



## LESSON PLAN

### Lesson 7

#### Objective

To be able to express opinions about different modes of transport.

#### 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 Krankheit                          | sickness                       |
| • krank sein                             | to be sick                     |
| • die Nahrungsmittelvergiftung           | food poisoning                 |
| • das Transportmittel                    | mode of transport              |
| • die öffentlichen Verkehrsmittel        | public transport               |
| • Wie kommst du zur Schule?              | How do you get to school?      |
| • Ich fahre mit XXX.                     | I travel by XXX.               |
| • Ich fahre gern mit XXX.                | I like travelling by XXX.      |
| • Ich fahre am liebsten mit XXX.         | I most like travelling by XXX. |
| • mit dem Bus                            | by bus                         |
| • mit dem Fahrrad                        | by bike                        |
| • mit dem Taxi                           | by taxi                        |
| • mit der S-Bahn                         | by overground train            |
| • mit der U-Bahn                         | by underground train / tube    |
| • mit der Straßenbahn / Tram             | by tram                        |
| • Ich gehe gern zu Fuß.                  | I like going by foot.          |
| • Mein Lieblingstransportmittel ist XXX. | My favourite transport is XXX. |

#### Materials

What the Goethe-Institut will provide:

- "Ein Tag in Berlin" comics
- PPT file

What you will need to provide for session 7:

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

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	Whole group	The students can recall how to talk about food preferences in German.	<p>The teacher welcomes the students to the club, and explains that the students are going to practise saying what food they like again.</p> <p>The teacher explains that the students can use the example dialogue on the board as support, but also encourages them to be creative.</p>	<ul style="list-style-type: none"> <li>• PPT slides 1-2</li> <li>• "Ein Tag in Berlin" comic, one per student</li> <li>• Music</li> </ul>	<p>Herzlich Willkommen zur Lektion sieben! – Welcome to session seven!</p> <p>Wir wiederholen! – Let's recap!</p> <p>Wir sprechen in der Gruppe. – Let's speak in groups.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			As ever, do an example for the students before they begin.		Benutzt den Dialog hier als Hilfe. Aber ihr könnt kreativ sein! – Use the dialogue here as support. But you can be creative!  Zum Beispiel... – For example...  Los geht's! – Let's begin!
2 min	Whole group	The students can understand the learning objectives for the session.	The teacher reads out the learning objective using <b>slide 3</b> , explaining that "die Öffentlichen" (or even "Öffis") are short ways of saying "die öffentlichen Verkehrsmittel" which means public transport.	<ul style="list-style-type: none"> <li>PPT slide 3</li> </ul>	Was sind die Lernziele heute? – What are the learning objectives for today?
5 min	In pairs or small groups	The students can recall information from the comic book story so far.	<p>The teacher asks the students to do a quick brainstorm about what has happened so far in the comic book.</p> <p>The teacher asks the students to write down some key words to summarize the first chapters.</p> <p>The students could use an online brainstorming app to help with this task.</p> <p>The words can then be shared on the board afterwards.</p>	<ul style="list-style-type: none"> <li>PPT slide 4</li> <li>App for Brainstorming on Ipads</li> </ul>	Macht ein Brainstorming! – Let's do a brainstorm!
8 min	In small groups	The students can speculate about the comic book story, and identify possible problems when travelling abroad.	The teacher reminds the students that Cem was not very well at the end of the last chapter, and asks students to speculate about what might have happened to Cem.	<ul style="list-style-type: none"> <li>PPT slide 5</li> <li>iPads</li> <li>Paper</li> <li>German dictionaries</li> <li>Sticky dots</li> </ul>	<p>Cem war krank. – Cem was sick.</p> <p>Was ist mit Cem passiert? Spekuliert im Team. – What happened to Cem? Discuss in teams.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>The students should write their ideas on pieces of paper. That way, afterwards, their suggestions can be displayed around the classroom so everybody can review them.</p> <p>Finally, have a vote to decide what most people believe has happened to Cem, telling students to mark their favourite suggestion with a sticky dot.</p> <p>As part of the discussion, the teacher can share other problems that people can experience when abroad. For example: language issues, cultural misunderstandings, illness/food poisoning, getting lost etc.</p>		<p>Welche andere Probleme gibt es manchmal im Ausland? – What other problems are there sometimes abroad?</p> <p>Hier sind einige Ideen. – Here are some ideas.</p> <p>Benutzt das Wörterbuch oder iPad als Hilfe. – Use the dictionary or iPad as support.</p> <p>Also, was meint ihr? – So, what do you think?</p>
8 min	Whole group	The students can understand pages 14-16 of the comic book story.	<p>The teacher tells the students to turn to <b>page 14</b> of the comic book, explaining that they are going to read chapter 4 of the story.</p> <p>They can tell students that today's focus will be on transport.</p> <p>The teacher asks students to read out sections of the comic book story, and can also read more difficult sections themselves, to model correct pronunciation.</p> <p><b>Note</b> 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"> <li>• PPT slides 6-12</li> <li>• <b>Comic page 14-16</b></li> </ul>	<p>Bitte öffnet eure Comics auf Seite 14. – Please open your comic to page 14.</p> <p>Heute lesen wir Kapitel 4. – Today we are reading chapter 4.</p> <p>„Die öffentlichen Transportmittel“ sind heute unser Thema. – Today our theme is public transport.</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>XXX kannst du bitte vorlesen? – [Name] can you read aloud, please?</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>As ever, clarify any difficult words and practise the pronunciation.</p> <p>You can also let the students know that they will find out what has happened to Mo's phone next time. But today's focus is on transport.</p>		<p>Wiederholen, bitte. – Let's repeat / practise the pronunciation.</p> <p>Wo ist Mos Handy? Nächstes Mal finden wir das heraus. – Where is Mo's phone? We'll find out next time.</p>
5 min	In pairs	The students can identify different modes of transport in German.	<p>The teacher explains to the students that they are now going to learn modes of transport in German.</p> <p>The teacher and students use the interactive activity to match up the correct words and images.</p> <p>Make sure to do an example before the students begin and, once the task has been successfully completed, review the meaning and correct pronunciation of the words and phrases.</p>	<ul style="list-style-type: none"> <li>PPT slide 13</li> <li>iPads / interactive screen</li> <li><a href="https://learningapps.org/watch?v=p16by3btj24">https://learningapps.org/watch?v=p16by3btj24</a></li> </ul>	<p>Kombiniert die Transportmittel korrekt. – Let's match up the modes of transport correctly.</p> <p>Zum Beispiel... – For example...</p> <p>Also, was sind die richtigen Antworten? – So, what are the correct answers?</p> <p>Wiederholen, bitte. – Let's repeat / practise the pronunciation.</p>
5 min	Whole group	The students can express their preferences about modes of transport.	<p>The teacher explains that the students are going to play a game, to express their preferences about different modes of transport.</p> <p>The two-corner method is used here: A red card is hung in one corner and a blue card in another. The students then move to the correct location in the room, e.g. by bus (red on the PPT) or by foot (blue on the PPT), etc.</p> <p>As a challenge, ask students to explain their choice e.g. Ich fahre gern mit dem Bus aber ich gehe lieber zu Fuß!</p>	<ul style="list-style-type: none"> <li>PPT slides 14-17</li> <li>Red card &amp; blue card</li> </ul>	<p>Wir spielen jetzt ein Spiel. – Let's play a game now.</p> <p>Was sind eure Präferenzen? – What are your preferences?</p> <p>Geht zu blau oder rot. – Go to blue or red.</p> <p>Zum Beispiel, ich gehe zu blau. – For example, I am going to blue. [<i>Mime moving to the blue corner.</i>]</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>Do an example with the students, including how to do the challenge, before beginning. It should also be pointed out that students use "Ich fahre" for all transport options except going by foot, which must be "Ich <u>gehe</u> zu Fuß".</p> <p><b>Note</b> The teacher can customise the slides as desired.</p> <p>If space is an issue, students can use RAG cards or mini whiteboards to give their answers instead of moving around the room.</p>		<p>Ich fahre gern mit dem Bus aber ich gehe lieber zu Fuß! – I like travelling by bus, but I prefer travelling by foot.</p> <p>Achtung! Ich <u>fahre</u> mit dem Bus / Ich <u>fahre</u> mit dem Taxi, und so weiter. – Attention! I <u>travel</u> by bus / I <u>travel</u> by taxi, et cetera.</p> <p>Aber, "Ich <u>gehe</u> zu Fuß". – But I <u>go</u> by foot.</p> <p>Also, los geht's! – Ok, let's begin!</p>
5 min	In pairs	The students can express opinions about different modes of transport.	<p>The teacher explains that the students are now going to work in pairs to express opinions about different modes of transport.</p> <p>They should be directed to the example dialogue on the board as support.</p> <p>As ever, do an example for the students before they begin, and then circulate to pick up on any common errors.</p> <p>After a few minutes, practise any pronunciation issues or review any common mistakes.</p> <p><b>Note</b> Do not worry too much about the correct usage of mit dem / mit der. The focus should be on communication rather than perfect grammatical accuracy.</p>	<ul style="list-style-type: none"> <li>PPT slide 18</li> </ul>	<p>Wir arbeiten jetzt in Paaren. – Let's work in pairs now.</p> <p>Welche Transportmittel nutzt ihr? – What modes of transport do you use?</p> <p>Benutzt den Dialog hier als Hilfe. – Use the dialogue here as support.</p> <p>Los geht's! – Let's begin!</p> <p>Wiederholen, bitte. – Let's repeat / practise the pronunciation.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
If time	In small groups	The students can describe transport routes in German.	<p>As an optional cultural element, the students can work in small groups to research transport options for travelling to locations already mentioned in the comic book story.</p> <p>They could use iPads, the BVG website and Google maps.</p> <p>The teacher can decide if the focus is on recapping directions (learnt in session 4) or instead on talking about different transport options e.g. Fahren Sie mit der U-Bahn Linie XXX bis zum XXX. Dann fahren Sie mit der S-Bahn Linie XXX bis zum XXX. Dann gehen Sie fünf Minuten zu Fuß. Hier ist Ihr Endziel. – Travel with the underground line XXX until XXX. Then travel with the overground line XXX until XXX. Then go 5 minutes by foot. Here is your final destination.</p>	<ul style="list-style-type: none"> <li>PPT slide 19</li> <li>iPads</li> <li><a href="https://www.bvg.de/de">https://www.bvg.de/de</a></li> </ul>	<p>Wir arbeiten jetzt in kleinen Gruppen. – Let's work in small groups now.</p> <p>Recherchiert die Routen im Team. – Research the route in your teams.</p> <p><i>[Adapt final instructions depending on your chosen focus / outcome.]</i></p>
2 min	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"> <li>PPT slides 20-21</li> <li>Ball / small object (optional)</li> </ul>	<p>Haben wir unsere Lernziele erreicht? – Have we achieved our learning objectives?</p> <p>Wir haben viel gelernt. – We've learnt a lot!</p> <p>Toll gemacht. – Well done!</p> <p>Tschüss. – Bye.</p> <p>Auf wiedersehen. – Goodbye.</p>