



INFORMATION FOR HEADTEACHERS

ADVANTAGES OF TEACHING AND LEARNING GERMAN AT PRIMARY SCHOOLS IN THE UK

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



**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

WHY GERMAN IN PRIMARY SCHOOL?

WITH THE TEACHING OF FOREIGN LANGUAGES NOW STATUTORY IN PRIMARY SCHOOLS, THIS IS A TIME FOR NEW OPPORTUNITIES AND NEW APPROACHES TO THE CURRICULUM.

According to the Primary National Curriculum, the aim is for 'substantial progress in one language'. [UK Gov]*

The core focus of the Goethe-Institut is to support school leaders, teachers and learners of German to achieve their aims. The materials shown here are designed by teachers **for teachers who have little or no initial German**, and are for use in UK primary schools.

Two characters – **a frog called Felix and a duck called Franzi** – support teachers and students and ensure remarkable progress and fun. For more information, please contact our primary school specialist Roma Franziska Schultz: roma.schultz@london.goethe.org



KEY REASONS WHY GERMAN IS AN EXCELLENT CHOICE FOR PRIMARY SCHOOLS

1. "Guten Morgen" is easy to pronounce and looks and sounds like "Good Morning". This is but one example of how the phonetic sound-spelling system in German is immediately accessible to learners, and to learners of all abilities.
2. Both English and German have common words because both are Germanic languages with a similar linguistic heritage. This not only helps learners but feeds their curiosity and enjoyment in making such links.
3. Learning a foreign language develops awareness of the similarities and differences with English and how it works. Research shows this improves outcomes for literacy for all learners.
4. German seems to appeal particularly to boys and where they are fully engaged, this helps close the typical gap in communication skills with girls. Of course, both groups gain as they develop language learning strategies.
5. There are now many innovative, fun and interactive teaching materials for teachers and learners of German at primary level. The Goethe-Institut is the front runner in the provision of free or low cost and age-appropriate materials, and in their support of primary school teachers and learners.
6. By sowing interest early, there are huge potential economic and career benefits for UK pupils. Germany remains the UK's largest trading partner: there is striking evidence of this: e.g. the engineering, the car industries and technology in our homes.
7. German lends itself well to those wishing to make cross-curricular links in the curriculum, especially in Geography, Science, Music and Sports.
8. Learning a language, particularly at a young age, enhances the broader educational values of raising cultural and social awareness, and of challenging stereotypes.

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

See: www.goethe.de/felixundfranzi for the full scheme of work: lesson plans, films, songs, whiteboard apps, cultural information and extension materials

