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**Projekt Interact for School (I4S). Unterrichtseinheit und
Target-Task zum Thema “Giving Advice”, Language
Focus: The Past Tense, Gerunds, Modals; Grade 7.**

Leuphana Universität Lüneburg/Universität Tübingen.

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Förderhinweis: Das Projekt „Interact for School - Außerschulisches individuelles Lernen und die Schnittstellen zum Schulunterricht: Effektives digitales Üben als Basis für den kompetenzorientierten Fremdsprachenunterricht“ wurde von Bund und Ländern aus Mitteln des Bundesministeriums für Bildung und Forschung gefördert (Förderkennzeichen: **01JD1905A und 01JD1905B**)

Vorwort

Das Projekt Interact for School (I4S; April 2020 – Dezember 2023) ist eine interdisziplinäre Forschungskooperation zwischen der Leuphana Universität Lüneburg, der Universität Tübingen, und der Technischen Universität Dortmund.

Ziel des Projekts war die Implementierung des *FeedBook*, eines intelligenten plattformbasierten Tutorensystems, das digitale Englisch als Fremdsprachen (EFL)-Übungen und scaffolded Echtzeit-Feedback zur Grammatik bereitstellt und vollständig in den Unterricht und den Lehrplan der Klasse 7 integriert ist (Meurers et al., 2019; Parrisius et al., 2021; Pili-Moss et al., 2022).

Die digitalen Übungen konzentrieren sich auf eine Auswahl englischer Grammatikstrukturen, die kommunikative Funktionen unterstützen und zur Vorbereitung auf unterrichtsbezogene Zielaufgaben (Target-Tasks) dienen.

Vier Sets von Unterrichtsmaterialien, die jeweils eine kommunikative Zielaufgabe enthalten, wurden zusammen mit den entsprechenden vier digitalen Übungsphasen (Zyklen) entwickelt. Die vorliegenden Klassenmaterialien beziehen sich auf Zyklus 1, der einen grammatikalischen Schwerpunkt auf dem Past Simple, dem Gerundium und den Modalverben und einen thematischen Schwerpunkt auf ‚Giving Advice‘ hatte. Die digitalen Übungen zu Zyklus 1 sind nicht in dieser Sammlung enthalten; ihre Veröffentlichung ist in Vorbereitung.

Wir hoffen, dass diese Klassenmaterialien sowohl für EFL-Lehrkräfte als auch für EFL- und Zweitspracherwerbsforscher*innen hilfreich sein können. Eine aktuelle Liste aller im Rahmen des I4S-Projekts erstellten Forschungspublikationen finden Sie unter: <https://interact4school.de/veroeffentlichungen/>.

Die Autor*innen

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1. Lehrkrafthandreichung Task Cycle 1: Agony Aunt

Am Ende der Unterrichtseinheit sollen die Schüler*innen in der Lage sein, die folgende Target Task erfolgreich zu bearbeiten:

Work with a partner: Create a helpline dialogue between a teenager who has a problem and Mr. Horton.

(Angelehnt an Westermann Camden Town 3: S. 24, P8)

Diese Kompetenzen werden zur erfolgreichen Bewältigung der Target Task benötigt:

a. **Words and Phrases** (Wortschatzerweiterung):

- i. **Feelings:** Die Schüler*innen können Gefühlslagen differenziert benennen.
- ii. **Telephone Phrases:** Die Schüler*innen kennen Ausdrücke, die bei Telefonaten Verwendung finden.
- iii. **Showing Empathy:** Die Schüler*innen können durch bestimmte Ausdrücke Empathie zeigen.
- iv. **Asking for and giving advice:** Die Schüler*innen können um Rat bitten und Ratschläge geben.

b. **Grammar:**

- i. **Simple Past:** Die Schüler*innen können die Formen des Simple Past korrekt bilden und verwenden.
- ii. **Gerund:** Die Schüler*innen wissen, dass nach bestimmten Präpositionen das Gerundium verwendet wird. Sie können das Gerundium korrekt bilden und verwenden.
- iii. **Modals:** Die Schüler*innen kennen die Modalverben *could*, *should* und *might* und können sie korrekt verwenden.

c. **Listening Comprehension:** Die Schüler*innen können dem Gehörten wesentliche Informationen entnehmen und sich den Sinn spezifischer Formulierungen zum Thema *Helpline Dialogue* erschließen.

In den nachfolgenden Stundenentwürfen wird eine Unterrichtseinheit von 8 Unterrichtsstunden skizziert, in denen die benötigten Kernkompetenzen erworben bzw. vertieft werden. Ihr Aufbau ist an einen klassischen Unterrichtsentwurf angelehnt. Die Unterrichtssequenzen sind entlang des Lehrbuches *Camden Town 3* konzipiert, um den Einsatz im regulären Englischunterricht zu gewährleisten. Damit der Aufwand für die Unterrichtsgestaltung möglichst gering ausfällt, sind alle in den Stundenentwürfen aufgeführten (digitalen) Materialien verfügbar, d.h. sie können direkt im Unterricht eingesetzt werden.

Zeitlich sollte es möglich sein, die Aktivitäten im Englischunterricht mit 3-4 Wochenstunden à 45 Minuten durchzuführen. Die Stundenentwürfe werden im Folgenden genauer erläutert.

Stundenentwürfe und digitale Übungen:

Die Unterrichtsstunden in den Stundenentwürfen sind als Doppelstunden à 90 Minuten konzipiert, können jedoch auch als Einzelstunden à 45 Minuten unterrichtet werden.

