

Von der Arbeit

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SUB-TOPICS:

1. WAS MÖCHTEST DU WERDEN?
2. WERKZEUG UND ARBEIT
3. ARBEIT UND ARBEITSPLÄTZE
4. BEIM ARZT
5. VOM ERZEUGER ZUM VERBRAUCHER
6. WIR RÄUMEN UNSER KLASSENZIMMER AUF

INTRODUCTION

Younger students aged 5-9 have only a very elementary understanding of the concept of work. The aim of this unit is to give students an understanding of occupations and work activities. It also aims to familiarize students with typical tools, work materials, work places and uniforms worn for particular jobs.

In this unit students will develop concepts as well as an understanding of syntax and vocabulary. In this way students will be encouraged to communicate in German about the topic, according to their particular developmental stage.

The following material is not seen as a sequential unit of work, and teachers are encouraged to use an eclectic approach in their choice of the various sub-topics, combining materials from the other units where feasible.

SUB-TOPIC 1: WAS MÖCHTEST DU WERDEN?

In this section students consider an occupation they might choose in the future. They will look at features such as uniforms and tools by which these occupations are recognised.

OBJECTIVES:

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

- state their chosen occupation
- recognise and name the occupation/career of other students
- recognize the tools/instruments used by given occupations
- sing a song about occupations

RESOURCES:

- occupation picture cards made from masters provided
- occupation category cards made from masters provided
- dress-ups, camera
- note sent home to parents explaining dress-up activity
- Worksheets 1, 2
- song Wer will fleißige Handwerker sein from Die schönsten Deutschen Volkslieder
- large chart of song

ACTIVITIES:

- 1.1 Teacher chooses a number of occupation picture cards and introduces the occupations:

- "Das ist ein/eine....."
- "Ist das ein/eine.....?"
- "Möchtest duwerden?"

Teacher might like to play games with the picture cards to reinforce language eg. Frosch im Teich, Memory.

- 2.1 Teacher requests students to dress up in clothes of their chosen career/occupation for the next session. For very young students a note explaining the dress-up activity should be sent home to the parents.

- 2.2 Students dress up. Individual and class photos are taken. If the teacher has no assistance to supervise the waiting students, it might be advisable to provide students with **Worksheet 1**. This **Worksheet** could also be used as a discussion stimulus for activities seen, and tools used, in a bakery.

- 3.1 **Worksheet 2** is handed out. Students are requested to draw themselves in their chosen career. In the middle section students are asked to include at least one tool or instrument that their chosen career requires. The teacher collates the **Worksheets** and makes a class Flip book. (see Making Materials section)

- 3.2 The Flip book can be used to reinforce the language of the dress-up activity:

- "Ist Mary Soldatin/Lehrerin?"

- 4.1 Using photos, teacher could make students aware of the masculine and feminine forms:

- "Pilot/Pilotin"

Students can be asked to name both forms for each photo.

- 5.1 Students are asked to identify the workplace of particular occupations. Teacher models the language:

- "Ich bin....."

- "Ich arbeite...."

6.1 Using photos, students are requested to suggest categories. Teacher models some obvious groups:

- *"Welche Leute haben Werkzeuge?"*
- *"Welche Leute tragen eine Uniform?"*
- *"Welche Leute arbeiten draußen?"*

6.2 For older students the teacher can use the occupation category picture cards:

- *"Welche Berufe leisten einen Dienst?"*
- *"Welche Berufe erzeugen Waren?"*

Very young students should work with only one or two categories at a time while older students can cope with a wider range.

7.1 The photos can be used to provide stimulus for students' writing. For young students the teacher can write a caption on the photo thus providing reading material.

7.2 Older students write a speaking bubble and/or caption for their photo, copying from the blackboard or displays:

- *"Ich bin...."*
- *"Ich trage...."*
- *"Ich brauche....."*
- *"Ich arbeite....."*

8.1 Students are introduced to the song Wer will fleißige Handwerker sehn. Students mime the various activities in the song. Later new words can be substituted to include other occupations:

- *"Wer will fleißige Handwerker sehn,
der muß zu uns Köchen gehn,
O wie fein, o wie fein,
die Suppe wird bald fertig sein."*

BEIM BÄCKER

Hilf den Bäckern, die Backbleche mit Plätzchen, Brot und Brötchen vollzumachen.

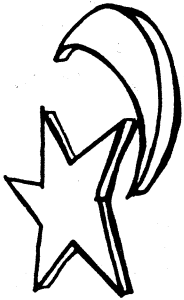
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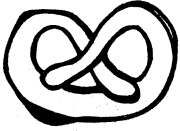
Brot



