

**Englischlehrmittel „New Inspiration“
angepasst auf die neue Studentafel ab SJ 2017/18**

Wie bis anhin gilt es, die Units nach Themen anzugehen. Die Reihenfolge kann entweder wie im ursprünglichen Stoffverteilungsplan (jeweils ausgehend von Inspiration Extra / Project / Culture oder der Lesson 4 Integrated Skills) oder - je nach Interesse und Angebot in den einzelnen Units - in der Reihenfolge des Buches durch die Lehrperson bestimmt werden. Dabei ist zu beachten, dass der Fokus auf dem Inhalt und den Aufgaben liegt. Das bedeutet, dass vom Inhalt her gelehrt und vom Thema zum Lernenden eine persönliche Relevanz hergestellt wird. In der unten angefügten Tabelle sind die grammatischen Themen so wie sie im Buch aufgeführt sind übernommen worden. Diese Auflistung sagt jedoch nichts darüber aus, welche grammatischen Themen vertieft werden sollen, da dies im Papier *Aufbau grammatischer Kompetenzen* zu finden ist (Vorkenntnisse und Repetitionen innerhalb der beiden Kursbücher New Inspiration 2 & 3).

In der Tabelle auf den Seiten 5-10 werden die Vorkenntnisse und der Bearbeitungsgrad eingeteilt in
* kennen gelernt bzw. eingeführt / ** bearbeitet / *** sicher angewendet.

Für Lernende im Niveau Grundanforderungen liegt das Anforderungsprofil bei höchstens **. Ebenfalls soll bei schwächeren Lernenden der Fokus stärker auf den Wortschatz und weniger auf die Grammatik gelegt werden. Auch im Workbook können die Seiten nach dem Grundsatz Vocabulary & Pronunciation vor Grammar bearbeitet werden.

Englisch Niveau A / 7. Schuljahr

3 Wochenlektionen

New Inspiration 2

Unit	Zusatzmaterialien (individuelle Auswahl)	Grammatik (im Buch)	Wortschatz (im Buch)
1	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File People</i>	<ul style="list-style-type: none"> • present simple / present continuous • possessive adjectives & pronouns • possessive 's & s' 	who / that
2	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File Festivals</i>	<ul style="list-style-type: none"> • comparative & superlative of adjectives • should / shouldn't • verb/preposition & gerund 	prepositions of places
3	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File Places</i>	<ul style="list-style-type: none"> • past simple affirmative / negative / questions (and short answers) • adverbial phrases of time • past continuous 	why / because
4	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • going to future • will / won't future • adverbs of manner 	
5	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File Consumers</i>	<ul style="list-style-type: none"> • present continuous (future) • object pronouns • verb & object • some & any • how much & how many (countables/uncountables) • can & could 	sequencing adverbs prepositions of directions

Englisch Niveau A / 8. Schuljahr

2 Wochenlektionen

New Inspiration 2

Unit	Zusatzmaterialien wenn zeitlich möglich	Grammatik (im Buch)	Wortschatz (im Buch)
6	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • present perfect (just-ever-never) • too much-too many 	
Topic File Travel & Tourism http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources		Revision on tenses / word order / linking words etc.	
7	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources Topic File Environment	<ul style="list-style-type: none"> • must-mustn't • have to –don't have to • participle adjectives → in -ed/-ing 	
8	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • infinitive of purpose • conditional with if/when • question tags with be 	if / when
Reading an Easy Reader or another book in combination with a film (e.g. Roald Dahl)		Revision on tenses / word order / linking words etc. Using grammar in context	

