

# DEUTSCH MIT FELIX UND FRANZI



**NEW LESSON PLANS FOR  
GERMAN AT KEY STAGE 2  
VOLUME 2**



Make a flying start with German! Additional materials like songs and films on our website: [www.goethe.de/felixundfranzi](http://www.goethe.de/felixundfranzi)

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# **DEUTSCH MIT FELIX UND FRANZI**

## **LESSON PLANS FOR GERMAN AT KEY STAGE 2 VOLUME 2**

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## Fun Materials for Learning German at Primary Level

**Introduction:** These exciting new materials and ideas for Primary school teachers have been created for non-specialists as well as for those with a greater command of the German language. The content has been developed by German native speakers and British Primary experts in methodology with the intention of enabling teachers to make a flying start with teaching German at Key Stage 2. The active and enjoyable exercises can easily be adapted for Key Stage 1 and even Foundation Stage.

Children will be introduced to the language of each chapter by two engaging hand puppets, a frog called Felix Frosch and a duck called Franzi Ente. They live in a special German letterbox. This dwelling can be created easily by ordering a letterbox sticker from the Goethe-Institut and sticking it to any box or suitcase that is declared the habitat of the hand puppets. The theme for each lesson is introduced through a story involving the two characters who appear from the dwelling as the children sing the welcome song.

The sequence of the chapters is designed to ensure progression. Each chapter has a range of suitable activities which can be adapted by teachers according to their circumstances. The lessons set out in this course are intended to last 30 minutes and additional ideas and teaching activities are provided at the end of each chapter. Furthermore, children are invited to reflect upon the progress they have made as laid out in the 'Let's show others!' section.

A central element of the course is to enable the children to develop cultural awareness of aspects of life in German speaking countries as well as creating a love for language learning. The asterisks in the material indicate that additional materials for the things mentioned are available in the appendix.

The booklet at hand gives teachers suggestions to deliver the second year of this course. As progression is especially important, a few topics from Year 1 will be repeated but extended. Pupils are required to have some previous knowledge to work with the included lesson plans.



A typical sequence of lessons will include songs, games, physical activities and consolidation of vocabulary from previous chapters.

Each chapter is divided into lessons which have the following elements:

- Let's learn! – A summary of learning outcomes
- Let's get ready! – Resources needed for the lesson
- Let's begin! – Setting the context of the lesson
- Let's do it! – Main activities
- Let's summarise! – Plenary

At the end of each chapter, opportunities for reflection and extension are given through the following elements:

- Let's show others! – Reflection and keeping records
- Let's have even more fun! – Extension opportunities

Additional materials such as worksheets, audio files and pronunciation support will be available on the Goethe-Institut's website.

We very much hope that you and your children will enjoy learning German with Felix and Franzl.

**Viel Spaß!**

## OVERVIEW

**1. A new phone (revision: numbers and animals - new: making phone calls) (p. 6 – 12)**

**Story:** Felix and Franzi introduce themselves and recap that they are from Germany but now live in the UK in a letterbox. They announce that they have ordered a new telephone for their letterbox and now want to work out how to phone their friends at the Zoo Berlin to see how they are.

**2. Preparing for the visit (revision: yearly cycle and free time activities – new: days of the week) (p. 13 – 21)**

**Story:** Felix's parents phone to announce their intention to visit. They tell Felix that they're coming over to England to celebrate his birthday. But Felix has a whole week to fill before they arrive. How will he fill his time?

**3. Felix' birthday celebrations (revision: clothes, birthday vocabulary – new: ordinal numbers) (p. 22 – 33)**

**Story:** Felix is getting ready for his 10th birthday party and his parents' arrival. When his birthday comes, he enjoys celebrating and opening his presents in front of the children. Felix gets a birthday calendar from his parents to remind him when his family's birthdays are. He finds out when the children's birthdays are, too.

**4. The DVD (revision: nouns with special sounds from Year 1 – new: verb *haben* in all forms and German phonics) (p. 34 – 40)**

**Story:** Felix has watched the DVD that he received for his birthday. He wants Franzi and the children to come and watch it with him. Their friends from the Zoo Berlin have had a good time recording some fun things for them to watch, including some tongue twisters and language riddles. Felix and Franzi decide to have a go at preparing something similar to send back to their friends.

**5. The book (new: alphabet and reading a simple story in German) (p. 41 – 47)**

**Story:** Felix got a book for his birthday. In order for the children to read it, they have to learn the German alphabet.

**6. A weird dream (revision: days of the week – new: school subjects and time table) (p. 48 – 56)**

**Story:** Felix had a weird dream about school. He dreamt about eating and sleeping as subjects. Felix and Franzi talk about school and compare the two countries. Franzi's favourite subject is P.E. She teaches the children some words for movements.



**7. A masterpiece (revision: colours and expressing likes and dislikes – new: shapes and descriptive vocabulary) (p. 57 – 64)**

**Story:** Franzı bought a picture for decorating their letterbox. Felix, Franzı and the children look at the painting and find out about the artist.



**8. In the letterbox (new: singular and plural forms – new: furniture, rooms and prepositions) (p. 65 – 71)**

**Story:** Felix and Franzı find a suitable spot to hang up their painting. The next day the painting is on the floor and it has been nibbled at. They try to find who did it.

**9. A Fairy Tale experience (revision: alphabet – new: giving directions and reading a German Fairy Tale) (p. 71 – 80)**

**Story:** Felix has heard that there is a German Fairy Tale showing at a cinema in town. He tells the children about their favourite fairy tales and the brothers Grimm and that he wants to see the film.

**10. Magic holiday plans (revision: food and countries – new: continents and verbs of movement) (p. 80 – 93)**

**Story:** Felix calls his friends to tell them where he will go on holiday. His friends tell them that they usually visit family on other continents. One friend asks if Felix likes to join him for the trip. Felix and his friend the crocodile travel to Australia and they prepare a German recipe for the crocodile's family over there.

**Cultural Chapter: Christmas**

**Story:** In this chapter Felix and Franzı introduce some German Christmas traditions.

[Note: The cultural chapter 'Sports' will be added to the next edition.]

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## CHAPTER 1: A NEW PHONE

### (2 lessons)

**STORY:** Felix and Franzi introduce themselves and recap that they are from Germany but now live in the UK in a letterbox. They announce that they have ordered a new telephone for their letterbox and now want to work out how to phone their friends at the Zoo Berlin to see how they are.

#### What is the chapter about?

- Revising how to greet others and say goodbye
- Revising German numbers 1-12 and learning how to say 0
- Revising animals
- Revising how to ask others how they are and saying how you are
- Learning a song about the telephone
- Learning what to say when you answer the telephone in German

#### The words needed:

<i>Das ist unser Haus.</i>	That is our house.
<i>das Handy</i>	the mobile phone
<i>das Telefon</i>	the telephone/phone
<i>Null</i>	zero, oh, nil
<i>das Lied</i>	the song
<i>(Felix) hier.</i>	(Felix) speaking.
<i>(Max) ist dran.</i>	It's (Max) here.
<i>super</i>	great
<i>wählen</i>	to dial
<i>Die Nummer ist ...</i>	The number is ...



### Some more words you might like:

*plus*

*minus*

*die Ländervorwahl*

*Sag mir doch!*

*mein neues Telefon*

*Notiere es dir.*

*Das schreib(e) ich auf Papier.*

*Auf Wiederhören.*

*Es klingelt.*

*plus*

*minus*

*the country code*

*Tell me!*

*my new phone*

*Make a note.*

*I'll write that on paper.*

*Speak to you again soon.*

*It is ringing.*



## LESSON 1.1: HELLO AGAIN

**STORY:** Felix and Franzi introduce themselves and recap that they are from Germany but now live in the UK in a letterbox.

### Let's learn!

- Revisit greetings (Book 1, Chapter 1).
- Revisit feelings (Book 1, Chapter 2).

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### Let's get ready!

- Puppets and letterbox dwelling
- Audio files
- Flashcards with a smiley, straight and an unhappy face (large for introduction and small versions for 'Pass the Parcel' game)



### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix and Franzi point to their letterbox and say *Das ist unser Haus. Wir wohnen in einem Briefkasten. Wir kommen aus Berlin in Deutschland.* Ask the children if they can understand what Felix and Franzi are saying. Can they remember the story of how Felix and Franzi came to be in England and where they lived when they were in Germany? Can they remember any facts about Germany? (Foods, products, cities etc.)

### Let's do it!

- You ask Felix and then Franzi how he/she is: *Wie geht's?* After responding, they choose different children to ask the same question, too. They use one of the greetings first (*Hallo* / *Guten Morgen* / *Guten Tag*) and then say goodbye (*Tschüss*, *Auf Wiedersehen*) before going on to the next child. Praise individuals for good answers: (*wunderbar*, *gut*, *sehr gut*, *prima*, *bravo*) Franzi holds up a different flashcard showing the three choices of moods to vary the response to the question. The children can also use their thumb as an indicator of their mood: Thumb up: *Danke, gut!* Thumb down: *Nicht gut!* Thumb horizontal: *Es geht!*
- Show Notebook presentation of an example conversation and discuss the different options on the board for greetings and saying how you are. Focus on the pronunciation. Explain to the children that you will play some music for them to move around, too. Each time it stops, they should find the nearest person and have a conversation with them using the example on the board to help.
- Mute the screen after a while to see if they can do it without help.
- The children can draw a face on one of their thumbs using a felt pen. They walk around and have a conversation with another child using the thumbs like puppets. Note: children love this game as it involves them 'rightfully' drawing on their fingers.)
- Bring the children back and ask for volunteers to model a conversation they had with another child or to have a conversation with Felix or Franzi



### Let's summarise!

- Ask the children to sit in a circle. Play the *Wie geht's* song (Book 1, Chapter 2) and pass round a bag/hat containing the small pictures of a smiley face, straight face and a sad face. When the music stops, the child holding the bag has to take a picture out. The children say in chorus: *Wie geht's?* and the child has to answer using a response to match the face on the picture, such as *Danke, gut.* / *Schlecht.* / *Nicht gut.* / *Es geht.* / *Wunderbar.* / *Es geht mir nicht gut.* / *Ich bin krank.*
- Sing the *Auf Wiedersehen* song.

## LESSON 1.2: TRYING OUT THE NEW PHONE

**STORY:** Felix and Franzi announce the arrival of a parcel, which they would like to open with the children. When they find out that it is their new phone, they have fun trying it out by calling up their friends at the Zoo Berlin to see how they are.

### Let's learn!

- Learn how to answer a German phone call.
- Learn different words for a telephone.
- Revisit the names of animals.
- Revisit numbers 1-12. (Year 1, Chapter 9)

### Let's get ready!

- Puppets and letterbox dwelling
- A toy phone wrapped in a parcel and an extra phone for the telephone game
- Beanbags
- Mp3-files
- Number flashcards 0-12 with some extra copies for guessing the telephone number for the Zoo Berlin
- A buzzer or ring tone to imitate a phone ringing

## Let's begin!

- Sing the *Hallo* song.
- Felix produces a parcel with a label addressed to the two friends. Franzi says to Felix: *Was ist das?* Felix is very excited and replies with: *Ich weiß es nicht*. Franzi then asks the children the same question: *Kinder, was ist das?* The children should guess what might be in it.
- Ask for a volunteer to help Franzi open the package. As this is done the children could say in chorus: *Was ist das?* When the telephone is revealed, Franzi exclaims: *Das ist unser Telefon!* Franzi explains to the class that there is a lovely word for a mobile phone: *das Handy*.
- Explain that Felix and Franzi can now call their friends back at the Zoo Berlin but that they will need help remembering the phone number.

## Let's do it!

- Sing the number song to revise numbers 1-10. (Year 1, Chapter 9)
- Felix throws a beanbag around to different children, asking them to echo the numbers 0-12. (Note: Zero will be introduced for the first time.)
- He then asks the children to call out numbers in sequence, e.g. *null, eins, zwei, drei, vier etc.* when he throws the beanbag to them. The children may choose to call out one number, two numbers or three numbers. To make it harder, make the numbers 5 and 10 silent numbers, so that the child who says one of these numbers should just mouth it. Extension: The game could be varied to include some simple maths using the words *plus* (plus) and *minus* (minus).
- come up with the correct answer, Franzi asks for help in reading them out loud. (This is a revision from Year 1, Chapter 12.)
- Felix asks the children for help now, as he would like to call his friends at the Zoo Berlin. He explains that there is however a problem: *Ich habe ein Problem!* He can remember which numbers make up the number for the Zoo Berlin but cannot remember the order.
- Using the number flashcards, ask for volunteers to come up to the front of the class and to hold a number card up high, facing the class.



- Felix could call out different orders of numbers and the children stand in the right place in a line. Felix tries out various options on his telephone. Each time he dials, all the children read out the number together to help him. After dialing he exclaims each time: *Nein, das ist falsch!* until he finds the correct number to which he says: *Ja, das ist richtig!*
- Felix and Franzi have a conversation with their friends: *Ja, hallo Hans Hund! Felix hier. Ich habe ein neues Telefon. Wie geht's? Mir geht's wunderbar, danke.* Ask the children if they would like to learn a song about calling people on the phone.
- Look at the text together and ask if anyone can see how you greet people on the phone, like Felix and Franzi did with their friends. Read the text together to ensure the proper pronunciation and make sure the children understand what it means.

### Let's summarise!

- Keep the text of the song up on the screen. Produce another telephone and ask the children to pass the two phones around like in the pass the parcel game whilst the telephone song is playing. When the music stops or a phone noise is heard, the two children who are holding a phone, talk to each other using the text from the song. They can change the names to be Felix's friends, e.g.

*Hallo, hallo, hallo, Felix hier*

*Sag mir doch, wie geht es dir.*

*Hallo, hallo, hallo, **Katja Katze** ist dran*

*Mir geht's super, Mann-oh-Mann.*

- Sing the *Auf Wiedersehen* song, but change *Auf Wiedersehen* to *Auf Wiederhören*.

### Let's show others!

- Create a display of a German smartphone and show how the icons are the same but with the German names such as *Fotos, Kamera, Telefon*. The children will of course notice that some words are used in German, too, such as Mail, iTunes Store etc.
- Children can sing the telephone song in an assembly.
- Children could be set the task of showing their parents how their phone looks when the language is changed to German in "settings."

- Ask children to work with a partner. Hand out beanbags and get them to play the same number game. They can choose different silent numbers as a variation of the game and can count down as well as up. Extension: Children could use numbers higher than 12 and could think of some addition and subtraction questions, too.
- Write up the German country code 0049 as well as 0044 for the UK. Franzi asks the children what these numbers are for: *Was sind diese Zahlen?/Was ist das?*\* Once the children have

### Let's have even more fun!

- The children could adapt the song even further, e.g.

*'Hallo, guten Morgen, Franzi hier.  
Sag mir doch, wie geht es dir.  
Hallo, guten Morgen, **Karl Krokodil** ist dran.  
Mir geht's wunderbar, Mann-oh-Mann.'*

- Use the telephones to revise other language from last year such as the weather and asking questions
- The children could make string phones using yoghurt pots. They use them for their conversation.
- If you know a person in Germany, call them during a lesson. Let the children dial the number and put it on 'speaker'. Have a conversation.
- The children could work with numbers on the Voyage website games:

<http://www.the-voyage.com>

<http://www.ukgermanconnection.org/kids-quiz-zahlen1>

<http://www.ukgermanconnection.org/kids-quiz-zahlen2>

- There are similar games on the Voyage website to revise the animals, e.g.

<http://www.ukgermanconnection.org/kids-quiz-tiere>

- More able children could combine and develop numbers and newly learned concepts working with the interactive games of *Hennings Haus*, ticket section.

[http://www.educationscotland.gov.uk/c4modernlanguages/henning/main/german\\_main\\_menu.asp](http://www.educationscotland.gov.uk/c4modernlanguages/henning/main/german_main_menu.asp)





## CHAPTER 2: PREPARING FOR THE VISIT

### (3 lessons)

**Story:** Felix's parents phone to announce their intention to visit. They tell Felix that they're coming over to England to celebrate his birthday. But Felix has a whole week to fill before they arrive. How will he fill his time?

#### What is the chapter about?

- Revising seasons, weather and months
- Learning the days of the week
- Learning how to talk about some free-time activities
- Learning a song about the days of the week

#### The words needed:

<i>die Wochentage</i>	the days of the week
<i>Montag</i>	Monday
<i>Dienstag</i>	Tuesday
<i>Mittwoch</i>	Wednesday
<i>Donnerstag</i>	Thursday
<i>Freitag</i>	Friday
<i>Samstag (Sonntag)</i>	Saturday
<i>Sonntag</i>	Sunday
<i>Was macht Felix am Montag?</i>	What does Felix do on Monday?
<i>Was machst du am Montag?</i>	What do you do on Monday?
<i>Fußball spielen</i>	to play football
<i>schwimmen</i>	to swim

<i>Gitarre spielen</i>	to play the guitar
<i>Fahrrad fahren</i>	to go cycling
<i>Tennis spielen</i>	to play tennis
<i>malen</i>	to paint

### Some more words you might like:

<i>Ich gehe ins Kino.</i>	I go to the cinema.
<i>Ich bleibe zu Hause.</i>	I stay at home.
<i>Komm doch mit!</i>	Come with me!
<i>Computerspiele spielen</i>	to play computer games

## LESSON 2.1: A PHONE CALL

**Story:** Felix is expecting a phone call from his parents, who would like to come and stay. When they call they talk about the best time for them to come to England and they agree on the most suitable season and month for their visit.

