



LESSON PLAN

Lesson 3

Objective

To revise introductory dialogue phrases. To learn about Berlinerisch and the East Side Gallery / Berlin Wall.

Tips and Tricks for each session

- Before each session, review the key learning goals, as well as the suggested teacher phrases and gestures.
- Prepare everything in advance – check you have all worksheets and test out any QR codes / links / audio files etc.
- Be positive – model correct use of language instead of correcting mistakes.
- Use all opportunities to practise pronunciation – and have fun with those really long words!
- Model each task before the students begin. Explain where they can find help and how to stretch themselves with challenge tasks.

German Words/Phrases Learning Goals

- | | |
|--------------------------------|-------------------------------|
| • die Berliner Mauer | the Berlin Wall |
| • der Fall der Mauer | the fall of the (Berlin) Wall |
| • die Stereotypen | stereotypes |
| • typisch | typical |
| • Was passiert? | What is happening? |
| • Wer bist du nochmal? | Who are you again? |
| • Stimmt! | That's right! |
| • Jetzt erinnere ich mich! | Now I remember! |
| • Ich bin XXX. | I am XXX. |
| • Wie heißt du? | What are you called? |
| • Ich heiße XXX. | I am called XXX. |
| • Hast du einen Spitznamen? | Do you have a nickname? |
| • Ja! Alle nennen mich XXX. | Yes! Everyone calls me XXX. |
| • Was ist dein Pronomen? | What is your pronoun? |
| • Mein Pronomen ist XXX. | My pronoun is XXX. |
| • Woher kommst du? | Where are you from? |
| • Ich komme aus XXX. | I am from XXX. |
| • Welche Sprachen sprichst du? | Which languages do you speak? |
| • Was sind deine Hobbys? | What are your hobbies? |
| • Er/Sie/Xier heißt XXX. | He/She/They are called XXX. |
| • Er/Sie/Xier kommt aus XXX. | He/She/They are from XXX. |
| • Er/Sie/Xier spricht XXX. | He/She/They speak XXX. |
| • Er/Sie/Xier mag gerne XXX. | He/She/They really like XXX. |

Materials

What the Goethe-Institut will provide:

- "Ein Tag in Berlin" comics
- PPT file
- "Die Berliner Mauer" worksheet

What you will need to provide for session 2:

- Interactive screen with internet access and audio
- Mini whiteboards / RAG cards
- iPads for pair / group work
- German dictionaries
- Ball / small object (optional)

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	Whole group/In pairs	The students can ask and answer personal questions with a partner.	The teacher welcomes the students to the club.	<ul style="list-style-type: none"> • PPT slides 1-2 • "Ein Tag in Berlin" comic, one per student 	<p>Herzlich Willkommen zur Lektion drei! – Welcome to session three!</p> <p>Wir wiederholen Lektion zwei. – Let's recap session zwei!</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>They explain that they will revise the introductory dialogue phrases from session two.</p> <p>The teacher puts students into pairs and directs them to the key phrases on the board as support.</p> <p>As ever, review any difficult pronunciation and do an example for the students before they begin.</p>		<p>Wir sprechen mit einem Partner. – Let's speak with a partner.</p> <p>Wir lernen uns kennen. – Let's get to know each other.</p> <p>Zum Beispiel... - For example...</p> <p>Los geht's! – Let's go!</p>
2 min	Whole group	The students can understand the learning objectives for the session.	The teacher presents the learning objectives using slide 3 .	<ul style="list-style-type: none"> PPT slide 3 	Was sind die Lernziele heute? – What are the learning objectives for today?
5 min	Whole group	The students can recall information from the comic book story so far.	<p>The teacher tells the students that they are going to do a "true or false" quiz to test their understanding of the story so far.</p> <p>The students can work in teams or as individuals, using mini whiteboards or RAG cards to cast their votes. If these are not available, they can simply show thumbs up for "true" and thumbs down for "false".</p> <p>Do an example before you begin, and ask students to translate the sentences back to you, correcting the false statements.</p>	<ul style="list-style-type: none"> PPT slide 4 Mini whiteboards / RAG cards 	<p>Wir machen ein Quiz. – Let's do a quiz.</p> <p>Richtig oder falsch? – True or false? <i>[Demonstrating how students should display their answers].</i></p> <p>Zum Beispiel: Toni und Mo kommen aus Houston, USA. Das ist richtig! – For example: Toni and Mo come from Houston, USA. That is correct!</p>
5 min	Whole group	The students can understand page 8 of the comic story.	<p>The teacher tells the students to turn to page 8 of the comic book.</p> <p>Note</p>	<ul style="list-style-type: none"> PPT slides 5-8 Comic page 8 	Bitte öffnet eure Comics auf Seite 8. – Please open your comic to page 8.



