

Planetino Arbeitsbuch 2 Mit Cd Rom

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ein lehrwerk f^ur alle die in einem deutschsprachigen land leben oder leben m^uchten zielgruppe erwachsene anf^unger an institutionen der erwachsenenbildung in einem deutschsprachigen land lernziel schritte orientiert sich genau an den vorgaben des gemeinsamen europ^uischen referenzrahmens jeweils zwei b^unde des sechsb^undigen lehrwerks f^uhren zu den niveaustufen a1 a2 und b1 und bereiten auf die neuen pr^ufungen start deutsch 1 und 2z sowie das zertifikat deutsch vor konzeption alltagsrelevante themen schritte erleichtert die integration in den deutschsprachigen alltag die wichtigen bereiche des familienlebens und der arbeitswelt nehmen breiten raum ein beispiele wohnungs und stellensuche schulsystem und gesundheitswesen flache progression auch lernende die noch keine fremdsprache gelernt haben und wenig lernerfahrung haben kommen mit schritte hervorragend zurecht transparenter aufbau die lektionen sind kurz und haben einen klaren aufbau jeder lernschritt ist auf einer seite abgeschlossen die ^ubungs und aufgabenabfolge in jedem lernschritt ist f^ur lehrende und lernende transparent eine foto h^urgeschichte als einstieg in jede lektion episoden einer unterhaltsame foto h^urgeschichte bilden den einstieg und den rahmen jeder lektion die geschichte bietet identifikationsm^uglichkeiten

vermittelt implizit landeskundliches Wissen und schult darüber hinaus das globale Hörverstehen Vorbereitung auf die Prüfung Start Deutsch 2 Die Sprachhandlungen der Grammatikstoff und der Wortschatz in Schritten entsprechen genau den Prüfungsvorgaben Außerdem enthält das Arbeitsbuch Aufgaben die auf die Prüfung vorbereiten Den Abschluss des jeweiligen Niveaus A1 A2 B1 bildet ein gezieltes Prüfungstraining mit einem Modelltest und Tipps zur Prüfung Das integrierte Arbeitsbuch Die Übungen und Aufgaben sind nach Schwierigkeitsgrad gekennzeichnet Dies hilft der dem Lehrenden bei der Arbeit mit heterogenen Lerngruppen und ermöglicht einen binnendifferenzierten Unterricht Darüber hinaus enthält das Arbeitsbuch ein ausführliches Phonetikprogramm viele Projekte und eine Einführung in wichtige Lernstrategien mithilfe eines Lerntagebuchs

This book investigates whether and to what extent foreign language textbooks can contribute to promoting adolescent pupils' acquisition of intercultural communicative competence. It gives a full scientific account of a research project carried out amongst Flemish learners of German. The focus of the research was on the relationships between the culture teaching approaches adopted in textbooks and the pupils' learning of culture. Although the sub-title refers to a particular group of pupils learning a particular language, the study has more general bearing and constitutes a substantial contribution to the literature and in particular empirical research on the development of intercultural competence in and through foreign language education. The composition of the volume reflects the affective, cognitive and contact dimensions of the culture learning process. It also gives space to the theoretical platform on which the research was built and to the research methodology adopted. Chapter 1 sets out to contextualise and define the research topic. It clarifies the study's position within the field of culture and language learning and teaching theory, practice and research. It also situates the investigation into the

specific context of teaching and learning foreign languages and cultures in Flanders in chapter 2 the theoretical framework informing the study is developed chapter 3 provides an overview of the techniques of data collection and analysis employed of the kinds of data collected and of the chronology of data collection chapters 4 5 and 6 provide an interpretative description and analysis of the investigation's key concepts chapters 4 and 5 focus on the pupils' culture learning processes and analyse relationships between attitude contact and perception data in chapter 6 the culture teaching approaches adopted in the investigated textbook series are described and evaluated with regard to their potential for promoting the pupils' learning of culture chapter 7 finally provides a summary overview of the study's main findings and presents the main conclusions that can be drawn from the evidence presented in earlier chapters it estimates the value of the study's research methodology and theoretical framework it also reflects on how the research findings can find application and implementation

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