

A.I.8

Basic skills – Presenting your company

Organising a trade fair event – Ein Produkt auf einer Messe bewerben und präsentieren

Mathias Geiger



Im Rahmen einer vorgegebenen beruflichen Situation bewerben die Auszubildenden ein individuell gewähltes Produkt aus ihrem Einsatzfeld auf einer Handelsmesse. Dabei setzen sie sich sukzessive mit den dafür notwendigen kommunikativen Einzelschritten auseinander. Am Ende präsentieren die Lernenden ihr Produkt vor anderen am Stand und führen dort ein Verkaufsgespräch.

KOMPETENZPROFIL

Niveau:	B1
Dauer:	12 Unterrichtsstunden
Kompetenzen:	1. Schreiben: ein Memo, eine E-Mail und einen Werbetext verfassen; 2. Grammatik: Fragen stellen, Konditionalsätze I–III verwenden; 3. Lesen: pragmatische Texte lesen; 4. Sprechen: ein Produkt präsentieren, ein Verkaufsgespräch führen, Wortschatz anwenden
Thematische Bereiche:	<i>marketing, sales talk, trade fair, product presentation</i>



Auf einen Blick

Zu dieser Einheit steht eine übergreifende *LearningApps*-Kollektion zur Verfügung, mit der wichtigsten Inhalte der Materialien digital wiederholt werden können:

<https://learningapps.org/watch?v=p8s6sgzia23>

1./2. Stunde

Thema: Reading and writing memos and reading strategies

M 1 **Marketing your company's product** / Die Struktur eines Memos kennenlernen (EA); einen Informationsteil lesen (PA); eine Statistik erschließen (PA); ein Memo verfassen (EA)

3. Stunde

Thema: Practising reading skills

M 2 **Brush up your reading skills – How to read effectively** / Das eigene Leseverhalten reflektieren und Tipps erhalten (EA; PA)

4./5. Stunde

Inhalt: Speaking and presenting information

M 3 **Time to talk! – Discussing the marketing potential of a trade fair event** / Fortschritt zum Thema *trade fairs* erarbeiten (EA; GA)

M 4 **Presenting information** / Informationen sammeln und strukturieren; eine Präsentation halten (EA; PA; GA)

Benötigt: • Internetzugang und digitale Endgeräte

6./7. Stunde

Thema: Writing an email and practising if-clauses

M 5 **How to write emails successfully** / Die Struktur einer E-Mail kennenlernen; eine E-Mail korrigieren und verbessern (EA; PA)

M 6 **What if ...? – Discussing the trade show in a team meeting** / Die Bildung und Verwendung von *If*-Sätzen wiederholen (EA); eine Diskussion zum Thema *trade shows* durchführen (GA)

8. Stunde

Thema: Finding a product

M 7 **Offering the right product – Working out the company's product /** Ein Schreibgespräch zur Produktfindung führen und die Ideen präsentieren (GA)

9./10. Stunde

Thema: Writing a catalogue text and an email

M 8 **Advertising your product with the RADAR-strategy /** Einen Werbetext für den Messekatalog und eine E-Mail schreiben (EA; PA)

11./12. Stunde

Thema: At the trade fair – Sales talk and product presentation

M 9 **Interacting with people at the trade fair booth /** Produkte präsentieren und Verkaufsgespräche führen (EA; PA)

Minimalplan

Sie haben nur zwei Doppelstunden zur Verfügung? Anhand des Minimalplans können Sie die wichtigsten Inhalte erarbeiten. Der Fokus liegt dabei auf dem monologischen und dialogischen Sprechen.

- | | |
|--|----------|
| 1./2. Stunde: Marketing your company's product / Discussing the marketing potential of a trade fair event | M 1, M 3 |
| 3./4. Stunde: Offering the right product – Working out the company's product / Interacting with people at the trade fair booth | M 7, M 9 |

M 6



What if ...? – Discussing the trade show in a team meeting

Your team's leader, Sarah, is happy with the progress regarding planning. In order to continue planning, she calls for a team meeting in which you discuss the details of the scheduled trade fair event. If you wish to express consequences of an action, you use if-clauses. Depending on your message, there are three different types of if-clauses to be used.

Tasks

1. Read the text and underline the if-clauses you identify.
2. Read the info box on the communicative function and copy the sentences into the respective fields of the table.
3. Have a closer look at the sentences' grammar and fill in the information from the info box in the third category in the table. Try to figure out the solution by looking at the example sentences from the text first.

Relevance of trade shows for showcasing your product

- In the business world, trade fairs are events that are both entertaining and informative. Most larger cities offer specially equipped venues that provide the right environment for exhibitors to reach out to their customers. If you manage to showcase their product well, visitors will remember the company and the product. There is a good chance for companies to gain a great number of leads which can then be used to stay in touch with potential customers and eventually finalise a deal. Very often, trade shows focus on a main topic and provide different aspects of this. For example, there are special food venues which provide a variety of booths that all present their different products, all somewhat related to food. You think that visitors will be bored and there should be multiple fields covered in one single trade show? Well, that is a rather unusual opinion because if the single stands were different, it would be difficult to adjust properly to the desired target group. The possible variety of different visitors would simply be too extreme. This would make it hard for companies to meet the visitors' interests. Last but not least, the great advantage of a trade fair both is the chance to communicate with a large number of people who are potentially interested in buying products, in particular because they visit a trade show in the first place. Thus, it is vital for exhibitors to think about different forms of interactions at their stands in order to help people to develop interest in a company and their products. With the right planning ahead, you prevent disappointment afterwards and thoughts like: "If only I had thought about more engaging activities, I would have created greater interest."

Text: Mathias Reiger

Communicative function

- Used to express consequences that are **unlikely** to become true
- Used to express **theoretical consequences** of an event in the past
- Used to express consequences that **potentially** can become true

How to build it

Conditional 2 (= would / could / might have) – will-future – simple present – (simple present, can, must, might, should) – simple past – conditional 1 (= would / could) – past perfect

If-clause type I	If-clause type II	If-clause type III
Communicative function		
Example sentence from the text		
How to build it		



4. Fill in the needed form of the if-clause given.

- a) If we _____ (to book) the venue, we _____
(to need to discuss) an advertising strategy. (Type I)
- b) If we _____ (to want to stand out), we _____
_____ (to have to engage) potential customers at the
booth. (Type I)
- c) If we _____ (to want) to secure a discount, we _____
_____ (to need to have) your booking by Friday.
(Type II)

5. Read the if-clauses. Write down which type it is. Correct it if necessary.

- a) If the customers wouldn't be interested, they wouldn't go to a trade fair show.
- b) If the product is presented well, people would have been interested in it.
- c) If the event planning hadn't been so detailed, things can go wrong.

6. Work in groups of three and have a meeting in which you discuss the potential or details of a trade show. Use the vocabulary list and form your own if-clauses. Try to come up with meaningful sentences. Discuss your ideas with your partners and exchange ideas. You can use the following examples to start going. Try to speak as freely as possible.

- If we manage to get a 20% discount for booking early, ...
- If we knew the other companies at the venue, ...
- If we wish to keep the budget for the coming event low, ...
- If we are on a tight budget to run our marketing campaign, ...



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M 7



Offering the right product – Working out the company's product

Now that the decision has been taken that a trade fair event is the right marketing environment for your product, you need to focus on what you can offer best, based on the industry which you are familiar with.



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Tasks

Work in groups of four. Prepare a sheet of paper by dividing it into four segments. Write one of the four questions into each segment.

1. Each person sits in front of one of the four segments. Note down keywords on the question in your segment.
2. Then rotate the sheet and read the others' suggestions.
3. Use a pencil to add further ideas and comments to their solutions. Now answer the next question. Repeat until all have read and commented on all aspects of the sheet. Make sure each of you takes a photo of the sheet and saves it in his/her documents.
4. Exchange your individual ideas verbally. Find a conclusion for each segment. Circle your final choice regarding each aspect.
5. Present your ideas to the class.

1. What could be your product?

Note down a particularly important product your company offers. If you work in a field that does not produce anything, you may think about a product that is helpful in your own professional context.

2. What is your product used for?

Briefly outline when to use your product.

3. What are the qualities of your product?

Brainstorm adjectives and adverbs that describe your product more closely.

4. What is the name of your product?

Make up a catchy name for your product.

TIP: Important phrases

Describing the qualities of your product:

helpful, innovative, efficient, precise, handy, easy-to-use, to be necessary for doing sth., timesaving, beneficial ...

Presenting your solutions:

We have chosen / agreed on a product which is used in the following field/s ...

- ... , our product is used when ...
- Our product is outstanding / important because ...
- We have chosen the following name for our product because ...

Advertising your product with the RADAR strategy

M 8



Now that you have come up with the right product for your company and worked out where it is to be placed best, it is time to close deals with customers and create some revenue. A trade fair booth can follow different goals: You may wish to intensify relations with existing customers or try to sell your product to new buyers. In any case: Communication is key, that's why you should bear in mind the following strategy.

Tasks

Work in teams on the assignments to prepare best for your company's presence at the trade fair event. You can use some of the solutions from M 7. Your texts should not exceed 700 words each. Important: Each of you writes both texts. After comparing your solutions, you create one text for task 1 and one for task 2 together. These texts will then be sent to another team.

1. Apply the RADAR strategy and create a text for your company's advert for the trade fair catalogue. The text should contain the following information:
 - a) History of your product: Describe a problem, why is it a solution?
 - b) Information on where to find your booth
2. Write an email to your loyal customers inviting them to the event. Stick to these aspects:
 - a) Make sure you strengthen the relationship between you and the customers.
 - b) Offer a voucher for a second trade fair ticket if they take part in a contest within two weeks. There will be free giveaways for participants at the booth (provide example from your professional background).
 - c) Contest: Ask them to send in reasons why the product is the best, how it changed their (working) lives.
3. Now send your advertisement to another team and read their solutions.
4. Check the letter the other team has sent and have a look at M 5. Give feedback as to why the letter written is adequate or not.

The RADAR strategy: RADAR is a communicative strategy in direct marketing that stands for Reach And Depth And Relationship. It describes different stages of communication between companies and consumers. It says that you as a company (or a representative of it) must interact with your customers on different channels to build and maintain a close relationship that either leads to active sales or keeps people interested in your company and your product. Then, there is the customer's perspective. A potential buyer first discovers a product, then goes on to explore it, eventually buys it and hopefully continues to engage with the company. To meet a customer's needs in all 2 stages, one must consider the reach channel first. This marketing tool raises the customer's awareness. A word-of-mouth-strategy could be particularly interesting at a trade fair booth. Hereby you may encourage loyal customers to advertise your product by sharing their experiences with it. In addition, this technique helps to establish trust not only between you and your future customer, but also between your existing one. It is also a way to market your product to existing customers using the relationship channel. Do not forget that this group has already bought something and should keep a close bond with you in the future. When you have caught your audience's attention, you should focus on the depth channel, which describes the form of communication that helps clients to learn more about your product's history and its usage. After all these steps you can hopefully finalise the deal successfully with a sales pitch!



Tips for advertising in a trade fair catalogue

Catalogue space is expensive. That is why your advertisement needs to be kept short and deliver your stance on the point. When writing your advert, you may stick to the following scheme called Hierarchy of Effects Model by Lavidge & Steiner.

