

# ARBEIT UND DIE GEMEINSCHAFT

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Penleigh and Essendon Grammar School

- SUB-TOPICS:**
1. WAS BRAUCHEN WIR?
  2. MEINE FAMILIE - WER MACHT WAS?
  3. WO KAUFTE ICH ALLES?
  4. VOM SCHAF ZUM PULLI

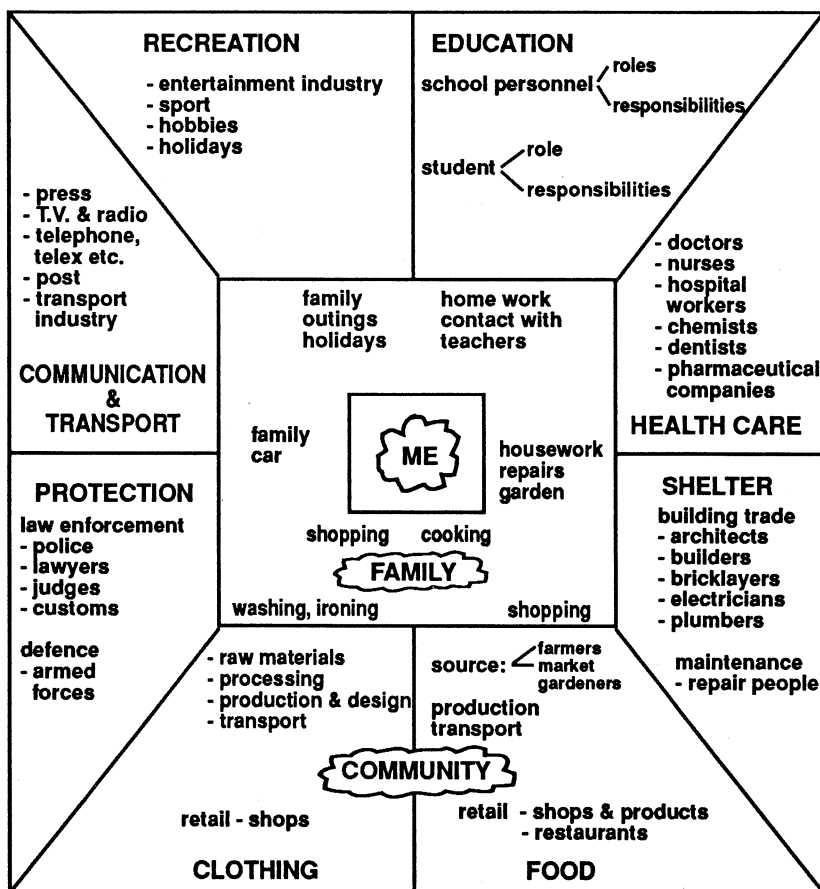
## INTRODUCTION

This unit focuses on work and workers in the community. Although the unit is designed to incorporate a logical concept development throughout the first three sub-topics, each sub-topic could be treated in isolation. Indeed, sub-topics, or parts thereof, could be taught over two or three school years. Some basic German language experience is assumed, but most of the activities could be used, or easily adapted, for students in Years 3 to 8.

Initially students examine their basic needs, both material and abstract, and then look at how these are fulfilled in the family and in the wider community. The unit concentrates on the most obvious needs of food and clothing but the flow chart below indicates a variety of extension possibilities based on other categories of needs.

The interdependence of members within a family and within the community is highlighted as students learn about and discuss roles and responsibilities. Sub-topic 4 is designed to demonstrate this interdependence by tracing a primary product like wool and following this through to the manufactured goods. The focus is on the occupations, places of work and roles, rather than the actual processes involved.

It is hoped that students will develop an awareness and an appreciation of the various contributions made by people in a wide variety of occupations.



# SUB TOPIC 1: WAS BRAUCHEN WIR?

In this section students consider the question "Was brauchen wir?" and look at the universal needs of children, making value judgements about the relative importance of these needs. Students are lead towards an understanding of the connection between material needs, money and work.

## OBJECTIVES:

At the end of this sub-topic students should be able to do the following in German:

- identify and describe basic human needs
- rank and identify needs in order of importance
- categorize needs according to type
- sing song Was ein Kind braucht

## RESOURCES:

- props or pictures to represent the basic needs of food, house, clothing, money, school, etc.
- Worksheets 1A and 1B, or 1C, 2, 3, 4
- cassette and text of song Was ein Kind braucht from Ich bin neugierig, wie alles funktioniert
- large chart of song text

## ACTIVITIES:

- 1.1 Introduce props or pictures and ask students to identify them.
- 1.2 Teach the concept "*brauchen*" with these examples:
  - "*Was brauche ich, wenn ich Hunger habe?*"
  - "*Was brauche ich, wenn ich Durst habe?*"
  - "*Was brauche ich, wenn es kalt ist?*"
- 1.3 Discuss "*Was brauchen wir am meisten?*", making a list on the board of the students' suggestions. Encourage students to distinguish between those needs which are abstract and those needs which are concrete, by asking:
  - "*Was kannst du mit Geld kaufen?*"

2.1 Distribute and read **Worksheet 1A**.

2.2 Distribute **Worksheet 1B** and explain to the students that they are to rank the needs in order of importance from 1 to 10. Younger students may do this as a cut-and-paste activity while older students write out their ranking. Students may include needs other than those listed. Alternatively, students could complete **Worksheet 1C**.

3.1 Discuss students' ranking.

3.2 Construct a graph to show which needs the class finds most important.

4.1 Distribute **Worksheet 2**. Students match words and pictures in Exercise 1.

4.2 Play song Was ein Kind braucht once and then look at Exercise 2. Read the list of needs, then play the song again, asking students to tick those needs mentioned in the song text. Play the song a third time and then check answers. If the song cassette is not available, the text could be read as a poem.

4.3 Display song chart, read it through, then sing song with students.

4.4 Students complete **Worksheet 3**, writing the missing letters.

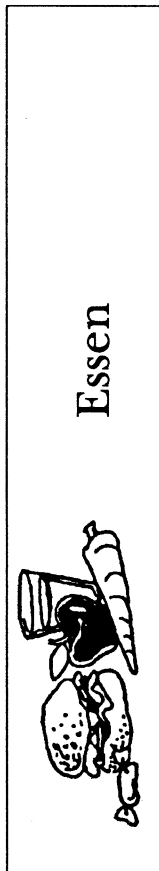
5.1 Read through the column headings and examples on **Worksheet 4**. Students then categorize those needs mentioned in the song text.

5.2 Discuss students' categorization.

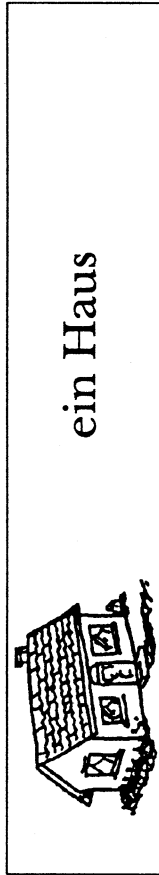
## ADDITIONAL RESOURCES:

- song Wir haben Hunger from Primary German Course

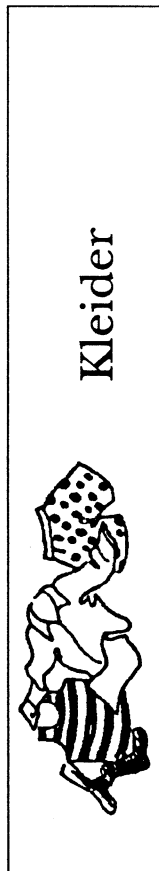
# WAS BRAUCHEN WIR?



