

FUTURE LEARNING

Children will learn to extend descriptions of themselves and their interests to include clothing in unit 10 'Ich und meine Kleider'. In unit 10 they will also learn another irregular verb (*tragen*) with the same vowel changes as *fahren*.

CORE VOCABULARY AND STRUCTURES

<i>Hobbys:</i>	<i>Ich höre Musik/Popmusik/</i>
<i>Fußball</i>	<i>klassische Musik</i>
<i>Tennis</i>	
<i>Tischtennis</i>	<i>sportlich</i>
<i>Badminton</i>	<i>gesund</i>
<i>Basketball</i>	<i>ungesund</i>
<i>Cricket</i>	
<i>Rugby</i>	<i>der Körper</i>
<i>Schwimmen</i>	<i>der Kopf</i>
<i>Tanzen</i>	<i>das Auge/die Augen</i>
<i>Rad fahren</i>	<i>das Ohr/die Ohren</i>
<i>Skateboard fahren</i>	<i>die Nase</i>
	<i>der Mund</i>
<i>Was ist dein Hobby?</i>	<i>das Kinn</i>
<i>Was sind deine Hobbys?</i>	<i>die Schulter/die Schultern</i>
<i>Mein Hobby ist ...</i>	<i>der Bauch</i>
<i>Meine Hobbys sind ...</i>	<i>der Arm/die Arme</i>
	<i>der Ellenbogen</i>
<i>Was machst du gern?/nicht gern?</i>	<i>das Bein/die Beine</i>
<i>Ich spiele gern ...</i>	<i>das Knie/die Knie</i>
<i>Ich spiele nicht gern ...</i>	<i>der Fuß/die Füße</i>
<i>Meine Lieblingssport ist ...</i>	<i>die Hand/die Hände</i>
<i>Meine Lieblingssportarten sind ...</i>	<i>der Finger/die Finger</i>
	<i>der Daumen/die Daumen</i>
<i>Ich fahre Skateboard</i>	<i>der Zeh/die Zehen</i>
<i>Ich fahre Rad</i>	
<i>Ich schwimme</i>	<i>Arme verschränken!</i>
<i>Ich tanze</i>	
<i>Ich spiele am Computer</i>	



Unit 9 Meine Hobbys

ABOUT THE UNIT

In this unit children learn the names for some sports and hobbies so that they can speak about what they like to do in their leisure time. They also learn the names for the main parts of the body.

WHERE THE UNIT FITS IN

This unit provides opportunities for children to speak about themselves in more detail by enabling them to speak about sports and hobbies. It gives children a new context for expressing likes and dislikes. Grammatical understanding is reinforced and extended with the use of gender and plurals when describing parts of the body, and use of the irregular verb *fahren*. The topic of healthy living could be visited, with a link to unit 8 'Guten Appetit!'.

PRIOR LEARNING

It is helpful if children already know:

- the German alphabet
- *gern* and *nicht gern*
- the prefix *Lieblings-*
- days of the week
- classroom phrases and instructions
- phrases for personal identification

OUT-OF-SCHOOL LEARNING

Children could:

- find out about a famous sporting personality from a German-speaking country

- use the supervised internet to research sports in a German-speaking country, such as a popular football club
- sing the song '*Kopf, Schulter, Knie und Zeh*' at home

NEW LANGUAGE CONTENT

- names of some sports
- names of some hobbies
- verbs related to sports and hobbies, including *fahren*
- nouns for parts of the body

RESOURCES

- flashcards of sports
- flashcards of hobbies
- video clips of sporting events from German-speaking countries
- posters and tourist leaflets for information showing sports in German-speaking countries
- flashcards depicting the parts of the body, both with and without text
- 'Beetle' dice game

LINKS WITH OTHER SUBJECTS

The unit could be linked to PE, using German instructions for games or for counting an activity such as press-ups or lap circuits. The unit also offers opportunities to complement fitness tests and healthy living topics in science and technology. There are opportunities to use ICT to create graphs and present findings. The use of song provides a link to music. Health and personal leisure interests relate to PSHE and citizenship.

