German as a Foreign Language
Curriculum Units
with examples of teaching activities
Form 2

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Curriculum for German as a Foreign Language
GERMAN AS A FOREIGN LANGUAGE CURRICULUM UNITS – FORM 2

**GER 8.1**  How did you spend your holidays? – *Was hast du in den Sommerferien gemacht?*
**GER 8.2**  The world of work – *Beruf und Arbeit*
**GER 8.3**  Let’s go to Germany! – *Wir fahren los!*
**GER 8.4**  Out and about – *Unterwegs in einem deutschsprachigen Land*
**GER 8.5**  Where exactly? – *Wo genau?*
**GER 8.6**  Ouch! That hurts! – *Aua! Das tut weh!*
**GER 8.7**  Could you please tell me…? – *Ich brauche Informationen.*
**GER 8.8**  Getting a new outfit. – *Ich brauche ein neues Kleid.*
**GER 8.9**  At the department store – *Im Kaufhaus.*
**GER 8.10**  Let’s celebrate – *Wir feiern!*
**GER 8.11**  Wishing you all the best! – *Alles Gute!*
**GER 8.12**  What I have learnt this year. – *Wir wiederholen!*
**Subject:** German as a Foreign Language (GFL) – Deutsch als Fremdsprache (DaF)  
**Unit code and title:** GER 8.1 : How did you spend your holidays? – Was hast du in den Sommerferien gemacht?  
**Strands:** Listening, Speaking, Reading, Writing  
**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### Objectives
The teacher will:

1. teach the identification of patterns and grammatical structures in basic questions/statements in the perfect tense; adverbs and expressions relating to past events. (Listening, Reading, Writing)
2. guide students to explore the role of auxiliary verbs *haben* and *sein* and the past participle in the formation of the perfect tense. (Reading)
3. guide students to explore multimodal texts such as letters, e-mails or diary entries, and to express themselves in the perfect tense. (Listening, Speaking, Reading, Writing)

### Key words
- *heute Morgen / gestern / gestern Abend/ letzte Woche / letzten Montag/ letzten Januar / letztes Wochenende/ letztes Jahr*
- *Past Participles with haben: gelernt, telefoniert, abgeholt, gesprochen, gearbeitet, bekommen etc.*
- *e.g. Ich habe lange nicht geschrieben.*
- *Past Participles with sein: gegangen, gefahren, (an)gekommen,... Ich bin nach Deutschland gereist.*
- Questions: *Was hast du gemacht? Wer hat das gemacht? Wann ist er gekommen? etc. Hast du..... ge__? Bist du ... ge__?*

### Points to note
- Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their learning diaries (*Lerntagebuch*) which are to be checked regularly by teacher/peers.

   In this unit students are introduced to the perfect tense (“conversational past”) using verbs which they have already met in previous units. The differences between German and English use of the perfect tense are to be discussed in plenary sessions. Revision of present tense of *haben* and *sein* and their new role as auxiliary verbs has to be clarified to avoid misconceptions.

   Through a choice of various activities and resources teachers are to help students to question and to reason out the new concepts, different structures and patterns and to encourage perseverance by showing appreciation of progress whilst avoiding inhibitions. Word order (position of verb) learnt in Unit 7. 11 will provide scaffolding for new material. Constant use of scaffolding e.g. visuals, colours and writing frames, verb lists etc is highly recommended.

   Teachers have to ascertain that students are given ample time for active learning: role play, interaction, practice for consolidation and re-enforcement. The use of visual aids, realia, multimedia, easy readers and board games makes learning an enjoyable experience and reinforces understanding of key words and structures.

   Exchange of e-mails with a native speaking class or participation in an eTwinning project will reinforce content learnt and enable students to use target language in a real situation. Perfect Tense of known verbs is to be taught initially then encourage students to explore other verbs.

   For consolidation purposes the Perfect Tense is to be included in all of the following Units and in various contexts.

### Resources
- IWB, PPTs, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises, material at the German Resource Centre.
- A variety of multimodal texts and visuals, Interactive teachers’ handbook, XXL Glossar, Intensivtrainer, Computer/s, internet access
- Different types of games e.g.ELI Das Große Spiel der Verben and Hörbücher.
- Time cards.
- www.hueber.de/schritte-international ,
- http://www.languagesonline.org.uk/ (click perfect for beginners) http://www.dw-world.de/dw/0,,2068,00.html ;
- http://webgerman.com ;
- http://www.nthuleen.com ;
- http://atschool.eduweb.co.uk/rgshiwy/school/curric/german/revision/german_perfect_tense/index.htm
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<td>Strands: Listening, Reading Writing</td>
<td>Setting the scene: Show a clip from a video showing people on holiday (e.g.: Schritte International – DVD / Planet) without sound. In groups students work on a worksheet and tick from a list of actions they have observed. Students discuss what the people are doing. The present tense is revised. Was machen die Leute? Students work in groups and list activities which they have done during the summer holidays. Write Sommerferien 20.. on the IWB and elicit the teaching objective. The video clip is again projected with the caption with sound. Plenary discussion regarding the use of tense needed to relate what a person has done. Was haben die Leute gemacht? Compare to languages known and which other words in a sentence help us to differentiate between present and past actions. In mixed ability groups students work on different statements on the video clip denoting present and past actions which include time words and phrases. (jetzt, heute Morgen, gestern…). Differentiate by adding visuals to the statements. • Students have to sort the sentences in two columns: Action is happening now (Present) Action completed (Past). • Students then note the words and phrases which accompany a present action /past action. In a debriefing session teacher collates the findings of the students and using the IWB Rub and Reveal method teacher consolidates the time words and phrases. In mixed ability groups students work on further tasks: • online or students CDs <a href="http://www.hueber.de/shared/uebungen/deutschcom/fset.php?Volume=1&amp;Lection=16&amp;Exercise=3&amp;SubExercise=1http://www.hueber.de/shared/uebungen/ideen/fset.php?Volume=1&amp;Lection=11&amp;Exercise=5&amp;SubExercise=1">http://www.hueber.de/shared/uebungen/deutschcom/fset.php?Volume=1&amp;Lection=16&amp;Exercise=3&amp;SubExercise=1http://www.hueber.de/shared/uebungen/ideen/fset.php?Volume=1&amp;Lection=11&amp;Exercise=5&amp;SubExercise=1</a> (L) • Cloze text: Students enter the time phrases/words in short sentences in present/past tense from a given list of words/phrases • Arrange time words/phrases cue cards in two columns Present/Past. Plenary: Students report back and present/discuss their observations. Students draw a visual timeline with these words and sentences on board /IWB. The chosen models along with the key words which indicate past actions are then entered in the Lerntagebuch. Show the following clip to consolidate <a href="http://www.youtube.com/watch?v=W4YdXLxPgZA">http://www.youtube.com/watch?v=W4YdXLxPgZA</a></td>
<td>Students will: listen to a text in the perfect tense on a familiar topic which includes rehearsed vocabulary and structures and answer open ended questions to demonstrate comprehension. (Level 7) listen to a text in the perfect tense on a familiar topic and in which rehearsed vocabulary and structures are used and answer true or false questions to demonstrate comprehension. (Level 6) watch a video clip and identify statements which demonstrate what a person/persons has /have done in the past few days. (Level 5) listen to a short text which is spoken slowly and clearly and note down adverbs of time which demonstrate that the action occurred in the very recent past. (Level 4) read a text in the perfect tense on a familiar topic which includes rehearsed vocabulary and structures and answer open ended questions to demonstrate comprehension. (Level 7) read a text in the perfect tense on a familiar topic which includes rehearsed vocabulary and structures and identify specific information through a multiple choice task. (Level 6) read an entry in a diary on recent familiar events and identify true or false statements to demonstrate</td>
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**Homework:** revision of present tense of *haben* and *sein* using various sources in context. Students are to write some sentences using the verbs *haben* and *sein* in context. *Ich bin Schüler/in. Ich habe einen Bruder. Er ist ....* (References below for revision purposes)

- http://www.youtube.com/watch?v=be13kRfh3iQ *sein*
- http://www.youtube.com/watch?v=47_Olpk1MoE&feature=iv&annotation_id=annotation_277622 *haben*
- http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Revision/verbrev/irregularverbs1.htm - (*haben* and *sein* present tense)

**Strands: Reading**

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<th>The teacher will:</th>
<th>Students will:</th>
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| 2. guide students to explore the role of auxiliary verbs *haben* and *sein* and the past participle in the formation of the perfect tense. | Students should have revised the present tense of *haben* and *sein* at home. The teacher revises the paradigm of the verbs on the IWB. These are left visible for the students as support. Students work in mixed ability groups on short texts containing verbs in the perfect tense which they have encountered in previous tasks.  
  - Students circle the verb in all statements and note the difference between the meaning of *haben* and *sein* in the sentences on the IWB and those in the texts in the present and in the past.  
  - They discuss the position of the verb and the structure as well as the change in meaning. In a debriefing session students present their findings. (Teacher uses a questioning technique to guide the discussion leading to the role of *haben* and *sein* as helping verbs). | Students work in groups on two short texts with the same content used in the present and in the perfect tense. Differentiate by adding visuals. They have to circle the verb in both texts and note how the verb changes from the present to the past tense and their position in the sentence. Students will:  
  - read a text in the perfect tense and demonstrate comprehension by answering open-ended questions. (Level 7)  
  - read and complete a text in the perfect tense by choosing the correct auxiliary and past participle. (Level 6)  
  - scan a short reading text in the perfect tense and sort verbs according to their auxiliary with the help of visuals. (Level 5) |

**comprehension. (Level 5)**

read a simple sentence in the perfect tense on familiar recent events and match pictures to statements to demonstrate comprehension. (Level 4)

use the correct past tense and adverbs of time when writing a letter, an e-mail or a diary entry. (Level 7)

fill in a cloze text in which relates to a familiar context using the missing adverbs of time and tense with the help of a writing frame. (Level 6)

complete a text about on recent events a familiar topic using the perfect tense with the help of a model and prompts. (Level 5)

complete in writing a phrase or a simple sentence on an action which happened in the recent past with the help of visuals and cues. (Level 4)
In a debriefing session the structure of the perfect tense is consolidated. The teacher adds the names Auxiliary (Helping) verb and the verb in the form of Past Participle. The connection between the two is emphasised, that on their own they do not form an action in the past. Compare word order with that of modal verbs if necessary.

Students work on various tasks to recognise the Past Participles in relation to the verbs in the infinitive form and their meaning. Students are to be made aware that to know the meaning of a verb; they have to identify the infinitive.

Students work in mixed ability groups on the formation of past participles.

- using the results from the previous activity students are asked to discuss how the various past participles are formed. They highlight the stem in the infinitive and highlight it in the Past Participle. They note what is added to the stem in the Past Participle.

In a debriefing session students list their findings on the IWB. Students are asked to colour the various parts of past participles using the same approach. (ge- lern-t, ge- les-en, ge-sproch-en)

Kinaesthetic: Students post cue cards with visuals and the infinitive on one side and past participles on the other in three clearly marked boxes Box 1 (ge- lern-t, Box 2 ge- les-en, and Box 3 ge-sproch-en.)

Students work in mixed ability groups on the following:

- make their own learning flashcards with visuals e.g. http://quizlet.com/9588729/perfekt-dm2-18-partizip-perfekt-flash-cards/
- http://www.languagesonline.org.uk/

When to use haben or sein: Students work in mixed ability groups on the use of haben and sein. They are given various texts in the past participle. They identify the verbs in the text which have sein as auxiliary and the meaning of the past participle. They list the verbs and discuss what type of action these verbs describe. They have to find a caption which describes what these verbs have in common. Differentiate by adding visuals which students match to the verbs.

In a debriefing session the verbs accompanied by visuals are presented on the IWB. The students discuss which caption best describes the verbs.

Students work in mixed ability groups on different tasks:

- cloze texts e.g. http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/2PerfectGerman/index.htm
- using cue cards to form sentences to make a short text of 5 sentences.
match sentences to visuals.
http://www.hueber.de/shared/uebungen/planet/lerner/uebungen/fset.php?Volume=1&Lection=16&Exercise=3&SubExercise=1&ExerciseUrl=pl1L16ex3.htm&SubExerciseCount=1
http://www.studystack.com/flashcard-45240 (flashcards) (Teacher can update student vocabulary on Learning platform, Wiki)
End tasks: Students make a graphic of the formation of the perfect tense. E.g.:
http://www.sunderlandschools.org/mfl-sunderland/resources/German/geks3pp46.pdf (mind map)
Students can work on interactive activities at home or at school. Extra links for various levels:
http://www.schubert-verlag.de/auflagben/xg/xg04_08.htm
http://www.schubert-verlag.de/auflagben/xg/xg04_09.htm
http://www.schubert-http://www.schubert-verlag.de/auflagben/arbeitsblaetter_a1_z/a1_arbeitsblaetter_index_z.htm (worksheets 30-35)
http://atschool.eduweb.co.uk/rgshiwyf/school/curric/German/Revision/German_Perfect_Tense/Index.htm
http://www.schubert-verlag.de/auflagben/uebungen_a1/a1_kap5_hoeren1.htm (listening with interactive exercise)
Students will then write the dialogues and accompanied with matching pictures, titles and can then record and present mini-dialogues in plenum.
http://www.schubert-verlag.de/auflagben/xg/xg07_07.htm (pp-infinitive)
http://www.studystack.com/flashcard-45240 (flashcards)
http://www.vjc.org.uk/ Various interactive exercises
Grammar wheels for practise http://www.youtube.com/watch?v=35JPLmYm10s
http://www.tes.co.uk/teaching-resource/Perfect-Tense-Quartet-600814/ card game
http://www.quia.com/rr/59588.html (quiz)

Strands:
Listening, Speaking, Reading, Writing

The teacher will:
3. guide students to explore multimodal texts such as letters, e-mails or diary

Students look at a set of jumbled pictures forming a story. They will try to hypothesise a sequence of the pictures. Students hear a text relating to the pictures and in groups sequence the pictures according to what they hear.
Teachers will then provide bubbles with sentences to be pasted on the pictures after following the listening passage.
This can take place in pairs or in groups depending on the material used.
(IWB/Computers are ideal for this activity.)
Students work in groups on various listening tasks at their own pace on the computer or individual CD players
Students work on reading comprehension tasks. Reading and listening comprehensions can be

Students will:
listen to a text about present and past events on familiar topics and answer open ended questions in the appropriate tense to demonstrate comprehension. (Level 7)
listen to a text and on familiar past events and demonstrate comprehension of present or past actions by sorting sentences according to the tense. (Level 6)
entries, and to express themselves in the perfect tense.

made using the Comprehension Task Master according to the students’ needs. [Link to Comprehension Task Master]

Read a book e.g. *Hannahs Tagebuch* and answer

- Open-ended questions.
- Multiple choice
- True/False
- Sequencing of a jumbled text (paragraphs/statements)
- Filling in of a grid

**Speaking:**
Student work in mixed ability groups on different tasks at Talking Tables:
Using scaffolding frames of structures and verbs, students will ask each other questions and answer accordingly in the past tense about different familiar topics using familiar vocabulary. Each group is provided with clearly visible frame of basic structures. Making use of simple verbal or visual prompts students create mini-dialogues on a familiar topic using known vocabulary e.g.:

*Was hast du gestern gemacht? Was hast du am Wochenende gemacht?* Etc.

Peers act as referees to see that all have a turn and help out when necessary.

**Writing:**
Student work in mixed ability groups on different tasks:
- fill in cloze texts with key words
- write simple sentences from cut out cards [Link to cloze texts]
- write a short text to pictures or photos [Link to pictures for writing]
- write short entries in a wiki, blog or forum about things they have done during the week
- keep a diary entry of what they have done during the day/week
- exchange e-mails and letters with a partner class in Germany or with students learning German. Write other texts in the perfect tense as a contribution to the class, school or department website.
- [Link to writing resources]

**Blatt 31**  *Perfekt: Umformung von Sätzen* (2)
**Blatt 32**  *Perfekt: Umformung von Sätzen* (3)
**Blatt 33**  *Perfekt: Bildergeschichte* (1)

**Blatt 34**  *Perfekt: Bildergeschichte* (2)
**Blatt 35**  *Perfekt: Bildergeschichte* (3)

events and identify true or false statements to show comprehension. (Level 5)

listen to a simple sentence on recent familiar past events and match with a visual to show comprehension. (Level 4)

participate in a role play and use the correct form of the perfect tense of rehearsed familiar verbs and learned structures and some new vocabulary. (Level 7)

ask and answer questions and make statements about recent events in the context of a familiar topic using rehearsed vocabulary but make some mistakes in the choice of auxiliary or the formation of the past participle. (Level 6)

ask a question or respond orally using the correct present or perfect tense, however make mistakes in word order, auxiliary or past participle. (Level 5)

say a simple sentence (Verb + subject) or ask a simple question using the perfect tense of a familiar rehearsed verb with prompting and support. (Level 4)

read various texts in the perfect tense on recent events and familiar topics and answer open-ended questions to show comprehension. (Level 7)

read and re-arrange parts of a text in the perfect tense on a familiar topic in the perfect tense to form a sequential order of recent events. (Level 6)
- **use** [Story Bird](http://storybird.com/create/) (freeware) to create a story in the past tense. e.g. [http://storybird.com/books/letztes-wochenende/?token=dbr7gw](http://storybird.com/books/letztes-wochenende/?token=dbr7gw)
  - Create a PowerPoint on a familiar topic or event in the perfect tense.


- **read a text in the perfect tense about recent events on a familiar topic and fill in a cloze text to show comprehension. (Level 5)**
- **read a simple statement containing basic rehearsed verbs in the perfect tense and match phrases to pictures to demonstrate comprehension. (Level 4)**

- **write a letter, e-mail or a diary entry about a familiar topic in the past tense using rehearsed vocabulary and structures. (Level 7)**
- **write a text to given prompts on familiar recent events and using the correct past participle and helping verb with some mistakes in word order and formation of the past participles. (Level 6)**
- **complete in writing a letter, e-mail or a diary entry about something which happened in the recent past, with key words from a given list. (Level 5)**
- **with support write a sentence in the past tense which is supported by visual cues by re-arranging a set of given words. (Level 4)**
**Subject:** German as a Foreign Language (GFL) – Deutsch als Fremdsprache (DaF)

**Unit code and title:** GER 8.2  The world of work – Beruf und Arbeit

**Strands:** Speaking, Listening, Reading, Writing

**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### Objectives

The teacher will:

1. teach the female and male forms of nouns in the context of the world of work both locally and in D-A-CH countries. (Listening, Speaking, Writing)
2. guide students to explore multimodal texts such as advertisements and announcements in the context of the world of work in D-A-CH countries. (Reading, Writing)
3. teach how to sequence and describe past events using the imperfect tense of haben and sein in various contexts. (Speaking, Writing)
4. teach how to make reference to different events using a range of temporal questions like Wie lange?, Wann? and Seit wann? and the prepositions seit and vor + Dative in various contexts. (Listening, Speaking, Writing)

### Key Words

|---|

### Points to Note

Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their learning diaries (Lernstagebuch). Learning diaries are to be checked regularly by teacher/peers, since they serve also as reference and support.

Teaching objectives and key words have to be clearly visible at all times e.g. use the IWB, wall charts etc.

Teachers have to ascertain that students are given ample time for active learning, interaction and consolidation. Exchange of e-mails and/or participation in an eTwinning project with a German native speaking class project the teaching and learning of German beyond the classroom wall and provide a real, tangible purpose to learning and use of the Target Language. Recognition of the Dative case as used with the prepositions seit and vor is introduced in this unit. Further applications of the Dative case will occur in later units.

Teachers should vary teaching strategies and learning opportunities: e.g. Think-Pair-Share technique and the Remote Preparation method. When using the latter, the teacher informs the class beforehand about the topic which is to be discussed in the following lesson/s and asks them to find material or research lists of words related to the topic. The Think-Pair-Share teaching strategy gives students time to think on a given problem, enabling them first to formulate individual ideas and then share these ideas first with a peer and eventually with the rest of the class.

Teachers should use appropriate questioning techniques and allow ample time for the students to think and then to respond. As regards group-work, the type of grouping adopted should be varied and flexible: e.g. by ability, interest in the subject, readiness, random etc.

### Resources

- Computers (Laboratory, MFL room), IWB, internet access, CD players, video clips, CDs, DVDs, Schritte International DVD and CD, (e.g. Schritte International CD), Interactive Übungen. Interactive teachers’ handbook, textbooks, posters, students’ CD, mini-whiteboards, cuttings from magazines and newspapers (information about German-speaking personalities /students’ favourite personalities, advertisements), ELI Berufe game, Lingua Assistant, eTwinning project
- Extra sites:
  - [http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/01.htm](http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/01.htm)
  - [http://www.berufskunde.com/4DLNK1/4DCGI/03B05/berufe-a-z/A](http://www.berufskunde.com/4DLNK1/4DCGI/03B05/berufe-a-z/A)
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| Strands: Listening, Speaking, Writing | Setting the scene: Teacher presents pictures on the IWB of different people at their workplace and guides students to discover the topic *Beruf und Arbeit* by using the spelling game of HANGMAN. Students work in groups and call out different letters of the alphabet until the title *Beruf und Arbeit* is revealed. Using the pictures on the IWB teacher elicits the meaning and leads to the teaching objective. With the help of pictures brought by the students themselves of famous German-speaking personalities, different jobs are introduced using the following questioning technique: *Was macht ...? Was ist ... von Beruf? Was für eine Arbeit hat ....?* Students use mini-whiteboards and/or respond orally. *Er spielt Fußball. Er ist Fußballer. etc.* The teacher collates the vocabulary and structures on the IWB. With the help of a video e.g. [http://www.youtube.com/watch?v=H88M2tmT9j4](http://www.youtube.com/watch?v=H88M2tmT9j4), or clips from [http://www.youtube.com/watch?v=iyoptTjDtz0&feature=relmfu](http://www.youtube.com/watch?v=iyoptTjDtz0&feature=relmfu) different full time jobs in German are presented and compared to those available in Malta. Teacher then uses the *Schritte International DVD* and/or the PowerPoint presentation [http://www.yjc.org.uk/](http://www.yjc.org.uk/) (click *die Arbeit* ; click *Nebenjobs*) to introduce the concept of part-time jobs. After a brainstorming session, the teacher guides students to compare and contrast the situation between Malta and Germany. Students tackle various tasks in different workstations to consolidate learnt vocabulary.  
- Online games - matching picture to words [http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/01.htm](http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/01.htm)  
- **ELI board game:** *Die Berufe* Setting the scene: With the help of pictures brought by the students themselves of famous male and female (German-speaking) personalities the feminine and masculine forms of jobs are introduced:  
*Was macht Justin Bieber?*  
*Was macht Rihanna?*  
*Er singt. Er ist Sänger. etc.*  
*Sie singt. Sie ist Sängerin.*  
On the IWB the teacher presents students with two columns and a list of feminine and masculine jobs and students **Drag and Drop** words in the correct column according to gender. Teacher elicits the formation of the feminine by adding *-in* to the masculine word. Other changes in the word are noted. The same procedure is used to teach the Plural form.  
**Kinaesthetic Approach:** Students are given cards with feminine or masculine jobs. They have | Students will:  
listen to a dialogue or watch a video about the jobs of German-speaking personalities and answer open-ended questions about it to show comprehension. (Level 7)  
listen to a short text or watch a video about the job of a German-speaking personality and answer multiple choice questions about it to show comprehension of gist. (Level 6)  
listen to short sentences spoken slowly and clearly about the world of work in D-A-CH countries and identify True/False statements to show comprehension. (Level 5)  
identify and understand words or short phrases when watching a video about the job of a German-speaking personality and show comprehension by choosing the correct visual cue. (Level 4)  
present orally the result of a survey held in class about which jobs students would like to have, using learnt structures and experimenting with rehearsed spoken language to change meaning within a known structure. (Level 7)  
participate with a partner in a role-play by asking and answering simple questions about jobs, using rehearsed structures and language. (Level 6) |
to find their partner by going round and using the following structures: e.g. *Ich bin Arzt. Und du? Bist du Ärztin? – Ja, ich bin Ärztin. / Nein, leider nicht. Ich bin ……*

Students work at their own pace by choosing activities from the following: textbook, work book CD, interactive CD and internet. Students choose from different tasks to reinforce and revise new vocabulary:

use different types of online exercises and games

matching picture to words e.g.: [http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=1&SubExercise=1&ExerciseUrl=schr2intL08ex1.htm](http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=1&SubExercise=1&ExerciseUrl=schr2intL08ex1.htm) (jumbled letters)


Crosswords: [http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/02.htm](http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/02.htm)

[http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1a1_arbeitsblatt_kap1-02.pdf](http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1a1_arbeitsblatt_kap1-02.pdf)


*Interactive Übungs-CD Schritte International 1/2 : A Was macht ein Arzt? (Interactive exercise) The teacher can use cards or a worksheet for the same type of task.*

*Setting the scene: Using a video dialogue e.g.*
[http://www.bbc.co.uk/languages/german/lj/jobs/slideshow/](http://www.bbc.co.uk/languages/german/lj/jobs/slideshow/)  students are asked to listen for expressions used to ask about one’s job. Students discuss in groups what information was given.

They have to identify:

• how one asks about another person’s job: *Was machen Sie/machst du? and Was sind Sie/bist du von Beruf?*

• how one speaks about one’s job -  *Ich bin Lehrer/in. and Ich arbeite als Lehrer/in. Ich arbeite gern mit Kindern.*

In a plenary session using mini whiteboards students discuss and decide what key words and phrases are necessary. Students use the computer to work on different tasks from the same site.

Using the pictures of jobs which students have brought from home, students practise in pairs asking for and giving information regarding jobs.

Students work at their own pace by choosing activities from the following: textbook, work book CD, interactive CD and internet. Students choose from different tasks to reinforce and revise new vocabulary:

use different types of online exercises and games

matching picture to words e.g.: [http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=1&SubExercise=1&ExerciseUrl=schr2intL08ex1.htm](http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=1&SubExercise=1&ExerciseUrl=schr2intL08ex1.htm) (jumbled letters)


Crosswords: [http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/02.htm](http://ospitiweb.indire.it/~udee0001/deutsch/Test_7.1/02.htm)

[http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1a1_arbeitsblatt_kap1-02.pdf](http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1a1_arbeitsblatt_kap1-02.pdf)


*Interactive Übungs-CD Schritte International 1/2 : A Was macht ein Arzt? (Interactive exercise) The teacher can use cards or a worksheet for the same type of task.*

*Setting the scene: Using a video dialogue e.g.*
[http://www.bbc.co.uk/languages/german/lj/jobs/slideshow/](http://www.bbc.co.uk/languages/german/lj/jobs/slideshow/)  students are asked to listen for expressions used to ask about one’s job. Students discuss in groups what information was given.

They have to identify:

• how one asks about another person’s job: *Was machen Sie/machst du? and Was sind Sie/bist du von Beruf?*

• how one speaks about one’s job -  *Ich bin Lehrer/in. and Ich arbeite als Lehrer/in. Ich arbeite gern mit Kindern.*

In a plenary session using mini whiteboards students discuss and decide what key words and phrases are necessary. Students use the computer to work on different tasks from the same site.

Using the pictures of jobs which students have brought from home, students practise in pairs asking for and giving information regarding jobs.

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Cloze exercise</td>
<td>Complete in writing a cloze exercise in context based on the topic jobs and in which key words/phrases have been removed (Level 6)</td>
</tr>
<tr>
<td>6</td>
<td>Sequence</td>
<td>Sequence a set of words to make up phrases or sentences to match a familiar written text on the topic jobs. (Level 5)</td>
</tr>
<tr>
<td>4</td>
<td>Copy</td>
<td>Copy the names of different jobs and match to visuals. (Level 4)</td>
</tr>
<tr>
<td>4</td>
<td>Write email</td>
<td>Write an email to their pen-friends about which job they would like to do and why and experiments with rehearsed language to change meaning within known structures. (Level 7)</td>
</tr>
<tr>
<td>5</td>
<td>Select cards</td>
<td>Select a series of rehearsed sentences and relevant vocabulary (Level 5)</td>
</tr>
<tr>
<td>4</td>
<td>Write sentences</td>
<td>Ask a rehearsed question about the topic to peers and say a few words or a short sentence about the job of a (German speaking) personality with the help of cues. (Level 4)</td>
</tr>
</tbody>
</table>
As consolidation students listen to dialogues, e.g. Übungs-CD Schritte International A Was sind Sie von Beruf? and work out a multiple choice exercise. Teacher recalls the possessive article mein / dein and introduces the structure Was ist dein Vater/deine Mutter/dein Onkel ... von Beruf? - Answer Er/Sie ist ... Er / Sie arbeitet als..... Er ist arbeitslos. Er sucht eine Arbeitstelle.

Extension: Brainstorm Situation: Meeting a German-speaking personality and asking about his/her job. Students work in pairs and decide what they would need to say. Students note and write down key words and phrases to prepare for a role play modelled on the dialogue in http://www.bbc.co.uk/languages/german/lj/jobs/slideshow/

END TASK: http://www.vjc.org.uk/ (9th exercise Die Arbeitwelt - 10 Games & Activities relating to Jobs & the Workplace).

- Students enter learnt structures in their Lerntagebuch
- Model of a dialogue is chosen by students and written in Lerntagebuch.

Extension: Students carry out a survey in class to discover the most favourite jobs among students in class and then the results are exhibited in class, on the German notice-board or the school website. Alternatively, they write an e-mail to their pen-friend about which job they would like to do in life.

Students read the cartoon http://www.toondoo.com/ViewBook.toon?bookid=132666

Students can either create their own cartoon or use Storyboard to create a dialogue about jobs.

<table>
<thead>
<tr>
<th>Strands: Reading, Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
</tr>
<tr>
<td>2. guide students to explore multimodal texts such as advertisements and announcements in the context of the world of work in D-A-CH countries.</td>
</tr>
</tbody>
</table>

Setting the scene: The teacher uses the Think-Pair-Share technique. Students first think individually and then they discuss in pairs different ways of learning about jobs available on the market. In plenary they report to the rest of the class their results (e.g. advertisements in newspapers, on the internet etc). They discover how important it is in the world of work to be able to read and understand job advertisements well.


In a debriefing session the different groups share their findings with the rest of the class. They can also be asked to present their results in the form of PowerPoint presentations, charts etc.

Dealing with advertisements: Students choose different tasks from various workstations:

a) Teacher prepares 6 cards: 3 advert cards and 3 job pictures cards. Students read the advertisements, underline the job required and match the advertisements to the job pictures.