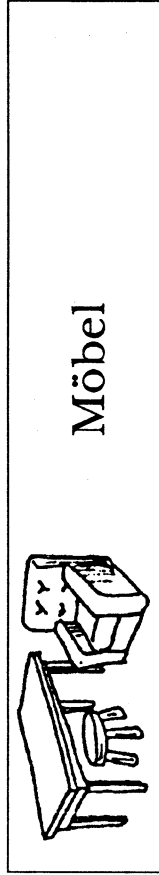
Essen



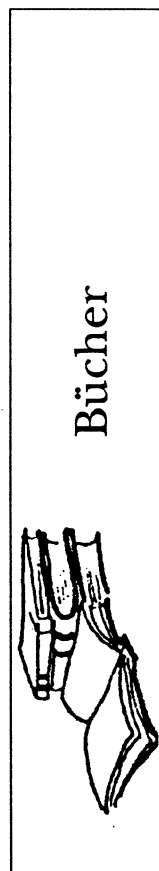
ein Haus



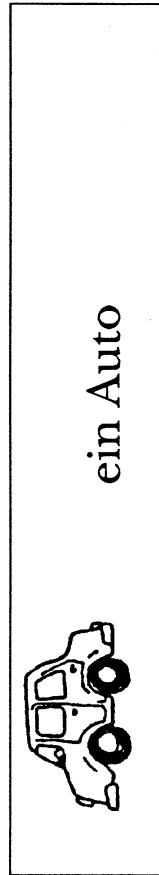
Kleider



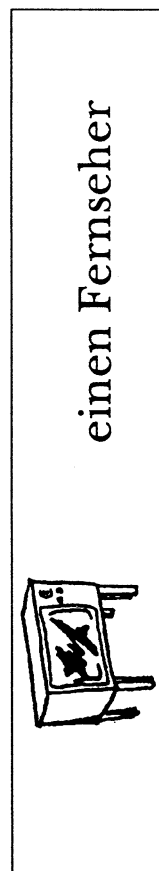
Möbel



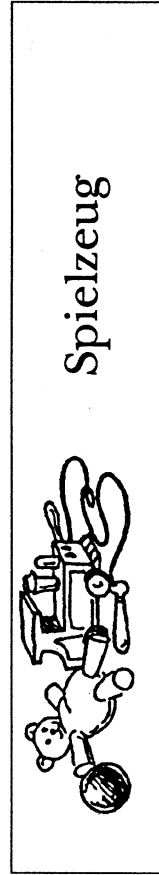
Bücher



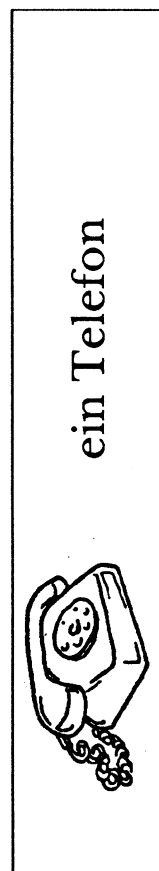
ein Auto



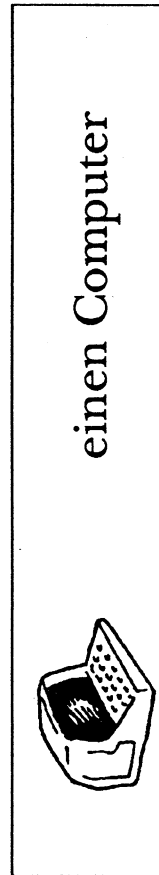
einen Fernseher



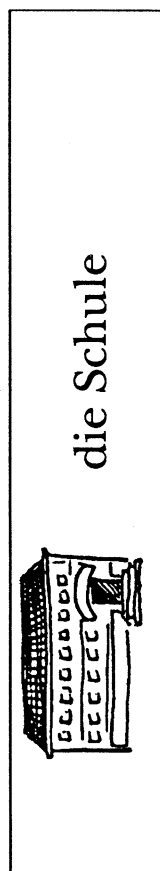
Spielzeug



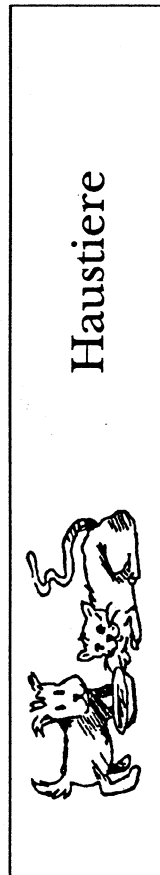
ein Telefon



einen Computer



die Schule

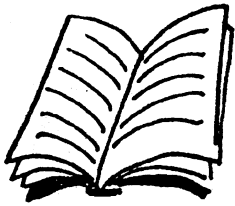


Haustiere

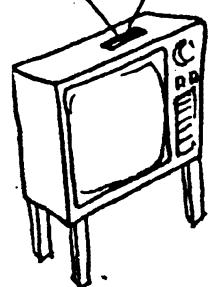
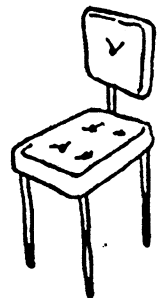
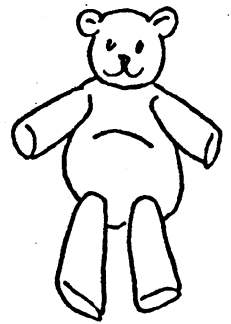
## **WAS BRAUCHEN WIR AM MEISTEN?**

1.	
2.	
3.	
4.	
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6.	
7.	
8.	
9.	
10.	

# WAS BRAUCHE ICH?

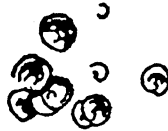
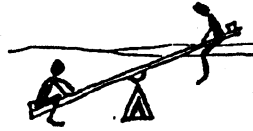
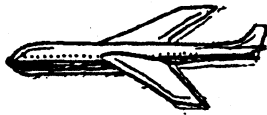
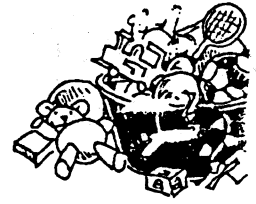


	brauche ich sehr.	brauche ich.	brauche ich nicht.
Ein Auto			
Einen Computer			
Essen			
Kleider			
Spielzeug			
Ein Haus			
Die Schule			
Bücher			
Freunde			
Musik			
Blumen			
Arzneimittel			
Wasser			
Bonbons			
Einen Fernseher			
Haustiere			
Möbel			
Ein Telefon			



# WAS EIN KIND BRAUCHT

## Übung 1: Was ist das?



Wälder

Rad

Schaukelbrett

Spielzeugkiste

Murmeln

Wohnung

Wiesen

Flieger

Frieden

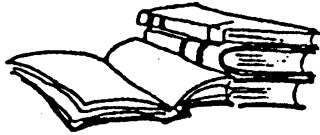
Tiere

## Übung 2: Was hörst du im Lied?

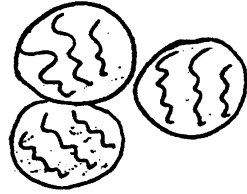
Wohnung	✓	Schule	
Brot		Spielzeugkiste	
Obst		Kinder	
Kleider		Fernseher	
Bücher		Bett	
Tiere		Kindergarten	
Bonbons		Rad	

## WAS BRAUCHT EIN KIND?

Ergänze die Wörter!



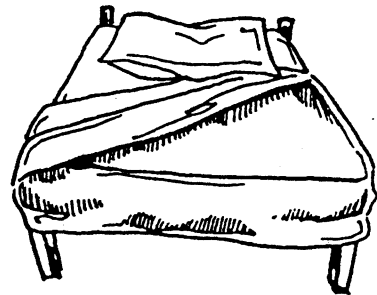
B \_ \_ c \_ \_ e \_ \_



M \_ \_ r \_ \_ e \_ \_ n



B \_ \_ n \_ \_ o \_ \_ s



B \_ \_ t \_ \_



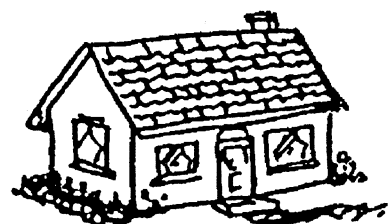
K \_ \_ e \_ \_ d \_ \_ r



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B \_ \_ o \_ \_



W \_ \_ h \_ \_ u \_ \_ g

# WAS BRAUCHT EIN KIND?

Sortiere:

<div>  </div>	<div>  </div>	<div>  </div>	<div>  </div>	<div> Tiere </div>
<div> LEBEWESEN </div>	<div> SACHEN </div>	<div> NATUR </div>	<div> SONSTIGES </div>	<div> Mann </div>
<div> Mutter </div>	<div> Kleider </div>	<div> Wälder </div>	<div> Frieden </div>	<div> Spielzeugkiste </div>
<div> Wiesen </div>	<div> Flieger </div>	<div> Murmeln </div>	<div> Winter </div>	<div> Regen </div>
<div> Wohnung </div>	<div> Schiffe </div>	<div> Stadt </div>	<div> Kindergarten </div>	<div> Bett </div>
<div> Bonbons </div>	<div> Brot </div>	<div> Kinder </div>	<div> Bücher </div>	<div> Schaukelbrett </div>
<div> Rad </div>	<div> Sommer </div>			



## SUB-TOPIC 2: MEINE FAMILIE - WER MACHT WAS?

The more immediate needs of children such as food, clothing and shelter are generally satisfied by members of the family. In this section students look at the tasks involved in providing for a family's needs. The roles, responsibilities and contributions of each family member are evaluated.

### OBJECTIVES:

At the end of this sub-topic students should be able to do the following in German:

- identify and describe household tasks and the equipment needed for each
- discuss the duties of each member of the household
- describe and evaluate each member's contribution to satisfying the needs of the family
- sing song Die Katze Musulunga
- read book Stefan und der Staubsauger

### RESOURCES:

- story book Anna wischt den Boden
- props or pictures to indicate household tasks, eg. "kochen" - a wooden spoon
- a chart of household tasks enlarged from Memory Game masters provided and matching verb cards, eg. "den Boden fegen"
- Worksheets 1, 2, 3, 4, 5, 6, 7, 8
- individual books made from masters of Stefan und der Staubsauger provided
- Memory Game of household tasks and equipment made from masters provided
- Memory Game made from Teacher Sheet 1 of subject and verb cards
- large chart of cartoon strip Meine Familie either made by teacher or enlarged from Teacher Sheet 2
- cassette and text of song Die Katze Musulunga from Paule Puhmanns Paddelboot
- large chart of song text
- vacuum cleaner

### ACTIVITIES:

- 1.1 Read story book Anna wischt den Boden, simplifying text where necessary. Discuss story.
- 2.1 Introduce and practise verbs for household tasks using props:
  - "Ich koche."
  - "Peter bügelt."One student mimes the task and the other students describe it.
- 2.2 Show chart of household tasks. Students read verb cards and match these to pictures on chart.
- 2.3 Students complete **Worksheet 1**, matching picture and verb.
- 3.1 Introduce the vocabulary for the equipment associated with each household task, using props or pictures.
- 3.2 Play Kim's Game or other game to practise vocabulary.
- 3.3 Students complete **Worksheet 2** by matching name and picture of equipment.
- 4.1 Revise both household tasks and required equipment using props and pictures, miming activity or Kim's Game.
- 4.2 Place all the equipment or pictures in the centre of the circle. Say:
  - "Ich putze die Fenster. Was brauche ich?"The student responding selects the appropriate piece of equipment and says:
  - "Ein Tuch."
- 4.3 When students are able to respond automatically, play this as a game with two groups. One student from each group

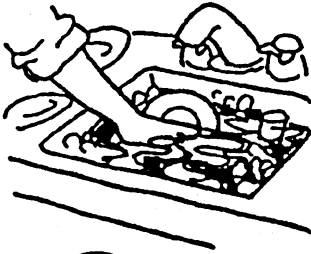
- stands equidistant from the pile of equipment, each trying to retrieve the correct piece of equipment first.
- 4.4 Students complete **Worksheet 3**, inserting the name of the correct equipment and illustrating it.
  - 5.1 Play the Memory Game with students matching household tasks and equipment.
  - 6.1 Bring a vacuum cleaner into the classroom and demonstrate, allowing small toys to disappear. Discuss children's own experiences of losing objects up a vacuum cleaner.
  - 6.2 Make a large class book using the text from the story Stefan und der Staubsauger. Students could work in pairs to illustrate the book. Alternatively, for younger students, the text and pictures could be enlarged for them to colour in.
  - 7.1 Distribute individual small books Stefan und der Staubsauger. Students read and colour these.
  - 8.1 Revise and reinforce vocabulary for household tasks using chart and props.
  - 8.2 Discuss who does which household tasks:
    - "Was machst du?"
    - "Wer kocht in deiner Familie?"
  - 8.3 Students complete **Worksheet 4**. To avoid incorrect verb endings, instruct students not to write "ich", but their own name as well as household members' names. Discuss and compare answers.
  - 9.1 Distribute **Worksheet 5**, explaining that students should list the members of their household in the left column. Once again to avoid incorrect verb endings, instruct students not to use "ich", but to write their own name and so use third person. One point is given for each household task performed. Students tally the scores to decide who does the most/least in the family.
  - 9.2 Discuss and compare the results of this activity.
  - 10.1 When students are familiar with these verbs play a Memory Game with the subject and verb cards to practise verb endings. Begin with "ich" and "du", then progress to using all the cards.
  - 10.2 Distribute **Worksheet 6**. Students match verb and subject.
  - 11.1 Choose a student for a partner and ask a number of questions like:
    - "Wer putzt in deiner Familie?"
    - "Wer fegt den Boden in deiner Familie?"
 Write down the replies.
  - 11.2 Distribute **Worksheet 7** and explain that students are to interview a partner and record the replies. Display verb cards in third person singular to encourage correct endings.
  - 12.1 Read prepared story chart Meine Familie or distribute sample story on **Teacher Sheet 2**.
  - 12.2 Students write or illustrate a paragraph or cartoon strip Meine Familie - Wer macht was?. For the cartoon strip **Worksheet 8** may be used.
  - 12.3 A class book could be made of students' stories.
  - 13.1 Play song Die Katze Musulunga, read text from chart and sing song with students. Discuss the tasks mentioned. For further song-related activities refer to book Paule Puhmanns Paddelboot.

