

Hochrhein-Gymnasium Waldshut – Schuleigenes Curriculum für das Fach Englisch: Klasse 5
Lehrwerk: Access 1 (Cornelsen)

Einheit	Lerninhalte	Lernaufgabe	Texte	Kompetenzen	Sprache
Here we go	<ul style="list-style-type: none"> etwas über sich erzählen andere fragen, wie sie heißen und wie alt sie sind etwas über Plymouth erzählen 		Songs <i>Silky's song</i> (S. 11) <i>The ants go marching</i> (S. 17) Rhyme <i>The days of the week</i> (S. 13)	Schwerpunkt Listening Hör-/Sehverstehen <i>Silky's tour of Plymouth</i> (S. 10) <i>What's in your school bag?</i> (S. 16)	Wortschatz <i>sights of Plymouth, days of the week, animals, colours, numbers</i>
Unit 1: The first day at school	<ul style="list-style-type: none"> über die eigene Klasse sprechen Unterschiede zwischen einer englischen und einer deutschen Schule erkennen und bestimmen persönliche Informationen austauschen nach der Uhrzeit fragen und die Zeit sagen 		Songs <i>Morph's song</i> (S. 19) <i>The alphabet song</i> (S. 33) Background file <i>School uniforms</i> (S. 21) Texte Comic-Geschichte <i>Chaos at the corner</i> (S. 34)	Schwerpunkt Listening MyBook (Lerndossier) Steckbriefe (S. 19), Mini-Poster: <i>My profile</i> (S. 25), Stundenplan (S. 28), Brief (S. 28) Hör-/Sehverstehen <i>The Plymstock School Discovery Quiz</i> (S. 31) Methoden <i>Using the vocabulary</i> (S. 24) <i>Book rally</i> (S. 126)	Wortschatz <i>school, time, months of the year, ordinal numbers, the alphabet</i> Strukturen <i>be</i> ; Pronomen (<i>I, you, he, she, it, we, you, they</i>); Imperativ; <i>there is/are</i> ; <i>can/can't</i> ; Artikel (<i>the, a/an</i>) Everyday English <i>Classroom English</i> (S. 31) Spelling course <i>The alphabet song</i> , Buchstabieren, Apostroph für ausgelassene Buchstaben (S. 33)
Unit 2: Homes and families	<ul style="list-style-type: none"> um Erlaubnis bitten nach Informationen fragen 	A tour of my home Einen englischen Jugendlichen	Song <i>Our house</i> (S. 49) Background file <i>Cream tea</i> (S. 49)	Schwerpunkt Speaking MyBook (Lerndossier) Bild beschriften (S. 36), Familienstammbaum (S. 47)	Wortschatz <i>the house, families, food and drink</i> Strukturen

