

Byram's¹ (1997) Model of Intercultural Communicative competence -Learning Objectives to develop ICC

Knowledge: of social groups and their products and practices in one's own and one's interlocutor's country, and the general processes of societal and individual interaction	
Objective (knowledge of/about)	Explanation
(a) historical and contemporary relationships between one's own and one's interlocutor	The intercultural speaker (IS) knows about events, significant individuals and diverse interpretations of events which have involved both countries and the traces left in the national memory; and about political and economic factors in the contemporary alliances of each country.
(c) ² types of causes of misunderstanding between interlocutors of different cultural origins	The IS knows about conventions of communication and interaction in their own and the foreign cultures, about the unconscious effects of paralinguistic and nonverbal phenomena, about the alternative interpretations of shared concepts, gestures, customs and rituals.
(d) national memory of one's own country and how its events are related to and seen from the perspective of other countries	The IS knows the events and their emblems (myths, cultural products, sites of significance to the collective memory) which are markers of national identity in one's own country as they are portrayed in public institutions and transmitted through processes of socialization, particularly those experienced in schools; and is aware of other perspectives on those events.
(e) national memory of one's interlocutor's country and the perspective on them from one's own country	The IS knows about the national memory of the other in the same way as his/her own (see above).
(f) the national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries	The IS knows about perceptions of regions and regional identities, of language varieties (particularly regional dialects and languages), of landmarks of significance, of markers of internal and external borders and frontiers and how these are perceived by others.
(g) the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own country	The IS speaker knows about perceptions of space in the other country and their own (see above).
(h) the processes and institutions of socialization in one's own and the interlocutors' country	The IS knows about education systems, religious institutions, and similar locations where individuals acquire a national identity; are introduced to the dominant culture in their society; pass through specific rites marking stages in the life-cycle, in both their own and the other country.
(i) social distinctions and their principal markers, in one's own country and in the interlocutor's	The IS knows about the social distinction dominant in the two countries-e.g. those of social class, ethnicity, gender, profession, religion-and how these are marked by visible phenomena such as clothing or food, and invisible phenomena such as language variety-or nonverbal behavior, or modes of socialization and rites of passage.
(k) the processes of social interaction in the interlocutor's country	The IS knows about levels of formality in the language and non verbal behavior of interaction, about conventions of behavior and beliefs and taboos in routine situations such as meals, different forms of public and private meetings, public behavior

¹ See Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.

² (b) objective does not apply to the FL class but to situations abroad.

<i>Skills of interpreting and relating: ability to interpret a document or event from another culture, to explain to it and relate it to documents or events from one's own.</i>	
<i>Objectives (ability to)</i>	<i>Explanation</i>
a) identify ethnocentric perspectives in a document or event and explain their origin	The IS can 'read' a document or event, analyzing its origins/sources-e.g. in the media, in political speech or historical writings-and the meanings and value which arise from a national or other ethnocentric perspective (stereotypes, historical connotation in texts) and which are presupposed and implicit, leading to conclusions which can be challenged from a different perspective
(b) identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present	The IS can identify uses of misunderstanding (e.g. use of concepts apparently similar but with different meanings or connotations use of genre in inappropriate situations; introduction of topics inappropriate to a context, etc) and dysfunctions (e.g. unconscious response to unfamiliar non-verbal behavior, proxemics and paralanguage phenomena; over-generalization from examples; mistaken assumptions about representativeness of views expressed); and can explain the errors and their causes by reference to knowledge of each culture involved.
c) mediate between conflicting interpretations of phenomena	The IS can use their explanations of sources of misunderstanding and dysfunction to help interlocutors overcome conflicting perspectives; can explain the perspective of each and the origins of those perspectives in terms accessible to the other; can help interlocutors to identify common ground and unresolvable differences
<i>Skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.</i>	
<i>Objectives (ability to)</i>	<i>Explanation</i>
(a) elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena	The IS can use a range of questioning techniques to elicit from informants the allusions, connotations and presuppositions of a document or event and their origins, sources, and can develop and test generalizations about their shared meanings and values (by using them to interpret another document; by questioning another informant; by consulting appropriate literature) and establish links and relationships of hierarchy, of cause and effect, of conditions and consequence, etc.)
(b) identify significant references within and	The IS can 'read' a document or event for the implicit references to shared meanings and




<p>across cultures and elicit their significance and connotations</p>	<p>values (of national memory, of concepts of space, of social distinction, etc.) in particular to the culture of his/her interlocutor, or of international currency (arising for example from the dominance of western satellite television). In the latter case the IS can identify or elicit different interpretations and connotations and establish relationships of similarity and difference between them.</p>
<p>(c) identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances</p>	<p>The IS can use his/her knowledge of conventions of verbal and non-verbal interaction (of conversational structures; of formal communication such as presentations; of written correspondence; of business meetings; of informal gatherings, etc) to establish agreed procedures on specific occasions, which may be a combination of conventions from the different cultural systems present in the interaction.</p>
<p>(d) use in real time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country, culture and language and the extent of difference between one's own and the other.</p>	<p>The IS is able to estimate his/her degree of proximity to the language and culture of his/her interlocutor (closely related cultures; cultures with little or no contact or little or no shared experience of international phenomena; cultures sharing the 'same' language; cultures with unrelated languages) and to draw accordingly on skills of interpreting, discovering, relating different assumptions and presuppositions or connotations in order to ensure understanding and avoid dysfunction.</p>
<p>(e) identify contemporary and past relationships between one's own and the other culture and society</p>	<p>The IS can use sources (e.g. reference books, newspaper, histories, experts, lay informants) to understand both contemporary and historical political economic and social relationships between cultures and societies and analyze the different interpretations involved.</p>
<p>(g)³use, in real time, knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture</p>	<p>The IS can identify and estimate the significance of misunderstandings and dysfunctions in a particular situation and is able to decide on and carry out appropriate intervention, without disrupting interaction and the mutual satisfaction of the interlocutors.</p>

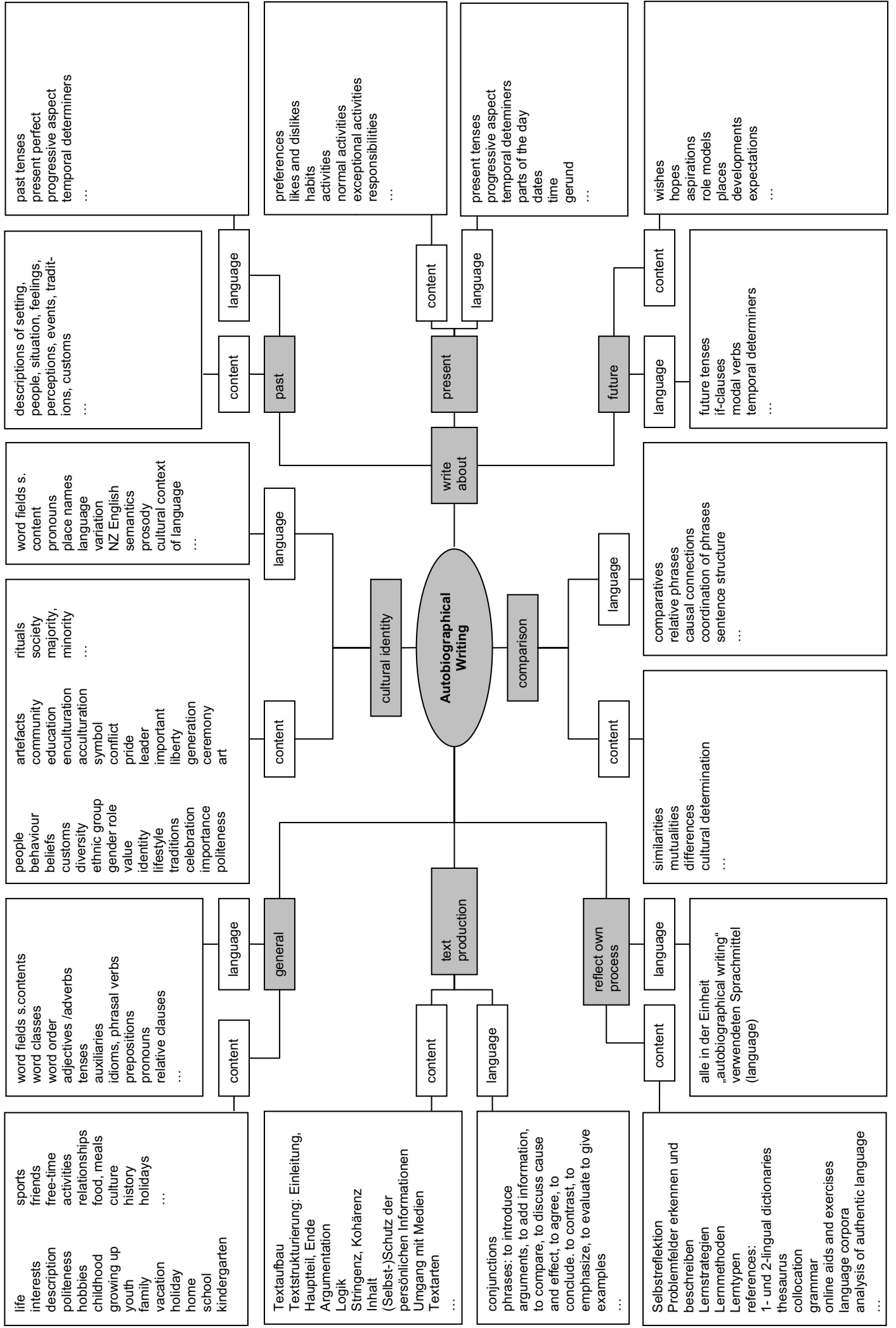
³ (f) objective does not apply to the FL class as it refers to situations abroad.

