**CILT Cymru Triple Literacy Songs Resource**

**Teachers’ Guide – German Songs**

**A) LANGUAGE ELEMENTS**

**1. Was machst du gern in deiner Freizeit?**

1. gern + word order

1. Verb endings

ich + e

e.g. ich spiele

1. Weil + word order

e.g. weil ich Musik liebe

**2. Was machst du heute?**

1. Questions

was?

wie?

wann?

1. Word order: Time, Manner, Place

 e.g. Heute fahre ich mit dem Bus in die Stadt.

1. Weil + word order

e.g. , weil ich mehr Geld brauche

**3. Wir zählen**

1. Numbers 0 - 12
2. Expressing an opinion

 e.g. Das ist ja super!

**4. Wann sehen wir uns?**

1. Telling the time

e.g. Um eins, um zwei, um drei

**5. Warum fragst du mich?**

 (i) Question words

 Warum? Wer? Wo? Was? Wann? Welcher?

 Wieviel? Wie? Wie viele?

**B) ACTIVITY IDEAS**

1. **Was machst du gern in deiner Freizeit?**
2. Copy and paste the lyrics into a dominoes template, deliberately splitting “gern” and the “weil” clause phrases, so that pupils, in groups, have to match the dominoes back into the correct word order, using thinking skills and working together. Ask them to tell you what they deduce about German word order and how it is different from English.
3. Use a PowerPoint like the “Vile weil welly” which has actions and visuals to emphasize the verb being kicked to the end of a clause. Pupils could then go on to make their own learning resources based on the lyrics of the song, modelled on the PowerPoint sentences and those in the song. Using an on-line Target Language rhyming dictionary is very helpful in this sort of activity.

1. Use the language of the song to support a speaking task

Pupils prepare answers to “was machst du gern”, following the model in the lyrics, then they could do a speed-dating task, going round asking the question to different members of the class in fixed time intervals. They could fill in a grid while doing this, to provide evidence of oracy, as they have to listen to answers as well as ask and answer questions. Colour coding different language elements helps pupils to remember rules. Teachers may want to introduce changing the language from the 1st person to the 3rd.. Show them the example and they work out what the rule is. E.g.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wer? | Sport/Hobby? | Warum? |  |  |
| Shaun | Tennis | **Weil ich** | **Tennis** | **liebe** |
|  |  | **Weil er**  | **Tennis** | **liebt** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Was machst du heute?**
2. Copy the line “Heute fahre ich mit dem Bus in die Stadt” in large font onto paper and cut it into separate words. Give a word to pupils and they must decide, with help from others thinking aloud, where they should stand in line using the correct German word-order. Ask them questions as they are doing it, encouraging them to explain, ask if there are alternative versions. This could be done with other sentences, giving all pupils the chance to stand up, move position and work with others.
3. Pupils could manipulate/ practise with/ test each other by using the [www.textivate.com](http://www.textivate.com) website where the text has been copied and could be embedded into a wiki or VLE for individual use <http://www.textivate.com/menu.php>. If pupils have access to an individual computer, they can use textivate.com without logging on – just copy and paste the lyrics and then the “textivate” tab. The teacher could decide which game to use, tell them to wait for a cue to start and then see who can do it fastest/ has the highest score.
4. Use the website [www.contentgenerator.net](http://www.contentgenerator.net) to download software such as “Fling the Teacher” to create multiple-choice questions and answers.

E.g.

Q. Warum spielst du rugby?

a) weil ich liebe rugby

b) weil ich rugby liebe

c) weil ich Rugby liebe

d) weil liebe ich rugby

This works well when pupils think out loud when deciding on the correct answer in order to fling the teacher, and it consolidates the language elements you wish them to remember.

**3. Wir zählen**

(i) Go round the class giving each pupil a number from 0 to 12. Play the song for pupils to listen to and become familiar with. Sing it all together, then play again and the pupils with a number have to stand up and shout it when they hear it in the song. Pupils could be divided into 2 groups, one being an even number and the other an odd number and they sing the correct number on hearing it.