Jeder Doppelstunde sind die passenden digitalen Übungen im FeedBook zugeordnet (in den Stundenentwürfen grau hinterlegt), die die Schüler*innen parallel zum Unterricht an einem Computer oder Tablet in Einzelarbeit bearbeiten. Die Bearbeitung erfolgt entweder in designierten Lernzeiten außerhalb des Englischunterrichts (beispielsweise im Lernbüro, etc.) oder als Hausaufgabe.

Die Kennzeichnung der digitalen Übungen in den Stundenentwürfen ist mit FeedBook identisch, sodass sie unkompliziert zugeordnet werden können. Bei der ersten Doppelstunde steht beispielsweise *Cycle 1 → Grammar – Simple Past → Regular Verbs, Irregular Verbs*. Demnach bearbeiten die Schüler*innen im *Cycle 1* in der Kategorie *Grammar – Simple Past* alle digitalen Übungen, die unter *Regular Verbs* und *Irregular Verbs* im FeedBook aufgeführt werden.

Die Bearbeitung der digitalen Übungen ist zentral für einen erfolgreichen Abschluss der Einheit mit der Target Task.

Medium/Material:

In dieser Spalte werden alle benötigten Medien/Materialien aufgeführt.

Für jede Doppelstunde gibt es eine PowerPoint-Präsentation, in der digitale Tafelbilder mit sprachlichen Hilfestellungen, Arbeitsanweisungen, etc. zu finden sind. Wenn technisch möglich, können diese anstelle von klassischen Tafelbildern verwendet werden. Die Präsentationen sind als PDF verfügbar. Die Titel der Präsentationen weisen jeweils auf die passenden Unterrichtsstunden hin. So ist beispielsweise die Präsentation *T1_Tafelbilder_Std_1-2* in den Stunden 1 und 2 des Task Cycles 1 einzusetzen. In den Stundenentwürfen wird auf die konkreten Folien der passenden Präsentation verwiesen, beispielsweise *Folie 3*.

Arbeitsmaterialien wie Arbeitsblätter, Kärtchen, etc. sind als PDF-Dateien vorhanden. Die Dateinamen sind chronologisch sortiert und die Kennzeichnung überall identisch. Wie bei allen Materialien weist der Anfang des Namens, beispielsweise *T1*, auf den konkreten Task Cycle hin (hier: Task Cycle 1)

Legende:

T1M01:	Cycle 1, material number 01 (example)	TT:	Target Task	L-S-G:	Lehrer: innen-Schüler*innen-Gespräch
PA:	Partner Arbeit	EA:	Einzel Arbeit	S:	Schüler* innen
L:	Lehrer* innen	WS:	Worksheet	AA:	Arbeitsanweisung

1. Stundenentwürfe

Stundenentwürfe Task Cycle 1

1. + 2. Stunde (90 Min) - Thema: Feelings / Dropping the bombshell				
<u>Digitale Übungen zu dieser Doppelstunde:</u>				
○ Cycle 1 → Grammar – Simple Past → Regular Verbs, Irregular Verbs				
○ Cycle 1 → Words and Phrases → Feelings				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
10		L-S-G	T1_M01: Skills TT	<u>Transparenz vermitteln:</u> L: Am Ende dieser Einheit sollt ihr in der Lage sein: ...
5	Warm-up / Einstieg	PA	Folie 3 Mentimeter	<u>Abfrage per Mentimeter oder in einer Murmelphase mit einem Partner:</u> <ul style="list-style-type: none"> ○ Think of reasons why someone would be mad at her/his parents. ○ Describe what you usually do in a situation when you are angry at someone. ○ What could help you to feel better again?
5	Hinführung	L-S-G	CD / Bibox Textbook S. 12	<i>Kernkompetenz: Alltagsgespräche verstehen und wichtige Informationen entnehmen.</i> : <u>Anknüpfen an Vorwissen aus dem A-Teil (Textbook S.10/11):</u> Für weitere Anweisungen siehe Teacher's Manual S. 36, Punkt (a).

7	Hörverstehen	EA	Textbook S. 12, B1	<p>a) <u>Erstes Hören (listening for the gist):</u> Die S notieren alles mit, was sie verstehen. · T-chart: A conversation between Emma and Gillian What does Emma say? / What does Gillian say? b) <u>Zweites Hören (listening for detail):</u> Für weitere Anweisungen siehe Teacher's Manual S. 36, Punkt (b).</p>
5		EA	Textbook S. 12, B2 a) Folie 4 Folie 5	<p>Anschließend beschreiben die S die Illustration: Sie konzentrieren sich auf die Tätigkeiten (What are Gillian and her mother doing?) und die Gefühle von Gillian und ihrer Mutter (How do they feel?).</p> <p>-</p>
10		EA	Textbook S. 12, B2 b)	<p>: <u>Erstes Lesen (globales Textverständnis):</u> Die S lesen nun die Geschichte, die an die Illustration anknüpft, erzählt aus der Sicht von Gillians Mutter. Aufgabe ist es, aus vier möglichen Überschriften die beste auszuwählen und die Wahl zu begründen.</p> <p>Für weitere Anweisungen siehe Teacher's Manual S. 38, Punkt (b).</p>
5	Bewusstmachung		Tafel Folie 6	<p><u>Bewusstmachung</u> L schreibt Satzanfänge an die Tafel: Gillian feels sad / Gillian's mum feels happy... L: There are many more adjectives that can be used to describe how a person feels. <u>Wörter präsentieren, unbekannte Wörter und Aussprache klären:</u> cheerful miserable frightened fascinated amazed afraid excited optimistic desperate relieved hopeless hopeful shocked thankful upset</p>

