

Instructional Material Program: DAS REPORTERTEAM 2

Maryland World-Readiness Standards for Learning Languages

LEVEL: NOVICE HIGH TO INTERMEDIATE LOW

STANDARD 1: COMMUNICATION

Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

1.a INTERPERSONAL COMMUNICATION:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

p. 0 (act. 1b), p. 3 (act. 2b, 2c, 2d, 3), p. 5 (act. 5a, 5b, 5c), p. 6 (act. 6c), p. 7 (act. 7a, 8a, 8b, 8c), p. 9 (act. 10b), p. 10 (act. 11a), p. 11 (act. 12b, 12c), p. 12 (act. 13a, 13b, 13c), p. 13 (act. 14c), p. 15 (act. 16a, 16c), p. 16 (act. 17b), p. 17 (act. 18a, 18b, 18c), pp. 18-19 (act. Leiterspiel), p. 21 (act. 1b), p. 23 (act. Kultureller Vergleich), p. 24 (act. 3a, 3b, 3c), p. 25 (act. 4c, 5a, 5b, 5c, Kultureller Vergleich), p. 26 (act. 6b, 6c), p. 27 (act. 7b, 7c, 8), p. 29 (act. 11), p. 30 (act. 12, 13, 14, 15), p. 31 (act. 16), p. 32 (act. 17, 18, 19, 20), p. 33 (act. 21, 22, 23), p. 35 (act. Mein Wortschatz), p. 36 (act. 24, 25, 26, 27), p. 39 (act. Kultureller Vergleich), p. 40 (act. 2b, 2c), p. 41 (act. 2d, 2e, 3, 4a, 4b), p. 42 (act. 5b, 5c, 5d), p. 43 (act. 6a, 6c, 6e), p. 45 (act. 7a, 7b, 7c, 8a, 8b, 8c, 8d), p. 46 (act. 10), p. 47 (act. 11), p. 48 (act. 12), p. 49 (act. 13, 14, 15), p. 50 (act. 16, 17), p. 51 (act. 18, 19), p. 52 (act. 20, 21), p. 53 (act. 22, 23), p. 56 (act. 24, 25, 26, 27, Mein Wortschatz), p. 57 (act. MINIPROJEKT 2), p. 61 (act. 3), p. 63 (act. 1b), p. 65 (act. Kultureller Vergleich), p. 66 (act. 3a, 3b, 3e), p. 67 (act. 3f), p. 69 (act. 4a, 4b, 4c, 4d, 4e), p. 71 (act. 7), p. 72 (act. 8, 9, 10), p. 73 (act. 11, 12), p. 75 (act. 13, 14a, 14b, 14c, 15), p. 78 (act. 16, 17, 18), p. 81 (act. Kultureller Vergleich), p. 82 (act. 2a, 2b, 2d), p. 83 (act. 3c, 3d, 3e), p. 84 (act. 4b), p. 85 (act. 5b, 5c, 5d), p. 86 (act. 6c, 7a), p. 87 (act. 7b, 7c, 7d, 7e, 8), p. 89 (act. 11), p. 91 (act. 12, 13, 14, 15), p. 93 (act. 16, 17, 18, 19), p. 94 (act. 20, 21, 22), p. 95 (act. 23), p. 98 (act. 24, 25a, 25b, Mein Wortschatz), p. 103 (act. 2), p. 105 (act. 1b), p. 107 (act. Kultureller Vergleich), p. 108 (act. 3c), p. 109 (act. 4b, 4c, 4d, 5), p. 110 (act. 6a, 6c, 6d), p. 111 (act. 7d, 7e), p. 112 (act. 8a, 8b, 8d, 8e, 8f), p. 113 (act. 9c, 9d), p. 116 (act. 13), p. 117 (act. 14a, 14b, 15a, 15b, 16, 17), p. 118 (act. 18, 19, 20), p. 119 (act. 21, 22a, 22b, 22c), p. 120 (act. 23, 24), p. 121 (act. 25, 26, 27), p. 124 (act. 28, 29, 30, Mein Wortschatz), p. 127 (act. 1b, Kultureller Vergleich), p. 128 (act. 2d, Kultureller Vergleich), p. 129 (act. 3a, 3b, 3c, 4), p. 130 (act. 5a, 5c, 5d), p. 131 (act. 6c, 6d, 6e, 6f), p. 132 (act. 8), p. 133 (act. 9), p. 134 (act. 10), p. 135 (act. 11, 12, 13, 14), p. 136 (act. 15, 16, 17), p.

