The German Way: a Unit on Germany

An Honors Thesis (Honors 499)

by

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Abstract

This is a unit plan on Germany intended for the intermediate elementary grades of four, five and six, but could be used for any of the elementary grades of kindergarten through sixth.

This unit is made up of 10 lessons including German culture, geography, and introductory lessons on German such as the alphabet, numbers and colors. It includes a parallel pre- and posttest so that teachers may see how much students have learned from the unit. It has a complete list of vocabulary that has been incorporated into the lessons of the unit. It has a unit timeline to organize the sequence of the lessons. This unit will incorporate many different subject areas through a variety of different lessons.
Acknowledgements

I want to thank Dr. Ron Warner for agreeing to be my thesis advisor and encouraging me to expand my project to look more deeply into Foreign Language in the Elementary School (FEES) programs.
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Preface

The purpose of this honors thesis is to develop a unit plan for introducing the man language and German culture to elementary students. I have written these lessons with the intermediate grades of four, five, and six in mind, but they can be easily adapted for the primary grades of kindergarten, first and second. For this project I will make use of my elementary education major and my German minor to develop lessons appropriate for elementary students. This unit should serve as a plan for elementary teachers interested in teaching their students about Germany. These lessons have been designed for the elementary teacher who may or may not have a lot of experience with German. I have written these lessons with the intermediate grades of four, five, and six in mind, but they can be easily adapted for the primary grades of kindergarten, first and second.

Why should elementary students learn a foreign language? Young children should learn foreign language at an early age because there is evidence that they will have more success than other age groups. Educators say that the youngest brains have the greatest aptitude for absorbing language. Culturally, foreign language learning helps develop tolerance towards people different from oneself (Freudenstein, 20). Foreign language education increases listening ability, memory, creativity, and critical thinking. In the elementary school it can support the core curriculum including the areas of math, science, social studies and science (Walker).

While, the country needs more bilingual speakers to stay competitive in today's society, school systems are required by the No Child Left Behind law to improve student achievement in math and reading. This makes it hard to find time for foreign language
instruction in the elementary school. However you can teach a second language without
taking away from other courses. Lessons in history, science, social studies, and even
math can even be reinforced through foreign language lessons (clod).

Why German? German is the most widely spoken language in Europe and
Germany's economic strength means business opportunities throughout the European
continent. German companies in the United States have created hundreds of thousands of
jobs and knowing German will give the job seeker an advantage. German is the largest
cultural heritage in the United States. So one who is interested in American culture gains
an expanded appreciation by learning German. Since German and English both evolved
from a common ancestor language, Indo-Germanic, there are many linguistic similarities.
In addition, German is spelled phonetically, making it easy to predict how the spoken
word is written and how the written word is pronounced ("Why Learn German"). These
are many reasons why German is a perfect choice for elementary students.

Foreign language instruction has been fairly common in the United States
throughout its history. German was most popular following great waves of German
immigration in 1830 and 1848. Objections to the teaching of German in elementary
schools were often raised on the grounds that the practice was un-American. However
programs grew until the United States entered World War I. Germany was now our
enemy and there was a strong reaction against everything German. Much German
instruction was eliminated. In 1957, after the stunning orbit of Sputnik, public awareness
for the value of foreign language education was again increased. The National Defense
Education Act of 1958 among other government programs, provided for the training of
"critical" languages at both the elementary, secondary, and university levels. However,
the boom for foreign languages in the elementary schools would be short-lived, and programs at this level began to on the decline after 1964 (Curtain and Pesola, 15-17).

To prepare for the writing of this thesis, I research foreign language programs in elementary schools (FLES). Another type of foreign language learning is FLEX, foreign language exploration or experience (29).

FLES has been used as a general term for all foreign language programs at the elementary level. However, FLES is most appropriately used to describe a particular type of elementary school foreign language program that is taught three to five times a week for periods of twenty minutes to an hour or more. Some FLES classes integrate other areas of curriculum and others focus on the target language and its culture (Curtain and Pesola, 33-34). Good fluency is expected if language teaching is scheduled five time a week for thirty minutes a day for four or more years (Lipton, 2)

Exploratory programs, often referred to as FLEX, are usually short-term, self-contained programs lasting three weeks to one-year. These could be described as "sampler programs." FLEX programs introduce language learning, as well as an awareness of culture (Curtain and Pesola, 35-36). FLEX is an introduction to one or more foreign languages with few language skills expected. Very little fluency is expected with a once or twice-a-week program that emphasizes cultural awareness (Lipton, 2).

Why are FLES programs important? Children enjoy learning a foreign language and are curious about strange sounds and secret codes. Children are naturally curious about other cultures, and they are excellent mimics. Children do not object to repetition if it is in the context of a game. By starting a second language early, students develop an understanding of language concepts, which will help in learning additional languages.
Children enjoy connecting the study of a foreign language with other areas of curriculum. Foreign language exposure helps to develop openness to other people and other ways of life, while helping them understand that English is not the only language in the world. Children who study a foreign language achieve greater gains and higher scores on standardized tests in reading, language arts, and math and show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills than those who did not study a foreign language. Students that study a foreign language in elementary school will be much better students in later foreign language study (10-12).

There are many benefits to learning a foreign language in elementary school. This unit will outline ten lessons that serve to integrate German into other curricular areas through language and culture.
Introduction

This unit is an introduction to the German language and should serve as a plan for elementary teachers interested in teaching their students about Germany. These lessons have been designed for the elementary teacher who may or may not have a lot of experience with German. I have written these lessons with the intermediate grades in mind, but they can be adapted for any of the elementary grades.
## Unit Timeline

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<td>The German Alphabet</td>
<td>Language</td>
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<td>3</td>
<td>Introducing Yourself</td>
<td>Language</td>
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<td>Counting in German</td>
<td>Language, Math</td>
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<td>5</td>
<td>How old are you?</td>
<td>Language, Math</td>
</tr>
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<td>6</td>
<td>Describing your Family</td>
<td>Language</td>
</tr>
<tr>
<td>7</td>
<td>Colors</td>
<td>Language, Art</td>
</tr>
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<td>8</td>
<td>Body</td>
<td>Language, Health</td>
</tr>
<tr>
<td>9</td>
<td>German Food</td>
<td>Health, Social Studies - Culture</td>
</tr>
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<td>10</td>
<td>German Holiday</td>
<td>Social Studies - Cultures</td>
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<td>Posttest</td>
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# Unit Vocabulary List

**Key:**
- uppercase letters say their name
  - a hat
  - a rate
  - ce shon
  - 0o use, few

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<th>German word</th>
<th>Pronunciation</th>
<th>English definition</th>
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<td>Deutschland</td>
<td>doitsh lahnt</td>
<td>Germany</td>
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<tr>
<td></td>
<td>Osterreich</td>
<td>ce' stirlch</td>
<td>Austria</td>
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<tr>
<td></td>
<td>Luxemburg</td>
<td>look sum burg</td>
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<tr>
<td></td>
<td>Lichtenstein</td>
<td>lick ten stein</td>
<td>Lichtenstein</td>
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<tr>
<td></td>
<td>die Schweiz</td>
<td>shvltz</td>
<td>Switzerland</td>
</tr>
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<td></td>
<td>Danemark</td>
<td>de: `nimark</td>
<td>Denmark</td>
</tr>
<tr>
<td></td>
<td>Polen</td>
<td>po:`lan</td>
<td>Poland</td>
</tr>
<tr>
<td></td>
<td>Tschechiche Republik</td>
<td>tshe'chicha re poob lick</td>
<td>Czech Republic</td>
</tr>
<tr>
<td></td>
<td>Frankreich</td>
<td>fronk rlch</td>
<td>France</td>
</tr>
<tr>
<td></td>
<td>Belgien</td>
<td>bel'geean</td>
<td>Belgium</td>
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<tr>
<td></td>
<td>die Niederlande</td>
<td>nee: `'darlanda</td>
<td>Netherlands</td>
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## 2 Alphabet

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<tr>
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<td>bay</td>
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<tr>
<td>C</td>
<td>say</td>
</tr>
<tr>
<td>C</td>
<td>day</td>
</tr>
<tr>
<td>E</td>
<td>ay</td>
</tr>
<tr>
<td>F</td>
<td>eff</td>
</tr>
<tr>
<td>G</td>
<td>gay</td>
</tr>
<tr>
<td>H</td>
<td>has</td>
</tr>
<tr>
<td>I</td>
<td>eeh</td>
</tr>
<tr>
<td>J</td>
<td>yot</td>
</tr>
<tr>
<td>K</td>
<td>kah</td>
</tr>
<tr>
<td>L</td>
<td>ell</td>
</tr>
<tr>
<td>M</td>
<td>emm</td>
</tr>
<tr>
<td>N</td>
<td>enn</td>
</tr>
<tr>
<td>O</td>
<td>oh</td>
</tr>
<tr>
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<td>pay</td>
</tr>
<tr>
<td>Q</td>
<td>koo</td>
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<tr>
<td>R</td>
<td>err</td>
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<tr>
<td>S</td>
<td>ess</td>
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<tr>
<td>T</td>
<td>tay</td>
</tr>
<tr>
<td>U</td>
<td>ooh</td>
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<tr>
<td>V</td>
<td>fow</td>
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<tr>
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<td>vay</td>
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<td>X</td>
<td>ixx</td>
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<tr>
<td>Y</td>
<td>oop-see-lohn</td>
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<td>Z</td>
<td>zett</td>
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<tr>
<td>A</td>
<td>ay</td>
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<tr>
<td>O</td>
<td>ooh</td>
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<tr>
<td>U</td>
<td>uyuuh</td>
</tr>
<tr>
<td>B</td>
<td>ess-zett</td>
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### 3 Introductions

