

Didaktische Schmankerln aus Englisch

**Handreichung für einen lebendigen
Unterricht**

Vorwort

Die vorliegende Handreichung ist eine Zusammenstellung von sehr konkreten, innovativen Unterrichtssequenzen zu einzelnen Kompetenzen des Lehrplans des Pflichtgegenstandes **Englisch** und soll allen Pädagoginnen und Pädagogen dieser Fachgruppe eine Unterstützung ihrer Unterrichtstätigkeit sein.

In dieser Auflage finden Sie kreativen Zugängen zu Einstiegen, zu Vermittlungsphasen, zu Arbeits- und Übungsphasen sowie zur Beendigung von Unterrichtssequenzen sowie auch ganze Unterrichtseinheiten zu folgenden Kompetenzen:

CEF-Levels	Angabe des Semesters	Angabe des Lehrplans
A1+	1 FS	laut GER
A2	3. und 4.	laut GER
B1	5. und 6.	laut GER

CEF-Levels	Angabe des Semesters	Angabe des Lehrplans
A2+/B1	1 Höhere	laut GER
B1	3. und 4.	laut GER
B1+	5. und 6.	laut GER
B2	7. bis 10	laut GER

CEF-Levels	Angabe des Semesters	Angabe des Lehrplans
B1	1. und 2.	laut GER
B1+	3. und 4.	laut GER
B2	5. und 6.	laut GER

Die Möglichkeit zur individuellen Förderung von SchülerInnen wird dabei berücksichtigt.

Wie alle unsere Handreichungen soll auch diese laufend aktualisiert und erweitert werden. Wir freuen uns daher sehr, wenn Sie uns weitere Beiträge zur Verfügung stellen. Bitte schicken Sie diese an arge.englisch@humwien.at. Die jeweils aktuelle Version finden Sie unter www.humwien.at.

Initiiert wurde dieses Projekt von Schulqualitätsmanagerin Mag. Dr. Alexandra Metz-Valny mit Unterstützung von Dipl.Päd. Ulrike Hlavin. Vielen Dank für die guten Inputs sowie den Einsatz bei der Umsetzung an die ArbeitsgemeinschaftsleiterInnen Sigrid Küstler und Michael Karnbach.

Für diese Handreichung wurden im Rahmen von Landesarbeitsgemeinschaftstreffen Erfahrungen zusammengetragen, Erprobtes wurde diskutiert und eine Auswahl zusammengestellt. Die Inhalte sind also von Unterrichtenden für Unterrichtende.

Für die Beträge geht ein herzliches Dankeschön an alle engagierten Kolleg*innen der Wiener HUM-Schulen

No skill ever walks alone – oder die integrated skills teaching Methode

Eine der wichtigsten Prämissen eines modernen und didaktisch/methodisch erfolgreichen Sprachunterrichts muss sein, dass der sprachliche Alltag widergespiegelt wird. Hier wie dort, also im Alltag wie im Sprachunterricht, kann eine sprachliche Kompetenz ohne die andere nicht vorkommen: Wir **hören** einander zu und **besprechen** Situationen miteinander, somit **reagieren** wir auf das Gesagte des Gegenübers/das Gehörte; wir hören/**lesen** etwas (setzen unsere rezeptiven Fertigkeiten (skills) ein) und wollen oder müssen auf das Aufgenommene reagieren oder es eventuell an Dritte weitergeben, sei es in **mündlicher** oder **schriftlicher** Form. Diese Beispiele zeigen auf, dass alle unsere sprachlichen Fertigkeiten (skills) und Kompetenzen:

- Lesen
- Hören
- Zusammenhängend Sprechen
- An Gesprächen Teilnehmen
- Schreiben interaktiv (private wie geschäftliche Korrespondenz, Online-Interaktion ...)
- Schreiben produktiv
- Reagieren und Sprachmittlung/-mediation
- Interaktionskompetenz
- Linguistische Kompetenzen
- Pragmatische Kompetenzen
- Soziolinguistische Kompetenzen
- Plurilinguistische Kompetenzen

zusammenhängen und nie nur eine Fertigkeit/Kompetenz alleine vorkommen kann.

Eine Reihe von wissenschaftlichen und methodischen Gründen sprechen für den integrated skills teaching Ansatz bzw. belegen, warum er in einem modernen Sprachunterricht unerlässlich ist. Einige wenige sollen hier kurz angeführt werden.

Die integrated skills teaching Methode

- ermöglicht den komplexen Kompetenzerwerb in der lebenden Fremdsprache (siehe Erläuterungen oben).
- hat lernpsychologische Gründe, da eine intensive Wechselwirkung zwischen den rezeptiven und produktiven Fertigkeiten beim Spracherwerb gefördert wird.
- macht sich Abwechslung im Fremdsprachenunterricht zu eigen und fördert so die intrinsische Motivation der Sprachlerner*innen.
- hat eine Reihe unterrichtspraktischer Gründe; so können etwa viele Übungssituationen für mehrere Fertigkeiten eingesetzt werden und sind den Schüler*innen somit auch bekannt.
- spiegelt am besten den Lebensweltbezug moderner, sprachlicher Kommunikation wider.

Aus genau diesen Gründen haben wir uns bei unserer letzten ARGE-Sitzung entschieden diesen Leitfaden nach dem integrated skills teaching Ansatz aufzubauen. Was bedeutet dies jetzt konkret für Sie als Leser*innen bzw. die Struktur dieses Dokumentes? Die einzelnen Themen (wie zB Schule, Tourismus und Reisen, der digitale Fußabdruck...) können Sie im Inhaltsverzeichnis finden. Die entsprechende Zuordnung dieser Themen nach dem Gemeinsamen Europäischen Referenzrahmen (im konkreten Fall von A1-B2) wurde getroffen. Bei jedem Thema kommen mehr als eine Fertigkeit vor.

An dieser Stelle sei auch noch ein herzlicher Dank an alle engagierten Kolleg*innen ausgesprochen, die Beiträge zu diesem Leitfaden geleistet haben.

Wir wünschen Ihnen viel Freude beim Schmökern und Adaptieren
vor allem viel Erfolg beim Ausprobieren mit Ihren Schüler*innen.

Dipl. Päd.ⁱⁿ Mag.^a Sigrid Küstler
HUM ARGE-Leiterin für Englisch

Noch ein kleiner Hinweis am Rande: Für sämtliche Tippfehler, die vorkommen sollten, übernehmen jeweils die Beiträger*innen Verantwortung.

Inhalt

1	A1+	7
1.1	Family	7
1.2	Quartet irregular verbs	8
2	A2	14
2.1	A school for the 21 st century	14
2.2	Brainwalking: My ideal home	17
2.3	Comparative and Superlatives	20
2.4	Describe a room	23
2.5	Digital foot print	25
2.6	Gerund (Christmas)	28
2.7	Health: Eating habits of childrens and teens	30
2.8	Job ads and letter of appliation	35
2.9	Negation Past Tense	37
2.10	Negation Present Tense	38
2.11	Past simple rap	39
2.12	Questions Past Tense	41
2.13	Quizlet Shopping	42
2.14	School, Work, Leisure Time (Bloom's Taxonomy)	43
3	A2/B1	46
3.1	Blog comments	46
3.2	Language learning biography	52
3.3	Memory	58
3.4	Murder Mystery	63
3.5	Paragraph Writing – Intro topic sentence	72
3.6	Office activities	77
3.7	Past tense- QR code challenge	78
3.8	Past tense – Speaking	80
4	B1	81
4.1	Analysing ads	81
4.2	Environment G. Thunberg	83
4.3	Environment vocab task	84
4.4	Film review	86
4.5	Five regrets	88
4.6	Food and dishes	89

4.7	Life cycle of a T-shirt.....	90
4.8	Tourism and travel.....	96
5	B1+	109
5.1	Banana split game	109
5.2	Fast fashion	111
5.3	Finding love online.....	113
5.4	Talking about the weather.....	115
5.5	Voluntourism.....	119
5.6	UN global goals	125
6	B1/B2	126
6.1	Consumer habits	126
6.2	Family	132
6.3	Smart phone problem.....	134
7	B2.....	138
7.1	Gender Equality.....	138
7.2	Kite Runner Speed Dating.....	142
7.3	The last embrace.....	144
7.4	The universe isn't real and the moon is an egg	146
7.5	Tough it out - discussion.....	150
7.6	Women.....	153
8	Any level.....	156
8.1	Kahoot	156
8.2	Valentine's Day	157
8.3	Vocabulary Pin Card Game	160

1 A1+

1.1 Family

Level according to CEFR: A1+

Topic: Family

Duration: 40 mins

Reference to curriculum:

Der Vermittlung von Wortschatz und Grammatik in vielfältig kontextualisierter und vernetzter Form ist größtes Gewicht beizumessen (Lehrplan 2004:2)

rough time frame	procedure	inter-action format	skills / lang. systems	materials	notes
40 mins	<p>1. S bring photos of their relatives. They show them to their partners. One s interviews the other about the people in the pictures, e.g. who they are, what their marital status is, where they live, what they do as a profession etc.</p> <p>2. After finishing they present their partner's relatives to the class.</p> <p>T helps with grammar and vocabulary if necessary.</p>	Pairwork S-S	Speaking Vocabulary Grammar: Asking questions. Reporting.	Photos	S note down keywords during the interview.

1.2 Quartet irregular verbs

Level according to CEFR: A1-A2

Duration: 25 min

Reference to curriculum:

Die Schülerinnen und Schüler verfügen über die der Ausbildungshöhe angemessenen linguistischen, soziolinguistischen und pragmatischen Kompetenzen;

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 minutes	<p>Explanation of game</p> <p>Students get into groups of 4-5 people. One quartet consists of: German word, infinitive, past tense, past participle. The goal is to get as many quartets as possible. The students are allowed to ask one person for one card, if this pupil has the card, he/she has to give it to the person asking. Then they take turns asking.</p>	T → S	Listening	Irregular verbs cards	
20 minutes	<p>Quartet irregular verbs</p> <p>Pupils play one round of the irregular verbs quartet.</p>	S – S – S – S	Speaking	Irregular verbs cards	

Preceding lessons: past tense theory + exercises + revision of irregular verbs

to be	was/were	been	sein
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to ride	rode	ridden	reiten
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to lose	lost	lost	verlieren
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to understand	understood	understood	verstehen
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to speak

spoke

spoken

sprechen

to pay

paid

paid

bezahlen



to see	saw	seen	sehen
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to feel	felt	felt	föhlen
----------------	-------------	-------------	---------------



to write

wrote

written

schreiben

2 A2

2.1 A school for the 21st century

Level according to CEFR: A2

Duration: ca. 100 min

Topic: A School for the 21st Century

Reference to curriculum:

- können sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen unkomplizierten und direkten Austausch von Informationen in Zusammenhang mit Familie, sozialen Beziehungen, Schule, Arbeit und Freizeit geht;
- können einfache Mittel anwenden, um ein kurzes Gespräch zu beginnen, kurze Zeit in Gang zu halten und zu beenden
- können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben
- können auf sehr einfache Art ihre Meinung ausdrücken
- können einfache Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden
- Themen aus dem alltäglichen Umfeld der Schülerinnen und Schüler: zB, Wohnen

rough time frame	procedure	inter-action format	skills / lang. systems	materials	notes
5 min	T asks students when they get up to go to school, how easy/hard it is for them to get up so early, what time they would like school to start	T – S	Speaking		
5 min	T hands out worksheet to every student, they then work in their own time through the whole assignment, but they start off with watching the video "Teens May Do Better When School	S	listening, reading, writing	Worksheet, phones and headphones	T needs to tell students that they should do the tasks in the order given on the worksheet Tell S that all together the

	Stars Later” and note down the claims made in the video				assignment will take 2 lessons
10 min	in pairs, S discuss possible negative aspects of school starting later in the day, if they would like school start times to be pushed back in Austria	S – S	speaking, listening		
5 min	S make a list of other things they would like to change in Austrian schools	S	writing		
10 min	S get together with 3 other students and discuss the topic. Make a list of things they can agree on.	S – S	Speaking, writing		
30 min	Group of 4 choose the most important changes. Create a poster to present ideas to the class.	S – S	Speaking, writing	Posters, markers etc.	
20 – 30 min	Groups present their ideas to the class. Each S should talk ca. 1 minute.	S – S	Speaking	Posters, magnets/sell o tape	

A SCHOOL FOR THE 21ST CENTURY

Assignment:



1. Watch the video clip “Teens May Do Better When School Starts Later” (<https://time.com/4741147/school-start-time/>).
Make a list of the reasons why teens might benefit from later school start times that are given in the video.
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 -
 -
 -
 -
 -
 -
2. In pairs, discuss possible negative aspects of school starting later in the day, and decide if you would like schools to push back school start times here in Austria.
3. On your own, make a list of other things you would like to change in the Austrian school system / everyday school life.
4. Get together with 3 other students and discuss the topic. Find out if they have the same ideas and priorities. Make a list of things that you can agree on.
 -
 -
 -
 -
 -
5. In your groups of four, choose the four things you think are the most important to change/implement. Create a poster which illustrates your demands and prepare to present your ideas to the class. Make sure you have enough arguments to support your ideas. Each of you should talk about 1 minute during your presentation.

2.2 Brainwalking: My ideal home

Level according to CEFR: A2

Duration: 45-50 min

Topic: How people live – describing different types of housing (“Brainwalking”)

Reference to curriculum:

- können sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen unkomplizierten und direkten Austausch von Informationen in Zusammenhang mit Familie, sozialen Beziehungen, Schule, Arbeit und Freizeit geht;
- können einfache Mittel anwenden, um ein kurzes Gespräch zu beginnen, kurze Zeit in Gang zu halten und zu beenden
- können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben
- können auf sehr einfache Art ihre Meinung ausdrücken
- können einfache Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden
- Themen aus dem alltäglichen Umfeld der Schülerinnen und Schüler: zB, Wohnen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 min	S tell their partner about their living situation, describe their flat/house, what they like about it, etc	S – S	speaking		T can start with some lead questions or write some questions on the board to give S some ideas
10 – 15 min	In pairs, students are given worksheet. S are allowed to wander around the school building to discuss their	S – S	speaking, listening, writing	Worksheet, pen	T needs to give clear instructions where S are allowed to go, what to do while they are walking, when to be back in the classroom!

	ideas and fill in their worksheet				
10 min	When back, 3 or 4 pairs get together and tell each other about their ideal home, in their groups, they vote for the best ideal home	S – S	speaking, listening		
4 min	One S per group then tells the class about the “best” ideal home of their group	S	Speaking, listening, summarising		
20 min	Possible follow-up activity: write blog entry about one’s ideal home	S	writing	Paper+pen/computer	

“BRAINWALKING“



Walk around with a partner and discuss the following: You and your partner can design your ideal home. What would it look like? It can be realistic or unrealistic. Make sure to go into detail in your discussion and planning. Think about and discuss these aspects:

Type of housing	
Look of the house on the outside	
Look of the house/flat on the inside	
Special features	
The people living there	
Preferred surrounding area	
Any other thoughts and ideas that come to mind	

2.3 Compative and Superlatives

Level according to CEFR: A2

Topic: Compative / Superlative

Duration: 30 minutes

Reference to curriculum: adjectives - comparisons – superlative

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
30	<p>Hand out the sheet with the three brothers. Students try to find as many adjectives per brother as possible, in pairs of two.</p> <p>After a maximum of 10 minutes new groups of three are formed, a third person joins each group. This way each group will increase the number of adjectives. After 5 minutes all the adjectives per brother will be collected and written on the blackboard. Each brother should have a minimum of 20 adjectives.</p> <p>Afterwards the students should try to compare the brothers and say who is more handsome than the other, sportier than the other, or who is the most handsome, the sportiest etc. Like this the comparison and superlative will be revised. The teacher will explain again the rules. Afterwards the students should write 5 comparisons and 5 superlatives.</p>	Writing, speaking	Grammar: adjectives, comparative, superlative	Sheet with the three brothers	
...

Three brothers by Matthew English

Age: Adult

Level: This lesson can be adjusted for pre-intermediate, intermediate and upper-intermediate learners

Time: Approx. 30 minutes

Objective: Adjective review/extension, introduction to/review of comparatives and superlatives

Key skills: Speaking

Materials: One copy of the picture for each group of two or three students

Procedure:

1. Hand out the picture sheet. Explain the meaning of each brother's name. Offer one or two adjectives to describe their character and appearance. Emphasize that each brother's name reflects who they are, e.g. "Fantastic Frank is really fantastic! He is strong, intelligent ...", "Horrible Henry is really horrible! He is nasty, stupid ..."

2. Allow students five or ten minutes to brainstorm other adjectives to describe each brother's character and appearance. They can write these on the sheet or on a separate piece of paper.

Suggestions:

Henry: *nasty, mean, greedy, ugly, stupid, smelly, untidy, cruel, selfish...*

Andy: *boring, smart, organized, short, thin, tidy, reasonable....*

Frank: *tall, strong, generous, handsome, rich, strong, intelligent...*

Encourage imaginative responses. Circulate and offer help and suggestions.

3. Feedback. Ask the students to give you all their suggestions. Write these on the board under each brother's name.

4. You now have a large variety of adjectives with which to introduce or revise comparatives and/or superlatives.

5. Write on the board "Henry is _____ than Frank". See if students can suggest an appropriate adjective to complete the gap. If they can't, suggest one yourself and offer correct and incorrect alternatives until they understand the concept of comparative adjectives.

Check students use the correct spelling of the comparative. Explain that with longer words we add *more* rather than *-er* (e.g. *more intelligent, more reasonable*), with words ending in *y* we add *-ier* (e.g. *ugly – uglier, tidy – tidier*) and highlight the examples that take a double letter (*fatter, thinner* etc.)

6. Give students a few minutes to see how many other possibilities they can think of (e.g. *Andy is shorter than Henry, Frank is more intelligent than Andy, Henry is uglier than Frank, etc.*).

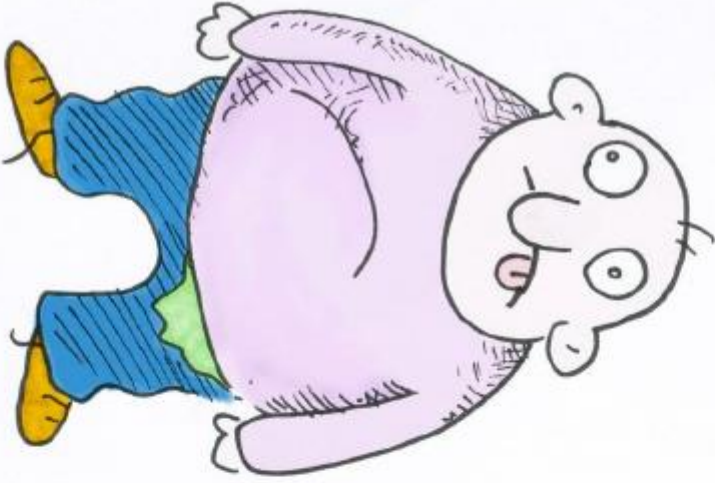
7. Ask for student feedback and write some examples on the board.

Follow up: This process can then be repeated with superlatives.



Three brothers

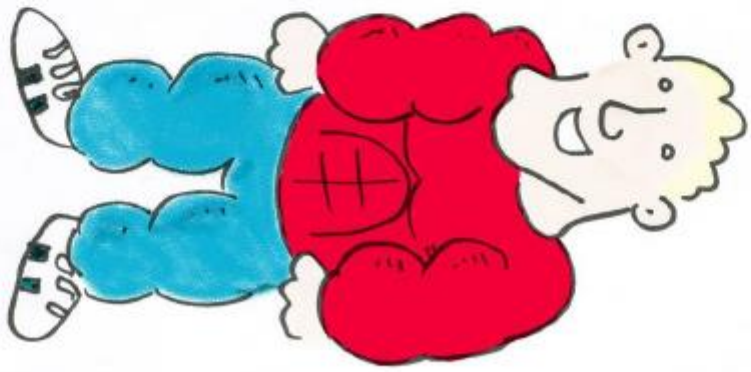
Horrible Henry



Average Andy



Fantastic Frank



2.4 Describe a room

Level according to CEF A2

Topic: Describe a room

Duration: 20 minutes

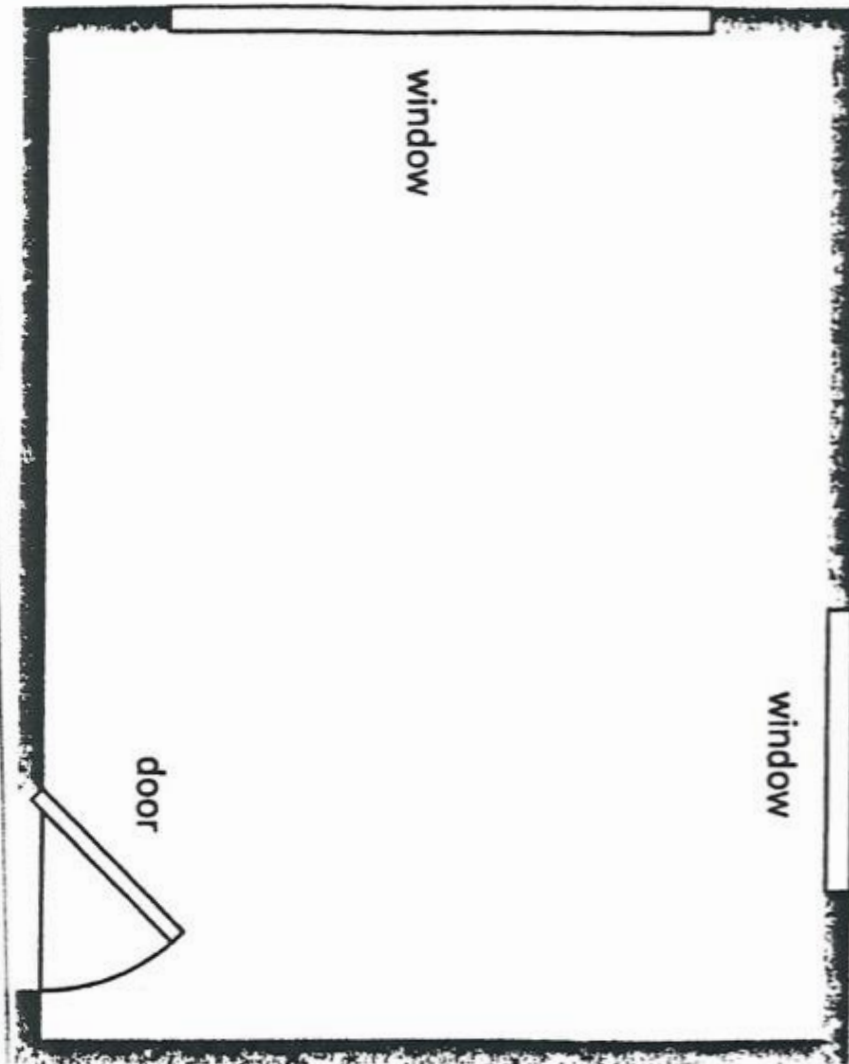
Topic: Describe a room

Reference to curriculum:

- Können sich in einfachen, routinemäßigen Situationen verständigen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 minutes	Inserting the furniture of one's own room in the plan	individually		Plan of a room	
10 minutes	One student describes the positioning of the furniture in his/her room and the other student puts the furniture in its right place in the plan	Pair work	Describing a plan	Plan of a room	...
10 minutes	Changing the roles	Pair work	Describing a plan	Plan of a room	

WORKSHEET 3



2.5 Digital foot print

Level according to the CEFR: A2

Topic: Our digital world

Duration: 30 minutes

Reference to curriculum

“Die Schülerinnen und Schüler sollen [...] authentische Informationen aus dem privaten, öffentlichen und beruflichen Bereich, die sie in der Zielsprache hören oder lesen, verstehen, verarbeiten und verwenden können und dabei die für eine Situation oder Problemstellung jeweils wesentlichen Aspekte in ihrer Relevanz erkennen und beurteilen können“ (Lehrplan höhere Lehranstalt für wirtschaftliche Berufe, Schulversuch Ausbildungszweig Sozialmanagement 2016: 10)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 min	<ul style="list-style-type: none"> T introduces the topic: “Digital footprint” Brainstorming: S are asked what they think that a digital footprint is. 	T-S	Speaking Listening	Blackboard	T writes “Digital footprint” on the board.
5 min	<ul style="list-style-type: none"> One S reads out loud the introduction of the text. 	T-S	Reading	HO “Our digital footprint”	T explains unknown vocabulary.
5-7 min	<ul style="list-style-type: none"> T divides class into two groups: Students of group 1 read tips 1-3; students of group 2 read tips 4-6. Pair work: S find suitable headings for three tips. 	S-S	Reading Speaking	HO “Our digital footprint”	T monitors pair work by walking around the classroom.
5 min	<ul style="list-style-type: none"> S find new partners (someone who has read the other three tips) and exchange information. 	S-S	Speaking Listening Information gap	HO “Our digital footprint”	T monitors pair work by walking around the classroom.
3 min	<ul style="list-style-type: none"> Comparing the results and talking about the tips. 	T-S	Speaking	HO “Our digital footprint”	

What is a digital footprint?