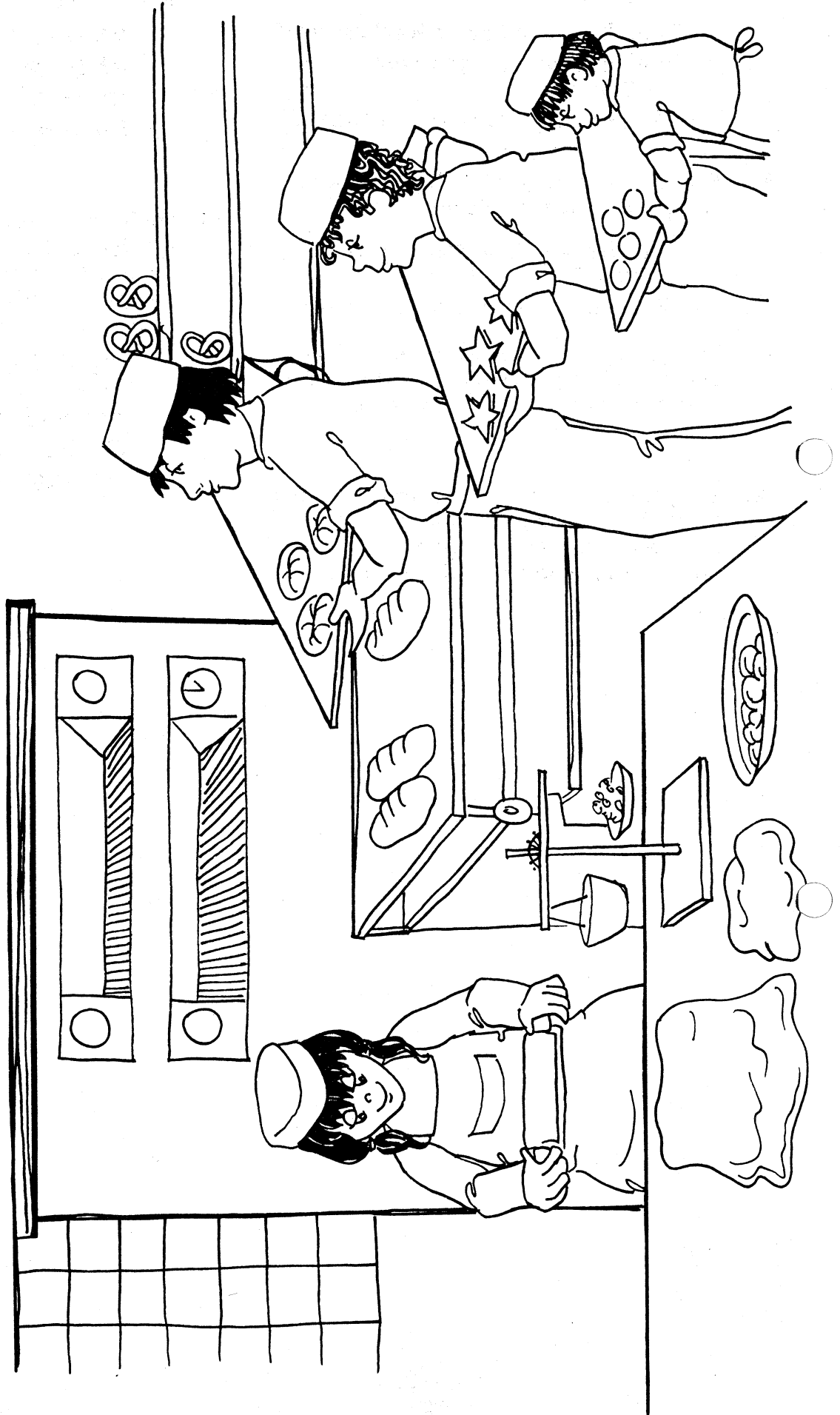
Brötchen



Plätzchen



Bretzeln



Kopf

Körper

Beine

SUB-TOPIC 2: WERKZEUG UND ARBEIT

In this section students will be acquainted with the tools used for certain occupations and particular activities associated with given occupations.

A game is the medium through which further vocabulary about tools and activities will be introduced and reinforced.

OBJECTIVES:

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

- name some tools/instruments/ utensils used by a given occupation
- pronounce correctly difficult sounds: "kr", "br", "sch"

RESOURCES:

- Worksheets 1, 2, 3A, 3B, 4A, 4B, 4C
- occupation picture cards from masters provided
- verb infinitive cards appropriate to occupation picture cards
- copies of game Quartett made from masters provided
- enough cards of tools enlarged from Quartett masters or actual tools for each student. Examples can be taken from this table:

KOCH	BÄCKER	POLIZIST	TISCHLER	ÄRZTIN
Topf	Backform	Handschelle	Säge	Stethoskop
Kochlöffel	Teigrolle	Pfeife	Hammer	Spritze
Löffel	Keksform	Auto	Nägel	Pflaster
Schüssel	Backblech	Schreibblock	Holz	Tabletten

- dress-ups for 4-5 occupations
- song Zeigt her eure Füße from Darf ich Mitspielen?
- listening-post equipment and teacher prepared cassette from Worksheets 4A, 4B, 4C
- song Wer will fleißige Handwerker sehn from Die schönsten Deutschen Volkslieder

ACTIVITIES:

- 1.1 Students sit in a circle. The teacher places actual tools or picture cards in the centre of the circle. Each student takes a tool. To introduce the language the teacher can model the language:

- "*Hast du den Hammer oder den Kochlöffel?*"
- "*Du hast den Hammer.*"

(see Games section for further ideas to practise vocabulary)

- 2.1 For this activity the teacher needs sufficient tools or tool cards for each student and dress-ups for 4-5 occupations. The teacher asks 4-5 students to dress up as masters and their occupations are identified. The teacher instructs the rest of the class to choose a tool and be apprentices. The teacher mimes an activity appropriate to one of the dress-up occupations and introduces the rhyme: -
- "Ich bin der Meister und suche meine Lehrlinge/Helfer."*

- 2.2 The masters take over the role. One master mimes an activity appropriate to his/her occupation and chants the rhyme. Each student with an appropriate tool for that occupation joins the master in the centre of the circle. The master the centre of the circle. The master then checks each tool and states:

- "*Ja, das brauchen wir*"
- "*Ja, das ist richtig.*"
- "*Nein, das ist nicht richtig.*"

The other masters then mime in turn until all apprentices have found their master.

- 2.3 To finish the game it might be appropriate to sing Wer will fleißige Handwerker sehn, using the mimed occupations.

- 3.1 Introduce the game Quartett.
- 4.1 **Worksheets 1, 2, 3A, 3B**, require students to match, name, write and draw the occupation and the tool or equipment. The teaching emphasis of **Worksheet 3A** could be correct definite article, orally reinforced with the occupation picture cards.
- 5.1 The teacher introduces the song Zeigt her eure Füße.
Students sing and perform actions appropriate to the song.
- 5.2 The teacher uses occupation picture cards and matching verb cards to introduce verbs:

- "*Bäcker backen.*"

A student can mime one of these verbs while others guess the activity.
- 5.3 The song can be extended to include other occupations and verbs.
- 5.4 Now that students are familiar with the verbs a game can be introduced. Students sit in a circle. The teacher rolls a ball to one of the students and asks:

- "*Wer kocht das Essen?*"
- "*Wer hilft kranken Menschen?*"
- "*Wer verkauft Waren?*"
- "*Wer repariert Sachen?*"
- 5.5 Students are asked to give the verb:

- "*Was macht ein Koch?*"
- "*Was macht ein Mechaniker?*"
- 6.1 Introduce **Worksheets 4A, 4B, 4C**. This could be a suitable listening-post activity for pronunciation and reading practice or an oral cloze activity:

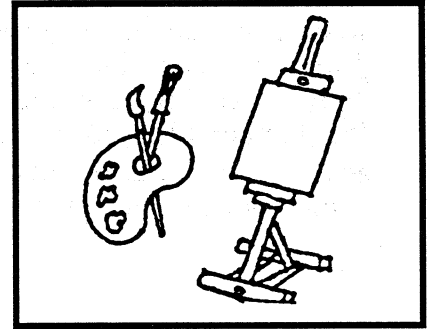
- "*Wer macht die Wurst?*"
- "*Der Fleischer macht die Wurst.*"
- 6.2 Students can be asked to make a small book. Alternatively the teacher might enlarge each of the occupations from **Worksheets 4A, 4B, and 4C** and ask students to illustrate them for a class book.
- 6.4 **Worksheet 4C** emphasizes what parents do for their children and what children can be expected to do for themselves. This could be stimulus for discussion on job responsibilities at home.
- 7.1 To develop pronunciation of difficult sounds especially for young learners introduce tongue twisters:

- "*Krankenschwester Karli Knabel kommt aus Klausthal.*"
- "*Fischers Fritze fischt frische Fische.*"
- "*Des Schneiders Scheren schneiden scharf.*"
- "*Der Lokomotivführer lenkt die Lokomotive.*"
- "*Brauer Brandt braut bitteres braunes Bier.*"
- "*Bäcker Braun bäckt braune Brezeln.*"
- 7.2 For reinforcement each tongue-twister could be illustrated.
- 7.3 An oral game can be played. Students sit in a circle. Each student says one word of the tongue twister until the sentence is complete. If a student mispronounces a word he/she is out.

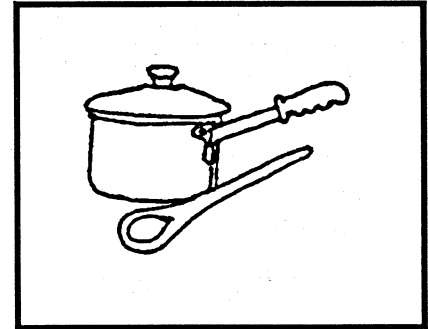
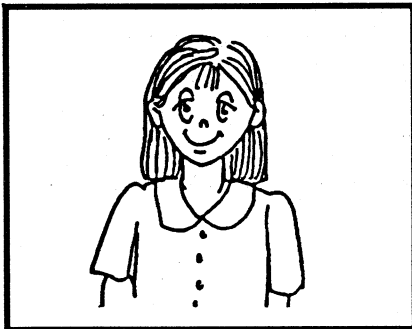
WER BRAUCHT WAS?

