



# DEUTSCH MIT FELIX UND FRANZI

## LESSON PLANS FOR GERMAN AT KEY STAGE 2 VOLUME 1

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## Deutsch mit Felix und Franzi

Fun Materials for Learning German at Primary Level

**Introduction:** These exciting new materials and ideas for Primary school teachers have been created for non-specialists as well as for those with a greater command of the German language. The content has been developed by German native speakers and British Primary experts in methodology with the intention of enabling teachers to make a flying start with teaching German at Key Stage 2. The active and enjoyable exercises can easily be adapted for Key Stage 1 and even Foundation Stage.

Children will be introduced to the language of each chapter by two engaging hand puppets, a frog called *Felix Frosch* and a duck called *Franzi Ente*. They live in a special German letterbox. This dwelling can be created easily by ordering a letterbox sticker from the Goethe-Institut and sticking it to any box or suitcase that is declared the habitat of the hand puppets. The theme for each lesson is introduced through a story involving the two characters who appear from the dwelling as the children sing the welcome song.

The sequence of the chapters is designed to ensure progression. Each chapter has a range of suitable activities which can be adapted by teachers according to their circumstances. The lessons set out in this course are intended to last 30 minutes and additional ideas and teaching activities are provided at the end of each chapter. Furthermore, children are invited to reflect upon the progress they have made as laid out in the 'Let's show others!' section.

A central element of the course is to enable the children to develop cultural awareness of aspects of life in German speaking countries as well as creating a love for language learning.

The asterisks in the material indicate that additional materials for the things mentioned are available in the appendix.





A typical sequence of lessons will include songs, games, physical activities and consolidation of vocabulary from previous chapters. Each chapter is divided into lessons which have the following elements:

- Let's learn! – A summary of learning outcomes
- Let's get ready! – Resources needed for the lesson
- Let's begin! – Setting the context of the lesson
- Let's do it! – Main activities
- Let's summarise! – Plenary

At the end of each chapter, opportunities for reflection and extension are given through the following elements:

- Let's show others! - Reflection and keeping records
- Let's have even more fun! – Extension opportunities

Additional materials such as worksheets, audio files and pronunciation support will be available on the Goethe-Institut's website.

We very much hope that you and your children will enjoy learning German with Felix and Franzi.

Viel Spaß!



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## Overview - Order of Units for the first Year

- 1. Hello! (Greetings)** (page 6-11)  
**Story:** Characters are introduced. They come from *Zoo Berlin*. They now live in a new dwelling, a letterbox (*Briefkasten*) in the UK.  
**Cultural aspect:** Shake hands, polite forms for Mr and Mrs/Ms
- 2. How are you? (Feelings)** (page 11-15)  
**Story:** Felix is not well because he is homesick. A postcard arrives from his friends to cheer him up.  
**Cultural aspect:** *Heimweh*
- 3. Visitors from Germany (Animals and their characters)** (page 15-23)  
**Story:** Felix's friends from *Zoo Berlin* are coming over to visit him.  
**Cultural aspect:** Animal noises  
Extension: Meaning / awareness of "false friends": Igel-Eagle
- 4. The painting (Colours)** (page 24-30)  
**Story:** Felix and Franzi have drawn a picture of their friends' visit but only in black and white. The class helps to colour the picture in and the picture therefore becomes a painting.  
**Cultural aspect:** German flag  
Extension: Poem: *Farbenfroh*
- 5. Fruit salad (Fruit and expressing likes/dislikes)** (page 30-38)  
**Story:** Felix and his friends like to play games, one of which is solving riddles or playing "Guess what it is". They want to make a fruit salad and look at their shopping. Making the salad is fun. Eating even more so!  
**Cultural aspect:** Tongue twisters  
Extension: Book: *Essen kunterbunt, Leckerer für Bauch und Mund*
- 6. The broken washing machine (Clothes)** (page 38-45)  
**Story:** The washing machine is broken. So everyone has to help with the washing until the mechanic arrives to repair the machine.  
**Cultural aspect:** No school uniform in Germany  
Extension: Song: *Hampelmannlied*
- 7. Time for breakfast! (Food and Drink)** (page 45-52)  
**Story:** Felix's tummy is rumbling. He hasn't had breakfast because he overslept. But his friends share with him. He invites them back for a typical German breakfast.  
**Cultural aspect:** A German breakfast  
Extension: Laying the table, cultural differences with meals





**8. The work out (Body parts)** (page 53-57)

**Story:** Felix is being silly by putting his legs up in the air and moving in funny ways. It looks painful. He is shown how to exercise with a song. Franzi paints a picture of Felix. The children help with the missing body parts. When Felix is drawing a picture, he needs help from the children, too.

**Cultural aspect:** Keep fingers crossed – *Daumen drücken*

Extension: Sayings with body parts

**9. Franzi's birthday (Numbers and birthdays)** (page 58-64)

**Story:** Felix is preparing a birthday party for Franzi with the help of everyone. At the party they play some games that are popular with German children.

**Cultural aspect:** German birthday parties for children

Extension: Numbers up to 31 (days of the month)

**10. The parcel (Asking questions)** (page 65-71)

**Story:** A belated birthday parcel arrives at the post office. The postman is trying to deliver it asking around in the class who it might be for. It turns out the parcel is for Franzi. Franzi reveals the content of the parcel. Later she writes a 'Thank you' card and everyone will help her with this task.

**Cultural aspect:** In Germany it is not impolite to ask women of all ages about their age. Addresses are written differently in the UK and Germany.

Extension: Writing holiday cards

**11. Sunglasses or umbrella? (Weather)** (page 71-80)

**Story:** Franzi appears with an umbrella which is wrong for the weather. Felix appears with sunglasses which are wrong for the weather, too. The children in the class help them to pick the correct accessories.

**Cultural aspect:** *Wetterfrosch*

Extension: Theatre play: *Schlechtes Wetter für Tiere*

**12. Sorry, wrong number (The yearly circle)** (page 80-87)

**Story:** Felix is visiting friends in Germany. He tries to phone Franzi but gets the numbers wrong at first. With the right country dialing code, he eventually reaches her. They talk about what to wear today. The weather is different in the two countries so they can't wear similar clothes.

**Cultural aspect:** Sunday not a shopping day in Germany, shops are closed, family day, country dialing codes are necessary for certain phone conversations

- Extension: Cultural Chapters, A: *Nikolaus-Tag* (page 88-91)
- Extension: Cultural Chapters, B: *Karneval* (page 92-96)
- Appendix with song texts, flash cards, cultural information and extension materials: [www.goethe.de/felixundfranzi](http://www.goethe.de/felixundfranzi)

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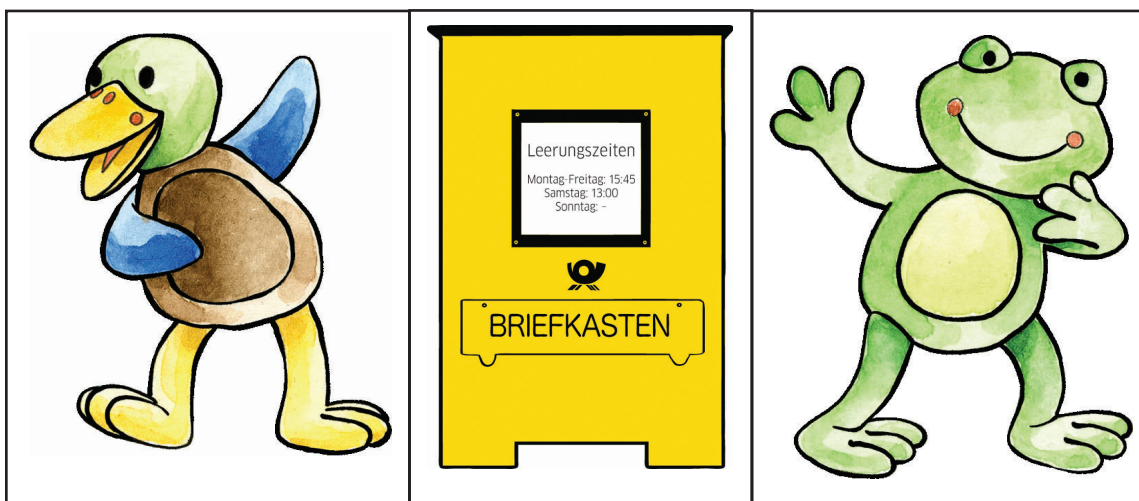
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## Chapter 1: Hello!

(2 lessons)

Story: The characters are introduced. They come from *Zoo Berlin*.\* They now live in a new dwelling, *im Briefkasten*\* (in a German letterbox) in the UK.



### What is the chapter about?

- An introduction to learning another language
- Getting to know Franzi and Felix who will help us learn German
- Greeting others and saying goodbye
- The Hello\* and the Goodbye song\*

### The words needed:

<i>Hallo</i>	Hello
<i>Guten Tag</i>	Good day
<i>Guten Morgen</i>	Good morning
<i>Auf Wiedersehen</i>	Goodbye
<i>Tschüss</i>	Bye
<i>Bis bald</i>	See you soon
<i>Frau</i>	Mrs/Ms
<i>Herr</i>	Mr
<i>der Briefkasten</i>	letterbox



### Some more words you might like:

<i>Das ist</i>	Here is / This is
<i>Das sind</i>	Here are / These are
<i>der Zoo</i>	Zoo

## Lesson 1.1: Introducing Felix and Franzi

Story: Franzi and Felix are introduced. They say Hello and Goodbye to everyone.

### Let's learn!

- Learn to greet others
- Learn that Germans sometimes shake hands whilst saying Hello or Goodbye

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling

### Let's begin!

- In the very first lesson, you might like to begin by discussing languages with the children.
- Tell the children that there will be two very special visitors coming to help them learn German. They have been very excited about meeting the children for the first time but they may also be a bit nervous/shy.
- Tell the children that the visitors come from *Zoo Berlin* and now have a new dwelling where the two friends live together. Explain to the children that the only way they will come out is if they hear a familiar song or a greeting in German.

### Let's do it!

- Felix and Franzi should then slowly appear as they hear the *Hallo* song (either sung by yourself or with the audio files, lyrics below, melody: Nice one Cyril, subsequent lessons should be started with the *Hallo* song, too):

*Hallo Felix. Hallo Franzi.*  
*Hallo. Guten Morgen.*  
*Hallo. Guten Tag.*

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- Explain that it is a German custom to shake hands with people when you meet them. Go up to individuals with Felix or Franzi and greet them in German, giving them a chance to shake hands with them/cuddle them!

Note: Shaking hands is reserved for meetings with adults. Children don't shake hands when they meet each other. Parents don't shake hands with their children. Teachers would only shake hands with their pupils in certain situations, e.g. on the first day of school or when they send them off on holiday. Usually adults meeting with friends or relatives would shake hands. Children would shake hands with relatives or friends of their parents. How often and when hand shaking happens also differs from region to region.

- Talk with the class about what the puppets are saying.
- Invite the children to repeat the new words after yourself or the puppets. Use a gesture for each word to enable memorisation of the new word. Repeat, echo, use different voices (sad, whisper, gruffly, like a baby, like a granddad).

### Let's summarise!

- Mouth one of the phrases from the lesson and ask the children to try and guess which one you said. Do an example with Felix and Franzi first.
- Tell the children that Felix and Franzi are quite tired after their first lesson and will need a rest. They will not go to sleep until they hear the goodbye song though.
- Sing or play the audio file of the following song to Felix and Franzi (also to the tune of *Nice One Cyril*)

*Tschüss Felix. Tschüss Franzi.  
Tschüss Freunde.  
Auf Wiedersehen. Bis bald.*

- Each lesson will finish with the *Auf Wiedersehen* song.

### Lesson 1.2: Singing with Franzi and Felix

Story: The children are getting used to the German greetings. Felix and Franzi hear about being polite in the UK by using Mr and Mrs in certain situations. They tell the children about the usage of *Frau* and *Herr* in German.

### Let's learn!

- Learn to sing the *Hallo* and *Auf Wiedersehen* songs (which will over time be sung by the children at the beginning and end of each lesson to greet and say goodbye to the puppets.)







- Learn how to be polite in German when talking to adults

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling

### Let's begin!

- Tell the children that Felix and Franzi are settling well into their new home but that they have been asking to hear the lovely songs that we started to sing last time.
- The *Hallo* song should now follow (either sung by the teacher or with the audio files) and Felix and Franzi should then appear. Recap with the children what the song means (Lyrics below, melody: *Nice one Cyril*):

*Hallo Felix. Hallo Franzi.  
Hallo. Guten Morgen.  
Hallo. Guten Tag.*

- Say one of the greeting or goodbye phrases and see if the children can remember the correct gesture.

### Let's do it!

- Pass a beanbag/ball around the class/circle and each child repeats the greeting and passes onto the next child.
- Pair work activities could now follow such as lip reading a partner's phrase and giving a phrase for a partner's action. Volunteers could come out to the front to demonstrate their pair work.
- Music could be played and children move about the room mimicking the movements of an animal such as a kangaroo, elephant etc. When the music stops, the children should greet the nearest child in German.

### Let's summarise!

- Play 'Pass the beanbag'. Sitting in a circle, a bean bag is passed around as some German music is played. When the music is paused by you, the person holding the beanbag says a greeting in German. The music then starts again but the next person must use a different greeting. Encourage the children to also use the greetings from the *Auf Wiedersehen* song.
- Ask the children how they would greet their neighbour, a shop assistant, a doctor, their grandma...) in English, ask them when they would use the Mr or Mrs plus a surname. Tell the children to

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make sure Felix and Franzi know about it because they are new in the country. Then Felix and Franzi tell the children that there are polite forms to talk to a person in German, too, and that you can use first names with friends and family. Tell them that a teacher (or any adult they don't know very well) would be called: *Frau/Herr XX*. You can ask the children to say *Frau/XY* or *Herr XX* to you during a German lesson so that they get used to the concept.

- Tell the children that Felix and Franzi have really enjoyed hearing the children singing and speaking so much German and that it is nice that they want to learn more about German and Germany.
- Sing the *Auf Wiedersehen* song and encourage the children to join in:

*Tschüss Felix. Tschüss Franzi.*

*Tschüss Freunde.*

*Auf Wiedersehen. Bis bald.*

- Felix and Franzi go back into their dwelling.

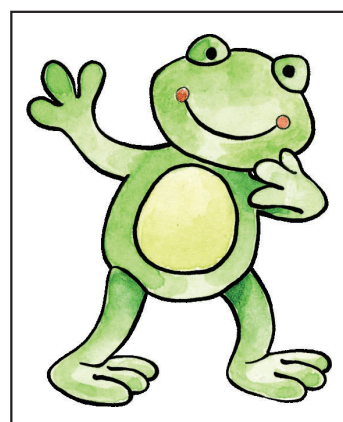
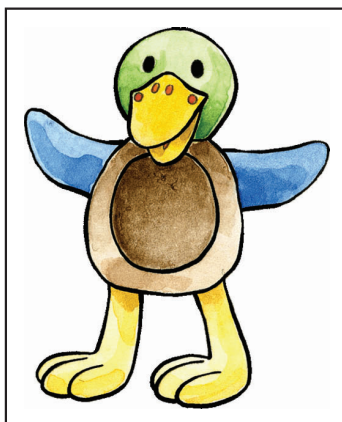
### Let's show others!

- Start a German display with the greetings and pictures of Felix and Franzi.
- Find some pictures of German products such as cars and foods and add them to the display.

### Let's have even more fun!

- Children draw a face on their thumb with felt pen. (It easily washes off later!) The children walk around the classroom and hold their thumbs up and say to the other children: *Hallo, Tom!* The other one responds: *Hallo, Lisa!* (Or: *Guten Morgen, Tom! Guten Tag, Tom! Auf Wiedersehen, Tom!*)

Note: You could use the DVD: *Early Start German*, by *Early Start Languages: Units 1+2* to help.





## Chapter 2: How are you?

(2 lessons)

Story: Felix is not well because he is homesick. A postcard\* arrives from his friends to cheer him up.

### What is the chapter about?

- How to ask someone how he/she is
- How to tell someone how you are
- Learning a song about feelings

### The words needed:

<i>Wie geht's?</i>	How are you?
<i>Hallo</i>	Hi!
<i>Danke, gut</i>	Fine, thank you.
<i>nicht gut</i>	not well
<i>schlecht</i>	bad/not well
<i>Es geht.</i>	OK
<i>wunderbar</i>	wonderful
<i>Es geht mir (nicht) gut.</i>	I am (not) well.
<i>krank</i>	ill

### Some more words you might like:

<i>Ja, richtig!</i>	Yes, right.
<i>Nein, falsch!</i>	No, false.
<i>fast</i>	almost

## Lesson 2.1: Felix is ill

Felix is ill. He needs some help to recover.

### Let's learn!

- Learn to ask others how they are
- Learn to say how you are feeling
- Practise listening out for feelings in a song.

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### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Notebook presentation of different feelings

### Let's begin!

- Sing the *Hallo* song (melody: *Nice one Cyril*):

*Hallo Felix. Hallo Franzi.*

*Hallo. Guten Morgen.*

*Hallo. Guten Tag.*

- Felix appears today looking rather sad. You could ask him how he is (*Wie geht's dir, Felix?*) and he puts his head down and replies with *Schlecht* and does a few sneezes. He could be wrapped in warm clothes to show that he is under the weather. You could suggest to Felix that he has a rest and that Franzi teaches the children how to talk about how they are. Visual support could also be used with the Smartboard mood pictures\* but Franzi should do the hand actions to the class.

### Let's do it!

- Show the actions for each expression. Ask children to repeat like an old man, a baby, sadly, in a strange voice etc.
- You say the phrase and the children do the action (They will like it if you repeat the same one several times like a stuck record!) Follow this with doing the action and asking for the phrase. Franzi could also do this.
- The children work with a partner taking it in turns to do the actions or say the phrase in response to the action.
- Play the *Wie geht's?\** song and ask the children to sit down every time they hear *Wie geht's?*
- Ask them what other words they heard in the song from today's lesson.

