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**Projekt Interact for School (I4S). Unterrichtseinheit und
Target-Task zum Thema “Diverse Britain/The German
Exchange”, Language Focus: The Future; Grade 7.
Leuphana Universität Lüneburg/Universität Tübingen.**

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Vorwort

Das Projekt Interact for School (I4S; April 2020 – Dezember 2023) ist eine interdisziplinäre Forschungs Kooperation 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 4, der einen grammatikalischen Schwerpunkt auf Futurformen und einen thematischen Schwerpunkt auf ‚Diverse Britain/The German Exchange‘ hatte. Die digitalen Übungen zu Zyklus 4 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 4: Diverse Britain / The German Exchange

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

Write an email to your exchange partner.

Diese Kompetenzen werden zur erfolgreichen Bewältigung der Target Task benötigt:

- a. **Words and Phrases** (Wortschatzerweiterung):
 - i. **School exchange**
 - ii. **E-Mail communication**
- b. **Grammar**:
 - i. **Will-Future**
 - ii. **Going-to-Future**

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, 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 *T4*, auf den konkreten Task Cycle hin (hier: Task Cycle 4)

Legende:

| | | | | | |
|----------------|---------------------------------------|------------|---------------|---------------|--------------------------------------|
| T4_M01: | Cycle 4, 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 4

| 1. + 2. Stunde (90 Min) - Thema: Introduction: Diverse Britain – The German exchange | | | | |
|--|--------------------------|---------------------|-------------------|---|
| Zeit | Phase | Sozialform / Aktion | Medium / Material | Geplantes Lehrverhalten |
| 5 | Begrüßung / Organisation | | | |
| 5 | Warm-up | Plenum | | <u>Einführung in das Thema:</u> a) 1 Runde Hangman spielen <i>oder</i> b) L schreibt das Wort „student exchange“ mit vertauschten Buchstaben an die Tafel; die S erraten den Begriff (Bsp. dstuent gechexan) |
| 10 | Einstieg | Plenum | Folie 3 | <u>Vokabeleinführung zum Thema „student exchange“:</u> · to go abroad – ins Ausland gehen · to live in a foreign country – im Ausland leben · to live with a host family – mit einer Gastfamilie leben · host – Gastgeber · to be an exchange student – ein*e Austauschschüler*in sein · to speak a foreign language – eine Fremdsprache sprechen · to experience different ways of living – andere Lebensarten kennenlernen |
| 6 | Murmelfase | PA | Folie 4 | L präsentiert die Fragen. S tauschen ihre Meinung in PA aus. <u>Student exchange: What's your opinion?</u> ➤ What's the best country to go to for a student exchange? Why? ➤ How long would you like to stay there? ➤ What problems could come up during the exchange? ➤ Which experiences would you like to gain? / What could you learn? <u>Language support: How to give your opinion</u> · If you ask me... · Personally speaking... · I guess... · I agree with you... / I disagree... · I would say... |
| 3 | Ergebnis-sicherung | Plenum | | Besprechung der Antworten im Plenum |

| | | | | |
|---|-------------|--------|----------------|---|
| 8 | Erarbeitung | Plenum | Textbook S. 98 | Siehe Teacher's Manual: S. 243; A1 (a) und (b) (a) Look at the picture and describe it. (b) Think about the context |
|---|-------------|--------|----------------|---|

| | | | | |
|----|------------------------|---------|---|--|
| | | | | <u>Lösungsvorschlag:</u> Teacher's Manual: S. 243 |
| 15 | Erarbeitung | EA / PA | T4_M01: WS German Exchange CD 2/1 | Listening (Textbook, S. 98 ist geschlossen): S hören sich den Hörtext und bearbeiten die Aufgaben A2-A3 auf dem WS. Lösungsvorschlag: Teacher's Manual, S. 246; A3. |
| 13 | Ergebnis- sicherung | Plenum | | Besprechung der Ergebnisse |
| | Überleitung | | | L: Let's have a look at some more emails between a student and his friend who is studying in Scotland. |
| 25 | Übung | EA | T4_M02: WS Emails (oder Website) | <u>Reading comprehension:</u> · WS austeilten oder alternativ Übungen online bearbeiten: https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/foreign-exchange-emails |

