



European Digital Online Game for Intercultural Learning and Translanguaging

THE EU·DO·IT HANDBOOK

Part 2: Teaching Material (*English*)

EU·DO·IT

European Digital Online-Game for Intercultural Learning and Translanguaging

The EU·DO·IT Handbook has been developed as part of the Erasmus+ Strategic Partnership “European Digital Online-Game for Intercultural Learning and Translanguaging” (EU·DO·IT) and was published 2019 under a creative commons licence: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)

Partner Institutions: Blaquerna – Universitat Ramon Llull (Barcelona, Spain), Freie Universität Berlin (Germany), Goethe-Universität Frankfurt (Germany), Istanbul University (Turkey), Lycée Michel Lucius (Luxembourg), Tallinn University (Estonia)

www.eudoit.eu

Erasmus+ Strategic Partnership Project No.: VG-IN-HE-16-24-022881

Project Duration: 01.12.2016 – 28.02.2019



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

| | |
|----------------------------------------|----|
| EU·DO·IT | 2 |
| About EU·DO·IT | 1 |
| At home..... | 6 |
| At the bus stop..... | 21 |
| At school | 25 |
| Sports..... | 34 |
| At the doctor's..... | 39 |
| At the supermarket..... | 42 |
| Degrees of formality | 49 |
| Expressions of non-comprehensive | 56 |
| Questions and responses I | 59 |
| Questions and responses II | 62 |

| Chapter | EU·DO·IT dialogue(s) | Topics |
|--------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| At home | Marc and Ivan Ribas, Natalia Soulakudi, Joel Sandström | Interests and hobbies, party talk, breakfast |
| At the bus stop | Grace Abubakar, Aylin Çil | Starting and ending a conversation |
| At school | Kevin Gloden (office), PJ Akthar (hallway), Arnold Schmit (classroom) | Filling in forms, school subjects, asking for help, finding the way Registering in a course |
| Sports | Christine Wilson (at school: gym) | Talking about sport-related preferences and routines |
| At the doctor's | Rita Paschner, Dr. Alfred Ulreich | Talking about physical complaints |
| At the supermarket | Rosario Maria García Cabral, Mark Washington, Krzysztof Kieślowski | Groceries, quantities, shops |

ABOUT EU·DO·IT

EU·DO·IT is an interactive multilingual language learning tool helping learners who need to rapidly acquire a **basic A1 level**. It supports their language learning, and can complement formal language classes or self-learning activities. The settings within the digital environment of EU·DO·IT provide **everyday scenarios** that are important for people relocating to a new language area. Key scenarios are, for example, meeting others, doing groceries, or consulting a doctor. The **written and spoken** text is presented in the form of **dialogues** between the player character (that is, the character in the game that the learner can control) and non-player characters (characters in the game that react to what the player character does and says) within the scenarios.

HOW TO PLAY

In EU·DO·IT, the player can learn a **target language** (*Catalan, English, French, German, Luxembourgish, Spanish, and Turkish*), with extra support from a **support language** he or she already knows. In other words, the player practices the target language and his/her prior knowledge in the support language assists him in this process. There are three support languages: *Arabic, English* and *French*. In EU·DO·IT, players take the role of a player character. They choose **their player character** between three possible characters at the beginning of the game, each with a different language profile:

- Maureen Adoti is from Cardiff, Wales, and speaks both **English** and Hausa, as her parents migrated from Nigeria.
- Raami Mahmoud is from Istanbul and has a Turkish/Syrian background. He speaks both Turkish and **Arabic** on a native speaker level.
- Amal Belkacem is from Marseilles and has a Moroccan background. Her native languages are **French** and some Amazigh and Arabic.



Maureen, Amal and Raami

(Only languages printed in bold serve as supporter languages.)

Learners will discover language by participating in basic dialogues that are presented as written texts and audio, so the learners can read the dialogues and simultaneously listen to the different speakers. They can, for instance, buy something at the supermarket, ask for information at a bus stop or go to the doctor's. Each dialogue follows a basic structure, usually giving the learner **three options** to choose from. One option is the correct or rather appropriate answer in the given context and will carry on the dialogue. When choosing one of the two other options, the player will receive a short **feedback** from the non-player character, signaling that the chosen answer does not fit in this context or causes misunderstandings. Dialogues can be **replayed** as often as desired, for example to improve one's performance, focus on pronunciation, or just for fun.

ABOUT THE EU·DO·IT PROJECT

EU·DO·IT has been developed as part of the **Erasmus+** Strategic Partnership "European Digital Online-Game for Intercultural Learning and Translanguaging" (EU·DO·IT). The project team consists of experts in language didactics and educational gaming solutions from **Blanquerna - University Ramon Llull** (Barcelona, Spain), **Free University Berlin** (Germany), **Goethe University Frankfurt** (Germany), **University of Istanbul** (Turkey), **Lycée Michel Lucius** (Luxemburg), and **University of Tallinn** (Estonia).

MEDIA DIDACTICS: HOW TO INTEGRATE EU·DO·IT INTO YOUR LESSONS

EU·DO·IT comes with a set of teaching material, specifically designed to assist language teachers with their **lesson planning**. Tool and teaching material complement one another and can be applied in **different ways**, depending on the specific needs of the classroom: The online tool can be used independently, to playfully practice basic communicative skills in everyday contexts. The accompanying material, from which lesson plans, worksheets, transfer and reflection activities and the like can be chosen, offers the opportunity to **focus** on key topics and key linguistic forms.

EU·DO·IT is available online through any browser without requiring installation or registration. This means it can easily be accessed in class, but also outside of class (e.g. as homework, or as independent learning opportunity) When EU·DO·IT is used within the classroom, different **social arrangements**, such as single, group or pair work, are possible. The choice of social arrangement depends on (a) the availability of devices, and (b) didactic considerations. If you have the equipment, you can let each student play on a separate device, ideally using headphones. On the other hand, having a small group of learners sharing a screen will turn the activity into a much more **communicative process**. They can discuss why one choice in the game might be better than another, help each other with comprehension issues, and profit from each other's skills in different languages. Loudspeakers (e.g. normal on-board loudspeakers when using laptops or tablets, external loudspeakers when using PCs) allow groups to access the audio tracks in addition to the written dialogues. An additional option is to play EU·DO·IT on a device that is connected to a projector, or to use it on an interactive whiteboard. In this case, the whole class will be able to discuss specific aspects together, based on shared experiences. Again, loudspeakers are not strictly necessary, but enable the teacher to include the audio version in addition to the written version of the dialogues.

| | Each learner plays at one device | Small groups of learners play on a shared device | The whole class interactions with one device |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Technological consideration</i> | needed: one laptop/pc per person, internet access suggested: headphones | needed: one laptop/pc per group, internet access suggested: loudspeakers | needed: laptop/pc and projector or: interactive whiteboard/smartboard, internet access suggested: loudspeakers |
| <i>Didactic consideration</i> | differentiation is enhanced: <ul style="list-style-type: none"> - feedback corresponds exclusively to the individual learner's actions, - individual pace of play - high degree of involvement | Communication is enhanced: <ul style="list-style-type: none"> - learners discuss decisions, justify their preferences - peer-scaffolding: helping each other with comprehension issues - profit from the other's skills in a different language | <ul style="list-style-type: none"> - common basis for discussion - possibility to draw attention to aspects relevant for the whole class - appropriate for repetition of specific scenes - time saving |

To illustrate how working with EU·DO·IT could look like, here is *an example*:



1. Mr. Schmit decides to design a series of lessons focusing on **grocery shopping**, including key vocabulary and structures from that topic area. First, he asks the learners to explore the platform outside of class as part of their homework. Thus, they can experience possible actions within the tool, get an **overview of the environment**, get to know **characters** and the structure of the **dialogues**.
2. After having given the learners the opportunity to share their first impressions with the class, Mr. Schmit can start a unit including the teaching material **“At the supermarket”**. He hands out the worksheets “Memorize the items” (basic vocabulary is introduced), “Quantities” (quantities and items must be matched) and “Go shopping” (differences between various kinds of shops have to be identified and shopping lists have to be written). He concludes with a collation of different kinds of shops the learners know or have not heard of before.
3. In the next step, he hands out the worksheet “Grand opening!” and asks the learners to **prepare a dialogue in pair work** between a seller and a customer in a shop of their choice, using vocabulary they just learned. For this purpose, they revisit the EU·DO·IT platform. Learners navigate to the scene at the supermarket and **replay it** as often as necessary in order to feel prepared to write their own dialogue. Mr. Schmit encourages them to change the products, measures, amounts or prices. Some items might be not available. Further, the learners could base their dialogue on their favorite meal and make a shopping list. Moreover, they can practice the pronunciation and intonation of common phrases when listening to the dialogue.
4. Learners finally **present** the results of their pair work by performing their dialogues.

