



Kompetenzen

- talk and read about schools in the US (über Schule in Amerika sprechen und lesen)
- say what you have / haven't done (vergangene Handlungen, die mit der Gegenwart verbunden sind ausdrücken)
- use 'should/may/must not' for rules (mit Modalverben Regeln ausdrücken)
- write about my own school (über die eigene Schule schreiben)
- date an American boy or girl :-) (einen Jungen oder ein Mädchen aus Amerika treffen)
- give a presentation on your dream school (eine Präsentation zu deiner Traumschule halten)



basic level



mediate level



advanced level

Together:

who?	how?	what?	feedback
class		"School words". Make a mind map	
		Look at the website of Paradise Valley High School. Answer the questions in 1 a,b+c	
		TB, p. 24 ex 2 "Let's listen: Make a Difference Day"	
		Grammar: The present perfect, TB, p. 113	
		TB, p. 26 ex 1 "Let's talk: About yearbooks"	

Your tasks: Choose your level and do the tasks!




who?	level?	how?	what?	feedback
			TB, p. 25 ex 4 "American schools"	
			WB, p. 15 ex 3 "What are these things?"	
			WB p. 15 ex 4 "Use these word pairs in sentences"	
			WS "Practise the present perfect A"	
			WS "Practise the present perfect B"	
			TB p. 26 ex 2 "Plans for a yearbook". What have the students already done? What haven't they done yet? Talk to your partner.	







Kompetenzen

- über Schule in Amerika sprechen und lesen





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		TB, p. 24 ex 2 "Let's listen: Make a Difference Day"	

Your tasks

who?	how?	what?	feedback
		TB, p. 25 ex 4 "American schools"	
		WB, p. 15 ex 3 "What are these things?"	

A/Ü

who?	how?	what?	feedback
		Learn the vocab!	
		WB p. 14 ex 1 "Good morning, students"	



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basic level



mediate level



advanced level

Together:

who?	how?	what?	feedback
class		Grammar: The modal verbs, TB p. 114	
		Read the text "School Rules!", TB p. 27	
		TB p. 31 ex. 1 "Let's listen: Attention, please!"	

Your tasks: Choose your level and do the tasks!

who?	level?	how?	what?	feedback
			TB p. 27 ex. 3 "Rules to remember" Make sentences. Talk to your partner: What about rules at your school? What is the same and what is different?	
			TB p. 34 ex. 1 "School words"	
			TB p. 37 ex 3 "Different school rules"	
			WS "Modal verbs A"	
			WS "Modal verbs B"	
			TB p. 30 ex. 1 "Comparing schools in the UK and the US. Read about schools in the UK and the US and write a text about your own school."	
			WS "High Schools in the US." Read about schools in the US. Add new information to your mindmap and write a text about your own school.	



Kompetenzen

- über Schule in Amerika sprechen und lesen
- mit dem Modalverb *should* Regeln ausdrücken
- über die eigene Schule reden und schreiben

Together:

who?	how?	what?	feedback
class		Grammar: The modal verbs, Navi p. 117	
		Read the text "School Rules!", Gk-TB p. 25	
		TB p. 31 ex. 1 "Let's listen: Attention, please!"	

Your tasks

who?	how?	what?	feedback
		TB p. 27 ex. 3 "Rules to remember" Make sentences (WS !)	
		TB p. 34 ex. 1 "School words"	
		WS "High Schools in the US." Read about schools in the US. Add new information to your mindmap.	

A/Ü

who?	how?	what?	feedback
		Learn the vocab!	
		WB p. 18 ex. 9 "Rules". Use " <i>should</i> " and " <i>should not</i> "!	
		WB p. 22 ex. 16 "Tandem". You say: " <i>I can see ... on my picture.</i> " Your partners says: " <i>I think that is picture number ...</i> " You say: " <i>That's correct.</i> "	



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- date an American boy or girl :- (einen Jungen oder ein Mädchen aus Amerika treffen)
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basic level



mediate level



advanced level

Together:

who?	how?	what?	feedback
class		TB p. 28 "The art of dating ..."	
		TB p. 29 ex. 1 "How to do it"	
		TB p. 29 ex. 3 "Let's listen: Making the first move"	
		Action USA! "Go, Greg, go!" WB p. 23 ex. 17	

Your tasks: Choose your level and do the tasks!

who?	level?	how?	what?	feedback
			WB p. 22 ex. 16 "Tandem: American snapshot"	
			WB p. 22 ex. 15 "How to start a yearbook"	
			TB p. 29 ex. 4 "Role play: Dating"	
			TB p, 29 ex. 5 "Let's talk: Questions"	
			Project: My dream school You are going to invent and present your dream school. Take a project worksheet for your level and follow the instructions.	



