

FUTURE LEARNING

Future units will consolidate and extend knowledge and confidence in using sounds, spelling and numbers. Personal identification will continue to be developed in unit 3 'Meine Familie', unit 4 'Die Tiere unserer Klasse', unit 5 'Ich habe Geburtstag', unit 9 'Meine Hobbys' and unit 11 'Wo ich wohne'.

CORE VOCABULARY AND STRUCTURES

<i>ein Junge/Jungen</i>	<i>Wie ist das Wetter heute?</i>
<i>ein Mädchen/Mädchen</i>	<i>Es ist warm</i>
<i>Ich bin groß/klein/mittelgroß</i>	<i>Es ist heiß</i>
<i>Wie alt bist du?</i>	<i>Es ist kalt</i>
<i>Ich bin ... Jahre alt</i>	<i>Es regnet</i>
<i>Ich wohne in Higham</i>	<i>Es ist nass</i>
	<i>Es schneit</i>
<i>die Wochentage</i>	<i>Es ist sonnig</i>
<i>Montag</i>	<i>Es ist windig</i>
<i>Dienstag</i>	<i>Es ist wolkig</i>
<i>Mittwoch</i>	<i>Es ist neblig</i>
<i>Donnerstag</i>	<i>Es blitzt</i>
<i>Freitag</i>	<i>Es donnert</i>
<i>Samstag/Sonnabend</i>	<i>Ist es schön?</i>
<i>Sonntag</i>	<i>Regnet es?</i>
<i>das Wochenende</i>	
	<i>Martinstag</i>
<i>heute</i>	<i>Frohes Fest!</i>
<i>morgen</i>	<i>Fröhliche Weihnachten!</i>
<i>übermorgen</i>	<i>Alles Gute zum Neuen Jahr!</i>
<i>gestern</i>	<i>Silvester</i>
	<i>Alles Gute zum Geburtstag!</i>
<i>dreizehn</i>	
<i>vierzehn</i>	<i>Ich sehe etwas, was du nicht</i>
<i>fünfzehn</i>	<i>siehst</i>
<i>sechzehn</i>	<i>Wir wollen jetzt (Lotto) spielen</i>
<i>siebzehn</i>	<i>fertig!</i>
<i>achtzehn</i>	<i>langsamer, bitte</i>
<i>neunzehn</i>	<i>Wie bitte?</i>
<i>zwanzig</i>	<i>Ich brauche zwei Personen</i>
<i>einundzwanzig</i>	<i>Bitte helfen Sie mir!</i>
	<i>Danke schön</i>
<i>Welche Zahl ist das?</i>	
	<i>und</i>
<i>das Alphabet</i>	
<i>das ABC</i>	
<i>Wie schreibt man das auf Deutsch?</i>	
<i>Buchstabe/Buchstaben</i>	
<i>buchstabieren</i>	
<i>Wie buchstabiert man das?</i>	



Unit 2 Wir stellen uns vor

ABOUT THE UNIT

In this unit children learn to say their age and where they live. They learn the days of the week, some phrases about the weather and the alphabet in German. They learn to understand and use a range of simple adjectives to describe themselves and others. There are opportunities to discuss the celebration of festivals in German-speaking countries, including St Martin's Day, Advent and Christmas. Children learn numbers up to 21.

WHERE THE UNIT FITS IN

This unit consolidates the introductory phrases from unit 1 'Ich spreche Deutsch!' and presents opportunities for children to say more about themselves. They build on pronunciation work and continue to use and extend classroom language in real contexts. After learning the alphabet in German in this unit, children will use this for various purposes in later units. Through learning about celebrations in the German-speaking parts of Europe they learn about the customs and culture of these countries, and some of the associated vocabulary and phrases.