	<ul style="list-style-type: none"> einen Tagesablauf beschreiben sagen, was einem gefällt und was nicht Vorschläge machen über Mahlzeiten sprechen 	durch das eigene Zuhause führen und über die Familie erzählen (S. 54)	Text <i>Saturday in Plymouth</i> (S. 52)	Hör-/Sehverstehen <i>My house, your house</i> (S. 51) Methoden <i>Learning words with mind maps</i> (S. 42)	<i>simple present</i> : bejahte und verneinte Aussagesätze, 3. Pers. Singular (-s); Possessivbegleiter (<i>my, your, his, her, it, our, your, their</i>); Genitiv ('s/s') Everyday English <i>Time for lunch</i> (S. 51) Spelling course [u:] gesprochen und geschrieben, Apostroph beim s-Genitiv (S. 43)
Unit 3: Clubs and hobbies	<ul style="list-style-type: none"> über AGs (<i>school clubs</i>) reden über Hobbys, Sportarten und Freizeitaktivitäten sprechen um Erlaubnis fragen sagen, wie oft man etwas tut 	What can we do this week? Pläne für drei Tage mit einem englischen Jugendlichen in Deutschland machen (S. 74)	Background file <i>Old Plymouth – the Barbican</i> (S. 69) Text <i>The captain's ghost</i> (S. 72)	Schwerpunkt Writing MyBook Steckbriefe fortführen (S. 58) Hör-/Sehverstehen <i>Plymouth school clubs</i> (S. 63) Methoden <i>Collecting information</i> (S. 62) <i>Giving a one-minute talk</i> (S. 62)	Wortschatz <i>sports and hobbies, go/play/do</i> Strukturen <i>simple present</i> : Fragen und Kurzantworten; Wortstellung der Häufigkeitsadverbien Everyday English <i>How can we join the club?</i> (S. 63) Spelling course [o:] gesprochen und geschrieben, Groß- und Kleinschreibung (S. 71)
Unit 4: Weekends	<ul style="list-style-type: none"> über die Vergangenheit sprechen: das letzte Wochenende, eine Reise, ein Sportereignis andere fragen, wie ihr Wochenende war sagen, dass etwas Spaß gemacht hat 	A memory game Ein Spiel erstellen und in einer Gruppe spielen (S. 100)	Background file <i>Devon – an English county</i> (S. 90) <i>Grey seals</i> (S. 92) Text <i>A baby seal</i> (S. 98)	Schwerpunkt Reading MyBook (Lerndossier) <i>Plymstock School News</i> (S. 96) Hör-/Sehverstehen <i>Plymouth, my hometown</i> (S. 97) Methoden	Wortschatz <i>weekend activities and places</i> Strukturen <i>simple past</i> : <i>be</i> , regelmäßige und unregelmäßige Verben, bejahte und verneinte Aussagesätze, Fragen Everyday English

	<ul style="list-style-type: none"> zwei unterschiedliche Versionen einer Geschichte vergleichen 			<i>Putting a page together</i> (S. 96)	<i>A present for Ruby</i> (S. 97) Spelling course [i:] gesprochen und geschrieben, Plural (S. 91)
Unit 5: By the sea	<ul style="list-style-type: none"> sagen, was man gerne tun würde und das auch begründen sagen, was man sehen, hören, fühlen kann Bilder beschreiben Personen beschreiben 	Let's go to Plymouth Argumente für einen Urlaub in Plymouth sammeln und die Eltern davon überzeugen (S. 120)	Song <i>Octopus's garden</i> (S. 103) Background file <i>The aquarium in Plymouth</i> (S. 109) Text Theaterstück <i>The pepper smugglers</i> (S. 118)	Schwerpunkt Mediation MyBook (Lerndossier) <i>Summer holidays in Plymouth</i> (S. 120) Hör-/Sehverstehen <i>A ferry trip to Cawsand</i> (S. 116) Methoden <i>Perparing and giving a mini-talk</i> (S. 115)	Wortschatz <i>the seaside, marine life, adjectives</i> Strukturen <i>present progressive</i> : bejahte und verneinte Aussagesätze, Fragen; Wortstellung (S-V-O) Everyday English <i>Making plans</i> (S. 116) Spelling course [ðeə] <i>their/there/they're</i> , buchstabieren, ein Buchstabe – verschiedene Laute (S. 117)

Über das Lehrwerk hinausgehende mögliche Lerninhalte:

- **Sendereihe "The Groovy Granny Show" (WDR):** Themen wie Tiere (Here we go!), Schulalltag (Unit 1), Familie (Unit 2), Freizeit (Unit 3), Feste (z.B. zur Weihnachtszeit)
- **Lektüreempfehlung:** *The Gold Ticket* – Jennifer Gallagher (empfohlen für Access 1)
- **Episoden/Szenen:** *Shawn the Sheep*

Hochrhein-Gymnasium Waldshut – Schuleigenes Curriculum für das Fach Englisch: Klasse 6
Lehrwerk: Access 2 (Cornelsen)

