



Student learning objectives

- Say what you are interested in: **Ich interessiere mich für Sport.**
- Talk about your daily routine: **Ich stehe um sechs Uhr auf.**
- Compare different types of houses and lifestyles: **Auf der einen Seite wohne ich gerne in der Stadtmitte, aber auf der anderen Seite ist es vielleicht schöner auf dem Land.**
- Say where you'd like to live: **Ich möchte lieber auf dem Land wohnen.**
- Talk about statistics and use them to back up an argument or opinion: **Deutschland ist ungefähr 350.000 Quadratkilometer groß. Das ist viel kleiner als Australien.**
- Say where you would like to go on a student exchange and why: **Ich möchte für 3 Monate in Berlin wohnen. Berlin ist sehr interessant und historisch.**
- Structure an presentation using cue cards as prompts.

Starting point

- Introduce the topic by discussing the students' experiences of student exchanges. It is unlikely that many would have participated in an exchange at this level, but they may have a sibling or friend who has been on exchange, or your school may offer one or more exchange programs. Students may have heard about possible destinations or others' experiences.
- Revise the vocabulary for housing and describing where people live by showing pictures and using phrases.
- Using theme flashcards or props, revise and introduce how to use large numbers and express decimals.
- Students need to revise how to express large numbers and fractions in German for this chapter. Games such as Bingo can be useful, or reading aloud numbers to the class and asking them to write down the number (or vice versa).

Helpful hints

- It is often assumed that most Australians and New Zealanders live in a house with a garden, despite this being far from the truth. Bring in and display examples of some of the types of housing options. Encourage students to bring in their own pictures or to talk about some of the different options. Compare and contrast these to the German-speaking countries. Students may also need to be told the differences between **die Wohnung, das Haus** and **das Wohnhaus**.
- Make up a set of flashcards (pictures only, or words and pictures) and use it to introduce and reinforce the new vocabulary.

- In **Übung G** (*Workbook* p 43), make sure that students do not have their *Textbooks* open during the listening exercise.
- It is valuable to explain to students that some verbs can be used reflexively as well as non-reflexively, and that they will often also change their meaning, e.g. **umziehen** means 'to move house', while **sich umziehen** means 'to get changed (*clothing*)'.

Suitable assessment tasks

Vocabulary and grammar

- Vocabulary and grammar **A–D** *TRAK* p 88–89

Speaking

- **Sprechen macht Spaß! 1** • Soll die Familie Lindner-Johannsen umziehen? *Textbook* p 51
- **Sprechen macht Spaß! 2** • Ich mache einen Austausch *Textbook* p 53, *TRAK* p 80
- **Auf Wohnungssuche** *TRAK* p 90

Things for students to make or do

- Make domino or memory games (using personal pronouns, verbs and reflexive pronouns) to practise the reflexive verbs.
- Make graphs and/or charts similar to those on pages 48 and 49 of the *Textbook* that compare and contrast Australia / New Zealand with the German-speaking countries. Use the internet to research data on political, geographical, social or other issues. **Technotipp:** Use Microsoft Excel to present the information you have gathered. For example, you could use the graph function to show the percentage of people living in a house or flat and how many people live in one household.*
- Present a collage of feral or native animals in your local area. Each animal could have a short caption, similar to those described on page 52 of the *Textbook*, describing its features or habits.
- Write a couple of true/false statements about Berlin's wild animals based on the information given on page 52 of the *Textbook*. Swap them with a partner for a challenge.
- Research your own town or area and write a brochure similar to '**Warum nicht in Berlin wohnen?**' in German (**Übung P**, *Workbook* p 48).*

* This activity could be used as an emergency lesson.

Listening and responding

- **Radiointerviews: Deine tägliche Routine** TRAK p 91, TRAK Audio CD Track 7, audio script TRAK p 86
- **Gespräche: Wo ich wohne** TRAK p 92, TRAK Audio CD Track 8, audio script TRAK p 87

Reading and responding

- **Leserbriefe** TRAK pp 93–94

Writing

- **Übung A** • Jakob und Simon (Pluspunkte) Workbook p 40, TRAK p 81
- **Übung K** • Eine Mail von Simon Workbook p 45
- **Übung N** • Wo ist es schöner? Workbook p 47
- **Ein Tagebucheintrag** TRAK p 95

Further activities

- Prepare applications for student exchange for famous, or infamous, people. These could be displayed around the room.

