Fremdsprachunterricht zeitgemäß und digital

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Georg Schlamp 2026



Grafik: Kristina Wahl || diefraumitdemdromedar.de || CC-BY-SA

Mindmapping/ Strukturieren

PoppletLite



Mindmapping/ Strukturieren

PoppletLite

Focus on the New World

1) Work in pairs. Listen to the text as many times as you want. Use the vocabulary on p. 142 and 143 in your books. With the iPad, make a **Popplet** in which you show **why** people left Britain in the 17th century. **What** were their reasons and **how** could they get to America? **What** was life **like** for the early settlers? Was it **better** than in Britain? Give information in your Popplet, use arrows and images if you want to.



2) Go through the timeline and the map on p. 56/57 in your book. Then do the quiz!



3) Use the PUFFIN Broser on your iPad and go to http://www.historyglobe.com/jamestown/. Read the text and start the adventure!

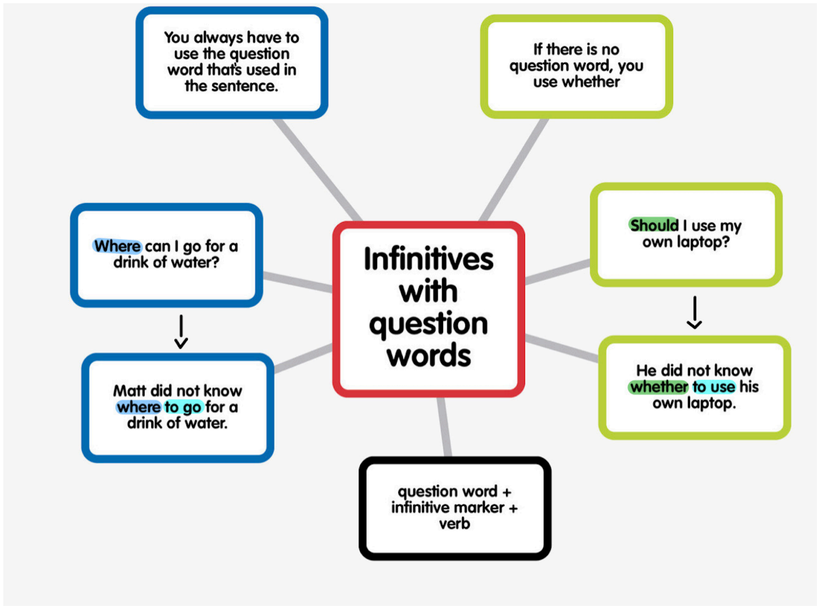
andere OS: miMind - Easy Mind Mapping, FreeMind

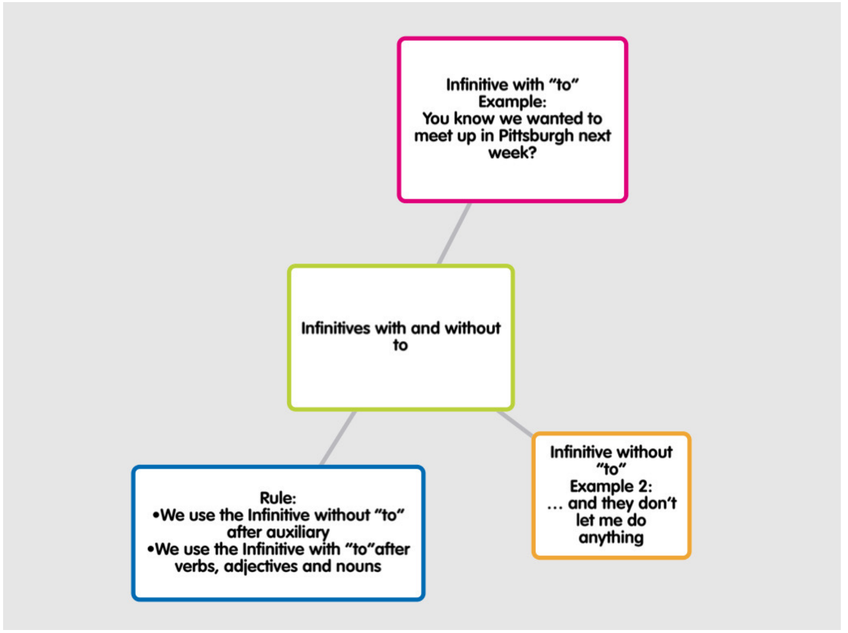
Klasse 8 - The Infinitive

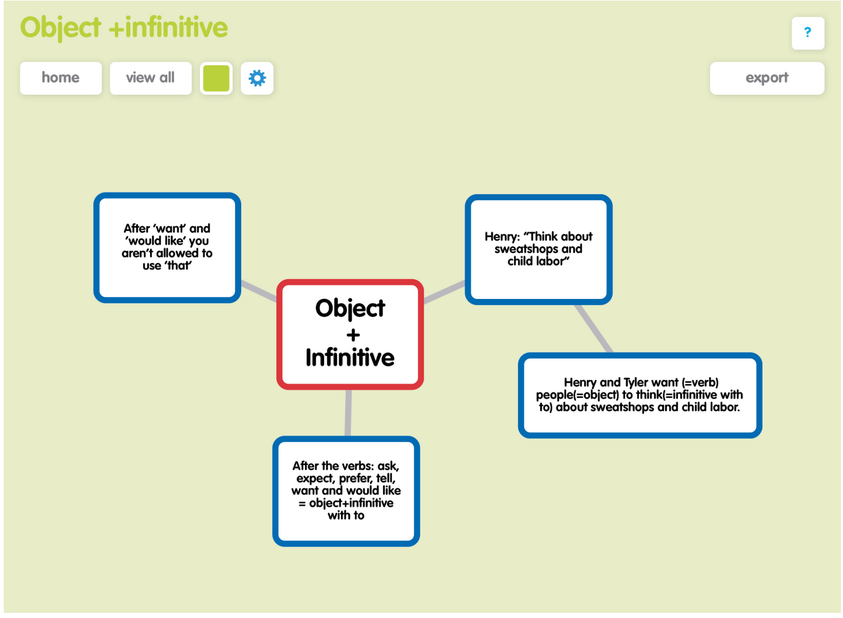
There are different ways to use the infinitive.
It is your job to find the rules!
Find out when to use it!

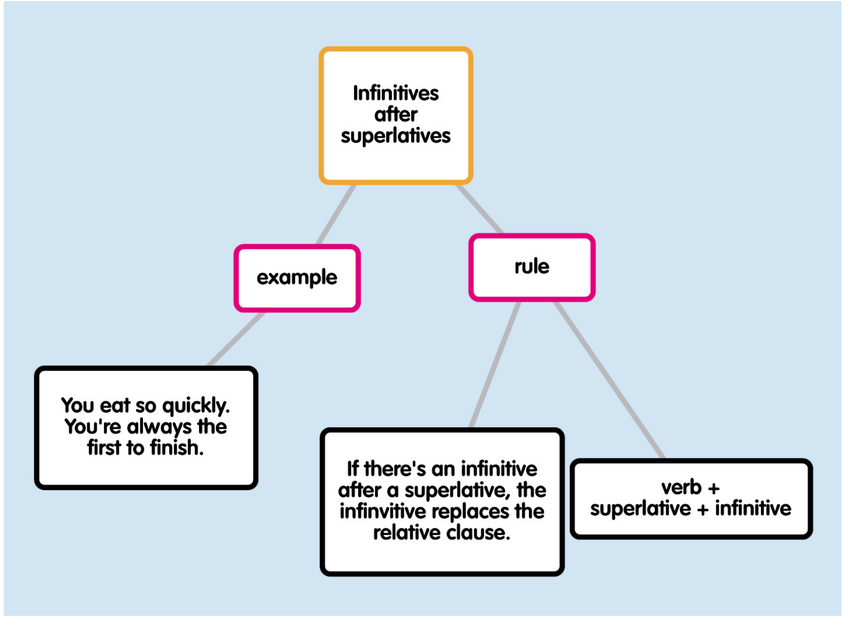
- In your group, go through the exercise in the book, use the grammar explanations in G2 and find the rules.
- Make a **short** presentation with one example. Use the iPad, the app PoppletLite for example.
- You should be able to explain your topic to the class! Use the exercise to explain your way of using the infinitive.

G1, 5: p.16/11
G2, 6: p.16/12
G3, 7: p.17/13
G4, 8: p.17/14

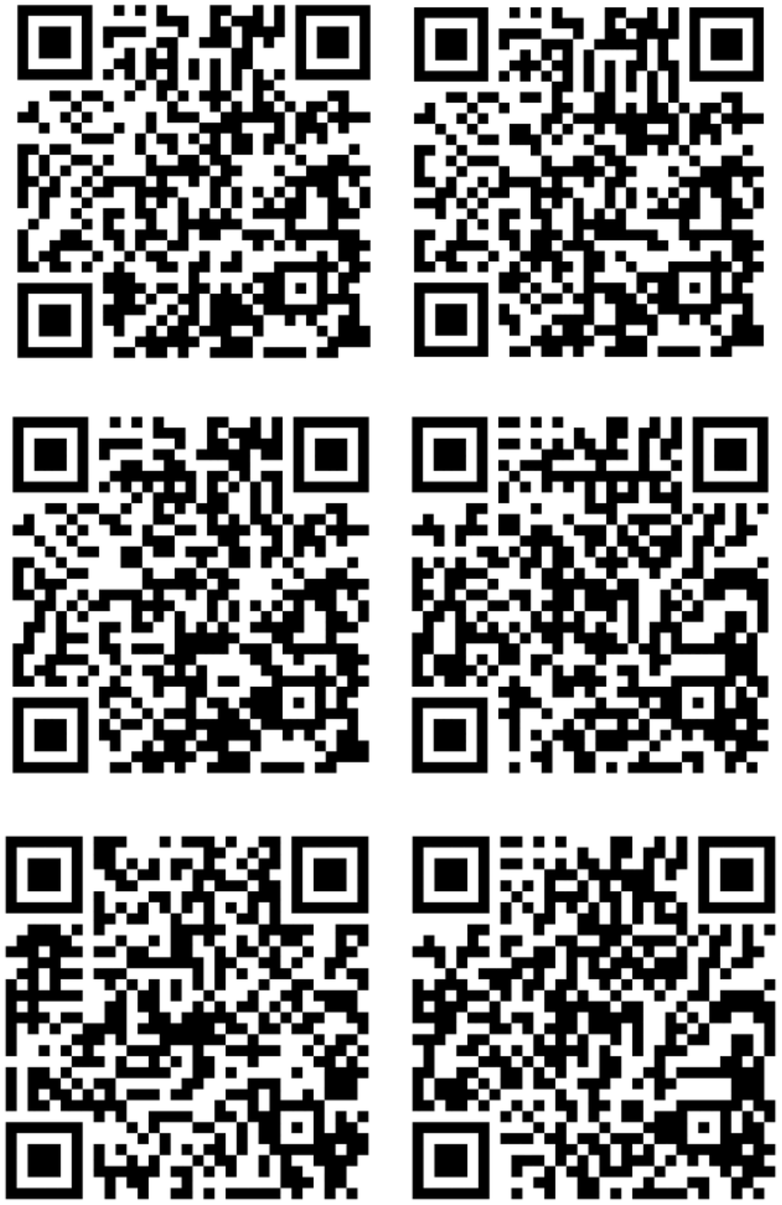

Infinitives with question words
You always have to use the question word that's used in the sentence.
If there is no question word, you use whether
Where can I go for a drink of water?
Should I use my own laptop?
Matt did not know where to go for a drink of water.
He did not know whether to use his own laptop.
question word + infinitive marker + verb


Infinitive with "to"
Example:
You know we wanted to meet up in Pittsburgh next week?
Infinitives with and without to
Rule:
•We use the Infinitive without "to" after auxiliary
•We use the Infinitive with "to"after verbs, adjectives and nouns
Infinitive without "to"
Example 2:
... and they don't let me do anything


Object +infinitive
?
home
view all
export
Object + Infinitive
After 'want' and 'would like' you aren't allowed to use 'that'
Henry: "Think about sweatshops and child labor"
Henry and Tyler want (=verb) people(=object) to think(=infinitive with to) about sweatshops and child labor.
After the verbs: ask, expect, prefer, tell, want and would like = object+infinitive with to


Infinitives after superlatives
example
rule
You eat so quickly. You're always the first to finish.
If there's an infinitive after a superlative, the infinvitive replaces the relative clause.
verb + superlative + infinitive

Gerunds and Infinitives



Schlamp © 2022

Trickfilm

PuppetPals (Director‘s Pass)

Trickfilm

PuppetPals (Director‘s Pass)

