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## Handreichung zum Brückenmodul **Moving on** / *explorers 3*

### *Einleitende Überlegungen:*

Das Brückenmodul **Moving on** soll den Übertritt von der PS in die Oberstufe erleichtern. Die Lernenden erhalten zu Beginn der OS Gelegenheit zum gegenseitigen Vorstellen und Kennenlernen, während die Lehrpersonen der abnehmenden Stufe einen ersten Eindruck von den in der PS erworbenen kommunikativen Fähigkeiten erhalten. Gleichzeitig darf das Brückenmodul **Moving on** die Lehrpersonen der Primarstufe nicht überlasten, damit Zeit für den übrigen Lernstoff sowie Repetitionen bleibt.

Unter diesen Gesichtspunkten ist eine Handreichung entstanden, die in einem vorgeschlagenen engen Zeitrahmen dem Anspruch an Präsentationen im Rahmen von **Moving on** gerecht wird.

Die Handreichung versteht sich als Idee, welche übernommen oder angepasst werden kann. Sie ersetzt das Brückenmodul **Moving on** nicht, sondern bietet Orientierung im und mit dem Brückenmodul. In das Heft *explorers 3* / **Moving on** wird in diesem Fall nicht geschrieben. Es dient als Mehrweglehrmittel.

#### *Vorbereitende Aufgaben für die Lernenden:*

Es ist notwendig, die S bereits **während des laufenden Schuljahres** eine Postkarte von einem Ort, zu dem sie einen Bezug haben, mitbringen zu lassen.

**Zum Arbeitsbeginn** mit ***Moving on*** bringen die S ein Objekt, zu dem sie eine enge Beziehung haben und das ihnen viel bedeutet, zur Schule mit.

#### *Vorbereitende Aufgaben für die Lehrperson:*

Die *Lehrperson* bereitet vorgängig eine eigene Präsentation zu *It means a lot to me (Moving on/Scenario 3)* vor. Die Präsentation baut auf *Giving a presentation in class* im *Resource Book Seite 272/273*, sowie dem Raster *My presentation* (Bestandteil dieser Handreichung) auf.

#### *Lektionsreihe*

In den ersten drei Lektionen erhalten die Lernenden einen Überblick über die drei Präsentationsmöglichkeiten. Sie steigen in die verschiedenen Themen ein, wissen worum es geht und erarbeiten eine erste Grundlage inklusiv Material für die Weiterarbeit. Erst dann entscheiden sie sich für ein Thema, setzen sich vertieft mit diesem auseinander und erarbeiten in den folgenden drei Lektionen eine Präsentation dazu. In der letzten Lektion tragen die Lernenden als Übung ihre Präsentation vor.

Die vorgeschlagene Lektionsreihe umfasst im Minimum 7 Lektionen. Es ist möglich, die Lektionsreihe während der Phase des Erarbeitens der Präsentation zu unterbrechen.

#### *Feedback*

Die *Lehrperson* soll, wo sinnvoll und nötig, als Lerncoach Hilfe anbieten. Ziel darf nicht sein, dass alle Lernenden perfekte Präsentationen erarbeiten. Sie sollen vielmehr ihrem Lernstand, ihren Fähigkeiten und Fertigkeiten entsprechend arbeiten.

Es macht Sinn, sich Hilfe und Feedback von Klassenkameradinnen und Klassenkameraden zu holen und die Präsentation mit diesen zu besprechen. Dieses kooperative Lernen lockert die Erarbeitungsphase auf.

## 1<sup>st</sup> lesson

<b>Amazing places/describing a place you've been to</b> <b>→ First possibility of a topic for the presentation</b>		
material	activities/aims	time
CD (CD 2, Track 32) or respective download from <a href="http://www.explorers.ch">www.explorers.ch</a>	listen to the descriptions/get <u>imagination</u> going	5'
CD (CD 2, Track 32) and pages 4 and 5 in Moving on → don't let children write into the book	listen to description, point to respective description/learn and discuss how important a <u>proper and detailed</u> description is	20'
own postcard	introduce own postcard ad hoc in pairs or groups/try to describe own postcard <u>as detailed as possible</u>	10'
Homework booklet → homework	write into notebook or on notepaper as many words as you need to give a <u>very detailed description</u> of your postcard. Get help from the internet, if needed.	5'