Attitudes: curiosity and openness, readiness to suspend disbelief about other cultures and belief about ones' own.	
Objectives	Explanation
(a) willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, distinct from seeking out the exotic of the profitable.	The IS is interested in others' experience of daily life in contexts not usually presented to outsiders through the media nor used to develop a commercial relationship with outsiders; is interested in the daily experiences of a range of social groups within a society and not only those represented in the dominant culture.
(b) interest in discovering other perspectives or interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices.	The IS does not assume that familiar phenomena-cultural practices or product common to themselves and the other –are understood in the same way, or that unfamiliar phenomena can only be understood by assimilating them to their own cultural phenomena; and is aware that they need to discover the other person's understanding of these, and of phenomena in their own culture which are not familiar to the other person.
(c) willingness to question the values and presuppositions in cultural practices and products in one's environment	The IS actively seeks the other's perspective and evaluations of phenomena in the intercultural speakers' environment which are taken for granted, and takes up the other's perspective in order to contrast and compare with the dominant evaluations in their own society.
(e) readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction	The IS notes and adopts the behaviors specific to a social group in a way in which they and the members of that group consider to be appropriate for an outsider; the intercultural speaker takes into consideration the expectations the others may have about appropriate behavior from foreigners.
Critical cultural awareness/political education: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries	
Objective (ability to)	Explanation
(a) identify and interpret explicit and implicit values in documents and events in one's own and other culture's	The IS can use a range of analytical approaches to place a document or event in context (of origin and sources, time, place, other documents or events) and to demonstrate the ideology involved.
(b) make an evaluative analysis of the documents and events which refer socio-cultural to an explicit perspective and criteria	The IS is aware of his/her own ideological perspectives and values ('human rights'; socialist; liberal Moslem Christian, etc.) and evaluates documents or events with explicit reference to them
(c) interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of those exchanges by drawing upon one's knowledge, skills and attitudes	The IS is aware of potential conflict between his/her own and other ideologies and is able to establish common criteria of evaluation of documents or events. Were this is not possible because of incompatibilities in belief and value systems, the IS is able to negotiate agreement on places of conflict and acceptance of differences.

Raster zur Selbstbeurteilung



	A1	A2	B1	B2	C1	C2
Verstehen  Hören	Ich kann vertraute Wörter und ganz einfache Sätze verstehen, die sich auf mich selbst, meine Familie oder auf konkrete Dinge um mich herum beziehen, vorausgesetzt es wird langsam und deutlich gesprochen.	Ich kann einzelne Sätze und die gebräuchlichsten Wörter verstehen, wenn es um für mich wichtige Dinge geht (z. B. sehr einfache Informationen zur Person und zur Familie, Einkaufen, Arbeit, nähere Umgebung). Ich verstehe das Wesentliche von kurzen, klaren und einfachen Mitteilungen und Durchsagen.	Ich kann Texte verstehen, in denen vor allem sehr gebräuchliche Alltagsgespräche vorkommen. Ich kann privaten Briefen verstehen, in denen von Ereignissen, Gefühlen und Wünschen berichtet wird.	Ich kann längere Redebeiträge und Vorträge verstehen und auch komplexer Argumentation folgen, wenn mir das Thema einigermaßen vertraut ist. Ich kann am Fernsehen die meisten Nachrichtensendungen und aktuellen Reportagen verstehen. Ich kann die meisten Spielfilme verstehen, sofern Standardsprache gesprochen wird.	Ich kann lange, komplexe Sachtexte und literarische Texte verstehen und Stilentwürfe wahrnehmen. Ich kann Fachartikel und längere technische Anleitungen verstehen, auch wenn sie nicht in meinem Fachgebiet liegen.	Ich habe keinerlei Schwierigkeit, gesprochene Sprache zu verstehen, gleichgültig ob «live» oder in den Medien, und zwar auch, wenn schnell gesprochen wird. Ich brauche nur etwas Zeit, mich an einen besonderen Akzent zu gewöhnen.
Sprechen  An Gesprächen teilnehmen	Ich kann mich auf einfache Art verständigen, wenn mein Gesprächspartner bereit ist, etwas langsamer zu wiederholen oder anders zu sagen, und mir dabei hilft zu formulieren, was ich zu sagen versuche. Ich kann einfache Fragen stellen und beantworten, sofern es sich um unmittelbar notwendige Dinge und um sehr vertraute Themen handelt.	Ich kann mich in einfachen, routinemässigen Situationen verständigen, in denen es um einen einfachen, direkten Austausch von Informationen und um vertraute Themen und Tätigkeiten geht. Ich kann ein sehr kurzes Kontaktgespräch führen, verstehe aber normalerweise nicht genug, um selbst das Gespräch in Gang zu halten.	Ich kann mich so spontan und fließend verständigen, dass ein normales Gespräch mit einem Muttersprachler recht gut möglich ist. Ich kann mich in vertrauten Situationen aktiv an einer Diskussion beteiligen und meine Ansichten begründen und verteidigen.	Ich kann mich spontan und fließend ausdrücken, ohne öfter deutlich erkennbar nach Worten suchen zu müssen. Ich kann die Sprache im gesellschaftlichen und beruflichen Leben wirksam und flexibel gebrauchen. Ich kann meine Gedanken und Meinungen präzise ausdrücken und meine eigenen Beiträge geschickt mit denen anderer verknüpfen.	Ich kann mich mühelos an allen Gesprächen und Diskussionen beteiligen und bin auch mit Redewendungen und umgangssprachlichen Wendungen gut vertraut. Ich kann fließend sprechen und auch feine Bedeutungsnuancen genau ausdrücken. Bei Ausdrucksschwierigkeiten kann ich so reibungslos wieder ansetzen und umformulieren, dass man es kaum merkt.	Ich kann mich mühelos an allen Gesprächen und Diskussionen beteiligen und bin auch mit Redewendungen und umgangssprachlichen Wendungen gut vertraut. Ich kann fließend sprechen und auch feine Bedeutungsnuancen genau ausdrücken. Bei Ausdrucksschwierigkeiten kann ich so reibungslos wieder ansetzen und umformulieren, dass man es kaum merkt.
Zusammenhängend sprechen	Ich kann mit einer Reihe von Sätzen und mit einfachen Mitteln z. B. meine Familie, andere Leute, meine Wohnsituation, meine Ausbildung und meine gegenwärtige oder letzte berufliche Tätigkeit beschreiben.	Ich kann kurze, einfache Notizen und Mitteilungen schreiben. Ich kann einen ganz einfachen persönlichen Brief schreiben, z. B. um mich für etwas zu bedanken.	Ich kann über Themen, die mir vertraut sind oder mich persönlich interessieren, einfache zusammenhängende Texte schreiben. Ich kann persönliche Briefe schreiben und darin von Erfahrungen und Eindrücken berichten.	Ich kann über eine Vielzahl von Themen, die mich interessieren, klare und detaillierte Texte schreiben. Ich kann in einem Aufsatz oder Bericht Informationen wiedergeben oder Argumente und Gegenargumente für oder gegen einen bestimmten Standpunkt darlegen. Ich kann Briefe schreiben und darin die persönliche Bedeutung von Ereignissen und Erfahrungen deutlich machen.	Ich kann komplexe Sachverhalte ausführlich darstellen und dabei Themenpunkte miteinander verbinden; bestimmte Aspekte besonders ausführen und meinen Beitrag angemessen abschliessen.	Ich kann Sachverhalte klar, flüssig und im Stil der jeweiligen Situation angemessen darstellen und erläutern; ich kann meine Darstellung logisch aufbauen und es so den Zuhörern erleichtern, wichtige Punkte zu erkennen und sich diese zu merken.
Schreiben  Schreiben	Ich kann eine kurze einfache Postkarte schreiben, z. B. Ferengrüsse. Ich kann auf Formularen, z. B. in Hotels, Namen, Adresse, Nationalität usw. eintragen.	Ich kann kurze, einfache Notizen und Mitteilungen schreiben. Ich kann einen ganz einfachen persönlichen Brief schreiben, z. B. um mich für etwas zu bedanken.	Ich kann über Themen, die mir vertraut sind oder mich persönlich interessieren, einfache zusammenhängende Texte schreiben. Ich kann persönliche Briefe schreiben und darin von Erfahrungen und Eindrücken berichten.	Ich kann über eine Vielzahl von Themen, die mich interessieren, klare und detaillierte Texte schreiben. Ich kann in einem Aufsatz oder Bericht Informationen wiedergeben oder Argumente und Gegenargumente für oder gegen einen bestimmten Standpunkt darlegen. Ich kann Briefe schreiben und darin die persönliche Bedeutung von Ereignissen und Erfahrungen deutlich machen.	Ich kann mich schriftlich klar und gut strukturieren ausdrücken und meine Ansicht ausführlich darstellen. Ich kann in Briefen, Aufsätzen oder Berichten über komplexe Sachverhalte schreiben und die für mich wesentlichen Aspekte hervorheben. Ich kann in meinen schriftlichen Texten den Stil wählen, der für die jeweiligen Leser angemessen ist.	Ich kann klar, flüssig und stilistisch dem jeweiligen Zweck angemessen schreiben. Ich kann anspruchsvolle Briefe und komplexe Berichte oder Artikel verfassen, die einen Sachverhalt gut strukturiert darstellen und so dem Leser helfen, wichtige Punkte zu erkennen und sich diese zu merken. Ich kann Fachtexte und literarische Werke schriftlich zusammenfassen und besprechen.





