

National Council for Curriculum and Assessment
An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Modern Languages in Primary Schools

Teacher Guidelines

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Chairperson's foreword

In September 1998 the Pilot Project on Modern Languages in the Primary School was initiated in about 10 per cent of primary schools in the country. The NCCA very much welcomed this initiative by the minister and his department and viewed it as a positive response to its recommendations over a number of years. The NCCA was charged with the development of curriculum materials for the pilot project, which involves fifth and sixth classes. In December 1999 *Draft Curriculum Guidelines* were produced by the NCCA, and these were issued to all schools involved in the project.

In addition, *Teacher Guidelines* have been developed by the NCCA to accompany and expand upon the curriculum guidelines as a further support for schools. They include sections on school planning, classroom planning, and suggested approaches and methodologies.

The project is now entering its fourth year. The European Social Fund (ESF) provided funding for the first two years of the project. It is now funded under the National Development Plan (NDP). The classes involved are fifth and sixth class, and the languages concerned are Italian, German, Spanish, and French.

In view of the fact that this year, 2001, is the European Year of Languages and it is the European Commission's long-term objective that every young European school-leaver can speak two European languages in addition to his or her mother tongue, it is appropriate that we are developing ways of introducing our children to another language at primary level. Modern languages in the school curriculum have an important strategic role to play in the social and economic development of the country.

Among the aims of a modern languages curriculum at this level, as stated in the *Draft Curriculum Guidelines*, are the fostering of a positive attitude towards language learning, the development of communicative competence, and the development of the child's awareness, appreciation and respect for other cultures.

The Primary School Curriculum advocates a cross-curricular approach. In the course of the development of the curriculum guidelines and teacher guidelines links have been made between the language class and other areas of the curriculum.

I would like to thank all those who contributed towards the development of these guidelines; members of the steering committee, members of the advisory group, and those responsible for the development of exemplar materials. I would also like to thank the executive of the NCCA for managing the work, in particular Mr Albert Ó Ceallaigh, Chief Executive, Ms Lucy Fallon-Byrne, Assistant Chief Executive (Primary), and Ms Hilary Roche, Education Officer. I should also like to acknowledge the support of the Department of Education and Science for the initiative and the work of Kildare Education Centre and of the project leaders who have assisted schools in the implementation of the curriculum.

Dr Catherine O'Brien
Chairperson

Section 1

Modern languages in the primary curriculum

Modern languages in the primary curriculum

Modern languages in the primary school

Modern Languages in the Primary School involves fifth and sixth classes in participating schools. The introduction of another language facilitates the gaining of insights into another culture. Language skills previously acquired will be enhanced and developed through learning another language. The language will be taught placing emphasis on communicative competence and involving the child in communicating for “real” purposes. The other two principal elements are language awareness and cultural awareness. This ensures a more global approach to the teaching of the language, where the language is learnt in the context of the culture of countries where the language is spoken. Emphasis is also placed on encouraging the child to focus on the new language in relation to languages he or she may have learnt previously.

The guidelines are written for the purposes of the pilot initiative in modern languages at primary level. They have been produced to accompany the *Draft Curriculum Guidelines* now in use in the schools involved. The *Teacher Guidelines* will be used by the variety of personnel involved in teaching within the project.

These teacher guidelines follow a similar structure to the teacher guidelines for other curricular areas. They should be considered in conjunction with the *Draft Curriculum Guidelines*. The teacher will explore the strands and strand units, developing the topics and the functions sections of the *Draft Curriculum Guidelines* when considering exemplar materials in these teacher guidelines.

The language learning experience should take place within an integrated, age-appropriate curriculum where links are made between what occurs in the language classroom and the programme in other areas of the curriculum.

The advantages of learning a modern language

There are many advantages associated with the introduction of a modern language at primary level. These include

- *an enjoyable experience*. The child should be introduced to another language in an enjoyable age-appropriate manner, where he or she is encouraged to use the language in relevant activities that may be integrated with other areas of the curriculum, for example asking about favourite hobbies, engaging in role-playing activities,

and liaising with native speakers of the language through video or cassette tape and finding out about their lives.

The advantages of learning a modern language

- *an enjoyable experience*
- *developing language skills earlier*
- *developing the confidence and self-esteem of the child*
- *promoting inclusion*
- *increase in length of time spent learning a language*
- *contributing to cognitive development*

- *developing language skills at an earlier stage.* Learning another language assists in understanding how language works and also provides the child with language learning skills. In many instances the child will be enabled to continue with the same language at post-primary level. However, where the language learning experience is a positive one and the child is actively engaged in the process, he or she will be enabled to use these skills in further language learning activities, whether in the language concerned or in another language.
- *developing the confidence and self-esteem of the child.* Where the language learning experience is a positive and enjoyable one, the self-confidence and self-esteem of the child will be developed and enhanced. Children react very positively when encouraged to assess the progress they themselves have made in a language and to compare their present competence with what was known initially. For some children it is a “new” opportunity to progress from the known to the unknown in conjunction with the whole class. The role of the teacher is of the utmost importance in encouraging the child, without pressurising the child, to participate in communicative language-learning activities.
- *promoting inclusion.* Ireland in the twenty-first century is part of a wider European community. Many Irish people are working for companies that conduct their business through a language other than English and are required to travel to countries where these languages are spoken. Introducing another language at primary level contributes towards equipping children for the future in relation to skills development and knowledge, understanding and tolerance of others. Our children need to be prepared to welcome others into their communities and to be given the skills with which to communicate with peers from other countries and cultures. It is important that children are assisted in respecting cultural differences. Learning another language at primary level can also contribute to the promotion of respect for other cultures and peoples.
- *increase in length of time spent learning a language.* The earlier a child begins to learn a language, the greater the opportunity for learning the language for a longer period of time.
- *contributing to cognitive development.* Language learning can make a contribution to the further development of the cognitive abilities

of the child. Learning another language can help to focus a child's thinking on how language works. Language concepts introduced in strands and strand units of the English and the Gaelge curriculum may be developed. The child heretofore has primarily used language in order to communicate but is now encouraged to think about the language and how it is used, to learn that there are certain conventions attached to the use of language, and that these conventions differ between languages.

How language is learnt

Learning language as a small child begins before the child is capable of producing speech. The child initially begins to understand language through listening to what is being said by those in the immediate environment. The child is immersed in the language and begins to understand through interpreting tones of voice, gestures, and single words, developing to more elaborate phrases. Comprehension may be assessed by observing the child's reactions, such as the nodding of his or her head or the carrying out of an action.

*Tagann tuiscint
roimh labhairt*

*Understanding
comes before
speaking*

Similarly, with a new language the child's understanding of the language precedes his or her ability to speak it. The child's ability to understand language aurally will always be at a more advanced stage than his or her ability to produce language. It is necessary that the teacher ensure that his or her use of the modern or target language is such as to provide a good model for the child in relation to pronunciation and the correct use of the language. The target language is used as the medium of instruction in the language classroom. Although the child will not understand exactly what is being said, he or she may understand the gist by observing various clues the teacher may give through pointing, varying the tone of voice, and using gestures and facial expressions. We cannot measure a child's knowledge and understanding of a language simply by hearing them speak. Other strategies are also necessary, such as observing the child's reactions to instructions and directions given.

The language learning experience will always be of benefit to the child. In learning another language the child is afforded insights into another culture, focuses on elements of language awareness, learns that effective communication can be achieved using another language, and appreciates that in understanding another language, communication with their peers in a much greater arena is possible. The child can discover what peers elsewhere like doing, how they live, and what their school and home life are like. The child also gains an awareness of the fact that others may view the world differently and becomes aware of similarities and dissimilarities between him or her and others.

The language taught

Diversification

One of the aims of the pilot project was to encourage diversification in the range of languages taught. It is for this reason that Italian and Spanish, as lesser-taught languages, were included.

An emphasis on skills

Ideally there will be opportunities for the language taught to be continued at post-primary level, so that the language learnt at primary level may be consolidated and developed. However, this is not always possible. It is important, therefore, to concentrate on the skills associated with language learning so that these skills may be drawn upon when another language is introduced. In addition to the language learning skills of listening, speaking, reading, and writing, the following are included:

- the development of the communicative skills of the child
- the cognitive development of the child
- the development of the self-esteem and self-confidence of the child, where the child is encouraged to “have a go”
- interpretation of meaning using contextual clues, such as voice inflection, gestures, and facial expressions
- the transfer of learning from one situation to another, where the child may draw on previous language learning experience when learning the new language.

The development of these skills will ensure that the child approaches the “new” situation with confidence in his or her ability. The language awareness and the cultural awareness strands are valuable components of the curriculum and will always be an asset for the child who is progressing to post-primary school, whether or not the same language is available there.

Equipping all children with language skills

Language for communication

In Europe today, travel is common between countries. Many families go abroad on holiday to countries where Spanish, Italian, French or German is spoken. All children need to be equipped with the skills necessary for effective communication in these countries. For example, they need to be able to greet others, introduce themselves, and conduct simple transactions in shops. Because of the communicative nature of the programme and an emphasis on the enjoyable aspect of language learning (through engaging the child in a task-based approach), all children can experience success with their peers from an early stage. A positive and enjoyable language learning experience will contribute towards the development of the self-confidence and self-esteem of all children.

Modern languages and the primary school curriculum

The primary school curriculum comprises Curriculum Guidelines and Teacher Guidelines. It celebrates

“the uniqueness of the child, as it is expressed in each child’s personality, intelligence and potential for development . . .

The principal division of content in each subject is the *strand*. The *strand unit* is a subdivision of the strand and focuses on the more specific areas of learning that will achieve the developmental goals of the strand.” (Primary School Curriculum, Introduction, p. 41).

The modern languages curriculum is structured in a manner that facilitates integration with other areas of the curriculum. In achieving competence a communicative approach is employed. The strands are integrated, as are the language skills or strand units. At a given time the main emphasis may be on an individual strand and the development of an individual language skill. However, inevitably other strands and skills will also be involved. No language area exists independently.

The role of the teacher

The teacher’s role is of the utmost importance in the language class. It is important that the child has a good role model. In order to ensure that the child experiences a positive introduction to the “new” language, the teacher must have clear aims and objectives. The use of the target language throughout the class gives the child the opportunity to become accustomed to the sound of the language.

Listening

Because of the use of the target language as the means of communication throughout the language class, the teacher must be confident in his or her skills in this area. Listening to the news and watching television programmes in the target language, where this is possible, may contribute to the development of language skills. They provide models of good pronunciation that may be reinforced by the teacher. The teacher as a role model should speak at a pace that enables the children to hear the sound of the language as it is spoken. Speaking at an artificially slow pace should be avoided. The children will become accustomed to the sound of the language spoken at a natural flow while the teacher may use gestures or voice inflection, for example, as clues to assist comprehension. The ability to comprehend what is being said will develop, and as the child begins to produce the language he or she will do so at a realistic pace.

