



Grade

German

11

Teachers' Guide
(To be Implimented from 2016)

Man kann einen Menschen
nichts lehren, man kann ihm
nur helfen, es in sich
selbst zu entdecken.

Galileo Galilei



GERMAN

Teachers' Guide

Grade 11

(To be implemented from 2016)

Department of Foreign, Classical Languages and Bilingual Education

National Institute of Education

Sri Lanka

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German

Grade 11- Teachers' Guide

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Message from the Director General

The first phase of the new competency based curriculum, with an 8 year curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existing content based education system with the primary objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 7 and 11 starts from 2016. For this purpose, the National Institute of Education has introduced a rationalization process and developed the syllabi for these grades making use of the research based outcomes and the suggestions made by concerned stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in subject content and to reduce content over loading in the subjects to produce a more student friendly and implementable curriculum.

This new Teachers' Guide has been introduced to the teachers with the aim of providing them with the required guidance in the areas of lesson planning, teaching, carrying out activities, measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom. The new Teachers' Guides provide the teachers with the freedom to select quality inputs and additional activities to develop the competencies of the students. These Teachers' Guides are not loaded with the subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new Teachers' Guides simultaneously with the relevant textbooks prepared by Education Publications Department to make the Teachers' Guides more effective.

The basic objectives of the rationalized syllabi, the new Teachers' Guides and the newly developed textbooks are to bring about a shift from the teacher centered education system to a student centered system -a more activity based education system in order to develop the competencies and skills of the student body so as to enable the system to produce the required human resources for the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board, the Council of the National Institute of Education and all resource persons who have contributed immensely to develop these new Teachers' Guides.

Director General

National Institute of Education

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 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 possess

es 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 stake holders.

Deputy Director General
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Instructions to use Teachers' Guide

Under the new educational reforms of 2007, a new curriculum has been introduced to improve skills in the primary & secondary classes. Thus, arrangements are made to introduce a new competency based syllabus in German for grades 10 & 11. A competency means, a mixture of knowledge, attitudes, talents and personal & social ability. Achieving a competency means, the use of one's own ability, knowledge and attitude in the learning and working environment.

This Teacher's Guide will offer you guidance to plan your lesson constructively and prepare teaching materials prior to the lesson. Each lesson consists of competencies, competency levels, duration, learning outcomes, teaching learning process, evaluation and assessment, vocabulary, materials, and extra activities. In order to achieve a competency, the competency levels are divided as per the contents of subjects based on the time periods of terms. Each skill which a student will achieve is indicated in the results of special 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. Eight competencies are included in the grade 11 syllabus. This Teacher's Guide has provided the instructions & system of teaching method 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, in order 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.

Project Leader

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German

Syllabus

Grade 11

1.0 Introduction

German, belonging to the Indo-European language family, is spoken by over 100 million native speakers. It is the official language of Germany, Austria and some parts of Switzerland. German is one of the major international languages and is one of the most widely spoken languages in the European Union.

German has been taught in Sri Lanka for well over six decades and is offered as a subject for GCE Advanced Level and Ordinary Level Examinations. University of Kelaniya has been offering Degree Programmes in German for well over two decades. Currently, German Studies is offered for the Bachelor degree at Kelaniya and Sabaragamuwa University of Sri Lanka and for the General and Special Degree Programmes at Kelaniya University.

The themes and grammar topics prescribed for the Ordinary Level is specified in Appendix I and II of the syllabus. The prescribed text is Kopp & Büttner, Planet, Deutsch für Jugendliche, Heuber, 2004, reprinted by Langers, New Delhi. The contents of this book have been supplemented with some essential grammar and communicative themes in the Teachers' Instruction Manual.

Sound knowledge of German opens many career opportunities for Sri Lankans in the tourism and hospitality trade, travel and airline industry, and provides several avenues for higher education in Germany and German speaking countries. Many graduates with German Studies as a main subject has secured employment in the Ministry of Foreign Affairs and German companies in Sri Lanka.

2.0 Objectives:

- § To develop skills in listening, speaking, reading and writing in German
- § To learn grammatical structures and patterns of oral and written communication
- § To understand aspects of culture and lifestyle of German speaking countries
- § To develop learning strategies
- § To achieve competency level of A1 of the Common European Framework of Reference (CEFR) for languages

3.0 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)

4.0 Basic Competencies

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

(i) Competencies in Communication

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

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

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

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

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

(ii) Competencies relating to Personality Development

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

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.....?

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

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

(v.) 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.

(vi.) 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.

(vii.) 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.

Grade 11

German - Syllabus

Competency	Competency Level	Content	Learning Out Comes	No of Periods
<p>1 The Student learns complex phonetand pronunciation</p> <p>Ex:learns to differ sentence melody of statements and questions, learns and practices sentence-melody of inversion and relative sentences.</p>	<p>1.1 Uses correct, appropriate and authentic pronunciation, rhythm and melody in verbal communication.</p> <p>1.2 Makes himself familiar with non verbal expressions in day to day communication.</p> <p>1.3 Uses authentic and specific inntonation and melody while reciting poems and reading literary texts.</p>	<p>- As specified in Appendix I Themes “Sprechmelodie”, “Rhythmus” and “Satzakzent”.</p> <p>- Authentic German Texts of appropriate vocabulary and level</p>	<p>• Student will be able to use proper intonation when asking question and replying to questions</p>	<p>04</p> <p>02</p>
<p>2.Student listens and understands vocabulary and phrases, which are related to familiar situations and areas.</p>	<p>2.1 Understands auditive questions and responds appropriately</p> <p>2.2 Can catch the main points of an auditive dialog, text, message or an announcement.</p> <p>2.3 Understands a listening text globally at the first listening, and makes assumptions and understands the text in detail and verifies his assumptions in further listening.</p> <p>2.4 Comprehends a listening text, answers question selectively on it’s content(verbally and written)</p>	<p>- As specified in Appendix I Themes /Modules 4-6</p>	<p>•Student will be able to understand a listening text globally and electively and elicit important information out of a listening text</p>	<p>12</p>
<p>3. Can communicate verbally and produce more complex sentences than on the first level.</p>	<p>3.1 Communicates in simple and routine tasks like asking and answering question and exchanging information.</p> <p>3.2 Can participate in simple dialog actively on familiar situations.</p> <p>3.3 Can express one’s opinion on topics like holidays, food, health ect.</p> <p>3.4 Describes pictures, drawings and expresses oneself about them (likes and dislikes)</p>	<p>- As specified in Appendix Themes / Modules 4-6</p>	<p>• Student will be able to express one’s his opinion on simple topics communicating with others</p>	<p>10</p>

Competency	Competency Level	Content	Learning Out Comes	No of Periods
<p>4. Reads, understands and responds to simply written texts.</p>	<p>4.1 Can understand familiar words and phrases in a simply written text.</p> <p>4.2 Can find specific information in simple everyday material such as advertisements, menus, timtables.</p> <p>4.3 Can understand short simple personal letters and emails.</p> <p>4.4 Can understand a text globally and find answers to given comprehension questions (selective reading)</p>	<p>- As specified in Appendix I Themes / Modules 4-6</p>	<p>Student will be able to understand an authentic reading text or a personal e-mai selectively and elicit important information out of an authentic reading text</p>	<p>15</p>
<p>5. Acquires writing competency.</p>	<p>5.1 Produces sentences, short texts and dialogues according to a given model.</p> <p>5.2 Writes short simple notes and messages relating to day to day needs.</p> <p>5.3 Produces simple sentences on familiar topics mentioned in the appendix. (themes and modules 4 - 6)</p> <p>5.4 Responds to a letter or an email on a familiar topic by writing a simple personal letter.</p>	<p>- As specified in Appendix I Themes / Modules 4-6</p>	<p>Student will be able to communicate with others using simple written messages or letters</p>	<p>17</p>
<p>6. Acquires knowledge of grammatical structures to express him or herself in the given situations.</p>	<p>6.1 Reads or listens to sentences with a similar grammatical pattern.</p> <p>6.2 Identifies recurring patterns.</p> <p>6.3 Makes assumptions on how the pattern works.</p> <p>6.4 Discovers the structure that governs the pattern.</p> <p>6.5 Uses the structure through a series of exercises.</p> <p>6.6 Communicates with knowledge of the structure.</p>	<p>-The competency in German Grammar is given in Appendix 2</p> <p>- One of the following prescribed texts will facilitate the gradual learning of grammar. The student should not be burdened with learning too much grammar rules but must also understand how the language works.</p>	<p>Student will be able to use the proper and relevant grammatical structures in a given situation</p>	<p>16</p>

