Worksheet 1: A zoo trail

Task 1: Find these animals on the Melbourne Zoo map. Take notes and compare your findings in plenary. Then insert the solutions in the map you can download from Melbourne Zoo.

(http://www.zoo.org.au/melbourne/plan-your-visit/zoo-map) (last accessed July 2016)

1. Kangaroos	6. Lions	11. Butterflies	16. Kookaburras
2. Tapirs	7. Pelicans	12. Tigers	17. Tasmanian Devils
3. Leopards	8. Giraffes	13. Penguins	18. Wombats
4. Bears	9. Orang-utans	14. Platypus	19. Hippopotamus
5. Crocodiles	10. Elephants	15. Koalas	20. Emus

Task 2: Describe which animals belong to countries or continents you are familiar with (some will be found in more than one country or continent).
Enter the numbers into the boxes below!

a: North America	b: India	c: Africa .....
d: France	e: Germany	f: Asia .....
g: Japan	h: Tasmania	i: .....

Task 3: Plan your visit to Melbourne Zoo, selecting your favourite animals first. Take notes.

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.....

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Worksheet 2: Animal descriptions and landscapes (2 pages)

Task 4: Find out about the habitats and typical features of your favourites. **Create** a pictionary* inserting pictures and typical landscapes:

My favourite animal	A typical landscape (=habitat)
	Australian savanna

Task 5: Animal quiz. **Find** the animals that fit the description. You can choose from this word bank, using it as a **scaffolding**:

koala – platypus – butterfly – lion – peacock – crocodile – hippopotamus – giraffe – kangaroo – elephant – kangaroo – tiger – kookaburra – emu – pelican

Mistaken for a teddy bear that never drinks and lives on trees .....

Water animal with soft beak .....

King of animals .....

Very quiet with thick hide .....

Tender and very colourful .....

This animal makes big jumps .....

Bird with a tailcoat .....

Animal with a very long neck .....

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You don't want to meet this cat in the open .....

Bird that cannot fly .....

Don't brush its teeth .....

Many fish can end up in its beak .....

You can pet it, but only at night .....

Bird that laughs at us .....

You don't want to have its weight .....

Task 6: Animal landscapes

Fill in the rubrics, please – after doing some **research** on the Internet.

pictures to be inserted	**charac-teristics**	**body hair or hide**	**movements**	**food**	**cubs**	**habitat**
emu	tall bird	feathers	running fast, not flying	seeds, fruit, bark, nuts, stems, insects, small reptiles	from eggs	Austra-lian bushland
seal						
platypus						
koala						
kookaburra						
kangaroo						
wombat						
echidna						
butterfly						
penguin						

Task 7 (additional activity): How would you introduce your English speaking exchange partner to the idea of a Tiergarten and differences to a zoo in your home town? In English, write and act out a dialogue after getting some information about your local animal sanctuary.

Voc.: animal sanctuary – Tierheim, Freigehege

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Worksheet 3: Who needs a zoo? (2 pages)

Task 8: Animals are not just for show!

Read the following conversation between Andrew and Annie. You can also act it out.
Andrew from Luther College in Melbourne and his German exchange partner Annie from Marburg are going to meet for a picnic in Melbourne Zoo today. They are meeting at the main entrance between the flowerbeds and the zoo education centre. Last week Andrew's biology teacher started a project on "threatened animals and their habitat" with Annie attending his class, as well. So, before they begin their zoo visit she has a few questions:

Annie: I enjoyed what your teacher told us about the zoo in general. It's very similar in Germany. Animals are just not show pieces. But how does Melbourne Zoo provide for this?

Andrew: You will soon see that animals are not kept in cages here. They try to show them in their natural surroundings and give them space to move.

Annie: Really? I find that hard to believe. As far as I know, animals come from climates that are very diverse; from Africa, where it is very hot, or from Asia with very humid air. And what about animals that live by the sea?

Andrew: This is quite true. But in our zoo they have a lot of animals native to Australia. On one station you'll see Koalas on their beloved gum trees, the frogs have got their own pond, and there is a lot of bush land for all the kangaroos and emus.

Annie: That'll be very exciting to see. I've never been to the bush before! But have you got really wild and dangerous animals as well?

Andrew (chuckles): Of course we do. They cannot be missed in a zoo. Apart from that some are very much threatened by extinction. Here the zoo fulfils an important task.

Annie: As your teacher said already! Above all this seems to be true for the Sumatra tiger.

Andrew: Correct. Of this species there are only 400 left. And you will see some of them soon.

Annie: But it is not only the tigers which are an endangered species.

Andrew: You couldn't be more right. The same is true for the gorillas of which there used to be a great number in Borneo until recently. But also some types of butterflies. And you wouldn't believe this – even some frogs are going back in numbers.

Annie: I know, I know. The same is happening in Europe, because the natural habitat of frogs is declining – as a result of so many towns and motorways. That's why we call frogs the natural fire alarm of pollution.

Andrew: Fire alarm? I like it. But who is the fire brigade then?

Annie: We, it really is all of us. We just have to do more about preserving the environment. There is already a law in Germany that says: Whenever a road is being built – and you know about our big Autobahnen – there has to be some replacement, for example by a biotope of the same size.

Andrew: That sounds good to me. I will have to ask my biology teacher whether the same applies for Australia. But now let's go and see for ourselves. Enjoy!

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Task 9: Word bank

Please select words unknown to you by using a dictionary, digital or printed, and enter them in this bank:

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

Task 10: Short list the points made about keeping animals in a zoological garden. You might want to sort them out into “pros” and “cons” – compare notes in plenary.

Task 11: Conduct an interview with one of the Melbourne zookeepers, bearing in mind your personal findings. Record and, adding animal sounds, create a podcast*.

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Worksheet 1: Reading totems (2 pages)

Task 1: You can find these totem poles in Stanley Park Vancouver, made by Canadian First Nation people. They show human as well as animal faces. Please, have a closer look at the different totem poles and **skim*** the connected text; underline words unknown to you and fill in the given word bank below.

Totem poles in Stanley Park, Vancouver

Most First Nation groups lack formal written history as we know it. So centuries of traditions live on through creations such as totem poles. Totems are part of the Canadian Indians' (best called First Nations) art and express ideas of their culture, religion and history. Whereas Europeans wrote down their history, the First Nations used totem poles to express the same. To First Nations, social ceremony was very important and part of their daily lives. One of these ceremonies were potlatches – held to give away gifts and select community leaders. These potlatches were banned by the white government in the 1880 s – trying to suppress Indian culture – and the bans lifted only in 1951.
The carving of totem poles was made very difficult after the Canadian government had outlawed the potlatch ceremony. Most totems only last 60 to 80 years, though some on the Queen Charlotte Islands are more than 100 years old. When a totem falls, tradition says that it should be left there until another is erected in its place.

Word bank:
Please, select those words unknown to you and check their meaning in a dictionary, digital or printed. Enter them in this box:

. . . . . .

. . . . . .

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Task 2: Find out and **explain** what these totem poles show and mean and why they were built. A tourist guide for British Columbia shows a number of totem animals. On the table below you'll find the names of some of them and their meanings, which you can complete and extend.

Table: Animals on a totem pole and their meanings:

	First Nations belief	**European belief**
black bear	protector, guardian and spiritual link between humans and animals	"teddy bear", children's toy, friendly …
beaver	is very busy, shows wisdom and independence	protected, lives on river banks, not the friend of farmers
eagle		
frog	represents adaptability, the ability to live in both natural and supernatural worlds	endangered species, special runs have to be built to keep cars from driving over them
hummingbird		Kolibri …
killer whale	symbolises dignity and strength (often depicted as a reincarnated spirit of a great chief)	Moby Dick
raven		
salmon		
shark		not the surfers' friend …
thunderbird	represents the wisdom of proud ancestors	not known in Europe, only found in zoos as "Donnervogel"
…		

Voc.: guardian: Beschützer, Wächter

Adapted from: Ryan Ver Bermoes, John Lee (2001). British Columbia & the Yukon, Lonely Planet.

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Worksheet 2: Animals in their habitat

Task 3: Building on the scaffolding below, you can then **locate** the totem animals in their natural habitat and find out more about the locations they can be typically found in. Write down short descriptions and swap with a neighbour and/or in class. Add your findings to the **pictionary*** (from unit 1).

Scaffolding:

Animals and their habitats

- Black bear – lives in forests, untamed wilderness, attracted by rubbish dumps, dangerous when attacked …
- Beaver – river banks, digs burrows, blocks water flow, declining numbers because of irrigated regions, recently endangered by fracking industry …
- Eagle – open woodland, rocky mountains, sea side, endangered species, used to be hunted for ceremonial feathers …
- Frog – woodland, swamps, marshes, declining numbers, thought to be the fire brigade of nature because of man-made changes …
- Humming bird – exotic bird, rarely seen in natures, often kept in nature reserves
- Killer whale – one of many species, biggest sea animals, whale watching popular on Canadian west coast …

Voc.: untamed – ungezähmt; irrigated – künstlich bewässert; fracking – Verfahren zur Gasförderung aus großen Gesteinstiefen

My favourite animal	A typical landscape (=habitat)
.....	
.....	
.....	

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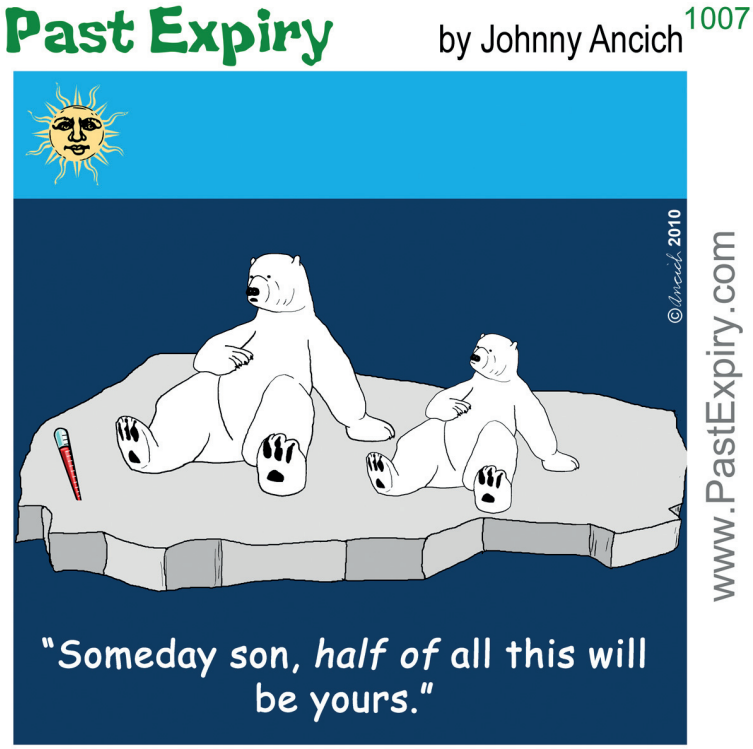
Worksheet 3: Cartoon on global warming (2 pages)



Going through the process of think-pair-share*, work with this cartoon by using the scaffolding above and note your findings for discussion in plenary.

Scaffolding:

Working with a cartoon

1. Content: explaining possible issues and/or general topics the cartoon contains.
2. Context: detailing a description of the images, persons and/or other visual representations.
3. Technique: delineating possible messages and the way the cartoonist is getting them across.
4. Target: explaining the message and discussing its possible effects on the viewer/reader.

Task 4: Explain which wider issue the cartoon is referring to (content).

. . . . . .

. . . . . .

. . . . . .

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Task 5: Describe the figures in the cartoon and the conversation they are having. (context)

. . . . . .

. . . . . .

. . . . . .

Task 6: Analyse how the cartoonist manages to get his message across effectively? (technique)

. . . . . .

. . . . . .

. . . . . .

My conclusion in a nutshell: . . . . . .

Task 7: Explain the message of the cartoon and the reactions you can foresee. (target)

. . . . . .

. . . . . .

. . . . . .

Task 8: Try to find similar cartoons (e. g. on http://commons.wikimedia.org/wiki/Main_Page (last accessed March 2016), **compare** them and add them to your **pictionary***.

Task 9: Select the words unknown to you within the topics "global warming and protection of the environment" and enter them in the word bank below, including short **explanations** or examples.

Word bank "global warming and protection of the environment":

. . . . . .

. . . . . .

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Worksheet 4: Thrill seekers (2 pages)

The Calgary Herald, in an article from 2010, reported on plans of the Canadian government to making some national parks more attractive for tourists by creating opportunities for sports, especially extreme activities. This abridged version highlights the advantages and disadvantages:

Wild parks in Canada?

Plans are under way to allow activities for thrill seekers in two Canadian national parks in British Columbia. The Canadian government wants to attract new visitors by introducing a number of exciting activities: such as hang-gliding, kite surfing, mountain biking and wild-water rafting. The move is meant to stop declining visitor numbers and give people more reasons to visit a national park.

Ed Jager, director of visitor experience for Parks Canada says (according to the Calgary Herald, 29/10/2010), "We want it in the parks where it makes sense. It will be a good experience for visitors, where it will be done in a fashion that respects our recreational goals."

But to conservationists such as Jim Pissot this plan is worrying and goes against ecological preservation. He claims that adventure tourism can be found in many other places and that "European visitors come to Canada to see unspoiled vistas, untamed forests and free-roaming wildlife – to see what they have lost".

The superintendent for Lake Louise (Parks Canada and Banff) Pam Veinotte says there are a number of opportunities and concerns to be looked at, especially how the environment will be affected and whether there will be educational benefits. She notes that the park has a history of mountaineering.

It will almost certainly be private interests operating the tours. It is expected that up to 30,000 visitors would come from mid-June to mid-October for guided tours, which would add important additional income for the mountain resorts. People would be given an opportunity to get out of their cars and experience something not otherwise seen.

Task 10: Activities for thrill seekers

Read the given extract twice and then **explain** the meanings of the following words by using an electronic dictionary*:

Word bank "sports and nature parks"

- thrill seekers
- British Columbia
- hang-gliding
- kite surfing
- wild water rafting
- to decline
- recreational goals
- ecological preservation

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- unspoiled vistas
- untamed
- free-roaming
- educational benefits
- mountain resorts

Task 11: What do you think about the government's plans to allow the activities in Canadian National parks? Good for business – bad for nature? **Discuss** this issue in plenary after filling in the table below.

Table of issues

	good for parks	**bad for nature**	**your opinion**
fun	mountain biking	digging up ground shying away animals	individual solution
adventure			...
attractions			...
vistas			...

Record your discussion and keep the audio files for a later to be created **podcast*** on "nature parks". With a partner add to your **pictionary*** using information so far collected.

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Worksheet 1: Sightings

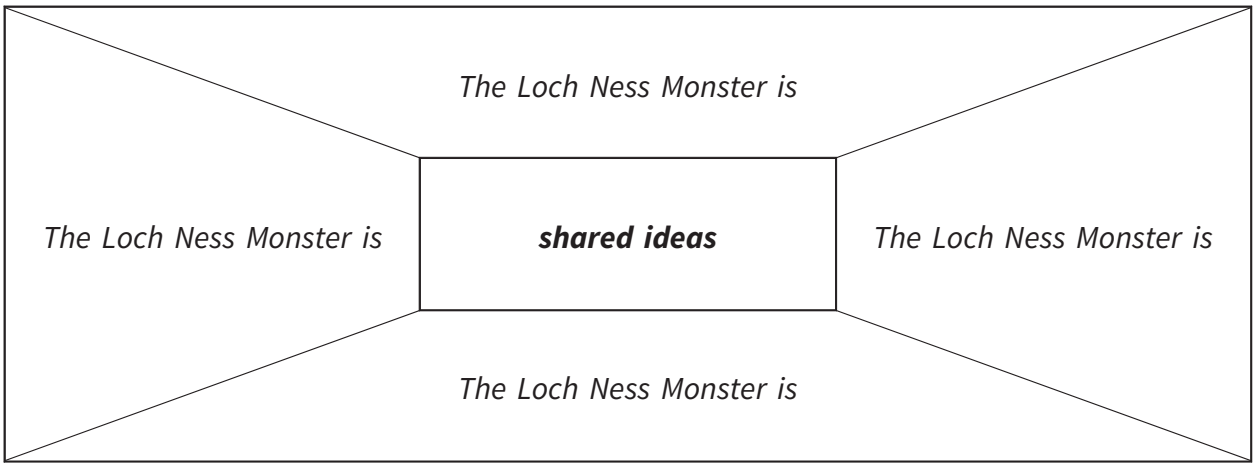
Task 1: The "Loch Ness Monster" belongs to the list of Scottish icons and is even well-known in far-away countries like Japan. To shed some light on the rumours connected with the monster, study the text at hand carefully, look up the location on a map and, in groups of four, **outline** and write down what you can make of this phenomenon – using the placemat activity*.

Text: The Caledonian Canal

If you go south from Inverness, you can't miss the famous Loch Ness. It is part of the Caledonian Canal, a deep crack dividing the mountains of the Scottish Highlands running from the south-west to the north-east. This is the reason why Loch Ness is extremely deep (1,000 feet), apart from being 24 miles long and 1 mile wide. It is deeper than the North Sea and offers plenty of room for big animals and rumours about them.
The biggest Scottish lake is famous all over the world not for its unspoiled and rugged landscape – but for the monster "Nessie" that is supposed to live there. There is no knowing whether this monster exists in reality or just as a fantasy, some people say yes (even the Japanese once launched a small submarine in the loch to get photos of "Nessie"), some people say no and call it a fabrication of the tourist industry.

Voc.: fabrication – Fälschung; to fabricate (verb)

Image of a placemat



Compare group results, especially the shared ideas in the middle.

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Worksheet 2: Scientific background

Task 2: Read the following text. Note the key words **by explaining** the "scientific" background of the monster search. Work together with a partner in an inside-outside circle* and keep your notes for the discussion in task 3.

Scientific methods

When people talk about "Nessie", they usually refer to the tourist hype created a long time ago and still attracting visitors from all over the world. But there is a scientific background to the phenomenon as well. "Nessie" is, after all, the most famous lake monster in the world. And at that is has generated multiple attempts to locate or even establish its very existence, even by Japanese scientists who have been known to develop a special submarine to be launched in Loch Ness.

This great lake, part of the Caledonian Canal, is of an enormous size, of great depth and filled with peat-stained water. All these factors, not taking into account the frequently misty weather in this part of Scotland, have contributed to the difficulties of finding the presumed big creature in the lake. Quite a few "serious" scientists still believe in its existence, have even developed special equipment to locate it and claim to have found evidence for its existence. They also believe that the "monster" could be millions of years old and continue to follow up the particular challenge created by a recent capture of a similar creature in the South Pacific. The search for "Nessie" has not lost any of its attractions and, if successful, might well end up as a new category of scientific zoology or even in the Guinness Book of Records.

Voc.: hype: Rummel; submarine: U-Boot; peat: Torf; to take into account: berücksichtigen

Key words:

. . . . . .

. . . . . .

. . . . . .

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Worksheet 3: The story of Nessie updated

Task 3: Frequently, reports about 'Nessie' refer to the first sightings of the so-called "Monster of Loch Ness" and follow up her story to the present day.

Using think-pair-share * write down key words from the given story below and **comment** on how convinced you are by the reporting. In plenary, **discuss** the question "Does Nessie really exist or is it just a hoax invented by the tourist industry?".

First Sightings of the Loch Ness Monster (1934)

Everybody seems to know "Nessie" nowadays

During his summer holiday in the North of Scotland, a Dr. Kenneth Wilson claimed to have taken a picture of "The Monster of Loch Ness", which was later (1934) published in a British newspaper. But one of Wilson's travelling companions revealed, in fact only on his deathbed, that the 'Nessie' photograph was meant as a joke and a hoax at that. Ever since, a greater number of pictures with 'Nessie' have appeared, often showing a creature with a long neck and two humps.

Recent observers also maintain that – even using binoculars – the sighting of creatures in the loch could easily be misleading such as the one in 2001. Very often, the sight is limited and, as a result, pictures taken are blurred and not very precise. Experts say that they have never seen a monster in Loch Ness for 24 years now. Reappearing photographs, however, establish the existence of some unrecorded creatures in the loch – but these might be otters or other unknown objects mistaken for 'Nessie', the last 'sighting' of which was recorded in 2001.

Commentary:

. . . . . .

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Worksheet 4: Otterly – utterly

Task 4 (additional activity): Analyse the content of the following report and present your results on posters. Focus especially on the pun “utterly-otterly” and **comment** on the message implied here.