Reading books, magazines and articles in the target language will also enhance the skills of the teacher and may also provide them with

material that may be useful in the classroom. Newspapers in various languages are available and may also be accessed on the internet.

The teacher may also consider visiting a country where the target language is spoken. Various courses are available for teachers who wish to perfect their language competence. Courses are also available that include elements of language learning as well as pedagogical methodology.

The language teacher should be familiar with other areas of the primary curriculum.

The variety of personnel involved in teaching modern languages includes class teachers, other teachers in the school, visiting secondary school teachers, and native speakers of the language. These guidelines take cognisance of this situation. Where the language teacher is not a primary school teacher it is essential that he or she familiarise himself or herself with the other areas of the curriculum for fifth and sixth classes. This will facilitate the forging of links between what happens in the language classroom and the primary school curriculum at this level.

Language learning begins before any language is actually produced. It begins during the period when the child is hearing sounds that, as the child develops, he or she acquires the ability to comprehend. Understanding a language begins before speaking that language, and the earlier a child begins to learn a language the longer the period he or she may spend learning that language.

Collaborative learning is encouraged in the Primary School Curriculum (Introduction, p. 17). It is stated that

“collaborative work exposes children to the individual perceptions that others may have of a particular problem or situation. Children learn in a variety of ways and working with others brings children to an early appreciation of the benefits to be gained from co-operative effort.”

Each child will bring something different to the discussion. Learning to share this with others, together with listening to what others have to contribute, assists in the development of worthwhile life skills.

Assessment and evaluation

There is a separate section on assessment in section 4 of these guidelines. Assessment strategies used by teachers inform and enhance their teaching programme. Teachers need to evaluate the strategies they have used in order to discover their effectiveness.

In all areas of the primary curriculum teachers are encouraged to direct children towards self-evaluation. Self-evaluation is an important element in working towards autonomous learning. The child is encouraged to

review and assess work done, and to suggest ways in which the work may be enhanced or altered. Keeping a portfolio of his or her work, including an account of activities engaged in and a cassette recording or video recording where relevant, will provide the child with a tangible record of what has been achieved during the language learning experience.

Section 2

Content of the modern languages curriculum

Content of the modern languages curriculum

French, German, Italian, and Spanish are the four languages concerned. The language learning class should be conducted through the medium of the target language. The children should experience a flow of the target language, uninterrupted by translation. It is not desirable to translate what is being said in the target language into the mother tongue. When children realise this is being done they wait for the translation and do not engage in listening and watching for clues from the teacher. Where the teacher perceives that there may be comprehension difficulties, a particular time could be put aside for addressing these before resuming in the target language.

In the initial phase of language learning the emphasis is on oral language. However, cognisance must be taken of the fact that children at senior primary level learn in a variety of ways and that reading and writing components must also be included.

Structure of the modern languages curriculum

Strands

- Communication competence
- Language awareness
- Cultural awareness

Strand units

- Listening
- Speaking
- Reading
- Writing

Suggested topics

- | | |
|---|--|
| <ul style="list-style-type: none">● Classroom language● Introducing oneself● Talking about family and school● Investigating numbers, days of the week, months, seasons, weather, birthdays | <ul style="list-style-type: none">● Time● Where I live● Feasts and holidays● Hobbies and pastimes |
|---|--|

The strands, strand units, topics and functions are all considered separately in these guidelines for practical purposes. In the language classroom, however, these will be integrated with each other and with other areas of the curriculum at fifth and sixth-class level.

Strands

The *strands* of the curriculum are Communicative competence, Language awareness, and Cultural awareness. Each of these is considered separately in the following section. In the classroom, however, they will be integrated, since many of the aspects of the Language awareness and Cultural awareness strands will be developed using a communicative approach and thereby include the development of communicative competence.

Communicative competence

Developing communicative competence will enable the child to interact appropriately and effectively with others, in a variety of ways. For example, he or she may interact

- with peers at home and elsewhere about their likes and dislikes, interests and hobbies, school life and environment
- with relevant adults using the appropriate language register
- using role-playing in “real” situations such as travelling on a bus, shopping, or going to a cinema.

The principal reason for learning a language is communication. A communicative approach to the teaching of another language concentrates on the needs and interests of the learner. The classroom atmosphere should be one that instils confidence in the child and encourages him or her to participate in class activities in the assurance that his or her contribution will be appreciated and valued.

The child should learn the language within real situations. The topics mentioned previously provide contexts for the teaching and learning of the language. Each lesson will include a communicative element, where real communication takes place. The child will need to use the language in order to complete tasks, play games, or engage in role-playing.

This approach is similar to that of the revised curriculum for Gaeilge in the primary school curriculum.

Principal features of a communicative approach

As mentioned in the Draft Curriculum Guidelines, a communicative approach will include the following strategies:

- fulfilling the language functions, for example meeting and greeting people, asking and responding to questions, and speaking of emotions

- the active involvement of the child in task-based learning activities
- the role of the teacher as facilitator in the language learning experience
- providing opportunities for the child to recycle sentence and grammar structures, and vocabulary previously learnt, in new contexts
- ensuring an enjoyable learning experience, where the topics and themes, together with the language used, will be age-appropriate and relevant to the interests of the child
- the use of activities encouraging the child to use the language as a necessary tool for completing a task, for example in completing a picture following directions from another child. Information gap activities involve the child in pair work and collaborative work. In these activities the child is involved in asking for and providing information in order that a given task may be completed successfully
- emphasising the importance of understanding and being understood
- noting errors and addressing them at a later stage, in a manner that does not interfere with the language flow or the child's confidence in "having a go."

Language awareness

Language awareness directs the child towards an understanding of how language is learnt and how language works. The initial focus will be on the languages already known by the child (principally Irish and English), and the new language. This is not intended to be a limiting factor, and if the teacher has a particular competence in this area, as in any other area of the curriculum, this may be shared with the children. Teachers should refer to the *functions* section in the *Draft Curriculum Guidelines*, which includes the four languages French, German, Italian and Spanish, when developing this area.

The attention of the child may be drawn to the way he or she learns a language. The first stage is getting the gist of what has been said from simple words or phrases accompanied by appropriate gestures. The child's ensuing response, for example carrying out an action, indicates whether he or she has understood what has been said. In the next phase the child may utter words or individual sounds in reply, with or without accompanying gestures. Sounds or words may then be strung together in one-word responses, to a point, eventually, where simple, complete sentences are uttered.

The language functions can be found on page 57 of the Draft Curriculum Guidelines.

Using the appropriate language register

The appropriate use of the language may be explored, for example in addressing peers as against addressing adults (informal and formal forms of address), appropriate gestures, and the conventions of language use. For children in Ireland, formal and informal forms of address as understood in French, German, Italian and Spanish are a novel concept.

Language awareness activities begin with simple rhymes and songs that focus on a particular sound. The experience should be enjoyable.

Emphasising similarities and differences between languages may include looking at words that

- sound similar in the languages and may or may not have the same meaning
- look alike but sound very different
- are spelt the same but may be told apart because of the use of a capital letter, as in German.

In English, nouns have no gender. This is not the case with other languages, including Irish (*firinscneach* and *baininscneach*). Are there any clues for knowing the gender of a noun? In general, how many genders are there in other languages? (In German, for example, there are three genders: masculine, feminine, and neuter.)

The language awareness component may include, for example, a discussion of the spread of languages throughout Europe, to include a history of the origins of languages, for example the Romance languages and the Germanic languages. Attention can also be drawn to the areas of the world where these languages are now spoken. Various suggestions are included in the *Draft Curriculum Guidelines*, page 8, for the further development of this strand.

Language awareness, the analysis of language and how it is learnt provide opportunities for the child to reflect on how he or she has learnt his or her own language and how this may influence the approach to the focused learning of another language, for example looking for similar words, how a sentence is constructed, singular and plural nouns, and gender and agreement of nouns, verbs, and adjectives.

Cultural awareness

Primary school children at this level have previously engaged in exploring a variety of cultural aspects. The cultural awareness strand allows the child to learn of the lives and interests of children of his or her own age in other countries. This may be accomplished within the topic headings suggested in the *Draft Curriculum Guidelines*.

The child learns of the lives and interests of peers elsewhere.

In developing cultural awareness it is necessary to work with as many authentic materials as possible, for example bus tickets, menus, stamps, receipts, postcards, and coins, in addition to traditional stories, poems, rhymes, and songs.

Magazines and comics available in the different languages include articles of interest to peers elsewhere that provide information about pop stars, sports players, concerts, and television stars.

Newspapers may be perused for advertisements and notices of events. These may be compared and contrasted with the presentation of similar material in Irish newspapers.

Through the target language the child gleans details and facts of interest that he or she had not known previously. The child is in fact learning through the language as well as learning the language. The child becomes aware of the interests of peers in other countries and begins to appreciate similarities and differences from the aspect of culture and location.

The internet is a valuable source of material presented in the target language. The variety of web sites available in the target language includes newspapers, art and craft activities, and science experiments. It is, of course, necessary that the teacher ensure that all material is vetted before permitting the child access to the sites and that the contents are suitable for their age and interest level. The teacher may download information from a web site at some stage before the class and view it off-line during class. This material may, for example, include

- advertisements from newspapers
- advertisements from auctioneers' web sites in relation to the sale of houses
- "visits" to museums and art galleries.

Preparatory work may include alerting the child to certain key words that will be encountered and requiring that the child "discover" as many of these words as possible in the extract. Excerpts from films may also be viewed. The internet is also a rich source of stories in various languages. *Teacher guidelines for ICT and internet use are available on the NCCA web site, <http://www.ncca.ie>.*

Cultural awareness and integration

Many links are possible between the cultural awareness strand and other areas of the curriculum. Links with social, environmental and scientific education (SESE) could include research and discussion on the customs and traditions of people in a country where the target language is

spoken. Attention could also be drawn to what is produced or manufactured in the chosen country, on famous people coming from the country, and on the local currency (*where relevant*). The construction of models of famous landmarks or mountain ranges (in Europe and elsewhere) and the consolidation of mapping skills may be included. A study of the work of famous artists from a country where the language is spoken would be relevant to the visual arts programme.

Listening to traditional songs, learning songs and folk dances from the country, comparing customs and traditions and discussing festivals, feast days and holidays will all contribute to the child's knowledge and understanding of the culture of others. Please refer to pages 37–41 of the *Draft Curriculum Guidelines* produced for the pilot project.

