

UNIT PLAN – Year 9 Term 4 (18 lessons)

Katzensprung 2, Chapter 6: 'Geld verdienen und ausgeben'

STAGE ONE – Desired Results

Big Idea:

Communication in regard to shops, earning and spending money and what one is allowed and not allowed to do.

Established Goals:

Develop understandings on the topic of earning and spending money. Gain insight into modal and separable verbs, possessive pronouns and the accusative case and dative cases. Gain a deeper understanding of coordinating and subordinating conjunctions and the difference between the two. Gain intercultural understanding of the 2nd person *du* versus *Sie* forms and the contexts of usage.

Understandings:

Students will understand that...

- the accusative case is applied to the direct object in a sentence modifying all 'der' and 'ein' words accordingly
- dative prepositions are followed by the dative case of the definite and indefinite article
- a 'weil' sentence has a different sentence structure with the verb going in the final position and a comma going before the 'weil', which is then followed directly by the subject of the sentence.
- there is a range of words for the terms shop and money, depending on the region and peer group you are in
- the possessive article needs to be learned for the three cases:
 - nominative: mein, meine, meine (pl.)
 - accusative: meinen, meine, mein, meine (pl.)
 - dative: meinem, meiner, meinem, meinen (pl.)
- there are formal conventions for writing a job application in German

Essential Questions:

- When is the Sie (polite 'you') form appropriate and when is it not?
- What is the direct object in a given sentence?
- What is a dative preposition and what needs to be modified following it?
- When to use which of the terms for shop and money?
- Where does the verb and subject go in a 'weil' sentence?
- What is the difference between a coordinating and subordinating conjunction?
- How does a subordinating conjunction affect word order?
- How do adverbs such as außerdem, zusätzlich and folglich affect word order?
- When is a modal verb used and how does it affect sentence structure?

Knowledge:

Students will know...

- different words for shop:
 - Handlung, Geschäft, Laden
- dative prepositions:
 - zu, in- im: in dem (der), in der (die), im: in dem (das)
- the accusative case applies with a direct object in the sentence
- the difference between nominative, accusative and dative within a new context
- Possessive pronouns: mein, dein, sein, ihr, unser, euer, ihr
- the conjugation of the modal verbs
 - können, möchten, wollen, müssen, dürfen
- the correct word order for separable verbs with and without a modal verb
- the polite form for Sie (polite 'you) and du (familiar 'you')
- the word order for 'weil' sentences
- the word order for coordinating and subordinating conjunctions
- the word order following the adverbials: *außerdem, zusätzlich and folglich*

Skills:

Students will be able to...

- name different shops
- say where shops are using the dative case
- say in which shop they would prefer to work
- give reasons why they would like to work in a particular shop
- talk about how they earn money
- talk about what they and others spend their money on using the separable verb 'ausgeben' and the appropriate possessive pronoun
- talk about what they and others are allowed to do using the modal verb *dürfen*
- use the polite/unfamiliar *Sie, Ihr* and *sehr geehrte/r* forms for a job application
- apply the conventions for writing a formal letter in German
- write a job application in German using correct paragraph structure and formulaic expressions
- use the polite /unfamiliar *Sie, Ihr* forms in the context of a job interview

STAGE TWO – Assessment Evidence

Formative Assessment strategies

- Question and answer around the class not requiring hands up, ie. cold calling
- At the end of each lesson students are given 1 minute to revise what had been taught in class and 3 students asked to explain back to the class what has been learned each lesson
- Exit slips at the end of each major grammar point for quick formative evaluation
- After each new language and grammar aspect has been taught, students are asked to 'teach'/ be 'the teacher' repeating what has been said by the teacher in their own words explaining the notes on the white board/ content from the worksheet/ information out of the textbook
- Ongoing vocabulary quizzes
- Practice test for grammar, reading and listening assessments

Summative assessment:

Tests on Chapter 6

- 2. What shop is that?
- 1. AGTV Poetry Recitation
- 3. How do you earn your money?
- 4. Listening and Reading
- 5. Writing: Mein Traumjob (writing a job application in German)

Each test will be returned to the students with descriptive feedback on how the student can improve.

Normative reference points

Assessment 1: What shop is that?

ELO 2.1: listening:

Most students will be able to identify, translate and write most of the words dictated.

Some students will be able to identify, translate and write all of the words dictated.