### Let's summarise!

- Turn to Felix and say *Wie geht's, Felix?* This time he puts one thumb up and one thumb down. He then whispers into the teacher's ear. You could explain that Felix doesn't have a cold any more but is still homesick. You could now ask the children to think about how to cure homesickness when they go home. Then he could say: At least he hasn't got a cold any more. *Wunderbar!*





- Sing the *Auf Wiedersehen* song:

*Tschüss Felix. Tschüss Franzi.  
Tschüss Freunde.  
Auf Wiedersehen. Bis bald.*

## Lesson 2.2: Homesick

Story: Felix is not feeling ill anymore, but he is still a little homesick. The children can cheer him up by singing a song.

### Let's learn!

- Learn to sing the *Wie geht's?* song
- Talk about homesickness
- Add an extra verse to the song to express how you are feeling
- Learn how to conduct a short conversation with a friend in German

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Notebook presentation of different feelings
- Flashcards\* of pictures showing feelings

### Let's begin!

- Ask the children how they think Felix will be feeling today. Ask them whether they have any suggestions for helping with homesickness. If not suggested by the children, you could add that singing is a very good treatment. Then sing the *Hallo* song really enthusiastically to put Felix in a good mood.
- Sing the *Hallo* song.
- Felix and Franzi appear and ask the teacher *Wie geht's?* You respond saying *Wunderbar*. Felix and Franzi are asked the same question. Franzi and Felix both respond *Wunderbar!* You ask Felix whether he is still homesick and Felix can shake his head and say: *Nur noch ein bisschen, das Lied war so gut. Danke!* (Only a bit. The song was so good. Thanks.) Franzi asks individual children the question *Wie geht's?* You could prompt the children by doing an action for one of the responses.

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### Let's do it!

- Display the Notebook presentation and partly cover up the pictures. Ask the children *Wie geht's?* for each slide and they guess the response which is partly or totally covered up. You reply with *Ja, richtig!* (Yes, correct) *Nein, falsch!* (No, wrong) or *fast!* (almost)
- Ask the children to stand up (*Aufstehen, bitte!*) Play the *Wie geht's?* song and ask them to move around the room like one of their favourite animals. When the music stops they should turn to the nearest child and ask and answer the question *Wie geht's?*
- Ask the children to sit down forming a circle. You sit in the middle with Felix and Franzi. Play the song again and the children should point to the puppet they are singing to. Now ask for a volunteer to sit in the middle. The children should have a go at singing the song to him/her including the name, e.g. *Hallo Emma, wie geht's? Hallo Emma, wie geht's?* The volunteer could then give a response or do an action which could be built into the song, e.g. *Es geht mir schlecht, Es geht mir schlecht. Danke, es geht mir schlecht!*
- Now ask for more volunteers to take it in turns to be in the middle of the circle. The children could clap as they sing the song. The child in the middle could even do a dance to express how he/she is feeling.

### Let's summarise!

- Ask children to turn to a partner and make up a short dialogue by firstly greeting each other and then asking each other the question: *Wie geht's?* After each responded, they say goodbye in German *Tschüss*. Felix and Franzi should do an example. Give the children a few minutes to practise.
- Ask for volunteers to come up to the front to perform their short dialogue.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Greet children in the morning in German and ask them how they are at different points of the day to reinforce the new language.
- Ask the children to try out the greetings with members of their family, as well as teaching them how to ask others and tell others how they are feeling.
- All of this language could be used on a daily basis in class rather than being confined to the German lesson.
- Add to the display board by using the flashcards of the notebook pictures about feelings including the phrases.





### Let's have even more fun!

- Teacher prepares different faces on lollipop sticks (smiley face, straight face, sad face) and hands them out. Teacher or child says: *Wie geht's?* Children hold up appropriate stick and respond in German.

Note: You could additionally use the DVD: Early Start German, by Early Start Languages: Unit 3 at this point.

## Chapter 3: Visitors from Germany

(3 lessons)

Story: Felix's friends from *Zoo Berlin* are coming over to visit him. Felix is happy.

### What is the chapter about?

- German words for some animals
- How to talk about more than one animal
- Finding out that some German animal noises are different to English ones
- Some words to describe the animals and how they move
- Learning the German version of 'Old Macdonald had a Farm'\*

### The words needed:

<i>Wer ist das?</i>	Who's that?
<i>Das ist der/die/das ....</i>	That's ...
<i>viele</i>	lots of
<i>die Kuh macht .... (Pl. Kühe)</i>	The cow goes: muh muh
<i>der Hund (Pl. Hunde)</i>	the dog: <i>wau wau</i>
<i>die Katze (Pl. Katzen)</i>	the cat: <i>miau miau</i>
<i>die Biene (Pl. Bienen)</i>	the bee: summ, summ
<i>das Krokodil (Pl. Krokodile)</i>	crocodile: <i>schnapp, schnapp</i>
<i>das Pferd (Pl. Pferde)</i>	the horse: <i>hü-ü-ü</i>
<i>der Elefant (Pl. Elefanten)</i>	the elephant: <i>töröh, töröh</i>

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<i>das Schaf (Pl. Schafe)</i>	the sheep: <i>mäh, mäh</i>
<i>das Schwein (Pl. Schweine)</i>	the pig: <i>grunz grunz</i>
<i>der Hahn (Pl. Hähne)</i>	the cockerel: <i>kikeriki</i>
<i>laut</i>	loud/loudly
<i>leise</i>	soft/softly
<i>schnell</i>	fast/fast
<i>langsam</i>	slow/slowly
<i>tanzen</i>	to dance
<i>Stop!</i>	Stop!

### **Some more words you might like:**

<i>die Eule (Pl. Eulen)</i>	the owl: <i>uhuu</i>
<i>die Henne (Pl. Hennen)</i>	the hen: <i>gak gak</i>
<i>die Ziege (Pl. Ziegen)</i>	the goat: <i>määh määh</i>
<i>der Esel (Pl. Esel)</i>	the donkey: <i>iaah iaah</i>
<i>das Küken (Pl. Küken)</i>	the chick: <i>piep piep</i>
<i>die Giraffe (Pl. Giraffen)</i>	the giraffe
<i>der Löwe (Pl. Löwen)</i>	the lion
<i>die Maus (Pl. Mäuse)</i>	the mouse: <i>pieps pieps</i>
<i>der Vogel (Pl. Vögel)</i>	the bird: <i>tswit tswit</i>
<i>groß</i>	tall
<i>klein</i>	short
<i>hier</i>	here
<i>da</i>	there
<i>überall</i>	everywhere

### **Lesson 3.1: A postcard**

Story: A postcard from *Zoo Berlin* arrives. Felix and Franzi tell the children about their friends and that they will come and visit them.







### Let's learn!

- Learn to name some animals in German
- Learn that the noises they make are different to animal noises in English

Note: (Please note that the vocabulary given is more than you will need. But if children ask for specific animals, you have a few more examples.)

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Flashcards of animals\*
- Animal cuddly toys/puppets and cut outs mounted onto cardboard and sticks
- Postcard from *Zoo Berlin*

Note: *Zoo Berlin's* website provides the real opportunity to send e-postcards.

 <p><b>Hallo Felix,</b></p> <p><b>wir kommen am Sonntag zu dir.</b> <b>Wir vermissen dich.</b></p> <p><b>Viele Grüße</b> <b>Deine Freunde</b></p> <p><b>aus dem Zoo Berlin</b></p>	 <p><b>Felix Frosch</b></p> <p>.....</p> <p><b>Letterbox 4</b></p> <p>.....</p> <p><b>RX5 3AF</b></p> <p>.....</p> <p><b>UK</b></p> <p>.....</p>
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### Let's begin!

- Sing the greeting song and take Felix and Franzi out of the dwelling.
- Felix is very excited as he has just received a postcard from his friends at *Zoo Berlin*, who are coming to visit. (This has of course been posted through the letterbox.)

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- Felix tells Franzi that he would like the children to learn the names of some animals in preparation for the visit. Franzi asks the children if they would like to do that and they should answer with *Ja!*
- Explain to the children that some German animals make different noises to the noises animals make in England.

Note: There are websites with animal noises from different countries.

### Let's do it!

- Felix produces some flashcards with animal pictures on but hides the pictures from the children by turning the cards to face him.
- He tells the children that he will make the relevant animal noise for the children to guess the animal. Franzi gives out the card to the child who guesses it correctly after asking the children to repeat the word first. He/she then goes to the front of the class to stick the picture on the board.
- Play 'Clap if true' with the words hanging up. Felix points to a card and names an animal or makes an animal noise. If his word or noise matches the card, the children either clap, or stand up. You could play this competitively, awarding a point to Franzi if the children clap or stand up at the wrong time.
- Stick the animal flashcards in different areas of the room. If you have soft toys of the animals they could be placed around the room. Play some music and prepare the children to move around the room doing the action of their favourite animal. When the music stops the teacher should call out an animal or do an animal noise. The children should then go to where the card is. When all the children are at the correct card, everyone should go into the centre of the room again and continue to dance.

### Let's summarise!

- Play 'Splat!' Stick the flashcards on the board again. Divide the class into two teams and ask a representative from each team to come to the board. Felix or Franzi say a word or animal sound and the first person to touch the corresponding card wins a point for their team.
- Explain that now that they know a bit about German animals, they will get a visit from some of Franzi's and Felix's friends next lesson, but they will have to wait and see who will come.
- Sing the *Auf Wiedersehen* song.





## Lesson 3.2: Friends from *Zoo Berlin*

Story: Felix's and Franzi's friends come to visit them. They sing and play together. Felix is not homesick any more.

### Let's learn!

- Learn to sing a German song based on Old Macdonald about Felix's and Franzi's friends at *Zoo Berlin*
- Learn how to talk about more than one animal in German
- Recap some of the vocabulary from former lessons

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Flashcards of animals\*
- Animal cuddly toys/puppets

### Let's begin!

- Put a box or bag in front of you and tell the children that there are some surprise visitors in there.
- Sing the *Hallo* song
- Felix tells the children that his friends are still sleeping after their journey from Berlin. Not all of his friends could make it this time, but he would like the children to guess who is in the box.
- Franzi would like the children to learn a German song about his animal friends and the noises they make.

### Let's do it!

- Slowly reveal an animal showing only the tip of the ear, tail or paw at first.
- The children may need a bit of help to recall the animals from last lesson, so the teacher could mouth the word or start saying it to help them. The first child to say the correct name gets a cuddle from the toy/puppet.
- Encourage the children to greet the toys in German or by giving the German animal noise! When you run out of stuffed toys and puppets, Felix can say that these are the only friends coming to see him this time. The rest of the animals could be represented by cards hidden in the box.

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- Once the animals have been introduced, they could all be lined up and a new version of the opening song could be sung to welcome all the animals.

*Hallo Katze. Hallo Hund.*

*Hallo. Guten Morgen.*

*Hallo. Guten Tag.*

- This could then be repeated for the other animals too. Names could be given to some of the stuffed toys and these can be put into the song, e.g. *Hans Hund, Katja Katze* etc. The children are encouraged to ask the animals how they are.
- Ask for a volunteer to be the zoo keeper and wear the zoo keeper's hat for the German version of Old Macdonald had a farm, but this time about a zoo keeper from Berlin. Then divide the class up into groups to be the various animals. They should then practise doing the German animal noises ready for the song.
- Display the lyrics to the song\* and then teach the phrases – *Hia, hia, ho, hier, da und überall* (here, there and everywhere) to finish off. An action could accompany these so they stick in their heads.

Note: Bring the plurals of the animals to the children's attention. Some of them may have noticed already.

- Now play the song and encourage the group with the appropriate animal to stand up and do their animal actions and noises when it is their turn in the song. The rest of the class could join in, but without the animal actions.
- The children could take it in turns to be the zoo keeper.

### **Let's summarise!**

- Ask for a volunteer to come up to the front and select an animal flashcard, but not to show it to the rest of the class. The child mimes the animal on the card and the children have to guess it. They could also do an animal noise for the others to guess.
- Let one of Felix's friends ask him how he is. Felix says: *Super, wunderbar*. You say: It looks like Felix is not homesick any more. Felix asks his friends how they are. They would say: *Gut, OK, wunderbar*. One of them could yawn. You could say that everyone can see that they still need a bit more sleep.
- Sing the *Auf Wiedersehen* song.





### Lesson 3.3: Dancing with the animals

Story: Felix's friends would like to teach the children their favourite game, as they love dancing.

#### Let's learn!

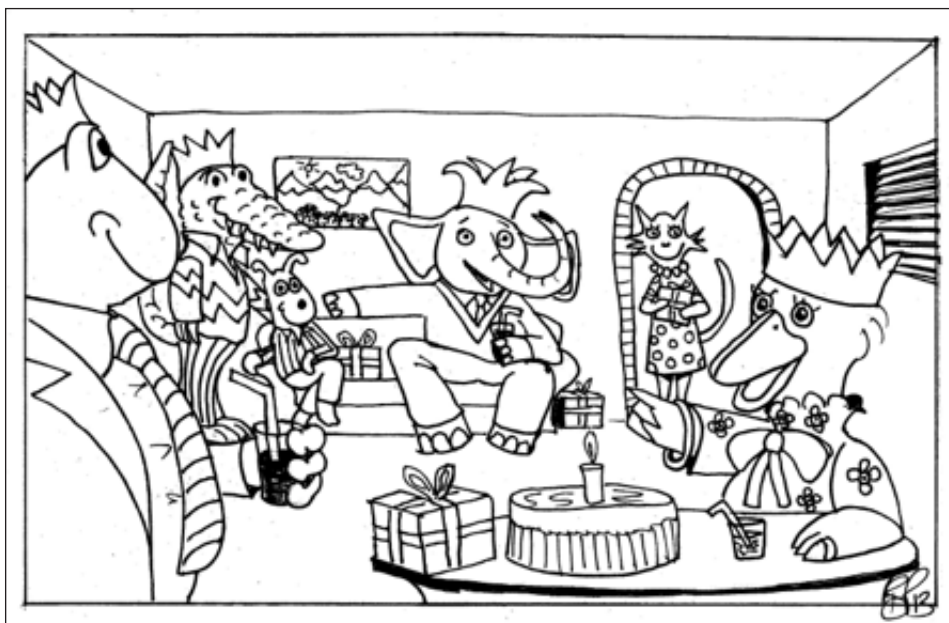
- Learn words to describe animals and how they move
- Try doing the Animal Bop
- Notice that animals make different noises in different languages

#### Let's get ready!

- Animal cuddly toys/puppets
- Flashcards of animals
- Puppets and letterbox dwelling
- Audio files
- Flashcards to show four new words

#### Let's begin!

- Sing the *Hallo* song
- Franzi tells the children that Felix's and Franzi's friends are leaving to go back to *Zoo Berlin* today, so they would like to have a celebration to see them off on their journey. She tells the children that all the animals like to dance, but in different ways and at different speeds. The children will learn some words to describe how the animals move.



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### Let's do it!

- Franzi sticks up the cards around the room with images which relate to the sounds and movements animals make (loud, soft, fast and slow), as well as the verb *tanzen* (to dance) and the instruction *Stop!* which will be needed later in the lesson.
- You say a word and then ask the children to point to the correct image (To aid the children with their guesses, you should use the words: "loud", "loudly", "quiet", "quietly" etc.) The children enjoy this game if the same word or sound is repeated in succession.
- The children should then get on their feet and do the action which corresponds to the word you call out. A game of 'Simon Says' or '*Hans sagt*' could then be played in which if you ask the children to do an action and he or she says: *Hans sagt*, they do it. If they start to do an action when Hans doesn't say so, they are out. The winners are the last few children to remain 'in'.

### Let's summarise!

- Play 'Follow the leader' to music. The children should form a circle and move around dancing and following the leader, who will determine how the children will move by taking one of the cards still displayed in the room and saying *Schnell tanzen!* (dance fast or *Laut tanzen!* (dance loudly) according to the card chosen. When the leader calls out *Stop!* the music should stop and the children should freeze in an animal pose. The best statue could take over the role of the leader after telling the others what animal he/she is.

Note: The children could discuss in English which animals move around quietly, loudly, slowly or fast and could do an example of the movements to show the other children. At this point you may want to give the names of other animals listed in the extra vocabulary.

- Intermittently you could ask different children to say the name of the animal they are imitating.
- Ask the children to sit down again and play the game 'What am I thinking of?' Ask for a volunteer to come to the front and think of one of the words from today. The children are allowed two guesses to find out what it is.
- Let the children play by pretending to be one of the animals and let them use one of the hand puppets.
- At the end of the game, let the children know that it is time for the animals to say Goodbye. They had a good time with all of them and their friends but have to go back to the *Berlin Zoo*.
- Sing the *Auf Wiedersehen* song.





### Let's show others!

- Perform the *Onkel Fritz* song with the German animal noises in an assembly.
- Make animal masks (which could also be used for the 'Follow the leader activity') and display them with the German animal names and adjectives.

### Let's have even more fun!

- There are many German songs about animals with lyrics and music available on the Internet to share with the children. A very accessible one is one about a bee humming, 'Summ, summ, summ' for which the children could just join in with the line *Summ, summ, summ, Bienchen summ herum*. (Buzz, buzz, buzz, little bee buzz around)\*
- The children could undertake some individual research into *Zoo Berlin* or other German zoos.
- They could make flashcards for a display with the names of the animals or play a memory game: Find the pairs that match! (picture-word of animal or picture-animal noise)
- The DVD: *Early Start German*, by Early Start Languages: Unit 14 offers additional exercises.
- On the CD with book: Martina Schwartz, 'Hallo, hallo! Learn more German with songs', Goethe-Institut, London you can find more animal songs, e.g. *Tier-Tango*.





## Chapter 4: The painting

(3 lessons)

Story: Felix and Franzi are decorating their room and discuss colours. They have drawn a picture of their friends' visit but only in black and white. They would like to hang the picture up in their room. The class helps to colour the picture in and the picture becomes a painting.