Verbinde:

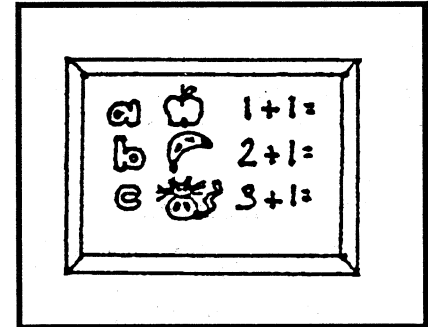
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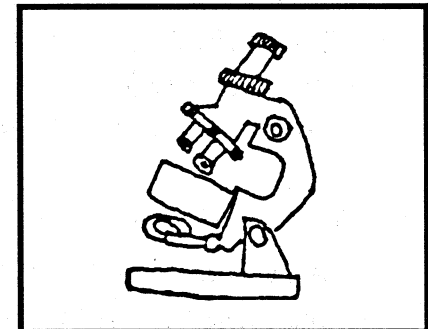
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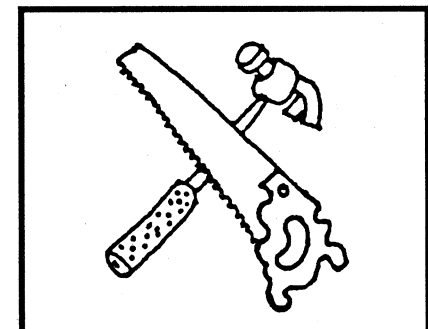
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WAS BRAUCHEN SIE?

A. Verbinde:

braucht

Der Verkäufer

Der Photograph

Die Ärztin

Der Maler

Der Tischler

Die Musikerin

Die Bäuerin

Der Sekretär

einen Pinsel

eine Schreibmaschine

einen Hammer

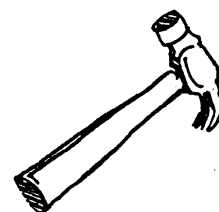
eine Kasse

einen Traktor

ein Stethoskop

eine Gitarre

eine Kamera



B. Zeichne und schreibe:

Eine Musikerin braucht

Eine Bäuerin braucht

Ein Photograph

Ein Verkäufer

braucht _____

braucht _____

WER BRAUCHT WAS?

Briefträger * Busfahrer * Tischler * Schneider * Polizistin

1. Wer braucht einen Hammer? _____

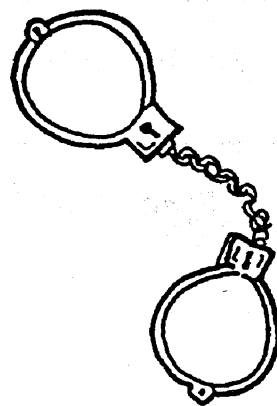
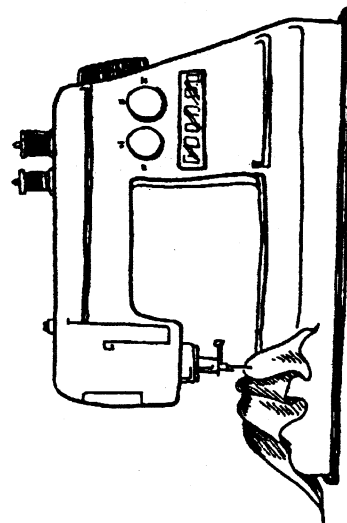
2. Wer braucht einen Autobus? _____

3. Wer braucht eine Backform? _____

4. Wer braucht ein Fahrrad? _____

5. Wer braucht eine Nähmaschine? _____

6. Wer braucht eine Handschelle? _____



WER BRAUCHT WAS?

Name: _____

Kasse * Stethoskop * Pinsel * Tafel * Traktor

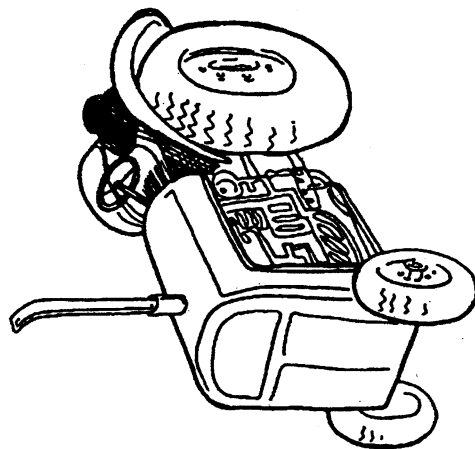
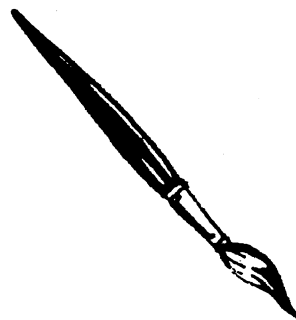
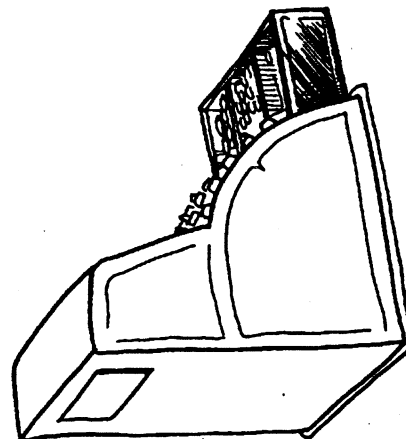
1. Ein Maler braucht einen _____

2. Eine Ärztin braucht eine _____

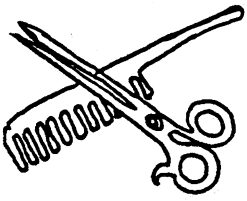
3. Ein Lehrer braucht eine _____

4. Ein Bauer braucht einen _____

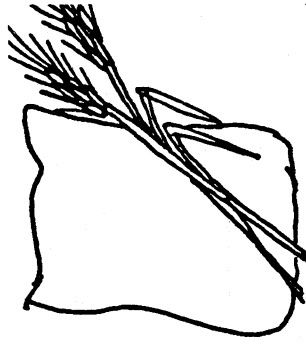
5. Eine Verkäuferin braucht eine _____



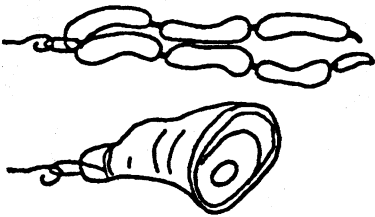
Wer schneidet die Haare?



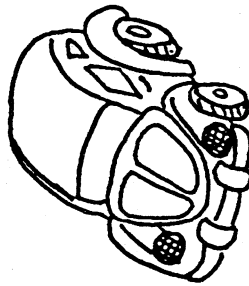
Wer sät den Weizen?



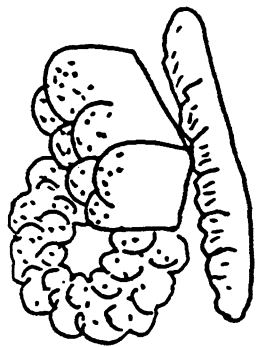
Wer macht die Wurst?



