



DEUTSCH MIT KARLA & KAI

VOLUME 1

GOETHE-INSTITUT LONDON
PRIMARY SCHOOL MATERIALS
FOR THE THIRD YEAR OF LEARNING GERMAN

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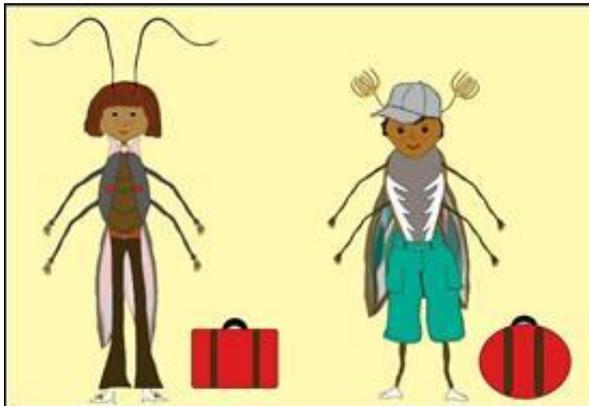
Deutsch mit Karla & Kai

Introduction to *Deutsch mit Karla & Kai*

'*Deutsch mit Karla & Kai*' is a scheme of work that follows on from the '*Deutsch mit Felix & Franzi*' programme. It is intended for children who have finished two years of German at primary level, having had around 40 minutes of German per week. Teachers would ideally start in Year 5 working with the lesson plans in this booklet.

'*Deutsch mit Karla & Kai*' consists of 6 chapters, each of which opens with a video clip. The films introduce the new learning and teaching content in a playful way. The learners will already have a basic knowledge of German. They will therefore be able to access completely new structures and vocabulary in the context of the stories.

In the first two years at primary level, the lessons concentrated on learning pronunciation through songs and film clips, on basic vocabulary and structures delivered in games, and mainly through oral tuition. Only a small part of the lessons contained a specific grammar explanation or writing. The topics were presented by two hand puppets.



During the third year of learning German which you find in this booklet, the pupils will gradually be introduced to grammar concepts. Teachers will also be given more ideas for setting writing tasks.

However, motivation, fun and intercultural learning stay at the heart of this scheme of work. As the pupils are now older, hand puppets are no longer used. Instead, two animated film characters – **Karla**, the **cockroach**, and **Kai**, the **maybeetle** - will accompany and support the children on their journey. (*Karla Kakerlake und Kai Maikäfer*)

The transition from Felix & Franzi to Karla & Kai can be made easily by either showing the last film of Volume 2 again and revisiting the storyline, or by introducing the new characters straight away, telling the pupils that these two insects have just arrived in the UK and that they are tourists writing a blog for their fellow insects back in Germany. Teachers could look at the two species, cockroach and maybeetle, discussing where and when you can find these insects in their natural habitats. They could ask

the children if they have had any experience of these insects in their own lives. A link with science lessons is desirable and could even be organised as a CLIL project for the class.

You may like to begin with the main film song - which is explained in the preparatory lesson for you - as another opportunity for a wonderful start to the third year of German.

We wish you the best of luck for your new adventure.

If you need any support, please contact the team at the Goethe-Institut London: teacher_service@london.goethe.org

Content Overview

Preparatory Lesson

Vocabulary old: Revisit greetings and numbers

Vocabulary new: Content of the title song

Media: Trailer *Deutsch mit Karla & Kai*

Chapter 1: In a new country (*In einem neuen Land*) – page 8

Vocabulary old: Revisit food, countries, days of the week, weather, forms of the verb *haben*

Vocabulary new: Extend vocabulary for food, learn more verbs

Grammar: Learn the Perfect Tense with *haben*

Topics to discuss: Stereotypes, favourite food, countries as holiday destinations

Media: Film clip: Vol. 3, Ch. 1, Songs: revisit the *Habenlied*, *Imbiss Song*, *Länderlied*; *the Perfect Tense Song*

Chapter 2: On the playground (*Auf dem Schulhof*) – page 27

Vocabulary old: Revisit parts of the body

Vocabulary new: Learn how to say that something hurts

Grammar: Revise how to form /conjugate the Present Tense, regular Present Tense forms of new verbs

Topics to discuss: Playground games and sports

Media: Film clip: Vol. 3, Ch. 2, Song: *Infinitives song*; revisit *Kopf*, *Schultern*, *Knie und Zeh'n*

Chapter 3: In the school canteen (*In der Schulkantine*) – page 41

Vocabulary old: Revisit food and drink, adjectives to do with food, days of the week

Vocabulary new: Extend vocabulary for food and drink, learn new verbs

Grammar: Learn how to invert the verb after a time phrase

Topics to discuss: Cockroaches, maybeetles and their food; some German table sayings and recipes

Media: Film clip Vol. 3, Ch. 3, Songs: revisit *Ich habe Hunger*, *Die Woche*, *Backe, backe Kuchen*; learn *Die Affen fressen gern Bananen*, *Guten Appetit*, *Table sayings song*, *Nina mag nur Nudeln*

Chapter 4: In the school garden (*Im Schulgarten*) – page 57

Vocabulary old: Revisit prepositions

Vocabulary new: Extend vocabulary for prepositions, learn garden words

Grammar: Dative and Accusative of *the definite article*, the use of the Dative and Accusative with prepositions, mixed prepositions, revisit the Accusative of the indefinite article

Topics to discuss: Gardening, insects' anatomy, flying and life cycles

Media: Film clip Vol. 3, Ch. 4, Song: revisit *Mauslied* with added verse

Chapter 5: In the library (*In der Bücherei*) – page 70

Vocabulary old: Revisit pronouns and vocabulary for hobbies

Vocabulary new: Extend vocabulary for hobbies, learn phrases for invitations

Grammar: Gender, replacing nouns by pronouns, phonics and diphthongs

Topics to discuss: Literature (reading a German story as ebook, re-writing the story and performing it as a shadow play), invitations

Media: Film clip Vol. 3, Ch. 5, Song: *Hobbies song*

Chapter 6: Behind the scenes (*Hinter den Kulissen*) – page 85

Vocabulary old: Revisit clothes vocabulary, colours; interrogatives

Vocabulary new: Extend vocabulary for clothes, and adjectives to describe them

Grammar: Definite and indefinite articles with adjectives

Topic to discuss: Putting on a fashion show

Media: Film clip Vol. 3, Ch. 6, Songs: *Interrogatives song*

Preparatory Lesson

Vocabulary old: Revisit greetings and numbers

Vocabulary new: Content of the title song

Media: Trailer '*Deutsch mit Karla & Kai*'

Story: The insects introduce themselves as cockroach and maybeetle, as well as travellers and blog writers.

Let's begin!

- Say Hello to the children in German in different ways to welcome them back and remind them of German greetings. Ask them whether they can remember how to ask someone's name. They could either come up with *Wer bist du?* or *Wie heißt du?* Introduce yourself again by saying: *Ich heiße Frau /Herr...*
- Explain that the children will meet in a film two new characters who will accompany them in the German lessons and who will be a bit different. Show them the screenshot of the head slate and ask whether they can find their two names. *Wie heißen die Figuren? Wie heißt das Programm?* Explain that filmmakers use a head slate when they start recording a new scene. The person holding the slate would say 'Action' in English. In German people would say '*Film ab*' which literally means 'Film go'.
- Show the next screenshot and explain that Karla is a cockroach and Kai is a maybeetle and that they are insects. *Karla ist eine Kakerlake und Kai ist ein Maikäfer. Sie sind Insekten.* The children could tell you whether they have ever seen a cockroach or maybeetle in reality and what they know about these insects. Now watch the trailer with them and listen to the introduction song. (If time allows, you could look at the insect species in greater detail. If you need more information on the insects, please refer to the appendix.)
- Ask the children if they can remember single words out of the song they heard. Collect them on the board. Make sure their translations are understood by everyone. Praise them for their results and tell them that it will not take long to understand the whole song and that you are sure they will be able to sing the song at the end of the lesson.
- Then hand out envelopes with all the phrases belonging to the chorus of the title song (one envelope between two pupils). The children take the phrases out and guess what they mean. You can cross out what was already explained on the board and explain the other ones. If

there are words left on the board, say you will get back to them later. Watch the trailer again and let the children sort the text in pairs. As it is repeated after the verse, it should not take long.

<i>Eins, zwei, drei.</i>	<i>Wir haben Spaß</i>	<i>bei Karla</i>
<i>Film ab,</i>	<i>Kommt alle mit.</i>	<i>Hier ist</i>
<i>mit Karla</i>	<i>Eins, zwei, drei.</i>	<i>Film ab.</i>
<i>und Kai.</i>	<i>noch frei</i>	<i>und Kai.</i>

Film ab, Film ab. Eins, zwei, drei. Wir haben Spaß mit Karla und Kai. Kommt alle mit. Eins, zwei, drei. Hier ist noch frei bei Karla und Kai.

- After sorting the lines, the pupils can explain the meaning of the chorus. Time to sing the chorus while watching the trailer again.
- The last step to learning the song is to look at the verse.

Karla und Kai, von Juni bis Mai,
als VIP immer dabei.
Ihre Welt ist bunt, gefährlich und schön.
Ihr werdet sie nun mit Käferaugen seh'n.

- On the board the pupils are given the lines translated into English and they have to sort the translation into the right order.

(Karla & Kai, from June to May, always with us as VIPs. Their world is colourful, dangerous and beautiful. You will see them now with beetles' eyes.)

- The cardboard cut outs of the two characters should be displayed along with their names. It should be explained that the two insects are German. Sing the song again.
- Revisit the numbers in German. Write down 1, 2, 3 on the board and count in German. Ask if the pupils can help you count further.
- Give them a new slide with the numbers displayed as words and scrambled. The collection does not have all numbers in it but just 8 out of twenty. The first three pupils to have written down the numbers in the correct order will get a prize.
- If time allows, you could do a few more number games.

Lyrics for the title song of the film series:

Deutsch mit Karla & Kai

*Film ab, Film ab. Eins, zwei, drei.
Wir haben Spaß mit Karla und Kai.
Kommt alle mit. Eins, zwei, drei.
Hier ist noch frei bei Karla und Kai.*

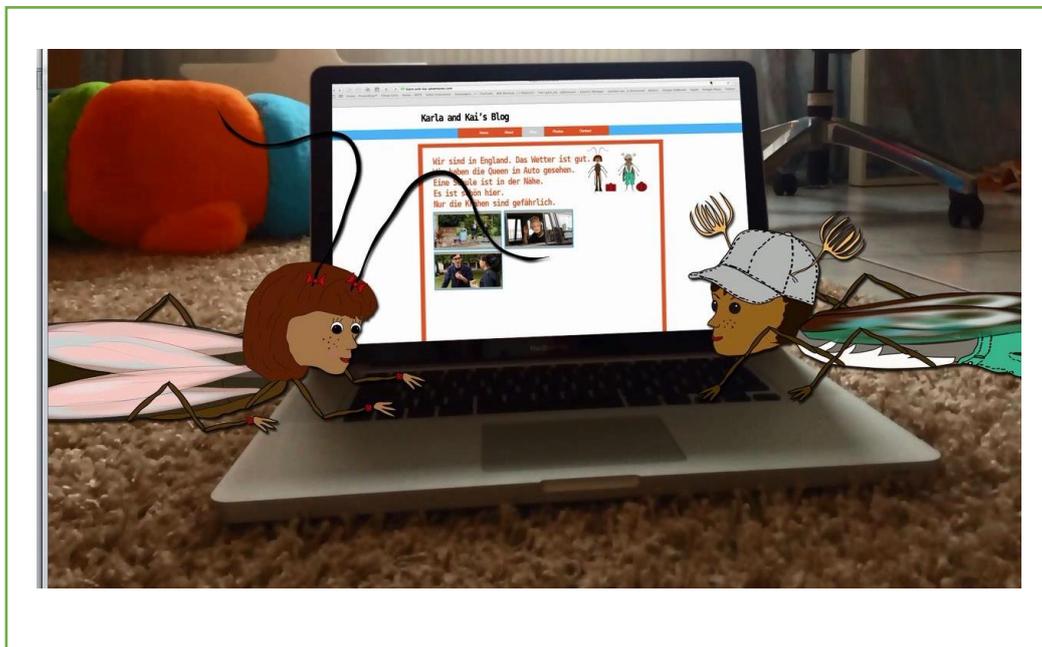
Action, action, one two, three.
We are having fun with K&K.
Come with us, one two, three.
Here is free space next to K&K.

*Karla und Kai, von Juni bis Mai,
als VIP immer dabei.
Ihre Welt ist bunt, gefährlich
und schön.
Ihr werdet sie nun mit Käferaugen
seh'n.*

K&K, from June to May
always with us as VIPs.
Their world is colourful,
dangerous and beautiful.
You will see them now with
beetles' eyes.

*Film ab, Film ab. Eins, zwei, drei.
Wir haben Spaß mit Karla und Kai.
Kommt alle mit. Eins, zwei, drei.
Hier ist noch frei bei Karla und Kai.*

[repeat first verse]



Chapter 1: In a new country (*In einem neuen Land*)

(6-8 lessons)

Story: The insects arrive in their new home. They have been travelling as stowaways in a traveller's hat from Australia and have to work out where their journey has brought them. A newspaper falls on them, giving them clues that they must be in England. They talk about English things and qualities that are considered typically English and question whether they are true. They gain their first impressions of England by peeping through the letterbox and observing what is going on in the street outside. The arrival of a crow warns them that there is also danger lurking.

What is the chapter about?

- Revisit some of the topics, vocabulary and phrases learned over the last two years
- Discuss stereotypes for the UK and Germany and challenge them
- Learn how to form the Perfect Tense with *haben*
- Revisit the '*Habenlied*'
- Gain geographical knowledge; further this in the cross-curricular lessons

New words needed in the next 6-8 lessons:

<i>Stereotyp/en</i>	stereotype/s
<i>die Zeitung</i>	newspaper
<i>die Schuluniform</i>	school uniform
<i>die Engländer essen gern</i>	the English like to eat /eating...
<i>die Deutschen</i>	the Germans
<i>Fisch und Pommes</i>	fish and chips
<i>Tee mit Milch</i>	tea with milk
<i>jeden Tag</i>	every day
<i>die Krähe</i>	crow
<i>frech</i>	cheeky
<i>essen/geessen</i>	to eat/eaten (past participle)
<i>trinken/getrunken</i>	to drink/drank (past participle)
<i>sehen/gesehen</i>	to see/seen (past participle)
<i>regnen/geregnet</i>	to rain/rained (past participle)
<i>sagen/gesagt</i>	to say/said (past participle)

war/waren

sicher

anders als

da drüben

vielleicht

bleiben

die Klappe

gefährlich

was/were (Past Tense of to be)

sure

different from

over there

maybe, possibly

to stay

the flap

dangerous



Some more words you might like:

die Currywurst

die Brezel

die Bratwurst

der Döner Kebab

der Hamburger

das belegte Brötchen

curried sausage (a German speciality)

pretzel

grilled/fried sausage

doner kebab

hamburger

filled roll

Grammar explained:

The Perfect Tense (or Present Perfect as it is also called) is used to **talk** about things which have happened in the past. It is also referred to as the conversational past as it is most commonly used in **spoken** German. It can also be found in newspapers and books, but not as often as the simple past or imperfect tense.

It is formed by taking an **auxiliary verb** (present tense of *haben*) and combining it with a **past participle** (which goes at the end of the sentence).

The majority of past tense sentences use *haben* as the auxiliary and in this chapter only sentences in which *haben* is the auxiliary verb are used.

Past participles: Regular past participles begin with *ge-* and end with *-t*. Take the *-en* off the infinitive: *spiel(en)*. Add *ge-* and *-t* to what is left:

ge + spiel + t = gespielt.

Example: *Ich habe Tennis gespielt.* I played tennis.

Irregular past participles end in **-en** and must be memorised:

sehen/gesehen, essen/gegessen.

Example: *Ich habe eine Brezel gegessen.* I ate a pretzel.

Note: *sein* can also be used as an auxiliary for certain verbs but this will be explained at a later stage. Teachers interested in finding out more at this stage, can consult the appendix.

Lesson 1.1: German and English Traditions (Deutsche und englische Traditionen)

(Could be 2 lessons)

Let's learn!

- Discuss impressions the children have of Germany and impressions foreign visitors may have of the UK, with particular focus on fast food and drinks.
- Challenge perceptions of and assumptions about other nations or cultures, and establish an attitude of open-mindedness by questioning stereotypes.
- Revisit the Imbiss Song (Vol. 2, Ch. 10).
- Learn some new words for foods and drinks.

Let's get ready!

- Film clip for Chapter 1
- Items/pictures that the children have brought in they think of as images of the UK, things which tourists would expect to see in London (can be both stereotypical as well as things that tourists may not know about the UK). If possible the children should look up the word for the item or picture in German beforehand.
- Picture cards for new food and drink vocabulary with the German words, including the gender / article written on the back
- Karla and Kai cardboard figures
- The 'Imbiss Song' (Volume 2, Chapter 10)

Let's begin!

- The teacher uses the selection of pictures and items that the children have brought in that say something about the culture of the UK. The following questions could be used: *Was ist das auf Deutsch? Ist das typisch für England/Deutschland?*
- If someone said '*Alle Briten essen Fisch und Pommes*', would that be true?
- The teacher says, 'Let's check' and quickly prepares statistics about the items by asking: *Isst du das jede Woche? Ja/Nein:* e.g. pictures of
 - Fish and chips (*Fisch und Pommes*)
 - White slices of toast or sandwich corners (*Toast, Sandwiches*)
 - Cereals (*Müsli*)
- The difference between something typical and something stereotypical is explained with the examples.
- Now you can explain that the children will see what happens to the two characters in the first film. The cardboard cut-outs of the two characters should be displayed again along with their names. You could ask again: *Wie heißen die Insekten? Was ist ihre Nationalität?*
- Ask the children to put on a 'stereotype hat'. They should assume what these insects would eat as Germans. Then they should put on their 'non-stereotype hat'. Encourage them to give different answers or help them finding a neutral answer. Now explain that other people also have assumptions about Britain or England and that some stereotypes will be mentioned in the first video clip with the new characters.

- The children use mini whiteboards to draw a grid and to fill in words that they think might appear in the film. This could be done in pairs with 6 guesses. (See example grid below).

