

Inspiration 2 in Verbindung mit Vorkenntnissen aus Messages 1

Die Fachberatergruppe Englisch der Bildungsdirektoren- Konferenz- Zentralschweiz hat eine Übersicht über die Verbindungen zwischen dem Primar- und Sekundarlehrrmittel ausgearbeitet, um den Sekundarstufe I Lehrpersonen einen möglichst nahtlosen Übergang zu gewährleisten.

Passung Inspiration

Die Fachberatergruppe hat in einem ersten Schritt die erwarteten Vorkenntnisse am Ende der Primarstufe zusammen gestellt. Messages 1 (Cambridge CUP) wurde mit dem Lehrmittel Inspiration 2 (Macmillan) auf folgende Kriterien hin analysiert:

- Strukturen
- Strategien
- Inhalte

In einem zweiten Schritt wurden die beiden Bände des Lehrmittels Inspiration 2 und 3 gesichtet und die Verteilung der Units auf die 3 Schuljahre der Sekundarstufe I vorgenommen. Folgende Stoffverteilung wird vorgeschlagen :

Niveau A:

- 7. Schuljahr: Units 1-5 Inspiration 2 plus entsprechende Topics
- 8. Schuljahr: Units 6-8 Inspiration 2 und Units 1-2 Inspiration 3 plus entsprechende Topics
- 9. Schuljahr: Units 3-7 Inspiration 3 plus entsprechende Topics

Niveau B:

- 7. Schuljahr: Units 1-4 Inspiration 2 plus entsprechende Topics
- 8. Schuljahr: Units 5-8 Inspiration 2 plus entsprechende Topics
- 9. Schuljahr: Units 1-4 Inspiration 3 plus entsprechende Topics

(Detaillierte Übersicht unter www.volksschulen.sz.ch Unterricht=> Unterrichtsfächer=> Englisch)

Im Folgenden wird die Passung zwischen dem Lehrmittel der Primarstufe, Messages 1, und dem Lehrmittel der Sekundarstufe I, Inspiration 2 (Units 1-5), mittels der oben erwähnten Kriterien Strukturen, Strategien und Inhalte dargestellt.

Englischunterricht im 7. Schuljahr mit Inspiration 2 – Übersicht Vorkenntnisse Primarstufe mit dem Lehrmittel Messages

| Strukturen | | Strategien | | Inhalte | | |
|---------------|---|--|--|--|---------------------------------|--|
| Inspiration 2 | Messages 1 (Unit.step) | Inspiration 2 | Messages 1 | Inspiration 2 | Messages 1 | |
| Kommentar | | Pupils are reasonably familiar with the following structures and will often produce them correctly. Perfect mastery is not expected at this stage. After a first encounter at various points, the structures were reused and recycled repeatedly in different contexts, following the principle of cyclical progression. The structures were mostly introduced in an implicit way. | Jede unit bringt in lesson 4 ein Thema unter dem Stichwort „Learner Independence“, dem auch je eine Übung im Workbook folgt. Im Teacher's Book findet sich dazu je eine Erklärung. | Jedes Modul endet mit einer Seite „Study skills“ im Student's book. Im Workbook findet sich am Ende jeder unit ein Learning diary. | | |
| | Unit 1 | Present simple to be <ul style="list-style-type: none"> Introducing yourself and others Talking about nationalities | 2.1 to be: affirmative 2.2 to be: negative and questions 3.1 have got 4.2 have got: short answers | p15: • finding the meaning of words | | • clothes items 9.3 clothes <ul style="list-style-type: none"> what you're wearing now what you usually wear Coursework 5 : My clothes |
| | Possessive adjectives and pronouns Possessive 's and s' • Expressing possession | 3.3 Possessive adjectives Possessive 's | | | culture: • welcome to London | 2 Extra reading: The UK |