Kompetenzen

- über Schule in Amerika sprechen und lesen
- mit dem Modalverb *should* Regeln ausdrücken
- über die eigene Schule reden und schreiben
- eine Verabredung machen
- eine Präsentation zu deiner Traumschule halten

Together:

who?	how?	what?	feedback
class		TB p. 28 "The art of dating ..."	
		TB p. 29 ex. 1 "How to do it"	
		TB p. 29 ex. 3 "Let's listen: Making the first move"	
		Action USA! "Go, Greg, go!" WB p. 23 ex. 17	

Your tasks

who?	how?	what?	feedback
		WB p. 22 ex. 16 "Tandem: American snapshot"	
		TB p. 29 ex. 4 "Role play: Dating"	

A/Ü

who?	how?	what?	feedback
		Learn the vocab!	
		WB p. 25 "Class test 2" ex. 2	
		WB p. 26 "Class test 2" ex. 3	



name:

Kompetenz

- give a presentation on your dream school (eine Präsentation zu deiner Traumschule halten)



basic level



mediate level



advanced level

Together:

who?	how?	what?	feedback
class		How to do the presentation. Listen to your teacher.	

Your tasks: Choose your level and do the tasks!

who?	level?	how?	what?	feedback
			"Before you start" Make a mindmap of your dream school.	
			"School rules" Invent some rules for your dream school	
			"Dream timetable" Fill in the timetable with your dream subjects.	
			"Your school website" Create your own school website. Draw at least the start page.	
			"The poster" Create a poster with the most important information about your dream school.	
			"Information for students and parents" Write a text about your dream school (100 words)	
			"The gallery walk" Make a cue card for the gallery walk. Write down not more than 15 (👍) 10 (💣💀) words. You can draw as many symbols as you like.	



1 Let's listen: The art of dating

a) Complete the sentences with the right word(s).



- Ryan wants to ask _____ for a date.
- Ryan is doing it in the _____.




- Ryan is _____ how to ask Anna for a date.
- Ryan is doing it in front of the _____.
- ✓ Ryan is doing it because he _____ Anna yet.

b) What is Ryan worrying about? Tick the four right boxes (✓).

Ryan is worrying ...





1. that Anna will say 'no' to a date with him.	
2. that Anna will laugh at him.	
3. that somebody else has already asked Anna for a date.	
4. that he should send Anna a letter.	
5. because he can't dance.	
	
6. that Anna hates football.	
7. that Tony will ask her for a date.	



c) What is so funny about the ending? Tick (✓) the right box.



- Tony asks the girl for a date. ☐
- Ryan is really nervous when he sees the girl at the door. ☐
- The girl asks Ryan for a date before Ryan can do it. ☐

	<p style="text-align: center;">TEST NR 2 Unit 2 A new school year</p> <p>name: _____</p>	
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2 Let's read: Make a Difference Day

"What shall we do on 'Make a Difference Day'?" asked James.

"Oh, I don't know. I never have any good ideas," said Sandra. "Well, I think we should do something that makes school better," said James. "Yes, that would be nice but I'd like to collect some money for the children's home or the old people's home, too," said Bob. "Maybe we could do both," answered James. "We could do something at school that people pay for and then we could give the money to the old people's home." "Like what?" said Sandra. "Well, we could get some apple trees and put them in the school garden. They look nice and we could sell the apples," said James. "But where do we get apple trees from? Aren't they expensive?" asked Bob. "Hm, I don't know. You haven't said anything, Nicole. What do you want to do?"

"Nothing. I haven't got time," answered Nicole. "I've got to work every Saturday."

"But you can't do nothing," said James. "Everyone does something on 'Make a Difference Day'."