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HOW DO YOUNG PEOPLE LIVE DOWN UNDER???

A Research and Exchange Project

LEARNER'S DIARY

belongs to:



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CONTENT OF THIS LEARNER'S DIARY:

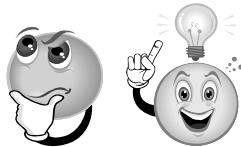
2. Me and My Partner in New Zealand
3. My Own Autobiography
4. Language File #1
5. My Partner's Autobiography
6. Similarities and Differences between Me and My Partner
7. Language File #2
8. Research Questions for Email
9. How to Write an Email
10. My Email to My Partner
11. Email Puzzle Part I
12. Email Puzzle Part II
13. Language File #3
14. My Partner's Email
15. Language File #4
16. Research Questions for Internet Research
17. Mind-Map
18. How to Search the Internet
19. Reading for Information
20. Wallpaper
21. Evaluation of Project
22. Global Scales for the Assessment of Language
23. Attestation of Participation

SYMBOLS IN THIS LEARNER'S DIARY

You will find these symbols throughout the diary. They show you which type of exercise you are going to do on the page where you find them.



When you find this symbol you are going to write a text.



When you find these symbols you are going to reflect on your own language production.



When you find this symbol you are going to think about culture.



When you find this symbol you are going learn about research methods.



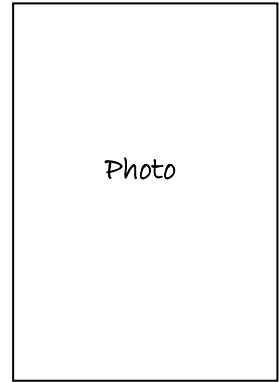


You and your partner

use this page to introduce your partner and yourself.

German partner

My name is...



Photo

I was born on the in

How I want to be contacted:

My hobbies are:

My favourite food is:

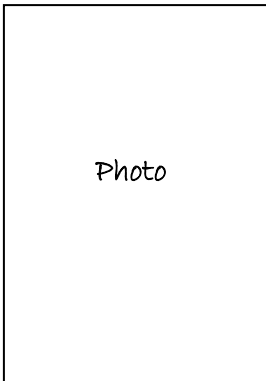
I spent my best vacation in...

What I like about Germany:

What I dislike about Germany:

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New Zealand partner



Photo

His/Her name is...

He/She was born on the in

How he/she wants to be contacted:

His/Her hobbies are:

His/Her favourite food is:

He/She spent his/her best vacation in...

What he/she likes about New Zealand:

What he/she dislikes about New Zealand:

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Your Autobiography

In this exercise you are going to write about your own life and find out about your exchange partner's. Be as open and precise as possible so that you and your partner will have maximum profit

Step 1. Write about your own past, present and future. Include as much detail as you can. Write on the back if necessary.

Past: Describe an event or situation that you remember most vividly from your childhood. Can you remember smells, colours, perceptions, the setting or feelings you had then?



Lined writing area for the 'Past' section.

Present: Describe how you spent your day yesterday. Was it an average day for you? What did you do? What do these activities mean to you?



Lined writing area for the 'Present' section.

Future: What do you want your life to be like in 10 years?



Lined writing area for the 'Future' section.

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LANGUAGE FILE #1

Now reflect your use of language. This will help you to understand your own difficulties and to improve your English. It will also enable you to use your language skills more independently.

What did you find most difficult about writing your autobiography?

1.

2.



3.

4.

5.

Which difficulty do you want to work on? Choose one and discuss with your teacher how you can improve on this aspect of your language. Write down your aims for the next week.

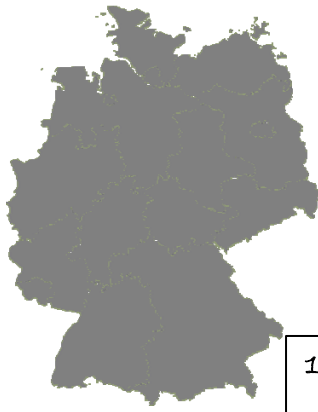
This week I want to learn ...

My plan:

Which parts of your plan have you realized? Which parts have worked best for you? I have tried out...

This has worked best:

NOTE: File your partner's autobiography as page 4.



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Your Partner's Autobiography

Step 3: Compare your results to those of your partner. What is similar, what is different? Do you think the differences are personal or cultural? Mark personal differences with a "P" and cultural differences with a "C".