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<td>Guten Tag</td>
<td>gooten tack</td>
<td>Good day, hello</td>
</tr>
<tr>
<td>Auf Wiedersehen</td>
<td>of weh-deer-zayn</td>
<td>Good bye</td>
</tr>
<tr>
<td>Ich heisse</td>
<td>ikh high-sa</td>
<td>My name is</td>
</tr>
<tr>
<td>Sehr gut</td>
<td>sayr goot</td>
<td>Fine</td>
</tr>
<tr>
<td>Danke</td>
<td>dahng-ka</td>
<td>Thanks</td>
</tr>
<tr>
<td>Nicht gut</td>
<td>nikht goot</td>
<td>Not well</td>
</tr>
<tr>
<td>Herr</td>
<td>hehr</td>
<td>Mister</td>
</tr>
<tr>
<td>Frau</td>
<td>frou</td>
<td>Miss or Mrs</td>
</tr>
<tr>
<td>Ja</td>
<td>yaa</td>
<td>Yes</td>
</tr>
<tr>
<td>Nein</td>
<td>nighn</td>
<td>No</td>
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<tr>
<td>Gut</td>
<td>goot</td>
<td>good</td>
</tr>
<tr>
<td>Wie heisst du?</td>
<td>vee highst doo</td>
<td>What is your name?</td>
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<tr>
<td>Wie geht's?</td>
<td>vee gayts</td>
<td>How are you?</td>
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<tr>
<td>Es geht mir ...</td>
<td>es gayt meer</td>
<td>I am doing...</td>
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<tr>
<td>Tschiss</td>
<td>tshiis</td>
<td>Goodbye</td>
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<tr>
<td>Ciao</td>
<td>chow</td>
<td>Goodbye</td>
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<tr>
<td>Jemand</td>
<td>yea: mant</td>
<td>Someone/anyone</td>
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### 4 Numbers

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<tr>
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<tr>
<td>Vier</td>
<td>feer</td>
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<tr>
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<tr>
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<td>zehks</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>moin</td>
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<td>How is your telephone number?</td>
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<td>Plus</td>
<td>plus</td>
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<tr>
<td>Minus</td>
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<td>Wann hast du Geburtstag</td>
<td>When is your birthday?</td>
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<td>My birthday is...</td>
<td>Mein Geburtstag ist...</td>
<td>My birthday is...</td>
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<td>How old are you?</td>
<td>Wie alt bist du?</td>
<td>How old are you?</td>
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<td>I am...years old</td>
<td>Ich bin...Jahre alt.</td>
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<td>Half-</td>
<td>Halb-</td>
<td>Half-</td>
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<td>Do you have</td>
<td>Hast du</td>
<td>Do you have</td>
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<td>Geschwister?</td>
<td>siblings?</td>
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<td>Kein</td>
<td>no/none</td>
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<td>Lieblingsfarbe</td>
<td>Favorite color</td>
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<td>Welche Farbe ist das?</td>
<td>Which color is this?</td>
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<td>Flag</td>
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<tr>
<td>Kennst du die Farben?</td>
<td>Do you know the colors?</td>
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<td>Was ist das?</td>
<td>What is this?</td>
<td></td>
</tr>
<tr>
<td>Kopf</td>
<td>Head</td>
<td></td>
</tr>
<tr>
<td>Haare</td>
<td>Hair</td>
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<tr>
<td>Augen</td>
<td>Eyes</td>
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<tr>
<td>Auge</td>
<td>Eye</td>
<td></td>
</tr>
<tr>
<td>Nase</td>
<td>Nose</td>
<td></td>
</tr>
<tr>
<td>Mund</td>
<td>mouth</td>
<td></td>
</tr>
<tr>
<td>Ohren</td>
<td>Ears</td>
<td></td>
</tr>
<tr>
<td>Ohr</td>
<td>Ear</td>
<td></td>
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<tr>
<td>Arm</td>
<td>Arm</td>
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<tr>
<td>Hand</td>
<td>Hand</td>
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</tr>
<tr>
<td>Finger</td>
<td>Finger</td>
<td></td>
</tr>
<tr>
<td>Bein</td>
<td>Leg</td>
<td></td>
</tr>
<tr>
<td>Fuss</td>
<td>Foot</td>
<td></td>
</tr>
<tr>
<td>Zahne</td>
<td>Teeth</td>
<td></td>
</tr>
<tr>
<td>Simon sagt</td>
<td>Simon says</td>
<td></td>
</tr>
<tr>
<td>Schnitzel</td>
<td>Pork cutlet</td>
<td></td>
</tr>
<tr>
<td>Sauerkraut</td>
<td>pickled cabbage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Bratwurst</td>
<td>bra't-voorst</td>
<td>Sausage</td>
</tr>
<tr>
<td>Spätzle</td>
<td>shpats-el</td>
<td>Type of noodle</td>
</tr>
<tr>
<td>Spritz</td>
<td>shpri'ts</td>
<td>Pressed cookies</td>
</tr>
<tr>
<td>Schwarzwälder Kirschtorte</td>
<td>shvahrts-valt-er kir'shtor'ta</td>
<td>Black Forest Cherry Cake</td>
</tr>
<tr>
<td>Lebkuchen</td>
<td>1A:p'koo:'khan</td>
<td>Gingerbread cookies</td>
</tr>
<tr>
<td>Apfelstrudel</td>
<td>ap'fal-shtroo:'del</td>
<td>Apple strudel</td>
</tr>
<tr>
<td>Quark</td>
<td>kvArk</td>
<td>Cheese similar to ricotta</td>
</tr>
<tr>
<td>Stollen</td>
<td>shto'lan</td>
<td>Christmas Cake</td>
</tr>
<tr>
<td>Lebkuchen</td>
<td>1A:p'koo:'khan</td>
<td>Gingerbread cookies</td>
</tr>
<tr>
<td>Apfelstrudel</td>
<td>ap'fal-shtroo:'del</td>
<td>Apple strudel</td>
</tr>
<tr>
<td>Quark</td>
<td>kvArk</td>
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</tr>
<tr>
<td>Stollen</td>
<td>shto'lan</td>
<td>Christmas Cake</td>
</tr>
<tr>
<td>Lebkuchen</td>
<td>1A:p'koo:'khan</td>
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</tr>
<tr>
<td>Apfelstrudel</td>
<td>ap'fal-shtroo:'del</td>
<td>Apple strudel</td>
</tr>
<tr>
<td>Quark</td>
<td>kvArk</td>
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</tr>
<tr>
<td>Stollen</td>
<td>shto'lan</td>
<td>Christmas Cake</td>
</tr>
<tr>
<td>Lebkuchen</td>
<td>1A:p'koo:'khan</td>
<td>Gingerbread cookies</td>
</tr>
<tr>
<td>Apfelstrudel</td>
<td>ap'fal-shtroo:'del</td>
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</tr>
<tr>
<td>Quark</td>
<td>kvArk</td>
<td>Cheese similar to ricotta</td>
</tr>
<tr>
<td>Stollen</td>
<td>shto'lan</td>
<td>Christmas Cake</td>
</tr>
</tbody>
</table>

10 Holiday

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosenmontag</td>
<td>rO:'zen mO:n'tak</td>
<td>Rose Monday</td>
</tr>
<tr>
<td>Weiberkarnevalnacht</td>
<td>vee bar- kan'naval-nakht</td>
<td>Women's carnival night</td>
</tr>
<tr>
<td>Weihnachten</td>
<td>vl nakht-en</td>
<td>Christmas</td>
</tr>
<tr>
<td>Christkindlmarkt</td>
<td>Krist-kint-el-markt</td>
<td>Christmas market</td>
</tr>
</tbody>
</table>
Introduction to Germany

Subject(s): Geography

Lesson Objective: Students will locate Germany and its 9 neighboring countries and identify the 5 countries that speak German.

Materials/Media List:
- Class world map
- World maps for each student
- Blank Europe map transparency or floor map
- Blank map worksheets
- Coloring utensils: Markers, crayons or colored pencils

I. Motivation:
A. Introduction I want everyone to imagine that you just won a free dream vacation and you can go to any other country. Think about what country you would want to visit and why? Discuss and share as a class. Today we are going to begin a unit learning about another country and another group of people. We are also going to learn some of their language in this unit
B. Goal for Learner: Today we are going to learn about the geography of Germany and its neighbors.

II. Procedure:
1. New Information/Modeling
   a. What language are we speaking right now? (English) English is what most people speak in the United States. Does anyone speak any other languages?
   b. Using a world map, point to Mexico. Mexico is the United States' neighbor to the south. What language do they speak in Mexico? (Spanish) Looking at the map and you will find Europe across the Atlantic Ocean. In the center also known as the heart of Europe, we find Germany. What language do they speak in Germany? (German) German is also spoken in other countries besides Germany?
   c. Repeat after me as I show them on the map. Name and point to Austria, Switzerland, Lichtenstein, and Luxembourg. Does anyone know anything about any of these countries?
   d. There are about 83 million people living in Germany and its is only the size of Montana, but there only about 900,000 people living in Montana. Germany is a very densely populated country, which means there are a lot of people living in less space.
   e. The United States only has two neighbors, Canada and Mexico. Germany has nine neighbors. Repeat after me as I show them on the map: Denmark, Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium and the Netherlands. The capital city of Germany is Berlin.

