

Section 9: Additional

Language learning and communication strategies

Language learning and communication strategies are specific actions, behaviours, steps or techniques necessary for communication in German i.e. making meaning and producing texts in German. Learners have to be taught these strategies and taught how to identify and develop the strategies that they employ themselves.

The strategies selected in each unit will depend upon the needs of the learners and the text types selected. These may include strategies for: supporting learning and acquisition of language; making meaning from texts; producing texts and engaging in spoken interaction.

Supporting learning and acquisition of language

These are general strategies to facilitate the learning of German. Examples of specific actions, behaviours, steps or techniques that may assist students in the learning of a language include:

- repetition or imitating a language model (either overtly or silently)
- grouping or sorting vocabulary, script to support internalisation of new language
- using cognates—association with English words; using known German words and sounds to understand and read new German words
- using flash picture/word cards to learn new vocabulary (associating text with picture/picture with an oral or aural stimulus)
- note-taking
- using mnemonics to assist in memorising new items
- seeking opportunities to practise the language
- explaining own understanding of a grammar rule, language pattern or other concept to someone else
- self-correcting
- risk-taking (not being afraid to make mistakes—when in doubt, guess)
- strategies for anxiety reduction and self-encouragement
- cooperating and collaborating with other learners and speakers of German to solve a problem or seek clarification e.g. envoy, jigsaw, rotating groups, reporting back
- metacognitive strategies—students knowing their learning style and how this affects the way they learn so that they can apply appropriate strategies (students knowing how to identify the best strategy for a specific task).

Making meaning from texts

These are strategies to access, decode and comprehend spoken, visual and written texts. Some strategies relate only to spoken or written or visual texts; others to all types of texts. The strategies selected in each unit will depend upon what is required of students when working with different texts. Strategies for making meaning from texts include:

- monitoring comprehension, seeking clarification of texts
- using paralinguistic clues (e.g. expression, gesture, situation and intonation) to help make meaning of spoken texts
- using the first language as a basis for understanding the second e.g. looking for cognates
- inferring, guessing meaning from key words, structures, visual cues, context (using known information to help integrate new linguistic information and predict outcomes)
- deducing meaning by applying rules
- cooperating and collaborating with others to solve a problem
- reducing anxiety when trying to comprehend spoken text
- developing an overall plan for gaining meaning from text, such as changing reading speed, skimming and scanning to locate key words; rereading parts of a text; asking oneself questions during reading, highlighting (e.g. verb endings, key words) and summarising the text
- predicting the content of a text using heading, visual clues, known words and cognates
- identifying patterns and features
- using pictures and diagrams to predict meaning
- knowing how to access resource materials to define or expand a definition of a word or concept
- knowing how to check meanings of unknown vocabulary e.g. making use of bilingual and/or monolingual dictionaries.

Producing texts and engaging in spoken interaction

Strategies include:

- evaluating and redrafting written texts to enhance meaning
- modelling writing/joint construction
- organising the spoken or written discourse
- applying intercultural language learning principles
- evaluating and redrafting written texts to enhance meaning
- monitoring spoken production while it is occurring—how speech is being received by the listener (facial expressions etc.) and noticing how the listener responds (how the listener uses words, phrases and grammar structures so that the speaker can copy them)
- using repair strategies to sustain verbal communication e.g. recognising that someone doesn't understand and rephrasing by substituting other vocabulary to assist understanding
- cooperating and collaborating to solve a problem or to seek clarification
- methods for reducing anxiety, controlling emotions and providing self-encouragement etc. when participating in spoken interactions e.g. thinking through and preparing for language production, planning alternatives, working on positives
- applying appropriate literacy frameworks (e.g. paragraph, note-making, recount, report, narrative) to prepare and organise the spoken or written discourse
- manipulating known elements in a new context to create meaning or paraphrase when necessary e.g. using familiar phrases and patterns in a different context to create meaning
- using graphic organisers (e.g. semantic/concept mapping, diagramming, PMI, structure overview) to prepare and organise the spoken and written discourse.

NB This list of strategies is indicative rather than exhaustive.