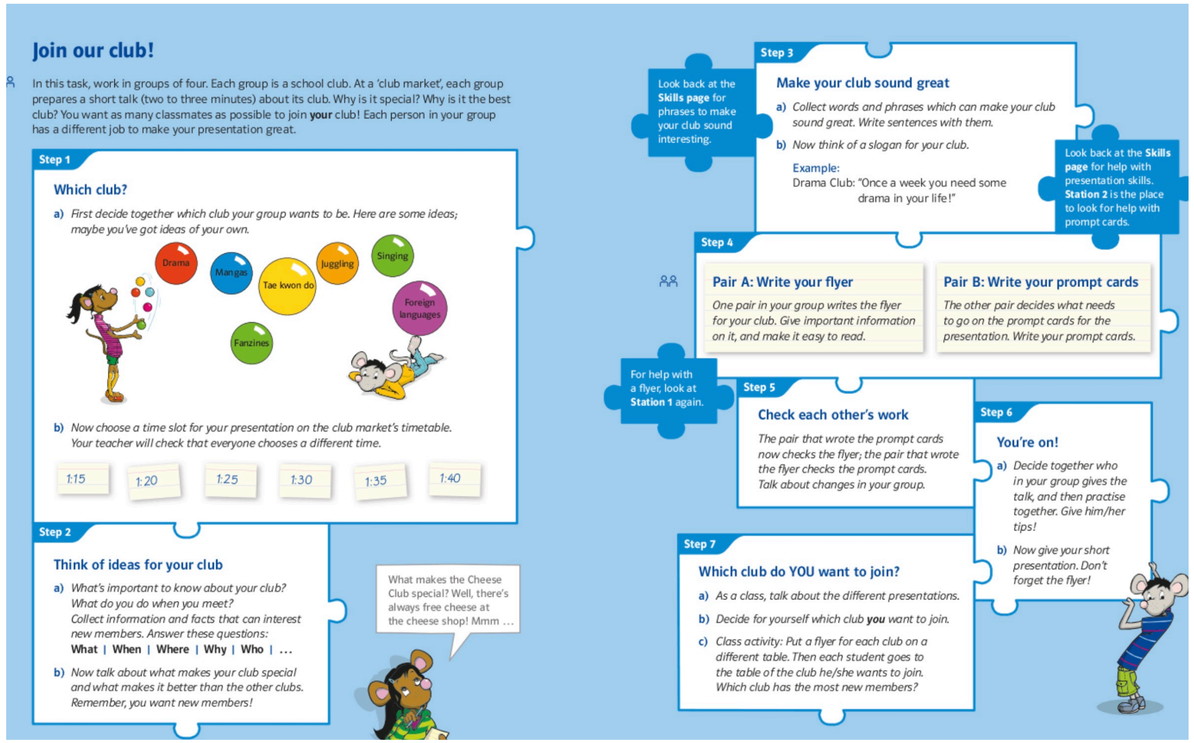


Alternative online/Android: https://www.plotagon.com

RolePlay/Audio

Camera

2. Lernjahr, Clubs at school:
Think about it for five minutes, take notes, discuss!



Join our club!

In this task, work in groups of four. Each group is a school club. At a 'club market', each group prepares a short talk (two to three minutes) about its club. Why is it special? Why is it the best club? You want as many classmates as possible to join **your** club! Each person in your group has a different job to make your presentation great.

Step 1

Which club?

a) *First decide together which club your group wants to be. Here are some ideas; maybe you've got ideas of your own.*

Drama, Mangas, Tae kwon do, Juggling, Singing, Foreign languages, Fanzines

b) *Now choose a time slot for your presentation on the club market's timetable. Your teacher will check that everyone chooses a different time.*

1:15 | 1:20 | 1:25 | 1:30 | 1:35 | 1:40

Step 2

Think of ideas for your club

a) *What's important to know about your club? What do you do when you meet? Collect information and facts that can interest new members. Answer these questions:*
What | **When** | **Where** | **Why** | **Who** | ...

b) *Now talk about what makes your club special and what makes it better than the other clubs. Remember, you want new members!*

What makes the Cheese Club special? Well, there's always free cheese at the cheese shop! Mmm ...

Look back at the **Skills page** for phrases to make your club sound interesting.

Step 3

Make your club sound great

a) *Collect words and phrases which can make your club sound great. Write sentences with them.*

b) *Now think of a slogan for your club.*

Example:
Drama Club: "Once a week you need some drama in your life!"

Look back at the **Skills page** for help with presentation skills. **Station 2** is the place to look for help with prompt cards.

Step 4

Pair A: Write your flyer

One pair in your group writes the flyer for your club. Give important information on it, and make it easy to read.

Pair B: Write your prompt cards

The other pair decides what needs to go on the prompt cards for the presentation. Write your prompt cards.

For help with a flyer, look at **Station 1** again.

Step 5

Check each other's work

The pair that wrote the prompt cards now checks the flyer; the pair that wrote the flyer checks the prompt cards. Talk about changes in your group.

Step 6

You're on!

a) *Decide together who in your group gives the talk, and then practise together. Give him/her tips!*

b) *Now give your short presentation. Don't forget the flyer!*

Step 7

Which club do YOU want to join?

a) *As a class, talk about the different presentations.*

b) *Decide for yourself which club **you** want to join.*

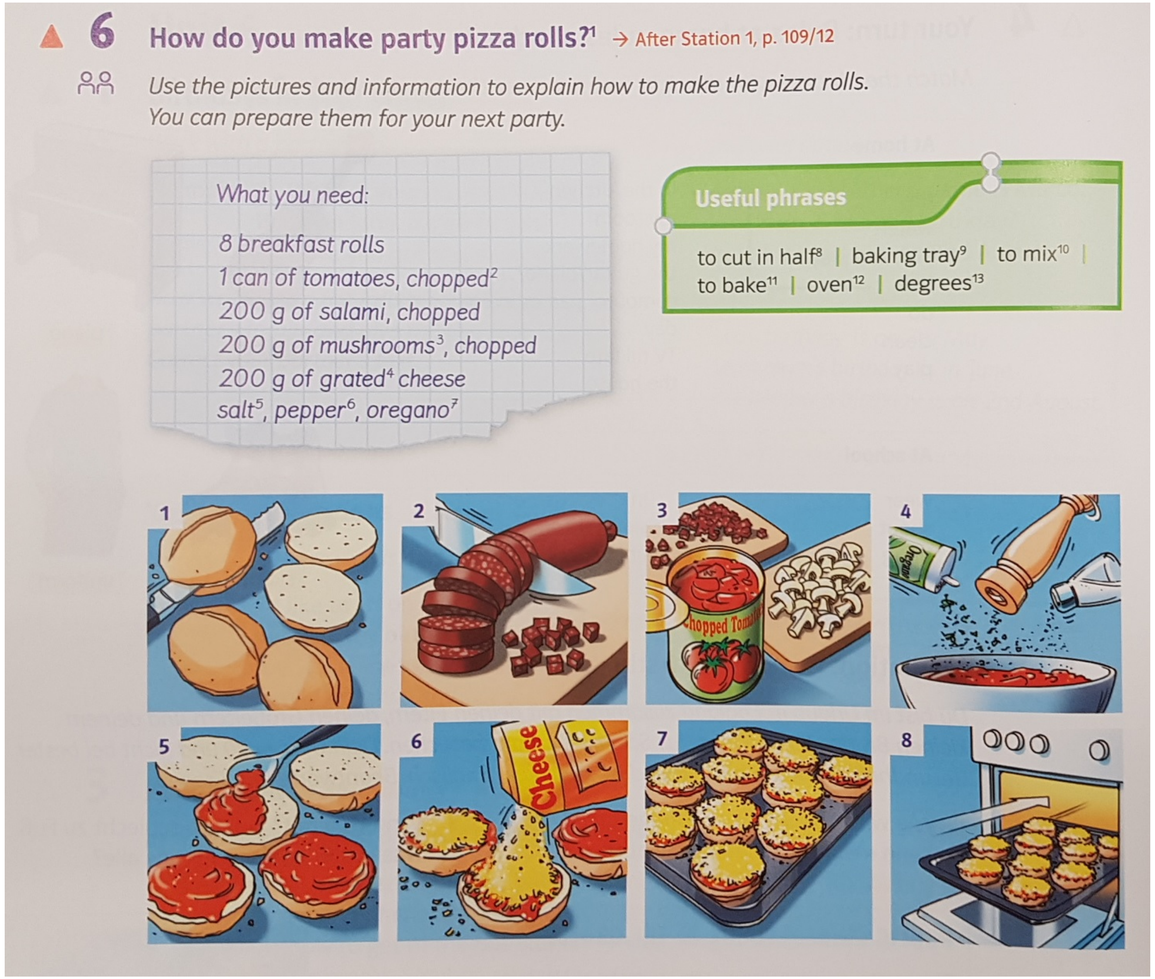
c) *Class activity: Put a flyer for each club on a different table. Then each student goes to the table of the club he/she wants to join. Which club has the most new members?*

GL 2 Bayern, Klett 2018

RolePlay/Audio

Camera

1. Lernjahr:



6 **How do you make party pizza rolls?**[1] → After Station 1, p. 109/12

Use the pictures and information to explain how to make the pizza rolls.
You can prepare them for your next party.

What you need:

8 breakfast rolls
1 can of tomatoes, chopped[2]
200 g of salami, chopped
200 g of mushrooms[3]*, chopped*
200 g of grated[4] *cheese*
salt[5]*, pepper*[6]*, oregano*[7]

Useful phrases

to cut in half[8] | baking tray[9] | to mix[10] | to bake[11] | oven[12] | degrees[13]

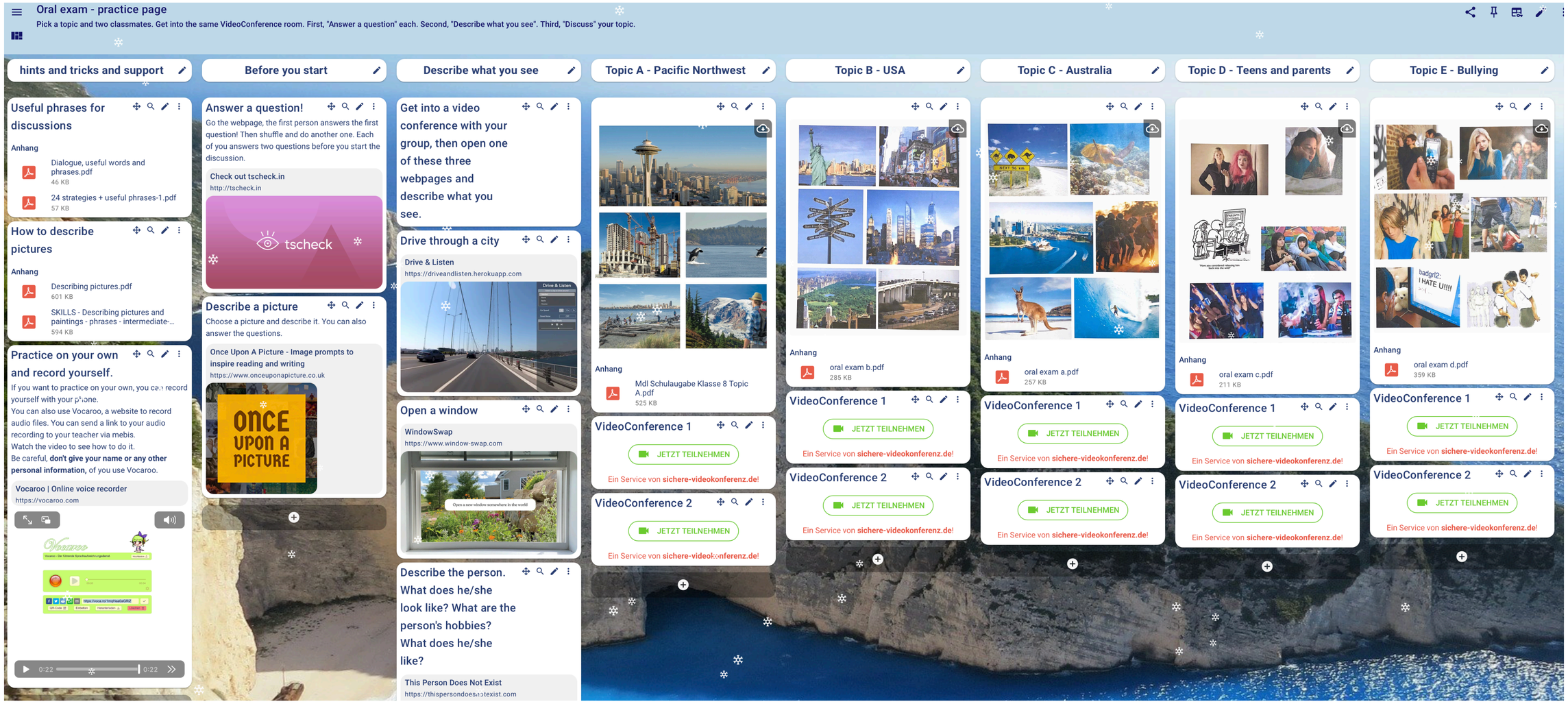
1 2 3 4

5 6 7 8

Cheese

GL 1 Bayern, Klett 2017

Mündliche Schulaufgabe



https://www.taskcards.de/

Zum Kopieren: https://t1p.de/hi09t

QR Codes

Lois Lowry – The Giver Schlamp, 2018

Further Reading

Throughout history authors have been dealing with dystopian societies. In the following you will find excerpts of four famous novels. Read them, do the tasks given and put them in relation to *The Giver*.