2. Guided Practice
   a. Using your own map I want you to point to the country I name. Randomly name each of the countries stated above and check to see that students are pointing to the correct countries.
   b. Divide the class into two teams. Project the blank map of Europe. Have the students two at a time race to find the country you name. The first to correctly point to the country earns a point for their team. Continue until everyone has had a turn. Alternative, create a floor-sized map and have students stand on the countries you name.

3. Check for Understanding
   a. Name the countries that speak German. (Germany, Austria, Switzerland, Lichtenstein, and Luxembourg)
b. Name Germany's neighbors. (Denmark, Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium and the Netherlands)

c. What is the capital of Germany? (Berlin)

4. Practice/Application Students will label Germany and its nine neighbors on the blank map worksheet. Also student will color the countries that speak German in red, they may color the rest of the countries in any other color.

5. Closure Review as a class some of the new things the students have learned today.

III. Evaluation of Student Learning:

A. Description of Assessment. The students will label Germany and its 9 neighbors on a blank map. Then students will color the countries that speak German in red.

B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labeled countries correctly</td>
<td>Labeled 7-10 countries correctly</td>
<td>Labeled 6-4 countries correctly</td>
<td>Labeled 3 or less countries correctly</td>
<td></td>
</tr>
<tr>
<td>Colored countries that speak German in red</td>
<td>Colored the correct 4 or 5 countries correctly</td>
<td>Colored 2 or 3 correct countries</td>
<td>Colored or 1 or less correct countries</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:

1. Lesson Extension You could extend this lesson to include the 16 states of Germany. You could also teach students the German names for the countries taught (see vocabulary list).

Bibliography:


*Introducing Young Children to German*. Indiana Department of Education: Center for School Improvement, 1987.
Label each of the countries and color each German-speaking country in red.

Austria  Belgium  Czech Republic  Denmark  France  Liechtenstein  Luxembourg  Netherlands  Poland  Switzerland
<table>
<thead>
<tr>
<th>Some Major Cities, etc.:</th>
<th>Nearby Countries:</th>
<th>Bodies of Water:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berlin</td>
<td>Austria</td>
<td>Baltic Sea</td>
</tr>
<tr>
<td>Bonn</td>
<td>Belgium</td>
<td>Danube River</td>
</tr>
<tr>
<td>Cologne</td>
<td>Czech Republic</td>
<td>Elbe River</td>
</tr>
<tr>
<td>Dresden</td>
<td>Denmark</td>
<td>Rhine River</td>
</tr>
<tr>
<td>Dusseldorf</td>
<td>France</td>
<td>North Sea</td>
</tr>
<tr>
<td>Frankfurt am Main</td>
<td>Liechtenstein</td>
<td></td>
</tr>
<tr>
<td>Hamburg</td>
<td>Luxembourg</td>
<td></td>
</tr>
<tr>
<td>Leipzig</td>
<td>Netherlands</td>
<td></td>
</tr>
<tr>
<td>Munich</td>
<td>Poland</td>
<td></td>
</tr>
<tr>
<td>Stuttgart</td>
<td>Switzerland</td>
<td></td>
</tr>
</tbody>
</table>
Subject(s): Language

Lesson Objective:

Materials/Media List:
- Pronunciation guide
- Audio of Alphabet: [http://german.about.com/library/media/audiolabc02.rm](http://german.about.com/library/media/audiolabc02.rm) (optional)
- Alphabet rhyme
- Paper for Practice/Application

I. Motivation:
A. Introduction Every language has an alphabet. Lets all hear the English alphabet
B. Goal for Learner: Today we are going to learn to say the alphabet in German.

II. Procedure:
1. New Information The letters of the German alphabet are almost the same as those in English but the pronunciation is different. Some words are spelled with an umlaut over the a, o, or u that changes the sound of the word. The Eszett is often used in place of a double s in German spelling, however it cannot always be used instead.
2. Modeling Repeat each letter after me (or the audio recording). Then introduce the German alphabet rhyme and explain that each line rhymes to help you remember how to pronounce the letters.
3. Guided Practice Have the students play "Sparkle" in German. To play sparkle have the students form a line or circle and start with the first student and each student says one letter of the word in order, the person after the last letter says sparkle and the person after them is out. Write a German word on the board (from the vocabulary list or from a German dictionary) and have the students spell it; incorrect letters are also out. You may wish to use the German word Glitzern instead of sparkle.
4. Check for Understanding
   a. How is the German alphabet different from the English one?
   b. Recite the German alphabet.
5. Practice/Application Give the students paper and have them right down the letters they hear for the German words and abbreviations you spell: Kuh (cow), Hund (dog), Tiger (tiger), Katze (cat), VW (Volkswagen), BMW ([Bavarian Motor Works](http://www.bmw.de)). You may wish to give the students the whole word and definition before spelling the word.
6. Closure As a class repeat the alphabet. Spell more German words or names aloud

III. Evaluation of Student Learning:
A. Description of Assessment. Students will correctly write down the letters they hear when German words and abbreviations are given for Kuh, Hund, Tiger, Katze, VW and BMW.
B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient 5</th>
<th>Basic 3</th>
<th>Unsatisfactory 1</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Correctly names</td>
<td>Correctly names all letters of 5-6 of words given</td>
<td>Correctly names all letters of 3-4 of words given</td>
<td>Correctly names all letters of less than 2 words given</td>
<td></td>
</tr>
<tr>
<td>Letters heard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:
1. Extended Practice Hold spelling bee of German words.
2. Lesson Extension For older students, use the Die Fantastischen Vier song "Mfg" to practice with abbreviations:  http://german.about.com/library/anfang/blanfang_abc.htm

Bibliography:


Richtig aussprechen  Pronounce correctly

The letters of the German alphabet are almost the same as those in English, but the pronunciation is different. Listen to the rhyme and learn the alphabet the way many children in German-speaking countries learn it. Then pronounce each letter after your teacher or after the recording.

There are a few more things you should remember about German spelling and pronunciation.

a. The letter \( \varepsilon \) (Eszett) is often used in place of the "double s" (ss) in German spelling. However, the cannot always be substituted for the "double s", so it is important that as you build your German vocabulary you remember which words

b. Any German words spelled and pronounced with an umlaut (\( \ddot{\text{a}} \)) over the a, o, or u (a, \( \ddot{\text{u}} \)). The umlaut changes the sound of the vowels, as in Lase, Österreich, and \( \ddot{\text{g}} \)thu. Earn more about the use of the umlaut in the Aussprache sections of the book.

Deutsche Abkürzungen  abbreviations

VW  BMW  USA  BRD  ADAC  BASF

6  sechs
You probably noticed that there are four additional letters in the German language: ß, ü, ö, ë.

The letter ß is equivalent to ss but cannot necessarily be substituted. The ß is used after a long vowel (Straße) or vowel combination (heifen).

The ß is never used when all the letters in a word are capitalized (Straße, but STRASSE).

**Fur dich**

For you:

Have a spelling bee. Ask students to spell their names (first and last) while classmates write them down. Then check their spelling. You also may ask students to say a German word and have others spell it.
As you learn German, you will learn more about English. Vowels in English tend to glide, that is, a vowel shifts from one sound to another. Pronounce the English words say, see, bye, go, and you. Do you notice the glide? In contrast, German vowels are pure, that is, they do not glide. As you listen to the words, notice the lack of glide and the difference between long and short vowels. You will learn more about vowels in the Audio Program.

Learning German will be easier if you look for similarities with English. The Sprachspiegel (language mirror) boxes will help you discover many parallels in the sounds, words, and grammatical structures of English and German. As you learn the German alphabet (das Alphabet) and the numbers (die Zahlen), notice which words and expressions are similar in English.

German and English are both Germanic languages; that is, they developed from a common parent language. While German and English are now unique languages, they still share approximately 35 percent common Germanic vocabulary (known as cognates) and many similar grammatical structures. In addition, over the centuries both German and English borrowed many words from French and Latin, and today German borrows words and expressions from English. Because of their similarities, German and English can be considered sister languages.
<table>
<thead>
<tr>
<th>Buchstabe</th>
<th>(die) Wort</th>
<th>Beispiel</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>(die) Katze</td>
<td>die Katze</td>
</tr>
<tr>
<td>l</td>
<td>(das) Lamm</td>
<td>das Lamm</td>
</tr>
<tr>
<td>m</td>
<td>(die) Musik</td>
<td>die Musik</td>
</tr>
<tr>
<td>n</td>
<td>(die) Nuss</td>
<td>die Nuss</td>
</tr>
<tr>
<td>oo</td>
<td>(das) Ohr</td>
<td>das Ohr</td>
</tr>
<tr>
<td>pp</td>
<td>(das) Papier</td>
<td>das Papier</td>
</tr>
<tr>
<td>r</td>
<td>(der) tutor</td>
<td>der tutor</td>
</tr>
<tr>
<td>s</td>
<td>(der) Spiegel</td>
<td>der Spiegel</td>
</tr>
<tr>
<td>t</td>
<td>(der) Trick</td>
<td>der Trick</td>
</tr>
<tr>
<td>u</td>
<td>(die) U-Bahn</td>
<td>die U-Bahn</td>
</tr>
<tr>
<td>v</td>
<td>(der) Vater</td>
<td>der Vater</td>
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<td>w</td>
<td>(das) Wasser</td>
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<td>x</td>
<td>(das) Xylophon</td>
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<td>y</td>
<td>(der) Yuppie</td>
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<td>z</td>
<td>(der) Zoo</td>
<td>der Zoo</td>
</tr>
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</table>

**Willkommen**

**TCH KIJRS!**

DIE SCHULER UND
AI NNEN SAGEN:
Toren, Herr
Frau

auf Deutsch?
Englisch

Tschii, s&,

drei
Lesson 1.2 - Das Abc

Das Alphabet - Part One

A German Pronunciation Guide
The Sounds of German - The German Alphabet

You are here:
| Das Abc > ABCs - Part 2 | Pronunciation 2 | Pronunciation 3 | Audio |

In the following chart you'll find the letters of the German alphabet, including those unique to German (in shaded rows). The pronunciation shown is only approximate and is for the letter (der Buchstabe) itself, not the way it may be sounded in the sample words shown. (For that, see our German Pronunciation Hazards.) To hear the entire alphabet in German, click on the Hall below. (Some sound files require the free RealPlayer. See below.) To hear individual letters (as .wav files), click on any linked letter.

