

# Using Katzensprung 1

## Introduction

The *Katzensprung* course has a teenage-focused format, which is exciting and rewarding for students. It has been carefully designed to be user-friendly for both teacher and students. It is a course intended to save you, the teacher, time – in planning and preparation, and in assessing your students' progress. The more familiar you become with the components and sections of the course and its methodology, the more time you will save.

The course integrates the skills of listening, speaking, reading and writing while thoroughly addressing cultural awareness and language as a system. *Katzensprung 1* is divided into eight chapters, and a range of assessment materials is provided for each chapter.

The basic structure of each component of the course is constant from chapter to chapter. Once you are familiar with the different components, you will be able to move freely between them, selecting and sequencing activities to reflect the needs of your students.

The course promotes independent learning with clear instructions in English for each activity.

## Katzensprung course components

### Textbook

(Student use)

Main functions:

- speaking
- reading
- language as a system
- cultural awareness

### Workbook

(Student use)

Main functions:

- grammar practice
- writing
- listening comprehension
- reading comprehension

### Student CD-ROM

(Student use)

Main functions:

- reading
- grammar practice
- pronunciation
- writing
- listening
- cultural awareness

### Audio CDs

(Classroom use)

Main functions:

- pronunciation
- models for speaking
- listening comprehension

### Teacher's Resource and Assessment Kit (TRAK)

(Teacher reference)

Main functions:

- lesson planning
- support material
- assessment tasks
- emergency lesson ideas

### Website

(Teacher reference)

Main functions:

- up-to-date hotlinks
- curriculum grids

## Where do I find what?

Type of activity/resource	Location and name/icon
Short structured speaking activities	<i>Textbook: Jetzt sprechen wir!</i>
Short structured writing activities	<i>Workbook:</i> 
Listening activities	<i>Audio CDs and Workbook:</i>  <i>Student CD-ROM: Wie bitte?</i>
Reading comprehension passages and exercises	<i>Workbook:</i>  <i>Textbook: Lesen macht Spaß!</i> <i>Student CD-ROM: Lesen macht Spaß!</i>
Photo stories	<i>Textbook and Audio CDs</i>
Photo story comprehension exercises	<i>Workbook:</i>  
Extended speaking activities	<i>Textbook: Sprechen macht Spaß!</i>
Extended writing activities	<i>Workbook:</i>  <i>Student CD-ROM: Schreiben macht Spaß!</i>
Vocabulary practice and puzzles	<i>Workbook:</i>  <i>Student CD-ROM: Neue Wörter</i>
Word lists	<i>Textbook, Workbook: Neue Wörter</i> <i>Textbook: Wörterliste Deutsch–Englisch, Wörterliste Englisch–Deutsch</i>
Cultural information and activities	<i>Textbook: Grüße aus ...! and Landeskunde</i> <i>Student CD-ROM: Landeskunde</i> <i>Workbook: Landeskunde</i>
Grammar explanations	<i>Textbook: So ist es einfach!, Lerntipp and Summary of grammar points</i> <i>Workbook: Lerntipp</i>
Grammar exercises	<i>Workbook:</i>  <i>Student CD-ROM: So ist es einfach!</i>
Extension activities	<i>Textbook, Workbook: Pluspunkte</i>
Games	<i>Textbook: Spielen macht Spaß!</i> <i>Workbook, TRAK</i>
Pronunciation practice	<i>Textbook and Audio CDs: So sagt man das!</i> <i>Student CD-ROM: So sagt man das!</i>
Technology tasks	<i>Workbook: Technotipp</i> <i>Student CD-ROM: Schreiben macht Spaß!</i>
Assessment tasks	<i>TRAK</i> <i>Student CD-ROM</i>

# Icons

## In the *Textbook*



This icon means there is a recording on the *Audio CDs*.



This icon is used on pages where only the examples have been recorded.



This icon indicates that there is a blackline master worksheet or reference list in this manual.

## In the *Workbook*

The following icons are used to indicate which main skill is the focus of each activity.