5		PA	T1_M02: Word Cards Feelings Folie 7	<ul style="list-style-type: none"> · Word Cards Feelings an 2er-Teams austeilen. <u>Work with a partner:</u> <ul style="list-style-type: none"> ○ Decide if the the adjectives are positive or negative. Put them in the correct category. ○ SuS ordnen in PA Kärtchen den Kategorien zu <u>Weiterführende Aufgaben:</u> <ul style="list-style-type: none"> · Find words that can replace „happy“ or „sad“. · Put the words in a logical order. (e.g. most positive – most negative...) · Think of situations in which people could feel the feelings! · Make up a story in which you include as many of the feelings as possible.
5		PA	T1_M03: Question- naire Feelings	S bearbeiten den Fragebogen Feelings
18			T1_M04: WS Dropping the bombshell	Die S lesen den Text auf S. 13 noch einmal genau und füllen passende Adjektive ein, die zur jeweiligen Situation im Text passen.
10			Workbook S. 10, B1 + B2	B1) Read the story on p. 13 of your textbook again and tick the correct answers. B2) Complete this version of the story from Gillian´s point of view. Use the following verbs and put them in the simple past.
	Puffer		T1_M05: Board Game	S spielen das Board Game in 4er-Gruppen.
	Hausaufgabe			T1_M06: WS Positive and negative feelings

3. + 4. Stunde (90 Min) - Thema: Gillian is running away from home / Giving advice

Digitale Übungen zu dieser Doppelstunde:

- Cycle 1 → Grammar – Simple Past → Mixed Verbs, Negations
- Cycle 1 → Grammar – Modals → Could, Should, Might
- Cycle 1 → Words and Phrases → Asking for Advice
- Cycle 1 → Words and Phrases → Giving Advice
- Cycle 1 → Listening → Pre-listening, Listening, Post-listening

Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
10	Warm-up	PA	T1_M07: Stop and swap cards	<u>Stop and swap activity:</u> S gehen im Raum umher, stellen sich in Zweiergruppen gegenseitig Fragen und tauschen die Kärtchen, nachdem beide S die Antworten gegeben haben. Dann suchen sie sich neue Partner*innen.
	Überleitung			L: We found out that Gillian feels quite upset. Do you remember why? Speculate: What is she going to do next? Let's find out! Open your books at page 14.
5		L-S-G	Textbook S. 14, B4 Folie 2	S beschreiben die Bilder und spekulieren darüber, wie die Geschichte weitergeht. Für weitere Anweisungen und einen Lösungsvorschlag siehe Teacher's Manual S. 42-43, B4.
15			CD Textbook S. 14, B6	Teacher's Manual S. 44, Punkt (a). Close your books. Let's listen to Gillian's song. Find out: What is the mood of the person in the song? Now read the song lyrics. Collect five phrases which illustrate the person's mood and the situation he or she is in.
10		EA / PA	T1_M08: WS How would you feel	S: Bearbeitung des WS
	Überleitung	L-S-G		L: Gillian is still very upset and doesn't know what to do. Do you have an idea what she could do in this situation? - S machen Vorschläge She could ask someone for advice. L: Gillian could even get professional help. She could call a helpline. There she could talk to a person who is trained to give advice to people in difficult situations.
5	Bewusst-machung	L-S-G	T1_M01: Skills Target Task	L: Soon it will be your task to create a helpline dialogue between a person in need and a counsellor. What skills will you need to be able to act out a helpline telephone conversation? Auf Skills verweisen, die zu Beginn der Einheit ausgeteilt wurden.

10	Input	Plenum	T1_M09: Phrases Advice	L: This is what you could say if you talk about problems and if you want to give advice. <u>Phrases Advice präsentieren:</u> Die Phrases könnten entweder sofort ausgeteilt werden (M09) oder zunächst durcheinander präsentiert werden: → AA: Put the phrases in the correct category: ask for advice / give advice → Bedeutung klären
20	Übung	Plenum / PA	T1_M10: Slips of Paper Problems T1_M09: Phrases Advice	Zettel mit Problemen werden an ein paar S in der Klasse verteilt (lucky dip) Jeweils ein S liest das Problem für die ganze Klasse laut vor (einzelne Sätze). Jeweils 2 S arbeiten zusammen. Sie haben die Phrases als Hilfestellung vor sich. Die S hören, welches Problem eine Person hat. Dann entscheiden sie sich für eine Frage, die sie als betroffene Person stellen könnten (S 1) und einen Ratschlag, der passend zu diesem Problem erteilt werden könnte (S2). Dann wird das nächste Problem vorgelesen und die S reagieren erneut mit Hilfe der Phrases. Ergebnissicherung: Einige Beispiele vortragen lassen
10	Übung	EA / PA	T1_M11: WS Gillian and Emma	S: Bearbeitung des WS

5.+ 6. Stunde (90 Min) - Thema: Giving advice / Gerunds

Digitale Übungen zu dieser Doppelstunde:

- Cycle 1 → Grammar – Simple Past → Word Order
- Cycle 1 → Grammar – Gerund → After Prepositions, As Objects, As Subjects
- Cycle 1 → Words and Phrases → Telephone Phrases, Showing Empathy

Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
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5	Begrüßung / Organisation			
5	Einstieg	Plenum	Folie 2	<p><u>Reizwörter an die Tafel, z.B.:</u> boyfriend Wales news baby room bus</p> <p>S erzählen Gillians Geschichte mit Hilfe der Reizwörter nach.</p>
5	Überleitung			<p>L: What is going to happen next? Let's collect some ideas. - S spekulieren über den weiteren Verlauf der Geschichte. L: Let's find out what Gillian is going to do.</p>
15	Hörverstehen	Plenum EA PA Plenum	CD Textbook S. 15, B7 Folie 3	<p>a) <u>1st time listening:</u> L: Listen to the dialogue. Were you right?</p> <p>b) <u>2nd time listening:</u> L: Listen again and note down - what Gillian wants / doesn't want - what her father wants / doesn't want</p> <p>c) <u>Talk to a partner:</u> What do you think about Gillian's behaviour? Language support: Teacher's Manual, S. 45, Punkt (a)</p> <p>Abschließend kann das Meinungsbild der Klasse visualisiert werden: Die S, die Gillians Verhalten nachvollziehen können, stellen sich in die eine, die S, die kein Verständnis für Gillians Weglaufen haben, in die andere Ecke des Raumes.</p> <p>Einzelne S- Begründungen können dann nochmals aufgegriffen werden</p>

10	Erarbeitung	EA EA / GA	Textbook S. 15, B8	<p><u>Impuls durch L vor B8:</u> Do you think it was right of Gillian's dad to call her mum?</p> <p>a) S lesen den Dialog in EA durch und notieren in einem Satz, was mit Gillian passiert.</p> <p>b) S können die Aufgabe gruppenteilig oder in Einzelarbeit bearbeiten: - S entnehmen dem Text die Argumente, die Gillians Eltern vorbringen und notieren diese in einer Tabelle.</p> <p>Lösungsvorschlag: Teacher's Manual, S. 47, B8.</p>
20	Erarbeitung	EA / PA Plenum EA	Textbook S. 15, B9 T1_M12: Grammar Card Gerund	<p><u>Grammar detective: gerund</u></p> <p>1) S suchen in B8 nach weiteren Gerund-Formen und schreiben diese heraus. Alternativ legen die S Folien oder Transparentpapier auf und unterstreichen die Formen.</p> <p>2) Gemeinsam wird die Bedeutung des Gerunds geklärt. Dann wird der Unterschied zwischen Gerund as subject und Gerund as object und die Verben, nach denen das Gerund als Objekt verwendet wird, herausgearbeitet.</p> <p>3) Die S lesen LiF 2 auf S. 155 und vervollständigen den Lückentext der grammar card.</p> <p>Lösung: Teacher's Manual, S. 47, B9.</p>

30			Textbook S. 16, B11	task B11: Hot seat (labeled “target task” but is not intended to be the actual target task)
7. + 8. Stunde (90 Min) - Thema: Telephone phrases / Target task – Helpline dialogue				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
8	Hinführung	L-S-G		L.: Gillian is still very upset and doesn't know what to do. Do you have an idea about what she could do in this situation? - S machen Vorschläge L: Sometimes, when people have problems, they call helplines. Then they can speak to a counsellor on the phone who will listen to their problems. Often these counselors try to help the callers by giving some good advice. Let's find out how you can make telephone calls in English!
10	Warm-up	Milling around	Folie 2	<u>Vorwissensaktivierung</u> S gehen im Raum umher. L präsentiert die Fragen nacheinander; S unterhalten sich über die jeweils präsentierte Frage. Nach einem akustischen Signal tauschen die S die Partner*innen, L präsentiert die nächste Frage. 1. How helpful are helplines for people in need? 2. Do you know any helplines people can call? 3. You hear this sentence on the phone: „Good afternoon, HELPLINE CHILDREN IN NEED, Mr. Miller speaking. How can I help you?“ What could you say?

				<p>4. Sometimes it's difficult to understand names on the phone. Spell your name!</p> <p>5. What is your telephone number?</p> <p>What could you say to end a telephone conversation?</p>
7	Erarbeitung	PA	T1_M13: Paper Slips Telephone Phrases Folie 3	<p>L teilt Umschläge mit telephone phrases an 2er-Teams aus.</p> <p>- S ordnen in PA die Phrasen den 4 Kategorien zu (schnelle S finden die deutsche Übersetzung):</p> <ol style="list-style-type: none"> 1) <u>Starting a conversation</u> <ul style="list-style-type: none"> · Hello, this is Daniel Jacobs calling. · I'd like to speak to Adam Brown, please. · Good morning, is Mrs. Jones available, please? · Could you put me through to Mr. Garcia, please? 2) <u>Apologizing</u> <ul style="list-style-type: none"> · I'm sorry, Mr. Brown isn't in today. · I'm afraid you dialled the wrong number. · I'm sorry. The connection is very bad. Could you speak up a little, please? 3) <u>Connecting someone</u> <ul style="list-style-type: none"> · Could you hold the line, please? · Wait a moment, please. I'll see if she is in. · I'll put you through. 4) <u>Finishing a telephone call</u> <ul style="list-style-type: none"> · Okay then. Is there anything else I can help you with today? · Thank you for your help. Have a nice afternoon! · Thank you for calling. Bye! <p>I'll tell him to call you back.</p>
10	Übung			<p><u>Listen and respond!</u></p> <p>L liest Satzanfänge vor. S suchen aus den zuvor sortieren Satzstreifen passende telephone phrases heraus, mit denen sie antworten könnten.</p> <p>L: Listen to these sentences from telephone conversations.</p> <p>For each sentence find a telephone phrase you could use to respond.</p> <p><u>Sätze zum Vorlesen:</u></p> <ul style="list-style-type: none"> · Good morning, Children's helpline, Josy Miller speaking. How can I help you? · Hello, is Charlie there? · Could I speak to Mr. Williams, please? · Who is calling? · Is there anything else I can help you with?

