

Year Group: 1st Year

Term: 2

Unit of Learning Title: Sport

Approximate Duration: 4 Lessons

Learning Outcomes		Learning Activities		
Assessment		Teaching & Learning Activities		
<p>Learning Outcomes in Focus (What do I want my students to know, understand and be able to do in the target language?)</p> <p>Strand 1 Communicative Competence Listening 1.1 Identify the general topic of a conversation on familiar topics when it is expressed clearly</p> <p>Spoken Interaction 1.13 Ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations</p> <p>Strand 2 Language Awareness 2.4 Identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know</p> <p>Strand 3 Socio-cultural Knowledge and Intercultural Awareness 3.7 Analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits</p>	<p>Assessment (What learning should students be able to demonstrate within this unit?)</p> <p>Spoken Production Perform a short presentation</p> <p>Spoken interaction Engage in a basic discussion on sports; Conduct a survey</p> <p>Listening Interpret listening activities on the topic of sport</p> <p>Reading Interpret reading activities on the topic of sport</p> <p>Writing Compose a blog on sports</p> <p>Socio-Cultural Knowledge and Intercultural Awareness List the most popular sports in Germany</p> <p>Differentiation Scaffolded oral, written, aural and reading exercises; Additional exercises for early finishers (pp. 122-123)</p>	<p>Teaching & Learning Activities (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction, Writing)</p> <p>Spoken Production</p> <ul style="list-style-type: none"> Repeat and recall sports from the sentence builder using Track 5.01-5.04 (p. 100) Perform a short presentation (p. 103) <p>Spoken Interaction</p> <ul style="list-style-type: none"> Conduct a survey on the sports the class plays using the sentence builder (p. 101) <p>Writing</p> <ul style="list-style-type: none"> Apply the sports vocabulary using written exercises (p. 101, Portfolio p. 25) Compose a blog on sports (p. 122) <p>Listening</p> <ul style="list-style-type: none"> Interpret listening activities (pp. 103 & 106) <p>Reading</p> <ul style="list-style-type: none"> Interpret reading activities (pp. 102, 105, 108) <p>Language Awareness</p> <ul style="list-style-type: none"> Describe likes and dislikes using gern, lieber, am liebsten (p. 104, PowerPoint) Explain and apply the irregular verbs fahren, laufen and schlafen (p. 107, PowerPoint) Play Bingo (FolensHive) <p>Socio-Cultural Knowledge and Intercultural Awareness</p> <ul style="list-style-type: none"> Research most popular sports in Germany (Portfolio p. 26) <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition.</p>	<p>Resources</p> <p>Gefällt Mir! 1 Textbook and Portfolio</p> <p>Mini whiteboards White board Speakers</p> <p>Student internet access</p> <p>FolensHive: - Audio tracks - Grammar PowerPoint - Bingo</p>	<p>Reflection</p> <p>What worked well?</p> <p>Even better if ...</p> <p>What other language development has taken place?</p>

Year Group: 1st Year Unit of Learning Title: Fernsehen und Lesen		Term: 2	Approximate Duration: 4 Lessons		
Learning Outcomes		Assessment	Learning Activities	Resources	Reflection
<p>Learning Outcomes in Focus (What do I want my students to know, understand and be able to do in the target language?)</p> <p>Strand 1 Communicative Competence Reading 1.6 Understand the general sense of a text on familiar topics 1.7 Identify specific information in a range of texts dealing with familiar topics.</p> <p>Strand 2 Language Awareness 2.1 Recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions</p> <p>Strand 3 Socio-cultural Knowledge and Intercultural Awareness 3.8 Compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media</p>	<p>Assessment (What learning should students be able to demonstrate within this unit?)</p> <p>Spoken Production Perform a short presentation</p> <p>Spoken interaction Engage in a basic discussion on TV and reading; Interview each other</p> <p>Listening Interpret listening activities on the topic of TV and reading</p> <p>Reading Interpret reading activities on the topic of TV and reading</p> <p>Writing Compose a brochure on the Berlinale</p> <p>Socio-Cultural Knowledge and Intercultural Awareness Summarise key points about a German-speaking actor</p> <p>Differentiation Scaffolded oral, written, aural and reading exercises; Additional exercises for early finishers (pp. 122-123)</p>	<p>Teaching & Learning Activities (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction, Writing)</p> <p>Spoken Production</p> <ul style="list-style-type: none"> Listen, repeat and recall vocabulary on the topic of TV and reading from the sentence builder using Track 5.1.1-5.1.3 (p. 109) Perform and record a presentation (p. 123) <p>Spoken Interaction</p> <ul style="list-style-type: none"> Conduct a survey on what the class likes to watch and read using the sentence builder (p. 110) Students interview each other pretending to be German-speaking actors (p. 113) <p>Writing</p> <ul style="list-style-type: none"> Apply TV and reading vocabulary using written exercises (p. 110) Compose a brochure on the Berlinale <p>Listening</p> <ul style="list-style-type: none"> Interpret listening activities (pp. 110, 113) <p>Reading</p> <ul style="list-style-type: none"> Interpret reading activities (pp. 111, 114, 115) Play Vocabulary Match-up (FolensHive) <p>Language Awareness</p> <ul style="list-style-type: none"> Explain and apply the irregular verbs lesen, sehen and fernsehen (pp. 112-113, PowerPoint) <p>Socio-Cultural Knowledge and Intercultural Awareness</p> <ul style="list-style-type: none"> Research German-speaking actors Find out about the Berlinale Find out about German TV programmes <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition</p>	<p>Gefällt Mir! 1 Textbook and Portfolio</p> <p>Mini whiteboards White board Speakers</p> <p>Student internet access</p> <p>FolensHive: - Audio tracks - Grammar PowerPoint - Match-up game</p>	<p>What worked well?</p> <p>Even better if ...</p> <p>What other language development has taken place?</p>	