Three phases of communication

A communicative approach

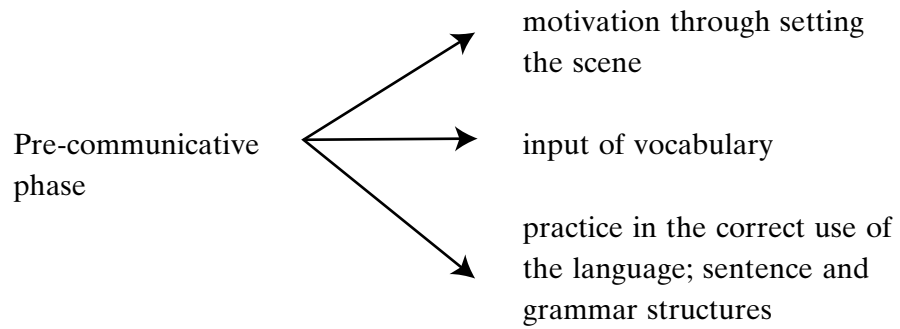
A communicative approach implies that the principal focus is on the communication of meaning and messages rather than on grammatical exactitude. Correction of errors in structure will not occur during the communicative phase of a lesson. These errors, however, will be noted and may be addressed at the post-communicative phase of the lesson or may form the basis of the pre-communicative phase of another lesson, where the emphasis is on accuracy of construction or appropriate language.

Every “new” context should provide the child with opportunities to reuse and recycle language previously learnt in another context, in addition to introducing him or her to additional vocabulary and sentence structures. Progression in the child's language learning is facilitated by building on prior learning.

Oral language activities will involve the three phases of communication in the development of each of the three strands.

Pre-communicative phase

The pre-communicative phase is a pre-task phase that will prepare the child for the task to be undertaken in the next phase. The teacher will introduce the vocabulary necessary for the lesson, vocabulary and sentence structures previously learnt may be revised, and the scene will be set for the next phase of the lesson. This phase is very important, since it gives the child the structures that will be needed for the task to be completed. It is important that the child enjoys this initial introduction to learning another language. To experience this sense of enjoyment the child should experience a sense of achievement and a feeling of confidence in his or her ability to use the language in meaningful communicative contexts.



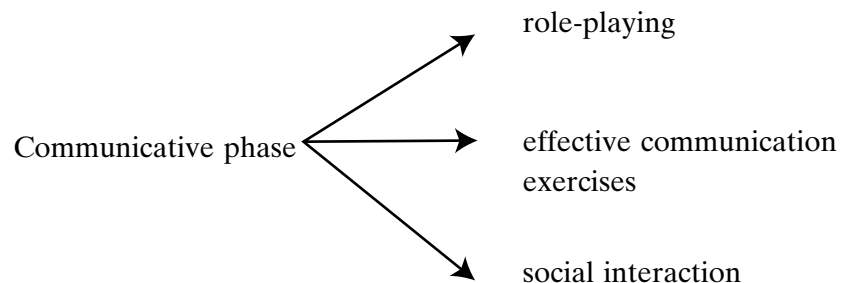
New vocabulary and phrases are introduced that will be used later during the communicative phase of the lesson. Errors noted in previous lessons may be revisited and revised.

“Pre-communicative tasks initially set the context within which the language will be learnt. The child must be motivated to learn. The acquisition of vocabulary and the establishment of correct grammatical structures will be explored. Activities at this stage prepare the child for the communicative phase. They provide the child with the necessary language and grammar structures for use in communicative activities. At this stage also the attention of the child may be focused upon language previously learnt and how it may be reused in the context of the ‘new’ topic.” (p. 8, *Draft Curriculum Guidelines.*)

Before progressing to the next phase, relevant language learnt previously may be recalled, and children may be encouraged to recycle this for use in the next phase.

Communicative phase

The communicative phase is where the child will focus on the task in hand. The child will put the preparation in the previous phase to immediate use and will be enabled to use the language in a communicative way. The language functions used will be explored and developed in the context of one of the suggested topics on page 19.

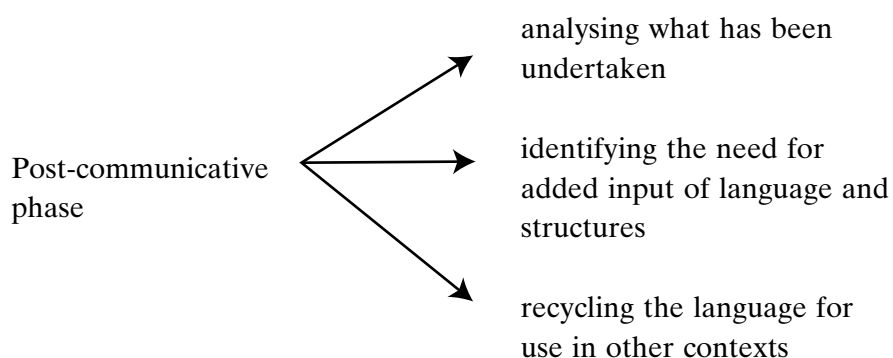


This phase is crucial to the lesson. It is here that the child has the opportunity to use the language in a real context. The child learns the language through using it rather than through using the rules associated with the language. The incidental use of the target language in the

classroom is very important, as the child is learning the language in real circumstances. The emphasis is on developing in the children the confidence to use the language and to produce a flow of language. Inaccuracies noted in grammar and otherwise should not be addressed at this stage. The child's confidence in using the language should not be threatened by the feeling that proceedings will be interrupted in order that corrections may be made. The emphasis is on effective communication and not on the errors that will undoubtedly be made. As the need to communicate accurately develops, the errors noted may be addressed as part of the post-communicative phase of the lesson, or alternatively as part of the pre-communicative phase of another lesson. The child uses the language taught in the initial phase in a communicative activity, for example for a game, task, communication-gap activity or role-playing exercise.

Post-communicative phase

The post-communicative phase or post-task phase occurs after the children have enjoyed using the language learnt earlier for a given purpose. Now both the teacher and the children can discuss the experience and identify areas that may have presented difficulties. Where appropriate, the teacher may also wish to address particular difficulties in relation to the use of the language that may have arisen during the class.



During this phase the child is encouraged to review the communicative activity and to explore and identify aspects of the language that may have been required and yet were not at his or her disposal. The information gleaned here could also form the basis of the initial phase of a subsequent lesson.

The introduction of grammar should not impede the child's efforts to communicate effectively.

Grammar will be introduced informally as it is considered appropriate in relation to specific needs for the lesson. The child should be enabled to engage in activities with confidence, where the emphasis is on the task to be completed and there is not a fear of being corrected for grammatical errors. He or she should be encouraged to "have a go." Errors in language and sentence structures will be addressed, however, in a manner that does not detract from the child's enthusiasm for

speaking the language. The teacher will assess through observation where problems arise and may use these observations to form the basis of future lessons.

Strand units

Listening: planning a communicative approach to listening

In preparing the class for a listening exercise the teacher may emphasise particular sounds, words or phrases for which the children will be required to listen. The teacher may wish to introduce the context of the excerpt chosen.

As the listening skills of the children develop and become more refined, questions may be asked about the content of what has been heard. It is important that the teacher is clear about the purpose of the listening exercise. The class may be required to follow directions on a map, or to draw a picture according to a set of instructions. The teacher may ask that the children note how many times a particular sound or word is heard. They may be required to repeat the sound, or do a particular action on hearing the required sound or word.

In preparing for the class the teacher may concentrate on areas where possible difficulties could arise and try to address these in advance. Allowing time for reflection following completion of the exercise, where children may look back on the lesson and discuss difficulties that may have arisen, will assist the teacher in adapting and modifying the approach to similar exercises in the future.

While listening to an excerpt on cassette, the child could be asked to fill in details on a sheet of paper. This should be prepared before the listening period. The children should listen to the piece several times if necessary, depending on the task they will be required to carry out.

In preparing for a listening exercise the teacher could consider the following points.

- Is the purpose of listening to identify
 - particular sounds
 - specific detail, for example time of day, month, day of the week, location
 - the general meaning of the text?
- Is the focus on the development of language skills?
- Is the focus on the development of learning skills and strategies?

In evaluating the lesson, the teacher should consider

- the effectiveness of the strategy

- whether or not the aim was achieved
- what refinements could be made if the lesson were to be repeated later
- how the lesson could be developed.

To ensure that the child will gain the maximum from the task and will view the task positively, the child needs to understand in advance what will be required of him or her during the lesson.

Speaking: creating a safe environment

To encourage a child to speak in the target language, a safe environment must be provided in which the child can participate orally, in a communicative context, and in the knowledge that his or her contribution will be valued.

Children will gain the confidence to speak at differing times. Some children will be eager to use the language from a very early stage. For others it may be several months before they contribute voluntarily to the class. It may be necessary to contrive situations where the child must use the language in order to complete a given task. The important element initially is that the child comprehends the language used. If a child can follow a series of instructions successfully, he or she is demonstrating that the instructions have been understood, without uttering a word. As more of the vocabulary and sentence structure is covered within “real” contexts, the child may be encouraged to give instructions to others. Often children who are inhibited or self-conscious in a whole-class setting may contribute quite freely within small groups.

In the transition between fifth class and sixth class the language functions covered at the earlier stage will be revisited and the language used will be recycled in other contexts. It is vital that the child is encouraged to expand on sentences or phrases previously used. As with their mother tongue, they will be encouraged to extend and expand their sentences in a simple way to ensure that “new” language used is used in a meaningful way. The attention of the child may then be drawn to the progress that he or she has made between the first and the second year of learning the language.

Mi chiamo Martine. Mi chiamo Martine Caruso. Ho dodici anni.
Sono ragazza.

Ho i capelli biondi. Ho i capelli lunghi, lisci e biondi.

This idea is further developed in the section on writing.

Reading: learning to read in a new language

Children at fifth and sixth-class levels learn in a variety of ways. In the modern language classroom they are not learning how to read, they are learning to read in a new language.

Reading at this stage will be linked to and will consolidate what has already been covered orally. Initially it may consist of reading labels in the classroom, displaying the date, interpreting the weather chart or using flashcards of commonly used words and phrases. Social-sight vocabulary — for example the post office, men’s and women’s toilets — may be included. Simple texts from stories previously listened to in class may be read and matched with appropriate illustrations and then arranged in the correct sequence, or simple recipes for food and drinks can be read and followed.

The attention of the child may be drawn to the link between sounds in spoken language and their written representation.

Words heard frequently in speech may be presented in the form of word puzzles and word searches, and they may be used to fill gaps in sentences. Simple charts and graphs may also be read.

The use of “big books” is recommended at all levels in primary school. Some of these may be explored using simple text and using the illustrations. In addition to the fact that the book is visible to a larger group, the illustrations are more sophisticated and therefore attractive to the older child. Many traditional fairy-tales, with which children are already familiar, are now available in various languages.

The use of story and poetry is both effective and enjoyable in the teaching and learning of a language. Further details are provided later in these guidelines.

Writing: consolidating and developing the other language skills of listening, speaking, and reading

Writing as a strand unit is considered within each of the three strands Communicative competence, Language awareness, and Cultural awareness.

Opportunities should be given to children to write and to respond to what others have written. The use of authentic materials is desirable, such as accounts of school days and pastimes of peers elsewhere.

