



# GERMAN

## Teachers' Guide

### Grade 13

(To be implemented from 2018.)

**Classical Languages and Foreign Languages Unit**

**National Institute of Education**

**Sri Lanka**

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German

Grade 13- Teachers' Guide

First Edition 2017

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ISBN

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*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 the competencies of students, from the foundation level to higher levels, and to avoid repetition of subject content in various subjects 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 the necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make the Teachers' Guides help the 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.

**Ven. Dr. Mabulgoda Sumanarathana Thero**

**Deputy Director General**

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

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## **Instructions to use the 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 the 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 13 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 the Teachers' Guide	vi
Table of Contents	vii
Syllabus	viii-xxv
Guidance for the Learning Teaching Process	01-85
Literature Text	86-104
Exemplar Tools for School Based Assessment	105-106

# **German**

Syllabus

**Grade 13**



## **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 achieving 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 physical and 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 13

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>1.0 a) Learns the sentence melody of statement and question</b> <b>b) Learns the sentence melody of inversion and relative sentences.</b>	1.1	Uses correct pronunciation of words learnt.	<ul style="list-style-type: none"> <li>• Performs a wide range of speech sounds and sentence melodies in standard speech</li> <li>• Uses correct phonological sounds in conversation, so that the communication is uninterrupted.</li> <li>• Recites poems and sings songs in an adequate flow</li> <li>• Develops advanced skills in understanding authentic spoken German language</li> </ul>	20
	1.2	Uses the appropriate sentence melody, rhythm and sentence accent.		
	1.3	Adopts appropriate non verbal communication patterns.		
	1.4	Uses appropriate intonation when reading a literary text.		
		<ul style="list-style-type: none"> <li>• Description of a person’s appearance, making assumptions about character.</li> <li>• Arguments on appearance vs. Reality, talking about fashion trends</li> <li>• “Sprechmelodie”, “Rhythmus” and “Satzakzent”.</li> <li>• Literary texts: classical poems, lyrics and popular songs</li> </ul>		

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>2.0 Understands and responds to information about common everyday topics in clear standard speech</b>	2.1. Engages in a dialogue by responding to questions and clarifying given information.  2.2. Catches main points in simple personal messages and public announcements  2.3. Understands globally the information content of news or a simple TV programme  2.4. Understands simple narrative texts and songs globally selectively and in detail	<ul style="list-style-type: none"> <li>• Texts based on ambitions, problems faced by employees at work places, different working conditions, unemployment as a social problem, reality. Programmes and discussion on positive and negative aspects of listening to weather forecasts and interviews based on social issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops advanced skills in understanding spoken authentic German language</li> <li>• Identifies and develops listening strategies like global understanding, selective understanding and understanding in detail.</li> <li>• Summarizes and reproduces the main points of radio and TV broadcasts</li> <li>• Uses a wider range of vocabulary and expressions in oral production</li> </ul>	40

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>3.0 Fluently sustains simple conversations on familiar fields.</b>	3.1. Carries a simple conversation in everyday situations such as making plans, shopping, complaining, booking tickets etc.  3.2. Describes plans, ambitions.  3.3. Describes events and experiences in detail, describing feelings and reactions  3.4 Narrates a simple story real or imagined.	<ul style="list-style-type: none"> <li>• Discuss human emotions such as love, jealousy, human relationships, family problems and getting to know partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates fluency in asking and responding to questions</li> <li>• Expresses opinions and speaks about ideas in discussions</li> <li>• Expresses agreement and disagreement</li> <li>• Relates the plot of a book, story or a film.</li> </ul>	30

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension.</b>	4.1. Understands and finds relevant information in everyday material such as letters, brochures and short official documents.  4.2. Scans longer texts ex. Newspaper articles in order to locate specific information  4.3. Understands clearly written instructions, regulations and directions.	<ul style="list-style-type: none"> <li>• Newspaper articles based on social issues such as political parties and elections. Comparison of the situation with Sri Lanka</li> </ul>	<ul style="list-style-type: none"> <li>• Develops reading strategies before during and after reading</li> <li>• Identifies the main idea of a written text.</li> <li>• Comprehends a written text in detail</li> </ul>	40



Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>5.0 Produces and creates written texts</b>	5.1 Produces a written summary of a short given text  5.2 Writes post cards, Emails, short letters and responds to letters as specified in Appendix  5.3 Writes simple texts using the format of an essay on topics given in Appendix	<ul style="list-style-type: none"> <li>• Writing simple poems and presenting them.</li> <li>• Writing simple stories, reading autobiographies of famous personalities and presenting them.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a text and summarizes the sense in the written text</li> <li>• Produces simple written texts such as post cards ,Emails, and letters</li> <li>• Creates own text on a topic given</li> </ul>	40

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>6.0 Acquires knowledge of grammatical structures to express self in the given situations</b>	6.1. Works cognitively with examples of sentences of a grammatical structure and identifies patterns and exceptions by self and discovers the relevant grammatical rules	<ul style="list-style-type: none"> <li>The competency in German Grammar is given in Appendix</li> </ul>	<ul style="list-style-type: none"> <li>Analyses sample sentences and identifies grammar patterns and formulates rules</li> <li>Solves grammar exercises.</li> </ul>	40
	6.2 Uses simple structures correctly and systematically in verbal and written communication	<ul style="list-style-type: none"> <li>The prescribed text will facilitate a gradual learning of grammar. The student should not be burdened with learning too many grammar rules but he must understand how the language works.</li> </ul>	<ul style="list-style-type: none"> <li>Uses learned grammar patterns correctly yet makes simple mistakes in conversation, not disturbing the flow of communication.</li> </ul>	

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<p><b>7.0 Critically views communicating patterns (also nonverbal) practised in Germany in several official and unofficial situations and compares them with similar patterns used in communicating in Sinhala. Tamil or English</b></p>	<p>7.1 Discovers basic differences when communicating orally in German and compares the practices in Germany with practises followed in first language in Sri Lanka as a class room discussion</p> <p>7.2 Develops knowledge on the communicating patterns of the main cultural and professional aspects</p>	<ul style="list-style-type: none"> <li>• Oral Negotiation in given situations.</li> <li>• Plans Future plans – finding partners, marriage, dialogue between generations.</li> <li>• Writing of Curriculum Vitae.</li> <li>• Familiarizing with Standard phrases in informal letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of different patterns, structures and gestures in oral communication</li> <li>• Drafts a curriculum Vitae and writes an informal letter using standard phrases</li> </ul>	<p>10</p>

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>8.0 Familiarizes with cultural aspects and traditions of the German speaking countries</b>	8.1 Identifies similarities and differences in standard practices specified in the content  8.2 Discusses in class with other students and the teacher in first language	<ul style="list-style-type: none"> <li>• Public holidays, festivals, family meetings</li> <li>• Television, Radio, Print Media.</li> <li>• Environmental pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of the cultural similarities and differences between Germany and Sri Lanka</li> <li>• Shares the knowledge of the learnt and already known facts about the two cultures</li> </ul>	30
<b>9.0 Familiarizes themselves with aspects of literature and youth culture such as popular songs from different eras in German history</b>	9.1 Develops listening and reading competencies and writing skills by working with literary texts	<ul style="list-style-type: none"> <li>• A collection of poems, short stories and popular songs from different literary eras (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> </ul>	40

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	<p>9.2 Develops competency in oral communication skills through discussions and presentations about the given literary piece</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>• Effectively communicates ideas related to the literary work during discussions</li> <li>• Dramatizes, rewrites and modifies literary work</li> <li>• Develops an insightful feeling for the target language</li> </ul>	

Competency	Competency Level	Content	Learning Outcome	No. of Periods
<b>10.0 Develops own language strategies.</b>	10.1 Learns the language in a context of communication – not as a given set of grammar rules.	<ul style="list-style-type: none"> <li>• Grammatical Structures</li> <li>• Communicating patterns</li> <li>• Memorizing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses modern language learning strategies according to the European language frames.</li> </ul>	20
	10.2 Learns to express in the target language not by translating from first language but reacting orally in the given situation.			
	10.3 Identifies patterns and set phrases which occur often in the given situation.		<ul style="list-style-type: none"> <li>• Implies the structures and patterns learnt of the target language when using the language</li> </ul>	

Competency	Competency Level	Content	Learning Outcome	No. of Periods
	<p>10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.</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>• Creates own strategies when learning the target language</li> <li>• Presents some of the German cultural aspects</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 Teachers’ Guide 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 for 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 basis 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

# **Guidance for Learning - Teaching Process**

## **Grade 13**

### **Competency:**

- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 5.0 Produces and creates written texts
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

### **Competency Level:**

- 4.1. Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2. Scans longer texts eg. Newspaper articles in order to locate specific information
- 4.3. Understands clearly written instructions, regulations and directions
- 5.1 Produces a written summary of a short given text
- 5.2 Writes post cards, Emails, short letters and responds to letters as specified in Appendix
- 5.3 Writes simple texts using the format of an essay on topics given in Appendix
- 6.1. Works cognitively with examples 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

### **Number of Periods:**

1 period

### **Learning Outcome:**

- Acquires knowledge about the neighbouring countries of Germany.
- Reads a text and extracts the necessary information to write a few sentences using the given grammatical structures.
- Writes a text using the newly learnt vocabulary.

### **Teaching and Learning Process:**

- Teacher uses the images and maps given in the comprehension and practices them with the examples.
- Student reads the comprehension using images and maps and practises writing sentences using the grammatical structures.

### **Evaluation and Assessment:**

- Uses the relevant grammatical structures to write sentences describing pictures.
- Speaks about the specialities in neighbouring countries of Germany.
- Produces a poster using knowledge gleaned through texts.

**Vocabulary:**

- The geographical information about Germany and its neighbouring countries

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 10 : 2 - Page 126 -128)

**Extra Activities:**

- Students can do a small project to find more information about the geographical facts about Germany and Europe.

**Competency:**

- 1.0 Learns the basic phonetics of German Language
- 6.0 Develops a sound knowledge of basic German grammar in order to express self in the given situations

**Competency Level:**

- 1.1 Uses correct pronunciation of words learnt
- 1.2 Uses the appropriate sentence melody, rhythm and sentence accent
- 1.3 Adopts appropriate non verbal communication patterns
- 6.1 Works cognitively with sample sentences of grammatical structures and identifies patterns and exceptions, discovers the relevant grammatical rules
- 6.2 Uses simple structures correctly and systematically in oral and written communication

**Number of Periods:**

2 periods

**Learning Outcome:**

- Discusses the appearance of a person and makes assumptions about his or her character.
- Writes about his or her own family.
- Describes pictures using adjectives.

