

## Es wächst! (Growing things)

### 1. In the vegetable garden

**Prior Knowledge:** It is helpful if the children have some understanding of how to form the negative.

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| <p><b><u>Objectives</u></b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; <b>seek clarification and help</b></p> | <p><b><u>Support</u></b></p> <p>Teacher or support assistant works with small groups to practise questions and answers, whilst rest of class are working in pairs.</p> <p>Accept a one word answer or physical response to the question <i>Magst du e.g. Tomaten?</i></p> <p><b><u>Extension</u></b></p> <p>More able pupils could be encouraged to extend their response to <i>Nein, ich mag ... nicht</i> (No, I don't like...) (Negatives are introduced in Unit 5.)</p> <p>More able pupils could begin to ask the question <i>Magst du ...?</i></p> | <p><b><u>Main</u></b></p> <p>Present six vegetables that can be grown in a garden.</p> <p><b><u>ICT Opportunities:</u></b> Present vocabulary via a multimedia presentation.</p> <p>Pin flashcards of vegetables around the room. Call out the name of a vegetable and children point to the correct picture.</p> <p>Say the words and invite children to repeat. Perform a Mexican Wave, chanting each word in turn, as a photo or real vegetable is passed around the class.</p> <p>Play noughts and crosses (<i>Tic Tac Toe</i>) on the interactive whiteboard.</p> <p><b><u>ICT Opportunities:</u></b> Use digital images of the vegetables to play noughts and crosses (<i>Tic Tac Toe</i>) on the interactive whiteboard.</p> <p>Give a selection of vegetables to groups of children to taste. After tasting each vegetable, introduce the question <i>Wer mag ...?</i> (Who likes?) Explain the meaning and discuss an appropriate response. Then ask <i>Wer mag Tomaten?</i> (Who likes tomatoes?) and so on. Children raise their hands to indicate their response.</p> <p>Ask individual children the question, this time using <i>Magst du ...?</i> to elicit <i>Ja/Nein</i>. When children are ready, move on to replies which involve <i>Ja, ich mag Tomaten</i>. Ask children what they could say to you if they didn't understand your question, reminding them if necessary of the phrases <i>Wiederholen Sie, bitte, noch mal, bitte</i> and (<i>Sprechen Sie</i>) <i>langsamer, bitte</i>. Introduce <i>Wie bitte?</i> and practise as a whole class. Continue asking individual children questions, but do so in a very quiet and/or unclear way and encourage them to ask for clarification using any of the phrases you have practised.</p> <p>Focus on the <i>a</i> sound in <i>mag</i> and practise saying it together as a class. Look at another word containing the <i>a</i> sound, for example <i>Karotten, Tomaten, Kopfsalat</i> and practise pronunciation of this word as well.</p> <p><b><u>ICT Opportunities:</u></b> Children can take pictures of each other holding a picture of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures e.g. <i>Ich mag Bohnen nicht</i>. Display the photographs in class or around the school.</p> <p>Children work in pairs using up to four picture cards of vegetables. One child points to a vegetable and the other says <i>Ja, ich mag ...</i> or <i>Nein!</i></p> |
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|  |  | <p>As children become confident, introduce <i>Ja, ich mag (das) sehr!</i> (Yes, I like (it) a lot) and <i>Nein, gar nicht!</i> (No, not at all!)</p> <p>While the rest of the class is working in pairs, you or a teaching assistant can work with a small group to practise questions and answers.</p> |
|  |  | <p>Introduce <i>Ich mag ... nicht</i> Children repeat this and <i>Ich mag</i> with thumbs down/thumbs up to reinforce understanding.</p>  |