Writing may begin with writing the letters of the alphabet and concentrating on accent marks (on letters) that are not present in the mother tongue. This may then progress to writing labels for the classroom and even to the production of flashcards with the aid of a

computer and printer. Other occasions for writing include writing thank-you letters, invitations, letters to pen-pals and creating posters for display in the classroom or in the school.

Emphasis should be placed on appropriate writing that may include the use of information and communication technologies in the drafting and redrafting of material produced.

Writing may be produced in the form of a survey carried out to establish when birthdays occur, favourite pastimes, modes of transport to school, pets, and sports played.

The results of a survey conducted by the class may be compared with one conducted on a similar theme by a class in a country where the target language is spoken. This information may be gathered by establishing links with peers elsewhere as pen-pals or, using ICT, as e-pals.

In presenting work on a country where the target language is spoken, in the area of geography for example, some of the material may be presented in the target language, for example the produce of the country or the climate in different regions of the country.

Children should be encouraged to produce material that is of as high a standard as is practicable. In conjunction with the Language area of the primary school curriculum, children should be encouraged to look critically at what has been produced and to look at drafting, redrafting and editing the work produced. Care and attention should also be paid to the variety of ways in which the material could be displayed.

Some of the skills introduced in other language areas may be reinforced in the language classes: for example, as the child's command of the language improves, he or she may be required to expand sentences, as follows:

Le chat est noir. Le *grand* chat noir *a faim*.

The additional words used to expand the sentence may be inserted in a different colour.

Topics and language functions

The topics are outlined and explored in the *Curriculum Guidelines*. They are developed in the context of the language functions that are presented in detail in the *Curriculum Guidelines* (page 57 onwards) and are therefore not included in these *Teacher Guidelines*.

These topics are merely suggestions and are intended to be of assistance to the teacher. The list is not exhaustive, and other topics suitable for the age and interest level of the learners and considered relevant to the class involved may be included. Reference should be made to the section “Developing the Topics” (page 43) in the *Draft Curriculum Guidelines* when exploring these topics.

The language programme explores the development of the topics in a variety of contexts: games, talk, story, poetry and song, role-playing and simulation. It is intended that the language functions will be developed within the context of the chosen topics.

Section 3

School planning for modern languages

School planning for modern languages

Curriculum planning

The teaching of the language and the benefits accruing from it will be enhanced by a whole-school approach, where the language class is not seen as an “extra” but rather as an integral part of the school curriculum.

The introduction to the language should be an enjoyable experience for all, in which the aim is the use of the target language as the medium of communication in the classroom. Because of the integrated nature of the primary curriculum, links should be made between the language lesson and other curricular areas. The language learning experience should not be viewed in isolation. Opportunities for linkages can be identified when planning for the curriculum throughout the school. There could also be an area within the school designated for the display of work undertaken in the language classes, for all to see.

Curriculum planning should take account of a number of central issues:

Issues to be considered in curriculum planning

- *implications of the chosen language*
 - *opportunities for professional development*
 - *the integration of modern languages with other curricular areas*
 - *attitudes towards language in the school*
 - *using ICT to support the development of the three strands*
 - *planning*
 - *planning for assessment*
 - *consultation and communication*
- *implications of the chosen language.* Choosing a language will involve taking account of certain considerations, for example deciding who will teach the language and what their qualifications are, support available for the language from the local community, and opportunities for continuing the language at post-primary level.
 - *opportunities for professional development.* Consideration will need to be given to affording teachers who have an interest in the teaching of a language the opportunity to further develop their own language learning. The institutes of technology are preparing courses for primary school teachers who wish to develop their language skills. These courses will be offered in French, German, Italian and Spanish and will receive HETAC validation.
 - *the integration of modern languages with other curricular areas, including language.* It is important that the language learning experience should be viewed in the context of what is happening elsewhere in the curriculum. Skills developed in other areas may be consolidated in the language class. Those teaching the language should be familiar with the primary school curriculum in order that links may be forged with other curricular areas.
 - *attitudes towards language in the school.* All members of staff should be aware of the inclusion of modern languages at senior primary level in the school. Elements of language awareness and

cultural awareness could be suggested for inclusion in the curriculum in more junior classes as a preparation for the introduction of a language at fifth and sixth-class level.

- *using ICT to support the development of the three strands.* The use of ICT is advocated among the aims of the pilot project. It is important therefore to include this component in the teaching and learning of the target language within the context of the curriculum.
- *planning.* When the programme for the language class is being planned, it is important to ensure that all three strands, Communicative competence, Language awareness, and Cultural awareness, are covered. A balance is also necessary for the inclusion of the four skills of listening, speaking, reading, and writing.
- *planning for assessment.* When planning the programme, the teacher should consider the assessment strategies that will be used at various stages: following a class, once a theme has been completed, at the end of a term, and at the end of the year. The strategies used will depend on what is being assessed. Each exemplar given in *section 5* includes a section on assessment strategies that may be considered.
- *consultation and communication.* The modern language is taught at fifth and sixth-class level. In many cases this entails an exchange between teachers in the school or someone coming in to the school specifically to teach the language. In these instances it is important that provision is made for communication between the language teacher and the class teacher. Where relevant, language-learning skills being developed during the language class could be reinforced by the class teacher in other contexts, in other curricular areas. Work begun in the language class could perhaps be developed or concluded during a computer period where this is relevant. Effective communication and co-operation will ensure that the best possible use will be made of the language experience for the children.

The importance of allowing time for communication between the language teacher and the class teacher

Familiarity with the primary school curriculum

All those teaching the language should be aware of the contents of the primary school curriculum. The curriculum at primary level is an integrated one, in which links are made between what is happening in one curricular area and aspects of other curricular areas. The same principles apply to the modern language curriculum. The child should be enabled to relate what is happening in the language classroom to

what is happening at other times during the week. Co-ordination between all concerned is necessary in order to monitor progress. The class teacher must be aware of what is happening in all areas of the curriculum.

To further facilitate an integrated plan of work, the following points need to be considered:

An integrated plan of work will involve

- *consultation between teachers who are teaching the language*
- *communication between the class teacher and the language teacher*
- *resources*
- *support from the local community*
- *identification of opportunities for links with the local community*
- *links with other schools.*

- *consultation between teachers who are teaching the language.* In the situation where there is more than one teacher in the school engaged in teaching the language, they should have the opportunity to plan and co-ordinate their programme of work.

- *communication between the class teacher and the language teacher where this is applicable.* The class teacher and the language teacher will need time to plan together. No area of the primary school curriculum is independent of other areas. Consultation in the planning stage should include identifying where links can be made between what is happening in the language class and what is happening at other times in the classroom, so that the child may gain optimum benefit from the language learning experience.

Where teachers of other classes and parents are kept informed of what is happening in the language class, the benefits of learning another language at this stage will be optimised.

- *resources.* Consideration must be given to the resources already available in the school as well as to additional resources that will be required for the efficient teaching and learning of the language and the availability for use of these resources by the language teacher at an agreed time. The language class could occasionally be held outside the classroom in order to engage in some of the recommended activities. Possibilities for the use of the hall or the yard at agreed times could also be explored.

- *support from the school community.* Where appropriate, the aptitudes and interests of members of the school community, including teachers, parents, grandparents, other family members, or visitors, could be exploited. Children are always interested in finding out about the holiday destinations of others, for example. The knowledge and experience of these people will add to the child's introduction to the language if such people could be invited into the classroom to share their insights and information.

- *identification of opportunities for links with the local community.* In order to enhance the language learning experiences there may

be possibilities for visiting or including others outside the immediate school community, for example

- local businesses and chambers of commerce
 - because of countries with which they trade,
 - because of the location of the parent company
- the town may be a participant in a twinning arrangement with a town abroad where the target language is spoken
- there may be people in the community whose native language is the target language
- it may be possible to organise a visit to local shops to look for produce from a country where the target language is spoken
- a local garage may stock cars from a country where the target language is spoken
- the local library may be used as a resource for information on the culture of countries where the target language is spoken and may stock books written in the language
- the Irish Film Centre often has films produced in other languages that are appropriate to the age and interest level of children of fifth and sixth classes. These may be rented.

● *links with other schools.* Linking with other schools at primary level might involve making

- links with schools in the area where the target language is taught
- links with schools elsewhere in Ireland where the target language is taught
- links with schools abroad where the target language is spoken.

The transfer from primary to post-primary school can be a challenge to many children. They experience a very different environment, with many new faces and many new demands being made of them. The establishing of links between the primary school and the post-primary school, where possible, is important for a number of reasons:

- the post-primary teacher is aware of the language learning experience of the child
- this experience may be affirmed and consolidated
- in the case of a different language being offered at second level, the prior language learning of the child may be acknowledged as having a value, and the acquisition of language skills could be viewed positively in introducing the new language.

Organisational planning

When planning for organisation within the school with regard to modern languages, account must be taken of what will be needed, at what time the class is held, and who will be teaching the language. The following considerations may be taken into account in the organisation of the programme:

Considerations to be taken into account in the organisation of the language programme include

- *planning the timetable*
 - *planning for access to ICT*
 - *planning for the involvement of parents and others*
 - *planning for a special language day or week*
 - *planning time for communication*
 - *planning for a visiting language teacher*
 - *planning for communication with the whole staff.*
- *planning the timetable.* Some of the considerations that need to be taken into account when planning the timetable for the language class are
 - the duration of the class
 - the times the language classes are held
 - the effect on other classes
 - the effect on the organisation of other activities in the school, for example PE, music, and exchange arrangements between classes.
 - *planning for the equipment necessary.* Identifying equipment necessary for each lesson, for example a video, cassette recorder, CD player, or computer. Planning will also be necessary to take account of changes in requirements as the year progresses.
 - *planning for access to ICT when appropriate.* Among the criteria included in the aims of the pilot project was the use of ICT in the teaching of the modern language. An arrangement may be made to ensure access to ICT at specified times during the year, for example a number of times throughout the term.
 - *planning for the involvement of parents and others in the language learning experience.* Where parents have a special expertise they should be invited to share this expertise in specific activities in the language class. Other identified members of the local community, of local businesses, of the school and others could also be invited to contribute to the language learning experience as appropriate.
 - *planning for a special language day or week.* A week could be designated during the year when a special emphasis throughout the school is placed on a country where the target language is spoken. Various aspects of the culture of the country could be dealt with, for example famous people, landmarks, and traditional songs and stories of the country. A simple meal including foods from the country, many of which may be available locally, could also be prepared.

- *planning for time for communication.* Where it is relevant, time should be made available for communication between class teachers, and between the class teacher and the language teacher to ensure that the work of the language class may be integrated with continuing work in other areas of the curriculum. Resources necessary both regularly and intermittently should also be identified at the meeting.
- *planning for a visiting language teacher.* It is recommended that the class teacher, where possible, remain in the class during the language lesson. This will facilitate the forging of real links between what is happening in the language lesson and what is happening elsewhere throughout the curriculum. It can contribute to co-operative teaching and may also assist in addressing issues relating to classroom discipline.