Suggestions

When teaching students about strategies and how to identify and develop the strategies that they employ, teachers should:

- build on strategies students already use by finding out their current strategies (these may be specifically related to language learning or general learning strategies) and making students aware of the range of strategies used by their classmates
- integrate strategy instruction with the relevant text and task, rather than teaching the strategies separately from language learning activities
- be explicit: name the strategy, tell students why and how it will help them, and demonstrate its use
- provide choice by letting students decide which strategies work best for them
- guide students in transferring a familiar strategy to new problems.

Related resources

Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The artful science of instructional integration*. Toronto: Bookation.

Hawkes, A. (1997). *Using strategies to support second language learning*. Leederville, WA: Catholic Education Office.

Kiddey, P., & Waring, F. (2001). *Success for all: Appropriate selecting learning strategies*. Melbourne: Curriculum Corporation.

Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.

Publications by Eric Frangenheim

Resource list

Please note: many resources already in use are good sources of ideas for activities and related vocabulary and grammar. Below are suggestions only.

German	1A	1B	2A	2B	3A	3B
Texts						
Leselandschaft 1			✓	✓		
Leselandschaft 2 (Hasenkamp, Verlag für Deutsch)				✓		
Deutsch International 1 (Weigmann, Bieler, Schenk, Cornelsen Verlag)			✓	✓		
Blick 1				✓		
Blick 2			✓	✓		
Blick 3, (Fischer-Mitziviris, Max Hueber Verlag)			✓	✓		
Konzepte Deutsch 1 (Bieler and Weigmann, Cornelsen Verlag)			✓	✓		
Wie geht's? (Sevin and Bean, Harcourt Brace College Publishers)			✓	✓		
Ping Pong 1			✓			
Ping Pong 2 (Kopp und Froelich, Max Hueber Verlag)			✓			
Phonothek—Deutsch als Fremdsprache (Stock und Hirschfeld, Langenscheidt)				✓		
Stellensuche, Bewerbung, Kündigung (Häusler, Scherling, Häublein)				✓		
Genau!	✓	✓		✓		
Ganz Genau			✓	✓		
Genau!senior (www.thomsonlearning.com.au/secondary)			✓		✓	✓
Na klar! ICT Resource	✓	✓	✓	✓		
Na klar! 3 (www.nelsonthornes.com)	✓	✓	✓	✓		
Katzensprung 1	✓	✓				
Katzensprung 2	✓	✓				
Katzensprung 3 (www.hi.com.au/katzensprung)			✓	✓	✓	✓
Lernpunkt Deutsch 1	✓	✓				
Lernpunkt Deutsch 2			✓	✓		
Lernpunkt Deutsch 3 (P. Morris & A. Wesson, Nelson Thornes)					✓	✓
Schreiben macht Spaß 1					✓	✓
Schreiben macht Spaß 2			✓	✓		
Schreiben macht Spaß 3 (Neuner, Klett Edition Deutsch)	✓	✓				

German	1A	1B	2A	2B	3A	3B
Pair work Abgemacht—pair work in German (Sue Scullard, E.J. Arnold & Son limited) Du und ich (Duncan Sidwell, Thomas Nelson and Sons Ltd) Zu zweit (David Philips, Hodder and Stoughton Ltd) Wechselspiel (Dreke and Lind, Langenscheidt)			✓	✓		
Video/DVD/Filmclips Einblicke—ein deutscher Sprachkurs (Burwitz-Melzer and Quetz, Internationes/Goethe Institut München) Fodor's travel guide to Germany, Austria and Switzerland Turbo Series (Anneke Krug, Internationes/Goethe Institut München www.inter-nationes.de) Deutsch Extra! www.channel4.com/extra Genau!Senior (http://www.genau.com.au/genausenior/index.htm) Bildschirm (www.inter-nationes.de)			✓	✓		
Webpages www.deutschland-tourism.de www.oesterreich.com www.lycos.de/reise/schweiz/index2.html www.step-in.de www.jobware.de/stellenmarkt/jobs-im-inland.html http://www.young-germany.de/jobstairs.html www.google.de www.goethe.de You tube—German http://www.youtube.com/watch?v=u9VQLDXKiEA Info http://www.genau.com.au/genau/info_extra_1.htm http://www.genau.com.au/genau/info_extra_2.htm http://www.genau.com.au/genau/info_extra_3.htm http://www.genau.com.au/genau/info_extra_4.htm Deutsch Extra http://www.channel4.com/learning/microsites/E/extra/german_flash_home.html			✓	✓		
Magazines Katapult (http://www.languageint.com.au/) Authentik (http://www.languageint.com.au/) Bravo! (www.bravo.de)	✓	✓	✓	✓		
				✓	✓	✓
	✓	✓	✓	✓	✓	✓

**Additional learning tasks
for Unit 1 AGER
So *sind wir!* All about us**

Keeping a language learning journal

The sample programs require students to keep a language learning journal for the duration of each unit. Students' journal production is marked and weighted. This weighting contributes to the overall weighting for the Assessment Type, Writing.