ELO 4.3: Writing: spelling and punctuation

Most students will know and write the correct German word for the vocabulary but not always with correct gender

Some students will know and write the correct word with its correlating gender.

ELO 5.3 Knowledge about language: Cases

Most students will be able to apply the correct vocabulary but not consistently applying the dative correctly

Some students will be able to apply both the correct vocabulary as well as the dative case independently.

Assessment 2: AGTV Poetry Competition

Please note that the normative reference points for the poetry are included in the separate unit plan.

Assessment 3: Grammar test: How do you earn your money?

ELO 5.6: Knowledge about language: Vocabulary

Most students will know and be able to spell the German word correctly.

Some students will know, be able to spell and give the correct gender for all vocabulary.

ELO 5.2 knowledge about language Subject-Verb agreement

Most students will be able to conjugate dürfen correctly for the 1st, 2nd and 3rd person forms but need assistance with the 2nd person familiar ihr form.

Some students will be able to conjugate dürfen correctly for the complete pronoun paradigm.

ELO 5.3 word order

Most students will be able to sequence the words correctly for the well-rehearsed 1st & 2nd forms but have difficulty with the 'ihr' form and 'weil' clause.

Some students will be able to sequence the words correctly for the well-rehearsed 1st & 2nd forms as well as the 'ihr' form and 'weil' clause.

Assessment 4: Listening test

ELO 2.1: listening: note taking & identification

Most students will successfully identify and list the correct work but not the finer details about time and amount earned.

Most students will successfully identify and list the correct work as well as the finer details about time and amount earned.

ELO 3.1 Listening comprehension

Most students will be able to list the jobs correctly but have difficulty in answering the higher order questions.

Some students will be able to list the jobs correctly as well as the higher order comprehension questions

Assessment 4: Reading test

ELO 3.1 Reading comprehension

Most students will be able to grasp the main idea of text but have difficulty finding the specific details.

Most students will be able to grasp the main idea and specific details with ease.

Assessment 5: Writing: Mein Traumjob

ELOs:5.1, 4.1, 4.2, 5.6; Writing and Knowledge about Language

Most students will be able to:

- include a range of information satisfying the requirements of the task.
- Include the correct structure for a job application but not always in the correct sequence
- Proof read and edit their work minimizing the number of mistakes (e.g. spelling and punctuation), but struggle to identify main mistakes in SVA, WO and cases.
- use a range of vocabulary learned in Ch 6, but have difficulty in applying the formulaic expressions, i.e. ich bewerbe mich um.....

Some students will be able to:

- include additional information describing items in greater detail and using a wider range of vocabulary which goes beyond the requirements.
- Include the correct structure for a job application and in the correct sequence
- proof read and edit their work minimizing the minor mistakes in relation to spelling and punctuation as well as sentence structure and case.
- use a range of vocabulary not only learnt in Ch 6 but also successfully include some new words appropriate for a job application.

Year 9 German- Term 4: Stage 3 – Learning Plan

Kapitel 6:Geld verdienen und ausgeben

Resources:

- Katzensprung 2 textbook, workbook and CD-Rom
- German Grammar
- Dictionary
- Language Perfect

Structures: the three grammatical cases: nom, accusative, dative, prepositions governing the dative case, accusative of definite & indefinite articles, possessive pronouns, modal verbs, conjunctions: coordinate & subordinate (weil & dass) clauses & connectives.

Duration: **approx. weeks: 9** No of Lessons: **20 x 70minutes**

Introduction to course checklist: SOP's		
Punctuality	On time - otherwise LM will be informed. Bus travellers to show bus pass.	
Manners	Not to disrupt the learning of others and teaching	
Homework	25 minutes each night - Consequence- lunchtime detention- note to LM Legitimate reason-note from parent for extension	
P 4 Bus	To show before leaving	
Music lessons	To show re book with times	
Effort	You don't have to be the best, BUT you have to try your BEST!	
Effective use of class time	Learning time is incredibly valuable- Don't waste it!	
Equipment	Check booklist- All items named.Bring laptop when required	
Workbook	Date in German and Learning Intentions and reflection at end of lesson	
Folder	Binder book, Paper plastic pockets	
Absent	Your responsibility to catch up- problem make a time to meet- email work Drozdowski@clarendon.vic.edu.au	
Roll	Ich bin hier!	
Auf Deutsch, bitte!	As much German as possible (Grammar exempted)	