**Teaching and Learning Process:**

- Teacher shows the students the picture on page 132 and asks them to describe the appearance of the people using the given adjectives.
- The teacher gives the necessary sentence structure with adjectives and describes the appearance of a person in the image as an example.
- Students describe their family photos using the adjectives and sentence structures and present them to the class.

**Evaluation and Assessment:**

- Uses the relevant grammatical structures to write sentences describing pictures.
- Writes about the appearance of a person.
- Describes a colleague using the acquired sentence structures.

**Vocabulary:**

- Adjectives which describe the appearance and character of a person

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 11 : 1 - Page 132 -134)

**Extra Activities:**

- Students can do a small poster using pictures of famous personalities describing about their appearance and personalities.

**Competency:**

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

**Competency Level:**

- 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
- 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

**Number of Periods:**

1 period

**Learning Outcome:**

- Understands the meanings of different sayings about the appearance of people.
- Relates them to different social aspects about new trends.
- Speaks about fashion in Germany.

**Teaching and Learning Process:**

- Teacher starts the lesson with a few sayings from page 136 in the text book.
- The teacher asks the students to guess the meanings of the sayings.
- The teacher asks the students to find a suitable student from the class as an example for every saying and to justify why they have selected this particular person.
- The student reads the text on page 137 in the text book and compares the previous and new appearance of the person.

**Evaluation and Assessment:**

- Uses the relevant sayings in day to day life to express opinions about new trends.
- Writes a text about Sri Lankan fashion trends.
- Makes a comparison between the fashion trends of the countries.

**Vocabulary:**

- Adjectives and sayings which describe the appearance and character of a person

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 11 : 2 - Page 136 -137)

**Extra Activities:**

- Students can find similar sayings in their native language.



**Competency:**

3.0 Fluently sustains simple conversations on familiar fields

**Competency Level:**

3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc

3.2 Describes plans, ambitions

3.3. Describes events and experiences in detail, describing feelings and reactions

**Number of Periods:**

1 period

**Learning Outcome:**

- Describes the clothes the people wear.
- Expresses own opinion about different cloth items.
- Chooses a picture of own taste in a given magazine and describes it.

**Teaching and Learning Process:**

- The teacher brings different clothing items to the class and write their names on the board.
- The students should guess which word suits which item.
- The teacher gives necessary relevant sentence structures to describe the clothing items people would wear at different situations.
- The students write simple dialogues asking questions about people they know and describing them using the clothing they wear.
- The students practice the dialogues in the class.

**Evaluation and Assessment:**

- Uses the relevant sentence structures in day to day life.
- Plans a fashion in the class.
- Plays a dialogue between the customer and the sales person in a clothing shop.

**Vocabulary:**

- Adjectives and vocabulary which describe clothing items

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 11 : 3 - Page 138 - 139)

**Extra Activities:**

- Students can describe their colleague's appearance using the clothes they wear in a mini fashion show in the class.

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries

**Competency Level:**

- 3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc
- 3.2. Describes plans, ambitions
- 3.3. Describes events and experiences in detail, describing feelings and reactions
- 3.4 Narrates a simple story real or imagined
- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language

**Number of Periods:**

2 periods

**Learning Outcome:**

- Speaks about his or a her favourite fashion icon.
- Understands the consequences of new trends in fashion in the target language country.
- Watches a TV discussion and expresses opinion about fashion trends in Germany.

**Teaching and Learning Process:**

- The teacher asks the students to read the text on page 141 and do the exercise given below.
- The students answer questions based on the text given by teacher.
- The students listen to the TV discussion on fashion and appearance of people and do the exercise on page 143.
- The teacher gives relevant sentences structure to build up a dialogues based on a similar situation
- The students practice it in groups.

**Evaluation and Assessment:**

- Uses the relevant sentence structures in day to day life.
- Writes a text about a favorite fashion icon.
- Organizes a debate about new fashion trends.

**Vocabulary:**

- Specific vocabulary related to the cultural trends in Germanyn. Ex. Irokesen, Punk, Hipi, Arbeitslosigkeit

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 11: 4 - Page 141 - 144)

**Extra Activities:**

- Students compare similar sub cultures in Germany and in Sri Lanka.

**Competency:**

- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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

**Number of Periods:**

2 periods

**Learning outcome:**

- Learns the grammatical structure, understands the work and duties of different professions.
- Speaks about career expectations.
- Expresses own opinion about job satisfaction.

**Teaching and Learning Process:**

- The teacher asks the students to read the text on page 146.
- The teacher gives relevant grammatical structures to build up a dialogues based on a similar situation and do the exercise on page 147.
- The students answer questions based on the text given on the page 148.
- The students write answers for the grammar exercises on page 149 using modal verbs in the past tense.

**Evaluation and Assessment:**

- Uses the relevant grammatical structures in day to day life
- Organizes a mock job interview in the class.
- Writes a text about the dream job.

**Vocabulary:**

- Specific vocabulary related to the professions in Germany

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 12: 2 - Page 146 -149)

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries

**Competency Level:**

- 3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 8.1 Identifies similarities and differences in standard practices specified in the content

**Number of Periods:**

2 periods

**Learning Outcome:**

- Familiarizes with the education system in Germany.
- Identifies the difficulties faced by students in learning and looking for a job, compared with the situation in Sri Lanka.
- Compares Sri Lankan and German education system.

**Teaching and Learning Process:**

- The teacher asks the students to read the text relating to the school system and teacher based on the page 150.
- The students answer questions based on the text given on page 151.
- The students compare the school system in Germany with the school system in Sri Lanka.
- The Students read the text on page 152 and complete the sentences .
- The teacher asks the students to read the text on page 152 and correct the wrong content in the text while listening to the CD.

**Evaluation and Assessment:**

- Understands the difference between the school system in Germany and in Sri Lanka.
- Does a comparative presentation about the two school systems.
- Writes a text about the difficulties face when seeking a job.

**Vocabulary:**

- Specific vocabulary related to the school system in Germany

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 12 : 3 - Page 150 -152)

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 8.0 Familiarizes with self cultural aspects and traditions of the German speaking countries

**Competency Level:**

- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc
- 3.3. Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2. Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language

**Number of Periods:**

2 periods

**Learning Outcome:**

- Expresses opinion about the job market in Sri Lanka.
- Familiarizes with practical problems faced by students after A/L's (such as looking for a job, earning enough money to complete a degree and not having enough working experience).
- Collects a list of qualifications required for a specific job.

**Teaching and Learning Process:**

- The teacher asks the students to read, the text on page 153.
- The students answer questions based on the text given on page 154.
- The students compare the school system in Germany with the school system in Sri Lanka.
- The teacher introduces a brain storming session where the students express their opinion about the problems they face after A/L's .
- The teacher encourages the students to participate in a debate (what is the best option: looking for a job after A/L's or doing a job after A/L's).

**Evaluation and Assessment:**

- Understands the problems faced by learner's after A/L's.
- Makes a list of qualifications required for specific jobs.

- Writes a text about the dream job and difficulties to obtain it.

**Vocabulary:**

- Specific vocabulary related to issues faced by learners after A/Ls.

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 12 : 4 - Page 153-154)



**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversation about familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2 Catches main points in simple personal messages and public announcements
- 2.3 Understands globally the information content of news or a simple TV programme
- 2.4 Understands simple narrative texts and songs globally selectively and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions

**Number of Periods:**

2 periods

**Learning Outcome:**

- Reads job advertisements and chooses a relevant job.
- Familiarizes with how can be chosen a suitable job by browsing through different job opportunities.
- Compares Sri Lankan and German job companies.

**Teaching and Learning Process:**

- The teacher asks the students to read text on page 155 and answer the questions.
- The students describe Biography of Petra Mauer on page 156 and answer a variety of multiple choice questions based on it.
- The students express their opinion on jobs for Petra Mauer and what they find important in a job.

**Evaluation and Assessment:**

- Expresses own opinion on various mediums in seeking job opportunities.
- Performs a mock job interview in the class.
- Writes his or her curriculum vitae.

**Vocabulary:**

- Specific vocabulary related to job opportunities.

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 12 : 5 - Page 155 -157)

**Competency:**

- 2.0 Understands and responds to information on common everyday topics in clear standard speech
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.2 Catches main points in simple personal messages and public announcements
- 2.3 Understands globally the information content of news or a simple TV programme
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 4.1 Understands and finds relevant information on everyday material such as letters, brochures and short official documents
- 4.2. Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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

**Number of Periods:**

2 periods

**Learning Outcome:**

- Acquires knowledge about different kinds of T.V. programs and channels in Germany.
- Familiarizes with the media of entertainment in Germany.
- Categorizes the T.V. programs in to different categories.

**Teaching and Learning Process:**

- The teacher asks the students to read the T.V. program on page 160 and answer the questions and match the answers with suitable pictures.
- The students order the T.V. programs according to different categories such as politics, culture, sports, etc.
- The students compare the T. V. series in their country with the T.V.series in Germany.
- The students plan a creative T.V. show in groups.
- The teacher asks the students to read the given text on page 162 and 163 and match them with suitable texts.
- The students express their ideas about their personal interest in different T.V. genre using the given grammatical structures and conjunctions.
- The students listen to a radio program which consists of a discussion on radio and find the correct order of discussions.

**Evaluation and Assessment:**

- Plans a creative T.V. show in groups.
- Watches a Sri Lankan T.V. show and comments about it.
- Describes his or her favourite T.V. program in a text.

**Vocabulary:**

- Specific vocabulary related to T.V. entertainment programs in Germany

**Materials:**

- Kursbuch ,Arbeitsbuch, CD (Lesson 13 : 1 - Page 160 -164)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 9.0 Familiarizes themselves with aspects of literature and youth culture such as popular songs from different eras in German history

**Competency level:**

- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 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 presentations about the given literary piece
- 9.3 Analyzes the literary works for their structure, meaning, content and cultural context
- 9.4 Generates creativity by writing creative texts

**Number of Periods:**

2 periods

**Learning Outcome:**

- Writes an appreciation of a song.
- Expresses ideas about music and personal preferences.
- Listen to a song and answer the given questions.

**Teaching and Learning Process:**

- The students listen to the CD and express their opinion on their favorite songs.
- The students write a creative text for a song.
- The students discuss their opinion about music.