Students will:

- match various job advertisements to a list of situations by reading and predicting the meaning of unknown words in a text using familiar words or by consulting a bilingual dictionary. (Level 7)
- read adverts/ short texts on jobs on the internet or in a newspaper and use knowledge of language and visual cues to decipher unfamiliar parts of the text. (Level 6)

- read and analyse an advertisement to distinguish key words and ideas and match with short descriptions of people. (Level 5)
### Strands: Speaking, Writing

<table>
<thead>
<tr>
<th>Setting the scene:</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher prepares a few sentences accompanied by visuals about the life of a German-speaking personality on the IWB. Using the Think-Pair-Share method the teacher guides students to differentiate between past and present events in the life of this personality using the key words früher and heute.</td>
<td>participate in a role play or dialogue in which both present and recent past events are mentioned using correct word order and the correct imperfect form of the verbs haben and sein. (Level 7)</td>
</tr>
<tr>
<td>Students are presented with short jumbled sentences about the life of a famous personality to whom they relate (e.g. pop star, footballers etc.). In pairs/groups students try to sequence events in the life of the personalities. In a debriefing session students can check their work with the help of IWB.</td>
<td>take part in a short role play using the correct imperfect tense of haben and sein without the use of cues or support. (Level 5)</td>
</tr>
<tr>
<td>Using the short biographies resulting from the above task, students work in mixed ability groups to explore how different events are described in German. They identify the verbs haben and sein in the texts and explore how they are used to relate something in the past, that the perfect tense for these verbs is hardly used and note down the paradigm of the verbs in the imperfect tense. In a debriefing session the whole verb paradigm is collated and discussed. They discover that to describe past events using these two verbs another tense –</td>
<td>ask and answer questions and make statements using the correct imperfect tense of haben and sein with the use of cues or support. (Level 5)</td>
</tr>
</tbody>
</table>

| 3. teach how to sequence and describe past events using the imperfect tense of haben and sein in various contexts. | repeat a sentence in the imperfect tense modelled by the teacher or spoken on a CD. (Level 4) |

#### Strands: Speaking, Writing

- **b)** Teacher prepares 6 cards: 3 short descriptions of people and 3 advert cards. Students read the short descriptions, underline main points and match the person to the advertisement. *E.g.: Übungs CD Schritte International D Praktikanten gesucht!*
- **c)** The teacher prepares 3 advert cards. In pairs, students ask each other questions and from the information acquired they try to guess which job advert is best suitable for their partner. A Speaking Frame is provided when necessary: *Wo arbeitest du gern? – Ich arbeite gern mit Kindern/Tieren. / Ich mag Kinder nicht. / Ich arbeite gern draußen. etc.*
- **d)** In pairs students ask each other questions to discover which job would interest their partner. Students research the internet and find an advert which is most suitable for their partner. A Speaking Frame is provided when necessary: *Wo arbeitest du gern? – Ich arbeite gern mit Kindern/Tieren. / Ich mag Kinder nicht. / Ich arbeite gern draußen. etc.*

**End task:** Students work in groups to produce an advertisement or make an announcement for the school radio.

- with support read a short advertisement on the topic jobs containing familiar rehearsed language, and underline the indicated job and match to the pictures. (Level 4)
- write an advertisement for a part time job for the school radio after exploring various model texts and use known language to change the meaning within known structures. (Level 7)
- complete in writing a cloze text based on familiar structures and vocabulary the topic of the world of work by filling in key phrases. (Level 6)
- sequence a set of given words to make up phrases and sentences to write an advert for a part time job. (Level 5)
- with support replace visuals by writing the missing words in an advertisement for a part time job from a list of cues. (Level 4 Writing)
the Imperfekt - is used. The Imperfect of haben and sein is reinforced by means of PowerPoint presentations http://webgerman.com/Animated/Imperfekt.ppt and videos http://www.youtube.com/watch?v=lvhdVfbaung (Sein) http://www.youtube.com/watch?feature=endscreen&NR=1&v=sLLaTwGwSs (Haben)
e.g. (Früher) 1995 hatte er einen Hund. (Jetzt) 2012 hat er ein Pferd.
Teacher encourages students to note the difference between the Imperfekt or Präteritum in German (Simple Past) and the Imperfett in Maltese (Present Tense)
Students choose from different tasks – internet, handouts, etc -as reinforcement of learnt structures - the verb paradigm of sein and haben in the Imperfekt http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=5&SubExercise=1&ExerciseUrl=schr2intL08ex5.htm (Imperfekt haben/sein)
http://www.quia.com/pop/66146.html (Imperfekt haben/sein)
http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap4_haben_sein.htm
Übungs CD Schritte International C Wie war dein Urlaub? / C Wo warst du gestern?

Extension: Students bring photos of past holidays (Gozo, England, Deutschland etc), (birthday)parties, outings, ( Mdina etc.) and they talk about it in pairs or groups, using haben and sein in the Imperfekt and the Perfekt which was covered in Unit 1. They can also write a few sentences about this past event and hang their work together with the photos in class, on the German notice board etc. Students write an email describing where and with whom they were, what they have done, what the weather was like etc. and send it to a classmate/partner.

Strands:
Listening, Speaking, Writing
The teacher will:
4. teach how to make reference to different events using a range of temporal questions like Wie lange?, Wann? and Seit

Setting the scene: Using the pictures of famous personalities and the biographical information used in the previous objective on the IWB, the teacher models the structure used in German to express the year when something happened.
Wann ist ..... geboren? Er ist 1976 geboren.
It is important that students are guided to distinguish between the written and the oral form:
1995 Spoken as 19hundert95
2012 Spoken as 2tausend12
With the help of a Voki (www.voki.com) the teacher creates a dialogue about a person who came to Germany some years ago to study and work. In this dialogue the person is asked among other questions Wann sind Sie geboren? and s/he answers by saying the year in which s/he was born. In this dialogue introduce the following structures:- Questions: Wann sind Sie

write an email, diary entry using rehearsed vocabulary and structures in which both present and past events are mentioned using the correct verb paradigm and word order.
(Level 7)
write a short text (e.g. a postcard) in which both present and past events are mentioned using the correct verb paradigm and word order with the help of a list of given words.
(Level 6)
fill in a cloze text on a familiar topic with the correct form of haben /sein in the imperfect tense without the use of cues or scaffolding.
(Level 5)
copy sentences containing the verbs haben and sein in the present and in the imperfect tense from a short text. 

Students will:
listen to an interview/text on a familiar topic which includes learnt vocabulary and structures and answer open-ended questions to demonstrate comprehension of details. (Level 7)
listen to an interview/text on a familiar topic which includes learnt vocabulary and structures and fill in a cloze text to demonstrate comprehension. (Level 6)
Wann? and the prepositions *seit* and *vor* + Dative in various contexts.

The teacher can create a similar dialogue by interviewing a Lingua Assistant and present the dialogue to set the scene. With the help of the transcript of the dialogue with visuals or a cartoon clip on the IWB, students discuss first in groups and then in plenary the difference between the expressions *vor zwei Jahren* and *seit zwei Jahren*. Students choose from various tasks to reinforce what they have learnt:

- **Online exercises:** [http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=3&SubExercise=1](http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=1&Exercise=3&SubExercise=1)
- **Handouts:** e.g. *Schritte International KopiervorlageL8/B1, Schritte International KopiervorlageL8/B3*
- **Text (dialogue, mail, letter etc.)** in which the prepositions *vor* and *seit* have to be filled in.

With the help of various texts (listening/reading) in which *seit* and *vor* are used, students are guided to discover that *seit* and *vor* are followed by the Dative. Students go to workstations to practise the learnt structure:

- **Übungs CD Schritte International:** B Vor einem Jahr
- **Rollenspiel:** In pairs students prepare role-plays modelled on the dialogues previously dealt with and then they act them out in front of the whole class.
- **Email:** Students are asked to imagine they went to Germany to study/work and with the help of phrases they are to write an email about this experience.

Listen to a short text which includes learnt rehearsed vocabulary and structures and answer True/False questions using *to* to show comprehension. (Level 5)

With support identify by listening to a statement the prepositions *seit* and *vor* and demonstrate comprehension by matching cue cards to visuals. (Level 4)

Take part in an interview using learnt vocabulary and structures and experiment with rehearsed spoken language to change meaning within known structures. (Level 7)

Say a few connected sentences on a familiar topic using the prepositions *seit* and *vor* accompanied by the correct article. (Level 6)

Say a few simple sentences on a familiar topic using the prepositions *seit* and *vor*, but uses the wrong declension of the Dative. (Level 5)

Say a short sentence/phrase using *seit* or *vor* with the help of cues and support. (Level 4)

Write an e-mail/text using learnt vocabulary and structures and experiment with rehearsed spoken language to change meaning within known structures. Some grammatical mistakes occur but these do not inhibit comprehension. (Level 7)

Write a short paragraph using the prepositions *seit* and *vor* and the correct declension of the Dative.
write a few simple sentences using the prepositions *seit* and *vor*, but the wrong article, however communication is not impeded. (Level 5)

fill in a sentence using the prepositions *seit* and *vor* with support. (Level 4)
**Subject:** German as a Foreign Language (GFL) – *Deutsch als Fremdsprache (DaF)*  
**Unit code and title:** GER 8.3  *Let’s go to Germany! - Wir fahren los!*  
**Strands:** Listening, Speaking, Reading, Writing  
**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### Objectives

The teacher will:

1. teach how to give orders, instructions and offer advice using the formal and informal forms of the imperative tense in various contexts. (Listening, Speaking)
2. guide students to explore and use vocabulary in the context of places of interest worth visiting when in a D-A-CH country. (Listening, Reading, Writing, Speaking)
3. teach the use of the modal verb *müssen* and the vocabulary and structures needed to obtain and give information in the context of situations occurring when visiting a German speaking country. (Listening, Reading, Writing, Speaking)
4. guide students to explore the use of the modal verb *dürfen* and the vocabulary and structures used to ask for and refuse permission and express what one is allowed/not allowed to do. (Listening, Reading, Writing, Speaking)

### Points to note

- Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their learning diary (*Lerntagebuch*). These to be checked regularly by teacher/peers, since they serve also as reference and support.
- When teaching objectives and key words are constantly and clearly visible (using the interactive whiteboard, wall charts etc.) students focus more on their learning and are better supported in the learning process.
- Students are to participate actively in the teaching and learning process: Students are encouraged to investigate rules, grammatical patterns and structures etc. They are guided and encouraged to make comparisons with known languages and culture and to reflect on their learning. In this manner, thinking skills, knowledge of how language works, cultural and intercultural connections are part of the learning process. Learning German should be projected outside the classroom walls.
- In this unit students continue to consolidate their knowledge of the importance of correct sentence structure through the practice of the modal verbs and cohesive links.
- The use of *man* should be compared to the English *one*.
- Tasks should be set slightly above each student’s level to challenge without inhibiting learning. Students are to be encouraged to make their own learning aids e.g. flashcards, picture-cards. Record their work digitally e.g. a multimedia presentation.
- The teacher should take every possible opportunity to consolidate previously learnt structures within new content e.g.: Students are asked to write a postcard about what they have seen on a city tour and what they intend to do next when visiting a D-A-CH country.

### Key words

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Der Imperativ: Fahr langsam! Seien Sie leise! Mach das Fenster zu! etc. bitte, doch. Stadt, Dorf, Land, Stadtpland, Landkarte, Broschüre, Prospekt, Fotoapparat, Verkehrsamt, Dom, Hotel, Restaurant, Fest, Ausflüge, Konzerte, Discos, Autos, Sehenswürdigkeiten, Jugendzentrum, Rauch, Touristeninformation, Was gibt es zu sehen? Was kann man hier machen? Wo kann ich einkaufen gehen / schwimmen gehen / Skilaufen? kennen lernen, Ratschläge, Am Fahrkartenautomat, Ausweis, Wechselgeld, auswählen, stempeln, entwerten. Zuerst muss man... Danach... Reisegruppe, besichtigen, Kasse, Hotelrezeption, Doppelzimmer. Pass, unterschreiben, zusammen bleiben / wohnen, mitkommen, dürfen, müssen, erlaubt, verboten.</td>
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</table>

### Resources

- IWB, internet access / Computer lab, CD players, PowerPoint presentations, video clips, Interactive DVDs, dictionaries, textbook (and other material from various publishers), glossaries, realia (postcards, books, brochures, city-plans, maps, entry tickets...); a variety of multimodal texts, games, internet sites of places of interest, authentic texts; a large map of Europe, flashcards.
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experience and activities</th>
<th>Indicators of Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strands: Listening, Speaking</strong></td>
<td>Use a video clip (e.g.: <a href="http://www.youtube.com/watch?v=j1YrSoCKH-E">http://www.youtube.com/watch?v=j1YrSoCKH-E</a>) or a PowerPoint presentation showing various commands (e.g. how to cook Kartoffelpuffer), <a href="http://www.youtube.com/watch?v=PWSboVGb55w&amp;feature=related">http://www.youtube.com/watch?v=PWSboVGb55w&amp;feature=related</a>, or <a href="http://www.youtube.com/watch?v=VD1fUYK4QY">http://www.youtube.com/watch?v=VD1fUYK4QY</a> – (Wackle mit dem Po!) [<a href="http://www.youtube.com/watch?v=">http://www.youtube.com/watch?v=</a> kVFzay05Ng&amp;feature=player_embedded](<a href="http://www.youtube.com/watch?v=">http://www.youtube.com/watch?v=</a> kVFzay05Ng&amp;feature=player_embedded)</td>
<td>Students will: listen to a text containing newly learnt structures and rehearsed vocabulary and answer open-ended questions to demonstrate comprehension. (Level 7)</td>
</tr>
<tr>
<td><strong>The teacher will:</strong></td>
<td>or a comic strip. <a href="http://coerll.utexas.edu/methods/pdf/gr/grammar-activities-german-1.pdf">http://coerll.utexas.edu/methods/pdf/gr/grammar-activities-german-1.pdf</a> (cue cards and comic strip included). Students highlight verbs (e.g. on the IWB or on handouts). Students work in pairs using mini whiteboards to explore further imperative sentences (e.g. classroom instructions which they have practised since Year 7), or write further examples (both positive and negative) choosing from a giving list and adding their own suggestions. In a debriefing session the teacher collates some of the students’ suggestions on the IWB. Students are then asked to Think-Pair-Share about what they notice about verb patterns of the commands on the IWB and how the imperative is formed. E.g. <em>Lies den Titel, Paul! Trinkt die Milch, Kinder!,</em> and compare with Maltese and English. <a href="http://www.nln.ac.uk/content/tata4_FK12_Imperative%20tense/harness/frameset.htm">http://www.nln.ac.uk/content/tata4_FK12_Imperative%20tense/harness/frameset.htm</a> (click the German button and choose the activity) <a href="http://www.nln.ac.uk/content/tata4_FK12_Imperative%20tense/harness/frameset.htm">http://www.nln.ac.uk/content/tata4_FK12_Imperative%20tense/harness/frameset.htm</a> (match sentence to picture - Listening) Students are given time to discuss in pairs the different situations which necessitate the use of the imperative for example: direct commands, expressing requests, giving instructions, directions in the classroom/at school/at home/at work, instructional manuals, etc. In a debriefing session the teacher introduces the use of <em>bitte</em> and <em>doch!</em> and being polite when giving orders. <a href="http://www.easygermanlanguage.com/imperative-german-verbs.html">http://www.easygermanlanguage.com/imperative-german-verbs.html</a> (Informative) <a href="http://www.deutsched.com/Grammar/Lessons/0109imperatives.php">http://www.deutsched.com/Grammar/Lessons/0109imperatives.php</a> <a href="http://german.tolearnfree.com/free-german-lessons/free-german-exercise-60821.php">http://german.tolearnfree.com/free-german-lessons/free-german-exercise-60821.php</a> (Interactive) <a href="http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/08.htm">http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/08.htm</a> (<em>Wie lautet die Imperativform?</em>)</td>
<td>listen to a text and identify commands/instructions/advice by filling in a cloze text to demonstrate comprehension. (Level 6)</td>
</tr>
<tr>
<td><strong>Offer orders, instructions and give advice of the using the</strong></td>
<td><strong>Students will:</strong> listen to a text containing newly learnt structures and rehearsed vocabulary and answer open-ended questions to demonstrate comprehension. (Level 7)</td>
<td></td>
</tr>
<tr>
<td><strong>formal and informal</strong></td>
<td><strong>Indicators of Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Offer orders, instructions and give advice</strong></td>
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<tr>
<td><strong>of the</strong></td>
<td><strong>Indicators of Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>imperative tense</strong></td>
<td><strong>Students will:</strong> listen to a text containing newly learnt structures and rehearsed vocabulary and answer open-ended questions to demonstrate comprehension. (Level 7)</td>
<td></td>
</tr>
<tr>
<td><strong>in various contexts.</strong></td>
<td><strong>Indicators of Learning Outcomes</strong></td>
<td></td>
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</tbody>
</table>

**Example:**

- Use a PowerPoint presentation showing various commands (e.g. how to cook Kartoffelpuffer).
- Students highlight verbs (e.g. on the IWB or on handouts).
- Students work in pairs using mini whiteboards to explore further imperative sentences (e.g. classroom instructions which they have practised since Year 7), or write further examples (both positive and negative) choosing from a giving list and adding their own suggestions.
- In a debriefing session the teacher collates some of the students’ suggestions on the IWB.
- Students are then asked to Think-Pair-Share about what they notice about verb patterns of the commands on the IWB and how the imperative is formed.
- E.g. *Lies den Titel, Paul! Trinkt die Milch, Kinder!,* and compare with Maltese and English.
- Students are given time to discuss in pairs the different situations which necessitate the use of the imperative for example: direct commands, expressing requests, giving instructions, directions in the classroom/at school/at home/at work, instructional manuals, etc. In a debriefing session the teacher introduces the use of *bitte* and *doch!* and being polite when giving orders.

**Indicators of Learning Outcomes:**

- Students will: listen to a text containing newly learnt structures and rehearsed vocabulary and answer open-ended questions to demonstrate comprehension. (Level 7)
- listen to a text and identify commands/instructions/advice by filling in a cloze text to demonstrate comprehension. (Level 6)
- listen to instructions/commands/advice which contain rehearsed vocabulary and structures and perform actions accordingly. (Level 5)
- take part in dialogues/role play and give commands/instructions/advice orally using the correct register, word order and particles like *bitte, doch.* (Level 7)
- give commands/instructions/advice orally using the correct register, word order and rehearsed vocabulary. (Level 6)
- give commands orally and try to use the correct register with the help of a speaking frame using well known
In groups students prepare a short note of the rule from their observation. These are then collated together in a debriefing session and students enter them in their Lerntagebuch, or make a poster/PowerPoint on the Imperative. These will act as scaffolding for the following activities.

Students work in groups on different situations on giving advice and making suggestions - Ratschläge geben. – e.g. Gehen wir ins Kino!

http://courseware.nus.edu.sg/e-daf/rmn/la2201gr/la2201gr_e18/Imperative_match.htm

match picture/questions to commands; work on listening comprehension tasks to identify commands from statements; complete a dialogue with a given set of words etc.

http://wps.prenhall.com/hss_widmaier_treffpunkt_4/0,7317,542063,-00.utf8.html


http://www.bilkent.edu.tr/~ilknur/HotPot/Kapitel01/Kursgesprache.htm

Students work in mixed ability groups at different work stations: (e.g. interactive exercise on the laptop; flashcards with pictures and texts; cue cards with visuals students give commands others in group demonstrate comprehension with actions; handouts with various exercises on the Imperative form (e.g. multiple choice answers, cloze texts, matching etc...). Each task is to be accompanied by clear instructions and scaffolding frames (where necessary).

http://webgerman.com/german/grammatik/imperative/imperative.html (Visual-Informative site)

http://www.ehow.com/how_4549043_use-imperative-german.html (Informative site)

http://webgerman.com/german/grammatik/imperative/imperative.html (flashcards)


End activity: The Emperor Game - a class/group-activity: Prepare a pack/packs of cards with different cues/pictures, such as: (das Fenster aufmachen, an die Tafel gehen. Some cards might include a fun factor e.g. ein Lied singen, Tanzen!...) Some students are asked to wear a tie or a hat to signify that they should be addressed using polite form. A crown is worn by the student giving the command.

For differentiation and scaffolding use cue cards which already contain in the imperative and are accompanied by pictures: e.g. Mach das Fenster auf! / Mach das Fenster auf! /Machen Sie das Fenster auf! The student/s perform/s the action and then the crown is passed on.

Strands: Listening, Reading, Writing, Speaking

The teacher links to the previous teaching objective by showing a video/slide of a tourist asking the way and obtaining instructions and advice. (first three slides from http://www.bbc.co.uk/languages/german/ll/directions/slideshow/ or a site illustrating various places of interest one can find in a typical German city e.g.

vocabulary. (Level 5)
repeat modelled simple commands in the du form. (Level 4)

Students will: listen to texts on different towns/cities in D-A-CH countries and show comprehension by giving short answers to
The teacher will:

2. guide students to explore and use vocabulary in the context of places of interest worth visiting when in a D-A-CH country.

<table>
<thead>
<tr>
<th>Students listen to short conversations and do Think-Pair-Share. They have to identify where the dialogues are taking place. Differentiate by providing lists of key words accompanied by visuals. Students are encouraged to list a number of keywords mentioned in the video or audio exercises which are then collated on the IWB during a debriefing session.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.youtube.com/watch?v=rN3JSK_hqvU&amp;feature=related">http://www.youtube.com/watch?v=rN3JSK_hqvU&amp;feature=related</a> Students work in groups of mixed ability on flashcards and cue cards matching activity or tick a list of pictures to mark what they have seen in the video clip. This is followed by a consolidation session followed by a video clip to consolidate and to incorporate other vocabulary not seen in the first video e.g.</td>
</tr>
<tr>
<td><a href="http://www.youtube.com/watch?v=RvV5TAsetfo">http://www.youtube.com/watch?v=RvV5TAsetfo</a> (Video with PowerPoint) Students work in groups to revise adjectives covered in previous units to describe cities and places of interest by using flashcards, mini whiteboards, making lists or a mind map. The teacher consolidates by using an IWB activity e.g.: In der Stadt <a href="http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/resources/curriculum/index.htm">http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/resources/curriculum/index.htm</a>)</td>
</tr>
<tr>
<td>Students work in mixed ability groups on the following tasks:</td>
</tr>
<tr>
<td>• adjectives: sauber, schmutzig, ruhig, interessant, schöner, etc. ;</td>
</tr>
<tr>
<td>• sentences and phrases like: Es gibt viele Touristen / viele Autos / zu viel Rauch / keine Discos / kein Jugendzentrum etc. Students have to deduce / find out meaning, discuss and list positive and negative statements.</td>
</tr>
<tr>
<td>• Web quest: browse the internet to find key words related to places of interest in a town of their choice in a D-A-CH country and compare with their own town. Use video cam links in various towns to describe places of interests. <a href="http://www.panorama-cities.net/">http://www.panorama-cities.net/</a></td>
</tr>
<tr>
<td>• Make a list of attractions in a town in a D-A-CH country to recommend to visitors. (link with Objective 1 of this unit)</td>
</tr>
<tr>
<td>• Write a text or make a presentation to describe a (fictitious) holiday in a in a D-A-CH country of their choice and relate what you did mostly in that town and what you open-ended questions. (Level 7) listen to various texts on places of interest in a D-A-CH country and identify specific details by filling in a grid. (Level 6) listen to dialogues taking place in various city-locations in a D-A-CH country and identify places of interest mentioned by answering True/false questions. (Level 5) listen to short dialogues taking place in various city-locations in a D-A-CH country and identify places of interest mentioned by choosing the correct visual cue. (Level 4)</td>
</tr>
<tr>
<td>make a short oral presentation about their town and compare it with a town in a D-A-CH country using rehearsed language and experimenting with language to change meaning within known structures. (Level 7) express orally a few connected sentences describing a place of interest using various rehearsed adjectives and connectors. (Level 6) say three sentences to describe a place of interest using rehearsed vocabulary. (Level 5) say a simple sentence to name a place of interest. (Level 4)</td>
</tr>
</tbody>
</table>
| read a text about a German speaking city and answer open-ended questions to show comprehension. (Level 7) read short texts about well known places of interest in a D-A-CH country and fill in missing information in a text to show
would recommend to prospective visitors. (link with Unit 8.1)

In a debriefing session and using audio-visual texts or interactive exercises on the IWB the teacher consolidates the outcomes of the groups.

Students engage in further activities in groups, pairs or alone at different work stations according to their needs e.g.:

- work with A4-sized pictures and cue cards.
- work on handouts with specific tasks (such as matching words with pictures, reading/listening comprehensions...).
- card games involving questions and answers.
- description game (one student describes a picture and the other ticks/ writes what he has heard ).
- Computer: interactive tasks, Web quest, or preparing a PowerPoint presentation on places of interest in particular German cities: e.g. the Munich cathedral, the Allianz Arena etc.

http://quizlet.com/245094/die-stadt-vocab-worksheet-flash-cards/ (Online Flashcards)
http://quizlet.com/5162066/die-stadt-flash-cards/ (More online flashcards)
http://www.languageguide.org/im/city/de/ (Visual pictures)
http://www.compulsivetraveler.tv/videos/1131-German-Festivals

End Task: Students are encouraged to write short paragraphs or an e-mail (eTwinning) /make a poster about their own town/village using the vocabulary they have learned or compare their town/village with a famous German speaking city.

Students` work is displayed on the class/school website, VLC, published in the school magazine or hung in class or school corridors.

<table>
<thead>
<tr>
<th>Strands: Listening, Reading, Writing, Speaking</th>
<th>The teacher introduces the verb müssen using a video clip or a cartoon situation using e.g: <a href="http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm">http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm</a> <a href="http://www.youtube.com/watch?v=ZZ6sxm_nYYA">http://www.youtube.com/watch?v=ZZ6sxm_nYYA</a>. Using interactive DVDs, pre-prepared Word texts, audio-clips from CDs or short video-clips, the students are presented with short dialogues or questions used to acquire information in a typical German speaking country involving the modal verb müssen e.g.: Ich muss ins Hotel gehen./Du musst Tickets für eine Stadtrundfahrt reservieren. /Müssen wir da mal hingehen? /Ihr müsst unbedingt einen Tisch reservieren. /Wo bekommt man Fahrkarten, bitte? - Da müssen Sie zum Fahrkartenautomat.</th>
<th>Students will: watch a video clip/listen to dialogues or texts containing rehearsed and some new vocabulary which they can understand by deducing the meaning and answer open-ended questions. (Level 7) listen to texts with directions and information about what one has to do in places of interest worth visiting in a town in a D-A-CH country. (Level 6) write a short text about their town and compare it with a town a in D-A-CH country they have researched about. (Level 7) write a short text to list and describe places of interest worth visiting in a town in a D-A-CH country. (Level 6) write three connected sentences to describe a place of interest in a D-A-CH country using rehearsed vocabulary and structures. (Level 5) write words to replace pictures in a very short text on places of interest in a town in a D-A-CH country. (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Type</td>
<td>Description</td>
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</tbody>
</table>
| **Modal verb müssen and the vocabulary and structures needed to obtain and give information in the context of situations occurring when visiting a German speaking country.** | Using the Think – Pair – Share approach, students are asked to note the differences between modal verbs and the Present tense paradigm of other verbs. They also note the similarity between known modal verbs.  
In a debriefing session the teacher collates the information, models the form of müssen using the IWB and elicits comparison of modals which have already been covered.  
http://www.deutschlinks.net/side_287.htm (Interactive exercises) |
| **Listening comprehension tasks:** Differentiate comprehension tasks by setting open-end questions, multiple choice questions, true/false tasks, matching pictures to texts, cloze tests. Online exercises, students CDs etc. | Teacher leads a discussion on situations when one has to use the verb müssen and the use of man.  
Acquiring information at the Tourist-information office. / At a hotel/youth hostel. / Inquiring about the opening hours of shops and banks. / How to use a ticket machine and asking for and giving instructions.  
Students then work in mixed ability groups on exercises requiring the use of müssen and explore various situations which necessitate asking and giving information.  
Tasks and activities include: |
| **Speaking tasks (role plays):** Scaffold by providing speaking frames and visuals, scenarios at various work stations e.g. cards with REZEPTION, copy of a passport etc, FREMDVERKEHRSAMT accompanied by brochures, city map etc. An example of a speaking frame: Was für Informationsmaterial haben Sie über die Stadt? / Haben Sie Broschüre/ Prospekte über Restaurants, Konzerte und Ausflüge/ einen Stadtplan? / eine Landkarte? / Poster? / Bücher? Was kostet eine Postkarte? / Ist das kostenlos? / Was kann man hier (in München / Berlin / Hamburg usw.) machen? / Das interessiert mich (nicht). / Wo kann ich schwimmen gehen? / Wo kann man Skilaufen? | |
| **Reading tasks:** sequencing of text on various situations e.g. to describe how to use a ticket machine, to bring a list of statements in chronological order; sequencing sentences by adding zuerst, dann, danach, zum Schluss to form a whole paragraph; online quest to find out a recipe; sequencing dialogues etc. Provide visual cues to support and differentiate tasks. Students work on realia such as brochures, city-plans, books, maps, underground tickets, postcards etc. or a variety of situations and show recognition of the main ideas and supporting details by filling in a cloze text with missing details. (Level 6)  
listen to a text giving instructions on how to do something in various contexts and sequence sentences / act accordingly to show comprehension. (Level 5)  
listen to sentences in which instructions are given and show comprehension by sequencing visuals or acting accordingly. (Level 4)  
record a dialogue to accompany a cartoon on a situation which includes asking for and giving information and instructions which include sequencing. (Level 7)  
participate in a role play in which instructions / actions are listed in a chronological order. (Level 6)  
participate in a role play asking for and giving instructions by sequencing a list of rehearsed questions and answers. (Level 5)  
say a simple sentence using the verb müssen to give advice or instructions. (Level 4)  
read various advertisements and texts in the context of situations which one normally encounters when visiting a German speaking country and answer open-ended questions to show comprehension. (Level 7)  
sequence and place in a chronological order jumbled paragraphs of a short text giving instructions. (Level 6)  
read and sequence sentences giving |
### Writing activities:
Different work stations include:
- Card games with single words forming sentences involving the modal verb *müssen* and another verb left in its infinitive form.
- Cards or pictures with everyday life situations that are to be matched to phrases using *müssen*.
- Online exercises involving sentence structuring on the laptop or computers in a lab.
- Matching short texts to pictures.
- Writing a paragraph as an article for the school magazine making suggestions about which German speaking countries one can visit. Differentiate by providing a model to fill in or by giving a writing frame.
- Write a postcard /e-mail describing what they have done and what they want to do while visiting a city in a D-A-CH country. Differentiate by providing a model to fill in, or lists of points with or without words/phrases to use or by giving a writing frame.
- Writing directions on how to do something, using the modal verb *müssen*, the pronoun *man*, and sequencing words *zuerst, dann, danach, zum Schluss* etc.

