

GERMAN LANGUAGE ACQUISITION COURSE OVERVIEWS

LANGUAGE ACQUISITION GERMAN – MYP 4 and MYP 5 – Phases 1 / 2 / 3 / 4

MYP 4 Course overview 2023/2024

Language acquisition-German-Phase 1 and 2

Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
<p>Unit 1</p> <p>ERSTE KONTAKTE September, Oktober</p>	<p>Communication</p>	<p>Function</p>	<p>Personal and cultural expression</p>	<p>The linguistic diversity makes the communication more difficult and separate us, but their function is also to connect one community and keep the wealth of our</p>	<p>At the end of phase 1 (and 2) the student should be able to:</p> <p><b>Objective A:</b> <b>LISTENING</b></p> <ul style="list-style-type: none"> <li>-identify explicit and implicit information</li> <li>- analyse conventions and analyse conventions <b>in a wide variety of simple</b></li> </ul>	<p><b>Self Management</b></p> <p><b>Organization:</b></p> <p>time management —including using time effectively in class, keeping to deadlines</p> <p>self-management —including personal goal setting, organization of learning materials</p> <p><b>Reflection:</b></p> <p>Self evaluation of the acquired language skills and focus on how it can be further improved i.e. pronunciation &amp; phonics can be improved by recognition and practice</p>	<p>Kommunikation:</p> <p>Etwas benennen, buchstabieren, etwas wissen, nicht wissen, Zustimmungen äußern, jemanden begrüßen, nach dem Alter, Herkunft, Muttersprache und Fremdsprachen fragen, etwas/ jemanden beschreiben</p> <p>Wortschatz:</p> <p>Ländernamen, Sprachen, Zahlen, internationale Wörter, Alphabet, Angaben zur Person</p>

				<p><b>personal and cultural expression.</b></p>	<p><b>authentic texts</b></p> <p><b>Objective B: READING</b></p> <ul style="list-style-type: none"> <li>-identify explicit and implicit information</li> <li>- analyse conventions and analyse conventions <b>in a wide variety of simple authentic texts</b></li> </ul> <p><b>Objective C: SPEAKING</b></p> <ul style="list-style-type: none"> <li>-use a wide range of vocabulary</li> <li>- use a wide range of grammatical structures generally accurately</li> <li>- use clear pronunciation and intonation in a comprehensible manner</li> <li>-communicate al or almost all the required information clearly and effectively.</li> </ul> <p><b>Objective D: WRITING</b></p>	<p>The language tools - repetition and drilling</p> <p><b><u>Social</u></b></p> <p><b>Collaboration:</b></p> <p>working in groups</p> <p>— taking responsibility, adapting to roles, demonstrating teamwork</p> <p>—including</p> <p><b><u>Communication</u></b></p> <p>-use and interpret a range of discipline specific terms</p>	<p>Grammatik:</p> <p>Personalpronomen; Verbkonjugation im Präsens;</p> <p>Definiter und indefiniter Artikel im Nominativ Singular; Possessivartikel (mein/ dein) im Nominativ; Verbkonjugation (sein); Aussage und Fragesatz</p>
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					<ul style="list-style-type: none"><li>-use a wide range of vocabulary</li><li>-use a wide range of grammatical structures</li><li>generally accurately</li><li>- organize information effectively and coherently in an appropriate format</li><li>using a wide range of simple cohesive devices</li><li>- communicate al or almost all the required information clearly and effectively.</li></ul>		
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<p>Unit 2</p> <p>November, Dezember</p> <p>WAS MACHST DU HEUTE</p>	<p>Communication</p>	<p>Function Audience Message</p>	<p>Identities and relationships Exploration: Personal efficacy and activity</p>	<p>Spending time with others in school and by free time activities helps to build relationships and means becoming a life-long learner</p>	<p>A, B,C,D</p>	<p><b>Communication:</b> -Through interaction Use a variety of speaking techniques (How to present the poster) -through language (find and structure information for poster) Read a variety of sources for information and for pleasure (collect info about your favourite singer or band) <b>Social:</b> Practice empathy and listen actively to others presentation  <b>Research:</b> Collect, record and verify data  <b>Creative- thinking skills</b> How to make a good poster</p>	<p><b>Kommunikation:</b> Zeitangaben machen über Vorlieben sprechen , gefallen/ Missfallen ausdrücken, Ratschläge geben, Fähigkeiten und Notwendigkeiten ausdrücken, begründen <b>Wortschatz:</b> Wochentage, Freizeitaktivitäten, Schulfächer , Tätigkeiten <b>Grammatik:</b> Possessivartikel, Verbkonjugation - Präsens(mögen , haben , müssen können)Zeitangaben (am/um), Inversion, Satzklammer</p>
<p>Unit 3 FAMILIE and Co. January, February, March</p>	<p>Connections</p>	<p>Context Message</p>	<p>Identities and Relationships Roles and role plays- students will explore human relationships- different</p>	<p>Through language we connect with others by creating messages to suit the context.</p>	<p>A,B,C,D</p>	<p><b>Communication</b>  - Informing others - convey messages in oral and written form to communicate  <b>Self Management</b> <b>Organization:</b>  -time management— using time effectively in class, keeping to deadlines -self-management—personal goal setting, organization of learning materials</p>	<p><b>Kommunikation:</b> Über eigene Familie sprechen, nach Alter und Beruf fragen, Über Vorlieben sprechen Gefallen /Missfallen ausdrücken <b>Wortschatz:</b> Jahreszahlen, Familie, Verwandten, Berufe, Alter <b>Grammatik:</b> Possessivartikel, Kasusendung Nominativ, Syntax, Inversion, Negation kein</p>

