**The sound of music**

To be handed in by November 6th.

**Reading:**

* p.27/6a
* p.28-29/6b
* p.29/6c: Write down your answers and upload them.

**Listening:**

* p.25/5a: Write down your answers and upload them.
* p.25/5b
* p.26/5c
* Group task: The sound of happiness (upload your notes): <https://www.youtube.com/watch?v=Zap49WLCS-E>
* watch the video
* analyse the sound situation in your classroom + in school in general (like in the hallway etc.)
* find suggestions for improvement

**Writing:**

* p.21-22/3d
* p.22/3e Step 2
* *voluntary: p.22-23/3e Step 3 (individual task; if you do it, upload your text)*

**Language in use:**

* p.24/4a+4b
* p.25/4c
* p.30: read the information on Conditional III
* p.30/7a+7b
* p.31/8a+8b
* p.32/8c
* create an overview of the different types of conditionals, also explain the difference between *if* and *when* (upload your notes)

**Bonus task (if you do this, upload it):**

* The scientific power of music

**Self-assessment checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Lachendes Gesicht ohne Füllung | Neutrales Gesicht ohne Füllung | Besorgtes Gesicht ohne Füllung |
| Unterhaltung | I can discuss the role of music in my life. |  |  |  |
| **Unterhaltung** | I can discuss my music skills and preferences. |  |  |  |
| Bücher | I can understand the main idea of an article about the possible risks to hearing from listening to MP3s. |  |  |  |
| Kopfhörer | I can understand teenagers talking about their favourite music genres. |  |  |  |
| **Gram** | I can use thepast perfect tense simple appropriately. |  |  |  |
| **Gram** | I can use the conditionals appropriately. |  |  |  |