



A Visit to Edinburgh

Jahrgangsstufe	7
Fach	Englisch
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung Medienbildung Kulturelle Bildung
Zeitrahmen	ca. 8 Wochenstunden
Benötigtes Material	Internetzugang, Laptop/PC/Tablet, (Online-) Wörterbücher

Kompetenzerwartungen

Die Schülerinnen und Schüler

- folgen einfachen, langsam und deutlich gesprochenen Gesprächen und Hörtexten in britischer Standardsprache und entnehmen diesen Inhalte, um sich in entsprechenden Situationen zurechtzufinden **(E7 1.1 Hör- und Hörsehverstehen)**
- schreiben einfache, kurze Berichte, erzählende Texte, Erlebnisberichte, Beschreibungen, Dialoge, sowie kreative Texte **(E7 1.1 Schreiben)**
- stellen und beantworten einfache, geübte Fragen und bewältigen dabei auch kleine Varianten in deutlich gesprochenen Gesprächssituationen mit vertrautem Inhalt zu Themen aus der Jahrgangsstufe 7. **(E7 1.1 Sprechen)**
- treten in einfachen, bekannten Alltagssituationen sprachmittelnd auf, z. B. Vorstellen von Personen, Freizeitgestaltung. **(E7 1.1 Sprachmittlung)**
- wenden indefinite Begleiter und Pronomen (z. B. *some, any, somebody, anybody*) an. **(E7 1.2 Grammatik)**
- setzen unter Anleitung zweisprachige Wörterbücher und Online-Wörterbücher ein, um den Sinn unbekannter Wörter zu erfassen **(E7 3 Methodische Kompetenzen)**
- zeigen Verständnis für das Alltagsleben (z.B. Sport, Essen und Trinken, Einkaufen) von Kindern und Jugendlichen im Vereinigten Königreich und Irland, um dieses mit der eigenen Lebenswelt zu vergleichen. **(E7 4 Interkulturelle Kompetenzen)**



Aufgabe

Situation:

In a few weeks you and your classmates will take part in a school exchange to Edinburgh. That is why you are currently talking about Scotland and the city of Edinburgh in class. Your partner class has sent you a quiz about Scotland and a video recommendation about Edinburgh for you to learn more about the country and the city you are going to visit. After doing the quiz and watching the video in class, you prepare possible situations you might have to face in Edinburgh and how to react to them (conversation with a taxi driver, in your host family, at a restaurant).

Handlungsprodukt:

Creating a dialogue (possible conversations while being in Edinburgh)



M1: A quiz about Scotland

Hey class ...

We are looking forward to welcoming you at our school in a few weeks. How much do you already know about Scotland? Let's find out now!

We prepared a test for you. Research the internet and try to solve the following quiz about Scotland. Before you start, you maybe need to look up a few words (underlined and printed in **bold**) in a(n) (online) dictionary.

Enjoy the quiz.

Yours,

Class S1 (Edinburgh Comprehensive School)

TASKS:

- 1) Look up the words and write them into your vocabulary notebook.
- 2) Complete the quiz.
- 3) Compare your results with your classmates.

- a. Which country does Scotland **belong to**? – The U _____ K _____
- b. What's the total **population** of Scotland? – about _____ people
- c. Which are the biggest cities? – E _____ and G _____
- d. What's the **distance** from your hometown to Edinburgh in kilometres? – about _____ km
- e. What's the number of **inhabitants** of Edinburgh? – about _____ inhabitants
- f. Why is Edinburgh so **important** for Scotland? – The Scottish P _____ t is there!
- g. Which **languages** are spoken in Scotland? – E _____ and Scots G _____
- h. Which **currency** or money do Scottish people pay with? – P _____ S _____
- i. How can you get to Scotland? Highlight the **means of transport** you think is best! – You can go by _____, by _____ or go by _____.
- j. What's something typical to eat in Scotland? – H _____
- k. On which side of the road do people in Scotland drive? – On the _____ side

M2: Edinburgh for kids

A week later, a new email from Edinburgh arrives. Now, class S1 has just sent you a video recommendation with information about Edinburgh. It is called: Kids View: What to do in Edinburgh (Insider tips from local kids).¹ In this video you can find out some interesting facts about the city.



TASK: While you are watching, please write down **five** of the (10) **places you should visit in Edinburgh:**

1. _____
2. _____
3. _____
4. _____
5. _____

OPTIONAL TASK: Did you notice anything special about the way the kids speak English? Why was it more difficult to understand than the English you usually hear at school?

¹ Das Abspielen eines Videos von einer Website setzt die Akzeptanz der Nutzungsbedingungen der Internetplattform voraus. Der Einsatz des Videos ist deshalb von der Lehrkraft eigenverantwortlich zu prüfen und es wird empfohlen, dass das Video nur von der Lehrkraft abgespielt wird. Es wird ferner empfohlen, Rücksprache mit der Schulleitung und dem Datenschutzbeauftragten der Schule bezüglich der Verwendung des Videos zu halten.

