



Teaching Tips

(T = teacher
P = pupil
HP = hand puppet)

Lesson 1: Ich und du

A Singing and playing

Overview of the new language material

	Sentence Structures	Vocabulary
A 1	Hallo NN/Kinder! Guten Morgen! Komm/Los, wir spielen!	eins, zwei, drei
A 2	Was denn? Ach nein. Au ja.	Fußball, Verstecken, Blindenkuh, Würfeln, Fangen, Indianer, Lego, Domino, Karten, Memory
A 6	Ratet mal!	
A 8		(Indianer) und (Verstecken)

A 1 Song: Hallo! Guten Morgen!

Material: Football, deck of cards, dice, dominos, memory

- T greets the Ps: *Hallo, Kinder/NN! Guten Morgen, ...!*
- Listen to the first verse on the cassette: At "Komm, wir spielen" T holds up football/cards
- T to Ps: *Komm, wir spielen!"* T and Ps play without words
- Do the same with the second verse
- Practise: *"Hallo! Guten Morgen! Komm, wir spielen!"* T speaks with a variety of voice levels, e.g. whispering, quietly, loudly, happily, in a high voice, ... P imitate exactly. (Imitative repetition)
- Pronunciation practice without cassette:
- initial h: place a small piece of paper on the back of the hand.
- When the h is pronounced correctly at the beginning of "Hallo" it moves or flies away.
- Listen to the third verse, at "eins, zwei, drei" count along with the fingers
- Listen to the whole song on the cassette and hum along
- Listen to the whole song on the cassette and sing along
- Sing along with the backing track on the cassette, using names from pupils in the class. T/P shouts after every verse: *"NN, komm wir spielen!"* T/P or P/P play in front of the class.

A 2 Komm, wir spielen!

A 3 Listening

A 4 Repetition

} These three sections flow into each other and are dealt with as one unit

CD 2



Teaching Tips

A 2 Komm wir spielen!

CD 1

- Listen to dialogue on cassette. T: gives meaning to new words by using realia or acting out
 - Listen to dialogue while looking at the pictures in the book, with the text covered
 - Listen to dialogue, looking at the drawings of the speakers in the book, with the text covered
 - Listen to text sentence by sentence, repeat text and act it out. Pay attention to intonation!
 - optional*: prepare the memory cards for the five games which have been introduced (see A 7)
 - T + HP: Act out the dialogue, introducing the other games (see p. 7 above)
- Tip*: Don't introduce all ten games on the same day.

CD 1

A 3 Listening

- Listen to the exercise on the cassette
 - Listen to the exercise again, acting out the games
- Tip*: Repeat this exercise in the next few lessons

CD 1

A 4 Repetition

- Listen to Task a Exercise 1, 2 and 3 on the cassette and repeat the text exactly in the breaks
- Listen to Task b on the cassette, repeat and clap along with the stressed syllables
Suggestion: Clap loudly at the stressed syllable, bang fist quietly in the palm of the hand at the unstressed syllables. Example: Blindekuh = Clap – fist – fist
Variation: Use a tambourine or other instrument
Tip: Repeat the exercises in the next few lessons
- Pronunciation practice without cassette
sch: imitate a steam train combined with "train driving" action exercise – *Verstecken, spielen*
initial h: blow away a piece of paper or breathe onto a mirror – *hallo*
w: imitate the wind – *wir, würfeln*
ü: imitate a German fire engine siren "ta-tü" – *würfeln*
long vowels: make the lengthened sound visible with your hand – *Lego, Fußball*
Tip: Repeat pronunciation practice as necessary

CD 1

CD 1

A 2 Continuation

- Divide the class into two groups, listen to the cassette sentence by sentence, repeat with Ps playing roles they have been given
- Practise new vocabulary by using mini dialogues
T+HP/P+HP/P+P • *Komm, wir spielen*
 ♦ *Was denn?*
 ♦ *Memory. (Blindekuh/Verstecken/...)*
 ♦ *Ach nein//Au ja.*
- optional*: Prepare the memory cards for the five games (see A 7)
- Listen to text from cassette, reading along silently



Teaching Tips

- e) Listen to text sentence by sentence, read out loud
- f) Read with assigned roles
- g) *optional*: Introduce the appearance of the words by means of word cards; word cards to be read quietly and acted out
- h) Acting out of A 2 with all games
- i) Integrate A 1: Class sings Song A 1 (backing track) with one P-name (P 1). P 1 comes to the front. T and P 1 speak and act out the dialogue. Class sings with other name (P 2). P 1 and P 2 act out the dialogue. Class sings with other name (P 3). P 2 and P 3 act out the dialogue, etc.

CD 1

A 5 Tongue Twister

- a) Listen to cassette. T snaps fingers at end of each tongue twister (zip)
- b) Listen to cassette, say along at the end (zip, zop, ...) and snap the fingers
- c) Listen to cassette, silently read the text in the book along with it
- d) Listen to the cassette by section and repeat the words after it
- e) T: Say the tongue twisters out loud with various pitches of voice, imitative repetition
- f) Make up further tongue twisters with other vowels/Umlauts, pay attention to long and short vowels when pronouncing the words
- g) *optional*: Make children aware of the Umlauts in the writing
Possible exercise: Make letters with string and glue them to a surface, cut them out of paper, make them with plasticine/playdoh
- h) Integrating A 1 and A 2: Use the tongue twisters as a counting rhyme, to repeat the acted presentation of A 1 and A 2

A 6 Guessing Game: Mime

- a) Look at the pictures in the book and work out the rules of the game
- b) Practise imitative repetition with "*Ratet mal*"
- c) Two Ps act out a mime. If necessary, T introduces the guessing game with the HP. The P who has guessed correctly looks for a partner.
- d) *optional*: Integrate A 5 as a counting rhyme

A 7 We make a memory game

Suggestion: Make several memory games on small cards for the pupils to play with at their desks and make a big memory game on big cards for the whole class to play with
Tip: The Ps should make all picture cards and word cards themselves now and in the future.

A 8 We play a memory game

- a) Look at pictures in book and read text
- b) To introduce Memory, play it with the whole class
With big classes: fix big picture cards to various surfaces – with sticky tape on a board / to a magnet board with magnets / with drawing pins to a cork board or polystyrene board
With small classes: Ps stand around a big table or sit in a circle on the floor, big picture cards lie on the floor in the middle of the circle.



Teaching Tips

Rules of the game: Ps have to speak while doing this (see book).