	137 (act. 18, 19), p. 140 (act. 20, 21, 22, 23, Mein Wortschatz), p. 145 (act. 2), p. 149 (act. 2c, Kultureller Vergleich), p. 150 (act. 3a), p. 151 (act. 3b, 3c, 3d, 4a, 4b, 4d, 4e), p. 152 (act. Kultureller Vergleich), p. 153 (act. 5c, 5d, 5e, 5f, 5g, 6), p. 154 (act. 7a, 7c, 7d, Kultureller Vergleich), p. 155 (act. 8c, 8d), p. 157 (act. 11), p. 158 (act. 12), p. 159 (act. 13, 14, 15, 16a, 16b), p. 160 (act. 17, 18), p. 161 (act. 19a, 19b), p. 162 (act. 20, 21), p. 163 (act. 22, 23), p. 166 (act. 24, 25, 26, 27, Mein Wortschatz), p. 169 (act. 1c, Kultureller Vergleich), p. 171 (act. 2c, 2d, 3), p. 172 (act. 4a, 4b, 4d, 4e), p. 173 (act. 5a, 5b, 5c, 5d, 5e), p. 175 (act. 8), p. 177 (act. 9, 10, 11), p. 178 (act. 12a, 12b), p. 179 (act. 13, 14), p. 182 (act. 15, 16, 17, 18, Mein Wortschatz), p. 187 (act. 2), p. 189 (act. 1b), p. 191 (act. Kultureller Vergleich), p. 192 (act. 3a, 3b, 3c, 3d), p. 193 (act. 4b, 4c, 4d, 4e, Kultureller Vergleich), p. 194 (act. 5a), p. 195 (act. 6c, 6d, 7), p. 196 (act. 8a), p. 197 (act. 8c, 8d, 9a, 9b, 9c, Kultureller Vergleich), p. 199 (act. 12), p. 200 (act. 13, 14, 15), p. 201 (act. 16, 17, 18), p. 202 (act. 19, 20, 21), p. 203 (act. 22, 23, 24), p. 204 (act. 25), p. 205 (act. 26, 27), p. 208 (act. 28, 29, 30, Mein Wortschatz), p. 209 (act. MINIPROJEKT 1), p. 211 (act. 1b, 1d, Kultureller Vergleich), p. 213 (act. 2b, 2c, 2d, 3c, 3d), p. 214 (act. 4a, 4b, 4e), p. 215 (act. 5, 6), p. 219 (act. 9, 10, 11, 12), p. 220 (act. 13), p. 221 (act. 14, 15), p. 224 (act. 16, 17, 18, Mein Wortschatz), p. 229 (act. 2), p. 231 (act. 1b, 1c), p. 233 (act. Kultureller Vergleich), p. 234 (act. 3a, 3c), p. 235 (act. 4b, 4c, Kultureller Vergleich), p. 236 (act. 5a, 5d, Kultureller Vergleich), p. 237 (act. 6c, 6d, 6e, 7), p. 239 (act. 8a, 8b, 8d, 8e), p. 242 (act. 12), p. 243 (act. 13a, 13b, 14, 15, 16), p. 244 (act. 17), p. 245 (act. 18, 19), p. 246 (act. 20, 21), p. 247 (act. 22), p. 250 (act. 23, 24, 25, Mein Wortschatz), p. 253 (act. 1c, Kultureller Vergleich), p. 254 (act. Kultureller Vergleich), p. 255 (act. 2b, 2c, 2d, 2e), p. 257 (act. 3c, 3d, 4a, 4c, 4d, Kultureller Vergleich), p. 259 (act. 7), p. 260 (act. 8, 9), p. 261 (act. 10), p. 262 (act. 11, 12), p. 263 (act. 13, 14, 15), p. 265 (act. 16, Mein Wortschatz), p. 266 (act. 17, 18), p. 271 (act. 2)
1.b INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	p. 4 (act. 4a), p. 9 (act. 10a), p. 11 (act. 12a), p. 13 (act. 14a, 14b), p. 14 (act. 15a, 15b), p. 15 (act. 16b), p. 16 (act. 17a), p. 21 (act. 1a), p. 23 (act. 2a, 2b, 2c), p. 25 (act. 4a, 4b), p. 27 (act. 7a), p. 28 (act. 9, 10), p. 39 (act. 1a, 1b, 1c), p. 40 (act. 2a, 2b, 2c), p. 42 (act. 5a), p. 43 (act. 6b, 6c, 6d), p. 46 (act. 9, 10), p. 60 (act. 1a, 1b, 1c), p. 63 (act. 1a), p. 65 (act. 2a, 2b, 2c), p. 69 (act. 4a), p. 70 (act. 5, 6), p. 71 (act. 7), p. 81 (act. 1a, 1b), p. 82 (act. 2b, 2c), p. 83 (act. 3a, 3b, 3c), p. 84 (act. 4a, 4b), p. 85 (act. 5a), p. 86 (act. 6a, 6b), p. 87 (act. 7c, 7d), p. 88 (act. 9, 10), p. 89 (act. 11), p. 103 (act. 1a, 1b), p. 105 (act. 1a), p. 107 (act. 2a, 2b, 2c), p. 108 (act. 3a, 3b), p. 109 (act. 4a), p. 111 (act. 7a, 7b, 7c), p. 112 (act. 8c), p. 113 (act. 9a, 9b), p. 114 (act. 10, 11), p. 115 (act. 12), p. 127 (act. 1a, 1c), p. 128 (act. 2a, 2b, 2c), p. 129 (act. 3a, 3b), p. 130 (act. 5b), p. 131 (act. 6a, 6b), p. 132 (act. 7, 8), p. 144 (act. 1a, 1b, 1c, 1d), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b), p. 150 (act. 3a), p. 151 (act. 3b), p. 152 (act. 5a, 5b), p. 154 (act.

