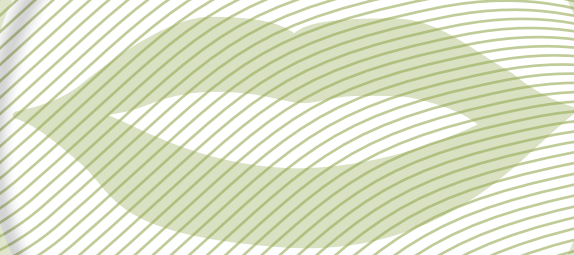
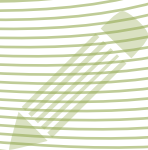


Englisch Sek II

Kompetenztraining Oberstufe

Speaking



Erarbeitet von

Susanne Schroeder-Thürauf und Judith Walter

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Zur Arbeit mit diesem Band

„Reden lernt man nur durch reden.“

Marcus Tullius Cicero

Im Schulunterricht den Boden für das Sprechen – und somit den Weg zur Sprache – zu bereiten ist eine anspruchsvolle Aufgabe. Schülerinnen und Schüler sollen durch den Englischunterricht auf die erfolgreiche Bewältigung unterschiedlicher Alltagssituationen im echten Leben vorbereitet werden, ganz im Sinne der interkulturellen kommunikativen Kompetenz.

Zudem müssen sie sich aber auch speziell zu den in den Bildungsplänen genannten inhaltlichen Themenbereichen äußern können und mit den Herausforderungen unterschiedlicher Prüfungssituationen im Bereich *Speaking* umgehen lernen.

Dieser Band und sein Aufbau reagieren auf die Anforderungen, die sich daraus für die Lehrkraft im Unterricht und bei der Vorbereitung ergeben.

Teil 1 konzentriert sich darauf, die Lernenden in verschiedenen Sprechsituationen aus dem beruflichen und privaten Alltag vorzubereiten. Er ist daher besonders für den Einsatz in Konversations- und Rhetorikkursen geeignet, kann aber auch gut als Materialangebot zu einer Prüfungsvorbereitung genutzt werden. Jedes Unterkapitel beginnt mit *Warm-up* Aufgaben, die eine umfassende Zielaufgabe vorbereiten. Jede Unterrichtssituation und Lernsituation kann das Kapitel als Sequenz ganz oder teilweise oder beliebig in Teilmodulen eingesetzt werden.

Modul 1: Speaking (in a personal and social context)



- Hier finden Sie Ideen zu den folgenden Themen:
- Interaktives Sprechen
 - Ängste beim Sprechen in den Griff bekommen
 - Strukturiertes Sprechen
 - Wirkung der Rede steigern

Modul 2: Speaking with partners (in a personal and social context)



Hier finden Sie Ideen zu den folgenden Themen:

- Small talk als Einstieg
- Vorbereitung eines Gesprächs bringen
- Zuhören
- Überbrückend werden

Modul 3: Exchanging views (in a group)



Hier finden Sie Ideen zu den folgenden Themen:

- Regelmäßiges Debattieren
- Die Rolle vertreten in einer Podiumsdiskussion
- Im Team Meinungen austauschen

Teil 2 konzentriert sich auf das Sprechen im Unterricht und in unterschiedlichen Prüfungssituationen. Die Anforderungen weichen hier häufig von Alltagssituationen ab. In den unterschiedlichen Modulen können den Lernenden die spezifischen Anforderungen bewusst gemacht und Strategien zum Umgang damit trainiert werden. Die Module können unabhängig voneinander verwendet werden und sind an oberstufenrelevanten Themen der Bildungspläne orientiert. Sie können als Unterrichtssequenz direkt übernommen werden. Die Materialien zur Kognitivierung und Übung können aber auch unabhängig von den vorgeschlagenen Inhalten von der Lehrkraft verwendet werden.

