

It's so easy

easy BAND 1–3 IM ÜBERBLICK

www.veritas.at



Foto: comedia



Foto: comedia

mediathek



Foto: comedia



VERITAS

Gemeinsam besser lernen



Das easy-Konzept bzw. die **easy-Methode** orientiert sich an Elementen der **Ermöglichungsdidaktik** nach Rolf Arnold, d.h.

- Lernen als **aktiver, persönlicher, individueller Prozess** (schülerzentriert)
- die Lehrkraft als **Coach** sorgt für eine positive Lern-Umgebung
- „**Scaffolds**“ als individuelle Hilfestellungen für SchülerInnen

„Scaffolds“ sind in easy überall dort zu finden, wo es darum geht, SchülerInnen in ihren persönlichen Lernprozessen zu unterstützen (**Personalisierung, Individualisierung**).

Das beginnt schon bei der klaren Struktur und der einfachen Orientierung im Lehrwerk:

- kleinschrittige, bewältigbare Lernangebote (Mikro-Lerneinheiten, *My new words*, etc.)
- selbstgesteuertes / -organisiertes Lernen entlang des Lernpfads (Lernziele, easy-App, interaktive Übungen)
- Selbsteinschätzung in regelmäßigen Abständen („ich kann ...“)

mit dem unmittelbaren Ergebnis:

- erlebbare Selbstwirksamkeit durch sinnvollen und anwendbaren Spracherwerb
- spür- und sichtbarer Lernerfolg für alle SchülerInnen

Von Band zu Band zeigt sich eine deutliche **Progression auf mehreren Ebenen** (sprachlicher Fortschritt, körperliche Veränderungen und mentale Reifungsprozesse der Figuren): vom Konkreten bzw. dem unmittelbaren Umfeld (*Mira's magic world*) weiter zur „outside world“ (*Out & about with Mira*) und hin zum Abstrakteren und Entdecken von Neuem (*New horizons*).

Diese Entwicklungsprozesse sind für SchülerInnen und auch LehrerInnen nicht immer einfach – und passieren nicht gleichzeitig. Deshalb bleiben in easy von Band zu Band wichtige Elemente auch nahezu gleich, während sich andere verändern bzw. erweitern: **Bekanntes** gibt den SchülerInnen **Sicherheit** beim Erkunden und Er-/Verarbeiten von **Neuem**.

Diese Elemente finden sich sowohl in Band 1 & 2 als auch Band 3 & 4:

- **Konzept** und die **easy-Methode**
- **Student's Kit** (*book, pad, grammar & how-tos, vocab & sounds*) und **Zusatzmaterialien** (*Teacher's Guide, E-Book PLUS/interaktive Übungen, Mediathek, Tasks for Testing, etc.*)
- **Colour Coding / Farbleitsystem**: hilft visuell bei der Orientierung (Verweise aus dem *book* ins *pad* sowie in die *grammar* und *vocab* Hefte); Farben der Bände bleiben von Band 1 – 4 gleich
- **Struktur**: Topic – Unit – Mikro-Lerneinheiten (= Impulse mit Tasks)
 - Band 1 & 2: kleinschrittig
 - Band 3 & 4: überschau- und bewältigbar
- „book-Rally“ mit Anfangs-Activity und easy-Song, Extra-Unit am Ende
- **easy-Mappe**: fürs Ablegen, Sammeln und Individualisieren
- **Smartphone** als DAS SchülerInnen-Medium, begleitend zum Student's Kit:
Mediathek-App (Hörtexte, Songs, Aussprache-Videos), *easy-App*, *E-Book PLUS* (interaktive Übungen)
- *book* und *pad* für alle gleich: Individualisierung & Personalisierung von Anfang an, d.h. **keine differenzierten Ausgaben!**

der easy-Blog –
24/7 für uns da!



easy 2 - Out & about with Mira

- book: nach wie vor im Format A4 quer („analoges Notebook“)
- Struktur: die vertrauten **Mikro-Lerneinheiten** mit Impuls- & Task-Seite
- Inhalte: zunehmend längere **Texte** treiben die Storyline voran; die **visuellen Impulse** dienen als „**scaffolds**“
- **Differenzierung & Individualisierung:** die neuen **Challenge-Impulse** (einer pro Topic) gehen über die reinen Wiederholungs-Impulse (⌚) hinaus und bieten:
 - anspruchsvollere bzw. **umfangreichere Themen & Texte**
 - mehr und weiter **aufbauenden Wortschatz** (inkl. Redemittel / chunks und Kontext)
 - teils offenere und **komplexere Tasks nach Webb**, d.h. nicht nur aus den Bereichen *Webb 1 „Erinnern“ und Webb 2 „Fertigkeit, Konzept“*, sondern auch **erweiternd & vertiefend** aus *Webb 3 „Strategisches Denken“ und Webb 4 „Erweitertes Denken“*.

