

Themenbezogene Gruppenarbeit Donnerstag/Freitag

AG 4: Guter Englischunterricht für alle

**Analyse des Theme 2 von Notting Hill Gate 1 unter der Fragestellung
„Guter Englischunterricht für alle“**

(Beate Albers, Lilo Bohnsack)

(1) Target Task: This is me (poster)

Support:

Parts of the body (A4-A7)

Clothes (C7/8)

Repeating numbers (C6)

(2) Portfolio

A1+ (added by group): Clown

Drawing a clown, making a clown

Writing captions

A5,2 (p. 33): Poem

C9+: Poster

(3) Differenzierung

Oral, written, creative activities: TB2A and WB C7

(4) Personal involvement of the students

Shopping situations (C1, C7)

(5) Basic language items (early chunks)

A4a (p. 32): is, are

A3 (p. 32): using there is, there are

A5 (p. 33): using is, are

C3 (p. 41): where is, where are

C7b (p. 45): how much is, how much are

C8 (p. 45): using this is, that is, these/those are

(6) Accuracy:

Pronounce and use basic language items correctly

(7) Fluency:

C5a,b (p. 42) Acting out dialogues on shopping

B3 (p. 36) Reading audio play transcript on „The breakfast table“

(8) Project (using language situation scenarios):

Preparing your own breakfast (if possible in school kitchen)

Shopping in the supermarket (in classroom)

Optional: Fashion show

(9) Freiarbeit:

Materialien

Work Out 5 (Diesterweg)

Copy masters (TM)

Lernerfolgskontrollen (TM)

Items from WB

Freiarbeits-Materialien (z.B. Handbuch von M. Klein-Landeck)

Privatfundus (treasures from Beate's dry cellars)

(10) Interkulturelles Lernen:

Land und Leute 2 (p. 37): Breakfast in other countries

Task: Exchanging information (and getting a taste of /) about breakfasts in multinational families of the class (German, mother tongue)

(11) Fazit für LehrerInnen-Handeln und Unterrichtsplanung:

Mut zu Änderungen an der Lehrwerkvorgabe

Mut zur Lücke

Mut zur Verlangsamung / Entschleunigung

Kooperation / Austausch (schulintern, schulübergreifend; Plattform TEA Circle)

Sicherheit gewinnen

Transfer auf die eigene Lerngruppe

Berücksichtigung der individuellen Voraussetzungen / Lernertypen / sozialen Bedingungen ...