### What is the chapter about?

- Learn the names of the colours in German and the phrases:  
*Welche Farbe ist / hat...* (What colour is/ has... )  
*Meine Lieblingsfarbe ist.....* (My favourite colour is... )
- (in some cases) Learn the plurals: *Meine Lieblingsfarben sind....*
- Learn the colours of the British and the German flag\*
- Recognise the flags amongst others
- Learn the countries in which German is spoken

### The words needed:

<i>blau</i>	blue
<i>rot</i>	red
<i>grün</i>	green
<i>schwarz</i>	black
<i>grau</i>	grey
<i>rosa</i>	pink
<i>gelb</i>	yellow
<i>lila</i>	purple
<i>weiß</i>	white
<i>gold</i>	gold(en)
<i>bunt</i>	multicoloured
<i>braun</i>	brown
<i>der Regenbogen</i>	rainbow







### Some more words you might need:

<i>dunkel / hell</i>	dark / light
<i>und</i>	and
<i>Ja</i>	yes
<i>Nein</i>	no
<i>Meine Lieblingsfarbe ist...</i> My favourite colour is...	
<i>Meine Lieblingsfarben sind:</i> My favourite colours are....	
<i>Deutschland</i>	Germany
<i>Österreich</i>	Austria
<i>die Schweiz</i>	Switzerland
<i>Liechtenstein</i>	Liechtenstein
<i>Luxemburg</i>	Luxemburg
(other relevant countries possible)	

### Lesson 4.1: Decorating rooms

Story: Felix and Franzi are making a colour display to decorate their room and discuss the colours they could include. They talk about the colours, their names, which they like and what they are going to do.

#### Let's learn!

- Learn German words for the colours and the phrases: *Das ist...! Ist das...?* (This is.... Is that...?)
- Understand that colours help memorisation

#### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Coloured card with written colour names in German\*
- Colouring sheet\*
- Coloured small cards for each child for *Farbensalat* game\*

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- Flashcards of a range of flags\* (e.g. Germany, UK, Liechtenstein, Belgium, Namibia, South Africa, Luxemburg, Italy, France, Austria, Switzerland, France, Poland, Brazil – all countries in which German is spoken as a main language or significant groups of German speakers can be found).
- Possible extra: global map

### Let's begin!

- Felix and Franzi appear and sing the *Hallo* song.
- Felix and Franzi then show a bag / folder with coloured sheets or cards.
- Felix and Franzi talk about their idea of a colour decoration for their room to generate interest and enthusiasm.
- Felix and Franzi then say or sing the colours whilst showing coloured cards, or pieces of fabric. The words should be displayed on the cards. The animals can use a variety of voices to keep the children's attention.
- The children repeat, individually or in groups.

### Let's do it!

- You then use a range of teaching activities to reinforce and consolidate, e.g. 'Repeat after me', 'Using different voices', 'Repeat if it's true'. Then Felix or Franzi hold up a blue card and ask: *Ist das schwarz?* (Is it black?) They try to catch the class out.
- The children play *Lippenlesen* (read my lips as the word is mouthed).
- The class plays *Farbensalat*. (The children form a circle. Each child has a small piece of coloured card. Felix, Franzi or the teacher call out two, or maybe three colours, and the children have to change places. When *Farbensalat!* is called, all the children change places.)
- *Raten (Guess)*. Felix or Franzi (you) hold a colour card with its back to the class. The children have to guess what colour it is. The children are encouraged to ask using sentences.
- Sing the colours to the tune of *Bruder Jakob*, e.g.

*Blau blau blau blau,  
Rot rot rot rot,  
Weiß weiß weiß...*



- Then you ask the children what they guess what colours Felix and Franzi might choose for their dwelling. You say that they will find it out in the next lesson.





### Let's summarise!

- The lesson ends with an open discussion about what the children have enjoyed, and where they see any similarities and differences with English and German names for colours.
- Sing the *Auf Wiedersehen* song with the children.

### Lesson 4.2: Favourite colours

Story: Franzi and Felix talk about their favourite colours. Franzi says that colours help her remember certain things. They look at the picture\* from their friends' visit and remember what the colours of clothes and cake and presents were like. They colour the picture in and conclude: Now it is a painting.

### Let's learn!

- Recap the colours
- Learn to name their favourite colour
- Understand that actions or items stay in your memory best in combination with a colour or symbol.

### Let's get ready!

- Audio files
- Puppets and colour flashcards
- *Farben* sheet\* to colour in



### Let's do it!

- Felix and Franzi appear and sing the *Hallo* song, recap with children what the song means.
- Felix and Franzi ask the children if they can remember the names of some colours.
- They then give the children the challenge to sing the colour song and to help with their colour display for the classroom.
- You then remind the children of the activity done in the last lesson, and recap the colours (some colours such as *gelb* might require additional work). The class could then play *Zeigt mir*: Felix, you or Franzi ask the children to show them something in the given colour, either by holding it up, or pointing, e.g. *Zeigt mir etwas, das blau ist*. And the children point or hold something up such as small plastic bricks.

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- Show the colours, and ask the children to see if they can name them for Felix and Franzi.
- Encourage the children to use a sentence, e.g.: *Das ist Schwarz.*

Note: Colours are written with a capital letter in German when they are used as a noun, e.g. *Das Hellblau von diesem Auto ist besonders schön.* (The light blue of this car is really nice.) *Die Farbe Grün ist meine Lieblingsfarbe.* (The colour green is my favourite colour.) When you say: *Das Haus ist weiß.* (The house is white.), you use the colour as an adjective and therefore it is not written with a capital letter.

- Introduce and sing the colour song to the tune of: I can sing a rainbow... (lyrics below)

<i>Rot und Gelb und Blau und Grün</i>	(Red and yellow and blue and green)
<i>Grau und Rosa und Schwarz</i>	(Grey and pink and black)
<i>Braun, Orange und Lila</i>	(Brown, orange and violet)
<i>Das sind Farben.</i>	(These are colours.)
<i>Und sie sind so schön!</i>	(And they are really nice!)

- Felix and Franzi introduce the phrase *Meine Lieblingsfarbe ist...* and explain the meaning by showing their favourite colours, and emphasising meaning by intonation.
- Music could be played and children pass a ball, and when the music stops, the child will be encouraged to say: *Meine Lieblingsfarbe ist ...*
- Franzi explains that she can remember situations and things better in connection with their colour.

### Let's summarise!

- Franzi looks at the picture/sketch she painted from Felix's friends' visit and talks to Felix about what everyone was wearing. The class is asked to help them. They start colouring the picture.
- The children then settle to a colouring activity with the worksheet themselves. This can be used as a display.
- Extension: some children might ask for *dunkel* (dark) or *hell* (light)
- Some children will have more than one favourite. Felix and Franzi or the teacher can introduce: *Meine Lieblingsfarben sind ... und...*
- The children share their coloured pictures with the class and explain what they remember from the visit. Felix and Franzi sing a song with the children.





### Lesson 4.3: German-speaking countries and their flags

Story: Felix and Franzi appear and speak about flags and their colours. They discuss German as a global language and show the flags and locate countries on a map or globe. They also locate their own dwelling on the map.

#### Let's learn

- Revisit the colours, in the context of flags and their colours
- Learn how to locate countries and their hometown on a map

#### Let's get ready

- Flashcards of a range of flags\* (for example Germany, UK, Austria, Liechtenstein, Belgium, Namibia, South Africa, Luxemburg, Italy, France, Switzerland, France, Poland, Brazil – all countries in which German is spoken as a main language or significant groups of German speakers can be found)

Note: Don't use ALL these countries. Just pick some.

- Colour cards
- Possible extra: global map

#### Let's begin

- Felix and Franzi speak about travel and languages. They say where they have been or would like to go. They mention a number of landmarks or places of interest. They highlight where German is spoken.

Note: Another possibility to start: Felix and Franzi appear from their dwelling with different flags. They ask the children if they know what this is? Which countries' flags are they? What do all these countries have in common? (They speak German.)

#### Let's do it

- Felix and Franzi show the flag cards and recap the colours with the children. Phrases used could be: *Hier ist die deutsche Flagge. Die Flagge ist schwarz, rot und gold.* Children repeat the colours.
- A range of enjoyable games could be played, such as: *Lippenlesen, Zeigt mir, Was ist hinter meinem Kopf?* (You hide a flag behind the head of a child and the child has to guess: *Ist es Deutschland?* To which the class will chorus: *Ja* or *Nein.*)

#### Let's summarise!

- You prepare printed uncoloured flags with a key for the children to colour them in. (*Wir malen Flaggen.*)

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### Let's show others!

- The children show what they have learned. They create a colourful display consisting of:
  - Colour worksheets and flags with words
  - Brief information from research into aspects of German-speaking countries
  - Photo montage showing children with speech bubbles saying their
  - favourite colours created with ICT
- The children organise a quiz for the whole school with flags. The other pupils have to find out where the flag is from. There could be some prizes.

### Let's have even more fun!

- The children could be given the task of some individual research into aspects of Germany.
- You can use the CD with book: Martina Schwartz, 'Hallo, hallo! Learn more German with songs', Goethe-Institut, London (songs: *Wie spricht man in...?* and *Ich reise durch die Welt*) These songs are ideal for a language assembly.

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## Chapter 5: Fruit Salad

Story: Felix and Franzi bring in a shopping bag with fruit inside. They say that fruit is healthy and they want to decide which fruit to use in a fruit salad. When they make the fruit salad, the children can join in and eat with them.

### What is the chapter about?

- Some German words for fruit
- Short talk about healthy eating
- Riddles and how to guess what it is in German
- How to make a fruit salad
- A song about fruit: *Ich habe eine Banane ...*
- How to say 'thank you' and what you like
- Some German tongue twisters\*





### The words needed:

<i>die Orange</i>	orange
<i>die Banane</i>	banana
<i>der Apfel</i>	apple
<i>die Birne</i>	pear
<i>die Ananas</i>	pineapple
<i>Danke.</i>	Thank you.
<i>Bitte.</i>	You are welcome. / Please.
<i>Magst du...?</i>	Would you like...?
<i>Ich mag...</i>	I like...
<i>der Obstsalat</i>	fruit salad
<i>Was ist das?</i>	What is it?
<i>Was haben wir gekauft?</i>	What did we buy?
<i>Augen zu!</i>	Close your eyes!
<i>Augen auf!</i>	Open your eyes!
<i>oben</i>	on top/above
<i>unten</i>	at the bottom/below

### Some more words you might like:

<i>die Zitrone</i>	lemon
<i>die Pflaume</i>	plum
<i>die Erdbeere</i>	strawberry
<i>gesund/ungesund</i>	healthy/unhealthy

## Lesson 5.1: A bag of shopping

Story: Felix and Franzi bring in a shopping bag with the fruit inside. The children guess what Franzi and Felix want to make.

### Let's learn!

- Learn German words for fruit

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- Talk about healthy eating
- Revisit: *Das ist...! Ist das...? Was ist das?* (Chapter 4)

### Let's get ready!

- Puppets and letterbox dwelling
- Shopping bag with fruit inside (apple, orange, banana, pineapple, pear)
- Flash cards topic: Fruit\*

### Let's begin!

- Sing the *Hallo* song.
- Let Felix and Franzi appear with a shopping bag. You can look into the bag and say that it looks like something really healthy. The children take the fruit out and guess what Franzi and Felix want to make: *Obstsalat* (fruit salad). The children repeat the word *Obstsalat*.
- You hold up a piece of fruit and say the word in a funny voice (like a granddad, like a baby, like a posh lady). The children echo.

### Let's do it!

- Pass the fruit around. Each child that has got the piece of fruit has to hold it up and say the word.
- Revisit: *Das ist...! Ist das...? Add: Was ist das?* (unit 2) Hold up an apple and ask: *Das ist der Apfel! Ist das der Apfel?* The children say: *Ja!* Hold up a pear and ask: *Ist das der Apfel?* The children say: *Nein! Die Birne!* Hold up some pieces of fruit and say: *Was ist das?*
- *Eckenspiel* (corner game): Put a piece of fruit in each corner of the room. At an agreed signal (clap, end of a song) the children have to stand still and listen. You say a word for a piece of fruit and the children walk into that corner. Another possibility is that the children stay standing and just point to the appropriate corner. (Please see below under 'Even more fun!' for more possibilities of playing the *Eckenspiel*.)
- *Reihenfolge merken* (remember the order): Put three pieces of fruit in any order. Ask the children to remember the order by taking a photograph in their mind. Say: '*Augen zu!*' (Close your eyes!) and mix the fruit. Say '*Augen auf!*' (Open your eyes!) and the children have to tell the right order of the pieces of fruit. You can extend to four pieces of fruit.







### Let's summarise!

- Felix asks the children: *Was haben wir gekauft?* (What did we buy?) The children say which fruit it is and put it back into the shopping bag.
- Everyone repeats all the words for all five pieces of fruit again.
- Felix and Franzi say that they have to prepare to make the fruit salad and that they will be back soon.
- Sing the *Auf Wiedersehen* song.

### Lesson 5.2: A riddle

Story: Felix and Franzi pose the children a riddle.

#### Let's learn!

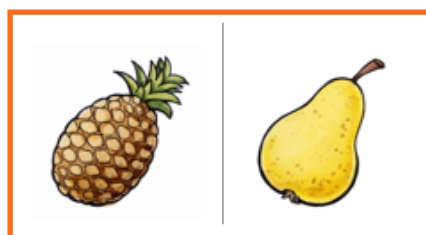
- Practise German words for fruit
- Recap colours
- Sing song about fruit and colours

#### Let's get ready!

- Puppets and letterbox dwelling
- A red, a yellow and a green apple or flashcards of them
- Fruit or flashcards of apple, banana, orange, pear and pineapple
- Audio files

#### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi ask the children a riddle: *Was ist rot oder gelb oder grün?* (What is red or yellow or green?) Felix and Franzi have to leave and can't wait for the answer but promise to come back at the end of the lesson to see whether the children found the answer to the riddle.
- Recap that Felix and Franzi went shopping to buy fruit. The children say the words for the fruit in German. You hold up pieces of fruit or flashcards accordingly.



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## Let's do it!

- You ask the children *Welche Farbe hat der Apfel?* (What colour is this apple?) The children recap colours. Do so with all the different pieces of fruit. Sing the colour song from chapter 4.

Note: In German "What colour has the apple?" is used.

- Ask: *Ist die Birne blau?* (Is this pear blue?) The children answer: *Nein, die Birne ist grün.* (No, the pear is green.)
- Play a game: You or a child can say a sentence like *Die Banane ist gelb.* (The banana is yellow.) Is the sentence true, then the children have to stand up. Is it false, they stay seated.
- Introduce the song about fruit and colours: (use CD, audio or video files)\*

*Ich habe eine Banane und die Banane ist gelb.  
Die ist oben gelb, die ist unten gelb,  
die ist oben unten gelb, gelb, gelb.  
Ich habe eine Banane und die Banane ist gelb.*

(I have a banana and the banana is yellow.  
It is yellow at the top, it is yellow at the bottom.  
It is yellow, yellow, yellow at the top and at the bottom.  
I have a banana and the banana is yellow.)



- Replace the name of the fruit and the colour according to the fruit you are singing about. Always hold up the fruit or flashcard to visualise. Point to the top or bottom of the fruit while singing.
- The song can be sung in different ways: the boys could sing the fruit, and the girls the colour while everybody sings the other words.

## Let's summarise!

- Get back to the riddle. Recap the riddle: *Was ist rot oder gelb oder grün?* The children guess. The answer is: *der Apfel*. The teacher shows either three apples (one red, one yellow, one green) or three flashcards.
- Felix and Franzi appear and the children tell them the answer to the riddle.
- Sing the *Auf Wiedersehen* song.





## Lesson 5.3: Making a Fruit Salad

Story: Franzi and Felix have prepared everything and make a fruit salad. They share it with the children. They hear from the teacher why fruit salad is very healthy.

### Let's learn!

- Learn how to make a fruit salad
- Learn how to say 'thank you' and 'you are welcome' in German

### Let's get ready!

- Puppets and letterbox dwelling
- For the fruit salad: fruit already cut into pieces on separate plates, bowl, ladle, bowls for children, spoons for children
- Camera to take pictures of the children making and eating the fruit salad
- Worksheet\* (only one copy if all do it together or enough for each child (if set as an individual task))

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear holding a ladle and a bowl. They say: *Wir machen einen Obstsalat!* (We are making a fruit salad.) They ask the children if they would like to help them.
- Teacher could discuss with the children what you need to make a fruit salad and how to make it and why it is healthy (in English).
- Recap the names of the fruit they need.

### Let's do it!

- Put the cut fruit on plates in front of the children. Ask: *Was ist das?* and point to a plate. The children say the name of the fruit and they put the fruit in the bowl. All children repeat the words. You say *Danke*.
- One child is allowed to mix the fruit in the bowl using the ladle. You say *Danke*. Franzi and Felix say *Danke*, too.
- Once all the fruit is in the bowl and mixed, the teacher asks again: *Was ist im Obstsalat?* (What is in the fruit salad?) The children repeat the words for the fruit again.
- You can serve the fruit salad to the children encouraging them to say: *Danke*. while you answer: *Bitte*. (You are welcome.)

Note: You need to check for allergies first!

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- Once everybody is served, all eat at the same time. All could say *Guten Appetit! (Enjoy your food!)* Felix and Franzi also pretend to eat. Take photos of the children making and eating the fruit salad.

### Let's summarise!

- Felix and Franzi praise the children for making the fruit salad. They want to write to their friends at *Zoo Berlin* about how to make *Obstsalat*. Together with the children they fill in the worksheet/postcard which they pretend to send to Berlin. (The worksheet can also be set as an individual task if there is time. It could also be done as an e-postcard which the website of *Zoo Berlin* provides.)
- Sing the *Auf Wiedersehen* song.

## Lesson 5.4: What do you like?

Story: Felix and Franzi argue what fruit to put into the next fruit salad. The children help them decide.