Teachers may be familiar with journal writing from their own language learning experiences or from their university training if they were required to keep a personal/professional journal. Journal keeping in the sample programs is based on the latter form of journal writing. Here, the purpose is to keep a reflective journal where students note, comment on, critique and compare and contrast different aspects of the language they are learning, such as ways to improve their learning and cultural points. However, teachers may wish students to write on a personal level, so that the entries would be in the form of a diary.

As students have little or no target language ability in Stage 1 units, much of what they write will not be in the target language. Instead students should discuss and critically assess their learning experiences in the journal entries. As students' target language knowledge increases over Stages 2 and 3, students will be expected to complete their entries mainly in German. They should be encouraged to use different media, e.g. podcast or film for making their journal entries so the teacher can confirm their knowledge of language production in varied text types. Students who have strengths, interests or skills from another course e.g. Media Production and Analysis, should be given the opportunity to use them in their journal. It is recommended the language teacher liaise with the other course teacher as to whether the student is to receive marks/ credit for both courses.

At the beginning of the semester, the teacher should provide students with a copy of the assessment task, with minimum expectations and examples of ideal journal entries. Students will initially need instruction as to what aspects of the classroom learning experience may make a good journal entry. They will also need instruction in a variety of ways for presenting their ideas and experiences in their journal. Teachers may like to use some class time to encourage students to make their journal entries.

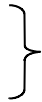
There are many benefits to keeping a language learning journal. Among the benefits are: the fostering of the skills of reflective thinking and creativity, the production of a tool that caters for different learning types and the creation of a document that can be consulted over an extended language learning period. It also encourages and motivates students to explore different ways of learning and to make connections between topics they will have learned about both in class and outside the classroom.

In addition, as a communication tool between the student and the teacher, it can provide the teacher with a better insight into how effective the classroom learning strategies are as well as where there may be gaps in the students' learning. The teacher may then be able to structure further lessons to fill those learning gaps.

On the following pages, there are suggestions for, and samples of language learning journal entries.

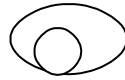
Form and features of language: pronunciation

heißen
weiß
die Seife

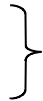


ei – sounds like:

think Ali G saying yes: “ey!”
the English letter ‘i’



die
sieben
demonstriren



ie – sounds like:

the English letter ‘e’
the opposite of what I would guess

Communication strategy

Sample 1:

When I don't understand what someone says I have to say: *Bitte*. The other person should then repeat what they have said. You can also say *nochmal* or *was* if you want someone to repeat themselves. From the most polite to the most impolite: *bitte, nochmal, was*.

Sample 2:

In deutschsprachigen Ländern gibt man sich die Hand, wenn man eine Person kennenlernt und auch, wenn man seine Arbeitskollegen oder Bekannten trifft. Normalerweise stellt man sich selber vor, nicht wie in englischsprachigen Ländern wo man vorgestellt wird. Dieser Austausch an Namen und das Hand geben gibt einem eine Denkpause und die Möglichkeit sich an den Namen der anderen Person zu erinnern.

Form and features of language: vocabulary

Bitte is a strange word as it has different meanings. It can mean pardon as in "Pardon, I didn't understand" or "can you repeat that?" It can mean 'please' e.g. *Ich möchte 6 Brötchen, bitte*. *Bitte* can also mean "you're welcome". When I give something to someone and they have thanked me for it, I then say *bitte schön*. I like this about German: you can use the same word to say many things. This means I do not need to learn so much vocabulary!

