

## FUTURE LEARNING

The unit looks ahead to unit 7 'Meine Schule', unit 9 'Meine Hobbys' and unit 11 'Wo ich wohne' in which children extend the range of phrases they can use to speak and write about themselves.

## CORE VOCABULARY AND STRUCTURES

<i>die Monate:</i>	<i>Der Wievielte ist heute?</i>
<i>Januar</i>	<i>Heute ist der ...</i>
<i>Februar</i>	
<i>März</i>	<i>Wie spät ist es bitte?</i>
<i>April</i>	<i>Es ist ... wUhr</i>
<i>Mai</i>	<i>Es ist Mittag</i>
<i>Juni</i>	<i>Es ist Mitternacht</i>
<i>Juli</i>	
<i>August</i>	<i>zweiundvierzig</i>
<i>September</i>	<i>dreiundvierzig</i>
<i>Oktober</i>	<i>vierundvierzig</i>
<i>November</i>	<i>fünfundvierzig</i>
<i>Dezember</i>	<i>sechsendvierzig</i>
	<i>siebenundvierzig</i>
<i>die Jahreszeiten:</i>	<i>achtundvierzig</i>
<i>der Winter</i>	<i>neunundvierzig</i>
<i>der Frühling</i>	<i>fünfzig</i>
<i>der Sommer</i>	<i>einundfünfzig</i>
<i>der Herbst</i>	<i>zweiundfünfzig</i>
	<i>dreiundfünfzig</i>
<i>Wann hast du Geburtstag?</i>	<i>vierundfünfzig</i>
<i>Am ... (ordinal number)</i>	<i>fünfundfünfzig</i>
<i>Im ... (season)</i>	<i>sechsendfünfzig</i>
<i>Mein Geburtstag ist im (month)</i>	<i>siebenundfünfzig</i>
<i>Mein Geburtstag ist am</i>	<i>achtundfünfzig</i>
<i>(ordinal number)</i>	<i>neunundfünfzig</i>
<i>Heute hat Georgina Geburtstag</i>	<i>sechzig</i>



## Unit 5 Ich habe Geburtstag

### ABOUT THE UNIT

In this unit children learn the months and seasons of the year in German. They learn to ask and answer questions about their birthday, including using ordinal numbers to give the date. They begin to learn to say the time and numbers are extended to 60. Classroom instructions are reinforced and extended.

### WHERE THE UNIT FITS IN

Children have already learnt numbers to 41. They are in a position to talk at some length about themselves, giving personal details, and they consolidate and extend this. The unit looks ahead to further development of language for personal identification in unit 7 'Meine Schule', unit 9 'Meine Hobbys' and unit 11 'Wo ich wohne'. Work on the weather can be revisited.

### PRIOR LEARNING

It is helpful if children already know:

- numbers to 41
- classroom phrases combining instructions with numbers
- the alphabet in German
- the days of the week

- sing 'Happy birthday' in German at home on the occasion of a family birthday
- share any letters or e-mails from a partner school with families

### RESOURCES

- text/picture flashcards for the months
- text/picture flashcards for the seasons
- German calendar
- German birthday cards
- large clockface
- number cards illustrating numbers to 60
- songs/CDs/audiotapes which include months, seasons, time on the hour and numbers

### NEW LANGUAGE CONTENT

- the months
- the seasons
- asking and answering questions about birthdays
- numbers as ordinals
- numbers up to 60
- time on the hour

### OUT-OF-SCHOOL LEARNING

Children could:

- make their own German calendar and a German language birthday card
- use the internet for research about the birth dates of famous people, including media or sporting personalities and contribute to a classroom display in German about them

### LINKS WITH OTHER SUBJECTS

There are opportunities to reinforce numeracy with the work on numbers and time. Songs support work in music and literacy. There will be opportunities to tell the time on the hour throughout the school day and to use the date (days and months) on a daily basis. Children will be familiar with using rhymes and recitation to reinforce sound patterns (NLS year 1).