Einheit	Lerninhalte	Lernaufgabe	Texte	Kompetenzen	Sprache
Unit 1: In the holidays	<ul style="list-style-type: none"> über die Ferien sprechen über die Reise sprechen telefonieren neue Nachbarn kennenlernen 	<i>Make a poster about a good place for a holiday in Germany. (S.26)</i> <i>Prepare a one-minute talk about your holidays.¹</i>	Song <i>Song for Weston-super-Mare</i> Background file <i>Boarding schools (S.21)</i>	Schwerpunkt Speaking Methoden <i>Making notes with a crib sheet (S.13)</i> Lerndossier <i>Make a crib sheet about your day in your summer holidays (S.13)</i> Hör-/Sehverstehen <i>A day at Eden project (S.13)</i> Reading Course <i>Understanding new words (S.19)</i>	Wortschatz <i>holidays, the weather, getting in touch</i> Strukturen <i>simple present, simple past, present progressive (Revision); subject/object questions; present progressive with future meaning</i> Everyday English <i>Where's my mobile ? (S.23)</i>
Unit 2: A school day	<ul style="list-style-type: none"> Schulalltag in Großbritannien Berge und Flüsse Großbritanniens Über Pläne und Vorhaben sprechen Über Musik, Filme und Theateraufführungen sprechen 	<i>Write a short article about music for a class magazine. (S.44)</i> <i>Find out about a place you've always wanted to visit. Make plans for a trip. What are you going to do there?</i>	Background File <i>British pop music – old and new (S.37)</i> Text <i>Disco nights (S.42)</i>	Schwerpunkt Listening Methoden <i>A vocabulary picture poster (S.40)</i> Lerndossier <i>Writing a conversation (S.43)</i> Hör-/Sehverstehen <i>Plymkids (S.41)</i>	Wortschatz <i>school, stage and film, the natural world</i> Strukturen <i>going to-future; comparison of adjectives; possessive pronouns</i> Everyday English <i>Where's my mobile? (S.23)</i>

¹ Über das Lehrwerk hinausgehende mögliche Lerninhalte sind blau markiert.

				Reading course <i>Reading aloud</i> (S.35)	
Unit 3: Out and about	<ul style="list-style-type: none"> • Stadtpläne lesen • sich in einer Stadt orientieren • einkaufen: Dinge und Menschen benennen • einkaufen: über Preise sprechen 	<i>Put together a rally around our town or area for a visitor from Britain.</i> (S.60)	Background File <i>British money</i> (S.48) Song <i>Money</i> (S.52) Text <i>Master Wu and the magic books</i> (S.58)	Schwerpunkt Speaking Methoden <i>Study posters</i> (S.56) Hör-/Sehverstehen <i>A German tourist in Plymouth</i> (S.57) Lerndossier <i>Tell a story with pictures or text</i> (S.60) Reading course <i>Scanning a text</i> (S.53)	Wortschatz <i>public buildings ; giving directions ; shopping, buying food ; describing things/people/actions</i> Strukturen <i>indirect speech (simple present) ; adverbs of manner</i> Everyday English <i>The way to Peter's house</i> (S.57)
Unit 4: On Dartmoor	<ul style="list-style-type: none"> • englische Landschaft kennenlernen • Bilder und Fotos beschreiben • Über Erlebnisse sprechen 	<i>Write a poem about a place in the countryside.</i> (S.82) <i>Take a picture of your favourite spot in your hometown. Present it to the class.</i>	Background file <i>Dartmoor ponies</i> (S.68) Text <i>A tulip garden</i> (S.80)	Schwerpunkt Reading Hör-/Sehverstehen <i>Letterboxing</i> (S.75) Lerndossier <i>Write a dialogue for a film scene</i> (S.75) Methoden <i>Describing a picture</i> (S.79) Reading course <i>Marking up a text</i> (S.74)	Wortschatz <i>the countryside</i> Strukturen <i>present perfect ; some/any and their compounds ; verb + adjective after state verbs</i> Everyday English <i>At the information centre</i> (S.75)
Unit 5: Celebrate !	<ul style="list-style-type: none"> • Über Feiertage und Feste sprechen • Bräuche in Großbritannien • Voraussagen machen 	<i>Plan a class party with a British theme.</i> (S.100)	Background file <i>Britain's favourite dishes</i> (S.96) Text	Schwerpunkt Mediation Methoden <i>Presenting a photo</i> <i>Peer feedback</i> (S.93)	Wortschatz <i>celebrations, food, clothes</i> Strukturen <i>will-future;</i>

