



# GERMAN



## Teachers' Guide

# Grade 12

(To be implemented from 2017.)

**Classical Languages and Foreign Languages Unit**

**National Institute of Education**

**Sri Lanka**

*Web : [www.nie.lk](http://www.nie.lk)*

*Email : [info@nie.lk](mailto:info@nie.lk)*

German

Grade 12- Teachers' Guide

First Edition - 2017

© National Institute of Education

ISBN

Classical Languages and Foreign Languages Unit  
National Institute of Education  
Sri Lanka

*Web : [www.nie.lk](http://www.nie.lk)*

*Email : [info@nie.lk](mailto:info@nie.lk)*

*Printed at National Institute of Education*

## **Director General's Message**

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

**Dr. (Mrs.) Jayanthi Gunasekara**  
**Director General**  
**National Institute of Education**  
**Maharagama**

## **Message from Ven. Deputy Director General**

Learning extends across a wide area. It makes life very complex and extremely simple. The human being is capable of reaching great heights with his skill of learning. A country, a society where human development is the central focus, uses learning as an instrument to do away with the unacceptable identified malpractices through the intellect, to create a better world through good practices.

With education should arise things worthwhile for learning, methods to facilitate learning, and facilities conducive for learning. That is how the curriculum, the syllabi, the Teachers' Guide, and facilitators join the field of learning.

Modern Sri Lanka possesses an independent education system which is a blend of global trends and hereditary traditions. This Teachers' Guide comes to you-a wealth of resources - as a result of the eight yearly updating of the syllabus done on the revisions based on the requirements of the time.

It is necessary to maintain the consistency of the objectives of the subject at the national level. Yet, the teaching techniques in the Teachers' Guide do not need to be followed to the letter. I categorically state that the facilitators are free to modify or adapt the learning teaching strategies innovatively to achieve the competencies and the competency levels of the syllabus. The Teachers' Guide prepared to support and help the teachers' role in raising the percentage of the competency levels of the student to a higher level can be made use of by student as well as parent. The teacher must be aware that the Teachers' Guide is only a guide to the relevant prescribed texts and to make use of both resources- the Teachers' Guide and the prescribed texts provided by the Education Publications Department.

Furthermore at the end of the lesson, the facilitators of the learning - teaching process along with the students should come to an understanding of the level of achievement reached in relation to the expectations of national level examiners evaluating the level of achievement in relation to the subject. I sincerely trust that this Teachers' Guide would be a canoe or a raft to reach a progressive and viable culture - built in unison with all stakeholders.

**Deputy Director General**

**Faculty of Languages, Humanities and Social Sciences**

## Resource Contribution

- Guidence & Approval - Academic Affairs Board - National Institute of Education
- Subject Coordination - Thanuja Jayathilaka  
B.A (Hons), M.A in Linguistics  
Assistant Lecturer  
Classical Languages and Foreign Languages Unit  
National Institute of Education
- Subject Editing - Prof. Asoka De Zoysa
- Writing Panel - Sarasi Kannangara  
B.A (Hons), M.A in Teaching German as a Foreign Language  
Probationary Lecturer  
Department of Modern Languages  
University of Kelaniya
- Randi Ranasinghe  
B.A (Hons), Diploma in Teaching German as a Foreign Language  
Lecturer/ Lecturer/ Visiting Lecturer  
Goethe Institute/University of Kelaniya
- Ashani Ranasinghe  
B.A (Hons), M.A  
Visiting Lecturer  
Department of Modern Languages  
University of Kelaniya

## **Instructions to use Teachers' Guide**

Under the new educational reforms of 2007, a new curriculum has been introduced to improve skills in the primary & secondary classes. Thus arrangements are made to introduce a new competency based syllabus in German for grades 12 & 13. A competency means, a mixture of knowledge, attitudes, talents and personal & social ability. Achieving a competency means the use of one's own ability, knowledge and attitude in the learning and working environment.

This Teacher's Guide will offer you guidance to plan your lesson constructively and prepare teaching materials prior to the lesson. Each lesson consists of competencies, competency levels, duration, learning outcomes, teaching learning process, evaluation and assessment, vocabulary, materials, and extra activities. In order to achieve a competency, the competency levels are divided as per the contents of subjects based on the time periods of terms. Each skill which a student will achieve is indicated in the results of expected learning. A learning outcome means, a statement of an expected result or ability which a student can prove after completion of the unit of a lesson. The result of learning is marked to observe the accomplishment of the student. The learning outcomes indicate the intended capability of the student after completing the lesson. The teaching and learning process explains the activities of the teacher and the learner. Evaluation and assessment indicate what should be evaluated in the language competency of a student after each lesson. Under vocabulary, the new lexicon and expressions of the lesson are listed. Extra activities are mostly communicative activities and games, which can be used to stimulate the interest and creativity of the students.

The assessments can be used to check whether the student has achieved the expected result during or at the end of the learning process. Ten competencies are included in the grade 12 syllabus. This Teacher's Guide has provided instructions & the system of teaching methods for each competency level. The teacher is given a free hand/freedom to organize periods as per each subject matter according to a plan to cover each skill. A proposed teaching method is shown here, for the student to reach the expected results of learning which concerns the skills and skill levels. A method of assessment must be planned by the teacher to check whether the student has reached the expected results of learning. This Teacher's Guide has provided a common series of instructions covering each skill of the syllabus. Considering the proposed activities & instructions, but without limiting it, the teacher is free to plan lessons using one's own competency. Also, every effort should be made to use modern techniques and the student should be guided to use internet facilities to gain additional knowledge.

## Tabel of Content

	Page
Message from the Director General	iii
Message from the Deputy Director General	iv
Resource Contribution	v
Instructions to use Teachers' Guide	vi
Table of Contents	vii
Syllabus	viii-xxv
Guidance for Learning Teaching Process	01-55
Exemplar Tools for School Based Assessment	56-57

# **German**

Syllabus

**Grade 12**



## **Introduction:**

German belongs to the family of Indo-European languages and is spoken by about 100 Million Europeans. In Germany, Austria and some parts of Switzerland it is the official language. It is the most popular language after English in the East European countries. In Sri Lanka German has been taught over fifty years and in the last twenty years at the Kelaniya University. Sri Lankan students have had the opportunity to sit the GCE Advanced Level Examination since some decades and Ordinary Level in the past few years.

Degree programs in German Studies leading to Bachelor of Arts are offered at the University of Kelaniya. The Special Degree Program at the Kelaniya University with special teacher training modules has proved to be a good source to meet the needs of qualified and trained teachers to teach German both at secondary and tertiary levels.

Students will be able to communicate in German and get employment in the Tourist Trade, or pursue higher studies in German at the university in Sri Lanka or in Germany. Graduates with a Degree in German Studies have been successful at joining the Ministry of Foreign Affairs or find employment in media houses or travel agencies.

## **Objectives**

- Develop skills in listening, speaking, reading and writing in German.
- Learn German grammatical structures and patterns of communication.
- Understand aspects of German lifestyles and culture as well as gain insight to German Literature.
- Develop learning strategies.

## National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individuals and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, peace & harmony, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties & obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

## Basic Competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals.

### (i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics : Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information & communication technologies (ICT) in learning, in the work environment personal life.

### (ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical & analytical thinking, team work, inter-personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

### (iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical  
Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general & legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, trees, forests, seas, water, air and life-plant, animal and human life.

### (iv.) Competencies related to religion and ethics

This fourth set of competencies are laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals and practices in everyday living, selecting the most appropriate.

**v.) Competencies in Play and Use of Leisure**

Competencies that link up with pleasure, joy, emotions and such human motivations.

These find expression in play, sports, athletics and leisure pursuit of many types. These also link up with such values as cooperation, team work, healthy competition in life and work. Included here are such activities that are involved in aesthetics, arts, drama, literature, exploratory research and other creative modes in human living.