AT HOME

| | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| EU·DO·IT dialogues | Marc and Ivan Ribas, Natalia Soulakudi, Joel Sandström | |
| Topics | Interests and hobbies Party talk Breakfast | |
| Aims and competences | Introducing yourself Asking and answering questions regarding personal interests/hobbies/habits and daily routines/likes/dislikes Offering/accepting/refusing food and drinks Developing awareness of collocations | |
| Timing and exercises | Worksheet A: ex. 1: 5min., ex. 2: 20min. | Partner interviews on <i>activities</i> |
| | Worksheet B*: ex. 1: 15min., ex. 2: 15min. | Collecting words: <i>likes, dislikes, hobbies</i> |
| | Worksheet C: ex. 1: 10min., ex. 2: 20min. | Talking about online <i>routines</i> |
| | Worksheet D*: ex. 1: 10min., ex. 2: 10min., ex. 3: 10min. | Collecting words: <i>food and drinks</i> Matching phrases: <i>Offering/refusing something</i> Focus on cognates |
| | Worksheet E: ex. 1: 20min., ex. 2: 15min. | Reading and creating a dialogue: <i>introducing someone</i> Focus on collocations |
| | Worksheet F*: ex. 1: 10min., ex. 2: 15min., ex. 3: 10min. | Collecting words: <i>food and drink</i> Talking about <i>breakfast</i> and tea variations |
| | Worksheet G: ex. 1: 5min., ex. 2: 5min., ex. 3: 15min. | Vocabulary acquisition: <i>food</i> |
| | Worksheet H: ex. 1: 15min., ex. 2: 15min. | Reading and creating a mind map on <i>food and drink</i> |

*Play EU·DO·IT online before/while using this worksheet

WORKSHEET A

Exercise 1: Fill in the table by offering a list of things you do before/after classes and at the weekend.

| Before classes | After classes | At the weekends |
|----------------------|----------------------------|------------------|
| chat with friends | get a bus home | visit my cousins |
| get something to eat | spend time on the internet | go to the gym |
| | ... | |
| | ... | |
| | | |

Exercise 2 A: Walk around and find someone to interview. Learn about his/her daily routine. Take notes. Examples: What do you usually do before classes? / Where do you usually go after classes? / How about weekends? What do you do at weekends?

Exercise 2 B: By using your interview notes, talk about your friend's daily routine and what they normally do at weekends.

WORKSHEET B

Exercise 1: Watch and listen to the dialogues “At home” with Marc Ribas, Ivan Ribas, Natalia Soulakudi and Joel Sandström. Give examples for the following:

| | |
|-------------|--|
| Likes | |
| Dislikes | |
| Preferences | |
| Hobbies | |
| Routines | |

Exercise 2 A: Read the following words that are used together:

play football • crime show • training session • play in a team • play in the local club

Exercise 2 B: What other words can be used together with “play”, “music” and “training”?

Play basketball, ...

Pop music, ...

Professional training, ...

WORKSHEET C

Exercise 1 A: Digital foot printing

A digital footprint is the trace you leave when you do things on the Internet. When you visit a website, download a visual, listen to music online, read and write on blogs, you leave a digital trail which shows your Internet habits and interests.

Exercise 1 B: How can you describe your digital footprints? Make a note of the things you do on the Internet.

Example:

- *I go online every evening and skype with my cousin in Canada.*
- ...
- ...
- ...

Exercise 2 A: Go around the classroom and find out about your friends' online routines.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>Find someone who plays an online game</p> <p>Commentary: (e.g. name of the game)</p> <p>When/How often?</p> | <p>Find someone who reads a blog everyday</p> <p>Commentary: (e.g. what is it about?)</p> <p>When/How often?</p> |
| <p>Find someone who</p> <p>Commentary:</p> <p>When/How often?</p> | <p>Find someone who</p> <p>Commentary:</p> <p>When/How often?</p> |
| <p>Find someone who</p> <p>Commentary:</p> <p>When/How often?</p> | <p>Find someone who</p> <p>Commentary:</p> <p>When/How often?</p> |

Exercise 2 B: Report on your friends' digital footprints to the class.

WORKSHEET D

Exercise 1 A: Focus on the dialogue “At home” with Natalia Soulakudi and Joel Sandström. Give a list of food and drinks offered at the party, e.g. dips.

Exercise 1 B: What do you usually eat at a party?

Exercise 2: Work in pairs. Match structures from A with B to offer, accept or refuse food and drinks.

| A | B |
|------------------------------------|---------------------------------|
| Have you tried.....? You should. | Yes, please. |
| Grab some more..... | Just a little please |
| Would you like some? | No- thank you. |
| Another? | No, I have already eaten a lot. |
| Can I give you some.....? | Well I don't like |
| Would you like something to drink? | Yes, please that would be nice |

Exercise 3: Check how these words are used in other languages.

| ENGLISH | SPANISH | TURKISH | GERMAN | FRENCH | ANOTHER LANGUAGE |
|----------|----------|----------|--------|--------|------------------|
| tomato | tomate | domates | | | |
| hummus | hummus | humus | | | |
| tart | tarta | turta | | | |
| avocado | aguacate | avakado | | | |
| lemonade | limonada | limonata | | | |
| | | | | | |
| | | | | | |

WORKSHEET E

Exercise 1A: Read the following dialogue. Note how the speakers introduce themselves.

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------|
| A | Hello! Welcome to the party! Are you having fun? |
| B | Oh, yes! Great party! |
| A | Glad to hear that! I am Juan, what's your name? |
| B | Celine. Nice to meet you. |
| A | Nice to meet you, too. Are you a student? |
| B | Yes, I study archaeology. |
| A | Wow! You are concerned with the dead, I worry about the living! I'm a biology student. |
| B | Interesting! I'm here with my cousin. She studies zoology but she is really keen on astrology. Let me introduce you to her. |
| A | Really? I'm also interested in astrology. Actually, I'm a member of the astrology club at the university. |
| B | Then you will have much to talk about. |
| A | Definitely! Please introduce me to your cousin. |
| B | Yes, she is over there by the drinks. Would you like to have a drink? |
| A | Yes, but I don't know which one. |
| B | OK, let me help you. Here's some homemade sangria- special recipe. You should try it! |
| A | Alright! I wouldn't want to miss that. Can I have a glass please? |
| B | Certainly, here you are. How about some food? Did you have anything to eat? Some canapes perhaps? |
| A | No, thank you. Maybe later. |

- Exercise 1 B:*
- 1) How do you introduce yourself to others?
 - 2) How do you introduce your friends to other people?
 - 3) Create a party dialogue where you introduce yourself and your friends to other people at the party. Use ideas from the dialogue with Natalia Soulakudi and Joel Sandström and the dialogue above to talk about yourself and get to know about others.

Exercise 2: Complete the table.

| Root | Meaning | Origin | Examples (English) | Examples (Turkish) | Another language |
|-------|----------|--------|------------------------------------------|-----------------------------------------|------------------|
| astir | star | Greek | astrology astronaut | astroloji astronot | |
| bio | life | Greek | biography biology | biyografi biyoloji | |
| logy | study of | Greek | archeology biology | arkeoloji biyoloji | |
| hyper | over | Greek | hyperactive hyperbole | hiperaktif hiperbol | |

WORKSHEET F

Exercise 1A: Watch and listen to the dialogue “At home” with Ivan Ribas. Make notes of the food and drink items that are mentioned. Which ones are used for breakfast? Which ones are used for lunch?

| Food and drink items used for breakfast | Food and drink items used for lunch |
|-----------------------------------------|-------------------------------------|
| | |

Exercise 1B: In your experience/opinion, can any of those food items be eaten at any time of the day?

.....

Exercise 2 A: Think about your typical breakfast. What would it include? (Use a dictionary or ask your teacher if you need to find words in English.)

| A typical breakfast for me is ... | and I usually drink ... |
|-----------------------------------|-------------------------|
| | |

Exercise 2B: Look at your partner’s notes and discuss the different items.

Exercise 3: Read the following and complete the tables together with your partner.

| In the dialogue | Variations | Possible other forms in use |
|-----------------|-------------------------------|-----------------------------|
| A cup of tea | "a cuppa" | A glass of tea, |
| A spot of milk | "a drop" of milk (in Turkish) | A splash of milk, |
| | | ... |

Serving tea:

| | |
|-------------------------------------------------|------------------------|
| In England it is common to serve tea with... | lemon, milk, sugar |
| In Turkey it is common to serve tea with ... | lemon, sugar |
| In India it is common to serve tea with ... | cloves, sugar, milk |
| In Iran it is common to serve tea with ... | candy ("rabat") |
| In Argentina it is common to serve tea with ... | honey |
| In Morocco it is common to serve tea with ... | mint leaves |
| In Frisia it is common to serve tea with ... | Kluntje ("rock sugar") |

How do you like your tea?