### Let's learn!

- Revisit seasons, months and vocabulary for mother, father and parents (Year 1, Chapter 12).

### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Pictures of Felix's parents
- Flashcards for the months and seasons
- Sets of mini flashcards of the months and seasons for small group work





## Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix has some pictures of his parents that he wants to show the children. He sticks them on the board saying: *Das ist meine Mutter. Das ist mein Vater. Das sind meine Eltern. Ich vermisse sie!* (I miss them.) He asks the children if they think they will phone him today to plan their visit. And the children say *Ja!* He tells them that they want to discuss which month to visit in so he has brought some cards to help remind the children of the German words for these.

## Let's do it!

- Felix produces the flashcards for the months but then manages to drop them on the floor so that they are all muddled up. Franzi exclaims: *Oh, nein, Felix! Was hast du gemacht?* (Oh, no, Felix! What have you done?) She picks up the cards and asks for a couple of volunteers to come up and help her put them in the right order on the board. The rest of the children can help by saying the month as the volunteers stick them up.
- Once the months are all up on the board in the correct order, Franzi asks if the children would like to play the 'Say if True' game. Franzi holds a pointing stick, touches one of the words and calls out one of the months. If the word matches the card, the children repeat the word, but if it does not match the card, the children should call out *Falsch!* (Wrong!) Each time the children avoid the teacher's trick they receive a point. The teacher gets a point if s/he succeeds in tricking them. The cards are taken down before the next activity.
- The teacher organises the children into small groups of three or four and gives each group a set of cards with the months and seasons on. The groups are then asked to order the months and decide which months fall under which season. They should be encouraged to use the question *Ist das richtig?* and to also use *Nein, das ist falsch.* You could make this competitive and see which group finishes first or you could focus on the quality of language being used to choose the winning teams.
- Once they have found the correct order and corresponding seasons, the children should stay in their groups and take turns to be Franzi / the teacher, by touching one of the mini cards and playing the 'Say if true' game.



## Let's summarise!

- As you stop the game, a phone starts ringing. (Sound effects could be used or the teacher could get someone to actually call!) The teacher says: *Was ist das?* Felix says: *Das ist unser Telefon!* Before he picks it up, he asks the children to listen carefully to the telephone conversation. They should choose one team member to raise the appropriate card as a month or season is mentioned. You could put your thumbs up to teams when they get it right and choose the quickest one at the end.
- Felix picks up the phone, looks at the number on the screen and says: *Mein Vater!* He answers the phone singing the first two lines of the telephone song:

*Hallo, hallo, hallo Felix hier. Sag mir doch, wie geht es dir?*

Example conversation:

**Felix:** *Hallo, Vati. Felix hier. Wie geht es dir?* **Vater:** *Ja, hallo! Mir geht es wunderbar, danke.*

**Felix:** *Wann kommt ihr denn zu Besuch?*

**Vater:** *Ich weiß es nicht. (denkt laut) Es ist jetzt Herbst, September, im November und Dezember ist es kalt...*

**Felix:** *Vati, möchtest du im Januar kommen? Oder vielleicht im Februar? Oder im Sommer, da ist das Wetter besser. Im Juni? Oder Juli? Wie wäre es mit August? Nein?*

**Vater:** *Ich denke, wir kommen im Oktober zu dir. Das ist bald.*

**Felix:** *Oh, prima! Da habe ich Geburtstag.*

**Vater:** *Ja, genau. Bis bald.*

**Felix:** *Super! Tschüss Vati. Grüße an Mutti.*

(**Felix:** Hello Dad. How are you?)

**Father:** Yes, hello. I'm really well, thanks.

**Felix:** When are you coming to visit then?

**Father:** I don't know. (thinking loudly) It is autumn now, September. It will be cold in November and December

**Felix:** Dad, do you want to come in January? Or perhaps in February? Or in the summer, the weather is better then. In June? Or July? How about August? No?

**Father:** I think we will be coming in October. That is soon.

**Felix:** Oh, great. My birthday is in October.

**Father:** Yes, exactly. See you soon.

**Felix:** Wonderful! Bye, Dad. Say hello to Mum.)

- Discuss in English which month Felix's parents have chosen for their visit. Did the children understand why they chose that particular month?
- Sing the *Auf Wiedersehen* song.



### Let's learn!

- Revisit the weather. (Year 1, Chapter 11)
- Learn the days of the week.

### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Flashcards for days of the week
- A mini whiteboard and a pen for each child

### Let's begin!

- Ask the children if they can remember what Felix was talking to his parents about on the phone last time. Ask if they can remember what month they chose for their visit.
- Sing the *Hallo* song.
- Felix and Franzi appear from the dwelling. Felix is humming the happy birthday tune and tells the children that he is excited as it is nearly his birthday: *Ich habe am Freitag Geburtstag! Franzi* gives him a cuddle as he is obviously so excited.
- Repeat the word Freitag and ask the children which day of the week they think Felix's birthday is on. As soon as someone says Friday, you can say *Richtig!*

### Let's do it!

- Franzi tells the children that she would like to teach them some more days of the week in German. She gives out the seven flashcards and then says the days of the week in order. The child with the relevant card should come up to the front as their card is read out so that they are standing in a line.
- Ask the children to look at the words for the days of the week and to discuss with a partner the similarities and differences with the English words. Then ask them to report back their ideas to the rest of the class.
- Ask the children to clap out the syllables as you say the seven days of the week. Then ask them to repeat softly (*leise*), loudly (*laut*), quickly (*schnell*) or slowly (*langsam*).

- Ask the children to work with a partner taking turns to say one syllable of a week after which the other partner has to say ...*tag* or ...*woch* in the case of Wednesday. Encourage the children to mime swinging their imaginary bat like in a game of table tennis as they say their syllable. Choose some of the best groups to come to the front to demonstrate after they have done the task.
- Felix gets the phone and tells the children that he has to look up his parents' number on his phone. He knows that they are coming this week but he is not sure which day they will arrive on: *Wann kommen meine Eltern an? Am Dienstag? Oh nein, es regnet am Dienstag. Am Mittwoch? Ich weiß es nicht.* (When are my parents coming? On Tuesday? Oh no, it's going to rain on Tuesday. On Wednesday? I don't know.)
- Hand out the mini whiteboards, telling the children that Felix would like them to listen carefully to the conversation and try and guess which days will be mentioned and what the forecast might be for those days. The children should draw a grid with three or six squares for a game of bingo. They can choose to fill up their squares with either weather symbols or the first two letters of the days of the week (in German or English) or a mixture of both days of the week and weather symbols. Do an example on the board. They may need some help remembering some weather words.

### Let's summarise!

- The children listen carefully as Felix calls his parents and has a conversation about their imminent visit. The children cross off the words they have on their boards if they are mentioned. The children only hear Felix. The conversation could go like this:

*Hallo, Felix hier. An welchem Tag kommt ihr denn an? Nein, das Wetter am Samstag soll schlecht sein. Es regnet. Am Montag? Ja, die Sonne scheint am Montag, aber es ist kalt. Mittwoch? Oder vielleicht Donnerstag? Ja, am Freitag habe ich Geburtstag. Ihr kommt am Freitag? Wunderbar! Meine Party ist am Freitag. Bis dann. Tschüss!*

(Hello, this is Felix. On which day are you coming then? No, the weather on Saturday is supposed to be bad. It's going to rain. On Monday? Yes, the sun is going to shine on Monday, but it is going to be cold. Wednesday? Or perhaps Thursday? Yes, my birthday's on Friday. You're coming on Friday? Wonderful! My party's on Friday. See you then. Bye!)

- The first child with three words crossed off calls out Lotto! Franzi asks them: *Kannst du die Wörter bitte vorlesen?* (Can you please read your words out?) The child reads out his or her words from the bingo grid to get a prize. (Felix should then finish his conversation if he has been interrupted!)
- Sing the *Auf Wiedersehen* song.



## LESSON 2.3 FELIX KEEPS HIMSELF BUSY

**Story:** It is Monday and Felix has to think about enough activities to keep himself busy until Friday, the day of his parents' arrival.

### Let's learn!

- Learn how to talk about free time activities.
- Learn a song about the days of the week and activities.



### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Flashcards of five different free time activities to be stuck up in different areas of the room
- Flashcards of the days of the week

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix is jumping up and down with excitement as Friday is the day his parents will arrive and it is also his birthday. Franzi tells the children that Felix still has five days to fill until Friday.
- Play a song about the days of the week:  
[https://www.youtube.com/watch?v=Q\\_8hwd0ExDc](https://www.youtube.com/watch?v=Q_8hwd0ExDc). The children could do a series of movements for each day. They could start with left hand on left leg, then right hand on right leg, click with left fingers, click with right fingers, put left hand on left shoulder, right hand on right shoulder, both hands on head to finish. During the chorus the days of the week could also be counted by the children on their fingers. Franzi should say: *Wunderbar* at the end.
- Franzi then asks for their help in suggesting some activities. Franzi could do: *Kinder, Felix' Mutter und Vater kommen erst am Freitag. Heute ist Montag. Felix hat Montag, Dienstag, Mittwoch, Donnerstag frei. Was kann Felix machen?* (Children, Felix's mother and father aren't coming until Friday. Today is Monday. What can Felix do on Monday, Tuesday, Wednesday and Thursday?) She then points to the pictures of activities around the room and says: *Hier sind Aktivitäten! Was macht Felix am Montag?*

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- The teacher asks the children to help Franzl decide on the activity by all of them walking over or pointing to the activity they would like him to do then. The picture with the most votes is chosen for Monday. The teacher creates a mime for it, which the children should imitate, e.g. doing a header for Fußball spielen. A volunteer can match it up to Monday. Do the same for the other four days.
- Ask the children to come back to the front of the class and play a game of 'Hans sagt' (Simon says) or the children should do the action which corresponds to the activity if the teacher says *Hans sagt* before naming the activity. If they start to do an activity when Hans does not say so, they are out.
- Practise the question *Was macht Felix am Montag?* Split the question up into single words and get each row or group of children to say a word in the right order as you conduct them by pointing to the group whose turn it is. Speed it up (schneller), slow it down (langsamer), make it softer (leiser) and faster (schneller).

### Let's summarise!

- Ask the children to find a partner. They take turns to ask each other a question about what Felix will do on each day of the week. The other partner should mime an activity for their partner to guess and say in German.
- The best groups could come to the front to show the rest of the class how they did the activity.
- Felix could finish off by going over all his activities for the week with the help of the class: *Am Montag schwimmen, am Dienstag tanzen....* He could end with *Und am Freitag ist mein Geburtstag und meine Eltern kommen. Wunderbar!*

### Let's show others!

- Teach another class the days of the week using the movements learnt from the YouTube clip.
- Create a display of famous German swimmers, football players, tennis players, painters, etc. to put next to the pictures of the sporting activities.
- Display the *Wochenuhren* - the clocks showing the days of the week and activities.



### Let's have even more fun!

- Use the templates on Kidsweb: [http://www.kidsweb.de/kalender\\_on/wochenuhr/wochenuhr\\_basteln.html](http://www.kidsweb.de/kalender_on/wochenuhr/wochenuhr_basteln.html) and get the children making their own activity clock showing days of the week and activities which they can match up. As a class activity you could use the online dictionary <http://www.dict.cc> to look up the infinitives of activities that the children would like included. The clocks could be used for more group or pair work.
- Use the song 'Das Wochenlied' from 'Learn German with Songs' by Martina Schwarz. The children could do the relevant action for the hobbies they recognize or could use the actions from the 'days of the week' song when they hear them in this song.
- Learn and sing the song 'Die Woche, die hat sieben Tage' with the children.
- The children could design a poster with the seasons, months of the year or days of the week and draw and label activities that they do.
- Revise the months by playing the song: *Es war eine Mutter*. (Year 1, Chapter 12)
- Cultural aspect: There are some wonderful versions of *Sieben Tage hat die Woche* with German singers/bands performing in their national costume. See <https://www.youtube.com/watch?v=2Wjzk1wuGMI> or <https://www.youtube.com/watch?v=0UGWIqbSyHo>. This is a *Volksmusik* or 'people's music' song. *Volksmusik* is the term given to traditional music from the Alpine regions of Germany, Austria and Switzerland. Some children may have been skiing in these regions and have seen people wearing the national costumes. Make sure the children understand that this is German music but that does not mean every German likes this kind of music or costume.



## CHAPTER 3: FELIX'S BIRTHDAY CELEBRATIONS

### (3 lessons)

**Story:** The chapter opens on the day before Felix's 10th birthday and he is getting ready for his party and his parents' arrival. The children get to learn a song about the presents that he has on his present wish list. When his birthday comes, he enjoys celebrating and opening his presents in front of the children. Felix gets a birthday calendar from his parents to remind him when his family's birthdays are. He finds out when the children's birthdays are, too.

#### What is the chapter about?

- Revisiting the birthday song (Year 1, Chapter 9)
- Revisiting clothing (Year 1, Chapter 6)
- Revisiting some birthday party words
- Learning numbers 13-31, including ordinal numbers
- Learning how to say when your birthday is
- Learning the words for Felix's presents
- Learning a song about toys
- Learning the names of more family members

#### The words needed:

13 – dreizehn	23 – dreiundzwanzig
14 – vierzehn	24 – vierundzwanzig
15 – fünfzehn	25 – fünfundzwanzig
16 – sechzehn	26 – sechsundzwanzig
17 – siebzehn	27 – siebenundzwanzig
18 – achtzehn	28 – achtundzwanzig
19 – neunzehn	29 – neunundzwanzig
20 – zwanzig	30 – dreißig
21 – einundzwanzig	31 – einunddreißig
22 – zweiundzwanzig	32 – zweiunddreißig



*Wo ist Felix?*

Where is Felix?

*Felix hat heute Geburtstag.*

It's Felix's birthday today.

*Wann hast du Geburtstag?*

When is your birthday?

*Mein Geburtstag ist am  
neunzehnten Januar.*

My birthday is on 19th  
January.

*Mein Geburtstag ist am  
einundzwanzigsten Januar.*

My birthday is on 21st  
January.

(Note: Numbers 4 to 19 add 'ten', after that add 'sten' to the cardinal number to build the ordinal number.)

*Am ersten Mai...*

On the first of May...

*Am zweiten April...*

On the second of April...

*Am dritten Juni...*

On the third of June...

*Am siebten...*

On the seventh...

*Am dreizehnten/vierzehnten...*

On thirteenth/fourteenth...

*Am zwanzigsten...*

On the twentieth...

*das Fahrrad*

the bike

*das Spiel*

the game

*Kinotickets*

cinema tickets

*Bücher*

books

*die Oma*

the granny

*der Opa*

the grandpa

*die Tante*

the aunty

*der Onkel*

the uncle

*der Geburtstagskalender*

the calendar for birthdays

*nicht vergessen*

do not forget

*höher*

higher

*niedriger*

lower

*der Klebezettel*

the post-it note



### Some more words you might like:

*Wer soll was bekommen?*

Who is going to get what?

*eine schwere Frage*

a tough question

*Franzi möchte Bücher haben.*

Franzi would like to have books.

*Herzlichen Glückwunsch  
zum Geburtstag!*

Happy birthday!

*Lieber (Junge)*

dear (boy)

*Liebe (Mädchen)*

dear (girl)

## LESSON 3.1: FELIX IS 10 TODAY!

### Let's learn!

- Learn a song about toys.
- Learn the words for the presents on Felix's wish list (including some clothes).
- Re-visit how to wish someone a happy birthday.

### Let's get ready!

- Puppets and letterbox dwelling
- Wrapping paper to wrap up Felix's present
- Small dolls' clothes (t-shirt and trousers?)
- Birthday card with the words: *Zum Geburtstag viel Glück, Felix!* (If possible, a card with a big 10 on the front.)
- Mp3-files
- Flashcards of the presents with labels for the words
- Mini whiteboards and pens





### Let's begin!

- Sing the *Hallo* song and take Franzi out of the dwelling.
- Say: *Wo ist Felix?* Franzi can explain that he is very busy getting the *Briefkasten* ready for his parents, who are due tomorrow. Franzi reminds the children that it is Felix's birthday. She has a birthday card with her and some small clothes that the children could give Felix as a present. She asks the children to name the clothes in German before she wraps them up (with the help of a child or teacher). This is the chance for a bit of revision of the clothes vocabulary.

### Let's do it!

- She then asks the children if they would like to learn a song that she wrote when she saw Felix's wish list of presents that he wanted for his birthday. Put the text of the song up as they listen to it. Play it through twice.
- Ask the children to work in pairs to discuss which presents are mentioned in the song. Let them know that there are six in total. They could note them down on mini whiteboards as they hear them.
- Highlight the words for the presents as the children feed them back. Stick up the flashcard of the presents as they are mentioned.