### Let's learn!

- Recap the German words for fruit
- Learn how to say what you like or dislike
- Learn German tongue twisters

### Let's get ready!

- Puppets and letterbox dwelling
- Fruit or flashcards of apple, banana, orange, pear and pineapple
- For the *Obstsalat* game: small cards with one fruit on each. Make sure you have one card for each child and they are roughly of the same quantity.

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear arguing: *Ich mag Bananen!* (I like bananas!) *Ich mag Ananas!* (I like pineapples!) They explain to the children that they want to make another fruit salad and that they can't decide what to put in it.
- Felix introduces: *Magst du...? Ich mag... Magst du die Ananas/die Banane/die Orange/die Birne/den Apfel?* Children say: *Ja!* or *Nein!*





Note: In the accusative the male article *der* (*der Apfel*) changes to *den* (*Magst du den Apfel?*). Use it correctly but don't explain it to the children. This would be too advanced. Correct the children only by saying it correctly yourself again. You will find some explanation to the accusative and the usage of grammatical cases in the appendix.\*

### Let's do it!

- Put the fruit or flashcards in the middle and ask: *Was magst du?* The children answer by saying: *Ich mag ...* and hold up the appropriate card or fruit.
- Play the *Obstsalat* game: All stand in a circle. Each child receives a small card with a picture of a fruit. One child calls out (if necessary with the help of the teacher) *Ich mag Ananas*. All children who have *Ananas* on their card have to swap places. And so on. If the child says: *Ich mag Obstsalat*, all children have to swap places.
- Teach the children some tongue twisters. (You can introduce some names as typical German first names here. More in the appendix.\*)

*Annette mag Ananas, Ananas mag Annette. (mag – likes)*

*Bernd mag Bananen, Bananen mag Bernd.*

*Oskar mag Orangen, Orangen mag Oskar.*

*Bettina mag Birnen, Birnen mag Bettina.*

- The children can make up their own tongue twisters with names from their class.

### Let's summarise!

- Felix and Franzi come back and tell the children that they have stopped arguing. They are going to put banana AND pineapple in the fruit salad. The children can decide on one more fruit to go inside.
- The children tell Felix and Franzi their tongue twisters.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Use the photos of the children making and eating a fruit salad as a display or in your school's newsletter.
- The children could invite another class and make *Obstsalat* for them.

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## Let's have even more fun!

- Book: 'Essen kunterbunt, Leckerer für Bauch und Mund' by Rosa Löwe, ISBN 3-551-15094-x
- More possibilities for the *Eckenspiel*: Put picture cards with fruit in different corners and ask the children: *Was magst du?* or *Was magst du nicht?* The children walk in the appropriate corner and say: *Ich mag... (nicht)*. Put cards with colours or the words for colours in the corners: Ask: *Welche Farbe hat der Apfel?* The children walk to the appropriate corner.

Note: You can adapt this game and use it to revisit any vocabulary.

- The children could also make a poster in German promoting healthy eating using phrases learned. This could be with ICT.



## Chapter 6: The broken washing machine

Story: Felix's washing machine is broken. He asks the children whether they would help him do the washing.

### What is the chapter about?

- Some German words for clothes
- How to use colour words to describe clothes as an objective
- Song: 'Mein Hut, der hat drei Ecken'
- Traditional German game: 'Ich packe meinen Koffer'

### The words needed:

<i>die Hose</i>	trousers
<i>der Pullover</i>	jumper
<i>die Jacke</i>	jacket



<i>der Schal</i>	scarf
<i>das Kleid</i>	dress
<i>der Rock</i>	skirt
<i>der Hut</i>	hat
<i>die Schuhe</i>	shoes
<i>wir waschen</i>	we wash / we are washing
<i>wir bügeln</i>	we iron / we are ironing
<i>den ganzen Tag</i>	all day long
<i>Welche Farbe hat...?</i>	What colour is...?
<i>kaputt</i>	broken

### Some more words you might like:

<i>die Socken</i>	socks
<i>das T-Shirt</i>	T-shirt
<i>die Handschuhe</i>	gloves
<i>der Mantel</i>	coat
<i>die Stiefel</i>	boots
<i>das Hemd</i>	shirt
<i>die Bluse</i>	blouse
<i>der Gürtel</i>	belt
<i>das Trikot</i>	jersey
<i>eins, zwei, drei</i>	one, two, three

### Lesson 6.1. Kaputt!

Story: Felix is in his dwelling and the children hear him shout: *Kaputt, kaputt*. He comes out with a basket full of clothes. He tells the children that the washing machine is broken. He asks the children whether they would help him do the washing.

#### Let's learn!

- Learn some German words for clothes

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- Recognise *kaputt* as a German word
- Revisit: *Das ist...! Ist das...? Was ist das?* (Chapter 4)

### Let's get ready!

- Puppets and letterbox dwelling
- basket with clothes, washing line, toy iron (if possible), pegs
- photo of broken washing machine (not necessary)

### Let's begin!

- Sing the *Hallo* song.
- Felix shouts: *Kaputt, kaputt*. Let him come out with a basket full of clothes. He tells the children that his washing machine is broken. He could demonstrate *kaputt* with a stick he is breaking. He asks the children whether they would help him do the washing. You could tell the children and Felix how washing used to be in former times and that people would use their hands and a washing-board.

### Let's do it!

- Get the children ready to help with the washing. They sit in a circle on the floor; they pull their sleeves back, etc.
- You take one piece of clothing out of basket, hold it up and introduce the German word, children repeat. Now all pretend to wash it while singing:

*Wir waschen, wir waschen,  
wir waschen den ganzen  
Tag. Wir waschen, wir waschen,  
wir waschen den ganzen Tag. (We are washing all day long.)*

- Then you hang up the piece of clothing on the washing line. You keep asking: *Was ist das?* and the children say the word.
- Once all pieces of clothing are on the washing line, you take one piece of clothing off the line while the children have their eyes closed. They guess what is missing.
- Now all the washing has dried. You point to one piece of clothing and a child says the German word for it. This child then takes it off the line and pretends to iron it (using a toy iron if possible). The children sing with you:

*Wir bügeln, wir bügeln,  
wir bügeln den ganzen Tag.  
Wir bügeln, wir bügeln,  
wir bügeln den ganzen Tag. (We are ironing all day long.)*







- The children then put the clothes back in the basket.

### Let's see what you know!

- Felix says *Dankeschön* to the children.
- Franzi comes and says that Felix told her that the children had been helping with their washing. She asks: *Was habt ihr gewaschen?* (What did you wash?) The children say all the words for the pieces of clothes. (Franzi could ask them to help her with her washing if another round of practising was necessary.)
- Franzi says: *Dankeschön* to the children.
- Sing the *Auf Wiedersehen* song.

## Lesson 6.2: Packing a suitcase

Story: Franzi tells the children that she is visiting her sister for a couple of days. She cannot decide what to take. The children help her decide.

### Let's learn!

- Practise German words for clothes
- Recap colours
- Learn to play the traditional German game: '*Ich packe meinen Koffer*'

### Let's get ready!

- Puppets and letterbox dwelling
- Small suitcase
- Clothes in different colours

### Let's begin!

- Sing the *Hallo* song.
- Let Franzi come in carrying a suitcase. She tells the children that she is visiting her sister for a couple of days. She cannot decide what to take. She asks if the children can help her.
- Franzi opens her suitcase and takes out the pieces of clothes one by one asking the children: *Was ist das?* The children recap the German words.

### Let's do it!

- The clothes are spread out on the floor and it becomes evident

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that Franzi has two or three of each kind, just in a different colour. Franzi or you can ask: *Welche Farbe ist das?* The children say just the colour or a whole sentence, e.g. *Die Hose ist braun. Die Schuhe sind schwarz.*

- Franzi asks: *Ist das Kleid blau?* The children answer with *Ja* or *Nein*.
- The children help Franzi decide what goes in her suitcase. They say: *Nimm den gelben Rock.* (Take the yellow skirt.)

Note: It is not important that the children use the correct adjective endings. You can always model using the correct endings (*den blauen Rock, die blaue Hose, das blaue Kleid*).\*

- Franzi says: *Auf Wiedersehen* to the children and leaves with her suitcase.
- You ask the children what they would pack in their suitcase. Explain the game: '*Ich packe in meinen Koffer...*' (I pack in my suitcase...) The first child says: *Ich packe in meinen Koffer ...* (add a piece of clothes in German). The next child repeats that and adds another piece of clothes. Example: *Ich packe in meinen Koffer die Hose. Ich packe in meinen Koffer die Hose und das Kleid. Ich packe in meinen Koffer die Hose, das Kleid und den Pullover.* An easier version could be used leaving out the phrase *in meinen Koffer*. Some more explanations to the grammatical form of this phrase can be found in the appendix.\*

### Let's summarise!

- Felix comes in and asks the children whether Franzi has already gone and what she has taken with her. The children tell him all the pieces of clothes she put in her suitcase. Felix can say that he is glad that Franzi got everything she needs and that he will wait for her to come back.
- Sing the *Auf Wiedersehen* song.

## Lesson 6.3: The Paper Hat

Story: Felix has a special hat. It has got three corners. While he is waiting for Franzi, he sings a song.

### Let's learn!

- Sing the song '*Mein Hut, der hat drei Ecken*'
- Start to learn the first numbers
- Learn that children in Germany have no school uniform





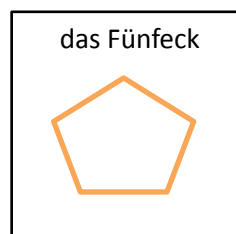
### Let's get ready!

- Puppets and letterbox dwelling
- Audio files
- A paper hat for Felix and paper (cut into the right size) for each child
- Franzi's suitcase with clothes from previous lesson
- Optional: photos of German school children\*

### Let's begin!

- Sing the *Hallo* song.
- Felix appears with a paper hat on his head singing the song: *Mein Hut, der hat drei Ecken*. He asks whether the children can guess what the song is about.
- Felix explains the words (with the help of the teacher). He says that the children could join him singing the song.

### Let's do it!



- Introduce the song (use the audio file if you wish): '*Mein Hut, der hat drei Ecken*'\* with movements for each phrase:

*Mein Hut* (point to yourself and make hat with your hands on your head),

*der hat drei Ecken* (show three fingers and straighten thumb and index finger to make a corner),

*drei Ecken* (show three fingers and straighten thumb and index finger to make a corner)

*hat mein Hut* (point to yourself and make hat with your hands on your head),

*und hätt' er nicht drei Ecken* (shake head) *drei Ecken* (show three fingers and straighten thumb and index finger to make a corner),





*dann wär' er nicht* (shake head) *mein Hut*. (point to yourself and make a hat with your hands on your head).

- Sing the song together with the children a couple of times.
- The children could now make their own paper hat. Less able pupils will need some help. Show how to make the hat step by step. Use Felix for some encouragement.
- Sing the song *Mein Hut, der hat drei Ecken* again while the children are wearing their hats.
- If you wish, you could then start leaving *mein* out and saying *hmm* instead but still do the movement. Next time leave *mein* and *Hut* out, replacing it with *hmm, hmm* and so on.
- Let Franzi come back from her visit to her sister's carrying her suitcase. She tells the children that she took exactly the right choice of clothes. Franzi opens her suitcase and takes clothes out while the children name them.
- Franzi tells the children that her sister's son does not wear a school uniform in Germany. Children just wear normal clothes to school. (You might like to show some photos of German school children.\*)

### Let's summarise!

- Franzi says *Hallo* to Felix and asks why he has a hat on his head. Felix explains that they were making paper hats and learning a song about a hat. Felix and children sing the song to Franzi wearing their hats.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

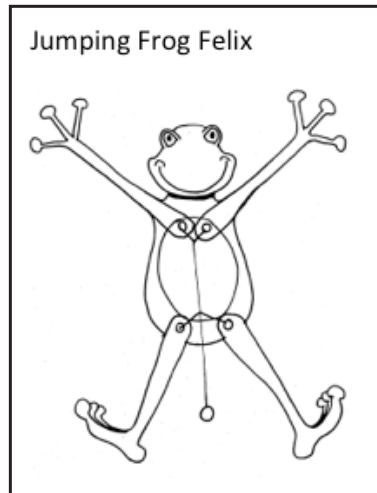
- Make a display where the children paint different pieces of clothes and label them with the German words.
- Create a word search with the children which they could give to another class to solve. The winner could be drawn and the prize could be a rock candy to make the connection with the German word for skirt: *der Rock*.
- Perform the song '*Mein Hut, der hat drei Ecken*' in assembly with possible adaptations (see below). The children could wear their hat which they could decorate beforehand.





### Let's have even more fun!

- Adapt the song 'Mein Hut, der hat drei Ecken', e.g. 'Mein Schal, der hat drei Farben' or 'Mein Kleid, das hat zwei Ärmel'
- Create a 'Jumping Frog' with the pupils.
- Perform the *Hampelmannlied*\* with the children.



## Chapter 7: Time for Breakfast!

(3 lessons)

Story: Felix and Franzi haven't got time for breakfast at home because they have overslept but their friends decide to share their food with them at school. Franzi invites them to come to the Briefkasten at the weekend to have a German breakfast.

### What is the chapter about?

- The names for a range of breakfast food and drinks
- Information about a typical German breakfast\*
- How to express your opinion about food
- A traditional German food song: *Wir haben Hunger*

### The words needed:

*Was isst du?*

What do you eat? / are you having?

*Zum Frühstück esse / trinke ich...*

For breakfast I eat / drink... / I am having...

*Ich esse / trinke gern...*

I like eating / drinking...

*Ich esse / trinke nicht gern:*

I don't like eating / drinking

*das Brot*

bread

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<i>das Brötchen</i>	bread roll
<i>die Butter</i>	butter
<i>die Wurst</i>	sausage
<i>die Marmelade</i>	jam
<i>ein Ei (zwei Eier)</i>	an egg (two eggs)
<i>der Käse</i>	cheese
<i>das Müsli</i>	muesli
<i>das Obst</i>	fruit
<i>der Toast</i>	toast
<i>die Milch</i>	milk
<i>die Schokolade</i>	chocolate
<i>und</i>	and
<i>der Saft</i>	juice
<i>das Wasser</i>	water
<i>der Tee</i>	tea
<i>der Kaffee</i>	coffee
<i>Lecker!</i>	Delicious!
<i>Schmeckt gut. / Schmeckt nicht gut.</i>	Tastes good. / Doesn't taste good.
<i>Wir haben Hunger.</i>	We are hungry.

## Lesson 7.1: Felix and Franzi are hungry

Story: Felix and Franzi have overslept. They rush to school and their friends share their food with them.

### Let's learn!

- Learn the names for a range of breakfast food and drinks
- Revisit: *Das ist... Ist das... ?* (This is... Is that... ?)
- Learn what a typical German breakfast might include





### Let's get ready!

- Flashcards\* with images of the food and drinks with images and words underneath

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi rush in. They say that they have woken up too late and you can hear Felix's tummy rumbling. The children listen to the rumble. Both have overslept. They would like to have a hearty German breakfast. But they have to rush to school. The puppets discuss what they would like to eat and drink on their way.
- The teacher holds up a card showing German breakfast items and says the words as if he likes the food very much. The children echo.

### Let's do it!

- Revisit: *Das ist... Ist das... ? Was ist das?* (unit 2)
- Hold up a card showing a bread roll and ask: *Ist das ein Brötchen?* The children say: *Ja!* using a gesture such as thumbs up.
- Hold up a card showing a milk drink and ask: *Ist das Müsli?* The children say: *Nein. Das ist Milch,* with thumbs down shown.
- Hold up some breakfast item pictures and ask: *Was ist das?* The answer could be: *Das ist Saft.*
- Pass the cards around. Play some music. When the music stops, each child that has got a breakfast card showing an item has to hold it up and say the word. Continue the game by setting up a circle on the floor with the cards. The children walk around the circle with music. When the music stops, they have to pick the nearest card and say what they have picked. Then they put the cards back in the circle and have another go.
- Play memory. The children match German words and pictures.\* They could do that in teams.

### Let's summarise!

- Felix and Franzi quiz the children to see how many breakfast foods and drinks they can remember.
- Taking account of allergies, you could do some blind tasting in class. A child has their eyes covered and is given, say a small piece of toast. Felix or Franzi asks: *Was ist das?* The child is encouraged to respond: *Das ist Toast.* and to give an opinion.

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- Franzi comes back in and tells the children that her friends shared their food with her and that she has invited them for a Sunday breakfast at the Briefkasten.

## Lesson 7.2: A German breakfast

Story: Franzi comes back and tells the children that her friends shared their food with her and that she has invited them for a Sunday breakfast at the *Briefkasten*.

### Let's learn:

- Revisit: *Das ist... Ist das... ?* This is.... Is that... ?
- Learn typical German breakfast phrases and sentences

### Let's get ready!

- Puppets and dwelling
- Flashcards with images of the food and drink\*

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear and discuss what they want to prepare for breakfast. Their friends will arrive in two hours. The puppets are on their way to the supermarket and disappear.

Example conversation:

**Felix:** *Ich esse gern Eier. Frische Brötchen mit Butter sind auch wunderbar.* (I like eating eggs. Fresh bread rolls with butter are wonderful, too.)

**Franzi:** *Ich esse am liebsten Brötchen mit Wurst und Käse. Ein bisschen Obst ist auch gut und gesund.* (Bread rolls with cold meat and cheese are my favourite breakfast items. A little bit of fruit is good and healthy, too.)

**Felix:** *Ich trinke Saft. Und du?* (I drink juice. And you?)

**Franzi:** *Ich Kaffee. Aber vielleicht möchten unsere Freunde Tee.* (Me? Coffee. But perhaps our friends would like to drink tea.)

- You hold up cards showing German breakfast items. You ask what Felix and Franzi talked about. The children try to give the right answers. You could say that he likes exactly what the puppets mentioned and repeat the items by saying: *Ich esse ... zum Frühstück. Ich trinke... zum Frühstück.*
- Now the children could be Felix or Franzi using their voices. They repeat what items the puppets are having for breakfast.







