Diana Pili-Moss, Torben Schmidt, & Sabine Beilharz

Projekt Interact for School (I4S). Unterrichtseinheit und Target-Task zum Thema “Intercultural Comparisons/School Life”, Language Focus: The Conditional; Grade 7.

Leuphana Universität Lüneburg/Universität Tübingen.

Pili-Moss, D, Schmidt, T., & Beilharz, S. (2023). Projekt Interact for School (I4S). Unterrichtseinheit und Target-Task zum Thema „ Intercultural Comparisons/School Life “, Language Focus: The Conditional; Grade 7. Leuphana Universität Lüneburg/Universität Tübingen.

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 2, der einen grammatikalischen Schwerpunkt auf Konditionalsätzen und einen thematischen Schwerpunkt auf , Intercultural Comparisons/School Life ‘ hatte. Die digitalen Übungen zu Zyklus 2 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

Inhaltsverzeichnis

Lehrkrafthandreichung Task Cycle 2.....**1**

Stundenentwürfe.....**3**

Stundenentwurf (Stunde 1 + 2)

Stundenentwurf (Stunde 3 + 4)

Stundenentwurf (Stunde 5 + 6)

Stundenentwurf (Stunde 7 + 8, (inkl. Target-Task)

Klassenmaterial und Tafelbilder.....**16**

Klassenmaterial und Tafelbilder (Stunde 1 + 2)

Klassenmaterial und Tafelbilder (Stunde 3 + 4)

Klassenmaterial und Tafelbilder (Stunde 5 + 6)

Klassenmaterial und Tafelbilder (Stunde 7 + 8)

Material zum Ausdrucken.....**48**

Referenzen und Danksagungen.....**69**

1. Lehrkrafthandreichung Task Cycle 2: Intercultural comparisons/School life

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

Work in small groups: Set up rules for the perfect boarding school.

Diese Kompetenzen werden zur erfolgreichen Bewältigung der Target Task benötigt:

a. **Words and Phrases** (Wortschatzerweiterung):
    i. **Expressing opinion**
    ii. **School words/phrases**
b. **Grammar:**
    i. **If-sentences**
    ii. **Conditional (Type II)**
    iii. **Modals:** *could*, *should, would*.

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 *T2*, auf den konkreten Task Cycle hin (hier: Task Cycle 2)

Legende:

T2_M01:	Cycle 2, 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 2

Diese Unterrichtssequenz beginnt nach der Behandlung von Camden Town 3, p. 35, B5

1. + 2. Stunde (90 Min) - Thema: Interkultureller Vergleich - Internatsleben in Wales vs. Schulalltag in Deutschland				
Zeit	**Phase**	**Sozialform / Aktion**	**Medium / Material**	**Geplantes Lehrverhalten**
5	Begrüßung / Organisation			
15	Einstieg	 PA GA Plenum	 Folie 3 T2_M01: Collage Folie 4 Folie 5	L: We found out what boarding school life in Wales could be like for Gillian. Have you ever thought about how going to a boarding school instead of a day school would be? · Collage austeilen L: Look at the picture. Answer the questions. 1) Brainstorm with a partner and take notes: ○ What is different in the life of the kids who go to a boarding schools compared to your school day? ○ What similarities are there? 2) Exchange your ideas with a second team. 3) Plenum: What differences and similarities could you find? 4) Would you rather go to a boarding school or keep going to an ordinary day school? Why?
10	Erarbeitung	PA	T2_M02: Satzstreifen + T2_M03: Language Support Card + Folie 6	L: What do YOU think of life at a boarding school? Would you like to go to a boarding school? · Have a look at the ideas in your envelope. (Umschläge mit Satzstreifen + Language Support austeilen) · Discuss in pairs if these ideas are advantages or disadvantages. · Use the phrases on the language support card to express your opinion.

10	Ergebnis-sicherung	Plenum	Tafel / Whiteboard / PPT Folie 7	Besprechung der Ergebnisse im Plenum. S schreiben das Tafelbild ab. <u>Mögliches Ergebnis:</u> advantages / disadvantages *small classes* / *school fees* *you can focus on studying* / *shared rooms* *your friends are always around* / *your family is not around* *interesting extracurricular activities* / *strict rules* *students learn to be tolerant* / *you can´t have a pet* *companionship* / *you miss out on family events* *independence* / …
10			Textbook S. 36, B3 a) Folie 8	L: Let's find out how Gillian feels about going to a boarding school. She wrote a diary entry. Before you read Gillian's diary entry, speculate on her problems: Tabelle und weitere Materialien: Teacher's Manual S. 96, Punkt (a).

10	Ergebnis-sicherung	PA		Lösungsvorschlag: Teacher's Manual S. 97, Punkt (a).
10	Erarbeitung	EA	Textbook S. 36, B3 b)	Für weitere Anweisungen siehe Teacher's Manual S. 97, B3 (b).

10			Workbook S. 27, B1	L: Read Gillian's diary entry on page 36 in your textbook again and complete the sentences. Lösungsvorschlag: Teacher's Manual S. 97, B1.
10			CD Workbook S. 27, B2	Listening comprehension: <u>Lösung:</u> 1 – E 4 – B 2 – H 5 – F 3 – G 6 – D

3.+ 4. Stunde (90 Min) - Thema: Conditional clauses, type 2				
Zeit	**Phase**	**Sozialform / Aktion**	**Medium/ Material**	**Geplantes Lehrverhalten**
5	Begrüßung / Organisation			
5	Warm-up	Plenum		<u>Spelling exercises:</u> L: Talk to a partner: 1) Spell your first name. 2) Partner A: Spell the word “Hamburg”. Partner B: Spell the word “Germany”. 3) Write down what I´m spelling: W-E-A-T-H-E-R F-O-R-E-C-A-S-T <u>Überleitung:</u> What’s the weather like today? What will it be like this afternoon?
10	Input	Lehrvortrag	Tafel / Whiteboard	<u>Grammatikeinführung</u> L präsentiert Sätze:
			Folie 2	If it rains this afternoon, we will stay at home. If it rained this afternoon, we would stay at home. S übersetzen die Sätze und stellen Vermutungen über die Unterschiede an: Conditional, type 1: the condition will most likely be fulfilled Conditional, type 2: the condition is unlikely or not very likely to be fulfilled.
			Folie 3	<u>Weitere Beispiele:</u> · If it was hot and sunny today, I would go swimming. · If Tom saw an accident, he would call the ambulance. · I could buy a house if I won the lottery. L: It’s just a thought. It’s not the reality, but I can imagine, what the situation would be like if something happened. L unterstreicht die simple past Formen im if-clause und would/could im main clause und weist darauf hin, dass sich die Satzstellung verändern kann.

