



Hinweise: Mündliche Prüfung: Zur Vorbereitung für die mündliche Prüfung muss auf das bereits ausgeteilte Material zurückgegriffen werden. Darüber hinaus sollen die Lernfiles 11 und 12 (S. 139/140) gelesen und gelernt werden. Zur Erinnerung: Die 3 Prüfungsteile sind a) Gegenstandsbeschreibung, b) Bildbeschreibung und c) dialogisches Sprechen.

Lernschritt 5: Skills training

Lernziel

Ich kann Diagramme verstehen und auswerten und spezifische Informationen zum *Death Valley National Park* im Internet finden. Ich kann Quellen im Internet prüfen und ihren Informationsgehalt kritisch hinterfragen.

Ich kann über Fernsehen und Filme sprechen und mit Anleitung einen Fragebogen entwerfen.

Ich kann eine Umfrage durchführen und das Ergebnis der Klasse präsentieren.

Ich erweitere mein Hör- / Sehverstehen zu den Themen Einkaufen, Zubereitung von *s'mores*.

VOKABELN: Pb p. 168 (chart - crime) => abschreiben und lernen!!!

<p>5.1</p>	<p>Understanding charts Semantisierung</p> <div data-bbox="571 1137 1155 1594" data-label="Figure"> <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>white</td> <td>63%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>16%</td> </tr> <tr> <td>African American</td> <td>13%</td> </tr> <tr> <td>Asian</td> <td>5%</td> </tr> <tr> <td>Native American</td> <td>1%</td> </tr> <tr> <td>multiracial</td> <td>2%</td> </tr> </tbody> </table> </div> <p>L: There are different kinds of charts on this page. Let's have a look at the round one first. It's about the <u>population</u> of the US. Can you describe the word <u>population</u>? What does it mean? SuS: All the people in one country make the population of a country. L: That's right. Look, there are different colours. The colours show the <u>percentage</u> of each population group in the US. What's the <u>percentage</u> of <u>African-Americans</u>? SuS: It's 13 per cent. L: You're right. And what about the group of Hispanics / Latinos? SuS: It's 16 per cent. L: Charts can give you information about numbers quickly. You don't have to read a long text to get the information. Let's look at more charts. Pb p. 60, ex. 1 – 3</p>	Group	Percentage	white	63%	Hispanic/Latino	16%	African American	13%	Asian	5%	Native American	1%	multiracial	2%	<p>words</p>
Group	Percentage															
white	63%															
Hispanic/Latino	16%															
African American	13%															
Asian	5%															
Native American	1%															
multiracial	2%															

(read SF 7, Pb p. 133)



5.2	<p>Yosemite National Park Wb p. 31, ex. 12 => <i>Check yourself (Englischordner)!</i></p>	reading / writing	
5.3	<p>Picking the best websites Pb p. 61, ex. 1a – c + KV 15 <i>for fast learners:</i> Pb p. 107, more practice 7 } => <i>Put your text into your Dossier!</i></p>	reading / research	
5.4	<p>American bears Wb p. 32, ex. 13 => <i>Check yourself (Englischordner)</i></p>	reading	
5.5	<p>Talking about TV and movies <u>Tafel:</u> <i>action, fantasy, comedy, music, love, sitcom, crime, science fiction, horror</i> L: Look at the board, please. Here are different sorts of movies. Tell me what's your favourite movie? Do you know what sort of movie it is? SuS: ... L: Let's listen to Kenzie, Tim and Andi. Pb p. 62, ex. 1a + b</p>	listening	
5.6	<p>TV and movies in your class Pb p. 62, ex. 2 + KV questionnaire</p>	speaking / words	
5.7	<p>Party Planning Pb p. 63, ex. 1 + KV shopping list</p>	viewing	
5.8	<p>Making s'mores Pb p. 63, ex. 2 Pb p. 107, ex. 2</p>	reading / viewing	
5.9	<p>Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	words	





Lernschritt 6: Focus on language

Lernziel

Ich kann Aussagen im **Passiv im simple present** und im **simple past** formulieren.