### Extended Tasks:

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**S trands: Reading, Writing, Listening, Speaking**

The teacher will:

4. Guide students to explore the use of the modal verb *dürfen* and the vocabulary and structures used to ask for and refuse

<table>
<thead>
<tr>
<th>Setting the scene:</th>
<th>Students work in mixed ability groups on various short texts/dialogues using the modal verbs <em>müssen</em> and <em>dürfen</em>. They are asked to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher presents a video-clip/cartoon strip with a number of short dialogues using both <em>müssen</em> (to have to) and <em>dürfen</em> (to be allowed to) e.g. <a href="http://www.bbc.co.uk/languages/german/lj/lodgings/">http://www.bbc.co.uk/languages/german/lj/lodgings/</a></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>Listen to dialogues and announcements in which rehearsed structures and vocabulary and some new vocabulary can be heard and reply to open ended questions to demonstrate comprehension. (Level 7)</td>
</tr>
<tr>
<td>Students will</td>
<td>Listen to dialogues and announcements in which the modal verbs <em>wollen, können, müssen</em> and <em>dürfen</em> are used in the present tense and show comprehension by completing statements. (Level 6)</td>
</tr>
</tbody>
</table>
permission and express what one is allowed/not allowed to do.

- to make a poster with a concept map on modal verbs.

Using debriefing sessions the teacher monitors and guides the students. The teacher collates the information on the IWB and provides an interactive session as consolidation.

Students work in various mixed ability groups on the following task:
- to explore how the meaning of a sentence is changed by using a modal verb e.g.: Schwimmen - Peter schwimmt gern. Peter kann gut schwimmen. Peter will heute schwimmen. Peter darf nicht schwimmen. (Er ist krank). Heute schwimmt Peter nicht. Er muss im Bett bleiben. Each group is given a verb and the members of the group have to create sentences/a short text using modals. Challenge students further to form the sentences into a cohesive text using connectors.

Work is then collated on the IWB for consolidation in a debriefing session.

Students work in various mixed ability groups on the following task:
- http://www.bbc.co.uk/languages/german/lj/lodgings/ (different exercises)
- Students imagine they have to spend a week together in a youth hostel e.g. Students work in three groups: Group A lists what one has to do Das müssen wir, Group B What one is allowed to do Das dürfen wir, Group C What one is not allowed to do Das dürfen wir nicht. Provide scaffolding where necessary e.g a speaking frame: Ja, das dürfen Sie. / Ja, das darfst du. /Ja, das darf man. - Nein, das dürfen Sie nicht. / Nein, das darfst du nicht. /Das darf man nicht. -- Ich weiß es nicht.

Students revise and practise using the correct use of müssen, dürfen and the Imperative form.
They explore new words e.g. verboten, (nicht) erlaubt.

- Students work on various pictures, signs etc. which they themselves download from the internet by using the search engine for key words e.g. street signs. http://www.oemtc.at/?id=2500%2C%2C1099156%2C

- Students work on various tasks: such as using the correct form; matching dialogues; re-arranging jumbled sentences; completing dialogues, role-plays to practise the correct use of dürfen in different situations e.g.: to ask for permission - Darf ich auf die Toilette gehen?/Darf ich trinken?/Darf man hier fotografieren?/Darf man hier rauchen?/Darf man hier parken?/Darf man noch in der Schule sein? Students use the internet to find pictures of signs and work in groups to prepare a PPT explaining the signs.

As concluding tasks, students work in groups to:

- listen to dialogues and announcements in which rehearsed structures and vocabulary are used and show comprehension by ticking a checklist provided: e.g. Was ist erlaubt/nicht erlaubt? (Level 5)
- listen to a few sentences in which key words are used and show comprehension by choosing the correct visual cue. (Level 4)
- participate in role plays of various situations in which one speaks about what one (man) is allowed/not allowed to do using visuals and the correct syntax and grammar. (Level 7)
- participate in a role play asking for, giving and refusing permission according to visual/written cues. (Level 6)
- ask for/give or refuse permission to do something orally. (Level 5)
- ask for simple classroom permissions with the aid of prompts. (Level 4)
- read a list of rules in various situations and show comprehension by answering open-ended questions. (Level 7)
- read various signs/notices depicting rules e.g. Parken verboten, and show comprehension by filling in missing key words in a cloze text. (Level 6)
- read a list of school rules and demonstrate comprehension by filling in a prepared grid. (Level 5)
- match a few sentences expressing rules to visuals. (Level 4)
<p>| | | |</p>
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<tbody>
<tr>
<td>• create posters for the classroom with a list of rules of what is allowed and not allowed in various contexts e.g. class rules, rules at a youth hostel.</td>
<td></td>
<td>create poster/s with a list of rules of what is allowed or not allowed in different scenarios and situations. (Level 7)</td>
</tr>
<tr>
<td>• use a cartoon maker to make up situations using structures learnt in this unit e.g.:</td>
<td><a href="http://www.education.vic.gov.au/lanuagesonline/games/cartoon/index.htm">http://www.education.vic.gov.au/lanuagesonline/games/cartoon/index.htm</a></td>
<td>write a dialogue on school rules. (Level 6)</td>
</tr>
<tr>
<td>Further support and practice sites and activities:</td>
<td><a href="http://makemesmart.com/getsgrnt/modalverb.htm">http://makemesmart.com/getsgrnt/modalverb.htm</a> (Informative &amp; Interactive)</td>
<td>write questions and sentences with dürfen and müssen using a writing frame. (Level 5)</td>
</tr>
<tr>
<td><a href="http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/09.htm">http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/09.htm</a> (dürfen)</td>
<td><a href="http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/10.htm">http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.2/10.htm</a></td>
<td>fill in missing key words in sentences asking for or giving permission. (Level 4)</td>
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</tbody>
</table>

Preparation for Unit 4:
The teacher asks students to look for pictures and vocabulary of means of transport used in Malta and in D-A-CH countries as a preparation for the next unit.
Subject: German as a Foreign Language (GFL) – Deutsch als Fremdsprache (DaF)
Unit code and title: GER 8.4 - Out and about – Unterwegs in einem deutschsprachigen Land
Strands: Listening, Speaking, Reading, Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives

The teacher will:
1. guide students to explore vocabulary and multimodal texts in the context of transport and travel locally and in D-A-CH countries. (Listening, Reading, Writing)
2. guide students to use the preposition mit and the expression zu Fuß in the context of the topic travel and transport. (Reading, Writing)
3. guide students to obtain, decode and give information regarding location, directions, signs, traffic announcements and travel details. (Listening, Speaking, Reading)

Key words

die Fahrzeuge/Verkehrsmittel: der Zug, die Straßenbahn, die U-Bahn, das Auto, das Flugzeug, der Wagen, der Bus, das Taxi, das Schiff, die Fähre ... womit/wie ...? Ich fahre mit dem/der... ich gehe zu Fuß. Entschuldigung, ich suche.../ich bin nicht von hier./Tut mir leid, ich bin auch fremd. In der Nähe, auf der rechten Seite... etc. (immer) geradeaus, links, rechts, die erste/ zweite/dritte Straße... am Bahnhof, am Flughafen, an der Bushaltestelle, auf dem Parkplatz, an der Ampel... Die Ankunft, die Abfahrt, die Linie, die Flugnummer, die Fahrkarte/Rück-, die Verspätung, die Durchsage, die Auskunft, der Eingang, der Ausgang, der Fahrplan, der Flug, der Anschluss, der Schalter, der Fahrkartenautomat, das Gleis, das Gepäck, der Koffer, pünktlich, einfach, hin und zurück, direkt, einmal, zweimal, dreimal, fahren, fliegen, umsteigen, abfahren, ankomen, einsteigen, aussteigen, abholen, vorbeigehen/-fahren

Points to note

Teachers are to refer to the notes on the Approach to Teaching and Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their Learning diaries, which are to be checked regularly by teacher/peers.

New content and skills are to be linked to those obtained in previous units: e.g. by using a Learning Grid: The content and teaching objectives of the unit are outlined in grid form. Students mark what they already know (Kann Beschreibung/Can do Statements) in the appropriate boxes and share this entry with a partner. As the unit proceeds, more boxes are marked, thus the students can manage and are made responsible for their learning. The teacher uses a mixture of teaching approaches, strategies or tasks, thus gradually shifting the responsibility of the learning process to the students. For the teaching and learning process to be really effective, teacher and students have to make use of appropriate and timely feedback and reflection.

In this unit, the use of the preposition mit and the expression zu Fuß are introduced and explained as “chunks”. This applies to other expressions like in der Nähe and auf der rechten Seite etc. Only the first three ordinal numbers, erste/zweite/dritte are taught in this unit. Further work on ordinal numbers will be covered in a later unit. Students should be allowed enough time to explore and work on active tasks and encouraged to transfer use of structures and skills to other contexts. The use of Venn Diagrams will give students a pictorial view and help them to transfer concepts.

Students are to be encouraged to make their own learning aids, e.g. flashcards etc., record their work digitally, e.g. a multimedia presentation, interact and take initiatives in group work and link their knowledge with the outside world. Students who are confident in using presentation software or any other multimedia resource should be encouraged to offer support to others, if needed. Display students’ work to celebrate good practice: on the school/class notice board / school website, the school magazine, VLP/ eTwinning contacts.

Resources

IWB, internet, video clips, pictures, flashcards, realia; e.g. travelling tickets, interactive CDs (e.g. Schritte International Übungs-CD-Rom), DVDs e.g. (Planet, Hallo aus Berlin, Interactive CDs, e.g. Schritte International1/2 ; Interactive teachers’ handbook, Glossaries, board, memory and online games, textbook and students CDs, other workbooks like Deutsch Lernen mit Spielen und Rätseln Band1 Grundstufe-Eli http://de.islcollective.com/worksheets/search_result?Level=Grundstufe+%28A1%29 http://goanimate.com/videos/0M9MGz2zn0e4 http://www.verlag20.de/docu nt/tagged/Deutsch http://www.enchantedlearning.com/themes/german.shtml http://www.langenscheidt-unterrichtsportal.de/_downloads/lehrplan/EliM9MGz2zn0e4.pdf http://www.langenscheidt-unterrichtsportal.de/_downloads/lupo/NetzwerkA1-Kap3-AB-UE8.pdf
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<th>Teaching objectives</th>
<th>Examples of teaching experience and activities</th>
<th>Indicators of Learning Outcomes</th>
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<tr>
<td>Strands: Listening, Reading, Writing</td>
<td>Setting the scene: Remote Preparation Method: Before beginning the unit the teacher introduces the topic which will be tackled in the following lesson/s by means of a game of Hangman on the IWB e.g. B U S A U T Q. The teachers asks them to find material, research lists of words and think about possible steps to reach teaching objectives. Students would therefore come to class prepared with pictures and a researched vocabulary list of means of transport used in Malta and in D-A-CH countries. The teacher shows a clip of transport in Malta and one in D-A-CH countries e.g. Hueber Schritte International DVD/Interactive teachers book, clips from the film Schwarzfahrer <a href="http://www.youtube.com/watch?v=swJ0zhVJ8DU&amp;feature=related">http://www.youtube.com/watch?v=swJ0zhVJ8DU&amp;feature=related</a> and explains the word Verkehrsmittel. In mixed ability groups, students work together using the Hot Potato approach i.e.: students are given 2 different sheets titled Verkehrsmittel auf Malta and Verkehrsmittel in Deutschland. They note down words from their research in the right sheet before passing their paper on to the next person/group. Students read what has been written by their peers and add their own words. Repetition is not allowed and the sheets are passed around. The teacher signals the end of the activity and collates the information on the IWB adding where necessary. (This approach enables the teacher to find out what the students know and use this for planning and to introduce the Learning Grid.) Students work on vocabulary and language tasks. <a href="http://www.slideshare.net/LearnOverIP/transportmittel?type=powerpoint">http://www.slideshare.net/LearnOverIP/transportmittel?type=powerpoint</a> (Transportmittel) <a href="http://www.tes.co.uk/teaching-resource/Wie-f-and-228-hrst-du-6063804/">http://www.tes.co.uk/teaching-resource/Wie-f-and-228-hrst-du-6063804/</a> (the first part of the PPs) <a href="http://www.tes.co.uk/teaching-resource/Die-Verkehrsmittel-6068876/">http://www.tes.co.uk/teaching-resource/Die-Verkehrsmittel-6068876/</a> (1 power point) <a href="http://www.tes.co.uk/teaching-resource/Transport-6054496/">http://www.tes.co.uk/teaching-resource/Transport-6054496/</a> (1 activity) <a href="http://www.tes.co.uk/teaching-resource/Verkehrsmittel-match-up-6153027/">http://www.tes.co.uk/teaching-resource/Verkehrsmittel-match-up-6153027/</a> (1 activity) <a href="http://www.tes.co.uk/teaching-resource/Verkehrsmittel-wordsearch-6154210/">http://www.tes.co.uk/teaching-resource/Verkehrsmittel-wordsearch-6154210/</a> (1 activity) <a href="http://www.nthuleen.com/teach/vocab/verkehr.html">http://www.nthuleen.com/teach/vocab/verkehr.html</a> (1st task: Verkehrsmittel identifizieren.) Plenary activity, the Whispering Game: The teacher divides the class into teams. Students stand in rows and the last persons in each team are given a list of words/phrases. At the teacher’s signal: “Los”, the last student whispers the first word/phrase to the one in front and so on until the first in line has the word/phrase and runs up the board and writes it. For each correctly spelt word/phrase on the board a point is awarded. When the list of words/phrases is completed on the IWB the</td>
<td>Students will: listen to a text about travelling and transport in D-A-CH countries and answer open-ended questions to show comprehension. (Level 7) listen to a dialogue about travel and transport in D-A-CH countries and show comprehension by filling in a cloze text. (Level 6) listen to a short text in the context of travel and transport in D-A-CH countries and show comprehension by identifying True or False statements. (Level 5) identify single key words or pictures after listening to a dialogue on travel and transport. (Level 4) read a number of short texts/advertisements about travelling and transport in D-A-CH countries and match to various situations. (Level 7) answer multiple choice questions about details in a reading text on means of transport. (Level 6) read a short text/advertisements on travelling and transport in D-A-CH countries and identify and demonstrate comprehension of key words and specific terms. (Level 5) match words/phrases to pictures to demonstrate comprehension of key words in the context of travel and travel in D-A-CH countries. (Level 4)</td>
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</table>
students then go back to their stations and work on the vocabulary. They check their spelling and record them in their vocabulary box/list.

http://www.tes.co.uk/teaching-resource/Transport-vocabulary-and-game-German-6017599/ (1 PPT)

http://www.enchantedlearning.com/themes/german/vehicles.shtml (various worksheets)

Guessing Game: on the IWB (Rub and Reveal). Students have to guess what the picture is, using structures already known e.g. Was ist das? Das ist ein Bus. Ist das ein Bus? Nein, das ist kein Bus. Das ist ... etc. Various types of guessing games can be used.

Students listen to a short text (read by the teacher/a language assistant/textbook CD/Computer) and work on different exercises e.g. match text to picture, fill in gaps, true false, complete sentences etc.

Extension: The teacher encourages and guides students to work on a poster, presentation etc on learnt structures/vocabulary for the school website, Virtual Learning platform. E.g.


End Task: Students fill in a Venn Diagram. e.g. Table A: Verkehrsmittel in Malta. Table B: Verkehrsmittel in D-A-CH-Ländern. AB = Verkehrsmittel in Malta und in D-A-CH-Ländern. This activity is followed by a discussion in groups. Using a speaking frame with a series of questions and structures and visual cue cards, students talk about differences in transport in Malta and in D-A-CH countries: e.g. places/sights or means of transport etc... Students fill in the tables with their responses. At the end of the allotted time, the teacher gives the students ample time to discuss and expand on their ideas by writing sentences on a given sheet using the connector aber: In Malta gibt es nur Busse aber in Deutschland gibt es ..... In Österreich gibt es keine Fähre.

Strands:
Reading, Writing

The teacher will:
2. guide students to use the preposition mit and the expression zu Fuß in the context of the topic

Setting the scene:
The teacher refers to work done by students in previous lessons e.g. a poster or a PowerPoint presentation and the teacher introduces the new teaching objectives. Teacher shows a short clip on travelling which shows people travelling by bus, train etc... (e.g. Schritte International DVD; Was, Deutsch mit Spaß; http://www.youtube.com/watch?v=Rj9GwaRQ_Xk - Verkehrsmittel in Berlin etc.). The teacher introduces the preposition mit by asking Kommt du mit dem Bus oder mit dem Auto zur Schule? Wie fährt man nach Gozo/ Berlin...? and compiles the answers on the IWB. The students are asked to Think-Pair-Share and use Mini Whiteboards to note down what they notice about the pattern of how the article changes after the preposition mit to deduce the rule. The teacher will then simply indicate that masculine and neuter nouns => mit dem and

write a text in which aspects of travelling and transport in D-A-CH countries are compared with local ones by using the connector aber. (Level 7)

complete missing parts of sentences in a short text with key words and phrases to paraphrase a short reading text. (Level 6)

fill in a short text with words and phrases from a given list. (Level 5)

use correct spelling and the corresponding articles to match with visual cues showing means of transport. (Level 4)

Students will:
read a text which includes some new vocabulary and rehearsed vocabulary/structures and answer open-ended question to show comprehension. (Level 7)

read a text which includes rehearsed vocabulary/structures and fill in a
<table>
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<th>Activity</th>
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| Students practice the new language structures by means of a task: e.g. using jumbled parts of a sentence. The class is divided into mixed ability groups and each group is given a different set of cards. The group is given a set time to use the cards to form sentences e.g. *Ich – fahre – mit – dem – Zug.* The students record the answers on a sheet. | **Zu Fuß gehen:** The teacher shows the first part of the clip (**zu Fuß “fahren”!!Ein Experiment** http://www.youtube.com/watch?v=ScYeQiSUhvI) and introduces the expression *zu Fuß gehen.* Link with the word *Fußgänger* and *Fußgängerzone.* Elicit from the students that the expression *zu Fuß* can be compared with English and that the verb *fahren* is used with vehicles and the verb *gehen* is used with *zu Fuß* (the verb *kommen* can be mentioned as well). In groups students work with visual cues e.g. match pictures to phrases like *mit dem Bus, mit der Straßenbahn, zu Fuß* etc. They work on additional activities on computer e.g. information gap, matching or fill in activities. Differentiated tasks on a Reading comprehension: **http://www.education.vic.gov.au/languagesonline/german/sect32/pdfs/print3.pdf**  
- Students underline expressions or match them to pictures  
- Answer true/false sentences  
- Answer open-ended sentences |
| Extension: students use the comprehension as a model and write their own version (brochure, text, email, poster) **http://www.tes.co.uk/teachingresource/Verkehrsmittel-match-up-6153027/** (1 activity) | As a concluding plenary session the students are asked to add to their **Learning Grid** by ticking the new language learnt. This time they are expected to tick more boxes as they are gradually mastering the content. They check their language achievement, monitor their progress and the teacher uses the responses as feedback to plan the next teaching and learning steps. They note cloze text with key words/phrases to show comprehension. (Level 6) read a short text accompanied by visuals and identify True or False statements to show comprehension. (Level 5) match words/phrase to visual cues (Level 4) write a text including sentences using connectors like *aber, oder, denn.* To identify some culturally specific differences or similarities. (Level 7) write a short presentation on the topic *Womit fährt man in Deutschland?* using rehearsed vocabulary and structures. (Level 6) write some connected short sentences using the correct verb, preposition and article on the topic. Spelling is generally correct however mistakes do not inhibit communication. (Level 5) write short phrases with the preposition *mit* and *zu* to replace visuals in a text. (Level 4) |
### Learning Diary and Worksheets

Down new language structures in their learning diary and complete worksheets to add to the learning diary.

The teacher invites students to do some research work on traffic signs, directions, travel details etc... and students discuss ways of finding material and where to look for information.

**IWB:**

### Strands:
- Listening, Speaking, Reading,

### Setting the scene:

The teacher uses a video clip of people looking for directions: e.g.: [http://www.youtube.com/watch?v=jcg_FtVG6F8](http://www.youtube.com/watch?v=jcg_FtVG6F8) (Giving directions in German) or a video clip e.g. *Emil und die Detektive* or a slide show:


To introduce the topic. Using the pictures, material etc... or the site [http://www.purposegames.com/game/giving-directions-in-german-quiz](http://www.purposegames.com/game/giving-directions-in-german-quiz) the teacher introduces vocabulary and phrases needed to give directions. (Other activities on the link can be used in group work)

1. Guess the words
2. Re-arrange the dialogue
3. Add the missing letters
4. Speak and write

### The teacher will:

- 3. guide students to obtain, decode and give information regarding location, directions, signs, traffic announcements and travel details.

The teacher first models language structures and builds vocabulary by having the students working in groups Think-Pair-Share on visual/written cues which ask for locations and give directions e.g. *Wo ist hier der Kindergarten?* - *die erste/zweite/dritte Straße, sehr weit von hier*.

Using the classroom floor layout is another alternative to practise directions: e.g. the teacher places pictures of buildings or cue cards in various points in the room and uses rows between desks to represent the names of streets. Teacher models the following: *Entschuldigung, ich suche...? Gehen Sie immer geradeaus* etc. and models by repeating the directions and following the route in the classroom. Students are given directions and follow them physically (total physical response). The teacher asks them to direct others, who in turn speak out the directions as they move. The way is then drawn on a worksheet/map and students compare it to the correct version provided by the teacher/language assistant.


[http://www.tes.co.uk/teaching-resource/Transport-Auswahl-6062688/](http://www.tes.co.uk/teaching-resource/Transport-Auswahl-6062688/) (1 power point)

[http://www.tes.co.uk/teaching-resource/Directions-in-German-worksheet-6163258/](http://www.tes.co.uk/teaching-resource/Directions-in-German-worksheet-6163258/) (1 activity)

[http://flashcarddb.com/cardset/284-german-vocabulary](http://flashcarddb.com/cardset/284-german-vocabulary)

### Students will:

- listen to a various texts (announcements etc) giving information on travel and transport and answer questions to show comprehension of details. (Level 7)

- watch a video clip on means of transport and locations and show comprehension by collating the scenes with visual/written cues. (Level 6)

- draw the path on a map after listening to simple directions.

- (Level 5)

- listen to a text and demonstrate comprehension by marking/ticking words or visual cues. (Level 4)

- participate in a role play using a variety of conversational strategies in the context of obtaining information on travel and transport. (e.g. *Entschuldigung, es tut mir leid, etc*)

- (Level 7)

- give oral instructions to a person who...
Students work in mixed ability groups on differentiated activities to learn how to express themselves and behave in particular situations. They listen to short traffic announcements and in groups they discuss where these announcements can be heard. They are then divided into different work stations e.g. *Am Bahnhof, Am Flughafen, Andere Verkehrsmittel* and the teacher provides them with various flashcards (pictures/words). Students select the flashcards which they think correspond to their station and go back to their original group and share their outcomes. As a conclusion, the teacher presents a Venn Diagram and students fill in the diagram with their flashcards: • Kinesthetic Approach: Use coloured hoops on the floor. e.g. A. *Am Bahnhof*: das Gleis...; B. *Am Flughafen*: die Flugnummer...; C. *Andere Verkehrsmittel*: Der Parkplatz...; A, B& C: umsteigen... This will strengthen the use of same words in various concepts.

Other interactive tasks:
• Reaching a Consensus: Co-operative Learning: The class is divided randomly into small groups and the teacher explains the task/activity to the students. Each group will need a sheet of paper. The teacher writes the topic for discussion for every group like *die Fahrzeuge, am Bahnhof* etc... on the IWB. Each group draws a large shape with the same number of sides as there are people in the group e.g. a group of three would draw a triangle, a group of four a square. A large margin is drawn inside the shape and a section is marked off for each student. Each person in the group takes a turn at making a statement, asks a question and writes a structure/vocabulary on the topic. If everyone in the group agrees with the statement/opinion then the person writes it in the centre of the shape. Any statement that it is not agreed on by the whole group is written in the person’s individual section. The whole class then shares statements agreed on and if there is time discusses those statements in individual sections.

• Students relate simple stories or short texts built round appropriate settings e.g. *Fahrpläne und Durchsagen, Auskunft am Bahnhof*. The students choose phrases at random from a selection displayed on a task sheet or on the computer. They listen to the stories and tick off their particular phrases every time they are used.

• In groups a student starts a question or a sentence e.g. *Wann kommt... or Ich brauche eine Fahrkarte...* and the others try to complete the question or sentence by adding another detail.

• Interpretation of a Flug-/Fahrplan: answering questions or fill in gap activities; obtaining information to plan a journey using printed timetables or internet sites – Web Quest.

• Learning and practising German outside the classroom e.g. visiting the MIA where students work in groups on various task sheets with instructions/problem-solving situations like *Die deutsche Fluglinie des Tages*. A Language Assistant would be extremely helpful during this activity.

needs help to find the way using rehearsed vocabulary and structures. (Level 6)

give oral instructions to a person who needs help to find the way relying on a speaking frame with vocabulary and structures. (Level 5)

utter words/short phrases to give directions with the help of visuals and written cues. (Level 4)
• Using **model dialogues** to work on information gap activities with pictures and text;

**Problem-solving** e.g. students are given instructions on cards and their partners have to suggest the best way to help to solve the problem e.g. Partner A asks: *Entschuldigung, können Sie mir helfen? Ich suche das Kino?* Partner B solves the problem: *Gehen Sie hier immer geradeaus und dann die zweite Straße rechts. Das Kino ist auf der rechten Seite usw.* Challenge students to amplify and give more detailed instructions.

Teach also how to give a *null* answer: *Es tut mir leid. Ich weiß es nicht. Ich bin hier fremd. Sie könnten am Touristeninformation fragen.*

• **Doughnut Activity**: The teacher presents a list of familiar situations e.g. asking for directions, buying a train ticket etc... Students stand in two concentric circles facing each other. Facing their partner they take it in turns to share information and ideas or ask each other questions. At a given signal from the teacher the outside circle moves a given number of places clockwise. Students now give feedback on what was said between themselves and their previous partner. Scaffold by giving speaking frames/vocabulary lists.

http://www.bahn.de/p/view/buchung/fahrplan_buchung.shtml (Deutsch)
http://www.tes.co.uk/teaching-resource/Auf-dem-Bahnhof-Logo-2-pg-30-6064017/ (2 power points)
http://www.quia.com/rr/154042.html (1 game)
http://de.islcollective.com/worksheets/ (a range of games and worksheets)
http://www.languagesonline.org.uk/ (various worksheets)
http://www.bilkent.edu.tr/~ilknur/HotPot/Kapitel02/Wegbeschreibung3_4.htm
http://www.bilkent.edu.tr/~ilknur/HotPot/Kapitel02/Wegbeschreibung1_2.htm
http://www.bilkent.edu.tr/~ilknur/HotPot/Kapitel02/Wegbeschreibung3_4.htm

As a concluding plenary session the students are asked to add to their Learning Grid and note down new language structures in their learning diary.

**Extension**: Students discuss what they have learnt in this unit and decide on a presentation e.g. creating their own video clip by using the following website:
http://goanimate.com/videos/0M9MGz2n90e4/, prepare a short role play to present it in class.
http://www.colby.edu/german/deutsch_ueben/ (Webquest)
http://www.arts.ualberta.ca/~germweb/Nach%20Hamburg%20Reisen.htm
**Subject:** German as a Foreign Language (GFL) – Deutsch als Fremdsprache (DaF)

**Unit code and title:** GER 8.5 Where exactly? – Wo genau?

**Unit Duration:** 9 sessions of 40 minutes (Total 6 hours)

### Objectives

The teacher will:

1. guide students to identify and develop an understanding of local prepositions and their use to answer the question *Wo (genau)*? (Listening, Reading, Writing)
2. guide students to explore the use of the prepositions *zu, nach* and *in* to answer the question *Wohin*? (Listening, Reading, Writing)
3. guide students to explore and use adverbs of place in various contexts. (Speaking, Reading)

### Key words

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<th>Points to note</th>
<th>Resources</th>
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| Teachers are to refer to the notes on the Approach to Teaching and Learning in the previous unit and in the Handbook. Teaching objectives should be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their Learning diaries, which are to be checked regularly by teacher/peers. This unit links closely with the previous one. Use vocabulary and structures from the previous unit to link with new content i.e. local prepositions and adverbs of place. The grammatical concept of *Wechselpräpositionen* will not be tackled at this stage. Students learn phrases as “chunks” and this will help them anchor and widen vocabulary without overloading since the focus at this stage is grammar for communication e.g. *beim Arzt arbeiten*. The teacher should point out that the preposition *bei* always indicates location and never accompaniment e.g. *Ich wohne bei meinen Eltern*. Teaching should focus also on the question words *Wo?* and *Wohin?*, so that students acquire the concepts of position and movement from one place to another in relation to the local prepositions. The use of a Learning Grid will help students to focus on the teaching objectives. Students should be allowed enough time to explore adverbs of place after being guided to work on active tasks focussing on local prepositions and their use to answer the questions *Wo?* Students are to be encouraged to make their own learning aids, e.g. flashcards, picture cards etc., record their work digitally, e.g. a multimedia presentation, interact and take initiatives in group work. Those students who are confident in using presentation software or any other multimedia resource should be encouraged to offer support to others, if needed. Students are to be encouraged to display their work on the school/class notice board or any other multimedia resource should be clearly accessible to others, if needed. Teaching aids, e.g. video clips, pictures, flashcards, interactive CDs (e.g. *Schritte International Übungs-CD-Rom*), DVDs e.g. (*Planet, Hallo aus Berlin, Schritte International1/2* and *Schritte International 2*), interactive teachers’ handbook, Glossaries, *Intensivtrainers*, Interactive Whiteboard, Computer lab, different types of games, textbook and students CDs, other workbooks like *Deutsch Lernen mit Spielen und Rätseln Band1 Grundstufe (Eli)*, *Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1* (Langenscheidt), *Lesemagazin 1* - *4* (Heuber) and *Deutsch Üben: Lesen und Schreiben A1* (Heuber). Realia (train time tables etc).

