



DEUTSCH MIT KARLA & KAI

VOLUME 2

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

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Deutsch mit Karla & Kai, Volume 2

Introduction to *Deutsch mit Karla & Kai*

The lesson plans in this booklet are intended for children who have finished three years of German at primary level, having had around 40 minutes of German per week. Teachers would ideally start with the lesson plans in this booklet in Year 6. It is the second volume in the series '*Deutsch mit Karla & Kai*'.

'*Deutsch mit Karla & Kai, Volume 2*' 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.



During the third and fourth year of learning German, the pupils will gradually be introduced to more grammar concepts. Teachers will also be given ideas for setting writing tasks. However, motivation, fun and intercultural learning stay at the heart of this scheme of work. 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*)

As this will be the second year in which pupils will work with these characters, teachers could, at the beginning of the school year, look again at the two species, the cockroach and maybeetle, and discuss where and when you can find these insects in their natural habitats. They could revisit the trailer to remind the pupils of the two characters or look at geographical features of Germany.

You may like to begin with the main film title song again - which is explained in the preparatory lesson in Volume 1 - as another opportunity to make a flying start with the fourth 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

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Content Overview

Preparatory Lesson: After the holidays (p. 5-7) (*Nach den Ferien*)

Vocabulary old: Content of *Mein Tag war gut* song, greetings, numbers, clock time and countries (Song see *Deutsch mit Karla & Kai*, Volume 1, Chapter 1)

Vocabulary new: Additional countries the children may have visited on holiday

Media: Trailer *Deutsch mit Karla & Kai* with title song, Whiteboard App or PowerPoint for countries exercises (see Felix & Franzi Volume 2, Chapter 10)

Chapter 1: Arrival in two different cities (p. 8-24) (*Ankunft in zwei verschiedenen Städten*)

Vocabulary old: countries, numbers, high frequency verbs

Vocabulary new: airport related vocabulary, how to say 'sorry'

Grammar: learn some modal verb forms, revisit to express what you would like to do with 'möchte', learn to express future activities with 'werden'

Topics to discuss: revisit characters of the story, making phone calls, describing people/objects

Media: Film clip: Film clip for this chapter; Songs: 1) Title song 2) *Mein Tag war gut* 3) *Darf ich?* ('Infinitiv Song') 4) *Wünsche-Rap*

Chapter 2: North, South, East or West? (p. 25-39) (*Im Norden, Süden, Osten oder Westen?*)

Vocabulary old: weather vocab, modal verbs and numbers

Vocabulary new: words for times of the day, intensifiers

Grammar: use of 'werden' to indicate the future

Topics to discuss: how to tell the time in German (digital, analogue as extension)

Media: Film clip for this chapter; Songs: 1) *Darf ich?* ('Infinitiv Song') 2) *Uhrzeiten-Song*

Chapter 3: An unpleasant trip by car (p.40-55) (*Eine unangenehme Autofahrt*)

Vocabulary old: numbers up to 100, food and drink, clothes, toys

Vocabulary new: numbers up to 2.000, extension of food and drink, clothes, toys

Grammar: expressing likes/dislikes, polite form: using *Sie*,

Topics to discuss: units of measurement in German, cultural information about shopping in Germany and German inventions

Media: Film clip for this chapter; Songs: *Imbiss-Lied* (Felix & Franzi, Volume 2, Ch. 10)



Chapter 4: A canoe adventure in Leipzig (p.56-70)

(Ein Kanuabenteuer in Leipzig)

Vocabulary old: clothes, prepositions, feelings, verbs in Perfect tense

Vocabulary new: items for excursions, more verbs

Grammar: Perfect tense with *haben* and *sein*, prepositions taking different cases

Topics to discuss: talk about the natural world around us, German inventions

Media: Film clip for this chapter; Songs: 1) *Wo ist die Maus?* (K&K Vol. 1, Ch. 4),
2) *Wie geht's?* (F&F, Vol. 1, Ch. 2)

Chapter 5: In search of old friends at the Vet's (p.70-89)

(Auf der Suche nach alten Freunden beim Tierarzt)

Vocabulary old: verbs, pets, colours,

Vocabulary new: jobs,

Grammar: German sounds and pronunciation, interrogatives (question words), sentences using 'man', sentences with *weil* and *wenn*, variations of word order

Topics to discuss: jobs, talking about events

Media: Film clip for this chapter; Songs: 1) Jobs-Song 2) *Grün ja grün sind alle meine Kleider* 3) *Wo ist die Polizei?* (*Fragewörter-Lied*, K&K, Vol. 1, Ch. 6)



Chapter 6: A city full of surprises (p.89-106)

(Eine Stadt voller Überraschungen)

Vocabulary old: food and drink, *weil*-sentences,

Vocabulary new: adverbs of time

Grammar: German sounds,

Topics to discuss: using adverbs, Perfect tense and Imperfect tense

Media: Film clip for this chapter; Songs: *Karla & Kai's Berlin Song*

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Preparatory Lesson

After the holidays (*Nach den Ferien*)

Vocabulary: Revisit vocab for greetings, time, activities and ordinal numbers.

Grammar: Revisit verbs in present and past tenses.

Let's get ready!

- Song: Mein Tag war gut. (K&K Vol. 1, Ch. 1)
- Karla and Kai cardboard figures

Let's begin!

- The teacher welcomes the pupils back after the summer break, e.g. 'Hallo. Guten Tag. Willkommen zurück in unserer Schule.' You could continue asking them to say Hello to each other in German. Ask them how they would say Hello at different times of the day. Use: *Guten Morgen. Guten Tag. Guten Abend. Hallo. Hi.*
- You can continue by asking: *Was sagst du am Morgen? Was sagst du am Abend? Wir haben zwei Gäste. (ein Gast, zwei Gäste).* Give them some clues and let them guess:

Der erste Gast ist sehr klein. Er hat sechs Beine. Er hat ein Basecap. Er ist ein Insekt. Wer ist das? (Das ist Kai./Er heißt Kai. Er ist ein Maikäfer.)

(Try to distract, do not describe Karla here.) *Der zweite Gast ist nicht neu hier. Er ist klein und hat vier Beine. Er kann springen. Er ist grün. (- could be Felix.)*

Der dritte Gast ist auch sehr klein. Er hat sechs Beine, zwei lange Fühler und zwei rosa Schleifen im Haar. (Das ist Karla. Sie ist eine Kakerlake.)

- Take out the Karla & Kai cut-outs. Ask the children what they remember about the insects. Give some hints: *Wer sind Karla und Kai? Welche Nationalität haben sie? Welche Länder haben sie gesehen /besucht?*
- The children might remember some adventures, which they can share in English. You can use a few 'Schlüssellochbilder' (keyhole pictures). (for more examples, see Appendix)



- Ask: *Was machen Karla und Kai? Wo sind sie?*

	<p><i>Karla rettet Kai. Die Insekten sind auf dem Schulhof.</i></p>
	<p><i>Karla und Kai springen in die Gießkanne. Sie sind im Klassenzimmer.</i></p>
	<p><i>Karla ist in der Bibliothek. Sie isst Bonbons und sieht viele Bücher.</i></p>

- Say that Karla & Kai have been to other countries during their holidays. Show that you brought something with you and introduce *Karla & Kai's Sommerkalender* (summer calendar). The pupils read out aloud what happens every day.
- If necessary, revisit the ordinal numbers here. You can give support by giving the first date in the written form underlining the ordinal number and marking the ending: *Es ist der achtzehnte Juli.* (Nominativ) or *Ich habe am achtzehnten Juli Geburtstag.* (Akkusativ)
- Remind pupils of the irregular ordinal numbers: erster, dritter, siebter/siebenter (both possible), achte (one -t only)
- For numbers higher than 20, add **ste(n)**:
e.g. zweiundzwanzig**ste(n)**



Karla & Kais Sommerkalender

18. Juli Es ist der 18. Juli. Kai ist in York. Er besucht ein Museum.	21. Juli Es ist der 21. Juli. Karla kauft eine Postkarte.	28. Juli Es ist der 28. Juli. Karla liest ein Buch. Das Buch ist spannend.	31. Juli Es ist der 31. Juli. Kai ist in Italien. Es ist warm. Er isst ein Eis.
1. August Es ist der 1. August. Karla ist in Österreich. Sie spielt mit ihrer Kusine.	15. August Es ist der 15. August. Kai ist auf einer Party in London. Er sieht einen Filmstar.	16. August Es ist der 16. August. Karla badet im Meer. Sie ist am Strand in Spanien.	20. August Es ist der 20. August. Karla und Kai packen Koffer. Deutschland ist das Reiseziel.

- Ask the children to write down four entries for their own 'summer calendar'. Check what they have to tell each other about their summer holidays.
- Revisit the song: *Mein Tag war gut* (K&K, Vol 1, Ch. 1).
- Remind them that usually they would tell holiday events in the past tense, just as the song describes a day using the past tense. Now ask the children to say what Karla and Kai experienced in der holidays describing it in the right tense. They can look at the song text where they can find examples of verbs they can use.
 - 18. Juli. Kai war in York. Er hat ein Museum besucht.
 - 21. Juli. Karla hat eine Postkarte gekauft.
 - 28. Juli. Karla hat ein Buch gelesen. Das Buch war spannend.
 - 1. August. Karla war in Österreich. Sie hat mit ihrer Kusine gespielt.
 - 15. August. Kai war auf einer Party in London. Er hat einen Filmstar gesehen.
 - 16. August. Karla hat im Meer gebadet. Sie war am Strand in Spanien.
 - 20. August. Karla und Kai haben Koffer gepackt. Deutschland war das Reiseziel.
- Explain that the last sentence is actually better in the present tense because Karla and Kai are on their way to Germany right now.
- The children will find out soon what will happen there. Repeat: *„Deutschland ist das Reiseziel“* and finish the lesson.
- If time allows, sing the song again.



Chapter 1: Arrival in two different cities (*Ankunft in zwei verschiedenen Städten*)

[8 lessons]

Story: Karla & Kai travel as stowaways in two different suitcases from England to Germany. Karla's suitcase is redirected for a connecting flight and therefore they are separated at the airport in Munich. Karla ends up in Hamburg. She manages to message Kai and tells him to meet her in Berlin.

What is the chapter about?

- Revisit the two main characters: Karla and Kai.
- Revisit how to describe people /objects.
- Revisit the numbers up to 100.
- Revisit how to make a phone call.
- Learn the main modal verbs and use them in statements.
- Learn how to use 'werden' to indicate the future.
- Learn how to say 'sorry'.
- Revisit how to use 'möchte' to express what you would like to do.

The words needed:

<i>das Smartphone</i>	smartphone
<i>der Flughafen</i>	airport
<i>werden</i>	shall / will (+ infinitive)
<i>ich werde nicht</i>	I will/ shall not
<i>er/sie/es wird</i>	he/she/it will (+ infinitive)
<i>Es tut mir leid.</i>	I am sorry.
<i>Entschuldigung.</i>	Sorry. Excuse me.
<i>können</i>	to be able to, can
<i>müssen</i>	to have to
<i>wollen</i>	to want to
<i>sollen</i>	to be supposed to
<i>dürfen</i>	to be allowed to
<i>treffen</i>	to meet
<i>warten</i>	to wait
<i>weinen</i>	to cry
<i>die Lotterie (short: Lotto)</i>	The National Lottery
<i>der Lottoschein</i>	Lottery ticket
<i>die Superzahl</i>	bonus ball

Some more words you might like:

<i>das Kofferkarusell</i>	luggage belt
<i>die Durchsage</i>	announcement
<i>der Flugsteig</i>	gate
<i>das Gepäck</i>	luggage



Grammar explained:

A) Modal verbs use the following pattern:

Noun /pronoun - modal verb – infinitive of the verb (at the end of the clause).

e.g.: *Ich kann schwimmen. Das Kind will essen. Sie darf heute ins Kino gehen.*

Most important forms are:

ich kann/muss/will/soll/darf

du kannst/musst/willst/sollst/darfst

er/sie/es kann/muss/will/soll/darf

wir können/müssen/wollen/sollen/dürfen

ihr könnt/müsst/wollt/sollt/dürft

Sie/sie können/müssen/wollen/sollen/dürfen

In a question, the modal verb is at the beginning, e.g. *Darf ich telefonieren?*

B) Expressing wishes:

The children have so far learned to say what they like with the form: *Ich mag...*

Usually after 'mag' you use an object, e.g. 'Ich mag Pferde.' or 'Ich mag Schwimmen (here used as an activity in the form of a noun)'. In order to say what you would like to do, you use 'möchten' in German. It is the 'imperfect subjunctive' of 'mögen'. It is the polite form of making a request or a suggestion. Some forms of 'möchten' will be introduced and practised in lessons 1.5 and 1.6.

The different forms are:

Singular: **ich** möchte - **du** möchtest - **er/sie/es** möchte

Plural: **wir** möchten - **ihr** möchtet - **Sie/sie** möchten

C) For the future tense with 'werden', the following pattern is used:

Noun /pronoun - form of 'werden' – infinitive of the verb (at the end of the clause).

e.g.: *Ich werde schlafen. Der Hund wird die Wurst essen.*

The forms of 'werden' are as follows:

Singular: **ich** werde - **du** wirst - **er/sie/es** wird

Plural: **wir** werden - **ihr** werdet - **Sie /sie** werden



Lesson 1.1: Karla & Kai - The story so far

(*Karla & Kai - Was bisher geschah*)

Let's learn!

- Recap Chapter 6 in *Karla & Kai* Volume 1.
- Recap describing vocabulary, adjectives.
- Recap the third person personal pronouns.

Let's get ready!

- Film clip for K&K, Vol. 1, Ch. 6
- Lyrics of theme song
- Karla and Kai cardboard figures
- Paper and pen for the children

Let's begin!

- The teacher shows the cardboard figures one after the other and asks: *Wer ist das?* The children answer: *Das ist Karla. / Das ist Kai. / Das sind Karla und Kai.*
- Show the film clip for K&K, Vol. 1, Ch. 6 and ask the children to join in singing the song. Pause after the theme song. Make sure they remember the lyrics and understand the song. Repeat the first part of the video so that the children can join in singing the song again.
- Continue watching the film clip.

Let's do it!

- Ask the children to describe Karla und Kai. Give some help: *Sind sie groß oder klein? Wie viele Beine haben sie? Wie ist ihre Kleidung?*
- Ask the children to introduce either Karla or Kai in pairs. Recap the personal pronouns *er* and *sie* (K&K, Vol. 1, Ch. 5). The children should write down sentences such as:
- *Das ist Karla. Sie ist eine Kakerlake. Sie trägt eine schwarze Hose und eine rote Tasche. Sie hat rote Haare. Sie hat sechs Arme und Beine. Sie ist klein. Sie ist schlau. Sie mag Bonbons. Karla schreibt einen Blog.*
- *Das ist Kai. Er ist ein Maikäfer. Er trägt eine graue Mütze und einen roten Koffer. Kai trägt grüne kurze Hosen und weiße Schuhe. Er ist klein. Kai ist in England. Kai ist in einer Schule.*
- The children introduce their character to the whole class. They hold the cardboard figure while they do this.



Let's summarise!

- Show the film clip for K&K, Vol. 1, Ch. 6. The volume could be muted for different scenes. The children could take over the dialogue.
- Recap the word *Heimweh*. *Karla und Kai haben Heimweh. Sie wollen wieder nach Deutschland.*
- The teacher explains that the children will see how the story continues in the next lesson.

Lesson 1.2: The phone conversation

(*Das Telefongespräch*)

Let's learn!

- Revisit how to make a phone call.
- Learn how to fill in gaps in a phone dialogue.
- Learn how to say 'sorry' in German.

Let's get ready!

- Film clip for K&K, Vol. 2, Ch. 1
- Phone conversation on IAW with gaps for sentences
- 11 A4 sheets of paper
- 2 dice (if possible big ones)

Let's begin!

- Show the film clip for K&K, Vol. 2, Ch. 1
- Discuss what has happened in the film clip. Ask questions like: *Wo ist Karla? Wo ist Kai? Hat Frau Hoffmann den richtigen Koffer? Was schreibt Karla an Kai? Wo ist ihr Treffpunkt?*

Let's do it!

- Show the part with Karla's text message in the film clip again.
- You could prepare the text with gaps that the children have to fill in on the IAW.

*Es tut mir leid, Kai. Ich bin in Hamburg.
Ich werde nach Berlin kommen. Treffpunkt
Zoo Berlin bei unseren Freunden, OK? Karla*

- The teacher explains 'Es tut mir leid.' means 'sorry'. 'Entschuldigung' is another way of saying 'sorry' but it can also mean 'Excuse me!' depending on the situation. The children repeat



the words with actions (a gentle push for 'sorry' and a tap on the shoulder for 'Excuse me').

Note: 'Sorry' is also being used a lot in Germany nowadays.

- The teacher asks: *Was schreibt Karla?*
The children work out the missing sentences with the help of the teacher. The teacher fills in the gaps on the IAW.



- The children are now asked to write a text message themselves. They should try to give a friend some information on where they would meet.

Let's summarise!

- Ask the children to think of more situations in which an apology might be necessary. Write each situation on an A4 sheet of paper (landscape). Find six sentences.

e.g. *Ein Glas fällt aus deiner Hand auf den Boden.*
Du läufst gegen eine andere Person.
Du kommst zu spät.
Du hast etwas vergessen.
Du hast einen Fehler gemacht.
Du hast deine Hausaufgabe nicht.

- Mix these situations with sentences, where no apology is necessary but a 'thank you' would be appropriate. (You can prepare these in advance to save time in the lesson.)

e.g. *Dein Freund bringt ein Geschenk für dich.*
Eine Person sagt 'Alles Gute' zu dir.
Du bekommst ein Eis.
Eine Person hält die Tür für dich auf.
Eine Person sagt 'Gesundheit'.

- Mix the papers and number them on the back from 2-12. 11 children hold a piece of paper each with the number showing. The children need some dice. One child throws the die and the child with the appropriate number on their sheet, turns it over and reads the situation. The child who threw the die has to react accordingly. Another child throws the die etc.



Lesson 1.3: Lotto numbers (*Die Lottozahlen*)

Let's learn!

- Revisit the numbers.
- Revisit how to say numbers over 20.
- Learn about 'Lotto' in Germany.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 1
- Image of a 'Lottoschein', which is easily found on the internet
- YouTube: *Ziehung der Lottozahlen* (latest version)
- For each child: number square with 7 x 7 rows numbered from 1-49 (template in Appendix)
- One number square (enlarged) cut up into the separate numbers and put into a box /hat. (If you like to be more 'authentic', you could use ping pong balls or balls made from polystyrene and write on the numbers 1-49)
- Pencils for each child

Let's begin!

- The teacher shows the Film clip for Karla and Kai, Vol. 2, Ch. 1. The film is stopped at the radio announcement scene. The teacher asks: *Was sind Lottozahlen?*
- The children explain what they think. The teacher asks: *Wie heißen die Lottozahlen im Film? (18 – 37 – 25 – 49 – 44 – 21, Superzahl 2)* The children name the numbers from the film clip and the teacher writes them on the board. They finish watching the clip.
- Then the teacher asks the children whether they remember how to say higher numbers in German. Some children might like to explain this to the class.
- The teacher summarises: In German, the units are mentioned first, followed by the word 'und' and then the tens at the end, e.g. 25 – *fünfundzwanzig*. The teacher reminds the children that 'one' is 'ein' in compound numbers (*einundneunzig*).

Let's do it!

- The teacher shows an image of a 'Lottoschein' and explains that 'The National Lottery' in Germany is called 'Lotto'. People have to make a cross in seven boxes on the ticket. The 'bonus ball' is called 'die Superzahl'.



- The teacher shows the latest 'Ziehung der Lottozahlen', which can be found on YouTube. It lasts about 4 minutes.
- Play *Die Lottozahlen* in class: The children get a number square with numbers up to 49. They have to make 7 crosses on different numbers. The teacher explains the game. One confident and able child could be the host and speak a simple dialogue like: *Guten Abend! Die Lottozahlen. Die erste Zahl ist... Die zweite Zahl ist... Die Superzahl ist... Vielen Dank! Auf Wiedersehen.* Once a number is announced, the children check whether they have crossed this number. If yes, they circle it.

The child with most circles in the end is the winner. There could be a small prize for the winner.

Alternative: The children could have numerous number squares. The child with most circles on one number square wins.

Let's summarise!

- The teacher stamps the tens and claps the units of a number and the children have to name the number, e.g. 7 stamps, 8 claps is *achtundsiebzig*.
- Here the teacher can re-visit the ordinal numbers. Ask: *Welche Zahl wurde als erste gezogen? Was war die zweite/dritte/vierte... Zahl?*

Possible extension: Write the German ordinal numbers (in words) on cards and give each team a set. The team that can put the ordinal numbers in the right order the fastest wins. (The same game could be played with the German cardinal numbers.)

Lesson 1.4: Karla's considerations

(*Karlas Überlegungen*)

Let's learn!

- Learn the first/third form singular of German modal verbs: *ich kann/muss/will/soll/darf*.
- Learn how to use German modal verbs in statements.
- Learn how to negate modal verbs.
- Learn to adapt the 'Darf ich?' Song ('Infinitiv Song') to other modal verbs.

Let's get ready!

- Cardboard figure of Karla
- Prepared on IAW: *Ich will Kai anrufen. Ich kann nicht schlafen. Ich darf nicht weinen. Ich will Kai finden. Ich soll etwas essen. Ich muss etwas trinken.* together with 6 symbols



- 2 thinking bubbles: a) *ich kann, ich muss, ich will, ich soll, ich darf*;
b) *anrufen, finden, schlafen, essen, warten, weinen* (see Appendix)
- Pencils and paper /exercise book for the children
- Infinitiv-Song from Karla and Kai, Volume 1

Let's begin!

- The teacher asks the children what has happened so far in the story. The children recap that Karla and Kai have been separated. The teacher tells the pupils that Karla is desperate and not sure what to do next. Many thoughts are in her head. She thinks about what she should or should not do, has to do, wants to do, is allowed to do or is able to do.
- The teacher puts the cardboard figure of Karla on the board and gives the following example sentences on the IAW: *Ich will Kai anrufen. Ich kann nicht schlafen. Ich darf nicht weinen. Ich will Kai finden. Ich soll etwas essen. Ich muss etwas trinken.* together with 6 symbols (telephone, bed, sad smiley, binoculars, sandwich, bottle of lemonade)
- The children give first reactions and try to match the symbols with the sentences. The teacher ensures everyone understands each sentence.

Let's do it!

