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Projekt Interact for School (I4S). Unterrichtseinheit und Target-Task zum Thema “Feelings and Friendship”, Language Focus: Question Formation; 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 3, der einen grammatikalischen Schwerpunkt auf der Struktur von Fragesätzen und einen thematischen Schwerpunkt auf ‚Feelings and Friendship‘ hatte. Die digitalen Übungen zu Zyklus 3 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 3: Feelings and Friendship

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

Work individually, in pairs and in small groups: Create the story behind the picture.

Diese Kompetenzen werden zur erfolgreichen Bewältigung der Target Task benötigt:

a. Words and Phrases (Wortschatzerweiterung):

i. Relationships

b. Grammar:

i. Yes/No Questions

ii. Questions with question words

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 teilweise 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, 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.

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. In den Stundenentwürfen wird auf die konkreten Folien der passenden Präsentation verwiesen.

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 *T3*, auf den konkreten Task Cycle hin (hier: Task Cycle 3)

Legende:

T3_M01:	Cycle 3, 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 3

1. + 2. Stunde (90 Min) - Thema: Einstieg „Emotional roller coaster“ / Valentine’s Day				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
5	Warm-up	Plenum	Folie 3	<p><u>Game: Give me 5...</u></p> <p>L gibt Kategorien vor, S nennen 5 Wörter, die dazu passen. L hält die Hand mit fünf Fingern nach oben und zählt herunter.</p> <ul style="list-style-type: none"> ➤ Give me 5 positive feelings. ➤ Give me 5 things that scare you. ➤ Give me 5 things you can do to put a smile on a person’s face. ➤ Give me 5 character traits a good friend should have. ➤ Give me 5 activities you like to do together with a friend (rather than alone).
8	Einstieg	PA	T3_M01: Tandem- bogen	<ul style="list-style-type: none"> · Tandembogen an 2er-Teams austeilen · S folgen den Anweisungen auf ihren Bögen, sprechen über die Bilder und beantworten Fragen. · Am Ende der Aktivität benennen sie das Thema: „Valentine’s Day“.
4	Hinführung zum Thema	Plenum	Textbook S. 84, C1	<ul style="list-style-type: none"> · Gemeinsam wird S. 84 im Buch geöffnet und die Frage C1 beantwortet: How do you, your friends and your family celebrate this day?
8	Erarbeitung	PA	Textbook S. 84, C2	<ul style="list-style-type: none"> · S lesen sich gegenseitig die Valentine’s cards vor. · Sie ergänzen die Reimwörter für den letzten Reim (black / back).
3		Plenum		Kurze Besprechung: Which card is your favourite? Who would you send it to?
15	Erarbeitung	EA	Textbook S. 84, C3	<p><u>Erstes Lesen:</u></p> <ul style="list-style-type: none"> · Die S lesen die erste E-Mail links, von Rajiv an Charlie. · Vor dem Übergang zu Charlies Antwort rechts fragt L: What advice do you think Charlie will give Rajiv? · Die S versetzen sich in Charlies Position und notieren einen begründeten Tipp/Ratschlag für Rajiv.
		Plenum	Folie 4	<p><u>Language support:</u></p> <p>If I were Charlie, I would tell Rajiv (not) to go to the party because ...</p> <p>Anschließend lesen die S Charlies Antwort-E-Mail rechts und vergleichen sie mit den eigenen Ideen. Sicherung im Plenum.</p>
			Folie 5	<u>Optional: Zweites Lesen</u>