Voc.: otter: Flusstier, Otter; utterly: äußerst

Nessie revisited (2016)

More recent photographs, allegedly showing ‘Nessie’, have to undergo some scrutiny before they can pass as evidence of a larger creature in Loch Ness or even be taken seriously. Most of them show humps and a dinosaur-like head of a beast prowling the waters of Loch Ness. The problem with them is that the pictures are taken from some distance and the objects showing are not very distinctive. Dr. Wills, owner of the Seabirds-and-Seals boat trips, is reported to have documented recent sightings of an unknown creature in the lake. In these he points out that it is understandable that many people looking out for ‘Nessie’ and watching a biggish object might have come across one of the otters frequently watched in the loch; one of them, a bigger female, was even given the name of Dratsie. According to Dr. Wills, these tourists might be utterly disappointed if they realized they just saw an otter.

Voc.: scrutiny: genaue Prüfung; hump: Buckel; distinctive: deutlich; to prowl: herumstreichen

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Worksheet 5: Facts and fiction

Task 5: In a podcast (wdr Zeitzeichen) the story of Nessie is told to a German audience. Listen to the story in groups and make notes to write a **mediated** text* for your English school magazine.

„Als ich Nessie das erste Mal sah, fuhr ich gerade den Berg hoch Da sah ich am Eingang zur Record-Bucht diese riesige Kreatur, schwarz, dunkelgrau, schlammgrün“, erinnert sich eine Augenzeugin. Das vermeintliche Seeungeheuer Nessie ist die Attraktion des schottischen Hochlandsees Loch Ness. Jährlich lockt es rund eine halbe Million Touristen an, die ins Wasser starren und hoffen, das Monster zu erblicken.
Der See ist tiefer als große Teile der Nordsee, an einigen Stellen bis zu 230 Meter. Gerade wegen seiner Tiefe verfügt der See über das mit Abstand größte Wasservolumen aller schottischen Seen. „Genug Platz also für ein paar Geheimnisse“, sagt Adrian Shine, Leiter des „Loch Ness Project“, das den knapp 40 Kilometer langen See seit Jahrzehnten erforscht. „Etwas Merkwürdiges geht hier vor. Sonst würden nicht über tausend Leute, die ich für ehrlich und vernünftig halte, behaupten, dass sie hier ein großes Wesen gesehen haben.“
Daniela Wakonigg: http://www1.wdr.de/mediathek/audio/wdr2/wdr2-stichtag/audio--november--angeblich-erstes-foto-von-seeungeheuer-nessie-100.html (last accessed July 2016)

Mediation

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Task 6: Work in tandems on the youtube clip on “Scotland’s best tourist attraction” and **outline** in a list likely and unlikely findings. Two tandems, selected randomly, will then present their lists in plenary.

https://www.youtube.com/watch?v=4JrXqJhdCF4

likely findings	**unlikely findings**
. . . . .	. . . . .
. . . . .	. . . . .
. . . . .	. . . . .
. . . . .	. . . . .

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Worksheet 6: The guest book

Task 7: After taking part in the **Seabirds-and-Seals boat excursions for tourists** (lead by Dr Wills), you have the opportunity to **write a comment** in the company's guest book. In your comment you mention the reasons why you came to Loch Ness, what you expected to see and whether you liked it or were disappointed.

Seabirds-and-Seals boat trips Guest Book

Dear Dr. Wills,
Your boat trip, although the weather was a bit rough and visibility low, was

.....

.....

.....

.....

.....

.....

.....

.....

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Worksheet 7: Loch Ness project – the wider significance

https://commons.wikimedia.org/wiki/User:AdMeskens/Schotland?uselang=de/media/File:LochNess05.jpg
© Ad Meskens

Task 8: Research details of this project on the internet and collect instances of how the Loch Ness Monster Story goes beyond tourist attractions and may even be helpful in preserving the environment.

Task 9: Evaluate how the Loch Ness project can contribute to the preservation of the environment:

.....

Task 10: Outline your favourite activities in the Loch Ness project in the following list.

My top-five-list of activities

(1) .....

(2) .....

(3) .....

(4) .....

(5) .....

Task 11: In groups, please make use of pictures either used in the project itself or found in other sources. **Create posters** showing the story and tourist attractions of Loch Ness and present in plenary.

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Worksheet 1: The tall poppy syndrome (2 pages)

Task 1: Read the "tall poppy" text in class. **Point out** what the "Australian of the Year Award" means. **Explain** why Australians don't like "tall poppies". **Discuss** if Germany has a "tall poppy syndrome" as well.

Australia – the tall poppy syndrome

On the one hand, Australia finds special people every year who are awarded the title of "Australian of the Year" for their excellence. Everyone can make suggestions and special committees select the candidates. This prize is very important and an incentive for people from all walks of life. On the other hand, the Australian community is well known for being very democratic and egalitarian. After all, the country started as a colony of convicts, and the descendants of former "criminals" are proud of the fact that they "made it" in the New World. That is why people become suspicious and even jealous of those who want to be better than others or show off. They are disliked if they promote themselves and appear to be like a tall poppy flower – which stands out and will quickly be chopped down to earth. This is called the "tall poppy syndrome". It is considered to be bad manners. Some think this is a shame because a tall poppy is a product of nature and beautiful to look at. Things might change though, because nowadays Australia is a multicultural society with values and attitudes that are not equal but different. So who can say what is best?

Voc.: poppy – Mohnblume; to award – verleihen; excellence – herausragende Leistung; suggestion – Vorschlag; egalitarian – gleichberechtigt; convict – Strafgefangener; suspicious – misstrauisch

Task 2: As you might not know about all of these jobs look some up in your digital dictionary. In an inside-outside circle **match** jobs and qualities (they are mixed up here) and then decide how to become top in your job (aka a tall poppy).

job/profession	**qualities**	**excellence**
technician	competent	stronger
teacher		friendlier
train driver		cleaner
pilot		cleverer
stewardess		more competent
janitor		more experienced
baker		more cool-headed
mason		calmer
priest		more intelligent

Voc.: janitor – Hausmeister; mason – Maurer; aka – also known as

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Focus on form

Comparisons

Playing football looks ..... than it is. (hard)
Dancing is ..... than it looks. (fast)
Acting is more ..... than dancing. (difficult)
Learning is ..... than you think. (easy)

Make 3 more sentences in the same style, using these adjectives:
Slow (slower), beautiful (more beautiful), elegant (more elegant). For reasons why there are 2 ways to make a comparison have a guess or turn to your teacher.

.....

.....

.....

Task 3: Who is who

There are different heroes in different countries. Match names and countries below (if in doubt, do some **research** first in your tandem): Willy Brandt – Mohamed Ali – John F. Kennedy – Mario Götze – Jerome Boateng – Nicole Kidman – Hugh Grant – Kylie Minogue – George W. Bush – Angela Merkel – Ilkay Gündogan – Kevin Rudd

United States of America	Germany	Australia
.....	.....	.....
.....	.....	.....
.....	.....	.....

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 2: Role models (2 pages)

Task 4: With a partner, fill in the blanks in the cloze text on the "West-Eastern Divan" and **compare** results in plenary.

Cloze

The West-Eastern Divan Orchestra

In his poem "West-Eastern Divan" ..... (1) wrote "God has made the Orient! God has made the Occident! North and South his hands are holding, all the lands in ..... (2) enfolding." In 1999, Daniel ..... (3) together with Edward Said (Palestinian scholar) ..... (4) the West-Eastern Divan as a workshop for Israeli, Palestinian and Arab ..... (5) in Weimar. Their aim: to replace ignorance with education, knowledge and ..... (6). Within the workshop, individuals, who had only interacted with each other through the ..... (7), found themselves living and working together as equals. The orchestra quickly became legendary winning many international prizes.

The West-Eastern Divan is almost ..... (8). By bringing together Arab and Israeli musicians it overcomes the political divides in the ..... (9). The young players realised the need for an ..... (10) way to address the Israeli-Palestinian conflict. ..... (11) through music turned into a ..... (12) and the orchestra won global ..... (13). In 2005, the orchestra first performed in the Occupied Territories, in Ramallah. One young girl was reported to say to Daniel Barenboim that he was the first thing she had seen from Israel that was not a soldier or a ..... (14).

Cloze: tank – audiences – model – Cooperation – alternative – Middle East – impossible – prism of war – understanding – musicians – founded – Barenboim – peace – Goethe

Voc.: West-Eastern Divan – Gedicht von Johann Wolfgang von Goethe "West-östlicher Divan" (1814–1827); to enfold – umfangen; founded – gründete; equal – Gleicher; prism – Brennpunkt; Occupied Territories – von Israel besetzte Gebiete Palästinas; tank – Panzer

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Task 5: Write a short profile about the career of Daniel Barenboim by connecting the items in the box and have it ready for task 6.

Daniel Barenboim was born in .....

.....

.....

Daniel Barenboim (1942 – .....)
- born in Buenos Aires in 1942
- taught piano lessons only by his parents, debut in Argentina in 1950
- moves to Israel
- attends master conducting classes in Vienna
- studies in Paris in the 1950 s
- invited by famous pianists (e. g. Rubinstein) to join them, performs in New York, Tel Aviv and Berlin in the 1960 s
- Director of the Chicago Symphony Orchestra (1989 – 2006)
- conducts West-Eastern Divan Orchestra in Palestine
- leads Staatsoper Berlin
- awarded German Federal Cross of Merit (Bundesverdienstkreuz) by Joachim Gauck in 2013
- receives Willy-Brandt-Prize
- performs with the West-Eastern Divan Orchestra in Korean Demilitarized Zone
- named one of “The World’s Greatest Leaders” by Fortune Magazine

Task 6: Check your **understanding** – choose the right ending for each sentence a, b or c:

Daniel Barenboim founded the …

a) Chicago Symphony Orchestra; b) Staatsoper Berlin; c) West-Eastern Divan

It quickly became a …

a) legendary orchestra; b) famous workshop; c) panel discussion

It overcomes the political divides in …

a) Israel; b) the Middle East; c) the USA

The young players realised the need for …

a) better performance; b) more instruments; c) an alternative

Cooperation through music turned into a …

a) model; b) problem; c) success

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Worksheet 3: The story behind a name

Task 7: Your Australian exchange partner has to write a text for their school magazine about places to visit in Germany and has asked you to pass on some information about the story behind a building or street in your own area. Choose the name of a street, a school or an interesting building in your hometown and **research** the story behind the name giver and why s/he was chosen.

Scaffolding

How to proceed

Take a photo of the building and/or street name. Get some information (internet, local library) and write down your findings in a mind map or table about: the person's profile, why s/he should be remembered, when the street/building was named after her/him, what makes the street/building special.

Task 8: **Write a first draft** of your text and organise in paragraphs. Your text would have an introduction, a body and a conclusion.

Our school is named after (example: Ludwig Leichhardt) who .....

.....

.....

.....

I live in (example: Käthe Kollwitz Straße) which was named after .....

.....

.....

.....

Task 9: Hang up your text and photos in your classroom and, in a gallery walk*, view the different versions and vote on the outcomes (you have five points to award – do not include your own text, please!).

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Worksheet 1: Electronic devices – curse or blessing? (2 pages)

Task 1: Warm up – **Brainstorm** with other students what kind of electronic devices you are using and what you would do if you had to quit for one day/one week. Then, check, in groups of four, whether you have any of the following and when you got it first:

	yes or no	**first acquired**
mobile phone		
smart phone (Internet access, music etc)		
iPod, MP3 player		
lap top computer		
play station or games		
facebook or myspace account		
twitter account		
blogging		
others (e-book reader, DVD player)		
TV set		

Voc.: to quit – aufhören mit, stoppen; acquired – angeschafft, erhalten

Task 2: Estimate the amount of time you spend daily on each activity shown in the chart below. Label each of your answers in minutes or hours. In the second column indicate which activity is typically part of any multitasking you do – that means you tend to do it while doing other activities at the same time.

	hours/minutes	**multitasking**
text messaging		
sending photos and videos		
looking at Web sites		
sharing action (posting your own writing, photos, videos, music, creating podcasts etc)		
listening to music or podcasts		
watching TV or Web shows or movies		
playing video games		
social networking		
other		

Voc.: peer – Klassenkamerad, Altersgenosse

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Task 3: Read the following study report in class, and then focus on the following activities:

Describe why the authors were shocked.
Explain possible negative results of heavy media use.
Discuss how the study's results compare with your own media consumption (as shown in task 1).

> "If your kids are awake, they're probably online" – according to the Kaiser Family Foundation average young Americans spend every waking minute – except for the time at school – using a smart phone, computer, television or other electronic device. The study's findings from 2010 shocked the authors and confirmed the fears of many parents whose children are constantly hooked on by media devices. They found, moreover, that heavy media use can have negative consequences such as behaviour problems, loss of concentration and lower grades in school.

Finally: Design a word cloud with media key words and mark positive (blue) and negative (red) aspects.

Task 4: **Create a survey** about electronic devices in your class/school/club/family. Work out a questionnaire in groups, conduct the survey and enter results in a chart. The following scaffolding will give you some ideas of which questions to ask:

Scaffolding

> type of smart phone; favourite video games; play stations; TV programs and viewing time; social networking; facebook and twitter; smart phones allowed at school; making, losing friends; getting hooked

When evaluating your questionnaire, you need to consider, how valid the results are, how representative they can be if interviewees are not classified, what problems might arise by collecting the information and which tendencies can be shown by your findings.
Finally: **Compare** your personal media use with that of your peers.

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Worksheet 2: In the news

Task 5: Bring a daily newspaper to class (alternatively spend some time on reading a selection of http://www.onlinenewspapers.com/). In groups **explore** the parts and functions of the newspaper. Head up three columns and – referring to a newspaper at hand – place each of the following under the correct heading:

news reports	horoscopes	sport reports
advertisements	agony aunt	comics
weather	editorial	letters to the editor
background stories (nature, animals, local)	crosswords	stock prices
gossip	editorial cartoon	personal (births etc)

Voc.: advertisements – Anzeigen; agony aunt – Kummerkasten; editorial – Kommentar; letters to the editor – Leserbrief; stock prices – Börsennachrichten; gossip – Klatsch

inform	**entertain**	**persuade**
sport reports	crosswords	editorial
…	…	…

Voc.: to persuade – beeinflussen, überreden

Task 6: Have a closer look at both the front page of a newspaper and other pages, either local, national or English international. **Discuss** the particular layout, by following up these questions:

Scaffolding

How many articles are there on the front page? What is the lead story? How many different types of headlines are there on the front page? How many adverts are there on the front page? Find the index. How many sections are there in the paper? Where will you find the sports pages? What is the subject of the editorial? Find the letters to the editor. What is the weather forecast for the next day? What are your stars for today?

Voc.: lead story – Titelgeschichte; index – Inhaltsverzeichnis

Create your favourite version by cutting and pasting.

Task 7: Writing a (picture) story

Most news stories stick to the 5 Ws and 1 H (who – what – where – why – when; how?), but there is also a new style involving a reporter telling a story. In tandems **write** your own story, using pictures, cartoons and/or some interesting news item. Identify the Ws/H and structure your own story accordingly. Share in plenary. Use the worked example:

Scaffolding

Rome (3 – 21 – 2016). – Last week Pope Francis published his first photograph on his own Instagram account. It shows the Head of the Catholic Church deep in prayer and carrying the comment “Pray for me” in nine languages, from Polish to Arabic. In future, the Pope will share photos and short videos with users of his platform all over the world. On Saturday, he announced on his Twitter account to go new directions: “I will start on a new road, on Instagram, to join you on our path of mercy and the love of God.”

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Worksheet 3: Exploring media (2 pages)

Task 8: Make a list of your personal reading and viewing habits, referring to newspapers, books, and watching TV. **Distinguish** between likes and dislikes and name sources you trust and cannot trust. Share your opinions in plenary and **discuss** the impact on your daily lives.

Scaffolding

programs/ content	**source**	**trusted/ not trusted**	**likes/dislikes**	**impact**	**comment**
sports events	newspaper, sports channel, radio, Internet		exciting, boring, informative, aggressive, political, wrong, biased, dull	information, entertainment, opinions	…
adventure story	books, newspapers, radio, Internet		… (as above)		…
news	newspapers, radio, Internet, TV		… (as above)		…
yellow press	newspapers, Internet		… (as above)		…
cookery	TV, Internet		… (as above)	information, skills	…
soaps	TV, Internet		… (as above)	entertainment, amusing	…
science fiction	books, newspapers		… (as above)	fantasy, future, new ideas	…
educational	TV, Internet		… (as above)	school, hobbies	…
movies	TV, cinema, Internet, DVD		… (as above)	leisure time, entertainment	…

Voc.: to distinguish – unterscheiden; yellow press – Regenbogenpresse; soaps – Seifenoper; boring/dull – langweilig; biased – voreingenommen

Task 9: Can you believe it? Look at the story about the Pope on Instagram again (task 3).

Discuss with a partner, whether the event is real or fantasy. Indicate which details point into one or the other direction. Do a research on the Internet under the heading "Pope goes digital".
This is a likely event, because (modern church, young people, big audience, effective, social networking etc).
This is only fantasy, not real, because (religion – not on the Internet, old-fashioned, people's feelings, praying is private, wrong publicity etc)

Voc.: likely – wahrscheinlich, realistisch; unlikely – unwahrscheinlich

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Scaffolding

Focus on form

Talking about your media habits and writing about likely/unlikely events you will have to use different verb forms:

(a) present simple: Do you read books?
(b) present progressive: I am watching a film.
(c) present perfect (simple): Have you ever met a movie star?

Write down three examples of a, b and c and check with a partner. If in doubt, ask your teacher for explanation.

Task 10: Reviewing a TV show

Whatever your choice, try to remember a TV show you watched recently. In the channel's media library ("Mediathek") you are invited to write a short review, either recommending or criticizing the show. Write a review of 100 words and get feedback from a partner who shares the same taste.

Scaffolding

Writing a review

I watched "(name of program)" last week – I have never been – very impressed – quite bored – It was about – People say it's – I found it – It's based on – It's really popular – I like the character of – the storyline is – the happy ending was – I can recommend it, because – don't watch it, because …

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Worksheet 1: A German university dropout (2 pages)

Ludwig Leichhardt, who was the first white man to cross the Australian continent in the 1840 s, was lost in the desert. Use Leichhardt's profile to find out more about the explorer's fate. You might also wish to explain why he gave his name to a joint German-Australian stamp issue in 2013.

Leichhardt's profile

Ludwig Leichardt (1813 – 1848?) was born in Prussia and educated at the universities of Berlin and Göttingen, where he studied medical and natural sciences but left without a degree. He arrived in Sydney in February 1842 and wanted to explore the inland of Australia. He undertook three major expeditions in Australia:

- an overland journey from the Darling Downs, Queensland to Port Essington in the Northern Territory from October 1844 to December 1845,
- an unsuccessful attempt in December 1846 to cross Australia from east to west,
- and a final east-west quest to cross the continent from the Condamine River, Queensland to the Swan River in Western Australia.

In March 1848 Leichhardt began his last attempt to cross Australia with a group of explorers. They were never seen again, despite a number of major searches over a period of almost a century to try and find them. Leichhardt and his men may have been killed by Aborigines defending their land. They may have drowned in a flood through a dry creek bed. Most likely they died of thirst and hunger in a desert which Leichhardt hadn't studied before. No certain traces have ever been found.

He is well remembered in both Australia and Germany with a number of places and schools carrying his name. The Australian novelist Patrick White (1912 – 1990) made Leichhardt the main character in his novel Voss (1957). In the novel, Voss (aka Leichhardt) is no ordinary hero. He is described as a 'shabby stranger', 'a madman. But harmless mad a funny sort of man'. In the novel: 'I expect you will consider it imprudent, Mr. Voss, if I ask you whether you have studied the map?' 'The map?' repeated the German. 'I will first make it … I will cross the continent from one end to the other. I have every intention to know it with my heart'.

Leichhardt always showed great interest in the Aborigines and tried to understand their culture. In return, they welcomed him warmly and guided his expedition, as he noted in his expedition diary: 'At the big Pandanus swamp, another tribe of black fellows guided us over the swamp and behaved very kind … At the mouth of the East Alligator, Eooanberry's and Minotelli's tribe were equally hospitable and kind. At the north bank of the river we met Bilge's tribe, Bilge being the most important personage amongst them. At Nywall's Lagoon, Nywall treated us with imberbi (the root of a species of convolvulus), and two black fellows guided us two days farther. At Monmorris Bay we met Baki Baki and at Raffles Bay Bill White's tribe and Bill White himself guided us into the settlement'. (http://www.gutenberg.org/files/5005/5005-h/5005-h.htm and http://gutenberg.net.au/ebooks02/0201121.txt) (last accessed March 2016)

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Task 1: Please, select the words unknown to you and check their meaning in a dictionary, digital or printed. **Explain** them in the box below:

Word bank:

.....

.....

.....

.....

Task 2: After reading Leichhardt's profile **outline** the main facts describing his fate:

- .....
  .....
- .....
  .....
- .....
  .....