Competency	Competency Level	Content	Learning Out Comes	No of Periods
<p>7. Learns and critically views communicating patterns (also non verbal) practised in Germany and compares them with similar patterns used in communicating in Sinhala,Tamil or English</p>	<p>7.1 Compares the communicating patterns in German languages and his first languages and discovers similarities and differences.</p> <p>7.2. Discusses about the different language habits and practices in communication in German speaking countries and Sri Lanka.</p>	<ul style="list-style-type: none"> - Making, accepting and refusing invitations. - Composing an sms - Writing postcards and simple emails - Making appointments verbally. 	<p>Student will be able to identify differences and similarities of their native language and German language</p>	<p>06</p>
<p>8. a. Acquaints oneself with cultural aspects and traditions of German speaking countries.</p> <p>b. Familiarizes oneself with aspects of `children`s literature</p>	<p>8.1 Compares and understands the cultural aspects of German speaking countries and review them with an open mind in a classroom discussion with the teacher. (Students are allowed to use their first language)</p>	<ul style="list-style-type: none"> - Public holidays, festivals, family meetings. - Type of schools, universities and jobs. - Folk Songs - Television, Radio, Print Media. Environmental pollution 	<p>Student will be able to get to know about some of the German cultural aspects and compare them with one`s own culture</p>	<p>08</p>

Prescribed Text: Planet 1A, Course book and Work book, Kopp & Büttner, Planet, Deutsch für Jugendliche, Heuber, 2004, reprinted by Langers, New Delhi.

Appendices

Appendix 01 – Thematic Modules in the Syllabus

Grade 10

In the Grade 10 (First level) the student should be able to:

Module 1

- 1.1 Greet and react to greetings during the day
- 1.2 Introduce oneself
- 1.3 Count to 1000
- 1.4 Ask for information about – Name, place of origin, age, address, occupation, hobbies
- 1.5 Introduce members of the family
- 1.6 Talk about their siblings and ask a fellow student/ teacher about his/her family
- 1.7 Identify different types of drinks
- 1.8 Introducing oneself over the telephone
- 1.9 Familiarize oneself with German cities

Module 2

- 2.1 Make a proposition (i.e. going to a movie)
- 2.2 Describe the school time table and subjects students learn
- 2.3 Make an excuse
- 2.4 Identify days of the week and months
- 2.5 Identify objects in the class room utility
- 2.6 Tell the time – official and unofficial
- 2.7 Tell the date
- 2.8 Talk about things they eat and drink in the school interval, at home, during parties

Module 3

- 3.1 Talk about likes and dislikes
- 3.2 Describe a person
- 3.3 Accept and refuse a proposal
- 3.4 Make an appointment
- 3.5 Ask for and give reasons

- 3.6 Inquire about prices in a shop or the market
- 3.7 Talk about hobbies / Places one can visit in one's leisure time
- 3.8 Talk about clothes

Grade 11

Module 4

- 4.1 Encouraging someone
- 4.2 Making, accepting and refusing invitations
- 4.3 Talk about pets and describing them
- 4.4 Plan a field tour (trip)
- 4.5 Talk about daily routine
- 4.6 Describe the weather
- 4.7 Identify food and beverages
- 4.8 Talk about the time of day
- 4.9 Identify colours

Module 5

- 5.1 Name parts of the body
- 5.2 Talk about health
- 5.3 Talk about favourite food
- 5.4 Order food in a restaurant
- 5.5 Compose an SMS
- 5.6 Read a simple letter
- 5.7 Describe one's room and home

Module 6

- 6.1 Identify the places of a city
- 6.2 Identify important monuments and buildings in German cities
- 6.3 Talk about an incident in the past
- 6.4 Tell when one's birthday falls and wish for one's birthday
- 6.5 Write / send a postcard
- 6.6 Writing a simple email
- 6.7 Describe the furniture in a room

Grammatical Structures

The following schedule will give the teacher a list of grammatical structures that have to be covered in the two levels (Grade 10 and 11).

Prescribed Textbook: Planet 1A, Course book and Work book, Kopp & Büttner, Planet, Deutsch für Jugendliche, Heuber, 2004, reprinted by Langers, New Delhi.

The text book has integrated these grammatical structures in the lessons. The grammar has to be introduced in the stipulated sequence along with the topics in Appendix 1.

The German terminology has been taken from: Grundgrammatik Deutsch by Jürgen Kars und Ulrich Häusermann, Frankfurt 1988.

For details refer under the appropriate German term.

I. General introduction to parts of speech.

Wortarten (e.g. verbs, nouns, adjectives, articles, pronouns, adverbs, prepositions, conjunctions and particles), morphology and syntax.

1.1 Conjugation and declension of parts of speech (Flektierbarkeit der Wortarten)

1.2 Main clauses (Hauptsätze)

II. Verb (das Verb)

2.1 Conjugation: Number and Person (Hinweis auf Numerus und Person)

2.2 Tenses: Present, Perfect

2.3 Weak and Strong verbs (Schwache und starke Verben): Irregular Verbs

2.4 Verbs with separable verbs and inseparable prefixes: (trennbare und nicht-trennbare Verben)

2.5 Modal verbs (Modalverben)

„dürfen“, „können“, „mögen“, „wollen“ and „müssen“.

2.6. Cases – Nominative and Accusative

2.7 Mood (Modus)

2.7.1 Indicative: (Indikativ) Factual statement which is not in doubt or in „normal sense“

III. Noun (Die Nomengruppen)

3.1. Formation of plurals (Pluralbildungen)

3.2. Declension of nouns; regular declension

IV. The articles: Their uses and declension

- 4.1 Definite article “der”, “die”, “das”
- 4.2 Indefinite article „ein”, „eine”
- 4.3 Absence of an article „neue Kartoffel”
- 4.4 Negative article „kein”

V. Pronouns (die Pronomen): Declension of pronouns

- 5.1 Personal pronouns: (das Personalpronomen) e.g. “er”, “sie”, “es”.
- 5.2 Indefinite pronouns: (das Indefinitpronomen) e.g. „ein”, „eine”, „eine” and „,,welche”
- 5.3 Possessive Pronouns (das Possessivum) e.g. „mein” and their declensions
- 5.4 Interrogative pronouns (das Fragewort)
 - 5.4.1 „wer”, „was”, „wie”, “wen” at the beginning of a sentence

VI. Adjectives (Das Adjektiv): Their uses and declension

- 6.1. As complement (prädikativ) e.g. “Der Motor ist gut”
- 6.2. As an attribute to the noun with declension (attributiv) e.g. “Ein guter Mann”.

VII Numbers (die Zahlen)

- 9.1. As cardinal numbers: „eins”, „zwei” etc
- 9.2. As ordinal numbers: “erster”, “zweiter” etc
- 9.3. as fractions: „null Komma fünf”, „eineinhalb” etc.
- 9.4. As formal time: „sieben Uhr fünfzehn” – informal time „Viertel nach sieben”
- 9.5. Bio data

9.6. As currency in German speaking countries

9.7. As measurement and weight

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Lesson 01

Competency : 2/ 3/ 4

Competency Levels :

- 2:1 understands oral questions and responds appropriately
- 2:3 understands a listening text globally at the first listening and makes assumptions and understands the text in detail and varies his assumptions in further listening.
- 3:1 communicates on simple and routine tasks like asking and answering question and exchanging information..

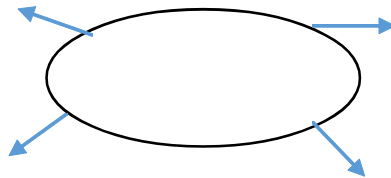
Time: 1 period

Learning outcome: Students will be able to

- ask others about their hobbies and tell about his own.

Teaching and learning process:

- The teacher writes the word 'Hobbys' on the board and asks students about their hobbies.
- The teacher collects the hobbies of the students on the board in the form of a mind map.



- Students try to match the pictures to the small paragraphs. (Kursbuch page 62)
- Teachers discuss about the answers with the students.
- The Teacher can hand out the pictures of the hobbies (Kursbuch page 62) to the students to match.
- Students work in groups and keep their books closed while matching them.
- After matching them students open their textbooks and check whether their answers correct.
- Students do the exercises-(Arbeitsbuch page 66- 1,2a)

- Students listen to the track (L9/1) and do the exercise 2 a,b
- The teacher writes the question- ‘Was machst du in der Freizeit?’ along with the relevant answer on the board. Ex: Ich möchte/ Ich gern.....Students practice them with each other.

Evaluation and Assessment:

- Student should be able to ask others about their hobbies and tell about his own.