				Die S notieren, wie Rajiv und Charlie auf Rajivs Valentinskarte von Unbekannt reagieren. <u>Hilfestellung:</u> confused · amused · thrilled · happy · excited · worried etc.·
15	Erarbeitung	EA	Workbook S. 68, C2	Die S lesen den Text noch einmal und beantworten die Fragen zum Text schriftlich.
2	Überleitung	Plenum		<u>Überleitung:</u> Rajiv is very excited about the card. <u>Speculating:</u> · Do you think the unknown person sent it because she/he wants to be friends with Rajiv or is she/he interested in a romantic relationship? ➤ Let's have a look at some important words when we want to talk about relationships.
10	Einführung / Wiederholung		Folie 6 (Textbook S. 174: Wordbank relationships)	<u>Einführung / Wiederholung Wortschatz:</u> · to be friends with s.b. · to fall in love with s.b. · to support s.b. · to kiss · to comfort s.b. · to argue with s.b. · to give s.b. a hug · to make up · to have a crush on s.b. · to split up · to go out with s.b.
5	Übung	Plenum	Buntstifte Folie 7	<u>L liest Wörter und Phrasen vor, S reagieren:</u> · Take 2 pens: red and green. · I'm going to read out the words and you decide: ➤ Which words are usually used to describe a romantic relationship? → Show me your red pen. ➤ Which words are usually used to describe a friendship? → Show me your green pen. ➤ Which words can be used for both kinds of relationships? → Show me both pens.
10		EA / PA	T3_M02: WS Relationships	S bearbeiten das WS Relationships.
	Puffer / Hausaufgabe			Workbook S. 73, 3 (Reading check: St. Valentine) ODER Workbook S. 77, E3 (Reading: Valentine's Day)

3 . + 4. Stunde (90 Min) - Themen: Friendship / Revision – Asking questions in the simple present				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			· L sammelt mit S Phrasen, die benutzt werden können, um die eigene Meinung auszudrücken und hält sie an der Tafel/ auf Poster fest, so dass S darauf zurückgreifen können. Hinweis an S: Es gibt weitere Möglichkeiten außer „I think“! · Bsp.: In my opinion... If you ask me... I guess... As I see it... In my view...
15	Warm-up	Plenum		

		GA (3er)	Folie 2	<ul style="list-style-type: none"> · L präsentiert nun Fragen, auf die die S in PA (oder Kleingruppen) reagieren sollen. <ul style="list-style-type: none"> ○ Discuss: What's your opinion? ○ Use the sentences starters from the board. ○ Give reasons for your choice! <p><u>Mögliche Fragen:</u></p> <ol style="list-style-type: none"> 1 What's better: to watch a movie by yourself or with a group of friends? 2 What's better: to have 5 good friends or to have 1 best friend? 3 What's worse: to move to a different country? To have a best friend who moves to a different country? 4 What's worse: to find out that your best friend tells lies about you on the internet? To find out that your best friend kissed your girlfriend/boyfriend? 		
15		PA	T3_M03: WS Questionnaire	<p>L: I'm sure there is a person in your life who you are very close to. Think of this person. You should know a lot about him or her. Let's find out more about these important people in our lives.</p> <p><u>WS Questionnaire:</u></p> <ul style="list-style-type: none"> · Write the name of a person who is important to you on the top of the worksheet. Fill in what your relationship with the person is like. · Then give this worksheet to a partner. <p>Your partner is now going to ask questions to find out more about your favourite person.</p> <ul style="list-style-type: none"> · Answer the questions and give additional information if possible. · When you have answered all the questions about your partner's favourite person, summarize in your own words what you have learnt about this person. <p>e.g. Tim is your uncle. He lives in Bremen. His favourite food is pizza. He loves to watch horror movies...</p>		
25	Hinführung Grammatik- Wiederholung	Plenum	Folie 3 Folie 4	<ul style="list-style-type: none"> · Foto von einem Teenager präsentieren. <p>L: This is „XY“. He is new in Hamburg. And he is new at our school. I asked him some questions to find out more about him.</p> <p><u>L präsentiert (yes/no) Fragen:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> · Do you like the new school? · Do you speak German? · Do you have any brothers or sisters? </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> · Do you like English? · Is there anything I can help you with? · Are you happy with your new class? </td> </tr> </table> <p>L: Unfortunately, I couldn't find out a lot. Why not? What's the problem? What answers did I get? (He only answered: Yes / No.) L: These questions were not very helpful for me. Which kind of questions should I ask? → Question words!</p>	<ul style="list-style-type: none"> · Do you like the new school? · Do you speak German? · Do you have any brothers or sisters? 	<ul style="list-style-type: none"> · Do you like English? · Is there anything I can help you with? · Are you happy with your new class?
<ul style="list-style-type: none"> · Do you like the new school? · Do you speak German? · Do you have any brothers or sisters? 	<ul style="list-style-type: none"> · Do you like English? · Is there anything I can help you with? · Are you happy with your new class? 					