**Evaluation and Assessment:**

- Speaks about likes and dislikes regarding music.
- Writes a text about a favourite music genre.
- Writes a song text and sing it in front of the class.

**Vocabulary:**

- Specific vocabulary related to music and songs

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 13 : 3 - Page 165-166)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 9.0 Familiarizes themselves with aspects of literature and youth culture such as popular songs from different eras in German history

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 9.2 Develops competency in oral communication skills through discussions and presentations on the given literary piece

**Number of Periods:**

2 periods

**Learning Outcome:**

- Writes a summary of the given text.
- Expresses ideas about different forms of art and personal preferences.
- Expresses the opinion about street music.

**Teaching and Learning Process:**

- The students read a comprehension text and answer the given questions.
- The students order a number of sentences and create a short text.
- The students read the text on page 169 and discuss their opinion about street music.

**Evaluation and Assessment:**

- Makes a poster about Sri Lankan Street music and its origin.
- Speaks about likes and dislikes regarding different forms of art.
- Takes part in a debate on street music in Sri Lanka and Germany.

**Vocabulary:**

- Specific vocabulary related to street music

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 10 : 2 - Page 167 -169)

## **Themen –aktuell -2 (Kursbuch)**

### **Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversation about familiar fields
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

### **Competency Level:**

- 2.1 Engages in a dialog by responding to questions and clarifying given information
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 6.1 Works cognitively with examples 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

### **Number of Periods:**

2 periods

### **Learning Outcome:**

- Expresses general opinion about industry work and economy.
- Expresses ideas about different brands of vehicles and their auto parts.
- Speaks about favourite vehicle brands in Sri Lanka.

### **Teaching and Learning Process:**

- The teacher asks the students to match the images on page 7 with the given vocabulary.
- The students listen to a dialogue and choose the correct models of vehicles.
- The students express their ideas about features of vehicles using adjectives.
- The students compare positives and negatives about different types of vehicles .
- The students listen to a dialogue and find the correct answer in a multiple choice activity.
- The teacher asks the students about problems they face when using a vehicle.
- The students speak about malfunctions in vehicles using the given vocabulary on pictures.
- The students listen to three texts and find correct answers in a multiple choice activity.

### **Evaluation and Assessment:**

- Speaks about vehicle models and problems faced due to malfunctions of vehicles.
- Plays a dialogue about a road accident.
- Writes a text about road accidents in Sri Lanka.

**Vocabulary:**

- Specific vocabulary related to the auto mobile industry

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 1: 1 - Page 7-9)



**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 6.1 Works cognitively with examples 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

**Number of Periods:**

2 periods

**Learning Outcome:**

- Acquires knowledge about the Automobil industry in Germany.
- Familiarizes with automobile production and finding solutions for common vehicle malfunctions.
- Writes a text using the newly learnt vocabulary.

**Teaching and Learning Process:**

- The students listen to a dialogue and find the correct order of the sentences and play similar dialogues.
- The students analyze the pictures of automobile production and write simple text by utilizing given sentence chunks.

- The students use the given information to write grammatically correct sentences about automobile production.

**Evaluation and Assessment:**

- Speaks about vehicle production and find practical solution for vehicle malfunctions.
- Speaks about the Sri Lankan Automobile industry using the newly learnt expressions.
- Compares German and Sri Lankan Automobile industries.

**Vocabulary:**

- Specific vocabulary related to auto mobile production

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 1 : 2 - Page 10 - 13)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversation on familiar fields

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2. Catches the main points in simple personal messages and public announcements
- 3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3. Describes events and experiences in detail, describing feelings and reactions

**Number of Periods:**

3 periods

**Learning Outcome:**

- Expresses opinion about different job categories.
- Familiarizes with job related to the Automobile industry and the average income of a family in Germany.
- Reads a text and finds relevant information about a job.

**Teaching and Learning Process:**

- The students listen to a dialogue and combine the text with the given pictures.
- The students read a text and fill in a table with selected information.
- The students use the given question structures and prepare a creative interview.
- The students listen to a text and find correct answers.
- The teacher initiates a brainstorming session regarding the average needs of a family (food, clothing, petrol).
- The students analyze the statistics for a family and compare it with their ideas of expenditure of an average German family.

**Evaluation and Assessment:**

- Makes a class room statistics about favourite jobs in the class.
- Creates statistics for the average expenditure of a Sri Lankan family and compares it with the given statistics for a German family.
- Writes a text about an average income in a Sri Lankan family.

**Vocabulary:**

- Specific vocabulary related to living standards in Germany

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 1 : 4 - Page 14 -17)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversation on familiar fields
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.1 Engages in a dialogue by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs selected globally and in detail
- 3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2. Describes plans, ambitions
- 3.3. Describes events and experiences in detail, describing feelings and reactions
- 6.1 Works cognitively with examples 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

**Number of periods:**

2 periods

**Learning Outcome:**

- Expresses general opinion about relations.
- Familiarizes with vocabulary related to expectations of people about relationships.

**Teaching and Learning Process:**

- The students match the pictures on page 19 with suitable vocabulary.
- The students give advice to fulfill expectations in relationships using um.. zu.. sentence pattern.
- The students actively engage in a dialogue expressing their view and opinions about their likes and dislikes about their partners, colleagues and friends using the given sentences structures.

**Evaluation and Assessment:**

- Presents about issues in relationships.
- Expresses likes, dislikes and expectations about relationships.
- Writes a text about the ideal partner.

**Vocabulary:**

- Specific vocabulary related to relationships

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 2 : 1 - Page 19 -21)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.1. Engages in a dialog by responding to questions and clarifying the given information
- 2.2. Catches the main points in simple personal messages and public announcements
- 2.4. Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2. Describes plans, ambitions
- 3.3. Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2. Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3. Understands clearly written instructions, regulations and directions
- 6.1. Works cognitively with examples 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
- 7.2 Develops knowledge on the communicating patterns of the main cultural and professional aspects

**Number of Periods:**

3 periods

**Learning Outcome:**

- Discusses about family get together.
- Familiarizes with vocabulary related to problems in relationships and leisure time activities.
- Compares the difference between modern and traditional families.

**Teaching and Learning Process:**

- The students listen to a variety of dialogues, find answers to specific questions and express their ideas about the fight between Herther and George by using the given sentence chunks.
- The students listen to four interviews and find the correct order.

- The teacher initiates a discussion of typical family issues and practical solutions that could be taken to minimize them.
- The students express their ideas about marriage using the given grammatical structures.
- The students read the text on page 25 and do the activities on page 26.
- The students speak about their leisure time activities.

**Evaluation and Assessment:**

- Does a mock interview about different families.
- Expresses opinion about problems in marriage and speaks about leisure time activities.
- Writes a text about the family.

**Vocabulary:**

- Specific vocabulary related to relationships

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 2 : 2 - Page 22 -26)



**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.1. Engages in a dialogues by responding to questions and clarifying given information
- 2.2. Catches the main points in simple personal messages and public announcements
- 2.4. Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language

**Number of Periods:**

3 periods

**Learning Outcome:**

- Expresses opinion about family generations.
- Expresses ideas about modern and historical families.
- Writes a text about their childhood.

**Teaching and Learning Process:**

- The students compare families in history with modern families.

- The students read the text on page 28 and 29 and answer the questions on page 30.
- The teacher initiates discussions about childhood and young generation.
- The students read text and answer the given questions.
- The teacher introduces the given grammatical structures on page 31 and the students use them to speak about their upbringing.
- The students make a quiz about their family relationships ( uncle, aunt).

**Evaluation and Assessment:**

- Does a presentation about the childhood.
- Expresses opinion about modern and traditional families.
- Writes a text about an unforgettable childhood memory.

**Vocabulary:**

- Specific vocabulary related to family background

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 2 : 5 - 2 : 6 - Page 27 -31)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains a simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 2.3 Understands globally the information content of news or a simple TV programme
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents

**Number of Periods:**

2 periods

**Learning Outcome:**

- Describes the given pictures.
- Familiarizes with seasons and weather conditions in Europe.
- Identifies the characteristics of four seasons.

**Teaching and Learning Process:**

- The teacher initiates a Assoziogramm about weather conditions in Sri Lanka.
- The students describe the pictures by utilizing the given vocabulary.
- The students match the given sentences with pictures.
- The students read the weather forecast on page 35 and underline the keywords.
- The students use the weather forecast and the given information about two families and express suggestions for their weekend plans.
- The students listen to a weather forecast and answer the given questions.
- The students speak about the climate in Sri Lanka.

**Evaluation and Assessment:**

- Makes assumptions about the changes of the weather.
- Expresses opinion about weather conditions.
- Writes a text about Germany and its' four seasons.

**Vocabulary:**

- Specific vocabulary related to weather

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 3 : 1- Page 34 -36)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 2.1 Engages in a dialog by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 4.1 Understands and finds relevant information on everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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

**Number of Periods:**

2 periods

**Learning Outcome:**

- Identifies the geographical landscapes of the given pictures.
- Familiarizes with the geographical landscapes in Europe.
- Writes a text about Germany and its' landscapes.

**Teaching and Learning Process:**

- The students match the vocabulary with given pictures on page 37.
- The students read the text on page 38 and answer the given questions.
- The students use the given vocabulary to express their ideas about landscapes in their region and write a text about landscapes in Germany.
- The students use the given sentence chunks to prepare a quiz about their own country.

**Evaluation and Assessment:**

- Holds a quiz competition about landscapes using the map of Germany.
- Expresses opinion about landscapes.

- Writes a text about landscapes in Germany.

**Vocabulary:**

- Specific vocabulary related to geographical areas in Germany

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 3 : 2 - 3 : 3 - Page 37 -39)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains a simple conversation on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension

**Competency Level:**

- 2.1 Engages in a dialog by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions

**Number of periods:**

2 periods

**Learning Outcome:**

- Expresses opinion about issues regarding garbage disposal in Sri Lanka.
- Familiarizes with problems related to garbage disposal and recycling methods in Germany.
- Writes a report on green practice in Germany.

**Teaching and Learning Process:**

- The students read the text on page 40-41 and answer the questions on page 42.
- The students read a text, on green concept on page 42 and discuss how the concept could be applied in their own country.
- The students listen to interviews and find the correct order and find the appropriate sentence that suits each interview.

**Evaluation and Assessment:**

- Suggests suitable garbage recycling methods for Sri Lanka.
- Expresses opinion about recycling methods in Germany.
- Writes a text on recent problems regarding garbage disposal system in Sri Lanka.