Vocabulary:

Hobbies – fotografieren, lesen, schlafen...

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 09- page 62), Picture cards.

Extra Activities:

- Game – Kursbuch page 64- no.4

Lesson 02

Competency : 1/ 8

Competency Levels :

1:1 uses correct, appropriate and authentic pronunciation, rhythm and melody in verbal communication.

8:1 compares and understands the cultural aspects of German speaking countries.

Time: 1 period

Learning outcome: Students will be able to

- identify the all four seasons in Europe.
- pronounce the vocals- a, e, i, o, u

Teaching - learning process:

- Teacher writes the word 'Jahreszeiten' on the board and tries get its' meaning of it from the students.
- Students work in groups. Each group gets a set of pictures and the names of the seasons from the teacher and students try to match them. (Please try to give pictures with stereotypical information about the seasons.)
- Students compare their work with other groups.
- Teacher can afterwards, have a short discussion with the students about the seasons.- whether we have seasons in Srilanka ,the present corresponding season in Europe etc.
- Students listen to the track (L9/3) and do the exercise on Kursbuch page 63 no 3-a, Arbeitsbuch page67 no.3
- Students collect activities relevant to the seasons and present it in the class.

Tipp: Teacher can form 4 groups according to seasons so that each group has one season.

- Students practice pronunciation according to Kursbuch page 64-no.5.

Evaluation and Assessment:

- The student should be able to identify the 4 seasons and have a short discussion about them.

- The student should be able to pronounce the vocals –a, e, i, o, u

Vocabulary:

Four seasons –der Winter, der Herbst, der Sommer, der Frühling

words for Phonetic – Vater, Bonn

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 09 -page63), Picture cards.

Extra Activities:

- The teacher can give more words for students to practice pronunciations as a game.

Lesson 03

Competency : 2/ 3/4/ 5

Competency levels :

2:1 understands oral questions and responds appropriately

3:1 communicates on simple routine tasks

3:2 can participate in a simple dialogue actively on a familiar situations

3:3 can express one's opinion

Time: 2 periods

Learning outcome: Students will be able to

- have a short conversation about their hobbies and write a brief letter to a friend or relative.

Teaching and learning process:

- Teacher gets some students to come to the board and write some of their hobbies or activities that they do in their leisure in German.
- Then the teacher writes the 3 questions on the board with the given symbols
' *Was machst du gern (+)? , Was machst du lieber(++), Was machst du am liebsten(+++)* '
- Students try to understand the meaning of the questions with the help of the symbols and reply.
- Teacher can practice these three question until the students get the meaning.
- Students do the exercise –Arbeitsbuch page 68-no.7,8
- Teacher can now give a work sheet to the students for them to collect information on other fellow students about their hobbies

Worksheet:

Frag deine Freunde.

Beispiel: Was machst du gern in der Freizeit?

Gehst du gern ins Kino?

<i>Name</i>	<i>gern +</i>	<i>Lieber ++</i>	<i>Am liebsten +++</i>

- Students present their results of the conversation as- *Peters Hobby ist Tennisspielen*
Students do the exercise –Kurbuch page 65 –no.8
- Arbeitsbuch page 69- no. 10. Teacher can ask the students some questions about the letter given. *Ex: Wer schreibt den Brief?, Wer bekommt den Brief? Etc*
- Students work in groups and do the exercise – Arbeitsbuch page 69 –no, 10a/b

Evaluation and Assessment:

- Student should be able to state their favourite hobbies and explain about others in simple German and write a brief letter (reply) to a friend or a relative.

Vocabulary:

Hobbies- fernsehen, tennisspielen, etc

gern, lieber, am liebsten

Materials:

Kursbuch, Arbeitsbuch, worksheet (Lektion 09 - page64)

Extra Activities:

- Students can write another letter about their classmates to a German friend.

Lesson 04

Competency : 2/ 3/ 5/ 6

Competency levels :

- 2:1 understands oral questions and responds appropriately
- 2:2 can catch main points of an oral dialogue, text, message, or an announcement
- 3:1 communicates in simple routine tasks
- 3:2 can participate in simple dialogues actively on familiar situations
- 5:1 produces sentences ,short texts and dialogues according to a given model
- 5:3 produces simple sentences on familiar topics mentioned in appendix
- 6:1 reads or listens to sentences with a similar grammatical patterns
- 6:3 makes assumptions on how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:6 communicates with knowledge of structure

Time : 2 periods

Learning outcome: Students will be able to

- give information about another using adjectives mentioning his/her capabilities.

Teaching and learning process:

- Students do the exercise- Kursbuch page 66-no.a/b
- Students do then the exercise –Kursbuch page 66 no.11 a/b and Arbeitsbuch page 70 no.11, Kursbuch page 66 no.11-c
- Then teacher takes the questions in the previous exercise to the board and tries to explain them with examples. Students follow the teacher and ask questions from each other till they understand the meaning and speak them fluently.
- Then the teacher asks the question ‘ *Kannst du Gitarre spielen?* ’from a student and he/she tries to answer with the help of the teacher. *Ja, ich kann Gitarre spielen/ Nein, ich kenn nicht Gitarre spielen.*
- Students can follow the teacher asking similar questions from each other passing a ball.

Step 6: Students read the sentences and questions given a loud in groups- Kursbuch page 66 no. 11

- Teacher writes the conjugations of 'können' with the help of the students on the board.
- Teacher emphasizes the location of the verbs using examples

Ich kann gut Gitarre spielen.

- Students do the exercise – Arbeitsbuch page 71 no.14
- Students can now play the game given- Kursbuch page 67 no.12
- Teacher can now ask the students to write an Article for the school magazine in German about a fellow student as in the Kursbuch page 67 no.13

Evaluation and Assessment:

- The student should be able to describe a person using adjectives learnt and his/her capabilities.

Vocabulary:

Adjectives: sportlich, interessant, etc

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 09 page 66)

Extra Activities:

- Game for adjectives: Students can play in groups. One student of group comes to the board and writes an adjective with blanks so that the other groups have to guess the word. Ex. S _ _ _ t _ _ c _ - answer: sportlich
- Teacher can give sentences with 'können' as a set of cards. Students have to find the correct sentences. Ex:

Kannst du Gitarre spielen?

Lesson 05

Competency : 4/ 5/ 6/ 8

Competency levels :

- 4:1 can understand familiar words and phrases in a simply written text
- 5:1 produces sentences, short texts and dialogues according to a given model
- 5:2 writes short simple sentences on familiar topics mentioned in the appendix
- 6:2 identifies recurring patterns
- 6:3 makes assumptions how the pattern works
- 8:1 compares and understands the cultural aspects of German speaking countries and review them with an open mind in a classroom discussion with the teacher.

Time : 2 periods

Learning outcome: Students will be able to

- write an SMS in German suggesting about doing something in their free time and accepting it or refusing it.

Teaching and learning process:

- Teacher can give a set of pictures of some places along with their names as in the Arbeitsbuch page 72.
- Students have their books closed and try to match them.

Tipp: Teacher can give pictures for more activities and places in ‘*Tangram Aktuell* / ‘Students do the exercise- Kursbuch page 68 no.1 a/b
- Students categorize the SMS replies as positive or negative with the help of the teacher and collect other options of accepting and refusing an SMS invitation.
- Students listen to track L10/1-c and repeat the sentences given.
- Teacher can discuss with the students about more leisure activities and places in Sri Lanka as well.
- Students do mini dialogues again to repeat these activities and places.
- Teacher takes 3 examples to the board-

Wir gehen in den Zoo.

Wir gehen in die Stadt.

Wir gehn ins Kino.

Teacher can use different colors as in the Kursbuch to emphasize the articles.(der,die.das)

- Students get to know the grammatical structure and sort out all the activities that they learnt in to the 3 categories- partner work
- Students do the exercise – Arbeitsbuch page 73 no.4,5 and the exercise- Kursbuch page 68 –d

Evaluation and Assessment:

- Student should be able to invite for a leisure time activity and accept it or refuse it by SMS.

Vocabulary:

Activities: in den Zoo gehen, in die Stadt gehen etc.

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 10 page68), pictures

Extra Activities:

- Game: One student comes to the front and shows an activity using gestures and facial expressions (without speaking). Others have to guess it.

Lesson 06

Competency : 6

Competency levels :

6:1 reads or listens sentences with similar grammatical patterns

6:2 identifies recurring patterns

6:3 makes assumptions about

how the pattern works

6:4 discovers the structure through a series of exercises

6:5 uses the structure through a series of exercises

6:6 communicates with knowledge of structure

Time: 2 periods

Learning outcome: Students will be able to

- invite and accept and refuse the invitation for a leisure time activity.

