

FUTURE LEARNING

In future units children will consolidate and extend their skills in using dates, expressing preferences and opinions. Colours will be developed when describing clothes in unit 10 'Ich und meine Kleider'.

CORE VOCABULARY AND STRUCTURES

<i>Hier ist ein Familienfoto</i>	<i>rot</i>
	<i>grün</i>
<i>die Familie</i>	<i>gelb</i>
<i>Das ist die Mutter</i>	<i>schwarz</i>
<i>Das ist der Vater</i>	<i>weiß</i>
<i>Wie heißt der Bruder/ die Schwester?</i>	<i>orange</i>
<i>Das ist mein Vater Paul</i>	<i>violett/lila</i>
<i>Das ist meine Mutter Tracey</i>	<i>braun</i>
<i>Erlsie ist ...</i>	<i>rosa</i>
<i>Mama/Papa</i>	<i>grau</i>
<i>Großvater/Opa</i>	<i>dunkel</i>
<i>Großmutter/Oma</i>	<i>hell</i>
<i>Ich habe einen Bruder/ zwei Brüder</i>	<i>Meine Lieblingsfarbe ist ...</i>
<i>Ich habe eine Schwester/ drei Schwestern</i>	<i>Meine Lieblingsfarben sind ...</i>
<i>Stief-/Halb- Ich bin Einzelkind</i>	<i>Karneval/Fasching</i>
<i>Ich habe keine Geschwister</i>	<i>Wir machen Masken</i>
	<i>Meine Maske ist ...</i>
<i>einundzwanzig</i>	<i>Mach die Tür bitte auf! (singular)</i>
<i>zweiundzwanzig</i>	<i>Mach das Fenster zu! (singular)</i>
<i>dreiundzwanzig</i>	<i>Zeig mir ...! (singular)</i>
<i>vierundzwanzig</i>	<i>Zeigt mir ...! (plural)</i>
<i>fünfundzwanzig</i>	<i>Hebt die Hand!!Meldet euch!</i>
<i>sechsendzwanzig</i>	<i>(plural)</i>
<i>siebenundzwanzig</i>	<i>Hand runter, bitte!</i>
<i>achtundzwanzig</i>	<i>Wie heißt „Tür“ auf Englisch?</i>
<i>neunundzwanzig</i>	
<i>dreißig</i>	
<i>einunddreißig</i>	

Welche Farbe ist das?

blau (NB: When used as a noun, colours have a capital letter, eg *Blau*)



Unit 3 Meine Familie

ABOUT THE UNIT

In this unit children learn the nouns for immediate family members. Numbers are consolidated and extended to 31. Children learn colours in German and how to express a preference. They learn further classroom instructions, including the phrases for checking for meaning. They also learn vocabulary associated with *Fasching* and *Karneval* in the German-speaking parts of Europe.

WHERE THE UNIT FITS IN

Children are developing the language they require to talk in greater detail about themselves. There are opportunities to make language presentations extending the phrases they have already learnt to use to speak about themselves. Work on extending the numbers looks ahead to unit 5 'Ich habe Geburtstag'. Expressing an opinion is further extended in unit 7 'Meine Schule', unit 8 'Guten Appetit!' and unit 9 'Meine Hobbys'. Colours are developed in unit 10 'Ich und meine Kleider'.

PRIOR LEARNING

It is helpful if children already know:

- *ich heiße, er/sie heißt*
- *ich habe, hast du?*
- *ich bin, es ist*
- some classroom instructions
- numbers to 21
- the alphabet in German

OUT-OF-SCHOOL LEARNING

Children could:

- collect photographs or pictures of real or fictitious families (such as those from soap opera or cartoons) to use when making presentations
- use at home some of the language they have learnt, teaching members of their family or simply demonstrating what they can say in German

NEW LANGUAGE CONTENT

- introducing family members
- numbers 22 to 31
- colours
- vocabulary associated with *Fasching* and *Karneval*
- new classroom commands
- vocabulary and phrases for checking understanding
- plurals
- *kein(e)*
- gender

RESOURCES

- pictures, photographs or flashcards depicting a family
- colour cards
- photographs, realia or interactive whiteboard resources to illustrate *Karneval*

LINKS WITH OTHER SUBJECTS

Work with language for the family reinforces work in PSHE. Colour work can be linked with art. Number work supports the mathematics curriculum. There are opportunities to reinforce aspects of ICT, RE and citizenship.