#### ADDITIONAL RESOURCES:

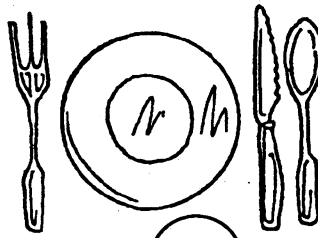
- story book Wir machen den Schulhof sauber

# WIE HEISST DIESE ARBEIT?

Numeriere:



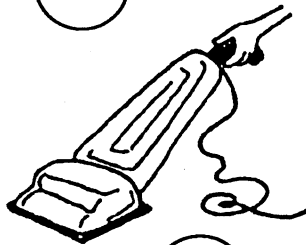
1



2



3



12

den Boden fegen

die Wäsche machen

staubsaugen

kochen

das Auto waschen

den Boden wischen

1 spülen

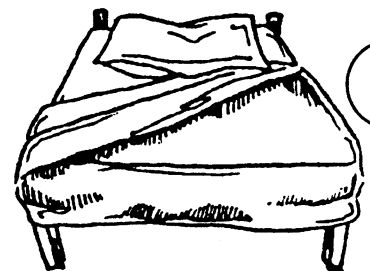
den Tisch decken

das Bett machen

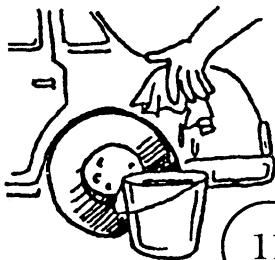
den Müll rausstellen

einkaufen

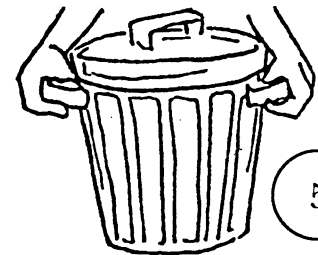
bügeln



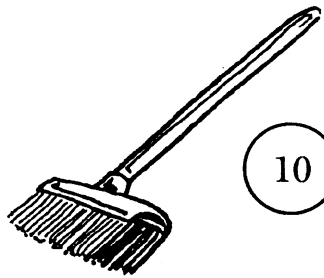
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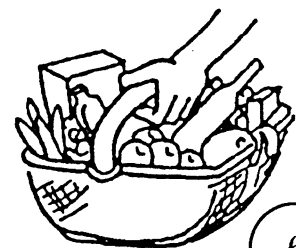
11



5



10



6



9



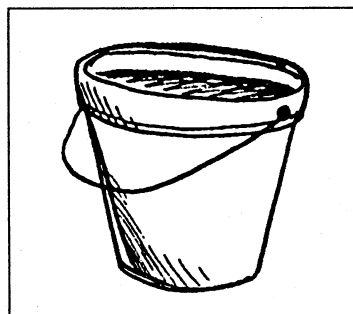
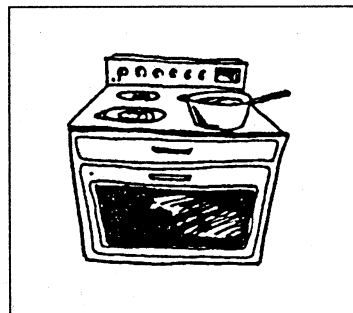
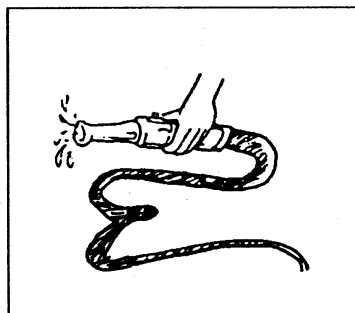
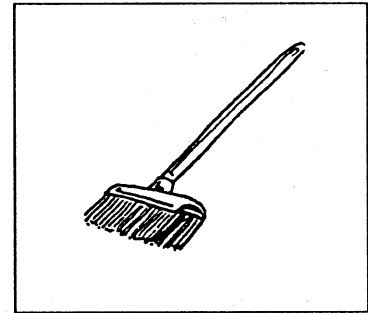
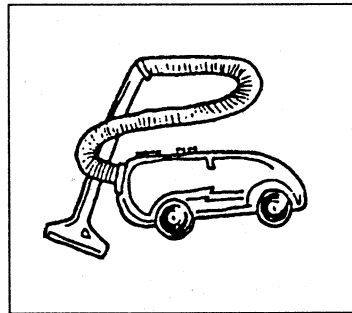
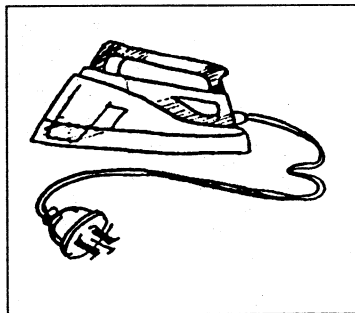
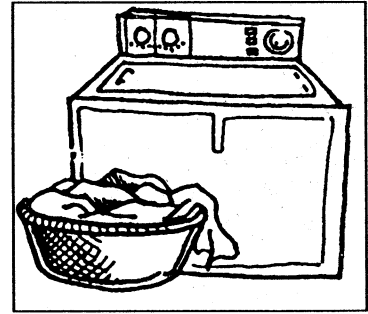
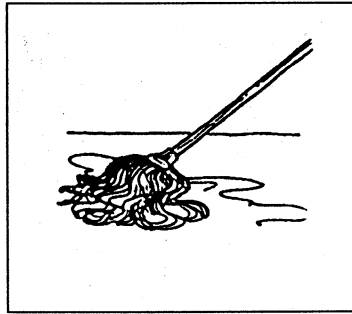
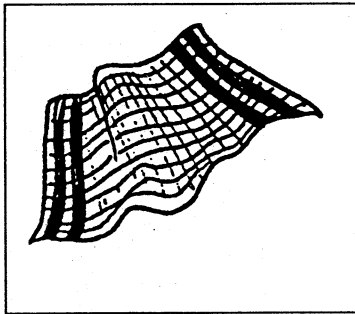
8



7

# WIE HEISST DAS?

Schreib den Namen!



der Herd

der Mop

das Tuch

der Eimer

der Schlauch

die Waschmaschine

der Staubsauger

der Mülleimer

das Bügeleisen

der Besen

# WAS BRAUCHEN WIR?

Schreib und male es!

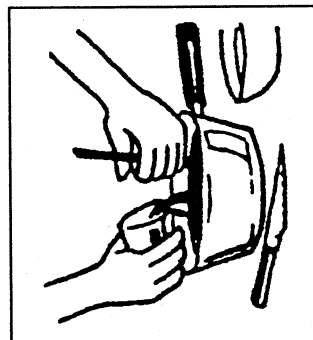
1. Ich putze die Fenster. Ich brauche  
ein \_\_\_\_\_.
2. Mein Vater kocht. Er braucht einen \_\_\_\_\_.
3. Meine Schwester saugt Staub. Sie braucht einen  
\_\_\_\_\_.
4. Meine Oma bügelt. Sie braucht ein  
\_\_\_\_\_.
5. Wir waschen das Auto. Wir brauchen einen  
\_\_\_\_\_.
6. Du fegst den Boden. Du brauchst einen \_\_\_\_\_.
7. Ich wische den Boden. Ich brauche einen \_\_\_\_\_.
8. Wir kaufen ein. Wir brauchen einen \_\_\_\_\_.


Mop	Staubsauger	Herd	Besen
Tuch	Schlauch	Bügeleisen	Korb

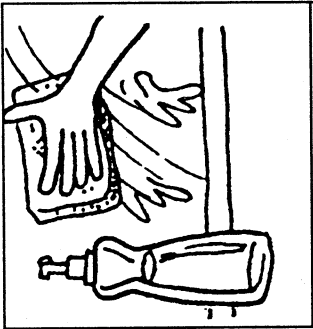
# MEINE FAMILIE - WER MACHT WAS?

Schreib den Namen von der Person, die es meistens macht!

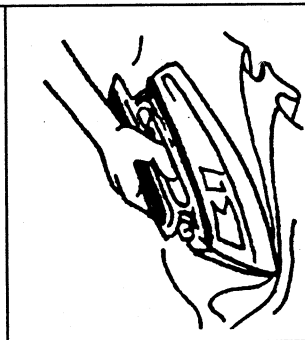
Name: \_\_\_\_\_



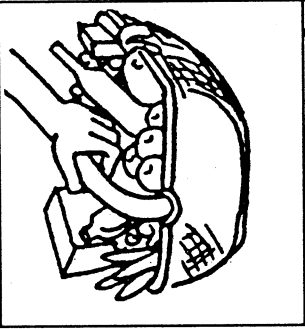
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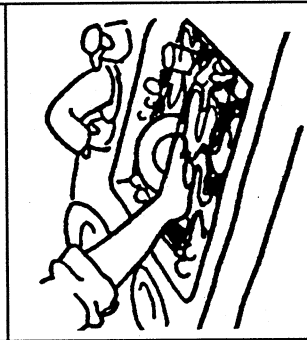
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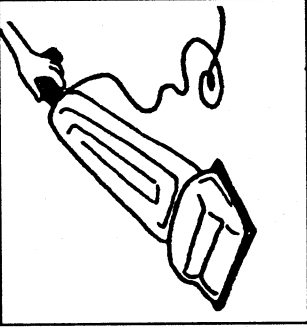
bügelt.



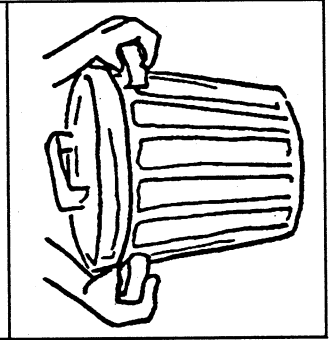
kauft ein.



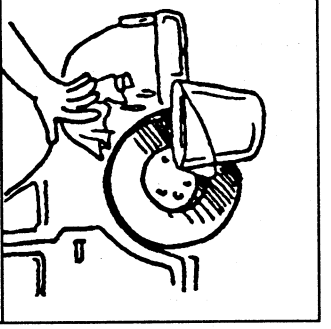
spült.



saugt Staub.



stellt den Müll raus.



wäscht das Auto.

# WER MACHT DAS?



	spült.	kocht.	bügelt.	kauft ein.	putzt.	wäscht das Auto.	macht die Wäsche.	stellt den Müll raus.	saugt Staub.	fegt den Boden.	wischt den Boden.	deckt den Tisch.	macht das Bett.		PUNKTE

Mein Opa

Meine Mutter

Mein Bruder

Mein Vater

Meine Oma

Meine Schwester

Die Putzfrau

\_\_\_\_\_ **arbeitet am meisten.**

\_\_\_\_\_ **arbeitet am wenigsten.**

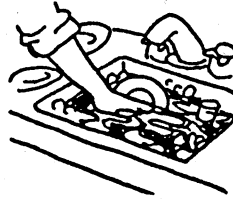
# WAS MACHEN ALLE?