George Orwell, *1984*

Paul Theroux, *Granta 61*

Kurt Vonnegut, *Welcome to the Monkey House*

Aldous Huxley, *Brave New World*

Gerunds and Infinitives

Vocabulary Reload for 8b, Gymnasium Neubiberg, Unit 1-5 **Do the TEST!!!**

Unit			
Unit 1	https://ogy.de/5fe2	https://ogy.de/2r7a	https://ogy.de/cof5
Unit 2	https://ogy.de/4042	https://ogy.de/yt5l	https://ogy.de/ubzq
	https://ogy.de/xw9j		https://ogy.de/d1uc
Unit 3	https://ogy.de/ybpt	https://ogy.de/zmsn	https://ogy.de/651v
	https://ogy.de/651v		https://ogy.de/0gda
Unit 4	https://ogy.de/s18d	https://ogy.de/wbw4	https://ogy.de/hk8x
	https://ogy.de/v1vv	https://ogy.de/tjcy	
Unit 5	https://ogy.de/fd97	https://ogy.de/p4c5	https://ogy.de/ubht
		https://ogy.de/7fo2	https://ogy.de/rhuj

G. Schlamp © May 2020

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Digitale Lernprodukte







Pic Collage

ComicBook!, Comic Life
https://www.storyboardthat.com/de

- Work with the novel!
- Work with the language!
- Produce a digital product.
- Make sure it is shareable!

Literature

5. Lernjahr

Tellagami (nur bis iOS 11)
Voki
My talking Avatar

Voice Record Pro
Garage Band

Literature

5. Lernjahr



GreenScreen:
TC Studio
GreenScreen by DoInk

KineMaster
Chromavid

Trailer:
iMovie

Other iPad Stuff



Retouch



FaceApp



Chatterpix



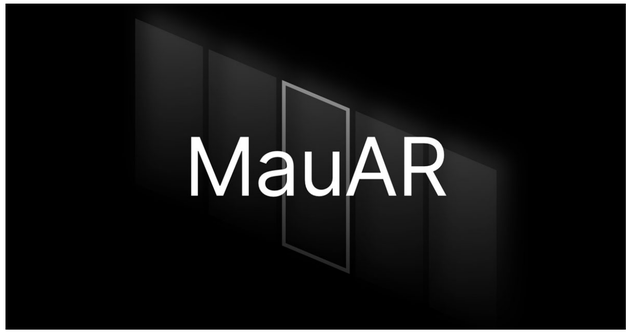
WDR AR



PhotoSpeak



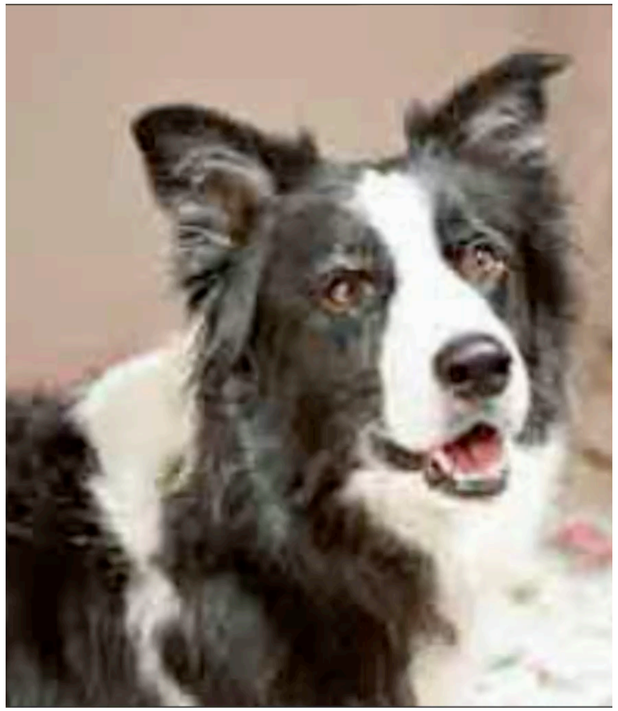
Scan Thing



MauAR

Photospeak, gratis

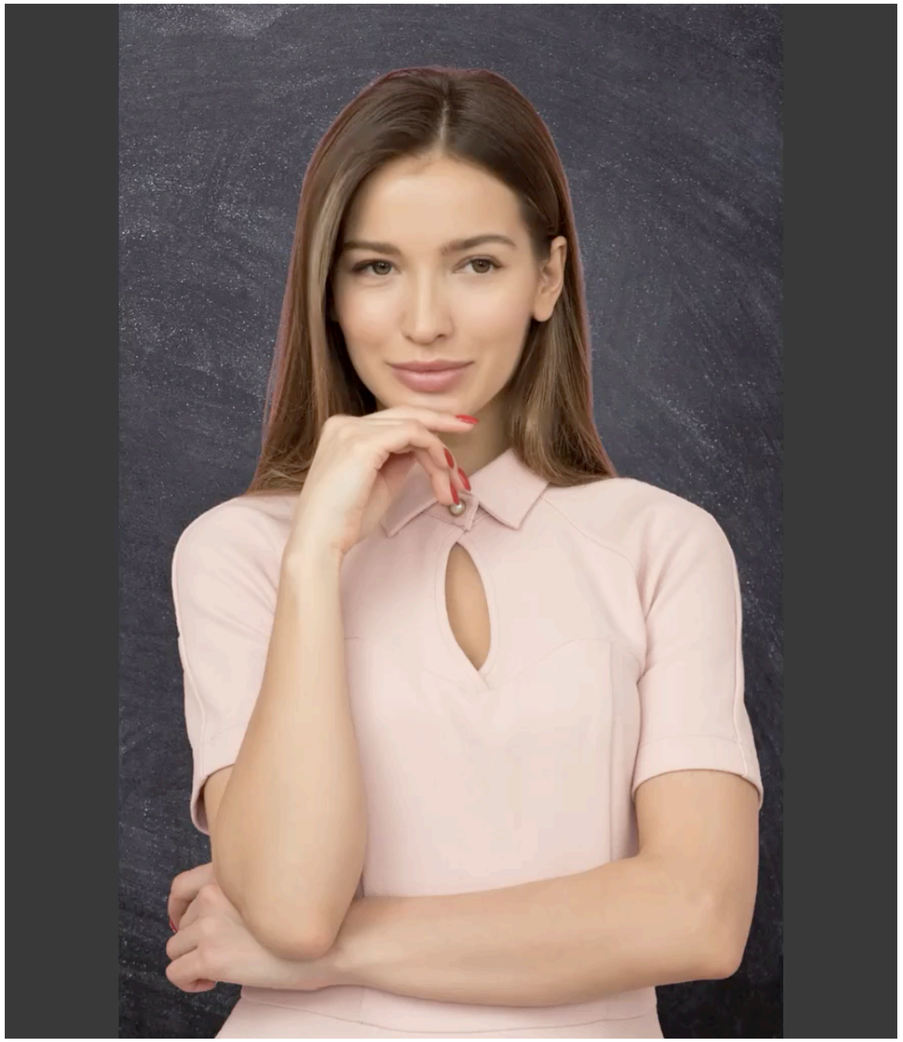
https://apps.apple.com/de/app/photospeak-3d-talking-photo/id329711426



Talkr, gratis

https://apps.apple.com/us/app/talkr/id1035671344

Talkr live, gratis



Photospeak

Talkr

Memes





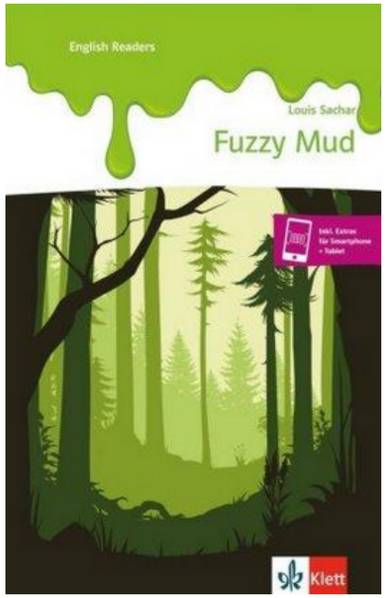
Ringing the door bell

Sending „I'm outside“ text

https://meinmeme.de

https://imgflip.com/memegenerator
„private“ auswählen, dann Download

https://makeitmeme.com/de/



https://zumpad.zum.de

Nbb FM Twitter A | ZUMPad

https://zumpad.zum.de[redacted]

110%

Stil

Color

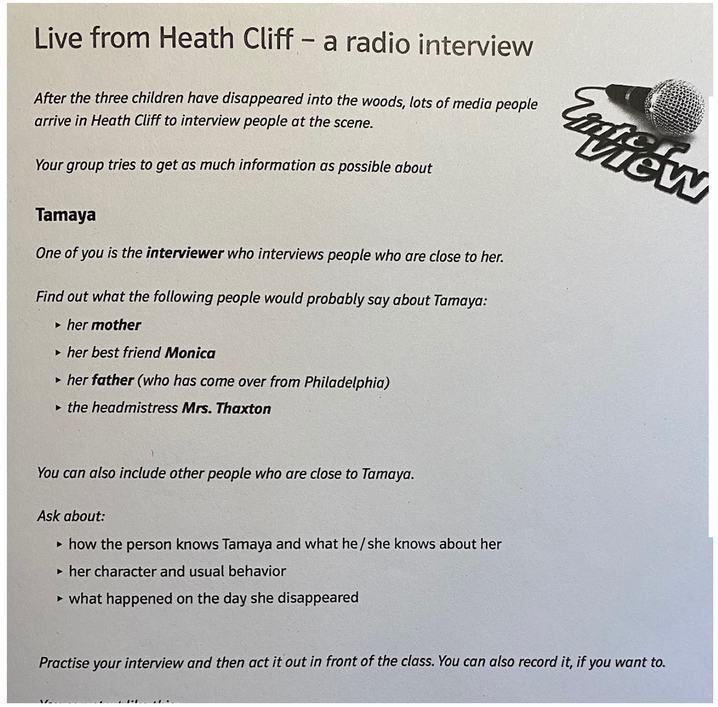
This is you personal (safe) Twitter.
Every day read one chapter of Fuzzy Mud again and post your thoughts in one tweet. You can use up to 288 characters (letters, numbers, blanks...) per tweet.
Start with the date and your name as you can see in the example! Always use the same color!

Tuesday, November 2:
Tamaya: There is a new boy at Woodridge High. Says he has been bitten by a wolf. Don´t like him...

Tuesday, November 2:
Chad: I'm at a new school named Woodridge Academy. It's a private school. My parents thought it would be a good idea to go there😕

RolePlay/Audio

Online/Distanz



Live from Heath Cliff – a radio interview

After the three children have disappeared into the woods, lots of media people arrive in Heath Cliff to interview people at the scene.

Your group tries to get as much information as possible about

Tamaya

*One of you is the **interviewer** who interviews people who are close to her.*

Find out what the following people would probably say about Tamaya:

- *her **mother***
- *her best friend **Monica***
- *her **father** (who has come over from Philadelphia)*
- *the headmistress **Mrs. Thaxton***

You can also include other people who are close to Tamaya.

Ask about:

- how the person knows Tamaya and what he / she knows about her
- her character and usual behavior
- what happened on the day she disappeared

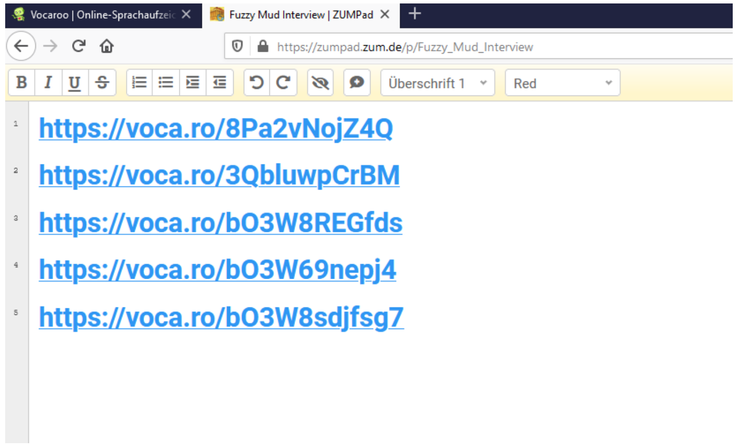
Practise your interview and then act it out in front of the class. You can also record it, if you want to.

L. Sachar, *Fuzzy Mud*;
Teacher‘s Guide von Daniela Anton; Klett 2020



https://vocaroo.com/

https://zumpad.zum.de/



Welcome 7c!

- Take a look at the following sentences (ll. 8 - 1o). All of them are conditional sentences type 3.
- Your task: Please add another sentence to the conditional chain by using the second part of the previous sentence as the first part of your conditional sentence type 3. Be careful with the tenses!
- If you notice a mistake in any of the sentences past line 10, let [redacted] know immediately :)

If Tyler had met his grandfather, he would have played football with him.
If he had played football with him, Tyler would have improved his football skills.
If Tyler had improved his football skills, he would have joined his school's football team.
If he had joined the football team, he would have been popular at school.
if he had been popular at school, everyone would have known him.
If Tyler had known him, he would have liked him.
If Tyler had liked him, he would have played
with ihm.
if he hadn't liked him, he wouldn't had played with ihm.
If Tyler would have played football with him,he would have improved his football skills.
He would have improved his fotball skills if he had played fotball with him.
If he would improve his football skills he, he would have died.
If he had died, he wouldn't have been *alive*.
If he hadn't been alive he woudn't have eaten aligator meat....

