



LESSON PLAN

Theme 9 - Session 2 (of 2)

Tips and Tricks for your Club Session

- Go over pronunciation help
- Have all your material laid out and ready to use
- Think of engaging gestures, routines and rituals to build a sense of togetherness and to aid repetition of vocabulary
- Keep it positive - model correct use of language, instead of correcting mistakes
- Have fun and incorporate play and movement as much as possible
- Go on a language discovery journey with the pupils - display curiosity

Objective

To be able to recall a range of technology vocabulary. To be able to say what you need or don't need when learning. To be able to recognise words that are "false friends".

German Words/Phrases Learning Goals

- | | |
|------------------|------------------|
| • der Drucker | printer |
| • der Computer | computer |
| • die Tastatur | keyboard |
| • der Laptop | laptop |
| • der Bildschirm | screen / monitor |
| • das Tablet | tablet |
| • die Maus | mouse |
| • die Mail | email |
| • das iPad | iPad |
| • das Handy | mobile phone |
| • brauchen | to need |
| • die Art | type/kind |
| • der Brief | letter |
| • sensibel | sensitive |
| • bekommen | to receive |
| • das Gift | poison |
| • der Chef | boss |
| • brav | well-behaved |
| • das Genie | genius |
| • spenden | to donate |

Materials

- Access to the Gimagine Award platform (instructions on how to use the platform and find the materials can be found on a separate instruction sheet)
- A digital tablet or computer for each child, alternatively one for two children
- Interactive whiteboard/screen
- One sheet of paper/ notebook for each pupil
- One pen/pencil for each pupil
- A ball or a small object (pen, ruler)
- Handout "Was brauchst du zum Lernen?"

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 min	Whole group	The pupils deduce today's theme.	Play the video once and ask the pupils what the video is about. Ask the pupils what they think they will learn today.	German starter course on the Gimagine Award platform: The first stage "Computerwörter" of step 3 in module 19 "TikTok, Handy und Co."	Wir schauen uns das Video an. – Let's watch the video. Was ist das Thema heute? – What is the theme today?



