

FUTURE LEARNING

Children will reuse and extend the language of classroom interaction. They will have many opportunities to practise sounds and spellings. In unit 2 'Wir stellen uns vor' and unit 3 'Meine Familie' children learn to talk more about themselves and other people.

CORE VOCABULARY AND STRUCTURES

Children will learn and use:

<i>Hallo!</i>	<i>danke</i>
<i>Guten Morgen</i>	<i>bitte</i>
<i>Guten Tag</i>	<i>bitte schön</i>
<i>Guten Abend</i>	<i>die Zahlen:</i>
<i>Tschüs!</i>	<i>null</i>
<i>Auf Wiedersehen!</i>	<i>eins</i>
(also abbreviated forms:	<i>zwei</i>
<i>Morgen, Tag, Abend,</i>	<i>drei</i>
<i>Wiedersehen)</i>	<i>vier</i>
<i>Frau/Herr X</i>	<i>fünf</i>
(They should know about	<i>sechs</i>
<i>Grüß Gott, Grüß dich!</i>)	<i>sieben</i>
	<i>acht</i>
<i>hier</i>	<i>neun</i>
<i>fehlt</i>	<i>zehn</i>
<i>ja</i>	<i>elf</i>
<i>nein</i>	<i>zwölf</i>

Wie geht's?

Gut, danke

Es geht

Nicht so gut

eine Null, eine Zwei, etc)

Ist das eine 4?

Ja

Nein, das ist eine 7

4 und 3 ist 7

4 weniger 3 ist 1

2 plus 2 ist 4

12 minus 6 ist 6

Wie viele?

Wie heißt du?

Ich heiße ...

Und du?

Ersie heißt?

Wie heißt ersie?

Ich heiße (Sarah) und mache

so (+ actions)

Du heißt (Tom) und machst so

(+ actions)

Das ist ein Tisch (m)

plural: Tische

ein Stuhl (m) plural: Stühle

ein Computer (m) plural: same

eine Tasche (f) plural: Taschen

ein Bleistift (m) plural: Bleistifte

Taschenrechner (m) plural: same

Heft (n) plural: Hefte

Lineal (n) plural: Lineale

eine Schere (f) plural: Scheren

Children will understand and respond to the following classroom language:

gut
sehr gut
fantastisch
wunderbar
prima
toll
richtig
falsch

Hört zu! (plural)

Schaut her! (plural)

Steht auf! (plural)

Setzt euch! (plural)

Dreht euch um! (plural)

Wiederholt! (plural)

Ruhe!

Hör zu! (singular)

Schau her! (singular)

Steh auf! (singular)

Setz dich! (singular)

Dreh dich um! (singular)

Wiederhole! (singular)

Alle zusammen

Noch einmal

Kinder

Auf Deutsch, bitte

Wo ist X?

Gib's weiter! ('pass it on' – ball

or question in chain)

Stimmt das?

Du bist der Spion

Stühle auf den Tisch!

(Wir wollen jetzt) Lotto (spielen)

In meiner Tasche ist ein/eine

(+ subject)

Ist das ein Lineal oder

eine Schere?

Unit 1 Ich spreche Deutsch!**ABOUT THE UNIT**

In this unit children learn to introduce themselves and to greet others. They begin to work on sounds and spellings and use the simple language of classroom interaction.

WHERE THE UNIT FITS IN

This unit is for beginners. Subsequent units will build progressively on knowledge, skills and understanding introduced in this unit. Children with previous experience of learning German should be encouraged to share their knowledge with others in the class, for example children with good accents can provide models for others to copy.

PRIOR LEARNING

It is helpful if children already know:

- the English alphabet
- how to sequence words in alphabetical order, ordering by first letter, then second letter, etc

OUT-OF-SCHOOL LEARNING

Children could:

- look out for German words that are used in English
- look out for German-made products at home and in the shops
- practise spelling new words using the English alphabet, with parents and peers, using techniques developed in English
- make word searches and crosswords for others to consolidate vocabulary learnt in the unit, possibly using ICT

NEW LANGUAGE CONTENT

- greetings and goodbyes
- presenting oneself
- answering the register
- saying please, thank you, you're welcome
- numbers 0 to 12
- names of classroom objects (optional)
- classroom routine and instructions
- recognition of words of praise

RESOURCES

- pictures of famous people/popular characters
- number and word cards
- number songs/rhymes
- text flashcards of commands and useful phrases, and pictorial cues for meaning, numbered and placed around the room
- word processor
- folders or wallets for storing work
- if nouns are taught, coloured markers to code for gender

LINKS WITH OTHER SUBJECTS

Much of the transactional language in this unit can be used at different points during the school day. There are opportunities to link to aspects of geography, music, citizenship and ICT. Teachers can build on aspects of children's work in literacy and English, and in numeracy.