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| <p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Negative – this provides another opportunity to practise the negative using <i>nicht</i>. The <i>nicht</i> is placed after the noun (eg: <i>ich mag Bohnen nicht</i>)</p> <p>Plurals – most of the nouns in this session add <i>-n</i> in the plural form (<i>Tomaten, Gurken, Bohnen, Karotten</i>); <i>Kopfsalat</i> adds <i>-e</i>.</p> | <p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Using plurals of fruit and vegetables</p> <p>Using :</p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> person singular of the verb aimer: <i>Ich mag...</i></li> <li>- the negative form of 1<sup>st</sup> person singular: <i>Ich mag ... nicht</i></li> </ul> | <p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>pf – <i>Kopfsalat</i></p> <p>silent <i>h</i> in the middle of the word – <i>Bohnen</i></p> <p>w – <i>etwas, wechselt, wer</i></p> | <p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>a – <i>Karotten, mag, Kopfsalat, Tomaten</i></p> |
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| <p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen with care and repeat words</li> <li>• respond physically and verbally to questions about likes and dislikes</li> <li>• ask and answer simple questions with correct intonation</li> <li>• recognise a negative statement</li> </ul> | <p><b><u>New National Curriculum Links</u></b></p> <p><b><u>Science</u></b></p> <p><u>Plants</u> – Year 2</p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> |
| <p><b><u>Throughout the week:</u></b></p> <p>As a PE warm up, play 'Vegetable Salad'. Children sit in a circle and are each given the name of a vegetable. The teacher calls out a vegetable and those children change places.</p> <p>Carry out a class survey of children's favourites from the group of vegetables.</p>                       | <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards of vegetables, plastic vegetables, real vegetables to introduce vocabulary</li> <li>• A selection of vegetables to taste</li> <li>• Sets of small picture cards of vegetables</li> <li>• Multimedia presentation</li> </ul>   |

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| <b>Teaching Tips</b> <ul style="list-style-type: none"> <li>Before allowing children to taste vegetables, ensure that they have been properly washed.</li> <li>Talk to the children about the importance of intonation when asking questions i.e. that the voice is very distinctly raised at the end.</li> <li>It is a good idea to introduce the written form of <i>mag</i> early on since, otherwise, children will tend to visualise it as <i>marg</i>.</li> <li>Allow the children to produce as much language as they feel comfortable with. For some, responses will be expressions, for others one word answers and for others a physical response.</li> <li>Enable children to develop familiarity with the question form by asking them to draw a question mark in the air whenever they hear the question <i>Magst du ...?</i> This could be contrasted with the answer <i>Ich mag ...</i>, when they could draw a full stop (<i>Punkt</i>). The teacher could call out questions and answers at random and see if pupils can perform the correct action; progress to doing this when the children have their eyes closed, so that they are really having to listen carefully.</li> </ul> |  | <ul style="list-style-type: none"> <li>Digital images of the vegetables</li> <li>Digital camera for portraits</li> </ul>   |  |
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| <b>Wortschatz für Lehrer</b>   | <b>Teacher Language</b>  | <b>Wortschatz für Schüler</b>  | <b>Children's Language</b>   |
| <i>Hier ist/sind:</i><br><i>eine Tomate/Tomaten</i><br><i>eine Gurke/Gurken</i><br><i>etwas Kresse</i><br><i>eine Bohne/Bohnen</i><br><i>eine Karotte/Karotten</i><br><i>ein Kopfsalat/Kopfsalate (m)</i><br><br><i>Tomaten, wechselt die Plätze!</i><br><i>Wer mag...?</i><br><i>Magst du...?</i><br><i>Ich mag...</i><br><i>Ich mag... nicht</i><br><i>Ich mag das sehr</i><br><i>Ich mag Bohnen sehr</i><br><i>Nein, gar nicht</i>  | Here is<br>a tomato / tomatoes<br>a cucumber / cucumbers<br>some cress<br>a bean / beans<br>a carrot / carrots<br>a lettuce / lettuces<br><br>Tomatoes, change place<br>Who likes...?<br>Do you like...?<br>I like<br>I don't like<br>I like that a lot<br>I like beans a lot<br>No, not at all! | <i>eine Tomate/Tomaten</i><br><i>eine Gurke/Gurken</i><br><i>etwas Kresse</i><br><i>eine Bohne/Bohnen</i><br><i>eine Karotte/Karotten</i><br><i>ein Kopfsalat/Kopfsalate</i><br><br><i>Magst du?</i><br><i>Ich mag...(sehr)</i><br><i>Nein, gar nicht!</i><br><i>Ich mag... nicht</i><br><br><i>Wiederholen Sie, bitte</i><br><i>Noch mal, bitte</i><br><i>(Sprechen Sie) langsamer, bitte.</i><br><i>Wie bitte?</i> | a tomato / tomatoes<br>a cucumber / cucumbers<br>some cress<br>a bean / beans<br>a carrot / carrots<br>a lettuce / lettuces<br><br>Do you like...?<br>I like (a lot)<br>No, not at all!<br>I don't like ...<br><br>Repeat, please<br>Again please<br>(Speak) more slowly please<br>Sorry? (as in 'I don't understand') |

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