VOKABELN: Pb p. 168 ((film) set - found) => abschreiben und lernen!!!

4.1	<p>A tour in Los Angeles Pb p. 64, ex. 1a L: Look at the pictures. What can you see in a film studio? SuS: ... L: That's right You can see <u>film sets</u> (picture B). / You can also see lots of <u>costumes</u> (picture C). <u>Tafel:</u> The costumes <u>were worn</u> in famous films. (anschreiben, nicht kommentieren) Pb p. 64, ex. 1b</p>	speaking	
4.2	<p>The passive Pb p. 64, ex. 2a + b read Language File 16, Pb p. 151</p>	grammar	
4.3	<p>The passive – rules and examples KV 24 (lighthouse 4)</p>	grammar / writing	
4.4	<p>Newspaper headlines Pb p. 65, ex. 3 <u>for fast learners:</u> Pb p. 108, more practice 9</p>	grammar / writing	
4.5	<p>California facts – true or false Pb p. 65, ex. 4</p>	grammar / writing	
4.6	<p>California facts / SF's big earthquake / The movie... Wb pp. 34 + 35 => <i>Check yourself (Englischordner)!</i></p>	grammar / writing	
4.7	<p>Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	words	



„Ich-kann-Sätze“

Hier stehen die Lernschwerpunkte für „On the road in California“. Schätze dich kurz darin ein!

Das kann ich noch nicht. Ich brauche Hilfe! 😞

Das muss ich noch üben! 😐

Das kann ich gut! 😊

1. I can understand information on a map of California. (LS 1) <i>Übungsaufgaben: Pb pp. 52 + 53</i>	😊	😐	😞
2. I can understand information in texts about California. (LS 2, 3) <i>Übungsaufgaben: Pb pp. 54 – 57, Pb p. 67</i>	😊	😐	😞
3. I can understand some problems about living between two cultures. (LS 4) <i>Übungsaufgaben: Pb pp. 58 + 59</i>	😊	😐	😞
4. I can find information in a table. (LS 5) <i>Übungsaufgaben: Pb p. 60, Pb p. 68, ex. 5</i>	😊	😐	😞
5. I know how to find information on the internet. (LS 5) <i>Übungsaufgabe: Pb p. 61</i>	😊	😐	😞
6. I can ask questions about movies and TV. (LS 5) <i>Übungsaufgabe: Pb p. 62, Pb p. 68, ex. 6</i>	😊	😐	😞
7. I can say when something was built or done. (LS 6) <i>Übungsaufgabe: Pb pp. 64 + 65, Pb p. 67, ex. 4</i>	😊	😐	😞





Ziel:	<p>Ich lerne die amerikanischen Südstaaten kennen.</p> <p>Ich kann über das Leben in einer Kleinstadt sprechen und erfahre vom Leben der <i>Native Americans</i> früher und heute.</p> <p>Ich kann mich als Tourist in New Orleans zurechtfinden und sagen, was zu einem früheren Zeitpunkt in der Vergangenheit geschah.</p>
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Lernschritt 1:

<p>Lernziel:</p> <p>Ich erhalte anhand von Bildbeschreibung, Fantasiereise und Kurzfilm Informationen aus Geschichte und Gegenwart des <i>Deep South</i> der USA.</p>

VOKABELN: Pb p. 169 (mean, meant, meant - extreme) => abschreiben und lernen!!!

1.1	<p>You – in the Deep South PB geschlossen</p> <div style="text-align: right; font-size: 0.8em;">writing</div>  <p>Look at the map. Which states, cities and places do you remember? Write down as many as you can. Then share your ideas with your partner and complete your notes. Then tell your class.</p> <p><u>Tafel:</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> ➤ <i>We talked about... It's a...</i> ➤ <i>in Unit ... we were in ...</i> ➤ <i>We did a project on ...</i> ➤ <i>It's in ...</i> ➤ <i>We saw ...</i> ➤ <i>We looked at ...</i> </div> <p>L: Now we are going to talk about some more states in the USA Pb p. 72 + 73 , ex. 1</p>	 <p>Think- Pair-Share</p>
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1.2	Images of the South Pb p. 73, ex. 2	listening	
1.3	PEOPLE and PLACES A visit to the South Pb p. 7§, ex. 3 + KV 17	viewing / listening	
1.5	About the Deep South / Good and bad ... Wb p. 38, ex. 1 + 2 => <i>Check yourself (Englischordner)!</i>	words / listening	
1.7	Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i>	words	