Cognitive level (Target's knowledge)	• name of your company, the product and the industry • functional quality of your product	[company's name] is happy to welcome you in hall C, booth space 4. We work in [name of industry] and gladly introduce our product to you [product name]. Here's what our product offers to you: ...
Affective level (Target's desire)	• why your product is needed • customer's voices: why is the product better than others?	Do you know the following problem: [describe difficult situation at work] Now, [product name] can help! It offers: [describe what it is used for]. Our customers have told us that our product is better than others because
Conative level (Target's action)	• 30 days trial: if the product doesn't satisfy, it can be sent back • special discount rates only	We're happy to offer you a special deal: [name deal] We even have a surprise for you at the booth: [name surprise]



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Interacting with people at the trade fair booth

M 9



Finally, the day has come when you present your product at the trade fair stand. Now it is time to present your product and engage with people in conversations. Don't forget: Your aim is to successfully deliver to the visitors why your product potentially improves their lives.

Tasks

1. Work in groups of four. Always two people present their products to the others in turns. Use the tips in A. The listeners take notes in the box. You may ask questions during the presentation. Think about questions you wish to ask the salesperson.

Field in which product is used / product name:	
What's good about the product?	
Further questions:	

2. After each presentation, the presenters and the listeners should engage the sales pitch as outlined in B.

A. Presenting your product at the booth

AIDA strategy for product presentation	
The word AIDA is a well-known marketing concept which describes several steps in order to advertise a product to the person interested. Each capital letter stands for one word that plays a particular role in the strategy.	
A ttention	Ask rhetorical questions and outline a problematic situation in which your product is the only solution. • Do you know the following situation? / Have you ever thought about ...? • (We all know it's not right?) / ...
I nterest	Teach about the details of your product. • e. g.: material, durability, handling, usage, how to store it, longevity, ...
D esire	Make sure you raise your listener's interest to buy. • Don't miss out on this product, it provides the best service possible in the field of ... / Three reasons why you need ... in your life ... / Hear for yourself the voices of customers who bought our product in the past ...
A ction	Offer your audience an explicit chance to purchase your product. • If you buy now, ... / Should you consider buying from us today, we are happy to offer the following service ...





B. How to interact in conversations with a customer / salesperson

How to make a good sales pitch		
One of the crucial moments when selling your product is the personal interaction with your potential customer. In order to close your deal successfully, bear in mind the following steps.		
Establishing a relationship & Assessing demands	- Engage in some small talk and learn about your customer. - Find out what your customers need. Help them to describe what they are looking for. Ask questions such as: Which ... / When ... / How ... / What ...?	- Be open for a conversation and allow the salesperson to get to know you better. - Answer the questions the clerk asks you.
Argumentation	- Listen carefully to what your customer says. Then start talking about your product. Make sure the connection between the customer's information and the product becomes obvious. - You just mentioned ..., so ... / Maybe I can offer you something interesting as you have just told me about ... / I understand your demands. Luckily, we have just the right equipment for you.	- Listen to the seller's argumentation. - Check if they really understood what you said. Otherwise correct them. - Ask open questions about the product presented.
Dealing with objections and excuses	- Depending on whether they are interested, customers may come forward with objections or excuses. - Objections reveal that the person is willing to buy but needs more information on a topic given. You may refer to references from other customers. - Signal that the customer wishes to end the conversation. This may be because they do not trust the salesperson or they are not interested in the product.	- After listening to the salesperson's explanations, you have to decide whether you wish to know more about the product or if you do not want it. - Express your position respectively. - If you are not interested, the conversation ends here.
Negotiation	Place your offer and wait for the customer's response. Add a special discount or something similar.	Check if you like the offer made to you and agree to or negotiate it further.
Closing the deal	Ask if they wish to send an order and clarify open questions.	Signal if you are ready to place an order.

Hinweise und Erwartungshorizonte

Hinweise (M 1)

Ziel von **M 1** ist es, die Lernenden an die Textsorte **Memo** heranzuführen. Sie lernen die Struktur eines Memos kennen und erstellen unter Berücksichtigung von bereitgestellten Informationsquellen selbst ein Memo.

Methodische Hinweise

Zum **Einstieg** bietet sich ein gelenktes Unterrichtsgespräch an, innerhalb dessen die Lehrkraft die Aufgabensituierung mit den Lernenden klärt. Sobald dies geschehen ist, sollten die **Vorkenntnisse** der Schülerinnen und Schüler zum Thema „berufliche Textformen“ (*business writing*) ermittelt werden. Im Sinne einer fächerübergreifenden zu schulenden Registersensibilität könnten die Anforderungen an berufliche Textformen mit jenen eher privater Natur kontrastiv beschriftet werden. Ergebnis des Gesprächs ist dann die folgende Auseinandersetzung mit der Textsorte Memo.

Digitalhinweis

Zu dieser Einheit steht eine übergreifende **LearningApps-Kollektion** zur Verfügung, in der die wichtigsten Inhalte der Materialien digital wiederholt werden können.

Bearbeitbarer Link für die Lehrkraft: <https://learningapps.org/display.php?p8s6sqzla33>



Erwartungshorizont (M 1)

1.

6	Sarah from the board of managers is interested in the currently scheduled time frame of the NEW3000: our company's latest innovative product. They are expecting the release to take place in the next quarter.
2	TO: [your name] _____, marketing associate
8	She wishes for our specific team to play a vital role in the marketing process. With your practical background given, I personally think you are an expert in this field. Please consider the info text and the enclosed statistics.
4	DATE: [today's date] mm/dd/yy _____
5	SUBJECT: Marketing strategy NEW3000
1	COMPANY 3000-Internal memorandum
7	Working out details Sarah wishes me to present some ideas at the next meeting of the management board. She also has some bullet points that have to be included. Marketing strategies: - potential of direct marketing (trade fair) I will send her all information asked for by next Friday.
	FROM: Claire, senior marketing manager

2./3. Important aspects:

Direct marketing	Dealing with line graphs
- three different forms of direct marketing: interaction-oriented, passive, reaction-oriented - trade fair: interaction-oriented, focuses on initial response of the group targeted, aims at establishing an active interaction, personal conversation	- title: <i>Pandemic Woes to Linger for U.S. Trade Show Industry</i>, published at statista.com in September 2020 - content: chart shows the development of revenue gained from trade shows from 2015 to 2024 - after the peak in 2019 followed a low point in 2020 (possibly Covid-19-induced) - from 2020 onwards, the graph indicates a constant increase in revenue up until 2024

4. Answer memo:

COMPANY 3000-Internal Memorandum
TO: Claire, senior marketing manager
FROM: [your name] _____, marketing associate
DATE: [today's date: mm/dd/yy] _____
SUBJECT: Marketing strategy NEW3000
As for the market release of product NEW3000, information shall be provided for the upcoming meeting of the members of the executive board. Basis of this information is an info text and a line graph that were attached to the original memo.
Direct marketing methods Among the three different types of direct marketing, interaction-directed marketing suits our aim best. It enables a direct interaction with the potential customer and engages in a personal conversation with the client. A trade fair could be a suitable environment for that.
Statistics The line graph <i>Pandemic Woes to Linger for U.S. Trade Show Industry</i> , published on statista.com in September 2020, shows the predicted increase in revenue gained from trade fair participation from 2020 until 2024. After a peak in 2019, there was a low point in 2020, which was probably Covid-19-induced. Ever since 2021, the predictions have been positive as it is assumed that the figures will constantly rise until 2024.

Final note (M 2)

Ziel von M 2 ist es, die eigenen **Lesestrategien** anhand eines Fragebogens zu reflektieren und sich konkrete Ziele zu setzen.

Methodische Hinweise

Im Sinne des formativen Assessments kann diese Selbsteinschätzung im Laufe der Einheit regelmäßig wiederholt und mit dem ersten Eindruck abgeglichen werden. Hier ist es wichtig, dass die Lernenden in eine **Reflexion** gehen und, im Sinne des Materials, ihre Gedanken begründen.

Erwartungshorizont (M 2)

1. Individual results.

Reading aspect	Tips from the text
Sometimes I lose focus when reading unknown words in a text.	- brainstorm what you already know about a topic before you read a respective text - look at the context in which a word appears - think about the unknown word: pronunciation / similarities to other languages you speak
When reading a text, I use different reading strategies .	- general tips: underline or highlight information - Differences between - skimming (read quickly to get an overview) - scanning (looking for specific information / signal words)
I know about different reading goals .	- global reading (grasping the overview) - selective reading (looking for specific information) - detailed reading (reading between the lines)
Before I read a text, I focus on what I already know about the topic.	- compare background knowledge with initial impression of the text - include your ideas about a specific text type given
I consider the type of text I'm dealing with.	- pragmatic texts → focus on real world - can be informational, persuasive or problem-oriented - examples: games (exchanging information), product presentation (informative, persuasive), emails (informative, problem-oriented) - literary texts → fictional, invent new worlds

3. Individual results.

Hinweise (M 3)

Ziel von M 3 ist es, den Lernenden einen **erschläßbaren Wortschatz** zu vermitteln, indem sie sich individuell und spielerisch in Gruppenarbeit mit diesem auseinandersetzen.

Erwartungshorizont (M 3)

Individual results. The explanation of the chosen words should roughly follow this scheme:
 Example: to close a deal: When you talk to a potential customer and advertise your product you will encourage this person to buy it and it results in the customer actually buying your product.
 That is what this verb / phrase expresses.

Hinweise (M 4)

Ziel von **M 4** ist es, dass die Lernenden externe Informationsquellen (Info-Text und Link) für Gestaltung und Durchführung einer **persuasiven Präsentation** nutzen.

Methodische Hinweise

Die Lernenden sollten entweder in den PC-Räumen der Schule arbeiten oder aber mit Tablets ausgestattet werden. Beim Aufrufen und Sichten der Website sollte den Schülerinnen und Schülern immer wieder der Zusammenhang zur Aufgabe deutlich gemacht werden. Die vorgegebenen Kategorien in der Tabelle stellen sicher, dass das Suchergebnis eingeordnet wird.

Erwartungshorizont (M 4)

1.–5. Individual results.

6.–11. Individual results. Example presentation:

Dear ladies and gentlemen,

thank you very much for having me today. In the following presentation, I will provide you with an overview of why trade shows are the right marketing tool to place our product on the market.

First, we will look at planning factors, then I will give you insight on who attends a trade fair.

Consequently, we will examine the economic benefit that comes with such an event and we finish off the presentation by stressing sales related aspects.

[naming of examples from the homepage]

As you have seen, a trade show offers great potential in marketing our product and seems to provide the best environment possible for our company.

Hinweise (M 5)

Ziel von **M 5** ist die gezielte Betrachtung der Textform **E-Mail**. Dabei stehen Struktur/Aufbau und adäquater Sprachgebrauch im Fokus.

Methodische Hinweise

Zum Einstieg könne die Abfrage aus der ersten Stunde genutzt werden und das Thema damit kontextualisiert werden. Ferner bietet es sich an, über unterschiedliche Kommunikationsarten zu sprechen, z. B. weshalb deutsche Muttersprachler/innen im Ausland manchmal als sehr direkt oder unfreundlich wahrgenommen werden.

Erwartungshorizont (M 5)

1./2.