Wer repariert das Auto?



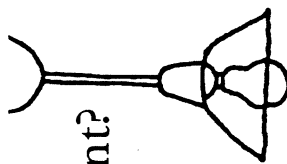
Wer bäckt die Brötchen?



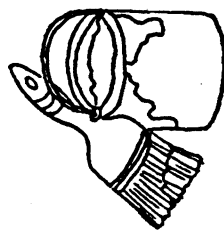
Wer hilft dir bei Zahnschmerzen?



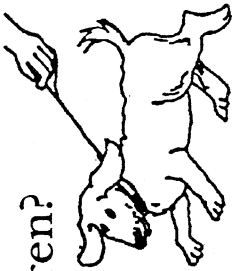
Wer hilft, wenn das Licht nicht brennt?



Wer streicht dein Haus?



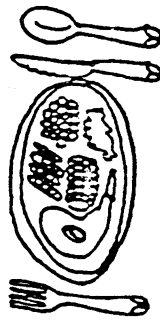
Wer geht mit dem Hund spazieren?



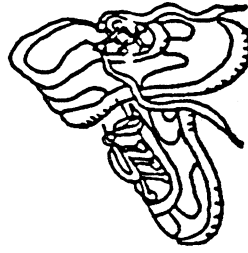
Wer repariert dein Fahrrad?



Wer kocht dein Essen?



Wer putzt deine Schuhe?





SUB-TOPIC 3: ARBEIT UND ARBEITSPLÄTZE

In this section students consider the various places where people work. Students will also classify occupations according to the type of work involved.

OBJECTIVES:

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

- classify occupations into certain given categories
- state where a certain occupation is carried out and what activity is involved
- name a parent's job, place of work and recognize the type of work the parent does

RESOURCES:

- occupation picture cards made from masters provided
- occupation category cards made from masters provided
- class set of male and female cards made from Teacher Sheet 1
- Worksheets 1,2,3

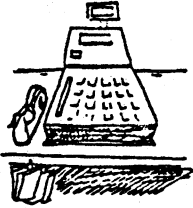
ACTIVITIES:

- 1.1 Teacher revises occupations using occupation picture cards.
- 1.2 Teacher introduces **Worksheet 1** and asks students:
 - *"Wer arbeitet im Geschäft / Büro?"*
- 1.3 To reinforce the workplace vocabulary teacher uses the occupation picture cards and encourages students to formulate sentences:
 - *"Ein Fließbandarbeiter arbeitet in der Fabrik."*
- 1.4 Use **Worksheet 2** as written reinforcement.
- 1.5 Alternatively, using **Worksheet 2** the teacher could make a large chart with spaces for word cards of occupations and workplaces. Students are asked to match these.
- 2.1 Teacher introduces **Worksheet 3**. This is an introduction to job categorization. Students label the occupation in each category.
- 2.2 Teacher introduces the occupation category cards and displays these on the blackboard. Students should be able to name some of the categories or the teacher can give categories, writing them on the blackboard:
 - *"Diese Berufe leisten einen Dienst/helfen."*
 - *"Diese Berufe verkaufen/machen Waren."*
- 2.3 For this activity the teacher needs to be informed about the parents' occupations. This activity should be sensitively handled if there is a single/unemployed/step-parent. Each student is given a male and female card prepared from **Teacher Sheet 1**. Students write the occupation of the parent depicted on each card. The students are then asked to consider the job and its appropriate category for each parent. The category cards are displayed on the blackboard and students are asked to place their cards in the appropriate category. Students should be encouraged to formulate sentences:
 - *"Mein Vater/Peters Vater leistet einen Dienst/verkauft Waren."*
 - *"Er ist Polizist / Verkäufer."*The class through discussion can decide whether the category is correct or not.
- 2.4 If time permits a class graph depicting the categories of parents' occupations can be made.

MENSCHEN ARBEITEN AN VERSCHIEDENEN ARBEITSPLÄTZEN

Ordne die Berufe den Arbeitsplätzen zu!

der Fließbandarbeiter - die Tischlerin - der Bauer - der Mechaniker
die Computerprogrammiererin - der Blumenhändler - die Verkäuferin
die Apothekerin - die Fleischerin - der Sekretär



- im Geschäft



- in der Fabrik



- im Büro



- auf dem Bauplatz



- in der Werkstatt



- in Feld und Garten

MENSCHEN ARBEITEN AN VERSCHIEDENEN ARBEITSPLÄTZEN

Wo arbeiten diese Leute?

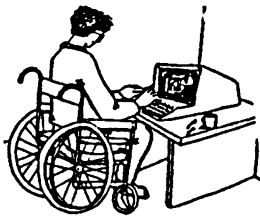
im Büro - in einer Werkstatt - auf dem Bauplatz - in Feld und Garten
in der Fabrik - im Geschäft



Die Mechanikerin arbeitet



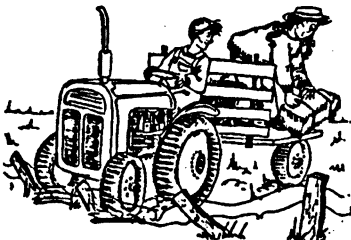
Der Bäcker und die Bäckerin arbeiten



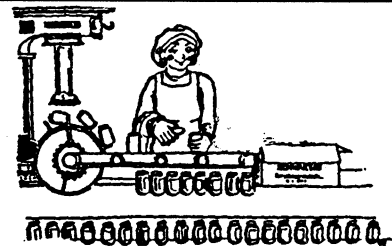
Der Computerprogrammierer



Der Maurer _____



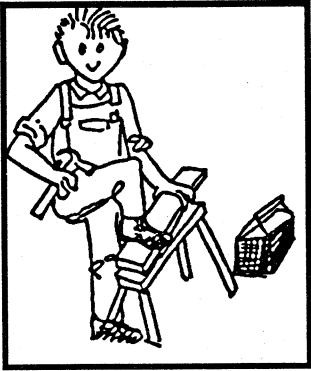
Der Bauer _____



Die Fließbandarbeiterin

Ordne zu!

Menschen, die Waren machen



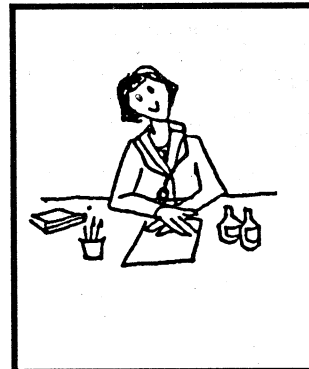
Bäcker
Fleischerin
Tischler

Menschen, die Waren verkaufen



Verkäuferin
Blumenhändler
Marktfrau

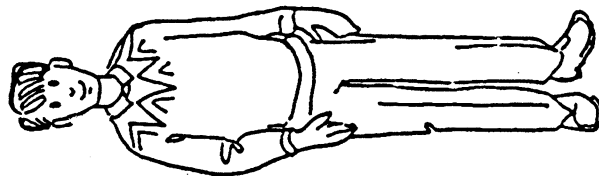
Menschen, die einen Dienst leisten



Ärztin
Polizist
Kellner

Dein Name: _____

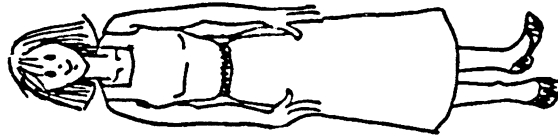
Beruf von
deinem Vater: _____



VATER

Dein Name: _____

Beruf von
deiner Mutter: _____



MUTTER

SUB-TOPIC 4: BEIM ARZT

In this section students will become familiar with some medical instruments used by a doctor and some medicines. Students will also use this language to role-play a doctor's visit. Students will also be made aware of the difference between an injury and an illness. Pre-knowledge of body parts is assumed.