**(vi.) Competencies related to 'Learning to learn'.**

These competencies flow directly from the nature of a rapidly changing, complex and interdependent and crowded world. Whatever one learns, that learning will need updating and reviewing. This requires that one should be aware of, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

## Syllabus - Grade 12

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>1.0 a) Learns the basic phonetics of German Language. Ex. alphabet and sounds connected with the letters and letter combinations</b>  <b>b) Learns the sentence melody of statement and question</b>	1.1 Listens, practices the sounds 1.2 Reads the letters. 1.3 Links letters with sound 1.4 Writes and forms words according to sound patterns. 1.5 Uses the appropriate sentence melody, rhythm and sentence accent	<ul style="list-style-type: none"> <li>• Vowels – long and short, “rounded” and “unrounded Vowels”, vowels with “Umlaut”.</li> <li>• Diphthongs and their common occurrences in words. Place and type of articulation.</li> <li>• The “Ich-Laut” and “Ach-Laut”.</li> <li>• Characteristics of the consonants of the German Alphabet</li> <li>• Articulation of loan words.</li> <li>• Stressed and unstressed syllables.</li> <li>• Stress of separable prefixes (stress on prefix) and inseparable prefixes (stress on root).</li> <li>• Glottal Stop.</li> <li>• “Sprechmelodie”, “Rhythmus” ad “Satzakzent”.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between different speech sounds and reproduces them adequately</li> <li>• Pronounces German accents (Umlaute) correctly</li> <li>• Uses the appropriate sentence melody and rhythm in communicating.</li> </ul>	10

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>2.0 Listens and understands clear standard speech on familiar matters</b>	2.1. Understands selectively and globally an additive texts and dialogs in clear standard language on familiar matters on work, school, leisure etc.  2.2. Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment.	<ul style="list-style-type: none"> <li>• Naming the objects at home and equipment in kitchen.</li> <li>• Dialogues based on shopping, school, leisure time activities and interests and employment.</li> <li>• Exercises to read and understand price indications on menu cards.</li> <li>• Exercises to write mini dialogues about shopping work, school and employment and talk about the local geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses information selectively from a listening text.</li> <li>• Answers questions on a listening text.</li> <li>• Reproduces the key information of a listening text.</li> </ul>	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>3.0 Communicates and interacts verbally on familiar everyday situations</b>	3.1. Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.  3.2. Describes past experiences, events and daily routines  3.3. Expresses likes and dislikes.	<ul style="list-style-type: none"> <li>• Naming food items, eating habits and the price indications and ordering food at a Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizes small roles in dialogs and role play</li> <li>• Asks and answers questions on familiar topics</li> <li>• Reports about past incidents such as last holiday/weekend</li> <li>• Discusses his / her likes and dislikes</li> </ul>	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>4.0 Comprehends simple written texts in standard language.</b>	<p>4.1 Finds specific information in everyday material such as advertisements, menus and timetables.</p> <p>4.2 Reads and comprehends short global texts, selectively and in detail.</p> <p>4.3 Understands the description of events, feelings and wishes in personal letters.</p>	<ul style="list-style-type: none"> <li>• Texts based on leisure time activities.</li> <li>• Discuss daily routine, tell the time and plan time tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses key information from an authentic text</li> <li>• Rearranges this information</li> <li>• Finds relevant information from a Text</li> <li>• Summarizes a text</li> </ul>	30



Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>5.0. Produces written text</b>	5.1 Writes short dialogues and simple notes to given patterns using simple phrases.  5.2 Writes simple personal correspondences like greeting cards, E-Mails, SMS, postcards  5.3. Produces simple connected texts on familiar topics like family, school, holidays ect.	<ul style="list-style-type: none"> <li>• Describe furniture at home, conversations based on buying furniture.</li> <li>• Identify problems faced by people with their neighbors</li> </ul>	<ul style="list-style-type: none"> <li>• Writes about every day aspects of his/ her environment eg: people, places, study experiences in linked sentences.</li> <li>• Writes very short, basic descriptions of events, past activities and personal experiences.</li> <li>• Writes a series of simple phrases and sentences about his/ her family, living conditions, educational background.</li> <li>• Responds to a corresponding text adequately.</li> </ul>	40

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<p><b>6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations</b></p>	<p>6.1 Works cognitively with examples of sentences of grammatical structures and identifies patterns and exceptions and discovers the relevant grammatical rules.</p> <p>6.2 Uses simple structures correctly and systematically in oral and written communication.</p>	<ul style="list-style-type: none"> <li>• The content of German Grammar, which should be completed by the end of year 12 and 13, as given in the Appendix</li> <li>• Identify diseases and parts of the body.</li> <li>• Comprehension texts and dialogues based on giving advice and simple remedies for diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses example of sentences and identifies grammar patterns and formulates rules by himself/herself.</li> <li>• Solves grammar exercises.</li> <li>• Uses learned grammar patterns correctly yet make simple mistakes in conversation, not disturbing the flow of communication.</li> </ul>	<p>50</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>7.0 Critically views communicating patterns (verbal and nonverbal) practised in German and compares them with similar patterns used in communicating in Sinhala, Tamil or English.</b>	7.1 Discusses and compares the first language (Sinhala, Tamil, English) with the German language in relation to the way it is practised in day today communication.	<ul style="list-style-type: none"> <li>• Related situations in communication with a cultural influences</li> <li>• Greeting and self-introduction and saying good bye</li> <li>• Inviting, accepting and refusing invitations, visiting and welcoming guests</li> <li>• Making and cancelling appointments</li> <li>• Congratulating and conveying wishes on special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies, compares and differentiates patterns of communications in mother tongue and in the German language</li> <li>• Handles very short social exchanges, using every day polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc</li> <li>• Establishes basic social contact by using the simplest everyday polite forms of: greetings and farewells;</li> </ul>	10

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<b>8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries.</b>	8.1 Learns information about the German speaking countries.  8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content.  8.3 Discusses in class with other students and the teacher .	<ul style="list-style-type: none"> <li>• Identification of places and monuments in a city and giving directions, reading texts based on tourist attractions in Germany and its historical background.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the ability to challenge traditional views</li> <li>• Critically evaluates his own and other cultures.</li> <li>• Understands own culture better in a global context.</li> </ul>	30

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<p><b>9.0 Familiarizes itself with aspects of literature and youth culture such as popular songs from different eras in Germany</b></p>	<p>9.1 Develops listening and reading competencies and writing skills by working with literary texts</p> <p>9.2 Develops competency in oral communication skills through discussions and presentations about the given literary pieces</p> <p>9.3 Analyzes the literary works for their structure, meaning, content and cultural context</p> <p>9.4. Generates creativity by writing creative texts</p>	<ul style="list-style-type: none"> <li>• A collection of poems, short stories and popular songs from different literary eras as attached to the Appendix</li> </ul>	<ul style="list-style-type: none"> <li>• Answers simple comprehension questions on the literary texts</li> <li>• Writes simple interpretations about the literary work</li> <li>• Effectively communicates ideas related to the literary work during discussions</li> <li>• Dramatizes, rewrites and modifies literary work</li> <li>• Develops an instinctive feeling for the target language</li> </ul>	<p>30</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
<p><b>10.0 The student develops own language strategies.</b></p>	<p>10.1 Learns the language in the context of communication – not as a given set of grammar rules.</p> <p>10.2 Learns to express in the target language not by translating from first language but reacting orally in the given situation.</p> <p>10.3 Identifies patterns and set phrases which occur often in the given situation.</p>	<ul style="list-style-type: none"> <li>• Texts based on wishes and expectations, suggestions in selecting gift items, Dialogues based on future expectations and wishes and past experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates fluently adequately without direct translations.</li> <li>• Assess one’s own language skills and modifies own learning habits in order to improve learning</li> </ul>	<p>20</p>

Competency	Competency Level	Content	Learning Outcomes	No. of Periods
	<p>10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling ect.</p> <p>10.5 Makes use of facilities outside the class room – Internet for additional language practice.</p>	<ul style="list-style-type: none"> <li>• Grammatical Structures.</li> <li>• Phrases.</li> <li>• Communicating patterns.</li> <li>• Vocabulary.</li> <li>• Memorizing techniques.</li> </ul>		

## **Teaching Methodology:**

Using the teaching techniques of “Communicative Language Teaching” the course is designed to develop the communicating skills of the learner in a moderate progression. As such it should be interactive. It will not only concentrate on teaching grammar, but on empowering the learner with skills to be competent to communicate in day to day situations and develop strategies to express his opinion, as well as engage in simple conversations, understand simple written texts and extract relevant information from authentic utility texts in German (train time tables, radio and TV programs, menus, notices ect.) as well as write simple structured texts (letters and invitations etc.).

As this syllabus is using the methodology of “Communicative Language teaching”, the medium of instruction should preferably be in German. The Teacher’s Instructional Manual will give details how the lessons are to be planned and how language training is to be carried out. Regular assessments done by the class teacher should accompany the course, which will show clearly the progress made within the two years.

The classroom activities which will be “Learner Centered”, will also include exercises in pairs and groups embedded in the traditional plenary phases. Learning games, quizzes and competitions will increase the motivation and break the class room monotony. The exercises as given in the prescribed text books will also facilitate role play.

The topics chosen will help the learner to communicate within a given context and also introduce facets of modern German lifestyles and culture. A holistic approach to language learning would ideally help the learner to be critically aware of communicating patterns (also non verbal) as practised in German and compare them with similar patterns when communicating in Sinhala, Tamil or English.

Use of images (photographs and line drawings), video clips and films will not only make the class room activity interesting but transform the learner to the German language speaking environment.

The methodology used will also facilitate the learner to discover learning strategies, like how to study independently and develop his or her learning competence outside the class room.



### **School Policy and Programs:**

Cultural awareness of the German speaking countries will be created through project work like organizing cultural programs (songs and short dramas), exhibitions and publishing creative writing of the students. This holistic approach to German learning, not limiting to class room exercises will help the learner to discover his or her creativity. Inter school activities too can be organized to enhance communication between teachers and students of German. Intercultural skills could be facilitated through the use of internet- guidelines.