Group 1

Your “digital footprint” includes all **traces** of your online activity, including your comments on news articles, posts on social media, and records of your online purchases. Every time you post something online, share **content**, or even when a website collects your information by installing cookies on your **device**, you are creating a **digital trail**. Information that is posted about you also gets added to your data trail.

trace – Spur content – Inhalt device – Gerät digital trail – digitale Spur

What your digital footprint can say about you

It’s a good idea to have a positive digital footprint. This information is your digital identity, and it could show up when someone **searches** for your name online. Your digital footprint is the image you create for yourself for the world to see. Be careful about what you share, like, or comment on. Your online identity can influence different aspects of your life. For example, **employers**, schools, or colleges could use your digital footprint to get more information about you.

to search – suchen employer - Arbeitgeber

6 tips for protecting your digital footprint

1. _____

Use multiple search engines to **perform a search** for your first and last name. **Review** the first two pages of results. Are they positive? Do they show you in a professional light? If anything comes up that you don’t like, ask the site administrator to take it down.

to protect – schützen to perform a search – eine Suche durchführen, suchen
to review – überprüfen, nachprüfen

2. _____

Privacy settings on social media allow you to control who sees your posts on your social media streams. Spend some time getting to know these settings so you can use them fully. For example, Facebook allows you not only to limit posts only to friends, but also to make **customized lists** of people who can see certain posts.

privacy settings – Datenschutzeinstellungen customized lists – individuell angepasste Listen

3. _____

Any time you need a password, create one that uses a combination of at least ten numbers, symbols, and **upper- and lowercase letters**. **Avoid** using common words. Make it a password that’s easy for you to remember, but that would be hard for someone else to **guess**.

upper- and lowercase letters – Groß- und Kleinbuchstaben to avoid – vermeiden to guess - raten

4. _____

5. _____

6. _____

What is a digital footprint?

Group 2

Your “digital footprint” includes all **traces** of your online activity, including your comments on news articles, posts on social media, and records of your online purchases. Every time you post something online, share **content**, or even when a website collects your information by installing cookies on your **device**, you are creating a **digital trail**. Information that is posted about you also gets added to your data trail.

trace – Spur content – Inhalt device – Gerät digital trail – digitale Spur

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to search – suchen employer - Arbeitgeber

6 tips for protecting your digital footprint

1. _____
2. _____
3. _____
4. _____

Many viruses are specifically designed to collect data about your digital footprint, and they are constantly **being updated**. To help protect yourself, make sure that your antivirus software and your other software programs are up-to-date because older software can be easier to attack for hackers.

to be updated – aktualisiert sein

5. _____

Set a password or **lock pattern** on your mobile device, so that your device can’t be **accessed** by other people. From time to time, **review** the apps on your phone or tablet. What are their privacy or **information-sharing settings**? If you don’t use an app anymore, delete it.

to set a password – ein Sperrmuster festlegen - to review – überprüfen, nachprüfen
information-sharing settings - Einstellungen für Informationsaustausch

6. _____

Build a positive, professional digital footprint by posting only those things that add to the image of you that you want your bosses, banks, or professors to see. It may be impossible to **erase** your digital footprint, but you can work toward making it a positive one. Keep in mind that employers, colleges, and others can look up your online identity. Keeping a clean online presence may help you in the future.

to erase – löschen, tilgen

2.6 Gerund (Christmas)

Level according to CEFR: A2/B1

Topic: Practice of gerund structures in familiar context of Christmas

Duration: 10 min

Reference to curriculum:

- Die Schülerinnen und Schüler können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens- oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben sowie auf einfache Art über Ereignisse, Erlebnisse und Erfahrungen berichten; (Lehrplan gültig ab 2016/17)
- Grammatikalische Kompetenz: Die Schülerinnen und Schüler zeigen eine gute Beherrschung der Grammatik und machen keine Fehler, die zu Missverständnissen führen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
1 min	T hands out worksheet and explains task	T-SS		worksheet	Task easily adaptable to other (special) occasions, e.g. birthday parties, family gatherings, the spring break incl. spring cleaning etc.
4-5 min	SS to select traditional (pre-) Christmas activities from list and use them with given expressions to form meaningful sentences about themselves.	S	Writing Grammar		
4-5 min	SS to pair up and compare and share their ideas.	S-S	Speaking		

Christmas is coming!

It's not long until Christmas. Here are some traditional activities for the Christmas season.



Choose five of them and form five sentences using the expressions on the right. Careful, no activity and no expression should be used more than once. Also, make sure you use the gerund and don't forget the prepositions!

Examples: I'm thinking of spending Christmas in another country.
I'm not so keen on doing the X-mas cleaning.

Christmas activities:	Expressions followed by the gerund:
<ul style="list-style-type: none">• meet friends and family• buy presents• watch X-mas television• decorate the X-mas tree• wrap presents• open presents• sing X-mas carols• write X-mas cards• go on winter holiday• bake X-mas biscuits• eat roast turkey• roast chestnuts• listen to the President's X-mas message• party• prepare X-mas dinner• make a snowman• drink punch• go to X-mas markets• invite friends and family• do the X-mas cleaning• read X-mas stories	<ul style="list-style-type: none">• to feel like• to think of• to look forward to• to be good at• to be responsible for• to be interested in• to be afraid of• to be proud of• to be used to• to be tired of• to be keen on

Your sentences:

1. _____
2. _____
3. _____
4. _____
5. _____

2.7 Health: Eating habits of childrens and teens

Level according to CEFR: A2-A2+

Topic: Healthy eating

Duration: 50 minutes

Reference to curriculum: Themen aus dem persönlichen Umfeld der Schülerinnen und Schüler: z.B. Familie, Freundeskreis und soziale Beziehungen, Tagesablauf, Freizeitaktivitäten [z.B. Computer], Wohnen, Kleidung, Schule, Einkaufen, Essen und Trinken [Speisekarte], Grundlagen der gesunden Ernährung

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min	Introducing the topic: food especially for kids, finding characteristics of targeted advertising	pairwork	reading speaking	targeted ads: kids	comparing, finding features
5 min [group size?]	Reporting back to the class	monologue	speaking		
12 min	Reading the menu, taking notes, adding criticism in view of written assignment	individual work	reading writing [notes]	<i>Kids' menu</i>	note taking
15 min	Discussing parallels and differences between eating habits among young people in Austria and the UK	pairwork	speaking	photos	
remaining time	Explaining task for written assignment, eliciting ideas, presenting structures [postcard, given structures]			postcard template	



What do you think about these examples of food “especially for kids”?

Discuss with your neighbour – describe this food for kids in detail. (names, type of food)

Then report your results back to the class.

On a visit to London you find this very special *Kids' Menu* at a family restaurant.

You take a closer look and find interesting details...take notes and say what is special about this menu.

Main courses:

- **Chicken nuggets or teddies and chips**
- **Cheeseburger and chips**
- **Sausage, beans and chips**
- **Lasagne and chips**
- **Alphabet spaghetti with bacon**

Desserts:

- **Ice cream and M&Ms with chocolate sauce**
- **Chocolate cake and ice cream or custard**
- **Strawberry cheesecake with cream**

Drinks: Fizzy orange or lemonade, Coke, milkshakes

Paired activity:

At breakfast at your hotel you meet a British student who's also visiting London.

You talk about the food you see in the breakfast room.



Student A [= student from Austria] informs student B about

- hot or cold food young people like for breakfast in Austria.
- when you normally have your first meal of the day.
- how healthy your own eating habits are.

Student B [= student from Britain]

- gives his/her opinion on these eating habits and
- asks questions about school canteens in Austria. (location, choice, quality).

Homework:

On your last day in London you write a supersize postcard to your nutritional science teacher.

1. Describe what you **think about** young people's eating habits in the UK.
2. Explain what could happen **if young people eat that kind of food** all their life.
3. Suggest **better options** for the menu on page 1.



Dear Mr./Ms. _____

It's incredible what you can do here in London – I have already been to a real pub!!

I think there would be a lot for you to do: Yesterday I went to an ordinary family restaurant...

... ..

See you soon!

[YOUR NAME]

2.8 Job ads and letter of application

Level according to CEFR: A2

Topic: jobs, job ads, letter of application, job interview

Duration: 50 minutes

Reference to curriculum: schriftlich oder mündlich zu Themen aus dem Erlebnisbereich eines Schülers Stellung nehmen (z.B. Gelegenheitsarbeiten)

rough time frame: 50 minutes	Procedure: input.: Topic-related adjectives, read a job advertisement, role cards, write a job ad and a letter of application, act out job interview	interaction format responding to each other's texts, interviewing each other	skills / lang. systems, writing a letter of application, speaking: interviewing each other	materials , role cards, input: job advertisements	notes
	Input: adjectives that describe an employee: interested, honest, hardworking, flexible, friendly , patient, well-dressed, well educated, helpful, tidy, punctual, tidy, reliable,...	Student-student	Writing a letter, interviewing	Role cards with ads for (funny) odd jobs, a paper with some sample job advertisements	Brainstorming: adjectives for certain qualities that you need in a job. Then read one or more sample job advertisements. Hand out role cards (with jobs), tell student to write a simple job advertisement for the job on the role card. Then collect the job ads and hand them out to other students. Then every student writes a simple letter of application. If

					wanted, also act out the job interview.
...	...	...	...	...	Is usually quite a lot of fun and students get creative.

ROLE CARDS: invent funny jobs: e.g. pet grooming / horse carer / sports coach in a nursing home for 80-year olds / sports coach at Weight Watcher's / monkey sitter / dog sitter for 4 dogs / grandpa sitter, 93 / entertainer for auntie Mathilda, 87 / house sitter in a 6-bedroom villa

Examples: source: Focus on Modern Business 2, Unit 6, p.67

BABYSITTER

Punctual and reliable babysitter req'd Sat evenings for 5yr-old girl. Must be honest, patient, interested in children and creative.

Tel or email

.....

PART-TIME Waiter/Waitress Req'd

Fri & Sat evenings, Brown's Fish Restaurant, High St.

Join our hardworking and helpful team, famous for their friendly service! Interested?

Then email Julie,

.....

2.9 Negation Past Tense

Level according to CEFR: A2

Topic: grammar drill, negation past tense

Duration: 5 minutes

Reference to curriculum: past tense + negation

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 minutes	Revision of negation in past tense with didn't and forms of to be (wasn't / weren't)	Oral exercise: student-student	Use of negation past tense	A paper with a list of sentences	one sibling accuses the other one of having done something, the other kid denies/negates
...	...	2 siblings argue	...	...	Students should find 5 sentences of their own

Situation: two siblings argue. One accuses the other of having done something, the other one denies and negates. Change parts after a while.

Example:

0. A: You took my earphones! B: I didn't take your earphones!
1. You stole my T- shirt!
 2. You went into my room!
 3. You ate all the sweets!
 4. You drank my coke!
 5. You flirted with my girlfriend/boyfriend!
 6. You copied my homework!
 7. You broke my glasses!
 8. You took my shampoo!
 9. You killed my pet mouse!
 10. You looked into my mobile!
 11. You broke my computer!
 12. You lost my keys!
 13. You used my make-up!
 14. You told mum about my smoking!
 15. You hid my schoolbag!

2.10 Negation Present Tense

Level according to CEFR: A2

Topic: grammar drill, negation, present tense

Duration: 5 minutes

Reference to curriculum: tenses/ negation

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 minutes	Revision: negation with don't, doesn't and of forms of to be	Student - student	Negating sentences, oral exercise	A paper with a list of sentences	Situation: mother and teenager, mother is accusing kid of doing certain things, teenager negates
...	...	...	...	...	Students should find sentences of their own

Conversation/argument between mother and teenager. Change parts after a while.

Example:

0. Mother: You always leave a mess in the kitchen!
Teenager: I don't leave a mess in the kitchen!
1. You always come home late!
2. You go to bed too late!
3. You dress awfully!
4. You always steal my make-up!
5. You listen to horrible music!
6. You always take my T-shirts!
7. You always eat up all the sweets!
8. You are too lazy!
9. Your room is a dump!
10. You look like a punk!
11. You spend too much money!
12. You copy your friends!
13. You always leave dirty plates on the table!
14. You spend too much time on your computer!
15. You always play with your mobile!

2.11 Past simple rap

Level according to CEFR: A2

Duration: 30 minutes

Topic: Past simple- irregular verbs

Reference to curriculum:

Lernsettings sind so zu gestalten, dass die Lernenden individuelle Stärken zeigen, gehirngerecht lernen und ihre Selbsteinschätzungsfähigkeit weiter entwickeln können (Lehrplan FS für Sozialberufe 2015: 9).

Formen des gegenseitigen Unterstützens durch Schülerinnen und Schüler (Tutoring) sollen Lern- und Reflexionsprozesse fördern (Lehrplan FS für Sozialberufe 2015: 9).

Zur Optimierung der Unterrichtsqualität und des Unterrichtsertrages sollen verschiedene Medien eingesetzt werden, um den Lernprozess zu unterstützen und die erforderliche Medienkompetenz aufzubauen. Die Integration von elektronisch aufbereiteten Lernmaterialien sowie elektronischen Kommunikationsformen soll die Unterrichtsorganisation unterstützen und ergänzen (Lehrplan FS für Sozialberufe 2015: 9).

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min.	Revision irregular verb forms: Teacher writes down 5 verbs (base + past simple form); then students search for at least 1 more example for each group (e.g. hit-hit, sing-sang...)	T-S	Writing (Speaking) Grammar	(black)board	cut-cut, drink-drank, think-thought, sleep-slept, go-went
10 min.	Students receive a handout with a past simple rap; they fill in the missing past simple forms individually. Then they compare their results in pairs.	S-S	Writing (Speaking) Grammar	Handout: Past Simple-Irregular Verbs Rap	Alternative option: let students compare their results in groups of 4
10 min.	Students listen to "Irregular Verbs Rap Song by Fluency MC with lyrics" (https://www.youtube.com/watch?v=egNPTRqJRuo) and check whether their results are correct.	S	Listening (Reading) Grammar	computer + projector	Alternative option: stop after every paragraph of the song and let 1 student repeat the solutions

PAST SIMPLE: Irregular Verbs Rap

The microphone I **take** _____ (taken). You **shake** _____ (shaken)
Wake _____ (woken) to the style I'm creating;
Think _____ (thought) **seek** _____ (sought)
Listen to the lesson that I **teach** _____ (taught).

Don't **sleep** _____ (slept), I **creep** _____ (crept),
I sneak snuck snuck up, you leap left left
I **keep** _____ (kept) having fun. I'm never **beat** _____ (beaten).
I **win** _____ (won), **do** _____ (done),
begin _____ (began), **shoot** _____ (shot). No I don't own a gun.

I **lead** _____ (led) so I can **feed** _____ (fed) the knowledge you need straight to
your head;

When I **bring** it you _____ it, I **catch** it you _____ it.
Sit back. Relax. Don't **fight** _____ (fought) it.

Please don't freeze _____ (frozen). When I **speak** _____ (spoken). It is real.
You can feel I don't **steal** _____ (stolen). I **choose** _____ (chosen) the very best
rhymes and **write** _____ (written) them into my lines and into your mind when we **meet**
_____ (met), I'll **bet** _____ (bet).

I won't let you **forget** _____ (forgotten). I **get** _____ (gotten) every head
nodding; don't think about stopping.

Just **come** _____ (come). This is hip hop. I don't **sing** _____ (sung).
I **sting** _____ (stung), I **cling** _____ (clung) on each and every word you **hang**
_____ (hung)

It's not enough to **dream** _____ (dreamt) you've got to **spend** _____ (spent) time and
your goals please **lend** _____ (lent) me an ear; come near and
I'll **lay** _____ (laid) down this new sound that I **make** _____ (made)

I hope you don't say that you think it's junk.

I hope you don't say that I **stink** _____ (stunk).

If you're thirsty for English, come **drink** _____ (drunk) 'cause I **sink** _____ (sunk) all the
competition when they **hear** _____ (heard) that I **give** _____ (given)
encouragement when I **spit** _____ (spat), never **quit** _____ (quit).

Don't **sit** _____ (sat). Yeah I like it like that; I'll even **kneel** _____ (knelt) and beg you to
express what you **feel** _____ (felt)

I **rise** _____ (risen)
when I **drive** _____ (driven) through the beat;
tap your feet as you **ride** _____ (ridden);

Those that **hide** _____ (hidden) I **find** _____ (found).
If you **flee** _____ (fled), then I'll track you down.

Now you **see** _____ (seen) that I **mean** _____ (meant)
every word of the message that I **send** _____ (sent)

I **show** _____ (shown), I can **fly** _____ (flown).

Now you **know** _____ (known) I **shine** _____ (shone).

I'll **throw** _____ (thrown) you the ball. It's your turn.

Grow _____ (grown) with the verbs that you've learned.

Grammar through lyrics I **draw** _____ (drawn).

Peace to ELLS, now I **go** _____ (gone)!

Irregular Verbs Rap Song by Mc Fluency: <https://www.youtube.com/watch?v=egNPTRgURuo>

2.12 Questions Past Tense

Level according to CEFR: A2

Duration: 5 minutes

Reference to curriculum: past tense / question

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 minutes	Revision of questions / past tense	Oral exercise, student-student	Forming questions in the past tense	A list of sentences in the past tense	Conversation with great-auntie Maud, you tell her about things that you did. She doesn't understand you and has to ask you again.

Situation: You meet great-auntie Maud at a family celebration. Great-auntie Maud is 87 and a little bit deaf, so she often doesn't understand what you said and has to ask you again (in the past tense). You are student A and student B plays great-auntie Maud. Change parts after a while. Find 5 sentences of your own.

Example:

0. A: I saw a good movie last night. B: What did you see?
1. I wrote him a postcard.
 2. We went swimming in the lake.
 3. Yesterday I cooked Lasagna.
 4. I met uncle Charly.
 5. We went shopping in Parndorf.
 6. Mum drove to the supermarket.
 7. We went to the theatre.
 8. I talked to the headmistress.
 9. I bought myself a new jumper.
 10. I passed the exam.
 11. I saw Tom Cruise in the underground.
 12. I met him at the party.
 13. I got a good mark on the math test.
 14. I lost my keys on the bus.
 15. I forgot to do my homework.

2.13 Quizlet Shopping

Duration: 25 minutes

Level acc. to CEF: A2

Topic:
SHOPPING

Reference to Curriculum (Lehrplan Tourismus):

Die Schülerinnen und Schüler verfügen über einen großen Wortschatz in ihrem Interessens- und Fachgebiet und in den meisten allgemeinen Themenbereichen

rough time frame	procedure	Interaction format	skills/lang. systems	materials	notes
5 minutes	preparation, log in	T-S	-	computer with access to internet, Quizlet website, student's phones	Students log into quizlet.live* with a code provided by the teacher and are being put into groups
5 minutes	explanation and first round	T-S	listening, vocabulary	student's phones	teacher explains how the game works and starts the first round for students to try
25 minutes	Students play the game	SSSS (size of groups might differ)	vocabulary + 21st Century Skills (Collaboration, Communication, Critical Thinking)	student's phones	teams play once or twice

*Teachers need a Quizlet account (free of charge) and need to create/pick a vocabulary learning cards set. In order for the students to play the game, they just need to know the name of the set. For the live version, the teacher needs to click on „live“ so students can play in teams against each other.

Quizlet set for this sequence: <https://quizlet.com/at/475107673/shopping-diagram/>

2.14 School, Work, Leisure Time (Bloom's Taxonomy)

Level according to CEFR: A2

Duration: 50 minutes

Topic: School, Work, Leisure Time

Reference to curriculum:

können sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen unkomplizierten und direkten Austausch von Informationen in Zusammenhang mit Familie, sozialen Beziehungen, **Ausbildung und Freizeit** geht (Lehrplan FS für Sozialberufe 2014:15)

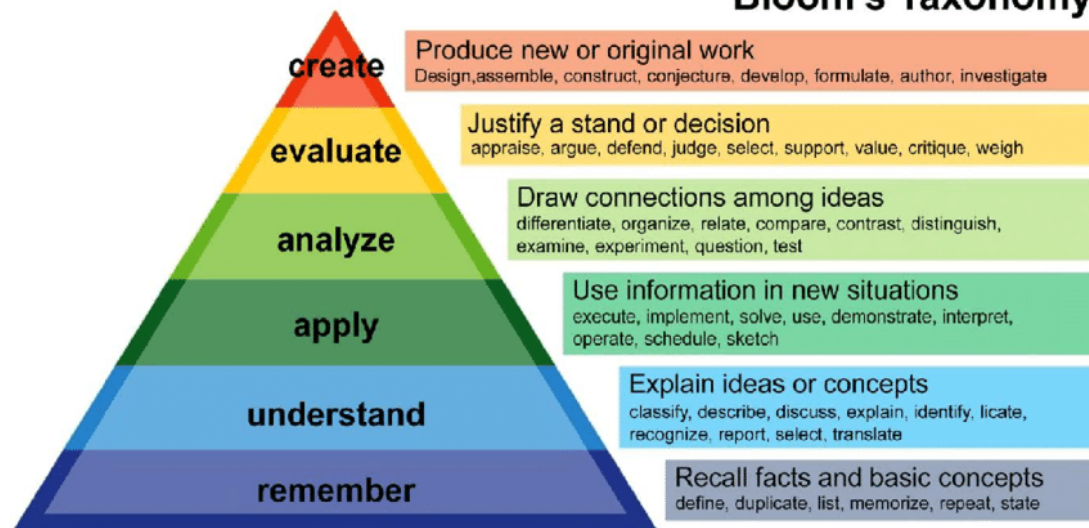
können sehr einfache kurze Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden (Lehrplan FS für Sozialberufe 2014:15)

Themen aus dem persönlichen Umfeld der Schülerinnen und Schüler: z.B. Familie, Freundeskreis, **Freizeit, Interessen, Ausbildung**, Wohnen, Alltagsleben, Kleidung, Mode, Speisen und Nahrungsmittel (Lehrplan FS für Sozialberufe 2014:15)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10	Group 1: Remembering	S	Writing	Handout	Bloom's taxonomy
5	Group 2: Remembering	S	Writing	Handout	Bloom's taxonomy
10	Group 3: Understanding/Applying	S-S	Speaking	Handout	Bloom's taxonomy
15	Group 4: Applying/Analyzing	S-S	Reading, Writing, Speaking	book (Unlimited 1, p. 72/Task 26 a-c)	Bloom's taxonomy
20	Group 5: Analyzing/Evaluationg	S-S	Reading, Speaking	Handout, Smartphone/Computer	Bloom's taxonomy
HW	Group 6: Creating	S	Writing	Handout	Bloom's taxonomy

Groups: are like steps/stages

Bloom's Taxonomy



https://www.researchgate.net/figure/Blooms-Taxonomy-is-a-classification-of-human-cognition-critical-to-the-process-of-fiq1_312261689

WORK, SCHOOL AND LEISURE TIME

Group 1:

Revise jobs and subjects – What can you work as? Which subjects do you have in school? How many jobs and subjects can you think of? Write a list in 3 minutes.