Fisch und Pommes	Döner Kebab	Brot
Tee mit Milch	Fußball	englisches Frühstück

See this article for ideas - <http://swns.com/news/top-50-things-which-make-us-typically-english-2935/>

- While watching the film, the children should cross off their lists any words that they see or hear.

Let's do it!

- The teacher shows the film clip to the class twice.
- The second time the teacher pauses the film clip at appropriate points and asks questions like: *Wo sind Karla und Kai?* and *Was ist das?*
- Class discussion about which words they heard, and which words some pupils had which did not appear in the clip. Then the teacher leads the pupils to focus on food items.

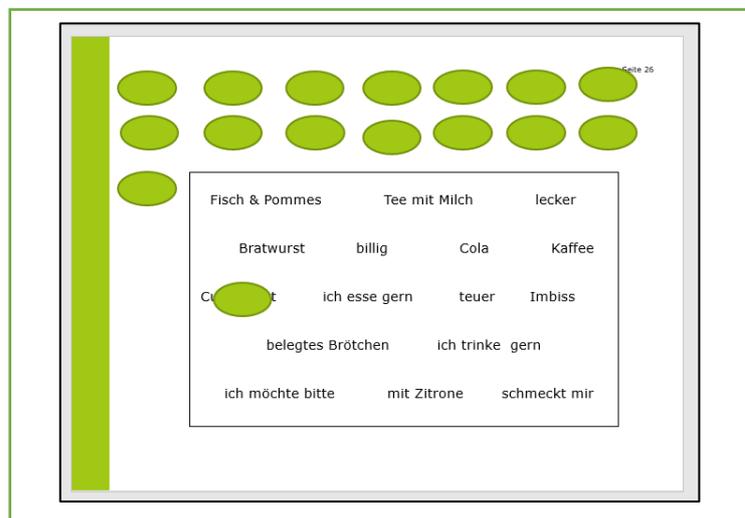
Let's summarise!

- Working with the pictures of foods found in the clip, as well as with pictures of favourite fast food and drinks from Germany familiar to the children, make three groups on the board of favourite items in the UK, Germany and those favoured by both countries (in the middle):

Viele Briten essen/trinken gern	Viele Briten und Deutsche essen/trinken gern	Viele Deutsche essen/trinken gern ...
<i>Fisch und Pommes</i>	<i>Pizza</i>	<i>Currywurst</i>
<i>Tee mit Milch</i>	<i>Hamburger</i>	<i>Bratwurst</i>
<i>Cola</i>	<i>Cola</i>	<i>belegte Brötchen</i>
<i>Sandwiches</i>	<i>Kaffee</i>	...

*Note: To say: All English eat fish and chips regularly, would be a stereotype.
To say: All Germans eat Bratwurst regularly, would be a stereotype.*

- Make sure the pupils understand that '*viele*' does not mean '*alle*'.
- Encourage pupils to question to what extent things said about different nations are true, and promote the idea that there is no such thing as '100% truth'.
- Play a quick 'Cover-up-Memory' with these food items. Use a Power-Point slide for it, randomly placing the vocabulary on the slide. Create as many 'lids' to cover the words as you have words around the slide by using the "insert shape" function. Ask the pupils to name a word they remember in German and English, cover it with one of the shapes. After everything has been covered, try to open up the 'lids' by asking: *Was ist darunter?* or *Was ist hier?* The pupils will hopefully remember where each word was hidden and name the words again.



- Finally revisit the '*Imbiss Song*' (Vol. 2, Ch. 10) as a good way to finish the lesson.

Lesson 1.2:

Let's learn!

- Recap country names in German (Vol. 1, Ch. 3 and Vol. 2, Ch. 10).
- Learn some new country names in German and locate them on a map.

Let's get ready!

- Picture cards for food and drink vocabulary
- Picture cards with country names in German
- Cardboard figures of Kai and Karla
- The '*Imbiss Song*'
- Film clip for Chapter 1, Vol. 3

Let's begin!

- Start with the 'Imbiss Song' and ask the children how you could change the words of parts of the song by using the food and drink from last lesson, e.g.

*Hallo Freunde, liebe Freunde,
Ich habe Hunger, habe Durst.
Die Speisekarte, bitte, bitte.
Ich möchte Pommes, möchte Wurst.
Eine Currywurst, eine Banane,
einen Tee, das ist gut!
Ja, mit Milch und mit Zucker
und mit Pommes, Dankeschön.
Ein Glas Kaffee, zwei Glas Limo,
drei Glas Cola, das ist gut.
Ein belegtes Brötchen, ein Stück Torte...
Ja, mit Sahne. Dankeschön.*

- You could even try and sing a version with foods from different parts of the world.

Let's do it!

- Explain that Karla & Kai have not only been to Germany and Britain. Ask the children to work in pairs to see how many countries they can remember from the film. You can prepare some anagrams to help the children remember:

<i>tralAusien</i>	<i>(Australien)</i>
<i>hinaC</i>	<i>(China)</i>
<i>dienIn</i>	<i>(Indien)</i>
<i>panJa</i>	<i>(Japan)</i>

- Ask the children to listen to a few more country names in German and guess what their names are in English. You can use sound files of the online dictionary www.leo.org. Include the names of the continents. Look at the world map in the film again and let the pupils put the countries with their continents. Switch the map off.
- Now divide the class into four groups. Each of the groups gets a set of A4 sheets with the continents on them. Ask the children to sort the continents on the floor. It should look like a map afterwards. You could even set it up as a competition. Then each group receives a set of cards with countries (in German). The group has to hand them out to

its members. Each student will receive at least one and some will receive two countries, depending on how many you have in the group. After a command they put the cards down on the right continents. The fastest group wins. Use country names similar to English to make it a 'fun' game for both the able and less able pupils. (Flashcard templates can be found in the appendix.)

- Revisit the *Länderlied* (Volume 2, Chapter 10). In the song, the children hear what would happen if animals living in a zoo would go on holiday back to their home countries.

Let's summarise!

- Children form small groups, sit in a circle and play "I went to market" with the country names. The first child starts by saying a country and the next child repeats it and adds another one, and so on. To make it competitive, challenge the groups to see which one can say the most items. They could even add the days of the week in if they run out of countries!

Lesson 1.3: What's the weather like in Berlin? (Wie ist das Wetter in Berlin?)

(This might take two lessons)

Let's learn!

- Revisit days of the week (Vol. 2, Chapter 2).
- Revisit weather (Vol. 1, Chapter 11).
- Watch a German weather forecast and have a go at presenting the weather to the class.

Let's get ready!

- The YouTube clip of the song '*Wie ist das Wetter heute?*'
- Weather symbol cards with the words on the back
- Children need an A3 sheet of paper with a blank outline of Germany
- A toy microphone for presenting the weather forecast



Let's begin!

- Warm up with this catchy song about the days of the week using the following YouTube link - https://www.youtube.com/watch?v=Q_8hwdOExDc (Note: Scroll down under the clip for the text in German and English).
- Put up some weather symbols and pose the question, *Wie ist das Wetter heute?* Ask the children to turn to a partner and see how many of the weather words they can remember. After a few minutes, the children should share with the class which ones they remembered with their partners.
- Now sing the weather song from Volume 1, '*Wie ist das Wetter heute?*' to recap the weather vocabulary

Let's do it!

- Look outside and pose the question, *Wie ist das Wetter heute hier in England?*
- Use the website <http://www.wetter.de/deutschland> to show the map of Germany with the weather forecast. Point at different cities in Germany and ask questions about the weather such as *Wie ist das Wetter in Leipzig?*
- Revise numbers by asking for the temperature in different cities: *In Berlin sind es 20 Grad. Wie viel Grad sind es in Frankfurt?* (Note: If you put the cursor over the city, greater detail is displayed).
- Now ask about the outlook for the next few days: *Wie ist das Wetter am Dienstag?* (What's the weather like on Tuesday?)

Note: In German you can use Present Tense to talk about events in the future.

- Ask for a volunteer to be the teacher and ask the class about the weather in Germany.
- Children get into pairs and use the map of Germany on the board to ask each other questions about the weather.
- Explain that you will show a forecast from the German news to give the children some ideas of how they could create a report of their own. Use the website <http://www.daserste.de/information/nachrichten-wetter/wetter/videos/das-wetter-vom-31-03-2016-100.html> for the "*Wetter vor acht*" videos. As an extension task the children could note

down key weather words and numbers that they hear using mini whiteboards. Pause the clip at the start and finish to give the children ideas of how to start and finish a report.

- Children should form groups of 3 and work with the A3 piece of paper and coloured pens. They should work on creating a plan for their weather forecast. They should choose some main German towns to focus on, decide what the temperatures will be in those cities and put in weather symbols. You may want to remind them how to talk about the compass points: *im Norden, im Osten, im Süden, im Westen*.

Note: If you start the sentence with the direction in German, you need to change word order. Change the place of subject and predicate.

Examples: *Im Westen ist es windig.*
Im Osten liegen die Temperaturen bei 20 Grad Celsius.
Im Norden gibt es viele Wolken und Regen.

- The days of the week could be practised by the children talking about the outlook for the next few days, e.g. *Und jetzt das Wetter für Montag...* (And now the weather for Monday...)

Let's summarise!

- Groups come up to the front to present their weather forecast. They could use their posters or a blank map on the board on which they stick symbols. A toy microphone will add greater fun to this activity.
- Encourage the children to use some of the language they heard on the video clip, such as how the forecaster greeted the viewers and later said goodbye.

Example weather forecast: *Guten Abend. Hier ist der Wetterbericht für morgen, Freitag, den 21. Oktober 2017. Die Karte zeigt viele Wolken über Berlin. Die Temperaturen liegen bei maximal 18 Grad Celsius und es ist windig. Am Abend kann es regnen. Am Samstag ist das Wetter besser. Wir haben keinen Regen und die Temperaturen steigen auf 21 Grad. Gute Aussichten also für das Wochenende.*

- The teacher could also refer back to the 'Wetterfrosch', Vol.2, Chapter 11.



Lesson 1.4: What did you see? (Was hast du gesehen?)

(The Perfect Tense)

Let's learn!

- Recap parts of speech, concentrating particularly on verbs.
- Recap what verbs look like in the Present Tense (with the emphasis on the verb *haben*).
- Learn how to recognise and form the Perfect Tense.
- Look at situations in the first video clip where both tenses are used.

Let's get ready!

- The 'Habenlied' (Song from Vol. 2, Chapter 4)
- Some sentences in both the Present and Perfect Tense from film 1 (Vol. 3, Chapter 1)
- Laminated cards with the following past participles on and a small picture as aide-memoire: *gesehen, gegessen, geregnet, getrunken*.
- Coloured pens

Let's begin!

- Sing the 'Habenlied' (Vol. 2, Chapter 4) and explain that although it means 'to have' in the song, and is used there in the present tense, it can also be used as a helping verb (auxiliary) to form the Perfect Tense.
- Recap all forms of the verb *haben*. This could be done as a rap with the children tapping or clapping the beat.
- Display sentences from film 1 in the Present Tense. Volunteers should be asked to come to the front to circle where the verb is in the sentence. The children could help to translate the verb into English:

German	English
<i>Der Mann <u>hat</u> einen Regenschirm in der Hand.</i>	The man <u>has</u> an umbrella in his hand.
<i>Die Schüler <u>haben</u> eine Schuluniform.</i>	The pupils have a school uniform.
<i>Sie <u>essen</u> Bananen.</i>	They eat bananas. or They are eating bananas.



Let's do it!

- Display the four past participles that you will focus on and create an action for each one, e.g.
 - *gegessen* - act out eating with a knife and fork
 - *gesehen* - make binoculars with your hands and put them up to your eyes and look around
 - *getrunken* - make your hand into a cup shape and drink from it
 - *geregnet* - mime rain coming down with your fingers
- Practise these past participles by playing a game of 'Simon Says' (or *Franz sagt*) or even making a tongue twister that the children have to practise with their partner to see how quickly they can say it. They could have a go at saying each verb three times as fast as they can!
- Write up the sentence: '*Die Kinder haben Bananen gegessen*' in the Perfect Tense and explain that two verbs are needed to form this tense, the first of which will be a form of the verb *haben*. You can also give the exact translation: The children have eaten bananas, (a form similar to English). Make the children aware of the difference in the word order.

Continue explaining that in oral German this form is used to express things that happened in the past.

- Running dictation

Pin up around the classroom 4 sheets of A4 with up to five of the following sentences in the Perfect Tense. (These need to be far enough away from the children so that they need to get out of their seats to read them!)

1. *Karla hat die Queen gesehen.*
2. *Es hat nicht geregnet.*
3. *Die Kinder haben Cola getrunken.*
4. *Sie haben eine Banane gegessen.*
5. *Hast du das gesehen?*

Now get the children into small groups working with an A3 sheet of paper and a marker pen and tell them that one child from each group needs to go and read the sentence/part of the sentence and go back to his/her group to say it out loud for them to write it down in large writing for everyone in the group to see. Repeat for all sentences.

When a group thinks that it has finished, they should then discuss as a group what the sentences mean and write out the translations.

For the second round, when runners and writers change, use similar but not exactly the same sentences.

1. *Kai hat die Krähe gesehen.*
2. *Es hat stark geregnet.*
3. *Die Lehrer haben Tee getrunken.*
4. *Die Schüler haben Sandwiches gegessen.*
5. *Hat er das gesehen?*

The first group to finish are the winners. You may want to decide on the level of accuracy expected.

Let's summarise!

- Ask for a couple of volunteers to come up to the front to see if they can explain how to form the Perfect Tense.
- Ask if the volunteers could also make up some sentences about what they or other pupils had for breakfast or lunch, e.g.

Ich habe einen Apfel gegessen. Paul hat Milch getrunken. Wir haben Sandwiches gegessen. Jen and Meg haben Kuchen gegessen. Du hast ...

Lesson 1.5: What did Karla and Kai see? (*Was haben Karla und Kai gesehen?*)

Note: The teacher could explain that in German you use the words: 'What **have** Karla and Kai seen.' It is used to express that something happened in the past so the translation is a little different.

Let's learn!

- Practise forming the Perfect Past Tense with the four past participles from last lesson.
- Learn the Perfect Tense song

Let's get ready!

- Cardboard figures of Karla and Kai
- The Perfect Tense song
- The first film clip
- Pictures of food and drink, numbered from 1-6 to put up on the board
- Dice – one per small group

Let's begin!

- Display the Perfect Tense song with the past participles blanked out. The children should try and work out the missing words. Talk about where the past participles are in the sentence.
- Sing the song (with actions!)

Let's do it!

- Ask the children to work in small groups. Display the numbered pictures of food and drink on the board and hand out a die to each group. The aim of the game is to throw the die and then make up a sentence with the corresponding food item.
e.g. A child throws a 1 and the corresponding picture is *Cola*, so he/she forms the sentence - *Ich habe eine Cola getrunken* or a 2 is *Fisch und Pommes* - *Ich habe Fisch und Pommes gesehen*. Encourage the children to use different forms of *haben* and not just the *ich* form.

Note: There are dice available which have personal pronouns on them and could be used to determine which part of *haben* is needed.

- Show the scene from the film when Karla and Kai talk about what they have observed by looking through the letterbox. Ask the children to do

the mimes for the 4 past participles they have learnt, whenever they hear the word.

- Now ask for two volunteers to come to the front to take it in turns to be Karla and Kai looking out of the letterbox. The following text is displayed so that the volunteers can re-enact the scene in the film when the insects talk about what they have just seen.

Karla: *Und hast du gesehen? Es hat nur ein bisschen geregnet. Die Kinder haben Bananen gegessen. Die Männer haben Cola und Kaffee getrunken.*

Kai: *Ja, und wir haben die Queen gesehen. Na, ja. Vielleicht.*

Karla: *Das war lustig. Ich finde, es ist schön hier.*

Kai: *Ja, nicht schlecht. Hey wir bleiben hier.*

- The children should now have a go at reading the dialogue with a partner. Some of them may like to try changing the words which are underlined and adding their own choice of word.

Let's summarise!

- Volunteers could then come up to the front to perform the dialogue, either in its original form or having changed some of the words to make it their own.
- Sing the Perfect Tense song.

Lesson 1.6: Cross-Curricular lesson: Geography - Countries Klara and Kai have visited

The words needed:

das Land

the country

China

China

Indien

India

Thailand

Thailand

Japan

Japan

die USA

USA

<i>Australien</i>	Australia
<i>Afrika</i>	Africa
<i>die Hauptstadt</i>	capital city
<i>der Regenwald</i>	rainforest
<i>die Wüste/die Wüsten</i>	desert/deserts
<i>die Einwohner</i>	inhabitants
<i>die Währung</i>	currency
<i>die Sprache/die Sprachen</i>	the language/the languages
<i>reisen</i>	to travel
<i>In welchen Ländern waren Karla und Kai?</i>	Which countries did Karla and Kai travel to?

Some more words you might like:

<i>Hier sind Karla und Kai.</i>	Here are Karla and Kai.
<i>Sie reisen nach ...</i>	They are travelling to ...
<i>Sie waren in ...</i>	<i>Used to express:</i> They went to ...
<i>Sie besuchen ...</i>	They are visiting ...
<i>der Fluss/die Flüsse</i>	river/rivers
<i>der Berg/die Berge</i>	mountain/mountains

Let's learn!

- Learn / revise the names of the countries Karla and Kai have visited
- Look at what the weather is like in these countries
- Learn where these countries are located and some key facts about them, including the flags, capital cities, currency etc.
- Create a short animated film about one of these countries

Let's get ready!

- Weather forecast for the countries Karla and Kai have visited:
<http://www.wetter.de/welt>
- Short video clips with information sheets about a wide range of countries including Australia, China, India and Japan:
<http://www.kindernetz.de/schmeckspllosion/laenderinfos/-/id=296136/19w6zkw/index.html>

- Sets of cards with the names of the following countries: China, India, Thailand, Japan, USA and Australia, as well as pictures of their flags for the starter group-work activity.
- Labels to put around the classroom with the capital cities, continent, currency and language. Additions such as the rivers and mountains could also be added.
- Grid for the children to fill in as they walk around the classroom trying to find the correct information about the different countries.

Let's begin!

- The children get into small groups to work with the cards. They should discuss what the countries are in English and then pair them up with the flags. Ask for volunteers to come to the front to pair up the larger cards on the board.
- Display the interactive map of the world from www.wetter.de and pose the question, *Wie ist das Wetter in?* plus the name of a city / country. The children should guess, and could add the temperature, eg: *"Es regnet und es sind 20 Grad"*. Now hover the mouse over the destination to see if he or she is right. You will be given the information about the temperature but move the mouse slightly and you will be given a description of the weather too.

