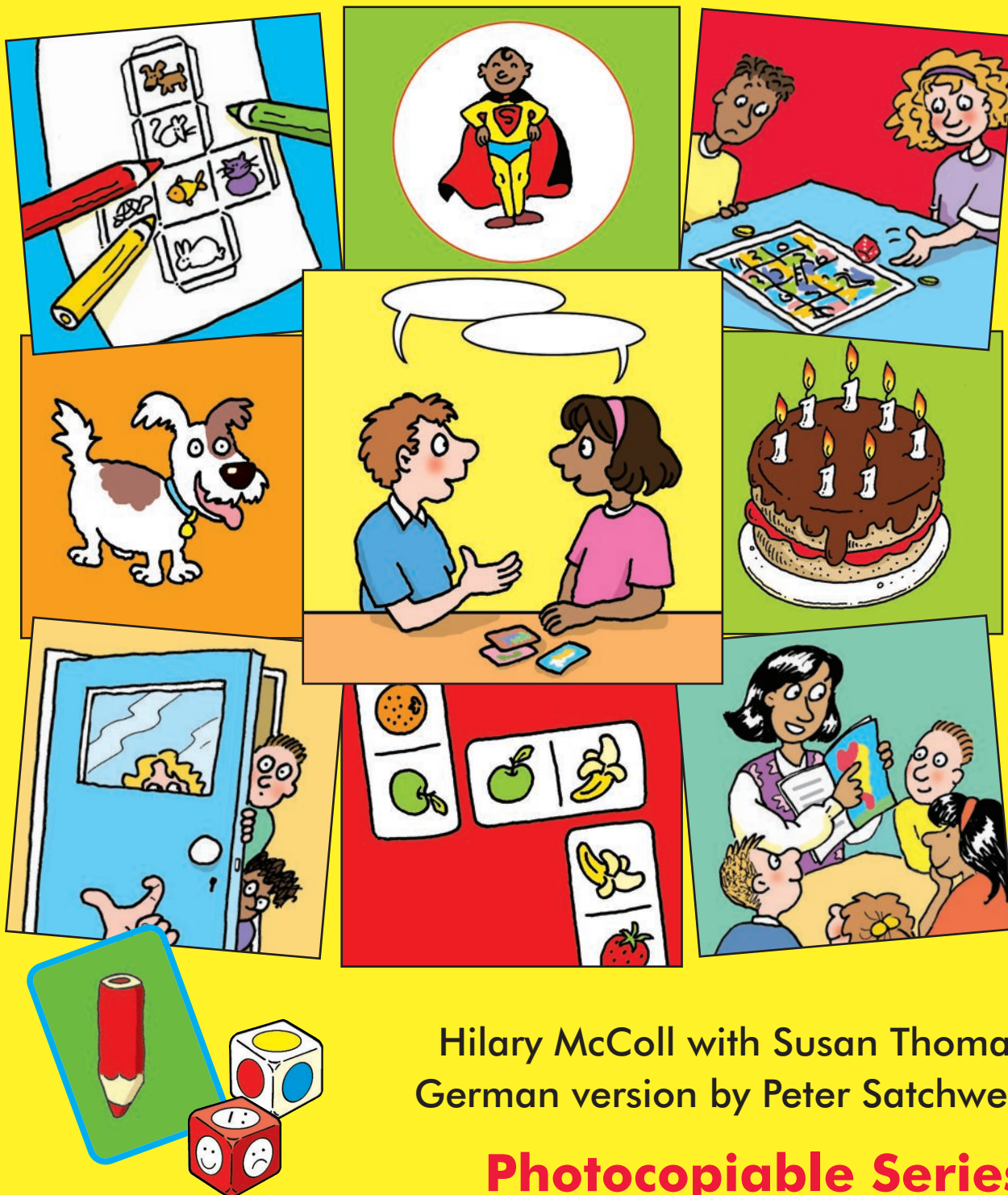


MLG Publishing
Miniflashcards Language Games

WIR SPRECHEN DEUTSCH

GERMAN FOR BEGINNERS



Hilary McColl with Susan Thomas
German version by Peter Satchwell

Photocopiable Series

LINKS BETWEEN THE KS2 2008 SCHEME OF WORK AND WIR SPRECHEN DEUTSCH UNITS

KS2 2008 SCHEME OF WORK	WIR SPRECHEN DEUTSCH UNITS
UNIT 1 Alles über mich	Greetings 1a Me and my family 6a, 6b Numbers 4b Praise 3c Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a
UNIT 2 Lieder und Spiele	Numbers 4b Preferences 8a Playing games 10a Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a
UNIT 3 Wir feiern!	Leisure and Sport, Skipping 8d, 10a Praise 3c Months and festivals 4c, 4d
UNIT 4 Porträts	Colours 10b Parts of the body and monsters 10a Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a
UNIT 5 Die vier Freunde	Storytelling 12 Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a
UNIT 6 Es wächst!	Vegetables 8c Preferences 8a, 8e
UNIT 7 Alle an Bord!	Travelling to school 7a Weather 5c Europe 6d France 6e
UNIT 8 Taschengeld	Likes and dislikes 8a Food and drink 8c Numbers and prices 4b
UNIT 9 Erzähl mir eine Geschichte!	Storytelling 12
UNIT 10 Sport macht Spaß!	Leisure and Sport, skipping 8d, 10a Food and drink 8c
UNIT 11 Karneval der Tiere	Animals 11c Telling the time 4c

KS2 2008 SCHEME OF WORK

WIR SPRECHEN DEUTSCH UNITS

UNIT 12 Wie ist das Wetter?

Weather 5c
Clothes 5d

UNIT 13 Gesund essen

Likes and dislikes 8a
Food and drink 8c

UNIT 14 Ich bin der Musikant

Musical instruments 8d

UNIT 15 Auf dem Schulweg

Telling the time 4c
In the town and directions 6d
Alphabet 4a
Keeping a conversation going 9a

UNIT 16 Am Strand

Describing a scene 7b

UNIT 17 Der Frühling kommt wieder

Weather and seasons 5c

UNIT 18 Die Planeten

Not covered in this volume

UNIT 19 Unsere Schule

Places at school 5b
People at school 5b
Subjects 7b
My day at school 7b
Clockfaces 4c

UNIT 20 Unsere Welt

Not covered in this volume

UNIT 21 Damals und heute

In the town 6d
Clothes 5d

UNIT 22 Unterwegs

Likes and dislikes 8a
Leisure and sport 8d
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SOME BASIC PRINCIPLES

Communicative approaches

Pupils' experience of foreign language learning today is very different from that which many teachers experienced when they were at school. In primary and special schools in particular, the emphasis is now very firmly on oral work and work is based on practical activities in which the foreign language is used for a clear communicative purpose.

Note the difference

Example 1

a. When the teacher holds up a flashcard and says, "What is this?" the question is not a genuine request for information. It really means: "I want to know if you have learned this point. Prove it by telling me what this is." The pupil, of course, understands that the question is really a test, and responds accordingly.

b. In the course of a game, one pupil may ask another to guess what card s/he is holding, by asking the same question: "What is this?" The purpose is different, however; if the guess is right, the respondent takes the card and wins a point. If the guess is wrong, someone else will provide the right answer; there is no sense of failure and the pupil's confidence is not assailed. S/He will hope to get it right next time.