Intercultural understanding

Sample 1:

Deutsche Jugendliche haben viele Freiheiten. Sie dürfen mit ihren Freunden bis spätabends in die Stadt und in Diskotheken gehen. Sie dürfen auch Bier ab 16 trinken und sie können oft ohne das Vorzeigen eines Ausweises Spirituosen kaufen. Wenn sie auf einem Schulausflug sind, haben sie viel Zeit um sich selbst zu unterhalten. Am Tag gibt es nur ein paar Sachen die sie gemeinsam mit der ganzen Klasse unternehmen müssen, nachher können sie machen was sie wollen, hat uns unsere Sprachassistentin gesagt. In Australien ist unsere Zeit auf einem Ausflug sehr streng geplant. Es gibt viel Disziplin. Vielleicht gibt es mal einen Nachmittag in einer Ausflugswoche, wo wir machen dürfen was wir wollen.

Ich freue mich auf meinen Schüleraustausch in der Schweiz aber ich habe Angst, dass die Freiheiten mir zu viel werden. Ich werde mich nicht auf meine Eltern verlassen können, dass sie mich abends in die Stadt hin- und zurückfahren werden, weil ich mit dem Bus fahren werden muss. Ich werde viel selbstständiger sein müssen. Ich freue mich darauf dass ich jederzeit Bier und sogar auf der Strasse trinken kann oder spätabends in der Disko bleiben darf.

Sample 2:

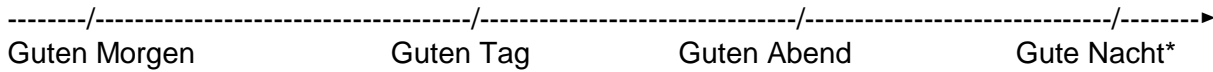
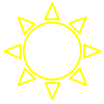
Shaking hands to say hello in German speaking countries is very important. Not only business people or people who do not know one another shake hands but so do friends. You also should shake hands to say goodbye to someone as well. German speaking countries also kiss one another on the cheek – one on each cheek in Germany and three in parts of Switzerland. But you must know one another well before you can do that.

With my friends we hug each other hello and goodbye. Often it is only hello or only goodbye. I imagine if I kissed people on the cheek I would either knock noses with them or maybe I would end up kissing them on the lips. That would be embarrassing, especially if they were my brother's friends.

However, I understand the importance of shaking hands and how rude I would be if I did not.