EXPECTATIONS**At the end of this unit****most children will:**

understand and respond to simple classroom commands; use spoken German to meet and greet others; respond appropriately when the register is called; begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases; understand and use numbers 0 to 12

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

understand simple classroom commands with prompting and/or visual support; respond to simple questions with support from a spoken model or visual clue; recognise numbers 0 to 12; identify nouns simply by their German name (without using an indefinite article), eg saying *Bleistift* in response to *Was ist das?*

some children will have progressed further and will:

write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously; identify classroom objects, as subject of sentence only, using the correct gender and using the indefinite article, eg *ein Tisch, eine Schere*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Greeting people and saying goodbye

- to greet others and say goodbye
- Introduce *Hallo! Guten Tag* as you go round the class shaking children's hands. Encourage them to go round the class greeting others. Extend this to start each morning with *Guten Morgen, Kinder!* Children respond with *Guten Morgen, Frau/Herr* (+ your name).
- Make simple visual cues for each greeting on flashcards. Make several copies of each flashcard and give them out. Call out a greeting. The children hold up the card they have been given. Children swap and have another go with a different card.
- Make a 'text strip' with written greetings stuck onto pictorial flashcards. Children could match the correct caption to the picture cues.
- Introduce *Auf Wiedersehen, Tschüs* by waving and turning. Encourage the children to join in.
- Encourage the children to do an agreed mime for each greeting, such as shaking hands for *Hallo* or *Guten Tag*, waving their hand for *Auf Wiedersehen/Tschüs*. This helps them realise that body language can help with communication.
- 'Circle game': throw a soft toy to different children, saying either *Hallo, Guten Tag, Tschüs* or *Auf Wiedersehen*. They echo and throw the toy back to you.
- Use *Guten Morgen, Kinder* during the morning and change to *Guten Tag* after lunch.
- Tell the children that German children do not say 'Sir' or 'Miss' to their teachers. They use the teacher's surname, as you are practising.
- Practise the pronunciation of certain sounds, eg **w = v** as in *Wiedersehen*.
- Sing *Hallo* to the tune of 'Ding, dong, ding, dong': *Hallo, hallo, hallo, hallo* Indicate the pitch of the notes with your hand.
- Sing a multilingual song, eg *Guten Morgen, Guten Morgen, good morning, good morning, buenos días, buenos días, buongiorno, buongiorno*, with gestures.

- respond to and say *Hallo! Guten Tag! Tschüs!* and *Auf Wiedersehen!*

- Greetings could be used at any time of the school day for reinforcement. Use German greetings when you meet children around the school. Encourage colleagues to say *Guten Morgen, Tschüs, Wiedersehen* when entering or leaving your classroom.
- Tell children that German people usually shake hands when they greet a friend or family member. They also typically shorten the greetings – just as we say 'morning', so Germans say *Morgen, Tag, Abend, Wiedersehen*. *Hallo* is used mainly on the telephone and, increasingly, among children and teenagers. Alternate these short forms with the full greetings. Also, talk about formal and casual/slang greetings.
- Point out that different greetings are used in different areas, eg *Grüß Gott* or *Grüß dich* in the south of Germany and Austria, and *Gruezi* in Switzerland.
- The written forms could be displayed, with picture cues to aid comprehension, in large speech bubbles either on the wall or hanging as mobiles.
- Use lots of praise, eg *gut, sehr gut, fantastisch, prima, toll, ausgezeichnet*. Talk about similarities between *fantastisch* and the English 'fantastic'.
- Citizenship: compare greetings from other nationalities. If you have speakers of other languages in your class, ask them to teach greetings from around the world using similar techniques. Children could produce a display of greetings from different countries, matched to national flags. ICT could be used to produce the flag and word-process the text. Fonts for languages with non-roman scripts should be made available if required.