Audio 4) Listen to German! (below)

The alphabet is a very practical thing to learn. There are times when you may need to spell your name or other words on the phone. A BMW car is pronounced BAY-EM-VAY in German. A VW is a FOW-VAY. A bra is a BAY-HAH (BH) in German. Many other German words are reduced to letters in the same way: Lkw (truck, ELL-KA-VAY), Pkw (car, PAY-KA-VAY), ICE (high-speed train, EE-SAY-AY). After studying this chart, see our Alphabet Exercise to test your ability to write out German letters for abbreviations or words you hear!

or older German font/type styles such as Gothic (Fraktur) or the hand-written &Merlin, see the article German Typefaces, the, and links under "Genealogy" or "Translating German" in the Topics column on the left.

Also see in Part 2, plus our German Pronunciation Hazards in Part 3.

How to Use This Alphabet Chart

- Click on any letter below to hear that letter as a .wav file.
- To hear the entire alphabet in German as streamed .ram audio, click on the speaker icon + (here or below).
- Don't have the RealPlayer? Download it for free from RealPlayer.com.

DAS Alphabet

Das Alphabet and Its Sounds

<table>
<thead>
<tr>
<th>Jeehatebe Letter</th>
<th>Aussprache Pronunciation</th>
<th>Beispiele / Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ah</td>
<td>ab (from), der Apparat (appliance, phone)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>der Ather (ether), die Fahre (ferry)</td>
<td></td>
</tr>
<tr>
<td>bay</td>
<td>bei (at, near), das Buch (book)</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>die City (downtown), der Computer</td>
<td></td>
</tr>
<tr>
<td>dy</td>
<td>durch (through), dunkel (dark)</td>
<td></td>
</tr>
<tr>
<td>ay</td>
<td>elf (eleven), wer (who), er (he)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>feel (lazy), der Feind (enemy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>das Gehirn (brain), gleich (same, equal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>die Hand (hand), halb (half)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>der el (hedgehog), immer (always)</td>
<td></td>
</tr>
<tr>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>mein (my), der Mann (man)</td>
<td>mein (my), der Mann (man)</td>
<td></td>
</tr>
<tr>
<td>langsam (slow, slowly), die Leute (people)</td>
<td>langsam (slow, slowly), die Leute (people)</td>
<td></td>
</tr>
<tr>
<td>die Nacht (night), nein (no), nicht (not)</td>
<td>die Nacht (night), nein (no), nicht (not)</td>
<td></td>
</tr>
<tr>
<td>das Ohr (ear), die Oper (opera)</td>
<td>das Ohr (ear), die Oper (opera)</td>
<td></td>
</tr>
<tr>
<td>Osterreich (Austria), 6fters (once in a while)</td>
<td>Osterreich (Austria), 6fters (once in a while)</td>
<td></td>
</tr>
<tr>
<td>das Papier (paper), positiv (positive)</td>
<td>das Papier (paper), positiv (positive)</td>
<td></td>
</tr>
<tr>
<td>die Queue (source), quer (crossways)</td>
<td>die Queue (source), quer (crossways)</td>
<td></td>
</tr>
<tr>
<td>das Rathaus (city hall), rechts (right)</td>
<td>das Rathaus (city hall), rechts (right)</td>
<td></td>
</tr>
<tr>
<td>die Sache (matter), das Salz (salt), seit (since)</td>
<td>die Sache (matter), das Salz (salt), seit (since)</td>
<td></td>
</tr>
<tr>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td></td>
</tr>
<tr>
<td>ess-zett (s-z ligature)</td>
<td>ess-zett (s-z ligature)</td>
<td></td>
</tr>
<tr>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td>Lower case only. Replaces &quot;ss&quot; in some words. Not used in Swiss German.</td>
<td></td>
</tr>
<tr>
<td>groB (big, great), die StraBe (street)</td>
<td>groB (big, great), die StraBe (street)</td>
<td></td>
</tr>
<tr>
<td>BUT: das Wasser (water), dass (that), muss (must)</td>
<td>BUT: das Wasser (water), dass (that), muss (must)</td>
<td></td>
</tr>
<tr>
<td>thy</td>
<td>thy</td>
<td></td>
</tr>
<tr>
<td>der Tag (day), das Tier (animal)</td>
<td>der Tag (day), das Tier (animal)</td>
<td></td>
</tr>
<tr>
<td>die U-Bahn (subway, metro), unter (below)</td>
<td>die U-Bahn (subway, metro), unter (below)</td>
<td></td>
</tr>
<tr>
<td>Ober (over, about), die TOr (door)</td>
<td>Ober (over, about), die TOr (door)</td>
<td></td>
</tr>
<tr>
<td>fow</td>
<td>fow</td>
<td></td>
</tr>
<tr>
<td>der Vater (father), vier (four)</td>
<td>der Vater (father), vier (four)</td>
<td></td>
</tr>
<tr>
<td>vay</td>
<td>vay</td>
<td></td>
</tr>
<tr>
<td>wenn (if, whenever), die Woche week)</td>
<td>wenn (if, whenever), die Woche week)</td>
<td></td>
</tr>
<tr>
<td>x-mal (umpteen), das Xylofon</td>
<td>x-mal (umpteen), das Xylofon</td>
<td></td>
</tr>
<tr>
<td>zahlen (yen), der Typ (type)</td>
<td>zahlen (yen), der Typ (type)</td>
<td></td>
</tr>
</tbody>
</table>
Abbreviations/Abkürzungen - Listen to the letters of ten common German abbreviations by clicking on the speaker icon for each item. Write down the abbreviation that is being spelled.

ANSWERS / ANTWORTEN

1. DPA (Deutsche Presseagentur = German Press/News Agency)
2. BRD (Bundesrepublik Deutschland = Federal Republic of Germany)
3. UKW (Ultrakurzwellen = ultrashortwave = FM radio)
4. VHS (VHS - Video Home System)
5. KDW (KaDeWe = Kaufhaus des Westens, a Berlin department store; largest in Europe after Harrod's in London)
6. ZDF (Zweites Deutsches Fernsehen = Germany's second public TV network)
7. ADAC (Allgemeiner Deutscher Automobil Club, largest German auto club)
8. VW (Volkswagen, the "people's car" originally designed by Ferdinand Porsche)
9. GmbH (Gesellschaft mit beschränkter Haftung = limited liability company, incorporated, Plc)
10. LKW (also "Lkw" = Lastkraftwagen = truck, lorry; a car is a "Pkw")
Introducing Yourself

Subject(s): Language,

Lesson Objective: Students will dramatize a German conversation including a saying hello, asking who someone is, introducing themselves, asking how someone is doing, responding appropriately about how they are doing, and ending the conversation with a goodbye.

Materials/Media List:
- White Board/ Chalk board
- Props for skits (optional)

I. Motivation:
A. Introduction *Guten Tag.* Repeat after me *Guten Tag.* Germans usually say this when they meet someone.

B. Goal for Learner: Today we are going to learn what to say in German when you meet someone.

II. Procedure:
1. New Information/Modeling
   a. Germans also usually shake hands when they meet. Pick a few students to shake hands with and say *Guten Tag,* which they should repeat. I can also say Hallo. Or if its morning I could say *Guten Morgen.*
   b. *Ich heisse Frau/Herr...* My name is Ms/Mr... *Wie heisst du?* What is your name? Again go around the room asking *Wie heisst du?* Guide students to the response *Ich heisse...*
   c. When you meet someone you often ask how they are, so you would say *Wie geht's?* Pick a volunteer to ask you *Wie geht's?* *Es geht mir Behr gut.* I am fine. However if I was not having a good day I might say *Es geht mir nicht gut.*
   d. When you leave someone you say *Auf Wiedersehen.* Act like you are leaving the room and say *Auf Wiedersehen.* Repeat after me, *Auf Wiedersehen.* Other goodbyes include *Tschuss* and *Ciao* (which is actually an Italian word).

2. Guided Practice Group the class into pairs. Write the script on the board and have everyone repeat after you before having each pair practice on their own.
   1: *Guten Morgen*
   2: *Hallo*
   1: *Wie heisst du?*
   2: *Ich heisst jemand* (anyone)
   1: *Wie geht's?*
   2: *Es geht mir gut.*
   1: *Auf Wiedersehen*
   2: *Ciao*

3. Check for Understanding
   a. What are some ways to say hello in German?
   b. What are some ways to say goodbye?
   c. How do I ask what your name is? How do I answer?
   d. How do I ask how you are? How do I answer?

