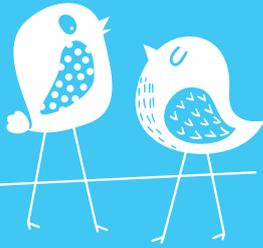


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INFORMATION FOR PRINCIPALS

ADVANTAGES OF TEACHING AND
LEARNING GERMAN AT PRIMARY
SCHOOLS IN AUSTRALIA

Ready-to-use
new materials and
substantial support for
your school provided
by the Goethe-Institut
Australia



**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

WHY GERMAN IN PRIMARY SCHOOL?

WITH THE TEACHING OF LANGUAGES NOW RECOMMENDED IN PRIMARY SCHOOLS BY THE AUSTRALIAN CURRICULUM, THIS IS A TIME FOR NEW OPPORTUNITIES AND NEW APPROACHES TO LEARNING AND TEACHING OF GERMAN AT PRIMARY LEVEL.

According to the *Australian Curriculum: Languages*, schools are encouraged to 'enable all students to engage in learning a language in addition to English.' The *Australian Curriculum: Languages – German* provides resources and support materials from Foundation to Year 6 and beyond.*

The core focus of the Goethe-Institut is to support school principals, teachers and learners of German to achieve their aims. The ready-to-use materials presented here are designed **by teachers for teachers** and are available to Australian primary schools. These materials, developed by our colleagues from the Goethe-Institut in London, have successfully been trialed by the Association of German Teachers of Victoria Inc. (AGTV) at primary schools throughout Victoria.

KEY REASONS WHY GERMAN IS AN EXCELLENT CHOICE FOR PRIMARY SCHOOLS

- 1** Learning a language, particularly at a young age, enhances the broader educational values of raising cultural and social awareness, and of challenging stereotypes.
- 2** English and German have words in common because both are Germanic languages with a similar linguistic heritage. Which means that "a native speaker of English has some immediate access to spoken and written German, and from an early stage learners can engage with authentic texts. (...) Modern German also borrows from modern English, for example, *der Computer*, as does English from German, for example, 'kindergarten'."** This not only helps young learners but also feeds their curiosity and enjoyment in making links between the two languages.
- 3** Learning a language develops awareness of the similarities and differences with English and how it works. Research shows that this improves literacy outcomes for all learners.
- 4** There are now many innovative, fun and interactive teaching materials for teachers and learners of German at primary level. The Goethe-Institut is the front runner in the provision of free or low cost and age-appropriate materials, and in their support of primary school teachers and learners.
- 5** When it comes to future career paths, there is a great benefit for Australian students who learned German from an early age. Germany remains "the largest economy in Europe, the fourth-largest in the world and the world's third-largest exporter."** There is striking evidence of this in our everyday life, e.g. in engineering, the car industry and other technologies that can be found in our homes.
- 6** German lends itself to cross-curricular links, especially CLIL and STEM, e.g. History, Geography and Science.

Two characters – **a frog called Felix and a duck called Franzi** – support teachers and students and ensure remarkable progress and great fun.

For more information, please contact our primary school coordinator Jelena Herster: jelena.herster@goethe.de



ASSESSING PROGRESS WITH TEACHING MATERIALS FROM THE GOETHE-INSTITUT

WE BELIEVE IN DEMYSTIFYING ASSESSMENT: IT HAS TO BE MANAGEABLE, INVOLVE THE LEARNER AND BE PART OF THE LEARNING PROCESS.

We recommend the use of a brief diary format which simplifies these ideas.

By asking learners to write down what they have learnt in this format, you can record progression and also what has been learnt (as well as what has not been understood).

The following notes are a guideline which can be used by teachers to design their own format.

Some teachers may add the traffic light system which helps students to assess whether they feel 'confident' 😊 with what they have learnt, they think that they are 'nearly there' 😊 or 'still unsure' 😊. The learner can come back to this and change the symbol (or emoticon).