Note: The plural forms (Bücher and Kinotickets) can be introduced without an article. Introduce the other words with the article, which could be colour coded according to the gender:

**der** Fußball,

**die** DVD,

**das** Spiel and

**das** Fahrrad.



Now that all the pictures are up, play a couple of flashcards games:

- Number the cards and call out the word for a present. The children have to put up the correct number of fingers. Get volunteers to be the teacher and to do the calling out. This could be played in groups of three, too.
- Still in threes, one child creates a mime for the other two in the group. The first child to guess the present and say it correctly gets a point.
- Play a partner guessing game. One partner puts a certain number of fingers behind her/his back and the other partner has to guess which present it is. This should be modeled by the teacher and Franzi first.

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### Let's summarise!

- Franzi tells the children that she hopes Felix's parents remember to bring the presents! His mother makes a good cake so the children can look forward to a piece next lesson.
- Divide the class into two. Say that this is a competition to see which half can sing the song the best. Franzi is looking for good pronunciation and clear German.
- Play the song twice to give each group a chance to show how well they can sing it. Franzi decides on the winner (or make it a draw to keep the peace!)
- Sing the *Auf Wiedersehen* song.

## LESSON 3.2: FELIX IS TEN TODAY!

**Story:** It is the day of Felix's birthday. His mum has made a cake to share with the children. The children sing the Happy Birthday song before the candles are blown out. Felix's parents leave him a selection of presents to open.

### Let's learn!

- Sing the birthday song.
- Sing the song about toys.
- Revisit some birthday party words and the words for Felix's presents.

### Let's get ready!

- Puppets and letterbox dwelling
- Birthday cake (a real one if possible)
- 10 tea lights/candles
- Mp3-files
- A box covered in wrapping paper, preferably with a lid, containing a picture of a bike with a label which reads - *dein neues Fahrrad* (your new bike), a ball, two books bundled together (one of the books needs to be the book with the mouse story which is used in Chapter 5), a game, a DVD, and two cinema tickets in an envelope with *Kinoticket* written on both of them.



- A large label for the box/bag saying: *Geburtstagsgeschenke für Felix von Mutti und Vati. xx*
- A picture of Felix's new bike to put in the box/bag with a note saying: *Ein Foto von deinem neuen Fahrrad. Es ist im Garten. Mutti und Vati. xx*
- Flashcards of the presents displayed, so that the children can see them.
- The text for the song about presents, displayed for the children to sing along, too.

### Let's begin!

- Before you take Felix and Franzi out remind the children that it is Felix's birthday today: *Felix hat heute Geburtstag*. Tell them that his parents have arrived but that they are sleeping after a long train journey from Berlin. They will celebrate with him later. Ask them if they can remember how to wish him a happy birthday in German. Sing the birthday song together to remind the children how to say: *Zum Geburtstag viel Glück, lieber Felix!* Choose a child to stand up after Felix appears and count *eins, zwei, drei* followed by everyone wishing him a happy birthday. Another child could be in charge of giving him his birthday card.
- Now sing the *Hallo* song together and take Felix and Franzi out of the dwelling. They are both wearing party hats and are excited about celebrating Felix's birthday with the children. Give the signal to the volunteer who will lead the others in wishing him a happy birthday: *Zum Geburtstag viel Glück, lieber Felix!* Each child could come out, shake Felix's hand and wish him *Zum Geburtstag viel Glück* (remind the children that shaking hands is very typical for people in Germany), *lieber Felix!* He is then given his card and present from the children. He opens the card and unwraps the present saying: *Wow, ein T-shirt und eine Hose!* (or whichever clothes you have wrapped up for him) and then says: *Danke*. The children say: *Bitte*.

### Let's do it!

- Franzi produces a large tin and Felix asks: *Was ist das?* to which Franzi responds: *Das ist ein Geburtstagskuchen von deiner Mutter!*
- Felix sits with his hat on in a special place (on a decorated chair or on a chair with a balloon tied to it) and the cake with 10 candles is put in front of him. The teacher points to the candles saying: *zehn Kerzen* (10 candles).

- The children sing:

*Zum Geburtstag viel Glück, zum Geburtstag viel Glück  
zum Geburtstag, lieber Felix,  
zum Geburtstag viel Glück.*

- This is followed by them clapping 10 times whilst counting up to 10 in German. Felix can blow out the candles with the help of some children. (Be careful: Health and Safety.)
- The cake could be cut up and given out at the end of the lesson/day.
- There is a knock at the classroom door. (You will need to find a volunteer to do this!) Ask one of the children to see who's there. You could ask: *Wer ist das?* (Who is that?) When they go to the door they find either a large sack or large gift box. You could then say: *Was ist das?* (What is that?) There is a large label attached with the words: *Geburtstaggesehenke für Felix von Mutti und Vati xx* (birthday presents for Felix from mum and dad). Read the label with the help of the children. As there is a compound noun, split it up into syllables and ask for help in translating it.
- At this point both Felix starts jumping around and exclaims: *Wunderbar, Geschenke für mich, Geschenke für mich!* (Wonderful, presents for me, presents for me!)
- Now play the presents song and ask the children to pass the bag/box around. Felix can say that he wants the children to help open his presents, but that they should guess what it is as they feel in the bag/box. He moves around the classroom following where the presents are! When the music stops, the children say to the child holding the box: *Was ist das?* The child should feel around the bag/box without looking and try and guess before taking it out. If the child is right, the class say: *Das ist richtig!* followed by an echo of the word – *Bücher!* or *das Spiel!* If he/she is wrong the children say *Das ist falsch!* and he/she puts the item back and the music starts again as the box/bag is passed on. You could also put a pack of sweets (Bonbons) in there for someone to guess and these could be handed out at the end. Whoever gets the photo of Felix's new bike should read out the label, after which Felix says: *Ein neues Fahrrad? Für mich? Im Garten? Wow, super, wunderbar!*

### Let's summarise!

- Felix goes to the front of the class and asks for the children holding his presents up as he asks for them: *Meine Bücher, bitte. Super, Dankeschön!* (My books, please. Great, thank you!)





- Children who have their birthdays around this time could sit in the special birthday chair with Felix or Franzl's party hat on. The child could be asked: *Wie alt bist du?* And the number of candles on the cake could be changed. The birthday song is then sung to the birthday child.
- Sing the *Auf Wiedersehen* song.
- Felix says he's going to find his new bike in the garden and ride it: *Ich gehe Radfahren!* and the two friends go back into the *Briefkasten*.

### LESSON 3.3: THE BIRTHDAY CALENDAR

**Story:** Felix shows the children his new birthday calendar that he got from his parents and asks the children when their birthdays are.

#### Let's learn!

- Numbers to 31
- Ordinal numbers
- How to say when your birthday is
- Learning the names for more family members
- Learning about German birthday traditions and the German birthday calendar

### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Flashcards of the months
- Large number cards 13-31
- A German birthday calendar or a calendar with a big label on it saying *Geburtstagskalender*
- A beanbag
- A worksheet about Felix's family's birthdays

### Let's begin!

- Sing the *Hallo* song and take the puppets out of their dwelling. Felix's has his number game with him, which was one of his presents. The game is called '*Höher oder niedriger*.' He asks the children, if they want to play. He explains that he will first have to teach them the numbers 13-21. These are displayed on the board. Felix throws a beanbag around, asking the children to help him count to 13. He then counts up from 13-21 to help the children with pronunciation. He asks them what they notice about the number 21 (in German it is said as 'one and twenty') and then asks if they want to dare counting even higher (to 31 if possible!)

### Let's do it!

- Felix congratulates the children on their counting. Franzi has an envelope with Felix's name on that she found in the *Briefkasten* and she hands it to Felix who says: *Für mich? Dankeschön*. It is a note from his mum and dad that he wants the children to help him to read. The teacher projects the note on the screen or hangs up the large piece of paper. It says:

*Guten Morgen, Felix! Danke für die Londoner Zookarten. Wir fahren heute nach London. Hier ist ein Geburtstagskalender für dich. Bitte die Geburtstage von deiner Familie nicht vergessen! Du hast ein Telefon. Rufe sie an ihren Geburtstagen an! Bis bald, Mutti und Vati xx*

(Good morning, Felix! Thank you for the tickets for London Zoo. We are travelling to London today. Here is a birthday calendar for you. Please do not forget your family's birthdays. You have a telephone. Give them a call on their birthdays! See you soon, Mum and Dad xx))



Cultural aspect: Explain to the children about the tradition of the German birthdaycalendar and how these can be seen hanging up in many German houses to serve as a reminder of important family birthdays. It is also a tradition to phone family members on their birthdays to wish them a happy birthday. Some children may find that this is one of their family traditions, too.

- Felix is worried though. He doesn't know when all his family's birthdays are. Franzi notices some large post-it notes hung up around the room and points to them saying: *Schau mal, deine Mutter hat Klebezettel überall aufgehängt. Hier ist ein Zettel für Oma Olga. Sie hat am siebten Juli Geburtstag.* (Look, your mum has hung up post-it notes everywhere. Here's a note for Granny Olga. Her birthday is on the 7th July.)



- Felix puts up some pictures of his family members and introduces them: *Das ist Oma Olga. Das ist Opa Otto. Das ist Tante Trudi. Das ist Onkel Fritz.* He then encourages the children to have a go at pronouncing their names, pointing out the German words for granny, grandpa, uncle and aunt.
- Franzi hands out a worksheet or *Arbeitsblatt* to each child. This requires them to pair up the name of the relation with the date of their birthday. Felix and Franzi's birthdays are also on post-it notes. The answers are to be found by going round the room reading the post-it notes. The early finishers attempt to draw pictures of Felix's relations in the boxes provided on the sheet. The others can be given time to do this later.
- When the time for this activity is up, Felix asks for the children's help in filling in his birthday calendar. A volunteer collects the post-it notes and hangs them on the board for the children to look at as Felix goes over the answers. He fills in his birthday calendar. He asks the children what they notice about the way the numbers have been written in German. They should see that it differs between **-ten** and **-sten** at the end of the numbers.



### Let's summarise!

- Felix says he would like to know when the children's birthdays are. He provides them with some help on the board in case anyone's birthday is on the 1st (*am ersten*), on 3rd (*am dritten*), or on 7th (*am siebten*). The question and answer are written up for support: *Wann hast du Geburtstag? Mein Geburtstag ist am .....* The children practise in pairs first. Felix could then ask for volunteers to come to the front to show the others how well they can do it.
- Play '*Höher oder niedriger?*' (Higher or lower?) Felix takes the large number flashcards of numbers 1-31. He sticks the first one on the board. The children have to decide if the next card is going to be higher (*höher*) or lower (*niedriger*) up to completing a row of five cards. If the children manage to get it right for all four cards that follow, they win. This could be done as a team game with a team winning a point every time they get all the guesses correct. Make sure the team says out loud the number displayed. The opposing team could call out *falsch* or *richtig* each time according to whether the other team got it right or not.

### Let's show others!

- Label the classroom display showing whose birthday is when with the title '*Unser Geburtstagskalender*' (Our birthday calendar).
- Add Felix and Franzi's birthdays to the display and even Felix's family's birthdays if there's room!
- Have a class discussion about what would be on the children's own present wish list. They could look up the words they need on an online dictionary either at school or at home and should write their list in German, calling it: *Mein Wunschzettel* (my wish list).
- German websites such as <http://www.galeria-kaufhof.de/store/c/Spielwaren> and the German version of Toys"R"Us <http://www.toysrus.de> are also fun to use. The children will see that many of the toys have the same English name. You could set up a treasure hunt or *Schatzsuche* using these websites. The children have to find certain toys as well as how much they cost in Euros.

### Let's have even more fun!

- If time permits, try and fit in a game of *Topfschlagen* when teaching this chapter (See Book 1 Chapter 9). It is a firm favourite with children and a very traditional German party game.



- Help Felix to write thank you notes for the presents he received using a template. They could be addressed to the family members. The children can guess who the presents came from. The children make their own German *Geburtstagskalender*, putting their own family members and friends' birthdays on there. They could look up the German words for even more relatives and add them to their calendar.
- The children could create a cartoon strip about Felix's party. They could use speech bubbles containing the birthday vocabulary and the new words for the presents he received.
- There is a good BBC video clip of a German birthday party showing the cake and opening of presents as well as a fairy tale treasure hunt in the woods: <http://www.bbc.co.uk/education/clips/z4q4d2p>
- The children could try and guess 6 words that might crop up. They could write them on a mini whiteboard and play bingo with them by crossing them off as they hear them. The child with the most words crossed off wins.
- Use 'Das Zahlenlied' (13-20) from 'Learn German with Songs' by Martina Schwarz to help with learning the new numbers.
- Some more songs about birthdays are 'Wann ist dein Geburtstag?' and 'Oma hat heute Geburtstag' from 'Learn more German with Songs' also by Martina Schwarz.
- The Voyage website offers a range of fun birthday games the children might like to play: <http://www.ukgermanconnection.org/kids-birthday>



## CHAPTER 4: THE DVD

### (3 lessons)

**Story:** Felix has found some time to watch the DVD that he received for his birthday. He wants Franzi and the children to come and watch it with him. Their friends from the Zoo Berlin have had a good time recording some fun things for them to watch, including some tongue twisters and language riddles. Felix and Franzi decide to have a go at preparing something similar to send back to their friends.

#### What is the chapter about?

- Learning about how some German letters have different sounds
- Revisiting language from Book 1 in order to locate the different sounds
- Having fun with German tongue twisters and riddles
- Recognizing a few German sounds in texts and being able to pronounce them correctly
- Learning a song about the different forms of the verb 'haben' (to have)

#### The words needed:

<i>eine DVD anschauen/gucken</i>	to watch a DVD
<i>zuhören</i>	to listen to
<i>der Zungenbrecher</i>	the tongue twister
<i>das Rätsel (die Rätsel)</i>	the riddle
<i>das Verb 'haben'</i>	the verb 'to have'
<i>'w' wie was</i>	'w' like was
<i>ich habe</i>	I have
<i>du hast</i>	you have (informal singular)
<i>er/sie/es hat</i>	he/she/it has
<i>wir haben</i>	we have
<i>ihr habt</i>	you have (informal plural)



*sie haben*

they have

*Sie haben*

you have  
polite, singular/plural)

*die Aussprache*

the pronunciation

*gute Aussprache*

good pronunciation

*Auf die Plätze, fertig, los!*

On your marks, get set, go!

### Some more words you might like:

#### Zungenbrecher (tongue twister):

*Franzi fragt Felix:*

*Fressen freche Frösche*

*frische Früchte gern zum Frühstück*

*wenn sie Hunger haben?*

*Ja, sagt Felix, morgens früh am Freitag*

*machen frische Früchte*

*vielen frechen Frösche fröhlich.*

Franzi asks Felix:

Do cheeky frogs like to eat  
fresh fruit for breakfast  
when they are hungry?

Yes, says Felix, on Friday  
mornings fresh fruit is fun  
for a lot of frogs.

## LESSON 4.1: GERMAN TONGUE TWISTERS

**Story:** Felix wants to watch the DVD he got for his birthday from his friends at the Zoo Berlin. He wants Franzl and the children to watch it with him. As the contents list shows that there are tongue twisters on it, the children re-visit some language from last year to help with their understanding.

### Let's learn!

- Learn about some common German sounds: z, w and sch, as well as the *Umlaute* ä, ö and ü
- Listen to some German tongue twisters and riddles and have a go at saying them

### Let's get ready!

- Puppets and letterbox dwelling
- Audio files
- Felix's DVD box

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- Video clip showing the DVD content
- Flashcards showing the '-sch', 'ch' and 'w' and 'z' sounds
- Umlaute 'ö' and 'ü'

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of their dwelling.
- Felix has his new DVD in his hand. Franzi asks him what it is: *Was ist das?* He explains that it is the DVD he got for his birthday. He would like to watch it with her and the children. He has looked at the contents list and there are some riddles and tongue twisters on there from their friends at the Zoo Berlin.

Note: Tongue twisters are referred to in German as *Zungenbrecher* or tongue breakers! Search for the word *Zungenbrecher* on Google images and you will find some funny illustrations of what a German tongue twister can do to the tongue.

- Ask the children if they can think of an English tongue twister to show Felix and Franzi.

### Let's do it!

- Franzi says she wants to help the children with some German sounds before they have a go at the German tongue twisters. She sticks up the flashcards with the five chosen sounds on them and goes over them with the children. A mime for each sound will aid memorisation.
- Children play 'Chinese whispers' in teams of six to eight, standing in lines. Give a sound flashcard to the first child in each team. He/she must not show it to the others, but must whisper the sound in the next person's ear and so on until the sound gets to the last person in the line. (The children will probably still need help with the sounds at this point.) He/she then rushes to write it on the board or says it out loud and the first person, who is still holding the card, puts it up in the air to check that it is correct. This could be played several times.
- Bring the children back together. Ask them to work with a partner to see how many German words they can think of that have the sounds they are working with today. After they have fed back some ideas, display some more words on the board and ask them to see how many of the sounds they notice. Individual children could come and underline or highlight the sounds and say the word at the same time. Examples of words to use are: *Wie geht's?*, *wunderbar*, *Wetter*, *weiß*, *auf Wiedersehen*, *waschen*, *wir bügeln*, *fünf*, *Frühstück*, *schön* and *Zungenbrecher*.



- Now read out this German tongue twister slowly and ask the children to put their hands on their heads every time they hear the sch sound. Then read it again and ask them to count how many times they hear the sound (8 times).

***Fischers Fritz fischt frische Fische, frische Fische fischt Fischers Fritz.***

(The Fischers' boy Fritz is fishing for fresh fish, for fresh fish Fischer's boy Fritz is fishing.)

