



German as a Foreign Language Curriculum Units

with examples of teaching activities

Form 1



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Curriculum for German as a Foreign Language



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Curriculum Management and eLearning Department

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GERMAN AS A FOREIGN LANGUAGE CURRICULUM UNITS – FORM 1

GER 7.1	<i>Let's start! – Guten Tag! Mein Name ist ...</i>
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Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.1 Let's start! - *Guten Tag! Mein Name ist ...*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. teach how to recognise the sound of German, compare German with known languages, where German is spoken (D-A-CH-L) and introduce some famous German speaking personalities. (Listening, Reading, Writing, Speaking)
2. teach how to introduce oneself, greetings and conventions: the cultural and traditional aspect pertaining to German speaking countries. (Listening, Speaking)
3. teach classroom instruction and classroom vocabulary. (Listening, Speaking)
4. guide students on how to keep a Learning Diary and a Vocabulary Box and explore other learning strategies. (Reading, Writing)

Key words	Points to note	Resources
<i>Landeskunde, Land, Länder, Hauptstadt, Deutsch, Deutschland, Österreich, die Schweiz, Hallo! Willkommen! Freut mich, Guten Morgen/Tag/Abend! (Gute) Nacht! (Auf) Wiedersehen! Tschüss! Bis morgen! Mein Name ist./Ich heiße/Ich bin ... und du/ Sie? Entschuldigung, wie heißt du/heißten Sie? Ich bin ... Wer bist du/sind Sie? Wer ist das?-Das ist Mario /Herr/Frau Borg...? Wie? Wer? Heißt du...? Ist das...? Ja/ Nein. Danke/ bitte. Classroom language Bleistift, Heft, Buch.... e.g. Steh/steht auf, bitte! Komm/kommt her! Mach die Tür zu!Wiederhol/t Bitte wiederholen Sie! Langsamer,bitte!</i>	Teaching and learning German as a Foreign Language (GFL/<i>DaF</i>) involves undertaking a mixture of pedagogical approaches and teaching methods and strategies which cater for the different individual needs of each student, namely a student-centred, multi-skill approach. By means of enjoyable and varied active tasks incorporating additional learning opportunities, students acquire the necessary skills and knowledge leading to the acquisition and confident, autonomous use of German. By being given the opportunity to develop their language skills, their awareness of language and of intercultural diversity, students become enthusiastic and active participants in the learning process, are responsible for and in control of their learning and will be able to communicate, interact and express themselves with increasing confidence, independence and creativity. Teachers should ask students to prepare beforehand for the learning process e.g. collect material like cards and pictures, prepare lists of words using the dictionary, research using the internet etc. Teachers are to make constant use of the target language (TL) , modified accordingly when necessary and aided by mime, gestures and visuals. Translation is to be avoided. Encourage students to use the TL without any inhibitions. Greetings, saying thank you, please , taking leave etc in the TL should be part and parcel of every lesson, and happens also outside the classroom. Learning and using German extends beyond the classroom walls. Stress correct pronunciation and intonation but do not interrupt the student half way through the sentence. At this stage body language, gestures and mimic will play a significant role. Allow students ample time to try out the new sounds and patterns, learn new vocabulary and explore various ways of learning e.g. memorising, mnemonics, using a language and a vocabulary box.. Use appropriate questioning techniques and recall methods. Teaching objectives, key words and tasks are to be clearly visible to the students throughout the lessons. Tasks should be accompanied by clear instructions and necessary scaffolding (e.g. Speaking/Writing Frames, Visuals etc). Handouts should be differentiated, varied and adjusted to challenge the student, and include a form of self assessment. Culture (the culture/s of German speaking countries, D-A-CH-L) and Intercultural Understanding, Language Awareness and Language Learning Strategies permeate the four strands: Listening, Speaking, Reading and Writing.	Computer Lab./ MFL room), IWB, internet access, headphones, CD players. PowerPoints, video clips, e.g. <i>Hallo aus Berlin, Planet , Schritte International DVD</i>, interactive CDs (IWB material e.g. <i>Magnet, Schritte International CD Interactive Übungen</i>. Interactive teachers' handbook, Textbook + CDs, German atlas; Posters, Map of D-A-CH-L countries, pictures of known German speaking personalities. Model of a Learning Diary and Vocabulary box. Internet sites

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands : Listening, Speaking Reading, Writing, The teacher will: 1. teach how to recognise the sound of German, compare German with known languages, where German is spoken (D-A-CH-L) and introduce some famous German speaking personalities.	<u>Setting the scene:</u> Brainstorming session. Ask students to discuss in groups whether they know the answer to one or more of the following questions and how they would set about finding the answers to find out : • What German sounds like? • Where it is spoken? How many people speak German? • Some famous people who speak German. http://www.youtube.com/watch?v=NXDM9XXhQ4&NR=1; http://www.bbc.co.uk/languages/german/lj/intros/slideshow/ Students discuss and choose the method of research, and how to present their work to class e.g. Poster, picture, recording, PowerPoint presentation etc. In a plenary session, groups report on their conclusions and on how they reached them. Teacher and students discuss arising points and questions about content and sources/resources to be used. Teacher acts as scribe and writes the resources on IWB to be handed to class via mail or in print. Suggested site on famous German speaking personalities. http://www.sunderlandschools.org/mfl-sunderland/resources/German/geks3pp41.ppt#267,13,Berühmte österreichische Personen Show video related to students` research. Students answer questions on handout <i>richtig/falsch</i> (true/false) : http://www.tes.co.uk/teaching-resource/Germany-Introduction-and-Greetings-6034091/ ; http://www.tes.co.uk/teaching-resource/Germany-Introduction-and-Greetings-6034091/; http://www.tes.co.uk/Download.aspx?storycode=6034091&type=X&id=6041719 http://www.primaryresources.co.uk/mfl/pdfs/german_pronunciation.pdf (pronunciation guide) http://www.enchantedlearning.com/books/german/aistfur/ www.hueber.de/schritte-international Students review work and discuss whether all points had been included in their presentations. End task: Wall chart with map of German speaking countries and pictures/names of famous German personalities pasted on map. Homework: Improve on presentations for class display and for portfolio. Explore websites (see resources)	Students will: recognise the target language (TL) from other languages by choosing the right visual /cue card, identify words which one associates with German or choose the German word from a group of words in other languages. (Level 5) point to a (DACH) country when they hear the name of the country. (Level 4) say a simple rehearsed sentence about a D-A-CH-L country or about famous people who speak German and say which country they come from. (Level 5) repeat words and modelled phrases. Pronunciation is approximate. (Level 4) locate the names of D-A-CH countries and their capital cities on a map (Level 5) match the name of a country or a German personality to a visual. (Level 4)

	http://atschool.eduweb.co.uk/rgshiwyc/school/curric/hotpotatoes/ ; http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Deutsch_Anfanger/Hallo/Index.htm http://www.ehow.com/how_6532045_say-hello-german.html Landeskunde: http://userweb.port.ac.uk/~joyce1/abinitio/chap2-12.html Students conduct a search on the internet, use <i>Kinderatlas</i>, maps, posters to find out where German is spoken as a native language or is learnt as the first foreign language. Plenary: Each group talks about different countries and makes a short presentation by affixing names and points on a map of Europe. Work on a map of D-A-CH-L countries and identify capital cities and landmarks. http://www.youtube.com/user/TheAngryFamilyDE Hier ist Deutschland : http://www.education.vic.gov.au/languagesonline/german/sect01/no_1/no_1.htm Germany Quiz http://www.curriculumbits.com/prodimages/details/german/ger0009.html http://www.hueber.de/shared/uebungen/pingpong/lerner/uebungen/fset.php?Volume=1&Lectio n=1&Exercise=6&SubExercise=1 http://www.hueber.de/seite/pg_index2_dsl http://www.hueber.de/sixcms/list.php?page=landeskunde_daf Students prepare Power Points, flags, models etc. Cross curricular: (Geography, ICT, Arts and Crafts (models))	produce a poster/ PowerPoint etc, with information on German speaking countries using rehearsed words or phrases. (Level 5) copy a word in German and demonstrate its meaning by drawing a line from it to the relevant picture. (Level 4)
Strands : Listening, Speaking The teacher will: 2. teach how to introduce oneself, greetings and conventions: the cultural and traditional aspect pertaining to German speaking countries.	<u>Setting the scene:</u> Song: <i>Guten Morgen!</i> http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm Students identify key words and phrases. Or http://www.youtube.com/watch?v=T5YGm0YW3WE&feature=related <u>Brainstorm Situation</u> : Meeting a German speaking person for the first time and introducing yourself. Students work in pairs and decide what they would need to say/ask : e.g. What do people say and do when meeting for the first time?	Students will: act according to conventions when performing role play (e.g. shake hands, wave goodbye) and recognise the communicative functions of certain words and phrases by indicating their meaning (Level 5)

	• When and what to say? • Compare with local culture. The teacher models an introduction and goes round classroom shaking hands and saying own name and asking names. Students reproduce greeting forms and say their name, shaking hands. (some students will find it easier to say <i>Mein Name ist...</i> before gaining confidence with <i>Ich heiße.. und du /Sie</i>). Students repeat the modelling in groups working with a “speaking frame”. To prepare a writing frame: • Establish the questions/answers you expect the students to make. • Model these with the students and discuss them. • Write out sentence starters to act as a speaking frame. • You may also include a small word/phrase bank. • You may need to create more than one of these frames, each one offering different levels of support. Students work in mixed ability groups on a choice of activities: Hallo! http://www.yjc.org.uk/ or http://www.graf-gutfreund.at/daf/01basics/basics_guten_tag&auf_wiedersehen.pdf http://www.hueber.de/shared/uebungen/pingpong/lerner/uebungen/fset.php?Volume=1&Lecture=1&Exercise=1&SubExercise=1 http://www.hueber.de/sixcms/list.php?page=landeskunde_daf Grüezi! Guten Tag! Grüß Gott! Song (Text book) Discuss how cultures differ when asking how one is (Maltese, English, German). Students work in pairs / groups. They decide who the persons in the role play are. They note and write down key words and phrases to prepare for a role play. They have to decide: • who they are (adult, child, famous German speaking person etc.) • how to initiate the dialogue • the appropriate greeting according to the person and the time of day, • how to close the dialogue <u>Variations:</u> • Each pair /group is assigned pictures of people/personalities and work with the support of a speaking frame on the above mentioned points.	identify the difference between <i>du</i> and <i>Sie</i> when listening to short texts / sentences by matching to visuals.(Level 5) respond with gestures to the sound of words or phrases learnt (Level 4) perform a short dialogue using rehearsed vocabulary and structures correctly , copying the right pronunciation and intonation combined with some rehearsed conversational strategies. (Level 6) address an adult or a peer using the correct rehearsed structure and according to time of day and situation with the help of a speaking frame. (Level 5) repeat rehearsed greetings/leave taking phrases with help of cues and scaffolding (Level 4)
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	- students have a picture stories of people greeting each other. In mixed ability groups they decide what the people are saying and match speech bubbles appropriately. - Students use the internet to find various types of greetings in German and explore in which countries they are used and when. E.g. <i>Grüezi! Guten Tag! Grüß Gott! Auf Wiedersehen, Servus</i> Students work at their own pace by choosing activities from the following: Textbook , work book CD or interactive CD. Students log on internet and work in pairs. http://www.hello-world.com/German/conversations.php?topic=greetings Or http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm or http://www.bbc.co.uk/languages/german/lj/intros/slideshow/ http://courseware.nus.edu.sg/e-daf/cwm/beg/e1/sprechen/sprechen.htm http://www.hueber.de/shared/uebungen/pingpong/lerner/uebungen/fset.php?Volume=1&Lecture=1&Exercise=3&SubExercise=1 Intonation : http://courseware.nus.edu.sg/e-daf/beg/LA1201GR/Start_auf_Deutsch/UNIT.HTM http://www.education.vic.gov.au/languagesonline/german/sect01/no_2/no_2.htm http://www.education.vic.gov.au/languagesonline/german/sect01/no_4/no_4.htm http://www.curriculumbits.com/prodimages/details/german/ger0012.html End activity: Pupils prepare and present role plays or show a recording of a dialogue they have made. Students are to greet, thank and say farewell at beginning and end of presentation. Extension : Asking who other people are: Teacher models question and answer. Students recognise the difference in question words <i>Wer?</i> (Using the famous people wall chart or poster) <i>Wie?</i> (Using the students themselves), and by practising the correct intonation in questions and statements. Students decide how to add questions to the dialogue/s constructed in pairs/groups before using the new language learnt. http://www.hueber.de/sixcms/media.php/36/978-3-19-311577-5_Muster_1.pdf	
Strands: Listening , Speaking The teacher will: 3. teach classroom instruction and	Introduce classroom vocabulary by modelling or using a PPT presentation. “<i>Was ist das? Das ist ein</i>” Students work in groups and decide which words they need to know: e.g. furniture, blackboard, book etc. Students make their own cue cards and present them to class and then fix the cards accordingly on furniture etc. Show a clip on school e.g. Prima DVD Band 1 (Cornelson) (<i>Schulsachen</i> – a German girl prepares her schoolbag) Elicit the names of things the girl takes to school. Compare with own.	Students will: listen to rehearsed classroom and carry out the actions without hesitation to demonstrate understanding. (Level 6)

classroom vocabulary.	http://www.graf-gutfreund.at/daf/01basics/05wichtige_phrasen.pdf http://www.learnalberta.ca/content/ilglt/Flash/index.html (interactive – choose Köln activity); http://wsgfl.westsussex.gov.uk/ccm/cms-service/stream/asset/?asset_id=3014062&file=/instructions%201.doc http://wsgfl.westsussex.gov.uk/ccm/cms-service/stream/asset/?asset_id=3014063&file=/instructions%202.doc http://abney.homestead.com/files/deutsch/schulsachen.htm Students make their own charts of classroom language to use later as scaffolding when the need arises. Simple commands, statements and questions (Reproductive): <i>Steht auf, bitte! Mach die Tür zu! Darf ich auf die Toilette gehen?</i> http://www.curriculumbits.com/prodimages/details/german/ger0003.html (interactive) http://www.curriculumbits.com/prodimages/details/german/ger0002.html http://www.curriculumbits.com/prodimages/details/german/ger0004.html http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/languages/german/assets/s3_4/ger3_4lesson.pdf (<i>Unterrichtssprache</i>)	respond with some hesitation to classroom instructions by carrying out the actions. (Level 5) perform classroom commands after repetition/prompting and use of gestures. (Level 4) use orally rehearsed classroom language correctly with good pronunciation and intonation. (Level 6) reply to classroom requests with <i>ja, nein, ich weiß es nicht</i>. (Level 5) repeat rehearsed classroom language with approximate pronunciation and intonation. (Level 4) write a limited range of learnt phrases and commands from memory with correct spelling and punctuation (Level 5) copy/write words /phrases with scaffolding (Level 4)
Strands: Reading, Writing The teacher will: 4. guide students on how to keep a Learning Diary and a Vocabulary Box and explore other learning strategies.	Teacher discusses with students the importance of reflection on learning and how to assess achievements – List of “I can do statements” per level for a wall chart, so students can consult it and find out what they need to do to go up to the next level in each task. Discuss methods of keeping a record of what has been learnt. Discuss with students ways of memorising language learnt and checking spelling. (See resources: <i>Intensivtrainers</i>), mnemonics, using sticky notes etc. http://www.curriculumbits.com/prodimages/details/german/ger0018.html Show a copy of a learning diary <i>Lerntagebuch</i>, discuss how to use it, what to write in it. Show a model of a Vocabulary box. Discuss how to use it, how it helps learning. Students produce their own version of a learning diary and vocabulary box. http://www.dietz-und-af.de/GD_DkfA/Gramminfo/txt_G/Lernkartei%20G.pdf	Students will: refer to the learning diary when in doubt or to check learned material . (Level 5) reads phrases and words aloud with the class. Pronunciation is approximate. (Level 4) write own examples of rehearsed structures to the learning diary. (Level 6)

	Teacher checks that entries are correct from time to time. Extra sites http://webgerman.com; http://www.yjc.org.uk/; http://www.ehow.com/how_2240889_say-formal-informal-greetings-german.html; http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm;	copy words, phrases and structures learnt in the learning diary correctly.(Level 5) copy words, phrases and learnt structures in the learning diary but make some spelling mistakes.(Level 4) (
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.1)

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Sound recognition:

Students explore the sounds of the German language utilising the recording and playback capabilities of Easi-speak⁵. Students upload recordings on computer and with the use of the programme Audacity¹ they analyse the recordings and edit audio clips to insert in application programs like PowerPoint¹, Microsoft PhotoStory³, Microsoft Photosynth² <http://photosynth.net> or Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>.

Specific exercises created by teacher to meet subject specific learning requirements by individuals or group of students, created with Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>, Matching Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/matching/index.htm>, or utilising ready made online interactive resources as a start, accessed from <http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm>.

Learning diary:

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a vocabulary file and other *ad hoc* specific files to requirements which can easily be accessed.

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

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.2 All about myself *Ich stelle mich vor!*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. teach how to ask and state where one comes from and which language/s one speaks. (Listening, Speaking, Writing)
2. teach the letters of the alphabet and the spelling of words/names and how to say please, thank you, sorry excuse me and ask for repetition. (Listening, Speaking, Writing)
3. teach the numbers 0- 20, how to say/ask how old one is and how to focus on sounds and their respective written form.. (Listening, Speaking, Writing)
4. teach how to give and obtain basic personal information from visiting cards and forms and how to fill simple forms with basic personal details. (Reading, Writing)

Key words	Points to note	Resources
<i>Das Alphabet, ß, ä, ü, ö</i> <i>Buchstabe/n,</i> <i>Buchstabieren Sie, bitte?</i> <i>Ich buchstabiere...</i> <i>Wie schreibt man das?</i> <i>Woher kommst du /</i> <i>kommen Sie? aus: Ich</i> <i>komme aus... Was</i> <i>sprichst du /sprechen Sie?</i> <i>Deutsch, Maltesisch,</i> <i>Englisch, Italienisch,... ein</i> <i>bisschen ... In Deutschland</i> <i>spricht man Deutsch.</i> <i>Sprache/n, Mutter-</i> <i>/Fremdsprache</i> <i>Entschuldigung, Danke,</i> <i>bittee. Es tut mir leid.</i> <i>Auf Wiederhören!/-sehen!</i> <i>Name/Vorname,</i> <i>Familiennamen, Straße,</i> <i>Hausnummer,</i> <i>Postleitzahl, Land.</i> <i>Wie heißt das Land?</i> <i>Die Zahlen 0-20</i> <i>Wie alt....?</i> <i>Ich bin ... (Jahre alt)</i>	Teachers are to refer to the notes on the Approach to Teaching and 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 (<i>Lerntagebuch</i>), which are to be checked regularly by teacher/peers. The first part of this unit focuses on the strands Listening and Speaking. The second part focuses on Reading and Writing. Recognising diversity is one of the main points of this unit. Students are to be allowed time to reflect on and compare their own cultural aspects and traditions with those of German speaking countries. Students work with the teacher to determine the learning strategies required to reach the teaching objectives. Students are to be given time to recall what they have learnt in the previous unit. Classroom set up: various work stations with material and different tasks. Tasks are to be based on authentic material and situations of interest to the students: e.g. filling a form to participate in a school exchange, a youth club membership form. It is recommended that contact, e.g. eTwinning or e-mail contact, be established with a local/foreign class learning German/class from a German speaking country. Students are given direct access to multiple sources of information (internet, CDs, <i>Kinderatlas</i>). Since students will be using the PC, it is advisable that they learn the German Keyboard and how to access German symbols. (cross-curricular link ICT) At the end of lessons or before moving on to the next learning objective teacher and students should engage in reflective sessions about what has been learnt and what still needs to be learnt to proceed to the next competence Level.	PowerPoint, video clips, pictures, Visiting cards, forms, envelopes with addresses, interactive CDs (e.g. <i>Schritte International</i>), DVDs e.g. (<i>Planet, Wir, Hallo aus Berlin</i>),. A variety of multimodal texts. Kinder atlas (<i>Internationals</i>), Interactive teachers' handbook, Glossaries, <i>Intensivtrainers</i>, Interactive whiteboard, Computer lab. Different types of games such as board games and memory games. Sentence puzzles. (Interactive on PC or cards) Flags of different countries. Textbook and students CDs http://www.deutschhappen.com/a1/a1-p001.html http://www1.prometheanplanet.com/de/server.php?s=how=ConResource.33236; http://www.hueber.de/shared/uebungen/schritte-international/index2.php?Volume=1&Lecture=1&Exercise=1&SubExercise=1 ; http://deutschkurse.dw-world.de/KursPlattform/WebObjects/KursPlattform.wa/wa/UAAAuthDA/auth?par=2M1pra005bWL3n8PGqg64W03IG85JXGM70P2SIWcEZfl2786SGXm1NzoVNKD0W1sVN460W4437C41tHs30Dt0mG121G00N9fSt8PUGqG11qMSsLo0 http://atschool.eduweb.co.uk/rgshiwyc/school/curric http://webgerman.com/Animated/index.html http://www.education.vic.gov.au/languagesonline/german/sect06/no_2/no_2.htm; http://www.languageguide.org/im/alpha/de/

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Listening, Speaking, Writing The teacher will: 1. teach how to ask and state where one comes from and which language/s one speaks.	Setting the scene: Teacher will show a short video used in last unit to enable students to recall learnt language from previous unit. Brainstorm and discuss what they have to learn to be able to give and acquire information about country of origin. After watching a video/ or hearing a recorded dialogue accompanied by visuals, students discuss what information was given. They have to identify - the question word used (<i>Woher + kommen</i>) - the verb (<i>kommen + aus</i>) extracts from http://www.youtube.com/watch?v=tUeipFzNPZs In a plenary session with students working in pairs using Mini Whiteboards, discuss and decide what key words are necessary. Students research names of countries in German using a Map of Europe in German or a <i>Kinderatlas</i>. http://openlearn.open.ac.uk/mod/oucontent/view.php?id=399747&section=3.1 ; Practise in groups - asking for and giving information. - Match country flags to names of countries. - Saying nationality http://userweb.port.ac.uk/~joyce1/abinitio/chap2-2.html Repeat procedure for the structures <i>Was sprichst du? - Ich spreche Deutsch. und ... Sprichst du Deutsch? - Ja, /Nein,</i> <i>Was ist deine /Ihre Muttersprache? Welche Sprache/n sprichst du /sprechen Sie?</i> http://www.wiegehtsgerman.com/lesson/plan/1287/Talking%20About%20Languages Plenary session on the present tense of the verbs <i>kommen, sprechen, sein</i> for <i>ich, du</i> and <i>Sie</i> only. Using Mini Whiteboards students work in groups to give the correct conjugation of the verb which is called out by the teacher. This can also be practised in groups organised by the students themselves. http://german.about.com/gi/dynamic/offsite.htm?site=http://www.eurotalk.com/ (interactive world map with names of countries and languages spoken) http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet07.htm	Students will: listen and respond confidently and appropriately to rehearsed personal questions about where s/he lives and which language/s s/he speaks using good pronunciation and <i>Satzmelodie</i>. (Level 6) understand rehearsed utterances and simple sentences relating to information given about place of origin and languages spoken without relying on visual cues. (Level 5) listen to short statements and identify specific information – names of countries and languages with the aid of visual cues repetition and support. (Level 4) respond orally to questions using familiar rehearsed key words and phrases, initiating and maintaining a short interaction. (Level 6) orally use rehearsed structures to ask questions and give answers about where s/he comes from but still has difficulty with position of the verb and verb agreement. (Level 5) orally use rehearsed structures to ask questions and give answers about where s/he comes from but still has difficulty with position of the verb and verb agreement. (Level 4) sequence in writing short text (short questions and answers) correctly, using

