

I.B.31

Communicative skills – Speaking

Phrases for interactions in class – Sich nützlichen Wortschatz für Unterrichtssituationen aneignen (Klassen 7–10)

Nach einer Idee von Rita Reinheimer-Wolf, Mörlenbach



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„In English, please ...“ – Eine grundlegende Anforderung an den Fremdsprachenunterricht ist die Einsprachigkeit. Häufig fallen Schülerinnen und Schüler in Realität aber in die Muttersprache zurück. Diese Unterrichtseinheit thematisiert Redemittel für den Englischunterricht, die wichtigen Stell-schrauben für die gelungene Kommunikation darstellt. Dabei steht sowohl die Interaktion zwischen Lehrkraft und Lernenden als auch zwischen den Schülerinnen und Schülern dar. Ihre Lerngruppe eignet sich *phrases* an und erweitert und vertieft ihre rezeptiven und sprachproduktiven Kenntnisse, um im Klassenraum der Fremdsprache authentisch interagieren zu können.

KOMPETENZPROFIL

Klassenstufe: 7–10

Dauer: 5 Unterrichtsstunden

Kompetenzen: Kommunikative Kompetenzen: Redemittel in Kommunikationssituationen üben und festigen, Rückfragen an Lehrkräfte stellen, mit Mitschülern und Mitschülerinnen in der Fremdsprache kommunizieren, an einer Diskussion teilnehmen

Thematische Bereiche: *classroom interaction with teachers and fellow students*

Auf einen Blick

1./2. Stunde

- Thema:** Which phrase is used in which situation?
- M 1** **Check-in – The different faces of an interaction in the foreign language** / verschiedene Kommunikationssituationen identifizieren (PA)
- M 2** **Students-teacher interaction – Practising standard communicative situations / phrases** auswendig lernen und mithilfe eines Quiz in Kommunikationssituationen üben (PA, GA)
- M 3** **Cards for the quiz** / mithilfe eines Quiz die erlernten *phrases* sortieren und anwenden (PA, GA)
- M 4** **Solutions for the quiz** / Lösungen für das Quiz für den *referee* und als Hilfestellung für leistungsschwächere Lernende
- Benötigt:**
- Memo-Karten in M 3 ggf. auf (dickes) farbiges Papier kopiert
 - Quizkarten in M 3 ggf. auf dickem Papier kopiert
 - ggf. digitale Versionen der Karten in *Learning Apps*

3. Stunde

- Thema:** Finding phrases for different communicative situations
- M 5** **Student-student interaction – Practising standard communicative situations / Redemittel** zu Kommunikationssituationen zwischen Lernenden sortieren und illustrieren (EA, PL)
- Benötigt:**
- M 5 als Ausdruck, Folie oder digitale Version zur Projektion der Kommunikationssituationen
 - Dokumentenkamera, OHP oder Whiteboard/Beamer
 - Klebeetiketten in ausreichender Anzahl
 - Papier für die Illustration der *phrases*

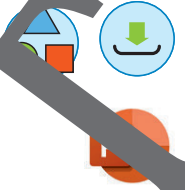
4./5. Stunde

- Thema:** Have a discussion
- M 6** **Taking part in a discussion – Using phrases correctly** / Redemittel in einer Gruppendiskussion einüben (GA)
- Benötigt:**
- Ausreichend Kopien der *discussion tickets*, ggf. auf dickem Papier

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_Handout phrases Handout mit wichtigen Redemitteln für verschiedene Kommunikationssituationen

ZM2_PPT phrases *PowerPoint*-Präsentation mit den wichtigsten Redemitteln zur Projektion



Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- 1./2. Stunde: Check-in – The different faces of interaction in the foreign language, M 1–M 4
Student-teacher interaction
3. Stunde: Student-student interaction M 5

Check-in – The different faces of an interaction in the foreign language

M 1

When you are in the classroom you can't help interacting with your fellow students and your teachers. Do you think that you are able to use the correct phrases for specific situations?