Section 2. Answering the register/asking and saying how someone is

- to answer the register
- to ask and answer questions about how they are
- Hold up the register so that children understand what you want to do. Say *Ruhe, bitte*. Call the register, eliciting a response in German. Call the first child's name. When Child A answers, suggest the German response, eg *Guten Morgen, Frau/Herr X*. Go on calling the next names. Children will soon get the hang of the procedure.
- Teach *hier* and *fehlt* combined with *ja* or *nein*. Say a child's name, eg *David*. Look around the room, asking *Wo ist David? David fehlt*. Encourage the children to repeat the answer.
- Introduce the question *Wie geht's?* and the various responses. When giving the model for responses, use thumbs up or down for emphasis and plenty of facial expressions. Encourage children to answer the question using their own body language to match their response.
- Ask for volunteers to perform a short dialogue in front of the class. Children could role-play walking down the street when they meet a friend.
- Use *Wie geht's?* when monitoring children's work throughout the school day.

- respond initially with *Guten Morgen, Frau/Herr X* when they hear their name
- answer either as above, or with *Hier, Frau/Herr X* when their name is called, or with *Fehlt* for absent children
- understand and ask others the question *Wie geht's?* and respond using *Gut, danke. Es geht. Nicht so gut* as appropriate.

- The register could be called in German every day. Give children the signal that you want a response in the target language, eg *Ruhe, bitte! Auf Deutsch bitte*. Children could volunteer each day to call the register, showing their understanding of the responses given. Use a photocopy to avoid errors on the official register.
- Tell the children that Germans don't 'take the register' in the same way as we do. The *Klassenbuch* is taken by a child 'monitor' from class to class, and is a brief record of what has been taught in each lesson.
- Encourage children to repeat words and phrases many times. Build up confidence by asking them to say words first in chorus, then in groups, then individually.
- Exaggerate gestures and get children to copy as they say the words.
- Children could repeat words loudly or softly, while assuming different moods – happy, sad, cross, etc – to add interest and vary the repetition. You could cue these variations with simple visual cues as an alternative to using your own voice and expressions.
- If the children are performing dialogues in pairs in front of the class, ask for volunteers. Match a child you know can initiate dialogue to another who may need a spoken model for reinforcement.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Saying one's name and asking others their name

