



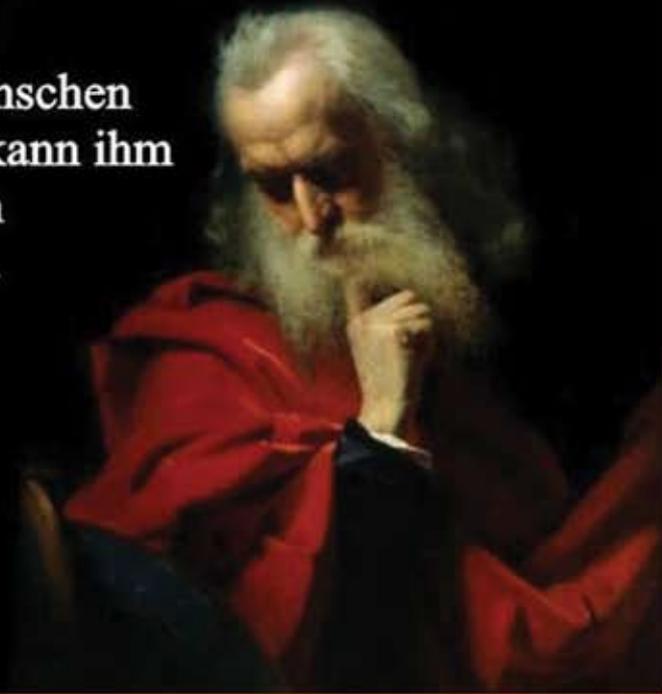
Grade
10

German

Teachers' Guide
(To be Implimented from 2015)

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

Galileo Galilei



GERMAN

Teachers' Guide

Grade 10

(To be implemented from 2015)

Department of Foreign Classical Languages and Bilingual Education

National Institute of Education

Sri Lanka

Web : www.nie.lk

German

Grade 10- Teachers' Guide

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Message from the Director General

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic 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 1, 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different 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 the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with 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 Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General

National Institute of Education

Message from the Deputy Director General

It is a great pleasure to introduce the “Teachers’ Guides” on foreign languages under the curriculum review of 2015. Today, foreign languages have become pragmatically important in internationalization and globalization. Use of different foreign languages in different societies, in fact, eradicates linguistic imperialism of a very few languages.

In the present time, there is a great demand and enthusiasm among people in Sri Lanka to learn languages. In 2015, Chinese, Russian and Korean languages have also been included in the Ordinary Level curriculum, so that students will be able to learn not only Japanese, German, French, Hindi, Pali Sanskrit and Arabic but also Chinese, Russian and Korean.

This “Teachers’ Guide” has given the guidance to teachers about how learning-teaching process should be taken place to achieve each competency mentioned in the syllabus. The teacher has the freedom to design learning-teaching process according to the syllabus and the instructions given in the “Teachers Guide” to suite the level of the students.

I must be thankful to the group of external resource persons, internal resource persons and the other staff members of NIE who assisted in the preparation of this “Teachers’ Guide”.

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 of the primary & secondary classes. Thus, arrangements are made to introduce a competency based new syllabus in the German for grade 12 & 13. A competency means, a mixture of knowledge, attitude, talent and personal & social ability. Achieving a competency means, the use of one's own ability, knowledge, attitude in learning and working.

This teacher's Guide could offer you guidance to plan your lesson constructively and prepare your teaching materials prior to the lesson. Each lesson consist 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 the terms. Each skill which a student will achieve is indicated in the result of special learning. A learning out come 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 has 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 expected result during or at the end of the learning. Accordingly, 6 competencies per syllabus is included for grade 10 & 11. This Teacher's Guide has provided the instructions & system of teaching method per each competency level. The teacher is given the 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 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 syllabus. Considering the proposed activities & instructions, but without limiting to it, the teacher is free to plan lessons using own competency. Also every effort should be made to use the modern techniques & it is important the student should guide to use the internet facilities to gain additional knowledge. In the teaching process, the lesson should be organized considering the student current knowledge, and without limiting to each subject matters & vocabulary only.

Project Leader

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German

Syllabus

Grade 10

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 at Kelaniya and Sabaragamuwa University of Sri Lanka and of Arts General and Special Degree Programmes at Kelaniya University.

The themes and grammar topics prescribed for 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

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual 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, harmony, and peace, 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 and 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)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving 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 and 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 and 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 and 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.

ix:

(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 review. 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.

Competency	Competency Level	Content	Learning Out Comes	No of Periods
5.0 Student produces simple written texts.	5.1 Writes short dialogues to given patterns using simple phrases 5.2 Writes greeting cards, E-Mails, SMS, and simple post cards. 5.3 Produces simple sentences on familiar topics like family, school, holidays, pets ect.	- As in Appendix I Themes / Modules 1-3	Students will be able to • Modify simple model dialog and rewrite them. • Produce simple corresponding texts like E mails, postcards and notes	15
6.0 Student develops a sound knowledge on basic German grammar.	6.1 The student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules. 6.2 Practices learned structures both verbally and in writing 6.3 Produces his own sentences (written and Verbal) in communication by using correct grammatical structures.	- The competency in German Grammar is given in Appendix 2 (Grammar topics) - Following one of the prescribed texts will facilitate a gradual learning of grammar. The student should not be burdened with learning too much grammar rules. It should be used only as a tool for a good communication.	Students will be able to • Analyse example sentences and formulate grammar rules by themselves. • Solve grammar exercises • Use grammar patterns correctly in conversation so that it doesn't disturb communication.	20 06
7.0 Learns communicating patterns (also non verbal) practised in Germany and compares them with similar patterns used in communicating in Sinhala, Tamil or English.	7.1 Discusses and compares the first language (Sinhala, Tamil, English) with the German language in relation to the way it is practiced in day today communication.	- Related situations in communication with a cultural influences <ul style="list-style-type: none"> · Greeting and self introduction · Send off and saying good bye · Inviting, expecting and refusing invitations, visiting and welcoming guests · Making and cancelling appointments · Congratulating and conveying wishes on special occasions and festivals. 	Students will be able to • Classify, compare and differentiate patterns of communications in their mother tongue and in the German language	08