Compare and discuss your results with your class.



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Lined writing area for Step 3.

Step 2: Which aspect of the life of your partners in New Zealand do you find most interesting? What else do you want to know? Write down your questions here:

Lined writing area for Step 2.

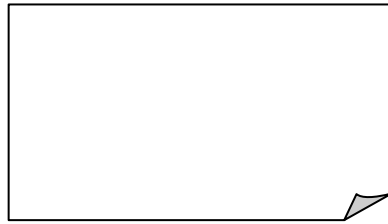
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LANGUAGE FILE #2

Remember which aspect of your language you wanted to focus on (see page 3)? What have you found out?



I have found out how to ...

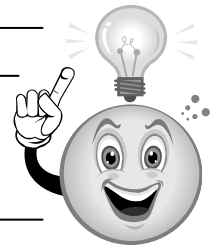
Four horizontal lines for writing.

It's used like this:

Eight horizontal lines for writing.

How does your partner do it? underline examples in his or her autobiography and write down the best ones here:

Eight horizontal lines for writing.



How are you going to do it in the future? Write down improved examples from your autobiography

Eight horizontal lines for writing.

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An Email to New Zealand

The next step is to write an email to your partner in New Zealand to find out more about how young people live "Down Under". On this page you will reflect on what you have found out so far. Are there other pupils in your class who want to research the same topic?

Make a group and collect ideas on what else you want to find out. Then write down your questions.

My research topic

What has your partner already told you about this topic?

What else do you want to find out?

Groupwork: Which questions do you want to ask your partners?

My group:





How to Write an Email

Now you are finally getting in contact with your partners in New Zealand! Write an email to them and find out everything you want to know.

However there are some things you have to keep in mind when you are writing an email. Here are tips for effective email-writing:

1. Identify yourself.

Especially when you are writing to someone who doesn't know you well or if you have an email-address like "netsurfer@gmx.com" it is important that you introduce yourself at the beginning of your mail. Write who you are, in which relation you are to the recipient of the email and what you want from him/her.

2. Write a meaningful subject line.

Some people get lots of emails every day. A subject line like "question", "hello there" or "mail 4 you" will not help them to identify your email as important. Choose a longer and more meaningful subject line, e.g. "Mail from Wolfsburg: Please help me to answer these questions on ... for my school project."

3. Don't enclose too many attachments.

Ok, it's nice to attach one photo or two, but once you put in too many attachments nobody wants to download them.

4. Distinguish between formal, informal or semi-formal situations.

When you are writing to a future employer, your style will be:

When you are writing to your teacher, your style will be:

When you are writing to your friends, your style will be:

5. An email is permanent

Think before you write. Some people save their emails forever and can always re-read what you have written what seems like ages ago. So don't write anything you might regret later.

6. Proofread..

... before you hit the "send"-button. Or ask somebody to proofread for you.



Now write your email:

Introduce yourself.

Thank your partner for his or her autobiography.

Tell him or her, what you found particularly interesting. Ask your questions and for a quick answer.

Suggest how you could keep in contact.

Salutations

formal: Dear Mr./Mrs/Ms./group title (project managers) or look at what title your recipient presents at his/her homepage (e.g. Prof.) | To whom it may concern, (if the recipient is unknown)
informal: Hi, | Hello, | Dear Chris, | Chris, | Hey there,...

Signatures:

formal signatures: yours sincerely | sincerely
semi-formal signatures: best regards | regards | yours
informal signatures: bye| cheers | hugs and kisses | yours

NOTE: File your email as page 9.

Jumbled-up Emails

Group these strips into a formal, an informal and a semi-formal email.

Subject: Information about summer courses

Dear Mr Jones,

Cheers, mate! Dani

Subject: Dani is back in Bournemouth

Would be great to catch up sometime, so gimme a bell! I've still got the same SIM, so my number's the same: 0786 8757652.

I would be grateful for any information you can give me and I look forward to hearing from you soon.

With regards to accommodation, do you only provide homestay-style lodgings or are there any other possible alternatives? I feel I would prefer to stay in shared accommodation with self-catering facilities.

Remember me, Dani from last summer? How could u forget, we had such a good laugh every weekend, didn't we? How's it going?

Anyway, just writing to let u know that I'm coming back! I'm gonna be working in a hotel in Bournemouth from June till September. Brilliant, eh?

Hi Jack,

Best regards, Jaana Nikkinen

4. What after-school activities are there?

source: <http://www.teachingenglish.org.uk/try/lesson-plans/email-writing>

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Jumbled-up Emails

I am writing to enquire about your language courses in the summer. I am a university student studying to become a translator.

2. How many hours a week are the courses?

Dear Ms. Jones,

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

Yours sincerely, Jaana Nikkinen

Actually, there was something else. Do u reckon it would be possible to have my old homestay family?

1. Do you do a course for university students, which helps them with their essay writing skills?

3. What sort of accommodation do you offer?

5. Do you do any trips to other towns in the UK?

I would like to know whether your school offers courses specifically for university level students as I would like to study techniques for essay writing in English. Could you also tell me how many hours of lessons there are per week?

We got on so well, and the mum was a fantastic cook! Dunno if it's possible, but just thought I'd ask.

Finally, I was wondering if any extra-curricular activities such as lectures or excursions are offered at your school. If so, are these included in the price, or at an additional cost?

source: <http://www.teachingenglish.org.uk/try/lesson-plans/email-writing>



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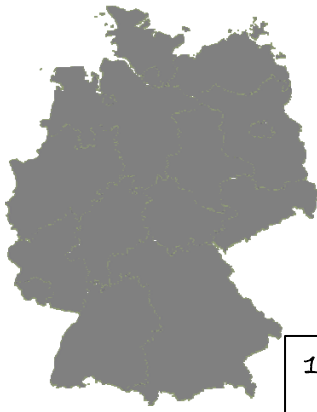
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LANGUAGE FILE #3

Now reflect your use of language. This will help you to understand your own difficulties and to improve your English. It will also enable you to use your language skills more independently.

What did you find most difficult about writing your email?



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1. []

2. []



3. []

4. []

5. []

Which difficulty do you want to work on? Choose one and discuss with your teacher how you can improve on this aspect of your language. Write down your aims for the next week.

[]

This week I want to learn ...

My plan: Do exercise on pages #10 and 11, find out how my partner from New Zealand does it...

Which parts of your plan have you realized? Which parts have worked best for you? I have tried out...

This has worked best:

NOTE: File your partner's email as page 13.

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LANGUAGE FILE #4

Remember which aspect of your language you wanted to focus on (see page 3)? What have you found out?



I have found out how to ...

Four horizontal lines for writing notes.

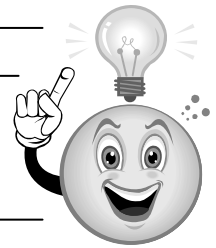
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It's used like this:

Eight horizontal lines for writing examples.

How does your partner do it? underline examples in his or her email and write down the best ones here:

Eight horizontal lines for writing examples.



How are you going to do it in the future? Write down improved examples from your email.

Eight horizontal lines for writing examples.