	Plenary discussion on recognition of verb in sentence and Word order in sentences and questions. Students form Human sentences and questions using cue cards. Students work in groups on structures, vocabulary and phrases: • using textbook exercises, Handouts, speaking frames, interactive exercises on the computer • fill in cloze text of a dialogue from a given list of words and perform the dialogue. • prepare a mini dialogue pretending to be a famous person. internet access: http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lektion=1&Exercise=4&SubExercise=1&ExerciseUrl=schr1intl1ex4.htm; http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet04.htm http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet07.htm http://www.curriculumbits.com/prodimages/details/german/ger0019.html http://vs-material.wegerer.at/deutsch/d_daz.htm (Click Länder und Sprachen) Teacher asks students whether learnt vocabulary and structures can be used in other situations and contexts. Students work together in pairs and suggest answers on mini whiteboards. Suggestions are then collated on IWB. Students then work in pairs on the different situations they have suggested and then given cards E. g. Where products come from, where personalities come from (students take up the role of German personalities aided by pictures or masks and act out the role plays.) Using different resources e.g. atlas, textbook, interactive CDs, Videos etc. students choose how they will access the following information • Names of countries and languages spoken. • What structures / question words are necessary to ask for information about where one comes from, what language one speaks • Plenary presentation and discussion • Students practise structures and new vocabulary in groups again choosing from different tasks at their work stations. • Students prepare a short role play in groups and present it to class.	correct word order and verb agreement. (Level 6) sequence and write phrases/sentences but still makes mistakes in word order. (Level 5) sequence and write phrases/sentences but still make mistakes in word order. (Level 5) copies sentences/short phrases/words in the Learning diary. (Level 4)
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	- Students enter learnt and revised structures in their <i>Lerntagebuch</i> - Model of a dialogue is chosen by students and written in <i>Lerntagebuch</i>. http://gut.languageskills.co.uk/15881.html http://www.sunderlandschools.org/mfl-sunderland/resources/ge-audio/alphabet-german.mp3 (pod cast) http://gut.languageskills.co.uk/15881.html; (free access after 4 p.m. suitable for homework).	
Strands: Listening, Speaking, Writing The teacher will: 2. teach the letters of the alphabet and the spelling of words/names and how to say please, thank you, sorry, excuse me and ask for repetition.	Teacher sets the scene by showing a video or presenting a listening comprehension with visual cues which sets the problem of knowledge of the Target Language new alphabet and need to spell words. At different work stations, students find out the letters of the alphabet, note sound and new letters, (CDs, practice role play asking for spelling on unfamiliar names. Students work in groups with pictures or objects and have to note down which letter of the alphabet they start with. Or Spell the name of the object / picture or object. Partner/s has/have to say the word and point to the correct picture/object. Or Play <i>Laufdiktat</i> with words. A student reads words from a text which is hung on the wall and has to go back to group and dictate them to the rest of group. Students play <i>Buchstabenmaus</i>/ Hangman with learnt words practising alphabet and sounds. http://www.hueber.de/seite/pg_lehren_rapvideo_ddc; http://www.hueber.de/shared/uebungen/themen-aktuell/lerner/uebungen/fset.php?Volume=1&Lektion=1&Exercise=5&SubExercise=1 http://courseware.nus.edu.sg/e-daf/dmg/alphabet/index.htm Using language learnt in other contexts Teacher encourages students to reflect and explore situations where they have to ask and give information e.g. A telephone conversation with a hotel, filling in a form, enlisting for an international sport activity. Using writing frames and working at a Talking Table students work in groups on different situations and explore conversation strategies e.g.: <i>Wie bitte? Wie schreibt</i>	Students will: listen and respond with confidence to a basic repertoire of rehearsed social phrases to demonstrate comprehension. (Level 6) listen and respond to a repertoire of basic rehearsed social phrases, however making some mistakes in pronunciation and intonation. (Level 5) listen and respond to a very limited repertoire of basic rehearsed social phrases totally relying on repetition of patterns and support. (Level 4) express orally rehearsed phrases/questions correctly in familiar classroom routines to interact socially using forms of courtesy, ask for repetition and spell names in the target language. (Level 6) interact in a dialogue asking for and giving information which includes the use of the numbers 0-20, e.g. saying how old one is, give telephone numbers etc focussing on sounds to correct pronunciation and intonation. . (Level 5) reproduce sounds and mimic basic phrases relying totally on repeated modelling. Correct pronunciation and intonation are very limited. (Level 4)

	<i>man das? Buchstabieren Sie bitte?</i> Revise greeting and taking leave forms from previous unit. Using a recorded text with visuals students note the different forms used in a telephone conversations and how to ask for repetition of information. Students work in pairs to prepare a role play asking for names, words to be spelt. Students work in pairs to prepare a role play asking for names, words to be spelt following a speaking frame.	express in written form rehearsed words, phrases or short sentences and illustrate them to demonstrate meaning, e.g. filling in speech bubbles in a cartoon strip. (Level 6) write and spell key words correctly when these are dictated. (Level 5) copy written words and phrases and special characters of the alphabet with support. (Level 4)
Strands: Listening, Speaking, Writing The teacher will: 3. teach the numbers 0-20, how to say/ask how old one is and how to focus on sounds and their respective written form.	Teacher sets the scene through a video clip, song, PowerPoint. Students chose from different tasks to learn the numbers. CD players/ computer for different groups and worksheets are required for students to record their work on. This may include: -seeing and listening to the numbers through interactive computer tasks/ PowerPoint, -listening and ticking the appropriate number, -listening and arranging the numbers in the right order, -recording the numbers oneself after having heard them and checking with the recorded version. Chose from different interactive exercises and activities on the website http://www.teachnet-uk.org.uk/2008%20Projects/MFL-German Numbers/German_numbers_1-20/games-activities.htm Vocabulary work: http://www.ielanguages.com/exercises/gerfamily4.htm http://www.ielanguages.com/exercises/Germanexercises.html http://www.klbict.co.uk/interactive/primary/gm_numbers/numbers1.htm http://www.aiglonlanguages.ch/wordorder/zahlen.htm http://yic.org.uk/ (Click <i>Zahlen</i> and choose appropriate exercise) <i>Texteingabe</i>: http://www.aiglonlanguages.ch/quizzes/zahlen.htm Homework practice: http://www.digitaldialects.com/German/numbers_31.htm Tasks on different sounds: - Tick which number contains these sounds, tasks on words which contain similar sounds learned in previous lessons (<i>heiße, mein, Österreich, Schweiz...</i>) - recording words with same sounds, presenting words and their different	Students will: listen to short texts and dialogues which include numbers from 0-20 and simple questions/answers about age and demonstrate comprehension by answering multiple choice questions. (Level 6) listen to short texts and dialogues which include numbers from 0-20 and focus on sounds to choose the correct expression heard by ticking from a prepared list. (Level 5) after repeated listening to words and short phrases correlate sounds to their written form. (Level 4) interact in a dialogue asking for and giving information which includes the use of the numbers 0-20, e.g. saying how old one is, give telephone numbers etc using correct pronunciation and intonation. (Level 6) interact in a dialogue asking for and giving information which includes the use of the numbers 0-20, e.g. saying how old one is, give

	sounds in groups (work on similar words from a picture dictionary), • quiz on words and different sounds/ written forms, • guessing game or snap with picture and numbers. • Textbook and students` CDs (can be given for Homework) Students are to note own examples in their learning diary. In a plenary session students present or share their work.	telephone numbers etc focussing on sounds to correct pronunciation and intonation. (Level 5) recite the numbers from 0-20 and mimic basic phrases relying totally on repeated modelling. Correct pronunciation and intonation are very limited. (Level 4) write a short text following set points using rehearsed patterns which include the use of numbers 0-20. (Level 6) write numbers correctly from memory in a cloze text. (Level 5 Writing) copy numbers correctly in the learning diary. (Level 4)
Strands: Reading, Writing The teacher will: 4. teach how to give and obtain basic personal information from visiting cards and forms and how to fill simple forms with basic personal details.	In a plenary session, students present their work, role play etc. Students present the structures they have identified as important for this task. Students agree on basic forms and write them in their <i>Lerntagebuch</i>. • Students discuss what personal details one should be able to give and ask for. They discuss on what occasions one is required to give information. (Teacher places realia for students to examine and explore e.g. visiting cards, envelopes with addresses and stamps from German speaking countries, different types of forms, etc.) • Students produce varied types of forms, cards, etc with their personal details or details of famous film stars, TV characters. They exchange visiting cards with peers during a dialogue/ role play. Formulare im Internet: http://www.daf.uni-muenchen.de/media/downloads/efv_anmeldung.pdf Students use internet to find and download or create their own <i>Anmeldeformulare</i> (registration forms) http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=1&Exercise=7&SubExercise=1&ExerciseUrl=schr1intl1ex7.htm	Students will: read various texts e.g.: forms/visiting cards and extract information and transform it into a written descriptive text. (Level 6) read and predict meaning of some unknown words in a visiting card or form using cognates and a list of missing words. (Level 5) highlight basic personal information in a visiting card or form to show understanding. (Level 4) produce in writing a visiting card/personal advert giving personal information. (Level 6) fill in a form with personal information (name,

	http://www.graf-gutfreund.at/daf/01basics/basics_ausfuellen_von_formularen.pdf Postleitzahl http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet13.htm <u>Extended activities:</u> • Students produce visiting cards using ICT • Fill in Logins in Internet to get a newsletter. • Fill in a student Identity card. • Link to a <i>Letternet</i> to give personal particulars to ask for a German pen friend. • http://www.letternet.de/welcome • Connect to a German speaking class and exchange addresses and information. • Students send short emails or postcards to a partner class. • Students produce, act, video, record a role play involving material learnt. • Students create a poster / visiting card of a German speaking personality, giving details, address, telephone numbers, languages spoken etc. using vocabulary and structures learnt in this unit. • Students choose 2 tasks in which they use the structures learnt in unit • E.g. Students fill in a registration form, address postcards or envelopes using the target language forms. Students pretend to be a famous German person and produce I.D., visiting card or <i>Steckbrief</i>.	place of birth, address, telephone number etc.) relying on a model. (Level 5) fill in a form correctly giving basic personal information totally relying on support and frames. (Level 4)
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.2)

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking:

The students explore and utilise the recording and playback capabilities of the Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their sound recordings for insertion in a program like Cartoon Story Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> that match a particular situation of the lesson undertaken.

German alphabet:

Students explore the alphabet through a Quandary⁴ set at different levels of understanding, prepared by the teacher

http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

Students create their own presentations by use of video clips or pictures and music they record themselves to show their level of understanding of the German alphabet by using the program Animoto² <http://animoto.com>.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert sound, pictures and video in connection with the learning of the German alphabet.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and create a vocabulary file.

Numbers:

Students utilise online resource available from <http://www.education.vic.gov.au/languagesonline/german/sect03/index.htm> to learn the numbers from 1 – 10 and 10 – 20 from <http://www.education.vic.gov.au/languagesonline/german/sect05/index.htm>.

Students / teacher may utilise the Match Game Maker program from <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.

Basic personal information:

Students / teacher may utilise the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to provide basic personal information by the insertion of text bubbles, titles and information boxes or audio bubbles to build a short cartoon story.

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.

Subject: German as a Foreign Language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.3 Family and Friends – *Familie und Freunde*

Strands: Listening, Speaking, Reading, Writing

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

Objectives		
The teacher will:		
1. teach how to ask and answer question using various register to ask about personal well being. (Listening ,Speaking, Writing)		
2. teach numbers larger than 20. (Listening, Speaking, Writing)		
3. teach the use of the indefinite article and the possessive <i>mein/e</i> in the nominative in the context of the topic family, friends and acquaintances. (Speaking, Reading, Writing)		
4. teach the personal pronouns <i>er/sie/es, wir, ihr ,sie/Sie</i> and the present tense paradigm of the verbs <i>wohnen, leben, heißen, sprechen, sein, haben</i> (Speaking, Writing)		
5. guide students to use structures and language learnt in this unit to give and obtain detailed personal information..(Listening, Speaking, Writing)		
Key words	Points to note	Resources
<i>Wie geht es dir/Ihnen?</i> <i>Super/danke/gut/fantastisch / auch gut/sehr gut/na, ja. Es geht /Ach, nicht so gut. Das ist / sind mein/e, Vater, Mutter , Eltern, Bruder, Schwester, Tochter, Sohn, Kind, Kinder, Tante, Onkel, Großvater, Großmutter... Familie, Freund/Freundin verheiratet, geschieden nicht verheiratet, ledig,verwitwet. (keine)Kinder haben Wohnort/Heimatland/ Geburtsort, heißen,wohnen,leben, kommen, haben, studieren Wer ist das? Wie heißt du /heißt Sie, die Zahlen: 20 +..., hundert, eine Million.....</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. The teacher makes use of/raises awareness of students' prior knowledge of forms of address. Cultural and intercultural awareness permeate the four strands e.g. differences/ similarities in forms of greetings, manners, etiquette, formal/informal register. The students are to be given the opportunity to listen to the language individually/in groups to familiarise themselves with the language, its structure and use. Students should be taught how to explore various contexts and situations when learnt structures/phrases could be used. At this stage '<i>Wie geht es dir/Ihnen?</i>' are to be presented as expressions and not explained grammatically. Focus on written form and sound: Students learn to identify between and consolidate sounds and their written form. Plenary sessions encourage discussion and sharing of work. Students are to work on interactive tasks where they can check and correct themselves. Clear instructions have to accompany tasks. Authentic material of interest to the students and target language are to be used. During short reflective sessions teacher and student/s share ideas on progress achieved and how to proceed to further learning. Make use of structures and vocabulary learnt in previous lessons; example: revision of numbers while teaching vocabulary on the family (<i>Meine Schwester ist elf Jahre alt</i>).	Textbook and students` CDs. Interactive teacher's handbook, <i>Intensivtrainer</i>, Glossaries and other CDs, DVDs (<i>Schritte, Planet, Wir , Hallo aus Berlin</i> etc), text book material featuring listening and reading tasks on the language for this Unit. Computer lab/ CD player/ Interactive whiteboard Different types of games on verbs (ELI material) Magazine/Internet articles about/CVs of German speaking personalities /students' favourite personalities. Authentic texts (and/or texts written by a German partner class/ other students of German/ composed by students themselves) http://www.education.vic.gov.au/languagesonline/german/sect05/index.htm, http://www.helloworld.com/German/worksheets/numberflashcards.php, http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet11.htm

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning Outcomes
Strands: Listening, Speaking The teacher will: 1. teach how to ask and answer question using various register to ask about personal well being.	<u>Greetings.</u> : Students watch video clips of German speakers greeting each other and observe and note what they do and what they say to greet each other and ask how one is. E.g. http://www.youtube.com/watch?v=NXDM9XXhQ4&feature=channel - <i>Guten Tag Wie geht es dir?</i> OR a video clip such as <i>Hallo aus Berlin</i>. Various greeting forms in different parts of Germany and German -speaking countries are presented. The teacher discusses the teaching objectives. Students are asked to use work in pairs using mini whiteboards and note down words, phrases and expressions and gestures. Students note formal/informal forms of address. <i>Guten Tag! Wie geht es dir /Ihnen?</i> In a plenary session discuss how cultures differ when asking how one is (in Maltese, English and German). E.g. The practice by German natives asking about how one is, does not carry the same meaning as when an English speaker asks "How are you?" (in the latter case this is just a convention). Discuss and compare manners and forms of etiquette. Students work on handouts and websites e.g. matching question to answer /visual http://www.quia.com/cm/13666.html?AP_rand=459306579 Students identify words, phrases and expressions End activity: http://www.genkienglish.net/learnertospeakgerman/hallowiegehts.htm (Song : <i>Hall, wie geht's ?</i> plus visuals) <u>Differentiated tasks are set for reinforcement:</u> Students listen to dialogues accompanied by visuals (Pictures/Posters) or watch video clips containing the language to work on language needed. Students use a map of Germany and its regions and of German-speaking countries with different cards showing the different greeting forms and focus on formal /informal forms of address and/ or greeting forms according to region. Students present what they have discovered in a plenary session. New language and students ` remarks/notes are compiled on the IWB and used for the learning diary. Students work in pairs, in groups or individually depending on the task chosen and then present their work in plenary sessions. - using the computer, PowerPoint presentations. - asking and answering according to cues assigned to them, - matching situation to language used – reading a short situation and matching text with picture. -listening tasks (open ended answers, multiple choice or by ticking a grid, matching to visuals etc).	Students will: listen dialogues in which various registers are used regarding personal well-being and identify register and rehearsed patterns and answers. (Level 6) listen to a dialogue in which one is asked about personal well being and fill in a cloze text with missing key words to demonstrate comprehension. (Level 5) listen repeatedly to questions/ answers about personal well-being and indicate the register used by pointing to visuals. in the or respond to the questions with one word or a gesture. (Level 4) engage and interact in short conversations / utterances to say how one is and asking how others are using the correct register according to the situation. (Level 6) direct rehearsed question about personal well being in class using the correct register <i>dir/ Ihnen</i>. (Level 5)

		with support and repetition ask and answer questions in the <i>du</i> form about how one is, using a speaking frame. (Level 4)
Strands: Listening, Speaking, Reading, Writing The teacher will: 2. teach numbers larger than 20.	The teacher starts the lesson by using a situation/ game to revise the numbers from one to twenty and to set the scene for the introduction of the other numbers. <u>Brainstorming:</u> Comparison of how numbers in Maltese and German numbers are formed using numbers the students are already familiar with. Students work in pairs/ groups at the following activities: • sequence numbers, • match figures/ pictures representing the number with their respective written form, • listen to and sequence numbers, • use them in games (e.g. Bingo) http://www.digitaldialects.com/German/numbers_31.htm http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Deutsch_Anfanger/Nummern/Index.htm This site has varied and differentiated interactive exercises. Assign to different groups of students. Students note down in their learning diary how the numbers larger than 20 are written. Homework: Students produce own cue cards for practice. Students choose from a choice of different tasks dealing with how to learn the numbers. <u>Differentiated tasks for reinforcement may include:</u> - seeing and listening to the numbers through interactive computer tasks/ PowerPoint, - listening and ticking the appropriate number, e.g. Playing Bingo with one member of the group calling out the numbers. - listening and arranging the numbers in the right order, - recording the numbers oneself after having heard them and checking with the recorded version. A mixture of different interactive exercises and activities on the following websites Vocabulary work: http://www.ielanguages.com/German1.html#numbers (MP3, Flash cards) <u>Texteingabe:</u> http://www.aiglonlanguages.ch/quizzes/zahlen.htm http://www.aiglonlanguages.ch/quizzes/zahlen.htm Homework practice: http://www.digitaldialects.com/German/numbers_31.htm http://yjc.org.uk/ (Click <i>die Zahlen</i>) Choose from the various activities offered. Tasks on different sounds:	Students will: listen to various texts containing numerical information and demonstrate comprehension of details by filling in a prepared grid. (Level 6) focus on numbers, recognise them in various listening texts and match them with their written form. (Level 5) with repeated listening correlate sounds to their written form with the help of visuals in order to distinguish between numbers e.g.: <i>neun, neunzehn, neunzig</i> (Level 4) confidently use numbers orally in connection with rehearsed structures and familiar contexts. (Level 6) express orally simple mathematical problems involving numbers relying on a learning mat (Level 5) express orally various numbers totally relying on repetition and

	- ticking which number contains these sounds, tasks on words which contain similar sounds learned in previous lessons (<i>heiße, mein, Österreich, Schweiz...</i>), - recording words with same sounds, presenting words and their different sounds in groups (work on similar words from a picture dictionary), - quiz on words and different sounds/ written forms, - Guessing game or snap with picture and numbers. - Textbook and students CDs (can be given for Homework) Students are to note own examples in their learning diary. In a plenary session students present or share their work. <u>Numbers larger than 100:</u> Teacher sets the scene through a video clip, song, PowerPoint. Students choose from different tasks to learn the numbers: CD players/ computer for different groups and worksheets are required for students to record their work on. This may include: -seeing and listening to the numbers through interactive computer tasks/ PowerPoint, -listening and ticking the appropriate number, -listening and arranging the numbers in the right order, -recording the numbers oneself after having heard them and checking with the recorded version. Pronunciation: http://www.languageguide.org/im/num/de/ Click on number to see how it is written and hear and repeat. Think- pair- share using mini whiteboards and the IWB: Students guess the number and write and say before seeing/hearing correct version. Remote Preparation: Ask students to bring pictures of a /their family for the next lesson.	visual cues. (Level 4) present written information using numbers and rehearsed structures according to the purpose and audience. (e.g. short letter, poster, speech bubbles, etc) write numbers 1-100 correctly from memory in a cloze text on a familiar topic with some spelling mistakes. (Level 5) with support copy numbers over 20 in the learning diary. (Level 4)
Strands: Speaking, Reading, Writing The teacher will: 3. teach the use possessive article <i>mein/e</i> in the nominative in the context of the topic	Setting the scene: introduction of the topic e.g.: use a video clip e.g. Prima Band 1 DVD – <i>Meine Familie</i> or <i>Hallo aus Berlin</i>, PowerPoint , poster Discussion of the teaching objectives of the lesson. Use the IWB to introduce basic vocabulary and allow students to reflect before correlating the visual to the written cue. Use the same visuals to introduce the possessive article using the IWB and listening texts. Students are given time to Think-Pair-Share and reflect on the connection between the word and the possessive articles. In a debriefing session elicit patterns . Students enter their findings in the learning diary. Students work in mixed ability groups on activities on the topic family and friends and using the	Students will: express orally familial relationships using the correct possessive pronouns confidently. (Level 6) utter the correct possessive pronouns and rehearsed vocabulary when mentioning family members in a conversation using a

family, friends and acquaintances.	indefinite and possessive articles: - listening tasks introducing the family, - Students match own picture/s to words, - label a/ their family tree and fill in a cloze text with key words. - work on feminine and masculine articles pertaining to the topic, - compile posters, family trees using material they have brought to class: drawings, pictures of members of their own family, pictures of family groups Vocabulary http://www.ielanguages.com/exercises/gerfamily4.htm Wordsearch : http://www.aiglonlanguages.ch/wordsearch/german/family.html From the following website http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/german/german_activities/index.html choose from : Flipchart Files: Ich und mein familie.flp Word Files: Ich und mein familie.doc , Ich und meine familie gapped.doc Interactive Files : Meine familie und ich.zip They distinguish between the possessive <i>mein/e</i> through its use in listening or/and reading texts. Board or card games such as snap (first correct answer on what is depicted on the card wins. Students are to use the full structure: <i>mien Voter/ mine Mutter</i>. Students identify <i>mein/meine</i> from the following text. http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/german/german_activities/Family%20German/Ich%20und%20meine%20Familie.doc Matching picture to text/ writing headings to missing captions or pictures/listening tasks and placing picture in the right place. Family:http://www.helloworld.com/German/worksheets/family1.php, http://www.languagesonline.org.uk/ http://www.education.vic.gov.au/languagesonline/german/sect07/index.htm:http://www.languagesonline.org.uk/ http://www.youtube.com/watch?v=NXDM9XXhQ4&feature=channel http://www.quia.com/cm/13666.html?AP_rand=459306579 http://www.learnalberta.ca/content/ilglt/Flash/index.html Students collect information about each others' families and friends. Students speak with the help of cue cards and pictures depicting the person concerned. Students display their work (class, school, German department website, and class or school display boards). Letter cloze (demanding) http://www.aiglonlanguages.ch/cloze/familie.htm PowerPoint http://intranet.newent.gloucs.sch.uk/mfl/GermanPowerpoint/	speaking frame. (Level 5) repeats and mimic the correct possessive pronouns to express familial relationships with visual support and repetition. (Level 4) read a text on familial relationships /friends and acquaintances and demonstrate comprehension by answering multiple choice questions. (Level 6) read a text on familial relationships demonstrate comprehension by drawing a family tree. (Level 5) with support read short sentences/phrases and match text about family members to visuals. (Level 4) independently produce a brief written text on the topic using the correct personal pronouns in the nominative and rehearsed vocabulary after consulting a modelled text. (Level 6) fill in a cloze text on the topic my familiy/friends and acquaintances with the key words and the correct form of the possessive <i>mein/meine</i> from a given list. (Level 5)
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	Accompanied by different exercises from http://www.quia.com/jg/399859.html Teacher discusses the lesson's teaching objectives through a PowerPoint or a situation. After discussing different types of text models students choose to work on any of the following: a dialogue; e-mail ; a text for website ; students can work on keywords/phrases - tasks in talking table, use a model text and substitute information to build their own text about people they know fill in a grid with information after reading a text about German personalities. Students check answers themselves from peers, PowerPoint presentation or handout sheets. In a plenary session students present their work. Model chosen to be written in the <i>Lerntagebuch</i>. Culture: Students search and write a short text /PowerPoint presentation with visuals about the family of a German speaking personality, from the point of a member of that family (e.g. <i>Schritte International Seite 98 Übung 24, 25</i>). Exchange information with a German speaking contact through an eTwinning Project / e-mail partnership.	with support and prompting select the right word and copy a words to complete a short phrase or a simple sentence on the topic. (Level 4)
Strands: Speaking, Writing The teacher will: 4. teach the personal pronouns <i>er/sie/es, wir, ihr, sie/Sie</i> and the present tense paradigm of the verbs <i>wohnen, leben, heißen, sprechen, sein, haben</i>	Teacher introduces the teaching objectives of the lesson and discusses with students the need for personal pronouns. Revise the members of the family or famous people with the use of visuals and apply personal pronouns instead of nouns and names using the IWB. (e.g. : http://www.youtube.com/watch?v=SWnc1HSCvRY -students adapt words to be sung in target language.) . Students practise in mixed ability groups on short texts/statements to replace known vocabulary with personal pronouns. http://www.hueber.de/sixcms/media.php/36/ddc1-l06-ab.pdf (<i>Pronomenwürfel</i>) Using the die and a list of words, students practise asking and answering questions using the present tense of the verbs <i>wohnen, leben, heißen, sprechen, sein, haben</i> In a debriefing period the teacher guides the students to understand the connection between definite articles and pronouns e.g. <i>der</i> and <i>er</i> . E.G. Using the eraser on the IWB (<i>der</i> becomes <i>er</i>) in a text accompanied by visuals. Students work on a range of tasks to familiarise themselves with questions and question words: They listen to conversations and match questions and answers or tick from a range of answers, listen to conversations and sequence questions/answers. Students read and match information in forms with questions and answers, by filling in the appropriate information in a conversation. Students work on a text and substitute pronouns for nouns. Students answer true or false questions, combine texts and forms. Exercises from textbook and Student's CD Flashcards: http://www.studystack.com/flashcard-8916 Students ask questions with the help of	Students will: express orally and independently the correct pronoun/s and verb paradigm of <i>wohnen, leben, heißen, sprechen, sein, haben</i> in familiar contexts. (Level 6) express orally the correct pronoun and verb paradigm of <i>wohnen, leben, heißen, sprechen, sein, haben</i> correctly relying on teaching frames. (Level 5) with repetition and constant support express orally a basic simple short sentence using a pronoun and the correct verb. (Level 4) independently express in writing

	flashcards/model dialogues. They conduct interviews themselves and present forms with the information they have gathered. Students are to be guided and encouraged to use a dictionary. Students note down examples of what they have learned in their <i>Lerntagebuch</i> and choose a homework task from a range of tasks presented by the teacher or which they suggest themselves. http://www.education.vic.gov.au/languagesonline/audio/german/Ich%20wohne%20in.mp3 http://www.education.vic.gov.au/languagesonline/german/sect09/pdfs/print2.pdf	the correct pronoun/s and verb paradigm of <i>wohnen, leben, heißen, sprechen, sein, haben</i> in familiar contexts.. (Level 6) write the correct pronoun and verb paradigm of <i>wohnen, leben, heißen, sprechen, sein, haben</i> correctly sometimes relying on teaching frames. (Level 5) with repetition and support write the correct verb ending in a sentence.(Level 4)
Strands: Listening, Speaking, Writing The teacher will: 5. guide students to use structures and language learnt in this unit to give and obtain detailed personal information.	The teacher introduces the teaching objectives of the lesson and leads a discussion on what students need to focus on and learn: Students are to learn to extract information and fill in information in forms. Information can refer to family, friends, personalities, student`s favourite characters Students work on a range of tasks to familiarise themselves with questions and question words: They listen to conversations and match questions and answers or tick from a range of answers, They listen to conversations and place the questions/answers in the right order as they hear them. Students read and match information in forms with questions and answers, or fill in with the appropriate information in a conversation. Students create a fictive person and write a description. Students ask questions with the help of flashcards/model dialogues. http://www.hueber.de/sixcms/list.php?page=landeskunde_daf They conduct interviews themselves and present forms with the information they have gathered. Students are to be guided and encouraged to use a dictionary.	Student will: listen to conversations including learnt structures and language and answers questions in short phrases to demonstrate comprehension (Level 6) listen to a conversation on personal information and familiar topics and demonstrate comprehension by filling in missing key phrases in a cloze text. (Level 5) listen to a short conversation and with repetition and support sequence questions/answers in the right order as they hear them. (Level 4) give orally personal detailed

		information about a fictive or real character using rehearsed language and structures. (Level 6) say some sentences about a fictive or real character using a speaking frame of rehearsed language and structures. (Level 5) repeat a sentence / short phrase about a fictive or real character to give information totally relying on repetition and support. (Level 4) write a text to give personal detailed information about a fictive or real character using rehearsed structures and vocabulary/ (Level 6) write some short sentences about a fictive or real character using rehearsed structures and vocabulary from a writing frame. (Level 5) copy the correct key words/ short phrase in a sentence about a fictive or real character with support and repetition. (Level 4)
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.3)

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Writing:

The students explore and utilise the recording and playback capabilities of the Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in a program like Cartoon Story Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> that match a particular situation of the lesson undertaken.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert text, voice, pictures and video related to the lesson undertaken.