Example 2

Note the difference in purpose between the following situations:

a. The teacher holds up a clock face, positions the hands and asks, in the foreign language, "What time is it?"

b. In the middle of a foreign language learning session, a pupil asks the teacher, in the foreign language, "What time is it? because s/he wants to know if it's time yet to go for his/her music lesson.

The vocabulary lists which are provided in this book are *not intended for the pupils*. They are provided as support for the teacher who will make an appropriate selection from those resources. Indeed, some pupils may never see the written form of the words, if the teacher judges the development of reading skills to be inappropriate for his/her pupils at the present time.

Pupils should be asked to learn only vocabulary, phrases and structures that are *enabling*; that is, pupils should be able to *do* something with the language they have learned.

Although all language activities should require a *response* from the pupil, that response need not always be an utterance in the foreign language; sometimes it will be a *physical response*, to an instruction in the foreign language, for example.

The language items pupils learn should be *transferable* to situations other than the ones in which they are initially taught. The random element provided by games and game-like situations encourages this ability to develop naturally.

All this is not to say that learning lists of vocabulary and rules of grammar does not eventually have its place in the learning sequence for most pupils, but that simply knowing 'how you say it in German', for example, is not enough; all pupils should be shown *how to use* the language they have learned to describe their own experience (albeit, for some, in simple terms); to express their own thoughts, needs and opinions; to respond to what others say to them, to ask as well as to answer questions.

The teacher's notes which accompany each topic suggest contexts in which the language learned can be used, and show the inexperienced foreign language teacher how to create opportunities for their pupils to move from *language practice* to *language use*.

Using the foreign language in the classroom

One of the ways in which the foreign language can be used 'for real purposes' in the classroom is to enable it to be used instead of the first language of the classroom for specified activities in which communication normally takes place in the mother tongue.

5. Repeat the above process for a small number of items. (How many will depend on your knowledge of the class). Review the items introduced so far. If you think they are ready for it, you can indicate to the class that they can speak first, using the visual then the text as a trigger. This time, you repeat after them, so that those who were unsure, or wrong, have another chance to hear the correct utterance modelled by you.

Do not draw attention to mistakes; just make sure the correct utterance is heard again. If there are a number of mistakes, repeat steps 1-4 again with the original group of items. If the class is responding confidently, move on to the next group of items and use steps 1-4 with them. When you reach step 5, include all the items covered up to that point.

Do not make the mistake of introducing too many new items in one session. Better to introduce an activity to show how a limited number of items can be used in a simple context, rather than to introduce lots of uncontextualised items. However, teachers are often surprised at how much well-motivated pupils can remember from one lesson to the next.

Consolidation and revision

Teachers sometimes complain that pupils are reluctant to speak in the foreign language. This lack of confidence can often be attributed to insufficient familiarity with recently introduced language, failure to recall earlier learning, or a situation in which too narrow a range of activities is provided for all pupils to find one in which they can shine. Where pupils have sufficient recent exposure to the language elements they need to use, they are usually keen to demonstrate what they have learned. While some pupils will enjoy demonstrating what they have learned in front of their classmates, others will be more comfortable with more anonymous or small group activities. Games and game-like activities, with their built-in element of randomness and unpredictability, also provide a way of ensuring sufficient practice without the risk of losing the pupils' interest. They also allow teachers to use the same materials in many different ways, thus reducing the need to spend hours inventing and producing new materials.

The cartoon visuals in this book can be used to present new language, as described earlier. Combined with cards, dice, spinners and counters, they can also be used to generate any number of games based on the same language stock.

Below are some ideas for using pages of visuals as game boards for a sequence of activities which should ensure that pupils have sufficient command of the language to undertake some of the familiar game formats listed in the next chapter. It is assumed that you have already introduced the new words and phrases, and given pupils plenty of opportunities for hearing and repeating.

Using visuals as game boards

1. Provide counters and enough photocopies for each pupil to see a sheet comfortably, or use an OHP copy. Each pupil in a group should have counters of a different colour.

a. Invite a volunteer to point to a picture, or say its number, and say the associated word or phrase. If correct, a counter is laid on the picture. If not, another pupil may provide the answer. Continue until all pictures have been covered.

b. Call out picture numbers at random, inviting volunteers to provide the associated word or phrase.

c. Ask for a volunteer to provide as many answers as he/she can. Score correct answers.

d. Ask for a volunteer to start at picture 1 and see how far he/she can get without making a mistake.

2. Pupils now undertake the same activities in small groups, using a single 'board'.

3. Introduce a dice or spinner with numbers corresponding to the number of pictures on the board. Pupils take turns to throw the dice and say the relevant word or phrase. It is an easy move from here to games like 'Three in a Row' (like noughts and crosses), or a race from picture one to the last numbered picture (snakes and ladders style).

4. You could then cut up photocopied sheets to make sets of 'cards', thus opening up a whole new range of games, all with the same materials, all providing more opportunities for consolidation, checking how much you know, and revision. (For more ideas, see the next chapter.)

While pupils are engaged in these activities, the teacher can observe and listen, join in or help out where necessary, and note which points, if any, need further work before the class proceeds to the next stage.

SUPPORT FOR LEARNING

Benefits of foreign language learning

The benefits for pupils with special educational needs are the same as for all pupils. Like all pupils, their **general linguistic development** is enhanced by the study of another language. As their overall knowledge about language grows, their skills in both languages improve.

Foreign language study provides opportunities to revisit **basic concepts** in contexts which are more sophisticated and age-appropriate than such work would seem to be if carried out in the mother tongue.

Successful language learning can greatly contribute to a pupil's **self esteem** and improved confidence often transfers to other areas of the curriculum. For example, pupils with speech or hearing difficulties who are acutely conscious of their less-than-perfect speech in English are often delighted to practise their German pronunciation along with other members of the class.

Self esteem and **confidence** are often boosted in situations where all pupils start foreign language learning together and all pupils will be expected to make linguistic errors. For some pupils the psychological barrier of having 'failed' in English for a number of years is removed.

Pupils' special needs may be as much social as academic. Playing communicative games in the course of foreign language learning encourages participation and cooperation as well as turn taking and other **social skills**.

Foreign language learning provides further opportunities for **integration** at both primary and secondary level. Many urban schools cater for a diverse, culturally rich, multi-ethnic population. Many students, including those with special educational needs, already cope effectively with a second language. If these linguistic skills are acknowledged and valued they can be generalised and used to assist in learning another foreign language.

Differentiation

The multisensory approaches advocated throughout this pack should make the activities accessible to a wide range of pupils. The strong visual content helps to link language to concepts in a way that text alone cannot do.

If the learners are experiencing difficulties with text it is possible to use these materials without reference to the written word. However, many pupils will benefit from the close association of concept, spoken language and its written form. It is not expected that pupils will be asked to write in the foreign language, although some may wish to help with labelling, record-keeping etc.