Im **easy 2. Teacher's Guide** werden diese komplexeren Tasks als solche ausgewiesen und auch **Vorschläge zur Arbeit mit leistungsstärkeren und -schwächeren SchülerInnen** angeboten!

Monsters and other creatures Topic 3

One cold, sunny day in January, Nessie has a visitor. It is a kelpie, a Scottish water ghost.

Who is better?

1) Nessie meets Karl.

a) Speculate: Which of the monsters is Nessie, which is Karl? Why?
b) Read page 62 and tick (✓) the correct answers.

1) Nessie and Karl meet	2) At first, Nessie thinks Karl
<input type="checkbox"/> in February.	<input checked="" type="checkbox"/> is a dragon.
<input type="checkbox"/> in a river.	<input type="checkbox"/> is a horse.
<input checked="" type="checkbox"/> in Loch Ness.	<input type="checkbox"/> is a monster.

3) Karl is special because	4) Nessie is
<input checked="" type="checkbox"/> he is a water ghost.	<input type="checkbox"/> a baby.
<input type="checkbox"/> he is a person.	<input checked="" type="checkbox"/> 201 years older than Karl.
<input type="checkbox"/> he is a horse.	<input type="checkbox"/> younger than Karl.

5) Nessie & Karl want to find out	6) Karl is unfair because he
<input type="checkbox"/> who lives in the lake.	<input type="checkbox"/> is faster.
<input type="checkbox"/> who is the better monster.	<input type="checkbox"/> is the better swimmer.
<input checked="" type="checkbox"/> who is the better swimmer.	<input checked="" type="checkbox"/> doesn't wait for Nessie to say "Go!"

2) Compare the monsters. Fill in the names or write sentences.

1) Nessie is bigger than Karl.
 2) Karl has a bigger head than Nessie.
 3) Karl is more beautiful than Nessie.
 4) old: Nessie / Karl. Nessie is older than Karl.
 5) dangerous: Nessie / Karl. Karl is more dangerous than Nessie.
 6) famous: Nessie / Karl. Nessie is more famous than Karl.

Challenge: using comparatives in an argument/discussion

Nessie: Hey, who are you? Loch Ness is my home. What are you doing here? Are you a dragon?
Karl: No, I'm not a dragon. I'm a kelpie, a Scottish water ghost. My name is Karl. One day, I look like a horse and the next day I look like a person. And what do you mean: Loch Ness is your home, you little monster?
Nessie: I'm not little. I'm bigger than you. From head to tail, I'm 15 metres long.
Karl: You are bigger, yes. But look how beautiful I am with my long curly hair. I'm more beautiful than you.
Nessie: More beautiful than me? That can't be true! How old are you?
Karl: I'm 99 years old.
Nessie: Hal! You're a baby. I'm 300 years old. I'm older than any other monster in the UK.
Karl: Perhaps you're older, but you're not dangerous. I'm more dangerous than you. Everybody is afraid of me. Look at my teeth. They are longer than knives.
Nessie: That's true. But I'm more famous than you. The tourists just come to Scotland because of me. People love me. Well, and of course they want to see my beautiful home, Loch Ness. It is very deep. Can you swim down to the bottom of the lake? I can!
Karl: Of course I can. Let's have a race and find out.
Nessie: I'm sure I'm a better swimmer than you. OK. Ready, steady, – Hey, come back! That's not fair. You must wait until I say "Go!" before you start!
Karl: Perhaps you're the more famous monster, but I'm cleverer. Ha!

anspruchsvollere Themen, komplexe Tasks (nach Webb)*

Task 1a: Webb 3*:
strategisches Denken =>
Schlüsse ziehen,
ableiten, Hypothesen bilden
Task 3a: Webb 4:
erweitertes Denken =>
analysieren,
kreieren

Task 4b: Webb 2, 3, 4*: Output auf individuellem Sprachniveau => vergleichen & interpretieren bzw. bewerten & darlegen sowie etwas in Verbindung bringen und Beweise anführen

* siehe S. 4

easy 2. Tasks for Testing: Tasks mit durchschnittlichen und komplexeren Items – für die (erstmalig ab der 2. Klasse Mittelschule geltende) Beurteilung nach **Standard / Standard AHS**.