### **Assessment and Evaluation:**

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching - learning instruments on the basics of school terms.

The First Examination under this syllabus will be held in 2019.

The details together with the format and the nature of questions will be introduced by the Department of Examinations.

### **Prescribed Texts:** (Kursbuch)

ThemenAktuell    Deutsch als Fremdsprache. Text Book I- II Munich Max Heuber Verlag 2004  
Hand Book for Literature

# **Guidance for Learning - Teaching Process**

## **Grade 12**

### **Competency:**

- 1.0 a). Learns the basic phonetics of the German Language.
- b). Learns the sentence melody of statement and question

### **Competency level:**

- 1:1 Listens, practices the sounds
- 1.5 Uses the appropriate sentence melody, rhythm and sentence accent

### **Number of periods:**

1 period

### **Learning outcome:**

- Students can greet each other and introduce themselves

### **Teaching and learning process:**

- Teacher uses the greeting forms which are mentioned in the Textbook and practices them with the examples.
- Students practice the greetings using mini dialogues as in the book.

### **Evaluation and Assessment:**

- Student should be able to use the relevant greeting forms and introduce themselves accordingly

### **Vocabulary:**

Greetingforms- Guten Tag, Guten Morgen, Guten Abend, Gute Nacht, Hallo

### **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 1:1 - Page 10 - 11)

### **Extra Activities:**

Students can do a small project to find the common German names and famous personalities and practice the dialogues using German names

## **Competency:**

- 1.0 a). Learns the basic phonetics of the German Language.
- b). Learns the sentence melody of statement and question
- 2.0 Listens and understands clear standard speech on familiar matters

## **Competency level:**

- 1:1 Listens, practices the sounds
- 1.2 Reads the letters.
- 1.3 Links letters with sound
- 1.4 Writes and forms words according to sound patterns.
- 1.5 Uses the appropriate sentence melody, rhythm and sentence accent
- 2.1 Understands selectively and globally an additional texts and dialogs in clear standard language on familiar matters on work, school, leisure etc.

## **Number of periods:**

1 period

## **Learning outcome: Students will be able to:**

- introduce themselves with more information
- spell their names

## **Teaching and learning process:**

- Teacher introduces the German alphabet using an alphabet song –(Tangram Aktuell 1 )
- Teacher can then follow the exercises in the Kursbuch and the Arbeitsbuch
- It is not advisable to introduce the numbers in the same period and avoid the telephone numbers at the self-introduction

## **Evaluation and Assessment:**

- Student should be able to introduce himself and pronounce the German alphabet

## **Vocabulary:**

Alphabet, Wohnort, Straße etc.

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 1:1 - Page 12)

## **Extra Activities:**

Students can make a list of all the students with their infos

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text
- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

- 2.1 Understands selectively and globally an additional texts and dialogs in clear standard language on familiar matters on work, school, leisure etc.
- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 4.2 Reads and comprehends short global texts, selectively and in detail.
- 5.1 Writes short dialogues and simple notes to given patterns using simple phrases.
- 8.1 Learns information about the German speaking countries.

## **Number of periods:**

2 periods

## **Learning outcome: Students will be able to:**

- introduce someone to some other person using additional information

## **Teaching and learning process:**

- Teacher introduces the topic with the relevant countries and cities.
- Teacher can then follow the exercises as in the textbook.
- Teacher can also introduce the German speaking countries with a map and discuss it with the students in their native language
- Please introduce only the professions given in the book

**Evaluation and Assessment:**

- Students should be able to ask and give information on another person

**Materials:**

Kursbuch ,Arbeitsbuch, CD (Lesson 1:3/1:4 - Page 16 - 18)

**Extra Activities:**

Teacher can do a quiz on German speaking countries with the students

**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts verbally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text

**Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 5.1 Writes short dialogues and simple notes to given patterns using simple phrases.

**Number of periods:**

2 periods

**Learning outcome: Students will be able to:**

- do a small dialogue with a stranger

**Teaching and learning process:**

- Teacher starts with the dialogue given in the Textbook and gives the students more varieties to use the same dialogue structure

**Evaluation and Assessment:**

- Student should be able to compose new dialogue according to a given structure

**Vocabulary:**

Fragen – Ist hier noch frei? Sind Sie neu hier? Etc.

**Materials:**

Kursbuch, Arbeitsbuch, CD (Lesson 1:5/1:6 - Page 19 - 20)

**Extra Activities:**

Students compose more dialogues using the names and places which are familiar to them

**Competency:**

6.0 Develops a sound knowledge on basic German grammar in order to express himself/ herself in the given situations

**Competency level:**

6.1 Works cognitively with example of sentences of a grammatical structure and identifies patterns and exceptions by self and discovers the relevant grammatical rules.

**Number of periods:**

1 period

**Learning outcome: Students will be able to:**

- Name some household-items

**Teaching and learning process:**

- Teacher can use three colors to categorize the items in to the Artikels –der ,die, das

**Evaluation and Assessment:**

- Student should be able to identify the household –items with the relevant Artikel.

**Vocabulary:**

Der Elektroherd, das Foto, der Tisch, der Topf, der Wasserhahn, die Kamera etc.

**Materials:**

Kursbuch , Arbeitsbuch (Lesson 2:1 - Page 24-25)

**Extra Activities:**

Games – Word Bingo, Word –Puzzles



## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge of basic German grammar in order to express self in the given situations

## **Competency level:**

3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.

6.2 Uses simple structures correctly and systematically in oral and written communication.

## **Number of periods:**

3 periods

## **Learning outcome: Students will be able to:**

describe some household-items using the prices

## **Teaching and learning process:**

- Teacher should be able to show the difference between definite and indefinite articles and practice the plural forms of the words given
- Please use pictures as much as possible

## **Evaluation and Assessment:**

- Student should be able to describe some household-items

## **Vocabulary:**

Verb- kosten , Plural form

## **Materials:**

Kursbuch ,Arbeitsbuch (Lesson 2:2 - Page 26-28)

## **Extra Activities:**

Game / competition to practice plural forms

## **Competency:**

- 1.0 a). Learns the basic phonetics of the German Language.  
b). Learns the sentence melody of statement and question
- 2.0 Listens and understands clear standard speech on familiar matters

## **Competency level:**

- 1.3 Links letters with sound
- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography

## **Number of periods:**

1 period

## **Learning outcome: Students will be able to:**

- Use the numbers up to 1000

## **Teaching and learning process:**

- Teacher follows the exercises in the Kursbuch and the Arbeitsbuch to introduce the numbers up to 1000

## **Evaluation and Assessment:**

- Student should be able to read and write the numbers up to 1000

## **Vocabulary:**

Numbers up to 1000

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 2:3 - Page 29)

## **Extra Activities:**

Practice the prices of the items in the class room.

**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 6.0 Develops a sound knowledge on basic German grammar in order to express him or herself in the given situations

**Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans
- 6.2 Uses simple structures correctly and systematically in oral and written communication

**Number of periods:**

3 periods

**Learning outcome: Students will be able to:**

- discuss and explain things that they use frequently

**Teaching and learning process:**

- Teacher follows the exercises in the Kursbuch and Arbeitsbuch
- Please avoid introducing page 32 as the content. It is not relevant to the target group

**Evaluation and Assessment:**

- Student should be able to identify things that they use frequently

**Vocabulary:**

Sondern, kein Problem, modern, alt, neu, witzig etc.

**Materials:**

Kursbuch , Arbeitsbuch (Lesson 2:4/2:5 - Page 30 - 33)

**Extra Activities:**

Students can simulate a small shop with household-items and go shopping

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge of basic German grammar in order to express self in the given situations

8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography

3.3 Expresses likes and dislikes

6.1 Works cognitively with example of sentences of a grammatical structure and identifies patterns and exceptions by self and discovers the relevant grammatical rules

6.2 Uses simple structures correctly and systematically in verbal and written communication

8.1 Learns information about the German speaking countries

8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- explain about their meals

## **Teaching and learning process:**

- Teacher can use more vocabulary apart from the food items listed on page 35
- Teacher introduces Akkusativ along with the context

## **Evaluation and Assessment:**

- Student should be able to mention the food items listed, in German

## **Vocabulary:**

Das Gemüse, das Brot, das Bier etc.

## **Materials:**

Kursbuch, Arbeitsbuch, CD (Lesson 3:1 - Page 35 - 38)

## **Extra Activities:**

Students can make a collage with the food items for each meal

**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.

**Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.3 Expresses likes and dislikes
- 4.1 Finds specific information in everyday material such as advertisements, menus and timetables

**Number of periods:**

2 periods

**Learning outcome: Students will be able to:**

- understand a menu-card and place an order in a restaurant

**Teaching and learning process:**

- Teacher explains the food items and the dishes mentioned in the menu-card

**Evaluation and Assessment:**

- Student should be able to identify the dishes to place an order

**Vocabulary:**

Deutsche Gerichte

**Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 3:2 - Page 39-41)

**Extra Activities:**

Students can write their own menu-card and simulate a restaurant in the class

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography

3.2 Describes past experiences, events and daily routine

3.3 Expresses likes and dislikes

## **Number of periods:**

1 period

## **Learning outcome: Students will be able to:**

- Comment on a food and make a compliment or a complaint about it

## **Teaching and learning process:**

- Teacher introduces the adjectives using picture cards

## **Evaluation and Assessment:**

- Student should be able to use relevant adjectives for compliments and complaints

## **Vocabulary:**

Adjectives – sauer, süß, warm, alt, trocken, Frisch etc.

