

Step, Part C

<p>Target group</p> <p>Refugees and migrants aged 16-18, CEF level A0-A1</p>	
<p>Method</p> <p>Writing a text about personal future plans and checking the text for linguistic mistakes</p>	<p>Time required</p> <p>45 minutes</p>
<p>Background information on the lesson</p> <p>In order to cover all areas of language acquisition, the students should also write down the contents of their mind map. The linguistic focus here is on the construction of sentences, because mastering a correct syntax causes great difficulties for most students and at the same time is not sufficiently practiced in many textbooks. Errors in sentence structure can significantly impair comprehension, which is why this module intends to expand the student`s competences with regard to written language. Subsequently, the students will be given a guide to check their texts themselves. Raising awareness of common errors enables students to critically review their texts in every context and, if necessary, to correct them.</p>	



Learning outcomes

In this lesson, the students write a continuous text. Spelling errors should be prevented as much as possible because of the previous vocabulary work (Part A).

Typical sentence construction patterns and the meaning of verb position in the German language should become clearer to the students.

By providing them with material to check their own writing products, students expand their language skills in the field of writing and deepen important working methods, such as revision and checking (methodological competence).

Short description of the lesson

Since writing is a very complex process, it is correspondingly difficult for many students. Therefore, this task was already relieved in advance by collecting the necessary vocabulary and presenting the topic orally. Learners can and should refer to their materials (M1-3) while writing. Thus, the text production is didactically prepared in such a way that it can also be mastered by lower-performing students, albeit at different levels.

A writing process needs not only preparatory steps, also afterwards there is an important phase of revision and correction. Learners should also be accustomed to these procedures. The checklist refers to typical sources of error and can be expanded with increasing language ability. With the help of this, students can succeed in recognizing and correcting their own mistakes. Regular use can significantly improve linguistic correctness, across subjects and tasks.

Required equipment/ materials

- Mind map (**M1**) made by the students
- Word lists for the four topics housing, people, work and leisure (**M2**)
- Assistance for the answers from the partner interview (**M3_easy**)
- Worksheet with task (**M4**)
- Checklist for reviewing texts (**M5**)



How to use

The teacher introduces the topic, for example by asking a student to present his/her plans for the future again in the plenary (plenum, 7 minutes):

The teacher

- explains the task.
- distributes the working materials (**M4**).

The students write down the contents of their oral presentation in a continuous text and check it with regard to linguistic correctness with the help of a checklist (individual work, 20 minutes).

The students

- write a continuous text on the topic "This is how I imagine my life in 5 years".
- use the materials (**M1, M2, M3**) as an aid.
- compare their text with the criteria of the checklist (**M5**) and make corrections independently.

The teacher

- is available for questions and assistance.
- organises the revision of the text in partner work if necessary.

The students once again think about typical sources of error by proofreading foreign texts and discussing the results with a partner (partner work, 10 minutes).

The students

- read, check and correct foreign texts (**M5**).
- discuss their correction with a partner.

Additional information

- The correction should be clearly visible and, if necessary, carried out with a colored pencil.
- The students should be able to accept criticism and correction from classmates. If this is not the case, this part should rather be carried out individually and the correction should be made by the teacher.