### Let's do it!

- The children are asked to pick an item they like from the words they already know (use flashcards). They have to echo all the words again so that they can pronounce them correctly in their sentences.
- Now they tell Felix or Franzi what they are having.
- Felix and Franzi then go into their dwelling and lay the table. The teacher shows a picture of a breakfast table on the whiteboard. He asks the children what they see in the picture and covers the items one after the other. When all items are covered, he asks what they can remember under this or that cover. Once the right thing is mentioned, it is uncovered until everything is visible again.
- Here the teacher could give some more information on German breakfasts.\*

### Let's summarise!

- Felix and Franzi appear and tell the children that their friends had a good time. They tell them what each of them were having. The children have to bring the flashcards into the right order.

Example:

<i>Bettinas Frühstück?</i>	<i>ein Ei, Toast mit Marmelade und Kaffee</i>
<i>Annettes Frühstück?</i>	<i>Müsli, Obst und Milch</i>
<i>Bernds Frühstück?</i>	<i>Brötchen mit Wurst und Käse, Tee</i>
<i>Oskars Frühstück?</i>	<i>Brötchen, Wurst, Eier, Saft</i>

- Finally you ask Felix and Franzi what they ate. They say: e.g.: *Wie immer. (as usual) Zum Frühstück esse ich Toast, Käse, Marmelade, ein Ei. Ich trinke Milch!*
- Sing the *Auf Wiedersehen* song.

### Lesson 7.3: Delicious!

Story: Franzi and Felix are hungry. They sing a song about feeling hungry. They tell the children what they especially like and want to know what the children like.

### Let's learn!

- Recap the breakfast vocabulary
- Express an opinion
- Sing the traditional *Ich habe Hunger* song

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### Let's get ready!

- Puppets and letterbox dwelling
- Breakfast items flashcards
- Flashcards indicating opinions with faces
- Audio files

### Let's begin!

- Felix and Franzi begin and sing the song *Wir haben Hunger\** with a loud voice. They are still in their dwelling. The teacher can say that they are hungry and that is what the song is about.
- You could either sing the *Hallo* song or leave it out this time.
- Felix and Franzi appear and say: *Wir haben Hunger*. You ask: What can they have? The children recap the breakfast words and phrases. Then you say that you think Felix and Franzi have some favourites.

### Let's do it!

- The children have to guess what Felix and Franzi like best. They name breakfast items. Felix or Franzi answers by saying: *Ja, ich esse gern .... / Nein, ich esse nicht gern... Ja, ich trinke gern ... / Nein, ich trinke nicht gern ...* (I like eating... / I don't like eating... I like drinking .../ I don't like drinking...)
- Now the children are asked what they like best: *Was isst du gern?* (What do you like eating?) They pick one item and answer: *Ich esse gern...* (I like eating...)
- Repeat the exercise by asking them what they like to drink: *Was trinkst du gern?* (What do you like to drink?) The children are encouraged to use maximum expression and gesture with their speaking to emphasise meaning, such as rubbing their tummies.
- Practise the phrases, repeating in chorus:

<i>Ich esse gern...</i>	(I like eating... )
<i>Ich esse nicht gern...</i>	(I don't like eating... )
<i>Ich trinke gern...</i>	(I like drink... )
<i>Ich trinke nicht gern...</i>	(I don't like drinking... )
- Teacher holds up an item and asks the children's opinion. They can raise a hand or stand up. Ask for example: *Wer trinkt gern Milch?* (Who likes drinking milk?) Encourage the children to respond in a full sentence, e.g. *Ich esse gern Toast*.





Note: You could use the different faces on lollipop sticks from Chapter 2.

### Let's summarise!

- You put up 4 signs saying: *Das ist lecker.* (Delicious) *Das ist nicht Lecker.* (Not delicious), *Schmeckt gut.* (Tastes good) *Schmeckt nicht gut* (Doesn't taste good). The signs are explained and the children echo the sentences. They can replace "Das" by breakfast items.
- Then Felix takes a sign saying: *Das ist nicht lecker!* and goes to one corner of the room. Franzi takes another sign saying: *Das schmeckt gut.* and goes to another corner of the room. The children stand in a circle and are given flashcards with breakfast items. They name them. Then on a sign by you, they have to run into the corner that expresses their opinion on the item they have. They go back into the circle and pass their item on to the next person. Another round begins where they start off by saying the item and their opinion on it, e.g. *Müsli? Das ist lecker/ nicht lecker/ schmeckt gut/ nicht gut.* Then they run to one of the corners again.
- Felix and Franzi go back in front of the class and ask: *Du isst gern ..., richtig? Nein? Was isst / trinkst du gern zum Frühstück?*
- The children could be recorded giving a response to the question if possible in a sentence; you could keep the recordings for inspections.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Make a display in your classroom of the breakfast foods with pictures and labels the children have made.
- Children can sing the *Hunger* song for class presentation or assembly.
- Links to Maths: The children make a survey to create a bar chart showing their favourite breakfast foods and drinks.
- You could organise a German breakfast with the help of parents.

### Let's have even more fun!

- You can share pictures from the internet showing German children having their second breakfast.\* What does the class think?
- It can be pointed out that some schools in Germany have a kiosk. The children could compare what is offered in their canteen if they have one.

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- Teach the children the *Wir haben Hunger* song. Lyrics:

*Wir haben Hunger, Hunger, Hunger,  
haben Hunger, Hunger, Hunger,  
haben Hunger, Hunger, Hunger,  
haben Durst.*

*Wo bleibt das Essen, Essen, Essen,  
bleibt das Essen, Essen, Essen,  
bleibt das Essen, Essen, Essen,  
bleibt die Wurst?*

(We are hungry, hungry, hungry, are hungry, hungry, hungry, are hungry, hungry, hungry, we are thirsty.)

Where is the food, food, food, where is the food, food, food, where is the food, food, food, where is the sausage?

Note: There is another verse that you might like to include or not:

*Wenn wir nichts kriegen, kriegen, kriegen, fress' mer Fliegen,  
Fliegen, Fliegen, fress' mer Fliegen, Fliegen, Fliegen, von der Wand.*

(If we don't get anything, get anything, get anything, we will eat flies, flies, flies, we will eat flies, flies, flies, from the wall.)

#### Frühstücken in Deutschland



**Sonntagsbrötchen**  
Andreas Hermsdorf / pixelio.de



**Frühstücksei**  
Petra Bork / pixelio.de





## Chapter 8: The Workout

(3 lessons)

Story: Felix is being silly by putting his legs up in the air and moving in funny ways. It looks painful. He is shown how to exercise with a song. Franzi paints Felix. The children help with the missing body parts. When Felix is drawing a picture, he needs help from the children, too.

### What is the chapter about?

- Name some parts of the body in German
- Sing a song about body parts which keep disappearing and reappearing
- Draw a monster
- Enjoy a workout

### The words needed:

<i>die Hände</i>	hands
<i>die Nase</i>	nose
<i>die Augen</i>	eyes
<i>die Ohren</i>	ears
<i>die Finger</i>	fingers
<i>die Arme</i>	arms
<i>die Füße</i>	feet
<i>die Knie</i>	knees
<i>der Mund</i>	mouth
<i>Der (Kopf) ist hier.</i>	It (the head) is here.
<i>Die (Hände) sind hier.</i>	They (the hands) are here.

### Some more words you might like:

<i>der Bauch</i>	belly
<i>die Schultern</i>	shoulders
<i>der Kopf</i>	head
<i>der Rücken</i>	back
<i>der Po</i>	backside

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## Lesson 8.1: Fooling around

Story: Felix likes fooling around. He hides his body parts and does funny movements. The children guess what he is hiding and have a workout, too.

### Let's learn!

- Name some body parts in German
- Recap animals
- Learn the German version of 'Simon Says'
- Enjoy a workout

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling

### Let's begin!

- Sing the *Hallo* song.
- Felix's legs appear up in the air and you ask: Where's Felix? You ask the children to sing the song again so he comes out the right way. He then appears, but with his hands behind his back today and you ask: *Wo sind deine Hände, Felix?* (Where are your hands, Felix?) *Sind sie verschwunden?* (Have they disappeared?) Then Felix hides his legs, etc.
- You explain that Felix is hiding his body parts: *Seine Körperteile*. The children should echo the new word. The teacher shows some pictures\* of animals. The children name the animals. Then they should point where the animal's body, hands, feet a.s.o. are. Because the animals are in funny positions, the children really need to think where the parts are. They can say: *Das ist die Katze/der Löwe/die Giraffe/die Maus* a.s.o. (Pointing) *Der Kopf/ Körper... ist hier/ die Hände/Füße... sind hier.*

### Let's do it!

- The children should be up on their feet. You introduce the body parts by pointing to some and shaking others (such as the arms and legs) and getting the children to repeat, making it as active as possible. Different voices could be used.
- Once they have heard the words repeated several times, play the German version of Simon Says: *Hans sagt ..*, asking the children to point or shake the relevant body part (Hans says when!) Ask the children who are out to be your spies and see who moves at the wrong time.





- The children can sing and make Felix move the way he should move so that he doesn't hurt himself.

### Let's summarise!

- Divide the class into two teams and ask two volunteers to come up to the front to represent their teams. You should name a body part and the first person to point to it on their body or shake it if its arms or legs, gets a point for their team. The volunteers could be changed at intervals.

## Lesson 8.2: A picture of Felix

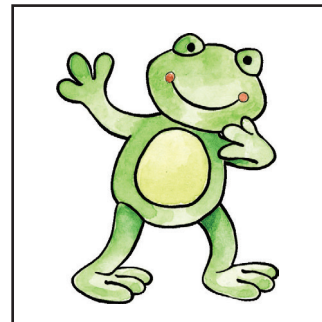
Story: Franzi draws a picture of Felix. She misses some body parts and the children help her complete the picture.

### Let's learn!

- Sing the song *Meine Hände sind verschwunden\** (My hands have disappeared) about body parts which keep disappearing and reappearing.
- Recap body parts
- Learn about "Umlaute"

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Smartboard presentation\* of body parts
- Worksheet\*



### Let's begin!

- Tell the children that Franzi has been very busy drawing a picture of Felix and that she would like to show it to them.
- Sing the *Hallo* song.
- Franzi appears first with her picture of Felix. The children should be asked what they think of the picture. They notice that some body parts are missing. This situation is used to recap the body parts. This would work best if the picture appears on the Smartboard. Franzi could add to it as the children name the body parts.

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### Let's do it!

- Give the children the instruction: *Aufstehen, bitte.* (Stand up please.) and get them to shake out different body parts. Call out: *Die Hände ausschütteln.* (Shake your hands out.), *Die Beine ausschütteln.* (Shake your legs out.), *Die Arme ausschütteln.* (Shake your arms out.).
- Tell the children that you will now play a song all about body parts disappearing. Display the words to the song on the whiteboard. Play the track and ask them to hide the body part being sung about, crouching down at the same time. Whenever they hear: *Ei da sind die (Hände) wieder.* (Ah, there they (the hands) are again.), they should leap up revealing the hidden body part and join in with *Tralalalala.* The same can be done for subsequent verses.

### Let's summarise!

- Use the Smartboard presentation with pictures of Franzi and Felix to see if the children can drag and label their body parts.
- The children label worksheet pictures of Felix and Franzi and could then draw a picture of themselves and label it in German.
- Write the word: *Körperteile* on the whiteboard. Talk about "Umlaute" as special letters in German. Give some more examples: *Hände, Tschüss, bügeln, fünf, Äpfel, schütteln, Füße, Rücken.* Practise pronunciation.

## Lesson 8.3: The Monster

Felix tries to paint a picture. As he thinks he is not good at drawing, the children help him with that. It turns out that they draw a monster.

### Let's learn!

- Learn to listen carefully to instructions in German
- Recap body parts and learn to say the names of the body parts clearly so that others can understand descriptions

### Let's get ready!

- Audio files
- Puppets and letterbox dwelling
- Mini whiteboards (if available)







### Let's begin!

- Sing the *Hallo* song.
- Let Felix appear with pen and paper. He is about to draw a picture. He is not very confident and asks for a volunteer to come up and help him. The teacher suggests using the whiteboard so that everyone can see it. Felix starts to describe what he wants to draw. His description will include several hands and feet and will look a bit like a monster when finished.

Note: The children haven't learned the numbers in German yet but Felix could show the number of hands or feet with his fingers.

### Let's do it!

- As a warm up, play the song from last lesson and get the children to do the same actions, e.g. crouching down hiding the body part until they hear: *Ei da sind (die Hände) wieder* to which they jump up and join in with *Tralalalala!*
- The children work in small groups of two or three with their mini whiteboards describing a monster for the other children to draw. They should do this in German just as Felix did at the start. You could give them the phrase: *Mein Monster hat ....* (My monster has...)

Note: For some body parts only the plural is known, so the monster should have at least two of everything.

### Let's summarise!

- Volunteers should come up to the front and give an example of what they did in their pair work.
- Felix and Franzi could pretend to be scared of all the monsters in the room and ask for the goodbye song so they can hide from them.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Draw the monsters onto paper and label them. Make a classroom display.

### Let's have even more fun!

- Do the German version of 'Head and shoulders, knees and toes'\*
- Set up a beetle drive\* but use pictures of Felix and Franzi instead. (You can google for a detailed description of the game.)





## Chapter 9: Franzi's birthday

(3 lessons)

Story: Felix is preparing a birthday party for Franzi with the help of the children. At the party they play some games that are popular with German children.

### What is the chapter about?

- German words for the numbers 4-10 (extension: 11-12)
- Some birthday vocabulary
- Song: 'Zum Geburtstag viel Glück'
- Traditional German party games

### The words needed:

<i>vier</i>	four
<i>fünf</i>	five
<i>sechs</i>	six
<i>sieben</i>	seven
<i>acht</i>	eight
<i>neun</i>	nine
<i>zehn</i>	ten
<i>der Kuchen</i>	cake
<i>die Kerzen</i>	candles
<i>das Geschenk</i>	present
<i>der Geburtstag</i>	birthday
<i>heiß</i>	hot
<i>kalt</i>	cold
<i>Und du?</i>	And you?
<i>Wie alt bist du?</i>	How old are you?
<i>Ich bin</i>	I am





<i>null</i>	zero
<i>elf</i>	eleven
<i>zwölf</i>	twelve
<i>Topfklopfen</i>	Tap a pot (Game)

## Lesson 9.1: Eight years old

Story: Franzi is going to be 8 years old. Felix is preparing and throwing a birthday party for her.

### Let's learn!

- German words for the numbers 4-10 and revisit numbers 1-3
- Song about numbers
- Some birthday vocabulary
- Revisit words for clothes

### Let's get ready!

- Puppets and dwelling
- Birthday card with words: *Zum Geburtstag viel Glück, Franzi!* (if possible a card with a big six on the front)
- Cake made out of card board (could just be 2-dimensional)
- 8 tea lights
- Number cards 1-8
- Number song (audio file)
- Clothes from chapter 6 or preferably small dolls clothes
- Wrapping paper

### Let's begin!

- Sing the Hallo song.
- Felix comes in with a birthday card. He shows it to the children and they guess what it is and who it is for.





- Felix tells the children that Franzi is going to be 8 years old and he would like to arrange a surprise party for her. Felix asks the children to tell him all the things they need for the party (cake with candles, birthday song, present, games). He asks whether the children would like to help him organise the party.

### Let's do it!

- Felix shows the children the cake and introduces *der Kuchen* (cake). The children repeat it several times.
- Felix holds up a candle, says *die Kerze* (the candle) and asks: *Wie viele Kerzen brauchen wir?* (How many candles do we need?)
- Introduce the numbers 1- 8 by counting out the candles. Children repeat. Numbers 1 – 3 are known from chapter 4.
- Using the number cards play: *Was fehlt?* (What is missing?) Put the number cards on the board or on the floor and ask the children to close their eyes: *Augen zu!* Take one card away. Ask the children to open their eyes: *Augen auf!* and ask: *Was fehlt?*
- The children play number tennis. They are paired up and stand opposite each other pretending to hold tennis rackets in their hands. The first child pretends to hit the ball and says *eins*. The other child pretends to return the ball and says *zwei*. After reaching *acht*, the children can count backwards. This game can also be played as number football using the foot or the head (headers).
- Introduce the *number* song (mp3-file).

Number song:     1 2 3, 1 2 3 4 5,  
                      1 2 3, 1 2 3 4 5,  
                      6 7 8, 6 7 8 9 10,  
                      6 7 8, 6 7 8 9 10

- Felix tells the children that he would like to give Franzi clothes as a present. He shows the children the choice of clothes he has. The children name the pieces of clothes. Felix asks: *Was ist das?*
- The children decide on one or two items of clothing. Felix wraps the present (with help of child or teacher).

### Let's summarise!

- Felix asks the children to put the candles on the cake. Everyone counts. They need to remember that Franzi will be 8 and that they need 8 candles.





- Sing the number song together.
- Felix tells the children that they have got the cake and the present. In the following lesson they will prepare the other parts of the party.
- Sing the *Auf Wiedersehen* song.

## Lesson 9.2: Birthday Song and Game

Story: Felix rehearses a German birthday song and game with the children to surprise Franzi with it.

### Let's learn!

- Practise German words for numbers
- Typical German party games
- Song '*Zum Geburtstag viel Glück*'

### Let's get ready!

- Puppets and letterbox dwelling
- Birthday song (mp3-file)
- For the game '*Topfklopfen*' you need: pot, sweets, wooden spoon, blindfold
- Cake from previous lesson with ten tea lights

### Let's begin!

- Sing the *Hallo* song.
- Felix appears with the cake and the candles. He asks the children how many they need for Franzi. The children count out the candles and put them on the cake.
- Sing the *number* song.
- Felix tells the children that he will teach them the birthday song in German so that Franzi is really happy.