Timing	Essential Learning Outcomes	Learning Intention	Learning Activities (modelling and scaffolding)	Assessment Activities	Resources	Homework
L1	Vocabulary Knowledge about language	Students will learn and apply the vocabulary for shops/businesses	<p>Introduction to topic: term planner, assessments and expectations</p> <p>TB: S 73: Vocab for shops/businesses Ss study words & genders to look for patterns. (flashcards on PP also)</p> <p>Brief discussion on how best to learn vocab, students without access to LP to look, cover, check, write</p> <p>T models vocab – Ss repeat. Ss write list of words with genders & meanings in exercise books.</p> <p>Application: Suchworträtsel (in folder)</p>	Suchworträtsel Teacher checks for understanding during speaking activity	Flashcards of businesses (on PP) Suchworträtsel	WB: p.66 Übung A Learn vocabulary
L2	Vocabulary grammar listening speaking writing	Students will be able to identify and apply the nominative & accusative cases for the	<p><u>Vocabulary</u></p> <p>Mini vocab quiz: shops vocabulary (in folder)</p> <p>New names for shops such as: <i>Laden, Handlung</i></p>	Mini vocab test on shops – peer corrected with results recorded	Katzensprung Textbook S. 73	Learn the words for rooms nom & acc case of definite & indefinite

		definite and indefinite articles	<p>Case</p> <p>Revision of the Nominative and Accusative cases for def/ indef arts paradigm Gap fill exercises (on PP)</p> <p>Dialogues: TB S. 73: D: 1,2, 3</p> <ul style="list-style-type: none"> • Listening activity • sentence structure & case analysis – gap fill activity • Sprechen: In paaren: students do above dialogues <p>Activity featuring vocab and case: <i>mein rechter, rechter Platz ist leer, ich möchte die/den Apotheke/Supermarkt her.</i></p>			articles (Teacher to come up with sentences)
L3	Grammar Listening Reading speaking	Ss will be able to identify and apply prepositions governing the dative case	<p><u>Dative case with definite and indefinite articles</u></p> <p>T revises English preps: <i>above/over, under, in front of, between, next to, in, from, to, with.</i> T prompts students into seeing that first 6 tell us the position of sth. T uses ball and box to show this.</p>	Formative assessment: exit slip with dative case	WS: Präpositionen mit dem Dativ Small box and ball. PP with prepositions	WS: finish Präpositionen mit dem Dativ.

			<p>T elicits Germ counterparts. Ss write in books.</p> <p>Ss stand and say preps of place using actions to show meaning.</p> <p>Target sentence: Es gibt einen Kleiderladen <i>in der Hauptstraße</i>. Ss are to guess what is happening to the definite article following <i>in</i>.</p> <p>T elicits definite art paradigm for nom, acc & writes in for the dative case. Ss write in books.</p> <p>WS dative case: Ss do gap fill using the dative (on drive & in folder)</p> <p>Charades: in groups 3, students enact a scene using a dative prep & vocab: I model: Ich kaufe Blumen am Valentinstag im Blumengeschäft.</p>			
L4	Grammar Reading Writing speaking	Ss will revise modal conjugation and learn & apply the modal:	Focus-Warmer: Ss shown anagram puzzle of sentence with dative prep to solve – S to explain grammar	Exit slip: Ss to do quick gap fill to show their understanding of modals	Verb conjugation table	HW: WB: S. 70 Übung H

		<p><i>möchten</i></p>	<p><u>Modal Verbs</u> <u>Brainstorm:</u> What are modal verbs? What are the characteristics and rules for using modals? Are they regular or irregular?</p> <p>Modals: Ts elicits modal verbs: <i>wollen, können, müssen</i> and introduces: <i>möchten</i> (would like to) and their characteristics/rules with modal verbs:</p> <ul style="list-style-type: none"> • irregular: stem vowel changes in 2nd & 3rd person. • Modals with main verbs. <p>PP: Verb conjugation chart</p> <p><u>Application</u></p> <p>Ss do gap fill exercises using modals</p> <p><u>Activity</u></p> <p>Conjugation races: in teams, Ss come up to the board and conjugate the verbs. Winning team to get Gummibärchen</p>			
--	--	-----------------------	--	--	--	--