Let's do it!

- Explain to the children that they should walk around the classroom trying to find the correct capital cities and other information about the countries on the board. They should complete the grid given to them.
- When they have finished the grid they should return to their places and draw the correct flag onto their sheet too. Space could be given for extra information about the country for those who need an extension task.

Let's summarise!

- Collect all the labels and get volunteers to come and stick them on the grid on the board, asking questions like
 - *Wie heißt die Hauptstadt von ...?*
 - *In welchem Kontinent liegt ...?*
 - *Welche Sprache spricht man in ...?*
 - *Welche Währung hat?*

Note: The word `man` is used when it is not important to say who is doing something but when you want to express something in general – similar to English : “One / You can say...” (*Man kann sagen...*)

- Children should correct any mistakes.

Lesson 1.7: Cross-Curricular lesson: Geography - Countries Karla and Kai have visited

Let's learn!

- Recap the German words needed to talk about the geography of countries.
- Recap geographical information about a variety of countries.
- Work as part of a group to produce an animated video clip about a country to include details such as the capital city.

Let's get ready!

- Video clips about some of the countries Karla and Kai have visited: <http://www.kindernetz.de/schmecksplosion/laenderinfos/-/id=296136/19w6zkw/index.html>
- The information sheets that the children filled out in the previous lesson
- Coloured card, blank paper, scissors, coloured pens, lolly sticks and glue
- Enough iPads for the children to work in groups of 3-4; the App `Movie Maker` other good App for creating a short film installed on the iPads.

Let's begin!

- Distribute the packs of cards containing flags and names of countries.
- Teacher reads out a fact about a country such as

“Die Hauptstadt heißt / Es gibt Einwohner. / Der Kontinent ist / Die Landessprache ist ”

and the team representative has to hold up the correct flag or name of the country. You could give the team 5/10 seconds to think about it before you ask them to show the correct flag / card. Points could be given for correct answers and bonus points for the first team to answer.

- This activity could also be done in small groups with a quizmaster posing the question.

Let's do it!

- It is explained that the children will work in their groups to produce a short animated video clip about one of the countries that Karla and Karl visited. There are many good Apps for this but 'Movie Maker' is a straightforward one to use. They will use the cardboard cut-outs of the two insects to appear in the clips and show some sites that they visited, specialities that they tried, animals that they saw etc. The clip should include some information that they have already collected about the country, as well as something new. They could include a voice over with voices of Karla and Kai.
- Watch an example clip again and discuss how they will approach the task. The children should be encouraged to use the range of verbs from this chapter, in both the present and perfect tense:
Sie haben... gegessen / getrunken. (They ate / drank ...).
- The children can divide up the jobs that need to be done to produce the animated clip. Once they have allocated the jobs they should get to work to produce a clip lasting around 1 minute.

Let's summarise!

- The clips are shown on the screen to the rest of the class. The children could note down extra information that they learn about the countries. They could also give feedback on what they learnt from the clips.

Let's have even more fun!

- Make a display about Germany and England and the favourite foods in each country.
- Do the interactive quiz about countries of the world. This quiz will test your knowledge of countries, capital cities and flags. It can be done both in English and German:
<http://www.kindernetz.de/infonetz/politik/europa/klicksumdiewelt/-/id=43808/nid=43808/did=43828/1pmq744/>
- Do even more research into the countries Karla and Kai visited by using this link:
<http://www.kindernetz.de/infonetz/laenderundkulturen/-/id=177222/fmgavf/index.html>

- Do this children's Geography quiz about countries, flags, capital cities and general facts:
<http://www.geo.de/GEOLino/wissenstests/wissenstest-stadt-land-fluss-i-63309.html>
- Play 'Stadt, Name, Land' (or Stadt, Land, Fluss), a popular German game in which one person chooses a letter and the teams / individuals have to come up with a town, name, country (or river) that start with this letter. Categories can vary. Here is the link to a website with answers for each letter of the alphabet: <http://stadt-land-fluss-online.de>

Stadt	Name	Land	Tier	Fluss	Pflanze Blume	Punkte
Brüssel ¹⁰	Bärbel ¹⁰	Belgien ¹⁰	Bär ⁵	Baum ⁵		40
Magdeburg ¹⁰	Melanie ¹⁰	—	Maus ⁵	Mimose ¹⁰		35
Petersburg ¹⁰	Pia ⁵	Polen ⁵	Pavian ¹⁰	—		30
Regensburg ⁵	Regina ¹⁰	Rumänien ⁵	—	Rose ⁵		25
Erfurt ⁵	Eva ¹⁰	England	Esel ⁵	Edelweiß ¹⁰		30
Waldheim ¹⁰	Werner ⁵	Westaustralien	Waran ¹⁰ (Wiesel)	Waldtee ¹⁰		35

Chapter 2: On the playground (*Auf dem Schulhof*)

(6-8 lessons)

Story: The insects are observing the comings and goings in the school playground. They see children playing football, running and jumping around. They are inquisitive and move closer, but soon regret it when the ball bounces on Kai. It is left to Karla to save Kai's life with some first aid help. As soon as Kai is conscious again they see a pretzel in the playground and are considering having a nibble on it when a crow spots them. He swoops down to pick them up for his lunch but the two friends manage to escape.

What is the chapter about?

- Revising how to form the Present Tense
- Conjugating more verbs in the Present Tense
- Revising body parts (Volume 1 Chapter 8)
- Learning how to say that something hurts
- Talking about playground games and sports

The words needed:

<i>der Schulhof</i>	playground (in line with chapter title?)
<i>das Baguette</i>	the baguette
<i>springen</i>	to jump
<i>machen</i>	to do
<i>rennen</i>	to run/race
<i>leben</i>	to live
<i>weh tun</i>	to hurt
<i>Mein Kopf tut weh.</i>	My head <u>hurts</u> .
<i>Ich habe Kopfschmerzen.</i>	I've got a <u>headache</u> .
<i>Staffelspiele</i>	relay games
<i>Erste Hilfe</i>	first aid
<i>die Krähe</i>	the crow
<i>Mir ist schwindlig.</i>	I feel dizzy.

The following verbs in the Present Tense:

<i>spielen</i>	to play
<i>wohnen</i>	to live/reside

Some more words you might like:

<i>das Fußgelenk</i>	ankle
<i>das Fußgelenk verstauchen</i>	to strain your ankle
<i>Ich habe mein Fußgelenk verstaucht.</i>	I have sprained my ankle.
<i>Ich habe mir das Bein gebrochen.</i>	I have broken my leg.

Cross-Curricular lesson: Sports - *Staffelspiele*

Lesson 2.1: A Game of Football (*Ein Fußballspiel*)

Let's learn!

- Recap some infinitives (and what an infinitive is)
- Learn some new infinitives
- Infinitives song

Let's get ready!

- Film clip for Chapter 2
- Numbered Cards with pictures for the key language for this chapter hung up around the classroom:

<i>hoch springen</i>	<i>to jump high</i>
<i>Fußball spielen</i>	<i>to play football</i>
<i>ein Foto machen</i>	<i>to take a photo</i>
<i>ein Baguette essen</i>	<i>to eat a baguette</i>
<i>schnell rennen</i>	<i>to run fast</i>
<i>in einem Haus wohnen</i>	<i>to live in a house</i>
<i>in England leben</i>	<i>to live in England</i>

- Worksheets for the children to match the language with the pictures
- Mini whiteboards, one per team of 3-4

Let's begin!

- The teacher shows the film clip to the class. Discuss what is happening in the film clip.
- The teacher asks questions such as :
Was machen die Kinder? Was machen Klara und Kai?
Alternatives could be given: *Spielen sie oder essen sie?*
- When the video finishes ask for the children's help to write a list on the board of the infinitives that were used in the film and explain that verbs in the Present Tense will be the focus for the next few lessons.

Let's do it!

- Hand out the worksheets for the children to pair up the pictures, which have been hung up around the room, with the infinitives they have on their sheets. Ask the children to walk around the room with the aim of finding the right picture to go with the activity on their sheet. They will need to write the corresponding number beside the sentence. When they have finished they should sit down and add previously learned infinitives at the bottom of their sheets.
- Ask volunteers to collect the cards from around the room and bring them to the board to stick up. Then order the pictures according to the order of the verbs on the pupils' sheets.
- Ask the children what they notice about the end of each verb and talk about the idea of the infinitive of a verb. Find out which other infinitives they have remembered.

Let's summarise!

- Get the children into small teams of 3 or 4 and give them a whiteboard and pen per team. Call out an infinitive in English such as "to play" and ask them to write it on their boards in German and then ask them to hold up the boards (3,2,1 *Minitafeln hoch!*).
- Sing the song about infinitives to end the lesson.

Lesson 2.2: Fun with Rap songs (*Spaß mit Rapsongs*)

Let's learn!

- Recap the personal pronouns.
- Learn how to conjugate regular verbs in the present tense by adding endings onto the stem of the verb.
- Invent a verb rap using instruments to beat the rhythm.

Let's get ready!

- Packs of cards with the personal pronouns in English and German to match up, one per group of 4. We will just focus on *ich, du, er, sie, es, wir, ihr* and *sie*, so not the polite *Sie* form in this chapter.
- Some percussion instruments to use in time with conjugation raps
- Large cards with the regular infinitives on them
- Large cards with all the verb endings (*e, st, t, en, t, en*)

Let's begin!

- Sing the song about infinitives, maybe putting some actions to it.
- Ask the children to get into groups of 3 or 4 and distribute the personal pronoun cards in English and German for them to match up. They can then play a game of pairs.

Let's do it!

- The teacher puts up the large German personal pronoun cards on the board with the English meanings next to them (with the help of the class).
- Show the children what the stem of a verb looks like by writing up the infinitive of *spielen* and then crossing off the "en". Explain that this is the part of the verb that the endings are added to.
- With the help of the class, stick up the correct ending for each personal pronoun, using the verb "spielen" to help, e.g. "Ich spiel ...st. Ist das richtig? And the children could say "Ja, das ist richtig" or "Nein, das ist falsch" in response. You could ask for one of the children to take your place and play the teacher.
- Explain to the children that they are going to make up some raps to conjugate verbs in the present tense. Do an example together before sending them off in their groups. Get a beat going by asking the children to clap, click their fingers or tap a pen (quietly!). Using the verb *spielen*, start the rap! You may want to choose a well-known tune instead such as *Bruder Jakob = Frère Jacques*.
- Get children into small groups and give them a percussion instrument. One person from each group can come and collect a card with an infinitive on it. Give them 5 minutes or so to come up with a rap or tune to which they will conjugate the verb.

Let's summarise!

- The teacher asks groups to come up to the front to perform their conjugation rap. The rest of the class could join in the second or third time through.

Lesson 2.3: An accident (*Ein Unfall*)

Let's learn!

- Revise body parts.
- Learn how to say that something hurts.
- Recap of present tense verb conjugation.

Let's get ready!

- Personal pronoun cards
- Film clip 2
- The 'Hallo aus Berlin' video clip about freetime and a boy getting a sports injury. <https://www.youtube.com/watch?v=ajEkM9M6UIE>
- The 'Kopf, Schulter, Knie und Zeh'n' song, Volume 1, Chapter 8

Let's begin!

- Put the personal pronoun cards and verb endings up on the board, but incorrectly. Ask for a volunteer to move them around to their correct positions and time him/her. When the task has been completed ask the class *Ist das richtig?* Now mix them up again and ask if anyone wants to try and beat the time.

Let's do it!

Note: This is quite an active lesson, with the children up on their feet a lot playing games and singing as a means of revising the body parts and practising how to say that something hurts.

- Explain to the children that they will be watching a 2 minute clip from a series called '*Hallo aus Berlin*' about free time activities. The children could join in the warm up that the character Esther leads as a means of revising some body parts. Pause the film at this point and ask the children to stay standing up for a rendition of the '*Kopf, Schulter, Knie und Zeh'n*' song from Volume 1, Chapter 8.
- Get the children seated again and go back to the film to watch Daniel getting injured in a game of volleyball. Write up *Mir ist schwindelig*, which Daniel says to the teacher. Then tell the class that *tut weh* means to hurt and see if they can work out what Daniel would say to describe the pain in his head and foot. Write up "*Mein Kopf tut weh*" and "*Mein Fuß tut weh*" on the board.

- Now play a game of *Hans sagt mein Kopf tut weh!* This version of the 'Simon says' game is all about different body parts hurting, so if the teacher says "Hans says my leg is hurting" (*Hans sagt mein Bein tut weh*), the children should hold their leg as if they are in pain - but only when Hans says it!
- Prepare for the game of ping pong: The teacher writes up the language on the board that the children will use in the imaginary ping pong game. Explain that someone will serve the ball by starting a sentence about an ailment and the other partner will have to return the serve by finishing off the sentence, e.g:

Partner A

Partner B

Mein Bein tut weh.

My leg hurts.

Show the children that there is also another way of saying that something hurts:

Partner A

Partner B

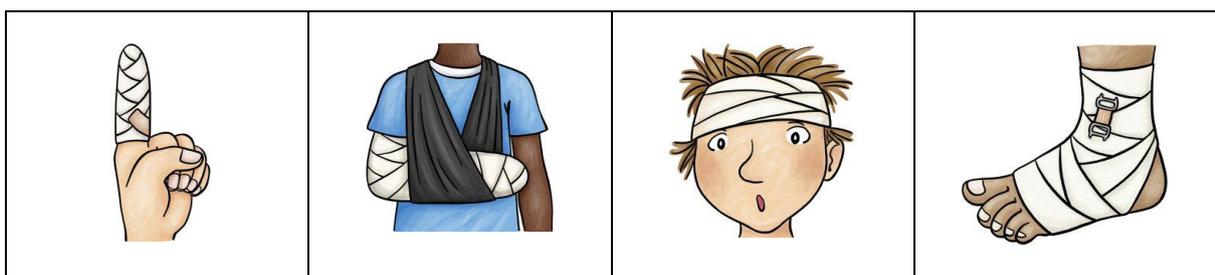
Ich habe Kopf Schmerzen.

I've got a head ache.

- Ask for a volunteer to come to the front to model the imaginary game of ping pong with you. Then ask the children to get into pairs to have a go at playing the game.

Let's summarise!

- Ask for volunteer pairs to come to the front to show the others how they have been playing the game of ping pong.
- More volunteers could come to the front to mime injuries and the children have to guess by saying "*Dein Kopf tut weh!*" or whatever body part seems to be hurting.



Lesson 2.4: A picture story with Karla and Kai (*Eine Bilder-geschichte mit Karla und Kai*)

(You will need 2 lessons)

Let's learn!

- Listen out for present tense verbs in the Karla and Kai film clip.
- Use knowledge of how to conjugate present tense verbs to start completing simple sentences about Karla and Kai.

Let's get ready!

- Karla and Kai Film Clip for Chapter 2
- Mini whiteboards and pens for bingo
- The PowerPoint with the sentences about Karla and Kai:

1. Die Kinder	Fußball. (spielen)
2. Das	Spaß. (machen)
3. Das Mädchen	schnell. (sein)
4. Kai,...	Wasser. (trinken)
5. Sein Bein	weh. (tun)
6. Sein Kopf	sehr weh. (tun)
7. Die Kinder	in das Klassenzimmer. (gehen)
8. Kai	Hunger. (haben)
9. Karla und Kai	eine Brezel. (essen)
10. Karla und Kai	weg. (gehen)

Let's begin!

- Watch the Karla and Kai film clip again, but this time the children should play Word-Bingo. Ask them to draw a six-space grid on their mini whiteboards. They should then select 6 verbs which they think will appear and write them in the six spaces on their grid. Write up a selection of possibilities to choose from. The ones that appear are written here in bold font. Explain that this time they are looking out for conjugated verbs.

rennt	trinkt	macht	springt
spielen	ist	schwimmt	tut weh
habe	fahren	gehen	sind
singen	sagt	kommt	regnet

- Pause the film clip when the first child calls out "Lotto!". He/she should read out the chosen verbs from his/her grid. Now continue to play the clip and wait for the next child to find all his/her verbs. If no one manages to find all 6 verbs, award the prize to the child with the largest number of verbs.

Let's do it!

- Use the PowerPoint with sentences from the clip with gaps missing. Ask the children to help you to fill the gaps with the verbs that appeared in the film.
- In pairs they should create 5 sentences of their own. Write up the verbs from this chapter to help them, as well as the Present Tense endings for them to refer to.

Let's summarise!

- **Verb relay race:** Each team is given a mini whiteboard and marker. The teacher calls out a verb in English. The first player writes the infinitive in German, then passes the pen to the next player. The next player writes the "ich" form. The third player writes the "du" form etc. If there is a mistake, a player may correct it, but that takes his/her turn and he/she can only correct one error on that turn. The team should call out "Fertig!" when they have written all parts of the verb. The teacher should check for accuracy and award points to the best team. Try this again with another verb if time allows.

Lesson 2.5: A picture story with Karla and Kai (*Eine Bilder-geschichte mit Karla und Kai*)

Let's learn!

- Create a picture story based on the Karla and Kai film for this chapter to include speech bubbles and captions

Let's get ready!

- The Karla and Kai film for this chapter
- A3 paper, coloured pens, magazines and scissors and glue
- Pictures of Karla and Kai to cut out for the picture story

Let's begin!

- Forward the Chapter 2 film clip to the closing sequence showing stills of the different scenes. Ask for volunteers to read out the text that accompanies the images.
- Tell the children that they are about to create a picture story based on the film clip and ask for ideas for some speech bubbles to go with the pictures. You could say: *Was sagt Karla? / Was sagt Kai? / Was sagen die Kinder?*

Let's do it!

- Ask the children to get into small groups to create a picture story for the Karla and Kai film. Although they should stick to the original story, the children should be encouraged to be creative. The main focus is using a variety of verbs in the present tense using the correct endings. Captions and speech bubbles will be needed. Members of the group could be given different tasks on which to focus but they should all discuss the language content first, with one person writing notes from the discussion.

Let's summarise!

- Encourage the children to present their creations so far. They will probably need more time to finish these but a short feedback session is an opportunity for the children to show off what they have created and the language they have used.

