

## Porträts (Portraits)

### 5. Guess Who?

**Prior Knowledge:** It is helpful if children are familiar with the game 'Guess Who?'

<p><b><u>Objectives</u></b></p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><b><u>Support</u></b></p> <p>Allow children to use prompt cards for support where necessary e.g. labelled pictures</p> <p><b><u>Extension</u></b></p> <p>Invite confident children to lead the game of ‘Guess Who’.</p> <p>Encourage pupils to suggest different parts of the body which could be used to make up a new verse for the <i>Hokus Pokus</i> song and sing this together.</p>	<p><b><u>Main</u></b></p> <p>Children listen to and join in with the song <i>Hokus Pokus</i> (Hokey Cokey). Children do an action to show the part of the body in each verse.</p> <p><b><u>ICT Opportunities</u></b></p> <p>The music for this traditional German song can be found through an internet search engine.</p> <p>Choose one boy and one girl to come to the front. Using colourful wigs, teach e.g. <i>Seine / Ihre Haare sind blau</i>. (His/Her hair is blue). Describe eyes in the same way - <i>seine / ihre Augen sind braun / grün</i> (his/her eyes are blue / green). Ask the children to compare and discuss the use of <i>seine/Ihre</i>. Continue describing the children in this way.</p> <p>Describe a child who has blond hair. How did the class work out which child was being described? Elicit recognition of the cognates <i>Haare, braun, blond</i>.</p> <p>Play ‘Guess Who?’ by inviting six to eight children to the front of the class and describe one of them. Using gesture, bring in some additional language such as <i>Er/Sie ist groß/klein</i>. The children guess the identity. Encourage children to use classroom language learned in Units 1 &amp; 2 (<i>sprechen Sie langsamer, bitte, wiederholen Sie, bitte</i>) if they would like clarification.</p> <p><b><u>ICT Opportunities</u></b></p> <p>Using the interactive whiteboard, display a number of photos of children in the class or members of staff.</p> <p>Use pictures/portraits of famous German speakers eg Beethoven, football players, to reinforce describing physical features</p>		
<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Possessive adjectives – <i>sein</i> (his) and <i>ihr</i> (her). These words change their spelling according to the word</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Cognates – these are words which children can usually recognise easily, because they have the</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>s – pronounced like ‘z’ at the start of a word – <i>sind, seine, sie</i></p>	<p><b>Phonics focus</b></p> <p><u>For children :</u></p> <p>d – at the end of a word pronounced as ‘t’ – <i>blond, sind, Hand, Lied</i></p>	