			kinds of families and life stiles in different societie s and cultures			<p><b>Reflection:</b></p> <p>Self evaluation of the acquired language skills and focus on how it can be further improved i.e. pronunciation &amp; phonics can be improved by recognition and practice</p> <p><b>Social</b></p> <p><b>Collaboration:</b></p> <p>-working in groups— taking responsibility, adapting to roles, demonstrating teamwork          -accepting others—including accepting others' ideas, respecting others' points of view          -personal challenges—including respecting cultural differences and limitations with peers and with teachers</p>	
<p><b>Unit 4</b></p> <p><b>ESSEN UND TRINKEN</b></p> <p>April , May, June</p>	Culture	Purpos e Message	<p>Orienta tion in space and time</p> <p>Explora tion: What is “norma l” to</p>	<p>Food choices are influenced by different aspects such and cultural backgroun</p>	A,B,C,D	<p><b>Communication:</b></p> <p>-write for different purposes</p> <p>-read critically and for comprehension</p> <p><b>Social:</b></p> <p>-give and receive meaningful feedback</p> <p>-help other to succeed</p>	<p><b>Kommunikation:</b></p> <p>Wünschen äußern, nach Wünschen fragen, Vorlieben ausdrücken, Preise nennen, Essen und Trinken beschreiben</p> <p><b>Wortschatz:</b></p> <p>Essen und Trinken</p>

			eat consider ring heritage, place, and boundaries	d and advertising		<u>Self management</u> -bring necessary equipment and supplies to class  <u>Research</u> Collect , record and verify data	Essen bestellen und bezahlen  Grammatik: Verben mit Vokalwechsel, <i>möchte</i> , Pronomen <i>man</i> , Akkusativ
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## MYP 5 Course overview 2023/2024

Language acquisition-German-Phase 2 / 3

Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Unit 1  <b>GESUNDHEIT</b>  September, October	Connections	Function  Point of view	Identities and relationship  <b>Exploration:</b> Physical, spiritual, mental and social  health and well being lifestyles	Our physical, mental, social and spiritual health is connected to each other and through function of language we can develop the right point of view how to	Students should be able:  <b>Objective A: LISTENING</b> -identify explicit and implicit information  - analyse conventions and analyse conventions in a <b>wide variety of            simple authentic            texts</b>  <b>Objective B: READING</b>	<b>Communication:</b> Interaction  - use a variety of media to communicate with a range of audiences( phon, e-mail, SMS- appointments)  - collaborate with peers (role plays- dialogs)	<b>Kommunikation:</b> Schmerzen lokalisieren, Termine vereinbaren, Datum angeben, Ratschläge geben, Aufforderungen formulieren, Notwendigkeiten , Absichten ausdrücken, höfliche Fragen stellen  <b>Wortschatz:</b> Körperteile, Monatsnamen,