WORKSHEET G

Exercise 1: Choose from the following to create your own sandwich and talk about it to your friend.

Example: I always have my pita with ham and butter. I also put rocket and tomatoes.

I like my baguette with cheese and tomatoes.

- Bagel • baguette • brioche • bun • chapatti • croissant • pita
- Cheese • ham • butter • eggs • mayonnaise • marmalade • jam
- Tomatoes • lettuce • onions • cucumber • pickles • rocket • peppers

Exercise 2: The following English words are similar in many languages around the world. How do you say these words in your own language(s)?

| | |
|-------------|--|
| Coffee | |
| Sandwich | |
| Tomato | |
| Supermarket | |

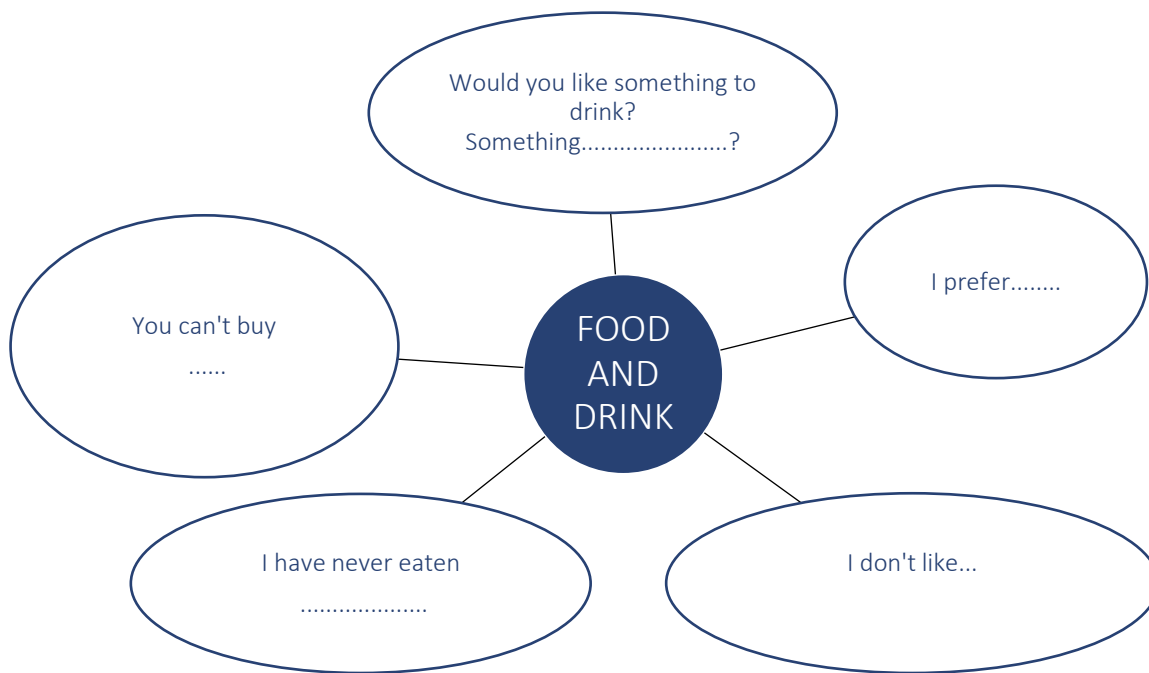
Exercise 3: Read the following dialogue with your partner. Fill in the missing information with your choice of food and drinks for breakfast and lunch. Then practice the dialogue.

| | |
|----------|--------------------------------------------------------------|
| A | Good morning! |
| B | Would you like some breakfast? |
| A | Yes, please. I would like |
| B | OK, I'll prepare you some. Do you like |
| A | Yes, I do. But I prefer |
| B | Great! Would you like some tea or coffee? |
| A | I'll have, please. |
| B | No problem. Do you take milk or sugar? |
| A |, please. I think I should prepare my lunch for school. |
| B | Great. What will you prepare? |
| A | |
| B | Perfect. What do you need for that? |
| A | I need |
| B | Sounds delicious! |

WORKSHEET H

Exercise 1 A: Read the following dialogue where two friends make plans for cooking and eating together. Then complete the spider map with the related examples from the dialogue.

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | Bon appétit! |
| B | Thanks. How are you? You look a bit tired. |
| A | No, I am not tired but feel rather thirsty. It is very hot in here. |
| B | Shall I get you something to drink? Something cold? |
| A | Oh, no please don't bother. Finish your own food. |
| B | No problem. I also want to get a drink for myself. How about coke? |
| A | Actually, I prefer lemonade, a glass of home-made lemonade will be perfect. |
| B | I'm sorry but I don't think they have it here. |
| A | Yeah. You're right. No problem. A bottle of cold water is also fine with me. |
| B | Look! I have an idea. Why don't we go to my house? On our way, we will stop at a grocery store to buy a couple of lemons. We can then go to my place and make our own lemonade. What do you say? |
| A | Sounds great. Thanks for the invitation. |
| B | You're welcome. At the grocery, we can get fresh vegetables and then have dinner together. |
| A | It is very kind of you. Are you sure you don't have any other plans for the night? |
| B | Cooking and eating healthy food together. I can't think of a better plan. |
| A | It sounds very exciting! Shall we get celery? I know how to make a salad with celery. |
| B | Really? I have never eaten celery salad. Let's do it. New tastes are always good, but I hope we won't have lemonade with it. |
| A | No, of course not. |
| B | Good. Let me get your water first then we can leave. |
| A | Thank you. |
| B | You are welcome. |



Exercise 1 B: Add an example of your own to each category.

Exercise 2: Create a new dialogue by using the examples in your spider map.

AT THE BUS STOP

| | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| EU·DO·IT dialogues | Grace Abubakar, Aylin Çil | |
| Topics | At the bus stop | |
| Aims and Competences | Identifying and practicing structures to initiate and end conversations Asking for information Raising awareness of transcultural differences | |
| Timing and exercises | Worksheet A*: 10min. | Identifying structures: <i>starting and ending a conversation</i> |
| | Worksheet B: 20min. | Reading and role playing: <i>Asking for information</i> |
| | Worksheet C: 15min. | Collecting ideas: <i>public transport</i> |

*Play EU·DO·IT online before/while using this worksheet

WORKSHEET A

Exercise 1: Play the dialogue “At the bus stop” with Grace Abubakar and Aylin Çil again and identify the different ways the speakers start and end a conversation. Write down the possibilities.

| STARTING A CONVERSATION | ENDING A CONVERSATION |
|-------------------------|-----------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Here are some situations which might help come up with more possibilities:

- Meeting your old friend from school
- Meeting your boss
- Meeting your grandparents
- Meeting your best friend
- Meeting your old “rival” from school
- Meeting a client/customer
- Meeting your teacher
- Meeting the president of _____

Exercise 2: Think about other ways to start and end a conversation. Get feedback from your teacher and complete the table above.

WORKSHEET B

Exercise 1: Together with a partner, read through the text of the dialogue. Ask your teacher or use a dictionary if there are any words or expressions you do not understand.

Exercise 2A: Memorize the text and roleplay the dialogue.

| | |
|----------|-------------------------------------------------------------------|
| A | Excuse me... |
| B | How can I help you? |
| A | I need to go into town. |
| B | You can take the bus from this bus stop. |
| A | Great! How far is it? |
| B | It's only two stops, maybe 10 minutes. |
| A | When does the next bus leave? |
| B | The bus runs every 10 minutes. The next one comes in two minutes. |
| A | Thank you! Do you also know the name of the stop? |
| B | It's called "Erasmus Square". |
| A | Thank you very much for your help. |
| B | Have a nice day. |
| A | Thank you, to you, too. |

Exercise 2B: You can try to create a similar dialogue on your own.

WORKSHEET C

Exercise 1: Predict how public transport functions in this dialogue. Write down your ideas:

What else did you learn about the bus system?