Im Teil 2 des Bandes finden Sie Module zu den folgenden Themen:

Modul 1: Describing visuals
(Art and literature)

Modul 2: Analysing visuals (Media)

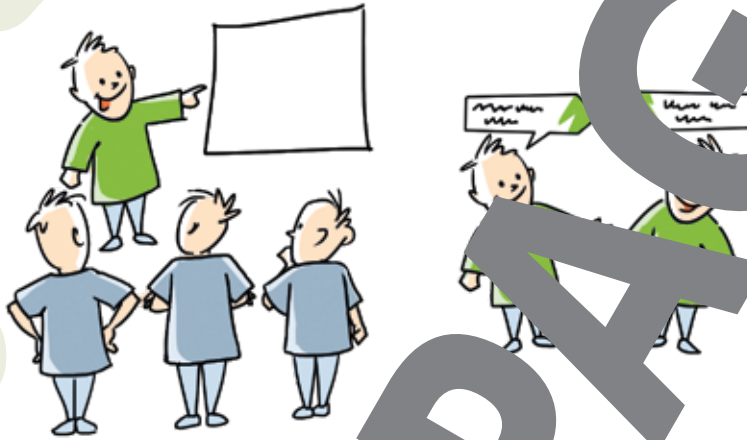
Modul 3: Working about
culture (USA, art and
literature)

Modul 4: Analysing
statistics (USA and
Germany)

Modul 7: Presenting
in an oral exam

Modul 6: Role plays
in oral exams
(Visions of the future)

Modul 5: Working
with advertisements
(Media, diversity)



Teil 3 ermöglicht das Üben in vierer Personensituationen. Die 13 Unterkategorien dieses Teils decken die Themenbereiche der 1. Stufe umfassend ab. Die Materialvorschläge stehen in analoger und digitaler Version zur Verfügung. Alle Vorschläge können daher individuell durch Lehrkräfte den Vorgaben unterschiedlicher Bundesländer und den Anforderungen verschiedener Lerngruppen angepasst oder durch private Lernhilfen ergänzt werden.

Last, but not least haben wir uns in allen drei Teilen bemüht, das angebotene Material so flexibel und rasch einsetzbar wie möglich aufzubereiten und hoffen, Ihnen damit die Vorbereitungszeit zu verkürzen.

Alle Arbeitsmaterialien und Aufgaben dieses Bandes stehen Ihnen in digitaler Version zur Verfügung (siehe S. 168).

3. Organising your speech (creating a structure)

3.1 Four steps to creating a solid main part

After you get the topic for your speech, follow these steps:

1. Brainstorm – collect general information about your topic

- What do I know about it?
- What could be interesting?
- What sources could be useful?

2. Focus on your audience – what are they interested in?

- What do they know already?
- In what way could my talk be useful for them?

3. Define your goal – what is the purpose of your speech?

- Do I want to convince my audience that my argument is solid?
- Do I want to inform them about facts?
- Or both?

4. Select the most important arguments or facts

- Which ones would be most surprising to my audience?
- Which ones best support my goal?

Task:

Your two topics are “Fast Fashion” and “Lady Liberty”. To fill in the grid, you’ll first have to do some thinking about your audience and your goals. Then research facts about the two topics and note them down in the grid, too.

| Topic | Fast Fashion | Lady Liberty |
|-------------------|--------------|--------------|
| Audience | | |
| Goal | | |
| Important content | | |
| | | |
| | | |

3.2 Bookending your talk

Now you know a lot about your topic and you want to show your audience that. You start your presentation and then ...



You are an expert in your topic; your classmates are not. They might never have given your topic a single thought, and they have no idea why they should. So your first job is to show them why your talk is worth listening to and that it is not just an assignment chosen for you by the teacher. You need a speech opener.

Here are four ways to grab your audience's attention:

killer opener

- Surprise them
- Provoke them
- Make them relate
- Appeal to their emotions

Tool box:

- Rhetorical questions
- Amazing facts
- Quotes
- Anecdotes

Tasks:

Read the following opening passages of a talk about fast fashion. Which type of opener is used in each one?

- a) Did you know that the average American teenager spends \$160 per month on new clothes – shoes and accessories not included? That's about at least five new items per month and 60 per year. How many of these items do you think end up in the rubbish each year?

- b) Last week I met my best friend at the shopping centre. We talked a lot and had some coffee. On our way out I saw this great white jacket, oversized, with shoulder pads. It was on sale! In we go, and I was really happy with it until I got home and my mother said, "That jacket that was just the style we wore when I was your age ..." Well, you can imagine what happened to the jacket.
- c) Before we start, just go through all the clothes you are wearing. How many do you buy the oldest piece of clothing you are wearing? Five years ago, ten years ago, fifteen months ago, a week ago?
- d) "Fast fashion is like fast food. After the sugar rush it just leaves a bad taste in your mouth."
(Livia Firth, ethical fashion advocate and founder of sustainable fashion brand Eco-Age)

- 2. Discuss with a partner which one you think is most effective.
- 3. Together with your partner, find "killer openers" for your "Last Liberty" talk and present them to your class.