		L-S-G	Folie 5	<p>L: Let's remember: What question words are there? Gemeinsam sammeln.</p> <p><u>: Question words präsentieren oder an Tafel schreiben & danach einige Sätze ergänzen:</u></p> <p>Where do you come from? When do you eat breakfast? Why don't you speak German? Which subject do you like best? Whose How</p> <p><u>Satzbau: Fragewort, Hilfsverb, Subjekt, Prädikat, (Objekt)</u></p> <p>What is your name? Who is your favourite singer? → Frage nach dem Subjekt: kein Hilfsverb nötig</p> <p>· Evtl. Video von Sofatutor einsetzen: https://www.sofatutor.com/englisch/videos/question-words-fragen-mit-fragewoertern</p>
15	Übung		T3_M04: WS Q&A	<p><u>Überleitung zur Übungsphase:</u></p> <p>L: You are right! These questions were more helpful. Here you can see which answers I got!</p> <p><u>: WS Q&A verteilen:</u></p> <p>L: Find out which questions I asked. Write them down. Afterwards, you'll make up answers. Let's see if we can figure out what you asked!</p> <p>· S bearbeiten das WS.</p>
15	Übung	Plenum GA	Folie 6 T3_M05: Murder mystery game	<p><u>Game: Murder mystery (please fill table with your own pictures)</u></p> <p>Die erste Runde des Spiels im Plenum spielen, um die Regeln zu erklären:</p> <ul style="list-style-type: none"> · L wählt heimlich einen Mörder, ein Opfer, einen Tatort und eine Tatwaffe aus. · Die S dürfen maximal 10 Fragen stellen, um die Lösung zu finden. · Sie dürfen nicht direkt fragen: Is the location the kitchen? Did the queen kill the person? · Stattdessen müssen sie fragen: Is the location a place where you usually cook? Is the murderer a woman? <p>Die nächsten Runden werden in Kleingruppen (ca. 4 S) gespielt.</p>

5. + 6. Stunde (90 Min) - Thema: Revision – Asking questions in the simple past / Reconstructing a story				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
10	Warm-up	Stop and swap	T3_M06: Stop and swap cards	<u>Stop and swap activity mit Fragen im simple past:</u> S gehen mit ihrem Kärtchen herum, stellen einander Fragen & antworten auf Fragen
15	Bewusstmachung / Grammatik- Wiederholung	L-S-G	Folie 2	<u>L: Wiederholung: Wie werden Fragen im simple past gebildet?</u> Amy ate tomato soup. · Yes/No: Did Amy eat tomato soup? - Yes, she ate tomato soup. / No, she didn't eat tomato soup. · Question word: When/Where/Why did Amy eat tomato soup? What did Amy eat? Which soup did Amy eat? ... <u>Who ate tomato soup?</u>
20	Übung	PA	T3_M07: WS Tandembogen	S bearbeiten den Tandembogen. Sie stellen sich gegenseitig Fragen im simple past, um die fehlenden Informationen auf ihrem WS zu ergänzen (im Interview-Stil).
20	Übung	GA	T3_M08: Placemat + T3_M09: Bilder Placemat + T3_M10: Discussion Tickets + Folie 3 Folie 4	<u>Placemat-Activity</u> (pro Gruppe: 1 Placemat, 1 Bild) (pro S: 1 Discussion Ticket) <i>Ziel: S sollen in Vorbereitung auf die Target Task üben, Gefühlslagen zu benennen und schlüssige Erklärungen zu formulieren, wie es zu der Situation gekommen sein könnte.</i> · S beantworten Fragen auf der Placemat zu dem Bild zunächst allein in Stillarbeit. · Dann wird die Placemat reihum gedreht, sodass alle S alle Notizen lesen können. · Im Anschluss diskutieren die S darüber, welche Ideen besonders interessant sind. Dabei sollen sie die Words und Phrases vom Discussion Ticket benutzen. Bereits verwendete Begriffe dürfen weggestrichen werden.
20	Schreiben Ergebnissicherung	GA	T3_M11: WS Story	<u>Im Anschluss an die Placemat Activity: Schreibphase</u> S schreiben gemeinschaftlich in ihrer Kleingruppe eine Geschichte (ähnlich: silent discussion). · Alle S bekommen ein WS mit einem Satzanfang, den sie ergänzen. Nach einer gewissen Zeit werden die WS 2 Plätze nach rechts weitergereicht. Die S schreiben die begonnene Geschichte weiter. Nach mehreren Runden werden die ABs zurück zur*m ursprünglichen Verfasser*in gegeben und das Ergebnis gelesen. · Besonders gelungene Beispiele können im Plenum vorgelesen werden.