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http://de.islcollective.com/worksheets/search_result?Level=Grundstufe+%28A1%29
http://www.enchantedlearning.com/themes/german.shtml
http://goanimate.com/videos/0M9MGz2n90e4
**Teaching Objectives**

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<tr>
<td>The teacher will:</td>
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<tr>
<td>1. guide students to identify and develop an understanding of local prepositions and their use to answer the question <em>Wo (genau)</em>?</td>
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**Examples of teaching experience and activities**

| Setting the scene: The teacher sets the scene using clips from a video e.g. *Schritte International 2* or [http://www.youtube.com/watch?v=1gKuPZaGhJA&feature=related](http://www.youtube.com/watch?v=1gKuPZaGhJA&feature=related) (local prepositions) and students are asked to note any new language/structures which they think answer the question *Wo ist/sind ..?*. The teacher thus leads to the teaching objective being expressed by the students. The teacher divides students in groups and presents various pictures or flashcards to get the students thinking about the topic to be learnt: **Think-Pair-Share**. Students list on their Mini Whiteboards phrases or words related to the video clip answering the question *Wo?* and then they join in larger groups and check their responses. This approach enables the teacher to find out what the students know and use this for planning and for introducing the **Learning Grid**.
| At this stage students need to acquire certain knowledge about local prepositions, identify similarities with the preposition *mit* learnt in the previous unit and to focus on the prepositions used to answer the question *Wo?* (The grammatical concept of *Wechselpräpositionen* will be introduced in year 9). [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/02.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/02.htm) [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/03.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/03.htm) [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/04.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.3/04.htm)
| The teacher uses the Interactive Whiteboard and models statements using *an dem* and *am* etc... and elicits from the students the contraction of the prepositions + the article and compare with the Maltese. Other ways to introduce and explore contractions may be the following: the **Funnel Method** (either by doing it or by using the Interactive Whiteboard)- a preposition + the article are put in the cone and the contraction comes out; using jigsaw cards to form contractions; underlining the preposition + article in a text and replace it with a contraction.
| Students work in mixed ability groups on various tasks of their choice:  
- Prepare a PowerPoint presentation in which they write short sentences showing location accompanied by pictures.  
- Create different dialogues (written /spoken) asking the location of places (visual cue cards provided or invented) e.g.: *die Apotheke, der Buchladen, die U-Bahn, der Bahnhof* and giving the requested information by using [http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm) |

**Indicators of Learning Outcomes**

| Students will: | listen to a text and answer questions to show comprehension of details regarding exact location .(Level 7) |
| listen to a dialogue/text and demonstrate comprehension by filling in a cloze text using key words/phrases showing exact location. (Level 6) |
| listen to a short text which includes learnt vocabulary and structures and identify True/False statements to demonstrate comprehension. (Level 5) |
| listen to a short dialogue and identify the local prepositions by matching to visuals. (Level 4) |
| read a number of short texts/dialogues/adverts and match to a list of situations. (Level 7) |
| read a text/advert and fill in a cloze text to demonstrate comprehension. (Level 6) |
| read short texts containing simple sentences and identify local prepositions and their meanings. (Level 5 Reading) |
- Interactive [http://www.hellomylo.com/Basic/German/GE_L0_M4.3](http://www.hellomylo.com/Basic/German/GE_L0_M4.3)
- answering multiple choice texts / True or False reading and listening comprehension texts
- choosing the correct preposition/contraction in cloze texts (e-mails, texts etc),
- matching visuals to cue cards
- role-play at a talking table (support by giving a speaking frame where necessary)
  Each group is supplied with a picture e.g. *Im Garten* and a list of words e.g. *der Ball, das Kind* etc...

Variations:
- using visual and written cues students have to agree where the objects/persons are located by asking questions using *Wo*? They say and write answers on worksheets or they draw/tick the answers on the picture; form phrases or short sentences; write a short text using the pictures and phrases.

http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/01.htm (explore the activities)
http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/08.htm (*Auskunft auf der Straße*)
http://www.tes.co.uk/teaching-resource/Prepositions-Year-7-German-6124700/ (the first part of the PPT)
http://www.verlag20.de/suche/?q=praepositionen (various worksheets and flashcards)
http://de.islcollective.com/worksheets (various worksheets)

Students work on board/card games e.g. domino games (text + picture) and create a Vocabulary Word Map/Concept Map (using PC or by using cue cards) to practice the prepositions, the changes of the articles and their link with the question word *Wo*?. Students are guided to create word maps/concept maps by writing the focus word (preposition) in a central circle and then they are asked to brainstorm related content like Definition, Use it meaningfully in a sentence, Use it meaningfully to answer the question *Wo*?, and Draw a picture of it. Word maps help students to make connections between their prior knowledge and the new content and are more effective if done in groups.

Another activity is to have students work in pairs using two worksheets. One student has a worksheet with pictures and his/her partner has a list of prepositions + nouns in sentences. They take turns to read the sentence whilst the other student has to understand it and tick match visuals to phrases with prepositions in a very short simple text. (Level 4)

use a variety of local prepositions correctly when writing about location in an e-mail or a letter. (Level 7 Writing)

produce simple questions and answers using local prepositions and the question word *Wo*? (Level 6 Writing)

write a few simple sentences using correct prepositions, but make mistakes in declensions. (Level 5 Writing)

fill in a simple cloze text replacing visuals with local prepositions (Level 4 Writing)
In a plenary session the teacher presents the students the Learning Grid. The teacher monitors their progress and gives responses as feedback wherever necessary. The students are guided to write their own notes in the learning diary.

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<tr>
<td>Listening, Reading, Writing</td>
<td>Using videos/slides with a recording (e.g.: <a href="http://www.bbc.co.uk/languages/german/lj/taxi/slideshow/">http://www.bbc.co.uk/languages/german/lj/taxi/slideshow/</a>), students work in mixed ability groups. Each group has a set of various pictures (stills from the video /slide show or flashcards) and a writing frame containing questions and statements containing the new prepositions <em>zu</em> and <em>nach</em>, and the question word <em>Wohin?</em> The students Think-Pair-Share. The instruction sheet given to each group requires the students to identify the new prepositions <em>zu</em> and <em>nach</em>, and then to note how they are used. (They all express motion to a place, country or city). Students are asked to compare with Maltese and English. In a debriefing session the teacher shows a short clip of the video again, asks questions on the video clip e.g. <em>Wohin fährt/geht...?</em> and leads to the teaching objective being expressed by the students. The findings of the students are then collated on the IWB. Reference is then made to the teaching objective and the Learning Grid is introduced. Students work in groups on a variety of the following activities:</td>
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- [http://www.tes.co.uk/teaching-resource/Prepositions-Year-7-German-6124700/](http://www.tes.co.uk/teaching-resource/Prepositions-Year-7-German-6124700/) (the second part of the power point presentation)
- [http://www.verlag20.de/suche/?q=praepositionen](http://www.verlag20.de/suche/?q=praepositionen) (various worksheets and flashcards)
- [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/wiekommeich.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/wiekommeich.htm)
- [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/12.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/12.htm)
- [http://de.islcollective.com/worksheets/search_result?Tags=praepositionen](http://de.islcollective.com/worksheets/search_result?Tags=praepositionen) (various worksheets and 1 poster- for classroom use only.)
- [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/06.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_6.1/06.htm)

| Students will: | listen to a dialogue or watch a video which includes learnt vocabulary and structures and answer open-ended questions about it. (Level 7) listen to a passage and show understanding or rehearsed vocabulary and structures by filling in missing key words in a cloze text. (Level 6) listen to a short text and respond correctly giving short answers to questions starting with *Wo?* and *Wohin?* using the prepositions *zu*, *nach* and *in*. (Level 5) listen to simple sentences and identify the prepositions *zu*, *nach* and *in* by matching to visuals. (Level 4) read a text which includes learnt vocabulary and structures and answer open-ended questions to show comprehension of details. (Level 7) read a text which includes learnt... |
Students work on board/card games in groups or individually and create another Vocabulary Word Map to practice the prepositions, the changes of the articles and their link with the question word Wohin?

In a debriefing session the teacher links with previously learnt contractions to introduce zum and zur.

In a plenary session students discuss the use of the preposition nach with countries e.g. _Ich fahre nach Berlin_ (and not zu Berlin) and the use of the preposition in with names of countries which take the article e.g. _Wohin fährst du? Ich fahre in die Schweiz_. These are to be presented as chunks and grammatical details are not highlighted. The focus should be on communication.

The teacher then challenges the students with the exceptions of nach Hause and zu Hause accompanied by visuals.

Students work in pairs and using Mini Whiteboards they are challenged to note the difference between the question words Wo? and Wohin? At the end of the task students share and compare their outcomes with the rest of the class. During this activity the teacher guides them to bring out the concept of being static and moving from one place to another and compare to Maltese and English. Consolidate by using the physical response method. Students act out sentences using cue cards as a location. They formulate the question and give the answer by moving towards the cue card when the hear the question Wohin? At the question Wo? the students do not move but point to the cue card.

Students work in groups mixed ability groups on listening, reading texts. Using different colours they highlight the phrases accompanying the texts which indicate either Wo? or Wohin? / complete sentences; answer true or false questions etc. Some students will benefit from sorting cards with phrases into two columns Wo? and Wohin? in answer to the listening stimulus. The teacher monitors progress and gives feedback and encouragement wherever necessary. In a plenary session the teacher presents the students with the Learning Grid. The students are encouraged to write their own notes in the learning diary.

http://www.quia.com/shared/german/ (games)
http://www.languagesonline.org.uk (activities)

Extension: Students make PowerPoint presentations, charts or choose other methods to vocabulary and structures and complete sentences using key words and phrases to demonstrate comprehension. (Level 6)
read a short text and identify prepositions zu, nach and in in short simple sentences to answer the question Wohin? (Level 5)
read some sentences and highlight phrases which indicate Wo? and Wohin? (Level 4)
write a text, message or a dialogue using the prepositions zu, nach and in and the question Wohin? correctly. (Level 7)
write a short text, message or a short dialogue using the prepositions zu, nach and in and the question word Wohin?, but still make some grammar mistakes e.g. _zu Italien_ instead of _nach Italien_. (Level 6)
write short simple connected sentences using the prepositions nach, zu and in correctly. (Level 5)
replace visuals by prepositions in a writing task. (Level 4)
consolidate the new content e.g. make up short story sequences using local prepositions and present them in speech and writing or write a short story using a Story Board.

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<th>Strands: Speaking, Reading</th>
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| The teacher will: 3. guide students to explore and use adverbs of place in various contexts. Setting the scene: A picture/slide/photo/map of a German city is shown. Different landmarks are indicated. e.g. Hier oben ist der Dom, da drüben ist die Post, hier unten ist der See, usw. Alternatively, students choose a landmark from the picture and the teacher has to guess, which landmark the student has chosen. The teacher introduces the adverbs of place by asking: Ist es hier unten / da drüben / etc. Using a Drag and Drop exercise on the IWB the teacher leads to the teaching of the adverbs of place and elicits the words oben, unten, vorne, hinten, and da drüben. The students then choose from a series of pictures presented to them in class/groups to label and present to the other groups. Alternatively, the students can create their own collage of an imaginary city. At the end students vote for their preferred collage. Students work in mixed ability groups on various tasks.  
- [http://www.tes.co.uk/teaching-resource/German-Adverbs-6121866/](http://www.tes.co.uk/teaching-resource/German-Adverbs-6121866/) (1 power point presentation)  
- board/card games and create another Vocabulary Word Map to practice the adverbs of place.  
- Jeopardy: Given a set of words one student dictates/shows a picture and the rest write down the words in the correct order. They work in pairs to build up short sentences with the adverbs of place.  
- Matching definitions: using a set of phrases with adverbs of place and pictures student match pictures to an adverb of place. The first pair with all pictures matched correctly for each phrase is the winner.  
- Role play to solve different problem situations which are written on set of cards, accompanied by visuals e.g. Wo? Der Eingang – Bitte, wo ist hier der Eingang? Da drüben. This could be achieved also by creating cartoons including written text and sound using | Students will: participate in a role play using a variety of conversational strategies and using rehearsed vocabulary and structure and manipulate learnt language structures to change meaning. (Level 7) use various adverbs of place correctly when speaking to a person who needs help to find the way (Level 6) answer orally to simple specific questions using the adverbs of place e.g. Bitte, wo ist hier der Eingang? Da drüben. (Level 5) say adverbs of place to give locations with the help of cues. (Level 4) read a text and answer open-ended questions to show comprehension of details. (Level 7) read a passage and show comprehension of details by filling in a prepared grid. (Level 6) read a short text and identify True or False statements to demonstrate comprehension of details. (Level 5) |
As a concluding plenary session the teacher presents the students the **Learning Grid** and they note down new language structures in their learning diary.

Extension: Students discuss what they have learnt in this unit and decide which aspect of the unit they will present and how they will present it e.g. they prepare flashcards, role-play cards etc. to present it in class.

Extra site: [http://flashcarddb.com/cardset/284-german-vocabulary](http://flashcarddb.com/cardset/284-german-vocabulary)

recognise and understand the meaning of adverbs of place in written simple sentences by choosing the correct visual. (Level 4)
**Subject:** German as a Foreign Language (GFL) – *Deutsch als Fremdsprache (DaF)*

**Unit code and title:** GER 8.6: Ouch! That hurts!  *Aua! Das tut weh!*

**Strands:** Listening, Speaking, Reading, Writing

**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### Objectives

The teacher will:

1. guide students to identify and name parts of the human body. (Speaking, Writing)
2. guide students to explore the use of possessive articles, structures and vocabulary in the context of giving and obtaining information about health problems. (Speaking, Writing)
3. guide students to explore how to make, change and cancel appointments. (Listening, Speaking)
4. guide students to explore how to use the modal verb *sollen* to give advice and make recommendations in various contexts. (Speaking, Writing)

### Key Words


| Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their learning diaries (*Lernstagebuch*) which are to be checked regularly by teacher/peers. The teacher is to link new content and structures to previous units where applicable. At the end of lessons or before moving on to the next teaching objective teacher and students should share reflective sessions about what has been learnt and what still needs to be learnt to proceed to the next competence level. For effective learning to take place, the teacher needs to create and maintain a stimulating learning environment not only inside, but also outside the classroom, by means of wall-charts, flashcards, pictures, posters and *reallia*. This can be achieved by using the school website, the school newsletter and/or magazine and German noticeboards in the school corridor/s etc. An effective teaching strategy is the use of Writing and Speaking Frames which provide a support for students as they write/speak. These frames are differentiated according to the needs of students. The type of grouping adopted should be varied: mixed ability, readiness, interest in the subject randomly (using the computer *Triptico* etc. Students should already know how the articles *mein* and *ihr* correspond with *ich* and *Sie*. In this unit they will encounter the whole paradigm of the possessive article. Encourage students to look for cognates to help understanding of new vocabulary. Students should be encouraged to use library resources/internet etc about aspects of life in D-A-CH countries. Cross-curricular links: Home Economics, Biology |

### Resources

- Computers (Laboratory, MFL room), IWB, internet access, CD players, Power Point presentations, video clips, CDs, DVDs, *Schritte International* DVD and CD, IWB material (e.g. *Schritte International CD*), Interactive Übungen. Interactive teachers´ handbook, textbooks, posters, students’ CD, mini-whiteboards, real food items or plastic food items, a (picture of) robot, monster or doll, different types of games such as board, memory and online games, Lingua Assistant (when available), E-twinning partner class. German texts or leaflets about healthy lifestyles. Materials for healthy living from other subjects.
### Teaching Objectives

**Strands:**
- Speaking, Writing

**The teacher will:**
1. guide students to identify and name parts of the human body.

The teacher introduces the teaching objective and uses the Hangman game to elicit *Die Körperteile*. Students are challenged to guess the meanings using their knowledge of cognates and semi-cognates. Students are encouraged to touch/move the body part as they say the word. (The Total Physical Response technique). Encourage students to say the article with the word. Introduce the plural of parts of the body: e.g. visual of a monster with three heads etc.

Students work in mixed ability groups on video clips or various PowerPoint presentations and practise vocabulary. First start with the whole body, then concentrate on various parts e.g.: The face, the hand, the leg. Use dolls or puppets/card dolls and sticky notes for a kinaesthetic approach.

### Examples of teaching experiences and activities

**Setting the scene:** A short segment of an exercise/morning “wake-up” DVD (from a television broadcast or other source) is shown. Otherwise introduce the body parts with a well known song, *Schulter, Knie und Zeh*’ with appropriate body movements.

[http://www.youtube.com/watch?feature=endscreen&NR=1&v=3clk998FAic](http://www.youtube.com/watch?feature=endscreen&NR=1&v=3clk998FAic). The teacher introduces the teaching objective and shows the parts of the body on the IWB. Using the drag and drop method show the students the new vocabulary. Students are challenged to guess the meanings using their knowledge of cognates and semi-cognates. Students are encouraged to touch/move the body part as they say the word. (The Total Physical Response technique). Encourage students to say the article with the word.

Access the IWB visuals through the provided links:
- [http://www.youtube.com/watch?v=Y0WfqmrOnBU&feature=relmfu](http://www.youtube.com/watch?v=Y0WfqmrOnBU&feature=relmfu)
- [http://www.tes.co.uk/](http://www.tes.co.uk/)

### Indicators of Learning Outcomes

**Students will:**

- make an oral presentation in which they describe the body parts of a robot they have drawn themselves. (Level 7)
- say a few connected sentences in which they describe a person/figure using rehearsed vocabulary and structures. (Level 6)
- say three to five short connected sentences in which they describe the parts of the body. (Level 5 Speaking)
- say a few words or a short sentence in which they describe a picture using key words and cue cards. (Level 4)
- write an email to their pen-friend in which they describe themselves/members of their family/their best friend. (Level 7)
- write a few sentences in which they describe a drawing of a robot etc. (Level 6)
- identify parts of the body in an anagram and write the word correctly. (Level 5)
Listening/Writing Online Games: Robot Der Körper Singular   Label each part of the robot’s body
Listening/Matching/Online games
http://www.eduweb.vic.gov.au/languagesonline/german/sect30/no_02/no_02.htm   Ex. 6,3,5
http://www.schubert-verlag.de/auflagen/uebungen_a1/a1_kap8_artikel.htm  Körperteile + Artikel
name the body parts  Learn new vocabulary.
of body parts sing and pl. learn new voc
http://www.studystack.com/menu-104695 various activities.

In a debriefing session revise haben and  the accusative case and provide writing frames for the
following activity in which students are grouped randomly: They draw a person/robot/monster... and
label the body parts. They write ten sentences in German describing the person/robot. E.g.: Der Robot
heißt.... Er hat drei Beine, Die Beine sind kurz. Die Augen sind groß. etc.

Working in pairs students draw a robot, but do not show their drawing to their partner. Student A
describes his/her robot in German. Student B listens carefully and draws the robot according to the
description. When the first picture is complete, Student B describes his/her picture, and Student A draws
it. When both pictures are complete, compare them. Das ist nicht wie mein Robot. Schau mal hier! Die
Arme sind zu kurz. Provide a speaking frame as support.

Extension: - 2 Roboter: Wir haben kleine Hände. Revision of verb haben and adjectives / parts of body;
same site ex. 11 Forming short sentences.

End Activity: A Simple Simon says game: Students take turns to give commands: ‘Berühr den Kopf, die
Hand, die Knien usw’ and the students touch the parts of the body mentioned.

| Strands: Speaking, Writing          | Setting the scene: Students listen to the dialogue and see the visuals “At the chemist”
| The teacher will:                  | http://www.bbc.co.uk/languages/german/lj/chemist/slideshow/ which leads to the sharing of the
teaching objective. The teacher can use a dialogue used already in unit 2 (Beruf: Ärztin + visual )
| 2. guide students to explore the use of possessive articles in the context of giving | After a quick revision of body parts the teacher introduces the possessive articles. Using questions (Ist
das dein.. ? revise mein, dein introduced in Form 1 Unit 3).
|                                    | Using a simple Simon says game: Zeig mir deine Nase! pointing to one student. Then ask the students Ist
das seine Nase? Students listen to two short dialogues accompanied by visuals and cloze texts (in which
mein, dein, sein, ihr are missing) as many times as needed and fill in the texts. In certain sentences the
teacher puts the stress on the possessive article to point out that like in English, possessive articles can
|                                    | Students will: take part in a role-play simulating a visit to a doctor using key words and possessive articles. (Level 7)
|                                    | say a few sentences to describe the ailments of a sick person using key words and possessive articles. (Level 6)

spell key words correctly relying on cue cards and visuals. (Level 4)
and obtaining information about health problems. be stressed to express surprise and confusion. Add humour by showing a big nose and asking Ist das deine Nase, Oliver? Ooh, Entschuldigung! Das ist ja Pinocchios Nase!

Teach the formal form of dein/e, euer/eure i.e. Ihr/Ihre:

Show two pictures accompanied by dialogues in the first on the register is informal (du) and in the second one it is formal (Sie). E.g. Oh, deine Hand ist ja rot. Hier nimmt diese Salbe. Das hilft gegen die Schmerzen./ Ihre Hand ist ja so rot. Hier nehmen Sie diese Salbe. Das hilft gegen die Schmerzen. Ask the students to Think- Pair-Share and on mini whiteboards note the difference between the formal dialogue and the informal dialogue.

In mixed ability groups students work at Talking Tables. A speaking frame is visible to all and visual cues are also provided to scaffold. Students invent similar dialogues using formal and informal register. They then choose the best effort from the group and using Storybird (Storybird.com) or Cartoon story Maker1.1 write, and record their dialogue. These dialogues can serve for a later exercise. Using comprehension Task maker also available from http://www.eduweb.vic.gov.au/languagesonline they can invent their own questions for a short reading/comprehension exercise and try it out on other groups.

After a debriefing session to do a control of the exercise ask the students to Think- Pair-Share and identify the possessive his and her in the dialogues. On the IWB use the Rub and Reveal method to associate the possessive article with the demonstrative article and the indefinite article.

Teach the expression weh tun using visuals. Was tut Rita weh? Ihr Kopf tut weh/Ihre Ohren tun weh. the help of a Power Point Presentation http://www.tes.co.uk/teaching-resource/AQA-GCSE-Die-Krankheiten-6143215/

Mein/Dein/Sein Ohr tut weh (singular) Meine/Deine/Seine Ohren tun weh (plural)

In mixed ability groups students:
• fill in the missing possessive articles in short dialogues with pictures e.g.
  two pictures one of a man and another of a woman. Students ask each other questions Was ist mit ihm/ Ihr los? – Sein /Ihr Rücken tut weh.
• work with short dialogues on cards and a set of cue cards. Two of the groups act out the dialogue on their card. The others have to listen and show their cue cards when they hear the words/phrases in the text being read out. Roles are changed until each one in the group has read/listened to a dialogue.

Differentiate by giving questions cue cards and someone reads the question after the others play the dialogue. Extension: Two dialogues are read. A student reads out a question. The others in the group have to answer from memory.

In a debriefing session teach the rest of the possessives using the same technique: Using two puppets slap the hands of the puppets and ask the class. Was tut Oliver und Peter jetzt weh?

In mixed ability groups students listen to dialogues using unser/unseres, euer/eurers/ ihr/ihres. They match

say a sentence or two to describe different health problems depicted in visuals using some key words and possessive articles. (Level 5)

say a word or short phrase to identify different types of health problems with the help of cues and visuals. (Level 4 Speaking)

Write a letter/e-mail on a prompt to describe a health problem. (Level 7)

write missing key words and phrases in an e-mail/text dealing with the topic health. (Level 6)

write some sentences to describe different health problems depicted in visuals. (Level 5)

spell possessive articles correctly when filling in missing key words in sentences accompanied by a visual. (Level 4)
pictures to the dialogues, fill in the texts with the missing possessives and then complete the list of possessive articles in their Learning Diary. In a debriefing session the teacher collates the possessives and uses the Rub and Reveal method to correlate to visuals.

The teacher introduces the expression *Ich habe + Schmerzen* with the help of a Power Point presentation [http://www.tes.co.uk/teaching-resource/AQA-GCSE-Die-Krankheiten-6143215/](http://www.tes.co.uk/teaching-resource/AQA-GCSE-Die-Krankheiten-6143215/) ppt /flipchart

Students work in mixed ability groups on a choice of tasks:

- listen to people saying what parts of the body is hurting them and match texts to visuals. [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/krankheit.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/krankheit.htm) (EX 9)
- [http://www.yjc.org.uk/Krankheiten - illnesses multiple choice Mein Bein tut weh](http://www.yjc.org.uk/Krankheiten - illnesses multiple choice Mein Bein tut weh)
- online-game

**Listening/Reading**

- [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/grippe1.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/grippe1.htm) List Ich habe die Grippe(Ex. 1,2); [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/LBp128.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_5.1/LBp128.htm) LESEN
- [http://arts.ucalgary.ca/lrc/GermanTools/activities/ModalVerbSentences.html](http://arts.ucalgary.ca/lrc/GermanTools/activities/ModalVerbSentences.html)

**Listening/Multiple Choice:** [http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap8_hoeren1.htm](http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap8_hoeren1.htm) Krankheit

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**Strands:**

**Listening, Speaking**

**Setting the scene:**

With the help of visuals or parts of a video teacher elicits from the students the topic ‘appointment’ ([http://joycep.myweb.port.ac.uk/abinitio/chap8-1.html](http://joycep.myweb.port.ac.uk/abinitio/chap8-1.html))/Pictures showing an advert (Google search nach Vereinbarung)

**The teacher will:**

3. guide students to

Using the Think-Pair-Share method, the teacher asks students to think first individually and then in pairs and list what words and expressions could be used when one wants to make an appointment: e.g. the

**Students will:**

listen to a conversation or watch a video in which an appointment is made/changed/cancelled and answer open-ended questions to show comprehension. (Level 7)
explore how to make, change and cancel appointments  

- date, the time, when, where, the reason. Students then work in mixed ability groups to list questions, phrases and expressions on the following points: asking and saying the date and time available. Asking for and giving the contact number, say whether you can or cannot, propose another time, agree etc. These structures have been already covered in previous units and may need revision. Therefore writing frames, text books, learning diaries or learning mats should be used as support.

- In a debriefing session the teacher uses phrases and structures from the different groups to model a dialogue to make an appointment.

- Show a video or play a conversation from a CD and ask the students to work in pairs and tick words used from a prepared list. Students think pair share to note vocabulary and structures used to make an appointment by telephone E.g. saying your name, auf Wiederhören! etc

- In mixed ability groups students work on different situations and contexts requiring making an appointment: At the Hairdresser, dentist, fitness studio, the vet, meet friends, school meeting, applying for a job, etc. Use adverts/pictures from the internet (Google search Sprechstunde, Termin vereinbaren etc)

- Listening/reading tasks which the teacher can prepare using the Comprehension Task Maker  

- make their own situations using the Cartoon Story Maker 1.1 and using a writing frame.

- participate in role play at Talking Tables: provide cue cards with situations and points and speaking frames.
  - [http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap5_hoeren2.htm](http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_kap5_hoeren2.htm) cloze text/listening

- Note down vocabulary from a video [http://www.youtube.com/watch?v=VX9u86wZKGc](http://www.youtube.com/watch?v=VX9u86wZKGc)

- Work on role plays using different pages of a diary to agree on an appointment.

With the help of a Voki or Cartoon Story Maker 1 the teacher prepares three conversations: one of a patient making an appointment, another of a patient changing an appointment and a third one of a patient cancelling an appointment. Students work in groups and listen to the conversations. Each group has to focus on one a different situation and has to identify the vocabulary and expressions used. With the help of a prepared list in plenary each group reports its findings to the other groups.

- Teacher plays the dialogues and presents a multiple choice task on the IWB. to change an appointment.

- (einen Termin vereinbaren/ einen Termin ändern/ einen Termin absagen). Students use clickers to give the answer to the questions on the IWB.

- The students work in mixed ability groups on different conversations each time listening to three

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dialogues accompanied by visuals. They have to answer open ended questions, fill in cloze texts with missing key words, identify True/False statements, fill in grids saying where the person is phoning, whether s/he wants to make an appointment. The teacher can use comprehension maker from [http://www.eduweb.vic.gov.au/languagesonline/german](http://www.eduweb.vic.gov.au/languagesonline/german) to prepare the dialogues, texts, visuals questions and sound. Students work in mixed ability groups on further tasks:

- They fill in cloze texts of dialogues after listening (making, changing, cancelling appointments) and identify the key words/phrases in each.
- Re-order a list of the identified key words in three columns (making, changing, cancelling appointments)

Extension: Teacher presents students with cards dealing with different situations regarding appointments and students have to choose a card at random and react accordingly.

- e.g.: *Schritte International 2 Lektion 10 Gesundheit Kopiervorlage L10/E4*

Adopting the remote preparation method teacher asks students to find pictures of healthy and unhealthy food items as preparation for the following lesson.

### Strands: Speaking, Writing

The teacher will:

4. guide students to explore how to use the modal verb *sollen* to give advice and make recommendations in various contexts.

<table>
<thead>
<tr>
<th>Setting the scene:</th>
<th>Students will:</th>
</tr>
</thead>
</table>
| The teacher uses the context of healthy living to introduce giving advice and making recommendations. Using clips from videos about healthy eating e.g.: *Gesund essen mit der Familie* [http://www.youtube.com/watch?v=C6gDFIFGUKU](http://www.youtube.com/watch?v=C6gDFIFGUKU) or [http://www.youtube.com/watch?v=0clh4WnWuAY&feature=related](http://www.youtube.com/watch?v=0clh4WnWuAY&feature=related). The teacher then leads to the teaching objective by asking: *Ich will fit und gesund bleiben. Was soll ich essen? Was soll ich nicht essen?* Pictures of various food items are presented on the IWB and students drag the pictures under the correct heading: *gesund/ungesund*. Students use the pictures of food items they brought from home to say/write a sentence about one healthy and one unhealthy food item e.g: *Ein Apfel ist gesund./ Bonbons sind ungesund. Sport ist gesund, aber Faulenzein ist ungesund.* Introduce the words *viel, wenig, nicht*. Students are given time to explore how these words can change the meaning of a statement. Students work in mixed ability groups:
| words and phrases from a speaking frame and visual prompts. Mistakes do not inhibit comprehension. (Level 5) repeat a modelled phrase or a simple sentence to indicate that one wants to make, change or cancel an appointment relying on visuals, cues and support. (Level 4) |
| - visuals with texts (list in columns *gesund/ungesund*) and write sentences using *viel, wenig, nicht*. (google search for visuals *gesund/ungesund*)  |
| To debrief and continue with the next teaching objective, the teacher uses a cartoon clip (e.g. created with Cartoon Story Maker 1. |
| carry out a survey among students in the class about what one should do to lead a healthy lifestyle and share the results in the form of an oral presentation giving advice using *sollen* to the rest of the class. (Level 7) use *sollen* and rehearsed structures and vocabulary to give advice in various familiar situations and contexts using cue cards and a speaking frame. (Level 6)  |
| say three to five short sentences about what one should do to follow a healthy lifestyle with the help of cues. (Level 5) |
http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm}) with a dialogue with visuals between a doctor and a patient in which the doctor tells the patient what s/he should/should not do to feel fit and healthy again. Use key words and expressions such as: 

- Sie sollen viel Obst essen./ Sie sollen nicht rauchen.
- Sie sollen viel Wasser trinken./ Sie sollen keinen Alkohol trinken.
- Sie sollen Sport treiben./ Sie sollen keine Schokolade essen./ Sie sollen im Bett bleiben. / Sie sollen nicht aufstehen, aber im Bett bleiben./ Sie sollen drei Tabletten nehmen. / Sie sollen nicht nervös sein. / Sie sollen eine Salbe/Hustenbonbons/Aspirin kauf en.