### Let's do it!

- Introduce the *birthday* song\* (mp3-file): *Zum Geburtstag viel Glück*

*Zum Geburtstag viel Glück:*  
*Zum Geburtstag viel Glück, zum Geburtstag viel Glück,*  
*zum Geburtstag, liebe (if girl) ... / lieber (if boy) ...,*  
*zum Geburtstag viel Glück.*

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- After singing the song the children have to count up to eight in German and clap for each number.

Note: The word *Geburtstag* might be hard for some children. You might like to practise it in parts: *Ge-burts-tag*.

- Ask the children what party games they play.
- Explain the German party game *Topfklopfen* (Tap a pot): One child is blindfolded. The other children sit in a circle on the floor. One child puts the pot upside down somewhere in the circle. Some sweets have been placed under the pot. The blindfolded child holds the wooden spoon and taps it gently trying to find the pot. The other children guide him/her by saying *heiß* (hot) or *kalt* (cold). Once the child taps on the pot, they get the sweets and another child has a turn.
- Play the game with the children.

Note: There is another typical German party game called 'Schokoladenessen' which is described below under the extension. You could explain that as well or play it depending on the time you have. *Topfklopfen* does not take so much time and more children can have a turn.

### Let's summarise!

- Felix asks to have a quick rehearsal of the party which will take place in the next lesson.
- Sing the birthday song and clap six times, recap what the present is that they have wrapped.
- Sing the Auf Wiedersehen song.

## Lesson 9.3: Happy Birthday!

Story: Franzi enjoys a nice birthday party and everyone celebrates with her.

### Let's learn!

Practise the numbers 1-8

Practise the birthday song

Play a party game

Learn to say how old you are

### Let's get ready!

Puppets and dwelling





- For the party: cake with candles, wrapped present from lesson 1, card, matches (if you want to light the candles)
- For the game 'Topfklopfen': pot, sweets, wooden spoon, blindfold
- Camera to take pictures

### Let's begin!

- Sing the Hallo song.
- Felix appears all excited as it is the day of Franzi's party. Felix talks with the children about the logistics: Where is Franzi going to sit? Who will give her the cake and the card? Who will give her the present? When will the song be sung? When will the game be played?

### Let's do it!

- The children call Franzi in and the party begins.
- The party: Franzi sits in a special place (e.g. middle of circle or on a chair). The cake with the six candles is placed in front of Franzi. The children sing: *Zum Geburtstag viel Glück* and clap 8 times while counting up to 8 in German. Franzi can blow out the candles with the help of some children. (Be careful: Health and Safety.) Each child congratulates her by saying: *Zum Geburtstag viel Glück!* (If some children are shy, they can do this as a group.) Two children give her the card and the present. She opens them and takes out her present. She says: *Wow, ein Schal (Kleid, Rock...)* and says: *Danke*. The children answer: *Bitte*.
- Play the game *Topfklopfen* a couple of times.
- The children then get some real cake to eat (if possible something German like *Bienenstich\** or *Quarkkuchen\**).
- Franzi or Felix can go around and say: *Ich bin 8.* or *Ich bin 7. Und du? (Wie alt bist du?)*

Note: It would be sufficient to ask: *Und du?* But you could extend it to the question: *Wie alt bist du?*

- The children now answer: *Ich bin ...*
- The children say to Franzi: *Danke. Auf Wiedersehen*. The party ends. (Don't forget to take lots of pictures.)

### Let's summarise!

- Felix asks the children whether they enjoyed the party and what they liked best: *Was war am besten?* (What was best?)

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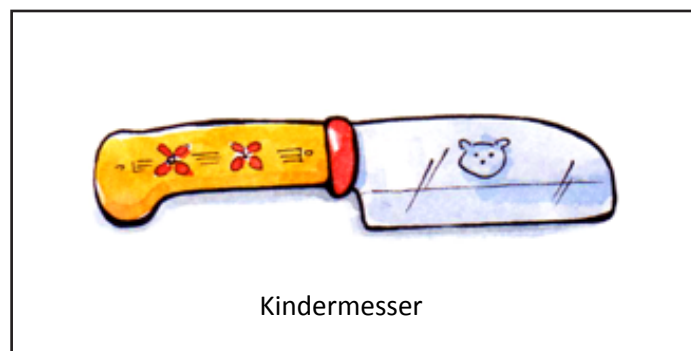
- Felix thanks the children for all their help. The children respond with: *Bitte*.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Use the photos as a display or in your school's newsletter.
- The birthday song for a child can now always be sung in German.
- The birthday card for a child can now always be written in German.

### Let's have even more fun!

- '*Das Zahlenlied*' (1-12) from 'Learn German with Songs' by Martina Schwarz, available at the Goethe-Institut London
- On the topic birthday: Songs: '*Wann ist dein Geburtstag?*' and '*Oma hat heute Geburtstag*' from 'Learn More German with Songs' by Martina Schwarz, available at the Goethe-Institut London
- Make party hats and revisit the song '*Mein Hut, der hat drei Ecken*'.
- You could use balloons for the party and revisit the colours.
- Franzi could write a Thank you card to Felix for the party. It could say: *Danke, Felix, für die schöne Party.* (Thank you, Felix, for the lovely party.)
- You could play another typical German party game called '*Schokoladenessen*'. You need a bar of chocolate wrapped in lots of layers of newspaper, a knife, a fork, a dice, scarf, gloves and a hat. How to play: The children sit in a circle and take turns in throwing the dice. As soon as one child has a six he/she has to put on the hat, scarf and gloves and try to unwrap and eat the chocolate using only a knife and fork. The other children continue to throw the dice. When another child throws a six, the first one has to take off the hat, scarf and gloves and the new child puts them on and tries to eat as much as possible of the chocolate only using knife and fork. The game continues until the chocolate is eaten.







## Chapter 10: The parcel

(3 lessons)

Story: A belated birthday parcel arrives at the post office. The postman is trying to deliver it asks around in the class. Finally the postman knocks on the letterbox and asks Felix and Franzi. The parcel is for Franzi. Franzi reveals the content of the parcel. Later she writes a 'Thank you' card back and everyone helps her with this task.

### What is the chapter about?

- Asking and responding to simple questions in German
- Revising numbers 1 to 10 (or 12)

### The words needed:

<i>Wo ist... ?</i>	Where is ... ?
<i>Wie heißt du?</i>	What's your name?
<i>Ich heiße...</i>	My name is...
<i>Wie alt bist du?</i>	How old are you?
<i>Ich bin ... (Jahre alt).</i>	I am ... (years old).
<i>die Kinder</i>	the children
<i>Wo wohnst du?</i>	Where do you live?
<i>Ich wohne in...</i>	I live in...
<i>in England /in Deutschland</i>	in England / in Germany

### Some more words you might like:

<i>warm</i>	warm
<i>heiß</i>	hot
<i>kalt</i>	cold
<i>eiskalt</i>	ice cold
<i>das Haus / zu Hause</i>	the house / at home
<i>Ich habe dich!</i>	I've got you!
<i>gut / besser</i>	good / better
<i>(das) beste (Haus)</i>	(the) best (house)

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## Lesson 10.1: A surprise

Story: The postman and Felix try to find the recipient of a parcel from Germany.

### Let's learn!

- Learn German question words and phrases
- Answer the questions
- Learn about postcodes and how to write addresses
- Act out a dialogue

### Let's get ready!

- Puppets and letterbox dwelling
- Wrapped gift

### Let's begin!

- Sing the *Hallo* song.
- Felix appears. There has just been a birthday recently and a mysterious package has arrived in the post! Felix examines the parcel and guesses with the children what might be inside, and for whom it is.
- The teacher (wearing a postman's hat) steps in pretending to try to find the lucky recipient. Felix is very excited. He knocks at the dwelling and says (maybe using a different voice): *Guten Morgen. Ich habe Post.* (Good morning, I have got mail.) *Wie heißt du?* (What's your name?) To this Felix will reply: *Ich heiße Felix.* (I'm called Felix.)

### Let's do it?

- It still isn't clear who the parcel is for, so Felix and the children will need to find Franzi, too. Felix asks the children to help him find her. She was a little sleepy and has found a cosy corner of the classroom to have a nap in (you will have hidden her before the lesson).
- Felix asks: *Könnt ihr mir helfen?* (Can you help me?) To which the children all respond with a loud *Ja!* Felix (or the teacher) explains that Franzi is asleep hidden somewhere in the classroom, and a child must see if they can find her, with the rest of the class helping. One child is invited to leave the room and the teacher quietly shows the class where Franzi is.





- The class then calls: *Komm rein!* (Come in!) and then the child must try to find Franzi! The class then says in a chorus: *Wo ist Franzi?* (Where is Franzi?)
- If the child is far they will call: *Kalt!* (Cold!) And if very near, they call: *Heiß.* (Hot.) The game can be repeated a number of times.
- They will use these words, guided by the teacher (Recap from chapter 9):

<i>warm</i>	warm
<i>heiß</i>	hot
<i>kalt</i>	cold
<i>eiskalt</i>	ice cold

- The teacher as postman can then ask Franzi: *Wie heißt du?* (What is your name?) to which Franzi will reply: *Ich heiße Franzi.*
- The teacher and the puppets can then open the present. A postcard and memory cards with a mixture of things the children already know could be inside as well as some sweets, or any item of clothing. Franzi could share the sweets with the children. She reads out the postcard and the children guess what it says.\* Example text: *Hallo Franzi, alles Gute zum Geburtstag. Hier ist ein Spiel für dich. Viel Spaß! Deine Freunde aus dem Zoo Berlin.* (Hello Franzi, All the best to your birthday. Here is a game for you. Have fun. Your friends from Zoo Berlin.) She explains how to write an address in German. (whiteboard)

### Let's summarise!

- The children play the memory game with the cards provided.\*
- Alternatively another enjoyable game to play with names is the detective game: Two children are asked to leave the classroom. Whilst they are out, the class decide that one child will have a silly name such as Mickey Mouse. The class then calls: *Kommt rein!* The teacher then explains Mickey Mouse is in the room, and the two children have to see if they can find who is Mickey Mouse! Who can find Mickey first? After the countdown: *Drei, zwei, eins, LOS!* (Three, two, one, off you go!) the two children quickly pass around the room asking each child in turn: *Wie heißt du?* To which each child could answer in a sentence: *Ich heiße...* The winner is the first to find the child who has been chosen to be Mickey. The game can be repeated at length with other variations.

### Let's show others!

- Using a digital camera and ICT the teacher could take pictures of the class and print these with a speech caption for each: *Ich heiße...* for display in the classroom under the title: *Wie heißt du?*

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## Lesson 10.2: How old are you?

Story: Franzi brings in a book or DVD and sees at the back of the book that it is recommended for 6 year old children. She tries to find out how old everyone is and whether she can read the book/show the DVD to the children.

### Let's learn!

- Revisit German numbers
- Learn the phrase: Ich bin... Jahre alt.
- Get to know a German children's book or film

### Let's get ready!

- Puppets and letterbox dwelling
- Number flashcards
- German children's book or film\* (Recommendations in the appendix)



### Let's begin!

- Sing the *Hallo* song.
- Franzi says: *Ich bin 8. Felix, wie alt bist du?* Felix replies: *Ich bin auch 8 Jahre alt.* Franzi shows a book and says: *Das Buch ist für Kinder ab 8 Jahren.* (The book is for children from 8 years on.) She asks: *Die Kinder? Wie alt sind die Kinder?* (How old are the children?) Felix makes a gesture saying he doesn't know. The teacher says: You can ask the children. But we need to prepare for this.

### Let's do it!

- You count up and down with the class. Then you play number tennis with the class: They say *Eins* and pretend to bat a ball to the class and the class responds *Zwei* and pretends to hit the ball back. This goes up to 12 ' and back.
- You can play number aerobics with the class, too: Say a number in German and make a movement such as touching your knees, shoulders or clapping and the children copy and repeat the number.
- Felix then surprisingly asks you your age: *Wie alt bist du?* You reply: *Ich bin... Jahre alt.* You then explain to the children that you know why Felix asked this: It is not impolite to ask men or women their age in Germany.





### Let's summarise!

- Felix and Franzi interact with the class asking: *Wie alt bist du?* You or the puppets then play the stand-up game asking: *Wer ist... 7/8/9 Jahre alt?* (Who is 7/8/9 years old?) And if the children are that age, they stand up and sit down quickly.
- Franzi then says: *Ich habe ein Buch/eine DVD für euch. Es/Sie ist für Kinder ab 8 Jahren.* (I have a book/DVD for you. It is for children from 8 years on.) You say: "Please sit down and listen. You are all older than six. Franzi can read it to you." The children sit down in a circle. Franzi shows the book/DVD and reads/screens it to the children. (Suggestion in the appendix.\*)
- The children say *Danke*.
- Sing the *Auf Wiedersehen* song.

### Lesson 10.3: The best house

Story: Franzi and Felix find out that it is difficult to say what the best house is. The children would say that it is their house. A bird would say it is its nest.

#### Let's learn!

- Learn to ask where someone lives
- Learn how to say where you live
- Sing the song: *Das beste Haus*
- Recap colours

#### Let's get ready!

- Puppets and letterbox dwelling
- Map of Europe
- Flashcards with new identities\*
- audio file

#### Let's begin!

- Sing the *Hallo* song.
- Franzi appears. She has got a magazine with lots of houses. She looks through it and gets excited. She says: *Das Haus ist super! Oh, das Haus ist gut! Nein, das Haus ist besser! (better) Oh, dieses Haus ist wunderbar!* Felix appears, looks at the magazine but then points to the letterbox saying: *DAS Haus ist wunderbar.* Franzi puts the magazine away and says: *Ja, richtig. Das ist ein schönes*

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*Haus. Ich wohne in einem Briefkasten.* (Yes, right. That house is nice. I live in a letterbox.)

### Let's do it!

- Felix turns around and asks the children: *Wo wohnst du?* (Where do you live?) The children repeat the question in a variety of voices to consolidate.
- Then you say where you live to illustrate, e.g. *Ich wohne in Birmingham in England.* (I live in Birmingham in England.) You show your place on a map (whiteboard).
- The puppets help the children respond: *Ich wohne in...* (I live in... ) They can then point to a location in Germany that you know and can speak about it, for example Felix could say: *Ich wohne in Berlin, in Deutschland.* (I live in Berlin, in Germany.) (Show it on the map.)
- The children receive a card with a new identity. Various places in the UK and Germany could be shown. Some children could have the same place so that you don't have too many places to find later and can repeat the location. They should say: *Ich heiÙe ... Ich wohne in ...*
- A big map is unfolded and the children are asked to find their imagined places on the map. Then they should locate their real place. They may need help with this.

### Let's summarise!

- The class could play a detective game. At the back of their identity cards they will see which person they have to find. You will have the rest of the cards. If the children can't find their match in class, they have to come to you and ask you. *Wie heiÙt du? Wie alt bist du? Wo wohnst du?* These are the three questions they will have to ask. When they find their match, they can shout: *Ich habe dich.* (I've got you.)
- Felix and Franzi sit on their house singing: *Mein Haus ist bunt\**

*Was ist das? Was ist das? Sag mir, was ist das?  
Was ist das? Was ist das? Sag mir, was ist das?  
Es ist **rot, rot, rot** ist es.  
Es ist **weiÙ, weiÙ, weiÙ** ist es.  
**Rot** ist es, **weiÙ** ist es.  
Ja, das ist mein **Haus.***

(What is this, what is this, tell me what it is. (Repeat)  
It is red, red, red it is.  
It is white, white, white it is.  
Red it is, white it is.  
Yes, this is my house.)





- The children learn to sing the song. They recap colours. In advanced classes, you could try to exchange the colours and the word *Haus*. You could also talk about the difference between *Haus* and *zu Hause* (house/home).



### Let's show others!

- The children add another speech bubble to their display work from lesson 10.1 giving their age.
- The class collects photos of famous people and labels them like this: *Hallo. Ich heiÙe David Beckham. Ich bin ... Jahre alt. Ich wohne in England.* (Hello, my name is David Beckham. I am... years old. I live in England.)
- You could make a little display for the classroom showing a location in Germany they know or are interested in.

### Let's have even more fun!

- Use a microphone to create extra motivation. You can play reporters.

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## Chapter 11: Sunglasses or umbrella?

(3 lessons)

Story: Franzi and Felix get confused about the different clothes and accessories they will need for the current weather conditions and ask the children for some help.



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### What is the chapter about?

- How to talk about the weather
- Learning a song about the weather
- Learning how to play a game about the weather
- Cultural aspects: Der Wetterfrosch (weather frog)

### The words needed:

<i>Das ist richtig.</i>	That's right.
<i>Das ist falsch.</i>	That's wrong.
<i>Die Sonne scheint.</i>	The sun is shining.
<i>die Sonnenbrille</i>	sunglasses
<i>der Regen</i>	rain
<i>der Regenschirm</i>	umbrella
<i>Wie ist das Wetter heute?</i>	What's the weather like today?
<i>Es schneit.</i>	It is snowing.
<i>Es regnet.</i>	It is raining.
<i>nass</i>	wet
<i>schön</i>	lovely/beautiful
<i>Es ist kalt/eiskalt.</i>	It is cold/icy cold. (revision)
<i>Es ist warm.</i>	It is warm. (revision)
<i>Es ist heiß.</i>	It is hot. (revision)
<i>der Wetterfrosch</i>	weather frog

### Some more words you might like:

<i>Es ist (nicht) schön.</i>	It is (not) nice weather.
<i>Es ist sonnig.</i>	It is sunny.
<i>tropf, tropf, tropf</i>	drip, drip, drip
<i>plitsch, plitsch, platsch</i>	splish, splish, splosh







## Lesson 11.1: What to wear for today's weather

Story: Franzi appears from the *Briefkasten* wearing sunglasses, followed by Felix who is wearing a scarf. They bring with them several other accessories and it is up to the children to decide which items are most appropriate for the current weather.