Revise vocabulary – how do you spend your time? Write 6 sentences and start with

- I spend some time/ a lot of time in/with
- I don't spend
- I'm not interested in

Group 2:

What jobs and subjects are good for people who like:

- thinking of new ideas / finding out new things?
- working with people / helping people?
- working with their hands / with words?
- studying a lot / reading many books?
- solving different tasks?

Group 3:

Discuss with a partner what the words below mean and explain to the others in class.

unemployed – part-time – hobby – voluntary subjects – dress code – a project –
exam – report

Group 4:

Read about different countries with different school systems and answer the questions in pairs (book p 72/task 26 a-c).

Group 5:

Internet research: Get together in pairs/groups of three. Choose a country and present the school system to the class.

Group 6:

Write a short article for a youth magazine with the title:

'Study in school for life?'

or 'What I want to change in school'

or 'I want to become...'

3 A2/B1

3.1 Blog comments

Level according to CEF: A2-B1

Topic: Writing blog comments

Duration: 50 min

Reference to curriculum¹:

- Schülerinnen und Schüler (4. Semester):
- verfügen über angemessene sprachliche Mittel zur Bewältigung alltäglicher, öffentlicher und beruflicher Kommunikationssituationen;
- können Stellungnahmen abgeben und einfache Argumente formulieren;
- können einfache Texte formal und inhaltlich erschließen;
- können Texte mit unterschiedlichen Intentionen und adressatengerecht verfassen und gestalten;
- verfügen über das nötige Textsortenwissen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 min	Preparation + explanation through T: all the different blog posts are put up around the classroom; Ss get 3-4 empty templates for writing blog comments; Each written blog comment will be put up at the according blog post (provide tape).	T		Handout with phrases to use in a blog comment Blog posts (to be put up around the classroom) Blog comment templates	
45 min	Ss have to read and react to blog posts and their colleagues' comments	S	Reading, writing, vocabulary	Blog comment templates + pens + tape for sticking up new comments	
	Follow-up ideas: <ul style="list-style-type: none"> - correction blog comments in groups (LSA) - focus on used phrases from handout: Which ones have been used very often/often/never? (LSR + LSA) - Which arguments + details/examples have been used? (TA+OL) 				

by
___ of May, 2019;

by
___ of May, 2019;

Choose from these phrases:

Start with:

- I've just read your blog post/comment and I am happy/shocked/intrigued/curious/...
- I understand how you feel, [@person].
- I have to agree/disagree with you that ...

Continue with:

- On the one hand... on the other hand...
- I object to that...
- I am convinced...
- It seems to me that...
- My main argument is...
- The next point I want to mention is...
- Don't forget that...
- In my opinion...
- First of all...
- Second of all...
- Furthermore...
- I also think...
- My opinion on this is...
- My point of view is
- This becomes clear when...
- An example of this is...

Finish with:

- I come to the conclusion that...
- After all...
- To sum up...
- All in all I think...

Useful language: Agreeing and disagreeing

Agreeing	Disagreeing	Agreeing partly
I couldn't agree more with ... I see exactly what you mean by ... You're right. That's a good point. I think it is an excellent idea to ...	I totally disagree with ... I don't agree with... I don't think that ... I'm not sure about ...	I agree up to a point but ... I see your point but ... That's partly true but ...

by M_simmons14
7th of May 2019; 6 pm

FUTURE PLANS

I have to decide which school I will go to next and I am not really sure. Which school do you attend? Have you got any career plans? Where would you like to live? Why? What about travelling? Would you like to live abroad? Where and why? Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14
7th of May 2019; 6 pm

YOLO – YOU ONLY LIVE ONCE

In school we were talking about how we imagine our life in 10 years and where we would be. I thought this was quite an interesting question and I wanted to ask you too: What will you do after graduating from school? What kind of career would you like to have? Would you like to get married in the future? Why/why not? Are you planning on having children? What kind of house/flat would you like to live in? Where would the house/flat be located?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14
7th of May 2019; 6 pm

I WILL BE A STAR

All my friends tell me that I am the funniest person and that I should start my own youtube channel. But my parents are really scared about that ... I don't know what to do. What do you think? Do you think it is easy to become a social media star? What does it take to be successful on the WWW? What could be some negative aspects of sharing your life on social networks? If you were a YouTube star, what would you show the world?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14

7th of May 2019; 6 pm

MONEY; MONEY; MONEY

I am quite successful with my Instagram account – but it is starting to change my life. There are sponsors who will give me a lot of money, if I post about them, and I don't know what to do... Being a teenage millionaire is awesome, isn't it? What do you think? What are positive or negative aspects of being a teenage millionaire?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14

7th of May 2019; 6 pm

SCHOOL UNIFORMS

We talked about school uniforms in school and I wanted to ask around... Do you have them at your school? What do you think about them? What are advantages or disadvantages?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14

7th of May 2019; 6 pm

RULES; RULES; RULES

Lately, it feels like all I do is follow or break rules. My whole life is about rules: at home, in school, with friends and then there are my own rules. What about you? Which rules do you have to follow in your life? What do you have to do/should do/are you allowed to do? Do you think it is good to have them or do you want to break free?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14

7th of May 2019; 6 pm

FREE TIME

We are talking about spending our free time in school. What do you like doing most in your free time? What is your favourite sport and how often do you do it? Why is it important for you to do sports regularly? Which club could you imagine becoming a member of? Why? Who is your favourite singer/actor/actress/sports person/author/...? Why?

Please let me know and comment below.

Yours,

M_simmons14

by M_simmons14

7th of May 2019; 6 pm

COUCH VERSUS ACTIVITIES

My best friend and I have always done everything together but now Alex is changing. We are supposed to join clubs, go outside or even do sports. I hate that – I wanna go back to what we did before, playing computer games on the couch!! Can you help me? What do you think? How would you describe yourself? Why would you describe yourself as an active person or a couch potato? Why is it important to be active? What are advantages or disadvantages of having a favourite sport?

Please let me know and comment below.

Yours,

M_simmons14

3.2 Language learning biography

Level: A2/B1

Topic: Language learning biography

Reference to curriculum:

1. und 2. Semester:

Bildungs- und Lehraufgabe:

Die Schülerinnen und Schüler

- können einfachen Alltagstexten und unkomplizierten Sachtexten zu vertrauten Themen konkrete Informationen entnehmen und einfache Geschichten verstehen;
- können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens- oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben sowie auf einfache Art über Ereignisse, Erlebnisse und Erfahrungen berichten;
- können auf sehr einfache Art ihre Meinung ausdrücken;
- können einfache Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min	Students visit website and quickly skim through language learning experiences to find 3 reasons why people learn languages 3 strategies to learn foreign languages 3 difficulties that people report about language learning	S individually	Reading	https://www.omniglot.com/language/learning/index.htm	
10 min	In pairs (student A & B), student A mentions a reason/strategy/difficulty they	S<->S pair or group work	Spoken Interaction & Listening		

	found in the text, student B tries to guess which language learning experience is referred to here				
5 min	Students get together in small teams. They are told to develop a questionnaire that should find out how young people feel about language learning. What questions could be asked?	Group work	Spoken Interaction / Grammar (formulating questions)		Focus on grammar: formulating questions
10 min	Students are given the handout "Language Learning Biography" and compare it with their own ideas.	S individually	Reading	https://maledive.ecml.at/Portals/45/1_Fragen_Biogr_EN.pdf	
10 min (optional)	Inspired by the example "Language Body", students reflect individually on their own language learning skills, history, preferences, likes/dislikes etc.	S individually S<->S pair or group work		https://maledive.ecml.at/Home/Examples/tabid/3636/language/en-GB/Default.aspx template "Sprachenfigur"	Reflection supported by "Sprachenfigur"
10 min	In small groups, students pick 5 to 7 aspects	S<->S pair or group work	Spoken Interaction &		

	that relate to language learning and interview each other in small groups		Listening		
30 – 45 min (in class or as home work)	Students now write their own language learning biography based on guiding questions. (optional: students are offered some practice samples for orientation)	S individually	Writing	Guiding questions (examples): <ul style="list-style-type: none"> • Which languages do I speak? • What do I remember about learning how to speak (in my mother tongue) • What were the first words I spoke? (you might have to ask a relative older than you ☺) • When/why did I start to learn other languages? • For how long have I been learning them? • What have been the most negative/positive experiences with learning other languages? • Can I remember a particular anecdote? • Are there any other languages I would like to speak one day? • What does it mean for me to “have a good command of a language”? • What advice would I give for language learning? 	Focus on various tenses (past, present perfect simple + progressive, will/”going to” future, simple modal verbs), adverbs, text coherence and cohesion - see practice samples for orientation
10 min	Students exchange their language biographies, find similarities and differences	S<->S pair or group work	Reading, Spoken Interaction		Peer feedback on written production
	Students hand in written production for teacher feedback				
30 min	Student re-edit their language biography, take a photo of themselves on their mobile phone and	S individually	Writing		IT room with access to PC or students use their

	<p>insert photo into the text</p> <ul style="list-style-type: none"> - digital texts are collected by teacher (data transfer via e-mail or USB device) and all student productions are inserted into one document (word, PDF...) - all language biographies are shared with all students (e.g. e-mail) 				<p>smart phones</p> <p>if available, language biographies can also be uploaded on a Moodle forum</p>
20 min	<p>students read selected biographies of their peers and prepare questions about details they would like to know about their peers' language learning experience</p>	S individually	Reading, Grammar (formulating questions)		
30 min	<p>Students exchange questions and answers, either orally (plenum discussion, pair/group work) or in written form (e.g. e-mail/moodle forum)</p>	Plenum or S<->S pair or group work	Spoken Interaction or Writing		if available, via a Moodle forum

MY LANGUAGE LEARNING BIOGRAPHY

1. *Consider the following questions. What would you say in response to each of the them?*
2. *Get together with a partner. Exchange your thoughts.*
3. *Present your partners views to others.*
 - Which languages do I speak?
 - What do I remember about learning how to speak (in my mother tongue)?
 - What were the first words I spoke? (you might have to ask a relative older than you ☺)
 - When/why did I start to learn other languages?
 - For how long have I been learning them?
 - What have been the most negative/positive experiences with learning other languages?
 - Can I remember a particular anecdote?
 - Are there any other languages I would like to speak one day?
 - What does it mean for me to “have a good command of a language”?
 - What advice would I give for language learning?

Sprachenfigur - Englisch

I am _____
and am in grade _____

These are the languages
my family speaks at home.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

These are the languages
I am learning or learned at school
and which I speak with my friends.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

This is my favorite language.

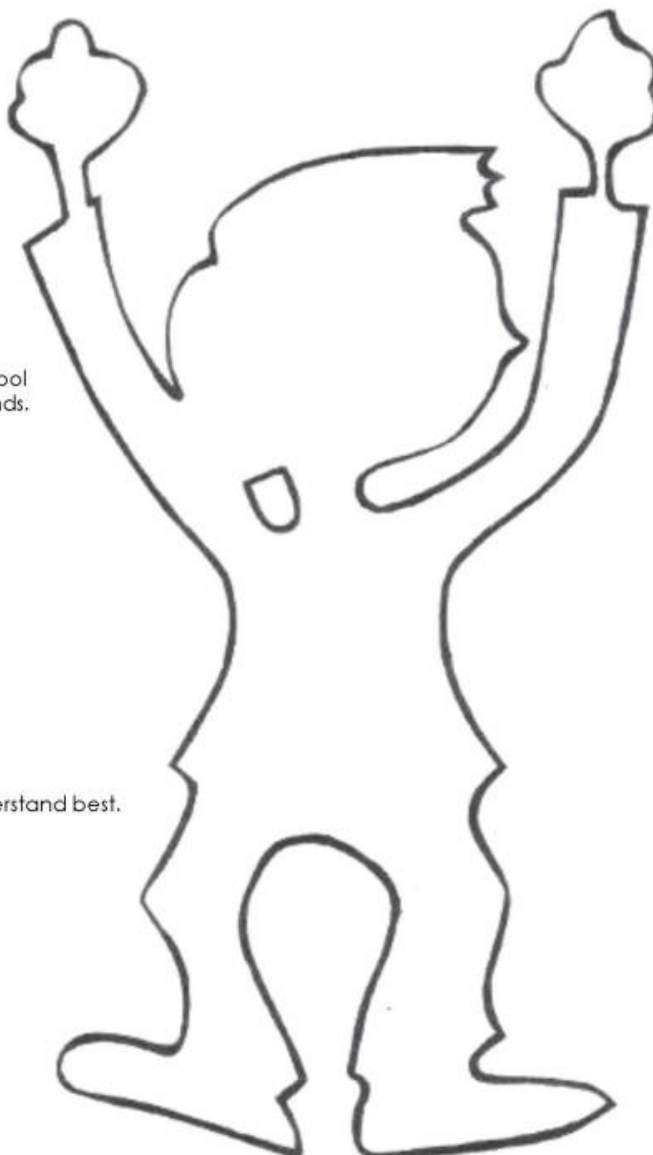
<input type="checkbox"/>	_____
--------------------------	-------

These are the languages I understand best.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

These are the languages
I would like to learn.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



Please colour the language figure using different colour patches and patterns.
The patches and patterns represent how well you can speak a language.
Make them larger or smaller according to your ability. Choose one colour to represent
each language you speak and use that same colour for all the questions.

Based on the European Language Portfolio (idea after Krumm/Jenkins, 2001, Copyright ÖSZ) and the Viennese Language Survey after Katharina Brizic

3.3 Memory

Level according to CEFR: A2+/B1-

Topic: Memory

Duration: 50 min

Reference to curriculum

- Die Schülerinnen und Schüler können einfachen Alltagstexten und unkomplizierten Sachtexten zu vertrauten Themen konkrete Informationen entnehmen (Lehrplan 2015, S. 28).
- Die Schülerinnen und Schüler können auf einfache Art ihre Meinung ausdrücken;- können einfache Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden (Lehrplan 2015, S. 28).
- Die verschiedenen Kompetenzbereiche (Hören, Lesen, An Gesprächen teilnehmen, Zusammenhängend sprechen, Schreiben, Umfang und Qualität des sprachlichen Repertoires) sind vernetzt zu entwickeln. (Lehrplan 2015, S. 13)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
2 min	T creates interest: tells Ss that they want to go shopping after school and need help remembering shopping list, T tells students to memorize 5 items and tell her after the lesson (e.g. a birthday card, candles,)	T-S	Speaking (Listening)		
5 min	T introduces the topic "memory", Ss speak in pairs about their favourite memorization techniques	S-S	Speaking (Listening)	worksheet	Hand out worksheet
3 min	T asks some students to share their techniques with class	T-S SS-SS	Speaking (Listening)	blackboard	Note down new words and phrases on the board
3 min	Ss discuss effectiveness of some techniques in pairs and give reasons	S-S	Speaking (Listening)	worksheet	

5-8 min	Ss read article about "10 tips how to improve your memory" to find out whether their assumptions about techniques were correct	S (individual work)	Reading	worksheet	
3 min	Ss discuss T/F questions after reading the text	S-S	Reading, Speaking	worksheet	
3-5 min	T gives instructions, Ss re-read the article and find grammar structures / sentence starters for giving advice (conditionals, imperatives, modals, ...), revise rules together in class	S (individual work)	Reading	worksheet	
2 min	T gives instructions: Ss read a blog entry and give advice using the phrases they have found in the article + their own ideas	T-S		worksheet	
10-15 min	Ss create a writing plan in pairs before writing, discuss their answers with a partner + brainstorm ideas and vocabulary	S-S	Writing, Speaking (Listening)	worksheet	
1 min	T asks Ss whether they remembered shopping list	T-S	Speaking (Listening)		

Memory

1. Warm-up

- Do you know any methods that help you to memorize things easily (e.g. names, ...)?
- What do you do to study notes effectively and remember them?

2. Which of the things below do you think improve your memory? Which don't help?

1. doing puzzles and crosswords	6. keeping fit
2. increasing your heart rate	7. listening to rock music
3. getting oxygen to your brain	8. chewing gum
4. eating fruit and vegetables	9. eating fish
5. listening to classical music	10. stress

3. Read the text and check your answers.

10 ways to improve your memory

A good memory is often seen as something that comes naturally, and a bad memory as something that cannot be changed, but actually, there is a lot that you can do to improve your memory. However, it does mean taking responsibility and making an effort. Here are the experts' top tips.

1. Take an interest – make an effort

We all remember the things we are interested in and forget the ones that bore us. This no doubt explains the reason why schoolboys remember football results effortlessly but struggle with dates from their history lessons! Take an active interest in what you want to remember, and focus on it consciously. One way to make yourself more interested is to ask questions – the more the better!

2. Repeat things

Repeating things is the best way to remember things for a short time, e.g. remembering a phone number for a few seconds. 'Chunking' or grouping numbers helps you to remember them, e.g. the following numbers would be impossible for most of us to remember: 1482178919318483. But look at them in 'chunks', and it becomes much easier: 1482 1789 1931 8483.

3. Form a mental picture

Another way to make something more memorable is to think about something visual associated with it. Form a mental picture, and the stranger the picture the better you will remember it! If an English person studying Spanish wanted to remember the Spanish word for duck, 'pato', he/she could associate it with the English verb 'to pat' and imagine a picture of someone patting a duck on the head.

4. Invent a story

To remember long lists, try inventing a story which includes all the items you want to remember. In experiments, people were asked to remember up to 120 words using this technique and when they were tested afterwards, on average they could remember ninety percent of them!

5. Organise your ideas!

If we organize what we know in a logical way then when we learn more about that subject we understand that better, and so add to our knowledge more easily. Make well-organised notes. Be sure things are clear in your mind. If not, ask questions until you understand!

6. Listen to Mozart

7.

Many experts believe that listening to classical music, especially Mozart, helps people to organize their ideas more clearly and so improves their memory. Sadly, rock music does not have the same effect!

8. Take mental exercise

If you do not want to lose your memory as you get older you need to keep your brain fit, just like your body: 'use it or lose it' is the experts' advice. Logic puzzles, crosswords and mental arithmetic are all good 'mental aerobics.'

9. Take physical exercise

Physical exercise is also important for your memory because it increases your heart rate and sends more oxygen to your brain, and that makes your memory work better. Exercise also reduces stress, which is very bad for the memory.

10. Eat the right things

The old saying that 'eating fish makes you brainy' may be true after all. Scientists have discovered that the fats found in fish like tuna, sardines, and salmon – as well as in olive oil – help to improve the memory. Vitamins C and E (found in fruits like oranges, strawberries, and red grapes) and vitamin B (found in lean meat and green vegetables) are all good brain food, too.

11. Drink coffee

Caffeine may not be too good for you, but like exercise, it increases your heart rate and sends more oxygen to your brain. A cup of coffee really does help you concentrate when you sit down to study. And if you don't like coffee, don't worry – experts believe that chewing gum has the same effect!

After-reading activity

1. Mark the following statements *True* or *False*, and find the justification for your answer in the text. Then compare your answers with a partner.

	T	F	Justification
a) School children often don't remember facts about history because they find it very boring.			
b) Repeating things is effective for long-term memory.			
c) Using a story to help you remember long lists is not very effective.			
d) Listening to all types of music helps to improve memory.			
e) 'Mental exercise' is more important for the memory than physical exercise.			
f) All fats and oils are bad for the brain.			
g) Chewing gum helps you to concentrate even better than coffee.			

2. **Language focus: Giving advice**

Re-read the article and underline useful words and phrases for giving advice.

3. **Writing**

Your school-website offers an anonymous advice forum for students. You work as a student advisor.

Read the following entry:

Date: 18/02/2017
<i>How can I improve my memory?</i>
posed by: <i>Overworked</i>
It's only the first month of school and I'm already feeling stressed out! Exam season is coming up and I hardly find time to study for the upcoming exams and finish my homework assignments on time. Occasionally, I only find time to finish my homework during the morning commute to school, which has affected my grades. On top of all of that, my English teacher gives us long lists of words we need to memorize for the next lesson. I usually stay up all night and try to repeat those words over and over and ask my friends to quiz me the next day, but I struggle to remember them at the test. What else can I do to remember things while studying?

You decide to write a comment.

In your comment, you should:

- paraphrase the given situation in your own words
- describe a similar problem of your own (showing empathy) and
- give him/her some advice describing your favourite way of studying

Useful language:

1. (If I was/were) in that (that kind of) situation, I'd ...
2. Have you thought about ...?
3. If it was/were me, I'd ...
4. Make sure you (don't) ...
5. The sooner you ... the better.
6. Whatever you do, ...
7. Your only option is to ...
8. You have no choice but to ...
9. You could/should...

Write around 250 words.

3.4 Murder Mystery

Duration: 40-50 min

Level according to CEFR: A2-B1

Reference to curriculum:

Die Schüler und SchülerInnen

- können eine Reihe von sprachlichen Mitteln anwenden, um ein Gespräch zu beginnen, in Gang zu halten und zu beenden; -
- verfügen über die der Ausbildungshöhe angemessenen linguistischen, soziolinguistischen und pragmatischen Kompetenzen;

(Lehrplan 3-jährige Fachschule für wirtschaftliche Berufe 2015, S.21)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5-10 min	Introduction to the game, what happened, introduction to the task and rules of the game, handing out materials	T-S	reading	Settings handout role cards (one each) factsheet	
25-40 min	Murder mystery game: students talk to each other and take notes about the stories and background of the other characters and by means of deduction find out who of the characters must be lying and committed the crime.	S-S ...	Speaking / communicative skills writing: taking notes asking questions past tenses	role cards (one each) factsheet	...

Source: <https://www.eslwriting.org/esl-english-speaking-murder-mystery-game-activities-fluency/>

MURDER MYSTERY CLUES AND FACTS

This is a group work fluency exercise. Each person is one character. Read the information about your character. Move around the class and talk to the other characters. Your objective is to find out who killed the English teacher.

Game Background

During a high school reunion, the guests heard a loud scream at 8.45 pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, and a picture of another teacher.

Game Play

Your job is to talk to the other characters and ask:

- who they are
- what they remember about Miss Greenspoon
- what they were doing when they heard Miss Greenspoon scream as she was killed
- collect clues and use your brain power to find out the name of the murder

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 1

Name: Roy Kingston. You are an ex-student.

Memories: She was a tough teacher. She said you had talent but you hated the extra work. But now you're grateful. You're a writer, you have just written a new book.

Alibi: You saw Miss Greenspoon about 7 pm. You gave her a copy of your new book and she was pleased. When you heard the scream you were talking to Jenny Star, another ex-student.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 2

Name: Jenny Star. You are an ex-student.

Memories: Miss Greenspoon was a terrible woman so you quit school. Now you work in a chicken factory. Your life is terrible and it's Miss Greenspoon's fault. You're glad she's dead!

Alibi: At 8 pm you saw her arguing with Mr. Browman. They were talking about someone with a name like Harry or Terry. You couldn't hear very well. When you heard the scream, you were talking to Roy Kingston.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 3 Name:

Barry Dean. You are a school teacher. **Memories:** She was a serious woman and she wasn't easy to like. Nobody at school knows this but she was your mother. She gave you up for adoption when you were a baby. You have spent your life looking for your father.

Alibi: About 7.30pm you were arguing with Miss Greenspoon. She wouldn't tell you who your father is. When you heard the scream, you were looking for Mr. Browman. But you could not find him. You went to his office and knocked on the door but nobody answered.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 4

Name: Tom Wilkins. You are the *school janitor (Schulwart)*.

Memories: She was a great lady and you couldn't understand why she was single. You wanted to have dinner with her but you were afraid she would say no.