- c) Groups of 4-6 Ps play on their own at their desks. Pay attention to the rules!
- d) *optional*: Ps play in pairs and say out loud: "*Wir spielen Fußball, und wir spielen ...*"

A 9 Partner game

- a) Look at picture in book and try to understand rules of game
- b) Hand out picture cards and look for partner (see instructions in book)
- c) *optional*: P say the sentence: "*Komm, wir spielen ...*"
- d) *optional*: T asks for the picture cards back at the end of the game: "*Los, wir spielen verstecken!*" Both Ps hand their pictures cards back, and so on.

Tip: If you have a big class, there have to be three copies of each picture card. Walk between the desks, or play in the playground or gym hall.

B Wer bist du denn?

Overview of the new language material

	Sentence Structures	Vocabulary
B 1		The ABC
B 2	(Eins, zwei, drei, und) du bist frei!	
B 3	Wer bist du denn? Ich bin NN. Wer bin ich? Ich weiß.	richtig
B 4	Du bist NN. Du bist dran.	
B 6	Wir malen. Wer ist das? Das bin ich. Ist das NN?	falsch

B 1 ABC-song

- a) T writes alphabet on the board/onto cardboard the way it is in the song.
- b) Listen to song on cassette, T points out the letters in the song.
- c) Ps find out what's different from their alphabet. Typical German letters to be boxed in with a coloured pencil/crayon
- d) Listen to the song line by line on the cassette, repeat by singing it
- e) Say every line rhythmically
- f) Listen to song on cassette, stop after two lines, repeat by singing it
- g) Sing along with the backing track of the song
- h) T whispers individual letters, all Ps repeat them out loud, one P points them out on the board



Teaching Tips

- i) *optional*: Listen to song on cassette. T stops at a random place, one P shows the letter which was stopped at.
- j) *optional*: Practising ABCs
Write letters individually on cards
- T/P names a letter in a whisper, Ps lift the matching letter up.
- Several Ps line up with their cards in the correct alphabetical order.
- Hang the cards up on the board. Name the picture cards of the memory game und hang up with the correct letter

B 2 Eins, zwei, drei, und du bist frei!
B 3 The letter web } handle as unit

CD 1

B 2 Eins, zwei, drei, und du bist frei!

- a) T: Introduce counting verse, also together with revision of A 2
- b) Look at pictures from B 2 and listen to text on cassette

CD 1

B 3 Letter spider

- a) Introduction: T draws seven dashes on the board (all on one line). Listen to text on cassette. T writes up the matching letters of the name "Tassilo" one after the other on the dashes on the line. Where letters do not appear in the name "Tassilo", T builds up a spider, letter by letter.

Explanation of the game "Letter spider": On the board, the same number of dashes are written as the number of letters in the word. The pupils name individual letters. Letters which do appear in the word are written up. If letters are mentioned which do not appear in the word, they are used to develop the web: First the body, then four legs on each side, then finally in two steps the cross on the back of the spider, so the children can guess wrongly ten times. With the eleventh wrongly guessed letter the spider is finished and the class has lost.

Tip: This word game can be used over and over again in lessons, not only to guess names, but also to confirm the correct spelling of words.

- b) *optional*: Listen to text B 3 again on the cassette, one P writes up the letters on the board, or draws the spider.

CD 1

B 2/B 3 Continued

- a) Listen to B 2 and B 3 consecutively on the cassette, while looking at the pictures, simultaneously silently reading the text.
- b) Listen to scene B 2 sentence by sentence, repeat
- c) Pronunciation practice without the cassette:
'ich' sound: imitate a spitting cat, or place the index finger in front of partially opened teeth and say "ich" at the same time
- d) Play "Letter spider" (see B 3): Write the names of all the Ps in the class on individual pieces of paper. One P pulls out a name, makes the same number of dashes on the board as the name has letters, (e.g. "Sharon" – six dashes) and asks: "*Wer bin ich? Ratet mal.*" The Ps name the letters, write in the letters or build up the spider, see above.
- e) Game as in d), but first, act out B 2



Teaching Tips

- f) *optional*: Give every P a German name for the duration of the class. Then play as in d) and e).

CD 1

B 4 Blindekuh [Blind man's bluff]

- a) Look at picture, cover text, listen to dialogue on cassette.
b) Look at picture and drawings of speakers, cover text, listen to cassette in sentences and repeat
c) Listen to text, silently read along
d) T says the text beforehand with various intonations, repeats imitatively
e) Play "Blindekuh"
Tip: The word "SIMSALABIM" replaces a word that has to be guessed (name, noun, verb). It appears in various guessing games in the book in all lessons.

CD 1

B 5 Listening story

- a) Look at pictures, listen to text on cassette (don't set any tasks yet!)
b) Look at pictures, listen to text again
c) Listen to text section by section, look for matching pictures as a class, write letters of pictures on board in the right order (to introduce this technique)
d) Listen to text section by section, quietly put the pictures in order (Ps write the letters in the right order on the block (Task b)
d) *optional*: Copy pictures out of the book. Ps cut out the pictures and place them in the right order
e) Solve Task c in the class, shout or sing in unison: "*Ti-Ta-Tassilo ...*"
f) *optional*: Listen to the text again, Ps shout or sing along: "*Ti-Ta- ...*".
Tip: Spread the exercise with the listening story over several days. Don't work in too detailed a way with the text.

CD 1

B 6 Guessing Game: Wer ist das?

- a) Look at pictures under the title (Wir malen – Das bin ich) and try to understand the task
b) T: "*Wir malen*". Ps paint a self-portrait on uniformly sized pieces of paper. No names to be written at this stage.
c) Each P shows his/her picture and says: "*Das bin ich.*"
d) Look at the two lower pictures (Wer ist das?) and try to understand the guessing game
e) Look at first picture, cover text, listen to first dialogue
f) Look at first picture, cover text, listen to first dialogue sentence by sentence and repeat
g) Pronunciation practice without cassette:
w: imitate the wind – *wer?*
sch: Imitate a steam train – *falsch*
'ich'-sound spit like a cat or use your index finger – *richtig*
h) Listen to first dialogue, read silently along with it
i) practise Dialogue 2 as for Dialogue 1
j) Play guessing game with the self-portraits in the class



Teaching Tips

- k) *optional*: Hang up all drawings on the board/wall
T/HP points to the picture. *Das ist Peter.*
P: *Nein, das bin ich./Ja, richtig.*
- l) *optional*: the "6 right game"
Hang up all drawings on the board/wall. P 1 points to the six pictures one after the other and asks: *Wer ist das?"* P 2 has to guess six times: *Das ist ...* P 1 answers: *Ja, richtig./Nein, falsch.* P 3 adds one point on the board for each correct answer, e.g. with strokes |||, asterisks * * * or by completing a figure, hangman-style.
Who can get six points?