- Now display the tongue twister on the board and read it together with the children, focusing on good pronunciation. (Point out that the German roll the letter r as in the pronunciation of Franzi). Ask the children to work in pairs, trying to say the tongue twister correctly. Franzi asks for volunteers to come and perform it at the front of the class. The rest of the class can give feedback afterwards as to how accurate the performance was. (*Die Aussprache war wunderbar/toll/ok.* - The pronunciation was wonderful/ great/ok.)

**Let's summarise!**

- Give each child a mini whiteboard and pen. Call out a sound or a word with one of today's sounds and see if they can write it down correctly. They could keep a tally of their score. Use a variety of words from last year, including numbers and colours. You could also call out the sound and ask them to do the mime that accompanies it.
- Felix asks if the class can watch the DVD next lesson. Franzi says that she thinks they are ready as they have learnt some important German sounds today.
- Sing the *Auf Wiedersehen* song.

## **LESSON 4.2: SURPRISE FOR FELIX' FRIENDS**

**Story:** The children watch Felix's DVD from his friends back in Berlin. Felix and Franzi want to prepare a present for their friends back at the Zoo Berlin. They would like the children to work with some tongue twisters and riddles and bring them to life using their own interpretations.

**Let's learn!**

- Learn a song about the verb 'haben'.
- Look at German words that rhyme.
- Watch Felix's DVD (video clip) containing German riddles and tongue twisters.
- Present a tongue twister or riddle from Felix's present for his friends in Berlin.

### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Flashcards of the sounds from last lesson
- Art materials for the children's presentations
- Video camera and/or stills camera, props for film
- The rhymes and riddles printed out for the groups to work with

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of their dwelling.
- Felix has his DVD ready and says: *Können wir meine DVD anschauen, bitte?* (Can we watch my DVD please?) to which you say: *Ja!*
- Franzi has a CD in her hand and asks if Felix would like the children to do a warm up first to her new CD. Her favourite track is the *Haben-Lied*. Felix looks disappointed but reluctantly says: Ok, Franzi. She asks the children to listen out for any of the sounds from last lesson. If they hear one they should do the relevant action. (You may want to play it twice if it is too fast for the children to react in time.) You can then display the enlarged text to see if they were right. Use a pointing stick to find all the sounds in the song. Ask if anyone has noticed any rhyming words?

### Let's do it!

- The DVD (video clip) is played for the children to watch Felix and Franzi's friends back at the Zoo Berlin presenting some tongue twisters and riddles. For the first showing just ask the children to watch and enjoy it. Then play it a second time asking them to count how many times they hear a particular sound.
- Felix is so excited that he jumps around saying: *Das war wunderbar!* (That was wonderful!) He then says that he has an idea. He would like the children to help him and Franzi prepare a present for their friends back in Berlin. He would like the children to perform some riddles and tongue twisters to be filmed and made into a DVD.
- Divide the class into different groups and give each group a printed version of a different tongue twister or riddle, with the English translation underneath. Their first task will be to underline or highlight as many German sounds as possible in the text they are given. The children should then take turns to read the text in their groups.
- Give them time to plan out which props they will need and how they want to perform their piece. They need to decide if they want to be filmed or whether they want to produce a piece of artwork themed around the text. This may be a painting or a model, which could be labeled in German.



### Let's summarise!

- Ask the children to feed their ideas back to Felix and Franzi, who can comment accordingly. Some groups may even be ready to read out their piece. With all the children standing, play the '*Haben-Lied*' again, asking the children to sit down every time they hear the 'ch' sound.
- Sing the *Auf Wiedersehen* song.

## LESSON 4.3: RIDDLES AND RHYMES FOR THE FRIENDS IN BERLIN

**Story:** Felix and Franzi are excited about seeing what the children have been preparing for their video clips/photos or art work to send to their friends at the Zoo Berlin. The children watch as the various groups present what they have prepared at the same time as being filmed or having photos taken of themselves.

### Let's learn!

- Present a riddle or rhyme to the class using accurate pronunciation.
- Watch other presentations and spot the German sounds.

### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-files
- Props needed for the children's presentations
- A DVD box with a picture of Felix and Franzi ready for the DVD, which will be sent to the Zoo Berlin.
- A red flashcard and a green flashcard for Felix
- A stills camera and video camera



### Let's begin!

- Sing the *Hallo* song and take the puppets out of their dwelling.
- Felix and Franzi have the items needed to record the presentations; a video camera, stills camera, props, etc.

### Let's do it!

- The children come up to the front of the class to present their riddles and rhymes. Felix is in charge of saying when they should start. You tell the children that they have to wait for his signal (he will hold up a green card), after which the class should all say: *Auf die Plätze, fertig, los!* (On your marks, get set, go!)
- The text for what they are reading should be displayed for all the children to see. Ask the performers to present their riddle or tongue twister twice. The first time the other children should watch and listen and the second time they should focus on the sounds being used. They could be asked to spot which sounds they hear or how many times a particular sound is used.
- Franzi is in charge of the stills camera and taking photos of the children's drawings and art work, which they can present to the class, too.

### Let's summarise!

- Felix thanks the children for helping him to put together a present for his friends. He announces a competition to finish off the lesson. The aim is to read a tongue twister out as fast as possible (*so schnell wie möglich*), but using the correct pronunciation (*Aussprache*). He asks for some volunteers to come to the front and read out a tongue twister. A small prize is awarded to the fastest and most accurate reader.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- The video clips could be shown in assembly.
- A display could be made of the art work inspired by the rhymes and riddles.



### Let's have even more fun!

- Use the website: [http://www.alphadictionary.com/fun/tongue-twisters/german\\_tongue\\_twisters.html](http://www.alphadictionary.com/fun/tongue-twisters/german_tongue_twisters.html) (with translations) and the YouTube clips <https://www.youtube.com/watch?v=AUzjs3Eufks> and <https://www.youtube.com/watch?v=SwvPf01pYzE> for even more tongue twister fun.
- Hold some more competitions for who can read the tongue twisters the fastest!

## CHAPTER 5: THE BOOK (3 lessons)

**Story:** Felix got a book for his birthday. In order for the children to read it, they have to learn the German alphabet.

### What is the chapter about?

- Learning the German alphabet.
- Learning about German digraphs and *Umlaute*.
- Spelling simple German words and names.
- Reading a simple German story.

### The words needed:

*das Alphabet*

the alphabet

*A-B-C...*

A-B-C...

*Wie buchstabiere ich...?*

How do I spell...?

*Umlaute*

Umlaute

*Diphthongs*

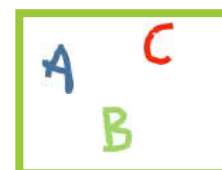
digraphs

*lesen*

to read

*Lies bitte!*

Please read!



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### Some more words you might like:

#### **Das Tier-ABC (The animal-ABC):**

*Ameise* (ant) – *Bär* (bear) – *Chamäleon* (chameleon) – *Dinosaurier* (dinosaur) – *Ente* (duck) – *Frosch* (frog) – *Giraffe* (giraffe) – *Hase* (hare) – *Igel* (hedgehog) – *Jaguar* (jaguar) – *Kuh* (cow) – *Löwe* (lion) – *Maus* (mouse) – *Nilpferd* (hippo) – *Otter* (otter) – *Papagei* (parrot) – *Qualle* (jellyfish) – *Reh* (deer) – *Seelöwe* (sea lion) – *Tiger* (tiger) – *Uhu* (eagle owl) – *Vogel* (bird) – *Wal* (whale) – X – *Yak* (yak) – *Zebra* (zebra)

## LESSON 5.1: THE ALPHABET IS FUN!

**Story:** Felix wants to read the book he got for his birthday. He asks the children to help him. They need to learn the German alphabet first.

### Let's learn!

- Learn the German alphabet
- Learn how to spell a name in German
- Learn the German alphabet song

### Let's get ready!

- Puppets and letterbox dwelling
- The book (either in form of a real book which you can easily make using the story or in form of an I-Pad story which you can prepare using "Book Creator")
- Flashcards with the letters of the alphabet
- Mp3-file with ABC Echo

### Let's begin!

- Sing the greeting song and take Felix and Franzi out of the dwelling.
- Felix is holding the book in his hand. Franzi asks what that is. He explains that he got this book for his birthday. He now finally wants to read it.



- Franzi asks what the name of the book is. Felix tells Franzi that it is called '*Die kleine graue Maus*'. Franzi asks the children whether they would like to read it with them. Felix interrupts and points out that the children don't know the German alphabet yet. Franzi says that this is not a problem and that she will teach the children the German alphabet.

### Let's do it!

- Franzi starts singing the German alphabet song. (You can sing the traditional alphabet song by just replacing it with the German letters or the *ABC-Echo* song.)
- Franzi asks the children to put their hand up for each letter of the German alphabet that is the same as the English one. Franzi says the German alphabet slowly while holding up the appropriate flashcard. Each time the children put their hand up, she puts these cards in a separate pile (e.g. F, L, M, N, S).
- Franzi recaps that the letters in the pile are pronounced the same as in English. She asks the children whether they spotted something else. She explains that with many letters in the English alphabet a long 'ee' sound is added (e.g. B, C, D). In the German alphabet this is a short 'e' sound. Franzi sorts the letters from the pile according to this. The pile gets smaller.
- Felix interrupts and points out that the English 'E' sounds like the German 'I' and that the children shall not get confused by this. Franzi holds up the cards that are still in the pile (These are the letters that are very different to the English pronunciation, e.g. H, Q, V.). She pronounces the letters in German and the children echo.
- Sing the alphabet song together while pointing to the letters.
- The teacher spells a name of a pupil and the children have to recognise the name.
- Recap: *Ich heiÙe...* In pairs: Children introduce themselves, e.g. *Ich heiÙe Tom. T - O - M.*
- Have two teams: One child says 'A' aloud and then says the whole ABC in his/her head. Another child says '*Stop!*' The first child says the letter aloud that he/she got to in his/her head. The children then have to say any German word that starts with this letter. This can be played in two teams giving points for each correct answer.

### Let's summarise!

- Play 'Splat!' Stick the flashcards on the board. Divide the class into two teams and ask a representative from each team to come to the board. Felix or Franzi say a letter in German and the first person to touch the corresponding card wins a point for their team.
- Felix asks whether the children can spell his name in German.

- Felix and Franzi start reading the book aloud and stumble across some words they find hard to pronounce (*kleine, möchte*). They tell the children that they still need to learn some more about German letters in the next lesson before they can finally read the story.
- Sing the *Auf Wiedersehen* song.

## LESSON 5.2: FUNNY GERMAN LETTERS

**Story:** Felix wants to read the book he got for his birthday. The children have learnt the German alphabet but now they need to learn German digraphs and *Umlaute* in order to read the book.

### Let's learn!

- Learn how to pronounce some German digraphs.
- Learn how to pronounce German *Umlaute*.
- Learn how to spell German words including digraphs and *Umlaute*.

### Let's get ready!

- Puppets and letterbox dwelling
- The book (either in form of a real book which you can easily make using the story or in form of the I-Pad story which you can prepare using “book creator”)
- Flashcards of ABC
- Flashcards with digraphs and *Umlaute*: *ei – ie – au – äu – eu – ä – ö – ü*
- Flashcards with words from story, e.g. *kleine, sie, grave, Maus, nächsten, möchte, grüne*
- Each child needs a small whiteboard and a whiteboard pen.

### Let's begin!

- Sing the *Hallo* song
- Felix and Franzi appear singing the ABC song. The children join in.
- Felix has the book in his hand and tells the children that he now finally wants to read his book. Franzi reminds him that there are still some ‘funny German letters’ they need to learn before they can read the book.



- Felix says that he can already spell the longest word from the book. Felix spells: *Maus-Katze-Ente-Schlange-Giraffe*. Franzi insists that they need to get on now and learn some more about German letters.

### Let's do it!

- Franzi shows the flashcards with words/letters from the story and introduces the pronunciation.
- Play the echo game. Franzi says the words/letters in different voices and the children echo. Use the flashcards.
- Play: *Heiß oder kalt?* - One child waits outside the classroom while another child hides a flashcard with a digraph or *Umlaut*. The first child is called in by the whole class saying: '*Komm bitte her!*' He or she has to find the hidden flashcard. The class helps by saying the letters quietly if the child is far away and louder as he/she gets closer. This way the children will repeat the letters many times. Make sure that the hidden flashcard peeps out a little bit!
- Felix says a German word and the children write the correct digraph or *Umlaut* on their whiteboard and hold it up. Franzi spells some words from the story and the children write them on their whiteboards.
- Sing the Hallo song but replace all vowels with an *Umlaut* or a digraph, e.g. *Höllö Föllox, höllö Frönzö! Höllö, götön Mörgön! Höllö, götön Tög!*

### Let's summarise!

- Felix says that he can now spell the TWO longest words from the story. He spells: *grau-blau-grün-rot-gelbe Maus-Katze-Ente-Schlange-Giraffe*
- The children guess what the story might be about. Franzi promises that in the next lesson, Felix will finally be able to read his book.
- Sing the *Auf Wiedersehen* song.

## LESSON 5.3: READING THE BOOK

**Story:** Felix and Franzi finally read the book which Felix got for his birthday. The children help with the reading.

### Let's learn!

- Practise reading German texts.

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### Let's get ready!

- Puppets and letterbox dwelling
- The book (either in form of a real book which you can easily make using the story or inform of the I-Pad story which you can prepare using 'Book Creator')
- Worksheet with story for each child
- Colouring pencils and some plain paper
- Flashcards with digraphs and *Umlaute*: *ei* – *ie* – *au* – *äu* – *eu* – *ä* – *ö* – *ü*

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear from their dwelling. Felix is very excited and says that he can't wait to read the story. Franzi asks whether he still remembers the German alphabet. Everybody sings the alphabet-song.
- Franzi asks Felix whether he remembers all the 'funny German letters'. The children help name digraphs and *Umlaute* from the previous lesson.

### Let's do it!

- Felix asks children whether they like to help him read his book. Teacher hands out the story on a worksheet for each child.
- Franzi suggests that in order to help with the reading, it would be good to mark the different digraphs and Umlaute. The children colour in each digraph/*Umlaut* in a certain colour. (You can use the flashcards which could be coloured.)
- Felix asks the children to read the story together aloud. They discuss the meaning and content of the story.
- In pairs: Read parts of the story to each other.
- Franzi asks Felix and the children some questions: How did you like the story? Which animal is your favourite one? The children try to answer in German.
- The teacher or a child reads one paragraph of the story and the other children have to draw the scene on a piece of paper.

### Let's summarise!

- Felix suggests that the children read the story to Franzi and him. The children read the story together aloud. Felix and Franzi praise the children: *Wunderbar!* *Gut gemacht!* *Prima!*
- Sing the *Auf Wiedersehen* song.



### Let's show others!

- Perform the story in Assembly. Some children read the story while others perform using cut out animals on sticks.
- Make a display about the story.
- Read the story to other classes.
- Organise a German reading contest.

### Let's have even more fun!

- The teacher/children could draw various animals in different colours and cut them in half. Now the children can make up their own 'funny animals' like in the story and name them in German.
- The story '*Die kleine graue Maus*' could be used in the past tense to introduce the past tense.
- CD: Detlev Jöcker, Start German with a Song, Menschenkinderverlag, Münster, 2000: Song 10: ABC-Lied
- The alphabet could be introduced using animals:

#### Das Tier-ABC (The animal-ABC):

*Ameise* (ant) – *Bär* (bear) – *Chamäleon* (chameleon) – *Dinosaurier* (dinosaur) – *Ente* (duck)  
– *Frosch* (frog) – *Giraffe* (giraffe) – *Hase* (hare) – *Igel* (hedgehog) – *Jaguar* (jaguar) – *Kuh*  
(cow) – *Löwe* (lion) – *Maus* (mouse) – *Nilpferd* (hippo) – *Otter* (otter) – *Papagei* (parrot) –  
*Qualle* (jellyfish) – *Reh* (deer) – *Seelöwe* (sea lion) – *Tiger* (tiger) – *Uhu* (eagle owl) – *Vogel*  
(bird) – *Wal* (whale) – X – *Yak* (yak) – *Zebra* (zebra)



## CHAPTER 6: A WEIRD DREAM

### (3 lessons)

**Story:** Felix had a weird dream about school. In his dream eating and sleeping were subjects. Felix and Franzi talk about school and compare the two countries. Franzi's favourite subject is P.E. She teaches the children some words for movements.

#### What is the chapter about?

- Learning vocabulary of school subjects.
- Learning a song about school.
- Cultural aspect: School life in Germany.
- Learning some simple comparison vocabulary.
- Learning some instructions in German.