EXPECTATIONS

At the end of this unit

most children will:

say what hobbies and sporting activities they like and dislike and ask others for their opinion; recognise and respond to instructions which refer to parts of the body; understand related written information and present information in brief sentences in written German; understand and use the new vocabulary for parts of the body

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

respond to questions about their hobbies and sporting activities with an action, *ja* or *nein*, or single words; copy and label single words or short phrases in German; require support and repetition with pronunciation

some children will have progressed further and will:

give opinions about different activities and use the new structures to express opinions in other contexts; extend utterances to include time and day; write brief accounts of activities and opinions, for example in a diary; exchange this information with other speakers of German; ask for further phrases and structures to form more complex utterances; recall and use the new vocabulary for parts of the body

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Sports and hobbies

- to recognise and use the correct vocabulary and phrases for sports and hobbies
- Use flashcards to introduce and practise the new vocabulary.
- Play flashcard games to reinforce and ensure recognition and correct pronunciation. For example, show a card very quickly or reveal a flashcard slowly.
- Name a sport or hobby and ask the class to mime it. Then mime the sports and hobbies for the children and ask them to name them in German.
- Develop this activity to include the phrases *Mein Hobby ist/Meine Hobbys sind ...*
- Distribute the flashcards among the children and ask them to say what their hobbies are, eg *Was machst du gern? Was ist dein Hobby? Was sind deine Hobbys?*
- Spelling games such as *Galgenmännchen* ('Hangman') can be played, to combine learning new vocabulary with use of the alphabet.

- listen to and repeat the names of a range of sports and hobbies
- speak with good pronunciation when describing their hobbies
- begin to recognise the written form of the new vocabulary

- Many children will enjoy this topic and be motivated to describe their hobbies.
- Flashcards can have the word for the hobby beneath the illustration for recognition of the written form.
- Children will note that many words for sports and hobbies are either identical or similar to words in English, eg *Tennis, Basketball, Musik*. This makes it easier for them to learn the written form, but they will need to be reminded about differences in pronunciation. This point could be linked to vocabulary work in English on word borrowings from other languages.
- Point out that the plural of *Hobby* in German is *Hobbys*. This can give rise to an interesting discussion about how plurals are formed, and the recognition that words borrowed from other languages will not necessarily form plurals according to the rules of that language.

Section 2. Likes and dislikes of sports and hobbies

- to respond to questions about sports and hobbies
- Revisit and consolidate the names of sports and hobbies.
- Using gesture and expression, introduce and practise the phrases *Ich spiele gern Tennis/Tischtennis/Cricket usw.* and *Ich spiele nicht gern Rugby usw.* Check for understanding by using classroom phrases such as *Wie heißt das auf Englisch?* Ensure accurate and clear pronunciation of the phrases through group and individual repetition.
- Elicit responses from the children to the question *Spielst du gern ...?* Initially children may respond with *Ja* or *Nein*. Encourage them to extend their responses into sentences.
- Extend this activity further by asking children the open questions *Was spielst du gern?* and *Was spielst du nicht gern?*
- Introduce and practise phrases for sports and hobbies using verbs other than *spielen*, eg *Ich schwimme, Ich fahre Rad.*
- When the children are confident in using the new phrases, extend to asking the open question *Was machst du gern?*
- Introduce the question *Was ist dein Lieblingssport?* Encourage the children to answer in a sentence, eg *Mein Lieblingssport ist Schwimmen.*
- ▲ The class could be set the challenge of conducting a survey (*Umfrage*) about sports and hobbies. In pairs they could circulate and ask each other questions such as *Was sind deine Hobbys? Was spielst du gern? Was ist dein Lieblingssport?* They could use ICT to summarise and present the results. This would enable children to become familiar with the written forms of question and answer.
- ▲ New language on hobbies could be combined in longer phrases using days, months or seasons, eg *Im Sommer spiele ich Tennis. Am Wochenende fahre ich Rad.*

- understand and answer *ja* or *nein* when asked a question such as *Spielst du gern Tennis?*
- understand and respond in a sentence to an open question such as *Was spielst du gern?* or *Was machst du gern?*

