

TINA BECHTEL

LIONVILLE MIDDLE SCHOOL

**DOWNINGTOWN AREA SCHOOL
DISTRICT**

**PENNSYLVANIA GOVERNOR'S INSTITUTE
FOR WORLD LANGUAGES**

JULY 2005

Unit Plan: "FAHREN"

OVERVIEW

Class title: German II

Grade: 8

Class size: Under 10 students

Class length: 48 minutes

Content of this unit (chapter 11): Methods of transportation, traveling within German-speaking countries, attributes of cars, traffic situations, car trouble, learning to drive in Germany

Time frame for this unit: 12 days

Previous Knowledge: Students know already some basic vocabulary for methods of transportation. They also know how to describe size and color, make comparisons and use higher numbers.

Resources used for this unit:

Deutsch Aktuell II: textbook, CD for listening activities, workbook, video series

Large picture of a car

Toy cars

Authentic German car ads

Websites: new.car.autoscout24.de

enchantedlearning.com (car & bicycle diagrams)

Other potentially useful websites: blindekuh.de

fahrschule-online.de/

UNIT PLAN

Objectives (Students will...	Instructional Strategy	Standards Addressed
-discuss methods of transportation and apply vocabulary for travel in Europe.	1. Students view and discuss chapter video. 2. Students listen to, read and discuss dialogue for chapter 11. Whole class activity.	Communication Culture
-compare and contrast travel in Germany and America.	1. Students read and discuss textbook information. 2. Students compare own travel experiences. Independent practice, whole class activity.	Communication Culture Comparisons
- identify parts of cars and bicycles.	1. Students use diagrams to fill in vocabulary. 2. Students use overhead materials to apply vocabulary in context. Teacher-directed discussion, independent practice.	Communication
- discuss attributes of cars, including appearance, performance, and price.	1. Students brainstorm about attributes already known. 2. Students scan a list of attributes and brainstorm about their meaning. 3. Students research a car model on the Internet and present facts. Teacher-directed discussion, independent practice, whole class activity.	Communication Connections

Objectives	Instructional Strategy	Standards Addressed
-express preferences for certain attributes in a car.	1. Students e-mail a German pen pal about favorite cars and preferences. 2. Students fill out questionnaire about preferences and share with the class. Independent practice, whole class activity.	Communication Connections Communities
- analyze and discuss authentic German car ads.	1. Students complete pre-reading activities using a German car ad. 2. Students analyze own ad. 3. Students present information. Teacher-directed discussion, cooperative group work, whole class activity.	Communication Comparisons Connections
- hold a conversation about purchasing a car.	1. Teacher models the role-play 2. Students present role-play to teacher. Teacher-directed discussion, cooperative group work.	Communication
- design and present a "Traumauto"	1. Students design a car, describe attributes. 2. Students present car to the class. Independent practice, whole class activity.	Communication

Objectives	Instructional Strategy	Standards Addressed
- talk about car problems and describe traffic situations.	1. Students brainstorm about known vocabulary. 2. Students apply new vocabulary in written and oral activities. Independent practice, whole class activity.	Communication
- compare and contrast learning to drive in Germany and America.	1. Students engage in pre-reading activities. 2. Students listen, read and discuss text. Teacher-directed discussion, cooperative group work.	Communication Comparisons
- apply verbs with prepositions in oral and written exercises.	Teacher uses teacher-directed instruction to introduce concepts for oral and written activities. Lecture, independent practice.	Communication Connections
- Apply subordinating and coordinating conjunctions.	Teacher uses teacher-directed instruction to introduce concepts for oral and written activities. Lecture, independent practice	Communication Connections

3-DAY LESSON PLAN

Background:

Students have completed the introductory activities for chapter 11, including reading and discussing the dialogue, comparing and contrasting travel, as well as identifying parts of cars and bicycles.

The following lesson plans will concentrate on car attributes and students' preferences for certain cars. The sequence of activities will precede interpretive, interpersonal and presentational assessment strategies.

DAY 1

Objective: - Students will discuss attributes of cars, including appearance, performance, and price.