	<ul style="list-style-type: none"> Zungenbrecher 	<i>Present a special holiday from your culture.</i>	<i>A day to celebrate (S.98)</i>	Hör-/Sehverstehen <i>The sea show (S.97)</i> Lerndossier <i>Write about Lord Mayor's Day (S.99)</i> Reading course <i>Taking notes (S.89)</i>	<i>question tags (Extra)</i> Everyday English <i>Can I go to the concert, please? (S.113)</i>
Unit 6: A class trip	<ul style="list-style-type: none"> Kelten und Römer in Großbritannien wichtige historische Bauten eine Geschichte über King Arthur Pläne für die Ferien machen wh-Fragen beantworten 	<i>Write an article for a class magazine about a school trip that you went on. (S.116)</i> <i>Write a short interview and act it out. (S.115)</i>	Background file <i>The Roman Baths at Aquae Sulis (S.111)</i> Text Theaterstück : <i>The sword in the stone (S.114)</i>	Schwerpunkt Writing Lerndossier <i>Write a report about a class trip. (S.111)</i> Hör-/Sehverstehen <i>The Romans in Britain (S.113)</i> Reading course <i>Using skills that you have learned (S.109)</i>	Wortschatz <i>parts of the body, feeling ill</i> Strukturen <i>present progressive (Revision); going- to future (Revision)</i> Everyday English <i>At a takeaway (S.113)</i>

Hochrhein-Gymnasium Waldshut – Schuleigenes Curriculum für das Fach Englisch: Klasse 7
Lehrwerk: Access 3 (Cornelsen)

Einheit	Lerninhalte	Lernaufgabe	Texte	Kompetenzen	Sprache
Unit 1: This is London	<ul style="list-style-type: none"> • Sending messages a holiday postcards • Talking about sights • Making plans • Reading a street map • Reading a tube map 	Ein buddy book oder Lernplakat zum Thema London sights erstellen. Dazu: searching the internet ²	A Up to the roof B London attractions C Watching the cricket Background file London for free (p.23) The Notting Hill Carnival Parade (p. 24)	Schwerpunkt Speaking Writing course Good sentences (p. 16) Study skills Giving feedback (p. 17) Viewing A bus tour of London Making the film: Time (p. 22) Access to cultures Small talk (p. 13)	Vocabulary Holidays, German gehen Grammar Simple past, present perfect (Revision); simple past or present perfect; Present perfect progressive with for and since Past progressive Pronunciation Different stress in German and English words (p. 13)
Unit 2: Welcome to Snowdownia	<ul style="list-style-type: none"> • Town and country • Moving to a new house • Planning a trip • Volunteer work • Sports 	Imagine you're moving to Wales. Write about how your life would change. (p.43)	A Everything is wrong B Climbing Mount Snowdon Background file Wales (p.33) Viewing: Facts about Wales (p. 33) Snowdonia at night (p.40)	Schwerpunkt Reading Study skills Using an English-German dictionary (p. 32) Access to cultures Similar words (p. 35) Lerndossier A text about a city or the countryside or a text about a film (p. 38)	Vocabulary Jobs Grammar Will-future (Revision) Conditional 1 Conditional 2

² Über das Lehrwerk hinausgehende mögliche Lerninhalte sind blau markiert.