7. + 8. Stunde (90 Min) - Thema: Target task: Create the story behind the picture.				
Zeit	Phase	Sozialform / Aktion	Medium / Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
15	Warm-up	Speed Dating	Folie 2 (Language support)	<p><u>Speed dating:</u></p> <ul style="list-style-type: none"> · Alle S sitzen sich im Kreis / 2 Reihen gegenüber. · L gibt Impulsfragen bzw. Aufgaben vor, die dann jeweils 1-2 Min lang besprochen werden. · Auf ein akustisches Signal hin rutschen alle S 3 Plätze weiter und unterhalten sich mit der nächsten Person (Frage erneut benutzen oder neue Frage stellen). <p><u>Mögliche Fragen:</u></p> <ol style="list-style-type: none"> 1) Name as many adjectives as you can that describe negative feelings! (mögliche Lösung: sad, worried, hurt, depressed, frustrated, hopeless, disappointed, scared, frightened, nervous, angry, grumpy, unhappy, miserable, aggressive, embarrassed...) 2) What can you do to help a friend who feels miserable? 3) What qualities should a true friend have? 4) What could happen that would make you want to end a friendship?
18		PA	T3_M12: WS Target Task + T3_M13: Bild	<p><u>Target Task</u></p> <ul style="list-style-type: none"> · WS austeilten; je 1 zum WS passendes Bild pro 2er-Team verteilen jeweils 2 SuS bekommen ein Foto mit einem dazugehörigen Titel · S bearbeiten das WS Schritt für Schritt: Step 1 bis Step 5.
7		Plenum	Folie 3 T3_M12: WS (Step 6)	<p>L: Let's talk in class about your ideas! There is no right version. You can be creative! What were your ideas for each picture? Take notes on what ideas you hear from your classmates.</p>
30	Target Task	EA	T3_M12: WS (Step 7)	<p>L: Now write your own story. You can use the ideas you heard from your classmates. · S schreiben ihre Geschichten.</p>
15	Ergebnissicherung	GA Plenum	T3_M14 + T3_M15: Recordings Folie 4	<p>S lesen ihre rekonstruierten Geschichten in Kleingruppen vor. Sie entscheiden, welche besonders gelungen ist. Diese wird im Plenum vorgetragen. L: You came up with fantastic ideas. All your stories are interesting. You were very creative. Let's find out what really happened. This is the real story of the boy/girl. Let's listen! (Audio) Quick reaction: Does the story make sense? Is it surprising? Boring? More interesting?</p>
				Arbeitsergebnisse einsammeln!

2. Klassenmaterial und Tafelbilder

Cycle 3

What's your story?

Target task:

Create the story behind the picture.

Lessons 1-2

Emotional roller coaster





Give me 5...

... positive feelings.

... things that scare you.

... things you can do to put a smile on a person's face.

... character traits a good friend should have.

... activities you like to do together with a friend.



Language support

If I were Charlie, I would tell Rajiv (not) to go to the party because...



Language support

confused · amused · thrilled · happy · excited
· worried · nervous · delighted · proud ·
disappointed · embarrassed · shocked ·
surprised · terrified · irritated

Wordbank: relationships

- o to be friends with sb
- o to support sb
- o to comfort sb
- o to give sb a hug
- o to have a crush on sb
- o to go out with sb
- o to fall in love with sb
- o to kiss
- o to get married
- o to argue with sb
- o to make up
- o to split up



Wordbank: relationships

Romantic relationship? **red** pen

Friendship? **green** pen


Both kinds of relationships? **red** + **green** pen

Lessons 3-4

Friendship

Asking questions in the simple present





What's your opinion?

- 1 What's better: to watch a movie by yourself or with a group of friends?
- 2 What's better: to have five good friends or to have one best friend?
- 3 What's worse: to move to a different country? To have a best friend who moves to a different country?
- 4 What's worse: to find out that your best friend tells lies about you on the internet? To find out that your best friend kissed your girlfriend/boyfriend?



