

# German



TEACHING  
LITERACY IN  
LANGUAGES  
IN YEAR **7**

*German*

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## Foreword

This publication complements *Teaching literacy in languages in Year 7*, a document released in 1997 to support the State Literacy Strategy. It has been designed to affirm and support the work of secondary teachers of German in making clear connections between learning German and the development of literacy.

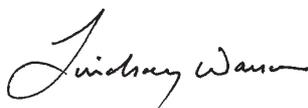
It is acknowledged and emphasised that the systematic teaching of literacy skills is the responsibility of all teachers. *Teaching literacy in languages in Year 7: German* presents a range of literacy skills, making specific reference to how the development of literacy can be supported in the languages classroom.

Key aspects of *Teaching literacy in languages in Year 7: German* include:

- continued opportunities for students to improve their language skills
- the systematic teaching of literacy skills
- recognition of the close connection between learning languages and the development of literacy skills.

*Teaching literacy in languages in Year 7: German* brings together the experience and expertise of languages teachers from across the state. It aims to improve learning outcomes for all students. The stimulus texts and activities that follow are practical examples which you might consider referring to when programming lessons. They provide ideas and advice to all teachers for effectively linking languages learning with developing literacy skills.

I highly commend *Teaching literacy in languages in Year 7: German* and encourage teachers to explore the many opportunities it offers to strengthen the links between learning German and developing literacy.



Lindsay Wasson  
**Director of Curriculum Support**  
June, 1998.

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## Literacy in the languages KLA

*Teaching literacy in languages in Year 7: German* has been written by teachers for teachers.

It presents a selection of texts and associated activities for developing language skills in the context of the development of literacy skills.

The following factors were considered when the texts and activities were being developed:

- selecting language and content to match the stage of schooling
- using meaningful language
- recognising prior learning in German
- teaching mixed proficiency classes.

*Teaching literacy in languages in Year 7: German* makes clear links between languages learning and the development of literacy and provides teachers with a greater understanding of how students develop literacy skills through learning German.

## Defining literacy

*Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of number and basic mathematical signs and symbols within text.*

*Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime.*

Australia's Language and Literacy Policy Companion Volume to Policy Paper, 1991

This is an extract from the definition of literacy used by the Department. It could also be used as a rationale for learning and teaching languages.

The functional approach to language is familiar to all languages teachers. It shows the relationships between context, language structure and meaning and involves the skills of speaking, listening, reading and writing.

There is a close relationship between the development of language skills in German and the development of literacy in English. This relationship enables teachers to incorporate explicit strategies for developing literacy into the teaching of German.

Three of the major issues for teachers of German when considering literacy are:

- developing literacy skills in German
- transferring these skills from German to English
- enhancing literacy skills in English through the learning of German.

In languages classrooms, teachers and students talk about grammatical features, sentence construction and the appropriateness of language for differing contexts.

Languages teachers use the strategy of drawing comparisons with or highlighting differences from English in order to clarify certain aspects of the target language. A rich environment for developing students' understandings of language as a system can be created by drawing on comparative language analysis. This is just one significant aspect of literacy developed in the languages classroom.

Languages teachers refer to an extensive range of activities which fulfil the dual purpose of developing the target language while enhancing literacy skills. The following are some examples:

- As students develop their skills in the target language they learn how to manipulate the language to convey meaning. The constant comparing and reviewing of word, sentence and text construction helps students develop their understanding of how the language operates as a system. These skills are transferable from language to language.
- While developing proficiency in the target language, languages students develop literacy skills which apply both to the target language and to English. Decoding messages, reading for meaning, scanning a text and predicting the message of a text through cues, are literacy strategies employed by all students in all languages to make meaning.
- When teachers use explicit strategies for developing language and literacy, their students are able to decode language much more easily and are able to make comparisons between languages and draw conclusions about how their own language works.

*Teaching literacy in languages in Year 7*  
NSW Department of School Education, 1997

## Links with literacy

The identification of explicit links with literacy will support the development of language programs. While not definitive, the following list identifies the skills that will enhance students' literacy development as they learn a language.