	Name of unit	Key language	Knowledge about language and, (keeping it age- related) opportunities to link to literacy	Cultural Awareness
1	Hello! (Greetings)	Hallo, Guten Tag, Guten Morgen, Auf Wiedersehen, Tschüss, Herr, Frau. ich bin, du bist.	Words can look similar but sound different ? e.g.: Hallo, Guten Tag. Use of capital letters for nouns (easier to grasp for names of objects, less easy for concepts). First use of umlaut (Tschüss): point this out as a sound.	Post box and logo is yellow (compare(d) with UK) Shaking hands Conventions of politeness, polite form for Mr. and Mrs./Ms. When do we use first names / surnames?
2	How are you? (Feelings)	Wie geht's? danke, gut, nicht gut, schlecht, es geht, wunderbar, ja, richtig, nein, falsch	Question form, same use of question mark (and punctuation) Negative 'nicht'	Heimweh, homesickness feelings
3	Visitors from Germany (Animals and their characters)	Wer ist das? Das ist der / die / das Der Hund, die Katze (high frequency words) macht, ich habe, du hast, er hat ... Continue throughout with: ja, richtig, nein falsch, es geht, gut, also classroom language: laut, leise, schnell, langsam	Question form Words can look / sound similar (das ist, Hund = hound, Katze ...) again capital letters. Der / die / das - merely to notice the change, not to test vocabulary! Teachers will note accusative: ich habe einen, eine, ein, learners need only pick up sounds.	English & German are clearly related Animal noises Extension: der Igel = hedgehog, not eagle, so sometimes words are 'false friends'.
4	The painting (Colours)	Welche Farbe ist / hat Meine Lieblingsfarbe ist, Meine Lieblingsfarben sind, und, ist das ...? Key colours; schwarz, weiß, gold, blau, rot, grün, gelb Deutschland, Österreich, die Schweiz	Again similarities / differences (in names of colours). Singular and plural of verb ist / sind. Learners now have most parts of verb 'to be': ich bin, du bist, er/sie/es ist, sie sind. Letter ß, in weiß, special to German, called es-zet, sounds like s	German flag, other German speaking countries, other flags - link these to languages and learners' backgrounds. Show these on a map.
5	Fruit salad (Fruit and expressing likes / dislikes)	Revisit: das ist, ist das, was ist das? richtig, falsch, und, oder Revisit colours, der Apfel, die Banane, die Birne, die Ananas, die Orange ... danke, bitte, magst du? Ich mag ... Extension: gesund / ungesund, die Schokolade, mein Lieblingsobst ist ...	Plural form: Äpfel, Bananen, Birnen, Orangen, Ananas. Learners notice different sounds but are not expected to learn all the grammar rules, though can some work out additional 'n' on nouns ending in 'e'? What rules / exceptions does English have for plural?	Politeness forms: please and thank you. Healthy eating (which German school children also learn about). Tongue twister.
6	The broken washing machine (Clothes)	Kaputt, key clothing items, wir waschen, wir bügeln, recycle colours, e.g. die Hose ist schwarz, mein Hut.	Learners are not expected to learn how adjectives (e.g. colours) and the possessive (mein / dein) change endings but will pick up on sounds.	No school uniform in Germany, (if you have the 'Early Start' DVD, show clips of German children at school, or take from Youtube). Make a display.
7	Time for breakfast (Food and Drink)	ich habe Hunger, wir haben Hunger. Was isst du? Ich esse, ich trinke, zum Frühstück esse / trinke ich ... ich esse / trinke gern. Ich esse / trinke nicht gern. Das Brot, die Butter, die Wurst, die Marmelade, ein Ei, das Wasser, der Tee, der Kaffee etc. Lecker, schmeckt gut / nicht gut.	N.B.: Marmelade is jam, Orangenmarmelade means marmalade. We often put 2 or more nouns together, so words can become long in German. Practise language for real questions & answers; use surveys, bar charts to show likes / dislikes. Learners now have most parts of the verb 'haben'; can they notice changes depending on the personal pronoun? Compare with English.	German breakfast: compare with other versions. Bring in samples of German food. Link to Maths, use of charts to show outcomes.
8	The work out (Body parts)	Key body parts: die Hände, die Nase, die Augen etc. One can use together with animal vocabulary. Mein Monster hat ...(numbers 1-5 to enable learners to hear and draw a monster, eg drei Augen, vier Nasen, fünf Füße)	Talk about use of umlaut (first seen in Tschüss). Pair work is ideally part of class ethos, use here to speak, listen and draw. Issue of singular and plural reoccurs, communication is key, inaccuracies not an issue.	German version of 'Head, shoulders, knees and toes'. Some songs & rhymes cross borders, but not all.
9	Franzi's birthday (Numbers and birthdays)	Numbers 1-12, der Geburtstag, der Kuchen, die Kerzen, das Geschenk, heiß, warm, kalt, wie alt bist du? Und du? ich bin ...	Use various games (ping-pong, pelmenism, guessing games, lip reading) to reinforce importance of pair work, here with numbers, to practise language.	German party game Topfklopfen, recognisable in English, other games.
10	The parcel (Asking questions)	Wo ist? Wie heißt du? ich heiße ... Wie alt bist du? ich bin... Jahre alt. die Kinder. Wo wohnst du? ich wohne in England / Deutschland / x. das Haus, song: das beste Haus	Question form check and reinforce previous questions with learners. was?, wie?, wer?, welche?. It is more meaningful to take on an imaginary identity so questions have unknown answers.	Use imaginary ID to take on typical German names and explore places in Germany, e.g. ich heiße Kai / Eva, ich wohne in Hamburg / Berlin. Note how place names are pronounced. Addresses are written differently.
11	Sunglasses or umbrella? (Weather)	die Sonnenbrille, der Regenschirm. Wie ist das Wetter? Ist das richtig / falsch für das Wetter heute? Recycle vocabulary: kalt, warm, heiß, (es ist / es ist nicht kalt etc), es ist schön, es regnet	Recycling always needed in language learning: link weather to clothes (see suggestions in lesson plans) to give a reason to need to know the weather.	Link with geography: use weather symbols to create a simple forecast on a map of Germany. Note: winters are colder, snow is part of life. Wetterfrosch as a German saying and a game.
12	Sorry, wrong number (The yearly cycle)	Was kann Felix tragen? Was kannst du tragen? The months / seasons. im Januar (etc). Was denkst du? ich habe einen, eine, ein (and: ich habe keinen, keine, kein) + clothing. ich habe Geburtstag im (+month), though we don't yet have enough numbers to use dates to 31 or ordinal nos.	The phone call gives a real reason to ask the weather, what to wear and what someone is doing. Verbs such as schwimmen, tanzen, singen, schlafen are cognates (or near cognates - i.e. look very similar).	Use of country / area codes for phoning, which can extend to world map (and recycle weather vocabulary).

ASSESSING PROGRESS WITH THE TEACHING MATERIALS FROM THE GOETHE INSTITUT

We believe in demystifying assessment: it has to be manageable, involve the learner and be part of the learning.

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

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

The following notes are a guideline, teachers can use this to design their own format.

Some teachers may add the traffic light system where the learner can record feeling confident, nearly there or still unsure. The learner can come back to this and change the symbol (or emoticon) later.

LET'S SEE WHAT I HAVE LEARNT

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





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