Year Group: 1st Year

Term: 2

Unit of Learning Title: Musik

Approximate Duration: 4 Lessons

Learning Outcomes in Focus (What do I want my students to know, understand and be able to do in the target language?)	Assessment (What learning should students be able to demonstrate within this unit?)	Teaching & Learning Activities (Plan the activities/methodologies*. Consider the five language skills: Listening, Reading, Spoken Production, Spoken Interaction, Writing)	Resources	Reflection
<p>Strand 1 Communicative Competence</p> <p>Spoken Production</p> <p>1.10 Convey simple descriptions, presentations or announcements on familiar topics</p> <p>Writing</p> <p>1.17 Write words and create short sentences using various media (emails, letters, blogs, postcards...) on everyday topics with accuracy</p> <p>Strand 2 Language Awareness</p> <p>2.7 Monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement</p> <p>Strand 3 Socio-cultural Knowledge and Intercultural Awareness</p> <p>3.6 Select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability</p>	<p>Spoken Production</p> <p>Perform and record a presentation on a German-speaking singer</p> <p>Spoken interaction</p> <p>Engage in a basic discussion on music; Discuss hobbies in groups</p> <p>Listening</p> <p>Interpret listening activities on the topic of music</p> <p>Reading</p> <p>Interpret reading activities on the topic of music; Interpret a monologue</p> <p>Writing</p> <p>Compose a blog</p> <p>Chapter Test</p> <p>Klassenarbeit (FolensHive)</p> <p>Socio-Cultural Knowledge and Intercultural Awareness</p> <p>Create social media profile for a German-speaking singer</p> <p>Differentiation</p> <p>Scaffolded oral, written, aural and reading exercises; Additional exercises for early finishers (p. 123)</p>	<p>Spoken Production</p> <ul style="list-style-type: none"> Students listen, repeat and recall sports from the sentence builder using Track 5.18–5.20 (p. 116) Perform and record a presentation on a German-speaking singer (Portfolio pp. 29–30) <p>Spoken Interaction</p> <ul style="list-style-type: none"> Conduct a survey on what the class likes to listen to and play using the sentence builder (p. 117) Students discuss their hobbies in groups of three (p. 121) <p>Writing</p> <ul style="list-style-type: none"> Apply music vocabulary using written exercises (p. 117) Compose a blog (Portfolio p. 28) <p>Listening</p> <ul style="list-style-type: none"> Interpret listening activities (pp. 117, 119) Interpret monologue and complete worksheet (FolensHive) <p>Reading</p> <ul style="list-style-type: none"> Interpret reading activities (pp. 118, 120) Match up vocabulary (FolensHive) <p>Language Awareness</p> <ul style="list-style-type: none"> Use reflective language to answer prompt (Portfolio p. 29) <p>Socio-Cultural Knowledge and Intercultural Awareness</p> <ul style="list-style-type: none"> Research German-speaking singers Find out about the rock festival Wacken Find out about the musical scene in Hamburg <p>*Activities recognise the integrated nature and sequence (receptive → productive) of second language acquisition</p>	<p>Gefällt Mir! 1 Textbook and Portfolio</p> <p>Mini whiteboards White board Speakers</p> <p>Student internet access</p> <p>FolensHive: - Audio tracks - Match-up game - Monologue</p>	<p>What worked well?</p> <p>Even better if ...</p> <p>What other language development has taken place?</p>