OBJECTIVES:

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

- describe what hurts
- say what is needed to treat a particular illness/injury
- name some of the doctor's instruments

RESOURCES:

- doctor's kit, uniform, stethoscope, bandage, band-aid
- enlarged chart and word cards made from Worksheet 3
- Worksheets 1, 2, 3
- picture and word cards of doctor's equipment/medicines made from Teacher Sheet 1
- body parts vocabulary displayed around the classroom
- book Helen ist krank

ACTIVITIES:

- 1.1 The teacher might like to revise body parts with the following song to the tune of "Heads, shoulders, knees and toes":

- "*Kopf und Schulter, Hüfte, Knie,
Hüfte, Knie,
Kopf und Schulter, Hüfte, Knie
Hüfte, Knie,
Und Augen, Ohren, Nase, Mund
Kopf und Schulter, Hüfte, Knie.*"

- 1.2 Sing the song through, touching each part of the body as it is mentioned.

- 1.3 Sing the song again, missing out the word '*Kopf*' each time but maintaining the appropriate action.

- 1.4 The song can be repeated leaving out one additional item each time until there are no words, only actions.

- 2.1 The teacher comes to the classroom dressed as a patient with a bandaged arm or a band-aid on finger. Teacher states:

- "*Mein Arm/Finger tut weh!*"

The teacher asks the students to role-play patients with various complaints, providing them with bandages and band-aids. The teacher assumes the role of the doctor asking:

- "*Was ist los? Tut dein Finger weh?*"

Encourage students to reply:

- "*Nein, mein Arm tut weh.*"

- 2.2 Students are asked to complete **Worksheet 1**, referring to the body parts vocabulary on display in the classroom.

- 3.1 With the doctor's kit or picture cards of medicines and equipment made up from **Teacher Sheet 1**, the teacher introduces the vocabulary and talks about how each is used:

- "*Was brauchst du, wenn du deinen Finger verletzt hast?*"

- 3.2 Distribute **Worksheet 2**. This can be done first as an oral dialogue activity with students working in pairs. One student takes the role of the patient and the other, the doctor.

- 3.3 To reinforce this as a written activity students are asked to complete **Worksheet 2** supplying the appropriate medicine or equipment.

4.1 The teacher reads the story Helen ist krank. Teacher explains that Helen has an illness. Then the teacher distinguishes between an illness and an injury through mime and discusses the difference between an illness and an injury. Teacher then explains the vocabulary from **Worksheet 3**.

4.2 Once students understand the vocabulary the teacher introduces the enlarged chart and word cards of illnesses and injuries. Students are asked to place the card in the appropriate category 'illness' or 'injury'.

4.3 To reinforce this as a written activity students complete **Worksheet 3**, working in pairs or alone.

5.1 Students should now be familiar with medicines, illnesses and instruments. As an evaluation activity the teacher asks the students to role-play a doctor's visit. The dialogue should come from the students with the teacher encouraging some extension:

- *"Du mußt im Bett bleiben."*

- *"Du mußt viel Wasser trinken."*

ADDITIONAL RESOURCES:

- Deutsch Aktiv, Lehrbuch 1 and cassette: reading and listening text of doctor's visit

- Na, was tut denn weh? from Eine Kleine Deutschmusik

Setze das richtige Wort ein:



Ordne zu: Was sagt das Kind?

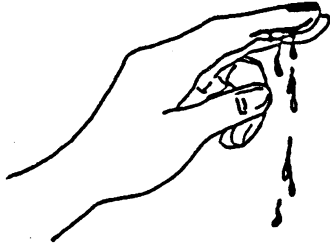


Kopfschmerzen * Fieber
Bauchschmerzen *
Finger * Halsschmerzen

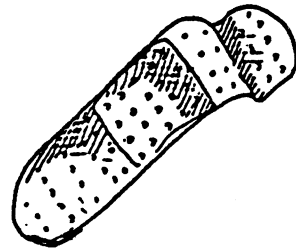
Was sagt die Ärztin?



ein Thermometer
* Medizin * ein Pflaster
* Halstabletten

Doktor, mein _____
tut weh

Du brauchst



Doktor, ich habe _____



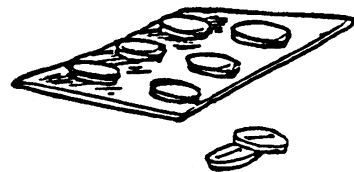
Du brauchst



Doktor, ich habe _____



Du brauchst



Doktor, ich habe _____



Du brauchst



BIST DU KRANK ODER VERLETZT?

Ordne richtig zu:

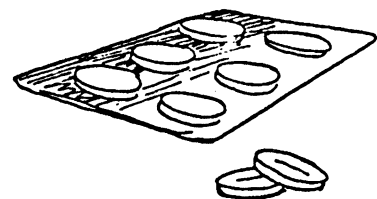
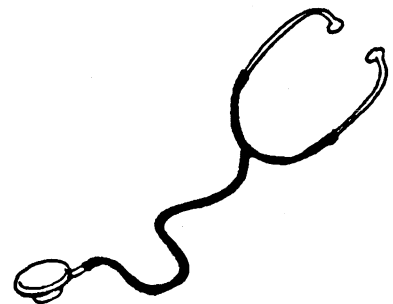
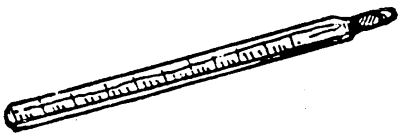
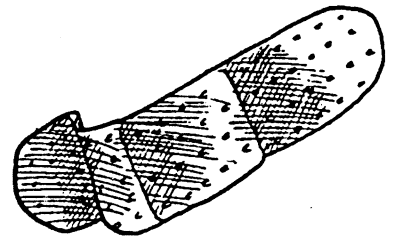
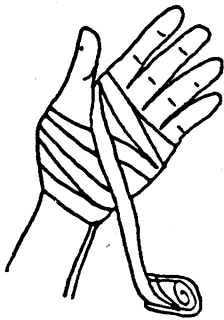
ein gebrochenes Bein * Röteln * Kopfschmerzen * Mumps
 * Beule * Grippe * Prellung * Husten

Krankheit	Verletzung

Mumps ist eine _____

Eine Beule ist eine _____

Schreibe zwei Sätze:



SUB-TOPIC 5: VOM ERZEUGER ZUM VERBRAUCHER

In this section students come to realize that farmers specialize in a particular crop/animal. Students will follow the process of growing the potato to the production of potato chips.