Teaching and learning process:

- Teacher begins straight away the lesson with the Kursbuch page 69 no.2. Students do the dialogue given once or twice and then with the other options given below.
- Teacher writes the questions of the dialogue on the board and asks the students about the verb of the questions written. Ex: *Spielst du mit?*
- Students try to recognize the verb, teacher can give more examples with the same verbs and students try to find the verbs for them too
- Teacher can now explain the separable verbs(trennbare verben) as in the example given in the textbook.
- Teacher gives the students some verbs (cards) including some separable verbs . Students try to identify them from other verbs. – Please try to give verbs which are relevant to the topic.
- Students try to construct sentences with the separable verbs given in 3 categories.

Normal sentence- *Ich komme (nicht)mit.*

Question – *Kommst du (nicht)mit?*

with 'können' or 'möchten' – *Ich kann (nicht) mitkommen.*

- Students do the exercise-Arbeitsbuch page 74 no.8,9
- Students play the dialogue given- Kursbuch page 69 no.3 and students play the other options for the dialogue as in the example with groups.

Evaluation and Assessment:

- Student should be able to suggest on a leisure time activity and accept or refuse it using more vocabulary in a longer dialogue.

Vocabulary:

Separable verbs: mitkommen,mitspielen, etc

Materials:

Kursbuch, Arbeitsbuch (Lektion 10 -page69),verb cards

Extra Activities:

- Game: Students play in 2 groups. From two posters on the wall they get some verbs and prefixes

Mit .hin. aus, ab etc

Spielen, kommen, gehen, schalten etc

Students come to the posters from each group one at a time and take a verb and a matching prefix, goes to the group and tries to construct a sentence. If it's correct, the group gets a mark.

Lesson 07

Competency : 2/ 3/ 4

Competency levels:

- 2:1 understands oral questions and responds appropriately
- 2:2 can catch main points of an oral dialogue, text, message, or an announcement
- 3:1 communicates in simple routine tasks
- 3:2 can participate in a simple dialogue actively on familiar situations
- 4:3 can understand short simple personal letters and e-mails

Time: 2 periods

Learning outcome: Students will be able to

- invite someone for something over the telephone and accept and refuse the invitation giving excuses.
- Students can understand a short e-mail and write a model e-mail as given.

Teaching and learning process:

- Teacher writes the word '*Wochenende*' on the board and asks a student '*Was machst du am Wochenende?*' then the students begin to ask the question from each other.
- Students do the exercise –Kursbuch page 70 no.4 a, b, c
- Students play the telephone conversation given-Kursbuch page 70 no, 5. Then they try to have the same conversation with other options –(time/event..)
- Students do the exercise –Arbeitsbuch page 74 no.10 to learn how to refuse an invitation giving different excuses.
- Students practice these questions and answers in the class room.
- Students do the exercise –Arbeitsbuch page 75 no.11,12 as repetition of verbs 'können, möchten, dürfen'
- Students do the exercise- Kursbuch page 71 no.6 and after that they write a similar E-mail to a relative.- Partner work.

Evaluation and Assessment:

- Student should be able to suggest a leisure time activity and accept it or refuse it giving excuses over the telephone.
- Student should be able to understand a short e-mail and write a model e-mail as given

Vocabulary:

Excuses: Ich habe keine Zeit, Ich darf nicht etc

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 10 - page70)

Lesson 08

Competency: 3/4

Competency levels:

3:3 can express one's opinion

4:2 can find specific information on simple everyday material

4:4 can understand globally and finds answers to given comprehension questions

Time: 2 periods

Learning outcome: Students will be able to

- invite a friend for an event on event program and respond to the invitation
- understand a short paper article about an event.

Teaching and learning process:

- Teacher brings an event program of the school (can be in English) for the Term/Semester and gives it to the students. (Enough number of copies should be given)
- Students read the event plan and try to answer the questions in German. –group work
Was...?, Wann...? Wo...?
Teacher helps the students to reply in German and writes the new vocabulary on the board.
- Now Students read the event program on Kursbuch page 71 no.7 and try to find the answers for the questions given.
- Students make their own event program in German –group work and stick them on the wall.
- Students walk around the class room and invite other fellow students for an event and respond.

Tipp: Students can do the exercise –Kursbuch page 72 no.8

- Students do the exercise – Kursbuch page 72 no.9 and teacher helps with the new vocabulary. Homework- Arbeitsbuch page 75 no. 13

Evaluation and Assessment:

- Student should be able to understand an event program in German and invite a friend for an event and respond to the invitation.
- Student should be able to understand a short paper article about an event.

Vocabulary:

Extra events of the school- Fußballspiel, Musikabend etc.

Materials:

Kursbuch, Arbeitsbuch (Lektion 10 -page71), Event progra

Lesson 09

Competency: 2/ 6/ 8

Competency levels:

- 2:3 understands a listening text globally at the first listening and makes assumptions and understands the text in detail and varies his assumptions in further listening.
- 2:4 comprehends a listening text, answers a question selectively on its content.
- 6:1 reads or listens to sentences with a similar grammatical patterns
- 6:2 identifies recurring patterns
- 6:3 makes assumptions on how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises
- 6:6 communicates with knowledge of structure
- 8:1 compares and understands the cultural aspects of German speaking countries and reviews them with an open mind in a classroom discussion with the teacher.

Time: 2 periods

Learning outcome: Students will be able to

- ask questions and reply using negations.

Teaching and learning process:

- Teacher writes the word 'Flohmarkt' on the board and students try to guess its meaning (most of the srilankan students fail to guess it, since the concept 'Flohmaerkt' -flee market is not much to be seen in Srilanka!!!)
- Teacher asks the students to look at the pictures on Kursbuch page 74 and guess what 'Flohmarkt' is. If the students still fail to guess it, teacher has to explain it.
- Teacher asks some questions as, *Wie heißt der Flohmarkt?*, *Von wann bis wann ist er?*, *Wo ist der Flohmarkt?* Students read the small texts and answer the questions.
- Students listen to L11/1, L11/2 and answer the questions given.

- Students do the exercise –Kursbuch page 75 no.2 a,b,c as it is. (Teacher has to let the students do it step by step slowly. If it seems to be very difficult for the students teacher can help them.)
- Teacher writes some questions on the board to explain negations both in the questions and the answers in German.

Ex- *Ist hier ein Flohmarkt? Ist hier kein Flohmarkt? Etc.*

- Students try to understand where to use negations in questions and answers.
- Students do the exercises – Arbeitsbuch page 77 no.1,2,3
- Students can then do the game on Kursbuch page 75 no.3

Evaluation and Assessment:

- Student should be able to understand the questions and reply to them using negation.

Vocabulary:

Negations- nein,kein, nichts, doch, nie

Materials:

Kursbuch/ Arbeitsbuch/ CD (Lektion 11 -page74)

Extra Activities:

- Teacher gives the students some paper strips. Each student writes a question on the paper strip. The teacher collects all of them and put them into a box and mixes them. Students take the questions one by one and answer it.

Lesson 10

Competency : 6

Competency levels:

6:1 reads or listens to sentences of a similar grammatical patterns

6:2 identifies recurring patterns

6:3 makes assumptions on how the pattern works

6:4 discovers the structure through a series of exercises

6:5 uses the structure through a series of exercises

6:6 communicates with knowledge of structure

Time : 1 period

Learning outcome: Students will be able to

- search for something using the possessive pronoun direct object.

Teaching and learning process:

- Teacher gets the students to listen to the track L11/4 with their textbooks closed.
- Teacher asks some questions about the dialogue.

Ex: Wer spricht? / Was sucht man? Etc

- Students open their textbooks check whether their answers are correct and play the dialogue using other options given.
- Teacher takes some examples to the board and explains the ‘Possessive pronoun-direct object’

Ex: der Gameboy – Ich suche meinen Gameboy.

die Kamera – Ich suche meine Kamera.

das Handy - Ich such mein Handy.

die Kassetten – Ich suche meine Kassetten.

- Students try to understand the grammatical structure with the help of the table in the textbook too.
- students do the exercises –Arbeitsbuch page 78/79 no.6, 8

Evaluation and Assessment:

Student should be able to search for something using the possessive pronoun direct object.

