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Phase 1: Text (hier: Ghost Story) schreiben in pairs, no language help – Fokus: past simple tense:

Plan lesson 1:

- work in pairs on one (1) iPad
- one student opens the *Teams*-app and clicks on the link to the *OneNote*-page for this *assignment*
- this student writes (in **green**), the other one helps
- fill in your first names [above] and the title [below]
- about 100 (a hundred) words
- use *your* English (*not* a dictionary or other help)
- no dirty, horrible, or mean sentences
- use the Past Simple tense
- **check your text carefully**

[title]

Once upon a time, there was ...

when finished:

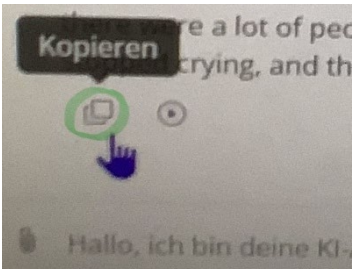
- hand this assignment in in the *Teams*-app (only the student who wrote the story) (and, if you're the first pair to finish, tell the teacher)
- then study vocab 8 or irregular verbs (e.g. on *Quizlet*)

if necessary, finish, and hand in, your ghost story *before* the following lesson

Phase 2: warm-up for Past Simple tense / get ghost story revised by AI

Plan Lesson 2:

- a communicative activity revising the past simple tense orally in pairs for about 15 minutes
 - the student who wrote the story: (the others study vocab 8 or irregular verbs, e.g. on *Quizlet*)
1. go to [go.fobizz.com](https://www.fobizz.com) and then type in your "Zugangscode" (s. *OneNote* > *your name* > *notes...*) and then tap on "Einloggen"
 2. tap on the project: "8C check your ghost story"
 3. **copy** the long prompt (from ## Task 1 to the end, i.e. "enter")
 4. tap on "KI Chat" below and then
 5. choose "**GPT-4o**" [June 2025; now, March 2026, GPT-5 available for students in "fobizz" too :-)] if necessary: in "KI-Assistenten-Katalog" > "Sprachmodell" and then long-tap in the prompting area
 6. **paste** (= Einsetzen) the long prompt
 7. copy your ghost story and paste it at the end of the long prompt, i.e. after ## Text and tap on the 'send' button
 8. your data are protected > you can safely click away warnings of this kind, i.e. "Dennoch versenden."
 9. copy the whole feedback of the bot - bottom left of the "revised" text:

	and paste it (looking the same!) onto your <i>OneNote</i> -page in <i>exercises</i> (<i>under</i> your story) and then learn from your mistakes in the table later, your partner take a photo of the <i>whole</i> page and paste it onto their respective <i>OneNote</i> -page
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Prompt (geschrieben von Hansjürg Perino und Michael Beusch) for Phase 2 on fobizz:

Task Overview

You are an English teacher evaluating the following **short text**. Your goal is to provide professional feedback suitable for learners at **CEFR levels A2/B1**. Focus on the following areas:

1. Language Analysis

Identify and correct issues in the ad text, addressing:

- **Grammar mistakes**: e.g., incorrect tense, word order, subject-verb agreement.
- **Vocabulary enhancements**: suggest more precise or appropriate word choices.
- **Other improvements**: improve style, cohesion, clarity, and overall readability.

2. Correction Table Format

Present your analysis in a table with the following structure:

###	Original	Revised Version	Type of Mistake	Explanation
1	[Original Text]	[Corrected Text]	[e.g., grammar – wrong tense]	[Reason for the change]
2	[Original Text]	[Corrected Text]	[e.g., word choice – not nuanced enough]	[Reason for the change]

Note: Number each correction consecutively and mark the corresponding part in the original text.

Accepted Mistake Categories

Use the following categories in the "Type of Mistake" column:

- punctuation
- spelling
- grammar (specify: wrong tense, word order, etc.)
- word choice (specify: not nuanced enough, too informal, etc.)
- missing word
- inconsistent use of British/American English
- reference (unclear or incorrect)
- cohesion (e.g., poor use of linking words or sentence flow)

3. Improved Version

After completing the table, rewrite the entire short text with all corrections and enhancements applied.

Instructions

If these instructions are clear, proceed with the analysis.

If anything is unclear, respond with: **"Please clarify..."** and specify what needs further explanation.

Beispiel des detaillierten und nuancierten Feedbacks der KI:

a ghost story by two students of 1bG in June 2025:

Ghost Boss

Once upon a time, there was a little ghost, called Ghost Boss who lived in a schoolbag of a young girl who had a happy life, went to school every day and played with her friend. One day she opened her bag and was frightened: There was a baby ghost with a pink bow which floated out of the bag and fell on the floor. He said: „I’m sorry, I’m still learning how to fly. I’m a baby ghost. And who are you?“ The young girl grinned and said: „Holy Moly! I never saw a ghost before and I always imagined that a ghost is frightened. But you are the complete opposite of what I imagined. I’m Chloe.“ Ghost Baby was outraged and told her that he’s a very frightening ghost and she should be scared. His face looked so cute while he squeezed her.

