

Schule international

Objectives

Communication: Talking about your own language; talking about getting to school

Vocabulary: Languages; means of transportation

Grammar: Pronoun: *man*; verb: *sprechen*; sentences with *deshalb*; *mit* + dative; *sein*, *ihr*

Pronunciation: *ü* or *u*? – *ö* or *o*?

- 1a** Sts. look at the photo. Brainstorm together where the teenagers in the photo might come from. Before listening, sts. read the languages in the box. Correct pronunciation. Then play the entire audio clip once. Sts. think about which languages they heard. For the second listening round, stop after each greeting. For each one, sts. guess as a class which teenager in the photo is speaking. Explain that most of the names of languages end in *-isch*. Sts. think up additional names of languages in German (*Griechisch, Japanisch, Schwedisch, ...*)



1 Deutsch; 2 Italienisch; 3 Türkisch; 4 Spanisch; 5 Portugiesisch; 6 Englisch

- 1b** Sts. read the words in the box and brainstorm additional names of countries (review of ch. 3, activity 1).
TIP p. 45 Ask the sts. *Was spricht man in den USA?* Accept *Englisch* as an answer and point out the grammar box. Explain that the pronoun *man* refers to a person or a group of people that you can't or don't want to define exactly. The verb in *man*-sentences is conjugated the same as with *er/sie/es*. Demonstrate with examples on the board (**Sie spricht Portugiesisch. Man spricht Portugiesisch. Er spricht Russisch. Man spricht Russisch.**). Sts. ask each other and answer using complete sentences: *Was spricht man in ...?* You can also do a chain exercise.

TIP p. 10

INFO: In Kenya, people speak Swahili and English. In Switzerland, people speak German, French, Italian and Rhaeto-Romanic.



In order to reinforce the concept of languages in connection with regional studies, you can work with the → **CLIL Reproducible p. 94–95** in a cross-curricular lesson. Here the sts. are working with the location and official language of each of the D-A-CH countries and their neighboring countries.

- 1c** Look at the photo one more time with the sts. Ask the sts. where this kind of a school class might be (e.g. *in einer Großstadt oder an einer internationalen Schule*). Have the sts. use a survey to find out which languages their own class or school has. Write the questions *Welche Sprachen sprichst du?* and *Ist das deine Muttersprache oder eine Fremdsprache?* Explain the terms *Muttersprache* and *Fremdsprache*. Point out the forms of the verb *sprechen* in the grammar box and use examples to do a dialog with a st. using the answers *Ich spreche Deutsch. – Ja, das ist meine Muttersprache. / Nein, das ist eine Fremdsprache.*

- 2a** Sts. listen to the statements by the three teenagers. Stop after each text and ask: *Welche Sprachen spricht Giovanni/Lisa/Grace? Warum spricht er/sie die Sprache? Ist das seine/ihre Muttersprache?*
Key icon Lisa aus Deutschland hat nur eine Muttersprache: Deutsch.

→ **MÜ2a** in class or as homework

- 2b–c** Bring paper to class. Each st. draws his or her language portrait. Collect the portraits and pass them out again. Sts. now introduce the person whose portrait they received. A st. begins: *Die Person spricht zwei Sprachen, Deutsch und Türkisch.* He or she calls on someone and asks: *Sprichst du Deutsch und Türkisch? Ist das dein Sprachenporträt?* If answered affirmatively (*Ja, ich spreche ... und ich lerne ...*), then the person who was called on continues. If answered negatively (*Nein, ich spreche kein Türkisch.*), then the first st. continues asking until the correct person has been found.



Das Sprachenporträt ist von Grace.

- 3a** Sts. read the sentences and determine in pairs which sentences fit together. Then they read their answers as a class. Write the grammar box from 3b on the board and explain that 2 sentences can be combined with *deshalb*. The verb in the *deshalb*-sentence is also in the 2nd position. Mark the position of Giovanni with an arrow. In the *deshalb*-sentence, Giovanni moves behind the verb. In the first sentence there is always a situation, in the *deshalb*-sentence is what results from it.