Vocabulary:

Die Kamera, der Gameboy, das Handy etc

Materials:

Kursbuch/ Arbeitsbuch/ CD(Lektion 11 -page76)

Extra Activities:

- Game: Students play in groups. One group (group A) has to go out of the classroom while the other groups take something from group A and hide them. Group A comes back in to their table search for their lost items using the questions ‘Wo ist mein/e? , Ich suche mein/e/en....? Other groups can help them replying, Ist das dein/e ...?’

Lesson 11

Competency : 1/ 3/ 6

Competency levels:

- 1:1 Uses correct, appropriate and authentic pronunciation, rhythm, melody in verbal communication
- 3:2 can participate in simple dialogue actively on familiar situations
- 6:1 reads or listens to sentences with similar grammatical patterns
- 6:2 identifies recurring patterns
- 6:3 makes assumptions how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises
- 6:6 communicates with knowledge of structure

Time : 2 period

Learning outcome: Students will be able to

- converse in a simple given situation using personal pronouns.

Teaching and learning process:

- Students listen to the dialogue in the Kursbuch page 76-no.5 and play it with other options given.
- Teacher takes some examples to the board to explain the ‘personal pronoun direct object’ as in the table given.
- Students do the exercise in the Arbeitsbuch page 79- no.9
- Students can then play the game on Kursbuch page 77 no.8
- Students listen to the tracks L11/7-8 and practice the pronunciation of ‘ch’
- Teacher can give more words and sentences to practice the pronunciation.

Evaluation and Assessment:

- Student should be able to use personal pronouns in the correct place in a simple conversation.
- Student should be able to use correct pronunciation of ‘ch’.

Vocabulary:

Words for pronunciation- doch, Buch, machen, brauchen...

Materials:

Kursbuch/ Arbeitsbuch/ CD - Lektion 11 (page76)

Extra Activities:

- Students can collect new vocabulary as in the page 77 no.7 along with the plural forms and make a vocabulary box to be kept in the class room.

Lesson 12

Competency : 8

Competency level:

8:1 compares and understands the cultural aspects of German speaking countries and review them with an open mind in a classroom discussion with the teacher.(students are allowed to use their first language)

Time : 1 period

Learning outcome: Students will be able to

- get to know about the currency used in Germany and a cultural aspect of ‘flea market ‘and compare it with their own culture.

Teaching and learning process:

- Teacher can bring some pictures of a flea market in Germany and German currency-Euro to the class and show the students.(if possible, try to show the students the real currencies so that they can become familiar with the Euro)
- Teacher can have a class discussion about the pictures in their first language so that they get to know about one aspect of German culture- flea market

Evaluation and Assessment:

- Students should be able to identify and compare one German cultural aspect (flea market) and currency with their own.

Vocabulary:

Flohmarkt, Euro, Cent

Materials:

(Lektion 12- page78) Pictures, Euro

Extra Activities:

- Group Presentation: Students can do further research and collect more information about ‘Flohmarkt’ and ‘Euro’ and present in groups.

Lesson 13

Competency : 2/ 8

Competency levels:

2:1 understands oral questions and responds appropriately

8:1 compares and understands the cultural aspects of German speaking countries and review them with an open mind in a classroom discussion with the teacher.(students are allowed to use their first language)

Time : 2 periods

Learning outcome: Students will be able to

- address a person in a formal and informal way.

Teaching and learning process:

- Students look at the pictures of Kursbuch page 78 no.1 and answer the teachers's questions.
a. Wo ist das? b. Wer sind das? c. Was verkauft man?
d. Worüber spricht man?
- Students do the exercise no.1-a,b,c
- Teacher writes the first three questions of the exercise no.1 and asks the students to convert the questions to 'du' form.
- one student can come to the board and write the converted questions as well.
- Teacher asks the students to guess the difference between 'Sie' and 'du' form.
- Teacher can then explain the difference between 'Sie ' and 'du' in German language as in the box given in page 79.
- Students do the exercise in Arbeitsbuch page 81 no.2
- Teacher gives different situations to the students and the students play mini dialogues using 'Sie' and 'du'
- Students can then do exercise in Kursbuch page 79 no.2

Evaluation and Assessment:

- Students should be able to identify the difference between 'Sie' and 'du' forms and use them in correct contexts.

Vocabulary:

Sie, du, verbs- lesen, hören, kaufen...

Materials:

Kursbuch, Arbeitsbuch, CD(Lektion 12 page78)

Lesson 14

Competency : 4/ 6

Competency levels:

- 4:1 can understand familiar words and phrases in a simply written text
- 4:4 can understand a text and find answers to given comprehension questions
- 6:1 reads or listens to sentences of similar grammatical patterns
- 6:2 identifies recurring patterns
- 6:3 makes assumptions on how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises
- 6:6 communicates with knowledge of structure

Time : 2 periods

Learning outcome: Students will be able to

- use the new vocabulary in a suitable context and answer the questions using ‘doch’

Teaching and learning process:

- Teacher can start the lesson introducing word ‘Tagebuch’. Students guess the meaning of ‘Tagebuch’ and try to answer teachers questions such as, Habt ihr ein Tagebuch?, Was schreibt ihr ins Tagebuch?, Wann schreibt ihr ins Tagebuch?
- Students do the exercise in Kursbuch page 80 (Teacher can help articles of the given words)
- Students do the exercise in Arbeitsbuch page 82 no.5,6
- Teacher asks 3 questions from the Text to introduce Ja/nein/doch
 - a. Ist heute Samstag?
 - b. Möchte Julia heute zu Hause bleiben?
 - c. Möchte Julia ihren Tennisschläger nicht verkaufen?
- Students can easily answer the first two questions and the answer for the third question ‘doch’ should be introduced.
- Students practice Ja/nein/doch using other questions from the text.

Evaluation and Assessment:

- Students should be able to use the new vocabulary in a suitable context and answer the questions using ‘doch;.

Vocabulary:

Tennisschläger, Skateboard, Gitarre, Englischlexikon, Walkman, Atlas, doch

Materials:

Kursbuch, Arbeitsbuch (Lektion 12 page80)

Extra Activities: -

Every student writes a ‘Satzfrage’ on a paper stripe and writes a name of a fellow student under the question. All the strips should be collected in to a box and mixed. Students take a strip one after the other and ask question from the person whose name is written on the paper.

Lesson 15

Competency : 3

Competency Levels:

3:1 communicates in simple and routine tasks like asking and answering question and exchanging information.

Time : 2 periods

Learning outcome: Students will be able to

- use the names of the clothes in German and ask about likes and dislikes using the new vocabulary.

Teaching and learning process:

- Teacher can introduce the names of the clothes using pictures. Students match the correct pictures to the names.(Teacher can use the pictures given in the Kursbuch extra more pictures to introduce names of clothes)
- Students open the textbooks to page 81 and do the exercise no.4 a,b,c
- Students do the exercise in Arbeitsbuch page 83 no.9
- Students practice the vocabulary learnt using the questions;
Was hast du heute an? / Was trägst du gern?
- Students do the exercise in Arbeitsbuch page 84 no.11

Evaluation and Assessment:

- Students should be able to use the new vocabulary and use it asking questions and answering.

Vocabulary:

Names of clothes- Mantel, Pulli, Rock, T-shirt etc

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 12 page80) pictures –

Extra Activities:

Game: Students play in two groups. All have their eyes closed and one person in a group asks a question about a fellow student's clothes from the other group

Ex: Was trägt heute?

Other group has to answer the question correctly to get a mark

Lesson 16

Competency : 3

Competency levels:

- 3:1 communicates in simple and routine tasks like asking and answering question and exchanging information.
- 3:2 can participate in simple dialogue actively on familiar situations
- 3:3 can express one's opinion

Time : 1 period

Learning outcome: Students will be able to

- use relevant adjectives and mention the prices to express their likes and dislikes when buying the clothes.

Teaching and learning process:

- Teacher can introduce some adjectives using pictures of clothes before starting the lesson in the book.
Ex: schön, lang, groß, klein...
- Students listen to the Dialogue in Kursbuch page 81 -L12/6
- Students practice the Dialogue using other options given.
- Students play the game in Kursbuch page 82 no. 6

Evaluation and Assessment:

- Students should be able to express their opinion about clothes when buying clothes using adjectives and prices.

Vocabulary:

Adjectives- schön, lang, kurz, teuer, billig, klein, groß...

Materials:

Kursbuch, CD (Lektion 12- page81), pictures

Extra Activities:

- Students can create a small flea market in the classroom and sell and buy things which they bring from home.

Lesson 17

Competency : 5

Competency Levels:

5:3 produces sentences on familiar topics.

Time : 2 periods

Learning outcome: Students will be able to

- make a story on a given picture.