Writing: je 2 unterschiedlich komplexe Tasks inkl. **Erwartungshorizont** und **optionalen „scaffolds“**.

3



Differenzieren – Individualisieren – Personalisieren

easy spricht bevorzugt von **individualisiertem Lernen** (Ermöglichungsdidaktik, siehe S. 2). Die Tasks sind generell für alle SchülerInnen, leistungsschwächer als auch lernstärkere, geeignet.

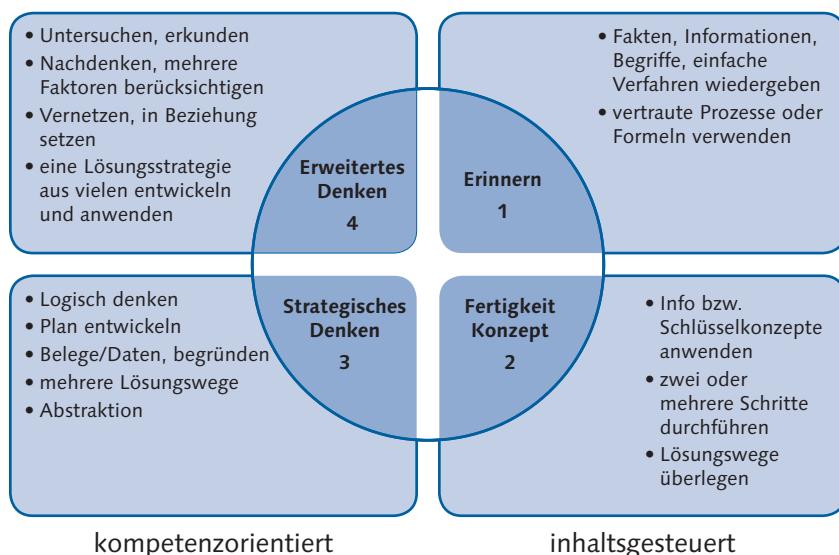
Die **Struktur**, der **Lernpfad** und die kleinschrittigen, bewältigbaren „**Mikro-Lerneinheiten**“ im book geben **Sicherheit** und zugleich auch (**Frei-)Raum** für individuelles Arbeiten mit „**scaffolds**“. Dabei geht es **nicht** darum, die **sprachliche Aufgabe an sich leichter** zu machen – die Handlungs- & Unterstützungsangebote sollen den SchülerInnen bei der Lösung von Aufgaben helfen, als „Gerüst“ zum „Festhalten“ oder zum „Klettern“.

Solche „**scaffolds**“ sind z. B.

- thematisch zusammenhängende **Mini-Episoden** mit bewältigbaren Tasks (**Mikro-Learning**)
- **Kontextualisierung:** **visuell** durch Bildimpulse; **emotional** durch Figuren und durchgehende Storyline
- Wortschatz: **Redemittel / chunks, vocab-Heft** mit teilweise illustrierten, kontextualisierten **vocab sheets**

Auch **offenere und komplexe Aufgabenstellungen** nach Webbs **Depth of Knowledge** werden (in den 4 Jahren der Sekundarstufe 1) verstärkt berücksichtigt. Die easy Bände 1 & 2 bauen naturgemäß vor allem auf Grundlagen in den Bereichen 1+2 auf, aber es gibt auch Tasks, die den Bereichen 3 (+4) zugeordnet werden können (z. B. Band 1: *It's magic!, My page, My task*; Band 2: u. a. *Challenge-Impulse*, siehe z. B. S. 3)

Webbs „Depth of Knowledge“



Weiters ermöglicht easy vielfältiges Differenzieren mit:

- interaktiven Übungen im **E-Book PLUS**
- abwechslungsreichen, spielerischen Aufgaben in der **easy-App**
- Fördermaterialien in der **Extra Practice. Grammar & Vocab Help**
(siehe Rückseite!)