### Listening and responding

These activities are recorded on the *Audio CDs*. The scripts are provided in the relevant chapter of this manual.



### Reading and responding



### Writing



### Extended writing



### Speaking

This icon indicates that there is a related supplementary activity in the corresponding chapter of the *Student CD-ROM*.



## In the *Teacher's Resource and Assessment Kit (TRAK)*



This icon means there is a recording on the *TRAK Audio CD*. It is used for the listening assessment activities only. The scripts are included in the relevant chapter of this manual.

# Using the Teacher's Resource and Assessment Kit (TRAK)

## At a glance

The *Katzensprung 1 Teacher's Resource and Assessment Kit (TRAK)* consists of this manual and the accompanying *TRAK Audio CD*. The kit contains many supplementary materials for consolidation, extension and assessment of the language in the *Katzensprung 1* course. The *TRAK* has been designed to save you a lot of time when planning and implementing a successful German language program.

This introductory chapter on how to use *Katzensprung 1* is meant to give you an overview of the entire course, as well as many tips on how to best use the interrelated course components.

The section called 'Before the first chapter' addresses how you could use the introduction of the *Textbook* and the corresponding sections in the other course components. It also includes some extra material, such as a glossary of German names and photocopyable maps of Germany, Switzerland, Liechtenstein and Austria.

The eight main chapters in this *TRAK* manual correspond to the eight chapters of the *Textbook*, *Workbook* and *Student CD-ROM*. Each chapter contains:

- a chapter opening page with teacher notes
- a sequencing checklist
- blackline masters of the worksheets and reference lists needed for the games and activities in the *Textbook* and *Workbook*
- solutions to the *Workbook* activities
- all audio scripts for the listening activities in the *Workbook*, designed so students can act them out
- the audio scripts for the listening assessment tasks
- assessment tasks in vocabulary and grammar, speaking, listening, reading and writing.

The *TRAK Audio CD* contains the recordings for the listening assessment tasks. They can be played in class on a standard CD player.

## Sections in the TRAK

Each chapter in this manual corresponds to a chapter in the *Textbook*, *Workbook* and *Student CD-ROM* and contains the following sections.

## Teacher notes

The teacher notes for each chapter list the objectives for that chapter with examples of the German language points covered. A starting point is suggested for introducing the themes of the chapter. The 'Helpful hints' point out potential difficulties and suggest ways of covering particular language points. The lists of suitable assessment tasks include not only the assessment tasks provided in the *TRAK*, but also other exercises and activities that could be used for assessment.

The teacher notes provide you with a variety of ideas for 'Things for students to make or do' and 'Further activities', including some which are suitable for use in emergency lessons.

## Sequencing checklists

These checklists show a suggested sequence for the activities in each chapter. Using these checklists, you can see at a glance which activities you have covered. They also show which activities work well prior to others, but the sequence should be used with flexibility. The columns on the right allow you to record when you did the activity and to make a note of any issues such as difficulties encountered by your class.

## Worksheets and reference lists



Where you see this icon with an activity in the *Textbook* or *Workbook*, there is a blackline master in this manual to accompany that particular activity. In some cases you will need to cut the sheets into parts before handing them out to your students.

## Workbook solutions

This manual contains all the answers to the activities in the *Katzensprung 1 Workbook*. For activities that invite a range of replies from students, 'Individual responses' is given. Where appropriate, suggested answers are provided.

## Workbook audio scripts

The audio scripts for the listening comprehension activities from the *Workbook* allow you to examine the specific language and vocabulary used in each activity. Thus you will be able to

gauge the need for preparatory activities or revision before playing the *Audio CD* for your students. You can recycle these audio scripts as further reading comprehension, or as models for oral activities such as role plays and guided conversations.

### Listening assessment audio scripts

The audio scripts for the listening assessment tasks from the *Teacher's Resource and Assessment Kit (TRAK)* will help you prepare for the listening assessment activities. Some students may need prior warning of particular structures or vocabulary.

