

Durch Kompetenzorientierung aufs Leben vorbereiten

Englisch unterrichten mit Blue Line, Red Line, Orange Line



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Institut für Angewandte Didaktik

- Vielfältige Motivierung und Aktivierung
- Emotionale Beteiligung
- Sinnliche Erfahrungen
- Effizientes Zeitmanagement
- Selbstregulation
- Handelnde Auseinandersetzung
- Vielfältige Kommunikation und Interaktion
- Konsolidierung und Üben
- Klarheit, Verständlichkeit, Strukturiertheit
- Lebensweltbezug und Relevanz

In a nutshell:

Guter Unterricht ist **kompetenzorientiert**.

Schreibkompetenz

Kognitive Kompetenz

Lesekompetenz

Volitionskompetenz

Interkulturelle Kompetenz

Metakompetenzen

Diskurskompetenz

Evaluationskompetenz

- „competere“ = zusammenfallen, zusammentreffen
- Wenn die Herausforderungen einer lebensweltlichen Situation mit dem individuellen Konglomerat von Handlungsbereitschaft, Fähigkeiten, Wissen und Fertigkeiten eines Individuums „zusammentreffen“, so besitzt dieses die „Kompetenz“ zur Bewältigung dieser Situation.

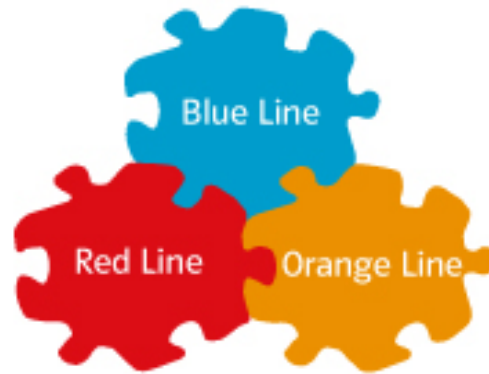
(vgl. Wollersheim 1993 : 89 oder Weinert 2001 : 27 f.)

In a nutshell:

Kompetenz ist das Vermögen eines Individuums,
eine lebensweltliche Situation sprachhandelnd
zu bewältigen.

- **Handlungsbereitschaft herstellen (Motivation und Volition)**
- **Fähigkeiten entwickeln (physisch und psychisch)**
- **Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)**
- **Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)**
- **Situationsbewältigung trainieren**





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- ✓ Motivierender Themeneinstieg in die Unit

Filmsequenz mit den Lehrwerksfiguren



Find more online: 18ce82

Unit 1
I'm from Greenwich

Am Ende dieser Unit kann ich ...

- mich vorstellen.
- über meine Familie sprechen.
- mich über mein Zimmer unterhalten.
- eine Bildergeschichte verstehen, zwei Personen miteinander bekannt machen und einen Film zum Thema „Wohnen in England“ verstehen.

My name is Olivia Fraser.
What's your name?
This is my bike. It's cool!

Hi! I'm Luke Elliot.
I'm a football fan. I'm eleven.
How old are you?
This is my dog, Sherlock.
He's a crazy dog!

1 Who is in the photos?

- Olivia is in photo 1.
- ... is in photo 2.
- ... is in photo 3.
- ... is in photo 4.

2 Who says it?

Fluff and Honey are my pets.

- Holly
I'm eleven.
- ...
I'm from Greenwich in London.
- ...
I'm twelve.
- It's cool!
My lucky number is six.
- ...
I'm a football fan.
- This is my cat, Sid.
- ...
My lucky number is six.
- ...
I'm twelve.
- ...
I'm a football fan.

12 twelve

Way in

Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

1

Hello. My name is Dave Preston.
I'm twelve. My lucky number is six.
This is my cat, Sid.