Lernschritt 2: Theme 1: Home, sweet home

Lernziel

Ich lerne das Leben eines Teenagers in der Kleinstadt Guntersville, Alabama kennen und kann einem Lied über ein Mädchen aus einer Kleinstadt Informationen entnehmen.

Ich kann einen vergleichenden Text über das Leben in Guntersville und meinem Wohnort verfassen.

VOKABELN: Pb p. 169 (fifteen-year-old girl - radio) => abschreiben und lernen!!!




<p>2.1</p>	<p>Gunterville, a small town in Alabama words / speaking Pb geschlossen L: Let's talk about what to do in your town. What can you do here after school and at the weekend? SuS: ... → <u>Stichpunkte an Tafel sammeln</u> L: Do you go camping at the weekend or to a swimming pool too? SuS ... L: What about <u>fishing</u>? SuS ... L: And <u>hunting</u>? SuS: ... L: How to you <u>get around</u> in town? By bike? Or by ...? SuS: ... L: Well, what do you think: is your / our town a small town? SuS: ... L: Let's look at an article written by a 15-year-old girl from Guntersville in the north of Alabama. Guntersville is a small town. Pb. p. 74, ex. 1a - d (read SF 7, Pb p. 133)</p>	
<p>2.2</p>	<p>Find these words / What can you do...? / Driving ... words / writing Wb p. 39, ex. 3 – 5 => <i>Check yourself (Englischordner)!</i></p>	
<p>2.3</p>	<p>Comparing lifestyles note-taking / writing Pb p. 75, ex. 2a – e + KV 18 Pb p. 75, ex. 2f => <i>Put it in your Dossier!</i> (read SF 9, Pb pp. 136-137)</p>	
<p>2.4</p>	<p>Vocabulary words Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	

Lernschritt 3: Theme 2: Native American stories

Lernziel

Ich kann Lese- und Hörtexte zur Vertreibung der Cherokee aus ihren Stammesgebieten in der ersten Hälfte des 19. Jahrhunderts verstehen und einem Artikel Informationen über das Verbot indianischer Symbole bei der Abschlussfeier an einer *high school* entnehmen.

VOKABELN: Pb pp. 169 - 170 (Indian – know: I knew) => abschreiben und lernen!!!

<p>3.1</p>	<p>Native Americans in Alabama speaking Pb geschlossen</p>  <p>L: Have a look at this picture. What can you see? SuS: ... L: Where do you think this village is? (weitere Wh-Fragen mögl.) SuS: ... L: Well, this is a picture of Cherokee village – what it used to look like before the Europeans came over to America. Here you can see some <u>Native Americans – or American Indians</u> → Tafelanschrieb L: What do you know about Native Americans? SuS ... → Sammeln an der Tafel L: The Native Americans were in the USA long before Europeans arrived. But when the white people came there was a lot of fighting, because the Europeans wanted the land to live on. Pb p. 76, ex. 1 + KV timeline Pb p. 109, ex. 1 + KV timeline</p>	
<p>3.2</p>	<p>Native Americans in Alabama writing Wb p. 40, ex. 6 => <i>Check yourself (Englischordner)</i>!</p>	<p>reading /</p> 





<p>☆☆☆</p>	<p>Chelsey's story / What do you think? speaking Pb p. 77, ex. 2a – c Pb p. 77, ex. 2d Pb p. 110, ex. 2 135)</p> <p style="text-align: right;">writing / (read SF 9, Pb p.</p>	<p>😊</p>
<p>3.4</p>	<p>Vocabulary words Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	<p>😊</p>



Lernschritt 4: STORY: Katrina and the trumpet

Lernziel

Ich entnehme dem tagebuchähnlichen Text eines Jugendlichen Informationen über die Folgen des Hurricanes 'Katrina'.