Hm, ich habe so viele SchülerInnen mit individuellem Förderbedarf ...

Ich ja auch ... Aber mit easy geht Individualisieren & Personalisieren ganz einfach!





█ book: im neuen Format A4 hoch („analoges Tablet“)

█ New horizons: **Themen (Topics)**

- 1 Friendship
- 2 Different countries, different cultures
- 3 Teenage life
- 4 Heroes and great achievers
- 5 Entertainment

Extra: E.R.I.C. (*Everybody Reads In Class*)

E.L.V.I.S. (*Everybody Loves Videos In School*)

█ Struktur & Inhalte: **Vertrautes und Neues**

die gewohnten Mikro-Lerneinheiten (A+B) bieten **längere Lesetexte** und **neue Textsorten** mit authentischen / real-life stories, die teils weiterhin mit Mira & den bekannten easy-Figuren kontextualisiert sind; Fotos & Foto-Illu-Collagen dienen als „**scaffolds**“

█ Wortschatzarbeit: **Working With Words**

die Weiterentwicklung der *My new words*-Seite bietet Tasks wie z. B. *paraphrasing*, etc.

aus: easy 3 book (Einreichfassung)

A visit to Ireland

B My travel blog – part II

4 Topic 2

When we left the Giant's Causeway, we travelled south. Dad wanted to visit Ireland's best tourist attraction, the Cliffs of Moher. When you look down at the sea from the top of the cliffs you will understand why. But that was more than 400 kilometres, so halfway there, we stopped in Sligo. In my guidebook, I read that there was a park called Ballymote. In my guidebook, I could see an d feed eagles and owls (my favourite birds) so we went there. It was amazing.

On our way to Sligo we had to cross the border between Northern Ireland and Southern Ireland (Ire) and dad had to go into a bank to change money. In Ire they have euros and we only had pounds. Tip: Get the right currency before you go so you won't have to waste time in a bank.

From Sligo wanted to go to the Rock of Cashel but dad took a wrong turn at the crossroads and three hours later we arrived at Muckross House. This nineteenth century house which looks like a house where a Royal family might live, stands near Muckross Lake, one of Killarney's three lakes which are very beautiful so we didn't regret our mistake. Tip: Buy a good map or use the map on your phone!

The next day we finally made it to the Rock of Cashel. When we got there, dad was driving. he noticed that the front tyre was losing air. The mechanic changed the wheel and told us how Irish are so friendly and helpful! The Rock of Cashel is like a big castle on the hill and there is nothing like it's right here in the heart of Tipperary.

Our final stop was Dublin. I wanted to buy some souvenirs. dad went to see the "Book of Kells" in Trinity College, Ireland's oldest college. When he showed me this photo of the library, I thought it was more magical than Harry Potter's Hogwarts so I had to go and see for myself! After that, while we were walking around outside the college, we saw a lot of students who were wearing mortar and gowns. Some of them looked like Miriam. Their gowns. This was their final day at Trinity College.

1 You first! Work with a partner. Find the number of the picture where you can see:

- 1) amazing gardens
- 2) boats
- 3) books
- 4) a ruin
- 5) the sea

20 twenty

Übrigens –
weitere **sneak previews**
aus easy 3 finden Sie ab
Jänner 2021 am **easy-Blog**
(siehe S. 2)

Mira's dilemma

B Dear Diary ...

1 Topic 1

Tuesday, 14th August
So, today is the 14th August and I'm still waiting for an email or message from Emil, a boy I _____ (meet) on holiday. Unfortunately, we only met two days before I had to go home but he said he would write. So I think I'll write to him next week if he doesn't write today. But what will I say? Perhaps he doesn't want to write to me. Perhaps he has forgotten me. But if he writes to me, will I answer immediately or will I wait for a few days?

Wednesday, 20th August
School again! On the one hand, I'm happy to be back at school but on the other hand, I'm not happy that I have to get up so early! I _____ (enjoy) my time in Austria, but it was great to see all the others again. Almost everybody (all) comes along to ...

