



Intercultural objectives

- The students can identify some traditional food products and meals in their own cultures and in the German-speaking world.
- The students can locate some important German cities on the map.

German language objectives

- The students know how to pronounce the names of some important German cities.
- The students know words for their favorite foods and can pronounce them correctly.
- The students can look up German words on the Internet.
- The students can express what they like and what they don't like using the structure: *Ich mag... / Ich mag ... nicht.*
- 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/chalk
- Laptop
- Projector
- PowerPoint slides
- Magnets
- *Places in Germany (Deutsche Orte)* word cards
- Laptops/iPads
- Sticky notes
- Blank word cards
- Marker
- *Food (Essen)* bingo cards
- *What I like and what I don't like* worksheet
- Reflection sheet



Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue/ group work	The students can ask and express where they are from (<i>Woher kommst du? Ich komme aus ...</i>). The students know the location of some important German cities.	<p>The instructor welcomes the students in German and presents the goals of the lesson.</p> <p>The instructor opens a slide with a map of Germany to the board and reads out loud the names of some German cities. The students repeat the names of the places to practice their pronunciation.</p> <p>The instructor and the students review the chunks from last week: <i>Woher kommst du? Ich komme aus Das ist in ...</i> (The instructor writes them on the board).</p> <p>The students form a double circle. The instructor hands out a word card with a German place to each student and models the task with one student: The students in the inner circle ask their partner: <i>Woher kommst du?</i> Their partner in the outer circle answers the question by naming the place written on his/her word card. Then s/he asks the same question and the partner answers. The partners swap their word cards and the outer circle moves one step to the left. They continue the activity with a new partner. After 3 minutes, the instructor ends the activity and asks the students to return to their seats.</p>	Laptop Projector PowerPoint slides Magnets <i>Places in Germany (Deutsche Orte)</i> word cards



5 min	Interactive classroom dialogue	Students know what is considered typical German food.	The instructor says: <i>Today we are going to talk about food. We will look at what is considered typical German food, but also at what Germans like to eat. Let's start with what we know: What do you think of when you hear German food?</i> The students name some things, and the instructor writes them on the board. If the students cannot come up with anything, the instructor can also look for answers in a search engine: <i>Let's ask Google about typical German food. Who wants to type it into the search engine?</i> They search for "typical German food" with Google images, look at those images together, and talk about what they see.	Whiteboard Whiteboard markers Laptop Projector Internet
10 min	Interactive classroom dialogue	Students can identify and name some favorite dishes of the Germans.	The instructor says: <i>Now, let's see if this typical German food is also the food most liked by people in the German-speaking world. What do you think? What is the favorite dish of Germans?</i> The students guess by writing a dish on a sticky note without showing it to the other students. The instructor says: <i>Now I am going to show you the ten favorite dishes of the Germans. When I show a dish that you have on your sticky note, you can stick it to the IWB. The instructor shows the YouTube film about the ten favorite dishes of Germans and writes the German names of the dishes on the board. After the film, s/he asks the students to find the translations of these words. S/he</i>	Sticky notes Laptop Projector YouTube film: https://www.youtube.com/watch?v=0jOuymvyz5U Whiteboard Whiteboard markers



			pronounces the German names of the dishes that are also on the slide and asks the students to repeat them. Afterwards they talk about the dishes. Did the students guess correctly? What surprised them? Are the favorite dishes of the Germans the same as typical German food?	
10 min	Interactive classroom dialogue/ partner work	The students can identify their favorite foods and compare them to what Germans like to eat.	The instructor says: <i>Now, let's try to compare this to what we like to eat. Write down your top 5 favorite dishes on 5 sticky notes.</i> After 5 minutes, the instructor asks one student to begin and stick his/her top 5 favorite dishes to the whiteboard. Then it's the next student's turn to either add new dishes or put a sticky note with a dish already listed behind that one. In the end, the class tries to find the top 10 dishes their class likes to eat and writes them on the IWB. They compare this list to the list of the favorite dishes of Germans. The instructor and the students then reflect on whether the food they like can be called "typical American food".	Laptop Projector PowerPoint slide Sticky notes
10 min	Interactive classroom dialogue	The students know the words for their favorite foods and can pronounce them correctly.	<i>The instructor says: Now let's learn some new words in German to talk about the foods you love. I will write the German names of your favorite dishes on these word cards. Please look at them and try to match them to the correct dishes written on the whiteboard. The students gather in a semi-circle around</i>	Blank word cards Marker Magnets



			<p>the board. The instructor writes the word cards and reads them out loud for everyone to hear. The students pick a word card to match to the correct dish. The other students or the instructor help if necessary. The instructor and students repeat all the words to practice their pronunciation.</p>	
5 min	Individual work	<p>The students know the chunks <i>Ich mag/Ich mag ...nicht.</i></p>	<p>The instructor draws a happy and a sad smiley on the board and writes <i>Ich mag ... /Ich mag nicht ...</i> underneath. The instructor picks one word card and puts it under the smiley stating: <i>Ich mag ...</i> He follows the same pattern for the chunk <i>Ich mag ... nicht.</i> Then s/he hands out the <i>Ich mag (nicht)</i> worksheet and asks the students to name at least 5 dishes they like and 5 dishes they don't like in German on their list. They can use the words that are already on the whiteboard, but they can also find new words using (online) dictionaries. The instructor supports them, if necessary.</p>	<p>Whiteboard marker <i>Ich mag (nicht)</i> worksheet</p>
10 min	Group work	<p>The students can ask about the likes/dislikes of others and express what they like and what they don't like using the structure: <i>Ich mag/Ich mag ...nicht.</i></p>	<p>The instructor writes the question <i>Magst du ...?</i> on the IWB and lets the students repeat and translate this question. S/he then hands out the bingo cards for food bingo. The students walk through the classroom trying to finish their bingo cards while asking each other questions in German: <i>Magst du ...?</i> and answering them <i>Ich mag ... (nicht).</i> The students can use the worksheets from the previous task for this. The instructor ends the</p>	<p>Whiteboard marker <i>Food (Essen)</i> bingo cards <i>Ich mag (nicht)</i> worksheet</p>



			activity after 7 minutes and the students return to their seats.	
5 min	Interactive classroom dialogue/ individual work	The students reflect on what they learned in today's lesson and repeat the German words they learned today.	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. 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.	Laptop Projector PowerPoint slide Reflection sheet