

## A.II.51

### Business communication: speaking

# The future of work – how new technologies are affecting working times and places

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Die Digitalisierung verändert unsere Arbeitswelt grundlegend. Dies erleben auch Ihre Berufsschüler. Wie werden wir in Zukunft arbeiten? In dieser Unterrichtseinheit berechnen die Schüler darüber, wie sich Arbeitsumgebungen, -zeiten und -modelle verändern. Sie diskutieren über die Vor- und Nachteile von Modellen wie dem „Arbeitsnomadentum“ und bewerten diese auf ihr eigenes Berufsleben. Zudem lernen sie die Arbeit eines Betriebsrats kennen und diskutieren verschiedene Positionen in einem Rollenspiel. Da es immer wieder um Vermutungen und Wünsche für die Zukunft geht, trainieren die Schüler auch die Verwendung der *if*-Sätze II und III.

#### KOMPETENZPROFIL

**Niveau:** B1/B2

**Dauer:** 5 Unterrichtsstunden

**Kompetenzen:** Sprechen: Verbesserung der Kommunikationsfähigkeit durch Diskussionen, gemeinsame Arbeit mit Partnern und in Gruppen sowie einem Rollenspiel; 2. Schreiben/Kreatives Schreiben: Bildbeschreibung; 3. Lesen: Erfassung von Fakten und deren Reproduktion; 4. Grammatik: *Conditional II* und *III*

**Thematische Bereiche:** Working life

**Medien:** Bilder, Texte, Rollenkarten

**Zusatzmaterialien:** Kreuzworträtsel zur Wortschatzübung, Übungen zum *Conditional*, zusätzliche Rollenkarten

## Auf einen Blick

### 1. Stunde

**Thema:** Office life now and then

**M 1** **Past and present – how office life has changed** / Beobachtung zum Büroalltag früher und heute

**M 2** **My workplace now and in the future – comparison** / Gemeinsamkeiten und Unterschiede in Bezug auf den eigenen Arbeitsplatz zusammenfassen

**Benötigt:**

- Whiteboard/Computer
- großes Papier, Zeitschriften, Scheren, Kleber, Stifte
- alternativ: Rechner zur digitalen Erstellung einer Collage/Bild/Text

### 2./3. Stunde

**Thema:** Different working models

**M 3** **Different types of working models – new words** / neues Vokabular zu Arbeitsmodellen kennenlernen

**M 4** **A day in the life of a digital nomad – a blog post** / Textabschnitte in die richtige Reihenfolge bringen

**M 5** **How will you work ten years from now? – A discussion** / Vor- und Nachteile verschiedener Arbeitsmodelle gegenüberstellen

**Benötigt:** Whiteboard/Computer

### 4. Stunde

**Thema:** Working time schemes / Conditional II and III

**M 6** **If I worked less ... – working time schemes** / einem Text Informationen über verschiedene Arbeitszeitmodelle entnehmen

**Grammar time: conditional II and III** / die Regeln zur Bildung und Verwendung der *if*-Sätze Typ 2 und Typ 3 wiederholen

**Benötigt:**

- Whiteboard/Computer
- ggf. M7\_Zusatz

## 5. Stunde

**Thema:** The workers' council

**M 8** **What we do – a workers' representative is talking /** einem Text Informationen über die Arbeit des Betriebsrats entnehmen

**M 9** **Better working conditions – a role play /** in einem Rollenspiel zwischen Arbeitgeber- und Arbeitnehmervertretern Problemlösungen erarbeiten

**Benötigt:**  Whiteboard/Computer  
 ggf. M9\_Role\_cards

## Test

**M 10** **Vocabulary: The future of work**

**M 11** **Test: The future of work**

**Benötigt:**  ggf. M10\_Zusatz\_A2  
 M11\_Zusatz

## Zusatzmaterialien auf der CD 34 bzw. in der Zip-Datei

**M7\_Zusatz** Zusatzübungen zum *Conditional II* und *III*

**M9\_Role\_cards** weitere Rollenkarten zum M9

**M10\_Zusatz\_A2** Kreuzworträtsel zur Wortschatzübung

**M11\_Zusatz** Portfolio zur Selbsteinschätzung



## Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- |                   |                          |                 |
|-------------------|--------------------------|-----------------|
| <b>1. Stunde:</b> | Office life now and then | <b>M 1–M 2</b>  |
| <b>2. Stunde:</b> | Different working models | <b>M 3, M 5</b> |
| <b>3. Stunde:</b> | The workers' council     | <b>M 8, M 9</b> |

## Erklärung zu den Differenzierungssymbolen

	Finden Sie dieses Symbol in den Lehrerhinweisen, so findet Differenzierung statt. Es gibt drei Niveaustufen, wobei nicht jede Niveaustufe ausgewiesen wird.	
einfaches Niveau	mittleres Niveau	schwieriges Niveau

# M 1

## Past and present – how office life has changed

Picture 1: an office in the 1960s



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Picture 2: an office in 2020



© Hinterhaus Productions/Digital Vision

### Tasks

1. In your group, discuss the pictures. Take turns and take notes.
2. What are the similarities and differences? Find five differences or similarities.