VOKABELN: Pb pp. 170 - 171 (trumpet - cheer) => abschreiben und lernen!!!

4.1	<p>Before you read speaking</p> <p>L: The big story in our book on pages 78 and 79 is about New Orleans. Look at the map at the front of the book. Where is NO? SuS: At the Gulf of Mexico. In Louisiana. L: And Louisiana is in the Deep South. Do you remember something about NO? SuS: ... Mardi Gras / ... (ggf. Kurzfilm von S. 73 wiederholen) L: Let's find out what the story is about. But before we do that, we have to look at the box with the American and German flags on page 79. There's some interesting information. Pb p. 78, ex. 1a + b + KV 19 Pb p. 79, ex. 2</p>	
4.2	<p>This is wrong? reading / writing</p> <p>Pb p. 79, ex. 3 <i>for fast learners:</i> Pb p. 110, more practice 1 Pb p. 111, more practice 2</p>	
4.3	<p>Find the numbers / new words and phrases / If a hurricane writing</p> <p>Wb p. 41, ex. 7 - 9 => <i>Check yourself (Englischordner)!</i></p>	
4.4	<p>Vocabulary words</p> <p>Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i></p>	



Lernschritt 5: Skills training

Lernziel

Ich kann touristische Ziele buchen und höflich sprechen.


Ich kann Wortarten / Bedeutungen erschließen und eine englische Annonce ins Deutsche übersetzen.

Ich kann eine Zusammenfassung schreiben und einem Kurzfilm zu *jobs und volunteering* wichtige Informationen entnehmen.

VOKABELN: Pb pp. 171 - 172 ((shop) assistant – on the job + ggf. Wordbank 1 Pb p. 152) => abschreiben und lernen!!!

5.1	<p>Booking a tour in New Orleans speaking / listening</p> <p>L: You are a tourist in New Orleans. What can you do there? / What would you like to do / see there? → Fragen an die Tafel</p> <p>SuS: ...</p> <p>Pb p. 80, ex. 1a – c</p> <p><i>for fast learners:</i> Pb p. 111, more practice 3</p>	
5.2	<p>New Orleans tours words</p> <p>Pb p. 80, ex. 2</p>	
5.3	<p>Understanding new words words / reading</p> <p><u>Tafel:</u> <u>WORK</u></p> <p>L: Please form some sentences with this word. (Sätze an Tafel in 2 Spalten eintragen: noun or verb)</p> <p>L: Look at the word “work in the two sentences. It looks the same, but does it have the same meaning? What are the differences?</p> <p>SuS: ...</p> <p>L: What kind of work is work in these sentences? You know we have verbs, adjectives, nouns, ...</p> <p>SuS: In sentence A it is ... / ...</p> <p>L: There are more words like “work” which can be a verb or a noun.</p> <p>Pb p. 81, ex. 1 – 3 (read SF 2, Pb p. 127 & SF 13, Pb p. 141)</p>	
5.4	<p>A part-time job reading</p> <p>Wb p. 42 + 43, ex. 10 => <i>Check yourself (Englischordner)</i></p>	
5.5	<p>Summarizing texts writing</p> <p>Pb p. 82, ex. 1 + KV 20A/B (read SF 10, Pb p. 138)</p>	
5.6	<p>Jobs and Volunteering speaking /viewing</p> <p>Pb p. 83, ex. 1 – 4</p>	



5.7	Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i>	words 
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Lernschritt 6: Focus on language


Lernziel

Ich erarbeite die grammatikalische Struktur des *past perfect*.

VOKABELN: Pb p. 172 (slavery – fall: she has fallen + blue box) => abschreiben und lernen!!!