#### The words needed:

<i>das Schulfach/die Schulfächer</i>	the school subject/s
<i>Was ist dein Lieblingsfach?</i>	What is your favourite subject?
<i>Mein Lieblingsfach ist...</i>	My favourite subject is...
<i>Mathematik/Mathe</i>	Mathematics/Maths
<i>Deutsch</i>	German
<i>Sachunterricht/Sachkunde</i>	Sciences in Primary School
<i>Englisch</i>	English
<i>Sport</i>	P.E.
<i>Musik</i>	Music
<i>Kunst(erziehung)</i>	Art
<i>Religion</i>	Religious Education
<i>Werken</i>	D.T.
<i>der Stundenplan</i>	the timetable
<i>die Pause</i>	the break



<i>der Schulschluss</i>	the end of school
<i>die Schulstunde/Stunde</i>	the lesson
<i>Hausaufgaben</i>	homework
<i>in der ersten/zweiten/ dritten/vierten/fünften</i>	in the first/second/ third/fourth/fifth/
<i>sechste Stunde</i>	sixth lesson
<i>kürzer - länger</i>	shorter - longer
<i>früher - später</i>	earlier - later
<i>gleich</i>	same
<i>Geh ...!</i>	Go...!
<i>nach rechts</i>	to the right
<i>nach links</i>	to the left
<i>der Schritt/die Schritte</i>	the step/s
<i>geradeaus</i>	straight ahead
<i>springen</i>	jump
<i>schießen</i>	shoot/kick

**Some more words you might like:**

<i>Geografie</i>	Geography
<i>Geschichte</i>	History
<i>Physik</i>	Physics
<i>Chemie</i>	Chemistry
<i>Biologie</i>	Biology
<i>Schulgarten</i>	school garden
<i>Verkehrserziehung</i>	traffic education
<i>Schulkleidung</i>	school clothes
<i>um acht Uhr</i>	at 8 o'clock
<i>der Schiedsrichter</i>	the referee
<i>der Torwart</i>	the goalkeeper

der Elfmeter

the penalty

der Kopfball

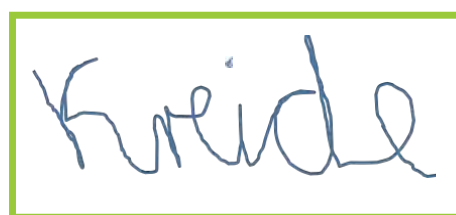
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## LESSON 6.1: WEIRD SUBJECTS

**Story:** Felix had a weird dream about school. In his dream sleeping and eating were subjects in school. Felix and Franzi tell the children about school life in Germany.

### Let's learn!

- Some German words for school subjects
- Recap how to express your likes and dislikes
- Learning a song about school
- Finding out about school life in Germany



### Let's get ready!

- Puppets and letterbox dwelling
- Mp3-file with song *Meine Schule*
- Flashcards with names of subjects
- Flashcards with smiley and sad face
- In preparation for this lesson, the children could already do research about school life in Germany and bring in some notes they made.

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix is still sleepy and keeps on saying *Komisch, komisch, komisch* (strange, strange, strange). Franzi asks him what is wrong. Felix tells her that he had a really weird dream. In his dream he was in school in Berlin and he was eating and sleeping all day long. Eating and sleeping were even subjects in school! Franzi says that school in Germany is different to school in the UK but not THAT different. Eating and sleeping were definitely no subjects. She asks the children what they have found out in their research about school in Germany.



## Let's do it!

- The children share their notes and findings.
- Talk about differences between schools in UK and Germany.

Note: There is a lot of information on the internet about schooling in Germany. Here are some key points: Children in Germany have to attend school between the ages of 6 and 15. They learn all together for the first 4 years (*Grundschule*). After that, teachers, the child and the parents decide which path is best for the child (*Hauptschule, Realschule, Gymnasium*). Education in state schools is free, although you have to pay for your own exercise books and stationary. There are only a few private schools. Usually they are free of charge. A normal school day is from 8am until 2pm which means that children have to do a lot of homework at home. There is no school uniform but children are expected to wear tidy and respectable clothes. In many primary schools children change into slippers before they enter their classroom. Most primary schools have a school garden; the subject is called *Schulgarten* and they teach the children about road safety (*Verkehrserziehung*). More and more schools now offer lunch and after school care. The curriculum is slightly different for each federal state (*Bundesland*).

- You can use the following links for further illustration:

UK German Connection: Voyage kids (A school day in Germany)

<http://www.ukgermanconnection.org/kids-school-day>

BBC Learning Zone, Class Clip 5715:

<http://www.bbc.co.uk/learningzone/clips/the-school-day-in-germany/5715.html>

- Franzı asks whether the children like to learn a song about the subjects in German schools. The children should answer: *Ja!*
- Franzı and Felix sing the song about school subjects to the children. Use mp3-file.
- Introduce the words for the subjects by sticking the flashcards onto the board.
- Play the Echo-game: Children echo the teacher who says words in different ways.
- Play the guessing game (*Ratespiel*):  
One child has to leave the classroom. Another child points to one flashcard or object. The class calls the child in. '*Komm bitte her!*' The child has to find the flashcard or object that has been selected earlier on by asking the class: '*Ist es...?*'. The class responds with '*Ja*' or '*Nein*' accordingly.

- For further practice you could play the game: *Reihenfolge merken*: (Remember the order). Put flashcards in any order. Ask the children to remember them by taking a photograph in their mind. Then say: *Augen zu!* (Close your eyes!) and mix the cards or objects. Say '*Augen auf!*' (Open your eyes!) and the children have to tell the correct order.
- Ask: *Was ist dein Lieblingsfach?* The children answer: *Mein Lieblingsfach ist...*

### Let's summarise!

- Stick the flashcards with smiley and sad face on the board. The children verbalise their likes and dislikes and stick the subject below the appropriate face. *Ich mag.../nicht.*
- Children join in singing the song *Meine Schule*. Teacher or child points to one subject and this will be incorporated in the song.
- Sing the *Auf Wiedersehen* song.

## LESSON 6.2: TIMETABLES

**Story:** Felix and Franzi have received a timetable from their friends in Berlin. They try to make sense of it with the help of the children.

### Let's learn!

- Recap the vocabulary from former lesson.
- Recap the days of the week, numbers and ordinal numbers.
- Learn how to interpret/verbalise a German timetable.
- Learn some comparison vocabulary.

### Let's get ready!

- Mp3-file with song *Meine Schule*
- Puppets and letterbox dwelling
- Flashcards with names of subjects
- Timetable small and big filled in
- Empty timetable for each child



### Let's begin!

- Sing the *Hallo* song
- Felix appears from the letterbox and holds a timetable which his friends from Berlin have sent him. He says to the children: *Helft mir!* (Help me!) He explains that he does not understand how this works and asks the children to help him.
- The teacher shows the children the timetable in large (on whiteboard or as a printed poster).
- Recap the days of the week and the numbers.
- Recap the subjects from a former lesson by singing the song *Meine Schule*.

### Let's do it!

- Talk with children about the German timetable. Use sentences like: *Am Montag in der ersten Stunde ist Mathe. Was ist am Mittwoch in der dritten Stunde? Wie viele Stunden sind am Freitag?*

Note: in der ersten/zweiten/dritten/vierten/fünften/sechsten Stunde. Remind the children that in German instead of the 'th' you write a dot behind the ordinal number.

- The children get an empty timetable each. They shall now fill it in according to their lessons. Stick the flashcards with the subject names on the board to help with spellings.

Note: The teacher or Felix could also say in German which subject is on which day in which lesson and the children have to fill the timetable in accordingly.

- Recap differences between schools in Germany and the UK.
- Introduce some comparison vocabulary (*kürzer – länger, früher – später, gleich*)

### Let's summarise!

- Ask the children to describe the differences between schools in Germany and the UK by using the comparison vocabulary. Possible sentences are: *In Deutschland ist der Schultag kürzer. In England ist der Schultag länger. In Deutschland beginnt der Schultag früher. In England beginnt der Schultag später. Am Sonntag ist keine Schule. Das ist gleich in Deutschland und England.*

## LESSON 6.3: FOOTBALL IS FUN

**Story:** Franzi and Felix like P.E. best. They are football fans and show the children some movements.

### Let's learn!

- Learn some vocabulary for movements and football.
- Cultural aspect: Learn about P.E. in German schools.

### Let's get ready!

- Puppets and letterbox dwelling, whistle
- Flashcards with words
- A beanbag
- For the football game: Print out some football pitch pictures/plans from the internet. There are plenty of templates available. Use some little people (from *Lego* or *Playmobil*) or some coloured cubes as players. A whistle will add extra flair. A cotton ball can be used as a football.

### Let's begin!

- Sing the *Hallo* song
- The children can hear a whistle being blown and Franzi and Felix shouting '*Tor! Tor!*'. They appear from the letterbox. They explain to the children that they are just playing football, their favourite sport. They tell the children that they have learnt it in school in their P.E. lessons.
- Explain about P.E. in German schools: In Germany team sports like Rugby, Cricket, Hockey and Netball are not taught. Instead German children learn how to play *Fußball*, *Basketball*, *Volleyball* and *Handball*. During winter German children are also practicing gymnastics (*Turnen*) and in summer athletics (*Leichtathletik*).
- Felix asks whether the children would like to learn some words for football. The children answer: *Ja!*



### Let's do it!

- Introduce the vocabulary and show the moves; the children join in, repeat the words and copy the moves.
- Put flashcards with words on board to help the children visualise the words.
- Play two games using a beanbag (you can try using a soft ball but it might be too bouncy):
  1. A child throws the beanbag at a flashcard. Everybody says the word that has been hit.
  2. A child says a word and another child has to hit exactly this flashcard with the beanbag.– You can play these games as a competition in two teams.
- Play: Simon says (or *Hans sagt!*) A child or the teacher is Hans and gives instructions in German. The children only follow the instructions if Hans said '*Hans sagt...*' at the beginning of the instruction. Otherwise they stand still. Whoever does it wrong is out. The last child in the game is the winner. Instructions like: *Geh nach rechts! Geh zwei Schritte nach links! Spring! Geh drei Schritte geradeaus! Schieß ein Tor!*
- Play the football game: Use football pitch pictures/plans from the internet. Have two teams for each game. Use some little people (from *Lego* or *Playmobil*) or some coloured cubes as players. One child has a whistle. Choose an able child as the commentator. He/She gives instructions and the players have to follow them.

Note: You can play this game as simple or complicated as you like depending on your class. You have to adapt the game to your situation. You might like to introduce further football-vocabulary or involve the P.E. teacher.

### Let's summarise!

- Use the videos with Arsenal player Serge Gnabry (Goethe-Institut London, website: Double Club):  
<http://www.arsenaldoubleclub.co.uk/fun-zone/serge-gnabry-videos/>



- Felix asks whether the children enjoyed learning about football in German.



- He suggests that they play a final game: The children have to give Felix instructions and comment on his moves with: *Ja!* or *Nein!*
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Make a display about school life in Germany.
- Make a display about German footballers.
- Have a German football tournament in your school using German vocabulary.

### Let's have even more fun!

- Make contact with a school in Germany.
- Establish a pen-friendship with children from a German school. (UK-German Connection would be willing to help you find one.)
- Start 'Twin-Blogging' with a German school.
- CD: Martina Schwartz, Learn German with Songs: *Das Fußballlied*
- Ask the children to find out how 'Handball' is played. Perhaps the children could play it in their P.E. lesson.

### Traumstundenplan

Montag	Dienstag	Mittwoch	Donnerstag	Freitag
Backen	Schlafen	Fernsehen	Essen	Karten spielen
		Handball spielen	Lesen	Eis essen
Zirkus	Fußball spielen	Faul sein	Essen machen	Videos



## CHAPTER 7: A MASTERPIECE

### (3 lessons)

**Story:** Franzi bought a picture for decorating their letterbox. Felix, Franzi and the children look at the painting and find out about the artist.

#### What is the chapter about?

- Learn vocabulary for shapes
- Learn some description words
- Cultural aspect: a famous German painter: Franz Marc
- How to write a profile
- Learn some biographical vocabulary
- Learn how to paint in the style of Franz Marc

#### The words needed:

<i>die Form(en)</i>	the shape (s)
<i>das Dreieck</i>	the triangle
<i>das Rechteck</i>	the rectangle
<i>das Quadrat</i>	the square
<i>das Oval</i>	the oval
<i>der Kreis</i>	the circle
<i>hell</i>	light
<i>dunkel</i>	dark
<i>viele</i>	lots
<i>Es sieht aus wie ein/e ...</i>	It looks like a ...
<i>war/waren</i>	was/were
<i>geboren</i>	born
<i>gestorben</i>	died

*die Ausbildung*

the education

*der Beruf*

the profession

*der Verdienst*

the achievement

### **Some more words you might like:**

*schattiert*

shaded

*der Hintergrund*

the background

## **LESSON 7.1: THE PICTURE**

**Story:** Franzi bought a picture for decorating the letterbox. She describes what she likes about the picture and asks Felix and the children for their opinion.

### **Let's learn!**

- Recap colours, animals
- Recap how to express your likes and dislikes
- Learn some words for shapes
- Learn some adjectives
- Learn how to describe a picture

### **Let's get ready!**

- Puppets and letterbox dwelling
- Print out small picture 'Two Pigs' by Franz Marc
- Digital image for Whiteboard or big poster print out of picture
- Flashcards with shapes on



## Let's begin!

- Sing the *Hallo* song
- Felix and Franzi appear from the letterbox. Franzi is excited and is holding a small picture ('Two Pigs' by Franz Marc) in her hand. She tells Felix that she has bought this in town to decorate their letterbox with. She asks him: *Ist es schön? Magst du das Bild?* Felix has a look at it. He wants to see a bigger version of it in order to have a closer look. He asks whether the children want to see it too. They answer: *Ja!*
- Show a bigger image on whiteboard or printed out.



The original by Franz Marc is called: *Zwei Schweine*.

Here you can see a similar painting by Friederike Schumann.

## Let's do it!

- Ask the children: *Was ist das?* They answer: *Das sind zwei Schweine*. (You could recap some more animals here.)
- Recap the colours by asking: *Welche Farbe ist das?* The children answer: *Das ist ...* (point to the colours on the painting)
- Introduce *hell* - and *dunkel* - in connection with the colours. Ask: *Wo ist dunkelblau im Bild?* The children point. The teacher points to a colour and the children answer: *Das ist hellrot*.
- Introduce the words for the shapes using the flashcards.
- To practise the new vocabulary play games like: *Heiß oder kalt?* (One child waits outside the classroom while another child hides a flashcard depicting a shape. The first child is called in by the whole class saying: *'Komm bitte her!'* He or she has to find the hidden flashcard. The class helps by saying the word quietly if the child is far away and louder as he/she gets closer. This way the children will repeat the word many times. Make sure that the hidden flashcard peeps out a little bit!)
- The children describe the picture with the help of the teacher using sentences like: *Im Bild sind zwei Schweine. Ich sehe viele Farben und Formen. Da sind Quadrate und Rechtecke. Ich sehe viele Farben. Da ist Hellblau. Da ist Dunkelblau. Das Bild/Es sieht aus wie... etc.*
- Recap how to express your likes and dislikes (see Year 1, Chapter 5)

- The teacher asks: *Magst du das Bild?* The children answer: *Ja, ich mag das Bild. Das Bild ist schön. Das Bild ist bunt. Das Bild ist interessant.* - *Nein, ich mag das Bild nicht. Das Bild ist zu bunt (too colourful). Das Bild ist langweilig.*
- If you have time, play a short quiz, called 'Richtig oder Falsch?' (True or false?): Divide the children into two teams and make statements like: *Im Bild sind zwei Katzen. Das Bild ist in Schwarz und Weiß. Das Bild ist bunt. Im Bild sind Quadrate/Dreiecke/Rechtecke.* Number your statements. Everybody has to write down the number and the answer: *Richtig or Falsch* beside the number. At the end collect all the papers and tally up the team members' correct answers. The team with the most correct answers wins.

### Let's summarise!

- Franzi says to the children: *Magst du das Bild?* The children give their answers.
- Franzi asks Felix: *Magst du das Bild?* Felix answers: *Ja, ich mag das Bild.* They pin it up in their letterbox.
- Felix asks Franzi what the painting is called and who painted it? She replies that she doesn't know. She just saw it and liked it.
- Felix asks the children whether they could find out what the painting is called and who painted it. The children answer: *Ja!*
- Franzi encourages the children to find out a bit more about the painter and his life and to write it down if possible partly in German.
- All sing the *Auf Wiedersehen* song.

## LESSON 7.2: FRANZ MARC

**Story:** Felix and Franzi enjoy their new painting which they want to hang up in their letterbox. With the help of the children they find out the name of the painting and information about the painter.

### Let's learn!

- Learn some biography vocabulary
- Learn how to write a very simple biography in German
- Learn about the life of Franz Marc
- Learn a song about the conjugation of the verb 'sein' (to be)



### Let's get ready!

- Mp3-files
- Puppets and letterbox dwelling
- Picture of painting for the letterbox (as used in lesson 1)
- A printout of Franz Marc's face for each child
- Paper for biographies

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling. Felix is holding the picture. He tells the children how much he likes it. He uses sentences like: *Ich mag das Bild. Das Bild ist schön. Das Bild ist bunt. Das Bild ist interessant. Hier ist Rot, und hier Blau...*
- Franzi asks the children: *Magst du das Bild?* They answer in German.

### Let's do it!

- Felix asks the children whether they found out the title of the painting. The children say: 'Two Pigs' – '*Zwei Schweine*'.
- Felix asks about the name of the painter. The children answer: Franz Marc.
- Ask the children what they found out about the painter and his life. This section can be done partly in English. The teacher takes some notes on the board. (You can use a map of Germany to show where Munich is located.)
- The teacher and the children start writing Franz Marc's biography in English on the board, e.g.