PRIOR LEARNING

- It is helpful if children already know:
- numbers 0 to 12
 - a range of basic classroom instructions

OUT-OF-SCHOOL LEARNING

- Children could:
- undertake some individual research on the festivals covered in the unit
 - share their new learning with their families

NEW LANGUAGE CONTENT

- singular of verbs *sein* and *haben*
- numbers 13 to 21
- days of the week
- weather phrases
- the alphabet
- vocabulary and phrases relating to festivals

RESOURCES

- map of Europe showing the German-speaking areas
- number, letter and word cards
- songs
- weather pictures/flashcards
- cards with the days of the week in German
- pictorial flashcards illustrating adjectives, eg *groß, klein, jung, alt*
- images/realia from festivals

LINKS WITH OTHER SUBJECTS

Some of the suggested activities link with aspects of English and literacy, mathematics and ICT. The activities concerned with festivals relate to citizenship, music and art. Work on the weather links with geography.

EXPECTATIONS

At the end of this unit

most children will:

understand and use set phrases to talk about themselves and ask others for simple personal information; understand and use numbers from 0 to 21; say the days of the week and weather phrases; take part in a brief prepared task with the use of visual and other clues for support; begin to recognise and use sounds of combinations of letters and certain words and set phrases; understand and use set phrases in classroom interaction; begin to write words and short sentences; compare ways in which they and other people celebrate festivals

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

understand and produce responses to simple questions with support from a spoken model or visual cue; understand and say numbers, days of the week and weather phrases when prompted; recite the alphabet and numbers with support

some children will have progressed further and will:

ask simple questions and write set phrases, using mainly memorised language (their meaning and pronunciation will be clear); take part in brief prepared tasks of at least three exchanges using memorised language; use German to collect and present information; show understanding of short texts containing familiar language; work independently, accessing reference materials; ask for additional words and phrases

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Personal information

- to say if someone is a girl or boy
- to describe themselves using simple adjectives
- to give their age

- Introduce *ein Junge* and *ein Mädchen* using photos or flashcards of well-known young people. *Ist das ein Junge? Ja/Nein.*
- Introduce simple adjectives with flashcards or gestures, *eg groß, klein, mittelgroß, jung, schlank*. Once the children understand these, use them in sentences such as *Ich bin mittelgroß.*
- Revise the numbers 0 to 12. This can be done by chanting numbers up and down, clapping when counting, and by playing simple bingo.
- Introduce the question *Wie alt bist du?* In response, teach the phrase *Ich bin ...*. Use number flashcards to elicit the required response.
- ▲ Combine with previous learning to prepare children to take part in a short conversational exchange, *eg Hallo, wie geht's? Ich heiße ... und du? Ich bin ... Jahre alt und ich bin mittelgroß. Und du? Wie alt bist du? Auf Wiedersehen!*

- say if someone is a girl or boy
- say how old they are
- ask others for their age
- use German to gather and present information
- use *und* to combine sentences

- The vocabulary *ein Junge, ein Mädchen* and the plural forms *Jungen, Mädchen* will be essential for classroom activities conducted in German. The pronunciation of *-chen* will need practice.
- Present new language through mime, actions, gestures, flashcards, photos or objects.
- Ensure the *z* in *zwei, zwölf* and *zwanzig* is spoken with correct pronunciation.
- Use the target language frequently to correct and praise.
- Children will notice when introduced to the written word that German nouns are capitalised.
- The short presentations could be recorded either on audiotape or video. If the school has a partner school the recordings could be sent, or the information could be sent via email or letter.
- Children should be familiar with the role of adjectives from their work in English (NLS from year 3).

Section 2. Where I live

- to say where they live
- to ask others where they live

- Introduce the phrase *ich wohne in + town/city*. Demonstrate this using pictures and maps. Check understanding: *Wie heißt das auf Englisch? Ja, das ist richtig.*
- Combine this with the question *Wo wohnst du?*
- Give the children cards with names of various towns and cities, some of which can be in a German-speaking country. Go round the class saying to them *Hallo, ich wohne in Chester. Wo wohnst du?*
- Develop this to combine with the previous section. Show a number and a card with the name of a place. Responding to the visual clues, children say, *eg Hallo, ich bin acht und ich wohne in Sheffield.*
- ▲ Combine new language with previous material to produce longer dialogues, *eg Hallo, guten Tag! Wie geht's? Danke, mir geht's gut. Ich heiße Tom, und du? Wie heißt du? Ich bin mittelgroß, und du? Ich wohne in Leeds. Wo wohnst du? Auf Wiedersehen!*