Teachers will be able to judge what is required in the way of pace and consolidation for different pupils and plan their programme of work accordingly. The flexibility of the materials and variety of uses to which they can be put make it very easy to adjust the programme to suit the needs of the learners.

Many of the activities allow each pupil to perform according to his/her ability level, and mixed-ability group work will allow slower learners both to lean on and to learn from their quicker group-mates without losing 'face'.

Building confidence

The most common reason for failure to progress in modern language learning is lack of opportunity for consolidation. Insufficient familiarity with core material makes it impossible for a pupil to perform as desired and quickly results in lack of confidence, often leading to lack of motivation and behavioural problems.

Pupils learn by being challenged by the activities which they are offered in the classroom. Pupils with special educational needs, even more than others, thrive in a classroom which offers them small 'bites' of language and lots of opportunities to rehearse and revise in a variety of settings. It is better to offer such pupils half a dozen two-minute activities which will allow them to consolidate what they have learned rather than one ten-minute activity which may not sustain their attention.

Only when pupils feel confident of success will they venture to use the language for themselves. Experience of success will eventually encourage risk-taking and creative use of language.

Games are particularly useful in mixed ability classes since they are essentially repetitive in nature – thus aiding consolidation of language recently presented by the teacher.

Noughts and Crosses

[consolidating recent learning, revising, monitoring]

Needed: 9 cards (optional: blank 9-grid template from Appendix C)

Lay out the cards 3 x 3. Take turns to name an item. If you are right, turn the card over. The next player names an item. If s/he is correct, the card is turned over and placed sideways. Alternatively, use a set of 9 pictures from the book and use coloured counters as markers. Three cards or counters in a row wins the game. A template for shaped markers for use with OHP games can be found in Appendix C.

Three in a Row

[creative use of language]

Needed: Any page of pictures

Choose a picture square and name an item in it, or say something about the picture. If you are right, put a counter on the square. The first player to get three counters in a row wins.

Variation

Use a 10-, 12- or 20-sided dice and a corresponding blank game template. Lay a picture card in each space. Proceed as above, but throw the dice first to pinpoint a square.

I Spy....

[consolidating recent learning, revising]

Spread cards on the table. Call out the first letter of an item for the other players to find. If someone points to the correct card and names it, they keep it and become the next quiz person.

Kim's Game

[consolidating recent learning, revising]

Spread cards on the table. One player removes a card while the others turn away. The first player to name the missing item wins a point.

Picture Bingo

[consolidating recent learning, revising, listening]

Version 1: Give each player a blank 6 or 8 space template (provided in Appendix C) and enough picture cards to lay one on each space. The quizperson has a corresponding set of all the cards or a list of all the items. The quizperson calls out the items in random order. A player who has the item called turns over that picture. The winner has all cards turned over first and calls out an agreed word or phrase.

Version 2: To save time, use the cards as above, but without the template. Any number of cards can then be used.

Version 3: Give each pupil a sheet of pictures. S/he selects, say, five of them by circling the number,

putting a counter on the square, or by noting the number on paper.

Catch !

[consolidating recent learning, revising]

Spread the cards on a table and check the vocabulary before the cards are put away. All sit round in a circle. A soft ball is thrown between players. Every time the ball is caught, an item of vocabulary from the cards must be produced within a few seconds, or the player is out.

(Note: Some other common games time-limiting devices are: *Before a feather/balloon/tissue drops to the ground. Before a plate/knife stops spinning.*)

Happy Families

[consolidating recent learning, revising]

Needed: 4 identical sets of cards

Shuffle the cards and deal them out. The aim is to collect sets of items. If, for example, you already have two pens in your hand, you ask another player *Have you got a pen?* If s/he has, s/he gives you the card in return for one you wish to discard. The first player to collect complete sets of 4 wins.

Variation: Prepare sets of cards containing 'families' of four related items, eg: 4 items of clothing, 4 items found in pencil case, 4 animals. In this case pupils will need to know in advance which items they are to look for.

Snap

[consolidating recent learning, revising]

Needed: 4 sets of cards

Shuffle the cards and deal them out. You each in turn play a card. If one card played is the same as the previous one, the first person to call out the name of the item gets the card.

Matching Pairs

[consolidating recent learning, revising]

Needed: 2 sets of pictures without text.

Shuffle the cards and spread them out face down. The first player turns over two cards. If they match, and if the player can name them correctly, s/he keeps them and tries again. If they do not match, or if s/he cannot name them correctly, the cards are turned back down and the next player tries.

Matching pairs : Variation

[reading, consolidating recent learning, revising]

Needed: 2 sets of cards with vocabulary on the back

Spread out one set of cards picture up and the other set word up. Point to a card in Set 1 and a card in Set 2, then turn them over to see if they match. If they do, and if you can name them correctly, you keep them. If not, you turn the cards back over. The player with the most 'pairs' wins.

2a PUPIL MATERIALS & BELONGINGS

Once pupils know what they are going to do and who their workmates are, they need materials to work with. It is easy to get bogged down learning lists of nouns at this point, so be sure to think ahead to how the nouns will be embedded in the particular language function you will wish to teach. Some suggestions appear below, under 'additional language'.

The word before the noun may be 'the' or 'a' or 'my' or 'your' and for each of these German has variations which will be determined by gender (masculine, feminine or neuter) and number (singular or plural). The lists below, therefore, show the nouns and their genders. We leave it to the teacher to plan the words to use to introduce them. Some help is given in the notes. The codes alongside the first list indicate the corresponding coloured miniflashcards. Two copies of each card are provided. They can be incorporated into many games and activities to aid language acquisition.

Teaching notes and language notes are grouped on the following pages, along with a page of 'plural' items and a page showing pupils and belongings. Select the visuals which are most appropriate for the vocabulary and language functions you are planning to teach.

CORE LANGUAGE

classroom materials (singular) [2a/i]

1. eine (Schul)Tasche (f)	bag	A37
2. ein Federmäppchen (nt) / eine Federmappe (f)	pencil case	A38
3. ein Taschenrechner (m)	calculator	A39
4. ein Buch (nt)	book	A40
5. ein Kuli / ein Kugelschreiber (m)	ballpoint pen / biro	B37
6. ein Heft / ein Notizheft (nt)	exercise book / jotter	B38
7. ein Blatt Papier (nt)	sheet of paper	B39
8. ein Ringbuch (n) / ein Ordner (m)	ring binder	B40
9. ein Bleistift (m)	pencil	C37
10. ein Bleistiftspitzer (m)	pencil sharpener	C38
11. ein Radiergummi / ein Radierer (m)	rubber	C39
12. ein Lineal (nt)	ruler	C40

ADDITIONAL LANGUAGE

Contexts See 2a/iii for help with *a, the, my, your* etc.

Nimm ... / Nehmt ...!

Nimm ... / Nehmt ... heraus!

Hast du ... ? / Habt ihr ... ?

Wo ist ... ?

Wo sind ... ?

Ich habe kein / keine / keinen ...