### EXPECTATIONS

#### At the end of this unit

##### *most children will:*

understand and use the months when talking about birthdays; say when their birthday is using an ordinal and ask someone when their birthday is; understand and use numbers from 0 to 60; be able to tell the time on the hour; incorporate new language material with language learnt in previous units to produce longer exchanges or presentations with greater content and detail

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

require visual or spoken prompts when producing language; need repetition in order to gain understanding; need encouragement to move from single-word responses to sentences when replying

##### *some children will have progressed further and will:*

understand and apply the rules governing ordinal construction in German; combine new language material with previously learnt language to produce extended exchanges; use the new language in its written form; ask for further language

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

## CHILDREN SHOULD LEARN

## CHILDREN

## Section 1. The months

- to understand and say the months
- Introduce the vocabulary by showing the month cards with either words or words and pictures. The children repeat the months. They could clap the months out in syllables.
- To enable the children to recall the words, play language games. For example, mouth a month silently for the children to guess then ask: *Welcher Monat ist das?*
- The children play *Galgenmännchen* ('Hangman') to reinforce the link between the spoken and written forms of the words.
- Give 12 children a folded piece of paper, each one having a different month written on it. At a given signal they open their pieces of paper and have to place themselves in the right order.
- The class could play *Obstsalat* ('Fruit salad'). In this game the children are each given a month to remember. This could be the month of their birthday. When the teacher calls out two months, children with those months change places. When the teacher calls *Obstsalat* all the children change places. A child could play the role of the teacher, calling out the months.
- Play 'Months tennis' with the children. Pretending to hold a ball and racquet say: *So, jetzt spielen wir Tennis. Soll ich beginnen? OK? Januar!* Then pretend to hit the ball. The children then pretend to hit it back saying *Februar!* and so on.
- Say the months and when a child has a birthday in that month they have to stand up.

- say the months with accurate pronunciation
- use the words for the months out of sequence
- recognise the months in written form

- When teaching the months, vary pitch and expression for the children to copy. This is motivating and helps them to remember how the words are pronounced.
- Practise the pronunciation of *j* in *Januar*, *Juni* and *Juli*. Ensure the children can distinguish between *Juni* and *Juli*. Emphasise the pronunciation of *März*.
- The date could be on the board in German for all to see.
- Explain that on April Fool's Day in Germany people say *April, April!* if they have played a joke on someone.
- Children could listen to a story in which the months feature and react to keywords, for example stand up when they hear their own birthday month or other specific vocabulary in the story.
- Children could consider the similarity between the months in German and English and find out information about their origin.

## Section 2. When is your birthday?

- to understand and say in which month their birthday is
- to understand and say on which date their birthday is
- to wish somebody a happy birthday in German
- In the context of work on months, introduce the question *Wann hast du Geburtstag?*
- Repeat the question with the children and then introduce the response using the month of your own birthday, *eg im Juli*. Practise this with the children.
- Using cards with figures, develop to *am +ten/+sten*, *eg am zweiundzwanzigsten April*. This could be done using photos or pictures of famous people, *eg Wann hat er Geburtstag? Am neunten September*.
- Now apply this to the children with the direct question: *Und du? Wann hast du Geburtstag?*
- The children could conduct a survey of the birthdays in the class. They could produce a bar chart to illustrate the distribution of birthdays, using ICT if available.
- Birthday work should now be incorporated into the conversational exchanges children are capable of holding, *eg Hallo, wie geht's? Mir geht's gut. Ich heiße Bashar. Ich wohne in Newcastle. Ich bin neun Jahre alt und habe am siebten November Geburtstag. Ich habe eine Schwester. Auf Wiedersehen!*
- ▲ This could then be written and sent as an e-mail to the partner school.

- say the date of their birthday and ask others for the date of their birthday
- use ordinals after *am*

- Ensure the children note there is no equivalent in German for the English 'of (+ month)', *eg am elften April*.
- Explain the rule governing *+ten / +sten* when using ordinals.
- Emphasise to the children the exceptions they must learn: *am ersten, am dritten, am siebten*.
- Give encouragement and support with correction as the children acquire this skill.
- Comparisons with ordinals in the English language can support and help here. For example 'first' not 'oneth', 'second' not 'twoth', but 'fourth', 'fifth', etc.
- Whenever a child (or the teacher) has a birthday, the birthday song could be sung to the usual tune:  
*Zum Geburtstag viel Glück! (x2)*  
*Zum Geburtstag lieber/liebe (+ child's name),*  
*Zum Geburtstag viel Glück!*
- Children could also be taught the phrase *Alles Gute!*, to be used when it is someone's birthday.