Literacy skills for the languages classroom may include:

- associating text with picture
- associating pictures with an oral or aural stimulus
- predicting the content of a text using headings, visual clues, known words and cognates
- using facial expressions, body movements and gestures to support meaning
- using illustrations to confirm meaning
- using pictures and diagrams to predict meaning
- classifying information
- comparing and contrasting English with the target language
- cross-referencing information
- interpreting cognates and using them to infer meaning
- making links between spoken and written forms
- reading ahead to infer meaning
- recognising the association between print and sound
- scanning to locate key words
- using a bilingual dictionary
- using a monolingual dictionary
- using known words and sounds to understand and read new words
- identifying, understanding and applying punctuation
- identifying grammatical patterns and features
- placing key words in context (e.g. cloze)
- understanding how to open and close conversations
- choosing an appropriate form of language for the audience or text
- choosing an appropriate language register

- constructing a meaningful text
- constructing a text for a specific purpose
- decoding information from a graph or grid
- encoding information into an abbreviated style
- identifying the language relevant to the topic
- planning and reconstructing text
- planning the stages of a letter, profile, note or timetable
- recognising the purpose of a text
- selecting information for a specific purpose
- understanding language as a system
- understanding the forms and conventions of letters and e-mail
- using the same information for a variety of purposes
- writing in various forms, e.g. note form
- collaborating with others to identify clues to meaning
- decoding abbreviated styles of communication
- identifying specific details
- inferring meaning
- locating information
- recognising speech melodies and varying tones
- recording information on an appropriate form
- recounting facts in oral or written form
- responding appropriately to an oral or aural stimulus
- sequencing jumbled words, dialogue or pictures
- sequencing according to different criteria
- skimming for general meaning
- understanding culturally-specific conventions of communication
- understanding the cueing of questions and answers.

## Teaching and learning activities

Following are a range of activities for developing skills in the target language. A specific literacy focus has been identified for each activity. All activities may not be appropriate for all language content, language functions, topics or stages of learning. The needs of the student and the teacher's professional judgement will be the key factors in determining the appropriateness of activities.

- **Recognising cognates**

A cognate is a word which resembles, in meaning and in form, a word in a different language.

**Literacy link:** Using cognates to support languages learning and the development of literacy can be a useful tool for supporting the development of meaning as well as for making comparisons between languages.

- **Information gap**

In these activities, some students hold information that others do not. The topic is usually specifically defined, e.g. someone's daily routine or their likes and dislikes. Vehicles for this activity may include questionnaires, barrier games and cross-group games.

**Literacy link:** The nature of the activity compels the student to listen for specific detail and match aural understanding with print.

- **Sequencing**

This type of strategy requires students to reorganise written text, pictures or symbols into an appropriate sequence.

**Literacy link:** In drawing students' attention to the logical and reasonable order of words, this activity requires an understanding of the verbal and visual clues associated with the flow of thought from beginning to end.

- **Listening activities**

These activities require students to listen actively in order to discriminate among elements of information. It is a strategy that can be used to familiarise students with a specific text or teaching point.

During global listening, students may be given the opportunity to listen repeatedly and

be guided by general questions, which they may be encouraged to discuss, e.g. What might be happening? Where might this be taking place?

Listening may also be used in more prescriptive ways, requiring students to listen for specific details or for reasons, facts, opinions or instructions.

**Literacy link:** By identifying the purpose and language features of a text through active listening, students learn to interpret speech patterns and varying tones, locate key words and main ideas and to predict meaning from the context.

- **Cloze**

A cloze refers to a text from which key words have been deleted. The reader is asked to fill in the spaces.

**Literacy link:** Students are compelled to use their understanding of language structures, grammar and context to make a meaningful attempt at identifying or locating the missing word or words. These exercises slow down the reading and focus the students' attention on the meaning of the text.

- **Modelling**

Modelling involves students in structured demonstrations of what effective communicators do. It can be a useful way of teaching language content while pausing to take the time to consider literacy demands.

**Literacy link:** The process of modelling can slow the construction of text. It offers students a useful framework for developing and refining their understanding of particular text types and provides an opportunity for closer textual analysis.

## Mixed proficiency classes

Any group of language learners may include students working across a range of outcomes. The proficiency of students cannot be defined by age or the year of schooling. The stimulus texts and activities included here have been developed to cater for Year 7 students with a range of backgrounds and experiences in learning languages.

You could consider the following strategies for differentiating activities so that they are accessible to students of varying levels of proficiency.

- **Mentoring**  
This enables students with little prior learning to undertake short-term tasks with a more proficient student. For example, with the support of a mentor, students can successfully complete listening exercises, cloze procedures and barrier games. This arrangement is appropriate for building success and confidence.
- **Mixed proficiency grouping**  
Divide the class into groups. Each group reflects a range of proficiency, from students with little prior learning to those who are considered able to complete the activity with minimal support. This type of grouping is suitable for completing a longer activity requiring teamwork. It may be that the teacher assigns roles to the students, e.g. recorder, presenter, checker, researcher or illustrator, which contribute to the expected outcome. Mixed proficiency grouping can successfully accommodate all types of learners working across a range of outcomes. Alternatively, groups of similar ability can be formed and tasks set accordingly.
- **Grading tasks across a range of proficiency levels**  
This allows students to work on the same activity yet complete graded tasks which match their proficiency level. During a reading activity the more proficient learners may be reading for detail with little or no support. At the same time, students with minimal prior learning may be required to identify known words in the passage, read for global understanding or work in pairs with the support of a word list.
- **Working to a range of outcomes**  
Students who are engaged in the same activity can produce a range of results with widely differing degrees of accuracy. In writing a letter to a penfriend, some students may write one or two lines while others complete several paragraphs.
- **Providing a range of support strategies for students**  
This may include displays of useful language, easy access to resource books, catch-up booklets, worked answer sheets, learning centres and contracts.