Du brauchst ... / Ihr braucht ...

get / take ...

take out ...

have you got ... ?

where is ... ?

where are ... ?

I haven't got a / any ...

you'll need ...

TEACHING NOTES

Presenting new language


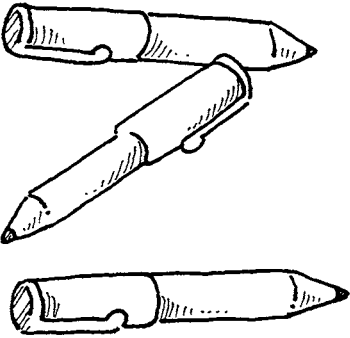
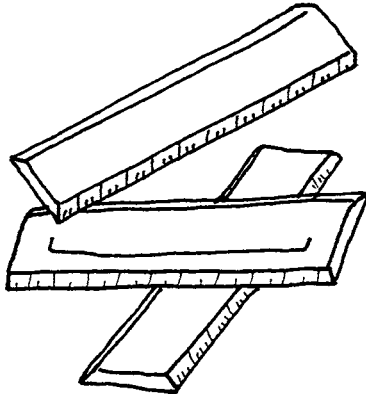
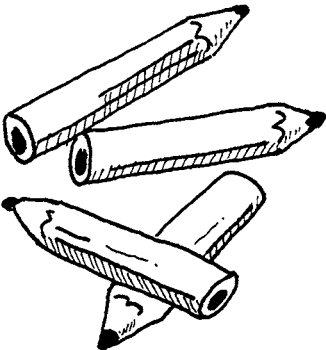
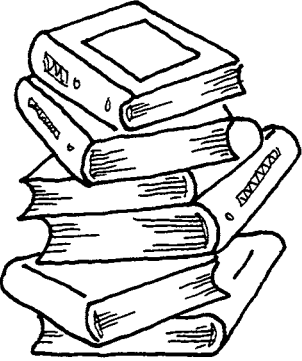

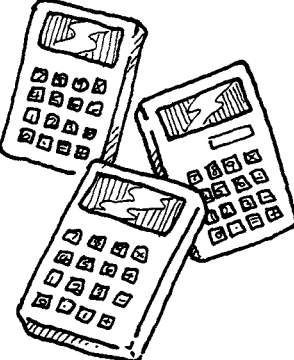
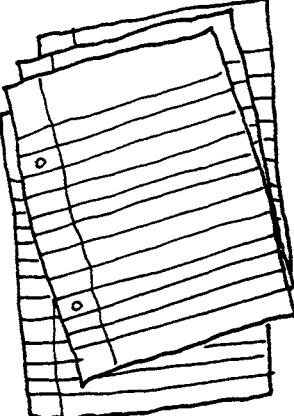
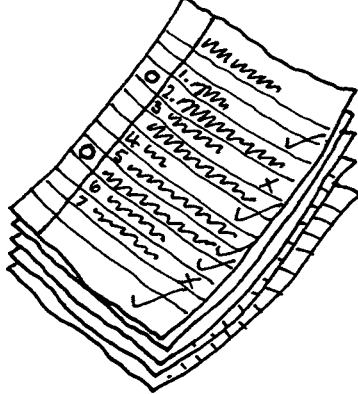
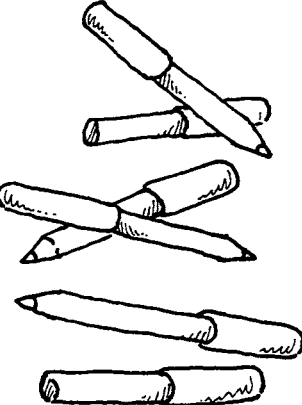
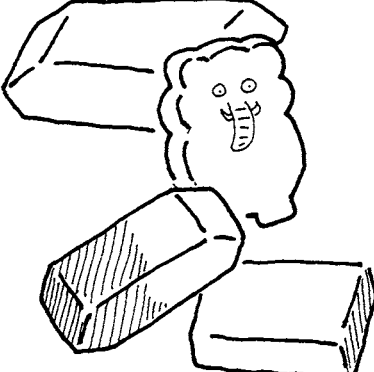

Assemble a collection of real objects at the front of the class, name a few of them as you hold them up to view. When you have done this several times, ask individual pupils to point to the objects as you mention them. Gradually add more objects if pupils are obviously coping well.

Introduce *Ihr braucht* and mention two things they need. Pupils select those two objects. Do this several times, then ask them to select three objects, etc.