6.1	<p>The story of Rosa Parks speaking</p> <p>Pb p. 84 → Bilder besprechen und Geschichte der Rassendiskriminierung erklären.</p> <p>L.: You are going to read a story about Rosa Parks. She is a famous African American lady in the USA. She was born in 1913 and died in 2005. Before you read her story, I want you to have a closer look at the pictures.</p> <p>Here's a photo from the 1950s. What can you read in picture 1? What does coloured mean? Why is there a waiting room for coloured people?</p> <p>SuS: ...</p> <p>L: But why is that so? Slavery had ended in 1865. Black people / African Americans should have had the same rights as white people in the 1950s. But real life was different in the Deep South then.</p> <p>Now look at picture 2: Where are the African Americans in picture 2 sitting? Do you think there is a reason?</p> <p>SuS: ...</p> <p>L: In picture 3 somebody is standing. Is it a white or an African American person?</p> <p>SuS: ...</p> <p>L: What about the bus driver? Why does he look so angry? What do you think?</p> <p>SuS: ...</p> <p>L: Let's find out how the story goes on... Let's listen to the story and look at the pictures, please.</p> <p>Pb p. 84, ex. 1</p> <p><u>for fast learners:</u> Pb p. 113, more practice 5</p>	
6.2	<p>I have a dream reading / writing</p> <p>TF 5: Pb pp. 124 + 125 + KV 26</p>	
6.3	<p>The past perfect reading / writing</p> <p>Pb p. 85, ex. 2 (read SF 5, Pb p. 146)</p>	
6.4	<p>A bad day grammar / writing</p> <p>Pb p. 85, ex. 3</p> <p>Pb p. 113, ex. 3</p> <p><u>for fast learners:</u> Pb p. 114, more practice 6</p>	
6.5	<p>A bad start to the family holiday! / ... grammar / writing</p> <p>Wb pp. 45 – 46, ex. 14 – 17 => <i>Check yourself (Englischordner)!</i></p>	



6.6	Vocabulary Überprüfe die gelernten Vokabeln mit einem Übungsvokabeltest. => <i>Check yourself (Englischordner)!</i>	words 
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„Ich-kann-Sätze“

Hier stehen die Lernschwerpunkte für „**Stories from the Deep South**“. Schätze dich kurz darin ein!

Das kann ich noch nicht. Ich brauche Hilfe! 😞

Das muss ich noch üben! 😐

Das kann ich gut! 😊

1. I know some things about the Deep South and life in a small town there. (LS 1, 2) <i>Übungsaufgaben: Pb pp 72 – 74, Pb p. 88, ex. 6</i>	😊	😐	😞
2. I've learned some things about Native Americans. (LS 3) <i>Übungsaufgaben: Pb pp. 76 -77</i>	😊	😐	😞
3. I know some things about hurricane Katrina. (LS 4) <i>Übungsaufgaben: Pb pp. 78 – 79, Pb p. 88, ex. 6</i>	😊	😐	😞
4. I can ask politely for information. (LS 5) <i>Übungsaufgaben: Pb p. 80, Pb p. 87, ex. 5</i>	😊	😐	😞
5. I can understand new words when I know parts of the word. (LS 5) <i>Übungsaufgabe: Pb p. 81, Pb p. 87, ex. 3 + 4</i>	😊	😐	😞
6. I can summarize a text. (LS 5) <i>Übungsaufgabe: Pb p. 82,</i>	😊	😐	😞
7. I know the story of Rosa Parks (LS 6) <i>Übungsaufgabe: Pb pp. 84 + 85</i>	😊	😐	😞
8. I can say what happened before something else happened. (LS 6) <i>Übungsaufgabe: Pb p. 85, Pb p. 86, ex. 2</i>	😊	😐	😞

Find information on the internet about Death Valley National Park.



Katharina Weikel, Berlin

a) Write down the address of the website you want to look at first:

www. _____

b) Is it open all year or does it close in winter? Tick (✓) the correct information.

Yes, it's open all year. It closes in winter.

c) How much does it cost to go in?

Seven days for cars, trucks and vans: _____

Seven days for people travelling on foot, by bike or motorbike: _____

An Annual Pass¹ costs: _____

d) What can you see and do there?