Finde das richtige Verb!

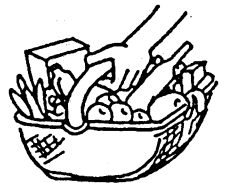
1. Ich fege .



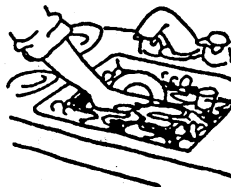
2. Mein Bruder \_\_\_\_\_ .



3. Mein Vater und ich \_\_\_\_\_ .



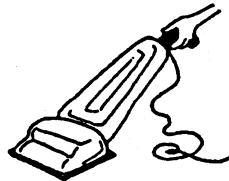
4. Du \_\_\_\_\_ .



5. Klaus \_\_\_\_\_ den Boden.



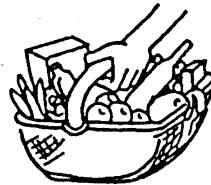
6. Ich \_\_\_\_\_ Staub.



7. Er \_\_\_\_\_ .



8. Mutter \_\_\_\_\_ .



9. Anna \_\_\_\_\_ Staub.



10. Wir \_\_\_\_\_ den Boden.



<b>spült</b>	<b>spülst</b>	<b>sauge</b>	<b>saugt</b>	<del><b>fege</b></del>	<b>fegt</b>
<b>wischen</b>	<b>wischt</b>	<b>kauft ein</b>		<b>kaufen ein</b>	

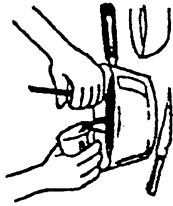


# INTERVIEW

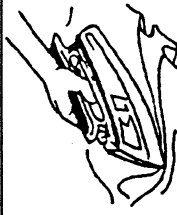
Ich heiße \_\_\_\_\_

Mein(e) Partner(in) ist \_\_\_\_\_

Wer kocht in deiner Familie?



der Vater, die Mutter, Ingrid



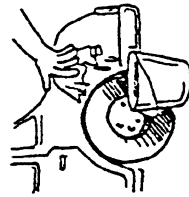
Wer \_\_\_\_\_?



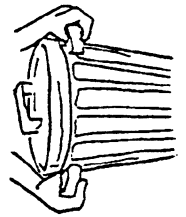
Wer \_\_\_\_\_?



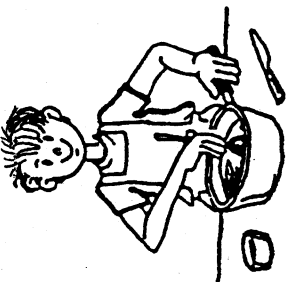
Wer \_\_\_\_\_?



Wer \_\_\_\_\_?

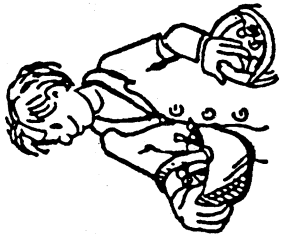


Wer \_\_\_\_\_?



# MEINE

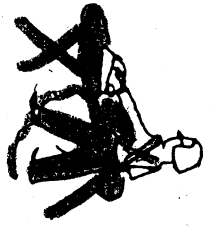
# FAMILIE



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<div data-bbox="790 1668 869 2116"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="790 1176 869 1624"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="790 683 869 1131"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="790 190 869 638"> <hr/><hr/><hr/><hr/> </div>

<div data-bbox="959 2056 1029 2123">5</div>	<div data-bbox="959 1563 1029 1630">6</div>	<div data-bbox="959 1070 1029 1137">7</div>	<div data-bbox="959 577 1029 645">8</div>
<div data-bbox="1348 1668 1428 2116"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="1348 1176 1428 1624"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="1348 683 1428 1131"> <hr/><hr/><hr/><hr/> </div>	<div data-bbox="1348 190 1428 638"> <hr/><hr/><hr/><hr/> </div>

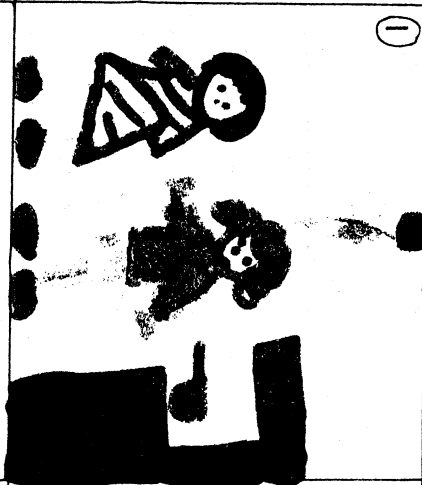
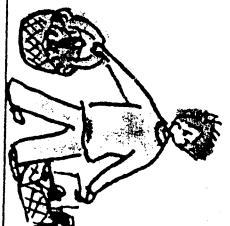
ich	spüle	ich	fege
du	bügelst	du	kochst
er	kauft ein	du	spülst
Vater	kocht	ich	putze
Mutter	fegt	ich	bügele
Peter	bügelt	ich	koche
Anna	spült	wir	kaufen ein
sie	putzt	du	fegst
wir	spülen	du	kaufst ein
Mutter und ich	kochen	wir	putzen



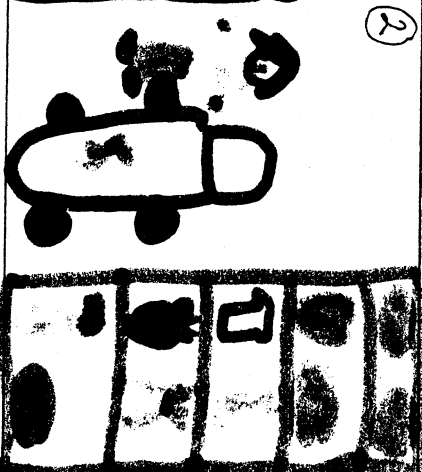
# MEINE

Name: Anna

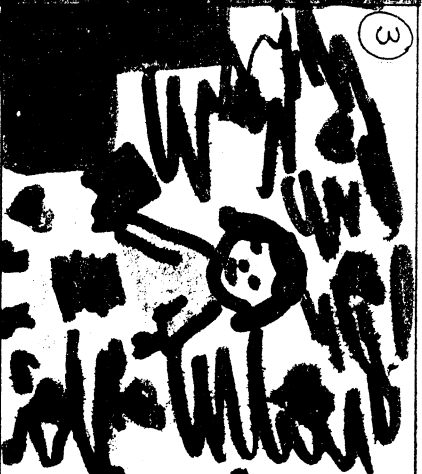
# FAMILIE



① Meine Mutter und ich kochen.



② Mein Vater kauft ein.



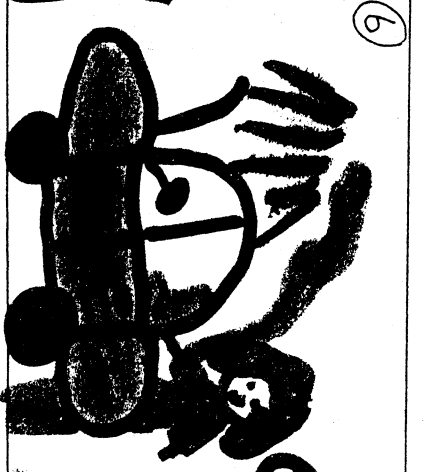
③ Meine Putzfrau putzt.



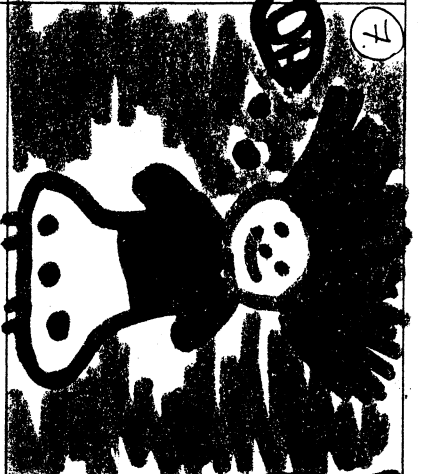
④ Mein Vater stellt den Müll raus.



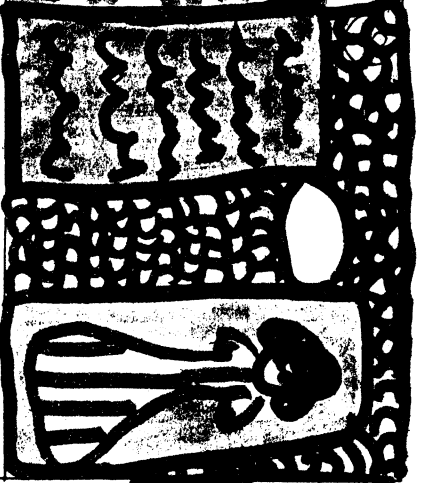
⑤ Meine Schwester spült.



⑥ Mein Vater wäscht das Auto.



⑦ Meine Mutter arbeitet am meisten.



⑧ Meine Schwester arbeitet am wenigsten.

## SUB-TOPIC 3: WO KAUFTE ICH ALLES?

Shopkeepers in the local community play an important role in satisfying the many material needs of a family. In this section students take a close look at the different types of shops, the people who work there and the products they sell.

### OBJECTIVES:

At the end of this sub-topic students should be able to do the following in German:

- identify shops and shopkeepers
- match products with shops and shopkeepers
- describe activities related to various occupations
- role-play a shopping dialogue

### RESOURCES:

- occupation picture cards made from picture masters provided
- shop frieze with shopkeeper figures made from masters provided
- props or pictures for food, clothing, pets
- Worksheets 1, 2A and A3 size enlargement of 2B, 3, 4A and 4B, 5, 6, 7, 8A and 8B, 9
- Lotto grids and counters
- cards with names of shops and shopkeepers made from Teacher Sheet 1
- word cards made by teacher in four different colours:
  - i) occupation eg. "*Der Verkäufer*"
  - ii) verb eg. "*verkauft*"
  - iii) product eg. "*Schuhe*"
  - iv) workplace eg. "*im Schuhgeschäft.*"(approximately ten sets of four cards)
- 8-10 sheets of large paper
- old magazines and advertising catalogues
- shopping lists and corresponding props

### ACTIVITIES:

- 1.1 Introduce names of shops using shop frieze. Practise these orally.
- 1.2 Play Kim's Game or another game to reinforce vocabulary.
- 1.3 Introduce cards with names of shops. Students read these and match to frieze.
- 1.4 Play a Memory Game for further reinforcement.
- 2.1 Introduce names of shopkeepers using shopkeeper figures and selected occupation cards. Practise these names.
- 2.2 Play Kim's Game or another game to reinforce vocabulary.
- 2.3 Introduce cards with names of shopkeepers. Students practise reading these. Students match these cards with shopkeeper figures and picture cards.
- 2.4 Play Memory Game for further reinforcement.
- 3.1 Show students a shop from frieze and ask:
  - "*Wer arbeitet hier?*"
  - "*Wer arbeitet in der Bäckerei?*"Match shopkeeper figures to frieze shops.
- 3.2 Distribute **Worksheet 1**. Students match occupation and place of work by colour coding.
- 4.1 Draw a simple outline of 8-10 shops with shop signs, each one on a large piece of paper. Students work in groups to find magazine pictures of products sold in their shop, which they then paste on the shop. These shop posters could be laminated for future use.
- 5.1 Revise food, clothing and pets vocabulary using props, pictures and posters from Activity 4.
- 5.2 Play class game Wenn ich zum Markt gehe, kaufe ich...  
Student 1 begins:
  - "*Wenn ich zum Markt gehe, kaufe ich Bananen.*"Student 2 continues:
  - "*Wenn ich zum Markt gehe, kaufe ich Bananen und Wurst.*"The game continues around the class with each student adding a new purchase. For younger children the props or pictures of the products could be picked up and passed on in a shopping basket to the next student.(variation of Kofferpacken)

6.1 A visit to the local market or shopping-centre would be appropriate at this stage. Students could make a list of shopkeepers and products they find. Take photos of shopkeepers, shops and products seen on the excursion. A task could be looking out for products and posters of specialities from German-speaking countries.