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Finding Questions

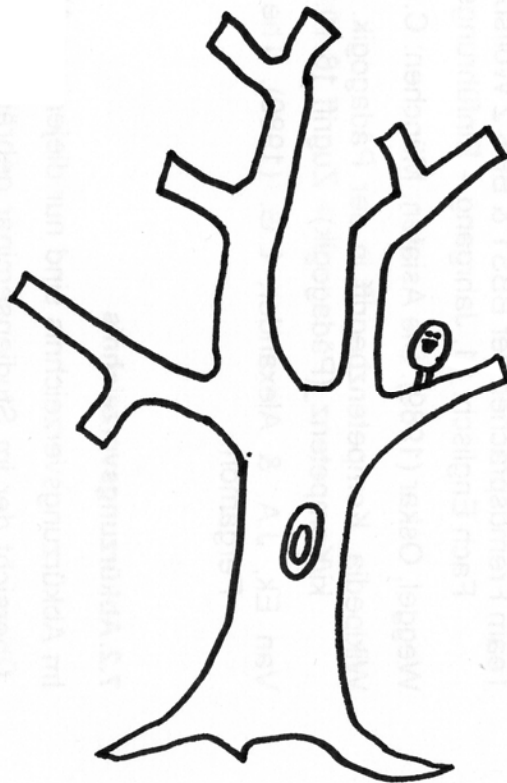
Complete the mind map on page 16 with everything you and your group have found out about your topic



How to make a mind-map

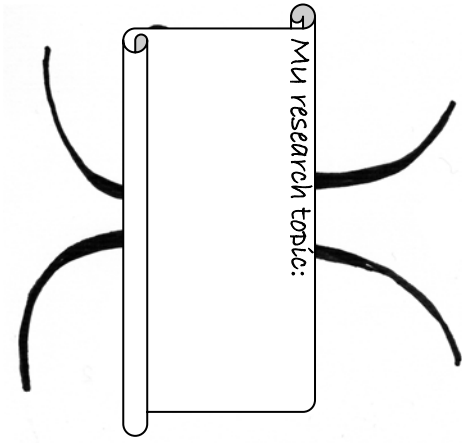
1. Start in the centre of the page.
2. Draw a picture that represents the topic of your mind-map.
3. Which are your main subtopics? Write each of them onto the main branches of the mind-map.
4. Add new main branches for all of your subtopics.
5. What have you found out about these subtopics? Write your ideas onto new branches that you connect to your subtopics. Try to use only one word for each idea (like headlines). If you have more to say, add new branches.
6. Draw pictures, use colours, symbols, arrows, thicker and thinner lines. Be creative!
7. Have fun!

Now pick one or two branches of the mind-map about which you still don't have much information. What is the central question you want to answer in your research? Write it at the root of the trunk of this tree. Which other questions can you deduct (ableiten) from this central one? Write them at the branches of the tree. Add new branches if necessary.

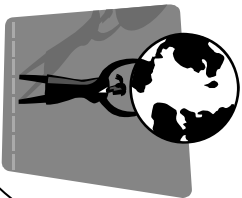




Mind-Map



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Internet Research

Search the to answer your questions. Open google.com in your browser. Click on "Erweiterte Suche". Try out these options:

- mit allen Wörtern: Google will find pages on which all keywords you type in here can be found in loose order. (New Zealand cookies baking mom)
- mit der genauen Wortgruppe: Google will find pages on which all keywords you type in here can be found in the exact order (homemade cookies from New Zealand)
- mit irgendeinem der Wörter: Google will find pages on which any of the keywords you type in here can be found, but not necessarily all of them.
- ohne die Wörter: Google will exclude these keywords from the search. (price order buy)
- You can combine these specifications.

Google **Erweiterte Suche**

Ergebnisse finden mit allen Wörtern | mit der genauen Wortgruppe | mit irgendeinem der Wörter | ohne die Wörter

10 Ergebnisse | Google-Suche

Sprache Antwortseiten, geschrieben in | beliebige Sprache

Region Gesuchte Seiten befinden sich in: | alle Regionen

Dateiformat Ausschließlich | Ausgabe von Ergebnissen des Dateiformats | irgendein Format

Datum Suche nach zuerst gesichteten Webseiten | ohne Zeitbegrenzung

Position Antwortseiten, in denen meine Begriffe vorkommen | irgendwo auf der Seite

Domains Ausschließlich | Antwortseiten von der Site oder Domain | Beispiele: .org, google.com [Weitere Informationen](#)

Nutzungsrechte Ergebnisse zurückgeben, die | nicht nach Lizenz gefiltert

Safe Search Kein Filter Filtern mit SafeSearch

Seitenspezifische Suche

Ähnlich Seiten suchen, die der folgenden Seite ähnlich sind | Suche

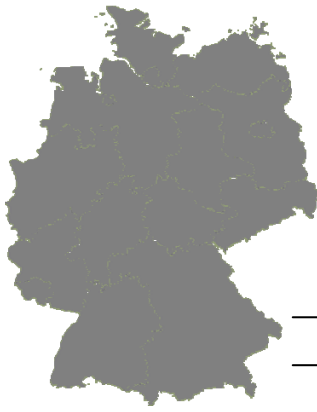
Beispiel: www.google.com/help.html

Links Seiten suchen, die einen Link auf die folgende Seite enthalten | Suche

- **Sprache:** Choose the language of the pages you want to find. (English)
- **Region:** Choose the country where the server on which the page is saved is located. (New Zealand)
- **Dateiformat:** Are you looking for a printable document or one you can work with? (.pdf, .doc, .ppt)
- **Datum:** Make a selection if you only want to search for new pages.
- **Position:** You can choose if your keywords should be in the title, in the URL or in the text on the page.
- **Nutzungsrechte:** You can search only for services that you do not have to pay for

- **Ähnlich:** If there is a page on which you have found good results, you can limit the search to similar pages (magazines, encyclopaedias etc.)





Reading for Information

Find an article in the internet that helps you to answer your questions. Use the technique "skimming" to find out if an article might be of interest for your research:

Remember your main research question (see page 15)?

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Skimming

Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, format and other visual organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, places and keywords.

When you have chosen an article, print it out and scan it for keywords.

Scanning

Scanning is a technique you often use when looking for particular information in a text. You search for keywords or ideas. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Which keywords have you scanned for? underline them on your print-out.



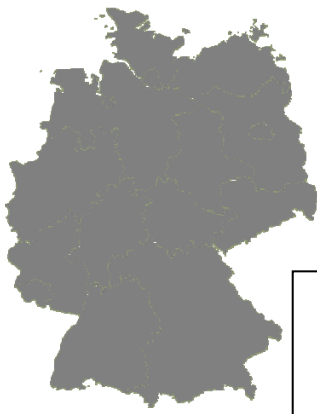
File your article with all your notes as page no. 19.
Why did you choose this article?

Which keywords did you type into google to find this article?

Which of the "advanced google options" did you use for your research?

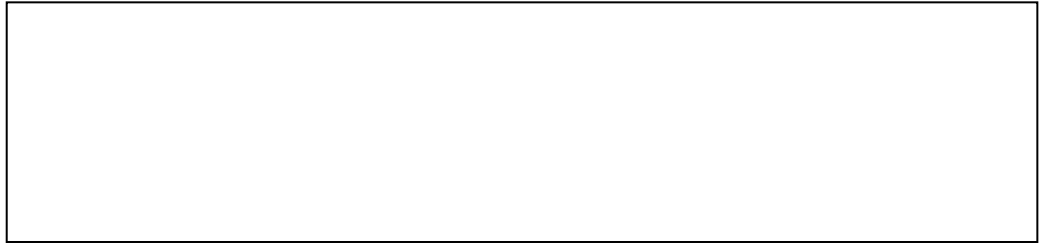
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wallpaper

To show everybody what you have found out about young people in New Zealand, you are going to design a wallpaper which will be presented in the school. Each group will design their own page and present it to the class. Ideas for complete wallpaper:



Tasks:

1. Together with your group reflect on what you have found out. Use the mind-map on page no.16 and add new information.
2. Which of the information you have found out is interesting and should be presented?
3. Is this information complete? If not, what else do you need to know?
4. Look for pictures or other visual aids to make your wallpaper more interesting and to support your information.
5. Discuss with your group how you are going to present your information.
6. Write your articles. Complete your part of the wallpaper.
7. Discuss how you are going to present your wallpaper. Make notes for the presentation.

Space for notes and sketches (Skizzen):





Project Evaluation

On this page you will evaluate the project and your work in the project in relation to your own individual aims for language learning and learning about culture. Please answer these questions as precisely as possible.