4	brief introductory sentences that summarise the content of the email and the communicative context	My name is Sarah, and I am a marketing manager. My company would like to introduce their new product in a trade show event, and we are considering booking a booth at your venue. To make a decision, I would like to get information on some important aspects.
3	salutation	Dear Sir or Madam,
6	summarising sentence / outlook	I am looking forward to hearing from you. / I am looking forward to potentially working with you. Do not hesitate to contact me any time if you need any further information.
2	subject	Enquiry for trade show event
8	name, position	_____ marketing manager
7	complementary close	Best regards / With best wishes / Yours faithfully
1	recipient's email address	tradeshowexperts@tradefair.com
5	aspects divided into paragraphs	First, as we are interested to attract a broad audience, which is open to innovative products, we would like to know if you could tell us if this fits well with the fellow exhibitor's products. Could you please send us an overview of the local infrastructure, particularly accommodation and size and accessibility of the venue?

3. Individual results.

4. Inappropriate parts are underlined:

HI!!!

Thanks A LOT for your quick reply! We have some questions, please answer them, otherwise we won't book a booth and don't take part in your venue as an exhibitor!

First, as we are still 90 days ahead of the venue, we want to know if you have a special offer, like for example early bird rates. Topic booth furnishing: We not only need two desks, floral arrangements (six larger green plants) and three bistro tables, but also six bar stools and a comfy sofa. © Tell us if there is a problem with that and tell us about alternatives.

Further, regarding the structure, we need two electrical drops on both tables and a cable drum or another form of extension cable and two multi sockets because we will use tablets for the presentation content.

Are there booth height restrictions, we will probably bring three roll-ups that are about 2.5m high and want to use a hanging sign. What is the maximum hanging sign height?

Please respond quickly, so we can continue with our planning process. Thanks.

5. Dear Sir or Madam,

Thank you very much for your quick reply. As we are very interested in booking a booth at your venue, we hope you can help us with some further questions we have asked ourselves.

In general, we would be happy to learn if you offer any discounts for booking a booth at the venue early. Further, we would be very happy if you could tell us if we may order the following equipment for our booth: We would like to order two desks, some floral arrangements (six larger green plants) and three bistro tables, but also six bar stools and

a comfy sofa suitable for about three people. We would be very happy to learn about alternatives if some items are not available.

As far as the interior of the booth is concerned, we would appreciate it if the electrical outlet could be placed on the desks. We also need an extension cable and two multi sockets because we will use tablets for the presentation of the content.

We will probably bring three roll-ups that are about 2.5 metres high and would like to install a hanging sign. Are there any restrictions we should consider on your behalf?

Thank you very much in advance. We're looking forward to working with you.

Yours faithfully

Hinweise (M 6)

Ziel von M 6 ist die Auseinandersetzung der Lernenden mit **Konditionalsätzen** und deren aktive schriftliche Übung und mündliche Anwendung.

Methodische Hinweise

Dem Prinzip der erwerbsorientierten Grammatikvermittlung folgend, setzen sich die Lernenden mit der kommunikativen Funktion von Konditionalsätzen in einem Text auseinander, um dann eine Übersicht zu erstellen. Im Anschluss geht es darum, dass sie das Gelernte vor dem Hintergrund der Aufgabensituierung anwenden.

Erwartungshorizont (M 6)

1. In the business world, trade fairs are events that are both entertaining and informative. Most larger cities offer specially equipped venues that provide the right environment for exhibitors to reach out to their customers. If they manage to showcase their product well, visitors will remember the company and its product. There is a good chance for companies to gain a great number of leads which can then be used to stay in touch with potential customers and eventually finalise a deal. Very often, trade shows focus on a main topic and provide different aspects of this topic. For example, there are special food venues which provide a variety of booths that all present their different products, all somewhat related to food. You think that visitors will be bored and there should be multiple fields covered in one single trade show? Well, this is a rather unusual option because if the single stands were different, it would be difficult to adjust properly to the desired target group. The possible variety of different visitors would surely be too extreme. This would make it hard for companies to meet the visitors' interests. Last but not least, the great advantage of a trade fair both is the chance to communicate with a large number of people who are potentially interested in buying products, in particular because they visit a trade show in the first place. Thus, it is vital for exhibitors to think about different forms of interactions at their stands in order to help people to develop interest in a company and their products. With the right planning ahead, you prevent disappointment afterwards and thoughts like: "If only I had thought about more engaging activities, I would have created greater interest."

2./3.

If-clause type I	If-clause type II	If-clause type III
Communicative function		
used to express consequences that potentially can become true	used to express consequences that are unlikely to become true	used to express theoretical consequences of an event in the past
Example sentence from the text		
If they manage to showcase their product well, visitors will remember the company and the product.	[I]f the single stands weren't thematically connected, it would be difficult to adjust properly to the desired target group beforehand.	If only I had thought about more engaging activities, I would have created greater interest.
How to build it		
If-clause: simple present Main clause: will-future, (simple present, can, must, might, should)	If-clause: simple past Main clause: conditional 1 (= would / could)	If-clause: past perfect Main clause: conditional 2 (= would / could / might have)

4. a) If we book the venue, we will need to discuss an advertising strategy.
 b) If we want to stand out, we will have to engage potential customers at the booth.
 c) If we wanted to secure a discount, we would need to have your booking by Friday.
5. a) Type II: If the customers ~~wouldn't be~~ weren't interested, they ~~wouldn't~~ would go to a trade fair show.
 b) Type I: If the product is presented well, ~~it~~ we ~~will~~ will be interested in it.
 c) Type III: If the event planning hadn't been so detailed, things ~~can go~~ could have gone wrong.
6. Individual discussions.

Hinweise (M 7)

Ziel von M 7 ist die gemeinschaftliche Konkretisierung eines Produkts anhand von Leitfragen.

Methodische Hinweise

In dieser Stunde wird ein **Schülergespräch** durchgeführt. Die Lernenden reflektieren zunächst in Einzelarbeit eigene und konkretisieren mit jedem Fragenwechsel zusätzlich die Ideen der vorherigen Gruppenmitglieder. Im Anschluss daran werden die Ergebnisse der Klasse präsentiert.

Erwartungshorizont (M 7)

Individual results.

Hinweise (M 8)

Ziel von **M 8** ist es, zwei unterschiedliche **Schreibprodukte** zu erstellen: eine E-Mail und einen Werbetext für den Messekatalog.

Erwartungshorizont (M 8)

1. Example: Our company Syringe3000 is happy to meet you. We are the leading player in the dental field. We proudly announce that we managed to bring the world's first golden tweezers GoldenPick right to your city. When was the last time your hand was aching because the tweezers used were not formed ergonomically ideally? Syringe3000 is perfect for the medical sector. Hand carved grips on both sides allow a secure handling of the tool. As it is 75% made of gold, the sterilisation process is about 30% faster compared to regular tweezers. This saves you time and money in the long run! Plus: In economically difficult times GoldenPick is a safe investment! This sounds too good to be true? Real experiences of our loyal and satisfied customers. Visit us at our stand in hall C, booth place 4 to get your customised set of tweezers. The first 100 customers who order 20 tweezers or more will get their initials engraved at the stand for free.
2. Example:
Dear friends
Last week, Syringe3000 sold its 1000th set of GoldenPick. This marks an astonishing accomplishment as to this date, no other company has managed to sell this amount in such a short time. Under no circumstances could we have been this successful if it hadn't been for loyal customers like you. In a thank you letter: Thank you!
In the next quarter, we wish to introduce our product to even more people. Thus, you will find us in hall C, booth place 4 at the upcoming trade fair event in your city.
As you are highly valued customers, we would like to meet you in person and catch upon news. As we wish to give you something back, we can now tell you that we have somehow managed to offer you a special and good deal: If you come with a friend who places an order, you will receive a golden 1% discount off your next order if it exceeds 20 tweezers.
We cannot wait to meet you in person and wish you lots of dental health until then.
Yours
3./4. Individual results

Hinweise (M 9)

Ziel von **M 9** ist es, dass die Lernenden eine **Produktpräsentation** erstellen und im Anschluss mit Standbesuchenden und Standbesuchern in ein **Verkaufsgespräch** gehen.

Methodische Hinweise

Die Produktpräsentation orientiert sich am AIDA-Modell. Das anschließende Verkaufsgespräch ist strategiegeleitet.

Erwartungshorizont (M 9)

Individual presentations and talks.

A.I.9

Basic skills – Presenting your company

Bookings, reservations and complaints – Die Arbeit in der Hotellerie kennenlernen

Dr. Petra Schappert



Photo: Rich Leag/iStock/Getty Images Plus

Wie sieht das Traumhotel Ihrer Schülerinnen und Schüler aus und was sind die ersten Schritte, um tatsächlich eines zu eröffnen? Wie überzeugt man die ersten Gästinnen und Gäste? Und wie reagiert man professionell auf Beschwerden? Diesen Fragen stellen sich Ihre Lernenden, indem sie Ali, Paul und Mala – drei fiktive Charaktere – begleiten, wenn diese ihr eigenes Hotel eröffnen. Anhand verschiedener authentischer Hörtexte, Lese-, Schreib- und Sprechaufgaben bietet die vorliegende Unterrichtseinheit einen Einblick in die Arbeit im Hotelgewerbe.

KOMPETENZPROFIL

Niveau: B1 (Differenzierungsmaterial für A2)

Dauer: 8 Unterrichtsstunden

Kompetenzen: 1. Hören: Gesprächen wichtige Informationen entnehmen; 2. Sprechen: In Rollenspielen kompetent interagieren; 3. Lesen: Anfragen von Kundinnen und Kunden verstehen; 4. Schreiben: Eine E-Mail verfassen

Thematische Bereiche: *bookings, enquiries, complaints*

Auf einen Blick

1./2. Stunde

Thema: Talking about the hotel of your dreams

- M 1** **Open the hotel of your dreams! – A collage** / Bilder beschreiben und Aussagen über das eigene Traumhotel treffen (UG)
- M 2** **Design the hotel of your dreams – A mindmap** / Sein Traumhotel konkret planen (GA)
- M 3** **Finding guests – Advertising your hotel** / Anzeigen analysieren und eine Anzeige für das eigene Hotel verfassen (GA)

3./4. Stunde

Thema: Enquiries and potential first guests

- M 4** **The first guest! – Reading an enquiry** / Informationen einer Anfrage entnehmen (EA)
- M 5** **Important words to know – A vocabulary sheet** / Sich mit wichtigen Vokabeln zum Thema vertraut machen (EA)
- M 6** **Answers to all questions – A telephone call** / In einem Telefonat Fragen klären (GA)
- M 7** **Competent or not? – Giving feedback** / Rückmeldung zum Rollenspiel geben (EA, GA)
- M 8** **Looking forward to seeing you soon – Writing a confirmation letter** / Eine Reservierungsbestätigung schreiben (EA)

5./6. Stunde

Thema: First guests arrive

- M 9** **The guests arrive – A listening comprehension** / Einem Hörtext Informationen entnehmen (EA)
- M 10** **Places to go to – Some Internet research** / Im Internet Sehenswürdigkeiten und Restaurantempfehlungen recherchieren (GA)

Benötigt:

- die Audiodatei in ZM 1 sowie ggf. das Transkript in ZM 2

7./8. Stunde

Thema: Dealing with complaints

M 11 **A guest complains – A reading/listening comprehension** / Einem Beschwerdegespräch Informationen entnehmen und Lösungen entwickeln (EA, PA)

M 12 **Appeasing an angry guest – Writing an email** / Auf eine Beschwerde mit einer E-Mail reagieren (EA)

M 13 **Answering a complaint – Giving feedback** / Zu einem Schreibprodukt von Mitschülerinnen und Mitschülern Rückmeldung geben (EA, PA)

Benötigt:

- ggf. die Audiodatei in ZM 3

Minimalplan

Sie haben nur zwei Doppelstunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1./2. Stunde: Enquiries and potential first guests M 4–M 8

3./4. Stunde: Dealing with complaints M 11–M 13

Zusätzlich im Online-Archiv bzw. in der ZIP-Datei

ZM 1 Audio-Datei zu M 9

ZM 2 Transkript zu M 9

ZM 3 Audio-Datei zu M 11

M 1



Open the hotel of your dreams! – A collage

What would the hotel of your dreams look like?