- to say their name and ask others their name
- Introduce yourself using *Ich heiße Frau/Herr X. Und du? Wie heißt du?* Ask the question *Wie heißt du?* around the room, to elicit individual responses from the children. Keep repeating *Ich heiße Frau/Herr X* between each question, to reinforce the model, which the children need to hear many times.
- Combine the saying of names with actions. Start with *Ich heiße Frau/Herr X und mache so ...* Do a funny movement or clap, turn to a child and say *Du heißt Y und machst so ...* The child carries on with *Ich heiße Y und mache so ...* and adds an action of their own.
- Use pictures from magazines of different types of people, some famous, some unknown. Encourage children to respond as though they are the person or character, for example point to a child while holding up a picture, saying *Stell dir vor, du bist Herr X/Frau Y. ... Wie heißt du?*
- Go round the class, eliciting the names of individuals. After each response, tell the class *Also, er/sie heißt (Jo(e)).* Develop this by asking other children to tell you what the first child is called, eg
 - Teacher: *Wie heißt du?*
 - Child A: *Ich heiße Emily*
 - Teacher to Child B: *Wie heißt sie?*
 - Child B: *Sie heißt Emily.*
- A guessing game: one child sits with their back to the class and asks *Wie heißt du?* The teacher silently points to another child, who disguises their voice and says the wrong name, eg *Ich heiße X.* The first child guesses: *Nein. Du heißt Cindy.* The rest of the class responds with *Ja/Nein.* After three guesses the first child asks again *Wie heißt du?* and turns round to see who it is as the class says *Ich heiße Hannah.*
- Play 'Pass it on' (*Gib's weiter!*): Children form three lines. The child at the front starts *Ich heiße X. Und du?* turning to their neighbour. Each child passes on the answer and then the question. Extend this by getting the child at the back to run to the front and start again. The winners are the first team sitting down in the original order.
- Play the circle game, using a soft toy as above for greetings, saying *Ich heiße ... Wie heißt du?* The child catches the toy, responds *Ich heiße X* and throws it back. When all the children are confident, they can pass the soft toy round the circle from child to child, each saying *Ich heiße ...* and asking *Wie heißt du?*
- As an alternative, introduce the question *Wer bist du? Say Ich bin Frau Baker. Wer bist du?* The child echoes *Ich bin* Develop this by asking *Wer ist das?* while pointing to a child, picture cue, puppet or soft toy. The children answer *Das ist (+ name).*
- Introduce the words of the question on individual text flashcards. Play games with the text flashcards, asking children to place the words in the correct order.
- Encourage children to perform a dialogue for the class as though they are meeting a new friend for the first time. They incorporate greetings, say how they are, their name and farewell.
- 'Find your partner' game with cards: distribute name/picture cards and ask children to circulate them around the class. The aim of the game is to find one's partner, eg *Tom/Jerry, Adam/Eve.*
- respond with *Ich heiße (+ name)* when asked their name or when taking another role
- take part in a brief prepared dialogue, using visual or other cues as support
- understand and use the alternative question and response *Wer bist du? Ich bin ...* and *Wer ist das ...? Das ist*
- respond with *Das ist* or *Er/sie heißt ...* when asked who someone is
- Puppets, toys and dolls could also help with the practice of these routine questions and answers about names.
- Tell children that all adult women, married or not, are addressed as *Frau* with their surname.
- Older children should start recording the spellings and meanings of words and phrases when they are familiar with them orally. A word processor is an ideal tool for building a child or class dictionary. Children could add new words to the relevant section at any time, ordering words by first letter, first and second letter, etc, using skills developed in dictionary work in English.
- When word processing, use of the accent keys reinforces aspects of the ICT curriculum. Point out the *Umlaut* in German, eg in *Tschüs, fünf, Stühle.* Children will need to establish their preferred way of entering accents into text.
- Explain the use of the *ß* symbol and how to insert this into text when word processing.
- Provide a topic-based word bank on a display or in a corner of the library.
- Children will be familiar with using visual strategies to remember word patterns and spellings from their work in English (NLS in years 3 to 6).
- Further consolidate word order by asking children to reproduce a phrase, broken down into one syllable per person. They could clap out the rhythm. Played at speed round the class, this game reinforces the sound and rhythm of the phrase.
- When children are answering their names, do some language awareness work comparing children's names across countries, eg *Andrew (English): Andreas (German), André (French), Andrés (Spanish), Andrea (Italian); Catherine (English): Katharina (German), Catherine (French), Catalina (Spanish), Caterina (Italian).* Children with knowledge of other languages can add other names. Alternatively, collect names that are completely different and for which there is no obvious English equivalent, eg *Heidi, Klaus.*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 4. Counting to 12