## **Contextual introduction**

The following stimulus texts and activities have been developed around the theme of student exchange. An Australian class is preparing for the arrival of a German class. Incorporating language features such as greetings, personal details, days of the week, family and time, the texts explore the teaching of German in authentic and purposeful ways.

In all schools a range of entry points is possible and so a Year 7 German class may consist of students with varying degrees of prior learning in German. Therefore there needs to be flexibility in the interpretation of content. Material may need to be modified to suit the needs of individual students or certain class groups.

While the development of German language skills remains the focus, it is important to make the connections between languages learning and literacy development explicit. These materials provide examples of those links.

### **Stimulus text 1: Annotated poster**

Using photos and brief profiles, the scenario of student exchange is established.

### **Stimulus text 2: Dialogue**

Klaus talks about his impending exchange to Australia with a friend at school in Germany.

### **Stimulus text 3: Profile**

The profile provides personal information about Klaus.

### **Stimulus text 4: Recipe**

Klaus outlines the necessary steps for the trip to Australia.

### **Stimulus text 5: E-mail**

Klaus sends an introductory e-mail to Sam.

### **Stimulus text 6: Brochure**

The Australian class prepares information on points of interest in Sydney.

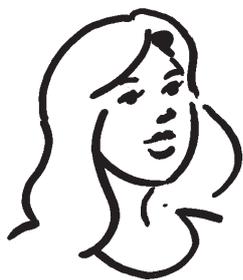
### **Stimulus text 7: Itinerary**

The exchange program itinerary is considered and finalised, before the German class arrives.

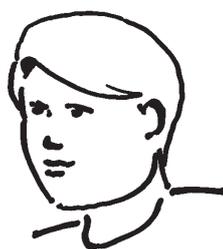
Stimulus text 1: **Klassenfoto**

This text can be created by you and your class. A German Year 7 class (7 Deutsch/7D) is preparing to visit a NSW Year 7 class. This could be your Year 7 (7 Australisch/7A) class. The German class will be arriving soon, so there are host families to arrange and excursions to organise. A globe and maps of Germany and Australia are recommended. You might consider making class posters of 7A and 7D. This could be imagined (magazine cut-outs or sketches of people), or real and supported with captions, e.g.

*Sam*  
12 Jahre alt  
Homebush



*Klaus*  
12 Jahre alt  
Hamburg



Students make up a class poster and label it accordingly.

Alternatively the teacher could prepare material beforehand or use existing information in text books.

**Language features**

Introduce or revise the following:

- *Wie heißt er/sie?*
- *Wie alt ist er/sie?*
- *Wie groß ist die Klasse?*
- *Wo wohnt er/sie?*
- *Wie heißt die Schule?*
- *Numbers and alphabet.*

**Literacy skills**

- Cueing questions and answers
- Locating information
- Identifying cognates and using them to infer meaning.

## Activity 1

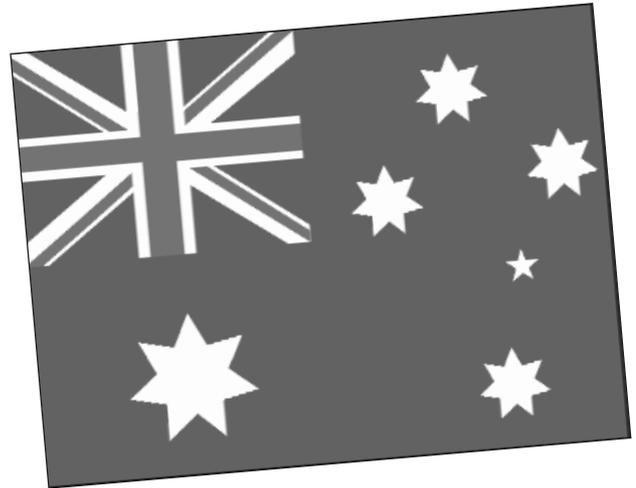
### Using cognates

Students identify cognates, discuss meaning and make links to English, e.g.

- Klassenfoto      • alt
- Schule            • jung

### Literacy skills

- Recognising cognates
- Comparing and contrasting German with English.