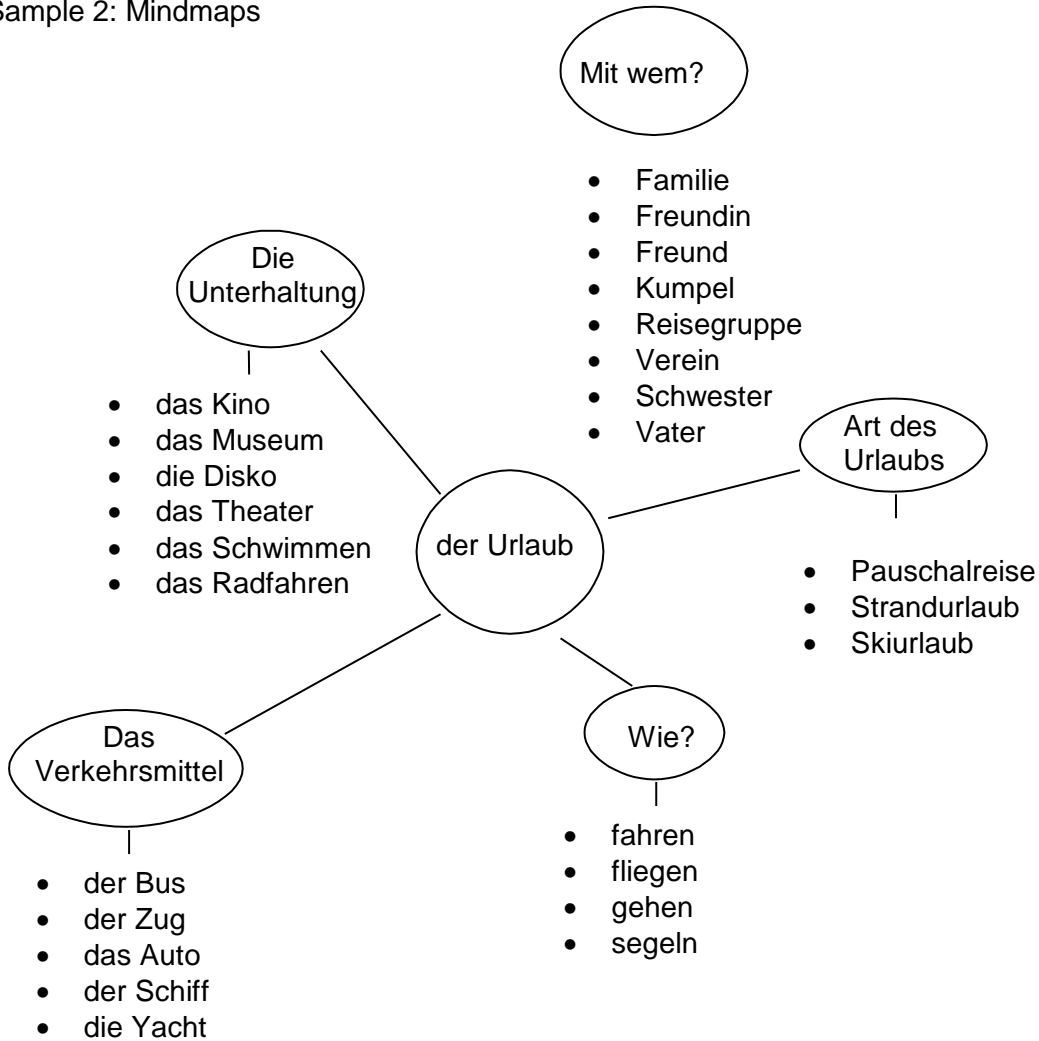
Language learning strategies

Sample 1: Timelines



* usually said when about to go to bed

Sample 2: Mindmaps



Sample 3: Word families

Noun	Verb	Adjective
das Schreiben	schreiben	geschriebene beschriebene

Form and features of language: sentence structure*

Sample 1: Word order

Simple present sentence structure

Subject	Verb
Lutz	fährt.

Subject	Verb	Direct object
Lutz	fährt	(das) Fahrrad.

Subject	Verb	Indirect object	Direct object
Lutz	gibt	mir	das Geschenk.

Question form

Verb	Subject
Fährt	Lutz?

Verb	Subject	Direct object
Fährt	Lutz	(das) Fahrrad?

Verb	Subject	Indirect object	Direct object
Gibt	Lutz	mir	das Geschenk?

* Colours, type of shading need to be taken into consideration if students are colour blind.

Sample 2: Word order

S.P.O = Subjekt, Prädikat, Objekt

S P O
e.g. Kati heiratet Lutz.

Time, manner*, **place**

e.g. Ich bin am 29. Februar *mit Lutz* **im Cafe Schlonz** verabredet.

*manner = how or with whom

Viewing and reading

Sample 1: Stimulus



[Retrieved February, 2008, from <http://www.gib-aids-keine-chance.de/aktionen/machsmit/fotowettbewerb.php>]

Response 1:

This is a great advertisement. I cannot imagine seeing such day to day items as fruit sexualised in an advertisement in Australia. I think it would be viewed as inappropriate as it is far too explicit for Australian tastes in advertising. If I think about the slogan, the advertisement would work in English speaking countries as well. The wordplay on *faul*, meaning both 'rotten' and 'lazy' is made more obvious with the pictures of the brown and the yellow banana. A good translation would be: No rotten excuses!

Response 2:

Es ist sehr wichtig sich vor sexuell übertragbaren Krankheiten zu schützen. In Australien wird dieses Problem in der Öffentlichkeit nicht sehr oft besprochen. In der Schule bekommen wir Unterricht, wo wir über die Gesundheit lernen. Hier werden wir über Verhütungsmittel und Krankheiten aufgeklärt.

Das Plakat finde ich ekelhaft. Ich denke kein Mensch wird sich von zwei Bananen und einem Kondom angesprochen fühlen. Die Schüler werden nur kichern, weil eine Banane mit Kondom einfach lustig aussieht. Es zeigt nicht die Realität. Wie soll man denn eine Banane mit einem Penis in Verbindung bringen? Auf dem Plakat sollten eher Menschen gezeigt werden, die sich in Situationen befinden, wo sie Sex haben wollen. In Australien zeigen sie uns Werbung von Menschen in einer Diskothek. Hier kann man fremde Leute kennenlernen und hier gibt es eine größere Möglichkeit eine sexuell übertragbare Krankheit zu bekommen. Ich finde das beste Mittel sich zu schützen ist keinen Sex zu haben.