"Not me," answered Nicole. "I've got too much to do, and why should I give money or my time to other people? I need the money, too. My dad has lost his job. We've never had a holiday. And I have to work every week if I want something."

"Yes, but there are people out there who can't work. They haven't got any money or enough food to eat," said James.

"Well, let the rich people give them some money," shouted Nicole who was angry now. She walked home and felt angry all the way. Why should she give her time and money? She needed the money. She worked every week and didn't have enough time for her homework, and she wanted a new bike. She thought about life and how unfair it was. She thought about all the things that she wanted and couldn't have.

The next day at school her friends talked again about "Make a Difference Day" again but Nicole didn't say anything. Then James said, "I know. Let's go to the children's home and see what they want and what they need. Then maybe we'll have an idea." They all thought it was a good idea and they all went after school on Friday. Nicole went, too, because she wanted to go for a pizza with them later. She didn't really want to see the children's home and when she got there, she wanted to leave again right away because she felt so sad. For the first time she understood how much she had.



a) Find the right ending to the six sentences. Draw lines.

1. Nicole doesn't want to ...
2. One reason for this is that ...
3. So Nicole doesn't see why ...
4. Also she needs the extra money because ...
5. James thinks that ...
6. But Nicole is angry and says that ...

A) she should give her time to others.
B) there are people who have bigger problems than Nicole has.
C) her family has money problems.
D) do anything on "Make A Difference Day".
E) the rich people should help with money.
F) she usually works on Saturdays.



b) Read the text and find out which of the pupils it is. Tick (✓) the right box(es).

Who ...	James	Sandra	Bob	Nicole
1. has no idea what they can do?				
2. thinks it is important to do something for their school?				
3. thinks it is important to help a special group of people?				
4. thinks that they could do something for their school and for a special group of people at the same time?				
5. wants to know how they can do both?				
6. makes an interesting suggestion?				
7. sees the problems with that suggestion?				
Who ...				
1. does not take part in "Make a Difference Day"?				
2. thinks that everyone does something on "Make a Difference Day"?				
3. says that there are people out there who haven't got any money or enough food to eat				
4. says that they may get an idea for "Make a Difference Day" when they visit the children's home?				
5. visits the children's home?				
6. feels sad?				

c) Answer the questions.



1. Where did the friends go on Friday?

2. How did Nicole feel there and what did she learn?

d) Answer the questions.

1. Why does Nicole think life is unfair?

2. What event helps Nicole to see her situation differently?

	<p style="text-align: center;">TEST NR 2 Unit 2 A new school year</p> <p>name: _____</p> <p style="text-align: center;">basic</p>	
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3 Let's write: German schools 👉

Write a short text about German schools (8 sentences).

You can write about

- ✓ subjects
- ✓ school start
- ✓ activities
- ✓ clothes

[illegible]

4 Ready for the date?



Write what Brenda has done. Write at least 4 sentences.



Write what Brenda has done, what Leroy hasn't done and what they both have done. Write at least 6 sentences.

Look at the example.

Brenda		Leroy
	buy some chocolate	✓
✓	choose a teddy bear	
	put some money in (his/her/their) wallet	✓
✓	pack (his/her/their) bag	
✓	do (his/her/their) hair	✓
✓	clean (his/her/their) shoes	
✓	tell (his/her/their) parents about the date	✓
	ask (his/her/their) mum to pick them up at 10 p.m.	✓



Brenda has chosen a teddy bear for Leroy. Leroy



1 Let's listen: The art of dating

1. a) *Complete the sentences with the right word(s).*

1. Ryan wants to ask _____ for a date.

2. Ryan is doing it in the _____.



2. b) *Tick the right box (✓).*

3. 1. Why is Ryan so nervous?