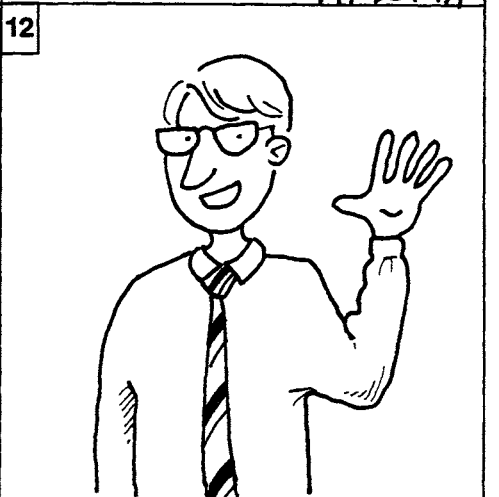
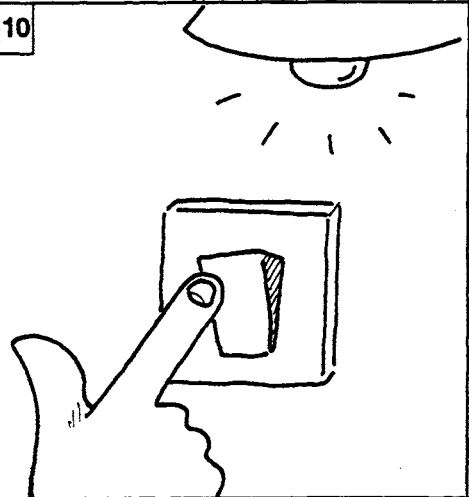
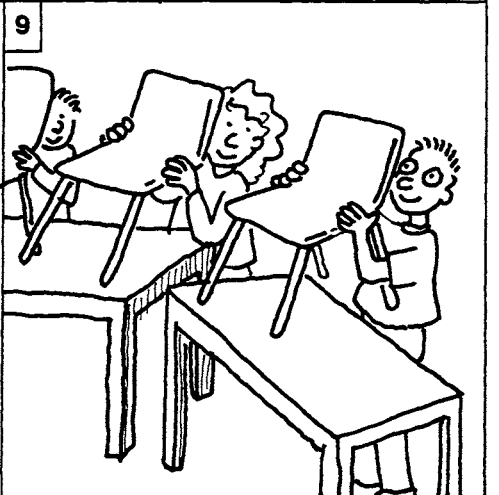
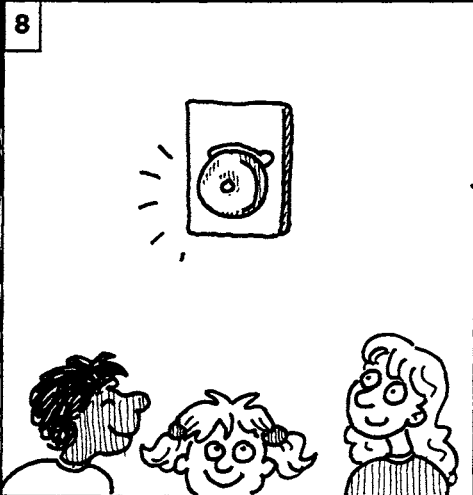
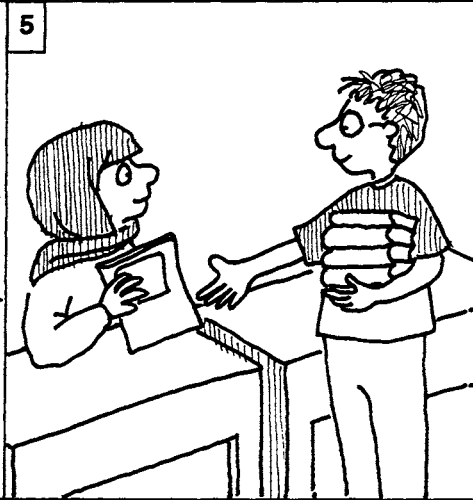
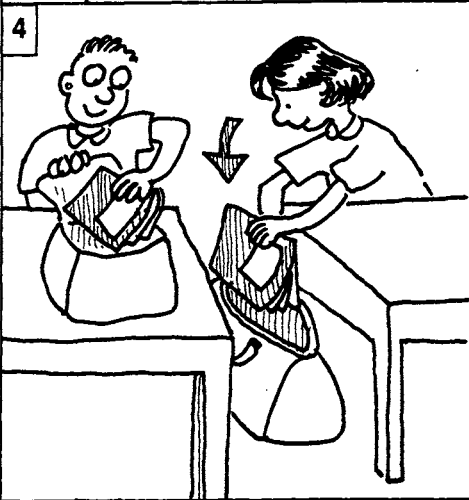
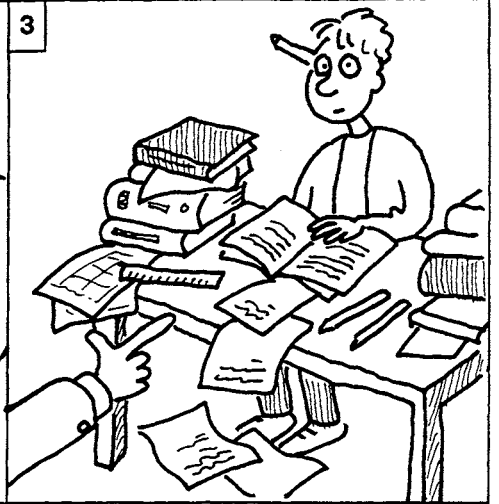
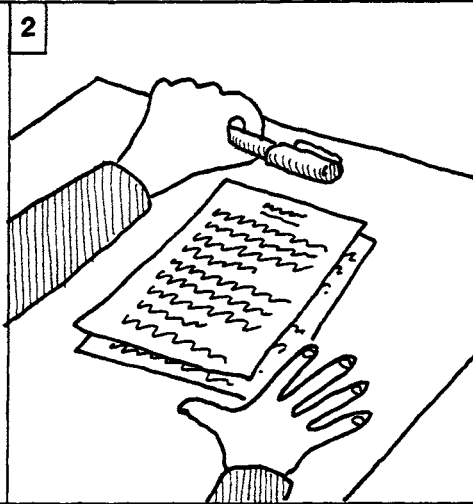
To give more practice to more pupils, give each pupil or pair of pupils a set of the appropriate miniflashcards, visuals cut up into 'cards,' or a collection of real objects similar to the ones you have introduced. Repeat the recognition task, but this time pupils hold up the object-card you mention.

2a/ii Classroom materials (plural)

