



Intercultural objectives

- The students can identify familiar landmarks and monuments, as well as what they represent to people in their own culture and in Germany.

German language objectives

- The students can ask and express where they are from (*Woher kommst du?/Ich komme aus...*).
- The students can ask the question *How are you?* in German (*Wie geht's?*).
- The students can express how they feel (*gut/es geht/nicht so gut*).
- The students can expand their active and passive German vocabulary.

*** Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.**

Materials

- Whiteboard markers
- Laptop
- Audio speakers
- Projector
- PowerPoint slides
- Magnets
- German song
- Slips of paper
- *Places in Germany (Deutsche Orte)* image and word cards
- *Places in Germany (Deutsche Orte)* worksheet with research questions
- Laptops/iPads
- Reflection sheet



| Time | Social Form | Learning Objective | Content | Materials |
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| 3 min | Interactive classroom dialogue | The students can greet someone in German. | The instructor welcomes the students in German at the door. The students greet the instructor in German to review the vocabulary from last week. The instructor presents the goals of the lesson. | Laptop Projector PowerPoint slide |
| 7 min | Interactive classroom dialogue | The students can ask the question <i>How are you?</i> in German (<i>Wie geht's?</i>). The students can express how they feel (<i>gut/es geht/nicht so gut</i>) | The instructor asks: <i>Wie geht's?</i> and writes the question on the board. The instructor provides different answers and writes them on the board, illustrating their meaning with the help of smileys. The instructor explains that Germans usually expect an honest answer to the question <i>How are you?</i> The instructor plays music as the students walk through the classroom. Whenever the music stops, the students find a partner, greet each other in German, and ask each other <i>Wie geht's?</i> | Whiteboard markers Laptop and audio speakers German song |
| 5 min | Interactive classroom dialogue | The students can ask and express where they are from (<i>Woher kommst du? Ich komme aus...</i>). | The instructor shows a PowerPoint slide with a world map, points to his/her home country and says: <i>Ich komme aus XY. Das ist in XY.</i> The instructor writes the sentence on the board. Then the instructor asks one student: <i>Woher kommst du?</i> , writes the question on the board, and encourages the student to answer using the structure <i>Ich komme aus XY. Das ist in XY.</i> The student then picks another student and asks where the student | Laptop Projector PowerPoint slide Whiteboard markers |



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| | | | is from. The activity continues until every student has had a turn. | |
| 5 min | Interactive classroom dialogue | The students can compare the size of Germany and the US. The students understand that both countries are geographically and culturally diverse. | The instructor shows a PowerPoint slide with a map of Germany and the US and says: <i>This is Germany, and this is the US. You can see that Germany is much smaller than the US. How big is Germany compared to the US?</i> The students express their opinions. The instructor explains that Germany is almost as big as Montana. The instructor continues: <i>Compared to the US, Germany is a small country. Nevertheless, there are big differences within the country as we could already see last week when we learned about different ways of greeting someone in different regions. Today we want to learn about Germany's geography, and you will be surprised to see how diverse Germany is. Let's have a look at a geographical map and see what you can already guess simply by looking at the map.</i> The instructor shows a map on a slide on the IWB. S/he then shows pictures cards of the Zugspitze, the Rhine, a beach at the Baltic Sea, and of Hamburg Seaport. <i>Where do you think these places are located in Germany?</i> The students try to find the correct spots for the image cards on the map, the instructor pins them to the IWB with magnets. | Laptop Projector PowerPoint slides Magnets Image cards (Zugspitze, the Rhine, a beach at the Baltic Sea, and Hamburg Seaport) |
| 15 min | Interactive classroom | The students can identify familiar | The instructor says: <i>We are now going to talk about "must-see places" in Germany. But</i> | IWB Whiteboard markers |



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| | dialogue | landmarks and monuments, as well as what they represent to people in their own culture. | <p><i>before we do that, I would like to know if you can tell me in your own words what, in your opinion, a must-see place is. The students try to answer this and discuss the answers. The instructor says: Do you have examples of must-see places in your own country? Brainstorm together with a partner and write down at least five must-see places on the slips of paper I will hand out. We will then collect them in a word cloud. You have five minutes. The instructor draws a word cloud on the IWB with "must-see places USA" in the middle and hands out the slips of paper to the students. After 5 minutes, the students pin their slips of paper with the names of must-see places in the US to the board. Afterwards, the instructor talks about the word cloud: What can you see? Are some things mentioned more than once? What, in your opinion, makes them must-see places? If you had to choose the top 3, what would they be? Why? Are there things on the board someone does not agree with or wonders about?</i></p> | Slips of paper Magnets |
| 15 min | Partner work | The students can identify familiar landmarks and monuments, and what they represent to people in their own culture. | <p>The instructor says: <i>Now let's look at Germany and its must-see places. Do you already know some? Who can name a must-see place in Germany?</i> The students try to answer, and the instructor collects the answers on the IWB. Then s/he says: <i>We will now have a look at more must-see places in Germany and find out why these places are important to people in Germany. Please work</i></p> | <p><i>Places in Germany (Deutsche Orte)</i> image and word cards <i>Places in Germany (Deutsche Orte)</i> worksheet with research questions Laptop/iPads</p> |



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| | | | <p><i>together with a partner. S/he hands out image and word cards to the students that show must-see places in Germany. The students find their partner (every word card matches one image card).</i></p> <p><i>The instructor explains the task: You all have image or word cards of must-see places in Germany in your hands. Your task is to research your place on the Internet (7 minutes), so you can present it to your classmates. I will hand out a worksheet with research questions. Please find answers to these questions during your research.</i></p> <p><i>The instructor hands out a laptop/iPad to each pair. The students complete their research task and fill out the worksheet. The instructor supports students who need help.</i></p> | |
| 5 min | Interactive classroom dialogue | The students can present a must-see place in Germany to the class. | <p>The students meet in a semi-circle in front of the board. The instructor shows the slide with the map of Germany. Each pair presents their place, answers the research questions, and attaches a word card with the name of the place to the Germany map.</p> <p>After the presentations, the instructor and students reflect on the diversity of places in Germany.</p> | Map of Germany <i>Places in Germany (Deutsche Orte)</i> word cards |
| 5 min | Interactive classroom dialogue/ individual work | The students reflect on what they learned in today's lesson and repeat | <p>The instructor and students end the unit with a reflection round in which they discuss what they have learned. The instructor encourages the students to repeat the German words they can remember from the lesson.</p> | Laptop Projector PowerPoint slide Reflection sheet |



A Glimpse of German(y)
Lesson 2: *Places in Germany*



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| | | the German words they learned today. | The instructor shows a PowerPoint slide with all the German words and chunks the students have learned in today's lesson. Each student then fills out a reflection sheet for this unit. | |
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