

Alles über mich! (All about me)

4. Names

Prior Knowledge: Knowing the difference between vowels and consonants will be helpful to children in this session.

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

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

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

Support

Some children may feel more comfortable speaking through a puppet.

The shorter form of the question *und du?* rather than *Wie heißt du?* may be easier for some children.

Extension

More able and confident pupils could be asked to model their dialogue at the front of the class. Some could perform from memory.

Some children could be encouraged to write their dialogue.

Main

Greet children and revise the question *Wie geht's?* by asking a number of children the question. Invite children to chorus the question with you. Give the response *Nicht so gut*, accompanied by the appropriate facial expression / gesture. Ask children what they think this means. Invite them to practise the new phrase as a whole class, and then to practise a short conversation in pairs, using *Wie geht's? Gut danke, und dir?* and *Nicht so gut*. Model the conversation with puppets before asking children to work independently.

Prepare the following dialogue on the board. Explain to the children that this is a conversation between two children e.g. Elisa and Ben and read the conversation aloud.

Elisa: Hallo Ben!

Ben: Hallo Elisa! Wie geht's?

Elisa: Gut danke, und dir?

Ben: Nicht so gut.

Elisa: Tschüss!

Ben: Tschüss!

Display a list of words containing an *u* sound (e.g. *gut, Hut, Mut, Fuß*) and read them aloud, asking children to listen carefully. Then display a list of words containing the *ü* sound (e.g. *tschüss, süß, küssen, Düsseldorf*) and read them aloud. Can children hear the difference? Next, set them a challenge: agree on a gesture for each sound e.g. patting tummy for *u*, patting head for *ü*. Remove the words from the display. Ask children to listen carefully as you say a list of words, making the appropriate gesture when they hear the *u/ü* sounds.

What do children notice about how Elisa and Ben say goodbye? Why do they think they use a different word? Model the word *tschüss*, asking children to listen and repeat. Practise saying it in a range of voices, varying tone of voice and volume.

Remind the children of the *u* sound in *gut* they practised in session 2 and say it all together. Now focus on the *ü* sound in *tschüss*, underlining it on the board. Invite children to listen to the sound and watch your mouth shape as you say it. Practise the sound all together and then the whole word again: *tschüss*. Ask children if they have noticed anything about how *tschüss* is written? Explain that the dots above the *u* are called an *Umlaut* and they are used to change the sound of the letter.

Display a list of words containing an *u* sound (e.g. *gut, Hut, Mut, Fuß*) and read them aloud, asking children to listen carefully. Then display a list of words containing the *ü* sound (e.g. *tschüss, süß, küssen, Düsseldorf*) and

Alles über mich! (All about me)

4. Names

		<p>read them aloud. Can children hear the difference? Next, set them a challenge: agree on a gesture for each sound e.g. patting tummy for <i>u</i>, patting head for <i>ü</i>. Remove the words from the display. Ask children to listen carefully as you say a list of words, making the appropriate gesture when they hear the <i>u/ü</i> sounds.</p> <p>Remove the dialogue from the board. Give pairs of children cut-up strips of paper with the Elisa/Ben dialogue. Ask them to order the strips correctly to make a simple conversation between two children using their own names. Invite some pairs to read their conversations aloud.</p> <p>Show a video clip of children greeting each other and introducing themselves. Can they remember any of the names that they heard? Were any of the names similar to / different from ones that they know?</p>	
		<p>Use a puppet to model the question <i>Wie heißt du?</i> and reply with your name <i>Herr / Frau...</i> Use the puppet around the room, so that children can respond individually.</p> <p>Repeat the question <i>Wie heißt du?</i> Model the response <i>Ich heiße ...</i> and the class repeat. Practise the pronunciation of <i>Ich heiße</i> several times. Focus on the soft <i>ch</i> sound in <i>ich</i>, discussing position of the tongue in the mouth and mouth shape. Ask children to watch and listen carefully, then repeat and practise saying the sound and word <i>ich</i> in pairs.</p> <p>Use the puppet again around the room to practise both the question and the response. Reinforce pronunciation, asking children to vary volume, tone and pitch of voice when they respond.</p> <p>Finish the session by waving and saying <i>Auf Wiedersehen</i> (goodbye) and <i>Tschüss</i> ('bye). Children respond.</p> <p><u>ICT Opportunities:</u> Combine text with graphics using clip art. Children find a suitable picture to illustrate <i>Ich heiße</i>. Alternatively they can take digital photos of each other to illustrate the text. Children can also add speech bubbles with greetings and manipulate the font and colour of the new language <i>Hallo! Guten Tag! Ich heiße...</i></p> <p>Finish the session by waving and saying <i>Auf Wiedersehen</i> (goodbye) and <i>Tschüss</i> ('bye). Children respond.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>When using interrogatives in German, such as <i>wie</i>, <i>wo</i>, <i>wann</i>, <i>warum</i>, the verb comes after the interrogative and the subject after the verb, unlike in English:</p> <p><i>Wie (interrogative) heißt (verb) du (subject)?</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Focus on the rising intonation in the short question <i>und du?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ü – <i>tschüss</i> ß - <i>heißt</i></p> <p>The ß (Eszett, 'sz') represents a double 's' after a long vowel sound, as in <i>heißt</i>. After a short vowel sound 'ss' is used, as in <i>tschüss</i>. The 's' sound is exactly the same for both spellings.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>ü – <i>tschüss</i> ch - <i>ich</i></p>