Tasks

1. Look at the pictures of different hotels. Which ones do you like and which ones don't appeal to you?

TIP: If you need help, use the vocabulary provided in the box.

Useful vocabulary

on the beach – luxury – bed and breakfast – reception – hotel lobby
in the countryside – huge – elegant – accommodation – a personal touch

2. Discuss in class: What would the hotel of your dreams look like? "Invent" your dream place.

TIP: If you need help, answer the questions in the box.

These questions might help you:

- Where would your hotel be located?
- Would it be big or small?
- Would it be a luxurious hotel or a place for people with a small budget?
- How would your hotel be furnished?



Photo: J. G. Nello / iStock Getty Images Plus



Photo: Thomas Barwick / iStock Getty Images Plus



Photo: NickyLloyd / iStock Getty Images Plus



Photo: TomasSereda / iStock Getty Images Plus

Answers to all questions – A telephone call

M 6

Sometimes it is easier to talk on the phone than to send emails back and forth.

Tasks

Stay in the same groups of three students.

1. Every student takes over a role. Read the role description. Try to remember as much as you can.
The third student is the director who will also give feedback.
2. Practise the telephone call.

TIP: Everything that is not written on the role card can be invented.

Role 1: You are Ali/Paul/Mala.

- You decide to call Mr Martinstein since it is better to discuss his questions on the phone.
- You can only offer three single rooms, the rest would have to be double rooms.
- Half board and packed lunches are okay, but flexibility is not possible.
- Cooking in your hotel kitchen is also not possible.
- Insider tips need to be discussed since you don't know their programme.
- You only have one room category.
- You are open for the long-term plans, but then the planning has to start earlier and not four weeks in advance.

Role 2: You are Mr Martinstein.

- Can one person stay in a double room? At what cost?
- You would like to have half board and no packed lunches.
- Advice on good restaurants in the area?
- Cooking school?
- If the trip is a success, you would offer the tour three times a year and then would do some planning a year ahead. You want to know about deadlines or tentative reservations. What happens if the trip is cancelled because there are not enough people?

Useful phrases for the telephone call:

- Hello, this is speaking. What can I do for you?
- We offer single rooms and double rooms at different rates. These are ...
- You can choose between full board and half board which includes ...
- If you need recommendations, we ...
- Would you like to ...?
- Do you have any further questions?

M 7



Competent or not? – Giving feedback

Tasks

- 1. Watch the role plays.
- 2. Give feedback to the actors by filling out the sheet.



Person 1: Ali/Paul/Mala	very good	needs improvement
... used the information about his/her role.		
... achieved his/her goal.		
... was flexible in his/her communication skills.		
... was friendly.		
... acted according to his/her position.		
... was determined in his/her statements.		
... gave reasons for his/her decisions.		
Other remarks:		

Person 2: Mr Martinstein	very good	needs improvement
... used the information about his/her role.		
... achieved his/her goal.		
... was flexible in his/her communication skills.		
... was friendly.		
... acted according to his/her position.		
... was determined in his/her statements.		
... gave reasons for his/her decisions.		
Other remarks:		

Looking forward to seeing you soon – Writing a confirmation letter

M 8



Booking confirmations need to be in writing.

Task

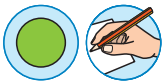
Write a confirmation letter to Mr Martinstein. Include all the things you discussed in the phone call.

From: info@... co.uk

To: Robert.Martinstein@travelforlife.de

Subject line: Your stay at our hotel

M 8



Looking forward to seeing you soon – Writing a confirmation letter

Booking confirmations need to be in writing.

Task

Write a confirmation letter to Mr Martinstein. Include all the things you discussed in the phone call. Find the right phrases for the gaps. Then write the phrase in the gap.

1. Providing you with packed lunches is no problem and included in the room and breakfast rate.
2. We are looking forward to welcoming you and your group at our hotel in romantic Cornwall.
3. We hope for your understanding.
4. Please ask the travellers in your group if there are people who would like to share a double room.
5. We can assure you that our hotel is ideally suited for your group.
6. There is a television in each room and WLAN.

From: info@... co.uk
To: Robert.Martinstein@travelfor... de
Subject line: Your stay at our hotel

Dear Mr Martinstein,

Thank you for considering our hotel for your "Romantic Cornwall" tour. We would be very happy to host your group and are confident that our hotel will meet your needs perfectly.

Our location provides easy access to many coastal attractions, including the majestic King Arthur's Castle, making us an excellent base camp for your excursions.

Regarding your room requirements for ten people: We can offer you three single rooms and the rest would be double rooms for the duration of seven nights from July 15 to July 22.

If it is not an option, we will offer the double room for the price of a single room. Each room, whether single or double, is equipped with a coffee machine, an electric kettle and a mini bar.

We only have one category of rooms. The price per room and night is £ 150 including half board.

Additionally, we can recommend some fantastic local restaurants for the days in case you prefer dining out. Please let us know if you would rather like to have bed and breakfast.

The idea of your group cooking in our hotel kitchen is not possible since our kitchen is rather small.

However, there are cooking schools close-by we can recommend.

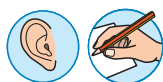
To proceed with booking and to discuss the details further, please get back to us again as soon as you know the exact number of rooms you would like to book.

We are looking forward to establishing a partnership for future tours.

Thank you again for considering our hotel.

Yours sincerely,
Paul Franklin

M 9



The guests arrive – A listening comprehension

Mr Martinstein and his group arrive at the hotel after a long trip.

Tasks

1. Listen to the conversation at the reception.
2. Answer the questions in the box below. You don't have to write complete sentences. Key words are enough.



© alvarez/Getty Images

- | |
|--|
| 1. What surprise does the hotel have to welcome the guests? |
| 2. Where would the group like to have dinner? |
| 3. What kind of food is offered at the restaurant? |
| 4. What do Paul and Mr Martinstein want to discuss in two hours? |
| 5. When does the group go to the cooking school and what will they cook? |
| 6. What shall Mr Martinstein do if he has further questions? |

Places to go to – Some Internet research

To make recommendations, you have to search the Internet.

Tasks

Form groups of three students.

1. Search the Internet for interesting places to go in Cornwall. Do not only look for sights but also for a restaurant or activities. Some likes have already been given.

Things to do in Cornwall: <https://raabe.click/things-to-do-Cornwall>

The best restaurants in Cornwall: <https://raabe.click/best-restaurants-Cornwall>

2. Fill out the table below.

	Recommendation 1	Recommendation 2	Recommendation 3
Name			
Description			
Location			

Then find two other groups and form new groups: From each group there is a representative in the work group. Take your notes and discuss the sights and restaurants you have chosen. Defend your recommendations. Select two sights and one restaurant.



M 11



A guest complains – A reading/listening comprehension

Guests are not always happy about the services they are offered.

Tasks

1. Read / Listen to the conversation between Mala and the guest.

Mala: Good morning, Mr Maddows, how can I help you?

Mr Maddows: Good morning, Ms Mala. I have to tell you I really had a very bad night.

Mala: And why is that so, Mr Maddows?

Mr. Maddows: I got a terrible headache right after I turned the light off. And then I couldn't sleep. Since I arrived here, I have had the feeling that there is a strange smell in the room. Even when I open the windows the smell doesn't disappear.

Mala: I am very sorry to hear that. Could you describe the smell, please? Is it sweet, acid, sour, foul, ...?

Mr Maddows: None of that. I don't know how to describe it. It is not very strong in the beginning but then it becomes stronger and stronger. And the stronger it becomes, the more annoying it gets.

Mala: Can you identify the source of the odor? I mean, does it come from the bathroom?

Mr Maddows: No, certainly not. I don't know where it comes from, but definitely not from the bathroom.

Mala: Well, I can offer to have a look at it myself later today. And of course, we can give you a different room, if you'd like.

Mr Maddows: Great idea, but we are leaving today in the afternoon. Don't you know that I am part of Mr Martinstein's group?

Mala: Oh, I am sorry, Mr Maddows, of course. I forgot.

Mr Maddows: It is very disappointing that you don't remember the faces of your guests, Ms Mala.

Mala: I apologise, Mr Maddows, but I was sick the last four days. I think we have only met once.

Mr Maddows: As you said. I am very disappointed. About many things. Normally I have much better experiences when I travel.

Mala: Again, I am very sorry to hear that, Mr Maddows. What else was not to your satisfaction?

Mr Maddows: As I said, many things. But I don't want to talk about it now. Too late. I would like to relax on my last day and enjoy this wonderful scenery outside. Here's my key.

Mala: We'll then have a wonderful day, Mr Maddows. And in case you change your mind, feel free to talk to any of us about the things that disturbed you.

Mr Maddows: Okay then. Bye.

Mala: Bye, Mr Maddows.

2. Decide whether the statements are true or false and answer the questions on the text.



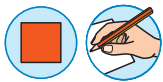
Statements/Questions	True	False
1. Mr Maddows didn't sleep well the night before.		
2. The light gave him a headache.		
3. He thinks that something is wrong in his room.		
4. It starts to smell bad when he opens the window.		
5. What is the first step that Mala makes to find out more about the smell?		
6. What different offers does Mala make?		
7. Why doesn't Mr Maddows accept the offers?		
8. Why doesn't Mala remember Mr Maddows?		
9. What else bothers Mr Maddows?		
10. What final offer does Mala make?		

3. Find a partner and discuss: What would you do? How would you appease the guest? Write your ideas in the box below.



Your ideas to make Mr Maddows happy again:

M 12



Appeasing an angry guest – Writing an email

A guest is not quite happy with the service offered at your hotel.

Task

You have read the dialogue in the previous material. After discussing it with your colleagues of the hotel, you decide to send the guest a written answer to his complaint.

From: Mala@...co.uk
To: ben.maddows@dmil.de
Subject line: Your complaint

Appeasing an angry guest – Writing an email

M 12

A guest is not quite happy with the service offered at your hotel.

Task

You have read the dialogue in the previous material. After discussing it with your co-owners of the hotel, you decide to send the guest a written answer to his complaint. Arrange the jumbled parts of the email in the correct order.

	I also want to apologise for the oversight in not immediately recognising you as part of Mr Martinstein's group. Please understand that it was never my intention to make you feel overlooked.
1	From: Mala@...co.uk To: ben.maddows@dmil.de Subject line: Your complaint Dear Mr Maddows, I hope this letter finds you well and back home safely. First, I would like to apologise again for the dissatisfaction you experienced during your recent stay with us. We are truly sorry that you didn't enjoy your vacation in beautiful Cornwall.
	Once again, we sincerely apologise for any inconvenience and disappointment you experienced. We look forward to the opportunity to restore your faith in our hotel and ensure a delightful and restful visit next time. Yours sincerely, Mala
	Additionally, we missed the opportunity to talk about your other concerns. As a gesture of compensation, we would like to offer you a second stay, at your convenience, in one of our nicest rooms with a view of the wonderful scenery you liked so much.
	Your feedback regarding the unusual smell in your room and the headache it caused you has been taken very seriously. We have since conducted a thorough investigation into the matter. Unfortunately, we still haven't found the source of it.