Exercise 2: Compare the bus system described above to public transport in a country you know and tell the class about it.

| Dialogue | A country I know/have lived in |
|-------------------|--------------------------------|
| EX: fix timetable | no fix timetable |
| | |
| | |
| | |
| | |

AT SCHOOL

| | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EU·DO·IT dialogues | <p>In the school office: Kevin Gloden</p> <p>In the hallway: PJ Akthar</p> <p>In the classroom: Arnold Schmit</p> | |
| Topics | <p>Word fields: filling in forms, school subjects, asking for help</p> <p>Finding the way</p> <p>Registering in a course</p> | |
| Aims and competences | <p>Searching for information online</p> <p>Filling out an application form and giving personal details</p> <p>Research activity regarding names</p> <p>Practice different ways of asking for help</p> <p>Focus on abbreviations and reading strategies</p> | |
| Timing and exercises | Worksheet A ¹ : ex. 1: 10min, ex. 2: 30min., ex. 3: 30min. | <p>Matching phrases: <i>filling in forms</i></p> <p>Focus on transcultural differences (names)</p> <p>Filling in forms/searching for information online (internet access needed)</p> |
| | Worksheet B ² : ex. 1: 20min., ex. 2: 15min. (dictionary needed) | <p>Partner work: finding the way</p> <p>Practicing <i>room names</i></p> <p>Focus on cognates</p> |
| | Worksheet C: ex. 1: 5min., ex. 2: 10min., ex. 3: 20min. | <p>Vocabulary organizing: <i>subjects</i> and <i>after-school clubs</i></p> <p>Designing a poster</p> |
| | Worksheet D: 10 min. | Written practice: <i>asking for help</i> |
| | Worksheet E: ex. 1: 10min., ex. 2: 15min. | <p>Abbreviations</p> <p>Reading strategies</p> |

¹ Play EU·DO·IT online (dialogue with Kevin Gloden) while using this worksheet

² Play EU·DO·IT online (dialogue with PJ Akthar) before/while using this worksheet

WORKSHEET A

Exercise 1: Match the vocabulary:

Match the words from the dialogue "In the school office" with Kevin Gloden with their definition.

| | |
|----------------------|-------------------------------------------------------------------------------|
| Fill in a form | a. Your first name |
| Given name | b. The city/country where you were born |
| Surname | c. To enrol in a school or course |
| Place of birth | d. Complete a form with your information |
| Date of birth | e. The schedule of your classes including the name of the class and the time. |
| Register | f. Your family name |
| Timetable | g. Activities that are NOT obligatory |
| Voluntary activities | h. The day you were born. |

Exercise 2A: What's in a name? Read the following extract from dialogue "At school: in the school office":

| | |
|---------------------------|-------------------------------------------------------------------------------|
| Kevin Gloden | Well, your last name is your family name. Your first name is your given name. |
| Maureen/Amal/Raami | You give me a name? |
| Kevin Gloden | No, your given name, like Barack in Barack Obama or Donald in Donald Trump. |

Exercise 2B: The way our name is presented often depends on where we come from. With a partner, complete the following table to learn about names in different countries and cultures.

| Country | No. of first names | No. of surnames | Origin of surname | Order of name and surname | Most common names |
|---------|--------------------|-----------------------------|------------------------------|---------------------------|-------------------------------------------------------------------|
| Germany | Usually 1 or 2 | 1 or 2 (hyphenated surname) | Father's, mother's or family | First name, then surname | First names: Ben, Emma (2017) Surnames: Müller, Schmidt (2017) |
| Spain | | | | | |
| Mexico | | | | | |
| UK | | | | | |
| India | | | | | |
| Japan | | | | | |
| ... | | | | | |

Exercise 3: I'd like to register...

Complete the form for your famous person then ask your peers for the information about theirs. Then fill in your information.





| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student A | Student B: |
|  Fig. 1 Name: Surname: Date of birth: Place of birth: Current address: Afternoon activities: |  Fig. 2 Name: Surname: Date of birth: Place of birth: Current address: Afternoon activities: |
| Student C | You |
|  Fig. 3 Name: Surname: Date of birth: Place of birth: Current address: Afternoon activities: |  Name: Surname: Date of birth: Place of birth: Current address: Afternoon activities: |

Fig. 1: "Beyoncé Newcastle 2009", by Jingjing Cheng. CC BY-2.0, [Flickr - smilesea - Beyoncé Newcastle 2009 \(17\).jpg](https://www.flickr.com/photos/smilesea/1055457/)

Fig. 2: "Argentine footballer Lionel Messi on 26 June 2018, ahead of the 2018 FIFA World Cup group stage match against Nigeria", by Кирилл Венедиктов. CC BY-SA 3.0, <https://www.soccer.ru/gallery/1055457/photo/733439>

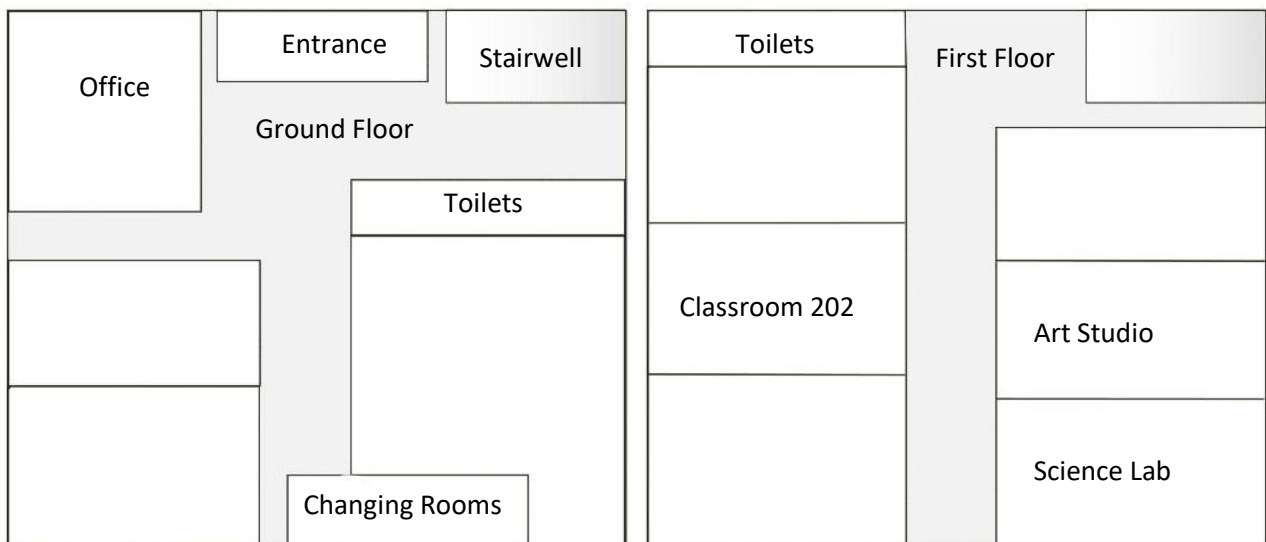
Fig. 3: "Cosplayer of Darth Vader, Star Wars at PF23 20151025", by 玄史生. CC BY-SA 3.0, https://upload.wikimedia.org/wikipedia/commons/b/b0/Darth_Vader_-_cosplay_%28white%29.jpg

WORKSHEET B:

Exercise 1: Where's my class? ("In the hallway" with PJ Akthar)

Student A: Ask and give directions to your partner to find your way and complete the floorplan.

Toilets (Ground Floor) • Classroom 202 • Changing Rooms • Science Lab • Art Studio



Student B: Ask and give directions to your partner to find your way and complete the floorplan.

Classroom 203 • Cafeteria • Gym • Video Lab • Library

Exercise 2: How do you say...?

The following English words relate to education. Translate these words into languages you know.
Are some words similar?

| English | Languages you know | | |
|-----------------|--------------------|--|--|
| Timetable | | | |
| Student / pupil | | | |
| Classroom | | | |
| Teacher | | | |
| Homework | | | |
| Office | | | |
| Notebook | | | |
| Art Studio | | | |
| Gym | | | |
| Registration | | | |
| Library | | | |
| Science Lab | | | |

WORKSHEET C

Exercise 1: Vocabulary organizing: Put the words into the correct column.

Maths • Book club • Science • Chess • English • Football

| School subject | After-school activity |
|----------------|-----------------------|
| | |

Exercise 2: Dream Timetable: Now, in pairs, design your perfect school timetable and tell another pair about it.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| BREAK | BREAK | BREAK | BREAK | BREAK |
| | | | | |
| | | | | |
| LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| | | | | |
| | | | | |

Exercise 3: After-school club campaign: Design a campaign for an after-school club. (This can be done individually, in pairs or in groups). Your poster should include:

- The activities you propose for your after-school club
- Practical information (place, time, price)
- Rules
- Registration form

WORKSHEET D

How can we ask for a favour? Look at the possible ways to ask it for.

1. Would you be able to + verb

Example: Would you be able to drive me to school?