Do you like the new school?

Do you speak German?

Do you have any brothers or sisters?

Do you like English?

Is there anything I can help you with?

Are you happy with your new class?



Question words

Where do you come from?
When do you eat breakfast?
Why don't you speak German?
Which subject do you like best?
Whose
How

∅ Fragewort – Hilfsverb – Subjekt – Prädikat – (Objekt)

What is your name?
Who is your favourite singer?

∅ Frage nach dem Subjekt: kein Hilfsverb nötig

Murder mystery

MURDERER						
VICTIM						
WEAPON						
LOCATION						

Lessons 5-6

Asking questions in the simple past Reconstructing a story



Questions: simple past

Did Amy eat tomato soup?

- Yes, she ate tomato soup.
- No, she didn't eat tomato soup.

When/Where/Why did Amy eat tomato soup?

What did Amy eat?

Which soup did Amy eat?



Who ate tomato soup?



Placemat activity


TAKE NOTES. Fill your space on the worksheet.



Don't speak to your classmates.

Don't look at what they are writing down!

- 1. Describe what you can see in the picture.**
- 2. What happened? Note down your ideas!**
Speculate on what might have happened.
- 3. What is the teenager thinking right now?**
What are her/his feelings?



Placemat activity

**Read all of the different ideas and discuss them
in your group. Use your discussion ticket.**

Which ideas are especially interesting? Why?

Lessons 7-8

What's your story?



Language support

Giving your opinion	Reacting to other people's thoughts
<ul style="list-style-type: none">• If you ask me...• Personally speaking...• In my opinion...• From my point of view...• I guess...	<ul style="list-style-type: none">• I agree with you...• I don't agree with you...• I can understand where you are coming from, but...• That's not how I see it.• Actually...



Target Task: What's your story?



Let's talk about your ideas in class!

Take notes on the ideas you hear from your classmates.

The *real* story

Let's find out what really happened!



3. Material zum Ausdrucken

Tandem sheet

A



<https://tinyurl.com/kptvamt>

1) Describe to your partner what you can see in your picture.

Talk about:

- the words
- the colour that is being used
- the size of the words

2) Now listen to your partner.

3) Discuss:

- What do both pictures have in common?
- Who would you give a card like this?

4) What's the name of the day on which you might send a card like this to a special person?

B



<https://tinyurl.com/5r2b2ek>

1) Listen to your partner first.

2) Describe to your partner what you can see in your picture:

- Who are the people?
- What are they saying?
- What is the man holding in his hands?

3) Discuss:

- What do both pictures have in common?
- Who would you give a card like this?

4) What's the name of the day on which you might send a card like this to a special person?

Relationships

1) Put the words and phrases in the most appropriate column.

to kiss to split up to support sb to have a crush on sb to argue with sb to go out with sb	to fall in love with sb to comfort sb to give sb a hug to be friends with sb to get married to make up
-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

romantic relationship	friendship	both

2) Put the stages of a romantic relationship in a logical order: What usually happens first, next, last...?

Discuss your results with a partner. Explain your choice!

to get married
to get to know each other
to split up
<u>to fall in love with each other</u>
to argue

1)
2)
3)
4)
5)

3) Speak with a partner about a person/people in your life you are close to.

Remember to tell your partner

- who they are
- when and where you met
- what you like about them
- what you enjoy doing with them
- when you last saw them

4) Pick the quote you like best! What do you like about it?

MANY FRIENDS ARE THE KEY TO HAPPINESS!

Friends are the family you choose.

A friend is someone who knows ALL about you and still loves you.

RELATIONSHIPS – FRIENDSHIPS

1) Think of a person who you are very close to.

The person shouldn't be in this class.

Write down his or her name.

∅ Her / His name is She / He is my

2) Now give this worksheet to your partner.

3) It's your partner's job to find out many things about the person you chose.

Don't just answer Yes / NO – also give some details when you are asked a question.

A	<u>Useful language:</u>	
	Does (Amy) live...?	Yes, he/she does. He/she lives...
	Does he/she drink....?	No, he/she doesn't. He/she drinks....
	Does he/she play ...?	I'm not sure. / I don't know. Maybe...

Does he/she...	Notes
1. live near here?	
2. like horror films?	
3. play a team sport?	
4. travel abroad often?	
5. support you if you have problems?	
6. speak different languages?	
7. keep secrets?	
8. use social media?	