Students create a Prezi² presentation <http://prezi.com> where they insert text, voice, pictures and video related to the lesson undertaken.

Students create their own presentations by use of video clips or pictures and music they record themselves to show their understanding of various situations of greetings by using the program Animoto² <http://animoto.com>.

Students may utilise the online materials in relation to formal and informal greetings from

<http://www.education.vic.gov.au/languagesonline/german/sect01/index.htm> covering - greetings,

<http://www.education.vic.gov.au/languagesonline/german/sect06/index.htm> covering - how are you,

<http://www.education.vic.gov.au/languagesonline/german/sect07/index.htm> covering - how old are you, family members.

Numbers:

Students utilise online resource available from <http://www.education.vic.gov.au/languagesonline/german/sect25/index.htm> to learn the numbers from 20 to 100.

Students / teacher may utilise the Match Game Maker⁴ program from <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.

Basic personal information:

Students / teacher may utilise the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to provide basic personal information by the insertion of text bubbles, titles and information boxes or audio bubbles to create a short cartoon story.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.4 I am hungry! , – *Ich bin hungrig!*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. teach food items and when they are eaten, the use of definite, indefinite, negative and plural articles in the nominative case. (Speaking, Reading, Writing)
2. teach quantities, prices, weights and measures, conversational strategies and expressions which occur when shopping for food. (Listening, Speaking)
3. teach how to express hunger and thirst, likes and dislikes about food and drink and how to say whether something tastes good or not. (Listening, Speaking)
4. guide students to explore and acquire information about eating habits and traditional dishes in German speaking countries and to compare them with their own. (Speaking, Reading)

Key words	Points to note	Resources
<i>Das ist /das sind ein / eine /einen,kein, keine, keinen Apfel Äpfel, Ei/Eier, Saft,Salz, Tomate/n..., Brötchen, die Zahlen(Revision). Frühstück, Mittag-, Abendessen. (ein)kaufen, brauchen, kosten, Ja-/Nein-Fragen:Haben Sie /Hast du./ Brauchen Sie ...? Kann ich Ihnen helfen? W-Fragen:Was/Wie viel möchten Sie? Wie viel kostet/ Was kostet? Ein Kilo, ein Pfund, 100 Gramm...; Euro, Cent; Sonst noch etwas? Ich brauche/Ich möchte ... Nein, danke. Das ist alles. Ich habe Hunger/Durst. Ich bin hungrig/durstig. Essen, trinken, gern, nicht gern,Liebblingsgetränk, Lieblessen, das schmeckt /gut/sehr gut, sauer.. Wie bitte? Ja, vielleicht / natürlich. Hier bitte.</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. Teacher is to give students time in class to familiarise themselves with the use of dictionaries (how to look up new words, recognise articles and plural). The teacher is to give students time through different activities to discover and work with different article forms and to use them in easy or more complex tasks using games and different kinds of tasks (listening, reading, writing or speaking). In this unit articles are introduced. The definite article is taught and consolidated before the indefinite and negative articles are tackled. Numbers have to be revised before quantities are introduced. Authentic texts e.g. adverts are to be used . Sometimes texts have to be slightly modified. Skimming and scanning and thinking skills need to be taught. Students explore the topic of food and drink in German speaking countries and the varied eating cultures and traditions of respective regions. Students are introduced to varying cultural aspects of German regions. The teacher may choose to focus on one country, state or time of year with tasks on various events /feasts/traditional dishes/ food (such as fruit and vegetables) of different regions. Students explore other contexts and situations where learned vocabulary and structures can be used.	Textbook / students` CDs. Interactive teacher`s handbook, <i>Intensivtrainer</i>, Glossaries and other CDs, DVDs, text book material featuring listening and reading tasks on the language for this Unit: to be found at the German resource centre. Video <i>Schritte International</i>. Computer lab/CD player/ Interactive whiteboard. Different types of games on food, drink and numbers (ELI material), Receipts in TL, spot the difference game (<i>Schritte International</i> pg. 3 B4), guessing game (pg30 A3). Shopping brochures. Map of Germany (including the states) and German speaking countries. Magazine/Internet articles about German feasts (e.g.: <i>Oktoberfest</i>), food and drink. Authentic texts (and/or texts written by a German partner class/ other students of German/ composed by students themselves). http://www.education.vic.gov.au/languagesonline/german/sect25/no_01/no_01.htm http://www.education.vic.gov.au/languagesonline/german/sect25/pdfs/print7.pdf; http://www.education.vic.gov.au/languagesonline/german/sect25/pdfs/print4.pdf

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Speaking, Reading, Writing The teacher will: 1. teach food items and when they are eaten, the use of definite, indefinite, negative and plural articles in the nominative case.	The teacher presents the students with a situation e.g. Video (people eating breakfast, etc) which will lead to a discussion on the need to learn the articles and the plural of nouns. The teaching objectives of the lesson are defined and students then set about working on different tasks on definite, indefinite articles and plural forms. <i>Was isst? Was trinkt ...?</i> http://www.youtube.com/watch?v=xYdbziJbWYU Introduce the definite article with vocabulary. Encourage the use colours and mnemonics to help students learn. Students share learning techniques e.g. cover uncover, check, making mind maps, categorising, drawing visuals etc. The teacher provides visual aids such as pictures/ realia, or flashcards to introduce the food items. The students choose tasks to work on the plural forms, definite and indefinite articles. Focus may be first on recognition and pronunciation, and then on the spelling of words. Students think pair share to discuss what type of food one normally eats and when; they work in four different groups to make list on one heading: <i>zum Frühstück. zu Mittag. am Abend. Zwischendurch.</i> Differentiate by providing visuals, frames, lists, dictionaries. In a debriefing session collate the information on the IWB, In a debriefing session introduce the indefinite article and the null article on the IWB by giving statements and visuals. Students think pair share to identify patterns. Compare with English and link with previous unit. Introduce the negative indefinite and compare to <i>mein/e</i> from the previous unit. Class discusses the outcomes of the tasks and students note down the language learnt in their learning diaries. Differentiate by giving a handout prepared by teacher and filled in by the class in the plenary session. Students work further in mixed ability groups on various tasks: • plural forms through picture matching, • students categorise words with the same plural formation, • students practise the plural forms (e.g.: game – spot the difference), • reading and categorising words according to articles as presented in a text. • different reading/listening texts accompanied by different tasks: e.g. filling in the blanks with the appropriate words, replacing pictures with words, choosing the correct word from a list of given words and answering open ended questions.	Students will: express orally language and structures associated with food items. (e.g. in a dialogue or a presentation on food) (Level 6). (Level 5 Speaking) list orally on the food items one eats during the different parts of the day and use the right article form /plural and rehearsed structures with the help of a speaking frame. . (Level 5) with repetition and support say the names of food items and match to visuals. (Level 4) demonstrate comprehension by defining details in a sale flyer or other reading texts which include information on food items.. (Level 6) read a text about food items and demonstrate comprehension by , identifying simple true or false statements. (Level 5) with support match written vocabulary/phrases on food to visuals. (Level 4)

	Classify food in their categories. http://www.yjc.org.uk/ click <i>Essen und Getränke</i> – choose an activity http://www.ngfl-cymru.org.uk/1-0-0-0_good_practice/gp-essen und trinken.htm Wortschatz training: http://www.hello-world.com/games/flashcards.php?language=German&topic=food&page=3 http://www.mrshea.com/spellmaster/8food2.swf http://www.mrshea.com/spellmaster/8food3.swf http://www.mrshea.com/spellmaster/8food4.swf http://www.mrshea.com/spellmaster/8food5.swf http://www.foodlexx.de/FOODLEXX_Daten/sonstigeSeiten/uebersichtengl.htm http://www.youtube.com/watch?v=xYdbziJbWYU The teacher is to guide the students to make use of bilingual dictionaries/online dictionaries to be able to look up new words, to understand dictionary terms and to set work on similar tasks as the ones in class for homework. Students can look up words which do not feature in the activities in class and look up pictures to match them with. Students work in mixed ability groups on various tasks to use learnt structures The teacher provides differentiated handouts with pictures of food and drink items expressions for the students to choose from but students are to be encouraged to work independently with the use of dictionaries and other material provided in class.	write a short text about what they eat and drink at different times of the day. (Level 6 . write a shopping list using basic rehearsed vocabulary. (Level 5). copy the name of food items fpm, a list to match to visuals. (Level 4)
Strands: Listening, Speaking The teacher will: 2. teach quantities, prices, weights and measures, conversational strategies and expressions which occur when shopping for food.	The teacher starts the lesson by showing a video clip on shopping in a supermarket or at the market. situation/ game to revise the numbers and to set the scene for the use of numbers in prices, quantities, weights and measures. E.g. by showing a picture of prices on shopping items. Students work on tasks where they listen to or read and note down prices and quantities. (Provide card/plastic money and link with mathematics). Ask students to compare how prices are written in Malta and in D-A-CH countries (e.g. the use of comma instead of decimal point).	Students will: understand prices, quantities, measures and amounts when listening to dialogues taking place in a shopping context and which includes rehearsed language and structures. (Level 6) understand prices, quantities, measures and amounts when

	http://www.yjc.org.uk/ : Choose Dialoge – Sms-salat • use the numbers through information gap activities, • ask for and fill in prices and quantities. • reorganise shopping lists or price lists. • students sequence a dialogue and learn verbs such as <i>haben, möchten, brauchen</i> and <i>kosten</i>, required in shopping dialogues. • create a dialogue from a picture frame and act it out or record it • write a song (rap a shopping list) and use <u>Songsmith</u> to record it. This could be used as an end session for a lesson. http://www.ngfl-cymru.org.uk/vtc/16022007/essen_und_trinken/lesson.html http://www.cornelsen.de/pluspunkt_deutsch/1.c.2838854.de#1.c.2838852.de (Mahlzeit, Guten Appetit worksheets) http://www.langenscheidt.de/lehrwerke_onlineprojekte/optimal_A1/kap05/k05.html Students work in groups. They are given situations which necessitate planning and shopping for food e.g. Planning a picnic for 4 persons, planning a party for ten persons. Students discuss the food items they will buy and the prices and make a list of food and drink items they need and how much that will cost. e.g. http://www.freude-am-kaufen.de/ They identify vocabulary needed to go shopping e.g. <i>Ich brauche... Ich möchte.... Was kostet/kosten...? Etc.</i> http://www.bbc.co.uk/languages/german/lj/market/ http://www.bbc.co.uk/languages/german/lj/market/roleplay/index_js.shtml Role-play on buying food for supper http://www.bbc.co.uk/languages/german/lj/market/sequencing/ Students rearrange the dialogue, and then listen to the dialogue to check their version. Extension: Students compare prices of food items on a German website e.g. special offers (<i>Sonderangebote</i>) www.kaisers.de and compare with local ones Include conversational strategies in dialogues (eg: <i>Wie bitte? Ja, natürlich. Ja, gerne, (Was möchten Sie? Wie viel...? Haben Sie..? Sonst noch etwas? Kann ich Ihnen helfen? Wie bitte? Ja, natürlich. Hier bitte. Das ist alles. u.s.w)</i>). Students can create their own dialogues with the help of flashcards and visuals. Differentiate by providing speaking / writing frames where necessary.	listening to a dialogue on the topic buying food items place in a shopping context in which rehearsed language and structures are used with the help of a visuals. understand a price or quantity in a listening text with the help of visual aids. (Level 4 Listening) create and interact in a dialogue on the topic shopping for food by experimenting with rehearsed language and structures. (Level 6) interact in a role play/ dialogue with the help of a model and a speaking frame. (Level 5) with support and much repetition say a price or quantity with the help of their notes or visual aids. (Level 4)
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	Students can act out their own activities and prepare their own activity sheets for others to follow on/ tick or answer. Students work on receipts and write down a dialogue between the persons who did the shopping (e.g.: a mother and son preparing a shopping list and discussing what they need to buy). The teacher/students can collect and use real shopping receipts or draw up a few. Students can choose to work on similar activities at home and prepare material to share with others.	
Strands: Listening, Speaking The teacher will: 3. teach how to express hunger and thirst, likes and dislikes about food and drink and how to say whether something tastes good or not.	Show a video clip of people eating in various places and at different times of day (show breakfast / other meals / snacks etc.) and revise different kinds of food and how they can be categorised (<i>Obst, Gemüse, Getränke</i>, fruit, vegetables, drinks) or combined with meals of the day). <i>Das Frühstück, das Mittagessen, das Abendessen, die Kaffeepause, Am Imbisskiosk</i> (Link with previous objectives). Introduce the verb <i>schmecken</i> giving some students some food and asking <i>Das schmeckt gut, oder?</i> Model sentences with <i>essen/ trinken (nicht) gern</i> using body language. Do not translate. Student drag sentences accompanied by visuals to the correct columns on the IWB. Extend by introducing <i>Ich hasse....</i> Extend the activity by • adding sentence building : <i>Ich esse gern in der Pause.</i> • by introducing negatives • by using word order patterns: <i>Zum Frühstück esse ich gern</i> • By adding another sentence: <i>Ich esse gern Das schmeckt</i> In a debriefing session introduce <i>lieber</i> using visuals. Again students have to decipher the meaning themselves. After consolidating <i>lieber</i> introduce the word <i>Lieblings-....</i> Students work in mixed ability groups on consolidation of language and structures about and how to categorise learnt language: • mind map or concept map • groups of words around different headings, use of pictures and flashcards). http://www.yjc.org.uk/ (Click on <i>Dialogue</i>) Students are presented with different tasks to choose from at different work stations: • they work with visuals representing food items to categorise them according to their personal likes and dislikes, • to categorise food items under different headings (cold and warm drinks, sweets, vegetables...) and state likes and dislikes,	Students will: listen to dialogues in different settings in which likes and dislikes about food are expressed and demonstrate comprehension by filling in a prepared grid (Level 6) listen to a dialogue in which likes and dislikes about food are expressed and demonstrate comprehension completing sentences with the correct key words/phrases. (Level 5) with support and repetition understand when someone is expressing hunger/thirst, saying that something tastes good or not and that <i>gern</i> and <i>lieber</i> are used to express likes and dislikes by using gestures or matching to visuals (Level 4) interact in a role play or dialogue in various familiar situations and using rehearsed vocabulary and

	• they listen to short listening tasks and fill in grids or blanks, • they work through PowerPoint presentations and glossaries and categorise words themselves, • they sequence sentences or text as it is heard on CD or match pictures with what they hear. http://www.tes.co.uk/Download.aspx?storycode=3009849&type=X&id=3015502 <i>Mein Lieblingsessen</i> worksheet. In a plenary session they write down / present to others what they have learnt and add class notes on the new language in their learning diary. The teacher discusses ways of how to note down vocabulary. Students can be asked to note down what they eat during the week and to present a food diary for a week about what they like to eat and drink. The students are to use their dictionaries to find out plural forms and note down the right articles.	structures on the topic food – likes and dislikes. (Level 6) ask and answer simple questions about what they like to eat and drink with the help of visuals and paralinguistic prompts (Level 5). with repetition and support mimic a simple sentence to show like/dislike of food items. (Level 4)
Strands: Listening, Reading, The teacher will: 4. guide students to explore and acquire information about eating habits and traditional dishes in German speaking countries and to compare them with their own.	Introduce the topic with a video clip or PowerPoint showing different feasts and food specialities in D-A-CH countries and discuss eating habits with regards to daily routine and feasts in the students' home country and find out what they know about the topic with regards to German speaking countries. Focus mainly on food and drink in Germany to introduce the German regions and regional food specialities/ feasts. Lead students to work on an Internet search on food and drink in Germany. Students learn about the regions in Germany and food/ and drink specialities. Students may opt to work on a particular region and to present information to the others in class. Students may present their work through a quiz, a PowerPoint or through a collage of words and pictures/phrases. In the first lesson students are familiarised with regions and food specialities of the region through different tasks. During this lesson students choose what to focus upon. Students compile their own material from an internet search and label pictures, work on food of the regions, look into ingredients or food related to different feasts or seasons. Explore Table manners (e.g. <i>Guten Appetit, Danke, ich bin satt</i>. Etc)	Students will: watch a video clip /listen to recording of a traditional recipe and elicit some details by filling in a grid. (Level 6) with the help of a prepared list accompanied by illustrations of regional specialities note down details from a listening text about special food in a region in Germany (Level 5). with repetition and support indicate visuals of food items listed in a short recipe. (Level 4) read a text e.g. a traditional recipe and fill in details in a grid. (Level 6)

	Suggested projects: Prepare a healthy breakfast/meal combining with a home economics lesson. In the second lesson students prepare and present their work at different work stations, through a class exhibition or through their chosen presentation. Landeskunde: http://www.hueber.de/sixcms/list.php?page=landeskunde_daf http://www.thelifeingermany.com/2007/08/breakfast-in-germany-german-breakfast.html http://www.bing.com/videos/search?q=video+food+items+in+Germanz&docid=871683916955&first=21&mid=5F4C276B0C4A6F65A1155F4C276B0C4A6F65A115&FORM=LKVR10# Wiener Schnitzel http://www.youtube.com/watch?v=nwzZDiLqMUM <u>End Activity (Cross curricular)</u> Hold a cooking session with the aid of the Home Economics Department. Hold a German food fair at school Cross Curricular: Home Economics, Geography, Science, ICT eTwinning project or e-mail exchange on food (special occasions, traditions etc) Make a video for partner class about food in Malta/Germany and exchange.	read a text with accompanying illustrations about a region in Germany and identify true/false statements to demonstrate comprehension. (Level 5). with support read the name of food and drink typical of German speaking countries and match it to pictures. (Level 4)
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.4)

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students learn to explore the principles of expressing quantities, weights, measures etc., through a Quandary⁴ set at different levels of understanding, prepared by the teacher http://www.halfbakedsoftware.com/quandary_tutorials_examples.php.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert voice, pictures and video in connection with learning about expressing quantities, weights, measures etc.

Students create a presentation utilising the online program Prezi² <http://prezi.com> where they insert voice, pictures and video in connection with learning about expressing quantities, weights, measures etc.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher use Triptico⁴ <http://www.triptico.co.uk/download-the-app> on any interactive white board to generate various types of short quizzes to enhance learning and understanding.

Acquire information:

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to show their level of understanding of German eating habits or knowledge of German traditional dishes by using the program Animoto² <http://animoto.com>.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit Code and title: GER 7.5: At home – *Zu Hause*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. guide students to consolidate the definite and indefinite article including the negative *kein* in the context of describe living accommodation, the differences between one home and another and how to decipher information from advertisements with particular reference to living accommodation in D-A-CH-L countries. (Listening, Speaking, Reading, Writing)
2. guide students to use colours, adjectives and intensifiers to describe something and how to express likes and dislikes in the context of living accommodation. (Listening, Speaking, Writing)
3. guide students to research living accommodation in D-A-CH-L countries and to compare with own. (Reading, Writing)

Key words	Points to note	Resources
<i>der/die/das; ein / einen /eine; Das ist kein / keine... Haus, Wohnung, Möbel, Zimmer, Wohn-, Schlaf-, Arbeitszimmer..., Balkon. erster, zweiter Stock... gefällt dir/ nicht, wie gefällt/gefallen dir/Ihnen? Ich finde....., Ich mag.... ist (ziemlich) gut/sehr gut/ nicht sehr gut/ ganz gut/ es geht/ ist/ ist nicht/ist doch nicht/ schön, billig, hässlich, teuer, groß, klein, dunkel, hell, alt, neu, gemütlich... er/sie/es ist dort; Farben, Zahlen 100-100,000, Anzeigen, Preise, Mietpreise, möchten, suchen, mieten, vermieten, brauchen, möbliertes Zimmer, Ferienwohnung, Quadratmeter....</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 these objectives in their learning diaries (<i>Lerntagebuch</i>) which is to be checked regularly by teacher/peers. The teacher should vary the presentation of the teaching objectives and the language structures to be taught, to keep the students actively involved in the learning process. Students are given time to familiarise themselves with the language through task based activities in pairs or in groups. Tasks should always be aimed to stretch the ability of the students, so that learning and effort will be the factors contributing to the successful completion of the task. Students are given the opportunity to decipher and construct the language through constant support and interaction with peers, the teacher and/or other adults (LSA, Lingua Assistant) and the use of material provided. Provide constant support and guidance so that students can learn independently (e.g. the use of dictionaries, glossaries and learning material they create themselves). Link new content with teaching objectives from previous units. The teacher discusses ways of working with words and articles, discussing and presenting different learning strategies. Students are to learn different ways of noting down new language through family words, 'chunks', vocabulary box, brainstorming... Time is allocated for the sharing of activities and plenary sessions; students are to reflect on the process as well as content of learning. Students learn how to check and correct language they are working on and assess their own work. Teacher provides guidelines to help them accomplish such tasks. Authentic advertisement material is to be used as well as texts containing a few unfamiliar words.	Textbook and students' CDs. Interactive teacher's handbook, <i>Intensivtrainer</i>, Glossaries and other CDs, DVDs (<i>Schritte, Planet</i> etc),: Textbook; Computer lab/ CD player/ Interactive whiteboard. Board/Games; Authentic texts (http://www.nicurriculum.org.uk/pl/ http://www.nthuleen.com/teach/vocab/haus.html Colours http://www.passwortdeutsch.de/lernen/band2/lektion8/aktivitaet09.htm http://www.youtube.com/watch?v=XgDhvv3aduY, http://www.youtube.com/watch?v=1RYj3j3PGo8&feature=related http://webgerman.com/german/forms/webforms.htm http://www.boardworks.co.uk/mfl/694?email=4842316

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking, Reading, Writing The teacher will: 1. guide students to consolidate the definite and indefinite article including the negative <i>kein</i> in the context of describe living accommodation, the differences between one home and another and how to decipher information from advertisements with particular reference to living accommodation in D-A-CH-L countries.	Setting the scene: introduction of the topic e.g. video, PowerPoint presentation of accommodation in German speaking countries to get the students thinking about the topic to be learnt. Students discuss what they need to learn about in this unit to be able to describe where they live (house, flat etc.) and rooms in the house. Discussion of the teaching objectives of the lesson: discovering different types of accommodation in German speaking countries. The teacher presents videos or links to houses/flats in Germany and gives a text / cut out words or phrases so that students can describe what they see in the pictures and compare them to where they live. http://juergen-carstensen.de/Meine%20Wohnung.html http://juergen-carstensen.de/360%20Grad%20Ansichten/Blick%20von%20meinem%20Balkon.html http://juergen-carstensen.de/360%20Grad%20Ansichten/Blick%20von%20meinem%20Balkon%20im%20Winter.swf http://juergen-carstensen.de/Winsen%20Luhe%20im%20Winter/Winsen%20luhe%20im%20Winter%20Flash.html http://www.cornelsen.de/pluspunkt_deutsch/1.c.2838854.de#1.c.2838852.de worksheets <i>Meine Wohnung</i> http://www.hello-world.com/games/flashcards.php?lang=German&topic=room Students work through PowerPoint presentations showing different types of homes, rooms, furniture and electrical appliances, listening or matching tasks to identify the language needed for the task set. The teacher presents pictures/ flashcards to accompany online tasks. http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Deutsch_Anfanger/Haus/1.htm http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Deutsch_Anfanger/Haus/2.htm http://www.education.vic.gov.au/languagesonline/german/sect35/index.htm (This interactive site is dedicated to the topic <i>Wohnen</i>)	Student will: listen to advertisements /descriptions of living accommodation and answer multiple choice questions to demonstrate comprehension. (Level 6) listen to advertisements on living accommodation and fill in a grid with selected details to demonstrate comprehension. (Level 5) listen to a short statement on living accommodation and with repetition and support indicate the correct visual to demonstrate comprehension. (Level 4) give an oral presentation to describe a floor plan or a house using rehearsed vocabulary and structures. (Level 6) ask basic questions and give basic answers about the location of rooms and furniture in a house or room using learnt vocabulary and structures from a speaking frame. (Level 5). mimic and repeat short basic statements on living accommodation. (Level 4). read a various adverts on accommodation, prices, size, style etc and match to various situations from a given list. (Level 6).