OBJECTIVES:

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

- name various types of farms/farmers and their products
- recognize the steps involved in getting potatoes from the field to the table
- recognize and label some of the occupations involved in this process
- name the raw materials used and goods produced by some well-known companies

RESOURCES:

- enlarged picture cards of different farmers and word cards of products from Worksheet 1
- Worksheet 1, 2A and 2B, 2C, 3, 4
- enlarged picture cards of Worksheet 2A
- sentence cards made from Worksheet 2B with occupation in a different colour
- ingredients and utensils required for making chips
- enlarged chart made from Worksheet 4
- written cards of raw materials and products from Teacher Sheet 1

ACTIVITIES:

- 1.1 The teacher discusses the picture cards of different farmers, leading students to the understanding that farmers often specialize in certain products/animals:

- *"Das ist ein Bauer, der Weizen anbaut."*
- *"Das ist eine Bäuerin, die Schafe züchtet."*
- *"Das ist ein Bauer, der Kühe für Milch züchtet."*
- *"Das ist eine Bäuerin, die Kartoffeln anbaut."*
- *"Das ist ein Bauer, der Zuckerrohr anbaut."*
- *"Das ist ein Bauer, der Orangen/Äpfelbäume anbaut."*

- 1.2 As a class activity students match word cards of products to the farmer picture cards.
- 2.1 Students are given **Worksheet 1** and are asked to write the name of the product.
- 3.1 **Worksheet 2A** shows the process of getting the potato from the field to the table. The pictures are not in sequence. Students cut up the pictures and work in pairs to sequence the pictures correctly.
- 3.2 When students have completed their own sequencing activity the teacher could ask one group to sequence the picture cards on the blackboard. The class through discussion decides whether this is correct or not.
- 3.3 The teacher describes a picture and students are required to point to the correct picture.

- 3.4 Students read the sentence cards and match these to the pictures.

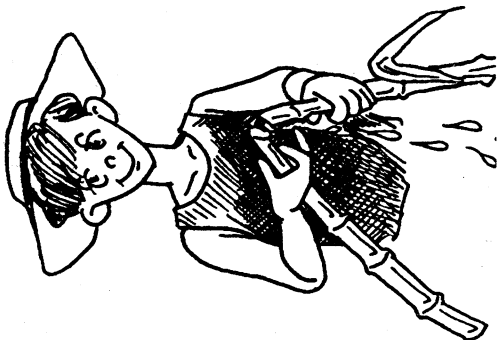
- 3.5 Students are given **Worksheet 2B** and are asked to match the pictures from **Worksheet 2A** to the sentences as a cut and paste activity.
- 3.6 Distribute **Worksheet 2C** Students are asked to supply the correct occupation.
- 4.1 This is a hands-on activity. Students will make chips. First explain the process on **Worksheet 3** with one student supplying the correct verb.
- 4.2 Make chips with class.
- 4.3 Students make fold-up book. (see Making Materials section)
- 5.1 The teacher has an enlarged chart of the companies, raw materials and products as well as written cards of the raw materials and the finished products. By doing the first example the teacher explains the difference between a raw material and an end product. Next, as a class, the students are asked to place the appropriate card into the correct column. Teacher models the language:
- *"Die Kakaobohne ist ein Rohstoff. Schokolade ist das Erzeugnis."*
- 5.2 To reinforce this activity students are given **Worksheet 4**. Students can use the written words from the blackboard for spelling; however, these are removed from the chart columns.
- 5.3 As further extension students can be asked to think up other well-known manufacturers eg. Peter's, Edgells, naming their raw materials and products.

Ordne richtig zu:

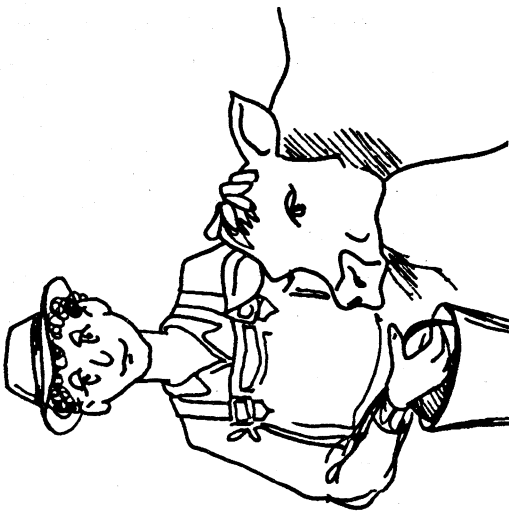
Zuckerrohr - Apfelbäume - Kartoffeln - Schafe - Kühe - Weizen



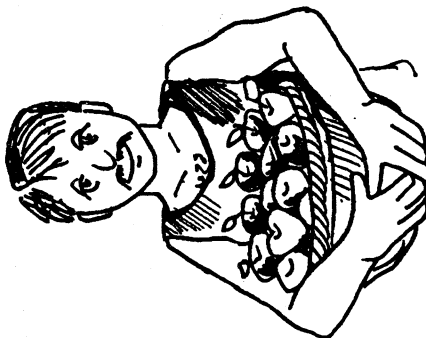
Das ist eine Bäuerin, die _____ züchtet.



Das ist ein Bauer, der _____ anbaut.



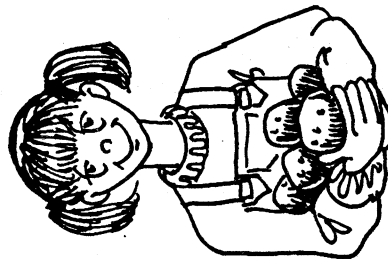
Das ist ein Bauer, der _____ für Milch züchtet.



Das ist ein Bauer, der _____ anbaut.