Task 3: **Discuss** why there is a stamp issue about him in both Australia and Germany?

See: https://www.noteworthy-collectibles.com/2013-Australia-Post-Stamp-Sheetlet-Pack-Leichhardt-Joint-Issue-with-Germany (last accessed October 2016)

- .....
  .....
- .....
  .....

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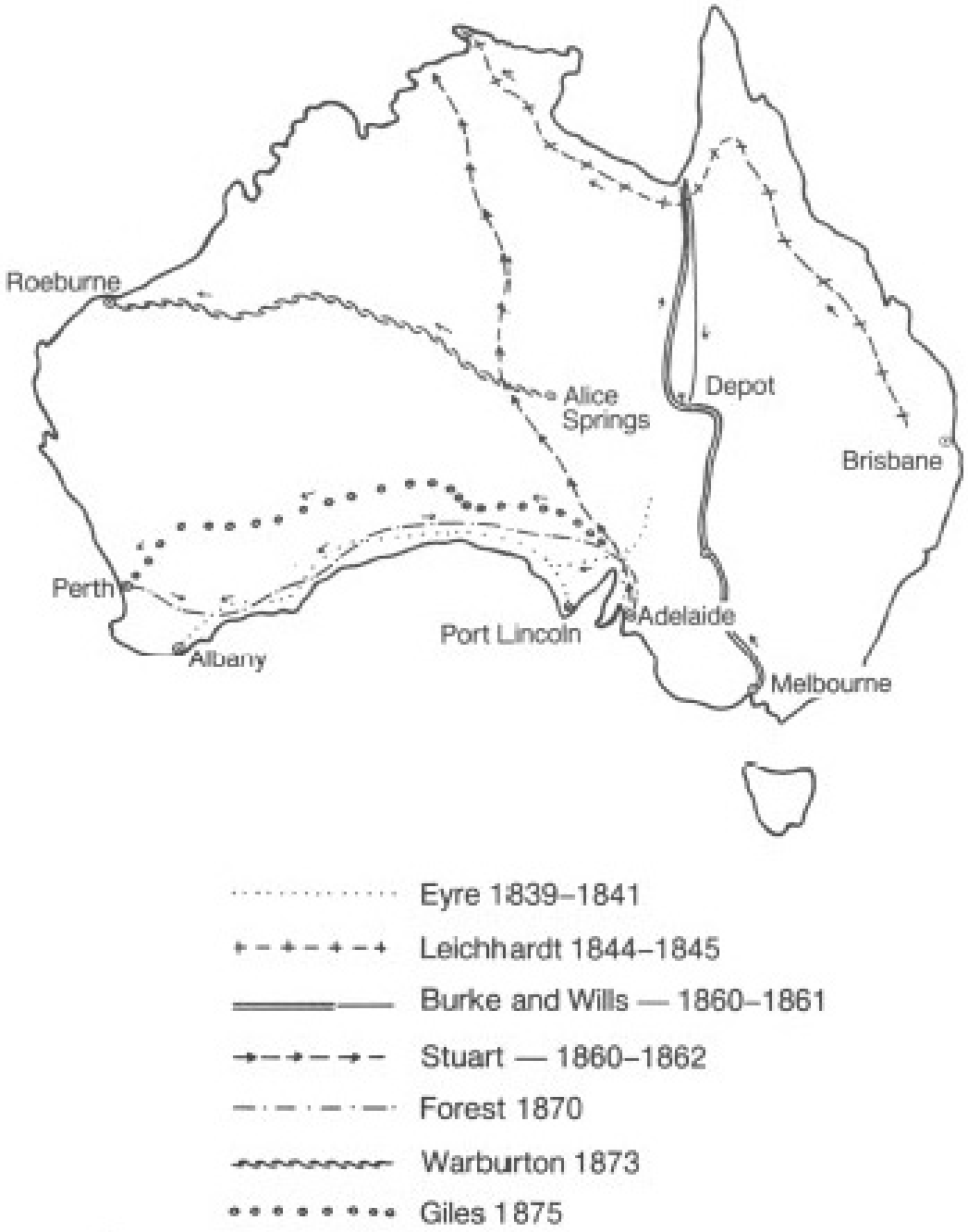
Worksheet 2: Mapping the red centre (2 pages)

Task 4: On this map, **outline** the expeditions of explorers and enter other, modern Australian place names.

FORSCHUNGSEXPEDITIONEN IN DAS INNERE AUSTRALIENS



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Task 5: Research the activities of other explorers' names on the map (Eyre – Burke and Wills – Stuart – Forest – Warburton – Giles) and **explain** why their expeditions would be of some importance for the early European settlers. Enter your findings in the table below and present them in plenary.

For settlers expeditions were important because

.....

.....

.....

(unknown, wild land)

.....

.....

.....

(possible to start farms, build houses?)

.....

.....

.....

(other people living there?)

.....

.....

.....

(whose land is it?)

.....

.....

.....

(transport, connections)

.....

.....

.....

(climate)

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Worksheet 3: The German baron (3 pages)

Task 6: Read the following conversation with a partner and list the activities of this remarkable baron. You might want to find out more about him and the reason why there was even a joint Australian-German stamp in 1996. Take notes and **compare** your findings in plenary.

Peter Schwarzbauer, whose parents came from Marburg to Melbourne during the Olympic Summer Games 1956 and decided to stay there, is a student at Monash University and has invited his long-time friend Karin to visit the Royal Botanic Gardens (RBG) in his hometown. He has known Karin from a student exchange and is going to explain to her why to see the RBG is a must and that its founder was a German Baron.

Karin: Hi, Peter. You keep talking about this Baron Ferdinand von Mueller. Is he really such a big guy?

Peter: Well Karin, first of all – he isn't anymore but was! He died in 1896.

Karin: Oh, how boring!

Peter: Not at all boring. He used to be a great and very interesting man.

Karin: So he was great! I love tall men, they are so sexy.

Peter: Sexy or not – I don't know. He certainly was great and important, but rather small in stature.

Karin: I see. Well, sometimes important men are much sexier than big, strong men. But why was he so great?

Peter: Ferdinand von Mueller was a great botanist, but also a great scientist. He was a famous German but also an important Australian. Born in Rostock, he studied in Northern Germany, in Kiel. But he wasn't a very healthy person – both his parents died from tuberculosis – and so his doctor advised him to move to a warmer climate. That's why he came to Australia, where he worked as a Royal Botanist in Melbourne for 40 years. He became the first director of the Royal Botanic Gardens and he died here in Melbourne.
But he was a small man, too – small in size. Once dancing with a rather tall lady people laughed at him because it looked so funny!

Karin: That wasn't very nice. Great men should be shown more respect. Was he quite well-known then as a botanist?

Peter: Yes, indeed. He belonged to the most respected people in Melbourne and everybody knew that he was very efficient. They said he was working everyday from early morning till midnight.

Karin: Good heavens! That must have been very stressful for his family. What did his wife have to say about this?

Peter: He never married. He was engaged three times but it seems that the ladies must have noticed that he was really only married to his job. So they all left him.

Karin: So he wasn't too sexy after all.

Peter: Maybe not. But it was good for Australia that he put all his energy into his work.

Karin: Does a director of the Botanic Gardens have so much to do?

Peter: Maybe not every director – but von Mueller even was on many expeditions in Victoria and Northern Australia. He constantly discovered new plants and named them. In Australia alone he named thousands of plants and categorised them.

Karin: Amazing. But tell me, what do you mean by "categorizing" plants?

Peter: Well, look. All plants belong to certain families. There are, for example, the families of gum trees or acacias – we call them wattles in Australia.

Karin: I see. So what else did he find out about plants?

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Peter: He checked plants and tested whether they would be useful for some things like making furniture with them or building houses. Whether you could eat them or use their fruit, or make medicine out of them.

Karin: Oh, I know. I have heard about good Australian tea-tree-oil or oil from eucalyptus

Peter: That's right.

Karin: Talking about wood for building houses or making furniture – I find that furniture here in Australia looks very much like that in Europe. And I have seen many oak and lime trees, as well as pines. Those are European plants, aren't they?

Peter: You are quite right. Interestingly enough, von Mueller was something like an ecologist in his time. He wanted to preserve the Australian environment and was fascinated by the unique flora here. But European settlers in Australia needed to build houses and furniture, but also used fruit and vegetables for food. This is why von Mueller took care to introduce European plants.

Karin: That can't have been too easy?

Peter: Quite so. From his European friends – many of them botanists too – he got a great number of seeds. He then tested whether they would grow here and get used to the warm climate. He even introduced birds and insects to create an ecological cycle.

Karin: Then he must have written many letters?

Peter: Oh yes. He was very busy writing to his friends in Germany and England. He seems to have written about ten letters every day and even made copies. Since they didn't have copy machines then, he held his letters over steam and put them onto new paper. Australia Post honoured his activities twice with his own stamps – in 1948 and 1996!

Karin: You said that von Mueller was interested in expeditions as well?

Peter: This is correct. Even if he couldn't go himself, he supported other expeditions with his money. He was fascinated by the young German explorer Ludwig Leichhardt who didn't return from his last expedition. Mueller was very sad about this and spent a lot of his money to find him .....

Karin: I think I would like to find out more about this German baron and his gardens. So let's go soon.

Peter: I have an idea. When we go to the RBG, I can show you his house where he lived and worked and even a gum tree that carries his name. But I also have to tell you that he was not too popular with some people. They thought him to be too much of a scientist and only wanted a nice garden to visit without being told about all his research. Anyway, near the main entrance you will see von Mueller's bust and we'll take it from there.

Scaffolding:

Baron Ferdinand von Mueller was a busy man. He worked more than ten hours every day, because he wanted

- to live as a botanist in Australia for health reasons
- to find new plants
- to give them names and categorise them
- .....
- .....
- .....
- .....

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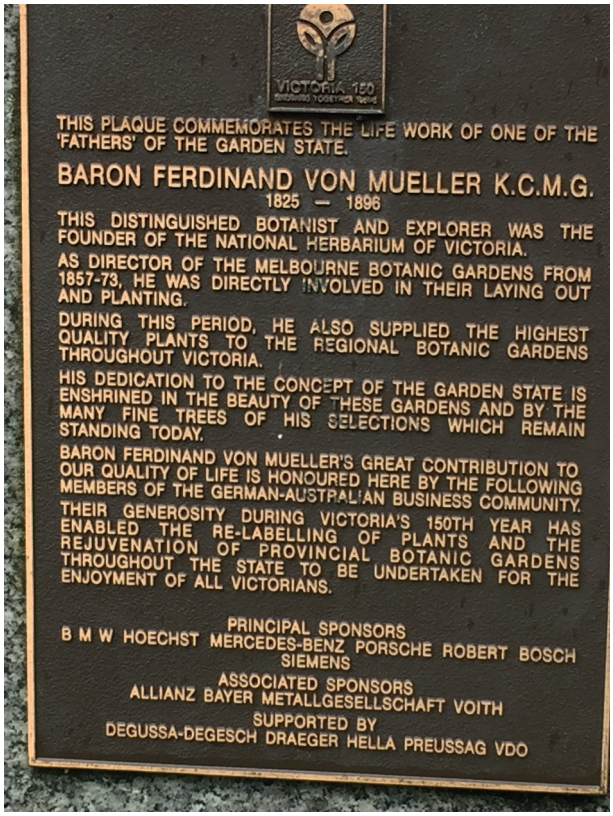
Task 7 (mediation*): Baron von Mueller's statue is situated at the entrance of the Royal Botanic Gardens in Melbourne and commemorates the contribution of the German scientist and explorer to the Australian culture, especially because he was the founder of the gardens. During your exchange visit to Melbourne you send this picture to a German friend explaining the contents of the plaque attached to the statue. Mediate (and do not translate) the text for him in German.



Task 8: Discussion

There was a joint stamp issue with Baron Ferdinand von Mueller as well – find out more about the connection between Leichhardt and the Baron (see also task 2 and 5). What did they have in common? Work in an inside-outside circle*. Present your findings in plenary during a discussion on the role of German scientists in Australia (past and present).

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Worksheet 4 (additional activity): Aboriginal plants (2 pages)

Note: As with Native Americans in the USA or First Nations in Canada, it is important to use the right names talking about the original inhabitants of Australia. They would be called "Aborigines" and can also be called "Aboriginal people" – any abbreviations of this are thought to be rude and must not be used!

Aboriginal people – the indigenous Australians

Australia is the only country, which is a continent as well – and the oldest and least settled at that. Aborigines have lived here for more than 50,000 years and have a proud culture, which is almost lost to us.

Before European settlement, which is now dated by scientists to have started more than 50,000 years ago, Australia had about 400,000 Aboriginal inhabitants. They were very clever at using the natural resources they could find, especially native plants. There were 700 tribes living in the whole continent with different languages, religions, living and hunting habits – using various weapons, utensils and decorations.

In certain places, Aborigines started fires; this so-called "fire-stick farming" was important to enable fresh plants to grow, which were used for their own food and better food for animals. If particular regions were not burned down regularly, growth would slow down or stop. By controlling the fire special plants were protected while others could be gotten rid of. Aborigines knew exactly how animals would react to fire. Animals feeding on new shoots growing after the fires could be hunted and killed easily. Finally, fire had a stimulating effect on the growth of plants.

Aboriginal people in Australia were hunters and gatherers. For this they had to be fit – physically and mentally. And they needed to have a good knowledge of their habitat and the way animals moved and behaved. They depended on what nature could offer them in terms of food and shelter, and this is why they led a nomadic life and moved from place to place. Each tribe moved within the boundaries of a certain region. They were only able to carry a few things with them, like spears, sticks for making fire and digging for food.

Australian plants were a great source for foodstuffs, medicine, materials for building shelters, weapons and fibres for nets and ropes. In dry areas Aborigines would eat mostly roots, onions and bulbs. These different plants provided for a balanced diet and enough vitamins. Some plants were poisonous and had to be treated or heated before eating. Seeds and beans had to be prepared, grinded and made into dampers. Bush medicine was very efficient as a result of precise observation.

Task 9: Please, select the words unknown to you and check their meaning in a dictionary, digital or printed. **Explain** them in the box:

Word bank:

.....

.....

.....

.....

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Task 10: Research and collect facts about the main features of the Aboriginal culture; also use the information from the given text.

Scaffolding:

- Settled in Australia ..... ago
- Came from .....
- Languages
- Music
- Medicine
- Special features unknown in other cultures
- .....

Task 11: Skimming and scanning* the above text, **create a quiz** about the history of Aborigines.

Quiz about "the Story of the Aborigines":

1. How many Aborigines lived in Australia before white contact – i. e. the arrival of white people from Europe?
2. Why was fire important for their plants?
3. How did Aborigines live before white contact?
4. What did Aborigines use plants for?
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

Task 12: Write a short **summary** about what should be known about Aboriginal culture.

.....

.....

.....

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Worksheet 1: Snakes and Ladders (2 pages)

How to proceed in your games unit?

Task 1: You are invited to play two traditional games, one from Australia (Snakes and Ladders) and one from the USA (Chicagopoly). The rules are similar to well-known German games (like *Mensch ärgere dich nicht* und *Monopoly*), but come with a difference – the event cards.

Event cards (in tasks 7 and 8) are part of the game strategy, but have to be designed by you first, based on information about Australia (answering questions) and famous landmarks in Chicago (research on the Internet). They will help you to get to know the landmarks and locations of both Australia and Chicago much better and also familiarise yourself with new vocabulary.
When talking about games and playing them, a set of special words is used, many of which can be found in game instructions. Please, find about ten special "game words" and enter them in the word bank below, **explaining** their meaning and usage.

Word bank: Games

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Task 2: *Aussie Snakes and Ladders* is a game which you are invited to play in your group; first, you need to familiarise yourself with the rules and aims of the game and **outline** them. Do that in groups of five and note down the most important moves. Report your results in plenary.

If no ready-made board is at hand, you can **design** your own version and use markers from another game like ludo (*Mensch ärgere dich nicht*).

Scaffolding: Game instructions

Game profile:
number of players: one to six, up to six markers, one dice, event cards, game board, age: 6 – 96

Snakes and Ladders (*Leiterspiel*) is the cousin of Ludo (*Mensch ärgere dich nicht*) and in our case based on Australian animals and locations.

Preparations:
The game board* is placed in the middle of all players. Each player gets a coloured marker and places it on the starting point of the same colour. The youngest player starts. The game is played clockwise.

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More detailed rules can be found on http://www.wikihow.com/Play-Snakes-and-Ladders (last accessed July 2016).

Task 3: How to play a game not only depends on following certain rules. You also need a good strategy to win. In an inside-outside circle* **explain** to each other the strategies for "Snakes and Ladders" in order to make best use of the game instructions. Make sure you understand how the game works, how it is different from other games you know and how to win it. Open questions should be **discussed** in plenary.

Strategy:

The player whose turn it is casts the dice. The number on the dice shows the spaces s/he can move forward. If you end up on a red space, you can use the ladder on it. The ladder making an upward move possible goes to an event space. The ladder showing downward points at a negative event. Space number 3 is an exception in that your move is slowed down – you miss one turn!

End of game:

Whoever reaches the goal first is the winner. You can only put your marker into the goal, however, if your dice shows the exact number of moves. Otherwise you need to go back by the surplus numbers. For example, if a player is on space 97 (of 99 spaces) he needs a dice figure of 2 to win. If s/he casts a number 6, s/he must make a move 2 and then go back 4 spaces.

Task 4: Now that you know the way the game is played, have a suitable game board ready and can use the special game words, you are ready to play. **Playing** for the first time, it might be useful to record your individual steps. And the winner is …

(* you'll find an example of a game board in the **glossary**)

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Worksheet 2: Chicagopoly

A great game about the windy city of Chicago.
Chicagopoly is based on the location of Chicago and the well-known game Monopoly – hence the name. Playing it will cover many landmarks of the windy city of Chicago ("windy" because it is the town where Al Capone used to commit his crimes but also due to the strong winds coming from Lake Michigan and hurling through the alleys created by the big skyscrapers of the city).

Task 5: If no ready-made game board is at hand, **design** one in your group first, modelling it on "Monopoly". Games instructions and strategies are to be found in the following scaffolding. You then **play** in a group of 4 – 6 persons, taking notes in important moves. And the winner is …

You'll find examples of the game on this Website: http://www.myabandonware.com/game/chicagopoly-4a2 (last accessed July 2016)

Chicagopoly is a game similar to the traditional family entertainment "Monopoly".

Scaffolding:

The game consists of:

6 tokens (markers), skyline sections (names of famous streets and skyscrapers in Chicago), keys to the city, event cards, play money and dice. Number of players: 2 – 6, age: 10 – 96.

Preparations:

As you move along the board with your marker, you can buy and sell properties (so-called deeds) and get money from a bank. Other players who end up on your property have to pay rent to you (as indicated on the event cards).

Strategy:

Before starting the game, deeds are shuffled and four deeds are dealt to each player. Players immediately pay the bank the price of property dealt to them. Each player has been given $ 1600 for starters. Your aim is to increase your income by using your property and getting as much rent as possible.

End of game:

At the end of one hour, players value their property including cash at the price indicated on the board. The winner is the richest player.

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Worksheet 3 (additional activity): Designing game strategies
(2 pages)

Task 6: You can **design** your own game strategy by using the information on Australia and Chicago below. Make sure that the players are given the right numbers of markers, event cards and a board with the fitting landscape (either Australia (also called OZ by the locals) or Chicago). You will be able to **model** your own game strategy on the scaffolds for Snakes and Ladders and Chicagopoly above in tasks 3 and 5.

Option 1: Australia

Scaffolding:

Australia (OZ)

Event cards are based on the location of Aussie Snakes and Ladders:
Australia used to have two airlines. Ansett stopped operations in the late 1990 s, Qantas is now the only airline in Australia. People wonder why it is not written with the common "Qu"; the reason is simple: Qantas is the acronym of Queensland and Northern Territory Air Service. It started from the capital of Queensland, Brisbane. This city is also the ideal starting point for tours to the Great Barrier Reef, which is made up of living corals. Other famous and interesting places to see in Australia – also called OZ by the locals: the Great Ocean Road along the Southern Pacific, a wild sea with many shipwrecks, the Royal Botanic Gardens (RBG) in Melbourne, the capital of Victoria, founded by the German Baron Ferdinand von Mueller or Horsham in Northern Victoria where early German settlers found a new home and plenty of gold as well. But the first settlers to arrive were the Aborigines, therefore called the indigenous people of Australia. This continent also has many animals nowhere else in the world to be found – like koalas, emus and kangaroos, which are shown on stamps of Australia Post.

Task 7: Using this information about OZ, you can now **create** your own event cards for Aussie Snakes and Ladders. The basic idea is: Players knowing the correct answers can move forward. If they don't they have to go down the ladder again. Enjoy the game!