Alibi: You saw her arguing with Mr. Dean. You never liked him. He was always upsetting Miss Greenspoon. You went to see if Miss Greenspoon was okay after talking to Barry Dean. She was crying so you gave her your handkerchief. When you heard the scream, you were in the men's bathroom. You cut your hand on some broken glass in the Sports Hall and needed to clean your hands.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 5

Name: Sarah Johnson. You are an ex-student.

Memories: She was a scary teacher. Most students worked hard because they were afraid of her. You did well in English and you are training to be a teacher. **Alibi:** At about 7:45pm, you were telling Miss Greenspoon about your studies but she wasn't interested. She kept looking around. Then she saw Mr. Browman and said she had to go. You thought she was a bit rude. **Alibi:** When you heard the scream you were dancing in the Sports Hall.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 6

Name: Robert Browman. You are the school principal.

Memories: You have known Miss Greenspoon since you were college students. You thought she was a wonderful woman. You will miss her very much. Alibi: You were busy this evening. You didn't see Miss Greenspoon. When you heard the scream, you were working on the computer in your office.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 7

Name: Elizabeth Moon. You are a school teacher.

Memories: She was a good teacher but she didn't have many friends. She seemed like a woman who had many secrets.

Alibi: You saw her walking to her classroom about 8:15pm. She was crying. She was wiping her eyes with a handkerchief. When you heard the scream you were drinking with teachers in the Sports Hall.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 8

Name: Kelly Winters. You are a school teacher.

Memories: You just started at the school so you didn't really know Miss Greenspoon. She seemed to spend a lot of time with Barry Dean, who was much younger than her.

Alibi: You didn't see Miss Greenspoon that night. But other people said she had an argument with Mr. Browman. When you heard the scream you were talking to the new teachers in the Sports Hall.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 9

Name: Jay Stanford. You are an ex-student.

Memories: She wasn't one of your teachers when you were at school but you always heard that she was strict.

Alibi: You saw Miss Greenspoon in the early evening talking with Tom Wilkins. You never liked Tom. He sometimes followed the female teachers. When you heard the scream you were getting something to drink in the Sports Hall.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 10

Name: Jeff Perry. You are an ex-student.

Memories: She was very strict and not very friendly. Most of the students were afraid of her.

Alibi: You arrived at the party before 7pm. When you heard the scream you were in the Sports Hall dancing with an old school friend, Sarah Johnson.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 11

Name: Ian Hammer. You are the school receptionist.

Memories: She was a polite woman but not very friendly. Secretly, you always thought that she had a love-hate relationship with Mr. Browman.

Alibi: You arrived late and you didn't see her all evening. When you heard the scream you were washing your hands in the men's room. You saw Tom Wilkins in the washroom. It looked like he had blood on his hands.

MURDER MYSTERY

Background: During a high school reunion, the guests heard a loud scream at 8.45pm. Five minutes later, Miss Greenspoon, the school's oldest English teacher was found dead. Someone had hit her on the head with a statue. Many items were found beside her body including a book, a handkerchief, a picture of another teacher.

Read your character. Mix with the other characters in the group and collect clues. Try to find out who killed the English teacher.

Character 12

Name: Dick Kennedy. You are a Spanish teacher at the school.

Memories: You had a one-sided love affair with Miss Greenspoon. A few years ago, you dated her. One night she told you she had fallen in love as a young woman but it was a short relationship. She did not tell you anymore. The next day, she said she did not want to see you again.

Alibi: In the late afternoon, you were drinking at the bar and wondering why Miss Greenspoon seemed so stressed after talking to Barry Dean. When you heard the scream you were at the bar.



Character 1	Character 7
Character 2	Character 8
Character 3	Character 9
Character 4	Character 10
Character 5	Character 11
Character 6	Character 12

3.5 Paragraph Writing – Intro topic sentence

Level according to CEFR: A2+/B1-

Topic: Writing a paragraph

Duration: 50 min

Reference to curriculum

- können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens- oder Arbeitsbedingungen, Alltagsroutinen, Vorlieben oder Abneigungen usw. geben
- können auf sehr einfache Art ihre Meinung ausdrücken;
- können einfache Texte zu vertrauten Themen verfassen und dabei die Sätze mit den häufigsten Konnektoren verbinden; (HLT 2015 p. 27)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
2 min	T introduces the topic (paragraph writing), Brainstorming: Ss are asked to discuss in pairs what they know about paragraph writing	T-S	Speaking		
2 min	T ask Ss to come to board and write down their ideas	T-S	Speaking Writing	whiteboard	
2 min	Discuss their ideas in plenum	T-S	Speaking	whiteboard	
2 min	T asks students which pairs* they can find	T-S	Speaking Listening	*Whiteboard/ppt – projector/dictation <ul style="list-style-type: none"> • volleyball • TV shows • shopping • sitcoms • buying hiking boots • sports 	Key: <ul style="list-style-type: none"> • volleyball +sports • TV shows +sitcoms • shopping + buying hiking boots
2 min	Ss fill in their handout	S	Writing	handout	
2 min	Ss find out which info is specific and which is general – work in pairs – justifying their choices	S-S	Writing	handout	
2 min	Plenum – discussion their	T-S	speaking	handout	

	ideas – giving justifications				
2 min	Ss read – what is the function of a topic sentence, underling important 4 words	S	reading	handout	
2 min	Plenum – discussion their ideas – giving justifications	T-S	speaking	handout	
4 min	Detecting the topic sentence in two examples	S	reading	handout	
4 min	Plenum – discussion their ideas – giving justifications	T-S	speaking	handout	Which is the topic sentence? Which could be the concluding sentence?
8 min	Analysing task – see handout	S-S	reading	handout	...
2 min	Plenum – justification of their ideas	T-S	speaking		
4 min	Layout of a paragraph	S	re-writing	handout	
2 min	Teacher making sure everyone has the correct layout	T			
8 min	Preparing HW – brainstorming See handout	S	Brainstorming ideas for HW		Write a paragraph about your hobby and do the self-check

I. GENERAL INFORMATION

SPECIFIC INFORMATION

.....

.....

.....

II. GENERAL INFORMATION (G) OR SPECIFIC INFORMATION (S)

- | | |
|---|----------------------------|
| learning about another culture | jog daily |
| good reasons to have an international pen pal | do aerobics |
| improving your English writing skills | how to stay in shape |
| making a friend abroad | avoid junk food |

III. TOPIC SENTENCES

A topic sentence is important for organising a paragraph because it states what the entire paragraph is about. A good topic sentence is a general sentence that presents the topic clearly.

My car always smells like exhaust fumes. I've had two flat tires this year. Sometimes it won't even start in the morning.

- a) My car smells, has flat tires and won't start.
- b) So it's time to get a new car.
- c) I have a lot of trouble with my car.

A long time ago the apple was a symbol of forbidden knowledge because of the story of the Garden of Eden in the Bible. Later it became a traditional gift for teachers. These days many people think of the computer and mobile phone company with the same name when they hear the word "apple".

- a) Apples taste good, too.
- b) The apple has been a symbol of many things.
- c) The apple is a well-known company logo.

IV. A PARAGRAPH

Three Special Places

Near my flat there are three places I like going to. The first is the Thai Orchid Restaurant. Thai food is my favourite kind of food and the chef there is excellent. The restaurant is not too expensive, so I often go there with my friends. It is a nice place to relax, talk and enjoy a delicious meal. The second place is Powell's bookstore. Powell's is one of the biggest bookshops in the city, so I can find books on almost any subjects there. The people who work there are very friendly. If I cannot find a book, they will gladly order it for me. The third place I like going to is the park down the street from my flat. It has huge trees and a beautiful garden. I sometimes go there after eating a fine Thai meal and then I sit under a tree and read a book from Powell's. (156 words)

a) What is the main idea of the paragraph? Circle it. Thai food places I like reading in the park

b) Underline the topic sentence.

c) Subtopics are parts of the main topic. There are three subtopics in the paragraph. Write them here.

1) 2) 3)

V. LAYOUT

Copy the text and correct the layout.

Start the first line of the paragraph a little to the right of the other lines. It should start about five spaces to the right.

Write to the end of every line except the last one.

If a sentence ends in the middle of the line, do not go down to the next line to start the next sentence.

WRITING TASK

Your school magazine is publishing short articles written by this year's new students. You have decided to write a paragraph about your favourite hobby (around 120 words). Your text contains a topic sentence and three subtopics.

BEFORE you write, answer the following questions:

1) What is your main topic?

.....

2) What are your subtopics?

a)

b)

c)

AFTER you have written your text, complete the checklist:

- | | | |
|---|-----|----|
| 1) I have written a clear topic sentence. | yes | no |
| 2) I have written about three subtopics. | yes | no |
| 3) I have written a paragraph. | yes | no |
| 4) I have checked the spelling. | yes | no |
| 5) I have checked the grammar. | yes | no |

.....

.....

date

signature

Source: adapted from Writing from Within

3.6 Office activities

Level according to CEFR: A2-B1

Topic: The World of Work

Duration: 15 mins

Reference to curriculum: Der Vermittlung von Wortschatz und Grammatik in vielfältig kontextualisierter und vernetzter Form ist größtes Gewicht beizumessen (Lehrplan 2004:2)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
15 mins	<p>1. T introduces the topic (The world of work; office activities). Brainstorming: S are asked to name different office activities (T helps them with E equivalent).</p> <p>2. T encourages two volunteers to act out office activities. The other students have to guess the activities. T helps with vocabulary.</p>	T-S S-S	Speaking Vocabulary	Blackboard	Note down some of the activities on the blackboard
...

3.7 Past tense- QR code challenge

Level according to CEF: A2/B1

Topic: Practicing the present tense – Self-study Practice

Duration: 50 min

Reference to curriculum:

- verstehen mündliche Kommunikation in alltäglichen und vertrauten Situationen, wenn in deutlich artikulierter Standardsprache gesprochen wird;
- verstehen in einfacheren Tonaufnahmen, Podcasts, Radionachrichten sowie Videos über vertraute Themen die Hauptpunkte, wenn relativ langsam und deutlich gesprochen wird;
- können schriftlich auf einfache Art über Ereignisse, Erlebnisse und Erfahrungen berichten;
- können die erworbenen sprachlichen Kompetenzen teilweise vernetzt anwenden;
- verfügen über die der Ausbildungshöhe angemessenen linguistischen, pragmatischen Kompetenzen.

rough time frame	Procedure	interaction format	skills / lang. systems	materials	notes
5 min	Teacher hands out the worksheet and explains the idea of working with QR codes; She/he tells the students that they are supposed to show the completed work for checkmarks.	Instruction	Listening	QR Code Worksheet; worksheet past tense for students to pick up when needed.	Prepare copies of pages 1 – 2 of http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-lesson-past-simple-airtravel.pdf
50 min +	Students complete the worksheet and interactive activities with their devices (mobile or PC)	Self-study	Different skills (reading, listening, past tense,)	QR Code Worksheet; worksheet past tense for students to pick up when needed. Devices (mobile or PC)	On most smartphones the camera works as a built-in QR code reader.



Scan the QR Codes with your phone

1 Past tense practice: Complete the sentences
<https://learningapps.org/display?v=p4oi4s4tj20>

2 Past tense practice: Complete the text
<https://www.englishpage.com/verbpage/verbs4.htm>

3 Watch the video with lots of examples; write down 5 examples into your notebook
https://www.youtube.com/watch?v=etvW0FOD_so

4 Complete pages one and two of the worksheet; ask your teacher for a copy
www.allthingsgrammar.com/uploads/2/3/2/9/23290220/at8-lesson-pastsimple-airtravel.pdf

5 Irregular verbs practice: complete the table and show a screenshot to your teacher
<https://learningapps.org/6212940>

6 Writing in the past tense: A short story. Look at the website and do the exercises
<https://learnenglish teens.britishcouncil.org/skills/writing/intermediate-b1-writing/short-story>

The activities on this worksheet will help you to practice the past tense.

Instructions: Scan the QR Codes with your smartphones or follow the links.
After you have completed an activity, take a screenshot and show it to your teacher for a checkmark (1,2,5,6). For 3, show your teacher your notebook, for 4 the worksheet

Past Tense Practice

Checkmarks from your teacher

1

2

3

4

5

6

✓

3.8 Past tense – Speaking

Competences: A2/B1

Competence: Speaking
Topic: Past Tense

Reference to Curriculum: „können schriftlich wie auch mündlich detailliert über Ereignisse und persönliche Erlebnisse und Erfahrungen berichten“

Learning objective: Students will be able to tell a story about themselves using the past tense

Rough time frame and Procedure	Skills	Materials needed	Notes and possible problems
<p><u>Preparation</u> Engage (5 minutes): The teacher randomly pulls a slip of paper out of the basket and uses the topic on the paper to tell a short story using the past tense.</p>	<p>Listening to a story (Level A2) in past tense</p>	<p>A basket (or something similar) to hold slips of paper with prompts written on them. The prompts relate to telling stories in the past tense such as: “What was the happiest day in your life?” or “Talk about a time you were really scared”, etc.</p>	
<p><u>Explanation</u> Study (15 minutes): The teacher asks the students questions regarding the story just told to check for comprehension. Teacher writes down vocabulary words used in the story, discusses pronunciation and grammatical patterns of key phrases, and reinforces the past tense of the verbs (verbally or written on the board)</p>	<p>Understanding instructions, text comprehension, answering questions</p>	<p>Board: Word order: Yesterday, in the evening ... at the beginning of a sentence</p> <p>Links and adverbs: but, because, suddenly, then, afterwards, ...</p>	<p>Students might not be able to think of a spontaneous response to the teacher’s question(s)</p>
<p><u>Activity</u> Activate (30 minutes): The students take turns pulling prompts out of the basket. They each have 3 to 5 minutes to tell their story (using past tense!) regarding their topic.</p>			<p>Students might not be able to think of a story they could tell; Solution: Teacher could offer some leading questions to get the students started; Students might have problems with irregular verbs</p>
			<p>Afterwards (if there is some time left) the students can vote: most interesting story, best storyteller, ... The winner gets a prize (jelly beans, chocolate bar, ...)</p>

4 B1

4.1 Analysing ads

Level according to CEFR: B1

Duration: 15-20'

Topic: Advertising (analysing an ad)

Reference to curriculum:

- Themen aus dem Umfeld der Schülerinnen und Schüler sowie aktuelle gesellschaftliche und berufliche Themen: [...] Werbung.
- In allen Gegenständen sollen authentische Materialien und Impulse verwendet werden, die geeignet sind, die fremdsprachliche und fachsprachliche Kompetenz der Lernenden zu fördern.

(Lehrplan 3-jährige Fachschule für wirtschaftliche Berufe 2015, S. 9; 21)

rough time frame	procedure	interaction format	skills / lang. systems	materials	Notes
--	--	--	--	--	Previous knowledge: features of TV commercials, advertising strategies
5'	T announces that sts are going to watch a commercial selling a beauty product for men. Sts should write down 5 thoughts about what they expect to hear/see in the commercial.	Solo work	Written production	paper/prepare a handout	
5'	Sts watch the commercial: "Axe Peace – Make Love Not War"; Sts take notes to see if their expectations were verified or not; what was expected/unexpected for them	Solo work Whole-class	Listening comprehension Spoken	projector, link to ad: https://www.youtube.com/watch?v=OZ38VrjdE_I paper/prepare handout for sts to take notes	

	Discuss the results in class		production/ interaction		
5-10'	T puts sts into groups of 3-4 and hands out the analysis worksheet; Sts watch the commercial again and answer their assigned analysis questions; Sts compare notes in their group; Discuss all the results in class.	Solo work / group work Whole-class	Listening comprehension Spoken production/ interaction	projector, ad, analysis worksheet	No more than 1-2 analysis questions per group; Possible questions: see below

Analysis questions for commercials:

- a) What kind of product is advertised and when is it shown?
- b) Who is the target audience?
- c) What do setting, context and the depiction of the characters signify?
- d) How do sounds affect the viewer? Is the absence of dialogue effective? Why / why not? If not, where would you add dialogue and what would the characters say?
- e) Tick the features of advertising you can identify. State if they are effective or not. (options: surprise effects, testimonials, stereotypes, scientific evidence, catchy slogan, popular song, jingle, humor, symbols, ...)
- f) What is the message of the commercial and how does it relate to the product?

4.2 Environment G. Thunberg

Level according to CEFR: B1

Topic: Environment

Duration: 30 minutes

Reference to curriculum: Themen aus dem Erfahrungsbereich der SchülerInnen sowie gesellschaftspolitische, soziale und wirtschaftliche Themen.

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5'	T introduces the topic, shows picture of Greta Thunberg. Ss are asked to tell what they know about her	T-S	Speaking	Beamer	
5'	YouTube Video: Greta Thunberg at the UN "How dare you ..."		listening	PC / Beamer	
20'	"Be the New Greta" – Write a speech: be as passionate and dramatic as possible <ul style="list-style-type: none"> - Introduce yourself - Explain what we are doing wrong - Give solutions to save the planet 	Ss-Ss Group work (T-S)	writing		Prepare: vocab G.T used in her speech
	Follow-up: presentations		Speaking		

4.3 Environment vocab task

Level according to CEF B1

Topic: Environmental protection

Duration 5-10 minutes

Reference to curriculum: Die Schülerinnen und Schüler können ihre sprachlichen Fähigkeiten einschätzen und verfügen über Strategien zum Spracherwerb.

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
2 minutes	Every student picks a paper slip and memorizes the sentence.	student works individually	memorizing a sentence/lexical structures	paper slips with sentences about environmental protection	The teacher can hand out sentences of different lengths and complexity to cater for different levels
5 minutes	The student looks for a partner to teach him/her the sentence and also to learn the other person's sentence by heart.	pair work	Memorizing a sentence/lexical structure	...	...
2 minutes	students can volunteer to recite the sentences they memorized	in class	Reproducing sentences/lexical structures		Tidbit Sigrid Küstler workshop

MATERIAL (cut out)

Some believe that extreme weather conditions are due to the way we treat our environment.

We face severe economic and environmental issues due to global warming and climate change.

Sometimes ski slopes are closed because of the danger of avalanches.

Droughts, hurricanes and floods are extreme weather conditions.

Some parts of Australia are parched after years of almost no rain.

Some parts of Australia are experiencing the lowest rainfall on record.

Land that should be drenched by rain at least once a year remain dry.

Rainforest have to be protected because they absorb CO₂ from the air.

We need to cut back on CO₂ emissions.

We all have to stop the waste of natural resources.

I was living in Sri Lanka when the tsunami hit.

The tsunami was caused by an earthquake.

The land is too parched to be fertile.

Sea level rise due to the fact that the ice caps are melting.

People who are vegetarian lessen their carbon footprint.

4.4 Film review

Level according to CEFR: B1

Topic: TV and cinema
Duration: 50 minutes

Reference to curriculum: Media

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min 3min	Collecting vocabulary and reading questions for a film review Forming groups	In class	Pronunciation when reading aloud, vocabulary for describing films and series	Focus on Careers 1 p 94-95	
20-30 min	Writing a film review about a film of your choice...	groupwork	Interaction with other members of the group, looking up and using vocabulary, writing a text in full sentences	Focus on Careers 1 (vocabulary p94 – 95, questions)	Some of the reviews should be presented orally by the group in the next lesson

to ease

sthg that is new and interesting

future

short sexual relationship

lasting

to motivate, strengthen

to continue doing sthg. in a determined way

to gradually end

a very small piece of fire

disappointed

to remove

to know well

worry

with sexual or pornographic scenes

negative aspect

doing sthg. a lot

to require a lot of work.....

annoying, maddening

Statement	True	False	Justification (First four words)
Americans prefer meeting in a traditional way to finding love online.			
According to one user, it is easy to find a lifelong partner via apps.			
This user stops using the app from time to time.			
Other users have experienced problems with people lying about themselves.			
Dating apps mean big business for companies.			
Using apps too often can make you feel isolated.			
People in charge of these apps do not know about a change in attitude of their clients.			

4.5 Five regrets

Level according to CEFR: B1

Topic: “The Top Five Regrets of the Dying” by Bronnie Ware

Duration: 15 minutes

Reference to curriculum: Soziales Thema/Berufliche Praxis

Die Schülerinnen und Schüler verstehen in Tonaufnahmen, Podcasts, Radionachrichten sowie Videos die Hauptaussagen und wichtige Einzelinformationen in einem breiten Spektrum an vertrauten Themen, wenn in deutlich artikulierter Standardsprache gesprochen wird; Sie können sich in vielen unterschiedlichen Situationen verständigen, in denen es um einen Austausch von Informationen und Meinungen in Zusammenhang mit Familie, sozialen Beziehungen, Schule, Arbeit, Freizeit und aktuelles Geschehen geht

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
1:58 x 2 5 min	Watch and listen to the short video and take down all five regrets of the dying people – then check with your partner	Individual work & partner work	“I wish had” - how to express regrets	Video: https://youtu.be/nayz3xJxRTA	Listen twice
1:58 5 min	Collect the 5 suggestions Bronnie Ware makes - then check with your partner	Individual work & partner work	“What if” – how to make suggestions	Video: https://youtu.be/nayz3xJxRTA	Listen once

4.6 Food and dishes

Level according to CEF

Topic: Food & dishes

Duration: 35 minutes

Reference to curriculum: (LPHLW2016, Kompetenzmodul 3)

S. verstehen klar formulierte, unkomplizierte Vorschriften und Anleitungen
S. verstehen in einfacheren Tonaufnahmen, Podcasts, Radionachrichten sowie Videos über vertraute Themen die Hauptpunkte und wichtige Einzelinformationen, wenn in deutlich artikulierter Standardsprache gesprochen wird

Didakt. Grundsätze: Der Einsatz von Informations- und Kommunikationstechnologien ist in allen Unterrichtsgegenständen anzustreben
Persönl. method. Überlegungen: Erleichterung des Wortschatzlernens durch mehrkanalige Einführung (auditiv, visuell) & Kategorisieren

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 min	T asks Ss about their cooking habits and recipes for dishes they know. T mentions Jamie Oliver and his cooking shows.	T - S	Speaking, Listening	Blackboard	T writes down unfamiliar words.
5 min	Ss watch the video from J. Oliver's Ministry of Food Campaign, 'The perfect omelette': https://www.youtube.com/watch?v=OQyRuOEKfVk	S	Listening	Handout with table showing categories: ingredients, quantities, kitchen utensils, adjectives for describing dishes, verbs for steps of preparation	T notes down unfamiliar words
5 min	Ss watch the video a second time (now with subtitles) While watching the video Ss complete the table	S - S - T	Listening, Reading, Writing		
5 min	Ss compare their results with their neighbours and complete the table with missing words (other Ss and T help if necessary)	T - S	Reading, Writing, Speaking, Listening		
5 min	T asks Ss about varieties of and side dishes for Jamie Oliver's perfect omelette.			Handout with table Blackboard	
5 min	In pairs Ss talk about ingredients and preparation of 'Palatschinken', the Austrian variety of pancakes and varieties of fillings.	S - S	Speaking, Listening	Handout with completed table	

4.7 Life cycle of a T-shirt

Level according to CEFR: B1

Topic: The life cycle of a t-shirt (Shopping / Garment working conditions)

This lesson plan should be embedded in the topic of SHOPPING / GARMENT WORKING CONDITIONS / SWEATSHOPS and can be stretched out over more or also fewer lessons depending on how in depth the topic is taught / the interest of the students.