The general operation of the school is the responsibility of the Board of Management. The Board of Management will have indicated its support for the project and also has responsibility for insurance issues in schools.

- *planning for communication between the language teacher and the whole staff.* All members of staff should be aware that a modern language is taught in fifth and sixth class and this should be taken into account when events such as special presentations and thematic weeks are planned during the school year.

Section 4

Classroom planning for modern languages

Classroom planning for modern languages

Programme planning

When the class programme is being planned, a number of considerations need to be taken into account. Many of these are dealt with in the principles for a language programme in primary school on page 17 of the *Draft Curriculum Guidelines* produced in conjunction with the present pilot initiative.

“The programme should be child-centred and stimulating. It should take account of the age and interest level of the child as well as the social dimension of the child’s life. The child should be actively involved in his or her acquisition of the language. Capturing the child’s interest will provide the motivation to learn and will facilitate and encourage his or her progress in the language.” (Principles for a language programme in primary school, p. 17, *Draft Curriculum Guidelines*).

In planning a language programme the teacher should try to ensure that the children experience

- an enjoyable introduction to another language
- the use of the target language throughout the language class
- an integrated approach in which the three strands and the four strand units are integrated and also where the content of the language course is linked with other curricular areas
- opportunities to use the language in meaningful situations.

The variety of approaches and methodologies used should contribute to a broad and balanced programme. It is essential to ensure that the programme is planned and ensures logical progression in the language learning process.

It is important when planning the programme for the year to ensure that all the functions will be covered throughout the year within the context of the topics.¹ During the second year of language learning the children will revisit these functions and be enabled to fulfil them in a more sophisticated manner.

Certain elements will need to be revised independently each year, for example the alphabet, numbers, days of the week, months of the year, time, and various aspects of classroom language. In most other cases,

¹ The Topics and Functions are contained in the *Draft Curriculum Guidelines*.

however, it would be envisaged that the reuse and recycling of the language would be in the context of the various topic areas. The teacher may use vocabulary and sentence structures in the first year of language learning that the child may not in fact reproduce until the next year. It is important that the teacher's use of language is pitched at a more advanced level than would be expected of the child. In this way opportunities are presented for the child to become familiar with the sound of the language.

Planning the programme for the year will include concentrating on the learning objectives contained in the *Draft Curriculum Guidelines* and how these will be addressed.

Other considerations include

- ensuring that the class teacher (where the class teacher is not the language teacher) is aware of the curriculum for the language class
- informing oneself about what is happening in other curricular areas
- ensuring that links are made between the language class and other areas of the curriculum
- establishing that appropriate resources are available for the language lesson.

The emphasis must be on the child and the possibilities for the involvement of the child in the lesson. This can be done using a variety of techniques, including total physical response (TPR), role-playing, communication-gap activities, and circle time type activities. The need for real communication must be evident. The child is given a task that requires him or her to use the target language in order to fulfil the task.

Knowledge of the target age group is important. There may be a marked difference between children in fifth class and children in sixth class. In fact in many countries children of sixth-class age are already in secondary school. The teacher will be aware that it may be necessary to adopt a very different approach depending on the class being taught. Varying the approach affords the opportunity to revise vocabulary learnt in fifth class, in a very different but age-appropriate context, in sixth class.

Children in general enjoy taking part in activities that are creative and require the use of the imagination. Activities could include acting out extracts from stories, reciting poems, rhymes, tongue-twisters, raps, jazz chants, singing and role-playing, using a variety of tones of voice, facial expressions, and gestures.

Classroom organisation

To make the most efficient use of the language learning time, the following issues need to be addressed

The following issues will be considered in planning for the most efficient use of language learning time

- *the equipment necessary for the class*
 - *seating arrangements*
 - *the use of the hall or the yard*
 - *the provision of a permanent language area*
 - *time allocation for computer use*
 - *a computer in the classroom*
 - *video-conferencing*
- *the equipment necessary for the class.* Planning for the use of a tape-recorder or a video-recorder will necessitate liaison with the appropriate personnel to ensure that the equipment will be available at the class time. This avoids the waste of valuable language learning time and unnecessary disruption for the class. In many schools there is a timetable for the use of various items of equipment, and it is important when such timetabling is being organised that the needs of the language class are considered.
 - *seating arrangements.* Will the planned activity necessitate changes in the arrangement of furniture in the classroom? If so, to minimise disruption consideration could be given to organising this at an earlier time in the day, before the language lesson begins.
 - *the use of the hall or the yard.* Are there possibilities on occasions for the use of the yard or the hall in order to provide variety in the type of activity used, for example role-playing or games and activities involving movement and space?
 - *the provision of a permanent language area.* Can an area be allocated for the display of children's work, posters and items of interest, as well as for the location of books written in the target language?
 - *time allocation for computer use.* Where there is not a computer in the classroom many schools have a computer room. Access to this room is usually very well timetabled. Consideration should, however, be given to facilitating computer use for the language class at some stage during the term.
 - *a computer in the classroom.* Where there is a computer in the classroom, access may be organised in rotation, ensuring that all children have access to relevant software. As mentioned elsewhere, the use of e-mail and other aspects of the internet are exciting ways of enriching the language learning experience. Caution must, of course, always be exercised in the use of the internet. Adult supervision is required at all times when children are using this medium.
 - *video-conferencing.* Engaging in video-conferencing with schools in other countries has proved very successful. Following periodic communication between the different class teachers, one activity culminated in the establishment of a conferencing link, set up by

a parent, through which children shared information and asked questions of each other. The discussion was on animals and their eating habits. The French children asked the Irish children questions about the animals; the Irish children replied in French.

Multi-class groups

The modern languages curriculum states that all the language functions (see the relevant section in the *Draft Curriculum Guidelines*) should be covered in the first year of language learning and that these should be revisited in the second year, when the child will be enabled to fulfil them to a more advanced level. The importance of planning for reuse and recycling of the language taught is also emphasised. The multi-class group provides opportunities for planning for the revision and recycling of language on a two-year basis.

Among the aims of the modern language programme is that the child should enjoy the experience of language learning. The programme planned should therefore provide opportunities for the sixth-class child, in the second year of language learning, to revise and extend the vocabulary and sentence structures learnt in the first year in a new situation.

A suggested approach for the multi-class group is to identify the core language to be taught and to select a suitable topic to introduce that language in year 1 (see page 19). In the second year another topic will be chosen to teach the same core language to fifth class and giving opportunities to the sixth class to revise and recycle this language in the context of a very different topic. Both classes are engaged in meaningful learning of the language in a real context. Sixth class will also have the opportunity to extend their vocabulary and the extent to which they can fulfil the language functions. The following examples illustrate this approach.

Likes and dislikes

Core language: I like, I do not like, I prefer, I hate. What do you like? What does he or she like? My friend likes, etc.

- In the first year this language may be considered in conjunction with vocabulary relating to food.
- In the second year the same core language may be used to talk about sport, hobbies, and pastimes.

Greetings and introductions

Core language: My name is . . . This is . . . His name is . . . She is . . . years of age. These are . . . etc.

- In the first year this language may be taught using the family as the topic.
- In the second year the same language may be revised and recycled using pets or animals as topics.

Some elements of the language will be taught or revised each year, for example the days of the week, colours, the alphabet, the date, and time. There is flexibility in how they may be included in the programme. Suggestions may be found in ‘Developing the topics’ in the *Draft Curriculum Guidelines*.

Assessment

Assessment is essential in the teaching and learning process. It is also an essential component of classroom planning. Assessment is included in all curricular areas as well as being taken into consideration at the school planning stages.

Assessment tools

Children at fifth and sixth-class levels are learning the modern language for the first time. The approaches and methodologies used vary. However, the assessment component should be included. When using methods of assessment the teacher should have a clear idea of what is being assessed. Among the more important features of children’s language learning that should be assessed are

- one of the language skills
- one of the strands Communicative competence, Language awareness, or Cultural awareness
- pronunciation.

Other factors, of course, will be observed. However, in any assessment of children’s learning the focus should be on what is being assessed and why it is being assessed.

The curriculum mentions a variety of assessment tools that may be used. For the purposes of the language classroom these include

- teacher observation
- teacher-designed tests and tasks

- teacher-pupil discussion
- work samples, portfolios, and projects.

Teacher observation

Class teachers use this form of assessment continuously. The child's progress is monitored informally and continuously. Assessing the manner in which the child learns the language results in the teacher employing methods and approaches that best facilitate the language learning experience.

Formative assessment is generally unrecorded; however, teachers may find it useful at certain times to keep notes of what has been observed in order to modify teaching strategies for the future.

The class teacher should always be aware of assessment methods used by the language teacher and of the information gathered by this assessment.

Teacher-designed tasks and tests

These tests also form the basis of continuous (formative) assessment. They may take various forms, depending on the type of learning being assessed. They may be graded to show progression over a period. Teachers may decide to carry these out at the end of a lesson or a particular theme, or as a revision of what has been covered over a period of time.

The assessment may take the form of

- taking part in listening games, such as bingo, identifying particular sounds previously heard, identifying common sounds (word endings or beginnings), and listening for specific words
- following directions, for example listening to instructions and *completing* a picture, *drawing* a picture according to directions given orally, or *following* directions on a map according to oral instructions
- taking part in role-playing where children are required to reuse and recycle language already learnt in different contexts
- arranging pieces of simple text in sequence. Initially the texts used may contain paragraphs that include key words such as *first*, *then*, *later*, and *finally*.

Teacher-pupil discussion

By talking to the child, insight may be gained into how he or she learns, what the favourite activities are, and the pleasure gained from learning the language.

By asking questions of the child based on what has been taught, the teacher can ascertain how much of the language the child has actually learnt, and how much has been retained. This gives the teacher an idea of the appropriateness or otherwise of the pace and content of lessons as well as of the level of language at which to pitch future lessons. The need for opportunities to reuse and recycle the language in different circumstances may also become apparent.

This discussion may be conducted in the target language. However, the teacher may also feel it necessary to discuss elements included above in the mother tongue.

Work samples, portfolios, and projects

In the language area of the primary school curriculum emphasis is placed on encouraging the child to draft, redraft and edit his or her work.

From the initiation of the project, teachers were encouraged to keep samples of the child's work. These samples can provide valuable information about progress made. The child's copybook is the most obvious place in which to monitor his or her work. However, many people prefer to keep records of the work of pupils in a folder where, over one or two years, a portfolio is developed that gives a clear picture of various pieces of work carried out by the child. Many of these pieces are not suitable for keeping in copybooks. The copybook in itself will be included in the folder as part of the portfolio of work produced. Alternatively, photographs may be taken of items that cannot be included in the copybook.

The emphasis in the curriculum is on a communicative approach. It is therefore appropriate that cassette and video recordings also be used as examples of children's work.

Class projects in which the children collaborate to produce a particular project may be displayed initially and kept later in the language area of the classroom for reference, or to show to visitors to the classroom.