3.3 And how to end?

To conclude your speech, you can:

- summarise the key points of your talk,
- give an outlook for the future ("If we continue using the world's resources at such a pace, then ..."),
- refer back to your opener ("Just like fast food, fast fashion is bad for us in many ways. We should act now.").

The signal for your audience that you are done is always:

Thank you for your attention 😊
Any questions?



A strong beginning and a strong ending support the content of your speech and make sure your audience stays interested.



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Handreichung

Lernziel:

Die Lernenden erkennen Elemente und Funktion eines klaren Aufbaus einer Präsentation und können die verschiedenen Teile flexibel und themenorientiert umsetzen.

Erwartungshorizonte

3.1 Four steps to creating a solid main part

Task:

Your two topics are “Fast Fashion” and “Lady Liberty”. To fill in the grid, you'll first have to do some thinking about your audience and your goals. Then research facts about the two topics and note them down in the grid too.

| Topic | Fast Fashion | Lady Liberty |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Audience | <i>has personal experience with the topic</i> | <i>knows what the statue looks like but probably little about its history, details and symbolism</i> |
| Goal | <i>convince the audience that fast fashion is not sustainable when it comes to production (thrifting, swapping clothes, etc.)</i> | <i>inform the audience about the importance of the statue</i> |
| Important content | <i>impact of fast fashion on the people that produce it (working conditions, economic dependencies)</i> | <i>a gift from France to commemorate French revolution, money for pedestal was hard to collect</i> |
| | <i>impact on environment (production, scarce resources, waste management)</i> | <i>details (torch to enlighten the world, broken shackle and chain at her feet, Declaration of Independence in her hand)</i> |
| | <i>impact on personal lives (short-life of fast fashion trends, prioritising profit over quality)</i> | <i>symbolism (first view of America when immigrants arrived in New York, stands for freedom, opportunity and a warm welcome)</i> |
| | | <i>“Give me your tired, your poor, your huddled masses yearning to breathe free”; lines from the poem “The New Colossus” (1883) by Emma Lazarus engraved in the statue’s base</i> |

3.2 Bookending your talk

Tasks:

1. Read the following opening passages of a talk about fast fashion.

Which type of opener is used in each one?

- a) *amazing facts, provocation*
- b) *anecdote, a situation the audience can identify with, evokes feelings*
- c) *participation of the audience*
- d) *quote*

2. Discuss with a partner which one you think is most effective.

Die Schülerinnen und Schüler tauschen Meinungen über die Effektivität der „Opener“ aus und geben dabei indirekt Rückmeldung, wie diese bei ihnen angekommen wären.

3. Together with your partner find “killer openers” for the ‘Lady Liberty’ talk and present them to your class.

Rhetorical question: *Have you ever taken a photo from inside the head of a famous person?*

Amazing facts: *If it hadn't been for the French, the United States wouldn't have one of their most famous sights. In 1885 the Statue of Liberty was sent over from France as a gift, but the Americans weren't too thrilled. They still had to build the pedestal and pay for it themselves. Would it be worth the effort?*

Quote: *“Let us not wait for the millionaires to give us this money. It is not a gift from the millionaires of France to the millionaires of America. It is a gift from the whole people of France to the whole people of America” (Joseph Pulitzer, www.nps.gov/history/culture/joseph-pulitzer.htm)*
Which gift was Mr. Pulitzer the owner of a newspaper that was popular in the USA at the end of the 19th century, talking about?

Anecdote: *My mother lives in Europe, PA and she invited my family to attend her wedding there last summer. We had a short stopover of only one day in New York City. As you can imagine, it was almost impossible to decide what sights to see in such a short period of time. The Metropolitan Museum? The Empire State Building? I finally managed to convince my family to visit the Statue of Liberty, and to*

2. Panel discussions

2.1. Setting the stage

a) Use the following words to write a definition of 'panel discussion'.

experts • panelists • topic • shouldn't make up his/her mind • help them to make up their minds • moderator • well-informed • track down • based on research and facts • have made up their minds • public • proposal • organise • no presentations • exchange views • call on sb to speak

A panel discussion in the classroom usually consists of four to five panelists and a moderator.

b) Imagine a conversation and design a good seating arrangement.

- Look at the five students in the picture and describe the kind of conversation they are having.
- Design an effective seating arrangement for a panel discussion.



Tasks:

1. Prepare a panel discussion.

Situation: All panelists are members of the town council of the small town of Cosyville, which is next to both a big river and the sea. The town has taken part in a competition about the use of energy in the future and has won a prize of 2 million euros to invest in the town. The mayor says: 'So far Cosyville has mainly relied on renewable energy. To help

fight climate change, the town council would like to change this.'