- The teacher replaces the first display by speech bubbles with the following phrases:
 - a) *Ich kann /muss /will /soll /darf*
 - b) *essen, weinen, trinken, schlafen, finden, anrufen.*
- The teacher puts the translations of the new words underneath or in brackets. Explain that the form for the first person singular is the same as the third person singular, e.g. *ich kann – er/sie/es kann.*
- The children are asked to imagine they are Karla. They build sentences using the words in the thought bubbles, e.g. *Ich will meine Mama anrufen. Ich will nicht schlafen. Ich muss Kai finden. Ich soll Wasser trinken.* Then they write down a few examples and share their sentences with the class.
- The teacher explains that in case of negation, the word 'nicht' is used after the modal verb. The teacher asks the children to think about themselves and to formulate sentences with 'Ich kann' and 'Ich kann nicht', e.g. *Ich kann schwimmen. Ich kann nicht Spanisch sprechen.* Do the same with the other modal verbs, e.g. *Ich muss in die Schule gehen. Ich muss nicht ins Kino gehen.*



Let's summarise!

- The teacher plays the 'Infinitiv-Song' (Karla and Kai, Volume 1). The children are asked to replace the words 'Darf ich' with other modal verbs. Sing the song together.

Extension: Give some new situations and the children should say how they would react using sentences with modal verbs or they just match situations and reactions:

e.g. You don't know where your sports bag is. (*Deine Sporttasche ist weg.*)

You are on the way to a rehearsal. (*Du bist auf dem Weg zur Probe.*)

Possible reactions: *Ich muss die Polizei rufen. Ich darf nicht zu spät kommen. Ich muss die Tasche finden. Ich darf nicht zu laut singen.*

Lesson 1.5: Karla makes a plan

(*Karla macht einen Plan*)

Let's learn!

- Get to know the first forms of the word 'möchte' to express what someone would like to do.
- Differentiate between 'möchte' and 'will'.
- Learn how to say what will happen in the future with 'werde'.

Let's get ready!

- Cardboard figure of Karla
- Red and green pencils and paper/exercise books for the children
- Speech bubbles with 'Eis essen, Hamburg sehen, nach Berlin fahren, die Familie besuchen, Kartoffelsalat essen', 'ich möchte', 'Karla möchte' and 'Karla wird' and 'ich werde' (template see Appendix)
- Film clip Karla and Kai, Volume 2, Chapter 1

Let's begin!

- The teacher pins up the cardboard figure of Karla and asks the children to say what happened to Karla when she arrived in Germany and what she was thinking.
- The teacher then explains that Karla has overcome her first panic about being separated from Kai. She now realises she is back in her home country and remembers some nice things she would like to do. The list includes: *Eis essen, Hamburg sehen, nach Berlin fahren, die Familie besuchen, Kartoffelsalat essen.* (pin up the list in a thought bubble next to Karla) The children translate or guess what Karla likes to do.



Let's do it!

- The teacher says: *Was möchte Karla machen?* The teacher explains that you use ‚*möchten*‘ plus the infinitive form of a verb in order to express what someone would like to do in German. The forms for Karla (she) and ‚I‘ are the same: *Sie (Karla) möchte... Ich möchte...* (pin up bubble).
- The teacher asks again: *Was möchte Karla machen?* The children are asked to answer in sentences: *Karla möchte Eis essen, Hamburg sehen, ...* They can add their own ideas.
- Now the teacher asks: *Was möchtest du machen?* The children answer accordingly. The speech bubbles will support the speaking activity. Different activities that the children suggest can be included.
- The children copy the sentences into a table in their exercise books.

Wünsche (wishes)

<i>Karla möchte</i> (Karla would like to...)	<i>Ich möchte</i> (I would like to...)

Note: Some children might remember that in the lesson before, the word ‚*will*‘ was used to say what Karla wanted to do. Explain that ‚*will*‘ is used to express a strong will (less polite). The translation is ‚want/wants‘. In order to be polite, the children should stick to ‚*möchte*‘.

- The teacher then asks: *Was möchte Karla zuerst machen?* The children are asked to answer with *Ja* or *Nein* (using a red or green pencil). The teacher now reads out the list: *Karla möchte Eis essen, Hamburg sehen, nach Berlin fahren, die Familie besuchen, Kartoffelsalat essen.* The teacher and the children count how often each sentence was answered with Yes or No, thereby preparing a priority list.
- The teacher explains that Karla cannot do all things at once. She needs to make a plan. In fact, the children have decided what her plan will look like. According to the number of Yes answers, we now know what is going to happen. To express what will really happen, you use ‚*werden*‘ and the infinitive of a verb in German. It is used to indicate the future, e.g. *Ich werde schwimmen. Karla wird Bratwurst essen.*
- The children are asked to look at the priority list. The teacher pins up a speech bubble saying ‚*Karla wird*‘. The children express in sentences what Karla will do in the order the priority list suggests.
- The children should write Karla’s plan in a new table. They are asked to fill in their own plans, too – either in class time or at home. They can share their results with the class in the next lesson.



Pläne (plans)

<i>Karla wird</i> (Karla will + infinitive)	<i>Ich werde</i> (I will + infinitive)

Note: The teacher could reflect on the fact that the infinitive form is used at the end of the sentence. Other words can stand between 'werden' or 'möchten' and the infinitive form used in the sentence.

Let's summarise!

- Show the film clip (Karla and Kai, Volume 2, Chapter 1) again and ask the children to spot the word 'werde'. Talk about the meaning of the sentence. (*Ich werde nach Berlin kommen.*) You can stop the film before different scenes and ask what will happen. (*Karla wird...*)

Extension: The teacher explains that the form 'wird' is used for all third person forms. The children can say /write sentences like: *Mein Bruder wird morgen schwimmen. Meine Mutter wird morgen arbeiten. Mein Vater wird morgen kochen.* This could also be a homework task.

Lesson 1.6: I make a plan

(*Ich mache einen Plan*)

Let's learn!

- Revisit 'möchten' und 'werden'.
- Learn how to match a wish with the corresponding action.

Let's get ready!

- The following sentences need to be prepared on the Whiteboard:

Ich möchte Sabine sehen. - Ich werde sie anrufen.

Ich möchte einkaufen gehen. - Ich werde in die Stadt fahren.

Ich möchte einen Obstsalat machen. - Ich werde Bananen und Äpfel kaufen.

Ich möchte ein Haustier haben. - Ich werde eine Katze kaufen.

Ich möchte ein Haus malen. - Ich werde Buntstifte holen.

Ich möchte Doktor werden. - Ich werde zur Universität gehen.

(Please feel free to add your own sentences.)

- Photocopies of the sentences (one copy for each child) (see Appendix, sentences in box, each for cutting out)
- Scissors



Let's begin!

- As a short fun and revision activity, the teacher gives the children a 'puzzle'. The teacher spells three words and the children need to write them down: *singen / möchte / ich*. Once the words are spelt correctly, the children should put them into the right order and reveal the meaning of the sentence. They recap that 'möchte' means 'would like to'.
- The teacher can ask what the children would like to do and they also revisit what Karla wanted to do.
- Then either there is time to compare homework results or the class can listen to the song 'Wunsch und Realität' right away. The children sing along. (lyrics either on IAB or handed out as copies)

Try to speak the three texts on this beat:

<https://www.youtube.com/watch?v=s7100QeW5JU&index=40&list=RDsPZb-g5D9ho>

Der Wünsche-Rap

1) <i>Wünsche fürs neue Jahr</i>	(Wishes for New Year's)
<i>Das ist, ja, das ist mein Wunsch, mein Wunsch fürs neue Jahr.</i>	It is, yes, it is my wish my wish for New Year's.
<i>Ich möchte, ja, ich möchte Negatives verbannen, die Welt verbessern. So wie alle, die das möchten und nicht können.</i>	I'd like, yes, I'd like to ban negative things. to better the world. Like all the people who would like to do that but are not able to.
<i>Trotzdem. Ich werde, ja, ich werde das versuchen. Ich werde es versuchen. Ja.</i>	Nevertheless. I will, yes, I will try it. I will try it. Yes.



2) <u>Wunsch</u>	3) <u>Plan</u>
<i>Das ist, ja, das ist mein Wunsch, mein Wunsch fürs neue Jahr.</i>	<i>Das ist, ja, das ist mein Plan, mein Plan fürs neue Jahr.</i>
<i>Ich möchte, ja, ich möchte Energie haben Für alles, was ich tun muss.</i>	<i>Ich werde, ja, ich werde Energie haben Für alles, was ich tun muss.</i>
<i>Ich möchte, ja, ich möchte Zeit haben Für alles, was ich tun muss.</i>	<i>Ich werde, ja, ich werde Zeit haben Für alles, was ich tun muss.</i>
<i>Ich möchte, ja, ich möchte Geld haben Für alles, was ich tun muss.</i>	<i>Ich werde, ja, ich werde Geld haben Für alles, was ich tun muss.</i>
<i>Ich möchte, ja, ich möchte Freunde haben Für alles, was ich tun muss.</i>	<i>Ich werde, ja, ich werde Freunde haben Für alles, was ich tun muss.</i>
<i>Das ist, ja, das ist mein Wunsch, mein Wunsch fürs neue Jahr.</i>	<i>Das ist, ja, das ist mein Plan, mein Plan fürs neue Jahr.</i>

Let's do it!

- The teacher explains that just as in the song, in order to make wishes come true, you need to do a few things in preparation. The teacher shows the sentences all mixed up on the Whiteboard (prepared as suggested under: Let's get ready). The children give first reactions.
- Read each sentence together. The teacher explains unfamiliar words.
- The children now match the wishes with the corresponding actions on the Whiteboard.
- The teacher hands out the sheets with the sentences. The children need to cut out the strips. The children are paired up (mixed ability). The teacher explains that each child has to match the wishes with the corresponding actions as fast as they can. Once they finish, they have to help their partner. (Turn the Interactive Whiteboard off!) The teacher says: *Auf die Plätze, fertig, los!* Once the children have finished, the teacher switches on the Interactive Whiteboard and the children correct their results.

Let's summarise!

- The children can either stick their sentences in their exercise books in school or take them home as a homework task.



- The teacher asks: *Was möchtest du machen?* Now the children make up their own wishes and actions. More advanced children could add sentences for family members.

Let's show others!

- German 'Lotto' could be played involving more year groups. Each child could fill in a 'Lottoschein' and in Assembly there could be the 'draw'.
- Explain how to say numbers over 100 in German. There are two ways: 128 can be *einhundert**und**achtundzwanzig* or *einhunderttachtundzwanzig*. The children will love seeing these really long German words. Write the words for numbers over 100 on the board and the children have to write the number in digits on their white boards.
- Many ideas for written exercises to practise modal verbs are in: 'Schritt für Schritt ins Grammatikland' by Hueber Verlag, pages 38-56

Lesson 1.7: Cultural Bites: Geography of Germany (*Geografie Deutschlands*)

Note: Lessons 1.7 and 1.8 are mainly conducted in English, but the teacher should try to use as much German as possible.

Note: A Map of Germany with 126 regional images, arranged as a collage, size A0, with annotation sheet A4 is available for a small fee at the Goethe-Institut.

Let's look at the facts!

Many facts can be found at www.tatsachen-ueber-deutschland.de. This website is also available in English.

1. Location of Germany and bordering countries: Germany lies at the heart of Europe. It shares its borders with nine other nations: Denmark, Poland, the Czech Republic, Austria, Switzerland, France, Belgium, Luxembourg and the Netherlands.
2. Key Facts (size: 357,168 km², capital city: Berlin, etc.)
3. Population: 82,175,700 (31st December 2015)
4. Big cities: *Berlin, Hamburg, München, Köln*
5. *Bundesländer*: Germany is a federation. The federation and the 16 Länder (states) each have areas of responsibility of their own. The 16 Länder are: *Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Mecklenburg-Vorpommern, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein, Thüringen.*



6. Biggest rivers: Rhine (*Rhein*), Danube (*Donau*) and Elbe (*Elbe*)
7. Popular landscapes: the North Sea (die Nordsee) is in the northwest and the Baltic Sea (die Ostsee) is in the northeast, the Alps are in the south, the Black Forest (der Schwarzwald) is in the south-west.
8. Mountains/mountain ranges: highest mountain is the *Zugspitze* at 2,962m, the Alps are in the south, the Black Forest (der *Schwarzwald*) is in the south-west, the Harz mountains (location: central Germany)
9. Industry: iron and steel, coal, cement, mineral fuels, chemicals, plastics, production machinery, vehicles, trains, shipbuilding, space and aircraft, machine tools, electronics, information technology, optical and medical apparatus, pharmaceuticals, food and beverages, textiles

The words needed:

<i>die Bundesrepublik Deutschland</i>	Federal Republic of Germany
<i>das Bundesland/ die Bundesländer</i>	Federal State/s
<i>das Gebirge</i>	mountain range
<i>die Bevölkerung</i>	population
<i>die Landschaft</i>	landscape

Let's learn!

- Learn geographical facts about Germany.
- Learn to work as a group.
- Learn to use internet resources for research.

Let's get ready!

- Flag of Germany
- YouTube: 'Focus on Germany! Country Profile/Geographical Info' (ENG)
- The children need access to the internet
- Paper and pens for the children to take notes
- Paper shaped like Germany to make the book (template in Appendix, needs to be enlarged to the size required for the book)
- A list of internet resources for the group research

Here are some useful websites:

www.worldatlas.com (countries – Germany)

www.sciencekids.co.nz/sciencefacts/countries/germany.html

kids-world-travel-guide.com (Germany)

Let's begin!

- Teacher holds a German flag and asks: *Was ist das?* The children answer: *Die Fahne von Deutschland*. The teacher says: The official name of the country is: *die Bundesrepublik Deutschland* (the Federal

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Republic of Germany). The teacher explains that they are going to find out what this means and also learn more about Germany.

- Show: YouTube: 'Focus on Germany! Country Profile and Geographical Info' (in English), which will take 10 minutes. The children give first reactions. They also share what else they know about Germany.

Let's do it!

- The teacher tells the children that they will find out more about Germany and present their findings as a book in the shape of Germany. They should create one page per group (group size: 2-3 children depending on class size).
- The children decide with the teacher which topics would be interesting. The teacher writes them on the board. e.g.:
 - Location of Germany and bordering countries
 - Key facts (size, population, capital city, big cities, etc.)
 - What are *Bundesländer*?
 - Other interesting geographical facts
- The children choose or draw a topic for their group. The teacher hands out the list with suggested websites for the research.

Note: Internet safety is paramount!

Note: The teacher gives help where needed but also talks about how to approach research / creative tasks. We suggest avoiding making this a homework task as parents often feel obliged to do the work for their children. It is more important to get the children to work as a team and to encourage the pupils' own ideas.

Let's summarise!

- The teacher hands out the book pages (shaped like Germany) for each group. The teacher explains that the groups should create a page for the book on their chosen topic and present it in the next lesson. They can use drawings, photos, diagrams, etc. for illustration on their page. They can write in English but should try to use German where possible. The next lesson could be used to create the page for the book. The teacher asks a volunteer to design the front cover of the book. For the front page, the template should be photocopied on card.

Lesson 1.8: Cultural Bites: Unser Deutschland-Buch (Our Book about Germany)

The words needed:

See lesson 1.5 and 1.7



Let's learn!

- Learn to present the findings to the class.
- Learn facts about Germany.

Let's get ready!

- Pages for the book
- A means to bind the pages into a book, e.g. stapler - hole punch and rings that open - spiral binding
- Internet access
- A procedure card (see Appendix)

Let's begin!

- The teacher says: *Wir machen ein Deutschland-Buch!* Recap the different topics of the groups. The children are asked to read out the procedure of the lesson. (see Appendix) Let them work on the content of their pages and give support where necessary. Don't forget to ask the child to show the front cover of the book to the class. Give praise.

Let's do it!

- The children are now asked to present their findings to the class. After each topic, the teacher asks some questions to make sure that the children understood the contents.
- The teacher collates all the pages after the presentations and makes them into a book.

Let's summarise!

- The teacher asks: Why is Germany called '*die Bundesrepublik Deutschland*'? The children recap that there are 16 federal states, which have some responsibilities of their own, e.g. school policies.
- The '*Deutschland-Buch*' is displayed in the classroom.
- The children are asked what new things they have learned about Germany.
- A good summary to watch is: YouTube: '*Deutschland geografisch*' (in German). The children could write quiz questions for children of other year groups to answer or present findings about Germany in Assembly.
- Display a map of Germany in the classroom and follow Karla and Kai's travels on the map by putting a pin in the location they are in.



Chapter 2: North, South, East or West? (*Im Norden, Süden, Osten oder Westen?*)

[6 lessons and 2 extension lessons for intercultural and cross-curricular work:
Cultural Bites: Travelling in Germany (*Reisen in Deutschland*)

Story: Karla, currently in Hamburg, wants to get to the train station in order to get to Berlin to meet up with Kai. She jumps on a motorbike to get a lift to the station. There she boards the wrong train by mistake and heads for Cologne. Kai, currently in Munich, wants to get to Berlin first. In the meantime Karla notices her mistake and sends a text to Kai saying that she is on a train to Cologne. So he boards a bus heading to Cologne, too.

What is the chapter about?

- Revisit how to use modal verbs.
- Learn the use of 'werden' to indicate the future.
- Learn the words for times of the day.
- Revisit how to say numbers up to 100.
- Learn how to tell the time in German (digital, analogue as extension).
- Learn German intensifiers.
- Revisit weather phrases.

The words needed:

<i>der Bahnsteig</i>	platform
<i>(jemanden) abholen</i>	to pick (someone) up
<i>das Motorrad</i>	motorbike
<i>die Werbung</i>	advertisement
<i>am Morgen</i>	in the morning
<i>am Vormittag</i>	late morning
<i>am Mittag</i>	at noon
<i>am Nachmittag</i>	in the afternoon
<i>am Abend</i>	in the evening
<i>in der Nacht</i>	at night
<i>Uhr</i>	o' clock
<i>die Uhr</i>	clock
<i>die Armbanduhr</i>	watch
<i>die Stunde</i>	hour
<i>die Minute(n)</i>	minute (s)
<i>die Sekunde (n)</i>	second(s)
<i>Viertel</i>	quarter
<i>halb</i>	half
<i>nach</i>	past/after
<i>vor</i>	to/before
<i>Wie spät ist es?</i>	What time is it?
<i>Wie viel Uhr ist es?</i>	What time is it?



<i>Der Zug fährt um ... ab.</i>	The train leaves at ...
<i>Der Zug kommt um ... an.</i>	The train arrives at ...
<i>nicht sehr</i>	not very
<i>wirklich</i>	really
<i>die Reisebürokauffrau</i>	travel agency sales person (woman)
<i>der Reisebürokaufmann</i>	travel agency sales person (man)
<i>der Kunde</i>	customer
<i>der Skiurlaub</i>	skiing holiday
<i>der Badeurlaub</i>	beach holiday
<i>der Wanderurlaub</i>	hiking holiday
<i>buchen</i>	to book

Some more words you might like:

<i>ziemlich</i>	quite/fairly
<i>ganz</i>	quite/completely
<i>besonders</i>	especially
<i>ein wenig</i>	a little
<i>etwas</i>	somewhat

Grammar explained: Telling the time in German:

Digital time:

Usually the 24 hour digital clock is used in Germany.
Put the word 'Uhr' between the hour and the minutes!

3:00 – *Es ist drei Uhr.* 3:15 – *Es ist drei Uhr fünfzehn.*
15:47 – *Es ist fünfzehn Uhr siebenundvierzig.*

Analogue time:

Say the minutes first and use the word 'nach'.
3:07 – *Es ist sieben nach drei.*

If it is less than 30 minutes to the next hour, use 'vor'.
3:50 – *Es ist zehn vor vier.*

'Viertel' is used for 15 minutes to or past the hour.
3:15 – *Es ist Viertel nach drei.* 3:45 – *Es ist Viertel vor vier.*

Note: If you want to say a time with 30 minutes to the next hour, you have to use the word 'halb' and add the next hour!

3.30 – *Es ist halb **vier**.* 9.30 – *Es ist halb **zehn**.*

It means that only half of the hour has passed, e.g. 'halb vier' – only half of the hour between three and four has passed.

Note: The children will only be taught the digital time. The analogue time can be taught as an extension.



Lesson 2.1: Karla and Kai want to meet up (*Karla und Kai wollen sich treffen*)

Let's learn!

- Learn to understand the storyline.
- Revisit how to use modal verbs.
- How to write about Karla and Kai's travels.
- Revisit the geography of Germany and follow Karla and Kai's travels.
- Recap the Infinitiv-Song using modal verbs.
- Recap how to use 'werden' to indicate the future.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 2
- Karla and Kai cardboard figures
- A map of Germany or use the internet: www.worldatlas.com
- Thought bubble from Chapter 1 with:
ich kann, ich muss, ich will, ich soll, ich darf
- Pencils and paper
- *Darf ich?* (Infinitiv-Song from Karla and Kai, Volume 1)

Let's begin!

- The teacher pins up the two cardboard figures of Karla and Kai and asks:
Was ist passiert? Wo sind Karla und Kai? Sind sie zusammen?
- The children recap what happened in film clip 1. This can be done partly in English. The teacher summarises in German: *Karla und Kai fliegen von England nach Deutschland. Sie sind in München. Sie sind getrennt. Karla fliegt nach Hamburg. Kai ist in München. Sie möchten Freunde in Berlin treffen.*
- Show the film clip for Karla and Kai, Volume 2, Chapter 2. The children give their first reactions.
- Ask: *Was ist passiert? Wo ist Karla? Wo ist Kai?* Explain unknown words.

Let's do it!

- The teacher shows a map of Germany (alternatively use the internet)
- Recap some facts about the geography of Germany from Chapter 1 by asking questions.
- The children follow the route for Karla and Kai on the map.

Karla: England – München – Hamburg – Köln – Berlin

Kai: England – München – Köln – Berlin



- If possible, pin a map of Germany on the wall and mark Kai's and Karla's travel plans using pins and threads (two different colours).
- Pin up the thought bubble from Chapter 1 (with the modal verbs). Recap the modal verbs including 'möchte' and how to use them in a sentence. (Write 'möchte' on the board beside the thought bubble.)
- Ask the children to write sentences about Karla and Kai's travels using modal verbs. The children can do this individually or in pairs. Sentences like: *Karla und Kai möchten nach Berlin fahren. Sie müssen fliegen. Karla will nicht nach Köln reisen. Kai soll nach Berlin kommen. Karla muss zum Bahnhof finden. Karla kann mit dem Motorrad fahren. Kai will Bus fahren.*
- The children read their sentences to the class.

Let's summarise!

- Recap the *Darf ich?* Song (Karla and Kai, Volume 1). The children are asked to replace the words 'Darf ich' with other modal verbs. Sing the song together.
- The teacher asks the children what they think is going to happen in the future. Recap how to use 'werden' to indicate the future. Children formulate sentences like: *Kai und Karla werden sich in Berlin treffen. Kai wird mit dem Bus nach Köln fahren. Karla wird mit dem Zug nach Köln fahren. Werden sie sich in Köln treffen?*

Lesson 2.2: Times of the day (*Tageszeiten*)

Let's learn!