C 1, 2, 3 and 4, 5, 6

Overview of the new language material

	Sentence Structures	Vocabulary
C 2	Also los! Ich habe (drei). Gewonnen!	Numbers 1-6
C 3	... und was kommt dann?	
C 5	Was macht ihr denn da? Darf ich mitspielen? Ja klar, wer ist dran?	Revision: Games

C 1 Wir basteln einen Würfel (We make dice)

- Look at modelling instructions. T: Give the side length, e.g. 10cm
- Either with partners or individually, make dice. When drawing the dice pattern, don't forget to leave overlaps for the area to be glued

C 2 Wir spielen Würfeln (We play with dice)

- Look at picture, cover text, listen to dialogue on cassette, T: Show 3 and 5 on a big die.
- Listen to dialogue once more, covering the text, look at drawings of speakers
- Listen to dialogue sentence by sentence, read along silently, repeat what's heard
- With partners play with the made-up dice.

C 3 Counting rhyme

- Listen to counting rhyme on cassette
- Listen to counting rhyme line by line and repeat
- Integrate with C 2: Class stands in a circle. One P chooses a partner (P 2) by counting. P 1 and P 2 act out the dialogue with a made up die, using numbers which have actually been thrown.

Tip: It's always the P with the higher score who says: "*Gewonnen!*" Avoid "*Verloren!*"

C 4 Repetition

- Listen to Exercise 1 (sounds and words) on cassette and repeat exactly
- Listen to Exercise 2 (sentences) on cassette and repeat, imitating the manner of speaking exactly
- Pronunciation practice without cassette:

CD 1

CD 1

CD 1



Teaching Tips

- ü: Imitate a German fire engine "Tatü, tatü" – *fünf, Würfeln*
- z: Hiss like a snake – *zwei*
- w: Imitate the wind – *wir, Würfel, gewonnen, ich weiß*

Tip: Always use words from previous texts for pronunciation practice

C 5 Darf ich mitspielen?

CD 1

- a) Listen to Dialogue a on cassette while looking at picture, cover text
- b) Listen to dialogue, cover text, look at drawings of speakers
- c) Listen to dialogue, point out speakers on picture
- d) Listen to dialogue sentence by sentence, repeat, in choir and in groups
- e) Using imitative repetition, practise: "*Was macht ihr denn da?*" "*Darf ich mitspielen?*"
- f) Listen to dialogue on cassette, read along silently
- g) Listen to dialogue sentence by sentence, read along out loud
- h) Read with assigned roles
- i) Act out dialogue
- j) Integrate C 2: act out Dialogue a and carry on as in Dialogue 2, line 4, "*ich habe ...*"

CD 1

- k) Introduce Dialogue b and practise as for Dialogue a, act out in the playground or classroom
- l) Act out Dialogue b with other games, e.g. dominos, Lego, cards
- m) Integrate Dialogue a: act out Dialogue b and carry on as in Dialogue a, line 4, "*Ja, klar.*"
- n) *optional:* Integrate C 3: decide who plays by using a counting rhyme
- o) *optional:* Write sentences from the dialogue in random order on the board or on sentence strips. Decide the correct order individually or with a partner. To check, read the book or listen to the text on the cassette

D Song: Guten Morgen, ... Gute Nacht!

Overview of the new language material

Sentence Structures

Vocabulary

Guten Tag. Auf Wiedersehen.

Gute Nacht. Frau/Herr ...

Tschüs

Tip: The song should be successively introduced and sung throughout the course of Lesson 1. The first and fourth verses are suitable for daily greetings, or saying goodbye

- a) Make the picture cards as in the book
- b) Introduce song and practise as for A 1 (listen, practise text by imitative repetition, hum along, sing along, sing along with the backing track), showing the corresponding pictures at the same time



Teaching Tips

- c) Action game: Half of the Ps have picture cards. All Ps walk around the class. When one P meets another, one of them shows the picture card as a speaking stimulus, e.g. P 1: *Guten Abend Darren*. P2: *Guten Abend, Sharon*.

Lesson 2: Komm, wir gehen nach Hause!

A Mami ist da

Overview of the new language material

	Sentence Structures	Vocabulary
A 1	Das ist NN. NN ist mein Freund. Aha! Na, kommt mal rein.	Mami Freund
A 2	Wo ist denn deine ...? Sie ist nicht hier/da. Ach, da ist sie ja!	Mutter
A 3	Was möchtest du denn spielen? Na gut!	
A 4	Ich habe gewonnen. Ich darf zeichnen.	

CD 1

A 1 Hallo Mami!

- Cover text, look at picture, T names people "*Das ist Mami/Susi/Tassilo*."
- Look at picture, cover text, listen to dialogue from cassette
- optional*: Play "Blindekuh" with touching. The "Blindekuh" feels the shape head of a P's head, the P doesn't say anything. The "Blindekuh" has to guess: *Das ist ...*
- Listen to dialogue sentence by sentence, repeat in choir, then in groups
- Pronunciation practice without cassette:
 - initial h: blow away place a small piece of paper from the back of the hand or breathe on a mirror – *Hallo*
 - Final –er: Don't pronounce the r too clearly, it's more like an open a – *wer*
- Listen to dialogue from cassette, read along silently
- Read with assigned roles

A 2 Song

- Introduction: All Ps close eyes. T makes it clear to one girl (e.g. Sharon), that she should hide. Eyes open!
T speaks the verse of the song with corresponding gestures, mimic and intonation:
*1, 2, 3 und 4, 5, 6. Wo ist denn Sharon?
Sie ist nicht hier, sie ist nicht da.
Ach, da ist sie ja!*
Practise with imitative repetition

CD 2

- Listen to song on cassette, look at family picture in the book, point to the mother
- Listen to song and hum along
- Listen to song and sing along



Teaching Tips

- e) *optional*: Bring own family photos or paint a family picture. One P stands with the picture in front of the class.
Class: "*Wo ist denn deine Mutter?*"
P: "*Hier./Da.*" and points to his/her mother.
Or: Class sings the song, P points at the corresponding line
- f) Integrate A 1: Distribute dialogue roles first. Sing song, point to the "mother", then act out dialogue
- g) *optional*: Individual Ps hide. Sing the song with the Ps' names.

