

Schule international

Essential Question(s): Why do people learn a foreign language?

Students will be able to:

- discuss several different countries and the languages spoken there
- discuss means of transportation
- communicate about possessions
- write a personal profile for someone
- write an e-mail describing themselves

Students will know:

- the vocabulary for means of transportation
- the pronunciation of words with *ü* and *ö*
- how to combine sentences using *deshalb*
- the indefinite pronoun *man*

Day	Objective(s)	Mode(s) of Communication	Classroom Activities	Time	Standards	Resources	Homework
1	<ul style="list-style-type: none"> • to discuss different countries and the languages spoken there 	CW activity 1 <ul style="list-style-type: none"> • interpretive reading • interpretive listening • intercultural products • interpersonal speaking 	Warmup: review German speaking countries, discuss prior knowledge of European geography Presentation: countries and languages (CW activity 1a–1b) Production: languages spoken in class (CW activity 1c)	15 min 25 min 10 min	1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Board CLIL Rep. p. 94–95 Textbook	MÜ exercises 1, 9 Sts. can research other regions where German is spoken (Belgium, Südtirol, Namibia ...).
2	<ul style="list-style-type: none"> • to discuss different countries and the languages spoken there 	CW activities 2–3 <ul style="list-style-type: none"> • interpretive listening • presentational speaking • interpretive reading MÜ exercise 3b <ul style="list-style-type: none"> • interpretive reading 	Warmup: review countries and languages Presentation: countries and languages (CW activity 2) Production: language portrait (CW activity 2c) Presentation: the connector <i>deshalb</i> (CW activity 3, MÜ exercise 3b)	5 min 15 min 15 min 15 min	1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1	Audio Board Rep. p. 75 Sheets of paper Textbook	MÜ exercises 2–3a

3	<ul style="list-style-type: none"> to discuss means of transportation to communicate about people's possessions 	<p>CW activities 4–5</p> <ul style="list-style-type: none"> interpretive reading interpretive listening interpersonal speaking 	<p>Warmup: review countries and languages</p> <p>Presentation: means of transportation (CW activity 4a–b)</p> <p>Production: getting to school (CW activity 4c)</p> <p>Presentation: possessive adjectives (CW activity 5)</p>	<p>5 min</p> <p>20 min</p> <p>15 min</p> <p>10 min</p>	<p>1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p>	<p>Audio Board Rep. p. 76 Notebook Poster materials Sheets of paper Sticky notes Textbook</p>	<p>MÜ exercises 4–5, 10</p> <p>Sts. can research youth usage of public transportation in D-A-CH countries.</p>
4	<ul style="list-style-type: none"> to discuss different countries and languages spoken there to write an e-mail describing themselves to write a personal profile describing a person 	<p>CW activities 6–7</p> <ul style="list-style-type: none"> interpretive listening interpretive reading presentational writing interpersonal writing <p>MÜ exercises 6, 7b</p> <ul style="list-style-type: none"> interpretive listening interpersonal writing <p>CW activity 8</p> <ul style="list-style-type: none"> interpersonal writing 	<p>Warmup: review personal profile data</p> <p>Presentation: pronunciation of <i>u/ü</i> from a pen-pal</p> <p>Production: reading an email profile and an e-mail</p> <p>Warmup: review personal profile and e-mail information</p> <p>Production: write an e-mail introducing themselves</p>	<p>5 min</p> <p>5 min</p> <p>15 min</p> <p>25 min</p> <p>10 min</p> <p>40 min</p>	<p>1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1</p> <p>1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p>	<p>Audio Board Notebook Sheets of paper Textbook</p> <p>Board Textbook</p>	<p>MÜ exercises 7a, 11–12</p> <p>MÜ exercise 8</p> <p>Sts. can review for the chapter test.</p>
5	<ul style="list-style-type: none"> to write an email describing themselves 		<p>Warmup: greet sts. at the door</p> <p>Assessment: chapter test 8</p>	<p>5 min</p> <p>45 min</p>		<p>Audio Testing Program</p>	
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