EXPECTATIONS

At the end of this unit

most children will:

understand and use set phrases to talk about the family; count and understand numbers from 0 to 31; understand and use words for colours; express an opinion; begin to develop skills in communicating in German in pairs and in groups; begin to use correct intonation and pronunciation in speaking activities; link spoken and written German

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

understand numbers and colours; respond to simple questions and instructions with support from a spoken model or visual cue; initiate conversations when working in pairs and groups with considerable support; discriminate sounds and identify meaning when items are repeated several times

some children will have progressed further and will:

use memorised language in phrases, sentences or in an extended conversational exchange, with visual cues; begin to identify and apply basic grammar in new contexts; initiate conversations and ask for further vocabulary and clarification with regard to grammatical items such as gender (eg *der, die, das, mein, meine*)

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Family members

- to introduce members of the family

- Introduce members of the family using pictures or photos. This could be a fictitious, historical or famous family. *Das ist die Familie Braun. Das ist der Vater, das ist die Mutter.* Give plenty of opportunity to repeat with accuracy. Introduce the question *Wer ist das?* to elicit the response *Das ist der Bruder.*
- Demonstrate to children the phrases *Das ist mein Vater, das ist meine Mutter; ich habe einen Bruder.* Emphasise *mein/meine* and *Ich habe einen Bruder* but *Ich habe eine Schwester.*
- Ensure children can hear and produce the plural forms *Brüder, Schwestern.*
- When the children are confident, encourage them to respond to questions. *Ich habe eine Schwester. Und du? Hast du Geschwister?* This could then be extended to *Ich habe einen Bruder. Er heißt Jack.*
- Children make a short presentation with photos, pictures or a diagram of their immediate family. This could be to a partner, a small group or the class. If the school has a link with a school in a German-speaking country, the presentation could be used for an exchange of information. The presentation could then be handed in as a piece of written work.
- Sing this 'Family song' to the tune of 'If you're happy and you know it':
Ich habe einen Bruder, was hast du? (x2)
Ich habe einen Bruder, und das ist super,
Ich habe einen Bruder, was hast du?

Ich habe eine Schwester, was hast du? (x2)
Ich habe eine Schwester, und sie ist die beste,
Ich habe eine Schwester, was hast du?

Ich habe einen Papa, er ist nett.
Ich habe einen Papa, er ist stark.
Ich habe einen Papa, er ist mein guter Papa,
Und wir gehen oft zusammen in den Park.

Ich habe eine Mama, sie ist toll. (x2)
Ich liebe meine Mama,
Meinen Bruder, meinen Papa,
Meine Schwester ist die beste,
Bitte schön!

- correctly identify names for members of the immediate family
- understand and say whether they have brothers or sisters, eg *Ich habe zwei Schwestern und einen Bruder*
- respond with *er/sie heißt* when asked someone's name
- role-play as members of a fictitious or famous family
- describe family members in brief language, eg *Das ist mein Vater. Er ist groß*

- Use a famous, fictitious or soap opera family as a model to present and practise family vocabulary and phrases. Sensitivity will be required if the teacher questions children about their own families.
- This is the first time that children will encounter nouns of different genders. In the context of members of the family this could be explained easily.
- Teachers may choose to extend learning and introduce words for grandparents or other members of the family.
- Emphasise the different verb endings, eg *ich heiße, er/sie heißt.*
- Ensure that the concept of *Geschwister* is understood and distinguished from *Schwester*. It would be useful to check understanding. *Ich habe keine Geschwister. Wie heißt das auf Englisch bitte?*
- The word *keine* will need clear emphasis and comprehension, as some children will say incorrectly *Ich habe nein Geschwister.*
- Introduce the spelling of the words so children see that *Vater* begins with the letter **V**.
- Learning could be consolidated through activities from previous units, such as use of the alphabet to spell words out, or 'Hangman' as a game to spell the names of family members.
- This section should be combined with previous ones to enable children to produce an extended spoken presentation, eg *Hallo, wie geht's? Ich heiße John. Ich bin acht. Ich bin mittelgroß. Ich habe eine Schwester und sie heißt Joanne.*
- Songs and music are an enjoyable and useful way to help consolidate language phrases.