Poetry



https://ogy.de/6h81

The _____

By Robert Frost

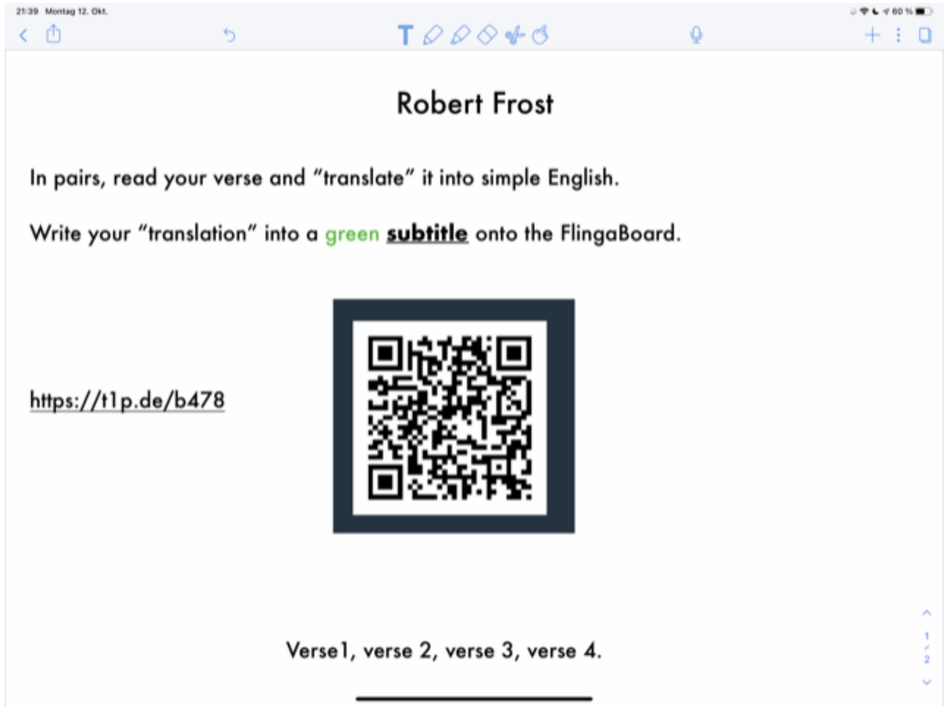
Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

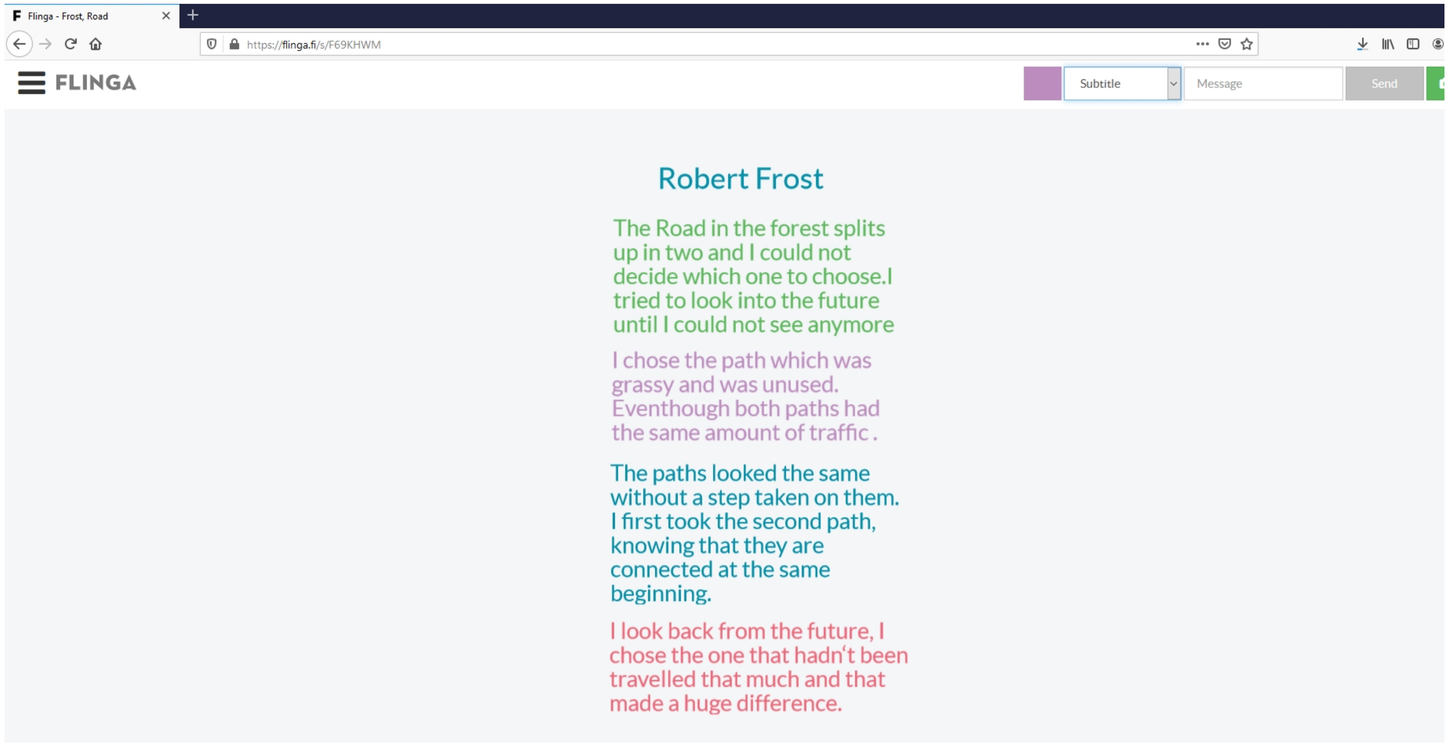
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

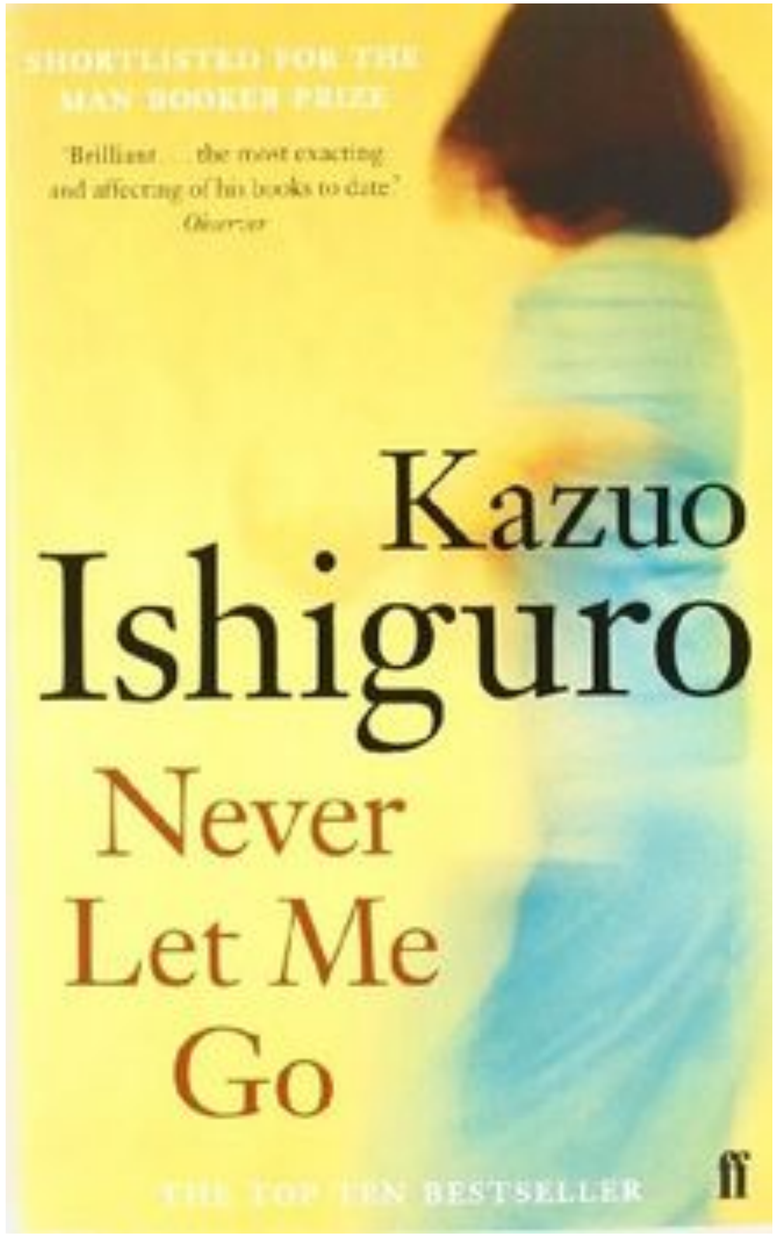
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Poetry