Things to see: _____

Things to do: _____

Outdoor activities: _____

Indoor activities: _____

e) When is the best time to go (spring, summer, autumn or winter)?

The camping season is in _____ is a good time to explore the valley. _____ is too hot for most visitors, but the park is open.

¹Annual Pass Jahreskarte

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1 REVISION An interview // P. 108

Sandra

Andi, do you like it here?

Andi

Yes, I do. I always like spending time with my American cousins.

Sandra

What have you liked best about your stay so far?

Andi

I really enjoyed visiting Big Basin State Park last week. But I was nervous about sleeping in a tent because I was afraid of bears.

Sandra

I'm sure our readers are interested in learning more about you. What do you like to do in your free time?

Andi

I love collecting model cars.

Sandra

And what do you miss from Germany?

Andi

Well, I miss playing football with my friends.

_____/3 points

2 WORDS Interesting things for tourists in California

a)

Food	At the seaside	In a national park	Animals
onions	beach	mountain	bears
pork	coast	steam train	sea lions
strawberries	harbor	huge trees	whales
s'mores	island	valley	

_____/7.5 points

b) 1 strawberry • 2 whales • 3 s'mores • 4 harbour • 5 island • 6 valley • 7 coast • 8 huge trees

_____/4 points

c) 1 A desert is a place where it's often very hot, it doesn't rain and nothing grows.

2 A hostel is a place where tourists can spend the night and not pay too much.

3 A prison is a place like Alcatraz, for people who have done something very bad.

4 A sight is a place that tourists want to see, like the Golden Gate Bridge.

5 A store is a place where you can buy things.

_____/2.5 points

_____/4 points

3 LISTENING Places in California

a) 1 interesting • 2 beautiful • 3 noisy • 4 expensive • 5 quiet • 6 safe

b) 2 • 3 • 4 • 5 • 6 • 7 • 8

_____/6 points

_____/7 points

4 LANGUAGE Facts about California and the US

a) 1 were • 2 was • 3 was • 4 was • 5 was • 6 were

_____/3 points

b) 1 Die ersten PCs wurden 1977 in den Vereinigten Staaten gebaut.

2 1848 wurde in Kalifornien Gold gefunden.

3 Der erste Star Wars Film wurde 1977 in Hollywood gedreht.

4 Die Golden Gate Brücke wurde 1937 geöffnet.

5 2011 wurde Kalifornien von 14 Millionen Besuchern besucht.

6 92% der Zitronen der Vereinigten Staaten wurden 2013 in Kalifornien angebaut.

_____/6 points

5 READING A survey

1 false • 2 true • 3 false • 4 true • 5 false

_____/5 points

Test 1, 2, 4a): Für jede richtige Lösung bekommst du einen halben Punkt.

Test 3, 4b), 5: Für jede richtige Lösung bekommst du einen ganzen Punkt.

Dann zähle alle Punkte zusammen.

48–43 points

Very good!

42.5–26 points

OK, but you can do better.

Which test is difficult?

25.5–0 points

You should practise more.

Ask your teacher for help.



KV 18

4 Your Task

1 Comparing lifestyles

a) Think about Leah's lifestyle and yours. Read the text again and complete the table.

	Leah	me
Where does Leah live? Where do you live? (big town / small town / village / country)		
In a house / flat / on a farm?		
Is there a garden?		
What about driving?		
Activities and hobbies		

b) Look at your table and mark two things that are different. Then mark two things that are the same. Use different colours.

c) Choose a first sentence. Which one is right for you? Put a tick (✓).

- I think that Leah's lifestyle is very different to my lifestyle.
- I think Leah's lifestyle isn't very different.

d) Start your text here and write your first sentence:

e) Now write about Leah's lifestyle and yours. What is different and what is the same?

There are _____ (a few / lots of) differences between our lifestyles. In Guntersville it's usually:

But here it's often _____

Leah lives in _____, She's allowed to _____

But I don't _____, I'm not allowed to _____

Some things about our lifestyles are the same. For example, Leah _____

And I also _____

To sum up, I think the differences between our lifestyles _____ (are/aren't) very big.