10	Übung 1 Ergebnis-sicherung	PA Plenum	Folie 4	L: Finish the sentences in the thought bubbles! <u>Sätze in Sprechblasen:</u> · If I lost my mobile phone… · If I got a bicycle for my birthday… · If I met my favourite singer… · If I flew to the moon… · If we didn't have school today… · If we went on a field trip today… etc. S denken sich mögliche Satzenden in PA aus. Im Anschluss ggf. einige Sätze im Plenum teilen.
20	Bewusst-machung	EA	Textbook S. 159, LiF 7 T2_M04: Grammar Card	S lesen die Grammatikerklärung im Buch und fertigen eine Grammar Card an.
5	Aktivierung	Plenum PA	Folie 5 Folie 6 Folie 7	L zeigt das Bild „A strange football field" und präsentiert Fragen dazu. · S beschreiben das Foto und stellen Hypothesen darüber auf, wie es wäre darauf zu spielen. · Dann vervollständigen sie die Sätze am Whiteboard/auf der Folie und entwickeln eigene Ideen. Die S beantworten die Fragen in PA: 1) What advantages could players have on such a field? 2) What are the disadvantages of playing on such a field? What couldn't the players do?
10	Übung 2	GA	T2_M05: More strange pictures Folie 8	<u>More strange pictures</u> · 1 Set Picture Cards - an Gruppen von 3-4 austeilen <u>In groups of 3-4 students:</u> · Put the cards face down on your desk. · Flip one card after the other. Do what is said on each card (Aufgabenstellungen sind auf den Karten)
25	Übung 3	L-S-G	Website: Wanja Writes Folie 9	<u>If I were … , I would…</u> L sieht sich den Blog mit den S gemeinsam an, um einen Überblick über den Text zu gewinnen: Blog entry: https://wanjawrites.wordpress.com/2011/02/09/if-i-were/ <u>Dann werden einige Sätze exemplarisch untersucht:</u> *7. If I were a musical instrument, I'd be the saxophone, for that's how I would love to be loved and handled.* *8. If I were a kind of weather, I'd be the sunny weather after the rains; a sign of hope.* *9. If I were a color, I'd be orange always lighting up the room with my smile, giving hope to those in a storm […]*

			Folie 10 (T2_M06: Rahmen auf buntem Papier gedruckt) Folie 11	AA: Think of more categories. What would you be if you were… L sammelt einige Ideen an der Tafel. · Evtl. buntes Papier mit vorgedrucktem Rahmen austeilen und die S dazu animieren, einen schön gestalteten Text zu produzieren. L: Now try to write your own blog entry about yourself: What would you be if you were… Write at least 5-8 sentences about yourself. You can choose your own categories. ➔ Share your texts in small groups. (Alternative: Texte werden eingesammelt und vermischt in der Klasse verteilt. Die S raten, wer den Text verfasst haben könnte.) ➔ Die Texte können im Anschluss in der Klasse ausgehängt oder im Portfolio gesammelt werden.
		EA GA		

5. + 6. Stunde (90 Min) – Thema: Pragmatics – Agreeing / disagreeing / expressing one's opinion

Zeit	Phase	Sozialform / Aktion	Medium/ Material	Geplantes Lehrverhalten
5	Begrüßung / Organisation			
10	Warm-up			<u>Game: Coffeepotting</u> Do you / Does everybody } coffeepot? When / Where / How / Why } do you coffeepot? What / Who } you coffepot with? Go outside the room with a volunteer and choose a verb, e.g. swim. Go back to the classroom and stand the volunteer in front of the class. Explain that he/she has chosen a verb like dance, jump, etc. The verb is a secret and they have to guess it. They can ask questions and instead of the verb, they say '*coffeepot*'. Explain that this is a nonsense word and that instead of '*coffeepot*' they could use any meaningless word e.g. *blop*. Refer to the question on the board, which they can use if they wish and in any order they wish. Player x: *Do you coffeepot?* Volunteer: *Yes, I do.* Player x: *Does everybody coffeepot?* Volunteer: *No, they don't.* The class carry on asking questions until somebody guesses the word. If they keep guessing verbs instead of asking questions, make them ask a question before each guess. Be careful with the question *How?* If the player asks, *How do you coffeepot?*, the volunteer may demonstrate by moving her/his arms and this will make it too easy. If you include *How*, ask for a purely verbal response, e.g. *With my arms.* The player who guesses the verb is the winner and replaces the volunteer.
5	Einführung	L-S-G	Folie 2	<u>Ways of agreeing and disagreeing in a polite way</u> 2 Dialoge präsentieren: a) - Computers can teach better than teachers. - I'm afraid I can't agree with you. No computer can give the same kind of help and support as a teacher. b) - Computers can teach better than teachers. - Rubbish. No computer can give the same kind of help and support as a teacher. L: What's the difference between the two dialogues? <u>Lernziel transparent machen:</u> Today you are going to learn how you can disagree politely and express your own opinion.
10		Plenum	T2_M07: Paper Slips Dialoge Folie 3	<u>More dialogues</u> · Je einen Satzstreifen an 2er-Teams verteilen. Es wird darauf hingewiesen, dass immer zwei Sätze zueinander gehören. L: I'm going to read a statement. For example "A…" Two students have answers that go with this statement. Student 1 reads out sentence A1. And right after that we'll listen to the second student who reads out A2.