Alles über mich! (All about me)

4. Names

		<p>ch – <i>ich</i></p> <p>The <i>ch</i> sound in <i>ich</i> is pronounced softly with the back of the tongue on the roof of the mouth and the lips in a 'smiling' shape. This soft 'ch' is used after <i>i, e, ä, ö</i> and <i>ü</i> as in <i>ich, sprechen, mächtig, Löcher, Bücher</i>.</p> <p>After <i>a, o</i> and <i>u</i> the 'ch' is sounded in the back of the throat with the lips open more widely, as in <i>Bach, Loch, Buch, ach!</i> This sound can also be heard in the Scottish loch.</p>	
--	--	--	--

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> understand and respond to the question <i>Wie heißt du?</i> understand that some German names may look the same as in English but sound different read and perform a short dialogue say <i>Auf Wiedersehen</i> with accurate pronunciation 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Terminology for pupils</u> – Year 3</p> <p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>
<p><u>Throughout the week:</u></p> <p>Try this guessing game: invite two children to leave the room. The class chooses an unusual name and one child volunteers to take this new name. The other two children return to the classroom. They have to find out who has the new name by asking <i>Wie heißt du?</i> to individual children, who reply with <i>Ich heiße</i> + their name. This continues until the new name has been discovered.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Prepared dialogue on board Paper dialogues cut into strips for pairs of pupils Video clip on names and introductions Puppet Computer/DVD player Word art and graphics
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> When practising pronunciation of unfamiliar sounds like <i>ch</i> in <i>ich</i>, it can be very helpful if children are able to look at their mouths in a mirror when saying the sound. Many of the names we have, like Carl/ Karl, Arnold, Victoria, Bridget have direct equivalents in German. Others are more unusual and may be of interest to the children, eg <i>Wolfgang, Ulrich, Silke</i> and <i>Astrid</i>. Equally, there 	

Alles über mich! (All about me)

4. Names

<p>are many people from different countries and cultures living in Germany, for example those of Turkish origin, who may have Turkish names like <i>Mehmet</i>, <i>Serkan</i>, <i>Özlem</i> or <i>Aynur</i>.</p> <ul style="list-style-type: none"> In order to increase language awareness, names can be easily transcribed into non-Roman scripts, including Chinese and Arabic. This can be done through search engines and offers opportunities to investigate these scripts in other curriculum areas, i.e. literacy, art. 			
Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p><i>Guten Morgen! / Guten Tag! / Hallo! / Auf Wiedersehen / Tschüss</i></p> <p><i>Herr / Frau</i></p> <p><i>Ja / nein</i> <i>Wie geht's?</i> <i>Gut danke, und dir?</i> <i>Nicht so gut.</i> <i>Ich heiße...</i> <i>Wie heißt du?</i></p> <p><i>Super, toll, 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></p>	<p>Good morning / Good day! / Hello! / Goodbye / 'Bye</p> <p>Sir / Madam, Mr / Mrs</p> <p>yes / no How are you? Fine thanks, and you? Not very well. My name is... What's your name?</p> <p>Super, great, very good! Be quiet please! Listen (plural / singular) Come here (plural / singular) Show me (plural / singular) Repeat (plural / singular)</p>	<p><i>Guten Morgen / Guten Tag! Hallo! Auf Wiedersehen / Tschüss</i></p> <p><i>Herr / Frau</i></p> <p><i>Ja / nein</i> <i>Wie geht's?</i> <i>Gut danke, und dir?</i> <i>Nicht so gut.</i> <i>Ich heiße...</i> <i>Wie heißt du?</i></p>	<p>Good morning / good day! Hello! Goodbye / 'Bye</p> <p>Sir / Madam, Mr / Mrs</p> <p>yes / no How are you? Fine thanks, and you? Not very well. My name is... What's your name?</p>