

FUTURE LEARNING

The unit looks ahead to further learning about clothing and colours at key stage 3. Work with the verb *tragen* will help children with their future understanding of irregular verbs.

Children will develop their ability to read for detail by using authentic German sources. Shopping phrases will help them in future role-play activities.

CORE VOCABULARY AND STRUCTURES

<i>die Kleidung:</i>	
<i>ein Hemd</i>	<i>Was trägst du?</i>
<i>ein T-shirt</i>	<i>Was trägt er/sie?</i>
<i>ein Kleid</i>	<i>Er/Sie trägt ...</i>
<i>ein Sweatshirt</i>	
<i>eine Hose</i>	<i>mein</i>
<i>eine Jacke</i>	<i>dein</i>
<i>eine Bluse</i>	<i>sein</i>
<i>eine Strumpfhose</i>	<i>ihr</i>
<i>eine Krawatte</i>	
<i>ein Pulli</i>	<i>Welche Farbe hat dein/deine ...?</i>
<i>ein Rock</i>	<i>dunkel...</i>
<i>ein Mantel</i>	<i>hell...</i>
<i>eine Mütze</i>	
<i>ein Schal</i>	<i>teuer</i>
<i>ein Paar Socken</i>	<i>billig</i>
<i>ein Paar Schuhe</i>	<i>groß</i>
	<i>klein</i>
<i>Das sind ...</i>	<i>bequem</i>
<i>Handschuhe</i>	<i>schön</i>
<i>Trainingsschuhe/Sportschuhe</i>	<i>eng</i>
	<i>modisch</i>
<i>die Schuluniform</i>	<i>schick</i>
<i>eine Brille</i>	<i>sehr</i>
	<i>ganz</i>
<i>Ich trage ...</i>	

Unit 10 Ich und meine Kleider

ABOUT THE UNIT

In this unit children learn the names of common articles of clothing. They consolidate and develop their knowledge of colours and other adjectives by describing items of clothing. They also use the new language in role-plays of shopping for clothes.

WHERE THE UNIT FITS IN

Children have already been introduced to some adjectives of colour and have learnt to express opinions and to use numbers. They have also started to use shopping phrases in unit 8 'Guten Appetit!'. By adding the context of clothing, they will be able to use their prior knowledge in a new context. Confidence in speaking should be improving at this stage and children should enjoy using the new language creatively in activities such as acting out shopping role-plays or holding a fashion show. They could use extended German-language descriptions to design advertisements, for example for a new school uniform, leisurewear or their own catalogue page.

PRIOR LEARNING

It is helpful if children already know:

- numbers to 100
- how to express an opinion
- shopping phrases
- some colours
- phrases to describe the weather
- days of the week and seasons

NEW LANGUAGE CONTENT

- names of a range of items of clothing
- saying what someone is wearing
- adjectives to describe clothing
- further colours
- the irregular verb *tragen*

RESOURCES

- picture cards depicting clothing
- prices in euros on cards
- number flashcards to 100
- audio and/or video material on the topic
- dressing-up clothes
- clothes catalogues
- colour flashcards
- adjective flashcards
- plastic euros, to add authenticity to role-plays

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about shopping in German-speaking countries

LINKS WITH OTHER SUBJECTS

Activities in this unit could be used to complement learning in ICT, numeracy, art, drama and music.

EXPECTATIONS

At the end of this unit

most children will:

describe the clothes they wear in different situations or conditions; describe the colours of articles of clothing and use descriptive adjectives; offer opinions about clothes; read short, authentic descriptions to find specific information such as price or colour; use the irregular verb *tragen* in the first, second and third person singular; write short passages that include descriptions of clothing

some children will not have made so much progress and will:

understand names of clothes; use single words when describing what they are wearing; require repetition or prompting to recall and use some of the new vocabulary; copy or label using single words or short phrases

some children will have progressed further and will:

produce extended dialogues and role-plays using structures and phrases from memory; use the verb *tragen* correctly in descriptions; show imagination and creativity in using language in new contexts; use the correct written form of the language in scripting role-play sketches; ask for additional phrases and vocabulary to extend their range of language; speak without hesitation and with correct pronunciation