				But only one answer can be considered adequate. The other students listen carefully and then decide which answer is the polite one.
15	Übung 1	EA	T2_M08: WS Phrases	S bearbeiten das WS
15	Übung 2	Milling around GA	Folie 4 Folie 5	L präsentiert Statements, S gehen im Raum umher, treffen eine*n Partner*in und tauschen ihre Meinung mit Hilfe der zuvor eingeübten Phrases aus. Nach einem akustischen Signal treffen die SuS eine*n neue*n Partner*in und äußern sich zu einer neuen Aussage. <u>Statements:</u> 1) Football is the best sport. 2) Everybody should be vegetarian. 3) Dogs are better pets than cats. 4) McDonald's is the best fast food restaurant. 5) Shopping is a very fun activity. 6) Doing homework is a waste of time. L: Now think of your own statements. (Write down 1-2 statements.) Meet in groups of 3. Read out your statements and respond to them in a polite way.
30	Übung 3	EA Plenum PA	Textbook S. 47, P11 CD Blanko-Karten	<u>Prepare your target task C11:</u> a) Read the dialogue on page 48 and collect phrases in a grid like this. Add any phrases that you already know: · Expressing an opinion / agreeing / disagreeing / clarifying b) Listen to Carl, Anna and Greg. Pay attention to the way they speak when they agree/disagree, express their opinion or want somebody to clarify something. With a partner write the phrases on cards and put them upside down on the table. Choose a topic you would like to discuss. Take a card. You must use the phrase on the card to answer your partner.

7. + 8. Stunde (90 Min) – Thema: Target task – Set up rules for the perfect boarding school.				
Zeit	**Phase**	**Sozialform / Aktion**	**Medium/ Material**	**Geplantes Lehrverhalten**
5	Begrüßung / Organisation			
10	Warm-up	GA	Folie 2 Endgerät mit Internet-zugang (Über QR-Code oder Link zur Website)	<u>Game: Would you rather…</u> ○ Play in small groups. ○ Take turns reading the question to the other team members. ○ Every team member gives an answer and a reason for her/his choice. ○ Discuss if you agree or disagree. · If you could be an animal: Would you rather be a snake or a spider? · If you could travel to a far-away place: Would you rather travel to Mexico or to China? · If you could pick a free time activity for your class: Would you rather go to an amusement park or to a zoo? · If … · Link: https://conversationstartersworld.com/would-you-rather-questions-for-kids/

15	Einstieg		T2_M09: WS Video Video auf Website Folie 3	L: We have been talking a lot about boarding schools. Let's have a look at what life at a boarding school in Britain could actually be like. 1) Preparation task 2) WS Video an S austeilen 3) Video ansehen 4) S bearbeiten WS 5) Ergebnissicherung: Lösung 6) Kurze Besprechung: What´s your impression of this school? Would you like to go there? Why (not)? Video: https://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-class Worksheet: https://learnenglishteens.britishcouncil.org/sites/teens/files/boarding_schools_in_the_uk_-_class_-_exercises.pdf
15	Überleitung Vorberei-tung für target task	PA EA	Folie 4 T2_M10: Karten Folie 5	L: You have just watched a video about one special boarding school. Of course, there are many different boarding schools around the world and they all offer different subjects and activities. But no matter which school you chose, your daily life would be different. · Get together with a partner and tell her/him what would be different if he/she went to a boarding school. · Je ein Set Kärtchen an 2er-Teams austeilen 1) Put the cards face down on your desk. Take turns flipping the cards around. Read the beginnings of the sentences and finish them. 2) Now take the picture cards. Form sentences about what would be different if you went to a boarding school. Write down 10 sentences into your exercise book!
5	Ergebnis-sicherung	Plenum		Discussion: Which of the ideas would you like / dislike?
	Überleitung			L: There are many positive aspects about life at a boarding school. But of course, there are some aspects that could be annoying. Let's imagine you could create your own PERFECT boarding school!
35	Erarbeitung	 PA	Folie 6 T2_M11: WS	**Target task:** **Imagine you could set up rules for the perfect boarding school.** **What would life there be like?** · WS + Language Support Sheet austeilen

			Target Task T2_M12: Language Support	L: Follow the instructions on the worksheet!
5	Ergebnis-sicherung	Plenum	Folie 7	2-3 Gruppen präsentieren ihre Regeln und das Feedback. Danach beantworten die S die Frage: Which rules/characteristics are most convincing to you? · Auf der Folie/Tafel/am Whiteboard die „besten Regeln“ zusammenfassen, um die „ultimate boarding school“ zu kreieren

2. Klassenmaterial und Tafelbilder

Cycle 2

Boarding school life

Target task:
Write and discuss rules
for the perfect boarding school!

Lessons 1-2

Internatsleben in Wales

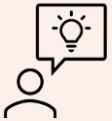
vs.

Schulleben in Deutschland

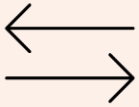
Collage aufgrund von Urheberrechtsbeschränkungen nicht verfügbar

Life at a boarding school

Look at the pictures.

 **Brainstorm with a partner and take notes:**

- What is different in the life of the kids who go to a boarding school compared to your school day?
- What similarities are there?

 **Exchange your ideas with a second team.**

Life at a boarding school

What differences and similarities could you find?

Discuss your ideas in class.

Life at a boarding school

What do you think of life at a boarding school?
Would you like to go to a boarding school?

Have a look at the ideas in your envelope.

Discuss in pairs if these ideas are advantages or disadvantages.
Use the phrases on the language support card to express your opinion.

Life at a boarding school

What do you think of life at a boarding school?
Would you like to go to a boarding school?

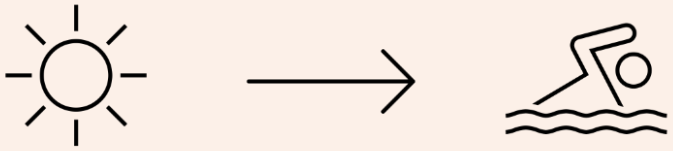
Advantages	Disadvantages

Copy the following grid and note down your ideas in the column *my guess*.

Tabelle: Teacher's Manual S. 96, Punkt (a).

Lessons 3-4

Conditional clauses, type 2



Conditional clauses

If it rains this afternoon, we will stay at home.

If it rained this afternoon, we would stay at home.

Conditional clauses

If it was hot and sunny today, I would go swimming.

If Tom saw an accident, he would call an ambulance.

I could buy a house if I won the lottery.

If we went on a field trip today…

If I lost my mobile phone…

If I flew to the moon…

If I got a bicycle for my birthday…

If I met my favourite singer…

If we didn’t have school today…

If I won one million euros…

If I lived in Japan…

Hüseyin Şahin: https://huseyinsahinart.com
https://www.onceuponapicture.co.uk/portfolio_page/lets-play-football/

Finish the sentences:

If our team played
on the left/right side…

If the ball fell off the field…

If fans wanted to watch
the game…

If I had to play on this field
for 90 minutes…

…

Work in pairs:

- What advantages could players have on such a field?
- What are the disadvantages of playing on such a field? What couldn't the players do?