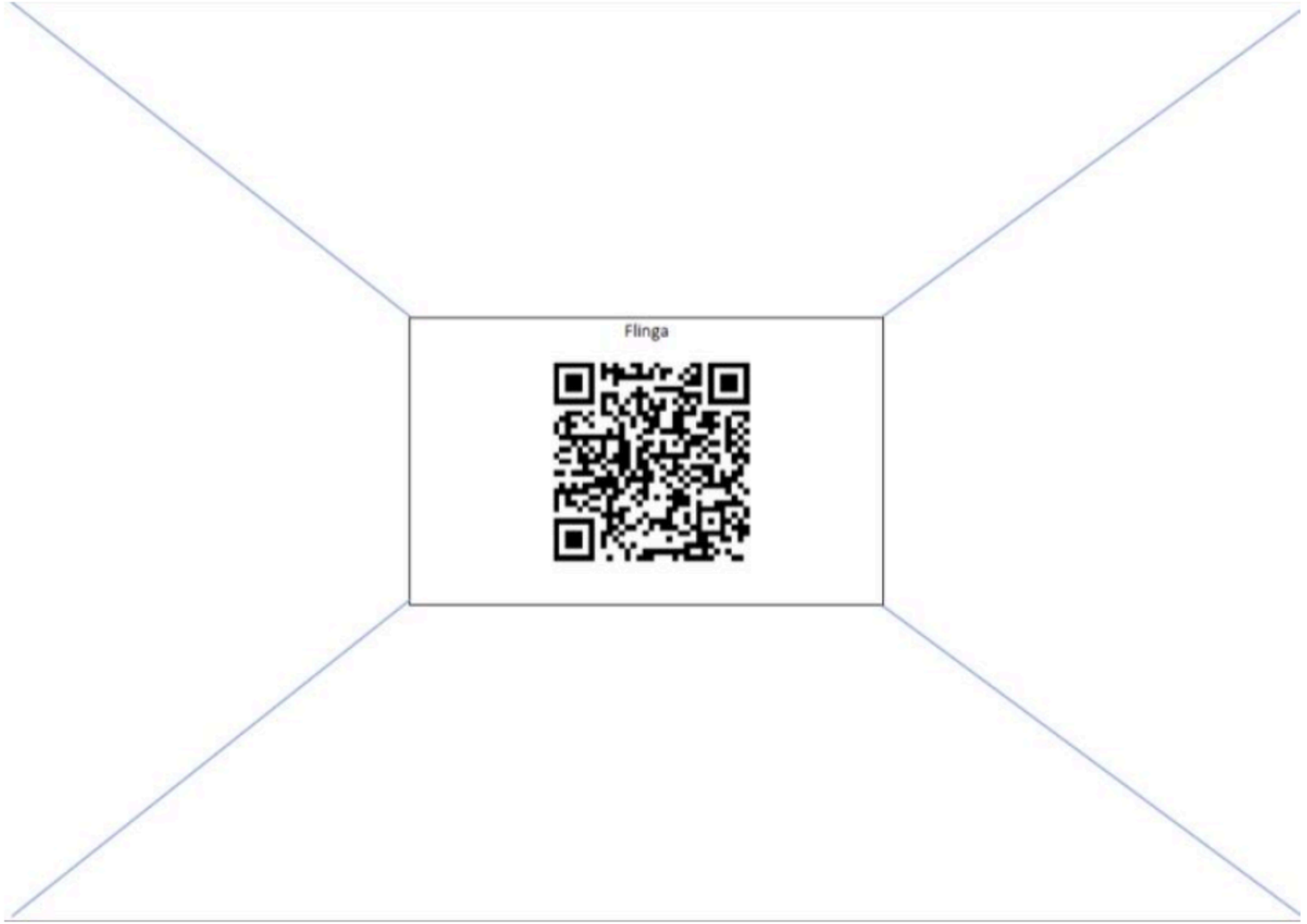
https://flinga.fi



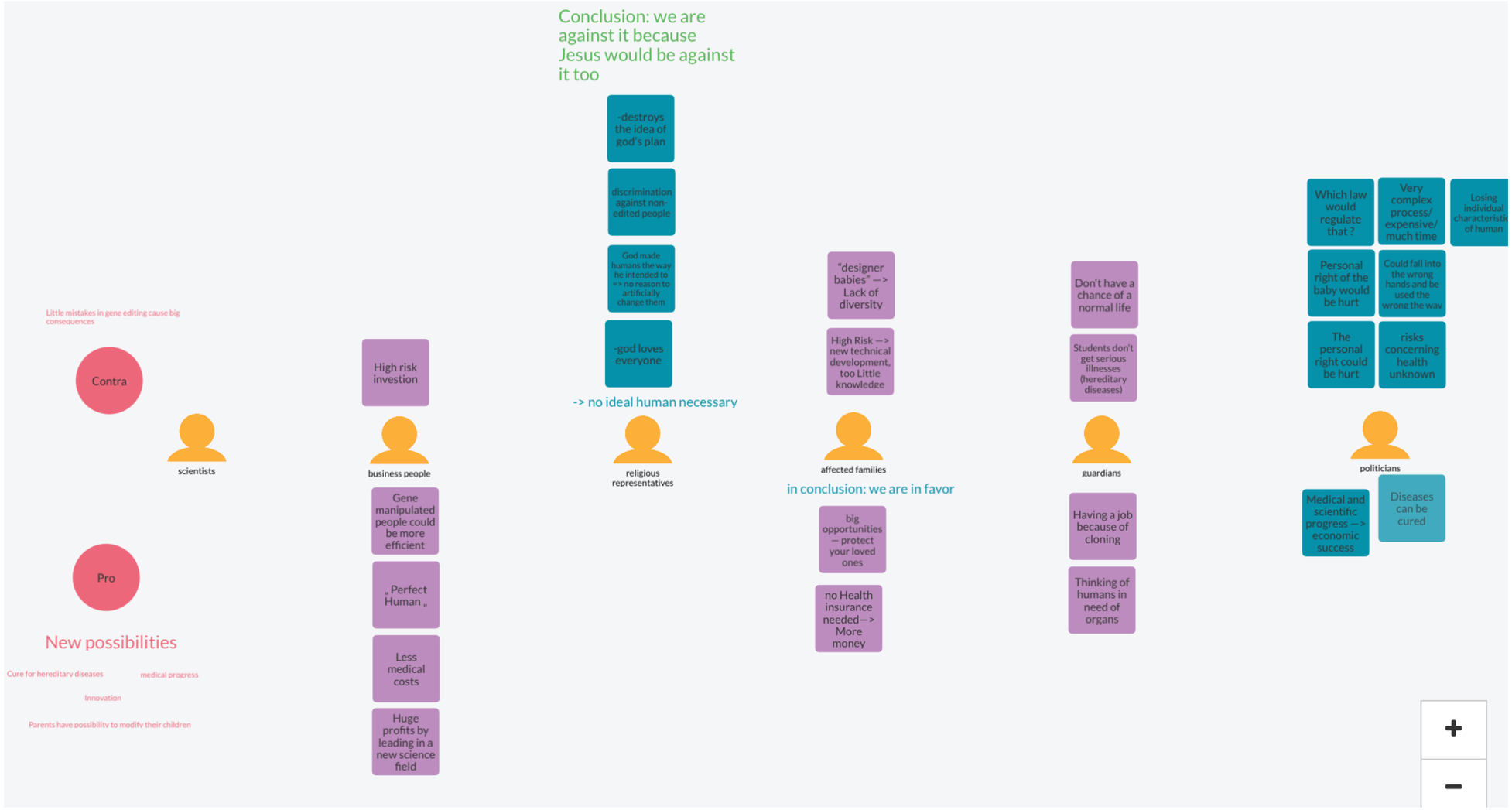
RolePlay
Oberstufe

Johanna Pimpi

The ethical dilemma of genetical engineering



The ethical dilemma of genetical engineering



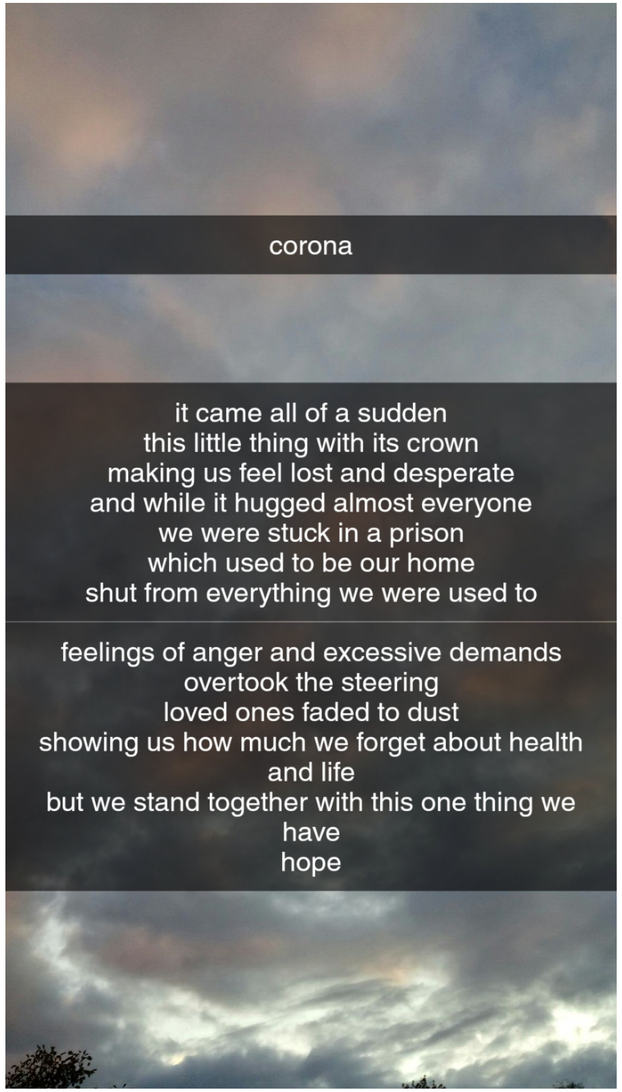
https://flinga.fi/

Gedicht auf Snapchat

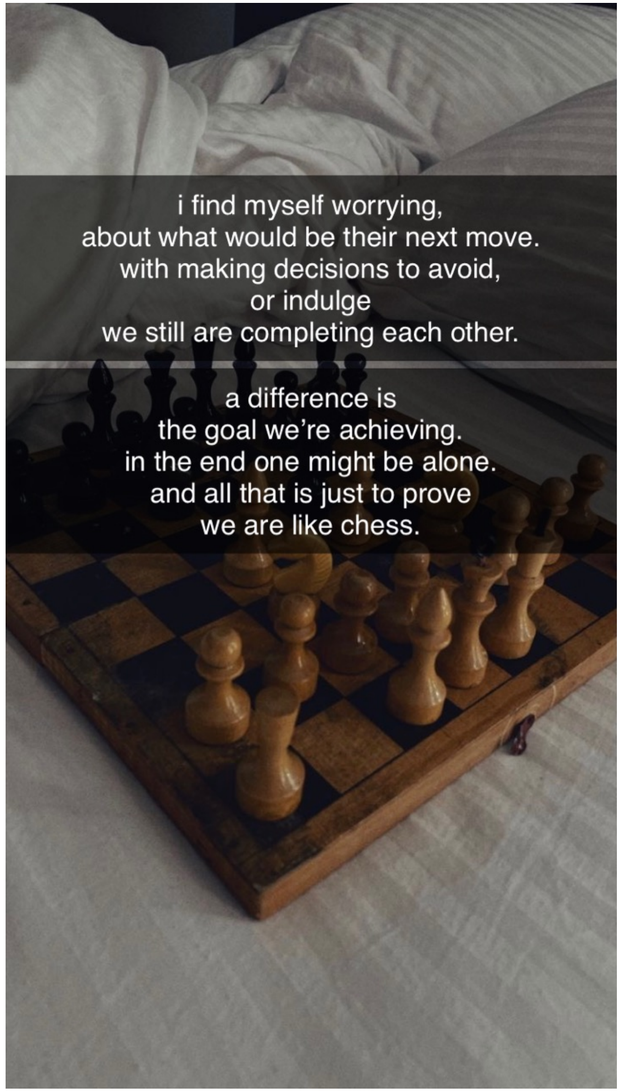
hier zB: Unterricht zu Poetry, Stunde zu Imagery, Metaphern, SuS schreiben Elfchen, Akrostichon, sammeln Metaphern;

„Now use your metaphors to describe your thoughts and feelings in a poem. Increase the power of your words by using a suitable picture in a fake Snapchat post on https://zeoob.com/"

Digitale Kommunikation







Digitale Zeitzeugen

hier zB: Unterricht zu Civil Rights Movement, Stunde zu Montgomery Bus Boycott;

"You are a passenger on the bus in which Rosa Parks refused to leave her seat. Describe your thoughts in a fake Instagram post. Use https://zeoob.com/"





Movie and Book Ratings 8b

Movies or books we liked/didn't like

Movies I really liked

Back to the future

maria · Follow



Liked by xyz and 20 others
maria In my opinion the film is very funny and the actors did a good job. The film may be old but it's still entertaining.
I think the acting is good, but sometimes the performer exaggerate a bit. If suddenly something happens, they react a bit strange. For example when doc Brown disappears, Marty stars at the ground and after a couple of seconds he grimaces.
The plot is not bad, but in the second and third movie it's quite the some, so in my view it wears off. The setting may change, but it's always the some story Marty and Doc Brown are time travelling and try to go back to their time.
The special effects are good, even tough the movie is from 1985. Compared to new films they not as good as their special effects are, but also not bad.
To sum it up, I think you should watch it, but if you don't like the first movie, you shouldn't watch the second and third one.
#rating ... more

View all 16 comments

Add a comment...

6 August

My Name is Nobody,by Alexis

Movies I liked

Back To The Future

Interstellar ★★★★

Callian · Follow
Lahore, PK

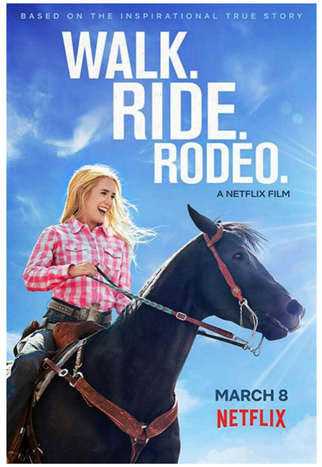


Liked by Keks der Knechte and 10000 others
Callian Overall it's a very great space movie, with happyniss and very much sadniss. I think
that is because of the best performences from Matthew Mc Conaughe and Anna Halthaway that show use how dangeris Space is, how sad it is to say goodbye, how the live in space is, what people can do when they are allone and it' abacet frinds
But it even more worve if you knew that this coud be also so in our world if we don't pay attontion to our word. In this movie are many Physik theoris, that I never heard befor, that's very interresting. bat's its the most complicatel monie I've ever watched . There are so many difficult Teoris in this movie, that I often needed to stop to comprain it. But after and watching the movie again reserching a It's very nice in someponts the movie is very boring because

Movies I liked a lot

Walk. Ride. Rodeo.

Sarah · Follow



Liked by xyz and 20 others
Sarah I like the movie, because Walk. Ride. Rodeo. is an inspirational tale based on the true story of Amberley Snyder (Spencer Locke). She is a young woman (19) which loved to ride and after a car accident she lost the use of her legs. She doesn't gave up and I think that's great and in sprayed other people in the same situation. I think it's important how to deal with life-changes and that your life, no matter what happened. The relationship between her and her mother is very important in my opinion. I think the scene, which shows the main character's face covered in blood and her hair caught up in a barb wired fence, is the only scene they can be disturbing for Kids. ... more

View all 16 comments

Books I liked

SAMURAI ★★★★★, by Leon

Leonhehehehe · Follow
Lahore, PK



Liked by xyz and 20 others
Leonhehehehe At First, the book seems pretty boring, but some scenes in the finale of the story sre brilliant. It's so exciting to read, that you can hang on reading it until you go to bed. After I finished reading the first book, i instantly ordered the second and third one. In my opinion, the autor did a great job. If you look at the way the book is formulated, you see how much effort was put in writing it, so that it's more and more exciting to read. The style the book is written in is very easy to understand and it's very well thought trough. The characters in the story are described good , because reading should be even more fun. So if you're thinking of buying it, its defenetly worth a try! ... more

View all 16 comments

Add a comment...

6 August

Mateo Kolak

Being different is something that normal people only rarely accept in our society.

With the film "Wunder", directed from Stephen Chobosky

Movies I liked very much

James Bond

Isabella.Beer · Follow



Liked by your mom and 187.000 others
Isabella.Beer "James Bond no Time to Die" is a very good movie in my opinion. Daniel Craig, who plays James Bond for the fifth time in 25 James Bond films, has performed very well. The film is about an ex-agent who has an exciting mission in which he has to destroy a poison that only kills people with certain genes and can be spread with just one touch. The acting was pretty good and only unrealistic in a few scenes. I will definitely watch the film again and recommend it to others. ... more

View all 50.000 comments

Add a comment...

6 Octo

Games I liked

Fifa 22

Matteo B.