L5	Grammar Knowledge about language	<p>Students will show their knowledge of the nom, acc & dat cases in the test.</p> <p>Students will consolidate their knowledge of modal verbs</p>	<p><u>Revision for test</u></p> <p>Students shown target sentences with grammatical case errors – students to correct Discussion of corrections and reasons why</p> <p>Ass 1 test: What shop is that? Students sit test</p> <p><u>Modal verbs</u></p> <p>T elicits the modal verbs and rules for usage</p> <p>Application: Ss use modals in jumbled sentences therefore applying the modal rule and STOMP rule. (in folder)</p>	<p><u>Ass 1</u> Test: what shop is that? (vocabulary & cases)T checks for understanding</p> <p>Exit slip formative assessment using learnt modals</p>	<p>Verb conjugation chart</p> <p>WS Modals: jumbled sentences</p>	S. 71 Übung J
L6	Vocabulary Grammar	<p>Students will learn and apply inseparable verbs for earning and spending money</p>	<p><u>Modal Verbs:</u></p> <p>Ss do mini modals test (in folder)</p> <p><u>New words</u></p> <p>T introduces the new nouns and verbs on S. 75 of TB</p> <ul style="list-style-type: none"> • T models pronunciation – Ss 	<p>Mini test on modals</p> <p>Exit slip using the irregular verb: <i>geben</i></p>	<p>Verb conjugation chart</p> <p>PP: Gap fill exercise</p>	WB: S. 67 Übung C

			<p>repeat</p> <ul style="list-style-type: none"> • Short discussion of Noun versus verb • Ss write into books <p><u>Separable vs inseparable verbs</u></p> <p>Brief discussion of the structure of verbs</p> <p>Brief discussion of regular vs irregular verbs</p> <p><u>Inseparable verbs</u></p> <p>T elicits conjugation of inseparable verbs: on S. 75, particular attention given to irregular V: <i>geben (stem vowel change for 2nd & 3rd person forms)</i></p> <p>Students write into books</p> <p><u>Application</u> Ss go gap fill activity using verbs (on PP)</p> <p>Written application: <i>Eine Umfrage: Ss ask each other if they earn money and if yes, how. (In folder & on drive)</i></p> <p>Speaking activity: Ss to report back on</p>			
--	--	--	---	--	--	--

			whether the interviewees work and if so how they earn their money.			
L7	Vocabulary Speaking grammar	Students will learn the separable verbs for earning & spending money and apply these in the listening activity.	<p><u>Mini Vocab test for new words</u></p> <p>Ss do mini vocab test (to be created by teacher)</p> <p><u>Separable verbs</u></p> <p>In pairs, Ss study target sentences and come up with a rule for using a separable verb.</p> <p>conjugation of the 2 separable & irregular verbs: <i>ausgeben</i>, <i>austragen</i> (on PP)</p> <p><u>Practice:</u> Ss do gap fill activity using separable verbs (on PP)</p> <p><u>Listening task</u></p> <p>Ss apply the verbs through LT: WB: S. 69, Übung E: Eine Umfrage: Wie verdienst du dein Geld?</p> <p>F Wofür gibst du dein Geld aus? WB: p. 69</p> <p><u>Oral application:</u></p>	Exit slip for formative assessment using separable verbs	Survey: Eine Umfrage Vocab test	<p>Revise and learn work for test</p> <p>Ss to write up their survey findings for 3 other people they interviewed</p>

			<p>Eine Umfrage: Ss ask class members what they spend their money on. Survey: TB, p. 81 results recorded</p> <p>Ss to write 2 sentences on the information given, z.B. Susan gibt ihr Geld für Klamotten aus.</p> <p>Ss to report on what they found out from survey using 3rd person he/she form</p>			
L8	Writing Grammar Knowledge about language	<p>Ss will consolidate their understanding of <i>ausgeben</i> and learn possessive pronouns.</p> <p>Students will learn and apply the modal verb <i>dürfen</i> with separable and inseparable verbs</p>	<p><u>ausgeben</u></p> <p>Ss apply the target sentence: ich gebe mein Geld für... aus.</p> <p>T introduces possessive pronouns within the context of <i>ausgeben</i>: ich gebe mein.....</p> <p>Jumbled sentences activity with <i>ausgeben</i></p> <p><u>dürfen</u></p> <p>Teacher introduces modal <i>dürfen</i> (to be allowed to do sth)</p> <p>Conjugation table</p>	Exit slip with <i>dürfen</i> to check for understanding	Wk sheet: Sätze bauen	WS: Ss finish WK: Sätze bauen