				Viewing Adam's video blog Making a video (p.39)	
Unit 3: A weekend in Liverpool	<ul style="list-style-type: none"> • Visiting a museum • Talking about famous people • Talking about buildings and their history • Football in a stadium • Football on the radio • Sport • Bullying 	Write about a person behind the name of a street or building near your home. (p. 60)	A Morgan's plan B At the Slavery Museum C At Anfield Road Background file The Beatles (p.50) Song You'll never walk alone (p. 57) Text: Liverpool hero (p. 60)	Schwerpunkt Listening Lerndossier An info box about a Beatles song (p.50) Writing course Structuring a text (p.51) Study skills Ordering and structuring topic vocabulary (p.58) Viewing There's only one Jimmy Grimble -feature film The language of film (p. 59) Access to cultures Free national museums (p.53)	Vocabulary Describing actions, sport Grammar Relative pronouns, relative clauses; contact clauses; the passive
Unit 4: My trip to Ireland	<ul style="list-style-type: none"> • Legends • Natural wonders • Discovering a country's history • Crossing borders • Life on a farm 	In a team, make a brochure with practical tips for Irish students who want to visit Germany. (p.80)	A Belfast and the northern coast B Lewis's travel posts C Arrival in the Burren Background file Moments in Irish history (p.67) Text: The horse ride (p. 78)	Schwerpunkt Writing Study skills Teamwork (p.69) Writing course Using time markers in a story (p. 77) Viewing Yu Ming is ainm dom Making the film: Feelings (p. 73)	Vocabulary Countries, travelling Grammar Modals (Revision); Modal substitutes, Simple past (Revision); Past Perfect Pronunciation consonants

				Access to cultures The Irish language (p.73) Accents (p. 75)	
Unit 5: Extraordinary Scotland	<ul style="list-style-type: none"> • Festivals • A scientific project • Helping friends in trouble 	Interview someone with an unusual hobby. Make a poster with the interview and present it to the class. (p.97)	A Extraordinary west coast B Star performers Background file This is Scotland (p.86) Text Messing (p.94)	Schwerpunkt Mediation Viewing Escape to ... Scotland Making the film: Split screen and music (p.87) Study skills A good presentation (p.92) Writing course The elements of writing (p. 93) Access to cultures Sheepdog trials (p.96)	Vocabulary Music and entertainment Grammar Reflexive pronouns / each other; indirect speech

Über das Lehrwerk hinausgehende mögliche Lerninhalte:

Lektüreprüfungen:

- *Jerry* – Harger Laurence (Cornelsen)
- *The Smugglers' Caves* – Fiona Cullen (Cornelsen)
- *Robin Hood* – John Michael Macfarlane (Cornelsen)
- *Diary of a Wimpy Kid* – Jeff Kimmey
- *Mathilda* – Roald Dahl
- **Episoden/Szenen:** *Shawn the Sheep*

Hochrhein-Gymnasium Waldshut – Schuleigenes Curriculum für das Fach Englisch: Klasse 8
Lehrwerk: Access 4 (Cornelsen)

Einheit	Lerninhalte	Lernaufgabe	Texte	Kompetenzen	Sprache
Unit 1: Inside New York	<ul style="list-style-type: none"> • Neighbourhoods • Multicultural NYC • Immigration • Sights of NYC • Talking about likes, dislikes, interests and skills • Describing people and places 	Present a song you connect with a specific city or area. or: Give a one-minute talk about a sight in New York. ³	A Rivers, towers and waterfalls B A day at the park C Take a walk on the Highline Background file Faces of America (p. 22) Song An open letter to NYC (Bestie Boys) (p. 11) Text Putting make-up on the fat boy (excerpt) (p. 24)	Schwerpunkt Listening Viewing New York sights, People and places, Hanging out in Brooklyn (p. 12) Mediation course Key information (p. 16) Access to cultures English words from foreign languages (p. 22) Study skills Giving feedback on a presentation (p. 25) MyBook Write a dialogue or a picture-story. (p. 29)	Vocabulary American English / British English Grammar Adjectives + prepositions (Revision); the gerund as subject / as object / after prepositions ⁴ Pronunciation British and American English (p. 17)
Unit 2: New Orleans	<ul style="list-style-type: none"> • Music • Thanksgiving • Hurricane Katrina • Cajun food 	Give a talk about something that is important to you and / or your family. (p. 52)	A Tyler and friends B The memory box; Civil Rights C The guest Background file	Schwerpunkt Reading Access to cultures Gumbo, a dish from Louisiana (p. 35); Alligator hunting in Louisiana (p. 46)	Vocabulary Climate, food, music describing objects synonyms Grammar

³ Über das Lehrwerk hinausgehende mögliche Lerninhalte sind blau markiert.