Generic marking criteria: Stages 1-3*

N/A: Not applicable
 N/D: Not demonstrated
 R: Rarely used
 S: Sometimes used
 O: Often used
 F: Frequently used

Criteria: task completion	Yes	No	N/A
required number of entries			
displays minimum number of text types			
demonstrates an understanding of the task			
demonstrates examples of communication/ learning strategies			
demonstrates examples of intercultural understanding			
demonstrates original work/ ideas			
writes in German			
writes in English			

/5

* Teachers may add or delete criteria or change the designated marks to better suit their expectations for students' production. The criteria are designed for an overall mark to be given for the journal rather than for individual entries.

Criteria	N/D	R	S	O	F
link between entries and in-class learning		1	2	3	4
synthesises/ compares/ contrasts		1	2	3	4
revisits/ builds on previous entries		1	2	3	4
grammar/ recently acquired grammar correctly used		1	2	3	4
variety of vocabulary/ recently acquired vocabulary correctly used		1	2	3	4
attempts at demonstrating varied syntax, e.g. subordinate conjunctions, <i>weil</i> , or <i>um...zu</i>		1	2	3	4
correctly applies knowledge of textual conventions to text types		1	2	3	4
demonstrates knowledge of intercultural understanding		1	2	3	4
demonstrates creativity		1	2	3	4
effective structure and layout		1	2	3	4

/40

Additional comments

TOTAL	/45
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Retrieval chart

1. Write appropriate questions in GERMAN for the points in the **Frage** section in the chart below.
2. Ask two other students for their personal and family details in GERMAN. Fill out the appropriate sections in the chart below.

FRAGE	SCHÜLER/IN 1	SCHÜLER/IN 2
NAME: <i>Wie heißt du (mit Vornamen/Nachnamen)?</i>		
ADRESSE		
GEBURTSORT		
GEBURTSDATUM		
ALTER		
TELEFONNUMMER		
BERUF		
FAMILIENANGEHÖRIGE		
BERUF DER ELTERN		
BERUF DER GESCHWISTER		

Process-chart (3:2:1.RIQ)

You have just watched a video/read about some German-speaking celebrities. There was quite a lot of new information and you might not have understood everything.

Step 1: Complete this chart **individually**.

State 3 facts (in English) that you can recall from the video/text.	<ul style="list-style-type: none">•••
Write 2 insights (in English) you gained e.g. What did you learn? How does this relate to you/society? Why is this information relevant? Make a connection with information you already have.	<ul style="list-style-type: none">👁👁
Ask 1 question (in German) Zum Beispiel: Ich verstehe nicht, warum... Was hat dieses mit jenem zu tun?	?

Step 2: After completing the chart, discuss your facts, insights and question with a partner. If the discussion triggers more questions or you get more facts and insights you can take notes in the space below:

Notizen: <ul style="list-style-type: none">•••
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Step 3: You have the opportunity to share your insights and questions with the class.

Step 4: One of your friends is absent today. You write him/her a short note in German, telling him/her about the video/text and what you discussed.

Hallo Elke

Pro Contra question-chart

Activity	Pro (Was spricht dafür?)	Kontra (Was spricht dagegen?)	Fragen (was will ich wissen?)
Studium	♥ neue Leute kennen lernen ♥ lerne neue Sachen ♥	◆ teuer ◆ von zu Hause wegziehen	? Was studiere ich? ? Wo studiere ich? ? ?
Lehre	♥ verdiene Geld ♥ keine Schule	◆ keine Lehrstellen ◆ bekomme wenig Geld am Anfang	? Welche Firma ist am Besten? ? Was lerne ich?
	♥ ♥ ♥	◆ ◆ ◆	? ? ?
	♥ ♥ ♥	◆ ◆ ◆	? ? ?

Y-Chart

Make notes in the Y-chart below about what you will write in your email to a new e-pal.
Use dot points to structure your responses. Use German and English.

Über welche Themen schreibst du?
What topics will you write about?

Was meinst du zu den Themen?
How do you feel about the topics

Welche Fragen stellst du?
What questions will you ask?

**Additional learning tasks
for Unit 2AGER
Kultureller Austausch Cultural interaction**

Process chart (3:2:1.RIQ)

You have just watched a video/presentation about a German-speaking-country. There was quite a lot of new information and you might not have understood everything.

