***FOR THE TEACHER***

**ORGANISING A SCHOOL TRIP TO GERMANY[[1]](#footnote-1)**

**Type of task**: Relaying information from a brochure

**Proficiency level**: B2

**Educational level:** Primary and/or secondary education - ISCED 1/2[[2]](#footnote-2)

**Short description and aim of the activity**: The activity is based on the visit of the Maltese students to Leipzig, Germany. First, the German-speaking students read a brochure about the main sights in Leipzig and relay the information (in English) from the brochure (on Activity Worksheet; text 1) briefly in the forum discussion with the Maltese. After that, the Maltese-speaking students agree on a specific area of interest (in Maltese) and report back to the German-speaking students in an email (in English). The German-speaking students then read the part of the brochure (online; text 2) regarding the chosen topic and report information about the topic (in English) to the Maltese-speaking students, orally, in a virtual meeting. Potentially, as a follow-up activity, the Maltese-speaking students present and discuss (in Maltese) the options they heard about in the previous step.

**Background information:** Maltese students will visit Leipzig (Germany). Their German friends help them decide what to visit and what to do by relaying information from a brochure. Find more about Leipzig here: <https://www.roadaffair.com/2-days-in-leipzig-itinerary/> (accessed 8 August 2023)

**CEFR CV mediation scale and descriptor**:

RELAYING INFORMATION IN WRITING (B2 level):

* *Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within their fields of professional, academic and personal interest.*

RELAYING INFORMATION IN SPEECH (C1 level):

* *Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (in Language A).*

**CEFR CV mediation strategies involved:**

ADAPTING LANGUAGE (B2 level):

* *Can make accessible for others the main contents of a text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing in simpler language.*

STREAMLINING A TEXT (B2 level):

* *Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.*

**Languages involved:**

Language A: German

Language B: English

Language C: Maltese

**Linguistic objectives.** Students will be able to:

* write an email
* convey simple information orally
* recall vocabulary relevant to touristic information
* summarise a text in another language
* paraphrase information from one language to another

**Other competences involved**:

• Inter-personal skills (e.g., presentation and communication skills, organisational skills, teamwork, etc)

• Digital literacy: using emails, video-conferencing systems, discussion forums

**Time/lessons needed for the activity:** 4-5 (one-hour) lessons

**Resources required**: a hard or electronic copy of the activity worksheet for each student, Zoom, Kahoot, Forum

**Procedure**:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1** | Teacher prepares a quiz about fun stuff to do in Leipzig in advance using Kahoot | Plenary |  |
| **Step 2** | Setting the scene with a discussion:   * *What do you like to do when you visit a new place?* * *Which places do you like in Leipzig?* * *Which activities do you think would be fun for some friends coming to visit you in Leipzig?* | Plenary |  |
| **Step 3** | **Activity Worksheet TASK 1**  Source text in German (Language A)   1. Teacher divides the students into pairs: some play the role of German hosts and some Maltese visitors. 2. All German hosts read text 1 in Language A (German). Text 1 presents various activities that can be done in Leipzig.   After reading the text, German hosts present the most important sights for the Maltese visitors in a forum discussion in Language B (English).   1. After the discussion, each pair of Maltese visitors replies in an email in Language B (English) and communicates their preferred area of interest (e.g., museum visits, shopping, sports, etc) to their assigned pair of German hosts. | Pairs  Plenary  Pairs |  |
| **Step 4** | **Activity Worksheet TASK 2**  Source text in German (Language A)   1. Each pair of German hosts reads online text 2 in Language A (German). They select from the text the relevant area of interest indicated by their Maltese friends (e.g., one pair reads a text on museums, another pair reads up a text on outdoor activities, etc). 2. Oral output in English (Language B)   Pairs of German and Maltese students interact online (e.g., via Zoom). The German students relay information from text 2 in Language B (English).  The teacher can monitor the groups by virtually circulating in the breakout rooms. | Groups (two pairs: one Maltese, one German) |  |
|  |
| **FOLLOW-UP 1 (for Maltese students)** | TASK 3 - Phase A  Oral output in Maltese (Language C)  In class the Maltese students present and discuss - in Language C (Maltese) - the options they heard about in Step4. | Plenary | This could also be done in a discussion forum (written output). |
| **FOLLOW-UP 2 (for Maltese students)** | TASK 3 - Phase B  Oral output in Maltese (Language C)  In class or in a discussion forum the Maltese students will decide - in Language C (Maltese) - on the top 3 activities they would like to do when they are in Leipzig. | Plenary | This could also be done in a discussion forum (written output). |

**Extra resources for the teacher:**

* An interesting video about Leipzig in English that the teacher can use in order to adapt or create new tasks: <https://www.youtube.com/watch?v=rG8k-MgtmPc>
* This lesson offers ideas about follow-up activities (see lesson plan above) that can be done in Language C, in this case Maltese. However, the teacher can incorporate any additional language according to the backgrounds and needs of his/her students

**Further tips and guidance:**

If your students have not yet done many mediation tasks, it might be helpful to review the necessary steps first and explain what needs to be considered in order to mediate successfully.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**Organising a school trip to Germany**

**TASK 1: Discussion**

**A group of Maltese students is coming to visit Leipzig.  
A.** As hosts, the German students read the following brochure and present in a forum discussion the most important sights for the Maltese students.

*A newspaper with a city in the background

Description automatically generated*

*A newspaper with a city in the background

Description automatically generated*

*A newspaper with a city in the background

Description automatically generated*

**B.** After the discussion, the Maltese students (in Maltese) will agree on a specific area of interest. They will then report their decision to the German students in an email (in English).

**TASK 2: Presentation**

In pairs, German hosts will read the part of the online brochure about the chosen area of interest indicated by your Maltese friends in their English email and present the main points to the Maltese visitors orally, in a virtual meeting.

[LTM-Flyer-Leipzig-Wir\_sehen\_uns-dt.pdf (deskline.net)](https://resc.deskline.net/documents/1/SAC/7c3d0895-98ee-47bf-ac71-5244a86d2498/LTM-Flyer-Leipzig-Wir_sehen_uns-dt.pdf)

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2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)