4. Practice/Application Group students into pairs to put on skits that show them meeting each other, saying hello, introducing themselves, asking and answering how each is doing and saying goodbye before leaving. (You may wish to write scenarios for them, or allow students to create scenarios as to when and why the pair are meeting with props if desired) Give students time to practice before perform in front of the class.

5. Closure Go around the room shaking hands and asking students either *Wie heisst du?* or *Wie geht's?*
III. Evaluation of Student Learning:
   A. Description of Assessment. Students will perform skits about meeting someone and demonstrating German.
   B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallo, Guten Morgen, Guten Tag, etc</td>
<td>Correctly used and pronounces a hello in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
<tr>
<td>Wie heifit du?</td>
<td>Correctly used and pronounces the question what is your name in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
<tr>
<td>Ich heif3e...</td>
<td>Correctly used and pronounces My name is in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
<tr>
<td>Wie geht’s?</td>
<td>Correctly used and pronounces How are you in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
<tr>
<td>Es geht mir...</td>
<td>Correctly used and pronounces I am doing... in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
<tr>
<td>Auf Wiedersehen, Tschiuss, Ciao, etc</td>
<td>Correctly used and pronounces a goodbye in German</td>
<td>Correctly uses or pronounces</td>
<td>Does not use correctly and pronounces incorrectly</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:
1. Extended Practice Have students sit in a circle and begin a "name chain" the first person says Ich heisse ... and ask their neighbor, Wie heisst du? The next person says their name and asks the next person their name until everyone has had a turn.
2. Lesson Extension
   a. Continue the lesson with "What is her name?", "What is his name?", "Her name is...", and "His name is..." and perform longer skits asking who someone else is and introducing someone else.
   b. Continue the lesson with "Where are you from?": "Woher kommst du?" “Ich komme aus...”

Bibliography:
Introducing Young Children to German. Indiana Department of Education: Center for School Improvement, 1987.
Counting in German

Lesson Objective: Students will count to twenty in German and answer basic addition and subtraction problems in German.

Materials/Media List:
- Whiteboard/Chalkboard
- Small dry erase board for each student
- Paper for Practice/Application

I. Motivation:
A. Introduction When learning a new language one thing that is important to learn is numbers.
B. Goal for Learner: Today we are going to count in German.

II. Procedure:
1. New Information/Modeling
   a. Write the numbers 0-20 on the board and point to each one saying the number and have the students repeat as a class.
   b. Write a basic addition problem on the board, for example 8 + 2 = 10. Point to each part and say in German *acht plus zwei macht zehn*.
   c. Write a basic subtraction problem on the board. For example *sieben minus zwei macht funf*. Model a few more problems of each.
2. Guided Practice
   a. Give each student a dry erase board and recite basic math problems in German for them to answer.
   b. Have each student write down his telephone number. Pair the student and have one student recite his/her phone number in German to the other student to write down. Each should have a turn.
3. Practice/Application Have students number their papers 1 — 10. For each recite a complete basic addition or subtraction problem, for example *zwei plus zwei macht vier*.
4. Closure Have the class count to 20 in German.

III. Evaluation of Student Learning:
A. Description of Assessment. Students will write down the math problems given to them in German.

B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified each</td>
<td>Correctly answers</td>
<td>Correctly answers</td>
<td>Correctly answers</td>
<td></td>
</tr>
<tr>
<td>problem</td>
<td>7-10</td>
<td>4-6</td>
<td>less than 3</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:
1. Extended Practice
   a. Give students dominos and have them recite their own math problems adding the sides of the dominos.
   b. Play bingo in German.
2. Lesson Extension Write the numbers on the board the German way showing how the number one is different because it looks more like our 7 and that because of this the number 7 gets a slash through it to make it look different. Also show how Germans count with their fingers beginning with the thumb as one, thumb and index finger as two, and so one.

-
Bibliography:
Listen carefully!

Listen to how the numbers below are pronounced. Then read each number.

1. eins
drei
vier
fanf
sechs
sieben
acht
neun
zehn

2. zwolf
dreizehn
vierzehn
funfzehn
sechzehn
siebzehn
achtzehn
neunzehn
zwanzig

Look again at how the numbers are written in German. Pay particular attention to the numbers 1 and 0. When using hand signals to indicate numbers or when counting on their fingers, Germans use the thumb to indicate one, the thumb and the index finger to indicate two, and so on. How do you indicate numbers with your fingers?

r'm:ticin with numbers

off in sequence: first student eins, second
count: 2, start again with number one.
the girls, then the boys in your class.

one digit at a time. Your partner will write
tel!Thone number.

8 2 5 13

Number the
0 and 2 D, Tse each number only
first person to mark
How old are you?

Subject(s): Language, Math

Lesson Objective: Students will dramatize asking and answering how old they are and when their birthday is.

Materials/Media List:
- index cards
- 12 month calendar
- props for skits (optional)

I. Motivation:
A. Introduction Have students review their German numbers. Then have every student write down on a card their name, birthday and how old they are.

B. Goal for Learner: Today we are going to learn about asking and telling our age and when our birthday is.

II. Procedure:
1. New Information/Modeling
   a. Using a calendar show each month and name the month in German for the class to repeat after you. Give the day and month in German, for example: *Heute ist der 15. Mai.* Have the students repeat after you.
   b. To ask someone's birthday you say, *Wann hast du Geburtstag?* To answer say *Mein Geburtstag ist ...*
   c. To ask someone how old they are, you ask, *Wie alt bist du?* To answer say, *Ich bin Jahre alt.*

2. Guided Practice
   a. Have the students pair up and practice asking and telling when their birthday is and how old they are.
   b. Collect and shuffle the cards from the introduction and read each birthday aloud. Have the student the card belongs to reply with *Mein Geburtstag ist....*
   c. After everyone has had a turn, read the cards and have everyone right down the birthdays and see who wrote them all correctly.

3. Check for Understanding
   a. Have the students recite the months in German.
   b. How do you ask when someone's birthday is? How do you answer?
   c. How do you ask how old someone is? How do you answer?

4. Practice/Application Pair students up and have them perform skits, asking and telling about their birthday and ages. (you may wish to create the scenarios or allow the students to create there own with props if desired)

5. Closure Go around the room and have each student tell his or her own birthday.

III. Evaluation of Student Learning:
A. Description of Assessment. Skits to dramatize asking and telling birthday and ages.
   B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthday</td>
<td>Correctly asked and answered</td>
<td>Correctly asked or answers</td>
<td>Incorrectly asked and answered</td>
<td></td>
</tr>
<tr>
<td>How old are you</td>
<td>Correctly asked and answered</td>
<td>Correctly asked or answers</td>
<td>Incorrectly asked and answered</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
IV. Extension:
1. Shuffle the cards and pass them out and have them create birthday cards for the person on their card. You may wish to have a class birthday party and sing Happy Birthday in German: Zum Geburtstag Viel Glück, Zum Geburtstag Viel Glück, Zum Geburtstag (name) Zum Geburtstag Viel Glück.
2. Continue the lesson by asking and asking and telling how old someone else is, Er ist ..Jahre alt, Sie ist...Jahre alt, Wie alt ist er? and Wie alt ist sie? This could be incorporated into their skits.

Bibliography:
Describing your Family

Subject(s): Language

Lesson Objective: Students will create and describe a family tree in German.

Materials/Media List:
- whiteboard/ chalkboard
- Sample family tree (transparency optional)
- Family tree template, one for each student

I. Motivation:
   A. Introduction All over the world everyone has a family. Raise your hand if you have any brothers. Raise your hand if you have any sisters. Raise your hand if you are an only child.
   B. Goal for Learner: Today we are going to talk about our families in German.

II. Procedure:
   1. New Information
      a. On the board write all the vocabulary for the members of the family on the board with its English translation. Say each one and have the class repeat.
      b. To ask if someone has siblings say, Hast du Geschwister? Then to answer you may say Ich habe ...Schwester and ...Bruder. If you have no siblings you would say Ich habe kein Geschwister.
   2. Modeling Create a sample family tree to use to describe your family. You may wish to use a transparency and project it. Point to your tree and describe your family. For example, Meine Mutter ist Lisa, Mein Vater ist Todd, Meine Briudern sind Adam and Zach. Focus on the vocabulary and less on the grammar.
   3. Guided Practice Pair students up and have them practice asking each other about their siblings.
   4. Check for Understanding
      a. How do you ask if someone has siblings? How do you answer?
      b. Ask for the German word for some of the family vocabulary.
   5. Practice/Application Have students fill in the family tree template with the names of their family and then present as you did earlier the name of their family members. They may also describe aunts, uncles and cousins, who do not appear on the family tree template. You may wish to have them write down a script. You should help them with the grammar, which has not been discussed.
   6. Closure Go around the room and ask each student Hast du Geschwister?

III. Evaluation of Student Learning:

   A. Description of Assessment. Describing their family tree.
   B. Rubric

<table>
<thead>
<tr>
<th></th>
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<th>Basic</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family vocabulary</td>
<td>Uses and pronounces all family member vocabulary correctly</td>
<td>Use and pronounces most family vocabulary correctly</td>
<td>Uses and pronounces few family vocabulary correctly</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
IV. Extension

1. Extended Practice Students may practice with family vocabulary by creating more complex family trees including aunts, uncles, cousins, etc.

2. Lesson Extension Continue the lesson by explaining how to form the plural of the vocabulary. You may also wish to discuss the conjugation of the verb *to be* in German explain how we use *bin* for I and ist for he/she, *bist* for you and *sind* for plural

Bibliography:
Lesson Objective: Students will identify the names of colors in German.