				<ul style="list-style-type: none"> · Oh, yes. There are many (Rauschen in der Leitung imitieren) ... · Thanks for your help. Have a nice afternoon! · Hello? · Hello, is Mr. Brown in today? · Could you tell him to call me back, please? · I would like to order some pizza.
5	Ergebnis- sicherung	Plenum	Evtl. Tafel	Besprechung der Ergebnisse
	Überleitung			<p>L: There are people who use telephone phrases like this very often because it's their job to have conversations on the phone.</p> <p>Let's find out about such a person: Open your books to page 24.</p>
10		EA Plenum	Textbook S. 24, P8	<p>L.: Read the interview with Mr. Horton and find out what his job is about.</p> <p>- S lesen das Interview.</p> <p>Kurze Klärung des Inhalts</p>
	Überleitung		T1_M14: Paper Slips Problems (Box)	<p><u>Hinführung zur target task:</u></p> <p>L: Today you are going to create a helpline dialogue between a teenager in need and Mr. Horton. You can make up your own problem or pick a problem from the box.</p>
25		PA	T1_M15: WS Target Task	<p>L. teilt das WS aus und bespricht kurz, welche Kriterien erfüllt werden sollen.</p> <p>S verteilen die Rollen und erarbeiten einen Helpline Dialogue.</p>
10		Plenum	T1_M16: Feedback Cards	S präsentieren die Dialoge, Mitschüler*innen füllen während der Präsentation feedback cards aus und geben im Anschluss Feedback.

2. Klassenmaterial und Tafelbilder

Cycle 1

Agony aunt

Target task:

Create a helpline dialogue!

Lessons 1-2

Feelings

Dropping the bombshell





Let's discuss this:

- Think of reasons why someone would be mad at her/his parents.
- Describe what you usually do in a situation when you are angry at someone.
- What could help you to feel better again?



Language support

The picture shows...

Gillian is ...ing.

Gillian's mother is ...ing.

Gillian is ...ing while her mother is ...ing. I think

Gillian feels/is...

I'm sure her mum feels/is...

Mrs Collins/Gillian looks...



Language support

I think it's because...

I'm sure it's because...

Maybe Gillian feels ... because ...

If you ask me, Gillian's mum feels ... because...

Feelings

cheerful

miserable

frightened

fascinated

amazed

afraid

excited

optimistic

desperate

relieved

hopeless

hopeful

shocked

thankful

upset

Feelings



Work with a partner:

Decide if the adjectives are positive or negative.

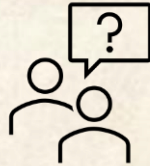
Put them in the correct category.

When you are finished:

- Find words that can replace *happy* or *sad*.
- Put the words in a logical order.
 - e.g. most positive – most negative
- Think of situations in which people could feel the feelings!
- Make up a story in which you include as many of the feelings as possible.

Lessons 3-4

Giving advice





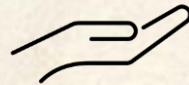
Language support

I wouldn't be surprised if Gillian ...

I bet she will ...

It's unlikely that she will ...

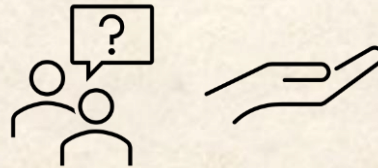
Giving advice



Lessons 5-6

Giving advice

Gerunds



boyfriend

Wales

news

baby

room

bus



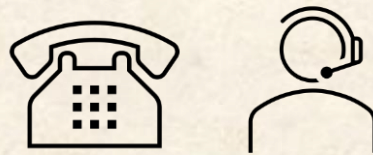
Language support

- If you ask me, Gillian was right/wrong to...
- Why didn't she ... instead of running away?
- I think/don't think it was a good idea to run away because...
- I think Gillian is being a bit selfish/silly/...
- I don't think it was fair of her to...
- I can understand Gillian's behaviour because...
- Gillian's behaviour makes perfect sense to me because...

Lessons 7-8

Telephone phrases

Target task: helpline dialogue





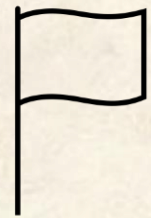
Let's talk about it

- How helpful are helplines for people in need?
- Do you know any helplines people can call?
- You hear this sentence on the phone:
“Good afternoon, Helpline Children in Need, Mr. Miller speaking. How can I help you?”
What could you say?
- Sometimes it's difficult to understand names on the phone.
Spell your name!
- What is your telephone number?
- What could you say to end a telephone conversation?

Telephone phrases

Match the phrases with the correct category:

- 1 Starting a conversation
- 2 Apologizing
- 3 Connecting someone
- 4 Finishing a telephone call





Target Task:
Create a helpline dialogue!



3. Material zum Ausdrucken



Helpline dialogue: How you can give advice in a telephone conversation

You will learn these skills to be able to accomplish this task:

Skill	Practice 	Ability after practice 
I know a variety of adjectives that describe positive and negative feelings.		
I know how to ask for advice.		
I can give advice if a person has a problem.		
I know how to form questions correctly.		
I know how to form the simple past correctly.		
I can express empathy for a person.		
I know phrases that are often used in telephone conversations.		
I know how to use gerund forms.		