Students Think—Pair –Share: to describe the use of sollen in the dialogue/clips. Comment on the sentence structure and compare to known models and discuss in which other contexts one can use sollen (to give advice and make recommendations). Discuss with the students other contexts in which sollen can be used. Du sollst die Hausaufgaben machen. Er soll das Zimmer aufräumen. usw.

In mixed ability groups students work on the following:

- work on the cartoon/transcripts to use the modal verb sollen using various registers.
- listening task is presented in which students listen to people with health problems phone a Gesundheitstelefon for advice and for every person who phones they have to identify the health problem and the advice given.
- write recommendations using sollen on various situations accompanied by visuals, also in the 3rd person singular. Alternatively students match cue cards/visuals of health problems to cards with advice. Then each student chooses a card and the advice/solution using the modal verb sollen from memory. e.g.: Mein Freund - zu dick – keine Schokolade essen. = Mein Freund ist zu dick. Er soll keine Schokolade essen.

Reading: • http://www.yjc.org.uk/ Gesund und ungesund –
- http://www.tes.co.uk/teaching-resource/Gesundheit-powerpoint-and-quiz-6088201/ PPT
- Students work on a text e.g. Schritte International LESEMAGAZIN S.16-17. (sequencing, T/F questions,
- http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=3&Exercise=6&SubExercise=1 : Exercises 1,2,3,4,5,6

- Create a conversation between Frau/Herr Gesund and Frau/Herr Ungesund

A song Hyphconderlied from Zick Zack Book 2 can be used to end the unit.

End of unit task: The student work on a presentation and topic of their own choice to use content and structures learnt. Their work is then uploaded on the VLP/school website etc.


say a simple sentence using sollen to give advice or make a recommendation with the help of visuals and cue cards. (Level 4)

uses the modal verb sollen to write a short list to give advise or make recommendations in various familiar situations e.g. what to do to lead a healthy lifestyle. (Level 7)

write a few connected sentences using the verb sollen in and e-mail or a postcard to give advice or make a recommendation in a familiar context using rehearsed structures. (Level 6)

re-write jumbled sentences in context using sollen+ Infinitiv relying on cues or scaffolding. (Level 5)

write the correct forms of the verb sollen in sentences. (Level 4)
**Subject:** German as a Foreign Language (GFL) – Deutsch als Fremdsprache (DaF)

**Unit code and title:** GER 8.7 Could you please tell me...? Ich brauche Informationen.

**Strands:** Listening, Speaking, Reading, Writing

**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### Objectives

The teacher will:

1. teach how to formulate and respond to polite requests, questions and wishes. (Listening, Speaking)
2. guide the students to explore the effective and correct use of temporal references and prepositions with emphasis on word order. (Listening, Reading, Writing)
3. guide students to explore multimodal ways of leaving and responding to messages. (Listening, Speaking, Writing)

### Key words

- Ich möchte...ich hätte gern...  
- Kann ich Ihnen helfen?  
- Was kann ich für Sie tun?  
- Können Sie das wiederholen, bitte? Wie lange?  
- Ab wann? Bis wann?  
- Seit wann?  
- im/um/ab/seit/von... bis...  
- vor, bei, nach, in  
- im Supermarkt einkaufen; zum Training gehen; zur Arbeit gehen; beim Arbeit sein, ; auf-, zu-, an-, aus- : die Wohnung aufräumen; die Rechnung bezahlen; das Licht anmachen/ausschalten; Könnten Sie bitte...? Würden Sie vielleicht...? erst, noch einmal, wieder, immer noch, gerade  
- Hier spricht ... Bitte rufen Sie zurück unter... auf Wiederhören!

### Points to note

Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their learning diaries (Lerntagebuch) which are to be checked regularly by teacher/peers.

Eliciting meanings and grammar rules are among the ways teachers should use to encourage students to show initiatives and participation in the teaching and learning process. Students are to be given ample time for role play, interaction, discussions, consolidation.

Constant use of visual aids, pictures, realia, multimedia, readers, and board-games reinforce understanding of new structures and keywords. Students are encouraged to expand their vocabulary by learning the use of prefixes and learning new words and structures in context so that their meaning is real.

Students are to be given time to reflect about the learning process and how a language works.

Every task should be set slightly above each student’s level to challenge without inhibiting learning. Encourage students to overcome possible language barriers by encouraging them to be more actively involved, take risks and initiatives to enhance their knowledge and maximize their abilities.

The teacher is to draw students’ attention to the correct word order and provide adequate tasks for students to consolidate learnt structures and vocabulary.

### Resources

## Teaching objectives

<table>
<thead>
<tr>
<th>Strands: Listening, Speaking</th>
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<tbody>
<tr>
<td>The teacher will:</td>
</tr>
<tr>
<td>1. teach how to formulate and respond to polite requests, questions and wishes.</td>
</tr>
</tbody>
</table>

## Examples of teaching experience and activities


After watching the clip/cartoon, the teacher asks students to Think-Pair-Share and note which of the requests was “friendly/polite freundlich 😊”, or “unfriendly unfreundlich 😞”. Students list the expressions used in formulating the demand under the icons 😊 or 😞. In a discussion, the teacher elicits the formal structure of the questions being asked.

In the plenary session, the teacher points out the differences and similarities with Maltese and English in similar contexts. E.g. ‘could you.../would you...?’

Do not teach the Konjunktiv II at this stage! Just point out its use in forming polite requests, questions and wishes. i.e. use könnten and würden, hätte, etc as “chunks”.

- Könnten Sie / Könntest du das Fenster aufmachen? / Würden Sie das Licht anmachen? Ich hätte gern... Ich möchte...

Students work in mixed ability groups on the following tasks:

- Changing commands to a polite request [http://www.grammatiktraining.de/konjunktiv2/konj2bitten.html](http://www.grammatiktraining.de/konjunktiv2/konj2bitten.html) (interactive)
- A list of actions (written in the imperative), which must transform into a more formal request. [http://www.nthuleen.com/102/hausaufgaben/ws57gram12antw.html](http://www.nthuleen.com/102/hausaufgaben/ws57gram12antw.html) (Exercise C)
- Using a speaking frame and visual cue cards students write and record dialogues:

These are some examples for a writing frame/situations:

- Ich möchte Kleider kaufen. Könnten Sie mit mir einkaufen gehen?
- Ich möchte meine Sonnenbrille reparieren. Würden Sie bitte meine Sonnenbrille reparieren?
- Ich hätte gern ein Eis. Könnten Sie mir ein Schokoladeneis geben?

- Listen to various dialogues (e.g. telephone conversations asking for information, at a restaurant, in a shop etc) Students work on varied tasks to demonstrate comprehension: marking sentences to show whether the request was expressed in a polite / not so polite form
- Form questions politely according to visual/text cues (differentiate in the cue cards e.g. “kalt – das Fenster zuzumachen” for one group “kalt – das Fenster” for another group. One students ask the other responds physically or answers accordingly.

## Indicators of Learning Outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
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<tbody>
<tr>
<td>listen to dialogues featuring polite requests, questions and wishes and answer open-ended questions to show comprehension. (Level 7)</td>
</tr>
<tr>
<td>listen to dialogues featuring polite requests, questions and wishes and answer multiple choice questions about them. (Level 6)</td>
</tr>
<tr>
<td>listen to dialogues featuring polite requests, questions and wishes and identify True/False statements to demonstrate comprehension. (Level 5)</td>
</tr>
<tr>
<td>express and respond to polite requests, questions and wishes orally using formal structures with some mistakes in word order. (Level 4)</td>
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</tbody>
</table>

Directorate for Quality and Standards in Education Curriculum Management and eLearning Department – German as a Foreign Language (DaF) – 2012
- Write and perform dialogues given visual cues to represent situations in which one needs to make requests e.g. at a restaurant asking for the menu etc., at the bank, in the street, in the classroom.
- Change a given list of commands from cordial to polite requests.

http://www.hanken.fi/tyska/karriere/03karnet/13ubung.htm
http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=5&Exercise=4&SubExercise=1

- Filling in cloze texts using können and/or würden; ich möchte...’ or ‘ich hätte gern...’;
- Writing short notes requesting information etc. according to visuals/cue cards. E.g. Brille kaputt. reparieren Mein Brille ist kaputt. Könnten Sie sie reparieren? Warm – das Fenster Könntest du / Würdest du bitte das Fenster aufmachen?

http://www.youtube.com/watch?v=tnuFd0JxuDk&feature=relmfu

- Students use Storyboard or Cartoon Story Maker

Strands:
Listening, Reading, Writing.

The teacher will:
2. guide the students to explore the effective and correct use of temporal references and prepositions with emphasis on word order.

Using either real photos, notices or time-tables showing different opening hours for different days of the week and months such as those for train information, opening hours of museums, theatres, cinemas, shops etc., revise with students the temporal prepositions im/um/am that were already encountered in the previous year.

Students work in mixed ability groups on different tasks:
Gap filling exercises with the correct temporal prepositions on handouts.
Exercises on the IWB
Online exercises accessing the internet.
http://quizlet.com/5191012/kapitel-6-temporal-prepositions-flash-cards/
http://www.easygermanlanguage.com/german-prepositions.html
http://www.hueber.de/sixcms/media.php/36/Kovo_S2int_L12_A3.pdf
http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=2&Lection=5&Exercise=1&SubExercise=1

Information gap tasks; e.g. using a school time-table students ask and answer each other about when and at what time they have certain lessons.
Wann hast du Mathematik? - Ich habe Mathematik am Montag.
Um wie viel Uhr ist die erste Stunde? – Um acht Uhr.

In a debriefing session the teacher uses the same time-table exercise or a timeline on the IWB, and

Students will:
listen to various texts and identify temporal prepositions by answering open ended questions to show comprehension. (Level 7)
listen to various texts and identify temporal prepositions by filling in missing words or phrases in a cloze text. (Level 6)
listen to a short text and identify temporal prepositions by filling in a prepared grid. (Level 5)
listen to a some statements in a dialogue and demonstrate comprehension of temporal comprehension by ticking key words in a list. (Level 4)
models the use of questions starting with: 'Wann?', 'Wie lange...?', 'Ab wann...?' and 'Bis wann...?' and their corresponding answers. E.g. Wie lange dauert die erste Pause? – Die erste Pause dauert von zehn Uhr bis Viertel nach zehn (also 15 Minuten).

Wann fängt die nächste Stunde an? – In einer halben Stunde.

In mixed ability groups students work on different tasks:

- Using audio recording students listen to various announcements having the prepositions 'ab' and 'bis'. (Authentic TV adverts could be recorded and used for this exercise.) E.g. Wann ist das Fußballspiel? - Ab acht Uhr. / Das Geschäft ist bis 18 Uhr geöffnet. Students explore recorded German TV programmes online or printed versions http://www.satellite-tv-guides.com/germany.html (German programme-guides)

Students use the learned structures to find out the duration of a programme, when it starts and when it ends. They then write a short text on their findings.

- Re-ordering jumbled up sentences using different types of learning aids (IWB, laptop, cards, handouts, flashcards etc.)
- Highlighting the various temporal prepositions in a text using different colours or
- work on a text and identify adverbs which are used to describe a continuing situation or a recurring action (e.g. noch einmal, nochmal, wieder, immer noch, gerade etc) Students then use the adverbs in a writing/speaking task in different contexts e.g. describing visuals, writing a short dialogue, leaving a message etc.

Extension: Students are encouraged to use the prepositions of time effectively and correctly by trying to keep a narrative record of their daily activities in their learning diary. Instead of noting times and activities in a tabular form (i.e. 7.30 Uhr – frühstück) they try to write down complete sentences (Von halb acht bis acht Uhr habe ich gefrühstückt.) This will allow them to reinforce the use of different prepositions, combine with new vocabulary and practise the Perfect Tense covered in unit 1.

End Activity: The teacher starts the lesson by projecting pictures of an event in German speaking countries. Using a poster or an advert of the event students work in mixed ability groups to answer read multimodal texts containing prepositions and adverbs of time and demonstrate comprehension by answering open-ended questions. (Level 7)

read some short adverts containing prepositions and adverbs of time and demonstrate comprehension by matching to a list of situations. (Level 6)

read an advert containing prepositions and adverbs of time and demonstrate comprehension by answering multiple choice questions. (Level 5)

read 3 short sentences containing prepositions and adverbs of time and demonstrate comprehension by matching to visuals (Level 4)

use temporal prepositions and adverbs of time correctly when writing a record of their daily activities. (Level 7)

fill in the correct temporal preposition or adverb of time in a cloze text. (Level 6)

write short connected sentences using cues and the correct temporal reference/preposition. (Level 5)

write short sentences using a temporal prepositions to show
## sequence with support and relying on visual cues and a writing frame. (Level 4)


Students then choose a task from the following:

- A web quest on a specific cultural event (accompanied by instructions and specified questions) [http://www.about-germany.org/festivals/festivals.php](http://www.about-germany.org/festivals/festivals.php) (Berlin events)  
  [http://www.germany.travel/de/index.html](http://www.germany.travel/de/index.html) (Online information about Germany)  
  [http://www.destination360.com/europe/germany/events-and-holidays](http://www.destination360.com/europe/germany/events-and-holidays) (Informative site about German cultural events)

- Create a brochure/advert for a real/fictitious event after research on the internet  
  Write an e-mail to a German tourist organisation asking for specific information about an event.  
  [http://iguide.travel/Germany/Activities/Cultural_events](http://iguide.travel/Germany/Activities/Cultural_events) (Cultural events)  
  [http://www.everyculture.com/Ge-It/Germany.html](http://www.everyculture.com/Ge-It/Germany.html) (General Information about Germany & its culture)

| Strands: Listening, Speaking, Writing,  
The teacher will:  
3. guide students to explore multimodal ways of leaving and responding to messages | Setting the scene: Teacher shows clips/visuals of people leaving and responding to short messages; e.g. people on the phone/mobile; listening to voice mail or answering machines; writing emails...  
Teacher discusses with students the following objectives: what is being used; when and where it is being used and how the thing is done.  
Was benutzt man? Wann und wo benutzt man diese Sachen? Wie macht man das?

Using the **concept map method** students work in mixed ability groups and explore the already mentioned points leading to learn vocabulary and expressions.  
E.g. WAS? → SMS schicken, schreiben etc...  
Email – Telefon – Postkarten, anrufen – beantworten – zurück rufen – hier spricht – eine Nachricht...  
WANN & WO? → brainstorm various situations e.g. situations in a hotel, restaurant, at the airport, at the cinema, at home, on the Internet, various communication media etc.  
WIE → brainstorm the differences between writing a letter and leaving short messages. The keywords and expressions should be written on the IWB or presented to students on a prepared handout. Elicit from students the meanings and possible replies to these short dialogues. Emphasize the correct sentence structure when replying to various situations.  
Students work in mixed ability groups on different situations:  
- [http://www.hueber.de/sixcms/media.php/36/Kovo_S2int_L12_E4.pdf](http://www.hueber.de/sixcms/media.php/36/Kovo_S2int_L12_E4.pdf) to write out the message, send an SMS/short email etc.  
- Listening to messages left on the phone and answer multiple choice questions (eine  

| The students will: | listen to various messages on familiar situations left on an answering machine and demonstrate comprehension by answering open-ended questions. (Level 7)  
listen to a message on a familiar situation left on an answering machine and demonstrate comprehension by filling in key words/phrases in a cloze text. (Level 6)  
listen to a message on a familiar situation left on an answering machine and demonstrate comprehension by identifying True/False questions. (Level 5)  
demonstrate comprehension of a message left on an answering machine by choosing the correct answer. (Level 4) |
Nachricht hinterlassen)  http://www.pauljoycegerman.co.uk/abinitio/chap8-6.html
- http://www.langschool.eu/textbook/intermediate-de/answers01.en.html
- Work on different e-mails/letters and answer open-ended questions/True, False questions/ mark the text to find out details
- Invent and record a message according to situations on cue cards
- Write short messages according to situations written on cue cards
- Using a writing frame with various phrases and different cue cards with the text from an answering machine, students create the answer and record it. e.g.

Hallo, ich bin momentan nicht zu Hause. Bitte hinterlassen Sie eine Nachricht.
Guten Tag! Sie haben die Nummer 036/2i3 348 90 gewählt. Leider ist das Büro geschlossen. Bitte sprechen Sie eine Nachricht auf Band. Vielen Dank. Auf Wiederhören! etc

Students work in groups on different tasks:
- listening to a recording e.g. telephone conversations or a recording with actual conversations, e.g. a confirmation of a medical appointment; a friend telling you that s/he will not be coming to a party; the delivery of an item, etc.
- After students have worked on differentiated comprehension exercises on the above situations, they are assigned different situations and prepare their own conversation or message.

The same approach is applied for reading and responding:
Students work in mixed ability groups on some of the following situations:
- leaving messages at home (using sticky notes) on different situations; SMS and texting;
- leaving a comment on a web-site or the VLC, Moodle etc.; receiving and answering emails;
- participating in a blog...

Guide students to include important information such as who called reason of phone-call, relevant details, such as time, date, etc and the type of language structures used for various texts. E.g. various different structures for SMS, emails, structures, postcards, emails, notices etc.

Students explore several scenarios in which text messages are used: for example communicating with relatives and/or friends. E.g. informing a friend about a party; informing a classmate re: absence from school; letting parents know that s/he will stay out later than usual, etc. Replying to text messages: using handouts, flashcards or IWB students can match the corresponding text messages.

Students are given a series of text messages to which they have to write a short reply. Sending a short formal message via email: elicit from students the formal way of addressing someone (preferably using sehr geehrte/r instead of the more commonly used liebe/r); students explore a context e.g. informing a hotel about change in arrival times and wishing to find rooms ready or asking for information about concert dates and time, etc.; discuss with students what information

visual cue. (Level 4)

use the learnt phrases and structures and experiment with rehearsed structures to change meaning when leaving a message on an answering machine. (Level 7)
record a message orally using simple connected sentences following cues from a speaking frame. (Level 6 Speaking)
say a few key words when answering a recorded message including greetings and leave taking. (Level 5)
write a short formal e-mail using learnt structures and some unfamiliar vocabulary on familiar situations. (Level 7)
write a short notice for the classroom outing giving the required information using rehearsed vocabulary and structures. (Level 6 Writing)
write a short message in response to a prompt with the help of a writing frame. (Level 5)
produce simple short phrases/sentences when texting a message. (Level 4)
would have to be included in the email; revise the use of expressions containing *könnten* and *würden* when asking in a formal way; revise general grammar rules especially the word order; instruct students to be specific and concise when sending the email.

Students work in groups and write the emails to contacts in D-A-CH countries.
### Objectives
The teacher will:
1. teach vocabulary and structures related to personal attire. (Listening, Speaking, Writing)
2. teach demonstrative and interrogative pronouns and their use in the nominative and in the accusative cases. (Speaking, Writing)
3. guide students to use adjectives predicatively, use comparatives and superlatives when describing, asking for information, showing preference and expressing choice. (Listening, Speaking, Reading, Writing)

### Key Words
<table>
<thead>
<tr>
<th>Teachers are to refer to the notes on the Approach to teaching &amp; learning in the previous unit and in the Handbook. Teaching objectives are always to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their Learning diaries (Lerntagebuch), which are to be checked regularly by teacher/peers. When encountering new vocabulary students should be encouraged to try to use their knowledge of language first, i.e. use cognates, internationalisms, inference, learning by association, etc and then use the dictionary to learn the word with its article and plural form. Point out that some nouns are singular in German and plural in English (e.g. die Hose, die Brille) Knowing the gender of the noun is important because it is linked directly with the demonstrative pronoun and the interrogative pronoun. Encourage the use of the vocabulary box. The use of colour coding for genders and the plural is highly recommended. Students should be made aware that pronouns replace nouns and help us avoid being repetitive. In speaking demonstrative pronouns are emphasized slightly more than personal pronouns and are at times accompanied by a gesture (pointing, tilting the head in the direction of the object/person). In the accusative case the demonstrative pronoun often starts the sentence (contrast with English). Stress is always put on the demonstrative pronoun. Provide learning support, e.g. tables and frames, an illustrated list of items and word cards with visuals to help them to differ between subject and object and the change in the masculine article when introducing the accusative demonstrative pronouns. In this unit the focus should be on the communicative aspect and students are to be given ample time on active productive tasks. Aid students to transfer new content to other concepts, take risks and explore new structures and to amalgamate newly learnt with previous knowledge and skills. Encourage students to create their own learning aids such as labelled pictures with phrases/sentences/short dialogues and display in class / school website etc.</th>
</tr>
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### Resources
- Power points, video clips, pictures, realia, CDs, DVDs, Internet and interactive exercises; A variety of multimodal texts, Interactive teachers’ handbook, Intensivtrainer, glossaries, IWB, Internet access;
- Different types of games such as board games, dominos and memory games;
- Web sites of various publishers such as Hueber, Klett, Schubert, Langenscheidt, Cornelson etc.

### Strands
- Listening, Speaking, Reading, Writing

### Unit Duration
9 sessions of 40 minutes; Total 6 hours
<table>
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<tr>
<th>Teaching Objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning Outcomes</th>
</tr>
</thead>
</table>
| Strands: Listening, Speaking, Writing | Setting the scene: Teacher shows a clip of a Modeschau; e.g. [http://www.youtube.com/watch?v=GOymVskyYFE](http://www.youtube.com/watch?v=GOymVskyYFE), and presents various pictures to get the students thinking about the teaching objective. Students discuss what they need to learn to be able to describe what they and others are wearing; e.g.: “We need to learn the vocabulary first, then to describe what one is wearing, etc.” Students work in groups using handouts with vocabulary and pictures. They tick the words /pictures of the clothes they can see in the video. Remote Learning: Ask the students bring pictures of clothing or real clothes and prepare vocabulary for the following exercises. Students work in mixed ability groups on the following: • Using their pictures or visuals provided by the teacher and a speaking frame practise question/answer: e.g. Was ist das? Ist das die/eine Bluse oder das/ein Hemd? Wo ist das T-Shirt? Ist es rot? etc. • Use Venn Diagrams on IWB or use hoops to place pictures / clothing in DER - DIE – DAS groups, or Herren-, Damen-, Kinderkleidung, etc. Students invent their own groups. They have to say the words with the article while categorizing. • match text to image. • draw a mind-maps (Assoziogramm): Kleider (Damenkleider, Schuhe, usw. Kleidung – Verben: anhaben, tragen, probieren, mögen, finden, …; Kleidung – Adjektiven: rot, kurz, eng, teuer, modern, cool, schön, …; Kleidung nach Jahreszeiten, etc.) The teacher debriefs using the IWB to consolidate the work done by the students. Students work in mixed ability groups or pairs and choose tasks from the following in class or at home: • [http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Schuhe1.pdf](http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Schuhe1.pdf) • Puzzle [http://vs-material.wegerer.at/sachkunde/pdf_sukleidung/puzzle_kleidung.pdf](http://vs-material.wegerer.at/sachkunde/pdf_sukleidung/puzzle_kleidung.pdf) • [http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/SL_Kleidung.pdf](http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/SL_Kleidung.pdf) vocabulary • [http://www.education.vic.gov.au/languagesonline/german/sect31/pdfs/print1.pdf](http://www.education.vic.gov.au/languagesonline/german/sect31/pdfs/print1.pdf) (Wortschatz) • Domino [http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Domino_Kleidung1.pdf](http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Domino_Kleidung1.pdf) (Scanning: students identify words from sentence) • [http://vs-material.wegerer.at/sachkunde/pdf_sukleidung/kleidung_jahreszeiten_mit_farben.pdf](http://vs-material.wegerer.at/sachkunde/pdf_sukleidung/kleidung_jahreszeiten_mit_farben.pdf) | Students will: listen to a dialogue or watch a video about clothes and fashion and answer open-ended questions to demonstrate comprehension. (Level 7) listen to short text or watch a short video clip about clothes and fashion and answer multiple choice questions to demonstrate comprehension. (Level 6) listen to short sentences or watch a video about clothes and fashion and fill key words/phrases in a cloze text to demonstrate comprehension. (Level 5) understand words or short phrases when watching a video about clothes and fashion by choosing the correct visuals. (Level 4) experiment orally with rehearsed and some unfamiliar vocabulary to describe personal attire. (Level 7) participate in a role-play using learnt structures to ask and answer simple questions about clothes and fashion. (Level 6) say three to five short connected sentences to describe attire with the help of cues. (Level 5) say a few words or a short sentence about what one is wearing with the help of visual and written cues. (Level 4) produce a written text about which clothes they like to wear and buy. (Level 7) write a short paragraph using adjectives and
<table>
<thead>
<tr>
<th>Activity</th>
<th>URL</th>
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<tr>
<td>(match clothing to seasons) (flashcards)</td>
<td><a href="http://www.slideshare.net/LearnOverIP/die-kleidung">http://www.slideshare.net/LearnOverIP/die-kleidung</a></td>
</tr>
<tr>
<td>(match picture to words)</td>
<td><a href="http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Memory_Kleidung.pdf">http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Memory_Kleidung.pdf</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/logico_piccolo_kleidung.pdf">http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/logico_piccolo_kleidung.pdf</a></td>
</tr>
<tr>
<td>(extension):</td>
<td><a href="http://vs-material.wegerer.at/sachkunde/pdf_su/kleidung/bekleidung.htm">http://vs-material.wegerer.at/sachkunde/pdf_su/kleidung/bekleidung.htm</a></td>
</tr>
<tr>
<td></td>
<td>(online) or copy on a handout.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.languageguide.org/german/vocabulary/men-clothing/">http://www.languageguide.org/german/vocabulary/men-clothing/</a> and related exercises from the same site (Vocabulary practice + Listening)</td>
</tr>
<tr>
<td></td>
<td>The following site provides IWB activities: (choose <em>Kleidung</em>)</td>
</tr>
<tr>
<td>The teacher refers to the <em>Assoziogramm</em> (<em>Kleidung – Verben</em>) and using visuals revises <em>tragen</em>, <em>anhaben</em> etc. + the accusative through question/answer using the drag and drop function. On the IWB teacher provides a figure and a description, e.g. <em>Anne trägt einen Rock und eine Bluse. Paul hat eine Hose und ein T-Shirt an.</em> The students drag the description to clothe the figure. In mixed ability groups students:</td>
<td></td>
</tr>
<tr>
<td>• make posters of pictures of famous people and write sentences to describe what they are wearing.</td>
<td></td>
</tr>
<tr>
<td>• describe their uniform/ party outfit or invent an new funny fashion on a poster or PowerPoint using visuals, writing and using sound files using Audacity etc.</td>
<td></td>
</tr>
<tr>
<td>• work on board/ card games to learn the articles, fill in crossword puzzles, memory games</td>
<td></td>
</tr>
<tr>
<td>• work on online tasks e.g.:</td>
<td><a href="http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Bekleidung_AZ.pdf">http://vs-material.wegerer.at/deutsch/pdf_d/wortschatz/Bekleidung_AZ.pdf</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.saunalahti.fi/pohalone/kompass3/9b.htm">http://www.saunalahti.fi/pohalone/kompass3/9b.htm</a> (matching)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.quia.com/cm/76147.html?AP_rand=2110709295">http://www.quia.com/cm/76147.html?AP_rand=2110709295</a> (match article to word)</td>
</tr>
<tr>
<td></td>
<td><a href="http://germanteaching.com/german-exercises/thematic-index/kleider-kleidungsstucke---clothes-items-of-clothing.html">http://germanteaching.com/german-exercises/thematic-index/kleider-kleidungsstucke---clothes-items-of-clothing.html</a> (various tasks)</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.hellomylo.com/Basic/German/GE_L0_M4.2">http://www.hellomylo.com/Basic/German/GE_L0_M4.2</a></td>
</tr>
</tbody>
</table>

Colours to describe clothes. (Level 6) fill in a cloze text with the correct key words and phrases on the topic clothes and fashion. (Level 5) write key words and phrases correctly to match visual prompts. (Level 4)
work on a paper figure which they have to dress up: provide a writing frame with words and phrases. Students first discuss the paper clothes in the TL then decide on how to dress up the figure finally write simple sentences to describe the attire. Example: Das ist Elke: der Rock ist kurz, die Jacke ist braun. Create a classroom display. Extend: Ask student to vary the written product with the use of possessive pronouns learnt in Unit 6. e.g: Das ist Elke: ihr Rock ist kurz, ihre Jacke ist braun.

Students work in mixed ability groups on various situations: Was trägt man? – in der Schule, am Wochenende, auf Urlaub etc. They choose the activity: e.g. read texts and match pictures to demonstrate comprehension, make a survey about Mode und Stil, write a short text giving their opinion on the topic and share it with the rest of the class etc.