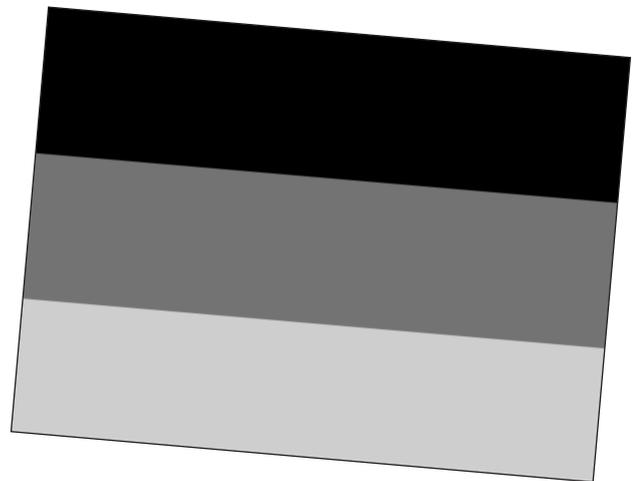
## Activity 2

### Information gap using cards

Students work in pairs. A has the names of 6-8 students in 7D, B has numbers only. B must identify the students. “Wie heißt Nummer 1?” “Er/sie heißt ...”

### Literacy skills

- Responding appropriately to an oral or an aural stimulus
- Locating information.



## Activity 3

### Locating information

Referring to stimulus text 1, students ask each other:

*Ist er/sie vierzehn Jahre alt?      Ja/nein.*

*Wohnt x in München?            Ja/nein.*

### Literacy skills

- Making the link between spoken and written forms
- Selecting information for a specific purpose.

Stimulus text 2: *In Deutschland – Im Schulhof*

*Monika:* Tag, Klaus. Wie geht's?

*Klaus:* Tag, Monika! Es geht mir gut. Unsere Klasse macht eine Reise nach Australien!

*Monika:* O ja? Wann?

*Klaus:* Im Juli, in den Sommerferien.

*Monika:* Hast du einen Reisepass?

*Klaus:* Nein, noch nicht; ich brauche auch noch Reiseschecks.

*Monika:* Hast du ein Hotel gebucht?

*Klaus:* Nein. Meine Gastfamilie hat ein Zimmer für mich.

*Monika:* Fantastisch! Schreib mir bitte eine Postkarte!

*Klaus:* Na klar! Tschüss, Monika!

*Monika:* Tschüss, Klaus. Bis später!

---

### Language features

- Greetings
- Conversation markers
- Writing conventions: exclamations, question marks, umlaut.

### Literacy skills

- Inferring word meanings from context
- Understanding the cueing of questions and answers
- Identifying and understanding punctuation
- Understanding how to open and close conversations.

## Activity 1

### Orientation

The students listen to the dialogue, identify cognates, infer meaning, recognise tone and intonation and repeat. Then they read and practise the dialogue in pairs before performing it. The students can adapt it as appropriate, substituting names, nouns etc.

### Literacy skills

- Making the link between spoken and written forms
- Recognising speech melodies and varying tones.

## Activity 2

### Sequencing

In groups, students create a series of cartoons or flashcards and arrange them in correct order to match the dialogue sequence.

 The students use a drawing package to create a small picture of each character, then duplicate the pictures until they have as many copies of the picture as there are speech acts for that character (six for Monika, five for Klaus). They then use the text tool to create a text box for each speech act. Students mix up the pictures and text boxes, then reconstruct the dialogue in sequence.



### Literacy skills

- Sequencing jumbled dialogue
- Associating text with picture.

## Activity 3

### Lückentext

The students complete a cloze exercise with the key words omitted.

*Monika:* Tag, Klaus. Wie \_\_\_\_\_?

*Klaus:* Tag, Monika! Es geht \_\_\_\_\_ gut. Unsere Klasse macht eine \_\_\_\_\_ nach Australien!

*Monika:* O ja? Wann?

*Klaus:* Im Juli, in den Sommerferien.

*Monika:* Hast du einen \_\_\_\_\_ ?

*Klaus:* Nein, noch nicht; \_\_\_\_\_ brauche auch noch Reiseschecks.

*Monika:* Hast \_\_\_\_\_ ein \_\_\_\_\_ gebucht?

*Klaus:* Nein. Meine Gast \_\_\_\_\_ hat ein \_\_\_\_\_ für mich.

*Monika:* Fantastisch! \_\_\_\_\_ mir bitte eine Postkarte!

*Klaus:* Na klar! \_\_\_\_\_, Monika!

*Monika:* Tschüss, Klaus. Bis später!

### Literacy skills

- Placing key words in context
- Inferring word meaning from context.

Stimulus text 3: **Profile**

This suggested profile provides information for Klaus' host family.