Englisch Niveau A / 9. Schuljahr

3 Wochenlektionen

New Inspiration 3

Unit	Zusatzmaterialien (individuelle Auswahl)	Grammatik (im Buch)	Wortschatz (im Buch)
1	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • revision of tenses (present simple/present continuous/past simple/past continuous) • so / nor & auxiliary 	
2	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • verb/preposition & gerund / verb & object & infinitive • present simple passive 	which / who
3	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • must-mustn't / can-can't / could- couldn't / have to- don't (didn't) / have to / should-shouldn't 	however / and
4	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • will-won't / going to • first conditional 	
5 / 6 / 7 / 8 http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources		<u>U 5:</u> <ul style="list-style-type: none"> • present perfect (just, yet, already, ever, never, since & for) • present perfect vs past simple 	so / because

	<u>U 6:</u> <ul style="list-style-type: none"> • past perfect <u>U 7:</u> <ul style="list-style-type: none"> • reported speech <u>U 8:</u> <ul style="list-style-type: none"> • second conditional • ask/tell& object & infinitive 	although
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Englisch Niveau B / 7. Schuljahr

3 Wochenlektionen

New Inspiration 2

Unit	Zusatzmaterialien (individuelle Auswahl)	Grammatik (im Buch)	Wortschatz (im Buch)
1	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File People</i>	<ul style="list-style-type: none"> • present simple & present continuous • possessive adjectives 	who / that
2	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File Festivals</i>	<ul style="list-style-type: none"> • comparative & superlative of adjectives • should/ shouldn't (receptive) 	prepositions of places
3	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources <i>Topic File Places</i>	<ul style="list-style-type: none"> • past simple affirmative / negative / questions (and short answers) • adverbial phrases of time 	why / because
4	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • future productively → one possible way: either <i>going to</i> or <i>will</i> • future receptively → comprehension of the other possibilities 	

Englisch Niveau B / 8. Schuljahr

2 Wochenlektionen

New Inspiration 2

Unit	Zusatzmaterialien (wenn zeitlich möglich)	Grammatik (reduziert)	Wortschatz (im Buch)
5	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • present continuous (future) • some & any • receptive use: how much & how many (countables/uncountables) • can & could 	sequencing adverbs prepositions of directions
5 (Lesson 4 /culture) 6 & 7	<i>Interessante Themen (abgestimmt auf Klasse)</i> <i>Topic File Travel & Tourism</i>	<ul style="list-style-type: none"> • present perfect (just-ever-never) • receptive use: too much - too many 	
8	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	<ul style="list-style-type: none"> • question tags with be 	

Englisch Niveau B / 9. Schuljahr**3 Wochenlektionen****New Inspiration 3**

Unit	Zusatzmaterialien (individuelle Auswahl)	Grammatik	Wortschatz (im Buch)
1	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	revision of tenses (present simple/present continuous/past simple/past continuous)	
2	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	verb/preposition & gerund / verb & object & infinitive / present simple passive	which / who
3	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	must-mustn't / can-can't / could- couldn't / have to- don't (didn't) ave to / should-shouldn't	however / and
4	http://www.onestopenglish.com/clil & http://www.macmillaninspiration.com/new/resources	will-won't / going to / first conditional	

Hergiswil, 21.11.2016

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Übersicht Aufbau der grammatischen Kompetenzen

Der Vorschlag will die Grammatikarbeit in dem Sinn entlasten, als er für die grammatischen Themen pro Unit aufzeigt, wo und wie sie im Verlauf des Lernens über die Schuljahre bearbeitet werden. Dies geschieht nach der Unterscheidung:

* kennen gelernt / eingeführt

** bearbeitet

*** sicher angewendet.

Dabei ist festzuhalten, dass das Anforderungsprofil „grammatische Kompetenz“ für Lernende im Niveau B bei höchstens **** bearbeitet** liegt.