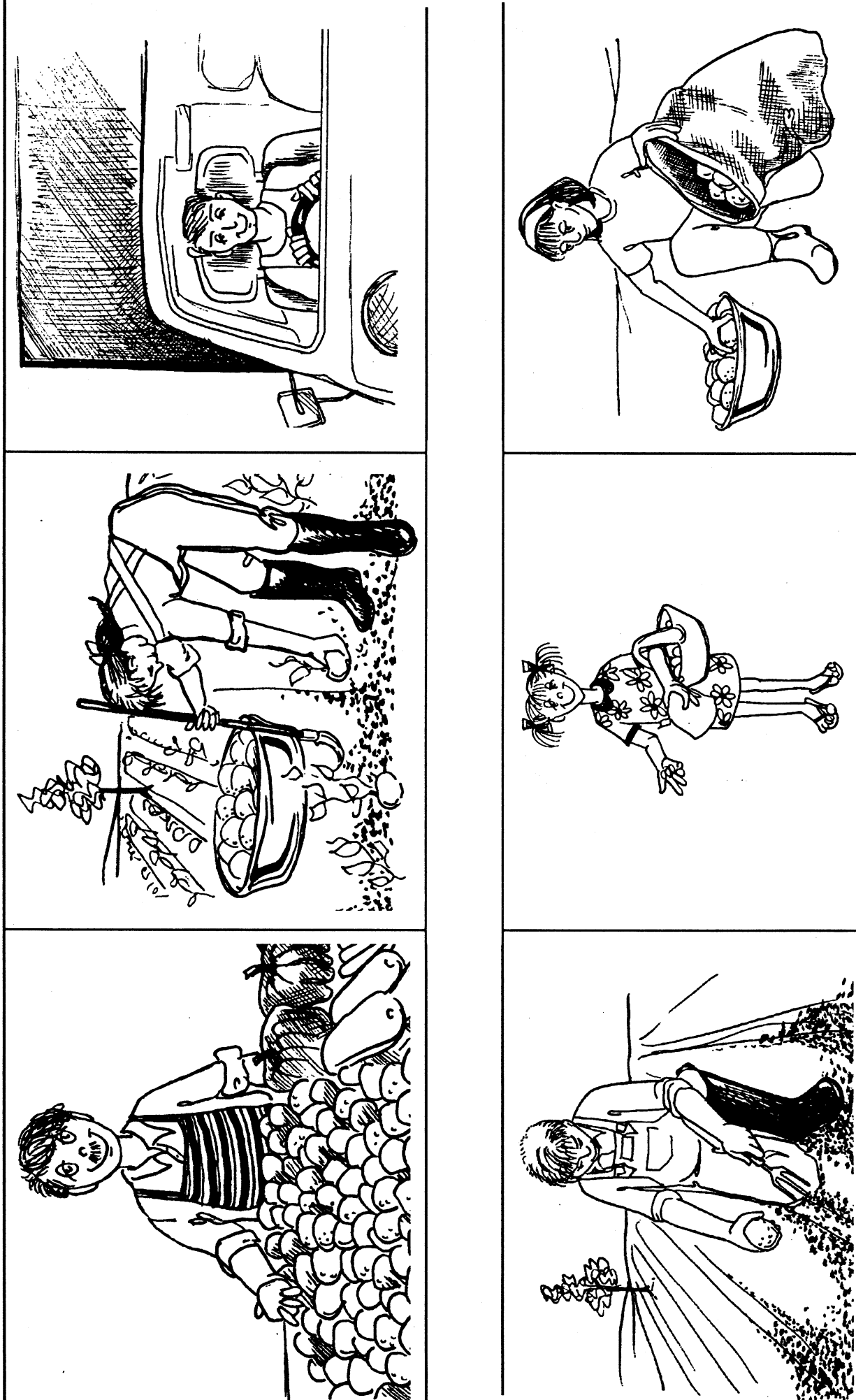


Das ist ein Bauer, der _____ anbaut.



Das ist eine Bäuerin, die _____ anbaut.

KARTOFFELN: VOM ERZEUGER ZUM VERBRAUCHER



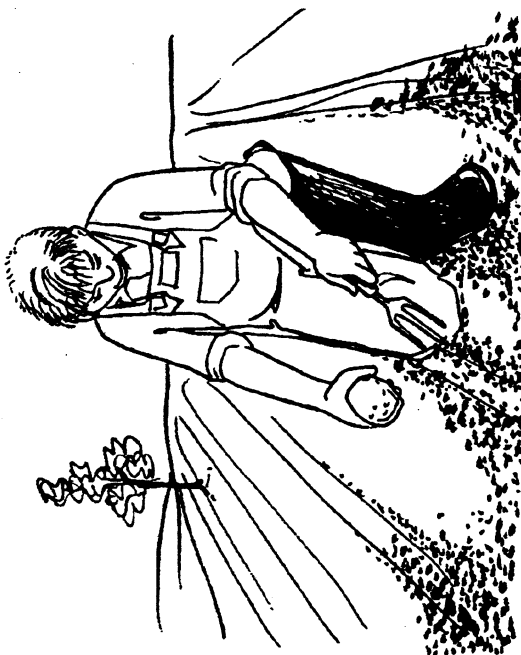
KARTOFFELN: VOM ERZEUGER ZUM VERBRAUCHER

Zu jedem Satz paßt ein Bild:

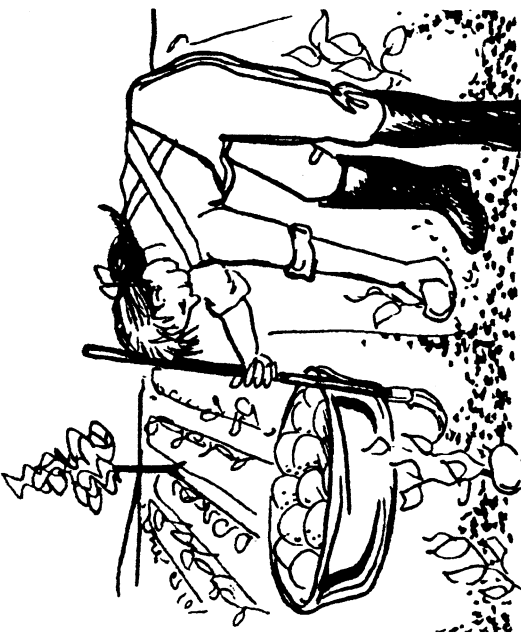
<i>Der Bauer baut die Kartoffeln an.</i>	<i>Die Bäuerin erntet die Kartoffeln.</i>	<i>Die Landarbeiterin füllt sie in Säcke.</i>
<i>Der Fahrer fährt sie zum Markt.</i>	<i>Der Obst- und Gemüsehändler verkauft sie.</i>	<i>Die Kundin kauft sie.</i>

WER HILFT HIER MIT?

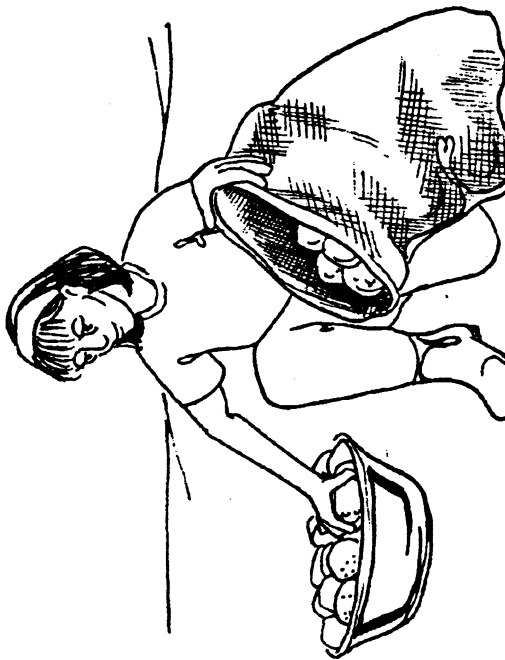
Setze das richtige Wort ein: Obst- und Gemüsehändler - Landarbeiterin - Bauer - Bäuerin - Fahrer - Kundin



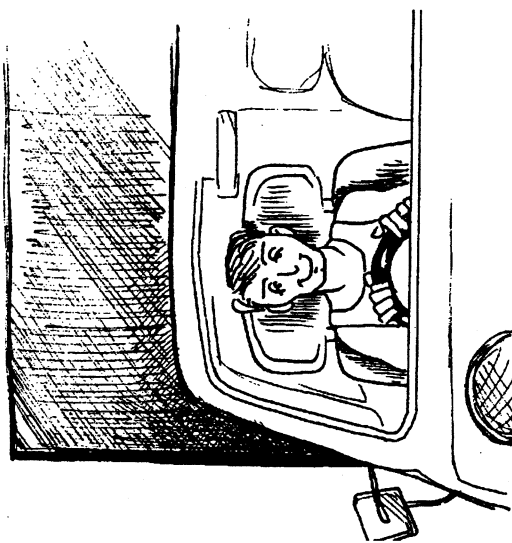
Der _____ baut
die Kartoffeln an.



Die _____ erntet
die Kartoffeln.