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	Does he/she drink....?	No, he / she doesn't. He/she drinks....
	<u>Does he/she play ...?</u>	<u>I'm not sure. / I don't know. Maybe...</u>

Does he/she...	Notes
1. have any brothers or sisters?	
2. chat online?	
3. play a team sport?	
4. speak a foreign language?	
5. support you if you have problems?	
6. play a musical instrument?	
7. spend a lot of time online?	
8. keep secrets?	

Questions and answers



A) Find out which questions I asked. Write them down.

1 _____ ?

I speak English, Spanish and German.

2 _____ ?

We have a dog at home and two budgies.

3 _____ ?

I love playing computer games. But I also enjoy playing football with my friends.

4 _____ ?

It's not my favourite dish, but it's okay.

5 _____ ?

I have one younger brother. His name is Jack.

6 _____ ?

My brother is really good at it. I have never tried it.

7 _____ ?

My favourite subject is definitely Math.

8 _____ ?

I don't really have a nickname, but if I could choose one, it would be J.

9 _____ ?

My best friend is Anna. We've been best friends ever since we were seven years old.

10 _____ ?

I mostly listen to hip hop music. Sometimes I also listen to songs on the radio.



B) Think of a question. DON'T write it down!

Only write down the answer someone could give after being asked this question.

Answer #1:

Answer #2:

Answer #3:

Answer #4:

Answer #5:

C) Now meet with a partner. Show her/him the answers you wrote down!

Let's see if she/he can figure out what question you thought of before you wrote down the answers.

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

Please complete the game table given in the slides above with your own pictures and hand it out to the learners. Reproduction of the original pictures is not possible due to copyright restrictions.

HOW TO PLAY :

- 1) One person decides who the murderer and the victim are, what weapon was used and where the crime was committed.
- 2) The others ask questions to guess who did it, to whom, with what and where. They should ask a maximum of 10 questions and use different sentence structures: Is the murderer a man? Can the weapon be used to cook? Does the location have a table?
- 3) Once they have found out all four answers, a new student decides who the murderer and the victim are, what weapon was used and where the crime was committed. The group repeats the game. (The murderer, victim, weapon and location can be changed to make up new questions).

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What did you eat yesterday?

I ate...

Where did you go yesterday
after school?

I went...

Who did you meet last
weekend?

I met...
I didn't meet anybody.

What did you do yesterday
evening?

I did ...
I played...
I watched...

What mark did you get on
your last English class test?

I got a...

Who did you visit last week?

I visited ...
I didn't visit anybody.

Did you watch TV yesterday?

Yes, I watched TV.
No, I didn't watch TV.

Did you go shopping on
Saturday?

Yes, I went shopping.
No, I didn't go shopping.

Did you go swimming on
Sunday?

Yes, I went swimming.
No, I didn't go swimming.

Who was your best friend in
kindergarten?

My best friend in kindergarten
was...

Who was your favourite
teacher in class 5?

My favourite teacher in class 5
was...

Who were your best friends
in class 5?

My best friends in class 5
were...

Where did you go on holiday
when you were little?

When I was little, I went on
holiday to...

What was your favourite
costume when you were 5
years old?

My favourite costume was...

When did you come home
yesterday?

I came home at ... o'clock.

Did you feed an animal last
week?

Yes, I fed an animal last week.
No, I didn't feed an animal last
week.

Did you ride a bus last week?

Yes, I rode a bus last week.
No, I didn't ride a bus last
week.

Did you draw a picture in
school last year?

Yes, I drew a picture.
No, I didn't draw a picture.

Did you fight with a person during the last break?

Yes, I fought with someone.
No, I didn't fight with anybody.

Did you drink tea earlier this morning?

Yes, I drank tea.
No, I didn't drink tea.

Did your mum drive you to school this morning?

Yes, she drove me to school.
No, she didn't drive me to school.

When did you forget your homework?

I forgot my homework ...
(on Monday / last year...)

When did you buy something to eat?

I bought something to eat
(during our break, yesterday...)

What did you give your friend for his/her birthday?

I gave him/her ...

When did you begin to ride a bike?

I began to ride a bike when I was ... years old.

When did you build your first snowman?