Inspiration 2					
Grammar	Primar	Inspiration 2	Bemerkungen	Inspiration 3	Bemerkungen
Present simple	**	Unit 1 / 1	***		***
Present continuous	** ohne Vergleich des Gebrauchs mit present simple	Unit 1 / 2	** Ohne Vergleich des Gebrauchs mit present simple	Unit 1 / 1	*** Gebrauch present continuous ** Review Present simple – present continuous
Possessive adjectives	**	Unit 1 / 3	***		
Possessive pronouns		Unit 1 / 3	*		

Possessive 's and s'	* ohne s'	Unit 1 / 3	**		
Comparative and superlative adjectives	SZ + UR kein Thema ** (NW, OW, ZG)	Unit 2 / 1	***		
Should and shouldn't		Unit 2 / 2	**	Unit 3 / 3	
Preposition of place	**	Unit 2 / 2	***		
Verb/preposition + gerund	*	Unit 2 / 3	**	Unit 2 / 1	*** bekannte Präpositionen ** Neue Präpositionen
Past simple: affirmative and negative	*	Unit 3 / 1	**	Unit 1 / 2	***
Past simple: questions and short answers	*	Unit 3 / 2	**	Unit 1 / 2	***
Adverbial phrases of time	*	Unit 3 / 2	***		
Past continuous		Unit 3 / 3	** Form * Vergleich des Gebrauchs mit past simple	Unit 1 / 3	*** Form ** Vergleich des Gebrauchs mit past simple

Why? because	*	Unit 3 / 3	***		
Going to: future	* UR + SZ	Unit 4 / 1	** kein Vergleich	Unit 4 / 2	*** Form ** Vergleich mit will, won't, shall
Will/won't	* NW, OW, ZG	Unit 4 / 2	** kein Vergleich	Unit 4 / 2	*** Form ** Vergleich mit going to
Adverbs of manner		Unit 4 / 3	**		
Present continuous future		Unit 5 / 1	*		
Sequencing adverbs	**	Unit 5 / 1	***	Unit 7 / 4	***
Object pronouns	**	Unit 5 / 2	**	Unit 2 / 2 Unit 7 / 1	*** ***
Verb + object	**	Unit 5 / 2	**	Unit 2 / 2 Unit 7 / 1	*** ***
Prepositions of direction	**	Unit 5 / 2	***		
Some + any	*	Unit 5 / 3	***		
How much / how many (counta-		Unit 5 / 3	**		

bles/uncountables)					
Can / could	* / -	Unit 5 / 3	** / *	Unit 3 / 1 Unit 4 / 1	*** / ** *** / **
Present perfect (just)		Unit 6 / 1	*	Unit 5 / 1	**
Present perfect ever / never		Unit 6 / 2	*	Unit 5 / 2	**
Too much / too many		Unit 6 / 3	**		
Must / mustn't	*	Unit 7 / 1	** / *	Unit 3 / 2	*** / **
Have to / don't have to		Unit 7 / 2	**	Unit 3 / 2	***
Participle adjectives in -ed/-ing		Unit 7 / 3	*		
Want to / would like to / I'd rather		Unit 7 / 3	*** / ** / *		
Infinitive of purpose		Unit 8 / 1	**	Unit 2 / 2	**
Conditional with if / when		Unit 8 / 2	*	Unit 4 / 3	**
Questions tags with be		Unit 8 / 3	*	Unit 8 / 3	**
Inspiration 3					
Grammar	Primar	Inspiration 2	Bemerkungen	Inspiration 3	Bemerkungen

Present tense review	** ohne Vergleich des Gebrauchs von simple und continuous	Unit 1 / 1	*** present simple ** present continuous Ohne Vergleich des Gebrauchs mit present simple	Unit 1 / 1	*** Gebrauch present continuous ** Review Present simple – present continuous
Adverbial phrases of frequency				Unit 1 / 1	**
Past simple review	*	Unit 3 / 1+2	**	Unit 1 / 2	***
Past simple and past continuous		Unit 3 / 3	** Form past continuous * Vergleich des Gebrauchs mit past simple	Unit 1 / 3	*** Form past continuous ** Vergleich des Gebrauchs mit past simple
Verb/Preposition + gerund	*	Unit 2 / 3	**	Unit 2 / 1	*** bekannte Präpositionen ** Neue Präpositionen
So/nor + auxiliary verbs				Unit 2 / 1	*
Verb (+ object) + infinitive	** verb + object without infinitive	Unit 5 / 2	** verb + object without infinitive	Unit 2 / 2	*** verb + object without infinitive

	itive		tive		** Verb (+ object) + infinitive
Present simple passive				Unit 2 / 3	*