Wednesday, 22nd August
It school today. As usual, and missed the bus. She stuck ... But just as she her broomstick dropped to (fall) off, she didn't tell he didn't talk about it at talks a lot. First, she said she (tell) us a disaster! We're shocked. Will she choose I sad that she even has to this is happening!

hope she's OK. During the about her problem. Kate magic powers. Tobi thinks over. Zeynep hopes that she will invent a special she will keep her friends what happens tomorrow.

Working With Words

13 Topic 1

1 Film genres.
a) Unscramble the letters to make film genres.
1) ADARM 4) OORRRH
2) COREMAN 5) WRENSTE
3) CECENSI TICIFON 6) EYODCM

b) Match the film genres with the icons below.

drama	comedy	science fiction
romance	horror	fantasy

c) Create your own icons for the film genres fantasy, action and animation.

fantasy	action	animation
---------	--------	-----------

2 TV and streaming services.
Write the words in the column that fits best. For some words more than one solution is possible.

television	TV programme	commercial (break)	pie chart	line graph	bar chart
subscribe	streaming service	series	episode	season	many options
the same	about the same	compared to	viewer	spoiler	adult/news
same	about the same	compared to	viewer	spoiler	adult/grown-up

3 Everyday English phrases.
Look at the short dialogue. Then make your own short dialogues with the other phrases. The words in brackets (...) can help you.

Freddy: I'm home!
Mr Broomstick: Hi. Lunch is ready in 10 minutes.
Freddy: Great! I'm starving.
Mr Broomstick: That's good, because I think I made too much lasagna. By the way, Marvin's mother called this morning. She asked if you wanted to go camping with them on the weekend.

You've got a point there. (have some ice-cream – it's snowing) It's a deal! (do homework – see best friend) I don't mind ... (holiday plans – safari in Africa – dangerous animals)

thirty-three 33

Struktur & Inhalte: Vertrautes und Neues

aus: easy 3 book (Einreichfassung)

1 Topic 1

Mira's dilemma

Your pages

THE WIZARD'S WEEKLY

We have lost another member of our wizards' and witches' club.

Again another member of our club caught wizards and had to choose: keep her powers or keep her friends. Yesterday 12-year-old Mira Brewood, from Middleton, decided to give up her magical powers. Now she is a "normal" girl. "OMG! This was not an easy decision," she told reporters. "The young girl explained in an interview that for her it was a big dilemma. Each option had pros and cons. All the time I knew, if I keep my powers, I will lose my friends, and if I keep my friends, I will lose my powers. In the end I thought a life without magic was OK, but one without friends wasn't." In our exclusive interview our reporter asked Mira if there was something she misses. Her answer was simple: "I miss using my magic to help my friends. Of course I also miss turning my brother into a frog when he is annoying, but maybe that will make his life easier now!" This is the third member to leave our club this month, bringing the total number up to 75 this year so far.

Middleton Times

If you like clean clothes, you will love Magic Power Clean!

No false promises! With Magic Power Clean Washing Powder your clothes will REALLY be shiny-white and bright and fresh!

Police looking for violin

Yesterday in the late afternoon three men broke into a music shop and stole a violin and other things worth thousands of \$8,000. "My daughter Carol said and the men break in and told me. And I called the police immediately," says Mr. Sliperton. He is a neighbour who lives opposite the music shop. Unfortunately, the robbers disappeared very quickly, and when the police arrived, there was nothing left.

"On the one hand I am very sad that they stole my stuff, most of all my violin, because it is 150 years old. But on the other hand, I am happy that I was not in the shop and that nothing worse happened."

Police are looking with cars and helicopters for the three men.

13 Topic 5

TV and me

Your pages

1 You first!

Generation gap: Who watches more TV: old people or young people? Say why you think so.

1 Charts and graphs about TV.

How much time do Americans spend watching TV?

Age Group	Average daily TV watching time (hours)
18-34	1.54
35-49	3.43
50-64	5.50
65+	7.15

TV vs. mobile devices:

Year	TV (hours)	Mobile devices (hours)
2014	4.20	2.32
2015	4.00	2.49
2016	4.05	3.08
2017	3.96	3.25
2018	3.44	3.35
2019	3.43	3.55
2020	3.40	3.25

a) Circle the correct word.