More strange pictures

In groups of 3-4:

Put the cards face down on your desk.

Flip one card after the other.

Do what is said on each card.

7. If I were a musical instrument, I'd be the saxophone, for that's how I would love to be loved and handled.

8. If I were a kind of weather, I'd be the sunny weather after the rains; a sign of hope.

9. If I were a color, I'd be orange always lighting up the room with my smile, giving hope to those in a storm [...]

Source: https://wanjawrites.wordpress.com/2011/02/09/if-i-were/

If I were … I would / I could…

Think of more categories.

What would you be if you were …?

If I were a …, I would / I could…

Now try to write your own blog entry about yourself: What would you be if you were…?

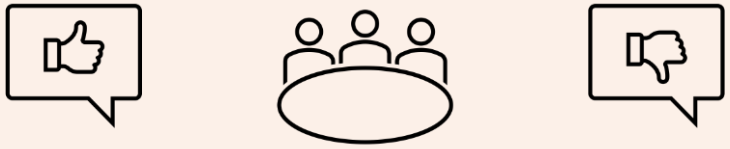
Write 5-8 sentences about yourself.

You can choose your own categories.

Share your texts in small groups.

Lessons 5-6

Agreeing, disagreeing, expressing one's opinion



Disagreeing & expressing your opinion

- Computers can teach better than teachers.
- I'm afraid I can't agree with you. No computer can give the same kind of help and support as a teacher.

- Computers can teach better than teachers.
- Rubbish. No computer can give the same kind of help and support as a teacher.

What's the difference between the two dialogues?

Disagreeing & expressing your opinion

Listen carefully.
Which reaction is more polite? Why?

What's your opinion?

1 Football is the best sport.

2 Everybody should be vegetarian.

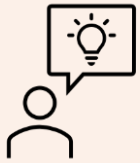
3 Dogs are better pets than cats.

4 McDonald's is the best fast food restaurant.

5 Shopping is a very fun activity.

6 Doing homework is a waste of time.

What's your opinion?



Think of your own statements.
Write down 1-2 statements.

Meet in groups of 3.
Read out your statements and respond to them in a polite way.

Lessons 7-8

Set up rules for the perfect boarding school.

Would you rather …

Play in small groups.

Take turns reading the questions to the other team members.

Every team member gives an answer and a reason for her/his choice.

Discuss if you agree or disagree.

Link to game:https://conversationstartersworld.com/would-you-rather-questions-for-kids/

Boarding schools in the UK

What's your impression of this school?

Would you like to go there? Why (not)?

Link to video:
https://learnenglishteens.britishcouncil.org/uk-now/video-uk/boarding-schools-uk-class

3

Life at a boarding school

Get together with a partner.

Tell her/him what would be different if he/she went to a boarding school.

Life at a boarding school

1. Put the cards face down on your desk. Take turns flipping the cards around.

   Read the beginnings of the sentences and finish them.

2. Now look at the picture cards.

   Form sentences about what would be different if you went to a boarding school.

3. **Write down 10 sentences in your exercise book!**

Work alone.

🏳 Target task: 🏳
The perfect boarding school

Imagine you could set up rules for the perfect boarding school.

What would life there be like?

The ultimate boarding school

Which rules and characteristics are most convincing to you?

- …
- …

3. Material zum Ausdrucken

small classes	small classes
you can focus on studying	you can focus on studying
school fees	school fees
shared rooms	shared rooms
your friends are always around	your friends are always around
great variety of extracurricular activities	great variety of extracurricular activities
your family is not around	your family is not around
strict rules	strict rules
you can’t have a pet	you can’t have a pet
you learn to be tolerant	you learn to be tolerant
good companionship	good companionship
you miss out on family events	you miss out on family events
independence	independence

small classes	small classes
you can focus on studying	you can focus on studying
school fees	school fees
shared rooms	shared rooms
your friends are always around	your friends are always around
great variety of extracurricular activities	great variety of extracurricular activities
your family is not around	your family is not around
strict rules	strict rules
you can’t have a pet	you can’t have a pet
you learn to be tolerant	you learn to be tolerant
good companionship	good companionship
you miss out on family events	you miss out on family events
independence	independence

Life at a boarding school

Language support card

Look at the ideas in your envelope.
Discuss in pairs if these ideas are advantages or disadvantages.
Use these phrases to express your opinion:

I think…	I believe…
I feel…	In my opinion… In
In my eyes…	my view…
Personally, I think…	It seems to me that…
From my point of view…	From my perspective…

Life at a boarding school

Language support card

Look at the ideas in your envelope.
Discuss in pairs if these ideas are advantages or disadvantages.
Use these phrases to express your opinion:

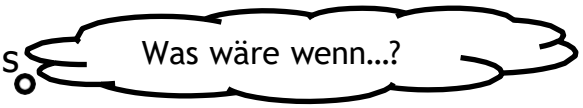
I think…	I believe…
I feel…	In my opinion… In
In my eyes…	my view…
Personally, I think…	It seems to me that…
From my point of view…	From my perspective…

Grammar Card

Thema: Conditional Clauses Type 2 ➔ LiF 7, p. 159

Form: Wie bildet man die Form(en)? Beispiele!

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



Unterschied zum Deutschen / Gemeinsamkeiten mit dem Deutschen:

Fehlerteufel: Worauf muss ich besonders achten?

Card 1

Stephanie Jenkins: http://www.headington.org.uk/shark/

Together as a group you have one minute to say as much as possible about this picture.

Card 2

Erik Johansson: https://www.erikjo.com/work

Describe the picture as precisely as you can.

- Which details are there?
- Which colours are being used?
- What is the background/foreground like?
- What is striking about this picture?
- Who is the person in the picture?
- What could have happened?
- Where could this have happened?
- What could the person think in this situation?

Card 3

Erik Johansson: https://www.erikjo.com/work

Imagine you were in this situation.

