

# Cities in Germany and Israel



<https://www.airfrance.ie/IE/en/common/travel-guide/a-cultural-getaway-in-the-museums-of-el-aviv.htm>

<https://www.languageinternational.co.il/school/f-u-academy-of-languages-heidelberg-64035>

**Telecollaborative language learning and intercultural task**

# *Table of Contents*

<b><u>Subject</u></b>	<b><u>Page number</u></b>
<b>Description of unit</b>	<b>3</b>
<b>Lesson 1</b>	<b>4</b>
<b>Lesson 2</b>	<b>5</b>
<b>Lesson 3</b>	<b>6</b>
<b>Lesson 4</b>	<b>7</b>
<b>Lesson 5</b>	<b>8</b>
<b>Lesson 6</b>	<b>9</b>
<b>Lesson 7</b>	<b>9</b>

# Cities in Germany and Israel - Unit

**Age and Level of the Group:** grade 7-8, level A2

**Task Cycle:** 7-8 lessons

## **Objectives:**

- Communicating authentically in the target language
- Learning about a variety of cultural places in each other's country.
- Learning about others' culture, as well as our own.

## **Digital Tools**

<b>Name</b>	<b>Purpose</b>
Word Cloud	brainstorming about culture
Padlet	preparing questions for first Zoom meeting
MindMup	presenting a passport for each city
Google Slides	final presentations

## Lesson 1:

Task: introducing the unit

Students can:

- Speak about the topic of the project
  - Use words that are related to culture
1. (10 min) Explaining the project to the students, and a rundown of the lessons.
  2. (20 min) The teacher will hold a classroom discussion about cultures.  
Possible questions:
    - What other cultures are you familiar with?
    - When was the last time you met a person from a different culture?
    - Did you find any similarities and differences between their culture and yours?
    - Did you find anything that surprised you?
  3. (10 min) The teacher will ask the students to think of what interests them about a person from a different culture, and ask them to write that on Word Cloud.
  4. Students are divided into their groups (2-3 students, 4-6 in total).

(5 min) HW: think of personal questions you want to ask about the students from the other culture, in order to get to know them. (they will use these questions during the video call in the 3rd lesson)

## Lesson 2:

Task: Preparation for the video meeting

Students can:

- Ask and answer WH as well as Y/N questions in present simple
- Share personal information

1. (5 min) The students are asked to upload the questions they prepared on a padlet page.
2. (10 min) Teacher allots time for the students to answer their own questions individually, on padlet.
3. (18 min) The teacher corrects or improves the students' use of language (their questions & answers), as well as provides suggestions for sentences/ words they can use as a reference (in preparation for their video meeting in the next lesson).

Possible suggestions:

- What do you like to do in your spare time/ on the weekend?
  - What do you do after school?
  - Do the teachers give you a lot of HW?
  - What is your favorite food?
  - Do you practice any type of sport?
4. (12 min) The students pair up and share each other's questions and answers in the form of an interview.

### Lesson 3:

#### Video Chat

##### Students can:

- Conduct a basic exchange of personal information
  - Reflect about their experience
  - Express their opinions and thoughts
1. (30 min) Students connect with their teammates and hold a video call meeting
  2. Each student introduces themselves to the rest of the group- name, where he lives, hobbies, etc.
  3. (15 min) At the end of the video call, the teacher asks the students about their teammates and their experience speaking to them.

HW: think about a special place in the city that you were given (Jerusalem, Mannheim - each group gets 2 cities - 1 from Israel and the other from Germany)

## Lesson 4:

Task: Share places and preparation for next video meeting.

Students can:

- Use a digital tool to organize new information
  - Share the new information (about places) orally and in writing
  - Self correct their “products” based on feedback
1. (20 min) Students use MindMup in order to present the information about their cities, using images and descriptions
  2. (10 min) Allot time to share with the rest of the class and the teacher (whole class activity)  
→ feedback from teacher/ classmates
  3. (15 min) Students are given time to improve their writings on MindMup and add more information

## Lesson 5:

Task: video chat

Students can:

- Exchange information about cultural places in speaking
  - Summarize the material they collected, and share it with the class.
- 
1. (30 min) The groups hold a video meeting and share their MindMups about the cities they were assigned, in order to teach each other about these places/cities  
→ collect the missing information from the partner group and add to their MindMups
  2. (15 min) Teacher elicits from students new things they have learnt from their teammates about the cities in the other culture.



**Lesson 6:**

Task: work on presentations

Students can:

- Revise their presentations
  
- 1. Students are allowed time to work on their final presentation in lesson 7. The teacher goes around to check and help the students.
- 2. Students hold a short video call in order to complete some missing information they may need for their final presentations.

(45 min)

**Lesson 7:**

Task: presenting places

Students can:

- Present their final products frontally

Each group presents the cities that their German/ Israeli teammates were given, and teach their classmates about it. (posters or PowerPoint presentations). Each group will be given 5-10 minutes to present.

- The presentations may take two lessons.