| 3. + 4. Stunde (90 Min) - Thema: School life in England | | | | |
|---|----------------------------|---------------------|---|---|
| Zeit | Phase | Sozialform / Aktion | Medium / Material | Geplantes Lehrverhalten |
| 5 | Begrüßung / Organisation | | | |
| 5 | Warm-up | Plenum | Textbook S. 99 T4_M03: | <u>Lesespiel: Rajiv's E-Mail</u> · Option 1: Fehlerlesen ➤ Ein*e S beginnt, den Text zu lesen. Wenn die anderen S einen Fehler hören, klopfen sie, verbessern die Aussprache und dürfen dann weiterlesen, bis erneut ein Fehler auftritt. Wer schafft die meisten Zeilen? |
| | | | OHP Konfetti + Papierreste aus Locher | · Option 2: Konfettilesen ➤ Der Text wird auf OHP präsentiert. Die S beginnen, den Text Satz für Satz zu lesen. L streut nach und nach Konfetti auf die Folie. Die S müssen nun abgedeckte Wortteile rekonstruieren. |
| 3 | Überleitung | | Folie 2 | <u>Kurzes Gespräch über Rajivs Vorhaben, am Schüleraustausch teilzunehmen:</u> · Why did Rajiv write this email? · What information do you consider to be most important for his exchange partner? · Why did he attach a photo of his school uniform? |
| 5 | Wiederholung | Plenum | Folie 3 | <u>Die Bedeutung der Connectives kurz besprechen:</u> however, since, that's why, although, at first, in the end |
| 10 | Übung Ergebnissicherung | EA Plenum / EA | Textbook S. 108, P1 T4_M04: Lösungsbogen P1 | S schreiben die Sätze ab und ergänzen die Lücken. Ergebnissicherung im Plenum oder durch Selbstkontrolle (Kopien mit Lösungen aushändigen) |
| 10 | Überleitung | | Textbook S. 98, A4: 1 | L: What should the perfect exchange partner for Rajiv be like? Look at the profiles of four possible exchange students in your book on p. 99. Choose the girl or boy that you think fits Rajiv best. |
| 20 | Übung | EA | Textbook S. 98, A4: 2-3 | L: Write an answer to Rajiv's email as his German exchange partner. Use at least 5 connectives in your email. |

| | | | | |
|----|---------------------------------------|------------------|----------------------------------|---|
| 10 | Ergebnis-sicherung | PA | Textbook S. 98, A4: 4 | L: In pairs read the emails and give feedback. Check if you answered all of Rajiv's questions and if you used the information in the profiles. |
| 12 | Erarbeitung | Plenum | Folie 4 | L: Remember that Rajiv attached a photo of himself in his school uniform? Let's have a look what a typical school uniform in England consists of. |
| | Übung Ergebnis-sicherung | EA | T4_M05: WS School Uniforms | <p><u>School uniforms zeigen & Wörter einführen:</u> skirt, trousers, tie, belt, tights, blazer, shoes, belt, to tuck in, to apply to ...</p> <p>· WS austeilen: Bearbeitung in EA. · Austausch mit Partner*in (z.B. nach dem bus stop Verfahren: S, die ihre Aufgaben bearbeitet haben, begeben sich zu „bus stops“ im Klassenzimmer und warten auf eine Person, mit der sie ihre Ergebnisse besprechen.)</p> |
| 10 | | EA | T4_M06: Karten Pro Kontra | <p>· Karten mit Argumenten für und gegen „school uniforms“ im Klassenzimmer auslegen. <u>Bearbeitung: „Think, pair, share – Verfahren“</u> <u>Think:</u> · S gehen allein umher, lesen die Argumente und notieren auf eigener Karte die überzeugendsten 3 Argumente für</p> |
| | | PA Plenum | | <p>und gegen school uniforms. <u>Pair:</u> · In PA tauschen die S ihre Ergebnisse aus und einigen sich auf die jeweils 2 überzeugendsten Argumente für und gegen school uniforms. <u>Share:</u> · Im Plenum werden die Ergebnisse mitgeteilt und die Gedanken dazu erläutert.</p> <p><u>Im Anschluss: kurze Diskussion über school uniforms</u> „Should we introduce school uniforms at our school?“</p> <p>(Verwendete + weitere Argumente unter: https://school-uniforms.procon.org)</p> |
| | Weiter-führende (Haus-) Aufgabe | | Folie 5 | <p>Create a school uniform for our school. Present the uniform and explain in a short speech to the school community why this uniform should be introduced at our school.</p> |