#### Biography of Franz Marc:

Name: Franz Marc

Born: 8th February 1880 in Munich, Germany

Education: He studied in Munich

Profession: artist, painter

Achievement: He was a member of the group '*Der Blaue Reiter*' (The Blue Rider). This is a group of artists in the German Expressionist movement.

Died: 4th March 1916 in Verdun, France during the First World War

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- The teacher introduces the structure of a biography in German. The teacher and the children write Franz Marc's biography in German on the board, e.g.

Biografie von Franz Marc:

Name: Franz Marc

Geboren: 8. Februar 1880 in München, Deutschland

Ausbildung: Er studierte in München

Beruf: Künstler, Maler

Verdienst: Er war Mitglied der Gruppe 'Der Blaue Reiter'. Das ist eine Gruppe von Künstlern der deutschen Expressionisten-Bewegung.

Gestorben: 4. März 1916 in Verdun, Frankreich, im Ersten Weltkrieg

- The children write down the German biography and stick a photo of Franz Marc at the top
- Introduce the song about the conjugation of the verb 'sein' (to be).
- Use the different forms with the biography details, e.g. *Ich bin Maler. Du bist Maler. Er/Sie ist Maler. Wir sind Maler. Ihr seid Maler. Sie sind Maler.*

### Let's summarise!

- Felix and Franzi congratulate the children on their research into the painter. They ask some questions like, *Wie heißt der Maler? Wo ist er geboren?*
- Sing the *Auf Wiedersehen* song.

## LESSON 7.3: I CAN PAINT LIKE FRANZ MARC

**Story:** Felix encourages the children to paint like Franz Marc.

### Let's learn!

- Recap colours, animals, shapes, likes and dislikes.
- Recap the song about the conjugation of the verb 'sein' (to be).
- Learn how to paint in the style of Franz Marc.



Note: This is a cross-curricular lesson. You might like to invite the art department to be part of this. Perhaps the art teacher could have done a lesson beforehand where the children practise mixing different shades of colours. This project might not be done in one single lesson. You might need two or three lessons for that.

### Let's get ready!

- Puppets and letterbox dwelling
- Paint brush for Felix to hold
- Picture of 'Two Pigs' on Interactive Whiteboard
- A selection of laminated copies of pictures by Franz Marc
- Painting materials for the children
- Camera

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix is holding a paintbrush in his hand. He shouts: *Ich bin Maler! Du bist Maler! Wir sind Maler!*
- Recap the song about the conjugation of the verb '*sein*' (to be).

### Let's do it!

- Recap the animals by singing '*Onkel Fritz*' (Year 1, Chapter 3)
- The children should decide for one animal. The teacher asks: *Was malst du?* The children answer: *Ich male (die Katze, den Hund, die Kuh).*
- Ask the children to discuss with their partner (in English) how they can paint in the style of Franz Marc. (Offer a selection of laminated copies of pictures by Franz Marc for the children to look at and to serve as an inspiration for their work.) Talk about findings. Bring out using shapes and using different shades of colours.



- Set the task (in English): The children should draw their animal as big as possible on an A4 sheet (landscape). They should use different shapes to fill the animal in. The background can also be divided into different shapes. Using water colours, pastels or acrylics the children should then colour in the shapes using different shades of the colours. (This process might take more than one lesson.)
- Once the paintings are finished, the children can look at each other's results and talk about what they like in German, e.g. *Ich mag die Katze. Ich mag die Farben. Das Bild ist schön. Gut gemacht! Wunderbar!*

### Let's summarise!

- Felix and Franzi admire the children's work and praise using sentences like above.
- Franzi suggests that they use the children's paintings as well to decorate the outside of the letterbox. The teacher takes photos of the children's work, prints it out in small format and the children stick the photos on the letterbox.
- Sing the song about the conjugation of the verb 'sein' (to be)
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Make a display about Franz Marc using the biographies and paintings of the children.
- Organise an exhibition with all the children's work and invite parents.

### Let's have even more fun!

- Look at other paintings by Franz Marc. He has painted many more animal pictures in a similar style, e.g. 'Foxes', 'Elephant Horse and Cow', 'Deer in the Forest'.
- Some websites for Franz Marc: <http://www.franzmarc.org/> or <http://www.artyfactory.com/>
- Undertake further individual research into Franz Marc or another artist from the group 'Der Blaue Reiter' and present this to the class.
- Look at the homepage of the Marc museum <http://www.franz-marc-museum.de> and explore further aspects of his works.
- The children could write their own biography in German.



## CHAPTER 8: IN THE LETTERBOX

### (2 lessons)

**Story:** Felix and Franz find a suitable spot to hang up their painting. The next day the painting is on the floor and it has been nibbled at. They try to find out who did it.

#### What is the chapter about?

- Learn words for rooms and furniture.
- Learn about the singular and plural forms.
- Learn some German prepositions.
- Learn the Dative for *der/die/das*.
- Learn a song: *Wo ist die Maus?*
- Learn about cultural aspects: cellars in Germany, energy saving houses.

#### The words needed:

<i>die Küche</i>	the kitchen
<i>das Wohnzimmer</i>	the living room
<i>das Schlafzimmer</i>	the bedroom
<i>das Kinderzimmer</i>	the playroom
<i>das Büro</i>	the office
<i>der Keller</i>	the cellar
<i>das Fenster/die Fenster</i>	the window/s
<i>die Tür/die Türen</i>	the door/s
<i>der Tisch/die Tische</i>	the table/s
<i>der Stuhl/die Stühle</i>	the chair/s
<i>der Schrank/die Schränke</i>	the cupboard/s, wardrobe/s

<i>der Ofen/die Öfen</i>	the oven/s
<i>das Bett/die Betten</i>	the bed/s
<i>das Regal</i>	the shelf
<i>auf</i>	on
<i>unter</i>	under
<i>neben</i>	beside, next to
<i>zwischen</i>	between
<i>in</i>	inside

### Some more words you might like:

<i>der Flur</i>	the hallway
<i>das Dach</i>	the roof
<i>der Garten</i>	the garden
<i>das Gästezimmer</i>	the guestroom
<i>Möbel</i>	furniture
<i>ein Möbelstück</i>	a piece of furniture
<i>die Lampe</i>	the light, lamp

## LESSON 8.1: WHERE TO HANG THE PICTURE?

**Story:** Franzi and Felix try to find a suitable spot to hang up their picture.

### Let's learn!

- Learn words for rooms.
- Learn words for furniture.
- Learn the singular and plural forms.
- Learn about cellars in Germany and energy saving houses.



### Let's get ready!

- Puppets and letterbox dwelling
- Small picture of Franz Marc's painting 'Two Pigs' as used in chapter 7
- Flashcards with the words for the rooms
- Flashcards with pictures of the furniture (two sets)

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Franzi is holding the painting in her hand. She asks: *Was ist das?*
- The children answer: *Das ist ein Bild. Das Bild heißt 'Zwei Schweine'. Der Maler heißt Franz Marc. Er ist aus Deutschland. Das Bild ist bunt. Das Bild ist schön. Etc.*
- Franzi asks Felix where to hang the picture. Felix suggests that they ask the children for help.

### Let's do it!

- The teacher introduces the words for the rooms using the flashcards. Let the children guess first, which room it might be.
- Practise the words with games like 'Echo the teacher' or 'What is missing?'
- Explain that in German new words are easily created by adding words together, e.g. *Schlaf-zimmer-tür, Wohn-zimmer-fenster, Küchen-schrank-tür*. (You might like to explain that German nouns are 'like *Lego* bricks' – you can add on extra pieces to make new meanings. If you have time, look at some very long German words.)
- Introduce the words for some furniture using the picture cards.
- Practise the words with the game '*Blitzsehen*' where the teacher shows the picture card very briefly and the children have to call out the word.
- Practise further: One child goes to the board and starts drawing a piece of furniture. The other children guess what it is as quickly as possible.

- Give out all the flashcards (the set with the furniture should be double). Call out a room name. The child holding this card comes to the front. Ask: *Was ist im Wohnzimmer?* All the children holding a picture of a furniture that could be in that room, come out. They say: *Der Tisch ist im Wohnzimmer. Der Stuhl ist im Wohnzimmer.*
- At this time introduce the plural forms of the furniture words. You could also explain the position of the conjugated verb with sentences like: *Die Betten sind im Schlafzimmer. Im Schlafzimmer sind zwei Betten.* (Note: Grammatically the verb has to stay in second position.)
- Many primary schools have doll's houses. These could be used as a prop to teach the rooms and the furniture.
- Possible writing exercise: The children can design their own dream room on a piece of paper: *Mein Traumzimmer* and then write sentences like: *Im Wohnzimmer ist ein Tisch. Im Kinder-zimmer sind zwei Stühle. Im Schlafzimmer ist ein Bett.*

### Let's summarise!

- Felix and Franzi ask the children: *Soll das Bild ins Wohnzimmer/ Büro/ Schlafzimmer/ in die Küche?* The children vote and the room with the most votes wins.
- Franzi goes back into the letterbox and pretends to pin up the picture. Meanwhile Felix explains that in Germany most houses have a cellar and that there are many energy saving house designs in Germany. He encourages the children to do some research about this on the internet.
- Franzi and Felix say *Dankeschön!* to the children and all sing the *Auf Wiedersehen* song.

## LESSON 8.2: WHO DID THIS?

**Story:** The next day, Franzi found the picture on the floor and it has been nibbled at. She and Felix suspect a mouse. They ask the children to help and find the mouse.





### Let's learn!

- Learn some German prepositions.
- Learn the Dative for *der/die/das*.
- Learn a song: *Wo ist die Maus?*

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Picture of painting from the previous lesson with one corner looking like it has been nibbled on by a mouse
- Soft toy mouse
- Flashcards with pictures of furniture (as used in the previous lesson)
- Card for making small furniture and pieces of A4 paper

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Franzi is holding the picture in her hand. She is outraged and shows it to Felix and the children. *Das Bild ist kaputt! Das ist nicht gut! Schau! Wer war das?*
- With the help of the children they decide that it must have been a mouse. Franzi and Felix ask the children whether they would help them to find the mouse. *Wo ist die Maus?*

### Let's do it!

- The teacher takes out the toy mouse and introduces the prepositions by placing the mouse in different positions, e.g. *Die Maus ist auf/unter/neben dem Tisch. Die Maus ist zwischen den Kindern. Die Maus ist in der Schultasche*. The children repeat.
- The teacher says where the mouse is and a child places the mouse in the correct position.
- The teacher explains that these prepositions are followed by the Dative which is: *der-dem, die-der, das-dem, die-den* (plural) (This information is thought to be passive knowledge at this stage. More able kids could actively use it.)
- Recap the words for furniture using the flashcards. Play: 'Echoing the teacher' and 'Remember the order'

(The teacher places the flashcards in a certain order. The children close their eyes and the teacher mixes up the cards. The children then put the cards into the previous order again while saying the words.)

- The children make small, very simple pieces of furniture out of cards. In groups they use a piece of A4 paper as one room and write the name of the room in German on top. Then they arrange the furniture in the room. One person places a small cardboard mouse, which has also been made previously, somewhere in the room and asks: *Wo ist die Maus?* Another child has to answer: *Die Maus ist unter dem Tisch.*
- Introduce the song: *Wo ist die Maus?*

### Let's summarise!

- Franzl asks whether the children have found the mouse. *Wo ist die Maus?* The children answer: *Die Maus ist ...*
- Franzl goes back into the letterbox and comes back holding the toy mouse.
- She says: *Da ist die Maus! Dankeschön!* She gives it to the teacher for safekeeping.
- All sing the song: *Wo ist die Maus?*
- Felix suggests to put the picture in a frame and to hang it up. This way the missing corner will not show.
- All sing the *Auf Wiedersehen* song.

### Let's show others!

- Take some photographs during the lessons showing the children working in groups. Use them as part of a display about rooms and furniture.
- Label furniture around the classroom in German.

### Let's have even more fun!

- The children could design their own house on an A3 sheet of paper and label all the rooms and the furniture in German. (This could be done in a group.) They could design and label their dream house. (*Mein Traumhaus*)



- The children can take a picture of a room in their house, print it out and label it in German.
- The children could say where they like to be and why: *Ich bin gern im Garten. Ich mag Fußball. Ich bin gern im Wohnzimmer. Ich mag Filme. Ich bin gern im Kinderzimmer. Meine Bücher sind im Kinderzimmer.*
- The children could look back and watch the films about Felix and Franzi again. They could say what they can see in the rooms.
- The children could as an extension activity explore a German furniture website. <https://www.otto.de/moebel/#>
- The children could play the graded language games on furniture as featured on the C4 Hennings Haus website: <http://www.educationscotland.gov.uk/c4modernlanguages/henningshaus/henningshausgames/rainbowrooms.asp>
- The children could explore the website of *Die Sendung mit der Maus* <http://www.wdrmaus.de/> which contains games and fun activities.
- Or you can order the CD ROM with some episodes of *Die Sendung mit der Maus* from the Goethe-Institut.

## CHAPTER 9: A FAIRY TALE EXPERIENCE

### (3-4 lessons)

**Story:** Felix has heard that there is a German Fairy Tale showing at a cinema in town. He tells the children about their favourite fairy tales and the Brothers Grimm and that he wants to see the film.

#### What is the chapter about?

- Learning some German fairy tale vocabulary.
- Revisiting the German alphabet for spelling names.
- Booking cinema tickets.
- Some prepositions, directions and names of buildings in town.
- Reading a simple German fairy tale.
- They learn a bit about the Hanseatic city of Bremen and the Brothers Grimm.



## **The words needed:**

<i>ein Märchen</i>	a fairy tale
<i>Es war einmal ...</i>	Once upon a time ...
<i>Und wenn sie nicht gestorben sind, dann leben sie noch heute.</i>	And they all lived happily ever after.
<i>die Räuber</i>	the robbers
<i>ein Haus im Walde</i>	a house in the forest
<i>das Kino</i>	the cinema
<i>das Rathaus</i>	the town hall
<i>das Schwimmbad</i>	the swimming pool
<i>das Schloss</i>	the castle
<i>der Park</i>	the park
<i>der Supermarkt</i>	the supermarket
<i>der Bahnhof</i>	the station
<i>der Dom</i>	the cathedral
<i>die Kirche</i>	the church
<i>die Imbissstube</i>	the snack bar
<i>die Straße</i>	the street
<i>Du gehst...</i>	You go ...
<i>links</i>	left
<i>rechts</i>	right
<i>geradeaus</i>	straight ahead
<i>abbiegen</i>	to turn
<i>Dann...</i>	Then...
<i>Ich möchte....</i>	I'd like....
<i>zwei/drei Karten</i>	two /three tickets
<i>für Kinder</i>	for children
<i>Was kostet das bitte?</i>	How much is that please?



### Some more words you might like:

*Wie komme ich am besten  
zur / zum...?*

How do I best get to the....?

*Ist es weit?*

Is it far?

*über die Ampel*

across the traffic lights

*über die Brücke*

over the bridge

*an der Post vorbei*

past the post office

*um die Ecke*

round the corner



## LESSON 9.1: FAIRY TALES ARE FUN!

**Story:** Felix is excited and tells the children that there is a German Fairy Tale film showing at a cinema in town. He discusses with the children their favourite fairy tales and talks about the Brothers Grimm and that he wants to see the film.

### Let's learn!

- Learn about the Brothers Grimm
- Learn about the story of the *Bremer Stadtmusikanten*
- Learn about the structure of a fairy tale

### Let's get ready!

- Puppets and letterbox dwelling
- A book of the *Bremer Stadtmusikanten* in German or English or the Felix and Franzi video clip for this chapter
- There is an English version available on the internet to be found at: <http://www.astorybeforebed.com/books/11-the-bremen-town-musicians-by-dante-destafano-and-rachel-kessler>
- Cuddly toys or flashcards to show the animals and robbers
- Pictures of the famous statue in Bremen
- Picture of the Brothers Grimm

### Let's begin!

- Sing the *Hallo* song and take Felix and Franzi out of the dwelling.
- Felix is holding the book of the *Bremer Stadtmusikanten* in his hand. Franzi asks what that is. He explains that he loves fairy stories and this one is a favourite and that he now wants to read it and share it with the class.
- Felix also briefly discusses with the children in English about their favourite stories and characters and mentions other stories by the Brothers Grimm.
- Franzi asks what the name of the book is. Felix tells Franzi that it is called
- '*Die Bremer Stadtmusikanten*'. Franzi asks the children whether they would like him to read it with them. They share the photos of the famous statue in Bremen and a picture of the authors, the Brothers Grimm.

### Let's do it!

- Franzi then starts by introducing the characters of the story in English and German. Franzi and Felix then play a number of language games to consolidate.
- Divide the children into four groups and give each group one of the animal characters from the story. Combine classroom instructions with the animal characters, e.g. *Katzen, steht auf!* (Cats, stand up!)
- Franzi teaches the children the animal noises in German and they copy (Year 1, Chapter 3). They recap that animal noises are different in each country. Cats', dogs', donkeys' and cockerels' noises should be included.