The point of the discussion: How should the prize money be invested? The town needs to decide between solar power, hydropower, nuclear power, geothermal power, wind power and biofuels.

a) For panelists:

Your teacher will give you a card that explains who you are and what your role is.

1. Invent a name for your role and write it on a card. You can put on the desk in front of you. Take an A4 sheet of paper into the room and write your invented name on the middle third in large letters so the moderator can read it, and fold the top and bottom of the card.

2. Prepare your position and take notes on your role card. Make sure to also research arguments that could be made against your plan so you can respond convincingly to the other panelists' questions.

b) For the moderator:

Your job is basically to prevent chaos from breaking out and give everybody on the panel a fair chance to develop ideas and exchange views.

1. Prepare a short introductory statement in which you explain the situation.
2. Research the topic so it will be easier for you to follow the panelists' arguments.
3. Familiarise yourself with the rule card, because you are the boss in this discussion!

Role cards (panelists):

You are in favour of investing in **solar power** and want the town to spend the 10 million euros on subsidies for the installation of decentralised solar panels on every house in Cosyville.

You are in favour of investing in **hydropower** and want the town to spend the 10 million euros on building facilities to use the tide and / or river to generate power for Cosyville.

You are in favour of investing in **geothermal power** and want to spend the 10 million euros on connecting the town to a nuclear power plant close to Cosyville.

You are in favour of investing in **geothermal power** and want the town to spend the 10 million euros on subsidies for the installation of decentralised heat pumps in every house in Cosyville.

You are in favour of investing in **wind power** and want the town to spend the 10 million euros on building a wind park for Cosyville.

You are in favour of investing in **biogas** and want the town to spend the 10 million euros on subsidies for building a biogas plant in Cosyville.

Rule card (moderator):

Moderator

- Make sure only one person is talking at a time.
- Try to give everybody in the group speaking time.
- If questions are raised that are not answered, get them back to the panel.
- If the discussion stalls, ask one of the panelists to share their thoughts, or pose a new question to get the discussion moving again.
- In the end, ask for questions from the audience and direct them to the most competent panel member.

2. Carry out the panel discussion.

- a) Read this step-by-step approach to carrying out a panel discussion. Highlight the parts that are especially relevant for your role.

| | |
|---|-----------------------------------------------------------------------------------|
| 1 | Introduce the topic. |
| 2 | Introduce yourself and your plan for how to spend the money. |
| 3 | Highlight critical points from other panelists' arguments that support your plan. |
| 4 | Invalidate any criticism with arguments. |
| 5 | Pose new questions to give the discussion a different direction. |
| 6 | Answer questions. |

- b) Each panelist in your discussion will have a different opinion on how to use the prize money. Read Ellison's opinion about opinions. Why does he think 'we are not entitled to our opinions'?

Everybody has opinions: I have them, you have them. As we are all told from the moment we open our eyes, that everyone is entitled to his or her opinion. That's horsepuckey, of course. We are not entitled to our opinions; we are entitled to our informed opinions. Without research, without background, without understanding, it's nothing. It's just idle-babble, like a fart in a wind tunnel, folks.

J. Ellison, Harlan Ellison's *Watching* (1990)

As in any democracy, the panelist – in our case the audience – should take an **informed vote** based on sound arguments. If questions remain unanswered, there will be time at the end to request further explanation. The moderator will take the audience's questions and direct them to the most competent panelist before the time when the members of the audience cast their vote on how the money should be invested.

Handreichung

Lernziel:

Die Schülerinnen und Schüler diskutieren mit vorgegebenen Rollen über ein kontroverses Thema und untermauern ihren Standpunkt. Dabei gehen sie auf die Standpunkte der anderen Teilnehmer ein.

Das Kapitel macht Vorschläge zur Durchführung einer *panel discussion*, an der bis zu sieben Lernende teilnehmen können.

Es bietet sich an, jeweils ein Team von sieben Lernenden ein *panel* vorbereiten zu lassen, auch

wenn nicht alle Gruppen präsentieren können, da das Plenum die Positionen besser unterstützen kann.

Der Zeitablauf für eine Stunde könnte sein:

- 1 min. Einführung in das Thema,
- je 1 min. Einzelpräsentation auf Podiums,
- 20 min. Diskussion,
- 10 min. Feedback aus dem Plenum, 5 min. Abstimmung und Fazit.