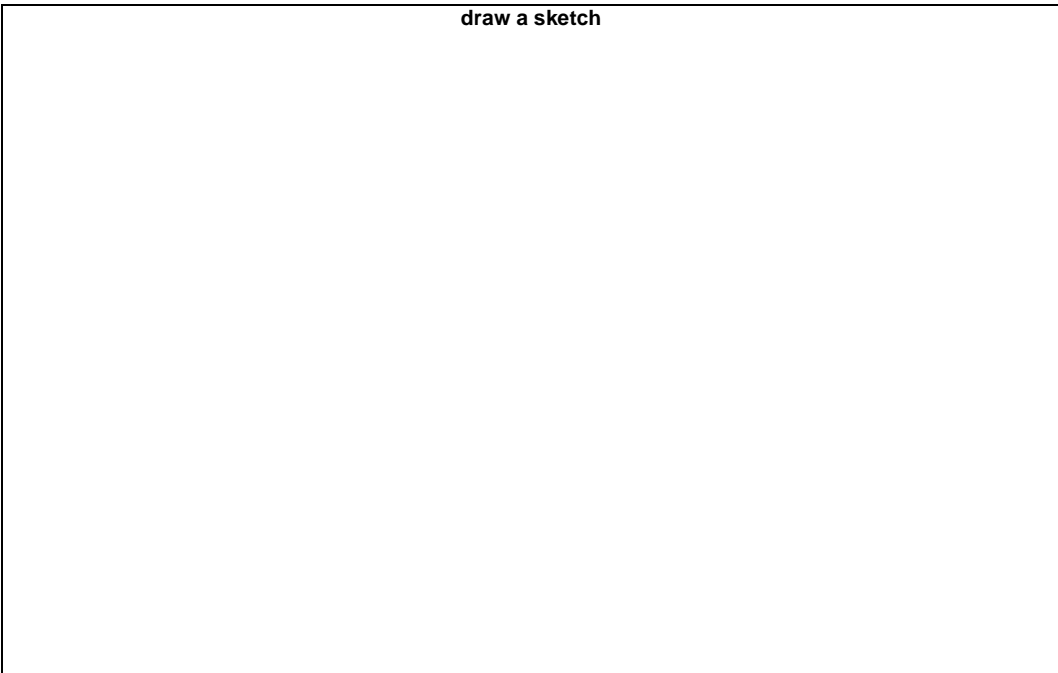
## 2<sup>nd</sup> lesson

<b>My dream island/presenting another island</b> <b>→ Second possibility of a topic for the presentation</b>		
material	activities/aims	time
Refers to Moving on, page 10 → pupils don't need to look into book	write headings (like you find on page 10 in Moving on) on the blackboard/clarification if needed	5'
blackboard	collect ideas referring to headings/ <u>get specific vocabulary</u>	10'
worksheet (added below) Resource Book	fill in chart with own ideas/ <u>get specific vocabulary</u> and ideas, clarification	10'
worksheet (added below)	make a sketch referring to own ideas and introduce in pairs or groups/use <u>specific vocabulary</u>	15'
Homework booklet → homework	painting or drawing of a <i>Dream Island</i> /get prepared material for ongoing process	5'

where to go	what to do	things to see	places to stay

What do you like about this island?	What is special about the island?	Why would you like to go to this island?

**draw a sketch**



### 3<sup>rd</sup> lesson

It means a lot to me		
→ Third possibility of a topic for the presentation		
material	activities/aims	time
own object or object from pencil case or classroom	put all objects on a desk or on the floor and play <i>I spy with my little eye</i> /describe objects, name objects	12'
Resource Book on page 272/273	read page 272/273/get ideas about presentations and vocabulary	8'
Resource Book on page 272/273	teacher gives presentation/get an idea about a presentation based on the Resource Book	10'
Resource Book on page 272/273	discuss in class or groups about the presentation based on own impressions/get an idea about a presentation and get to an own opinion about presentations	15'

### 4<sup>th</sup> lesson

Decision		
material	activities/aims	time
- postcard and description - painting and worksheet - object	display whole material/remember tasks of the 1st, 2nd and 3rd lesson	5'
- Resource Book page 272/273 and page 258-261 - chart <i>My presentation</i>	teacher introduces pupils to auxiliary material e.g. shows own preparation on OHP/be prepared to make decision	10-15'
all material mentioned above	→ pupils decide for <b>one topic</b> for presentation and start filling in chart <i>My presentation</i> → teacher provides help where requested	25'