Scaffolding: Event cards (quiz)

question	answer
The capital of Queensland is?	
What is the Great Barrier Reef made up of?	living corals
What is the name of the road along the Southern ocean, famous for many shipwrecks?	
Who founded the Royal Botanic Gardens in Melbourne?	
Where would you go to find gold in Australia?	Ballarat
How do Australians call their country?	
Why is Qantas spelled without a "u?	
Lovely stamps of kangaroos and koalas are available from?	

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question	answer
What is at the end of Australian Internet addresses?	
Aborigines, the first settlers in Australia, are called?	
What is the capital of Victoria?	
The town where many settlers from Germany started?	Horsham
This animal only looks like a teddy bear …	
Where were you able to go with Ansett?	
What is the Australian currency?	
Who is Australia's head of state?	
What is the Australian Open?	

Option 2: Chicago

Task 8: Also, event cards in Chicagopoly are based on famous locations in the Windy City. The value (cost) of these locations to buy and rent (mortgage value) depends on the tourists' choices, so you need to find out more about their details – please **explain** in the table below:

place	details	cost and mortgage value
Navy Pier		$ 175 $ 75
Michigan Avenue		$ 250 $ 100
The Water Tower		$ 425 $ 200
Sears Tower		$ 310 $ 160
Lincoln Park Zoo		$ 90 $ 50
Oak Street Beach		$ 90 $ 50
O'Hare Airport		$ 80 $ 30
Thompson Centre		$ 150 $ 80
The 'El'		$ 70 $ 30
you can find more locations on: http://www.architecture.org/ (last accessed March 2016)	Soldiers Field Goethe Institute Lincoln Park Chicago University Lake Shore Drive …	$ … $ …

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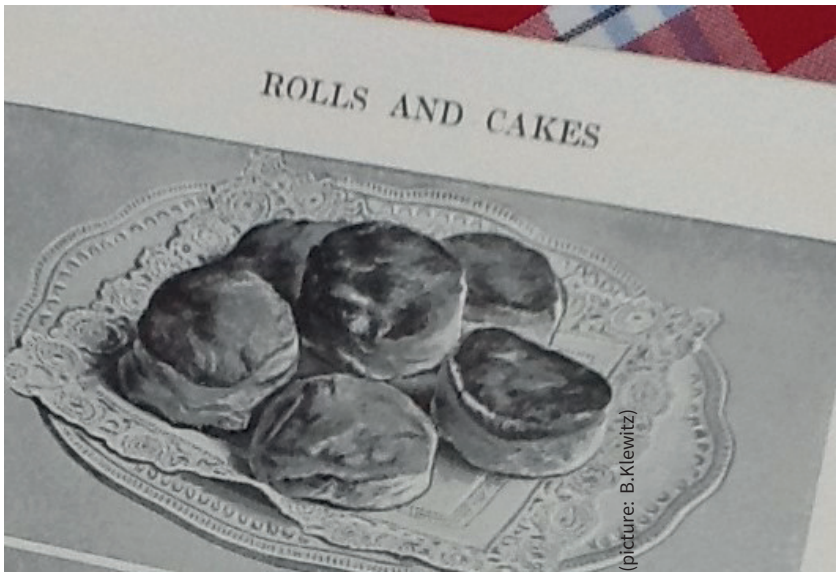
Worksheet 1: Scones and Devonshire Tea (4 pages)

Task 1: Cream Scones and Hot Cross Buns are famous afternoon foods in Great Britain. Team up with a partner and choose either recipe A or B. Find out more about the ingredients and **outline** the recipe, later reporting on your findings in class.

Voc.: recipe: Rezept; ingredients: Zutaten



(picture: B.Klewitz)

Cream Scones (recipe A)
Ingredients: ½ pound of flour, 3 oz. of butter or margarine, 1 teaspoon of baking powder, 1 gill of milk, ½ gill of cream, a pinch of salt

Voc.: pound: englische Maßeinheit; gill: altenglische Maßeinheit für Flüssigkeiten; pinch: Prise

Hot Cross Buns (recipe B)
Ingredients: 1 lb plain flour 1 tsp salt 1 tsp ground cinnamon 1 tsp mixed spice 2 oz butter 2 tsp caster sugar 2 oz currants 1 oz candied peel 1 oz fresh yeast 10 fl oz milk 1 medium size egg

Voc.: currant: Johannisbeere; cinnamon: Zimt; candied peel: gezuckerte Schale; yeast: Hefe

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Task 2: How to make it? Swap partners and study the method of cooking and **explain** it. Make sure you understand the technical cooking terms.

Method:

Cream Scones (recipe A)	**Hot Cross Buns** (recipe B)
Sift the flour, salt and baking powder together in a basin, rub in the fat, add gradually the cream and milk, and work into a light paste. Roll out on a floured board a ¼ of an inch thick. Stamp out into rounds with a 2-inch cutter, place them on a greased baking-sheet, and bake for about 15 minutes. Brush over with sweetened milk when nearly done, and return to oven for 5 minutes. Sufficient for 1 dozen.	Sieve the flour with the salt and spices into a large bowl. Rub in the butter and add the sugar (saving a little for the yeast), currants and candied peel. Cream the yeast with the remaining sugar and add the tepid milk. Pour into the centre of the flour and leave to sponge for about 10 minutes, then mix to a dough with the beaten egg. Cover the bowl with a clean tea towel and leave in a warm place to rise. When the dough has doubled its size, turn on to a floured board, knead well and divide into twelve portions. Roll each into a flattened ball shape. Cut a deep cross on each one and place on a floured baking tray. Leave to prove for about 20 minutes, then bake in a hot oven at 200 C for about 20 minutes. Brush the buns with a light glaze made by dissolving a little sugar in water.

Task 3: Cooking terms used in recipes can be quite different from everyday English. Familiarise yourself with some of them by completing the scaffolding below. Draw on the given examples of the two recipes and work in groups. **Compare** findings in plenary.

Scaffolding:

Word bank cooking

(words describing "what to do" when preparing the food)

- to sift
- to rub in
- to rise
- .....
- .....
- .....
- .....

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Task 4: Unfortunately, this very old recipe in Mrs Beeton's cookery book – mentioned in task 1 – (1861!) uses old British measures – in order to be able to bake the cream scones (alternatively the hot cross buns), you first need to **convert** them into European standards, in other words into grams and litres.

Table of measures and ingredients

	English amount/weight	**European standard**
plain flour	½ lb (pound)	225 gr.
butter	3 oz (ounces)	
baking powder	tsp	
milk	1 gill (1/4 pint)	
cream	½ gill	
salt	1 pinch	
ground cinnamon	tsp	
spice	tsp	
caster sugar	2 tsp	
currants	2 oz	
candied peel	1 oz	
fresh yeast	10 fl oz (fluid ounces=1/2 pint)	

Voc.: tsp: short for teaspoon: Teelöffel; pinch: Messerspitze, Prise

Task 5: What will it be?

Scones – muffins – buns?

After a research based on the Internet and/or cookery books at hand, you can **comment on** the differences between these important items used in a Devonshire Cream Tea. Share you results in plenary:

. . . . . .

. . . . . .

. . . . . .

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The differences are not easy to explain. As starters, here is what a native Scotsman has to say about this:

Scaffolding:

Muffins – buns – scones?

"A bun can be everything, a proper cake, a scone, a tart, a biscuit, soft and round and like a small cake or bigger with fruit in. May have icing, various tops.
A scone is one particular item, small round, floury, sweet with jam even cream (a cream tea) or cheesy. Wonderful mid-morning.
A muffin is now an American import e. g. in Starbucks, a "bun" with blueberry, rather larger than the appetite of me for one, to keep company with their awful coffee. My old Chambers dictionary says hot with butter, but Maggie says this is a crumpet, but is what I think of it" says Hamish McKenzie from Edinburgh.

Task 6: Document your own findings: **describe** when and where to eat scones and buns and muffins.

Research-Scaffold:

	season	**main feature**	**time of day**	**my favourite recipe**
muffins	all seasons	American import, large, with blueberries etc	afternoon tea	
buns				
scones				
German variety		große Vielfalt, berühmt ist Schwarzwälder Kirsch		

Task 7: Choose your favourite product and **create** a recipe, if necessary after consulting the chef in your family. There are two parts in each recipe (as in Mrs Beeton's): ingredients and cooking process. How many helpings do you need for your class? Work in groups and try out by baking it; share with your class. Remember "the proof of the pudding is in the eating".

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Worksheet 2: Just a nursery rhyme? (3 pages)

Task 8: Listen to this nursery rhyme – which is also a children's song – on Youtube: https://www.youtube.com/watch?v=6RmzV9QgnlQ (last accessed April 2016). **Point out** what the song is about in general, talking to a partner.

Lyrics: Baa baa black sheep

Baa, baa, black sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.
Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full…
Baa, baa, white sheep,
have you any wool?
yes sir, yes sir,
three needles full.
one to mend a jumper,
one to mend a frock,
and one for the little girl,
with holes in her sock.
Baa, baa, white sheep,
have you any wool?
yes sir, yes sir,
three needles full.
Baa, baa, grey sheep,
have you any wool?
yes sir yes sir,
three bags full.
One for the kitten,
one for the cats,
and one for the owner,
to knit some woolly hats.
Baa, Baa, brown sheep,
have you any wool?
yes sir, yes sir, three bags full.
One for the mummy,
One for the daddy
and one for the little baby
Who lives down the lane.
Baa, baa, bare sheep,
have you any wool?
No sir, no sir, no bags full.
None for the master,
none for the dame,

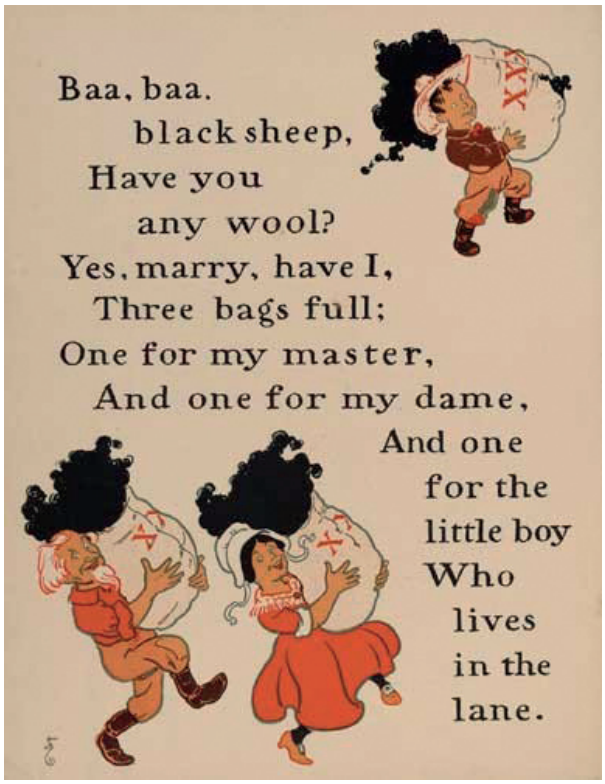

Illustration by William Wallace Denslow 1901 (well known for his drawings for *The Wonderful Wizard of OZ*): https://commons.wikimedia.org/wiki/Nursery_rhymes (last accessed April 2016).

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and none for the little boy
who lives down the lane.
Baa, baa bare sheep,
have you any wool?
No sir, no sir,
no bags full …
(Written By: Unknown, Copyright: Unknown found on: http://www.kididdles.com/lyrics/b001.html last accessed June 2016)

Task 9: Listen for a second time, check for words you don't know and have a closer look at the lyrics. **Describe** how many parts the song has – these parts are also called stanzas.

So, decide how many stanzas this nursery rhyme has and focus on the contents of the nursery rhyme. Use think-pair-share* for this activity.

Scaffolding:

Working with songs

Step 1: In the (..) stanzas – describe the differences, what changes?
- black sheep, wool for master, dame and little boy
- repetition
- .....
- repetition
- .....
- .....
- .....
- repetition

Step 2: What happens to the wool? What about the bare sheep?
- .....

.....

Step 3: Often metaphors (symbols) are used in songs and rhymes to get across a certain meaning – also called the message of a song. These will be discussed in task 15.

Task 10: Focus on "sheep shearing terms". **Explain** words in the scaffolding below. Again, use think-pair-share* for this activity.

Scaffolding:

Sheep shearing terms

sheep shearer –

sheep shearer competition –

local customs (Scotland) –

processing wool –

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to mend a jumper –

woolly hat –

lane –

kitten –

needle –

wool and cotton –

Task 11: In an outside-inside circle* **discuss** what the differently coloured sheep could stand for. There are some possibilities to choose from:

	symbol of	**meaning**
black sheep	black people, African Americans	racial prejudice
white sheep	white skin colour	
grey sheep		
brown sheep		
bare sheep		

Task 12 (additional activity): Can you find other symbols in this nursery rhyme? **Discuss** their meanings (you will get some ideas in worksheet 2, task 13) in plenary.

Task 13 (additional activity): **Research** the history/story of the song; you will also find some hints for "messages" in nursery rhymes in the gapped text of task 15.

origin	**meaning/metaphor**	**discrimination versus … politically correct?**
since the 1730 s; French melody	complaint against taxes on wool; …	referring to the text (task 15): …

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Worksheet 3: English traditions (2 pages)

Task 14: "There are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea." (Henry James 1843 – 1916, American writer who says writers must be realistic and show life in action).

But be careful – the following text is scrambled, so you need to list the paragraphs in the right order and **outline** them again:

1. ..... (.....)
2. ..... (.....)
3. ..... (.....)
4. ..... (.....)
5. ..... (.....)

Devonshire Cream Tea

A. The pause for tea became a social event, becoming a habit for Anna, who would invite friends to join her in her drawing room and dressed up very formally – with gowns, cloves and hats.
B. So, she asked for some tea, bread and butter in-between. The Earl of Sandwich came up with the idea of putting a fitting between two slices of bread, including thinly sliced cucumber sandwiches.
C. Nowadays, afternoon tea, especially of the Devonshire type, is served in many hotels all over Britain.
D. The idea of 'afternoon tea' first appeared in the mid 17th century. The story is that Anna, Seventh Duchess of Bedford, became very hungry during the afternoon. Usually, the evening meal in her household was served as late as 8 o'clock at night, leaving long hours between lunch and dinner.
E. Devonshire Cream Tea is famous for its scones, strawberry jam and Devonshire clotted cream. It is taken at 5 o'clock with many cups of strong, sweet tea.

Voc.: drawing room: Wohn- oder Empfangszimmer; gown: Gewand, Umhang; clotted cream: dicke Sahne

Task 15: Nursery Rhymes

Test your knowledge by filling in the gaps in the text below.
Work with a partner and **compare** results in plenary.
In the scaffold you will find the words missing in the text. Be careful, as they might not be in the right order.
Find out their meaning first, using a digital dictionary.

(www.pixabay.com; last accessed April 2016)

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Scaffolding:

Gapped text

1. limericks
2. cruel
3. rhymes
4. historical
5. psychologists
6. taste
7. league
8. political correctness – politische Korrektheit, richtige Wortwahl
9. discrimination against – Diskriminierung von Menschen, Rassismus
10. nursery
11. protest
12. tales
13. slavery

..... are a collection of children's songs used for activities in the kindergarten or ..... – hence the name. They often have historical contents and meanings and refer to events in the history of Great Britain.

The oldest children's songs are lullabies and intended to help children sleep or calm. The first nursery rhymes to be collected appeared in England in the middle of the eighteenth century, but also have a tradition in Germany – like "Des Knaben Wunderhorn". Many of them have hidden meanings or origins. There are links to ..... persons (Henry VIII or Mary Queen of Scots) and events or narratives – coded forms of protest, propaganda but also simply written for fun.

A case in point is "Baa baa black sheep" with a lot of speculation about its origins and meaning. Some people believe that this rhyme was a ..... against heavy wool taxes or against ..... in the USA. Modern ideas refer to the rhyme as criticism ..... people with different skin colour – wanting .....

Nursery rhymes are in the same ..... with fairy tales, sometimes quite bloody and ....., connected with violence and crime. So there have been recent attempts to 'clean them up' by putting in different words. But ..... like Bruno Bettelheim ("Kinder brauchen Märchen" – original version "The Uses of Enchantment") were against such revisions, because they thought that nursery rhymes and fairy ..... were good for them and allowed them to overcome their fear of violence or death. Set to music nursery .....are thought to be good for children's development and education, training many skills like memory, ...for music or playing in groups. Similar ideas are connected with ..... .

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Worksheet 1: Scotland with love (3 pages)

Task 1: First impressions – what comes to mind when you think about Scotland? Compile a list of words typically connected with Scotland with your neighbour and swap ideas in class, where you can rank results in a top-ten-list. After ranking explain the reasons for your choice in key words.

If you deal with the word bank (see below!) first, you will get some additional clues …

Scotland – the Scots – Scottish ...
whisky – tartans – kilt – bagpipes – Loch Ness Monster – Celtic Glasgow – Loch Lomond

Scaffolding:

Word bank (find out meanings by using a digital dictionary)

Celtic – .....

meanness – .....

Gaelic – .....

gulf stream – .....

tartan – .....

kilt – .....

.....

Our top ten of Scotland:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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Task 2: Listen to Amy Macdonald's song "Caledonia" – **research** (individually) what Caledonia means (i. e. where the name comes from – the scaffolded crib sheet below will help you) and **discuss** in groups why Amy's fans thought this was a love song when they listened to it originally.

It will be helpful to first divide the lyrics into individual stanzas and insert short headings. In this way you can find out easier what Amy Macdonald wants to express in her song and if she wanted to mislead her fans on purpose first. Note down your findings in your group.

You will find the lyrics of "Caledonia" on many websites relating to "Amy Macdonald"

Heading: .....

song lyrics .....

.....

Heading: .....

song lyrics .....

.....

Heading: .....

song lyrics .....

.....

Heading: .....

song lyrics .....

.....

Heading: .....

song lyrics .....

.....

Heading: .....

song lyrics .....

.....

"Caledonia":

.....

.....

.....

.....

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Scaffolding: crib sheet

..... Latin ..... the Romans ..... land lying north of their empire ..... province of Britannia ..... never able to conquer ..... inhabitants ..... fierce Celts (calling themselves Picts) ..... had to be contained ..... big wall ..... from Carlisle ..... to Newcastle ..... in some places ..... public footpath ..... "Caledonia" ..... romantic or poetic name .....

Task 3: (additional activity)

With a partner, discuss what a video of Amy Macdonald's song "Caledonia" would look like and what aspects it might contain. **Describe** – in a few lines – how lyrics, music and photographs could be made to relate to each other.

Our music video:

Special effects by bagpipe music .....

Only landscapes, no people .....

Loneliness .....

Attractive scenery .....

Desire to come back .....

Film ending with .....

After presenting ideas of your video in plenary, get together in groups and **create** a presentation about the Scottish border to England, also called "Hadrian's Wall": http://hadrianswallcountry.co.uk/hadrians-wall (last accessed July 2016).

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Worksheet 2: Living in Scotland (2 pages)

Task 4: Please, read this text. Scan the text first and underline words you cannot understand from the context. Working in tandems, write short definitions – in English, of course. The German version can be used as a scaffold of your findings. Compare results in plenary.

Scaffolding: word bank Scotland

awesome:
beeindruckend – English context: .....

Central Belt:
schottischer Landstreifen südlich der Highlands; – English context:

.....

to host:
beherbergen; – English context: .....

Fringe Festival:
alternative Veranstaltungen (von fringe: Rand); – English context:

.....

Jacobite Revolution:
Aufstand der Anhänger des schottischen Königs James; – English context:

.....

responsibility:
hier Verantwortlickeit, Zuständigkeit; – English context:

.....

to reject:
zurückweisen, ablehnen; – English context: .....

Text: Living in Scotland – where it is

Scotland is the most northern country in the United Kingdom and has around 790 islands off its coasts – 130 of which have people living on them. Scotland is well known for its awesome landscapes, beautiful beaches and lochs, which are fresh water lakes. There are over 600 square miles of lochs in Scotland including the most famous one, Loch Ness. Scotland has a population of over five million people, which is about 8.5 % of the entire UK population. Over two million of these live in Glasgow and Edinburgh and almost half of Scotland's population live in the Central Belt, where both the largest city (Glasgow) and the capital city (Edinburgh) are located.

