

## Language

## Core language

<i>Ich mag ... sehr</i>	I like ... a lot
<i>Ich mag ... gar nicht / überhaupt nicht</i>	I don't like ... at all

<i>einundzwanzig, zweiundzwanzig, dreiundzwanzig, vierundzwanzig, fünfundzwanzig, sechsundzwanzig, siebenundzwanzig, achtundzwanzig, neunundzwanzig</i>	21–29
<i>dreißig, einunddreißig usw.</i>	30, 31, etc.

<i>Was kostet das?</i>	What does that cost?
<i>ein Euro</i>	one euro
<i>zehn Euro</i>	ten euros

<i>Das ist super/toll/Klasse/prima/Spitze</i>	It's super/great (all the German words have a similar meaning)
---	--

## Additional language for this unit

<i>lecker!</i>	yum!
<i>igitt!</i>	yuck!
<i>zum Geburtstag</i>	for (my) birthday
<i>der Fußball</i>	football
<i>die CD</i>	CD
<i>die Konsole/Spielkonsole</i>	games console
<i>das Stofftier</i>	soft toy

## Additional language for teachers

<i>Magst du das?</i>	Do you like that?
<i>Wie viel kostet das?</i>	How much?



## Unit 8 Taschengeld (Pocket money)

## About the unit

In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.

## Where the unit fits in

Children are developing their confidence in speaking German and have the opportunity to perform to an audience. They have opportunities to talk about things that they like and dislike, and they are able to justify their opinions. They consolidate numbers to 20 and, with the addition of some higher numbers, begin to discuss prices in euros.

## Prior learning

It is helpful if children already know:

- *Ich mag*
- *Ich mag nicht*
- numbers 1–20.

## New language

- Expressing likes and dislikes (about food and toys)
- Justification of opinions
- Numbers 21–39
- Simple prices
- Accusative case: *enen, eine, ein*
- Phonic focus: *zw, d* as in *und*

## Resources

- Access to the toys catalogue of the website of a German department store
- Bag with toys, plastic food items or food packets
- Sad and smiley face cards
- Word cards
- Food items or pictures of food items to provoke strong reactions
- Place-value cards
- Word cards for *und*
- Large number cards for 1–9, 20 and 30
- Pictures or toys for the 'Birthday Song'
- Real or plastic euro coins or pictures

## Links with other subjects

Primary framework for literacy: use knowledge of different organisational features of texts to find information effectively; understand and interpret texts; identify how talk varies with age, familiarity, gender and purpose; develop scripts based on improvisation

Primary framework for mathematics: count and understand number; know and use number facts

## Expectations

## At the end of this unit

*most children will:*

count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learnt in the unit; develop their understanding of how sounds are represented in writing

*some children will not have made so much progress and will:*

understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with *ja* or *nein*, gestures or short answers when asked if they like a toy

*some children will have progressed further and will:*

initiate a dialogue in German when working with a group; use number patterns with increasing flexibility

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. At the toy shop

- to listen for specific words and phrases (O4.2)
  - to ask and answer questions on several topics (O4.4)
  - about some aspects of everyday life and compare them to their own (IU4.2)
  - to use question forms (KAL)
- Show children the toys catalogue of the website of a German department store. Look at the layout of the site. Discuss how the information is presented and ways in which it has been made to look attractive, eg use of colour, fonts and pictures.
  - Ask children to look closely at the toys and their prices. What are the differences and similarities compared with England?
  - Focus on one page of the website. Point to various objects and say *Ich mag das!* / *Das mag ich!* or *Ich mag das nicht!* / *Das mag ich nicht!* with appropriate facial expressions, voice tone or gestures such as thumbs up / thumbs down. Ask children what they think you are saying, using *Wie sagt man 'Ich mag' ... auf Englisch?* Practise as a whole class, saying the words and using appropriate gestures.
  - Hold up some items or point to pictures and ask *Magst du das?* Children reply with words and gestures.
  - Introduce three items, one masculine, one feminine and one neuter, eg *ein Ball*, *eine Puppe* (a doll), *ein Buch*. Ask the question *Hast du eine Puppe?* to elicit the answer *Ja ich habe eine Puppe*. Do the same for the neuter noun. Get the children to ask you the questions. For the masculine noun stress the different ending of *ein*, eg *Hast du einen Ball?* *Ja, ich habe einen Ball*. Ask the children to listen carefully for the difference. Continue to ask the children questions to elicit the answers *Ja, ich habe einen/eine/ein ...*
  - Extension: At this point you may want to introduce the negative forms *keinen/keine/kein* to elicit the answers *Ich habe keinen Ball*, etc.
  - Play *Der Zaubersack* (The Magic Bag). Children each make a sad and a smiley face card. You have a bag in which you have placed toys or plastic food items. Take an item from the bag. Ask *Magst du das?* Children hold up their response cards and reply with *Ich mag das!* or *Ich mag das nicht!* Some children will respond to this question using only gestures or facial expressions, or by showing their response card.
  - Extension: *Ich mag das* can be extended to express an opinion, eg *Ich mag das. Ich finde das prima!*
  - Extension: Children work in pairs and browse the website of a German toy shop. Using *Ich mag das!* or *Ich mag das (gar) nicht!* they tell each other what they like or dislike. They could make a list of the German words for the toys they have found and present them to the class.

