

**Beispiel 1 (Klasse 5):**  
**Begrüßen, sich und andere vorstellen**

**Textbeispiel: Green Line 1, Pick-up A, S. 8-11**

**Anbindung an die Bildungsstandards:**

<p><i>Interkulturelle kommunikative Kompetenz:</i> (3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Restaurantbesuch) beachten und erlernte Redemittel anwenden um elementare Höflichkeitskonventionen einzuhalten (<u>begrüßen, sich und andere vorstellen</u>, Formen der Anrede, verabschieden, bitten, bedanken, zustimmen und ablehnen, sich entschuldigen)</p> <p><i>Funktionale kommunikative Kompetenz: dialogisches Sprechen</i> (1) in Standardsituationen Gespräche beginnen, fortführen und beenden (z.B. <u>Kennenlerngespräche</u>, Verkaufsgespräche)</p>
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**Ziel:** Schülerinnen und Schüler lernen, dass man sich in angelsächsischen Ländern gleich selbst und unaufgefordert namentlich vorstellt; die Redewendung "what is your name?" ist deshalb strenggenommen überflüssig; eine dritte Person wird sofort namentlich vorgestellt. Der beiden im folgenden genannten Texte illustrieren dies.

**Vorgehen:**

- 1) Students listen to the Pick-up A: name the characters, where?
- 2) Read Pick-up A.  
Who gives his/her name? Pia, Luke, Dave  
Who does not give his/her name? Sherlock (because he is a dog) and Olivia (because Luke knows Olivia and Pia so he introduces them)
- 3) Two students meet and they play question – answer pingpong
- 4) Then a third student joins and is introduced

**Weitere Idee für den Unterricht:**

- Video: "Learn how to introduce yourself"  
[http://www.google.de/imgres?imgurl=http%3A%2F%2Fi.ytimg.com%2Fvi%2F46WP\\_n9KoaE%2Fhqdefault.jpg&imgrefurl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D46WP\\_n9KoaE&h=360&w=480&tbnid=cLo0VG1-BAwsnM%3A&zoom=1&docid=ahg0x1\\_GRJ1EhM&ei=OG7sVOPkMYa7OInvgYgE&tbnid=isch&iact=rc&uact=3&dur=399&page=4&start=128&ndsp=42&ved=0CMkBEK0DMEE4ZA](http://www.google.de/imgres?imgurl=http%3A%2F%2Fi.ytimg.com%2Fvi%2F46WP_n9KoaE%2Fhqdefault.jpg&imgrefurl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D46WP_n9KoaE&h=360&w=480&tbnid=cLo0VG1-BAwsnM%3A&zoom=1&docid=ahg0x1_GRJ1EhM&ei=OG7sVOPkMYa7OInvgYgE&tbnid=isch&iact=rc&uact=3&dur=399&page=4&start=128&ndsp=42&ved=0CMkBEK0DMEE4ZA)
- Video: "Social skills: introduction and making friends"  
<https://www.youtube.com/watch?v=718Od-sidME>

**Anknüpfung an andere Lehrwerke bzw. Erweiterung und Vertiefung in Klasse 6:**

- Camden Town 1, Welcome to Camden Town, S. 10
- English G Access 1, Unit 1, Part A, S. 20-21.
- siehe Lehrwerkssynopsen, letzte Spalte

**Fortführung in Klassen 7/8:***Interkulturelle kommunikative Kompetenz:*

(3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Umgang mit Einladungen, E-Mail-Konventionen) und Gesprächskonventionen beachten (Gespräch beginnen, fortführen und beenden, zustimmen, ablehnen, nachfragen, Interesse bekunden)

*Funktionale kommunikative Kompetenz: dialogisches Sprechen*

(1) Gespräche und informelle Diskussionen beginnen, fortführen und beenden (fragen und nachfragen, ablehnen, zustimmen, Interesse bekunden, bekräftigen, anknüpfen, kommentieren)

- Beispiel: English G 21 A3, Introduction (S. 7-11):

Photo story:

Imagine you are lucky and go to the festival as well. Which of the teenagers would you like to meet and keep in touch with and why?

Imagine you meet this teenager. What would you first say? Look at the story for ideas: What do they say and talk about when they first meet? How do they keep the conversation going?

Task: Imagine you are at the festival as well. Choose one of the characters that you would like to meet. Write a dialogue in which you first meet.

Schülerbeispiel:

Anne: Hi, do you like music?

Latisha: Yes, I do. What about you?

Anne: Oh, I like music very much. Why are you here?