Liked by xyz and 20 others
Matteo B. „Fifa 22" is in my opinion the best football videogame from all. The graphic are better than ever. The game hasn't many bugs, but the goalkeeper is too good. You can shoot perfectly but the goalkeeper still save the ball. The ratings of the players are good, but how can Messi be better than Ronaldo??? The mode „ ultimate team", where you can buy players and build your own team with players around the world makes a lot fun. Earning coins by playing games and buying players with these coins also makes a lot of fun. One negative point is also the loading time: Sometimes it takes minutes to get in a game. In my opinion it's worth the 70€ ... more

View all 16 comments

Add a comment...

https://www.taskcards.de/ https://zeoob.com

The Great Garbage Patch - Q11
Taskcards

Please work together as a group of 3/ 4:

- Find your name in one of the groups underneath:
  - **Group 1a:** Jonathan, Mathias, Valentin
  - **Group 2a:** Leo, Sarah, Stella, Filip
  - **Group 3a:** Valentina, Sandra W., Lisa, Ben
  - **Group 1b:** Katarina, Charlotte, Johannes, Fabian
  - **Group 2b:** Ash, Soraya, Sandra Bu., Sandra Br.
  - **Group 3b:** Martha, Johanna, Daniela, Silvester
- Follow the tasks on your worksheet.
- As a group, please agree on one student to present the results to class.

working time: 9 minutes

sold out soon– overfishing – fact file !

Tasks:

1. Read the text and underline the most important facts.
2. Open taskcards (QR-Code) and design a structured entry for the **overfishing** column. **Keep it brief!**
   Consider the following questions:
   - What is overfishing and why does it happen?
   - What are the consequences of overfishing?
3. Be prepared to present the results to your classmates.
4. **Optional:** Finished already? Analyze the cartoon (Figure 1).

When did it all begin?

Scientists have long been sounding the alarm about a looming catastrophe of ocean overfishing – the catching of fish from the ocean at rates too high for species to replace themselves. The earliest overfishing occurred in the early 1800s when humans decimated the whale population around Stellwagen Bank, off the coast of Cape Cod. In the mid-20th century, countries around the world worked to build their fishing capacities to ensure the availability of protein-rich foods for the increasing human demand. By 1989 the industry had hit its high point and the amount of large ocean fish has declined or stagnated ever since. According to calculations of the UN, commercial fishing will no longer be possible worldwide by 2050 at the latest. This is terrifying, as about 3.6 billion people depend on fish as their main food source.



Figure 1 – cartoon overfishing: https://t1p.de/tf4bt , last accessed on 05/10/22

Marine ecosystem is losing its balance

As large-fish populations were no longer available, humans began catching down fish farther down the food chain[1]. This so-called *fishing down* has triggered a chain reaction that is throwing the marine ecosystem off balance. Fishing out too many plant-eating fish, for example, can weaken reefs, as these fish usually eat algae and thus keep the corals clean and healthy so that they can grow. This, in turn, negatively impacts the many species that call the reef home.

Wherever there is overfishing, there is bycatch – the capture of unwanted sea life while fishing for a different species. Modern fishing gear is very efficient at catching the desired fish species – as well as anything else in its path. A staggering amount of unwanted marine life is hauled up with the catch – and then discarded overboard dead or dying. Species such as the Maui's dolphin from New Zealand or the loggerhead turtle face extinction if the threat of unselective fishing gear is not eliminated.

By Amy McKeever, 07/02/22, https://t1p.de/03gbg, last accessed on 07/05/22, abridged and adapted
By WWF, ND, https://www.worldwildlife.org/threats/bycatch, last accessed on 05/10/22, abridged and adapted

[1] food chain = series of organisms each dependent on the next as a source of food

Leonie Sprich

ecological problems of the oceans (a)

Design a structured entry underneath your group's column. You can add a new entry by clicking on the plus sign.

overfishing fact file I

What is overfishing?

- catching of fish from the ocean at rates too high for species to replace themselves

Why does overfishing happen?

- increasing human demand
- augmenting greed by corporations

What are the consequences of overfishing

- commercial fishing will no longer be possible by 2050
=> 3.6 billion people will lose their main food source
- marine ecosystem gets thrown off balance
e.g. fishing down

Capture of unwanted sea live

called "bycatch"
then released back into the ocean, often dead or dying

Extinct species get lost out of the food chain

effects of Climate Change on the ocean fact file II

How is the ocean affected by climate change?

- ocean absorbs 25% of excess CO2
- 90% of excess heat is also absorbed
-> heating up of ocean
-> acidification

Which consequences result for marine life?

- species move, to stay in optimal thermal window
- disturbed food chain
- corals release algaes -> corals die
- due to acidity less calcium carbonates are available -> less growth

plastic in the ocean fact file III

1. Where does the plastic come from?

- Massive production of plastic since WW2
- ⚡ Throw-away culture/single-use plastics <-> pla
life span of mere minutes to hours, but take hundr
decompose
- Plastic waste comes from landfills or littering
- Rain and wind carry the plastic directly into the oc
drains that lead into the ocean

2. How is the plastic altered in the ocea

- Solar UV radiation, currents and waves -> break do
microplastic (small pieces less than 5mm long)

3.What consequences result from the i
amount of plastic in the ocean?

- Marine organisms mistake micro plastic for food,
it they lose the urge to eat and starve
- They can also get strangled to death by abandone

Kreative Textarbeit

The ransom

It was a Wednesday afternoon, sometime around 4.30 p.m., I guess, when the kid first came up to my office. 'McGill', it says on the door. 'J. McGill. Private Detective'. Not a bad job. A tough one at times, I admit, but that's the way I like it. It was a beautiful October day, I remember, and the maple trees down on Commercial Street were blood red against the deep blue sky. From up in my office on the fourth floor, I can see right over Boston Harbour to Charlestown Bridge. But on that afternoon, like most days, I had pulled down the blinds, so the sunlight was coming through in stripes.



"You've got to help me, Mr. McGill! You –"
"Now wait a minute!" The kid was scared. I noticed that the moment he burst into my office. "Keep cool, kid. Let's start at the beginning, OK? What's your name, then?"
"Wainwright. Nelson Wainwright. You know my brother Steve, right?"
"Oh? Steve Wainwright? Yeah, I remember him, sure." So Nelson here was the younger of the Wainwright brothers. Their father owned the Wainwright Corporation. Rich, stinking rich. I knew Steve from a few years back, when we'd played baseball together. Since then, Steve had left Boston and now lived in L.A., as far as I knew.
■ I looked at the kid in front of me. How old would he be? Twenty, twenty-one maybe? "OK, Nelson, so what's wrong? Something wrong at home? You left home or something?" The kid was carrying a small suitcase, I noticed.
"No, Mr. McGill. It's not that. It's my girlfriend, Mr. McGill. She – "
"Call me Butch. Everybody else does. – So, what's this about your girlfriend?"
"She's been kidnapped! And the kidnappers are demanding a ransom of half a million dollars! I've got to hand over the money by tomorrow night. They – "
"Wait a minute, Nelson. You say your girlfriend has been kidnapped? And you have to pay the kidnappers? Now, that sounds kind of strange. Why don't the kidnappers try to get the money from her parents?"
"Gloria doesn't have any parents. They died years ago. And they weren't exactly rich."
Unlike the Wainwrights, I thought.
"OK, I understand," I said. "Now tell me, when did this happen?"
"Last night. Gloria told me she was going out with some friends and would call me when she got back to her apartment. But she never did! And this morning I got this phone call from the kidnappers."
"And you don't have any idea who these kidnappers might be?"
"No, Butch. All I know is they're going to kill Gloria if they don't get their money. I've got to make sure they get it. I've got to get Gloria back alive!"
He put the small suitcase down on a chair.
"The money's in there. Keep it for me, Butch, till tomorrow. I – "
"You what? You're telling me there's half a million dollars in that suitcase? Are you crazy? Where did you get the money, kid?"
"Out of my father's safe. My parents are away just now – but they may be back at any time! I can't risk being found with the money in my room at home. My father would go crazy if he knew I'd taken it! He doesn't like Gloria. Help me, Butch, please!"
"Who is this girl, Nelson? Gloria who?"
"Hammersmith. That's her name. She –"
"You needn't tell me. Gloria Hammersmith, the model, right? Wasn't she Tony Cavori's

GLN 4 Bayern, Klett 2006

The Ransom – The story and beyond

You will work in pairs

You have 60 minutes

Group 1:

- Write a newspaper article about Wednesday, Thursday or Friday, you will be given the day.
- Write about the events from the point of view of a journalist.
- Make it big, make it sensational, make it interesting, make it flashy.
- Take a picture and put it into the article.
- *Use www.paulnewsman.com* and publish it.

Paulnewsman.com
nbbspark@web.de

Group 2:

- Write a dialogue between Nelson and the kidnappers.
- Use information from the text.
- Use your imagination to expand the dialogue.
- *Use the App TextingStory on the iPads.*

Kreative Textarbeit

Kölner Abendblatt
Freitag, 10. Mai 2019 | 15.8°C | DAX +0,22%

KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

10. Mai 2019 von Sushi woof

Winnie Pooh



On Thursday afternoon, the kidnappers contacted Nelson Wainwright again. They had already called him on Wednesday and had told him that his wonderful girlfriend, Gloria Hammersmith, the famous model, had got kidnapped by them. The people who kidnapped her wanted money from her boyfriend because her parents had died years ago. The poor boy has to pay **half a million dollars**.

Many people were waiting in front of the millionaire's House and asked how Gloria was and when he would get her back again. Some of the people were Gloria's friends. But the boy didn't want to give us more information about the kidnappers or how Gloria was.

The money was kept in an unknown place, where nobody could find it. It is probably from his rich father... Maybe he gave it to a close friend or maybe he already gave it to the kidnappers. It could even be that he and the kidnappers are working together with Nelson and he just wants his father's money, since the father never gives much money to his son. What if there never was a kidnapping and the Wainwrights just want the attention of the public? Because the Wainwrights cooperation has lost plenty of money the last few months.

Anzeige



Schlagzeilen

Facebook
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Europa
Österreich droht mit Klage gegen deutsche Maut-Pläne »

Paul Newsman
Internetdienst feiert Erfolge mit Witznachrichten »

Politik Ausland

» AFRIKA
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» NAHER OSTEN

Kolumnen

US Wahl
Alle Meinungen auf einen Blick »

textingstory.com

Anonymous Nelson

W

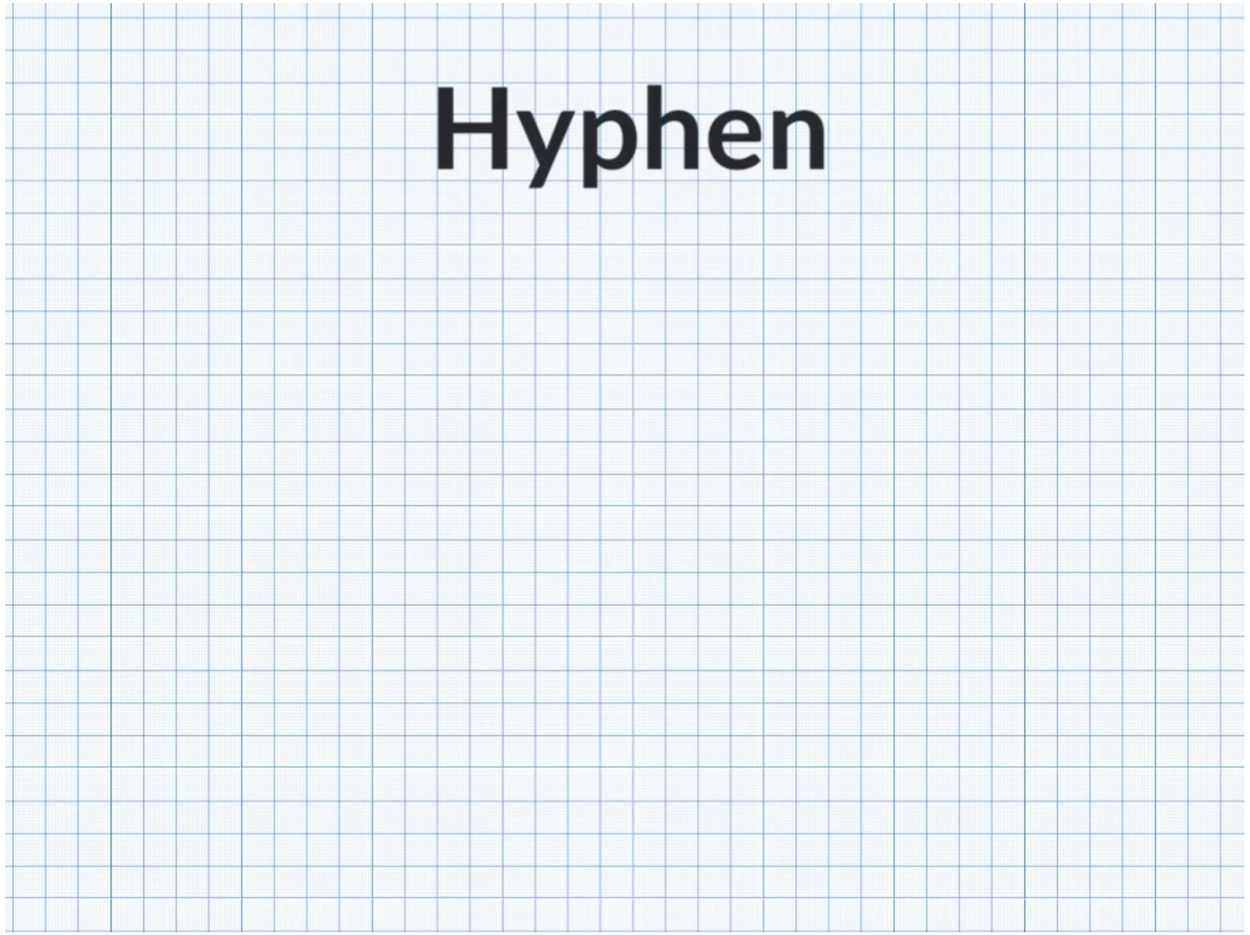
Klasse 7

Take two or three photos of objects which are typical of your generation's lifestyle! What objects would can you show or wear? Explain which objects you chose, and why they're important!
Make ONE picture with AI.
DON'T SHOW YOUR FACE

https://t1p.de



Digitale Lernprodukte



Videos: Explain Everything, Spark Video, Doceri, Keynote, Powerpoint
https://www.mysimpleshow.com/de