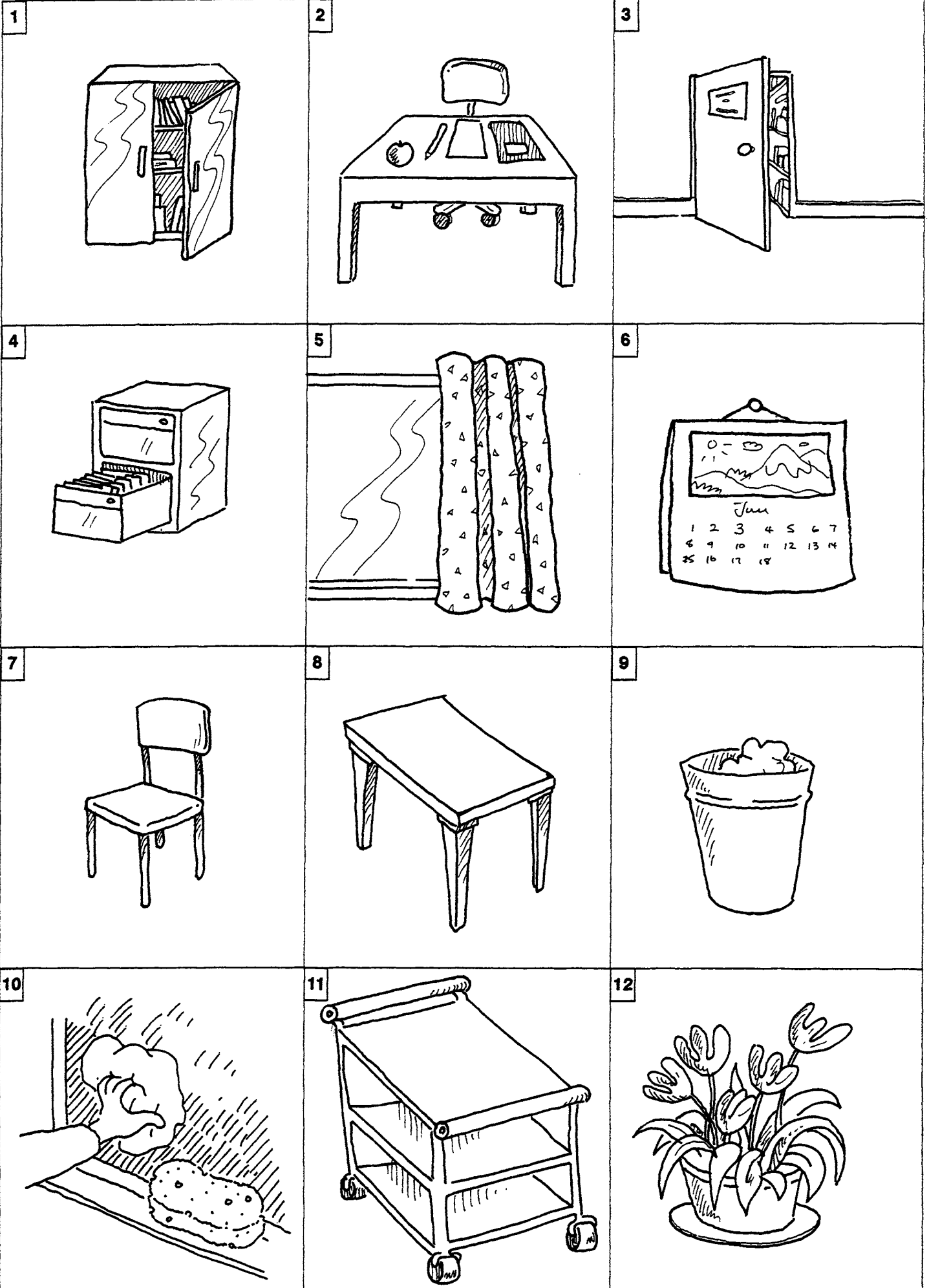
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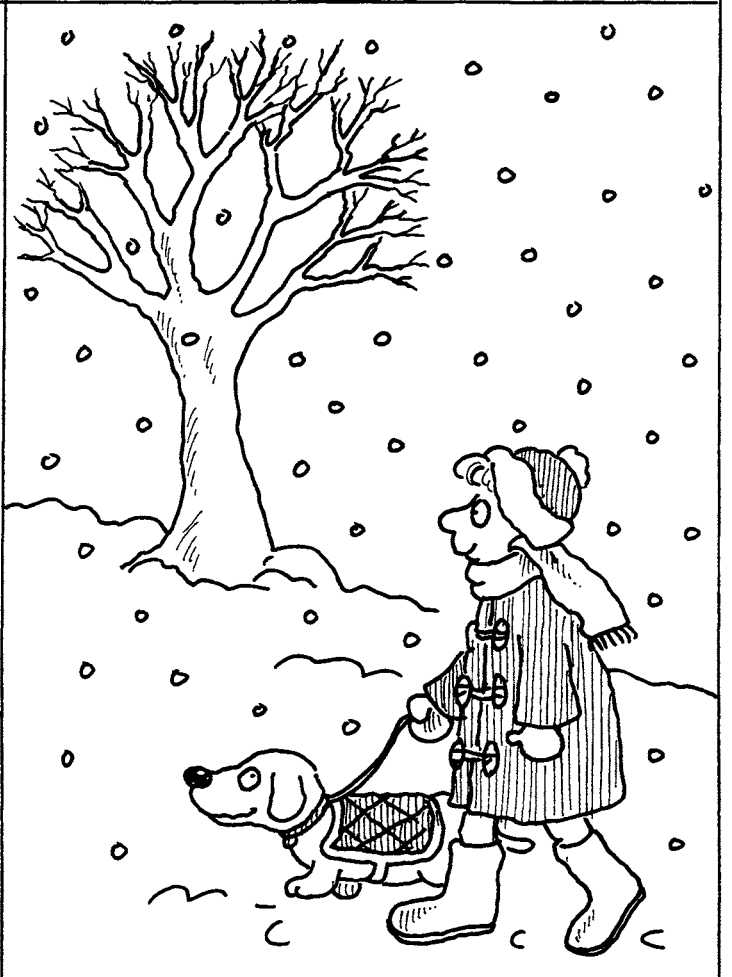
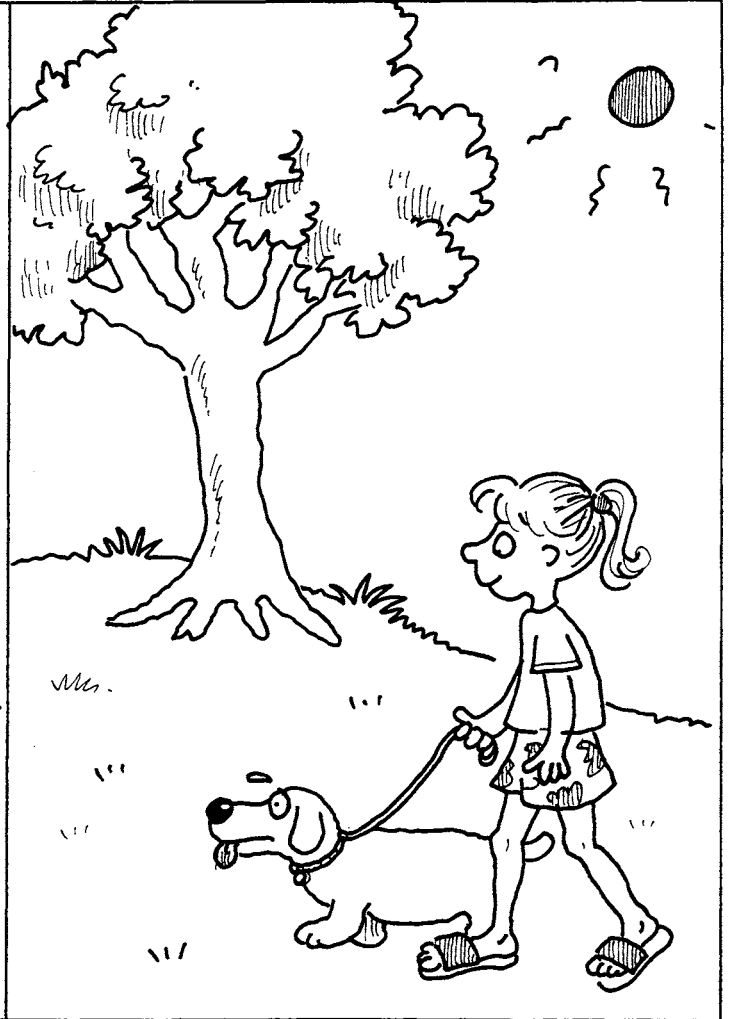
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7 	8 	9 
10 	11 	12 

