrihim möchte sich bei Luke und Sherlock bedanken. Schreibe mit diesen Wörtern eine Dankeskarte und gestalte sie.
- OR
- b) Schreibe einen Steckbrief auf Englisch über den Waschbären. Du kannst Informationen über Waschbären in der Geschichte, in der Bücherei oder im Internet finden.

Dear Luke and Sherlock,

my café Please your help
for food and drinks Sherlock is
come to a great dog Thank you for

Yours,
Mrs Abrihim

Animal: ...
Colour: ...
Eats: ...
Doesn't like: ...

4 (WRITING) Choose one of the tasks.



a) Mrs Abrihim möchte sich bei Luke und Sherlock bedanken. Schreibe mit diesen Wörtern eine Dankeskarte und gestalte sie.

Dear Luke and Sherlock,

my café

Please

your help

for food and drinks

Sherlock is

come to

a great dog

Thank you for

Yours,

Mrs Abrihim



b) Schreibe einen Steckbrief auf Englisch über den Waschbären. Du kannst Informationen über Waschbären in der Geschichte, in der Bücherei oder im Internet finden.

Animal: ...

Colour: ...

Eats: ...

Doesn't like: ...

Formen der Differenzierung:

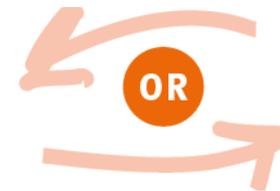
- dreistufige Differenzierung im Übungsbereich



- natürliche Differenzierung bei offenen Aufgaben



- Wahl-/Interessensdifferenzierung



- kooperative Lernformen





Hello! I'm Elena!
What's your name?

Hi Elena.
My name is Jonas.

Double circle

(Kugellager)

Step 1

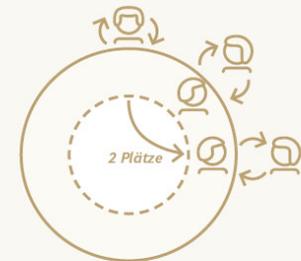
Teilt euch in zwei Gruppen A und B.
Gruppe A bildet den inneren Kreis. Gruppe B bildet den äußeren Kreis. Steht dabei so, dass ihr euch anseht.

Step 2

Wenn ein Signal ertönt, sprecht ihr mit der Person, die euch gegenübersteht.

Step 3

Beim nächsten Signal rückt der mittlere Kreis zwei Plätze weiter nach links. Wiederholt den Vorgang.



1 (SPEAKING) Ask a partner. → M Double circle, p. 178

A: Hello! I'm Elena.

What's your name?

B: Hi Elena. My name is Jonas.

A: I like music. And you?

B: I like sport.

A: OK, it's time to go. See you later!

B: Yes, OK. Bye!

Hello there!

Hi!

Hello!

music

sport

animals

computers

See you later!

Goodbye!

Bye!

See you!

Methoden

Double circle

(Kugellager)

Step 1

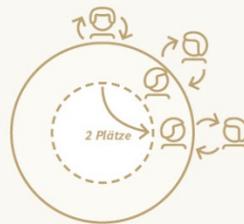
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Step 2

Wenn ein Signal ertönt, sprecht ihr mit der Person, die euch gegenübersteht.

Step 3

Beim nächsten Signal rückt der mittlere Kreis zwei Plätze weiter nach links. Wiederholt den Vorgang.



Think – pair – share

Step 1

Schreibe deine Ideen, Gedanken oder Lösungen zur Aufgabe auf.



Step 2

Tauscht eure Notizen zu zweit aus und besprecht sie.



Step 3

Präsentiert euer Ergebnis anderen Paaren oder der gesamten Klasse.



Peer correction

(Partnerkontrolle)

Step 1

Bearbeite die Aufgabe zunächst selbstständig.



Step 2

Tausche deine Lösungen mit einem Partner/einer Partnerin. Kontrolliere seine oder ihre Lösungen.



Step 3

Tauscht euch danach zu der Aufgabe aus und korrigiert den Text.

Milling around

(Marktplatz)

Step 1

Bearbeite die Aufgabe zunächst allein. Auf ein Zeichen vom Lehrer oder der Lehrerin steht ihr auf und geht durch den Raum. Vergesst nicht, die Aufgabe und einen Stift mitzunehmen.



Step 2

Wenn ein Signal ertönt, bleibt ihr stehen. Besprecht mit der Person die Aufgabe, die euch am nächsten steht.



Step 3

Beim nächsten Signal trennt ihr euch und geht weiter durch den Raum. Wiederholt den Vorgang.



Walking sentences

Step 1

Nehmt eine Karte. Ihr findet darauf ein Wort und/oder ein Satzzeichen.



Step 2

Wenn ein Signal ertönt, geht durch die Klasse und bildet vollständige Sätze. Stellt euch dazu in der richtigen Reihenfolge auf. Haltet eure Karten vor euch, so dass alle sie lesen können.



Step 3

Lest euren Satz vor und schreibt ihn auf.

