

Schulbeginn (Back to School)

5. I don't have one!

Prior Knowledge: It is helpful if children already know the names of some classroom items and how to say *bitte*.

Objectives

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

Develop accurate
pronunciation and intonation
so that others understand
when they are reading aloud
or using familiar words and
phrases

Support

You may want to
reduce the number of
cards that some
children use for the
final activity. Some
children may only be
able to remember and
respond with *Leider
nicht*.

Extension

Some children may be
able to write their
selection of items from
memory on mini
whiteboards and to
cross the words off
each time, rather than
pictures, to play the
final game.

Main

Revise vocabulary from last session by playing Pelmanism (see Teaching Tips).

Introduce two new items *Ich habe einen Klebestift* (a glue stick) and *eine Schere* (some scissors). Use gestures and flashcard activities from session 4 to practise the new words. Write the words on the board and ask the children which sound they can identify at the beginning of *Schere* (sh). Add *Schere* to the word bank under *sch*.

Look at the word for scissors – what do children notice about the use of *eine* before the word *Schere*? In German the word is used in the singular, whereas in English it is a plural. They may also notice that it takes *eine* whereas the other classroom items they have encountered so far have use *einen* or *ein*.

Ensure that the children have a supply of real classroom items or the mini flashcards from session 4 plus the two new words. Ask a child *Hast du einen Kuli, bitte?* from session 4 and encourage them to respond by passing the picture or item and saying *Bitte!* Repeat with some other items.

Remind children that *Hast du einen Kuli, bitte?* is the question they use when asking their friends or that the teacher uses when asking one of them. However, if they want to ask the teacher for an item, we have to use something a little different.

Ask the children if they can remember how to ask an adult to speak more slowly / loudly. Remind them of *Sprechen Sie langsamer / lauter bitte* from Unit 2 and Unit 4. Write on the board *Haben Sie einen Kuli, bitte?* Compare how you might ask for an item in a shop in England with how you might ask a friend. Chorus the question as a class.

You have a bag in which you have placed the classroom items or pictures. Invite individual children to ask you for some of the items using *Haben Sie..?* Encourage the rest of the class to repeat the question each time.

Remove a few of the pictures from the bag. Invite children to continue asking you for items. When they ask for one that you don't have, you respond with *Leider nicht, ich habe keinen / keine / keins!* (Sorry, I don't have one/any). Ask the class what they think the sentence means. As a class, practise the phrase a few times in different voices. Ask the children for other items using e.g. food vocabulary from Unit 6 and encourage them to chorus the new sentence in response.

Children work in pairs with their sets of mini flashcards. They each select 6 cards that they keep hidden from their partner. The first child starts and asks their partner *Hast du einen / eine / ein ...?* If the second child has the item they hand it over saying *Bitte*. The first child continues with asking for another item as long as he/she guesses correctly. If the item is not in the selection, the second child replies *Leider nicht, ich habe keinen / keine / keins!* and the turn passes to that child to guess. The winner is the first child to correctly obtain all their partners selected cards.

Grammar focus

For teachers:

Indefinite article – remember that after *haben* (to have), the indefinite article 'a' is as follows:
- for masculine nouns, use *einen*

Grammar focus

For children:

Gender – nouns in German are either masculine, feminine or neuter. When they learn a new item of vocabulary it is a good idea to

Phonics focus

For teachers:

ei – *leider, keinen, keine, keins*

Phonics focus

For children:

sch - **Schere**

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<p>- for feminine nouns, use <i>eine</i> - for neuter nouns, use <i>ein</i></p> <p>Verbs – <i>haben</i></p> <p>Children have now encountered the following forms of this verb: <i>ich habe</i> – I have <i>du hast</i> – you have (<i>informal</i>) <i>er hat</i> – he has <i>sie hat</i> – she has <i>Sie haben</i> - you have (polite)</p> <p>Negative – when you want to say you don't have one, add 'k' to the indefinite article to give you <i>keinen</i>, <i>keine</i>, <i>keins</i>. Note that the neuter form is slightly different here as it adds 's'.</p>	<p>learn the gender as well. They may be able to compare this to other languages they know.</p> <p>Register – there are two words for 'you' in German when you are talking to one person. Use <i>du</i> if you are talking to one person you know well or to someone your own age. Use <i>Sie</i> to an adult if you don't know them well.</p>		
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">distinguish between the use of the <i>du</i> and <i>Sie</i> forms of a questiontake part in a short dialogue		<u>New National Curriculum Links</u> No specific links	
<u>Throughout the week:</u> Encourage children to begin to use the questions to ask for what they need during lessons. Play Pelmanism to consolidate vocabulary and structures		<u>Resources</u> <ul style="list-style-type: none">Flash cards for PelmanismFlashcards for the two new items of vocabularyRealia for classroom items or the mini flashcards from session 4A bag for putting flashcards in	
<u>Teaching Tips</u> <ul style="list-style-type: none">Pelmanism – you will need to prepare this game before the children come into the classroom. Make a 4x4 grid on the board. Choose 8 different coloured shapes and draw one in each cell ensuring that each shape has an identical pair somewhere on the grid. Choose 16 flashcards (you could add in some numbers for revision) and attach one over each cell ensuring that the shape underneath is completely hidden. Divide the class into two teams. One team starts by selecting a flashcard from the grid. If they can name/read the card correctly, you remove it to reveal the hidden shape. The same team chooses a second card in a similar way. The aim is to find the pairs of shapes. If the card is named incorrectly, the turn passes to the other team. If the shapes revealed do not make a pair, the flashcards are replaced and play passes to the other team.It may support children to use the gender correctly if flashcards of items are displayed on the board in three columns, headed <i>einen & keinen</i>, <i>eine & keine</i>, <i>ein & keins</i>			
<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<i>Ich habe einen Klebestift eine Schere Hast du einen Kuli, bitte? Haben Sie einen Kuli, bitte?</i> <i>Stellt eine Frage! / Stell eine Frage!</i>	I have a glue stick a pair of scissors Have you got a pen, please? (informal) Have you got a pen, please? Ask a question (plural / singular)	<i>Ich habe einen Klebestift eine Schere Hast du einen Kuli, bitte? Haben Sie einen Kuli, bitte?</i> <i>Danke</i>	I have a glue stick a pair of scissors Have you got a pen, please? (informal) Have you got a pen, please?

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<i>Antwortet! / Antworte!</i> <i>Danke</i> <i>Bitte</i> <i>Leider nicht</i> <i>Ich habe keinen / keine / keins</i>	Answer (plural / singular) Thank you Please; here you are; don't mention it Unfortunately not I haven't got one	<i>Bitte</i> <i>Leider nicht</i> <i>Ich habe keinen / keine / keins</i>	Please; here you are; don't mention it Unfortunately not I haven't got one
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