Scotland hosts one of the biggest arts festivals in the world. It is commonly known as the Edinburgh Festival, but is actually made up of a number of different festivals which happen at different times of the year, although many of them do take place in August and September every year. Many people have heard of the Fringe Festival, but there are also the International Festival, the Film Festival, the Children's Festival and the Edinburgh

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Mela which is an intercultural festival. Musically, Scotland has produced bands like Travis and Franz Ferdinand, more recently the singer-songwriter Amy Macdonald. Other famous Scottish artists include Ewan McGregor, Alexander McCall-Smith and of course J. K. Rowling.
In July 1999, the Scottish Parliament was opened, the first for over 300 years as Scotland had been governed from London ever since the Jacobite Revolution failed eventually. Scottish Parliamentary responsibilities include health, education, the law system and local government. The attempt, however, to complete this process of political devolution by gaining complete independence for Scotland failed in 2014. In a public referendum 55 % of Scottish voters rejected the idea to end the union with England lasting 307 years up to date.

Task 5: Discuss the given text with a partner. Write a crib sheet* containing the most important information in it with no more than 30 words. Present your results in plenary.

Task 6: Locate places of interest on a map provided by your teacher in the download section – showing the political borders within the UK. Plan a trip from Germany either by ferry or plane. How many borders do you have to cross? **Discuss** with a partner how easy it will be to get to Scotland and **compare** results in plenary.

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Worksheet 3: Interview with Amy Macdonald (2 pages)

Task 7: Get together in groups of four and listen to some other songs by and from Amy Macdonald. In your groups do a **research** on her background and musical performance starting from the BBC website: http://www.bbc.co.uk/music/artists/6aa40207-fec8-43a7-991d-b872a42def05 (last accessed July 2016).

Amy Macdonald's songs:

.....

Task 8: Delineate her background:

.....

Task 9: After noting down main facts of interest about Amy Macdonald, please **conduct an interview** with the singer in your group by first inserting answers to the questions below. It will be fictitious for starters, but you can act it out later or at least send your questions to her official homepage (http://www.amymacdonald.co.uk/).

Scaffolding: These could be your questions to Amy (drawing on the information of Amy's website – see task 7 –, her answers won't be too difficult to put in):

Question: Amy Macdonald, thanks for granting us this interview. You are very busy right now. Can you tell us something about your plans?

Amy: .....

Question: We love your music, but you have written so many songs, it's a bit confusing. Could you just tell us a little about your last records, please?

Amy: .....

Question: OK, that's easy. But what happened then. We haven't seen or heard of you for a while?

Amy: .....

Question: When can we expect it?

Amy: .....

Question: What do you mean by "cover"?

Amy: .....

Question: So that makes your songs so special?

Amy: .....

Question: We hear that you don't like to be treated like a celebrity either?

Amy: .....

Question: But they say you also love fast cars?

Amy: .....

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Question: You are a football fan as well?

Amy: .....

Question: What do you sing then? Footballer's wife?

Amy: .....

Question: Do you support a special club? A Scottish one?

Amy: .....

Question: Talking about favourites. You know that your first album got a very favourite reception in Germany?

Amy: .....

Question: Why Germany? How do you explain that?

Amy: .....

Question: And what about the UK? What is the song most played by the BBC?

Amy: .....

Question: Can we finish with a personal question?

Amy: .....

Question: After Steve Lovell, who is the new man on your side?

Amy: .....

(additional activity): For more advanced students, the questions can be replaced by short notes.

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Worksheet 1: Who is an Indian? (2 pages)

The Aboriginal Curriculum Integration Project (ACIP) is located in school district 79 on Vancouver Island in Canada and provides information and cultural knowledge about the Canadian First Nations. A frequent issue in their activities concerns labelling people or even ethnic groups, because this might result in stereotypes and prejudice.

Task 1: Exchange views of your personal stereotypes or general teenage "labels" in tandems and **outline** them here:

Stereotypes and teenage labels

. . . . . .

. . . . . .

. . . . . .

You can continue this exchange by moving into an inside-outside circle* and, in the process, **explain** related vocabulary on this topic. Discuss in plenary what other stereotypes or labels exist in society and school. Think about your own personal label again and who you would identify with.

Scaffolding – word bank

politically correct
Aboriginal
exotic
Garden of Eden
Caribbean
Los in Dios
Indian
Hindu
Hindustan
black and white people
foreigners
migrants

Task 2: Watch the video "Labelled"

http://acip.sd79.bc.ca/sharing-our-stories/identity-labelling-and-stereotypes/ (last accessed July 2016) and react to the story if you wish by stopping the clip. In a placemat-activity* write down notes by tracking your thinking, Record key words, phrases and interesting ideas. **Discuss** common ideas of your group in the middle section "reflections".
Present your group results in plenary and discuss the issues involved.

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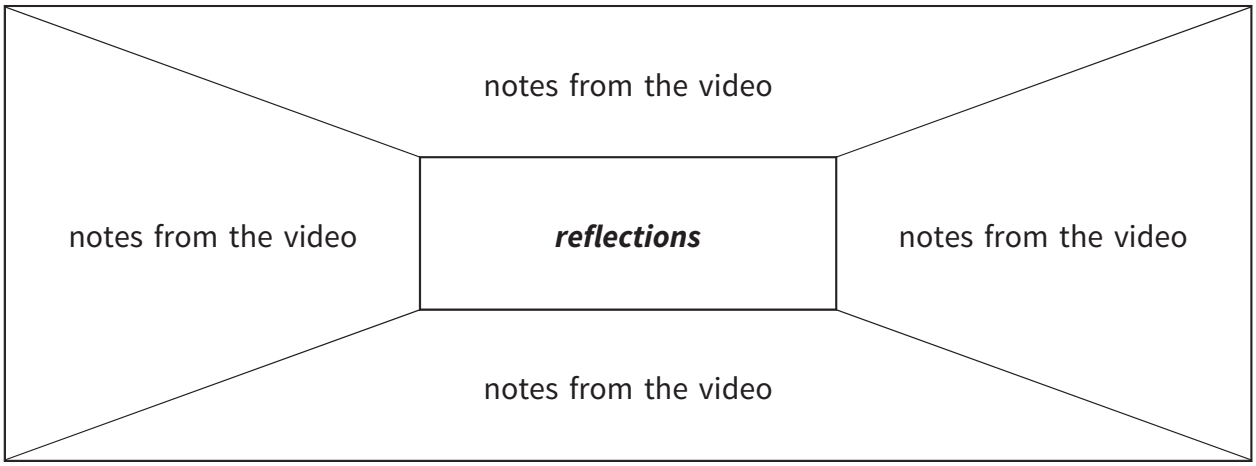
Image of a placemat



Task 3: Evaluate the discussion by writing a journal entry in your diary on the issue of labelling. Bear in mind that there are quite a number of words whose usage is deemed to be politically incorrect, e. g. “negroes”, “gypsies”, “gay” etc. Include one new idea that you learned about yourself.

Dear diary,

Labelling is used in many domains, private or public, and leads to stereotypes – distorting realities .....

.....

Using words/labels that are supposed to be politically incorrect like .....

.....

My own labels need reflection and correction, because .....

.....

Voc.: domain: sphere/area of private or public activities

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Worksheet 2: Dead Dog Café (3 pages)

The following tasks and excerpts refer to Thomas King's novel *Green Grass, Running Water,* Bantam Book, New York 1993.

Task 4: Dead Dog Café is presented in a series of episodes in Thomas King's Novel "Green Grass, Running Water". Working on the following text (the story behind) you can make use of different reading strategies, such as **questioning, summarising, clarifying** and **predicting** (aka reciprocal teaching "RT"*). In groups of four, you can use the subdivided text at hand, and then you would take the role of questioner, summariser, clarifyer and predictor – with the teacher demonstrating a worked example of Part 1. Parts 2 and 3 of the given text are dealt with in the same fashion. Record and compare your results in plenary.

Part 1:

Questioning:
What are the tourists made to believe?
How did Latisha get the idea of selling dog meat?
Summarising:
Only meant as a joke, serving dog meat turns out to be a huge success, especially with American tourists who are stuck with a historical stereotype.
Clarifying:
The connection between the Sioux fate and the Dead Dog Café.
Predicting:
Description of how Latisha presents her culture to tourists.

Part 2:

Questioning:

. . . . . .

Summarising:

. . . . . .

Clarifying:

. . . . . .

Predicting:

. . . . . .

Part 3:

Questioning:

. . . . . .

Summarising:

. . . . . .

Clarifying:

. . . . . .

Predicting:
Not applicable

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The story behind the Dead Dog Café

Part 1:

Latisha is Lionel's sister and the owner of the Dead Dog Café where – so the tourists are made to believe – dog meat is served as authentic ethnic food of the Blackfoot Native Canadians. Her aunt Norma has given her this idea "Tell them it's dog meat. Tourists like that kind of stuff." (117) Meant as a big joke, the restaurant is doing very well and develops into a tourist trap, especially popular with US-Americans, as it draws on a historical stereotype: "Native Americans turn the sad reality of near-starvation for the Sioux around the time of Little Big Horn, when they had to eat dogs after the buffalo disappeared, into a joke."

Part 2:

Latisha capitalises on this stereotype and, in her restaurant, creates a space where she can control how and how much of her Native Canadian culture is presented to her guests. The mostly white customers fall into this trap and present, in their behaviour, a parody of the neighbouring American mainstream culture. By making fun of the guests and causing them to look ridiculous historical power structures are, for once, turned upside down and the indigenous and suppressed culture gets the better of them.

Part 3:

Dead Dog Café also is the place where the perspectives of cultural differences and related stereotypes is enlarged. Because, besides differences between US-American and Canadian tourists, the traditions of the Indian culture come to the fore. They present themselves as being quite naïve rather than primitive and in competition with the white conventions prove as the superior tradition.

Task 5: Describe the secrets of the Dead Dog Café and **explain** the inspiration behind the food. Use the following scaffolding.

Scaffolding: gapped text

The food at the Dead Dog was ..... (1) But that wasn't ..... (2) to draw a bigger number of visitors. Tourists were ..... (3) in ambience and reputation. As much as Latisha, the owner, would have liked it to be her own ..... (4), it was her aunt Norma who developed the ..... (5) of a tourist ..... (6) by telling them they were cooking dog ..... (7). One of the secrets was to keep things ..... (8) and therefore the same (beef!) stew was cooked and the ..... (9) gave it different names. Even the specials rarely changed – the local ..... (10) knew this and the tourists coming through did not find out.

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Norma's inspiration to ..... (11) that all menus were based on dog meat worked this way: all dishes were given fancy names connected to ..... (12) of dogs, like "Dog du Jour", "Puppy Potpourri", "Saint Bernhard Swiss Melts" etc, even appetisers ..... (13) references to dogs. So everything sounded quite ..... (14) and invoked the allusion to ..... (15) pets.

Task 6: Analyse how Latisha is able to "control" the image she wants the American tourists to have about her own (Blackfoot) culture.

Scaffolding: crib sheet*

..... dishes served in the restaurant had to go with its equipment ..... hired a photographer ..... create images similar to those you see in hunting and fishing magazines ..... photographs showed Indians and dog images ..... most fancied a photograph of four Indians ..... chasing down a herd of Great Danes ..... image of a primitive culture ..... living on food unacceptable to mainstream beliefs ..... coincided with existing stereotypes about Indians ..... (American) tourists ..... not really interested in Native culture ..... confirmed their prejudices ..... the First Nations real culture and traditions ..... not disclosed and ..... kept away from nosy visitors ..... they fell in for this ..... feeling of power and superiority

Task 7: Characterise the interaction amongst the café's staff. Share your results by employing think-pair-share*.

Scaffolding: crib sheet*

Latisha's crew ..... respect and mutual support ..... at times of crisis ..... remain calm ..... work together as a team ..... atmosphere ..... relaxed and joyful ..... staff share ideas ..... come to each other's help ..... unites them ..... they all play up the big joke ..... anything about their real culture ..... keep control over them ..... enjoy their success

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Worksheet 3: The guest book (3 pages)

Task 8: Like in task 4, the following text – referring to American and Canadian characters depicted in the novel – can best be understood by using the **R**eciprocal **T**eaching technique (RT)*. Only this time you will organise yourselves – in groups of four, and you are going to decide who the questioner, the summariser, the clarifyer and the predictor is. It makes sense to **take turns** in fulfilling these roles and afterwards report about results and the process involved in plenary.

Part 1:

Questioning:

. . . . . .

Summarising:

. . . . . .

Clarifying:

. . . . . .

Predicting:

. . . . . .

Part 2:

Questioning:

. . . . . .

Summarising:

. . . . . .

Clarifying:

. . . . . .

Predicting:
Not applicable

The Guests of the Dead Dog Café

Part 1:

The Dead Dog Café is presented in different episodes of the novel. The focus here is on Canadian and American guests (115 – 118, 141 – 148 & 171 – 177). Visitors from the USA are among the preferred customers and, on the surface, they only differ from their Canadian neighbours because they never order the specials on the (dog meat) menu. US-Americans are most susceptible to dog related stories and even buy the written menu or postcards with pictures of dogs. When they are appeating special music is played (Chief Mountain Singers, 118) and their experiences in the restaurant correspond exactly with the stereotypes and prejudices they cherish about “Indians”.

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Part 2:

Canadian guests are more frequent visitors in the café and their behaviour is described in the novel in some detail. On occasion they are sceptical as far as the meat on offer is concerned, they carry name tags and even elect "a spokesperson for the table" (141), being very democratic. They are very well prepared for their trip and very interested in local affairs. Other differences to US-Americans are presented elsewhere in the novel (for instance by Latisha's ex-husband George, a fan of all Americans "Americans were modern" 175) and give more insight into the uneasy neighbourship of Canadians and US-Americans.

Task 9: Explain the way Latisha counters her Canadian guests' doubts and amuses herself at the same time (141 – 148).

Gapped text:

This group seems to be very ..... (1) (spokeswoman) and lively. Amongst themselves they enjoy a friendly ..... (2) and display a great interest in anything connected with Indians. There is some doubt as to whether the food served is really from ..... (3) especially Bruce, who boasts of his 25 years as a sergeant with the ..... (4) points out that the RCMP would have arrested anyone trying to sell ..... (5) in a restaurant. He is sure he tells his company that they are having beef instead. But Latisha doesn't let that go. She ..... (6) everyone that the sandwich in question is made from ..... (7) and even gives some details (you get more meat off it). She emphasises her story by confirming that dogs belong to her tribe's ..... (8) and that all the dogs were ..... (9) on her reserve, only fed on horse meat and whole grain. She even ..... (10) her joke by using a biological label – no hormones or preservatives used in that.

When one of the Canadians seems ..... (11) because he owned a black Lab as a kid, who was very close to him and could even ..... (12), Latisha charms away his shock by telling him that dog meat past the age of two or three is too ..... (13) to eat – the man's dog got to be fourteen. Throughout this whole conversation, Latisha keeps her ..... (14), doesn't even need help from the kitchen (the chef was getting ready to come to her help) and is ..... (15) about some derogatory remarks in the group. Talking about her do-no-good husband George she ..... (16) the group's attention successfully.

Scaffolding: missing words

diverts | amused | cool | tough | sing | horrified | intensifies | raised | traditional foods | Black Labrador | assures | dog meat | Royal Canadian Mounted Police | dog meat | banter | organised

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Task 10: Analyse how the second wave of tourists (171 – 177) present themselves as definitely being Canadian – and by no means from the US.

Scrambled text:

(1) Despite the chef's hope the second group is Canadian as well, most of them from Toronto.

(?) In the interspersed episodes, Latisha's husband George confirms the differences between Americans and Canadians by referring to past and present comparisons.

(?) There is disappointment at this and the chef makes a comment on "feeding cheap sheep" (p. 176), but later Latisha finds a twenty-dollar tip under a napkin.

(?) They show a lot of discipline, file off the bus in an orderly line and enter the restaurant forming a queue. They all wear name-tags and make sure to introduce themselves. They are careful not to disturb the other people at other tables and in unison order the specials.

(?) His opinion is simple – Americans love adventure, Canadians are unwilling to take risks (p. 175). George backs this up by referring to a Canadian, caught for speeding, who even thanked the policeman who fined him for being so alert (p. 176).

(?) George clearly prefers the American culture, which from his point of view is modern, taking advantage of the future and moving ahead. Whereas he believes that Canadians are traditionalists, and they like order and guarantees.

(7) George believes he got the bigger picture – Americans are independent, Canadians dependent and draws on the great explorers: Lewis and Clark were American. When Latisha gets into Champlain and Cartier – the founders of Canada – he tells her they were Europeans (p. 172).

Task 11: After sharing your results (having worked in either tandems or groups) in plenary get together in pairs and **write an entry** in the café's guest book.

You can either assume the part of an American or a Canadian guest and give some feedback on the food and atmosphere in the restaurant. Decide on likes and dislikes and pass on your guest book entry to a friend in class for peer group revision.

Dear guest book:

. . . . . .

. . . . . .

. . . . . .

I think they and you made the best of the situation and I will certainly recommend your amazing café to my fellow Americans.
Yours truly,

Dear guest book:

. . . . . .

. . . . . .

. . . . . .

As a fellow Canadian, I am proud of your resistance to the dam and wish your culture lots of resilience in that.
Yours sincerely,

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Worksheet 4 (evaluation): Working with literature (1 page)

Understanding literature – an autobiographical approach

Task 12: After reading the novel „Green Grass, Running Water“ or the excerpts at hand, answer the following questions and **sum up** your results in a reading blog, which you can hand in for correction by your teacher. You can also use this questionnaire for reviewing other novels you will be studying in your English courses.

1. Give your experience with the novel a name or a title which says something about it. (You can do this also at the end of the questionnaire.)
   ”.....“
2. How did you arrive at reading this particular piece?
   .....
3. What impressed you about it (e. g. the plot, the characters, the style, the author)? Why?
   .....
4. Did you try to find out more? What?
   .....
5. What **similarities** did you notice between your own lifestyle, your attitudes toward other individuals, your believes and your values and those of the characters and contexts described and evoked by the author?
   .....
   .....
6. What **differences** did you notice between your own lifestyle, your attitudes toward other individuals, your believes and your values and those of the characters and contexts described and evoked by the author?
   .....
   .....
7. What are the similarities and/or the differences due to, in your opinion?
   .....
8. Why was it important to read the novel in English?
   .....
9. Would you recommend the novel to other people? Why? Why not?
   .....

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Worksheet 1: *Asterix and the Picts* (2 pages)

Task 1: Mediation* – Combine the two texts at hand and **summarise** them for an introduction to the Asterix comic in the English edition of your school magazine.

Text 1: The comic "Asterix and the Picts" by Goscinny and Uderzo (in the version of Jean-Yves Ferri), in a humorous way, opens various windows into aspects of Scottish history and culture and remains, in this new version, a mixture of classical education and current satire. This is the story line:

At the beginning, Asterix and Obelix rescue MacAroon, a mysterious Pict, frozen in a block of ice. They are given the task, after thawing him, to travel to Caledonia in order to return him to his beloved Camomilla, the adopted daughter of the old Pict king. The problem is that MacCabaeus, the insidious chieftain, wants to marry her and thus claim her father's throne – supported by the Romans. The two Gauls have to go through caber tossing as well as malted water and they encounter a giant otter in the loch. Their goal is to reunite MacAroon and Camomilla, and they cannot be held back, not even by the Romans.

Text 2: Die Geschichte der Pikten lässt sich besonders gut an ihren einzigartigen Bildsteinen ablesen. Hunderte dieser mit mysteriösen Zeichen versehenen Steinstelen sind noch erhalten. Doch wozu sie ursprünglich geschaffen wurden, ist bis heute unklar. Die Asterix-Zeichner machen sich dieses Vermächtnis zunutze und platzieren die kunstvoll verarbeiteten Steine an verschiedenen Stellen ihrer Geschichte. Sie halten auch eine interessante Antwort auf die Frage nach der Bedeutung der Bildsteine parat: Die Pikten aus dem Comic nennen sie „Piktogramme" und verwenden sie als Wegmarkierungen, um auf mögliche Gefahren hinzuweisen. Wer sie ignoriert, versinkt unter Umständen im Moor oder riskiert Verkehrsunfälle. (Vgl. dazu Die Spur der Bildsteine, F.A.S. vom 27. 10. 2013)

My introduction

. . . . . .

. . . . . .

Task 2: For this task, you'll need to get hold of a real copy of the comic story *Asterix and the Picts* (available in school library?) and skim through the comic first. In tandems, make notes on your overall impression and **compare** in plenary.

My first impression

. . . . . .

. . . . . .

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Characters

. . . . . .

. . . . . .

Landscapes

. . . . . .

. . . . . .

Drawings

. . . . . .

. . . . . .

Task 3: Scanning the comic, find some Scottish icons and song titles in the comic story and explain their meanings. **Differentiate** between stereotypes and cultural symbols. As a starting point you can sort out this list accordingly:

Scaffolding:

Nessie – Bagpipes – Tattoos – Caber Tossing – "Oh. We'll take the high road" (page 16: folk song) – "Picts Wha Hae" (page 30: folk song) – "Come fill up my cup, come fill up my can" (page 45: Jacobite song) – names starting with Mac – porridge and gravy – Lochs – New Caledonia – Highland cattle

Voc.: to differentiate: unterscheiden; tattoo (as in military tattoo): Militärkonzert mit Dudelsack-Musik (nicht zu verwechseln mit body tattoos)

Stereotypes
Porridge . . . . . .