## **Materials:**

Kursbuch, Arbeitsbuch, CD, picture-cards (Lesson 3:3 - Page 42)

## **Extra Activities:**

Students can also talk about their previous meal

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language
- 5.0. Produces written text
- 7.0 Critically views communicating patterns (oral and written) practised in Germany and compares them with similar patterns used in communicating in Sinhala, Tamil or English
- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.
- 4.2 Reads and comprehends short texts globally, selectively and in detail
- 5.1 Writes short dialogues and simple notes to given patterns using simple phrases.
- 7.1 Discusses and compares the first language (Sinhala, Tamil, English) with the German language in relation to the way it is practiced in day today communication.
- 8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content.

## **Number of periods:**

2 periods

## **Learning outcome: Students will be able to:**

- buy food items in a market

## **Teaching and learning process:**

- Teacher can use a price list of a Srilankan supermarket/market as well and follow the exercises in the book

## **Evaluation and Assessment:**

- Student should be able to ask about the prices and answer

## **Vocabulary:**

Lebensmittel

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 3:4/3:5 - Page 43-45)

## **Extra Activities:**

Students can simulate a small market in the class

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography

3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.

6.1 Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- describe a place with a relevant activity and emphasize something which is prohibited in some places

## **Teaching and learning process:**

- Teacher can practice the phrases as they are in the textbook with modal verbs, the new verbs have to be introduced .
- Please use the Arbeitsbuch as well

## **Evaluation and Assessment:**

- Student should be able to describe a place with activities and do small dialogue regarding a ban of a place

## **Vocabulary:**

Modal verbs, Verbs- Musik machen, Klavier spielen, duschen etc.

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 4:1 - Page 48-51)

## **Extra Activities:**

Students can talk about the bans in the school



## **Competency:**

3.0 Communicates and interacts verbally on familiar everyday situations

4.0 Comprehends simple written texts in standard language.

## **Competency level:**

3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.

4.1 Finds specific information from everyday material such as advertisements, menus and timetables

4.2 Reads and comprehends short global texts, selectively and in detail

## **Number of periods:**

3 periods

## **Learning outcome: Students will be able to:**

- describe their daily routine

## **Teaching and learning process:**

- Teacher first uses the pictures given to let the students to make sentences
- Students do the exercises as they are in the Kursbuch and the Arbeitsbuch and at the end students describe their daily routine
- Please note that the student is still not able to use the time (Uhrzeit) in German and the teacher can decide to introduce it here or in the next lesson

## **Evaluation and Assessment:**

- Student should be able to make sentences about their activities

## **Vocabulary:**

Verbs- aufstehen, essen, tanzen etc.

## **Materials:**

Kursbuch , Arbeitsbuch (Lesson 4:2 - Page 42-53)

## **Extra Activities:**

Students can also do a small collage with activities what they do daily and present it in the class

**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts verbally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.

**Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 4.1 Finds specific information from everyday material such as advertisements, menus and timetables

**Number of periods:**

4 periods

**Learning outcome: Students will be able to:**

- say the time and give information from a program calendar and plan their leisure time together

**Teaching and learning process:**

- Teacher introduces Uhrzeit using his own method
- Teacher can then start the lesson according to the Kursbuch

**Evaluation and Assessment:**

- Student should be able to say the time, when asked

**Vocabulary:**

Uhrzeit, geöffnet, Lust haben etc.

**Materials:**

Kursbuch, Arbeitsbuch, CD, clock (Lesson 4:3 - Page 44-55)

**Extra Activities:**

Students can use the school program calendar and discuss it

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text

## **Competency level:**

- 2.1 Understands selectively and globally auditive texts and dialogues in clear standard language on familiar matters on work, school, leisure etc
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 3.3 Expresses likes and dislikes.
- 4.2 Reads and comprehends short global texts, selectively and in detail.
- 5.2 Writes simple personal correspondences like greeting cards, E-Mails, SMS, postcards

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- discuss plans for the coming week
- talk about hobbies and write a small postcard about a vacation in another city

## **Teaching and learning process:**

- Teacher follows the exercises in the Kursbuch and Arbeitsbuch for the Termin calender and let the students make their own calender and discuss
- Teacher introduces activities for leisure time or hobbies before starting the lesson

## **Evaluation and Assessment:**

- Student should be able to plan his leisure time

## **Vocabulary:**

Verbs- lesen, fernsehen etc.

## **Materials:**

Kursbuch , Arbeitsbuch,pictures for hobbies (Lesson 4:4- Page 56-57)

## **Extra Activities:**

Students can use a real postcard or make a post card and write a letter.

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text
- 6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 3.3 Expresses likes and dislikes.
- 4.2 Reads and comprehends short global texts, selectively and in detail
- 6.1 Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules

## **Number of periods:**

6 periods

## **Learning outcome: Students will be able to:**

- describe own house
- comment on furniture in the house

## **Teaching and learning process:**

- Teacher can introduce the rooms of a house with pictures and a house plan
- Teacher follows the exercises in the Kursbuch to introduce and practice ‘Akkusativ’
- Teacher uses pictures of furniture to introduce and practice the vocabulary for furniture

## **Evaluation and Assessment:**

- Student should be able to use Akkusativ and the new Adjectives to describe a house

**Vocabulary:**

Rooms of a house- Arbeitszimmer, Schlafzimmer, Wohnzimmer...

Furniture- die Kommode, der Schrank, der Spiegel...

**Materials:**

Kursbuch ,Arbeitsbuch, pictures (Lesson 5:1 - Page 59-63)

**Extra Activities:**

Students can draw a house plan and draw relevant furniture in the rooms and describe them

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text
- 8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 3.3 Expresses likes and dislikes.
- 4.2 Reads and comprehends short global texts, selectively and in detail
- 5.3 Produces simple connected texts on familiar topics like family, school, holidays etc.
- 8.1 Learns information about the German speaking countries.

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- understand a paper advertisement about a house or apartment and find a correct family or a person for the advertisements given

## **Teaching and learning process:**

- Teacher can use real advertisements from German papers and internet
- Teacher lets the students compare the German advertisements with Srilankan advertisements

## **Evaluation and Assessment:**

- Student should be able to identify the differences and similarities of advertisements on the relevant topic.

## **Vocabulary:**

Short forms of the vocabulary in house advertisements- NK, 1Zi.

## **Materials:**

Kursbuch ,Arbeitsbuch, real advertisements (Lesson 5:1- Page 64-65)

## **Extra Activities:**

Students can draw their dream house and discuss about it

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 5.0. Produces written text
- 8.0 Familiarizes with cultural aspects and traditions of the German speaking countries

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.2 Describes past experiences, events and daily routine
- 5.2 Writes simple personal correspondence like greeting cards, E-Mails, SMS, postcards
- 8.3 Discusses in class with other students and the teacher also possible in first language

## **Number of periods:**

3 periods

## **Learning outcome: Students will be able to:**

- Discusses the rules and regulations for apartments and compares them with Srilankan rules and regulations
- Writes a short letter to a friend describing his new house

## **Teaching and learning process:**

- Teacher introduces the new vocabulary using pictures or situations
- Teacher lets the students compare the rules and regulations regarding apartments in Srilanka and Germany

## **Evaluation and Assessment:**

- Student should be able to understand differences and similarities of rules and regulations regarding renting an apartment or a house

## **Vocabulary:**

Verbs- füttern, Krach-machen, Dreck etc.

## **Materials:**

Kursbuch ,Arbeitsbuch, pictures (Lesson 5:3 - Page 66-68)

## **Extra Activities:**

Students can describe their neighbors in a group discussion.

**Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

4.0 Comprehends simple written texts in standard language.

**Competency level:**

3.1 Initiates and maintains simple conversation on topics that are familiar or are of a personal interest such as making appointments, plans.

4.1 Finds specific information from everyday material such as advertisements, menus and timetables

**Number of periods:**

1 period

**Learning outcome: Students will be able to:**

- give directions in a building

**Teaching and learning process:**

- Teacher gives an exercise as multiple choice for the text given and then follows, as it is in the Kursbuch

**Evaluation and Assessment:**

- Student should be able to give and understand the directions given regarding a new building

**Vocabulary:**

Sauna, Kiosk, Reisebüro...