4

My name is Max.
I'm eleven.
I'm from Berlin.
That's in Germany.
I'm a football fan.
This is my pet, Coco.

thirteen 13

✓ Transparente Lernziele strukturieren den Unterrichtsverlauf

Kompetenzziele

Unit 1 I'm from Greenwich

1. Who is in the photo?

2. Who says?

3. Complete it with a partner.

4. Write your name!

5. Write your name!

6. Write your name!

7. Write your name!

8. Write your name!

9. Write your name!

10. Write your name!

11. Write your name!

12. Write your name!

13. Write your name!

14. Write your name!

15. Write your name!

16. Write your name!

17. Write your name!

18. Write your name!

19. Write your name!

20. Write your name!

Teilziele

1. Complete Holly's sentences.

2. Match the words.

3. Write your name!

4. Write your name!

5. Write your name!

6. Write your name!

7. Write your name!

8. Write your name!

9. Write your name!

10. Write your name!

11. Write your name!

12. Write your name!

13. Write your name!

14. Write your name!

15. Write your name!

16. Write your name!

17. Write your name!

18. Write your name!

19. Write your name!

20. Write your name!

Lernaufgabe (Task)

Checklist

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Step 9

Step 10

Step 11

Step 12

Step 13

Step 14

Step 15

Step 16

Step 17

Step 18

Step 19

Step 20

Checklist

Ich kann mich selbst vorstellen. ✓

Hello/Hi! • My name is
I'm • I'm from
I'm a ... fan. • This is my

→ WB 13

Ich kann über meine Familie sprechen. ✓

This is my family. •
This is my • I have a
I have two/three/

→ WB 13

Ich kann mich über mein Zimmer unterhalten. ✓

What's in your room? • There are ... in my room. • Are there ...? • Where's the ...? • It's next to • Is your room a mess? • Yes, it's a mess! • No, it's OK.

→ WB 13

Ich kann eine Bilder-geschichte verstehen. ✓

→ WB 14

Ich kann zwei Personen miteinander bekannt machen. ✓

→ WB 14

Ich kann einen Film zum Thema „Wohnen in England“ verstehen. ✓

❖ (TASK) A presentation

Step 1

Collect ideas for a presentation about you.

My family	Me	My home	Pets/bike/...
Dad	ten	five rooms	cat
...	...	no ...	...
...	...	...	...
...	...	...	...

Step 2

Write sentences.

Ask your teacher or a partner to check your sentences.
Correct your sentences.

Step 3

Collect pictures and make a collage.



Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

1

Step 4

Present yourself, your home and your family.

Use your collage and your sentences.

I'm

My name is

This is my



SPEAKING SKILLS

- Übe zuerst deinen Vortrag mit einer Partnerin oder einem Partner.
- Sprich frei oder verwende deine Notizen von Step 1 oder deinen Text von Step 2.
- Sprich klar und deutlich.
- Schau deine Partnerin oder deinen Partner an.

Step 5

Ask for and give feedback.

Ask the others about your presentation.

How was my presentation?

It was very interesting!

I'd like to know more about your pet.



GROUP SKILLS

- Wenn du ein Feedback gibst, sage zuerst immer etwas Positives.
- Hat deine Mitschülerin oder dein Mitschüler klar und deutlich gesprochen?
- Hast du alles verstanden?
- Hat deine Mitschülerin oder dein Mitschüler beim Präsentieren die Klasse angeschaut?

Find more online:
i8ce82

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- mich über mein Zimmer unterhalten.
- eine Bildergeschichte verstehen, zwei Personen miteinander bekannt machen und einen Film zum Thema „Wohnen in England“ verstehen.



Unit 1

I'm from Greenwich

My name is Olivia Fraser.
What's your name?
This is my bike. It's cool!

1

Hi! I'm Luke Elliot.
I'm a football fan. I'm eleven.
How old are you?
This is my dog, Sherlock.
He's a crazy dog!

2

Way in Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

1

Hello. My name is Dave Preston.
I'm twelve. My lucky number is six.
This is my cat, Sid.

4

I'm Holly Richardson.
I'm from Greenwich in London.
That's in England.
Where are you from?
Fluff and Honey are my pets.
They're guinea pigs.

3

1 Who is in the photos?

1. Olivia is in photo 1.
2. ... is in photo 2.
3. ... is in photo 3.
4. ... is in photo 4.

2 Who says it?

Fluff and Honey are my pets.

1. Holly

I'm eleven.

It's cool!

This is my cat, Sid.

2. ...

3. ...

4. ...

I'm from Greenwich in London.

My lucky number is six.

5. ...

6. ...

I'm twelve.

I'm a football fan.

7. ...

8. ...

3 (SPEAKING) Ask a partner. → M Double circle, p. 178

Hi! What's your name?
How old are you?
Where are you from?

Hello, I'm Leonie.
I'm ten.
I'm from Frankfurt. That's in Germany.