	7a, 7b), p. 155 (act. 8a, 8b), p. 156 (act. 9, 10), p. 169 (act. 1a, 1b), p. 171 (act. 2a, 2b), p. 172 (act. 4a, 4c), p. 173 (act. 5a), p. 174 (act. 6, 7), p. 186 (act. 1a, 1b, 1c, 1d), p. 189 (act. 1a), p. 191 (act. 2a, 2b), p. 192 (act. 3a, 3b, 3c), p. 193 (act. 4a), p. 194 (act. 5a, 5b, 5c, 6a, 6b), p. 198 (act. 10, 11), p. 211 (act. 1a, 1c), p. 213 (act. 2a, 3a, 3b), p. 214 (act. 4b, 4c, 4d, 4e), p. 216 (act. 7, 8), p. 228 (act. 1a), p. 229 (act. 1b, 1c, 1d), p. 231 (act. 1a), p. 233 (act. 2a, 2b), p. 234 (act. 3b), p. 235 (act. 4a), p. 236 (act. 5b, 5c), p. 237 (act. 6a, 6b), p. 239 (act. 8b, 8c), p. 240 (act. 9, 10), p. 253 (act. 1a, 1b), p. 254 (act. 2a), p. 256 (act. 3a, 3b), p. 257 (act. 4b), p. 258 (act. 5, 6), p. 270 (act. 1a, 1b, 1c)
1.c PRESENTATIONAL COMMUNICATION: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	p. 4 (act. 4b), p. 7 (act. 7b), p. 9 (act. 9c), p. 10 (act. 11b), p. 11 (act. 12d), p. 29 (act. JETZT BIST DU DRAN!), p. 37 (act. MINIPROJEKT 1), p. 47 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 61 (act. 2), p. 71 (act. JETZT BIST DU DRAN!), p. 79 (act. MINIPROJEKT 1), p. 85 (act. 5d), p. 89 (act. JETZT BIST DU DRAN!), p. 99 (act. MINIPROJEKT 2), p. 100 (act. ABSCHLUSSPROJEKT), p. 103 (act. 3), p. 115 (act. JETZT BIST DU DRAN!), p. 125 (act. MINIPROJEKT 1), p. 133 (act. JETZT BIST DU DRAN!), p. 141 (act. MINIPROJEKT 2), p. 142 (act. ABSCHLUSSPROJEKT), p. 145 (act. 3), p. 151 (act. 4c), p. 157 (act. JETZT BIST DU DRAN!), p. 167 (act. MINIPROJEKT 1), p. 172 (act. 4e), p. 175 (act. JETZT BIST DU DRAN!), p. 183 (act. MINIPROJEKT 2), p. 184 (act. ABSCHLUSSPROJEKT), p. 187 (act. 3), p. 197 (act. 8e), p. 199 (act. JETZT BIST DU DRAN!), p. 209 (act. MINIPROJEKT 1), p. 217 (act. JETZT BIST DU DRAN!), p. 225 (act. MINIPROJEKT 2), p. 226 (act. ABSCHLUSSPROJEKT), p. 229 (act. 3), p. 239 (act. 8f), p. 241 (act. 11, JETZT BIST DU DRAN!), p. 251 (act. MINIPROJEKT 1), p. 259 (act. JETZT BIST DU DRAN!), p. 267 (act. MINIPROJEKT 2), p. 268 (act. ABSCHLUSSPROJEKT), p. 271 (act. 3)
STANDARD 2: CULTURES Interact with cultural competence and understanding.	
2.a RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	pp. 0-1 (act. 1a, 1b), p. 6 (act. 6a, 6b), p. 8 (act. 9a), p. 9 (act. 9b), p. 11 (act. 12a), p. 16 (act. 17a), p. 23 (act. 2a, 2b, 2c), p. 25 (act. 4a, 4b, 4c), p. 26 (act. 6a), p. 39 (act. 1a, 1b, 1c), p. 40 (act. 2a), p. 42 (act. 5a), p. 45 (act. 7a, 7b), p. 46 (act. 9, 10), p. 65 (act. 2a, 2b, 2c), p. 81 (act. 1a, 1b), p. 84 (act. 4a, 4b), p. 85 (act. 5a), p. 110 (act. 6a, 6b), p. 111 (act. 7a, 7b, 7c), p. 112 (act. 8c, 8d), p. 149 (act. 2a, 2b), p. 151 (act. 3b, 3d), p. 191 (act. 2a, 2b), p. 192 (act. 3a, 3b, 3c, 3d), p. 194 (act. 6a, 6b), p. 211 (act. 1a, 1b, 1c), p. 213 (act. 2a, 2c, 2d, 3a, 3b, 3c), p. 214 (act. 4a, 4b, 4c, 4d, 4e), p. 216 (act. 7, 8), p. 225 (act. MINIPROJEKT 2), p. 254 (act. 2a), p. 257 (act. 4a, 4b, 4c)