Erwartungshorizonte

a) Use the following words to write a definition of 'panel discussion'.

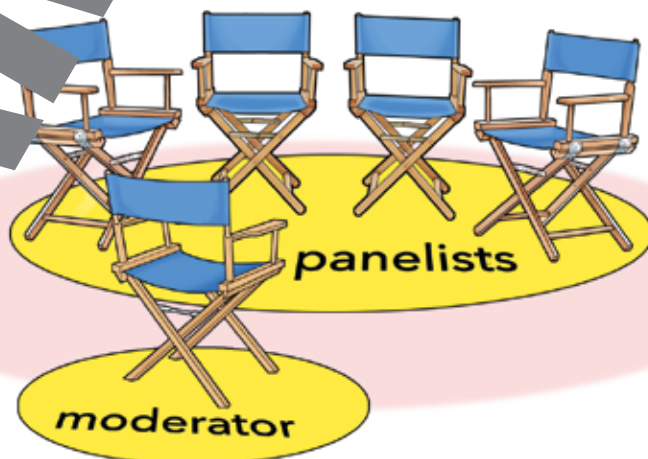
Die Lernenden setzen sich mit relevanten Begriffen zur *panel discussion* auseinander. Es gibt viele Möglichkeiten, die Begriffe zu einer Definition zusammenzusetzen. Hier ein Vorschlag:
A panel discussion is a public discussion about a controversial topic. It consists of a group of experts, the panelists, who have already made up their minds about the topic based on their research and

They shouldn't give presentations, but should instead exchange views with the other experts. They are well informed and try to help the members of the audience make up their minds. The moderator shouldn't make up his / her mind in advance. He or she organises the discussion, keeps track of time and calls on the panelists to speak.

b) Imagine a conversation about a good seating arrangement.

Die Panelexperten sollten nicht gesehen werden, aber auch vom Publikum nicht beobachtet werden können. Daher bietet sich ein offener Halbkreis an. Wer moderiert, sollte in der Mitte un-

ter den Teilnehmenden oder etwas außerhalb des Halbkreises, um einen guten Überblick zu behalten.



Tasks:

Je nach Zeitrahmen bietet sich ein *panel* von vier bis sechs Teilnehmenden an.

1. Prepare a panel discussion about the topic.

Mögliche Argumente der Recherche durch die Lerngruppe:

Solar power:

- + free after initial investment, no emissions, long-lasting solution, each citizen can contribute roof space and get free energy for it
- depends on availability of sunlight, needs a lot of space, you need to look out to the view

Hydropower:

- + if using the river, constantly available; if using the dam, powerful and predictable energy supply but not constantly available, no emissions, cheap operation free after initial investment
- expensive to build, impacts wildlife

Nuclear power:

- + no air pollution, reliable, effective, constantly available
- complicated and dangerous storage of waste, serious risks in case of accidents

Geothermal power:

- + free after initial investment, no emissions, no room needed, if citizens have a garden it can be used for heat pumps, constantly available
- expensive to install, little research into long-term effects

Wind power:

- + free after initial investment, no emissions, you know how the wind turbines can still be used for farming
- depends on weather, noise, windmill spoils the landscape

Biofuels:

- + way to get rid of organic waste, cheap
- emits methane, can lead to new pollution

2. Carry out the panel discussion.

- > Introduce the topic.
- > Present your plan and your plan for how to spend the money.
- > Highlight criticisms from other panelists' argumentation that support your plan.
- > Invite other panelists to criticism with arguments.
- > Pose new questions to give the discussion a different direction.
- > Answer questions.
- > Put the question up for a final vote.
- > Make sure everybody is polite.

Markierte Einträge kennzeichnen die Aufgaben der Person, die moderiert.

1. What you already know



Step 1:

Collect phrases you can use to describe a picture. Work alone.

Time: 5 min

Step 2:

Compare your phrases with a partner.

Put them into sections a) to d) in the table below.

Time: 10 min

Step 3:

Use your phrases to describe the picture in class.

Time: 5 min

a) General description

| |
|--|
| |
|--|

b) Position of main elements

| |
|--|
| |
|--|

c) Give details

| |
|--|
| |
|--|

d) Stylistic devices

| |
|--|
| |
|--|

Worksheet 1: Describing visuals – What you already know

Put your phrases into sections a) to d) of the following table.

Then use them to describe the picture.
Be ready to present your work in class.