| 5. + 6. Stunde (90 Min) - Thema: B1 – B5 Cultural awareness - problems | | | | |
|--|-------------------------------|------------------------|------------------------------------|--|
| Zeit | Phase | Sozialform / Aktion | Medium / Material | Geplantes Lehrverhalten |
| 5 | Begrüßung / Organisation | | | |
| 5 | Einstieg | Plenum | Folie 2 oder Textbook S. 100 | <u>Sensibilisierung für Unterschiede im Alltagsleben in anderen Ländern:</u> L: <ul style="list-style-type: none"> · What can you see in the picture? · What is striking about the picture? · Who is this message for? |
| 4 | Überleitung / Organisation | | T4_M07: Placemat | L: I'm sure you can think of more differences in daily life between Germany and other countries. Note down your ideas on these placemats. · Placemats an 4er-Teams austeilen |
| 10 | Erarbeitung | GA | Folie 3 T4_M07: Placemat | <u>Placemat activity passend zu S. 100:</u> What do you know about other countries? What is different from Germany? Note down your ideas. Think of: · food and drink · schooling/education · living/daily life · customs/behaviour/traditions/festivals <u>Aufgabe:</u> · Placemat ist in 4 Bereiche aufgeteilt. · S schreiben ihre Ideen zu den Kategorien auf, drehen die Placemat und ergänzen die Ideen. · Nach einer Besprechung: S fassen die wichtigsten Ergebnisse in der Mitte zusammen. |
| 5 | Ergebnissicherung | Plenum | | Präsentation der Ergebnisse |

| | | | | |
|----|-------------------|--------|--------------------------------------|---|
| 10 | Hörverstehen | Plenum | Textbook S. 100, B2 | Anweisungen und Lösungsvorschlag: Teacher's Manual S. 251, B2 |
| 10 | Leseverstehen | EA | Textbook S. 100, B3 a) Folie 4 | Quiet reading in preparation for pair work. Tabelle: Teacher's Manual, S. 251, B3 (a). |
| 5 | Ergebnissicherung | PA | | Pair work. Lösungsvorschlag: Teacher's Manual, S. 252. |

| | | | | |
|----|--------------------------------|---------|--------------------------|---|
| 5 | | Plenum | Textbook S. 100, B3: b+c | b) How do you think Rajiv feels about Leon's visit after the weekend? c) What should Leon do differently? Give him some tips. |
| 10 | Hörverstehen | | Textbook S. 100, B5 | On Monday Leon is on a trip to Cambridge with the other Germans. Rajiv and his classmates are talking with Mr. Lewis about the weekend. Listen to their conversation. Find out |
| | | | | what problems the other boys had with their exchange partners. |
| 10 | Überleitung Erarbeitung | Plenum | Folie 5 | L: Imagine an English exchange student came to visit you! I'm sure she or he would be surprised to see what your life is like here. And maybe there are also some aspects about your daily life that might be strange or confusing to someone who isn't familiar with German customs. Let's collect some ideas. → Gemeinsam eine Mindmap erstellen. · What might people from abroad find funny or strange about Germany? · What difficult situations could an exchange student be faced with? (at home / food / school / public transportation / life in the city) |
| 11 | Erarbeitung | EA / PA | Folie 6 | L: On the internet you can find guides for students from abroad who come to Germany in which they find information about cultural differences. · Write a paragraph for a guide for English exchange students who are going to spend 3 weeks in Germany. (Evtl. gruppenteilig bearbeiten: at home / food / school / public transportation / life in the city) <u>Ideas:</u> · Explain what a typical day of a German student (you?) looks like. · Explain what she/he has to know about public transportation. · Which school rules are there? What are the teachers like? · What special food / drink / customs in a family they have to expect. · What they can do or say if they don't feel comfortable (e.g. about eating certain food). Phrases bereitstellen: <u>To explain daily routines, customs etc.</u> · Don't be surprised if... · Often you will... / Sometimes... · Normally... / Typically... · Maybe you will... <u>Warnings / advice:</u> · Make sure you (don't)... · It would be better (not) to... · You shouldn't... · It is (not) very polite to... |