Helpline dialogue: How you can give advice in a telephone conversation

You will learn these skills to be able to accomplish this task:

Skill	Practice 	Ability after practice 
I know a variety of adjectives that describe positive and negative feelings.		
I know how to ask for advice.		
I can give advice if a person has a problem.		
I know how to form questions correctly.		
I know how to form the simple past correctly.		
I can express empathy for a person.		
I know phrases that are often used in telephone conversations.		
I know how to use gerund forms.		

cheerful

fascinated

amazed

miserable

frightened

afraid

desperate

hopeless

shocked

upset

thankful

hopeful

relieved

optimistic

excited

Feelings


A	Classmate 1:	Classmate 2:
1) Describe a situation in which you felt relieved.		
2) What do you do when a friend feels miserable?		
3) Which feeling describes best how you feel when you open a present?		
4) How do you usually feel right before a class test?		
5) What are your parents often worried about?		


Feelings

B	Classmate 1:	Classmate 2:
1) What makes you feel cheerful?		
2) Describe a situation in which you felt frightened when you were 5 years old.		
3) Can you think of any news that made you feel shocked?		
4) Which feeling describes best how you feel when you go through a dark forest?		
5) What do you do when your best friend is upset?		

Feelings:

nervous	happy	to feel sorry for	miserable	angry
hurt	excited	depressed	tense	shocked
confident	upset	disappointed	relieved	

 : _____

 : _____

Add here a thematically-relevant fill-in-the-gap exercise (feelings) from the Camden Town 3 Workbook materials

The template and rules for the boardgame 'How do you feel can be downloaded at:

<https://www.teach-this.com/images/resources/how-did-you-feel.pdf>

FEELINGS



a) Put the adjectives in the correct category!

Are the feelings positive or negative?

upset	hopeless	frightened	amazed	unhappy	cheerful
	happy	miserable	fascinated	afraid	desperate
Positive feelings			Negative feelings		

b) Find feelings that express the same or the opposite.

Find feelings that express the same.			
upset	hopeless	shocked	<i>happy</i> –
frightened	amazed	unhappy	<i>unhappy</i> –
cheerful	happy	miserable	<i>fascinated</i> –
fascinated	miserable	afraid	<i>frightened</i> –
	desperate		<i>desperate</i> –
			<i>shocked</i> -

Find the opposite feelings.			
			<i>happy</i> –
disappointed	hopeful	relieved	<i>excited</i> –
afraid	optimistic	bored	<i>optimistic</i> –
happy	sad	excited	<i>brave</i> –
pessimistic	brave	desperate	<i>relieved</i> –
	thankful		<i>desperate</i> –
			<i>thankful</i> –

c) Read the following situations.

Choose the adjective that describes best how the person felt in each situation.

1. Joe's best friend didn't call him on his birthday.
 delighted disappointed excited

2. Mr. Hamilton lost his key. He found it the next day.
 relieved frightened bored

3. Sally had a crush on Timo. She found out that he has a girlfriend.
 fascinated desperate relieved

4. Jenny's rabbit died two days ago.
 hopeful brave miserable

5. Elijah invited eight of his friends to his birthday party.
All of them promised to come.
 afraid fascinated cheerful

6. During an important business meeting, Ms. Miller spilled coffee on her blouse.
 brave thankful embarrassed

7. Rick is not interested in tennis.
When he met his friends, they talked about the ATP tour for hours.
 pessimistic bored depressed

8. Janet has been ill for many weeks.
Yesterday the doctors told her that they found a new therapy.
 hopeful desperate upset

Amina won the lottery.

(cheerful, excited, thankful)

Someone stole Betsy's wallet [Geldbeutel].

(miserable, angry, desperate)

Tony won the first prize in a competition [Wettbewerb].

(proud, excited, cheerful, thankful)

Ryan and Dan are going on holiday tomorrow.

(excited)

The doctor told Mr Brown that he has only one more year to live.

(hopeless, desperate, shocked, frightened ...)

Lilian got exactly what she wanted for her birthday.

(thankful, excited, cheerful)

Lilian got exactly what she wanted for her birthday.

(thankful, excited, cheerful)

Adam practised hard for his math test. He is well-prepared.

(optimistic)

Logan and Grace's baby was born 5 minutes ago. Now they are looking at their cute newborn baby.

(amazed, thankful)

Violet saw how her boyfriend kissed another girl.

(shocked, upset, miserable)

Eddie was not invited to his friend's birthday.

(disappointed, miserable, upset)

It's late at night and very dark outside. Judy has to walk home alone.

(frightened, afraid)

The doctor told Mr Brown that they found a therapy for his illness.

(hopeful, optimistic, relieved, thankful)

Harper and Dylan are 2 years old. They have never seen snow before. Now they are watching snowflakes falling from the sky.

(fascinated, amazed)

Mrs Diaz has just seen an accident.

(shocked, upset, miserable)

Caleb has just found out that he has a twin brother he didn't know about.

(shocked, upset)

Willow's dog died two days ago.

(miserable, upset)

Jason's team won the championship.

(cheerful, thankful, optimistic)

Tom is going to adopt a dog.

(cheerful, excited, nervous)

Angela's best friend just moved away.

(miserable, sad, lonely)

Eric has broken his arm.

(upset, miserable)

Laura is going skiing for the first time.

(excited, frightened, cheerful)

Mark found out that he is getting fired [ihm wird gekündigt].

(upset, desperate, shocked)

Lily is getting a car from her parents.

(thankful, excited, cheerful)

Sasha is starting college soon.

(excited, nervous, cheerful)

Erin lost £ 100 pounds.

(upset, shocked, miserable)

Mary picked up her parents from the airport. She hasn't seen them in three months.

(excited, thankful, happy)

Dan has been looking for a job for a long time. Today he got a new job.

(relieved, thankful, cheerful)

Monica failed her English exam.