	http://www.education.vic.gov.au/languagesonline/german/sect35/pdfs/print02.pdf http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_2.1/ab7.htm http://www.klar.co.uk/topics-pages/houseandenvironment.php#Haus http://www.tes.co.uk/teaching-resource/Mein-Haus-3013283/ (2 worksheets and 2 PowerPoints) http://vs-material.wegerer.at/sachkunde/pdf_su/haushalt/wohnung_wuerfelspiel.pdf <i>Würfelspiel</i> http://www.youtube.com/watch?v=WSR_JuzEbxg&feature=related <i>Was ich zu Hause mache.</i> file:///C:/Documents%20and%20Settings/prilap000/My%20Documents/DATA/CD%20for%20TEACH%206.1.12/wie%20oft.ppt#260,6,Mein_Haus Students work on board/ card games to learn the articles. They can then fill in crossword puzzles or online tasks such as: http://www.education.vic.gov.au/languagesonline/german/sect35/pdfs/print05.pdf http://www.education.vic.gov.au/languagesonline/german/sect35/no_01/no_01.htm Interactive (speaking, listening, writing) Teacher adapts the following information gap activity by providing the students with pictures and words to match. The students then work on the information gap activity. http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_2.1/ab4b.htm (and other exercises from same site) Vocabulary list (Choose from) http://userweb.port.ac.uk/~joyce1/abinitio/chap12-16.html Furniture http://www.quia.com/jg/317599.html Teacher provides cue cards for listening activities – students focus on the pictures or sentences to work on meanings. Students choose an activity to work on (e.g.: on computer, PowerPoint presentations) to construct language. http://www.cornelsen.de/studio_d/1.c.2583388.de#1.c.2627352.de (variety of worksheets on the topic home, furniture) -asking and answering according to cues assigned to them, -matching of a situation to language used – reading a short situation and matching text with picture. -listening to text book tasks and noting down what people are saying (in full or by ticking a grid). - listening to the description of the house (as in the link below) and sequencing sentences in correct order. Teacher prepares the sentences and students have to place them in the	answer true or false questions on a clear and simple reading /advert and fill in missing key words to demonstrate comprehension. (Level 5) with the help of visuals or constant repetition read the names of rooms and furniture. (Level 4). Write a short text on a house apartment using rehearsed vocabulary and use the appropriate pronoun ‘er, sie, es’ with the correct definite articles. (Level 6) write a text message in simple note form or a postcard using correct spelling about the accommodation they are looking for, with some mistakes in word order which do not impede communication. (Level 5). with help and support write the names of rooms and furniture. (Level 4).
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	order heard. http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_2.1/ab2.htm In a plenary session students discuss/share and present their work. Teacher draws students' attention to phonetics and models: word stress in compound nouns and vowels (<i>long and short e, i</i>) The students are guided to write their own notes in the learning diary. The teacher presents a situation on the topic 'looking for accommodation'. Students discuss what language they need to learn. Students work on texts/ adverts presented by the teacher. They match texts to adverts to find the right accommodation in an information gap activity. They write a simple message replying to the advert offering accommodation which matches the description needed. Students match various situations/wishes to adverts from a Mietmarkt or real adverts on a website e.g. http://immobilienmarkt.sueddeutsche.de/cms/immobilienmarkt/news/news-zum-mietmarkt/	
Strands: Listening, Speaking, Writing The teacher will: 2. guide students to use colours, adjectives and intensifiers to describe something and how to express likes and dislikes in the context of living accommodation.	The teacher creates a situation through a video, PowerPoint presentation or pictures to introduce colours and adjectives leading on to expressions of likes and dislikes. E.g. Excerpts from http://www.youtube.com/watch?v=x53cpz6YnTE <i>Clip 1 der DVD zu dem DaF-Lehrwerk deutsch.com 1 (Ich mag....)</i> or <i>Meine Lieblingsfarbe</i> The teaching objectives of the lesson are highlighted; ex: the verb to like something/ the negative form, adjectives (including colours and opposites) and pronouns '<i>er, sie, es</i>'. http://atschool.eduweb.co.uk/rgshiwyc/school/curric/German/Deutsch_Anfanger/Colours/Index.htm http://www.digitaldialects.com/German/Colour.htm http://www.mrshea.com/spellmaster/colors.swf Students work on activities to learn how to use the verb '<i>gefallen</i>', negative forms, adjectives and opposites. Students work on listening tasks.	Students will: listen to various texts and dialogues which include descriptions of living accommodation and expressions of like and dislike and demonstrate comprehension by answering multiple choice questions . (Level 6) identify specific information about likes and dislikes in a simple short listening text relying on key words and rehearsed vocabulary and structures. (Level 5). with repetition and support identify key words when listening to a short

	http://www.education.vic.gov.au/languagesonline/german/sect35/pdfs/print09.pdf (Text to work on “The ideal home”. <i>Mein Traumhaus</i>) Students work in groups. They are given black and white pictures of different rooms to colour. One of the students has a coloured version. The rest of the group ask questions about the colour of the furniture. Students colour picture accordingly. Language strategies are to be encouraged, e.g. <i>Wie bitte? Wiederhol das, bitte! Welche Farbe?</i> At a work station with a CD player or on a computer students note down/tick what the people say they like and do not like, circle colours as they hear them, match or fill in, follow model dialogues to work on information gap activities with pictures and text to familiarise themselves with and use the language. In a plenary session students work together to highlight the different forms of the verb (endings and dative personal pronouns) and the negative form in game like situations. In this plenary session students check their work and have the opportunity to share the knowledge they have gathered. They note down new language structures in their learning diary/ complete work sheets to add to the learning diary. Students discuss ways of working on at home. Talking Table: Expressing likes and dislikes; students talk about likes and dislikes using vocabulary (with visuals and reading frame as scaffolding). Students describe their own house/room and express their opinion about their living areas. They prepare a short role play to present to class. Options for out of class activities are discussed and students choose what to work on. The teacher provides online sites for students to choose for homework activities. http://www.dlc.fi/~pohalone/kompass2/wohnen.htm Students work in group to make a survey by preparing a <i>Fragebogen</i> on the topics <i>Mein Zuhause / Mein Zimmer</i>. The results of the survey are presented to class as charts PowerPoint, Concept Maps, graphs etc. (cross-curricular links with Mathematics/ ICT) Students work in pairs/groups to prepare a presentation of their house/room. During a plenum students express their opinion using structured learnt. E.g. <i>Ich mag das Schlafzimmer. Es ist hell.</i>	description of a house. (Level 4) describe orally living accommodation using adjectives and intensifiers and expressing likes and dislikes using rehearsed structures and language. (Level 6) say a few connected statements to describe accommodation and express like/dislike with the support of a speaking frame. (Level 5). With help and several prompts use an adjective to describe orally a house/room etc. (Level 4) tick the right person in a grid when listening to or reading a simple text in which people express likes and dislikes (Level 4 Listening/Reading). write a short text to describe their house or a favourite room using various learnt adjectives , intensifiers and express likes/dislikes using rehearsed structures (Level 6) write a few simple sentences to describe their house and express likes/dislikes with the support of a writing frame. (Level 5) copy key words/adjectives to complete sentences about a picture of a house.
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		(Level4)
Strands: Reading, Writing The teacher will: 3. guide students to research living accommodation in D-A-CH-L countries and to compare with their own.	Setting the scene: introduction of the topic e.g. video, PowerPoint presentation of accommodation in German speaking countries. Discuss with the students the differences between owning and renting and compare the local situation with that in German speaking countries. Explore various adverts on accommodation using adverts, cuttings/pictures from German magazines and newspapers or adverts from websites. http://www.education.vic.gov.au/languagesonline/german/sect35/pdfs/print06.pdf Plenary: The teacher presents the Poem “Wohnunterschiede” http://vs-material.wegeber.at/sachkunde/pdf_su/hausbau/gedicht-Wohnunterschiede.pdf http://www.cornelsen.de/studio_d/1.c.2583388.de#1.c.2627352.de (Wohnungsanzeigen worksheet) In a plenary session students discuss the poem. Discussion about finding information about various living situations in D-A-CH-L countries and comparing with local situations. Students decide which aspect they will present and how they will present it. e.g. • They contact students from German speaking countries to discuss types of houses they live in and to get a picture of how their house is and describe theirs. • They research type of houses etc. • Explore <i>Kraftwerkhäuser</i> and link with a crafts lesson to make models. • http://www.maggieblanck.com/Germany/Exteriors.html Students present their work/ share it with others through tasks they set for their peers or through a presentation of their work. Students display their work on the school or class notice board or website. They can write an article on the school magazine. Extended: Students produce a project /PowerPoint presentation comparing accommodation in Malta with that in German speaking countries. http://www.goethe.de/ins/ip/pro/goethe-haus/ To be used for different units and <i>Landeskunde</i>	Students will: read various texts on the internet and deduce meaning with the help of cognates, images and an online dictionary. (Level 6) read a modified version of a text taken from the internet on living accommodation in D-A-CH countries. (Level 5) match a written word to pictures of houses in D-A-CH countries. (Level 4) with support correlate visuals with keywords to identify different types of accommodation in German countries. (Level 4). write text for a PowerPoint presentation which compares accommodation in Malta to that in German speaking countries using learned and some researched new vocabulary. (Level 6). write a some connected sentences about accommodation here in Malta and in D-A-CH countries . (Level 5). with support write a sentence in the target language about information found in English on the internet.(Level 4).

Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.5)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students learn how to describe living accommodation and other aspects in connection with this subject through acquiring information from a web quest created by the teacher: Zunal² <http://www.zunal.com>.

Students create a Concept Map³ <http://cmap.ihmc.us/download> where they insert voice, pictures and video in connection with learning about living accommodation and other aspects in connection with the topic.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher use Triptico⁴ <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.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to elicit the required information.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> for students to work out to measure their level of understanding the topic.

Comparing:

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to show their understanding by comparing foreign living accommodation in D-A-CH-L countries to their own by utilising the program Animoto² <http://animoto.com>.

Students create a presentation utilising the online program Prezi² <http://prezi.com> where they insert voice, pictures and video in connection with learning about accommodation and other aspects in connection with this subject.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.6 What is the time? – *Wie spät ist es?*

Strands: Listening, Speaking, Reading, Writing

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

Objectives		
The teacher will: 1. teach the 12/24 hour clock, days of the week, expressions of time related to parts of the day. (Listening, Speaking) 2. teach the use of temporal prepositions <i>um, am, von... bis</i>. (Reading, Writing) 3. guide students to explore time expressions in various situations: daily routine, the school timetable, watching TV etc. opening and closing times in signs and on answering machines. (Listening, Speaking, Reading, Writing) 4. guide students to research about and explore a city in a DACH country. (Reading, Writing)		
Key words	Points to note	Resources
<i>die Uhr, die Uhrzeit. Wie viel Uhr ist es? Wie spät ist es? Es ist ... Uhr/ halb... / Viertel nach / vor... Es ist kurz vor / nach / gleich.... Wie spät ist es? Um wie viel Uhr? Um... Uhr Wann...? Von ... bis, die Geschäfts- / Öffnungszeit(en), Wie lange dauert...? die Sprechstunde, die Praxis die Schulstunde(n), Stundenplan, die Pause</i> <i>Wie lange dauert ...? Minute, Sekunde, Viertel vor/nach, halb ... geöffnet, zu. Die Woche, der Tag, der Morgen, der Vormittag, der Mittag, der Nachmittag, der Abend, die Nacht, Mitternacht, am Morgen / Abend... in der Nacht, heute Abend, sehr früh, die Wochentage, der Montag, der Dienstag, am Montag.... jeden Montag, jede Woche, jedes Wochenende, heute, morgen, übermorgen , u.s.w. das Schild, der Terminkalender. Anzeige/n, Fernsehprogramm, Stundenplan, Fahrplan</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. The Teacher will guide students to understand, ask and answer questions about telling the time. Use of kinaesthetic activities will help students with time expressions: e.g. “physical response” games. Before introducing the time, numbers should be revised. The teacher decides whether first to use the 24-hour clock (<i>drei Uhr zwanzig</i>) or the traditional mode (<i>zwanzig nach drei</i>). However by the end of the unit students should learn to understand and use both ways of telling the time and when they are used. When introducing the days of the week, point out some common word derivations with English equivalents, thus enforcing use of cognates, semi-cognates, internationalisms and other skills in language learning. Students are to be encouraged to make their own learning aids, e.g. clock face, flashcards, picture cards etc., record their work digitally, use the language learnt through role-play, to interact and take initiatives in group work.	IWB/ projector with internet access PowerPoint, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises and other material to be found at the German resource centre. A variety of multimodal texts Interactive teachers’ handbook, <i>Intensivtrainer</i>, Glossaries Interactive whiteboard, Computer lab, German calendars games – the domino clock game Card clocks map of Germany, pictures/posters of Berlin http://www.enchantedlearning.com/themes/calendar.shtml (pictures, clocks etc) http://www.languagesonline.org.uk/ Choose <i>Wie spät ist es?</i> http://www.curriculumbits.com/prodimages/details/german/ger0007.html days of week <i>Wie spät ist es?</i> http://atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/index.htm Click <i>Wie spät ist es?</i> http://www.bbc.co.uk/languages/german/lj/language_notes/time.shtml

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking The teacher will: 1. teach the 12/24 hour clock, days of the week, expressions of time related to parts of the day.	The teacher presents a situation to introduce the time: e.g. video sequence (<i>Planet Mein Tag</i> http://www.hueber.de/sixcms/media.php/36/planet-dvd-tag-didakt.pdf) visuals, etc. Brainstorm what one needs to learn to communicate about time: e.g. How to ask for time, time expressions, the use of the 12 and 24 hour clock, where one is likely to use it, the vocabulary/ structures one needs to know, to ask for and give the correct time. Teaching objectives are set by the whole class. Using the IWB, PowerPoint and card clocks, students work on the 12-hour clock, first on whole hours, then on half hours and finally on quarter past. http://www.enchantedlearning.com/languages/german/subjects/time.shtml (pictures for flashcards) http://www.hueber.de/sixcms/media.php/36/Kovo-S1int-L5-A5.pdf http://www.youtube.com/watch?v=cs3dnC8ij_Q (compares and contrasts time Phrases in English to German phrases). Students work in pairs and use Mini Whiteboards to find out similarities and differences. <i>Stunde oder Uhr</i> http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/13.htm Students listen to video clips or work on interactive tasks and match picture to words to discover ways of telling the time (e. g. clock dominoes game: students match digital time to written time). http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/05.htm days of the week. http://decouverteallemagne.free.fr/pages/heure02.htm, http://www.graf-gutfreund.at/daf/05themen/04freizeit&feste/zeit_wie_spaet_ist_es.pdf http://www.schubert-verlag.de/aufgaben/xg/xg05_07.htm http://courseware.nus.edu.sg/e-daf/kimdh/Elementary%20German%20I/Einheit9/Uhrzeit/uhrzeit_v3.htm http://decouverteallemagne.free.fr/quizzallemand/heurevisio1.htm Fill ins: http://atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/index.htm http://www.klar.co.uk/topics-pages/basics.php#time (IWB friendly) Situations and information gap activities: Pupils are given a time card and have to find three other pupils with the same time card. They move around the class asking <i>Wie viel Uhr ist es?</i> until they find the team of students with the same card/time.	Students will: listen to various dialogues/messages on an answering machine/short publicity announcements in which expressions of time, times of the day are used and answer questions to define detail. (Level 6) identify true/ false statements to demonstrate comprehension of a listening text which includes various rehearsed phrases and expressions of time..(Level 5) with help and repetition indicate the correct time when hearing a simple statement by matching to the correct visual (Level 4). confidently use rehearsed expressions of time, days of the week and parts of day when interacting in a role play/dialogue. (Level 6) ask what time it is and respond accordingly relying on the support or a speaking frame. (Level 5). repeat phrases to ask for and say the time with the help of visuals

	http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=5&Exercise=1&SubExercise=1 (<i>Wie spät ist es?</i>) http://www.hueber.de/shared/uebungen/themen-aktuell/lerner/uebungen/fset.php?Volume=1&Lecture=4&Exercise=5&SubExercise=1 (listening) http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=5&Exercise=1&SubExercise=1&ExerciseUrl=schr1intL5ex1.htm (listening) http://www.dafitalien.com/lernen/uebungen/uhzeiten.htm http://www.hueber.de/shared/uebungen/tangram-aktuell/lerner/uebungen/fset.php?Volume=1&Lecture=5&Exercise=2&SubExercise=1&Page=lernen_b1_l5_spiel_tana&menu=17084 Students work on a time puzzle game to solve in their teams, e.g. <i>Es ist Mittag. Fünfzehn Minuten später ist es '12.15 oder 12.50'?</i> http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/05zuordnung.htm (match parts of day with time.) http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=5&Exercise=4&SubExercise=1 (<i>Die Wochentage</i>) In a plenary session the students report on what they have learned and write their own notes in the learning diary, or record their work on a handout prepared by the teacher. An end of session activity: Students do a “physical response” game in which they respond to a time stated by the teacher or a student by moving their arms to simulate a clock.	and prompting.(Level 4).
Strands: Listening, Speaking The teacher will: 2. teach the use of temporal prepositions <i>um, am, von... bis</i>	Using a video/pictures show revise the parts of the day. Students are shown pictures/clips of different daily routine actions. Focus only on the parts of day: activity <i>frühstücken</i> --- <i>Am Morgen</i>. Statements/phrases referring to daily routine are modelled by the teacher, however at this point in time they are to be used receptively only. (<i>ich stehe auf, ich mache das Frühstück, ich höre Radio, ich esse, ich sehe fern, ich schlafe ein</i> will be dealt with in the next unit.) Students engage in a <u>Think-Pair-Share activity</u> using mini whiteboards to indicate the time of day the action is happening.	Students will: listen to texts which include the temporal prepositions <i>um, am, von... bis</i> and show comprehension of detail by filling in a grid. (Level 6) listen to a dialogue in which the prepositions <i>um, am, von... bis</i> are used and fill in a cloze text on a familiar topic with rehearsed key

	Elicit <i>am Morgen, am Vormittag, am Wochenende</i> etc. Do the same with pictures relating to days of the week activities. http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=5&Exercise=5&SubExercise=1 <i>Tageszeiten</i> Repeat the sequence with pictures of activities complemented by a clock face. Elicit the use of <i>um 3 Uhr, um halb 6, um Mitternacht</i> etc. Elicit the use of <i>von bis</i>. Show a picture of an action beginning at one time and ending at another time e.g. <i>Ich schlafe von..... bis</i> Students work at stations on various tasks on the new language presented: card games, domino games (pictures with expression of time) bingo games, fill in the blanks Students make their own PowerPoint presentation using the temporal prepositions In a plenary session the students write down the new language learned.	words from a given list. (Level 5) with repetition listen to expressions with the temporal prepositions <i>um, am, von... bis</i> and match to the correct visual. (Level 4) confidently incorporate rehearsed expressions using temporal prepositions <i>um, am, von... bis</i> when interacting in a role play/dialogue. (Level 6) use orally the correct temporal preposition <i>um, am, von... bis</i> in connected sentences on a familiar topic. (Level 5) with repetition and support utter the correct temporal preposition in to match a visual. (Level 4)
Strands: Listening, Speaking, Reading, Writing The teacher will: 3. guide students to explore time expressions in various situations: daily routine, the school timetable, choosing TV programmes, opening and closing time signs in adverts, answering	Plenary: Video / pictures of use of 24 hr clock. Brainstorm where and when the 24hr clock is used. Present different adverts from TV, Radio adverts, magazines, newspapers, online material and German school timetables from the internet. Discuss the abbreviations of days, months, and parts of the day. Revise the use of the word 'Uhr'. Practise reading the time aloud from adverts and other material. Discuss the use of official time and where it is used in German speaking countries. Compare with local usage. Students work on texts to identify key words showing time : e.g. verbs <i>beginnen, enden, dauern</i> Question words : <i>Wann? Wie lange?</i> In a debriefing session the teacher revises <i>von ... bis</i> and introduces <i>ab, geöffnet, geschlossen, auf, zu, Öffnungszeiten</i> and <i>Geschäftszeiten</i> if the students have not identified them in the group work. Students work on different tasks: <u>Listening Comprehension</u>: Students work on different listening comprehension tasks using CDs and various worksheets with various tasks: Listen to short messages, <i>Durchsagen</i>, and write down time phrases, answer questions on the text by matching pictures, true/false sentences, open end	Students will: Listen to various situations in which rehearsed language and structures on time occur and answer questions requiring detail. (Level 6) show understanding of key words in a message left on an answering machine by filling in missing parts of a text. (Level 5) with repetition and support match key words to visuals when hearing time expressions (Level 4) interact orally in various situations requiring rehearsed expressions of

machines etc.	question/answer. <u>Reading Comprehension:</u> http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/07oeffnung.htm <i>Ein Fernsehprogramm</i> (from a textbook or a cutting from a newspaper or an advert on the internet). Students ask each other questions about TV programmes – Students use a speaking frame with the question words and vocabulary where necessary (<i>beginnt um ..., endet um ... dauert von ... bis .. / zwei Stunden</i>) Students are asked to work in groups on different advertisements and find out how times are used. At a talking table, using a handout as support, students ask questions using ‘<i>Wann? Um wie viel Uhr, Wie lange dauert...? An welchem Tag ist geöffnet, geschlossen</i>’ etc. Students are given different adverts from which they have to acquire information about activities and when they will take place. They then fill in a diary page with the information (day/week/month). <u>Speaking and Reading tasks:</u> Using different adverts students invent dialogues such as e.g. <i>Gehen wir heute Nachmittag schwimmen. - Tut mir leid. Schau mal hier. Das Schwimmbad ist heute geschlossen. – Du hast Recht. Das Schwimmbad in ... ist heute Nachmittag geschlossen.</i> (Optional provision of Speaking frames as scaffolding.) Guide students to work out the meaning of abbreviations in adverts. E.g. Students list abbreviations and the full words./ Use the IWB to match abbreviations with words/phrase. <u>Writing activities:</u> Send an SMS using the same questions and answers in preceding exercise. Students invent own adverts for a newspaper/ classroom display. <u>Webquest</u> to find the opening hours e.g.: of shops in Germany. http://www.oeffnungszeitenbuch.de/ (e.g. prepare a handout with the names of the shops and the questions <i>Wann, Bis wann, Wie lange, Um wie viel Uhr, an welchem Tag ..?</i>) Students create their own adverts using ICT and use time expressions and abbreviations they have explored in real advertisements. They then set questions on these adverts for other groups to answer.	time. (Level 6) leave a short message on an answering machine using expressions of time from a speaking frame. (Level 5) repeat modelled expression of time and match to a visual (Level 4) read signs, brochures with hours of operation and note detailed information. (Level 6) read a TV programme and note details e.g. when it begins, how long it takes by filling in a grid. (Level 5) with help and repetition show understanding of words which appear in adverts notices to indicate information about opening/closing times etc and match to visuals. (Level 4) write a note/message/ a to –do list including rehearsed time expressions. (Level 6) Write a text message or an e-mail suggestion activities and giving time frames. (Level 5) with support copy a basic short message using given time expressions. (Level 4).
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Strands: Reading, Writing The teacher will: 4. guide students to research about and explore a city in a D-A-CH country.	This part of the unit links with the last objective in Unit 7 in which students will be asked to prepare a timetable for a weekend in the town or city they have researched about in this unit and to create a description of the proposed programme. The following are examples of teaching and learning if the choice of city is Berlin: The teacher presents a picture of Germany, German states and cities in different German states. http://www.zum.de/Faecher/grund/RP/BRD/start.htm http://www.kreativerunterricht.de/html/16_bundeslander-16_hauptstadte.html http://www.hueber.de/sixcms/list.php?page=landeskunde_daf The teacher focuses on the capital city Berlin. Using a mind map the teacher guides students to note down aspects they are already familiar with, and then allows students time to explore other unfamiliar aspects. e.g.: <i>Sehenswürdigkeiten</i>: http://www.hueber.de/sixcms/media.php/36/S1int_HG_L5.pdf Different authentic texts are presented with questions which help students look for information in the text / visuals in the texts. At home, or in other lessons such as design and technology and craft lessons, students make models of landmarks to be found in Berlin. http://www.berlin.de/orte/sehenswuerdigkeiten/ http://www.stadtpanoramen.de/berlin/ Groups of students are presented with different lists of places of interest or landmarks and texts about Berlin. Students have to look up places they would like to visit in Berlin as suggested in their list using the internet and other material (brochures etc). Students match pictures to text (e.g. picture of a park with the word 'der Park'), fill in gaps in texts or write a short text with information taken from the lists and texts provided. Texts can be in written or recorded formats. Other tasks focus on personalities from Berlin, places where one can eat etc. http://www.europe-cities.com/en/609/germany/berlin/history/famous-people/?page=2 http://www.philognosie.net/index.php/fun/funview/26/ web quest on Berlin http://tripwow.tripadvisor.com/slideshow/germany/berlin.html http://www.hueber.de/sixcms/media.php/36/S1int_rech_zw_L5.pdf http://www.passwort-deutsch.de/lernen/band2/lektion12/aktivitaet03.htm Students work on jumbled sentences/ cut out sentences to write a short text or to fill in blanks in a text. The text is built on information gathered in the previous task. The texts can be varied to include personalities such as musicians, film stars, film makers, sports persons, and other personalities from the city of Berlin. Other texts might include aspects such as food and drink means of transport.	Students will: read texts containing some unfamiliar language to find resources to write a simple text on a city in a German speaking country of their choice. (Level 6) deduce meaning from context and find meaning from a dictionary and note down information needed. (Level 5). with help read simplified statements about a city in and show comprehension by matching to visuals. (Level 4) write a short text on a city in a D-A-CH country using rehearsed vocabulary (Level 6) write some simple connected sentences on a web quest using key words in a model text (Level 5). with help and support fill in the blanks of a statement after doing a web quest on a German city with the help of keywords accompanied by visuals. (Level 4)
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	Students work at different work stations on different tasks. <i>eine Reise nach Berlin:</i> http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/12937/ (interactive guided task) http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/11989/ (information in English) Some of the activities can be set as projects to be done at home and used in the School German day or Languages Week, during which typical food from the capital city is also presented, models of Berlin sites are displayed for whole school/college and students act as tourist guides leading groups on a tour of the exhibits, giving information and answer questions. Students can offer typical food which they would have cooked themselves. Students to explain how they planned and found the information needed for the project. Students are to be encouraged to express their opinion about their learning experience. Students can take part in an eTwinning project with a German speaking school to write questions and obtain information directly from target language speakers.	
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.6)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher / students use Tryptico's⁴ FlipTimer <http://www.triptico.co.uk/download-the-app> on any interactive white board to simulate a 12/24 hour flip type clock.