- Felix then tells the story in simple German. [The video of this chapter contains the story in simple German and also gives a version in English. You will find a version in Present Tense and a version in Past Tense.] Make sure the content in general but also authentic phrases such as: *Es war einmal...* are understood.
- The children can be encouraged to join in with sounds and actions for the story, such as when the animals make a noise, or the robbers run in terror.
- He finishes the story with the traditional phrase: *Und wenn sie nicht gestorben sind, dann leben sie noch heute.* (And they all lived happily ever after.)
- Felix and Franzi show pictures of the famous statue in Bremen.
- The children can then complete a simple worksheet in which they sequence pictures from the story with captions.

### Let's summarise!

- The children discuss what they enjoyed and liked about the story.
- The children choose their favourite animal and say why they like it.
- Sing the *Auf Wiedersehen* song.



## LESSON 9.2: CINEMA TICKETS

**Story:** Felix wants to see the film. He books tickets for himself. Franzi reminds him that the children would like to come with him and that he should help them booking tickets, too.

### Let's learn!

- Learn how to order tickets for the cinema.
- Learn to understand simple instructions for location and buildings in town.
- Recap how to spell names in German.
- Recap simple numbers (paying for tickets) and time.

### Let's get ready!

- Puppets and letterbox dwelling
- Flashcards to illustrate tickets
- Telephone prop

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear singing the *Stadtmusikanten* song. The children join in.
- Felix has the book in his hand and asks the children what they can remember about the story, and then tells the children that he is now going to book a cinema ticket to see the film. He rushes away not waiting what the children would say to that.

### Let's do it!

- Franzi appears and says she heard that Felix is going to book a cinema ticket. She asks the children whether they like to join Felix.



- When they say *Ja*, she offers that she can tell them the phrases they need to book their own cinema tickets in German. She shows the flashcards with words showing tickets and how to ask for them.
- Franzi then plays a number of games to reinforce and consolidate these phrases such as the echo game. Franzi says the words/letters in different voices and the children echo. Use the flashcards.
- Franzi then calls Felix. She explains that the children would like to join him for the cinema. He should help the children ordering tickets. They practice a short conversation asking for tickets to model language for the children.

Example:     *Hallo!*  
                  *Guten Tag, ja, bitte?*  
                  *Ich möchte bitte zwei Karten für die Bremer Stadtmusikanten bestellen.*  
                  *Für wann?*  
                  *Morgen um sechs Uhr bitte. Was kostet das für zwei Kinder, bitte?*  
                  *Acht Euro.*  
                  *Auf welchen Namen gehen die Tickets?*  
                  *Mein Name ist Felix, F E L I X.*  
                  *F E L I X – OK.*  
                  *Danke.*  
                  *Auf Wiederhören!*

- In pairs, the children now recreate or even adapt and extend the short conversation. A number of pairs can be asked to show their conversations to the whole class.
- The children can record their conversations and play them to the class, asking for two stars and a wish!
- The children could then watch the Goethe-Institut film of the story either with or without subtitles. The film can be borrowed at the institute.
- They could also be encouraged to recycle previous learning by giving an opinion on the film: e.g. *Prima! Toll!*



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### Let's summarise!

- Felix says that he can now buy cinema tickets with the class. The teacher could organise a real selling-buying game so that each child has a ticket in his hand at the end.
- Felix and Franzi then say that in the next lesson they will learn the names of buildings in town so they can find their way without getting lost.
- Sing the *Auf Wiedersehen* song.

## LESSON 9.3: GETTING THERE

**Story:** Felix and Franzi finally can go to the cinema to see the film of the *Bremer Stadtmusikanten*.

### Let's learn!

- Learn to ask for directions.
- Learn vocabulary for buildings in town.

### Let's get ready!

- Puppets and letterbox dwelling
- Flashcards showing places in town (could be famous recognisable places in Bremen)
- Flashcards to illustrate *links*, *rechts*, *geradeaus*, *abbiegen*

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear from their dwelling. Felix is very excited and says that he can't wait to see the film.
- Franzi and Felix decide to teach the children the words for main buildings they will need to see on their route and the directions they will need to understand.



### Let's do it!

- Felix shows the children flashcards of images of buildings and teaches the children their names, e.g. *Das ist der Bahnhof – Was ist das auf Englisch, Kinder?* The children repeat the words.
- Felix and Franzi now play a range of language games to reinforce and consolidate the new. You could use PowerPoint for it and play 'Falling Leaves' (either words are falling quickly down the screen and the kids have to quickly get which words it is, repeating and translating it, or letters are falling singly and the kids put them together to a word). You could also prepare a memo worksheet. An example can be found in the appendix.
- Children will notice some words are quite similar: *Park* and *Supermarkt*. Some will notice and comment on *der*, *die* and *das*.
- Felix and Franzi then teach the children three directions. *Links! Rechts!*
- *Geradeaus!* You could add *Abbiegen!* This could be done by putting a little blindfold on Felix, and Franzi (or the class) directs him to a flashcard in the room.
- The teacher can then give the children a worksheet showing a town plan and a small number of buildings that are labelled. In pairs, the children direct each other from a point labelled *Du bist hier!* to the chosen destination, e.g., *Wo ist der Bahnhof bitte? Der Bahnhof... Du gehst rechts, geradeaus, dann links. Danke!* More able children could be encouraged to use more complex vocabulary such as *Wie komme ich zur/zum ...* or *Ist es weit?*
- Felix can then pretend he is lost and asks the children to help him find the way to the cinema in German using the classroom as an imaginary town.
- The children can then perform their role plays to the class, and even record them for parents' nights or assemblies.

### Let's summarise!

- Felix and Franzi are so happy. They can now both order cinema tickets with the children and by asking the way ensure they will get there in time.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Perform the role plays they have learned in assembly.
- Narrate the story of the *Bremer Stadtmusikanten* in assembly, with the children acting out key parts.
- Sing the *Stadtmusikanten* song in assembly.



### Let's have even more fun!

- The teacher/children could make a wall display to illustrate the story of the *Bremer Stadtmusikanten*.
- The children could watch the Goethe-Institut's DVD of the *Bremer Stadtmusikanten* with subtitles.
- The children could carry out independent research on the story, Bremen, or the Brothers Grimm and present this to the class.
- The children could explore the section on the story from the UK-German Connection website: <http://www.ukgermanconnection.org/kids-stadtmusikanten>
- The children could take photos of their locality and label the main buildings in German.

## CHAPTER 10: MAGIC HOLIDAY PLACES (3-4 lessons)

**Story:** Felix calls his friends to tell them where he will go on holiday. His friends tell them that they usually visit family on other continents. One friend asks if Felix likes to join him for the trip. Felix and his friend the crocodile travel to Australia and they prepare a German recipe for the crocodile's family over there.

### What is the chapter about?

- Learning the German vocabulary for the continents.
- Revisiting the German words for countries.
- Learning about the use of *fahren* nach and *besuchen*.
- Learning about the time and revisiting the seasons.
- Revisiting and extending vocabulary for certain kinds of food and the names for meals.
- Revisiting likes and dislikes.
- Understanding a simple German recipe and making a simple German dish.



### The words needed:

<i>die Kontinente</i>	the continents
<i>Europa</i>	Europe
<i>Nordamerika</i>	North America
<i>Südamerika</i>	South America
<i>Asien</i>	Asia
<i>Antarktis</i>	Antarctica
<i>Ozeanien</i>	Oceania
<i>Australien</i>	Australia
<i>Afrika</i>	Africa
<i>Wohin fährst du in den Urlaub?</i>	Where do you go on holiday?
<i>Ich fahre nach...</i>	I go to...
<i>Ich besuche...</i>	I visit...
<i>Kommst du mit?</i>	Are you coming?
<i>Großbritannien</i>	Great Britain
<i>Frankreich</i>	France
<i>Australien</i>	Australia
<i>Belgien</i>	Belgium
(and a range of other relevant countries from different continents as appropriate)	
<i>Wie spät ist es in...?</i>	What's the time in...?
<i>Es ist sieben Uhr.</i>	It is seven o'clock.
<i>ein Rezept</i>	a recipe

### Some more words you might like

<i>im Süden</i>	in the South
<i>im Norden</i>	in the North
<i>im Westen</i>	in the West
<i>im Osten</i>	in the East
<i>Ich fahre mit dem Zug.</i>	I go by train.
<i>mit dem Schiff</i>	by ship
<i>Ich fliege mit dem Flugzeug</i>	I fly by plane
<i>Ich bleib' zu Hause.</i>	I'm staying at home.
<i>Schöne Ferien!</i>	Have a nice holiday!
<i>Ich komme aus...</i>	I come from...
<i>halb... (e.g. halb sieben)</i>	half... (half past 6)
<i>das Viertel</i>	the quarter
<i>die Minuten</i>	the minutes
<i>vor</i>	to (the hour)
<i>nach</i>	past (the hour)
<i>Mein Lieblingssessen ist...</i>	My favourite food is...
<i>eine Schüssel</i>	a bowl
<i>ein Löffel</i>	a spoon
<i>die Zutaten</i>	the ingredients
<i>die Schüssel</i>	the bowl
<i>der Ofen</i>	the oven
<i>der Löffel</i>	the spoon
<i>umrühren</i>	to stir
<i>backen</i>	to bake

[and other cookery / preparation words as appropriate]



## LESSON 10.1: FELIX IS GOING ON HOLIDAY!

**Story:** Felix calls his friends to ask them where they will go on holiday. His friends tell him that sometimes they visit family who live in other continents. One friend asks Felix if he would like to join him for the trip.

### Let's learn!

- Learn the names of the continents in German.
- Revisit and develop names for countries.
- Learn how to say 'I am going to....' in German.

### Let's get ready!

- Puppets and letterbox dwelling
- A globe or colourful map showing the continents
- A map showing the countries of Europe
- Flashcards with words for the continents
- Picture or pictures showing aspects of Australia
- Pictures showing means of transport
- Telephone prop



## Let's begin!

- Sing the greeting song and take Felix and Franzi out of the dwelling.
- Felix is holding a picture of Australia in his hand. Franzi asks about it. He explains that he is going on holiday, his friend the crocodile has invited him along. He says he is going to call his other friends and ask them where they will be going for their holidays.
- Felix also briefly discusses with the children in English about their favourite holiday destinations and where they have been to on holiday.
- Felix then picks up the phone and makes a few calls to his friends.

## Let's do it!

- Felix speaks with a number of friends on a telephone prop in English and German about where they will be going.

### Example conversations:

*Hallo, ist das Erich Elefant?*

*Ja, hallo, wer ist da?*

*Hier ist Felix! Erich, bald sind Ferien. Ich fahre nach Australien! Wohin fährst du?*

*Ich fahre nach Afrika. Meine Familie ist in Afrika.*

*Toll! Da ist es warm!*

*Ja, ich wünsche dir schöne Ferien.*

*Schöne Ferien!*

Or

*Guten Tag! Ist das Leon Lama?*

*Ja, hier ist Leon. Ist das Felix?*

*Ja, Felix hier! Wie geht's?*

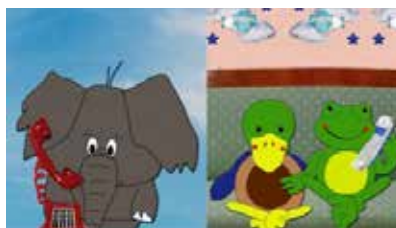
*Mir geht es gut, danke.*

*Mir geht's auch super! Ich fahre in den Urlaub nach Australien! Wohin fährst du?*

*Ich fahre nach Südamerika. Toll! Viele Grüße an deine Familie in Chile. Und schreibe eine Postkarte.*

*Ja, du auch. Schöne Ferien!*

*Schöne Ferien!*





- After each short conversation Felix could ask the children questions such as: Well, that was my friend Erich. What animal is he? Did you understand where he is going on holiday? Well done, yes, he said Africa!
- Felix shows Franzi on the map/globe where his friends are travelling to. Franzi could ask: *Wie weit ist es bis Afrika? Wo ist Australien?*
- Felix now remembers that there are animals from all continents amongst his friends because animals in the Zoo come from everywhere. The children will learn the names of the continents now. Felix shows the continents on the globe/map and gets the children to repeat them. He also shows them which animal comes from which continent.
- They then play a range of language games to consolidate and reinforce. E.g: Prepare two (or more) sets of A4 papers with the names of the continents on them. Have equally as many sets of flashcards with animals prepared. Divide your class in teams. On the command: *Auf die Plätze, fertig, los!* they have to sort the continent papers on the floor in the way you would find them on a map. The quickest team gets a point. Then the teams have to pick up animal flashcards from a pile somewhere in the room (one after the other). They have to sort the animals into their native continent(s). Each round the team that finishes first gets a point.
- Another continent game could be: Areas are set out in the hall and named after the continents. When the teacher (or Felix or Franzi) calls out a continent, the children have to move to that area.
- Play the Lottery Game. The children can win a lottery ticket. To enter the competition, they need to say all the continents correctly in German. Make sure everyone gets a ticket. The tickets say: *Polen, Europa or Chile, Südamerika, etc.*
- Felix and Franzi then model questions and responses for the children:

*Wohin fährst du in den Urlaub?*

*Ich fahre nach Tansania. Das ist in Afrika.*

The children will notice that many country names are very similar in both languages.

- Now play some instrumental music and let the children walk around in the room. When the music stops, they turn to the nearest person and ask for his/her holiday destination. You could then have a lottery drawing where two or three tickets are drawn. The children win an information sheet with a few facts and pictures about their country in German and some sweets or goodies. More able children can be encouraged to produce longer sentences describing how they will travel such as *Ich fahre mit dem Schiff.*
- The children can then complete a simple worksheet in which they cut out or write the names of continents to their location on a map. These might feature as a class display.

### Let's summarise!

- Children discuss what they have learned and enjoyed.
- The class learns and sings the *Länderlied*.
- Sing the *Auf Wiedersehen* song.

## LESSON 10.2: FELIX IS DOWNUNDER!

**Story:** Felix is with his friend - the crocodile - in Australia. Franzi calls him to talk about their adventures. They have met some German speakers, too! They talk about time differences and the seasons.

### Let's learn!

- Learn how to say the time on the hour (this can be extended with more able children).
- Recap the weather.
- Recap the seasons.
- Recap simple numbers (time).

### Let's get ready!

- Puppets and letterbox dwelling
- Large clock face
- Digital clock prop
- Flashcards to illustrate time words
- Telephone prop
- Class clock faces
- Clock bingo sheet



## Let's begin!

- Sing the *Hallo* song.
- Franzi appears and greets the children. She explains Felix is in Australia and she is going to call him. She is curious to find out about his adventures.

## Let's do it!

- Franzi talks to the children about the fact that there are time zones and time will be different around the globe in the different continents. Some children will contribute here, speaking of their own travel experience.
- Franzi then tells the children that in order to know what Felix is doing and at what time, they need to learn to say the time in German.
- The children then play a short number of language games to remind themselves of the numbers. With the clock faces, she then models first the question: *Wie spät ist es?* and the children echo with different voices and intonation.
- She then moves on to teach the time on the hour, using the 24 hour clock saying as an answer to the *Wie spät ist es?* question: *Es ist drei Uhr.*
- Some children will point out *Uhr* is similar to hour.
- The teacher and Franzi must emphasise the number exception that whilst 1 is *eins*, when telling the time, one o'clock is *ein Uhr*.
- Franzi then plays a range of simple games to consolidate time on the hour. These could include *Stille Post* or you can use the whiteboard app for practising different times.
- The teacher could then distribute a number of class clock faces amongst the children. When she (or Franzi) calls out a time, the children have to place the hands in the correct position, e.g. *Wie spät ist es? Es ist sieben Uhr! Ja, gut!* With more able children the time could be developed to include quarter, half past, twenty to etc.  
Note: When German speakers use *halb*, it means half way to the next hour, e.g. *halb zehn* would be 9.30.
- The class could play clock bingo. They have a prepared sheet with different times on the hour and the teacher and Franzi call out random times on the hour in German, and the winner is the first to tick all their clock faces.
- They then call Felix to listen to his adventures. Franzi would say the numbers aloud in German as she dials on the phone prop.



### Example conversation:

Hallo Felix, hier ist Franzi! Wie geht's? Wo bist du?  
Hallo Franzi. Mir geht's gut. Ich bin in Perth.  
Toll! Wie ist das Wetter dort? Warm?  
Ja, wunderbar warm.  
Ach ja, da ist es Sommer! Hier haben wir Winter!  
Wie spät ist es bei dir?  
Achtzehn Uhr.  
Hier ist es ... Uhr! Stell dir vor, ich habe Deutsche getroffen.  
Touristen?  
Nein, sie leben in Melbourne.  
Das ist interessant.  
Ich erzähle später mehr.  
Danke, ja. Bis bald.  
Tschüss.

- Franzi and the teacher would involve the children by asking questions to them, such as: 'What did Felix just tell me? Well done, he said it was warm.'

### **Let's summarise!**

- Franzi praises the children for listening so well. She then summarises telling the time with the class (This will need to be revisited.).
- Sing the *Auf Wiedersehen* song.





## Lesson 10.3: Something's cooking!

**Story:** Felix is back and he wants to share the German recipe he tried out in Australia with the class. **Note:** Please be aware of any allergies the children might have when dealing with foodstuff!

### Let's learn!

- Follow instructions in German with a simple German recipe.
- Learn the names for some cooking utensils in German.
- Revisit expression of liking.