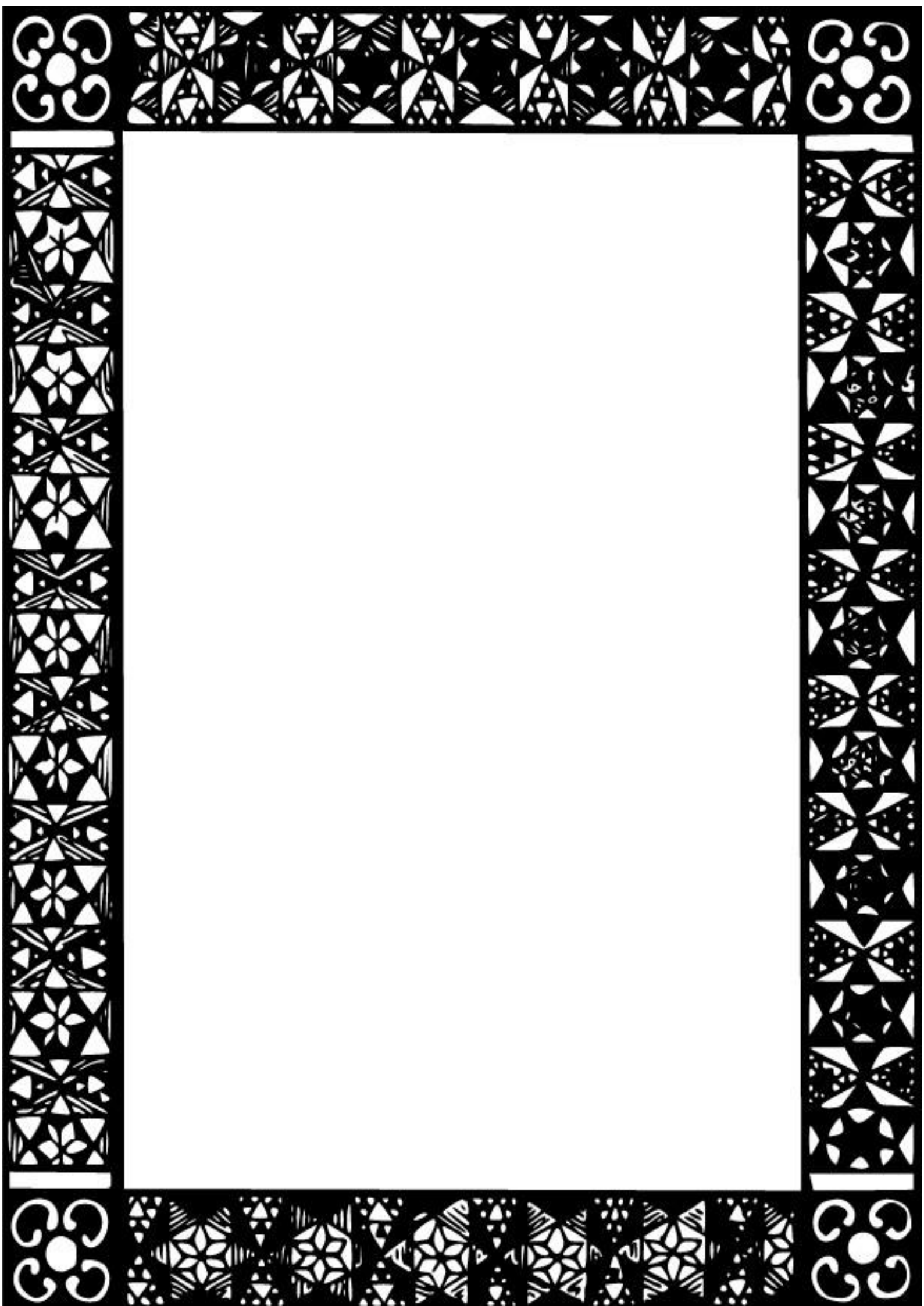
What would you do?

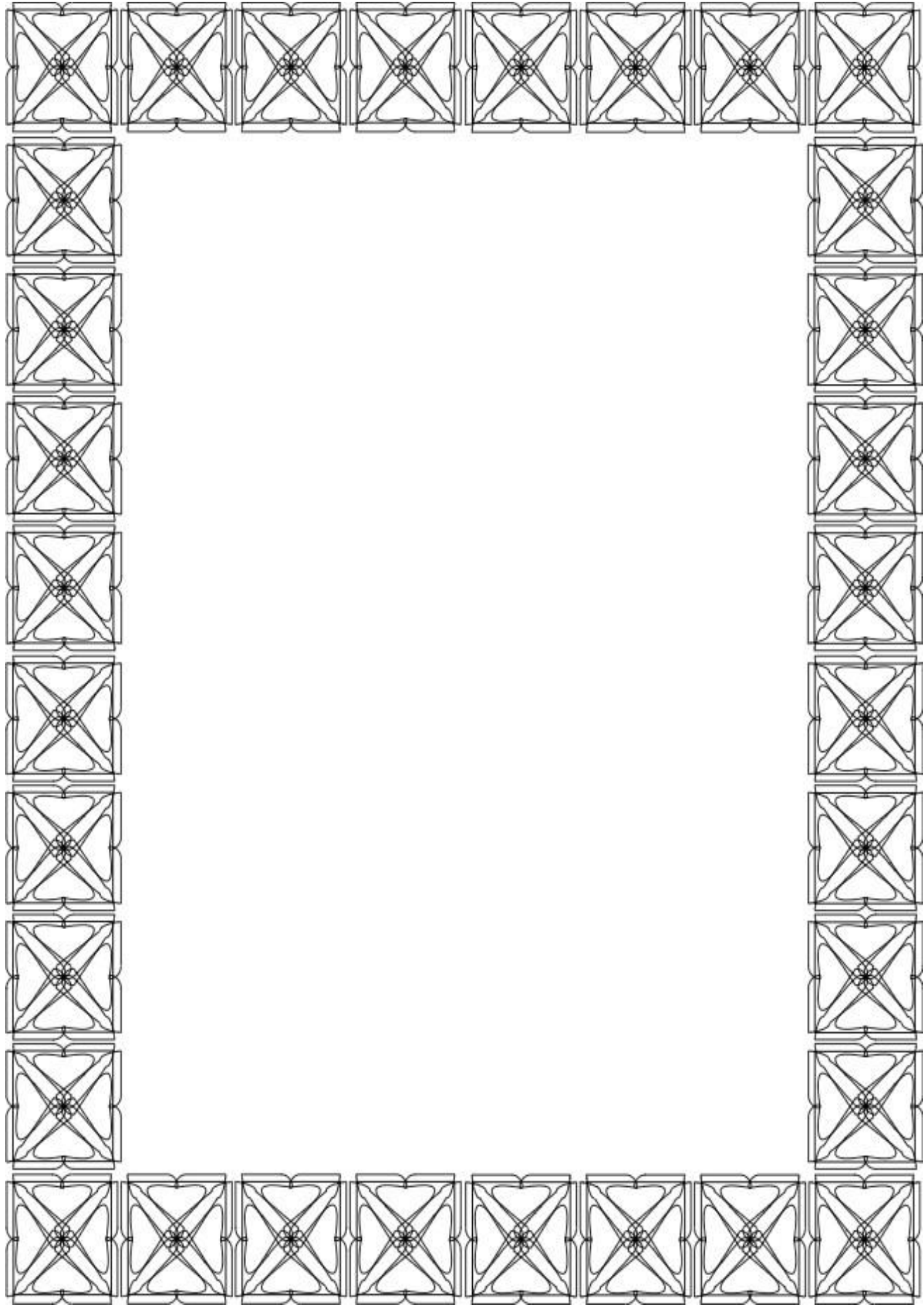
Name 10 actions you would take.