End Task: The teacher introduces the song http://www.youtube.com/watch?v=KBgr2IC2ZUwU Ich liebe Kleider (Die Schlümpfe song) and uses the question to introduce Was ziehe ich heute an? (song text and task which can be differentiated) : [http://ebookbrowse.com/ich-liebe-kleider-doc-d79744147](http://ebookbrowse.com/ich-liebe-kleider-doc-d79744147)

| Strands: Speaking, Writing | The teacher introduces the teaching objective by taking the students on a shopping spree! Using the nominative case in questions students who have been already grouped and have to agree which object they want to buy. The teacher presents two of each kind (feminine, masculine, neutral / plural) e.g. Was ist das? Das ist ein Hut. Hier sind zwei. Ein Hut ist rot und ein Hut ist schwarz. Welcher ist rot? Welcher ist Schwarz? Dieser hier oder dieser da? Students point to the object and give answers. In groups they have to note down from memory what the teacher has said. Debrief by adding text to the pictures. Again the students think pair share and using mini whiteboards reflect on the new structure and note the change from article and noun to a demonstrative pronoun. Teacher then collates the findings by using the drag and drop function. Group work – students are given cue cards including a labelled picture like (der Rock/super, die Bluse-schön, etc). One student forms a sentence e.g. Der Rock ist super and the other who has a card with a similar cue but a different picture tries to beat his/her peer by showing his/her card and saying Der ist nicht super. dieser hier ist super! Also as a Cross-Curricular link with Crafts, students create finger puppets or sock puppets to be to use these structures and similar structures: Dieser trägt eine Brille, - Das ist |

| Students will | perform role plays or dialogues in familiar situations using demonstrative /interrogative pronouns in the nominative and accusative using learnt and some unfamiliar vocabulary. (Level 7) |

| | take part in a role-play about a familiar situation using the correct form of demonstrative and interrogative pronouns with the help of a speaking frame. (Level 6) |

| | say a few connected sentences related to clothing and fashion using the demonstrative pronouns with the help of cues. (Level 5) |
falsch! *Dieser hier trägt eine Brille.* Provide speaking frames for support.

http://www.legendsandlore.com/sockpuppets.html;  
http://www.billybear4kids.com/FingerPuppets/MakeEm.shtml

Students work in mixed ability groups to produce and present short dialogues which are then presented to class. They can be presented with various contexts on cue cards or invent their own to use structures learnt: e.g. wardrobe, shop windows, fashion shows etc. Presentations are made to class or using the [Cartoon Story Maker 1.1](http://www.youtube.com/watch?v=V5OWhvAbZU0&feature=related) or [Storybird](http://www.youtube.com/watch?v=V5OWhvAbZU0&feature=related). Students watch the film and using the pause button describe what they see. *Diese Mädchen sieht cool aus.* – *Welches? Dieses da in Rosa.* Or *Students are given visuals with pictures and students play Bluff: Diese Frau trägt eine Hose.* shows a picture. The other students have to call his bluff by saying *Nein, diese hier trägt eine Hose.* If the statement is correct the student replies: *Richtig! Diese Frau da trägt eine Hose.* The same structures can be practised by providing pictures of shop windows with various objects. *Schau mal! Dieses Handy hier ist doch billig!* – *Nein, dieses da ist billig.* accompanied by gestures.

Extend by asking the students to use various verbs after a short debriefing session to revise and discuss their uses. E.g. *finden, mögen, kaufen, brauchen, suchen.* The teacher models the sentences. Students are given time to reflect on the changes of the demonstrative/interrogative pronouns with these verbs: *Welchen Rock kaufst du?* – *Den/Diesen kaufe ich!* Elicit the use of the accusative with these verbs: e.g. *Ich mag + Akkusativ*

Students work in mixed ability groups using the same cards and resources but using verbs which take the Accusative case. The teacher highlights the importance of using the correct form of article but this needs to be done according to the level of concepts of the students so as not to overload them. Word stress in sentences: forming questions like *Wie findest du die Hose?* and answers like *Die finde ich klasse!* is a very effective way of exercising the demonstrative pronouns, as through such forms and structures demonstrative pronouns receive the primary stress in a sentence or phrase. Compare with new American English and Maltese. Provide speaking frames and learning mats to sustain the students while tackling such tasks when necessary.

http://www.legendsandlore.com/sockpuppets.html;  
http://www.billybear4kids.com/FingerPuppets/MakeEm.shtml

*Students work in mixed ability groups to produce and present short dialogues which are then presented to class. They can be presented with various contexts on cue cards or invent their own to use structures learnt: e.g. wardrobe, shop windows, fashion shows etc. Presentations are made to class or using the Cartoon Story Maker 1.1 or Storybird. Students watch the film and using the pause button describe what they see. *Diese Mädchen sieht cool aus.* – *Welches? Dieses da in Rosa.* Or Students are given visuals with pictures and students play Bluff: *Diese Frau trägt eine Hose.* shows a picture. The other students have to call his bluff by saying *Nein, diese hier trägt eine Hose.* If the statement is correct the student replies: *Richtig! Diese Frau da trägt eine Hose.* The same structures can be practised by providing pictures of shop windows with various objects. *Schau mal! Dieses Handy hier ist doch billig!* – *Nein, dieses da ist billig.* accompanied by gestures.*

Express orally articles and nouns in a sentence with the right demonstrative pronouns with support and visual cues. (Level 4)

Write a short dialogue about a familiar situation using demonstrative pronouns and interrogative pronouns in the accusative case and manipulating rehearsed structures to change meaning. (Level 7)

Write a short text including questions and answers using the correct interrogative and demonstrative pronouns. (Level 6)

Fill in a short cloze text with the correct form of demonstrative and interrogative pronouns. (Level 5)

Write a question or an answer using the correct pronoun with cues and support. (Level 4)
Welche Größe, Welchen Preis, Welches Handy ...?

http://de.longtallsally.com/extralange-damenkleidung/71a/Artikel-zum-vollen-Preis?utm_source=google&utm_medium=cpc&utm_term=kleidung%20gro%C3%B6%C3%9Fe%20gro%C3%B6%C3%9Fe&utm_campaign=DE_General_Terms&gclid=CNLKx47khK8CFUZI3wodgA8W3w


Students work in groups to write their own versions using pictures and writing frames where necessary.

(students focus on the nouns not on the adjective declension)
The teacher models verbs taking nominative or accusative or both and students practise in groups on this mixture of verbs and learn to differentiate between them. Jigsaw teaching is highly recommended when organising such activities. Students are divided in groups; each home-group consisting of three members: 1, 2 and 3. All the 1s gather to work on sentences with only nominative, all the 2s gather to discuss sentences with accusative only and all the 3s gather to analyse sentences having both. Afterwards the three members return to their home-group and explain the differences they spotted to their co-members. A quiz at the end of this activity helps students visualise better the differences they highlighted and master them.

Students work in mixed ability groups to produce mini charts with visuals; e.g: Maria ist meine beste Freundin. Sie braucht einen Rock. Der Rock ist schwarz und kurz. Sie kauft diesen Rock.

http://deutsch1.webs.com/kapitelviii.htm (various exercises)
http://www.hschwab.com/quizzes/dieser.htm
In groups students prepare a mini fashion show: with the help of words, pictures and material, students create a fashion show using famous personalities or themselves. Students produce commentaries with descriptions to accompany the show.

Students will:
- listen to texts/dialogues in which comparisons and choices are made or preferences are expressed on familiar topics and demonstrate comprehension by answering open-ended questions. (Level 7)
- listen to texts/dialogues in which comparisons and choices are made or preferences are expressed on familiar topics and demonstrate comprehension by completing a cloze text with rehearsed key words and phrases. (Level 6)
- listen to a dialogue and fill in a prepared grid to show preferences or comparisons heard in the text. (Level 5)
- listen to a sentence in which comparisons are made and match to visuals to show comprehension. (Level 4)
- participate in role-plays or make oral presentations on familiar contexts to describe, compare, show preference or express a choice, using rehearsed vocabulary and structures and at times experiment to change meaning within known structures. (Level 7)
- interact orally to express comparisons and offer an opinion on a familiar topic using rehearsed structures but make mistakes in syntax and grammar without inhibiting comprehension. (Level 6)
- say a few simple sentences to compare and give opinion on familiar topics relying on a

**Strands:** Listening, Speaking, Reading, Writing

The teacher will:

3. guide students to use adjectives predicatively, use comparatives and superlatives when describing, asking for information, showing preference and expressing choice.

**Teacher uses the first part of the song** [http://www.youtube.com/watch?v=jC2LgSRQgmw](http://www.youtube.com/watch?v=jC2LgSRQgmw) *Welche Farbe hat die Welt?* to revise the colours.

Students work in mixed ability groups on a cloze text to revise colours and adjectives. Each group is given a picture of a dress/a well-known Sportsperson etc. However the pictures are altered in such a way as to differ in ascending order: e.g. in order of size, etc. The groups do not see the pictures on which the other groups are working on. However the cloze texts are similar and students have to fill in short sentences with known adjectives predicatively.

In a debriefing session the teacher collates the sentences on the IWB whilst projecting the picture of the first picture in the series.

The second picture is then added and students are asked to compare the two pictures and whether the text has to change. Using mini whiteboards students Think– Pair– Share and try to guess what has to be changed so that one can compare. E.g: *In Bild A der Mann ist jung, in Bild B der Mann ist ......* Challenge the students to think of what happens in English. Elicit the ending –er. (young – younger) Say the word in German. Students note the change in the sound of the vowel, therefore the word *jung*, becomes *jünger*. Use other adjectives.

Students work in mixed ability group on a list of adjectives and their comparative.

Students have to fill in missing words from the two columns and note down the patterns and changes they notice.

In a debriefing session consolidate on the IWB. Students write what they have noticed in their Learning Diaries.

Introducing the superlative: Project the three pictures together. Challenge students to reflect what patterns are used in English to describe a superlative. Use the same well known adjectives: young, younger, the youngest and elicit the article and the –st. Ask the students to reflect on what they think will happen in German. Elicit der jüngste.

Students work in mixed ability groups on adjectives on three lists of adjectives and fill in the missing parts. (Add visuals to differentiate).
In a debriefing session consolidate on the IWB. Students write down the patterns in their learning diaries. To differentiate use a visual approach to show the difference by drawing stairs or ask students to hold cue cards in ascending or descending order of the same adjective, etc.

Introduce and model the word *als* compare and the phrase *(genau)so ... wie: and* am schönsten (*Recall and use the interrogative and demonstrative pronouns welcher/e .. and dieser/.. in the questioning.*) Using the hide and reveal function of the IWB students practise with various sentences: e.g. *Diese/Eine Bluse ist schöner als dieser/ein Pullover.* Cover key words and endings. Students attempt to reconstruct the full text before they can reveal the whole sentence.

After the plenary session, students work in mixed ability groups on a variety of tasks
• write sentences using the comparative and superlative about themselves e.g. Maras Familie ist groß, Therese's Familie ist größer aber Philippas Familie ist die größte. Provide learning mats and writing frames for support.
• Interactive sites [http://www.hellomylo.com/Basic/German/GE_LO_M4_2](http://www.hellomylo.com/Basic/German/GE_LO_M4_2) [http://www.youtube.com/watch?v=C8eCXuLzrxM](http://www.youtube.com/watch?v=C8eCXuLzrxM) (Komparativ und Superlativ)

• Each student in a group has several objects (or pictures of objects) that they do not reveal to the other students. A matching group of objects (or pictures) is placed in the centre of the group. The students take turns to select an object from the centre and ask another student the question *Ist das deine Jacke? Meine Jacke ist schöner! Nein, meine ist schöner! until all the objects or pictures have been claimed and compared. They then have to agree which is the best one and use the superlative. Das ist richtig! Diese ist die schönste. Die ist doch am schönsten!*

The teacher uses the IWB to teach the comparative and superlative of *gut, gern, viel.* Students work in mixed ability groups on further tasks which incorporate the use of the comparative and superlative in writing, listening, reading and speaking activities. Students work in groups on mini dialogues using visuals and cue cards and a speaking frame to scaffold where necessary (e.g. [http://www.nthuleen.com/teach/grammar/kompsupermini.html](http://www.nthuleen.com/teach/grammar/kompsupermini.html) Use plus a.)

speaking frames and cues. (Level 5) repeat a modelled expression/phrase with the aid of visual cues to compare things or to show an opinion on very familiar topics. (Level 4) interact orally to express comparisons and offer an opinion on a familiar topic using rehearsed structures but make mistakes in syntax and grammar without inhibiting comprehension. (Level 6)

speak a few sentences to compare and give opinion on familiar topics relying on a speaking frames and cues. (Level 5)

repeat a modelled expression/phrase with the aid of visual cues to compare things or to show an opinion on very familiar topics. (Level 4)

participate in role-plays or make a short oral presentation on familiar contexts to describe, compare, show preference or express a choice, using rehearsed vocabulary and structures and at times experiment to change meaning within known structures. (Level 7)

interact orally to express comparisons and offer an opinion on a familiar topic using rehearsed structures but make mistakes in syntax and grammar without inhibiting comprehension. (Level 6)

speak a few sentences to compare and give opinion on familiar topics relying on a speaking frames and cues. (Level 5)

repeat a modelled expression/phrase with the aid of visual cues to compare things or to show
In groups of three students use cue cards with visuals and words. They compose sentences using the comparative and the superlative in turn: e.g. T-Shirt, Bluse, Kleid. (schön) == Das T-Shirt finde ich schön. - Die Bluse ist aber schöner. - Das stimmt, aber ich finde das Kleid am schönsten.

http://www.tes.co.uk/teaching-resource/Comparative-and-Superlative-6051398/
http://www.tes.co.uk/teaching-resource/Comparative-and-Superlative-Rule-6051397/

End of Unit Tasks:

In groups students compare three different favourite personalities and develop a mini chart, where they compare these personalities, not just on their clothing style but also using other expressions covered in previous units, e.g. giving opinion, using connectors etc.. Students present their mini project to the rest of the class. Encourage students not to limit themselves to very simple language, but to include various specific structures such as comparisons, expressions of like and dislike etc. and to try to explore unlearned vocabulary and experiment with new structures. Support by providing writing frames.

Working in pairs or in small groups, students:
- plan a brief fashion show, video it, then devise a commentary.
- Students write and present a description of what they prefer to wear, or what they do not wear, for different occasions such as a party. This could be done using pictures from clothes catalogues.
- make surveys on what their classmates prefer to wear and when: they compare, contrast and categorise the results. The topic of the survey can vary according to the students' interests, example football players, DJs, food amongst others.
- write a role play/e-mail to an eTwinning partner on the topic what to wear for a special occasion using learnt structures to describe, compare, give an opinion and finally make a choice. Teacher lists success criteria to guide students to reach a higher level in their production.
- fill in cloze texts with learnt vocabulary and phrases

Landeskunde:

Web quest: deutsche Modedesigner

| Level 4 | read a text on familiar topics which descriptions, comparisons are made and which contains some unfamiliar vocabulary and answer open-ended questions to show comprehension. |
| Level 5 | read a short question/statement describing something/asking for an opinion and choose the corresponding answer/statement from a given choice of options. |
| Level 6 | read a text on a familiar topic in which comparisons are made and opinions are expressed and fill in a prepared grid to show comprehension. |
| Level 7 | read a statement and say whether it is describing something, comparing things or expressing a choice or an opinion with the help of visuals and cues. |

| Level 5 | read a statement and say whether it is describing something, comparing things or expressing a choice or an opinion with the help of visuals and cues. |
| Level 6 | read a text on a familiar topic on a given set of points which include describing, comparing, giving an opinion and making a choice using rehearsed vocabulary and structures. |
| Level 7 | write a description of two or more things using adjectives predicatively, make comparisons and express an opinion using a writing frame for support |
| Level 6 | fill in a cloze text on a familiar topic with key words and phrases from a given list which includes adjectives, comparatives and superlatives. |
| Level 4 | copy and spell correctly key words to match visuals. |
Subject: German as a Foreign language (GFL) - Deutsch als Fremdsprache (DaF)
Unit code and title: GER 8.9 At the department store – Im Kaufhaus.
Strands: Listening, Speaking, Reading, Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives
The teacher will:
1. teach vocabulary and structures related to the topic shopping in D-A-CH countries. (Listening, Speaking, Reading, Writing)
2. guide how to ask for help and advice in various while shopping in D-A-CH countries. (Listening, Speaking, Reading, Writing)
3. guide students to identify, explore and use a range of verbs governed by the Dative Case and person pronouns in the Dative in various contexts. (Listening, Speaking, Reading, Writing)

Key Words
Teachers are to refer to the notes on the Approach to teaching & learning in the previous unit and in the Handbook. Teaching objectives are always to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their Learning diaries (Lerntagebuch), which are to be checked regularly by teacher/peers.

In this unit students continue to gain confidence in using adjectives and making comparisons which were introduced in Unit 8. They learn further structures and expressions used to communicate likes and dislikes. The teacher encourages students to search online to obtain information: e.g. catalogues, shopping centres in German speaking countries and other authentic material for the topic. Use of realia fosters interest in the Target Language and in the D-A-CH countries and their culture/s.

The teacher creates frequent opportunities for students to communicate in German without inhibitions. The teacher observes and makes notes of how the students react to and transfer knowledge to use for feedback and discussion. Students need time for reflection and should be constantly encouraged to participate actively in the process of learning. They should be made aware that transfer of knowledge and skills acquired to other areas is of extreme importance. Encourage students to take risks and to combine already covered language and structures with new content.

This unit links with Unit 8.8 and focuses on the communicative use of verbs governed by the dative case, whilst introducing Personal Pronouns in the Dative

The student’s independent exploration of websites supports both literacy and intercultural understanding. Culture and intercultural aspects permeate the various strands.

Points to Note

Resources
Computer, IWB, Internet access, headphones, CD players. Power points, video clips, e.g. Hallo aus Berlin, Planet, Schritte International DVD, interactive CDs (IWB material e.g. Magnet, Schritte International CD Interactive Übungen. Interactive teachers’ handbook, Textbook, Posters, students’ CDs. Map of German speaking countries, pictures of German shopping centres. Authentic texts and materials;

http://www.kadewe.de/
http://german.about.com/library/anfang/blanfang17c.htm
http://www.bbc.co.uk/languages/german/forwork/doingit-sales/
http://www.quia.com/jg/5614.html
http://www.youtube.com/watch?v=6afBtXc2G1g
http://www.vistawide.com/german/grammar/german_cases_dative.htm#datverbs
<table>
<thead>
<tr>
<th>Teaching Objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strands: Listening, Speaking, Reading, Writing</td>
<td>Setting the scene: The teacher shows clips of shopping centres/department stores to lead to the teaching objective e.g. <em>Einkaufen</em>. E.g. <a href="http://www.youtube.com/watch?v=DHsB1j8Y3j4">http://www.youtube.com/watch?v=DHsB1j8Y3j4</a></td>
<td>Students will: watch a video clip/listen to a recording on the topic shopping in D-A-CH countries and answer open-ended questions to demonstrate comprehension. (Level 7)</td>
</tr>
<tr>
<td></td>
<td>If possible the teacher invites a native speaker/s such as Lingua Assistants to talk to the class about where they come from and the topic (shops, shopping habits etc). Students work in mixed ability groups to compile a list of questions beforehand for the interview session with the guest/s. Afterwards students produce a report/presentation of the information they gathered. Each group presents what they have learnt using already learnt structures and maybe some new ones they have encountered in the interview. Otherwise students work in mixed ability groups and watch various videos e.g. <a href="http://www.youtube.com/watch?v=z-oA4GTJH1E">http://www.youtube.com/watch?v=z-oA4GTJH1E</a> (shopping centre in Frankfurt am Main) <a href="http://www.youtube.com/watch?v=goIHyeym4Uk&amp;feature=related">http://www.youtube.com/watch?v=goIHyeym4Uk&amp;feature=related</a> (shopping in Frankfurt am Main) <a href="http://www.youtube.com/watch?v=6lqg12kYck">http://www.youtube.com/watch?v=6lqg12kYck</a> (KaDeWe shopping centre) <a href="http://www.youtube.com/watch?v=plMuOaEBkSE">http://www.youtube.com/watch?v=plMuOaEBkSE</a> (Pasing Arcade shopping centre in Munich) <a href="http://www.youtube.com/watch?v=_bGXhjxY6TY">http://www.youtube.com/watch?v=_bGXhjxY6TY</a> (Europa Passagen shopping centre in Hamburg) <a href="http://www.youtube.com/watch?v=3LtaQA5UY3Y&amp;feature=results_video&amp;playnext=1&amp;list=PLFB4CBAB7AF66168E">http://www.youtube.com/watch?v=3LtaQA5UY3Y&amp;feature=results_video&amp;playnext=1&amp;list=PLFB4CBAB7AF66168E</a> (Hanover) <a href="http://www.youtube.com/watch?v=wcw8e80Wml&amp;feature=relmfu">http://www.youtube.com/watch?v=wcw8e80Wml&amp;feature=relmfu</a> (Kassel) <a href="http://www.youtube.com/watch?v=ajq7wRAu8IY&amp;feature=relmfu">http://www.youtube.com/watch?v=ajq7wRAu8IY&amp;feature=relmfu</a> (Berlin) (Galeria shopping centre) <a href="https://sites.google.com/a/edenpr.k12.mn.us/einkaufen/home/videos">https://sites.google.com/a/edenpr.k12.mn.us/einkaufen/home/videos</a> (Einkaufszentrum) <a href="http://www.arts.ualberta.ca/~germweb/Einkaufen%20bei%20Kaufhof.htm">http://www.arts.ualberta.ca/~germweb/Einkaufen%20bei%20Kaufhof.htm</a> (role play exercises) They then compile a list of questions to ask the other groups about what they have seen and the information they have gathered. • The students then prepare a short presentation or clip about a particular shopping centre in the D-A-CH countries and compare with the local scene.</td>
<td>watch a short video/listen to a recording on the topic shopping in D-A-CH countries and choose a list of key words and phrases from a prepared list to demonstrate comprehension. (Level 6)</td>
</tr>
<tr>
<td>The teacher will: 1. teach how to identify, understand and use vocabulary and structures related to shopping in D-A-CH countries.</td>
<td>Students will:</td>
<td>listen to a dialogue held in a shop and identify True/False statements to demonstrate comprehension. (Level 5)</td>
</tr>
<tr>
<td></td>
<td>watch a video clip/listen to a recording on the topic shopping in D-A-CH countries and answer open-ended questions to demonstrate comprehension. (Level 7)</td>
<td>participate in an interview /role play about shopping and shopping habits in D-A-CH countries. (Level 7)</td>
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<td>watch a short video/listen to a recording on the topic shopping in D-A-CH countries and choose a list of key words and phrases from a prepared list to demonstrate comprehension. (Level 6)</td>
<td>make a short presentation on shops and shopping habits using simple connected sentences. (Level 6)</td>
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<td>listen to a short statement and with the help of visuals indicate in which shop the action is taking place. (Level 4)</td>
<td>interact in a role play to ask for and give information about shops and locations of departments in a department store using rehearsed vocabulary and structures. (Level 5)</td>
</tr>
</tbody>
</table>
- explore vocabulary related to the topic and make different mind maps/Posters etc on various aspects of shopping: Geschäft/e, Laden, Bäckerei, Tante Emma Laden, Galerie/en, Kaufhaus/Kaufhäuser, Einkaufszentrum/en, Einkaufsviertel, etc and compare with the local scene.
Einkaufen adjectives: billig, teuer, klasse, günstig, groß, klein, modern, etc
Differentiate by adding visuals as a prompt and by providing lists of words and phrases.

Students work in mixed ability groups
- to do a web quest on Kaufhäuser, Warenhäuser and Einkaufszentren to find the names of famous department stores in D-A-CH countries and what can be bought there. E.g. KaDeWe in Berlin.
http://www.virtualtourist.com/travel/Europe/Germany/Shopping-Germany-TG-C-1.html (most viewed shopping in Germany)
http://www.youtube.com/watch?v=AQ6EEFpz11U (department store)
http://www.youtube.com/watch?v=hmgszSjzOu4&feature=related
http://www.virtualtourist.com/travel/Europe/Germany/Land_Berlin/Berlin-75302/Shopping-Berlin-KaDeWe_Kaufhaus_des_Westens-BR-1.html (use parts of clip without sound)
(Google search for Kaufhaus, Galerie, Einkaufszentrum, Geschäfte)
- work on cloze texts in context with the topic Einkaufen.
- work on adverts and texts and dialogues e.g. http://en.wikibooks.org/wiki/German/Lesson
- produce a class display poster of a shopping centre scene, labelling each item with flashcards or sentences. Also students make an illustrated shopping centre for the class on a chart or else prepare a PowerPoint presentation to present to the class.
- select a word card and make a sentence, matching the item to the right department at the shopping centre, example: Ich kaufe ein Kleid in der Damenkleidungabteilung. Students discuss which items or terms they find easy or difficult to remember and why and what learning strategies they use.
- work on Chain sentences: the first student says a sentence with a Direct Object like
  respond orally with single words, short phrases or gestures to simple questions accompanied by visuals about shopping in D-A-CH countries. (Level 4)
  read multimodal texts on the topic shopping and demonstrate comprehension by answering open-ended questions. (Level 7)
  read various simple texts from a magazine or the internet and show comprehension by answering multiple choice answers (Level 6)
  understand locations of various departments in a department store directory in a written text by filling in a prepared grid. (Level 5)
  read the name of various shops and departments in department stores and match to visuals. (Level 4)
  write a short description of a shopping centre and say what can be bought and where. (Level 7)
  write questions for an interview on shopping and shopping habits in a D-A-CH country. (Level 6)
  complete a cloze text in context by choosing the correct phrases/words from a given list. (Level 5)
  write the names of shops, departments etc

work on adverts and texts and dialogues e.g. http://en.wikibooks.org/wiki/German/Lesson
“In der Damenkleidungabteilung kaufe ich eine Hose.” The next student repeats adding a new Direct Object like “In der Damenkleidungabteilung kaufe ich eine Hose, einen Rock; usw.” Vary the categories of words according to the vocabulary already learnt, example: first “in der Damenkleidungabteilung” and then “im Supermarkt”.

- [http://www.bbc.co.uk/languages/german/lj/presents/slideshow/](http://www.bbc.co.uk/languages/german/lj/presents/slideshow/) (different exercises)

Research sites:
- [http://german.about.com/library/anfang/blanfang17b.htm](http://german.about.com/library/anfang/blanfang17b.htm)
- [http://www.kaufhaus-ahrens.de/abteilungen.html](http://www.kaufhaus-ahrens.de/abteilungen.html) (a German online shopping centre – Kaufhaus Ahrens)
- [http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=805531899&AP_activityType=1&AP_urlId=2017930&gameType=list](http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=805531899&AP_activityType=1&AP_urlId=2017930&gameType=list) (online matching, flashcards, concentration and word searches related to Kaufhaus Abteilungen)
- [http://www.bbc.co.uk/languages/german/tutors/factfiles/presents_clothes.pdf](http://www.bbc.co.uk/languages/german/tutors/factfiles/presents_clothes.pdf) (an activity related to shopping for presents and clothes)
- [http://german.about.com/library/bllesen04.htm](http://german.about.com/library/bllesen04.htm) (reading text with audio on shops in Germany)
- [http://www.youtube.com/watch?v=iqXBouDVsyn](http://www.youtube.com/watch?v=iqXBouDVsyn) (a video-clip to introduce the different departments in a shopping centre)
- [http://www.bbc.co.uk/languages/german/tutors/topics/shopping.shtml](http://www.bbc.co.uk/languages/german/tutors/topics/shopping.shtml) (online listening and understanding activities related to shopping for food, presents and others)
- [http://www.youtube.com/watch?v=z6VTBN3EQuU](http://www.youtube.com/watch?v=z6VTBN3EQuU) (Was kauft man? Warum)
- [http://www.youtube.com/watch?feature=endscreen&NR=1&v=tn99b9mJAZ4](http://www.youtube.com/watch?feature=endscreen&NR=1&v=tn99b9mJAZ4) (show clips) Students tick/underline or choose pictures to name key words.

Strands: Listening, Speaking

The teacher will:

2. guide how to ask for help and advice while shopping in D-A-

Setting the scene: The teacher shows the comedy clip [Herr Lohse beim Einkaufen](http://www.youtube.com/watch?v=6lyI0WEq9y) to lead to the teaching objective. Students discuss the way Herr Lohse behaves and compare to what the other customer says. Link with Unit 7 (friendly and unfriendly ways of asking for something?

On the IWB the teacher shows a plan of a Kaufhaus and a Wegweiser. Students Think-Pair-Share and note questions which one could use to ask for help or advice whilst shopping relying on known vocabulary: brauchen, suchen, finden, kaufen, bezahlen, wo, etc. In a debriefing session the teacher collates the questions on the IWB: Wo ist die

Students will:

listen to various dialogues and situations in which learnt structures to request assistance and give advice in the context of shopping occur and show comprehension by answering open-ended questions. (Level 7) listen to various dialogues and situations in which learnt structures to request

Directorate for Quality and Standards in Education Curriculum Management and eLearning Department – German as a Foreign Language (DaF) – 2012
<table>
<thead>
<tr>
<th>CH countries</th>
<th>Sportabteilung?/ Was kann man im Erdgeschoss kaufen? /. Wo kann man ...... finden/kaufen? Wo bekommt man ...? etc.</th>
<th>assistance and give advice in the context of shopping occur and show comprehension of the gist of the texts by filling in a prepared grid. (Level 6)</th>
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</thead>
<tbody>
<tr>
<td>Students work in mixed ability groups to explore vocabulary/phrases and structures used in various situations in a shopping context. Students work on the following tasks:</td>
<td>listen to a dialogue in which structures and vocabulary are used to ask for help and advice in a shop and show comprehension by filling in a cloze text with missing key words and phrases. (Level 5)</td>
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<td>• work on mindmaps using visuals Einkaufen – Fragen und Antworten: Können Sie mir bitte helfen?/ Ja, gerne, Wie kann ich Ihnen helfen? Wo finde ich ....? Wo kann ich bezahlen? Haben Sie das T-Shirt in meiner Größe/ in Größe 38, bitte?. Leider nicht. Kann ich mit Kreditkarte bezahlen etc. Differentiate by adding support e.g. providing lists of words and phrases.</td>
<td>listen to a short text and correlate visuals with keywords to identify different types of departments in shopping centres in the D-A-CH countries (Level 4)</td>
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<td>• make a cartoon situation with sound. (Cartoon Maker 1) First the students write a script for a simple role-play asking for help and advice: Wo ist hier das Café? – Es liegt im vierten Stock!; Wie kann ich Ihnen helfen? – Diese Hose ist zu klein. Haben Sie sie auch in Größe 128?</td>
<td>express orally requests for help and give advice in the context of shopping and using rehearsed language and experiment with learned structures to change meaning. (Level 7)</td>
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<td>• work in pairs on situations on cue cards ( accompanied by a speaking frame and visuals to differentiate). Then they are encouraged to improvise by changing the name of the department or the help request, include new vocabulary or structures learnt in previous units.</td>
<td>participate in a role play on various situations which occur in a shopping context to ask for and give information, and to obtain advice on shopping matters using rehearsed language and a speaking frame for support. (Level 6)</td>
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<td>work on a model dialogue (listen to the recording and fill in the cloze text <a href="http://www.dw.de/dw/article/0,,4290779,00.html">http://www.dw.de/dw/article/0,,4290779,00.html</a> (nichts zu teuer) They then invent their own versions of Kundengespräche.</td>
<td>ask a question and give an answer on a prompt such as a cue card with a visual/word on the topic Im Kaufhaus/Warenhaus using rehearsed structures and vocabulary. (Level 5)</td>
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<td>• work at a talking table on the topic “sich im Kaufhaus orientieren”. Using a large visual of a Wegweiser in a Warenhaus/Kaufhaus and various visual/written cue cards, students create and perform dialogues using various structures from a speaking frame e.g. Entschuldigung/Guten Tag! ... Ich brauche / suche .... Ich will...kaufen. Wo bekommt man ...? / Wo findet man ...? - Im Erdgeschoss, im ersten Stock. In der Damenabteilung auf dem ersten Stock. etc Gehen Sie ins Erdgeschoss, Wo ist die Kasse? Wo kann man bezahlen? Wo sind die Kabinen, bitte Ich möchte zahlen. Wo finde ich die Kasse, bitte? Wann machen Sie zu? etc.</td>
<td>say the name of objects/places when asked a question accompanied by a visual cue card on the topic e.g.: Im Kaufhaus/ Warenhaus. (Level 4)</td>
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<tr>
<td>• listen to various dialogues in context and match pictures to visuals/phrases, answer true/false, multiple choice, open-ended questions, sequence parts of a dialogue, fill in a cloze text on the dialogue etc to demonstrate comprehension.</td>
<td>• work on cue cards with various situations and write and perform short dialogues: e.g. Du möchtest ein Geschenk für deinen Freund kaufen. Du suchst das Schreibwarenabteilung/</td>
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<tr>
<td>Strands: Listening, Speaking, Reading, Writing</td>
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<td>The teacher will:</td>
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<tr>
<td>3. guide students to identify, explore and use a range of verbs governed by the Dative Case and the personal pronouns in the Dative in various contexts.</td>
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### Setting the scene:

The teacher greets the class with the established daily greeting: *Wie geht es dir heute? / Wie geht es euch? And wie geht es Ihnen?* A short video clip is then shown to introduce one or more dative verbs can help students to recall the meaning and use, such as in this short clip: [http://www.youtube.com/watch?v=y96_IRwHpuU](http://www.youtube.com/watch?v=y96_IRwHpuU) (Gefällt mir – visual). Ask the students whether they have met any of the words written. – Use body language (refer to thumbs up) to help the understanding of the verb *gefallen* and the pronoun *mir*. Ask individual students whether they like the cup and then ask the whole class. Again challenge the students to think whether they have heard euch before. Compare with *Ich mag die Tasse!*

Using a PowerPoint presentation or a video clip introduce other dative verbs like *gehören, passen, stehen* are included: *Gehört dir das Buch hier, Maria. Welches Buch gehört dir?*.