- The bar chart shows how many **times / hours** adults in the USA spend watching TV every day.
- People between 18 and 34 spend a little **more / less** than two hours each day watching TV.
- The age group 35 to 49 watches TV for **about / exactly** three hours and 45 minutes each day.
- Americans between 50 and 64 watch **almost / more** than six hours of TV every day.
- The oldest age group in the bar chart (65 years and **younger / older**) watches the **most / least** each day.
- The average American adult watches about **four / five** and a half hours of TV every day.

b) Tick (✓) true or false.

- The line graph shows the average time that US Americans spend watching TV vs. the time they use mobile devices.
- Mobile devices include mobile phones, laptops and car radios.
- The trend shows that more people are using their mobile devices.
- In 2014, people spent a lot more time in front of TV than on their mobile devices.
- In 2018, for the first time people spent more time on their mobile devices than watching TV.
- The trend shows that people are spending less and less time watching TV.

2 Let's talk about TV.

a) Work in groups of three and answer the questions below. Each person takes notes on one question.

- Which information from the chart and the graph surprised you the most?
- Why do people watch less and less TV?
- Why could older people watch much more TV than younger adults?

b) Report to the class what you have discussed. Use your notes.

30 thirty

Your pages ermöglichen eine vertiefende und zugleich differenzierte / individualisierte Auseinandersetzung mit dem Unit-Thema

4 Topic 2

A visit to Ireland

Your pages

St. Patrick's Day

Have you ever heard of St. Patrick? He was a real person but he wasn't Irish. Patrick was born in Britain in the fourth century and came to Ireland to work when he was 16 years old. After he arrived, Patrick became very interested in religion and started teaching others. There are lots of stories about him; some are true but some of them are myths, for example, one myth is that because of Patrick and his religion, all the snakes left Ireland. The problem? Snakes never lived in Ireland! One of the reasons why Patrick became a saint is because he was a good man who never did a bad thing in his life. One of his goals in life was to teach people about religion and how to become a better person.

St. Patrick's Day is on the 17th of March, but celebrations go on for a whole week, and there are always a lot of parties all across the country. The best place to celebrate St. Patrick's Day is in Ireland's capital, Dublin. The parade is the main event on St. Patrick's Day in Dublin. On St. Patrick's Day, lots of things are green, people wear green clothes, drink green beer or green milkshakes and even the rivers are green. If you want to go and watch the parade, remember to you (a little money and something to drink. You don't really want to drink green milkshake!), wear comfortable clothes and shoes and remember that it often rains in Ireland so take a rainproof jacket. Don't forget that you will have to queue for the toilets. But remember the most important thing: enjoy yourself!

1 Look at the text and find the opposite of these words.

Always	-	not many	-
died	-	worst	-
learning	-	open	-

For experts: The definition of "rainproof" is: "the rain can't get in". Use a dictionary and find three more words ending with "proof". Write the definitions.

All these sentences are wrong.
Read the text again and correct them.

13 Topic 5

TV and me

Your challenge

E.R.I.C. & E.L.V.I.S.

practising contents of A + B

1 Safe online Song.

a) Match the phrases from the box with the short definitions

to type something	• to spread hate	• safe	• a site	• be alert
to spread rumours/lies	• a stranger			
an anonymous abuser				
a grown-up				

- to be careful and watch out for danger
- a person you do not know
- to write something on the computer
- not dangerous
- to tell mean and untrue stories about others behind their back
- another word for "adult"
- short form of "website"
- a person who does bad stuff and doesn't want others to know who they are
- to be extremely mean to others

b) Listen to the song/Watch the video and put the parts of the song in the right boxes.

Stop, don't type it up.
Wait! Don't spread the hate.
Think! Don't get sucked in.
Hey! Be safe online!

Are you thinking of the dangers?
Are you talking to a stranger?
If somebody wants to meet you, tell a grown-up or a teacher.

Stop, don't send it off.
Wait! It's not too late.
Think! Don't click that link!
Hey! Be safe online!

Gotta be safe online, all the time
Every site you search, be alert!
Gotta be safe online, realise
when you post and share, it's out there.

Is there someone spreading rumours?
Spreading lies from a computer?
This anonymous abuser
just can't see that
they're the loser.

2 How to be safe online.

- Which tips to stay safe online come up in the song? Underline them!
- For experts:** Which other ideas do you have to stay safe online? Write them down.

