HOW HOT IS GERMAN!

Idea: Summer season
Topic: Seasons, weather, free time
Objective: Students can identify activities associated with the summer months.
Activity: Students are to complete sentences starters using the pictures as stimulus: *Im Sommer gibt es … Im Sommer mache/schwimme/gehe ich … Es ist … im Sommer.*

Idea: Word sorting
Topic: Food/weather/environmental features/animals
Objective: Students can sort the pictures on the poster into categories.
Activity: Students can cut out pictures of the poster and sort into groups of various topics. They can be given guidance to the topics or students can develop their own classified groupings and then explain to the class the reasoning of their groupings.

Idea: Comparing German vs. Australian summers
Topic: Seasons, weather
Objective: Students can study the poster and draw a comparison of the elements between Germany and Australia.
Activity: Students can offer opinions - do all of the pictures relate to Germany? Relate to Australia? Are some of the pictures country specific?

Idea: I'm packing my suitcase
Topic: Holidays
Objective: Students can pronounce and memorise vocabulary, repeat separable verbs
Activity: Students familiarise themselves with words on the "How Hot is German" Poster. Depending on class size, divide the class in smaller groups or play with whole class. The student who starts picks one word from the poster and says: *Ich packe meinen Koffer und nehme … mit.* The second student says: *Ich packe meinen Koffer und nehme …mit* and repeats the item from the first student, adds another item and so on. After someone's turn, that person can write down the items mentioned in the correct order and check for spelling.

https://eduki.com/de/material/142930/spiel-ich-packe-meinen-koffer-mit-zahlreichen-variationen

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Idea: What's this?
Topic: Adjectives
Objective: Students know what an adjective is. Students can describe nouns with appropriate adjectives.
Activity: Students get into pairs or small groups. They pick five nouns from the "How Hot is German" Poster and brainstorm adjectives to describe those nouns. (e.g. *Ozean*: *wild, blau, wellig, majestätisch)* After checking students' adjectives the pairs or small groups get together with another pair or small group. They read out their first description of their noun of choice without mentioning the word. They read out only the adjectives. The other pair/ small group guesses the noun described. After all guesses, the pairs/ small groups mix and repeat.

Idea: Our ocean, your whale, …
Topic: Possessive Pronouns
Objective: Students can use possessive pronouns correctly. Students can describe nouns with adjectives. Students know how use the gender of the noun for the correct possessive pronoun.
Activity: Teacher revises possessive pronouns with students. Students work in pairs to create sentences about eight words from the "How Hot is German" Poster. They write one sentence per possessive pronoun. They pay attention to the gender of the noun on the poster to determine the correct possessive pronoun. Afterwards they could describe the poster by pointing at the illustrations (e.g. der Ozean: Das ist **unser Ozean**. ***Unser*** *Ozean ist wild, blau und wellig; der Wal: Das ist* ***dein Wal****.* ***Dein*** *Wal ist groß und wunderschön.)*

Idea: I pick …
Topic: *weil*-clauses
Objective: Students can justify their opinion.
Activity: Students sit in a circle and in the middle there are items from the poster hidden under a towel. Students guess what could be under the towel: *Ich denke, dass es ein/eine …. ist.* The teacher lifts the towel and students combine labels with items (*die Sonnencreme, der Ball, die Zitrone, …).* Each student reads out the label first and places it next to the item (make sure there are enough items for each student in the class/ group). Each student now picks an item and explains why: *Ich nehme das Wasser, weil ich Durst habe.*

Idea: Develop your own poster
Topic: Any topic
Objective: Students can develop their own poster and practice vocabulary
Activity: Students identify a theme, construct an appropriate vocabulary list, illustrate the vocabulary - the classic way with pen and paper or digitally using CANVA or other digital tools - and present their posters in a gallery in the classroom or online on a PADLET.

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