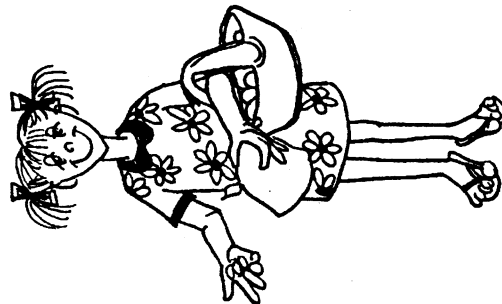
Die _____ füllt sie
in Säcke.



Der _____ fährt
sie zum Markt.



Der _____ bietet sie im Gemüseladen an.

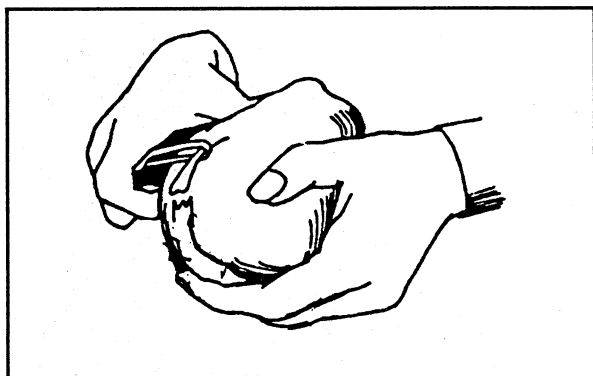


Die _____ kauft
sie.

WIR MACHEN POMMES FRITES

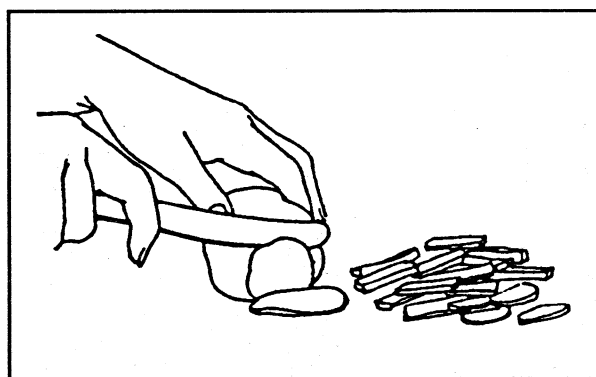
- 1) Zuerst schälen wir die Kartoffel.
- 2) Dann schneiden wir sie zu Stäbchen.
- 3) Zuletzt backen wir die Stäbchen in heißem Fett.

(1)



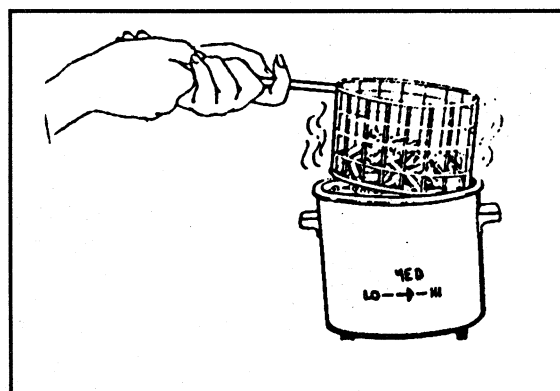
Zuerst _____ wir die
Kartoffel.

(2)



Dann _____ wir
sie zu Stäbchen.

(3)



Zuletzt _____ wir die
Stäbchen in heißem Fett.

Welche Erzeugnisse/Produkte werden hier hergestellt?

Fabrik	Rohstoff	Erzeugnis/Produkt
<i>Ford</i>		
<i>Cadbury - Schweppes</i>		
<i>Tip Top</i>		
<i>Sportsgirl</i>		

Welche Erzeugnisse/Produkte werden hier hergestellt?

Fabrik	Rohstoff	Erzeugnis/Produkt
<i>Ford</i>	<i>Metall - Eisen</i>	<i>Autos</i>
<i>Cadbury - Schweppes</i>	<i>Zuckerrohr, Milch, Kakaobohnen</i>	<i>Schokolade</i>
<i>Tip Top</i>	<i>Weizen, Mehl, Körner</i>	<i>Brot</i>
<i>Sportsgirl</i>	<i>Baumwolle, Vlies, Wolle, Stoff</i>	<i>Kleidung</i>

SUB-TOPIC 6: WIR RÄUMEN UNSER KLASSENZIMMER AUF

In this section students will look at what needs to be done to tidy a classroom and take responsibility for cleaning it.

OBJECTIVES:

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

- state what cleaning task he/she is prepared to do
- request equipment needed for the task
- describe the state of the classroom
- write about the task depicted in a photo

RESOURCES:

- cleaning equipment
- dress-ups eg. aprons, overalls
- camera, photos
- Worksheet 1
- set of picture cards of tasks and cleaning equipment made from Teacher Sheet 1
- picture book: Wir machen den Schulhof sauber
- vocabulary for display

ACTIVITIES:

1.1 The teacher reads the story Wir machen den Schulhof sauber.

2.1 The teacher then expresses concern that the classroom is also untidy. The teacher sets up the problem:

- "*Wir müssen aufräumen.*"
- "*Der Boden / das Fenster / der/die Tische ist/sind schmutzig.*"
- "*Wer will die Tafel wischen?*"

2.2 The teacher introduces materials needed for cleaning:

- "*Was brauchst du? Einen Besen oder einen Schwamm?*"

It is a good idea to have written labels on the materials where possible to reinforce language. The teacher can also provide the students with dress-ups.

2.3 Before beginning with the cleaning tasks the teacher takes a "before" photo of the untidy classroom. While students are working, the teacher takes individual photos and asks:

- "*Was machst du?*"
- "*Wischst du oder fegst du?*"

2.4 The teacher takes an "after" photo of the tidy classroom and the students describe the results of their work:

- "*Ich bin fertig.*"
- "*Die Tische sind sauber.*"
- "*Das Fenster ist sauber.*"
- "*Das Regal ist aufgeräumt.*"

3.1 To reinforce this language students are given **Worksheet 1** and are asked to match the picture with the appropriate sentence.

3.2 For this game activity the teacher needs the set of task cards. Seven students each receive a task card. The equipment cards are secretly distributed to the remainder of the class. Each student with a task card has three chances to find the student with the appropriate equipment:



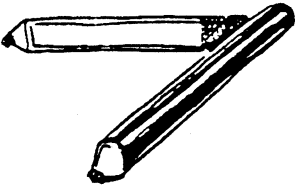
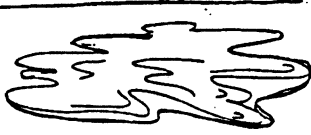


- "*Der Boden ist naß.*"
- "*Sharon, hast du den Mop?*"

Once the matching equipment card is found the next student may begin.

- 4.1 When the photos are developed they are used to elicit as much language as possible from the students.
- 4.2 The classroom should have written displays of the vocabulary needed for this written class activity. Students write a speaking bubble or caption for their photo. The teacher collates the work and makes a class-book which provides students with reading materials.
- 4.3 Alternatively students can extend photos.
(see Making Materials section)

WIR MÜSSEN AUFRÄUMEN

Verbinde das Bild mit dem richtigen Satz.

	1
	2
	3
	4
	5
	6

A. Die Blumen sind welk.

B. Die Bücher sind unordentlich.

C. Die Tafel ist beschrieben.

D. Die Buntstifte sind stumpf.

E. Der Fußboden ist naß.

F. Der Tisch muß aufgeräumt werden.