Step1: Complete this chart **individually**.

State 3 facts (in English) that you can recall from the video/presentation.	<ul style="list-style-type: none">•••
Write 2 insights (in English) you gained e.g. What did you learn? How does this relate to you/society? Why is this information relevant? Make a connection with information you already have.	<ul style="list-style-type: none">👁👁
Ask 1 question (in German) Zum Beispiel: Ich verstehe nicht, warum... Was hat dieses mit jenem zu tun?	?

Step 2: After completing the chart, discuss your facts, insights and question with a partner. If the discussion triggers more questions or you get more facts and insights you can take notes in the space below:

Notizen: <ul style="list-style-type: none">•••

Step 3: You will then have the opportunity to share your insights and questions with the class.

Step 4: One of your friends is absent today and you write him/her a short note in German, telling him/her about the video/presentation and what you discussed.

Hallo Elke

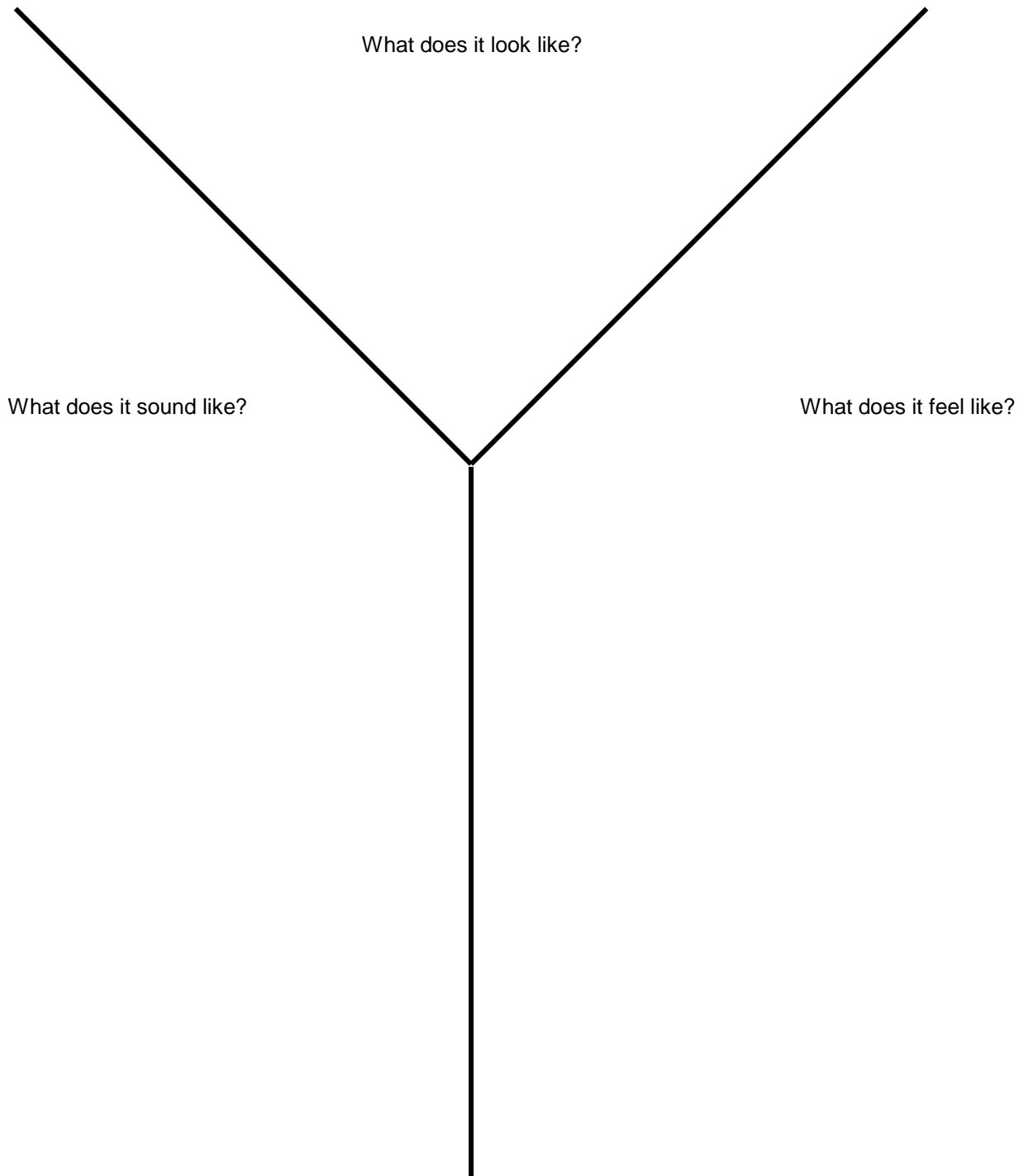
Pro Contra question-chart

Ort	Veranstaltung, Sehenswürdigkeit	Pro (Was spricht dafür?)	Kontra (Was spricht dagegen?)	Fragen (was will ich wissen?)
Bern/Schweiz	Gurtenfestival	<ul style="list-style-type: none"> ♥ Tolles Musikprogramm (z.B. Die Fantastischen Vier) ♥ Bern ist zentral gelegen ♥ Kann Festival mit Stadtbesichtigung verbinden 	<ul style="list-style-type: none"> ◆ Teuer (195CHF/4 Tage) ◆ Openair-Wetter 	<ul style="list-style-type: none"> ? Backpacker/ Studentenrabatt? ? Übernachtungsmöglichkeiten? ? Wie gelange ich zum Festivalgelände? ? Was passiert bei Regen?

Y-Chart

Video Clip: 'Dickes B' von SEED

1. Watch the clip with the sound turned off.
 2. While watching, fill in the 'looks like' segment describing what you see.
 3. View the clip for a second time and concentrate now on the text and music. Fill in the segment 'sounds like'.
 4. If time permits, watch the clip again and try to capture the feelings in the clip. Describe emotions, associations and what the clip's message is, etc. Jot down your responses in the 'feels like' segment.