Competency	Competency Level	Content	Learning Out Comes	No of Periods
<p>8.0 Gets to know about the lifestyle, day today life and way of thinking of teenagers (his peers) in German speaking countries.</p>	<p>8.1 Learns simple information about the German speaking countries.</p> <p>8.2 Identifies similarities and differences in the standard practices of both countries specified in the learning content.</p> <p>8.3 Discusses in class with other students and the teacher in first language.</p>	<ul style="list-style-type: none"> - Living space in Germany (house, apartment etc.), furniture of living environment. - Daily routine, meeting friends and relatives, going out in the evening, activities on a holiday, Poya Day, going on vacation. - Seasons, weather, items of clothing, eating practises, food and drink. - Holidays, pilgrimages, visiting relatives, family functions like “Dana”. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • Compare and distinguish the standard practices in German speaking countries and in Sri Lanka • Reflect, interpret and eventually express his or her opinion about these practices. • Display understanding towards different cultures and practices 	<p>15</p>

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

Appendix 01 – Thematic Modules in the Syllabus

Grade 10

The student should be able to:

Module 1

- 1.1 Greet and react to greetings during the day
- 1.2 Introduce themselves
- 1.3 Count to 1000
- 1.4 Ask 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 with German cities

Module 2

- 2.1 Make a proposition (i.e. going to a movie)
- 2.2 Describes 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 in-official
- 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 Talks about likes and dislikes
- 3.2 Describe a person
- 3.3 Accept and refuse a proposal
- 3.4 Make an appointment
- 3.5 Ask and give reasons
- 3.6 Inquire prices at a shop or the market
- 3.7 Talk about hobbies / Places one can visit in the leisure time
- 3.8 Talk about clothes

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 time of the day
- 4.9 Identify colours

Module 5

- 5.1 Name parts of a body
- 5.2 Talk about health
- 5.3 Talk about favourite food
- 5.4 Order food in a restaurant
- 5.5 Composing an SMS
- 5.6 Read a simple letter
- 5.7 Describing 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 the birthday and wish for the birthday
- 6.5 Write / send a postcard
- 6.6 Writing a simple email
- 6.7 Describe furniture in a room

Appendix 02 – Grammar Topics

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 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.

Wortaten (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)

XXII

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 inseperable 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 Adjectiv): 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

Lesson 1

Competency	:	1 / 2	
Competency Levels	:	1.5	Produces sentences verbally using appropriate sentence melody, rhythm and accent.
		2.1	Understands questions auditive and responds
Time	:	2 periods	

Learning outcomes: Students will be able to:

- greet using German phrases.
- introduce himself with the name.

Teaching - Learning Process:

- Teacher uses pictures (Arbeitsbuch page 7) to introduce the greetings in German and student practices them with the teacher and later with teacher's help
- Teacher introduces himself with the name and ask the students to introduce themselves. Teacher should write the correct question and answer on the black board and practice the correct intonation.

Evaluation and Assessment:

- The student should be able to greet and introduce himself freely and fluently without referring to the book.

Vocabulary:

Guten Morgen/ Guten Tag/ Guten Abend.... Hallo

Wie heißt du? Ich heiße Wer bist du? Ich bin

Materials:

Kursbuch/ Arbeitsbuch

Listening texts from other textbooks (Schritte 1/ Wir 1)

Extra Activities:

- Teacher can throw a ball at the students and them at each other to practice the greetings and asking the name, so that the reaction of the student comes more spontaneously.
- Teacher can appoint German names (Gabrielle, Hanna, Paul, Daniel) to the students and they can introduce themselves with their German names.

Lesson 2

Competency : 1/2

Competency Level : 1.1 Listens and identifies speech sounds.

2.1 Understands questions auditive and responds (ex: numbers)

Time : 1 Period

Learning outcomes: Students will be able to:

- pronounce the number from 1 – 20 correctly
- listen to numbers and recognize them

Teaching – Learning Process:

- Teacher uses the CD L1/8 (Kursbuch page 9) to introduce the numbers. Writes the numbers on the blackboard and practices the exact pronunciations.
- Teacher explains the exercises (Listening exercise 8: Kursbuch, page 9/ Exercises 8 and 9: Arbeitsbuch, page 9)

Vocabulary:

Zahlen 1 – 20

Evaluation and Assessment:

- Student should be able to recognize the numbers in listening texts write them correctly and produce them verbally.

Materials:

Kursbuch, Arbeitsbuch, CD

Extra Activities:

- Teacher can use mathematical games to practice numbers. Ex: drei plus fünf ist? acht. Zehn minus vier ist? sechs ect.
- Teacher can play a game of Bingo with the students.

Lesson 3

Competency : 3/5

Competency Level : 3.1 Understand and uses everyday expressions ex. expressing likes and dislikes, giving basic information

5.1 Writes short dialogues to given patterns using simple phrases.

Time : 2 periods

Learning outcomes: Students will be able to:

- express likes and dislikes
- engage in small dialog expressing what they would like to drink

Teaching – Learning Process:

- Teacher uses the smiley faces to introduce the adjectives super/ toll/ doof ect. Then teacher practices the adjectives and its pronunciations with the listening text. Students can do the exercise 2,3,4 (Arbeitsbuch page 9/10)
- Teacher writes names of people or things the students would like or dislike practicing the patterns (exercise 2 Kursbuch page 12) Teacher should take relevant and appealing things to the Sri Lankan students. Ex. Wie findest du Cricket? Ich finde cricket toll. Wie findets du Musik von Bathiya und Santhush? ect.
- Teacher should use pictures (pasted on cards) to introduce the names of the drinks. The names of the drinks should be written on cards and the student guesses and matches the correct names with the pictures. Students does the exercise 5 (Arbeitsbuch page 10)
- Student listens to the exercise 3 (Kursbuch page 12) and practice the pattern dialogs with a partner. They can write small dialogs according to the pattern and do them in front of the class without using the books.

Vocabulary:

Wie findest du? Ich finde toll/ dorf/ gut ect. Musikarten: Pop, Rock, Klassische Musik ect.

Getränke: Cola, Wasser, Milch, Saft, Limonade, ect. Was möchtest du? Ich möchte...

Evaluation and Assessment:

- Student should be able express their likes and dislikes about music, sport or people and Students should able to engage in small dialog ordering a drink.

Materials:

Kursbuch/ Arbeitsbuch/ CD/ Pictures of drinks

Lesson 4

Competency : 1/ 6

- Competency Level** :
- 1.1 Listens and identifies speech sounds.
 - 6.1 The student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.
 - 6.2 Practices learned structures both verbally and in writing.
 - 6.3 Produces his own sentences (written and Verbal) in communication by using correct grammatical structures.

Time : 1 period

Learning Outcomes :Students will be able to:

- differentiate between “W Fragen” and “Ja/Nein Fragen” and respond accordingly.