**Vocabulary:**

- Specific vocabulary related to recycling methods

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 3 : 4 - Page 40 -43)



**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversations in familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations
- 7.0 Critically views communicating patterns (also nonverbal) practised in Germany in several official and unofficial situations 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:**

- 2.1 Engages in a dialogue by responding to questions and clarifying given information
- 2.2 Catches the main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3. Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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
- 7.1 Discovers basic differences when communicating orally in German and compares the practices in Germany with practices followed in first language in Sri Lanka as a class room discussion
- 7.2 Develops knowledge on the communicating patterns of the main cultural and professional aspects
- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language

**Number of Periods:**

4 periods

**Learning Outcome:**

- Expresses opinion about different holiday types.

- Understands the important facts when travelling to a foreign country.
- Makes an itinerary for the holiday.

**Teaching and Learning Process:**

- The students match the images on page 45 with the given titles.
- The students do the exercise on page 46.
- The students make a checklist for a business trip, a winter vacation and a camping vacation.
- The students practise the dialogue on page 47 in the given grammatical structure and using the relevant vocabulary.
- The students read keywords given on page 48 and explain the situation use the given conjunctions.
- The students describe the pictures on page 48 in groups.
- The students do the exercise on page 49 using the given grammatical structures.

**Evaluation and Assessment:**

- Draws a comic picture of a funny incident happened during a holiday.
- Understands the keywords related to travelling.
- Writes a text on favourite holiday destination.

**Vocabulary:**

- Specific vocabulary related to travelling and vacation

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 4 : 1 - Page 46 -49)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 3.0 Fluently sustains simple conversation on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations
- 7.0 Critically views communicating patterns (also nonverbal) practised in Germany in several official and unofficial situations 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:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2 Catches main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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
- 7.1 Discovers basic differences when communicating orally in German and compares the practices in Germany with practises followed in first language in Sri Lanka as a class room discussion
- 7.2 Develops knowledge on the communicating patterns of the main cultural and professional aspects
- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language

**Number of Periods:**

6 periods

**Learning Outcome:**

- Understands the experiences of foreigners working in Germany and Germans working in Foreign countries.

- Understands the difficulties faced by foreigners in a foreign country when integrating with the natives.
- Acquires knowledge about different reasons for migration.

### **Teaching and Learning Process:**

- The teacher writes on the black board Deutsche in Ausland: Ausländer in Deutschland.
- The Students find keywords related to these titles.
- The students read the text and answer questions given by the teacher based on the text on page 51.
- The teacher gives an example using weil and um...zu to show how the grammar structure works in a sentence.
- The teacher asks the students to complete the sentences by using “weil” and “um zu” on page 52.
- The teacher asks the students to read the text on page 53 and 55 and underline all the important information.
- The teacher draws an Assoziogramm with the title “Integration”.
- The students are asked to fill the Assoziogramm using the underlined information.
- The students read the text on page 50 and find answers for the given questions in groups using the internet.
- The Students are asked to do an interview in class based on the title Deutsch im Ausland: Ausländer in Deutschland.
- The teacher asks the students to do the exercises on page 54 and 55.

### **Evaluation and Assessment:**

- Takes part in a debate about positive and negative points regarding migration.
- Understands the keywords related to migration and integration.
- Makes a poster about migrants in Germany and their countries.

### **Vocabulary:**

- Specific vocabulary related to integration and migration

### **Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 4 : 3 - Page 51 -54)

**Competency:**

- 2.0 Understands and responds to information about common everyday topics in clear standard speech
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 8.0 Familiarizes with cultural aspects and traditions of the German speaking countries
- 10.0 Develops own language strategies

**Competency Level:**

- 2.1 Engages in a dialogues by responding to questions and clarifying given information
- 2.2 Catches main points in simple personal messages and public announcements
- 2.4 Understands simple narrative texts and songs globally selected and in detail
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language
- 10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.

**Number of Periods:**

3 periods

**Learning Outcome:**

- Acquires the knowledge about different political parties in Germany.
- Understands the political regions of Germany and the political system in Germany.
- Learns about the election system in different regions in Germany.

**Teaching and Learning Process:**

- The teacher shows the map of Germany and asks the students to identify the regions.
- The students are asked to find information about every region and present it to the class.
- The students do the exercise on page 62 and 63 in groups.
- The students collect information about the political system in Sri Lanka.

**Evaluation and Assessment:**

- Compares German and Sri Lankan political system.
- Understands the keywords related to political system in Germany and Sri Lanka.

- Writes a comparative text about Sri Lanka and German political system.

**Vocabulary:**

- Specific vocabulary related to the political system in Germany and Sri Lanka

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 5 : 1 - 5 : 2 - Page 57, 62 63)

**Competency:**

- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations
- 8.0 Familiarizes with cultural aspects and traditions of the German speaking countries
- 10.0 Develops own language strategies

**Competency Level:**

- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language
- 10.4 Develops own strategies for learning and remembering vocabulary and set phrases, spelling etc.

**Number of Periods:**

3 periods

**Learning Outcome:**

- Reads a German article and summarizes it in own words.
- Understands the types and contents of newspapers.
- Familiarizes with information about German political system.

**Teaching and Learning Process:**

- The students do the exercises on page 58 and 59 in groups.
- The students do the exercise on page 0 and 61 in class.

**Evaluation and Assessment:**

- Understands the keywords related to news and press.
- Makes a poster on Sri Lankan political system.
- Writes a text on Sri Lankan political system.

**Vocabulary:**

- Specific vocabulary related to news and press

**Materials:**

- Kursbuch ,Arbeitsbuch, CD (Lesson 5 : 1 - 5 : 2 - Page 58 - 61)



**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 5.0 Produces and creates written texts

**Competency Level:**

- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 5.1 Produces a written summary of a short given text
- 5.2 Writes post cards, Emails, short letters and responds to letters as specified in Appendix
- 5.3 Writes simple texts using the format of an essay on topics given in Appendix

**Number of Periods:**

3 periods

**Learning Outcome:**

- Expresses opinion about the given pictures which are related to German politics.
- Understands the historical political significance in Germany and Sri Lanka.
- Describes the historical background of the Second world war.

**Teaching and Learning Process:**

- The students read the text on page 64 and 65 and make an Assoziogramm based on the text.
- The students do the exercise on page 64.
- The students write a small text based on the recent political history of Sri Lanka.
- The teacher shows a short video clip about “ The fall of the Berlin Wall”.
- The students read the text on page 66 and 67 and make an Assoziogramm based on the title.
- The students find suitable images of the Fall of the Berlin wall.
- The students describe images by using relevant grammatical structure in class.

**Evaluation and Assessment:**

- Writes a text on political history of Sri Lanka.
- Understands the keywords related to the fall of the Berlin Wall.
- Makes a poster using images of the political history in Germany.

**Vocabulary:**

- Specific vocabulary related to the re- unification of Germany.

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 5 : 3 - 5 : 4 - Page 64 - 67)

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar field
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations
- 10.0 Develops own language strategies

**Competency Level:**

- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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
- 10.1 Learns the language in a context of communication – not as a given set of grammar rules

**Number of Periods:**

2 periods

**Learning Outcome:**

- Compares the hobbies of young and old generation of Sri Lanka.
- Understands the differences between the young and the old.
- Expresses opinion about Elders' homes.

**Teaching and Learning Process:**

- The students read the text on page 70 and the exercise on page 71.
- The students discuss the problems and solutions when young living together with the old generation under one roof using the given grammatical structure.
- The students read the text on page 72 and the statistics on page 73 and do the given exercises.

**Evaluation and Assessment:**

- Takes part in a debate about advantages and disadvantages of an Elders' home.
- Understands the keywords related to young and old generations living together.
- Writes a text on Elders' homes in Sri Lanka.

**Vocabulary:**

- Specific vocabulary related to relationships between the young and the old generation

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 6 : 1 - Page 70 - 71)

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 6.0 Acquires knowledge of grammatical structures to express self in the given situations

**Competency Level:**

- 3.1. Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences in detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 6.1 Works cognitively with examples 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

**Number of Periods:**

2 periods

**Learning Outcome:**

- Expresses opinion about the consequences of a society with more elderly people.
- Understands the day to day life of a retired person.
- Writes a text on leisure time activities of retired people.

**Teaching and Learning Process:**

- The students read the text on page 74 and discuss the situation in groups.
- The students do a role play using the given grammatical structure and vocabulary on page 75.

**Evaluation and Assessment:**

- Writes a text on the condition faced by retired people in Sri Lanka.
- Understands the keywords related to the day to day life of a retired person.
- Predicts about own retired life in a classroom discussion.

**Vocabulary:**

- Specific vocabulary related to the daily routine of a retired person.

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 6 : 2 - Page 72 -75)

**Competency:**

- 3.0 Fluently sustains simple conversations on familiar fields
- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 5.0 Produces and creates written texts

**Competency Level:**

- 3.1 Carries a simple conversation on everyday situations such as making plans, shopping, complaining, booking tickets etc.
- 3.2 Describes plans, ambitions
- 3.3 Describes events and experiences on detail, describing feelings and reactions
- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 4.3 Understands clearly written instructions, regulations and directions
- 5.1 Produces a written summary of a short given text
- 5.2 Writes post cards, Emails, short letters and responds to letters as specified in Appendix
- 5.3 Writes simple texts using the format of an essay on topics given in Appendix

**Number of Periods:**

3 periods

**Learning Outcome:**

- Speaks about the wishes and the ideas of old people.
- Understands different types of wedding anniversaries.
- Creates a story about an old couple.

**Teaching and Learning Process:**

- The students read the text on page 76 and 77 and make an Assoziogramm.
- The students do the exercise on page 78.
- The students describe a love story using the images and the given vocabulary.

**Evaluation and Assessment:**

- Understands the keywords related to wedding anniversaries.
- Writes a report about the daily routine of own grand parents.
- Compares the daily routines of old persons in SriLanka and German .

**Vocabulary:**

- Specific vocabulary related to wedding anniversaries

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 6 : 4 - Page 76 - 78)



**Competency:**

- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 9.0 Familiarizes self with aspects of literature and youth culture such as popular songs from different eras in German history

**Competency Level:**

- 4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents
- 4.3 Understands clearly written instructions, regulations and directions
- 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 presentations about the given literary piece
- 9.3 Analyzes the literary works for their structure, meaning, content and cultural context
- 9.4 Generates creativity by writing creative texts

**Number of Periods:**

2 periods

**Learning Outcome:**

- Enacts a song.
- Identifies rhymes of given songs.
- Produces a creative song.