- Learn the words for times of the day.
- Recap the interrogative 'Wann?'.
- Learn to match a question with the correct time of day.

Let's get ready!

- Flashcards with the times of the day written on them (see Appendix)
- Copies of the game 'Wann?-Spiel' (one copy for two children) (see Appendix)
- Scissors

Let's begin!

- The teacher says: *Heute ist ...* (day of week). *Es ist ...* (*am Morgen/am Nachmittag*). Teacher shows the flashcards. The children repeat the words and guess the meanings.
- Play the game 'What is missing' using the flashcards on the board.



- The children put the words in the right order starting with *'am Morgen'* and ending with *'in der Nacht'*. The teacher starts a sentence, like *'Ich schlafe...'* and the children have to finish it by saying *'Ich schlafe in der Nacht.'*

Let's do it!

- The teacher asks whether the children remember how to say 'When?' in German. Recap the interrogative *'Wann?'* Remind the children that the interrogative is followed by the verb, then the personal pronoun/noun, e.g. *Wann schlafe ich?* If there is time, all interrogatives from Karla and Kai, Volume 1, Chapter 6 can be revisited, including the song about interrogatives.
- The teacher pairs up the children and hands out copies of the *'Wann?-Spiel'* (one copy for two children). The children cut out the cards and strips.
- The teacher explains the game: Child A has the strips with the questions written on them and child B has the cards with the times of day written on them. Child A takes one strip and reads out the question. Child B has to decide which card matches the question and answers in a sentence, e.g. Child A: *Wann spiele ich?* Child B: *Am Nachmittag spiele ich.*

Note: Remind the children of the word order: changing subject and verb, when beginning a sentence with the time.

Sometimes two cards might match, e.g. Child A: *Wann wasche ich mich?*
Child B: *Am Morgen wasche ich mich. Am Abend wasche ich mich.*
Once all questions are asked, the cards and strips are swapped between the children.

Let's summarise!

- The teacher asks: *Was mache ich am Morgen?* The children reply: *Am Morgen wasche ich mich.* etc.
- The game *'Wann?-Spiel'* can also be used as a homework task. Each child would need a copy of the game. The children can write the questions and answers in their exercise books.

Lesson 2.3: What time is it? (*Wie spät ist es?*)

Let's learn!

- Revisit how to say numbers up to 100.
- How to tell the time in German (digital).



Let's get ready!

- Mini-whiteboards and whiteboard pens

Let's begin!

- The teacher starts counting in German: 50 – 51 – 52 ... The children join in. Briefly recap how to say numbers in German (Lesson 1.3)
Play 'Zahlentennis' where the children have to mime playing tennis (in pairs). Each time someone pretends to hit the ball, they count. Ask the children to count down from 100.

Let's do it!

- The teacher looks at the clock in the classroom/a watch and says the time in German, e.g. *Es ist neun Uhr siebzehn*. The children say what they think this means.
- The teacher introduces the new vocabulary. The children echo the teacher. The teacher explains that the word 'Uhr' means 'clock' and is also used for 'o'clock' when telling the time. The word 'Uhr' is put between the hour and the minutes. The teacher writes on the board some examples like 8:10 – 10:46 – 12:23. The children verbalise the times.
- The teacher explains that usually the 24 hour digital clock is used in Germany. (If necessary explain that to get the hours in '12 hour time', the children must take away 12 from the '24 hour time'.)
- The teacher writes some examples on the board like 15:48 – 20:09 – 0:22, which the children verbalise.
- The children take their whiteboards and whiteboard pens. The teacher says a time in German and the children write it on their whiteboards and hold it up, e.g. Teacher: *neunzehn Uhr dreiundvierzig* – Children: 19:43.
- Now play this as a team game. Divide the class into two teams. Each correct written time is one point. The team with most points at the end wins.





Let's summarise!

- The teacher stamps the hours and claps the minutes. The children say the time in German.
- The teacher asks questions like *Wann gehst du in die Schule? Wann isst du Mittag? Wann gehst du ins Bett?* The children give answers such as: *Ich gehe um acht Uhr zehn in die Schule.*

Lesson 2.4: Train timetable (*Der Zugfahrplan*)

Let's learn!

- Practise how to tell the time in German (digital).
- Get an overview of how to use the website: www.bahn.de
- Recap the words for the times of the day.

Let's get ready!

- The children need access to a computer or iPad with internet connection.
- Flashcards with the times of the day written on them (from lesson 2.2)
- The children need to write down their findings.

Let's begin!

- The teacher reminds the children about e-safety.
- The teacher asks: *Wo ist Karla?* The children answer: *Karla ist in Hamburg.* The teacher asks: *Wohin will Karla?* Children: *Sie will nach Berlin.* The teacher asks how she could find out which train to take? The teacher explains that the German railway is called 'die *Deutsche Bahn*'.
- The teacher shows the website www.bahn.de (-make sure the language is German).
- The children are now asked to visit the website and are given five Minutes to explore the site for themselves.

Let's do it!

- Discuss together how to use the website.
- The teacher pins up the flashcards with the times of the day written on them (from lesson 2.2)
- The children are asked to get the flashcards into the right order starting with '*am Morgen*' and ending with '*in der Nacht*'.



- The children are now asked to find suitable trains for Karla from Hamburg to Berlin for each time of day. They record the different departure and arrival times in their exercise books/on paper. This can be done individually or in pairs.
- The teacher writes on the board:
'Der Zug fährt um ... ab. Der Zug kommt um ... an.'
- Play the Uhrzeiten-Song and ask the children to join in.

Let's summarise!

- The children share their findings for each time of the day with the class using the sentences on the board.
- Possible homework task: To find out departure and arrival times for a train journey from Munich to Berlin for different times of day. Record the results in sentences.

Lesson 2.5: Travel weather (*Reisewetter*)

Let's learn!

- Learn some intensifiers.
- Recap weather phrases.
- Learn how to use some intensifiers with weather phrases.

Let's get ready!

- Map
- Flashcards with weather symbols ('Felix & Franzl', Volume 2, Chapter 11)
- Sets of cards with intensifiers in German on one side and English on the other for game (one set for two children) (see Appendix)
- Cardboard figures of Karla and Kai

Let's begin!

- The teacher starts the lesson by asking a few questions for revision: e.g. *Welcher Tag ist heute? Wie spät ist es? Wie ist das Wetter?* He /she could then conclude: *OK. Das Wetter in England ist...*
- He /she now turns to a map and asks: *Wie ist das Wetter in anderen Ländern?* He /she names a few countries and shows where they are. The children repeat and practise pronunciation of the country names. The teacher now writes on the board '*Reisewetter*'. The children guess what it means.
- Recap some weather phrases using the flashcards with symbols



from 'Felix and Franzi', Volume 2, Chapter 11: Stick the symbols on the walls around the classroom. The children stand up and the teacher says a weather phrase. The children have to point to the correct symbol. Then a confident child can say the phrases instead of the teacher. Now the teacher pins the weather symbols to certain countries on the map and the children can say what the weather is like in these countries. e.g. *In Italien ist es sonnig. Es regnet in Polen. In Schottland ist es windig.*

- The teacher explains that intensifiers tell us to which extent something is happening, e.g. *Es regnet. Es regnet sehr.* The teacher introduces some intensifiers using different actions for each word. The children copy.

sehr (one thumb up) - very
nicht sehr (one thumb down) - not very
zu (two thumbs up) - too
nicht so (shake head) - not so
ein bisschen (wobble hand) - a bit
wirklich (nod head) - really

- The teacher writes the intensifiers on the board with their English meanings.

Let's do it!

- Play 'Simon sagt' (like the English version 'Simon says'). The teacher says an intensifier with the action and the children have to repeat as long as the teacher has said 'Simon sagt' at the beginning. The words on the board are visible, that the children can check the words.
- The teacher hands out a set of cards for each team, where the German meaning is on one side and the English one on the back. The children are paired up. The cards are all in one pile with the English word facing up. Whoever can say the German translation first, takes the card. Once all cards are used, the children play again with the German words facing up. Whoever can say the English meaning first gets the card. After that, the children can play again with different partners.
- The teacher holds up a weather symbol and points to an intensifier on the board. The children formulate the sentence, e.g. *Es regnet sehr/ein bisschen. Es ist wirklich kalt. Es ist zu heiß. Es ist nicht so windig.* The children are encouraged to use the actions for the intensifiers when they say the sentences.



Let's summarise!

- The teacher pins up the cardboard figures of Karla and Kai and encourages the children to describe Karla and Kai using intensifiers, e.g. *Karla und Kai sind sehr klein. Karlas Beine sind ein bisschen dünn. Kais Hosen sind zu kurz. Karla und Kai sind wirklich gute Freunde.*
- Watch the film clip for Chapter 2 again. The children should describe what the weather is like in the video.

Lesson 2.6: In a travel agency (*Im Reisebüro*)

Let's learn!

- Recap continents and countries (Felix & Franzi, Vol.1 Ch. 4, Vol. 2 Ch. 10, Vol 2 Habenlied. Karla & Kai Vol.1 Ch.1).
- Practise intensifiers with weather phrases.
- Write a dialogue in a travel agency using intensifiers.
- Act out the dialogue as a roleplay.

Let's get ready!

- A map of the world (from geography department)
- New cardboard figures (woman and man) from Appendix
- An example of the dialogue (see below) prepared on the IAW or board
- Exercise books or paper to write down dialogues

Let's begin!

- The teacher puts up the map of the world and asks: *In welchem Land warst du schon? Wo warst du im Urlaub?* The children name countries they travelled to and find them on the map. The teacher helps and writes the countries on the board in German. Recap the continents too. *Wie heißen die Kontinente?*
- The teacher writes the intensifiers on the board (*sehr, nicht sehr, zu, nicht so, ein bisschen, wirklich*). Recap the intensifiers using the actions.
- The teacher asks questions like: *Ist es zu heiß in Australien? Regnet es sehr in Dänemark? Ist es wirklich schön in Florida? Ist es ein bisschen kalt in Schweden?*
- The teacher explains that the children should consider which countries are good for certain holidays. The teacher writes on the board: *Skiurlaub – Badeurlaub – Wanderurlaub*



- The teacher gives some examples: *Welches Land ist gut für einen Skiurlaub /Badeurlaub /Wanderurlaub? die Schweiz – Portugal – Schottland* (The teacher might like to make a list on the board.)
- Take out two cardboard figures and ask the children: *Wer ist das? Wie heißt diese Figur? Wie heißt die andere Figur?* (The children can give the figures names, e.g. *Frau Raster, Herr Langmann*)
- Explain that the following dialogue is happening in a travel agency in Germany. Act out the prepared dialogue with the two cardboard figures (not showing the text at first).

Kunde: Guten Tag!

Reisebürokauffrau: Guten Tag!

Kunde: Ich möchte einen Skiurlaub buchen. Ist Portugal gut für einen Skiurlaub?

Reisebürokauffrau: Nein, in Portugal ist es zu heiß. Portugal ist wirklich gut für einen Badeurlaub. Es regnet nicht sehr oft in Portugal.

Kunde: Welches Land ist gut für einen Skiurlaub? Ist die Schweiz gut für einen Skiurlaub?

Reisebürokauffrau: Im Sommer ist es dort nicht so kalt. Im Winter schneit es viel. Winterzeit in der Schweiz ist gut für einen Skiurlaub. Eine Woche Skiurlaub in der Schweiz kostet € 2099,00.

Kunde: Das ist ein bisschen teuer. Wo ist es nicht so teuer?

Reisebürokauffrau: In Österreich ist es nicht sehr teuer. Ein Hotelzimmer kostet € 999,00 pro Woche.

Kunde: Das ist besser. Prima! Ich buche Österreich für meine Frau, mein Kind und mich.

- Talk about the dialogue and ask some children what they understood.
- Then show the text and read it out again. Make sure the children understand the text. Then they read the dialogue themselves.
- The teacher asks the children to write their own dialogue using intensifiers. They should later act out the dialogue.
- The children are paired up and write a similar dialogue. Less able children can be asked to use the dialogue on the board as a template and write about booking a beach holiday.

Let's summarise!

- The children act out their dialogues in front of the class.
- The video *Was kostet das?* from "Deutsch mit Socke" (Folge 13) fits well after this lesson. <http://www.planet-schule.de/sf/filme-online.php?reihe=1419&film=10018>



- A possible homework task could be to write a dialogue for an adventure or family holiday (*Abenteuerurlaub, Familienurlaub*).
- If time allows, a recap of the comparison of adjectives could be included.

Let's show others!

- Make a display on the times of day and telling the time. This could be combined with school life, e.g. *Um 8.30 beginnt die Schule. Um 10 Uhr ist Pause.*
- Record the role plays in the travel agency and show parents or put on a blog, etc.

Let's have even more fun!

- The '*Wann?-Spiel*' (lesson 2.2) could also be used with days of the week.
- Analogue time: Here it is useful to have a big analogue clock to demonstrate on the board, as well as small analogue clocks for the children to practise. Schools usually have these clocks available. After explaining how to say the analogue time in German, a team game could be played similar to the one described in lesson 2.3, just using the clocks instead of the whiteboards. Another exercise could be played in pairs. One child says a time in German and the other one has to show it on the clock.
- The children can look up the actual weather around the world at: www.wetteronline.de. They can formulate sentences like:
In Sydney ist es sehr warm. In Oslo regnet es ein bisschen.

Lesson 2.7: Cultural Bites: Travelling in Germany (*Reisen in Deutschland*)

Let's look at the facts!

- People drive on the right-hand side of the road.
- Distance is measured in kilometres not miles. 1 mile is 1.609 kilometres.
- There are no speed limits on many sections of the German Autobahn.
- German number plates are white at the front and back. They consist of: abbreviation of town/city of registration (one to three letters) - one to two letters, up to four numbers, e.g. BL-T-486 (This car is registered in Berlin.)
- There are many cycle lanes in Germany and many people cycle.
- In the former West-Germany there are different pedestrian crossing light symbols from those in the former East-Germany. They are called '*Ampelmännchen*' (traffic light men). Since 2004 there are also female versions in some cities, called '*Ampelfrauen*'.



- When two vehicles come to a crossroads, where no traffic signs indicate the right of way, then the vehicle to the right has right of way. This rule is called '*rechts vor links*' (right before left).
- Drivers have to look out for pedestrians when turning into a road as pedestrians have right of way.
- Die '*S-Bahn*' short for die '*Stadtschnellbahn*' (city fast train) is a commuter train in high-density areas. They run mostly underground in the city centres but above ground in the suburbs.

The words needed:

<i>die Autobahn</i>	motorway
<i>der Radweg</i>	cycle lane
<i>das Motorrad</i>	motorbike
<i>die Straßenbahn</i>	tram
<i>die S-Bahn/Stadtschnellbahn</i>	Overground
<i>die U-Bahn</i>	Underground

Let's learn!

- Learn new words and some facts regarding travelling in Germany.
- Create questions cards.

Let's get ready!

- Flashcards with the new words
- The facts need to be prepared on the IAW or board
- Empty cards (5 per child); pencils

Let's begin!

- The teacher asks what the children already know about travelling in Germany (driving on the right side, no speed limits, etc.).
- Introduce the new vocabulary and explain the difference between the means of transport. Put up the flashcards. The children echo the words.
- The children are asked to explain the different new words in English.

Let's do it!

- The teacher shows the facts on the IAW and explains them to the children in English. The teacher asks further questions like: How many miles are 10 km? What would a German number plate from our town /city look like?
- The children are asked to compare the facts with the UK equivalents. The teacher explains that they want to play a game in the next lesson, for which they need to produce question cards.



- The children are paired up and asked to work together to write 10 question cards regarding the facts with the answers at the end in brackets. Examples: How is distance measured in Germany? (in kilometres) What are 'Ampelfrauen'? (female symbols on pedestrian crossing lights) What does the rule 'rechts vor links' mean? (the vehicle to the right has right of way, if no signs say otherwise)

Let's summarise!

- The children are now asked to swap their question cards with another team and to check whether their questions and answers are correct. If not, they are corrected.
- The teacher collects all the question cards and asks the children to bring in 'Snakes and Ladders' games for the next lesson.

Note: The teacher needs to check all children's question cards before the next lesson.



Lesson 2.8: Cultural Bites: Travel game (*Reisespiel*)

The words needed:

See lesson 2.7

Let's learn!

- Recap facts about travelling in Germany by playing a game.
- Learn to abide by the rules of a game and work well together as a group.

Let's get ready!

- Question cards from last lesson created by children
- 'Snakes and Ladders' board games brought in by the children or template photocopied (see Appendix). One board game is needed for four children, including four differently coloured counters and one die.

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Let's begin!

- Recap last lesson's facts by playing the game '*Wahr oder unwahr*' (True or false): The teacher gives a statement in English, e.g. 'In Germany number plates are yellow at the back and white at the front. *Wahr oder unwahr?*' The children have to stand up if it is true and stay seated if it is false. In this case, they need to stay seated as the number plates are white both at the front and the back of a car in Germany.

Let's do it!

- The children are divided into teams of four with one board game, four differently coloured counters, one die and twenty question cards.
- The teacher explains the game: The rules of 'Snakes and Ladders' apply with the additional 2 rules: 1. When a player lands on a ladder, he/she needs to answer a question from the pile (questions face down) in order to be allowed to move up the ladder. 2. When a player lands on a snake's head, he/she needs to answer a question from the pile correctly in order to stay where he/she is and not go down the snake. Whoever reaches the end first, is the winner. If the question cards run out, all questions are shuffled and put in a pile again. Encourage the children to use as much German as possible, e.g. counting in German.

Let's summarise!

- The children are asked what their favourite facts about travelling in Germany are and why.

Let's have even more fun!

www.blinde-kuh.de (Verkehr) has many links to other websites to learn more about travelling/traffic/means of transport in Germany

www.olis-bahnwelt.de is the official site for children from the '*Deutsche Bahn*'. There are many fun activities around railways.

Chapter 3: Together at last (*Endlich wieder vereint*)

(8 lessons)

Story: Karla and Kai finally meet in Cologne. They inquire about the best way to get to Berlin. A shop owner points them to a stop of 'Mitfahrzentrale'. There they sneak into a car with two students, which takes them to Leipzig. At a petrol station they are sucked into a vacuum cleaner.

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What is the chapter about?

- Revisit how to say numbers up to 100.
- Learn how to say numbers up to 2.000.
- Learn units of measurement in German (distance and mass).
- Learn the names for some shops in Germany and some facts about them.
- Revisit and extend vocabulary like food and drink, clothes, toys.
- Learn facts about the Euro and how to say prices using Euro and Cent.
- Learn how to hold a conversation in a German shop.
- Understand an authentic dialogue in a butcher's shop.

The words needed:

<i>die Mitfahrzentrale</i>	call centre, where people call to get lifts
<i>die Maße</i>	measures/measurements/dimensions
<i>die Gewichte</i>	weights
<i>der Meter (Pl. die ...)</i>	metre (metres)
<i>der Kilometer (Pl. die...)</i>	kilometre (kilometres)
<i>mit der Bahn</i>	by train
<i>mit dem Auto</i>	by car
<i>mit dem Flugzeug</i>	by airplane
<i>Wie weit ist es von ... nach ...?</i>	How far is it from ... to ...?
<i>die heiße Theke</i>	hot counter
<i>das Fleisch</i>	meat
<i>das Hackfleisch</i>	minced meat
<i>der rohe Schinken</i>	cured ham
<i>der gekochte Schinken</i>	cooked ham
<i>der Fleischsalat</i>	meat salad
<i>der Eiersalat</i>	egg salad
<i>die Hähnchenbrust</i>	chicken breast
<i>das Gramm (g)</i>	gramme
<i>das Kilogramm (kg)</i>	kilogramme
<i>das Pfund (Pfd.)</i>	pound
<i>geschnitten</i>	sliced
<i>im Stück</i>	a whole
<i>der Bioladen</i>	health food shop
<i>die Metzgerei/der Fleischer</i>	butcher's shop
<i>die Bäckerei</i>	bakery
<i>das Schuhgeschäft</i>	shoe shop
<i>das Kleidungsgeschäft</i>	clothes shop
<i>das Blumengeschäft</i>	flower shop
<i>das Spielzeuggeschäft</i>	toy shop
<i>das Geldstück</i>	coin
<i>der Geldschein</i>	(bank-) note
<i>der Verkäufer</i>	shop keeper/sales assistant
<i>Darf es noch etwas sein?</i>	Would you like something else?
<i>Pfand</i>	deposit (for bottles, cans)



Some more words you might like:

<i>das Rindfleisch</i>	beef
<i>das Lammfleisch</i>	lamb
<i>das Putenfleisch</i>	turkey
<i>das Schweinefleisch</i>	pork
<i>die Apotheke</i>	pharmacy
<i>das Schreibwarengeschäft</i>	stationary shop
<i>die Tierhandlung</i>	pet shop
<i>die Drogerie</i>	chemist

Cultural Bites: German Inventions (*Deutsche Erfindungen*)

Lesson 3.1: Karla and Kai meet up in Cologne (*Karla und Kai treffen sich in Köln*)

Let's learn!

- Learn to understand the storyline.
- Learn that in Germany 'kilometres' are used instead of 'miles'.
- Revisit how to say numbers up to 100.
- Learn how to say numbers up to 2.000.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 3
- Karla and Kai cardboard figures
- A map of Germany or use the internet: www.worldatlas.com
- Piece of paper and pencil for each child
- Distances need to be prepared on board /IAW
- iPads for possible extension

Let's begin!

- The teacher puts up a map of Germany (use a map from the Geography department or project one from internet onto the IAW) and asks two children to hold one cardboard figure (Karla & Kai).
Ask: Was ist passiert? Retrace the journeys of Karla and Kai so far. The children hold the cardboard figures accordingly. (Karla: England – München – Hamburg – Köln, Kai: England – München – Köln)
- Ask the children where Karla and Kai want to go: *Wohin wollen Karla und Kai? Beide sind in Köln. Wir wollen sehen, was passiert.* Show film clip for Karla and Kai, Volume 2, Chapter 3
- *Ask: Was ist passiert?* Explain unknown words. The children give first reactions.



Let's do it!