The teacher uses two items of things e.g. tries on two hats/glasses etc. and asks *Welcher Hut steht mir am besten?* When the students answer, the teacher responds. *Dieser gefällt mir aber nicht.* and projects the sentences on the IWB accompanied by visuals. Continue by adding another object to introduce *passen*. Students are then asked to Think – Pair – Share and discuss the structures and note down their findings. In a debriefing session, compare with Maltese and English versions. Link with the comparative and superlative covered in the previous lessons by adding *gut, besser* and *am besten* etc. Play the *Presents Game* to introduce *schenken*. Hand out some clean but strange clothes to the students. Model the questions using the verbs learnt and focus on the pronouns in Dativ. Students work in mixed ability groups to make a list to link the personal pronouns in the Dative to the known ones in the accusative. Gradually introduce the question word *Wem?*

Human sentences – ask several students to form different sentences in which each student holds one word card. The class reads out the sentence/s and discusses structures, difficulties and possible word order mistakes. Students work in mixed ability groups to familiarise themselves with these verbs by:

- filling in cloze texts after hearing short dialogues/sentences.

### Students will:

- listen to various dialogues and situations in which a learnt range of verbs taking the dative case and personal pronouns in the dative are used and demonstrate comprehension by answering open-ended questions. (Level 7)
- listen to a dialogue in which verbs and structures in the dative and show understanding by filling in a cloze text with key words/phrases. (Level 5)
- listen to a short statement which uses a rehearsed verb governed by dative to express likes and dislikes and correlate visuals to keywords. (Level 4)
- express orally likes and dislikes on familiar topics, state ownership, etc. using a variety of structures including rehearsed verbs which are governed by the Dative. (Level 7)
- participate in a role play and give opinion on a familiar topic using structures including some rehearsed verbs governed by the
• match pictures with written cues and replace the dative noun with the pronoun in a text.
• work on and create flashcards (e.g. StudyStack)
• compose texts in which they include various verbs governed by the Dative: e.g. an e-mail in response to a given prompt and answering questions etc.
• explore various situations using the structures learnt.
http://www.vistawide.com/german/grammar/german_cases_dative.htm#datverbs (a note including dative verbs and examples)
http://www.nthuleen.com/teach/grammar/dativverben.html (various dative exercises)
http://www.youtube.com/watch?v=t6I0zdPLGUQ (German clothing vocabulary)
http://www.slideshare.net/minetst/andere-dativ-verben-8086642
http://courseware.nus.edu.sg/e-daf/cwm/la3201gr/e4/dativ/datex1.htm
(slides and videos to explain dative verbs)
The teacher now introduces the dative personal pronouns to accompany the verbs mentioned before. Various activities can be done to promote students’ active learning:
http://webgerman.com/german/grammatik/dative/dativeB.htm (online activities to practise the dative personal pronouns)
http://www.youtube.com/watch?v=mKL1ZGvfXLw (song named Mir gefällt nur Rock’n’Roll)
http://www.youtube.com/watch?v=P1rzzlRmxH4 (Einkaufenslied - Smurfs)
http://www.youtube.com/watch?v=y6a4FG8897U&feature=related (Kleiderslied - Smurfs)

In mixed ability groups students work:
• on pictures of famous personalities with a speech bubble indicating their preferences, likes and dislikes, which include all personal pronouns in the dative, e.g: Das Kleid gefällt Angela. – Das Kleid gefällt ihr gern. To enhance associations, students are also encouraged to use the demonstrative pronouns from Unit 8.8: Das gefällt ihr gut!
• on tasks to recall how to express opinions, using the verb with gern and nicht gern e.g. ich esse (nicht) gern Tomaten/ Ich mag Tomaten (nicht)/ Tomaten schmecken mir (nicht) and such structures Der Rock gefällt mir gut! Or Der Rock gefällt mir gar nicht! The teacher provides a grid and students put a cross or a tick to indicate whether the sentences are positive or negative. Students are encouraged to mime and use facial expressions, or thumbs up/down when expressing likes and dislikes.
• sequence a written role-plays cut up into strips, with a line of dialogue on each strip. Students arrange the conversation strips to show a dialogue between two people and read/act the conversation, e.g: between sales assistant and consumer. (This activity can ask a question and give an answer to express likes and dislikes on a familiar topic and express ownership using a rehearsed verb governed by the Dative and a pronoun in the Dative. (Level 5)
use learnt words/ phrases orally to state a liking or ownership for a particular familiar item in response to visual cues. (Level 4)
read a variety of multimodal texts related to the topic shopping in which Dative verbs and pronouns are used and show comprehension by answering open-ended questions. (Level 7)
read various adverts and match to situations which include learnt verbs which are governed by the dative and pronouns to show comprehension (Level 6)
read a text which includes various learnt verbs governed by the dative and complete a cloze text with key words from a given list to show comprehension . (Level 5)
read a statement or answer a question using a rehearsed verb governed by the Dative and demonstrate comprehension with gestures or choosing the correct visual. (Level 4)
experiment with and use learnt verbs
easily become an IWB activity, where the sentences are presented jumbled up on screen instead on paper strips; students can drag and place the dialogue in the correct order in front of class.

- Vocabulary by association – the teacher provides absurd visual images and the students generate a statement about it, e.g: a cat wearing sunglasses – *Die Sonnenbrille passen der Katze gar nicht. Die sind zu groß!* Students then invent their own “funny” cues.


- using the resources (puppets, clothing items) the students produced in Unit 8.8, students express put up a puppet show with a short play in which they use verbs taking the dative and the dative personal pronouns. The teacher provides a learning mat including all these aspects and other related vocabulary to support students in their productions: e-mail, letter or dialogues to use the learnt structures in various contexts.

governed by the dative and personal pronouns correctly to describe likes and dislikes when writing short texts. (Level 7)

write a short e-mail/letter in response to a prompt and given points and include in it questions and answers with verbs governed by the dative and personal pronouns in the dative. (Level 6)

write short sentences to express preferences using learnt verbs governed by the dative and supported by a writing frame. (Level 5)

copy a short phrase using dative verbs to show likes and dislikes or belonging. (Level 4)
Subject: German as a Foreign language (GFL) - Deutsch als Fremdsprache (DaF)

Unit code and title: GER 8.10 - Let’s celebrate - Wir feiern!

Strands: Listening, Speaking, Reading, Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives
The teacher will:
1. teach ordinal numbers and their use. (Listening, Speaking, Reading, Writing)
2. teach how to express greetings, best wishes and congratulations in various contexts. (Speaking, Writing)
3. teach the verb paradigm of werden, (to become) in the present and perfect tenses and its use. (Speaking, Writing)
4. guide students to research traditions and celebrations in D-A-CH countries and compare with their own. (Speaking, Writing)

Key Words

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to Note</th>
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<tbody>
<tr>
<td>das Geschenk, die Ordinalzahlen, der erste / zweite Januar... Heute ist der zwölfte achte. Wann? Am elften Dezember.... der Kalender, der Wochentag, Geburtstag, Festtag, die Geburtstagsliste, der Nikolaustag, das Neujahr das Ostern, das Silvester das Weihnachten Frohe Ostern/Weihnachten der Weihnachtsmarkt, Frohes Fest, gutes neues Jahr, der Glückwunsch, das Lebensjahr, schöne Ostern gratulieren, die Gratulation, gute Besserung, alles Gute zu... Viel Erfolg/Glück/Spaß werden, zurück gehen, umziehen, Paar, wunderbar</td>
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</tbody>
</table>

Resources
<table>
<thead>
<tr>
<th>Teaching Objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>Strands: Listening, Speaking, Reading, Writing</td>
<td>Setting the scene: Using mini whiteboards students compete against each other working in pairs to write against time a list of five words on a topic set by the teacher and covered in one of the previous units. The teacher will write on the IWB the placement of the groups in the order they finish using ordinal and cardinal numbers. Example: Gruppe 3 - dritter (3.) Platz, Gruppe 1 - zweiter (2.) Platz. The teacher elicits the difference between the use of the ordinal numbers and cardinal numbers. <a href="http://www.youtube.com/watch?v=I86HhXKda4g&amp;feature=related">http://www.youtube.com/watch?v=I86HhXKda4g&amp;feature=related</a> (ordinal numbers) <a href="http://www.education.vic.gov.au/languagesonline/german/sect10/index.htm">http://www.education.vic.gov.au/languagesonline/german/sect10/index.htm</a> (ordinal numbers, interactive exercises, handouts, flashcards) Students work in mixed ability groups. Cards with ordinal numbers in words are placed face down on the students’ desks. At a signal given by the teacher / student, the students have to get into a line in ascending order and then call them out correctly. Variation: Use cards with digits. Student / Teacher calls out the ordinal number and students holding their card place themselves in the correct order. Students Think-Pair-Share to note patterns of the structures (presented on the IWB) In a debriefing session and using colours and the cover / uncover or drag and drop methods teacher collates and consolidates the grammatical structures. Students write their findings in their Lerntagebuch. 1 = eins Heute ist der 1. Dezember = der erste (Dezember) … 20 – der zwanzigste etc. Students work in groups to revise the days of the week and the months by watching different video clips, PowerPoints and doing interactive games. <a href="http://www.youtube.com/watch?v=nGCUY3Qmbpg&amp;feature=related">http://www.youtube.com/watch?v=nGCUY3Qmbpg&amp;feature=related</a> (Months and seasons) <a href="http://www.youtube.com/watch?v=64B6L3UmPh0&amp;feature=related">http://www.youtube.com/watch?v=64B6L3UmPh0&amp;feature=related</a> (Days of the week) <a href="http://www.yjc.org.uk/">http://www.yjc.org.uk/</a> (section: der Kalendar) <a href="http://www.education.vic.gov.au/languagesonline/german/sect26/index.htm">http://www.education.vic.gov.au/languagesonline/german/sect26/index.htm</a> (Days and months) Adverbs of time and time phrases related to the calendar are introduced using a video clip <a href="http://www.youtube.com/watch?v=EaPtU42eqFE&amp;feature=related">http://www.youtube.com/watch?v=EaPtU42eqFE&amp;feature=related</a> (Calendar) gestern, morgen, übermorgen, vorgestern, letztes Jahr ... Welcher Tag ist heute? / war gestern? etc. The teacher models examples and introduces the new vocabulary on the IWB. Students move expressions of time correctly on a timeline. Students work in mixed ability groups. Each group has different tasks: Monate, Wochentage, Tagebuch etc. They have to ask and answer questions (using a speaking frame e.g. Welcher ist der erste Monat im Jahr? - Der erste Monat ist Januar.)</td>
<td>Students will: listen to various texts or watch a video clip about festivities and dates and demonstrate comprehension by answering open-ended questions (Level 7) listen to a short text/dialogue and identify dates and names of festivities by filling key words in a cloze text to demonstrate comprehension. (Level 6) recognise ordinal numbers when they hear them and choose the correct cue or visual to demonstrate comprehension. (Level 4) when taking part in a role play or giving a presentation use ordinal numbers correctly in various situations and contexts. (Level 7) use ordinal numbers to say dates. (Level 6) say the correct form of ordinal numbers with the help of cue cards and a speaking frame. (Level 5) repeat ordinal numbers with support. (Level 4)</td>
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</table>
Ordinal numbers used to tell the date:

Using a real calendar / in the one provided by the interactive whiteboard teacher models the use of the question forms and explores the various answers. *Der wie vielte ist es heute?* Heute ist der 4. *Januar / der vierte erste / Der wie vielte war es gestern / vorgestern?* *Der wie vielte ist es morgen / übermorgen?* usw… In groups students practice these structures using their calendars or their own school diaries.

In the meantime another group will work on the following task:

Divide children in groups. One student from each group will call out a statement eg. *Heute ist der 20. Januar.* A member from the other groups will race to mark the correct date on the calendar.

Online exercises: [http://www.iik.de/uebungen/uebungsseite/alltaegliches/datum_1.htm](http://www.iik.de/uebungen/uebungsseite/alltaegliches/datum_1.htm) (Date)

In a plenary session the teacher uses the IWB to give examples of ordinal numbers used with *am*… when asking the question *Wann?* and using the context of birthdays and using a calendar. *Wann hast du Geburtstag? Wann hat ... Geburstag? Im Januar? An welchem Tag, am ersten, am zweiten ...?*

Extend to other contexts. *Wann/ An welchem Tag feiert man...? Die erste Stunde ist Deutsch. Der erste Mann auf der Mond war Neil Armstrong. die Hitparade etc*

Students listen to a comprehension about birthdays / feasts/etc. (The teacher can use The Comprehension Task Maker to prepare listening/reading comprehensions.)


Students work in groups to mark the correct answers or use clickers provided with the IWB. They are asked to note the ordinal numbers and try to find the pattern in the time phrases (*am .. ten/ sten and der ... te / ste.*)

In a debriefing session the students’ observations are collated on the IWB.

On the IWB the teacher uses a time line to show a visual difference between *am 4. Januar and vom 5 bis (zum) 11. Januar.*

Students work in groups:

- draw a time line and write statements about it.
- on online exercises.

http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/21.htm (Date)


http://www.iik.de/uebungen/uebungsseite/uebliches/datum_1.htm (Date)

http://www.iik.de/uebungen/uebungsseite/uebliches/datum_2.htm (Date)

http://www.iik.de/uebungen/uebungsseite/festliches/datum_feiertage1.htm (Date)

- rearrange jumbled sentences including dates.

In the meantime another group will work on the following task:

Divide children in groups. One student from each group will call out a statement eg. *Heute ist der 20. Januar.* A member from the other groups will race to mark the correct date on the calendar.

Online exercises: [http://www.iik.de/uebungen/uebungsseite/alltaegliches/datum_1.htm](http://www.iik.de/uebungen/uebungsseite/alltaegliches/datum_1.htm) (Date)

In a plenary session the teacher uses the IWB to give examples of ordinal numbers used with *am*… when asking the question *Wann?* and using the context of birthdays and using a calendar. *Wann hast du Geburtstag? Wann hat ... Geburstag? Im Januar? An welchem Tag, am ersten, am zweiten ...?*

Extend to other contexts. *Wann/ An welchem Tag feiert man...? Die erste Stunde ist Deutsch. Der erste Mann auf der Mond war Neil Armstrong. die Hitparade etc*

Students listen to a comprehension about birthdays / feasts/etc. (The teacher can use The Comprehension Task Maker to prepare listening/reading comprehensions.)


Students work in groups to mark the correct answers or use clickers provided with the IWB. They are asked to note the ordinal numbers and try to find the pattern in the time phrases (*am .. ten/ sten and der ... te / ste.*)

In a debriefing session the students’ observations are collated on the IWB.

On the IWB the teacher uses a time line to show a visual difference between *am 4. Januar and vom 5 bis (zum) 11. Januar.*

Students work in groups:

- draw a time line and write statements about it.
- on online exercises.

http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/21.htm (Date)


http://www.iik.de/uebungen/uebungsseite/uebliches/datum_1.htm (Date)

http://www.iik.de/uebungen/uebungsseite/uebliches/datum_2.htm (Date)

http://www.iik.de/uebungen/uebungsseite/festliches/datum_feiertage1.htm (Date)

- rearrange jumbled sentences including dates.
produce a short paragraph using a writing frame /or complete a cloze text.
work on PowerPoint presentations, video clips and photos vocabulary related to different festivities.
http://www.slideshare.net/ (PP on festivities in Germany)
http://www.slideshare.net/CDO3/die-feiertage-deutschlands (PP on festivities in Germany)
http://capl.washjeff.edu/browse.php (Pictures of festivities)
to work in groups on different vocabulary tasks: e.g. match pictures of different festivities to the correct name. This could be done as a Laufdiktat, dominoes or normal memory game. Variation: Use short texts instead of pictures and carry out a reading race (Laufdiktat).
http://www.achtsung-deutsch.com/material/Domino_Feste.pdf (festivities)
Students fill in crosswords with pictures showing different festivities.
http://www.achtsung-deutsch.com/material/Raetsel_Feste.pdf (festivities)
Calendars showing the different festivities in German speaking countries are used.
http://www.feiertage-newsletter.de/deutschland/ (Calendar of events Germany)
http://www.wien-konkret.at/reisen/feiertage/ (Calendar of events Austria)
http://www.datumsrechner.de/FeiertageSchweiz.pdf (Calendar of events Switzerland)
each group is assigned different months of the year. Students identify the dates on which festivities in German speaking countries fall.
http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/03.htm (Collating dates with festivities)
http://www.iiik.de/uebungen/uebungsseite/festliches/datum_feiertage2.htm
End task: Students collate their work to produce a year festivities calendar for the various countries which is then hung in the class.

Strands:
Speaking, Writing

The teacher will:
2. teach how to express greetings, best wishes and

Setting the scene: Using a clip or a song text e.g. :
(http://www.youtube.com/watch?v=BgEDYxWvCFM
http://www.youtube.com/watch?v=e1Jm4ufwWMg&feature=related Alles Gute zum Geburtstag.
/http://www.magistrix.de/lyrics/Wise%20Guys/St-nndchen-88395.html (choose part of Text)
http://www.youtube.com/watch?v=DSrEF4dJBjshhttp://www.magistrix.de/lyrics/Frank%20Zander
/Alles-Gute-Zum-Geburtstag-202982.html teacher discusses with students when one needs to
express special greetings. e.g. zum Geburtstag, Muttertag, zur Hochzeit etc.
Student work in mixed ability groups:

Students will:
express orally the appropriate greetings in various situations and using various registers and use the appropriate body language in a role play. (Level 7)
express orally the appropriate greetings in various situations using
congratulations in various contexts.

- on visuals, greeting cards etc. to match greetings to occasions when best wishes and congratulations are expressed. Each group makes a poster (map, drawing and matches the correct greeting). [http://www.geburtstags-tipp.de/glueckwuensche.html](http://www.geburtstags-tipp.de/glueckwuensche.html)
- domino and memory games to match the appropriate greeting to the correct festivity.
- on different flashcards (pictures and/or sentences) showing various situations. For example: A flashcard with a picture of a sick person, or else a flashcard with the sentence *Ich bin krank*. After a debriefing to consolidate the greetings on the IWB, each student is assigned a situation flashcard. Students go around the class and express the appropriate greeting, shake hands etc. according to the flashcards. Differentiate by adding supporting cues on the other side of the card and leaving support visible on the IWB. e.g.: A flashcard with a picture of a sick person in bed or *Ich bin krank*, would elicit the response *Es tut mir leid. Gute Besserung!* Other flashcards could show holidays, marriages, examinations, Christmas, Easter and New Year and other familiar occasions.

Online exercises:
- [http://www.iik.de/uebungen/uebungsseite/festliches/wuensch_1.htm](http://www.iik.de/uebungen/uebungsseite/festliches/wuensch_1.htm) (greetings)
- [http://www.iik.de/uebungen/uebungsseite/festliches/wuensch_2.htm](http://www.iik.de/uebungen/uebungsseite/festliches/wuensch_2.htm) (greetings)

At home Students create a card for one of the various occasions. They have to include a message in German according to the occasion shown in the card. A variation to this activity could be: The students create the cards but with no message. These cards are collected and given out randomly to the students and the students have to write a message in the card that they receive. These cards could be hung in class or be exhibited in the school. These cards or e-cards could be sent to an eTwinning partner school.

Extension:
- Students use the internet to find more ways of expressing one’s wishes to someone on different occasions. [http://www.sinnvollerweise.de/glueckwuensche/](http://www.sinnvollerweise.de/glueckwuensche/)
- Students draw a cue card from a set of cards showing different occasions. Students then choose a partner with whom they want to communicate. They use the internet to browse through ecards for different occasions and then send an animated card to their partner according to the occasion on the cue card. [http://www.kisseo.de/](http://www.kisseo.de/) (e-cards in German)

Various registers relying on the support of a speaking frame. (Level 6)
- express orally the appropriate greeting when prompted by a visual of rehearsed familiar situation choosing from a given list. (Level 5 Speaking)
- read aloud the appropriate greeting to the correct festivity using cues accompanied by visuals. (Level 4)

- make use of information and communication technologies to produce original greetings, congratulations and best wishes for different occasions manipulating learnt structures and language. (Level 7)
- write greetings, congratulations and best wishes using rehearsed vocabulary and structures. (Level 6)
- write key words to express the appropriate greetings/congratulations and best wishes in various short cloze text choosing from a given lists of words/phrases. (Level 5)
- copy the correct greeting from a cue card accompanied by visuals. (Level 4)
### Strands:
- Speaking, Writing

**The teacher will:**

3. teach the verb paradigm of *werden*, (to become) in the present and perfect tenses and its use.

**Setting the scene:**

Students watch the first of *Geburtstags-Überraschung*

[http://www.youtube.com/watch?v=3Z1cVezLXQw](http://www.youtube.com/watch?v=3Z1cVezLXQw) The teacher states: *Dani Linzer feiert heute Geburtstag. Heute ist der 2. Februar 2013. Sie ist heute 25 geworden. Wann wird sie 26?* Using the same pattern students work in pairs. Students ask each other when they celebrate their birthdays. The information is collected and sorted out chronologically. A chart is produced and hung up in class. Teacher shows pictures of people at different stages in their lives on the IWB. Students drag and drop statements under the pictures e.g. *Das ist … Er ist Arzt/alt geworden. Heute ist er/sie 13 Jahre alt - In Mai wird er 14. Meine Großeltern werden alt.*

Students work in mixed ability groups on:

- the present tense of *werden* filling in cloze texts, forming sentences using cue cards
- online exercises [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/02.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/02.htm) (*werden*), [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/04.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/04.htm) (*werden*)
- Using data on well known personalities and using speaking frames of their choice students ask each other questions and give answers to the following: *Wann wird er/ sie … Jahre alt sein? Wie ist er/sie geworden? Was will er/sie werden? Was ist er/sie von Beruf geworden?* At the end of the task each group produces a poster with a dialogue/a few tenses using *werden* to describe the personality.
- experiment with the verb *werden*, writing short sentences, poems, Assoziogramme.

### Strands:
- Speaking, Writing

**The teacher will:**

- Show a video clip showing people celebrating e.g. *Feste und Feiertage* (Vorschau: [http://www.youtube.com/watch?v=sWSnZNg5oE](http://www.youtube.com/watch?v=sWSnZNg5oE)) obtainable from [www.filmsortiment.de](http://www.filmsortiment.de). Or *Prima BandA1 DVD* (*Cornelson*) Students work in mixed ability groups to make different posters on the topic.

**Students will:**

- express orally in different contexts. the verb *werden* in the Present or Perfect tense as the main verb of the statements/ questions. (Level 7)
- ask and answer simple questions using the verb *werden* as the main verb. (Level 6)
- use the verb *werden* in the present or perfect tense when writing an e-mail, postcard, messages or short texts on familiar topics. (Level 7)
- use the verb *werden* in the Present or Perfect tense as the main verb of simple statements/ questions when writing a short dialogue on a familiar context. (Level 6)
- use the correct paradigm of *werden* fill in blanks in a cloze text on familiar contexts aided by a list of missing words. (Level 5)
- copy a simple sentence using *werden* in the present tense. (Level 4)
4. guide students to research traditions and celebrations in D-A-CH countries and compare with their own.

_Feste und Feiertage:_ They list public holidays, feasts and other occasions when people celebrate. A list of occasions is compiled on the IWB and matched to visuals for consolidation. Compare with local celebrations. *Was feiert man in ...? Wie feiert man? etc.*

The class is divided in groups. Choice of group is flexible. Groups can be divided by ability, randomly or by readiness. Each group chooses one of the different tasks prepared for them about different festivities. Each group makes use of the internet, books, magazines and newspapers to carry out research and find information, pictures on the festivity chosen. This could take the form of a web quest. The teacher prepares support handouts with questions, websites, etc.

- [http://derweg.org/mwbrauch/brautoc.htm](http://derweg.org/mwbrauch/brautoc.htm) (festivities in Germany)
- [http://www.feiertage-newsletter.de/deutschland/](http://www.feiertage-newsletter.de/deutschland/) (festivities in Germany)

After having carried out the research each group is to prepare a PowerPoint, charts, collages, short video clips to present their work to the other groups. Students can decide to tackle a particular aspect of one of the festivities. For example they can opt to research food related to that particular feast. This can be linked to a Home Economics lesson.

Models of things that have to do with these festivities can be made. (Linking with Crafts/Art)

- [http://schoolnet.gov.mt/maria.regina/OURSUBJECTS/german/Projekte%204%20.htm](http://schoolnet.gov.mt/maria.regina/OURSUBJECTS/german/Projekte%204%20.htm) (examples of models)

Work is presented to other groups in a plenary session and an exhibition can be put up to present it to the whole school or used during Language Days.

Working in mixed ability groups, students:
- write letters/e-mails to their partner schools in German speaking countries about festivities in Malta and ask them about their experiences.
- make a brochure about a feast/celebration.
- write an invitation to a party/feast. *describe a celebration using visuals etc.*
- prepare a PowerPoint about a feast in Malta and send it to their Partner school in Germany or any other German speaking country.

Complex structures and connectors.

(Level 7) give a simple description on a researched festivity in D-A-CH country using simple rehearsed language and structures. (Level 6) say short rehearsed sentences related to the topic festivities in D-A-CH when shown a visual prompt. (Level 5) utter rehearsed key word/s when shown pictures of different festivities. (Level 4) write texts/letters about festivities in Malta and/or in Germany using rehearsed language and experiment with known structures to change meaning to suit the situation. (Level 7) write short connected sentences using rehearsed language and structures on a topic concerning a familiar festivity. (Level 6 Writing) fill in the blanks with the correct word/phrases from a given list in a cloze text related to the topic festivities. (Level 5) copy the appropriate keyword/s to match pictures showing different festivities. (Level 4)
Subject: German as a Foreign language (GFL) - Deutsch als Fremdsprache (DaF)  
Unit code and title: GER 8.11  Wishing you all the best! - Alles Gute!  
Strands: Listening, Speaking, Reading, Writing  
Unit Duration: 9 sessions of 40 minutes; Total 6 hours

Objectives
The teacher will:
1. guide students to explore and use interrogative and personal pronouns in the Accusative Case in various contexts. (Listening, Speaking, Writing)
2. guide students to explore the use of coordinating conjunctions: denn, und, oder, aber. (Listening, Speaking, Writing)
3. guide students to explore and use vocabulary and structures when making, accepting or declining invitations. (Reading, Writing)

Key Words
Points to Note
Resources
der/die Bekannte, Bescheid geben, der Grund, denn, aber, oder, und. Warum?
mich, dich, ihn, sie, es, uns, euch, sie, Sie die Party, die Einladung(zu, zum, zur) die Antwort, die Absage, die Zusage einladen, absagen, zusagen ablehnen. Schade! Wunderbar! Die Gäste, die Hochzeit das Grillfest, der Anlass, überrascht die Geburtstagsliste die Überraschung er gibt Bescheid/er hat Bescheid gegeben das Sommerfest Ich danke dir/Ihnen für die Einladung/das Geschenk/die Glückwünsche. Bitte antworte/antworten Sie (bis zum). bald, hoffentlich ich würde mich freuen../Ich freue mich auf dich/Sie/euch. Liebe/r..., Viele/Herzliche Grüße. Bis bald. Dein/Deine... Euer/Eure..., ihr/e...

Teachers are to refer to the notes on the Approach to teaching & learning in the previous unit and in the Handbook. Teaching objectives are to be discussed and made clearly accessible to students throughout the unit. It is highly recommended that students enter them in their Learning diaries (Lerntagebuch), which are to be checked regularly by teacher/peers. Keywords and objectives have to be visible all the time.

Teachers are to point out to students that there is a difference between writing an SMS and writing a letter. In an SMS one does not have to elaborate. It has to be short. This makes the SMS look more authentic. However in a letter or an e-mail there include salutations, Liebe/Lieber and endings.