				<p>keep each of them.</p>	<p>-identify explicit and implicit information</p> <p>- analyse conventions and analyse conventions <b>in a wide variety of simple authentic texts</b></p> <p><b>Objective C: SPEAKING</b></p> <p>-use a wide range of vocabulary</p> <p>- use a wide range of grammatical structures generally accurately</p> <p>- use clear pronunciation and intonation in a comprehensible manner</p> <p>-communicate al or almost all the required information clearly and effectively.</p> <p><b>Objective D: WRITING</b></p> <p>-use a wide range of vocabulary</p> <p>-use a wide range of grammatical structures generally accurately</p> <p>- organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices</p> <p>- communicate al or almost all the required</p>	<p><b>Research:</b></p> <p>Finding, interpreting, judging and creating information</p> <p>- collect, record and verify data ( using different web sites research – what can help us to control the stress)</p> <p>- access information to be informed and inform others (report about the research)</p> <p><b>Thinking:</b></p> <p>Critical thinking skills</p> <p>-gather and organize relevant information to formulate an argument to the topic</p>	<p>Jahreszeiten, Gefühlswörter</p> <p><b>Grammatik:</b></p> <p>Modalverben im Präsens, Imperativ, temporale Präpositionen <i>im, am um</i>, Adverb <i>deshalb</i>, Ordinalzahlen</p>
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					information clearly and effectively.		
<p><b>Unit 2</b></p> <p><b>MEDIEN</b></p> <p><b>November, December, January</b></p>	<p><b>Communication</b></p>	<p><b>Conventions</b></p>	<p><b>Scientific and technical innovation</b></p> <p><b>Exploration : Good and bad of technological advances on community</b></p>	<p><b>The media is increasingly influencing our daily lives, conveying information, games, fun and art. Everything is accessible with one click, but we should stay critical and be careful not to become addicted.</b></p>	<p>A, B, C, D</p>	<p>COMMUNICATION</p> <p>-participate in and contribute to digital social media networks</p> <p>SOCIAL (collaboration skills)</p> <p>-Use social media and network appropriately to build and develop relationships</p> <p>REFLECTION SKILLS</p> <p>-Identify strengths and weaknesses of personal learning strategies</p>	<p><b>Kommunikation:</b></p> <p>-Alte und neue Medien</p> <p>Zeitungen, Radio, Fernseher vs. Computer, Laptop, Smartphone</p> <p>-Lieblingsmedium</p> <p>-Lieblingskunst</p> <p>Film und Musik früher und heute</p> <p>Fernsehen</p> <p>-Lieblingssendungen</p> <p>Bist du handysüchtig?</p> <p><b>Wortschatz:</b></p> <p>Fernsehen, Fernsehsendungen, Computer, digitale Medien,</p> <p><b>Grammatik:</b></p> <p>Zusammengesetzte Verben, trennbar – untrennbar</p> <p>Dativ – bestimmter Artikel, Possessivartikel</p> <p>Personalpronomen im Dativ</p> <p>Präteritum von war und hatte</p>
							<p><b>Kommuniktion:</b></p>



<p><b>Unit 3</b></p> <p><b>FREIZEIT</b></p> <p><b>January, February, March</b></p>	<p>Culture</p>	<p>Function, Purpose</p>	<p>Identities and relationship</p> <p>Exploration: Motivation, happiness and the good life</p>	<p>The purpose for communicating in the free time have the function to socialize, to motivate, to entertain and to make us happier</p>	<p><b>A,B,C,D</b></p>	<p>COMMUNICATION</p> <p>Share ideas with multiple audience using a variety of digital environments and media</p> <p>Write for different purpose</p> <p>SELF MANAGEMENT- ORGANISATION SKILLS</p> <p>Plan short and long term assignments and meet deadlines</p> <p>CREATIVE –THINKING SKILLS</p> <p>-create original works and ideas, use existing works and ideas in new ways</p>	<p>Über Freizeit und Freizeitaktivitäten sprechen</p> <p>über Aktivitäten in der Vergangenheit sprechen</p> <p><b>Wortschatz:</b> Sportarten, Kunstarten, Hobbys, Vorlieben</p> <p><b>Grammatik:</b> Perfekt mit haben und sein ,Präteritum</p>
<p><b>Unit 4</b></p> <p><b>MEIN GLOBALES DORF</b></p> <p><b>April, May, June</b></p>	<p>Connections</p>	<p>Form Structure Function</p>	<p>Globalisation and sustainability</p> <p>Exploration:</p>	<p>The language that promote different destinations in the world connect us with these places and has clear form , structure and function</p>	<p><b>A,B,C,D</b></p>	<p>COMMUNICATION</p> <p>-use a variety of speaking techniques to communicate with a variety of audience</p> <p>REFLECTIONS SKILLS</p> <p>-focus on the process of creating by imitating the work of others</p> <p>CREATIVE THINKING SKILLS</p>	<p><b>Kommunikation:</b> Ortsangaben, machen, Entfernungen angeben, den Weg erklären, Verkehrsmittel, Orte und Gebäude in einer Stadt</p> <p><b>Wortschatz:</b> Gegend , Stadt, Land, Himmelsrichtungen, Orte und Gebäude in einer Stadt</p> <p><b>Grammatik:</b> Lokale Präpositionen, temporale Präpositionen</p>