<b>FAMILIENNAME</b>	<i>Kraft</i>
Vorname	<i>Klaus</i>
Adresse	<i>Hauptstr. 34 D-22351 Hamburg</i>
Land	<i>Deutschland</i>
Telefonnummer	<i>0865 32 12</i>
Geburtsdatum	<i>12. Oktober 1985</i>
Passnummer	<i>D-7312345890</i>
Nationalität	<i>Deutsch</i>
Schule	<i>Schiller Realschule</i>
Klasse	<i>7D</i>

<b>GESCHWISTER</b>	
Name/Alter	<i>Anton, 8 Jahre</i>
Name/Alter	<i>Kristen, 15 Jahre</i>

<b>VATER</b>	
Name	<i>Michael</i>
Adresse	<i>Hauptstr. 34 D-22351 Hamburg</i>
Beruf	<i>Taxifahrer</i>

<b>MUTTER</b>	
Name	<i>Andrea</i>
Adresse	<i>Hauptstr. 34 D-22351 Hamburg</i>
Beruf	<i>Manager</i>

<b>ALLGEMEINE</b>	
Sport	<i>Fußball, Skifahren</i>
Hobbys	<i>Popmusik</i>
Fremdsprachen	<i>Deutsch, Englisch, Türkisch</i>
Haustiere	<i>2 Goldfische, 2 Katzen</i>

**Language features**

- Personal identification words
- Recognition of ordinals and abbreviations
- Numbers and addresses.

**Literacy skills**

- Understanding culturally-specific conventions of communication
- Recognising cognates
- Decoding information from a grid
- Collaborating with others to identify clues to meaning.

### Activity 1

#### Orientation

Using cognates and known German words, students collaboratively work out Klaus' details (think, pair, share).

#### Literacy skills

- Skimming for general information
- Using cognates.

### Activity 2

#### Speaking

The teacher asks the students simple *ja/nein* questions based on the stimulus text, e.g. *Hat Klaus eine Schwester?*

*Ist Klaus australisch?*

The students may like to create their own questions to ask a partner. This activity could be extended by asking more demanding questions.

#### Literacy skills

- Recognising the association between print and sound
- Locating specific information.

### Activity 3

#### Modelled form completion

Display the stimulus text on an OHP. Incorporating suggestions from the students, model how to substitute simple information. Then display a blank form on the OHP and model how to complete it. Encourage the students to contribute. Then issue the students with a blank profile and have them complete it with their own details.



The students recreate the profile of Klaus' host family as a database file. After creating the fields and labelling them in German, students fill in the information about the host family. Students then choose to create a new record in the database and fill in the information for their families in the appropriate fields.

#### Literacy skills

- Identifying the language relevant to the topic
- Constructing a text for a specific purpose.

### Activity 4

#### Sentence building

Based on the stimulus text, the teacher constructs brief sentences,

e.g. *Ich heiÙe Klaus.*

*Ich wohne in Hamburg und spiele  
FuÙball.*

The students are encouraged to discuss the meaning in groups. The students may like to construct their own sentences for partners or group members to decode. Alternatively they may like to base their sentences on their completed profiles from activity 3.

#### Literacy skills

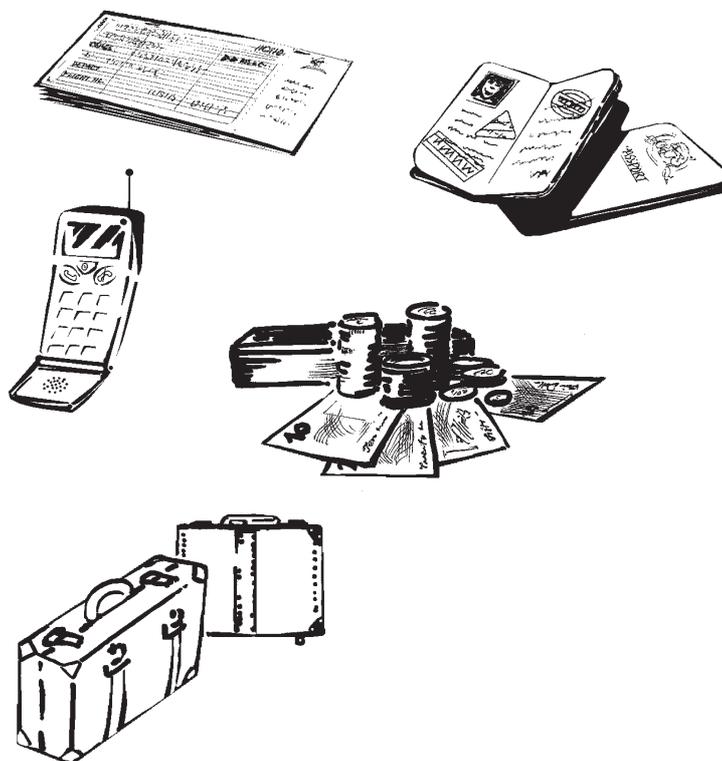
- Constructing a text for a specific purpose
- Understanding grammatical patterns and features.