Teaching Learning Process

- Teacher can take the example sentences in the blue box (Kursbuch page 13) write 1 W Frage and Ja/ Nein Frage on the black board mark the verbs of the both questions get the students to this why they differ from each other. (Students can use their mother tongue) Teacher explains further the sentence structure. Students can do the exercise 7, 8 (Arbeitsbuch page 11)
- Students can collect W Fragen and Ja/Nein Fragen as much as possible in small groups or with a partner and then ask those questions from other groups (Kursbuch exercise 4)
- Teacher can use the CD and do the phonetic excises practicing the sound “ch”

Vocabulary

W Fragewörter: Wie...? Wer...? Was? / Ja / Nein Fragen...

Evaluation and Assesement

Students uses W – Fragen and Ja/Nein Fragen freely in conversation.

Materials

Kursbuch/ Arbeitsbuch/ CD

Extra Activities

- Students play a game of “Wer bin ich?” teacher appoints a student a famous Personality. And other students can ask JA/ Nein Fragen to guess the Person. The Questions should be collected in the class with teacher`s assistance. Ex. Bist du ein Mann? Eine Frau? Bist du Politiker/ Sportler/ Schauspieler/ Musiker? Wohnst du in? Kommst du aus.....?

Lesson 5:

Competency : 2/ 4/ 6

Competency Level :

- 2.1 Understands questions auditive and responds.
- 3.1 Understands and uses everyday expressions ex. expressing likes and dislikes, giving basic information (ex. age)
- 6.1 The student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.
- 6.2 Practices learned structures both verbally and in writing
- 6.3 Produces his own sentences (written and Verbal) in communication by using correct grammatical structures.

Time : 2 Periods

Learning Outcome :Students will be able to:

- conjugate familiar verbs corresponding to “du und Ich”.
- ask someone their age and respond to the same question.

Teaching Learning Process

- Student matches the pictures with the dialogs. Exercise 7 (Kursbuch page 14)
- Teacher discusses the pictures with the students before reading the text. Teacher can explain the unknown words. This will help the students to understand the listening text better and match the correct pictures. Exercise 8 (Kursbuch page 14)
- Students can underline the verbs in Exercise 8 teacher writes them with the on the black board and the conjugation of “du form” of the same verbs. Teacher let the students to identify the different endings. Teacher uses Blue grammar box (Kursbuch page 15) to explain further. Student can do the exercises 9/10/11 (Arbeitsbuch page 12)
- Teacher gives his age and ask the students about their age. Question and the answer should be written correctly. Students can practice the question and the answer in a chain exercise.

Vocabulary

Simple Verbs: ich höre, du hörst/ ich spiele, du spielst/ the verb sein, ich bin/ du bist..

Gitarre, Musik, Volleyball.

Evaluation and Assessment

- Student should be able to use the given simple verbs in small sentences with the correct conjugation.

Materials

Kursbuch/ Arbeitsbuch/ CD

Extra Activities

Students can do small game of conjugating the verbs. Teacher can prepare cards with the verbs in the infinitive form ex. hören, spielen, machen ect. Students sit in small groups and a student takes a card simultaneously and conjugates the verb correctly for ich form and builds a small sentence ex. Spielen: ich spiele cricket. The rest of the group repeats in du form in question, wie bitte? Spielst du Cricket? Student can repeat the sentence, Ja ich spiele Cricket.

Lesson 6

Competency : 3/ 5

Competency Level : 3.2 Can use basic phrases and questions satisfactory in familiar situations.

5.1 Writes short dialogues to given patterns using simple phrases.

5.2 Writes greeting cards, E-Mails, SMS, and simple post cards.

Time : 1 Period

Learning Outcome : Students will be able to:

- write an E-Mail giving information about himself.
- write and engage in a small dialog.

Teaching Learning Process

- Teacher can revise the verbs from the last lesson and instruct to do the exercise 11 (Kursbuch page 15) and then exercise 13 (Arbeitsbuch page 13). Students can work in a pair and collect questions and answers in order to write the mini dialog. After writing it pairs can play it in front of the class without referring the books as in a real life situation.
- Teacher can instruct the students to do the exercise 12 (Arbeitsbuch page 13). Teacher can explain the basics of an E mail. Student can write an answer to the given email.

Evaluation and Assessment

- Student should be able to give basic information about himself freely in a conversation and written.

Vocabulary

Standard phrases of opening and closing of an E Mail

Liebe/ Lieber....., Liebe Grüße/ schöne Grüße, dein/ deine.....

Materials

Kursbuch/ Arbeitsbuch/ CD

Lesson 7

Competency	:	1/3
Competency Level	:	1.1 Listens and identifies speech sounds. 1.2 Practices speech sounds. 3.2 Can use basic phrases and questions satisfactory in familiar situations.
Time	:	2 Periods

Learning Outcome : Students will be able to:

- give information about his family.
- pronounce, understand and eventually use numbers from 20 – 1000 and the year.

Teaching Learning Process

- Teacher can use the family tree of “Familie Weiß” (Kursbuch page 19) to introduce the relatives in the family. Student listens to listening exercise 3 and pronounces the words properly.
- Student can work in small groups and find words in their mother tongue to describe the relatives. (Exercise 2, Kursbuch Seite 20) Student does the exercises 1, 2, 3 (Arbeitsbuch Seite 15)
- Teacher gives a similar structure to the students, so they can write their own family tree, where they write the name of the relatives. Students asks Questions from each other (*wie heißt dein Opa? Mein Opa heißt*)
- Teacher uses the listening texts 5/ 6 (Kursbuch Seite 20/21) to introduce the numbers. Student learns the correct pronunciations. Student listens to the exercise. Teacher gives her own telephone number and asks the students for their number. (Chain exercise) Students can make list of students in the class with their mobile and land number. Teacher can give the students an empty table to fill the information.

Evaluation and Assessment

- Student should be able to give basic information about his family (name/ age).
- Student can ask the others their telephone number and give theirs.

Vocabulary

Wie heißt dein Opa? / wie heißt deine Mama? Meine Mama/ Mein Vater heißt

Wie ist deine Handynummer?/ Festnetznummer? Meine Handynummer ist

Materials

Kursbuch/ Arbeitsbuch/ CD/ Structure of a family tree/ Tabelle für eine Telefonliste.

Extra Activities

- Students can do write simple Questions about the relatives with the help of the teacher in a small group and the other group can answer them. Ex. Wie heißt der Bruder von deiner Mutter? Das ist der Onkel. Wie heißt der Sohn von deinem Onkel? Das ist der Cousin. (It is not necessary to teach dativ hier!)