Methods

Bus stop (Lerntempoduett)

Step 1
Bearbeite die Aufgabe zunächst allein. Schreibe deine Lösungen auf.



Step 2
Wenn du fertig bist, gehe zum „bus stop“. Warte dort auf die nächste Person bzw. triff die Person, die dort schon wartet. Vergleiche und korrigiere eure Ergebnisse.



Step 3
Gehe danach wieder zu deinem Platz zurück. Bearbeite die nächste Aufgabe.



Think - pair - share

Step 1
Schreibe deine Ideen, Gedanken oder Lösungen zur Aufgabe auf.



Step 2
Tauscht eure Notizen zu zweit aus und besprecht sie.



Step 3
Präsentiert eure Ergebnisse anderen Paaren oder der gesamten Klasse.



Walking sentences

Step 1
Nimmt eine Karte. Ihr findet darauf ein Wort und löst es am Satzzeichen.



Step 2
Wenn ein Signal ertönt, geht durch die Klasse und tauscht vollständige Sätze. Beacht euch dazu in der richtigen Reihenfolge auf. Haltet eure Karten vor euch, so dass alle sie lesen können.

Step 3
Lest einen Satz vor und schreibt ihn auf.



Peer correction (Partnerkontrolle)

Step 1
Bearbeite die Aufgabe zunächst selbstständig.



Step 2
Tausche deine Lösungen mit einem Partner/iner Partnerin. Kontrolliere seine oder ihre Lösungen.



Step 3
Tauscht euch danach zu der Aufgabe aus und korrigiert den Text.

Gallery walk

Step 1
Hängt nach eurer Gruppenarbeit euer Produkt gut sichtbar an Klassenwände auf.



Step 2
Seht euch die Produkte der anderen an und bewertet sie.



Step 3
Wertet im Anschluss eure Ergebnisse in der Klasse aus.



Double circle (Kugelflägel)

Step 1
Teilt euch in zwei Gruppen A und B. Gruppe A bildet den inneren Kreis, Gruppe B bildet den äußeren Kreis. Steht dabei so, dass ihr euch anseht.



Step 2
Wenn ein Signal ertönt, spricht ihr mit der Person, die euch gegenübersteht.

Step 3
Beim nächsten Signal löst der mittlere Kreis zwei Plätze weiter nach links, Wiederholt den Vorgang.

Freeze frame (Standbild)

Step 1
Entscheidet euch in der Gruppe, welche Szene oder Personen ihr darstellen wollt, beredt die Rollen.



Step 2
Probiert verschiedene Standbilder aus und entscheidet euch dann für eines. Denkt daran, ihr müsst euer Standbild eine Minute lang durchhalten. Keiner darf sich bewegen oder etwas sagen.



Step 3
Präsentiert der Klasse euer Standbild. Die anderen beschreiben, was sie sehen.



Writers' conference (Schriftbesprechung)

Step 1
Bildet Vierergruppen.



Step 2
Lest euch eure Sätze/Texte gegenseitig vor.



Step 3
Die anderen sagen, was ihnen gefallen hat.



Step 4
Die Zuhörer können Verbesserungsvorschläge machen.



Step 5
Jede Gruppe wählt den besten Text aus und liest ihn der Klasse vor.



Milling around (Mikrotag)

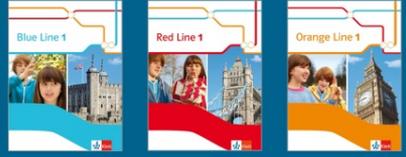
Step 1
Bearbeite die Aufgabe zunächst allein. Auf ein Zeichen vom Lehrer oder der Lehrerin stellst du auf und gehst durch den Raum. Vergisst nicht, die Aufgabe und einen Satz mitzunehmen.



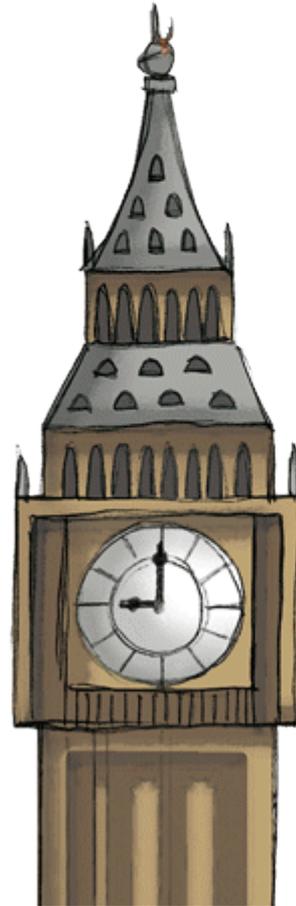
Step 2
Wenn ein Signal ertönt, bleibst du stehen. Besprecht mit der Person die Aufgaben, die euch am nächsten steht.



Step 3
Beim nächsten Signal bewegt ihr euch und geht weiter durch den Raum. Wiederholt den Vorgang.



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