She'll never say yes. ☐

Tony loves him. ☐

2. Tony says:

She laughs at you. ☐

You can see that she likes you. ☐

3. Tony is so nervous, he wants to

ask her to the football game. ☐

sing a song for her. ☐

4. c) *What is so funny about the ending? Tick (✓) the right box.*

1. The girl has another date. ☐

2. The girl asks Tony for a date before Tony can do it. ☐

3. The girl asks Ryan for a date before Ryan can do it. ☐



MAKE A DIFFERENCE DAY



400+ VOLUNTEERS

25 SITES



4 HOURS



1 DAY



Saturday, October 26, 2013

Free Breakfast and Check in - 9:00am - 9:30am

Chumash Auditorium, Cal Poly

Free Parking - Grand Avenue Parking Structure

VOLUNTEER 10:00am-2:00pm

Sign up ONLINE today
volunteerslo.org !





for more info: email cpcommunitycenter@gmail.com or call (805)756-2582



United Way of
San Luis Obispo County

VOLUNTEERSLO
The Volunteer Resource for San Luis Obispo County

CAL POLY
Student Life & Leadership
Center for Community Engagement

	<p align="center">Test 2 Unit 2: A new school year</p> <p>name: _____ class: _____</p> <p>date: _____</p>	 <p align="center">Grade 8 easy</p>
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2 Let's read: Make a Difference Day

5. Answer the questions.

1. When is the Make a Difference Day? _____
2. When is the Check in? _____
3. How long is the work? _____

6. Find the right ending to the five sentences. Draw lines.

For more info	at the Chumash Auditorium.
You can check in	in the Grand Avenue.
You can park your car	online.
You can sign in	with a free breakfast.
You can start	you can send an email.

3 Let's write: Your dream school

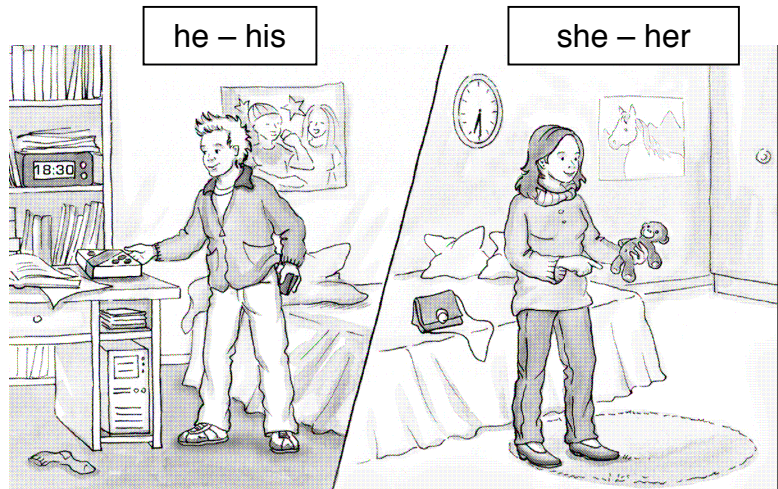
Write a short text about you dream school.

1. In my dream school we have _____
2. In the morning we have _____
3. In the afternoon we have _____
4. My favourite _____
5. _____



4 Let's write: Dating rules

Brenda		Leroy
	buy some chocolate	✓
X	choose a teddy bear	
	put some money in (his/her/their) wallet	✓
✓	pack (his/her/their) bag	
	do (his/her/their) hair	✓
✓	clean (his/her/their) shoes	
✓	tell (his/her/their) parents about the date	
	ask (his/her/their) mum to pick them up at 10 p.m.	✓



Write the sentences. Use should or shouldn't.

0. Leroy *should* buy some chocolate.

1. Brenda _____ .

2. Leroy _____ .



3. _____ .

4. _____ .

5. _____ .

6. _____ .

7. _____ .

	<p align="center">Test 2 Unit 2: A new school year</p> <p>name: _____ class: _____</p> <p>date: _____</p>	 <p align="center">Grade 8 easy</p>
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Hörverständnis	no problem	ok	not so good	not at all
Ich konnte aus der Überschrift, dem Bild und den Aufgaben Informationen entnehmen, die mir beim Hören geholfen haben.				
Ich konnte die einzelnen Wörter verstehen.				
Die Geschwindigkeit des Redens war ok für mich.				
Ich konnte bei den Aufgaben schnell genug mitlesen.				
Ich habe die Aufgaben verstanden.				
Ich habe die Wörter in den Aufgaben verstanden.				

Leseverständnis	no problem	ok	not so good	not at all
Ich habe den Text im Großen und Ganzen verstanden.				
Ich habe Arbeitsmethoden zum Textverstehen angewendet (markieren, unterstreichen, Randnotizen).				
Ich habe die Aufgaben verstanden.				
Ich konnte die Antworten im Text finden.				