. . . . . .

Cultural Symbols
Tattoos . . . . . .

. . . . . .

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Worksheet 2: Working with the comic

Join up with a tandem partner and employ the inside-outside circle* to negotiate and note down your findings in the following **tasks 4 – 6**. Compare notes in plenary.

Task 4: Describe why Asterix and Obelix travel to Scotland and what their mission is in Caledonia. Unfortunately, some words were lost on their voyage. Select from this list:

treacherous – claim – adopted – loch – Caledonia – Roman-bashing – bagpipes – mysterious

Asterix and Obelix are on their way to a ..... (1) Pict named MacAroon. For this they must journey to ..... (2), now Scotland, to return him to his lady love, Camomilla, the ..... (3) daughter of the old king. However, the ..... (4) chieftain, MacCabaeus, plans to marry her and ..... (5) the throne – with the help of the Romans. Finally, with a lot of caber-tossing, playing the ..... (6), and surviving an enormous otter in the ..... (7) the Gauls reunite MacAroon and Camomilla and enjoy some ..... – ..... (8) as is their habit.

Task 5: Select any of the various episodes in the comic story and decide on headings for them. **Outline** here**:**

Episode one – heading:

.....

.....

Episode two – heading:

.....

.....

Task 6: Analyse how drawings and speech bubbles are combined and how they work together; **discuss** who this comic story was written for using think-pair-share*.

.....

.....

.....

.....

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Worksheet 3: Reviewing the comic (2 pages)

Your group (of four or five) is in charge of editing a section in the English version of your school magazine, dealing with the comic *Asterix and the Picts*.

Task 7: Familiarise yourselves with the following phrases/vocabulary useful for writing a review and continue the sentences in the scaffold. **Complete** below:

Scaffolding:

Language focus

The comic was published in .....

The authors are .....

The subject is .....

The action is set in .....

One of the most interesting topics of the comic is .....

There are a few messages presented, like .....

I can feel sympathy for ..... because .....

The story line is .....

The comic is worth buying/not worth buying because .....

This is one of the best comics I have ever read because .....

I can support my points by mentioning .....

Task 8: Some guiding questions will help to structure your review. Select the ones that fit the Asterix story best and **create** a fact sheet in your group.

Scaffolding:

Understanding comics

Did you enjoy reading this comic? Why? – Why not?

What impressed you most about it?

The plot .....

The characters .....

The pictures and speech bubbles .....

The history .....

Did you try to find out more about the story? What?

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Which **similarities** did you notice between your own ideas, attitudes and values and those of the characters and contexts described in the comic?

Which **differences** did you notice between your own ideas, attitudes and values and those of the characters and contexts described in the comic?

What are the similarities and/or the differences due to, in your opinion?

Was it important to read this comic?

Would you recommend the comic to other people? Why? – Why not?

Task 9: The final challenge is to **write a review** of the comic and either recommend it to your readers or make critical comments. Use some ideas in the worked example of a review below for your own version. Write it down in your group and in a gallery walk* look at the various group versions and decide on the most convincing one.

Scaffolding:

Worked example

Review

Signs are promising with Asterix and the Picts. Conrad's illustrations substitute seamlessly for those of his predecessor, and Ferri has constructed a narrative that nods to a swathe of the much-loved character conventions, taking us on an old school quest, introducing some more pun-tastic names and neatly avoiding the inclusion of spaceships.

When Asterix and Obelix happen across a Pict frozen into a lump of ice they must thaw him out and return him to his native Caledonia. Cue a sea voyage, the decimation of a shipload of pirates, and various battles with Roman legionaries to depose the wicked puppet ruler Maccabeus and restore the rightful, native king, the defrosted MacAroon. Scottish readers will surely appreciate the indomitable Gauls' taking a wee jaunt to the frozen north, and the coincidence of its being released amid the independence debate offers a wealth of cause for speculation within the plot. Could we draw parallels here with the current status quo? Sort of, maybe.

Rosamund West

http://www.theskinny.co.uk/books/book-reviews/asterix-and-the-picts (last accessed March 2016)

Voc.: to lurk: lauern; to be thawed: auftauen; clutches: Klauen; to dispatch: hier wegjagen, loswerden; to thwart: vereiteln; to bicker: streiten; swathe: Schwade, (Gras)Haufen; cue: Stichwort; indomitable Gauls: unbezwingbare Gallier; a wee jaunt: schottische Mundart: ein kleiner Ausflug

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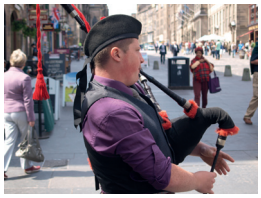
Worksheet 1: Favourite landmarks (2 pages)

Task 1: Select your favourite landmark or icon, after doing some research on locations and meaning and **explain** below:

	landmark or icon?	**place of origin meaning**	**my favourite, because**
	icon		
	landmark		
		tourist attraction in Australia	
		Highland cattle	

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Task 2: Use the scaffolding below to draw on ideas of how to **fill in the rubrics** of task 1.

Scaffolding:

Word bank: locations and symbols

tourist attraction – game about the windy city – highland animal – traditions – American Dream – music from Scotland

Scotland (2) – USA (3) – Australia (1)

wild – the seaside – famous – fun – tartans – very old

Landmarks are … famous sites of countries that tourists like to visit.

Icons are … symbols of a country showing special ideas, but also stereotypes.

Task 3: On some of your favourite landmarks, do a **research** on the Internet. Enter the names of your choice and add short **explanations** in the table below.

landmark	**location and description**
Amish buggie	history of the Amish community in Indiana (see worked example in task 9)
Twelve Apostles	
Highland cattle	
Statue of Liberty	
…	

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Worksheet 2: **Describing a picture** (2 pages)

Task 4: Some pictures need special attention because what they show might be manipulated. Some are composed with special effects in mind to influence observers. So, for example, a picture's effect can be changed by a computer. Use the example below to **explain** these effects. Draw on the word bank to **write** a short text about your chosen image.

Picture sample (Chicago Symphony, on Michigan Avenue)

This picture shows the Chicago Symphony on Michigan Avenue from a special perspective …

Scaffolding:

Word bank

This picture is about / represents / reveals / shows … The photograph / image depicts … It is an example of … There is a reference to … The image suggests … The tone of the picture … It creates an atmosphere of … A positive impression is given by … .

Connectives

First of all … I would like to begin with … Furthermore … Although … Even if … Provided that … Unless … Thus … By way of illustration … As a result … To sum up. In a … nutshell … Considering all these aspects … In short … In contrast to … In the same way … In addition to that … .

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Task 5: First impressions: Use your example to give some basic information about the picture in short sentences and focus on what it shows. Work in tandems and **compare** results in plenary.

Word bank: This picture introduces the topic of . . . / is about / shows / gives information on . . . / gives the impression of . . .

Task 6: Systematic description: **Describe** the picture in some detail going through foreground and background, moving from top to bottom. You would make notes about outstanding features and other interesting aspects that underline the overall impression created or the dominant image invoked.

Word bank: In the picture one can see . . . / in the foreground / centre there are . . . / the picture shows an image of . . . / underneath that . . . / the biggest part shows . . .

Task 7: Analysis: What is the message of the picture? Who is addressed and why? What may be the photographer's intention? Come to a conclusion about what the picture is trying to show.

Word bank: the image draws attention to . . ./ there is a contrast between . . ./ it does not reveal detail at first sight because . . ./ the image is manipulated as . . ./ it is made immediately clear that . . .

Task 8: Evaluation: Comment on how effective the picture is. Does it get across a message? How does it attract attention?

Word bank: the picture catches and holds the viewer's attention because . . ./ it is very effective in . . ./ the image works because . . .

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 3: Country profiles

Task 9: Name the countries of the pictures of your choice (at least from two different countries/regions) and some stereotypes; use the worked example below as a model to **explain** your findings. Start like this:

My selection shows .....

The stereotypes bring to mind .....

My story begins with a look at the history of .....

Scaffolding:

Worked example

My story begins with a look at the history of the Amish community in Indiana:
The picture shows a favourite means of transport by the Amish people. They don't like to drive cars and therefore use their famous buggies drawn by horses. To their countrymen they look old-fashioned and almost backward. But in reality they strongly believe in God and care for each other in their close-knit communities.
The first Amish immigrated to the United States between 1719 and 1750 from Europe, mainly from Switzerland. Their belief binds the Amish to lead a traditional life that is pleasing to God. This includes the use of plain clothes, hats or bonnets, uniform styles of hair and beard, a life of farming within their community, no electricity, and keeping the German language.
Amish men are not allowed to serve in the army. Their children attend special schools and enjoy educational freedom in the United States. Amish principles are serving the good of the community and leading a religious life. Worldly success is not important to them and they mostly live in rural communities. But the lifestyle of Amish families is threatened, because farmland is rare. So many are now working in home construction and in quilt making. But against all odds, the Amish population more than doubled between 1974 and now. In the Midwest, we find Amish communities mainly in Ohio, Indiana, and increasingly also in Wisconsin.

Voc.: favourite: bevorzugt; means of transport: Transportmittel; buggies: Pferdewagen; backward: rückständig; close-knit: eng verbunden; to immigrate: einwandern; to bind: verpflichten; to include: einschließen; success: Erfolg; rural: ländlich; to threaten: bedrohen; quilt: Steppdecke

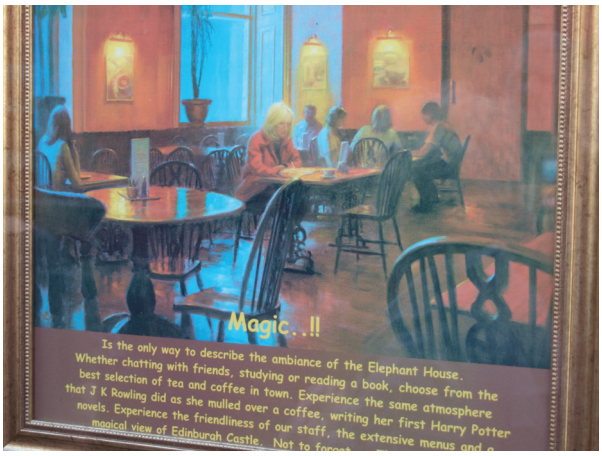
Find out more about the Amish on this website:
http://www.spurensuchemidwest.org/a_amish.htm (last accessed March 2016).

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 1: Things to do in Edinburgh (EH) (2 pages)

Task 1: The Scottish capital is full of wonders and wonderful stories, old and new. Two of them come to mind when you move along the Old Town of Edinburgh and get to George IV Bridge. There is a New Town as well with Georgian House in its center.

In groups, choose one of the picture stories below and **write the full story** after some **research** on the Internet. Then share your stories in a gallery walk*.

Greyfriar's Bobby	**Harry Potter**
	
My story – **The little dog and the soldier** They were both dedicated to each other and inseparable. As was the custom in the old days, Scottish regiments had their pets. When the soldier died – probably in a fight – the dog kept watch over his grave for many years. Some locals …	My story – **J. K. Rowling and her magic books** In Elephant House Café – on the same bridge as Greyfriar's Bobby – J. K. Rowling wrote her first chapters of Harry Potter on a napkin, or so the story goes. At the same Rowling was poor, had no job and living on national security money. But this changed dramatically when …

Voc.: dedicated: zugeneigt; custom: Gebrauch, Sitte; grave: Grab; national security money (aka dole): Arbeitslosenunterstützung

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Task 2: There are many web-sites with information about Edinburgh, tourist, cultural and other. If you go to "About Britain" you will find an overview of "10 things to do in Edinburgh". In groups **characterise** these ten landmarks and add information about each of them. http://www.aboutbritain.com/towns/edinburgh.asp (last accessed March 2016)

Scaffolding:

landmark	**information**	**preference**
Calton Hill		
Edinburgh Castle		
Holyrood House		
Princes Street Gardens		
Scott Monument		
Nelson Monument		
Scottish National Gallery		
Scottish Parliament		
Arthur's Seat		
Science Centre "Dynamic Earth"		
...		
...		

Task 3: In the column "preference" you can add your own favourite sites. You should also **discuss**, in your group, whether you would have chosen different landmarks and, in that case, add them to the list above giving your reasons.

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Worksheet 2: Things to know about Edinburgh (EH) (3 pages)

Task 4: Watching this video (http://www.hostelworld.com/blog/10-things-you-need-to-know-about-edinburgh/; last accessed July 2016) you will realise that, in part, the filmmakers chose different places to present. **Fill in the cloze**, choosing from the key words below:

Scaffolding: key words

busy – backpacker – haunted – story – August – seven – tales and legends – celebrity – waterfront – attraction – peak – rewarding – haggis – award-winning – famous – Bobby -feast – tribute – crescents – residence

Scaffolding: cloze

selection	contents
Old Town and New Town	cobbled streets versus best shopping centre and Georgian ..... (1); Grass Market, Cow Gate, Royal Mile, St. Giles Cathedral, Canon Gate, Holyrood Palace – official ..... (2) of the Queen of England
Edinburgh Castle	Scotland's top tourist attraction. Highlights in the Castle include the Great Hall where kings, queens and nobles came to ..... (3), St Margaret's Chapel which is the castle's oldest surviving building, and the Scottish National War Memorial which pays ..... (4) to those who have died in battle.
famous writers and stories/ legends	Writers' Museum (Lady Stair's Close, off Royal Mile): This museum showcases the city's ..... (5) writers like Robert Louis Stevenson. Museum of Edinburgh (142 Canongate, Royal Mile): It tells the famous story of Greyfriar's ..... (6) among other things. Also interesting: Deacon Brodies and Burke and Hare. National Gallery of Scotland (The Mound): Scotland's most important art gallery. National Museum of Scotland (Chambers Street): This fascinating museums has collections on everything from Scotland's origins to famous Scots.
haggis	No trip to Edinburgh is complete without trying ..... (7) which is a mix of lamb, oatmeal and other things. There are many places in Edinburgh where you can try it but a good place is 'The Tass' (1 High St, Royal Mile) as they stock the ..... (8) MacSween's Haggis.

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

selection	contents
Arthur's Seat	Overlooking Edinburgh is Arthur's Seat, a rocky ..... (9) that climbs 251 m into the sky. While the climb to the top is a tough one, it is ultimately ..... (10) as the views from the top are unforgettable. But if you don't have a head for heights or aren't feeling very energetic but you'd still like a great view of the city head to Calton Hill on the east side of Princes Street in the New Town.
Leith	Located just three miles from Edinburgh city centre, Leith is an attractive ..... (11) suburb that is home to many bars and restaurants. The main ..... (12) there is the Royal Yacht Britannia that was the official yacht to the British Royal Family from 1953 to 1997.
Scott Monument	Sir Walter Scott (1771 – 1832) was a Scottish historical novelist, famous for "Heart of Midlothian", "Ivanhoe" etc, born in the Old Town, his work was influenced by ..... (13) of Scotland, he was a lawyer in EH, fascinated by the oral traditions from the Scottish Borders, lived in George Street, attained world-wide ..... (14) through his Scottish novels. His first novel "Waverley" (1814) was a tale of the Jacobite Rising of 1745. He became known as "The Wizard of the North".
EH Festival	Edinburgh is the world's number one festival destination. The best time to visit Edinburgh for its festivals is ..... (15) when no fewer than ..... (16) festivals take place. These include the Edinburgh Book Festival, the Edinburgh Art Festival, and the Edinburgh Fringe Festival – the largest arts festival in the world.
Ghost tours	EH is one of the most ..... (17) cities in the world and the Old Town in particular, is full of narrow lanes and closes, each with a different ..... (18) to tell. There are lots of haunted tours operating in Edinburgh .....
Nightlife	There are amazing bars and clubs in Edinburgh, for example: Bar Salsa (3 Cowgatehead): Always ..... (19) thanks to drinks promos. The Globe (15 Niddry St): Edinburgh's #1 ..... (20) bar and one also with lots of promotions. Whistle Binkies (4 – 6 South Bridge; another entrance on Niddry St beside The Globe): One of the best places for live music in Edinburgh. The Dome (14 Georges St): A huge, imposing bar with breathtaking interior.

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Voc.: crescent: halbmondförmige Seitenstraße, to pay tribute to so.: jdm. Anerkennung zollen, R. L. Stevenson: Autor der Schatzinsel, Deacon Brodie: EH Charakter tagsüber Priester, nachts Einbrecher, Burk and Hare: EH Charaktere, Leichendiebe für medizinische Zwecke, award-winning: preisgekrönt, peak: Gipfel, to have a head for sth.: zu etwas Lust haben, suburb: Vorstadt, Stadtteil, Scottish Borders: Grenzregion zu England, to attain: erringen, celebrity: Ruhm, wizard: Zauberer, Fringe Festival: alternatives Stadtfest in EH, haunted: von Spuk heimgesucht, close: kleine Nebengasse, promotion: hier Sonderangebot, imposing: beeindruckend

Adapted from http://www.hostelworld.com/blog/10-things-you-need-to-know-about-edinburgh/ (last accessed July 2016).

Task 5: Compare this selection with the 10 landmarks in task 2 and, in think-pair-share*, discuss the reasons for the differences. Whether you agree with this selection or not, it will be a good idea to collect as much information as possible about these "10 things to know".

Task 6: Comment on the differences between "things to do" and "10 things to know":

.....

.....

.....

.....

.....

.....

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Worksheet 3: "Great Edinburgh Quiz" (3 pages)

Task 7: Divide into groups of three, each group selected for one of the items (involving 27 students altogether). These items are generated from the video and the things to do. With the help of keywords try to find additional information about the item/topic your group has chosen.

Each group will **develop up to three questions** related to their selected items, connected with multiple choice answers – sometimes more than one answer can be correct.

topic/item	**key words**
Old Town – New Town	cobbled streets, small neighbourhoods – shopping area, Georgian Crescent
Edinburgh Castle	…

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topic/item	key words
Greyfriar's Bobby	...
Holyrood Palace	...
Princes Street Gardens	...
Scott Monument	...
Edinburgh Festival	...
Arthur's Seat	...
Scottish Parliament	...

Task 8: These questions and answers will then be presented in plenary to **compile** the final version of the quiz. Try the quiz in other classes of your school who are interested in a trip to Scotland and **publish** it in the English section of your school magazine.

Task 9 (additional activity): The Georgian House

Imagine using a **time machine** and moving back to the beginning of the 19th century. The players in Georgian House will introduce you to the situation (prep talk below) and you can then ask them questions. In tandems compile a list and act out questions and answers. You will find abundant information on this site: http://www.nts.org.uk/Property/Georgian-House/ (last accessed March 2016).

1: Prep Talk

Edinburgh – the New Town

After the final defeat of the Jacobite Rebellion (1746), the Edinburgh Town Council decided to act about the extension of buildings and the overall limited space for town development. They bought enough land north of the city and planned the construction of what would eventually be an entirely new city, to be called the New Town.

In March 1766 the city fathers sponsored a competition for developing the more than one hundred acres of land stretching towards the Firth of Forth as a single residential area. Professionals could submit whatever plans they wished the only requirement being that there was to be enough room for two churches. Finally, the award went to a 21-year-old mason called James Craig.

Craig had understood at once the political agenda behind the plans for a New Town. It showed in his choice of street names: George Street, Hanover Street, Princes Street and Queen Street – all referring to the English monarchy and celebrating their victory over the Scottish Highlanders. Thus, the New Town would commemorate the new Whig Scotland, a modern commercial society that was to be the equal partner of its neighbour to the south, with Edinburgh as its modern capital.

Voc.: Jacobite Rebellion: followers of the Scottish King James opposed rule from the English monarchy, but were defeated in the last Highland uprising on the battle field of Culloden (1746); the Whigs: political party in the UK supporting the Industrial Revolution and later renamed Liberal Party

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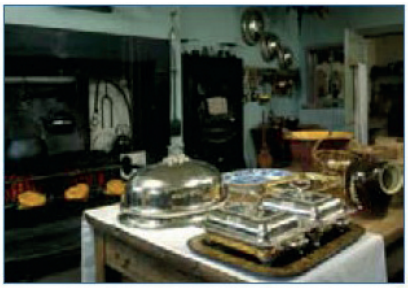
2: The situation in the Georgian House in Edinburgh

(copyright Hamish McKenzie, Edinburgh)

3: You are about to move back in time ...