**Materials:**

Kursbuch ,Arbeitsbuch, (Lesson 5:4 - Page 69)

**Extra Activities:**

Students can ask each other for directions for places in the school building



## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

4.0 Comprehends simple written texts in standard language.

5.0. Produces written text

## **Competency level:**

2.1 Understands selectively and globally an auditive texts and dialogues in clear standard language on familiar matters on work, school, leisure etc

4.1 Finds specific information from everyday material such as advertisements, menus and timetables

5.1 Writes short dialogues and simple notes to given patterns using simple phrases

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- name the body parts
- describe a sickness

## **Teaching and learning process:**

- Teacher introduces the body parts using the picture (Teacher can use a running dictation, so that students learn it faster and with fun)
- Teacher follows the exercises as they are and uses other pictures to introduce the vocabulary

## **Evaluation and Assessment:**

- Student should be able to identify the body parts and express ideas about a sickness

## **Vocabulary:**

Body parts, sicknesses

## **Materials:**

Kursbuch ,Arbeitsbuch, CD, pictures (Lesson 6:1 - Page 72-73)

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 4.2 Reads and comprehends short global texts, selectively and in detail

## **Number of periods:**

2 periods

## **Learning outcome: Students will be able to:**

- express ideas about a sickness and give tips on a sickness

## **Teaching and learning process:**

- Teacher can help with the new vocabulary and give more exercises to practice the verbs 'sollen' and 'dürfen'
- Students can do roleplays as doctor and patient

## **Evaluation and Assessment:**

- Student should be able to express about a sickness and give tips accordingly

## **Vocabulary:**

Sollen, dürfen

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 6:2 - Page 74-75)

## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

4.0 Comprehends simple written texts in standard language.

6.0 Develops a sound knowledge on basic German grammar in order to express him or herself in the given situations

## **Competency level:**

3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.

4.1 Finds specific information from everyday material such as advertisements, menus and timetables

6.1 Works cognitively with sample sentences of a grammatical structure and identifies patterns and exceptions by self and discovers the relevant grammatical rules.

## **Number of periods:**

## **Competency:**

### **Learning outcome: Students will be able to:**

- give tips for a problem of another person.

### **Teaching and learning process:**

- Teacher can use the text to introduce the 'Imperative'. The structure of 'Imperative' had not been introduced effectively and the teacher has to prepare other materials.

### **Evaluation and Assessment:**

- Student should be able to use Imperative to give tips for a problem.

## **Vocabulary:**

Problems: Schlafstörung etc

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 6:3 - Page 76)

## **Competency**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment

3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.

## **Number of periods:**

1 period

## **Learning outcome: Students will be able to:**

- inform someone of or excuse someone for an unavoidable matter

## **Teaching and learning process:**

- Teacher introduces the new vocabulary before starting the listening text
- Students can make dialogues and play them according to the situation

## **Evaluation and Assessment:**

- Student should be able to give excuses

## **Vocabulary:**

Problems: krank warden, viel Arbeit etc

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 6:4 - Page 77)

**Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

**Competency level:**

2.1 Understands selectively and globally an auditive texts and dialogs in clear standard language on familiar matters on work, school, leisure ect.

3.2 Describes past experiences, events and daily routines

**Number of periods:**

1 period

**Learning outcome: Students will be able to:**

- describe an accident

**Teaching and learning process:**

- Teacher uses the pictures of the story as an exercise to match the incidents given.
- Students match the pictures with the correct incidents and explain how the accident happened
- Students use the same vocabulary and extra words to describe another similar accident and read it.

**Evaluation and Assessment:**

- Student should be able to talk about an accident

**Vocabulary:**

Partizip II

**Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 6:5 - Page 78-79)

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 5.0. Produces written text
- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

- 2.1 Understands selectively and globally an auditive texts and dialogues in clear standard language on familiar matters on work, school, leisure etc.
- 3.1 Initiates and maintains simple conversation on topics that are familiar or of a personal interest such as making appointments, plans.
- 5.1 Writes short dialogues and simple notes to given patterns using simple phrases.
- 8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content.
- 8.3 Discusses in class with other students and the teacher if necessary in first language

## **Number of periods:**

2 periods

## **Learning outcome: Students will be able to:**

- talk about a bad day
- talk about their holiday activities

## **Teaching and learning process:**

- The winter holidays in Germany is the mainly discussed topic in this part and teacher can use this to talk about the winter holidays in Germany as the students may not be aware of it. Teacher can follow the exercises as in the Kursbuch without introducing the grammar 'past-tense' systematically

## **Evaluation and Assessment:**

- Students should be able to talk about an accident

## **Vocabulary:**

Partizip II

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 6:6 - Page 80-81)

**Extra Activities:** Students compare the activities that they do during the holidays with the holiday activities in Germany

## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 5.0. Produces written text

## **Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment
- 3.2 Describes past experiences, events and daily routines
- 5.3 Produces simple connected texts on familiar topics like family, school, holidays ect.

## **Number of periods:**

6 periods

## **Learning outcome: Students will be able to:**

- describe the activities they have done during the weekend or past years

## **Teaching and learning process:**

- Teacher can first start with a short recall of leisure time activities
- Teacher uses the pictures and the listening text to introduce the past tense systematically and students learn how to use past tense accordingly

## **Evaluation and Assessment:**

- Students should be able to explain what they have done during the weekend

## **Vocabulary:**

Partizip II

## **Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 7:1 - Page 83-85)

## **Extra Activities:**

One person shows an activity pantomimically and others guess it using past tense. Ex: Er hat gestern ein Buch gelesen.

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment

3.2 Describes past experiences, events and daily routine

## **Number of periods:**

### **Learning Outcome: Students will be able to:**

- describe about a past incident

### **Teaching and learning process:**

- Dialogues in the page are basically given for the student to practice fluent speaking . Teacher can therefore follow the exercises and let the students make their own dialogue

### **Evaluation and Assessment:**

- Student should be able do a dialogue about a past incident

### **Vocabulary:**

Expression: Mein Gott!, Das ist schrecklich! etc

### **Materials:**

Kursbuch , CD (Lesson 7:2 - Page 86)



## **Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.

## **Competency level:**

- 2.1 Understands selectively and globally an auditive texts and dialogs in clear standard language on familiar matters on work, school, leisure ect.
- 3.2 Describes past experiences, events and daily routine
- 4.2 Reads and comprehends short global texts, selectively and in detail

## **Number of periods:**

4 periods

## **Learning outcome: Students will be able to:**

- give an order to someone to do something and describe a daily routine of someone else

## **Teaching and learning process:**

- Teacher can first do a recall of 'Imperative' then go further with the Kursbuch. \* Teacher has to introduce 'Akkusativpersonalpronomen' as it's been mentioned in the book.

## **Evaluation and Assessment:**

- Student should be able to ask someone to do something

## **Vocabulary:**

Kuchen backen, Keller aufräumen, Heizung ausstellen etc

## **Materials:**

Kursbuch ,Arbeitsbuch, CD (Lesson 7:3 - Page 87-89)

## **Extra Activities:**

Students can write a short note to a friend mentioning some duties to do in the class room

**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.
- 5.0. Produces written text

**Competency level:**

- 2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment
- 3.2 Describes past experiences, events and daily routines
- 4.2 Reads and comprehends short global texts, selectively and in detail
- 5.3 Produces simple connected texts on familiar topics like family, school, holidays etc.

**Number of periods:**

4 periods

**Learning outcome: Students will be able to:**

- describe an incident which has happened already

**Teaching and learning process:**

- Teacher follows the exercises in the Kursbuch and lets the students write a small story on their own at the end

**Evaluation and Assessment:**

- Student should be able to use past tense to describe an incident that has happened

**Vocabulary:**

Verbs: schlafen, gehen, lesen etc

**Materials:**

Kursbuch ,Arbeitsbuch, CD (Lesson 7:5 - Page 90-93)

**Extra Activities:**

Students can illustrate the story they made and let the other students guess it.

## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge on basic German grammar in order to express him or herself in the given situations

## **Competency level:**

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

6.1 Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.

6.2 Uses simple structures correctly and systematically in oral and written communication.

## **Number of Periods:**

2 Periods

## **Learning Outcomes: Students will be able to:**

- name different places in a big city
- talk about little tasks that can be done in a city and where to do them.

## **Teaching and Learning process:**

- Teacher can draw a mind map with the word ‘Großstadt‘ on the board and collect different places in a big city. Then the students compare their mind map with the picture on page 96.
- Student listens to exercise 01 on the page 96. After exercise students can find out the Articles of the places. Ex. Im Getränkemarkt – der Getränkemarkt. Teacher asks the students to find out how the prepositions change according to the article. And explains the blue grammar box.
- Students do exercise 2 on page 97 with a partner. Then exercise 3 on page 97 alone. Comparing exercise 1 on page 96 and exercise 3 on page 97, students find out how the article changes when the question is wo and wohin. Teacher can take two or three examples and explain it on the board for reassurance.
- Students do exercises 5 and 6 on page 98 as preparation for dialogues and the write short dialogs with a partner according to exercise 7 and play them.