M 13



Answering a complaint – Giving feedback

Task
Work with a partner. Read each other’s emails. Give feedback using the feedback sheet.

Name of the sender:	
This is what I liked about your email:	
Here I have some questions:	
These are my tips for you:	
Further comments	

Hinweise und Erwartungshorizonte

Hinweise (M 1)

Ziel von M 1 ist der thematische Einstieg in die Unterrichtseinheit. Die Lernenden aktivieren ihr Vorwissen, indem sie sich konkrete Vorstellungen von ihrem Traumhotel machen.

Methodischer Hinweis

Legen Sie die Bilder der verschiedenen Hotels unter die **Dokumentenkamera**. Lassen Sie die Lernenden etwas Zeit, diese auf sich wirken zu lassen, bevor sie die Bilder beschreiben und sich dazu äußern, welche ihnen mehr und welche weniger gefallen und wie ihr ganz **persönliches Traumhotel** aussieht.

Differenzierungshinweis

In **M 1** stehen lernschwächeren Schülerinnen und Schülern die **Vokabelbox** und **Leitfragen** in den **TIP-Kästen** zur Verfügung.



Erwartungshorizont (M 1)

Individual answers.

Hinweise (M 2)

Ziel von M 2 ist die tatsächliche Planung des Traumhotels der Schülerinnen und Schüler.

Methodische Hinweise

Mit diesem Material findet die **kontextuelle Einbettung** der Unterrichtseinheit statt. Die Lernenden schlüpfen in die Rollen von drei fiktiven Charakteren und planen gemeinsam ihr **Traumhotel**, das sie später eröffnen. Es ist daher zu empfehlen, dass die Lernenden bei allen folgenden Gruppenarbeiten in **derselben Konstellation** bleiben.

Differenzierungshinweis

M 2 wird auf **zwei Niveaus** angeboten. In der Version für lernstärkere Schülerinnen und Schüler soll die Mindmap komplett **selbstständig** entworfen werden. In der Version für die lernschwächeren Schülerinnen und Schüler sind **Gliederungsäste** sowie **Items** vorgegeben, mit denen sie die Mindmap füllen können.



Erwartungshorizont (M 2)

Individual answers.

Hinweise (M 3)

Ziel von M 3 ist es, eine ansprechende **Werbeanzeige** für das neue Hotel zu entwerfen.

Methodischer Hinweis

Geben Sie den Lernenden die beiden Anzeigen zur **Analyse** und **Vorlage**. Dann verfassen die Gruppen eigene Anzeigen für ihr Hotel.

Erwartungshorizont (M 3)

- 1. Ad on the left: It starts with a question that wants to draw the reader’s attention. The question suggests that the reader deserves luxury. The next sentence awakens a kind of longing with the promise that customers will be pampered in this hotel. Then the offer is described and here, too, the guest seems to have a free choice – if he/she has the necessary change. The whole thing is true to the motto: you can’t treat yourself to anything else. This is followed by the contact details.
Ad on the right: The second hotel advertises the feeling that it is a second home. So the ad appeals to emotions. That’s why the adjective “cozy” is used. The familiarity is also repeated in the following sentence and that everyone will do their best to make the stay unforgettable. This is followed by the contact details.
- 2. Possible answer: Be the first guest in our newly renovated and reopened hotel. We are motivated and committed to making your stay with us an unforgettable experience. All rooms are modernly furnished and have every comfort you need. Immerse yourself in the vibrant city from our hotel and relax with us after an eventful, exciting day. Get in touch with us: ...

Hinweise (M 4)

Ziel von M 4 ist es, eine erste Buchungsumfrage zu erschließen.

Erwartungshorizont (M 4)

Statements/Questions	True	False
1. Mr Martinstein owns a hotel himself.		x
2. He wants to go on vacation in four weeks and stay at the hotel.		x
3. He plans a one-week trip.	x	
4. He wants to visit a lot of places.	x	
5. What is Mr Martinstein’s job? He owns a company that offers holiday tours to singles.		
6. How many rooms does he want and for how long? He wants six single rooms and two double rooms for seven nights.		
7. What are his plans in terms of food? He wants to have half board and packed lunches, but not for all seven nights. On three days of the week, he would like to have breakfast and a packed lunch only to be able to try out local restaurants.		
8. What are his questions concerning the rooms? He wants to know if there are several categories of rooms.		
9. What is his long-term plan? If it works out well, he would like to come back to the hotel for seven-day-tours three or four times every year.		
10. What is his last crazy idea? He would like to use the hotel’s kitchen one time to cook food together with his group.		

Hinweise (M 5)

Ziel von **M 5** ist es, hilfreiches Vokabular zum Thema „Hotel“ kennenzulernen.

Erwartungshorizont (M 5)

1. The word that doesn't belong to the topic "hotel": terminal
2. 1h, 2l, 3g, 4e, 5j, 6b, 7i, 8k, 9c, 10a, 11f, 12d
3. to cancel a reservation: to revoke a reservation
to book a room: to reserve a room
to check out: to leave the hotel after paying the bill
to upgrade: to move to a better room
to confirm a booking request: to tell the guest that he/she can come
to recommend: to suggest (e.g. a restaurant)

Hinweise (M 6 und M 7)

Ziel von **M 6** ist die Förderung der Kompetenz **Sprechen** durch ein **Rollenspiel** Telefonat, in dem die in der E-Mail aufgetauchten Fragen geklärt werden sollen.

Methodischer Hinweis

Die Lernenden arbeiten wieder in denselben **Dreiergruppen** zusammen, wobei eine Schülerin oder ein Schüler als Regisseurin bzw. Regisseur und zwei weitere als **Booker** und **Feedbackgeber** fungiert. Ein Feedbackbogen wird in Material **M 7** zur Verfügung gestellt.

Erwartungshorizont (M 6 und M 7)

Individual answers.

Hinweise (M 8)

Ziel von **M 8** ist die Förderung der Kompetenz **Schreiben**. Die Ergebnisse des Telefonats werden in einer **Reservierungsbestätigung** zusammengetragen und in eine **E-Mail** überführt.

Differenzierungshinweis

Das Material liegt in **zwei Niveaustufen** vor. Lernschwächere Schülerinnen und Schüler bekommen eine fertige E-Mail, die einige Lücken aufweist, die von ihnen ausgefüllt werden sollen. Lernstärkere Schülerinnen und Schüler verfassen die E-Mail eigenständig.



Erwartungshorizont (M 8)

Possible answer:

Dear Mr Martinstein,

Thank you for considering our hotel for your "Romantic Cornwall" tour. We would be very happy to host your group and are confident that our hotel will meet your needs perfectly.

(5.) We can assure you that our hotel is ideally suited for your group. Our location provides easy access to many coastal attractions, including the majestic King Arthur's Castle, making us an excellent base camp for your excursions.

Regarding your room requirements for ten people: We can offer you three single rooms and the rest would be double rooms for the duration of seven nights from July 15 to July 22. (4.) Please ask the travellers in your group if there are people who would like to share a double room. If this is not an option, we will offer the double room for the price of a single room.

Each room, whether single or double, is equipped with a coffee machine, an electric kettle and a mini bar. (6.) There is a television in each room and WLAN.

We only have one category of rooms. The price per room and night is £ 150 including half board. (1.) Providing you with packed lunches is no problem and included in the room and board rate.

Additionally, we can recommend some fantastic local restaurants for the days in case you prefer dining out. Please let us know if you would rather like to have bed and breakfast.

The idea of your group cooking in our hotel kitchen is not possible since our kitchen is rather small. (3.) We hope for your understanding. However, there are cooking schools close-by we can recommend.

To proceed with booking and to discuss the details further, please get back to us again as soon as you know the exact number of rooms you would like to book.

We are looking forward to establishing a partnership for future tours.

Thank you again for considering our hotel. (2.) We are looking forward to welcoming you and your group at our hotel in romantic Cornwall.

Yours sincerely,
Paul Franklin

Hinweise (M 9 und M 10)

Ziel von M 9 und M 10 ist es, die ankommenden Gästinnen und Gäste im Hotel willkommen zu heißen und ihnen Empfehlungen für die Umgebung zu nennen.

Methodische Hinweise

Die Lernenden setzen sich in M 9 mithilfe eines Hörverstehenstextes (ZM 1 und ZM 2 im Online-Archiv bzw. in der ZIP-Datei) mit der ankommenden Reisegruppe auseinander. In M 10 recherchieren sie die vorab erwünschten „Geheimtipps“ bezüglich Sehenswürdigkeiten und Restaurants. In einem darauffolgenden Rollenspiel bilden die Lernenden neue Gruppen und stellen sich gegenseitig die Ergebnisse ihrer Internetrecherche vor.

Erwartungshorizont (M 9)

1. What surprise does the hotel have to welcome the guests? A cocktail at the bar.
2. Where would the group like to have dinner? At the restaurant by the beach.
3. What kind of food is offered at the restaurant? Seafood.
4. What do Paul and Mr Martinstein want to discuss in two hours? The recommendations for sights and restaurants.
5. When does the group go to the cooking school and what will they cook? On Monday, they will cook Cornish specialties.
6. What shall Mr Martinstein do if he has further questions? Get back to Paul and ask.

Erwartungshorizont (M 10)

Individual answers.

Hinweise (M 11–M 13)

Ziel von **M 11–M 13** ist es, mit der Beschwerde des Gastes zuzugehen.

Methodische Hinweise

In **M 11** wird ein Dialog zur Verfügung gestellt, der entweder als **Lesetext** oder als **Hörtext** (**ZM 3** im Online-Archiv bzw. in der ZIP-Datei) genutzt werden kann. Im ersten Fall kann die Lehrkraft diesen mit einer/einem Lernenden, der/die gut lesen kann, **vorlesen** beziehungsweise **vorspielen**. Verständnisfragen werden mit Aufgaben gelöst. Die Lernenden sollen sich Ideen überlegen, wie man auf die Beschwerde **professionell reagieren** kann. In **M 12** wird dem Gast nach dessen Abreise noch eine **E-Mail** geschickt. Zur Bearbeitung der E-Mail steht in **M 13** ein **Feedbackbogen** bereit.

Differenzierungshinweis

M 12 ist in **zwei Niveaustufen** vorhanden. In der Version für die lernschwächeren Schülerinnen und Schüler bringen sie die fertige E-Mail, die durcheinandergeraten ist, in die richtige Reihenfolge. In der Version für die lernstärkeren Schülerinnen und Schüler verfassen diese die E-Mail eigenständig.

Erwartungshorizont (M 11)

Statements/Questions	True	False
1. Mr Meadows didn't sleep well the night before. The lights gave him a headache.	x	
3. He thinks that something is wrong in his room.	x	
4. It starts to smell bad when he opens the window.		x

5. What is the first step that Mala makes to find out more about the smell?	She asks the man what the odour smells like and where he thinks it comes from.
6. What different offers does Mala make?	She offers to have a look herself and to give the man a different room.
7. Why doesn't Mr Maddows accept the offers?	He will be leaving later that day.
8. Why doesn't Mala remember Mr Maddows?	She was sick for most of his stay.
9. What else bothers Mr Maddows?	A couple of other things – but he doesn't reveal which ones.
10. What final offer does Mala make?	He can come back and talk about the other things that disturb him.

