

Fach: Englisch

Lerngruppe: 10. Klasse E-Kurs (10E, 10G)

Lerngruppengröße: 27 (davon 10 Mädchen und 17 Jungen)

| | |
|---|--|
| Thema der Unterrichtsreihe: | Reference cultures of Great Britain and New Zealand |
| Thema der Unterrichtsstunde: | “New Zealand is a dream destination – but at what cost to the planet?” |

Tabellarischer Verlaufsplan

| Thema der Reihe: Reference cultures of Great Britain and New Zealand | | Thema der Stunde: New Zealand is a dream destination – but at what cost to the planet? | |
|---|--|--|---|
| Stundenziel(e): Indem die Schüler*innen mit Hilfe von ausgewählten Materialien und Vorwissen aus Vorstunden Argumente erarbeiten und auf Grundlage dieser einen Kommentar zum Thema „New Zealand is a dream destination – but at what cost to the planet?“ in Einzelarbeit verfassen und anschließend in Partnerarbeit kriteriengeleitet überarbeiten, erweitern Sie ihre funktionale kommunikative Kompetenz im Bereich Schreiben (argumentatives Schreiben). | | | |
| Phase (mit „ca“-Zeitangabe) | Handlungsschritte (inklusive Methoden und Sozialformen) | Kommentar | Medien/ Material |
| wann? | was? & wie? | warum? | womit? |
| Einstieg (ca.10') | L. Zeigt Foto und ein kleines Plastikflugzeug (Impuls)/ fragt nach Ideen. S. Äußern sich spontan zu dem, was das Foto mit dem Gegenstand verbindet/ Meldekette L. Stellt einleitende Fragen S. Äußern Vermutungen L. Formuliert das Ziel und den Ablauf der Stunde | Reaktivierung von nötigem Vorwissen Förderung des Problembewusstseins Zieltransparenz | Digitale Tafel Foto Plastikflugzeug |
| Erarbeitung (ca.35') | S. Arbeiten Pro-/Kontra-Argumente heraus/Austausch mit den Partnern/ vervollständigen ihre Listen anhand eines Videos/ Meldekette im Plenum. S. Schreiben einen kurzen überzeugenden Kommentar mit Hilfe der gesammelten Argumente und Satzanfänge/Verbindungswörter. L. zieht sich zurück, gibt bei Bedarf Hilfestellungen. | Reaktivierung bereits erworbenen Wissens. Förderung der sozialen Interaktion. Hilfe bei der Strukturierung des Textes. | Arbeitsblatt 1 Digitale Tafel Video Digitales Glücksrad der Satzanfänge (QR-Code) |
| Sicherung (ca.15') | L. Teilt Checklisten/Exit Tickets und Puzzlestücke aus. S. Bilden Paare mit Hilfe der Puzzlestücke (alternativ Team Shake um die Zeit zu sparen) und geben sich gegenseitig ein Feedback zu den Texten. Auf freiwilliger Basis werden 1-2 Texte im Plenum vorgelesen. S&L. Geben mündliche Feedbacks. | Förderung des kooperativen Lernens Kriteriengeleitetes Feedback. Schulung der Präsentationsfähigkeit | Checklisten/Exit Tickets Puzzlestücke (ggf. digitale Tafel) Arbeitsblatt 1 |

| | | | |
|--|---|--|---------------------------------|
| Reflexion (didaktische Reserve) | <p>L. Teilt die Reflexionswürfel aus und lässt die SuS die Exit Tickets ausfüllen.</p> <p>L. Ankündigung der Hausaufgabe, in der die SuS Fehler im Kommentar finden und markieren und anschließend die fehlenden Satzanfänge einfügen sollen.</p> | Reflexionsvermögen über die erworbenen Kenntnisse. | Reflexionswürfel Arbeitsblatt 2 |
|--|---|--|---------------------------------|

Literatur- und Quellenverzeichnis Curriculare Vorgaben

1. Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen. Kernlehrplan für die Sekundarstufe I Gesamtschule/Sekundarschule in Nordrhein-Westfalen. Englisch (2021).
2. Peter-Ustinov-Gesamtschule Monheim am Rhein. Schulinterner Lehrplan Englisch für die Sekundarstufe I (2024).

Sekundärliteratur

1. Air New Zealand. (2014, Oktober 22). *The Most Epic Safety Video Ever Made*. Youtube. <https://www.youtube.com/watch?v=qOw44VFNk8Y>
2. Brocker, J. (2023). Writing a comment. In *New Zealand – Eine Schreibwerkstatt mit abschließender mündlicher Prüfung (Klasse 10)* (S. 26–27). Dr Josef Raabe Verlags.
3. Savelsberg. (2023, September 14). *Writing skills zielgerichtet in der Mittelstufe aufbauen Korrekturzeiten verringern*. Taskcards. <https://zfs1-mg.taskcards.app/#/board/4aefc1cc-10d6-4ab9-a79f-892624f49db5/view?token=86d97d7d-ef79-4ce5-afbb-77cbeaf5a90d>
4. TourRadar. (2017, August 16). *New Zealand: The Ultimate Travel Guide by TourRadar 5/5*. Youtube. https://www.youtube.com/watch?v=Beu_la4WlrE

Anhang

10EK SEN



@noname

KEY

20.05.25

Don't you believe in climate change? We have to make a change and stop flying immediately. We need to halt CO2 and greenhouse gas emissions – NOW!