| Strukturen | | Strategien | | Inhalte | |
|---------------|---|-----------------------------------|---|---|--|
| Inspiration 2 | Messages 1 (Unit.step) | Inspiration 2 | Messages 1 | Inspiration 2 | Messages 1 |
| Unit 1 | Present simple and continuous <ul style="list-style-type: none"> Talking about what people do and what they are doing now Listening to match jobs and definitions Writing a description of what's happening | 9.3 present simple and continuous | | | |
| | Topics People | | | | |
| Unit 2 | Comparative and superlative adjectives <ul style="list-style-type: none"> Making comparisons Reading an article about two carnivals Writing about cities in your country | | p 27: <ul style="list-style-type: none"> learning words | | culture: <ul style="list-style-type: none"> Festivals Celebrations New Year around the world |
| | Modal should/shouldn't <ul style="list-style-type: none"> Giving advice Completing a questionnaire | | <ul style="list-style-type: none"> progress check: self assessment of skills | <ul style="list-style-type: none"> 'Your rating' in each study skills learning diary at the end of each unit (Workbook) | |

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|--------|---|------------------|--|--|--|
| Unit 2 | Prepositions of place • Talking about town facilities | 7.3 prepositions | | | |
| | Verb/preposition + gerund • Talking about likes and dislikes • Talking about ability • Listening to interviews | | | | |

Topics Festivals

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| Unit 3 | Past simple: affirmative and negative • Talking about past events • Reading about a historical event • Listening for mistakes • Writing a diary | 11.1 was/were 11.2 + 3 / 12.1 regular verbs 12.2 irregular verbs | p 39: • word association (pictures, colours, categories) | p90 study skills 4 | Past times: • The great fire of London • Inventions • Biographies | 12.2 The Pilgrim Fathers |
| | Past simple: questions and short answers • Talking about past events | | p 39: • words and topics (word map to a topic) | p90 study skills 4 | culture: • London facts • New York | 11 Extra reading: From North to South 12 Extra reading: Quiz UK and USA |
| | Adverbial phrases of time • Listening to match actions and times • Talking about weekend activities • Writing a diary entry | | | | | |

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| Unit 3 | Past continuous <ul style="list-style-type: none"> Describing what was happening Listening to a description of an accident Writing about a lucky escape | | | | |
| | Why? Because <ul style="list-style-type: none"> Asking for and giving reasons | | | | |

Topics Places

Reader: Living History

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| Unit 4 | Going to: future <ul style="list-style-type: none"> Talking about future plans and intentions Listening to announcement about plans Writing a reply to a letter | 10.2 going to: future | p 51: <ul style="list-style-type: none"> Use word combinations (collocations) | | <ul style="list-style-type: none"> TV programmes soaps |
| | Will/won't: future simple <ul style="list-style-type: none"> Making predictions Reading a magazine article | | p 51: <ul style="list-style-type: none"> use a dictionary know the meaning of grammar words | p112 Study skills 5 'part of speech' | |

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| Inspiration 2 | Messages 1 (Unit.step) | Inspiration 2 | Messages 1 | Inspiration 2 | Messages 1 |

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| Unit 4 | Adverbs of manner <ul style="list-style-type: none"> Talking about the way people do things Doing drama exercises Writing about a character in a soap | | | | | |
| | Present continuous: future <ul style="list-style-type: none"> Talking about arrangements Listening to announcements Completing a postcard | 10.1 present continuous used for future | p 63: <ul style="list-style-type: none"> stages of knowing a word | | <ul style="list-style-type: none"> backpacker's top tips | |
| Unit 5 | Sequencing adverbs <ul style="list-style-type: none"> Describing a sequence of events | | p 63: <ul style="list-style-type: none"> using dictionaries (knowing its abbreviations) | p46 study skills 2 | <ul style="list-style-type: none"> names for food and drinks | 6.2 food and drinks 7.2 shopping list |
| | Object pronouns | 9.2 object pronouns | | | culture: <ul style="list-style-type: none"> teenage life in Britain | |
| | Verb + indirect/direct objects | | | | | |
| | Prepositions of direction <ul style="list-style-type: none"> Reading a map Giving directions | | | | | |
| | Some and any | 3.1 some/any | | | | |
| | How much/many, countable/uncountable nouns | 7.2 uncountable nouns there is, there are | | | | |
| | Can/could for requests <ul style="list-style-type: none"> Ordering a meal in a restaurant | | | | | |
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