## **Evaluation and Assessment:**

- Student should be able to use the correct preposition and the article with question wo and wohin.
- Students should be able to direct someone to the right place to get small tasks done in a city

## **Vocabulary:**

Prepositions in and auf

Places in the city

## **Materials:**

Kursbuch, Arbeitsbuch, CD (Lesson 8:1 - Page 96-98)

## **Extra Activities:**

After doing the final dialogue, teacher can ask the students to write a short list of things they need to do in the city and everyone goes around the class and act as if they are really in a city and ask people where to get them done.

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations

## **Competency level:**

2.1 Understands selectively and globally an auditive texts and dialogs in clear standard language on familiar matters.

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

6.2 Uses simple structures correctly and systematically in oral and written communication.

## **Number of Periods:**

1 Period

## **Learning Outcome: Students will be able to:**

- give directions in a city.

## **Teaching and Learning process:**

- Students do exercise 8 on page 99 with a partner. They can play the short dialogs. Teacher explains the new prepositions like neben/ zwischen while doing the corrections. Students do Exercise 7 Arbeitsbuch page 92
- Students look at the map on page 96 and listen to the dialog. They can mark the way on the map, which is explained in the dialog. Students do exercise 8 on Arbeitsbuch page 93
- Teacher gives language chunks, which the student needs for giving directions. Like wo ist bitte die Post/ Wie komme ich zum Bahnhof/ Gehen sie geradeaus etc. Students work in a small group and categorize the chunks in to Weg fragen und Weg beschreiben. These chunks (Redemittel) can be found in Tangram aktuell 1 5-8.
- Students take the same map and write and practice small dialogues asking and giving directions.

## **Evaluation and Assessment:**

- Student should be able to ask and give directions

## **Vocabulary:**

Prepositions neben and zwischen/ language chunks to give directions

## **Materials:**

Kursbuch, Arbeitsbuch, CD (Lesson 8:2 - Page 99)

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

3.0 Communicates and interacts orally on familiar everyday situations

## **Competency level:**

2.1 Understands selectively and globally an auditive texts and dialogs in clear standard language on familiar matters.

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography, employment

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

## **Number of Periods:**

3 Periods

## **Learning Outcomes: Students will be able to:**

- give directions by using the correct prepositions (Wechselpräpositionen)

## **Teaching and Learning process:**

- Teacher writes the word Berlin on the board and asks the students to do a small internet research about Berlin. Like where is Berlin situated, its population, tourist attractions etc. After the research students present their information.
- Students do exercise 10a by themselves and b with a partner. (Kursbuch page 101)
- Students do exercise 11. Teacher should give complete answers to the student they should only find the matching picture. Ex. Bär steht vor dem Reichstag picture. After matching the correct pictures teacher can ask the students to mark the prepositions and then discuss their meaning with students.
- Teacher again writes sentences for the exercise (b) on page 102 with accusative prepositions  
Ex: Bärfährt über das Brandenburger Tor Picture f.

After matching the sentences with the pictures students compare the exercise a and b and try to find out when to use the accusative and the dative. Teacher can take two examples to the board and explain further.

- Teacher can show a funny video for further explanations: German 2 Way prepositions (Wechselpräpositionen)

- Teacher can show a funny youtube video for further explanations: German 2 Way prepositions (Wechselpräpositionen)

<https://www.youtube.com/watch?v=OnL11MexMU4>

- Students can do the extra exercises on Arbeitsbuch.

### **Evaluation and Assessment:**

- Student should be able to ask for and give directions using Wechselpräpositionen

### **Vocabulary:**

Tourist attractions in Berlin.

Wechselpräpositionen

### **Materials:**

Kursbuch, Arbeitsbuch, CD, Internet, Youtube (Lesson 8:2 - Page 100-103)

### **Extra Activities: -**

Teacher can find simple pictures of spaces like offices, rooms and asks the students to describe them.

Picture dictation: Teacher explains a simple picture with directions and students listen to the explanation and draw the picture.

## **Competency:**

4.0 Comprehends simple written texts in standard language.

8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

4.2 Reads and comprehends short global texts, selectively and in detail.

8.1 Learns information about the German speaking countries.

8.2. Identifies similarities and differences in the standard practices of both countries specified in the learning content.

## **Number of Periods:**

1 Period

## **Learning Outcomes: Students will be able to:**

- familiarize self with history of Berlin.

## **Teaching and Learning process:**

- Teacher has a group discussion with the students about Berlin and about Berlin wall, 2<sup>nd</sup> world war. This discussion can be done in the mother tongue but during the discussion the teacher can introduce the German words.
- Students read the text and do exercise 13 on page 105. Teacher can cut the text in to pieces and ask the students to find meanings for keywords and then summarize and present to the class. Teacher can give them W Fragen to get the necessary information

## **Evaluation and Assessment:**

- Students should be able to give information about the history of Berlin in simple German and more complex details in their mother tongue.

## **Vocabulary:**

Vocabulary on the history of Berlin. Like Mauerfall/ zweiter Weltkrieg/ DDR/ BDR

## **Materials:**

Kursbuch (Lesson8:3 - Page 105)

## **Extra Activities: -**

Teacher can find a video on Mauerfall on youtube.



## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations

## **Competency level:**

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

6.1 Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.

6.2 Uses simple structures correctly and systematically in verbal and written communication.

## **Number of Periods:**

2 Periods

## **Learning Outcomes: Students will be able to:**

- discuss presents and what to give different people on different occasions.

## **Teaching and Learning process:**

- Teacher asks students to make a list of good gifts and bad gifts in small groups. They can discuss their past experiences as well. Teacher should give them chunks like. Meine Eltern haben mir einen/eine/ein..... geschenkt. Das war toll. Das war schrecklich.
- Then the students can do exercise 01 on page 108. After the exercise teacher can explain how the connector deshalb is built with an example sentence from the exercise.
- Students do exercise 02 on page 109. Teacher discusses the underlined pronouns on the sentences. Students find out a rule by themselves. Students can do exercises 1/2/3 on page 103 on Arbeitsbuch.
- Students can do exercises 3 on page 110 and then write short descriptions of their class mates in small groups. After writing they exchange cards and decide what to give them for their birthdays.

## **Evaluation and Assessment:**

- Students should be able to say what they are giving people as presents and use correct dative pronouns and accusative forms.

## **Vocabulary:**

Names of different presents/ accusative einen/ ein/ eine and Dative pronouns.

## **Materials:**

Kursbuch, Arbeitsbuch, Small cards to write descriptions (Lesson 9:1 - Page 108-110)

## **Extra Activities: -**

Teacher can give students in each small group three sets of cards. On one set there are different gift ideas written with article. Ex. Der Ring/ das Parfüm/ die Handtasche. On the 2nd set different people. Ex. Der Vater/ die Lehrerin and on the 3rd set different occasions like zum Geburtstag/ zur Hochzeit. Students can randomly take cards and ask questions and give answers.

Was schenkst du deinem Vater zum Geburtstag? Ich schenke ihm ein Buch. These answers can be funny since you chose cards randomly. But that is fine.

**Competency:**

5.0. Produces written text

**Competency level:**

5.2 Writes simple personal correspondences like greeting cards, E-Mails, SMS, postcards

**Number of Periods:**

3 Periods

**Learning Outcomes: Students will be able to:**

- write a simple invitation
- reply to an invitation

**Teaching and Learning process:**

- Teacher takes the invitation on page 111 jumbles them and asks the students to put them in the correct order. Teacher discusses the elements of an invitation, like which information should be included.
- Students do exercise 5 on page 111 to revise the pronouns.
- Teacher can give different language chunks written on small cards. These cards should have chunks writing invitations as well as replying to invitations. Students read them loud then separate them in to two groups.
- Teacher gives different occasions and students write invitations. After writing they invite other groups and they have to reply.

**Evaluation and Assessment:**

- Student should be able to write an Invitation and write a reply to an invitation.

**Vocabulary:**

Structure of an invitation and language chunks to write an invitation and a reply to it.

**Materials:**

Kursbuch, small cards with language chunks. (Lesson 9:1 - Page 111)

## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

6.0 Develops a sound knowledge on basic German grammar in order to express self in the given situations

## **Competency level:**

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

6.1. Works cognitively with sample sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.

6.2 Uses simple structures correctly and systematically in verbal and written communication.

## **Number of Periods:**

3 Periods

## **Learning Outcomes: Students will be able to:**

- compare different products using comparative and superlative forms of adjectives.
- have short conversation on buying something.

## **Teaching and Learning process:**

- Students can play the dialogue with a partner. Teacher can ask students to mark the adjectives in the dialogue and find the basic form and the comparative form. Teacher gives more comparative forms for students to find the basic form.
- Teacher can prepare questions with comparative and students can ask from each other. Ex. Wer kocht besser? Männer oder Frauen?

Wer läuft schneller? \_\_\_ oder \_\_\_?      Wer ist schneller? \_\_\_ oder \_\_\_?