6.2 Make a class book of the excursion. (refer to Making Materials section)

7.1 Choose a prop or picture and ask :

- "Wo kaufe ich das?"

Repeat this activity until students can readily give shop names.

7.2 Distribute **Worksheet 2A** with various products pictured. Ensure that students can name each product, and then ask them where these products can be bought:

- "Wo kaufe ich Brot/Äpfel/ein Kleid?"

7.3 Distribute enlarged **Worksheet 2B** and read shop names. Practise orally:

- "Was kaufe ich in der Fleischerei/Bäckerei?"

7.4 Students complete **Worksheet 2B** as a cut-and-paste activity by filling the shelves of the shops with the products from **Worksheet 2A**. Additional products can be drawn by students. This may be done as a partner activity.

8.1 Distribute **Worksheet 3**. Students complete the shop signs.

9.1 Distribute **Worksheet 4**, a shopping list. Read list and ask:

- "Wo kaufe ich Speck/Butter/Äpfel?"

Encourage alternative suggestions.

9.2 Distribute **Worksheet 4B**, a town map showing shops and other buildings. Students plan their shopping trip, organizing their shopping list so that there is no need to back track. Students complete the activity by marking on the map the quickest route possible to buy all items. The name of the shop must be recorded next to each item on the shopping list.

10.1 **Lotto Game**: students make their own **Lotto** board using 3x3 or 4x4 grids on A4 paper. After preliminary discussion about shops and their products, students find their own pictures in magazines or catalogues and stick them on their grids. Only products found in the shops listed on **Teacher Sheet 1** may be used. You may wish to limit this to one or two products per shop.

10.2 The shop cards are shuffled and read out one at a time, and those students who have a corresponding product on their board then place a counter on that square. The winner is the first student to have all squares, or alternatively one row or column, covered. To check shops and products the student must explain:

- "Brot kaufe ich in der Bäckerei."

These game boards could be laminated for future use.

11.1 Revise orally the activities of each occupation using selected occupation picture cards and shopkeeper figures:

- "Wer verkauft Obst/Brot/Kleider?"

- "Was macht eine Friseur/ein Fleischer/ ein Schneider?"

Make a list of each occupation and its activities on the board.

11.2 Distribute **Worksheet 5**, a crossword puzzle. Students complete this individually or with a partner. Display the vocabulary from **Teacher Sheet 1**.

Solution:

1	F	R	I	2	S	E	U	S	E					
					C									
					H		3	S				4	B	
					N		P						L	
					E		I						U	
					I		E		5	V			M	
					D		L		E				E	
					E		Z		R				N	
					R		E		6	K	O	C	H	
					I		U		Ä				Ä	
					N		G		U				N	
							V		F				D	
7	A	P	O	T	H	E	K	E	R				L	
							R		R				E	
							K						R	
						8	B	Ä	C	K	E	R	I	N
							U						N	
							F							
					9	F	L	E	I	S	C	H	E	R

- 12.1 Play a guessing game with occupations. Give details of work place with activity and product:

- "*Sie arbeitet im Friseurladen. Sie schneidet Haare. Wer ist das?*"

Students could be given a particular occupation to describe.

- 12.2 Distribute **Worksheet 6**. Students complete descriptions of several occupations. Display the vocabulary from **Teacher Sheet 1** to assist with spelling.

- 12.3 Distribute **Worksheet 7**. Students write a description of one occupation and illustrate this. These could be made into a class book.

- 12.4 Students read out their descriptions to the class, omitting the name of the occupation, and the other students guess the occupation.

- 13.1 Introduce the coloured flashcards for occupation and place of work only. Play a matching game as a class activity.

- 13.2 Draw columns on the board or make a poster:

<i>Wer</i>	<i>macht</i>	<i>was</i>	<i>wo?</i>
<i>Der Bäcker</i>	<i>backt</i>	<i>Brot</i>	<i>in der Bäckerei.</i>

Students stick on the occupation and place of work cards.

- 13.3 Introduce the verb and product cards and match these to the cards on the board, thus making sentences:

- "*Die Fleischerin macht Wurst in der Fleischerei.*"

Use a limited number of sentences, ie. 4 to 6 at most. Students practise reading the sentences.

- 13.4 Repeat Activities 13.2 and 13.3 another day using different sentences.

- 14.1 Distribute **Worksheet 8A**. Instruct students to find all the occupations and

colour these red, then the verbs blue, products yellow and places of work green.

- 14.2 Distribute **Worksheet 8B**. Using sentence parts from **Worksheet 8A**, students cut-and-paste to form correct sentences on **Worksheet 8B**.

- 15.1 When students are quite confident in using occupations, verbs, products and places of work to form sentences, use the coloured flashcards to make up nonsense sentences:

- "*Die Schneiderin zählt Brot in der Fleischerei.*"

- 15.2 Students make up their own nonsense sentences and illustrate these. A class book could be compiled, perhaps in the form of a Flip Book. (refer to Making Materials section)

- 16.1 Distribute **Worksheet 9**, a sample dialogue. Read, playing both the fruiterer and the customer. Use props eg. apron, plastic fruit, scales. Practise reading dialogue in various ways ie. teacher and class, two groups, two students.

- 16.2 With a partner students read and then role-play dialogue.

- 17.1 In pairs students create their own shopping dialogues using various shops, and then present these to the class. Use props and dress-ups.

- 17.2 Divide class into two groups. One group acts as shopkeepers who then must set up their shops. The other group acts as customers who are each given a shopping list. The customers go from shop to shop until they have everything on their lists. Enough props of products to correspond with the shopping lists are required.

- 17.3 Repeat Activity 17.2 another day with students changing roles. Activities 17.1, 17.2 and 17.3 may be used to evaluate students' achievement of this sub-topic's objectives.

## ADDITIONAL RESOURCES:

- video clip Was kostet das? from Alles Gute
- song Der Schneider fing 'ne Maus from Lieder, Lieder, Volkslieder

# WO ARBEITEN SIE?

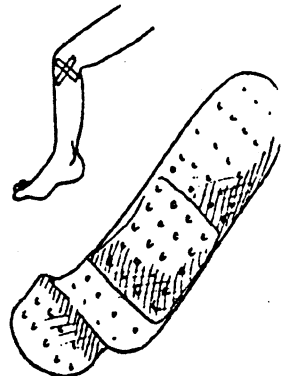
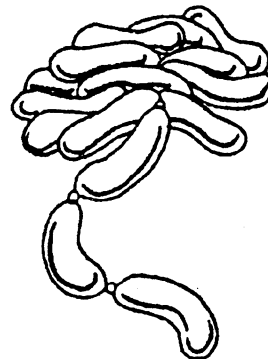
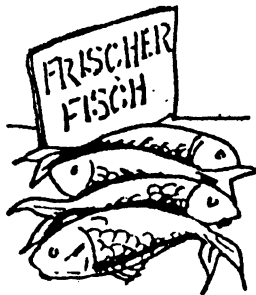
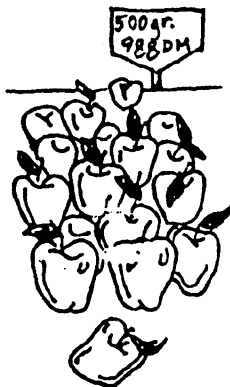
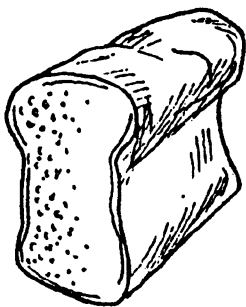
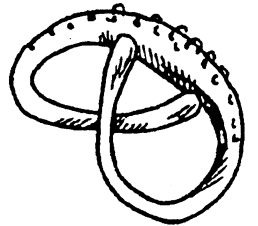
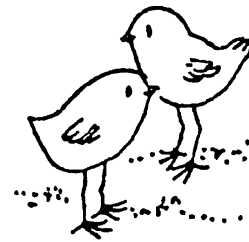
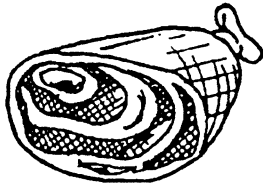
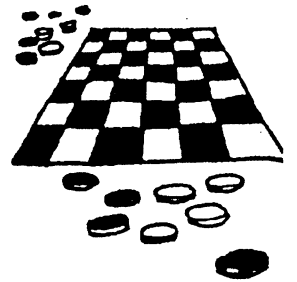
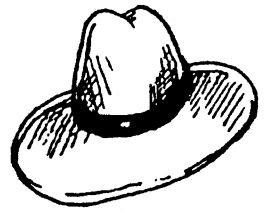
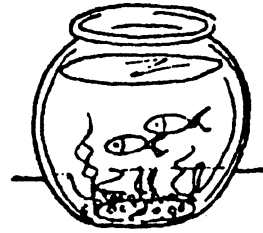
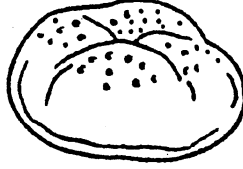
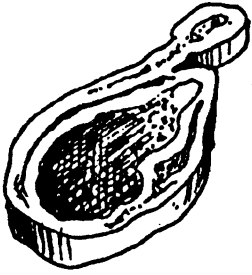
Ordne zu!

