

## A.II.63

### Basic Skills – Business communication: speaking

## Activities to motivate students – Vocabulary, comprehension and writing exercises

Nach einer Idee von Ekkehard Sprenger, Neuenmarkt



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Sie haben in Ihren Klassen an beruflichen Schulen häufig das Gefühl, dass es den Lernenden schwerfällt, sich für den englischen Unterricht zu begeistern? Für solche Situationen liefert diese Einheit Ihnen Aktivitäten, die 10 oder sogar ganze 45 Minuten tragen können und die Schülerinnen und Schüler motivieren und begeistern. Lockern Sie mit kleinen Wortschatz-, Texterschließungs- oder Schreib- sowie Hörübungen Ihren Unterricht auf. Spielerisch erwerben Ihre Lernenden dabei essenzielle Kompetenzen.

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#### KOMPETENZPROFIL

- Niveau:** A2/B1  
**Dauer:** 10–45 Minuten je nach Materialauswahl  
**Kompetenzen:** Die Lernenden festigen ihre Kompetenzen in den vier Fertigungsbereichen Hörverstehen, Sprechen, Leseverstehen und Schreiben.  
**Thematische Bereiche:** *The climate crisis, challenging situations, my home etc. (flexible)*  
**Medien:** Textauszüge, Bilder, Links
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## Auf einen Blick

### Activity 1

**M 1**                    **Vocabulary – The category game** / to use lateral thinking & develop vocabulary

**Einsatz:**             Diese Aktivität kann als *warm-up, break, filler* und zur kreativen Übung von Wortschatz eingesetzt werden.

### Activity 2

**M 2**                    **Vocabulary – The dictionary game** / to practice spelling and develop vocabulary

**Einsatz:**             Diese Aktivität kann als *warm-up, break, filler* und zur kreativen Übung von Wortschatz eingesetzt werden.

### Activity 3

**M 3**                    **Vocabulary – Guided categorisation** / personalise vocabulary development

**Einsatz:**             Diese Aktivität kann als *break, filler* und zur Festigung von Wortschatz durch Zuschreibung von persönlicher Bedeutung eingesetzt werden.

### Activity 4

**M 4**                    **Talking texts – Run to get the text** / to practice reading as intelligent guessing

**Einsatz:**             Diese Aktivität kann als *warm-up, filler* und v. a. als *pre-task* eingesetzt werden.

**Benötigt:**            Vorbereitete Texte  
 Spielmöglichkeit für den Song

### Activity 5

**M 5**                    **Talking texts – Window shopping** / to develop communication skills

**Einsatz:**             Diese Aktivität kann als *pre-* und *post-task* und zur Vorbereitung einer Diskussion eingesetzt werden.

**Benötigt:**            Vorbereitete *statements*

**Activity 6****M 6****Writing – Composition writing** / to encourage students to think past the obvious before writing a text**Einsatz:**

Diese Aktivität kann als Vorbereitung für die Texterstellung eingesetzt werden.

**Activity 7****M 7****Writing – Unpacking a short text** / to develop inferring reading**Einsatz:**Diese Aktivität kann v. a. als *while-reading task* eingesetzt werden.**Activity 8****M 8****Listening – Friends or foes** / to energise and have fun**Einsatz:**Diese Aktivität kann als *warm-up* und *filler* eingesetzt werden.**Benötigt:** Genügend Platz im Klassenraum oder auf dem Schulhof**Activity 9****M 9****Listening – Total Physical Response** / to understand instructions and act accordingly**Einsatz:**Diese Aktivität kann als *warm-up*, *break* und *filler* eingesetzt werden.**Activity 10****M 10****Listening – Listening squares** / to develop listening skills**Einsatz:**Diese Aktivität kann als *pre-*, *while-* und/oder *post-task* eingesetzt werden.**Benötigt:**

- Abspielmöglichkeiten für einen Hörtext
- Sticky notes*

## Vocabulary – The category game

M 1

Section	Aim	Time	Skill focus	Material
vocabulary	to use lateral thinking and develop vocabulary	10 min	speaking	none

### Before class

Prepare a few examples to demonstrate the activity.