## Stimulus text 4: *Reiserezept*

Students discuss what is required when preparing for an overseas trip. Klaus has listed what he thinks he needs to organise and bring. Graphics of these nouns should be provided, where possible.

The verbs in brackets are included for more proficient students. Deleting them will not alter the text meaning.

- *Flugschein (bekommen)*
- *Reisepass (beantragen)*
- *Geld und Reiseschecks (besorgen)*
- *Fotos von der Familie und Freunden (zusammenstellen)*
- *Reiseführer (kaufen)*
- *alles in einen Koffer packen*
- *deutsche Lieder (lernen)*
- *Reiseroute (anfertigen)*
- *Brief für die Gastfamilie (schreiben)*
- *ein Handy (mitnehmen)*
- *alles in einen Topf schmeißen, umrühren, und in Australien viel Spaß haben!!*



### Language features

- Compound nouns
- Nouns, singular and plural
- Infinitives.

### Literacy skills

- Locating information
- Scanning for key words
- Associating text with picture
- Using a bilingual dictionary
- Comparing and contrasting English with German.

## Activity 1

### Orientation

The students highlight known words and cognates. Together they guess the meaning of new words.

### Literacy skills

- Interpreting cognates and using them to infer meaning
- Collaborating with others to identify clues to meaning.

## Activity 2

### Matching text to illustration

Two sets of cards are required. One set of cards depicts illustrations of the text and the other has text only. The teacher jumbles the cards and the students match up text cards with picture cards.

### Literacy skill

- Associating text with picture.

## Activity 3

### Listening for detail

Provide the students with a copy of the stimulus text. In mixed proficiency groups, students number, in order, the appropriate item from the text below as they hear it mentioned. Students listen as often as they need.

- To differentiate, you might consider giving groups a copy of the following text.

*Hallo, ich bin Klaus.*

*Ich mache eine Reise nach Australien.*

*Zuerst muss ich einen Reisepass beantragen.*

*Dann gehe ich zur Bank, um Geld und Reiseschecks zu besorgen.*

*Dann kaufe ich einen Reiseführer .*

*Dann muss ich Fotos von der Familie und von meinen Freunden zusammenstellen.*

*Dann bekomme ich von der Schule meinen Flugschein.*

*Schließlich schreibe ich für meine Familie die Reiseroute auf.*

### Literacy skills

- Locating key words
- Inferring meaning
- Using known words and sounds to understand and read new words.

## Activity 4

### Adapting information

The students rewrite the *Reiserezept* according to their own personal preferences or substitute a selection of items.



The students use a word processing package to rewrite the *Reiserezept* according to their own preferences.

### Literacy skill

- Constructing a text for a specific purpose.

## Activity 5

The teacher demonstrates how to locate a word from the stimulus text in a bilingual dictionary. Identifying the most appropriate meaning also needs to be discussed. Then the students use a bilingual dictionary to find the appropriate meaning of verbs highlighted in the text:

e.g. **bekommen:** means ..., found on page ...

Students may also cross-reference by looking up the English:

e.g. **to get:** means ..., found on page ...

### Literacy skills

- Locating specific information
- Using a bilingual dictionary
- Comparing and contrasting English with German.

Stimulus text 5: **E-mail von Klaus**

The Australian students will be providing homestays for the German visitors. This is Sam's first e-mail from Klaus.



Hamburg, den 10. März

Lieber Sam,

Hallo! Ich heiÙe Klaus Kraft. Ich bin 13 Jahre alt. Ich habe eine ältere Schwester und einen jüngeren Bruder. Anton ist 8 und Kristen ist 15. Hast Du Geschwister? Ich habe auch zwei Katzen und zwei Goldfische.

Ich wohne hier in Hamburg, aber ich bin in Stuttgart geboren. Ich gehe auf die Schiller Realschule und ich bin in der 7. Klasse.

Von der Schule habe ich schon meinen Flugschein bekommen.

Ich habe auch schon meinen Reisepass und Reiseschecks.

Ich bringe viele Fotos mit.

Wie ist das Wetter in Sydney? Hier ist es jetzt nicht mehr so kalt.

Ich freue mich sehr auf die Reise nach Australien.  
mit freundlichen GrüÙen

Klaus.

PS: Ich habe eine interessante Broschüre über Sydney bekommen!

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**Language features**

- Adjectival agreement
- Prepositions and appropriate cases.

**Literacy skills**

- Understanding informal e-mail and the form and conventions of letters
- Identifying grammatical patterns and features
- Locating information.

### Activity 1

#### Orientation

The students predict the content of a letter using cognates and key words and highlight recognised words. They examine the letter in pairs and summarise the content and compare their understandings with other groups.