4 (YOUR TURN) My card

- a) Write a card. Find or draw a picture.
Write four to six sentences.
- b) Read your sentences to a partner.

My name is Max.
I'm eleven.
I'm from Berlin.
That's in Germany.
I'm a football fan.
This is my pet, Coco.



Ich kann mich vorstellen. ✓



Language detectives → G2, p. 161

Nimm die Sätze unter die Lupe:
Wann verwendest du am, is und are?



- 1 He is my dad. 2 They are nice.



3 She is nice too.



4 We are sisters.



5 It is cool. 6 I am here.

8 Put in am, is or are.

- We are in the garden.
- It is a cool photo.
- They are my mum and dad.
- She is nice.
- He is cool.
- I am eleven.

STUDY SKILLS

Ihr könnt die Regel auf einem Lernposter als Mind-Map darstellen.

— am he — is — are

9 Match the words. Compare with your partner.



- | | | | | | |
|-------|---|---------|----------------|---|------------|
| 1. he | - | Desmond | 2. they | - | |
| he | ✓ | they | she | | the photo |
| we | | it | my mum and dad | | Lucy and I |
| | | | | | Claire |

10 What can Olivia say?

a) Make sentences. → p. 128

- | | | |
|----------------------|-----|------------------|
| 1. I | am | sisters. |
| 2. Lucy and I | is | my mum and dad. |
| 3. Lucy | are | Olivia Fraser. |
| 4. Desmond | | my dad's friend. |
| 5. Janet and Desmond | | my dad. |
| 6. Claire | | five. |

b) What can Lucy say? Finish the sentences.

1. I ... 2. Olivia ... 3. Desmond and Claire ... 4. Janet ...

Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

1

11 Complete Holly's sentences.

- My mum? She's cool.
- My dad? He's nice.
- Amber? She's OK.
- Amber and I? We're sisters.
- Fluff and Honey?
They're my pets.
- The photo? It's nice.
- Me? I'm here.



GRAMMAR → G2, p. 161

So bildest du Kurzformen:
I am → I'm I'm Ben.

he is → he's
she is → she's
it is → it's
we are → we're
they are → they're



12 Read Holly's e-mail.

a) Put in 'm, 's or 're. → p. 128

Hi!
I(1) Holly Richardson. I(2) eleven. How old are you? I have one sister,
Amber. She(3) OK. We(4) from Greenwich. And you? Greenwich is OK.
It(5) in London. I have two pets, Fluff and Honey. They(6) crazy!
Bye!
Holly

b) Answer Holly's e-mail.

13 (YOUR TURN) My family → V My family

a) Draw your family tree, or bring a picture of your family.

b) Tell a partner about your family.

This is my family.
This is my mum. She's cool.
This is my dad. He's crazy.
This is my sister. She's eight.
(This is my brother. He's six.)
This is my mum's friend. He's nice.
(This is my dad's friend. She's OK.)



STUDY SKILLS

Versuche, die Sätze über deine Familie auswendig zu lernen. Lies deine Sätze so oft vor, bis du sie vorlesen kannst, ohne zu stocken.

Ich kann über meine Familie sprechen. ✓

- Handlungsbereitschaft herstellen (Motivation und Volition)
- **Fähigkeiten entwickeln (physisch und psychisch)**
- Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)
- Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)
- Situationsbewältigung trainieren

[ð]