| 7. + 8. Stunde (90 Min) - Thema: Target task: Write an email to your exchange partner. | | | | |
|--|-------------------------------------|------------------------|--|--|
| Zeit | Phase | Sozialform / Aktion | Medium / Material | Geplantes Lehrverhalten |
| 5 | Begrüßung / Organisation | | | |
| 5 | Warm-up | PA | Folie 2 | <p><u>Speaking-activity: cultural awareness / mediation:</u> L: Imagine an exchange student comes to visit you here in Germany. There may be things, for example regional food or customs, that your exchange partner doesn't know about. Then you might have to explain to him/her what they are. Let's practise how you can give explanations:</p> <ul style="list-style-type: none"> · S1 dreht sich um, so dass sie/er nicht sehen kann, welchen Begriff die Lehrkraft präsentiert. · S2 sieht den Begriff und erklärt ihn, ohne das Wort zu benutzen. S1 rät den Begriff. · Dann werden die Rollen getauscht. <p><u>Begriffe, die sich zur Beschreibung eignen:</u> Essen: Brezel / Franzbrötchen / Schupfnudeln / Berliner / Schokokuss Traditionen: Laternelaufen / Weihnachtsmarkt / Abiball / Bleigießen</p> |
| 20 | Übung Ergebnis- sicherung | PA Plenum | T4_M08: WS Mediation | <ul style="list-style-type: none"> · WS verteilen. Schriftliche Bearbeitung: Dialog in PA erstellen. L: Create a dialogue between one of the exchange students and you, in which you explain the following terms: Gymnasium, Lernbüro, Ganztagschule, LEG, Planer der Schule. <p>Einige Dialoge werden im Plenum vorgetragen.</p> |
| 10 | Überleitung Erarbeitung | EA/PA | Plakate mit Überschriften + größere Post-its | <p>L: Wouldn't it be great to actually have exchange students here as our guests?!</p> <p>Of course, we would have to organize a programme for the students. Let's come up with ideas on what we could do with them.</p> <p><u>5 (6) Plakate im Klassenzimmer aufhängen mit jeweils einer der folgenden Überschriften:</u></p> <ul style="list-style-type: none"> · Sports activities · Cultural life · City life · Sights · Events/trips · (More ideas) <p><u>Post-its an die S austeilen.</u></p> <ul style="list-style-type: none"> · S brainstormen allein oder zu zweit, welche Aktivitäten ihnen zu den Kategorien einfallen & schreiben sie auf Post-its. · S stehen auf und kleben die Post-its auf die Plakate. Gleiche Begriffe kleben nebeneinander. |

| | | | | |
|----|------------------------|--------|---|--|
| 15 | Ergebnis- sicherung | PA | Folie 3 | <ul style="list-style-type: none"> · S stellen sich in Kleingruppen (abzählen lassen) vor den Plakaten auf und diskutieren mit einer (zwei) Personen, welche Idee sie besonders mögen, welche sie für ungeeignet halten etc. |
| | | Plenum | Evtl.: T4_M09: Discussion Tickets Tafel | <p><u>Leitfragen:</u></p> <ol style="list-style-type: none"> 1) Which idea do you like best? Give reasons for your choice! 2) Which activity is best if you want to do it with a complete class? 3) Which activity can easily be done? 4) Which activities need preparation time? What problems could come up? (too expensive? weather conditions? times?) How could you solve the problems? <ul style="list-style-type: none"> · Nach Austausch wechseln die Gruppen zu einem anderen Poster und diskutieren dort weiter. <p>Zum Abschluss werden einige Ergebnisse im Plenum geteilt.</p> <ul style="list-style-type: none"> · Top 5 Aktivitäten an der Tafel festhalten (evtl. abstimmen lassen). |
| 35 | | EA | Folie 4 T4_M10: WS Target Task | <p>Target task 4: An email to your exchange partner</p> <ul style="list-style-type: none"> · Imagine you are taking part in your school's exchange programme. Your partner is going to spend one week with you and your family. · Write an email to your exchange partner in which you inform him/her about your plans for the week. Explain what you are going to do when he/she is here. · Give him/her an idea of what to expect when he/she comes to Germany. · Include information about <ul style="list-style-type: none"> ○ what your days will look like (at home/ at school) ○ what activities you plan to do ○ sights you want to visit ○ and any special food / drink / customs. · Make sure to follow the typical structure of an email. <p>➔ Arbeitsergebnisse einsammeln!</p> |