(disappointed, miserable, upset)

Henry's best friend lied to him.

(upset, shocked, miserable)

Feelings

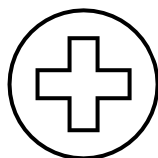
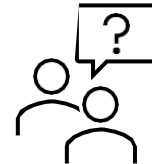


Read and complete : How would you feel if...

1. ... everyone forgot your birthday. _____
2. ... you won the lottery. _____
3. ... you had an important test tomorrow. _____
4. ... you found out you were adopted. _____
5. ... you were going on holiday tomorrow. _____
6. ... you had just run 10 kilometres. _____
7. ... someone stole your wallet. _____
8. ... your father went missing. _____
9. ... you got 100% on a test. _____
10. ... the doctor told you you had one week to live. _____
11. ... you got lost in the desert. _____
12. ... you could meet your favourite celebrity. _____
13. ... you won the first prize in a competition. _____
14. ... you bought a car and it broke down the next day. _____
15. ... everyone asked for your advice. _____

How to ask for advice:

- If you were me, what would you do?
- What do you suggest I do?
- Do you think I should...?
- What should I do?
- What would you do in this situation?
- I'd love your advice.
- Would it be a good idea to...?
- What's your advice?



How to give advice:

- It might be a good idea to...
- Why don't you...
- I think your only option is to...
- It would probably be better to...
- If I were you, I would...
- If I were in your shoes, I would...
- If you take my advice, you'll...
- I don't think you should...

My son wants a pet. But I don't have the time to care for it.

My parents won't let me to go on holiday alone with my friend.

My parents take away my mobile phone when I get home from school. Every day I arrive late at school.

I love to play computer games in the evenings. But then I have problems falling asleep.

I have to take a difficult class test next week. But I don't have time to study for it.

It's my sister's birthday and I don't know what to get her.

My car keeps breaking down. I'm tired of paying the bills for the repairs.

My back hurts so badly. I can hardly get up.

My best friend has to move to a different city.

My friend is still mad at me because I played a prank on him.

My son wants a pet. But I don't have the time to care for it.

My parents won't let me to go on holiday alone with my friend.

My parents take away my mobile phone when I get home from school. Every day I arrive late at school.

I love to play computer games in the evenings. But then I have problems falling asleep.

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My best friend has to move to a different city.

My friend is still mad at me because I played a prank on him.



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Please help me. My parents just told me that we are going to move house to a small town. But all my friends are here in Hamburg! I don't know what to do!

1. Give advice to this boy. You can start like this:

If I were you, I would.....

I think you should....

Eng Grammar Card
date:

topic:
name:

Grammar Card

Thema: _____ (The gerund)

Form: Wie bildet man die Form(en)?

1. Es kann _____ eines Satzes sein: _____ is good for you.

2. Als _____ eines Satzes steht das Gerund häufig nach bestimmten
_____: like / enjoy / love / hate / start + -ing → I love _____

3. Nach _____ + _____ verwendest du das gerund: good at,
interested in, afraid of, looking forward to, tired of, ... → I'm tired of _____.

Gebrauch: Was drückt man damit aus? Was will man damit sagen oder fragen?

Man kann ein Verb wie ein _____ verwenden. Das Gerund ist ein Substantiv,
das von einem Verb abgeleitet ist (substantiviertes Verb).

Unterschied zum Deutschen

Im Deutschen nimmt man dazu den Infinitiv. Im Englischen hängst du dafür
ein -ing an den Infinitiv des Verbs. _____

Fehlerteufel: Worauf muss ich besonders achten? (Eventuell erst nach der
nächsten Arbeit ausfüllen, wenn du weißt, welche Fehler du dabei machst.)

kurz betonter Vokal + Konsonant → Konsonant wird verdoppelt (sit → sitting)

live → living (e fällt weg) _____

Grammar Card: Lösung

Thema: Das Gerundium (The gerund)

Form: Wie bildet man die Form(en)

Eng Grammar Card topic:
date: name:

Infinitiv des Verbs + -ing

1. Es kann Subjekt eines Satzes sein: Running is good for you.
2. Als Objekt eines Satzes steht das gerund häufig nach bestimmten Verben: like / enjoy / love / hate / start + -ing → I love swimming.
3. Nach Adjektiv + Präposition verwendest du das gerund: good at, interested in, afraid of, looking forward to, tired of, ... → I'm tired of waiting here.

Gebrauch: Was drückt man damit aus? Was will man damit sagen oder fragen?

Man kann ein Verb wie ein Nomen verwenden. Das gerund ist ein Substantiv, das von einem Verb abgeleitet ist (substantiviertes Verb).

Unterschied zum Deutschen

Im Deutschen nimmt man dazu den Infinitiv. Im Englischen hängst du dafür ein -ing an den Infinitiv des Verbs. _____

Fehlerteufel: Worauf muss ich besonders achten? (Eventuell erst nach der

nächsten Arbeit ausfüllen, wenn du weißt, welche Fehler du dabei machst.)

kurz betonter Vokal + Konsonant → Konsonant wird verdoppelt (sit → sitting)

live → living (e fällt weg) _____

Hello, this is Daniel Jacobs calling.

I'd like to speak to Adam Brown, please.

Good morning, is Mrs. Jones available, please?

Could you put me through to Mr. Garcia, please?

I'm sorry, Mr. Brown isn't in today.

I'm afraid you dialled the wrong number.

I'm sorry. The connection is very bad. Could you speak up a little, please?

Could you hold the line, please?

Wait a moment, please. I'll see if she is in.

I'll put you through.

Ok then. Is there anything else I can help you with today?