1. In which situations have you needed knowledge of English until now (including in the project)?

Was your English sufficient to deal with these situations? Which problems did you have?

Can you imagine situations in which you will need English after you have finished school?

What do you want to be able to do with English after you have finished school? (Use the Global Scale on page no. 21)

Do you think you have improved your English during the project?

Which parts of the project were particularly helpful for the improvement of your language?

How did you get along with your exchange partner?

Do you see him/her different now than at the beginning of the project?

Do you think your partner is a typical New Zealander? Why?

In which aspects does the life of young people in New Zealand differ most from the life of young people in Germany?

What has surprised you most?

Which part of the project (autobiographies, emails, internet research) did you find most interesting? Why?

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Name of Certificate / Qualification:

Language:

		Qualification
Proficient User Kompetente Sprachverwendung	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him / herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Utilisateur expérimenté Uso competente della lingua	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him / herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User Selbstständige Sprachverwendung	B2	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his / her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Utilisateur indépendant Uso indipendente della lingua	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User Elementare Sprachverwendung	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.
Utilisateur élémentaire Uso elementare della lingua	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The qualifications mentioned have been calibrated to the Common European Framework of Reference for Languages on the following basis:

Collective judgement by the teaching staff of the institution concerned.	*	
Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels.	**	
Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.	***	
Scientific study with statistical analysis of comparative data.	****	





Attestation of Participation

In the school year 2009/2010 _____
has participated in the exchange project "How do young
people live Down Under?"

Partners: BBS 2 Wolfsburg, Germany and Ashburton
College, Mid Canterbury, New Zealand

Language(s): English and German

BBS 2 WOLFSBURG

TOPIC:

In this project, _____ has researched the topic:

CONTENTS:

Compulsory: Autobiographical Writing, Email Writing, Internet
Research, Presentation of Results

Voluntary: _____

REMARKS:

Place/Date/Signature: _____

School Stamp:



ASHBURTON COLLEGE

The Colourful Bear

Past

When I was younger, my Nana (Mum's mum) was living in a retirement home in Christchurch. Mum, my sister and I would visit her about once a week or once every two weeks. Nana had a teddy that an older granddaughter had given her and sometimes she would talk about how it got "lonely" on its own. So when I was about six we started a tradition of one of my teddies staying with her when we went to visit. I can very clearly remember the first time I took one to her. It took me a long time to choose which one would be the first, but eventually I chose "Colourful Bear", who was a pink bear, with green, blue, yellow and orange paws. I remember telling him that it was a great privilege to be chosen to keep Nana and her bear company, and telling him not to be afraid of being away from home for one or two weeks. This was really because I was not looking forward to him being away from me, but I had to act the big kid, because at least I had lots of teddies around, while Nana only had one. When we got to her room with "Colourful Bear", she was very pleased to see him, and introduced him to her bear, who was apparently pleased to see him too. Nana made a big show of making him feel at home. Because she was happy, it of course made me happy too, and it was a lot easier to leave my bear with her.

It seems childish now, but back then it was a big thing for me to leave one of my favourite possessions in the care of someone else.

Structure

1. Introduction
 - 1.1. Situation is presented (Setting)
 - 1.1.1. Persons
 - 1.1.2. Time
 - 1.1.3. Place
2. Main Part
 - 2.1. Nana's Teddy
 - 2.1.1. Present from older granddaughter
 - 2.1.2. Background for the agreement
 - 2.2. "The Tradition"
 - 2.2.1. what does it involve?
 - 2.3. The first time
 - 2.3.1. selection of Teddy
 - 2.3.2. "Colourful Bear"
 - 2.3.3. explaining to teddy
 - 2.3.4. own feelings
 - 2.4. the meeting
 - 2.4.1. Nana's reaction
 - 2.4.2. introduction of teddies
 - 2.4.3. how Nana made me happy
3. Conclusion/End
 - 3.1. What I think about it now
 - 3.2. What I thought about it then

Name:

Datum:

Sprache

		1	2	3	4	5	6	
		+	+	o/	o/	-	-	
		+		+	-		-	
Texterstellung: Gewichtung								
1	übersichtlich gegliederter und daher leicht zu erfassender Text, gut nachvollziehbare Gedankenführung							unstrukturierter Text, Gedankenführung stellenweise nicht nachvollziehbar
2	angemessener Textumfang							zu kurz/ zu lang gefasster Text
3	treffsicherer Einsatz sprachl. Mittel zur Verbindung von Sätzen und Aussagen							fehlende, unpassende oder stereotype Satzverbindungen
4	Verfügbarkeit textsortenspezifischer Formulierungen							fehlende/ falsche Anwendungen textsortenspezifischer Formulierungen
5	gut dosierter Einbau prägnanter Zitate/Verwendung eigener Formulierungen							falsch eingebundene Zitate/ nicht eingebundene, abgeschriebene Passagen
6	Auswahl korrekter textsortenspezifischer Zeitform(en)							Verwendung falscher/ unpassender textsortenspezifischer Zeitformen
Syntax/Satzbau: Gewichtung								
7	gut variiertes Satzbau, anspruchsvoller Ausdruck (mit Risiken zur Erreichung eines flüssigen/ authentischen Stils), word-order eingehalten							Monotonie des Satzbaus wegen Wiederholung gleicher oder ähnlicher Satzbaumuster/ Risiko vermeidende Formulierungsweise, überwiegend falsche word-order
Lexik/Wortschatz: Gewichtung								
8	reichhaltiger allgemeiner und themenspezifischer Wortschatz/ treffsicher eingesetzt							erhebliche Defizite im Wortschatz behindern die Kommunikation/ Germanismen/ kein Gespür für Register und Stilebene
Grammatik/Sprachrichtigkeit: Gewichtung								
9	souveräner Einsatz der Zielsprache/ die wenigen Verstöße beeinträchtigen die Kommunikation nicht							durch die hohe Anzahl von Verstößen und die Verletzung elementarster Regeln scheitert die Kommunikation

Name:

Datum:

Problems, you might have while you are writing your autobiography

- I don't have ideas what I could write about.
- I have problems to describe things / situations / places...
- My text is a bit boring, because I don't have many ideas.
- My text reads boring, because I always use the same words.
- My text reads boring because I always use the same sentence structures or very simple sentence structures.
- My text doesn't read well because I find it difficult to formulate transitions between the sections.
- For me it's difficult to structure a text logically. I just write everything down as it comes into my mind.
- I often write too much, because I cannot decide what's important.
- I have problems to formulate exactly what I want to say.
- My English sounds artificial. I translate a lot and my sentences result sounding German.
- I make a lot of mistakes but I like trusting my feeling for the language.
- I don't know which words go together.
- I don't know which of the words in the dictionary I can use.
- I don't know which prepositions to use with which words.
- I have a problem with grammar:
 - tenses (which)
 - adjectives /adverbs
 - sentence structure
 - word order
 - -ing forms
 - modals (could, would, should...)
 - quantifiers (many/much/a lot of, some/any, no/none, every/each, both/either/neither)
 - passive
 - if-clauses
 - reported speech
 - questions
 - where to put descriptions of time, frequency, manner...
- other problems:

Datum	FGY 09-3	Ashburton College	Methoden
13.10.09		Autobiographien aus Neuseesland	
22.10.09	Autobiographical Writing Einführung „Autobiographical Writing“, „Planning to write“	Absenden der Autobiographien nach Neuseeland	Analyse einer Schreibaufgabe numerische/gemischte Gliederung strukturieren (m. Karten) Autobiographical Writing als Hausarbeit
29.10.09	Language Files #1 sprachliche Reflektion des „Autobiographical Writing“ Lerntechniken	Einteilen der Partner	Geleitete Reflektion mit Bewertungsschema Definieren eigener Schwierigkeiten Einzelberatung zu Lerntechniken
05.11.09	Auswertung der Antworten: Einteilen der Partner Auswerten der Autobiographien aus Neuseeland Themen – und Gruppenfindung, Fragen formulieren		5-Schritt Lesemethode Einteilen der Paare nach Gemeinsamkeiten der in den Autobiografien beschriebenen Themen Einteilung der Gruppen nach Rechercheinteresse Fragen in Placemat formulieren Auswerten mittels einer Tabelle
05.11.09	Email-Writing	Beantworten der Emails aus WOB	Emails nach Neuseeland schreiben
12.11.09	Language Files #2 sprachliche Reflektion des Email-Writing Sprachhilfen		Geleitete Reflektion mittels selbst erstellter Kriterien (Brainwriting) Email-Puzzle
19.11.09	Auswertung der Antworten weitere Fragen formulieren	Beantworten der Emails aus WOB	Auswerten der Antworten in Gruppen in einer Mind-Map Neue Fragen formulieren mit Fragebaum Emails als Hausarbeit
26.11.09	Arbeiten mit Suchmaschinen Informationsentnehmendes Lesen		Internetrecherche zu den gewählten Themen ‘Skimming’ und ‘Scanning’ mit Schlüsselwortmarkierung
10.12.09	Präsentation: Präsentationsregeln Präsentationen planen und vorbereiten		Mind-Mapping (Ergebnisse zusammenfassen) Wandzeitung erstellen (Konzeptplanung mit ganzer Klasse, dann „Artikel“ in Gruppenarbeit)
17.12.09	Präsentationen der Ergebnisse	Ergebnisse nach Neuseeland schicken	Präsentation und Gallery Walk

Einstieg in das Projekt und „autobiografisches Schreiben“

	Unterrichtsphase/ -ebene	Unterrichtsinhalt	Sozial-/ Aktionsform	Medien	LZ
Einstieg in das Projekt	Einstieg Inhaltliche Ebene <i>Map of New Zealand</i> Sprachlich: <i>Sprechfertigkeit</i>	L: zeichnet Karte von NZ an die Tafel und fragt die S. was sie darüber schon wissen. S. wiederholen die Inhalte der Vorwochen.	KU L: zeichnend, fragend S: antwortend	Tafel: Map of New Zealand	F1 S1
	Einführung Inhaltliche Ebene <i>The Project</i> Sprachlich: <i>Hörfertigkeit</i>	L. zeichnet den Schulstandort des Ashburton College ein und erklärt die Projektmodalitäten. Dann erhalten die S. die Lerntagebücher. S. lesen in den Lerntagebüchern und stellen Fragen zu dem Projekt, tragen Wünsche vor, nennen Erwartungen an das Projekt und ihre Partner.	KU L: erläuternd, zeigend, zeichnend S: zuhörend, fragend, lesend	Tafel: Map of New Zealand, Lerntagebücher	F2 F3 S2 I1 I2 I3
Autobiografisches Schreiben	Einstieg Inhaltliche Ebene: <i>Autobiographical Writing</i> Sprachlich: <i>Hörfertigkeit</i>	S. schlagen die Seite 2. ihres Lerntagebuches auf und lesen die Aufgabenstellung. L. fragt, wie sie sich auf das Schreiben vorbereiten werden. Dann weist sie auf das Erstellen einer Gliederung hin und legt einen Beispieltext von den Neuseeländern auf. Die S. lesen diesen und stellen Fragen dazu.	KU L: fragend, moderierend, lenkend, schreibend S: antwortend, vorschlagend	Lerntagebücher S.2, Text: „The Colourful Bear“ auf OH-Folie, OH-Projektor,	M1 M2 I2 I3
	Analyse Inhaltlich: <i>Analyse eines Textes</i> sprachlich: <i>Lesefertigkeit</i>	S. lesen den Text und erkennen die ersten Teile einer Gliederung. L. hält die Vorschläge auf Metaplankarten fest. Diese werden zunächst ungeordnet an der Tafel aufgehängt und dann hierarchisiert und gegliedert.	KU L: moderierend, auf- und umhängend, schreibend S: lesend, vorschlagend, diskutierend	Text: „The Colourful Bear“ auf OH-Folie, OH-Projektor, Tafel, Metaplankarten, Gliederung des Textes	M1
	Erarbeitung Inhaltlich: <i>Planning to write</i> Sprachlich: <i>Schreibfertigkeit</i>	S. erhalten Metaplankarten und arbeiten an eigenen Gliederungen	EA S: nachdenkend, schreibend, gliedernd L: beobachtend, helfend	Metaplankarten	M2 M3 I4
	Sicherung Inhaltlich: <i>Gliederung der eignen Texte</i> Sprachlich: <i>Schreibfertigkeit</i>	Wenn die S. mit ihren Gliederungen zufrieden sind, besprechen sie diese mit der L. Dann übertragen sie diese auf ein A4 Blatt Die Anfertigung der Autobiografien ist Hausaufgabe	EA S. schreibend, beurteilend L. beratend	Metaplankarten, Schreibpapier	F4 M3 I4

Lernziele für die erste Doppelstunde: Einstieg in das Projekt und „autobiografisches Schreiben“

Die Lernenden sollen in der Zielsprache...

Fachkompetenzen

- F1... ihre Kenntnisse über Neuseeland mündlich wiederholen. (auch Byram: Teilkompetenz: *knowledge*)
- F2... den Standort des Ashburton Colleges geographisch einordnen. (auch Byram: Teilkompetenz: *skills of relation and interpretation*)
- F3... Fragen zum Projekt formulieren. (auch Byram: Teilkompetenz: *attitudes*)
- F4... einen autobiografischen Text verfassen.

Methodenkompetenzen

- M1... einen Text hinsichtlich dessen Gliederung analysieren.
- M2... Ideen auf Metaplankarten sammeln.
- M3... eine Schreiarbeit planen, indem sie eine hierarchische Gliederung erstellen.

Sozialkompetenzen

- S1... die Vorgaben für die Projektgestaltung beachten. (auch Byram: Teilkompetenz: *attitudes*)
- S2... eigene Ideen für die Projektgestaltung entwickeln. (auch Byram: Teilkompetenz: *attitudes*)

interkulturelle Kompetenzen

- I1... Erwartungen an das Austauschprojekt nennen.
- I2... sich offen für neue Erkenntnisse über die Zielkultur zeigen, indem sie Fragen dazu stellen.
- I3... interessiert an den Partnern sein, indem sie Erwartungen an diese nennen.
- I4... Bereitschaft zeigen, ihre eigene Kultur zu repräsentieren, indem sie in ihren Autobiografien darüber schreiben.