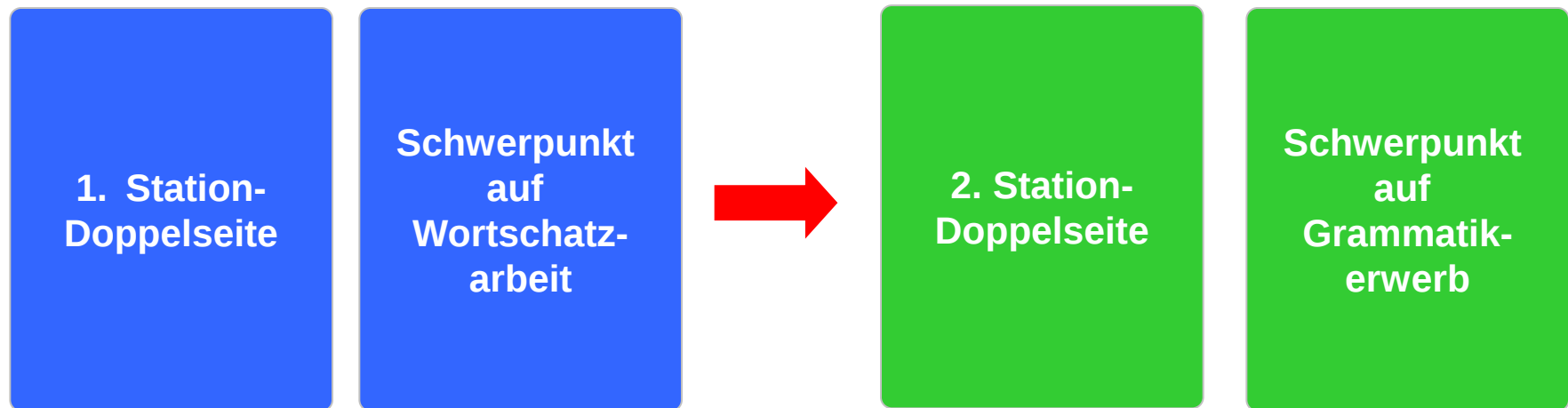
Nimm die Zungenspitze
zwischen die Zähne und
summe wie eine Biene.



- Handlungsbereitschaft herstellen (Motivation und Volition)
- Fähigkeiten entwickeln (physisch und psychisch)
- **Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)**
- Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)
- Situationsbewältigung trainieren

- ✓ Entzerrung des Stoffes

Keine gemischte Einführung von Vokabular und Grammatik



mit bekanntem Vokabular

Hier lerne ich, über meine Familie zu sprechen.

Olivia and her family

- 1 (LISTENING) Look at the photos. Then listen and point.
- 2 (READING) Read about the Fraser family.



Hi! I'm with my family in this photo. We're in the garden. It's a nice photo.

I'm here, and this is Lucy. She's next to me, and she's my sister. She's five. She's crazy, but she's OK. I have no brothers. (Phew!)



This is our father. His name is Desmond, and he's cool! Claire is Lucy's mother. She's here too. She's nice. Claire is Dad's friend.

And this is a photo of my mother. Her name is Janet. Bye!

- 3 Complete the sentences. → WB 4/1

1. Olivia is with her family.
2. Lucy is her _____.
3. Desmond is her _____.
4. Janet is her _____.
5. Claire is her dad's _____.
6. Olivia: I have no _____.

family ✓ sister mother father friend brothers

Way in Station 1 Station 2 Reading corner Mediation Film corner Checkpoint Extra activities

1

- 4 (SOUNDS) Listen, read and say. → WB 4/2

In this photo I can spy my mother (my brother, my father) with my little eye!

[ð]

Nimm die Zungenspitze zwischen die Zähne und summe wie eine Biene.



- 5 (WRITING) What are the words? → WB 4/3

- a) Write the words. → p. 128 b) Find the words. → V Family
1. sis ——— → sister
2. mo ——— er
3. bro ———
4. f ——— er
5. f — m — l —
6. fr ———
1. a father's brother
2. a mother's sister
3. a father's mother
4. a mother's father
5. a mother and a father

parents uncle grandmother aunt grandfather

- 6 Find the names.

- a) Find the names for the numbers. → p. 128

1. Kate is next to Olivia.
2. Lucy is next to Claire.
3. Kate's mother is number 6.
4. Rob is Desmond's brother and Kate's father. He's number 5.
5. Claire is next to Desmond.
6. Lisa and Rob are Kate's mother and father.
7. Rob's brother is number 2.
8. Kate is next to her father.



- b) Find the words. → V Family

1. Rob is Olivia's _____.
2. Lisa is Olivia's _____.
3. Olivia and Lucy are Kate's _____.
4. Desmond is Kate's _____.

Language tip → G1, p. 160
Kate's mother
Rob's brother

- 7 (SONG) The family song

Sing the song. Group A sings lines 1–4. Group B sings lines 5–8. Everyone sings the chorus.