Keeping records

Among the most important reasons for keeping a record of what has been achieved in modern languages are that the child may

- acknowledge and appreciate for himself or herself what he or she has learnt throughout the language learning experience at primary level
- bring material to post-primary school as a record of areas and activities covered in the various strands and strand units, in order

that the second-level teacher may have the opportunity to build on the prior language learning experiences of the child.

The Council of Europe is developing a language portfolio that will serve as a personal record of all language-learning experiences throughout life for language learners.

The language portfolio 'My Languages Portfolio', now being piloted in some of the schools involved in Modern Languages in Primary Schools, has been developed with this idea in mind. This portfolio has been developed specifically for the project in a manner that facilitates the development of the three strands of the curriculum: Communicative competence, Language awareness, and Cultural awareness. It enables the child to focus on his or her own knowledge of the strands and also provides a clear view for the child of the progress that has been made during the year. The child will be encouraged to bring this portfolio forward from one level to the next and to include it in a personal record of his or her future language learning experiences.

Using resources within the school

Equipment and resources used should be as modern and attractive as possible: tape-recorder, video-recorder, overhead projector (OHP), computer, CD drive; authentic materials such as magazines, postcards, posters, books, flashcards, puppets, and a dressing-up box.

The use of ancillary materials provides opportunities to develop and enhance the language lesson. The lesson is facilitated when the teacher prepares for the use of these resources in advance: for example, when using a tape-recorder the tape should be ready to start at the correct position. The language the children will need in order to undertake the required exercise should be prepared in advance. The context should also be clear. The children should be aware of what is required of them, for example listening for particular words or sounds on the tape.

Information and Communication Technologies (ICT)

ICT can play an important role in the teaching and learning of modern languages. They should form part of a structured programme. The variety of resources available differs, depending on the language.

Material to be used should be viewed by the teacher in advance and assessed with the following considerations in mind:

- Does the material fulfil the aims and objectives of the programme?
- How useful is it for teaching and learning, or for reinforcing the language?
- Is the standard of the material good?

- Is the material presented in a modern and attractive way?
- Is the material suitable for the age, interest level and ability of the children?
- Can it be used with a small group, with the whole class, or is it suitable only for individual use?
- Does it represent good value for money compared with other material necessary for the class?

Draft guidelines for the use of ICT at primary level are now being piloted in a limited number of schools and may be viewed on the NCCA web site: <http://www.ncca.ie>.

E-mail

This can be a valuable means of communicating with children in countries where the target language is spoken. Children can correspond using simple sentences, exchanging information on a variety of topics, including school, hobbies and pastimes, climate, and sport.

Communication with children in other parts of the country who are also engaged in learning the language may also be considered. In this way children are communicating in the target language and using this language to gather information on topics such as school, environment, and local industry.

Links can also be established with children in local post-primary schools. A day in primary school may be compared with a day in post-primary school. This can assist in facilitating the transition from primary to post-primary and may give the post-primary teacher an understanding of how the teaching of modern languages is approached and developed at primary level.

The internet

The internet provides a wide variety of resource materials for teachers. Many sites available contain lesson plans and schemes of work for various cultural themes, for example feast days, festivals, songs, and stories. (Some useful addresses can be found in the appendix.) When an interesting site is found it is a good idea to bookmark it so that you can return to it easily when necessary. Guidelines that include information on the safe use of the internet have already been mentioned.

Video-conferencing

This gives opportunities to the class to see children of their age at class in their native country. Video cameras set up in participating classrooms, one in Ireland and one in a country where the target language is spoken,

enable real communication, where children may interact with one another in both languages. Teachers will need to prepare this in advance and agree content in order that appropriate vocabulary and sentence structures may be learnt.

Telephone video links

Children can speak on a telephone line to another child or adult who is a native speaker of the language while also being able to see the other person on the television.

Interactive whiteboard

This resource is a relatively new one. It offers the possibility of saving work carried out on a large screen, directly to disk, for use later.

Section 5

Approaches and methodologies

Approaches and methodologies

This section is included in addition to the “Developing the topics” section, which begins on page 43 of the *Draft Curriculum Guidelines* produced by the NCCA for the Pilot Project on Modern Languages in the Primary School. It is envisaged that the two documents will be considered in conjunction with one another. The language functions and topics referred to in this document may be found in the *Draft Curriculum Guidelines* also.

In the *Curriculum Guidelines* the skills of listening, speaking, reading and writing are highlighted. They are referred to again in *section 1* of this document. This section of the *Teacher Guidelines* includes exemplars, which, it is envisaged, will facilitate the development of the four language skills in an integrated manner. Each exemplar is intended to give an example of the specific area under discussion. It is written in one of the four languages and is preceded by an introductory paragraph in English that may assist teachers of other languages in planning a similar activity in the language they teach.

Access for all to all the material contained in the Teacher Guidelines

Further exemplars are given in each of the four languages at the end of the section. These exemplars are preceded by short synopses in English. It is hoped that all those using these *Teacher Guidelines* will be enabled to access what is written in each of the four languages. This will facilitate the maximum use of the guidelines as a support to the teaching and learning of the modern language in the primary classroom.

The programme also stresses the need to forge links between the content of the language class and other elements of the curriculum at fifth and sixth-class level. The language should be integrated with other curricular areas in accordance with the nature of the curriculum at primary level. It is not viewed as a stand-alone subject.

A communicative approach

The aims of the Pilot Project on Modern Languages in the Primary School include fostering a positive attitude towards language learning and the promotion of self-confidence, self-esteem and enjoyment in learning a language.

A communicative approach has been considered in the *Draft Curriculum Guidelines* and again in *section 2* of this document, where it is explored in more detail. It is reiterated briefly in this section, since the exemplars that are presented in this section follow a similar format. A template for

exemplars for the use of teachers, together with suggestions for evaluating a lesson, may be found in *section 6*.

With a communicative approach the learner is involved in learning to use the target language at a level that is age-appropriate and focuses on his or her interests. This approach will engage the child in using the language for the purposes of real communication.

***Section 2 (page 20)
explores in detail
the three phases of
a communicative
approach***

The *pre-communicative phase* sets the context for the lesson. It sets the scene and whets the appetite of the child, motivating him or her to participate in the activities of the next phase. Various elements are involved in this phase. The language requirements, for example vocabulary and sentence structures, are introduced during this phase. Vocabulary, elements of grammar and sentence structures learnt previously may also be consolidated during this phase if required. It is important that previously learnt elements are recycled and used in different contexts.

The *communicative phase* is the most important phase, as it is during this period that the child has the opportunity to use the language introduced in the pre-communicative phase and, where appropriate, the opportunity to recycle language learnt previously in a new context. The child will be required to use the language in “real situations”. The child will be actively involved in activities, and this will result in the child learning through his or her own experience, learning by doing. Activities planned will include engaging the child in

- role-playing, which may involve ordering food or drink in a coffee shop or a fast-food outlet, for example
- communication exercises in which, for example, a child seeking information must ask questions of other individuals or members of the group
- social interaction involving introducing a newcomer to a friend and discussing interests and pastimes, or playing board games.

Errors arising during this phase will be noted by the teacher and will be addressed later. It is important that the flow of language is not interrupted and that the child concentrates on the use of language for communicative purposes without fear of correction. Feeling confident in using the language will contribute towards enabling the child to enjoy the experience of learning and using the language.

The *post-communicative phase* involves

- reinforcing the new vocabulary, grammar and sentence structures introduced during the lesson

- providing the opportunity to assess whether the language necessary for the successful execution of the main activity was provided
- taking into account the ability level of the child, the complexity of the language, and opportunities to recycle language. Teachers and pupils may be involved in aspects of this evaluation.
- Addressing errors noted during the communicative phase using drill and practice strategies The teacher may also consider it necessary that further attention should be given to these issues at the pre-communicative phase of a later lesson. In planning a programme that involves building on and recycling vocabulary, the teacher will often revisit the post-communicative activity of one session and include it as a pre-communicative activity in another session.

Many phrases and expressions in use in the classroom do not have to be “taught”. Through hearing them every day the children will begin to understand them and will later be in a position to use them themselves. This allows them to hear the language before being required to produce it themselves. This is often called the “silent period”. It is very important that sentences and phrases used by the teacher are accurate with regard to pronunciation and grammatical structure.

Within the language class it is important that children learn the language necessary to communicate in everyday situations and in real contexts. The emphasis will be on exposing the children to vocabulary and structures and giving them opportunities to use these within the classroom. Children should be encouraged to use the language in a meaningful and relevant way, appropriate to their age and interest level.

Using puppets during role-playing activities

The use of puppets as a resource can be invaluable in encouraging the more reserved child to participate. Children enjoy putting on the voice of the puppet when communicating. The teacher may have a special puppet who only speaks the target language. Children may ask the puppet questions about likes and dislikes, family, holidays, and where he or she lives, for example. Puppets may also be used in role-playing activities.

Children may make puppets, following simple instructions in the target language. Puppets used may be as simple as cutting out a disc of card, drawing a face on it and attaching it to a lollipop stick. Socks, paper plates and gloves may all be used.

Using the target language

Some examples of when the target language can be used are:

- incidental classroom language

- language for the carrying out of certain activities in areas such as arts education, PE, and geography
- language for use in role-playing
 - going to a restaurant
 - going shopping
 - going to the cinema
 - going on holiday, travelling by bus or by train
 - going to a game or to the pool
- the appropriate language conventions for meeting and greeting visitors to the classroom and people with whom they are not familiar (formal language)
- the appropriate language register for use with peers (informal language)
- the appropriate language for use in correspondence with peers elsewhere.

Developing listening skills

Listening has already been explored in the *Draft Curriculum Guidelines* on page 10 and has been further developed in the section relating to the *strands*, beginning on page 21 of the same book. This section offers additional, more detailed exemplars to assist in the development of this skill.

Listening is an important communication skill. Through listening, the child begins to get a sense of how the language sounds. Information communicated by others can be absorbed.

The teacher, as a model for the children, should ensure that the language used is correct and that attention is paid to details such as the use of the correct gender of nouns and the agreement of adjectives.

Children should experience the voices of native speakers as much as possible. Parents or other members of the community who are native speakers may be invited to the classroom. They can be a very valuable resource. They could be invited to record a story, a poem or a song on cassette tape. Many popular stories are also now available on cassette tape or on video in various languages.

Children need the time and opportunity to listen to the sound of the target language. Through an emphasis on particular sounds the child's attention is focused on sounds peculiar to the language.

The children should be encouraged to listen

- for the gist of what is being said
- for meaning
- to experience sounds when the language is spoken at normal pace
- for features of the language, for example rhythm, intonation, and sentence structure
- to develop concentration skills
- for enjoyment.