## Section 3. The seasons

- to understand and use the words for the seasons in German
- Show the children pictures to illustrate the words for the seasons. The children repeat them.
- Combine the birthday work with the new phrases, *eg Wann hast du Geburtstag? Im Sommer, am zweiten August*.
- Colourful display work with labels in German could illustrate the seasons.
- ▲ Work on the seasons could be combined with work on the weather (covered in unit 2 'Wir stellen uns vor') in short spoken exchanges, *eg Wie ist das Wetter im Winter? Nicht so gut. Es ist kalt und nass*.

- understand and say the seasons and say in which season their birthday is

- Draw children's attention to the fact that *im* is used for seasons as it is for months, *eg im Januar, im Winter*.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

## CHILDREN SHOULD LEARN

## CHILDREN

## Section 4. Numbers to 60

- to understand and use the numbers from 0 to 60
- Revise numbers to 41.
- Introduce and practise numbers to 60.
- Reinforce by language games such as 'Bingo' and 'Zu groß/zu klein'.
- Sing a song which enables the children to use numbers.
- Practise mental maths activities at a level appropriate to the class, eg *Was macht zehn mal sechs? Nick, ja? Sechzig? Sehr gut!*
- The children could perform a 'Mexican wave' while counting up.
- Play the game *In meinem Kopf habe ich eine Zahl. Welche Zahl ist das?* ('I have a number in my head. What number is it?') The children have to guess.
- Play 'Blockbusters' with the class in two teams. A 'Blockbusters' grid is on the board, with a colour behind each number. The children take it in turns to guess the hidden colours and go from one side of the grid to the other, eg Teacher: *Welche Nummer bitte?* Child: *Neunundzwanzig bitte.* Teacher: *Und welche Farbe ist hier versteckt?* Child: *Braun?* Teacher: *Tut mir Leid, nein. Die andere Mannschaft: Welche Nummer bitte?*
- Children could play another team game in which two children from each team stand at the front of the class. In front of each team is a selection of numbers on laminated card. The teacher says a number such as *neunundvierzig*, and the first team to hold up the two cards with the figures 4 and 9 wins the point.
- Mouth numbers silently for the children to guess.
- The class could play *Obstsalat* ('Fruit salad') with the extended numbers.
- The class could play *Stille Post* ('Chinese whispers') in which a number is whispered around the circle from one child to another.

- count with accurate pronunciation
- count and recognise numbers out of sequence
- pronounce certain sounds correctly, eg *v* in *vier* and the 'ts' sound in *zwanzig*

- Children should now be familiar with the pattern of number construction in German.
- This section will be essential in the future for telling the time at points other than the hour.
- A number of numeracy activities lend themselves well to this section, for example the use of number fans and counting sticks.
- Children enjoy the games, which encourage them to listen carefully.
- Counting could be incorporated into a wide range of everyday learning activities, such as counting out equipment.

## Section 5. The date

- to say the date in German
- Revise the days of the week to ensure they are known and the children can say them with good, clear pronunciation.
- Revise the months using whole-class games such as *Galgenmännchen*, *Lippenlesen* (the teacher mouths a word silently and the children read the teacher's lips) or *Stille Post*.
- Pointing to the date, say eg *Heute ist Donnerstag, der achtundzwanzigste April*. Practise this with other dates, giving children plenty of opportunity to combine the day, date and month.
- Introduce the question *Der Wievielte ist heute?* Practise this on a regular basis.
- As a listening activity, show children a selection of calendar dates, on the board, an OHT or on paper. Read out a date and ask the children to pick out the date from their list. Children could circle the correct answer on their sheets or a child could be asked to point it out on the board or screen.

- use the numbers 1 to 31 in and out of sequence
- show understanding of the date in German
- are able to answer the question *Der Wievielte ist heute?* using a full sentence

- When saying the date, emphasise the difference to the previously learnt work on birthdays. For example: *Heute ist der achtundzwanzigste April* but *Ich habe am achtundzwanzigsten April Geburtstag*.
- An alternative question to ask the date is *Den Wievielten haben wir heute?* The answer should be eg *Heute haben wir den dritten Mai*. This may be more difficult for children to learn, but it does have the advantage of reflecting the way the date would be written, eg *den 3. Mai*.
- It would be beneficial for the children to have a real German calendar in the classroom to see.
- The date could be written on the board each day for all the class to see. Ask a volunteer to do this.

