

Alles über mich! (All about me)

6. This is me!

Prior Knowledge: It is helpful if children are confident with simple greeting and introductions learnt in previous sessions.

Objectives

Engage in conversations; **ask and answer questions**; express opinions and respond to those of others; seek clarification and help

Present ideas and information orally to a range of audiences

Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

Support

Some children may respond to the question *Wie alt bist du?* (How old are you?) by giving the number only or holding up a digit card. Some children may prefer to record their presentations (using a video camera or sound recorder) rather than performing in front of the class.

Extension

Children practise and perform a question and answer dialogue in pairs.

Main

Use the puppet from session 4 to revise the question and answer *Wie heißt du? Ich heiße...* by asking a number of children their name. Practise the question by repeating it as a class to a clapping rhythm and saying it in different styles and tones of voice. Invite children to ask you the question and answer in a range of voices according to who you are, e.g. *ich heiße Mickey Mouse*.

Play a guessing game: one child sits with their back to the class and asks the question. Point to another child who disguises their voice and says *ich heiße* + the wrong name. The first child guesses *Ist es e.g. Dylan?* (Is it Dylan?) The class respond with *Ja / Nein*.

Recap the vocabulary the children have learnt so far which will help to give some information about themselves. Ask the children to recall what they can remember with a partner.

Revise and practise:

- *Guten Morgen! / Guten Tag! / Hallo!*
- *Wie geht's? Gut danke, und dir?/ Nicht so gut.*
- *Wie heißt du? Ich heiße...*
- *Numbers to 8*
- *Wie alt bist du? Ich bin sieben / acht Jahre alt.*

Ask children to practise a mini-presentation with their partner to introduce themselves. Children may enjoy practising their presentation with a puppet. Invite confident pairs to perform their mini-presentation to the rest of the class. Remind children of the importance of speaking clearly and audibly.

Invite children to recall the sounds they have learnt during the unit, e.g. *a, o, u, ü, ei* and *w*. Explain that the class is going to create a sound bank in the form of a class book. There will be a separate page for each sound. During the year they will be adding words to each sound page. Can they recall the words they have learnt with the sounds *a/o/u/ü/ei/w*?

Write these in the sound bank and ask children to listen out for other words which could be added to the pages.

Ask the children what they have enjoyed and what they have found difficult. Invite suggestions for strategies which help them to remember new vocabulary. Ask children which games they have enjoyed playing during the unit and play their favourite game once more.

Finish the session by waving and saying *Auf Wiedersehen Kinder*.

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Grammar <u>For teachers:</u> No specific focus	Grammar <u>For children</u> No specific focus	Phonics focus <u>For teachers:</u> No specific focus	Phonics focus <u>For children:</u> Revision of the sounds <i>a/o/u/ü/ei/w</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> • hold a short conversation, introducing themselves and finding out about somebody else • give a short oral presentation with a partner • identify a range of different sounds used in German 	<u>New National Curriculum Links</u> English <u>Spoken Language</u> – Key Stage 1 and 2 Teachers should ensure the continual development of pupils' confidence and competence in spoken language.
<u>Throughout the week:</u> Practise asking and answering the questions learnt in Unit 1 at different times during the day, for example when taking the register and when lining up. Encourage children to use German in other lessons e.g. by asking <i>Alles klar?</i> to check understanding.	<u>Resources</u> <ul style="list-style-type: none"> • Puppets • Sound bank class book • Computer • Interactive whiteboard • Multimedia presentation
<u>Teaching Tips</u> <ul style="list-style-type: none"> • Clapping the syllables and rhythm of a question such as <i>Wie heißt du?</i> can help children remember the new structure. • Do a Mexican wave to practise saying ages. • Pupils can try acting out their dialogues using funny voices, in the style of different emoticons or characters or in the manner of different adjectives. • Encourage children to use the language they have learnt throughout the unit to ask for clarification and to show they understand: <i>Entschuldigung Herr/Frau ..., alles klar.</i> 	

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>Guten Morgen / Guten Tag!</i> <i>Hallo!</i> <i>Wie geht's?</i> <i>Gut danke, und dir?</i> <i>Nicht so gut.</i> <i>Auf Wiedersehen!</i> <i>Tschüss!</i> <i>Herr / Frau</i> <i>Ja / nein</i> <i>Ich heiße...</i> <i>Wie heißt du?</i> <i>Wie alt bist du?</i> <i>Ich bin sieben / acht Jahre alt</i> <i>Super, großartig, sehr gut!</i> <i>Ruhe bitte!</i> <i>Hört / hör zu!</i> <i>Kommt / komm her!</i> <i>Zeigt / zeig mir!</i> <i>Wiederholt/ wiederhole!</i> <i>Wiederholt/wiederhole, wenn es richtig ist!</i> <i>Beginnt / beginne nochmal!</i> <i>Geht / geh hinaus!</i> <i>Alles klar?</i>	<p>Good morning / good day! Hi! How are you? I'm fine, and you? Not very well. Goodbye! 'Bye! Sir / Madam, Mr / Mrs</p> <p>yes / no My name is... What's your name?</p> <p>How old are you? I'm seven- / eight-years-old</p> <p>Super, great, very good! Be quiet please! Listen (plural/singular)</p> <p>Come here (plural/singular) Show me (plural/singular) Repeat (plural/singular) Repeat (plural/singular) if it's true</p> <p>Start (plural/singular) again Go out (plural/singular) Ok?</p>	<i>Guten Morgen / Guten Tag!</i> <i>Hallo!</i> <i>Wie geht's?</i> <i>Gut danke, und dir?</i> <i>Nicht so gut.</i> <i>Auf Wiedersehen!</i> <i>Tschüss!</i> <i>Herr / Frau</i> <i>Ja / nein</i> <i>Ich heiße...</i> <i>Wie heißt du?</i> <i>Wie alt bist du?</i> <i>Ich bin sieben / acht Jahre alt</i> <i>Alles klar.</i>	<p>Good morning / good day! Hi! How are you? I'm fine, and you? Not very well. Goodbye! 'Bye! Sir / Madam, Mr / Mrs</p> <p>yes / no My name is... What's your name?</p> <p>How old are you? I'm seven- / eight-years-old Ok</p>
End of Unit activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<p>Using a model, children write a short text based on their mini-presentation to accompany their portrait for a class display.</p> <p>If the school has a German-speaking</p>	<ul style="list-style-type: none"> use German for real purposes to introduce themselves in oral and written form 	<p>Children can use hand-held video cameras to record each other making short presentations. These may be incorporated into a presentation or edited to make a short film. Using a learning platform, these may be saved</p>

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	partner school, the information can be shared through e-mail or posted.		and possibly shared with a partner school. The web-site <i>Global Gateway</i> provides opportunities for finding partner schools abroad: www.globalgateway.org
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