**Teaching and Learning Process:**

- The students use the given chunks and create a small poem.
- The students familiarize themselves with rhyme patterns and create their own rhyme to a song.
- The students translate a selected poem from page 83.

**Evaluation and Assessment:**

- Writes a text regarding a given song.
- Identifies the rhyming structures of poems, creates and translates songs.
- Plays a drama for the song which has been composed.

**Vocabulary:**

- Specific vocabulary related to literature

**Materials:**

Kursbuch , Arbeitsbuch, CD (Lesson 7 : 1 - Page 82 - 83 )

**Competency:**

4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension

**Competency Level:**

4.1 Understands and finds relevant information in everyday material such as letters, brochures and short official documents

4.2 Scans longer texts ex. Newspaper articles in order to locate specific information

4.3 Understands clearly written instructions, regulations and directions

**Number of Periods:**

1 period

**Learning Outcome:**

- Identifies different categories of books.
- Reads the text and matches the content with the relevant category of books.
- Speaks about favourite category of books.

**Teaching and Learning Process:**

- The teacher asks the students to find the definitions of the different categories of books using a dictionary eg. Kochbuch.
- The students read the name of the books given on page 84 and make assumptions about its' content.
- The teacher asks the students to read texts on page 84 and to compare them with the given books.

**Evaluation and Assessment:**

- Writes a summary of a favourite book.
- Identifies different genres of books.
- Interprets favourite extracts from books.

**Vocabulary:**

- Specific vocabulary related to genres of books

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 7 : 2 - Page 84)

**Competency:**

- 8.0 Familiarizes self with cultural aspects and traditions of the German speaking countries
- 9.0 Familiarizes self with aspects of literature and youth culture such as popular songs from different eras in German history

**Competency Level:**

- 8.1 Identifies similarities and differences in standard practices specified in the content
- 8.2 Discusses in class with other students and the teacher in first language
- 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 presentations on the given literary piece
- 9.3 Analyzes literary works for their structure, meaning, content and cultural context
- 9.4 Generates creativity by writing creative texts

**Number of Periods:**

1 period

**Learning Outcome:**

- Expresses opinion about a movie trailer.
- Compares the cover page of the book “Herbstmilch” with the pictures of the film on page 88.
- Comments about a movie.

**Teaching and Learning Process:**

- The teacher asks the students to compare the image of the cover page on page 85 with the images on page 88 and make assumptions about the content of the book.

**Evaluation and Assessment:**

- Writes a summary of a movie.
- Makes assumptions about the content of the book by comparing the images.
- Enacts the favourite moment in a movie.

**Vocabulary:**

- Specific vocabulary related to the book Herbstmilch

**Materials:**

- Kursbuch, Arbeitsbuch, CD(Lesson 7 : 3 - Page 85 - 88)

**Competency:**

4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension

**Competency Level:**

4.2 Scans longer texts ex. Newspaper articles in order to locate specific information

**Number of Periods:**

2 periods

**Learning Outcome:**

- Discusses about the content of the given text
- Reads the text on page 85 to 87 and compares the content
- Expresses opinion about the given text

**Teaching and Learning Process:**

- The teacher asks the students to read the text on page 85 and make an Assoziogramm based on the author's biography.
- The students are asked to read the excerpts on page 86 and 87 and underline all the important facts.
- The teacher explains the content and asks questions.
- The students answer the questions orally.

**Evaluation and Assessment:**

- Identifies and interprets the main characters.
- Understands the content of the book "Herbstmilch".
- Presents the favourite character in the class.

**Vocabulary:**

- Specific vocabulary related to the book "Herbstmilch"

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 7 : 3 - Page 85 - 86)

**Competency:**

- 4.0 Reads personal and factual texts on familiar topics with a satisfactory level of comprehension
- 9.0 Familiarizes self with aspects of literature and youth culture such as popular songs from different eras in German history

**Competency Level:**

- 4.2 Scans longer texts ex. Newspaper articles in order to locate specific information
- 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 presentations on the given literary piece
- 9.3 Analyzes literary works for their structure, meaning, content and cultural context
- 9.4 Generates creativity by writing creative texts

**Number of Periods:**

2 periods

**Learning Outcome:**

- Watches the movie “Herbstmilch” and interprets it.
- Understands the important information about the book “Herbstmilch”.
- Generates a dialogue related to the movie.

**Teaching and Learning Process:**

- The teacher asks the students to read the text on page 88 and make an Assoziogramm for all the key words eg. Was ist “Herbstmilch”?

**Evaluation and Assessment:**

- Makes a role play based on a selected scene from the movie.
- Understands the keywords of the book “Herbstmilch”.
- Writes a report about a similar movie in Sri Lanka.

**Vocabulary:**

- Specific vocabulary related to the book “Herbstmilch”

**Materials:**

- Kursbuch , Arbeitsbuch, CD (Lesson 7 : 3 - Page 88)

## **Paff, der Zauberdrachen Songtext**

Paff, der Zauberdrachen

lebte am Meer

auf einem Inselparadis,

doch das ist schon lange her!

Der kleine Jackie Paper

liebte den Paff so sehr

und ritt auf Paff vergnügt und froh

oft über Land und Meer!

Paff, der Zauberdrachen

lebte am Meer

auf einem Inselparadis,

doch das ist schon lange her!

Paff, der Zauberdrachen

lebte am Meer

auf einem Inselparadis,

doch das ist schon lange her!

Und lockte sie die Ferne  
schwamm Paff bis nach Shanghai,  
von seinem Rücken rief dann laut  
der Jackie froh "Ahoi!"

Die Schiffe der Piraten  
die nahmen gleich Reisaus  
und alle riefen "Paff in Sicht,  
wir segeln gleich nach Haus!"

Oh, Paff, der Zauberdrachen  
lebte am Meer  
auf einem Inselparadis,  
doch das ist schon lange her!

Paff, der Zauberdrachen  
lebte am Meer  
auf einem Inselparadis,  
doch das ist schon lange her!

Ein Drachen, der lebt ewig,  
doch kleine Boys - oh nein!  
Und so kam für Paff der Tag  
und er war ganz allein!

Jackie kam nie wieder  
einsam lag Paff am Strand  
und hieb mit seinem Drachenschwanz  
hoch in die Luft den Sand!

Er weinte Drachentränen,  
traurig war sein Blick.  
Doch seine Tränen brachten ihm  
den Jackie nie zurück.

Weil er mit Klein-Jackie  
den besten Freund verlor  
schloss er sich in die Höhle ein  
und kam nie mehr hervor.

Paff, der Zauberdrachen  
lebte am Meer  
auf einem Inselparadis,  
doch das ist schon lange her!



## Der Rabe und der Fuchs

An einem Morgen saß ein Rabe mit einem gestohlenen Stück Käse im Schnabel auf einem Ast, wo er in Ruhe seine Beute verzehren wollte. Zufrieden krächzte der Rabe über seinen Käse. Dies hörte ein vorbei ziehender Fuchs. Er dachte nach, wie er an den Käse kommen könnte. Endlich hatte er eine hinterlistige Idee. Freundlich begann der Fuchs den Raben zu loben: „Oh Rabe, was bist du für ein wunderbarer Vogel! Wenn dein Gesang ebenso schön ist wie dein Gefieder, dann sollte man dich zum König aller Vögel krönen!“ Das schmeichelte dem Raben und das Herz schlug ihm vor Freude höher. Stolz riss er seinen Schnabel auf und begann zu krächzen. Dabei entfiel ihm das köstliche Stück Käse. Darauf hatte der Fuchs nur gewartet. Schnell schnappte er sich die Beute und machte sich gleich ans Fressen. Da rief der Rabe empört: „He, das war gemein!“ Doch der Fuchs lachte nur über den törichten Raben. *Der Stolze wird gestürzt: ja, Hochmut kommt vor dem Fall!*

## Der Erlkönig

### Johann Wolfgang von Goethe

Erlkönig ist eine [Ballade](#) von [Johann Wolfgang von Goethe](#), die er im Jahr 1782 schrieb. Sie gehört zu seinen bekanntesten Werken und wurde unter anderem von [Franz Schubert](#) und [Carl Loewe](#) vertont.

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.

5Mein Sohn, was birgst du so bang dein Gesicht? –

Siehst, Vater, du den Erlkönig nicht?

Den Erlenkönig mit Kron' und Schweif? –

Mein Sohn, es ist ein Nebelstreif. –

“Du liebes Kind, komm, geh mit mir!

10Gar schöne Spiele spiel' ich mit dir;  
Manch bunte Blumen sind an dem Strand;  
Meine Mutter hat manch gülden Gewand."  
Mein Vater, mein Vater, und hörest du nicht,  
Was Erenkönig mir leise verspricht? –

15Sei ruhig, bleibe ruhig, mein Kind!  
In dürren Blättern säuselt der Wind. –  
"Willst, feiner Knabe, du mit mir gehn?  
Meine Töchter sollen dich warten schön;  
Meine Töchter führen den nächtlichen Reihn  
20Und wiegen und tanzen und singen dich 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. –  
25"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!  
Erlkönig hat mir ein Leids getan! –  
Dem Vater grauset's, er reitet geschwind,  
30Er hält in Armen das ächzende Kind,  
Erreicht den Hof mit Mühe und Not;

In seinen Armen das Kind war tot.

(Quelle:<https://www.youtube.com/watch?v=L4ae0sssMgk>)

## Das Brot

### Wolfgang Borchert

**Das Brot** ist eine **Kurzgeschichte** des deutschen Schriftstellers **Wolfgang Borchert**. Sie entstand im Jahr 1946 und wurde erstmals am 13. November 1946 in der *Hamburger Freien Presse* veröffentlicht. Die Kurzgeschichte ist ein typisches Beispiel der **Trümmerliteratur** und greift zeitgenössische Motive der unmittelbaren **Nachkriegszeit** auf. **A** Plötzlich wachte sie auf. Es war halb drei. Sie überlegte, warum sie aufgewacht war. Ach – so! In der Küche hatte jemand gegen einen Stuhl gestoßen. Sie horchte nach der Küche. Es war still. Es war zu still, und als sie mit der Hand über das Bett neben sich fuhr, fand sie es leer. Das war es, was es so besonders still gemacht hatte; sein Atem fehlte. Sie stand auf und tappte durch die dunkle Wohnung zur Küche. In der Küche trafen sie sich. Die Uhr war halb drei. Sie sah etwas Weißes am Küchenschrank stehen. Sie machte Licht. Sie standen sich im Hemd gegenüber. Nachts. Um halb drei. In der Küche. Auf dem Küchentisch stand der Brotteller. Sie sah, dass er sich Brot abgeschnitten hatte. Das Messer lag noch neben dem Teller. und auf der Decke lagen Brotkrümel. Wenn sie abends zu Bett gingen, machte sie immer das Tischtuch sauber. Jeden Abend. Aber nun lagen Krümel auf dem Tuch. Und das Messer lag da. Sie fühlte, wie die Kälte der Fliesen langsam an ihr hoch kroch. Und sie sah von dem Teller weg. “Ich dachte, hier wäre was”, sagte er und sah in der Küche umher.

