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| **Contributor** | **Eva Lamb** |
| **Language** | **German** |
| **Text** | **Sieben Tage**  **Sieben Tage**  **7 Tage, 7 Nächte,**  **jeder Tag hat eine Zahl.**  **Zähl’n bis 7, das kann jeder,**  **ist ganz einfach genial!**  **7 Tage, 7 Nächte,**  **eine Zahl hat jeder Tag.**  **Wenn ihr aufsteht, wird ganz einfach**  **Nur die nächste Zahl gesagt.**  **Eins ist Montag**  **Zwei ist Dienstag**  **Drei ist Mittwoch**  **Vier, das wißt ihr,**  **Fünf ist Freitag**  **Sechs ist klar**  **Sieben auch.** |
| **Title** | Song: SIEBEN TAGE (Smurfs) |
| **Intended age of pupils** | **7-12** |
| **References –** Where can you find the text? A url? A book?  Please give as full a reference as possible, e.g. this sort of detail: author(s), year, title.(edition?), place of publication: publisher, ISBN, Chapter / page ref.  and for website/ web links- author(s) (year?), title. URL and date of last access + page numbers as appropriate | The song is on a CD that was given to my daughter by her Austrian relatives when she was little. We don’t have the CD any more, but the song is on youtube:  <http://www.youtube.com/watch?v=QFfK4D3AAdg>  last accessed on youtube today, 1st June 2014  I also have it as an mp3 file (attached) |
| **Accompanying resources –** Teaching resources you have made | * **mp3 sound file** * **text in word format, with key words highlighted** * **Powerpoint presentation** |
| **Approaches & related activities - What do you want to do with it?** | **I use this as a taster lesson:**   * **When visiting our feeder primary schools, or when the Y6s come to us for their introduction days** * **With our Y7s before they make their second language choice for Y8 (the choice is between French and German, Spanish being our first language from Y7)**   **For lesson plan + activities see below** |

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| **Rationale -**Why do you want to do it? | **To encourage children to choose German:**  **Introduction to the sounds of German**  **Demonstrate frequency of cognates (German / English being closely related)**  **Demonstrate ease of pronunciation and spelling (German being a phonetic language)** |
| **Outcomes-** What does the student produce / achieve / learn as a result? | **All of the above + children motivated to learn German** |
| Related **teaching topics –** How does it fit in your scheme? | **It is a taster lesson, but could also be used to introduce numbers (1-7) and/or days of the week** |
| Related **grammar topics** you highlight | **n.a.** |
| **Key words** – List 2 or 3 words in the Language and in English to help others search | **Numbers 1-7**  **Days of the week**  **German Taster Lesson** |
| ***Generic Language learning strategies*** | **Memorisation through movement, rhythm and music** |
| **Time Frame –** How long does it take? | **Approx. 1 hour** |
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| Anything else?  Details of copyright? | I do not know about copyright; but then, the song is in the public domain (on youtube) and only the first two verses are used (I transcribed the words myself from listening to the song)  **Lesson plan below** |

**Lesson Plan:** The PowerPoint presentation guides you through the lesson

Slides 1-5: Introduction, lesson objectives

Slide 6: the words for German numbers; can children guess what these words are?

Do any of them look familiar / similar to English? Which ones? Why?

Slides 7+8: all the number words on one slide; teacher says a word, volunteer pupil(s) point at the word that is being said – sound/letter correlation;

Could be done as a game with the first student to touch the word winning points.

After a while students will have heard the words often enough to say (initially repeat) the words: pronunciation practice

Slides 9-11: list of numbers in figures (1-10) and in words; students match the word to the figure; teacher points at the first figure (1), children select one of the words, click through all the numbers until 10.

Slides 12-14: ask children to listen out for a number in the song; click the youtube link (or use the mp3 sound file); which of the 10 numbers they just learnt can they hear? – only play the first verse.

Slide 15: gives the answer: 7

Slide 16: Asks how often they can hear this number. Play the song (first verse only) again.

Slide 17: gives the answer: the number 7 appears 7 times

Slide 18: shows the words for the first verse of the song; play the song again, point at the words as you go along, children will be tempted (and should!) join in now, at least shouting the number 7, when it comes up.

Slide 19: presents the 7 days of the week. Can students guess what the words are? How can we guess (cognates, sound/spelling links)? What do the words have in common (with the exception of one) ( …tag)? Which is the odd one out (Mittwoch)? Can we guess what it means literally, if we split the compound (Mitt … / …woch)?

Slide 20: all 7 numbers and days of the week on one slide.

Practice pronunciation / recognition etc

Slide 21: visualises next task: children to raise their left arm when they hear a number, right arm when they hear a day of the week

Slide 22: all 7 numbers and days of the week on one slide again.

Play the song – this time also the second verse; point at the numbers / words as they come up, encouraging children to put up their arms accordingly: left for number, right for days.

Slides 23-25: text for verse 1, verse 2 and both together – to be shown while you play the song again (and again, and again….); there should be a lot of movement now, lifting of arms, wiggling of hips, giggling and hysterics (and that’s just the teacher, well, me anyway …).