2. Klassenmaterialien/Tafelbilder

Cycle 4

The school exchange

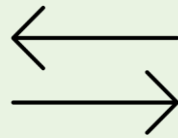
Target task:

Propose plans for future activities!

Lessons 1-2

Diverse Britain

The German exchange



Student exchange

- to go abroad
- to live in a foreign country
- to live with a host family
- host
- to be an exchange student
- to speak a foreign language
- to experience different ways of living



Student exchange

What's your opinion?

- What's the best country to go to for a student exchange? Why?
- How long would you like to stay there?
- What problems could come up during the exchange?
- Which experiences would you like to gain? What could you learn?

Language support: How to give your opinion

If you ask me ...

Personally speaking ...

I guess ...

I agree with you ... / I disagree ...

I would say ...

4

Lessons 3-4

School life in England





Rajiv's email

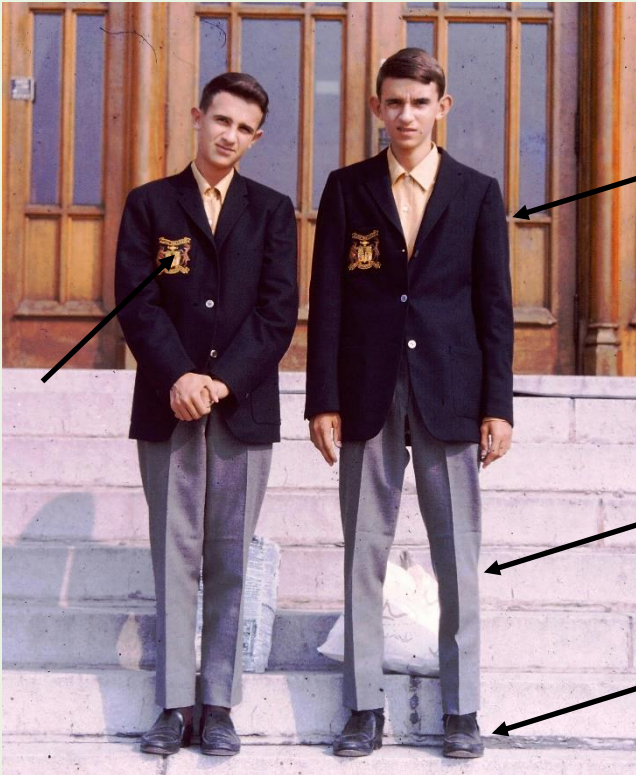
- Why did Rajiv write this email?
- What information do you consider to be most important for his exchange partner?
- Why did he attach a photo of his school uniform?



Connectives

- however
- since
- that's why
- although
- at first
- in the end

School uniforms



Bilder: www.pexels.com



Create a school uniform for our school.

→ Present the uniform and explain in a short speech to the school community why this uniform should be introduced at our school.

Lessons 5-6

Cultural awareness





Bild: www.pixabay.com

Placemat activity

What do you know about other countries?

What is different from Germany? Note

down your ideas. Think of:

- food and drink
- schooling / education
- living / daily life
- customs and behaviour / traditions / festivals

Welcome to Banglatown

Für die Tabelle, siehe Teacher's Manual, S. 251; B3.