Materials/Media List:
- Paper in each of the colors
- Labels for colors in English and German
- Flag of Germany and America
- *Kennst du die Farben* worksheet
- Coloring utensils i.e. crayons, marker, pencils

I. Motivation:
A. Introduction On the board or wall display paper of all the colors listed in the vocabulary and call on students to name the colors and write or place labels under each one.
B. Goal for Learner: Today we are going to learn these colors in German.

II. Procedure:
1. New Information/Modeling
   a. Go through each color and label each one with the German word and have the students repeat as you name each one.
   b. To tell someone your favorite color you say, *Mein Lieblingsfarbe ist*.... Have a few students name their favorite color.
   c. This is a flag of Germany. *Das ist die deutsche Fahne. Sie ist schwarz. Sie ist gold. Sie ist rot.* Show flag and point to each color. *Das ist die amerikanische Fahne. Sie ist rot, weiss, and Blau.* (You may wish to have students create their own German flags.)
2. Guided Practice I am going to ask you which color this is. *Welche Farbe ist das?* Point to the various colors and have the class name them.
3. Check for Understanding
   a. What is the word for favorite color? (*Lieblingsfarbe*)
   b. What is the word for flag? (*Fahne*) What are the colors of the German flag? (*Schwarz, rot, gold*)
   c. Ask for the German of the various colors.
4. Practice/Application Students will color in the *Kennst du die Farben* color by number worksheet.
5. Closure Go around the room and have each student tell their favorite color in German

III. Evaluation of Student Learning:
A. Description of Assessment. Students will color in a color by number worksheet.
B. Rubric

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color by number</td>
<td>Correctly colors all 7 colors</td>
<td>Correctly colors 4-6 colors</td>
<td>Correctly colors less than 3 of the colors.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:
1. Extended Practice Play Twister in German.
2. Lesson Extension You may wish to extend the flag section of the lesson to include the other German speaking countries.
Bibliography:

*Introducing Young Children to German*. Indiana Department of Education: Center for School Improvement, 1987.
k' ust du. die. rarin?
Na»+en

2
2
3
5
4

4. gelb

1. dra.u.rt
Note that the names of the colors are similar in German and English. Look closely at the spelling. Which words are spelled exactly the same in German and English? Which words are spelled similarly? Which words are completely different?

**Aktivitäten**

A. Some of the answers will vary. Possible answers are: 1. weiß 2. schwarz and weiß 3. braun 4. grün 5. blau 6. lila 7. gelb 8. grau 9. beige

1. die Kreide 4. wandern 7. froh
2. der Fußball 5. schwimmen 8. langweilig
3. der Tisch 6. schreiben 9. krank

zi vierunddreiBig
Subject(s): Language, Health

Lesson Objective: Students will identify parts of the body in German

Materials/Media List:
- Visuals of clothing items
- Visuals of body
- Der Machinenmensh worksheet

I. Motivation:
   A. Introduction Have students get up out of their seats and have them touch there head, shoulders, knees and toes. Then have them touch their eyes, ears, nose, and mouth. (you may see the corresponding song if you wish)
   B. Goal for Learner: Today we are going to learn the words for our body in German.

II. Procedure:
   1. New Information/Modeling Put the list of body vocabulary on the board with the English translation. Point to your own body, say each word and have the class repeat.
   2. Guided Practice  Review each body part by asking Was ist das?
   3. Check for Understanding Play Simon says. Simon Sagt and then say the body part they are to touch, but if you just say the body part and they touch they are out and you say Nein, Simon sagt nichts.
   4. Practice/Application Have students complete Der Maschinenmensch worksheet labeling the body parts to the robot picture.
   5. Closure Have the students touch the same parts of the body as the introduction but in German.

III. Evaluation of Student Learning:
   A. Description of Assessment. Label the body parts of the robot in the picture given a list of vocabulary words.
   B. Rubric

<table>
<thead>
<tr>
<th></th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels body parts</td>
<td>Labels 9-10 correctly</td>
<td>Labels 5-8 correctly</td>
<td>Labels less than 4 correctly</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

IV. Extension:
   Lesson Extension Continue lesson by describing hair and eye color and left and right

Bibliography:

Introducing Young Children to German. Indiana Department of Education: Center for School Improvement, 1987
German Food

Subject(s): Health, Social Studies - Culture

Lesson Objective: Students will decide which food groups traditional German dishes belong in on the Food Guide Pyramid

Materials/Media List:
- Image of German Food
- German Recipes (from cookbooks or online)
- Example recipe sheet for each student
- Image of Food Guide Pyramid

I. Motivation:
A. Introduction What do you know about German food. Put students in groups of 4-5 students and have them brainstorm what they know about German food and then share with a class for a group list.
B. Goal for Learner: Today we are going to learn about German Food

II. Procedure:
1. New Information Traditionally, German food is heavier/heartier and is served in larger quantities. Breakfast is usually a small meal and is eaten very early in the morning. Then around midmorning, they may have a second breakfast. Around noon is their largest meal of the day. In the late afternoon it is traditional to have a snack of coffee and pastries. Their evening meal is generally a lighter meal. Pork and sausage are popular meats in Germany. Ask if students know these popular dishes:
   a. Schnitzel – pork cutlet (there are many kinds of Schnitzel ie Jaeger, Wiener, etc)
   b. Sauerkraut – cooked pickled cabbage
   c. Bratwurst – sausage (there are many kinds of Wurst)
   d. Spaetzle – a type of noodle "little sparrows"
   e. Spritz – pressed cookies
   f. Schwarzwalder Kirschtorte Black-Forest Cherry Cake
   g. Lebkuchen – gingerbread cookies
   h. Apfelstrudel – apple strudel
   i. Quark – a kind of cheese similar to ricotta
   j. Stollen – Christmas cake
   k. Kartoffel – potatoes
2. Modeling Pick a dish/recipe and look at the ingredients show how to decide which food groups the food falls into. For example, Schnitzel is a pork cutlet so it would be in the Meat, Poultry, Fish, Dry Beans, Egg and Nuts Group.
3. Guided Practice Students will be given German recipes and as a group they will decide which food groups the food contains
4. Check for Understanding As they are working on their Guide Practice:
   a. Why does that belong in that food group?
   b. Could it fit into any other groups also?
5. Practice/Application Each student will now be given their own sample recipe and asked to write down what food groups it would fall into.
6. Closure What new things did you learn about Germany today? Review: Which foods did we talk about today went into the Bread, Cereal, Rice and Pasta group? In the meat, poultry, fish, dry beans, eggs and nuts group?

III. Evaluation of Student Learning:
A. Description of Assessment. Students will identify the food groups within a German recipe.
B. Rubric

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Proficient 5</th>
<th>Basic 3</th>
<th>Unsatisfactory 1</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td>Named all food groups correctly</td>
<td>Named most correctly</td>
<td>Named only a few correctly</td>
<td></td>
</tr>
</tbody>
</table>

IV. Extension:
   Lesson Extension Bring in German food for the students to try. With younger students you may wish to create or decorate Lebkuchen heart cookies.

Bibliography:


Der sckineneck

Nj ariert

das Beim
die Auert
die \{land
del- fuss
die, No.se
Cher Arm
der Kopf
der° / nd
die Ohren
der Finger
Körperteile

das Haar

der Kopf

das Ohr

der Mund

der Hals

der Zahn

die Schuler

Ucken

das Auge

die Wange

die Nase

das Gesicht

das Kinn

der Arm

die Hand

der Bauch

der Fuß

das Bein

Weiteres im Verband
German Holiday

Subject(s): Social Studies - Culture

Lesson Objective: Students will create masks or ties to symbolize Karneval.

Materials/Media List:
- Images of Karneval (optional)
- materials for creating masks and paper ties
  o paper plates and/or construction paper
  o coloring utensils: crayons, markers, pencils, etc
  o scissors
  o sequins and/or glitter
  o fake feathers

I. Motivation:
   A. Introduction Have you ever heard of Mardi Gras? Who can tell me what Mardi Gras is like? Well Germans have there own Mardi Gras they call Fasching, Fastnacht or Karneval depending on the region of Germany
   B. Goal for Learner: Today we are going to learn about Karneval.

II. Procedure:
   1. Karneval is a big party that starts on the 11th of November and goes until right before Ash Wednesday, which starts the Lent season that ends with Easter. There carnival happens in all the major cities of Germany. People dress in costumes and masks for the street parties. There are often decorated floats in parades on Rosenmontag. The Thursday before Rosenmontag is Wieberkarnevalnacht, women's carnival night and it is tradition that women cut of men's ties on this day.
   2. Have students create masks or paper ties and decorate them with sequins, glitter, markers, etc. Then have a parade around the school.

III. Extension
   2. If it's closer to Christmas time you may wish to instead teach about Christmas in Germany including the Christkindlmarkt: [http://www.christkindlesmarkt.de/](http://www.christkindlesmarkt.de/)

Bibliography:
Circle the most correct answer

1. Which of the following countries does not speak German
   a. Germany
   b. Austria
   c. France
   d. Luxembourg

2. True or False: The German alphabet is very similar to the English alphabet.

3. Which of the following means: What is your name?
   a. Wie geht's?
   b. Auf Wiedersehen
   c. Was ist das?
   d. Wie heiBt du?

4. Which of the following means the number 10?
   a. seiben
   b. zehn
   c. zwei
   d. elf

5. Which of the following means: How old are you?
   a. Was ist das?
   b. Wie geht's?
   c. Wie alt bist du?
   d. Wie heiBt du?