A 3 Na gut!
A 4 Wir spielen Würfeln
C 3 Repetition, exercises 1 and 2 } treat as unit

CD 1

A 3 Na gut!

- a) Listen to dialogue on cassette, look at picture, cover text
- b) Listen to dialogue sentence by sentence, read along silently

CD 1

A 4 Wir spielen Würfeln

- a) Listen to scene on cassette while looking at the pictures
- b) Listen to text on cassette, read along silently

CD 1

C 3 Repeat sounds

- a) Listen to exercises 1 and 2 on cassette and repeat exactly what is heard
- b) Pronunciation practice without cassette:
z: hiss like a snake – *zwei, zeichnen*
ch: place finger in front of teeth – *ich, möchtest du*
initial h: Breathe onto hand or mirror – (*ich*) *habe*

A 4 Continuation

- a) Look at pictures again and try to understand the rules of the game
- b) Two Ps play the game with the big die in front of the class, draw both houses, line for line, on the board. The winner is the player who has his/her house finished first.

CD 1

A 3/ A 4 Continuation

- a) Listen to dialogue A 3 and Game A 4 on the cassette, reading along silently
- b) Listen to A 3 and A 4 sentence by sentence, reading out loud at the same time
- c) Act out A 3 and A 4
- d) In small groups (3-4 players), play the game of dice with the dice which were made earlier
- e) *optional*: Vary dialogue A 3. Instead of "Komm, wir spielen Lego!" suggest other games



Teaching Tips

B Meine Schwester Ulrike

Overview of the new language material

Sentence Structures

Vocabulary

B 1		Numbers from 7-12 Schwester Bingo with dice
B 2	(Hallo,) ihr zwei! Möchtest du mitspielen? Ich möchte ... spielen. (Das ist) meine ...	

CD 2

B 1 Song

- listen to song on cassette, looking at family picture, point to the sister
- Practise song as in A 2, write numbers on board and point along as they are sung

B 2 Das ist meine Schwester

B 3 Wir spielen Bingo mit zwei Würfeln

C 3 Repeating what's heard, exercises 3-5

} treat as unit

CD 1

B2 Das ist meine Schwester

- Listen to dialogue on cassette while looking at picture, cover text
- Listen to dialogue again, cover text, look at speakers
- Listen to dialogue sentence by sentence and repeat what's said, in choir, in groups

CD 1

C 3 Repeating what's said (exercises 3-5)

- Listen to exercises 3-5 and repeat exactly what's said
 - Pronunciation practice without cassette:
 - s: buzz like a bee – *sieben, sie, sechs*
 - z: Hiss like a snake – *zehn, zwölf, zwei*
 - ach-sound: make snoring sounds – *acht, ach*
 - ö: bleat like a sheep – *zwölf, möchte*
- Tip:* Use words from previous texts over and over again for pronunciation practice

B 3 Wir spielen Bingo mit zwei Würfeln

- Look at picture and try to understand the rules of the game
- Introduce the game: Four Ps draw bingo cards and fill them out with the numbers between 2 and 12.
Ps from the class throw dice with two big dice and call out the numbers. The four Ps at the board cross out the numbers that come up if they are on their card. They say out loud: "Ich habe ..." The first one to get all the numbers shouts "Bingo!"
- All the Ps make bingo cards at their desks and enter numbers between 2 and 12. T or one of the Ps throws dice with two big dice and says the numbers out loud. All Ps who have the numbers on their cards can cross them out. The first one to cross out all of his/her numbers shouts "Bingo!"



Teaching Tips

- d) Play Bingo in small groups (3-6 players)

B2 Continuation

- a) Listen to dialogue on cassette, read along silently
 b) Read dialogue with assigned roles
 c) Act out dialogue and play bingo right after
 d) *optional*: Hunt for partner game with the numbers 1-12 (see Lesson 1, A 9)

CD 1

C Das ist mein Bruder

Overview of the new language material

	Sentence Structures	Vocabulary
C 1	(Wo ist denn) dein ... Er (ist nicht hier/da.) Ach, da ist er ja.	Numbers from 13-16 Bruder
C 2	Nein, ich habe keine Lust. So ein Quatsch! Wer ist das denn? Mein ... Er heißt ... Wie alt ist er denn? Los, weiter!	doof

C 1 Song

- a) Introduction as in A 2: One boy hides himself. T speaks the text of the song, with changes, Ps repeat this.
 b) Listen to song, look at family picture, point to the brother
 c) Write the numbers 13-16 on the board, listen to the song again, point to the numbers as they are sung
 d) Practise the verse of the song as above
Tip: Repeat the known verses over and over again

CD 2

C 2 Mein Bruder ist doof

C 3 Repeat what's said, exercises 6 and 7

} treat as unit

C 2 Mein Bruder ist doof

- a) Look at picture 1 and name the people
 T: *Das ist Susis Bruder. Er heißt Klaus. Er ist 14.*
 b) *optional*: Warm up: Throwing a ball
 P 1 throws a ball to P 2 and asks: "*Wie heißt du?*" P 2: "*NN*" (Only a short answer!) P 2 throws the ball to P 3 etc.
 c) Warm up question-answer chain: P 1 *Wie alt bist du?* P 2 "*Acht*". P 2 *Wie alt bist du?* P 3 "*Neun*" etc. Or: "*Ich bin acht. Und du?*" Also possible with throwing a ball
 d) Listen to first dialogue, repeat, pay attention to intonation

CD 1



Teaching Tips

e) Practise with mini dialogues with gestures and mime:

- *Wir spielen ... Möchtest du mitspielen?*
- * *Nein, ich habe keine Lust.*

or

- *Wir spielen ...*
- * *...! So ein Quatsch!*

CD 1

f) Listen to second dialogue from C 2, look at picture, cover text

g) Listen to dialogue again, cover text, look at speakers

h) Listen to dialogue sentence by sentence, repeat in groups

C 3 Repeating what's said

a) Listen to Exercises 6 and 7 and repeat exactly what's said

b) Practise numbers without cassette by repeating imitatively

CD 1

C 2 Continuation

a) *optional*: T points to a P and asks: *Wer ist das denn?*"

Ps answer. T: *"Wie alt ist er denn?"* The P who answers quickest carries on.

