

Introduction

Portfolio Deutsch NEU – The textbook series for teenage learners of German

Portfolio Deutsch NEU is a 3-volume textbook series for teenage learners of German without prior knowledge and with limited foreign language experience. It aligns to both the U.S. National Standards and the European Standards (Common European Framework of Reference).

Methodological-didactic concept

Portfolio Deutsch NEU offers the teacher a dynamic approach to language teaching which guides the students toward becoming active agents of their own learning.

The Textbook is comprised of two sections: “Classwork” refers to the first 6 pages of each chapter and is the material that is generally done in the classroom with everyone participating, either individually or in paired or group activities. “*Mehr üben*” contains those exercises which the students can do on their own, providing reinforcement and reflective work for the students.

The methodological-didactic concept of Portfolio Deutsch NEU is based on the communicative approach. Vocabulary is tailored to the age of the learner. The Textbook attaches great importance to balanced teaching of the four skills: listening, reading, writing and speaking. These are trained in small steps and in a varied manner. The world in which teenagers live and their interests are taken into account.

Grammar progression is gradual, so large grammar topics are divided into at least two chapters. New structures are clearly laid out and ready for use in grammar boxes. They can be found where they are needed for communication.

Portfolio Deutsch NEU contains pronunciation tasks for intonation and articulation, which are integrated into the chapter sequence and context. In addition, there are additional phonetic exercises in the *Mehr üben* section where the connection between pronunciation and spelling is trained.

The clear structure of the chapters and activities, the ready-to-use grammar instruction and the clear assignment of the activities and exercises between the two parts of the Textbook enable the teacher to create effective and entertaining lessons, even with little preparation.

Components of Portfolio Deutsch NEU

The **Textbook Level 1** consists of 16 chapters with four training sections, each divided into a Classwork and a *Mehr üben* section. Listening sections and pronunciation practice as well as eight learner-activating film clips are available through a code in the Textbook as a download via code or through the Klett-Augmented app. The focus is on topics typical for teenagers as well as experiences which are portrayed through short conversations and texts. Speaking training and grammar lessons are tightly interwoven and are entertainingly accompanied by the group of students surrounding Pia and her

friends. An additional character which guides learners through the Textbook is Dora. She can mostly be found alongside grammar boxes and gives tips for learning German.

The *Mehr üben* pages train grammar, pronunciation and vocabulary in each chapter through small-step, scaffolded exercises. In line with the activities in the Classwork section, listening comprehension and literacy skills are strengthened as well as practice with writing short texts. There are activities for comparing languages and multilingualism.

The appendix of the Textbook contains a chronologically structured German-English chapter glossary with information on grammar and word intonation. Alphabetical lists of words (English-German, German-English) follow, with references to the page and chapter in which the word appears for the first time. High frequency vocabulary is highlighted in blue. Additionally, sts. can find an overview of the irregular and separable verbs and important word groups by topic in the appendix, as well as an overview of classroom phrases.

The **Teacher’s Manual** contains explanations of the 16 chapters and the training sections with tips for expansion, variation and games. Additionally, there are teaching tips and brief cultural information, answer keys for the activities and exercises in the Textbook (Classwork and *Mehr üben*), reproducible pages for additional exercises or games, reproducible pages for cross-curricular lessons and reproducible pages and tips for working with the film clips as well as the transcripts for the listening sections. The lesson plans in the appendix facilitate targeted preparation of the lessons.

Like the Textbook, the **Workbook** consists of 16 chapters with exercises for reviewing and strengthening vocabulary and grammar, and a systematic overview of the grammar.

The **Testing Program** contains 16 chapters. Each chapter consists of several quizzes for short learning goal checks during the lessons and a chapter test, which covers all the chapter content. It is divided into four skills: listening, reading, writing and speaking. After every fourth chapter, there is a comprehensive Unit test in IPA format. The audio material for the tests is available as a download via code or via the Klett-Augmented app. The appendix contains the transcripts and solutions for all tests.

The series webpage www.klett-usa.com/portfolio-deutsch-neu includes the answer key for the workbook, vocabulary lists, as well as numerous additional resources such as online exercises and a placement test. All audio and video files are also available for download in the online section of Portfolio Deutsch NEU. The codes can be found on p. 2 in the Textbook and the Testing Program.

The structure of the Textbook chapters

Classwork and *Mehr üben* sections

Each chapter is comprised of six pages in the Classwork section and six additional pages in the *Mehr üben* section.

The exercises on the *Mehr üben* pages are arranged parallel to the activities on the Classwork pages. For activity 3 in the Classwork section, for example, there is a corresponding exercise 3 with the same heading on the *Mehr üben* pages. However, the number of sub-sections in the exercises is not always the same. This mirroring makes it easy to orient yourself.