- respond to the question *Magst du das?*
- say whether they like something or not
- are aware that German shops want to make their products look attractive, in the same way that English ones do

- You can find online toy catalogues by entering *Spielzeuge* into an internet search engine.
- If you are unable to access an internet site from a German store, you can send off in advance for a German catalogue (names of stores can be found by using an internet search engine). Alternatively you can use an English catalogue, cut out the pictures and add prices in euros. You could also download attractive pictures from an internet search engine.
- Link with literacy work: The first activity links to literacy work in year 3 on investigating and writing adverts using persuasive vocabulary.
- Follow-up: Throughout the week, practise *Ich mag das!* and *Ich mag das nicht!* by holding up various objects or bringing in different food items every day.
- Follow-up: Children look at a selection of German and English adverts and say why these adverts are effective or not by commenting on layout, use of colour, font, etc.
- Follow-up: During the course of this unit, children bring in packets from German products for a classroom display.

## Section 2. Likes and dislikes

- to listen for specific words and phrases (O4.2)
  - to ask and answer questions on several topics (O4.4)
  - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
  - about some aspects of everyday life and compare them to their own (IU4.2)
  - to use question forms (KAL)
- Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *Ich mag das sehr!* or *Ich mag das gar nicht!* Some of the items could be based on the vocabulary from Unit 6, so that children can see that they are reusing language in a different context. Use the interactive whiteboard to combine known and new vocabulary in interesting combinations to stimulate the children's reactions.
  - Show the written form of the two phrases and ask children which English phrases these look like. Ask when they would use these phrases.
  - Ask children what else they might say to express their feelings about food. Elicit 'yum!' and 'yuck!' Tell children the German equivalents of these: *lecker!* and *igitt!* Ask them to guess what they mean. Practise saying the words as a whole class.
  - Show children a selection of real or plastic items, or pictures, and ask them to work in pairs or with a puppet to practise asking the question *Magst du das?* responding with *Ich mag das sehr!* / *Ich mag das gar nicht!* / *lecker!* / *igitt!* Some children will respond to the question using only gestures or facial expressions, or by showing a response card from the previous session. Others may extend their answers using *Ich finde das ...* and *Das ist ...*
  - Play *Pass the Word Parcel*. Into a bag, put word cards for *Ich mag das sehr!* / *Ich mag das gar nicht!* / *lecker!* / *igitt!* Play some German music as children, sitting in a circle, pass round the bag. When the music stops, the child holding the bag takes out one card and reads it aloud. The other children echo the word(s) and you correct pronunciation if necessary. The word card is placed back in the bag and the game continues.