LET'S SEE WHAT I HAVE LEARNT

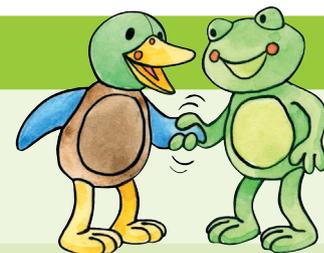
Date	What I have learnt	How to say that in German	Comments: I am confident = 😊 Nearly there = 😊 Not sure = 😊
	I learnt ways to say hello.	Guten Tag. Guten Morgen. Hallo.	Germans sometimes shake hands when they say hello. 😊
	I learnt to say <i>I am</i> and change this to a question, <i>am I?</i>	<i>Ich bin</i> and <i>Bin ich?</i>	<i>I</i> (German: <i>ich</i>) is not written with a capital letter in German, only at the beginning of a sentence. 😊
	I learnt to say my name.	<i>Ich heiÙe ...</i> <i>Ich bin ...</i>	ß is a special letter in German, called es-zet, pronounced like ss (e.g. 'kiss').. 😊



Thank you to the **AGTV Inc.** for providing the photos from the **Felix and Franzi** trial supported by the Victorian Government.

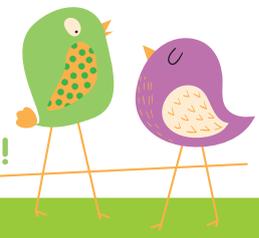
ATTAINMENT TARGETS IN THE FIRST YEAR OF GERMAN ACHIEVABLE WITH THE GOETHE-INSTITUT'S SCHEME OF WORK

	Name of unit	Key language
1	HELLO! <i>GREETINGS</i>	Hallo, Guten Tag, Guten Morgen, Auf Wiedersehen, Tschüss, Herr, Frau. Ich bin, du bist.
2	HOW ARE YOU? <i>FEELINGS</i>	Wie geht's? Danke, gut, nicht gut, schlecht, es geht, wunderbar, ja, richtig, nein, falsch
3	VISITORS FROM GERMANY <i>ANIMALS AND THEIR CHARACTERS</i>	Wer ist das? Das ist der/die/das Der Hund, die Katze (high frequency words) macht, ich habe, du hast, er hat... Continue throughout with: ja, richtig, nein falsch, es geht, gut, also classroom language: laut, leise, schnell, langsam
4	THE PAINTING <i>COLOURS</i>	Welche Farbe ist/hat Meine Lieblingsfarbe ist, Meine Lieblingsfarben sind, und, ist das...? Key colours; schwarz, weiß, gold, blau, rot, grün, gelb Deutschland, Österreich, die Schweiz
5	FRUIT SALAD <i>FRUIT AND EXPRESSING LIKES/DISLIKES</i>	Revisit: das ist, ist das, was ist das? richtig, falsch, und, oder Revisit colours, der Apfel, die Banane, die Birne, die Ananas, die Orange... danke, bitte, magst du? Ich mag... Extension: gesund/ungesund, die Schokolade, mein Lieblingsobst ist...
6	THE BROKEN WASHING MACHINE <i>CLOTHES</i>	Kaputt, key clothing items, wir waschen, wir bügeln, recycle colours, e.g. die Hose ist schwarz, mein Hut.
7	TIME FOR BREAKFAST <i>FOOD AND DRINK</i>	Ich habe Hunger, wir haben Hunger. Was isst du? Ich esse, ich trinke, zum Frühstück esse/trinke ich... ich esse/trinke gern. Ich esse/trinke nicht gern. Das Brot, die Butter, die Wurst, die Marmelade, ein Ei, das Wasser, der Tee, der Kaffee etc. Lecker, schmeckt gut/nicht gut.
8	THE WORK OUT <i>BODY PARTS</i>	Key body parts: die Hände, die Nase, die Augen etc. Can be used together with animal vocabulary. Mein Monster hat... (numbers 1-5 to enable learners to hear and draw a monster, e.g. drei Augen, vier Nasen, fünf Füße)
9	FRANZI'S BIRTHDAY <i>NUMBERS AND BIRTHDAYS</i>	Numbers 1-12, der Geburtstag, der Kuchen, die Kerzen, das Geschenk, heiß, warm, kalt, wie alt bist du? Und du? Ich bin...
10	THE PARCEL <i>ASKING QUESTIONS</i>	Wo ist? Wie heißt du? Ich heiße... Wie alt bist du? Ich bin... Jahre alt. Die Kinder. Wo wohnst du? Ich wohne in Australien/Deutschland. Das Haus, Song: Das beste Haus
11	SUNGLASSES OR UMBRELLA? <i>WEATHER</i>	Die Sonnenbrille, der Regenschirm. Wie ist das Wetter? Ist das richtig/falsch für das Wetter heute? Recycle vocabulary: kalt, warm, heiß, (es ist/es ist nicht kalt etc), es ist schön, es regnet
12	SORRY, WRONG NUMBER <i>THE YEARLY CYCLE</i>	Was kann Felix tragen? Was kannst du tragen? The months/seasons. Im Januar (etc). Note: Make sure to emphasise the difference in the yearly cycle. What do children wear in January in Germany? What do they wear in Australia? Was denkst du? Ich habe einen, eine, ein (and: Ich habe keinen, keine, kein) + clothing. ich habe Geburtstag im (+ month), though we don't yet have enough numbers to use dates to 31 or ordinal numbers.