Erwartungshorizont (M 12)

Possible answer:

(1) From: Mala@...co.uk
To: ben.maddows@dmil.de
Subject line: Your complaint

Dear Mr Maddows,

I hope this letter finds you well and back home safely. First, I would like to apologise again for the dissatisfaction you experienced during your recent stay with us. We are truly sorry that you didn't enjoy your vacation in beautiful Cornwall.

(2) Your feedback regarding the unusual smell in your room and the headache it caused you has been taken very seriously. We have since conducted a thorough investigation into the matter. Unfortunately, we still haven't found the source of it.

(3) I also want to apologise for the oversight in not immediately recognising you as part of Mr Einstein's group. Please understand that it was never my intention to make you feel overlooked.

(4) Additionally, I would like to offer you the opportunity to talk about your other concerns. As a gesture of compensation, we would like to offer you a second stay, at your convenience, in one of our nicest rooms with a view of the wonderful scenery you liked so much.

(5) Once again, we sincerely apologise for any inconvenience and disappointment you experienced. We look forward to the opportunity to restore your faith in our hotel and ensure a delightful and restful visit next time.

Yours sincerely,
Mala

Erwartungshorizont (M 13)

Individual results.

B.VI.7

Advanced skills – Organising meetings, presentations, discussions

Organising and attending meetings – Eine Firmenversammlung planen und durchführen

Dr. Petra Schappert



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Was muss alles organisiert werden, wenn eine Feierlichkeit anlässlich des Firmenjubiläums geplant ist? Woher bekommt man einen Caterer, welches Rahmenprogramm bietet sich an und welche technische Ausstattung wird benötigt? Diesen Fragen stellen sich die Lernenden in dieser Unterrichtseinheit, indem sie in die Rollen der Teamleiter Claire und Frank sowie deren Kolleginnen und Kollegen schlüpfen und sich mithilfe verschiedener Lese-, Schreib- und Sprechaufgaben ans Planen und Organisieren setzen.

KOMPETENZPROFIL

Niveau/Lernjahr: A2/B1; 1.–3. Lernjahr

Dauer: 10 Unterrichtsstunden

Kompetenzen: 1. Sprechen: in Rollenspielen kompetent interagieren; 2. Schreiben: E-Mails verfassen; 3. Lesen/Hören: Dialoge verstehen; 4. Interkulturelle Kompetenz: mit anderen Kulturen kommunizieren

Thematische Bereiche: *planning an event, enquiries, confirmation letters*

Auf einen Blick

1./2. Stunde

Thema: Finding out about the anniversary

M 1 **A big event will take place! – A dialogue** / Anhand des Dialogs von einem zu organisierenden Event erfahren (UG)

M 2 **Planning the event – A mind map** / Die einzelnen Aspekte des Events zusammentragen (GA)

Benötigt:

- ggf. der Hörtext in ZM 1

3./4. Stunde

Thema: Planning the event

M 3 **Expert group 1 – The catering team** / In einem Rollenspiel das Catering diskutieren und planen (GA)

M 4 **Expert group 2 – The entertainment team** / In einem Rollenspiel das Unterhaltungsprogramm diskutieren und planen (GA)

M 5 **Expert group 3 – The annual general meeting team** / In einem Rollenspiel die Jahreshauptversammlung diskutieren und planen (GA)

M 6 **The teams meet – Putting together the agenda** / Die Arbeitsergebnisse zusammentragen und eine Agenda erstellen (GA)

5./6. Stunde

Thema: Making inquiries and confirming offers

M 7 **Talking to the artists – Finding a band** / In einem Telefonat ein Angebot (PA)

M 8 **Responding to an offer – Writing a confirmation letter** / Ein Catering-Angebot schriftlich bestätigen (EA)

Benötigt:

- ggf. die leichtere Version von M 8 in ZM 2 für leistungsschwächere Lernende

7./8. Stunde**Thema:** Writing an invitation to the event**M 9** **Mr Evans is satisfied – A dialogue** / Einem Dialog Informationen entnehmen (EA)**M 10** **The 100th anniversary of Gallon Enterprises – Writing an invitation** / Eine Einladung zum Firmenevent korrigieren (PA)**Benötigt:**

- ggf. der Hörtext in ZM 3

**9./10. Stunde****Thema:** The event begins**M 11** **The event begins – Simulation: Encounter of cultures** / Interkulturelle Begegnungen beim Sektempfang bewältigen (GA)**M 12** **After the champagne reception – Giving feedback** / Die interkulturelle Begegnung reflektieren (GA)**Minimalplan**

Sie haben nur drei Doppelstunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1./2. Stunde: Planning the event	M 3–M 6
3./4. Stunde: Making enquiries and confirming offers	M 7/M 8
5./6. Stunde: Writing an invitation to the event	M 9/M 10

Zusatzmaterialien im Online-Archiv bzw. in der Audio-Datei

ZM1_Dialogue M1	Der Dialog in M 1 als Audio-Datei
ZM2_Easy version M8	Die Easy Version von M 8
ZM3_Dialogue M9	Der Dialog in M 9 als Audio-Datei
ZM4_Vocabulary list	Vokabeln der 1. Lese- und Hörtext-Einheit



M 1



A big event will take place! – A dialogue

Gallon Enterprises has a big event coming up. Find out which one!

Tasks

1. Read or listen to the dialogue between Mr Evans, Frank and Claire.
2. Then fill out the table with the most important facts of the conversation.

What?	
When?	
Where?	
How many?	
How?	

Mr Evans: Frank and Claire, do you have a minute? I have something important to tell you.

Claire: Of course, Mr Evans.

Frank: Just a second, please. ... Coming!

Mr Evans: I wanted to talk to you because this year is the 100th anniversary of our company. We have an event that we want to celebrate.

Claire: Wow, 100 years! Amazing!

Mr Evans: Yes. And I want you two as my marketing team leaders to organise this event.

Frank: What an honour, Mr Evans.

Claire: Do you have any ideas, Sir, what the event should be like? Who shall be invited?

Mr Evans: I would like to combine the annual general meeting with the anniversary. The managing directors from all branches in the UK and other countries and those here at the company headquarters should be present, and of course important suppliers and business partners. As a long-established textile factory, we have been working with some companies from the very beginning. As far as the anniversary itself is concerned, I don't have a vague idea and would be happy to be surprised by your ideas. Good food of course, an entertaining programme with music perhaps, a champagne reception at the beginning. Things like that. I'll give you a free hand with the planning. Oh, I almost forgot: the event should take place here on the company premises which means that for the annual meeting we will be in our conference room. We won't be more than 50 people. The anniversary in the afternoon will be celebrated in a big tent which will be set up by our janitor team. So, you don't have to worry about that. For the afternoon, you need to plan for about 250 people.

Frank: And when is the event supposed to take place?

Mr Evans: Directly on the day the company was founded: on 13 July. We want to honour our company founder Theodore Evans. And we want to look ahead.

Claire: Okay. I think I already have a few ideas. Thank you for your trust, Mr Evans.

Frank: I am sure we will plan a great event nobody will ever forget.

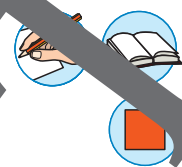
Mr Evans: Good. What about meeting in a week from now with your first ideas?



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Responding to an offer – Writing a confirmation letter

M 8



Claire has found a catering company that has just sent her an offer.

Tasks

1. Read the email with the offer.
2. Compare what the catering company offers with the requirements Claire has. You find these in the table below the email.
3. Write a confirmation email. Complete the sentences with the correct endings in the box.

From: info@deliciousfood.co.uk

To: claire.belvoir@gallon.co.uk

Subject line: RE: Catering offer for your anniversary

Dear Ms Belvoir,

thank you for considering our catering services for your upcoming event. Below you can find our proposed catering offer:

Buffet for 50 people at lunchtime

- salads: mixed green salad, Caesar salad
- grilled chicken breast, baked salmon, vegetarian lasagna
- roasted vegetables, garlic mashed potatoes, wild rice pilaf
- assorted mini pastries, fresh fruit platter

3-course dinner for 200 people

Option 1: Meat selection

- appetiser: tomato basil soup
- main course: grilled beef tenderloin with red wine reduction, roasted potatoes, steamed asparagus
- dessert: chocolate mousse with fresh berries

Option 2: Vegetarian selection

- appetiser: creamy mushroom soup
- main course: stuffed bell peppers with quinoa, black beans and corn
- dessert: lemon panacotta with berries

Beverages

- non-alcoholic: assorted soft drinks, mineral water, fruit juices
- champagne for reception: approx. two glasses per person
- orange juice for reception
- dinner beverages: red and white wine (Cabernet Sauvignon, Merlot, Chardonnay, Sauvignon Blanc), beer, non-alcoholic selection (see above)

Snacks for champagne reception

mini-crisps, marinated olives, assorted breadsticks

Pricing

- buffet lunch for 50 people: 30€ per person x 50 = 1500€
- 3-course dinner for 200 people: 50€ per person x 200 = 10000€
- olives and breadsticks: 10€ per person x 250 = 2500€
- Drinks are charged according to consumption. Please note the enclosed price list.

Please let us know if you have any specific preferences or additional requirements. We look forward to the opportunity to serve you.

Best regards,
Simone de Manger
Deliciousfood

Claire's requirements	Offer
buffet for 50 people at lunchtime	
3-course dinner for 250 people	
mix of non-alcoholic beverages for lunch and dinner	
champagne for 250 people (approx. two glasses for each) for reception	
orange juice for champagne reception	
red and white wine, beer for dinner	
olives and breadsticks for champagne reception	

From: claire.belvoir@gallon.co.uk

To: info@deliciousfood.co.uk

Subject line: RE: RE: Confirming the offer

Dear Ms de Manger,

thank you for the detailed catering offer for our upcoming event. We would like to _____
_____:

Buffet for 50 people at lunchtime: as per the menu provided.

3-course dinner for 250 people: _____

The selection of _____ sounds perfect for us just _____ the olives
and breadsticks for the champagne reception.

Please note that the _____ number of people for dinner is 250.

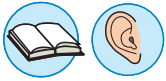
Could you kindly provide _____
_____? Additionally, _____

We look forward _____
_____.

Best regards,
Claire Belvoir
Teamleader Marketing Gallon Enterprises

confirm our order with the following specifications – correct – to your prompt response and
to finalising the arrangements – information on the payment procedures – We would like
to choose the vegetarian option only. – beverages – we would like to enquire if a discount is
available – should we choose to pay 50% of the total amount in advance

M 9



Mr Evans is satisfied – A dialogue

Mr Evans wants to talk to Claire and Frank again.

Tasks

1. Read/listen to the conversation.
2. Then answer the questions.
 - a) What does Mr Evans think about the costs?

b) What is the reason for the prices?

c) What impression does Frank have of the band?

d) What is the next job for Claire and Frank?

e) What is the problem about the next job?



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Mr Evans: Claire and Frank! You did a really great job. I've just read all the info I got from you. Perfect! This will be a great event. Not quite cheap, but well, there is only one 100th anniversary, I guess.

It seems that prices really went up during the last months due to inflation.

Frank: This seems to be true for music, too, I'm afraid. But I can assure you, the band we hired is fantastic. I went to one of their gigs. It was amazing!