⁴ Laut Bildungsplan erst in Klasse 9/10 vorgesehen.

	<ul style="list-style-type: none"> • History: Colonial period, plantations, slavery • Civil rights • Talking about somebody's life • Making suggestions 		<p>Moments in African American history (p. 44)</p> <p>Text Three teeth (p. 50)</p>	<p>Mediation course Relevant information (p. 39)</p> <p>Study Skills Skimming a text (p. 48)</p> <p>Viewing A musician in New Orleans; Youth Rebuilding New Orleans (p. 49)</p> <p>MyBook Write a short text about New Orleans. (p. 49)</p>	<p>conditional 1 (Revision); conditional 2(Revision); conditional 3 (Extra); verbs with two objects⁵; countable and uncountable nouns + quantifiers⁶</p>
<p>Unit 3: The Golden State</p>	<ul style="list-style-type: none"> • National Parks and environmental issues • Volunteering • Entertainment, film, TV • History: Movement west, railways, Gold Rush • expressing regret • commenting past events 	<p>Write a report about something exciting that happened in your area. (p. 73)</p>	<p>A At the marine reserve B At the Starview Hotel C Celebrity news, Wildfire</p> <p>Background file Land of dreams (p. 64)</p> <p>Text Surfing (p. 70)</p>	<p>Schwerpunkt Writing</p> <p>Access to cultures Politeness (p. 57)</p> <p>Mediation course Cultural differences 1 (p. 59)</p> <p>Viewing California road trip (p. 63)</p> <p>Study skills Make an outline for a report (p. 69)</p> <p>MyBook Write a short review <i>or</i> a "how-to" guide. (p. 72)</p>	<p>Vocabulary countries, travelling word building (suffixes <i>-ful</i> and <i>-less</i>)</p> <p>Grammar the passive (Revision); present perfect passive; personal passive; passive with modals; verb + object + <i>to</i>-infinitive (<i>I want you to help me</i>)</p> <p>Pronunciation word flow (p. 57)</p>

⁵ Nicht im Bildungsplan enthalten.

⁶ Laut Bildungsplan bereits in Klasse 5/6 vorgesehen.

<p>Unit 4: Faces of South Dakota</p>	<ul style="list-style-type: none"> • School life, school system • Sport • First love • Family and friends • Smalltown life • Native Americans • reporting a conversation 	<p>Present yourself to a class at a school in South Dakota.</p>	<p>A A perfect morning B What's a shunk? C Bad news for Drew; Mount Rushmore</p> <p>Background file Mobridge for teens (p. 87)</p> <p>Text Koluscap and the water monster (p. 92)</p>	<p>Schwerpunkt Speaking</p> <p>Access to cultures School in the USA (p. 77) Native Americans and the USA (p. 83) Native American storytelling (p. 92)</p> <p>Study skills Finding the right word in a dictionary (p. 78)</p> <p>Mediation course Cultural differences 2 (p. 81)</p> <p>MyBook Visiting Mount Rushmore (p. 89)</p> <p>Viewing Bloodlines (p. 91)</p>	<p>Vocabulary countries, travelling, word building (suffixes <i>-ful</i> and <i>-less</i>)</p> <p>Grammar simple and progressive form, present and past (Revision); indirect speech: statements (Revision); indirect speech: questions; indirect speech: <i>ask, tell, advise,...</i> question tags; the definite article; past perfect progressive (Extra)</p> <p>Pronunciation stress and meaning (p. 86)</p>
<p>Unit 5: In the Southwest</p>	<ul style="list-style-type: none"> • Family relations • Jobs • Employment and unemployment, child labour • Migrant workers • Wilderness • describing an event • planning a trip • expressing preferences 	<p>Plan and organize a class trip to the American Southwest. (p. 112)</p>	<p>A A letter to a friend B The road to Taos; whitewater rafting C July 4th – coast to coast</p> <p>Background file The Southwest (p. 100)</p> <p>Text/Song This land is your land (p. 111)</p>	<p>Access to culture Part-time jobs (p. 96)</p> <p>Viewing Part time jobs (p. 98) Human Rights Watch (p. 99)</p> <p>Study skills Writing a summary (p. 105)</p> <p>Mediation course Using your skills (p. 107)</p> <p>MyBook Prepare a quiz on the Southwest. (p. 101) Write a letter. (p. 109)</p>	<p>Vocabulary preferences</p> <p>Grammar Relative clauses; Participle clauses</p>