Lesson 8

Competency : 3/5/6

Competency Level s : 3.2 Can use basic phrases and questions satisfactory in familiar situations.
5.3 Produces simple sentences on familiar topics like family, school, holidays, pets ect.
6.3 Produces his own sentences (written and Verbal) in communication by using correct grammatical structures.

Time : 1 Period

Learning Outcomes : Students will be able to:

- engage in a small conversation about his family and can finally write small text about his family.
- uses the correct possessive pronouns.

Teaching Learning Process

- Teacher can use the exercise 12 and table 13 (Kursbuch Seite 23) to introduce the possessive pronouns “mein and dein”. Teacher should explain how the possessive article differs from masculine and feminine. Students can do the excises 11/ 12 (Arbeitsbuch 18) teacher can use extra exercise from other textbooks.
- Students can write simple Questions about the family in small groups and the students can answer them. (ex. Wie alt ist dein Opa? Hast du eine Cousine? Wie heißt dein Bruder?)
- Finally student writes a small text about his family

Evaluation and Assessment

- Student should be able to give and ask basic information about his family (name/ age) both written and verbally.
- Student uses the correct possessive pronouns and articles.

Vocabulary

Wie heißt dein Opa? / wie heißt deine Mama? Meine Mama/ Mein Vater heißt

Wie alt ist dein Opa? Hast du eine Cousine? Wie heißt dein Bruder?

Materials

Kursbuch/ Arbeitsbuch

Extra Activities

- Student brings family photos and explains about the family. Teacher should introduce the conjugations of “sein” ex. Das ist mein Vater..... er ist Das sind meine Oma und Opa.... Sie sind

Lesson 9

Competency	:	1/2/3/5/6
Competency Levels	:	1.1 Practises speech sounds. 2.1 Understands questions auditive and responds 5.1 Writes short dialogues to given patterns using simple phrases. 3.2 Can use basic phrases and questions satisfactory in familiar situations. 6.2 Practises learned structures both verbally and in writing
Time	:	1 Period

Learning Outcomes : Students will be able to:

- write and engage in small dialogs according to the given patterns
- negates a sentence correctly.

Teaching-Learning Process

- Before reading or listening to the dialogue (Kursbuch, L4/1 Seite 24) the teacher can use the same picture with two speech bubbles and student writes a small conversation (only 2 Sentences) Or the teacher can ask simple questions about the picture (wer ist das? Wo sind sie? Was machen sie?) Student listens to the dialog and plays it with a partner and writes model dialogues they can play it in front of the class
- Student listens to the dialogue 2 and can do the exercise. After correction the student underlines the negative sentences. The teacher can take those sentences write them on the blackboard mark the word “nicht” and explain the rules of using “nicht” simply. Student does the excises 1/2/3 (Arbeitsbuch Seite 19)
- Student listens to the dialogue 3 (Kursbuch, Seite 25) and writes model dialogues. The teacher should explain the new verbs and its conjugations for “ich “ and “ du prior “ to writing the dialogues. Student does the excises 4/5/6 (Arbeitsbuch, Seite 20) either in the classroom or as homework.
- Student listens to the listening excise L4/7 and practises the “ch” sound.

Evaluation and Assessment

Student should be able to produce negative questions and statements using familiar verbs in small dialogues.

Vocabulary

Hallo..... hier ist.... Was machst du denn? Verbs: lesen, telefonieren, zeichnen, malen.

Materials

Kursbuch/ Arbeitsbuch/ CD

Extra Activities

- Students write simple positive sentences in two groups and read them loudly to other group and they negate those sentences. The group, which gets

Lesson 10

Competency : 3/6/8

Competency Level :

- 3.1 Can understand and uses everyday expressions e.g.: expressing likes and dislikes, giving basic information
- 6.2 Practises learned structures both verbally and in writing
- 6.3 Produces his own sentences (written and Verbal) in communication by using correct grammatical structures.
- 8.1 Learns simple information about the German speaking countries.

Time : 1 Period

Learning Outcomes : Students will be able to:

- give information about a third person (er/sie)
- ask and give information about where they are from and where they live.

Teaching-Learning Process

- After doing the reading exercise 5 (Kursbuch, Seite 26) the teacher can ask students to read the 1st and 2nd text again and underline the verbs. The teacher collects the underlined verb conjugations in two groups “ich / mein Vater” and mark the last letter. Student finds the differences between “ich” conjugation and er/sie conjugation. Student does exercises 7/8 (Arbeitsbuch, Seite 21)
- The teacher can separate the students in two groups. Each group receives a map of Germany and Europe. The teacher asks the students to find countries or cities with specific letters. (e.g.: eine deutsche Stadt mit L, ein Land mit B ect.). the group finds its first wins. Student listens & does the exercise 6 (Kursbuch, Seite 27)
- The teacher writes sentences about herself on the board. Ich komme aus Ich wohne in..... and then questions “woher kommst du? / wo wohnst du?” next to the answers. The teacher should mark “aus and in” and “Wo and Woher” and explain. Teacher asks the students the questions Woher kommst du? / wo wohnst du? Students can practice the questions and answers in a chain exercise.
- Student finds information (Name/ Alter/ Land/ Wohnort/ Was macht er/ sie gern/ nicht gern?) from another student by asking questions. The teacher can prepare the questions with the students. The Text from exercise 5 can help. While the students do the interviewing with each other, the teacher should go to each group and help. Student presents the information about his partner in front of the class. When one group is presenting, other groups should write down the information. Teacher should note the mistakes they make and correct them only after presenting.

Evaluation and Assessment

Student should be able to give and take information about the place they live, and where they are from. Student should be able to conjugate all the familiar verbs in 3rd person singular. Student gives basic information about someone.

