

## Step 1, Part B

<b>Target group</b>	
Young migrants and refugees aged 16-18, CEF-level A0 - A1	
<b>Method</b>	<b>Required time</b>
Introduce each other (the personal perspective of the future) in a partner interview.	30 min
<b>Background information for the teaching session</b>	
<p>In the next step, the students verbalize the ideas they have visualized in their mind map. Before writing down the ideas, the learners should exchange them orally; syntactic aids facilitate the formulation in complete sentences. This step is also intended as a preliminary relief for the subsequent writing of a text.</p> <p>In order to provide as realistic a speaking occasion as possible, the students should ask each other about their personal goals in life in a partner interview and, depending on their linguistic ability, expand this into a (get-to-know-you) conversation. This implies at least two rounds, each in the role of questioner and interviewee. Depending on the needs, the method can go beyond partner work and be carried out in a ball camp with all participants of the learning group.</p> <p>At the end, the teacher addresses individual questions from the interview to the entire class again. All students who answer these questions with "yes" make this clear, for example by standing up. In this way, commonalities become clear once again and possibly impulses for further (private) discussions are set.</p>	

## Learning Outcomes

The oral presentation of their life planning initially expands the learners' linguistic competence. In addition to expanding vocabulary (see Template 1), the focus here is on learning correct syntactic structures for question and statement sentences.

It also requires social competence to engage in a conversation with strangers about personal goals. In terms of content, these are central questions that everyone has to deal with and that are also the subject of many introductory conversations. The aim of this lesson is to develop (linguistic) confidence and to gain more sovereignty in the first contact with people in a foreign language.

The partner interview can also strengthen cohesion within the group and be used as a team-building measure if, for example, the learning climate is impaired by socio-cultural tensions.

### Short description of the lesson

The students should first repeat the words and their meaning through reading so that they can use them in conversation.

The partner work should be designed as a dialogue about their own future. The teacher should make sure that questions and answers are formulated in complete sentences and that there is also a change of roles. The method „double circle“ can be seen as a supplement and involves all students in the class. For this purpose, two groups are formed, which line up in an outer and inner circle. The partners are one person from the outer circle and one person from the inner circle. After they have finished their interview, the students in the outer circle move up one position.

Following the linguistic aids (**M3**), the teacher formulates a few more questions. It is important not to let individual students give the answer. Everyone who answers the question positively should communicate this clearly to all class members, e.g. by standing up. It is also desirable, for example through eye contact, to once again consciously perceive these commonalities in the learning group and thus strengthen a sense of community and belonging.

### Equipment needed

- Mind map (**M1**) created by the students as well as word lists on the areas of work, leisure, people, housing (**M2**)
- differentiated linguistic assistance for questions and answers (**M3**)

## How to use

Students prepare for the partner interview (individual work, 5 minutes).

The students

- read and repeat the words in the mind map (**M1**) and word lists (**M2**).
- clarify the meaning of the words again if necessary.

The teacher introduces the next phase of the lesson (plenary, 5 minutes).

The teacher

- explains the procedure for the partner interview (**M3**).
- organizes the social form (partner work).

Note: If conflicts within the class are already known, it is recommended that the teacher determines the composition of the partner work.

The students conduct the partner interview and then switch roles so that each person in his/her role asks questions once and gives answers once (partner work, 20 minutes).

The students

- talk about their personal vision of their future in the partner interview.
- change the role of the speaker.
- use the mind map (**M1**) and the linguistic aids for questions and answers (**M2** and **M3**) for support.

Supplement: The interview can be extended to the entire class community using the method „double circle“.

Finally, the teacher moderates a small game that revisits the content of the lesson (plenary, 5 minutes).

The teacher

- asks questions from the partner interview (**M3**), for example, "Who would like to live in a house in the country later/ ... work with people someday?"

Students

- stand up briefly and make eye contact with each other when they answer "yes" to the questions.

### **Additional information**

Prerequisite: The teacher should assess whether and to what extent the students are able and willing to work together. In classes with particular social behavior problems, socio-cultural and other conflicts should be addressed and resolved in advance.

For the supplement: The method "double circle" should be known to both the teacher and the students.

The partner interview allows for differentiation. Beginners (A 0-level) can work with the image-based material (M 3\_leicht). Advanced learners can use the other version (M 3\_schwer) or, depending on their language skills, have a free conversation about their personal future.