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>The teacher should remind the students that the aim here is not to understand every single word, but to understand the gist.</p> <p>They should be directed towards the glossary on page 26 / the PPT screen.</p> <p>As ever, clarify any difficult words and practise the pronunciation.</p>		<p>Wir lesen zusammen. – Let's read together.</p> <p>Es gibt eine Wortschatz-Hilfe. – There is a glossary to help you.</p> <p>Macht euch keine Sorgen, wenn ihr nicht alles versteht. – Don't worry if you don't understand everything.</p> <p>Wiederholen, bitte. – Let's repeat / practise the pronunciation.</p>
7 min	Whole group	The students can answer questions about the story, and can understand some Berlin stereotypes.	<p>The teacher tells the students to work in groups to discuss the questions on the board.</p> <p>The teacher should circulate to support with discussions, and then review the answers with the group.</p> <p>There are two optional videos you can watch to demonstrate the stereotype of Berliners being rude. As with the comic book, remind students that they are not expected to understand every word, and that they can use the subtitles as support.</p> <p>Are Berliners Rude? Easy German 443 0.00 – 1.17 This video offers a quick & straightforward introduction with English subtitles.</p> <p>https://www.youtube.com/watch?v=2qLAKx-b6og 3.31 – 4.31</p>	<ul style="list-style-type: none"> PPT slide 9 	<p>Wir diskutieren im Team. – Let's discuss in teams.</p> <p>Was passiert in Bild 3? – What is happening in picture 3?</p> <p>Was bedeutet "Typisch Berliner Schnauze"? – What does "Typisch Berliner Schnauze" mean?</p> <p>Gibt es "Berliner Schnauze" in deinem Land? – Are there "Berliner Schnauze" in your country?</p> <p>Wir sehen ein Video an. Sind die Berliner unfreundlich? – Let's watch a video. Are Berliners unfriendly?</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>This contains more challenging language and a more in-depth discussion of Berlinerisch, but there are also subtitles. If desired, this can be used with additional questions for a longer discussion on slide 10. It recommended for students with a high level of German.</p> <p>Note This activity can be done in English or German depending on the level of the group.</p>		
5 min	Paired work	The students can match up phrases in "Berlinerisch".	<p>The teacher explains to the students that they are going to learn some words and phrases in "Berlinerisch".</p> <p>The teacher and students use the interactive activity to match up the correct words.</p> <p>Make sure to do an example before the students begin and, once the task has been successfully completed, review the meaning of the German words.</p>	<ul style="list-style-type: none"> PPT slide 11 iPads / interactive screen https://learningapps.org/watch?v=psgsvmmxn24 	<p>Wir lernen jetzt „Berlinerisch“. – Now let's learn some "Berlinerisch".</p> <p>Kombiniert korrekt. – Let's match up them up correctly.</p> <p>Zum Beispiel... – For example...</p> <p>Was sind die richtigen Kombinationen? – What are the correct combinations?</p>
If time	Whole group	The students can understand pages 9-10 of the comic book story.	<p>The teacher tells the students to turn to page 9 of the comic book. They explain that they are going to read the rest of chapter 2.</p> <p>Note The teacher should remind the students that the aim here is not to understand every single word, but to understand the gist.</p> <p>They should be directed towards the glossary on page 26 / the PPT screen.</p>	<ul style="list-style-type: none"> PPT slides 12-16 Comic page 9-10 	<p>Bitte öffnet eure Comics auf Seite 9. – Please open your comic to page 9.</p> <p>Wir lesen zusammen. – Let's read together.</p> <p>Es gibt eine Vokabel-Hilfe. – There is a glossary to help you.</p> <p>Macht euch keine Sorgen, wenn ihr nicht alles versteht. – Don't worry if you don't understand everything.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			As ever, clarify any difficult words and practise the pronunciation.		