Introduction

Each chapter always begins with a brief list of the learning objectives. The first lines show vocabulary and linguistic activities, followed by grammar. The new topic and the most important vocabulary are always introduced with pictures and listening texts. This makes it easier to start the chapter.

The “Can you already do this?” page

The last page of each Classwork section contains a summary of the material. The sts. have the opportunity to look up important words and phrases. This page is also useful for independent review and self-evaluation. Sts. can do this by covering the left column. In the right column, there are small activities for each grammatical and content-related topic. By uncovering the left column, the sts. can self-check. The last line with the speech bubble does not contain a concrete task, but here the sts. will find expressions and phrases from the chapter which are quite useful in everyday life as well as in class. Frequent use of these phrases facilitates real communication. At the end of chapter 1, it is useful to explain to the sts. how the page works and to try it out together so that the sts. can work with it on their own. You should always allow time to work through the page at the end of each chapter. Each st. works alone, but can ask if something is unclear.

The “Wörter, Wörter, Wörter” page

On each last page of the *Mehr üben* section, the chapter vocabulary is reviewed and reinforced in the form of puzzles and exercises. The final task is meant to motivate the sts. to build up their personal vocabulary. They

should search independently through the glossaries in the appendix for words that are important to them and write them down.

Multilingualism and Language Comparison

Each chapter contains at least one exercise for multilingualism and language comparison. This helps newly acquired linguistic knowledge to be integrated into already existing language skills from the mother tongue and already existing foreign language knowledge.

Training

There are a total of four training chapters with a two-page detailed grammar overview of the last four chapters, followed by four pages of cultural information, playful activities and additional exercises, as well as two final pages with strategy and skill training.

The grammar summary on the first double-page of the Training can be used as a reference. However, you can also refer to it during class. On the second and third double-pages of the Training you will find playful activities. No new structures are introduced there, but rather this section is intended as a relaxed review of the previous four chapters, a creative way to work with the language, creating a connection to the STEM subjects and for getting to know the German-speaking countries (D-A-CH: Germany-Austria-Switzerland). The fourth and last double-page contains strategy and skill training. This is where learning techniques in the areas of reading, writing, speaking and listening are taught and practiced. Videos accompany selected topics on the training pages.

Chapter glossary

The appendix of the Textbook contains the chronologically arranged vocabulary for each chapter. The words can be learned by the sts. as they progress in class. Words that are especially important are marked in blue. The list also contains plural forms, word stress, information about separable verbs and individual example sentences, e.g. for irregular verbs. In the appendix, sts. can also reference alphabetical word lists of the complete vocabulary set (German-English and English-German).


Videos

A total of eight video clips accompany and supplement the learning process with Portfolio Deutsch NEU. Four of the film clips are related to selected topics on the training pages. They teach the sts. learning strategies such as organizing and systematizing words with graphic organizers. The other four film clips accompany young people through their everyday lives in Germany. They address topics from the chapters (3, 7, 12 and 14) and offer the sts. a motivating change of scenery and playful practice with auditory and visual comprehension.

Project-oriented work in Portfolio Deutsch NEU

In each chapter, a specially marked activity offers suggestions for a project. In this open activity form, sts. deepen their content understanding from that chapter and independently create various products such as a quiz, a book of friends, a questionnaire and a video. You can integrate the project work into class time or have the sts. complete portions at home. Ideally, sts. work completely independently. Initially give help, though. It is important that the sts. have time at the conclusion of the project to present their products, perhaps even to outside peers such as another class or other German learners.

Cross-curricular Learning with Portfolio Deutsch NEU

In chapters 2, 8, 10 and 11 you will find this symbol: . For pages marked this way, the Teacher's Manual contains reproducible pages (pp. 93–97) with exercise suggestions for cross-curricular teaching, also known as Content and Language Integrated Learning (CLIL). These exercises go beyond the actual German lessons. The content of other subjects (here math, geography, biology and home economics) are covered in German. This brings content learning to the forefront, and language learning takes place while other subjects are being studied. Solutions for the CLIL activities can be found on p. 98. The reproducible pages offer initial ideas for cross-curricular learning. Many other possibilities could be considered. You may also be able to collaborate with teachers of other subjects to further enhance cross-curricular learning in the German class.

Visual teaching aids in Portfolio Deutsch NEU

The Grammar Box

The grammar box contains both grammatical and lexical structures that the sts. need for a specific communication situation. Sts. can take these structures directly from the grammar box. If it makes sense to explain the structures in more detail in class, this will be addressed in the teaching explanations for those activities in the Teacher's Manual.

The template for the board

For tasks that are to be worked on together as a class, a template for the board with a solution or an example is often shown. The sts. or you yourself can complete the task according to this template and write it on the whiteboard or in notebooks.

The speech bubble

For oral tasks, there are often example sentences in speech bubbles that help the sts. complete the activity in German. It makes sense to refer to the speech bubbles each time before the sts. complete the activity.