Students should be made aware that in Germany formal invitations are issued not only for weddings but also for other occasions. E.g. zum Kaffee und Kuchen. Another custom is to ask people to bring things along with them for informal parties, such as food, music etc. Writing, accepting and declining is a social skill. Invitations include information to answer questions: Was? Wo? Wie? Wann? and Warum? This unit therefore provides a good instance to consolidate known question words and introduce the new Warum? and the answer incorporating denn. Before working on the personal pronouns in the Accusative, the teacher has to check revise the personal pronouns in the Nominative Case. Some students will still find difficulties to connect er/sie/es and sie (pl) with Markus/Maria/der Mann/die Frau/das Baby/die Kinder.

When introducing the coordinating conjunction denn and its use to give reasons, comparison in word order could be made to the conjunction und, with which the students are quite familiar. Attention should be given to the fact that the students sometimes mix the conjunction denn with the words dann, den. When teaching coordinating teachers are also to draw the students attention on the sentence melody (Satzmelodie) which is different when one joins sentences to that when one joins questions.

Powerpoints, pictures, invitations, Crafts material to make invitations, IWB, Computers. Different types of games such as board games and memory games. Internet resources, flashcards, empty bag, Interactive teachers’ handbook, Glossaries, Intensivtrainers

http://www.eduhi.at/dl/Personalpronomen_pairs.pdf
http://www.eduhi.at/dl/personalpronomen_bingo.pdf
http://www.interdeutsch.de/Uebungen/artikel.htm
http://www.hschwab.com/quizzes/akkpn.htm
real or downloaded invitations (Google search pictures: Einladung)
Prima BandA1 DVD(Cornelson)
### Teaching Objectives

<table>
<thead>
<tr>
<th>Strands: Listening, Speaking, Writing</th>
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<tbody>
<tr>
<td>The teacher will:</td>
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<tr>
<td>1. guide students to explore and use interrogative and personal pronouns in the Accusative Case in various contexts.</td>
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### Setting the scene:

For a few seconds of a clip of a family. Project the pictures on the IWB: e.g. a man and a woman with a child. Uncover the statements *Herr und Frau Borg haben ein Kind. Sie lieben das Kind*. Using the question words *Wer? Wen?/ Was? Revise the Subject (Nominative) and Accusative which were covered in Form 1.* Replace *das Kind* with *es* in the second sentence.

Always using visuals repeat with other pronouns to revise *ihn/sie*.

Students work in mixed ability groups on short reading/listening texts accompanied by visuals.

In the reading texts the pronouns in the accusative are highlighted in different colours to show the connection with the noun. Students have to agree to which person or thing in the text these words refer. E.g. *Hallo Moira! Du bist heute 13. Toll! Hier ist ein Geschenk. Es ist für dich.*

In the listening texts students have to indicate by writing the name/pronoun/word next to the Accusative pronoun. Ensure that all pronouns in the accusative are covered in the different texts.

In a debriefing session collate the sentences on the IWB and discuss the results. Using the revealing function, match the pronouns in the nominative with those in the accusative.

Students work in mixed ability groups on the following tasks:

- Distribute photos or pictures from magazines to students. Each student writes two sentences to describe the person or object in the picture using nouns. Example: *Der Mann ist sehr alt. Die Frau trägt einen Hut.* The sentences and the pictures are then given to a different student in the group. This student will substitute the nouns with pronouns. (Provide scaffolding frames. E.g. learning mat with Pronoun table.)

- Students choose short stories or texts and highlight the pronouns in the story with a marker or crayon. This activity can also be done with articles from a magazine. They identify to which noun the pronoun is referring. Differentiate by setting different types of questions to the tasks to test understanding.

### Examples of teaching experiences and activities

- Students watch part of a video clip e.g.: [http://www.youtube.com/watch?v=418savgm7Sc](http://www.youtube.com/watch?v=418savgm7Sc) (Song Da, Da, Da... Ich lieb dich nicht, du liebst mich nicht) or the song [http://lyrics.wikia.com/Bl%C3%BCmchen:Er_Liebt_Mich](http://lyrics.wikia.com/Bl%C3%BCmchen:Er_Liebt_Mich). Students listen to the song and do a short gap filling exercise in mixed ability groups.

- At home students prepare flashcards with pictures of persons and things. These are then used in the class to play a card game. Cards are placed face down on the table. Students pick up a card and they ask each other: *Siehst du das T-Shirt dort? Ja, ich sehe es. Ich finde es häßlich.*

### Indicators of Learning Outcomes

<table>
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<th>Students will:</th>
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<tr>
<td>listen to multimodal texts in various contexts and answer open-ended questions to demonstrate comprehension of interrogative and personal pronouns in the Accusative. (Level 7)</td>
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- listen to a poem/song and sequence a jumbled text to demonstrate comprehension of interrogative and personal pronouns in the Accusative. (Level 6)

- listen to a dialogue and complete a cloze text using given key words to demonstrate comprehension. (Level 5)

- with support match visuals to cue words to demonstrate comprehension of a question/statement in which interrogative and personal pronouns in the Accusative are used. (Level 4)

- use both nouns, interrogative and personal pronouns accurately in the nominative and in the accusative Case when taking part in a role play in various familiar contexts. (Level 7)

- interact in a role play and use rehearsed structures in the accusative to express an opinion about a thing or person. (Level 6)

- using the aid of a speaking frame say
In mixed ability groups students work on the following tasks:

- write sentences on strips of papers about how they find a particular person in class. E.g. *Ich finde John sehr freundlich.* These strips of papers are pooled and then each student chooses one rewrites the sentence, substituting the correct pronouns for the nouns. As a variation, students write sentences about various objects in the room.
- work on a worksheet in which pictures are accompanied by statements/dialogues. Student fill in the missing pronouns.
- complete/write a poem using personal pronouns in the Accusative case.
- Work on various listening/reading comprehension texts with various tasks: e.g. answer open-ended/multiple choice/True or False/ filling in a cloze text, sequencing a poem or words in a song.
- replace the nouns with pronouns in a range of multimodal texts.
- online exercises on the use of personal pronouns in the Accusative.
- http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/AB_15_80.htm
- http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/18.htm
- http://www.grammatiktraining.de/pronomen/personalprmc.html
- http://www.schubert-verlag.de/auflagen/uebungen_a1/a1_kap4_personalpronomen.htm
- http://www.schubert-verlag.de/auflagen/arbeitsblaetter_a1_z/arbeitsblatt044.pdf

Strands:
Listening, Speaking, Writing

Setting the scene: Teacher takes the attendance and asks if anyone knows why a particular student is not there. The teacher repeats the sentence and models using *denn.* *Maria / Paul ist nicht hier, denn er / sie ist krank.* If all are there teacher can ask, why someone looks sad / tired / happy. *Paul, warum siehst du so müde aus?* Depending on the answer given to the teacher, students will: listen to a dialogue on a familiar topic which includes the coordinating conjunctions: *denn, und, oder, aber.*
The teacher will:

2. guide students to explore the use of coordinating conjunctions: denn, und, oder, aber.

by the student, the teacher composes sentences using the conjunction *denn*. She then asks the students what has happened to the two sentences and guides the students to express to the teaching objective.

Using visuals with sound on the IWB the teacher presents some dialogues in which students have to Think-Pair-Share:

- They have to identify the meaning of *warum?* and *denn?*
- Students are asked to concentrate on the answer to the question and note if any changes have occurred to the verb in the two clauses, and the position of the comma.

The conjunctions *und, aber and oder*.

Students work in mixed ability groups on texts containing sentences using the connectors *denn, und, oder and aber*. They have to identify the connectors and infer their meaning, see if the subject of each clause is the same or not, underline the verb in the clauses, and see where and when commas separate the clauses.

Debrief to check understanding. Discuss with the students the difference between simple and compound sentences: The teacher writes examples and the words simple /compound on the IWB and using an appropriate questioning technique elicits the following: A simple sentences include a subject and a verb. Compound sentences are comprised of two independent clauses, or clauses that could stand on their own as simple sentences because they have both a subject and a verb. These clauses are combined using a coordinating conjunction to create a compound sentence. The use of compound sentence makes a text interesting, seem more natural and of a higher level. Students enter what they have learnt in their Learning Diary.

Students are divided into mixed ability groups. Each group has a set of three cards with situations, (add visuals and cue words to differentiate.) One card at a time is overturned and visible to all. E.g. *Party am Samstag (Warum kommst du nicht zur Party?)*. Each student writes as many different sentences using the word *denn: Ich komme nicht, denn ich bin krank. Ich komme nicht, denn ich muss lernen. Ich komme nicht, denn ich fliege nach Berlin.* A time limit is set. At the end of the time allotted, each student in the group reads out his sentence and the group chooses the best sentence for each situation to present to class.

The same task could used in the Past Tense: e.g. *Warum bist du nicht zur Party gekommen? - Ich bin nicht gekommen, denn ich war krank.* Provide scaffolding by means of a speaking frame where necessary.

Variations: Students sit in a circle and a bag full of *warum* questions is put in the middle of the circle. A student picks up one of the questions and reads it out aloud. The students have to find suitable answers to the question, but they have to try to remember and repeat what the teacher asks them. They have to think about if the two sentences are the same or not, underline the verb in the clauses, and see where and when commas separate the clauses.

Students enter what they have learnt in their Learning Diary.

The teacher asks the students to listeners to a dialogue which includes learnt structures and fill in a cloze text to demonstrate comprehension using the key words *Warum? denn, und, aber, oder* to demonstrate comprehension. (Level 7)

listen to a dialogue which includes learnt structures and fill in a cloze text to demonstrate comprehension using the key words *Warum? denn, und, aber, oder* to demonstrate comprehension. (Level 6)

listen to a short text on a familiar context and demonstrate comprehension by answering questions starting with *Warum* and answering with *denn*. (Level 5)

answer open-ended questions to demonstrate comprehension. (Level 7)

listen to a dialogue which includes learnt structures and fill in a cloze text to demonstrate comprehension using the key words *Warum? denn, und, aber, oder* to demonstrate comprehension. (Level 6)

listen to a short text on a familiar context and demonstrate comprehension by answering questions starting with *Warum* and answering with *denn*. (Level 5)

use various coordinating conjunctions correctly and creatively when participating in a role play. (Level 7)

participate in role play or dialogue and use some coordinating conjunctions with the help of a speaking frame. (Level 6)

respond orally questions with *warum* using the conjunction *denn* with the help of prompts. (Level 5)

with prompting and support try to say a
others before them have said. Differentiate by providing a speaking frame with possible reasons. Students will have fun practicing by giving silly excuses using the conjunction denn e.g. Warum hast du deine Hausaufgaben nicht gemacht? - Ich habe die Hausaufgaben nicht gemacht, denn mein Hund hat das Heft gefressen.

Students get two sets of cards. One set shows a question. The other shows a picture. Students have to give reasons using the conjunction denn as prompted by the picture. Example: Warum ist Hans traurig? Picture of a broken toy car. Er ist traurig, denn sein Auto ist kaputt.

Each student in the class gets a simple sentence or part of a sentence. Students mingle with the rest of the class and find a partner whose sentence could be combined with their own to create a complex sentence by adding the conjunction denn. The first student reads his sentence and the second student tries to finish by adding his using a conjunction. The students complete their sentence and then write their new sentence down. The commas and the full stops should be also included, so that the students can practice the punctuation, which in these sentences plays an important role.

The same approach can be applied to the other conjunctions. Maria kommt um vier Uhr und bringt Kuchen mit./Gehen wir ins Kino oder möchtest du lieber ins Theater?/ Meine Mutter war krank, aber jetzt ist sie wieder gesund.

A more challenging version: In mixed ability groups students are asked to use various coordinating conjunctions. Students have cards with sentences and cards on with the different conjunctions, a card with a comma and a card with a full stop. They have to form as many varied complex sentences as possible.

Students are divided in groups. Using Storybird; (http://storybird.com/teachers/) or cartoon Story Maker 1; http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm students write a story/cartoon with sound using all the conjunctions in their text.

Strands:
Reading, Writing
The teacher will:
3. guide students to explore and use

Setting the scene:
Show a video about invitations e.g. Ellis Einladung the first part of a the clip http://www.youtube.com/watch?v=hKwFhCbMNK4 to introduce the teaching objective.

Alternatively teacher can produce a cartoon to this effect using Cartoon Story Maker http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm

The Teacher downloads different invitations (Google search for pictures: Einladung) to be used in this section.

Students work in mixed ability groups. They discuss on which occasions an invitation should be sent (Link with previous Unit). Each group is given various types of invitations to be explored.

sentence using a coordinating conjunction to join two simple statements. (Level 4)

use various coordinating conjunctions correctly and creatively in e-mails/texts. (Level 7)

include various rehearsed coordinating conjunctions correctly when writing an e-mail on a familiar topic. (Level 6)

join sentences with coordinating conjunctions. (Level 5)

write jumbled up sentences correctly using the correct rehearsed coordinating conjunction. with support re-write two simple sentences using a given conjunction. (Level 4)
| Vocabulary and structures when making, accepting or declining invitations. | They have to note down: *Wozu lädt man ein?* Geburtstag, Kaffee und Kuchen, eine Feier, eine Hochzeit etc. *Wie schickt man die Einladung?* – Karte, SMS, Brief, Postkarte, E-Mail, eine Anzeige in der Zeitung etc. Students answer by ticking a grid and adding other occasions for an invitation and how invitations can be made/sent. In a short debriefing session collate the results of the students on the IWB and revise question words *Wer?, Wie?, Was? Wo?, Wann?, Warum?, Um wie viel Uhr?* etc. Students are again divided in different mixed ability groups and work on various tasks:  
- Work on different invitations [http://www.geburtstags-tipp.de/einladungen.html](http://www.geburtstags-tipp.de/einladungen.html) (various other types of invitations) and work on the question words to find the information (differentiate: open-ended questions, short answers, True/False, matching to visuals, filling in a cloze text [http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/3.htm](http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_4.4/3.htm) etc)  
- match different celebrations requiring an invitation (wedding, birthday party, grill party, etc)  
- Listen to recording of dialogues including invitations and choose the correct visual cue  
- Write an invitation (SMS, e-mail, short note, card etc) following cue cards with various points (*Anrede, Grund, Zeit, Ort, Frage/Bitte, Freude, Gruß*) Scaffold by providing a writing frame or models. Link with crafts to make real cards, use e-cards etc.  

These invitations will be used in the next step, that of accepting or declining an invitation. Teacher uses a video clip/cartoon + dialogue. [http://clear.msu.edu/viewpoint/viewRecording.php?ID=repository/gr003](http://clear.msu.edu/viewpoint/viewRecording.php?ID=repository/gr003) (see transcript) or continues the same cartoon made for the first part of the objective. Students work in mixed ability groups on reading/listening texts and identify expressions used in accepting and in declining an invitation. A Venn diagram is used to collate the expressions. To consolidate use the drag and drop function on the IWB with icons 😊😊. Alternatively students get different flashcards showing these expressions and show them when they hear the texts.  

Using a writing frame on the interactive whiteboard, teacher models how to accept or decline a party invitation.  
In mixed ability groups students work on the following tasks:  
- **Level 4** write, accept or decline an invitation in various contexts using rehearsed language and experimenting with learnt structures to change meaning.  
- **Level 5** write a short e-mail using rehearsed structures and using a writing frame to write, accept or decline an invitation in familiar settings.  
- **Level 6** write key words/phrases from a given list in a cloze text in the context of making, accepting and declining invitations in various familiar settings.  
- **Level 7** fill in words in an invitation with the help of cue cards and visuals.  

| Situations and contexts of making, accepting and declining invitations and answer multiple choice questions to demonstrate comprehension. (Level 6)  
| Read multimodal texts on familiar situations and the contexts of making, accepting and declining invitations and identify True/False statements to demonstrate comprehension. (Level 5)  
| With support read a short text and indicate by choosing the correct cue card whether the text is offering, accepting or declining an invitation. (Level 4)  

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- Sequence dialogue (after listening to recording or watching a clip)
- Fill in cloze texts: students complete a short note / SMS / e-mail in which they decline the invitation to a particular occasion.
- The invitations that have been produced earlier by the students are collected and given out to the students. The students have to write a short note / email / letter in which they accept (and ask questions) / decline the invitation, giving reasons.
### Subject: German as a Foreign language (GFL) - Deutsch als Fremdsprache (DaF)  
#### Unit code and title: GER 8.12 What I have learnt this year. Wir wiederholen!

#### Strands: Listening, Speaking, Reading, Writing

**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

The teacher will:

1. guide students to explore the format, types of exercises and rubrics encountered in examination papers and guide student to explore ways to improve their work on various tasks according to topics and structures covered in previous units e.g.: checking word format, cohesion, language structures, transfer of learnt vocabulary and structures to other contexts. etc. (Listening, Speaking, Reading, Writing).

<table>
<thead>
<tr>
<th>Key words</th>
<th>Points to note</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Familie, Vorname, Klasse, Schule, Teil 1, ... Hören, Lesen, Schreiben, Sprechen, Sprachbausteine, Mündlich Mitteilungen, Dialoge, Aufgaben, zweimal, richtig, falsch, Bitte kreuzen an. Lies den folgenden Text. Eine Tabelle ausfüllen. Ergänze die Tabelle. Welche Anzeige passt? Lies die folgenden Anzeigen und fülle den richtigen Buchstaben aus. Satzbau; Bilde Sätze aus den folgenden Wortgruppen. Fragen stellen/antworten; Was ist richtig? Unterstreiche das richtige Wort. Schreibe eine E-Mail/ Postkarte. Du hast die folgende SMS-Nachricht erhalten. Beantworte diese SMS-Nachricht (mindestens 40 Wörter) mit Hilfe von den folgenden Punkten. sich vorstellen, Aufgabenblatt, über ein Thema sprechen.</td>
<td>The aim of the unit is to guide students to prepare for the annual examination by discussing language learning skills, as well as revising language dealt with in previous units. Revision work is to build on skills introduced in the Form 1 revision unit. Furthermore students are made familiar with the format of the Form 2 examination paper. Students are guided to take responsibility for their revision work by discussing what they need to work on and choosing the right material to work on. They are to be guided to create their own revision plan and to build on it along the course of the revision unit. The teacher will provide tasks around the objectives of revision depending on the needs of the students and tasks related to language used in previous units. The teacher gives an overview of the various tasks set in the oral, listening, reading and written parts of the annual examination. These areas have been dealt with separately in previous units. Students discuss study skills and students' preferred ways of revising language. Teacher and students analyse and discuss areas which students need to work on individually and/or as a group to reflect on and consider how to reach targets set. Students are to be guided to set their own objectives for revising. Students are to be given time to revise language dealt with in previous units and to choose from a range of tasks according to the skills and language they need to work on, or according to the theme they decide to work on. Students work at different workstations on tasks similar to the ones set in their examination. The teacher guides students to prepare for different parts of the exam and to plan their work in class accordingly. Students use make use of their learning diary to plan their work and to make use of work done in previous units, while working on different tasks, identifying areas they still need to work on. Students are encouraged to create their own tasks. Students work on peer-teaching activities, preparing their own material and sharing it with others. Time for tasks is set according to time needed in examinations.</td>
<td>Computers (Laboratory, MFL room), IWB, internet access, headphones, CD players. Power points, video clips, e.g. <em>Schritte International DVD</em>, interactive CDs (IWB material e.g. <em>Magnet, Schritte International CD Interactive Übungen</em>). Interactive teachers’ handbook, Posters, students’ CDs. <a href="http://www.hueber.de/schritte-international">www.hueber.de/schritte-international</a>; <a href="http://www.youtube.com/watch?v=NXDM9XXhQ4&amp;NR=1">http://www.youtube.com/watch?v=NXDM9XXhQ4&amp;NR=1</a>; <a href="">http://www.bbc.co.uk/germany/lj/intros/slideshow/</a>; <a href="http://www.yjc.org.uk/">http://www.yjc.org.uk/</a>; <a href="http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm">http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm</a>; <a href="http://www.ehow.com/how_2240889_say-formal-informal-greetings-german.html">http://www.ehow.com/how_2240889_say-formal-informal-greetings-german.html</a>; Links to ÖSD, Goethe Institut :Fit in Deutsch 1, TELC</td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experience and activities</td>
<td>Indicators of Learning Outcomes</td>
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<td>Strands: Speaking, Listening, Reading, Writing</td>
<td>Setting the scene: The teacher discusses with students the format of the exam paper and gives students the link to annual past papers. <a href="http://curriculum.gov.mt/exam_papers.htm">http://curriculum.gov.mt/exam_papers.htm</a></td>
<td>Students will: listen to a variety of texts/interviews/dialogues on familiar topics in which rehearsed and some unfamiliar vocabulary and structures occur and answer open ended questions on selected details or answer multiple choice questions to demonstrate comprehension. (Level 7)</td>
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<td>In mixed ability groups students are given time to look through different types of tasks set for their examination. Students are given time to reflect on what they need to mostly work on to be able to plan their revision work for the examination.</td>
<td>listen to a range of short texts/dialogues on familiar topics in which rehearsed and very few unfamiliar vocabulary and structures occur and answer multiple choice answers identify true or false statements to demonstrate comprehension. (Level 6)</td>
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<td>In a debriefing session the four skills and the weighting of each skill in the examination are discussed.</td>
<td>listen to a short text on a familiar topic and fill in a cloze text with missing key words from a given list or match to a situation or a title to show comprehension. (Level 5)</td>
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<td>The importance of reading and understanding rubrics is discussed with students.</td>
<td>listen to very short text and match to a visual to demonstrate comprehension. (Level 5)</td>
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<td>In mixed ability groups students are given time to go through the rubrics in the paper and to check that they understand what is expected of them in each task. Each group is given a set of rubrics to work on. In a plenary session the students form different groups share the conclusions of their tasks.</td>
<td>express orally questions and answers, statements and requests on a given familiar topic using interrogatives and structures learnt in previous units, showing fluency and using correct pronunciation and intonation with few mistakes in grammar and syntax. (Level 7)</td>
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<td>These are collated on the IWB and matched to the specimen paper. The teacher discusses the different parts of the exam paper with regards to language structures required. The use of language structures such as the different verb forms and tenses (present, past, imperative, modal verbs) are discussed with reference to different strands and tasks in the paper.</td>
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<td>Students are asked to reflect and Think-Pair-Share on how to plan an individualised plan of study. The teacher assists individual students to help them plan their revision work.</td>
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<td>Students work in mixed ability groups or individually according to the task they choose to do.: Tasks to revise structures and grammar in context may include:</td>
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<td>- the present tense of all types of verbs</td>
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<td>- the perfect tense of familiar verbs covered in the units</td>
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<tr>
<td></td>
<td>- the imperfect of haben and sein</td>
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</table>
- word order
- interrogatives
- the use of the imperative
- modal verbs and their use of
- pronouns
- topics covered
- “chunks” and expressions containing prepositions covered in the units
- adverbs of time and place
- register

and other grammatical points covered in previous units.

Tasks should always focus on the communicative aspect and refer to various contexts which have been covered in previous units. The teacher should encourage and motivate students to experiment with learnt vocabulary and structures in new contexts by using the correct questioning techniques.

Possible tasks include:
- Mixed up dialogue with the various forms of haben and sein in the Präteritum. A fill in dialogue as a follow up task / a cloze text.
- A multiple choice exercise or quiz with the forms of haben and sein or the past participle.
- students select a theme / situations, and verbs or other language around the theme to create a short conversation / text / describe a picture / leave a message in the past.

Students are guided to choose tasks from the past papers, text books/CDs or other internet sites, the virtual learning platform or create their own communicative tasks.

- Listening tasks read out by the students/ teacher including open-ended question, multiple choice, true or false questions, sequencing or filling in

Listening:
Students identify strategies needed for listening: e.g.: for gist, for detail and for selective Information. Students are asked to brainstorm and focus on recall techniques e.g.: focus on what is being heard and noting down key words. They are encouraged to use learnt language, cognates, internationalisms, titles and visuals express orally questions and answers on a given familiar topic covered in previous units with some hesitation due to lack of vocabulary and knowledge of certain structures. Pronunciation and intonation are approximate and only some connectors are used. Mistakes in grammar and syntax occur but these do not inhibit communication. (Level 6)

express orally questions and answers using simple structures on a given familiar topic however spontaneity is lacking due to lack of vocabulary and knowledge of many structures and lack of understanding of the interrogative to be used. Many mistakes in grammar and syntax occur however some communication occurs. (Level 5)

speak about him/herself giving very basic information which has been learnt by heart, but will not respond when asked to speak about other unprepared points covered in previous units. Pronunciation and intonation are lacking. (Level 4)

read a variety of texts /interviews /dialogues on familiar topics in which rehearsed and some unfamiliar vocabulary and structures occur and answer open ended questions on selected details or answer multiple choice questions to demonstrate comprehension. (Level 7)

read a range of short texts/dialogues on familiar topics in which rehearsed and very few unfamiliar vocabulary and structures...
to decipher meaning of new vocabulary which has not been rehearsed.
- Students listen to situations and match with the right picture.
- Students listen and fill in speech bubbles
Students may try to find other expressions with the same meaning in questions and text.
They work in groups using past papers. One student can act as reader if no recorded units available. Recordings will ensure that students work at their own pace. Teacher may read out the listening text to a group of students.
**Reading:**
Students benefit by working in heterogeneous groups. Students are guided to identify strategies needed for reading (e.g.: for gist, for detail and for selective Information) Peer teaching and peer assessment are be encouraged. Some students need to underline key words in question and text. Others can work on true or false questions and open ended questions.
**Writing:**
Discuss the different types of texts students have encountered during the year and work on model answers.
e.g.: letter, address, date, and position in letter, register, greeting, beginning of letter, paragraph, progression, asking questions, ending the letter.
Filling in forms, leaving a message, etc.
Writing tasks include:
- Sentence structure – *Satzbau*
- Filling in with the appropriate keyword or phrase – *Ergänze*
- Matching the right verb to the sentence. Verbs may be accompanied by pictures depending on the level set for that task.
- Matching of questions and answers on a particular topic (which may form a dialogue)
- Reading a text about a chosen topic and answering : various types of questions and tasks
- a letter on points given. Students may choose from a set of answers, write answers with the help of key words and structures, continue sentences with the help of key words or phrases or answer freely.
**Speaking:**
- Discuss the skills and strategies they will use.
| | Discuss and recall the rubrics  
Discuss what makes a good presentation,  
Discuss the importance of good pronunciation and *Satzmelodie*.  
Discuss the importance of making mistakes and turn taking, using conversation strategies to initiate and end a conversation, using various structures from other contexts, rephrasing, asking for repetition and other conversation strategies E.g. *Ich weiß es nicht.* Könnentest du /Können Sie bitte langsamer* etc., using bitte, danke, auf Wiedersehen/Wiederhören! etc. and body language.  
Students practise in groups of 6 varied tasks Discuss *sprechen/wiederholen*. using cards with various topics, visuals etc. Scaffold by giving handouts with possible answers.  
Information gap activities whereby students fill in information and construct questions and sentences to give information about a topic.  
Trial run session with a group of 6 students while other groups are working on reading, listening, writing activities.  
| | communication still occurs. (Level 5)  
write words/phrases to replace visuals in questions, answers, statements or commands on a familiar topic but spelling is not always correct. (Level 4) |
The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Reading, Writing:**

Explore and utilise the playback and recording facilities of a portable media player such as an MP3 or an iPod. Students capture short audio segments for planning, representing knowledge or for their own reflection.


Use Audacity¹ to edit voice recordings for insertion in presentation programs and/or to produce podcasts.

Teacher / student create/s mind maps to brainstorm and develop ideas utilising the program Spicynodes² [www.spicynodes.org](http://www.spicynodes.org)

Create Concept Maps³ [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) where students can insert text, voice, pictures and video related to the lesson undertaken.

Create presentations through the use of Prezi² [http://prezi.com](http://prezi.com) where students can insert text, voice, pictures and video related to the lesson undertaken.

Create media resources by use of video clips or pictures and music the students have recorded to show their level of understanding German using the program Animoto² [http://animoto.com](http://animoto.com).

Students / teacher may utilise the Match Game Maker⁴ program [www.education.vic.gov.au/languagesonline/games/matching/index.htm](http://www.education.vic.gov.au/languagesonline/games/matching/index.htm) to generate various matching games which may include text - text, text - voice or voice - voice.


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¹. Licence is available from CMeLD.
². Public cloud – Signing up required.
³. Public cloud – No signing up required.
⁴. Downloadable program.
⁵. Hardware procured by school or borrowed from the eLearning Centre.
Teacher / students create/s sentences of various difficulties utilising the application program Sentence Game Maker\(^4\) [www.education.vic.gov.au/languagesonline/games/sentence/index.htm](http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm) for students to generate / work out and measure their level of understanding of the topic under study.

Teacher / students create/s various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to generate / work out and measure their level of understanding of the topic under study.


Pixton\(^4\) [www.pixton.com](http://www.pixton.com) can help the students to tell their stories in a sequential creative manner through cartoon pictures.

Students use GoAnimate\(^2\) [http://goanimate4schools.com/public_index](http://goanimate4schools.com/public_index) to create a small cartoon video.

Students explore the use of a Quandary\(^4\) [www.halfbakedsoftware.com/quandary_tutorials_examples.php](http://www.halfbakedsoftware.com/quandary_tutorials_examples.php) set at different levels of understanding, prepared by the teacher.

Students acquire information from a Web Quest created by the teacher / student through using Zunal\(^2\) [www.zunal.com](http://www.zunal.com)

Students create a Blog\(^2\) [www.blogger.com](http://www.blogger.com) to communicate and interact between themselves

Glogster [http://edu.glogster.com](http://edu.glogster.com) is an online digital poster creator through which students can communicate their ideas by the use of pictures, videos and sounds.

Students make use of Wallisher\(^3\) [www.wallisher.com](http://www.wallisher.com) through a number of resources to communicate ideas generate notes, plan events and collect feedback.

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1. Licence is available from CMeL.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Students use a Voki[^2] [www.voki.com](http://www.voki.com) to embed a talking avatar in the various application programs they create.

Teacher / students use Triptico[^4] [www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to generate various types of short quizzes to reinforce learning and understanding.

HelloSlide[^2] [www.helloslide.com](http://www.helloslide.com) allows students to automatically generate audio from a typed speech they want to convey with their presentations.

Students produce subtitles to different video clips to show their level of comprehension and understanding using the program Amara[^2] [www.universalsubtitles.org](http://www.universalsubtitles.org)

TimeGlider[^3] [www.timeglider.com](http://www.timeglider.com) is an online application program which allows students create various interactive timelines.

SurveyMonkey[^2] [www.surveymonkey.com](http://www.surveymonkey.com) allows students to generate their own online questionnaires through which feedback can be obtained on a research area of their studies.

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