I built my first snowman when I was...

When did you feel happy?

I felt happy when...

Das pdf-Dokument "My last holiday" kann unter der folgenden Internetadresse heruntergeladen werden:

<https://www.teach-this.com/images/resources/my-last-holiday.pdf>

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Arbeitsanweisung für die Mitte der Placemat

TAKE NOTES. Fill your space on the worksheet.



Don't speak to your classmates.
Don't look at what they are writing down!

1. Describe what you can see in the picture.
2. What happened? Note down your ideas. Speculate on what might have happened!
3. What is the teenager thinking right now? What are her/his feelings?

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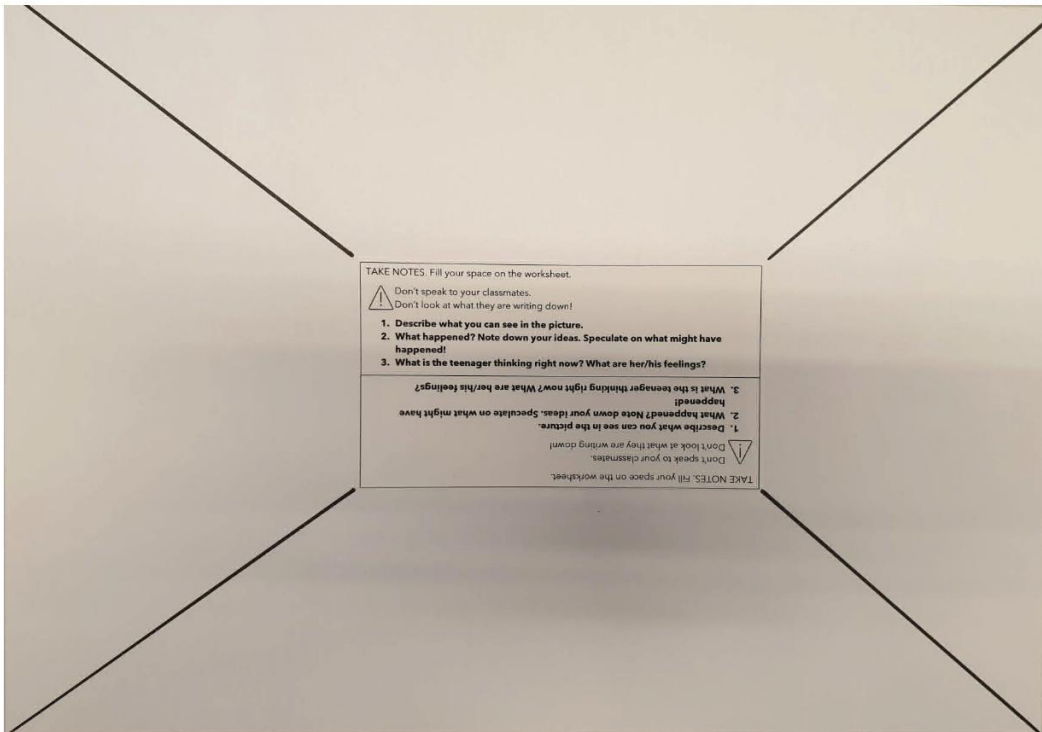
TAKE NOTES. Fill your space on the worksheet.

Anleitung: Placemat Activity (1 Placemat für jedes 4er-Team)

Placemat herstellen:

- Auf DIN A3 Papier: ausgeschnittene Arbeitsanweisungen in die Mitte kleben
- 4 diagonale Striche zu den Ecken ziehen, sodass 4 Bereiche entstehen
 - o In diesen Bereichen notieren die SuS ihre Ideen

Beispielfoto:



Bilder für die Arbeit mit der Placemat:



Beide Bilder www.pixabay.com



Beide Bilder www.pixabay.com

Discussion ticket: Use these phrases in your discussion. How many can you use? Cross out the ones you have used!

In my opinion...	I agree with (you / Nina / the idea...)	Personally speaking...	I get the impression that...	I like your idea...
If you ask me...	I don't agree with...	To me it seems ...	I ask myself...	I don't really understand...

Discussion ticket: Use these phrases in your discussion. How many can you use? Cross out the ones you have used!

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If you ask me...	I don't agree with...	To me it seems ...	I ask myself...	I don't really understand...