- The teacher says: *Wie viele Kilometer sind Karla und Kai gereist?*
Explain that in Germany distance is measured in kilometres, not in miles. (1 mile = 1.609 kilometres)
- Recap numbers up to 100. The teacher writes various numbers on the board and asks the children what they are called in German.
(see Chapters 1 + 2)
- Explain that the hundred numbers follow the pattern: *ein hundred – zweihundert – dreihundert – vierhundert – fünfhundert – sechshundert – siebenhundert – achthundert – neunhundert – eintausend*
- Write examples on the board, e.g. 247 (*zweihundertsiebenundvierzig*) and the children verbalise.
- To practise the numbers up to 1.000, play a simple Bingo game. Ask the children to draw a grid with either 9 or 16 boxes on a sheet of paper. Say numbers between 100 and 1.000 and the children write them randomly in the boxes (one number per box). When all boxes are filled with numbers, say the same numbers in a different order in English. The children circle the correct numbers on their grids. Once they have 3 or 4 numbers (depending whether they used a grid with 9 or 16 boxes) in a row, then they shout 'Bingo'.
- Show the children the distances between the towns on the board:

London – München: 1147 km

München – Hamburg: 792 km

Hamburg – Köln: 425 km

München – Köln: 574 km

Köln – Leipzig: 497 km (These are distances by car using www.entfernung.org)

- The children verbalise, e.g. *Von München nach Hamburg sind es siebenhundertzweiundneunzig Kilometer mit dem Auto.*
- Explain that numbers over 1.000 follow the same pattern: 1.147 – *eintausendeinhundertsiebenundvierzig*

Possible extension if time: The children can use iPads and go to www.entfernung.org where they can find out the distances by train or aeroplane. Furthermore they could work with a partner and ask questions like: *Wie weit ist es von Liverpool nach Berlin mit der Bahn? Wie weit ist es von Bristol nach München mit dem Flugzeug?*



Let's summarise!

- The teacher asks: *Wie weit ist Karla bisher gereist? Wie weit is Kai bisher gereist?* The children work it out in pairs.

Karla: England – München – Hamburg – Köln – Leipzig (2861 km),
Kai: England – München – Köln – Leipzig (2218 km)

Possible homework: Find out the distances from your hometown to all the cities that Karla has visited so far.

Use www.entfernung.org. Write your findings for different means of transport, e.g. *Von Cardiff nach Hamburg sind es eintausenddreihundertundzwei (1302) Kilometer mit der Bahn.*

Lesson 3.2: In a butcher's shop (*In einer Metzgerei/ In einem Fleischer*)

Let's learn!

- Learn some units of mass in German.
- Learn vocabulary used in a butcher's shop.
- Understand an authentic dialogue in a butcher's shop and act it out.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 3
- Flashcards with pictures (see Appendix)
- Film clip 'Komm mit! – Town Life in Germany (Butcher's): <https://vimeo.com/20749329> (start at 10:47)
- Dialogue in butcher's shop prepared on IAW or board (see below)

Let's begin!

- Recap what happened in the story so far.
- The teacher shows the film clip for Karla and Kai, Volume 2, Chapter 3 and stops after the conversation at the *Bratwurst* stall.
- Ask: *Was möchten die Leute? (Bratwurst, Currywurst, Pommes mit Ketchup, Tee mit Zitrone, Cola, stilles Wasser)*. The children should be familiar with these items. Explain that a *Currywurst* is a sausage cut into pieces with a special sauce that includes curry powder. Berlin is very famous for '*Currywurst*'. Explain that in Germany people drink tea with lemon instead of milk.
- Explain that people in Germany have stalls on the streets where these kinds of snacks are sold but butchers (*der Fleischer /die Metzgerei*) also sell these snacks at '*die heiße Theke*' (hot counter).



Let's do it!

- Show the film clip 'Komm mit! – Town Life in Germany (Butcher's): <https://vimeo.com/20749329> (start at 10:47). Ask the children to look out for differences from a UK butcher shop.
- Show the film clip again and ask the children this time to call out 'Halt!' when they see something different to the UK. Pause the film clip and talk about the findings. Possible findings: In the UK mainly meat is sold in a butcher's shop. In Germany a variety of meats, sausages, salads and hot snacks are sold. There is a huge variety of sausages and kinds of ham available. Lots of sausages come in a big size and need to be sliced with a special machine.
- Introduce the new vocabulary using flashcards. The children echo the teacher.
- The children voice their likes and dislikes, like: *Ich mag gekochten Schinken und Fleischsalat. – Ich mag Eiersalat. Ich mag Fleisch und Wurst nicht. Ich bin Vegetarier.*
- Introduce: *Gramm (g), Kilogramm (kg), Pfund (Pfd.)* and explain: *ein Pfund = 500g ein Kilogramm = 1000g = zwei Pfund*
- Ask the children to formulate some sentences like: *Ich möchte bitte 100 Gramm Salami und ein Pfund Eiersalat. Ich möchte bitte 250 Gramm Hähnchenbrust.*
- Ask the children whether they remember the dialogue in the butcher's shop. (You might like to show the film clip again.)
- Show the dialogue on the board or IAW:

A = customer B = butcher

B: Guten Tag! Was möchten Sie bitte?

A: Ich möchte gerne Gelbwurst.

B: Ja.

A: 100 Gramm.

B: Gerne. Möchten Sie die Leberwurst geschnitten oder im Stück?

A: Bitte geschnitten.

B: Gerne. (butcher slices sausage)

B: Einhundert Gramm?

A: Einhundert Gramm, ja.

B: Möchten Sie noch etwas haben, bitte?

A: Ich hätte gerne noch rohen Schinken. Auch 100 Gramm bitte.

B: Gerne. (butcher slices cured ham)

B: Ist das in Ordnung?



A: Ja, das ist gut.
B: Möchten Sie noch etwas bitte?
A: Nein, das ist alles.
B: Das kostet 3 Euro und 10 Cent bitte.
A; Ja. Zehn. (Customer gives 10 Euro and 10 Cent)
B: Danke.
B: Sieben Euro zurück. Dankeschön.
A: Ich danke auch.
B: So, dankeschön. Auf Wiedersehen. Einen schönen Tag noch. (butcher hands over goods)
A: Danke.

- Talk about the dialogue in detail and explain unknown words. Remind the children that 'Sie' is the polite form in German. Explain that the lady had to pay €3,10 and she gave €10,10 to make the change easier (€7). This is very often done in Germany.

Let's summarise!

- Ask the children to pair up and act out the dialogue. Leave the words on the board /IAW for reference.
- Ask a confident group to act out their dialogue in front of the class.

Lesson 3.3: Shops in Germany (*Geschäfte in Deutschland*)

Let's learn!

- Learn the names of some shops in German.
- Revisit /learn names for goods /items that can be bought in these shops.

Let's get ready!

- Flashcards with photos of the shops (see Appendix)
- Copies of worksheet 'Was kaufe ich wo?' (see Appendix)
- Optional: Dictionaries (if available)
- White squares of card (ca. 8x8cm), enough for all the goods /items (60+)

Let's begin!

- The teacher asks whether the children remember the name for a butcher's shop in German (*die Metzgerei*). Ask: *Was kaufe ich in einer Metzgerei?* Ask whether the children remember some special features of a German butcher's shop. (*Heiße Theke*, big sausages need to be sliced, big variety of sausages and hams, salads are available)
- Introduce more shops using the picture flashcards. Play a couple of quick games, such as: *Was fehlt?* (Take one card away and ask:



What's missing?); *Blitzsehen* (Show a card very briefly and ask: *Was ist das?*).

Let's do it!

- The teacher puts the flashcards of the shops on the board /pictures on IAW with space under each of them. Hand out the worksheet 'Wo kaufe ich was?' The children can work with a partner or in a small group. Ask them to fill in goods /items that can be bought in these particular shops. Encourage them to think back using all the vocabulary they have learned since they started German lessons. Optional: Hand out dictionaries for reference and spellings.
- The children verbalise their findings in sentences like: *In einer Bäckerei kaufe ich Brot. In einem Schuhgeschäft kaufe ich Stiefel.* (They use the beginning of these sentences from the worksheet.) The teacher writes all the words in the correct section on the board /IAW and explains new words.
- Present a possible list of goods for the different shops, to which you can add ideas of your own:

In einer Metzgerei (In einem Fleischer) Fleisch Wurst Hähnchenbrust, Fleischsalat Hackfleisch Bratwurst Currywurst Schinken Steak Salami	In einem Bioladen Müsli Nüsse organisches Obst, organisches Gemüse organische Nudeln Saft Eiersalat	In einer Bäckerei Brot Kuchen Torte, Brezel Sonnenbrot Brötchen Schokoladenkuchen Erdbeerkuchen	In einem Schuhgeschäft Winterstiefel Turnschuhe Sandalen Hausschuhe schwarze Schuhe Gummistiefel braune Schuhe
In einem Kleidungsgeschäft Kleid Hose Bluse Hemd Pullover Rock T-Shirt Mantel Jacke Schal	In einem Blumengeschäft Rose Sonnenblume Blumenstrauß Blumentopf Tulpe Kaktus Lilie	In einem Spielzeuggeschäft Puppe Ball Spiel Buch Auto Zug Lego Knete	In einem Supermarkt Milch Butter Marmelade Käse Schokolade Wasser Limonade



- Play: 'Repeat if correct!' ('*Wiederhole, wenn es richtig ist!*') The teacher says a sentence like: '*In einem Blumengeschäft kaufe ich Brot.*' The children only repeat the sentence if it is correct, otherwise they are silent. This game can be played in teams with points being awarded.

Let's summarise!

- The teacher hands out small white squares of card and asks the children to draw one item on each card. The teacher needs to tell each child which item to draw so that all are represented. The children must draw the items clearly and write the German name on the back. Explain that these cards are being used in a shopping game in one of the following lessons. Collect the cards once they are finished.
- Possible homework: The children can write sentences in their books using the worksheet from the lesson ('*Was kaufe ich wo?*'). They can write sentences like: *In einem Bioladen kaufe ich Müsli.*
- Ask the children to bring from home some Euro coins for the next lesson.

Lesson 3.4: The Euro (*Der Euro*)

Let's learn!

- Learn some facts about the Euro.
- Learn the coins and notes of the Euro.
- Practise how to make certain amounts using Euro.

Let's get ready!

Important: The teacher needs to familiarise himself /herself beforehand with the actual facts of the Euro currency at the time of delivering the lesson: value, countries using it etc., as these facts change over time.

- If possible have some real Euro coins and notes to show or use Euro play money. (This can be ordered online from places like 'amazon' or school suppliers.) Alternatively, images from the internet could be laminated and cut out.

Let's begin!

- Write the sign for Euro € on the board and ask whether the children know what it means. The children tell what they know about the 'Euro'. Teach the children the German pronunciation of 'Euro' and the fact that one Euro is subdivided into 100 Cents.



- The teacher explains some facts about the Euro, like: Euro coins and notes were introduced on 1st January 2002 in 12 countries across Europe.

Let's do it!

- Ask the children to work with a partner and to put the coins in order starting with the lowest value. Give out Euro play money coins. Talk about the results. The denominations are: 1-2-5-10-20-50 Cent and 1-2 Euro. Ask questions like: *Was ist das kleinste Geldstück? (1 Cent) Was ist das größte Geldstück? (2 Euro) Wieviele Geldstücke gibt es? (8)*
- Ask the children to describe what they can see on the front of the coins, e.g. a map of Europe, 12 stars (of the initial countries), the value.
- Look at the back of the coins (use real coins if possible; use the coins the children brought into school; otherwise use images from the internet): Each coin is identical on the front ('the common side') but on the back ('the national side') there were different symbols chosen by each issuing country, e.g. an eagle for the German 1€, a harp for the Irish 1€, an owl for the Greek 1€, a Dutch queen for the Dutch 1€.
- Explain that all coins can be used in each country but that it can be identified in which country the coin was originally issued.
- The teacher writes on the board certain amounts, which the children have to make using as few coins as possible, e.g. 1,37€ / 2,89€ / 0,47€ (Note that in Germany the €- sign is behind the number, not in front like in the UK.) The children put out the correct amounts and verbalise their findings: *Ich habe ein Euro Stück, ein zwanzig Cent Stück, ein zehn Cent Stück, ein fünf Cent Stück und ein zwei Cent Stück. Das sind ein Euro und siebenunddreißig Cent.*
- Hand out the play money notes and ask the children to put them in order starting with the lowest value. Talk about the denominations: 5 – 10 – 20 – 50 – 100 – 200 – 500. Ask questions like: *Was ist der kleinste Geldschein? (5 Euro) Was ist der größte Geldschein? (500 Euro) Wie viele Geldscheine gibt es? (7)*
- Ask the children to look at the notes and to describe them, e.g. very colourful, different shades of colours, different sizes, European flag, stars, map of Europe, European architecture. Explain that the notes are all the same regardless of which country issued them.
- Look at some real notes if possible. Hold them against a window or a light to show the watermarks, metal strips, little plastic pieces (20 € note has a lady looking through a window), holograms, etc. Explain that these are all complex security features.



- The teacher tells the children to make up certain amounts, e.g. 185 € and the children verbalise which notes they need.

Let's summarise!

- One partner asks the other one to put out a certain amount of money using as few coins and notes as possible, e.g. *Ich möchte 135,46 €*. Then the other partner chooses an amount. This could also be played as a game, where the teacher says /writes an amount and the team, which puts out the correct amount first, gets a point.

Note: Under 'Let's have even more fun' there is a website mentioned that provides lots of online games around the Euro.

Lesson 3.5: I would like please (*Ich möchte bitte*)

Let's learn!

- Recap the Euro.
- Recap shops and goods /items.
- Recap the polite form using 'Sie'.
- Learn and practise a simple shopping dialogue in German.
- Learn some facts regarding shops /shopping in Germany.

Let's get ready!

- Flashcards with pictures of shops for half the class (lesson 3.3)
- The children need something on which to make notes.

Let's begin!

- Ask the children: *Welche Geschäfte kennst du?* Hold up the flashcards with pictures of shops and ask: *Was ist das?*
- Recap the shops and goods/items by playing: '*Alle Vögel fliegen hoch*'. The children make a quiet drum roll while the teacher says sentences like: *In einem Spielzeuggeschäft kaufe ich einen Apfel*. If the sentence is correct, the children stop their drum roll and lift their arms; if it is incorrect, they keep making the drum roll. The teacher always lifts his /her arms to avoid the children copying him /her. (If you like, you could play this as a competitive game. All children have to stand up. The ones who get something wrong, have to sit down. The last one standing is the winner.)
- Recap facts about the Euro by asking questions like: *Was ist das größte /kleinste Geldstück? Was ist der größte /kleinste Geldschein? Wie viele Geldstücke /-scheine gibt es?* etc.



- Tell the children that in today's lesson, they will practise a shopping dialogue, which they will need for the following lesson, where they will pretend to be shopping in a German town.

Let's do it!

- Ask the children to write with a partner a possible dialogue in a shop in Germany. They can choose the kind of shop.
- The children present their findings, where one child reads the part of the customer (*der Kunde*) and the other one the part of the shopkeeper (*der Verkäufer*). Give plenty of praise!
- Recap the polite form using 'Sie'. Explain that this form is used for people you don't know very well or not at all. The verb is in the form of the third person plural, e.g. *Gehen Sie heute ins Kino? Trinken Sie noch etwas?*
- Ask the children to change their dialogue using the polite form. The children present their results.
- Using the examples from the children, the teacher and the children produce a 'model conversation' in a shop, which is then written on the board /IAW. This can vary. Here is just one example.

(K=Kunde, V=Verkäufer)

K: Guten Tag!

V: Guten Tag! Was möchten Sie?

K: Ich möchte bitte ...

V: ... bitteschön. (hands item over) Darf es noch etwas sein?

K: Ja, ich möchte bitte noch ...

V: ... bitteschön. (hands item over) Darf es noch etwas sein?

K: Nein, das ist alles. Danke.

V: Das kostet ... Euro und ... Cent.

K: (hands money over) Bitteschön.

V: Dankeschön. Auf Wiedersehen.

K: Auf Wiedersehen.

- The dialogue can be adapted to any shop situation, e.g. in a clothes shop, the customer could ask: *Haben Sie den Mantel auch in Schwarz? Die Hose ist zu klein.* More able children can be asked to extend the dialogue.

Note: Please save the dialogue as it is needed for the following lesson. The children need to be confident with the dialogue for the next lesson.

- The children are now asked, to practise the dialogue: Hand out the pictures of the shops to half the children. They will be the shopkeepers. The other half of the children will be the customers. The children walk around the classroom. When a child without a card



(customer) meets a child with a card (shopkeeper), they have a conversation relating to the shop from the flash card. Then both children move on to the next partner. Change the roles over so that every child has the opportunity to be shopkeeper and customer.

Let's summarise!

- The teacher gives some information about shops in Germany:
 - Shops are usually closed on a Sunday.
 - Normal shopping hours are 10am to 8pm, but this can vary across Germany, also depending on the size of the town /city. In some rural areas shops might be shut over lunchtime.
 - 'Pfand' for bottles (plastic or glass) is common in Germany. This is a kind of deposit, which the customer pays when purchasing a bottle. It is given back once the empty bottle is returned.
- The teacher tells the children that in the next lesson they are going to transform the classroom into a German town, where they will go shopping.

Note: The next lesson will need a bit of preparation but all the materials can be re-used in future lessons.

Lesson 3.6: Shopping in a German town (*Einkaufen in einer deutschen Stadt*)

Let's learn!

- Recap the shopping dialogue.
- Act out the dialogue in a roleplay.
- Adapt the dialogue to different shopping situations.
- Follow an authentic dialogue in a German bakery.

Let's get ready!

- The card squares with drawn items/goods from lesson 3.3
- Labels (same amount as goods cards) with prices in Euros, e.g. 1, 95 € - 2, 07€ - 0, 67 €
- 8 shop signs made to stand up (long rectangles folded in half to stand with German shop name written on them)
- Euro play money divided up into small bags /containers
- Shopping bags (small plastic bags or similar)
- The classroom needs to be re-arranged. There should be a table per shop (shop label on it) and one /two chair(s) depending on class size.
- Model shopping dialogue from lesson 3.5



Let's begin!

- Recap the shopping dialogue. Show the dialogue from last lesson. Children read together (boys can read the part of the customer, girls can read the part of the shop keeper, then swap)
- The teacher explains that the classroom will be transformed into a German town where the children will go shopping.

Let's do it!

- The teacher explains the role play: Two children /one child (depending on class size) will be the shop keeper(s) and set up the shop with goods and prices. The other children will be the customers and get Euro play money and a shopping bag each. The children should try to adapt the dialogue to each shop. The dialogue will be visible if needed (also as help for less able children).
- The children conduct 'go shopping in a German town' role play. Once the goods are 'sold', the children bring all the items (goods cards, price labels, money, bags) to the front. The children now swap roles: customers become shopkeepers and shop keepers customers.
- Role play: The children might like to swap again in order to be the customer once and shop keeper another time.



Let's summarise!

- The teacher asks the children about their experiences. *Wie war es? Was war einfach? Was war schwer?*
- Show the film clip 'Komm mit! – Town Life in Germany (Bakery)': <https://vimeo.com/20749329> (start at 06:18). Talk about the dialogue between the customer and the shop assistant.

Let's show others!

- Film the role plays in a German town and show parents or put on a blog.



Let's have even more fun!

- There is a very good website for children to learn about the Euro by the EU: http://europa.eu/kids-corner/index_en.htm The children can use this website independently on a computer or iPad or the teacher could use it in a lesson.
- www.twinkl.co.uk has 'Euro-Coin-Fans' as templates available.
- Use a green screen to film scenes in German shops. The children can film each other using iPads. Good App: Green Screen by Do Ink.

Lesson 3.7: Cultural Bites: German inventions (*Deutsche Erfindungen*)

Let's look at the facts!

Please find below 40 German inventions explained on the following website:

<http://www.goethe.de/ins/us/saf/prj/stg/ger/inv/enindex.htm>

The Top 40 German Inventions: Adidas, Airbag, Aspirin, Automobile, Bacteriology, Beer, Bicycle, Book Printing, C-Leg, Chip Card, Christmas Tree, Computer, Contact Lenses, Glider, Gummi Bear, Helicopter, Jeans, Jet Engine, Kindergarten, Mayonnaise, Motorcycle, MP3 Format, Nuclear Fission, Porsche, Record Player, Refrigerator, Ritter Sport Chocolate, Scanner, Small Format Camera, Social Legislation, Steinway Pianos, Trolley Streetcar, Tape Recorder, Telephone, Television, Theory Of Relativity, Thermos Flask, Toothpaste, X-Ray Technology, Zeppelin

The words needed:

<i>die Erfindung</i>	invention
<i>die Kontaktlinse</i>	contact lens
<i>die Gummibärchen</i>	gummi bears
<i>der Plattenspieler</i>	record player
<i>der Kühlschrank</i>	refrigerator
<i>die Kleinbildkamera</i>	small format camera
<i>der Kassettenrekorder</i>	tape recorder
<i>die Thermosflasche</i>	thermos flask
<i>die Zahnpasta</i>	toothpaste
<i>die Röntgentechnologie</i>	X-ray technology

Let's learn!

- Find out about German inventions using a website in German.
- Learn facts about some German inventions.
- Prepare a fact sheet about a German invention.

**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.



Let's get ready!

- The children need to make notes.
- The children need access to a computer or iPad with internet connection.

Let's begin!

- The teacher asks the children whether they know any German inventions.
- The teacher names some German inventions from the list ('The Top 40 German Inventions') mixed with inventions from other countries, like: Sun Glasses (American), Microwave (American), Disposable Nappy (American), Acoustic Guitar (Spanish), Jacuzzi (Italian), Battery (Italian), Hair Dryer (French), Pencil Sharpener (French) (more can be easily found on the internet). The children show the teacher whether they think that this is a German invention or not by showing thumbs up or down.

Let's do it!

- The teacher asks the children to look at the following website <http://www.goethe.de/ins/us/saf/prj/stg/ger/inv/enindex.htm> (the page should be set to German) and to find out about German inventions. The children explore. The teacher gives help where needed.
- The teacher asks the children to share their findings. This can be partly done in English.
- The teacher now asks the children to pick one of the 40 German inventions and to find out more about it. The children are allowed to switch to English on the website if they need help. The children make notes.

Let's summarise!

- The children are asked to create a fact sheet 'Eine deutsche Erfindung' about their chosen German invention including photos and information for the next lesson. They are encouraged to use German where possible. The sheet should be no bigger than A4.
- Homework: Finish the fact sheet about a German invention. (Remind the children to take their notes from this lesson home.)

Lesson 3.8: Cultural Bites: Inventions Quiz (Erfindungen - Quiz)

The words needed:

See lesson 3.7

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Let's learn!

- Recap German inventions.
- Learn facts about some German inventions.
- Present a fact sheet about a German invention.
- Complete a quiz about German inventions.

Let's get ready!

- Children's fact sheets (homework from last lesson)
- Quiz sheets for each child

Let's begin!

- Recap German inventions by asking the children: *Welche Erfindungen sind aus Deutschland?*

Let's do it!