- Students do Exercise 8 on page 113 Teacher explains the superlative form. Teacher gives three set of cards with all three forms like groß/ größer/ amgrößten. These will be written in different cards. Students have to find the correct comparative forms. After this exercise students take a look at the different examples in order to find a pattern in their form. Teacher explains how to build these forms in discussion with the students.
- Students can do the extra exercisers 11/12/13/14/15 on the Arbeitsbuch page 108- 109

- After doing the exercise 9 on page 113 with a partner, teacher can bring shopping catalogs or look in to online shopping sites if possible and compare different deals.
- Students then play the dialog in exercise 10 on page 113 and write model dialogues for different shopping deals.

### **Evaluation and Assessment:**

- Student should be able to compare different shopping deals using comparative and superlative forms of adjectives.

### **Vocabulary:**

Adjectives in their basic, comparative and superlative forms.

### **Materials:**

Kursbuch, Arbeitsbuch, CD (Lesson 9:2 - Page 112-113)

### **Extra Activities: -**

Teacher can do a small quiz with the students using the superlative forms of Adjectives.

Welches Tier läuft am schnellsten? Welches Auto ist am billigsten?

## **Competency:**

3.0 Communicates and interacts orally on familiar everyday situations

4.0 Comprehends simple written texts in standard language.

## **Competency level:**

3.1 Initiates and maintains simple conversation on the topics that are familiar or are of a personal interest such as making appointments, plans

3.2. Describes past experiences, events and daily routines

4.2 Reads and comprehends short global texts, selectively and in detail

## **Number of Periods:**

1 Period

## **Learning Outcomes: Students will be able to:**

- give information about the past and present of someone.
- talk about what is important to them in life.

## **Teaching and Learning process:**

- Teacher shows the students the picture on page 116 and asks them to make a guess about this man. Like how old he is, his job, whether he is married or not, does he have kids, how does a normal day in his life look like.
- After discussing these answers, students do exercise 13 on page 117.
- Students do exercise 14 on page 117 and then make a list of Top 10 things they can't live without. Then the teacher discusses the chunks on the green box with students. Then they do exercise 15 on page 117 in a small group.

## **Evaluation and Assessment:**

- Students should be able to talk about the things they need in life and ask others about them.

## **Vocabulary:**

List of essentials and electronic goods, that we use in our day today life.

## **Materials:**

Kursbuch, CD, (Lesson 9:4 - Page 116-117)

**Competency:**

8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.

**Competency level:**

8.1 Learns information about the German speaking countries.

**Number of Periods:**

2 Periods

**Learning Outcomes: Students will be able to:**

- Familiarize themselves with German speaking countries.

**Teaching and Learning process:**

- Teacher can start the lesson with famous places from Germany, Switzerland and Austria and students should try to identify these places. Then they can work with the cards in exercise 01 on page 120. Teacher can ask students to find out about the people, food and places on the cards. The group finishes first wins.
- Students can make their own quiz and and play with the others.

**Evaluation and Assessment:**

- Students can give simple information about German speaking countries.

**Vocabulary:**

Famous places, events, food and people from the German speaking countries.

**Materials:**

Kursbuch, CD, Internet (Lesson 10 - Page 120)

## **Competency:**

2.0 Listens and understands clear standard speech on familiar matters

8.0 Familiarizes with cultural aspects and traditions of the German speaking countries.

## **Competency level:**

2.2 Understands phrases and expressions related to areas of personal and family information, shopping, local geography

8.1 Learns information about the German speaking countries.

## **Number of Periods:**

2 Periods

## **Learning Outcomes: Students will be able to:**

- give information about famous people and about their life events.

## **Teaching and Learning process:**

- Teacher can start the lesson by asking students whether they recognize the famous people on the pictures. Then students listen to the Cd and do exercise 3.a.
- Teacher can explain the ordinal number and years in German. Students can do a list of birthdays in the classes.
- Teacher gives verbs like heiraten, studieren, Reise Machen and students can find the nouns from the text in Exercise 3.a heiraten – Heirat/ studieren – Studium etc.
- Teacher can divide the class in to two groups and the students can play a game of ‘wer bin ich?’ as explained on the exercise 4 page 121.

## **Evaluation and Assessment:**

- Students can tell when some specific incidents have happened. ( date, month and year)

## **Vocabulary:**

Life events: Geburt/ Studium/ Heirat

## **Materials:**

Kursbuch, CD, Internet (Lesson 10:1 - Page 121)



**Competency:**

- 2.0 Listens and understands clear standard speech on familiar matters
- 3.0 Communicates and interacts orally on familiar everyday situations
- 4.0 Comprehends simple written texts in standard language.

**Competency level:**

- 2.1 Understands selectively and globally an auditive texts and dialogues in clear standard language on familiar matters on work, school, leisure etc.
- 4.2 Reads and comprehends short global texts, selectively and in detail.

**Number of Periods:**

2 Periods

**Learning Outcomes: Students will be able to:**

- know about Germany and its culture

**Teaching and Learning process:**

- Teacher can start lecture with a small self prepared quiz about German cities. Then students can read the Text on page 122 and do the exercises on page 123. They can work in small groups.
- Teacher can do the texts and listening texts on page 124 and 125 just as described on the book.

**Evaluation and Assessment:**

- Students can give simple information about the German speaking countries.

**Vocabulary:**

Information about German cities.

**Materials:**

Kursbuch, CD (Lesson 10:1 - Page 122-125)

## **Literary Texts (Module: 11)**

### **Competency:**

9.0. Familiarize themselves with aspects of literature and youth culture such as popular songs from different literary periods in Germany

### **Competency level:**

9.1 Develops listening and reading competencies and writing skills by working with literary texts

9.2 Develops competency in oral communication skills through discussions and presentation about the given literal piece

9.3 Analyze the literary works for their structure, meaning and cultural context

9.4. Generates creativity by writing creative texts

### **Number of Periods:**

30 Periods

### **Learning Outcomes: Students will be able to:**

- Answer simple comprehension questions on the literary texts
- Write simple interpretations about the literary work
- Effectively communicate ideas related to literary work during discussions
- Dramatize, rewrite and modify the literary text
- Develop an instinctive feeling for the target language

### **Teaching and Learning process:**

- The teacher starts the lesson by playing videos, showing movie trailers, using pictures, using mind maps to activate the background knowledge of the learner through questions and discussions.
- The teacher introduces poems and short stories by using authentic literary texts by well-known German authors and background information of the relevant era.
- The students are encouraged to do interactive discussions, collecting new vocabulary, answering questions, presenting and expressing their opinion in the class.

### **Evaluation and Assessment:**

1. Oral presentations
2. Class tests
3. Assignments

## **Vocabulary:**

The relevant vocabulary of the given literary texts

## **Extra Activities:**

1. Sing the song texts
2. Play creative dramas
3. Write an alternative end

## **Material:**

### **1. DIE LORELEI**

Ich weiß nicht was solles bedeuten,

Daß ich so traurig bin;

Ein Märchen aus alten Zeiten,

Das kommt mir nicht aus dem Sinn.

Die Luft ist kühl und es dunkelt,

Und ruhig fließt der Rhein;

Der Gipfel des Berges funkelt

Im Abendsonnenschein.

Die schönste Jungfrau sitzet

Dort oben wunderbar;

Ihr goldnes Geschmeide blitzet,

Sie kämmt ihr goldenes Haar

Sie kämmt es mit goldenem Kamme

Und singt ein Lied dabei;

Das hat eine wundersame,

Gewaltige Melodei.

Den Schiffer in kleinen Schiffe

Ergreift es mit wildem Weh;

Erschaut nicht die Felsenriffe,  
Erschaut nur hinauf in die Höh'.  
Ich glaube, die Wellen verschlingen  
Am Ende Schiffer und Kahn;  
Und das hat mit ihrem Singen  
Die Lore-Ley getan.

***Heinrich Heine***

## **2. Der Lindenbaum**

Am Brunnenvordem Tore  
Da steht ein Lindenbaum:  
Ich träumt' in seinem Schatten  
So manchen süßen Traum.  
Ich schnitt in seine Rinde  
So manches liebe Wort;  
Es zog in Freud' und Leide  
Zu ihm mich immer fort.  
Ich musst' auch heut wandern  
Vorbei in tiefer Nacht,  
Da hab' ich noch im Dunkel  
Die Augen zugemacht.

Und seine Zweige rauschten,  
Als riefen sie mir zu:  
Komm her zu mir, Geselle,  
Hier findest du deine Ruh'!

Die kalten Winde bliesen  
Mir grad' ins Angesicht,  
Der Hut flog mir vom Kopfe,  
Ich wendetemich nicht.

Nun bin ich manche Stunde  
Entfernt von jenem Ort,  
Und immerhör' ich's rauschen:  
Du fändest Ruhedort!