Mr Evans: Sounds great. Well, I guess there is only one thing left. We need to invite our guests. My secretary will take care of the invitation to the annual general meeting. I would like to send out two different invitations since, in fact, there are two different events. They just happen to take place on the same day.

Frank: Totally agree, Mr Evans.

Mr Evans: Could you please draft an invitation for the anniversary, please? It is a little bit urgent, though. Would it be possible to get your first ideas no later than tomorrow morning?

Claire: Sure, Mr Evans. No problem.

Mr Evans: Wonderful.

The 100th anniversary of Gallon Enterprises – Writing an invitation

M 10



Something went wrong with this invitation.

Tasks

1. Work in teams.
2. Read the invitation. Can you find the mistakes? Highlight them and then correct them in the table. If you think that something is missing in the invitation, write it down as well.

Gallon Enterprises turns 100 – Celebrate with us!

Invitation to the 100th anniversary of Gallon Enterprises

Join us as we celebration a century of innovation, success and growth. This milestone is a testament to the dedication and hard work of our employees, partners and community. We look forward to commemorate this special occasion with an evening of receptions, entertainment and festivities.

Event highlights:

- Champagne reception
- 3-course dinner: Enjoy a wonderful vegetarian menu!
- Speeches and awards: We want to honour our achievements and share our future vision with you.
- Entertainment: Live music by Marvin Rae and his jazz band.

Please RSVP by **June 15** to ensure your attendance.

We look forward to celebrate this momentous occasion with you!

Best regards, ...

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Mistakes	Correction
Missing information:	

M 11



The event begins – Simulation: Encounter of cultures

At the champagne reception, people from different cultures will meet.

Tasks

1. Work in groups of nine people.
2. Three of you represent culture A, three culture B and another three culture C. Read the point that matches with the culture you represent and make yourself familiar with it.
3. Now you all meet at the champagne reception and start talking to each other.

Culture A

Behaviour:

- Approach other people in a very open and friendly way.
- Maintain intensive physical contact within your group, seek less physical contact with others.
- very open, intensive eye contact with everyone
- very happy, talk a lot
- rather loud way of speaking
- If you have an opinion, it's hard to convince you of anything else.
- You try to have contact with as many people as possible, even at the same time.
- Only talk about rather superficial topics such as the weather, sports, food, etc.; you also like to talk about religion and religious topics.
- In your culture, it is considered polite to slurp while drinking and make slurping noises.

Values:

- Women are more influential and powerful.
- Performance and work are very important.

Culture B

Behaviour:

- Keep a distance when dealing with others.
- no physical contact with others
- no direct eye contact with strangers (it is rude)
- You are very positive with the person you are talking to and give lots of compliments.
- You concentrate on the person you are talking to. You have long, intensive conversations.
- In such intensive conversations, you like to talk a lot. In other situations, you talk very little.
- Preferred topics for informal meetings: your personal life and experiences and your personal life and experiences of your conversation partner(s) (e.g. family, hobbies etc.).
- As you are very fond of culinary delights, you eat a lot of the food and drinks that are offered.

Values:

- Men and women are equally influential and important.
- The focus is on family and enjoying life.
- The personal opinion of individuals is important, not the opinion of the group.

Culture C**Behaviour:**

- Actively seek intensive physical contact with all others.
- open eye contact
- In conversations, you take a critical approach to the opinions and statements of your conversation partners, but always remain very polite.
- You speak quite softly.
- You like to talk a lot with strangers, but you also like to listen to members of your own group.
- Preferred topics at informal meetings: professional and technical topics. You only really talk about personal matters with members of your own group.
- As politeness is very important in your culture, you always make sure that your conversation partners have plenty to eat and drink before you look for something to eat and drink for yourself.

Values:

- Men are more influential and powerful.
- Work and enjoyment of life are equally important.
- The opinion of the group is important, not the opinion of individuals.

Taken from: Regina Kempen, Svenja Schumacher, Anna Maria Engel and Lisa H. ... Culture Trainings planen und durchführen. Hogrefe. Göttingen 2020. Pp. 129 ff. Translated by Dr. Petra Schuppert.

M 12



After the champagne reception – Giving feedback

Tasks

1. Get together in groups of six people. People from culture A, B and C should be present.
2. Discuss the given questions.
3. Based on this simulation, what is your conclusion: How should people from different cultures interact with each other? Write your results in the box.

1. How did you feel overall?
2. Did you find it easy to practise a culture other than your own?
3. Briefly describe how you behaved during the meeting.
4. When did you feel particularly comfortable?
5. How did the others behave?
6. What happened during the meeting?
7. When did you feel particularly uncomfortable?
8. What confused you the most?
9. Have you ever experienced a similar situation?
10. What was helpful in the situation to deal with the misunderstandings?

Taken from: Regina Kempen, Sven Schumacher, Anna Maria Engel and Lisa Hollands: Interkulturelle Trainings planen und durchführen. Hogrefe Göttingen 2020. Pp. 129 ff. Translated by Dr Petra Schappert.

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Our conclusion:

Hinweise und Erwartungshorizonte

Hinweise (M 1)

Ziel von M 1 ist der **thematische Einstieg** in die Unterrichtseinheit. Die Lernenden erfahren im Rahmen eines Dialogs von der Veranstaltung, die sie planen und organisieren sollen.

Methodische Hinweise

Zum **Einstieg** fragt die Lehrkraft zunächst, welche Events in Firmen gefeiert werden. Die Ideen der Lernenden werden an der Tafel gesammelt. Im Anschluss kann die Lehrkraft entscheiden, wie die Lernenden den Dialog erschließen: entweder als Leseverstehen oder als Hörverstehen.

Leseverstehen: Die Schülerinnen und Schüler lesen den Dialog in verteilten Rollen laut. Anschließend lesen die Lernenden den Text noch einmal leise und schreiben die wichtigsten Informationen in Einzelarbeit in die Tabelle.

Hörverstehen: Die Lehrkraft spielt den Dialog (Audio-Datei **ZM 1 im Online-Archiv bzw. ZIP-Datei**) zunächst einmal ab. Die Lernenden hören nur zu. Beim zweiten und, falls nötig, dritten Hören machen sich die Schülerinnen und Schüler Notizen in der Tabelle.



Erwartungshorizont (M 1)

2. What?	annual general meeting + 100th anniversary celebration
When?	13 July
Where?	the annual meeting will take place in the conference room, the anniversary in a big tent on the company premises
How many?	annual meeting: 50 people; anniversary: 250 people
How?	buffet for lunch for 50 people who attend the annual meeting; then a champagne reception with champagne and snacks for 250 people; dinner for 250 people

Hinweise (M 2)

Ziel von M 2 ist das Zusammentragen von allem, was im Rahmen der Hauptversammlung und des Firmenjubiläums geplant und organisiert werden muss.

Erwartungshorizont (M 2)

Individual results. Students might mention these aspects in their mind maps:

- lunch: buffet, beverages; where do we get glasses from? → caterer
- dinner: buffet or three-course meal?; beverages; glasses; cutlery etc.; what kind of food? → vegetarian, meat/fish, vegan?; caterer or restaurant?
- entertainment: music; band; singer; DJ; other entertainment programme?; maybe magician?; sports
- annual general meeting: speech by Mr Evans; other speeches?; technical equipment; beverages and snacks?; tables and chairs or rows with chairs?

Hinweise M 3–M 6

Ziel von M 3 bis M 6 ist es, in Form eines **Gruppenpuzzles** arbeitsteilig in drei Organisationsteams das Catering, die Musik und die Hauptversammlung zu planen und anschließend alle Ergebnisse zusammenzutragen.

Methodische Hinweise

Die Schülerinnen und Schüler gehen in Dreiergruppen zusammen. Sie erarbeiten die Inhalte in Form von **Rollenspielen**. Dabei schlüpfen die Lernenden in die Rollen dreier Mitarbeiterinnen und Mitarbeiter und diskutieren, was es zu essen geben soll, welche Musik gespielt werden soll und wie die Hauptversammlung organisiert werden muss. Die Informationen auf den **Karten** geben vor, wie sie zu agieren haben. Die Ergebnisse des Rollenspiels werden auf dem Arbeitsblatt festgehalten. Abschließend werden **neue Dreiergruppen** formiert. Dazu kommt aus jeder Gruppe von Expertinnen und Experten eine repräsentative Person in die neue Gruppe. Die Ergebnisse werden vorgestellt, auf dem Arbeitsblatt zusammengefasst und in Form einer Agenda gebracht. Dabei muss auch die Notiz von Mr. Evans eingearbeitet werden.

Erwartungshorizont (M 3)

Individual results. For example:

- buffet with meat, cheese, vegetable, mozzarella, different salads, fish etc. for lunch
- champagne reception with a non-alcoholic alternative (orange juice), olives and breadsticks for snacks
- three-course-meal for dinner (eggs)
- caterer will bring plates, cutlery and glasses as well as different beverages

Erwartungshorizont (M 4)

Individual results. For example:

- band (jazz) with a singer, saxophone player and a piano player
- they will play during the reception but just background music, no singing
- they will play after dinner, people can listen and/or dance
- budget: 5000€
- band will bring all the equipment

Erwartungshorizont (M 5)

Individual results. For example:

- technical equipment is already in the conference room
- tables will be removed, chairs will be arranged in rows
- tea and coffee, no snacks
- contact IT person for help

Erwartungshorizont (M 6)

Possible agenda:

- 9:00 Opening of annual meeting
- 9:15 Welcome speech by Mr Evans
- 10:00 Board of Directors report to the participants
- 11:00 Discussion: expansion into Latin America, production in Mexico
- 11:30 Questions
- 12:00 Closing of the discussion and voting
- 12:30 Results of vote
- 12:45 Mr Evans closes the meeting
- 13:00 Buffet
- 14:00 Champagne reception with music
- 14:30 Anniversary: speech about the past and the future by Mr Evans
- 15:30 Other speeches
- 17:00 Dinner
- 19:00 Music and dance

Hinweise (M 7)

Ziel von **M 7** ist es, eine Band für das Firmenjubiläum zu engagieren.

Methodische Hinweise

Beim Durchführen des Telefonats sollten sich die Lernenden **hinter eine Schutzwand** oder **Schulter** setzen, damit sie sich währenddessen nicht sehen können. Eine Schwierigkeit eines Telefonats ist es, dass sich die Gesprächspartnerinnen und -partner bei dieser Form der mündlichen Kommunikation nicht zusätzlich durch Mimik und Gestik sowie Körpersprache verständigen können.

Erwartungshorizont (M 7)

Individual results.

Hinweise (M 8)

Ziel von **M 8** ist es, eine **Bestellungs-E-Mail** an eine Cateringfirma zu schicken und somit einen Auftrag für das Fest beim Firmenjubiläum zu vergeben.

Methodische Hinweise

Um die E-Mail vervollständigen zu können, müssen die Lernenden zunächst das Angebot der Cateringfirma lesen und mit Claires Anforderungen vergleichen. Daher ist der **Schreibaufgabe** eine Aufgabe zum **Lesen** vorgeschaltet. Die Schreibaufgabe an sich ist **stark gelenkt**. Die Lernenden müssen keine komplette E-Mail selbst schreiben.