- The children present their fact sheets to the class. It might take too long for all children to present their facts to the whole class. Alternatively, the children could be paired up /put into groups and present their fact sheet to their partner /to their group.
- The teacher collects all fact sheets and makes them into a book (*'Deutsche Erfindungen von Klasse...'*), which could be displayed in the classroom.
- The teacher hands out the quiz sheets. (see Appendix) Each child is given time to try and work out the answers individually. After some time the children could be allowed to help each other in pairs /groups.
- The teacher discusses the answers with the class (answer sheet see Appendix). Explain that the *'Lösungswort'* is *'Klarinette'*. Points could be awarded and prizes given.

Let's summarise!

- The teacher asks the children which German invention is their favourite. They answer: *Meine Lieblingserfindung ist...*

Let's have even more fun!

- Present the fact sheets to another class /in assembly.
- Show the book *'Deutsche Erfindungen von Klasse ...'* to another class.
- Another good website for German inventions is:
www.ukgermanconnection.org/kids-german-inventions



Chapter 4: A Canoe Adventure (Ein Kanuabenteuer)

(5-6 lessons plus two Cultural Bites)

Story: Karla and Kai crawl out of the vacuum cleaner to find themselves at a petrol station in Leipzig. An adventure starts when they land in a boy's saddle bags and find themselves riding through the city and eventually end up on a canoe trip with the boy's friends.....

What is the chapter about?

- Revisit items of clothing.
- Learn how to talk about what you need for a canoe trip.
- Revisit how to talk about the natural world around us.
- Revisit prepositions taking different cases.
- Revisit how to say that you are cold, wet, hot etc. (Volume 1, Chapter 11).
- Revisit the Perfect tense with *haben*.
- Introduce the Perfect tense with *sein*.

The words needed:

<i>das Handtuch</i>	hand towel
<i>die Badehose</i>	swimming trunks
<i>der Badeanzug</i>	swimming costume
<i>das Kanu(s)</i>	canoe(s)
<i>das Paddel</i>	paddle
<i>die Schutzausrüstung</i>	protective gear
<i>das Helm</i>	helmet
<i>die Schwimmweste</i>	lifejacket
<i>Dann mal los!</i>	Let's go then!
<i>das Flussufer</i>	river bank
<i>der Vogel/die Vögel</i>	bird/birds

Verbs taking *sein* in the Perfect Tense:

<i>gehen - gegangen</i>	go - went
<i>fahren - gefahren</i>	drive/travel - drove/travelled
<i>kommen - gekommen</i>	come - came
<i>schwimmen - geschwommen</i>	swim - swam
<i>aufstehen - aufgestanden</i>	get up - got up
<i>sinken - gesunken</i>	sink - sank
<i>Mir ist kalt.</i>	I am cold.
<i>Mir ist heiß.</i>	I am hot.
<i>Mir ist langweilig.</i>	I am bored.
<i>Ich bin nass.</i>	I am wet.
<i>Ich bin müde.</i>	I am tired.



Some more words you might like:

<i>der Neoprenanzug</i>	wetsuit
<i>die Wildwasserstrecke(n)</i>	stretch(es) of wild water
<i>das Kanuverein</i>	canoe club
<i>der Paddelschlag</i>	paddle stroke
<i>Leipzig war ...</i>	Leipzig was...
<i>spannend</i>	exciting
<i>faszinierend</i>	fascinating
<i>lebendig</i>	lively
<i>schön</i>	beautiful

Grammar explained:

The Perfect Tense (or Present Perfect as it is also called)

(Please refer to Karla & Kai Vol. 1, Ch. 1 for an explanation of how to form the Perfect Tense with the auxiliary *haben*.)

In this chapter the children will encounter for the first time the use of *sein* as an auxiliary in the past tense. This is used with certain verbs only.

When to use *sein* as the auxiliary verb

Sentences in the past about going from one place to another, e.g. travelled, came or went always use *sein*.

Example: *Ich **bin** mit dem Bus nach London gefahren.*

Sentences showing a change of state, e.g. getting up from lying down, e.g. when movement is involved, are likely to use *sein* too.

Example: *Ich **bin** um 7 Uhr aufgestanden.*

Note: Separable verbs, e.g. 'get up' and 'phone up' consist of two parts, which separate in the Present Tense. However, when forming the past tense where the past participle is needed, they stay together, with the 'ge' sandwiched in between: *aufgestanden* / *angerufen*

Use of the Dative when talking about how you feel

Feelings and emotions are often expressed using the Dative case (*mir ist*) instead of the Nominative (*ich bin*). *Mir* is the dative of the personal pronoun 'ich'.

Examples:

- *Mir ist kalt* - I am cold.
- *Mir ist langweilig* - I am bored.



Lesson 4.1: At the petrol station (*An der Tankstelle*)

Let's learn!

- Revisit items of clothing.
- Introduce items needed for a canoe trip.
- Revisit prepositions and cases.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 4
- Karla and Kai cardboard figures
- Pictures of items that are needed for a canoe trip, including clothes
- Cardboard cut-out of a canoe
- Mini whiteboards for the children
- 'Wo ist die Maus?' song from Felix & Franz, Volume 2, Chapter 8
- iPads for an online dictionary or paperback dictionaries
- A sheet for each child with an outline of a canoe on it and some lines at the bottom of the picture for writing sentences

Let's begin!

- The teacher displays the cardboard cut-out of the canoe and Karla and Kai figures and explains that they will be going on a canoe adventure. Teacher sticks up the cardboard cut-outs of Karla and Kai next to a picture of a canoe and asks the class some questions: *Was braucht man für eine Kanufahrt? Was für Snacks isst man? Was trinkt man? Was muss man tragen?* Picture flashcards should be stuck up for support. Words could be written up on the board to get the children started.
- Children use their whiteboards to draw a lotto grid with six spaces. They should fill in 6 items that they think may appear in the video clip, which will be words associated with going on a canoe trip. They can use an online or paper dictionary to help them with this.
- Teacher puts the words 'Dann *mal los!*' on the board and explains what it means before calling it out to signal the start of the film and Lotto game. The children should stand up when they hear the phrase in the clip.
- Show the film clip for Karla and Kai, Volume 2, Chapter 4 and ask the children to tick off the words on their grids if they appear in the clip. Explain that the word 'Lotto!' should be called out by anyone who has ticked off all six words.
- At the end of the video establish who heard all six of their words and ask them to read them out to check!



Let's do it!

- Put the lyrics of the 'Wo ist die Maus?' up on the IAW (see Appendix) with some gaps missing (both prepositions and articles). Children help the teacher to fill in the gaps. When complete, the song is sung.
- Using the words and pictures already up on the board for the snacks, drinks and clothes/equipment mentioned in the video, the teacher now asks the class where the items should go in and around the canoe on the board, e.g. *Wo sind die Kekse?* to which the answer could be *In der Tasche*. To give the children greater support, two alternative answers could be given, e.g. *Ist die Wasserflasche im Wasser oder in der Tasche?*

Note: In order to provide a visual prompt, the Dative and Accusative cases could be up on the wall /board for pupils to refer to, as well as a list of prepositions to indicate where things are.

- Teacher distributes the sheets with the outline of a canoe on them. Children should draw the items wherever they wish to place them, but should cover up their drawing so that their partner cannot see!
- Working with the mini whiteboards and in small groups of 3 or 4, children take it in turns to describe their drawings to their group; the group competes to try and recreate the original picture by putting the objects in the right place in and around the outline of the canoe. The winner in each group is the child whose drawing is the closest to the original drawing.

Let's summarise!

- The children show that they can use the prepositions and appropriate cases accurately in written work by writing sentences underneath their paper drawing describing where at least three things are on the picture.

Lesson 4.2: Experiencing the natural world (Ein Naturerlebnis)

Let's learn!

- Revisit how to talk about the natural world around us.
- Practise prepositions and cases again.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 4
- Cardboard cut-out of the canoe for the teacher to put on the board
- The children will need the drawings of their canoes
- Strips of paper with paragraphs for partners A and B for the 'Let's summarise' activity
- Mini whiteboards and pens



Let's begin!

- The teacher revisits the words for tree, grass, river and bird/birds, duck/ducks with the children and introduces the word for river bank and writes these on the board.
- Show the film clip for Karla and Kai, Volume 2, Chapter 4, just up to the scene showing the wildlife and trees etc.
- Pause the film every now and again to ask the children where things are, to which they should respond using a preposition and the correct case, eg *Wo sind die Bäume?/Wo sind die Enten? Wo ist das Gras?*
- A volunteer should use the IAW to draw the wildlife and trees etc. around the cardboard canoe as these are mentioned.

Let's do it!

- The children work in groups of 3 or 4, sitting in a circle. They play the 'I went to market and bought ...' game, but this time with all the examples of the natural world given, plus the items needed for a canoe trip which were mentioned last lesson. The first child starts with *"Karla und Kai gehen auf eine Kanufahrt und sehen ... (eine Tasche, eine Flasche etc.)* Each child has to repeat the items mentioned before adding their item.
- To round off this activity the teacher asks for volunteer groups to show the rest of the class how many items they can remember.
- The children now add items from the natural world to their canoe drawing and label them with short sentences using prepositions.

Let's summarise!

- Pair dictation on mini whiteboards. The children read out the sentences to each other and swap whiteboards to correct each other's work. Early finishers can translate the sentences into English too.

Partner A:

Am Fluss ist es so schön und es gibt so viel zu sehen. Man kann Vögel in den Bäumen und Enten und Fische im Wasser sehen. Manchmal gibt es sogar Otter am Flussufer.

Partner B:

Eine Kanutour macht so viel Spaß. Man muss aber viel mitnehmen. In meiner Tasche habe ich einen Badeanzug oder Badehose, eine Wasserflasche, ein Badetuch und natürlich, Kekse! Man muss auch eine Schwimmweste tragen.

- A possible homework task is to go to the website of the Federal Agency for Nature Conservation - <http://www.naturdetektive.de/25032.html> and to have a go at the various nature quizzes. There's a *Vögelquiz*, *Blumen und Insekten Quiz* and many more. They could note down the new words they learn.



Lesson 4.3: A Conversation about a Party (Ein Gespräch über eine Party)

Let's learn!

- Revisit the Perfect Tense with *haben*.
- Introduce the Perfect Tense with *sein*.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 4
- Perfect Tense song
- Cups, enough for one between two, one labelled with *sein* and the other with *haben*
- Strips of card/laminated paper (to fit into the cups) with the following past participles, one on each strip:
 - *gegessen, getrunken, gesehen, geregnet, gesagt, gespielt* (with *haben*)
 - *gegangen, gefahren, gekommen, geschwommen, aufgestanden, gesunken* (with *sein*)

Let's begin!

- The teacher explains that the class will revisit the Past (Perfect) Tense today.
- The teacher refers to the part of the film clip for Karla and Kai, Volume 2, Chapter 4, when Karla and Kai say that the boys talk about a party at the weekend. Maybe it was a birthday party. He /she then puts up an example of a dialogue about a party on the IAW and the children are given a set time to find the past participles in the text.

Ein Geburtstagsfest

- Kind 1: Wie war Tinas Geburtstagsfest?
- Kind 2: Toll! Das Fest war im Wald und wir haben viele Spiele gespielt und ihr Bruder hat auch tolle Musik gespielt.
- Kind 1: Wer ist gekommen?
- Kind 2: Viele aus unserer Schulklasse sind gekommen. Wir waren vielleicht 15 Personen insgesamt. Wir haben sogar gegrillt, da es nicht geregnet hat! Wieso bist du nicht gekommen?
- Kind 1: Ich hatte ein Fußballspiel.
- Kind 2: Schade! Das Fest hat wirklich Spaß gemacht!

Let's do it!

- The children take it in turns to list the past participles they have found and the teacher highlights them on the text on the IAW. The English meaning should be written up too.
- The teacher then takes a different coloured highlighter and asks the children to help spot all the forms of *haben* in the text when it serves as the auxiliary or 'helping' verb in the Perfect Tense. When



the class gets to '*Wer **ist** gekommen*' the teacher then discusses the fact that this is an example of a second auxiliary verb, so a different coloured highlighter is now used to find all the examples of '*sein*' as an auxiliary verb.

- The teacher gives the children a couple of minutes for partner talk to discuss when '*sein*' might be used as the auxiliary instead of '*haben*'.
- The children are given the opportunity to feed back their theories and at this point the teacher explains the rule for verbs taking '*sein*' (see the grammar explanation at the start of this chapter).
- The cups are now handed out along with the strips of paper /card with a collection of past participles on. The children are then instructed to sort them into which cup they think they should go - the cup labelled with '*sein*' or the one labelled with '*haben*'. The teacher may want to make sure that all the meanings of the past participles are known.
- As an extension activity for the groups which finish quickly, the children could have a go at building sentences with the past participles.
- The teacher checks the answers with the children and puts the past participles in two columns on the board (one for *haben* and one for *sein*).
- The children lay out the strips with the past participles facing down and play the '10 second' game for which they give each other 10 seconds to come up with a sentence using that past participle. If they manage it they get to keep the past participle card. The winner is the child who has the largest number of verbs at the end.

Let's summarise!

- The teacher /a volunteer reads out a past participle and the children stand up if they think it takes '*sein*' as the auxiliary in the Perfect Tense. If the verb takes '*haben*' they should remain seated.
- Play the 'stand up game'. Divide the class into two and give each side a number so that there are two children with a number 1, two children with a number 2 etc. The teacher reads out a simple sentence in English and then says a number. The two children with that number have to stand up and compete to be the first to translate the sentence. The winning team is then awarded a point and the game continues. In order to support the children, the teacher could hold up a card saying '*sein*' every time there is a sentence with this auxiliary.
- The children note down the two columns of past participles.

Lesson 4.4: A hectic day (*Ein hektischer Tag*)

(This will probably take 2 lessons)



Let's learn!

- Practise the Perfect Tense with *sein* and *haben*.
- Put together a television broadcast using Green Screen by Blue Ink.
- Research a few facts about Leipzig.

Let's get ready!

- Cardboard figures of Karla and Kai
- Pictures of Leipzig (link to YouTube video clip below)
- Film clip for Karla and Kai, Volume 2, Chapter 4
- Mini whiteboards and pens
- iPads for Leipzig research (one between two) with the Green Screen App by Do Ink

Let's begin!

- The teacher asks the children if they can remember which town Karla and Kai are in as they go on their canoe adventure, followed by asking what the children know about Leipzig. A volunteer is asked to come to the front to point out on the map where the city is, as well as pointing out the Elster and Pleiße rivers.
- The teacher plays the part of the video clip when Karla and Kai are travelling through Leipzig in the saddle bags and asks the children to note down on whiteboards anything about the city that they spot. This can be done in German and /or English.
- A discussion is held about the town and what was seen. The teacher could give a little bit of background information about the city:
 - Leipzig was the hometown of Johann Sebastian Bach.
 - It was the starting point for the events that led to the Peaceful Revolution which led to the fall of the Berlin Wall.
 - Leipzig Zoo is one of the oldest in the world.

Let's do it!

- The teacher explains that this lesson will be all about reflecting on Karla and Kai's bicycle ride through Leipzig. The children will be working in groups to prepare a children's news broadcast, taking the roles of Karla and Kai, who are telling the viewers all about their exciting first impressions of Leipzig. The children can use the following websites to find a bit of extra information about the city:
http://www.leipzig.travel/en/Home_110.html
<http://english.leipzig.de/services-and-administration/interesting-facts/>

The presentation should include the following:

- Two adjectives to describe the town
- Two different past participles taking *haben*
- One past participle which takes *sein*



- The children can either film each other using Movie Maker, or even more appropriate for this task is for the children to use Green Screen from Do Ink, which will allow them to have the pictures of Leipzig behind them as they present to the class.

Here's the link to the tutorial: <http://www.doink.com/tutorials/>

Example Broadcast:

Karla: Hallo liebe Freunde! Wir sind hier in Leipzig.

Kai: Ja, nicht weit von Berlin! Wir sind mit dem Fahrrad durch die Stadtmitte gefahren und haben so viel gesehen - den Bahnhof, den Marktplatz und auch viele Museen. Es war so schön!

Karla: Ja, die Stadt ist faszinierend und wir haben auch so viele Bäume und Parks gesehen.

Kai: Ja, die Stadt ist wunderbar, aber ich mag die Cafés am besten.

Karla: Ich auch! Wir haben eine leckere heiße Schokolade in einem Cafe am Fluss getrunken.

Kai und Karla: Tschüss, bis bald!

Let's summarise!

- The groups deliver their presentations to the rest of the class using Green Screen and the cardboard cut-outs of Karla and Kai, who introduce the town.
- The rest of the class are asked to make notes about the presentations, noting down sights visited as well as the adjectives that they hear from each group. Leave a few minutes at the end of the presentations for the children to write a short summary about what was spotted in Leipzig.

Lesson 4.5: Karla and Kai get wet (*Karla und Kai werden nass*)

Let's learn!

- Practise the Perfect Tense with *sein*.
- Learn how to say that you are cold, wet, hot etc.
- Film clip for Karla and Kai, Volume 2, Chapter 4.

Let's get ready!

- Cardboard figures of Karla and Kai
- Cardboard cut-out of the canoe
- Speech bubbles to cut out and stick to the IAW with all the emotions written on them (see Appendix).
- Flashcards with different emotions on them, in picture and text form (see Appendix) and sets of these for small group work
- 'Wie geht's, Felix?' song from Felix und Franzl Volume 1, Chapter 2
- Mini whiteboards



Let's begin!

- Teacher starts by asking the children how they are - *Wie geht's?* and then asks for a greater variety of responses by using mimes, such as thumbs down and in between up and down to elicit *'Es geht'*.
- Teacher puts the lyrics up to remind the children of the *'Wie geht's?'* song, which can be sung together, adding in extra verses with different emotions. (see Appendix for lyrics)
- Teacher goes on to explain that when you want to ask someone about how they are feeling, you use the question *'Wie geht's dir?'* and that to talk about how you are feeling, you usually start your reply with *'Mir ist ..'*
- Teacher plays the video clip from when Kai and Karla are happy looking at the natural world from the boat, to when they fall off the boat into the water and complain about being wet and cold. Ask the children to spot when *'Mir ist'* is used in the clip.

Let's do it!

- Teacher sticks up the cardboard canoe and cut-outs of Karla and Kai, as well as the speech bubbles with the emotions, including *'Ich bin nass'* and *'Mir ist kalt'*. The children are invited to come and put appropriate speech bubbles above them for when they are in the boat looking at the natural world around them, then for when they are in the water, and then when on dry land again.
- Working in small groups, the children are given cards with the emotions on (see Appendix) and are asked to pair up the pictures with the words. Explain that once they have found all the pairs (teacher to check), they should turn all the cards face down on the table and play pairs. They should use this opportunity to speak as much German as possible.
- Now ask the children to take away the cards with text, and to divide the pictures into two piles - one for the *'Ich bin'* ones and one for the *'Mir ist'*. Ask for a group to volunteer the answers and ask the other groups to check that they have divided the pictures correctly.
- Children move out of groups to work alone with a whiteboard. They should write *'Ich bin'* on one side of their boards and *'Mir ist'* on the other side. The teacher holds up a card with an image of a feeling, asking *'Wie geht's?'* and the children have to show the correct side of their board by determining which one is used. They should award themselves a point on a tally on their boards for each correct answer. Teacher asks them for their scores at the end.
- As a final activity, the children are asked to design a poster entitled *'Wie geht's?'* of their own design of an emoji which should show a combination of two or more emotions. As well as a picture the poster should also have sentences about what the emoji is showing, e.g. *Mir ist kalt, aber ich bin auch glücklich!*



Let's summarise!

- The children present their emojis to the class.
- The class is divided into two and a representative is chosen for each team. He /she has a set of cards with the emotions /feelings on them. The representatives take it in turns to mime the cards that they are holding for their team to guess. Set a time limit such as 30 seconds to see how quickly the team can guess what's on the card. Then let the other team have a go to see if they can get through more cards within the set time limit.

Let's show others!

- A display of the children's emojis could be made.

Let's have even more fun!

- The children could plan a week's canoe trip on one of Germany's rivers. There is some very good information about what you should take on a canoe trip on the *Wassertourismus in Deutschland* website: http://www.wasser-und-urlaub.de/kanu/vorbereitungen_vor_fahrt.html#tab-2
- A variety of ideas for tours are given on the Outdoor Active website: <https://www.outdooractive.com/de/kanu/bayerischer-wald/flusswandern-von-blaibach-nach-cham/18259967/>
- They should plan the route on a map of Germany, showing the rivers. (see Appendix) They could then make a list of what they will take with them, a list of useful language that they may need on the way and a nature I-spy list to tick off wildlife and plants /trees that they may spot on the way. The research could be presented as a PowerPoint to the rest of the class.

Lesson 4.6: Cultural Bites: Extreme Sports in Germany (*Extremsportarten in Deutschland*)

Note: Lessons 4.6 and 4.7 are mainly conducted in English, but the teacher should try to use as much German as possible.

Let's look at the facts!

- Extreme sports are very popular in Germany. The most widespread extreme sports at present are extreme endurance running or biking events, BASE jumping, freeriding and unsecured climbing.
- Many German BASE jumpers like to travel to Austria or Switzerland for their cliff jumps. Lauterbrunnen in Switzerland's Bernese Highlands has even been described by one magazine as "the valley in which people fall from the sky" and which sees the most fatal BASE jumping accidents.



- Meticulous preparation: Those extreme athletes who do their sport professionally do not just do things spontaneously. They prepare themselves painstakingly and have an exact knowledge of their own abilities and limits. Besides physical fitness, it is not only willpower that counts, but also the external conditions. Wind for example can be a matter of life or death for BASE jumpers if they are blown too close to a rock. But successfully judging these conditions is what makes the sport so exciting.

The words needed:

<i>die Extremsportart/ -sportarten</i>	extreme sport/sports
<i>der Extremsportler/die Extremsportlerin</i>	extreme athlete (m)/(f)
<i>ein Extremsport treiben</i>	to do an extreme sport
<i>in den Bergen</i>	in the mountains
<i>auf den Flüssen</i>	on the rivers
<i>das Klippenspringen</i>	cliff diving
<i>der Parkour</i>	parkour/circuit
<i>das Bungeespringen</i>	bungee jumping
<i>das Slacklinen</i>	slacklining
<i>das Freeclimbing</i>	free climbing
<i>das Fallschirmspringen mit Wingsuit</i>	sky diving with a wing suit
<i>das Wildwasserkanufahren</i>	wild water canoeing
<i>das BASE-Springen</i>	BASE jumping

Let's learn!

- Learn which extreme sports are popular in German speaking countries.
- Learn which essential equipment/safety precautions are needed.
- Learn to use internet resources for research.

Let's get ready!