- ask and answer the question *Magst du das?*
- say whether they really like something or not
- know the sounds that German children make to show that they like or don't like something

- The words *gar* (or *überhaupt*) give emphasis to the expression *Ich mag das nicht*, eg *Ich mag das gar nicht* (I don't like that at all!)
- *Lecker!* and *igitt!* would only be used in an informal context. Discuss conventions of politeness with children and decide when it would be appropriate to use these expressions.
- Link with work in English: Children may have identified how talk varies with age, familiarity, gender and purpose in their work in English.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Numbers to 39

- to listen for specific sounds and phrases (O4.2)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to apply phonic knowledge of the language to support reading and writing (KAL)
- to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)

- Play *Lippen lesen* (Read My Lips) to revise numbers 1–20. You mouth a number and children say the word or write it on a mini-whiteboard. Children can then do this activity in pairs.
- Give children place-value cards numbered 1–9 and 20. As you say these numbers in random order, children hold up the right cards. Some children will also repeat the number.
- Use large versions of the same number cards. Display the card for the number 20 and the one for the number 2 as you say *zweiundzwanzig*. Ask children what they think this means. Ask what word has been added to make the word.
- Repeat for the numbers 23–29, then for 21. Ask children if they can spot what is different about *einundzwanzig*. (The *s* is dropped from *eins*.)
- Give children a card for the number 20, a card for a number between 1 and 9 and a word card for *und* and ask them to make the number.
- Phonic focus: *d*. Show children the word *und*. Emphasise the sound of the *d* at the end. Can they tell you what letter it sounds like in English? (It sounds like a *t*.) On the interactive whiteboard, have two columns of vocabulary that can be linked with *und*, eg *Salz und Pfeffer*, *zweiundzwanzig*, *Charlie und Lola*. The children should work out as many phrases of their own as possible with their partner and record them onto mini-whiteboards. Each pair then feeds back their findings to the class.
- Phonic focus: Practise numbers 20–29 and the word *und* by playing Chinese Whispers. Split the children into two teams, sitting in rows. Whisper a number between 20 and 29 to the child seated at the back of each row. The children pass the number down the row in a whisper. The child at the end of the row writes the number down and shouts it out to the class.
- Phonic focus: Practise the *z* sound. The children can look at their mouths in the mirror. Look at *z* coupled with *w*, which sounds like *sf*.
- Introduce a tongue-twister (*Zwei Zwillinge*) so the children can practise the *z* phoneme (see 'Points to note').
- Choose two volunteers to come to the front with their cards. Children give them a number in German and they have to race to stick the right cards on the board.
- Give children number cards for 30 and teach them how to say *dreißig*. Repeat the previous activities to practise numbers 30–39.
- Make a grid with five columns and eight rows on the interactive whiteboard. Insert the numbers 0 to 4 along the top row and continue to 39. Numbers 0, 5, 10 and so on to 35 should appear in the left-hand column. Use this number grid to practise numbers. Copy the page and delete certain numbers, eg 7, 14 and 21, so that children have to tell you the next numbers to disappear. The undo function is useful to replace the missing numbers and start off a different sequence.
- Play Number Ping-Pong to practise numbers 21–39. Children work in pairs. One says a number and their partner gives the next number in sequence. At your signal, they swap roles.
- Extension: Repeat the above activities with word cards for the numbers.
- Extension: Give children a number card for 40 and model the pronunciation. Ask them to make and say the numbers 41–49.

- can recognise and say numbers 1–39

- For all numbers from 21 to 99 (except the multiples of 10), the word *und* is added.
- Zero will be introduced in Unit 12, so there is no need to draw attention to it at this stage.
- When playing Read My Lips, you can allow children thinking and sharing time, asking them to decide on the answer by having a whispered conversation with their talk partner.
- Follow-up: Throughout the week, play Number Ping-Pong as a warm-up in numeracy lessons.
- Follow-up: Bring counting in German into daily routines, for example, how long it takes to line up, counting the stairs, counting the number of children in the class.
- Follow-up: Use German numbers in numeracy lessons for activities around number bonds, partitioning and times tables.
- A tongue-twister to practise the *z* phoneme:

*Ohne Zweifel, sind sie zwei Zwillinge  
Zwei Zwillinge, zwei Zwillinge  
Ohne Zweifel sind sie zwei Zwillinge  
Zwei Zwillinge, zwei Zwillinge.*

(Without doubt they are two twins  
Two twins, two twins  
Without doubt they are two twins  
Two twins, two twins.)