The notebook tear-out

The activities in the Classwork section are designed in such a way that the sts. do not have to write in the book. All sts. should have a notebook in which they can write their answers or take notes. The notebook plays an organizing role, documents learning progress and can be used for referencing and reviewing. For this reason, a notebook tear-out with a solution or an example is often shown for written tasks.

Symbols in Portfolio Deutsch NEU



There is an audio track for this activity. The number refers to the corresponding track in the audio files.



This is a pronunciation exercise with an audio track. The number refers to the corresponding track in the audio files.



This is an activity for multilingualism and language comparison.



This task can be carried out within the framework of cross-curricular teaching. A reproducible page can be found in the Teacher's Manual.



There is a video clip for this.



This activity is a productive writing activity. It should be completed in writing in a notebook or on a separate sheet of paper.



(In the Teacher's Manual only) This is where the answers for the activity in the Classwork section can be found.



(In the Teacher's Manual only) There is a reproducible page for this exercise.

The structure of the Teacher's Manual

The didactic explanations

The didactic explanations in the Teacher's Manual are directly aligned with the activities in the Textbook. For each task you will find explanations with geographical information if necessary, expansions, variations/alternatives and game suggestions. Exercises on the *Mehr üben* pages which should be completed together in class are specially noted to in the didactic explanations.

The TIPS in the Teacher's Manual

On the last page of the didactic explanations for each chapter there is the TIPS category. Here there are brief suggestions for how to teach, activities in class, game instructions etc. The TIPS are not limited to the specific chapters.

The Reproducible pages

In the didactic explanations, → **Reproducible pages** are referenced. These can be found in the appendix (starting on p. 60). How copies should be made and for which medium they are intended (paper, cardstock) is stated in the didactic explanations. You can find the instructions either there or on the reproducible page itself.

The **Reproducible pages for cross-curricular learning** (CLIL) offer opportunities for linking knowledge acquired in German lessons with other subjects. Some of the reproducible pages contain unfamiliar vocabulary. Among other things, they serve to expand vocabulary in the given topic and must therefore be utilized under the guidance of the teacher.

The **Reproducible pages for the video clips** contain activities for the four film clips about teenagers in Germany. Important topics and phrases are worked through and strengthened.

The Guidelines for the videos

On p. 103 and 104 you will find short explanations of the film clips. Suggestions are made as to how you can use the clips to activate learning and how the activity can be implemented in class. Here you will also find suggestions and materials for extension activities.

The transcripts

In the appendix of the Teacher's Manual, you will find the transcripts of the audio files of the Textbook.

The answer key

You will find the answers for the activities in the Classwork section at the end of an activity in the didactic explanations. They are marked with a key symbol (see p. 6). The answers for the exercises in the *Mehr üben* section can be found starting on p. 124.

The lesson plans

Starting on page 142 of the appendix, you will find lesson plans for each chapter of Portfolio Deutsch NEU. They provide an overview of learning objectives, topics, activities, necessary resources, the time frame and potential homework, making it easier for you to prepare your lessons.

This is how it's done!

Page 3 of the Textbook has the function of familiarizing the sts. with Portfolio Deutsch NEU. The characters from the Textbook are introduced here, the meaning of the symbols is explained and special features are pointed out. Before you start with the first chapter, you should discuss this page in class. For example, you can ask the sts. to search for Dora in the first chapters. Perhaps the sts. have already noticed that she usually stands alongside grammar boxes. The sts. do not yet need to know what the function of the grammar boxes is. You can proceed similarly with the characters Pia, Paul, etc. The sts. search through the first chapters and write the page on which each character appears for the first time. Whoever finds all the characters and writes down the pages wins. Talk about the characters. Ask the S. questions in English: *Which character do you find interesting/likable/funny/...? How do the characters relate to each other? Who likes whom? To whom does Jannik belong? (Nadja's brother) To whom does Plato belong? (Pia's dog) What kind of guy is Robbie? (cool, rock star/musician type) etc.*

Look at the symbols with the sts. and have them guess what they might mean. Here, too, the sts. can search for the symbols in the book. As an example, you can use chapter 4. Sts. write which symbols appear for which activities. You can also give a brief quiz about the structure of the Textbook. Ask the following questions in English:

- *How many pages does a chapter in the Textbook have? (12 pages)*
- *Where is there an overview of the grammar? (after every fourth chapter in the Training)*
- *Where can you review what you have learned in a chapter? (on the "Can you already do this?" page)*
- *Where is there a vocabulary page for practice? (on the "Wörter, Wörter, Wörter" page)*
- *Where is there a vocabulary list for studying? (in the appendix starting on p. 238)*
- *How many activities are there in, for example, chapter 1 in the Classwork section on the first 5 pages and how many in the Mehr üben section on the first 5 pages? (16 in each case; the sts. should recognize that there is a corresponding exercise for each activity in the Classwork section on the Mehr üben pages.)*