6. Which of the following is a member of a family?
   a. blau
   b. acht
   c. bruder
   d. fahne

7. Which of the following means the color green?
   a. rose
   b. rot
   c. blau
   d. grlin

8. Which of the following means Head?
   a. Mund
   b. Haar
   c. Augen
   d. Kopf

9. What is Schnitzel?
   a. A piece of breaded pork
   b. A flag
   c. The color black
   d. The number 12

10. What is Karneval?
    a. A part of the body
    b. A piece of clothing
    c. A holiday
    d. A color
Name:
German Unit Posttest

Circle the most correct answer

1. Which country does speak German?
   a. France
   b. Austria
   c. Spain
   d. Denmark

2. True or False: The German alphabet had nothing in common with the English alphabet.

3. Which of the following means: How are you?
   a. Wie heiBt du?
   b. Was ist das?
   c. Wie geht's?
   d. Auf Wiedersehen

4. Which of the following mean the number 5?
   a. zehn
   b. elf
   c. sieben
   d. fiinf

5. Which of the following means Birthday?
   a. Geburtstag
   b. Wiedersehen
   c. Mittwoch
   d. Dienstag

6. Which of the following is not a member of a family?
   a. Bruder
   b. Grossmutter
   c. Fahne
   d. Schwester

7. Which of the following means the color yellow?
   a. gelb
   b. rot
   c. schwarz
   d. lila

8. Which of the following means nose?
   a. Kopf
   b. Auge
   c. Nase
   d. Mund

9. What is Spaetzle?
   a. A flag
   b. The color green
   c. The number 11
   d. A type of noodle

10. When is Karnevel?
    a. August — October or November
    b. November- February or March
    c. December and January
    d. April and Mai
Pre and Post Test Answer Key

Pretest
1. c
2. True
3. d
4. c
5. c
6. c
7. d
8. d
9. a
10. c

Posttest
1. b
2. False
3. c
4. d.
5. a
6. c.
7. a
8. c.
9. d.
10. b
Research Bibliography


Introducing Young Children to German. Indiana Department of Education: Center for School Improvement, 1987.


Appendix A
Children's Literature


Appendix B
Unit Extension Ideas

1. Label objects around the room in German and English.

2. Have your students pick German names for themselves to use throughout the unit.

3. Begin each day or German lesson by introducing the day i.e. *Heute ist Montag der 15. Dezember* and *das Wetter is sonnig*, etc.

4. As a culminating project have students research topics related to Germany including famous Germans or German-Americans, national holidays, history, German states, etc.

5. To end the unit, have a holiday themed party with German food and invite parents for students to share their new knowledge and/or research.

6. Incorporate German greetings and other vocabulary into your routine.

7. Play telephone by whispering a German word to one student and they whisper it to the next until its had worked its way through the whole class. If you divide in teams and whisper the same word the one that is the closest at the end of the line wins.

8. Review vocabulary with concentration/memory game.

9. Students may play Bingo in German to practice letter and numbers.

10. Students may play Hangman in German to practice vocabulary and the alphabet.

11. Play Twister to practice colors, body parts, and left and right.

12. Introduce students to popular German music as well as to traditional German music.

13. Fishing for Numbers/Colors: For colors and numbers you can create fish shaped cards and then label them with the numbers in German and/or color them to correspond with the colors learned in German. Laminate them and attach a paperclip to each one. For a fishing pole you can attach a long string to a dowel rod and attach a magnet to the end of the string. The students fish for the number or color but must name it in German to get to keep it. The one with the most fish at the end wins.

14. Create a box for words students would like to learn in German. Students may write the words down and then once a week look up the words and present them to the class.
Appendix C
Additional Resources
**Nouns**

**Gender**
A noun refers to a person, place, or thing. In German, nouns can be masculine, feminine, or neuter. Although the gender of a noun must be memorized, the following common word endings usually indicate gender:

- Masculine: -ent, -er, -or
- Feminine (feminine): -in, -keit, -ung
- Neuter: -chen, -lein, -meat

**Plurals**
Plural nouns can be formed several different ways in German. Therefore, a noun’s plural should be memorized along with its gender. In vocabulary lists, the plural of a noun is shown after a comma in abbreviated form.

- der Apfel, -e → die Äpfel
- das Auto, -e → die Autos
- die Blume, -n → die Blumen
- der Baum, -e → die Bäume

**Case**
Depending on its function in a sentence, a German noun can be in one of four cases: nominative (nom.), accusative (ace.), dative (dat.), or genitive (gen.).

- If a noun is the subject of a sentence, it is nominative.
  - *Der Mann ist sehr groß.* (The man is very tall.)
- If a noun is a direct object, it is accusative.
  - *Ich gebe Peter ein Buch.* (I give Peter a book.)
- If a noun is an indirect object, it is dative.
  - *Ich gebe Peter einen Apfel.* (I give Peter an apple.)
- If a noun indicates possession or a relationship, it is genitive.
  - *Ich gebe Peter einen Apfel.* (I give Peter an apple.)

**Definite Articles**

- **Der-**Words
  - In German, the definite article (der, die, das) corresponds to the English word *the* and agrees in gender, number, and case, with the noun it modifies. Der-words (demonstrative adjectives) take these same endings.
    - der (the man)
    - die (the woman)
    - das (the thing)

- **Eine-**Words
  - Die indefinite article (eine, ein, eine) take these same endings.
    - *Die Blume.* (The flower.)

- **Ein-**Words
  - Die definite article (eine, ein, eine) take these same endings.
    - *Ein Apfel.* (An apple.)

**Pronominal Adjectives**

- **Ihr** is the plural equivalent of *du.* Sie is a formal form of you and can be singular or plural. In speech, it is genitive.
  - *Du hast ein Buch.* (You have a book.)
  - *Ihr hast ein Buch.* (You all have a book.)
  - *Sie haben ein Buch.* (They have a book.)

**Common Vowels**

- Interesting vowels: *ae* and *ou*
  - *Blaue.* (Blue)
  - *Schlaf.* (Sleep)
  - *Kauf.* (Buy)

**Contraction**

- Kontraktionen: *ich* + *mein* → *me* (my)

**Reflexive Pronouns**

- Reflexive pronouns are used when the direct or indirect object of a verb is the same as the subject. Reflexive pronouns can be accusative or dative.

<table>
<thead>
<tr>
<th>Subject Pronouns (Nominative)</th>
<th>Pronouns</th>
</tr>
</thead>
</table>
| A pronoun is a word that takes the place of a noun. A nominative pronoun replaces the subject of a sentence. | pronominal adjective: *mein* (my) *
| wir | der, die, das (the, the, the) *
| du | ein (a) *
| er | einen (a) *
| sie | eine (a) *
| es | ein (a) *

**Example:**

- *Ich gebe Julia ein Buch.* (I give Julia a book.)

**Interrogative Pronouns**

- Interrogative pronouns are used to ask who? whom?, whose?, or what? These pronouns change depending on case.
Verb Placement
Word order is very important in German sentences. The verb is always the second element in a statement and in a question that begins with a question word such as wer or was. A yes/no question always begins with the verb. The subject of a sentence must either precede or follow the verb directly. Other elements of a sentence generally appear in this order: time, manner, place.

Object Word Order
Object word order is the same in German as in English. If the direct object is a noun, it comes after the indirect object. If the direct object is a pronoun, it comes before the indirect object.

Adjuncts & Adverbs
Adjuncts are words that modify main verbs. In German, the verb stem is always the same, and the endings are added to it. This allows for a variety of sentence structures and word order.

Comparatives & Superlatives
In German, comparative adjectives and adverbs are formed by adding -er or -erst to the superlative. The adjectives must agree in gender, number, and case with the noun they modify. Examples: Der größte Mann (The biggest man). Das schönste Buch (The most beautiful book).

Possessive Adjectives (Ein-Words)
Possessive adjectives show a relationship or ownership. In German, a possessive adjective must agree in gender, number, and case with the noun it modifies. Examples: Mein Buch (My book). Dein Haus (Your house). Ihr Ticket (Your ticket).

Demonstrative Adjectives (Der-Words)
Demonstrative adjectives take the same endings as the definite articles. Like articles, these adjectives must agree in gender, number, and case with the nouns they modify. Examples: Der Mann (The man). Die Tasse (The cup).

VERBS
The present perfect is typically used in conversation to discuss past events; the simple past is generally used in writing to describe past events. Simple past forms of the verbs haben and sein are often used in conversation as well as in writing. The table below shows the conjugation of the weak (regular) verbs spielen and sein for all five tenses in the indicative mood. This chart is used in conjunction with the dictionary for conjugating verbs. The verb sein forms are highlighted.

<table>
<thead>
<tr>
<th>Present</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>spielen</td>
<td>spielte</td>
<td>gespielt</td>
<td>1st</td>
</tr>
<tr>
<td>du</td>
<td>spieltest</td>
<td>gespielt</td>
<td>2nd</td>
</tr>
<tr>
<td>wir</td>
<td>spielen</td>
<td>haben gespielt</td>
<td>3rd</td>
</tr>
<tr>
<td>ihr</td>
<td>spielt</td>
<td>habe gespielt</td>
<td>4th</td>
</tr>
<tr>
<td>er/es</td>
<td>spielt</td>
<td>habe gespielt</td>
<td>5th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Simple Past</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>werde spielen</td>
<td>werde spielen</td>
<td>werde spielen</td>
</tr>
<tr>
<td>werde gespielt</td>
<td>werde gespielt</td>
<td>werde gespielt</td>
</tr>
<tr>
<td>werde habend gespielt</td>
<td>werde habend gespielt</td>
<td>werde habend gespielt</td>
</tr>
<tr>
<td>werde habend spielend</td>
<td>werde habend spielend</td>
<td>werde habend spielend</td>
</tr>
<tr>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
</tr>
</tbody>
</table>

Note: The verb sein forms are highlighted in the table.