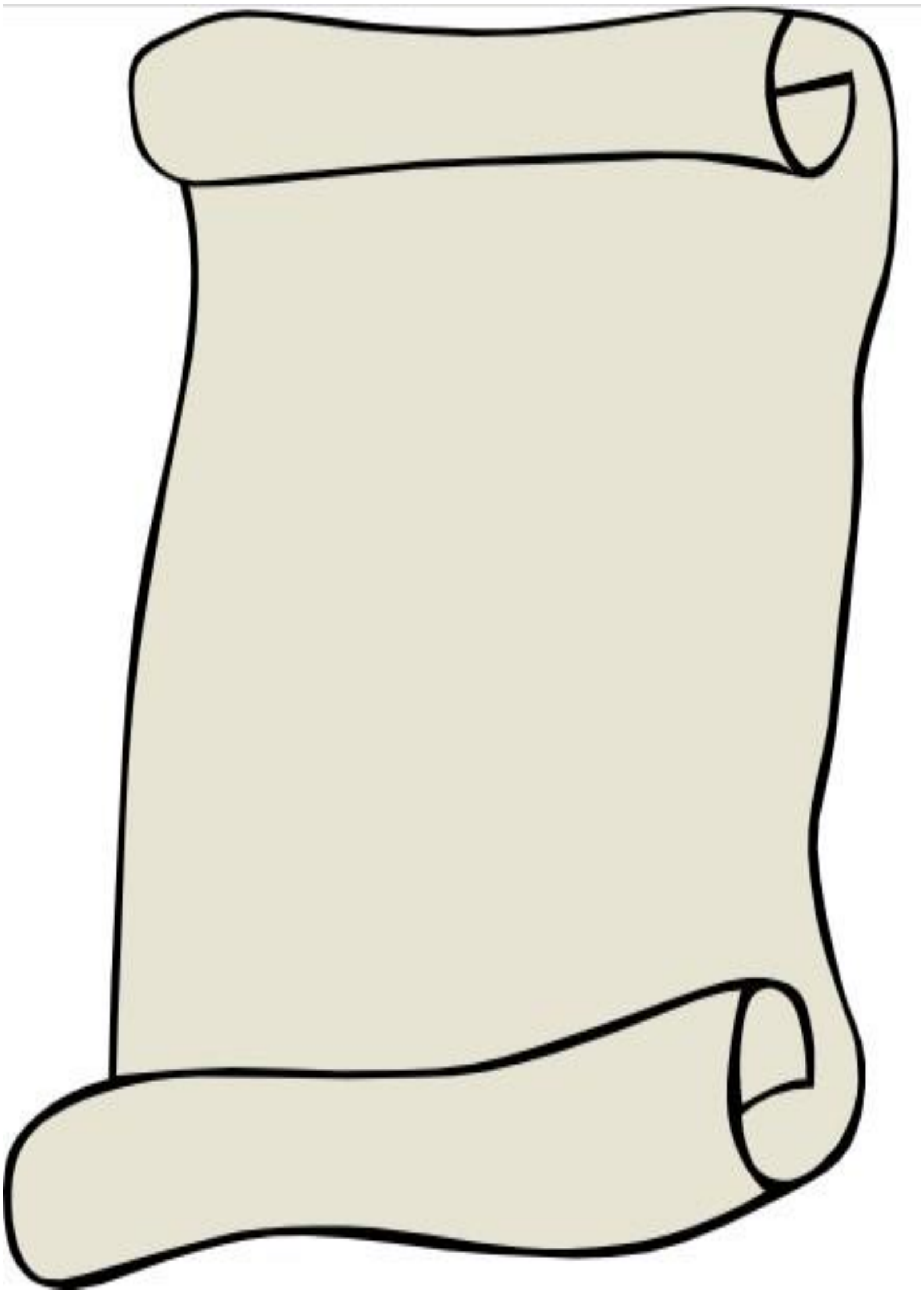
Card 4

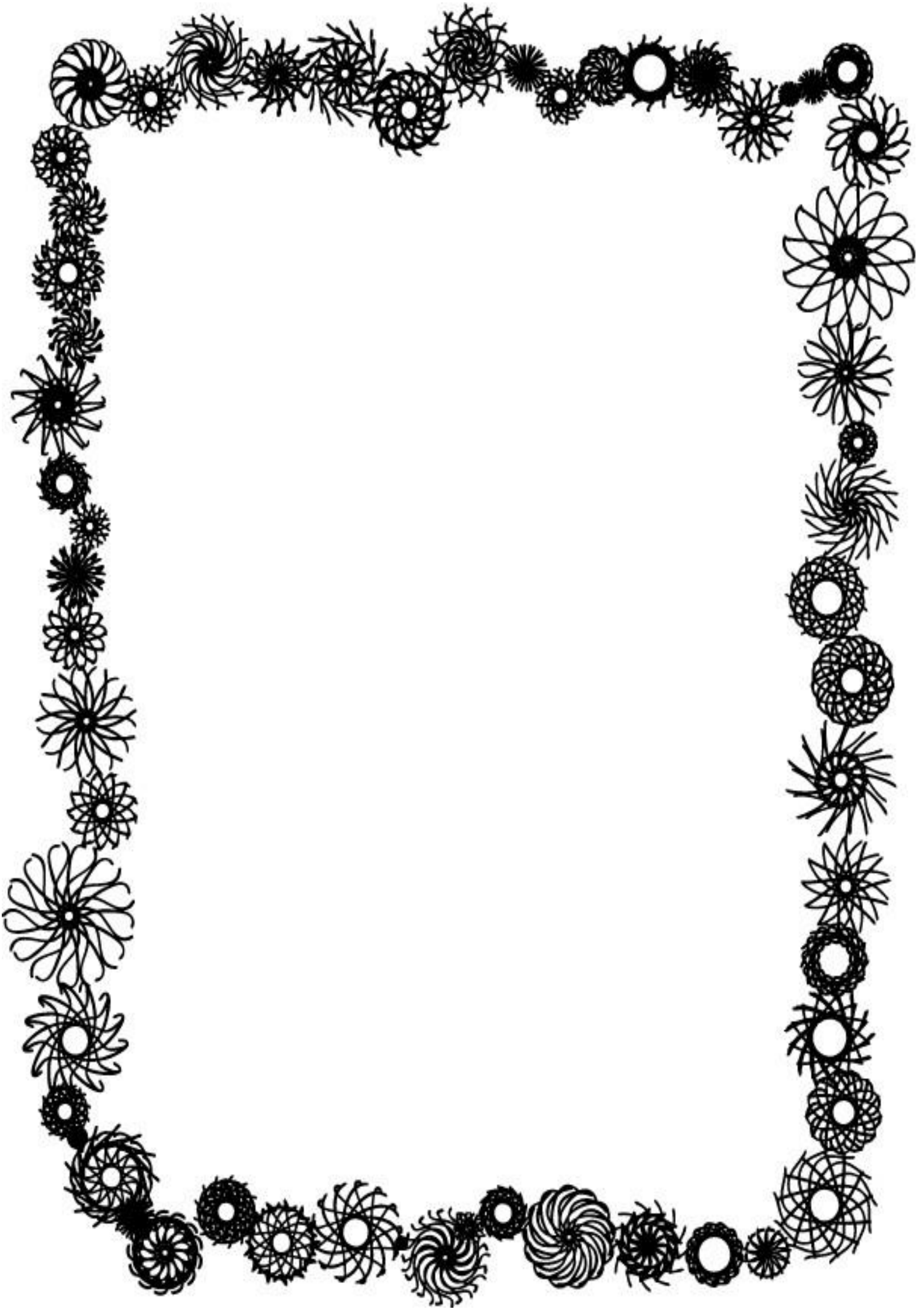
Look again at all three pictures. Then discuss:

- Which of the situations is the most realistic one? Why?
- Which elements make you think it could be a true picture?
- Where would you (not) like to be? Why (not)?
- Find a heading for each picture that could appear in a tabloid (Klatschzeitung).
- Pick the picture with the situation you like best and explain what you would do in this situation. What would you like about it?
- Pick one picture and explain what could happen next: *If xyz… then…*









More dialogues

A: It shouldn't snow on Christmas.
A1: Are you crazy? Don't you know that snow is the most important part of Christmas? A2: I'm afraid I really can't agree with you. In my opinion, snow is what makes Christmas special.

B: TV series are bad for your mental health.
B1: No way! It's clear that it depends on the shows you watch.
B2: I think I see your point, but I believe that depends on the shows you watch.

C: School holidays should be shorter.
C1: I'm not so sure about that. Personally, I think that long school holidays are necessary to take a break from everything.
C2: Absolutely not. Why would you say that? School holidays should be longer.

D: Children should not be allowed to use the internet until they reach a certain age.
D1: I totally disagree! Everyone should be allowed to use the internet.
D2: Not necessarily… From my point of view, there are helpful and healthy ways for children to use the internet.

E: Electric scooters should be banned because they are dangerous.
E1: I'm not sure I go along with that view. In my eyes, electric scooters are safe as long as you know how to use them correctly.
E2: You've got to be kidding, electric scooters are very safe!

F: There should be less parks. People don't need them because they spend all their time indoors at their computers and smartphones.
F1: We don't seem to agree here… I feel there should be more parks to motivate people to get outside.
F2: There is no way I could agree with that. People need more parks to get outside.

G: Education prepares young people for the future.
G1: Well, I see things rather differently. My impression is that our education system doesn't prepare young people enough.
G2: No, not really. We all know that our education system doesn't work very well.

H: Cyberbullying should not be addressed by the government. It is the responsibility of the websites where it happens.
H1: You're wrong, it should be addressed by the government. Websites don't do anything.