 5. Take some time after watching the video clip to complete all three segments.
- Use dot points to structure your responses. Use German and English.**



**Additional learning tasks
for Unit 3 AGER
Hier und jetzt Here and now**

Wegwerfgeschichten

[Derungs. Retrieved May, 2007, from

<http://www.mittelschulvorbereitung.ch/.content/GD/GT20Wegwerfgeschichten.pdf>]

Franz Hohler, "Erfinder" der Wegwerfgeschichten, berichtet: "Ich saß während der Samstagmittagssendung des Schweizer Radios im Studio Zürich und hatte ein Telefon und eine Schreibmaschine vor mir. Nun wurde die Nummer dieses Telefons bekanntgegeben, und man konnte mich anrufen und mir ein Thema für eine Geschichte stellen. Ich nahm die ersten drei Anrufe entgegen und wählte eines dieser Themen aus, über welches ich dann in der nächsten halben Stunde eine Geschichte schrieb und anschließend gleich vorlas. **Solche Geschichten kann jeder schreiben. Jeder Mensch besitzt Fantasie**, nur gebraucht sie nicht jeder."

Die Titel:

Der tragische Tausendfüßler, Gespenstergeschichte, Kriminalroman, Liebesgeschichte, Die seltsame Hochzeit, Der Ecktisch, Der Rasierschaum, Der Pressluftbohrer und das Ei, Die Fabel vom Vater, der seinem nasebohrenden Sohn..., Die Ohrfeige im Zirkus, Die ungleichen Regenwürmer, Das Streichholzspiel, Der erste Abend, Bum und die Bummer, Die runde Insel, Das Hotel, Zwei Flüche, Drei Verwechslungen, Der Traum des Bahnhofaufsehers, Der Granitblock im Kino, Eine völlig andere Art von Theater, Der große Zwerg, Die Entdeckung im Neubau, Der unternehmungslustige Prinz, Die Lieblingsbemerkung des Senators, Der schlecht versorgte Knopf, Die beiden i, Die Rückreise von Amerika, Das Kind im Manne, Die schönen Alpen, U- und S-Bahn, Watergate - wie es dazu kam, Vogelschutz, Das Rotkäppchen, Das Flußpferd, Der Elefant, Ein Schwank aus der Jugend, Feierabend, Über die Polizeiwache, Der Affe, The love-life of the forest-ants, Die Schreibmaschine, Die Ameise und der Elefant, Die Hexe, Der Geier, Die Ente, Das Auto.

Meine Wegwerfgeschichte, *entstanden in einer halben Stunde am.....200...:*