### Let's learn!

- Learn some German weather phrases
- Revisit clothing (Chapter 6)
- Hear/watch video clip of a song about the weather

### Let's get ready!

- Audio files
- Puppets and dwelling
- Flashcards showing some weather symbols and phrases
- Items of clothing/accessories for different weather types (see Chapter 9)
- You Tube clip [www.youtube.com/watch?v=2u2u-VfH78c](http://www.youtube.com/watch?v=2u2u-VfH78c) of song about the weather

### Let's begin!

- Sing the *Hallo* song.
- Franzi appears from the *Briefkasten* wearing sunglasses. Felix then appears wearing a scarf, looks at Franzi and says *Sonnenbrille? Nein Franzi, das ist falsch! Dieser Schal ist besser.* (Sunglasses? No Franzi! This scarf is better.) Ask the children if they would like to help the two friends sort out the correct accessories for today's weather. This is a good opportunity to revise some of the clothes vocabulary from Chapter 6.

### Let's do it!

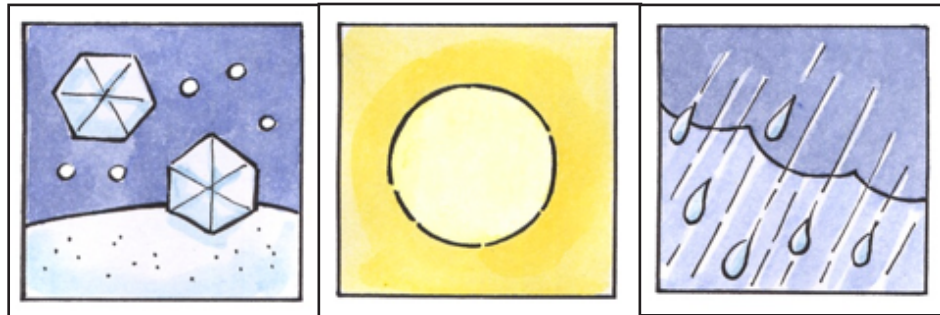
- The teacher introduces the phrase *Nein, das ist falsch!* (No, that's wrong!) and a thumbs down action and *Ja, das ist richtig!* (Yes, that's right!) with a thumbs up action.
- Felix produces a bag of accessories from the *Briefkasten* (real items or flashcards) and pulls out an item to see how the children react. He could slowly reveal a woolly jumper, saying *Was ist das?* and the teacher could model the response, *Das ist ....* plus the word for the item. Felix





then responds with either *Das ist richtig, das ist ...* plus the name of the item or *Das ist falsch*. and the teacher has to guess again. The children could then take over the guessing. When a child has guessed the item correctly, the teacher asks for example, *Der Pullover – ist das richtig für das Wetter heute?* (The jumper - is that right for today's weather?) and the children are expected to react with the positive or negative action and expression from above.

- When the children have decided on the most useful accessories for today a couple of volunteers should help to dress Felix and Franzl.
- Tell the children that there is a song about the weather that German children learn at school. Ask the children to listen to the song by watching the clip [www.youtube.com/watch?v=2u2u-VfH78c](http://www.youtube.com/watch?v=2u2u-VfH78c) and to try and guess what weather is being sung about before the picture is revealed.



*Song:*

*Wie ist das Wetter heute? (3x)  
Die Sonne scheint, die Sonne scheint, das Wetter ist so schön.*

*Wie ist das Wetter heute? (3x)  
Es schneit, es schneit, der Schnee macht alles weiß.*

*Wie ist das Wetter heute? (3x)  
Es regnet, es regnet, der Regen macht alles nass.*

What's the weather like today? (3x)  
The sun is shining, the sun is shining, the weather is so lovely.

What's the weather like today? (3x)  
It's snowing, it's snowing, the snow makes everything white.

What's the weather like today? (3x)  
It's raining, it's raining, the rain makes everything wet.





- After watching the clip, Franzi sticks up the three weather symbols from the song, along with the three phrases, stuck at the other end of the board. Working with a partner, the children should discuss which symbol goes with which phrase.
- The teacher then asks for volunteers to come up to the front to pair up the pictures with the phrase, asking *Wie ist das Wetter?* (What's the weather like?) Franzi and Felix could help the children with the cards. The teacher then asks the class *Ist das richtig?* (Is that right?) as the volunteers stick the phrases next to the symbols. The rest of the children respond with an action and response taught at the start of the lesson. When the pictures are correctly labelled the teacher asks the children to repeat the phrases, giving them an action to accompany them.

### Let's summarise!

- Play the song again, but this time with the screen off and see if the children can do the appropriate action as soon as the different kinds of weather are mentioned.
- Franzi looks outside and ask the children *Wie ist das Wetter heute?* - to which they can respond with a mime or phrase from today. Leave the appropriate weather symbol on the board. The teacher could then ask this question each day when the weather chart is being changed.
- Sing the *Auf Wiedersehen* song.

## Lesson 11.2: Felix and Franzi are confused

Story: Felix and Franzi are humming the first line of the *Wie ist das Wetter?* song and then sing it with the wrong words. They need the children's help to get it right. They also mix up the phrases with the weather symbols and need help to match them up correctly.

### Let's learn!

- Learn to ask others about the weather and to use some more weather expressions in response
- Sing the song *Wie ist das Wetter heute?* with the appropriate mimes to show understanding
- Perform the song in small groups to the rest of the class

### Let's get ready!

- Audio files

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- Puppets and dwelling
- Find *Wie ist das Wetter heute?* song on youtube
- Flashcards of weather symbols
- Smartboard presentation of the weather phrases
- Cut out individual words for the question *Wie ist das Wetter heute?*
- The words for the song, *Wie ist das Wetter heute?* So the children can view and discuss them (smartboard or handout)

### Let's begin!

- Sing the *Hallo* song
- Franzi and Felix are humming the tune to the beginning of *Wie ist das Wetter heute?* Tell the children they have forgotten the words as they appear from out of the letterbox. They have the words that make up the question put onto cards and stick them up on the board in the wrong order. Ask the children to talk to their partner about what order they should be in. Ask volunteers to come up to the front to help Felix and Franzi to sort them in to the correct order.
- Now pose the question to the class, *Wie ist das Wetter heute?* and invite them to echo it. They should do this slowly (*langsam*) fast (*schnell*), loudly (*laut*) and softly (*leise*) Make sure you spend time on each individual word to ensure correct pronunciation.
- Now Franzi and Felix look at the weather symbols on the Smartboard or as flashcards but they cannot find the right phrases to go with them. Ask the children to help them again, giving them time to work it out with a partner first. Volunteers come up to the board to help Felix and Franzi drag/stick the phrase next to the correct symbol.

### Let's do it!

- Look at the words for the *Wie ist das Wetter heute?* song with the children. Ask them to guess what the words *schön*, *weiß* and *nass* might mean. They could do this in pairs and then report their findings in a class discussion. (They should remember *weiß* from Chapter 4!) Create an action for each word. *Schön* is striking a pose, *weiß* is pointing to something white and *nass* is flattening your hair as if it is dripping wet and pulling an unhappy face.
- Read the lyrics to the children, asking them to repeat lines as you go along, doing the actions at the same time.





- Play the video clip of the *Wie ist das Wetter?* from You Tube and ask the children to sing along and mime the phrases they know.
- Put the children into small groups to practice singing the song with actions.

### Let's summarise

- Ask for some volunteers to come up to the front to perform their song to the rest of the class. Felix then awards a sticker to those who have performed well and says *wunderbar!* (wonderful) or *bravo!* (well done).
- Franzi goes over to the classroom window and looks around. She then turns to the class and says *Wie ist das Wetter heute, Kinder?* To which the children should try and list the phrases they have learnt which are most appropriate, including the three new ones from today.
- Sing the *Auf Wiedersehen* song.

### Lesson 11.3: The Weather Frog

Story: Felix and Franzi show the children their weather frog, who helps them to tell what the weather will be like.

Note: In former times it is said that people in Germany used to predict the weather by putting a frog in a jar with a small ladder. When the frog climbed the ladder, this meant that there would be sunshine, but if he decided not to climb the ladder, bad weather was on its way. The explanation is that flies fly higher above the ground when the weather is nicer. Therefore the frog climbs up the ladder to catch them. In Germany people still refer to weather predictions with "What will the *Wetterfrosch* say?" or they will call somebody a '*Wetterfrosch*', e.g. the presenter on TV who announces the weather.



### Let's learn!

- Play the *Wetterfroschspiel* (Weather frog game) as a means of revising the weather phrases.

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### Let's get ready

- Audio files
- Puppets and dwelling
- A picture/model of the weather frog
- Plastic frogs (*Plastikfrösche*) and laminated *Wetterfroschspiel* card with the different weather symbols.
- Flashcards for weather symbols and words, including new words from last lesson.

### Let's begin!

- Tell the children that Felix wants to show them a toy he has brought with him from Germany that helps him to predict the weather.
- Sing the *Hallo* song.
- A plastic leaps out of the *Briefkasten* followed by Felix, who exclaims *Mein Wetterfrosch!* and picks it up to show the children. The teacher then explains the story behind the old German belief that a frog can predict the weather. The teacher can ask: *Felix, ist das richtig?* and Felix nods.

### Let's do it!

- Some volunteers could come out and see how high they can get the frog to leap. The children then predict today's weather after the teacher asks *Wie ist das Wetter heute, Wetterfrosch?* which the children can ask before each leap. (If the leap is high the phrase could be *Die Sonne scheint.* / *Es ist heiß.* and if the frog fails to jump, the weather could be *Es ist kalt.* / *Es regnet.*)
- Get the children into groups of 4-5, sitting round a table or in a space on the floor. Give each group a plastic *Wetterfrosch* and the *Wetterfroschspiel* board. Explain the rules of the game and tell them that they should try to speak as much German as possible. They should be encouraged to use phrases such as *Das ist richtig!* and *Das ist falsch!*
- The *Wetterfrosch* game: Each player takes it in turns to make the frog leap, with the aim of it landing on a picture that depicts either an accessory for different types of weather or an actual weather symbol. If the player lands on an accessory, they should say the phrase *Das ist ...* plus the word in German. If the frog lands on a weather symbol, they should say what the weather is like in German. If the player lands on a picture, they have already spoken about they can have another



go. Every time a player gets a phrase right, they receive a counter. The winner of the game is the player who gets the most counters. Alternatively, the winning team could be the one with the largest total of counters in the time given to play the game.

### Let's summarise!

- Ask for volunteers to come up to the front of the class to do an example of how they played their game.
- Put all the weather phrases and accessories mentioned in this chapter onto small cards and ask for volunteers to mime the appropriate action to the rest of the class. Tell the children to say the phrase in German if they know it. This could also be done in pairs.
- Franzi then asks Felix, *Wie ist das Wetter in Berlin?* using the website <http://www.wetter.de/deutschland>, Felix points to Berlin on the map and asks the children to help say what the weather is like there.
- Sing the Auf Wiedersehen song.

### Let's show others!

- A discussion of the weather can be done partly in German from now on.
- Sing the weather song together to remind the children of the key phrases.
- The children could present a weather forecast in German to the rest of the class.
- Use the weather symbols and phrases to make a display of the key weather phrases.

### Let's have even more fun!

- Teach the children the song *Regen, Sonne* from Martina Schwarz's Learn More German with Songs. Divide the children into three groups – the rain, the puddles and the sunshine. Felix gives each group an appropriate weather symbol. Tell the children that they are going to do the sound effects for the song *Regen, Sonne* (Rain, Sun) The raindrops group are going to listen out for *plitsch, plitsch, platsch* (splish, splish, splash) The sunshine group are going to listen out for the word *Sonne* for which they will shake a tambourine.
- Use the website [http://www.kidsweb.de/schule/wetter/wetter\\_sprueche.html](http://www.kidsweb.de/schule/wetter/wetter_sprueche.html) for some traditional poems about the weather as well as some lovely craft activities.
- 'Wettergeschichte': Tell a weather story. Includes a lot of changes

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in the weather. Each time the children hear a weather phrase, they have to do the corresponding actions.

## Chapter 12: Sorry, wrong number (The yearly circle)

Story: Felix is visiting friends in Germany. He calls Franzi and they talk about what he should wear today. The weather is different in the two countries. So they can't wear similar clothes.

### What is the chapter about?

- Learning the German words for the seasons and months
- Learning a song about the seasons *Es war eine Mutter...*
- Learning about some cultural aspects: country codes are necessary for certain phone conversations when calling abroad; different events are celebrated in Germany such as *Karneval* celebrated in February or *Martinstag* celebrated on 11 November.

### The words needed:

<i>tragen</i>	to wear
<i>die Monate</i>	the months
<i>Januar</i>	January
<i>Februar</i>	February
<i>März</i>	March
<i>April</i>	April
<i>Mai</i>	May
<i>Juni</i>	June
<i>Juli</i>	July
<i>August</i>	August
<i>September</i>	September
<i>Oktober</i>	October
<i>November</i>	November
<i>Dezember</i>	December
<i>die Jahreszeiten</i>	the seasons
<i>der Frühling</i>	spring
<i>der Sommer</i>	summer







<i>der Herbst</i>	autumn
<i>der Winter</i>	Winter
<i>Ich habe...</i>	Ich habe...
<i>Meine Mutter hat...</i>	Meine Mutter hat...
<i>Mein Vater hat ...</i>	Mein Vater hat...
<i>Wir haben</i>	We have...
<i>Meine Eltern ...</i>	My parents...

### **Some more words you might like:**

<i>schwimmen</i>	to swim/swimming
<i>tanzen</i>	to dance/dancing
<i>einkaufen</i>	to shop/shopping
<i>Fahrrad fahren</i>	to cycle/cycling
<i>singen</i>	to sing/singing
Fußball spielen	to play football/soccer

## **Lesson 2.1: Felix is in Germany!**

Story: Felix is in Germany and phoning Franzi for advice about what to wear.

### **Let's learn!**

- Learn to say the months in German
- Revisit clothing (Chapter 6), weather (Chapter 11) and numbers (Chapter 9)

### **Let's get ready!**

- Audio files
- Puppets and dwelling
- Smartboard presentation / flashcards showing the months and seasons with words and pictures to support

### **Let's do it!**

- Sing the *Hallo* song.
- The phone is ringing and Franzi asks the children if she should

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answer it, eliciting cries of *Ja* from the class. Franzi listens attentively to what Felix has to say: *Ach, Kinder, das ist Felix! Er ist in Deutschland!* (Children, it's Felix, he is in Germany!) She then relates his questions to the class: Felix is unsure what to wear and would like the class to help him.

- Franzi then asks what the weather is like in Germany and gives her advice (this can be varied according to the time of year) You could use the lines: *Na, Felix, was denkst du denn! Es ist Winter, Januar!* (Well Felix, what are you thinking, it is winter, January!) *Du solltest warme Kleidung tragen!* (You should wear warm clothes!)
- Franzi then asks the children: *Was kann Felix tragen?* (What can Felix wear?) Revisit the vocabulary for clothes by pointing to your own clothes: *Was ist das?* (Was ist das?)
- Here you could show the animation clip of chapter 6 again to recap clothes.
- Franzi then tells the children she knows the months in German. She says or presents them and asks the children which ones sound similar to English and which ones are different.
- The teacher also says the months and the children repeat and do an action (They will like it if you ask them to copy a relevant action for each month, for example a shiver for *Januar*, a heart shape made with the fingers for *Februar*, rabbit ears for *März* and so on.)
- Children work with a partner taking it in turns to do the actions or say the months back and forth to each other like a game of tennis.
- Play *Lippenlesen* (lip reading) and see if the children can get the months and seasons right.

### Let's summarise!

- You can now ask the children what to wear in which month, e.g. *Was kannst du im März tragen?* (What can you wear in March?)
- You distribute 12 cards with the months in German and place them face down in front of 12 children who have their eyes closed *Augen zu bitte.* (Close your eyes, please.) When you say (or Franzi says) *Augen auf.* (Open your eyes.) the children open their eyes, pick up a card and look at it. See how long it takes them to stand in a line in the correct order. This can be a timed team challenge. If you haven't got 12 children in one team, you could leave out some months. The order should be found correctly even if months are missing.
- Tell the children that Franzi will sing a new song to them. Franzi sings the *Es war eine Mutter...* song. You can use the mp3 file. The



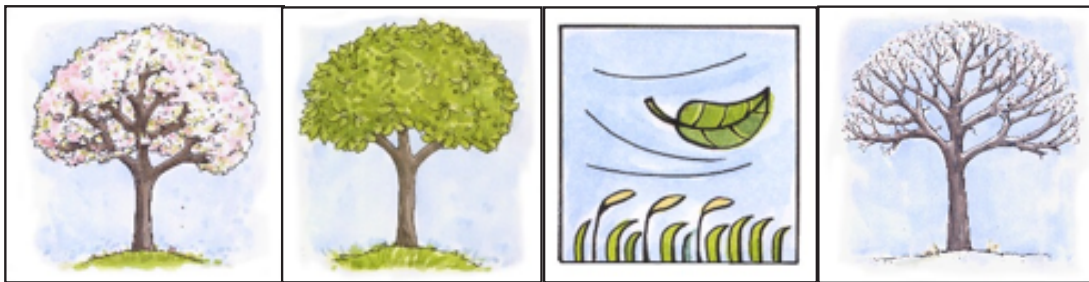


children just listen to it. They hopefully become curious what the lines mean. Franzi explains that she has to go now. You can ask the children to sing the Goodbye song for Franzi because they cannot sing the new song yet but it is nice to sing something back.

- Sing the *Auf Wiedersehen* song.

## Lesson 12.2: *Es war eine Mutter...*

Story: Franzi thinks it is boring without Felix. She teaches the children a new song. The children exchange in which month their father or mother has his or her birthday. They learn to say their own birthday month and season.



