**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

<table>
<thead>
<tr>
<th>Day</th>
<th>Objective(s)</th>
<th>Mode(s) of Communication</th>
<th>Classroom Activities</th>
<th>Time</th>
<th>Standards</th>
<th>Resources</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>to discuss different countries and the languages spoken there</td>
<td>CW activity 1</td>
<td>Warmup: review German speaking countries, discuss prior knowledge of European geography</td>
<td>15 min</td>
<td>1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</td>
<td>Audio Board CLIL Rep. p. 94–95 Textbook</td>
<td>MÜ exercises 1, 9 Sts. can research other regions where German is spoken (Belgium, Südtirol, Namibia …).</td>
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<td></td>
<td></td>
<td>interpretive reading</td>
<td>Presentation: countries and languages (CW activity 1a–1b)</td>
<td>25 min</td>
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<td></td>
<td></td>
<td>interpretive listening</td>
<td>Production: languages spoken in class (CW activity 1c)</td>
<td>10 min</td>
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<td>intercultural products</td>
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<td>interpersonal speaking</td>
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<td>2</td>
<td>to discuss different countries and the languages spoken there</td>
<td>CW activities 2–3</td>
<td>Warmup: review countries and languages</td>
<td>5 min</td>
<td>1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1</td>
<td>Audio Board Rep. p. 75 Sheets of paper Textbook</td>
<td>MÜ exercises 2–3a</td>
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<td></td>
<td></td>
<td>interpretive listening</td>
<td>Presentation: countries and languages (CW activity 2)</td>
<td>15 min</td>
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<td>presentational speaking</td>
<td>Production: language portrait (CW activity 2c)</td>
<td>15 min</td>
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<td>interpretive reading</td>
<td>Presentation: the connector deshalb (CW activity 3, MÜ exercise 3b)</td>
<td>15 min</td>
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</table>
| 3 | • to discuss means of transportation  
  • to communicate about people’s possessions | CW activities 4–5  
  • interpretive reading  
  • interpretive listening  
  • interpersonal speaking | Warmup: review countries and languages  
  Presentation: means of transportation (CW activity 4a–b)  
  Production: getting to school (CW activity 4c)  
  Presentation: possessive adjectives (CW activity 5) | 5 min  
  20 min  
  15 min  
  10 min | 1.1, 1.2,  
  2.1, 2.2,  
  3.1, 3.2,  
  4.1, 4.2,  
  5.1 | Audio Board  
  Rep. p. 76  
  Notebook  
  Poster materials  
  Sheets of paper  
  Sticky notes  
  Textbook | MÜ exercises 4–5, 10  
  Sts. can research youth usage of public transportation in D-A-CH countries. |

| 4 | • to discuss different countries and languages spoken there  
  • to write an e-mail describing themselves  
  • to write a personal profile describing a person | CW activities 6–7  
  • interpretive listening  
  • interpretive reading  
  • presentational writing  
  • interpersonal writing  
  MÜ exercises 6, 7b  
  • interpretive listening  
  • interpersonal writing | Warmup: review personal profile data  
  Presentation: pronunciation of u/ü  
  Presentation: reading an email from a pen-pal  
  Production: writing a personal profile and an e-mail | 5 min  
  5 min  
  15 min  
  25 min | 1.2, 1.3,  
  2.1, 3.1,  
  3.2, 4.1,  
  5.1 | Audio Board  
  Notebook  
  Sheets of paper  
  Textbook | MÜ exercises 7a, 11–12 |

| 5 | • to write an email describing themselves | CW activity 8  
  • interpersonal writing | Warmup: review personal profile and e-mail information  
  Production: write an e-mail introducing themselves | 10 min  
  40 min | 1.1, 1.2,  
  1.3, 3.1,  
  3.2, 4.1,  
  4.2, 5.1,  
  5.2 | Board Textbook | MÜ exercise 8  
  Sts. can review for the chapter test. |

| 6 | | | Warmup: greet sts. at the door  
  Assessment: chapter test 8 | 5 min  
  45 min | Audio Testing Program |