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Clothes

- to recognise and use the names for a range of clothing
- Present the new vocabulary using picture flashcards. The flashcards can have the words for the items on them to help recognition of the written form. Ask the children to repeat, as a chorus, in groups and individually.
- Pin pictures of clothing onto an imaginary washing line. Their position on the line could be determined by gender.
- Play flashcard and other language games to ensure correct pronunciation and recognition.
- Ask the children to point to an item of clothing they are wearing when it is mentioned, eg *Zeigt mir ein Hemd!*
- Read out some clothing items and ask the children to draw each item, for example on a mini-whiteboard. Then look at their drawings. It is easy to check whether there are items that they are finding difficult to remember.
- The children could complete worksheets or play a card game in which they link the name of an item of clothing with an illustration. A puzzle such as a wordsearch could be used to help the children identify the new words.
- Higher-achieving children may like to note in their personal glossary the gender of nouns for clothing.

- recognise words for clothes when they hear them
- pronounce the words and phrases with accuracy
- understand the names of clothes when they read them in text
- copy the names of clothes accurately

- Initially it is natural to teach items of clothing using *ein* or *eine*, without distinguishing between masculine and neuter nouns, eg *Was ist das? Das ist ein Pulli*. However, children will need to know the gender of the nouns in order to be able to describe later, with grammatical accuracy, what they are wearing.
- Illustrations from catalogues or magazines could be used to teach non-school clothing.
- Depending on the school and its location, it may be necessary to add specific items of clothing that reflect the ethnic background of the children.
- Explain that 'a pair of ...' may be singular in German, eg *eine Hose, eine Brille* and the fact that there is no 'of' with 'a pair', eg *ein Paar Schuhe*.
- Children could research national and regional costume in a German-speaking area.

Section 2. Describing clothes

- to describe clothing using colours and other adjectives
- Revise colours with a range of language games and other activities.
- Prepare a worksheet with some simple authentic text on clothing. Ask the children to colour in the clothing on a picture to show their understanding of the text, eg *Ich heiÙe Ute. Hier ist ein Foto von mir. Mein Rock ist blau. Mein T-Shirt ist weiÙ und meine Schuhe sind rot.*
- Introduce the question *Welche Farbe hat dein Hemd/deine Bluse?* Encourage the children to respond, at first using single words.
- Model the fuller response *Mein Hemd ist weiÙ*. Children could then offer a brief description of their clothing, eg *Meine Jacke ist dunkelblau, mein Hemd ist weiÙ, meine Schuhe sind schwarz und meine Socken sind grau. Meine Krawatte ist gelb, rot und blau.*
- Introduce other adjectives to describe clothing and encourage the children to use these when giving an opinion, eg *Das ist mein T-Shirt. Mein T-Shirt ist schön und schick.*
- The children could use pictures from catalogues, drawings or photographs to create a humorous clothing picture. They write a short description, which could be tongue-in-cheek or could represent their dream wardrobe, eg *Meine Hose ist weiÙ und groß, meine Jacke ist eng, blau und rot. Meine Mütze ist nicht sehr modisch!*
- Extend the range of colours by introducing shades using *dunkel-* and *hell-*.

- understand short written texts that feature colours
- use colour adjectives in sentences to say what they are wearing
- use other adjectives to describe clothing

- Children will need to be taught to recognise and use correctly *mein* and *meine* when describing their clothing. This could be done by presenting words with an illustration and colour-coding the gender. Gender can be confusing for children, and may seem irrational.
- Emphasise that when asking about colours in German the verb *haben* is used, eg *Welche Farbe hat deine Jacke?* When describing clothes *sein* is the correct verb, although in response to a simple question it would be natural simply to say the colour, eg *Welche Farbe hat dein T-shirt? Blau.*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Describing what you are wearing

- to say what they are wearing
- to describe what they wear for specific occasions