... to the home of Mr and Mrs Lamont. The year is 1811, King George is on the throne and Britain is at war with France against Napoleon. But tonight the family have a big celebration going on. With a party of select guests, they will celebrate the engagement of their daughter Georgina to Mr Alexander Keith. The house is very busy but visitors from outside are very welcome. The gentleman dressed in cravat and waistcoat is Mr Henry Cockburn, a successful Edinburgh lawyer and you – as the visitors from outside – are collectively called the 'Cockburn Party'.

You will be able to converse and interact with the Lamonts and their guests, among them Sir Walter Scott, the well-known novelist. The Lamonts believe themselves to be a very modern family. They own estates in the Scottish Highlands in a big way, had this grand house built in Edinburgh's New Town and had it fitted out with the latest gadgets, including running water to save their servants trouble. The guide accompanying you will help if they cannot answer some of them. But remember you cannot ask them about anything that happened after 1811! You will also be taught some Scottish country dances at the end of your visit.



This visit can happen virtually (like here) – or even in real terms, as the Georgian House is now in the care of the National Trust of Scotland and employs actors to regularly re-enact scenes from the everyday life in the 19th century Scottish capital.

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 1: Picture gallery (3 pages)

Task 1: In an inside-outside circle*, talk about your own experiences with holiday sports. Which activities do you fancy, which equipment do you need and what are the places you can go? **Explain** your favourite activities in plenary.

As an outdoor activity, gorge walking is enjoyed by families and their children who look for adventure and fun. It can be pursued in Scottish gorges and involves climbing up a running waterfall. You need some outdoor equipment like wet suits or vests, helmets and ropes in difficult places in the gorge. Sometimes you have to swim in pools and scramble and slide down wet rocks.
Voc.: gorge walking: Erklettern einer (Wasserfall-)Schlucht; to pursue: betreiben, ausführen; wet suit: Neoprenanzug; vest: Weste, Unterhemd; to scramble: krabbeln, kraxeln

Task 2: Gorge walking is an outdoor activity designed for groups to test their limits in the Highlands of Scotland. Reading the descriptions below you will get a first impression what this very popular activity is all about. Select one of the texts in your tandem and **comment** if you feel attracted to this extreme sport – or rather why it is not a good idea to risk your health.

Fill in the chart and discuss your results in plenary. You are welcome to use the language from the examples shown below.

Gorge walking is a fun activity I would like to engage in because...	**Gorge walking is too risky and doesn't make sense because** ...
.....	.....
.....	.....
.....	.....
.....	.....

Examples

1. Gorge walking in Scotland has become a popular sport in recent years and is an outdoor activity where you can experience adventure and prove your daring spirit. It takes you well off the beaten track and into the wilderness of rocks, rushing water and sometimes dangerous situations, where moving on is difficult. You need to try it for yourself and find out how much fun it is.
By gorge walking you can test your mettle. You start at the bottom of a waterfall, enjoy the wild rushing water and fast-moving torrents through rocky outcrops. You negotiate the gorge, scrambling from pool to pool, over ridges and other rocky obstacles. Some degree of physical fitness is needed and people with a fear of heights are not recommended to take part in it. Expect to get wet; you are also advised to get special equipment like wet suits, buoyancy aids, and hard hats. You begin your ascent at the bottom of the gorge, follow the running water through pools, across rocks and behind waterfalls. Walking on rocks is dangerous because they will be slippery, so you have to plan your every step very carefully. You will get out of the
gorge only at the top of the main waterfall.

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Voc.: off the beaten track: abseits vom Rummel; to test your mettle: seinen Mut unter Beweis stellen; to negotiate: bewältigen, passieren, überwinden; torrent: Sturzback; outcrop: Felsnase; buoyancy aid: Schwimmweste; ascent: Aufstieg

2. The Scottish highlands are the ideal spot for gorge walking. There are spectacular Scottish mountain sides where waterfalls rush down steep gorges into locks which are connected by little burns. Gorge walking involves climbing up into one of the gorges by following the descending waterline, scrambling over rocks, navigating pools (very often falling into them), and getting out of the gorge at the top of the main waterfall – which often is the biggest challenge. Climbing is made difficult because the rocks you are moving on are very slippery and often covered with moss. As there are no side banks in such gorges there are ropes at difficult parts of the waterfall. Yet, it is very possible that you will get wet or trip over rocks, so special equipment is needed like neoprene wetsuits, life jackets and helmets. Once you have overcome all difficulties and challenges there is no better feeling than to step out of the gorge at the top of the waterfall. Beginners should always have an experienced guide at their side because the likelihood of accidents is quite high.

Voc.: burn: little stream (Scottish); descending: fallend; to navigate: bewältigen, passieren, überwinden; bank: Ufer; likelihood: Wahrscheinlichkeit

Task 3: In this picture gallery you can see a **sequence** of a real gorge walk performed by a German school group in the Scottish Highlands near Loch Tummel. Put the nine pictures in the order you think is the correct sequence. Together with a partner, **write short captions** for the individual pictures and show your results in plenary.

(01) caption:

. . . . . .

(02) caption:

. . . . . .

(03) caption:

. . . . . .

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(04) caption:

. . . . . .

(05) caption:

. . . . . .

(06) caption:

. . . . . .

(07) caption – the group's leader, 'Little Geordie':

. . . . . .

(08) caption:

. . . . . .

(09) caption:

. . . . . .

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 2: What is said and done (2 pages)

Task 4: Now that you have got the sequence in the right order, think about the individual pictures and **outline** for each of them what is said and done by the students and their teachers. You can insert speech bubbles into the pictures in your tandem and compare your results in an inside-outside circle*. **Discuss** your results in plenary.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

Task 5: "Have you ever felt real danger?" is the question, Little Geordie, the group's leader and Loch Tummel ranger, uses to welcome his groups. Take a moment and consider this in the light of your personal experiences. Using think-pair-share*, **comment** on the question "How to confront danger in our days?" in plenary.

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Task 6: Gorge walking is just one of the special Scottish ideas of sports – indoors and outdoors. **Research** in groups which other Scottish sports are practised and **complete** the list below. In a group puzzle* share your findings.

sports activities	**rules**	**likes/dislikes**
caber tossing		
golf		
square dance		
bagpipe competition		
sheep shearing		
curling		
shinty		
rugby		

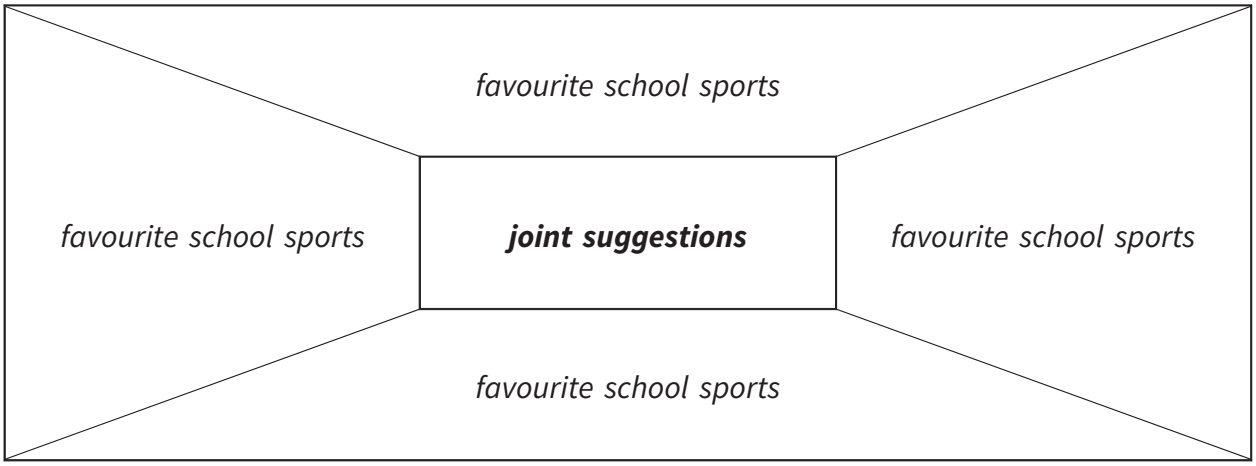
you will get some more ideas on this website:
http://www.scotland.org/about-scotland/sport/ (last accessed March 2016)

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 3: Outdoor pursuits – a new school subject?
(3 pages)

Task 7: How much sports would you like to pursue in your school – and which varieties do you prefer? **Discuss** your own experiences in groups of four, using a placemat activity. The middle part with "joint suggestions" of your group would be presented to your class.

Image of a placemat



Task 8: Scotland is one of the few countries worldwide to include "outdoor pursuits" into their regular class work and has made it part of the official curriculum. In groups please study the scaffolding below and **explain** in a list possible advantages and disadvantages. Make use of the given language as much as possible – but do not cut and paste!

Voc.: curriculum: Lehrplan

Your list could look like this

Advantages of outdoor pursuit	**Disadvantages**
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Scaffolding:

Opening classrooms for outdoor pursuits – the issues involved

John Dewey, the famous American educator of Chicago University Lab School, believed that learning in schools should be complemented by experiencing the outside world, as well. As a founder of project work, he advocated opening up classrooms and is quoted in asking what was the point in talking about sheep shearing, if students couldn't watch the animals and touch the wool?

Similarly, outdoor pursuits cannot be taught in classrooms but have to happen in the real world. In this way, students work and act in teams, taking responsibility for each other. They become aware of their natural surroundings, existing resources and the environment at large. By engaging in activities in nature they practice making decisions, and learning outside fosters their creativity.

Hiking in the countryside is made easier by using modern technology like digital compasses or satellite-based apps. Outdoor sports can thus be combined with content-based activities across the curriculum, including geography, sciences and studies of the environment and society. In this way, all kinds of skills may be acquired – those for learning, life and work.

One has to consider, however, that there are some downs in opening classrooms and leaving school for longer periods of time. In some Australian schools, the whole Year 8 goes on camp for a fortnight, which takes time from traditional teaching, working with (text)books and doing homework. Some of the activities in outdoor pursuits may seem to be rather a waste of time, not even taking into account that students are bound to get dirty and wet.

High transport costs and expensive accommodation come into the equation; apart from the fact that exams cannot always be prepared on time. In a nutshell: organising trips will take time, there is less control of student groups than in the classroom and learning is less structured.

At the end of the day, the ups and downs of outdoor pursuits have to be weighed carefully before they would become part of the school curriculum.

Task 9: By the given examples you feel encouraged to demand more outdoor education in your school or even make it a regular feature of school work. In tandems, **write a proposal** to your principal explaining

- your reasons for including outdoor education in your school
- examples from other countries you have heard about
- a balance of advantages and disadvantages (so that your principal won't discard your application from the start)
- possibilities how to improve the "green balance" in your school
- your willingness to support such projects and participate with your skills (gardening, building, wood work, animal care etc).

Swap your letter (of about 250 words) with a partner and discuss similarities and differences. After writing a second draft, please, hand this version in to your teacher for correction.

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Dear principal,

. . . . . .

. . . . . .

. . . . . .

. . . . . .

Yours sincerely

Task 10 (additional activity): Do research about one of the following topics and create a short presentation for your class:

1. made in Scotland
2. Robert the Bruce
3. Scottish dishes
4. Braveheart

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Worksheet 1: The UNIS-UN youth Conference

Every year (since 1976), the United Nations International School (UNIS) organises a youth conference in New York. More than 500 students, between 16 and 18 years of age, from all over the world discuss controversial issues, and the UN General Assembly Hall is given over to them for two days in March. In past years the conference was regularly opened by the Secretary General, Mr. Ban Ki-moon. In recent years, some German schools have also been included in the invitation to the conference – each school can send six students only. The conference is completely and only organised by Year 11 of UNIS as their final school project. The theme of the 2016 conference (the 40th anniversary, cf. http://www.unis-un.org/confs/2016/; last accessed June 2016) is "Media's Influence: Opinions, Activism, & Outcomes".

Voc.: General Assembly Hall: Konferenzraum der UNO Generalversammlung

Task 1: Describe which aspects of the dress code surprise you and which you find reasonable. **Explain** how the code of conduct fits in with the special location of the youth conference. **Discuss** in plenary whether your school should apply.

Dress Code – As the attire worn by participating students should show respect for the special place of the conference and the integrity symbolized by the United Nations, the UNIS Student Organization Committee has recommended the following dress code for participating students:
None of the following should be worn on either day of the UNIS/UN conference: jeans, sneakers, hats, thongs, trainers or rain boots; baggy clothing; sweatpants or tracksuits; tight, revealing or see-through clothing; high heels or low cut dresses.
For **girls** it is appropriate to wear knee-length skirts or dresses or dress pants and to have their shoulders covered. Only when wearing dress shirts, opaque leggings are acceptable. For **boys** it is appropriate to wear a suit or dress pants accompanied by a jacket, dress shoes, and collared shirt with a tie.

Voc.: attire: Kleidung; integrity: Seriosität; opaque: blickdicht; collar: Hemdkragen

Code of conduct for the United Nations General Assembly Hall
Students are representing their schools and the UNIS community. They are therefore supposed to be acting accordingly and behave with courtesy and self-control:

- Students should remember that there will be many dignitaries present at the conference on both days, so they are to be respectful and thoughtful of all personnel and staff;
- Polite behavior is expected at all times;
- No food, drinks gum etc. must be brought into the General Assembly Hall at any time during the conference;
- Valuables must not be left unattended;
- Mobile phones are NOT permitted in the General Assembly Hall;
- The participants are not to touch, tamper with, or remove any microphone, earplugs, or material that have not been distributed by UNIS. They are not to touch any United Nations Equipment;
- Students must always sit in their assigned seat, and follow all instructions given by ushers and advisors.

These rules are to be observed without exception, contravening behavior will lead to intermediate exclusion from the conference.

Voc.: courtesy: Höflichkeit; dignitaries: Würdenträger; to tamper with: hantieren mit; usher: Platzanweiser

aus: Klewitz, Scaffolding. © Narr Francke Attempto Verlag GmbH + Co. KG

Worksheet 2: The issues

Task 2: Analyse the issues behind the 40th UN-UNIS conference on "Media". In groups write a crib sheet* with key words and compare in plenary.

The topic

Media's influence on opinions, politics, culture and social networks are the focus of the 2016 UNIS-UN conference in New York. Media related topics will be explored by students from 30 different countries from all over the world. They will investigate social media as a source of change and a platform for propaganda, social reform and activism. The focus is on the ways media shapes statistics and trends, informs and manipulates people and even can bring about political unrest or social improvements. During the last decade there has been a drastic change in the media landscape. Not only how it is consumed, but also how its growing influence effects the way people are thinking and acting. Social media enables businesses to advertise their products in an inexpensive and successful manner, allowing companies to promote their respective brands. Social media has also inspired mass movements in many countries and encouraged people to demonstrate for freedom and political change. Still, traditional forms of media (television, newspapers, magazines and books) have great influence on culture, politics and international relations. They can offer broad perspectives on many challenging issues. But the days are over, when leading newspapers or television shape opinion and influence how people think. More than 60 % of young people get their information and news from the Internet, and more than 50 % share personal messages and news with their friends on social platforms. Recent developments show how the impact of media can support different forms of activism, like protests and assaults against refugees, right wing movements and riots, even influence national referenda or presidential elections. The question is therefore whether the use of social media is beneficial or detrimental to our society.

Task 3: Outline the influence of YouTube on millions of people and the reasons for its growth. **Characterise** the purpose of the video clips and their effects. **Evaluate** your own experiences and why you think that YouTube has either a beneficial or negative impact on people's opinions, including your own.

YouTube – a universal source

Every day, millions of people watch video clips on YouTube and some have been viewed more than a billion times. Amongst topics and presentations there seems to be a fierce competition as to their popularity and usefulness. YouTube has the potential to transform an idea into politic actions or social movements and hence act as a tool for global activism. It can also transform an idea into successful projects, which may result in major scientific advancements. In an everyday sense, people use YouTube to upload personal preferences for music and hobbies, learn about difficult matters or even use it as a tutorial for digital and other technological details.

One youtuber has over one million subscribers ("Make it count"). His videos and "vlogs" describe his voyages to countries all over the world and explore thought provoking concepts in a creative format. His clips are unique in that they demonstrate the value of routine experiences and force viewers to abandon old routines and evaluate their own lives from a new perspectives presented here (https://www.youtube.com/watch?v=WxfZkMm3wcg).

While YouTube has been used as a means for corruption and deceiving people, it may also work as a catalyst for global interaction, discovery and support in times of conflict and crises. Finally, YouTube is able to provide information that would have taken years to uncover and reveal in the past.

Voc.: scientific advancement: wissenschaftlicher Fortschritt; unique: einzigartig; catalyst: Katalysator, Auslöser

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Worksheet 3: Case studies pro and con

Task 4: In an inside-outside circle* **describe** the advantages and disadvantages of the impact of social media. Present and **discuss** your findings in plenary.

Advantages: .....

Disadvantages: .....

Case study pro: Social media as a tool for global activism
Communication has always depended on location and the society in which it occurs. With globalisation barriers seem to disappear and social media has taken over as a mainstream outlet for communication. Websites and applications enable users to create and share content or even participate in social networking. Journalists are enabled to avoid censorship and publish unfiltered news in that they can reach a public unhampered by political repression and cultural differences. In this way they can formulate well-supported opinions and activists can use social media to communicate opinions and their cause to a wide audience.
A case in point are campaigns like the PrayforParis and the #BringBackOurGirls which have gained global recognition in 2014 and 2015. In the 24 hours following the terrorist attacks that claimed the lives of 129 people in Paris (2015), more than 70 million people went to Instagram to share their support and prayers for the French victims, according to the social network. In Nigeria, the extremist group Boko Haram captured 200 girls from their local boarding school, and in spite of protests the government paid little attention. But social media played an instrumental role in forcing the national and international governments to react to the situation. Such campaigns demonstrate the social media's ability to raise awareness and promote change on local and international levels, enabling actors to initiate protest and change within their respective communities and providing the global community with immediate access to relevant information.

Voc.: unhampered: ungehindert; to raise awareness: Bewusstsein wecken

Case study con: Business manipulation
Social media is an interactive instrument and has developed into a promotional platform upon which companies can target various communities. It allows for direct communication between business and their customers. This is why companies use social media as a primary form of advertising using easy access to a wide audience. At the same time, the number of social media users is rapidly increasing – to 2.13 billion in 2016, one third of the world's population. There is a wide range of audiences, from teenagers to adults of all ages. Linkedin, for example, is the most popular form of social media for professionals to network and search for jobs. In the retail market, on the other hand, networks like Twitter, Instagram, Snapchat of Facebook are made use of. These platforms are designed for young customers but not limited to them.
Most social media users are not aware of the fact that every activity is shared with both their followers and companies that can be connected with its contents. If you order books from Amazon, there is a hint that other readers liked this or similar products. If you visit a retail platform, other products are advertised at the same time and it takes some effort to delete adverts. Certain methods are used to locate keywords that companies can then use to appeal to peoples' interests and needs. Social media also provides information regarding the latest trends: who is wearing what, who is eating what and who is using what. Thus, social media is a powerful networking and marketing tool.

Voc.: to target communities: Zielgruppen erreichen; range: Bandbreite; retail: Einzelhandel

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Worksheet 4: Word search

Task 5: Do the word search to **check your understanding** of key words and concepts concerning the American debate and the motion involved.

Word Search

J	A	O	F	A	C	E	B	O	O	K	P	S	D	Z
K	I	Y	Y	T	I	L	I	B	A	I	L	E	R	S
O	D	U	N	N	H	Q	T	D	M	J	F	V	B	O
C	E	E	L	E	E	Y	M	O	S	R	B	T	L	C
O	M	A	Q	M	B	C	B	N	I	P	Q	K	O	I
N	K	D	K	E	I	A	K	E	L	Y	A	R	G	A
S	Y	N	I	S	A	C	Z	W	A	H	P	A	S	L
U	F	A	E	I	S	O	D	S	N	O	S	C	M	Y
M	S	G	L	T	H	V	U	P	R	D	Z	T	O	C
E	T	A	C	R	I	D	U	A	U	Y	Q	I	V	W
R	C	P	I	E	L	A	T	P	O	P	H	V	E	C
R	A	O	T	V	H	E	E	E	J	G	V	I	M	A
B	P	R	R	D	D	L	O	R	A	D	S	S	E	N
L	M	P	A	A	X	L	A	B	O	L	G	M	N	L
C	I	L	L	L	O	U	T	C	O	M	E	S	T	E

Key words and concepts:

ACTIVISM ADVERTISEMENT ADVOCACY ARTICLE BIAS BLOGS CONSUMER CORPORATE FACEBOOK GLOBAL IMPACT JOURNALISM MEDIA MOVEMENT NEWSPAPER OUTCOMES PROPAGANDA RELIABILITY SOCIAL

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Worksheet 5: American debating

Task 6: Depending on your own opinion, **decide** which group you would like to join, either in favour of social media or sceptical of it; the **motion** of the 2016 youth conference being **"Is the use of social media beneficial or detrimental to society?"** Based on this motion, the panel discussion is the highlight of the UNIS-UN youth conference, following the rules of American debating.