Teacher / students use TeacherLED's³ <http://www.teacherled.com/resources/clockspin/clockspinload.html> analogue clock to simulate various times.

Teacher use Tryptico⁴ <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.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to elicit the required information.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm> for students to work out and measure their level of understanding of the topic under study.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to build up a story using various expressions learnt studying this topic.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

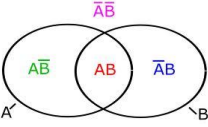
Form 1

Unit code and title: GER 7.7: On weekdays or on weekends? – *Meine Woche*

Strands: Listening, Speaking, Reading, Writing

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

Objectives		
The teacher will:		
1. teach expressions, phrases and verbs used to communicate about daily routine. (Listening, Speaking, Reading, Writing)		
2. guide students to explore and use separable verbs and the use of the present tense to talk about future plans. (Reading, Writing)		
3. introduce the concept of forming and using statements beginning with elements other than the subject.. (Listening, Speaking, Writing)		
4. guide students to plan a day or a weekend in a town or a city in a DACH country. (Speaking, Writing)		
Key words	Points to note	Resources
<i>die Uhr, die Uhrzeit. Wie viel Uhr ist es? Wie spät ist es? Es ist ... Uhr / halb... / Viertel nach / vor... Es ist kurz vor / nach / gleich.... Wie spät ist es? Um wie viel Uhr.? Um... Uhr Wann...? Von ... bis, die Geschäfts- / Öffnungszeit(en), Wie lange dauert...? die Sprechstunde, die Praxis; die Schulstunde(n), Stundenplan, die Pause. Wie lange dauert ...? Minute, Sekunde, Viertel vor/nach, halb ... geöffnet, zu. der Tag, der Morgen, der Vormittag, der Mittag, der Nachmittag, der Abend, die Nacht, Mitternacht am Morgen / Abend... in der Nacht, heute Abend, sehr früh, die Wochentage, der Montag, der Dienstag, am Montag.... jeden Montag, jede Woche, jedes Wochenende, heute, morgen, übermorgen, usw. einkaufen, fernsehen, aufstehen, anfangen, aufräumen, frühstücken das Schild, der Terminkalender. Anzeige/n. nächste Woche,...</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. Teachers should discuss teaching objectives with the students; revise regular and irregular verbs which the students are familiar with before introducing separable verbs. Teachers are to help students to focus on different verb forms and endings related to person and number. Focus also on the stress on the separable prefix. Teachers are to make ample use of visual aids, realia, multimedia, easy readers, board games and IWB using pictures and PowerPoint presentations and allow students enough time to practise and work on tasks focussing on the new language structures: e.g. the new word order structure of separable verbs and word order using frequency words and phrases. Teachers should help students to compare/contrast language structures e.g. <i>aufstehen</i> with the English (get up) and make good use of kinaesthetic teaching approaches and other strategies: e.g. Human sentences. Students need ample practice in word order. This concept may however be strengthened by comparing with Maltese and English structures. Teach students to use simple connectors to join simple sentences. Do not assume that students will use these words automatically. Stress the value of extending and varying what is said and written. Discuss with students the importance of using correct word order and how this can improve their work and make it more interesting. Also review and stress the correct usage of question words and forming questions to assist comprehension.	IWB/ projector with internet access; PowerPoints, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises. A variety of multimodal texts. Interactive teachers' handbook, <i>Intensivtrainer</i>, Glossaries Interactive whiteboard, Computer lab, German calendars, games – the domino clock game Card clocks. <i>Tagesablaufdomino</i> (ELI games). Various sites of German textbook publishers. Internet: http://www.languagesonline.org.uk/ http://atschool.eduweb.co.uk/rgshiwy/c/school/curric/HotPotatoes/index.htm Click on <i>Wie spät ist es?</i> http://www.curriculumbits.com/products/details/german/ger0007.html http://www.kaleidos.de/category/alltagstelegramme/mein-tag/

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking, Reading, Writing The teacher will: 1. teach expressions, phrases and verbs used to communicate about daily routine.	The teacher presents a situation to revise the time, linking with previous unit: e.g. video sequence (<i>Planet: Mein Tag</i> http://www.hueber.de/sixcms/media.php/36/planet-dvd-tag-didakt.pdf) (worksheets on the video <i>Planet –Mein Tag</i>) Students are asked to note, discuss and compare cultural differences e.g. time of lessons, travelling to school by train, school on Saturdays, etc. Revise the times of day and the clock. Using Think- Pair- Share mini whiteboards. The answers are collated in a concepts map of activities at various times of day during the week and at weekends (link with previous unit). Teacher provides visuals and phrases on the IWB to aid comprehension. Using visuals and lists of phrases/cue cards students work in groups to make a sequenced list of things they usually do e.g.: <i>ins Bad gehen, das Frühstück machen (essen), ausgehen, zur Schule gehen/fahren</i> including what they do during the week e.g. <i>früh aufstehen</i> and at the weekend or while on holiday e.g. <i>spät aufstehen</i>. Again students are given visuals and cue cards with the needed vocabulary. Students present their Venn Diagrams to class. (e.g. Circle A = what they do only on school days, Circle B = What they do on weekends, Intersection AB = what they do every day) Collate information on IWB. This can be done using the IWB and the Drag and Drop or by using large hoops and cue cards (visual or/cum written phrases)  Students work in mixed ability groups on different tasks. http://www.languagesonline.org.uk/ <i>Mein Tagesablauf (am Morgen)/Mein Tagesablauf (Am Abend) Montagmorgen – Bringe die Sätze in die richtige Reihenfolge</i> (place activities in the right order). http://www.studystack.com/menu-15759 http://media.ehs.uen.org/html/German1Q2/Mein_Alltag_Study_Table_01/mein_alltag_study_table.pdf (Replace the meaning in English with pictures to avoid translation). Use the cartoon story maker to write about a routine weekday or weekend. http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm http://www.education.vic.gov.au/languagesonline/german/sect29/no_07/no_07.htm (Interactive) use on IWB. http://www.education.vic.gov.au/languagesonline/german/sect29/pdfs/print3.pdf (Worksheet) http://www.purposegames.com/game/meine-tagesroutine-quiz	Students will: listen to information about people's routine activities from target language communities and respond to open-ended questions to demonstrate comprehension. (Level 6) listen to the description of a daily routine of a peer from the target language culture and record the activities in sequence to demonstrate comprehension. (Level 5) listen repeatedly to a short text and with support choose the correct visuals to answer simple questions related to the text. (Level 4) engages in dialogue to convey and ask for information on everyday routine using rehearsed language and structures. (Level 6) interview a classmate about daily routine using rehearsed language and structures with the support of a speaking frame. (Level 5) say a simple sentence /phrase about activities relating to daily routine with the help of visuals and support. (Level 4) read texts about the daily routine activities of people in D-

	http://www.cornelsen.de/pluspunkt_deutsch/1.c.2838854.de#1.c.2838852.de <u>Activities/Tasks related to the topic Daily Routine –Tagesablauf:</u> Using visuals/videos students work in mixed ability groups to brainstorm vocabulary on activities which one normally does during the day in various situations e.g. a student's school day, a working day of various people , an old person's day a housewife's day, about a character from the students` sphere of interest e.g. a pop star, a football player , a child's day at a <i>Kindergarten</i> http://www.chinderhuus-babar.ch/tagesablauf/ http://www.kaleidos.de/alltag/telegram/tag02.htm Wie spät ist es? http://www.saddleworth.oldham.sch.uk/languages/German/German_Daily_Routine.htm Students make a poster on an ideal day /week e.g. http://www.kinderland-villigst.de/html/tagesablauf.html, an elderly person etc. http://www.ngfl-cymru.org.uk/vtc/ngfl/2007-08/german/german_activities/index.html (IWB) Students work in mixed ability groups on short listening and /or reading comprehension passages describing a day in the life of famous German personalities. Students then produce a wall chart /PowerPoint about the agenda/routine of their favourite German speaking personality.	A-CH countries and present the information using rehearsed language and structures to show comprehension of text. (Level 6) read a short text on daily routine and answers true or false questions relating to the text. (Level 5) read simple sentences/phrases relating to the topic daily routine and choose the correct visual to show comprehension. (Level 4) write a short e-mail about his /her daily routine both during the day and during the week end using expressions of time, rehearsed structures and vocabulary. (Level 6) with the help of model sentences, choose and sequence correctly in writing pieces of a jumbled sentences from a number of cut out words on the topic daily routine, including expression of time, rehearsed verbs and structures. (Level 5). copy from a list activities pertaining to the topic daily routine and write them next to the correct time /time of day (Level 4)
Strands : Speaking, Reading, Writing	Set the objective of the lesson. Discuss with the students the verb paradigm and discuss why it is important to use the correct endings when conjugating a verb. Revise the personal pronouns and the verb endings of the verbs already presented in the daily routine description.	Students will: engage in conversations about

The teacher will: 2. guide students to explore and use separable verbs and the use of the present tense to talk about future plans.	http://www.youtube.com/watch?v=moIqZLYO4cU&feature=related; http://www.youtube.com/watch?v=djfDTibk1eY&feature=relmfu Students watch the videos and note down the verbs used to describe the daily routine. Recall the present verb endings using the verb <i>stehen</i> accompanied by visual cues. Introduce the verb <i>aufstehen</i>. Elicit the meaning using visual cues. Compare both verbs in their sentence context. Give other examples with sentences and pictures e.g. <i>sehen, fernsehen</i>. Focus on the stress of the prefix in the infinitive of the separable verb. Students are given time to work on a <u>Think-Pair-Share</u> task to discuss what happens to the infinitive of the verb, when this is used in the present tense. Think-Pair-Share + Mini-Whiteboards: students work on other verbs and write the sentence. Consolidate by using the IWB on movement of prefix to end of sentence through the use of different colours. Discuss the position of the verb and the prefix in the sentence. Lead to the word separate and then lead to the objective of the lesson. Compare with the English “to get up” Use of colours and domino blocks with will be helpful e.g. IWB or flashcards. auf steh en Use the same colour for infinitive (with visual) and the conjugated verb. Some students need more time to handle domino blocks and to rearrange the verb /prefix manually to understand the structure. Through observation of the position of the verb in these initial sentences, students illustrate the rule on a handout prepared by the teacher and discuss it with the class. http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/04.htm http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/tagesablauf.htm Play ‘Human Sentences’. Students work out, in groups, the correct position of words in a sentence. The first group with the correct answer wins. Encourage the students to speak out their sentences to embed the word order of separable verbs. Students should also ask questions using these verbs not just compose monologues. Student work in groups on separable verbs. Use verbs which they have already met when talking about daily routine. Include new ones as a challenge http://www.hueber.de/sixcms/media.php/36/ddc1-l06-ab.pdf (Verb conjugation)	familiar topics using a range of rehearsed strong, weak and separable verbs in the present tense using correct word order. (Level 6) with the support of a speaking frame say simple sentences using rehearsed known strong, weak or separable verbs in the present tense and using correct word order. Mistakes occur however communication is not inhibited. (Level 5) with support say a simple sentence using a separable verb to the stimulus of a visual accompanied by a written cue.. (Level 4) read texts which include various separable verbs and answer open ended questions to demonstrate comprehension (Level 6) read a text which includes various rehearsed separable verbs and fill in a cloze text with missing key words to show comprehension. (Level 5) with help and support read out statements using separable verb and highlight the parts of the verb. (Level 4)
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	http://www.slideshare.net/LearnOverIP/trennbare-verb-en-2710253 Students write a list of actions which they perform at different times of day using a mixture of weak, strong and separable verbs. In a debriefing session introduce the use of the present tense to show future plans. Model the structure on the IWB using expressions of time .e.g. <i>heute, morgen, am Montag</i> etc. Use a good questioning technique to elicit the difference in time. <i>Was mache ich jetzt/gerade? Es ist jetzt elf Uhr. Ich lerne Deutsch. Um halb eins mache ich Pause. Was mache ich heute Abend/ am Wochenende/im Sommer/in den Ferien ...?. Gehe ich heute zur Schule? Gehe ich heute schwimmen? Wann gehe ich schwimmen.etc.</i> Students think –pair –share about the use of the present tense , the use of time phrases/adverbs to change the meaning from the present tense to the future intention. Compare with Maltese. Use the <u>traffic light method</u> on the IWB : Write sentences on the same topic with mistakes. Students have to use clickers to choose the correct answers. The correct sentence using the present tense to plan a future action will highlight in green. (red and orange are used for the other incorrect sentences) Students work in mixed ability groups to plan an activity for the weekend using speaking frames . http://www.saddleworth.oldham.sch.uk/languages/German/German_Holidays.htm story board to talks about what to do in the holidays Click here. Future Time Phrases. To use time phrases in conjunction with the present tense to imply the future. Click here.	use the present tense of a range of rehearsed strong, weak and separable verbs and correct word order when writing a text on familiar topics using the present tense also to talk about future plans. (Level 6) write simple sentences using rehearsed strong, weak and separable verbs in the present tense and correct word order on a familiar topic and use the present tense to talk about future tense with the help of writing frames. (Level 5) with help and the support of visuals copy a simple sentence on a familiar topic and fill in the required verb in the present tense choosing from a list of rehearsed of weak and strong verbs.(Level 4)
Strands: Listening, Speaking, Writing The teacher will: 3. introduce the concept of forming and using statements beginning with elements other than the subject.	Recall the word order of simple sentences and the position of the conjugated verb using statements about a familiar topic. E.g. show a video on daily routine. Ask the questions. <i>Was machst du / macht der Mann zuerst? Und dann/danach?</i> Continue using different expressions of time to show sequence. Use a time line on the IWB to show the meaning. Students drag the sentences near the expression and use the reveal function to change word order in the sentence. Students are asked to Think Pair Share to note the change in pattern and position of the verb. Use human sentences to emphasise the structure. The student holding the verb card sits in a chair and does not move when the student holding the time expression goes to the beginning of the sentence. The student holding the subject card has to go to the position after the verb.	Students will: listen to dialogues/texts about familiar contexts in which expressions of time are used for inversion and list the events in sequence on a given grid. (Level 6) listen to a dialogue/text about a familiar context in which expressions of time are used for

	In a plenary session the students write down the new language structure in their learning diary. Students work in mixed ability groups on various tasks: http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/index.htm http://www.dafitalien.com/didaktik/materialien/A1_Tagesablauf_AnitaGhane.pdf (adapt the cut out sentences as a jumbled up activity – place in the right order / match to pictures). <u>The temporal prepositions.</u> Using a cloze text, students learn and practise the adverbs and expressions of time. E.g. <i>zuerst, dann; darauf, später, schließlich, jeden Tag, jede Woche, jedes Wochenende</i>, http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lektion=5&Exercise=6&SubExercise=1 http://www.prometheanplanet.com/en-gb/Resources/Item/35239/daily-routine-german Students note down what they have learned in a plenary session (match pictures to statements and stick them on the board). Brainstorm time phrases and adverbs of time already learnt in the previous unit. http://www.google.com/images?rls=com.microsoft:de:IE-SearchBox&oe=UTF-8&rlz=1I7ADSA_en&q=Tagesablauf&um=1&ie=UTF-8&source=univ&sa=X&ei=KYGITc6KKsaDOvSihIsO&ved=0CDIQsAQ&biw=1003&bih=500 Using a video clip http://www.youtube.com/watch?v=djfdTibk1eY http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lektion=5&Exercise=5&SubExercise=1 Using a real time table, students work on the temporal prepositions, and expressions like <i>jeden Tag, jede Woche, jedes Wochenende</i>. Teacher models the structures <i>Wie oft? - Jeden Tag</i> and challenges the students are asked to create a mind map to find out other <i>frequency</i> words/phrases in a text. (Students Think-Pair-Share using mini whiteboards and then report in plenum). E.g. <i>Häufigkeitseingaben: oft, sehr oft, ab und zu, nie manchmal u.s.w.</i> Use the IWB to draw a time line / students draw a poster to give a pictorial version of the expressions. Students work with different texts and underline the frequency words. They are to note in which part of the sentence these expressions occur. As an end to the activity students are asked to create a dialogue/short text/e-mail using a number of frequency words. Students explore a text on daily routine e.g. http://www.passwort-deutsch.de/lernen/band1/lektion5/aktivitaet09.htm and focus on sentence structure. e.g. find a sentence with a separable verb and mark the parts of the verb. Students are asked to explore how the sentences are made more interesting by using different word order patterns e.g. start with subject, start with time expression etc.	inversion and complete a cloze text with missing key words from a list (Level 5) listen to a statement using an expression of time to start the sentence and with help identify the correct matching visual. (Level 4) speak about their own daily routine or that of others using correct verb, and correct word order, starting statements with time expressions. (Level 6) speak about a familiar topic and use frequency phrases to begin the statements, the correct verb, and correct word order with the help of a speaking frame. (Level 5) with help and support of cue cards say a statement starting with a frequency phrase. (Level 4) using rehearsed vocabulary and structures write a text about a familiar topic given a stimulus and points to cover and use inversion and correct word order. (Level 6).
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	Challenge the students to make sentences more interesting by adding an adverb of time or a time phrase, include <i>ja/nein</i> etc. Students Think-Pair-Share using mini whiteboards. Discuss the results in groups and collate in a plenary session. Students work in groups to discuss various ways of giving more information to a simple sentence by asking <i>wann</i>, <i>wie oft</i> questions and choosing the correct adverb or expression to add to the sentence. Students explore a text and find sentences where the subject is not the first idea. Challenge the students by including <i>ja, nein</i>. Students have to note what happens in such sentences: Is word order influenced by these words? Model sentences starting with time phrase or adverb of time. Use “Human Sentences” and have the verb migrate to the new position in the sentence when necessary. Extend by joining sentences using simple connectors <i>und, aber, oder</i> and explore the word order and discuss results. Lead to teaching objective: Writing more interesting sentences using word order. Students can try to find a range of words/expressions which they may use to start a sentence. Starting a sentence with a temporal expression. http://ospitiweb.indire.it/ictavagnacco/deutsch/Test_3.4/08wochenplan.htm Students work on sentence building using sets of cards. Variation: Students create funny sentences: e.g. <i>Montags stehe ich um elf Uhr auf</i>. Students have to react to whether the statement is true or false - Possible answers: <i>Falsch! Montags stehst du früh auf. Am Montag hast du Schule!</i> Give students texts on daily routines of famous personalities, cartoon characters. Their task is to explore the various ways word order is used in these texts. Report back to class or form other groups to report to their peers. Use colour ovals for the verb (broken ovals for separable verbs). Students have to say which part of the sentence has moved. Make use of Human Sentences then ask the students to work in groups with cards, on computer, handouts or other tasks which students can create themselves. http://www.hueber.de/wiki-99-tichwoerter/index.php/Bild:Arbeitsblatt_bsp1.jpg	fill in a cloze text on a familiar topic which includes inversion in the sentence structure and fill in missing key words from a given list. (Level 5) with help and support write a sentence using inversion using cue cards and visuals. (Level 4).
Strands: Speaking, Writing The teacher will: 4. guide students to plan a day or a weekend in a town or	Refer to the projects the students did in the previous unit on a city in a D-A-CH in a country Set the students the task: Create a programme for a day or a weekend in this city Teacher prepares handouts with directions to be used as scaffolding where necessary. E.g.: A set of questions :<i>Wann stehen wir auf? Um wie viel Uhr ist Frühstück? Was sehen wir zuerst? Und dann? Um wie viel Uhr macht das Museum auf?</i> Ask the students to add to the list of questions and then form the programme in point form. In the next stage students will write a description of the programme and present it in brochure form,	Students will : discuss orally using rehearsed and some researched vocabulary to create a programme for a day or a weekend in a city in a DACH country using rehearsed speaking strategies and structures. (Level 6)

a city in a DACH country.	as a small video/presentation with commentary etc or in any way they prefer. http://www.goethe.de/mmo/priv/5237130-STANDARD.pdf <i>eine Reise nach Berlin:</i> http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/12937/ (interactive guided task) http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/11989/ http://www.colby.edu/german/deutsch_ueben/ (Webquest <i>Stadttour</i>) http://www.bayswaterps.vic.edu.au/lote/bquiz.htm (Webquest: <i>Eine Reise durch Deutschland</i>)	express orally question and answers using rehearsed vocabulary and structures and the support of a speaking frame to plan with their peers a short fictitious programme for a day in a city a D-A-CH in a country of their choice. (Level 5) with help and support name a list of activities using visuals and cue cards which one can do when visiting a city in a D-A-CH country. (Level 4) experiment with some unfamiliar language to find resources to write a simple text/e-mail to a pen friend or eTwinning partner to plan a fictitious day out in a city of their choice. (Level 6) write simple sentences using key words from a model text to outline a programme of activities one could do when on a visit in a city in a D-A-CH country with the help of a writing frame. (Level 5). with help and support replace the visual in a statement taken from a short text on a programme planned for a visit to a foreign city with the help of a list of keywords (Level 4)
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.7)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to elicit expressions, phrases and verbs.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to build up a story using expressions, phrases and verbs learnt studying this topic.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.8: What is the weather like? - *Wie ist das Wetter heute?*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. teach how to identify and interpret weather forecasts from various sources: radio, TV, newspapers and the internet. (Listening, Speaking, Reading,)
2. teach how to understand and use cardinal directions. (Speaking, Reading, Writing)
3. guide students to express preferences regarding seasons, months and the weather, using the prepositions *an*, *um* and *in*, expressions of negation and other relevant covered vocabulary and structures in various productive tasks. (Speaking, Writing,)

Key words	Points to note	Resources
<i>Wie ist das Wetter heute/ morgen/in Italien...? Die Sonne scheint, es regnet/es..../es ist.bewölkt, heiß, kalt, schön, warm, schlecht, sonnig, windig.... das Grad, circa minus, plus, unter Null der Regen, die Sonne,... die Temperatur,steigen auf es regnet,es schneit...Es ist regnerisch, sonnig... Wo liegt ...? im Norden, Süden, Westen, Osten das Jahr, die Jahreszeiten:der Frühling, der Sommer, der Herbst, der Winter der Monat: der Januar, der Februar, der März.... am Montag, um 3 Uhr, am Abend, in Italien, im Sommer., im Februar... Ich finde., im, am, um in....</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. Teaching and learning German as a foreign Language (<i>DaF</i>) involves getting to know the country. Through video clips, news, reportages and other resources students compare and contrast the climate in Malta with that in DACH countries. Allow sufficient time for students to discover, recognise and assimilate structures and key words. Students are to be given ample time for role play, interaction and consolidation. Emphasize correct sentence structure – e.g. verb position, position of <i>nicht</i> in sentence. Students are to be given time to reflect about and note down key language and skills focused on during tasks. These points should then be presented and shared during plenary sessions. At different occasions in the lesson or before moving to the next learning objective teacher and students should share reflective period about what has been learnt and what still needs to be learnt to proceed to the next competence Level Teaching objectives and key words have to be clearly visible at all times during the unit (Use IWB, white board, wall charts) Tasks and clear instructions must be constantly and clearly visible on worksheets/ white board throughout the lesson. Tasks should be set slightly above each student's level to challenge the student without inhibiting learning and are to include self assessment on task carried out.. Show students the use of simple connectives. E.g. <i>Das Wetter ist schön und sonnig</i>. Do not assume that students will use these words automatically. Stress the value of extending what is said and written by challenging and guiding students to improve their written/spoken production.	PowerPoint, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises and other material to be found at the German resource centre. A large map of Germany and weather symbols. A bag with and word cards. A variety of multimodal texts. Interactive teachers' handbook, Glossaries, IWB, internet access. Board games, memory games: e.g. The game of verbs (ELI material) and easy readers with incorporated CDs. Mini-Whiteboards. Lingua Assistant (where available), using the German for Hire Project i.e.: inviting native speakers to the classroom. Websites of various German publishers,:Hueber, Klett, Schubert, Langenscheidt, Gilde, Cornelson...) http://www.wetter.de/ http://www.wetter.de/europa http://atschool.eduweb.co.uk/rgshiwyc/school/curric/hotpotato/es/ ; http://webgerman.com http://www.radioeins.de/nachrichten/wetter/wetterkarte/index.html http://www.cornelsen.de/pluspunkt_deutsch/1.c.2838854.de (Worksheet -Auf Reisen)