M3: The taxi ride

Your classmates and you might need a taxi while being in Edinburgh, maybe for getting to your host family from the airport or simply for getting around the city. As you are a bit nervous about the conversations you will have to have with the taxi driver, you want to prepare a few sentences at home, so that you can give her/him all the necessary information.

TASK: Say it in English.

Stellt euch ganz kurz vor und sagt, wo ihr herkommt. Sagt, dass ihr viel Gepäck habt.

Erkläre dem Taxifahrer, dass dein Mitschüler und du ins Zentrum von Edinburgh in die Princess Street möchtet, weil ihr shoppen gehen wollt.



Frage den Taxifahrer, ob er kurz an einem Bankautomaten (cash machine) halten kann, damit du dort Geld holen kannst.

Frage den Taxifahrer, ob er um 17 Uhr am Edinburgh Castle sein kann. Ihr wollt mit seinem Taxi zurück zur Gastfamilie fahren.

Frage den Taxifahrer, was die Fahrt gekostet hat und bezahle bar.



M5: A few words with your hosts

During the conversation your hosts might say something like that:

"We can offer you some biscuits with your tea. Or would you like some shortbread?"

"I'm sorry. We don't have any hot chocolate."

"Do you have any pets?"

TASK 1: Look at the underlined words **SOME** and **ANY**. Search the internet and try to find out how they are used and what they mean. Work together with a partner and fill in the gaps below with the words from the box.

positive --- negative --- yes --- know

some: is used in _____ sentences and in questions when you expect a " _____ " in the answer.

any: is used in _____ sentences and whenever you don't _____ the answer.

TASK 2: Now practice the use of **SOME** and **ANY** in the task below. Here you find more sentences you might hear during your exchange in Edinburgh. Cross out the wrong expression.

1. "Oh John, can you go to the kitchen and get **some/any** sugar, please?"
2. "We would like to show you **some/any** pictures of our last holidays in the Highlands."
3. "They don't sell **some/any** shortbread in Germany, do they?"
4. "Have you been to **some/any** other part of Britain before you came to Scotland?"
5. "You must really buy **some/any** special clothes for the bad weather here."
6. "**Some/any** of the tourists here in Edinburgh just don't know how to behave!"
7. "Do people in Germany like **some/any** other kind of sports than just football?"
8. "Oh Carol, there is hardly **some/any** tea left in the pot. Can you make **some/any**?"
9. "This year, we have met **some/any** tourists from France, the Netherlands and Germany."
10. "Don't forget **some/any** of your belongings before you leave."

M6: A conversation at the restaurant

You will probably go out for lunch or dinner while being in Edinburgh. In order to get an insight into the necessary vocabulary in such situations, have a look at the following restaurant dialogue. Fill in the gaps with **some** or **any** in groups of three according to the rules you have learned. Be prepared to act out the dialogue in front of the class.




- Waiter: Are you ready to order?
- Tom: Yes, we are. I'd like to have **(1)** salad as a starter. I am a vegetarian. Do you have **(2)** salad without meat?
- Waiter: We don't have **(3)** vegetarian salad on the menu but we have **(4)** salads with meat and cheese, for example the Italian salad. We can simply prepare it without meat. Would you like **(5)**?
- Tom: Oh, OK. I'll try **(6)**. What would you like to eat, Sally?
- Sally: I'd like **(7)** tomato soup as a starter. Would you like **(8)** too, Tom?
- Tom: Oh, no not for me. I don't like **(9)** kind of soup.
- Waiter: All right then. What about the main course? We have **(10)** very nice meat dishes today.
- Tom: Well, as I said I'm a vegetarian, so I never eat meat. But the spinach lasagne sounds good. Is there **(11)** meat in that?
- Waiter: No, there isn't **(12)** meat in the lasagne. Would you like **(13)** some lasagne then?
- Tom: Yeah, one spinach lasagne for me, please.
- Waiter: Very well, Sir. And for you, madam?
- Sally: I'd like the hamburger. Can I have **(14)** chips on the side, please.
- Waiter: Sure. Would you like **(15)** wine with your meal?
- Tom: Wine sounds good. Maybe **(16)** white wine?
- Sally: You can have **(17)** wine if you want to. I will only have **(18)** sparkling water.

M7: Productive Task – Creating a dialogue

Imagine you are in Edinburgh now. Choose one of the situations of Tasks 3-6 (taxi driver, host family, restaurant) and invent a dialogue (approx. 200 words) in groups of three. Be prepared to act it out in front of the class.