2.b RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	pp. 0-1 (act. 1a, 1b), p. 2 (act. 2a), p. 3 (act. 3), p. 4 (act. 4a), p. 14 (act. 15a, 15b), p. 15 (act. 16a, 16b, 16c), p. 21 (act. 1a, 1b), p. 28 (act. 9, 10), p. 29 (act. 11), p. 42 (act. 5a), p. 43 (act. 6b), p. 45 (act. 7a, 7b), p. 46 (act. 9, 10), p. 47 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 63 (act. 1a), p. 66 (act. 3b, 3c, 3d), p. 67 (act. 3f), p. 69 (act. 4a, 4b), p. 70 (act. 5, 6), p. 71 (act. 7), p. 83 (act. 3a, 3b), p. 86 (act. 6a, 6b, 7a), p. 88 (act. 9, 10), p. 89 (act. 11), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2c), p. 114 (act. 10, 11), p. 115 (act. 12), p. 127 (act. 1a, 1c), p. 128 (act. 2a), p. 132 (act. 7, 8), p. 133 (act. 9), p. 147 (act. 1a, 1b), p. 149 (act. 2a, 2b), p. 156 (act. 9, 10), p. 157 (act. 11, JETZT BIST DU DRAN!), p. 169 (act. 1a), p. 174 (act. 6, 7), p. 189 (act. 1a), p. 196 (act. 8a, 8b), p. 197 (act. 8c, 8d), p. 198 (act. 10, 11), p. 199 (act. 12), p. 211 (act. 1a, 1b), p. 214 (act. 4a, 4b, 4c, 4d, 4e), p. 216 (act. 7, 8), p. 228 (act. 1), p. 231 (act. 1a, 1b, 1c), p. 233 (act. 2a, 2b), p. 234 (act. 3a, 3b), p. 235 (act. 4a), p. 236 (act. 5a, 5b, 5c), p. 240 (act. 9, 10), p. 241 (act. 11), p. 244 (act. 17), p. 245 (act. 18), p. 253 (act. 1a, 1b), p. 256 (act. 3a, 3b), p. 258 (act. 5, 6), p. 259 (act. 7, JETZT BIST DU DRAN!)
STANDARD 3: CONNECTIONS Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.	
3.a Learners use the language to function in academic and career-related situations.	p. 11 (act. 12a, 12d), p. 25 (act. Kultureller Vergleich), p. 235 (act. Kultureller Vergleich)
3.b Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	p. 2 (act. 2a), p. 25 (act. 4a, 4b), p. 28 (act. 9, 10), p. 46 (act. 9, 10), p. 47 (act. 11), p. 70 (act. 5, 6), p. 71 (act. 7), p. 84 (act. 4a, 4b), p. 88 (act. 9, 10), p. 89 (act. 11, JETZT BIST DU DRAN!), p. 114 (act. 10, 11), p. 115 (act. 12), p. 132 (act. 7, 8), p. 133 (act. 9, JETZT BIST DU DRAN!), p. 151 (act. 3b, 4b), p. 156 (act. 9, 10), p. 157 (act. 11), p. 173 (act. 5a), p. 174 (act. 6, 7), p. 175 (act. 8), p. 184 (act. ABSCHLUSSPROJEKT), p. 198 (act. 11), p. 199 (act. 12, JETZT BIST DU DRAN!), p. 216 (act. 7, 8), p. 240 (act. 9, 10), p. 258 (act. 5, 6), p. 259 (act. 7)
3.c Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	p. 4 (act. 4b), p. 9 (act. 9c), p. 29 (act. JETZT BIST DU DRAN!), p. 47 (act. JETZT BIST DU DRAN!), p. 71 (act. JETZT BIST DU DRAN!), p. 89 (act. JETZT BIST DU DRAN!), p. 133 (act. 9, JETZT BIST DU DRAN!), p. 157 (act. JETZT BIST DU DRAN!), p. 175 (act. JETZT BIST DU DRAN!), p. 199 (act. JETZT BIST DU DRAN!), p. 217 (act. JETZT BIST DU DRAN!), p. 226 (act. ABSCHLUSSPROJEKT), p. 241 (act. 11, JETZT BIST DU DRAN!), p. 259 (JETZT BIST DU DRAN!)