Lesson 11

Competency	:	1 /3/ 8
Competency Levels	:	1.1 Listens and identifies speech sounds. 1.2 Practises speech sounds. 3.1. Can understand and uses everyday expressions ex. expressing likes and dislikes, giving basic information 3.2. Can use basic phrases and questions satisfactory in familiar situations. 8. 2. Identifies similarities and differences in the standard practices of both countries specified in the learning content.
Time	:	2 periods

Learning outcomes: Students will be able to:

- use adjectives to describe people.
- speak about his school subjects and compares them with school subjects in Germany

Teaching - Learning Process:

- The teacher uses the pictures to begin the lesson by asking W Fragen. Wer ist das? Wo sind die Leute? She explains the title “Alptraum”. Students can listen to the CD and read the texts and find the matching pictures.
- The teacher can write simple adjectives to describe people (add more to the ones from the exercise c) on small cards and distribute them among the students. Each student gets 2 -3 cards. The teacher hangs two posters on the wall one with a smiley face and other with a sad face. Students come and post their adjective on the correct poster. The teacher corrects them with the participation of the students. The students can do the exercise 1. c (Kursbuch, Seite 34). Students can write simple questions about the people they know (Teachers/ Students ect.) together with a partner and ask those questions from each other. Ex. Wie findest du Herr? Student does exercise 1/ 4 (Arbeitsbuch, Seite 34/35)
- The teacher can ask students to read subjects and guess what the subjects mean in their mother tongue or in English. (since the words are very similar to English, it is easy to guess). Then the student matches the correct pictures, teacher uses the CD to do the correction and student repeats the words loudly to learn the correct pronunciations. The student does exercises 2/3 (Arbeitsbuch Seite 34)
- Student does exercise 4 (Kursbuch, Seite 36) The teacher can use a timetable to introduce the days of the week. The student does exercise 6/7(Arbeitsbuch, Seite 36). The students can write their own timetable and teacher & students discuss about the similarities and differences.
- The teacher demonstrates how to produce the sound “ö”. Student listens to exercise 3 (Kursbuch, Seite 35) and repeats the sentences. Student finds other word with “ö” in the wordlists (Kursbuch 117 - 127) with a partner and reads them loudly. The student does exercise 5 (Arbeitsbuch, Seite 35)

Evaluation and Assessment:

- Student should be able to read and write the school subjects/ days of the week correctly. The student should be able to give information about his school timetable and compares it with the German timetable. The student should be able to pronounce words with “ö” correctly.

Vocabulary:

Wie findest du? Ich finde toll/ langweilig/sympathisch usw.

Schulfächer: Biologie / Mathe/ usw.

Wochentage: Montag/ Dienstag ..

Materials:

Kursbuch/ Arbeitsbuch/ CD/ Cards with adjectives and posters with smiley and sad faces.

Lesson 12

Competency : 1/3/4/5/6

Competency Level : 1.1 Listens and identifies speech sounds.

1.2 Practises speech sounds.

3.2 Can use basic phrases and questions satisfactory in familiar situations.

4.1 Understands familiar names, words, simple sentences and phrases in a written text and finds answers selectively and globally for the given questions.

5.3 Composes simple sentences on familiar topics like family, school, holidays, and pets ect.

6.3. Composes his own sentences (written and Verbal) in communication by using correct grammatical structures.

Time : 2 Periods

Learning Outcomes : Students will be able to:

- express his likes and dislike about the school subjects.
- write a small text about their school.
- ask a group or two people questions and also respond in the plural form
- spell words in German.

Teaching-Learning Process

- The teacher can start the class by introducing the questions “Was ist dein Lieblingsfach?/ Welches Fach magst du nicht? Wie findest du Mathe/ Deutsch usw.?” Teacher writes these questions on small white papers and the answers to the questions on coloured papers. Students should match the questions with the answers. The student practises this by doing a small interview with other students. The teacher takes each student to the front of the class. Other students give information about him. Das ist Sein Lieblingsfach ist..... Er mag nicht. Er/ sie findet toll/ langweilig/ super/ schwer. (Teacher should write these sentences on the blackboard while the students are doing the interviews so that this grid helps them to talk without mistakes.) Student does exercise 8 (Arbeitsbuch, Seite 37)

- The teacher writes small cards with a day of the week and time and a subject and each card should have another similar copy. Exercise 7 (Kursbuch Seite 37) Before distributing the cards among the students, the teacher should write the example questions and answers on the board and practise it with students. Each student gets one card and should ask every one the question and find the other student with the similar card.
- Student listens to exercise 8 (Kursbuch, Seite 37) and practises the “Sch” sound. The teacher can write a tongue twister with “sch” and the students can practise it ex. “Schneiders Schere schneidet scharf, scharf schneidet Schneiders Schere”
- Student reads the title of the text, the teacher explains the meaning of it. The teacher asks “Wer ist der Neue?” The students can guess who the new person is. The student reads the text and does the exercise (a) After discussing the answers and explaining the new words, student does the exercise b (Kursbuch, Seite 38) The teacher can ask the students to go through the text again and underline the sentences with “wir/ ihr” Teachers takes two of those sentences as examples to the blackboard explains the pronouns and the conjugations with active participation of the students. Student does exercise 10 (Arbeitsbuch, Seite 37)
- Student does exercise 12 (Arbeitsbuch, Seite 38) After correcting the exercise students can write a small text about their school. The teacher helps with the extra information. The students work in small groups. The best text can be hung on the wall.
- The teacher can find some famous group names either a sports team or a music group or characters that always comes together which is relevant to Sri Lankan students. Then the students can do the guessing game in exercise 10 (Kursbuch, Seite 39)
- The teacher uses the listening exercise to introduce the alphabet. The Alphabet song on tangram aktuell 1-4 or from Kulturbeutel is also suitable for this. After practising the sound for several times the teacher introduces the question wie ist dein Vorname/ Nachname oder Familienname, and the command Buchstabierte bitte, the students practise them with each other. Then the student does the listening exercise 11. b. and c.

Evaluation and Assessment

- Student should be able to talk about their likes and dislikes for the school subjects.
- Students should be able to conjugate the familiar verbs according to pronouns wir and ihr
- Students should be able to pronounce the alphabet correctly and spell German words.

Vocabulary

Was ist dein Lieblingsfach? Mein Lieblingsfach ist Ich mag nicht. Ich finde toll

Conjugations wir/ ihr das Alphabet

Buchstabierte bitte wie schreibt man das?

Materials

Kursbuch/ Arbeitsbuch/ CD/ Cards with questions and answers

Extra Activities

Teacher can organize a Spelling Bee contest with simple German words.

Lesson 13

Competency : 1 / 2

Competency levels : 1.1 Listens and identifies speech sounds
2.1 Understands questions auditive and responds
2.2 Can ask and answer simple questions on familiar topics.

Time : 2 Periods

Learning outcome: Students will be able to:

- identify the school materials and can ask simple questions about them.