* kennen gelernt / eingeführt

** bearbeitet

*** sicher angewendet

2.3 Englischunterricht im 7. Schuljahr mit Inspiration 2 – Übersicht Vorkenntnisse Primarstufe mit dem Lehrmittel Young World

		Strukturen		Strategien		Inhalte	
		Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4
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.	Die Lernenden erhalten ab Band 2 Tipps für das eigene Lernen. Sie werden in jeder Unit (<i>Learning to learn</i>) auf mögliche Lernstrategien hingewiesen und dazu angehalten, über die eigenen Fähigkeiten und Bedürfnisse in Bezug auf das Lernen nachzudenken und sich ihre persönlichen Strategien anzulegen.		In der Primarschule wurde Englisch nach dem CLIL-Ansatz (content and language integrated learning) unterrichtet, Englisch wurde also anhand von Sachinhalten vermittelt.	
	Unit 1	Present simple to be Introducing yourself and others Talking about nationalities	Introducing yourself and others Writing a letter about where you live (YW2) There is/ there are Personalpronomen +to be Do you..? Does he...? (YW3)	p15: finding the meaning of words	Finding out about your own learning style (YW2)	Making Friends: Introducing yourself and others / talking about nationality	YW 3 / unit 2: Friendship
	Present simple Talking about states and routines Listening for personal information Writing about routines	Talking about states and routines Classroom language <i>Say it in English</i> “ (YW2)		Writing and illustrating a leporello collecting new things (content) you have learnt	What’s the producer’s job? (Expressing possession)	YW 4 / unit 3: Working as a chimney sweep / working as a maid	

Strukturen		Strategien		Inhalte	
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4
Present continuous Describing what's happening now Talking about what people are wearing Writing descriptions of people	Go+ing forms describing different sports activities Talking about what people do and what they are doing Now Making the difference between present simple and present continuous in understanding the film "from the coca bean to the chocolate bar" (YW4)			personal profiles	YW 3 / Unit 2: Characters
Possessive adjectives and pronouns Possessive 's and s' Expressing possession	Expressing possession			project star file	YW 3 / Unit 7: Interview with Marcel Hug
Present simple and continuous Talking about what people do and what they are doing now Listening to match jobs and definitions Writing a description of what's happening	Present simple verneint : don't/doesn't can, can't have got, haven't got Imperatives (YW3) Ordinalzahlen Verwendung von <i>first...then....</i> <i>Finally</i> (YW3)			culture: welcome to London	

Strukturen		Strategien		Inhalte		
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	
Topics People					YW 3 / Unit 2: Characters / A bully YW 3 / Unit 2: Friendship book	
Unit 2	Comparative and superlative adjectives Making comparisons Reading an article about two carnivals Writing about cities in your country	Is faster than/ is slower than Fastest / slowest (YW2) Making comparisons with limericks Migration of the stork (YW4)	p 27: learning words	Learning words by <ul style="list-style-type: none"> • playing a game • using movements • using lexicards • making your own lexicards • writing words down • checking the spelling • making a drawing • Acting out • labelling • classifying and grouping them in different categories under generic terms • forming new words • repeating words regularly and in small portions 	culture: festivals, celebrations, New Year around the world	YW 3 / Unit 5: Food and Festivals YW 3 / Unit 5: Festivals throughout the world
	Modal should /shouldn't Giving advice Completing a questionnaire		progress check: self assessment of skills	<ul style="list-style-type: none"> • Becoming aware of what you have learned • Working with the portfolio (activity book) 	Project: Music Festival File	YW 3 / Unit 5: organising a party or a food festival YW 3 / Unit 6: Music in my ears
	Prepositions of place Talking about town facilities	Learned as lexical items: Under, on, in, above, beside, behind, between, near, next to				
	Verb/preposition + gerund Talking about likes and dislikes Talking about ability Listening to interviews	I (don't) like / love /enjoy / hate +gerund				