## 5<sup>th</sup> lesson

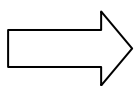
<b>Prepare presentation and crosscheck with peers/teacher</b>		
material	activities/aims	time
<ul style="list-style-type: none"> <li>- postcard and description or</li> <li>- painting and worksheet or</li> <li style="padding-left: 20px;">- object</li> <li style="padding-left: 20px;">- Resource Book page 272/273 and page 258-261</li> <li>- chart My presentation</li> </ul>	<p>pupils follow ongoing process from 4<sup>th</sup> lesson. They check their presentation with peers in pairs or groups. Teacher provides help and/or feedback if requested; pupils work, check, get feedback, improve presentation...</p>	40'
	<p>if there is one pupil, who volunteers to give a presentation based on the state he/she is at the moment, the lesson ends with this presentation</p>	5'

## 6<sup>th</sup> lesson

<b>Prepare and finish presentation and crosscheck with peers/teacher</b>		
material	activities/aims	time
<ul style="list-style-type: none"> <li>- postcard and description or</li> <li>- painting and worksheet or</li> <li style="padding-left: 20px;">- object</li> <li style="padding-left: 20px;">- Resource Book page 272/273 and page 258-261</li> <li>- chart My presentation</li> </ul>	<p>pupils follow ongoing process from 5<sup>th</sup> lesson. They check their presentation with peers in pairs or groups. Teacher provides help and/or feedback where/if requested/pupils work, check, get feedback, improve presentation, help each other if already finished with own presentation...</p>	25'
	<p>if there is one pupil, who volunteers to give a presentation based on the state he/she is at the moment, the lesson is interrupted to listen to this presentation/get ideas to go on with own work, get feedback</p>	5'
(A6 cards, blank)	<p>pupils should be able to finish their presentations until the end of the lesson. If needed, they make flashcards.</p>	15'
	<p>teacher checks and gives homework to finish presentation, if necessary</p>	5'

## 7<sup>th</sup> lesson

Giving presentations		
material	activities/aims	time
- postcard and My presentation or - painting and My presentation or - object and My presentation (- flashcards)	pupils give their presentation. Teacher decides if he/she will adopt more than one lesson for these presentations or will organize groups so pupils give their presentations in small groups to be able to give all presentations during one lesson. → the organization of these presentations is linked to different local circumstances.	each presentation takes <b>not more than 5'</b> (plus feedback)
	teacher checks mental state, fear, ... of pupils and gives further instructions, e.g. to bring all material in the new class after summer holiday	5'



The chart **My presentation** is designed to serve (cut into pieces and glued on A6 cards) as flashcards. Children may highlight keywords or, if they feel safer, read most parts of the text from the flashcards. Strong learners may be confident enough to design own flashcards.

The chart **My presentation** refers to the Resource Book, page 272/273.

Please remind pupils to number their flashcards!

# My presentation



1. Show that you are ready!

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2. Say what the presentation is about!

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3. Outline the three main parts!

*Postcard:*

- 1. Description*
- 2. Location of place*
- 3. Personal things*

*Dream Island:*

- 1. Description*
- 2. What to do there*
- 3. Personal favourites*

*Object:*

- 1. Description*
- 2. History of your object*
- 3. What it means to you*

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4. Begin and give presentation!

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A vertical rectangular area with a light gray background. It contains seven horizontal dashed lines, evenly spaced, intended for handwriting practice.



A vertical rectangular area with a light gray background. It contains seven horizontal dashed lines, evenly spaced, intended for handwriting practice.

A vertical rectangular area with a light gray background. It contains seven horizontal dashed lines, evenly spaced, intended for handwriting practice.



A series of seven horizontal dashed lines on a light gray background, intended for handwriting practice.



A series of seven horizontal dashed lines on a light gray background, intended for handwriting practice.

A series of seven horizontal dashed lines on a light gray background, intended for handwriting practice.

Handwriting practice area 1: A light gray rectangular box containing seven horizontal dashed lines for tracing or writing practice.



Handwriting practice area 2: A light gray rectangular box containing seven horizontal dashed lines for tracing or writing practice.



Handwriting practice area 3: A light gray rectangular box containing seven horizontal dashed lines for tracing or writing practice.

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5. Invite to ask questions!

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6. End the presentation!

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