1. Dictionary practice: pupils could look up alternative adjectives to express an opinion and then write them into their own songs individually, in pairs or groups. They could then record themselves speaking or singing using digital voice recorders or their own phones or using a microphone attached to a computer. Teachers could play back selected recordings for AFL; asking pupils what was good and if anything could be improved.

**4. Wann sehen wir uns?**

1. Before listening to the song, teach pupils visual movements to indicate the hours e.g. left arm straight up for the hour and no minutes, then right arm moves down and around to indicate each hour – this will require space to move their arms. The teacher could practise this by calling out times in German and pupils have to respond with arm movements. Then play the song and pupils should use the arm movements to match the hour they hear.
2. After listening to the song and singing with it, pupils could make the following table, and when they ask the question “Wann sehen wir uns?”, they should write the time their partner tells them in digits not words so that the teacher can check oracy and comprehension.

E.g.

|  |  |
| --- | --- |
| **Wer?** | **Wann?** |
| *Emma*  | Um 4 |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**5. Warum fragst du mich?**

1. After listening to the song, pupils should work in pairs to match the questions in the grid below, which are similar to the ones in the song – but not exactly the same so that they have to use thinking skills and working together to work out the answers. Then, ask them questions about rules – what have they noticed if you use wir/ihr/er with a verb, why is it Freundinnen not Freunde, how could you work out meaning of Kleingeld without a dictionary?

|  |  |
| --- | --- |
| Wieviel Kleingeld hat er? | How are you?  |
| Wie viele Freundinnen hat sie? | Which group do you sing in?  |
| Wo wohntest du? | When are we going to the Café? |
| Wer bin ich? | What are you doing?  |
| Wie geht’s Ihnen? | How much change has he got? |
| In welcher Gruppe singst du? | Why don’t you ask me? |
| Wann gehen wir ins Café? | Who am I? |
| Was macht ihr? | Where did you live? |
| Warum fragst du mich nicht? | How many friends has she got? |

1. Pupils could use the questions in the song to put to a partner, pupils ask each other the questions and write down the answers. Then hand in the written answers to the teacher who reads them out without saying the name of the pupil. Pupils in the class have to guess who is being described.
2. The teacher could use [www.linoit.com](http://www.linoit.com) to create a wall where pupils write a sticky note with their answers on. If left untagged with a name, the class could guess who wrote it. With a name, the teacher can assess the work and/or use for AFL. This activity is best done if the linoit wall is embedded in a wiki or VLE to avoid pupils having to become individual users of the site.
3. Play the game, if this is the answer, what was the question? Pupils should work in pairs using the questions in the song to help them:
4. Ich wohne in einem Dorf.
5. Ich sehe fern.
6. Mein Vater ist arbeitslos, also habe ich nicht viel.
7. Ich habe einige Freunde und Freundinnen.
8. Mir geht’s ganz gut.
9. Ich bin in der neunten.
10. Ich gehe um halb sechs dahin.
11. Pupils could now:

(a) choose 4 different question formats which are used in the song to write questions about themselves.

(b) Exchange questions with a partner so that they can answer each other’s questions.

(c) Share their answers with the rest of the class by answering in the third person.

1. Pupils could now write:

(a) an e-mail to a friend describing a new pupil to the school

 **OR**

 (b) write a Facebook-type profile of themselves.

 **OR**

(c) Prepare a telephone conversation between two people who are trying to get to know each other. Record the conversation, using prompt cards instead of reading it from prepared material. Upload these to use for AFL in class and/or assessment.

1. **All the songs**

Pupils create their own “Listening Log” to include:

 Name of song:

 What is your opinion of the song? Why?

 What have you enjoyed the most?

e.g. The words, the music, singing together, learning through music, moving around, working with a partner

 Choose a phrase from the songs which:

1. Gives a reason
2. Gives an opinion
3. Is a time phrase
4. Shows a sentence starting with an adverb
5. Shows a method of transport
6. An expression of movement
7. A word in the Plural
8. A word which is the same in English and German