Reflektion der eigenen Sprachproduktion

Unterrichtsphase/ -ebene	Unterrichtsinhalt	Sozial-/ Aktionsform	Medien	LZ
Einstieg Inhaltliche Ebene <i>Bewertung von schriftlichen Arbeiten</i> Sprachlich: <i>Schreibfertigkeit</i>	L. befragt die S. wie sie mit ihren Autobiografien zurecht gekommen sind, worüber sie geschrieben haben und ob sie Probleme gehabt haben. S. berichten von ihren Schreibearbeiten und den Problemen dabei.	KU L: fragend, moderierend S: berichtend		M2 M3 S3
Analyse Inhaltliche Ebene <i>Selbstbewertung</i> Sprachlich: <i>Schreibfertigkeit</i>	L. fragt die S. wie sie ihre Arbeiten selbst einschätzen würden. S. versuchen eine grobe Selbsteinschätzung L. verteilt das Bewertungsschema für schriftliche Arbeiten und erläutert diese S. lesen die Bewertungskriterien und stellen Fragen dazu. Dann versuchen sie eine detaillierte Selbsteinschätzung	KU L: fragend, erläuternd S: berichtend, einschätzend, antwortend, fragend	Autobiografien OH-Folie: Bewertungsschema, OH-Folie: mögliche Probleme OH-Projektor, AB: Bewertungsschema	F1 F2 M1 M2 M3 S3
Reflektion Inhaltliche Ebene: <i>Problembestimmung</i> Sprachlich: <i>Schreibfertigkeit</i>	S. beschreiben ihre Probleme und tragen diese in ihre Lerntagebücher ein. Sie wählen ein Problem aus, an dem sie arbeiten wollen.	EA L: beobachtend S: reflektierend, schreibend	OH-Folie: mögliche Probleme bei Schreibearbeiten	F1 F2 M3 M4 S3
Planung Inhaltlich: <i>Lösungsvorschläge</i> sprachlich: <i>Schreibfertigkeit</i>	S. mit ähnlichen Problemen setzen sich in Gruppen zusammen und tauschen sich über ihren Umgang damit aus. L. geht herum und berät jede Gruppe im Hinblick auf ihre Probleme. S. tragen die gesammelten Vorschläge in ihre Lerntagebücher ein.	GA L: beratend S: sprechend, fragend, berichtend, vorschlagend	Übungsmaterialien, (Nachschlagewerke, Grammatiken, Bilder, Links im Moodle), Autobiografien, Lerntagebücher°S.3	M3 M5 S1 S2 S3
Übung Inhaltlich: <i>Arbeit an den eigenen Schwächen</i> Sprachlich: <i>Schreibfertigkeit</i>	S. probieren die Vorschläge aus und arbeiten mit den verfügbaren Materialien Sie überarbeiten noch einmal ihre Autobiografien	EA L: beobachtend S: ausprobierend, diskutierend, reflektierend	Übungsmaterialien, eigene Autobiografien	F3 M5 S2 S3
Auswertung Inhaltlich: <i>Reflektion</i> Sprachlich: <i>Schreibfertigkeit</i>	S. reflektieren die durchgeführten Übungen und tragen in ihre Lerntagebücher ein, wie sie damit zurecht gekommen sind.	EA L: beobachtend S: reflektieren, schreibend	Lerntagebücher°S.3	M5 S3

Lernziele für die zweite Doppelstunde: Reflektion der eigenen Sprachproduktion

Die Lernenden sollen in der Zielsprache...

Fachkompetenzen

- F1... Die verschiedenen Elemente der Bewertung schriftlicher Arbeiten unterscheiden.
- F2... grammatische Themenbereiche benennen.
- F3... die autobiografischen Texte überarbeiten.

Methodenkompetenzen

- M1... das Bewertungsschema für schriftliche Arbeiten auf die eigene Autobiografie anwenden.
- M2... ihre eigenen Arbeiten bewerten.
- M3... eigene Probleme beim Anfertigen schriftlicher Arbeiten benennen.
- M4... eigene Ziele für das Sprachenlernen definieren.
- M5... verschiedene Methoden zur Verbesserung der eigenen Sprachproduktion prüfen.

Sozialkompetenzen

- S1... die eigenen Lösungswege erklären.
- S2... sich an der Gruppendiskussion beteiligen.
- S3... die Relevanz des Sprachenlernens für Kommunikationszwecke erkennen.

Auswertung der Autobiografien der Partner und Auswahl von Recherchethemen für die Weiterarbeit

Unterrichtsphase/ -ebene	Unterrichtsinhalt	Sozial-/ Aktionsform	Medien	LZ
Einstieg Inhaltliche Ebene <i>Your Partner in NZ</i> Sprachlich: <i>Lesefertigkeit</i>	L. kündigt das Einteilen der Partner an und weist auf die Aufgabenstellung hin. S. lesen die Aufgabenstellung	KU L: vortragend, anweisend S: lesend	Lerntagebücher S.5	F1 M1 I1
Planung Inhaltliche Ebene <i>5-Schritt</i> <i>Lesemethode</i> Sprachlich: <i>Sprechfertigkeit</i>	S. wiederholen die Schritte der 5-Schritt Lesemethode L. hält die Ergebnisse an der Tafel fest	KU L: moderierend, anschreibend S: vortragend, wiederholend	Tafel	M1
Definition Inhaltliche Ebene: <i>personal and cultural differences</i> Sprachlich: <i>Sprechfertigkeit</i>	S. definieren persönliche und kulturelle Eigenschaften L. hält die Ergebnisse an der Tafel fest	KU L: moderierend, anschreibend S: diskutierend, definierend	Tafel	I1 S3
Analyse Inhaltlich: <i>Your partner's autobiography</i> sprachlich: <i>Sprechfertigkeit</i>	S. lesen die Texte ihrer Partner und vergleichen dieses mit den eigenen Texten, sie finden Gemeinsamkeiten, persönliche und kulturelle Unterschiede, sie diskutieren die Ergebnisse mit ihren Nachbarn	PA L: beobachtend, helfend S: lesend, analysierend, schreibend, diskutierend	Tafel Lerntagebücher S.5 Autobiografien, OH-Folien, Folienstifte	F1 M1 M2 I2 I3
Präsentation Inhaltlich: <i>Similarities and differences</i> Sprachlich: <i>Sprechfertigkeit</i>	S. präsentieren die Ergebnisse ihrer Analyse und diskutieren diese mit der Klasse L. hält mögliche Themen für die Weiterarbeit an der Tafel fest	KU L: schreibend, fragend S: präsentierend, fragend, diskutierend	beschriftete OH-Folien, OH-Projektor, Tafel	F2 M3 M4 S1 S2 S3
Erarbeitung Inhaltlich: Definition von Recherchethemen Sprachlich: <i>Sprechfertigkeit</i>	S. wählen interessante Themen für die Recherche aus und bilden danach Gruppen. Die Gruppen sammeln ihre bisherigen Ergebnisse und finden mit der Placemat- Methode weitere Fragen Die Fragen werden in der folgenden Unterrichtseinheit per Email an die Partner gesendet.	GA L: beobachtend, helfend, moderierend S: auswählend, diskutierend, vortragend, fragend	Lerntagebücher S.5, Placemats	F3 M5 S1 S4 I4

Lernziele für die dritte Doppelstunde: Auswertung der Autobiografien der Partner und Auswahl von Recherchethemen für die Weiterarbeit

Die Lernenden sollen in der Zielsprache...

Fachkompetenzen

- F1... die autobiografischen Texte ihrer Partner lesen, indem sie Gemeinsamkeiten und Unterschiede herausarbeiten. (auch Byram: Teilkompetenzen *knowledge, skills of interpretation and relation*)
- F2... Gemeinsamkeiten und Unterschiede beschreiben. (auch Byram: Teilkompetenzen *knowledge, skills of interpretation and relation*)
- F3... Fragen zu einem kulturellen Themenbereich formulieren. (auch Byram: Teilkompetenz *skills of discovery and interaction*)

Methodenkompetenzen

- M1... die Schritte der 5- Schritt Lesemethode unterscheiden.
- M2... die 5- Schritt Lesemethode beim Lesen der Autobiografien anwenden.
- M3... die Ergebnisse aus der Analyse der Klasse präsentieren.
- M4... aus der Analyse Themen für die Recherche ableiten.
- M5... die Placemat-Methode bei der Gruppenarbeit anwenden.

Sozialkompetenzen

- S1... Interesse für die Kultur der Partner zeigen, indem sie Themen aus dem Leben junger Menschen die sie interessieren nennen. (auch Byram: Teilkompetenz: *attitudes*)
- S2... bei der Präsentation der anderen Gruppen zuhören.
- S3... sich an der Diskussion über die Ergebnisse beteiligen.
- S4... in Gruppenarbeit kooperativ Fragen an die Partner entwickeln.

interkulturelle Kompetenzen

- I1... zwischen persönlichen und kulturell bedingten Eigenschaften unterscheiden.
- I2... in den Beschreibungen ihrer Partner kulturelle Besonderheiten erkennen.
- I3... die Partner mit objektiven Bewertungsmaßstäben beurteilen.
- I4... sich offen für die andere Kultur zeigen, indem sie Fragen über kulturelle Themen formulieren.