- Follow-up: Create new pages in the class word bank for words with *d* and *zw*.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Birthday presents

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- about some aspects of everyday life and compare them to their own (IU4.2)
- to use context and previous knowledge to determine meaning and pronunciation (LLS)
- to access information sources (LLS)

- Revise *Ich mag das!* / *Ich mag das nicht!* / *Ich mag das sehr!* / *Ich mag das gar nicht!* by encouraging the class to repeat these while giving an appropriate action. 'Conduct' the class by inviting each group in turn to respond to an action with the appropriate German phrase.
- Display the department store website or pictures looked at in the previous session. Choose six items and practise the above phrases.
- Sing the 'Birthday Song', holding up or displaying pictures of the toys and inviting children to sing along.
- Ask children to think of actions for each toy and to give the action every time they hear the word.
- Display pictures of some toys with prices in euros. Ask children to rank them in order from the cheapest to the most expensive. If you have the digital pictures, display them on the whiteboard and add price tags. Record the prices and assign to labels, eg *ein Stofftier, 7 Euro*, so that children can listen and match up what they hear to the object.
- Ask children what they have noticed about how German prices are written. Discuss the euro and where it is used. Have children paid with euros before? Show children some examples of real or plastic euro coins, or pictures. What do they notice about them?
- Display prices from 1 € to 10 € on the board. Point to each and say the price in German. Count up from *ein Euro* to *zehn Euro* as a class.
- Revise numbers 1–39 by going around the class as a Mexican wave.
- Play *Der Preis ist heiß* (The Price Is Right). Put children into teams. They guess how much each item is (the price is concealed behind a post-it note or by using the interactive whiteboard). Ask each team, for example, *Was kostet der Fußball?* (What does the football cost?) They give their answer in German, eg *8 Euro*. The team closest to the price wins a point.
- Some children can respond to the question *Was kostet das?* by showing the price with their fingers or on a mini-whiteboard.
- Extension: Children find out real prices of toys from a website, eg *ein Stofftier = 19,20 €*.
- Extension: Children look at catalogue prices and round up to a whole unit, eg *19,20 € = 20 €*.
- As a class, sing the 'Birthday Song'.

- understand that people use different currencies in different countries
- say how much something costs in euros

- Text for the 'Birthday Song' (sung to the tune of 'London Bridge Is Falling Down'):

*Zum Geburtstag möchte ich,  
möchte ich, möchte ich,  
Zum Geburtstag möchte ich  
einen Fußball!*

- Add further verses with:  
*eine CD*  
*eine Puppe*  
*eine Konsole*  
*ein Stofftier.*

The toys can be listed so that, by the end of the song, the whole list is sung. (Note that the accusative form *einen* is required here with *Fußball* only. It is used for *der* words [masculine].)

- Follow-up: Throughout the week, sing the song again.
- Picture galleries available with some interactive whiteboards contain life-size images of all the euro coins and banknotes.
- When playing The Price Is Right, start by using lower numbers, eg 1–10 first, then 1–20. You can then add in higher numbers up to 39.
- Follow-up: Create a class display of a shop. Show items with prices in euros. Use the display interactively for quick mental mathematics activities and language practice, using *Was kostet das?* Children make up their own calculations using the items on display and write them down on post-it notes for others to solve. A stock of play euros could also be used.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Expressing preferences

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- about some aspects of everyday life and compare them to their own (IU4.2)
- to read and memorise words (LLS)

- Revise the 'Birthday Song' (see previous section) and ask the questions *Hast du einen Fußball? Hast du eine Konsole? Hast du eine Puppe?* to elicit appropriate answers, eg *Ja, ich habe einen Fußball, ich habe eine Puppe*, etc.
- On the board, draw a large television screen with on/off buttons. Ask a child to 'turn on' the television by pressing the button. Act out an advert for one of the toys from the previous sessions. For example, hold up a series of items, saying *Das ist doof!* (That's stupid!) and looking disappointed. Then hold up a football and sing the song *Das ist ganz toll!* Alternatively, have a pre-prepared advert on the board that you read out to children.
- Play a drama game. Introduce phrases for expressing opinions by holding an object and saying, for example, *Das ist toll!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.
- Extension: Children make up their own adverts in groups.
- Set up a 'shop' either on the board or a table, with items and prices. Model vocabulary by saying, for example, *Ich möchte eine Puppe*. Children listen and repeat each time. (Note that the accusative form *einen* is required here with *Fußball* or other objects which are *der* [masculine].) Children may also be invited to add an opinion.
- Extension: Children create role-plays by using the question *Was kostet das?* and answering with *Das kostet ... Euro*.
- Display the phrase *Ich möchte* on the board. Invite the class to chant *Ich möchte* and, on each repetition, rub out a letter in *Ich möchte*. Repeat. Play Hangman to see if children can spell the word correctly.
- Play Pass the Parcel by passing a bag containing six toys around a circle to music. When the music stops, the child holding the bag says *Ich möchte* + one of the items, and finds that toy in the bag. Some children can hold up an appropriate picture card when they say *Ich möchte*.
- Play Kim's Game by giving children one minute to look at a range of toys or pictures displayed. (Use singular items of vocabulary rather than plurals at this stage.) Cover the objects and ask children to say what they remember, saying *Ich möchte* + the toy. Hand out the items to some children and get them back by saying *Ich möchte* + the toy.
- Extension: Play Kim's Game but make this more challenging by adding some plurals, eg *zwei Fußbälle, drei Puppen, vier CDs usw.*
- Play a variation of Grandmother Went to Market. The first child says, for example, *Ich möchte eine Puppe*. The second says *Ich möchte eine Puppe und einen Fußball* and so on.