1D; 2C; 3A; 4B

3b Write the first sentence together with the sts. on the board. The sts. do the rest on their own. (Refer the sts. to the box.) Afterwards, they compare with a partner. Sts. then read the sentences as a class. Sts. who are done quickly can take turns writing a sentence on the board. Compare the sentences on the board as a class.

TIP p. 26



Paul findet Pia nett, deshalb will er mit Pia ins Kino gehen. Frau Müller gibt am Freitag nie Hausaufgaben, deshalb findet Nadja sie super. Robbie hat ein Konzert, deshalb muss er viel Gitarre üben. Der Bruder von Nadja ist fünf Jahre alt, deshalb geht er noch nicht in die Schule. Pia hat einen Hund, deshalb geht sie viel spazieren



With the → **Reproducible p. 75**, the sts. can further practice the relationship between a situation and result in sentence constructions with *deshalb*.

→ **MÜ3b** Have the sts. initially write their translations of the sentences. In small groups, they compare their answers. Ask: *Was ist ähnlich? Was ist anders?* Extend the questioning to other languages that the sts. know. Refer back to the position of the verb and the subject in German *deshalb*-sentences. You can also write the sentences from two languages that the sts. know underneath each other on the board and compare the position of the parts of the sentences:

Plato is a dog, so/therefore he doesn't like fish.
Plato ist ein Hund, deshalb mag er keinen Fisch.

4a Sts. read the texts with a partner. Answer any questions about new words. Afterwards, sts. look for two suitable pictures from the ones shown. Ask: *Wie kommt Kenan in die Schule? Wie fährt Francesca in die Schule?* Write the questions on the board and add the questions *Wie lange braucht er/sie? / Wie lange dauert das?* Explain to the sts. that the last two questions are used synonymously. Do a chain exercise: Sts. ask each other how they get to school and how long they need.

TIP p. 10



Kenan reitet mit dem Pferd in die Schule. Francesca fährt mit dem Schlitten in die Schule. Kenan braucht 90 Minuten. Francesca braucht 8 Minuten (bei Schnee).

4b Sts. listen to the three teenagers and take notes like in the example. Press pause after each text so that the sts. have time to write. Three sts. each introduce one of the teenagers. Then ask the class: *Wie kommt Martin zur Schule?* etc. A st. may guess. Ask three or four additional sts. if the means of transportation that the first person guessed is correct: *Fährt Martin mit der U-Bahn in die Schule? (Ja/Nein, Martin fährt mit dem Zug in die Schule.)* Read Dora's mnemonic device with the sts. Explain that saying *zu Fuß* is an exception, so the word *mit* isn't used here.



The word *ohne* is also introduced here. It's not being discussed yet as a preposition (with the accusative) because word groups with the preposition *mit* and dative articles are being learned first.

Martin: mit dem Zug; Resa: mit dem Fahrrad; Tommi: mit dem Auto

4c Sts. shouldn't systematically learn *mit* + dative at this point, but rather use it as a set phrase with means of transportation. Don't give a grammatical explanation. Ask the sts. how they get to school and how long it takes. You can also bring more movement into the lesson. Sts. go around and ask as many sts. as possible *Wie kommst du in die Schule?* Sts. write down names and means of transportation. Sts. report to the class.

ALTERNATIVE: You can also create a chart with the sts. (see ch. 7, activity 10b).

→ **MÜ4d** in class or as homework

5a Sts. look at the picture and figure out with a partner whom the items belong to. Write *Die CD ist bestimmt von Robbie.* on the board. Explain that *bestimmt* expresses an assumption and that it's used when you're almost certain. Have the sts. do additional examples with the items in the picture.