- iPads with access to the Internet
- Map of Germany, Switzerland and Austria, showing the Alps and rivers
- Video clips of extreme sports undertaken by sportsmen and women from German speaking countries (see lesson plan below)
- Paper and pens for the children to take notes
- A list of internet resources for the group research

Here are some useful websites:

<https://www.deutschland.de/en/topic/life/sports-leisure/extreme-sports>

<http://www.young-germany.de/topic/live/travel-location/perfect-climbing-locations-in-germany>

http://www.montafon.at/en/activities/winter-activities/winter_mountain_experiences/freeride-safety-check
(section about freeriding safety training)

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Let's begin!

- Teacher holds up a helmet or picture of a helmet. With the help of the children, the teacher writes up a list of sports for which you need to wear a helmet. These should include some extreme sports to launch this cultural bite.

Sports requiring a helmet include:

cycling, horse riding, cricket, American football, skateboarding, rock climbing, baseball, caving, skiing, snowboarding, white-water rafting, white-water canoeing, paragliding, BASE jumping etc.

Let's do it!

- The teacher tells the children that they will be working in small groups and should focus on researching an extreme sport per group. Their findings should be put together to make a PowerPoint which they will then present to the rest of the class.

The presentation must include:

- Information about where this sport is popular
- The safety measures needed, including specialist equipment
- 3-5 new German words that have a link with the sport

The presentation could also include:

- The name of someone from a German speaking country who is well-known for this sport.

- The teacher asks if the children know which extreme sports are popular in German speaking countries and why this might be. Discuss the German rivers and Alps in Southern Germany, Austria and Switzerland and how these lend themselves to skiing, snowboarding, rock climbing, caving, white-water rafting, white-water canoeing and paragliding.
- To help think of ideas for extreme sports the teacher could use this collection of photos of extreme sports:
<http://www.tivi.de/mediathek/logo-886354/extremer-sport-2457602/>
- Teacher plays the clip below to show what safety precautions need to be taken for extreme sports as well as what sort of equipment is needed.
Safety Training for Freeriding (skiing off-piste):
<http://www.tyrol.com/things-to-do/sports/skiing/freeskiing>
- The second clip to play shows them Felix Baumgartner, an Austrian, and one of the most extreme sportsmen. He is a BASE jumper and Skydiver and is best known for jumping to earth from a helium balloon in the stratosphere from an altitude of 39045 metres.
<https://www.youtube.com/watch?v=FHtvDA0W34I>



- The children choose a sport for their group. The teacher hands out the list with suggested websites for the research and gives help where needed.

Note: As the children are using such a variety of websites, Internet safety is paramount!

Let's summarise!

- The children are encouraged to share their initial ideas about which sport they will talk about and one to two facts that they have found out so far.

Lesson 4.7: Cultural Bites: Extreme Sports in Germany (Extremsportarten in Deutschland)

The words needed:

See lesson 4.5

Let's learn!

(Time given to finish the group project)

- Learn how to present the findings to the class.
- Learn to take notes on the presentations given by other groups.

Let's get ready!

- Materials that children have put together to contribute to the extreme sports project
- Map of German-speaking countries on the IAW for the children to point to where the sports can be done

Let's begin!

- The teacher can say: *Wir geben Präsentationen über Extremsportarten in Deutschland.* Recap the different sports that the group has been researching.
- Ask the children to write down 3 key facts from each presentation.

Let's do it!

- The children are now asked to deliver short presentations to the rest of the class on their chosen extreme sport.
- After each presentation, the teacher asks some questions to make sure that the children have understood the content. The groups giving the presentations could think of a question to ask the other children to test their understanding of the presentation.



Let's summarise!

- The teacher asks how many extreme sports the children can name in a set time (2 min.?) The children could also be asked how many other new words they can remember without consulting their notes.

Let's have even more fun!

- Some of the best slides could be printed off and used to make a display about extreme sports in German-speaking countries, including the safety measures that need to be taken and safety equipment needed.
- Project idea: The children could find out more information about Felix Baumgartner and create an information file about him in German:

<http://felixbaumgartner.com/bio/>

Chapter 5: A Visit to the Vet's (*Ein Besuch beim Tierarzt*)

(6 lessons plus 2 Cultural Bites)

Story: After an adventure in Berlin's main station, Karla and Kai go searching for their friends at the Zoo Berlin, but get worried when they find out that they may have been poisoned. They make their way to the vet's surgery to find out what has happened.

What is the chapter about?

- Revisit 'weil' sentences.
- Revisit pronunciation of German sounds.
- Revisit how to form questions - with question words and verbs.
- Revisit variations of word order.
- Learn how to form 'wenn' sentences.
- Learn how to form sentences using 'man'.
- Revisit words for pets and colours.
- Learn to name different jobs, e.g. name parents' jobs.
- Learn a song about jobs.



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The words needed:

<i>der Kellner /die Kellnerin</i>	waiter /waitress
<i>der Fahrer /die Fahrerin</i>	male /female driver
<i>die Stadtrundfahrt</i>	tour of the town
<i>der Verkäufer /die Verkäuferin</i>	male /female sales assistant
<i>der Lehrer /die Lehrerin</i>	male /female teacher
<i>der Webdesigner/die Webdesignerin</i>	male /female web designer
<i>der Koch /die Köchin</i>	male /female cook
<i>der Fotograf /die Fotografin</i>	male /female photographer
<i>der Programmierer</i>	male computer programmer
<i>die Programmiererin</i>	female computer programmer
<i>der Tierarzt /die Tierärztin</i>	male /female vet
<i>der Moderator /die Moderatorin</i>	male /female presenter
<i>das Desinfektions-Team</i>	disinfection team
<i>die Tierklinik</i>	veterinary surgery
<i>umziehen - umgezogen</i>	to move /moved
<i>wenn</i>	if /when
<i>man</i>	one /you /people
<i>arbeiten</i>	to work
<i>verdienen</i>	to earn
<i>das Trinkgeld</i>	tip(s)/ gratuity(ies)
<i>bekommen</i>	to receive

Some more words you might like:

<i>der Schauspieler /die Schauspielerin</i>	actor /actress
<i>der Arzt /die Ärztin</i>	male /female doctor
<i>der Autor /die Autorin</i>	male /female author
<i>der Politiker /die Politikerin</i>	male /female politician
<i>der Autor/die Autorin</i>	author/female author
<i>der Politiker/die Politikerin</i>	politician/female politician
<i>der Schauspieler/die Schauspielerin</i>	actor/actress
<i>der Arzt/die Ärztin</i>	doctor/female doctor

Cultural bite (2-3 lessons): The German Music Scene (*Die Deutsche Musikszene*)

Grammar explained:

Wenn (if /when / whenever)

Wenn is a subordinating conjunction that sends the verb in its clause to the end of that clause (just like *weil*).



If the main clause comes first, the word order looks like this:
Ich spiele Tennis, wenn es schön ist. (I play tennis when it's nice)

Note that a comma is needed to separate the clauses.

If the subordinate clause with *wenn* comes first, the word order looks like this:

Wenn es schön ist, **spiele** ich Tennis. (When it's nice, I play tennis)

Note that the main clause begins with the verb, and once again, a comma is needed to separate the clauses.

Sentences using 'man'

Man means one /you /people.

The verb following **man** follows the **er/sie/es** pattern.

Example: **Man** kann mit dem Zug nach Berlin fahren. (You can travel by train to Berlin).

Lesson 5.1: A ride on a tram (*Eine Straßenbahnfahrt*)

Let's learn!

- Learn German words for different jobs.
- Revisit questions beginning with verbs.
- Learn a song about jobs.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 5
- Karla and Kai cardboard figures
- Map of Germany (see Appendix or use Google Images)
- Mini whiteboards and pens
- Flashcards of jobs and labels
- iPads with internet access for the final 'Let's summarise' activity

Let's begin!

- The teacher asks the children where Karla and Kai were in the last film clip: *In welcher Stadt waren Karla und Kai?* and then asks them where they think they are likely to travel to next: *Was meint ihr, wohin fahren sie jetzt?* Volunteers could come up to the board and place the cardboard figures next to where they think the next destination will be.
- The teacher asks the children what they know about Berlin and tells them that Karla and Kai will be talking about the topic of jobs, so they should listen out for these new words. They should have a go



at noting them down on their mini whiteboards, either in German or in English.

Note: It is explained at this point that female jobs have an extra two letters on the end and the children are asked to try and spot what ending is often used to say the female version of a job.

- The children watch the film clip and attempt to note down the jobs that they hear, as well as the female versions. The teacher can pause the film just after the jobs have been mentioned to see if anyone has managed to note anything down in English or German and to see who has spotted the extra 'in' to make the job female.
- The children watch the rest of the film after the teacher tells them that the insects will now try to find their friends and the adventure takes them back to the zoo and eventually to the veterinary surgery or *Tierklinik*.

Let's do it!

- The teacher tells the class that they are going to look more closely at the words for jobs. The flashcards for the jobs mentioned in the film are stuck up next to the IAW. The children are then asked to read the texts below and to pair up the correct text with the picture of the job. This could be done as group or pair work and their answers should be written on the mini whiteboards.

A: Ich heiÙe Anja und arbeite in meinem Studio in der Stadt und ich liebe meinen Job, weil ich gerne mit Leuten arbeite! Ich verdiene ziemlich viel Geld.

B: Hallo, ich bin der Guido. Ich arbeite samstags in einem italienischen Cafe und ich finde meinen Job sehr anstrengend, weil ich immer so viel tragen muss! Ich verdiene nicht viel, aber ich bekomme normalerweise ziemlich viel Trinkgeld.

C: Ich heiÙe Edda und ich arbeite in einer Buchhandlung. Ich arbeite von neun Uhr bis fünf Uhr. Ich finde meinen Job wirklich toll, weil ich Bücher mag.

D: Ich bin der Franz und ich arbeite in einem kleinen Restaurant. Ich finde die Küche sehr heiß, aber ich mag Kochen sehr.

E: Ich heiÙe Thomas und ich arbeite in einem Büro am Marktplatz. Ich mag die Arbeit, weil ich kreativ sein kann. Ich muss aber den ganzen Tag vor dem Computer sitzen und das ist manchmal langweilig.

Answers: A: *Fotografin*, B: *Kellner*, C: *Verkäuferin*, D: *Koch*, E: *Webdesigner*



- The children feed their answers back and the teacher could ask extra questions about the meaning of some of the words in the text.
- Further questions could be asked by the teacher. The children could write the answers on their mini whiteboards and hold them up after the teacher calls out '*Minitafeln hoch!*' The teacher could award a number of points for each question and the children should keep a tally of their points on their boards. Small prizes could be awarded at the end of the exercise.

Example questions: *Wie viel Geld verdient Guido? Wie findet Anja ihre Arbeit? Wo arbeitet Franz?*

- You could play the game: Guess what job it is? One child could mime a job and the other guess, using the male or female form for the job accordingly.

Let's summarise!

- The children are given 3-5 minutes to think about which jobs in English have a female version. This could be done as a team game using the mini whiteboards. Some examples are waiter /waitress, policeman/policewoman, manager /manageress, barman /barmaid, actor /actress...
- The children feed their findings back and are then asked to have a quick discussion in their groups about whether they think it is a good thing that the German language has different words for the job according to gender in comparison with English which does not have many.

Lesson 5.2: Karla and Kai discuss jobs (*Karla und Kai diskutieren Jobs*)

Let's learn!

- Learn how to use '*man*'.
- Practise talking about jobs.
- Learn a song about jobs.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 5
- Anagrams written on the board for starter activity
- Mini whiteboards plus pens
- Dictionaries (online or book copies)



Let's begin!

- Anagrams of jobs are put up on the board for the children to solve individually.

Anagrams: *ofgfnitaro* (Fotografin), *llkerne* (Kellner) *ävifekinrur* (Verkäuferin), *ckho* (Koch), *rwensidbgee* (Webdesigner), *hfaere* (Fahrer), *rpgini-oramererm* (Programmiererin).

- The teacher should mention that jobs usually start with a capital letter, but here all lower-case letters are used so the answers are not too obvious!
- The children work with mini whiteboards. The text from lesson 1 about people and their jobs is projected on the IAW and the teacher reads out words from the text in English. The children have to scan the whole text to find the word and write it in German on their group's board. The teacher counts down and when time is up, calls out 'Tafeln hoch!' which signals that the children should hold up their boards. Points are given for correct answers.

Example words to call out: quite a lot of money - *ziemlich viel Geld*, very tiring - *sehr anstrengend*, really great - *wirklich toll*, , I really like cooking - *ich mag Kochen sehr*, in an office - *in einem Büro*, because I can be creative - *weil ich kreativ sein kann*.

Let's do it!

- Play the Jobs song to remind the children of the focus from last lesson. The children join in.
- The teacher puts on the film clip for Chapter 5 and the children watch it up to the visit to the veterinary surgery. The teacher pauses the clip to explain vocabulary and look at the language used to talk about jobs.
- The teacher then explains that as the children are familiar with some vocabulary to do with jobs, they will be asked to choose which job they think is best for Karla and which is best for Kai out of the jobs discussed in the film clip. The most convincing reasons will win so the children should find as many reasons as possible. They will need the words for the jobs written on the board if they have not yet made a note of them.
- The teacher puts sentences with 'weil' on the board and explains that the children should use 'weil' to describe why Karla/Kai would be good for the job. The children are reminded about where the verb should go! They are then given time to work on the task by working with dictionaries and should present it in written form, finding at least two reasons per insect. They could also search for a different job if they wish.



An example is given:

Karla sollte Lehrerin sein, ...

- *weil sie intelligent ist.*
- *weil sie viel Energie hat.*
- *weil sie freundlich ist.*
- *weil der Job interessant ist.*

- When they have completed the task, the children are invited to find partners to discuss their chosen job for the insects and give the reasons why this job was chosen.
- The teacher walks around listening to the different discussions and finds children who can present their work to the class during the next activity.

Let's summarise!

- The cardboard cut-outs of Karla and Kai are stuck to the board. The teacher asks for some feedback on how the discussions went and asks the children to contribute which jobs came out as most appropriate for the insects and some reasons why. Speech bubbles are drawn next to the insets with '*Ich sollte werden, weil*' (I should become a ..., because ..) followed by the reasons which the children have come up with.
- The children could be asked which jobs their parents have and why they think their parents like them. They can be encouraged to start their reply with '*Meine Mutter ist ... Sie mag ihren Job, weil ...*'

Note: Even though you could also ask the children, what they think they will be one day, this topic might be more suitable for secondary school children.

- Sing the song about jobs.

Lesson 5.3: What do you do when ... (Was machst du, wenn...)

Let's learn!

- Learn how to use '*wenn*'.
- Sing along to the German version of 'If you're happy and you know it'.
- Learn how to write sentences using correct word order after '*wenn*'.



Let's get ready!

- Weather symbols from Volume 1, Chapter 11
- The 'Find someone who' sheet using 'wenn' clauses
- The YouTube clip for the German version of 'When you're happy and you know it': <https://www.youtube.com/watch?v=pqXTSooGXic>
- Beanbag cuddly toy

Let's begin!

- Put the YouTube clip of 'When you're happy and you know it' up on the IAW and pause the song on the first line. Give the children a minute with a partner to try and work out how the word order has been changed and what has triggered this. You could ask if anyone knows of another word that has this effect (*weil* from the previous lesson).
- The clip is continued and the children join in with this familiar song, including the actions!

Let's do it!

- The teacher then writes up the sentence: *Wenn ich richtig glücklich bin, singe ich.* The children are then asked: *Was machst du, wenn du richtig glücklich bist?*
- A volunteer is asked to come to the front and throws a beanbag-cuddly toy to individuals around the class, asking the question: *Was machst du, wenn du richtig glücklich bist?* The children can be encouraged to use a 'wenn' sentence, but some may just want to give a short answer.
- The rain weather symbol is put on the board and the children are asked: *Was machst du, wenn es regnet? Spielst du Tennis? Gehst du ins Kino?* When the reply is given, the teacher asks if anyone would like to have a go at making a 'wenn' sentence out of this.
Example: *Wenn es regnet, gehe ich ins Kino.*
- The children are given the 'Find someone who' sheet and are given the task of walking round the class trying to find someone who says 'yes' to their questions. Prizes can be awarded for the first children to finish. A few examples are done just to check that the children understand the task.

Extension: Fast finishers can come back to their seats and have a go at writing sentences in the space provided at the bottom of the sheet.

Let's summarise!

- The 'wenn' worksheet can be used to consolidate this new grammar point.



- Stick the weather symbols on the board in a noughts and crosses grid, but with the picture facing away. Number the squares. Divide the class in half. A volunteer from the team asks for a number and has a set time to produce a 'wenn' weather phrase for that particular symbol.

Example: The card shows the sun. The sentence needed to get the nought or cross is: *Wenn es sonnig ist.*

Lesson 5.4: Karla and Kai visit the vet (*Karla und Kai besuchen den Tierarzt*)

Let's learn!

- Revisit how to form questions - with question words and verbs.
- Revisit words for pets.

Let's get ready!

- Cardboard figures of Karla and Kai
- Film clip for Karla and Kai, Volume 2, Chapter 5
- Slips of paper with the names of zoo animals on and a hat /tub in which to put them.

Let's begin!

- The lesson starts with the teacher writing up the question: *Geht's euch gut?* and seeing if anyone can work out what this means if the children have only been used to the question: *Wie geht's?* Once this is understood the question could be asked to the boys: *Jungs, geht's euch gut?* and then to the girls: *Mädels, geht's euch gut?*

Note: *Jungs* for addressing boys and *Mädels* for addressing girls is used instead of using *Jungen* or *Mädchen*

- The questions, *Geht's euch gut?* and *Wie geht's?* are looked at on the board. The children have time to chat to a partner to discuss these two different ways of asking a question.
- The class watch the film clip for Chapter 5 and are told to look out for this question and more questions that are asked in this part of the film.
- Watch the film clip from when the insects visit the zoo.



Let's do it!

- The children are set a task in which they have to prepare a list of questions. They should imagine they are a TV presenter and are having a conversation with an animal at the zoo to find out about their lives, but they do not know what sort of animal they are talking to, so the questions are used to try and guess who the animal is!
- With the help of the children, the teacher makes a list of ways of starting the questions with question words and makes a list on the board, which the children note down. These are followed by questions which start with a verb. Example:

Wie heißt du? (Do not use the type of animal, but just a name.)

Wie geht's?

Wie findest du den Zoo?

Was isst du gern?

Woher kommst du?

Sind die Tiere freundlich?

Ist es langweilig hier im Zoo?

Kannst du fliegen?

Magst du das Wasser?

- The children are given time to work in pairs or small groups to come up with a list of questions for the animals in the zoo. They should prepare three questions with a question word and three starting with a verb.
- Play 'Guess the animal': The teacher's chair is put at the front of the class and volunteers are asked to come and sit in the chair. The names of animals are put in a tub /hat and the volunteer has to pull an animal out and take on this role. (The teacher or a confident student should do an example to start with). Whoever is in the chair has to hide which animal they are so that the children must try and guess.
- Once the child is seated in the chair, groups are asked to put their questions to the animal. At the end of the questions, the children try and guess the animal or they may ask a few extra questions first! The final question will of course be 'Bist du ...?'
- The child in the chair ends off by saying what sort of animal they are and the next volunteer takes over in the chair.

Let's summarise!

- How many questions from the lesson can the children remember? A volunteer comes to the front to play 'Just a minute' where he/she has a minute to think of as many questions as possible.



Lesson 5.5: A reflection on the day in Berlin (*Ein Rückblick auf den Tag in Berlin*)

Let's learn!

- Revisit some German colours and vocabulary from this chapter.
- Revisit the pronunciation of German sounds.
- Learn the word 'vielleicht'.

Let's get ready!

- The coloured text for the IAW
- Mini whiteboards and pens for the final activity

Let's begin!

- The following text is displayed on the IAW in order to play the coloured text game. If there are any children who are colour blind the sentences could be numbered too/instead.

Im Hauptbahnhof Berlins sehen Karla und Kai einen Verkäufer in der Buchhandlung. Nachher gehen sie zum Café und sehen einen Kellner, der hart arbeiten muss. Die Fahrerin der Straßenbahn hat einen interessanten Job. Karla möchte etwas Neues machen. Vielleicht wird sie Verkäuferin oder sogar Lehrerin. Karla und Kai wollen ihre Freunde im Zoo besuchen. Es gibt aber ein Problem. Das Desinfektions-Team war da und die Freunde gehen nun zur Tierklinik.

- Start by revising the German colours with the help of the children. This could lead onto a game of 'beat the teacher' where the children only repeat the colour if the teacher touches the corresponding coloured sentence. If the teacher tries to trick the class and manages to do this he /she receives a point, but if the class is not tricked then they get a point.

Note: When using the pink sentence the teacher should stop and explain the meaning of 'vielleicht' and show how the verb is still the second idea.

- The children are now asked to work with their mini whiteboards. The teacher calls out the colour of a sentence (or number the sentences if there is someone in the class who is colour-blind) and the children are given a time limit to spot the sounds in that sentence.

Example: Sentence one or 'lila' - 'au' in *Hauptbahnhof*, 'ei' in *einen*, 'v' and 'äu' in *Verkäufer*, 'ch' in *Buchhandlung*.



Let's do it!

- After the children have focussed on the pronunciation of words in the text they should read the text with a partner. A good reading activity is to play the knocking game or '*Das Klopfspiel*'. This involves one child starting to read and if his /her partner spots a mistake in his /her pronunciation of a word, he /she knocks on the table and explains the mistake before taking over the reading. In this way the whole text is read.
- The following three text games are also to be played with a partner. Set a time limit for each one (2-3 minutes)

Coloured Text Game 1:

Aim: To be the first to finish reading a particular sentence.

How to play: Partner A chooses a colour (or number) and both partner A and B then race to read that sentence. Next time partner B chooses a sentence and so on.

Game 2:

Aim: To avoid having to say the final word in the text (*Tierklinik*)

How to play: Partner B starts by reading the text, but is only allowed to read between 3 and 5 words at a time before partner A has to take over. For example, partner B reads 'Im Hauptbahnhof Berlins' (3 words) and then decides to stop so now partner A has to continue and decides to read the maximum number of words (5), 'sehen Karla und Kai einen' before partner B has to carry on again. Neither of them wants to end up having to say '*Tierklinik*'!

Game 3:

Aim: To be the fastest reader! (Teacher emphasises that every word must be audible and correctly pronounced!)

How to play:

It is best if the children are able to time each other in their pairs. They could have several goes to see if they can beat their times.

Let's summarise!

- The text is taken off the IAW and the teacher reads out words from the text that the children write down to see if they can use their knowledge of German sounds to spell the words. This could be done on mini whiteboards.
- Another possible game: Which pair can find most words containing certain sounds? The children think of all the words they know.