			<p><u>Research: intercultural awareness</u></p> <p>Ss do research to find out when you are 'allowed' to do certain things in Australia and Germany, z.B. man darf mit 16 in Deutschland in einem Geschäft arbeiten.</p> <p>Ss fill in table with ages comparing what one is allowed to do in Aust vs Deutschland: Ss learn mit + age/erst ab + age and their meanings. (in folder)</p> <p>WS: Jumbled sentences with duerfen (in folder)</p> <p>Sentence structure: Ss create sentences using und and aber to express the similarities and differences between Australia and Germany with regard to when one is allowed to do certain things.</p>			
L9	Writing Grammar Knowledge about language	Ss will be able to show their understanding of <i>ausgeben</i> and the modal verb:	<p><u>Starter</u> Quick starter question featuring common mistakes in S work.</p> <p>Test: Wie verdienen</p>	<p><u>Assessment 2</u> Test: How do you earn your money?</p>	WB: p. 69, Ex: E	WB: S, 71 Übung I

		<i>dürfen</i> in the test	<p>Sie ihr Geld?</p> <p>Ss sit grammar assessment 2</p> <p>Preparation for Listening assessment: Ss do listening: WB: 69 S, 70: Das liebe Geld</p> <p>Pre-listening</p> <p>Ss to look at title and predict what the text will be about.</p> <p>Listening stage</p> <p>T plays the recording twice – Ss listen and fill out the chart</p>			
L10	Writing Grammar Knowledge about language	Students will be able to test their listening skills within the context of CH 6	<p>Starter to prepare for listening assessment:</p> <p>Anagram puzzle</p> <p>Ich trage Zeitungen aus</p> <p>T prepares Ss for listening assessment:</p> <p>Was ist ein Nebenjob?</p> <p>Title: What types of jobs might they talk about in the text?</p> <p>Ts writes S responses on</p>	Assessment 3a: listening: Ralf sucht einen Nebenjob	Reading: Ein Email von Peter	Ss examine text for grammatical errors there as a learning task (In folder & on drive)

			<p>WB</p> <p>Ss do listening test</p> <p>Reading assessment: preparation: <i>Ein Email von Peter!</i> (in folder & on drive)</p> <p>T elicits students' predictions based on title</p> <p>Do you need to understand every word?</p> <p>What do you do if you don't understand a word?</p> <p>Skim read for gist</p> <p>Ss read text quickly skimming for main idea</p> <p>T elicits S responses</p> <p>Vocabulary In pairs, Ss do word - meaning vocabulary activity</p> <p>In pairs, Ss read text to each other paragraph by paragraph</p> <p>Second read: scanning for specific information</p> <p>Ss scan text looking for</p>			
--	--	--	---	--	--	--

			specific information Ss answer comprehension questions.			
L11	Writing Grammar Knowledge about language Speaking	Ss will be able to understand the main idea/s and specific information of a text through their skimming and scanning skills	<p><u>Reading assessment</u></p> <p><u>Pretext stage</u></p> <p>Ss read title and predict content</p> <p>Ss do quick read for main idea</p> <p>Teacher pre teaches necessary vocab for understanding of text</p> <p><u>Text stage</u></p> <p>Ss skim and scan text looking for main idea & specific information</p> <p><u>Sentence building</u></p> <p>In pairs/groups 3, Ss given words with which to build sentences in accordance with STOMP, weil & modals rule (to be created by teacher)</p>	Assessment 3b: Reading: Ein Brief von Katrin		WS: Sätze bauen (Teacher to give students words with which to build sentences)
L12	Writing grammar knowledge about	Ss will be able to understand the main idea/s and specific	<p><u>Scaffolding for writing task: Mein Traumjob</u></p> <p>Text: Ein</p>	Reading: ein Bewerbungsbrief WB: p. 76		Letter of application: spot the mistakes

	language Speaking	<p>information of a text through their skimming and scanning skills.</p> <p>Students will become familiar with the formulaic expressions for a formal letter of application</p>	<p>Bewerbungsbrief</p> <p><u>Vocabulary stage:</u> T introduces unfamiliar vocab, formulaic expressions for a letter of application & and verb structures, i.e. <i>ich interessiere mich für</i></p> <p><u>Text stage</u> T asks individual students to read sections of text out aloud while checking for understanding.</p> <p>T writes new vocab on board – Ss copy into books</p> <p>In pairs, Ss do comprehension questions</p>			
L13	Writing grammar Knowledge about language Speaking	<p>Ss will understand the the structure of a formal letter of application in German</p> <p>Students will develop intercultural understanding of the formal/polite</p>	<p>Letter sequencing activity: Ein Bewerbungsbrief</p> <p>Ss given parts of the above letter to put back into correct order</p> <p>Discussion of sequence and structure of a formal letter of application</p> <p>Intercultural awareness of Formal</p>		Letter sequencing activity	WS: ein Bewerbungsbrief Part 3: correct the sentences