Reference to curriculum:

1. und 2. Semester:

Bildungs- und Lehraufgabe:

Die Schülerinnen und Schüler

- können im direkten Kontakt und in den Medien Hauptaussagen und wichtige Details verstehen, wenn Standardsprache (diese inkludiert auch regionale Varianten, sofern sie der Normsprache entsprechen) gesprochen wird und wenn es um vertraute Themen geht, wie man ihnen normalerweise im alltäglichen, gesellschaftlichen, beruflichen Leben oder in der Ausbildung begegnet; (hören / Medien)
- können selbstständig lesen, Lesestil und -tempo verschiedenen Texten und Zwecken anpasse und geeignete Ressourcen (Nachschlagewerke, unterstützende Medien) gezielt nutzen; (lesen)
- Sachverhalte im Rahmen des eigenen Interessens- und Fachgebiets klar, geordnet und detailliert beschreiben, darstellen und präsentieren; (zusammenh. sprechen)
- klare, strukturierte Texte zu verschiedenen Themen aus ihrem Interessens- und Fachgebiet verfassen; (schreiben)
- die textsortenadäquaten Konventionen der Gestaltung und Gliederung einhalten. (schreiben)

1st Lesson:

rough time frame	Procedure	interaction format	skills / lang. systems	materials /Notes
15 - 20 min	<p>(Pre-teaching shopping (vocabs) and sweatshops has already been done!</p> <p>SS are asked by the T if they have ever thought about processes being involved in the production of the clothes they are wearing right now.</p> <p>→ SS discuss this in groups of 2 for around 3-4 minutes.</p> <p>Then T writes words and phrases down on</p>	<p>-</p> <p>SS</p> <p>ST</p> <p>S</p>	<p>-</p> <p>S</p> <p>Vocabs</p>	<p>-</p> <p>Whiteboard: Stitch, bleach, sew, seam, etc.</p> <p>Whiteboard</p>

	<p>the white board (S copy into VocabLog)</p> <p>After that T asks SS to have a look at the tag of their clothes and find out where those have been produced.</p> <p>T writes them down on the whiteboard (maybe in the form of a map of the world → most will be in Asia)</p>			
20 min	<p>TED - The Live Cycle Of A T-Shirt:</p> <ol style="list-style-type: none"> 1. SS watch the video → after they have watched the video students get a worksheet and should fill in the correct answers from their memory 2. SS watch it again and check their answers → then going over all the questions together → questions 7.- 8. are open questions and can lead to discussions 	<p>individual</p> <p>SST</p>	<p>L (watching the video)</p> <p>S</p>	<p>Worksheet: TEDEd life cycle of a tshirt_worksheet</p> <p>Youtube: https://www.youtube.com/watch?v=BiSYoegb_VY</p>
10min	<p><u>Discussion:</u> <i>Are you willing to pay more for your clothing if it has less impact on the environment and the people who work to create it?</i></p> <ol style="list-style-type: none"> 1. SS discuss the questions together 2. Class discussion 	<p>SS</p> <p>ST</p>	S	Worksheet

2nd Lesson:

rough time frame	procedure	interaction format	skills / lang. systems	materials /Notes
15-20 min	<p>Revising what has been done last session and going over the vocabs one more time.</p> <p>Reading the Lyrics / Transcript of the video together and adding more words to the list</p>	SST	W, Vocabs	<p><u>New vocabulary:</u> environmental impact, seeds, pesticides, crop, pollutant, harm the health, average, surrounding ecosystem etc. → using (online) dictionaries</p>
40min	<p>Re-Writing & Poster Creation:</p> <p>In the next step the T puts the SS into groups of 3 and tells them to work on the text and RE-WRITE it!</p> <p>The task is to re-write the text in a way that...</p> <ol style="list-style-type: none"> 1. it is written in the "I"-perspective (→ using passive voice) so that the T-Shirt "speaks" and tells its own story: <i>Farmers pick the cotton for me on the field; I am being sewed and stitched together by garment workers; I am shipped by huge freighters from Asia to America; etc.)</i> 2. it can be understood by English speaking primary kids → so they should work on the text and make it easier → work on the vocabs 3. they can create a poster out of it + drawing <p>→ Students start their poster</p>	<p>Independent work!</p> <p>SS</p> <p>Teachers helps</p>	R / W	<p>The tasks needs to be instructed very thoroughly and maybe also explained in the mother tongue of the students if necessary.</p> <p><u>Material:</u></p> <p>poster</p> <ul style="list-style-type: none"> - Transcript - Felt-tips / Markers - Dictionary / Internet for unknown words & translations

3rd Lesson (this lesson can be stretched out depending on the group sizes, level of the learners and motivation of the students)

rough time frame	procedure	interaction format	skills / lang. systems	materials /Notes
30 min	SS keep on working on their poster. T functions as a supervisor, advisor, helper!	SS SST	W, Vocabs	
around 15 min depending on how many groups	SS Present their Poster to the class (Graded by the teachers) SS hang up the poster on the pin board in the back.		S	Poster presentation + hanging them up

Homework:

RECORDING:

Talking about the life cycle of a t-shirt and garment shopping conditions (Task Attached

Talking about SHOPPING (record yourself: 2-3 minutes)

After you have watched the clip “The life cycle of a t-shirt” and having worked on the topic “Sweatshops” in school you want to express your own opinion on the topic in a short talk. In your talk you should: • state your opinion on the topic and give some info on it (use clip and statistics on the right side) • explain if this topic will affect your shopping habits for the future • discuss who is responsible for the poor working conditions and what can be done

Record your talk (on your phone) and send it.

TEDEd: the life cycle of a t-shirt



1. Where in the world is cotton commonly grown?

- a. Turkey
- b. India
- c. England
- d. China
- e. Bangladesh
- f. America

2. To produce the average t-shirt takes:

- a. \$ 15
- b. 225 kg of cotton
- c. Large amounts of pesticides
- d. 35 kg of cotton
- e. 2700 liters of water

3. Of the 22.7 million metric tons of cotton produced, ____ is grown organically.

- a. Less than 1%
- b. About half (50%)
- c. About a quarter (25%)
- d. Approximately 10%

4. The snowy ropes of cotton produced to create fabric are called:

- a. Yarns
- b. Slivers
- c. Bales
- d. Knits

5. After t-shirts are made and shipped to high income countries, often the ____ footprint of the item increases drastically.

- e. Cadmium
- f. Cotton
- g. Carbon
- h. Lead

6. If you decreased the amount of laundry loads in your household to 100 less than the average, how much water would you save per year?

- a. 200 gallons
- b. 4000 gallons
- c. 6000 gallons
- d. 8000 gallons

7. Create a list of all the countries that may be involved in creating the t-shirt you might be wearing today.

8. The environment has been affected by the creation of cheaper garments and the willingness of the public to buy them. How?

9. What are some ways to decrease the environmental impact of your fashion?

Discussion: Are you willing to pay more for your clothing if it has less impact on the environment and the people who work to create it?

BANGLADESH GARMENT INDUSTRY

3.6 million

- Number of people directly employed in the garment industry

20 Million

- Number of Bangladeshi's relying directly and indirectly on the garment sector for their livelihoods



80%
of workers
are women

Women have experienced an unprecedented opportunity to undertake work outside of the home in an effort to provide for their families. Wages, however, are generally not enough to cover the basic cost of living. Many women lack the skills and education to protest poor working conditions and pay. Many suffer from verbal, physical and sexual harassment at the hand of superiors.

More than
2,000
workers
were injured
in the past
year

It is estimated that the basic living wage to adequately provide food, shelter and clothing for a Bangladeshi is 8,000 Taka for month (around US\$64.12). Garment workers receive around 40% less than this amount. This means that despite working six days per week, often for very long hours, many continue to live in extreme poverty.



US\$38.47

(3,000 Taka)
The monthly amount
received as a basic wage
for garment workers

The Rana Plaza building collapse highlighted the plight of many garment worker who often risk their lives for their wage. Safety regulations are often not enforced and demand on factory owners and workers to meet European and US supply at very low cost often means that safety is of little priority.

1,254
estimated
number of
workers killed
in factory
accidents in the
past year

The Bangladesh economy has become heavily reliant on the garment industry. It has experienced a meteoric rise in the past 15 years, primarily due to large Western companies capitalizing on extraordinarily low labor costs. It is now the third largest exporter of garments in the world.

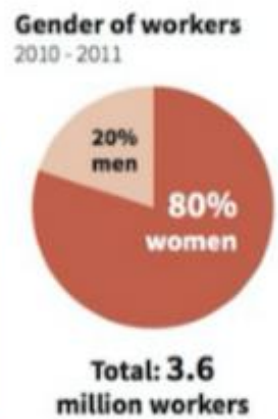
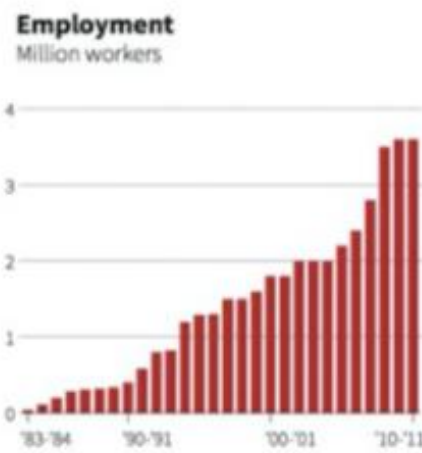
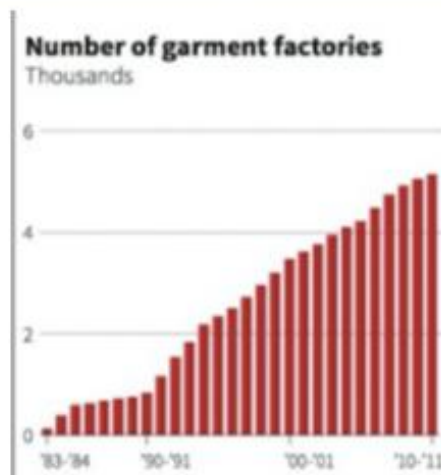
43%
Increase
experienced
in exports in
one year
period
(2009/10 to 2010/11)

78% of export earnings are
made up from the garment industry

Child labor
is a continuing concern in
many factories

10% of the nation's GDP is from
the garment industry

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Manufacturers Magazine.com.au
Sources: 'Workers' Tribune' - 4 Citizens' Groups June 05, 2012 - www.manufacturersmagazine.com
Proton Ventures, Manufacturers and Exporters Association - www.protonventures.com, 'The UK - Bangladesh' - www.ukbangladesh.org, '10 Dirty Secrets of the Bangladesh Garment Industry' - http://blogs.pri.org, 2012



Lily Clarke
Writer

4.8 Tourism and travel

Duration: 50'

Level according to CEFR: B1

Topic: Tourism and travel

Reference to curriculum:

- Themen aus dem persönlichen Umfeld der Schülerinnen und Schüler sowie aktuelle soziale, gesellschaftliche und berufliche Themen: zB Tourismus, Freizeitwirtschaft, Ernährung, Gesundheit, Lebenswirklichkeiten Jugendlicher in verschiedenen Ländern, die Kulturen des englischsprachigen Raums, Werbung
- Die Schülerinnen und Schüler können lange und komplexe Texte zu allgemeinen und berufsspezifischen Themen aus vertrauten Themenbereichen im Wesentlichen verstehen und ihnen Informationen, Gedanken, Meinungen und Haltungen entnehmen;

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5'	Brainstorming on the blackboard: ways of exploring a city as a tourist,	T-S	Speaking	blackboard	
3'	Teachers explains the method "abc darium" and places the abc cards on the floor, a table or the blackboard. Before students start reading the text, they get 5 paper strips on which they should write down 5 keywords from the text. In addition, students are given a few more slips of paper (of a different color) where they can write down any word/ phrase from the text that they do not understand and place them in a box on the teacher's desk.	T		abc cards slips of paper (of different color) box	
20'	Students read the text and as soon as they have finished, they need to put their cards together with the letter of the alphabet with which the keyword starts.	S	Reading	text "The rise of the anti-tour"	https://www.theguardian.com/cities/2019/jan/28/no-one-likes-being-a-tourist-the-rise-of-the-anti-tour

7'	First, the unknown words are clarified together in class. Students take notes on their own.	T-S	Vocabulary		
15'	Students then gather next to the abc cards and discuss the keywords in connection with the text.	T-S S-S	Speaking		

'No one likes being a tourist': the rise of the anti-tour

With the tourism explosion affecting even smaller cities such as Porto, visitors and locals alike are looking for more 'authentic' days out. But is that possible?

Oliver Balch *in Porto*

Mon 28 Jan 2019 11.00 GMT



Millennial travellers in particular are keen to have experiences that involve finding "hidden gems" off the beaten track.
Photograph: David Silverman/Getty Images

"From this point on, we're going to be trespassing," announces Margarida Castro casually. "Everyone comfortable with that, right?"

Our group of eight follow her across the threshold of an abandoned house in central Porto, Portugal's second city. This once-sleepy, cobble-paved place is turning into one of Europe's hottest tourist destinations, thanks in no small part to sweetener deals with low-cost airlines and a sophisticated government marketing drive.

But being the darling of the 48-hour city break comes with its costs. Old cafes are starting to make way for Starbucks and Costa. Locals are finding themselves outpriced by the boom in short-term rentals. And, while Porto has yet to see anti-tourist protests as in Venice or Barcelona, there's a growing sense of disquiet.

And if locals are souring on tourism, so are some tourists. Porto's sightseeing hotspots can be covered in a day or two, and middle-class city-breakers are looking for something different. A 2016 study by the online travel firm Expedia, for example, found millennial travellers are especially anxious for experiences that involve "living like a local" and finding "hidden gems" off the beaten track.

That suits Castro just fine. A 36-year-old Porto native, she is one of a trio of architects who set up The Worst Tours five years ago. They show people around the city's disused factories, old railway lines, empty lots and down-at-heel backstreets. The highlight? A downtown shopping mall that went bust in the mid-1990s, now offering cheap rent to cafe bars and practice studios for local bands.

Their "anti-tour" was a response to how tourism was changing Porto. "We were needing to vent and find a way of pouring out our energy and frustrations, so we set up a walking tour to spark political debate," she says, adding with a smile: "It was either this or hard drugs."

The Worst Tours is one of string of alternative city tours now popping up in popular tourist destinations around the world. In one way or another, all pledge to pierce the marketing blurb, unveil the real side of their cities and provide an "authentic" experience.

"It's obvious, no?" says Castro when asked why the format appeals. "No one likes being a tourist."

Martin Finlayson, a British first-time visitor to Porto who took the tour, agrees. "There are so many tourist bars and restaurants here nowadays," he says. "I wanted to see what the real Porto was like – you know, where local people hang out, where they eat and drink."



Eugene Quinn gives his Vienna Ugly tour. Photograph: dpa picture alliance/Alamy

Locals, too, are looking for novel ways to engage with their home cities. Eugene Quinn leads "urban adventures" around his adopted city of Vienna, including the Ugly Vienna Tour, the Corruption Tour, the Midnight Tour, and even a Smells Like Vienna Spirit Tour, which explores the olfactory delights of the Austrian capital. He says they attract as many as 80% locals.

"It's a shame that more people don't actually *see* their own cities," says Quinn, who, rather than carrying a flag, wears the orange trousers of the municipal street sweepers.

Castro agrees, arguing that tours aren't just for tourists, but encourage creativity along the peripatetic tradition of ancient Greece, sparking an exchange of ideas and experiences of urban living. The visit to the abandoned house in Porto, for instance, prompted a discussion about squatting: a common but little discussed practice in the city. Other topics addressed during the four-hour walk included social housing policies,



rent hikes, green space and *fachadismo* – the practice of property developers ripping out the interiors of historic buildings while keeping the facades intact.

“With our salaries, we don’t travel much,” Castro says. “So walking the city and debating with someone from Warsaw or Barcelona about this or that keeps my ideas in check.”

Many sociologists and anthropologists have long considered “immersive tourism”, as the travel industry packages it, to be a futile quest: by the simple act of stepping into other people’s worlds, we change them.

“That the arrival of tourists alters the local community has been a theme from the earliest years of tourism research,” says Dean MacCannell, a sociologist at the University of California Davis and the author of *The Ethics of Sightseeing*. He gives the example of indigenous women in Peru who traditionally put a flower in their hair to signal their readiness for a romantic relationship. Now, however, the act often merely represents an acquiescence to the photo-snapping visitor.

“Today the flower means only that the woman knows herself to be an object of the tourist gaze,” he says. “What the tourist is seeing is life as it is actually lived by the locals under the regime of tourism.

“If a tourist wants authenticity the industry and hosts will provide it in the form of staged authenticity. But usually it is a fake ‘real-life setting’ for the tourists to explore.”

The Jane’s Walk movement makes a virtue of the limits of genuine immersion: it treats the city tour as a co-creative experience in which participants learn from one another rather than just gawp. Inspired by the urban studies guru Jane Jacobs, Jane’s Walks are pitched as an opportunity for people to “observe, reflect, share, question and re-imagine” the places where they live and work.

Alia Scanlon, the movement’s Toronto-based coordinator, took a walking group to the city’s main railway station soon after the Yonge Street van attack last April. Protective bollards had been installed at the station’s entrances. “We stood and touched the barriers and discussed how our sense of safety had been affected and whether they made us feel more safe or not,” she says.

In Leeds, meanwhile, the urban consultant and psychogeographer Anzir Boodoo uses the Jane’s Walk model to kick off novel conversations about urban living with his fellow residents. Boodoo has led walks to a former zoo, to a deconsecrated cemetery now buried under a new university campus, and to the city’s bus terminal, timed to coincide with the feast of Terminus, Roman god of boundary stones.

He considers the experiential aspect of anti-tours to be essential. “It’s all about overturning our normal perceptions and interactions with urban spaces,” he says. “With these walks, you can never really know where they’re going to take you.”

source: <https://www.theguardian.com/cities/2019/jan/28/no-one-likes-being-a-tourist-the-rise-of-the-anti-tour>

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5 B1+

5.1 Banana split game

Level according to CEFR: B1-B2

Topic: Fair Trade Duration: 50 mins
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Reference to curriculum: 5. Semester – Kompetenzmodul 5: <ul style="list-style-type: none"> • können einfachen Alltags- und Sachtexten zu vertrauten Themen wichtige Informationen entnehmen und in unkomplizierten Zeitungsartikeln zu vertrauten Themen die wesentlichen Punkte erfassen; • können sich in einer Reihe von unterschiedlichen Situationen verständigen, in denen es um einen Austausch von Informationen und Meinungen in Zusammenhang mit Familie, sozialen Beziehungen, Schule, Arbeitswelt, Freizeit und aktuelles Geschehen geht; (Lehrplan HLT 2015, S. 30)
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rough time frame	Procedure	interaction format	skills / lang. systems	materials	notes
3 min	T introduces the topic (fair trade). Brainstorming: Ss are asked if they regularly eat bananas and how much they think bananas are.	T-S	Speaking (Listening) Vocabulary	-	
5 min	Form groups, let students count – 1-2-3-4-5. Put together all 1s, 2s, 3s, 4s, 5s. Hand out worksheet with info on each role. Task: discuss how much of the 30p should be yours. Questions on board: “What do you do? How much do you deserve to earn if a banana is 30p?”.	T-S	Listening	whiteboard	Note down the questions on the whiteboard.
10 min	Group discussion. Each student reads their job description and they discuss why they think	S-S	Reading, Speaking, Listening	worksheets	Teacher walks around class, makes sure the discussions are held in English and helps with

	they deserve a share of the 30p and how much.				vocabs if needed.
12 min	Teacher asks members of each group to describe to everyone in class what their duties are, describe the job and tell the class the amount of money they think they should be given for each banana. Collect ideas on the board.	T-S	Speaking, Listening	whiteboard	Usually, the amount exceeds 30p in total. That's why we need to re-negotiate.
2 min	Round 2: form groups, one of each job in a group.	T-S	-	-	-
10 min	Have students discuss why they think they deserve more, or why they could reduce their share. Students need to voice their needs and also listen to the challenges other workers might face. They have to make a total of 30p possible.	S-S	Speaking, Listening	-	Teacher walks around class, makes sure the discussions are held in English and helps with vocabs if needed.
8 min	Ask students what they came up with, collect ideas on board. In the end: give students the real-life solutions: Banana workers: 1p Plantation owners: 5p Shippers: 4p Importers and ripeners: 7p Shop keepers: 13p If there's time left: talk about unfair treatment	T-S	Speaking, Listening	whiteboard	Note down the questions on the whiteboard.

Source: <https://cafod.org.uk/content/download/843/6730/version/10BANANA%20SPLIT%20GAME.pdf>
[3/CAFOD%2](https://cafod.org.uk/content/download/843/6730/version/10BANANA%20SPLIT%20GAME.pdf)

5.2 Fast fashion

Level according to CEFR: B1+

Topic: Fast fashion, environment

Duration: 50 minutes

Reference to curriculum: zu aktuellen gesellschaftspolitischen Themen Stellung nehmen

rough time frame 50 min.	Procedure: Brainstorming, video, text, questions, prepare a mini- presentation	interaction format teacher- students, students- students	skills / lang. systems listening, reading, speaking, writing	materials video, text, worksheet with questions	Notes
	Brainstorming to fast fashion, mind-map, show video, take notes, read text, answer questions			Title video/youtube: Is fast fashion destroying the environment? (5:04 min)	Encourage students to think about the effects of fast fashion and their shopping habits
	Homework: prepare a mini-presentation of the lesson, no longer than 3 minutes	...	...	...	...

WORKSHEET: QUESTIONS TO THE TEXT „DON'T FEED THE MONSTER”

1. What is the most important question you need to ask yourself when you are about to go shopping?
2. Why do young people nowadays resist buying various products?
3. How many items are consumed in the UK every week? How many of them end up in a landfill?
4. What are many consumers switching to?
5. What does “secondhand” stand for today?
6. What has also become popular besides secondhand shopping amongst the young?
7. Why does Lauren Cowdry particularly enjoy swapping or shopping secondhand clothes?

‘Don't feed the monster!’

FASHION A growing movement eschews fast fashion in favour of secondhand clothing, Paula Coccozza reports

mit Audiokassetten und Übungsmaterial

1 **LAUREN COWDRY** is flicking through the rails of the Cancer Research charity shop in Google, east Yorkshire. She appears to be shopping, but she is merely browsing. She is on a mission not to buy any new clothes, even ones that have recently belonged to someone else. “I think you have to pull back and ask: ‘Do I need this?’” she says.

2 Cowdry is one of a growing number of people who love clothes but try their hardest to resist buying them for reasons of sustainability. According to the charity Wrap, which promotes sustainable waste management, the average lifetime for a garment in the UK is just 2.2 years.

3 An estimated 1.5 billion unused clothing hangs in UK wardrobes, and yet still we shop for more. “Each week we buy 38m items and 1m items go to landfill,” says Maria Chenoweth, chief executive of Traid, a charity working to stop clothes being thrown away. “We don't have enough resources to keep feeding this monster.”

4 Chenoweth believes that consumers are switching to secondhand shopping, or adding a pre-owned element into their purchasing habits. She points to a 30% rise in turnover at Traid shops in 2018 compared with 2017.

5 When she was a teenager in the 80s, her father bought her from jumble sales in case people



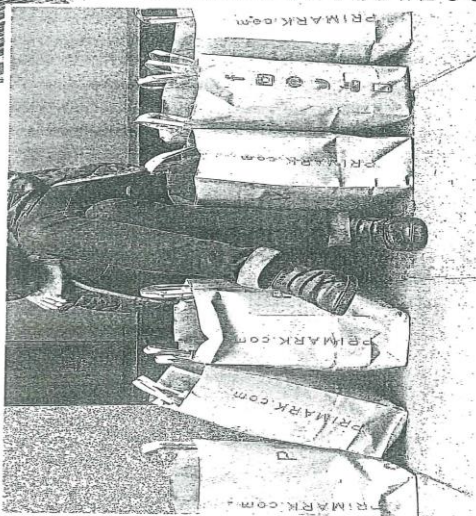
Photo: fivolta.com

9 As her involvement in the clothes exchange grew, Cowdry's visits to Peacocks dwindled. She began to delete unopened emails from Asos and Topshop. She swore off buying new clothes for a year. “I thought I'd reach the end and think: ‘I've done that. I'll move on,’” she says. Instead, “it changed how I thought about clothes.”