1. On your own, collect arguments for and against going to New Zealand (bullet points). Compare with a partner.

FOR

- **UNIQUE WILDLIFE**
- **DAZZLING FJORDS**
- **A TRULY REMOTE ISLAND PARADISE**
- **RICH CULTURE**
- **ECO-TOURISM OPPORTUNITIES**
- **HOBBITON MOVIE SET**

AGAINST

- **LONG-DISTANCE FLIGHT CO2 EMISSIONS**
- **HIGH RESOURCE CONSUMPTION BY TOURISTS**

2. WATCH THE VIDEO (0:00 - 0:42) PRESENTING THE COUNTRY AS AN ALLURING HOLIDAY DESTINATION. TICK THE PHRASES THAT ARE USED IN THE VIDEO:

- ☐ IT IS AN ALLURING PLACE
- ☒ RETRACE THE FOOTSTEPS OF THE FELLOWSHIP
- ☒ ENJOY EPIC ADVENTURES
- ☒ EXPERIENCE LEGENDS COME TO LIFE
- ☐ GLAD MOUNTAINS
- ☒ UNIQUE WILDLIFE
- ☒ DAZZLING FJORDS
- ☒ HERE WILL NEVER BE A DULL MOMENT
- ☒ A TRULY REMOTE ISLAND PARADISE



2A. ADD SOME PHRASES FROM TASK 2 TO YOUR LIST OF ARGUMENTS.

3. SPIN THE WHEEL OF FORTUNE AND USE THE SUGGESTED LINKING WORDS/SENTENCE STARTERS IN YOUR COMMENT.

Scan me





Travelling to New Zealand



4. Should we travel to New Zealand to experience a rich Māori culture, even though it has an environmental impact? Create a convincing comment on the topic using the linking words and the structure (at least 120 Words and 2 Arguments).

In recent years, the topic of climate change has gained more attention. While many argue

that we should reduce long-distance flights to protect the environment, others believe that travelling to places like New Zealand offers valuable cultural experience worth the

environmental cost.

Personally, I think protecting the environment should be a priority. However, I also believe that travelling plays an important role in understanding different cultures. Visiting New Zealand

allows people to experience the Māori culture firsthand, which is both educational and

inspiring. New Zealand is an alluring place, with dazzling fjords and unique wildlife that make it a dream destination for many.

On the other hand, air travel causes CO₂ emissions. Therefore, it's understandable that some choose not to fly.

In conclusion, travelling to New Zealand can be a great cultural experience, but it harms the environment because of the carbon footprint from flying, so we should travel responsibly by making fewer, more meaningful trips.

YOU CAN DO IT



CHALLENGE

Use the following conjunctions and expressions in your comment, i.e. conclusion (in one sentence), to level it up.

But: although / even though / while

Because: since / for that reason / as

So: consequently / therefore / as a result / thus

and

prepositional expressions:

in spite of + noun

despite + noun

e.g. They enjoyed the trip **in spite of** the long queues. (or ... **despite** the long queues.)

Introduction: Many people think that ... / Many people say that ... / Nowadays people discuss whether ... / Furthermore/Moreover ...

Main part: On the one hand ... / On the other hand ... / Is it true that ...? / First .../

Second .../ Third ... / One reason is ... / An advantage is ... / A disadvantage is ... / Another argument is ...

Conclusion: All in all ... / To sum up I think ... / In my opinion ... / I come to the conclusion that ... / In my opinion ...





Ticket

Name: _____

Date: _____



Write down the sentence and complete it.




Feedback on comment







Feedback for: _____ from: _____

You...




...wrote at least 120 words.   

...wrote an introduction (topic, your opinion).   

...gave arguments for your opinion.   

...used the correct structure   

...used typical phrases and sentence starters.   

...didn't use slang and short forms.   

...summarized your most important aspects.   

I think that _____





In the English class your friend has written a comment on sustainability and travelling to New Zealand. They wrote their very first draft quickly.

1. **Find** and **mark** the 21 mistakes in your friend's draft. Insert the **missing sentence starters**.



More help: The numbers on the right tell you how many mistakes (and what kind of mistakes from the checklist below) there are in each line.

fold here

More help

Should we travel to New Zealand, even though it has an environmental impact?

I beleive that while experiencing the rich Māori culture in New Zeland would be an incredible opportunitys, it are also crucial to consider the issue of carbon footprint and emissions.

2 x 1

1x 1 2x 2

_____, climate change have become a global crissis that affects us all, and air travel contribute significantly to green house gas emissions. _____, we must think carefully about how our choice impact the enviroment .

1x 2 1x 1

1x 2 1x 1

1x 2 1x 1

_____, learning about different cultures like that of the Māori can helps broaden our understandig and appreciation of indigineous traditions. More over , such experience are inspiring and give a deeper respect for nature and sustainability, values that is central to Māori beliefs.

1x 2

_____, although traveling to New Zealand to explore Māori culture is apealing, we should also be mindful of our environmental impact. _____, finding eco-freindly ways to engage with other cultures—such as virtual experiences or support indigenou communities in sustainable tourism—might be a better alternative.

3x 1

3x 2

2. Did you find all of the **21 mistakes**? Use this checklist and **fill** your friend's mistakes into the table.

1x 1

1x 1

1x 2

| | |
|-------------|--|
| 1. spelling | |
| 2. grammar | |