Entry in InsectNett: *Das ist ein Schulhof in einer englischen Schule. Die Kinder spielen Ball und Krähen sind in der Luft. Es kann sehr gefährlich sein. Ein Schulhof ist kein Ort für einen wunderbaren Urlaub. Leider.*

Let's show others!

- Make a display from the picture stories.
- Sing the infinitives song at an assembly or for another class.

Let's have even more fun!

- Play some more games to help with verb conjugation. You could even have a carousel lesson with different activities around different tables with the aim of moving round to the next table every 5-10 minutes to try the next activity.

More ideas for verb conjugation games

Battleships

- Pupils are given grids with rows labelled with personal pronouns and columns with infinitives.
- Each player places five ships – one that covers five spaces, one four, two three, and one two. This grid shows where they have placed their own ships and should remain secret from their opponent
- Once both players have placed their ships, play begins. The first player guesses a grid location and should conjugate the chosen verb according to which subject pronoun has been selected (example - *er* + *Fußball spielen*, so he / she has to say *Er spielt Fußball*).
- If the other player has that square coloured in, he / she says "Treffer" (hit) and the guesser colours in the block on the second grid page. If the square is blank, he / she says "Wasser" (water) (and the guesser puts an X in the square). If a player has guessed all of the squares for a ship, the other player says "versenkt" because that ship has been sunk.
- The other player then takes a turn guessing a location.
- The first player to sink all five of the other player's ships wins.

Throw the dice!

- Use 2 dice.
- The teacher writes up the numbers 1 to 6 in two columns, A and B on the board. Under the A column, a different infinitive is written by each number. Column B is for the personal pronouns.
- The children throw the dice. The first one determines the verb and the second determines the personal pronoun.
- One team rolls the dice. The person who rolled must give the correct verb form.
- If he / she says the form correctly he/she gets in points the number that was on the dice. If the verb form is incorrect no points are given.

Mini Whiteboard Fun with Verbs

- Children either work together as a class with the teacher posing the questions or in small groups with a quizmaster choosing the questions

- The teacher or child quizmaster asks the children for different forms of the verb in the Present Tense such as "He plays" and then gives the children a few seconds to write the answer on the board before holding it up to show the answer. Points are awarded for a correct answer. The winner is the child with the most number of points.

Lesson 2.6 and 2.7: Cross-Curricular lessons: Sport - Relay races (Staffelspiele)

(2 lessons)

Let's look at the facts!

Staffelspiele or relay races are as popular in German Primary Schools as they are here in the UK. Two or more teams are needed, as well as some props according to which races you want to do. The teams should be encouraged to use as much German as possible when completing the tasks. Words such as "*Schneller!*" or motivational words such as "*Bravo!*" or "*Wunderbar!*" should be encouraged.

The words needed:

<i>Stafellspiele</i>	relay races
<i>Klamottenstaffel</i>	clothes relay
<i>Pendelstaffel</i>	shuffle relay
<i>der Staffelstab</i>	baton
<i>Ballstaffel</i>	ball relay
<i>Schlange stehen</i>	to line up
<i>die Startlinie</i>	the start line
<i>die Ziellinie</i>	the finishing line
<i>das Hütchen/die Hütchen</i>	the cone / cones
<i>die Bank</i>	the bench
<i>der Wendepunkt</i>	the turning point

Let's learn!

- Understand some simple instructions for organising relay races.
- Learn some names for the races and use the vocabulary and verbs from this chapter.

Let's get ready!

You will need:

- A space like a playground or hall for the games
- A whiteboard or flipchart to write up some key vocabulary to refer to
- Some equipment according to which race you would like to do
- The names of the different races written in German on sheets of A3 or on a board so the children can see the words
- Enough batons for the number of teams
- Hoops or mats for the island hopping race
- A selection of clothes for each team including gloves, hats, scarves etc.
- Enough balls for one per team and cones to dribble or roll the ball round

Here are the instructions in German for the different races:

<http://www.kikisweb.de/gruppen/staffel/staffelspiele.htm>

Let's begin!

- Use the warm up idea from the '*Hallo aus Berlin*' film clip from lesson 2.3. Do the warm up as in the clip and get volunteers to lead it.
- Divide the class into 2 or 4 teams for the different races.

Let's do it!

Race 1: *Pendelstaffel*: The classic relay race which involves passing a baton to the next member of the team

- Each team should have the same number of children. Divide each team into two.
- Create a start line and finish line.
- One half of the team should line up behind the start line and the other half behind the finishing line.
- The first child behind the start line is given the baton.

- The teacher calls out *Auf die Plätze, fertig, los!* and the child with the baton runs to the finishing line, hands over the baton to the next child and then sits down at the back of that line of children.
- The child with the baton runs to the next child standing behind the start line, hands over the baton and goes sit at the back of this line of children and so on.

Race 2: Klamottenstaffel:

For this race you will need a hat, gloves, shirt and trousers for each team, as well as obstacles of your choice such as cones, a bench, tunnel etc., which need to be set out to make a course. The clothes should be oversized ones so that they are easy to put on and take off.

- Get children into 2 or more teams. Each team should have a set of the clothes listed above.
- The teacher calls out *Auf die Plätze, fertig, los!* And the first member of the team has to put on all of the clothes and do the obstacle race before returning to take off the clothes ready for the next child to have a go.
- The first team to finish wins.

Race 3: Ballstaffel

- A ball per team is needed. Make a clear turning point at the other end of the room/hall.
- Set the cones up to form a slalom for the ball to be dribbled or rolled around.
- The first team member dribbles, rolls or carries the ball through the slalom to the turning point before coming back to the start line to pass the ball to the next team member who then repeats the course.
- The winning team is the first one to finish.

Let's summarise!

- Warm down/stretching activities led by one of the children in German
- A quiz on the words and instructions used in this lesson

Let's have even more fun!

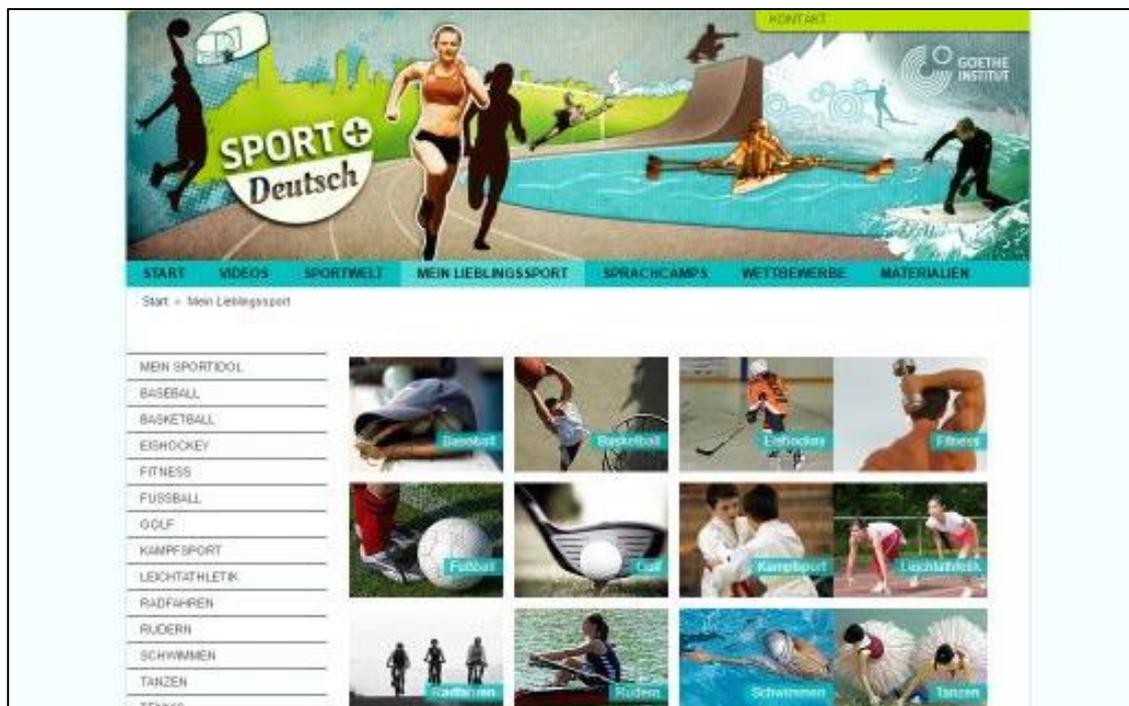
- Use these websites to find even more fun ideas for relay races:

<http://www.gruppenspiele-hits.de/staffelspiele.html>,
<http://www.kikisweb.de/gruppen/staffel/staffelspiele.htm>

- Use the Arsenal Double Club website for some more fun sporting activities using German -

<http://www.arsenaldoubleclub.co.uk/resources/german/>

- If time allows, you could incorporate the intercultural project on handball downloadable from the Goethe-Institute's website as an extension to this chapter.
- You could also use the Goethe-Institute's website "Sport + Deutsch" to find more activities.



Chapter 3: In the School Canteen (*In der Schulkantine*)

(6-8 lessons)

Story: The insects follow the delicious smell of food to the school canteen and crawl around the kitchen to see what is cooking. They watch the dinner ladies preparing lunch and somehow end up on the plates of food being handed out to the children. Karla and Kai are spotted as the children start to tuck into their lunch and have to scuttle under the table to escape.

What is the chapter about?

- Revising food and drink (Vol. 1, Chapters 5 & 7 and Vol. 2, Chapter 10)
- Learning more food vocabulary
- Revising days of the week (Volume 2, Chapter 2)
- Revising some adjectives to describe foods
- Learning how to invert the verb after a time phrase
- Conducting research about what cockroaches and maybeetles eat
- Learning some German table sayings
- Learning some German recipes

The words needed:

<i>die Schulkantine</i>	the school canteen
<i>Was gibt es heute?</i>	What is there today?
<i>Spaghetti</i>	Spaghetti
<i>Nudeln</i>	pasta
<i>der Pudding</i>	blancmange/custard
<i>das Wasser</i>	water
<i>die Petersilie</i>	parsley
<i>Kekse</i>	biscuits
<i>das Essen</i>	food
<i>Wie schmeckt's?</i>	What does that taste like?
<i>Es schmeckt sauer.</i>	It tastes sour.
<i>süß / zu süß</i>	sweet / too sweet
<i>lecker</i>	tasty/delicious
<i>der Tischspruch</i>	table saying
<i>das Hauptgericht</i>	main course
<i>der Nachtisch</i>	dessert
<i>vegetarisch</i>	vegetarian
<i>der Allesfresser</i>	omnivore
<i>das Blatt / die Blätter</i>	leaf / leaves
<i>Am liebsten mag ich</i>	I like best (of all)

Some more words you might like:

<i>der Topf/Töpfe</i>	pan/pans
<i>ein Veganer/eine Veganerin</i>	a vegan
<i>Blätter von Eichen</i>	leaves from oak trees
<i>von Buchen</i>	from beech trees
<i>von Birken</i>	from birch trees
<i>von Ebereschen</i>	from mountain ash trees
<i>von Nussbäumen</i>	from nut trees
<i>Pappel</i>	poplar trees
<i>Krümel</i>	crumbs
<i>Essenreste</i>	leftovers / leftover food
<i>der Müll</i>	rubbish
<i>süße Sachen</i>	sweet things

Cross-Curricular lesson: Cooking and baking (*Kochen und Backen*)

Lesson 3.1: What's cooking? (*Was kocht?*)

Let's learn!

- Revise food and drink ((Volume 1, Chapters 5 & 7 and Volume 2, Chapter 10)
- Learn more food vocabulary

Let's get ready!

- Film clip for Chapter 3
- 'Ich habe Hunger' song (Volume 1, Chapter 7).
- Picture cards and labels of the food and drink featured in the film clip:

<i>Spaghetti</i>	<i>(das) Brot</i>	<i>(der) Salat</i>	<i>Orangen</i>
<i>(der) Schokoladenkuchen</i>	<i>(das) Obst</i>	<i>(die) Ananas</i>	
<i>(der) Pudding</i>	<i>(die) Petersilie</i>	<i>Kekse</i>	<i>(der) Saft</i>

Let's begin!

- Before watching the film the teacher explains that the title is *In der Schulkantine* and could ask the children what they think will be on the menu in the film. This could be written up on the board in English to be followed up by a discussion in German after the clip, to see how many correct guesses there were.
- The teacher shows the film clip all the way through, asking the children to listen out for which foods and drinks are mentioned.

Let's do it!

- The teacher refers to the film clip and asks:
Was gibt es heute zu essen?
The pictures and labels for the foods are stuck on the board as they are mentioned.
- Play a quick game of 'Beat the teacher' with the cards. A volunteer is chosen to keep track of the points. You touch a card and say the word. The children should repeat it, but only if what you say corresponds to the picture. If you have successfully tricked the class, you win a point, but if the children were not fooled and didn't repeat the word, the class gains a point.
- Take the cards from the board to play the 'Which card is it?' game. Ask for volunteers to come to the front. Each child gets a picture card of an item of food or drink which the children hold picture facing towards them. The rest of the class tries to guess the item by asking questions such as: 'Magst du ...?' or 'Hast du ...' plus a food or drink item. The children with the cards can only answer 'ja' or 'nein'. Once correctly guessed, display the cards to remind the children which ones they are still looking for. Swap the volunteers and play on with the rest of the cards.
- Children work in pairs playing the same game, but **thinking** of the food item instead of using the cards. The partner gets three guesses before the children swap roles. Points are awarded if the partner gets the right answer within three guesses. The person with the most number of points wins.

Let's summarise!

- Sing 'Ich habe Hunger'. You could even change some of the lyrics to include the foods mentioned in today's film clip.

Lesson 3.2: The week's menu (*Das Wochenmenü*)

Let's learn!

- Practising food and drink vocabulary
- Revising days of the week (Volume 2, Chapter 2)
- Inverting the verb after a time phrase

Let's get ready!

- '*Die Woche*' song MP3 and text (Volume 2, Chapter 2)
- A beanbag, ball or soft toy to pass around
- Mini whiteboards and pens
- Food and drink picture cards and labels

Let's begin!

- Revise the days of the week by singing the '*Die Woche*' song together.
- The children play 'Pass the beanbag' to practise the days of the week. The child with the ball or beanbag begins by saying '*Montag*' before saying the name of another child and throwing it to that person, who says '*Dienstag*' and so on. The children could also try saying the order of the days backwards.
- Now introduce the foods from last lesson into the activity. After saying a day of the week, the person whose go it is should follow it with the food or drink on the card that a volunteer at the front holds up, e.g: *Montag, Spaghetti* or *Dienstag, Obst*.

Let's do it!

- Write the following sentences on the board with the verb written or highlighted in blue:

1. *Es gibt Spaghetti.*

2. *Am Montag gibt es Spaghetti.*

Ask the children to talk to their partner to try and work out how the order of words has changed in sentence number 2.

- After the children have fed back what they think has changed with the word order, explain the following:

The **verb** is always the **second idea** in the sentence. The first idea can be a personal pronoun or in the case of sentence number 2, a time phrase, which means that the personal pronoun swaps from position 1 to position 3.

- Now write up *Es gibt Schokoladenkuchen*. Ask the children to work with a partner on mini whiteboards to rewrite this sentence but this time starting with *Am Dienstag ...* Pairs hold up their board with their sentences on.
- Children are given sheets of A4 or A3 to create a sentence for every day of the week to do with the food they are eating on each day. It would be useful if they could use the school menu to refer to. Dictionaries or online dictionary could be used to look up unknown food. They can choose to use either 'Es gibt' or 'Ich esse / wir essen' for these sentences. These could then be illustrated to make posters.
- A *Speiseplan* template such as this one could be used. The teacher could also add some images:

Tag	Was esse ich? / Was gibt es zu essen?
Montag	Am Montag esse ich Fisch und Pommes.
Dienstag	
Mittwoch	
Donnerstag	
Freitag	
Samstag	
Sonntag	

Let's summarise!

- Write on the board some jumbled up sentences that the children have to put in order using the 'verb second idea' rule. The children use their mini whiteboard to re-order the words so that they make sense.

Lesson 3.3: Food for Kai and Karla (*Futter für Karla und Kai*)

Let's learn!

- Conduct online research in English and in German to find out about what cockroaches and maybeetles like eating.
- Use online dictionaries to look up new vocabulary.

Let's get ready!

- iPads - one between two
- 'Die Affen fressen gern Bananen' song on YouTube (with lyrics)

Let's begin!

- Write the title of the song 'Die Affen fressen gern Bananen' and ask the children what they think this could mean. Some children may guess that there is a different word in German for eating, when talking about animals which is 'fressen'.
- Play the song: <https://www.youtube.com/watch?v=IMyYEG3FR7k> , initially without sound as a reading exercise to practise pronunciation

- Divide the class up and ask half to sing the refrain:
Doch die Affen fressen gern Bananen
Die Affen fressen, die Affen fressen.... Bananen

The other half can sing the verses.

Let's do it!

- Stick the large cardboard cut-outs of Karla and Kai on the board and, with the help of the children, write up a food next to Karla that a cockroach might like eating. Explain that cockroaches eat pretty much everything (they are *Allesfresser* or omnivores) Maybeetles are of course fussier and will eat mostly leaves, so you will probably need to help them with the word 'Blätter' which you can write next to Kai. Tell the children that through the research they are about to undertake, they should find out what sort of trees maybeetles like best.
- Working in pairs with iPads, ask the children to use the following websites to find out more about what the insects eat:

English

<http://pestworldforkids.org/pest-guide/cockroaches/>

German

<http://www.kindernetz.de/oli/tierlexikon/-/id=385878/property=download/nid=75006/1ie2sas/MaikaeferSWR/Kindernetz.pdf> (Under the *Ernährung* section).

- After some research time, ask the children to feed their findings back to you by asking: *Was fressen Maikäfer gern? Was fressen Kakerlaken gern?*

You can then write the foods up on the board next to the appropriate insect. Ask about the different trees whose leaves may beetles like to munch.

Note: Children should make a note of the foods eaten by the insects as they will need this information for the next lesson.

Maikäfer	Kakerlaken

Let's summarise!

- Sing '*Die Affen fressen gern Bananen*' again, this time swapping over which side of the class sings the chorus.
- Make sure that the food words are covered up or taken away and, keeping the class divided into two groups, give each half one minute to see how many foods they can think of that Kai would eat. You could count out aloud in German how many words they come up with. Then swap over to give the other half of the class a chance to try and beat the score. To stop everyone shouting out you could use a beanbag to throw to the children in turn.