Differenzierungshinweis

Das Material liegt auf **zwei Niveaustufen** vor. In der Version für lernschwächere Schülerinnen und Schüler (**ZM 2 im Online-Archiv bzw. in der ZIP-Datei**) muss eine durcheinandergeratene E-Mail in die richtige Reihenfolge gebracht werden.



Erwartungshorizont (M 8)

Claire's requirements	Offer
buffet for 50 people at lunchtime	buffet for 50 people at lunchtime
3-course dinner for 250 people	3-course dinner for 200 people
mix of non-alcoholic beverages for lunch and dinner	mix of non-alcoholic beverages for lunch, alcoholic and non-alcoholic beverages for dinner
champagne for 250 people (approx. two glasses for each) for reception	champagne for 250 people (approx. two glasses for each) for reception
orange juice for champagne reception	orange juice for champagne reception
red and white wine, beer for dinner	red and white wine, beer for dinner, mix of non-alcoholic beverages
olives and breadsticks for champagne reception	mixed marine olives, assorted breadsticks for reception

3. **From:** claire.belvoir@gallon.co.uk
To: info@deliciousfood.co.uk
Subject line: RE: RE: Confirming the offer
- Dear Ms de Manger,
- thank you for the detailed catering offer for our upcoming event. We would like to confirm our order with the following specification.
- Buffet for 50 people at lunchtime: as per the menu provided.
- 3-course dinner for 250 people. We would like to choose the vegetarian option only.
- The selection of beverages sounds perfect for us just as the olives and breadsticks for the champagne reception.
- Please note that the correct number of people for dinner is 250.
- Could you kindly provide information on the payment procedures? Additionally, we would like to enquire if a discount is available should we choose to pay 50% of the total amount in advance.
- We look forward to your prompt response and to finalising the arrangements.
- Best regards,
 Claire Belvoir
 Teamleader Marketing Gallon Enterprises

Hinweise (M 9)

Ziel von M 9 ist das Voranschreiten der Handlung im Rahmen des für die Unterrichtseinheit gegebenen Settings. Die Lernenden werden auf den aktuellen Stand der Planung gebracht und erhalten den nächsten Arbeitsauftrag.

Methodische Hinweise

Die Lehrkraft kann entscheiden, wie die Lernenden den Dialog erschließen: entweder als Leseverstehen oder als Hörverstehen.

Leseverstehen: Die Schülerinnen und Schüler lesen den Dialog in verteilten Rollen laut. Anschließend lesen die Lernenden den Text noch einmal leise und beantworten die Fragen in Einzelarbeit.

Hörverstehen: Die Lehrkraft spielt den Dialog (Audio-Datei **ZM 3 im Online-Archiv bzw. in der ZM-Datei**) zunächst einmal ab. Die Lernenden hören nur zu. Beim zweiten und, falls nötig, dritten Hören beantworten die Schülerinnen und Schüler die Fragen.

**Erwartungshorizont (M 9)**

2. a) The costs are quite high but okay for a once-in-a-lifetime event.
- b) Prices have risen due to inflation.
- c) They are fantastic.
- d) They have to write an invitation to the event.
- e) Mr Evans needs a first draft very quickly (till the next morning).

Hinweise (M 10)

Ziel von **M 10** ist die Korrektur eines fehlerhaften und unvollständigen Einladungsschreibens.

Methodische Hinweise

Die Fehler beziehungsweise das Fehlende wird von der Lehrkraft markiert und korrigiert. Die Einladung wird nicht komplett neu verfasst.

Erwartungshorizont (M 10)

2.	Mistakes	Correction
	celebration	celebrate
	innovation	innovation
	hart	hard
	commemorate	commemorating
	life	live
	celebrate	celebrating
	Missing information: header; details of sender and recipient; date, time and place of the event	

Hinweise (M 11 und M 12)

Ziel von **M 11** und **M 12** ist das Fördern der **interkulturellen Kompetenz** der Lernenden durch eine Simulation.

Methodische Hinweise

Die Lernenden werden in **drei Gruppen** eingeteilt. Jede Gruppe bekommt ein Kulturskript, in das sie sich in einer Arbeitsphase von **15 Minuten** einarbeiten darf. Die Gruppen sollten ausreichend

Zeit haben, damit sie die Verhaltensweisen miteinander einüben können. Idealerweise verteilen sich die Gruppen auf verschiedene Räume. Nach der Einarbeitungszeit kommen die Gruppen in das Klassenzimmer zurück. Jeweils drei Mitglieder der drei Kulturen bilden nun Gruppen von drei Personen. Das Zusammentreffen findet im Rahmen des Sektempfangs des Firmenjubiläums statt. Es sollten sich möglichst alle Teilnehmenden aktiv unter Anwendung der Instruktionen aus den Skripten an dem Gespräch beteiligen. Nachdem die Simulation beendet wurde, findet ein Austausch über das Erlebte statt.

Erwartungshorizont (M 11)

Individual results.

Erwartungshorizont (M 12)

Individual results. Students might mention the following aspects:

- Different cultural characteristics can influence the behaviour of people towards each other and their communication.
- This may lead to misunderstandings.
- Misunderstandings, in turn, may cause conflicts or fail in communication.

B.VII.35

Advanced skills – Case studies

Embracing diversity – Wie Diversität in der Arbeitswelt gelingt

Mathias Geiger



Die Schülerinnen und Schüler lernen im Rahmen der Unterrichtseinheit verschiedene Aspekte kennen, die ein diverses und inklusives Arbeitsumfeld ausmachen. Sie werden für eigene und fremde Bedürfnisse sensibilisiert und prüfen, inwieweit Diversität an ihrem Arbeitsplatz gelebt wird. Mithilfe vielseitiger Lernangebote lernen sie Schritt für Schritt diversitätsfreundliche Maßnahmen kennen und setzen diese im Kontext lebensweltnaher Situationen um. Dabei schulen die Lernenden insbesondere ihr Hör- und Sprechverständnis sowie ihr Hör-Seh-Verstehen.

KOMPETENZPROFIL

Niveau/Lernjahr: B1; 1.–3. Lernjahr

Dauer: 13 Unterrichtsstunden

Kompetenzen:

1. Lesen: Texten wichtige Informationen entnehmen;
2. Sprechen: Sich in Gruppen austauschen, Stellung beziehen;
3. Hör-Seh-Verstehen: Videos zentrale Informationen entnehmen;
4. Schreiben: Eigene Texte verfassen

Thematische Bereiche: *diversity, equity, inclusion, gender, intercultural communication*



Auf einen Blick

1./2. Stunde

Thema: Diversity, equity and inclusion in the world of work

M 1 **Getting to know the topic: Diversity, equity and inclusion** / Einen Text zum Thema lesen (EA); eine Recherche durchführen (EA); das eigene (Arbeits-)Umfeld diversitätskritisch prüfen (PA)

M 2 **How do companies benefit from diversity?** / Videos zum Thema „Diversität“ anschauen (EA); über Vorteile von diversen Unternehmen brainstormen (PA); den eigenen Lernprozess evaluieren (EA)

Benötigt:

- digitale Endgeräte, Internetzugang und M 1

3./4. Stunde

Thema: Convincing others about the importance of diversity

M 3 **Making my workplace more diverse** / Das eigene Unternehmen hinsichtlich seiner Diversität beurteilen (EA, PA); andere von den Vorteilen von Diversität überzeugen (EA/PA)

M 4 **Vocabulary – Working with words and expressions** / Den Wortschatz zum Thema „Diversität“ ermitteln und anwenden (EA, PA)

Benötigt:

- ZM 2

5. Stunde

Thema: About stereotypes and discrimination

M 5 **Structuring the world around us: About stereotypes and discrimination** / Einen Text über Diskriminierung lesen; ein Placemat erstellen (EA, PA); über Stereotype diskutieren (PA); *if-clauses* anwenden (EA)

Benötigt:

- Placemat oder ein DIN-A3-Blatt Papier

6./7. Stunde

Thema: Detecting discriminatory language

M 6a **Embracing diversity in job adverts** / Texte über angemessene Sprache in Stellenausschreibungen lesen

M 6b **Identifying discriminatory language** / Eine problematische Stellenanzeige lesen und diversitätssensibler abändern (EA)

Benötigt:

- digitale Endgeräte und Internetzugang

8. Stunde

Thema: Becoming aware of subconscious attitudes

M 7 **Focusing on myself: Dealing with unconscious bias** / Eine Recherche durchführen; den eigenen „*unconscious bias*“ kritisch hinterfragen (EA)

Benötigt: • digitale Endgeräte und Internetzugang

9./10. Stunde

Thema: Intercultural communication

M 8 **Preventing intercultural misunderstandings** / Einen Text über interkulturelle Kommunikation lesen; über eigene Erfahrungen im Job sprechen (PA, GA); ein Handout zu Kommunikationsstilen erstellen (EA)

Benötigt: • digitale Endgeräte, Internetzugang und ZM 5

11./12. Stunde

Thema: Discrimination against women in the world of work

M 9 **Supporting gender equality at work** / Einen Text über *gender gap* lesen; ein *fact sheet* über die Benachteiligung von Frauen in der Arbeitswelt erstellen (EA) und evaluieren (PA)

Benötigt: • digitale Endgeräte, Internetzugang und ZM 5

13. Stunde

Thema: Diversity-sensitive language

M 10 **Using gender-inclusive language in marketing mails** / Eine problematische E-Mail lesen und diversitätssensibler abändern (EA)

Benötigt: • ZM 5

Minimalplan

Sie haben nur wenige Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- | | |
|--|-----------|
| 1./2. Stunde: Diversity, equality and inclusion in the world of work | M 1–M 2 |
| 3. Stunde: Vocabulary – Working with words and expressions | M 4 |
| 4./5. Stunde: Detecting discriminatory language | M 6a/M 6b |
| 6./8. Stunde: Using gender-inclusive language in marketing mails | M 10 |

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

- ZM1_How to deal with reading & research assignments
- ZM2_How to convince others about diversity
- ZM3_How to create a handout
- ZM4_How to create a fact sheet
- ZM5_How to structure the body of an advertising email

M 2



How do companies benefit from diversity?

Tasks

- Working with a video:
 - Watch the video <https://raabe.click/equality-diversity-equity-inclusion>.
 - Check if there is additional information on these terms apart from what you have researched.
 - Write down in keywords which practical example the video presents for each term. You also do the task on *LearningApps*: <https://learningapps.org/watch?v=p1w9n25>
- Together with a partner, brainstorm to what extent companies can benefit from embracing diversity. Write down your ideas about the possible benefits of a diverse company.

- Watch the video <https://raabe.click/diversity-in-the-workplace>. Complete the sentences.
 - The three positive reasons for companies with diversity are...
 - Employees differ in terms of their...
 - Conflicts are positive because they have a positive impact on...
 - There are chances in growing your business through diversity because...
 - Diversity can have a positive impact on a company's reputation because...
- Compare your list from task 3 with the aspects mentioned. Add the missing aspects to your list.
- Time to reflect: Think about what you have learnt about this topic and fill in the table.

	My impression 😊😐😞	Keywords
I can give examples of what diversity means.		
I can distinguish the terms diversity, equity and inclusion.		
I can explain why diversity is important for enterprises.		
I know about listening strategies.		
I know how to deal with listening assignments.		

M 6b

- 

The three “C”s to prevent discriminatory language

- Sounds interesting?** Please send your cover letter and CV to sunshinekids@staff.com.
We are looking forward to hearing from you!

- 55 RAAbits Englisch Berufliche Schulen Juni 2025

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