## Section 6. The time

- to ask and say the time on the hour
- to recognise and use the words *Mittag* and *Mitternacht*
- Using a large analogue clockface to model the question and the answers, introduce and practise saying the time on the hour, eg *Wie spät ist es? Es ist zwei Uhr*. Encourage the children to repeat in chorus and as individuals.
- Play the *Richtig/falsch* (true/false) game with the class. Show them a time on the clockface and ask *Ist es sieben Uhr?*
- Play the game 'Repeat if it is true'. As you show the class a time, see if you can catch the class out. They repeat if it is true, and remain silent if not.
- Play 'What's the time, Mr Wolf?' (*Wie spät ist es, Herr Wolf?*).
- Play *Stille Post* with the class. The children sit in a circle. Whisper a time in German to the first child, eg *Es ist elf Uhr*. This is then passed on and the children try to whisper the phrase right round the circle.
- Have the clockface with a time on it turned away from the children. They have to guess it in response to the question *Wie spät ist es bitte?* The children will guess: *Ist es neun Uhr? Ist es sechs Uhr?*

- pronounce time phrases correctly
- show understanding of the words *Mittag* and *Mitternacht*
- show understanding of the time on the hour by writing *7 Uhr* or by writing a sentence in German, eg *Es ist sieben Uhr* when shown the time

- Develop children's listening skills by ensuring they differentiate between *eins* (one) and *Es ist ein Uhr* (It is one o'clock).
- Help the children to develop techniques for memorising language. Briefly show the class a flashcard with a time on it, eg *Es ist neun Uhr*. The children have to say what it was. Increase the speed as children become more confident.
- Using events that occur on the hour, ask questions such as *Um wie viel Uhr kommt The Simpsons?*
- Use time phrases during lessons to embed the language, eg *Heute ist Montag, und es ist zehn Uhr. Jetzt haben wir Deutsch!*
- It is worth pointing out that in German-speaking countries the 24-hour clock is frequently used.
- Using the playground or school hall for action games and activities in German makes learning fun and helps the children to remember words and phrases.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

### CHILDREN

#### Section 7. Classroom instructions

- to continue to develop and use German in the classroom as the main means of communication
- Play the game *Simon sagt* ('Simon says') using the classroom instructions. When giving instructions use gesture and expression to clarify meaning.
- Mime the expressions and get the children to say the word. For example, put your finger to your lips, and the children respond *Ruhe bitte!*

- use German for real purposes
- show understanding of simple instructions, everyday classroom language and expressions of correction and praise

- Classroom phrases should be introduced systematically, with not too many at once.
- Children will learn to distinguish between the singular and plural forms of address.
- The target language is a very powerful means of language correction and especially of praise.
- You could consciously use words and phrases very similar to English, eg *super, fantastisch, besser, lauter, komm zu mir*.
- The phrases used could be presented in large written form around the classroom to reinforce understanding and to link the spoken to the written word.
- The instructions could feature as an illustrated display with pictures and captions of 'Do's and don'ts'.
- Children could compare forms of instruction in English and German (NLS year 3).

#### END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- In pairs or a small group children could prepare and present a short sketch that would use the questions, answers and information covered in this unit, combining them with material from previous units.
- These dialogues, together with songs, rhymes and sketches, could be performed in assembly or during an event for parents.
- Work for the presentations could be prepared using ICT and shared with a partner school abroad. Digital photographs in a sequence of the children interacting could have captions in German, like cartoons.

- use German for real purposes
- continue to work at their own profile, with their own pictures, photos and text, which they can add to in subsequent units
- this could feature as part of the European Languages Portfolio

- The knowledge from this unit could be used to update the German language display board on which vocabulary, phrases and culture are shown. This will continue to give the subject a strong and interesting presence.
- It is very enjoyable for children to put on presentations for assembly and very motivating for them to perform in front of an audience.
- When preparing work for presentations, children strengthen ICT skills such as word processing.
- Children also very much enjoy receiving letters and e-mails from abroad as answers to their own. These will contain new language which will interest them and encourage them to ask for meaning and clarification.
- If letters from abroad are handwritten, this will enable children to compare styles and presentation of writing between the two cultures.
- Children will also be very conscious that in writing letters to a partner school they are helping other children learn English, and this can be a source of pride and satisfaction.