Teaching and learning Process:

- The teacher can ask simple questions about the picture (page 40 no. 1) Students answer the questions by only looking at the picture.
- Students listen to the track and try to answer the questions given.
- The teacher writes the word 'Schulsachen' on the board and tries to explain the word by showing materials and write some words on the board. This helps the student to understand the next step.
- Students listen to the words on the track (L6/2) and look at the pictures and repeat them.
- Students practise the new words by showing their own materials (Teacher can divide the class in two groups and let the students practise the words in a form of a game)
- The teacher gives students small coloured cards (use the same colours given in the book-page 41 no.3) and students identify the colours with the gender of the word and writes it on the card.
- Students paste the cards with words on the wall and categorize them with genders.
- :Students listen to the Mini dialogues on the track (L6/3)
- The teacher writes on the board 'Wo ist dein...? / Was ist das?' (Please use relevant colours to differentiate the genders) with the answer . Students look at the questions and answer. Teacher can help the students to make questions and reply as in the track.

Evaluation and Assessment:

- Student should be able to identify the school materials and categorize them with genders and ask simple questions about them.

Vocabulary:

Schulsachen- Kuli, Bleistift, Lineal...

Materials:

Coloured cards, Kursbuch, CD

Extra Activities:

Game: Students work in 2 groups .one student comes to the board and writes a word with blanks eg. B _ _ _ _ s _ _ _ _ _ . the other group has to

Lesson 14

Competency	:	2 / 6
Competency levels	:	1.1 Understands questions auditive and responds. 6.1 Student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules. 6.2 practises learned structures both verbally and in writing. 6.3 Produces his his own sentences in communication by using correct grammatical structures.
Time	:	1 Period

Learning outcomes: Students will be able to:

- listen to a text and understand the given information.
- identify the verbs and conjugate them.
- ask simple questions by using the correct conjugations

Teaching and learning Process:

- Students read the sentences first.(page 42 no. 6-a)
- Students listen to track and do the exercise.
- :Students mark all the verbs in the sentences, The teacher asks the students about the verbs and writes the infinitives on the board.
- :Students try to conjugate the verbs on the board
- The teacher corrects the conjugations with the students and emphasize on the Verb-ending according to the pronouns
- Students do the exercises on the Arbeitsbuch page 41 no. 6 .Teacher can give more exercises to practise verb conjugations.
- Students ask questions each other by using ‘ wer?/ wo?/ was?’

Evaluation and Assessment:

- Student should be able to understand a listening text and ask and answer the questions using the correct verb conjugations.

Vocabulary:

Verbs- spielen, sprechen, lesen, hören

Materials:

Kursbuch, Arbeitsbuch, CD

Extra Activities:

- Game: Teacher writes 1= du, 2= du, 3= er/sie, 4= wir, 5= ihr, 6= sie/Sie on the board. And makes small groups in the class and give a dice to each group and ask them to play. e.g. One person plays the dice and gets no.2 and the neighbour has to tell him a verb to conjugate and he has to conjugate the verb for ‘ du’ (2=du) if it’s correct , the he can play once more and if it’s wrong the other person plays.

Lesson 15

Competency	:	2 / 6
Competency levels	:	2.1 Understands questions auditive and responds 6.1 Student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules. 6.2 practises learned structures both verbally and in writing 6.3 Produces his his own sentences in communication by correct grammatical structures.

Time : 1 Period

Learning outcomes: Students will be able to:

- identify the school materials and use the negative form. (kein/e)

Teaching and learning Process:

- Students listen to the small dialogue on the track (L6/7)
- The teacher shows a school material (pen) and ask 'ist das ein Kuli?'. Students answer and the teacher writes the answer on the board. The teacher shows this time a pencil and ask 'Ist das ein Kuli?'. Students may answer 'no'. Then teacher writes 'Nein, das ist kein Kuli, das ist ein Bleistift.' Teacher can take different examples to show all three genders and the plurals.
- Students read the board and identify 'ein(e) / kein(e)' and do the exercise on the Arbeitsbuch page 42 no.9
- Students show each other school materials and ask questions and reply as in the example.
- Students do the exercise on the Kursbuch page 43 no.9

Evaluation and Assessment:

- Student should be able to identify the school materials and use the negative form.

Vocabulary:

School materials

Materials:

Kursbuch, Arbeitsbuch, CD

Extra Activities:

- Teacher can use the picture cards with different vocabulary and let the students ask the questions each other.

Lesson 16

Competency	:	2 / 3 / 5 / 6
Competency levels	:	1.1 Can ask and answer simple questions on familiar topics. 1.1 Can understand and uses everyday expressions 5.2 Writes a simple e-mail 6.3 Produces his own sentences in communication by using correct grammatical structures
Time	:	2 Periods

Learning outcomes: Students will be able to:

- use the verb ‘möchten’ and express their ‘likes’ and ‘dislikes’
- understand a simple e-mail about someones school routine / timetable/ favorite subjects/ teachers and write a reply.

Teaching and learning Process:

- :Teacher can show (only) the picture of page 44 and ask questions such as:

Wo ist das?

Wie viele Personen sind da?

Was sprechen sie?

This helps the students to make their own imaginations about the situation and express them in

German.

- Students listen to the dialogue (L6/8) and check whether their assumptions are true.
- Students play the dialogue by using given variations. The teacher can correct their pronunciations
- The teacher writes the question “Was möchtest du heute machen?” and ask a Student what she or he likes to do (please use gestures and mimic to explain the verb möchten and give more examples until the students understand the meaning) Teacher writes the answer on the board and let the students ask the questions from each other.
- The teacher writes the conjugations of “möchten” with help of the students
- Thr teacher writes 2-3 sentences on the board and highlights the conjugated verbs and infinitive verbs to show the students the locations of the verbs (conjugated verb- the 2nd place , Infinitive- at the end)
- Students do the exercises on the Arbeitsbuch page 43 no.12,13
- Students ask the question “Was möchtest du heute machen?” again and answer.
- Students do the exercise on Kursbuch page 44 no.11.
- Students can work with a partner and write a reply for the E-mail (Kursbuch page 44 no.12) and read the answers in the classroom.

Evaluation and Assessment:

- Student should be able to conjugate the verb ‘möchten’ and use it to express their likes and dislikes and should be able to reply to a simple E-mail.

Lesson 17

Competency : 2

Competency levels : 1.2 Can ask and answer simple questions on familiar topics.

Time : 2 Periods

Learning outcomes: Students will be able to:

- ask about the time and give the time in an unofficial form

Teaching and learning Process:

- The teacher uses an old clock or a paper clock to introduce the time in German and asks the time (only hours) and writes the question “Wie spät ist es jetzt?” along with one answer “Es ist zwei Uhr” on the board.
- The teacher introduces other times with minutes and uses a picture as in the Kursbuch page 46(a) to show the students “vor, nach, halb etc.”
- The teacher can give extra exercises in How to say the time’ – (Tangram Aktuell 1/ Studio D - Einstieg)
- Students use a clock and ask questions from each other.(as a game)

Evaluation and Assessment:

- Student should be able to ask about the time and give the time.