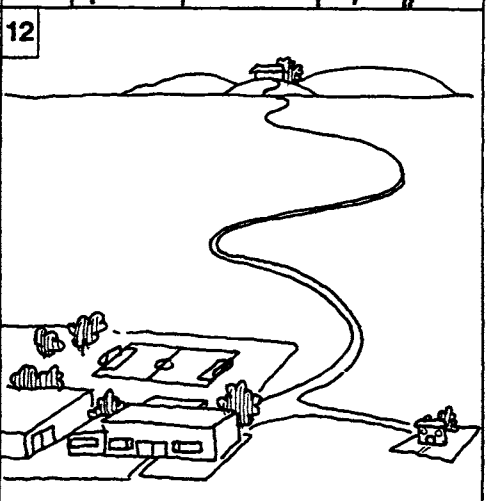
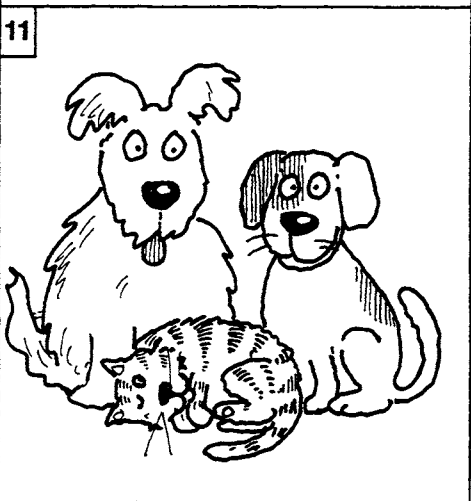
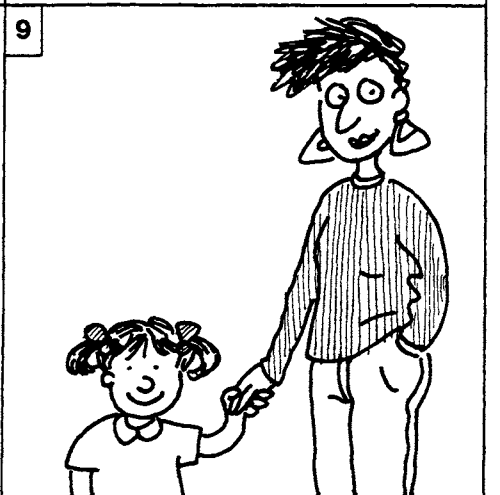
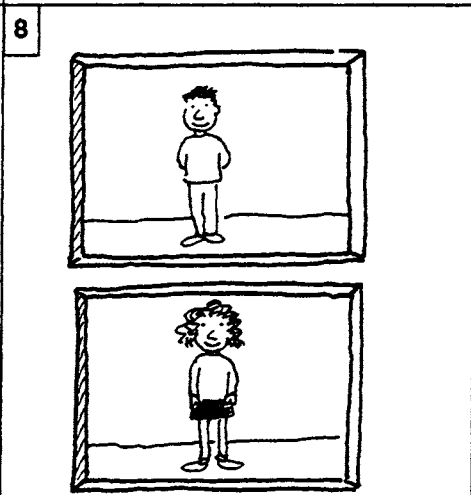
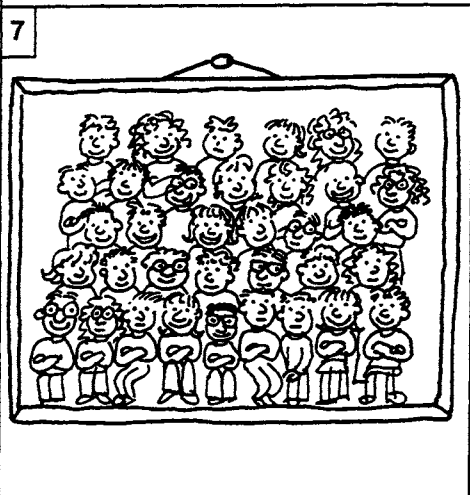
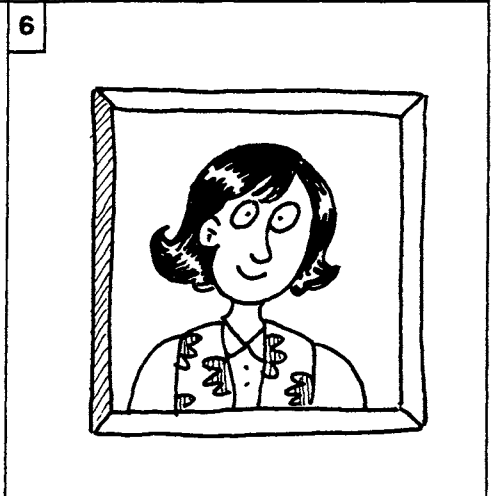
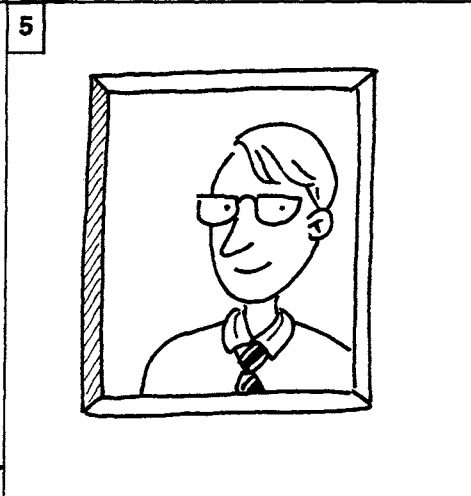
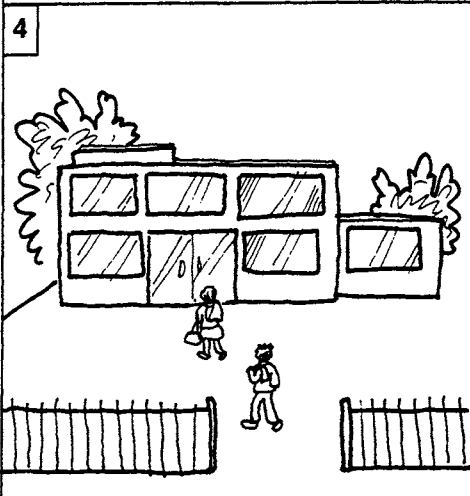
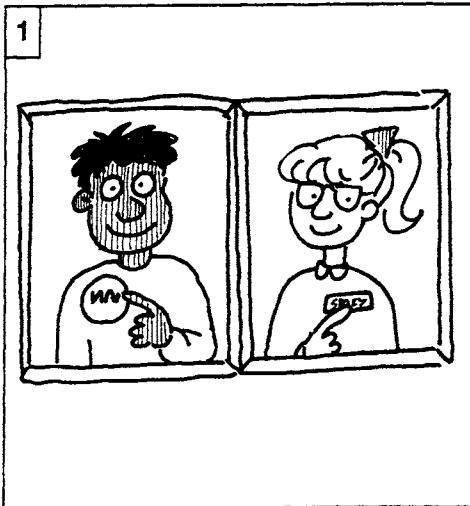
3b/i Finishing the lesson



5a/ii Furniture and fittings (masculine)