Your example 1: _____

Your example 2: _____

2. Would you mind + verb -ing

Example: Would you mind helping me with this exercise?

Your example 1: _____

Your example 2: _____

3. Could you please + verb

Example: Could you please send this letter for me?

Your example 1: _____

Your example 2: _____

WORKSHEET E

Exercise 1: Abbreviations. Abbreviations are shorter versions or words to help make writing quicker. Try to make those names shorter following the example.

| | |
|------------|--|
| Road | |
| Professor | |
| Mister | |
| Thursday | |
| Captain | |
| Kilogram | |
| South | |
| Avenue: | |
| Boulevard: | |
| August: | |

Doctor > **Dr.**
Street > **St.**
November > **Nov**

Exercise 2: How to practise reading skills: Organize those actions following the correct order for reading activities. Share with your classmates and discuss the results.

| | |
|--|--------------------------------------|
| | Make predictions |
| | Reread for clarity |
| | Make connections |
| | Use background knowledge |
| | Ask questions |
| | Identify the main idea |
| | Recognize sequence |
| | Distinguish between fact and opinion |
| | Recognize, compare and contrast |
| | Identify the author's purpose |

SPORTS

| | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| EU·DO·IT dialogues | Christine Wilson | |
| Topic | Sports: talking about preferences and routines | |
| Aims & Competences | Practicing vocabulary related to sports Practice the phrase "I need" Participation in talks about topics that are related to sports | |
| Timing and exercises | Worksheet A: 15min. | Match equipment and related kind of sport Practice the sentence structure: <i>"I need ..."</i> |
| | Worksheet B: 15min. | Reading and writing about sports and preferences Finding information in a text |

WORKSHEET A

Exercise 1: Use the material "Sports". What goes together? Connect the words!

Please note: Sports with a ball: **play**
Outdoor and water sports: **go**
Indoor sports: **do**

Examples: We play basketball.
I go skateboarding.
He does karate.

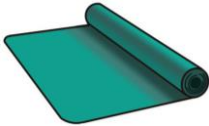









Exercise 2: Use the words you connected in exercise 1A and write down sentences starting with "I need..."!

Example: I need a rugby ball to play rugby.

I need a mat to _____

I need _____

MATERIAL "SPORTS"

| | | | |
|-----------------------|-------------------------------------------------------------------------------------|------|-----------|
| Mat |  | go | Rugby |
| Racket |  | | Cricket |
| Trainers/ sneakers |  | | Cycling |
| Rugby ball |  | do | Badminton |
| Bicycle/bike |  | | Tennis |
| Shuttlecock |  | | Football |
| Cricket bat |  | | Yoga |
| Goggles |  | play | Running |
| Football |  | | Boxing |
| Gloves |  | | Diving |

WORKSHEET B

Exercise 1: What kind of sports do you like? Read the following texts and fill in the bubble.



I like swimming!
I don't have a favourite team.
But I'm in a swim-team myself.



I like football!
My favourite team is Real Madrid!
I play football myself.
In the summer we play outside on a field. But in the winter, we play inside, in a gym.

I like ...

My favourite team is ...

I do/go/play ...

Exercise 2: Do you do any sports? What do Maureen, Amal and Raami tell us?



I do yoga on Fridays in a gym.
My class starts at 6 pm. My PE teacher is great!
To do yoga, I need comfortable clothes and a towel.

sport: yoga
time: Fridays, 6pm
place: gym
PE teacher: yes
equipment: comfortable clothes and a towel

I play basketball.
I'm not in a sports club. I just play with my friends.
We meet at a basketball court every day.
To play basketball, we need a basketball hoop and a ball.

sport: basketball
time:
place:
PE teacher:
equipment:



I go running every Sunday in a park. I don't have a coach.
To run, I just need a t-shirt, shorts and some trainers.

place:
PE teacher: no
equipment:



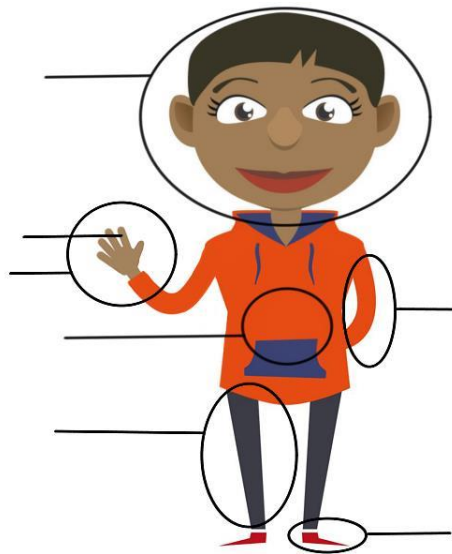
AT THE DOCTOR'S

| | | |
|----------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| EU·DO·IT dialogues | Rita Paschner, Dr. Alfred Ulreich | |
| Topics | Talking about physical complaints | |
| Aims and Competences | Word fields: body parts and illnesses/aches Understanding and making use of phrases used at the doctor's | |
| Timing and exercises | Worksheet A: 10min. | Label <i>body parts</i> Match <i>illnesses</i> and <i>aches</i> with pictures |
| | Worksheet B*: 30min. | Reading: fill in the gaps with words from the online dialogue Partner work: creating a dialogue |

* Play EU·DO·IT online (dialogue with Dr. Alfred Ulreich) while using this worksheet

WORKSHEET A

Exercise 1A: Fill in the gaps.



Exercise 1B: Why do these people might want to see a doctor? Write down the correct word below the picture.

cold • broken arm • high blood pressure • rash • stomach ache • headache • fever



WORKSHEET B

Exercise 1: Complete the dialogue. Playing/replaying the dialogue "At the doctor's" with Dr. Alfred Ulreich will help you!

| | |
|----------------|-----------------------------------------------------------------|
| Doctor | Now, what's the matter? |
| Patient | My little finger ... |
| Doctor | Oh, let me see it. Does it _____ when you move it? |
| Patient | _____, it hurts a lot! |
| Doctor | Maybe your finger is _____. Did you have an _____ ? |
| Patient | Yes, I played volleyball. The ball hit my finger. |
| Doctor | It will get _____ soon. I will give you _____ to take at night. |
| Patient | Thank you! Can you also give me a _____ for my school? |
| Doctor | Yes, just speak to the _____. |
| A | Thank you, goodbye! |













Exercise 2: You're at the doctor's. Write a dialogue with your partner. The following sentences might help you.

- **What's the matter?**
- **Where does it hurt?**
- **How often/when does it hurt?**
- **Does it itch?**
- **How long have you been feeling like this?**
- **Use this cream.**
- **Take these pills every 12 hours. / Take this medicine after each meal.**
- **Stay at home in bed the next few days until you feel better.**

AT THE SUPERMARKET

| | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| EU·DO·IT dialogues | Rosario Maria García Cabral, Mark Washington, Krzysztof Kieślowski | |
| Topic | Groceries, quantities, shops | |
| Aims and Competences | <p>Vocabulary acquisition</p> <p>Memorizing words/learning by heart (playing the memory game)</p> <p>Creating a shopping list for a specific event</p> <p>Raising awareness of transcultural differences: different kinds of shops</p> <p>Creating imaginary shop and flyer with special offers</p> | |
| Timing and exercises | Worksheet "Quantities": 10min. | <p>Matching words and pictures: <i>groceries</i></p> <p>Match <i>quantities</i> and groceries</p> |
| | Worksheet "Memorize the items": 20min. | <p>Matching words and pictures: <i>groceries</i></p> <p>Play memory game</p> |
| | Worksheet "Go shopping for ...": ex. 1: 15min., ex. 2: 10min. | <p>Matching words: groceries and different kinds of <i>shops</i></p> <p>Writing a shopping list</p> |
| | Worksheet "Grand opening!": 20min. | <p>Creating imaginary shop: collecting words</p> <p>Creating a flyer for imaginary shop, using "<i>on sale</i>"</p> |

MATERIAL “MEMORY GAME”

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

WORKSHEET "QUANTITIES"

Exercise 1: Find the correct word for each picture.

**bread • milk • spaghetti • rice • chickpeas • cheese • olives • chocolate •
tomatoes • beans • lettuce • oranges**



Exercise 2: Match the quantities with the items (multiple combinations are possible)

| | |
|---------------|--|
| a loaf of | |
| 1 litre | |
| a package of | |
| a carton of | |
| 500g | |
| a can of | |
| a bottle of | |
| a piece of | |
| ten slices of | |
| a tub of | |
| a bar of | |
| a head of | |
| a bag of | |

WORKSHEET "MEMORIZE THE ITEMS"

Exercise1: Take the worksheet "Memory Game". Fill in the gaps. If you need help, you can use the words from the box below. If everything is correct, you can cut out the squares.