Teaching and learning process:

- Teacher can discuss with the class about the concept 'Autogramm'.
- Students do the exercise in Kursbuch page 83 no.8
- Students present their stories to others.

Evaluation and Assessment:

- Students should be able to understand a situation given and create a story about it.

Vocabulary:

Autogramm ...

Materials:

Kursbuch (Lektion 12 -page82)

Lesson 18

Competency : 4

Competency Levels:

4:4 can understand a text and find answers to given comprehension questions

Time : 1 period

Learning outcome: Students will be able to

- understand a text and find correct answers to the questions

Teaching and learning process:

- Teacher commences the class discussing about the picture in Kursbuch page 83 no.9
Ex: Wer ist das?/ Was hat sie an? /Wo war sie? Etc
- Students read the text and answer the questions given.

Evaluation and Assessment:

- Students should be able to understand a text and answer the questions.

Vocabulary:

Prices ,kaufen, verkaufen, etc

Materials:

Kursbuch (Lektion 12 - page83)

Extra Activities:

- Class project: All the German language students can organize a flea market in the school.

Lesson 19

Competency: 2/3/6

Competency levels:

- 2:3 student understands a listening text globally at the first listening and makes assumptions and understands the text in detail and verifies his assumptions through further listening
- 3:1 communicates about simple and routine tasks like asking and answering question and exchanging information.
- 6:2 identifies recurring patterns
- 6:4 discovers the structure through a series of exercises

Time : 2 periods

Learning outcome: Students will be able to

- describe their morning routine to someone.

Teaching and learning process:

- Students listen to the track (L13/1) with their books closed and try to guess the situation.
- Teacher writes all the assumptions on the board
- Students open their books now and take a look at the pictures and the verbs.
- Students listen to the track (L13/1) again and try to find the matching pictures
- Students do the exercises on Kursbuch page 91 no. 1-c,d,e
- Teacher uses a clock and shows the time and students tell the time shown (as a revision of telling the time)
- Students do the exercises on Kursbuch page 92 no-2 ,a,b
- Teacher writes some sentences on the board and explains the position of the verb in the sentences as in the box (Kursbuch page 92)given.
- Students do the exercise on Arbeitsbuch page 99 no. 5
- Students work with a partner and discuss about their morning routine.
- Students present what their partners told about their routine in sentences as in (e).

Evaluation and Assessment:

- Students should be able to discuss and describe their morning routine to someone else.

Vocabulary:

Verbs- wecken, weiterschlafen, Hosen anziehen, Zähne putzen etc

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 13 -page 90)

Extra Activities:

- Teacher can make word cards of sentences and ask the students to make correct sentences.

Ex:

Um 9 Uhr

frühstücke

Ich.

Lesson 20

Competency : 4/8/5

Competency Levels:

4:4 can understand a text and find answers to given comprehension questions

8:1 compares and understands the cultural aspects of German speaking countries and review them with an open mind in a classroom discussion with the teacher.(students are allowed to use their first language)

5:4 responds to a letter or an e mail on a familiar topic by writing a simple personal letter

Time : 2 periods

Learning outcome: Students will be able to

- explain about their breakfast.

Teaching and learning process:

- Teacher brings some pictures of items food for breakfast in Sri Lanka and in Germany to the class (try to find pictures items of food given in the book as well)
- Students work in groups and sort out the pictures into Sri Lankan and German breakfast
- Students do the exercise on Arbeitsbuch page 101 no.10
- Students play the dialogue given on Kursbuch page 93 no.4
- Students tell what they eat for breakfast as in the example on Kursbuch page 93 no.6
- Students listen to track (L13/7) and do the exercise
- Students do the exercise on Kursbuch page 94 no.9
- Students write a short text about their breakfast to an online blog as in the examples

Evaluation and Assessment:

- Students should be able to compare the differences of Sri Lankan and German breakfasts and explain about their breakfast.

Vocabulary:

Items of food for breakfast- Käse, Honig, Joguhrt, Tee etc

Materials:

Kursbuch, Arbeitsbuch, CD(Lektion 13 - page 93), pictures

Extra Activities:

- Class presentation – Students can research about breakfast of other countries and present to the class

Lesson 21

Competency : 6/4

Competency levels:

- 4:4 can understand a text and find answers to given comprehension questions
- 6:1 reads or listens to sentences with similar grammatical patterns
- 6:2 identifies recurring patterns
- 6:3 makes assumptions about how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises

Time: 1 period

Learning outcome: Students will be able to

- express what they have to do at home.

Teaching and learning process:

- Students do the exercise on Kursbuch page 94 no.10-a
- Teacher calls out time (Uhrzeiten) and asks the students the relevant times of the day (Tagezeiten)
- Students do the exercise on Kursbuch page 94 no.11-a/b
- Teacher writes some sentences on the board and explains the verb 'müssen' and students do the exercises on Arbeitsbuch page 103 no.14,15
- Students construct a sentence about what they have to do at home using the verb 'müssen' and write it on strips of paper. Teacher collects all the sentences and students guess who had written the sentences.

Evaluation and Assessment:

- Students should be able to express what they have to do at home

Vocabulary:

Verb- müssen

Times of a day- Vormittag, Mittag, Nachmittag, Abend, Nacht

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 13 - page 94)

Extra Activities:

- Game- Kursbuch page 95 no.12

Lesson 22

Competency : 1/3

Competency Levels:

- 1:1 Uses correct, appropriate and authentic pronunciation
- 3:1 communicates about simple and routine tasks like asking and answering question and exchanging information.
- 3:2 can participate in a simple dialogue actively on familiar situations

Time :2 periods

Learning outcome: Students will be able to

- talk about their engagement in housework with someone.

Teaching and learning process:

- Teacher gives the pictures and verbs separately to the students and students match the correct pictures to the verbs in groups.
- Students open their books and check whether their assumptions in matching pictures are correct.
- Students listen to the track while looking at the pictures and the verbs

Step 4: Students listen to the track again and do the exercise on Kursbuch page 96 no. 1-b

- Teacher discusses their answers with the students.
- Students do the exercise on Kursbuch page 96 –L14/2
- Students do the exercise on Arbeitsbuch page 104 no.3
- Students ask their fellow students about their engagement with housework.

ex: *Musst du kochen*

- Students practice pronunciation as in the Kursbuch page 96 no.2

(Teacher can give more similar words to help the students to practice pronunciation)

Evaluation and Assessment:

- Students should be able to talk about their engagement with housework using the new vocabulary

Vocabulary:

Verbs- den Müll rausbringen, Geschirr spülen, den Hund ausführen

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 14- page 98)

Extra Activities:

- Game- Kursbuch page 97 no.3

Lesson 23

Competency : 4/5

Competency levels:

- 4:1 can understand familiar words and phrases in a simply written text
- 4:4 can understand a text and find answers to given comprehension questions
- 5:1 produces sentences, short texts and dialogues according to a given model

Time: 1 period

Learning outcome: Students will be able to

- write a short text on their own on a topic given

Teaching and learning process:

- Teacher writes the word 'Roboter' on the board and asks the students what they know about robots.
- Students do the exercise on Kursbuch page 97 no.4-a,b
- Students work alone and draw a robot of their imagination and write a short text about their robot as in the text.

Evaluation and Assessment:

- Students should be able to understand a written text and write a short text using their imaginations about a topic given.

Vocabulary:

Words in the text- Blumen gießen, Spülmaschine ausräumen etc

Materials:

Kursbuch, (Lektion 14 -page 97, Poster

Extra Activities:

- Students can do a role play involving a robot and introduce himself using the activities they learnt in the lesson.

Lesson 24

Competency : 2/7

Competency levels:

- 2:1 understands oral questions and responds appropriately
- 2:2 can catch main points of an oral dialogue, text, message, or an announcement
- 2:3 student understands a listening text globally at the first listening and makes assumptions and understands the text in detail and verifies his assumptions through further listening
- 7:1 compares patterns of communicating in German language and his first language and discovers the similarities and differences
- 7:2 discusses about the different language habits and practices in communication in German speaking countries and Sri Lanka

Time: 1 period

Learning outcome: Students will be able to

- invite someone for something and reply to an invitation verbally using matching expressions in German

Teaching and learning process:

- teacher shows the picture of the Kursbuch page 98 to the students and asks about assumptions in the situation. The teacher writes them on the board.
- Students open the books now and listen to track L14/6
- Teacher explains the difficult vocabulary
- Teacher discusses with the students about the expressions given in the dialogue comparing the expressions which they use in their native language in a situation given.
- Students do the exercise on Kursbuch page 98 no. 5-a,b

Evaluation and Assessment:

- Students should be able to invite a person for something and reply to an invitation using relevant expressions

Vocabulary:

Expressions- Sei kein Frosch!, Hab dich nicht so!, komm schon!