3 How to be safe online poster.

Create a "How to be safe online" poster with the "top ten tips" to stay safe online.
Here are some examples to help you:



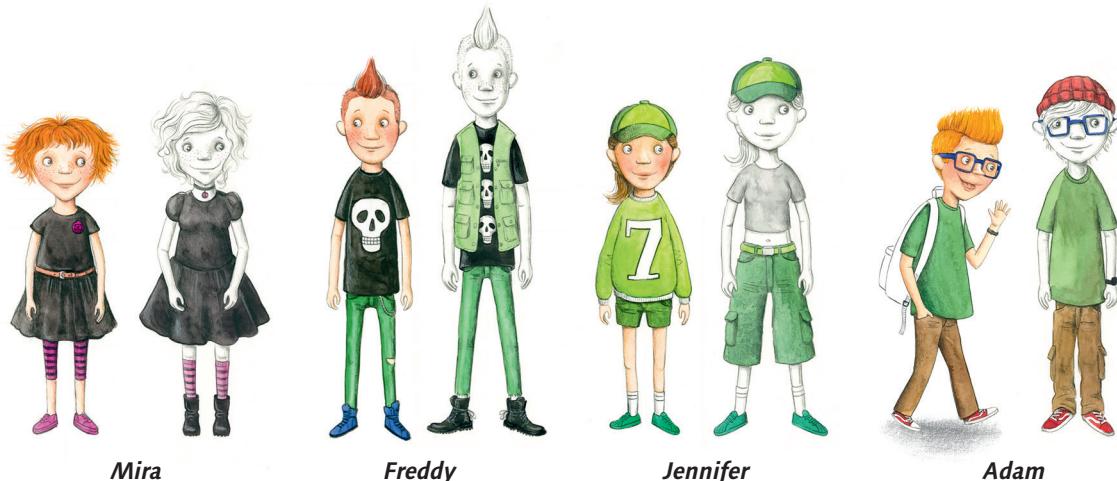
32 thirty-two

Your challenge motiviert und fordert mit vielen offenen und komplexen Tasks nach Webb (siehe dazu S. 4)

Changes, changes – it's still easy!



Die bekannten **easy-Figuren** bleiben erhalten, aber ...



... verändern sich, wie auch die SchülerInnen!

Veränderungen von Band 1 zu Band 2

Band 1 & 2:
book im Format
A4 quer
(„analoges Notebook“)

easy-Characters
(=Identifikationsfiguren)
entwickeln sich weiter,
bleiben aber Teil der
Story (d.h. treiben die
Storyline voran)

mehr **Fotos & Foto-Illu-Collagen** und
weniger großflächige
Illustrationen
zugunsten **längerer
Texte**

das **Magic-Element**
in der Story tritt
weiter zurück,
d.h. mehr *real life*

stärkerer Fokus auf
Individualisierung &
Personalisierung: zu
My page / My task
kommen
Challenge-Impulse

Wortschatzarbeit:
My new words im book,
4 vocab sheets im Teil
vocab & sounds

Struktur:
der bekannte **C-Impuls**
(⌚) wird 1x pro Topic
zur **Challenge**
mit offeneren,
komplexeren Tasks
(Webb 1–4, siehe S. 4)

Extra Unit
„Out & about“:
anregende Impulse zur
Kultur- & Landeskunde
(UK, USA)

Veränderungen von Band 2 zu Band 3

NEU:
book im Format
A4 hoch
(„vom Notebook
zum Tablet“)

easy-Characters
treten in der Storyline
etwas in den
Hintergrund, bleiben
aber als **Kontext** bzw.
Identifikationsfiguren
erhalten

noch mehr
altersgerechte, längere
**real life-Texte mit
Fotos & Foto-Illu-
Collagen**

das **Magic-Element**
spielt hier keine Rolle
mehr (*real life*)

Wortschatzarbeit:
My new words
(im book, pro Unit)
wird zu
Working With Words

Struktur:
noch mehr Fordern und Fördern!
→ authentische, längere **Texte**
mit *You first*-Tasks
→ **Your pages & Your challenge**-Seiten
(mit *For experts*-Tasks und
You choose-Tasks)

Extra Unit:
Lese-, Film- & Video-Tipps
zu jedem Topic im book
(inkl. Tasks zu *reading & viewing skills*)
→ E.R.I.C. (*Everybody Reads In Class*)
→ E.L.V.I.S. (*Everybody Loves Videos
In School*)