She then asked if he could help her in class and be her friend. That was the last straw and he flew away, if you could even call it flying.

Task 1: Feedback Analysis

#	Original Text	Revised Version	Type of Mistake	Explanation
1	Once upon a time, there was a little ghost, called Ghost Boss who lived in a schoolbag of a young girl who had a happy life, went to school every day and played with her friend.	Once upon a time, there was a little ghost called Ghost Boss, who lived in the schoolbag of a young girl who had a happy life, went to school every day, and played with her friends.	punctuation, grammar (missing article)	Added commas for clarity and cohesion. Changed "a schoolbag" to "the schoolbag" for specificity. Changed "her friend" to "her friends" for consistency.
2	One day she opened her bag and was frightened: There was a baby ghost with a pink bow which floated out of the bag and fell on the floor.	One day, she opened her bag and was frightened: there was a baby ghost with a pink bow that floated out of the bag and fell on the floor.	punctuation, grammar (relative pronoun)	Added a comma after "One day" for clarity. Changed "which" to "that" for correct relative pronoun use.
3	He said: „I’m sorry, I’m still learning how to fly. I’m a baby ghost. And who are you?“	He said, "I'm sorry, I'm still learning how to fly. I'm a baby ghost. And who are you?"	punctuation	Changed quotation marks to standard English quotation marks. Used a comma instead of a colon.
4	The young girl grinned and said: „Holy Moly! I never saw a ghost before and I always imagined that a ghost is frightened.	The young girl grinned and said, "Holy moly! I've never seen a ghost before, and I always imagined that a ghost would be frightening.	punctuation, grammar (wrong tense), word choice	Changed quotation marks. Used a comma instead of a colon. Changed "I never saw" to "I've never seen" for correct tense. Changed "is frightened" to "would be frightening" for clarity.
5	But you are the complete opposite of what I imagined. I’m Chloe.“	But you are the complete opposite of what I imagined. I'm Chloe."	punctuation	Changed quotation marks to standard English quotation marks.
6	Ghost Baby was outraged and told her that he’s a very frightening ghost and she should be scared.	Ghost Baby was outraged and told her that he's a very frightening ghost and that she should be scared.	cohesion	Added "that" for cohesion and clarity.
7	His face looked so cute while he squeezed her.	His face looked so cute as he squeezed her.	word choice	Changed "while" to "as" for better word choice and sentence flow.
8	She then asked if he could help her in class and be her friend. That was the last straw and he flew away, if you could even call it flying.	She then asked if he could help her in class and be her friend. That was the last straw, and he flew away, if you could even call it flying.	punctuation	Added a comma before "and" for correct punctuation in compound sentences.

Task 2: Revised Ghost Story

Once upon a time, there was a little ghost called Ghost Boss, who lived in the schoolbag of a young girl who had a happy life, went to school every day, and played with her friends. One day, she opened her bag and was frightened: there was a baby ghost with a pink bow that floated out of the bag and fell on the floor. He said, "I'm sorry, I'm still learning how to fly. I'm a baby ghost.

And who are you?"

The young girl grinned and said, "Holy moly! I've never seen a ghost before, and I always imagined that a ghost would be frightening. But you are the complete opposite of what I imagined. I'm Chloe."

Ghost Boss was outraged and told her that he's a very frightening ghost and that she should be scared. His face looked so cute as he squeezed her. She then asked if he could help her in class and be her friend. That was the last straw, and he flew away, if you could even call it flying.

Plan Lesson 3:

- ich bringe eine grosse Kerze mit
- die SuS üben ein möglichst lebendiges und sprachlich korrektes (z.B. Aussprache, Intonation) Vorlesen ihrer eigenen Geistergeschichte – im Beispiel oben las die eine Schülerin die direkte Rede des Geistes, die Andere den Rest
- ich verdunkle das Zimmer, alle Schüler:innen-Paare lesen ihre Geistergeschichten vor
- es wird kurz im Plenum diskutiert, welche aus welchen Gründen die besten sind

'Follow-up':

in der baldigen Prüfung lautet eine Aufgabe: «Write the beginning of a ghost story» (or, in other classes: a lively dialogue; or: the climax; or: the ending»);

die Schüler:innen der 1bG im Juni 2025 holten im Schnitt deutlich mehr Punkte als frühere Klassen, weil die Mehrheit offensichtlich das detaillierte individuelle Feedback der KI studiert hatte