Exercise2: Play the memory game with your partner! Mix your cards first (pictures and words) and place them face down on the table. Pick two cards, memorize them and turn them around again. If a word matches a picture, you can keep both cards.

**bread • milk • spaghetti • rice • apples • cheese • olives • chocolate •
tomatoes • carrots • bananas • oranges**

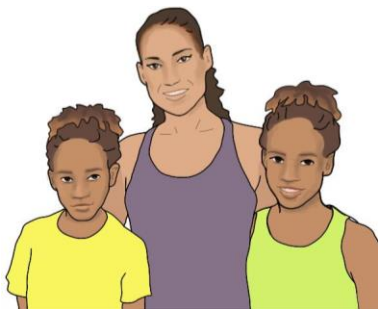


WORKSHEET "GO SHOPPING FOR..."

Exercise 1: Fill in the table of the different shops. You can even look them up if you have access to the internet. You might be surprised that they look differently in some countries.

| SHOP | WHAT DO THEY SELL |
|------------------|-------------------|
| Supermarket | |
| Butcher | |
| Bakery | |
| Deli | |
| Green grocer | |
| Pharmacy | |
| Drug Store | |
| Farmers' market | |
| Bazaar | |
| Department Store | |

Exercise 2: Next, choose one picture and write a shopping list.

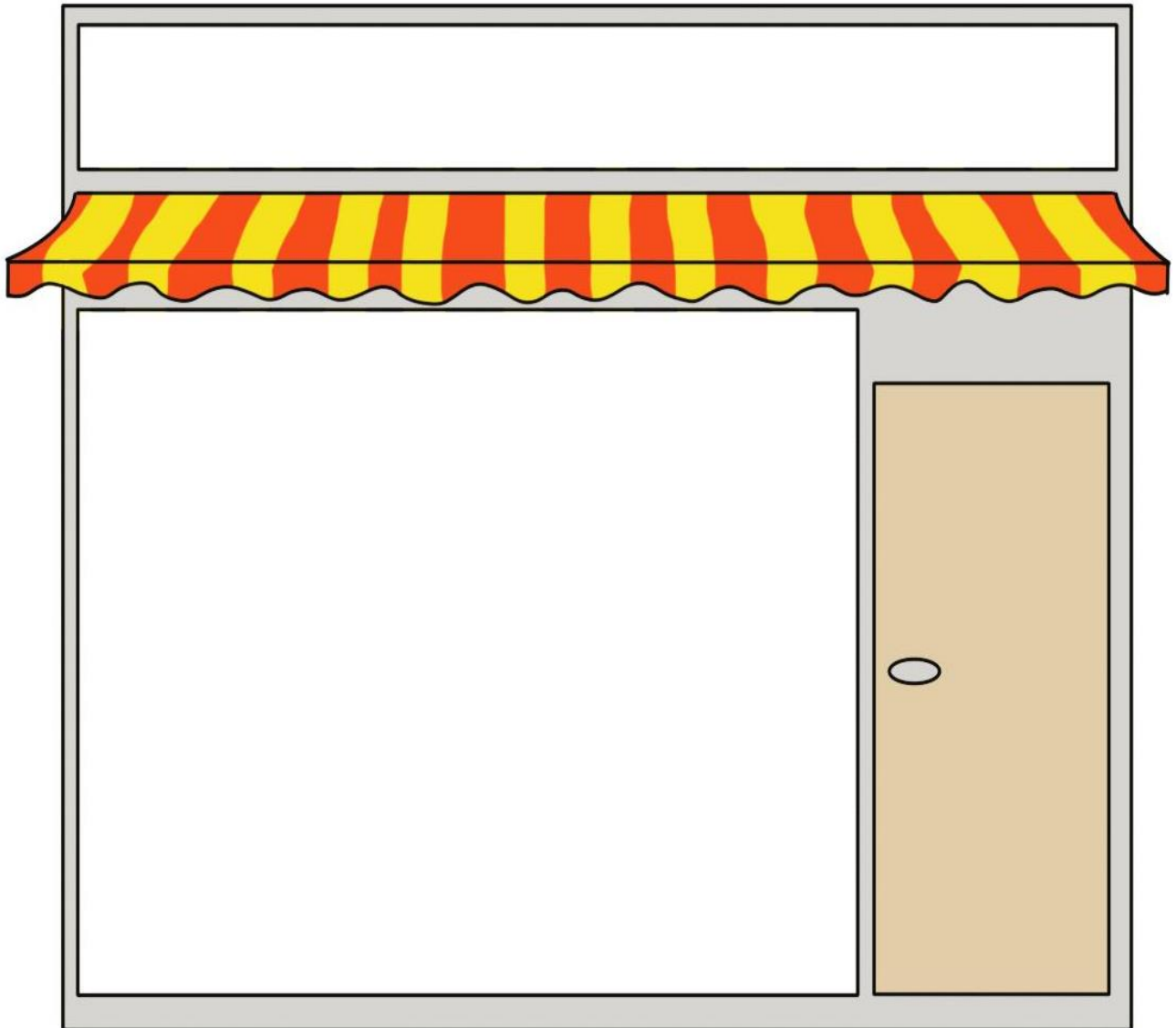
Then you should create a dialogue in which you go shopping for that family. You decide which type of shop you want to go to: a supermarket, a bazaar, a weekly farmers market or any other type of shop.

| A | B | C |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| Birthday party for the twins | Family (3 generations): shopping for the coming week | Friends go shopping for a large breakfast |

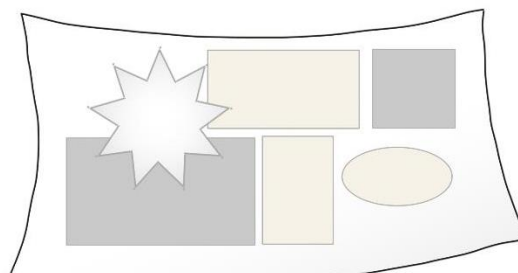
WORKSHEET "GRAND OPENING!"

Exercise 1: Imagine you are opening your own shop. You can decide what you would like to sell in your shop, and at which price. Find pictures or draw the items you would like to sell.

(This can be done as partner work, group work or individually.)



Exercise 2: Give your shop a name and create a flyer for the opening day of your shop. Are there any products "on sale"?



DEGREES OF FORMALITY

| | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Transconceptualizations |
| Name of activity | Degrees of formality |
| Aims & Competences | <p>Ability to...</p> <p>...identify the degree of formality or informality of a situation, depending on context and interlocutors</p> <p>... differentiate between formal and informal forms of speech, including, if applicable, a Du/Sie distinction, forms of address, grammatical forms, etc.</p> <p>... modify language use depending on context and interlocutor (use)</p> <p>Increases receptive knowledge (recognize/understand) of question (both wh- and yes/no questions) and imperative forms.</p> |
| Steps of the activity (how the activity should be developed) | <p>Activity 1: Formal or informal? Distant or close?</p> <p>Instructions for two players:</p> <p>They draw two role cards and indicate the level of formality on the left side of the thermometer using a paperclip. Would these people be formal (distant) or informal (close) to each other?</p> <p>Then, they draw one “context” card and indicate the level of formality on the right side of the thermometer. Is this a place where people behave formally or informally?</p> <p>Comparing the thermometers, discussion and repeating with new cards</p> <p>Activity 2: Talking about how languages mark formality/informality</p> <p>Instructions for one or two persons:</p> <p>Play/replay the dialogues (“At the doctor’s”, “At home”, “At school” and “At the bus stop”)</p> <p>Discuss in a small group/in plenum:</p> <p>How formal is each context? How formal /informal is the relationship between the player character and the person he/she talks to? How can you tell? Are there words or phrases that help you decide?</p> <p>How do other languages tell you if a conversation is formal or informal, if two people who are talking are close or distant to each other?</p> <p>Activity 3: Roleplaying</p> <p>Work with a partner: Each person draws a role card. Together you draw a dialogue card. Roleplay the dialogue. You can use the words/phrases on</p> |

| | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>the flipside of the dialogue card but be careful! Only use words/phrases that fit the degree of formality!</p> <p>Activity 4: Assessment</p> <p>Depending on the specific learner group, you might decide to discuss the emojis and their meaning before asking students to fill out the “Odd or not” worksheet.</p> <p>Alone: Fill out the worksheet “Odd one out”.</p> |
| Timing and material needed | <p>Activity 1: 10 Minutes</p> <p>Activity 2: 20 Minutes</p> <p>Activity 3: 15 Minutes</p> <p>Activity 4: 10 Minutes (as homework)</p> <p>Material:</p> <p>Worksheet “Activities”</p> <p>Role cards (one set per pair of students)</p> <p>Context cards (one set per pair of students)</p> <p>Dialogue cards (with front sides and flipsides) (one set per pair of students)</p> <p>formality/distance thermometer (one per student)</p> <p>two paper clips per person</p> <p>Worksheet “Odd or not” (one per student)</p> |
| Worksheet if necessary | Worksheet “Odd or not” (one per student) |
| Assessment | Worksheet “Odd or not” |

WORKSHEET "ACTIVITIES"

Activity 1: Formal & informal, distant & close

A situation can be formal and informal. The relationship between two people can be formal (distant) or informal (close).