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Laut Bildungsplan sind für Klasse 7/8 folgende Grammatikthemen vorgesehen, die nicht durch die Schulbücher Klasse 7/8 abgedeckt sind:

- Possessive pronouns (bereits in Schulbuch Klasse 6 enthalten)
- Adverbial clauses
- Past perfect progressive

Über das Lehrwerk hinausgehende mögliche Lerninhalte:

Bildungsplan 7/8: Mindestens eine niveaugerechte Ganzschrift verstehen (A2+/B1)

Lektüreempfehlungen:

- *Underground New York* – Cecile Rossant (Cornelsen, A2)
- *The Pit* – David Fermer (Cornelsen, A2)
- *Jerry* – Laurence Harger, Cecile Rossant (Cornelsen, A2+) (ein Exemplar in Fachschaftsschrank vorhanden)
- *Fair-Weather Friend* – Patricia Scanlan (Cornelsen, B1) (ein Exemplar in Fachschaftsschrank vorhanden)
- *The Network* – Dominik Eberhard (Cornelsen, B1) (ein Exemplar in Fachschaftsschrank vorhanden)
- *Diary of a Wimpy Kid* – Jeff Kinney (Unterrichtsmaterialien unter: https://lehrerfortbildung-bw.de/u_sprachlit/englisch/gym/bp2016/fb4/3_lese/4_ab2/)

Empfehlungen für selbstständige Lektüre mit evtl. 5-Minuten-Präsentation in der Klasse:

- *Tom Sawyer* – Mark Twain (Klett, A2)
- *Pirates of the Caribbean* – Elaine O’Reilly (Pearson English Readers, A2)
- *Matilda* – Roald Dahl (Pearson English Readers, A2)
- *The three Musketeers* – Alexandre Dumas (Pearson English Readers, A2)
- *The Jungle Book* – Nicola Schofield (Pearson English Readers, A2)
- *A Christmas Carol* – Charles Dickens (Langenscheidt, A2)
- *Forrest Gump* – Winston Groom (Pearson English Readers, A2)
- *Harry Potter* – J.K Rowling

Filmempfehlungen:

- *Up* (Zeichentrickfilm) (Material von Fortbildung zum Bildungsplan 7/8, Simone Padovan)
- Verschiedene Filme (je 30 Minuten) in der Reihe “USA – The Sound of...”: *Cajuns in Louisiana, Mexicans in California, High School Kids in North Carolina, Hip Hop in the Bronx, Blues in New Orleans, The Soul of Mississippi, Navajos in Arizona, Skyscrapers in Manhattan, Love and peace in San Francisco*,... (weitere Informationen zu den einzelnen Filmen unter: <https://www.planet-schule.de/wissenspool/usa-the-sound-of/inhalt.html>)

- *Silent beats* (Kurzfilm) (Thema: Stereotypes, Prejudices; in ca. 3-4 Schulstunden machbar, z.B. auch als kleines Projekt in der Kompaktwoche, Material: Katrin Leutner)