<table>
<thead>
<tr>
<th>Present</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>haben</td>
<td>hat gespielt</td>
<td>hat gespielt</td>
<td>1st</td>
</tr>
<tr>
<td>du</td>
<td>habe gespielt</td>
<td>habe gespielt</td>
<td>2nd</td>
</tr>
<tr>
<td>wir</td>
<td>haben gespielt</td>
<td>haben gespielt</td>
<td>3rd</td>
</tr>
<tr>
<td>ihr</td>
<td>habe gespielt</td>
<td>habe gespielt</td>
<td>4th</td>
</tr>
<tr>
<td>er/es</td>
<td>habe gespielt</td>
<td>habe gespielt</td>
<td>5th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Simple Past</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>werde haben gespielt</td>
<td>werde haben gespielt</td>
<td>werde haben gespielt</td>
</tr>
<tr>
<td>werde habend gespielt</td>
<td>werde habend gespielt</td>
<td>werde habend gespielt</td>
</tr>
<tr>
<td>werde habend spielend</td>
<td>werde habend spielend</td>
<td>werde habend spielend</td>
</tr>
<tr>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
</tr>
<tr>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
<td>werde habend gejedelt</td>
</tr>
</tbody>
</table>

Notes on verb forms:
- The verb sein forms are highlighted in the table.
- The verb haben forms are highlighted in the table.
- The verb spielen forms are highlighted in the table.

Adjective Endings
Adjectives are words that describe or limit nouns. In German, adjectives always precede nouns and agree in gender, number, and case with the nouns they modify. The chart below shows the endings for preceded adjectives-adjectives that follow articles. der-words, or in-words. In most cases, these secondary endings are the same for both definite and indefinite articles. Exceptions are highlighted.

Comparatives & Superlatives
In German, comparative adjectives and adverbs are formed by adding -er or -erst to the superlative. The adjectives must agree in gender, number, and case with the noun they modify. Examples: Der größte Mann (The biggest man). Das schönste Buch (The most beautiful book).
1ST DAS NIGHT EIN SCHNITZELBANK?
Ja, das ist ein Schnitzelbank:
I ST DAS NIGHT EIN KURZ UND LANG?
das ist elm Kurz and Lang:
Kurz and Lang, Schnitzelbank,
Ei du schoene, ei du schoene,
Ei du schoene Schnitzelbank.
**Verification:** Explain what each expression means. Ask, "What does Wie geht es dir? mean? What does Sehr danke mean?" Explain that the Germans add danke (thanks) to be polite. Und dir is, of course, "and you." Drill them individually by asking Wie geht es dir? and having them answer. Have them pair off and ask each other the question and response. A few may want to do it in front of the class as an example. They can perform a little skit as follows:

1st person: Guten Tag.
2nd person: Guten Tag. *(Shaking hands)*

1st person: Wie heisst du?
2nd person: Ich heisse ____________, Und wie heisst du?

1st person: Ich heisse ____________, Wie geht es dir?
2nd person: Sehr gut, danke. Und dir?

13th person: Sehr gut, danke. Auf Wiedersehen!
14th person: Auf Wiedersehen!

Say: We will now learn an *German song*. Some of you may know this song in French, *Trere Jacques*. Let's now learn it in:

*Bruder Jakob*:

Are you sleeping? Are you sleeping, noch? Brother John, Brother John?

Morning bells are ringing.
Morning bells are ringing.
Ding, dong, ding.
Ding, dong, ding.
Ifs of the Week - Tage der Woche

Monday, Tuesday, Wednesday...

The names for the seven days of the week originally came from the Babylonians (Babylonier) who named them for the sun, the moon and the five planetary gods. (Other cultures have had between five and ten days in a week.) Most of the western Romance languages adopted these terms via Greek and Latin. But the Germanic languages (German and English among them) took on the Teutonic forms. For instance, the Babylonian Marduk, the god of war, was Ares in Greek and Mars in Latin. To the Germanic tribes the god of war was Ziu. So Latin dies marti (Tuesday, "Mars Day") became "mardi" in French, "martes" in Spanish, but ziostag in Old High German, or Dienstag in modern German. English did take on Saturn-Day (Saturday), but German used Germanic forms for the days.

Below are the seven days of the week in their Latin, Germanic and English forms. By the way, the European week begins on Monday, not Sunday, as in North America. (Also see our Date and Time Glossary, which includes the calendar.)

<table>
<thead>
<tr>
<th>LATIN</th>
<th>DEUTSCH</th>
<th>ENGLISCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>dies lunae</td>
<td>Montag (Mond-Tag)</td>
<td>Monday moon day (lunar)</td>
</tr>
<tr>
<td>dies marti</td>
<td>Dienstag (Zies-Tag)</td>
<td>Tuesday</td>
</tr>
<tr>
<td>dies mercuri</td>
<td>Mittwoch (mid-week)</td>
<td>Wednesday (Wodan's day)</td>
</tr>
<tr>
<td>dies lovis</td>
<td>Donnerstag (thunder-day)</td>
<td>Thursday (Thor's day)</td>
</tr>
<tr>
<td>dies veneris</td>
<td>Freitag (Freya-Tag)</td>
<td>Friday (Freya's day)</td>
</tr>
<tr>
<td>dies saturni</td>
<td>Samstag/Sonnabend</td>
<td>Saturday (Saturn day)</td>
</tr>
<tr>
<td>dies solis</td>
<td>Sonntag (Sonne-Tag)</td>
<td>Sunday sun day (solar)</td>
</tr>
</tbody>
</table>

outiar in German and English. From your Guide.

An annot
Lesson 1

An annot
Lesson 1
Die Jahreszeiten und die Monate

Der Frühling
Marz, April, Mai

Der Sommer
Juni, Juli, August

Der Herbst
September, Oktober, November

Der Winter
Dezember, Januar, Februar

Wie ist das Wetter heute?

Es ist wolkig. Es regnet.

Es ist kühlig. Es ist neblig.

Es ist heiß.
An Silvester sieht man Feuerwerke und feiert auf der Straße.

Am Neujahr tanzt und singt man.

Zum Muttertag schenkt man Blumen.

Am Valentinstag gibt man Schokolade.

Zum Geburtstag gibt man Geschenke.

All the best!
Bless you! (After a Congratulation)
Bon voyage!
Happy New Year!
Welcome!
Happy Birthday!
Good luck!
Have fun!
How sad.
to bring
to spend

Hanukkah
Father's Day
Christmas
**Wortschatz**

If *bequem* means *comfortable*, what does *unbequem* mean? What do you think the word *hasslich* means? If *groß* means *big*, what do you think *klein* means? The word *kaputt* looks like what word in English? What is its opposite?

---

Jens zeigt Holger sein Zimmer.

**HOLGER** Deine Möbel sind schön!

**JENS** Ja, wirklich? Schau!

Hans Holger deems the furniture beautiful.

---

If *bequem* means *comfortable*, what does *unbequem* mean? What do you think the word *hasslich* means? If *groß* means *big*, what do you think *klein* means? The word *kaputt* looks like what word in English? What is its opposite?

---

**Steffis Zimmer**

Emma is showing her room to Anner, and match each piece of furniture on the left with the appropriate adjective on the right.

1. die Stereoanlage  -  kaputt
2. der Schrank  -  alt
3. die Couch  -  klein
4. der Schreibtisch  -  groß
5. das Regal  -  neu
6. das Bett  -  sehr unbequem

---

If *bequem* means *comfortable*, what does *unbequem* mean? What do you think the word *hasslich* means? If *groß* means *big*, what do you think *klein* means? The word *kaputt* looks like what word in English? What is its opposite?
Kleidungsstücke

1. Macht ihr einen Trick?
2. Wer trägt einen Jumpsuit?
3. Hört auf, ihn anzuprobieren.

1. das Hemd
2. der Mantel
3. die Hose
4. der Hose
5. das T-Shirt
6. der Pullover
7. der Jeans
8. der Regenmantel
9. der Mantel
10. der Mantel
11. die Hose
12. der Hose
13. das T-Shirt
14. der Pullover
15. der Jeans
16. der Mantel
17. der Mantel
18. der Mantel
19. die Hose
20. der Hose
21. das T-Shirt
22. der Pullover
23. der Jeans
24. der Mantel
25. der Mantel
26. der Mantel
27. die Hose
28. der Hose
29. das T-Shirt
30. der Pullover
31. der Jeans
32. der Mantel
33. der Mantel
34. der Mantel
Was ist das?

What's that? Your teacher will point to an object in your classroom and ask Was ist das? Answer with one of the following:

- Das ist die Wand
- Das ist das Fenster
- Das ist der Tisch
- Das ist das Papier
- Das ist der Schüler
- Das ist die Schülerin
- Das ist der Kugelschreiber
- Das ist der Stuhl
- Das ist der Overheadprojektor
- Das ist der Tisch
- Das ist die Uhr
- Das ist das Heft

Answer will be one of the following: Das ist die Wand. Das ist der Schüler. Das ist der Tisch.