10 Cowdry still loves clothes, but she has found a safe way to consume them. The clothes exchange enables her to refresh her wardrobe without adding to it. She can be acquisitive, as long as she relinquishes in equal measure. Where she once bought three pieces a month, she now swaps to 15 – mostly things she picked up at the previous exchange....

11 Chenoweth says that “not keeping stuff in your wardrobe is important if you're not wearing it”. Donating clothes puts them back into circulation. As Cowdry says: “Clothes have a story. If you wear something once then throw it in the bin, it hasn't had a story. You want to know there's life in these things.”

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● Create your own caption! Then compare yours to the one on page 16.

Photo: Picture Alliance

8 Curious about a post she saw on Facebook, one weekend Cowdry dropped into the Leeds Community Clothes Exchange, a local swap shop. Four years on, she is one of its three directors, helping to oversee the 2,000 items that pass through the doors of the Woodhouse community centre each month. “At the exchange, it's one for one on everything,” she explains. There are no value judgments. A garment is saleable if all its buttons are present and there are no stains.

9 When she was a teenager in the 80s, her father bought her from jumble sales in case people

5.3 Finding love online

Level according to CEFR: B1+

Topic: Relationships: Finding Love Online – Should I delete Tinder?

Duration: 50 minutes

Reference to curriculum: [1AUL] Themen aus dem Umfeld der SchülerInnen / SchülerInnen können Alltags- und Sachtexten zu vertrauten Themen wichtige Informationen entnehmen und in Zeitungsartikeln zu vertrauten Themen die wesentlichen Punkte erfassen.

rough time frame	Procedure	interaction format	skills / lang. systems	materials	notes
5 min	Introducing the topic: Ways of finding a romantic partner / How did you meet your boyfriend/girlfriend?	Class interaction	Speaking		
25 min	Finding synonyms in article	Pair work	Scanning a text	Article from BBC Online	Comparing results
15 min	True/False statements with justification	Individual work	Reading Comprehension	The same	Comparing results
5 min	Discuss personal experience with online dating apps	Class interaction	Speaking		

FINDING LOVE ONLINE

BBC WORKLIFE

Should I delete Tinder? These millennials think so.

Technology

More than half a decade since dating apps went mainstream, can millennials who've lost patience with digital platforms still find love in the analogue world?

By Maddy Savage

3rd December 2019



They've facilitated billions of dates and helped pave the way for marriage, children and everything in between. It's old news that dating apps and online platforms are now the most common way for prospective partners to meet in the US and have become popular around the world. But for many of those who've tried and failed to find true love through their devices, the novelty is long gone.

"I've met great people that later became friends and had a handful of extended flings, but never a long-term relationship," says writer Madeleine Dore, a 30-year-old from Melbourne who's also dated in New York and Copenhagen. She's used apps including Tinder, Bumble and OkCupid over the last five years and describes the dates she's been on as ranging from experiences "that feel like a scene in a rom-com" to "absolute disasters".

Many of her friends have met their partners online, and this knowledge has encouraged her to keep persevering. But, when "conversations unexpectedly fizzle, sparks don't translate in person [and] dates are cancelled", she typically ends up disenchanted and temporarily deletes her apps for a couple of months.

It's a pattern many long-term singles will be familiar with, with other complaints about the app-based dating experience ranging from a lack of matches to too many matches, misleading profiles, safety concerns, racist comments and unwanted explicit content. Not to mention a host of digital behaviours so confusing we've had to make up new words for them, from ghosting and catfishing to pigging and orbiting.

While almost half of adults under 35 living in the US and the UK have tried some form of digital dating, and the multibillion-dollar industry increased by 11% in North America between 2014 and the start of 2019, there are growing signs that many would rather not be using these methods. A BBC survey in 2018 found that dating apps are the least preferred way for 16- to 34-year-old Britons to meet someone new.

Academics are also paying increased attention to the downsides of digital romance. A study in the *Journal of Social and Personal Relationships* in September concluded that compulsive app users can end up feeling lonelier than they did in the first place. *Management Science* published a study on online dating in 2017 which highlighted the paradox of choice, noting that "increasing the number of potential matches has a positive effect due to larger choice, but also a negative effect due to competition between agents on the same side."

"You need a lot of swipes to get a match, a lot of matches to get a number, a lot of numbers to get a date and a lot of dates to get a third date," explains Scott Harvey, editor of *Global Dating Insights*, the online dating industry's trade news publication.

"Trying to find a partner in this way is extremely labour-intensive and can be quite exasperating," he says, adding that those working in the sector are highly aware that many consumers are no longer "completely enthusiastic" about apps like Tinder and Bumble.

<https://www.bbc.com/worklife/article/20191203-should-i-delete-tinder-these-millennials-think-so>

5.4 Talking about the weather

Level according to CEFR: B1+

Topic: Talking about the weather – question tags

Duration: 40 min

Reference to curriculum

- Der Vermittlung von Wortschatz und Grammatik in vielfältig kontextualisierter und vernetzter Form ist größtes Gewicht beizumessen (Lehrplan 2004: 2).
- Der Prozess des Fremdspracherwerbs bietet auch zahlreiche Möglichkeiten der Auseinandersetzung mit interkulturellen Themen. Das bewusste Aufgreifen solcher Fragestellungen soll zu einer verstärkten Sensibilisierung der Schülerinnen und Schüler für kulturelle Gemeinsamkeiten und Unterschiede führen und ihr Verständnis für die Vielfalt von Kulturen und Lebensweisen zu vertiefen. Dabei ist die Reflexion über eigene Erfahrungen und österreichische Gegebenheiten einzubeziehen (Lehrplan 2004: 1).

rough time frame	Procedure	interaction format	skills / lang. systems	materials	notes
2 min	T starts the lesson with a tag question (e.g. "It's a bit cold today, isn't it?"/"It's a bit windy today, isn't it?" etc.) and waits for a reaction, asks students whether they noticed anything unusual about this sentence	T-S	Speaking (Listening) Vocabulary	blackboard	
3 min	T writes sentence on board and explains rules / usage (ask for confirmation) and that they require an answer	T-S	Listening	blackboard	
5 min	T gives instructions: Ss work in pairs, each pair gets a set of slips of paper and needs to match question tag / appropriate answer	S-S	Speaking (Listening)	slips of paper	Give each group a set of cut-up slips of paper

5 min	Comparing answers in plenum, T explains unknown words or asks Ss to look up words online	T-S (plenum)	Speaking (Listening), Writing	blackboard	Note down unknown words on the board, provide a definition / sample sentence
8-10 min	T gives instructions: each S gets a slip of paper with a sentence + question tag, walks around classroom and speaks to another S, S2 needs to answer appropriately, then exchange their original slip of paper and speak to another S	T-S SS-SS	Speaking (Listening)	slips of paper	
3-5 min	T gives instructions: In pairs: Ss respond to statements in a more formal register	S-S	Speaking (Listening), Writing	worksheet	Hand out worksheets
<i>Optional activity:</i> 5 min	Ss look up weather idioms online and write down the definition and a sample sentence	S	Writing	worksheet	
10 min	T gives instructions: each S gets a piece of paper with a different adjective describing the weather (e.g. stifling, humid) – Ss walk around class and start conversation with a statement about the weather and a question tag, Ss respond appropriately, share cards and continue	T-S SS-SS	Speaking (Listening)	card	Give each student a card

Talking about the weather

Bit cold today, isn't it?	Yes, it's chilly / freezing / nippy , isn't it?
It's hot , isn't it?	Yes, it's boiling / sweltering / roasting !
It's a bit windy today!	Yes, really blowy / breezy , isn't it?
What a oppressive / sultry weather!	Yes it's stifling / heavy / close , isn't it?
What a downpour / deluge !	Yes, it's chucking it down / it's pouring !
Isn't it humid today?	Yes, horrible muggy / clammy / sticky weather!

Respond to these statements about the weather. Agree using slightly more formal language.

1. It's a bit nippy outside, isn't it?
2. What a sweltering day!
3. Isn't it muggy here?
4. It's blowy, isn't it?
5. Close today, isn't it?
6. It's chucking it down!
7. It's clammy today, isn't it?
8. What a sticky day!

Weather idioms

Can you guess the meaning of the following idioms? Work with your partner.

- 1) be a breeze
- 2) break the ice
- 3) fair-weather friend
- 4) every cloud has it's silver lining
- 5) on cloud nine

Cold	chilly	freezing
Nippy	hot	boiling
Sweltering	roasting	windy
Blowy	breezy	oppressive
Sultry	stifling	heavy
Close	downpour	deluge
chucking it down	pouring	humid
Muggy	clammy	sticky

adapted from: English Vocabulary in Use, Cambridge, 2013.

5.5 Voluntourism

Level: B1+

Reference to curriculum

„Durch die Auswahl geeigneter fremdsprachlicher Themenstellungen ist die Weltoffenheit der Schülerinnen und Schüler sowie ihr Verständnis für gesellschaftliche Zusammenhänge zu fördern“ (Lehrplan 2015: 1).

„Zur Erlangung eines möglichst umfassenden lexikalischen Repertoires sind verschiedenste Themenbereiche zu bearbeiten (wie zB [...] aktuelle soziale, wirtschaftliche und politische Entwicklungen; Prozesse der Globalisierung; kulturelle und interkulturelle Interaktion; Umwelt; [...]“ (Lehrplan 2015: 4).

rough time frame	procedure	inter-action format	skills / language systems	materials
5min	Introduction with image and illustrative Instagram post art	T-SS	speaking	PPP
15min	Reading for gist: read article and come up with a suitable title After reading students are asked to share their title (confusion will arise in class as 1a and 1b present opposing perspectives) The teacher asks the students to match their title with the original headline (PPP)	S	reading	text 1b +1b / PPP students receive text alternately 1a -1b- 1a – 1b ...
5min	Discussion and defining the topic STEP #1 Find a partner with the opposing text STEP #2 Put forward the main message of your texts STEP #3 Decide together which perspective do you agree with. Be ready to share and justify your choice	SS, T-S	speaking	.
3min	Watch video on voluntourism and what problems are touched upon (think)	T-S, S	listening, writing	Youtube video (https://www.youtube.co)

				m/watch?v=7c9mwY31iMI)
3 min	Ask students to talk to their neighbors about what they have noticed while watching the video	S-S in pairs	speaking	
10 min	Comparison of notes, students are asked to share their ideas over Padlet	S	speaking	Padlet for collecting ideas
15min	Reading for detail: Please read the text and highlight / mark arguments for and against voluntourism using two different colours.	S	reading	Text 2 - Voluntourism
5 min 10 min	Teacher asks students to pair up share their findings with a partner + discuss whether you share the author's perspective. Plenum	S-S in pairs S-S, T-S	reading, speaking	article
10 min	Vocabulary work: Find the following words in the text and try to guess their meaning from the context (list in PPP)	T-S	reading, vocabulary	article, PP slide
10-15 min	Vocabulary Quizlet (2-3 rounds for practice)	SS team work	reading, speaking	
30 min	Debate Preparation time 15 min / discussion time 15 min Four groups: random selection using Quizlet PRO (2x teams) volunteers locals CONTRA (2x teams) critics locals If done with the whole class: One (perhaps two) students should be the moderator (also counting points for vocab) Vocab challenge with discussion phrases > winner is the winner of the vocab challenge (not the debate) Set up rules for turn taking	SS	speaking, reading	PPP, vocabulary sheet, previous reading tasks

Lily Clarke

Writer

The spread of globalisation has enabled us to travel, explore and work all over the world; it's allowed us to help others who were once unreachable and to make great global advances, which can only seem like a positive thing. However, the escalating impact of globalisation has come at the cost of "helping others" being reduced to a privileged, middle-class jolly.

Each year, students across the world enrol in volunteering schemes which claim to broaden one's horizons, offering students the opportunity to make an impact on less economically-developed communities. This, in essence, sounds great, if done authentically. In practice, however, these volunteers often pay thousands of pounds to accomplish little more than painting walls.

The volunteering industry, which is worth approximately £134 billion, thrives off of wealthy students who are looking for something interesting and unique to put on their CV, while also searching for a new profile picture or something "edgy" to post on their Instagram.

Over the last decade, this phenomenon has become known as "voluntourism" – a term coined to describe how the volunteering industry has just become another money-making scheme targeting students who claim to want to "see how other people live", but instead use it as a holiday.

The damage caused by this "flaky" volunteering has not only had effects on developing communities and children, but also on students' understandings of the world. Students are never going to experience another life when they are simultaneously trying to live their own, which has the socially-constructed expectations of having no real responsibility, considerable disposable income, and years to mess around. These are luxuries that millions will never be able to afford. Students take on the position of the privileged spectator when visiting foreign territory and, rather than immersing in the culture and ways of life, they simply observe and take pictures. Volunteering no longer comes with the connotations of "roughing it" as it has been transformed into a trip of a lifetime – in which you invest not just your time, but large amounts of money. Continuing the western ways of materialism and superficiality will make it almost impossible to try and understand others. Students volunteering with no substantive skill or talent to recommend them seems almost foolish, as what they can realistically offer in terms of actual help is fairly limited.

World Challenge, one of the largest voluntourism companies, is even beginning to acknowledge the damaging effects of the pit-stop stays students have in developing countries, which they "cannot continue to facilitate" at the expense of ethical justification. They've even branded their own orphanage schemes as "dangerous and damaging" for both the children involved and the volunteering students' own understandings of the world. This comes after investigation into many of their schemes, which are rapidly being reviewed.

While volunteering in essence is a positive act of giving, helping and offering, this new brand of voluntourism is losing any legitimacy it once had.

Natalia Parker

Writer

For many, the arrival of your twenties can throw you into a crisis – you feel like you’re barely out of your school uniform and yet you’re expected to have some kind of “plan”.

Last year, this sense of uncertainty led me to the International Citizens Service (ICS), a government funded volunteering program for 18-25 year olds. The organisation places young people on projects where their skills, knowledge and passions will be most useful.

After a rapid application process, I was assigned to the Sirigu Women’s Organisation of Pottery and Arts (SWOPA) in Ghana. A daunting task was ahead of me: I had less than three months to fundraise, and little knowledge about the culture I would soon be living in.

An enriching part of the ICS experience is having the opportunity to live with local families in your community. Living and integrating with the Abaane family was by far the biggest learning opportunity I’d experienced. It was extremely humbling to be welcomed so warmly and cared for so generously by a family who had very little materially. They slept outside on reed mats, and most of our meals consisted of rice. Basic plumbing was also not a feature of the settlement I lived in. When going to the toilet you had the choice between a “long drop” (a small tin hut occupied with spiders and sometimes a lurking cockroach) – or going “free range”. The sanitary conditions and sleeping arrangements alone cast light on how fortunate people are in developed countries. Of course, I was aware of such realities before I went, but seeing it firsthand truly brought home just how easy it is to turn a blind eye to poverty when you only see it through a screen, and how diminished our sense of gratitude has become.

Working alongside the women in SWOPA was an amazing experience. My team was responsible for providing pottery training for poor women in the community, the aim being to teach them a skill that they could turn into a small business in order to help their families become more self-sufficient. As a project, I question whether we had a substantive impact, but it felt brilliant to be able to spend time with these women and hopefully help them develop businesses and friendships in their community. The most formative aspect for me was knowing that there was so much that these women and I could learn from each other and find common ground on, despite the fact that our lives were so different.

The motto for ICS is “challenge yourself to change your world”. I’m not naive enough to think that my project had an enormous impact on the settlement of Sirigu, and it would be too easy for me to return to my life in Glasgow with a sense of self-accomplishment. Rather, the experience has profoundly changed how I see the world and my home city. Since returning to Glasgow, I have a greater appreciation for the opportunities that are available to me in this city; I no longer place such importance on material goods after I gained so much from a place and its people who have so little. In terms of the impact on people’s lives that organisations such as ICS make, their work ensures that everyone can truly offer something to people in deprived circumstances. From addressing healthcare inequalities to encouraging female empowerment, there is always something we can do. These are conversations that everyone can and should participate in, with the hope of inciting some positive action and reinforcing a sense of gratitude that I had personally lost touch with.

OPINIONS

Voluntourism

By [Sejal Jhawer](#) on October 19, 2018

Coming back from the summer, my Instagram feed has been filled with photos of my peers in developing countries, posing with smiling children draped across their arms along with a predictable caption along the lines of: “So thankful for this life-changing experience!” These pictures are posted with a very clear message: I travel while helping humanity in my time off. While I applaud charitable efforts, I can’t help but cringe a little bit at the gimmicky-ness of the whole situation and roll my eyes at these well-intentioned humanitarians who have deluded themselves into thinking they’ve truly helped the world in some way.

Voluntourism is the latest fad in which people – typically those who are young, wealthy and from first world nations – travel to a developing country, and then participate in acts of charity work for the duration of their trip. This service might involve visiting various facilities “in need of volunteer help” and helping with other forms of local community development.

The crux of the issue is that voluntourism is a for-profit scheme: Voluntourism is a multi-billion dollar industry. Companies offering volunteering experiences charge prospective customers anywhere from \$1,000 – on the lower end – to a whopping \$10,000 for a trip that lasts just a few weeks. Where does all this money go? A decent amount is spent on airfare, food and accommodation costs associated with travel abroad – but it’s hard to know how the rest is spent, given the lack of transparency involved in profit-oriented endeavors. Ultimately, most programs enabling voluntourism are designed solely for the benefit and experience of the consumer – that is, the volunteer – and *not* the locals being “serviced.” It is first and foremost a lucrative, hypocritical endeavor, hypocritical on both the industry and consumers’ parts in that their primary concerns are far from prioritizing humanitarian efforts like a non-profit that truly aims to help impoverished global communities, and are more directed towards the consumers’ experience.

Supporters of volunteering abroad often argue that volunteers are “making a positive difference” in the locals’ lives. This sentiment is too optimistic. Voluntourism produces several unintentional harms to impoverished communities. A revolving door of volunteers often displaces locals from working and being able to sustain their own livelihoods in the long-term. A family’s \$10,000+ service trip could probably be better allocated towards financing a local endeavor that recruits local people. Furthermore, many of the short-term “projects” that unskilled volunteers take up – whether it be painting, building, or other similar tasks – are of shoddy quality; they sub-optimally waste precious resources, serving no one but themselves. Another common but misguided volunteering experience (often coordinated without completing background checks on participants) involves going to orphanages or schools and providing “care, affection and love” to destitute children, a phenomenon sometimes referred to as “AIDS Orphan Tourism.” However, studies have found that this form of volunteering produces negative psychological effects in young, vulnerable children, who develop many “short-term attachments.” They grow up accustomed to strangers walking in and out of their lives, ultimately abandoning them. All variations of voluntourism foster a dependence upon external help and generate negative, unintentional side effects. How advanced can a community truly become if it is the target of continuous charity?

The more realistic, consumer-focused argument in favor of voluntourism is that people from wealthier backgrounds who travel to impoverished communities abroad become more aware of global disparities. But it’s unclear what the result of such “awareness” actually is. Many come back from their experiences abroad believing that such service is the best way to meaningfully act on their awareness, and continue to do so in future years without real impact, fulfilling a self-perpetuating cycle.

Voluntourism may instead reinforce negative stereotypes regarding people in developing countries, especially when compounded by the existence of language barriers. Rather than really learning about local people’s abilities and empowering them, the short-natured “jump in, jump out” nature of voluntourism fortifies foreigners’ belief that people in developing countries are unable to support themselves and need outside help. After all, companies offering volunteer abroad opportunities advertise that, “Just one week of your time changes their lives!” This volunteering mindset – whereby people from wealthier nations think they can just jump into a foreign land without knowing the language or dynamics of a local community, and “fix” regional problems – is a modern-day reincarnation of the White Man’s Burden. How much help can you, as an unskilled foreigner, really provide to the local community? The superficial nature of voluntourism fosters a sense of pity towards impoverished people, inflates an underlying notion of first-world superiority, and does not actually do anything meaningful to empower locals in the long-term.

To some extent, all volunteering is self-oriented: Volunteers want to feel good about themselves. But next time you consider going abroad to do it, be real with yourself about why you’re going. If you’re in it primarily to travel “but also do good,” just travel. Your contributions to the local economy through cultural exchange will be better in the long term for their economic sustainability. If you actually want to volunteer, consider the importance of being local. The funds spent on your trip just in accommodation and airfare alone can be better allocated by donating that money to an already on-ground organization, with skilled volunteers who can actually empower locals. Spend your time instead volunteering somewhere close to you where you won’t face high travel costs, so your funds are being optimally allocated. If you are still set on volunteering abroad, ask yourself whether you’re going for a long enough period of time such that you can receive training, develop meaningful connections with locals and actually have a long-term impact. A few days or weeks probably won’t do anyone much good. If you really want to have an impact, do you really need to “voluntour”?

<https://www.stanforddaily.com/2018/10/19/me-asl-dont-voluntour/>

WHICH ONE IS YOUR TITLE?

From Glasgow to Ghana

Published in Issue 2, October 2017



Has the volunteering industry been hijacked by privileged spectators?

Published in Issue 2, October 2017



Mag.a Hajnalka Berényi-Kiss

5.6 UN global goals

Duration: 3 lessons

Level acc. to CEF: B1+

Topic:
UN GLOBAL GOALS 2030

Reference to Curriculum (Lehrplan Wirtschaft):
Die Schülerinnen und Schüler können sowohl mündlich als auch schriftlich eine einfache Beschreibung von Menschen, Lebens- oder Arbeitsbedingungen [...] usw. geben [...] Lehrstoff: [u.a.] Erstellen einfacher Informationsmaterialien (Flugblatt)

rough time frame	procedure	Interaction format	skills/lang. systems	Materials	notes
5'	brainstorming	T-S	lexis	Blackboard	What are today's biggest problems in our world?
15'	"The world's largest lesson"	S	listening, lexis	videos 1+2 about global goals (VIMEO)*	awareness raising
5'	instructions	T	listening	Infos Global Goals**	students have to go to different desks and read about the problems/goals; write down the most shocking/interesting details
25'	Stationenbetrieb	S	reading, lexis	Infos Global Goals	4 minutes per desk
	homework	S	writing	-	students write down a few ideas on how they can help achieve the Global Goals
15'	speaking activity	T-S	speaking	Global Goals Icons	T asks students about insights, problems -> discussion
35'	speaking activity	SS/T-S	speaking	Blackboard	Students first work in groups and then the whole class has to decide on 5 Global Goals and ideas on how to achieve them (feasible)
5'	explanation	T	listening	-	T explains how the brochure/leaflet should look like and how long the texts should be
35'	writing a leaflet/brochure	SS	writing	laptop/computer	students write a few sentences about how students at their school can change their behaviour in order to help achieving the GG
10'	Finishing the brochure/leaflet	T-S	-	students' texts, computer	T asks students to send him/her the texts and a brochure is created to be handed out

<https://vimeo.com/138852758>, <https://vimeo.com/178464378>,

<https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-4.pdf>

6 B1/B2

6.1 Consumer habits

Level according to CEFR: B1+/B2

Duration: 50 min

Topic: Consumer habits

Reference to curriculum:

Themen aus dem Erfahrungsbereich der Schülerinnen und Schüler sowie gesellschaftspolitische, soziale und wirtschaftliche Themen: zB politische und gesellschaftliche Strukturen, globale soziale und wirtschaftliche Entwicklungen, kulturelle und sprachliche Vielfalt sowie interkulturelle Beziehungen, Medien, Kunst und Kultur.

Die Schülerinnen und Schüler

- können Tonaufnahmen, Podcasts, Radionachrichten sowie Videos über ein breites Spektrum an vertrauten Themen verstehen und dabei auch Stimmung, Ton, Standpunkte und Einstellungen der Sprechenden erfassen, wenn in Standardsprache gesprochen wird;
- können sowohl mündlich als auch schriftlich zu einem breiten Spektrum von vertrauten Themen Informationen austauschen, die eigenen Ansichten erklären sowie Standpunkte durch relevante Erklärungen und Argumente begründen und verteidigen;
- können die erworbenen Kompetenzen vernetzt anwenden.