**B** “Ich habe auch was gehört”, antwortete sie, und dabei fand sie, dass er nachts im Hemd doch schon recht alt aussah. So alt wie er war. Dreiundsechzig. Tagsüber sah er manchmal 15jünger aus. Sie sieht doch schon alt aus, dachte er, im Hemd sieht sie doch ziemlich alt aus. Aber das liegt vielleicht an den Haaren. Bei den Frauen liegt das nachts immer an den Haaren. Die machen dann auf einmal so alt. “Du hättest Schuhe anziehen sollen. So barfuß auf den kalten Fliesen. Du erkältest dich noch.” Sie sah ihn nicht an, weil sie nicht ertragen konnte, dass er log. Dass er log, nachdem sie neununddreißig Jahre verheiratet waren - “Ich dachte, hier wäre was”, sagte er noch einmal und sah wieder so sinnlos von einer Ecke in die andere, “ich hörte hier was. Da dachte ich, hier wäre was.” “Ich hab auch was gehört. Aber es war wohl nichts.” Sie stellte den Teller vom Tisch und schnippte die Krümel von der Decke. “Nein, es war wohl nichts”, echote er unsicher.

**C** Sie kam ihm zu Hilfe: "Komm man. Das war wohl draußen. Komm man zu Bett. Du erkältest dich noch. Auf den kalten Fliesen."

Er sah zum Fenster hin. "Ja, das muss wohl draußen gewesen sein. Ich dachte, es wäre hier."

Sie hob die Hand zum Lichtschalter. Ich muss das Licht jetzt ausmachen, sonst muss ich nach dem Teller sehen, dachte sie. Ich darf doch nicht nach dem Teller sehen. "Komm man", sagte sie und machte das Licht aus, "das war wohl draußen. Die Dachrinne schlägt immer bei Wind gegen die Wand. Es war sicher die Dachrinne. Bei Wind klappert sie immer." Sie tappten sich beide über den dunklen Korridor zum Schlafzimmer. Ihre nackten Füße platschten auf den Fußboden. "Wind ist ja", meinte er. "Wind war schon die ganze Nacht." Als sie im Bett lagen, sagte sie: "Ja, Wind war schon die ganze Nacht. Es war wohl die Dachrinne."

"Ja, ich dachte, es wäre in der Küche. Es war wohl die Dachrinne." Er sagte das, als ob er schon halb im Schlaf wäre. Aber sie merkte, wie unecht seine Stimme klang, wenn er log. "Es ist kalt", sagte sie und gähnte leise, "ich krieche unter die Decke. Gute Nacht." "Nacht", antwortete er noch: "ja, kalt ist es schon ganz schön."

Dann war es still.

**D** Nach vielen Minuten hörte sie, dass er leise und vorsichtig kaute. Sie atmete absichtlich tief und gleichmäßig, damit er nicht merken sollte, dass sie noch wach war. Aber sein Kauen war so regelmäßig, dass sie davon langsam einschlief. Als er am nächsten Abend nach Hause kam, schob sie ihm vier Scheiben Brot hin. Sonst hatte er immer nur drei essen können. "Du kannst ruhig vier essen", sagte sie und ging von der Lampe weg. "Ich kann dieses Brot nicht so recht vertragen. Iss doch man eine mehr. Ich vertrage es nicht so gut." Sie sah, wie er sich tief über den Teller beugte.

Er sah nicht auf. In diesem Augenblick tat er ihr leid.

"Du kannst doch nicht nur zwei Scheiben essen", sagte er auf seinem Teller.

"Doch, abends vertrage ich das Brot nicht gut. Iss man. Iss man."

Erst nach einer Weile setzte sie sich unter die Lampe an den Tisch.

## Avalon

**Senta-Sofia Delliponti (OOnagh)(2014)**

Avalon ist ein mythischer Ort in der Artussage in der Mythologie.

Geh' mit mir durch die Zeit mein Holder,

zu der Insel im Nebelmeer,

Wo die mystischen Zauber wohnen,

schon von jeher.

Zu dem heiligen Berge folg' mir,

der auf alles die Antwort gibt,

in die Wälder der Fabelwesen, komm mit mir mit

Nach Avalon, Avalon,

dort wo uns're Träume wohn',

nach Avalon, Avalon,

wo der Sagenherrscher thront,

nach Avalon, Avalon,

wo die Regenblumen blüh'n,

nach Avalon, Avalon,

folge mir nach Avalon

In der Nacht sollst du bei mir liegen,

wo es Samt in der Luft umweht,

auf den Mythen der Macht gebettet,

die nie vergeht.

Holder lass uns die Segel setzen,

Zu den Gärten vom Meer umspült,

zu den wogenden Blumenwiesen,

komm mit mir mit

Nach Avalon, Avalon

Nach Avalon, Avalon

Nach Avalon, Avalon

(Quelle: [https://www.youtube.com/watch?v=ibmshT\\_uLyg](https://www.youtube.com/watch?v=ibmshT_uLyg))

## **Der Schneider von Ulm**

(Ulm 1592)

„Bischof, ich kann fliegen“,

Sagte der Schneider zum Bischof.

„Pass auf, wie ich’s mach’!“

Und er stieg mit so ‘nen Dingen,

Die aussahn wie Schwingen

Auf das große, große Kirchendach.

Der Bischof ging weiter.

„Das sind so lauter Lügen,

Der Mensch ist kein Vogel,

Es wird nie ein Mensch fliegen“,

Sagte der Bischof vom Schneider.

„Der Schneider ist verschieden“,

Sagten die Leute dem Bischof.

„Es war eine Hatz.

Seine Flügel sind zerspелlet

Und er lag zerschellet

Auf dem harten, harten Kirchenplatz.“

„Die Glocken sollen läuten,

Es waren nichts als Lügen,

Der Mensch ist kein Vogel,

Es wird nie ein mensch fliegen”,

Sagte der Bischof den Leuten.

### **Bertolt Brecht**

#### **Im Salzkammergut da kann man gut lustig sein**

[Refrain:]

Im Salzkammergut, doa kammer gut lustig sein,

wenn die Musi spielt, holdrio

Im Salzkammergut, doa kammer gut lustig sein,

so wie nirgendwo, holdrio

Es blüht der Holunder

den ganzen Sommer mitunter,

jedoch die Liebe, die blüht's ganze Jahr

Im Salzkammergut, da kammer gut lustig sein

Ja, das war schon immer so, holdrio

Schön is' die Welt, schön is' die Welt,

heute ha'm wir wieder Sonnenschein

Blühendes Feld, lachende Welt

Wer wird da noch melancholisch sein

Hör' doch mal zu, hör' doch mal zu

Jeder kleine Vogel pfeift sich was

Pfeif' doch auch du, pfeif' doch auch du

oder sing' dir was im Bass

[Refrain]

Steig' auf'n Berg, hupf' in den See,

schleck' was Leckeres im Eiscafé

Und lacht ein blondes Mäd'el dich an,

na, dann führ' mit ihr ein bisserl Schmä'h

Doch auch brün'ett, ist sie adrett,

ja, dann sind es halt der Mäd'eln zwei

Ja, hier bei uns im Salzkammergut

findet keiner was dabei

[Refrain] [2x]

Ja, das war schon immer so, holdrio

### ***Der König von Thule***

*Johann Wolfgang von Goethe*

Es war einst ein König in Thule,  
Gar treu bis an das Grab,  
Dem sterbend seine Buhle  
einen goldnen Becher gab.  
Es ging ihm nichts darüber,  
Er leert' ihn jeden Schmaus;  
Die Augen gingen ihm über,  
So oft trank er daraus.  
Und als er kam zu sterben,  
Zählt' er seine Städt' im Reich,  
Gönnt' alles seinen Erben,  
Den Becher nicht zugleich.  
Er saß beim Königsmahle,  
Die Ritter um ihn her,  
Auf hohem Vätersaale  
Dort auf dem Schloß am Meer.  
Dort stand der alte Zecher,  
Trank letzte Lebensglut  
Und warf den heil'gen Becher  
Hinunter in die Flut.  
Er sah ihn stürzen, trinken  
Und sinken tief ins Meer.  
Die Augen täten ihm sinken,  
Trank nie einen Tropfen mehr.



## **Emil und Detektive**

### **Erich Kästner**

Emil ist ein Junge und er wohnt in Neustadt. Seine Familie ist nicht reich. Seine Mutter, Frau Tischbein, arbeitet als Friseurin. Sie arbeitet viel, weil sie keinen Mann hat. Emil bereitet sich fuer die Reise nach Berlin vor, um seine Verwandten zu besuchen. Emil und seine Mutter essen zu Abend und danach gibt sie ihm 140 Marke fuer seine Grossmutter. Emil und seine Mutter fahren zum Bahnhof. Sie nehmen die Pferdebahn. Emil hat einen Polizeiwachtmeister gesehen. Emil hat Angst, dass der Polizeiwachtmeister ihn gesehen hat. Emils Mutter gibt ihm viele Ratschlaege: er muss Friedrichstrasse aussteigen, er muss sich benehmen und er muss nett zu Pony Huetchen sein. Er steigt in den Zug ein. Seine Mutter weint. Emil steigt in die Bahn ein und fragt ein Paar Herrschaften, ob noch ein Platz frei ist. Er spricht mit ihnen und sie sagen, dass er staunen wird, wenn er nach Berlin kommt.

Emil trifft Herrn Grundeis, den mit dem Hut. Die anderen steigen aus und Emil ist allein mit dem Mann im steifen Hut. Er hat Angst und steckt das Geld in das Anzugfutter. Niemand steigt ein als der Zug hält. Emil lehnt sich in die entgegengesetzte Ecke und betrachtet den Mann und überlegt, warum der Mann (Herr Grundeis) nur immer den Hut aufbehält.