STANDARDS 4: COMPARISONS Learners develop insight into the nature of language and culture in order to interact with cultural competence.	
4. a CULTURAL COMPETENCE: Learners interact with cultural competence.	p. 12 (act. 13c), p. 13 (act. 14c), p. 17 (act. 18c), p. 130 (act. 5d), p. 193 (act. 4d, 4e), p. 195 (act. 6c, 6d, 7), p. 202 (act. 21), p. 209 (act. Miniprojekt 1), p. 267 (act. Miniprojekt 2)
4.a LANGUAGE COMPARISONS: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.	p. 28 (act. 9), p. 31 (act. 2. The verbs müssen and dürfen + infinitive), p. 46 (act. 9), p. 52 (act. 3. Personal pronouns in the dative), p. 70 (act. 5), p. 74 (act. 3. The Perfekt with haben), p. 88 (act. 9), p. 98 (act. THE PRONUNCIATION OF ST AND SP), p. 111 (act. 7d), p. 120 (act. 4. The comparative adjectives), p. 124 (act. THE PRONUNCIATION OF B, D, AND G), p. 132 (act. 7), p. 134 (act. 1. Two-way prepositions + accusative), p. 137 (act. 3. Expressing cause with weil), p. 140 (act. THE CONSONANTS L AND N), p. 156 (act. 9), p. 158 (act. 1. The comparative), p. 160 (act. 2. The superlative), p. 161 (act. 3. Suffixes for noun formation), p. 166 (act. PHONETIC "FALSE FRIENDS"), p. 176 (act. 1. Reflexive verbs), p. 178 (act. 2. Subordinate clauses with dass), p. 182 (act. THE GLOTTAL STOP), p. 198 (act. 10), p. 203 (act. 4. The question word welch-nominative), p. 208 (act. THE PRONUNCIATION OF CH), p. 218 (act. 1. Adjectives with ein, eine), p. 221 (act. 2. The demonstrative articles dieser, diese, dieses), p. 224 (act. THE PRONUNCIATION OF IE AND EI), p. 261 (act. 2. Question words with prepositions)
4.B CULTURAL COMPARISONS: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	p. 11 (act. 12d), p. 23 (act. Kultureller Vergleich), p. 25 (act. Kultureller Vergleich), p. 39 (act. Kultureller Vergleich), p. 42 (act. 5d), p. 45 (act. 8d), p. 47 (act. 11), p. 65 (act. Kultureller Vergleich), p. 81 (act. 1a, Kultureller Vergleich), p. 107 (act. Kultureller Vergleich), p. 110 (act. 6a, 6b, 6c, 6d), p. 115 (act. JETZT BIST DU DRAN!), p. 127 (act. Kultureller Vergleich), p. 128 (act. Kultureller Vergleich), p. 149 (act. Kultureller Vergleich), p. 150 (act. 3a), p. 151 (act. 4e), p. 152 (act. Kultureller Vergleich), p. 154 (act. act. Kultureller Vergleich), p. 169 (act. Kultureller Vergleich), p. 172 (act. 4c, 4d), p. 173 (act. 5c, 5d, 5e), p. 191 (act. Kultureller Vergleich), p. 193 (act. Kultureller Vergleich), p. 197 (act. Kultureller Vergleich), p. 211 (act. Kultureller Vergleich), p. 215 (act. 5), p. 217 (act. JETZT BIST DU DRAN!), p. 233 (act. Kultureller Vergleich), p. 235 (act. Kultureller Vergleich), p. 236 (act. 5d, Kultureller Vergleich), p. 239 (act. 8e), p. 253 (act. Kultureller Vergleich), p. 254 (act. Kultureller Vergleich), p. 257 (act. 4b, 4c, Kultureller Vergleich)