Likewise with the girls: *"Wie alt ist sie denn?"*

b) Practise "er" and "sie": All Ps in the class change places. T/P: *Wo ist denn Klaus?*

Ach, da ist er ja. Wo ist denn Clara? Ach, da ist sie ja.

c) Listen to both dialogues on cassette, read along silently

d) Read dialogues with assigned roles

e) *optional*: Exercise on comprehension of text

T/P mimes out sentences from the dialogues in front of class, e.g. dismissive hand movement = *"So ein Quatsch!"*

f) Act out dialogues

g) *optional*: Ps bring photos of their brothers and sisters into class.

- *Wer ist das denn?*
- * *Meine Schwester. Sie heißt ...*
- *Wie alt ist sie denn?*
- *Zwölf.*

or

- *Ist das dein Bruder?*
- * *Ja. Er heißt ...*
- *Wie alt ist er denn?*
- * *Fünfzehn.*

or

- *Ist das dein Bruder / deine Schwester*
- * *Ja.*
- *Wie heißt er/sie denn?*
- * *...*

CD 1



Teaching Tips

D Sarah ist meine Freundin

Overview of the new language material

Sentence Structures

Vocabulary

D 1

Numbers 17-20
Freundin

CD 2

D 1 Song

- Listen to song, look at picture, point to female friend
- Write numbers 17-20 on board, listen to song, point to the numbers as they come up
- Practise song verse as above
- optional*: Chain game
P 1 stands up and says: "*P 2 ist mein Freund/meine Freundin*" P 2 stands up and says: "*P 3 ist ...*" etc. Only Ps who are still sitting may be called
- optional*: Changing places game
Half of the Ps sit on chairs in a circle. One chair is empty. Behind every chair another P is standing with his/her hands on the back of the sitting P. P 1, who is standing at the empty chair, says: "*P 2 ist mein Freund/meine Freundin.*" P 2 tries to get to the empty chair with P 1 behind it. The P who is standing behind P 2 tries to hold him/her back. If that is successful, P 1 carries on. If he/she cannot hold P 2, then he/she has the empty chair in front of him/her and carries on. Change places after a while. The Ps who have been sitting swap places with the Ps who have been standing.
- optional*: Game: "Mein rechter Platz ist leer"
All Ps sit on chairs in a circle. One chair is empty. The P to the left of the empty chair says: "*NN ist mein Freund/meine Freundin. XY, komm bitte.*" P 1 sits on the empty chair. The P who is now left of the empty chair carries on: "*XY ist mein Freund/meine Freundin. XY komm bitte.*" XY sits on the empty chair and so on.

CD 1

CD 1

D 2 Story for Listening

- Look at picture from D 2 and name the people
- Look at pictures from D 1 and D 2 and listen to text on cassette (Exercise a)
- Listen to text again, point to speakers in the pictures as they speak
- Listen to example of Task b on the cassette. Then listen to sentences, stopping the cassette after every statement, correct, listen to confirmation on cassette

Tip: If necessary, (to introduce the technique) listen to Task b once more, then carry on as above.

Tip: Don't carry on practising with the story. Repeat the exercise in the following lessons

D 3 Tassilo's Memory

- Practise numbers from 1-20: Counting combined with movement, e.g. playful gymnastics "We are old-fashioned gymnasts": 1-5 arms stretching forwards then back, 6-10 arms up, 11-15 arms down, 16-20 arms to the side, or such like.



Teaching Tips

CD 1

- b) Pronunciation practice: C 3 repeat, Exercise 6
Listen to numbers 10-20 on the cassette and repeat
- c) Write numbers 1-20 in words on cards, distribute the cards to the Ps, or stick them up on the board in random order. Write the numbers in order on the board, match the word cards
- d) Wipe off numbers on board, only leaving the word cards from 1-20, listen to C 3 Exercise 6 on the cassette and read along
- e) *optional*: 20 Ps are given a word card each and have to arrange themselves as quickly as possible in the correct order
- f) Make a number memory game with partners or in groups; give guidelines and progress check on writing by using the book, pp 12/17/19 or word cards on the board

CD 1

- g) Integrating D 2: Listen to story and immediately after play number memory game in small groups
- h) *optional*: Finding partners game with the memory cards
- i) Group competition: Divide the class into groups. Mix up the memory cards for one memory game in each group and, when told to start, they have to put the cards in the right order. The fastest group wins. Can also be played with word cards and number cards

E Hallo, Papi!

Overview of the new language material	
Sentence Structures	Vocabulary
E 1	Vater
E 2	Papi, Sitzboogie, Prima!

E 1 Song

CD 2

- a) Look at picture. T: *"Das ist Susis Vater, Susis Papi."*
- b) Listen to song on cassette, look at picture, point to father
- c) Listen to song and read text silently along with it
- d) Listen to song and sing along
- e) Sing all the verses of the song to the backing track, counting in the given order and also backwards

E 1 Papi ist da!

E 3 Sitzboogie

} treat as unit

E 2 Papi ist da!

CD 1

- a) Listen to dialogue on cassette, cover text, look at picture
- b) Listen to dialogue sentence by sentence, cover text
- c) Listen to dialogue, read along silently
- d) Read dialogue with assigned roles



Teaching Tips

E 3 Sitzboogie

- Look at pictures and try to understand the rules of Sitzboogie
- Play Sitzboogie in a circle: Always assign the same movement to two numbers, e.g. hands on heads, on ears, on shoulders, in front of the mouth, on the stomach, on the knees, clap, snap the fingers, stamping feet, etc. Ps should think up their own movements.

E 2 Continuation

- Act out dialogue while playing Sitzboogie
- Variation: Act out the dialogue with other people (Mami, Ps' names). This person gives the commands for the Sitzboogie.
- optional*: Vary dialogue E 2, e.g. with other games instead of Sitzboogie, or carry on from "Wir spielen ..." as in C 2

F Bei Tassilo

Overview of the new language material

	Sentence Structures	Vocabulary
F 1	Schau mal! Das ist wohl ... Wie heißt er?	Familie Clown

F 1 Reading story: Tassilos Familie

- Look at picture, then read text silently
- Listen to cassette, read along silently
- optional*: Listen to text on cassette sentence by sentence, read along silently, repeat
- optional*: Listen to text on cassette, read along silently, stop the cassette at a random place. Ps read the last word or the last sentence out loud.
- Practice: Write on the projector or board (written specially or with sentence strips) the words of only one of the speakers. Ps read and reconstruct the text of the other speaker.
- Reading practice: T reads aloud single sentences with small mistakes, e.g. "Und das ist wohl dein Vater." Ps read the sentence correctly.
- Whispered reading: T/P stands in front of the class and reads a text out loud in a whisper. All Ps look for the sentence in the text.
- optional*: Stick the story in sentence strips on the board; Ps put them in order. Also possible with a partner or as group work with sentence strips for each group. Check in the book or on the cassette.
- Reading practice in a group: One P points to a person in the picture. The others look for the corresponding place in the text and read it out.
- Read the text with assigned roles
- optional*: In small groups, one P is chosen to be Tassilo. He or she points to Tassilo in the picture. The others name the people: "Das ist dein Vater." and so on.