M8: Evaluation/Feedback

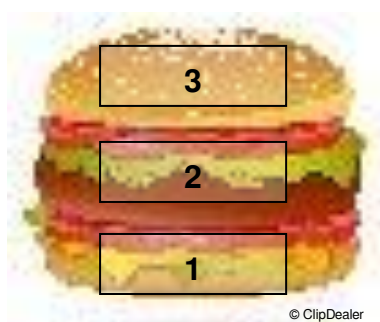
A) Evaluating my learning

			
1. The situations were realistic. This could happen to me in Edinburgh!			
2. I feel prepared. I could get on a plane to Edinburgh tomorrow!			
3. I know more about Scotland than before. I'm a real expert now!			
4. The use of some and any? That's easy!			

What I liked/didn't like about the activity:

That was easy/difficult:

B) Giving feedback – The Feedback Burger



Like a burger, effective feedback has different layers.

- 1) It's always important to start with **positive feedback**. In the bottom layer of the burger, point out at least one thing that was really good.
- 2) The next layer is giving **constructive feedback** by telling ...
 - a) ... what needs to be improved.
 - b) ... why it needs to be improved.
 - c) ... how to improve it.
- 3) Finally, the top layer should give some more **positive feedback**.

Give your classmates feedback about their dialogue using the method of the Feedback Burger.

Quellen- und Literaturangaben

Aufgaben und Arbeitsblätter: ISB

Bildnachweise:

- TASK 2: Fotografie „Edinburgh Castle“: ClipDealer
- TASK 3: Grafik „Taxi“: ClipDealer
- Evaluation/Feedback: Grafik „Burger“: ClipDealer

Hinweise zum Unterricht

Inhalt / Handlungen / mögliche Handlungsprodukte	Sozialform / Methode	Zeitbedarf	Material	Bemerkung
<p><u>Orientieren und Informieren:</u></p> <p>Die SuS machen sich mit der Situation vertraut und erhalten grundlegende Informationen über Schottland und Edinburgh (Quiz und Video), indem sie die Arbeitsblätter M1 und M2 bearbeiten</p>	<p>Lehrervortrag</p> <p>Einzelarbeit/ Partnerarbeit/ Gruppenarbeit</p> <p>L-S-Gespräch</p> <p>Internet-recherche</p>	2 WS	<p>M1: A quiz about Scotland</p> <p>M2: Edinburgh for kids</p>	<p>Das Quiz kann sowohl in Einzelarbeit als auch in Partner-/Gruppenarbeit bearbeitet werden, je nach schulspezifischen Voraussetzungen und Zugang zu PCs/Laptops/Tablets</p> <p>Video kann mit folgenden Suchbegriffen gefunden werden: kids view Edinburgh</p>
<p><u>Planen:</u></p> <p>Die SuS bearbeiten die Arbeitsblätter M3-M6 und lernen dabei Vokabular und grammatikalische Strukturen (some/any), die sie auf der Klassenfahrt nach Schottland gebrauchen können.</p>		3-4 WS	<p>M3: A taxi ride</p> <p>M4: At the host family</p> <p>M5: A few words with your host</p> <p>M6: A conversation at the restaurant</p>	Die Arbeitsblätter M4 und M6 können auch als Hausaufgabe bearbeitet werden.



<p><u>Durchführen:</u></p> <p>Die SuS wählen eine der in M3-M6 eingeführten Situationen aus und gestalten in Kleingruppen einen Dialog, den sie theoretisch in Edinburgh führen könnten.</p> <p>Der Dialog wird im Anschluss vor der Klasse aufgeführt.</p>	<p>Gruppenarbeit</p> <p>Präsentation</p>	<p>1-2 WS</p>	<p>M7</p>	
<p><u>Bewerten und Reflektieren:</u></p> <p>Die SuS bewerten die verschiedenen Dialoge ihrer Mitschüler und reflektieren ihren Lernfortschritt.</p>		<p>1 WS</p>	<p>M8: Evaluation Worksheet</p>	

Beispiele für Produkte und Lösungen der Schülerinnen und Schüler/Erwartungshorizonte

M1: A quiz about Scotland

- Which country does Scotland **belong to**? – The **United Kingdom**
- What's the total **population** of Scotland? – about **5.4 million** people
- Which are the biggest cities? – **Edinburgh** and **Glasgow**
- What's the **distance** from your hometown to Edinburgh in kilometres? – about **1,500** km
- What's the number of **inhabitants** of Edinburgh? – about **half a million/500,000** inhabitants
- Why is Edinburgh so **important** for Scotland? – The Scottish **Parliament** is there!
- Which **languages** are spoken in Scotland? – **English** and Scots **Gaelic**
- Which **currency** or money do Scottish people pay with? – **Pound Sterling**
- How can you get to Scotland? Highlight the **means of transport** you think is best! – You can go by **plane, by train** or go by **bus/car/boat**.
- What's something typical to eat in Scotland? – **Haggis**
- On which side of the road do people in Scotland drive? – On the **left** side

M2: Edinburgh for kids



Any five of the following will do:

1. Edinburgh Castle
2. Dynamic Earth Museum
3. Princes Street Gardens
4. Edinburgh Zoo
5. Camera Obscura
6. Ghost Tours
7. Scotland's National Museum
8. Arthur's Seat
9. Holyrood Palace
10. The Edinburgh Dungeon
11. The Museum of Childhood
12. Sightseeing Buses
13. Town Centre

M3: The Taxi Ride

Stellt euch ganz kurz vor und sagt, wo ihr herkommt. Sagt, dass ihr viel Gepäck habt.