Bewertungsmöglichkeit KLN

Titel:		Gruppenmitglieder:			Klasse:
	Merkmale			Eigene Bewertung (+/o/-)	Teilnoten
Inhalt	Titel und (Teil)Überschriften	→Titel und Teilbereiche/Überschriften sind vollständig bearbeitet	40		
	Fachliche Korrektheit	→Fachbegriffe richtig anwenden Erläuterungen verständlich in Bild und Ton umsetzen			
	Aufbau	→Reihenfolge muss logisch und fachlich richtig sein			
	Vollständigkeit	→Vollständige Bearbeitung des Themas ohne Lücken und Sprünge			
Sprache		→Wortschatz	30		
		→grammatikalische Richtigkeit			
		→Aussprache			
		→Geschwindigkeit			
Ablauf	Vorspann	→Titel soll ansprechend auf das Video einstimmen	15		
	Dramaturgie/ Gliederung	→Video an sinnvollen Stellen unterteilen			
		→Elemente wie z. B. Bilder oder Effekte in sinnvoller Reihenfolge nutzen			
	Nachspann	→ Quellenangaben			
Layout	Bilder/ Videosequenzen	→die Einheit von inhaltlichen Zielen und künstlerischer Gestaltung (Effekte wie Zeitlupe, Sepiafarben, Drehung etc.) gewährleisten	15		
		→Sinnvolle Übergänge wählen			
		→Effekte sparsam einsetzen			
		→gut lesbar / nicht zu viele Schrifarten			
		→dürfen wesentliche Gestaltungselemente des Videos bzw. Bildes nicht verdecken			
	Musik (optional)	→Thema und Lautstärke passend zum Video			
		→inhaltliche Übereinstimmung der Sprache mit der Aussage des Videos/ Bildes			
		Gesamt	100		

Anmerkungen: _____

Frank Lohrke @Loh_Edu



Videotitel: _____

Ersteller des Videos: _____

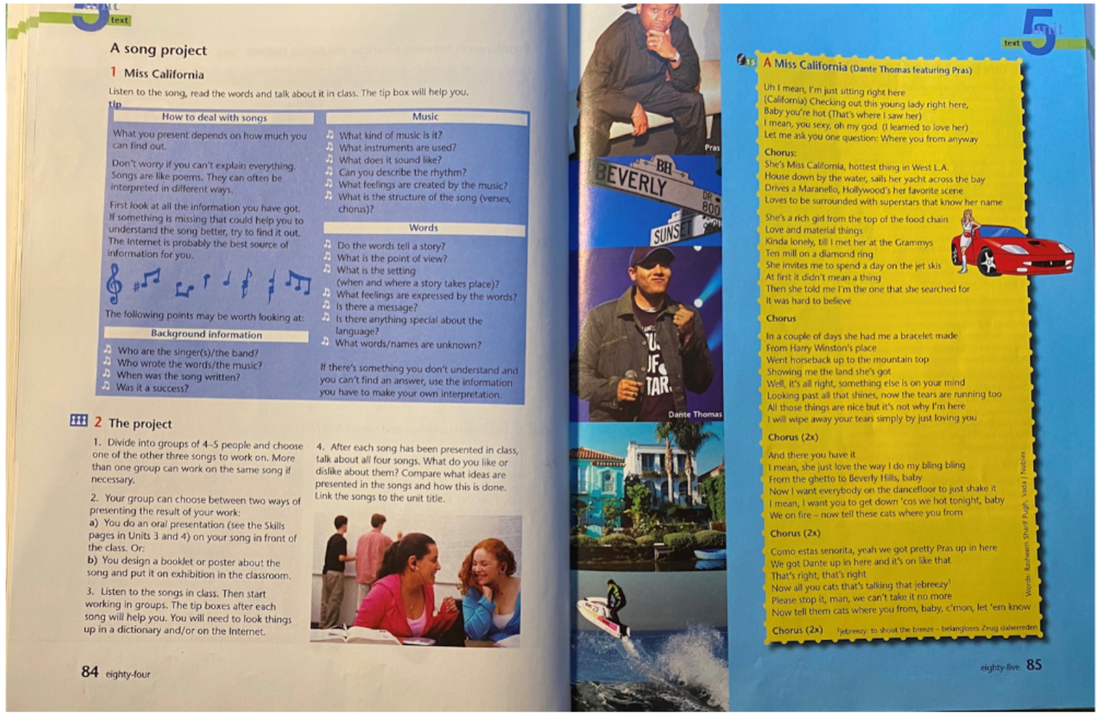
Du hast in jeder Zeile die Möglichkeit eine Feedback abzugeben. Markiere jeweils mit einem X.	Feedback					
	--	--	-	+	++	++ +
Die Story des Videos ist interessant für den Betrachter.						
Die Handlungsschritte sind logisch aufeinander aufgebaut.						
Überschriften, Bilder und Grafiken werden situationsgerecht eingesetzt.						
Die gesprochenen Texte sind verständlich formuliert.						
Es wurde Fachsprache verwendet.						
Die Sprecherin / der Sprecher bemüht sich um eine klare und ansprechende Aussprache.						

Kommentar:

Feedbackgeber: _____

Wolfgang Schlicht @SchlichtEdu

Digitale Lernprodukte



text

A song project

1 Miss California

Listen to the song, read the words and talk about it in class. The tip box will help you.

tip

How to deal with songs

What you present depends on how much you can find out.

Don't worry if you can't explain everything. Songs are like poems. They can often be interpreted in different ways.

First look at all the information you have got. If something is missing that could help you to understand the song better, try to find it out. The Internet is probably the best source of information for you.

The following points may be worth looking at:

Background information

- Who are the singer(s)/the band?
- Who wrote the words/the music?
- When was the song written?
- Was it a success?

Music

- What kind of music is it?
- What instruments are used?
- What does it sound like?
- Can you describe the rhythm?
- What feelings are created by the music?
- What is the structure of the song (verses, chorus)?

Words

- Do the words tell a story?
- What is the point of view?
- What is the setting (when and where a story takes place)?
- What feelings are expressed by the words?
- Is there a message?
- Is there anything special about the language?
- What words/names are unknown?

If there's something you don't understand and you can't find an answer, use the information you have to make your own interpretation.

2 The project

1. Divide into groups of 4–5 people and choose one of the other three songs to work on. More than one group can work on the same song if necessary.
2. Your group can choose between two ways of presenting the result of your work:
   a) You do an oral presentation (see the Skills pages in Units 3 and 4) on your song in front of the class. Or:
   b) You design a booklet or poster about the song and put it on exhibition in the classroom.
3. Listen to the songs in class. Then start working in groups. The tip boxes after each song will help you. You will need to look things up in a dictionary and/or on the Internet.
4. After each song has been presented in class, talk about all four songs. What do you like or dislike about them? Compare what ideas are presented in the songs and how this is done. Link the songs to the unit title.

84 eighty-four

text

A Miss California (Dante Thomas featuring Pras)

Uh I mean, I'm just sitting right here
(California) Checking out this young lady right here,
Baby you're hot (That's where I saw her)
I mean, you sexy, oh my god. (I learned to love her)
Let me ask you one question: Where you from anyway

Chorus:
She's Miss California, hottest thing in West L.A.
House down by the water, sails her yacht across the bay
Drives a Maranello, Hollywood's her favorite scene
Loves to be surrounded with superstars that know her name

She's a rich girl from the top of the food chain
Love and material things
Kinda lonely, till I met her at the Grammys
Ten mill on a diamond ring
She invites me to spend a day on the jet skis
At first it didn't mean a thing
Then she told me I'm the one that she searched for
It was hard to believe

Chorus

In a couple of days she had me a bracelet made
From Harry Winston's place
Went horseback up to the mountain top
Showing me the land she's got
Well, it's all right, something else is on your mind
Looking past all that shines, now the tears are running too
All those things are nice but it's not why I'm here
I will wipe away your tears simply by just loving you

Chorus (2x)

And there you have it
I mean, she just love the way I do my bling bling
From the ghetto to Beverly Hills, baby
Now I want everybody on the dancefloor to just shake it
I mean, I want you to get down 'cos we hot tonight, baby
We on fire – now tell these cats where you from

Chorus (2x)

Como estas senorita, yeah we got pretty Pras up in here
We got Dante up in here and it's on like that
That's right, that's right
Now all you cats that's talking that jebreezy[1]
Please stop it, man, we can't take it no more
Now tell them cats where you from, baby, c'mon, let 'em know

Chorus (2x) [1]jebreezy: to shoot the breeze – belanglose Zeug daherreden

Words: Bashwen Sharif Pugh, Viola J. Nickles

eighty-five 85

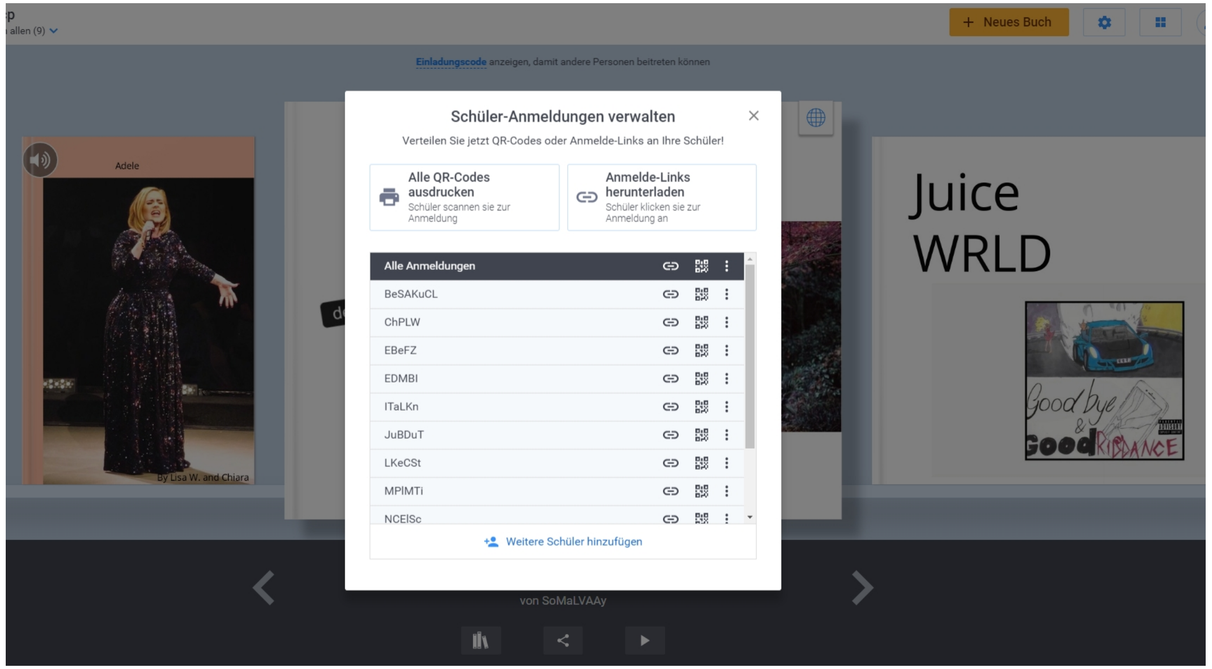
<u>Produce an eBook using the App „BookCreator“ and include the following:</u>

- <u>Introduce your musician</u>/band, write a text about his/her life and development.
- Find suitable pictures or produce one yourself!
- <u>Write and record an interview</u> with the artist, use the video app on an iPad or your phone. Make sure your faces are not visible! Use puppets, dolls or sth else!
- <u>Choose a song and analyse it</u> in a text or a voice recording, the blue box on p.84 in your book will help you.
- To collect ideas, open your own <u>ZUMPAD</u> as a workspace for your team! Remember to bookmark your page.
- First, produce all the material, then create a book using <u>App „BookCreator“</u> .
- Make sure you name all your sources, be careful with the copyright!