Possible answers: *Das Foto ist bestimmt von Robbie. Der Brief ist bestimmt von Pia. Die Katze ist bestimmt von Pia / von Plato. Die Schuhe sind bestimmt von Robbie. Der Stift ist bestimmt von Robbie / von Nadja.*

5b Sts. look at the grammar box. Explain that Pia is female and therefore you say *ihr*. With boys like Robbie as well as men, you say *sein*. The ending is always based on the noun that follows. Review the other possessive articles with the following table on the board:

	ich	du	er	sie	wir	ihr
der Freund / das Heft	mein	dein	sein	ihr	unser	euer
die Freundin / die Freunde	meine	deine	seine	ihre	unsere	eure

TIP p. 19

Fill in the table together with the sts. You can also make a learning poster and hang it up in the classroom. A table of the possessive articles can be found in Training A and B in the Textbook. Do 3 examples with the class and remind them that the possessive articles with words with *die* have an -e ending. Sts. first practice in pairs and afterwards discuss as a class.

Bring sticky notes to class. Write the numbers 1–10 on them and stick them on 10 different items from various sts. that the sts. already know how to say in German. Sts. go to each paper with a sheet of notebook paper and a pencil and write down the number, the name of the st. and the item. When all the sts. are back at their seats, sts. discuss as a class: *Nr. 1 ist von ... Das ist sein/ihr/seine/ihre ...* etc.

TIP p. 16

TIP p. 36



If you would like to practice the articles playfully, divide up your class into groups of 4–5 sts. Each group receives a copy of the → **Reproducible p. 76**, playing pieces and a die. Sts. should ask you if a sentence is correct or incorrect if they're uncertain.

6a–c

Bring paper to class. Each st. gets 4 sheets and writes a letter on each one largely and legibly: *u, ü, o, ö*. Sts. first pick up the papers with *u* and *ü*. Play the audio clip. After each word, Sts. hold up the paper with the letter they heard. If not all sts. agree, press pause and say the word as often as needed until everyone shows the correct letter. For activity 6b, the sts. will need the papers with *o* and *ö*. Everything else stays the same. Afterwards, sts. listen to both audio clips one more time and repeat chorally.

→ MÜ6

in class. Press pause after every sentence so that the sts. have time to write.

7a–b

Ask the sts. what information they think is important when looking for an e-mail partner (*Land, Alter, Sprachen, Hobbies, ...*). Write the sts. ideas on the board. Leave everything on the board for activity 7c. Sts. read the e-mail and write down the information in their notebooks. Sts. talk with a partner about the question of whether Maria is writing for the first time. Then they write Maria's profile with a partner. Collect the results on the board.

→ MÜ7b

TIP p. 32

Sts. write an e-mail on a sheet of paper following the example from activity 7a. Correct the texts since this is dealing with a typical testing task.

EXPANSION: You can hang up the e-mails in the classroom. Give the sts. 10 minutes. All the sts. take a sheet of notebook paper and read the e-mails. The sts. try to find as many matchups as possible. They should write down the names and why these sts. fit together (e.g. *Tom und Robert spielen gern Fußball.*). Whoever has found the most pairs may report. The others are allowed to disagree. Have the e-mails that the sts. don't agree on be read as a class.

7c

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Sts. think up a profile for Eric and then write an answer to Maria's e-mail in Eric's name. Advanced sts. can try to write an e-mail with books closed or only with the help of the terms on the board. Weaker sts. can model Maria's e-mail and replace Maria's info with Eric's.

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Information on finding a partner class can be found for instance under: www.partnerschulnetz.de

TIPS

Writing: Whenever the sts. write something, they should reread and check for correctness afterwards. Continuously practice asking the following questions for self-correction with the sts.:

- Did I write a question? Is there also a question mark?
- Is the verb in the correct position? Is the verb ending correct?
- Does the word have an article? Which one? Did I capitalize the nouns?
- Which words from text are also in the prompt (e.g. like in a test)? Did I write these words correctly?
- With letters/e-mails: Is there a greeting (*Hallo ...*, *Liebe(r) ...*)? Did I write a closing (*Viele Grüße*, *Bis bald*, *Tschüs*) at the end? Is my name underneath the greeting?