Hello, my name is ... and this is my friend ... We come from ... in Germany. We have a lot of luggage.

Erkläre dem Taxifahrer, dass dein Mitschüler und du ins Zentrum von Edinburgh in die Princess Street möchtet, weil ihr shoppen gehen wollt.

We would like to go to Princess Street in the centre of Edinburgh because we want to go shopping.

Frage den Taxifahrer, ob er kurz an einem Bankautomaten (cash machine/ATM) halten kann, damit du dort Geld holen kannst.

Could you please stop at a cash machine/an ATM. I'd like to withdraw/get some money.

Frage den Taxifahrer, ob er um 17 Uhr am Edinburgh Castle sein kann. Ihr wollt mit seinem Taxi zurück zur Gastfamilie fahren.

Could you please come to Edinburgh Castle at 5 p.m. We want to go back to our host family with you.

Frage den Taxifahrer, was die Fahrt gekostet hat und bezahle bar.

How much was the taxi ride? I would like to pay cash.



M4: At the host family

My name is Klaus Maier. I'm from Würzburg in the north of Bavaria. I live in a flat in a part of the city called Zellerau.

Würzburg has 130,000 inhabitants. There are three universities and about 30,000 students in Würzburg.

What I like best about Würzburg are the old fortress Marienberg and the Residenz, an old palace in the middle of our town. We also have a lot of churches and museums.

The river Main crosses Würzburg. Therefore, we also have a lot of bridges. The oldest bridge is the Alte Mainbrücke. It was originally built in the 12th century.

Sometimes my family and I go to restaurants or cafes in the city centre. That was all about my hometown.

M5: A few words with your hosts

1. "Oh John, can you go to the kitchen and get **some/any** sugar, please?"
2. "We would like to show you **some/any** pictures of our last holidays in the Highlands."
3. "They don't sell **some/any** shortbread in Germany, do they?"
4. "Have you been to **some/any** other part of Britain before you came to Scotland?"
5. "You must really buy **some/any** special clothes for the bad weather here."
6. "**Some/any** of the tourists here in Edinburgh just don't know how to behave!"
7. "Do people in Germany like **some/any** other kind of sports than just football?"
8. "Oh Carol, there is hardly **some/any** tea left in the pot. Can you make **some/any**?"
9. "This year, we have met **some/any** tourists from France, the Netherlands and Germany."
10. "Don't forget **some/any** of your belongings before you leave."

M6: A conversation at the restaurant

- Waiter: Are you ready to order?
- Tom: Yes, we are. I'd like to have (1) **some** salad as a starter. I am a vegetarian. Do you have (2) **any** salad without meat?
- Waiter: We don't have (3) **any** vegetarian salad on the menu but we have (4) **some** salads with meat and cheese, for example the Italian salad. We can simply prepare it without meat. Would you like (5) **some**?
- Tom: Oh, OK. I'll try (6) **some**. What would you like to eat, Sally?
- Sally: I'd like (7) **some** tomato soup as a starter. Would you like (8) **some** too, Tom?
- Tom: Oh, no not for me. You know that I don't like (9) **any** kind of soup.
- Waiter: All right then. What about the main course? We have (10) **some** very nice meat dishes today.
- Tom: Well, as I said I'm a vegetarian, so I never eat meat. But the spinach lasagne sounds good. Is there (11) **any** meat in that?
- Waiter: No, there isn't (12) **any** meat in the lasagne. Would you like (13) **some** lasagne then?
- Tom: Yeah, one spinach lasagne for me, please.
- Waiter: Very well, Sir. And for you, Madam?
- Sally: I'd like the hamburger. Can I have (14) **some** chips on the side, please.
- Waiter: Sure. Would you like (15) **some** wine with your meal?
- Tom: Wine sounds good. Maybe (16) **some** white wine?
- Sally: You can have (17) **some** wine if you want to. I will only have (18) **some** sparkling water.
- Waiter: Fine. Thank you very much. Your order will be ready as soon as possible.

Anregung zum weiteren Lernen

Präsentationen zu einzelnen Sehenswürdigkeiten Edinburghs erstellen (evtl. in Zusammenarbeit mit InV)