**Wilhelm Müller**

### **3. Die Grille und die Ameise**

Die Grille, die den Sommer lang  
zirpt' und sang,  
litt, da nun der Winter droht',  
harte Zeit und bittre Not:  
Nicht das kleinste Würmchen nur,  
und von Fliegen eine Spur!  
Und vor Hunger weinend leise,  
schlich sie zur Nachbarin Ameise,  
und fleht' sie an in ihrer Not,  
ihr zu leihn ein Stückchen Brot,  
bis der Sommer wiederkehre.  
»Hör'«, sagt sie, »auf Grillenehre,  
vor der Ernte noch bezahl'  
Zins ich dir und Kapital.«  
Die Ameise, die wie manche lieben  
Leut' ihr Geld nicht gern verleiht,  
fragt' die Borgerin: »Zur Sommerzeit,  
sag doch, was hast du da getrieben?«  
»Tag und Nacht hab' ich ergötzt  
durch mein Singen alle Leut'.«  
»Durch dein Singen? Sehr erfreut!  
Weißt du was? Dann tanze jetzt!«

**La Fontaine**

#### 4. Erlkönig

Wer reitet so spät durch Nacht und Wind?  
Es ist der Vater mit seinem Kind;  
Er hat den Knaben wohl in dem Arm,  
Er fasst ihn sicher, er hält ihn warm.  
Mein Sohn, was birgst du so bang dein Gesicht? –  
Siehst, Vater, du den Erlkönig nicht?  
Den Erlkönig mit Kron' und Schweif? –  
Mein Sohn, es ist ein Nebelstreif. –  
“Du liebes Kind, komm, geh mit mir!  
Gar schöne Spiele spiel' ich mit dir;  
Manch bunte Blume sind an dem Strand;  
Meine Mutter hat manch gülden Gewand.”  
Mein Vater, mein Vater, und hörest du nicht,  
Was Erlkönig mir leise verspricht? –  
Sei ruhig, bleibe ruhig, mein Kind!  
In dürren Blättern säuselt der Wind. –  
“Willst, feiner Knabe, du mit mir gehn?  
Meine Töchter sollendich wartenschön;  
Meine Töchter führen den nächtlichen Reihn  
Und wiegen und tanzen und singendich ein.”  
Mein Vater, mein Vater, und siehst du nicht dort  
Erlkönigs Töchter am düstern Ort? –  
Mein Sohn, mein Sohn, ich seh es genau;  
Es scheinen die alten Weiden so grau. –

“Ich liebe dich, mich reizt deine schöne Gestalt;  
Und bist du nicht willig, so brauch’ ich Gewalt.” –  
Mein Vater, mein Vater, jetzt fasst er mich an!  
Der König hat mich in Leid gesetzt! –  
Dem Vater grauset’s, er reitet geschwind,  
Er hält in Armen das ächzende Kind,  
Erreicht den Hof mit Mühe und Not;  
In seinen Armen das Kind war tot.

*Johann Wolfgang von Goethe*

## 5. Momo (Synopsis)

In dem Buch geht es um das kleine, magere Mädchen Momo. Sie lebt in einem Waisenhaus und ist von dort abgehauen. Momo weiß nicht, wie alt sie ist. Sie hat nichts, als die Sachen, die sie an hat. Momo richtet sich in der Stadt der Ruine des Amphitheaters ein. Die Leute in der Stadt haben auch nicht viel, geben Momo aber etwas zu essen und trinken. Momo gibt ihnen dafür etwas, nämlich Zeit. Sie hört ihnen zu, das tut allen gut. Die Kinder aus der Stadt kommen auch gerne zu ihr und spielen dort mit ihr. Ihre besten Freunde sind Beppo der Straßenkehrer, Beppo den ktlängernach, bevor er etwas sagt und dann ist da noch Gigi der Fremdenführer. Gigi ist leichtsinnig, lustig und erzählt tolle Geschichten. Er würde gerne reich und berühmt sein, aber nicht für jeden Preis, da bleibt er sich lieb und treu. Doch plötzlich verändert sich etwas, denn ein dunkler Schatten scheint über der Stadt und die grauen Herren erscheinen. Es werden immer mehr. Sie sind sehr unauffällig und kaum einer interessiert sich für sie. Sie rauchen ohne Pause Zigarren. Momo hat Angst vor ihnen, denn in der Nähe der grauen Herren ist es kalt und warme Kleidung hilft da nicht. Die grauen Herren sind Agenten der Zeitsparkasse. Sie wollen das die Menschen Zeitsparen, wenn sie nutzlose Sachen streichen. Jetzt verändert sich alles. Zeit wird gespart. Sie arbeiten schneller und machen keine Pause mehr. Sie hetzen durch den Tag, ohne Pause. Vergnügen haben sie nicht mehr. Sie sparen Zeit und haben immer weniger davon. Die grauen Herren stehlen die Zeit. Das Leben ist trostlos, dadurch leiden die Kinder. Momo erkennt, dass die Menschen unglücklicher werden und kann so gar dafür sorgen, dass einiges sich daran erinnert, was sie verloren haben und nehmen sich wieder mehr Zeit. Die grauen Männer finden das nicht so toll, was Momo macht. Erst versuchen sie Momo zu erpressen. Sie sollen Spielzeug bekommen und dafür ihre Freunde vergessen. Momo schlägt das Angebot aus. Stattdessen erzählt sie Beppo, Gigi und den Kindern von den grauen Herren. Sie wollen eine Versammlung einberufen, doch das klappt nicht. Die grauen Herren wollen Momo fangen, doch sie entkommt. Dann scheint Momo die Schildkröte Kassiopeia und sie bringt Momo aus der Stadt raus, sogar bis an den Rand der Zeit.

Dort lebt Meister Hora. Er verwaltet die Zeit und gibt jedem seine Lebenszeit. Die Menschen können aber selber entscheiden, was sie mit ihrer Zeit machen. Meister Hora erklärt Momo, dass die grauen Herren Mächte sind und die Menschen lassen sich von ihnen. Die grauen Herren entfremden Momo's Freunde. Meister Hora legt einen Zauber über Momo, dort gibt es Stunden-Blumen. Dort ist auch eine wunderbare Musik. Doch es war keine Ausflug, sondern eine Reise in ihr Herz. Die Stunden-Blumen wachsen im Herzen der Menschen und sind die Lebenszeit der Menschen. Aus diesen Blumen machen die grauen Herren ihre Zigarren, damit bleiben sie am Leben. Währenddessen gibt es keine Freunde mehr auf der Erde. Gigi ist ein Medienstar. Beppo schweigt und arbeitet nur um Momo zu retten. Er fegt pausenlos die Straßen. Die Kinder sollen nützliches lernen. Momo war ein ganzes Jahr weg. Sie kann keinen Kontakt zu ihren Freunden aufnehmen. Die grauen Herren wollen das Momo sie zu Meister Hora zeigt, dafür würde sie und ihre Freunde verschont werden, doch das lehnt Momo ab. Kassiopei bringt Momo nochmal zu Meister Hora. Die grauen Herren verfolgen sie. Sie können zwar nicht ins Reich, aber mit dem Rauch ihrer Zigarren machen sie eine Nebelwand. Meister Hora kann den Menschen keine Lebenszeit mehr schicken. Momo kann allen noch retten. Meister Hora hält die Zeit für eine Stunde an. Momo und Kassiopei gehen zum Lager der Grauen Männer. Die grauen Herren eilen ins Lager um sich Stunden-Blumen zu holen, weil es durch die angehaltene Zeit bald keine mehr gibt. Sie reißen sich die Zigarren aus dem Mund. Bald sind nur noch ein Paar graue Herren übrig. Momo findet das Lager, verschließt die Tür. Dann sind alle grauen Herren verschwunden. Die Stunden-Blumen fliegen zurück in die Herzen der Menschen. Jetzt haben alle wieder Zeit und sind wieder die Alten und ein großes Fest wird gefeiert.

***Michael Ende***



## Prototype Assessment Tools for School Base Assessment

1. Evaluation state: Term 2: Tool 1

2. Competency level covered: Competency 9

3. Content covered: Literature

4. Nature of the tool: Individual assignment

5. Objectives of the tool:

- Introducing a German poem using learned vocabulary
- Developing writing skills and creativity
- Developing the speaking and presentation skills

6. Instruction of the tool

- Ask students to listen to the poem in internet at home and collect important words.
- Ask students to write a small description using collected words.
- Provide students coloured papers and pens and ask them to draw the description.
- Students show their picture and they describe the picture to the class.
- Before they present their pictures and the description, provide the students with useful phrases, usually used in a presentation.

(ex. am Anfang: Guten Morgen/ Guten Tag meine Kollegen und Kolleginnen!

Heute präsentiere ich.../ Heute beschreibe ich.../ Heute möchte ich über ein Bild sprechen.)

(am Ende: vielen Dank für Ihre Aufmerksamkeit)

7. Evaluation/ assessment criteria

Criteria	Name of the Student			
	A	B	C	D
<p>For the Picture</p> <ol style="list-style-type: none"> <li>1. Using correct/appropriate vocabulary</li> <li>2. Using correct orthography</li> <li>3. Creativity</li> </ol> <p>For the Presentation</p> <ol style="list-style-type: none"> <li>1. Presentation skills</li> <li>2. Fluency in language</li> <li>3. Correct pronunciation</li> </ol>				

A: very good

B: good

C: ordinary

D: should be developed