Section 2. Numbers 0 to 31

- to understand and use numbers 0 to 31

- Revise vocabulary for the numbers 0 to 21. Use a wide range of games, songs and language activities to enable children to remember and use the numbers in and out of sequence. These could include *Lotto* and the 'Zu groß, zu klein' game. For this game, write a number (in figures) on a piece of paper, then ask *Welche Zahl habe ich in meiner Hand?* The children guess, and, as a clue, the teacher responds to each guess by saying *zu groß* or *zu klein*. The children narrow down the possibilities and guess the number, which the teacher then shows.
- Silently mouth numbers. The children have to guess them, using number fans to show their answer.
- Introduce and practise the numbers 22 to 31, again using a range of activities and games.
- Link the spoken numbers to figures and then to the written form.

- show understanding of, and use, the numbers 0 to 31 actively, in and out of sequence
- begin to read numbers written as words

- The teacher must highlight that while it is *eins* for 1, 31 is *einunddreißig*.
- It is useful here to emphasise again *sieben* and *siebzehn*.
- The teacher should model correct pronunciation carefully, ensuring that **ie** as in *siebenundzwanzig*, **ei** as in *dreiundzwanzig*, and **z** as in the **ts** sound are spoken correctly.
- Remind children that at one time English also used numbers back to front, eg four-and-twenty.
- When linking numbers in figures to numbers written as words, point out that numbers are written as one long word in German. This introduces the concept of compound words, which children may already have met in English (NLS from year 4).
- Work in this area supports the numeracy strategy.
- There are opportunities to use and reinforce numbers for real purposes throughout the school day in everyday school activities.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

Section 3. Colours

- to understand colours and to describe items using vocabulary for colours

POSSIBLE TEACHING ACTIVITIES

- Using coloured card, introduce the names for colours.
- With group and individual repetition ensure that meanings are understood and pronunciation is accurate.
- Ask the children to guess which colour you are hiding in your hand. *Welche Farbe habe ich in meiner Hand?*
- Sing the colours to the tune of 'Bruder Jakob' ('Frère Jacques'), eg
*Blau blau rot rot,
Gelb gelb grün rot,
Rot weiß blau,
Braun gelb grau,
Rot weiß blau blau,
Rot weiß gelb grün,
Gelb gelb rot,
Blau blau rosa.*
While singing, the children could hold up the cards for the colours.
- Introduce the phrase *Meine Lieblingsfarbe ist Gelb*. Ask children to repeat, substituting their own favourite colour. Then teach the question *Was ist deine Lieblingsfarbe?* and continue to elicit responses from the children. This could then be extended to the plural *Was sind deine Lieblingsfarben?*
- Play 'Colour bingo' with the children. Each child has a card with a selection of colours and the German words for them. The teacher (or a child) takes a number of coloured counters from a bag and calls the colours out. The winner is the first to get a line and must say *fertig!*
- ▲ Children could be introduced to the prefixes *hell-* and *dunkel-*. Show two colours, eg *hellblau* und *dunkelblau*, say the words then check for understanding: *Wie heißt das auf Englisch?*
- Children conduct a class survey about favourite colours, asking each other *Was ist deine Lieblingsfarbe? Welche Farben magst du nicht?*

LEARNING OUTCOMES

CHILDREN

- say the colour of an item in response to the question *Welche Farbe ist das?*
- use short phrases to express personal responses, eg *Meine Lieblingsfarbe ist rosa. Meine Lieblingsfarben sind schwarz und blau.*
- listen to identify meaning
- communicate in pairs

POINTS TO NOTE

- Encourage children to notice the plural *Farben* and to use *ist* and *sind* for singular and plural. Parallels could be drawn with 'is' and 'are' in English. Children will have met the idea of singular and plural verbs in their literacy work (NLS from year 3).
- Copies of famous paintings or cartoons could be used to discuss the colours. *Hier ist Bart Simpson. Bart ist gelb und seine Augen sind schwarz.* Ideally use visual material that originates from a German-speaking country.
- Work on the colours could be reinforced throughout the school day.
- Colour work presents excellent opportunities for display work.
- Over time, children should be encouraged to use the question *Wie heißt das auf Englisch?* or the simpler *Was ist das auf Englisch?* to check for meaning.

