

Lesson plan: Customs and festivals in German-speaking cultures/communities

This resource is a sample lesson plan for teaching Theme 1: Identity and culture from the new GCSE German specification (8668). It focuses on Topic 4: Customs and festivals in German-speaking countries/communities. You can use the approach in this lesson plan or another of your own choosing and you can adapt the plan to suit the needs of your students.

The lesson plan illustrates how this new sub-topic could be approached when combining it with key grammar structures required at KS4 (in this case a range of modal verbs and subjects, connectives, time phrases and word order).

This sample plan is based on a lesson lasting one hour and allows for some differentiation of progression within that time. The plan is based on a competitive element, with points awarded to students for a variety of reasons, to motivate and encourage and acknowledge progress of all kinds.

Learning objectives

Students will know different customs and festivals in German-speaking countries/communities:

* All students will learn the names of three popular festivals
* Most students will learn about three popular festivals in some detail
* Some students will learn about three popular customs or festivals in more detail.

Students will be able to use modal verbs to discuss customs and festivals:

* All students will learn modal verb structure
* Most students will learn how to conjugate modal verbs with different subjects with no support
* Some students will be able to use a range of modal verbs and subjects when responding spontaneously.

Students will understand how to extend ideas and structures:

* All students will learn how to add one main detail
* Most students will know two or more
* Some students will be able to discuss customs and festivals spontaneously and in more detail.

Prior knowledge needed

The sample lesson plan assumes good knowledge of grammar and vocabulary covered during KS3.

Lesson preparation

* Use of an IT room (computers) or class of iPads/tablets to facilitate most effective independent learning. Starter activity is desirable but not essential.
* Students need to access conversation partner (sitting in pairs would be an advantage).
* [Teachit modal verb table (resource 1)](http://filestore.aqa.org.uk/resources/german/AQA-8668-16223-ACT-MV.PDF) for each pair.
* [Modal verb blank table (resource 2)](http://filestore.aqa.org.uk/resources/german/AQA-8668-16223-ACT-MV.PDF) for each student.
* Differentiated translation task resource on modal verbs and festivals with success criteria (using specification guidelines).

Activity

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| Duration | Activity | Group size | Learning objective |
| 8 minutes | Starter:  Students given three words on a piece of paper/on the board as they enter the room/ICT suite.  Log on to search engine, search information based on each of the three words, eg:   * Oktoberfest, Karneval, Weihnachtsmarkt   (Alternative to IT: predict key word match) | Individual/Pair | Collect at least three facts about each word/festival, eg when, where, why. |
| 2 minutes | Brainstorming:  Teacher collects ideas from a range of students/pairs and collates.  Award points for participation/ideas. | Class | Students add to their own information independently using green pen to show improvement/progress. |
| 5 Minutes | Modal verb introduction: Using [Teachit resource 1 Modalverben (table resource)](http://filestore.aqa.org.uk/resources/german/AQA-8668-16223-ACT-MV.PDF).  Students create sentences in books using a range of subject pronouns, modal verbs and verbs based on the facts they have just collected on the three festivals.  Teacher elicits example structures, eg:   * Du musst das Oktoberfest besuchen/Man kann den Karneval erleben/ich will den Weihnachtsmarkt besichtigen.   (Reading and Writing) Revisit objectives for progression.  Award points for participation, accuracy, variety. | Individual/class feedback | Peer assess and oral feedback (class).  Make into a competition for motivation:   * All must give at least one example for each word, using three different modal verbs (see example) * Most will give five examples * Some will explore the language structure more independently and give a very broad range of modal verb ideas. |
| 10 Minutes | Partnerarbeit: [Teachit resource 2 (Wiederholung – Modalverben](http://filestore.aqa.org.uk/resources/german/AQA-8668-16223-ACT-MV.PDF)) – blank modal verb table for each student.  Students take turns to speak sentences similar to those in previous activity.  Student will make a note of their partner’s sentences by recording them in the correct column and row.  Elicit example and deduce model from a more able student.  (Speaking, Listening and Writing)  Award points for completing grid, variety, progress. | Pair for activity/four for marking | Join a second pair to compare grids and ideas - add in any which you need.   * All will have used one example from each column. * Most will have also used one example from each row. * Some may have completed/nearly completed the grid. |
| 10 Minutes | Using (near) completed table, students make up five sentences based on how grid was filled in. Students must ensure they are using the correct form of the modal verb.  EXTRA! More able students may add detail, eg  Du musst das Oktoberfest **in München** besuchen**. In Dezember will** ich den Weihnachtsmarkt **in Aachen** besichtigen.  (Reading and Writing) Revisit objectives for progression.  Award points for accuracy, ideas and variety. | Individual | Peer assess sentences - (green pen correction).  Complete five sentences correctly.  Some will complete with extra detail as per example. |
| 10 Minutes | Extending sentences:  More able students or Teacher give example of extending as previous task for extension and Teacher highlights inversion after time phrase and place name word order.  Teacher elicits other ways of extending ideas – using brainstorming session from starter activity, eg:   * In Februar **sollen wir** den Karneval in Düsseldorf erleben **aber** wir müssen nicht in die Schule gehen * In Dezember müssen wir den Weihnachtsmarkt besuchen, **weil** man dort viele Geschenke kaufen **kann**.   Students revisit a previous sentence created in the writing task and improve it.  (Listening, Reading, Writing and Speaking)  Award points for: narrative, confident development and variety of structure and participation. | Individual /pair/class feedback | Self-assess sentences: 1 minute.  Teacher selects students at random to feedback from the class. |
| 10 Minutes | Translation  Teacher gives extended sentence options to students (German to English):   * Foundation option: three separate sentences. * Higher option: short paragraph of 50-60 words based on the three foundation sentences but with a range of extended ideas.   (Reading) Revisit objectives for progression.  Award points for transferal of meaning and command of language. Add up points and decide winner(s). | Individual | Teacher puts Foundation/Higher solution success criteria on the board for pupils to self-assess and correct in green pen as appropriate. |

Further work and reading

Plenary

* Differentiated translation (English into German). Higher: complete extended translation challenge; Foundation: complete 3 sentence challenge. Hand in for Teacher to check progress. (5 minutes)

Extension

* Highlighted in plan.

Preparation for next lesson

* Students should be encouraged to research chosen customs or festivals in more detail (possibly as first part of homework).

Homework

* Students should then use knowledge of modal verbs and extension structures to give this research information as modal verb structures in German (5-6 sentences in total).