#### Useful phrases: Words and expression for describing a picture

There is / There are ...

In the picture, you can see ...

The picture shows ...

To describe what is in the different parts of the picture, you say:

in the foreground      in the background      on the left      on the right

To describe what is happening in the picture, you use the present progressive:

A man is sitting ...

The employees are working ...



M 5

# How will you work ten years from now? – A discussion

**Tasks**

1. Work in class. Read the texts again. What are the advantages and disadvantages of being a freelancer (or digital nomad) vs being an employee? Fill in the table.

	advantages	disadvantages
employee		
freelancer/ digital nomad		

2. Get together in pairs. Tell each other about how you think your work will look like ten years from now. Ask questions. Stress the advantages of your future job model. Then form another pair and ask each other about your future work again. Do this three times.

**Useful phrases**

- I imagine I will work as a/an ... because ...
- I can't imagine I will ever work as a/an ... because ...
- I would really like to work as a/an ... because ...
- I think working as ... is ...
- Can you imagine working as a/an ...?
- What do you think will be the biggest advantage/disadvantage when working as a/an ...?

3. Alternative task: Choose one of the working models from above and draw a mind map with all the advantages and disadvantages of this form of work. You can start like this:

working hours:

- 
- 

working as a freelancer

security:

- 
-

## M 7



## Grammar time: conditional II and III

Do you remember when to use and how to build conditional sentences?

### A. The second conditional (conditional II)

**Uses:** We use the second conditional for wishes, dreams, unlikely situations in the future and hypothetical questions.

#### if clause

If + simple past,

*If I had more free time,*

#### main clause

would / could + infinitive

*I could start a YouTube channel.*

The if-clause and the condition can swap places. In this case, a comma is not necessary:

#### main clause

would / could + infinitive

*We could play video games all day*

*What would you do*

#### if clause

simple past

*if we didn't have school on Fridays.*

*if we only worked four days a week?*

### B. The third conditional (conditional III)

**Uses:** We use the third conditional to talk about something that (didn't) happen in the past and the effects on the past or the present. The third conditional deals with the past and the result in the past OR the present.

#### Result in the past

##### if clause

if + past perfect,

*If I had finished work early on Friday,*

##### main clause

would have / could have + past participle

*I could have cooked dinner for you.*

The if-clause and the condition can swap places. In this case, a comma is not necessary:

##### main clause

would have / could have + past participle

*They would have given me a part-time job*

##### if clause

if + past perfect

*if they had had vacancies.*

#### Result in the present

##### if clause

if + past perfect,

*If I hadn't done overtime today,*

##### main clause

would have / could + infinitive

*I wouldn't be so tired.*

##### main clause

would have / could + infinitive

*We would have enough staff*






##### if clause

If + past perfect

*if they had had hired more last year.*

M 9

Better working conditions – a role play

<p><b>Scenario 1</b> The workers in the production area are too cold in the winter.</p>	
<p><b>Scenario 2</b> Some of the apprentices say they don't learn anything in the accounting department – they only do boring tasks like data entry, making coffee and doing the filing*.  * Aktenablage</p>	
<p><b>Scenario 3</b> The office employees would like to have adjustable desks so they can also work standing up.  * verstellbare Schreibtische</p>	
<p><b>Scenario 4</b> A male employee was promoted although there was a female employee with more experience and better qualifications.</p>	
<p><b>Scenario 5</b> A disabled employee who uses a wheelchair can't get to the canteen on the first floor.</p>	

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Useful phrases	
English	German
We would like to make a complaint. There have been problems with ...	Wir würden gern eine Beschwerde einreichen. Es gab Probleme mit ...
We would like to talk to you about ...	Wir würden gerne mit Ihnen über ... sprechen.
Can I make a suggestion?	Kann ich einen Vorschlag machen?
What could be done to improve the situation?	Was könnte getan werden, um die Situation zu verbessern?
What would you suggest?	Was schlagen Sie vor?
Why do we do the following: ....?	Warum machen wir nicht Folgendes: ...?

**Task**

Work in groups of three. In each group, choose the following roles: employer, employee, workers' representative. Your teacher will give each group a scenario. Roleplay the situation. Negotiate with the other people present and try to come to an agreement. Then swap scenarios and roles. You will find helpful phrases in the language box.