- 1 This is my dad, football is his game,
This is my mum, she's a music fan.
This is my brother, he's a crazy kid,
Together we are a family.
(Chorus): Mum and Dad, my brother and me,
This is my family.
Mum and Dad, my brother and me,
Together we are a family.
- 5 We're in the garden, everyone is here,
Mum and Dad and my brother too.
We live here, our name is on the door,
Together we are a family.
Hey, it's my friend!
Hi, come in and meet my family!
Hi, nice to meet you! Hello there!
(Chorus)





Language detectives → G2, p. 161

Nimm die Sätze unter die Lupe:
Wann verwendest du am, is und are?



1 He is my dad.

2 They are nice.



3 She is nice too.



4 We are sisters.



5 It is cool.

6 I am here.

8 Put in am, is or are.

- 1. We are in the garden.
- 2. It is a cool photo.
- 3. They are my mum and dad.

- 4. She is nice.
- 5. He is cool.
- 6. I am eleven.

STUDY SKILLS

Ihr könnt die Regel auf einem Lernposter als Mind-Map darstellen.

—am he —is— are—

9 Match the words. Compare with your partner.

- 1. he - Desmond
- 2. they - the photo
- 3. we - my mum and dad
- 4. it - Lucy and I
- 5. she - Claire
- 6. the photo - Desmond

10 What can Olivia say?

a) Make sentences. → p. 128

- 1. I am sisters.
- 2. Lucy and I are my mum and dad.
- 3. Lucy is Olivia Fraser.
- 4. Desmond is my dad's friend.
- 5. Janet and Desmond are my dad.
- 6. Claire is five.

b) What can Lucy say? Finish the sentences.

- 1. I ... 2. Olivia ... 3. Desmond and Claire ... 4. Janet ...

11 Complete Holly's sentences.

- 1. My mum? She's cool.
- 2. My dad? He is nice.
- 3. Amber? She is OK.
- 4. Amber and I? We are sisters.
- 5. Fluff and Honey? They are my pets.
- 6. The photo? It is nice.
- 7. Me? I am here.



12 Read Holly's e-mail.

a) Put in 'm', 's or 're. → p. 128

Hi!
I (1) Holly Richardson. I (2) eleven. How old are you? I have one sister, Amber. She (3) OK. We (4) from Greenwich. And you? Greenwich is OK. It (5) in London. I have two pets, Fluff and Honey. They (6) crazy! Bye!
Holly

b) Answer Holly's e-mail.

13 (YOUR TURN) My family → V My family

a) Draw your family tree, or bring a picture of your family.

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This is my family.
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Ich kann über meine Familie sprechen. ✓

GRAMMAR

So bildest du Kurzformen:
I am → I'm
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she is → she's
it is → it's
we are → we're
they are → they're



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I'm here, and this is Lucy. She's next to me, and she's my sister. She's five. She's crazy, but she's OK. I have no brothers. (Phew!)

This is our father. His name is Desmond, and he's cool! Claire is Lucy's mother. She's here too. She's nice. Claire is Dad's friend.

And this is a photo of my mother. Her name is Janet. Bye!

3 Complete the sentences. → WB 4/1

- 1. Olivia is with her family.
- 2. Lucy is her — .
- 3. Desmond is her — .
- 4. Janet is her — .
- 5. Claire is her dad's — .
- 6. Olivia: I have no — .

family sister mother father friend brothers

Way in Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

1

4 (SOUNDS) Listen, read and say. → WB 4/2

In this photo I can spy my mother (my brother, my father) with my little eye!

[ð]

Nimm die Zungenspitze zwischen die Zähne und summe wie eine Biene.



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- 2. mo — er
- 3. bro —
- 4. f — er
- 5. f — m — l —
- 6. fr —

- 1. a father's brother
- 2. a mother's sister
- 3. a father's mother
- 4. a mother's father
- 5. a mother and a father

parents uncle grandmother aunt grandfather

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a) Find the names for the numbers. → p. 128

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- 3. Kate's mother is number 6.
- 4. Rob is Desmond's brother and Kate's father. He's number 5.

- 5. Claire is next to Desmond.
- 6. Lisa and Rob are Kate's mother and father.
- 7. Rob's brother is number 2.
- 8. Kate is next to her father.



b) Find the words. → V Family

- 1. Rob is Olivia's — .
- 2. Lisa is Olivia's — .

- 3. Olivia and Lucy are Kate's — .
- 4. Desmond is Kate's — .

Language tip → G1, p. 160
Kate's mother
Rob's brother

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Sing the song. Group A sings lines 1–4. Group B sings lines 5–8. Everyone sings the chorus.