Section 4. Fasching

- vocabulary and information about the festival of *Karneval* or *Fasching* in a German-speaking country

- Using visual images and/or realia, introduce the topic to the children.
- Children could look for more information about this festival using different reference sources. This could be combined into a class display.
- The children could make a *Faschingsmaske* as part of the display.

- consider the culture of a German-speaking country and compare it with their own
- listen carefully, using context and clues to interpret meaning
- use books and the internet to find and present information

- The cultural dimension enlivens and enriches the language curriculum. The study of the celebration of festivals can be very motivating for children.
- Using the supervised internet, children could find out interesting facts about this festival.
- If the school has a partner school in a German-speaking country, an exchange of questions and information could be organised.
- A native speaker known to the school could be invited to share their experiences of this festival with the class and answer any specific questions.
- Colour work could be consolidated here, eg *Meine Maske ist gelb, rot und schwarz.*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 5. Classroom instructions

- to show understanding of, and use, an extended range of classroom instructions
- When introducing an instruction, demonstrate it with gesture, movement and expressions.
- Allow the children to respond to the instruction by asking them to do the action, eg *Meldet euch bitte! Steht bitte auf!*
- Extend the activity by asking the children to respond without seeing the action (no visual clue).
- Play 'Simon says' (*Simon sagt*) as a game to see who can follow the instructions only when Simon says. When the class is familiar with this activity, a confident child could take over the role of the teacher.
- To enable children to write the instructions, they could draw pictures and label them in German to illustrate the instructions, for a classroom display.
- respond to an instruction with the right movement
- take part in activities that involve using the classroom language for real purposes
- label pictures for a classroom display
- This section introduces children to singular and plural forms of the verbs in instructions. Comparisons could be made between instructions in German and in English, drawing on literacy work (NLS from year 3).
- The use of plenty of praise will encourage children to participate and enjoy the activity.
- Children will develop a greater range of comprehension if more than one phrase is used to give an instruction, eg *Hebt die Hand bitte!* (demonstrate with action) or *Meldet euch bitte!* (again with action).

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit and to combine these with previous learning
- As a class or in groups, children prepare a short spoken presentation about themselves or a famous person, such as a soap star or football player. They could prepare this either as a piece of speech, or as an interview or as a conversational exchange. *Hallo, guten Tag! Wie geht's? Ich heiÙe Ben. Das schreibt man B-E-N. Ich bin neun und ich bin mittelgroÙ. Ich habe keine Geschwister, ich bin Einzelkind. Das ist gut! Meine Lieblingsfarbe ist Rot. Blau ist nicht so gut. Das Wetter heute ist super. Es ist warm und sonnig. Auf Wiedersehen!*
- These presentations could be performed as a class, in an assembly or as part of a concert.
- If the school has a partner school abroad, the presentations could be recorded on audiotape or videotape and sent.
- ▲ The spoken material above could be presented in written form, which could be handwritten or done using ICT.
- take part in brief prepared tasks using visual and written clues to help
- speak and write short sentences on familiar topics, using aids
- draft and redraft material
- use German for real purposes
- work collaboratively on a set task
- The activity here presents a good opportunity to celebrate learning, give due praise and build confidence.
- If the presentations are written or spoken for a partner school, it would be useful to include some elements of English too. This would be of interest to children abroad learning English. It can be interesting and rewarding for the children to think that they are helping children abroad to learn English.
- Children who are less confident about speaking in front of others might create a conversation with a more confident partner, who could take the lead in initiating an exchange.
- If children are reticent to speak about themselves, they could pretend to be a famous person, such as a favourite pop star.