This will involve

- listening for sounds peculiar to the language
- listening and responding to particular sounds, for example **ei** and **au** in German; associating sounds with movements, such as when **ei** is heard, pat your head, and when **au** is heard, put your hands on your hips
- forging links with literacy, for example put your hand up when the end of a sentence has been reached
- listening for particular pieces of vocabulary, for example holding up the appropriate picture when the word is heard.

Exemplar 1

The following exemplar involves the integration of the cultural awareness strand with the strand units of listening and speaking, developed within a communicative context. The cultural aspect is how Christmas is spent in various countries where Spanish is the principal language of communication. For example, in Spain the Three Wise Men (los Reyes Magos) bring children presents on the fifth of January, the eve of the Epiphany. In Peru children have their Christmas dinner on Christmas Eve, and they then go to midnight Mass, *la Misa del gallo*. The South American crib, *el Portal*, is very colourful and can include many farm animals, for example pigs, hens, chickens, and even llamas! Your birthday is also known as your saint's day, and it is customary for your ear to be pulled (gently)—“tirón de orejas”—once for every year of your age. It is supposed to bring you good luck! Dialogues recorded by native speakers should be recorded at a normal speaking pace in order to expose the child to the truest form of the language.

Strand: Competencia sociocultural y competencia comunicativa.

Strand unit: Comprensión auditiva y expresión oral.

El tema: Celebraciones de Navidad o cumpleaños.

Objetivos: Que el niño pueda:

- hacer preguntas y contestar sobre
 - la fecha de su cumpleaños
 - la fecha de hoy
 - fechas importantes y fechas de Navidad, por ejemplo la Nochebuena, el día de Navidad, Año Nuevo y el día de Reyes
- felicitar a sus amigos, padres y primos: Feliz Navidad, Próspero Año Nuevo y Feliz Cumpleaños
- utilizar el vocabulario mencionado a continuación en las situaciones pertinentes
- poder entender y reconocer palabras y frases que se encuentran en los diálogos mencionados a continuación.

Conocimientos previos: Números 1-31, los meses del año, nombres de países como Irlanda, España, Perú, y Ecuador.

Materiales:

- Láminas para presentar el nuevo vocabulario: *Navidad, Nochebuena, Año Nuevo, los Reyes Magos, Feliz Cumpleaños, regalos, turrón*. También se presenta en láminas el vocabulario seleccionado del villancico *Campana sobre campana*, por ejemplo: *campanas de Belén, los ángeles, el Niño y la cuna*.
 - *¿Qué fecha es hoy?; ¿A qué fecha estamos? Es el uno de mayo; es el día de Navidad; es el día de Reyes; es el día de San Patricio; es mi cumpleaños; Feliz Navidad y próspero año nuevo. ¡Feliz cumpleaños!*
 - Dibujos y carteles de Navidad de otros países y dibujo o foto de una fiesta de cumpleaños (el día de Navidad es el cumpleaños de Jesús)
 - Un calendario (con los meses en español)
 - Cinta con la canción *Campana sobre campana* (se puede encontrar en el Instituto Cervantes, la Oficina de Educación de la Embajada de España y otras bibliotecas)

- Cinta con los tres diálogos que se presentan en la fase comunicativa. A ser posible los diálogos deben ser grabados por hablantes nativos de español.

Organización de la clase: Se trabaja con toda la clase y en parejas.

Actividades pre-comunicativas:

Revisión de los meses del año (utilizando tarjetas de instrucción, bingo de palabras). Se puede trabajar con una canción típica de los meses del año llamada “Siete meses” en *Songs, games, stories from around the world, Unicef-book and accompanying cassette*.

Revisión de los números jugando al “buzz”—cuando el alumno encuentra al número 5 o múltiplos de 5 tiene que decir “buzz”).

Introducción de nuevo vocabulario y nuevas frases:

El profesor pregunta a los alumnos cuándo es la fecha de su cumpleaños y en qué fechas se celebran fiestas importantes. La clase pronuncia y repite las frases nuevas:

Hoy es el día de los difuntos/El día de Navidad/Hoy es la Nochebuena/El 6 de enero se celebra el día de Reyes

El profesor utiliza dibujos, fotos, carteles o artículos para enseñar fechas específicas, por ejemplo El Portal de Belén.

- Introducción de vocabulario nuevo: *la Navidad, la Nochebuena, los Reyes Magos, el Año Nuevo, el Niño, la cuna*.
- Introducción de nuevas palabras que se encuentran en el villancico, por ejemplo: *campanas de Belén, los ángeles, la cuna (el pesebre)*.
- Se escucha la canción varias veces y la clase intenta cantarla.

Actividades comunicativas (trabajan en parejas)

Un alumno pregunta al otro:

¿Qué fecha es hoy? Hoy es 18 de diciembre

¿Cuál es la fecha de tu cumpleaños? Mi cumpleaños es el 8 de julio.

¿Cuándo celebran la misa del gallo? En la Nochebuena—el 24 de diciembre.

Los alumnos utilizan su propio calendario para preguntar sobre fechas específicas a su compañero.

- Ejercicio de escuchar y responder: la clase escucha los diálogos cortos dos o tres veces y decide de que celebración se habla: La Navidad, Los Reyes Magos, o cumpleaños.

¿De dónde viene Rosa?

¿De dónde viene Jaime?

¿De dónde viene Anita?

Rosa es del Ecuador, Jaime es de Perú, y Anita es de España.

¿Quién celebra la Nochebuena?

¿En qué fecha reciben los niños los regalos en España?

¿Cuántos años tiene Anita?

Dialogo 1—habla Rosa de Ecuador

En Nochebuena, el 24 de diciembre, preparamos una gran comida para toda la familia—mis hermanos, abuelos, primos y tíos. Cantamos villancicos. A medianoche, vamos a la misa del gallo y después deseamos “feliz Navidad” a todos en la calle. En mi país hace calor en Navidad.

Dialogo 2—habla Jaime de España

En mi país un día muy importante es el día de Reyes, el seis de enero. Los niños reciben regalos y comen turrón. Cantamos y bailamos y decimos “Próspero Año Nuevo”.

Dialogo 3—habla Anita del Perú

Me llama Anita. Vivo en Perú. Tengo 10 años. El 12 de Marzo es mi cumpleaños. Voy a invitar a mis amigos para celebrar mi cumpleaños y vamos a jugar, bailar y escuchar música y por supuesto abrir los regalos.

Actividades creativas

- Tarjetas de Navidad y de cumpleaños: los alumnos diseñan una tarjeta en el ordenador o papel y escriben las saludos.
- En España y en América Latina hay concursos para el mejor diseño de Un Portal. Los alumnos pueden diseñar su propio Portal.
- Proyecto: los alumnos pueden buscar información sobre costumbres de Navidad en los países hispánicos.

Campanas de Belén

Campana sobre campana
y sobre campana una,
asómate a la ventana
verás al Niño en la cuna.
Belén, campanas de Belén
qué los ángeles cantan
qué nuevas nos traéis.

Actividades post-comunicativas

Repetición de las expresiones y el vocabulario aprendido en la lección.

- Si hay problemas con la pronunciación hay que atenderlos- por ejemplo, practica del sonido de “ñ”, “z”, “j”.

Approaches to spoken language

- *Talk and discussion*
- *Games and other activities*
- *Storytelling*
- *Poetry, rhyme and song*
- *Role-playing*
- *Global simulation*

Approaches to spoken language

Speaking has already been explored in the *Draft Curriculum Guidelines* on page 11 and has been further developed in the section relating to the *strands*, beginning on page 21 of the same book. This section offers additional, more detailed exemplars to assist in the development of this skill.

The approaches to spoken language include

- talk and discussion
 - conducting class interviews and surveys
 - information gap or communication gap activities
 - project work
 - links with other curricular areas
- games and other activities
- storytelling
- poetry, rhyme, and song
- role-playing
- global simulation.

Talk and discussion

Children begin to master language by practising it. Introducing new elements of the language, including vocabulary, sentence structure, and grammar points, is important, as is ensuring that children practise these elements. However, the main objective is that the child should be given as many opportunities as possible to use these elements in real situations and real contexts that are relevant to their age and interest levels. These

contexts should also involve the reuse and recycling of elements of the language previously learnt.

The use of spoken language assists the child in organising his or her thoughts and contributes to the cognitive development of the child.

The following are suggestions that may be explored in encouraging the children to use the language for the purposes of real communication.

- ***Conducting class interviews and surveys on subjects such as***

- favourite foods
- favourite television programmes
- sports played
- likes and dislikes.

A consolidating activity following lessons on fruit and vegetables, or likes and dislikes, might involve the children in using the language to undertake a class survey on food preferences and dislikes. The children could work in pairs or collaboratively, with each member of the group having a specific task to undertake.

Questions asked might include

- “What is your favourite fruit?”
- “Which fruit do you dislike?”
- “Do you like potatoes?”
- “Describe your favourite dinner.”

Curricular work at fifth and sixth-class levels includes carrying out surveys. A survey on weather during a particular period may also be undertaken in the target language.

The results may be displayed using pictograms, bar charts, simple pie charts, or trend graphs. The use of ICT to enhance the display of the results could also be considered.

- ***Information gap or communication gap activities***

The following activities involve situations where each pair or team has certain information that the other team or pair does not possess. Each pair or team must ask questions of the other in order to acquire the information. This is real communication, since what is being sought is needed in order to complete the activity successfully. In all these activities it is essential that the teacher has prepared the lesson in advance, has attempted to pre-empt potential difficulties, and has ensured that the necessary vocabulary is at the disposal of the class.

Telephone conversations

An example of this could be where there is an item for sale in a newspaper. The advertisement includes some details and a phone number. The telephone conversation involves two people. Person A makes the phone call, asks for person B, and introduces himself or herself. The conversation will depend on the ability of the children. In the initial stage it may involve greetings, giving simple details, and asking the price of an item. At a more advanced level the conversation may include clarifying details, giving directions to an address, and arranging a time to meet.

Filling in missing details

The vocabulary to be used in this activity will be taught either in the pre-communicative phase of the lesson or in a previous lesson. Each team or pair has the same picture of a room in a house. Each picture is incomplete: certain objects are missing. Objects included in one picture may be omitted from the other picture. For example, the clock, chair, vase and locker may be missing from one picture, and the bed, wardrobe, book and lamp may be missing from the other. At the bottom of the page there are pictures of all the items that ought to be included. Each partner or team asks questions of the other about the precise location of the object. This is then inserted in the correct position. When all items are inserted, teams or partners compare the pictures for accuracy.

Location of objects

This activity involves using a plan of a town where certain buildings are missing from each picture. The names of the buildings (shops, post office, bank, hospital, school, etc.) are at the bottom of the page. Person A asks person B about the location of the buildings and inserts them as instructed. Plans are compared later, and each child can assess how he or she has performed.