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(Chorus): Mum and Dad, my brother and me,
This is my family.
Mum and Dad, my brother and me,
Together we are a family.

5 We're in the garden, everyone is here,
Mum and Dad and my brother too.
We live here, our name is on the door.
Together we are a family.

Hey, it's my friend!
Hi, come in and meet my family!
Hi, nice to meet you! Hello there!
(Chorus)



A dream house

1 What do you know about Olivia? Talk with a partner.

2 (READING) Read the story.

It's Saturday. Olivia and Lucy are in the garden with their dad. And under the big old tree there's something for Olivia, something cool: wood and rope. Wood and rope, cool? Yes, that's right – cool! The wood and rope are for her dream house, a tree house! Yessss!! Olivia is excited.



Olivia's dad is on the ladder. Olivia, Lucy and their dad are busy. But Olivia is happy. Claire is busy too, but in the house.



The plan of the tree house is great and there are no problems.



Olivia's dream house is ready. She, Lucy and their dad are in it. Lunch in the tree house is nice. Nice? No, it's a dream!



Holly and Olivia can sleep in the tree house. It'll be great fun!



It's late now ... Zzzz ... Holly is in a sweet, sweet dream, and the wind in the tree is a song in her dream ...



Olivia and Holly are in the tree house next to the ladder. The torch is a white eye in the black of the night.

3 What is it?

- Guess: Who or what is the noise?
- Read the story again. Put the sentences in the right order.

- Holly and Olivia can sleep in the tree house.
- It's ready!
- On Saturday Olivia, Lucy and their dad are in the garden.
- There is a noise.
- They're busy with the tree house.
- Olivia and Holly are next to the ladder.

4 (LISTENING) Who or what is the noise?

Höre dir das Ende der Geschichte an.



Hast du mich schon in der Bilder Geschichte entdeckt?

5 Choose one of the tasks.



- Sucht euch eine Szene aus der Geschichte aus und macht ein Standbild dazu. Die anderen beschreiben die Szene und finden heraus, welche es ist. → M Freeze frame, p.180

- Zeichne eine Skizze von deinem Traum-Baumhaus und beschrifte es. Erkläre dein Traum-Baumhaus den anderen mithilfe deiner Skizze.

That's Desmond and that's Olivia!

That's Olivia in the tree house!

In my dream tree house there's ... ! It's ...

Ich kann eine Bilder Geschichte verstehen.



- ✓ Eine Seite zur Sprachmittlung in jeder Unit

Vermittelt oft
landeskundliche Inhalte

Jayden and Moritz



1 Stelle Jayden auf Deutsch vor.

Moritz möchte Jayden kennenlernen. Stell ihn auf Deutsch vor.

Das ist ...	Er hat ...
Er kommt aus ...	Sie heißt ... und ist ...
Er fragt: ...	Er fragt: ...

2 Stelle Moritz auf Englisch vor.

Sprich nun mit Jayden und stelle Moritz vor.

This is ...	He is ...
He is ...	Moritz is ...
He has ...	And you?

MEDIATION SKILLS

In solchen Situationen brauchst du nicht
Wort für Wort zu übersetzen.
Es genügt, die wichtigsten Informationen
in der anderen Sprache weiterzugeben.

Ich kann zwei Personen miteinander bekannt machen. ✓

- ✓ Neue Videoclips auf je einer Seite pro Unit ins Buch integriert



sympathische Darsteller vermitteln ein **authentisches** Bild Londons

intensives Üben des **Hör-Seh-Verstehens**

culture boxes mit interkulturellen Informationen

Way in Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

1

Around the house

In dieser „Filmecke“ triffst du Laura aus Greenwich.

1 Talk about rooms in a house. → V Rooms

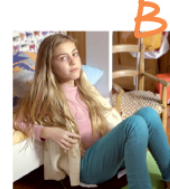
Which words do you already know for the rooms of a house or a flat?
(Welche Wörter für die Zimmer in einem Haus/einer Wohnung kennst du schon?)

2 (VIEWING) Watch the film.

- a) Put the pictures in the right order.



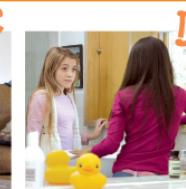
in the kitchen



in a bedroom



in the living room



in the bathroom

- b) Finish the sentences.