See www.goethe.de/germanabsolutely for the **Felix and Franzi** materials, including full lesson plans, films, songs, whiteboard apps, as well as other primary materials.

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Knowledge about language and, (keeping it age-related) opportunities to link to literacy

Cultural Awareness

Words can look similar but sound different? E.g.: Hallo, Guten Tag.
Use of capital letters for nouns (easier to grasp for names of objects, less easy for concepts).
First use of umlaut (Tschüss): point this out as a sound.

Postbox and logo is yellow (compared with Australia)
Shaking hands
Conventions of politeness, polite form for Mr. and Mrs./Ms.
When do we use first names/surnames?

Question form, same use of question mark (and punctuation)
Negative 'nicht'

Heimweh, homesickness, feelings

Question form
Words can look/sound similar (das ist, Hund = hound, Katze...) capital letters continued.
Der/die/das – merely to notice the change, not to test vocabulary! Teachers will note the accusative case: ich habe einen, eine, ein, learners need only pick up on sounds.

English and German are clearly related
Animal noises
Extension: der Igel = hedgehog, not eagle, so sometimes words are 'false friends'.



Again similarities/differences (in names of colours).
Singular and plural of verb ist/sind. Learners now know most of the forms of the verb 'to be' in present tense: ich bin, du bist, er/sie/es ist, sie sind.
Letter ß, in weiß, special to German, called es-zet, sounds like ss (e.g. 'kiss')

German flag, other German speaking countries, other flags – link these to languages and learners' backgrounds.
Show these on a map.

Plural form: Äpfel, Bananen, Birnen, Orangen, Ananas.
Learners notice different sounds but are not expected to learn all the grammar rules, though some can work out additional 'n' on nouns ending in 'e'.
What rules/exceptions does English have for plural?

Politeness forms: please and thank you.
Healthy eating (which is a topic that is commonly addressed at German primary schools).
Tongue twister.

Learners are not expected to learn how adjectives (e.g. colours) and the possessive (mein/dein) change endings but will pick up on sounds.

No school uniform in Germany.
Make a display.

N.B.: *Marmelade* means 'jam', the English term 'marmalade' is *Orangemarmelade* in German. We often put 2 or more nouns together, so words can become long in German. Practise language for real questions and answers; use surveys, bar charts to show likes/dislikes. Learners now know most forms of the verb 'haben'; can they notice changes depending on the personal pronoun? Compare with English.

German breakfast: compare with other types.
Bring in samples of German food.
Link to Maths, use of charts to show outcomes.

Talk about use of umlaut (first seen in Tschüss).
Pair work is ideally part of class ethos, use here to speak, listen and draw. Issue of singular and plural reoccurs, communication is key, inaccuracies not an issue.

German version of 'Head, shoulders, knees and toes'. Some songs and rhymes cross borders.



Use various games (ping-pong, memory games, guessing games, lip reading) to reinforce importance of pair work, here with numbers, to practise language.

German party game *Topfklopfen*, recognisable in English, other games.

Question form check and reinforce previous questions with learners. was?, wie?, wer?, welche?).
It is more meaningful to take on an imaginary identity so questions have unknown answers.

