A personal guide for English speaking exchange students – Ein Unterrichtsprojekt für die Klassen 8–9

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„Nicht schon wieder irgendwelche Texte schreiben!" Haben Sie auch manchmal Schwierigkeiten, Ihre Lerner für die Textproduktion zu motivieren? Häufig liegt dies daran, dass die Schreibanlässe zu wenig mit dem Alltagsleben der Jugendlichen zu tun haben und von ihnen als künstlich empfunden werden. Das Verfassen und Erstellen eines *Personal Guide for English Speaking Exchange Students* bietet hier eine gelungene Alternative. Die adressatengerechte und zielgerichtete Produktion einer Informationsbroschüre zu einer ausgewählten deutschen Stadt im näheren Umfeld der Schüler schafft Verbindlichkeit und öffnet den Klassenraum hin zur *real English-speaking world*.

In ihren Broschüren stellen die Schüler Informationen für Jugendliche zu einer deutschen Stadt vor.

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Das Wichtigste auf einen Blick

Kompetenzen:

- Die Perspektive von englischsprachigen Schülern einnehmen und passende Informationen zusammenstellen
- Texte zu selbst recherchierten Inhalten formulieren
- Eigene Texte sowie Texte von Mitschülern überarbeiten
- Im Team planen und arbeiten

Dauer:

max. 10 Unterrichtsstunden (Verkürzung möglich)

Niveau:

Klasse 8/9

Einbettung:

Anknüpfung an folgende Themen möglich: student exchange, first time in GB/USA/Australia, travelling/tourism, exploring the English-speaking world

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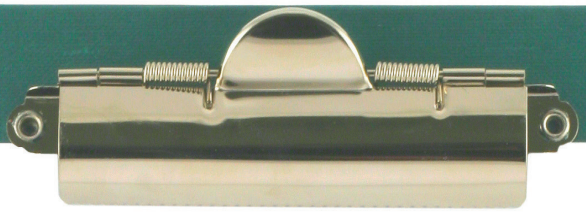
M 1



Visiting Germany – A questionnaire

1. **Which** of the following German **towns** would you like to visit as an exchange student?

   Tick ☑ **at least one**!

☐ _____ ☐ _____
☐ _____ ☐ _____
☐ _____ ☐ _____
☐ _____ ☐ _____

2. Name **4 reasons** for your choise from no. 1. (make notes)
   - _____
   - _____
   - _____
   - _____

3. **Imagine** you are an English speaking **exchange student visiting Germany** for the first time. What kind of **information** would you like to have about:

a) **Germany in general** (make notes)

_____
_____
_____

b) **School life in Germany** (make notes)

_____
_____
_____

c) **Young people and their lives** (make notes)

_____
_____
_____

d) **Family life in Germany** (make notes)

_____
_____

4. As an English speaking **exchange student of your age**, what's **interesting** to know about a **foreign town**? (make notes)

_____
_____

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M 3

General information for the group work

Let's start! Your will create a brochure[1] for English speaking exchange students.

Before you start, read the following information about your group work.

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1. *Each group prepares **one folder** with all the material you have collected and worked on throughout the project.*
2. *Each group chooses **one group leader** who is the head of the group, responsible for having the material (folder) at hand as well as maintaining[2] a respectful and fair working atmosphere.*
3. *Although every group has a leader, **each group member** always has to **take care of[3] their material and tasks**. During the next lessons, you are not only responsible for yourself but for your group as well.*

1 **brochure:** die Broschüre – 2 **to maintain:** aufrechterhalten – 3 **to take care of sth.:** sich um etwas kümmern

M 4

The title page of our group folder

Your group folder needs a title page.

– *Individually **design and illustrate** the title page of your group folder (format: A4).*

– *Make sure it contains your **group number**, the **names** of all group members as well as the **town** you have chosen.*

M 5

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Homework: Collecting material

By _____ (date), please **collect material** with information about the town your group has chosen for the project. Keep this material in your **group folder**.

The more material you collect, the more you can select[1] later on!

Select your information carefully. Keep in mind that your brochure has to be interesting for exchange students **your age**. Ask yourself what you would like to know about a foreign town.

1 **to select:** auswählen

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M 10

Making the brochure

1) Fold[1] A2 paper widthways[2] into three equal[3] panels[4] and unfold. Then fold the paper in half lengthways[5] and unfold.

2) Cut down the top right crease[6] and the bottom left crease.

3) Cut out a window on the bottom left crease.

4) Fold the two left panels to the front. Fold the two right panels behind.

5) Turn the book around like in the picture.

6) Fold the window panel to the right; it's the front page now. Fold the remaining[7] left panel behind; it's the last page of the book.

1 **to fold sth.:** etwas falten – 2 **widthways:** der Breite nach – 3 **equal:** gleich – 4 **panel:** hier: der Streifen – 5 **lengthways:** der Länge nach – 6 **crease:** hier: die Falte – 7 **remaining:** übrig

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Self-evaluation sheet for group work

M 16

1. Circle your group number.

2. Read the comments in the left column of the table carefully.

3. Put a cross ☒ in the column that you think is appropriate[1].

Group number: 1 2 3 4 5 6 7	☺☺	☺	😐	☹
We were able to work on our own.				
We worked in a concentrated[2] way.				
We finished our work on time.				
Each of us took responsibility for our tasks.				
We were able to solve problems in our group.				
Each member of our group worked as hard and concentrated as he/she could.				
We respected and listened to each other.				

Answer the following questions by making notes.

In my opinion, the best (a) and trickiest[3] (b) part(s) of the project was/were:

a) _____

b) _____

This was difficult for our group: _____

_____

For the next project, my group has to get better in these areas: _____

_____

Next time, I would rather[4] work on my own again: ☐ yes ☐ no

Why?/Why not? _____

_____

Things I would like to add: _____

1 **appropriate:** passend – 2 **concentrated:** konzentriert – 3 **tricky:** schwierig – 4 **rather:** lieber

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