- use set phrases to say where they live
- take part in brief prepared exchanges using visual clues if necessary to help them to initiate and respond
- understand and use the question word *wo?*

- Ensure the *w* in *wohne* is pronounced correctly.
- A German-speaking episode could be incorporated into role-play work in English to develop speaking and listening in both languages. Performances could be recorded on video or audiotape. This would enable children to evaluate their own performance and would boost confidence.
- Children will be familiar with structuring dialogue in English (from writing dialogue in narrative form and playscript).
- This section introduces children to their first verb endings – *Ich wohne/Wo wohnst du?* Comparisons with verb endings in English might prove useful, including with archaic forms such as 'thou knowest'.

Section 3. Numbers 0 to 21

- to understand and use numbers 0 to 21

- Revise numbers 0 to 12. This could be done by chanting numbers up and down, singing the numbers, and beating the numbers on a drum, asking the class to identify the number in German. *Welche Zahl ist das?*
- Now count up using number cards. Show number cards clearly so understanding is good.
- When the children are confident, reveal a number slowly, showing just a part of the figure. Ask the children to guess the number. *Welche Zahl ist das?*
- ▲ Show a number very quickly and ask the children to say which it was.
- Count up in twos, odds and evens. Count down.
- Play the game in which two children have their backs to the board. You say a German number; the first to write it on the board gets the point. An easier version is if the numbers are already on the board, the children again have their backs to the board and when you say the number they must circle it or erase it. Again, the fastest wins.
- Sing the number song to the tune of 'Old Macdonald': *1, 2, 3, 4 und 5, 6, 7, 8, 9, 10* (clap twice) *Hallo, guten Tag, wie geht es dir? Tschüs, auf Wiedersehen!* (clap twice) *11 und 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 das ist wunderbar* (clap twice).
- Play *Lotto* ('Bingo') with the children. When they win they can call *Fertig!* If they require clarification, they could ask *Wie bitte?* Or if they are having problems, *Langsamer bitte!*

- understand, repeat and use numbers 0 to 21 correctly, both in sequence and out of sequence
- respond to *Welche Zahl ist das?* correctly by identifying a given number

- Point out to the children the manner in which numbers above 20 are constructed in German. The well-known English nursery rhyme 'Sing a song of sixpence' ('four-and-twenty blackbirds baked in a pie') can help here.
- It is essential when teaching numbers in German to ensure correct pronunciation of *ei* as in *drei, ie* as in *vier* and *v* as in *vier*. Time should also be spent ensuring that the *ö* in *zölf* is given due emphasis.
- Children need to be taught to remember *sieben* but *siebzehn* and *eins* but *einundzwanzig*.
- Children need to know that two words are used in German for numbers: *Nummer* and *Zahl*. (*Zahl* comes in useful later for the verb *zählen*.)
- Number 'fans' and 'washing lines' with numbers can reinforce learning of numbers.
- Many activities in this section support work for the numeracy strategy.
- The activities in this section will require further use of German as a means of real communication in giving instructions, *eg Wir spielen jetzt Lotto.*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 4. The days of the week

- to understand and say the days of the week
- Present the days of the week in chant and song. Ask the class to chant with you. This could be practised each lesson.
- Mouth the words for the days very clearly. See whether the children can identify the days.
- Give each child a card with a day written on it. Call out the days. When the children hear their day, they stand up. Ask a child to take the part of the teacher, calling out the days.
- Play 'tennis' with the days. The teacher begins, pretending to serve a ball and saying *Montag!* The children then pretend to hit the ball back and say *Dienstag!* This could be done with headers (*Kopfball*) and table tennis (*Tischtennis*).
- ▲ Encourage the children to talk about the days in conversation with you: *Welcher Tag ist heute? Welcher Tag war gestern? Und morgen? Und welcher Tag ist übermorgen?*
- Using words on cards or the board introduce *das Wochenende*, eg *Das Wochenende ist der Samstag und der Sonntag. Heute ist Donnerstag. Übermorgen ist Samstag. Das Wochenende – super!*
- Once the alphabet has been learnt, you could play *Galgenmännchen* ('Hangman') to further reinforce the days of the week through spelling. *Wir spielen Galgenmännchen. Hier ist das Wort. Sieben Buchstaben. Buchstaben bitte!*