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strand: Listening , Speaking, Reading Writing The teacher will: 1. teach how to identify and interpret weather forecasts from various sources: radio, TV, newspapers and the internet.	Using a video clip of a weather forecast introduce the topic. Discuss with the students what one needs to know to be able to understand, interpret and talk about the weather. Students explore situations and instances which necessitate use of language terms regarding weather by working in pairs to produce a list. E.g. to plan a day out, to see what one needs to wear, etc. Introduce the question <i>Wie ist das Wetter heute?</i> and weather phrases in German using mime, gestures, actions, pictures, flashcards or video clips. Elicit the structures <i>es + Verb</i> and <i>es ist + adjective</i>. Students use mime or pictures of clothing, umbrella etc., to show understanding of weather phrases. http://www.earlystart.co.uk/esgerman1.htm http://www.youtube.com/watch?v=2xwE4c78mrw&feature=player_embedded Explain available tasks to students before they go to the respective work stations they have chosen. e.g. Students match flashcard to the phrase, say the phrase and do the action; Simple Simon game e.g. <i>Es regnet</i>. A student mimes and the rest of the group says the phrase. Students play picture slap: Pictures of different kinds of weather are hung around the class or put on a table. Students race to slap the picture which matches t what they hear (Listening) or is be found in the text. http://www.lerndeutsch.org.uk/das_wetter.htm http://www.slideshare.net/treningi09/das-wetter http://vs-material.wegerer.at/sachkunde/su_wetter.htm http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6002220 IWB (teacher has to get a password first) http://www.tes.co.uk/teaching-resource/countries-weather-3002135/ Challenge the students to include inversion, intensifiers, adjectives,the negative <i>nicht</i> and other applicable learnt structures from previous units . <i>Es ist sehr kalt in Deutschland. Das Wetter ist schlecht/nicht gut..In</i> Students write a postcard on the weather pretending to be away from home and asking about the weather locally. In a debriefing session discuss what the students have found out , and share new language/structures. Students continue with tasks or start new ones accordingly. Use a wall weather chart for Malta and for Germany , students stick weather cues (Visual /written on it according to listening/reading texts or video clip) or complete tasks on weekly	Students will: identify the main idea and some details in a weather forecast and answer open ended questions to demonstrate comprehension. (Level 6) listen to and demonstrate comprehension of simple texts including rehearsed language and structures on the weather in a variety of ways, e.g. right/wrong answers, multiple choice. (Level 5) listen to simple statements about the weather and correlate text (title) with picture.(Level 4) initiate and maintain a conversation on the topic weather when working in pairs or in a group using rehearsed language and structures. (Level 6) take part in a presentation on the weather using memorised language and short simple sentences with the help of a speaking frame.(Level 5) with help use the correct rehearsed expression /phrase to ask/answer questions on the weather using visual prompts. (Level 4) read weather reports taken from

	weather in a particular place in a D-A-CH country. Using the listening text from the textbook or other downloaded material from the internet, students try to indicate what type of weather it is and to which part of the country these weather conditions apply. http://www.youtube.com/watch?v=Xot1EI4s6j0 http://www.youtube.com/watch?v=1d_9jDTv_ww&feature=related http://vs-material.wegerer.at/sachkunde/pdf_su/wetter/sl_wettereigene.pdf http://vs-material.wegerer.at/sachkunde/pdf_su/wetter/SchwarzerPeter_wetter.pdf Homework: Students work on sites, flashcards or vocabulary box. Students use Listening Pictionary in which they draw a picture of what they have just heard. Pair or Group work: A student writes/says a sentence/s, the other(s) hear/ s or read/s it and make/s a drawing to understanding. Students answer questions on weather reports in a newspaper or on a weather website (in short or in full), do gap filling exercises and answer true or false statements. Provide answer sheets for self assessment. Students use interactive CDs or internet sites for homework e.g. Internet research: http://www.wetterbericht.de/wf-sites/wf-bundeslaender.php Students highlight the temperatures in a weather report. Numbers from zero to 40 should be revised. A thermometer or a number line could be used. Pictures of very cold places are shown to introduce the minus Grad. Stress minus before a number and mime <i>Es ist sehr kalt</i>. Students explore weather reports on the internet for various German speaking cites and gather information to write a short weather report to be presented in plenum to the rest of the class. Students write a postcard on the weather to send to a penfriend or an eTwinning partner.	newspapers /the internet and fill in a prepared grid to demonstrate comprehension of details. (Level 6) read a text on the weather/weather report and fill in a cloze text with missing key words from a given list to demonstrate comprehension of the text. (Level 5) read a simple statement about the weather and choose the correct visual to demonstrate understanding. (Level 4) write a postcard/e-mail about the weather using rehearsed structures and phrases, connectives and intensifiers. (Level 6) fill in a cloze text on the topic weather with rehearsed phrases/keywords from a given list. (Level 5) with help and support replace in writing the visual in a question/statement on the weather with a word/phrase from a given list.(Level 4)
Strands: Speaking, Reading, Writing The teacher will:	Using a video of a weather forecast or a map the teacher introduces the compass points <i>Norden, Süden, Osten, Westen</i>. Students use IWB (drag and drop, uncover etc) to practise the compass points. Compare with English and Maltese. http://www.unterrichtsmaterial-schule.de/erdkundevorschau5.shtml	Students will: use cardinal directions and rehearsed expressions to give

2. teach how to understand and use cardinal directions in various contexts .	Kinaesthetic activity: A student gives a direction and the rest of the group indicate the correct direction by pointing appropriately. (Some groups can make use of a weather vane which students have been asked to construct themselves.) Students join in with actions and words. Students take turns in giving and following directions. Students play the game North/South/East/West. Label the four directions in the class. Call out a compass point and children run to it. <i>Wo liegt..? Wie ist das Wetter in ...? Wo regnet es? Wie viel Grad?...</i> Students place/stick cards with names of cities in Germany on a map. Students identify and collate information on the weather in these cities from modified authentic sources e.g. Internet/ newspapers and place appropriate weather symbols on the map. This activity can also be done at work tables, students fill in handouts. http://ca.wikipedia.org/wiki/Fitxer:Weather-symbols.png Listening and reading activities from textbook, students CDs. The new words and phrases should be noted in their <i>Lerntagebuch</i> after a plenary on the IWB. Students use the new structures and phrases to write short dialogues/e-mails /postcards in various familiar contexts of their choice. Ask students to use the internet/TV to find the weather report for Malta and a D-A-CH region at home. Provide a handout to be filled in to be used at the start of the next lesson.	details of location in dialogues on familiar topics . (Level 6) ask and answer multiple simple direct questions about location in dialogues on familiar topics with the help of a speaking frame. (Level 5) with support and visuals answer a question using the correct cardinal direction. (Level 4) show understanding of expressions and structures using cardinal directions in multimodal texts by answering open-ended questions. (Level 6) read text which contains learned expressions/phrases and cardinal directions and fill in a cloze text with the missing key words. (Level 5) read a statement with a cardinal direction and indicate the corresponding visual. include rehearsed expressions and vocabulary relating to cardinal direction when writing and e-mail/text to give detail. (Level 6) write questions and answers referring to location and using rehearsed expressions and cardinal directions. replace in writing a visual of a cardinal direction in a statement
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		giving location.(Level 4)
Strands: Speaking, Writing The teacher will: 3. guide students to express preferences regarding seasons, months and the weather, using the prepositions <i>an, um</i> and <i>in</i> , expressions of negation and other relevant covered vocabulary and structures in various productive tasks.	Setting the scene. Students report on homework internet research about weather in a German speaking country. Talk time in pairs about the weather in Malta and to compare with the weather report in the D-A-CH country. Collate the statements on the IWB. Lead to the teaching objectives by asking questions. <i>Es ist zu warm/kalt in Hier/Dort ist das Wetter nicht so kalt/warm. Mein Lieblingsland ist Es regnet dort nicht so oft?</i> Using visuals, clothes etc revise months and seasons. In pairs students use mini Whiteboards to write four statements about months of the year and which season they are in, e.g. <i>Der April ist im Frühling</i>, etc Write the word <i>im</i> in front of each season on the board and elicit the fact that it is <i>im</i> rather than <i>in</i>. Elicit the new formation by using colours. By using gestures model negative sentences. Use the IWB reveal and hide functions to show how <i>nicht</i> is added to the end of a sentence. Ask the students to think of another way of showing negation : <i>kein/e. Keine Sonne heute, nur Wolken und Regen.= Die Sonne scheint heute nicht. Es ist wolzig und es regnet.</i> Kinaesthetic : Use ‘human sentence’ to show how the negative is formed with <i>nicht</i>. Students write down examples of negative sentences using <i>nicht</i> and <i>kein/e</i> in their <i>Lerntagebuch</i>. Students work in mixed ability groups on various tasks to consolidate structures: e.g. using interactive CD/ internet exercises fill in the blanks, text book tasks, and card games). http://vs-material.wegeber.at/sachkunde/pdf_su/jaherszeiten/AB-Monate-Tage.pdf http://vs-material.wegeber.at/kunst/pdf_doc/Selbermach-Kalender_dt.pdf http://vs-material.wegeber.at/sachkunde/su_jahresz.htm http://www.tes.co.uk/teaching-resource/seasons-German-3013742/ (seasons) http://www.curriculumbits.com/prodimages/details/german/ger0013.html months http://www.curriculumbits.com/prodimages/details/german/ger0015.html months Interactive http://gut.languageskills.co.uk/beginner/year8/12664.html In a debriefing session students are asked to work in pairs using mini White boards to brainstorm expressions used in previous unit to express likes and dislikes. <i>Ich mag, ich finde ,</i>	Students will: perform role plays , dialogues or interviews on familiar topics using rehearsed structures to express likes and dislikes, use the prepositions <i>an, um</i> and <i>in</i> , and learnt structures of negation.(Level 6) perform role plays on familiar topics using rehearsed high frequency words to show likes and the dislike, the prepositions <i>an, um</i> and <i>in</i> , and learnt structures of negation in simple sentences and questions with the help of learning mats and speaking frames. (Level 5) with repeated support express short sentences/ phrases about their favourite season and the weather written and visual prompts. (Level 4) write a text/an e-mail or a postcard in which they express preferences regarding seasons, months and the weather, using the prepositions <i>an, um</i> and <i>in</i> , expressions of negation and including learned structures and vocabulary from other units (Level 6)

	<i>gern, lieber am liebsten, Lieblingsjahreszeit, Lieblingsmonat etc.</i> Teacher models by saying. <i>Mein Lieblingsjahreszeit ist der Herbst. Mein Geburtstag ist doch im Herbst./ Mein Lieblingsjahreszeit ist der Sommer. Ich schwimme ja so gern.</i> Student work in groups • to ask each other and make statements about likes and dislikes using a speaking frame and visuals/cue cards. • Using a table of statistics on holiday preferences (<i>Die liebsten Reiseziele der Deutschen</i>) to write a report/develop an interview on the topic . Differentiate by giving various tables on different familiar topics. Students work in pairs using Mini Whiteboards to write a sentence about the statistics given. Sentences are collated on the iWB and sent to students by e-mail. Students work on different tasks to reinforce and practise learnt structures choosing their own topic: e.g. <i>Mein Lieblingsmonat</i>. They are asked to use as many structures and keywords as they can from previous units. Provide writing mats/frames for support. ◆ writing short sentences using visual prompts and key words ◆ reordering jumbled sentences on cards or strips of paper to form a message on a postcard. ◆ writing short dialogues using visual or verbal prompts (For a higher Level extend by including expressions of preference in the speaking frame: e.g. <i>Ich mag den Sommer. Es ist warm und schön. Ich bin froh im Sommer. Der Tag ist hell.</i>) ◆ writing a weather report on the school website for different months or seasons, or by using a forum or a blog, ◆ filling in missing words in a message or a postcard. ◆ writing a postcard describing the weather whilst on holiday. ◆ Talking table: Students use visual prompts to talk about the weather and preferences. Expressions, statements/questions are visible on a speaking frame. ◆ Students prepare and simulate the weather forecast on a TV, using a microphone, a map and visuals. This could be video recorded and played to the class, who comment constructively on performances. Students hang/stick the appropriate picture on the map. Students save the clip in their personal space on the learning platform. ◆ Students write and then perform a telephone conversation, in which one of them is on a holiday in another country and asks about the weather.	fill in cloze texts on familiar contacts with missing key words/phrases to express likes and dislikes, the prepositions <i>an, um</i> and <i>in</i> , expressions of negation. (Level 5) with support write simple sentences to show likes and dislikes/use the prepositions <i>an, um</i> and <i>in</i> /or expressions of negation (Level 4)
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	◆ Students interview each other on their favourite season and month and write/speak about the <i>Umfrage</i> using bar graphs etc (cross-curricular link Mathematics) ◆ Using the information about weather in a DACH country/countries/cities gathered from internet, newspaper or TV, students compile a report/ statistics and present it to the rest of class. ◆ Students are asked earlier in the unit to follow the weather report of a German speaking country (Weather wall chart). Students explore the internet or German radios or TV to follow a seven day weather report for Germany. End of Unit activity: http://www.wetter.welt.de/deutschland.asp Sing/Mime the rhyme <i>Es war eine Mutter, die hatte vier Kinder</i>. Students draw pictures to accompany the rhyme using storybird.com http://www.labbe.de/liederbaum/index.asp?themaId=22&titelId=335 http://www.hueber.de/sixcms/list.php?page=landeskunde_daf Song <i>Im Sommer</i> .http://www.genkienglish.net/learntospeakgerman/danke.htm	
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.8)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher / students make use of a Concept Map² <http://cmap.ihmc.us/download> to identify and interpret weather forecasts by inserting pictures, videos, sounds and voice in a collaborative map.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to understand and use cardinal directions.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to express directions, describe season preferences in a story learnt studying this topic.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.9 Free time and Hobbies - *Freizeit und Hobbys*

Strands: Listening, Speaking, Reading, Writing

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

OBJECTIVES		
The teacher will: 1. teach how to identify, understand and use vocabulary related to the topic hobbies and sports activities and the pronunciation of the unstressed e. (Listening, Speaking, Reading) 2. teach the conjugation of the present tense of strong verbs <i>lesen, treffen, schlafen, fahren, nehmen, essen, sehen, fernsehen, sprechen, geben, möchten</i> and verbs needing the extra „e“. e.g. <i>arbeiten, baden</i>. (Listening, Speaking, Reading, Writing) 3. teach how to obtain information about others and their interests and give information about oneself and one's interests. (Speaking, Writing) 4. guide students to explore, compare and contrast free time activities in DACHL countries with their own. (Reading, Writing)		
Key words	Points to note	Resources
<i>der Brief, Briefe schreiben, die E-Mail,</i> <i>das Internet, im Internet surfen</i> <i>das Computerspiel</i> <i>die Freizeit, in der Freizeit, das Hobby,</i> <i>Sport machen, joggen, tanzen,</i> <i>Fahrrad fahren, Ski fahren,</i> <i>wandern, schwimmen</i> <i>Lieblingsbeschäftigung,</i> <i>Ich schwimme gern, ...</i> <i>grillen, reisen, schlafen,</i> <i>Freunde treffen, ...</i> Question words <i>Wann, mit wem, wie oft?</i> Frequency words/phrases: <i>Oft, ..., nie</i> <i>einmal / zweimal in der Woche,</i> <i>ab und zu.</i> <i>Jeden Tag, jede Woche,</i> <i>jedes Wochenende</i> <i>Es macht Spaß!</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. Teaching and learning German as a foreign Language (<i>DaF</i>) involves getting to know the country and its people. In this unit students explore, compare and contrast the way people in German speaking countries spend their free time through various media, e.g. video clips and websites and by interacting with native speakers (e.g. eTwinning, e-mail exchanges, visitors etc) Culture and intercultural aspects permeate the unit. E.g. Differences/similarities regarding opportunities for leisure activities (e.g. In Germany no afternoon school lessons, AGs, shops closed early on Saturdays, staggered regional holidays etc). Emphasis on word order e.g. In German it is common to begin sentences with expressions of time. Vocabulary skills and use of new words and structures in different contexts and situations are to be explored by students. They use a variety of activities and sources to reinforce the new vocabulary and structures. E.g. Visual aids, realia, multimedia, easy readers and board games Students are to be given ample time for Role play, interaction, practice for consolidation and reinforcement. Achievement should be constantly praised.	PowerPoint, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises and other material to be found at the German resource centre. Pictures of famous sports personalities. A variety of multimodal texts, interactive teachers' handbook, <i>Intensivtrainer</i>, (XXL)Glossaries, IWB, internet access. Text book, workbook and incorporated CDs Different types of games such as board games and memory games such as the game of verbs (ELI material) and easy readers with incorporated CDs. Lingua Assistant (where available), using the German for Hire Project i.e.: inviting native speakers to the classroom Web sites of various publishers e.g. <i>Hueber Klett, Schubert, Langenscheidt, Gilde, Cornelson</i> ... http://dw-world.de ; www.goethe.de, http://atschool.eduweb.co.uk/rgshiwyc/school/curric/hotpotato/es/ ; http://webgerman.com http://www.nthuleen.com http://www.bundesweit-freizeit.de/ Activity to revise <i>Lieblings-</i> with Sport http://www.tes.co.uk/teaching-resource/Meine-Lieblingssachen-3012094/

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking, Reading The teacher will: 1. teach how to identify, understand and use vocabulary related to the topic hobbies and sports activities and the pronunciation of the unstressed <i>e</i> .	Set the scene using a video (e.g. Hallo aus Berlin, Planet http://www.hueber.de/sixcms/media.php/36/planet-dvd-hobby-didakt.pdf etc) Students use visuals and cue cards to identify hobbies. Discuss cognates <i>e.g. Sport, Tennis</i>, and some near cognates, <i>e.g. Musik, Fußball</i>. Students explore and work on how many words they can guess / work out. Students match pictures to the words that they are hearing. The verbs to be used in this task should be a mixture of strong, weak and separable verbs and should at this stage be introduced in the Infinitive and then in the first person singular. Students should be encouraged to find pictures of different free time activities. They could build a chart to hang in the classroom or paste the pictures in a scrapbook about German culture, <i>Assoziogramm</i> : Students <i>mind map</i> words which relate to different activities. At this stage only the nominative article is used, in preparation for the next unit. Variation: Students are given pictures with article and word and they classify them under various titles of activities. Alternatively students read out sentences which they have composed themselves and the rest of the group fills in the table with lists of activities accordingly. A video clip or a song or a listening text is used and students fill gaps on a worksheet and then watch the clip or hear song again to check. http://gut.languageskills.co.uk/307.html Students use visual prompts to talk about their free time and interests. Some students might need a model dialogue. Students could be asked to read out a short dialogue together and then they could change pieces of information, such as a name. The next person reads it out with the last person's change and adds one more change by adding something to the list, e.g. a hobby.	Students will: listen to various texts/dialogues/ interviews on the topic hobby and free time answer in some detail questions on what they have heard. (Level 6) understand certain details heard in a conversation/text about free time and fill in prepared grid to identify specific vocabulary and structures used. (Level 5) listen to short statements and identify vocabulary related to the topic free time and hobbies by choosing the correct written/visual. (Level 4 participate in a presentation/interview/dialogue on the topic free time and hobbies using various rehearsed structures with good pronunciation and intonation. (Level 6) ask and answer a set of questions about free time and hobbies using a speaking frame with vocabulary and structures. Pronunciation and intonation are approximately correct. (Level 5) with help and support use visual/written prompts to ask /answer a question about free time and hobbies . (Level 4) read multimodal texts on the topic free time and hobbies which included rehearsed structure and some new

	Students test each other on what they know about their classmates. During a plenary session, students report what they have learnt about their peers and a diagram or chart is drawn about the results (cross – curricular Mathematics) Time Phrases <i>Wie oft?</i> Teacher models question and brainstorms time phrases introducing new ones. A visual table e.g. line graph will help students to understand the frequency phrases. Students play a simple board game about frequency time phrases using a die. They take it in turns to throw the die. If the die shows 2 a student says <i>zweimal in der Woche</i> and moves the counter two places, then turns over a picture/symbol card of leisure activities, and adds <i>spiele ich Fußball</i>. If the student cannot supply the accurate German phrase, counters cannot be moved forward. The first person to complete the course around the board wins. A similar board game can be used with a die and an accompanying list of words. Variation: Students are given pictures with frequency words and phrases. Students classify various titles of activities in the correct column. Students write/say the sentence accordingly. Students are given different texts on the topic. They read or listen to the text silently. They test each other's memory on the text, e.g. names, what they do in their free time, when, etc. or write the answers in columns. Extension: Students write an advert about themselves or a famous German speaking personality. Students categorise activities mentioned in a text. Pronunciation: Students repeat the same word according to cue cards showing moods e.g. "bored" and "excited". and with different tones, e.g. singing, slow-motion etc.	vocabulary and answer open-ended questions to demonstrate understanding. (Level 6) sequence parts of a reading text on free time and hobbies which includes rehearsed vocabulary and structures correctly to demonstrate comprehension. (Level 5) with help read short simple sentences on the topic free time and hobbies and demonstrate understanding by choosing the correct corresponding visual. (Level 4)
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	Use the students` CDs, various textbooks or other downloaded or online exercises.	
Strands: Listening, Speaking, Reading, Writing The teacher will: 2. teach the conjugation of the present tense of strong verbs <i>lesen, treffen, schlafen, fahren, nehmen, essen, sehen, fernsehen, sprechen, geben, möchten</i> and verbs needing the extra „e“. e.g. <i>arbeiten, baden</i>.	Revision of present tense of regular/separable verbs. Brainstorm endings of verbs and word order. Using visuals of activities learnt in previous lessons, present sentences which include the third person singular. Using Mini Whiteboards, students work in pairs to note where changes in the stem of the verb have taken place. Students are given a short text and using different colours they highlight • Regular verbs • Strong verbs • Verbs needing the extra e • Separable verbs They then are given a handout in which they categorise the different types of verbs. Irregular verbs should be noted in the students <i>Lerntagebuch</i>. Different types of exercises in the textbook, worksheets and online exercises could help students consolidate and reinforce these new verbs. Dice games, board games etc. Students work on filling in the missing parts of verb paradigm http://www.languagesonline.org.uk/ <u>Kinaesthetic</u>: Divide the class into groups. Give each group a verb for which they have to create a tableau in which each member of the group is involved.. Countdown in German from 10 to 1. On <i>los!</i> each group ‘freezes’ their tableau. Students think out loud to work out the sport that each group is representing, e.g. <i>Schläfst du? – nein. Siehst du fern? – ja.</i> Introduce the verb <i>arbeiten</i> and the extra e http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lektion=5&Exercise=7&SubExercise=1	Students will: listen to various dialogues on different familiar topics in which the present tense of strong verbs and verbs which necessitate the extra e are used and show comprehension of details by filling in a prepared grid . (Level6) listen to short text/dialogue on a familiar topic in which the present tense of strong verbs and verbs which necessitate the extra e are used and show comprehension of details by filling missing key words in a cloze text from a given list. (Level 5) listen to short questions and answers on a familiar topic in which the present tense of strong verbs and verbs which necessitate the extra e are used and show comprehension by choosing the correct corresponding visual. (Level 4) use the correct verb paradigm in the present tense of the irregular verbs and verbs taking the extra e when giving an oral presentation /participating in a conversation on a familiar topic. (Level 6) use the correct verb paradigm in the present tense of the irregular verbs <i>lesen, treffen, schlafen, fahren, nehmen, essen,</i>

	Students explore similar verbs in groups. End task : In mixed ability groups students work on listening/speaking/reading and writing activities to include the present tense of the new verbs. ◆ Write cartoons/dialogues using these verbs in familiar contexts. ◆ Listen to dialogues accompanied by visuals and fill in the missing verbs/ Fill in the missing verbs in dialogues accompanied by visuals and then check by listening to the dialogues. ◆ Read information texts/CVs about persons from D-A-CH countries in the 1st present singular and write a text in the 3rd person singular to reflect what they have read. ◆ Choose the correct verb paradigm of a strong verb from a multiple choice to complete a dialogue/text accompanied by a visual. ◆ Read different text formats in which strong verbs are used and identify true and false statements on the text. ◆ Explore other strong verbs and their meanings by using a dictionary and use them in writing activities. ◆ Write various texts to a given prompt and using a set of given points in which they use a variety of rehearsed verbs in the present tense.	<i>sehen, fernsehen, sprechen, geben, möchten, arbeiten, baden</i> when taking part in role play on a familiar topic with the aid of a speaking frame. (Level 5) read multimodal texts on familiar topics in which the present tense of strong verbs and verbs necessitating the extra e are used and demonstrate comprehension by filling in a prepared grid with details from the text. (Level 6) read a text/dialogue in which the present tense of strong verbs and verbs necessitating the extra e are used and demonstrate comprehension filling in a cloze text with missing key words from a given list to demonstrate comprehension. (Level 5) with help and support read a short text in which some rehearsed strong verbs are used and correlate to visual or written cues to demonstrate comprehension. (Level 4) with help and support use a rehearsed irregular verb in the present to ask/answer simple questions with the aid of visual prompts and cues. (Level 4 Writing) use a correctly the present tense of a variety of strong verbs and verb taking the extra e when writing various types of texts on familiar topics. (Level 6) fill in a cloze text on a familiar topic with
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		correct conjugation of different types of verbs in the present tense with the help of a writing frame. (Level 5 Writing) with help and support write a question or a statement using the present tense of a strong verb correctly (Level 4)
Strands: Speaking, Writing Teacher will: 3. teach how to obtain information about others and their interests and give information about oneself and one's interests.	Set the scene by showing a video about free time activities, e.g. <i>Hallo aus Berlin, Planet</i> etc. Brainstorm questions and interrogatives about free time. Students use Mini Whiteboards in groups to write questions using as wide a variety of question words as they can. Collate on the IWB and explore new question words. E.g. <i>Was machst du in der Freizeit ? Was machst du am Wochenende? Wo? Wie lange....? Mit wem...? Was machst du gern? Wie oft? Wie findest du Tanzen?</i> etc. Model and practise answers in a plenary session. http://gut.languageskills.co.uk/beginner/year7/12708.html Students interview each other on what they do in their free time and about hobbies Teacher provides speaking frames with vocabulary and phrases. Gradually decrease scaffolding. Students use the information gathered to write a short paragraph about their partner. This can be used later as a reading /listening comprehension or used to make a cartoon story. These texts can be compiled in a booklet as a class profile e.g. <i>Wir</i> as title. Students prepare - closed / open ended questions about their text. Their partners then answer the questions which can vary from short answers, true or false statements, multiple choice, matching sentence which have been divided into two pieces, matching questions to responses. Peer /teacher correction and evaluation occurs at the completion of tasks. Students write a few sentences about themselves and their own interests . The subject of the sentences is always <i>ich</i> .They do not write their names on	Students will: interact orally in a class survey using rehearsed vocabulary and structures to find out information about the interests of their peers and give such information about themselves and give an oral presentation on the results. (Level 6) give a short oral presentation on survey to the interests of a person after hearing an interview on the topic using a speaking frame which includes key words rehearsed language and structures. (Level 5) with help and support ask /answer a question about interests and opinions to a given visual stimulus. (Level 4) write a list of questions using a variety of question words for a class survey what interests ,activities and opinions of their peers and compile the information obtained from the survey in a written form of their choice using correct structures and syntax with some occasional mistakes.(Level 6)

	the text. The other students have to read it and guess who the person who wrote the text is. In a more challenging version the sentences are written in the third person singular. (<i>er, sie</i>) http://www.hueber.de/sixcms/media.php/36/Kovo-S1int-L6-D4.pdf Students interview their partner about their interests and free time and write an article or an entry in a forum. The person who was interviewed then reads it to check for facts and whether they'd like anything added. Different students write up the same interview and compare their finished pieces of writing. Negation <i>Was machts du in deiner Freizeit nicht?</i> Students work in groups on different situations written on a set of cards (differentiate by providing visuals and speaking frames). E.g. <i>Es ist Samstagmorgen. Es regnet.</i> Students ask each other e.g. <i>Gehst du heute spazieren? – Nein, ich gehe nicht spazieren. Es regnet.</i> Extension <i>Ich bleibe zu Hause und lese.</i> Extension: Ask students to produce statements which include both an adverb of time and an adverbial phrase of place and re-enforce word order.	produce a written questionnaire/longer paragraph / advert / e-mail using a writing frame on the topic interest and opinions with the help of a writing frame. (Level 5) with help and support write the correct question word in a question about interests and opinions choosing from a given list. (Level 4)
Strands: Reading, Writing The teacher will: 4. guide students to explore, compare and contrast free time activities in DACHL countries with their own.	Students work on a web quest about free time activities in DACHL countries. http://www.germanplaces.com/de/deutschland/freizeitaktivitaten-deutschland.html Topics: Television stations and programmes Sport Cinema Theatre Family meetings and outings e.g. <i>Kaffeestunde</i> , Visiting relatives etc. Acquire information on the cultural differences from a partner school or an	Students will: read and understand short paragraphs from a web quest which contain some unrehearsed vocabulary about how people in German speaking countries spend their free time. (Level 6) understand a short paragraph about how people in German speaking countries spend their free time using a reading frame with explanations and visuals to aid

	eTwinning project or use the Internet. . View excerpts of a Video e.g. <i>Bilderbogen D-A-CH</i> and collate information using a worksheet with points/questions. View an excerpt on <i>Freizeit</i> e.g. DVD <i>Planet</i> and compare with the ways youths in Malta use their free time. Students make a poster using a Venn Diagram, using pictures and phrases regarding free time activities and hobbies and compare and contrast between Maltese and German ways of life. http://www.bundesweit-freizeit.de/ • Projects can then be used in the School German day or Languages Week • Students display their work on the class/ school boards or website.	comprehension. (Level 5) with help read a simple sentence on how people in German speaking countries spend their free time and choose the correct visual. Write a text about their findings from a web quest on how people in German speaking countries spend their free time using rehearsed forms and structures. Write some connected sentences about how people in German speaking countries spend their free time using a writing frame/model for support.(Level 5 Writing) with help and support write a simple sentence to mention a few activities which people in German speaking countries do in their free time using expressions from a given list. (Level 4)
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.9)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Teacher / students make use of a Concept Map² <http://cmap.ihmc.us/download> to present their hobbies and sports activities.

