

How to express feelings of fear and motivation (Class 8)

Phase	Teacher's role/Tasks	Method	Media	Aims / Competencies	Comments
Introduction	Task1 (homework or in class): „Imagine you are afraid of something or someone, e.g. dogs or a neighbour or skydiving. Name at least three examples.“ (e.g. „I am afraid of“)	Individual work or Think→ pair→ share		Can give personal information	Opening a field of awareness; each student is involved → Teacher doesn't teach! The students' input is important.
	Task 2 (plenary) two groups: Talking about skydiving	Discussion	Transparencies for overhead projector (OHP): Picture M1: Motivation aspect Picture M2: Fear aspect Phrases on board Handout	Can talk about skydiving Can express feelings of fear and motivation. Can use phrases of fear (semantization) Can use phrases of motivation (chunks)	Confrontation / introduction topic “Extreme sports“ (e.g. <i>Skydiving</i>) Support
	Option A: Homework check (see task 1) Option B: Plenary discussion (see task 2) Option C: Review last lesson	Scaffolding			Link to existing knowledge

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<p>Linking</p>	<p>1. Strong students work in pairs with weaker students and give examples of dialogues; e.g.: <i>Max: I am afraid of skydiving.</i> <i>Diana: Don't be afraid, you will love / enjoy it.</i></p> <p>2. Think about at least two other situations of feeling fear and the need to be motivated.</p>	<p>Pair work</p> <p>Group work?</p>	<p>Board</p>	<p>Can work out dialogues. Can support each other</p> <p>Can talk about fear and motivation in a group</p>	<p>Students as experts Differentiation</p>
<p>Intermediate back-up</p>	<p>Collection of further situations in a discussion</p>	<p>Group discussion with a student as moderator</p>	<p>Board Recorder (?)</p>	<p>Can deliver ideas in a group</p>	<p>Remove clutter Less teacher talking Be clear!</p>
<p>Development</p>	<p>Learning task: 1. Work with your partner. 2. Choose one situation. 3. Imagine one of you is the scared person and the other one wants to motivate you.</p>	<p>Pair work</p> <p>Blue thumb</p>	<p>Notebook, transparency (picture M1, M2) OHP</p>	<p>Can switch into the role of a scared person or a motivated person</p> <p>Can write a dialogue by using the given phrases of fear and motivation</p>	<p>Target task Differentiation</p> <p>Teacher's reassurance:</p>

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	<p>4. Create a dialogue. Don't forget to use the phrases. Time: 20 minutes</p> <p>5. When you have finished, practise the dialogue.</p>				<p>“Did you understand the task?” (Thumb feedback) “Can someone please repeat what you should do now?” Be clear, ensure the lesson is accessible for all.</p>
Back-up	Presentation of results	Plenary performance		<p>Can present their dialogues authentically</p> <p>Can show what they have learned</p>	Encourage the learner's voice
Assignment	Write a dialogue for your language portfolio. You can illustrate it.	Individual work.	Language portfolio.	Can document learning result	Differentiation

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M1



Source:

<http://www.greceturkeytours.com/wp-content/uploads/2012/11/original-dream-Skydive.jpg>
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M2



Source: <https://danielvogt.files.wordpress.com/2012/11/angst.jpg> [15 May 2015]