Your name: _____



Target task: What's your story?




Figure out the story behind this picture!

“It's definitely not my fault!”


	<p>Step 1) Work alone: Note down questions that can help you get information about the story. Only fill in the grey boxes! Example: Where is the girl?</p>
	<p>Step 2) Get together with a partner. Exchange your ideas and think of more questions together!</p>

Questions about the story behind the picture:

1	Question	
	Answer	
2	Question	
	Answer	
3	Question	
	Answer	
4	Question	
	Answer	
5	Question	
	Answer	
6	Question	
	Answer	
7	Question	
	Answer	

	Step 3) Meet with another pair: Swap your worksheets with this pair.
	Step 4) Answer the questions your classmates wrote down! Write complete sentences into the white boxes! You can use your imagination to come up with answers. HAVE FUN!
	Step 5) Give back the worksheets. Read the answers you got for your questions.
	Step 6) Let's talk about your ideas in class! Take notes on what ideas you hear from your classmates.

My notes: _____

	Step 7) Write your own story for the person in the picture. You can use the ideas you heard in class. Read the beginning of the story. Then write down the <u>complete story</u> ! Write about 15 sentences.
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

I have no doubts: What happened is definitely not my fault! Now that I'm sitting here thinking about everything, I'm getting the feeling that I have to explain what happened. Let me tell you my story:



Your name: _____






Target task: What's your story?

Figure out the story behind this picture!


“Bad decision!”

	<p>Step 1) Work alone: Note down questions that can help you get information about the story. Only fill in the grey boxes! Example: What room is the boy in?</p>
	<p>Step 2) Get together with a partner. Exchange your ideas and think of more questions together!</p>

1	Question	
	Answer	
2	Question	
	Answer	
3	Question	
	Answer	
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	Answer	
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	Answer	
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My notes: _____

	Step 7) Write your own story for the person in the picture. You can use the ideas you heard in class. Read the beginning of the story. Then write down the <u>complete story</u> ! Write about 15 sentences.
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

It was a bad decision. Now that I'm sitting here thinking about everything, I'm getting the feeling that I have to explain what happened. Let me tell you my story:



Bad decision!



It's definitely not my fault!

Beide Bilder www.pixabay.com

It's definitely not my fault!

Anne and I are best friends, but something happened last week and now we are not talking to each other.

After summer break, a new student joined our class. When I saw Brody for the first time, I was immediately interested. With time, Anne and I got to know him better and we all became good friends. Then Anne told me that she also had a big crush on Brody. We both felt uncomfortable and worried about our friendship, so we talked about the situation and made a decision. Since we both liked Brody and we didn't want our best friend to be unhappy, we would accept whatever Brody wanted. If he wasn't interested in either of us, great, and if he wanted to go out with one of us, also great. We would not argue or get upset about it. One week later, Brody asked me out. I told Anne and she looked surprised, but she said she was happy for me. My date with Brody was amazing and at the end we even kissed! I had never been this happy and excited before. But when I told Anne that we were in a relationship, she freaked out. She said that she was upset because I was a bad friend and that she was disappointed in me. Now she won't talk to me even though I did everything we had agreed on. Brody chose me - that's definitely not my fault!

Bad decision!

Two weeks ago, everything was different. I was happy and my life was normal. Then I made a really bad decision.

It all started when I fell in love with a girl from my school, Taylor. She was friends with the cool kids and she went out with really cool guys. Taylor didn't even know my name because I wasn't popular. I felt jealous and sad - I wanted to get to know her! Then my teacher said that sometimes people do crazy things for the person they really fancy. So I made a decision: I would impress Taylor so that she would finally notice me. After school, I went into the shop where Taylor and her friends were hanging out. When she looked up, I stole a card and a bracelet for her. I know shoplifting is wrong, but I wanted her to notice me. I looked around, put the items in my backpack and went to leave the shop... Suddenly, the security person stood in front of me and told me to open my backpack. I was terrified, I had never done anything illegal in my life. Taylor and her friends looked at me and started laughing. I felt so embarrassed!

The security person made me pay for what I stole and called my parents. I was lucky they didn't call the police. Now my parents are deeply disappointed in me and I feel stupid and regret what I did. Why did I make such a stupid decision to impress such a mean girl?

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