Students to create a Voki² <http://www.voki.com/create.php> to give information about themselves and speak about their interests.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to understand the conjugation of the present tense of strong verbs.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create a short story utilising the language skills learnt in this topic.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.10: Yes, of course! - *Ja, sicher!*

Strands: Listening, Speaking, Reading, Writing

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

Objectives		
The teacher will:		
1. teach how to recognise and use the accusative complement with reference to the definite, indefinite and negative article in various familiar contexts: e.g. in class, at a restaurant, whilst shopping etc. (Listening, Reading, Speaking, Writing)		
2. teach the use of the question words <i>was?</i> and <i>wen?</i> . (Listening, Speaking)		
3. teach how to answer questions using <i>Ja</i> , <i>Nein</i> or <i>Doch</i> . (Listening, Speaking)		
4. guide students to explore and become acquainted with eating habits in Germany and compare with own. (Speaking)		
Key words	Points to note	Resources
<i>der, die das, den ein, eine, einen kein, keine, keinen</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers.	PowerPoint, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises.
<i>Wer...? Wen...? Wie findest du.....?</i>	Emphasise the importance of learning gender with the noun. Students should be encouraged to use the dictionary to learn the word with its article and plural form.	Authentic menus or menus prepared by students.
<i>Haben Sie...? brauchen, kaufen, nehmen</i>	Encourage use of the vocabulary box. See Unit. The use of colour coding for genders and the plural is highly recommended.	A variety of multimodal texts
<i>die Speisekarte die Speise</i>	Students should be constantly provided with learning support, e.g. tables and frames, illustrated lists of items and word cards with visuals to reinforce the difference between subject and object and the change in the masculine article.	Interactive teachers' handbook, <i>Intensivtrainer</i> , Glossary XXL
<i>ja, nein, doch</i>	Encourage students to create their own learning aids such as labeled pictures for display or learning of vocabulary.	IWB, internet access,/ Computer lab
Using <i>wen</i> with verbs like <i>treffen, einladen, sehen</i> etc.	At this stage connecting the question word "what/ <i>was</i> ..." with the direct object, will help students grasp the concepts. Students will need time and practice to assimilate the <i>Nullartikel</i> and the Negative Article <i>kein</i> .	Different types of games such as board games and memory games e.g. the game of verbs (ELI material) and easy readers with incorporated CDs.
Anzug, Eis, Fahrkarte, Geld, Schlüssel, Handy, Tasche.....	It is important to introduce new structures within the context of familiar language so that pupils are not overloaded and can focus on learning the new concepts. Avoid introducing too much new vocabulary at this stage.	Lingua Assistant (where available), using the German for Hire Project i.e.: inviting native speakers to the classroom
	Reflection time and discussions on what needs to be learnt next are highly recommended.	Internet links: http://german.skola.edu.mt
		Web sites of various publishers such as www.hueber.de/schritte-international , Websites of other publishers like Klett, Schubert, Langenscheidt, Cornelson etc offer differentiated material.
		http://dw-world.de
		www.goethe.de , http://webgerman.com
		http://atschool.eduweb.co.uk/rgshiwyc/school/curric/ho
		tpotato.es/ ; http://www.nthuleen.com ,
		http://www.youtube.com/watch?v=LilwdHJXqIY http://www.youtube.com/watch?v=J40pV1DO2nw

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Reading, Speaking, Writing The teacher will: 1. teach how to recognise and use the accusative case with reference to the definite, indefinite and negative article in various familiar contexts.	Setting the scene: Through the use of visual aids, realia, stories and examples, students discover the difference between the subject and the object in a spoken/written text. e.g. http://userweb.port.ac.uk/~joyce1/abinitio/chap3-6.html http://www.youtube.com/watch?v=LilwdHJXqIY parts of http://www.youtube.com/watch?v=c0OgbtWhllw&feature=related Ideas for teacher http://www.youtube.com/watch?v=0B0UK2mDfJc&feature=related Using various simple sentences students identify who is doing the action and establish the <u>Subject of the sentence</u>. Using the question word “what/<i>was, wen</i>” with the action (verb) being carried out by the subject, students identify the direct object. This is then highlighted in different colours on the IWB. After the plenary session students work in groups to identify and distinguish between subject and direct object in sentences using colours. Students have to underline the subject and / or object using two different colours on various texts/ sentences hung on the wall or board. They have to agree and give a reason why the word is to be marked as an accusative or a nominative case. They are asked to note down what they notice. This will be used later in a plenary discussion. <u>Grammar Detectives</u>: Students work in groups with sentences where the noun with definite article (singular and plural) is used in the nominative and in the accusative case. Students underline the noun and are asked to explore how the markers in front of the noun change according to the function of the word. Students then report back to class. The discussion leads to the changes in the definite article and the students should write the changes using colours in their <i>Lerntagebuch</i>. A wall chart showing a table with the learned structure is to be continually visible in class and can be gradually updated as the unit progress. Reinforce structures using a variety of the following: Working in groups students carry out the following tasks - Chain sentences: The first student says a sentence with a direct object. The other students repeat adding on a new direct object. <i>Ich sehe den Hund und den Garten.</i> - Vary the categories of words according to vocabulary already learnt. E.g. things in class, types of accommodation, things in a room. http://www.tes.co.uk/teaching-resource/Meine-Tasche-und-hast-du-speaking-activity-6065988/ Setting the scene: The indefinite article. Using a PowerPoint presentation of various objects and the question: „<i>Was ist das?</i>“ the indefinite article and negative article (see Unit 4) are revised. Using knowledge acquired from	Students will: listen to multimodal texts on familiar topics which include the accusative complements of definite, indefinite and negative articles and show recognition of subject and object by filling in a prepared grid with details. (Level 6) listen to a dialogue /text in various familiar contexts which includes the accusative complements of definite, indefinite and negative articles and show recognition of subject and object by filling missing key words in cloze text to demonstrate comprehension. (Level 5) listen to a statement/question on a familiar context with an accusative complement and fill in the missing article to show comprehension with the help of cues and visuals. (Level 4) express orally the correct use of accusative complements of definite, indefinite and negative articles in dialogues/interviews and presentations on familiar topics. (Level 6) express orally the correct use of accusative complements of definite, indefinite and negative articles when expressing a few connected sentences

	previous lessons on the definite article students work in groups students try to guess and explore the changes which occur when the indefinite article is used in the accusative case. Students note their findings on handouts and tabulate the articles. In a plenary session the findings are discussed and the wall chart used for the definite article is completed for the indefinite article. Focus on the <i>Nullartikel</i> and compare with English and Maltese. Students write the changes using colours in their <i>Lerntagebuch</i>. http://www.youtube.com/watch?v=J40pV1DO2nw Using the same approach used for the definite article students work on tasks to reinforce learned forms. Chain sentences: Students have to add an object to a sentence. E.g.. Student 1: <i>Ich habe einen Hund</i>. Student 2: <i>Ich habe einen Hund und eine Maus</i>. Student 3: <i>Ich habe einen, Hund, eine Maus und einen Vogel.....</i> What do I have in my bag? A bag is filled with objects and blindfolded students have to say what they have in the bag. E.g.: <i>Ich habe einen Bleistift</i>. http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3009216 Human sentences: Some students holding cue cards, which include pictures or coloured words, form sentences showing the subject and a direct object. This is re-enforced by using the IWB. Pairs work on mini White boards and then share with the rest of the class or record their sentence on the IWB. After practising a few sentences as a class, students work in groups. Tasks vary between writing, saying sentences, using cue card/pictures etc. Gap filling exercises Repeat the same procedure for the negative article, once the new grammatical rule has been established. <u>Setting the scene:</u> Using various contexts from previous units: e.g. classroom objects, items in a bedroom, etc. students become aware that certain verbs necessitate the use of the accusative case. Use situations and pictures to revise e.g. <i>haben, brauchen, kaufen, essen, trinken</i>. Discuss with the students in which situations one has to use the accusative. Discuss with the students the importance of using the correct <i>marker (Article)</i> for communication. Compare a German sentence using the Accusative with an English sentence: e.g. <i>Die Katze frisst den Fisch</i> (The cat eats the fish). <i>Den Fisch frisst die Katze</i>. retains the same meaning while changing the position of the cat and the fish in the English sentence will change the meaning.	or participating in a short interaction on a familiar topic with the aid of a writing frame and visual /written cues. (Level 5) with help and support say a simple sentence in which an accusative complement in the form of definite, indefinite, negative article is used in answer to a visual/written cue. (Level4) read various multimodal texts on familiar topics which include the accusative complements of definite, indefinite and negative articles and show recognition of subject and object by filling in a prepared grid with details. (Level 6) read a dialogue /text which includes the accusative complements of definite, indefinite and negative articles and show recognition of subject and object by filling missing key words in cloze text to demonstrate comprehension. (Level 5) read a statement/question with an accusative complement and with choose the visual plus written cue which matches the subject and the visual plus written cue which matches the accusative complement. (Level 4) write multimodal texts on familiar situations using the correct accusative
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	http://www.graf-gutfreund.at/daf/02grammatik/02nomen&pronomen/ue03_Akkusativ_verben.pdf Differentiate tasks: Students work in groups on: - verbs taking the accusative case using cards with articles and nouns. - a mixture of verbs which take only the nominative (<i>sein, heißen</i>) and others which take the accusative are used. http://www.tes.co.uk/teaching-resource/Articles-Worksheet-6051382/ http://www.tes.co.uk/teaching-resource/Nominativ-vs-Akkusativ-6033644/ (Modify accordingly) Teacher shows the students a picture or short video clip of a German café. E.g. : http://www.youtube.com/watch?v=abHT7xioWrs Discuss vocabulary and situation. Using Mini whiteboards students work in pairs to find out when and why the accusative is used in the dialogue. Students work with model dialogues. Scaffolding decreases gradually until students are able to substitute their own words/ideas. Students write dialogues in groups and then perform them out in front of the class. These could be video recorded and then played to the whole class. Show the students the following videos: . http://www.youtube.com/watch?v=-tuFd0JxuDk&feature=relmfu or http://www.youtube.com/watch?v=xbzJr9LNnsY&feature=relmfu Students use <i>Storyboard</i> software to present similar situations . Students prepare their own menus. They use the internet to find typical German dishes and invent their own menus. They use these self made menus to perform a role play. Alternatively students use authentic menus and work in groups on the same tasks. http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1_z/arbeitsblatt017.pdf These role plays can be recorded and played back to the class. While hearing the recording, the rest of the class notes down the details of the orders, e.g. <i>Tisch Nummer 2, zweimal Pommes Frites, vier Cola</i> . These orders can be checked for accuracy at the end of the scene(s) by the students who produced the role plays themselves. Another scene: Shopping Students prepare a list of things that they want to buy e.g. Shopping at the supermarket, a list of possible presents for a birthday. Baskets with real objects are placed at work stations and students have a list of items they want to “buy”. They then report whether they had found the objects at the work stations or not.	complement : definite, indefinite, negative article. (Level 6) fill in a cloze text on a familiar topic using the correct accusative complement : definite, indefinite, negative article from a given list. (Level 5) with support complete a sentence on a familiar topic and accompanied with visuals with the correct accusative complement : definite, indefinite, negative article from a given list. (Level 4)
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	Students are encouraged to prepare at home pictures of learned and/or new words accompanied by word and article of things they would like to buy. Students are encouraged to use a dictionary or a glossary. Preparing for a birthday party. With the help of cue words, students prepare a list of things one has to buy and who will buy them. A role play/ or a report can follow as an extended task. <u>Tasks:</u> Students say/ write a list of things by removing objects/items from the basket using the verbs which had been identified in the previous lesson (<i>kaufen, brauchen...</i>). Students express and ask for opinions about items in the basket. (<i>Ich finde schön. Wie findest du</i>). Pair Work: One student will choose an object while saying e.g. <i>Ich brauche den Bleistift, und du?</i> The other student answers in the negative and chooses another object? <i>Ich brauche keinen Bleistift, ich brauche einen Kuli,...</i> One student lists items (<i>Ich brauche, ich kaufe einen ...</i>) Other students listen carefully and arrange the pictures in the correct order, or pick out the correct object, and sort them according to the articles. One student who in possession of a sheet with the correct answers can query the choice made. E.g. <i>Ist das ein Ball? Hast du den Ball? Sie/Er hat einen Ball gesagt.</i> Students work in group and watch a video e.g. http://www.youtube.com/watch?v=m4ULtjbceFw With/out the help of a speaking they speak about what they have seen by quizzing each other and providing answers. E.g.: <i>Was nimmt aus dem Kühlschrank?</i>	
Strands: Speaking, Writing The teacher will: 2. teach the use of the question words <i>was?</i> and <i>wen?</i> .	Teacher recalls the question words <i>Was?</i> and <i>Wer ? Was ist das? Wer ist das?</i> using visuals from previous lessons. http://www.youtube.com/watch?v=5wfw5aaQ25E&feature=related Students report back to class by holding up their whiteboards. Teacher collates information on the IWB. The teacher revises the use of <i>finden</i> + accusative to ask and give opinions and includes the question word <i>wen?</i> – <i>Wen findest du nett?</i>. Students work in pairs to write two more questions using <i>wen</i> e.g. <i>Wen findest du nett? Wen lädst du zur Party ein? Wen triffst du morgen im Jugendzentrum? Wen magst du... oder...?</i> Examples are collated on the IWB to be copied later in the <i>Lerntagebuch</i>. Students make a concept map of the use of the interrogative pronoun in the accusative. In	Students will: Interact orally in dialogues /Interviews /surveys on familiar topics to ask questions beginning with the correct accusative interrogative, <i>was /wen</i> using correct rehearsed verbs and structures. (Level 6) express orally simple questions using the correct accusative interrogatives <i>was /wen</i> in a short dialogue on a

	groups and using mini whiteboards, they brainstorm known verbs which need the interrogative pronoun in the accusative case? <i>brauchen, kaufen, essen, möchten, einladen</i> etc. They work on a mind map of situations when one needs to ask <i>was/wen</i> e.g. shopping, at a restaurant, in class, with expressions like <i>ich mag/ich finde</i> e.g. <i>Wen magst du Kim oder</i> Students work on questions using <i>was/wen</i> and think-pair-share to reflect and identify when to use the different interrogatives with the help of visuals. Practising <i>wen</i>? Students work in pairs using the question word <i>wen</i> using cue cards or word list. Students identify when to use <i>wen</i> or <i>was</i>. http://www.schubert-verlag.de/aufgaben/arbeitsblaetter_a1_z/arbeitsblatt036.pdf http://www.quia.com/rr/92239.html <i>was, wer, wen?</i> http://www.hueber.de/sixcms/media.php/36/planet-dvd-hobby-didakt.pdf Working in pairs or in small groups students play a scene in a shop .e.g. from a textbook. E.g.: <i>Haben Sie einen Jogginganzug? Ja, wir haben einen Jogginganzug. Wie finden Sie den Jogginganzug? Er ist toll.</i> Task : Students invent a situation to use interrogatives in the accusative or work on the following: <i>Was brauche ich für die Schule?</i> Students prepare a school bag and describe what they need. <i>Ich brauche ein Lineal.</i> Students describe what they have in their school bag: <i>Ich habe einen....</i> Teachers sets different Listening exercises making use of computers /headphones and CD/tape recorders. S <i>Wen laden wir zur Party ein?</i> Students write and perform a dialogue using rehearsed language and vocabulary. Differentiate by providing a speaking frame with visuals.	familiar topic with the aid of a speaking frame. (Level 5) with help and support say the correct interrogative in a simple question on a familiar subject using visual and written cues. (Level 4) use the correct interrogative <i>was/wen</i> to ask questions on familiar topics when writing letters, e-mails, postcards, SMS texting, questionnaires, dialogues. (Level 6) fill in the correct interrogative from a given list in a close text on familiar topics with the aid of a writing frame with visuals. with help and support complete in writing a simple question which is made up of familiar vocabulary by choosing the correct interrogative to match the visual and written text .(Level 4)
Strands: Speaking, The teacher will: 3. teach how to answer questions using	Setting the scene: Show the video <i>Das Nein Lied</i> http://www.youtube.com/watch?v=yexFYZfDik8&feature=related which ends in <i>DOCH!</i>. and ask the students to guess the meaning of the word <i>doch!</i> Do not translate but use pictures and a listening comprehension text, or a cartoon clip which uses the words, <i>ja, nein</i> and <i>doch</i> . Use exaggerated body language. Students brainstorm when to use <i>doch</i> by first asking the students to reflect on various situations accompanied by pictures. Compare to Maltese and	Students will: express orally a dialogue to differentiate between and use the words <i>Ja, Nein and Doch</i> and use these words correctly. (Level 6)

<i>ja, nein or doch.</i>	English. With the help of a speaking frame students carry out the following task: Students sit in a circle with one pencil each hidden in their hands or pockets and put them quickly into a pile in the middle of the circle when the teacher says “Los”. One after the other the students choose a pencil from the pile and they ask “<i>Ist das dein Bleistift?</i>”. The student who has been addressed answers with <i>Ja , das ist mein Bleistift</i> or <i>Nein, das ist nicht mein Bleistift</i>. Then the question is changed to : “<i>Aber, das ist nicht dein Bleistift, oder?</i> “ Students have to use the structures <i>Nein, das ist nicht mein Bleistift!</i> or <i>Doch, das ist mein Bleistift!</i> With the help of the examples from the textbook students write down questions that can be answered with <i>Ja, Nein</i> or <i>Doch</i>. They then ask each other questions they make up themselves or invent role plays involving the use of <i>Ja, nein, doch</i> . e.g.: The following is a communicative board game : http://www.hueber.de/sixcms/media.php/36/planet1L11-ja-nein-doch.pdf students work on a reading/listening text (accompanied by visuals)with questions which need a <i>ja, nein, doch</i> answer answers http://mappio.com/mindmap/matteucci2/ja-nein-doch http://www.youtube.com/watch?v=w4aLThuU008	reply to a question using the correct answer with the correct answer ie.<i>Ja, nein doch.</i> (Level 5) reply to a question using <i>ja</i> and <i>nein</i> only, (Level 4)
Strands: Speaking The teacher will: 4. guide students to explore and become acquainted with eating habits in Germany and compare with own.	Show people enjoying themselves while eating by showing a video clip e.g. A Weißwurst a Brezn und a Bier to introduce the teaching objectives. Student watch other clips showing (e.g. from <i>Hallo aus Berlin, Planet</i> etc) people eating at home, in a restaurant, at a school canteen. Students are asked to note down similarities and differences in eating habits in culture and habits. Students engage in a web quest on the topic eating habits in D-A-CH countries or listen to various conversations which take place during meal times. E.g. Breakfast, the school canteen, <i>Imbissstube, Kaffee und Kuchen</i>, manners (<i>Guten Appetit!</i>) eating out customs e.g. Sharing the same table, paying (<i>Zusammen oder getrennt</i>) (show a filmed extract of people at cafés or cooking in a German-speaking country. Video <i>Schritte International</i>) Use pictures, video clips (e.g.: <i>Schritte International</i>) and real or made up menus. Discuss local and regional food. Students use the internet to find pictures of the regional dishes. e.g. the story of the <i>Currywurst</i> http://www.youtube.com/watch?v=m4ULtjbceFw http://video.de.msn.com/watch/video/so-essen-die-deutschen/5owzxey5	Students will: present orally a PowerPoint comparing eating out habits in Malta and in Germany using rehearsed vocabulary and structures.(Level 6) express orally some connected sentences accompanied by visuals a simple sentence about an aspect of eating habits in Germany. (Level 5) with help say key words/phrases about visuals on eating in D-A-CH countries. (Level 4)

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Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Students to create a Voki² <http://www.voki.com/create.php> to simulate various familiar contexts.

Students use GoAnimate² http://goanimate4schools.com/public_index to create a small cartoon video.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the area they are learning on.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

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Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create a short story utilising the language skills learnt in this topic.