Lesson 5.6: Karla and Kai talk about the day's events

(Karla und Kai sprechen über die Ereignisse des Tages)

Let's learn!

- Learn to talk about an event in German.
- Learn how to make a sentence more interesting by adding a range of structures and variations to word order.

Let's get ready!

- The coloured text from lesson 5.5 for the IAW
- Sets of short sentences about the day in Berlin (see Appendix)
- Film clip for Karla and Kai, Volume 2, Chapter 5

Let's begin!

- The coloured text is displayed on the IAW and the children are initially asked to find sentences that are short and do not have a great deal of detail (e.g. *'Es gibt aber ein Problem.'*). They are then asked to find sentences with structures that have led to more information being given /have added interest to the sentence. The following are written on the board:
 - Time phrase - *nachher*,
 - Conjunctions (coordinating) - *und, oder*
 - Conjunctions (subordinating) - *weil, wenn*
 - Adjective - *interessant*
 - Modal verbs - *wollen, muss*
 - Relative clause - *ein Kellner, der hart arbeitet* (verb to the end)
- The film clip for Chapter 5 is now shown and the children are asked to see if they can spot any ways of adding interest to spoken language as in the possibilities named above. The children could put their hands up and call out *'Stop!'* if they spot anything as the film is being shown. This activity should tie in with what the children are learning at this stage in their English lessons. The recognition of language-enriching elements, even in a foreign language, is a good first step.

Let's do it!

- After that, the children are arranged into groups of 3-4 and the sets of cards with short sentences on are distributed. These are either put face down in a pile on the table or could also be put in a small bag or box for a 'pass the parcel' game. The teacher has music playing and stops it at intervals. The children pass the sentences around and have to pick one from the box if they are holding it when the music stops. The aim of the activity is for the children to have a set time



to extend the sentence in some way by using the ideas on the board.

Note: The differentiation here will be by outcome as some children will choose to be more adventurous in the extension of their sentences. This should therefore be taken into account when deciding how much time to give them between each music pause. The children should be encouraged to congratulate others in their groups for good sentences.

- The teacher should wander around listening out for good examples that can be used in the 'Let's summarise' part of the lesson. It is also very motivating for the children if the teacher gives out a stamp or sticker when a good sentence is heard.

Let's summarise!

- Individuals or groups who have done this task particularly well are asked to come to the front of the class to give an example of how they extended their sentences.
- The best sentences that have been thought out orally could now be written /typed out by the children and put up on the wall.

Let's show others!

- The German version of 'If you're happy and you know it' would really appeal to younger children, so why not get some volunteers to teach the song and /or actions to a class lower down the school.

Let's have even more fun!

- This is a fun listening activity about jobs. The children will need headphones for this interactive quiz: <http://teddylingua.de/quiz-berufe-3/>
- The children can do a bit of research about what's on for kids in Berlin, such as which films are showing. Here is a useful link: <https://www.berlin.de/kultur-und-tickets/tipps/ostern/ferien/3899087-2938204-aktuelle-kinderfilme-im-kino.html>

Lesson 5.7: Cultural Bites: The German Music Scene (*Die Deutsche Musikszene*)

Note: Lessons 5.7 and 5.8 are mainly conducted in English, but the teacher should try to use as much German as possible.

The children are asked to do a little bit of research before these lessons. Ask them to find a piece of classical music by a composer from a German speaking country. If they play an instrument, it may be a piece they have played themselves.*

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Let's look at the facts!

- After the US, Japan and Great Britain, Germany is the world's **fourth largest music market**.
- There are a great number of **classical composers** from German speaking countries. These include Bach, Beethoven, Brahms and Mozart. The Berlin Philharmonic Orchestra is considered to be one of the best orchestras in the world.
- In the 1980s the German **Neue Deutsche Welle** movement brought a number of German singers onto the international music charts: Falco from Austria with "Der Kommissar" and "Rock Me Amadeus", Trio with "Da Da Da", Peter Schilling with "Major Tom", and Nena with her hit "99 Luftballons".
- In the 1990s, the German band Rammstein became popular among **heavy metal** enthusiasts around the world.
- There are several German **rock bands** that have been around for a long time and are still popular today, including 'Die Toten Hosen', 'Die Ärzte' and 'Die Prinzen'.
- The new term **Deutschrock** and up-and-coming bands like 'Glashaus', 'Juli', and 'Silbermond' are evidence of the expanding place of German in the contemporary music scene.
- German **hip hop** artists include 'Die Fantastischen Vier', 'Fettes Brot' and 'Blumentopf'. The artist Cro makes hip hop music that appeals to a younger generation of music fans.
- **Schlagermusik** is a popular style of folk music, with pop rock and ballad sensibilities.

The words needed:

<i>Popmusik</i>	pop music
<i>Klassische Musik</i>	<i>classical music</i>
<i>Hip Hop</i>	<i>hip hop</i>
<i>Jazzmusik</i>	jazz music
<i>Schlagermusik</i>	a form of folk music
<i>Rockmusik</i>	rock music
<i>Deutschrock</i>	German rock
<i>Reggaemusik</i>	<i>reggae music</i>
<i>Neue Deutsche Welle</i>	New German Wave
<i>die Band</i>	<i>band</i>
<i>der Sänger/die Sängerin</i>	male/female singer
<i>das Kinderlied</i>	children's song
<i>der Hit</i>	hit
<i>der Komponist/die Komponistin</i>	male/female composer
<i>weltbekannt</i>	world-famous
<i>erfolgreich</i>	successful



Let's learn!

- Learn some facts about the German music scene, both from the past as well as today.
- Learn the names of different genres of music.
- Learn the names of some German composers, singers and bands.
- Learn to use internet resources for research.

Let's get ready!

- iPads with access to the Internet
- If possible, headphones for each child
- *A list of classical music pieces chosen by the children
- Crayons, markers, pencils and paper for the drawings in response to the classical music pieces (mini whiteboards could be used instead)
- Paper and pens for the children to take notes
- A list of internet resources for the group research

Here are some useful websites:

<http://www.goethe.de/ins/us/saf/prj/stg/enindex.htm>

<http://www.young-germany.de/topic/play/a-short-history-of-german-music-from-bach-to-blumentopf>

http://www.vistawide.com/german/german_music/german_music.htm
(an excellent website for background information on artists, but the links to the music tracks do not work)

Let's begin!

- If the children have been able to bring in ideas of pieces of classical music from German speaking countries, these could be played over a few mornings so that the children get a flavour of this music genre before embarking on this cultural bite.
- Have a class discussion on how the individual pieces make the children feel. They children could create a picture after listening to a certain piece, inspired by images and feelings that the music conjures up. Some children may prefer to respond to the music by writing down words that come into their heads. As well as an audio piece, the children could watch a YouTube clip of the Berlin Philharmonic Orchestra playing one of the children's chosen pieces.
- The class work with the teacher to create a list of classical composers from German speaking countries as well as a list of well-known pieces of music that they have written.



Let's do it!

- Now that the scene has been set for talking about the German music scene, the teacher explains that the children will be working in small groups to do some research on a German band, singer or composer. There will be a song contest next lesson for which they will present their findings to the rest of the class, as well as playing a minute or two of their chosen piece of music. The other children will award points according to how much they like the song.
- The teacher explains that the children are about to see a music video for a song entitled 'Eisbär'. The children should listen to the song /watch the video and note down the following details.

(These titles are on their worksheets in German):

Band/ Singer	Name of song and date re- leased	Music genre	Points (1-3)	Comments

- The YouTube clip is put up on the board:
<https://www.youtube.com/watch?v=vWRHs7Dve0>
and the teacher explains that the band is a Swiss band called 'Grauzone' and that they were part of the Neue Deutsche Welle music scene. 'Eisbär' was released in 1980 and became a cult hit. The children may like to sing along, so here's the chorus:

*Ich möchte ein Eisbär sein im kalten Polar.
Dann müßte ich nicht mehr schrei'n.
Alles wär' so klar.*

I'd like to be a polar bear in the cold Arctic.
Then I wouldn't have to scream anymore.
Everything would be so clear.

Note: It would be interesting to hear the children's interpretations of what the song's message is, as there are lots of images in the video clip.

- The children are put into groups and are given a song to research. Two to three volunteers are chosen to be the TV presenters for the show next lesson. They should work on coming up with a script for the show which can be a mixture of German and English.

Here is a list of possible songs:



- Sportfreunde Stiller - ein Kompliment:
<https://www.youtube.com/watch?v=VfD7Dc-qhuc>
- Kraftwerk - Model - das Model:
<https://www.youtube.com/watch?v=OQIYEPe6DWY&list=RDOQIYEPe6DWY#t=241>
- Nena - 99 Luftballons:
<https://www.youtube.com/watch?v=La4Dcd1aUcE>
- Helena Fischer - Atemlos Durch Die Nacht:
<https://www.youtube.com/watch?v=haECT-SerHk>
- Revolverheld - Lass uns gehen:
<https://www.youtube.com/watch?v=VNttGAaek2U>
- Die Toten Hose - Tage wie diese:
<https://www.youtube.com/watch?v=j09hpp3AxIE>
- Trio - Da, Da, Da:
<https://www.youtube.com/watch?v=YtMThVUpc-U>
- Rammstein - Du hast:
<https://www.youtube.com/watch?v=74oBoi5PWNU>
(live version as video not suitable!)
- Peter Fox - Haus am See:
<https://www.youtube.com/watch?v=gMqIuAJ92tM>
- The children start their research ready for the presentations next lesson. They work with iPads and divide up the research that needs to be done before they come together again to share their findings. They will need to find out:
 - the year the song was released
 - the music genre
 - what the song is about and a few key words

Let's summarise!

- The IAW is used to project the Top 40 from Germany, Austria and Switzerland. The children could have a go at guessing whether there will be a song from a German speaking country in the top 5. This link enables you to search for all three charts: <http://top40-charts.com/chart.php?cid=12>

Lesson 5.8: Cultural Bites: A German Song Contest (*Ein deutscher Liedwettbewerb*)

Note: This will probably take up more than one lesson!

The words needed:

See lesson 5.7

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Let's learn!

- Get to know a number of songs from German speaking artists.
- Evaluate what you think of the songs.
- Reflect on opinions on the German music scene.

Let's get ready!

- Research the children have completed on their song
- The links to the YouTube clips of the songs to be played
- A copy of the worksheet for each child to fill in their scores etc.
- A chart with a list of all the songs to be sung for the children

Let's begin!

- The teacher says: *Heute hören wir verschiedene deutsche Lieder und wir machen einen Liedwettbewerb! Wer wird gewinnen?*
- Recap a few of the facts about the music scene in Germany.
- The worksheet is explained and the children are told that the bottom section is to be completed after the song contest.

Let's do it!

- The children are now asked to deliver short presentations about their song and the band or singer followed by playing one to two minutes of the song.
- Two volunteers could run the show and introduce the different songs and bands.

Let's summarise!

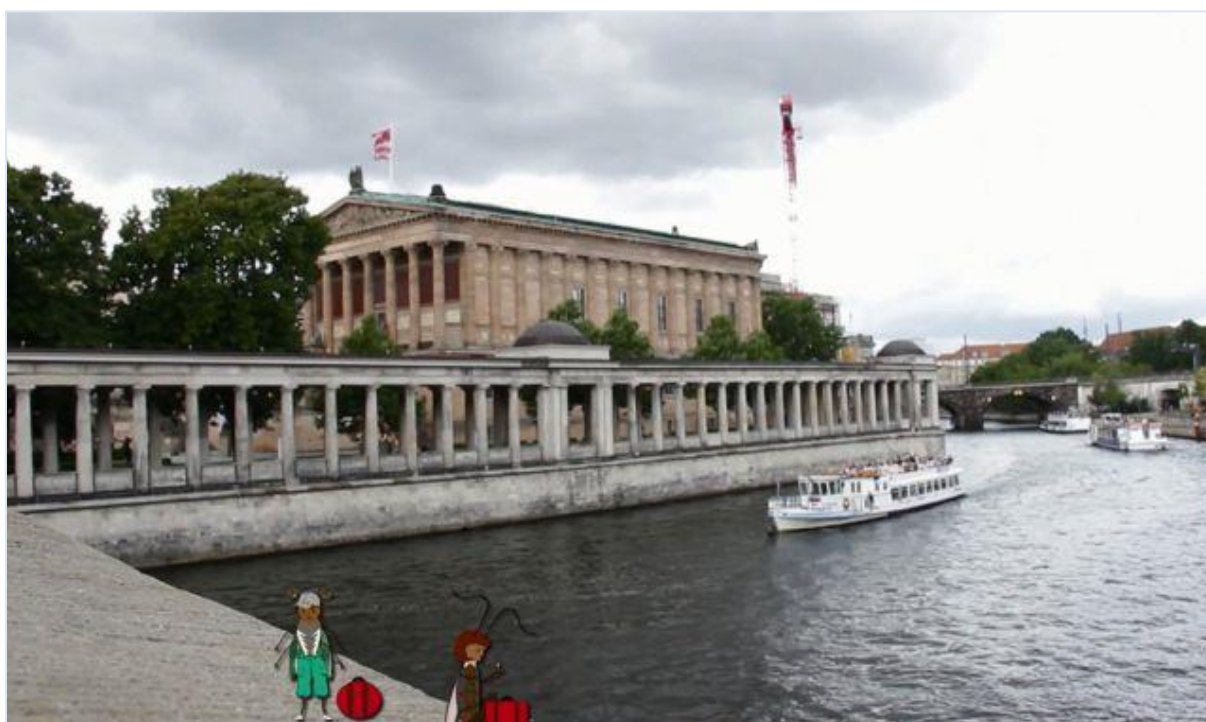
- The children are given the opportunity to reflect on the music contest and this cultural bite by completing the bottom of their worksheet.
- Some impressions should be read out and discussed. Ask the children if there was anything that surprised them about the German music scene and what they enjoyed learning about most of all.
- The teacher takes the sheet in and adds up the points for each song so that the winner and runners up can be announced.

Let's have even more fun!

- Use the links to Austrian, German and Swiss radio stations and allow the children to listen to them to see if they can pick out words that they know and to keep up to date with the Top 40 in different countries:
 - Hitradio Berlin (click on 'jetzt hören' to get the live stream):
<http://www.104.6rtl.com/>



- Austrian Hitradio Ö3 (Click on 'Ö3 Live'): <http://oe3.orf.at/>
- Swiss Radio SRF3: <http://www.srf.ch/radio-srf-3>
- Interactive German quiz on musical instruments: <http://www.ukgermanconnection.org/kids-quiz-musikinstrumente>
- The Goethe Institut has an excellent music resource on its '**Step into German**' site: <http://www.goethe.de/ins/us/saf/prj/stg/mus/vid/enindex.htm>.
There are lots more music videos to watch as well as worksheets for beginners to accompany them.



Chapter 6: Berlin - A City full of surprises (*Berlin - Eine Stadt voller Überraschungen*)

(6 lessons plus 2 Cultural Bites)

Story: Karla and Kai are in Berlin at the Museum Island (*Museumsinsel*). It is here that they finally meet up with their insect friends and embark on another adventure. This takes them on a short ride on the '*Weltballon*', they have a chance glimpse of a handball match and then end up at their friends' house for a party, followed by fireworks.

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What is the chapter about?

- Revisit words for food and drinks (for party).
- Revisit 'weil' sentences.
- Revisit pronunciation of German sounds.
- Learn some verbs in the Imperfect Past tense.
- Revisit the Perfect Tense.
- Learn adverbs of time.

The words needed:

<i>Ich behaupte, dass...</i>	I state/declare/claim that ...
<i>die Museumsinsel</i>	the museum island
<i>der Architekt</i>	architect
<i>der Kurator</i>	curator
<i>die Einkaufsliste</i>	shopping list
<i>die Würstchen</i>	little (party) sausages
<i>die Chips</i>	crisps
<i>die Erdnussflips</i>	peanut flavoured crisps
<i>der Sauerkraut</i>	pickled cabbage
<i>der Kartoffelsalat</i>	potato salad
<i>die Gurken</i>	gherkins
<i>die Attraktion</i>	attraction
<i>die letzte Fahrt</i>	the last trip
<i>ein/steigen</i>	to get on
<i>in Sicherheit sein</i>	to be safe
<i>bald</i>	soon
<i>dribbeln</i>	to dribble
<i>verteidigen</i>	to defend
<i>die Zuschauer</i>	spectators
<i>jemandem den Ball zu/spielen</i>	to pass the ball to so.
<i>sich den Ball zuspielen</i>	to pass the ball to each other
<i>Krach machen</i>	to make a racket
<i>die Atmosphäre</i>	atmosphere
<i>der Senf</i>	mustard
<i>das Feuerwerk</i>	fireworks

Some more words you might like:

<i>das Hähnchen (Pl. die)</i>	chicken
<i>die Putensteaks</i>	turkey steaks
<i>griechische Oliven</i>	Greek olives
<i>der Tomatenketchup</i>	tomato ketchup
<i>der Grillkäse</i>	cheese for grilling
<i>das Windsurfen</i>	windsurfing
<i>das Fallschirmspringen</i>	sky diving
<i>das Eisklettern</i>	ice climbing



Cultural bites (2-3 lessons): Berlin's Sites
(*Sehenswürdigkeiten in Berlin*)

Grammar explained:

The Imperfect (or Simple Past Tense)

War (was) and **hatte** (had) are often used when talking about events in the past. In this past tense only one verb is needed as opposed to the compound past or Perfect Tense. The stem vowel of all strong (irregular) verbs changes in all forms of the verb in this tense.

Examples:

*Gestern **war** das Wetter sehr schön.* (Yesterday the weather was very nice)
*Zu meinem Geburtstag **hatte** ich eine Party.* (I had a party on my birthday)

sein - to be	haben - to have
<i>ich war</i> (I was)	<i>ich hatte</i> (I had)
<i>du warst</i>	<i>du hattest</i>
<i>er/sie/es war</i>	<i>er/sie/es hatte</i>
<i>wir waren</i>	<i>wir hatten</i>
<i>ihr wart</i>	<i>ihr hattet</i>
<i>sie/Sie waren</i>	<i>sie/Sie hatten</i>

Es gab (there was) is also commonly used.

Example: *In Berlin **gab** es so viel zu sehen.* (There was so much to see in Berlin.)

Adverbs of time and place

Adverbs of time indicate **when** or **how often** the action takes place. They answer the following questions:

<i>Wann?</i>	When?
<i>Wie oft?</i>	How often?
<i>Wie lange?</i>	How long?

Example: *Er kommt **später**.* (He's coming later)

<i>bald</i>	soon
<i>heute</i>	today
<i>immer</i>	always
<i>jetzt</i>	now



Adverbs of place indicate place or direction:

<i>hier</i>	here
<i>da</i>	there

Example: *Ich bin **hier** in München.* (I'm here in Munich)

Lesson 6.1: A Meeting on the Museum Island Berlin (*Ein Treffen auf der Berliner Museumsinsel*)

Let's learn!

- Learn some verbs in the Imperfect Past tense (*war* and *hatte*).
- Revisit the Perfect Tense.
- Recognise adverbs of time and place.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 6
- Karla and Kai cardboard figures
- Mini whiteboards and pens
- Text about Karla and Kai's adventures in Berlin so far
- Sets of cards for group work on the Imperfect Tense (see Appendix)
- Strips of blank paper, enough for two each for the 'texting' activity
- YouTube link to top 10 sights in Berlin:
<https://www.youtube.com/watch?v=8ZVZk6XUYs8>

Let's begin!

- The teacher sticks the cardboard figures of Karla and Kai on the board and asks the children where Karla and Kai were in the last film clip. A speech bubble could be written above them saying: *In welcher Stadt waren wir im letzten Film?* The children are also asked to guess what might happen next and whether the insects will find their friends.
- The teacher shows the children the presentation of 10 well known sites of Berlin ([Berlin](#)) and invites them to guess at which site the insects will find their friends when the Karla and Kai clip is shown. The children should write their guesses on their mini whiteboards. The boards are held up to see which guess is most popular.
- The children now start to watch the Karla and Kai film clip. The teacher pauses the clip as soon as Karla and Kai's friends can be seen on the *Museumsinsel*. Discuss who won the small prize for guessing correctly where they would meet! A little bit of background is given about the *Museumsinsel*, which is discussed in the film.



- The children continue watching the film up to where the insects start to plan a party. The clip is paused at certain points to check understanding.

Let's do it!

- The teacher projects the following text on the screen and asks the children to note down all the words for 'was', 'were' and 'had' on their mini whiteboards.

Karla und Kai sind jetzt in Berlin. Sie waren am Hauptbahnhof in Berlin, aber sie hatten nicht viel Zeit mit dem Weltballon zu fahren. Dann waren sie am Zoo Berlin. Da waren sehr viele Tiere, aber ihre Freunde waren leider nicht da. Karla hatte Angst, weil das Desinfektions-Team am Zoo war! Ihre Freunde sind einfach umgezogen.

Solution:

*Karla und Kai sind jetzt in Berlin. Sie **waren** am Hauptbahnhof in Berlin, aber sie **hatten** nicht viel Zeit mit dem Weltballon zu fahren. Dann **waren** sie am Zoo Berlin. Da **waren** sehr viele Tiere aber ihre Freunde **waren** leider nicht da. Karla **hatte** Angst, weil das Desinfektions-Team am Zoo **war**! Ihre Freunde **sind** einfach umgezogen.*

- A volunteer reads the text out and the solution is discussed as a class. The children are asked if there are any examples of the Perfect Past in the text and if they have noticed how many verbs are needed to form this tense in comparison with the Imperfect, which only needs one.
- The teacher then asks if anyone can find any adverbs of time and place in the text (*jetzt* and *da*).
- The children are arranged into small groups of 4 or 5 and are given sets of cards to work with. The activity is best modelled with a group of volunteers. The cards contain questions and answers using different forms of 'war' and 'hatte'.

Activity 1: This is a matching activity. The laminated cards are spread out on the table with the text showing. The members of the group must work together to match the questions to the answers. The teacher then checks the solutions before the children can move on to the next activity.

Activity 2: The cards are now shuffled and placed face down on the table. The children take it in turns to take a card. If it is a question, he/ she should attempt to answer it. If it is an answer an appropriate question should be posed.

Note: This kind of group speaking activities presents an ideal opportunity for the children to use as much incidental German as possible. Encourage the children's use of German, praising words as well as 'richtig' and 'falsch'. Rewards for the best groups or individual stickers /stamps are always helpful.



- The next activity practises writing short questions and answers as the children 'text' each other. The teacher sets up the activity by asking for as many questions as possible using 'war' and 'hatte'. These are written up on the IAW.
- The children are all given a strip of blank paper. They start by writing a question on the paper before handing it to the teacher, who then redistributes the strips randomly to the children who must write an answer to the question they receive. Emojis could also be used, but you may want to limit these! If time permits the strips could be handed out a couple more times to continue the conversations.