Ein Bäcker	schwarz
Eine Apothekerin	rot
Ein Fleischer	blau
Ein Obsthändler	rosa
Ein Blumenhändler	orange
Eine Bankangestellte	braun
Eine Köchin	weiß
Eine Friseuse	grün
Eine Verkäuferin	grau
Ein Schneider	gelb

arbeitet

in der Schneiderei	
in der Fleischerei	
in der Bank	
im Blumengeschäft	
im Friseurladen	
im Kaufhaus	
in der Bäckerei	
auf dem Markt	
in der Apotheke	
im Restaurant	





BÄCKEREI HUG	FLEISCHER WOLF	APOTHEKE MEYER
SPIELZEUGLADEN	MARKT	KLEIDER- GESCHÄFT
TIERHANDLUNG		BLUMEN- GESCHÄFT

## WIE HEISSEN DIESE GESCHÄFTE?

ELFENBEIN

BANK

INDUSTRIE

Brickhandel

EISEN

WOLLENWASCH

DRUCKER

Spielzeugladen

VAIENAI

ADAM

# EINKAUFSLISTE

in der  
Bäckerei

in der  
Tierhandlung

in der  
Fleischerei

in der  
Buchhandlung

im  
Spielzeugladen

im Supermarkt

im Schuhgeschäft

im Blumengeschäft

im Friseurladen

Käse \_\_\_\_\_

Kartoffeln \_\_\_\_\_

Wurst \_\_\_\_\_

Butter \_\_\_\_\_

Tennisbälle \_\_\_\_\_

Socken \_\_\_\_\_

Brot \_\_\_\_\_

Schokolade \_\_\_\_\_

Speck \_\_\_\_\_

Sportschuhe \_\_\_\_\_

Blumen \_\_\_\_\_

Äpfel \_\_\_\_\_

Bäckerei



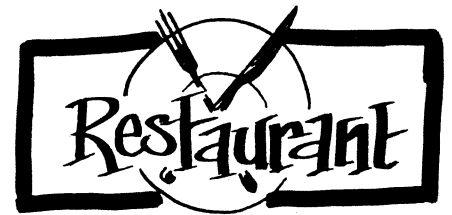
KOCHSTRASSE



Hotel 'Stern'



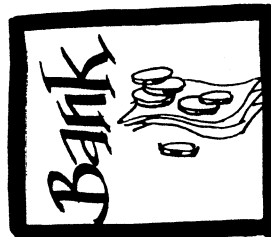
KÖNIGSALLEE



PARKSTRASSE

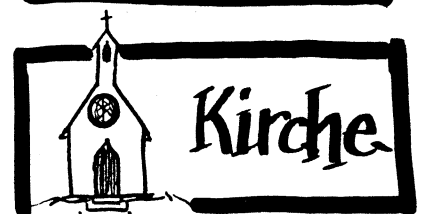
Spielzeugladen

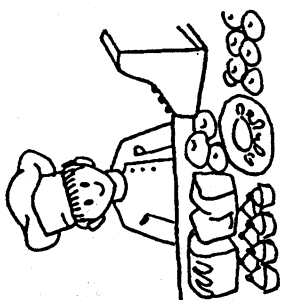
BAHNHOFSTRASSE



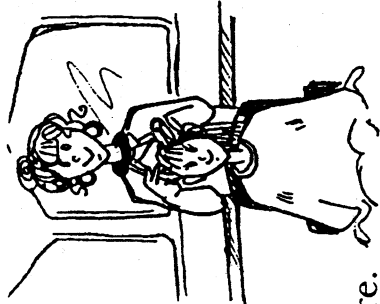
POSTSTRASSE

Polizei





# BERUFERÄTSEL

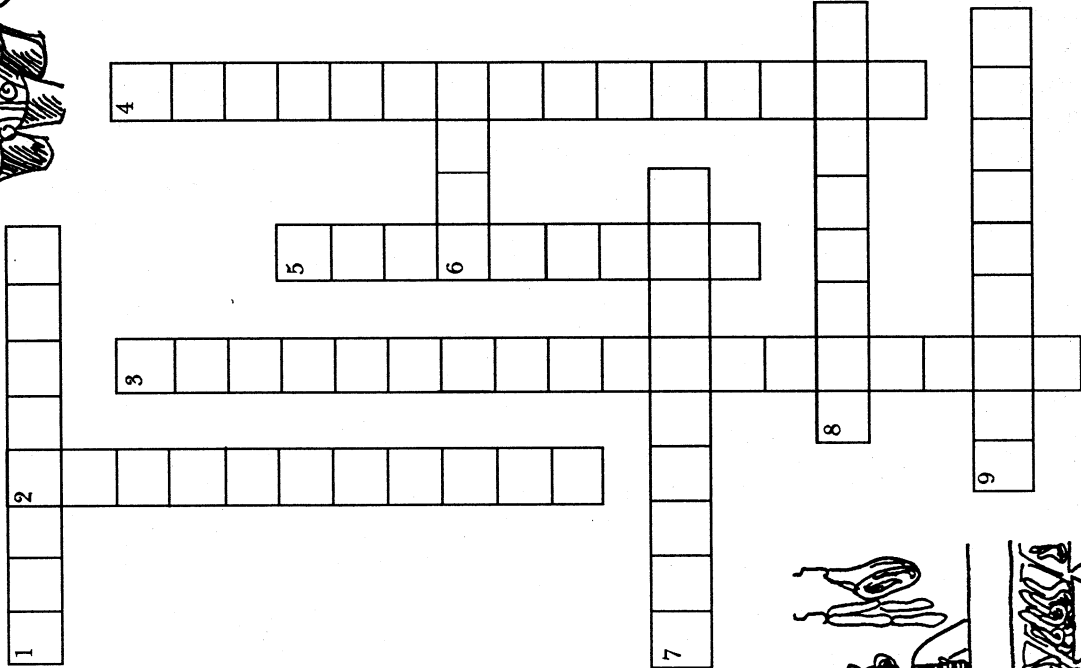
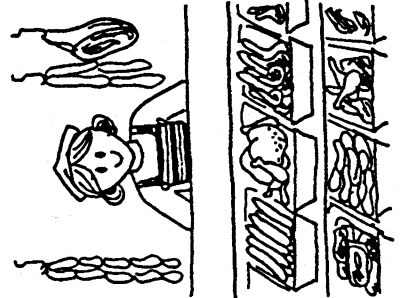
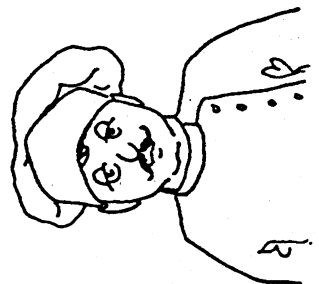


➡ (waagrecht)

1. Die \_\_\_\_\_ schneidet Haare.
6. Der \_\_\_\_\_ arbeitet im Restaurant.
7. Der \_\_\_\_\_ verkauft Pflaster und Tabletten.
8. Die \_\_\_\_\_ backt Brötchen.
9. Der \_\_\_\_\_ macht und verkauft Wurst.

⬆ (senkrecht)

2. Die \_\_\_\_\_ macht Hosen und Blusen.
3. Der \_\_\_\_\_ verkauft Teddybären.
4. Die \_\_\_\_\_ verkauft Rosen und Tulpen.
5. Der \_\_\_\_\_ arbeitet im Kleidergeschäft.



# BERUFE RATEN

Wie heißen diese Leute?

1.

Sie arbeitet im Kaufhaus.

Sie verkauft Schuhe.

Sie ist \_\_\_\_\_.

2.

Er arbeitet auf dem

Markt.

Er verkauft Obst.

Er ist \_\_\_\_\_.

3.

Sie arbeitet im

\_\_\_\_\_.

Sie schneidet Haare.

Sie ist \_\_\_\_\_.

4.

Er arbeitet in der

Bäckerei.

Er backt \_\_\_\_\_.

Er ist \_\_\_\_\_.



1



2

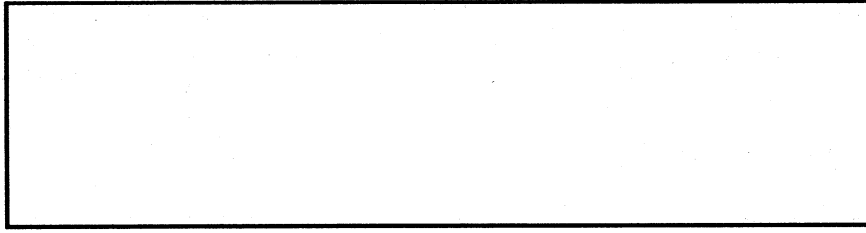


3



4

## Arbeitsblatt 7



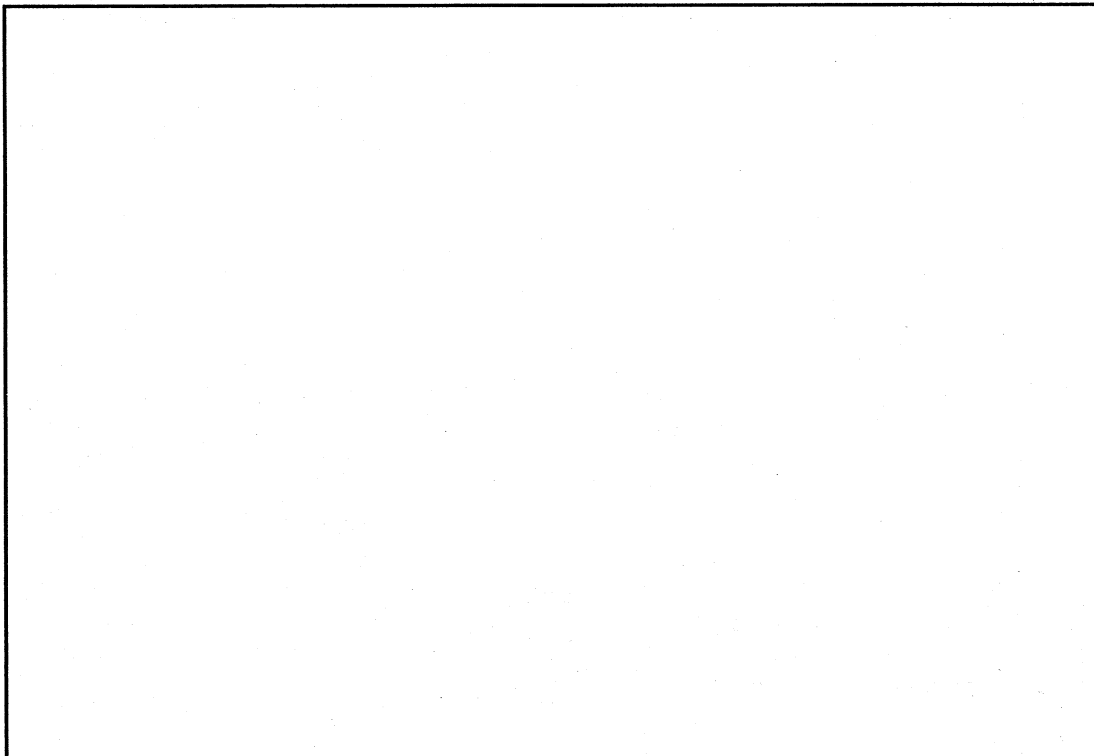
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## WER MACHT WAS WO?