Two learners play together:

1. Draw two *role cards*. Would these people be formal (distant) or informal (close) to each other? Indicate the level of formality on your thermometer using a paperclip (left side).
2. Draw one *context card*. Is this a place where people behave formally or informally? Indicate the level of formality on your thermometer using a paperclip (right side).
3. Compare your thermometers. Do you agree with each other? Discuss your choice!

Repeat by taking a new *context card* and two new *role cards*.

Activity 2: Talking about how languages mark formality/informality

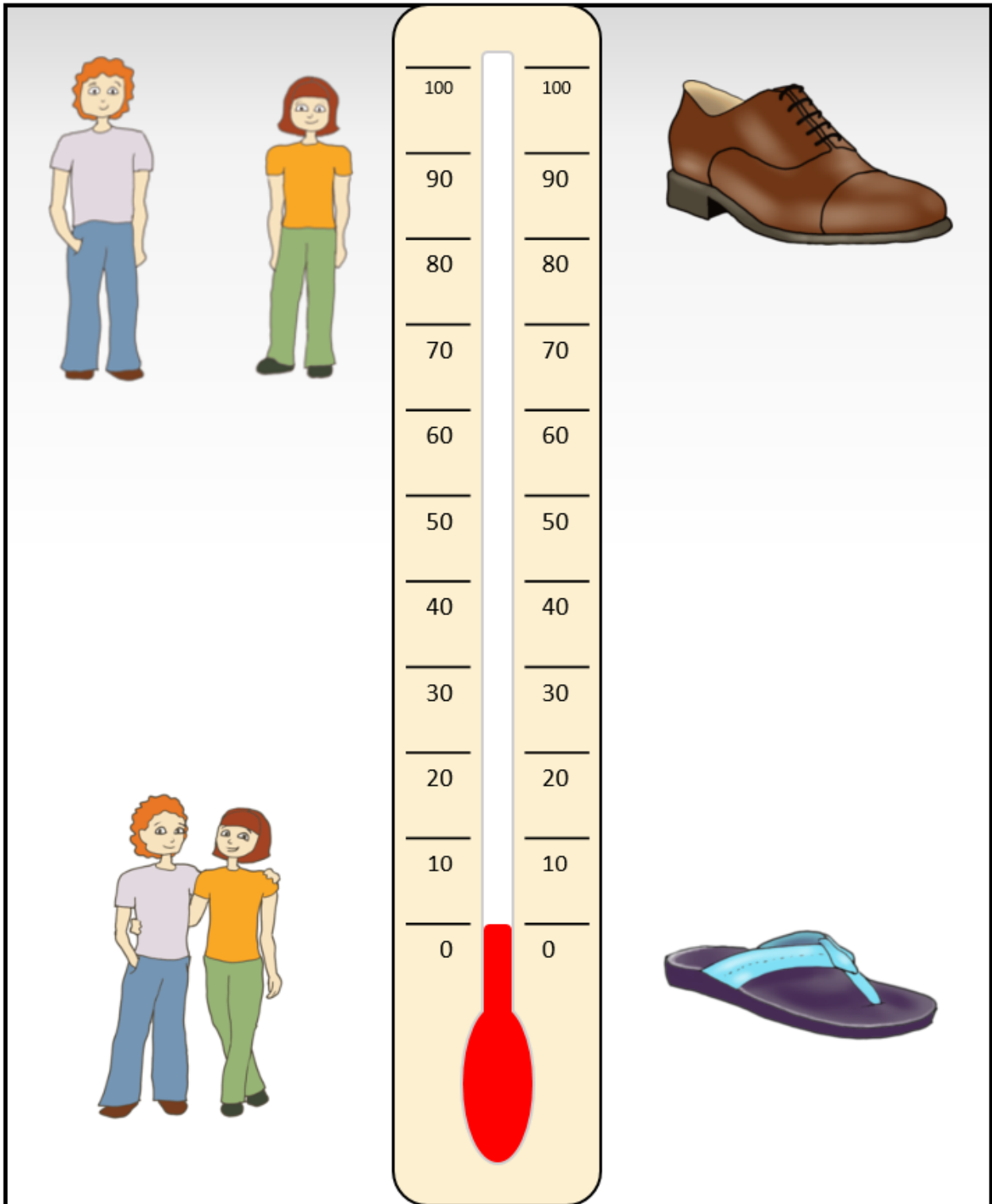
1. Play/replay the dialogues: "At the doctor's", "At home", "At school" and "At the bus stop"
2. Discuss: How formal is each context? How formal/informal is the relationship between the player character and the person he/she talks to? How can you tell? Are there words or phrases that help you decide?
3. Discuss: How do other languages tell you if a conversation is formal or informal, if two people who are talking are close or distant to each other?

Activity 3: Roleplaying

Work with a partner: Each person draws a *role card*. Together you draw a *dialogue card*. Roleplay the dialogue. You can use the words/phrases on the flipside of the dialogue card but be careful! Only use words/phrases that fit the degree of formality!

DEGREES OF FORMALITY

THERMOMETER



DIALOGUE CARDS

| | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Small talk</p> | <p>Good morning / good evening / Hello / Hi</p> <p>How do you do?</p> <p>May I introduce myself? / My name is / I'm</p> <p>Do you like... / Do you enjoy... / Do you know...</p> <p>I like... / My favourite is / I don't (yet) know....</p> <p>How interesting! / Cool!</p> <p>I disagree / Really? / Are you kidding me?</p> <p>Good bye/ Have a great day! / See you later!</p> |
| <p>Asking for specific information</p> | <p>Pardon me... /Excuse me.../Hey!</p> <p>Can you help me? / I have a question.</p> <p>Where is.... /What is this/Who is this?</p> <p>How can I get to .../ How do I use/ How much does ... cost? / When does ... start/take place/end?</p> <p>Of course! / I'm happy to help!</p> <p>This is... /It is...</p> <p>Thank you/ Thanks a lot/Thanks</p> <p>Good bye/Bye/See you</p> |

DEGREES OF FORMALITY

CONTEXT CARDS

| | |
|------------------------------------|---------------------------------------------------------|
| In a supermarket | At a doctor's office |
| At the school's secretary's office | At the gym, playing soccer |
| At the bus stop | At a café |
| At hospital | At the park |
| Riding the elevator | At a place of worship (church, mosque, synagogue, etc.) |
| In a factory | At a library |
| In a bank | At school, in a classroom |

ROLE CARDS

| | |
|----------------------------------------|--------------------------------------------|
| A good friend of the other person | A doctor |
| A family member of the other person | A gym teacher |
| A young boy | A woman waiting for the bus |
| An old man | A shopkeeper |
| A teenager | An adult |
| The president/The Chancellor/The Queen | A famous person (a pop star or sports pro) |
| An old woman | A customer at a shop |
| A young girl | |

WORKSHEET "ODD OR NOT"

| Who talks | What do they say? | Is this OK to say? |
|----------------------------------------------------------|---------------------------------------------------------------------------|--------------------|
| A little girl talks to an elderly man | "Hello honey! How old are you?" | 😊 😊 😊 😞 😞 😞 😞 |
| An old man asks a little girl | "Hello honey! How old are you?" | 😊 😊 😊 😞 😞 😞 😞 |
| A teacher asks another teacher | "Good morning, Sir! May I inquire whether your weekend was satisfactory?" | 😊 😊 😊 😞 😞 😞 😞 |
| A shopkeeper asks a customer | "Anything else, Sir?" | 😊 😊 😊 😞 😞 😞 😞 |
| A woman asks a stranger at a bus stop | "Excuse me – what time is it, please?" | 😊 😊 😊 😞 😞 😞 😞 |
| Two boys are playing soccer, one boy shouts | "Darn it! No! Pass the ball to me! Come on!" | 😊 😊 😊 😞 😞 😞 😞 |
| An employee talking to her boss | "Nope! No way! Shut up!" | 😊 😊 😊 😞 😞 😞 😞 |
| An EMT talking to another EMT at the site of a car crash | "Quick! We need to get this man to hospital! Hurry up!" | 😊 😊 😊 😞 😞 😞 😞 |
| Add your own example | Add your own example | 😊 😊 😊 😞 😞 😞 😞 |
| Add your own example | Add your own example | 😊 😊 😊 😞 😞 😞 😞 |