Let's summarise!

- Volunteers should then read out the texts before everyone sticks one into their exercise books.
- Divide the class into two teams. Team A is the 'war' team and team B is the 'hatte' team. Tell the children that when they hear their verb, they should stand up together. The teacher then reads out a short text which will, every now and again, include a form of 'war' or 'hatte', at which the appropriate team should stand up. It is important to emphasise that the group should only stand up if they hear the **Imperfect tense**. A point could be awarded if the whole group stands in the right place. A point can be given to the other team for any mistakes!

Example:

Edda **hatte** am Samstag Geburtstag. Sie wurde elf Jahre alt. Am Sonntag **hatte** sie eine Party am Schwimmbad. Es ist ein Hallenbad und **hatte** sogar eine lange Rutsche. Viele ihrer Freunde **waren** dabei und sie hat viele tolle Geschenke bekommen. Leider **war** ihre beste Freundin nicht da, weil sie Kopfschmerzen **hatte**. Edda **hatte** einen riesigen Geburtstagskuchen mit elf Kerzen und es **war** sehr lecker. Ihr Lieblingsgeschenk **war** ihr neues Fahrrad. Ihr altes Fahrrad **war** viel zu klein!

Lesson 6.2: Karla and Kai Plan a Party (Karla und Kai planen eine Party)

Let's learn!

- Practise using 'war' and 'hatte'.
- Revisit 'weil' sentences.
- Revisit words for food and drink and learn some new ones too.
- Revisit German sounds and pronunciation.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 6
- Worksheet 2 to project onto the IAW
- iPads, if possible one between two to use one of the following



supermarkets' websites: Edeka Supermarkt / Aldi / Liddle / Kaufland / Konsum / etc.

- Mini whiteboards and pens
- Gap filling activity shopping list (see Appendix)

Let's begin!

- Project worksheet 2 ('*war*' and '*hatte*' questions and answers) onto the IAW. Ask the children to help you to fill in the blanks for the first few before they complete this exercise with a partner.
- Explain to the children that they are going to make a question chain and that they will be timed to see how fast they can be. Find a volunteer to do the timing. Keeping the text (with the gaps) on the board, ask the first child to turn to his /her neighbour and ask a question from the board, to which the second child responds. Emphasise that they should only use the ideas on the board if they need support. The children will be keen to try and beat their time so the whole process could be repeated.

Please note: This activity would also work well if the children were divided into small groups (8-10 per group) and there would therefore be a winning *group* for those who finish first. It is worth insisting on clarity as the competitive element can make the questions and answers a bit unclear!

Let's do it!

- Explain that the focus today will be on Karla and Kai's plans for the party. The film clip for Chapter 6 is played again, this time up to the handball game. It should be paused on the thought bubble with the shopping list. The children could be asked what other food and drink they would put on the party shopping list. Ask the question '*Was steht nicht auf der Liste?*' and '*Was braucht man noch für eine Party?*' to which the children could come up with some more party foods. These should be written up on the board.
- Children work with mini whiteboards in preparation for the next activity. The teacher reads out some foods on his /her shopping list and the children have to listen carefully and write down how they think the words are spelled. The teacher can ask them to hold up their boards after each word to check if they have spelled it correctly. This is an opportunity to do a quick revision of the key German sounds.

Example:

Meine Einkaufsliste

- Bratwürstchen
- Hähnchen
- Putensteaks
- Griechische Oliven
- Tomatenketchup
- Grillkäse



- Now the children work with a partner on a gap filling activity, using the Partner A and B shopping lists. Explain to the children that they should not show their partner their list and that they should fill in the blanks on each other's lists by finding out the missing information. This is a pronunciation exercise and will test the children's knowledge of German sounds, both when they pronounce the word as well as when they have to write it down.

Example of language to be used for this task:

Partner A: Nummer eins auf der Liste ist 20 Würstchen.

Partner B: Noch einmal, bitte!

Partner A: 20 Würstchen!

Partner B: Danke! Nummer zwei auf der Liste ist

They could also use the question 'Was ist Nummer 3, bitte?'

- Once the children have finished the task they should compare lists and award each other a mark out of 10. If they are fast to finish they could then use a dictionary /an iPad to look up the meanings of the words of which they are unsure.
- The class is then brought together to discuss which sounds they failed to spot or which words were mispronounced.
- The children work with the iPads to prepare their own shopping list for the party. The link above takes them to the Edeka online shop, a popular German supermarket. They should find at least 10 products including food and drink and include the prices. Set a maximum spend of 50 Euros.

Let's summarise!

- The opportunity is given to pairs to present their own shopping lists for the party. The other children could note down any useful /interesting new words that are found, particularly if it involves any bargains!

Lesson 6.3: What's the weather like for the World Balloon?

(Wie ist das Wetter für den Weltballon?)

Let's learn!

- Revisit 'weil' sentences.
- Learn adverbs of time and place.
- Revisit some weather words.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 6
- iPads to continue with supermarket activities



- Two toy /old phones that can be used for the 'Wind hotline'
- The website for the 'Weltballon' ([Weltballon](#))
- Card, paper and pens to make props for the group phone dialogue

Let's begin!

- The teacher puts up the 'Weltballon' website on the IAW and the class views some of the images together. Ask the children to see if they can spot any words that they know. You could even arrange the class into two teams and award points for guessing the meanings of words or remembering a word from a past chapter.

Let's do it!

- Bring the class's attention to the 'Wind hotline' and ask for a volunteer to play the part of the person giving the up-to-date information about the suitability of the weather for the balloon take-off. He or she should be given one of the phones and the other should go to volunteers who want to call in. The children should be encouraged to change the underlined sections when they undertake the second run-through. They could add more weather words, different greetings and different reactions.
- Dialogue: This should start with the caller reading out the hotline number as it is being dialled: (030 22 66 788 11). The children will need to be reminded how telephone numbers are read out in pairs in Germany.

Wind hotline: Hallo, hier spricht Peter von dem Wind hotline.

Person 1: Guten Morgen, wie ist das Wetter heute, bitte?

Wind hotline: Es ist sehr windig.

Person 1: Oh nein, ist es zu windig für den Weltballon?

Wind hotline: Der Ballon fliegt jetzt nicht, weil es viel zu windig ist.

Person 1: Und später?

Wind hotline: Ja, vielleicht später

Person 1: Ok, danke schön. Auf Wiederhören!

Wind hotline: Tschüss. Einen schönen Tag noch!

- The film clip is played for the sequence about the *Weltballon*, right up to when the insects fly to the ground next to the sports hall.
- The teacher then discusses the film clip with the class and how important it is to have a weather hotline for this sort of activity.
- The children are invited to think of other activities that would need a weather hotline. These activities are listed on the board. e.g.:

skiing

windsurfing

skydiving

golf

ice-climbing

Skifahren

Windsurfen

Fallschirmspringen

Golf

Eisklettern

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- Before the group work task, the text is looked at again and the children are asked to identify the following:
 - The word for 'now' (*jetzt /heute*)
 - The word for 'here' (*hier*)
 - The word for because (*weil*) / explanation of verb's position
 - A weather-phrase
- The children are then invited to get into groups of three or four and to come up with a dialogue between a hotline for a weather dependent activity and people calling in for information. The conversation must include the following:
 - an adverb of time (*bald, heute, immer, jetzt*)
 - an adverb of place (*hier, da*)
 - a *weil* sentence
 - a weather phrase
- The dialogue with the *Windhotline* should stay up on the IAW to support the groups.
- Time is given for group work to decide on which helpline they will act out, what sort of weather is likely to be discussed and then how they will fit the grammar points in. The children could be given card, paper and pens to make props.

Let's summarise!

- The conversations are acted out in front of the class. The other children should note down which adverbs they hear, whether the word order was correct after 'weil' and which weather was spoken about.

Lesson 6.4: A Handball Game (*Ein Handballspiel*)

Note: For further ideas the teacher can also use the cultural chapter 'Handball' in *Deutsch mit Felix & Franzi Volume 2* which can be found on our website.

Let's learn!

- Revisit language used to describe what's happening in a handball game.
- Learn the chorus to a well-known German handball song.

Let's get ready

- Film clip for Karla and Kai, Volume 2, Chapter 6
- YouTube clip of Handball song: [Handballlied](#)
- Lyrics to the Handball song's chorus (see Appendix)
- Lyrics to the whole song (optional)
- Dice for small group game



Let's begin!

- Explain that the children are going to watch the last part of the film clip today in which the insects find themselves at a handball game. Ask them to listen out for verbs that describe what happens in the game, the obvious example being, '*spielen*'.

Let's do it!

- The children watch the film clip, which can be played a second time, to give them a chance to hear the verbs properly. The children feed back with what they have heard and a list is written up of the following verbs:

<i>den Ball dribbeln</i>	to dribble the ball
<i>sich den Ball zuspielen</i>	to pass the ball to each other
<i>jemandem den Ball zuspielen</i>	to pass the ball to someone
<i>verteidigen</i>	to defend
<i>Tore schießen</i>	to shoot goals
<i>laut rufen</i>	to call out loudly
<i>Krach machen</i>	to make a racket
<i>Würstchen essen</i>	to eat sausages

- Get the children into pairs and ask them to think up some good mimes for the above language. The actions are fed back and the best ones are adopted to use as mimes to practise this language.
- Play 'Simon says' or '*Hans sagt*' using the mimes.
- The children should play some pair /small group games to continue practising the vocabulary. These include:
 - Small group miming game. Children are in groups of 3 or 4. One child is in charge of doing a mime and the others have to say the correct German words to describe it. The first child to guess correctly wins a point.
 - Partner ping pong. The children mime holding a table tennis bat and can divide the language into syllables for each shot, eg: *laut ru-fen*, *Krach ma-chen* etc.
 - Group dice game. The teacher now chooses which language to put numbers 1-6 next to, and the children take it in turns to throw a die. The person who throws the die then has 5 seconds to make a sentence using the verb, e.g.: a 1 is thrown, which has been put next to '*laut rufen*'. The sentence could be '*Die Fans rufen laut/ Sie rufen laut/ Ich rufe laut*' etc.
- The chorus lyrics to the handball song (*Wenn nicht jetzt, wann dann?*) are put on the IAW and the children try and work out together what they mean. They are then read out as a class to check pronunciation. The teacher can explain that this was re-released after Germany's win against Spain in the European Handball Championships of 2016.
- The YouTube clip of the song is then played and the children are encouraged to join in with the chorus.



Let's summarise!

- Play the song again, but this time divide the class into two. Each side takes it in turns to sing the chorus and points are awarded out of 10 for the performance and clarity of the lyrics!

Lesson 6.5: At the Party (*Bei der Party*)

Let's learn!

- Revisit the vocabulary from this chapter.
- Revisit the pronunciation of German sounds.

Let's get ready!

- Handball song from lesson 6.4: [Handballied](#) and lyrics for the chorus
- German party music: [Party music](#)
- Parcel/ box of objects or words from this chapter
- A selection of German foods to taste. e.g. rye bread, Sauerkraut, German smoked cheese, salami, pickled gherkins, potato salad ([Potato salad recipe](#)), Pretzels
- Cocktail sticks for the bite sized pieces of food and plates for the food

Let's begin!

- Start the lesson with the Handball song and ask the children to join in.
- Explain to the children that the theme for the lesson will be having a party and that the children will get the opportunity to taste some German food and to play some party games.
- The YouTube link to German party songs is used as the music for a pass the parcel /box game. The parcel /box is passed around the class and when the music is paused, the child with the box /parcel has to open it and take out a clue from inside. This could be a picture of a piece of vocabulary or a prop from this chapter. He /she must then build a sentence or question using the word.

Let's do it!

- The children are all given the worksheet to write their responses to the taste test on. There are some adjectives at the bottom of the sheet to help them to describe the foods. They could be given the opportunity to look up extra words that are not there.
- The different foods should be labelled in German; tables of pupils could take it in turns to come to the table where the food is laid out.
- When they have completed the taste test the children should return to work in groups to compare their opinions of the foods. The following language should be written on the board to support them:

Person A: *Wie findest du Gurken?*

Person B: *Ich finde Gurken lecker! Und du?*



Let's summarise!

- The children have a class discussion about what they thought of the food that they tasted.
- The party music is played again and this time a ball or beanbag is passed around. When the music stops the child with the bag or ball is asked his / her opinion about a food from today's tasting session.

Lesson 6.6: A lovely time in Berlin (*Eine schöne Zeit in Berlin*)

Let's learn!

- Learn how to use *Ich behaupte, dass...* (I state /claim /declare that ...)
- Review the language from this chapter by using it in a written piece.

Let's get ready!

- Film clip for Karla and Kai, Volume 2, Chapter 6
- Sets of cards for a group '*Ich behaupte, dass ...*' game

Let's begin!

- Watch the film clip for Karla and Kai, Volume 2, Chapter 6, this time all the way through. The teacher pauses it every now and again to quiz the children on vocabulary. Explain to the children that they will be working on a written piece today but that they will start off with a group speaking game where the aim is to find out if other members of their group are telling the truth or not.
- A statement is put up on the board and the children have to try and guess whether it is true or false.
e.g.: Ich behaupte, dass mein Lieblingsessen Pizza ist.
- Explain what '*Ich behaupte*' means and ask if anyone can work out what the rest of the sentence means. Ask if anyone has noticed what has happened to the verb and which word may have triggered this change in word order.
- Now the children should have a go at guessing whether the statement is correct by responding with either '*Das ist richtig.*' or '*Das ist falsch.*' before the teacher tells the class whether his /her favourite food really is pizza.
- The children are then given the opportunity to come up with their own statements for the rest of the class to respond to, and to say whether they believe the statement or not!

Language to support the children:

Ich behaupte, dass mein Lieblingsauto einist.
Ich behaupte, dass mein Lieblingslandist.
Ich behaupte, dass mein Lieblingseis ein ist.



Let's do it!

- The children should form groups of 3-4 to play the 'Ich behaupte, dass...' card game. Cards should be laid face down on the table and the children take turns to pick a card and read out the statement. The other members of the group then need to say if they believe them by saying 'Das ist richtig' or 'Das ist falsch'. A point is won for a correct guess and points are added up at the end to decide on the winner.
- Encourage the children to speak as much German as possible in this activity by walking round with stickers /stamps and awarding these to groups who are attempting to do this.
- The winner of this game is the child with the greatest number of cards. The teacher should ask the question, 'Wer hat gewonnen?' at the end of the game, to which the winners respond: 'Ich habe gewonnen!'

Let's summarise!

- The teacher picks a few children to read their texts out to the rest of the class. The other children could try and listen out for the ways in which the text was extended.

Let's show others!

- The best pieces of writing could be included in a wall display about Berlin, to which further items can be added after the children have finished the **Cultural Bites** activities.

Let's have even more fun!

- The following Cultural Bites activities are based on the last two chapters about Berlin and therefore contain lots of ideas for fun things to do on the topic of the capital city.

Lesson 6.7: Cultural Bites: Tourist Sites of Berlin (*Die Berliner Touristenattraktionen*)

Note: Lessons 6.7 and 6.8 are mainly conducted in English, but the teacher should try to use as much German as possible. The children may need 3 lessons for this project.

Let's look at the facts!

(in English)

- Berlin has 180 museums. It is also home to the world's largest universal museum. It is *die Museumsinsel*. *Five huge museums stand there next to each other.*
- Berlin is the only city in the world with three active opera houses: Berliner Staatsoper, Deutsche Oper Berlin and Komische Oper Berlin.
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- Berlin was divided by the Berlin Wall between 1961 and 1989.
 - Berlin has 180 kilometres of navigable waterways and you can also explore the city by boat.
 - There are 1,700 bridges in Berlin, even more than in Venice!
 - At 368 metres, the *Berliner Fernsehturm* (TV tower) is the tallest building in Germany and one of the tallest buildings in Europe.
- The teacher introduces facts about Berlin orally in German (see below). Children are encouraged to guess what each means. The text is then shown on the IAW. Later the teacher takes out a few words (underlined ones) and turns the text into a gap-filling activity. The children are asked to listen carefully again, write the text and fill in the missing words on their own. A check is important and will help the children to take home correct models.

(Text in German)

- Berlin hat 180 Museen. Die Stadt ist auch die Heimat des weltgrößten Museumskomplexes. Es ist die Museumsinsel. Fünf große Museen stehen dort nebeneinander.
- Berlin ist die einzige Stadt in der Welt mit drei funktionierenden Opernhäusern: Berliner Staatsoper, Deutsche Oper Berlin und Komische Oper Berlin.
- Berlin war zwischen 1961 und 1989 eine geteilte Stadt.
- Berlin hat 180 km navigierbare Wasserwege und man kann die Stadt auch mit dem Boot erkunden.
- Es gibt 1.700 Brücken in Berlin, mehr als in Venedig!
- Mit 368m Höhe ist der Berliner Fernsehturm (TV Tower) das höchste Gebäude in Deutschland und eines der höchsten Gebäude in ganz Europa.

The words needed:

<i>die Hauptstadt</i>	the capital city
<i>die Einwohner</i>	the inhabitants
<i>die Berliner Mauer</i>	the Berlin Wall
<i>der Fernsehturm</i>	the TV tower
<i>das Denkmal</i>	the monument
<i>der Reichstag</i>	the parliament building
<i>der Weihnachtsmarkt</i>	the Christmas market
<i>die Schifffahrt</i>	the boat trip

Let's learn!

- Learn more about the tourist sites of Berlin.
- Learn how to prepare and give a presentation about the chosen attraction to the rest of the class.



Let's get ready!

- YouTube clip about Berlin for starter activity:
<https://www.youtube.com/watch?v=y1UarPueBBM>
- iPads with access to the Internet and links to web pages given below
- If possible, headphones for each child
- List of main attractions (see below) for children to choose from
- Materials for presentation. The children may want to mix an iPad presentation with making signs and pictures using cardboard, paper and coloured pens. They may even want to make a small model of the attraction.

List of Berlin attractions and useful websites:

- The Reichstag building
- The Brandenburg Gate
- The Berlin Wall (remains can be viewed at several locations)
- The Berlin Zoo
- The Tiergarten park
- A Berlin sightseeing cruise
- The Alexanderplatz
- The Museumsinsel
- The Charlottenburg Castle
- The Berlin Christmas Market
- The Holocaust Memorial

<http://www.visitberlin.de/en>

<https://www.lonelyplanet.com/germany/berlin>

https://www.tripadvisor.com/Travel_Guide-g187323-Berlin.html

<http://www.fodors.com/world/europe/germany/berlin>

Let's begin!

- Show a short video clip about the sites of Berlin. The children could play a bingo or 'Lotto' game in which they choose 6 sites they think may be mentioned and put these into a grid before the film clip is played. The winner is the child who crosses off their sites first. There are many clips available on YouTube but the following one mentions lots of the sites from the list of choices for the research project. The teacher may want to pause the clip at each site for the children to volunteer any facts they already know about it. Clip: <https://www.youtube.com/watch?v=y1UarPueBBM>
- A class discussion could start about the children's impressions of the city and whether they would like to visit and reasons why. Some of the facts from the above could be put up on the IAW and used to promote a discussion on the city.

Let's do it!

- Before the groups of three are formed, the details of the project are explained.

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- An example of a tripadvisor page is put on the IAW and the children discuss what information is contained on the page, as well as looking at the layout. Essentials are the photos, address, website, reviews and map.

1. Each group will need to choose or have assigned one or two sites of the city. There is a list above but the children may have other ideas of places /attractions that they would like to investigate further for their presentation.

2. Each member of the group should be given a job to do. Examples of tasks: searching for images, searching for a variety of facts, writing reviews and designing the look of the presentation.

Let's summarise!

- Each group appoints a spokesperson who has 20-30 seconds to tell the rest of the class about the progress they have made so far.

Lesson 6.8: Cultural Bites: Presentations about Berlin

Note: The presentation stage would work better if this were done across two lessons. This gives the children more time to finish off their materials and to prepare well for the actual presentation.

Let's learn!

- Finish planning for the presentation.
- Practise the content of what will be said.

Let's get ready!

- YouTube link to Berlin anthem: https://www.youtube.com/watch?v=OR-roLqHB_XM
- iPads with access to the Internet and links to web pages given below
- If possible, headphones for each child
- List of main attractions from which the children have chosen
- Materials for presentation

Let's begin!

- Practise the chorus to the Berlin anthem from YouTube:

*Das ist Berlin, Berlin, Berlin
Berlin, Berlin, Berlin!*

- Play the video and get the children to join in every time they hear the words.

Let's do it!

- Groups are given time to put the finishing touches to their presentations.



- As each group presents its tripadvisor page of one or two sites of Berlin, the rest of the class makes note of the main points.
- The children could be encouraged to ask questions about the sites after each presentation has been given.

Let's summarise!

- The class could look at Google Earth on the IAW to see all the sites of Berlin that have been talked about. The children could talk about their impressions of the city and whether they would like to go and visit.

Let's have even more fun!

- There have been many songs written about Berlin. The class could look at some of these on YouTube:
 - Berliner Rundfunk: <https://www.youtube.com/watch?v=Dp6kwuv6hg>
 - Alpa Gun: <https://www.youtube.com/watch?v=06p-xqXb6cE>
- The 'Hallo aus Berlin' series has an episode all about the city, including some original black and white film of the building of the wall:
<https://www.youtube.com/watch?v=YsIL9HMoC-Q> (also available on the BBC Bitesize KS3 website)





Impressum

The Goethe-Institut London would like to thank everyone involved in producing these materials for the fourth year of German at primary level.

Project coordinator and editor: Roma Franziska Schultz

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Editing and proofreading: Vanessa Pilgerstorfer

Images in this brochure: Screenshot from the films of *'Deutsch mit Karla & Kai, Volume 2'*

Film clips:

Script: Roma Franziska Schultz

Film production and sound design: Anna Bianco

Illustration, graphic production, animation: Verena Paloma Jabs

Music: Tobias Stürmer, Matt Hill

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Character Voices: Lisenka Marja Sedlacek, Sean Ohlendorf, Aletta Lawson, Steven Fawkes, Roma Franziska Schultz

Acting: Kamilla Alieva, Brian Barnett, Kamala Müller, Aline Pinner, Laurin Pfützner, Paul Siegel, Andre Tiedemann, Felix Tischer, Pele Uibel, Luisa Wendeler, Gloria Wille

We would like to thank Matt Hill (3 Sixty Studios) for the sound recording and editing and Antonia Schultz for helping us finding the actors.

Special thanks to the doctors, nurses, clients and lovely doggy patients of Goddard Vet Group in Hackney, London.



First Edition August 2017 © Goethe-Institut London

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