#### Literacy skills

- Skimming for general meaning
- Interpreting cognates and using them to infer meaning.

### Activity 2

#### Adapting information

The teacher models substituting several key words, incorporating suggestions from the class. Then, in groups, the students rewrite the e-mail referring to the demonstrated model. They read the results in groups and identify the changes that have been made. Some students may like to read their e-mail to the class.

#### Literacy skills

- Identifying language relevant to the topic
- Constructing a text for a specific purpose.

### Activity 3

#### Writing a response

The teacher models writing a brief response to Klaus' e-mail. Working in small groups, students draft a similar reply. The teacher can assist with content, sequencing, vocabulary and structures.



Students write the message into an e-mail software package. Half the class is given new names as Australians. The other half of the class is given new names as Germans. To establish key pals, the teacher matches a student who has been given an Australian name with a student who has been give a German name. Only the teacher knows the real identities of the students. The Australian half writes and sends e-mail marked to the attention of their "German" key pals and vice versa. The e-mail is sent to the school's e-mail address, marked to the attention of the "German student" or "Australian student". The teacher or a student downloads the e-mail messages received, prints them and distributes them to the "German" and "Australian" key pals, who then reply.

See also *Computer-based technologies in the Languages KLA*, activity 8: *Ramping up to e-mail*, p. 57.

#### Literacy skills

- Planning and reconstructing text
- Identifying grammatical patterns and features.

Stimulus text 6: **Australien: das Land "Down Under"**

**Sydney, Hauptstadt von New South Wales...  
fantastischer Naturhafen... 3,4 Millionen Einwohner...  
Sydney ist eine schöne Stadt...**

**Sehenswürdigkeiten:**

- im Stadtzentrum
- Centrepont Tower ...bester Blick über Sydney ...275 Meter hoch
- Hafnbrücke...."Kleiderbügel"
- Opernhaus.....Symbol von Sydney
- Sydney Aquarium....direkt am Wasser ....  
vom Glastunnel aus schauen Sie den Fischen ins Auge
- Botanischer Garten....am Hafen, 400 Pflanzenarten
- Powerhouse Museum....Technologie
- The Rocks
  - am besten zu Fuß
  - historisches Sydney
- Olympisches Zentrum
  - Homebush
  - Sommerspiele 2000

**Language features**

- Capitalisation of nouns
- Use of abbreviated style of writing.

**Literacy skill**

- Decoding abbreviated styles of writing
- Understanding culturally-specific conventions of communication.

### Activity 1

#### Orientation

In groups, students discuss 4-5 facts in the brochure. Each group gives one fact from their discussion of the brochure.

Consider the following to differentiate the activity:

- supply some word meanings
- mixed proficiency groupings
- assign group roles, e.g. coordinator, scribe, reporter, checker
- guided questioning.

#### Literacy skills

- Skimming for information
- Inferring meaning
- Recounting facts orally.

### Activity 2

#### Speaking

The teacher demonstrates by constructing simple, brief sentences or questions based on the stimulus text,

e.g. *Das Olympische Zentrum ist in Homebush.*

*Was ist das Symbol von Sydney?*

With teacher support, the students construct similar sentences or questions. This could be consolidated in writing at a later stage.

#### Literacy skills

- Making links between spoken and written forms
- Locating specific detail.

### Activity 3

#### Research

The students research an additional simple fact on each attraction. With teacher support, the students write up the information, in German, in the style of the brochure. Using simple German, they may like to present their work.

#### Literacy skills

- Choosing an appropriate form of language for the audience or text
- Constructing a text for a special purpose.

### Activity 4

#### Creating

Using key words from the brochure and activity 3, the students design a simple advertisement for any of the places of interest mentioned or create a simple card game with a picture and text to match e.g. concentration or memory.



The students use a word processing or desktop publishing package to create the product. They import clip art or scanned photographs of the place of interest.

#### Literacy skills

- Identifying the language relevant to a topic
- Constructing a meaningful text
- Associating text with picture.

Stimulus text 7: **Klasse 7D. Reise nach Sydney**

<b>Erster Tag</b> 21.30 Uhr	<b>Montag</b> Abflug München Qantas QF 495
<b>Zweiter Tag</b>	<b>Dienstag</b> Im Flugzeug Stopover in Singapur
<b>Dritter Tag</b> 7.00 Uhr	<b>Mittwoch</b> Ankunft Sydney Tag bei Gastfamilie
<b>Vierter Tag</b> 8.00 Uhr 9.00 Uhr 11.00 Uhr 15.00 Uhr	<b>Donnerstag</b> Busfahrt zur Schule Zusammentreffen aller Schüler Kleiner Ausflug zum Taronga Zoo "freundliche Koalas" BBQ als Mittagessen Rückkehr zur Gastfamilie (Rückkehr)
<b>Fünfter Tag</b> 8.00 Uhr 9.00 Uhr 15.00 Uhr 19.00 Uhr	<b>Freitag</b> Zur Schule mit Gastschüler Erste Stunde: Deutsch Ende des Schultags Schuldisco
<b>Sechster/siebter Tag</b>	<b>Wochenende (Samstag und Sonntag)</b> Bei Gastfamilie Buschwanderung im Nationalpark Surfen am Strand