CD 1



Teaching Tips

CD 1

F 2 Wir spielen Stabfigurentheater

- Make stick figures following instructions (Task a)
- Listen to text F 1 on cassette. Hold up the stick figures at the appropriate places, also in groups in front of the class (Task b)
- optional*: Two Ps read out text F 1, five others move the stick figures to the text.
- Listen to all the verses of the song on the cassette and move the stick figures appropriately
- Sing all the verses of the song and move the stick figures
- optional*: Integrate A-E: Act out the dialogue for this lesson with stick figures, change the situation: One P or Susi visits Tassilo.

Lesson 3, Schule, Schule, Schule!

A The Classroom

Overview of the new language material

Sentence Structures

Vocabulary

A 1	Only passively by listening Geh bitte zum/zur ... Komm bitte an die/ans ... Mach bitte ... auf/zu Geh auf deinen Platz	passive: Schrank, Fenster, Papierkorb, Waschbecken, Tür, Tafel, Pult
A 2		active: Schrank, Fenster, Tür Papierkorb, Waschbecken Tafel, Pult, Tisch

CD 1

A 1 Listening

- Listen to cassette, T reacts accordingly and walks around the class
- Listen to cassette sentence by sentence, one P carries out the instructions, with help from the T when necessary.
- Listen to cassette, several Ps carry out the instructions one after the other.
- Look at picture, listen to cassette sentence by sentence. T/P carries out the instructions in the class. All Ps "walk" with their fingers on the picture.

Tip: Spread these exercises over several days, repeat them frequently and practise them, also without the cassette. Important: only to be done passively while listening, no active speaking required.

A 2 Writing

CD 1

- T or a good P writes word cards of the objects in the classroom.
- Distribute word cards to the Ps, listen to cassette, carry out the instructions while sticking the word cards together.



Teaching Tips

B Was möchtest du machen?

Overview of the new language material

Sentence Structures		Vocabulary
B1	(Möchtest du ...?) (Was möchtest du) denn?	zeichnen, schreiben rechnen, schlafen, lesen, turnen, singen, tanzen, basteln, malen
B 4	(Ich möchte ...)	
B 5	(Was möchtest du denn) machen? ... macht mir Spaß.	machen oder
B 7	He, was ist denn los? Ach nichts.	
B 8		rot, grün, gelb, blau, schwarz, weiß, braun, grau Mann, Frau

B 1 Was möchtest du denn?
B 2 Listening
B 3 Repeat } treat as unit

B 1 Was möchtest du denn?

a) Introduction of the activities via mini dialogues with hand puppet

HP: "whispers" something into the T's ear.

T: "*Was möchtest du denn?*"

HP carries on "whispering"

T: *Schreiben?*

HP: *Ja.*

T: *Na gut.*

T gives HP chalk. HP writes on the board.

Ps take on the role of the HP. The advantage of this exercise is that the Ps initially only react by doing something, but do not have to speak actively.

Likewise with other activities

b) Practice: Mini dialogue, T and P without HP

P (whispers): *Ich möchte schreiben.* (If necessary the T prompts the P)

T: "*Was möchtest du denn?*"

P (whispers): *Ich möchte schreiben.*

T: *Schreiben?*

P: *Ja.*

T: *Na gut.*

P carries out the activity.

Likewise with other activities

Tip: Don't carry out all activities on one day.

c) Listen to dialogue on cassette, cover text, point out the activities on the pictures

d) Listen to dialogue sentence by sentence, repeat, point along



Teaching Tips

CD 1

B 2 Listening

- Listen to exercise on cassette and act out the activities
Tip: Repeat this exercise in the following lessons, also as a warm-up exercise
- Listen to exercise one more time and point to the pictures in B 1
- optional:* Make picture cards of the activities now (see B 4)

CD 1

B 3 Repeat

- Listen to Exercise 1 on cassette and repeat exactly
- Pronunciation practice without cassette
 - sch: imitate a steam train combined (also as an action game) –
spielen, schreiben, schlafen
 - 'ich' sound: imitate a spitting cat – *rechnen, zeichnen, ich möchte*
 - z: Hiss like a snake – *zeichnen*
 - long vowels: make the lengthened sound visible with your hand – *lesen, schlafen, malen, spielen*

CD 1

- Listen to exercise 2 on cassette and repeat exactly
Tip: Repeat this exercise in the following lessons, also without the cassette. T speaks with varying intonations – imitative repetition

CD 1

B 1 Continuation

- Listen to dialogue on cassette, reading along silently
- Read dialogue with assigned roles
- Act out dialogue, also with other activities

CD 1

B 4 Guessing game with picture cards

- Make picture cards of the activities from B 1 in groups
- Look at picture, listen to text on cassette
- Listen to text sentence by sentence, reading along silently, repeat what's heard
- Play guessing game, first in the class then in groups
- Integrate B 1: One P takes a picture card. Act out dialogue. Finish dialogue according to what is on card
- Variation: Take four picture cards and change the dialogue according to the picture cards

CD 2

B 5 Song: Was möchtest du denn machen?

- Listen to song on cassette (both verses)
- Listen to song, hum along
- Listen to song, read text silently along with it
- Speak the text rhythmically, practise "*Malen macht mir Spaß*" with imitative repetition
- Listen to song, sing along, also to the backing track
- Make up further verses and sing them to the backing track
- Writing: Ps write their own verses in their jotters, possibly even two verses, one negative one and one positive one.



Teaching Tips

B 6 Wir basteln Fingerpuppen (We make finger puppets)

- Following the instructions, make finger puppets, using a ball of cotton or polystyrene for the head. If neither are available, then a match box can be used (albeit this makes the head a bit square), or make a ball with crumpled paper, cover with a tissue and tie to the finger, although this won't stay together long.
 - Act out dialogue B 1 with finger puppets.
 - optional*: One P acts out the dialogue with two finger puppets.
 - One P sings the song B 5 and acts out the two "speakers" with two finger puppets.
- Tip*: Use finger puppets repeatedly to practise dialogues, especially with partners.