Bilder: www.pixabay.com

**What might people from abroad find funny or strange about Germany?
What difficult situations could an exchange student be faced with?**

- at home
- food
- school
- public transportation
- life in the city

Support

Ideas:

- Explain what a typical day of a German student (you?) looks like.
- Explain what she/he has to know about public transportation.
- Which school rules are there? What are the teachers like?
- What special food / drink / customs in a family can they expect?
- What can they do or say if they don't feel comfortable (e.g. about eating certain foods)?

To explain daily routines, customs etc.:

- Don't be surprised if ...
- Normally ... / Typically ...
- Often you will ... / Sometimes ...
- Maybe you will ...

Warnings / advice:

- Make sure you (don't) ...
- You shouldn't ...
- It would be better (not) to ...
- It is (not) very polite to ...

Lessons 7-8

**Write an email
to your exchange partner.**



Essen:

- Brezel
- Franzbrötchen
- Schupfnudeln
- Berliner
- Schokokuss

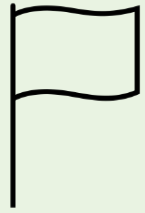
Traditionen:

- Laternelaufen
- Weihnachtsmarkt
- Abiball
- Bleigießen



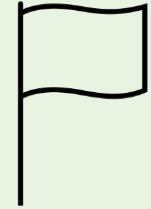
Posters

- Which idea do you like best?
Give reasons for your choice!
- Which activity is best if you want to do it with a complete class?
- Which activity can easily be done?
- Which activities need preparation time?
What problems could come up?
(Too expensive? Weather conditions? Times?)
How could you solve the problems?



Target Task:

The school exchange



Imagine you are taking part in your school's exchange programme. Your partner is going to spend one week with you and your family.

Write an email to your exchange partner in which you inform him/her about your plans for the week.

3. Material zum Ausdrucken

The German exchange (Textbook page 98, A2-A3)

A2

- a) Listen to the audio. What is happening?
- b) Listen once again. What should the boys consider when they write an email to their exchange partner.



- c) Compare your notes with your partner's and complete them.

A3

- a) Read Rajiv's email. (email text is used for fill-in-the-gap exercise)



- b) Would you like to have Rajiv as an exchange partner? Tell your partner why or why not.
- c) Open your book at page 99 and find out if you filled in the correct words.
- d) Check whether Rajiv has written everything Mr Lewis told the class to include. Use your list from A2 and say what is missing.

Reading skills practice: Foreign exchange emails – exercises

Online exercises available at:

<https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/foreign-exchange-emails>

SCHOOL UNIFORM

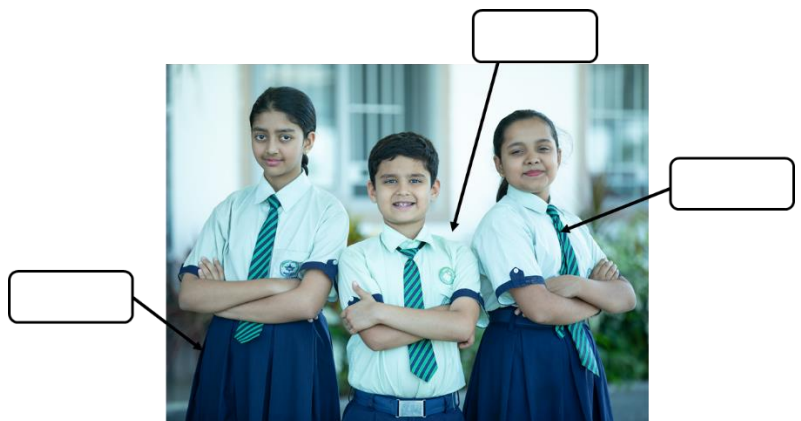
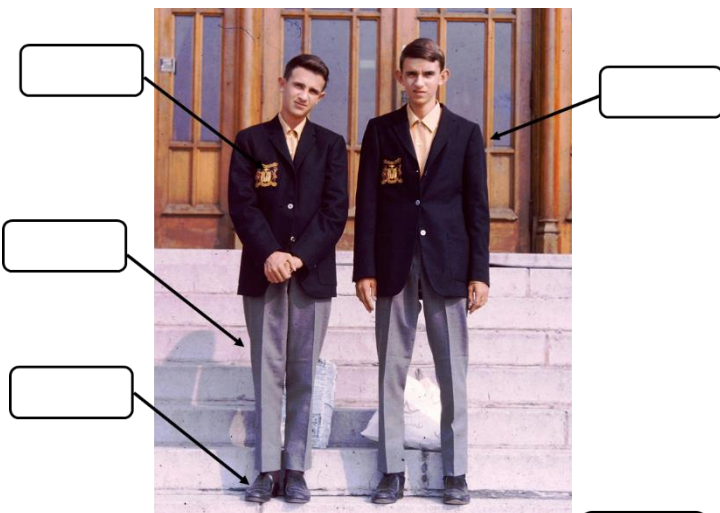
We regard school uniforms as an important element in maintaining standards and hope that parents will support us in this. Sensible attire and hair styles sum up our approach. The school colours are navy blue and light blue and most items can be easily obtained locally. Ties can also be bought through the school. The following uniform applies on the journey to and from school as well as within.