### Assessment tasks

The assessment tasks provided in this *TRAK* allow students to showcase their skills. Alternatively, they can be used as further interesting reinforcement or consolidation activities. You may wish to use some of the speaking activities merely as games, without any formal assessment.

The assessment tasks will save you precious time, as you do not need to generate extra materials for assessment. The tasks provide a range of ways of assessing students' mastery of particular language skills or structures. Together they form a comprehensive assessment tool for the outcomes in the *Katzensprung 1* course.

For each chapter, assessment material is included for:

- vocabulary and grammar
- speaking
- listening and responding
- reading and responding
- writing.

The vocabulary and grammar exercises provided can either be used as part of a 'chapter test' or for revision. You do not have to do them all at once. The other assessment tasks cover each of the four macroskills: listening, speaking, reading and writing. You may wish to combine the listening and responding, reading and responding, and writing tasks as one big chapter test, doing the speaking assessment at some other time.

The assessment tasks in this *TRAK* are based on the following principles.

- As far as is practicable, the activities are designed to be communicative.
- Care has been taken to use vocabulary and structures that are familiar to students. Any new words are mostly of a kind that students could reasonably be expected to guess correctly. In a few cases, **Neue Wörter** boxes have been included on the pages.
- Generally, the assessment tasks have been designed to take into account the different capabilities of students in a multi-level classroom. They should allow all students to experience a sense of progress and satisfaction. However, some tasks are more demanding than others.

# Tips for assessment

## Preparation time required

The time students need to prepare for assessment tasks will vary depending on their levels of ability. You may choose to review all the key information in the lesson before the assessment, you may set assessment activity preparation as homework, or you may give students a short amount of time to prepare before the assessment task. You can also use a combination of these approaches to suit the task and the needs of your class.

## Listening tasks

Make sure you read instructions together with your students prior to doing a listening assessment task, so everyone is clear on what to do. Ensure also that students know what any icons or pictures represent.

Playing the track more than once is advisable with harder tasks, so that students have adequate time to complete and check their work. Tell students beforehand how many times the track will be played.

## Extension tasks

Sometimes a **Pluspunkte** section is included in an assessment task. How you score students' performance on these extension tasks is up to you. For example, you can allot extra points for the **Pluspunkte** or require students to complete the section to achieve a particular grade.

## How to assess speaking activities

There are several different ways of managing the assessment of speaking activities. Your choice will depend on the nature of the task, the size and character of your class, the assessment criteria that apply and the specific information you wish to glean about the performance and progress of individual students.

Examples of situations in which you can assess students' speaking skills are:

- a role-play presented by two students in front of the whole class
- a recorded talk by an individual student, handed in on audio cassette
- a PowerPoint presentation with comments from the student in front of the class
- a one-to-one conversation between you and the student.

An assessment criteria sheet can be useful for you when assessing students' speaking. An example is provided on page 38 of this manual, after the speaking assessment task in **Kapitel 1**. This sample assessment criteria sheet was designed to be used both by the teacher assessing students' performances and by students assessing each other. You can change the set-up to suit the particular task and the needs of your own class. Suggested criteria for assessment are provided with each of the speaking assessment tasks in the *TRAK*.

## Keeping all students alert

When individuals or pairs of students are presenting a role-play, talk, etc., it helps to give the rest of the class a specific listening task. The students can take notes or fill out a prepared grid. In this way they are likely to be more attentive and receptive. One example of a prepared table is provided on the next page. Another example of a table students can fill out while listening is the assessment criteria sheet on page 38.

## Small groups

If students are playing a game and you wish to assess their interaction, particularly in a speaking assessment, you can ask pairs or small groups to showcase their game to the class. Alternatively, you can temporarily 'freeze' the whole class when playing a game, and then allow certain students to continue so that you can assess them on a more individual basis.

A useful way of managing the assessment of students working in small groups is to organise a series of tasks or learning centres, with each group rotating through the tasks and doing one or more per lesson. This will allow you to focus on one group at a time, so that by the end of several lessons you know that you have assessed every student.