B 7 He, was ist denn los?

- Listen to dialogue on cassette, look at picture, cover text
- Listen to dialogue sentence by sentence, repeat in two groups with finger puppets
- Listen to dialogue, read along silently
- Listen to dialogue sentence by sentence, read along silently, read out loud
- Act out with assigned roles, paying attention to the intonation
- Act out dialogue with the aid of the dialogue structure on the board:

...
Hallo.

...
Ach nichts.

...
Ach nein. Ich habe keine Lust.

...
Lesen? Ach nein.

...
Tanzen? So ein Quatsch!

...
Was denn?

...
Na gut.

- Act out the dialogue with partner using finger puppets

B 8 Counting rhyme

- Introduce colours: T shows colour cards and names the colours.
- Distribute the colour cards to eight Ps, T names the colours, Ps show to the corresponding cards
- Hang up colour cards on the board in the order of the rhyme while drawing faces of a man/woman. Listen to rhyme on cassette, T points along on the board.
- Listen to rhyme sentence by sentence, repeat, one P points along.
- Practise colours with imitative repetition
- Listen to rhyme on cassette, read along silently in the book
- Listen to rhyme sentence by sentence, read out loud
- Look at picture, combine counting rhyme and dialogue scene
Ps stand in a circle, one P counts off. The P who was counted out (P 1) decides on the activity in the dialogue.

CD 1

CD 1



Teaching Tips

Everyone: *Was möchtest du denn machen?*

P 1: *Ich möchte turnen.*

Everyone: *Au ja, wir turnen.*

Everyone in the circle mimes "doing gymnastics"

Likewise with other activities (see B 1) and games (see Lesson 1)

- i) With partners put the second rhyme (only with symbols) into words and present it to the class
- j) Invent other rhymes with other sequences of colours with partners or individually
- k) Act out dialogue with the new rhymes and resulting dialogue

C Meine Schulsachen

Overview of the new language material

	Sentence Structures	Vocabulary
C 1	Immer wieder ...	Bleistift, Spitzer, Malkasten, Pinsel, Farbstift, Radiergummi, Block, Füller, Buch, Heft, Lineal, Federmäppchen, Turnzeug, Schultaschen, Schere, Tafel, Kreide
C 4	Gib mir bitte den/das/ die ... Hier bitte. Danke.	passiv: Schulsachen

C 1 Immer wieder Schule

C 2 Listening

C 3 Repeating what's heard

} treat as unit

C 1 Immer wieder Schule

- a) T has Ps give him/her school things, by pointing to various objects. T: *"NN, gib mir bitte den Bleistift!"* etc.
 - b) Listen to text on cassette, T points out the various objects.
 - c) Listen to text again, T points out the objects, Ps join in by speaking the refrain "Schule, Schule" along with T.
 - d) During the next lessons practise the vocabulary piece by piece (depending on the class, four to a maximum of six objects per lesson): T puts four objects on the desk, Ps place the same objects on the table. T: *Nimm den Bleistift.*" Ps react, etc.
- Tip:* It is not necessary at this stage for all the Ps to have already mastered the vocabulary. During the course of the lesson in the book the new vocabulary will be consolidated through doing a variety of exercises.

CD 1

C 2 Listening

- a) Listen to exercise on cassette and point to real objects
- b) Listen to the exercise again and point to the pictures in C 1
- c) *optional:* Listen to exercise and point to the words in the text C 1

CD 1



Teaching Tips

CD 1

C 3 Repeating what's heard

- Listen to the sounds and words in the exercises 1 and 2 on the cassette and repeat exactly what's heard (Task a)
- Emphasis: Listen to Task a on the cassette, repeat what's heard and clap along with the emphasis of the syllables (see Lesson 1, A 4)
- optional*: Guessing game on emphasis
T presents the syllables of a word by clapping (stressed syllable) and banging (unstressed syllable). Ps guess which word it is, e.g. fist – hands – fist – fist = Radiergummi.
- Pronunciation practice without cassette with the exercises as above for the sounds: sch, z, ich-sound, ach-sound, long vowel

CD 1

C 1 Continuation

- Listen to text sentence by sentence on cassette and repeat what's heard
- Listen to text on cassette, read along silently and point to the drawings
- Listen to text line by line, read along silently, read along out loud
- Read text rhythmically, possibly emphasising it with quiet clapping or taps on the tambourine
- optional*: Searching game with a partner with real objects. Pairs of Ps have the same school object and pronounce the word.
- optional*: Game "Letter spider" to consolidated the appearance of the words

C 4 School things

- Look at drawing, T and Ps arrange the school things on the table according to the drawing.
- T acts out the first mini dialogue with the HP.
- Cover the objects of the green and red colour groups ("das/die") with a cloth, act out the mini dialogues with objects of the blue colour group ("den"), at first T with P with HP, then two Ps.
- T and P with HP act out further mini dialogues with "das" and "die".

Tip: Practise further mini dialogues with the objects of the "das" and "die" groups in the following lessons.

CD 1

- Listen to first mini dialogue on the cassette, read along silently and repeat what's heard
- Act out further mini dialogues with the blue colour group ("den") with partners, using finger puppets and real objects

CD 1

- Read the next mini dialogue ("das") with assigned roles and complete
- Practise as in f)
- Read the mini dialogue with "die" and complete
- Practise as in f) as a class with HP
- Read and practise further mini dialogues with two extras with assigned roles, see "Sprich auch so" in the book
- optional*: Game: "Koffer packen".
P 1: "Gib mir bitte den Füller." P 2: "Gib mir bitte den Füller und das Heft." P 3: "Gib mir bitte den Füller, das Heft und die Kreide." etc. If necessary lay out the objects to stimulate their memory
- Read nonsense dialogue with assigned roles, see "Und so" in the book



Teaching Tips

- n) Prepare nonsense dialogue with partners and act out in class, possibly with a prize for the best nonsense

D Wir spielen mit Schulsachen

Overview of the new language material

	Sentence Structures	Vocabulary
D 1	Nimm den/das/die ...	Revision: School things
D 3	Hast du den/das/die ...?	Revision: School things

Tip: In part D, five more game-based forms of exercise will be presented which will allow the Ps to consolidate the use of new structures. There should, however, be no attempt to come up with rules.

D 1 Game: Blau, grün oder rot?