### In class

1. Explain the idea of categories by giving a simple example: "What do Maria's eyes, your shirt, a cloudless summer sky, jeans, a bruise and the cornflower have in common?" (They are all blue.)
2. Ask one or two students to come to the front and face the class. Write up the next category on the board.
3. Ask the class to call out examples that belong to that category and write these up, too.
4. Once the activity is underway, rub out the category, leaving a list of items. The students at the front may now look at the board and may ask questions and make suggestions as they try to establish the category. Help if necessary with a few examples of your own, but do not prompt to the point where you destroy the students' pleasure at "cracking the category".
5. Repeat the activity with other students at the front and other categories. Some examples you will enjoy using are:



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– things that open and close	– things that get better with age
– things that come in pairs	– things that have holes
– things you find in a student's schoolbag	– things that scare people
– things you keep in a fridge	– things you find in a teenager's room

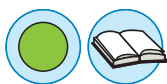
6. If interested, brainstorm categories. Encourage students to be as imaginative as they like. Then divide the class into pairs or small groups. Tell them to work out lists of objects belonging to two or three of the categories.

### Examples

- **things that come in pairs:** a pair of pants/trousers, a pair of shorts, a pair of glasses, a pair of scissors, eyes, ears, hands etc.
- **things that have holes:** buttons, CDs, cheese, old clothes, DVDs, golf courses, macaroni, an old road, a tunnel, a sink etc.
- **things that open and close:** doors, stores, businesses, your mouth, your eyes, windows, tulips, level crossings, drawbridges etc.

## M 4

## Talking texts – Runtogethertext



Section	Aim	Time	Skill focus	Material
talking texts	to practise reading as intelligent guessing	15–20 min	reading and listening	copies of the text of a song written as if it were one long sentence; recording of the song

**Before class**

Take the text of a song your learners will not have heard or read before and rewrite it as if it were one long sentence, without any punctuation. For example, this song by Willie Nelson, called *Immigrant Eyes* (<https://raabe.click/ImmigrantEyes>).

Oh Ellis Island was swarming like a scene from a costume ball decked out in the colors of Europe and on fire with the hope of it all there my father's own father stood huddled with the tired and hungry and scared turn of the century pilgrims bound by the dream that they shared they were standing in line just like cattle poked and soiled and shoved some one desk away from sweet freedom some were torn from someone they loved with this sprawling Tower of Babel came a young man confused and alone determined and bound for America and carrying all that he owned sometimes when I looked in my grandfather's immigrant eyes I saw that day reflected and I couldn't hold my feelings inside I saw started with nothing and working hard all of his life so don't take it for granted said grandfather's immigrant eyes he would rock and stare out the window but his eyes are so mist as he sailed through the Harbor and come ashore on that island of tears my grandfather's days were numbered but I won't let his memory die 'cause he gave me the gift of this country and the look in his immigrant eyes sometimes when I looked in my grandfather's immigrant eyes I saw that day reflected and couldn't hold my feelings inside I saw started with nothing and working hard all of his life so don't take it for granted said grandfather's immigrant eyes don't take it for granted said grandfather's immigrant eyes

Source: *Immigrant Eyes*, Lyrics and music by Guy Charles Clark and Roger Allan Murrah © 1988 by SBK April Music/Tom Collins Music Corporation/SBK Entertainment World/EMI Songs Musikverlag/Sony/ATV Acuff Rose Music/Sony ATV Songs LLC/Sony ATV Music Publishing LLC/Sony/ATV Music Publishing Germany GmbH.

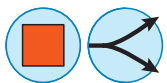
**In class**

Without any explanation, hand out the text and ask volunteers to read it out aloud. If students do not make sense of it at first, persevere until they grasp the fact that they have to space the text and realise that it is probably a poem or a song.

- At this point play the recording of the song and have students mark the line and verse endings as they listen.
- Compare results in pairs and then listen again for confirmation.

**Extension:** Follow this activity with whatever text or language work you have in mind for the song.

**Alternative:** A more difficult but very interesting variation is to prepare a text with no gaps between the words and ask students to decipher it. (This activity can be especially helpful for dyslexic learners as it trains eye-tracking or visual-motor integration.)





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