Emil freut sich, dass Herr Grundeis gemütlich schlaeft. Emil versucht nicht einzuschlafen, aber erschafft es nicht, wach zu bleiben. Er schläft ein. Emil schlaeft ein und hat einen Alptraum. Anfangs denkt er, dass ein Zugunglück passieren wird, weil der Lokomotivführer eingeschlafen ist.

Emil geht zum Lokführer und dann ist er endlich am Kohlentender und er klettert zum Lokomotivführer hinauf. Er traeumt, dass Wachtmeister Jeschke hinter ihm her saust.

Er träumt, dass er aus dem Zug springt, weil es ein Unglück geben wird. Emil träumt, dass

der Zug von neun Pferden gezogen wird, und dass die Pferde von Jeschke angetrieben werden. In Emils Traum hat Frau Jakob viel Angst, weil die Pferde versuchen ihre Zehen zu beißen. Emil wacht auf, weil er sich an das Geld erinnert.

Emil wacht auf dem Boden auf und erinnert sich an den Herrn mit dem Hut, der jetzt weg ist. Er denkt an das Geld und öffnet seine Tasche, um zu überprüfen, ob es noch da ist.

Emil sieht, dass der Herr im steifen Hut fort ist, genau wie das Geld, das seine Mutter ihm gab.

Er weisst nicht, was er tun soll und er beginnt zu weinen. Emil schämt sich, dass er das Geld, was seine Mutter in vielen Monate zusammengespart hat, verloren hat. Aber er will die Polizei nicht rufen, denn er hat Angst, dass Wachmeister Jeschke seiner Mutter über Emils schlechtes Benehmen erzählt.

Emil überlegt die Notleine zu ziehen, damit der Zug anhält. Er will über sein fehlendes Geld sprechen. Er tut es dann aber doch nicht, weil er denkt, dass niemand ihm glauben würde.

Er denkt, dass Herr Grundeis seinen Geld gestohlen hat, und entscheidet sich Grundeis zu verfolgen. Emil steigt aus dem Zug, um Herr Grundeis zu verfolgen, aber Emil ist nicht in dem richtigen Teil von Berlin. Er steht auf dem Bahnsteig, und sucht Herr Grundeis. Es ist nicht der Bahnsteig, wo seine Oma auf ihn wartet.

Emil sucht Herr Grundeis in Berlin und sucht in der Menschenmenge nach dem steifen Hut.

Emil findet Herr Grundeis in der Menge.

Emil knurrt, er nimmt seinen Koffer in die Hand, klemmt und läuft hinter dem Mann die Treppe hinunter. Emil folgt dem Mann im steifen Hut durch den Bahnhof. Das ist nicht so einfach, weil Emil sehr klein ist und er darf den Mann nicht aus den Augen verlieren.

Emil versteckt sich hinter einer Dame und fragt sich, was er mit dem Mann machen soll.

Emil presst sich näher an die grosse Dame und stellt sich vor, was er dem Dieb sagen will.

Er verfolgt den Mann und sieht, dass er in einen anderen Zug einsteigt.

Während er dem Mann im steifen Hut folgt, sieht Emil Berlin und findet die Stadt sehr interessant. Er sieht wie anders Berlin ist.

Emil versucht dem Mann in die Stassenbahn zu folgen, aber er hat kein Geld für einen Fahrschein. LK Emil hört ein Gespräch zwischen zwei Menschen, die sich über einen großen Bankeinbruch unterhalten: jemand hat einige Millionen aus einer Bank gestohlen. Aber er denkt, dass der Schaffner ihm nicht glauben würde, wenn er ihm über den Diebstahl seines Geldes erzählen würde. Emil sagte, "Ich habe mein Geld verloren, Herr Schaffner." Dann kaufte ein Herr ein Ticket für Emil. Emil fühlt sich sehr klein, unsichtbar, und ungeliebt in der großen Stadt.

Emil fährt in der Strassenbahn. Emils Grossmutter und seine Kusine, Pony Hütchen, warten auf Emil am Blumenkiosk am Bahnhof Friedrichstrasse, wie geplant. Pony hat ihr kleines Fahrrad mitgenommen, denn sie hofft, dass Emil das mögen wird. Emils Grossmutter ist sehr nervös und besorgt, weil Emil nicht da ist. Sie stellt sich vor, dass etwas Schlimmes passiert ist. Pony Hütchen fragt den Beamten, wo der Zug aus Neudstadt bleibt und er antwortet, dass der Zug nicht länger da ist. Pony stellt dem Beamten weitere Fragen. Der Beamte antwortet nicht und drehte ihr den Rücken zu. Er ist wütend über Ponys Worte.

Sie suchen einen anderen Blumenkiosk, aber es gibt keinen. Sie gehen nach Hause und planen, dass Pony, wenn die nächste Bahn kommt, zum Bahnhof zurück gehen wird.

Ponys Eltern sind nervös und sie planen Emils Mutter zu deveschieren. Sie sagen, dass alle zum Bahnhof gehen sollen, weil Emil mit dem nächsten Zug kommen kann.

Pony und seine Grossmutter gehen nach Hause. Ponies Eltern haben unterschiedliche Vorstellungen über Emil. Ponys Vater riet, Emils Mutter zu deveschieren, dann gehen sie endlich zum Bahnhof. Dann entscheiden sie sich um acht Uhr noch einmal auf den Bahnhof zu gehen, und sie hoffen, dass sie Emil bald finden. In der Trautenausstrasse, Ecke Kaiserallee, sieht Emil, dass Herr Grundeis aus der Strassenbahn steigt, und er entscheidet sich, ihm zu folgen. Er bedankt sich noch einmal bei dem Herrn, der die Zeitungen liest, und dann steigt er auch aus der Strassenbahn aus.

Emil verfolgt Herrn Grundeis in ein Café, wo er ein Kind mit einer Hupe trifft. Das Kind heisst Gustav. Gustav sagt, dass er Emil helfen wird. Emil fühlt sich sehr erleichtert, dass er nicht mehr allein ist. Gustav versammelt alle seine komischen Freunde und sie versuchen Emil zu helfen. Sie gehen zum Nikolsburger Platz um einen Kriegsrat zu machen.

Und sie geben Emil Zwei Mark und Emil dankt ihnen. Gustav bringt dann Emils Koffer und Blumenstruss rüber ins Cafe Josty, und gibt die Sachen am Büffet ab. Danach möchte Gustav den Nachrichtendienst organisieren und auch einen Kriegsrat.

Emil und die Detektive stellen zwei Stafetten. Und dann sie gehen zu dem Nikolsburger Platz um einen Plan zu entwerfen.

Emil und seine neue Freunde organisieren ein heimliches Team mit der Hilfe von Professor. Zuerst gründen sie eine Telefonzentrale bei Dienstags Eltern, die vertrauliche Nachrichten erhalten und geben will. Deshalb muss Dienstag zu Hause bleiben. Traugott schlägt vor, dass sie Emils Geld von Gustav stehlen sollten. Der Professor und Emil wollen aber keine Diebe sein. Der Professor sagt, dass es sehr dumm ist, Emils Geld von dem Dieb zu stehlen. Und es ist auch nicht legal. Emil sagt, dass es gefährlich ist, sein Geld wieder zu bekommen, und dass diejenigen, die Angst haben, nicht mitkommen sollen. Traugott ist beleidigt und will sich mit Emil schlagen, aber der Professor interveniert.

Emil leiht sich Bleistift und Papier und schreibt einen Brief an seine Grossmutter, damit sie weiss, dass es Emil gut geht. Der Professor gibt Bleuer Fahrgeld, damit Bleuer den Brief Emils Grossmutter schicken kann. In diesem Brief schreibt Emil, dass er o.k. ist und dass er in Berlin ist. Er schreibt aber auch, dass er nicht sagen kann, was genau passiert ist.

Inzwischen kommen die fünf Jungen (Jungs) wieder und bringen Stullenpakete mit, damit jeder Detektiv ein bisschen Essen in seiner Tasche hat. Fünf andere Jungen rannten Heim. Zwei von ihnen kamen nicht wieder. Die Eltern hatten es wahrscheinlich verboten.

Der Professor gibt allen Kindern ein bisschen Geld, um die Telefonzentrale anrufen zu können. Es gibt eine Parole: Emils Name.

Der Professor spricht über seinen guten Vater.

Am Ende des Kapitels, hat jedes Kind eine Aufgabe vom Professor bekommen und sie haben mit einem Ausruf "Parole Emil!" den Tag beendet.

Am Anfang des Kapitels versammelt sich die Clique und sie fangen an Herrn Grundeis zu verfolgen. Emil und seine Freunde sehen Herrn Grundeis. Der Mann im steifen Hut winkt einer leeren Autodroschke (einem Taxi) zu und steigt in den Wagen. Emil und die Jungen/Jungs steigen in eine andere leere Autoschke ein, um dem Mann im steifen Hut zu folgen. Sie sind sehr vorsichtig, als sie im Auto sind, damit Herr Grundeis sie nicht sieht.

Emil bezahlt die Taxigebühr. All die Jungen steigen schnell aus dem Taxi aus.

Der Dieb steigt in einem Hotel aus und Emil und seine Freunde auch. Sie denken, dass das Hotel perfekt ist, weil es nur zwei Ausgänge hat. Sie warten in einem grossen Hof. Mittenzwey der Ältere geht in ein Café und da ruft er Dienstag an, um ihm die neue Nachricht zu geben. Dienstag ist froh, dass er solch einen wichtigen Posten hat, darum versucht er, diese Nachricht sehr gründlich zu notieren. In dem Hof, hört Emil eine Fahrradklingel. Er sieht, dass Bleuer zurückkommen ist, und dass er Pony Hütchen mitgebracht hat. Pony kommt und gibt ihnen ihr Geld und schliesslich geht sie nach Hause.

Emil geht sehr vorsichtig zum Hotel Kreid und dann kommt er in den Hof zurück. Er will auf Herrn Grundeis aufpassen. Emil denkt, dass die Gruppe einen Hotelspion für die ganze Nacht brauchen. Emil hat eine Idee. Es gibt einen Jungen im Hotel. Er betreibt den Fahrstuhl. Emil denkt, dass der Junge ihnen helfen könnte. Emil, weil sein Stolz verletzt war, schlägt vor, dass sie boxen sollten. Der Professor sagt, dass Gustav zum Hotel gehen muss, damit er nicht mit Emil boxt.