I like _____ (my / Leah's) lifestyle better. I prefer _____

because _____

The downside of _____ (big/small) towns is that _____

KV 17

4 The Deep South

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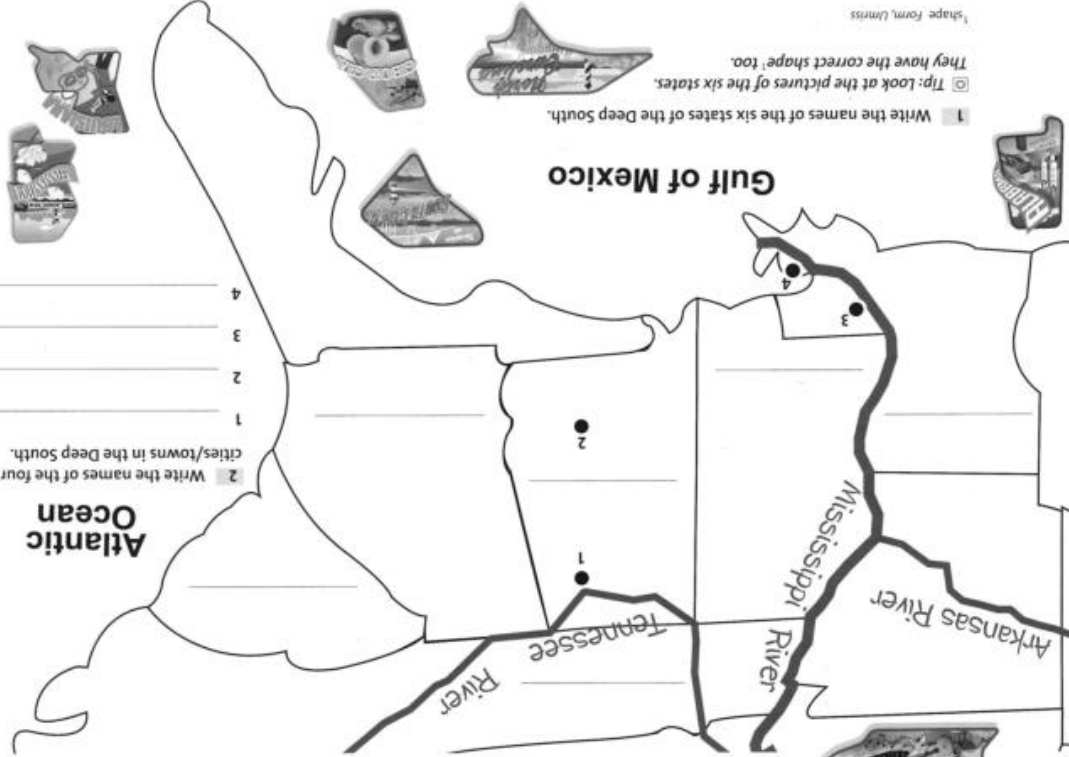
2 Write the names of the four cities/towns in the Deep South.

1 _____

2 _____

3 _____

4 _____



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4 Katrina and the trumpet

KV 19

1 When did it happen? These pictures are not in right order!

Read the story in your book. After the first paragraph, look for the right picture and write the correct date from the box. Then read the next paragraph and match the correct date.



Feb 8th, 2005 • Aug 27th, 2005 • Aug 28th, 2005 • Sept 5th, 2005 • Oct 12th, 2005 • Jan 12th, 2006 • Feb 27th, 2006

2 What happened?

Write the sentences from the box next to the right date.

Many people leave New Orleans. • Jacob is back home. • Playing and practising is difficult. • Jacob is proud and happy. • Jacob's family stays with his uncle in Baton Rouge. • He wants to play the trumpet in the Mardi Gras parade. • Jacob's family leaves New Orleans by car. • New Orleans is a disaster after the hurricane. • Jacob's trumpet is destroyed. • Jacob is back at school. • Jacob plays the trumpet in the Mardi Gras parade. • Hurricane Katrina is coming towards New Orleans.