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Tasks

- Read the phrases in the grid below.
 - Match the phrases with the corresponding communicative situation. You can also complete this task online as a LearningApp: <https://learningapps.org/watch?v=pkq4yq8czz>
 - Say who is talking to whom (S=student; T=teacher). Fill in the table.
- Compare your answers with a partner.
- Name different communicative situations that may arise in the classroom on the basis of your experience as a student.



Classroom phrases	Communicative situations	Who says it to whom?
a) What exactly should we revise?	1) Making a question	a)
b) Sorry about being late. My train/bus was delayed.	2) Assignments have to be handed in	b)
c) Would it be a good idea to ...?	3) Making a suggestion	c)
d) Everyone who has finished, will you please hand in your work.	4) Asking for clarification	d)
e) Would you explain that again, please?	5) Checking for understanding	e)
f) Swap papers with your neighbour, please.	6) Giving instructions/orders	f)
g) Can I have a volunteer?	7) Making an excuse	g)
h) I didn't quite catch what you said.	8) Asking for help	h)

Students-teacher interaction – Practising standard communicative situations

Every classroom phrase is triggered by a very specific communicative situation: You might need help with your assignments, ask for clarification, make suggestions etc.

Tasks

1. Look at the phrases in the table and try to memorise them.

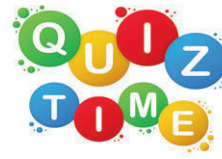
Tip: If you have not come across the phrases yet or find them difficult, the German situations given on the solution sheet can help you. After memorising the phrases, put the sheet away.

2. Play a memo-game with a partner. Cut out all the cards: The phrases and the situations. Put them on the table face down.

- a) Student 1 uncovers one card from each set. If the cards match, student 1 gets to keep the cards. If the cards do not match, student 1 turns them around again. It is student 2's turn.
- b) Student 2 repeats the steps from a).
- c) Student 1 and student 2 play until there are no cards left on the table.

You can also do this task online as a *LearningApp*.

- Easy: <https://learningapps.org/watch?v=php1i4t1n22>
- Intermediate: <https://learningapps.org/watch?v=2oun5t22>



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Students-teacher interaction – Practising standard communicative situations

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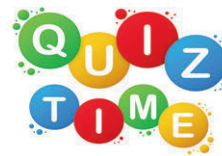
Tasks

1. Look at the phrases in the table and try to memorise them.
2. Get into groups of four students and practise the phrases in a quiz.

How to do the quiz: One student in your group serves as a referee. This student has all the correct answers, and it is his/her task to check your responses. Cut out the situation cards. Do not cut out the phrases-cards.

Other three students in your group take turns in drawing a card from the situation deck. The deck of cards should be put face down on the table. Your task consists of finding the correct phrase for the situation described in German on the card you have drawn.

Example: What do you call this in English? → Du möchtest die englische Übersetzung für ein deutsches Wort wissen.



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M 2



M 6



Taking part in a discussion – Using phrases correctly

When you are taking part in a discussion with your peers in the classroom, you usually must know the essential details and facts about the topic in question. Additionally, you need to be able to express your opinion, emphasise your ideas, change the topic etc.

Task

Get together in groups of five students. Have a discussion on the following statement:

“Homeschooling” had a positive impact on students’ productivity.

- a) Prepare arguments on your own before getting together with your classmates.
- b) Put the slips of discussion tickets in front of you. Use the tickets during your discussion.
 - Easy: Use at least 3 of the discussion tickets.
 - Intermediate: Use at least 5 of the discussion tickets.
 - Hard: Use at least 8 of the discussion tickets.

Once you have used a phrase from the tickets, you are allowed to put the slip of paper away.



Discussion tickets

From what I've experienced/heard/seen/noticed, I think ...	Well, the way I see it ...
Could you please repeat that?	Could you tell me why ...?
In my opinion, ...	The way I see it, ...
Oh, I don't think so. I think ...	To put it briefly, ...
No, I'm not. I don't agree because ...	I absolutely agree.
I don't think so either.	I would question your argument.
OK, you may be right there.	What you say is only partly true.
Let's try to avoid generalisations/stereotypes/unnecessary repetitions.	Let's try to stick to the facts.
So, are we all happy with this conclusion?	Is that an adequate summary of our main points?
Can we leave it at that?	Unfortunately, many questions have been left unanswered.

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