- Students work in pairs or small groups to prepare real estate brochures for housing in their area. Each 'property' requires a simple description in German.*
- Students rewrite the text of Jakob's email to Simon (Textbook p 50) as if the two boys were talking on the phone. This could be presented to an audience and/or filmed.
- Research a famous German or Austrian who lives or has lived in your area, or who has played an important role in the history of Australia or New Zealand. This information could be presented to the class in English in written or oral form with a summary of the main points in German.*
- Research and collect more advantages and disadvantages of living in the city or country. This information could be presented in a PowerPoint presentation or in poster form.*

Kapitel 4 Sequencing checklist

Class _____ Year _____

TB = Textbook, WB = Workbook, TRAK = Teacher's Resource and Assessment Kit

Types of Workbook activities: **L** = listening, **R** = reading or reading comprehension, **S** = speaking, **W** = writing, **EW** = extended writing, **V** = vocabulary, **G** = grammar, **P** = puzzle, **C** = cultural comprehension

	Activity	Date	Comments
TB p 44	Austauschpartner: Jakob und Simon		
WB p 40 R W	* Übung A • Jakob und Simon		
TB p 45	Jetzt sprechen wir! 1 • Wofür interessieren sie sich?		
WB p 40 L W	Übung B • Am Telefon mit Deutschland		
TB p 46	Mein Zuhause		
WB p 41 R W	Übung C • Mein Zuhause		
TB p 47	Jetzt sprechen wir! 2 • Wie ist sein Haus?		
WB p 41 G W	Übung D • Verben ziehen um!		
WB p 42 G W	Übung E • dass		
WB p 42 L W	Übung F • Vorteile und Nachteile		
TB p 48	Statistik: Land und Leute		
WB p 43 L W	Übung G • Deutschland im Vergleich mit Australien		
TB p 49	Jetzt sprechen wir! 3 • Ist Deutschland größer oder kleiner als Australien?		
WB p 44 L W	Übung H • Große Zahlen auf Deutsch		
TB p 50	Grüße aus Berlin! • Eine Mail von Jakob		
WB p 44 G W	Übung I • Verben machen Spaß!		
WB p 45 R	Übung J • Grüße aus Berlin!		

continued →

Class _____ Year _____

→ *continued*

	Activity	Date	Comments
WB p 45 EW	* Übung K • Eine Mail von Simon		
WB p 46 W	Übung L • Wie oft?		
TB p 51	* Sprechen macht Spaß! 1 • Soll die Familie Lindner-Johannsen umziehen?		
WB p 47 L W	Übung M • Der Umzug		
WB p 47 EW	* Übung N • Wo ist es schöner?		
WB p 48 R	Übung O • Warum nicht in Berlin wohnen?		
TB p 52	Berlin ist eine wilde Stadt!		
WB p 49 R	Übung P • Richtig oder falsch?		
WB p 50 P W	Übung Q • Ein wildes Tier		
TB p 53	* Sprechen macht Spaß! 2 • Ich mache einen Austausch		
TB p 54	Grüße aus Österreich! • Friedensreich Hundertwasser		
WB p 50 C	Übung R • Friedensreich Hundertwasser		
TB p 56	So ist es einfach!		
WB p 51 G L W	Übung S • Was sagen sie?		
WB p 51 V	Neue Wörter		
WB p 52 S	Übung T • Bravo!		
TRAK p 88	* Vocabulary and grammar A • Zahlen schreiben		
TRAK p 88	* Vocabulary and grammar B • Was fehlt hier?		
TRAK p 89	* Vocabulary and grammar C • Wie heißt das Gegenteil?		
TRAK p 89	* Vocabulary and grammar D • Sätze schreiben		
TRAK p 90	* Speaking • Auf Wohnungssuche		
TRAK p 91	* Listening and responding 1 • Radiointerviews: Deine tägliche Routine		
TRAK p 92	* Listening and responding 2 • Gespräche: Wo ich wohne		
TRAK p 93	* Reading and responding • Leserbriefe		
TRAK p 95	* Writing • Ein Tagebucheintrag		

*These activities could be used for revision/reinforcement or for assessment.

Notes _____