Latisha: I am playing the steel drum and I want to play here at the festival. And why are you here?

Anne: Ear.. why???... I was interested what music for youth is, and.....

Latisha: By the way, my name is Latisha, what about you?

Anne: My name is Anne, I'm from Germany. Where are you from?

Latisha: I'm from Manchester. And my hobby is playing the steel drum. What about you?

Anne: My hobby is playing football and the piano.

Latisha: Oh, I have to go now. Sorry, but meet you later.

Anne: Okay. See you later.

Anne Vogelmann (year 7 September 2012)

Mögliche Erweiterung:

Anne: Hi, do you like music?

Latisha: Yes, I do, I listen to a lot of music. What about you?

Anne: Oh, I like music very much. **I listen to music much, too.** Why are you here?

Latisha: I am playing the steel drum **and I want to play here at the festival.** And why are you here?

Anne: Ear.. why???... I was interested what music for youth is. **I have heard about the steel drum. This is interesting. Can you play me a tune?**

Latisha: **Yes. That's a great idea.** By the way, my name is Latisha, what about you?

Anne: My name is Anne, I'm from Germany. **I'm here with my parents and I want to visit the festival.** Where are you from?

Latisha: I'm from Manchester. And my hobby is playing the steel drum. What about you?

Anne: My hobby is playing football and the piano.

Latisha: Oh, I have to go now. Sorry, but meet you later **to play a tune.**

Anne: Okay. See you later.

→ AAA-Methode: (ask) answer – add – ask

Ziel: Höflichkeitskonvention i.e. keine Kurzantworten

**Beispiel 2 (Klasse 5):  
Formen der Anrede**

**Anbindung an die Bildungsstandards:**

*Interkulturelle kommunikative Kompetenz:*  
 (3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Restaurantbesuch) beachten und erlernte Redemittel anwenden um elementare Höflichkeitskonventionen einzuhalten (begrüßen, sich und andere vorstellen, Formen der Anrede, verabschieden, bitten, bedanken, zustimmen und ablehnen, sich entschuldigen)

Anknüpfungspunkte:

- **Dialogtexte im Lehrwerk**

Activities encouraging reflection on how to use different forms of address:

- **Video clip:**

“Titles and forms of address”: <https://www.youtube.com/watch?v=fZVKN-Zk3BY>

- **Complete the sentence:**

My first name is ...  
 Everyone calls me ...  
 My middle name is ...  
 My last name is ...  
 My nickname is ...  
 My teacher’s name is ...

- **Matching: Which of the forms in the box can you use when you talk to ... ?**

your friend’s parents  
 your friend’s grandparents  
 your friend  
 your brother/ sister/ cousin  
 your aunt/ uncle  
 unmarried woman  
 students at school  
 older person  
 married woman  
 male teacher  
 female teacher  
 a President  
 a King or a Queen

first name  
 his/ her Majesty  
 Mr.  
 Mr./ Mrs./ Ms. President  
 Mrs.  
 Ms.  
 Miss  
 last name

**Beispiel 3 (Klasse 5):**  
**Um etwas bitten, sich bedanken**

**Anbindung an die Bildungsstandards:**

*Interkulturelle kommunikative Kompetenz:*  
(3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Restaurantbesuch) beachten und erlernte Redemittel anwenden um elementare Höflichkeitskonventionen einzuhalten (begrüßen, sich und andere vorstellen, Formen der Anrede, verabschieden, bitten, bedanken, zustimmen und ablehnen, sich entschuldigen)

**Höflich um etwas bitten und sich bedanken – im Klassenzimmer:**

Anknüpfungspunkte:

- Camden Town 1, Unit 1, S. 24, C7-C10: “Caroline’s first day at school”
- English G Access 1, Unit 1, S. 31, Ex 2: “Classroom English”
- Green Line 1, Unit 2, S. 36, Ex 9: “Talking in the classroom”

Activities using classroom phrases:

- L throws a ball to S asking a polite question. S catches the balls, answers the question politely and throws the ball to another S etc.
- L prepares cards with common classroom phrases. S work in pairs. Each pairs draws three cards and makes up a dialogue using the three phrases on the cards.

Can I open the window, please?	Do exercise 2, please.	Can you help me, please?
Can you say that again, please?	Can I work with ..., please?	What's ... in English, please?
Thanks.	Thank you very much.	Thank you for your help.
Thanks for the pencil.	Can I borrow your pencil, please?	...