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	In pairs	The pupils can understand a range of technology vocabulary.	Tell the pupils that they are going to work in pairs to learn technology vocabulary by choosing the correct picture for each word. Encourage them to write down the words, as follows: • der Drucker - the printer • der Computer - the computer • die Tastatur - the keyboard • der Laptop - the laptop • der Bildschirm - the screen / monitor • das Tablet - the tablet • die Maus - the mouse Practise the pronunciation too.	• German starter course on the GImagine Award platform: The first stage "Computerwörter" of step 3 in module 19 "TikTok, Handy und Co." • A digital tablet or computer for each pair • One sheet of paper/notebook for each pupil • One pen/pencil for each pupil	Wir arbeiten in Paaren. – Let's work in pairs. Wir lernen Computerwörter. – Let's learn computer words (= technology vocabulary). Wir wählen das richtige Foto für jedes Wort. – Let's choose the correct picture for each word. Wir schreiben die Wörter auf. – Let's write down the words. Wir wiederholen. – Let's repeat.
6 min	In pairs	The pupils can recall a range of technology vocabulary.	Tell the pupils that they are going to work in pairs to find 10 digital words. Tell them to find the words and highlight them in the grid. There are 7 words from the previous exercise plus 3 new ones. Tell the pupils to write down the new words, as follows: • die Mail – the email • das iPad – the iPad • das Handy – the mobile phone	• German starter course on the GImagine Award platform: The second stage "Finde die Wörter" of step 3 in module 19 "TikTok, Handy und Co." • A digital tablet or computer for each pair • One sheet of paper/notebook for each pupil • One pen/pencil for each pupil	Wir arbeiten in Paaren. – Let's work in pairs. Wir suchen 10 digitale Wörter. – Let's look for 10 digital words. Wir finden und markieren sie. – Let's find and highlight them. Es gibt drei neue Wörter. – There are 3 new words. Wir schreiben die neuen Wörter auf. – Let's write down the new words.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	In pairs	The pupils can pronounce the technology vocabulary correctly.	Tell the pupils that they are going to work in pairs to practise the pronunciation of the technology vocabulary. They should listen to each word and then repeat them. Circulate to help with any difficulties.	- German starter course on the GImagine Award platform: The second stage "Sprich nach" of step 3 in module 19 "TikTok, Handy und Co." - A digital tablet or computer for each pair	Wir arbeiten in Paaren. – Let's work in pairs. Wir üben die Aussprache der Computerwörter. – Let's practise the pronunciation of the computer words (= technology vocabulary). Wir hören und wiederholen. – Let's listen and repeat.
8 min	Whole group, then in pairs	The pupils can say what they need or don't need when learning.	Give out the handout "Was brauchst du zum Lernen?". Tell the pupils that they are now going to stand up and conduct a survey to find out what their classmates need or don't need when learning. They will ask each person the 5 questions and write an "x" in the corresponding box, depending on the answers they have received. After they have interviewed one person, they find another partner. Encourage the pupils to use full sentences and accurate pronunciation when answering. Do an example with some of the pupils. Then tell the pupils to get into their first pair and then they can begin.	- The handout "Was brauchst du zum Lernen?" - One pen/pencil for each pupil	Hier ist ein Arbeitsblatt. – Here is a handout. Jetzt stehen wir auf und machen interviews. – Now, let's stand up and do interviews. Wir fragen und antworten. – Let's ask and answer. Wir schreiben "X" in das entsprechende Kästchen. – Let's write "X" in the relevant box. Wir antworten in vollständigen Sätzen und mit einer guten Aussprache. – Let's answer in full sentences and with good pronunciation. Dann finden wir einen neuen Partner. – Then we find a new partner. Ein Beispiel. – One example. Wir beginnen. – Let's begin.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			Once everybody has finished the activity, tell the pupils to count up their results and share them with the class.		Wir zählen die Ergebnisse. – Let's count the results.
5 min	Whole group	The pupils can understand how the indefinite articles change in the accusative case.	Ask the pupils if they can work out why there are different colours on the handout. Can they also spot the spelling changes? Explain to the pupils that, in German, the articles change depending on the gender of a word, as well as how it is used in a sentence. Write the following explanations on the whiteboard and tell pupils to copy it down. • Masculine nouns (<i>der</i>) need the article "<i>einen/keinen</i>" • Feminine nouns (<i>die</i>) need the article "<i>eine/keine</i>" • Neutral nouns (<i>das</i>) need the article "<i>ein/kein</i>"	• Interactive whiteboard/screen	Wir lesen drei Beispiele. – Let's read three examples. Die maskulinen Nomen haben den Artikel „einen/keinen“. Sie sind blau. – The masculine nouns need the article "einen/keinen". They are blue. Die femininen Nomen haben den Artikel „eine/keine“. – The feminine nouns need the article "eine/keine". They are red. Die neutralen Nomen haben den Artikel „ein/kein“. – The neuter nouns need the article "ein/kein". They are green.
OPTIONAL	Whole group, or in big groups	The pupils can use indefinite articles in the accusative case correctly.	Tell the pupils that they are going to play a game to practise using the articles correctly in sentences. Make a list of the technology vocabulary on the whiteboard and write each word in the corresponding colour: • <i>der</i> – blue • <i>die</i> – red • <i>das</i> – green	• Interactive whiteboard/screen	Wir machen eine Kettenübung und beantworten die Frage „Was brauchst du zum Lernen?“. – Let's do a chain exercise and answer the question "What do you need when learning?" Eine Person beginnt. Die nächste Person sagt, was die erste Person gesagt hat und fügt etwas Neues hinzu. – One person begins. The second person repeats what the first person has said and also adds a new object.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			Next add other vocabulary to the list e.g. • die Schokolade • das Wasser • der Saft • der Tisch • der Stuhl • der Hund • die Katze • die Mutter • der Vater • der Kuli • der Radiergummi • das Buch Explain to the pupils that they will do a chain exercise where they need to remember what the people before them have said. They will answer the question "Was brauchst du zum Lernen?" Write on the whiteboard also the articles that they need to use in this exercises: einen/eine/ein One pupil starts by saying "Ich brauche ...". The second one repeats what the first one said and adds a new object. The third one repeats what the former classmates said and adds a new object to the list. Ideally, they should play at least two rounds, so the pupils can add at least two words to the least and make it		Die dritte Person wiederholt, was die ersten zwei gesagt haben und sagt einen neuen Gegenstand. - The third one repeats what the former classmates said and adds a new object to the list. Hier ist eine Liste von Gegenständen. - Here is a list of objects. Denkt daran, den richtigen Artikel „einen/ein/eine“ zu verwenden. - Remember to use the corresponding article „einen/ein/eine“. Wir beginnen. - Let's begin!