STANDARD 5: COMMUNITIES

Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

5.a SCHOOL AND GLOBAL COMMUNITIES: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	p. 5 (act. 5c), p. 12 (act. 13c), p. 13 (act. 14c), p. 17 (act. 18c), p. 26 (act. 6b), p. 43 (act. 6e), p. 57 (act. MINIPROJEKT 2), p. 61 (act. 3), p. 79 (act. MINIPROJEKT 1), p. 99 (act. MINIPROJEKT 2), p. 100 (act. ABSCHLUSSPROJEKT), p. 113 (act. 9c), p. 141 (act. MINIPROJEKT 2), p. 145 (act. 3), p. 171 (act. 2d), p. 184 (act. ABSCHLUSSPROJEKT), p. 187 (act. 2), p. 193 (act. 4e), p. 195 (act. 6d), p. 209 (act. MINIPROJEKT 1), p. 225 (act. MINIPROJEKT 2), p. 229 (act. 3), p. 239 (act. 8f), p. 251 (act. MINIPROJEKT 1), p. 268 (act. ABSCHLUSSPROJEKT), p. 271 (act. 2)
5.b LIFELONG LEARNING: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	p. 29 (act. JETZT BIST DU DRAN!), p. 47 (act. JETZT BIST DU DRAN!), p. 58 (act. ABSCHLUSSPROJEKT), p. 71 (act. JETZT BIST DU DRAN!), p. 89 (act. JETZT BIST DU DRAN!), p. 115 (act. JETZT BIST DU DRAN!), p. 133 (act. 9, JETZT BIST DU DRAN!), p. 157 (act. JETZT BIST DU DRAN!), p. 175 (act. JETZT BIST DU DRAN!), p. 183 (act. MINIPROJEKT 2), p. 184 (act. ABSCHLUSSPROJEKT), p. 209 (act. MINIPROJEKT 1), p. 217 (act. JETZT BIST DU DRAN!), p. 241 (act. 11, JETZT BIST DU DRAN!), p. 259 (act. JETZT BIST DU DRAN!), p. 267 (act. MINIPROJEKT 2), p. 268 (act. ABSCHLUSSPROJEKT)