EXPRESSIONS OF NON-COMPREHENSIVE

| | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Transconceptualizations |
| Name of activity | non-comprehension routines/conversational repair |
| Aims & Competences | <p>Learn how to express non-comprehension</p> <p>Practice questions and responses (both wh- and yes/no questions)</p> <p>Ability to modify language use depending on context and interlocutor (use)</p> |
| Steps of the activity (how the activity should be developed) | <p>Activity 1: Complete Dialogues</p> <p>Instructions:</p> <p>Alone: Look at the dialogues in the cartoons and find the right word from the word bank to fill in the missing parts. Compare them with your partner.</p> <p>Activity 2: Situations</p> <p>Instructions:</p> <p>With a partner: Read the expressions and discuss in which situation you might also need this term. Try to find alternative expressions and write them down.</p> <p>Activity 3: Write a dialogue</p> <p>Instructions:</p> <p>Alone at home: Write a little dialogue using the phrases and expressions from activity 1 and 2.</p> |
| Timing and material needed | <p>Activity 1: 20 Minutes</p> <p>Activity 2: 20 Minutes</p> <p>Activity 3: 30 Minutes (as homework)</p> <p>Material:</p> <p>Worksheet "Dialogues" (one per student)</p> <p>Worksheet "Expressions of non-comprehensive" (one per students)</p> |
| Worksheet if necessary | Worksheet "Expressions of non-comprehensive" (one per student) |
| Assessment | <p>Worksheet "Expressions of non-comprehensive"</p> <p>Alone (e.g.) at home doing this homework</p> |

WORKSHEET "DIALOGUES"

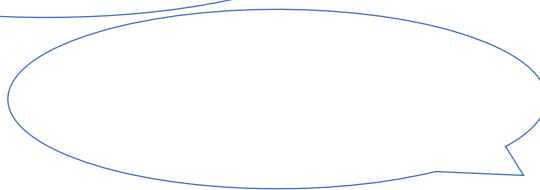
I don't understand! Look at the dialogues in the cartoons and find the right phrase from the word bank on top to fill in missing parts. Compare them with your partner.

I don't understand! • What is this? • Ok... how do you spell this? • Can you repeat this slowly, please?

1)



My favourite food is "Taboulé".



2)



Doyouwanttoeatortodrinksomething?



3)



The new word is "Einbahnstraße".



4)



egwiugvjb



WORKSHEET "EXPRESSIONS OF NON-COMPREHENSIVE"

Exercise 1: With a partner: Read the expressions and discuss in which situation you might use them. Try to find alternative expressions and write them down.

| |
|-------------------------------|
| What do you mean? |
| Mmmh, what? |
| Why is that important? |
| I don't get it? |
| Excuse me... |
| Do you mean...? |
| Can you repeat this, please!? |
| How do you spell this? |
| I don't understand! |

Exercise 2: Write a dialogue

Write a little dialogue using the phrases and expressions also from worksheet "Dialogues".

QUESTIONS AND RESPONSES I

| | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Transconceptualizations |
| Name of activity | Practicing adjacency pairs |
| Aims & Competences | Understanding and using the right adjacency pairs |
| Steps of the activity (how the activity should be developed) | <p>Activity 1: Complete Dialogues</p> <p>Instructions:</p> <p>Alone: Combine the phrases at the right side with the one of the left side finding the right combination.</p> <p>Activity 2: Find the right pairs</p> <p>Instructions:</p> <p>Alone: Complete the little cartoons using the right adjacency pair. With partner: Compare the answers with your partner.</p> |
| Timing and material needed | <p>Activity 1: 20 Minutes</p> <p>Activity 2: 10 Minutes</p> <p>Material:</p> <p>Worksheet "Find the right pairs" (one per students)</p> <p>Worksheet "Cartoons" (one per student)</p> |
| Worksheet if necessary | Worksheet "Find the right pairs" (one per student) |
| Assessment | Worksheet "Cartoons" |

WORKSHEET "FIND THE RIGHT PAIRS"

Some sentence fit together. Find the right pairs, and draw a line to connect them.

At the party

| | |
|-----------------------------|--------------------------------|
| How are you? | My name is... |
| What's your name? | I'm from Frankfurt |
| How old are you? | Yes, it's great! |
| Where are you from? | I'm 18 years old |
| Do you live nearby? | Fine, thank you! |
| Are you enjoying the party? | See you later... |
| See you... | My house is not far from here. |

At the office

| | |
|-----------------------------------|--------------------------------|
| Excuse me... | Good-bye |
| I'm looking for room 21 | My first class is at 9 a.m. |
| Are you a student or do you work? | Go straight down this corridor |
| Thank you very much! | How can I help you? |
| What time do you start school? | You are welcome |
| Good-bye! | I go to college |

WORKSHEET "CARTOONS"

Some sentences fit together, e.g. questions and responses, or two greetings. Add the missing sentence.

1)

A: How old are you?



2)



I am from



3)

Thank you!



4)

My first class is at



QUESTIONS AND RESPONSES II

| | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Domain | Transconceptualizations |
| Name of activity | Asking questions/responding to questions |
| Dialogue topic | Uses dialogues "At home" and "At school: In the school office" |
| Aims & Competences | <p>Practice questions and responses (both wh- and yes/no questions)</p> <p>Ability to...</p> <p>...identify the degree of formality or informality of a situation, depending on context and interlocutors</p> <p>... differentiate between formal and informal forms of speech, including, if applicable, a Du/Sie distinction, forms of address, grammatical forms, etc.</p> <p>... modify language use depending on context and interlocutor (use)</p> |
| Steps of the activity (how the activity should be developed) | <p>Activity 1: Formal or informal? Distant or close?</p> <p>Instructions:</p> <p>Look at form number 1 and 2 and take a look at dialogue 1b and 3a. Where would these people be formal (distant) or informal (close) to each other?</p> <p>Discuss your choices and write down some of the questions for the forms.</p> <p>Activity 2: Using wh- and yes/no questions and answering them</p> <p>Instructions:</p> <p>With a partner: Use form 1, partner A formulates the appropriate question and partner B gives the right answer. Partner A writes down the answers.</p> <p>Do the same using form 2 with opposite roles.</p> <p>Activity 3: Assessment</p> <p>Alone: Fill out the worksheet "Questions"</p> |
| Timing and material needed | <p>Activity 1: 15 Minutes</p> <p>Activity 2: 25 Minutes</p> <p>Activity 3: 10 Minutes (as homework)</p> <p>Material:</p> <p>Worksheet "Activities" and possibility to play dialogues (one per students)</p> <p>Form 1 and 2 (one per student)</p> <p>Worksheet "Questions" (one per student)</p> |
| Assessment | Worksheet "Questions" |

WORKSHEET "ACTIVITIES"

Activity 1: Formal or informal? Distant or close?

A situation can be formal and informal. The relationship between two people can be formal (distant) or informal (close).

1. Look at form 1 and 2 and take a look at the dialogues "At home" and "At school: In the school office". Where would these people be formal (distant) or informal (close) to each other?
2. Discuss your choices and write down some of the questions for the forms.

Activity 2: Using wh-questions and yes/no questions and answering them

With a partner:

1. Use form 1. Partner A formulates the appropriate question and partner B gives the right answer. Partner A writes down the answers.
2. Do the same using form 2 with opposite roles.

QUESTIONS AND RESPONSES II

FORM 1 *AT SCHOOL: IN THE SCHOOL OFFICE*

Last Name

First Name

Date of Birth

Birth Place

Street Name, Number

Postcode, City

Classes/Courses

Phone Number

Email Address

QUESTIONS AND RESPONSES II

FORM 2 *AT HOME*

Name

Age

Address

Phone Number

Email Address

Favourite Subject

Favourite Music

Favourite Film/TV-Show

Favourite Food

Favourite Drink

Favourite Book

Favourite Sport

Hobbies

WORKSHEET "QUESTIONS"

At school: In the office

Write down the questions you have already formulated in class.

Name

Age

Date of Birth

Street name

Phone number

Number

Classes/courses

Email address

QUESTIONS AND RESPONSES II

At home

Name

Favourite Subject

Favourite Sports

Favourite Music

Favourite Food/Drink

Hobbies

Email address

Phone number