Vocabulary:

Uhrzeiten: Viertel vor/ nach...., halb....., fünf/ zehn nach/ vor...., kurz vor/nach...., genau

Materials:

Kursbuch, Arbeitsbuch, Clock

Extra Activities:

- Game: Students play in two groups and the teacher says a time. One group has to say the time 5 minutes before the given time and the other group has to say the time 5 minutes after. Teacher gives marks for the correct answers.

Lesson 18

Competency : 3

Competency levels : 1.1.Can use basic phrases and questions satisfactory in familiar situations.

Time : 1 Period

Learning outcomes: Students will be able to:

- identify the time and play an authentic dialogue with regard to the time.

Teaching and learning Process:

- Guessing game- Kursbuch page 47. Teacher can introduce the words 'früher' 'später'
- Students play the dialogue on Kursbuch page 47 no.3. Teacher can give them more variations of time and situations.

Evaluation and Assessment:

- Student should be able to play a dialogue using the time.

Vocabulary:

Spatter, früher, tut mir Leid, zu spat...

Materials:

Kursbuch

Lesson 19

Competency : 8

Competency levels : 8.1 Learns simple information about the German speaking countries.
8.2 Identifies similarities and differences in standard practices specified in the content

Time : 1 Period

Learning outcome: Students will be able to:

- Get an idea about common German symbols, which bring good and bad luck, “Glücks- Pechsymbole” and can compare them with Sri Lankan symbols.

Teaching and learning Process:

- The teacher writes the words “Glück” and “Pech” on the board with the similes and gives some pictures which symbolize “Glück” and “Pech” both in Germany and in Sri Lanka. Students try to match the symbols to “Glück” and “Pech” in groups. The teacher can discuss with the students afterwards whether their answers are correct or wrong and students can get an idea about the meaning of the two words.
- Students work in two groups and collect Glücksymbols and Pechsymbols in Sri Lanka. And they compare them with the German symbols

Evaluation and Assessment:

- Student should be able to compare an intercultural Aspect.- Glücksymbols and Pechsymbols

Vocabulary:

Vierblättriges Kleeblatt, Schwein, Schornsteinfeger, Fliegepilz, Hufeisen etc.

Materials:

Pictures

Lesson 20

Competency : 1/ 2 /6

Competency levels :

- 1.1 Listens and identifies speech sounds
- 1.2 Practises speech sounds
- 1.3 Reads and links the speech sounds to letters
- 2.1 Understands questions auditive and responds
- 6.1 Student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.
- 6.2. Practises learned structures both verbally and in writing

Time : 2 Periods

Learning outcomes: Students will be able to:

- Identify the differences between definite and indefinite articles and use them in the correct time.

Teaching and learning Process:

- Students listen to the dialogue (L7/50 and do the dialogue using the variations given. The teacher helps with the correct pronunciation.
- Students read the table given below and make a list of vocabulary with the relevant genders(der/ die /das/ Pl.), which they are already familiar with. - Schulsachen
- Students hang their list on the wall.
- The teacher has to explain the difference between the definite and the indefinite articles.
- Students do the exercise on Arbeitsbuch page 47 no.5. Teacher can give more exercises (Tangram Aktuell 1/ Begegnungen 1)
- Students do the exercise on Kursbuch page 49 no.6.
- Students listen to the tracks L7/6-8 and practice pronunciation

Evaluation and Assessment:

- Student should be able to use definite and indefinite articles in the correct situation.

Vocabulary:

Schoolmaterials, words to practice the pronunciation

Materials:

Kursbuch, Arbeitsbuch, CD

Lesson 21

Competency : 2 /4/ 6

Competency levels : 1.3. Can engage in simple conversations by asking and giving information
4.1. Understand familiar names, words, simple sentences and phrases in a written text and finds answers selectively and globally for the given questions.
6.2. Practise learned structures both verbally and in writing
6.3. Produces his own sentences in communication by using correct grammatical structures

Time : 2 Periods

Learning outcome: Students will be able to:

- Use the verbs “möchten”, “dürfen” in a correct context.

Teaching and learning Process:

- The teacher shows (only) the picture of the page 50 and asks questions such as, Wo ist das?, Was gibt es im Kiosk?, Wie viel kostet...? , Was essen die Schüler?
- Students read the small texts and match them with the pictures. The teacher can discuss with the students more about the pictures and the texts.
- Students listen to the track L8/1 and read the menu in the canteen.
- Students do exercise on page 51(c)
- Students listen to a story and play it with others.
- The teacher writes a sentence with ‘dürfen’ on the board and tries to explain the verb with more examples and conjugate it.
- The teacher emphasize on the location of the verbs with examples.
- Arbeitsbuch page 50 no.3, 4- please use other exercises to practice the verbs.
- The teacher gives some verbs such as, rad fahren, in die Disko gehen, etc. and students make questions with those verbs using ‘möchten’ and ‘dürfen’.
Eg. Möchtest du heute rad fahren?, Darfst du in die Disko gehen?

Evaluation and Assessment:

- Student should be able to use the verbs ‘möchten’ and ‘dürfen’ in a correct context asking questions and replying them.

Vocabulary:

Menu in the canteen- Käsebrot, Pausenbrot, Schokoriegel...

Materials:

Kursbuch, Arbeitsbuch, CD

Extra Activities:

- The teacher can give more situations to write or talk about what is allowed and what is not allowed e.g. In the library/ in school/ in the bus

Lesson 22

Competency : 1

Competency levels : 1.1 Listens and identifies speech sounds
1.2 Practises speech sounds
1.3 Reads and links the speech sounds to letters

Time : 1 Period

Learning outcomes: Students will be able to:

- Pronounce the accent (Umlaut)

Teaching and learning Process:

- Students listen to the words on L8/3-5 and practise them.
- The teacher gives more words with 'ü' and 'u' to practice (please use other textbooks- Aussprache Training- since this part is very important for the correct pronounciations)

Evaluation and Assessment:

- Student should be able to pronounce 'u' and 'ü' correctly.

Vocabulary:

Kuli, Füller...

Materials:

Kursbuch, other materials, CD

Extra Activities:

- Game: Teacher can give words with 'ü' and 'u' and let the students to be in two groups and read the words correctly.