## Was machst du gern?

### Student learning objectives

- Name sports and hobbies.
- Ask someone what they do in their free time: **Was machst du in deiner Freizeit?**
- Say what you do on the weekend: **Ich lese und gehe ins Kino.**
- Ask someone whether they like to do something: **Machst du gern Musik?**
- Say whether you like to do something: **Ich reite nicht gern.**
- Say what your favourite sport or hobby is: **Fernsehen ist mein Lieblingshobby.**
- Name the days of the week and times of day: **(am) Montagabend.**
- Say when you do something: **Ich spiele am Samstagnachmittag Fußball.**

### Starting point

- Use hobby and sporting equipment to introduce the vocabulary for hobbies and sports: a book, music CD, tennis racket, cinema ticket etc.
- Do the dialogues on pages 56 and 57 of the *Textbook*.

### Helpful hints

- Wait until students are confident using the simple verbs like **lesen** and **reiten** before going on to the more complex ones like **fernsehen** and **Musik hören**.

#### Things for students to make or do

- Make a wall frieze about **Freizeit** with photos, illustrations and captions telling what hobbies and sports students like to do and when they do them, as well as information about sporting celebrities.

### Suitable assessment tasks

#### Vocabulary and grammar

- Vocabulary and grammar **A–D TRAK** p 105
- **So ist es einfach!** Student CD-ROM
- **Neue Wörter** Student CD-ROM

#### Speaking

- **So sagt man das!** The 'e' and 'i' of it *Textbook* p 64
- **Sprechen macht Spaß!** Ein Talkshow-Interview *Textbook* p 65
- **Siehst du gern fern?** Ich auch! *TRAK* p 107

#### Listening and responding

- **Übung F Name, Alter, Hobby** *Workbook* p 60, *Audio CD 2*, audio script *TRAK* p 103
- **Sonia Schönheits Wochenplan** *TRAK* p 111, *TRAK Audio CD*, audio script *TRAK* p 104

#### Reading and responding

- **Lesen macht Spaß!** *Textbook* p 66 + **Übung N Das Triathlon und die Jugendfeuerwehr** *Workbook* p 65
- **Deutsch in Australien** *TRAK* p 112
- **Lesen macht Spaß!** Student CD-ROM

#### Writing

- **Übung M Wer ist es?** *Workbook* p 65
- **Ein Star kommt nach Australien** *TRAK* p 113
- **Ein Artikel** Student CD-ROM

### Further activities

- Bring in several bags or suitcases full of props and realia – such as a cinema ticket, photo of a horse, soccer ball etc. – to represent the hobbies and sports of unknown people. Students talk or write about what each person does in their free time.
- Have students collect photos and information about sporting personalities or entertainers from the German-speaking countries.
- Make up a vocabulary quiz, either based just on **Kapitel 5** or revising **Kapitel 1** to **5**. Give clues and the initial letter, for example: 'a hobby, T' or 'a family member, V'. This can be an individual or pairwork activity. Alternatively, have students make up their own quiz to exchange with a partner.\*

\* This activity could be used as an emergency lesson.