- understand and use the vocabulary for the days of the week in speech, eg *Was ist heute? Heute ist Montag*
- name the days of the week out of sequence
- recognise the days of the week in written form

- Talk about the similarity between English and German in the roots of the names of the days, eg *Montag*, Monday – the day of the moon; *Donnerstag*, Thursday – Thor's day, the day of thunder.
- Write the day clearly on the board during lessons for all to see. Later in the year this could be the task of a child.
- Some children will require *morgen* and *Morgen* (as in *guten Morgen*) to be explained.
- The activities in this section call for further use of German for real purposes of communication in the classroom situation, eg *Wir machen ein Spiel. Ich brauche zwei Personen. Wer möchte spielen?*

Section 5. The weather

- to describe the weather using a few simple phrases
- Introduce the phrases to describe the weather with flashcards, gesture or objects such as sunglasses, an umbrella and a scarf. Before each weather phrase ask the question *Wie ist das Wetter?*
- When the children are still getting to know the phrases, say them and ask the children to do an action for that weather, eg *Es ist kalt* – all the children pretend to shiver.
- You can then move on to show just the prompt (a card or the object), and the children say the phrase.
- Using a map and symbols, ask children for the weather in different places, eg *Wie ist das Wetter in London? Das Wetter ist nicht gut. Es ist neblig.*
- To the popular football tune of 'Here we go' sing the weather phrases, using flashcards as a prompt, eg *Es ist kalt, es ist nass, es ist warm; es blitzt, es ist schön, es ist neblig.*
- ▲ Children could prepare a weather forecast in German and present it.

- respond, using a short sentence, to the question *Wie ist das Wetter?*
- describe the weather in various locations, eg *Wie ist das Wetter in Berlin? Das Wetter in Berlin ist nicht gut. Es ist kalt und nass.*

- Weather phrases could be used in each lesson for reinforcement.
- Using gestures when teaching the weather is fun and helps the children to remember.
- Ensure the **w** in **Wetter** is modelled and copied correctly.
- Singing songs to support learning can be fun and helps children to remember words and phrases.
- Watch for children saying incorrectly '*Es ist regnet*'. When teaching the phrases, it is very important to ensure that the correct use is emphasised. Praise should be given when this is done.
- Children will enjoy making their own weather flashcards with the phrase for the weather written on them. These could be used in the classroom and changed on a daily basis.
- Weather vocabulary could feature in opening warming-up exchanges to set the pace in language lessons. The teacher could begin *Hallo, wie geht's? John, wie ist das Wetter heute? Ist das Wetter gut?*

Section 6. The alphabet

- to use the alphabet with correct pronunciation
- to spell simple words out loud
- Chant the alphabet for the children to learn.
- Sing the alphabet to 'Twinkle, twinkle, little star' (Mozart).
- Spell out your name: *Ich heiße Mr Jones. Das schreibt man so: J-O-N-E-S. Und du? Wie heißt du? Und wie schreibt man das? Danke!*
- 'Hangman' (*Galgenmännchen*) could be used to reinforce learning through fun and build confidence.
- Two children have their backs to the teacher. The teacher or a child says a letter; the children have to turn about and write the letter on the board, seeing who can do it the quickest. This activity could be made easier if the letters are on the board, and the children have to circle them or erase them.
- A child stands at the front of the class with their back to the other children. The teacher traces a letter in the middle of the child's back with a finger for all to see. The child then guesses the letter.
- The class could play 'Alphabet bingo'.
- Hide a small letter card and ask the children to guess which it is. *Welcher Buchstabe ist das? Ist es ein D?*
- ▲ When confident with the letters, children could combine new language with previously learnt material, eg *Hallo, ich heiße Nadja. Das schreibt man so: N-A-D-J-A. Ich bin neun. Ich wohne in Birmingham. Auf Wiedersehen.*

- recognise the letters of the alphabet when heard
- write down letters and simple words as they hear them
- use the alphabet to spell out names and simple German words and English names
- learn how sounds are represented in writing

