



CTAE Module: **Introduction to Business & Technology**

Language: **German**

Lesson # **2** of Week # **3**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: *What will students know and be able to do at the end of this lesson?*

At the end of this lesson, the student will be able to say “I can . . .”

- Write a formal letter

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Offizielle Briefe

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

- Modalverben im Konjunktiv (könnten, möchten)
- Höflichkeitsformen im Konjunktiv (hätte, wäre)
- Formal address (Sie)



Stage 2: *What will be the evidence that students attained the lesson's learning targets?*

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will correctly identify the elements of a formal letter.
- Students will write a formal letter to a German-speaking company.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p>Bell-Ringer: Briefe bauen Prior to the lesson, the teacher prints and cuts apart sample letters (personal and official) and places the parts in an envelope. The teacher will need to create enough envelopes for the class to use during the bell-ringer as described below.</p> <p>Students will complete the bell-ringer activity in pairs. The teacher distributes an envelope (see note above) to each pair set. The students then work together to put the pieces together to create an example of a personal letter and an official letter. At the end of the activity, the teacher then displays the correct version of each letter on the board (overhead projector).</p> <p> Students can use their cell phones to access online dictionaries.</p>	<p>5 minutes</p>	<p>Sample Letters (cut apart and placed in envelopes)</p> <p>Deutsche Post-Briefe schreiben (background info for teachers)</p>
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	<p>1 minute</p>	



Activity	How many minutes?	Resources
<p>Activity 1: Die Bausteine eines offiziellen Briefes Students should label the parts of an official letter. Students should work with a partner and use dictionary resources to help them complete the task. The teacher then leads the whole class in reviewing the correct answers.</p> <p>Teacher Point: Stress the fact that formal address with “Sie”, formal and polite language is required throughout the letter. See the Deutsche Post document for more information about letter writing.</p>	<p>10 minutes</p>	<p>Offizielle Briefe schreiben Activity Sheet</p> <p>Deutsche Post-Briefe schreiben (background info for teachers)</p>
<p>Activity 2: Briefe schreiben With a partner, students will write an official letter to an Austrian company asking for sponsorship for a school event. Prior to writing, the teacher will review modal verbs in the subjunctive and other “polite” phrases to help students ensure they adopt the proper tone for a formal letter asking for sponsorship.</p> <p>Students should be prepared to submit their letters to the teacher by the end of class.</p>	<p>30 minutes</p> <p>(Notes: 5-10 minutes)</p> <p>(Writing: 20-25 minutes)</p>	<p>Offizielle Briefe schreiben Activity Sheet</p>
<p>Ticket-Out-the-Door: Brief checken Students should trade letters with another set of partners. Students should peer review each other’s work and use a checklist to insure that all of the elements of an official letter are included. Students should staple the peer review checklist to their letters before submitting their work for teacher review.</p>	<p>5 minutes</p>	<p>Brief Checklist</p>
<p>Lesson Wrap-Up: The teacher brings student attention back to the lesson’s “can do” statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their new-found abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	<p>1 minute</p>	