- say something is good
- say that they would like something

- Text for the *Das ist ganz toll!* song (to the tune of 'Oh When the Saints'):

*Das ist ganz toll,  
Das ist ganz toll,  
Klasse, prima, Spitze.  
Das ist ganz toll,  
Das ist ganz toll,  
Klasse, prima, Spitze.*

- Link with work in English: The second activity links to work in speaking (year 4) when children offer reasons and evidence for their views.
- Link with literacy work: The first extension activity links to literacy work on investigating and writing adverts in year 3.
- When playing *Galgenspiel* (Hangman), children can say the letters in English and, if you wish, you can repeat these with German pronunciation. A Hangman template may be made with the interactive whiteboard. Every time you advance to the next slide, another element of the scaffold appears. The word you choose can be revealed by removing a mask from a letter if it is correctly guessed. Whenever you move to another slide, paste the word into the new slide.
- The plurals of the nouns are: *Fußball – Fußbälle; CD – CDs; Puppe – Puppen; Konsole – Konsolen; Stofftier – Stofftiere*.
- In the Grandmother Went to Market game, all the masculine nouns change from *ein* to *einen*.
- Follow-up: Throughout the week, sing the *Das ist toll* song.
- Follow-up: In groups or individually, children make 'human toys' when you call out the word in German. Develop these into movements and put to music.
- Follow-up: Throughout the week, play the Grandmother Went to Market-type game.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. Toy advert

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- to ask and answer questions on several topics (O4.4)
- about some aspects of everyday life and compare them to their own (IU4.2)
- to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- to read and memorise words (LLS)

- Play Pass the Parcel using a bag containing the letters to spell *Ich möchte*. When the music stops, the child holding the bag takes out a letter and places it in the middle of the circle or on the board. Repeat, until the phrase has been built up.
- Extension: Children close their eyes and you remove a letter – which one is missing?
- Explain to children that, in the next lesson, they will perform a radio or TV advert to persuade the audience to buy one of the toys from this unit. Props and costumes may be used.
- Remind children of the language taught earlier in this unit, then give them time in their groups to plan their advert. Some children will benefit from written support on the board. Draw their attention to correct pronunciation before they start working on the task.
- Children should work in mixed-ability groups. Puppets may be used to help any children lacking in confidence.

- use effective language for an advert
- understand that language is used differently depending on the speaker and the audience

- Use flashcards or actions to revisit language that could be used in the adverts.
- Follow-up: Make advertising posters for the toys.
- Link with literacy work: The fourth activity links with writing adverts and posters using persuasive language in literacy in year 3.

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Allow groups to rehearse their radio or TV adverts.
- Each group performs their advert. They must try as hard as they can to convince the audience to buy the product.
- The class comment on the effectiveness of the advert. Why was it effective? What kind of language/gestures did they use to convince the audience? They could comment in German using *Das war ...*

- use effective language for an advert
- understand that language is used differently depending on the speaker and the audience

- The adverts can be filmed and then shown to the class.
- The adverts can be performed to another class or to the whole school.
- Children could record themselves using handheld recording devices and play back the adverts through the computer or interactive whiteboard.