						<p>.-apply existing knowledge to generate something new</p>	
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TRANSFER SKILLS

-apply skills and knowledge in unfamiliar situations

-combine knowledge, understanding and skills to create products

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
<p><b>Unit 1</b> September - Oktober Das muss ich haben / Kleider machen Leute</p>	<p><b>Culture</b></p>	<p>Connections Purpose</p>	<p>Personal and cultural expression</p>	<p>How do we express ourselves? Is appearance important for our live? Should the students wear uniforms or should we let them express through clothes? Are clothes linked to the culture? How to deal with money?</p>	<p>B - Reading D -Writing</p>	<p><b>Communication:</b> <i>Communication: the students will:</i> Use a variety of speaking techniques to communicate with a variety of audiences A Give and receive meaningful feedback T</p> <p><b>Research</b> <i>Information literacy:</i> <i>the students will</i> <i>Collect, record and verify data R</i></p> <p><b>Thinking:</b> <i>Critical thinking T: the students will:</i> Draw reasonable conclusions and generalizations</p>	<p><b>Topic: Kleider machen Leute</b></p> <p><b>Content: Markenwahn, Schuluniformen, Einkaufsmöglichkeiten, Taschengeld, Personen beschreiben, vergleichen, höflich bitten,</b></p> <p><b>Präsens – Wiederholung Komparativ der Adjektive</b></p> <p><b>Subject specific skills</b> Engaging in conversation Justifying opinion Finding arguments</p>

<p style="text-align: center;"><b>Unit 2</b> November-December Einmal um die Welt</p>	<p style="text-align: center;"><b>Creativity</b></p>	<p style="text-align: center;">Context</p>	<p style="text-align: center;">Identities and relationships</p>	<p>The choices we make in the present time, experiences, travels, hobbies, are connected and create the future life and express the values the person wants to achieve in the future.</p>	<p>A – Listening C - Speaking</p>	<p><b>Social:</b> <b>Collaboration: the students will:</b> Listen actively to other perspectives and ideas R</p> <p><b>Self-Management</b> <b>Affective skills: the students will:</b> Practice analysing and attributing causes for failure T Practice positive thinking T Practice dealing with change T</p>	<p><b>Topic:</b> Reisen</p> <p><b>Content</b> <b>Angeben zum Wetter machen, Reiserouten beschreiben, Extreme Reisen, Reiseziele, Menschliche Leistungen, Verkehrsmittel, Traumreisen</b></p> <p>Perfekt – Bildung von Partizip II Weil-Sätze</p> <p><b>Subject specific skills</b> Expressing opinion Drawing conclusions</p>
<p><b>Unit title</b></p>	<p><b>Key concept</b></p>	<p><b>Related concepts</b></p>	<p><b>Global context</b></p>	<p><b>Statement inquiry</b></p>	<p><b>Objectives</b></p>	<p><b>ATL skills</b></p>	<p><b>Content</b></p>

