



### Intercultural objectives

- The students know popular hobbies in Germany.
- The students can reflect on the similarities and differences between the hobbies of people in Germany and the hobbies of students in their class.
- The students know interesting facts about German soccer.

### German language objectives

- The students know hobbies in German.
- The students can ask whether someone likes an activity or not by using the structure *Magst du ...?*
- The student can express whether they like an activity or not by using the structure *Ich mag ... / Ich mag ... nicht.*
- The students can express what their hobby is (*Mein Hobby ist ...*)
- The students can ask someone what his/her hobby is (*Was ist dein Hobby?*).
- The students know some important soccer words and interjections (*Tor, Faul, Juhu, Oh nein, Hurra, 0 zu 1...*).
- 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
- Projector
- PowerPoint slides
- Magnets
- *Autograph hunt (Autogramm jagd)* worksheet
- Prize for the winner(s)
- *True/False (Richtig/Falsch)* word card
- *Soccer (Fußball)* worksheet
- *Soccer words and interjections* word cards
- Finger soccer set (such as: [https://www.amazon.com/Finger-Soccer-Sacow-Football-Match/dp/B07CK6SFHG/ref=sr\\_1\\_5?keywords=finger+soccer&qid=1582829903&sr=8-5](https://www.amazon.com/Finger-Soccer-Sacow-Football-Match/dp/B07CK6SFHG/ref=sr_1_5?keywords=finger+soccer&qid=1582829903&sr=8-5))
- Reflection sheet



Time	Social Form	Learning Objective	Content	Materials
10 min	Interactive classroom dialogue/ group work	The students know hobbies in German.	<p>The instructor welcomes the students in German and presents the goals of the lesson.</p> <p>The instructor writes "die Hobbies" on the board.</p> <p>The students brainstorm hobbies. The instructor translates the words into German and writes them on the board. The students repeat the words to practice their pronunciation.</p> <p>In case there are any Anglicisms, the instructor asks the students if some words sound familiar. Together with the instructor, the students identify Anglicisms and discuss their development and function. In case there are no Anglicisms, the same discussion can take place when showing the statistic later in the lesson since several Anglicisms appear here (<i>chillen, online surfen, games</i>).</p>	Laptop Projector PowerPoint slides Whiteboard markers



10 min	Group work	<p>The students can ask whether someone likes an activity or not by using the structure <i>Magst du ...?</i></p> <p>The students can express whether they like an activity or not by using the structure <i>Ich mag ... / Ich mag ... nicht.</i></p>	<p>The instructor writes the question <i>Magst du ...?</i> on the board and asks one student whether s/he likes dancing. The instructor writes the two possible answers on the board: <i>Ja, ich mag ... / Nein, ich mag ... nicht.</i> The student replies.</p> <p>The instructor hands out the autograph hunt worksheet. The students have 5 minutes to collect as many autographs as possible: They find a partner, ask him/her a question, and collect an autograph if the partner answers the question with yes. Then they find a new partner.</p> <p>After 5 minutes, the instructor rings a bell. The students count their autographs and the winner receives a price.</p>	<p>Whiteboard markers</p> <p><i>Autograph hunt (Autogrammjagd)</i> worksheet</p> <p>Prize for the winner(s)</p>
5 min	Interactive classroom dialogue	<p>The students know popular hobbies in Germany.</p>	<p>The instructor shows a statistic that illustrates the most common hobbies in Germany. The students describe what they see.</p>	<p>Laptop</p> <p>Projector</p> <p>PowerPoint slide</p>



10 min	Interactive classroom dialogue	<p>The students can express what their hobby is (<i>Mein Hobby ist ...</i>)</p> <p>The students can ask someone what his/her hobby is (<i>Was ist dein Hobby?</i>).</p> <p>The students can reflect on the similarities and differences between hobbies in Germany and the hobbies in their class.</p>	<p>The instructor says: <i>Let's make a statistic of the hobbies in our class and find out what most students like to do in their free time.</i></p> <p>The instructor writes <i>Mein Hobby ist ...</i> on the board and shares his/her hobby. The instructor writes his/her hobby on the board and makes a tally mark behind the word. The instructor writes the question <i>Was ist dein Hobby?</i> on the board and calls on a student to answer the question. The student answers using the structure <i>Mein Hobby ist ...</i>. The student records his/her answer on the board and makes a tally mark behind the word. The student then asks another student what his/her hobby is. The activity continues until all students have had a turn.</p> <p>To revise the numbers, the students count the tally marks for each hobby in German. They announce the most popular hobby in the class.</p> <p>The students compare their class statistic to the German statistic and point out similarities and differences.</p>	Whiteboard markers
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10 min	Interactive classroom dialogue	The children can guess whether a statement is true or false. The students know interesting facts about German soc- cer.	The instructor writes the word <i>Fußball</i> on the board and points out that <i>Fußball</i> is soccer in the US, although the word sounds like foot- ball. The instructor explains that soccer is among the most popular sports in Germany. The instructor puts up a <i>false</i> and a <i>true</i> word card in the classroom and says: <i>Let's</i> <i>see how much you know about German soc-</i> <i>cer. I am going to read out some statements</i> <i>about soccer. You must decide whether the</i> <i>statement is true or false and move towards</i> <i>the corresponding word card.</i> The instructor reads out statements and provides the solu- tion after the students have guessed whether the statement is true or false.	Whiteboard marker <i>False (Falsch)</i> word card <i>True (Richtig)</i> word card <i>Soccer (Fußball)</i> work sheet
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10 min	Partner work	The students know some important soccer words and interjections, and can pronounce them correctly ( <i>Tor, Faul, Oh nein, Hurra, ...</i> )	The instructor says: <i>Let's not only talk about soccer, let's play. Who wants to volunteer?</i> The instructor introduces the game <i>Fingerfußball</i> and explains the rules of the game. S/he models the game with one student. The instructor introduces some important words that are used while playing soccer by sticking the word cards on the board. S/he explains that some of these words (interjections) are generally used to express feelings and emotions, and demonstrates these words with exaggerated gestures and mimics. The students guess the meaning and repeat the words to practice their pronunciation. Each student gets one word card. Two students play the game, the others watch. Whenever appropriate, they should use the word on the word card. After 2 minutes, they swap, so each student can play once. The students in the audience swap word cards every time the players swap.	A finger soccer set Soccer words and interjections word cards
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