H2: That's one way of looking at it, however, I think the government should address it. It is an important issue and websites don't do enough to protect people.

I: E-books should replace paper books.
I1: I still have my doubts about that… Maybe paper books don't need to be replaced and both can exist.
I2: You haven't done your research. Paper books shouldn't be replaced.

J: Watching YouTube is more beneficial than reading a book.
J1: You could say that, however, I believe it really depends on the quality of content.
J2: Who told you that? It goes without saying that it all depends on the quality of content.

K: Video games are too violent.
K1: I think you don't know many video games. There are so many games without fighting and violence in which you can create stories or solve riddles!
K2: I agree up to a point; there are lots of violent video games. On the other hand, there are many games without any violence in which you create stories or solve riddles.

L: History is not an important subject in school.
L1: I find that very difficult to accept. In my opinion, history is one of the most important subjects in school.
L2: I don't agree with this at all. Everyone knows that history is one of the most important subjects in school.

M: Every family should have a pet.
M1: I don't really agree with that idea. I'd like to point out that owning a pet is a lot of responsibility and you need the time, money and energy to care for it.
M2: That's a terrible idea. Owning a pet is a big responsibility and if you don't have the time, money and energy to care for it, you shouldn't have one.

N: Math is better than geography.
N1: That's simply not true. Math and geography are both great subjects.
N2: We don't seem to be in complete agreement about this. Personally, I like both subjects, but everyone has a different opinion.

O: All pupils should wear school uniforms.
O1: No, pupils should not be forced to wear school uniforms and there are many arguments for not wearing them. Have you ever heard of expressing your personality?
O2: I think I see where you're coming from, but there are good arguments for not wearing school uniforms. For example, it's important for many people to express their personality through their clothes.

Agreeing, disagreeing and expressing your own opinion

1) Underline the phrases in different colours:

Use **green** for phrases you can use to agree with someone. Use **red** for phrases you can use to disagree with someone. Use **blue** for phrases you can use to express your opinion.