### Let's learn!

- Learn to say the seasons in German
- Learn a song about the seasons: *Es war eine Mutter*
- Revisit months (Chapter 12), clothing (Chapter 6), weather (Chapter 11) and numbers (Chapter 9)

### Let's get ready!

- Audio files
- Puppets and dwelling
- Smartboard presentation / flashcards showing the months and seasons with words and pictures to support

### Let's do it!

- Sing the *Hallo* song.
- Franzi appears and says: *Es ist langweilig. Felix ist in Deutschland.* She is looking around and then starts singing the song: *Es war eine Mutter...* She finds a photo album somewhere.
- Franzi explains the children the content of the song. She shows them four pictures of her father and mother. Her parents wear

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something different in each photo. Franzi says: *Das ist mein Vater. Das ist meine Mutter.* (This is my father. This is my mother.) *Das sind meine Eltern im Frühling ... Sommer/ Herbst/ Winter.* (These are my parents in spring ... summer/ autumn/ winter.)

- Show the seasons written in four quarters of a circle. Repeat the months and have the children sort the months into the right place of the circle.
- Play *Steh auf, wenn du Geburtstag hast* (Stand up when it is your birthday). The teacher or Franzi say the months (first in order, then randomly) and the children have to quickly stand up and sit down when the month is called in which their birthday falls.
- Ask the children when their parents have their birthday month. Franzi could say: *Meine Mutter hat im Juli Geburtstag. Mein Vater hat im Mai Geburtstag.* (My mother has her birthday in July. My father has his birthday in May.) *Und deine Eltern?* (And your parents?)
- Franzi then teaches the children the traditional German song about the Seasons: *Es war eine Mutter.* You can use the animation clip or the mp3 file for it.

#### Strophe 1

Es war eine Mutter, die hatte vier Kinder,  
den Frühling, den Sommer, den Herbst und den Winter.

#### Strophe 2

Der Frühling bringt Blumen, der Sommer den Klee,  
der Herbst, der bringt Trauben, der Winter den Schnee.

#### Verse 1

There was a mother who had four children,  
Spring, Summer, Autumn and Winter.

#### Verse 2

Spring brings flowers, Summer brings clover,  
Autumn brings grapes, Winter brings snow.

Note: There is a third verse but for this chapter two verses are sufficient.

- You could say that Franzi is happy and not bored any more. Franzi this time sings the *Auf Wiedersehen* song for the children as a Thank you.

## Lesson 12.3: Country Codes

Story: Franzi tries to call Felix. She has to ask the children and the teacher why she cannot reach Felix. The teacher explains that country codes are necessary before you can reach a person in a different country. Franzi reaches Felix. Felix is saying what the weather is like and what



he is doing whilst in Germany. He explains that he is coming back soon.

### Let's learn!

- Learn about country codes
- Repeat numbers, weather vocabulary and suitable actions
- Repeat the seasons' song
- Learn about cultural aspects such as "The fifth season" and the fact that on Sundays usually shops are closed in Germany

### Let's get ready!

- Audio files
- Puppets and dwelling
- Smartboard activity with telephone dialogues

### Let's do it!

- Ask the children what they think Felix might be doing today. Ask them whether they have any suggestions for him. If not suggested by the children, you could supply some easy cognates including *schwimmen, tanzen, singen, schlafen* (swimming, dancing, singing, sleeping).
- Say that Franzi might know what Felix is doing.
- Sing the *Hallo* song.
- Franzi appears and the children ask her what Felix is doing in Germany. *Was macht Felix in Deutschland?* She says. *Ich muss Felix anrufen.* (I have to call Felix.) She tries to ring him and mumbles the numbers in German. She listens but then says that it is not working out. Wrong number!
- Franzi asks the children, then the teacher. You can explain that country codes are necessary when calling abroad. The one for Germany is 0049. The children could call out the numbers loudly. So Franzi tries again and can reach Felix.
- She tells the children what Felix is doing and what the weather is like.

Example:

*Hallo Felix. Bist du OK? Ist alles gut? Ja? Ok. Wie ist das Wetter?  
Ach so, Sonne, aber kalt. 4 Grad Celsius. Oh, je. Was kannst du tragen?  
Mütze, Schal, Handschuhe, Jacke, Hose, Stiefel. Ja, wunderbar. Hier ist es  
warm 15 Grad Celsius. Was ich trage? Jeans, Bluse, Jacke, Schuhe. Ich  
habe keine Mütze. Was machst du gerade? Fußball spielen mit deinen  
Freunden. Super. Wann kommst du zurück? Am Sonntag?  
Oh, gut. Bis bald. Tschüss.*

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(Hello Felix. Are you OK? Is everything alright? What is the weather like? Ah, sunny but cold. 4 degrees Celsius. Oh, no. What can you wear. Hat, scarf, gloves, jacket, trousers, boots. Yes, wonderful. Here it is warm. 15 degrees Celsius. What I am wearing? Jeans, blouse, jacket, shoes. I haven't got a cap. What are you doing? Playing soccer with your friends. Super. When will you come back? Sunday? Great! See you soon. Bye.)

- She asks the children what Felix is doing and what the weather is like.
- You could discuss aspects of daily life in Germany, for example that on Sundays there are very few shops open and that they call the *Karneval* season in February "The fifth season"...

### Let's summarise!

- Ask the children to draw a telephone numbers card. There are two numbers on it. One is their own number for a call they will receive and one is a number they should call. They go to a list that you prepared beforehand. They need to find out what country they are in and what country they are calling. They write it down on the card. Then they have to go back to their place and listen to numbers that are read out in German. If it is their number, they have to say *Hallo. Das ist meine Nummer. Ich bin in...* (Hello. This is my number. I am in...) Then they read their second telephone number on the card in German. (You have prepared the cards in a way that it is a circle, everyone has to do the task once. When they are though, the person starting should be called again.)
- Copy the world map with weather forecasts in the appendix. Now the children have to do the circle again without saying the numbers. They say a few words about the weather in their part of the world.

Example:

*Hallo. Ich bin in ... Das Wetter ist warm. (kalt, heiß, schlecht, gut) Es sind 14 Grad Celsius. Wir haben Sonne. (Regen, Wind, Schnee, Sturm...)*

(Hello. I am in ... The weather is warm (cold, hot, bad, good). It is 14 degrees Celsius. We have sun, rain, wind, snow, storm...)

- Franzi now asks the children if they could tell Felix the weather forecast for the UK for Sunday. So he knows what the weather will be like when he is returning.
- Sing the *Auf Wiedersehen* song

### Let's show others!





- Always write and display the date in German with the season so that the language is reinforced.
- The class could create a months and seasons display with a photo of each child in the month of their birthday.
- The children could record the weather forecast in German and play it on the schools channel if there is one.

### Let's have even more fun!

- You could do the song *Regen, Sonne* from 'Learn more German with Songs' by Martina Schwarz, available at the Goethe-Institut London.
- You could show the children a video clip about *Karneval* in Germany to explain the expression "The fifth season". Example: „Kölle alaaf - die fünfte Jahreszeit wird gefeiert!“ <http://www.youtube.com/watch?v=9M-sp-oacNk> (45 seconds)

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### Notes:



## Extension: Cultural Chapters

### A) Chapter: *Nikolaus-Tag*

(2 lessons)

Note: On 6th December, *Nikolaus-Tag* is celebrated in Germany. The following two lessons need to take place around that time.

#### What is the chapter about?

- Some *Nikolaus* vocabulary
- Song: '*Lustig, lustig, tralalalala*'\*
- German traditions around *Nikolaustag*

#### The words needed:

<i>der Nikolaus</i>	St Nicholas
<i>der Nikolausstiefel</i>	St Nicholas boot
<i>der Schuh</i>	shoe
<i>die Orange</i>	orange
<i>die Nüsse</i>	nuts
<i>der Lebkuchen</i>	gingerbread
<i>Bonbons</i>	sweets



### Lesson N.1: Franz, Felix and the shoe

Story: Felix and Franz begin their preparation for *Nikolaus*. They need to clean shoes in order to get their rewards.

#### Let's learn!

- The German tradition of *Nikolaustag*
- Some German words around *Nikolaus*
- The chorus of a traditional *Nikolaus* song
- Recap: *Ich esse (nicht) gern ...*







### Let's get ready!

- Puppets and letterbox dwelling
- *Nikolaus* song (audio files)
- 2 shoes for Franzi and Felix
- Pictures of *Nikolaus* dressed as a bishop\*

### Let's begin!

- Sing the *Hallo* song.
- Felix appears. He has a shoe in his hand. You ask him what he needs the shoe for. Felix explains that he needs to leave the shoe out tonight and that *Nikolaus* will put a surprise in his shoe. Franzi appears and asks Felix whether he has already cleaned his shoe? She explains that the shoe needs to be clean for *Nikolaus*.

### Let's do it!

- You explain that on the 6<sup>th</sup> December children in Germany celebrate *Nikolaustag*. In the evening of the 5<sup>th</sup> December, they leave a shoe or boot outside their bedroom and overnight *Nikolaus* puts some chocolates, oranges, nuts and gingerbread inside. For naughty kids, he would leave charcoal in the shoe.

You can explain the origin of *Nikolaus*: Saint Nicholas lived in the 4<sup>th</sup> century and was the Bishop of Myra which is in today's Turkey. He was a good man and helped many poor people. He gave many secret gifts such as putting coins in the shoes of those who left them out for him. Everybody loved him and even today children in Germany leave a shoe out for him.

Note: There are many stories about the historic *Nikolaus* to find on the internet. One story tells that he helped three sisters to get married. They did not have enough money for the dowry.

- Show a picture of *Nikolaus* dressed as a bishop\*. Talk about the bishop's hat, the red cloak and the bishop's staff. This is why he looks a bit like Father Christmas. Make sure that you tell the children that *Nikolaus* is not Father Christmas.

Teach the chorus of the song: *Lasst uns froh und munter sein:*

*Lustig, lustig, tra-la-la-la-la,  
Bald ist Nikolausabend da!  
Bald ist Nikolausabend da!*

(Happy, happy, tra-la-la-la-la,  
Soon it will be Saint Nicholas evening! Repeat)

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- Franzi comes back with the shoe in her hand. She is a bit impatient and asks the children whether they have cleaned their shoes and want to put their shoe out as well.

Note: If you have time you can clean/polish the children's shoes with them. If you don't have time, just leave one shoe/plimsoll on the table at the end of the school day.

### Let's summarise!

- Felix comes back and asks what's going on. The children explain that they are also leaving a shoe out for *Nikolaus* to put something in overnight. You ask Felix what they can expect to find in the shoes. Felix names some things like: *Orangen, Schokolade, Lebkuchen, Nüsse, Äpfel* or *Bonbons*. The children repeat and say what they like/don't like eating: *Ich esse (nicht) gern ...*
- The children sing the *Nikolaus* song with Felix and Franzi.
- Sing the *Auf Wiedersehen* song.

### Lesson N.2: What is in the shoe?

Story: *Nikolaus* put gifts in the children's, Felix's and Franzi's shoes. The children take photos and tell their relatives and friends about it.

### Let's learn!

- Some more words around *Nikolaus*
- Practise the chorus of the traditional *Nikolaus* song
- Recap the tradition of *Nikolaustag*

### Let's get ready!

- Puppets and letterbox dwelling
- *Nikolaus* song (mp3-file)
- The teacher puts gifts in the children's shoes, e.g. chocolate, gingerbread, orange. (Check food allergies!)

Note: Teacher could ask parent representatives for help with making small sacks.

- Camera
- Red card for each child with an outline of a boot.





- White tissues or cotton wool for the fur around the rim of the boot.

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear with their shoes and their gifts inside. They ask whether the children found something in their shoes, too. (Take a photo of the children with their shoes.)

### Let's do it!

- The children tell Felix and Franzi what was inside their shoes. The children have to guess what is in Franzi's shoe. Do the same with Felix's shoe. They revisit the vocabulary.
- You say that surely their parents would be happy to have a *Nikolausstiefel*, too. But *Nikolaus* is already gone for this year. So the children could make the *Nikolausstiefel* for them. The children cut out the red card with the outline of a boot. Glue crumbled tissues of cotton wool on the rim of the boot to create the white fur. The children draw all the 'goodies' they received on a piece of paper and stick it on the boot.

### Let's summarise!

- Ask the children to repeat what they could tell their parents about *Nikolaus*. Sing the *Nikolaus* song.
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Use the photos as a display or in your school's newsletter.
- Make a display in your class room about *Nikolaus-Tag* in Germany. Use the boots the children have made.

### Let's have even more fun!

- Teach the children the whole song of the verse: *Lustig, lustig, tralalalala*. (see appendix) The song is called: *Lasst uns froh und munter sein*.\*





## Extension: Cultural Chapters



*Fasnachtsumzug*

Paul-Georg Meister / pixelio.de

### B) Chapter: *Felix und Franzi feiern Karneval*

(2 lessons)

**Note:** Carnival time in Germany has different names - It is called *Fasching* in southern Germany (Bavaria) and Austria, *Fastnacht* in Swabia and Switzerland and *Karneval* in the Rhineland (Cologne and Mainz). It begins officially each year on the 11<sup>th</sup> November at 11.11 am in Cologne and lasts until Ash Wednesday the following year. The big carnival celebrations are on the weekend before Ash Wednesday. It is sometimes called the 5<sup>th</sup> season.

Big carnival parades take place on *Rosenmontag und Faschingsdienstag* and they are often broadcasted live on television. Children go to carnival parties and in schools carnival is also celebrated. Jam doughnuts are typical food for the carnival time

There is a huge variety of traditions and customs on how Carnival is celebrated in Germany. This can be quite different from region to region. This chapter can therefore only concentrate on some very basic traditions. You will find plenty of further information on the internet.

#### What is the chapter about?

- Some *Karneval* vocabulary
- Some German traditions around Karneval
- Organising a *Karnevalsparty*

#### The words needed:

<i>Karneval/Fasching</i>	Carnival
<i>feiern</i>	to celebrate
<i>die Luftschlangen</i>	streamers
<i>der Karnevalsumzug</i>	carnival parade
<i>das Kostüm</i>	costume
<i>die Maske</i>	mask
<i>der Krapfen</i>	doughnut





### Some more words you might like:

<i>Rosenmontag</i>	Rose Monday (Monday before Shrove Tuesday)
<i>Faschingsdienstag</i>	Shrove Tuesday
<i>Aschermittwoch</i>	Ash Wednesday

### Lesson K.1: Streamers and masks

Story: Felix and Franzi have streamers around their necks. They tell the children about 'Karneval in Deutschland'.

#### Let's learn!

- Some German words around *Karneval*
- Some traditions around *Karneval*
- How to make a mask

#### Let's get ready!

- Puppets and dwelling
- Streamers
- A Presentation about carnival in Germany
- Mask template photocopied onto card for each child
- Glue, scissors, decorations (feathers, sequins, glitter), felt pens, elastic band

#### Let's begin!

- Sing the *Hallo* song
- Felix and Franzi appear from the letterbox with streamers around their necks. They ask the children whether they know what special celebrations are happening in Germany at the moment.
- Explain that people in Germany are celebrating *Karneval* at the moment. Ask the children what they think that people do at carnival.

#### Let's do it!

- Explain some traditions as outlined in the 'background information' (see above). Point out that Carnival times in the UK can vary considerably whilst in Germany the Carnival weekend is the same for everybody.

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- Show the children a presentation/slide show about carnival in Germany and introduce the vocabulary.
- Franzi says to Felix that she would also like to have a carnival party. Both ask the children whether they would like to join in, too. They need masks for the carnival.

Note: A print-out version of an undecorated mask is in the appendix.

- Making masks: The children get a print-out of an undecorated mask. They cut out the mask. Explain that the children can choose how they want to decorate their mask. Help weaker children with cutting out the eyes. The children decorate their masks. Fix elastic bands onto the masks.
- All children put their mask on. They guess who it is. *Wer ist das? Das ist...!*



### Let's summarise!

- Felix and Franzi praise the children for their masks and say the traditional carnival greeting: 'Helau! Helau!'
- Tell the children that in the next lesson there will be the carnival party. You might like to give them the choice of coming into school dressed up.
- Sing the *Auf Wiedersehen* song.

### Lesson K.2: Let's have a party!

Story: Felix, Franzi and the children have a carnival party.

#### Let's learn!

- Practise some German words around *Karneval*.
- Recap some carnival traditions.
- Practise a carnival song.
- Have a carnival party!





### Let's get ready!

- Puppets and dwelling (make a small mask for the puppets)
- Jam doughnuts for each child (*Karnevalskrapfen*)
- Masks from previous lesson for children
- Party music and camera

Note: The 'Hokey Cokey' song is used at carnival parties.

### Let's begin!

- Sing the *Hallo* song.
- Felix and Franzi appear wearing a carnival mask. They call out: '*Helau! Helau!*' They ask the children what they remember about *Karneval in Deutschland*. Recap the vocabulary and traditions from last lesson.

### Let's do it!

- Listen to the *Fliegerlied* which is a modern carnival party song (<http://www.ukgermanconnection.org/kids-fliegerlied>). Children join in with movements.
- Eat the *Karnevalskrapfen*. You could play the game '*Doughnut-Wettessen*' which is described below in 'Let's have even more fun!'
- Sing the 'Hokey Cokey' song with actions.
- The children greet each other with '*Helau! Helau!*'
- Watch parts of a carnival parade on 'You Tube'.

### Let's summarise!

- Felix and Franzi ask the children what are the similarities and differences between carnival in Britain and in Germany. Did they enjoy the party?
- Sing the *Auf Wiedersehen* song.

### Let's show others!

- Use the photos as a display or in your school's newsletter.
- Make a display in your class room about *Karneval* in Germany.
- Make a display with a photo of each child wearing their mask. Write under the photo: *Das ist Jemima. Jemima ist ein Clown.*
- You could invite another class or parents to join the party!

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### Let's have even more fun!

- DVD: Rolfs Liederkalender, Rolf Zuckowski (Februar)  
The website: [www.ukgermanconnection.org](http://www.ukgermanconnection.org) (kids) always features some activities for carnival in Germany around the carnival time.
- Party game called 'Donut-Wettessen': Hang a doughnut per child on a string so that it dangles in front of their mouth. After giving the signal 'Auf die Plätze, fertig, los!' the children start eating their doughnut without using hands. Their hands should be behind their back. The winner is who finishes his doughnut first.

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