- a) Look at pictures, prepare game according to the drawing: Place the school things in a heap, one each of every object
T puts out three prepared colour-marked boxes, blue – on the left, green – in the middle, and red – on the right.
- b) Listen to text on cassette, T and HP act along. HP takes a jotter and puts it in the green box.
- c) Listen to text on cassette, all Ps repeat the first role, one P with HP speaks the second role and acts it out at the same time.
- d) Act out the scene with further objects, until all the objects have been sorted into boxes. As a memory aid or to check progress, look at drawing for C 4
- e) *optional:* Tambourine game
T says the sentences to the Ps, leaves out the article and instead, bangs a tambourine (or claps hands), e.g. "*Nimm * Block.*" All Ps repeat the whole sentence in chorus with article.

CD 1

D 2 The colour dice game

- a) Prepare a colour die according to instructions (Task a). Or stick two blue, green and red dots to existing dice.
- b) Listen to text on cassette, look at picture and try to understand the rules of the game
- c) Play the game in class, take the corresponding object out of the box (Task b)
- d) Play colour dice game in groups with school things
- e) Play the game with two colour dice, take objects out of the boxes (Task c)
- f) Integrate C 4: play with two colour dice, repeat dialogue from C 4 as nonsense dialogue, possibly giving a prize for the best nonsense (Task d)

CD 1

D 3 Guessing game

Material: non-transparent bag, 3 colour boxes

- a) Look at picture, listen to text on cassette
- b) Listen to text, read along silently

CD 1



Teaching Tips

- c) T with HP has one object out of the blue box in a bag. Listen to text on cassette sentence by sentence. HP (T) and Ps repeat what they've heard.
- d) Play guessing game with objects from the colour boxes

D 4 Pattern game

- a) Paint picture cards with the school things, put coloured dots on each picture according to their category (Task a)
- b) Draw pattern grid on the board and arrange picture cards as in figure 1 (all at once, or only a few at first, the rest in the next lesson)
- c) Look at pictures in book and try to understand the rules of the game
- d) Look at pictures, listen to text on cassette
- e) Play pattern game in class: P look intensively at the arrangement for a minute, then cover the board (with a cloth, or close it up). Meanwhile, one P takes away one card. Uncover the board, guess the card with previously given model sentences (Task b)

CD 1

D 5 Searching game with partners

- a) Write word cards for the school things, make coloured dots (Task a)
- b) Play the game in the usual manner (see Lesson 1, A 9) (Task b)
- c) Play memory game with picture cards and word cards.

E Pinsel, komm! Ich möchte malen.

Overview of the new language material

	Sentence Structures	Vocabulary
E 1	Oh, wie schön ist Schule!	Revision: School things, activities
E 3	Wer hat den/das/die ...? NN hat ... Wer? Ach, du!	sofort
E 5	Du auch? Komm doch her!	fernsehen Hilfe!

E 1 Song: Oh, wie schön ist Schule!

- a) Listen to song on cassette, do not read lyrics with it
- b) Listen to song, read text silently along with it
- c) Practise the song in the usual way (listen – hum along, listen – sing along, read text rhythmically, sing along to the backing track)
- d) By changing the 1st and 3rd - 5th lines, make up more verses and sing along to the backing track
- e) Write down new verses with partners or individually

CD 2

E 2 Listening stories

- a) Listen to first scene on cassette, correct in class, listen to correct solution on cassette

CD 1



Teaching Tips

CD 1

- b) Listen to second and third scenes on cassette, confirm or correct, listen to check on cassette
- c) Listen to fourth and fifth scenes on cassette (this time, unlike with the first three scenes, it's the verb, not a noun, that has to be changed), find the correction in class, listen to check on the cassette
- d) Listen to all scenes one after the other, stop the cassette before every solution. All Ps say the correct solution in chorus. Listen to check on the cassette
- e) Look at picture, listen to scene on cassette. Match the picture with a scene (Task b)

CD 1

E 3 Wer hat den Füller?

CD 1

- a) Listen to text on cassette, look at picture, cover text
- b) Listen to text sentence by sentence, repeat in three groups
- c) T with HP and one P acts out the dialogue with another school object
- d) Two Ps act out the dialogue with another object. One P takes over the HP.
- e) Act the dialogue with partners with finger puppets
- f) Act out the dialogue without HP
- g) *optional: Game*
All Ps sit in a circle, one P stands in the middle. P 1 in the circle is given, for all to see, a school object. The P in the middle asks: *P 1, hast du ...?* In the meantime, P 1 has given the object to his/her neighbour. P 1: *"Nein, P 2 hat ..."* P in the middle asks: *"P 2 hast du ...?"* P 2: *"Nein, P 3 hat ..."* The P in the middle tries to find out where the object is at the moment. He/she can miss out several Ps with the questions.

E 4 Reading game: Was passt?

- a) Read card instructions
- b) Read beginnings of sentences and make model sentences
- c) Make mini dialogues with the sentence instructions: *Ich möchte schreiben. – Hier hast du den Bleistift.*
- d) In groups, write questions and answers onto prepared cards, draw line to be cut with pencil and cut out
Tip: With big classes it might be an idea to have differently coloured cards, then cut shapes can appear more than once
- e) Look at pictures and try to understand the rules of the game
- f) Play the game as in the illustration, read quietly out loud or silently read the cards belonging to fellow players
- g) Partner groups which have found each other read out their texts as a check.
- h) Variation: Two groups face each other. The Ps of group 1 have the first half of the cards, group 2 the second half. One P from group 1 reads out his/her part. The P from group 2 with the matching card reads out his/her answer. Both meet in the middle and hold the two jagged lines together as a check, and so on.
- i) *optional:* Hang up the cut cards in two columns (question and answer) on the board in no particular order. Each P has a piece of paper and writes down a sentence from the left or right half of the board. It's always two Ps playing together. The partners swap their cards. Each looks on the board for the matching sentence and writes it before or after the one on the board.



Teaching Tips

CD 1

E 5 Reading story: Hilfe!!!

- a) Look at picture, silently read text
- b) Listen to text on cassette, read along silently
- c) Listen to text on cassette sentence by sentence, read along silently, read out loud
- d) Reading exercises:
 - Listen to text on cassette, stop at a random place, Ps read the next sentence
 - "*Was kommt dann?*" P reads a random sentence and names another P. He or she then reads the sentence that follows and then another random sentence, names another P, etc.
 - "*Wo steht das?*": One P says a word. All Ps look for the sentence the word appears in.
- e) *optional*: Listen to text on cassette, act out the scene
- f) *optional*: Ps read the text with assigned roles, others act out the scene
- g) *optional*: Change the text in group work, swap school things and activities, possibly paint a picture on the subject