GLN 4 Bayern, Klett 2006

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Bewertungsmöglichkeit KLN

eBook

	Referent/in		
	Notizen	**Teil-note**	**Gewich-tung**
Inhalt • Fachbegriffe • Inhaltlich richtig • Vollständigkeit • Struktur sinnvoll • Kapitel ausreichend bearbeitet • Hauptsächlich eigenes Material verwendet			**4-fach**
Sprache • Verständlich • Satzbau/Grammatik • Rechtschreibfehler			**1-fach**
Gestaltung • Buch ist abwechslungsreich • Bilder • Videos • Text • Links • Layout (Seitengestaltung) • Kreativität • Urheberrecht beachtet • Quellen zitiert			**2-fach**
Gesamtnote			

Frank Lohrke
@Loh_Edu

Podcast

Name: _____

Thema: _____

Teilbereich	Notizen	Teilnote	Gewichtung
Inhalt (z. B. Vollständigkeit der Information, Fachbegriffe, verständlich für Zielgruppe, logisch aufgebaut)			**2-fach**
Sprache (z. B. Tempo, klare Aussprache, Abwechslung in der Betonung, Motivation des Hörers)			**2-fach**
Extras (z. B. Sounds, Effekte, Story)			**1-fach**

Edgar Allan Poe's
The TaleTale Heart
in 4K

The Tell-Tale Heart by Edgar Allen Poe

TRUE! – nervous – very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses – not destroyed – not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily – how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! One of his eyes resembled that of a vulture – a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees – very gradually – I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded – with what caution – with what foresight – with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it – oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly – very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! – would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously – oh, so cautiously – cautiously (for the hinges creaked) – I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights – every night just at midnight – but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

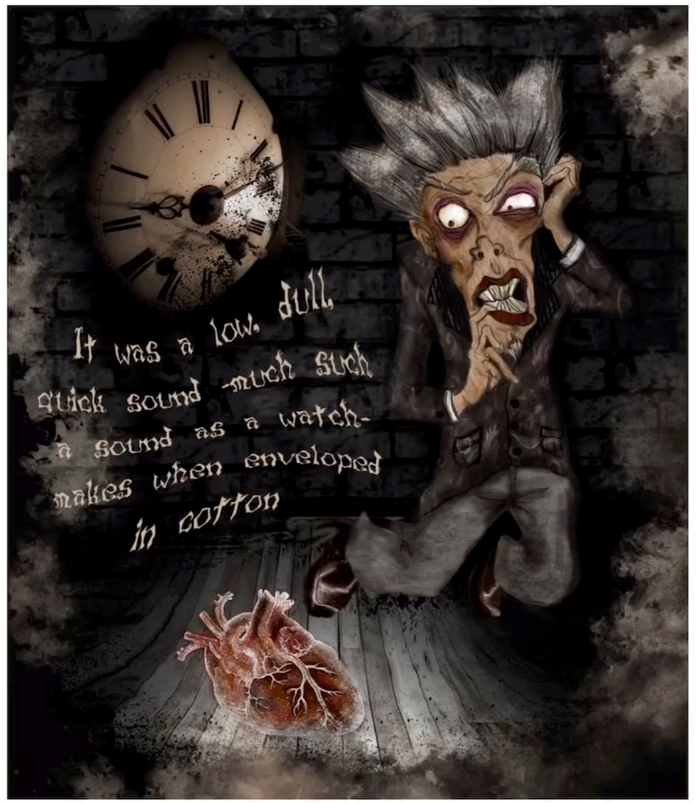
Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers – of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back – but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in bed, crying out – "Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; – just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief – oh, no! – it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself – "It is nothing but the wind in the chimney – it is only a mouse crossing the floor," or "It is merely a cricket which has made a single chirp." Yes, he had been trying to comfort himself with these suppositions: but he had found all in vain. All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused

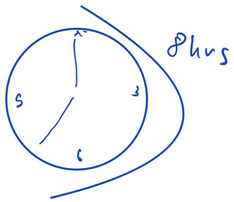
Edgar Allan Poe's The TaleTale Heart



https://www.youtube.com/watch?v=bansJgYiOXY

Setting and Characters





Undo
Redo
Draw
Erase
Move
Options
Clear

Whiteboard 71459315-1066-5483

apparently friendly

old man

vulture eye

cunning

sharpened senses

loves the old man

proceeds wisely

narrator

is mad

thinks he's not mad

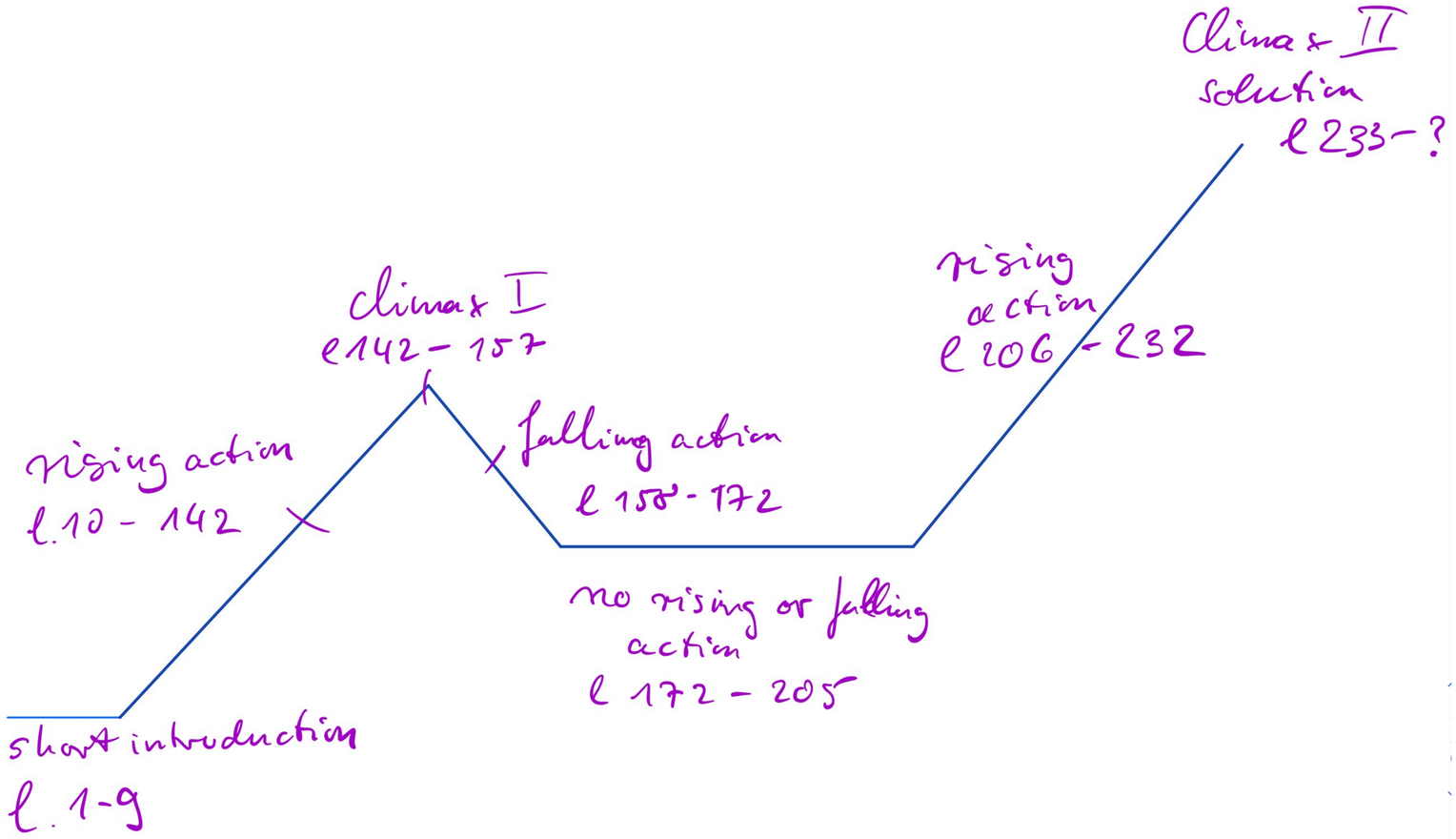
hears acutely

sagacity

obsessed with old man's eye

no desire for old man's eye

https://r9.whiteboardfox.com



*It grew quicker and quicker and louder and **louder***

*every instant. (...) It grew **louder**, I say, **louder**, every moment.*

E. A. Poe, The Tell-Tale Heart

FLINGA

Message Send

Most liked first List

I got angrier and angrier and tried to kill these 3 smiling police officers, but I was too late. I already heard a loud gun shot and suddenly everything was black and I had a feeling of freedom.

♡4

He couldnt endure it any longer. Driven by his furious anger he stood up from his chair and threw the planks, which he hat put in so carefully before, all over the place

♡4

I couldn't take it anymore, my heart was imploding. I felt the knife slide into my body as onto the floor I collapsed.

♡3

Then- silence. Death had come for me now.

♡2

I ran outside, fast, very fast, just away. Just away from the noise. I`m Not mad

♡1

The noice grew louder and louder in his head until he could not resist anymore. He took the gun of the police officer and shot himself.

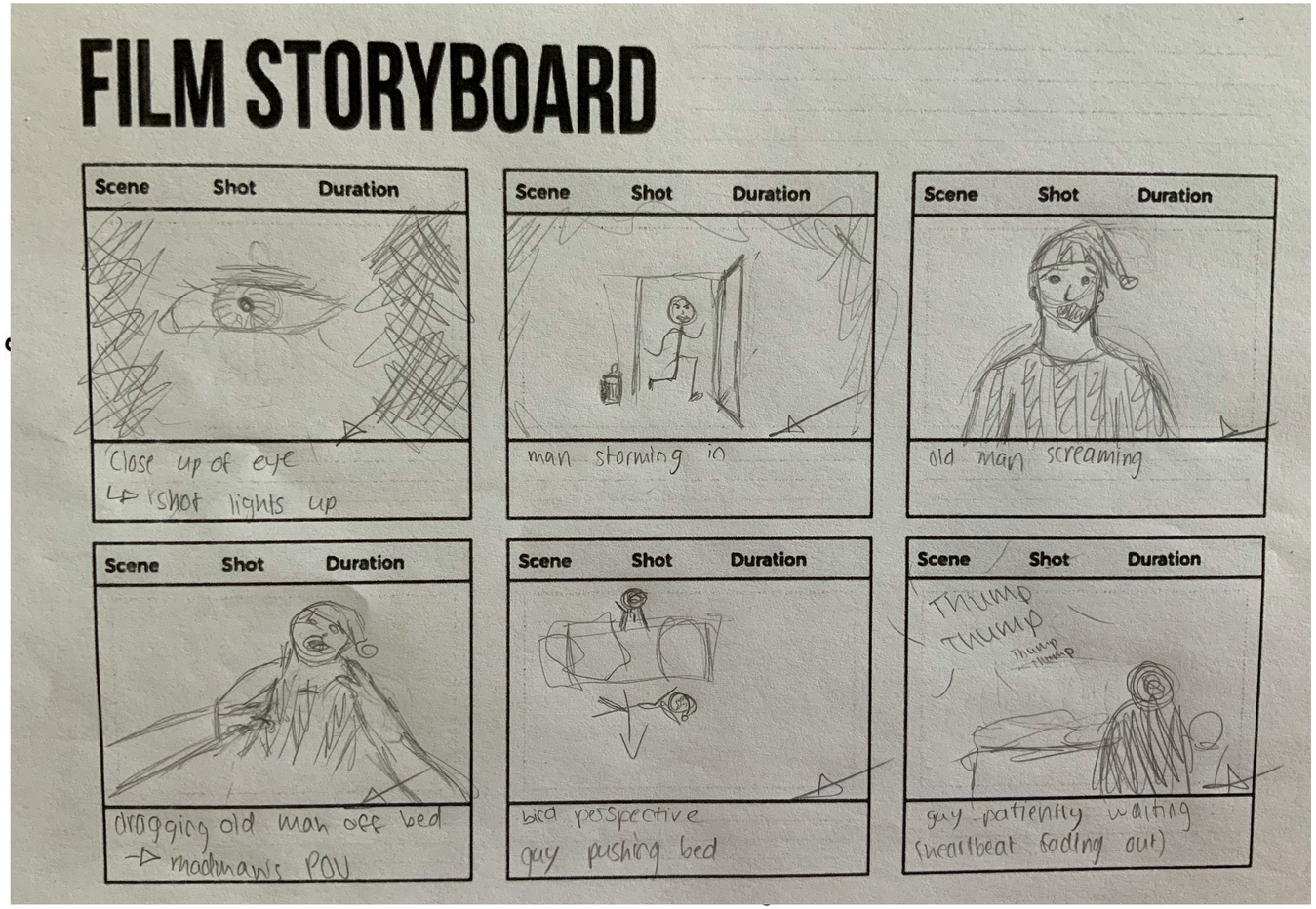
I couldn’t stand the noise anymore. “I killed him!”

the police come and arrested him

he woke up and realize that everything was just a dream he hab because of his sickness

Get into groups of **five**.

Pick a scene in the story that you think can be great in the movie. Draw a storyboard of what kind of clip you want to make. With that storyboard afterwards tell us about your movie.





Vielen Dank!

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