- Work on expressing opinions about hobbies and sports consolidates and extends children's range of language to talk about themselves.
- When introducing verbs other than *spielen*, avoid using the *du* form (eg in questions) until the children are confident about using the *ich* form.
- Information gathered in this unit could form the basis for an exchange of information between the school and a partner school in a German-speaking country. The children could be encouraged to speak on video, audiocassette or via videoconferencing, or the information could be sent in written form as a letter or an e-mail. This would be very motivating for the children and give them the opportunity to use new language for real purposes.
- Such communication is at its most successful when two-way. The children could be encouraged to ask the children abroad a range of questions to elicit information about their leisure activities.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Parts of the body

- to recognise and say the names for parts of the body

- Use flashcards or a doll/figure or point to parts of the body to introduce the new vocabulary. The flashcards or words on them could be colour-coded to indicate gender, eg red for *die*, green for *das*, blue for *der*.
- Play a dice game such as 'Beetle' to build up a whole 'person' from parts of the body. Each time a child adds a part of the body that child should say the word for it in German. Encourage all the children to repeat the word.
- Vocabulary for parts of the body can be consolidated through classroom instructions, eg *Arme bitte verschränken! Zeigt mir ein Ohr! Hebt die Hände!*
- Reinforce with language games that involve movement, such as *Simon sagt*.
- The popular song 'Head, shoulders, knees and toes' can be sung in German:
*Kopf, Schulter, Knie und Zeh,
Knie und Zeh.
Kopf, Schulter, Knie und Zeh,
Knie und Zeh.
Und Auge, Ohr, und Mund und Nase,
Kopf, Schulter, Knie und Zeh,
Knie und Zeh.*

The children point to the part mentioned while singing.

- ▲ Dictate to the class a description of a fantastic creature, which they then draw, eg *Ich beschreibe Zeno. Zeno ist sehr groß und hat lange Arme und lange Beine*. Children could then write a short description of a figure they themselves have drawn. These could then feature on the school's German language display board.
- ▲ Using a worksheet with a drawing of a person, the children could copy words to label the parts of the body. This could include gender and plurals.

- recognise, respond to and use the words for the parts of the body in German
- sing a song in German using the new vocabulary
- take part in games and activities to practise the new words
- copy words correctly

- In games such as '*Simon sagt*' more confident children could take the lead and give instructions.
- Songs such as '*Kopf, Schulter, Knie und Zeh*' are enjoyable for children to sing. The movements address the kinaesthetic dimension of learning.
- As in other topic areas, draw the children's attention to the capitalisation of nouns in written German.
- Children may require clarification of the *Umlaut* and the *ß*, eg *Füße*.
- Link with science: work on the body in science could be reinforced by naming parts of the body in German.
- Work on parts of the body could be used by higher-achieving children to extend their ability to speak about themselves, eg *Ich habe braune Haare und blaue Augen*.

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

- Children could write a brief personal profile about themselves in German, in which they use previously learnt language together with new phrases from this unit relating to sports and hobbies, eg *Hallo, ich heiÙe Jack. Ich bin zehn Jahre alt. Ich wohne in Nottingham. Mein Geburtstag ist im Sommer, im August. Ich habe eine Schwester, sie ist klein. Meine Hobbys sind Lesen und Musik. Ich spiele gern Tischtennis und Rugby. Ich spiele nicht gern Cricket. Mein Lieblingssport ist Tischtennis.*
- These presentations could feature in an assembly in which children show parents, governors and invited guests the language they have learnt.
- Children could research and present information in English and German on a famous sporting personality from a German-speaking country.
- Children could research a sport that is popular in a German-speaking country, such as skiing or handball.

- continue to build up their personal profile in German
- create a short personal presentation in writing or notes, and present this to an audience
- compare and contrast their own culture with others

- Celebratory school occasions are valuable opportunities to promote language learning and motivate children to share what they have learnt.
- The children could use ICT to write brief personal presentations, and these could then either feature as a wall display or be used in an exchange of information with a partner school either in the UK or in a German-speaking country. Reading about German-speaking children or listening to them will extend children's reading and listening skills.
- Challenge more confident children to speak about themselves at greater length by playing 'Just a minute'. They must try to speak on a subject for as long as possible without repetition, deviation or hesitation.
- Any German-speaking sports personalities playing for clubs in the locality could be invited to the school.