Strukturen		Strategien		Inhalte		
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	
Topics Festivals					YW 3 / Unit 5: organising a party or a food festival YW 3 / Unit 6: Music in my ears	
Unit 3	Past simple: affirmative and negative Talking about past events Reading about a historical event Listening for mistakes Writing a diary	YW 3: Speaking about something that happened in the past Past simple Past tense regular and irregular verbs	p 39: word association (pictures, colours, categories)		Past times: The great fire of London Inventions Biographies YW 3 / Unit 8: Living Planet YW 4 / Unit 3: Yesterday and Today YW 4 / Unit 3: the story about the first climb up the Matterhorn	
	Past simple: questions and short answers Talking about past events	Why? Because Questions and short answers	p 39: words and topics (word map to a topic)	Creating a mindmap (word map to a topic) YW3	culture: London facts New York	
	Adverbial phrases of time Listening to match actions and times Talking about weekend activities Writing a diary entry	Learned as lexical items: before, after, at, on, in, until, for			Biography: William Shakespeare and Charles Dickens	YW 3 / Unit 8: Pliny the Younger and Vesuvius YW 4 / Unit 3: Travelling back in time
	Past continuous Describing what was happening Listening to a description of an accident Writing about a lucky escape				Project: Stars of the Past	YW 4 / Unit 3: the invention of the railway
	Why? Because Asking for and giving reasons					

Strukturen		Strategien		Inhalte	
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4
Topic file Places					
Reader: Living History		Reading strategies Looking at title and pictures Skimming Looking for numbers Highlighting words that are known Looking up unknown words			
Unit 4	Going to: future Talking about future plans and intentions Listening to announcement about plans Writing a reply to a letter		p 51: Use word combinations (collocations)		TV programmes soaps
	Will/won't: future simple Making predictions Reading a magazine article	Making predictions: learned as chunks I will/won't Don't Exploring nature YW2	p 51: use a dictionary, know the meaning of grammar words		
	Adverbs of manner Talking about the way people do things Doing drama exercises Writing about a character in a soap			Learning how to do a presentation YW3 Learning how to find information on the internet YW4	

Strukturen		Strategien		Inhalte		
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	
Unit 5	Present continuous: future Talking about arrangements Listening to announcements Completing a postcard		p 63: stages of knowing a word	Learning for tests: how to establish mental power: <i>inner coach / gremlin</i>	backpacker's top tips	YW 4 / Unit 4: The call of the alps
	Sequencing adverbs Describing a sequence of events	Working with a timeline: Using sequencing words YW3	p 63: using dictionaries (knowing its abbreviations)		names for food and drinks Project: Favourite Meals file	YW 4 / Unit 1: A week's food around the world YW 4 / Unit 5: The story of chocolate
	Object pronouns				culture: teenage life in Britain	
	Verb + indirect/direct objects					
	Prepositions of direction Reading a map Giving directions					
	Some and any	YW 4 some, any, something, anything somebody, anybody, somewhere, anywhere				
	How much/many, countable/uncountable nouns	YW 1 how much, how many, countable/uncountable nouns				

Strukturen		Strategien		Inhalte	
Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4	Inspiration 2	Young World 1–4
Can/could for requests Ordering a meal in a restaurant	Can/could I have a pencil, please? (ab 3. Kl. classroom language)				
Topic file Consumers					YW 4 / Unit 1: A week's food around the world YW 4 / Unit 5: The story of chocolate