### Was machst du gern?

Class \_\_\_\_\_ Year \_\_\_\_\_

	Activity	Date	Comments
TB p 56	Jetzt sprechen wir! 1 • Was machst du gern?		
WB p 56	Übung A • Freizeit		
WB p 57	Übung B • Was machen sie gern?		
TB p 58	Jetzt sprechen wir! 2 • Am Wochenende		
WB p 58	Übung C • Wer sagt das?		
WB p 59	Übung D • Am Wochenende		
WB p 59	Übung E • Wer mag was?		
WB p 60	* Übung F • Name, Alter, Hobby		
TB p 60	Jetzt sprechen wir! 3 • Eine Woche Spaß		
WB p 61	Übung G • Ein Suchworträtsel		
CD-ROM	* Neue Wörter		
WB p 62	Übung H • Verben machen Spaß!		
WB p 62	Übung I • Was stimmt?		
CD-ROM	* So ist es einfach!		
CD-ROM	So sagt man das!		
WB p 63	Übung J • Deine Woche		
TB p 61	Photo story • Spielst du mit?		
WB p 64	Übung K • Richtig oder falsch?		
WB p 64	Übung L • Warum, wie oder wer?		
CD-ROM	* Wie bitte?		
TB p 64	Spielen macht Spaß! • Freizeit-Lotto		
TB p 64	* So sagt man das! • The 'e' and 'l' of it		
TB p 65	* Sprechen macht Spaß! • Ein Talkshow-Interview		
WB p 65	* Übung M • Wer ist es? or		
CD-ROM	* Schreiben macht Spaß! • Ein Artikel		
TB p 66	* Lesen macht Spaß! • Das Triathlon		
TB p 66	* Lesen macht Spaß! • Ein interessantes Hobby – die Jugendfeuerwehr		
WB p 65	* Übung N • Das Triathlon und die Jugendfeuerwehr		
TB p 67	Grüße aus Deutschland! • Münsterland – ein Paradies für Radfahrer		
WB p 66	Übung O • Münsterland – ein Paradies für Radfahrer		
CD-ROM	* Lesen macht Spaß!		
TRAK p 105	* Vocabulary and grammar A • Was machen sie gern?		
TRAK p 105	* Vocabulary and grammar B • Wie heißt das auf Englisch?		

TB = Textbook, WB = Workbook, CD-ROM = Student CD-ROM, TRAK = Teacher's Resource and Assessment Kit

\* These activities may be used either for revision/reinforcement or for assessment.

continued →



### Vocabulary and grammar

Name: \_\_\_\_\_

Klasse: \_\_\_\_\_

#### C Ein Rätsel

Read the clues and write the correct day of the week. The letters in the heavier boxes form a German expression.

1 Ich bin ein Tag am Wochenende. Ich bin der  **A**         .

2 Morgen ist Freitag. Heute haben wir            .

3 Ich bin der Schultag Nummer 3. Ich bin der          .

4 Heute haben wir Sonntag. Morgen ist        .

1  2  3  4

The expression is: \_\_\_\_\_

#### D Verben

Complete the verb table.

	hören	lesen	fahren	sehen	spielen	reiten
ich	höre					
du		liest				
er, sie, es			fährt			
wir				sehen		
ihr					spielt	
sie						reiten



### Listening and responding

Name: \_\_\_\_\_

Klasse: \_\_\_\_\_

#### Sonia Schönheits Wochenplan

Sonia Schönheit is Germany's hottest new supermodel. You've been lucky enough to get a job as assistant to her public relations manager over the school holidays.

Listen carefully as Sonia and the PR manager discuss her plans for the week, and make the necessary changes to her appointment book. Start out by writing the dialogue number in the box for the right part of day. The first one has been done for you.

	Vormittag	Nachmittag	Abend
<b>Sonntag</b>	Fotoshooting <input type="checkbox"/>	Fitnessstraining <input type="checkbox"/>	<del>Fernsehen</del> z.B. Musik hören
<b>Montag</b>	Radio-Interview <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>	Claudia Schiffer treffen <input type="checkbox"/>
<b>Dienstag</b>	Fitnessstraining <input type="checkbox"/>	Skateboard fahren <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>
<b>Mittwoch</b>	Lesen <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>	Fernseh-Interview <input type="checkbox"/>
<b>Donnerstag</b>	Fitnessstraining <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>	Essen im Restaurant <input type="checkbox"/>
<b>Freitag</b>	Radfahren <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>	Interview mit Boris Becker <input type="checkbox"/>
<b>Samstag</b>	Fernseh-Interview <input type="checkbox"/>	Fotoshooting <input type="checkbox"/>	Tanzen <input type="checkbox"/>



#### Pluspunkte

Listen to the dialogues again and write down what Sonia's response is to the activities suggested. The first one has been done for you.

z.B. langweilig

1 \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_