Assessment: Internet research sheet
Copy of e-mail to German pen pal

Activities

Anticipatory Set: Students will write an answer to the following 4 questions in their daily journals:

Wie viele Autos hat deine Familie?

Welche Farbe sind die Autos?

Gefällt dir diese Autos?

Was ist dein Lieblingsauto?

Students will share their answers with the class. (10 minutes)

(These questions are also the basis for their e-mail correspondence homework.)

Standards addressed: Communication

Activity 1: Wie können wir Autos beschreiben?

Using a visual, discuss make, model, color and other attributes the students may already know. (10 minutes)

Standards addressed: Communication

Activity 2: Using a print-out from newcar.autoscout24.de (each student has his/her own copy), brainstorm about the meanings of:

Fahrzeugtyp, Getriebe, Kraftstoff, Tankinhalt (liter or gallons?), Serienausstattung, MwSt, Leistung in kw/PS, Höchstgeschwindigkeit (in miles or kilometers?), Verbrauch. (Please see Handout 1 in the Appendix.) (10 Minutes)

Standards addressed: Communication, connections

Activity 3: Each student is assigned a car manufacturer. The student may choose the model he/she wishes to research. The students will go to

<http://newcar.autoscout24.de/> and document the necessary information. (Please see Handout 2 in the Appendix.) Students will turn this handout in before they leave for the day. (18 Minutes)

Standards addressed: Communication, connections

Homework assignment: send an e-mail to your German pen-pal. Ask him/her the questions in the anticipatory set. Describe your family car(s) using at least 3 new terms from the attributes list above. Copy your e-mail to the teacher.

Day 2

Objectives: Students will describe cars.

Students will analyze and discuss authentic German car ads

Assessment: Students will complete a rubric to analyze ads.
Students will present their findings to the class.

Activities:

Anticipatory Set: Each student will receive a toy car. In their journals they should describe the car in at least 5 sentences. Each student will share his/her information with a partner. (7 minutes)

Standards addressed: Communication

Activity 1: Each student receives the same copy of a German car ad. (See Handout 3 in the Appendix.) In a whole class discussion, students determine which key words they recognize.

What attributes are mentioned in the ad?

What else seems important in the ad?

What is the “Werbespruch” (slogan) for this car?

Using the ad, the teacher helps students to fill out the table.
(See Handout 4 in the Appendix) (15 Minutes)

Standards addressed: Communication, culture

Activity 2: Students will work in pairs. Each pair will receive 2 German car ads to analyze using the same table as above. Students will present their findings to the class. (15 Minutes)

Standards addressed: Communication, culture

At the end of class, the teacher will present the project “Mein Traumauto”. The teacher will show an example of a completed project and discuss the rubric. (See Handout 5 and 6 in the Appendix). The students will have some class time and 2 evenings to complete the project.

DAY 3

Objectives: Students will express preferences for certain attributes.
Students will hold a conversation about purchasing a car.

Assessment: Role-play activity.

Anticipatory Set: Students will do a matching exercise to reinforce the vocabulary from the last few days. (See Handout 7 in the Appendix). Teacher will share the results with the class. (8 Minutes)

Standards addressed: Communication

Activity 1: Students will fill out a questionnaire regarding their opinion about the importance of certain attributes in a car. (See Handout 8 in the Appendix.)
Students will use this as a basis for their role-play activity. (5 Minutes)

Standards addressed: Communication

Activity 2: Teacher will present a sample dialogue using the workbook outline as a basis. The teacher shows the outline on the overhead and asks students to give possible answers to complete the dialogue. (See Handout 9 in the Appendix). Students will work with a partner to prepare a dialogue to purchase a car. Students may use the list of attributes from their car ad or Internet activity as a basis for the sales person. They should use the anticipatory set questionnaire as a basis for the buyer. Students should choose one of 4 scenarios listed in the rubric. (See Handout 10 in the Appendix.) (20 Minutes)

Standards addressed: Communication

Activity 3: Students will present their role-play to the teacher while other students work quietly on their "Traumauto" project. (15 Minutes)

Standards addressed: Communication

Homework assignment: Complete "Traumauto" project.

Following these plans:

The next day the students will present their "Traumauto" to the class.
After these presentations the unit plan will continue as detailed above.