From my point of view, …	Definitely.
That's true.	Personally, I think…
I disagree.	I see this rather differently.
In my opinion	I agree.
You're right.	I don't quite agree with you.
I see your point, but…	In my eyes…

2) Match the phrases to the correct category and fill in the table.

Agreeing	Disagreeing	Expressing your opinion

Video UK: Boarding schools in the UK: Class – exercises

Sie können die Materialien zum Ausdrucken von der Website herunterladen:

https://learnenglishteens.britishcouncil.org/sites/teens/files/boarding_schools_in_the_uk_-_class_-_exercises.pdf

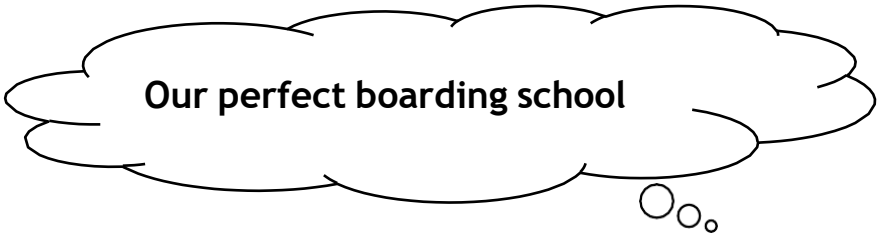
If you lived at a boarding school...	If you needed help with your exercises...	If you wanted to spend time with friends...
If you violated a rule...	If you missed your parents...	If you wanted time for yourself...
If you wanted to play video games...	If your roommate listened to horrible music...	If you had bad marks...
If you went to bed...	If you were ill...	If your roommate snored...
If you had leisure time...	If you didn´t like the food...	If you had a pet...

If you studied in small groups...	**If you had soccer training every day ...**	**If you only went home for the weekend...**

WIJKOMMEN
x!x
WTLCOJvlT
BIENVENUE J:-j;:-f
A06po
_y BEM-

Alle Bilder
www.pixabay.com

Target Task:



Imagine you could set up the perfect boarding school!

a) Think of a good name for your perfect boarding school:

_____

b) Where would it be located?

_____

c) Write down 5 (or more) RULES for your perfect boarding school:

e.g. *Our school would have single bedrooms for all students.*

1. _____

2. _____

3. _____

4. _____

5. _____

d) Write down what advantages students would have if these rules really existed.

☺	Advantages
Example	***If our school had single bedrooms, every student could have some privacy.***
Rule 1	
Rule 2	
Rule 3	
Rule 4	
Rule 5	

e) Meet up with a second pair.
Present your ideas for a perfect boarding school to the other team.
Listen to their ideas!

f) Together with your partner, look at the other team's rules.
Write down possible disadvantages students could have if the rules of the other team were introduced.

	Disadvantages
Example	***If your school had single bedrooms, the students wouldn´t become close friends.***
Rule 1	
Rule 2	
Rule 3	
Rule 4	
Rule 5	

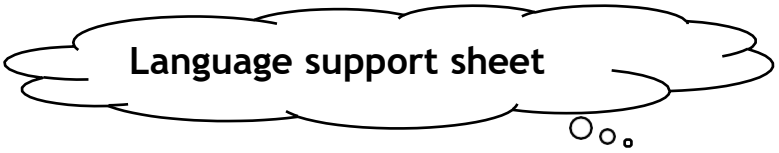
g) Then give some critical feedback on how you think the schools would work in reality.

You can start like this:

Team 1: In our boarding school there would be single bedrooms for all students.
Team 2: That´s a nice idea. But if the school had single bedrooms for all students, the students maybe wouldn´t become close friends quickly. They would probably spend a lot of time alone.
Team 1: In our boarding school …

h) Now the other team can give you some critical feedback.
Do the same as in g).

i) Be prepared to present the rules and/or the critical feedback in front of your class without using your notes!



Target task:
Our perfect boarding school

If-clause: simple past			**Main clause:**	**would / could wouldn't / couldn't + infinitive**	
	you	liv**ed**	you		
	they	want**ed**	they	**would**	**go**
	the students	**were**	the students	**could**	**sleep**
If	the teachers	**went**	the teachers	**wouldn't**	**eat**
	the parents	**had**	the parents	**couldn't**	**meet**
	your friends	….	your friends		

– – – –

Referenzen

Byrt, C., Byvank, D., Henseler, R., Kratz, I., Mertens, J., Möller, S., Obst, I., & Schnoor, M. (2014). *Camden Town 3. Teacher's Manual und Lösungen*. Diesterweg/Westermann [Druck 2018].

Hanus, P., Klemm, K., Reuter, C., Wauer, S., & Ibe, F. (2014). *Camden Town 3*. Diesterweg/Westermann [Druck 2019].

Meurers, D., Kuthy, K. D., Nuxoll, F., Rudzewitz, B., & Ziai, R. (2019). Scaling up intervention studies to investigate real-life foreign language learning in school. *Annual Review of Applied Linguistics*, 39, 161–188. https://doi.org/10.1017/S0267190519000126

Parrisius, C., Wendebourg, K., Rieger, S., Loll, I., Pili-Moss, D., Colling, L., Blume, C., Pieronczyk, I., Holz, H., Bodnar, S., Schmidt, T., Trautwein, U., Meurers, D., & Nagengast, B. (2022). Effective features of feedback in an intelligent tutoring system – A randomized controlled field trial (pre-registration). *PsychArchives*. http://dx.doi.org/10.23668/psycharchives.8152

Pili-Moss, D., Schmidt, T., Blume, C., Middelanis, L., & Meurers, D. (2022). Enhancing EFL classroom instruction via the FeedBook: effects on language development and communicative language use. In Arnbjörnsdóttir, Birna; Bédi, Branislav; Bradley, Linda; Friðriksdóttir, Kolbrún; Garðarsdóttir, Hólmfríður; Thouësny, Sylvie; Whelpton, Matthew James (Eds), *Intelligent CALL, granular systems and learner data: short papers from EUROCALL 2022* (pp. 328-333). https://doi.org/10.14705/rpnet.2022.61.1479

Danksagungen

Die Autor*innen danken Carolyn Blume, Florian Nuxoll, Gesche Fink und Maya Nägler für die Anregungen und die Umsetzung der Materialien, Mirjam Aßmann für ihre Unterstützung bei der Bearbeitung der didaktischen Materialien, und Cara Schaper für die redaktionelle Unterstützung.