		Sie form	<p>Sie/Ihr form</p> <p>Ss analyse letter of application for formality</p> <p>Discussion of formality: polite/fm Sie form: sehr geehrte Frau/sehr geehrter & Ihr Starter sentences richtig oder falsch?</p> <p>WS: ein Bewerbungsbrief Ss do vocabulary & gap fill activity</p>			
L14	Speaking Listening Reading	<p>Students will be able to identify and apply coordinators & subordinators in sentences.</p> <p>Students will be able to identify & apply the connectors: außerdem, zusätzlich & deshalb in sentences using inverted word.</p>	<p><u>Writing task scaffolding</u></p> <p>STOMP: Review of word order: SvTOMP vs PvSTOM with Subject-verb inversion.</p> <p><u>Word order activity</u></p> <p>Ss given words to put into the correct order using STOMP and variations thereof</p> <p><u>Conjunctions and adverbs</u></p> <p>Review of sentences with coordinators: <i>und, aber, oder, denn</i></p>		Jumbled sentences activity	Richtig oder falsch sentences

			<p>subordinator: <i>weil</i></p> <p><u>sentence connectives/adverbs</u> außerdem, zusätzlich, with subject – verb inversion</p> <p>Sentence connective to express cause and effect: deshalb (therefore)</p> <p>Ss given jumbled sentences to put into the correct order. (teacher to create)</p>			
L15	Reading Writing Intercultural knowledge	Students will be able to write a first draft of a job application using correct structure and formal letter conventions	<p><u>Starter sentences</u> with grammatical errors: Richtig oder Falsch und warum?</p> <p><u>Ein Bewerbungsbrief</u></p> <p>Ss given short job advertisements from which to choose in order to write a job application: <i>Tierarzt</i> <i>Postbote</i> <i>Surflehrer</i> <i>Basketballtrainer</i> <i>Verkäuferin</i> <i>Nachhilfelehrer</i> (in folder & on drive)</p> <p>Ss write first draft of</p>	Assessment 4 Mein traumjob : Ein Bewerbungsbri ef	Job Anzeigen	

			letter of application using correct paragraph structure, sequence, formulaic expressions and formal Sie/Ihr forms			
L16	Reading Writing Intercultural knowledge	Students will be able to write a final draft of the job application using the codes as cues for improvements	<p><u>Starter sentences</u> with grammatical errors: Richtig oder Falsch und warum?</p> <p><u>Ein Bewerbungsbrief</u></p> <p>Students given back code corrected first drafts of job application</p> <p>Ss edit first draft according to codes & type onto word document into Ts inbox for evaluation</p>			Write 6 sentences using the coordinators, subordinators & adverbs
L 17	Speaking Intercultural Knowledge	Ss will be able to write a script for a role play using the formulaic expressions and polite Sie/Ihre forms.	<p><u>Roleplay: ein Bewerbungsgespräch</u></p> <p>T ask students to think about what they are interested in and be prepared to say if asked</p> <p>T asks Ss: Wofür interessierst du dich?</p> <p>Warum möchtest du _____ sein?</p> <p>T and language assistant model a role play for a</p>	Ass 45: Role Play: ein Bewerbungsgespräch	Ein Bewerbungsgespräch	Ss practice role play ready for tomorrow's performance

			<p>job interview. Ss evaluate according to speaking task ELOS.</p> <p>In pairs, Ss decide which job they will write a script for and role play to the class in the next lesson. One S will be the interviewer – the other, the interviewee</p>			
L18		<p>Students will be able to perform a role play using the vocab and structures from the unit as well as formulaic expressions for a job interview.</p>	<p>Ss practice job interview and perform to class</p> <p>Audience evaluates according to the ELOs for a speaking task.</p>		Role play: ein Bewerbungsgespräch	