Materials:

Kursbuch, CD – (Lektion 14 -page 98)

Lesson 25

Competency : 4/5

Competency levels:

- 4:1 can understand familiar words and phrases in a simply written text
- 4:4 can understand a text and find answers to given comprehension questions
- 5:4 responds to a letter or an e mail on a familiar topic by writing a simple personal letter

Time : 2 periods

Learning outcome: Students will be able to

- invite a person for something and reply to it

Teaching and learning process:

- Teacher shows an invitation (Please find a simple invitation from Internet or from another textbook or create one on your own according to the model given in the Arbeitsbuch page 105)and asks questions about the invitation.
- Students get an idea about a German language invitation card and do the exercise on Arbeitsbuch page 105
- Students write an invitation to a friend (in the classroom) for an occasion as in the book
(Students make a invitation card)
- Teacher discusses with the students how they can reply to an invitation- accepting or refusing an invitation and write out the vocabulary on the board.
- Students write a reply to the invitation they got from their fellow students.

Evaluation and Assessment:

- Students should be able to write an invitation and accept it or refuse it in writing

Vocabulary:

Invitation- Meine Eltern möchten/ Ich möchte dich einladen etc

Reply- Ich komme gern, Ich kan nicht. Ich muss.. etc

Materials:

Arbeitsbuch, Invitationcard - Lektion 14

Lesson 26

Competency : 5/6

Competency levels:

- 5:2 writes short simple sentences on familiar topics mentioned in the appendix
- 5:3 produces sentences on familiar topics.
- 6:1 reads or listens to sentences of a similar grammatical pattern
- 6:2 identifies recurring patterns
- 6:3 makes assumptions on how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises
- 6:6 communicates with knowledge of structure

Time: 2 periods

Learning outcome: Students will be able to

- express what they did on the previous day at home using the past tense

Teaching and learning process:

- Teacher can use his own worksheet using the dialogue in Kursbuch page 99. Please make sure that you give the answers for the blanks separately as in a box so that the student can find the correct answer to fill in the blanks as the listening text is quite difficult to understand.
- Teacher shows the picture to the students and asks what's happening in the situation
- Students get the worksheet from the teacher, read the dialogue given with the partner and try to fill in the blanks.
- Students listen to the dialogue and verify their answers.
- Students mark all the Partizip II in the dialogue.
(Teachers instruction- Markiert alle Verben, die mit *ge-* geschrieben sind!)
- Students write a list of all the Partizip II and find the relevant verb in infinitive form
- Teacher writes some sentences from the dialogue on the board and explains the grammatical structure of the past tense (Use only the verbs with 'haben' as 'Hilfsverb')
- Students do the exercise on Arbeitsbuch page 106 no.8,9
(teacher can give more exercises according to the topic from other text books)
- Students do the exercise on Kursbuch page 100 no.8
- Students ask the question '*Was hast du gestern zu Hause gemacht?*' from others and reply

Evaluation and Assessment:

- Students should be able to describe what they did on the previous day at home using the past tense

Vocabulary:

Partizip II- gemacht, gekocht, gespült etc

Materials:

Kursbuch, Arbeitsbuch, worksheet - Lektion 14 (Page 99)

Extra Activities:

- Game- Kursbuch 100 no.9

Lesson 27

Competency : 2/3

Competency Levels:

2.4. comprehends a listening text, answers questions selectively on its' content (verbally and written)

3.1 can express one's opinion on topics like holidays, food, health ect.

Time : 2 periods

Learning outcome: Students will be able to

- identify animals and discuss about pets

Teaching and learning process:

- Teacher writes the question and the answer on the board (Hast du ein Haustier? Ja. Ich habe einen Hund/eine Katze/ 2 Hunde. Nein. Ich habe keine Haustiere) and Students practice this in a chain exercise by asking and answering the above question
- Teacher explains the exercise 1 (Kursbuch Seite 102) and Student matches the pictures with the texts.
- Teacher plays the CD once or twice and student does the exercise 1.b (Seite 102)
- Teacher asks the Students to make a list of known animals in a table (der/die/ das) in small groups. The teacher can assist the groups and also provide a dictionary for each group. When the List is done the groups exchange the Lists among each other and find the plural form of the animal names. Students do exercise 2a/b (Arbeitsbuch Seite 109 - 110)
- Students play a guessing game in exercise 3 with the teachers' assistance (Kursbuch Seite 103) Teacher can give the name of the animal that they should draw to the student.
- Teacher writes the question and Answer for the following question on the board and students practice in a chain exercise (Welches Haustier möchtest du (noch) haben? Ich möchte einen/ eine/einhaben. / Ich habe schon einen/eine/ein..... Ich möchte noch einen/ eine/ein..... haben./ Ich möchte keine Haustiere haben. Ich mag keine Hunde/ Katze / ...) Teacher can explain the Accusative indefinite article as a revision
- Teacher writes activity cards that students have to do when they have pets. Ex: Käfig sauber machen/ spazieren gehen/ füttern/ spielen ect. Students guess to which animal these activities matches. Teacher plays the dialogue in exercise 4 (Krsbch Seite 103) Students play model dialogues.

Evaluation and Assessment:

- Students should be able to recognize the names with the right article and plural form of the animals and use these in conversation.

Students should be able to talk about their pets and about their fondness for pets

Vocabulary:

Names of animals : der Hund, die Katze, die Papegei usw.

Hast du ein Haustier? Ja. Ich habe einen Hund/eine Katze/ 2 Hunde. Nein. Ich habe keine Haustiere

(Welches Haustier möchtest du (noch) haben? Ich möchte einen/eine/einhaben.

Ich habe schon einen/eine/ein..... Ich möchte noch einen/eine/ein..... haben.

Ich möchte keine Haustiere haben. Ich mag keine Hunde/ Katzen /...

Materials:

Kursbuch, Arbeitsbuch, Activity cards, CD – (Lektion 15 -Page 102)

Extra Activities:

- Teacher can prepare Picture cards of animals and name cards for the pictures and play a memory game.

Lesson 28

Competency : 1/3

Competency levels:

1.1 uses correct, appropriate and authentic pronunciation, rhythm and melody in verbal communication.

3.2 can participate in a simple dialogue actively on familiar situations

Time : 2 period

Learning outcome: Students will be able to

- identify colors and use them in conversation.
- describe animals and ask questions about them
- the grammatical form was für ein correctly to talk about what they like

Teaching and learning process:

- Teacher shows a picture of a Tierheim from Internet. Teacher gives them a question with three answers. Wo sind die Tiere? a. zu Hause b. im Tierheim c. im Zoo. After Students chose an answer, teacher discuss with them what Tierheim is.

Step 2: Teacher explains the exercise 5.b and c (Kursbuch Seite 104) Students listen to the CD and do the exercise.

- Teacher plays the CD and Student repeats the colors a loud. This should be done more than one Time. Teacher corrects the pronunciation (Kursbuch Seite 104)
- Teacher brings colored pictures of animals. Students work with a partner or in a small group and Practice questions and answers
“Was für eine Farbe hat der Hund/ die Katze? Der Hund ist”
- Teacher writes example questions Was für ein/eine/ einen. both in nominative and accusative and explains the Grammar. Student does exercise 4 (Arbeitsbuch Seite 110)
- Student writes model questions like in exercise 4 about what they like and ask each other. Ex:
Was für ein Auto möchtest du fahren? Was für ein Computerspiel spielst du? Was für ein Buch/ eine Radiosendung ect.

Evaluation and Assessment:

- Students should be able to recognize and use colors correctly to describe things
- Students should be able to use the grammar pattern was für ein correctly nominative und akkusative in asking questions about what they like.

Vocabulary:

Farben

Was für ein/ eine/einen.....?

Materials:

Kursbuch, Arbeitsbuch, Colored pictures of animals, CD - :Lektion 15 - Page 104)

Extra Activities:

- Students can play a game of I spy with colours. Student choses something he/she see in the class room and tells only about its colour. Others guess the object.

Ich sehe was du nicht siehst und die Farbe ist blau/ grün....

Ist das die Tafel? Ich das die Flasche? Ect.

Lesson 29

Competency : 3/5

Competency levels:

3.1 communicates on simple and routine tasks like asking and answering questions and exchanging information.

5.1 produces sentences, short texts and dialogues according to a given model.