| BOYS | GIRLS |
|---|--|
| Dark grey trousers | Navy A-line or pleated skirt of sensible length |
| Pale blue shirt worn tucked into trousers | Navy trousers |
| School tie | Pale blue shirt worn tucked into skirt or trousers |
| School sweatshirt | School tie |
| Sensible dark shoes | School sweatshirt |
| Grey or navy socks | Sensible dark shoes |
| School blazer | Navy or white socks or navy or black tights |
| School badge | School badge |

Read the title of the document and identify it. Choose the correct answer.

- This document is:
 - an extract from a pupil's copybook
 - the rules of an English school
 - a pupil's end of term report
- This document is for: (2 possible answers)
 - pupils
 - teachers
 - parents

From the list above, name the parts of the school uniform.



Pro 1

School uniforms keep you focused on your education, not your clothes.

When everyone at your school wears the same outfit, you are less concerned with how you look.

There is less distraction and drama and it's easier to focus on your schoolwork.

Pro 2

School uniforms reduce peer pressure* and bullying.

When everyone is dressed the same, there is no competition over clothing choices. Students wearing less expensive clothes feel accepted and others do not bully them.

* Gruppenszwang

Pro 3

Wearing school uniforms strengthens the school community.

When you wear a school uniform, you feel like you belong to your school community. There is more respect and trust because all students feel that they are part of a team.

Pro 4

Wearing school uniforms may make you more disciplined.

Many students go to school more often when they wear school uniforms.

Their behaviour in class also changes: students listen better, are less noisy, and lessons start on time.

Pro 5

School uniforms can save parents money.

When children wear one simple outfit every day, their parents spend less money on clothes. They also worry less about buying fashionable clothes for their children.

Pro 6

You can wear a school uniform and express your individuality.

You can still show off your personal style while wearing a school uniform.

Add accessories like buttons, jewellery, bags, scarves, or fun socks to your outfit.

Con 1

You cannot express yourself freely while wearing a school uniform.

Your self-expression* is an important human right. When you have to wear a school uniform, you lose this right because you are not allowed to choose the way you look anymore.

* Selbsta Ausdruck/Selbstdarstellung

Con 2

School uniforms may increase violence.

Introducing school uniforms can lead to more violent attacks.

There are many more fights in schools in which it is mandatory to wear school uniforms.

Con 3

Wearing school uniforms can lead to lower marks.

School uniforms do not improve your performance in school.

On the contrary: in many cases, students get lower marks in exams.

Con 4

School uniforms show whose family has more or less money.

School uniforms highlight these differences: families with more money buy more uniforms for their children and those with less buy only one. Clothes which look new mean that a family has more money.

Con 5

School uniforms may be bad for your self-image.

When you are not allowed to choose clothes that look good on your body, you are more likely to feel embarrassed and uncomfortable at school. Wearing school uniforms can make you less confident.

Con 6

Uniform retailers* are not interested in improving education.

The companies that sell school uniforms do not care about your education. Their only goal is to make as much money as possible by saying that school uniforms are great for learning.