8 min	In small groups	The students can understand key information about the Berlin Wall.	<p>The teacher explains that the students are now going to work in 3 groups to do some research about the Berlin Wall.</p> <p>Distribute the worksheet containing the links and questions for research.</p> <p>The teacher explains that they need to find the answers to the questions, writing down enough details, so they will be able to present to the other groups.</p> <p>Note As ever, the presentations can be done in either German or English, depending on the level of the group.</p> <p>Remind the students how to change the language between English and German using the language options in the top right corner of the websites.</p> <ul style="list-style-type: none"> Gruppe 1: die Berliner Mauer https://www.visitberlin.de/en/berlin-wall Gruppe 2: der Fall der Berliner Mauer https://www.visitberlin.de/en/berlin-wall Gruppe 3: die East Side Gallery https://www.visitberlin.de/de/east-side-gallery <p>You might also want to watch the video here before / after the activity: (10) 35 Jahre Mauerfall - visitBerlin - YouTube</p>	<ul style="list-style-type: none"> PPT slide 17 iPads Suggested links for research: https://www.visitberlin.de/en/berlin-wall ; https://www.visitberlin.de/en/berlin-wall ; https://www.visitberlin.de/de/east-side-gallery Worksheet "Die Berliner Mauer" 	<p>Recherchiert in kleinen Gruppen. – Research in small groups.</p> <p>Hier ist ein Arbeitsblatt mit praktischen Webseiten und Fragen.– Here is a worksheet with useful websites and questions.</p> <p>Man kann die Infos auf Englisch oder Deutsch lesen. - You can read the information in English or German. Like this <i>[demonstrating how to change the language]</i>.</p> <p>Schreibt die Antworten auf das Arbeitsblatt. – Write the answers on the worksheet.</p> <p>Wir präsentieren die Informationen später. – We'll present the information later.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			It has no words, but is really interesting as it combines historical footage of the construction and fall of the Wall with images of the current locations in Berlin.		
5 min	Whole group	The students can present key information about the Berlin Wall.	<p>The teacher explains that the students are going to present their information to the group, using the information gathered from their research.</p> <p>Do an example for students before they begin, and practise difficult pronunciation, as required.</p> <p>Note Depending on the number of students, presentations can also happen in small groups. Make sure you have a presenter from each group (1,2 and 3) in the new group.</p>	<ul style="list-style-type: none"> PPT slide 17 iPads Suggested links for research: https://www.visitberlin.de/en/berlin-wall ; https://www.visitberlin.de/en/berlin-wall ; https://www.visitberlin.de/de/east-side-gallery Worksheet "Die Berliner Mauer" 	Jetzt präsentieren wir! – Let's present now!
2 mins	Whole group	The students can recall key content from the session.	<p>The teacher recaps the learning objectives from the session.</p> <p>Depending on your preferences for a plenary / the level of the group, the teacher could throw a ball around asking students key questions from the session.</p> <p>Congratulate all pupils on their work and then dismiss them in German.</p>	<ul style="list-style-type: none"> PPT slides 18-19 Ball / small object (optional) 	<p>Haben wir unsere Lernziele erreicht? – Have we achieved our learning objectives?</p> <p>Wir machen ein kurzes Quiz. – Let's do a quick quiz.</p> <p>Schließt die Comics! – Shut the comic books.</p> <p>Wir haben viel gelernt. – We've learnt a lot!</p> <p>Toll gemacht. – Well done!</p> <p>Tschüss. – Bye.</p>

GERMAN CLUB
**EIN TAG
IN BERLIN**