Lesson 3.4: A menu for Karla and Kai (*Ein Speiseplan für Karla und Kai*)

(You may need 2 lessons for this activity)

Let's learn!

- Use the research conducted last lesson to write a week's menu for the two insects.
- Revise the idea of inverting the verb through partner activities.
- Learn that the 3rd person singular of *fressen* is *frisst*. Compare with *essen* and its 3rd person singular *isst*.

Let's get ready!

- Children's notes from the iPad research from last lesson
- 'Die Affen fressen gern Bananen' song
- Copies of the *Speiseplan* template for each child or iPads with the 'Explain Everything' App
- Enough dice for the group game at the end (large foam dice are fun, if you have access to a set)

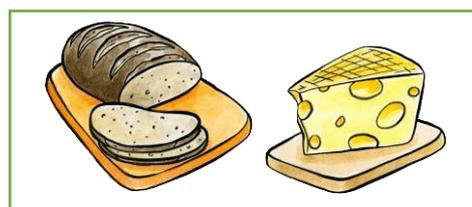
Let's begin!

- Sing 'Die Affen fressen gern Bananen'
- Stick up the cardboard cut-out of Karla next to the projection of the template of the *Speiseplan* for the insects, or create an example using the 'Explain Everything' App. Explain that the children will be using their research to compile a week's menu for Karla and Kai. Give them the following essential words for their menus:

<i>die Speisekarte</i> or <i>der Speiseplan</i>	menu
<i>das Hauptgericht(e)</i>	main course(s)
<i>der Nachtisch(e)</i>	desert
<i>vegetarisch</i>	vegetarian

- Start the children off with a bit of oral work to revise the foods they found last lesson. Write up the following question and begin the answer:

*Was frisst Karla am Montag?
Am Montag frisst Karla ...
Und am Dienstag?
Am Dienstag frisst Karla ...*



- Ask if anyone has noticed what has happened to the verb *fressen*. Explain that the vowel 'e' in the infinitive of *fressen* changes to an 'i' in the 'du' (2nd person singular) and 'er', 'sie' and 'es' forms (3rd person singular)– *du frisst; er / sie / es frisst*
- 'essen' which means to eat for humans works the same way and changes to *du isst; er / sie / es isst*.
- Explain that some other verbs have a **vowel change** to the stem in the 'du', 'er', 'sie' and 'es' forms.

Let's do it!

- Give a volunteer a beanbag and ask him/her to come to the front, call out someone's name and ask the question written on the board. The children chosen should reply with a sentence containing a food that could be put on Karla's menu for Monday.
- Once a few examples have been done the same exercise should be done for Kai's food choices.
- The children should now be given time to work on their menus for Karla and Kai.

Let's summarise!

- Using the menus they have created, the children get into small groups, each with a die, and take it in turns to throw. Numbers 1-5 correspond in order to the 5 weekdays and if a 6 is thrown, either of the weekend days can be spoken about. Each player takes it in turn to throw the die. If a 1 is thrown, the person who can come up with a sentence describing what one of the insects will eat on Monday, gets a point. e.g: *Am Montag frisst Karla Kuchen*, and so on. The winner is the one with the highest number of points.

Lesson 3.5: Table sayings (*Tischsprüche*)

Let's learn!

- Learn a song about wishing others an enjoyable meal
- Use German table sayings to play some group reading games
- Adapt table sayings to make up new ones

Let's get ready!

- Some table sayings
- '*Guten Appetit*' song, available with text on YouTube:
<https://www.youtube.com/watch?v=uHn0QV1dWNQ>

Let's begin!

- Discuss the tradition of wishing others an enjoyable meal before you start eating. The children may be able to come up with 'Bon Appétit' in France and some might even know that it is '*Guten Appetit*' in

Germany. Bilingual children can tell the class what they say in their language.

- Sing along to the '*Guten Appetit*' song, through which they can also learn the words for knife, fork and plate. For the sake of completeness, add the word for spoon: *der Löffel*.

Let's do it!

- Explain that a lot of German families also have favourite '*Tischsprüche*' or table sayings, things that they say before a meal as well as '*Guten Appetit*', or as an alternative.

Here are some examples:

1. *Auf der Straße sitzt ein Hase, pfeift ein Lied, guten Appetit!*

A hare is sitting on the road whistling a tune, have a good meal!

2. *Rolle, rolle, rolle. Mein Teller ist so leer, und brummt wie ein Bär. Piep, piep, piep, guten Appetit.*

Rolle, rolle, rolle. My plate is so empty and is growling like a bear. Squeek, squeek, squeek, have a good meal!

3. *Apfel rot und Apfel rund - wer ihn isst, der bleibt gesund.*

Apple red and apple round - whoever eats it will stay healthy.

4. *Wir sitzen zusammen. Der Tisch ist gedeckt. Wir wünschen uns allen, dass es gut schmeckt.*

We are sitting together. The table is laid. We wish everyone a tasty meal.

- Read a selection of these out to the class to model the correct pronunciation.
- Get the children into groups to play some reading games with the sayings. Model each game with a volunteer.

Game 1:

The aim of the game is **not** to be the first person to land on the final word of the saying. The children take it in turns to read and must read out a minimum of 2 words and a maximum of 4.

Game 2:

The aim of the game is to be the fastest person to reach the end of the saying. The children can time themselves but should be reminded that they need to say every word!

Game 3:

The aim of this game is to read with correct pronunciation and intonation. The first player starts to read, but others in the group knock on the table if they think he/she has made a mistake. That person then takes over the reading.

Let's summarise!

- Children stay in their groups and have a go at adapting the saying by substituting words. For example, the hare could be substituted with another animal who could be doing another activity. The saying about the apple could use a different food.
- The groups perform their new versions of the German table sayings.

Lesson 3.6: How does that taste? (*Wie schmeckt das?*)

Let's learn!

- Revise words to describe what you think of different foods.
- Taste some typical German foods on sale in the UK.

Let's get ready!

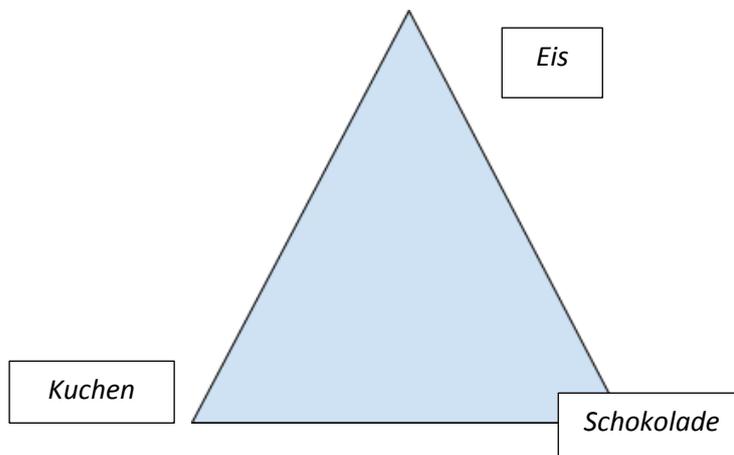
- The UK German Connection's German Food Quiz:
http://www.ukgermanconnection.org/?location_id=197&q_round=1
- Paper and pens for a food survey
- Cardboard cut-outs of Karla and Kai
- Chapter 3 Karla and Kai film clip
- A selection of German foods for the children to taste. Having a Lidl or Aldi nearby would be handy, but other supermarkets also stock a wide range of German foods such as Bahlsen biscuits, smoked cheese, rye bread, salami, frankfurters, sauerkraut, Ritter Sport chocolate or Niederregger marzipan.

Note: many schools are 'nut-free' so care must be taken when undertaking food tasting with pupils. Written parental permission may need to be sought.

- Small signs for the German words for the foods with a number allocated to each food for when the children are reporting their findings.

Let's begin!

- Put a choice of three foods in a triangle on the board and label the three areas of the classroom A, B and C. Ask the children to move to the letter and area of the classroom that corresponds to their preferred food of the choice of 3. e.g:



- Repeat the exercise several times but with different foods before asking the children to go back to their seats.

Let's do it!

- Write up 'Wie schmeckt's?' and tell the children that they will need to answer this question when tasting an assortment of German foods. Discuss different adjectives that can be used to describe food. Draw a smiley, neutral and unhappy face on the board and ask the children to help you find examples for each feeling.

Smiley face

lecker

wunderbar

sehr gut

Neutral face

ok

ziemlich gut

nicht schlecht

Unhappy face

schlecht

zu süß

zu sauer

- Play the Karla and Kai film clip for Chapter 3 again, pausing it when a food item is mentioned or shown, so you can ask: 'Wie schmeckt?' followed by the food. The children should answer with: 'Das schmeckt ...' and use one of the adjectives from the board.
- Children start the food tasting, noting down an adjective to describe everything they taste. They could use whiteboards or their exercise

books. They should be encouraged to use as much German as possible while they are tasting the food using 'Das schmeckt ...'

- They could add noises of appreciation / lack of appreciation of the food, e.g. 'Mmm, das schmeckt lecker' or 'Ach, das schmeckt zu sauer' to reinforce the positive / negative elements.

Let's summarise!

- Children feed their findings back and say which foods they liked best using 'Ich magam liebsten' as well as which ones they did not like (Ich magnicht)

Entry in InsectNett:

Leckerer Essen in dieser Schulkantine. Es war gut, weil wir Spaghetti bekommen haben. Aber es war sehr gefährlich, weil die Schüler uns gesehen haben. So ein Stress!

Let's show others!

- Collect as much packaging as possible from German foods and make a display in or outside the classroom to show how many German products there are in the supermarkets.
- Ask if the school canteen would consider a German food day or if they would agree to the foods being written up in German as well as English on a chosen day.

Let's have even more fun!

- The song 'Nina mag nur Nudeln' is a very catchy one and would work well in this chapter: <https://www.youtube.com/watch?v=IWlmTZgi5Iw>

Lesson 3.7 and 3.8: Cross-Curricular lesson: Baking (*Backen*)

Let's look at the facts!

The tradition of 'Kaffee und Kuchen' is a long-standing one in Germany. It is a great excuse to get together with friends and family and to catch up over a cup of coffee and a delicious piece of German cake. The traditional time for this is on a Sunday afternoon. German bakeries and cafés have an impressive selection of different cakes, including *SchwarzwälderKirschtorte*, *Gugelhupf* and *Obsttorte*. Nowadays the choice of hot drink is just as likely to be tea (but with lemon, not milk) as coffee.



If there are facilities at school, or even an after-school cookery club, these cakes could be prepared together. As an alternative, the children could do all the preparation activities for this cake and then make it at home and bring in photos or even a piece of the cake. Please be aware of any allergies that children might have when dealing with foodstuffs.

The words needed:

<i>ein kalter Hund</i>	a 'cold dog' = a children's party cake
<i>der Kakaopulver</i>	cocoa powder
<i>der Teelöffel</i>	teaspoon
<i>der Esslöffel</i>	tablespoon
<i>die Butterkekse</i>	butter biscuits (Rich Tea Fingers)
<i>250 g (zweihundertfünfzig Gramm)</i>	250 grams

Let's learn!

- Sing the song 'Backe, backe Kuchen' from Vol. 2, Chapter 10 as a way of introducing some ingredients needed for cakes:
<https://www.youtube.com/watch?v=5UM3ecX69Jo>
- Read a recipe aloud in German and work out what the ingredients are.
- Revise the names for some cooking utensils in German (Vol. 2, Chapter 10).

Let's get ready!

- The song 'Backe, backe Kuchen'.
- Cooking utensils
- Ingredients for 'Kalter Hund' cakes displayed on the whiteboard

Let's begin!

- Tell the children that they are going to make 'Kalter Hund' cakes today, a favourite at German children's birthday parties.

- Show them the ingredients in German and use this as a reading comprehension on the board. They should read it with you first and then with a partner:

250 Gramm Butter
2 Eier
100 Gramm Zucker
½ Esslöffel Vanilleessenz
50 Gramm Kakaopulver
4 Tafellöffel Milch
300 Gramm Butterkekse

- They should then carry on working with a partner to translate the recipe into English.
- Write up the English translation on the board next to the German recipe with the help of the children.
- There is a good memory game to revise cooking utensils on the UK German Connection website:

<http://www.ukgermanconnection.org/kids-memory-cooking>

Let's do it!

- The instructions for making this cake can be found on the UK German Connection's website:

<http://www.ukgermanconnection.org/kids-make-kalter-hund>

- If possible, the teacher could demonstrate the making of the cake in German. Alternatively, there are lots of Youtube videos to illustrate this, although ingredients can vary.
- The cakes will need to be put in the fridge for four hours before being ready to eat.

Let's summarise!

- Sing '*Backe Backe Kuchen*' again. If you divide the class into two, each half of the class could take it in turns to sing the '*Kuchen Kuchen back back*' accompaniment all the way through, while the other half sings the song.

Let's have even more fun!

Here are several more German food-related activities if time permits:

- If you want to focus a bit more on the tradition of '*Kaffee und Kuchen*', here is a clip showing lots of delicious German cakes. The first two minutes of this short film cover how to order coffee and cake

before the interview with the baker, whose Bavarian dialect will be too hard for the children to understand!

<http://www.bbc.co.uk/education/clips/zn9pyrd>

- This video clip shows a group of primary school children making pancakes or *Pfannkuchen*, which could be used for more baking activities at school: <http://www.bbc.co.uk/education/clips/zgdg9j6>
- Research more German recipes online and encourage the children to have a go at making some dishes at home.

Chapter 4: In the school garden (*Im Schulgarten*)

(6-8 lessons)

Story: The insects are in a classroom. They hear children coming and hide in a watering can. The children fill the watering cans and the insects nearly drown. In the school garden, the insects are poured out of the watering can onto leaves and plants. They discover a spider's web which they use as a hammock. Finally, they can relax and feel good.

What is the chapter about?

- Revisit prepositions from Vol. 2, Chapter 8 and learn some new prepositions.
- Revisit the Dative for *der / die / das* (Vol. 2, Chapter 8).
- Learn some grammatical facts about prepositions.
- Learn the Accusative for *der / die / das*.
- Learn that some prepositions and the definite article contract.
- Practise how to use these prepositions in sentences.
- Learn some garden vocabulary.
- Learn a song about mixed prepositions.

The words needed:

<i>der Schulgarten</i>	school garden
<i>die Gießkanne</i>	watering can
<i>der Baum</i>	tree
<i>der Busch</i>	bush
<i>die Blume</i>	flower
<i>das Blatt</i>	leaf

<i>der Rasen</i>	lawn
<i>die Spinne</i>	spider
<i>das Spinnennetz</i>	spider's web
<i>die Hängematte</i>	hammock
<i>liegen</i>	to lie / to be lying
<i>ertrinken</i>	to drown
<i>fallen</i>	to fall
<i>krabbeln</i>	to crawl

Some more words you might like:

<i>der Teich</i>	pond
<i>der Wald</i>	forest/wood
<i>das Gras</i>	grass

Here are the meanings of some **prepositions**:

<p><u>Grammar explained for the teacher:</u></p> <p>The following prepositions (mixed prepositions) are followed either by the Dative or the Accusative Case depending on whether the preposition is connected to a word that describes a movement (Accusative) or a position (Dative).</p> <p><u>Mixed Prepositions:</u></p> <table> <tr> <td><i>auf</i></td> <td>on</td> </tr> <tr> <td><i>an</i></td> <td>on (vertical) / at / to</td> </tr> <tr> <td><i>hinter</i></td> <td>behind</td> </tr> <tr> <td><i>in</i></td> <td>in / into</td> </tr> <tr> <td><i>neben</i></td> <td>next to / beside</td> </tr> <tr> <td><i>über</i></td> <td>over / above</td> </tr> <tr> <td><i>unter</i></td> <td>under</td> </tr> <tr> <td><i>vor</i></td> <td>in front of</td> </tr> <tr> <td><i>zwischen</i></td> <td>between</td> </tr> </table>	<i>auf</i>	on	<i>an</i>	on (vertical) / at / to	<i>hinter</i>	behind	<i>in</i>	in / into	<i>neben</i>	next to / beside	<i>über</i>	over / above	<i>unter</i>	under	<i>vor</i>	in front of	<i>zwischen</i>	between	<p><u>Prepositions with Dativ:</u></p> <table> <tr> <td><i>aus</i></td> <td>from /out of</td> </tr> <tr> <td><i>bei</i></td> <td>at, at the house of</td> </tr> <tr> <td><i>gegenüber</i></td> <td>opposite</td> </tr> <tr> <td><i>mit</i></td> <td>with</td> </tr> <tr> <td><i>nach</i></td> <td>to / after / past</td> </tr> <tr> <td><i>seit</i></td> <td>since / for</td> </tr> <tr> <td><i>von</i></td> <td>from</td> </tr> <tr> <td><i>zu</i></td> <td>to</td> </tr> </table> <hr/> <p><u>Prepositions with Accusative:</u></p> <table> <tr> <td><i>bis</i></td> <td>until</td> </tr> <tr> <td><i>durch</i></td> <td>through</td> </tr> <tr> <td><i>entlang</i></td> <td>along</td> </tr> <tr> <td><i>um</i></td> <td>around / for / at</td> </tr> <tr> <td><i>für</i></td> <td>for</td> </tr> <tr> <td><i>gegen</i></td> <td>against</td> </tr> <tr> <td><i>ohne</i></td> <td>without</td> </tr> </table>	<i>aus</i>	from /out of	<i>bei</i>	at, at the house of	<i>gegenüber</i>	opposite	<i>mit</i>	with	<i>nach</i>	to / after / past	<i>seit</i>	since / for	<i>von</i>	from	<i>zu</i>	to	<i>bis</i>	until	<i>durch</i>	through	<i>entlang</i>	along	<i>um</i>	around / for / at	<i>für</i>	for	<i>gegen</i>	against	<i>ohne</i>	without
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<i>für</i>	for																																																
<i>gegen</i>	against																																																
<i>ohne</i>	without																																																

Some of the mixed prepositions have been met before in Volume 2, Chapter 8 where they were used with the Dative Case:

These prepositions should be known: *auf, in, neben, unter, zwischen*

These prepositions will be new: *an, hinter, über, vor*

Extension activities

Lesson 4.4

These prepositions are followed by the **Dative Case** only:

aus, bei, gegenüber, mit, nach, seit, von, zu.

These prepositions are followed by the **Accusative Case** only:

bis, durch, entlang, für, gegen, ohne, um.