Kannst du 5 Sätze über 5 Berufe bilden?

Die Friseurin

auf dem Markt.

backt

das Essen

Der Obsthändler

zählt

Haare

Die Köchin

das Geld

Obst

Brot und Brezeln

im Restaurant.

kocht

Der Bankangestellte

in der Bäckerei.

schneidet

in der Bank.

im Friseurladen.

Die Bäckerin

verkauft

Wer	macht	was	wo?		

# AUF DEM MARKT



△ Guten Morgen!

△ Die roten oder die grünen?

△ Noch etwas?

△ Die kleinen oder die großen?

△ Die kosten fünf Mark das Kilo.

△ Noch etwas?

△ Ja, die hier sind gut.

△ Noch etwas?

△ Sechs Mark fünfzig für die Äpfel, zwei Mark fünfzig für die Bananen und acht Mark für die Kirschen. Das macht ... siebzehn Mark.

△ Danke schön. Auf Wiedersehen!

▲ Guten Morgen! Ich möchte ein Kilo Äpfel, bitte.

▲ Die roten, bitte.

▲ Ja, Bananen. Was kosten die?

▲ Die großen hier.

▲ Gut, dann fünfhundert Gramm, bitte.

▲ Haben Sie Kirschen?

▲ Ein Kilo, bitte.

▲ Nein, danke. Was macht das?

▲ Bitte schön, siebzehn Mark.

▲ Auf Wiedersehen!

in der Apotheke	Apotheker	Apothekerin
in der Bäckerei	Bäcker	Bäckerin
in der Fleischerei	Fleischer	Fleischerin
in der Schneiderei	Schneider	Schneiderin
in der Obsthandlung	Obsthändler	Obsthändlerin
in der Blumenhandlung	Blumenhändler	Blumenhändlerin
in der Buchhandlung	Buchhändler	Buchhändlerin
in der Tierhandlung	Tierhändler	Tierhändlerin
im Spielzeugladen	Spielzeugverkäufer	Spielzeugverkäuferin
im Kaufhaus	Verkäufer	Verkäuferin
im Schuhgeschäft	Schuhverkäufer	Schuhverkäuferin
in der Eisdiele	Eisverkäufer	Eisverkäuferin
im Friseurladen	Friseur	Friseuse
in der Bank	Bankangestellter	Bankangestellte
im Restaurant	Koch	Köchin

## SUB-TOPIC 4: VOM SCHAF ZUM PULLI

In this section students look at Australia's wool industry as they follow the path of a fleece from the sheep's back to the finished garment. The emphasis is on the occupations involved, their places of work and roles, rather than on the actual processes. Students should gain an understanding of role interdependence as well as an awareness of the structure, size and importance of the wool industry.

### OBJECTIVES:

At the end of this sub-topic students should be able to do the following in German:

- name some wool products
- list the occupations involved in producing a woollen garment
- match occupations and job descriptions

### RESOURCES:

- picture or poster of sheep
- fleece sample, skein of wool, jumper
- enlarged pictures of wool industry occupations from masters provided
- Worksheets 1, 2, 3, 4
- enlarged Teacher Sheet 1
- enlarged class book Larry from masters provided
- old magazines

### ACTIVITIES:

- 1.1 Display picture or poster of sheep, fleece sample, skein of wool and jumper. Ask students to name these and then order the objects:
  - "*Was kommt zuerst?*"
- 1.2 Ask students to name other wool products and list these on the board. Students could then collect pictures of wool products to display around the sheep poster/picture.
- 1.3 Distribute **Worksheet 1**. Students find and list the products.
- 1.4 Make a Texture Experience book(refer to Making Materials section) of wool products.

- 2.1 Display enlarged pictures of shearer, farmer, woolclasser, wool tester, truck driver and auctioneer, naming and describing each occupation:

- "*Das ist der Scherer. Der Scherer schiert das Schaf.*"

Refer to **Worksheet 2** for language.

- 2.2 Reinforce vocabulary with a miming game like Was bin ich?. (refer to Games section)

- 2.3 Give pictures to individual students and ask:

- "*Wer ist das?*"

- "*Was macht sie/er?*"

- 2.4 Once students are familiar with the vocabulary distribute all six pictures and ask the class to sequence these, thus following the path of a fleece from the sheep's back to the auction.

- 2.5 Distribute **Worksheet 2**. Students match the name of each occupation to the appropriate job description.

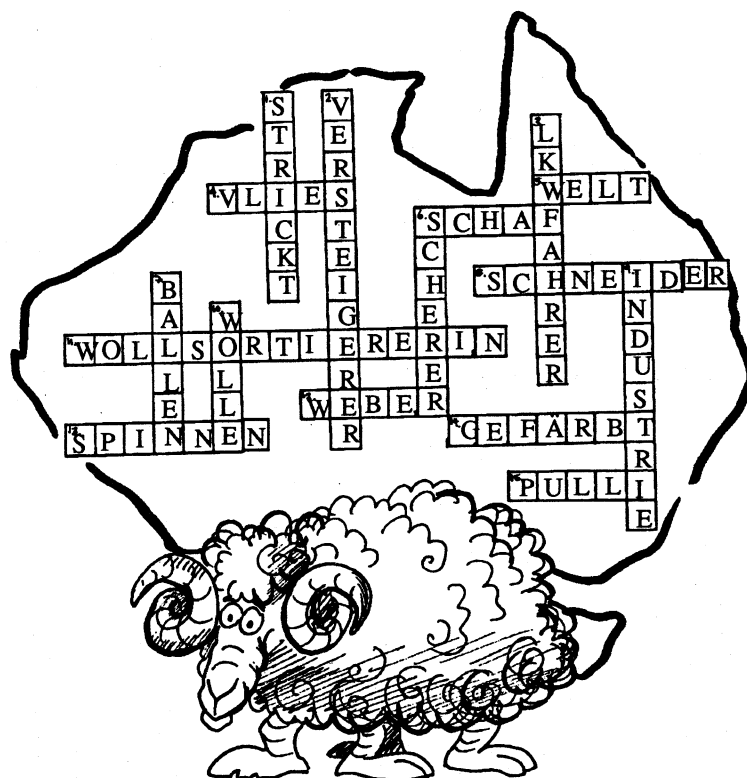
- 3.1 Display enlarged pictures of weaver, tailor, sales assistant, designer, model and photographer, naming and describing the role of each. Refer to **Worksheet 3** for language.

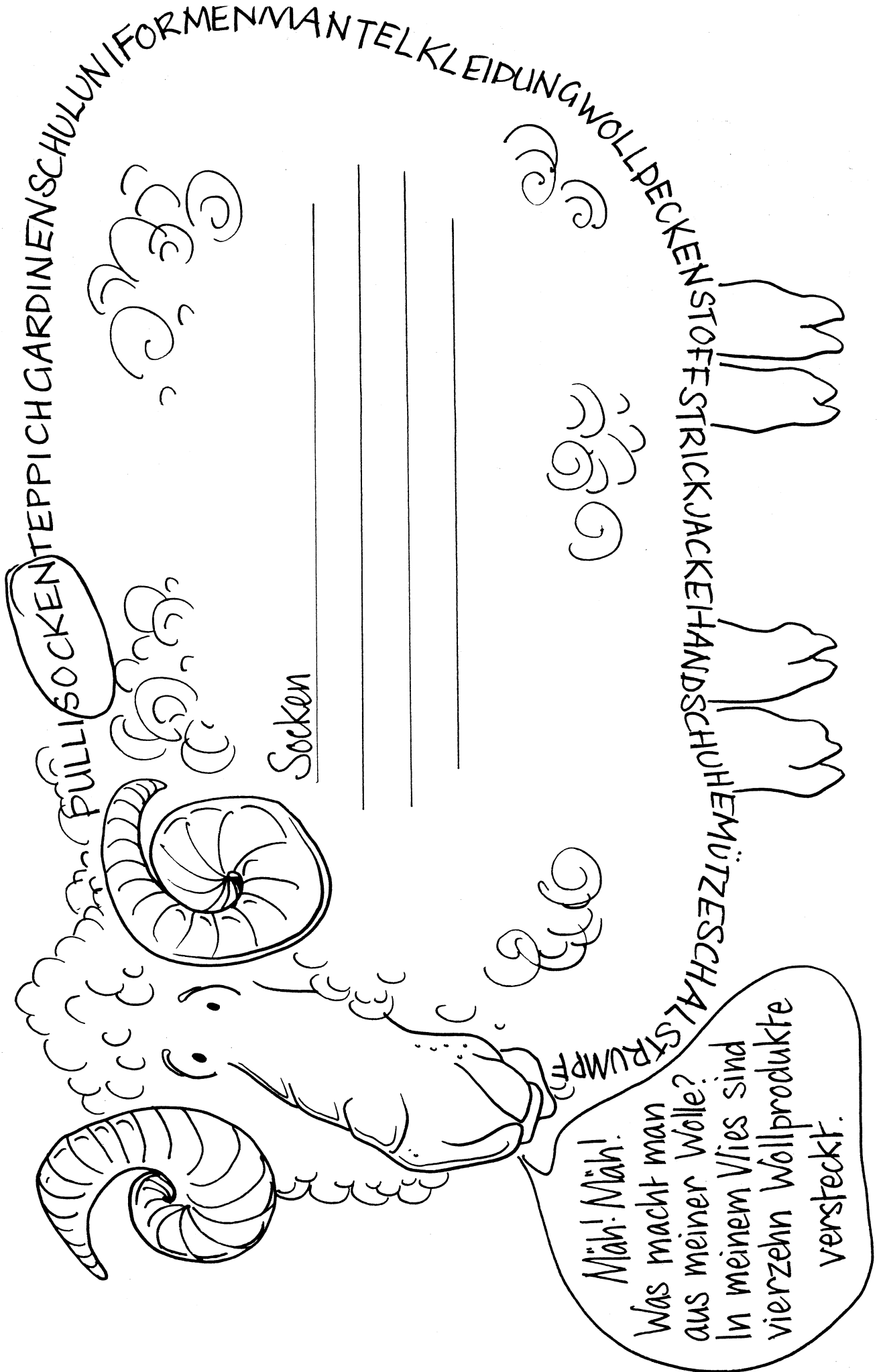
- 3.2 as for 2.2 Kim's Game could also be used.

- 3.3 as for 2.3

- 3.4 Once students are familiar with the vocabulary distribute all six pictures and ask the class to sequence these, thus following the path of the raw material to the finished garment.