### Let's get ready!

- Puppets and letterbox dwelling
- Flashcards showing the dishes
- Cooking utensils
- Ingredients

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear from their dwelling. Felix is very excited and says that he can't wait to share the German recipe with the children his friends loved down under in Australia.
- Franzi and Felix then share the recipe they will make with the children. (Initially teachers could use one of the simple recipes from the UK-German Connection website: [http://www.ukgermanconnection.org/?location\\_id=933](http://www.ukgermanconnection.org/?location_id=933))
- You can find *Gugelhupf* as an example from this website at the end of the chapter.
- Of course, teachers will need to liaise closely with kitchen staff, to ensure all ingredients are provided, allocate the correct amount of lesson time, choose the right working environment, ensure cleanliness and that any allergies or other dietary requirements are taken care of. It is recommended if any DBS checked parents or other staff can assist, that they be involved as helpers, too.

### Let's do it!

- The children then make their dish. First the children could get to know the names of the individual ingredients of the chosen recipe in German. The teacher or Franz and Felix can model the words for the children to repeat.
- The same could be done with some of the utensils used.
- Simple German instructions could be used such as: *Man nehme...* (You use...) or *Sahne schlagen!* (Whip cream.)
- If possible, the teacher could demonstrate the making of the dish, narrating in German.
- During the food preparation and on completion of the dish children could be encouraged to voice their opinions: *Das ist lecker. Ich esse gern ...*
- They invite the head teacher and office staff to come and sample their food. (An invitation could be written in both languages.)

### Let's summarise!

- Felix is now so happy, as he has shared his special dish with the class.
- The children could recap the song '*Ich habe Hunger, Hunger, Hunger*'. (Year 1, chapter 7)
- You could learn and sing the *Imbiss*-Song now.
- The children could sing the traditional German song '*Backe backe Kuchen*'. This song can be accessed at:

<http://www.mamalisa.com/?t=es&p=258&c=38> and at  
<http://www.ukgermanconnection.org/kids-song-kuchenbacken>

### Let's show others!

- Take photographs of the food preparation and label these in German for a display.
- Invite school governors or parents to try the food.
- Sing the *Imbiss*-Song in assembly.
- Research other German recipes online.



### Let's have even more fun!

- The teacher/children could create language portraits to explore where they have been in the world / would like to go.
- The children could have a world map in the classroom and label the continents and the countries. They could also have photographs of themselves from holiday destinations with captions such as: *Das bin ich! Ich bin in Kenia, das ist in Afrika! Dort ist es warm!*
- The teacher could use the time as an embedding activity, for example at break saying: *OK Kinder, es ist elf Uhr. Wir haben jetzt Pause. Or: Wie spät ist es? Ja, es ist drei Uhr. Bald gehen wir nach Hause.*
- The class clock could be labelled with the new vocabulary. The class daily timetable could have the German times written next to it.
- The children could carry out independent research on different German recipes and present them to the class or on a languages day. Maybe the school catering manager could be persuaded to have a school lunch with a German theme.
- With the countries the teacher could also introduce the capitals.
- They could play a game where the teacher hands out cards and the children have to find their group of three: the name of the capital, the name of the country in German, the name of the country in English (and perhaps the name of the continent it is in – that would make 4 children for each group).

### Recipe of a traditional ring-shaped German cake:

*Gugelhupf* is a traditional German cake.

Kids in Germany often get them as birthday cakes, covered in chocolate or icing or Smarties. They are not difficult to make. To make one of these cakes, you will need the following ingredients:

- 375g butter
- 300g sugar
- 1 packet vanilla sugar or 1 tsp of vanilla extract
- 4 large eggs
- 500g flour
- 1 packet baking powder. (You can also use self-raising flour instead of baking powder)
- 1/2 teaspoon of salt

**You will also need:**

- A large bowl
  - A mixer
  - A *Gugelhupf* ring-shaped baking tin (if you don't have one, you can use a normal one)
1. Beat the sugar and butter in a large bowl and beat until light and fluffy, using a mixer.
  2. Beat the eggs in, one at a time.
  3. Stir in the vanilla sugar.
  4. Mix the flour with the baking powder and the salt. (If you are using self-raising flour, you won't need baking-powder.)
  5. Spoon in the flour mixture and mix everything until the dough is smooth and elastic. If the dough is too dry, just add a little milk.
  6. Grease a Gugelhupf baking tin and add in the dough.
  7. Preheat the oven to 160 degrees.
  8. Bake for approximately 60 minutes.





## CULTURAL CHAPTER: CHRISTMAS

### (3 lessons)

**Introduction:** This chapter introduces the children to a few aspects of Christmas in Germany giving them some key vocabulary and interesting cultural facts about traditions. They learn one verse of a popular German language carol *Stille Nacht* (Silent Night). The children can also make their own *Weihnachtshaus* (a Christmas house) and possibly also a *Weihnachtskarte* (a Christmas card) to take home and share. Christmas will be an enjoyable theme the children will return to in future years, and this series of lessons is a taster to get them interested.

**Story:** Felix appears with a December calendar sheet in his hands. He looks sad. Franzi asks him why he is unhappy. Felix tells her that he misses some things about Christmas from Germany. They ask the children what is going on in the UK at that time of the year. Then Felix tells the children about Christmas celebrations and traditions in Germany using the calendar sheet. The dates 6th, all weekends, 24th, 25th, 26th and 31st December are highlighted. Then Franzi disappears to come back in and surprise Felix with a Christmas wreath (*Adventskranz*) she made herself. Together they count the candles on it. Then they do some craftwork together to prepare for Christmas.

### What is the chapter about?

- Learning some words for traditional aspects of Christmas in Germany
- German Christmas craft activities
- Learning a verse of a popular German language carol

### The words needed:

Weihnachten	Christmas
Frohes Fest!	Happy Christmas!
Fröhliche Weihnachten!	Merry Christmas!
der Schneemann	the snowman
der Weihnachtsbaum	the Christmas tree

der Engel	the angel
der Weihnachtskranz	the Christmas wreath
die Bescherung	the giving of presents
die Gans	the goose
die Weihnachtskarte	the Christmas card
der Weihnachtsmann	Father Christmas
das Christkind	the Christ Child

**Some more words you might like:**

der Pappteller	the paper plate
der Orangensaft	the orange juice
die Buntstifte	the crayons
der Puderzucker	the icing sugar
das Glitter	the glitter
Jelly Babies	jelly babies
die Pappe	the cardboard
der Mars Riegel	the Mars bar (or equivalent)
der Klebstoff	the glue
die Kekse	the biscuits
das Messer	a knife (teacher use only)
runde Kekse	round biscuits
die Schere	the scissors



## CHRISTMAS LESSON 1: DECEMBER, A SPECIAL MONTH

### Let's learn!

- Learn about some Christmas traditions in Germany
- Learn the words for some Christmas objects
- Learn how to wish someone Happy Christmas in German

### Let's get ready!

- Puppets and letterbox dwelling
- Flashcards of some Christmas vocabulary
- Pictures from the internet of Christmas in Germany
- A December calendar sheet

### Let's begin!

- Sing the *Hallo* song.
- Felix appears with a December calendar sheet in his hands. He looks sad. Franzi appears and asks Felix why he is unhappy. Felix tells her that he misses some things about Christmas from Germany
- Franzi suggests that they asked the children about Christmas traditions in the UK because they might discover some new things that are really nice and that will cheer up Felix.



### Let's do it!

- Felix asks the children if they are excited about Christmas (you may like to refer back to the Nikolaus chapter).
- They ask the children what is going on in the UK at that time of the year.
- The children get time to talk about their Christmas traditions.
- The teacher can now join the discussion and tell everyone that many of the UK Christmas traditions originate from Germany, and were brought over by Prince Albert, who was German and the husband of Queen Victoria.
- Then Felix tells the children about Christmas celebrations and traditions in Germany using the calendar sheet. The dates 6th, all weekends, 24th, 25th, 26th and 31st December are highlighted.
- Amongst the many traditions they can mention are:

*Weihnachtskalender* – every child in Germany will have a calendar from 1st December onwards. The children open one door every day until the 24th – that way they can countdown when Santa Claus is coming.



- On the night of the 5th December, children need to clean their boots or shoes and put them out in the hall, so that Nikolaus, when he is coming in the morning of 6th December, can put chocolate or sweets into their shoes. Only well behaving kids will get something. Naughty kids will find charcoal in their boots. (see Nikolaus Chapter, Year 1)



- Often German households have a *Weihnachtskranz* (a Christmas wreath) in their homes. The four candles on it for each Sunday in Advent, (the four Sundays leading to Christmas) are lit one by one - each Sunday one more.
- Most households put their Christmas tree up as late as Christmas Eve (24th December). The door of the room is closed the whole day and the children are only allowed in on Christmas Eve at dinner time.
- At this time a bell is rung. This (said to be the sound of angels' wings) is the sign for the children to come in. When they open the door, the wonderfully decorated Christmas tree makes a deep impression and the presents under the tree do, too.
- Everyone then wishes everyone else *Frohes Fest* (Happy Christmas) and after that the presents are opened. In some families everyone sings Christmas carols before opening presents.
- The giving of presents (on 24th December) is called *Bescherung*. This will be of great interest to the class, as the children in the UK have to wait for their presents until early the next morning.
- Some families in Germany might go to church before or after dinner.
- Dinner varies: some families have a snack of sausages and potato salad, others prepare fish (a carp) and some just prepare what everyone likes best. Some families prefer goose, and there are no crackers at the meal!
- Whilst Father Christmas is the one who brings presents in central and northern Germany, in the south of Germany presents are brought by the Christ Child – *das Christkind*.
- Christmas cards are not as important in Germany as in the UK. People would write cards to the people who cannot celebrate with them during the festive season. But within the nearest family sitting under the tree together, you would not exchange cards.
- Felix and Franzi can then teach the children a number of names for objects and people associated with Christmas in Germany, such as

*der Weihnachtsbaum* (the Christmas tree)

*der Schneemann*, (the snowman)

*der Weihnachtskranz* (the Christmas wreath)

*Geschenke* (presents)

*die Weihnachtskarte* (the Christmas card)

Note: Some children will notice the word *Weihnachten* as a thread. The teacher might add to these words as appropriate.

- The class could together, or a groups explore further aspects of German Christmas traditions from the Voyage website; <http://www.ukgermanconnection.org/kids-christmas>
- Felix could also mention the popularity of German Christmas markets, and share webcam views of well-known ones in Germany (some children and their families will have experienced these in the UK too).
- Franzi could ask Felix if he likes to teach his favourite Christmas carol to the children. Felix could say that this would really make him happy. This would help getting into the Christmas spirit. They agree to do that in the next lesson.

### Let's summarise!

- Felix and Franzi tell the children that they hope they have enjoyed finding out about how Christmas is celebrated and will share their new knowledge with their friends and families.
- Sing the *Auf Wiedersehen* song.

## CHRISTMAS LESSON 2: A CHRISTMAS CAROL!

**Story:** Felix is keen to share one of his favourite carols!

### Let's learn!

- Learn to sing the song *Stille Nacht, heilige Nacht* (Silent night).

### Let's get ready!

- Internet version of song
- Puppets and dwelling
- *Adventskranz* (Christmas wreath)
- Pictures from the internet of Oberndorf, Austria (There is a Silent Night chapel there.)



### Let's begin!

- Felix appears, singing *Stille Nacht, heilige Nacht* (Silent night). He greets the children and asks them if they know the carol. Franzi appears and reminds them that they wanted to sing the song together. She shows the children an internet version of the song.

### Let's do it!

- The teacher and Felix could first of all tell the story behind the carol to arouse interest. This says either rust, damp or a mouse had damaged the Church organ in the village of Oberndorf, and there would be no music for Christmas that year. Josef Mohr and Franz Gruber however used this as an opportunity to give the world one of the most popular carols of all time, by writing the lyrics and the music.
- Most children will know the tune to Silent Night, but it might help to hum the melody with them a few times first. The puppets and the teacher then go through the lyrics with the children, inviting them to repeat. They could also explain the meaning of the lyrics to the class.
- The children then sing the carol through. It can be done with or without accompaniment.
- Franzi praises the kids and says that they cheered up Felix. But she has another surprise for him. She disappears, comes back in and brings in an *Adventskranz* (Christmas wreath).
- Felix could jump around and say: *Fantastisch. Wunderbar. Der Kranz ist wunderschön.*
- Franzi explains that the four candles on it are for each Sunday in Advent, (the four Sundays leading to Christmas). They are lit one by one – each Sunday one more. The children count the candles in German. Then they decide how many candles would need to be lit depending of the date in December this lesson is held.

### Let's summarise!

- Felix thanks the children for singing his favourite Christmas song.
- He is feeling very “christmasy” now. He says that there are a few more nice songs. Depending on how much time is available, the teacher could show the class a few more songs, such as: *Oh Tannenbaum* – O Christmas tree (children will know the tune) or the refrain of *Fröhliche Weihnacht überall* (Merry Christmas everywhere).
- The class could sing the carol either in class or assembly or for the parents at a carol concert.
- Felix says that he has also prepared a surprise for Franzi and the children. They will get to see it in the next lesson.
- Sing the *Auf Wiedersehen* song.

## CHRISTMAS LESSON 3: LET'S MAKE SOMETHING!

**Story:** Felix brings in a box with lots of hidden treasures. First it does not look like a present but the children will understand that the surprise is to do some craft work together.

### Let's learn!

- Learn about Christmas traditions in Germany.
- Learn about "*Lebkuchenhäuser*" (gingerbread houses).
- Learn the vocabulary of some ingredients.

### Let's get ready!

- Puppets and letterbox dwelling
- Materials for the houses (please check for allergies with the class)
- Cut outs of pine trees or other items needed for decorating (teachers decide on the kind of decoration they like to use)
- A complete Christmas house (or picture) to show what the children could make

### Let's begin!

- Sing the *Hallo* song and take the puppets out of their dwelling.
- Felix and Franzi appear and sing *Stille Nacht* with the children. Next they briefly recap some of the fun and interesting facts from the last lessons.
- Franzi reminds Felix that he promised a surprise. So Felix disappears and comes back in with a big box.
- The children have a look inside. They might be disappointed because there is a lot of strange stuff in the box. Then Felix shows them a picture of a German Christmas house and says: *Das Haus ist in der Box*. The children now understand that they are supposed to do something with the stuff.
- Felix explains that it is a lot of fun doing craft work for Christmas together.
- He also explains that usually these houses would be made of gingerbread and the edges are glued together with sugar. Even the decoration is made out of eatable things. At Christmas markets you could buy ready-made houses but lots of German kids like to make their own Christmas house.
- All the children can now try to make their own one, too.



### Let's do it!

- The teacher then explains to the class how the houses are made, if possible showing a completed one.

### Instructions:

- Draw a path on the paper plate, leaving room for the round biscuit which will be the house base.
- Add a stream in drawn in blue, and possibly some pine trees cut out of card and glue them on the plate.
- You can also cut out and colour in a small snowman with a hat, scarf and carrot nose for the scene.
- Cut up the chocolate bars into three, and place one part on the round biscuit.
- Glue it on with a mixture of orange juice and icing sugar. This needs to be of quite a thick consistency.
- Take two rectangular biscuits and place them as a roof over the chocolate bar fixing them with the mixture of orange juice and icing sugar. It can help to trim the biscuits so they meet evenly at the top. This is done by gentle scraping. Hold gently until firm and stuck.
- Sprinkle the house gently with icing sugar to look like snow (best done by the teacher or TA).
- The children can add details, such as a little bridge made of cardboard, small presents, snowmen or animals.
- Add the little jelly baby as a person on the scene.
- Your *Weihnachtshaus* is finished now.



- The teacher might choose to quietly play some recordings of German carols in the background to create a nice atmosphere. The children can take their houses home to show, and make a photo for their portfolio.

### Let's summarise!

- Felix praises the children for their sensibleness and their finished houses in German saying: *Sehr gut! Wunderbar! Das gefällt mir gut!*
- Franzi could suggest to sing an English Christmas carol just to remind Felix that there are nice songs and traditions in the UK as well, and that the children like their way of celebrating Christmas, too.

### Let's show others!

- The finished houses could feature for a short while as a class display.

### Let's have even more fun!

- The children could make a Christmas card for a friend or family member including words and phrases such as: *Frohes Fest!* An: to: Von: from:





- If the class has a partner school in Germany they could exchange details about their respective Christmas celebrations.
- The children could read a German Christmas story. Teachers could create adapted versions for their lessons.
- Children could open a window of the Voyage Advent calendar each day (these contain factual seasonal information): <http://www.the-voyage.com>

Recommended stories:

Lorenz Pauli: *Wie weihnachtet man?*

Gaby Scholz: *Wir warten auf Weihnachten*

Sabine Lipan: *Die Weihnachtsmütze*

Lyrics for *Stille Nacht*

*Stille Nacht, heilige Nacht,  
Alles schläft; einsam wacht,  
Nur das traute hochheilige Paar,  
Holder Knabe im lockigen Haar,  
Schlaf in himmlischer Ruh!  
Schlaf in himmlischer Ruh!*

Silent night, holy night,  
All is calm, all is bright,  
'Round yon virgin Mother and Child,  
Holy infant so tender and mild,  
Sleep in heavenly peace!  
Sleep in heavenly peace!



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