Definite Article + cases

	Masculine	Feminine	Neuter
NOMINATIVE CASE	der	die	das
ACCUSATIVE CASE	den	die	das
DATIVE CASE	dem	der	dem

Cross-Curricular lessons: Insects

Lesson 4.1: A tricky adventure (*Ein kniffliges Abenteuer*)

Let's learn!

- Recap prepositions from Vol. 2, Chapter 8 (*auf, in, neben, unter, zwischen*).
- Recap the Dative for *der /die /das* (Vol. 2, Chapter 8).
- Learn that some articles and prepositions contract:
e.g. an + dem = am / in + dem = im
- Learn some garden vocabulary.

Let's get ready!

- Film clip for Chapter 4
- Picture cards for new vocabulary with the German words, including the article, written on the back
- Karla and Kai cardboard figures
- Picture cards showing scenes from the story
- Cards with a sentence for each of the picture cards
- 'Mauslied' from Vol. 2, Chapter 8

Let's begin!

- The teacher shows the film clip to the class twice.
- The second time the teacher pauses the film clip at appropriate moments and asks questions like:

*Wo sind Karla und Kai? Wo ist Karla / Kai? Wie geht es Karla / Kai?
Warum sagen sie im Blog: Hier macht Urlaub Spaß?*

Entry in InsectNett:

Ein Schulgarten ist ein wunderbarer Ort. Es gibt keinen Strand, aber es gibt Blumen, Sonne und Spinnennetze. Hier macht Urlaub Spaß.

Let's do it!

- The teacher introduces the new garden vocabulary by asking: *Was ist im Schulgarten?* The children name various things from the film clip and the teacher pins up the picture cards accordingly and tells the children the German words. The children echo the teacher.
- The teacher hands out the picture cards to some children. Play the game 'Kofferpacken': The teacher starts by saying: *In meinem Garten ist ein Baum.* The pupil with that picture comes to the front. Another child continues: *In meinem Garten ist ein Baum und eine Blume.* The child with the picture of a flower stands beside the first child and so on. The second time, the game can be played without the pictures.
- The children group the word cards according to the gender of the words into three groups (*der – die – das*) on the board. The teacher asks: *Was ist auf Englisch?* The children answer and turn the cards on the board over onto the picture side.

- The teacher uses the cardboard figures of Karla and Kai and places them in different positions to the cards, asking: *Wo ist Karla / Kai?* Recap the prepositions *auf, in, neben, unter, zwischen* (Vol. 2, Chapter 8) using the Dative. *Karla ist auf dem Baum. Kai ist neben der Blume.*
- Recap the Dative form of the articles and write them on the board: *der - dem, die - der, das - dem.* The children keep practising while the teacher moves the figures into different positions.
- The teacher explains that some articles and prepositions contract: *an + dem = am, in + dem = im* (*Kai ist am Baum. Karla ist im Garten.*)
- The teacher asks: *Wo ist es gefährlich für Karla und Kai? Auf dem Baum? Im Garten? In der Gießkanne?* The children answer: *Ja, in der Gießkanne ist es gefährlich. Nein, auf dem Baum ist es nicht gefährlich.*

Let's summarise!

- The teacher puts the pictures cards (showing scenes from the story) on the board (mixed up) as well as the corresponding sentences. The children put the pictures in the correct order and match the sentences accordingly. The children read out the sentences while they do this. Once everything is in order and matched correctly, the whole class reads the story together.
- If there is time: The teacher states in German where the figures are and a child comes to the board and places them in the correct position.
- Listen to the song 'Mauslied' from Vol. 2, Chapter 8.

Lesson 4.2: Where are Karla and Kai? (*Wo sind Karla und Kai?*)

(Mixed prepositions – 1 lesson)

Let's learn!

- Recap the garden vocabulary
- Learn some prepositions (mixed) can be followed by Dative or Accusative.
- Learn the Accusative for *der /die / das*
- Learn or revisit the 'Mauslied', a song about 'mixed prepositions'

Let's get ready!

- Picture cards for garden vocabulary
- Cardboard figures of Kai and Karla
- Song about mixed prepositions: 'Mauslied'
- Film clip for Chapter 4



Let's begin!

- Recap the new vocabulary by asking riddles such as:

Was ist groß und braun und grün? (ein Baum)

Was ist gelb oder braun oder grün? (ein Blatt)

Was hat acht Beine? (eine Spinne).

The teacher asks the children if they want to ask a riddle.

- Hold up the picture cards and the children say the words, emphasizing the correct article.
- Recap the prepositions from the last lesson (*auf, in, neben, unter, zwischen*) by placing the cardboard figures in different positions in relation to the picture cards; children verbalise.

Let's do it!

- Introduce the new prepositions: '*an, hinter, über* and *vor*' by placing the cardboard figures accordingly. Ask: *Wo ist Karla / Kai nun?*
- Use the appropriate pictures to explain:
 - Karla liegt **vor dem** Baum. Karla krabbelt **vor den** Baum.*
 - Kai ist **neben der** Blume. Kai fällt **neben die** Blume.*
- Introduce the Accusative definite article: *der - **den**, die - **die**, das - **das***
- Explain how 'mixed prepositions' work; emphasise the importance of whether the verb signals '**movement**' or not.
- Explain: *in + das = ins* (Recap: *an + dem = am, in + dem = im*)
- Draw a table on the board to clarify: (The children can copy this table into their exercise books.)

	der Baum	die Blume	das Blatt
Dative	<i>dem</i>	<i>der</i>	<i>dem</i>
Accusative	<i>den</i>	<i>die</i>	<i>das</i>

- The teacher asks the children to formulate a sentences for each gender using firstly *sitzen* and *hinter* and secondly *fliegen* and *hinter*:
 1. *Kai sitzt hinter dem Baum. Kai sitzt hinter der Blume. Kai sitzt hinter dem Blatt.*
 2. *Kai fliegt hinter den Baum. Kai fliegt hinter die Blume. Kai fliegt hinter das Blatt.*
- This can be done orally or as a writing exercise in school or for homework. More able children get another verb and preposition.

Let's summarise!

- Introduce the song about mixed prepositions. Explain unknown words. The children join in as soon as they pick up the tune.
- The children make up movements to the song.
- Show the film clip for Chapter 4 without the sound. Stop the clip at appropriate times. The children say in German where the insects are.

Lesson 4.3: Fun with dice! (*Würfelspaß*)

(This might take two lessons.)

Let's learn!

- Recap 'mixed prepositions'.
- Recap Dative and Accusative forms of the definite articles.
- Practise how to use the 'mixed prepositions' in sentences.

Let's get ready!

- Copies of nets of cubes on card (one per child). These nets are easily found on the internet.
- Children need scissors, glue, coloured felt tips, lined paper and a pencil.

Let's begin!

- Sing the song about mixed prepositions.
- Recap the definite articles in the Dative and Accusative forms. The teacher might like to show the table from the last lesson again.

- The teacher gives a verb, a preposition and a noun and the children formulate the sentence:

e.g. *fliegen – die Blume – über (Karla fliegt über die Blume.)*

sitzen – der Baum – unter (Kai sitzt unter dem Baum.)

Let's do it!

Preparation for the game:

- Each child receives a net of a cube, cuts it out and glues it together to make a cube. The children need to be in groups of four. Each child writes six words on their die, either names, verbs, prepositions or nouns. See below: (This list could be written on the board.) Each child uses a different coloured felt tip.
 1. *Names:* (Harry Potter, Mickey Mouse, Superman, James Bond, Mary Poppins, der Weihnachtsmann)
 2. *Verbs:* (fliegen, gehen, springen, stehen, sitzen, liegen)
 3. *Prepositions:* (auf, hinter, neben, über, unter, vor)
 4. *Nouns:* (der Tisch, die Tasse, das Auto, der Luftballon, die Zahnbürste, das Frühstück)
- The teacher explains the game: After the teacher gives a signal (*Auf die Plätze, fertig, los!*) all the children throw their dice. Each group has to make a sentence with the words that have been thrown in their group and write it down, e.g.:
James Bond springt auf den Luftballon. Mary Poppins sitzt neben der Zahnbürste. The group with the most correct sentences at the end will be the winning team.

Note: The game can be varied and differentiated in lots of ways, e.g. ability groups: less able children have access to the table with the definite article forms (see lesson 4.2.).

- Alternative: The teacher might like to play the game first without it being a competition. The children have time to figure out their funny sentences. In a following lesson, the game could be played as a competition. Instead of using dice, the words could be printed on different coloured paper which is then cut out by the children and put into four different piles from which the children take a card each. The cards could also be given as homework.

Let's summarise!

- At the end of the game each group reads its sentences out loud and the whole class gives a 'thumbs up' or 'thumbs down' according to whether the sentence is correct or not. The winning team is congratulated. (The other teams could sing the song about mixed prepositions to the winning team as a treat.)

Lesson 4.4: Karla looks for Kai (*Karla sucht Kai*)

(Writing a comic strip - this might take two lessons.)

Let's learn!

- Practise using prepositions correctly by writing a comic strip

Let's get ready!

- Film clip for Chapter 4
- A piece of A4 or A3 paper for each child
- Writing pencils and colouring pencils for the children

Let's begin!

- The teacher shows the film clip for Chapter 4 again and pauses at certain times asking: *Wo ist Karla / Kai? Was macht Karla / Kai?* The children are expected to answer in whole sentences using the correct prepositions.

Let's do it!

- The teacher explains the task: the children should write and illustrate a comic strip about Kai being lost in the garden and Karla looking for him. They should use sentences like:

*Kai sitzt unter dem Blatt.
Kai schwimmt in der Gießkanne.
Kai reitet auf dem Hund. etc.*

They can include Karla looking for him with speech bubbles like:

*Kai, wo bist du? Kai, sag etwas!
Wo ist Kai? Da ist er nicht.*

The children need to draw simple pictures and write the sentences accordingly.

- The teacher hands out paper which the children fold to mark four boxes. Each box is then numbered from 1-4.

(A3 paper can also be used to create bigger boxes.)

- The children write and illustrate their comic strips while the teacher helps.

Note: Depending on ability, the children could first make a draft of the comic strip before they write and illustrate in neat. This could also be given as homework.

Let's summarise!

- The children present their results to the class. The teacher could take a photo of each comic strip and project it onto the whiteboard for everyone to see easily.
- Teacher gives lots of praise and encouragement.
- Sing the song about mixed prepositions

Let's show others!

- Sing the song about mixed prepositions in Assembly.
- Make a display with the comic strips.
- Make all the comic strips into a book for the class library.

Let's have even more fun!

- Introduce more prepositions:

Prepositions followed by the Dative only: *aus, bei, gegenüber, mit, nach, seit, von, zu.*

Prepositions followed by the Accusative only: *bis, durch, entlang, für, gegen, ohne, um.*

- The children take photos of situations using iPads and then describe the situations with a caption, e.g. *Robert geht hinter den Tisch. Sarah liegt vor der Tafel.* (This can also be done outside.) The Apps 'Book Creator' or 'Pic Collage' are very good for this.

Lesson 4.5: Cross-Curricular lesson: Insects (*Insekten*)

Let's look at the facts!

Insects are a class of invertebrates that have an exoskeleton, a three-part body (head – thorax – abdomen), six legs (three pairs), compound eyes and one pair of antennae.

The words needed:

<i>die Antenne</i>	antenna
<i>das Außenskelett</i>	exoskeleton
<i>der Flügel (-)</i>	wing
<i>ein dreiteiliger Körper</i>	a three part body
<i>der Kopf</i>	head
<i>der Brustteil</i>	thorax
<i>der Hinterleib</i>	abdomen
<i>das Komplexauge (n)</i>	compound eye (s)
<i>die Biene (n)</i>	bee
<i>der Käfer (-)</i>	beetle, bug
<i>die Ameise (n)</i>	ant
<i>die Fliege (n)</i>	fly

Let's learn!

- Learn how insects are defined.
- Learn the German words for the different parts.
- Learn to label / name the parts of an insect.
- Revisit the Accusative form of the indefinite article.

Let's get ready!

- Cardboard figures of Karla and Kai
- Drawing of a body of an insect
- Photos of real insects where the body parts can easily be identified. (Use the internet to find images.)
- The children need paper, pencils and colouring pencils

Let's begin!

- Teacher holds up the cardboard figures of Karla and Kai and asks: *Was sind Karla und Kai? Sind sie Menschen? ... Sie sind Insekten.*
- The children tell all they know about insects. This can be partly done in English.

Let's do it!

- The teacher shows the drawing of an insect body, points to different parts and asks: *Was ist das?* The teacher introduces the new vocabulary. The children echo.
- The teacher shows photos of real insects. The children come out, point to different body parts and say sentences like: *Das ist das Außenskelett. Das ist der Brustteil. Die Flügel sind groß.*
- Practice of the Accusative of the indefinite article after 'haben':

einen / eine / ein

Die Biene hat **einen** Kopf, **eine** Nase und **ein** Außenskelett.

- The children get into pairs. Together they create an imaginary insect. One child tells the other one what to draw e.g.: *Der Kopf ist klein, rund und lila.*
The other child draws that part of the insect accordingly. Now the children swap and the first child can draw. Child 2 says for example: *Der Brustteil ist groß, rechteckig und rot.* and so on.
- The children show their imaginary insects to the whole class. The class could vote on the best insects and first, second and third place could get prizes.
Keep the designs of the imaginary insects for the next lesson.

Let's summarise!

- The teacher asks: *Was ist ein Insekt?*
- The children give a description, like:

Insekten haben einen drei-teiligen Körper mit Kopf, Brustteil und Hinterleib. Sie haben ein Außenskelett und zwei Flügel. Am Kopf haben sie zwei Komplexaugen und zwei Antennen. Bienen, Käfer, Ameisen und Fliegen sind Insekten.

Lesson 4.6: Cross-Curricular lesson: Fun with insects (*Spaß mit Insekten*)

(1 lesson)

The words needed:

See lesson 4.5

Let's learn!



- Recap how insects are defined.
- Recap the German words for the different parts.
- Practise the body parts by describing imaginary insects

Let's get ready!

- Designs of imaginary insects from lesson 4.5
- Drawing of a body of an insect
- The children need thin cardboard, pencils, felt tips, scissors, split pins

Let's begin!

- Teacher holds up the drawing of a body of an insect and points to different body parts asking questions like: *Was ist das? Ist das der Hinterleib?*
- Recap the description of an insect.

Let's do it!

- The children are now asked to draw the different body parts of their imaginary insect on thin white cardboard using a pencil. They can either use their sketches from the previous lesson or make up a new design. They colour in the body parts using felt tips. All the body parts are then put together using split pins which will enable movement.
- All the insects are lined up at the front of the classroom. The children now play 'Who is Who?' using questions like: *Es ist klein und der Hinterleib ist rosa. Welches Insekt ist das?* The other children have to guess which insect it is. The insects could be numbered. This could also be played in groups.

Let's summarise!

- The children hold up their insect and introduce it by saying: *Ich bin Erika. Mein Brustteil ist grün. Meine Flügel sind klein. etc.*

Let's have even more fun!

- Find out facts about cockroaches and maybeetles and write a simple fact file about them in German. This can be done as homework or together in class.
- You can find information about maybeetles (in German) at: <https://www.youtube.com/watch?v=sh7w0gxZoTE> (*Maikäfer - Massenflug in den Wäldern*)
- You can find information about cockroaches at: <http://www.bbc.co.uk/news/magazine-34517443> ('How cockroaches could save lives')
- Traditional German children's story: Wilhelm Busch: *Max und Moritz*
- Watch a film clip from the very popular German children's series '*Die Biene Maja*'. YouTube has a selection of these.

Chapter 5: In the library (In der Bücherei)

(6-7 lessons)

Story: The insects are in the library. A German lesson is taking place in the library. A German book author is visiting and reading his new book to the children. The insects listen from the stairs above the photocopier because they can hear better from there. The book is so exciting that Karla plays with her hair and loses her ribbon which falls onto the photocopier. She tries to get it back, but at the same time the teacher makes some photocopies. Karla is pressed flat on the glass of the photocopier. She is barely alive. Kai has to bring her back to life. Then they crawl away. Both insects hide in a storage room with costumes and crawl under a wig.

What is the chapter about?

- Reading and understanding a simple German story
- Revisit how to pronounce some German diphthongs
- Revisit and extend hobbies vocabulary, learn a hobbies song
- Re-write the story and perform it as a shadow play
- Recap how to establish the gender of a noun as masculine, feminine and neuter
- Learn how to replace a noun with the correct personal pronoun

Grammar explained:

Personal pronouns:

	masculine	feminine	neuter	plural
definite/indefinite article	<i>der/ein</i>	<i>die/eine</i>	<i>das/ein</i>	<i>die</i>
Personal pronoun	<i>er</i>	<i>sie</i>	<i>es</i>	<i>sie</i>

The words needed:

<i>die Spinne</i>	spider
<i>der Spaß</i>	fun
<i>die Geschichte</i>	story
<i>schön</i>	nice, pretty
<i>praktisch</i>	practical
<i>schwingen</i>	to swing
<i>die Nachricht</i>	news/message
<i>die Einladung</i>	invitation
<i>die Langeweile</i>	boredom
<i>kochen, das Kochen</i>	to cook, cooking
<i>zusammen</i>	together
<i>schreiben, das Schreiben</i>	to write, writing
<i>aufgeregt</i>	excited, nervous
<i>ärgerlich</i>	angry
<i>das Missverständnis</i>	misunderstanding
<i>Was denkst du?</i>	What do you think?
<i>Tischtennis/Golf spielen</i>	to play/playing table tennis/golf
<i>Gitarre/Klavier spielen</i>	to play/playing guitar/piano
<i>tanzen, das Tanzen</i>	to dance, dancing
<i>reiten, das Reiten</i>	to ride a horse, horse riding

<i>Filme sehen</i>	to watch/watching movies
<i>lesen, das Lesen</i>	to read, reading

Some more words you might like:

<i>die Bibliothek /die Bücherei</i>	library
<i>der Buchautor</i>	book author
<i>der Fotokopierer</i>	photocopier
<i>krabbeln</i>	to crawl
<i>der Blumentopf</i>	flower pot
<i>die Perücke</i>	wig
<i>das Substantiv</i>	noun
<i>der Artikel</i>	article
<i>der Plural</i>	plural

Cross-Curricular lesson: Drama – Freeze Frames and Thought Tracking

Lesson 5.1: A story (Eine Geschichte)

Let's learn!