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<p>they relate to – eg: ‘his eyes’ is the plural form. In the plural <i>sein</i> becomes <i>seine</i> and <i>ihr</i> becomes <i>ihre</i>.</p> <p>Singular and plurals – the German word for ‘hair’ can be used either in the singular form, or the plural. In the singular form (<i>Haar</i>) it is a neuter noun (<i>das Haar</i>) and in the plural it is <i>die Haare</i>, so <i>seine Haare</i> literally means ‘his hairs’. It has been used in the plural form here.</p> <p>Adjectival agreements – in session 4, the adjectives agreed with the noun they preceded (<i>ein grüner Mund</i>). In this session there is no agreement because the adjectives come after the noun they are describing – <i>ihre Haare sind schwarz</i>.</p> <p>Pupils have already encountered two forms of this verb <i>ich bin</i> (I am) and <i>du bist</i> (you are).</p>	<p>same or a similar spelling (<i>blond, braun, Haare</i>).</p> <p>Subject pronouns – <i>er</i> (he) and <i>sie</i> (she). Remind pupils they have already encountered ‘I’ (<i>ich</i>) and ‘you’ (<i>du</i>).</p> <p>Verbs – the verb ‘to be’ (<i>sein</i>) is used here in the plural and the singular: <i>sind</i> – are <i>ist</i> – is</p>	<p>ei – <i>seine, klein, rein, Bein</i></p> <p>ie – <i>sie, die, Lied</i></p> <p>h – silent in the middle of a word – <i>ihre, Ohren</i></p> <p>ü – <i>schüttelt</i></p> <p>sch – <i>schüttelt, schönes</i></p> <p>ö – <i>schönes</i></p>	
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<u><b>Learning Outcomes</b></u> Children can: <ul style="list-style-type: none"><li>• listen with care</li><li>• remember a sequence of spoken words and indicate understanding</li></ul>		<u><b>New National Curriculum Links</b></u> No specific links	
<u><b>Throughout the week:</b></u> Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or ‘Happy Birthday to you’.		<u><b>Resources</b></u> <ul style="list-style-type: none"><li>• Two colourful wigs</li><li>• Pictures/portraits of famous French people/Francophiles past and present</li><li>• Internet search engine</li><li>• These are the words of <i>Hokus Pokus</i> – you can find the music through an internet search engine:  <i>Die linke Hand rein, die linke Hand raus, Rein raus rein raus, schüttelt sie herum. Wir tanzen und wir singen, und wir drehen uns um. Das ist ein schönes Lied!</i>  <i>Woa-Ooa Hokus Pokus! (x3) Das ist ein schönes Lied!</i>  <i>Das linke Bein rein, das linke Bein raus, etc.</i>  <i>Den Körper rein, den Körper raus, etc.</i>  (The left hand in, the left hand out, in, out, in, out, shake it all about, we dance and we sing and we turn around. That’s a nice song!  The left leg in, the left leg out, etc. The body in, the body out, etc.)</li></ul>	
<u><b>Teaching Tips</b></u> <ul style="list-style-type: none"><li>• Another traditional German song which names different colours is: <i>Grün, grün, grün sind alle meine Kleider</i>, which can be found in many collections of traditional children’s songs, or by using an internet search engine.</li><li>• Encourage pupils to look for similarities between the two languages so they recognise that some words occur both in English and the language being learned although they may sound different.</li><li>• It may be possible to find a video clip of the song being sung by German children, which enables pupils to see the language being used in a real context.</li></ul>			
<b><i>Wortschatz für Lehrer</i></b>	<b>Teacher Language</b>	<b><i>Wortschatz für Schüler</i></b>	<b>Children’s Language</b>
<i>Hört euch das Lied an</i>	Listen to the song	<i>seine Haare / Augen sind ...</i>	His hair / eyes are ...

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<p><b>Die Körperteile</b>  der Kopf  die Schultern  die Knie  die Füße  der Arm  das Bein  die Hand  die Finger  die Zehen  das Haar (die Haare)  die Augen  die Ohren  der Mund  die Nase</p> <p><b>Die Farben</b>  rot  blau  gelb  grün  violett/lila  orange  rosa  braun  schwarz  weiß  blond</p> <p>seine Haare / Augen sind braun / schwarz  ihre Haare / Augen sind blau / rot</p> <p><b>Ratet mal!</b>  Wer ist das?</p> <p>er ist groß/klein  sie ist groß/klein</p>	<p><b>parts of the body</b>  head  shoulders  knees  feet  arm  leg  hand  fingers  toes  hair  eyes  ears  mouth  nose</p> <p><b>Colours</b>  red  blue  yellow  green  violet  orange  pink  brown  black  white  blond</p> <p>his hair / eyes are brown / black  her hair / eyes are blue / red</p> <p><b>Guess who!</b>  Who is it?</p> <p>He is tall / small  She is tall / small</p>	<p><i>ihre Haare / Augen sind ...</i></p> <p><b>Die Farben</b>  rot  blau  gelb  grün  violett/lila  orange  rosa  braun  schwarz  weiß  blond</p> <p><i>sprechen Sie langsamer, bitte  wiederholen Sie, bitte</i></p> <p><i>er ist groß/klein  sie ist groß/klein</i></p>	<p>Her hair / eyes are ...</p> <p><b>Colours</b>  red  blue  yellow  green  purple  orange  pink  brown  black  white</p> <p>speak more slowly, please  repeat, please</p> <p>he is tall / small  she is tall / small</p>
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