**Höflich um etwas bitten und sich bedanken – in Alltagssituationen:**

Anknüpfungspunkte:

- Camden Town 1, Skills: Speaking, S. 133 (zu Hause)
- English G Access 1, Unit 2, The world behind the picture, S. 51: “Time for lunch” (zu Tisch)
- Green Line 1, nach Unit 3, Across Cultures 1, S. 66-67 (interkulturelle Begegnungssituation)

**Beispiel 4 (Klasse 5):****Höflich ablehnen****Anbindung an die Bildungsstandards:**

*Interkulturelle kommunikative Kompetenz:*

(3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Restaurantbesuch) beachten und erlernte Redemittel anwenden um elementare Höflichkeitskonventionen einzuhalten (begrüßen, sich und andere vorstellen, Formen der Anrede, verabschieden, bitten, bedanken, zustimmen und ablehnen, sich entschuldigen)

**Textbeispiel: Green Line 1, Unit 3, Station 2, S. 55: "She gets on my nerves"**

**Vorgehen:****1) What is Dave's problem with Aunt Frances? Tick (v) the correct answer:**

- |  |  |
|--|--|
| ..... She is boring.                                     | ..... She always talks, she never stops. |
| ..... She always wants to play computer games with Dave. | ..... She thinks Dave is still a baby.   |
| ..... She always comes into Dave's room.                 | ..... She does not respect Dave.         |

**2) What can Dave do or say?**

- a. Write down two possibilities.** (Stärkere Schüler)

OR

- b. Here are some ways in which Dave can react to Aunt Frances. Which ones are very direct (D) and which ones are less direct (LD)? Tick (v) the way(s) that you think is (are) good and polite.** (Schwächere Schüler)

- ..... He can leave the room and not talk to Aunt Frances.
- ..... He can say to her: *I'm very busy and must do my homework. Would you please excuse me?*
- ..... He can say to her: *Stop talking, you get on my nerves.*
- ..... He can say to her: *My granny is much nicer than you are. Why are you not like my granny?*
- ..... He can say to her: *This is my room – leave now!*
- ..... He can say to her: *Would you please give me time to myself? I still need to do some work.*
- ..... He can say to her: *Leave me alone, please.*

**3) An der Tafel werden die Vorschläge gesammelt und entsprechend der Direktheit auf einem Strahl geordnet.****4) What would YOU say to Aunt Frances? Write the dialogue and make sure you are polite to her.**

Aunt Frances: „A Saturday morning with my favourite boy – how nice!“  
Dave: ...

**5) Listen to "A nice surprise for Dave" (p. 55, 10)**

**Beispiel 5 (Klasse 5):**  
**Zustimmen und ablehnen**

**Textbeispiel: Green Line 1, Unit 4, Station 1, S. 70: "Well, what's your idea?"**

**Anbindung an die Bildungsstandards:**

*Interkulturelle kommunikative Kompetenz:*  
(3) einfache kulturspezifische Verhaltensweisen (zum Beispiel Restaurantbesuch) beachten und erlernte Redemittel anwenden um elementare Höflichkeitskonventionen einzuhalten (begrüßen, sich und andere vorstellen, Formen der Anrede, verabschieden, bitten, bedanken, zustimmen und ablehnen, sich entschuldigen)

**Schreibaufgabe: "Plans for the weekend"**

Task:

Write a dialogue with your partner: discuss possible plans for the weekend.

Procedure:

1. When you don't like your partner's idea, try not to be direct. So first decide which of the following phrases are very direct and NOT polite. ~~Cross them out.~~

*That is boring!*

*I am sorry but this could be a bit boring.*

*I am not too crazy about ...*

*I think that is a bad idea.*

*No, I really don't like ...*

*I am afraid that this is not such a great idea because ...*

*That is a nice idea but we could also ...*

*That sounds great but we could also ...*

*I think there is even a better plan.*

2. Now write the dialogue and be polite! Discuss what you want to do, when you want to do it and where you want to meet.

**Schülerbeispiel**

**Jonah:** What can we do on the weekend?

**Paul:** We can play football.

**Jonah:** Sorry, but I don't like football very much.

**Paul:** What about skating?

**Jonah:** I'm afraid I haven't got inline skates. But we can eat ice cream.

**Paul:** It's a good idea but I think it's too cold to eat ice cream.

**Jonah:** We can go to a Leisure Centre.

**Paul:** I am afraid that this is not such a great idea because I don't like action. But we can go cycling.

**Jonah:** Yes, that is a great idea. Let's meet on Sunday at 3 o'clock p.m. CU

**Jonah Toedter und Paul Schiller 5a**