Feb 8 th , 2005	Jacob's 15 th birthday.	Oct 12 th , 2005
Aug 27 th , 2005		Jan 12 th , 2006
Aug 28 th , 2005		Feb 27 th , 2006
Sept 5 th , 2005		

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4 Summarizing texts

KV 20 A

1 Jobs for young people

a) Highlight the most important information in paragraph 1. Copy the highlights from exercise b) in your book on page 82. Then put the information together in one or two sentences. Use step 2 in your book for help.

Paragraph 1:

A job or no job – that is the question

Is work popular? Well, many people say it's important for young people to get work experience. And it seems that high school students agree because lots of them work during the school year or in the summer vacation. Statistics show that about 40 percent of high school freshmen and about 80 percent of juniors and seniors have a paid job.

b) Highlight the most important information in paragraph 2. Then copy the summary from your book on page 82, 1c). Write your own summary for this paragraph.

Paragraph 2:

Many young people would like to work long hours, but there are laws about how long young people can work. 14–16 year olds can only work three hours a day on a school day and no more than 18 hours a week in a school week. They can work longer in non-school weeks – 40 hours in a non-school week. Some people say that students' school work gets worse when they have a job, but others say that students who have a job get better grades.

c) Highlight the most important words and phrases. (Not more than 20% of the text!). Write your summary (one or two sentences).

Paragraph 3:

So what jobs do high school students do? One of the most popular ones is being a waiter or waitress. It's not always well paid, and it's hard when people are impolite. But customers sometimes give you tips, and cafes and restaurants need more workers in the evenings and at weekends – and that's when high school students have time to work. But if you're looking for a job in a cafe, make sure that it isn't only washing up!

d) Now check your summary sentences with a partner. Don't forget the tips in Skills file 10, page 138.

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1 REVISION Who was Jesse Owens

- 1 called • 2 moved • 3 asked • 4 said • 5 thought • 6 won • 7 weren't • 8 arrived • 9 had to • 10 was

2 LANGUAGE The story of Tom Sawyer by Mark Twain

- 1 had travelled • 2 had done • 3 did • 4 camped • 5 had died • 6 walked

3 WORDS The wrong word

- a) 1 shopping • 2 crowd • 3 feather • 4 pull • 5 letter • 6 work • 7 trumpet • 8 give
 b) **11** individuelle Lösungen

4 WORDS It means the same thing

- a) 1 stink • 2 an area • 3 alone • 4 a fine • 5 a cap • 6 repair • 7 a plant • 8 a crowd • 9 a government • 10 a seat
 b) **11** individuelle Lösungen

5 SPEAKING At the Railroad Museum

Can you tell me when the steam train trips are? • And what do we see on the tour? • How long does a tour last? • I'd like two tickets for the trip, please. Where do we leave from?

6 READING Mardi Gras in New Orleans

- a) 1 true • 2 true • 3 false • 4 false • 5 true • 6 true • 7 true • 8 false
 b) 2

c) **paragraph 1:** (B) Mardi Gras is a carnival tradition from France. • **paragraph 2:** (C) There's a lot of hard work and organization for Mardi Gras. • **paragraph 3:** (A) There's lots of music, noise, colour and fun in the streets.

Test 1, 2, 3a, 4 und 6a): Für jede richtige Lösung bekommst du einen halben Punkt.
Test 4b) ⑤, 5, 6b) und 6c): Für jede richtige Lösung bekommst du einen ganzen Punkt.
Test 3b) ⑥ Für jede richtige Lösung bekommst du zwei Punkte. Für jede richtig genannte Lösung bei deinem Partner, bekommst du einen Punkt.

Dann zähle alle Punkte zusammen.

35 (or more) – 31 points	30,5 – 18 points	17,5 – 0 points
Very good!	OK, but you can do better. Which test is difficult?	You should practise more. Ask your teacher for help.

c) **11** Now check with a partner. Don't forget the tips in Skill file 10, page 138!

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