Thank you for your help. Have a nice afternoon!

Thank you for calling. Bye!

I'll tell him to call you back.

Hello, this is Daniel Jacobs calling.

I'd like to speak to Adam Brown, please.

Good morning, is Mrs. Jones available, please?

Could you put me through to Mr. Garcia, please?

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I'll put you through.

Ok then. Is there anything else I can help you with today?

Thank you for your help. Have a nice afternoon!

Thank you for calling. Bye!

I'll tell him to call you back.

Teenager problems

1) Problems with parents / family members:

- a) My parents don't allow me to go to a sleepover party. All my friends are allowed to go. But my mom is worried that we'll get in trouble because there won't be any parents. And my dad says I should rather study for the math test on Monday. My grades are not the best.
- b) My parents fight all the time about all kinds of things. They yell at each other every day and are always in a bad mood. Now they want to get a divorce. But I don't want them to split up. Where should I stay? Is there a chance to fix the relationship?
- c) My little brother is so annoying. He always comes into my room when I'm on the phone with my friend and bugs me. He also steals my things. He just takes my books and computer games without asking for permission. But the worst thing is that my mom always defends him. I think she loves him more than me.
- d) My parents want to control the time I spend using my smart phone. That's so annoying. I'm old enough to decide what's good for me. I think it's important to stay in touch with my friends. Sometimes we just have to discuss things. And after all, I only stay up until midnight once or twice a week.

2) Problems with friends:

- a) I'm not sure if my best friend still likes me. Whenever I ask him to spend time with me, he says no. He goes to soccer practice twice a week and often has games on the weekends. I know that he often meets up with some team mates to go jogging or to workout. I really feel left out. I miss the time when we spent our afternoons playing video games or watching TV.
- b) My best friend just told me that he has to move to a different city with his parents. I can't believe this is happening. We see each other every day in school and love to spend the afternoons and weekends together. We share the same hobbies and can tell each other all our secrets. Now I'll lose my best friend. My life doesn't make sense anymore without him.
- c) Many of my friends start to try out drinking alcohol. I actually don't want to drink. But I don't want to be a spoilsport either.

3) General problem:

- a) Last month I didn't say "no" when three of my friends were up to something really stupid. Now I feel very bad about it. No one else in our group seems to worry about it. But I have trouble sleeping.

Target task: Helpline dialogue (Camden Town 3, p. 24, P 8)

Work with a partner: Create a helpline dialogue between a teenager who has a problem and Mr Horton.

- 1) Think of a problem OR pick a problem from the box.
- 2) Study the role cards. Then write the dialogue.
- 3) Be prepared to present your dialogue in class.

Teenager:

- Think of a good way to start and to end the telephone call.
- Use the simple past to tell Mr Horton what happened.
- Give details:
Who was involved?
Where did it happen?
When did you have the argument?
Why did it happen?
- Talk about your feelings:
How did you feel in the situation?
How are you feeling now?
What are your fears for the future?
- Ask for advice. Listen to Mr Horton's suggestions and answer his questions.

Mr Horton:

- Think of a good way to start and to end the telephone call.
- Listen to the teenager. Ask questions to find out more details about the person's problem.
 - When...?
 - Why...?
 - What...?
 - How...?
- Show empathy:
 - I can understand how you are feeling.
 - You must be really sad / angry / frustrated...
 - Many people feel this way.
 - It's totally normal to be upset in this situation...
- Give advice:
 - Why don't you try to...
 - What about...
 - I think you should / could / must
 - It might be a good idea to...

My feedback for: _____ (name)
TEENAGER
You had a good beginning:
<input type="radio"/> Yes <input type="radio"/> No
You spoke loudly enough:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You used the simple past correctly:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You gave details about your problem:
<input type="radio"/> Yes <input type="radio"/> No
You talked about your feelings:
<input type="radio"/> Yes <input type="radio"/> No
You asked for advice:
<input type="radio"/> Yes <input type="radio"/> No
There was a good ending:
<input type="radio"/> Yes <input type="radio"/> No

My feedback for: _____ (name)
MR HORTON
You had a good beginning:
<input type="radio"/> Yes <input type="radio"/> No
You spoke loudly enough:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You used the simple past correctly:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You asked questions to find out more about the problem:
<input type="radio"/> Yes <input type="radio"/> No
You showed empathy:
<input type="radio"/> Yes <input type="radio"/> No
You gave some advice:
<input type="radio"/> Yes <input type="radio"/> No
There was a good ending:
<input type="radio"/> Yes <input type="radio"/> No

My feedback for: _____ (name)
TEENAGER
You had a good beginning:
<input type="radio"/> Yes <input type="radio"/> No
You spoke loudly enough:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You used the simple past correctly:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You gave details about your problem:
<input type="radio"/> Yes <input type="radio"/> No
You talked about your feelings:
<input type="radio"/> Yes <input type="radio"/> No
You asked for advice:
<input type="radio"/> Yes <input type="radio"/> No
There was a good ending:
<input type="radio"/> Yes <input type="radio"/> No

My feedback for: _____ (name)
MR HORTON
You had a good beginning:
<input type="radio"/> Yes <input type="radio"/> No
You spoke loudly enough:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You used the simple past correctly:
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Most of the time
You asked questions to find out more about the problem:
<input type="radio"/> Yes <input type="radio"/> No
You showed empathy:
<input type="radio"/> Yes <input type="radio"/> No
You gave some advice:
<input type="radio"/> Yes <input type="radio"/> No
There was a good ending:
<input type="radio"/> Yes <input type="radio"/> No

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