- to count to 12
- Use large number flashcards, dice, dominoes or number fans to introduce the numbers 1 to 12. Give varied opportunities for children to respond and repeat, eg they sit when they hear even numbers, stand when they hear odd ones. Numbers could also be counted on fingers, first 1 to 5, then 6 to 10, and then the whole sequence 1 to 10.
 - Sing *eins, zwei, drei* to the tune of 'Frère Jacques'. Extend this to numbers 1 to 10.
 - Hold up a card and ask *Ist das eine 3?* Children answer *ja* or *nein*. Some children may add *Ja, das ist eine 3* or *Nein, das ist eine 6*.
 - Throw a beanbag to one child while saying a number in German. The child says the next number in sequence and then throws the beanbag to another child, who gives the next number and so on. As a variation this could be done round a circle.
 - Children could count forwards (*vorwärts*) or backwards (*rückwärts*), starting from any number. Don't always start at 1. They could speak on a beat, use number patterns or say *Wurst* (buzz) on a multiple of 2, etc.
 - Introduce mental arithmetic at a level suited to the class, eg *2 plus 2 ist 4, 4 minus 3 ist 1, 6 weniger 3 ist 3*. Provide visual support on the board for plus and minus signs if necessary. Use *Richtig?* or *Stimmt das?*
 - Encourage children to work in small groups, counting to their own tunes and rhythms, and award points to the group with the best pronunciation.
 - Read out a short series of numbers and then get the children to write them down, eg 6 5 9, then 3 7 2 1, then 5 8 4 3 7 (up to five digits). Do this in English first, to familiarise the children with the procedure, then in German. Variation: say a short sequence, eg 2 6 9 2, and ask the children to tell you which number you said twice (2).
 - 'Number bingo' (*Wir wollen jetzt Lotto spielen*): children choose three to six numbers, which they write down. Call out numbers 1 to 12 in any order (but keep a note). The winner is the first child to have circled all their numbers.
 - Play *Du bist aus!* or *elf*. Count around the class. Children can say up to three numbers at a time, but whoever says *elf* is out. Counting begins again at *eins*.
 - Play noughts and crosses (*das Null und Kreuzespiel*). Each square has a number in it. Children must say the number in the square where they want to put a nought or a cross.
 - When children are familiar with the numbers orally, use word cards to reinforce the sounds/spelling.
 - Language comparison: contrast with numbers in other languages. Get children to look for clues to help understand what they mean, eg *uno* (Spanish), *to* (Danish), *tre* (Italian), *six* (French), *vijf* (Dutch), *acht* (German), *åtta* (Swedish).
 - Write the numbers 1 to 5, or 1 to 10, in random order in another Germanic or Romance language and get children to try to work out the correct sequence in groups. Suitable Romance languages are French, Spanish, Italian and Portuguese, and Germanic languages Dutch, Swedish, German and English. The numbers can be found in a pocket dictionary for the appropriate language. Children enjoy talking about the 'families' to which the languages belong.
 - Compare the Romance forms of numbers with the Latin numbers 1 to 10 from which they are derived.
- understand and use the numbers 1 to 12
 - recite/sing rhymes and songs, including 'counting out' rhymes, from memory
 - practise certain sounds, eg *v = f* as in *vier*
 - practise retaining numbers in their short-term memory
- Counting in German could be reinforced at any point during the day in any context, for example counting out scissors for a craft activity.
 - Counting games played at speed motivate the children and take up a short amount of time.
 - The activities reinforce strategies used in numeracy work.
 - Children begin to recognise rhyming words in poems and songs – links with literacy word-level work.
 - Differentiate by allocating 'easier' numbers to children who find it difficult to follow the sequences at speed; ask them to count out loud a whole sequence of numbers with which they feel confident.
 - Performing actions to number rhymes will help children remember.
 - Handling objects or cards will make learning easier.
 - Do not show the written form of the numbers too soon. Numbers are typically seen as figures, not words. When you do, highlight the difference between the *ei* in *eins*, *zwei*, *drei*, and the *ie* in *vier*, *sieben*.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 5. Listening and responding to classroom instructions

- to listen and respond to classroom instructions

- Introduce classroom commands using gestures to help to define the meaning of the words. Encourage children to copy the gestures while repeating the words.
- Use the commands to play 'Simon says' (*Simon sagt*). If children are caught out, encourage them to help you catch others out by becoming a spy: *Du bist der Spion*. Encourage children to take the part of the caller. Whisper prompts to keep up the momentum. Instructions might include: *Hört zu!* (+ mime), *Schaut her!* (+ mime), *Steht auf! Setzt euch! Dreht euch um!*

- show understanding of simple commands, everyday classroom language and expressions of praise

- Reinforce the phrases by displaying them in large text around the room. Add a simple picture cue to help children remember the meaning. Number them so that you can encourage children to use them by simply directing them to the corresponding number.
- Introduce classroom phrases cumulatively, not too many at once, and try to prioritise the most useful first.
- The authentic German equivalent of the game 'Simon says' is '*Alle Vögel fliegen hoch*'. The teacher says *Alle Vögel fliegen hoch*, lifting up both arms. The children copy the action. Then the teacher says words or phrases (depending on what language is to be practised) and the children all lift their arms for each word or phrase until the teacher unexpectedly says *Tisch*, when any child who lifts their arms is out. Teachers can decide whether they want to introduce this authentic German game or whether they prefer to play the more familiar 'Simon says' in German.
- Teachers may prefer to use the infinitive of the verb as a command, eg *aufstehen*, *zuhören*, *herschauen*, *hinsetzen*, as it can refer to one or more children, while plural and singular forms differ.
- Children could compare forms of instructions in English and German (NLS year 3)
- Art and craft: children could make a 'do's and don'ts' poster of the target language instructions for display.