- Learn the vocabulary to understand the chapter's story
- Decide what kind of text a letter is
- Revisit plural forms of certain nouns

Let's get ready!

- Pre-written letters in a letterbox
- Film Clip for Chapter 5
- Slides with the texts of the letters and with a story summary
- Empty word searches

Let's begin!

- The teacher brings in a box (could be the letterbox from Felix & Franzi).
Was ist das? Ja, ein Briefkasten. Sind Briefe im Briefkasten? Ja. Das ist sehr interessant.

In the box there are several letters. One child is allowed to draw a letter out of the box. Other children draw out more letters. They read:

1. *Liebe Jana, ich lade dich sehr herzlich zu meinem Geburtstag ein. Die Party beginnt um 15 Uhr am 8. März. Kannst du zu mir kommen? Viele Grüße Michaela*

2. *Lieber Konrad, du bist herzlich eingeladen. Event: Weihnachtsfeier unseres Fußballklubs. Wann? Am 12. Dezember ab 18 Uhr. Wo? Im Klubhaus*

3. *Einladung für die Eltern der Klasse 5b: Am 12. September ist unser erster Elternabend in diesem Schuljahr. Wir beginnen um 19 Uhr in Raum 18. Ich freue mich auf Ihr Kommen. Frau Rieger*

(The teacher could prepare more examples if needed.)

- The letters are shown on the board and the children are asked what they think the letters are. If they answer in English that is fine. They could choose from the following options to decide what it could be in German: *ein Liebesbrief, eine Einladung, eine Nachricht.*

Let's do it!

- The teacher could explain that an invitation plays a part in the film they will see now. The teacher shows the chapter's film clip to the class.
- Then they look at some vocabulary that the film clip contains:

die Bücherei	der Autor	der Gast	die Süßigkeiten
die Lehrerin	das Bonbon	die Einladung	die Spinne
der Spaß	das Spiel	die Nachricht	die Treppe
das Buch	die Geschichte	der Kopierer	die Schokolade

- The teacher adds the plural forms with the help of the children. Point out that *Spaß* has not got a plural form and is usually used without its article. (example: *Wir haben Spaß.*) *Süßigkeiten* has not got a singular. It is a collective for all sweet things.
- Then the teacher displays these questions and asks:

Wo ist die Klasse?
 Was kannst du dort sehen?
 Wer ist der Gast?
 Wo ist der Autor?
 Was hat der Autor geschrieben?
 Wer kann die Geschichte hören?
 Wovon handelt das Buch?
 Wer schreibt eine Einladung?
 Wer fällt auf den Kopierer?
 Was essen Karla und Kai?
 Wer rettet Karla?



- This can be partly done in English to help the children understand the setting.
- The children are encouraged to tell the story of the film on their own. They can use the verbs in the questions and the vocabulary pool.

Let's summarise!

- This summary can be shown:

Karla und Kai sind in der Bücherei. Sie essen Schokolade. Sie sehen viele Bücher. Die Kinder sind auch in der Bücherei. Die Lehrerin kommt herein. Sie bringt einen Gast mit. Der Gast ist ein Autor aus Deutschland. Er hat ein neues Buch geschrieben. Das Buch heißt: Spinne, Spaß und Spiele. Im Buch geht es um eine komische Einladung. Karla und Kai fallen auf den Kopierer. Kai rettet Karla.

- The teacher makes sure all children have understood the chapter's storyline. They can read the summary aloud. The film is shown again.
- To help embed the vocabulary of the lesson, they play a game: Hiding words from your neighbour. An empty word search (10 x 10 fields) is given to the children and they fill in some of the fields (6 or 8 words) vertically and horizontally. All other empty fields are filled with randomly chosen letters. Make sure the children use capital letters throughout. As soon as the word searches are filled out, the children exchange them with their neighbours and try to find out which words their neighbour has chosen. They write these words next to the box. That way, they practise the vocabulary intensively.

Lesson 5.2: A story (Eine Geschichte)

Let's learn!

- Practise reading the story called 'Spinne, Spaß und Spiele'
- Learn the vocabulary to be able to understand the story
- Revisit how to pronounce some German diphthongs

Let's get ready!

- ebook of story: <https://www.youtube.com/watch?v=WFbVZQ2RgkM>
- Hard copies of children's books (books that you usually have in a primary classroom, can be in English or German)
- Mixed cards with Diphthongs (*ie, au, ei, äu*), one card for each child
- A sheet with the story text for each child (Master copy in Appendix)

Let's begin!

- The teacher has prepared a short puzzle on the board. The children need to match beginnings and endings of a few words. They are from the last lesson and should remind them of the chapter's story.

Spin - ne	Spie - le
Au - tor	Ein - ladung
Ge - schichte	Bü - cher
Schlan - ge	Nach - richt
schrei - ben	Schoko - lade

- The teacher takes out a children's book saying:
Ich bin ein Autor/eine Autorin. Das ist mein neues Buch. Im Buch geht es um (einen Wolf und andere Tiere). Sie haben ein Problem. Das Buch heißt: (Steinsuppe).
- The example text is shown on the board. The children should now choose another book and pretend that they are the author, repeating the phrases and replacing the parts in brackets to fit with the content of their book.

Let's do it!

- The teacher prepares for the ebook by saying: *Der Autor im Film hat auch ein neues Buch. Das Buch heißt ‚Spinne Spaß und Spiele‘. Hier ist das Buch. Es ist ein eBook.*

- The teacher shows the ebook of the story to the class (with sound). The illustrations should help to facilitate understanding of the content. <https://www.youtube.com/watch?v=WFbVZQ2RgkM>
- The teacher shows the ebook a second time. The teacher pauses on each page and the children ask for words they don't understand, like: *Ich kenne das Wort 'Geschichte' nicht.* The teacher explains the unknown words. The children repeat the words several times.
- The teacher asks questions like: *Welche Tiere sind in der Geschichte? Wie heißt die Spinne? Wie heißt die Schlange? Wer hat die Einladung geschrieben?*
- The teacher shows the cards with the following diphthongs: *ie, au, ei, äu.* Recap the sounds and the children copy.
- The children are asked whether they know German words with these sounds in them.
- The teacher hands out the diphthong cards to the children so that each child has one.
- Read the story together slowly using the ebook (without sound). The children have to hold up their diphthong card when the sound appears in the text.

Let's summarise!

- The teacher hands out the story to each child.
- The children are asked to draw a circle around each diphthong in the story.
- The whole class reads the story aloud. (The story texts need to be named and collected in for use in subsequent lessons.)

Lesson 5.2: The invitation (Die Einladung)

Let's learn!

- Revisit and extend hobbies vocabulary.
- Learn how to write your own invitation.
- Learn a song about hobbies.

Let's get ready!

- ebook of story: <https://www.youtube.com/watch?v=WFbVZQ2RgkM>
- Word cards with hobbies
- Some empty word cards
- A sheet with the story text for each child (used in the last lesson)
- Song about hobbies

Let's begin!

- Teacher and children read the ebook story together (sound off).
- The teacher asks some questions regarding the content, such as: *Wer ist Sepa / Siddi? Was ist eine Einladung? Wer kopiert die Einladung?*

Let's do it!

- The teacher asks: *Kocht Siddi gern? Schreibt Siddi gern Geschichten? Kochst du gern? Schreibst du gern Geschichten? Was machst du gern?*
- The teacher introduces the words for hobbies by using the cards. Hobbies that are not included but named by the children are written on a card. All cards are stuck on the board. (Vol. 2, Chapter 2 can be revisited if appropriate).
- Play the miming game to reinforce the new vocabulary. One child mimes a hobby and the others have to guess which hobby it is. This can be played in teams.
- Each child introduces his / her hobbies: *Ich spiele gern Klavier und Tennis. Ich lese gern. Ich...* The teacher asks: *Was macht John gern?* The children have to answer: *John spielt gern Klavier und Tennis.*
- The children are now asked to write their own 'Einladung' using their personal interests. The teacher hands out the story texts from the last lesson. The children copy the beginning of the invitation (*'Hast du Langeweile? Ich auch...'*) but change the rest accordingly.
- The invitations are shared and read out in groups. (The story texts are collected in for use in subsequent lessons.)

Let's summarise!

- Introduce the song about hobbies. The children listen and try to understand the text. The teacher explains unknown vocabulary.
- The children join in the song with actions, miming the hobbies.

Lesson 5.3: Making friends (*Freunde finden*)

(Shadow play)

(This might take two lessons)

Let's learn!

- Learn how to re-write the story.
- Perform the story as a shadow play.

Let's get ready!

- A sheet with the story text for each child (used in the last lesson)
- Song about Hobbies
- For the shadow play: cardboard, sticks (e.g. wooden skewers), scissors, tape, a source of light (Interactive Whiteboard, Overhead projector)

Let's begin!

- Sing the song about hobbies
Ask questions about the story to recap the content of the story.

Let's do it!

- The teacher explains to the children that they are going to re-write the story and then perform it as a shadow play.
- Re-writing the story: This can be done in different ways according to the abilities of the children: in pairs, in groups or as a whole class. The content can vary according to ability of the children, from just replacing the animals and the invitation, to giving the story a completely different setting and characters, e.g. children in a town. Please see an example of a re-written story (higher level) in the Appendix. The teacher helps where needed.
- After completing the story/stories, the teacher discusses with the children which shadow figures need to be made.
- Divide the class into groups. In one group the children practise reading the story (each child a couple of lines). The other group makes shadow figures out of cardboard. The figures are then fixed with tape on a stick.
- Perform the shadow play.

- The shadow play could subsequently be performed to another class / to parents / in assembly.

Let's summarise!

- Ask the children to reflect on their performance. Ask questions like: *Was war gut? Was war schwierig?* This can be done partly in English.

Lesson 5.4: Can a chocolate be a 'she'? (*Kann eine Schokolade eine 'sie' sein?*)

(Personal pronouns)

Let's learn!

- Recap that nouns in German are always written with a capital letter.
- Recap that nouns have a gender, either masculine, feminine or neuter. Explore ways of how to establish the gender (not possible in all cases).
- Learn how to replace a noun with the correct personal pronoun
- Learn to replace the plural form of a noun with 'sie'.

Let's get ready!

- Word cards reading 'masculine', 'feminine' and 'neuter'
- Any word cards used in other chapters which include the article

Let's begin!

- The teacher writes the following on the board:

diegeschichteundderbaumunddasautoundderapfelunddieschokoladeunddie kinder

- Ask the children to identify the words.

Let's do it!

- Recap that nouns in German are written with a capital letter. Introduce the word *Substantiv*.

- The teacher or a pupil writes on the board: *die Geschichte und der Baum und das Auto und der Apfel und die Schokolade und die Kinder.*
- Recap the different articles *der/die/das*. Recap that the nouns have genders and that they can be identified by their article: *der* – masculine, *die* – feminine, *das* – neuter. (This is why the children always learn the article with the noun when they learn new vocabulary.) Explain that the article for the plural form is *die* (*die Kinder*).
- The teacher puts up the three word cards reading ‘masculine’, ‘feminine’ and ‘neuter’ in three different corners of the classroom. Give out word cards from other chapters, the same amount to each child (3 - 5). The teacher says: *Auf die Plätze, fertig, los!* And all children have to place their word cards in the correct corner as quickly as possible. Whoever finishes first, is the winner. This can be played in teams to avoid collisions.
- The teacher and the children go through all the word cards and check that they were placed correctly.
- The teacher now explains that nouns can be replaced by personal pronouns: *der - er, die - sie, das - es, die (pl) - sie*

*Der Vater heißt Roland. **Er** heißt Roland.*

*Die Mutter heißt Renate. **Sie** heißt Renate.*

*Das Kind heißt Klaus. **Es** heißt Klaus.*

*Die Kinder heißen Peter und Claudia. **Sie** heißen Peter und Claudia.*

- The teacher gives examples and the children have to replace with the correct personal pronoun. The sentences can be written on the board.

Examples:

Der Onkel wohnt in Berlin.

Die Mutter singt gern.

Das Haus ist schön.

Die Hunde sind jung.

- The teacher now explains that all words have a gender and that many words that are neuter in English are in fact masculine or feminine in German. Therefore a chocolate is a ‘she’ in German while an apple is a ‘he’. *Die Schokolade ist lecker. Sie ist lecker. Der Apfel ist gelb. Er ist gelb.*

Let's summarise!

- The teacher checks grammatical understanding of the topic by asking questions such as these:

Er schmeckt gut. Ist das 'die Birne' oder 'der Apfel'?

Sie hat lange Ohren. Ist das 'die Katze' oder 'der Hund'?

Sie ist süß. Ist das 'die Schokolade' oder 'das Ei'?

Er wohnt in Cardiff. Ist das 'die Frau' oder 'der Mann'?

Es hat zwei Zimmer. Ist es 'das Haus' oder 'der Garten'?

Ich mag sie. Magst du 'das Buch' oder 'die Songs'?

Er hat am 18. Mai Geburtstag. Ist das 'der Onkel' oder 'die Tante'?

Sie schwimmt gern. Ist das 'der Elefant' oder 'die Ente'?

Es stoppt. Ist es 'die Uhr' oder 'das Auto'?

Er ist grün. Ist das 'der Baum' oder 'die Spinne'?

Lesson 5.5: A chocolate is a 'she'! (Eine Schokolade ist eine 'sie'!)

(Personal pronouns)

Let's learn!

- Practise how to replace a noun with the correct personal pronoun.

Let's get ready!

- Matching exercise enlarged for the board (one set)
- Strips for the matching exercise (see Appendix) cut up and placed in an envelope (one set per group)
- Worksheet for personal pronouns (see Appendix)

Let's begin!

- The teacher places the enlarged strips randomly on the board. The children are asked to find matching pairs, e.g. *Er schmeckt lecker. - der Apfel*
- While the children are doing this, the teacher explains the grammar again.

Let's do it!

- The teacher hands out the envelopes, one to each pair/group. This activity can be done in pairs or in groups of 3-4. The children have to match the strips. Once finished, each pair / group tells the class one matched pair they have found. The class responds either *Ja, das ist richtig!* or *Nein, das ist falsch!*
- The teacher now hands out the enlarged strips which were used earlier on the board (one strip to each child). The children walk around the room, holding their strip visible in front of their chest and try to find their partner. They are only allowed to speak German during the whole process. Once they have found their partner, they sit together at a table or on the floor. The pairings are checked by the whole class. They respond either *Ja, das ist richtig!* or *Nein, das ist falsch!*
- The game can now be played again in a slightly different way. After receiving a new slip, this time the children have to hold the strip to their chest so that no one can read it. They walk around and say what's written on their strip and try to find their partner. This is a speaking and listening exercise. Once all children have found their partners, the pairings are checked by the class. They respond either *Ja, das ist richtig!* or *Nein, das ist falsch!* The sentences can be stuck in their German books.
- The worksheet (see Appendix) gives a further practice opportunity. It can be done in class or as homework.

Let's summarise!

- The teacher asks: 'Why is a chocolate a 'she' in German and an apple is a 'he'?' The children explain the grammar in their own words.

Entry in InsectNett:



Die Bücherei ist schön. Heute war ein deutscher Autor hier. Sein neues Buch heißt: 'Spinne, Spaß und Spiele'. Für den Urlaub ist die Bücherei ein guter Ort. Bücher, Wasser, Süßigkeiten und bequeme Stühle. Nur nicht auf den Kopierer fallen!

Let's show others!

- Children can read the book '*Spinne, Spaß und Spiele*' to younger children.
- The children could act out the story of the book. This could also be done using simple finger puppets.
- The shadow play could be performed in an Assembly or to parents.

Let's have even more fun!

- Talk about libraries in Germany (*die Bücherei, die Bibliothek*).
- Bring some German children's books into the classroom and let the children explore them.
- You could try to organise a 'translation chain'. Each child gets part of a German children's book and translates it with the help of an online or physical dictionary. Then the parts are presented and the class tries to solve the puzzle by sorting the parts until they have found the storyline. They can compare their storyline to the pictures and texts in the real book. You could even try to do this with several books and groups of children working on one book for each group if the texts are not too long.

Lesson 5.6: Cross-Curricular lesson: Drama – Freeze Frames and Thought Tracking

(1 lesson)

Let's look at the facts!

'Freeze Frames' or 'Still Images' are frozen scenes or actions as in a photograph. The children have to use facial expressions and body language. To create a scene, the children can add to a 'picture' one by one or all go in at the same time. It is most interesting when people add to others.

'Thought Tracking' is speaking out thoughts. This could be just a word or a sentence or two. For further information visit:

<http://dramaresource.com/>

The words needed:

<i>einfrieren</i>	to freeze
<i>der Rahmen</i>	frame
<i>die Momentaufnahme</i>	freeze frame
<i>der Gedanke</i>	thought
<i>verfolgen</i>	to track
<i>laut denken</i>	to think aloud/thought tracking
<i>schau nach unten / oben</i>	look down / up

Let's learn!

- Learn how to create 'Freeze Frames'.
- Practise using facial expressions and body language.
- Learn to use 'Thought Tracking'.

Let's get ready!

- This lesson is best taught in a big room with plenty of space. It could also take place outside.

Let's begin!

- Warm up: Play 'Look down / Look up' (*Schau nach unten / Schau nach oben*). Everyone stands in a circle. The teacher explains the game first in German, then in English. The teacher says '*Schau nach unten!*' and everyone looks down. When he/she says '*Schau nach oben!*', everyone looks at someone. If by chance two people look at each other, they are out! The last two people standing are the winners. You can play this game twice, depending on the size of your class.

Let's do it!

- The teacher explains 'Freeze Frame' as a snapshot (*Momentaufnahme*) of a scene.
- The children stand in a circle. The teacher gives a title, e.g.: *In der Bücherei / Auf dem Schulhof / Auf dem Bauernhof / Karla und Kai im Garten*. One child starts the scene and the teacher names children who then add to the scene. It is particularly interesting when children add to other children. The teacher counts up to five in German and the children have to freeze. The children relax and can now give feedback to one another. This can be done in German for the more able

children, e.g.: *Ich denke, du bist eine Katze. Ich denke, du liest ein Buch.*

- The teacher explains 'Thought Tracking' (*laut denken*) as vocalising thoughts. This can be just one word or one to two sentences. The teacher counts up to five in German and the children go back to their 'Freeze Frame'. The teacher names the children one after the other and they say their thoughts out loud (in German).
- The children can make suggestions for further 'Freeze Frames'.