<p><b>Unit 3</b> January - March Soziale Beziehungen – Kennst du ihn?</p>	<p><b>Communication</b></p>	<p>Message Meaning</p>	<p>Identities and relationships</p>	<p>How to establish relationships to other people? How to be a member of the community? How do live a normal life? How much are we shaped by the conventions of our societ and the relationships with maintain with other people?</p>	<p>A – Listening B – Reading C - Speaking D - Writing</p>	<p><b>Social</b> <b>Collaboration: the students will:</b> Give and receive meaningful feedback R  <b>Communication: the students will:</b> read critically and for comprehension R</p>	<p><b>Topic:</b> Menschliche Beziehungen  <b>Content: Personen beschreiben und charakterisieren, Besitz angeben, Entscheidungen treffen und diskutieren, Vorlieben ausdrücken, Beziehungen zu anderen Menschen beschreiben</b>  <b>Subject specific skills</b> Analyzing information Quick responding to situations</p>
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<p><b>Unit 4</b> April - June Was für eine Idee! – Ein bißchen Spaß muss sein!</p>	<p><b>Connections</b></p>	<p>Conventions</p>	<p>Orientation in space in time</p>	<p>There is a turning point in the life of every person, this is the time when the person can be considered to be grown up, but this moment depends very strong and is connected with the conventions in the society</p> <p>How much do the conventions take influence on our lives?</p>	<p>A – Listening B – Reading C - Speaking D - Writing</p>	<p><b>Reflection:</b> <i>the students will</i> try new approaches to learning and evaluate their effectiveness T</p> <p><b>Thinking</b> <i>Critical thinking</i> gather and organize relevant information to formulate an argument</p> <p><i>Transfer</i> inquire in different contexts to gain a different perspective A</p>	<p><b>Topic:</b> Menschliche Ideen und Erfindungen, Wie verrückt ist normal?</p> <p><b>Content:</b> <b>Verrückte Erfindungen, verrückte Rekorde, Lügen und Wahrheit im menschlichen Leben, Guinness-Buch der Rekorder</b></p> <p><b>Subject specific skills</b> Recognizing conventions Interpreting facts Expressing ideas and opinions</p>
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## Language acquisition MYP 5 - German phase 4

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Unit 1 – September – Oktober Meine Vorbilder	Communication	Message Meaning	Identities and relationships	The lives of successful people give strong message about beliefs and values of the bigger community and communicate to young people how to establish the right meaning of life.	A – Listening B – Reading C - Speaking D - Writing	<p><b>Social</b> <b>Collaboration: the students will:</b> Give and receive meaningful feedback R</p> <p><b>Communication: the students will:</b> read critically and for comprehension R</p>	<p><b>Topic:</b> Vorbilder und Idole, Sophie Scholl, Anne Frank, Elon Musk, Angela Merkel, andere</p> <p><b>Content: Über Vorbilder und Idole sprechen, Personen beschreiben und charakterisieren, Besitz angeben, Entscheidungen treffen und diskutieren, Vorlieben ausdrücken, Beziehungen zu anderen Menschen beschreiben, Präteritum, Konzessivsätze mit <i>obwohl</i> und <i>trotzdem</i></b></p> <p><b>Subject specific skills</b> Analyzing information Quick responding to different situations</p>

<p style="text-align: center;"><b>Unit 2</b> November-December Unsere Verantwortung in der Zeit Arbeit, Beruf, Fertigkeiten, Entdeckungen, Erfindungen, Intelligenz, Gedächtnis</p>	<b>Culture</b>	Conventions Purpose	Orientation in time and space	The choices we make in the present times, experiences, travels, hobbies, are connected and create and influence our future life and express the values the person wants to achieve in the future. How much are we shaped by our skills, personality, intelligence and abilities? How does technology and innovations changed our way of life?	B – Reading  C - Speaking	<p><b>Social:</b> <b>Collaboration: the students will:</b> Listen actively to other perspectives and ideas R</p> <p><b>Self-Management</b> <b>Affective skills: the students will:</b> Practice analysing and attributing causes for failure T Practice positive thinking T Practice dealing with change T</p>	<p><b>Topic: Unsere Verantwortung gegenüber der Gesellschaft; Fertigkeiten entscheiden über unseren Beruf, Wissenschaft, Tatsachen über Intelligenz, Gedächtnis</b></p> <p><b>Content</b> <b>Verschieden Arten von Intelligenz, Wunderkinder, Gedächtnis, Weißt du, wer das erfunden hat, berühmte Wissenschaftler durch die Zeit, Erfindungen, die unser Leben verändert haben, Zeitangaben, Indirekte Fragesätze</b></p> <p><b>Subject specific skills</b> Engaging in conversation Justifying opinion</p>
Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content