5.2 writes short simple notes and messages relating to day to day needs

Time : 1 period

Learning outcome: Students will be able to

- identify the “chen” words and can create new words
- talk about the talents of their pets, using können
- write short dialogues with help about buying and wanting pets
- write a small post card

Teaching and learning process:

- Teacher writes 5 descriptions about 5 Kids who wants to have pets. The 5 Advertisements in exercise 7 (Kursbuch Seite 105) three Advertisements should not match. Ex: Peter möchte ein Vogel kaufen. Er braucht auch einen Käfig Nr.8
- Teacher asks the students to underline all the words ends with “*chen*” and explains it with the pictures in the book. The Student does exercise 9 (Arbeitsbuch Seite 112)
- Teacher can give other words with “*chen*” and Students finds in groups the main word. Ex: Häuschen das Haus Bierchen das Bier
- Teacher revises the modalverb „Können” with a chain exercise. Kannst du gut schwimmen/ singen/ malen? Ja, ich kann gut. Nein, ich kann nicht gut. Student does exercise 9 (Arbeitsbuch Seite 110) After correcting the exercise can ask each other about the talent of their pets. These question can also be funny
Ex: Kann dein Hund schwimmen? Ja. Mein Hund kann schwimmen
- Student does exercise 6 (Arbeitsbuch Seite 111) writes dialogues and practices them with a partner
- Students do exercise 10 and write a postcard with the help of the teacher.

Evaluation and Assessment:

- Students should be able to use words with “chen” actively in conversation
- Students should be able to talk about their pets and their pets’ talents

Vocabulary:

Words ending with „chen” The Verb können

Materials:

Kursbuch, Arbeitsbuch (Lektion 15 -Page 105)

Lesson 30

Competency : 3/6

Competency levels:

- 3.1 communicates on simple and routine tasks like asking and answering question and exchanging information
- 3.2 can participate in a simple dialogue activity on familiar situations
- 6:1 reads or listens to sentences with a similar grammatical patterns
- 6:2 identifies recurring patterns
- 6:3 makes assumptions on how the pattern works
- 6:4 discovers the structure through a series of exercises
- 6:5 uses the structure through a series of exercises
- 6:6 communicates with knowledge of structure

Time : 2 period

Learning outcome: Students will be able to

- use correct past participles to report about the past

Teaching and learning process:

- Teacher plays the dialogue on the CD at least twice. Students do exercise 1a/b (Kursbuch Seite 106) Students play the dialogues with a partner
- Teacher asks the Students to underline the past participles in the dialogue. The teacher explains different ways of constructing past participles with the book. The student can categorize the past participles from the dialogue into the groups.
- Teacher gives a lot of other past participles in small paper strips. Students work in groups and find the infinitive verbs of the given participles and then categorize them into the groups given in the book
- Students can engage in a chain exercise.

Ex: Was hast du gestern gemacht? Ich bin/haben gestern

Students can do the game explained in Exercise 3 (Kursbuch Seite 108)

Evaluation and Assessment:

- Students should be able to use the correct past participles of known verbs and to create participles according to the rules for unknown verbs by recognizing their group.
- 2. Students should be able to discuss about the activities they did in the past.

Vocabulary:

Partizip 2

Materials:

Kursbuch, Arbeitsbuch, Paper shreds with participles (Lektion 16 -Page 106)

Extra Activities:

- Students can play a game in two groups. They can give each other past participles and guess the infinitive. The group that gets most correct answers wins.

Lesson 31

Competency: 3/5

Competency levels:

3.1 communicates on simple and routine tasks like asking and answering questions and exchanging information.

5.3 produces simple sentences on familiar topics mentioned in the appendix.

Time : 2 periods

Learning outcome: Students will be able to

- use the past tenses of the verb sein to talk about the past.
- write a short story
- use the verb dürfen to talk about regulations

Teaching and learning process:

- Teacher asks the students to take a look at the pictures in exercise 5 (Kursbuch Seite 108) and make guesses about the story. Students work in small groups and guess the story without reading it. The teacher gives them language structures like “ wir glauben Vielleicht.... Wir vermuten..... Wahrscheinlich.....
- Student reads the text matches the pictures with the text and checks whether their guesses are correct. Students do the exercise 5.b in small groups.
- Teacher can ask the students to underline the verb waren in the text and explains the conjugation and meaning. Students can do the exercise 8/9 (Arbeitsbuch Seite 116) Teacher can use Questions like Wo warst du gestern?/ Wie war die Party?/ Warst du schon mal in Kandy? As chain exercises to practice the verb.
- Teacher writes regulations on cards man darf hier nicht rauchen/ man darf nicht telefonieren and pictures to match. Student matches the pictures. Student does the exercise 11(Arbeitsbuch Seite 117) The teacher gives public places like Restaurant, Temple, School to students in small groups and students can write regulations.

Evaluation and Assessment:

- Students should be able use the verb waren to talk about the past.
- Students should be able to formulate regulations with dürfen

Vocabulary:

Verb waren/ dürfen

Materials:

Kursbuch, Arbeitsbuch, (Lektion 16 - Page 108)

Lesson 32

Competency : 2/3/6

Competency Levels:

2.3 understands a listening text globally at the first listening and makes assumptions and understands the text in detail and verifies one's assumptions through further listening

2.4 comprehends a listening text, answers questions selectively on its' content.

3.1 communicates on simple and routine tasks like asking and answering questions and exchanging information.

6:4 discovers the structure through a series of exercises

6:5 uses the structure through a series of exercises

6:6 communicates with knowledge of structure

Time : 1 period

Learning outcome: Students will be able to

- use the possessive article in simple conversation about their pet/ classroom

Teaching and learning process:

- Teacher plays the CD and Students listen to exercise 8 (Kursbuch Seite 110) students play the model dialogue with a partner. Teacher can give more activities with pets as help.
Step 2: Teacher writes the question and answer “Wohin möchtest du in den Ferien fahren? In den Ferien möchte ich nach..... fahren” and practices this in a chain exercise.
- Students listen to the exercise 9 (Kursbuch Seite 110) and note the words they are familiar with. Then they discuss in small groups and say what happens in the story. Teacher plays CD for the 2nd time. Student does the right or wrong exercise.
- Teacher plays the CD for exercise 10 (Kursbuch Seite 110) and Students practices the dialogue with a partner.
- Students can underline all the possessive articles in the two dialogues. The teacher writes these sentences using the possessive article on the board and discusses with the students whether it is nominative or accusative. Teacher explains more with the green box. Students can formulate a rule. Teacher can revise the other possessive article too.
- Students do exercise 12 (Kursbuch Seite 111) and exercises 13,14 (Arbeitsbuch Seite 118) For exercise 13 students can do an interview with more people in the class. The teacher can prepare more questions.

Evaluation and Assessment:

- Students should be able use possessive article unser/euer in nominative and accusative.
- Students should be able to answer the questions about their things (school, class, pet, house ect.) .

Vocabulary:

Euer/ unser

Materials:

Kursbuch, Arbeitsbuch, CD (Lektion 16 - Page 110)

Prototype Assessment Tools for School Base Assessment

1. **Evaluation state** : Term 2: tool 1
2. **Competency level covered** : Competency 3 /5/8
3. **Content covered** : German States (Bundesländer)
4. **Nature of the tool** : Group assignment
5. **Objectives of the tool** :
 - Getting to know Germany, its different states and culture
 - Developing the writing skills and creativity
 - Developing the presentation skills
6. **Instruction of the tool** :
 - Build small groups, each containing a maximum number of 3 Students.
 - Ask the Groups to chose one from the 16 German states
 - Ask the Students to find information about the state that they chose. If possible provide them access to the Internet.
 - Give Students guidelines to find information
Ex: Lage/ Hauptstadt/ Einwohner/ Spezialitäten/ Sehenswürdigkeiten ect.
 - Ask the Students to prepare a small booklet about the state and also do a small presentation (preferably power point) All the members should take part in the presentation.
 - Before the oral presentation provide the students with useful phrases, usually used in a presentation
ex: Anfang: Guten Morgen/ Tag meine Damen und Herren !
Heute präsentiere ich / Heute halte ich einen Vortrag über
Ende: Vielen Dank für das Zuhören/ für Ihre Aufmerksamkeit.

1. Evaluation/ assessment criteria

Criteria	Name of the Student			
	A	B	C	D
<u>For the booklet</u>				
01. Using correct Grammar Structures and using correct orthography				
02. Content (Text shouldn't be copied from the internet)				
03. Creativity				
<u>For the Presentation</u>				
01. Presentation skills				
02. Fluency in language				
03. Correct pronunciations				

A: very good

B: good

C: ordinary

D: should be developed