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			more fun to remember what the others have said. Encourage the pupils to mime the words when their classmates can't remember a word that has been mentioned.		
7 min	In pairs	The pupils can identify a range of "false friends" in German.	Tell the pupils that they are going to learn some words that are "false friends". For example, "Gift" in German is not a "gift," and a "Handy" in German is not "handy." These words are false friends: they look similar in two languages, but they have completely different meanings. Explain that they need to find the matching false friends by dragging the words to the correct place. Gift ist kein „gift“ und ein Handy ist nicht „handy“. Die Wörter sind falsche Freunde: Sie sind in zwei Sprachen ähnlich, aber sie haben eine ganz andere Bedeutung. • die Art – type/kind • der Brief – letter • sensibel – sensitive • bekommen – to receive • das Gift – poison • der Chef – boss • brav – well-behaved • das Genie – genius • spenden – to donate	• German starter course on the GImagine Award platform: The first stage "Wortschatz: Handy ist nicht handy" of Spotlight in module 19 "TikTok, Handy und Co." • A digital tablet or computer for each pair	Wir lernen falsche Freunde. – Let's learn some "false friends". Gift ist kein „gift“ und ein Handy ist nicht „handy“. Die Wörter sind falsche Freunde: Sie sind in zwei Sprachen ähnlich, aber sie haben eine ganz andere Bedeutung. - "Gift" in German is not a "gift," and a "Handy" in German is not "handy." These words are false friends: they look similar in two languages, but they have completely different meanings. Wir ordnen zu und ziehen die Wörter an die richtige Stelle. – Let's match the words by dragging them to the correct place.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
2 min	Whole group	The pupils can say goodbye in German.	Recap what the pupils have achieved in the session, focussing on the key learning points. You could throw a ball or small object to pupils, asking them key questions from the session and see if they can answer them in German without using their notes. Congratulate all pupils on their work and then dismiss them in German, according to the club's goodbye ritual.	- Interactive whiteboard/screen - A ball or a small object (pen, ruler)	Wir haben viel gelernt. – We've learnt a lot! Toll gemacht. – Well done! Tschüss. – Bye. Auf wiedersehen. – Goodbye.



Handout „Was brauchst du zum Lernen?“

1. Brauchst du **einen Laptop / Computer** zum Lernen?

- Ja, ich brauche **einen Laptop / Computer** zum Lernen.
- Nein, ich brauche **keinen Laptop / Computer** zum Lernen.

2. Brauchst du **einen Drucker** zum Lernen?

- Ja, ich brauche **einen Drucker** zum Lernen.
- Nein, ich brauche **keinen Drucker** zum Lernen.

3. Brauchst du **eine Tastatur** zum Lernen?

- Ja, ich brauche **eine Tastatur** zum Lernen.
- Nein, ich brauche **keine Tastatur** zum Lernen.

4. Brauchst du **ein Handy** zum Lernen?

- Ja, ich brauche **ein Handy** zum Lernen.
- Nein, ich brauche **kein Handy** zum Lernen.

5. Brauchst du **ein Tablet** zum Lernen?

- Ja, ich brauche **ein Tablet** zum Lernen.
- Nein, ich brauche **kein Tablet** zum Lernen.

1	Computer / Laptop	
2	Drucker	
3	Tastatur	
4	Handy	
5	Tablet	