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min	Ss analyse their own consumer habits writing down three examples of products purchased (at least 1 online)	Ss	Writing	Handout p 1	
5 min	Ss discuss questions about consumer habits (with T or in pairs)	Ss – T or S-S	Speaking	Handout p 1	
5 min	Ss answer questions about	Ss - T	Writing	Handout p 2	

	downloading music from the Internet				
10 min	Ss listening to a podcast and write down arguments of speakers	Ss	Listening and writing	Podcast Handout p 2	
10 min	Ss discuss questions about downloading music	Ss - T	Speaking	Handout p 2	
10 min	Ss do vocabulary exercises about shopping (gap-filling, matching)	Ss	Vocabulary	Handout p 3	T explains new words in English

Consumer habits

Consumers have different buying habits and beliefs. They think differently about what to purchase, how much they are willing to pay, or whether a product is worth paying for at all. In addition, the Internet and online shopping have changed the way consumer products are bought and sold.

What do you consider before buying a product? Write down the names of three products you recently purchased. If possible, include an item you bought online. Then analyze your consumer patterns and beliefs. What factors were most important to you for each of the three purchases? Put a checkmark next to factors that influenced you. Add more factors to the chart if necessary.

Product 1: _____	Product 2: _____	Product 3: _____
_____ cost	_____ cost	_____ cost
_____ quality	_____ quality	_____ quality
_____ brand name	_____ brand name	_____ brand name
_____ convenience	_____ convenience	_____ convenience
_____ discount/sale	_____ discount/sale	_____ discount/sale
_____	_____	_____
_____	_____	_____

1. Were the factors that influenced you different for different products? Explain.
2. Did you include an item purchased online?
3. What are the benefits and risks of shopping online?
4. What do people obtain for free on the Internet?

Listening

You are about to listen to a conversation about the ethics of downloading music from the Internet. Answer the questions before you listen.

1. Do you think that people should be allowed to reproduce copyrighted material such as books, videotapes, and CDs? Why?
2. Do you know anyone who has downloaded music from the Internet? If so, did the person pay for the music? Why?
3. What kinds of online music stores and subscription sites are available on the Internet? Have you used any of them? If so, how do they work?

Listen and write the arguments each speaker makes to support his or her point of view.

Speaker 1: Consumers should have to pay to download music	Speaker 2: Consumers should not have to pay to download music

1. Is downloading music from the Internet a form of theft? Why?
2. Should the recording industry sue the parents of children who download copyrighted music without paying? Why?
3. Which speaker do you agree with most? Why? If you don't agree with either speaker, what do you think about the subject?

Words and Phrases about Shopping

1 Complete the sentences using the words and phrases from the box.

economize	extravagant	frugal	know-how	merchandise	squander
-----------	-------------	--------	----------	-------------	----------

1. Stores have large sales to get rid of last year's _____ and make room for new products.
2. To most people, money is valuable; one should not _____ money but should use it wisely.
3. When you are trying to save money, you have to look at ways to spend less and _____.
4. Consumers who do research before buying have the _____ to make wise purchases.
5. People who are _____ like a good sale!
6. Some people buy items because they are particularly expensive, beautiful, or impressive. They buy _____ items.

2 Match the idioms on the left with their definitions on the right. Write the letter on the line.

- | | |
|----------------------------|--|
| 1 _____ a steal | a just looking; not buying |
| 2 _____ rip-off | b something that is very cheap |
| 3 _____ marked down | c reduced in price |
| 4 _____ sell like hotcakes | d something that is unreasonably expensive |
| 5 _____ window shopping | e sell fast because it is popular |

3 Use the words and phrases about shopping to complete the conversation.

- 1) My friend just bought a great new shirt. She said it was very inexpensive. It was _____.
- 2) I like silk shirts, designer shoes, and other kinds of impressive and expensive clothing. I have _____ taste in clothes.
- 3) Some days I'm just looking. I'm not actually shopping for anything. I'm just _____.

4) The best time to buy things is after a big holiday because the prices are reduced. Merchandise is _____.

5) I must be careful with money because I am saving up to buy a house. I have to be _____.

6) Sometimes when I go into a store, there are so many products to choose from! There is often a bewildering amount of _____ in stores.

7) While I am a student, I have to find ways to spend less and save money. As a student, you need to _____.

8) I enjoy shopping online because I can research the best products and compare items and prices. I have the skill and practical knowledge I need to shop wisely. I have the _____ to research and buy exactly what I want.

9) Popular novels like the Harry Potter series sell a lot. They tend to _____.

10) I'm an educated consumer and I don't like to waste my money. I don't like to _____ money on foolish purchases.

6.2 Family

Level according to CEFR: B1-B2

Topic: Family / Family forms

Duration: 15 min.

Reference to curriculum:

- Die Schülerinnen und Schüler können - flüssig und wirkungsvoll über ein breites Spektrum von allgemeinen, kulturellen, beruflichen sowie gesellschaftlich bedeutsamen Themen sprechen; - dabei die Bedeutung von Ereignissen und Erfahrungen hervorheben, Standpunkte begründen und verteidigen sowie Zusammenhänge zwischen Ideen deutlich machen; (Lehrplan gültig ab 2016/17)
- Pragmatische Kompetenzen: Die Schülerinnen und Schüler verfügen über angemessene sprachliche Mittel, um - Gespräche auf natürliche Art zu beginnen, in Gang zu halten und zu beenden sowie wirksam zwischen Sprecher- und Hörerrolle zu wechseln; - in Diskussionen das Wort zu ergreifen; - beim Formulieren Zeit zu gewinnen und das Wort zu behalten. (Lehrplan gültig ab 2016/17)

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
8 min	Teacher gives out handouts with 10 questions about family. (Two groups: A and B). Students get into pairs and ask each other / discuss the 10 questions noted on their respective handouts. Student A takes notes of student B's answers and vice versa.	S-S	Speaking Listening	Handout	Alternatively, task can be performed as speed chats (classical speed dating setup: 2 lines of students facing one another, change of teacher-selected question every minute)
7 min.	Students can choose questions which they then discuss in class. Teacher notes down topic related vocabulary on the blackboard.	T-S S-S	Speaking Listening Vocabulary	Handout + notes	

FAMILY DISCUSSION

STUDENT A'S QUESTIONS (Do not show these to student B)

1. What comes to your mind when you hear the word "family"?
2. How important is your family to you?
3. How important are you to your family?
4. Would you like / Do you have your own family?
5. Do you prefer spending time with your family or friends?
6. Are there any strange people in your family?
7. Are you jealous of any of your family members?
8. Do you get on well with all of your family members?
9. How often do you have big family get-togethers?
10. How much of a family person are you?

(Source: www.eslDiscussions.com)

FAMILY DISCUSSION

STUDENT B'S QUESTIONS (Do not show these to student A)

1. Do you have the ideal family?
2. Is there a black sheep in your family?
3. Is "blood thicker than water" regarding your family?
4. Do you prefer the idea of nuclear or extended families?
5. There is much talk recently of increased social problems due to family breakdown. Is this true in your country?
6. When do you need your family most?
7. What would the world be like without families?
8. Are we all in one big happy family?
9. Do you ever get tired of family duties?
10. How far back do you know your family tree?

(Source: www.eslDiscussions.com)

6.3 Smart phone problem

Level according to CEFR: B1+/B2

Duration: 50 min

Topic: The smartphone problem

Reference to curriculum:

Themen aus dem Erfahrungsbereich der Schülerinnen und Schüler sowie gesellschaftspolitische, soziale und wirtschaftliche Themen: zB politische und gesellschaftliche Strukturen, globale soziale und wirtschaftliche Entwicklungen, kulturelle und sprachliche Vielfalt sowie interkulturelle Beziehungen, Medien, Kunst und Kultur.

Die Schülerinnen und Schüler

- können Tonaufnahmen, Podcasts, Radionachrichten sowie Videos über ein breites Spektrum an vertrauten Themen verstehen und dabei auch Stimmung, Ton, Standpunkte und Einstellungen der Sprechenden erfassen, wenn in Standardsprache gesprochen wird;
- können sowohl mündlich als auch schriftlich zu einem breiten Spektrum von vertrauten Themen Informationen austauschen, die eigenen Ansichten erklären sowie Standpunkte durch relevante Erklärungen und Argumente begründen und verteidigen;
- können Grafiken verstehen, beschreiben und kommentieren sowie Rückschlüsse ziehen;
- können die erworbenen Kompetenzen vernetzt anwenden.

rough time frame	pro- cedure	interaction format	skills / lang. systems	materials	notes
3 mi n	Ss complete sentences with correct forms of words given	Ss	Vocabu lary	Handout no. 1	
7 mi n	Discussion	Ss - T	Speaking	Handout no. 2	
15 mi n	Ss watch a video and answer	Ss, T	Listening	Video: https://www.youtube.com/watch?v=7KTKmXiKRf_c	Student s take notes on handout



	questions about it			Handout no. 3	while watching the video; compare answers
5 min	Ss decide how often they do different activities with their phones	Ss	Writing: expressing habits	Handout no. 4	
5 min	Students compare their answers with research results from Canada	Ss, T	Speaking analysing and comparing a graph	Extra Task (Teacher's handout): https://insightswest.com/news/your-insights-on-smartphones-many-british-columbians-are-addicted/	
3 min	Ss complete grammar structure forms	Ss	Grammar	Handout no. 5	
12 min	Ss discuss preferences in pairs	S - S	Speaking and listening		

<https://www.youtube.com/watch?v=7KTKmXiKRfc>



ESL BRAINS

The smartphone problem

VOCABULARY

1. Complete sentences with correct forms of words given below.

ADDICT

- Some people claim that jogging can be highly _____.
- He admitted he was _____ to cigarettes.
- There is a growing problem of an _____ to drugs in our cities.

OBSESS

- Food has become an _____ for many people.
- She had an _____ interest in him and his life.
- I believe that she was _____ with her work.

HARM

- Looking at a computer monitor for a long time can be _____ to the eyes.
- We need to use natural resources without _____ the environment.
- Anyone who has ever met him will tell you he is completely _____.

BORE

- They started quarrelling out of sheer _____.
- I can't continue listening to this _____ speech.
- I'm really _____ with his endless complaining.

2. Discuss:

- What are you addicted to? Have you tried to quit it?
- What are kids and teens obsessed with nowadays?
- What are modern addictions?
- To what extent do you think you are addicted to your smartphone?

VIDEO

3. Watch the video and answer the questions.

- In what occasions do people use their cell phones?
- What consequences does the use of smartphones have?
- What does the digital detox involve?
- What are the benefits of the digital detox?
- Could you do such a detox?
- Should we be concerned about the issue?





The smartphone problem

VOCABULARY

1. Complete sentences with correct forms of words given below.

ADDICT

- a) Some people claim that jogging can be highly **addictive**.
- b) He admitted he was **addicted** to cigarettes.
- c) There is a growing problem of an **addiction** to drugs in our cities.

OBSESS

- a) Food has become an **obsession** for many people.
- b) She had an **obsessive** interest in him and his life.
- c) I believe that she was **obsessed** with her work.

HARM

- a) Looking at a computer monitor for a long time can be **harmful** to the eyes.
- b) We need to use natural resources without **harming** the environment.
- c) Anyone who has ever met him will tell you he is completely **harmless**.

BORE

- a) They started quarrelling out of sheer **boredom**.
- b) I can't continue listening to this **boring** speech.
- c) I'm really **bored** with his endless complaining.

2. Discuss:

- What are you addicted to? Have you tried to quit it?
- What are kids and teens obsessed with nowadays?
- What are modern addictions?
- To what extent do you think you are addicted to your smartphone?

VIDEO

3. Watch the video and answer the questions.

- a) In what occasions do people use their cell phones? **before and after sleep; during church service; in the middle of an intimate moment with a partner**
- b) What consequences does the use of smartphones have? **creates a dysfunctional relationship; not paying attention = communication breakdown; disrupted sleep; people feel agitated and moody, cell phones keep people awake**
- c) What does the digital detox involve? **one hour with the entire family of turning of the cell phones – to five hours on the weekend**
- d) What are the benefits of the digital detox? **sleep better, less stressed, enjoy a day, the nature, the surroundings and people**
- e) Could you do such a detox?
- f) Should we be concerned about the issue?



7 B2

7.1 Gender Equality

Level according to CEF B2

Topic: gender (in-)equality

Duration: 20 minutes

Reference to curriculum: Die Schülerinnen und Schüler können längere Texte nach gewünschten Informationen durchsuchen und Informationen aus verschiedenen Texten oder Textteilen zusammentragen, um eine bestimmte Aufgabe zu lösen, sowie die wesentlichen Inhalte von Texten zusammenfassen.

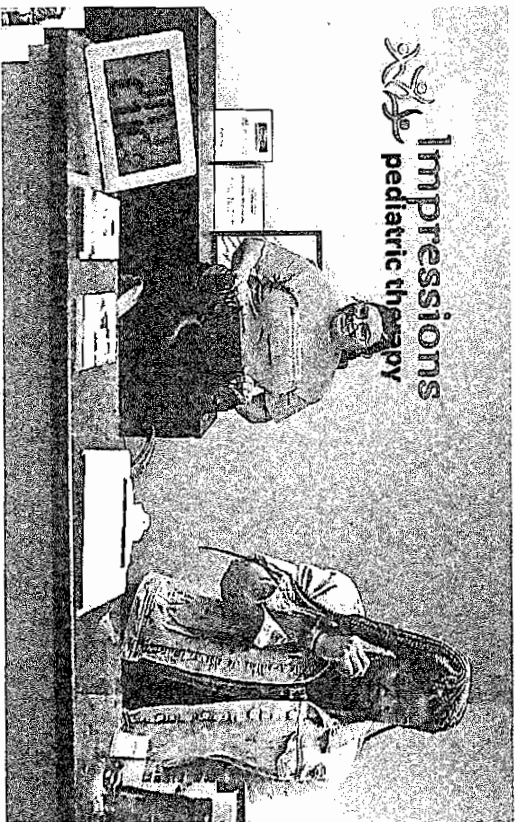
rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 minutes	Two different texts are handed out, text A to one half of the class, text B to the other half. Each student gets a text and reads it.	Students work individually	reading	Two different texts about roughly the same topic. (here: World and Press January 2020 and February 2020)	The teacher can hand out two texts with of different lengths and complexity to cater for two different levels
2 minutes	Inner circle (students with text A) talk about their text to the outer circle (students with text B) without looking at their text!!	Students with text A form an inner circle facing outward, students with text B form an outer circle around the first circle facing their partners. pairwork	speaking about/summarizing the main points of their text, listening		The task becomes a bit more challenging if there are 5-6- words/phrases underlined in the text that the students have to use in a meaningful context when they

					summarize the content.
2 minutes	Inner circle moves anticlockwise towards a new partner. Outer circle repeats what they were told about text A, inner circle complements/corrects	pairwork	speaking/summarizing main points, comparing		
2 minutes	Inner circle moves again anticlockwise towards another new partner. Students of the outer circle talk about their text B to the inner circle.	pairwork	speaking/summarizing main points, listening		
2 minutes	Inner circle moves again anticlockwise towards another new partner. Inner circle tells their new partners about what they remember of text B, outer circle complements/corrects.	pairwork	speaking/summarizing main points, comparing		



More minority women are joining workforce

LABOR MARKET In 2018, minority hires overtook white hires, writes Heather Long.



Mónica Hernández (left) with her work colleague | PHOTO: Carolyn Van Houten/
The Washington Post

1 WHEN Mónica Hernández told her husband that her 2019 New Year's resolution was to go back to work, he was surprised. He kept asking her whether that's what she really wanted to do. She had been out of the workforce for a year after a difficult pregnancy and the birth of their first child. "I want to put my brain to use," Hernández told her husband. "Now my son is here, and it makes me want to do even more."

2 Hernández, 28, landed a job this spring as a part-time receptionist at Impressions Pediatric Therapy in Maryland, making her part of a surge of Hispanic and African-American women who are entering the workforce amid one of the hottest labor markets in U.S. history.

3 Today, she earns \$15 an hour, a big jump from the \$9-an-hour cashier jobs she once thought would better working life. Clients like that Hernández is bilingual, and the owner of the fast-growing therapy practice just offered her a full-time position.

4 The surge of minority women getting jobs has helped push the U.S. workforce across a historic threshold. For the first time, most new hires of prime working age (25 to 64) are people of color, according to a Washington Post analysis of data the Labor Department began collecting in the 1970s. Minority hires overtook white hires last year.

5 Women are predominantly driving this trend, which is so powerful that even many women who weren't thinking about working — because they were in school, caring for kids, or at home for other reasons — are being lured into employment, according to The Post's analysis.

6 Minority women began to pour into the labor market in 2015, and they have begun to reshape the demographics of the U.S. workforce, especially because many white baby boomers have been retiring. There are 5.2 million more people in the United States with jobs than at the end of 2016, and 4.5 million of them are minorities, according to The Post's analysis of Labor Department data.

7 Now the question is whether minority groups will hold on to these gains as the economy shows signs of fraying. Job growth is slowing this year, the Labor Department reported, giving rise to fears that a trade war and global economic slowdown that have

already hit U.S. economic growth could begin to restrict hiring.

8 President Donald Trump frequently celebrates the recent record lows in the Hispanic and African-American unemployment rates. "We've seen a lot of gains in employment among lower-income and lower-education groups," said Marianne Wannaker, an economist and former member of Trump's Council of Economic Advisers. "But it is precisely those groups that are vulnerable to layoffs if economic activity slows."

9 Politicians and top policymakers, including at the Federal Reserve, say it's critical to keep this economic expansion going so more Americans can get jobs —

and build financial security. And it's especially critical for many minority families, who usually earn less and have far less wealth than whites. A typical white family has a net worth of over \$170,000, while a typical African-American or Latino family has a net worth under \$21,000, Fed data show.

10 Economists say the minority hiring boom is explained mainly by a tight labor market that is forcing employers to look beyond their normal pool of candidates. But interviews with more than 30 new hires, their managers, and caseworkers who help people find jobs suggest other forces, such as cultural attitudes and educational attainment, are pushing up the supply of minority women in the work world.

11 Many Latino women today say their families encourage them to work outside the home, a major change from when their mothers and grandmothers were expected to remain home with kids. "Culturally, our role was to stay home and take care of the children," said Frances Villagrán-Glover, vice president of student services at Northern Virginia Community College, which has seen Hispanic enrollment double in the past decade. "But that mind-set is changing. And as women go into the workforce, they see opportunities for leadership and growth."

12 Villagrán-Glover and other experts say more women are also getting jobs because families need two incomes to pay rent and other bills. Minority women over age 45 have been some of the biggest job gainers now that their children are older. ...

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Female board representation's surprising champion is Africa

EQUALITY Outside of the workplace African women are far more disadvantaged, writes Antony Sguazzin. *mit phase@vokabeltrainer*

1 AFRICA, a continent blighted by the world's highest maternal mortality rate and scant legal protection for women, beats all other regions globally in the proportion of females on company boards.

2 In Africa, one in four board members are female. That's better than second-placed Europe at 23% and well ahead of global laggard Latin America at 7%, according to a report on gender parity released by the McKinsey Global Institute. The world average for female representation on boards is 17%. Representation on executive committees in Africa is lower than on boards, at 22%, but above the global average of 21%.

3 Still, the advance has been led by progress in only a handful of African nations and women disproportionately occupy leadership roles in human resources and legal departments, jobs that are seen as less likely to lead to the position of chief executive officer, McKinsey said in the re-



Dr Dimakatso Malwela, CEO of Women of Value SA, speaks at an international event for women entrepreneurs.
| PHOTO: GARY HINGS

4 "A number of reality checks are necessary," McKinsey said in the re-

port titled "The Power of Parity: Advancing women's equality in Africa." "Only a relatively small number of economies – namely Botswana, Kenya, Uganda, Rwanda, and South Africa – have made headway."

5 Below senior management, Africa's performance has been less stellar, but still not out of step with other regions. At 76%, its workforce participation rate is above the world average of 64% and only behind Western Europe and the Eastern Europe and Central Asia region. But it's below the global average on formal employment and representation in professional and technical jobs.

6 Women also do relatively well in Africa in terms of political representation. With 25% of political representatives being women, Africa is ahead of the global average of 21%. The continent's best performers are Rwanda, South Africa, and Ethiopia.

7 Outside of the workplace, African women are far more disadvantaged, with significant inequality in their role in society and the legal protection available to them. "Africa has not done a good job of providing essential services such as health care and education," McKinsey said. "The continent has the world's highest rates of maternal mortality and unmet need for family planning in the world."

8 The equality of women's and men's rights is only enshrined in law in South Africa, Zimbabwe, and Rwanda. High levels of violence against women are also prevalent.

9 Even so, the picture is a mixed one, reflecting a range of experience across a continent with 54 nations and more than one billion people. "Countries in southern Africa perform relatively well on women's education and also have a low incidence of child marriage," McKinsey said. "This is not the case in West and Central Africa."

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0-1 **EMALE** board representation Frauenanteil in der Unternehmensführung, s.v.u.: board Verwaltungsrat — equality (Gleichheit) Gleichberechtigung, s.v.w.: inequality Ungleichheit — outside of außerhalb — workplace Arbeitswelt — disadvantaged (als)advantaged) benachteiligt — to be highlighted (hinauf)vermerkt sein; h.: gebührend sein — maternal mortality rate (mortalität; mortal) Müttersterblichkeit — scant (schrump) dürftig — legal protection (Recht) Rechtsschutz — proportion (Proportio) Anteil

2 second-placed zweitplatziert — well ahead of weit vor (jemand) (jemand) Neckenziegel — gender parity (Gleich) Gleichstellung der Geschlechter — to release Veröffentlichung — average (averagen) Durchschnitt — executive committee (GZ) Geschäftsausschuss

3 advance Fortschritt; s.w.u.: to advance vorantreiben — to lead anführen — disproportionately (disproportional) h.: überproportional off — to occupy (skip) besetzen, einnehmen — leadership role Führungsrolle — human resources (Personalwesen) Personalwesen — legal department Rechtsabteilung — chief executive officer (Hauptgeschäftsführer) — power Macht

4-5 economy Volkswirtschaft — namely nämlich — to make headway Fortschritt machen — senior management (Senior) leitendes Management — performance Abschneiden — stellar (stern) herausragend — not out of step with im Einklang mit — workforce participation rate (Beschäftigung) Erwerbsquote (P) — formal employment reguläre Beschäftigung —

6-7 in terms of hinsichtlich — political representation (repräsentation) politische(r) Vertreter(in) — significant (signifikant) erheblich — has not done a good job of... hat es nicht geschafft... — essential (essentiell) unbedingt notwendig — unmet need ungedeckter Bedarf — family planning Geburtenkontrolle

8-9 to be enshrined in law (in) in Gesetz verankert sein — level Ausmaß — violence (Violenz) Gewalt — prevalent (prevallend) verbreitet — even so trotzdem — to reflect widerspiegeln — range of experience Erfahrungsspektrum — have a low incidence of... (Vorfälle) es gibt wenig...