- Introduce the verb *tragen* in sentences such as *Ich trage eine Hose*. Check for understanding.
- Introduce the question form *Was trägst du?* Again, ensure comprehension and good pronunciation with choral and individual repetition.
- Set the children the challenge of describing what they are wearing using *tragen* in full sentences, eg *Ich trage eine Hose, einen Pulli, eine Krawatte, meine Schuhe und meine Socken*. Ensure that the change of *ein* to *einen* is exemplified and understood. This could be achieved using pictures with text and sentence, in which the masculine nouns are highlighted. As an additional activity, give word flashcards to children and ask them to form 'human sentences' by lining up and holding up their card. Ask the other children *Ist das richtig?* to ensure that the point is understood.
- Extend the topic beyond the immediate context of school uniform by asking the children to speak about what they wear at different times of the year and for specific occasions.
- The children could pack an imaginary suitcase for a specific holiday, for example winter sports, a beach holiday or safari, and describe what they have packed, eg *Ich packe eine Jacke, einen Mantel und einen Schal. Es ist kalt in der Schweiz!*
- To move to the third person, describe illustrations of people wearing clothes, eg *Das ist Sam. Sam trägt einen Pulli, eine Hose, Schuhe und Socken*. To consolidate word order, give the children word flashcards, which they have to sequence correctly.
- The children could then be encouraged to bring in a picture of a favourite sporting star, soap personality or pop singer and describe them, eg *Das ist Kylie Minogue. Kylie trägt einen Rock und Schuhe. Ihr Rock ist schwarz und sehr modisch. Ihre Schuhe sind dunkelblau*. These could then be written up and used as a display.

- say and write short sentences to describe what they or someone else is wearing
- understand and use *einen* correctly in sentences such as *Ich trage einen Mantel*
- recognise and use correctly the first, second and third person singular forms of *tragen*

- By now, some children will recognise that *-st* goes with *du*, eg *du trägst*. You may wish to point out a similarity to older forms of English such as 'thou hast'.
- The change from *ein* to *einen* with masculine nouns will need to be exemplified and explained. Children will have encountered *einen* in unit 3 'Meine Familie', eg *Ich habe einen Bruder*, and in unit 8 'Guten Appetit!', eg *Ich möchte einen Apfelsaft bitte*. For those children who are ready for it, a full explanation of the rule governing *ein/einen* with masculine nouns is justified.
- This section could be used to recycle language from previous units, eg *Am Samstag trage ich eine Bluse, Jeans und Sportschuhe* or *Im Winter trage ich einen Mantel*. This will require explanation of correct word order.

Section 4. Shopping for clothes

- to develop and consolidate vocabulary and phrases associated with shopping

- Revise and consolidate numbers 1–100 for use with prices in euros. Use a variety of language games, many of which can be adapted from the numeracy strategy.
- Revise the shopping phrases taught in unit 8 'Guten Appetit!', eg *Ich möchte ...*, *Was kostet das bitte?* Introduce and practise the question *Haben Sie ...?*
 - ▲ Further phrases could be introduced here, such as *Nein danke, das ist zu teuer* and *Ich schaue mich nur um*.
 - ▲ Give children a short shopping list of clothes. Then get them to interact with you or with a foreign language assistant or other native speaker, asking for the items on their list.
 - ▲ Children could be given the task of scripting short role-play dialogues which use the language of this unit. Phrase books and glossaries could be used here.

- pronounce the vocabulary and phrases correctly
- understand and use a range of phrases associated with shopping

- Role-play is an enjoyable and motivating activity that places language learning in a real context. Children should be familiar with it from their work in English.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

END-OF-UNIT ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- to apply the knowledge, skills and understanding learnt in this unit.

- The children could present an assembly to demonstrate their learning in this unit. This presentation could be recorded on audio or videotape, and sent to a partner school abroad.
- A fashion show with German-language commentary could be staged to enable the children to use language for a real purpose. *Hier ist Tom. Er trägt ein Hemd und eine Hose. Sein Hemd ist rot und seine Hose ist blau. Seine Trainingschuhe sind sehr schick.*
- Children could design a page for a clothing catalogue with illustrations, brief text and prices in euros, for display. This could relate to sports clothing, evening wear, etc.

- speak with correct pronunciation and intonation
- write words, phrases and short sentences with accuracy
- use the language learnt in this unit in creative and imaginative ways

- Any language event that celebrates learning is an opportunity to show the achievements of the children to the wider school community, including parents and governors.
- It will be interesting for children to discover that children in schools in German-speaking countries do not wear uniform. This could give rise to discussion about the advantages and disadvantages of having a school uniform. This could provide opportunity for a speaking and listening activity in English (group discussion).
- A colourful display of clothes with pictures, sample dialogues and photos with German captions can be a very useful resource, stimulating interest within the wider school community.