- 3.5 Distribute **Worksheet 3**. Students match the name of each occupation to the appropriate job description.
- 3.6 A Flip book (refer to Making Materials section) could be made using the pictures and descriptions from **Worksheets 2 and 3**.
- 4.1 Display enlarged **Teacher Sheet 1** and discuss where wool is produced:
- "Welche Länder haben die meisten Schafe?"
  - "Wieviel Wolle gibt ein Schaf im Jahr?"
- 5.1 To provide an overview of the fleece's path from the sheep's back to the finished garment, read class book Larry to students and discuss.
- 6.1 The crossword puzzle on **Worksheet 4** could be used to assess students' achievement of this sub-topic's objectives.
- Solution:





## WER MACHT DAS?



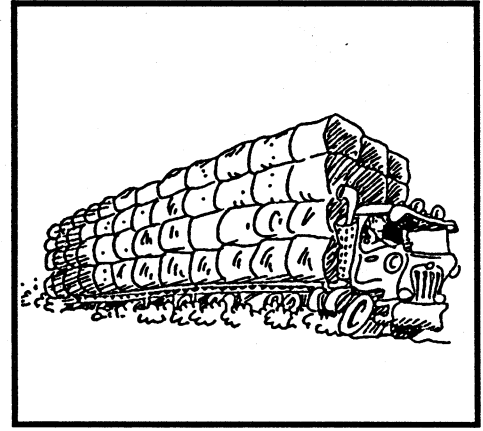
sortiert die Vliese.



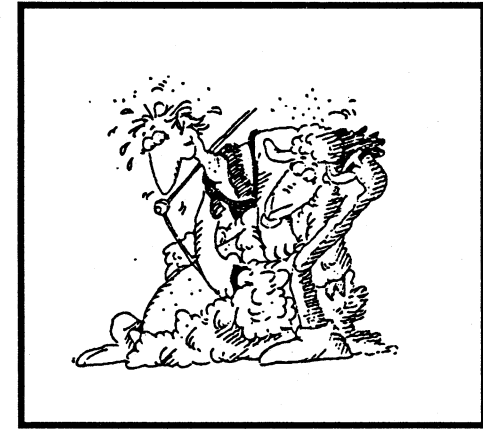
züchtet Schafe.



testet die Wolle.



bringt die Wolle  
zum Markt.



schiert Schafe.



versteigert die  
Wolle.

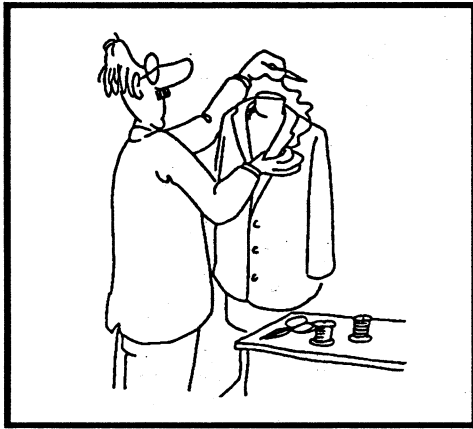
Die Versteigerin  
Der Scherer

Der Bauer  
Die Lastwagenfahrerin  
Der Wolltester

Die Wollsortiererin



## WER MACHT DAS?



näht Kleider.



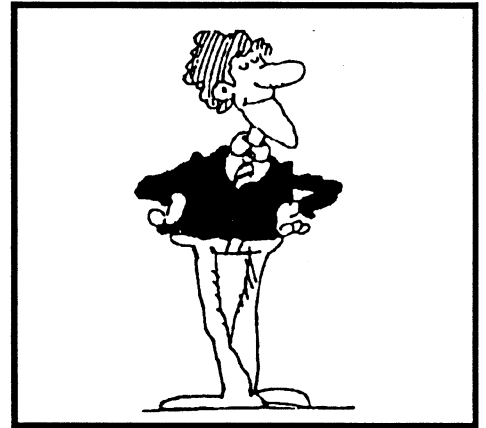
verkauft Kleider.



macht Designs.



webt Stoff.



führt Kleider vor.



fotografiert Kleider.

Der Dressman

Die Weberin

Der Verkäufer

Die Modeschöpferin

Der Schneider

Die Fotografin

## KREUZWORTRÄTSEL

Waagrecht ➡

Senkrecht ⬇

4. Das \_\_\_\_\_ ist das Fell vom Schaf.

5. Australien verkauft Wolle in der ganzen \_\_\_\_\_.

6. Larry ist ein \_\_\_\_\_.

8. Der \_\_\_\_\_ näht eine Jacke.

11. Die \_\_\_\_\_ sortiert die Wolle.

12. Der \_\_\_\_\_ webt Stoff.

13. Die Maschinen \_\_\_\_\_ die Wolle.

14. Die Wolle wird bunt \_\_\_\_\_.

15. Ein \_\_\_\_\_ aus Wolle hält dich warm.

1. Mein Vater \_\_\_\_\_ Socken.

2. Der \_\_\_\_\_ versteigert die Ballen.

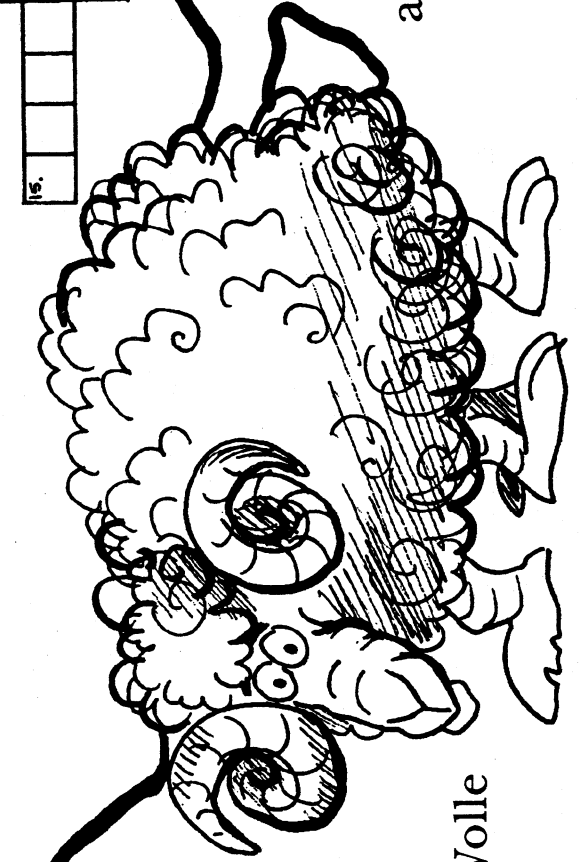
3. Der \_\_\_\_\_ bringt die Ballen zum Schiff.

6. Der \_\_\_\_\_ schiert Schafe.

7. Wolle wird in \_\_\_\_\_ verpackt.

9. Die Schafzucht ist eine wichtige \_\_\_\_\_ für Australien.

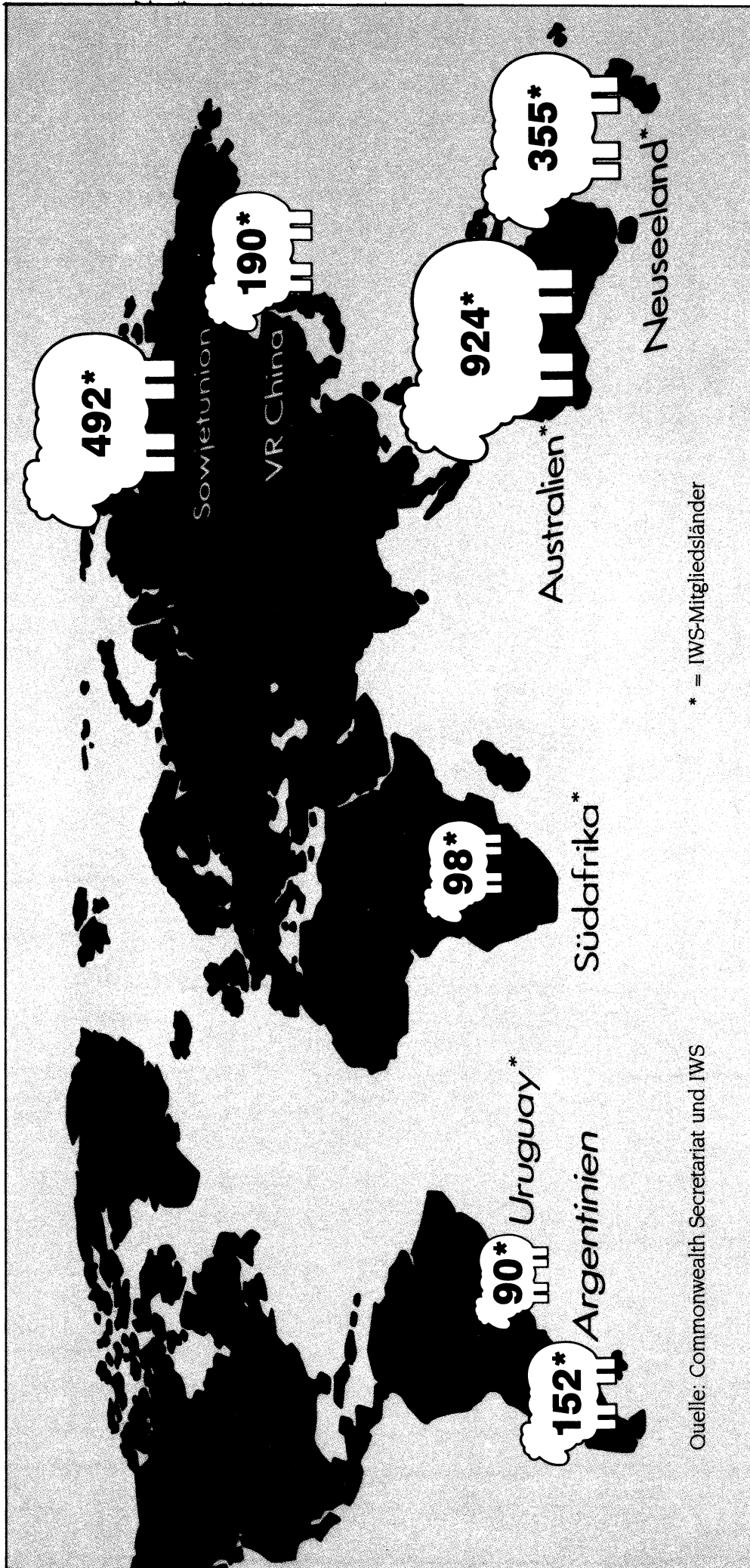
10. Die Feuerwehr trägt Uniformen aus \_\_\_\_\_.



# WOLLSIEGEL- INFORMATION



Schurwolle – die Haupterzeugerländer  
Saison 1987/88 (in Mio. kg, Basis Schweiß)



Weitere wichtige Erzeugerländer:

Großbritannien	64	Bulgarien	35
Türkei	61	Spanien	32
Pakistan	51	Indien	30
Rumänien	44	Brasilien	30
USA	40	Frankreich	24

Die »produktivsten« Schafe werden, was Schurwolle anbelangt, in Argentinien, Neuseeland und Australien gezüchtet. Pro Schaf und Jahr wird in diesen Ländern ca. 5,5 kg Wolle erzeugt.