Lesson 23

Competency : 2/ 6

Competency levels : 1.2. Can engage in simple conversations by asking and giving information.
6.3. Produces his his own sentences in communication by using correct grammatical structures

Time : 1 Period

Learning outcomes: Students will be able to:

- Use the verb “dürfen”

Teaching and learning Process:

- The teacher can do a small oral exercise as a repetition for the verb “dürfen”
- Students do the exercise on page 52 no.3
- Students work in two groups and write the names of the food which are already known to them on a poster hang it on the wall. The teacher can help with the new vocabulary.(This helps the students to memorize the vocabulary)
- Students can play the games which are in the page 52 no. 4b

Evaluation and Assessment:

- Student should be able to memorize the verb conjugations of “dürfen” and the vocabulary

Vocabulary:

German lexicon for Food

Materials:

Kursbuch, poster

Lesson 24

Competency :6

Competency level : 6.1. Student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.
6.2. Practises learned structures both verbally and in writing
6.3. Produces his own sentences in communication by using correct grammatical structures.

Time : 2 Periods

Learning outcomes: Students will be able to:

- Identify the object of a sentence and use it.

Teaching and learning Process:

- Students listen to the dialogue L8/6 once and play it. The teacher explains the difficulty of vocabulary.
- Students use the variations given and play the dialogue (Without knowing that they use Accusative.)
- Teacher can write the same examples as on the Kursbuch and explain 'Nominative' and 'Akkusative'.
- Students do the exercises Arbeitsbuch page 52 no.8/ 9/ 10.
- Students can do the Kartenspiel on page 53 no. 6. Teacher gives the instructions.
- Teacher can give some more verbs (finden, suchen, nehmen..) which come with Akkusative and which match to the context too and ask the students to practise akkusative with more dialogues.

Evaluation and Assessment:

- Student should be able to use Akkusative in a simple dialogue.

Vocabulary:

Der Schreibblock, der Aufsatz, das Diktatheft, die Hausaufgaben, die Übungen, finden, haben, nehmen, suchen...

Materials:

Kursbuch, Arbeitsbuch, cards for the game

Extra Activities:

- Kettenübung (Chain exercise): Students make a circle in the classroom. Teacher writes the question 'Was hast du in deiner Schultasche?' on the board. First student says, 'Ich habe ein Heft.' Second student 'Ich habe ein Heft und einen Kuli'.

Lesson 25

Competency : 1b/ 6

Competency levels : 1.5 Produces sentences verbally using appropriate sentence melody, rhythm and accent.

6.1. Student works cognitively with example sentences of a grammatical structure and identifies patterns and exceptions by himself and discovers the relevant grammatical rules.

6.2. practises learned structures both verbally and in writing

6.3. Produces his his own sentences in communication by using correct grammatical structures.

Time : 2 Periods

Learning outcomes: Students will be able to:

- Request someone to do something using Imperative.

Teaching and learning Process:

- Students listen to the dialogue on page 54 L8/7 and play the dialogue. The teacher has to help them to use the correct intonations and expressions while playing the dialogue. (So that the students easily can understand Imperative)
- Students mark all the verbs in the dialogue and the teacher writes the infinitives on the board and ask students to conjugate them (Please make sure that the students can conjugate the verbs like-lesen, essen, fahren..)
- Once the verbs are conjugated on the board, the teacher writes Imperative form and explains how to make Imperative as in the example given in the Kursbuch.
- Teacher can make Imperative with more verbs with the students on the board till they understand the rule well.
- The teacher gives exercises to practise Imperative(tangram Aktuell 1/ Studio D 1)
- The teacher introduces the words (mal, bitte, doch)to use Imperative in a more polite manner.
- Students do the exercise on Arbeitsbuch 53 no.11

Evaluation and Assessment:

- Student should be able to use Imperative and request someone to do something.

Vocabulary:

Verbs- nehmen, kommen, geben, sein, haben...

Materials:

Kursbuch, Arbeitsbuch

Extra Activities:

Game: One person comes to the front and asks others to do something in the classroom. Others do it only if that person request for it politely.

Lesson 26

Competency : 3

Competency levels : 3.2 Can use basic phrases and questions satisfactory in familiar situations.

Number of periods : 2 Periods

Learning outcomes: Students will be able to:

- ask about the dates and birthday and give an answer for that.

Teaching and learning Process:

- Students do the exercise on page 54/55. Teacher can discuss about the notices given on page 55.
- Students listen to the track L8/8 and repeat what they hear according to the table given on page 55 no.9b
- The teacher introduces the ordinal numbers and teaches how to say the date.
- Teacher can use a calendar to practice 'dates'.
- The teacher writes on the board how to ask for the Birthdates/day and how to reply.
- The teacher gives them a small worksheet¹(Footnotes)Name Geburtstag with the names of the students and students ask each other for their birth dates fill the form.

Evaluation and Assessment:

- Student should be able to ask for birthdays or mention the dates in German and reply.

Vocabulary:

Ordinal numbers.

Materials:

Kursbuch, Arbeitsbuch

Extra Activities:

- Game: Students work in 2 groups and both groups have the same calendar. One group has to ask about a date and the other group has to say the day. e.g. Was für einen Tag ist der 20. April?

Prototype Assessment Tools for School Base Assessment

1. **Evaluation state** : Term 1: tool 1
2. **Competency level covered** : Competency 3 /5
3. **Content covered** : Introduce members of the family
4. **Nature of the tool** : Individual assignment
5. **Objectives of the tool** :
 - Introducing one´s family in detail in German language using learned lexicon
 - Developing the writing skills and creativity
 - Developing the presentation skills
6. **Instruction of the tool** :
 - Ask children to bring one of their family albums and select with them photos of their immediate and distant family (ex: Vater, Mutter, Geschwister, Großeltern, Tante, Onkel, cousin ect.)
 - Ask the students to collect information about the family members (Name, Alter, Wohnort, Beruf, Hobbys, Lieblingsessen ect.)
 - Provide the students with colour pens and papers and paper boards and ask them to make a collage of their family. Guide the student during this. This can be also done as a homework
 - Student presents his/her collage to the class and gives information about his/her family.
 - 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.

7. Evaluation/ assessment criteria

Criteria	Name of the Student			
	A	B	C	D
<u>For the Collage</u> 1. Using correct Grammer Structures 2. Using correct orthography 3. Creativity <u>For the Presentation</u> 1. Presentation skills 2. Fluency in language 3. Correct pronunciations				

A: very good

B: good

C: ordinary

D: should be developed