7.2 Kite Runner Speed Dating

Level according to CEF: B2

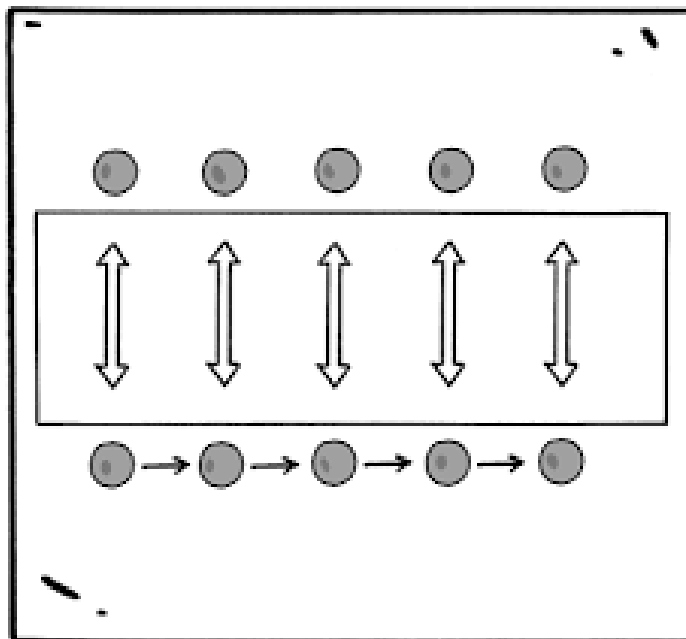
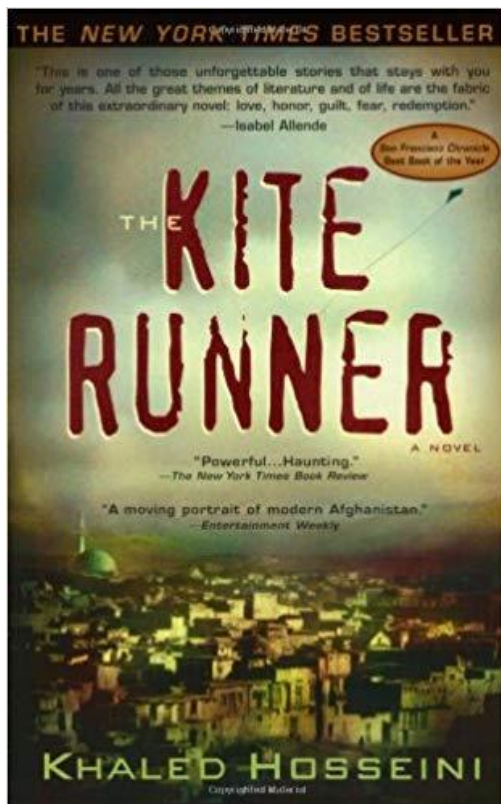
Topic: The Kite Runner Speed dating

Duration: 20 minutes

Reference to curriculum:

- Können sich in einfachen, routinemäßigen Situationen verständigen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
5 Minuten	Einführung in das Thema Afghanistan in den 1960er (Youtube)	Partnerarbeit	listening	bei 14 SchülerInnen 7 Kuverts mit jeweils einer Frage, Zitat, Aussage, etc	
15 Minuten	Nachdem die erste Hälfte des Buches gelesen wurde, findet das erste Speeddating statt. Die SchülerInnen sitzen sich in zwei Reihen gegenüber. Zwischen ihnen liegt jeweils ein Kuvert mit einer Frage, einem Zitat, einem Diskussionsanstoß zum Gelesenen. Das Kuvert bleibt immer am gleichen Platz! Nach dem Startschuss durch die Lehrkraft lesen die SchülerInnen den Inhalt ihres Kuverts und beginnen alle gleichzeitig mit der Diskussion. Nach einer gewissen Zeit wird das Signal zum Wechsel gegeben. Die Zettel kommen wieder in den Umschlag und alle Teilnehmenden rücken um einen Platz nach rechts! So wird ein mündlicher Austausch mit immer neuen GesprächspartnerInnen angeregt. Ende: wenn jeder über alle Kuverts diskutiert hat.	Partnerarbeit	speaking		...



7.3 The last embrace

Level according to CEFR: B2

Topic: The negative effects of outsourcing / Introduction

Duration: 15-20 mins

Reference to curriculum:

Die ganzheitlich ausgerichtete Ausbildung orientiert sich an den Zielen von Active Citizenship (aktive Teilnahme an der Gesellschaft), Employability (Beschäftigungs-fähigkeit) und Entrepreneurship (unternehmerisches Denken und Handeln) sowie der Befähigung zur Höherqualifizierung sowohl im Hinblick auf die Studierfähigkeit als auch hinsichtlich der Bereitschaft zu lebenslangem Lernen. (LP 2016: 2)

Die Schülerinnen und Schüler können-flüssig und wirkungsvoll über ein breites Spektrum von allgemeinen, kulturellen, beruflichen sowie gesellschaftlich bedeutsamen Themen sprechen und dabei die Bedeutung von Ereignissen und Erfahrungen hervorheben. (LP 2016: 4)

rough time frame	procedure	interaction format	skills / lang. systems	materials	Notes
5 to 7 minutes	<ul style="list-style-type: none"> T tells S that he/she will show them a picture with the title "The last embrace". T asks S to brainstorm what the picture might show. 	T-S	Speaking (Asking questions) Listening	Board	T writes "The last embrace" on the board.
2 to 3 minutes	<ul style="list-style-type: none"> T explains when and where the picture was taken (2013, Bangladesh, after the collapse of the garment factory Rhana Plaza). 	T-S	Speaking Listening		T asks what the "Rhana Plaza" might be.
5 minutes	<ul style="list-style-type: none"> T shows the picture. 	T-S	Speaking Listening	Picture Laptop Projector	T shows the picture and informs students about the catastrophe.



<https://bdnews24.com/bangladesh/2014/02/15/rana-plaza-images-win-world-press-photo>

7.4 The universe isn't real and the moon is an egg

Level according to CEFR: B2

Duration: 50 min

Topic: "The Universe isn't real and the moon is an egg" – How do I know what's important?

Reference to curriculum:

- können sowohl mündlich als auch schriftlich detaillierte Beschreibungen zu verschiedenen vertrauten Themen geben sowie detailliert über Ereignisse berichten
- können sowohl mündlich als auch schriftlich zu einem breiten Spektrum von vertrauten Themen Informationen austauschen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min	T hands out (relatively intricate) text with new information/details , in this case: (abbreviated) Guardian article about a Flat Earth conference S read text and highlight most important details, try to memorise facts/whatever seems important to them	S	reading, filtering out important information, memorizing facts	e.g. Guardian article: "The universe is an egg and the moon isn't real: notes from a Flat Earth conference" by Michael Marshall (could also be videos etc.)	The article needs to have enough details/facts for this task to work. All the students read the same text. Tell students they will have to be able to summarise the text later
3 min	S sit down on opposite sides of a desk (A – B), facing each other, all the A's summarise the article in 3 min, B listen to their partner attentively,	S – S	speaking, listening, summarising	phone/watch to take time, bell etc	Student pairs shouldn't be sitting too close to the ones beside them, as that can be distracting

	after 3 min T rings bell/claps hands				
2 min	all the B's now summarise what "their" A told them (not what they themselves know from the article), after 2 min T rings bell	S – S	speaking, listening, summarising	s. a.	Tell students beforehand that in their summary, they can only use information that they got from their partner
1 min	All the A's now summarise what "their" B told them, after 1 min T rings bell	S – S	Speaking, listening, summarising	s. a.	
30 sec	All the B's summarise what their A told them in one sentence	S – S	Speaking, listening	s. a.	
5 min	In-class discussion about difficulties, surprises etc while summarising/listening to summaries	S – S – T	Speaking, listening		
15 min	In-class discussion about the topic, vocabulary etc. Collect new/interesting vocabulary on board	S – S – T	Speaking, listening		
5 min	Possible follow-up activity: write Twitter message summing up the article	S	writing	Paper+pen/computer/phone	

Adapted from In Petto seminar by M. Schaffran

The universe is an egg and the moon isn't real: notes from a Flat Earth conference

[Michael Marshall](#)

Michael Marshall attended the UK's annual gathering of people who share the unshakeable belief that the Earth is flat

Wed 2 May 2018 14.33 BST Last modified on Wed 2 May 2018 18.10 BST

There was the three-hour presentation which contended that the universe is a giant egg. There was the Manchester musician who posited that the Earth is the shape of a diamond. And another who believes that the moon is a projection.

Welcome to the [Flat Earth UK Convention](#), a raucous departure from scientific norms where people are free to believe literally anything.

“When people ask me what I believe, I can't say that I believe in anything 100%”, Gary John tells the audience during his opening address. “Apart from that we don't live on a globe”.

That unshakeable belief is one of the few points of total agreement for the 200-strong audience at this week's gathering. There is less consensus, however, on what form the Earth actually takes: some believe it to be a disc with the Arctic circle in the middle; some believe that circle is under a dome, above which there may or may not be an expanse of water; others believe the Earth is just one in a series of ponds in a vast expanse of ice; and other still believe the Earth exists beneath four cosmic rings within a giant egg-shaped universe.

Most do not believe in space; none believe mankind has ever travelled there.

One speaker, Manchester-based musician Darren Nesbitt, dismisses the circular model of the Earth entirely, correctly critiquing that the Sun would have to travel faster in the South to make it around the outer-edge of the circle, which does not match our observations.

“You can't just trust YouTube”, he implores the audience during his talk, “you have to be your own authority”.

The Earth, according to Nesbitt, is more likely a diamond shape, with East-West travel facilitated by 4D space-time warps along the edges, allowing for a “Pac-Man” version of reality – where a traveller might sail off one side of the screen, and appear at the other side. That diamond is propped up on seven circular pillars, “because God likes the number seven”. This version, he explains, fits the evidence better, and is supported by the Bible, in the book of Job.

Several speakers throughout the weekend take time to highlight that evolution is a myth, accompanied by occasional heckles of “monkey men!” from audience members.

To their credit, there are members of the Flat Earth community who are determined to disprove the globe model through scientific experiments: some use high-powered lasers over bodies of water to try to attempt to observe any curvature, others creating complex 3D models to explain the movements of the Sun and stars.

Although the ideas have persisted for generations, the modern Flat Earth phenomena is surprisingly recent. When [I first encountered the community in 2013](#), Flat Earth arguments played out on [a fringe messageboard](#), with some dispute over whether proponents actually believed in the theories they espoused or whether they simply enjoyed the intellectual pursuit of arguing an untenable position. However, if there were disbelievers among the 200 attendees at the

conference, they were exceptionally convincing; there seems little doubt over the sincerity of modern Flat Earth proponents.

Almost all of the speakers came to the Flat Earth within the last five years: Nesbitt “came out” as a Flat Earther in 2015; Gary John found the movement in August 2015; Martin Liedtke in 2015. Almost all – speakers and attendees alike – credit their conversion to the Flat Earth to YouTube, watching videos like those produced by American Flat Earth star Mark Sargent.

Fame in the Flat Earth world is not without its pitfalls, however, as Sargent’s standing in the UK movement demonstrates. Sargent was booked to speak at the conference, before he gave [interviews to the BBC](#) and [Good Morning Britain](#), in which he espoused his belief that the Earth exists under a dome, like a snowglobe. These interviews reflected badly on the community, Gary explained to me during lunch, so he contacted Sargent to air his concerns over the interviews, and how they were perceived by members of the Flat Earth community. In response, Sargent publicly and acrimoniously withdrew from the conference.

Sargent’s influence perseveres, however: one attendee during lunch showed me his favourite proof of the Flat Earth – a video showing [a side-view from a plane-tracking software](#), created by Mark Sargent.

“It shows the height of the planes as they fly”, he told me, excitedly. “If the Earth was round, we’d see their heights all change as they fly over the curve!”

“Isn’t it measuring altitude?” I asked, “So that’s the elevation above the ground. If the ground curved, and the plane’s path naturally curved with it, it would stay the same distance from the ground – which is exactly what we see in that video, don’t we?”

He paused for a moment.

“That’s interesting”, he said, “I’ll have to think about that”.

[...]

From: <https://www.theguardian.com/science/blog/2018/may/02/the-universe-is-an-egg-and-the-moon-isnt-real-notes-from-a-flat-earth-conference>

7.5 Tough it out - discussion

Level according to CEF B2

Topic: Tough it out - Discussing – Agreeing – Disagreeing

Duration: 40 minutes

Reference to curriculum:

- Themen aus dem persönlichen Umfeld der Schülerinnen und Schüler sowie aktuelle soziale, gesellschaftliche und berufliche Themen:
- Darlegen und einfaches Begründen von Meinungen (zB kurze argumentative Texte, einfache Diskussionen).
- können sich in einer Reihe von unterschiedlichen Situationen verständigen, in denen es um einen Austausch von Informationen und Meinungen in Zusammenhang mit Familie, sozialen Beziehungen, Schule, Arbeit, Freizeit und aktuelles Geschehen geht;

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
10 min	Put students into pairs. Hand out paper strips with phrases for agreeing/ disagreeing/ giving an opinion etc. and ask them to group them according to these categories.	S - S	Grouping phrases according to their use	Paper strips with the phrases on them, empty template with the categories they should be grouped into (Handout 1)	This exercise is a revision from 2 nd grad and the material I use is also taken from teacher material used in 2 nd grade. It can also be varied by using more advanced phrases.
3-5 min	Teacher checks the result.	S - T			
5 min	Students look at the statements (Handout 2) and tick the category according to whether they agree, disagree with a statement or are uncertain about it.	S	Understanding statements	Handout 2	
20 min	With a partner – either the original ones or different ones – students find out the topics/ statements they disagree on and discuss them, using the phrases but also elaborating on the topic longer if they want to.	S - S	Speaking, discussing, turn taking		The activity should not end when they have used the phrases once, real discussions should develop on certain topics. The phrases are really only revised in this exercise. Partners can also change during the activity.

HANDOUT 1

Support your opinion

Find the elements that fit the respective category:

Giving opinions	
As for myself...	I'm of the opinion that...
For my taste...	I'm under the impression that...
In my view...	I believe...
It seems to me that...	To my mind...

Agreeing	Agreeing in part
I totally agree.	I agree with you up to a point.
I couldn't agree more.	You may have a point there. However...
You are perfectly right.	To a certain extent yes, but...
Precisely.	It seems this is true, however...

Disagreeing	Disagreeing in part/mildly
I think you are wrong.	I don't entirely agree.
I totally disagree with...	I'm afraid I can't agree with you there.
Sorry, but that's out of the question.	I've got doubts about...
That's not how I see it.	That's not really how I see it.

Adapted from: Focus on Modern Business 2, Serviceteil für Lehrerinnen, Veritas Verlag Linz, und Cornelsen Verlag Berlin, 2012.

HANDOUT 2

TOUGH IT OUT

Step 1: Read the statements and tick whether you “totally agree”, are “uncertain” or “totally disagree”.

Step 2: Find a partner and find out which topics you disagree most on. Talk about one of these topics for about two minutes, then move on to the next topic you disagree on or find a new partner.

		totally agree	uncertain	totally disagree
1	My friends should come from the same social background as me.			
2	To have a happy family life and a successful career is not possible.			
3	Globalisation is the reason for most problems in the world today.			
4	Nowadays women are equal to men.			
5	Gay marriage should be accepted.			
6	Death penalty is not acceptable at all.			
7	Celebrities – e.g. sportsmen and musicians – earn too much money.			
8	There should be a minimum as well as a maximum income.			
9	Teachers do not give enough homework.			
10	Military service should be obligatory for both men and women.			
11	Marriage is an old-fashioned concept.			
12	Quality of life will improve in the future.			
13	Learning foreign languages is a must in the 21 st century.			
14	Religious instructions should not be taught in school.			
15	Co-education is neither good for boys or girls.			

Adapted from: Focus on Modern Business 3, Serviceteil für Lehrerinnen, Veritas Verlag Linz, und Cornelsen Verlag Berlin, 2012.

7.6 Women

Level according to CEFR: B2

Topic: status of women in society

Duration: 20 minutes

Reference to curriculum: Themen aus dem Erfahrungsbereich der SchülerInnen sowie gesellschaftspolitische, soziale und wirtschaftliche Themen: z.B. gesellschaftliche Strukturen

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
3'	Song: Baby it's cold outside (change the incorrect lyrics in the female part of the song – in bold)		listening	PC / Beamer photocopy	
4'	Listen to the new John Legend and Kelly Clarkson version of the song		listening	PC / Beamer photocopy	...
5-10	Which parts have they changed? Can you think why?	T-S	speaking	photocopies	
	Follow-up: Discussion: Should we change works of art to fit the current political climate?	T-Ss Ss-Ss	speaking		

Baby, It's Cold Outside – Frank Loesser (1944)

I really can't **play** (but baby, it's cold outside)
I've got to go away (but baby, it's cold outside)
This **morning** has been (been hoping that you'd drop in)
So very **cold** (I'll hold your hands, they're just like ice)
My **brother** will start to worry (beautiful what's your hurry?)
My **mother** will be pacing the floor (listen to the fireplace roar)
So really I'd better scurry (beautiful please don't hurry)
But maybe just a half a **think** more (put some records on while I pour)
The **animals** might think (baby, it's bad out there)
Say what's in this drink? (no cabs to be had out there)
I wish I knew **why** (your eyes are like starlight now)
To break this spell (I'll take your hat, your hair looks swell)
I ought to say, no, no, no sir (mind if I move in closer?)
At least I'm gonna say that I tried (what's the sense in hurtin' my pride?)
I really can't stay (oh baby don't hold out)
But baby, it's cold outside

I simply must go (but baby, it's cold outside)
The **question** is no (but baby, it's cold outside)
The welcome has been (how lucky that you dropped in)
So **hot** and warm (look out the window at this dawn)
My **daughter** will be suspicious (gosh your lips look delicious)
My brother will be there at the **floor** (waves upon the tropical shore)
My maiden aunts mind is vicious (gosh your lips are delicious)
But maybe just a **coffee** more (never such a blizzard before)
I've gotta get home (but baby, you'd freeze out there)
Say lend me a comb (it's up to your knees out there)
You've really been grand (I thrill when you touch my hand)
But don't you see? (how can you do this thing to me?)
There's bound to be talk **today** (think of my lifelong sorrow)
At least there will be plenty implied (if you got pneumonia and died)
I really can't stay (get over that old out)
Baby, it's cold
Baby, it's cold outside

Exercise 1. Change the incorrect lyrics in the female part of the song (in **bold**).

Exercise 2. Listen to the new John Legend and Kelly Clarkson version of the song (2019). Which parts have they changed and can you think why?

Exercise 3. Explain the phrases:

pacing the floor –

hurting my pride –

suspicious –

implied –

‘Baby, It's Cold Outside' Was **Controversial** from the Beginning.

‘Tis the season when wintery songs take over the airwaves. But not all of the classic tunes **elicit** feelings of holiday cheer — and in recent years, one in particular has become the subject of controversy: “Baby, It’s Cold Outside.”

In the **#MeToo era**, a song about a man pressuring a woman to stay with him isn’t seen as so cheery by some. On *The Voice* on Tuesday night, John Legend and Kelly Clarkson performed their new cover of the song, in which he sings about being supportive of whatever decision she makes, with lines like “It’s your body and your choice” and “I want you to stay, it’s not up to me.”

And yet, the new version has also become controversial, among people who thought the song didn’t need editing. Sharon Osbourne said it’s “not right” to change “an innocent lyric,” which she argued is **akin to** trying to covering up nudes in classic works of art.

Susan Loesser, daughter of “Baby, It’s Cold Outside” composer Frank Loesser, came to the song’s defense last year, arguing that it needs to be understood within “the context of the time” when it was written in 1944. Back then, she said, the lyric “What’s in this drink?” would refer to the alcoholic content, not the thought of being drugged. In fact, “Baby, It’s Cold Outside” started out as a **shtick** that the songwriter Frank Loesser performed with his wife at parties.

Despite the confusion over its meaning, the song has remained popular. In fact, the renewed public attention didn’t hurt sales of the song when some radio stations banned “Baby, It’s Cold Outside” in 2018, and the controversy may have helped it. Last year, by mid-December, Dean Martin’s 1959 cover became the second best-selling holiday song in terms of digital sales.

Exercise 1. Explain these words/phrases:

Controversial -

elicit -

#MeToo era -

akin to -

shtick -

Exercise 2. What is your opinion? Should we change works of art to fit the current political climate?

8 Any level

8.1 Kahoot

Level according to CERF: A2-B1

Topic: various: grammar, culture, ...

Duration: various

Reference to curriculum: various

rough time frame	procedure	interaction format	skills / lang. systems	materials	notes
any	interactive group activity	online quiz	reading (multiple choice)	www.kahoot.com , computer, smartphones	see instructions online

8.2 Valentine's Day

Level acc. to CEFR: A2-C1

Topic:
Valentine's Day – Looking for matches

rough time frame	procedure	Interaction format	skills/lang. systems	materials	notes
-	preparation	T	Coordination skills of teacher required	Clippings – see attachment	Shuffle and hand out randomly . clockwise
2'	explanation	T-S	Understanding instructions	See above	
-	Students read out their clippings – Students recognizing a "Match" call out "Mine!" and gain the matching clipping.	S-SSS	Reading, understanding and matching. Ability to react quickly.	See above	
					The student with the most matches wins

Why do skunks love Valentine's Day?	Because they are scent -imental!
Have Adam and Eve ever had a date?	No, they had an apple!
What did the Valentine's Day card say to the stamp?	Stick with me and you'll go places!
What do farmers give their wives on Valentine's Day?	Hogs and kisses!
Did you hear about the bed bugs who fell in love?	They're getting married in the spring!
What did the chef give their Valentine?	A hug and a quiche!
What did one Italian volcano say to the other?	"I lava you!"
What did one Italian pickle say to the other?	You min a great dill to me.
What did the Italian painter say to his girlfriend?	I lova you wid all my art!
How did the phone propose to his girlfriend?	He gave her a ring.
What is the difference between a calendar and you?	A calendar has a date on Valentine's day!
Why shouldn't you fall in love with pastry chefs?	They'll dessert you.
What did the bat say to their Valentine?	You're fun to hang around with.
What did the flame say to his friends after he fell in love?	I found the perfect match!
What did one bee say to the other?	I love bee-ing with you, honey!

What happened when the man fell in love with his garden?	He wed his p(l)ants!
What do you call a ghost's true love?	His ghou(l)-friend.
What did one rabbit say to the other on Valentine's Day?	Somebunny loves you!
What do pigs give on February 14?	Valen-swines!
What did one magnet say to the other on Valentine's Day?	I find you very attractive!
What do you call two birds in love?	Tweethearts!
What's the perfect thing to say to a coffee lover on Valentine's Day?	Words cannot espress-o you mean to me.
What do you call a very small valentine?	A valentiny!
What did one oar say to the other?	Can I interest you in a little row -mance?
Why did the cannibal break up with his girlfriend?	She didn't suit his taste!
What did one fungus say to the other on Valentine's Day?	There's so mush-room in my heart for you!
What did the toast say to the butter on Valentine's Day?	You're my butter half!
What did the man with the broken leg say to his nurse?	"I've got a crutch on you!"
What did the pancake say to the milk?	You are my batter half!
Have you heard about the hedgehog?	He fell in love with a pincushion!

8.3 Vocabulary Pin Card Game

Level according to CEFR: A1 upwards

Duration 8 mins

Topic: any, e.g. politics

Reference to curriculum: Lehrplan 2016

Hören:

Die Schülerinnen und Schüler

- können im direkten Kontakt ... wichtige Details verstehen.

Lesen

Die Schülerinnen und Schüler

- können rasch den Inhalt ... erfassen.

Lexikalische Kompetenz:

Die Schülerinnen und Schüler

- verfügen über einen großen Wortschatz in ihrem Interessens- und Fachgebiet und in den meisten allgemeinen Themenbereichen;

rough time frame	procedure	interaction format	skills / lang. systems	materials
3 min	Preparation: - T pins cards (about 20) with one word each (e.g. <i>president</i>) on to the blackboard - Ss move tables and chairs aside - Ss look for a partner, line up in pairs, the first pair with a distance of appr. 5 m from the blackboard.	S-S		
15 min (depending on group size)	- T starts giving (telling/reading) the definition of one of the words (e.g. <i>the head of state of a republic</i>). - As soon as one of the first two S thinks he/she knows the correct word, he/she runs to the blackboard and touches the card (leaving the hand on, so it is obvious who was first). - The winners go to one side (e.g. right), the losers to the other (e.g. left) - In the second round winners compete against winners and losers against losers - (Game can be continued by winners of the second and following rounds until there is one winner (more cards in exchange necessary))	T-S-S	Listening Vocabulary	Blackboard, cards, magnets