

Taschengeld (Pocket Money)

1. Expressing preferences

Prior Knowledge: It is helpful if children already know how to express likes and dislikes.

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

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Support

Children could have picture cards of toys and say *ich möchte*, then hold up the appropriate card. Some children may need picture clues to support them with Kim's game.

Extension

Children make up their own adverts in groups.

Children create role plays by using the question *Was kostet ? das* and answering with *Das kostet ... Euro*.

Main

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 previous sessions. For example, hold up a series of items, saying *Ich mag das gar nicht! Das ist doof!* (that is stupid) and looking disappointed. Then hold up a football and say *Ich mag das sehr! Das ist toll!* Then sing the *Das ist ganz toll!* song. Alternatively, you could play a video recording of yourself acting out the advert.

Practise saying *Das ist toll!* and show the phrase on the board. Explain that in the *Das ist ganz toll!* song, the *ganz* emphasises the *toll* so it means 'really great' (see Teaching Tips).

Play a drama game. Show phrases for opinions by holding an object and saying e.g., *Das ist toll!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.

Set up a 'shop' either on the board or a table, with toys, either real or pictures, and prices in euros. Model vocabulary by asking a confident child to be the shop keeper. Greet the child with *Guten Tag!* then pretend to choose an item saying, *Ich möchte ... eine Puppe, bitte.* (I would like... a doll). The shop keeper hands you the correct item. Children listen and repeat each time. Remind the children they have used this expression before in unit 6.

How could we continue the conversation? Give children thinking time in pairs then ask if they can remember *Bitte / danke / auf Wiedersehen / Was möchten Sie?* Model a short dialogue with a confident child then let the children practise in pairs.

Display the phrase *Ich möchte* on the board. Practise the ö sound. Invite the class to chant *Ich möchte* and on each repetition, rub out a letter in *Ich möchte*. Repeat. Play Hangman (*Galgenraten*) to see if children can spell the phrase correctly.

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, eg *eine Puppe* (a doll) etc.) Cover the objects and ask children to say what they remember, saying *Ich möchte...* + the toy. Hand the items to some children and get them back by saying *Ich möchte...* + the toy.

ICT Opportunities: Create a screen on the interactive whiteboard with pictures of toys and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively hide the objects with a blind and reveal them.

Play a variation of 'Grandmother Went to Market'. The first child says, for example, *Ich möchte ein Stofftier* (I'd like a cuddly toy). The second says *Ich möchte ein Stofftier und einen Fußball* (I'd like a cuddly toy and a football) and so on (see Grammar for Teachers)

ICT Opportunities: Use animation in multimedia presentation software to show toys going past on conveyor belt. You

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could also have written phrases whizzing past at the same time. Children have to remember the sequence.

Grammar <u>For teachers:</u> Conditional tense – <i>ich möchte</i> is an example of the Conditional tense – ‘I would like’ Note that after <i>Ich möchte...</i> (I would like...) the accusative form <i>einen</i> is required with <i>Fußball</i> or other objects which are <i>der</i> words (masculine). In the Grandmother Went to Market game, all the masculine nouns change from <i>ein</i> to <i>einen</i>.	Grammar <u>For children:</u> No specific focus	Phonics focus <u>For teachers:</u> w - <i>was</i>	Phonics focus <u>For children:</u> ö - <i>möchte</i>
<u>Learning Outcomes</u> Children can: - say something is good - say that they would like something	<u>New National Curriculum Links</u> English <u>Writing</u> - Years 3 – 4 Pupils should be taught to draft and write by: in non-narrative material, using simple organisational devices such as headings and sub-headings.		
<u>Throughout the week:</u> Sing the <i>Das ist ganz toll!</i> song. Play a ‘Grandmother went to Market’ type game.		<u>Resources</u> (pictures of) toys & prices - Text for the ‘<i>Das ist ganz toll!</i>’ song (to the tune of ‘Oh when the saints’): <i>Das ist ganz toll, Das ist ganz toll, Klasse, prima, Spitze. Das ist ganz toll,</i>	
<u>Teaching Tips</u> When playing ‘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.			

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Whenever you move to another slide, paste the word into the new slide. - Help children to pronounce the phonemes accurately by playing the 'Phoneme Family' game. Give each child a sound card, which they look at but keep secret. The children circulate around the room, making that sound until they find others from the same 'family'. They then show their cards to check. <i>Ganz</i> can mean 'quite' or 'really' – so <i>ganz gut</i> could mean 'really good' or 'quite good' according to the way it is said.	<i>Das ist ganz toll, Klasse, prima, Spitze.</i> Board
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Wortschatz für Lehrer	Teacher Language	Wortschatz für Kinder	Children's Language
<i>Das ist super/toll/klasse/Spitze</i> <i>Im (Spielzeug)laden</i> <i>Ich möchte...</i> <i>Spielzeuge</i> <i>einen Fußball</i> <i>eine CD</i> <i>ein Auto</i> <i>ein Stofftier</i> <i>eine Puppe</i> <i>eine Konsole/Spielkonsole</i> <i>einige Süßigkeiten</i> <i>einen Kuchen</i> <i>Galgenraten</i> <i>Was kostet das ?Das kostet ... Euro.</i> <i>Willst du den Fernseher einschalten?</i> <i>Drückt den Knopf.</i> <i>Hier ist unser Kaufhaus.</i> <i>Wer will der Ladenbesitzer sein?</i>	It's great / magnificent / fantastic / great At the (toy) shop I would like... some toys a football a CD a car a cuddly toy a doll a games console some sweets a cake hangman How much is it? It's ... euros. Do you want to turn the TV on? Press the button. Here is our shop. Who wants to be the shopkeeper?	<i>Das ist super/toll/klasse/Spitze</i> <i>Ich möchte...</i> <i>Spielzeuge</i> <i>einen Fußball</i> <i>eine CD</i> <i>ein Auto</i> <i>ein Stofftier</i> <i>eine Puppe</i> <i>eine Konsole/Spielkonsole</i> <i>einige Süßigkeiten</i> <i>einen Kuchen</i> <i>Extension :</i> <i>Was kostet das ?</i> <i>Das kostet ... Euro.</i>	It's great / magnificent / fantastic / great I would like... some toys a football a CD a car a cuddly toy a doll a games console some sweets a cake Extension: How much is it? It's ... euros.

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<i>Wir spielen Kim's Game. Ihr habt eine Minute, um die Spielzeuge / die Bilder anzuschauen. An welche Spielzeuge erinnert ihr euch ?</i>	We're going to play Kim's Game. You've got one minute to look at the toys/the pictures. Which toys/pictures can you remember?		
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