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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.11: What I can do and what I want to do / *Was ich kann und was ich will*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

The teacher will:

1. teach the present tense paradigm of the modal verbs *können* and *wollen*, their formation and word order and their use to show ability and intention and make suggestions in various contexts e.g. interviews, surveys and role play. (Listening, Speaking, Reading, Writing)
2. teach how to pronounce *sch*, *st* and *sp*. (Speaking)
3. guide students to explore and use various reading strategies and how to understand the meaning of texts containing some unfamiliar and newly learned vocabulary and structures. (Reading)
4. guide students to inquire about and obtain information on German personalities and describe their abilities and intentions. (Writing)

Key words	Points to note	Resources
<i>können, wollen</i> <i>ich will, ich kann</i> <i>du willst, du</i> <i>kannst.....</i> <i>Kannst du....?</i> <i>Können Sie....?</i> <i>Willst du..? Wollen</i> <i>Sie....?</i> <i>singen, reiten,</i> <i>spielen...</i> <i>Ich kann sehr gut /</i> <i>gut / nicht so gut /</i> <i>gar nicht / sogar ...</i> <i>Ich will.. / Ich will</i> <i>nicht...</i> <i>Ich möchte... / Ich</i> <i>möchte nicht.....</i> <i>Nein, ich habe keine</i> <i>Lust.</i> <i>Nein, ich möchte</i> <i>jetzt nicht.</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. Teaching and learning German as a foreign Language (<i>DaF</i>) involves identifying differences in language and body language used in certain circumstances e.g. showing emotions, surprise. In this unit students will be able to compare these differences with other known languages. Students need support to understand the meaning of the modal verbs, the difference between them and how and in which context these verbs are to be used. They should be allowed time to understand that modal verbs add another dimension to a verb. In the case of <i>können</i>, it adds the notion of having the ability to do something; with <i>wollen</i>, it is wanting to do something. <i>Können</i> also expresses a degree of politeness. The teacher must ascertain that the students do not mix <i>ich will</i> with the English "I will" and that it is more polite to use <i>möchten</i> to ask for something. Sometimes an infinitive can be omitted if the meaning is clear. Compare and contrast modal verbs in English to those in German. Through a choice of various activities and sources teachers are to elicit from students recognition of the new structures and when they are used. Teachers are to help students to question and to reason out the patterns in the verb paradigm and the new sentence structure (Modal Verb + Infinitive at end of sentence) and to encourage perseverance by showing appreciation of progress whilst avoiding inhibitions.	PowerPoint, video clips, pictures, realia, CDs, DVDs, internet and interactive exercises and other material to be found at the German resource centre. A variety of multimodal texts Interactive teachers' handbook, <i>Intensivtrainer</i>, Glossaries Interactive whiteboard, Computer lab Different types of games such as board games and memory games such as the game of verbs (ELI material) and easy readers with incorporated CDs. Lingua Assistant (where available), using the German for Hire Project i.e.: inviting native speakers to the classroom Web sites of various publishers such as Hueber, Klett, Schubert, Langenscheidt, Gilde, Cornelson .. http://dw-world.de ; www.goethe.de, http://atschool.eduweb.co.uk/rgshiwyc/school/curric/hotpotatoes/ ; http://webgerman.com http://www.nthuleen.com wollen: http://www.youtube.com/watch?v=-ijY4LmlZhk&NR=1

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking, Reading, Writing The teacher will: 1. teach the present tense paradigm of the modal verbs <i>können</i> and <i>wollen</i>, their formation and word order and their use to show ability, intention and to make suggestions in various contexts e.g. interviews, surveys and role play.	Using a picture story and an accompanying listening text e.g. textbook poster or Interactive DVD, the teacher elicits examples of the Modal Verbs <i>können</i> and <i>wollen</i>. Other dialogues from <i>Hörbücher</i> or downloaded material from the internet including podcasts can be used. e.g. http://www.youtube.com/watch?v=4rb8aOzy9t4 Die Katze will hineinkommen . Sie kann aber nicht . Sie will die Tür aufmachen Sie kann die Tür nicht aufmachen <i>Der Mann kann die Tür aufmachen, die Katze kann jetzt hineinkommen.</i> Students rearrange cut up dialogues or texts and compare them to the listening text. Students of different abilities are to be paired to provide peer teaching. Teacher mimes some verbs connected to sports day activities whilst asking : <i>Was kann ich?</i> – Answer: <i>Ich kann + springen, rennen, seilspringen, werfen, fangen.</i> Student work in pairs to mime, ask and answer choosing the verbs/actions themselves or from a speaking frame with vocabulary and question/ sentence patterns. Teacher models the task. Students practise in groups. Variation: One student says /mimes the verb and the other student/s mime/s it, question and answer and vice versa. http://www.kindernetz.de/tigerentenclub/filmab/kinderreportage/sport/-/id=79524/nid=79524/did=142274/pv=video/44a8w1/index.html Students match picture to words. Students use Listening Pictionary in which they draw a picture of what they have just heard. http://gut.languageskills.co.uk/308.html <i>können</i>:conjugation http://www.mrshea.com/verbs/kannch.htm http://abney.homestead.com/files/deutsch/verb-koennen-e02.htm Fill ins http://www.mrshea.com/verbs/7konnen.htm http://www.quia.com/quiz/148921.html?AP_rand=292604263 <i>Wollen</i>: http://www.mrshea.com/verbs/wollench.htm Card game (or on IWB): Students compete against each other or against the clock to say whether verbs on cue cards are modal verbs or not. http://gut.languageskills.co.uk/beginner/year8/12701.html (<i>Was willst du machen?</i>)(can be used at home after school hours) Students can make a self assessment list with “can do statements”.	Students will: listen to a text/dialogue on familiar situations and which includes the modal verbs <i>können</i> and <i>wollen</i> and shpw comprehension of the main points and some specific information by answering open-ended questions. (Level 6) listen to a text/dialogue on familiar situations and which includes the modal verbs <i>können</i> and <i>wollen</i> and shpw comprehension of the gist by filling in missing key words in a cloze text. (Level 5) listen to statements using the modal verbs and identify speakers who use describe what they want to do and what they can do by ticking a prepared grid. (Level 4) express orally what they want to do and what they can do when engaged in a conversation on a familiar topic using the correct modal verb and correct word order. (Level 6) express and ask about intentions and abilities using rehearsed words and structures with the help of a speaking frame. Sometimes mistakes in word order or modal verbs occur. (Level 5))

	Extend with <i>gut /nicht so gut. Jetzt will ich</i> to revise negation, intensifiers and inversion. Extended Tasks : Adapt the exercise from following site http://www.deutschseite.de/grammatik/modalverben/modalverben_01.pdf Students make PowerPoint similar to http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3011477 Other students answer questions (in short or in full), do gap filling exercises, and answer true or false statements. http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=7&Exercise=1&SubExercise=1&ExerciseUrl=schr1intL7ex1a.htm After modelling of sentences/questions using the modal verbs, students are asked to THINK-PAIR-SHARE method and use Mini-Whiteboards to suggest their version to be noted in their <i>Lerntagebuch</i>. Elicit learning strategies e.g. Changes occur in the singular, while plural follows the same pattern of present tense verbs. Use of colour helps reinforce the structure of verbs. Differentiate: The models can be sent by e-mail to students, printed, or written in the <i>Lerntagebuch</i>. Encourage students to invent their own examples for recall. Dice games, board games, flashcards and online exercises help to reinforce the new verb structure. Using modelled examples students practise how to form a correct sentence using the modal verbs <i>können</i> and <i>wollen</i> followed by an infinitive at the end of the sentence. The use of colour, tiles, the IWB and human sentences help students to focus on the new sentence structure. (Elicit comparisons with English/Maltese) Use mini-whiteboards: Teacher gives a fixed time e.g. 3 minutes. Students discuss in pairs and record what they notice. They hold up mini-whiteboard to present findings to whole class. These are collated on the IWB and sent by e-mail to students or put on the learning platform. Students choose to work on different tasks. ♦ Writing short sentences using visual prompts	with support and visual prompts ask simple questions and respond with simple answers using the modal verbs <i>wollen</i> and <i>können</i>. (Level 4) read various texts expressing intentions and abilities and using rehearsed vocabulary and structures and show comprehension by answering different types of questions. (Level 6) read a text in which the author expresses what s/he wants to do and what she can do and fill in a grid to demonstrate comprehension. (Level 5) with help and support read statements with the verbs <i>wollen</i> and <i>können</i> and answer simple questions by choosing a corresponding visual. (Level 4) express in writing ability and intention in various familiar contexts using the modal verbs <i>können</i> and <i>wollen</i> correctly with correct word order. (Level 6) express in writing ability and intention in various familiar contexts using the modal verbs <i>können</i> and <i>wollen</i> but at times make mistakes in the verb paradigm or in word order. (Level 5) with help and support write simple
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	◆ Make a list of new year resolutions including negative statements and learnt expressions of time. ◆ Writing short dialogues using visual or verbal prompts ◆ Writing an entry in a blog or a wiki ◆ Arrange jumbled sentences ◆ Arrange cut out sentences to make a coherent text and invent questions for a reading/listening comprehension task ◆ Students practise “<i>lebendige Sätze</i>” and position members of the group holding cue cards to form sentences with the correct word order. ◆ Listen to a recording and answer open ended questions http://www.hueber.de/sixcms/media.php/36/Kovo-S1int-L7-B3.pdf http://gut.languageskills.co.uk/227.html http://gut.languageskills.co.uk/229.html http://gut.languageskills.co.uk/230.html Using different pictures showing different situations and actions the students reinforce their understanding of each of the two verbs <i>können</i> and <i>wollen</i> and when they are used. In groups students practise miming games, i.e. one student mimes an action, whilst the other tries to guess what the other is able to do or wants to do. Students carry out interviews about their abilities or intentions. They carry out a class survey. With a digital camera, students take photographs of each other working on activities covered in this unit. They use these to prepare a short presentation about the things they do well or what they want to do. http://www.hueber.de/sixcms/media.php/36/Kovo-S1int-L7-A3-A4.pdf Extension: Students write about each other, e.g. <i>Tom kann gut springen. Tom ist super!</i> http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=7&Exercise=2&SubExercise=1&ExerciseUrl=schr1intL7ex2.htm In a debriefing session the teacher introduces the negative version (<i>nicht</i>). Recall position of <i>nicht</i> in question/statements by using modelling and questioning techniques. E.g. <i>Was kann /will... nicht tun? Er/Sie kann/will nicht gut schwimmen.</i> http://www.hueber.de/shared/uebungen/schritte-international/fset.php?Volume=1&Lecture=7&Exercise=3&SubExercise=1 All exercises. http://www.hueber.de/sixcms/media.php/36/pli1-l20-kv2.pdf use for talking table.	questions and answers to a visual /written prompt using the correct modal verb to express ability or intention. (Level 4)
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Strand: Listening, Speaking The teacher will 2. teach how to pronounce <i>sch</i>, <i>st</i> and <i>sp</i> .	Adapt cube for <i>können</i> und <i>wollen</i>. Introduce the teaching objective by saying a tongue twister. For pronunciation students do shadow reading i.e. they try to speak at the same speed and rhythm after listening to a CD. http://www.pauljoycegerman.co.uk/pronounce/consonsp.html Variation: They repeat in different moods. (happy, sad , fast, slowly, whisper) Differentiate by using cue cards with colours, visuals, adjectives etc. Student work in mixed ability groups to work on the different sounds of <i>sp</i> and <i>st</i> when they occur in different parts of the word. E.g <i>Spanien, spielen, Gespräch – Straße, studieren, verstehen</i>. Use readers with CDs (<i>Hörbücher</i>). In groups students focus on new learnt sounds. Each group/pair chooses a number of words/phrases/sentences containing the sounds learnt and writes it on a paper. Groups exchange sheets which are then to be used in a <i>Laufdiktat</i>. One student acts as source of information and reads out the sentence to a representative of the group, who in turn goes back to the group and dictates it to his peers. The group has to decide if their dictation is correct before claiming victory. They may use dictionaries etc to confirm correction. Use <i>Audacity</i> to record themselves and compare sounds Other versions: Students use dictionaries to find words and play telephone (one student whispers the word/phrase to the next. The final version is then checked with the original. Tongue Twisters research on Internet. Students draw an image; present it to class whilst saying the tongue twisters at different speeds.	Students will: use good intonation and correct pronunciation of words containing <i>sch</i>, <i>st</i> and <i>sp</i> . (Level 6) use an approximate intonation and correct pronunciation of words containing <i>sch</i>, <i>st</i> and <i>sp</i> . (Level 5) need repetition and support to copy the correct pronunciation of <i>sch</i>, <i>st</i> and <i>sp</i>. (Level 4)
Strands: Reading The teacher will: 3. guide students to explore and use various reading strategies and how to understand the meaning of texts containing some unfamiliar and newly learned vocabulary and structures.	The teacher opens a discussion on reading strategies. Students Think-Pair-Share and write how they approach a reading task. • previewing: reviewing titles, section headings, and photo captions to get a sense of the structure, type and content of a text • Predicting: using previous knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose , writing style, vocabulary, and content. • Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions. • Guessing from context: using prior knowledge of the subject, cognates, semi-cognates and internationalisms and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up in a dictionary.	Students will: use various reading strategies to answer open ended questions about a text which includes some unfamiliar vocabulary and phrases. (Level 6) skim and scan a reading text using cognates, internationalisms, rehearsed vocabulary and structures and demonstrate understanding giving short answers or mark true or false statements. (Level 5) use titles and visuals to understand short texts and express their

	- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text using rehearsed vocabulary and structures. - using mind maps, taking notes, underlining/highlighting, finally using the dictionary The teacher should model the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word. Give time to students to work out these strategies encouraging students to talk in mixed ability groups about what strategies they think will help them approach a reading text, and debrief in a plenary session or in groups to review by asking the students to talk about what strategies they actually used. This helps students develop flexibility in their choice of strategies and they gain control and confidence to read the target language. Students choose one or more of the following tasks according to their learning style and ability to work on texts on familiar topics which include some unfamiliar vocabulary and structures: ◆ Sequencing jumbled sentences ◆ Arranging cut up pieces of texts in an order that makes sense ◆ Matching cut-up pieces of texts with a title/heading ◆ Matching pictures to a sentence / paragraph ◆ Participate in an Answers Treasure Hunt: Sets of answers to sets of questions are placed in various places in the class. One student reads out the question and the other chooses the answer. Roles can then be switched when the other student feels confident. Students visit the (school) library to choose readers to enjoy reading at home. Encourage students to set up a class library by sharing their books with their peers.	understanding drawing or miming or ticking grids.. (Level 4)
Strands: Writing The teacher will:	Video clips and / or PowerPoint of different German personalities are used to introduce the teaching objective. Students can bring picture of a personality of their choice to work on,	Students will: write a short paragraph /dialogue using

4. guide students to inquire about and obtain information on German personalities and describe their abilities and intentions.	In mixed ability groups students: - share the pictures and create posters showing/ inventing different abilities, skills, and intentions. e.g. <i>Das ist Michael Schumacher. Er kann sehr gut Auto fahren. Er kann aber nicht gut kochen. Er will aber kochen lernen. Nächstes Jahr will er.....</i> <i>Das ist Alfons Schuhbeck. Er kann sehr gut kochen. Beide können aber nicht gut singen.etc. Er will einen Tanzkurz machen.</i> - work on an <i>Internetrecherche</i>, or a guided Web Quest and present their findings in Power Point or a cartoon in the 1st person or 3rd person singular/plural as the case may be. - work on texts about German speaking personalities prepared by the teacher and select simple sentences or simple information about them. Different groups can be presented with information about different personalities and report back to the other groups. The teacher prepares a sheet where all students listening to the group presentations fill information about the personalities presented by the other groups. PowerPoint presentations are shown. - visual prompts to form short sentence: e.g. <i>Michael Ballack kann Fußball spielen.</i> - write a short CV on a famous player, saying what he can/cannot do. What he wants / does not want to do. - write an interview with a famous sportsman/woman using structures learnt. Interviews can be recorded /captured on video as part of the sport news. http://www.ukgermanconnection.org/kids_handball http://www.ukgermanconnection.org/quiz_sport <u>Other notes:</u> Students play the game Find someone who... The students write sentences about what they can do/ use a list of different things people can do / students pass a paper around and each student in the group has to add his own. Students go around the class and ask who does which activity or write down who they think the person is. In a plenary session the group can discuss their results or (write a short) report about others.	structures learnt after reading a text to acquire information using learnt modal verbs. (Level 6 Writing) write a few sentences about German sport personalities using rehearsed modal verbs and vocabulary. (Level 5) with help and support and visual/written cues write a sentences about German sport personalities and what he can and wants to do.. (Level 4
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.11)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to generate a journal of what they learned and update their vocabulary file.

Students to create a Voki² <http://www.voki.com/create.php> to simulate various familiar contexts.

Students use GoAnimate² http://goanimate4schools.com/public_index to create a small cartoon video.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the area they are learning on.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topic under study.

Teacher creates various matching games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/matching/index.htm> for students to work out and measure their level of understanding of the topic under study.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create a short story utilising the language skills learnt in this topic.

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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.

Subject: German as a Foreign language (GFL) - *Deutsch als Fremdsprache (DaF)*

Form 1

Unit code and title: GER 7.12 What I have learnt this year- *Was ich dieses Jahr gelernt habe.*

Strands: Listening, Speaking, Reading, Writing

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

Objectives

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).

Key words	Points to note	Resources
<i>Familienname, Vorname, Klasse, Schule, Teil 1, ... Hören, Lesen, Schreiben, Sprechen, Sprachbausteine, Mündlich Mitteilungen, Dialoge, Aufgaben, zweimal, richtig, falsch, Bitte kreuze 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, Antwort 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</i>	Teachers are to refer to the notes on the Approach to Teaching & Learning in previous units 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 (<i>Lerntagebuch</i>) which are to be checked regularly by teacher/peers. In this unit the teacher and students devise activities to revise language structures and language skills dealt with 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 own particular ways of studying, remembering etc. Teacher and students discuss the areas students need to work on and teacher guides students to reflect on and consider how to reach targets. Students benefit by working in heterogeneous groups. Peer teaching and peer assessment are very effective. Students are thus able to come to terms with tasks and obtain different perspectives. The students work at different workstations on tasks similar to the ones set in their examination and work on time management. The teacher guides students to prepare for different parts of the exam and to plan their work in class accordingly. Students make use of their learning diary while working on different tasks and identify areas they still need to work on. Students are presented with tasks from which to choose the revision areas they feel they still need to work on and are furthermore encouraged to create their own tasks. Students work on peer-teaching activities, preparing their own material and sharing it with others. Set time for finishing of tasks.	Intensive Trainers, Past papers, Teacher/student recorded excerpts from past papers http://curriculum.gov.mt/exam_papers.htm Teacher Interactive DVD – worksheet generator Material from the German Resource Centre: e.g. <i>Fit für fit in Deutsch, Wir, Videos (Planet, Wir,...)</i> Role play sheets (Teachers` CD 2010) http://www.hueber.de/shared/elka/Internet_Muster/Red1/3-19-027230-1_Muster_1.pdf http://www.daf-portal.de/uebungen/index.php?viewCat=12 http://bfu.goethe.de/a1_sd1/hoeren.php?panel=a3#play_a3 http://www.goethe.de/lrn/pro/sd1/deindex.htm http://www.goethe.de/lrn/prj/rod/da1/l01/deindex.htm http://www.schellingstrasse60.de/01/index_01.html http://www.goethe.de/lrn/pro/prf/fit/fit1_ues01_02_prueferbl.pdf ; http://www.iik.de/indiik.html http://www.eb-zuerich.ch/files/pdf/einstufungstests/deutscha1.pdf http://www.prolog-berlin.com/en/german-language-course-online-test.htm http://www.klett.de/sixcms/media.php/229/6762070_Aussichten_A1_1_Kopiervorlagen_EB.pdf

Teaching objectives	Examples of teaching experience and activities	Indicators of Learning outcomes
Strands: Listening, Speaking, Reading, Writing 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.	<u>Plenary:</u> Brainstorm what has been learnt in previous units (Topics and language learnt in previous units.- e.g. how to ask for something) Teacher presents format, making reference to Half Yearly Examinations and areas and tasks in various (textbooks) referring to examinations. Download <i>Mustersätze</i> http://curriculum.gov.mt/exam_papers.htm In mixed ability groups students examine the papers to find out: - the four skills and weightings. - which rubrics are used - the format of the paper. In a debriefing session and using a good questioning techniques e.g. Explain what you have to do in this exercise. / Which words show what has to be done? Students reply in their own words. Plenary session: Lead a discussion on learning strategies and time management, listening skills, reading strategies, checking work etc. Collate points on the IWB and are then copied in the <i>Lerntagebuch</i> for further reference and study. Students work in groups on rubrics from past papers or similar exercises from other sources e.g. textbook, handouts used in previous units etc. Students work in mixed ability groups on different exercises on the four strands. The time allotted for the various tasks is discussed. In groups student discuss how to manage time, which skills are needed for the different tasks- • Reading the questions before the comprehension text. • Using conversational strategies e.g. <i>Wiederholen Sie das bitte? Ich weiß es nicht?</i> • Not to resort to translation but to remember what one knows and give the answer using known information. • Using words from texts available. • Reasoning and making an educated guess using prior knowledge or example. • Transfer of learnt vocabulary and structures to new contexts • Turntaking and speaking strategies . <i>Ich weiß es nicht. Könntest du /Könnten Sie bitte langsamer sprechen/wiederholen.</i> • Work on strategies on how to improve their work, e.g. checking work for format, cohesion, word order, capitals etc. They work on a short text prepared by the teacher with different mistakes common to class and using language and grammar from	Students will: 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) 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) listen to very short text and match to a visual to demonstrate comprehension. (Level 5) 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)

	previous units. Students have to find out the mistake, say what is wrong and suggest the correct answer. They check with the answer sheet to recapitulate if necessary. This encourages students to be patient, persevere and give importance to their work as well as an incentive to make a checklist of what they can do. Do not overload by giving too many mistakes in one text. Various handouts on different corrections will prove more useful. Some students would opt to work in pairs or individually and move forward at their own pace. Students identify areas they need to revise and the teacher guides them to references, exercises etc from textbook, their Learning Diary, online exercises from previous units. Practising tasks in the various strands Students work in mixed ability groups, pairs or individually according to needs and choice, to practice various tasks according to strands and topics covered in previous units . <u>Listening:</u> Using mini whiteboards and working in pairs students identify strategies needed for listening for • gist • detail • selective information Brainstorm and recall techniques e.g.: Focus on what is being heard : e.g. underlining key words. finding other expressions with the same meaning in question and text. Students work in groups using past papers. One student can act as reader if no recording of text is available. Individual recordings of texts will ensure that students work at their own pace. <u>End task:</u> Trial run an examination. Student work in pairs to discuss how they decided on their answer: what technique/s they used: What was incorrect , why, and how to avoid the mistakes <u>Speaking</u> Using the same approach as for Listening: students identify the type of texts they will encounter. discuss the skills and strategies they will use. discuss the rubrics	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 vary 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 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) read 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
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	discuss what makes a good presentation discuss the importance of risk taking; turn taking, using conversation strategies. While other groups are working with reading, listening , or writing activities the teacher trial runs an oral session with a group on not more than 6 students. Students then practise in groups not larger than 6 using using cards with various topics, visuals etc. Scaffold by providing handouts with possible answers/vocabulary, sentence or question starters. Students use speaking frames, refer to their <i>Lerntagebuch</i> to give their own version. When all students have had a trial use a plenary session to brainstorm feedback and arising questions. <u>Reading</u> Use the same approach as for Listening. Students benefit by working in heterogeneous groups. Peer teaching and peer assessment are to be encouraged. Some students need to underline the key words in question and text. <u>Writing</u> Discuss the different types of texts students have encountered during the year. Using worksheets/mini whiteboards students note down the most important points they have to pay special attention to when writing a text. E.g. Letter writing: • Address, date, and position in letter • Greeting • Beginning of letter • Paragraphs • Asking questions • Ending the letter accordingly The same procedure is then applied to the writing of e-mails or other types of text. Students work on model answers and find out what are right / wrong. They make suggestions for improvements following a check list. They than rewrite the letter and swap their “corrected” version with another group. The same procedure is repeated. Establish check points e.g. format , points mentioned, syntax etc. discuss time management and presentation of work.	title to show comprehension. (Level 5) read a very short text and match to a visual to demonstrate comprehension. (Level 5) produce a short written text on a familiar topic given a prompt and points to be covered and using rehearsed vocabulary and structures in simple connected sentences. Mistakes in grammar and syntax occur more often but these do not inhibit communication. (Level 6) write some simple sentences on a familiar topic in response to a given a prompt and words to use. However there are mistakes in structure and grammar. However some 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)
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	<u>Satzbausteine</u> <i>Satzversteigerung</i> game e.g. http://www.tes.co.uk/teaching-resource/Sentence-Auction-6015506 Finding out mistakes by bidding for the correct answer. Conduct bidding in TL. In a plenary session students compare their versions to the correct version and decide whether to accept or decline various versions, Students trial an exam writing session and repeat procedures as in other skills. Students work on different grammar exercises from past papers using the same techniques mentioned above. At home they work out one paper. Students reflect on their work and note what they can do and what they need to improve to achieve a better outcome. Plenary : Students report to class to discuss progress. http://www.klett.de/sixcms/media.php/229/676200_Aussichten_A1_Einstufungstest_EB.pdf http://www.goethe.de/lrn/prj/rod/da1/l01/deindex.htm Tests, extra sites and other notes: http://www.klett.de/sixcms/media.php/229/6762070_Aussichten%20A1_1_Lektionstests_EB.pdf parts of http://www.klett.de/sixcms/media.php/229/676200_Aussichten_A1_Einstufungstest_EB.pdf also online http://www.klett.de/projekte/eb/vhs_daf_aussichten_einstufung.php Grammar online interactive exercises on any textbook http://www.deutschakademie.de/online-deutschkurs/english/choosebook.php Choose the text book your students are using http://www.tes.co.uk/teaching-resource/Perfect-Tense-consolidation-6051435/ http://www.cornelsen.de/erw/1.c.1853639.de/material/1.c.1973069.de?root_node=1.c.1973041.de&current_node=1.c.1973891.de (Zahlen, Fragesätze und Negationen mit "nicht" <i>Einstufungstests</i> Hueber Verlag : Choose material from http://www.hueber.es/seite/pg_downloads_hes Unit 1 Revision http://www.hueber.de/sixcms/media.php/36/978-3-19-311577-5_Muster_1.pdf Unit 9 Revision: http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3009216	
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	Reading Comprehension http://www.education.vic.gov.au/languagesonline/games/comprehension/German%20-%20Gesundes%20Essen%201/German%20-%20Gesundes%20Essen%201.html Listening http://www.education.vic.gov.au/languagesonline/games/comprehension/German%20-%20Gesundes%20EssenL2/German%20-%20Gesundes%20EssenL2.html http://curriculum.gov.mt/docs/Specimen_Form1_Papers_2012/specimen_german_f1_2012.pdf http://curriculum.gov.mt/exam_papers.htm (past papers) Grammar http://www.nthuleen.com/teach/grammar.html Various: http://www.goethe.de/lrn/prj/pba/bes/sd1/mat/enindex.htm	
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Digital Technology Enhanced Learning – German as a Foreign Language eLearning Entitlement (Ger 7.12)

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:

The students explore and utilise the recording and playback capabilities of Easi-speak⁵. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity¹ to edit their voice recordings for insertion in other application programs.

Students use Simple Diary⁴ <http://www.webbedfeetuk.com/a-simple-diary.php> to review what they learned and to revise their vocabulary.

Students to create a Concept Map² <http://cmap.ihmc.us/download> to help them revise the language concepts they learned.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm> for students to comprehend and reply questions on the areas they learned throughout the units.

Teacher creates sentences of various difficulties utilising the application program Sentence Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/sentence/index.htm>.

Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/memory/index.htm> for students to work out and measure their level of understanding of the topics they studied.

Teacher creates various matching games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker⁴

<http://www.education.vic.gov.au/languagesonline/games/matching/index.htm> for students to work out and measure their level of understanding of the topics they studied.

Students utilise the tools of the program Cartoon Story Maker⁴ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm> to create various story situations, utilising the language skills learned throughout the units.

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.