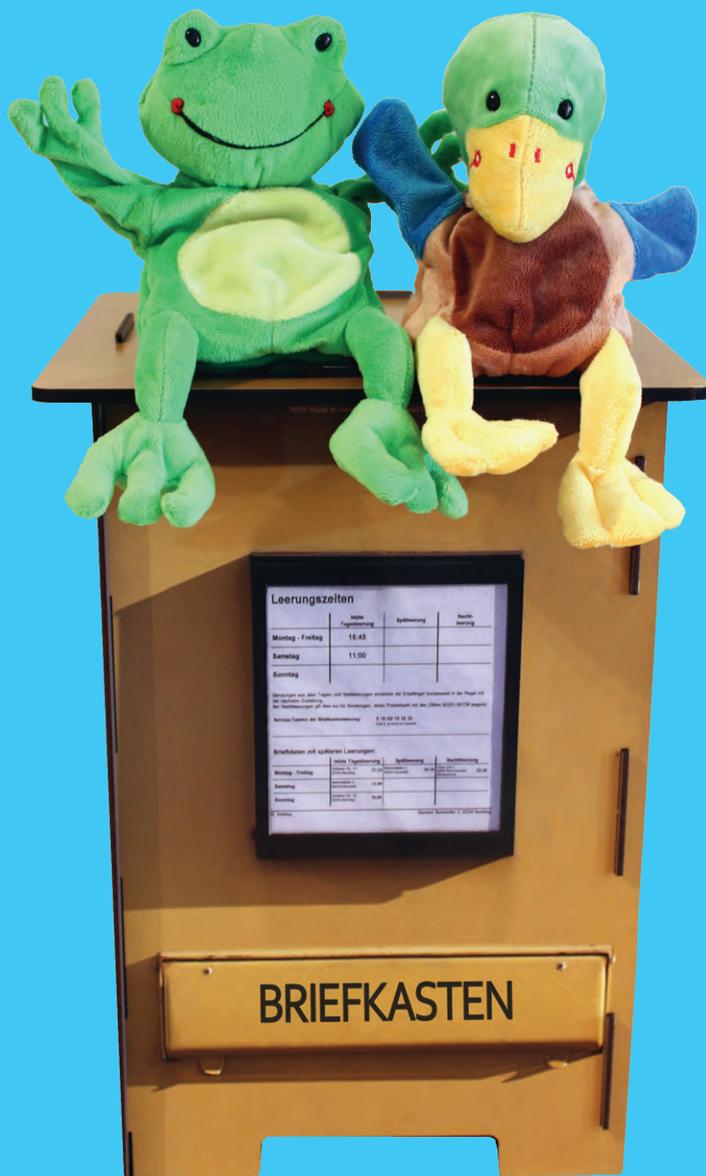
Use imaginary ID to take on typical German names and explore places in Germany, e.g. ich heiße Kai/Eva, Ich wohne in Hamburg/Berlin. Note how place names are pronounced. Addresses are written differently.

Recycling always needed in language learning: link weather to clothes (see suggestions in lesson plans) to give a reason to need to know the weather.

Link with geography: use weather symbols to create a simple forecast on a map of Germany. Note for use of Felix and Franzi materials in Australia: point out the difference between seasons/yearly cycle in Germany and Australia (summer in Germany June–August).
Wetterfrosch as a German saying and a game.

The phone call gives a real reason to ask the weather, what to wear and what someone is doing. Verbs such as 'schwimmen', 'tanzen', 'singen', 'schlafen' are cognates (or near cognates – i.e. look very similar).

Use of country/area codes for phoning, which can extend to world map (and recycle weather vocabulary).



Leerungszeiten

	Wochentag	Spülmaschine	Wäsche
Mittwoch - Freitag	10:45		
Sonntag	11:00		
<small>Überprüfen Sie alle Regeln und Spülzeiten anhand der Bedienungsanleitung in der Regel mit dem Hersteller. Überprüfen Sie die Bedienungsanleitung für alle auf die Spülmaschine. Wenn Probleme mit dem Modell 8221/8128 auftreten, kontaktieren Sie den Kundendienst. © 2018 Bosch Power Tools</small>			

Briefkästen mit separaten Leerungen:

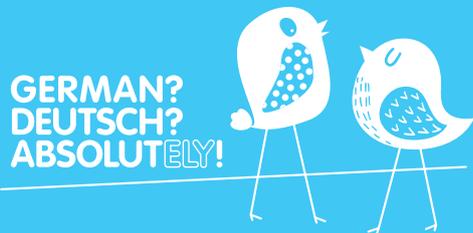
	Wochentag	Spülmaschine	Wäsche
Mittwoch - Freitag	10:45	10:45	10:45
Sonntag	11:00	11:00	11:00

BRIEFKASTEN



**Goethe-Institut
Melbourne**
Level 1, 448 St Kilda Road
Melbourne VIC 3004
Australia
Phone: 03 9864 8924
Email: jelena.herster@goethe.de

**Goethe-Institut
Sydney**
90 Ocean Street
Woollahra NSW 2025
Australia
Phone: 02 8356 8342
Email: inken.steeb@goethe.de



www.goethe.de/australia