- | | |
|-------------------------|--------------------------------------|
| 1. Laura is | with her mum - with Parule |
| 2. They can't find | a mobile - Laura's hair straightener |
| 3. It's | in Nathan's room - in the kitchen |

3 (SPEAKING) Make a dialogue.

- A: I can't find my mobile.
B: Well, look in the bathroom.
A: Thanks!

book

T-shirt

...

living room

kitchen

...

VIEWING SKILLS

Schau zunächst einmal auf die Bilder.
Kümmere dich nicht um Wörter, die du nicht verstehst.

CULTURE

Warum sucht Laura nicht im Keller?
Viele englische Häuser haben keinen Keller! Wie ist es bei dir zu Hause?

- Handlungsbereitschaft herstellen (Motivation und Volition)
- Fähigkeiten entwickeln (physisch und psychisch)
- Wissen aufbauen (Sachwissen, Sprachwissen, Sozialwissen, Strategiewissen, Kulturwissen, ...)
- Fertigkeiten ausbauen (sachliche, sprachliche, strategische, kulturelle ...)
- **Situationsbewältigung trainieren**

Checklist

Ich kann mich selbst vorstellen.



Hello/Hi! • My name is
I'm • I'm from
I'm a ... fan. • This is my

→ WB 13

Ich kann über meine Familie sprechen.



This is my family. •
This is my • I have a
I have two/three/

→ WB 13

Ich kann mich über mein Zimmer unterhalten.



What's in your room? • There are ... in my room. • Are there ...? • Where's the ...? • It's next to • Is your room a mess? • Yes, it's a mess! • No, it's OK.

→ WB 13

Ich kann eine Bilder-geschichte verstehen.



→ WB 14

Ich kann zwei Personen miteinander bekannt machen.



→ WB 14

Ich kann einen Film zum Thema „Wohnen in England“ verstehen.



❖ (TASK) A presentation

Step 1

Collect ideas for a presentation about you.

My family	Me	My home	Pets/bike/...
Dad	ten	five rooms	cat
...	...	no ...	...
...	...	...	...
...	...	...	...

Step 2

Write sentences.

Ask your teacher or a partner to check your sentences.
Correct your sentences.

Step 3

Collect pictures and make a collage.



My room

My dog

My bike

Way In Station 1 Station 2 Reading corner Meditation Film corner Checkpoint Extra activities

1

Step 4

Present yourself, your home and your family.

Use your collage and your sentences.

I'm

My name is

This is my



SPEAKING SKILLS

- Übe zuerst deinen Vortrag mit einer Partnerin oder einem Partner.
- Sprich frei oder verwende deine Notizen von Step 1 oder deinen Text von Step 2.
- Sprich klar und deutlich.
- Schau deine Partnerin oder deinen Partner an.

Step 5

Ask for and give feedback.

Ask the others about your presentation.

How was my presentation?

It was very interesting!

I'd like to know more about your pet.



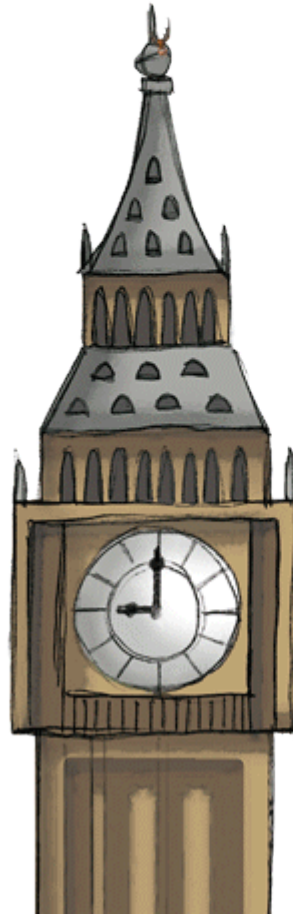
GROUP SKILLS

- Wenn du ein Feedback gibst, sage zuerst immer etwas Positives.
- Hat deine Mitschülerin oder dein Mitschüler klar und deutlich gesprochen?
- Hast du alles verstanden?
- Hat deine Mitschülerin oder dein Mitschüler beim Präsentieren die Klasse angeschaut?

Weitere Fragen, Hinweise
und Anregungen:

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www.klett.de/lines



Herzlichen Dank für Ihre Aufmerksamkeit!