- Most children will learn the letters quite quickly. Give special attention, however, to Ä, Ö, Ü, ß, E, I, J, V, W and Z. The teacher will need to show the letter cards and to link the clearly spoken letter with the card.
- The alphabet could be used on many occasions for effective reinforcement.
- Use different voice techniques to help children to remember the new material. This could be a funny voice, a loud voice, a whisper and voices with expression (angry, scared).
- The question *Wie schreibt man das?* should, over time, be extended to *Wie schreibt man das auf Deutsch/Englisch?*
- This section could be combined with previous sections to enable children to produce extended dialogues with each other, the teacher or a friend in a German-speaking country, eg *Hallo! Guten Tag? Wie geht's? Ich heiße Lucy. Das schreibt man so L-U-C-Y. Ich bin acht Jahre alt. Ich wohne in Skipton. Ich bin groß. Das Wetter heute ist gut, es ist warm und sonnig. Das ist super! Auf Wiedersehen!*
- Parallels could be drawn with English, to remind children of the relationship between letter patterns and particular sounds.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 7. St Martin's Day, Advent and Christmas

- about special festival days in German-speaking countries
- Tell the children how children in Germany celebrate St Martin's Day. Tell them that they process around the streets with a lit candle in a lantern and sing a traditional song. Children could sing the song: *Ich gehe mit meiner Laterne, ich gehe mit meiner Laterne, und meine Laterne mit mir. Dort oben leuchten die Sterne, und unten leuchten wir. Mein Licht geht aus, ich geh' nach Haus, rabimmel, rabammel, rabum.* They could also listen to the story, and make their own lantern. If a photo of a children's procession is available, share this with them.
- With the children, listen to seasonal Christmas songs, eg *Stille Nacht, Alle Jahre wieder, O Tannenbaum.*
- Children sing one of the seasonal songs. While learning the words they could be introduced to the written lyrics.
- The children could design a seasonal card incorporating German phrases and vocabulary such as *an, von.* This will include the festival phrases *Fröhliche Weihnachten!* or *Frohes Fest!*
- The children could make a seasonal *Lebkuchenhäuschen* on a paper plate out of chocolate bars and biscuits, sprinkled with icing sugar.

- consider their own culture and compare it with that of a German-speaking country
- use books or the (supervised) internet to find out further information about celebrations in a German-speaking country

- The teacher (or a native speaker known to the school) could share with the children their knowledge and personal experience of the seasonal activities in German-speaking countries. This will provide the class with an opportunity to ask questions.
- If the school has a link with a school in a German-speaking country, an exchange of information could take place, in which the customs and music of the seasons could be contrasted.
- The little seasonal gingerbread houses (*Lebkuchenhäuschen*) provide a link to food technology.
- The activities in this section can also be referred to when other festivals in the German-speaking parts of Europe, such as *Karneval* and Easter, are considered.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- Children use the language learnt to copy out, adapt a model for or write a German language presentation about themselves or a famous person. This could include spelling out their name. They could include a greeting, name, age and where they live and say goodbye at the end. The presentation could be audio- or video-recorded to enable them to evaluate their own performance. They could use a computer to draft and redraft their work. Children should be encouraged to speak and write in full sentences.
- If the school has a partner school abroad, the written presentations could be sent as e-mails.
- The language learnt could feature in a class assembly or presentation for parents. Such an event could include a number of songs, children illustrating the numbers, a weather forecast in German, conversational exchanges and role-play. Any local firms with a German connection could be invited as guests.

- use German for real purposes
- begin to write simple sentences
- continue to add to their own personal language profile, which they can add to in future units
- gain confidence and celebrate learning and work collaboratively with others

- Some children will have experience of sending and opening e-mails. They could be encouraged to send an e-mail to their penpal and add attachments.
- The first activity may be the first time that children see capital letters used in German for words that would not need them in English. The difference in convention may need to be made explicit through direct comparison with English, as some children may not be wholly secure in their knowledge of capitalisation in English.
- It is important to praise the children in the target language and to continue with instructions in German to develop listening skills and confidence.