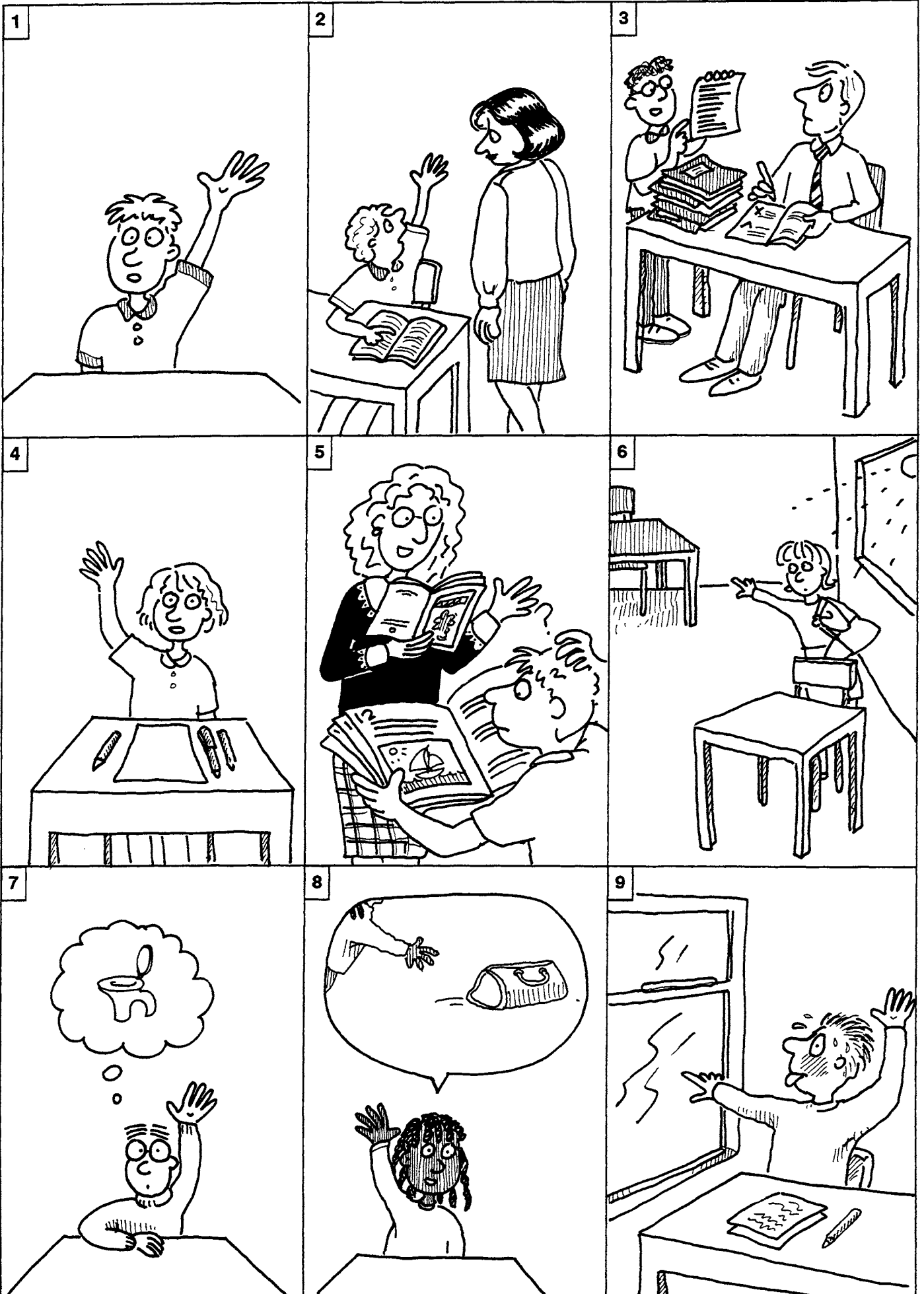




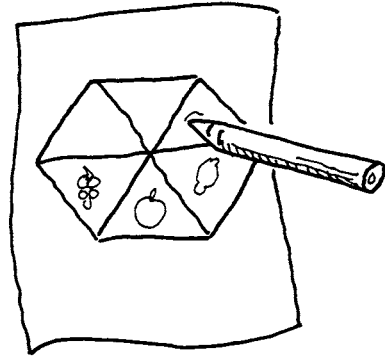


9b/i Asking for help, asking permission

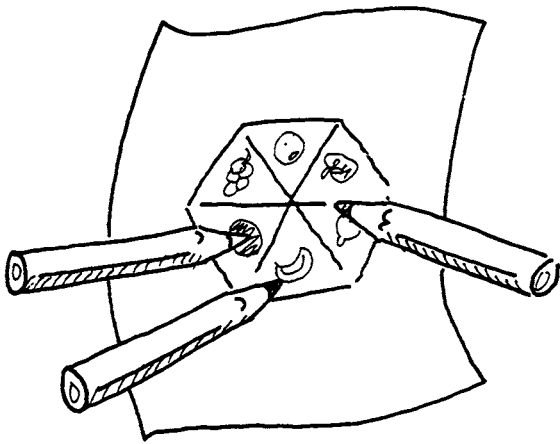
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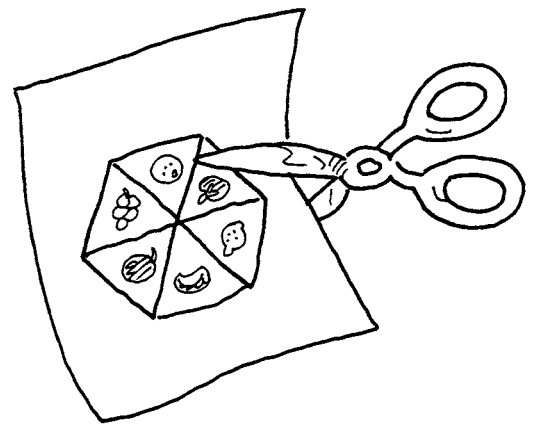
10c Wir basteln einen Kreisel



1. Zeichne in jedes Dreieck eine andere Frucht!

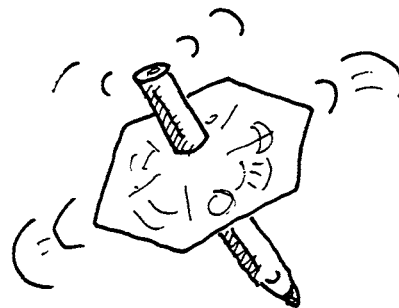


2. Male die Früchte an!

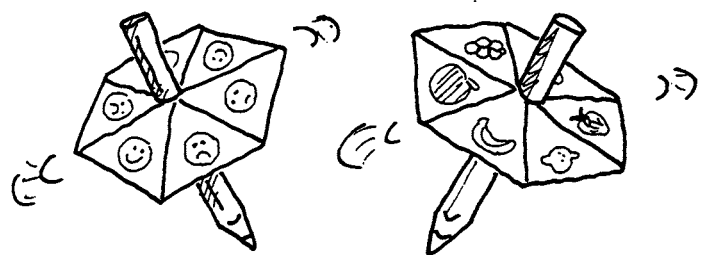
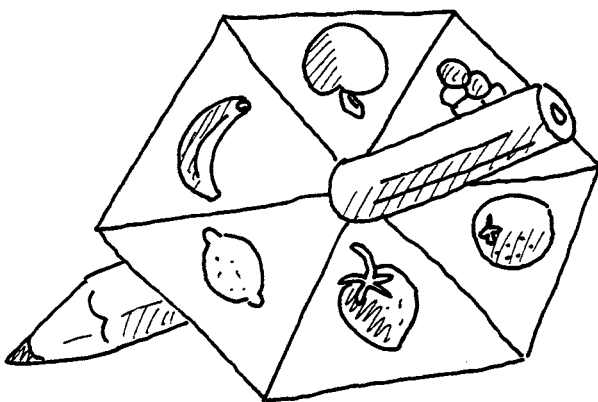


3. Schneide den Kreisel aus!

4. Schieb ein Stäbchen oder einen Bleistift durch den Kreisel!



5. Dreh den Kreisel!



6. Bastle einen zweiten Kreisel! Zeichne verschiedene Gesichter in jedes Dreieck! Dreh die beiden Kreisel zur gleichen Zeit! Sag welche Früchte du gern oder nicht gern isst!

11a/ii Familiar Games

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