

Nr.	Speech prompt	Teil 1: Arbeitsblätter	Teil 2: Lernziele, Vorschläge, Lösungen	anspruchs- voll/erfordert mehr Zeit
1	Getting to know your classmates better	6, 7	39	
2	Rethink your rubbish	8	39	
3	Volunteering at Australia Zoo	9, 10	40	
4	First day at International House London (group work)	11	41	
5	Household problems	12	42	
6	Cities you might visit some day	13, 14	43	
7	The story behind the photo (group work)	15	44	✓
8	Booking a room	16	45	
9	An interview for a job (group work)	17	46	
10	Street gangs	18, 19	47	
11	Twenty questions (group work)	20, 21	48	
12	Prevention is better than cure (group work)	22, 23	48	✓
13	Sketch it	24, 25	49	
14	Neighbourhood watch	26	50	
15	Big Brother is watching you (group work)	27	50	✓
16	Good morning, Germany (group work)	28	51	✓
17	Frankenfood and frankenfish	29, 30	52	
18	Polluter caught red-handed	31	53	
19	Bullying on the Internet	32, 33	54	
20	CCTV in school toilets	34	54	
21	Graffiti – art or crime?	35, 36	55	
22	My body – my piercings	37, 38	56	



## Speech prompt 1: Getting to know your classmates better

### Rules of the game

1. Complete your card in English.
2. Your teacher collects all the cards, shuffles and distributes them. If you get your own card, return it. You'll get another one.
3. Slip into the role that is described on the card.
4. When the music begins, start to walk around. Don't show your card to anyone.
5. Ask questions to find out who has got your card. Don't ask for names.
6. The pupil who has found his/her card first is the winner.
7. When you have finished, present one of your classmates to the class.

Which month were you born in?

I was born in June.  
What about you?

Where were you born?

I was born in Berlin.  
And you? Where were you born?

Who's your favourite pop star?

It's Justin Bieber.  
Who's yours?

What sports do you do?

I play tennis and badminton.

Sina was born in Berlin,  
in June. She can play tennis  
and she does judo.  
Her favourite pop star  
is Shakira.



## Speech prompt 1: Getting to know your classmates better

<p>✂</p> <p>1. Surname: _____</p> <p>2. Month you were born in: _____</p> <p>3. Place of birth: _____</p> <p>4. Favourite pop star: _____</p> <p>5. Sports: _____</p>	<p>✂</p> <p>1. Surname: _____</p> <p>2. Month you were born in: _____</p> <p>3. Place of birth: _____</p> <p>4. Favourite pop star: _____</p> <p>5. Sports: _____</p>
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## Speech prompt 2: Rethink your rubbish

1. Rubbish talk. Practice the dialogue; then swap roles. Present the dialogue to the class.



### Partner A: Antworte, sage oder frage, ...

- was für eine Tonne (*bin*) das ist.
- ob das Geld Falschgeld (*counterfeit money*) ist.
- ob das Geld aus einem Bankraub stammt.
- ob er/sie das näher erklären kann.
- wofür das Geld ein Symbol ist.
- (*nebenbei*) dass dies eine Tonne für Bioabfall (*organic waste*) ist.
- dass sie natürlich nicht biologisch abbaubar sind, dass sie aber wiederverwertbar (*recyclable*) sind.
- weil vielleicht viele Menschen keinen Recycling-Hof in der Nachbarschaft haben.

**Continue the dialogue.**

### Partner B: Antworte, sage oder frage, ...

- dass dies eine Restmülltonne (*general waste bin*) ist.
- dass es echtes Geld ist.
- dass es von ganz normalen Menschen kommt.
- dass das Geld nur ein Symbol ist.
- dass es ein Symbol für unnötige Verschwendung (*waste*) ist.
- (*erstaunt*) ob Computer, Drucker und Handys biologisch abbaubar (*biodegradable*) sind.
- dass elektronischer Abfall auf einen Recycling-Hof (*recycling facility*) gehört (*go to*); warum er in einer grünen Tonne ist.
- dass dies keine Entschuldigung ist und dass manche Menschen einfach zu faul sind, ihren Müll zu trennen (*separate*).

**Continue the dialogue.**

2. Form groups of four or five. Explain the picture of the money bin to the class.

- Describe the picture.
- What effect does the artist want to achieve?
- What is its message?
- In what way are we part of the waste problem?
- Can you personally do anything to solve the problem?
- Give examples using the **eight 'Rs'** of waste management.

You can/could/should **replace** old light bulbs with energy efficient ones.

Reuse plastic bags ...	Refill ...	Return ...	Recover ...
Repair clothes, toys, ...	Recharge ...	Replace ...	Recycle ...





## Speech prompt 3: Volunteering at Australia Zoo

### PARTNER A



Answer the phone: Australia Zoo. Can I help you?  
 Say who you are: This is ... speaking.  
 Say why you're calling: I'm calling about ...  
 End the call: I'm looking forward to hearing from you. Goodbye.

1. You've found the following job advert in the Sunshine Coast Daily.

At Australia Zoo we're looking for volunteers helping out with both our four-legged population and our two-legged visitors. Just imagine spending your days surrounded by fascinating animals, and even more fascinating staff! Australia Zoo, the home of the crocodile hunters, is the best place in the world to work and earn some pocket money.