Pixaby / Peggy_Marco

T1: Phrases we can use to describe a visual

| a) General description | b) Person elements |
|------------------------|----------------------|
| | |
| c) Giving details | d) Stylistic devices |
| | |

Worksheet 2: Describing visuals more effectively

| | What you should do: | Phrases you can use |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a) General description | <p>Focus on the main elements and be as clear as possible.</p> <p>Give a rough sketch of the picture.</p> | <ul style="list-style-type: none"> In the picture, you can see ... The picture depicts / shows ... The most important element in the picture is ... The focus is ... clearly visible. ... is ... above / below / ... in the background. It is a close-up / medium shot / long shot. It's a coloured / black-and-white / sepia brown / ... picture / cartoon / photograph. |
| b) Position of main elements | <p>Start with the dominant aspects. Work systematically. For example, either start describing from top to bottom or start with the background and work towards the foreground.</p> <p>Mention any text that is given in or around the picture.</p> | <ul style="list-style-type: none"> In the background there is / are ... / You can see ... / One can see ... In the foreground ... In the centre there is / are ... In the top right-hand corner / bottom left-hand corner there is ... Below / above the ... there is / are ... At the top / bottom ... can be seen. There is a speech bubble / caption at / in / on / next to ... It says ... |
| c) Giving details | <p>Describe the dominant aspects in more detail.</p> <p>Describe people's body language / facial expressions.</p> | <ul style="list-style-type: none"> The person on the right is dressed (like) ... The person looks sad / happy / ... / is holding both his / her hands up ... / is displaying an aggressive attitude ... / seems to be crying ... When you look more closely at ..., you can see that ... What catches your eye is / are ... What is especially interesting is ... |
| d) Stylistic devices | <p>Describe stylistic elements, e.g. artistic techniques the painter / photographer has used.</p> <p>Speculate on why they have been used.</p> | <ul style="list-style-type: none"> There is a contrast between ... and ... The artist uses light and shadow to ... The artist / photographer mainly uses dark / light / bright colours to is out of focus. The only thing in focus is ... This stylistic technique is used to ... |

Worksheet 3: Describing visuals: Your turn

Partner A: You start describing

1. Describe your picture to your partner.

- Put Worksheet 2 next to you and use as many of the helpful phrases as possible.
- Your partner should be able to draw your picture while you are describing it to him / her.

You have **5 minutes**. Use them. ☺

2. Compare your partner's picture with the original.

What could you have described better to make him / her get a better result? Discuss.

3. Now switch roles.



Worksheet 3: Describing visuals: Your turn

Partner B: You start describing

1. Listen to your partner and try to draw his / her original picture while listening to him / her.

- If he / she describes the picture but you're still unsure what it looks like, ask questions!
- Your drawing should come as close to the original as possible.
- You have **5 minutes**.

2. Compare your picture with the original.

What could your partner have described better for you to get a better result? Discuss.

3. Now switch roles.

Put Worksheet 2 next to you and use as many of the helpful phrases as possible.



Handreichung

Lernziel:

Ziel des Moduls ist es, das Vorwissen der Lernenden zu aktivieren und darauf aufbauend die Qualität von Bildbeschreibungen inhaltlich und sprachlich zu verbessern.

Worksheet 1: Das Einstiegsbild kann als Impuls (Folie, Dokucam oder Beamer) genutzt und verwendet werden. Eine erste Beschreibung erfolgt in Zweierarbeit. Die Schüler/innen und Schüler sammeln und klassifizieren dabei hilfreiche Formulierungen, die ihnen bereits bekannt sind. Die Arbeitsergebnisse werden bei der gemeinsamen Bildbeschreibung im Klassenverband durch die Lernenden verwendet und von der Lehrkraft korrigiert.

Worksheet 2: Die Ergebnisse der Lernenden werden durch das von der Lehrkraft zur Verfügung gestellte Merkblatt ergänzt. Worksheet 2 verdeutlicht zudem die Struktur und Aufbau einer Bildbeschreibung.

Worksheet 3: Im Anschluss wenden die Lernenden die Struktur der hilfreichen Formulierungen in Teamarbeit an. S1 beschreibt mithilfe des Merkblattes ein Bild, während S2 das Bild zeichnet.

Alternativen bzw. mögliches Ergänzungsmaterial sind online zu finden (siehe <https://pixabay.com/de/photos/kartoffeln-pommes-geraucherung-1448429/> und <https://pixabay.com/de/photos/kartoffeln-ketchup-geraucherung-topf-3129016/> [Stand 20.02.2023]).