



Topic:  
**HOUSE BY THE LAKE**

Lesson's topic:  
**PART 2 – MY „SOUL PLACE“**

Age group:  
**Primary Students (A1)**

🕒  
**30-40 min**

### LEARNING OBJECTIVES

The pupils can name elements of landscapes  
 The pupils can name objects in a house  
 The students know terms to describe emotions  
 The pupils can describe their 'soul place'

STEP	ACTIVITIES	SOCIAL FORM	TIME	SUPPORTING MATERIALS**
<b>1. Introduction</b>	<p>The teacher shows the <b>PHOTO House by the Lake</b> again and asks the pupils to describe the picture using the words they learned in the last lesson.</p> <p><i>What do you see? or Which words belong to what on the photo?</i></p> <p>(In the case of groups with weaker learning abilities, the teacher can also mark the objects in the picture and specify the words, so that the pupils only have to match them.)</p>		5 min	<ul style="list-style-type: none"> <li>• <b>PHOTO House by the Lake</b></li> <li><b>das Haus</b>=house</li> <li><b>das Wasser</b>=water</li> <li><b>der Garten</b>=garden</li> <li><b>der See</b>=lake</li> <li><b>das Grass</b>=grass</li> <li><b>grün</b>=green</li> <li><b>der Stein</b>=stone</li> </ul> <p>Neue Wörter:</p> <ul style="list-style-type: none"> <li><b>der Baum/die Bäume</b>=tree(s)</li> <li><b>die Blume(n)</b>=flower(s)</li> <li><b>gelb</b>=yellow</li> <li><b>der Schornstein</b>=chimney</li> </ul>
<b>2. Elaboration</b>	<p>The teacher explains that in the last phase the class talked about the people in the house. Now the pupils think about which objects might be in the house. Here the teacher collects the suggestions of the students on the board.</p> <p><i>Which objects could be in the house?</i></p> <p>The instructor now asks the pupils to select 1-2 objects. The students work in small groups. One person draws an object, the others guess what it is and use the German word to name it.</p>		10 min	<p><i>Ich glaube, im Haus ist ...</i></p> <ul style="list-style-type: none"> <li>... <b>das Sofa.</b></li> <li>... <b>die Lampe.</b></li> <li>... <b>das Bett.</b></li> <li>... <b>der Tisch.</b></li> <li>... <b>der Stuhl.</b></li> <li>... <b>der Computer.</b></li> </ul>

### TEACHER HANDOUT

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#### \* SOCIAL FORMS

- = plenum
- = small group
- = partners
- = individual

#### \*\* SUPPORTING MATERIALS

Supporting materials: Vocabulary, structures, grammar, learning tips, QR-codes for web links



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<b>3. Elaboration</b>	<p>The teacher now says that a place, the people who live there and the objects at that place can also form a “soul place”. They go on to explain that a soul place is a special place for a person, because it evokes beautiful feelings. She presents the emotions in German and asks the pupils to express their guess as to what these words could mean.</p> <p>(The students can work out these words themselves due to the similarity to English: kreativ/gut/emotional. They need the teacher's support for the remaining words.)</p>		5 min	<ul style="list-style-type: none"> <li>• „Soul place“ - hier fühle ich mich...</li> <li>... <b>kreativ</b></li> <li>... <b>emotional</b></li> <li>... <b>gut</b></li> <li>... <b>zuhause</b></li> <li>... <b>zufrieden</b></li> <li>... <b>wohl</b></li> <li>• <i>Ich glaube, kreativ heißt ‚creative‘.</i></li> </ul>
<b>3a. Bonus Activity</b>	The teacher can ask the students what other feelings they associate with their “soul place” and write them down on the board.			

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<b>4. Elaboration</b>	<p>The teacher ask the children to think about their personal soul place and how it looks and feels like. They now explain that the pupils will describe their personal “soul place” in a moment, but first need to collect a bit of vocabulary in order to be able to describe it better.</p> <p>The children form two lines in front of the board. The pupils start a relay race and write down words for the categories.</p> <p><i>Tip: The instructor can write down an example for each category in advance to avoid misunderstandings.</i></p> <p><b>Personen:</b> Mutter  <b>Ort:</b> Bäume  <b>Objekte im Haus:</b> Sofa</p> <p>For groups that are weak in writing, the pupils can call out the word to the teacher instead of writing it and she will write it down on the board.</p>		5 min	
<b>4a. Bonus Activity</b>	<p>The teacher can expand the activity with labels of emotions. Alternatively, she can also do a chain exercise with the ball after collecting relevant vocabulary: She says “I feel creative at my soul place” and throws the ball to another person. This person repeats what the teacher said and adds another word “In my soul place I feel creative and good.” etc...</p>			

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<b>5. Main Task</b>	<p>The teacher explains to the pupils that they are now describing their personal “soul place” with the words they have learned. They hand out the worksheet <b>MY „SOUL PLACE“</b> and asks the pupils to use at least 4-5 of the words.</p> <p>Then the pupils become “artists”. They exchange their worksheets and draw their partner’s “soul place”.</p> <p>At the end, if there is still time, the pupils present their artworks.</p> <p><i>Tip: The teacher can collect the drawings and hang them up at the beginning of the next lesson, so that the pupils can do a gallery walk.</i></p>		15 min	<ul style="list-style-type: none"> <li>Worksheet <b>MY „SOUL PLACE“</b></li> </ul>

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