Let's summarise!

- The teacher reflects with the children in English on what they found hard or easy and where they could improve.

Let's have even more fun!

- The children can be split up into groups and they have to create a 'Freeze Frame', which the other group has to guess and interpret.
- The teacher can take a photograph of each 'Freeze Frame', and write a caption in German underneath to use on a display board.
- More ideas at: <http://dramaresource.com/>

Chapter 6: The play rehearsal (*Die Theaterprobe*)

(6 lessons)

Story: In their German lesson, the children are rehearsing for a play. They need some costumes. One child wants to use the wig where the insects are hiding. When the child tries to grab it, the wig starts moving. After calling his friends over, the children cautiously lift the wig and find the insects. The children build them a hideaway in the classroom. They secretly feed them. The insects talk about their next holiday destinations but realise that they are homesick (*Sie haben Heimweh*). They decide to go back home because they have travelled the world yet do not know much about their own country's holiday places.

What is the chapter about?

- Learn some interrogatives and how to use them in sentences.
- Learn a song about interrogatives.
- Learn the adjective endings with the indefinite article for the Nominative and Accusative case.
- Learn how to present a fashion show in German.
- Cross-Curricular lesson: Music - Beatboxing

Grammar explained:

When an adjective is used **in front** of the noun it qualifies, it adds an ending. These endings need to be learnt. The endings vary slightly depending on whether the adjective is being used together with the **definite** or **indefinite** article and also according to **case**. Compare the following tables.

Definite article and adjectives:

	masculine	feminine	neuter	plural
Nominative	<i>der kleine Mann</i>	<i>die kleine Frau</i>	<i>das kleine Kind</i>	<i>die kleinen Kinder</i>
Accusative	<i>den kleinen Mann</i>	<i>die kleine Frau</i>	<i>das kleine Kind</i>	<i>die kleinen Kinder</i>

Indefinite article and adjectives:

	masculine	feminine	neuter	plural
Nominative	<i>ein langer Rock</i>	<i>eine lange Hose</i>	<i>ein langes Kleid</i>	<i>lange Kleider</i>
Accusative	<i>einen langen Rock</i>	<i>eine lange Hose</i>	<i>ein langes Kleid</i>	<i>lange Kleider</i>

The words needed:

Heimweh

homesickness

Fragewörter

interrogatives / question words

Wann?

When?

Warum?

Why?

<i>Wer?</i>	Who?
<i>Wohin?</i>	Where to?
<i>Worum geht es?</i>	What is it about?
<i>das Geheimnis</i>	mystery, secret
<i>die Modenschau</i>	fashion show
<i>bequem</i>	comfortable
<i>lang</i>	long
<i>kurz</i>	short
<i>weit / breit</i>	wide
<i>eng</i>	tight, narrow
<i>tragen</i>	to wear, to carry
<i>er/sie/es trägt</i>	he/she/it wears, carries

Some more words you might like:

<i>kariert</i>	checked
<i>getupft</i>	spotted
<i>gestreift</i>	striped
<i>der Laufsteg</i>	catwalk

Lesson 6.1: The mysterious wig (*Die geheimnisvolle Perücke*)

Let's learn!

- Recap sentences with *Was?* (Volume 1, Chapter 2), *Wo?* and *Wie?* (Volume 1, Chapter 10).
- Learn some new interrogatives.
- Learn how to use these interrogatives in sentences.

Let's get ready!

- Film Clip for Chapter 6
- Word cards for each interrogative in German and in English (separate cards). Two sets of each might be necessary depending on class size (one card for each child).
- Song about interrogatives

Let's begin!

- The teacher shows the film clip to the class. Discuss what is happening in the film clip. Explain that *Heimweh* means 'homesickness'. (Heimweh known from Vol 1, Chapter 2 in Felix & Franzi)
- The teacher asks questions using *Was? Wo? and Wie?* (Vol. 1, Chapters 2 and 10), for example: *Wo sind die Kinder? Was ist das? Wo ist Karla / Kai? Was machen die Kinder? Was macht der Junge? Wie heißt er / sie?*

Let's do it!

- The teacher shows the film clip a second time, pausing the clip at intervals to introduce the new interrogatives, for example:

Wer ist das? Das ist der Junge.

Warum krabbelt die Perücke? Karla und Kai krabbeln unter der Perücke.

Wohin geht der Junge? Er geht in das Kostümzimmer.

Wann ist die Stunde? Die Stunde ist am Vormittag.

Wie heißt er? Er heißt Kai.

- The teacher introduces the song about interrogatives. Each time an interrogative is mentioned in the song, the teacher puts up the word card on the board. After listening to the song a couple of times, the children join in singing. The teacher and the children should think of actions to go with the song, e.g. shrugging shoulders for *Warum?*, looking at the wrist for *Wann?*
- The teacher hands out the German and English word cards. The teacher claps his / her hands and the children have to find their partner (English and German interrogative). They stand or sit beside each other. After checking that all pairs are correct, the children have to think of a question and an answer using their German interrogative, e.g.:

Wer ist groß und grau? Der Elefant ist groß und grau.

Wann ist dein Geburtstag? Mein Geburtstag ist am 2. August.

Was magst du? Ich mag Pizza.

Wo ist deine Schule? Meine Schule ist in England.

Warum schreibst du? Ich mag schreiben.

Wie geht es dir? Mir geht es gut.

Wohin gehst du? Ich gehe in die Küche.

The children tell the others their questions and answers. This is a good opportunity to revisit different chapters and vocabulary. The game can be played numerous times and the pairing of the children changes each time.

Let's summarise!

- The teacher says an interrogative in German or English and the children have to say the corresponding one.
- Sing the song about interrogatives to end the lesson.

Lesson 6.2: More Mysteries (*Mehr Geheimnisse*)

Let's learn!

- Recap the interrogatives.
- Practise using the interrogatives in sentences.
- Recap verbs of movement.

Let's get ready!

- A burst balloon
- Song about interrogatives
- Word cards for each interrogative in German from last lesson
- Each child needs paper and pencil

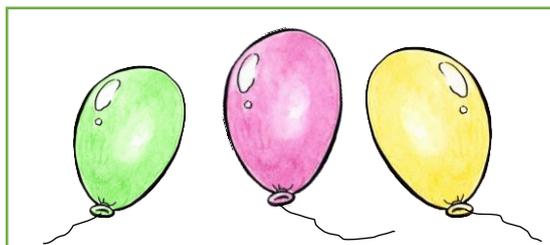
Let's begin!

- The teacher holds up a burst balloon. He / she asks: *Was ist passiert?* (What has happened?) The teacher explains that they have to ask the right questions.
- Sing the song about interrogatives to recap the words.

Let's do it!

- The teacher puts up the word cards on the board in the following order:

Wer?
Was?
Wann?
Wie?
Wohin?
Warum?



- The children have to ask the questions in order. *Wer ist es?* The teacher writes on the board: *Es ist der Elefant.* The children ask: *Was macht der Elefant?* The teacher writes: *Er fliegt.* The children ask *Wann fliegt der Elefant?* The teacher writes: *Er fliegt am Samstag.* And so on. After all the questions are answered the board looks like this:

<i>Wer?</i>	<i>Es ist der Elefant.</i>
<i>Was?</i>	<i>Er fliegt.</i>
<i>Wann?</i>	<i>Er fliegt am Samstag.</i>
<i>Wie?</i>	<i>Er fliegt mit 1000 Luftballons.</i>
<i>Wohin?</i>	<i>Er fliegt nach Afrika.</i>
<i>Warum?</i>	<i>Er hat Heimweh.</i>

- The teacher shows the burst balloon again and the children can explain the connection in English (e.g. The elephant was too heavy and the balloons burst. He landed safely in the Arctic where he married a penguin and lived happily ever after.)
- The teacher asks the children to copy the interrogatives from the board and to write their own answers. More able children are encouraged to write the answers in whole sentences while less able children can write one word answers. At this point it would be good to recap some verbs of movement (Vol. 2, Chapter 10; Vol. 3, Chapter 4 and Vol. 3, Chapter 2) and to write them on the board (*gehen, fahren, laufen, fliegen, schwimmen, krabbeln, fallen*). The children can also draw a 'clue' which can be the starting point for the mystery, like the 'burst balloon'.
- The children can now be paired up and show each other their drawn 'clues'. Then they ask each other questions using the interrogatives to find out the answers and to solve the 'mysteries'.

Let's summarise!

- The teacher asks some children to present their 'mysteries' to the whole class.
- The teacher could present one or two episodes of "Der kleine Eisbär" (The little Polarbear) in book or video format to the children and solve a few more mysteries by asking the necessary questions.

Lesson 6.3: Carry or wear? (*Tragen oder tragen?*)

Let's learn!

- Learn that the word *tragen* has two meanings.
- Learn the adjective endings with the definite article for the Nominative.
- Recap the Accusative definite article endings (Vol. 3, Chapter 4).
- Learn the adjective endings with the definite article for the Accusative.

Let's get ready!

- Karla and Kai cardboard figures
- Cardboard images of bags, umbrellas and mobiles of different sizes and colours
- Worksheet (see Appendix)

Let's begin!

- The teacher puts up the cardboard figures of Karla and Kai on the board. The children verbalise: *Das ist Karla. Das ist Kai.* The teacher says: *Karla ist klein. Die kleine Karla. Kai ist klein. Der kleine Kai.*
- The teacher puts up the different cardboard pictures on the board and the children verbalise: *Das ist das Handy. Das ist der Regenschirm. Das ist die Tasche.* The teacher says for example: *Das Handy ist schwarz. Das schwarze Handy.* The children should now formulate sentences in the same way using the correct ending for the adjectives (-e). The teacher explains that the adjective only has an ending when in front of a noun.
- The teacher explains that the ending for adjectives in the Nominative case for all genders is -e. The teacher gives examples of using two adjectives: *Das Handy ist schwarz und klein. Das schwarze kleine Handy.* The children are asked to describe some items from the board using two adjectives.

Let's do it!

- The teacher sticks the bag onto Karla's hand on the board and says: *Karla trägt die kleine Tasche.* The teacher sticks the mobile onto Karla's hand and says: *Karla trägt das schwarze Handy.* The teacher sticks the umbrella onto Karla's hand and says: *Karla trägt den kleinen Regenschirm.*

- The teacher explains that in the Accusative, the ending for adjectives in front of masculine nouns is **-en**. Recap the Accusative forms for the definite articles (Vol.3, Chapter 4). Emphasise that only the article for the masculine nouns is different (**den**) as well as the adjective ending in front of a masculine noun (**-en**). Give examples: *Ich trage **den** kleinen Hund. Ich trage **den** roten Ball.*
- The teacher says pointing to Karla and Kai on the board: *Die Insekten sind klein. Die kleinen Insekten. Ich trage die kleinen Insekten.* Explain that the adjective ending in front of nouns in the plural form is **-en** in the Nominative and Accusative.
- The teacher hands out the worksheet and explains the tasks. It might be good to do some examples together before the children work individually. The worksheet could also be set as homework.

Let's summarise!

- The teacher points out his / her preferences from a number of options which could be depicted on cards.

*Ich mag den roten Apfel, nicht den grünen Apfel.
Ich mag die kleine Tasche nicht die große Tasche.*

The pupils form similar sentences.

- The teacher explains that the verb 'tragen' has two meanings: 'to carry' and 'to wear'. He / she asks the children to bring their favourite clothes to the next lesson in preparation for a Fashion Show.

Lesson 6.4: Fashion Show (*Modenschau*)

(This will take two lessons.)

Let's learn!

- Learn the adjective endings with the indefinite article for the Nominative and Accusative case.
- Learn how to present a fashion show in German.

Let's get ready!

- The children need to bring some clothes to school
- The teacher has brought some of his / her clothes for the lesson
- Each child needs pencil and paper
- Pretend microphone

Let's begin!

- The teacher shows and names his / her clothes and the children echo. Firstly the item is named: ein Pullover, eine Hose, ein Hemd etc. and when the pupils have revised the items of clothing, an adjective is added:
e.g. Ich habe *einen engen Pullover, eine blaue Hose, ein getupftes Hemd*.
- The children take their clothes out and describe them, firstly just as nouns. Assist with words in three columns (masculine, feminine and neuter) on the board. Revisit Vol. 1, Chapter 6 if necessary.
- Introduce any new vocabulary as it occurs by writing the words and their meanings on the board.
- Give a list of appropriate adjectives to go with the clothes and encourage the children to use them with their items of clothing.

Let's do it!

- The teacher explains the task of presenting a Fashion Show (*eine Modenschau*). The teacher says pointing to his / her clothes e.g.: *Herr / Frau Smith trägt eine blaue Hose, ein getupftes Hemd und einen engen Pullover*.
- Recap the indefinite article in the Accusative: **einen / eine / ein**. Write up on the board the corresponding adjective endings in the Accusative: **en / e / es**
- The children are asked to write down what should be announced when they are on the catwalk (*Laufsteg*), e.g. *Das ist Sarah. Sie trägt eine grüne lange Bluse und einen kurzen roten Rock*. The teacher helps where needed.
- The children present their results to the class and all the sentences are collected in a document on the computer.
- The children and the teacher discuss how the fashion show should be run. A name needs to be decided (*Die außergewöhnliche Modenschau der Klasse 5M*), the running order, who is presenting (different children should present), where will it be (in the classroom or in the Assembly Hall), whether decorations are needed, the music to be used (a German Pop song would be good), etc.
- The Fashion Show is presented. Take lots of photos!

Let's summarise!

- The teacher and the children discuss how the Fashion Show went. They look at the photographs. Much praise is given!

Entry in InsectNett:

Der Theaterraum in der Schule ist sehr groß. Du kannst viele spannende Dinge sehen: Perücken, Mäntel, Masken, Puppen und Jacken. Die Kinder haben uns Brezeln und Limonade gekauft. Wir können eine Party feiern. Kommst du auch?

Let's show others!

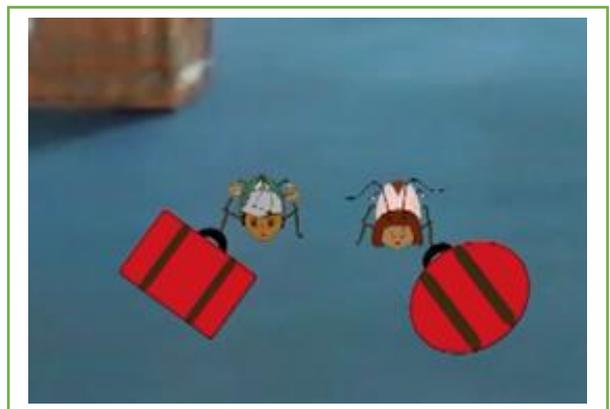
- Sing the song about the interrogatives in Assembly and present some 'mysteries'.
- Invite other classes or parents to the Fashion Show. Invitations could be written in German for the Fashion Show.
- Make a display with photos of the fashion show.

Let's have even more fun!

- The theme tune of the German version of 'Sesame Street' includes the articles and some interrogatives (Google: *Sesamstraße Titelmusik*). The children could listen to the song and try to understand.
- The following film clip from 'Sesame Street' includes adjective endings in the Accusative as well as the adjectives *groß* and *klein*. (Google: *Sesamstrasse, Ernie & Bert, Gross und klein, YouTube*)
- After watching the final part of the film clip again, the children could try to imagine what Karla and Kai might be writing as a last entry in their blog before leaving for Germany. The children could write the last entry themselves.

Example: England ist ein gutes Land für Urlaub. Wir haben viele Freunde gefunden. Nun haben wir Heimweh. Wir kommen wieder nach Deutschland.

- Karla and Kai mention their family members in the video. This topic could be revisited if time allows.



Lesson 6.5: Cross-Curricular lesson: Music - Beatboxing

Let's look at the facts!

Let's look at the facts: 'Beatboxing' is sometimes called 'B-Boxing'. It is a kind of vocal percussion where sounds, primarily of a drum kit, are imitated using one's mouth and voice. Rhythm is very important.

Beatboxers make four types of sounds:

1. Plosives (stops): b – k – t - g
2. Fricatives: continuous sounds like sh – ph – ch
3. Clicks: like clicking your tongue, etc.
4. Oscillations: something that vibrates continuously, like blowing raspberries

(Google: Gavin Tyte, Beatboxing, Lesson 1, The Basics)

You will find lots more information and examples on the internet. In the lesson only types 1 and 2 sounds will be used.

The words needed:

<i>schlagen</i>	to beat
<i>die Schachtel</i>	box
<i>das Geräusch</i>	sound
<i>das Mikrofon</i>	microphone

Let's learn!

- To be able to understand an instructional film clip in German.
- Learn some basic sounds of beatboxing.
- Learn how to put sounds together.

Let's get ready!

- A box
- Film clip:

www.wdrmaus.de/sachgeschichten/sachgeschichten/beatboxing.php5

Let's begin!

- The teacher makes a beating movement and shows the box. He asks: *Was ist das? Schlagen und eine Schachtel?* 'Beatboxing!'
- The teacher asks whether the children know what 'beatboxing' is.

Let's do it!

- The teacher shows the film clip twice. The second time he / she pauses the film clip at moments and explains. The children join in and imitate the sounds.
- The teacher repeats the three different sounds: P – Z – PF and the children practise each sound. The class is divided into three groups. Each group makes one of the three sounds. The teacher points to each group and they make the sound.
- The children are now asked to practise the three sounds individually, as in the film clip, remembering that the Z-sound comes twice. The teacher leads and all make the sounds together.
- The teacher introduces new sounds (fricatives: continuous sounds), like: sh - ph.
- The teacher divides the children into groups of four children. Each group comes up with a sequence of sounds. Emphasise that the rhythm is very important. The children present their 'beatboxing' sequences to the class.

Let's summarise!

- The teacher shows a clip about a young beatboxer:
https://m.youtube.com/watch?v=iBAYL_A7C1k

Let's have even more fun!

- The music specialist in your school might be able to help you with more advanced beatboxing!
- The children can make up 'Beatboxing' sounds using German diphthongs like *au – eu – äu* or *Umlaute (ä – ö – ü)*
- The series *Die Sendung mit der Maus* is one of the most famous German children's programmes. It is comparable with 'Blue Peter' in the UK. The series explains to children 'how things work and what they are'. You will find many interesting film clips which you can use at: www.wdrmaus.de

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