*Einzelhändler*innen

Für die Mitte der Placemat

SCHOOLING / EDUCATION

FOOD AND DRINK

LIVING / DAILY LIFE

CUSTOMS AND BEHAVIOUR / TRADITIONS / FESTIVALS

SCHOOLING / EDUCATION

FOOD AND DRINK

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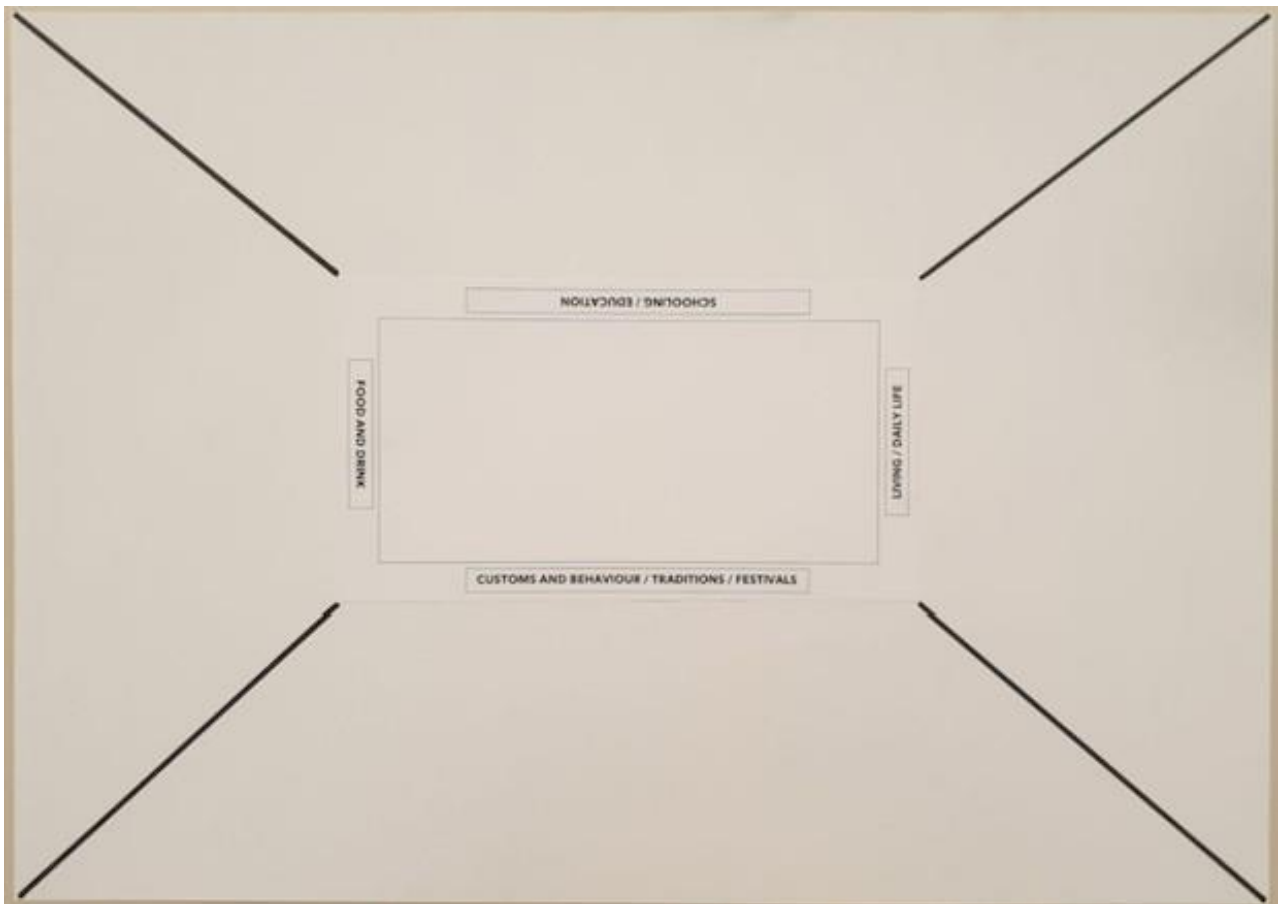
CUSTOMS AND BEHAVIOUR / TRADITIONS / FESTIVALS

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
 - In diesen Bereichen notieren die SuS ihre Ideen

Beispielfoto:



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... |

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