You're interested in working with exciting animals, so you call the head keeper Mr Dundee Croco. Tell him you want to work at Australia Zoo as a volunteer.

Ask Mr Croco to explain to you:

- what a volunteer is;
- what you'd have to do; ask for examples;
- if you'd be allowed to play with animals;
- how much you'd earn;
- how many hours a day you're supposed to work;
- how many weeks you're expected to stay.



2. Now you're Alex Softly, you're personnel manager at Australia Zoo. Answer the applicant's questions with the information from the box.

**Volunteers:** willing to offer help without being paid  
**Tasks:** can choose an area where they want to help the team  
**Examples:** welcoming visitors; help them find the shows and facilities; sell catalogues and animal feed  
**Children:** assisting them with feeding and patting some of the animals; help disabled kids who are in wheelchairs enjoy the visit  
**Working hours:** four hours from 2 p.m. to 6 p.m.  
**Money:** no fixed pay; pocket money of \$8 per hour  
**Duration:** four to eight weeks in July and August



## Speech prompt 12: Prevention is better than cure

### GROUPS A AND B

1. Match the English words for the safety signs and the firefighting equipment with the German words.

- ① alarm bell      ② fire alarm      ③ fire axe      ④ evacuation route  
⑤ fire extinguisher      ⑥ fire hose      ⑦ assembly point      ⑧ smoke detector

- (A) Feueralarm      (B) Alarmglocke      (C) Feuerlöscher      (D) Feuerweherschlauch  
(E) Brandmelder      (F) Fluchtweg      (G) Axt      (H) Sammelstelle

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

2. Get together in two groups.

#### Group A: A guided tour

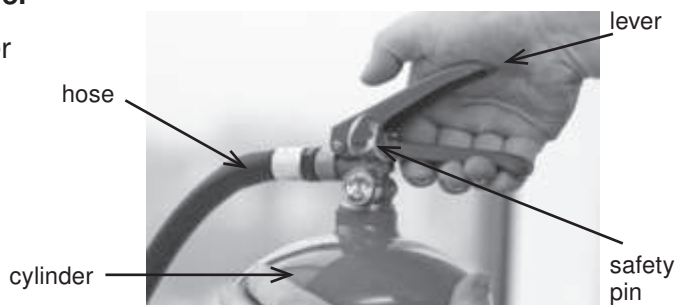
Find out where in your school building the signs and the firefighting equipment are located. Take the class on a guided tour around the house, show them where the signs, fire alarms, the smoke detectors, the sprinklers etc. are and explain their function.



Let's start on the ... floor.  
This is the ... It's used for ...  
On the fire alarm/the fire extinguisher it says ...  
Over there/on the wall/on the ceiling you can see ...  
Now, let's follow the evacuation signs to the ...

#### Group B: How to handle a fire extinguisher

Read the instructions on the fire extinguisher to the class in English.  
Show one to the class.  
Explain its parts.  
Demonstrate how you would use it in case of fire. Explain how to service it.



#### P.A.S.S:

Pull safety pin • Aim at the base of the fire • Squeeze lever • Sweep from side to side



## Speech prompt 12: Prevention is better than cure

### GROUPS C AND D

1. Match the English words for the safety signs and the firefighting equipment with the German words.

- |                     |              |                  |                    |
|---------------------|--------------|------------------|--------------------|
| ① alarm bell        | ② fire alarm | ③ fire axe       | ④ evacuation route |
| ⑤ fire extinguisher | ⑥ fire hose  | ⑦ assembly point | ⑧ smoke detector   |

- |               |               |                |                      |
|---------------|---------------|----------------|----------------------|
| Ⓐ Feueralarm  | Ⓑ Alarmglocke | Ⓒ Feuerlöscher | Ⓓ Feuerweherschlauch |
| Ⓔ Brandmelder | Ⓕ Fluchtweg   | Ⓖ Axt          | Ⓗ Sammelstelle       |

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

2. Get together in two groups.

#### Group C: The alarm plan

Get a copy of the alarm plan of your school. Explain it to the class in English. You may use a dictionary.



- |                         |   |
|-------------------------|---|
| remain calm             | make sure the classroom is empty        |
| evacuate the building   | keep together                           |
| don't run – walk        | teachers are the last to leave the room |
| help handicapped people | check attendance                        |
| know where to assemble  | report missing pupils to teachers       |

Discuss the following questions und justify your opinion.

- Should we leave the doors open, lock them or just close them?
- Should we open the windows or close them?
- Should we leave everything behind or take our valuables with us?
- What about clothing in the winter? Should we put on warm clothes before leaving?
- Why is the class register (*Klassenbuch*) important?

#### Group D: A fire drill – from the classroom to the assembly point

You organize the fire drill (*Feuerübung*). Give your teacher and your classmates step-by-step instructions on the way from the classroom to the assembly area. You might start like this:



- |                           |                          |
|---------------------------|--------------------------|
| There goes the fire bell! | Line up calmly at ...    |
| Get up everybody and ...  | Leave everything behind. |