

III.B.13

Projektorientierter Unterricht – Projekte

Interviewing graduates – Ein jahrgangsstufenübergreifendes Projekt (Klassen 6 und 11–13)

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Im Unterrichtsalltag bleiben die Jahrgangsstufen meist unter sich. Dabei lässt sich die fremdsprachliche Kompetenz der Oberstufenschüler und -schülerinnen nutzen, um den Lernenden der Unterstufe eine motivierende Kommunikationssituation zu ermöglichen. In diesem Projekt entwickeln die Lernenden der Unterstufe Erörterungen sowie kleine Präsentationen für die Oberstufenschüler und -schülerinnen und wiederum von dabei ausgewählte Grammatikbereiche. Auch die angehenden Abiturklassen profitieren aus dem Projekt, indem sie ihre Antworten adressatengerecht formulieren und ihre Sprachbewusstheit im Umgang mit Fehlern der Jüngeren üben.

KOMPETENZPROFIL

Klassenstufe:	6 und 11–13 (G8/G9)
Dauer:	8–10 Unterrichtsstunden (Sek. I) bzw. 3 Unterrichtsstunden (Sek. II)
Kompetenzen:	1. Sprechkompetenz: altersangemessene Gespräche führen, zusammenhängend und situationsangemessen sprechen; 2. Hörverstehenskompetenz: dem Gehörten zentrale Informationen entnehmen; 3. Sozialkompetenz: mit Lernenden unterschiedlichen Alters interagieren
Thematische Bereiche:	<i>hobbies, interests, plans, introducing oneself, meeting someone</i>

Auf einen Blick

1. Stunde

Thema: Introduction to the topic and the structure of the unit

M 1 **Interviewing the graduates – Our project** / Ideen für die Interviews sammeln (EA, PA, GA, PL)

M 2 **An overview of our project – How we will proceed** / den Lehrenden eine Übersicht des Projekts präsentieren (PL)



2./3. Stunde

Thema: Grammar revision and preparation of the interviews

M 3 **Let's review! – Questions and tenses** / zentrale grammatische Strukturen in verschiedenen Zeiten wiederholen (EA/PL)

M 4 **Preparing the interviews – Questions** / Interviewfragen vorbereiten (PA/GA)

Benötigt: ggf. Kopien der Erwartungshorizonte von M 3

4./5. Stunde

Thema: Preparation of presentations

M 5 **What is special about you – Talking about yourself** / kleine Präsentationen zu verschiedenen wochentagsbezogenen Themen üben (GA)

M 6 **Giving feedback – A guideline** / einen Leitfaden für die Oberstufenschüler und -schülerinnen vorstellen (PA)

M 7 **Here is how we do it – Feedback form** / ein Feedbackformular ausfüllen

Benötigt: Schreibpapier

6./7. Stunde

Thema: Interviews and presentations

M 8 **The big day is here! – Interviews and presentations** / Interviews und Präsentationen durchführen (GA)

Benötigt: ggf. Fotos der Oberstufenschüler und -schülerinnen
 ggf. Handys zur Tonaufnahme



M 5

What is special about you? – Talking about yourself



We also want to tell our guests something about ourselves, so we are going to prepare short presentations on different topics.

Tasks

1. Cut out the cards.
2. Work in your group. Practise giving short presentations on each topic. Put the cards face down, draw a card, and then talk about the topic on your card. Take turns.
3. When the older students join us, you will repeat these presentations for them.

TIP: If you feel nervous, you/your group can decide to choose two cards you would like to talk about.



Tell our guests about your favourite hobby.

My favourite hobby is ...
I practise ...
I like it because ...

Where are you going to go in the holidays?

In the holidays, I am going to go to ...
Most of the time I am going to play with ...
If the weather is nice, I will ...

Talk about your last birthday.

On my last birthday, I ...
The best present was ...
I invited ...

Talk about your family and home.

I live in a flat/a house in ...
I have ... (brothers, sisters, pets)
My room ...

Tell our guests about a story or book you read (in class).

(In class,) I read the story/book ...
It is about ... First, ... Then, ... At the end, ...
I (don't like it) because ...

Talk about your favourite film.

My favourite film is ...
It is about ...
The main character is ...
I like it because ...

Talk about your last weekend.

Last weekend, I went to ... / stayed at ...
I was with ...
I liked it / didn't like it because ...

Tell our guests about your time at our school.

My favourite subject/teacher is ...
because ...
I like ... / I don't like ...

M 8



The big day is here! – Interviews and presentations

Our guests are finally here. Get together in your groups. Then, one of the older students will join you.

Tasks

1. Begin with your interview. Remember to take notes. We want to design character profiles for you. If your interviewee agrees, record the interview with your phone.
2. Now it is your turn to present yourselves. Take out the presentation cards. Turn them face down. Take turns drawing cards and speaking about the topic.
TIP/Alternative: Take out the two cards you have chosen to talk about.
3. Extra for the quick ones: if you have some time left, take another round of presentations.
4. You will now receive a feedback sheet on your presentation.



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M 9



Creative work – Designing character profiles

In a last step, we now want to design character profiles for the students we interviewed.

1. Take a sheet of paper. If you have a photo of “your” student, decide where to put it. Look at your notes of the interview, listen to your recording (if you have made one) and decide how to arrange the information on the poster. Write down keywords.
Design the profile. You may draw something that fits the character profile (e.g., draw a football player if his hobby is football) or cut out pictures from magazines.
3. Put the profiles up in different spaces of the classroom. You can then present them in a gallery walk.

Gallery walk

Get together in groups of 4. You should not be in the same group as the person with whom you have worked on the interview. In your groups, go to the 4 different character profiles that you have designed. Each one of you presents his/her character profile to the others.

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