Es wird Nacht, und Emil staunt wegen der Dinge, die in Berlin passieren. Er denkt an die Unterschiede zwischen dem riesigen Berlin und der kleinen Stadt Neustadt mit den drei Plätzen. Obwohl Berlin eine glänzende Stadt ist, meint Emil, dass er dort nicht immer leben möchte. Er sagt, dass ihm die kleine Stadt Neustadt genügt.

Er steht mit den anderen Kindern und spricht mit ihnen. Diese Kinder sprechen über ihre Familie.

Sie erlaubt ihm alles, sagte Emil, aber seine Mutter muß fortwährend Geld verdienen, und trotzdem reicht es an keiner Ecke. Er kommt früher nach Hause, weil er nicht will, daß sie allein in der Küche sitzt und Abendbrot ißt. Um zehn Uhr, erscheint ein Gruppe des Bereitschaftsdienstes im Hof. Sie bringen mehr Stullen, und suchen weitere Befehle vom Professor. Aber der Professor wird sehr ärgerlich und sagt, dass es hier nichts zu suchen gibt.

Petzgold ist sehr böse und sagt, dass die Gruppe Saukerle sind.

Weil die Gruppe gestritten hat, schlägt Emil vor, dass sie wählen sollten.

Gustav bringt den Boy von dem Hotel zur Gruppe. Der Boy bietet an, dass einer von ihnen seinen Uniform anziehen könnte, um Spion im Hotel zu sein. Es war nämlich gar nicht der Boy, sondern Gustav selber. Sie lachen laut und dann öffnet jemand das Fenster und sagt ihnen, dass sie ruhig sein sollen.

Gustav erklärt, dass Grundeis in Zimmer 61 ist. Gustav hat eine Verkleidung getragen und hat Herrn Grundeis gefragt, ob er etwas braucht. Herr Grundeis hat gesagt, dass er um acht aufwachen will. Die Detektive erklären sich bereit, um 8 Uhr vor dem Hotel zu warten.

Emil und Gustav schlafen im Hotel und die andere Jungen gehen nach Hause.

gesehen und geht da hinein. Emil und der Professor gehen dann am Ende auch in die Bank.

Dienstag schläft als seine Eltern ihn sehen und seine Mutter nimmt ihn hoch und trägt ihn in sein Bett. Er sagt Parole Emil als er schlafen geht. Am Morgen merkt Herr Grundeis, dass viele Kinde auf der Strasse sind. Er glaubt, dass wahrscheinlich gerade Ferien sind.

Der Professor erteilt der Grppe Befehle und macht den Plan für die heutige Verfolgung.

Emil glaubt, dass die Detektive einen anderen Plan für Grundeis brauchen. Er will keinen Spion haben. Emil sagt, dass er zehn Mark von dem Portiert gekriet hat. Das Geld ist nützlich, um Herrn Grundeis zu verfolgen. Jeder will den Dieb umgeben und solange schreien, bis er Emil das Geld zurück gibt. Wenn er flieht werden die Jungen ihn verfolgen und noch mehr Leute bringen. Pony Hütchen kommt an, und bringt Kaffee und Semmeln, damit die Kinder frühstücken können. Nach dem Frühstück kommt Herr Grundeis, und die Kinder gehen ihm hinterher um ihn zu konfrontieren. Die Kinder umgeben Herrn Grudneis und dann fühlt er sich nervös. Er hat Angst, dass die Detektive oder die Leute, die aus den Fenstern sehen, einen Polizisten rufen könnten. Er sieht eine Bank gesehen und geht da hinein. Emil und der Professor gehen dann am Ende auch in die Bank.

Als Gustav und der Professor in der Bank gehen, wartet der Dieb neben dem “Ein- und Auszahlungen” Schalter. Er wartet darauf, das der Bankbeamte sein Telephonegesprach beendet. Herr Grundeis will das Geld, dass er von Emil gestohlen hat, wechseln. Er will hundert Mark in zwei fünfzig Markscheine wechseln und er will vierzig zu Silber. Er gibt das Geld zum Bankarbeiter. Der Professor schreit, dass das Geld gestohlen ist. Er erklärt die Geschichte, aber Herr Grundeis streitet alles ab. Grundeis und der Professor beginnen sich zu raufen. Die Detektive kommen in die Bank. Der Kasierer fragt Emil, ob er nachweisen kann, dass er den Mann im Zug gesehen hat.

“Grundeis heißt er!“, ruft Emil, aber der Dieb sagt, sein Name ist Müller. Endlich Emil liefert den Beweis.

Emil erzählt, dass sein Geld Nadelstiche hat und er hat die Nadel auch dabei. Den läuft der Dieb gleich weg. Aber er luauft nicht weit, weil die Detektive, die auf der Strasse gewartet haben, ihn umgeben und ihn beginnen wie verrückt anzugreifen. Die Polizei und die Jungen nehmen ihn gefangen. Dann geht Pony nach Hause. Die Polizei sammelt Informationen über Emil und den Dieb. Der Dieb liegt weider. Die Polizei fragt wie den Dieb heißt. Er sagt, dass er Herbert Kießling heißt. Grundeis sagt ein Kuvert mit dem Geld fällt aus Emils Jacke aber Emil sagt das Kuvert nicht fällt. Herr Grundeis fragt den Wachtmeister ob er ihn befreien kann aber der Wachtmeister sagt, dass er zu das Gefägnis bringen wird. Also muss der Dieb ins Kriminalauto einsteigen, und alle Kinder shreien hinter ihm her, wenn der Wagen abfährt. Emil dankt seinen Freunden für ihre Hilfe und sagt, dass er hofft, sie wiederzusehen.

Emil geht zum Polizeistation um sein Geld zu kriegen. Wann er kommt an, einigen Journalisten ihn ausfragen wollen. Den hat Emil den Mann, wer Emil etwas Geld verlieren hat, getroffen. Herr Kaestner nimmt Emil, Gustav und der Professor Kuchen mit Schlagsahne zu essen, und dann gehen sie zu die Redaktion. Herr Kästner forderte ihn auf, die Zeitung lesen an diesem Nachmittag. Er bezahlte das Taxi für Emil und das Taxi verließ. Als Emil schon Unter den Linden ist, fragt er den Chauffeur, ob er ihn zum Cafe Josty fahren kann. Emil will ins Café Josty zurückgehen, um seinen Koffer und die Blumen abzuholen.

Ein Taxi fährt ihn zu seiner Großmutter. Er gibt ihr hundertzwanzig Mark, aber sie gibt ihm zwanzig Mark zurück, weil er ein guter Detektiv ist. Dann essen sie Makkaroni mit Schinken zum Mittagessen, weil es Emils Lieblingsessen ist.

Im Moment kommt ein Polizist zu Emil und Pony. Dann fragt er sie, ob da die Heimbolds wohnen und Pony sagt, ja. Er hat Emil gesucht und er geht er mit Emil und Pony ins Haus. Frau Bäckermeister Wirth kommt zu Frau Tischbein, um ihr etwas über Emil zu erzählen. Frau Tischbein ist ängstlich, weil Emil ihr den Brief nicht gesendet hat.

Frau Wirth erklärt, dass Emil 1.000 Mark bekommen hat, weil er einen Dieb gefangen hat.

Frau Tischbein steigt in den Zug nach Berlin ein. Sie liest eine Zeitung und sieht, dass es einen Artikel über Emil gibt. Am Nachmittag geht Frau Tischbein also nach Berlin. Im Zug sieht sie ein Photo und sie findet heraus, dass ihr Sohn auf dem Photo ist. Sie wundert sich sehr. Frau Tischbein ist sehr gluecklich und zufrieden. Sie ist sehr stolz. Sie erzählt einem Mann, dass die Geschichte von "Ein Junge als Detektiv" über ihren Sohn ist.

Als sie in Berlin ankommt, holt Emil sie ab. Er sagt, dass er seiner Mutter mit dem Geld eine elektrische Haartrockenanlage und einen Wintermantel kaufen will. Alle Jungen kommen ins Haus. Jeder Junge gibt Frau Tischbein die Hand. Und sie bedankt sich bei allen. Die Grossmutter will eine Rede halten. Sie spricht über Emils Abenteuer. Sie sagt, dass den kleinen Dienstag war sehr nützlich und großartig. Alle springen auf und jubeln. Emil und Pony Hütchen gehen am letzten Nachmittag zum Professor, nachdem Emils Onkel die tausend Mark Frau Tischbein gegeben hat. Emil will etwas für seine Mutter kaufen. Emils Mutter will das Geld in die Bank bringen. Weil er noch ein Kind ist, soll die Mutter die Entscheidung treffen. Alle sprechen daüber, was Emil mit dem Geld kaufen soll. Sie zanken sich, bis Emils Großmutter sagt, dass sie aufhören sollen. Dann haben beschliessen sie, dass sie Morgen einkaufen gehen wollen. Aber Pony sagt, dass Emil sich ein Fahrrad kaufen soll, weil er ihr Fahrrad zerschlagen hat.

Pony und Emil zankten sich über das Fahrrad. Aber die Oma hält sie an. Dann geht Ponys Vater hinaus, um Bier zu trinken. Emil und Frau Tischbein scherzen über die Geschichte. Sie sagt "ich habe gelernt, dass, man Kinder niemals allein verreisen Lassen soll". Die Grossmutter und Pony sagen "Quatsch!". Tante Martha beistimmt nicht, aber Großmutter sich behauptet. Dann die anderen ganz plötzlich fragt, "Was denn?"



## Prototype Assessment Tools for School Base Assessment

1. Evaluation state: Term 2: Tool 1

2. Competency level covered: Competency 3

3. Content covered: Leisure time activities

4. Nature of the tool: Individual assignment

5. Objectives of the tool:

- Introducing Leisure time activities from learned vocabulary
- Developing writing skills and creativity
- Developing the speaking and presentation skills

6. Instructions of the tool:

- Ask students to find pictures or photographs of Leisure time activities in internet at home and collect important words.
- Ask students to write a small description using collected words.
- Provide students coloured papers and ask them to paste pictures and photographs.
- Students show their pictures and they describe the pictures 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: GutenMorgen/ Guten Tag meineKollegen und Kolleginnen!

Heutepräsentiereich...../ Heutebeschreibeich...../ Heutemöchteich über einBildsprechen.)

(amEnde: vielen Dank fürIhreAufmerksamkeit)

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