Section 6. Naming classroom objects

- to understand and use names of classroom objects

- Assemble a collection of real classroom items that the children are likely to use regularly. Introduce each one according to gender, naming it and holding it up, eg *Das ist ein Bleistift/ein Taschenrechner (m)/ ein Heft (n)*, with plenty of repetition. Encourage children to sort the items by gender, pointing to or picking up the item while saying the phrase. Introduce the masculine/neuter ones first (*ein*), then the feminine (*eine Tasche, eine Schere*). See if the children can hear/see the difference between *ein* and *eine*.
- Introduce the question *Was ist das?* while holding up the item and inviting individual children to respond.
- Ask children to put a set of items on their tables. Say the names of the items in German in a sequence, eg *ein Lineal, ein Bleistift, eine Schere, ein Heft*. Children then lay them out in the right order. This could be done cooperatively in small groups. Afterwards one group could say the items back to you.
- Draw classroom objects on the board. Ask *Was ist das?* Children guess, eg *Ein Bleistift*. Use *richtig* and *falsch*, and *Stimmt das?*
- Combine with numbers 1 to 12. Ask *Wie viele Bleistifte/Scheren/Lineale/Taschenrechner sind hier?*
- Play '*In meiner Tasche ist ...*'. Put some items in a bag. Children take it in turns to feel in the bag and to say what they think is there. Do not use *habe ich* at this early stage, as this will involve using the object of the sentence in the accusative case.
- Make a 'German corner' in the classroom with labelled items, changing them from time to time.

- respond to the question *Was ist das?*

- Working with real objects, cards and games will help children remember.
- Beware the temptation to introduce long lists of nouns at this stage.
- Graded questions help with differentiation and build confidence. Start with simple 'yes/no' questions, eg *Ist das ein Bleistift?* Then add alternatives, eg *Ist das ein Bleistift oder ein Taschenrechner?* Then get children to say the noun: *ein Taschenrechner*. Finish with an open question, eg *Was ist das?*
- Praise children who use the target language spontaneously with their peers.
- Encourage children to keep their own records and 'claim' points/stickers. Alternatively, divide the class into teams for a term and award points to teams.
- Children begin to read on sight a limited range of familiar words which they have practised orally. This builds on work in literacy.
- The European Language Portfolio could be used to help children record their achievements and to assess their own progress.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 7. Saying please, thank you and you're welcome

- Saying please, thank you and you're welcome
- Tell children how Germans use *bitte* and *bitte schön* (you're welcome) when they are handed things. Ask for an item, eg *Ein Lineal, bitte*. Children say *Danke!* when handed an item, either by the teacher or other children.
- Children could make a 'thank you' card for someone.

- give appropriate polite responses, eg *danke, bitte schön*

END-OF-UNIT ACTIVITIES

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

- Establish a link with another class or school, German-speaking if possible. Encourage children to collaborate on producing messages for the partner school, starting with basic introductions and exchange of photographs. This could be done using e-mail.
- If a partner school abroad is not a possibility, productive links could be made with colleagues at key stage 3, so that children can communicate in German with children in years 7 and 8. It may be possible for children to have occasional contact with a foreign language assistant from a neighbouring secondary school or with a native speaker from the local community.
- Build up over time a German display board or an area in the school in which vocabulary and culture can be presented. This gives the subject a strong, interesting and ongoing place in the curriculum.

- use the target language for real purposes, considering the experiences of other people
- begin to build up their own personal profile, with their own pictures and photos, which they can add to in subsequent units

- Some children will be familiar with sending, receiving and responding to e-mails. They could be encouraged to send an e-mail using an address book and to add attachments.
- ICT: children could consolidate skills in using e-mail to send and receive messages (ICT scheme of work unit 3E 'E-mail').
- The British Council provides information and opportunities for finding e-mail partners. Advice on establishing and maintaining electronic links with schools is available from DfES/BECTa.
- Links with literacy: children begin to write captions and very short sentences in German.