

Level 2: Differentiation

	Regular Track	Quick Learner/AP track
1	Students read a short text and answer questions.	Students finishing the exercise early write their answers on the board (p. 16). Assign partners randomly for group work to benefit both stronger and weaker students.
2	Students talk about and answer questions in writing about their first day back at school. Students select the correct past participle to complete the sentences.	Have students write a short essay about their first day back at school using their photos as illustrations (p. 20). Students play game to review past participles using the reproducible page (Expansion, p. 20)
3	Students listen to dialogs and match them to the correct photo. Students listen to announcements and match them to the responses.	Students add additional information to complete the scenario in the dialog (Expansion, p. 26). Students create announcements for the three activities not mentioned (Expansion, p.30).
4	Students come up with reasons why people are often late and write them on the board. Students refer to examples in the box and tell why they were not able to accomplish something.	Challenge students to come up with <i>creative</i> excuses (Expansion, p. 32). Students come up with their own reasons (p. 33).

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5

Have students create a short profile about their favorite celebrity.

Challenge students to come up with *creative* excuses (Expansion, p. 32).
Students come up with their own reasons (p. 33).

6

Students write shopping dialogs to go along with pictures.

Have students decide for themselves what they want to buy and write their own dialog (Variation, p. 53).

7

Students write down ideas about what friendship means to them and share ideas with the class.

Have students interview their parents about what friendship means to them. Students report findings to class and discuss generational differences (Project, p. 60).

8

Students take turns asking each other questions using reflexive verbs.

Students use reflexive verbs to play games or charades using cards from the **reproducible page** (p. 64).

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9

Students take a short quiz in the text to determine their own personal attitudes about allowances.

Refer students to the website of Germany's largest and most popular teen magazine with many similar quizzes (Info, p. 75).

10

Class discussion on the topic of *Schlüsselkinder*.

Have students write a short text on the topic of *Schlüsselkinder* for their portfolios (Expansion, p. 84).

11

Students research a city and write a short text.

Students create a collage using the text they wrote about their city (Expansion, p. 87).

12

Students produce sentences in German to describe what is happening in a sequence of pictures.

Students work in a small group to write an ending for the story and then read it to the class (Expansion, p. 95).

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13

Students write an e-mail to a friend, using an e-mail in the text as a guide.

Students send corrected e-mails to each other and must answer them (Expansion, p. 108).

14

Students interview their parents and write a short paragraph about electronic devices they have used.

Students interview their grandparents about electronic devices and report back to the class (Expansion, p. 110).

15

Students interview a partner in class about their future career plans and report back to the class.

Students write a longer essay about their own future career or that of their partner (Expansion, p. 118).

16

Students work in small groups to write a student newspaper in German.

Students present their newspaper at an end of the year gathering (Expansion, p. 126).