The rules for American debating

On the panel are: two speakers for the affirmative rebuttal and two speakers for the negative rebuttal. The affirmative speakers propose the motion and second it, the negative side opposes it and tries to weaken points made. *Only the affirmative speaker can cross-examine*. In the second phase of the debate the rebuttal speakers appear: rebuttal 1 speaks against the motion, attacking the affirmative position and defending his own, negative one. Rebuttal 2 is for the motion and defends affirmative position. This can be repeated as long as new arguments are presented. Finally, rebuttal 2 sums up debate from his team's point of view, selects winning issues a sells them to the audience. A concluding vote is taken by the chairman – the audience raises hands pro or against the motion.
Further roles on the panel are: the jury – up to three people; concentrate on delivery, deduct points if speeches are mainly read, if unfair personal comments are made; if speakers are talking off the point; the chairman – concentrates on but does not get involved in the debate; the audience – listen to arguments; vote on the motion at the end of the debate; time keeper – stops speakers if they exceeded their time limit and makes sure that the timing of turns (5 minutes max.) is observed.

Check your comprehension

Familiarise yourself with the different stages of the American debate and tick the correct box. Correct the wrong ones in complete sentences.

1) The first speaker introduces the motion true ☐ false ☐

.....

2) All speakers are allowed to conduct cross-examinations. true ☐ false ☐

.....

3) Cross-examinations take eight minutes each. true ☐ false ☐

.....

4) Rebuttal speakers perform the same role as the others. true ☐ false ☐

.....

5) The jury can deduct points. true ☐ false ☐

.....

6) The chairman can actively participate in the debate if arguments go wrong. true ☐ false ☐

.....

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Worksheet 6: Useful phrases

Task 7: In order to prepare for the event – as a role play in your class – you can **practise useful phrases** (see below "useful phrases …") in your group of either pro or con advocates. Also, **discuss** the strategy your group wants to apply either in the affirmative or negative of the motion; special attention is needed for the agents of rebuttal* and cross-examination.

Useful phrases for your debate

expressing your opinion	**agreeing**
as far as I'm concerned the way I see it in my opinion I'm convinced that it seems to me according to I expect I can't see any reason after all/above all	all right/that's right absolutely, I couldn't agree more yes, that's definitely the case that's how I feel about it, too that's true/possible exactly that's great good point
disagreeing	**(rhetorical) questions**
I beg to differ I doubt that very much that can't be right on the contrary I hear what you are saying, but I can't agree with you on that point that doesn't convince me at all that's not the problem/the question	I wonder if you could are you implying that excuse me, how are you saying may I request would you like to comment on are you seriously suggesting that
persuading people	**rebuttal**
you ought to I think we'd better it would be a good idea how can you persuade people to I'd like to propose a motion I'd advise you I'd like to make a suggestion it is generally accepted I assure you	have you ever considered is it right that in my opinion I see what you mean but let's now look at would you mind telling us what about the (next) point I would like to make is I'd like to stress the fact that to sum up I would like to say

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Worksheet 7: The debate as a role play

Task 8: In **preparing role cards** for your debate (speakers, rebuttal speakers, jury, chairman, timekeeper) you may want to draw on the open dialogue. **Role play** the debate in plenary and stick to the roles described in the rules (see worksheet 5). After the audience has taken their vote, **evaluate** the debate.

Open dialogue

pros	**cons**
The social media campaign in April of 2014 known as #*bringbackourgirls* stirred global outrage after 276 schoolgirls were kidnapped in a Nigerian village by the Islamic terrorist group Boko Haram. This hashtag raised global awareness and was aimed at the Nigerian government, as they did not take systematic action against Boko Haram: it was mentioned through various social media platforms over one million times. The Arab Spring was a revolution of anti-governmental protest in the Middle East and North Africa demanding democracy. Arab Spring was mentioned throughout social media. During the Tehran protest, Americans could see the protests and support the protesters through posting with the hashtag #*arabspring* on Instagram, Twitter and Facebook. Independent media is more accessible, allowing anyone with access to the Internet to share and interact within the online community. The information provided through independent media is not subject to censorship, which gives the public more freedom to openly discuss and share news. Independent media enables activists to reach and connect with a wide global audience in order to support social and political movements.	Propaganda operatives working under ISIS post thousands of videos on YouTube showing torture, murder, attacks and suicide missions. Cyberbullying occurs when a person is humiliated or harassed by another person through the Internet, digital technologies or mobile phones. In 2014, 25 % of teens explained that they experienced some form of repeated bullying via the Internet or cellphone. Of the young people who reported incidents against them, they stated the bullies used online threats. Cyberbullying can have extreme psychological impacts on a young person. This can hinder emotional development and academic progression. Stories and news covered by independent media tend to last very short periods of time, since most of what goes on in the online community is spontaneous. When a reader relies solely on popular social media for news, they will receive unverified facts that can be misunderstood.

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Glossary

of teaching strategies and learning skills

Agents of rebuttal

Method used in American Debating. Additionally to a traditional pro/con debate, agents of rebuttal are given space for refuting or disproving an argument used during a discussion. Each of the contesting sides is allowed two rebuttals (Gegenbeweis, Widerlegung) to liven up the argument. Agents of rebuttal must be well informed and punchy. No match for a weak heart!

Crib sheet

A piece of paper that contains notes or information to help you remember something, especially one used for cheating during an examination (German = Spickzettel).

Direct Instruction

Gallery walk (aka group puzzle)

After working in groups (of 4 or 5), one group member presents a poster with the results of their group in a corner of the classroom, to be followed by the other group results. For the ensuing gallery walk, groups will be composed in a different way: each new group will at least have one expert for the respective poster. All students walk from one poster to the next (the gallery), whereas one expert remains with the poster of his own group to present contents and answer questions. Finally, all "experts" join their original groups and report on other students' reactions. Takes some time but is great fun!

Inside-outside circle (ball bearing – *Kugellager*)

You work with a partner or in a learning tandem. The classroom seating is arranged in an inner and an outer circle, with partners facing each other and dealing with the issue/question/project at hand. After a limited time, the circle moves clockwise inside and anti-clockwise outside, so that new tandems come into being. In this way new ideas and solutions can be discussed, afterwards a report on the results in plenary is necessary. Ideal learning strategy to revise vocabulary, deal with homework and solve grammar questions.

Jigsaw Reading/Listening

Activities based on an expert/home grouping. Each group gets a different set of information (to read or to listen to) in which you become 'experts'. After you are done with the tasks you regroup in a second step, share your information with members of your new, mixed group and listen to others' information. In a third step, you rejoin your original group and report on your findings.
Example: If you are collecting factual information, each group will have a section of a report. One group may have information about the habitat of an animal, one about its feeding habits, another about what it looks like. This activity is then about sharing information and putting it together. It provides a context for developing your summarising skills, since each group of experts must decide on the key points you are later going to share with others. There are some similarities to the **Gallery Walk**.

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Mediation

Does not mean translation at all – the idea is to transform information or messages from one language into another – usually from German into English, in order to enable somebody not fluent in that particular language to understand a certain content. So, every mediation needs an addressee and a context. You can proceed in three steps:

1. **Situation**: What kind of context does the communication at hand have? Who is talking/writing to whom and why? What text type (email, restaurant menu, advertisement, report) is to be transferred into the other language?
2. **Rendering**: Will you speak or write? What kind of information does the person you address need? Are there special questions to be addressed? How can you make sure that the content gets across successfully?
3. **Selecting and paraphrasing**: Identify the necessary information in the original. What aspects (culturally distinct or different) need to be explained in some detail? How can you express the relevant information in English, for instance by paraphrasing? What can be left out?

Peer-group correction

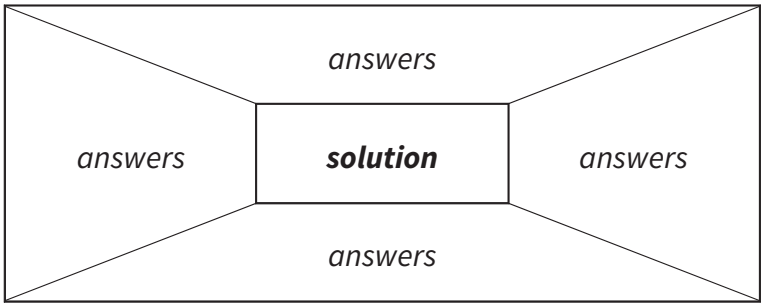
Students check on their own writings and those of their tandem partners or other classmates in a structured process, correcting language mistakes and looking for good and convincing content. The aim is not to find as many mistakes as possible swivelling your red pen! Rather, feedback is friendly and supportive and enables second and better drafts of writing. If in doubt, consult your teacher or discuss issue in plenary. This strategy needs some prior experience.

Pictionary

Sometimes also called “power dictionary” – uses a combination of pictures and other visuals with explanations of new words and/or phrases. You can get started by finding pictures to illustrate any of the word banks, or you start the other way round and make a collection of pictures/visuals, including cartoons, to then find definitions and connected explanations. The combination of pictures and word explanations not only enhances learning of new vocabulary, but also help organize new language in everyday domains like “in town” – “in the countryside” – “on mountains” – “at the seaside” – “sports” – “leisure time” etc. Available topics are almost without limit, and you can later draw on your own collection. From time to time, invite your teacher to have a look in terms of correct language and appropriate visuals.

Placemat activity

In groups of four, you use a large sheet of paper and draw lines as shown below. On this placemat each group member writes down answers to the question at hand (only use key words). No discussion involved at this stage. In a second step, you negotiate which common solution is entered in the centre of the placemat.



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Podcast – in ten steps:

1. Prepare software (garage band, e. g. http://garageband.soft32.com/free-download/; last accessed April 2016) and hardware (smart phone) and revise your IT skills.
2. Decide on purpose, target group and publication; give your podcast a telling name.
3. Brainstorm topics in groups.
4. For script/content production, work in tandems and compare results in plenary.
5. In a draft system, write rough scripts.
6. As in a play rehearsal, practice recording the content a few times.
7. Selection of music and other sound effects like animal calls or nature noises should fit in with your topic.
8. Record the content.
9. Edit recording using appropriate software (like in 1).
10. Post podcast to designated location (school radio, website etc) and advertise podcast availability to your peers.

Reciprocal Teaching

In a 4-step-approach you can fine tune your reading comprehension and interact with your peers and/or teacher. In groups of four, you can subdivide a given text into say three parts and then you would take the role of questioner, summariser, clarifyer and predictor. This is what you do:

1. Questioning: team member No 1 is posing questions on the text from simple to complex;
2. Summarising: No 2 is doing an oral summary of the text using precision and correction;
3. Clarifying: No 3 is explaining difficult text passages with evaluation in your group;
4. Predicting: No 4 is guessing what the next text part will be about by complementing and informed guessing.

It is part of Direct Instruction with the teacher as activator and not facilitator; scaffolding will be needed and you should arrange this activity as a role play. In this way you become your own teacher eventually (based on Hattie 2009, *Visible Learning*).

Six notions of Scaffolding

Scaffolding gives you structure in working on tasks, following six steps or notions:

6 notions of scaffolding	**tools for scaffolding**
What is the context of the given task? Which issues or problems are to be solved?	Using a worksheet compass; select and negotiate.
Study challenging texts and other (digital) materials.	You discover and explore or research the issue/problem.
What are success criteria? How can you show you have solved the problem?	Using teacher-student dialogue; implementing formative (during the task) and summative (after the task) feedback.
Entering task cycle 1 (guided learning).	Using task verbs (*Operatoren*); breaking task in smaller, manageable parts, using think-alouds and verbalizing thought process, cues and prompts, modelling and worked examples, skimming & scanning; focus on form (aka form follows function).

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6 notions of scaffolding	tools for scaffolding
Entering task cycle 2 (experiential learning).	Activating your background knowledge; engaging in cooperative team work, dialogue among peers; research and self-assessment; reflecting the learning process.
Winding up and transfer.	Follow up in a target activity: putting together what you have learned; presentation of results; summative assessment.

You can also be guided by three basic questions, working like a compass:
Where am I going? How am I going? Where to next?

Skimming and Scanning

Skimming is used to get an overview of the text at hand. You do not need to understand every detail and can often ignore words unknown to you. Just write down key words to understand the gist (*Kernaussage*).
Scanning is a technique useful for finding special information in a text. Like in a computer scan, you may search the text for key words or particular details. They enable you to focus on the required information and make quick reading possible.

Think-pair-share

A universal learning strategy to replace older forms of teaching like the infamous "question-answer-question" chains in a teacher centred classroom. It allows you more time for your own thinking, cooperative learning and plenary negotiation; it also gives you more speaking time. The three steps are:

1. think: You work on your own and deal with the issue at stake first by yourself; could be a problem, the start of a project, even some grammar item. Cues from your teacher would be for you to spend a few minutes on brainstorming, think about the question …, jot down some ideas.
2. pair: With a partner you swop the results of your think-phase and then negotiate a joint version to be presented to the whole group. Discuss ideas and collect them on a list.
3. share: You summarise and share your results with your class. Feedback is given in a friendly and supportive way, rather than picking on mistakes.

Word bank (aka electronic dictionary)

Not allowed in every classroom; but if available (e. g. as "dictionary – dict.cc" or "linguee") very fast tool on your smart phone to establish meaning. In the case of linguee, additionally to your usual definitions and explanations of words, you will find lots of examples of how to use a particular word in context (aka language corpus). The advantages of eds, apart from finding unknown words in high speed, are that you can easily scroll down for further meaning, find abbreviations, switch languages and download contents to add to your word banks.

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Writing Multiple-Choice Questions (aka quiz)

In the Learning Network (New York Times Lesson Plans (http://learning.blogs.nytimes.com/category/lesson-plans/?_r=0; last accessed April 2016) very often there is a focus on academic skills, one of them – in best American teaching and testing tradition – being multiple choice questions; but this time you are the one to write these questions and the others to answer them.

Writing questions for each other is a great way to learn about new subjects, get some practice in doing **quizzes** and get familiar with the testing process. You become aware of how tests are constructed and by working together in a group you get immediate feedback, become more involved in the learning process and more comfortable with tests.

Good multiple-choice questions have the following:

- a stem, presenting the question to be answered by students or the problem at hand;
- three incorrect answers, or distractors to the question or problem in the stem;
- one correct response called the key;
- four total possible answers to the question labelled A, B, C and D.

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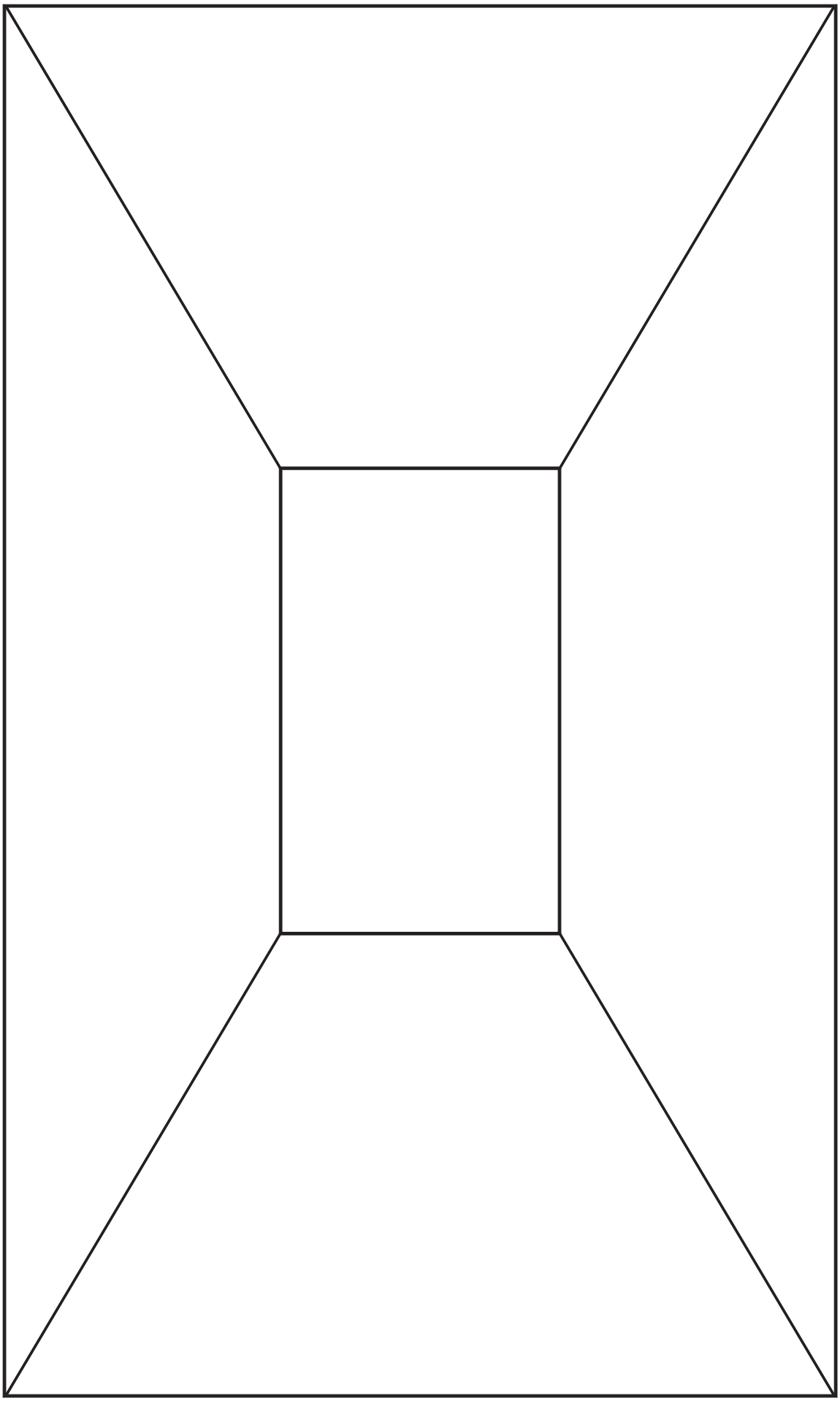

"Aussie" Snakes and Ladders

Australia has its own football – played according to Australian National Rules ("Aussie" Rules). And we have our own *Snakes and Ladders game* SETTLEMENT.

Age: 6 to 96
Number of players: one to six
You need up to six markers, one dice and **event cards.** A.....

The aim of the game is, of course, to reach *Melbourne Gaol* first, where you are invited to a free virtual tour of Victoria's capital (the internet address is important for the final question). But don't get it wrong! As in ordinary *Snakes and Ladders* you go *down under* ↓ or *up over* ↑. If you score six you can throw the dice again – but only once. You then move the number of points shown on the dice.

Part of the fun is to push out the other player when you land on their number. They then have to start at the beginning again.

Landing on one of the *event spaces* can either be good or bad for you. If you know the correct answer to the *event questions* (from A to Q), you can move on ten more numbers. If you land on the final *event space* you go straight to *Melbourne Gaol*. A wrong answer means you have to miss a turn.

Before you start, read the AUSTRALIA Text carefully. Then you will know the answers to the questions on the *event cards* (most of them, anyway). TIP: The first letters are given on the back of the cards. Once the *event cards* are finished on the stack, reshuffle them and use them again.

And now have fun! And remember – *if you never never go, you will never never know!*

Bitte schneiden Sie die *event cards* zeilenweise aus, knicken sie um und kleben sie zusammen. Sie erhalten so 18 Karten, die auf der Vorderseite einen Buchstaben haben und auf der Rückseite eine Frage.

A.....	Where can you go with *Ansett?*
B.....	Name the capital of Queensland.
C.....	What does the *Great Barrier Reef* mainly consist of?
D.....	What is the Australian currency?
E.....	Which bird on the Australian crest cannot fly, but has very large eggs?
F.....	What was the first name of Australia's most famous (German) ecologist in the 19th century?
G.....	The name of the route on the Southern Ocean, famous for many shipwrecks?
H.....	In this town, in northern Victoria, many German settlers started a new life in Australia.
I.....	*Aborigines* the first settlers in Australia are called…?
J.....	In reality, *Melbourne Gaol* used to be a big…?
K.....	This animal only looks like a teddy bear.
L.....	If you wanted to find gold in Australia, you needed a lot of…?
M.....	This city is the capital of Victoria.
N.....	*Down under* everything seems to be upside down: Where is the warmest place on the continent?
O.....	Something special will happen in Sydney in the year 2000.
P.....	Lovely stamps of kangaroos and coalas are available from?
Q.....	Why is *Qantas* spelled without a *u*?
Final Question	What do Internet addresses in Australia end with?

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