<b>Achter Tag</b> 8.00 Uhr	<b>Montag</b> Mit der Klasse ins Stadtzentrum: Opernhaus, Rathaus, Rocks, Museum, Hafenrundfahrt, Aquarium, Darling Harbour
17.00 Uhr	Rückkehr zur Gastfamilie
<b>Neunter bis elfter Tag</b>	<b>Ausflug nach Canberra</b>
<b>Neunter Tag</b> 6.00 Uhr 9.30 Uhr 11.00 Uhr 13.00 Uhr 17.00 Uhr 19.00 Uhr	<b>Dienstag</b> Abfahrt Sydney nach Canberra Ankunft Jugendherberge Busfahrt zur Stadtmitte Mittagessen am See Stadtrundfahrt Parlament, Kunstgalerie, War Memorial Rückkehr zur Jugendherberge Abendessen im Restaurant... Kängurusteaks
<b>Zehnter Tag</b> 8.30 Uhr 9.30 Uhr 11.00 Uhr 12.00 Uhr 13.00 Uhr 16.00 Uhr 18.00 Uhr	<b>Mittwoch</b> Busfahrt nach Tidbinbilla Space Museum Wanderung Mittagessen: Picknick Im Tierpark: Kängurus und Koalas Rückkehr zum Hotel Abendessen
<b>Elfter Tag</b> 8.00 Uhr	<b>Donnerstag</b> Rückkehr nach Sydney

**Language features**

- Recognition of 24-hour clock
- Recognition of ordinals
- Days of the week.

**Literacy skills**

- Decoding abbreviated styles of communication
- Decoding and interpreting information
- Cross-referencing information.

### Activity 1

#### Orientation

Using highlighters, the students identify known words and cognates and discuss the meaning of the text.

#### Literacy skills

- Interpreting cognates and using them to infer meaning
- Scanning to locate key words
- Decoding abbreviated styles of communication.

### Activity 2

#### Associating text with picture

The students create or are provided with visuals linked to the itinerary. These are then jumbled. Their task is to match each one with appropriate text. This could be presented as a class or group activity using the OHP or sketches on a sheet of paper. Alternatively, if conducted as a lucky dip, the students match up the visuals and the text and say the German.

 The students create a presentation of stimulus text 7 on computer, using a presentation package such as Microsoft PowerPoint or the slide show feature of ClarisWorks Office. The students import scanned photographs and type appropriate text on each slide. Using sound recording and editing software, the students record themselves reading the text and then import the sound to the slides.

#### Literacy skills

- Matching illustrations to appropriate text
- Using visual clues in the search for meaning.

### Activity 3

#### Substitution

The students are given the opportunity to change elements of the itinerary, including times, places, activities and dates. This allows for differentiation by letting students work together, shorten or lengthen the itinerary and make additions or deletions.

 The teacher provides students with a copy of the itinerary on disk. Students create a modified itinerary, using a word processing package, by cutting, pasting and typing additions.

#### Literacy skills

- Constructing a text for a specific purpose
- Planning the stages of a text.

## References

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Curriculum Support Directorate, NSW Department of Education and Training (1997). *Computer-based technologies in the Languages KLA*.

Training and Development Directorate, NSW Department of Education (1993). *LOTE Intensive Methodology. School based training course*.

Ur, Penny. (1996). *A Course in Language Teaching. Practice and Theory*. Cambridge University Press, Cambridge.

## Resources

### Non-Roman fonts

Apple Arabic Languages Kit (Macintosh)

Apple Chinese Languages Kit (Macintosh)

Apple Japanese Languages Kit (Macintosh)

Kanji Kit (Windows)

Twinbridge Chinese Partner (Windows)

Twinbridge Japanese Partner (Windows)

Universal Word Arabic (Word processing package for Windows)



**This document is part of a series.**

**Teaching literacy in languages in Year 7: German**

Teaching literacy in languages in Year 7: Arabic

Teaching literacy in languages in Year 7: Chinese

Teaching literacy in languages in Year 7: French

Teaching literacy in languages in Year 7: Greek

Teaching literacy in languages in Year 7: Indonesian

Teaching literacy in languages in Year 7: Italian

Teaching literacy in languages in Year 7: Japanese

Teaching literacy in languages in Year 7: Spanish