<p><b>Unit 3</b> January - March Filmwelt - Filmkunst</p>	<p><b>Creativity</b></p>	<p>Context</p>	<p>Personal and cultural expression</p>	<p>What is art? Wow do people express themselves through art? What gives you the movie world? How much are we influenced by the media? What are the conventions of different movie genres? What are the advantages or disadvantages of synchronisation or subtitles?</p>	<p>A – Listening D – Writing</p>	<p><b>Social:</b> <b><i>Collaboration: the students will:</i></b> Listen actively to other perspectives and ideas R</p> <p><b>Self-Management</b> <b><i>Affective skills: the students will:</i></b> Practice analysing and attributing causes for failure T Practice positive thinking T Practice dealing with change T</p>	<p><b>Topic: Die Sonnenallee, die Filmwelt,</b></p> <p><b>Content: Filmberufe, Wortschatz zu dem Thema, deutschsprachige Filmkunst, Kinobesuch, Diane Kruger, Die Sonnenalle (Kontext, Geschichte, Interpretation, Diskussion)</b></p> <p><b>Arnold Schwarzenegger, Der Schwarzfahrer, Diskussion, Filmgenres, Synchronisieren oder Untertitel?, Filmkritik (Die Welle und Lola rennt)</b></p> <p><b>Subject specific skills:</b> Expressing opinion Drawing conclusions</p>
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<p style="text-align: center;">Unit 4 April - June Erwachsen sein</p>	<p style="text-align: center;">Connections</p>	<p>Conventions</p>	<p>Orientation in space in time</p>	<p>There is a turning point in the life of every person, this is the time when the person can be considered to be grown up, but this moment depends very strong of the culture and society and is connected with the conventions in the respective society</p> <p>How much do the conventions take influence on our lives?</p>	<p>A – Listening B – Reading C - Speaking D - Writing</p>	<p><b>Reflection:</b> <i>the students will try new approaches to learning and evaluate their effectiveness T</i></p> <p><b>Thinking</b> <i>Critical thinking</i> gather and organize relevant information to formulate an argument</p> <p><b>Transfer</b> inquire in different contexts to gain a different perspective A</p>	<p><b>Topic:</b> Wann bist du erwachsen, Verschiedene Übergangsrituale in verschiedenen Kulturen, Extremsportarten, Sie lassen mich nicht fahren, Gute Ratschläge, Wetten, Mutproben, Partys, Soziale Millieus der Jugendlichen, Massenmedien</p> <p><b>Content:</b> Über Rituale, Feste und Feiern sprechen, über Spor sprechen, Wetten, Massenmedien und soziale Netzwerke, Ortsadverbien Reflexive Verben, Konjunktiv von <i>sollen</i>, das Verb <i>lassen</i>, Indefinitpronomen jemand /niemand</p> <p><b>Subject specific skills</b> Recognizing conventions Interpreting facts Expressing ideas and opinions</p>
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## **SOURCES:**

The main coursebook and workbook with audio texts and the online version (available on [www.hueber.edupool.de](http://www.hueber.edupool.de)) is Krenn, W. & Puchta, H.: Ideen. Deutsch als Fremdsprache 2. Kursbuch und Arbeitsbuch.

Additional materials are chosen from appropriate text-books and from a number of authentic sources such as reference material from library, songs, shorts stories, magazines and cartoons, audio-visual materials designed for German native speakers, classic literature, radio, television, films and Internet.

## **OBJECTIVES:**

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

**A – Listening** – understand spoken language from various sources in a variety of topics, recognise some different types of discourse and main ideas and draw conclusions.

**B – Reading** - demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts, identify important points, extract relevant information.

**C – Speaking** – acquire good pronunciation and intonation, take part in conversation and express personal feelings and opinions, use a variety of vocabulary with accuracy appropriate to the level, take part in formal and informal discussion on a variety of topics related to the areas of interaction and cultural issues.

**D – Writing** – express yourselves in an appropriate form with reasonable ease and accuracy.

## **DIFFERENTIATION**

### **For students with**

#### **Dyslexia and Dysgraphia**

- Bigger font in Sarif, bigger space between rows, use of highlighter or bright colours
- Dividing texts, practise sheets, assessment tasks and instruction papers in smaller sections
- Give ore time for reading and checking if the text/questions are understood
- Tolerating writing mistakes
- Questions should be written on the same page
- Allowing longer time for finishing a task if needed
- Working in pair or team with peers
- Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

#### **ADHD**

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions in tests
- Frequent checking if a student is concentrated on the work
- Instead of complex questions with a, b, c..., create separate questions
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed

### **Hearing disability**

- Face the student during a lesson as often as possible
- Using PPT more often than writing on the board
- Check understanding of the content
- Check the notes in student's notebook
- Providing summaries for a unit or parts of it if needed
- Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside or background noise...)
- Work in pairs and small groups

### **Hodgkins**

- Prolonging deadlines if needed
- Providing summaries if needed