Exemplar 2

The following exemplar involves communicative competence and involves the language skill *speaking*. The lesson concentrates on using the vocabulary relevant to the family in order to complete an activity on the family tree. Children work in pairs (or a group of two pairs) where each child is in possession of some information on a fictitious family tree. The aim is that each child (or pair) will use the target language in order to ask questions, concentrating on the information needed to fill in the gaps on their “tree”. A simple family tree may be found in *section 6*.

Der Stammbaum explores the family tree as an information gap or communication gap activity. This activity may be undertaken in fifth class and revisited at a more advanced level in sixth class, since families and family trees may be covered in other areas of the curriculum, for

example in SESE history at this level. The example given below suggests how the lesson could be developed at a sixth-class level, depending on the class involved. The strand unit *speaking* is developed within the strand Communicative competence. The activity involves the children working in pairs, each with different pieces of information. The objective of each child is to elicit information from his or her partner in order to fill in his or her incomplete copy of the family tree.

Der Stammbaum

Strand: Kommunikative Kompetenz

Strand unit: Sprechen

Thema: Die Familie, Verhältnisse zu anderen Familienmitgliedern

6th class: Geburtsdaten

Wortschatz: die Mutter, der Vater, die Schwester, der Bruder, der Zwillings/-e; die Tante, der Onkel, die Kusine, der Kusine, die Großmutter, der Großvater; die Urgroßmutter, der Urgroßvater
verheiratet; ledig, geschieden

6th class: geboren, gestorben

SCH (Schüler/in)

L. (Lehrer)

Strukturen: *Wer ist...?*

... die Tochter/Tante/Großmutter von...?

... ledig/verheiratet/geschieden?

6th class: *Wann ist/wurde... geboren?*

Wann ist... gestorben?

Unterrichtsform: Unterrichtsgespräch, Partnerarbeit

Materialien: Arbeitsblatt mit einem Stammbaum. Ein SCH bekommt Arbeitsblatt A, der andere Arbeitsblatt B. Da es um das Prinzip der „Informationslücke“ geht, gibt es zwei unterschiedliche Arbeitsblätter (A und B). Beide Teile enthalten jeweils verschiedene Informationen.

Unterrichtsverlauf

Einführungsphase

- Ein Beispiel von einem Stammbaum wird gezeigt. Alle Verwandtschaftsverhältnisse werden mit der ganzen Klasse besprochen.

- Unbekannte Wörter werden geklärt (*verheiratet, geschieden* u.s.w)
- Die Redemittel werden an die Tafel geschrieben (Beispielsätze).

Wer ist Anna?/Was weißt du über Anna?

Anna ist die Schwester von Maria und die Tochter von Hans Berger.

Wieviele Geschwister hat Andreas?

Mit wem ist Rudolf Meyer verheiratet?

Wie heißt der Kusine von Robert Glaser?

6th class *Wann ist/wurde Sabine Schulz geboren?*

Wann ist Otto Plumm gestorben?

Erarbeitungsphase

- Die SCH bekommen ihr Arbeitsblatt (A oder B). Sie dürfen die darin enthaltene Information nicht ihrem Partner zeigen.
- Die SCH stellen *abwechselnd* gegenseitig Fragen, bis alle leeren Kästchen auf ihrem Arbeitsblatt ausgefüllt sind.
- Der Partner antwortet jeweils mit Hilfe der Information auf seinem Arbeitsblatt.
- Jeder SCH notiert die Information auf seinem Arbeitsblatt
- Wenn die Stammbäume fertig sind, dürfen die SCH die Arbeitsblätter/Stammbäume vergleichen.
- Zum Schluss werden die Ergebnisse in der Klasse verglichen (Lernzielkontrolle).

Festigungs und Transferphase

- Was für Schwierigkeiten gab es? Warum?
- Die SCH malen einen Stammbaum für ihre eigene Familie oder für eine Fantasiefamilie.

Der Stammbaum kann auch vereinfacht werden: Weniger Leute/weniger Information.

Lernziele

Die SCH

- lernen das Vokabular für Familienverhältnisse/Geburtsdaten (6th class)
- können nach Informationen fragen und die Antworten verstehen

- arbeiten mit ihren Partnern zusammen und tragen die erfragte/fehlende Information in ihren Stammbaum ein
- (6th class) können Geburtsdaten/Jahreszahlen sagen und verstehen und tragen diese in ihren Stammbaum ein.

Lernzielkontrolle

Können die SCH

- mündlich die Information aus dem Stammbaum wiedergeben?
- die fehlende Information richtig ergänzen?

Konnten die SCH ihren eigenen Familienstammbaum oder Fantasiestammbaum erstellen?

Haben die SCH gut zusammengearbeitet?

- ***Project work***

Involvement in project work is an important component of the curriculum. Projects undertaken involve children in working collaboratively in developing and extending a given theme. Projects also involve making links between the various curricular areas, for example history, geography, SPHE, music, and visual arts. Teachers should refer to the Primary School Curriculum, *curriculum guidelines* and *teacher guidelines* when planning project work. Teachers who are not class teachers could collaborate with class teachers when a project is being planned, so that the work of the language class may contribute to and form part of the project.

Global simulation, which is explained later in this section, may also form the basis of a project over the period of a term, for example.

- ***Links with other curricular areas***

The primary school curriculum is integrative in nature, where links between curricular areas are identified and explored. The language teacher must be aware of the content of other curricular areas at fifth and sixth-class level. He or she should work in conjunction with the class teacher (where the class teacher is not the language teacher) to ensure that links are forged between the content of the language programme and the content of the other curricular areas. The child will therefore learn the language in the wider context of the primary school curriculum.

A section on integration is included at a later stage in this section.

Games and other activities

The *Draft Curriculum Guidelines* suggest that the activities of the language class should be age-appropriate and should take account of the interest level of the child. Incorporating games and other activities in the programme affords the child the possibility of using the language for the purposes of an enjoyable activity. Pupils at fifth-class level enjoy the element of fun involved in games. Sixth-class pupils are often attracted by the element of competition. Games involving working as a team and working collaboratively ensure that even the weakest child can enjoy the experience.

As the children become more familiar with the language necessary for playing games, for example *it's my turn, whose turn is it?* and *throw the dice*, the role initially played by the teacher in the setting up and running of the game can be undertaken by a child.

Exemplar 3

In this exemplar a game is used to teach the parts of the body. The strand units *listening* and *speaking* are developed within the Communicative competence strand. The topic providing the context for the exemplar is *Talking about self*. The lesson concerns teaching the various parts of the human body.

The children are given a sheet with six squares, and the game they will play is similar to BEETLE. The template for this game is in *section 6*.

LA COCCINELLE

Strand: Compétence de communication

Strand unit: Compréhension et production orales

Thème: Parler de soi

Résultat de l'apprentissage: Les enfants devraient être capables de parler d'eux-mêmes, de nommer les parties du corps, et d'utiliser les expressions relatives au jeu.

Matériel: L'image d'un personnage sur lequel les parties du corps peuvent être identifiées

Une image de coccinelle

Un dé pour chaque groupe

Photocopies d'une feuille divisée en six carrés numérotés.

En haut de la page, il y a le dessin d'une coccinelle qui indique les numéros à obtenir avec le dé pour ajouter les parties du corps.

Le corps	6
La tête	5
La patte avant (2)	4 (par patte)
La patte arrière (2)	3 (par patte)
Les antennes	2
Les points	1

Vocabulaire

- **Les parties du corps**

le nez	la tête
l'œil	les yeux
l'oreille	les oreilles
le corps	la bouche
les cheveux	les dents
le cou	le genou, les genoux
le bras	la jambe
le pied	le coude

- **Les expressions du professeur**

Voici/voilà. Qu'est-ce que c'est? Est-ce ...? Montrez-moi/montre-moi ...

- **Les expressions pour jouer à Coccinelle**

C'est à qui?	C'est à moi.
Ne triche pas!	Bravo!
J'ai le corps.	Où est le dé?
Les antennes	La patte arrière
La patte avant	Les points

Les élèves seront divisés en groupes de six, maximum. Chaque enfant aura une photocopie, et chaque groupe aura un dé.

Activités pré-communicatives

- Présenter le vocabulaire pour les différentes parties du corps en utilisant la liste. Répéter les mots plusieurs fois.
- Montrer une partie du corps et demander: « Est-ce le cou? » Les enfants répondent oui ou non. Ces questions peuvent être posées aux enfants en groupes ou seuls, comme il conviendra.
- Nommer les parties du corps et demander aux enfants de les montrer du doigt.

- Montrer les parties du corps et demander: « Qu'est-ce que c'est? » Les enfants répondent: les cheveux, le bras, la jambe, etc. Les enfants répondent en montrant la partie du corps en question et en disant: « Voici/voilà le pied. » etc.
- Présenter le vocabulaire du jeu. Ces expressions seront recyclées dans d'autres jeux auxquels les enfants joueront.

Activité communicative

Selon le niveau des élèves, certains pourront être encouragés à prendre le rôle d'animateur et à poser des questions aux autres.

Le jeu

COCCINELLE

- Le professeur explique la règle du jeu. Les enfants s'assient en groupes, chacun avec une feuille telle qu'elle a été décrite plus haut.
- Pour commencer, il faut obtenir un six avec le dé. On dessine alors le corps.
- On joue avec un carré à la fois. Si un joueur obtient un numéro avec le dé, mais qu'il a déjà dessiné la partie du corps correspondant, il doit attendre le prochain tour pour rejouer. Chaque antenne, jambe et point sont dessinés un par un.
- Quand un enfant a gagné le premier jeu, il crie « COCCINELLE », une personne de chaque table passe à la table à côté, et le jeu recommence. NB: Tout le monde recommence au deuxième carré. Le jeu continue.

Activités post-communicatives

Quand la session est finie,

- réviser le vocabulaire présenté plus tôt
- réviser les expressions du jeu. Vérifier s'il est nécessaire de revoir ce vocabulaire et identifier les expressions à revoir. Les enfants pourront dire eux-mêmes leurs lacunes dans ce domaine.
- comment pourrait-on adapter le jeu pour inclure d'autres parties du corps?
- La chanson ci-dessous pourrait être apprise maintenant ou dans une leçon postérieure comme activité de révision.

Chanson

Alouette

*Alouette, gentille alouette,
Alouette je te plumerai.
Je te plumerai la tête, je te plumerai la tête,
Et la tête, et la tête.
Alouette, alouette, aaaah!*

*Alouette, gentille alouette.
Alouette, je te plumerai.
Je te plumerai le bec, je te plumerai le bec
Et le bec, et le bec,
Et la tête, et la tête.
Alouette, alouette, aaaah!*

*Alouette, gentille alouette,
Alouette, je te plumerai, etc.
Et ainsi ave le nez, les ailes et les pattes*

Auteur inconnu

Storytelling

Children of all ages enjoy storytelling. It is as important in the context of the modern language as it is in the context of the mother tongue that the story is appropriate to their age and interest and uses language appropriate to the class. This is quite a challenge at fifth and sixth-class level. It is good for the children to be exposed to a flow of the language that gives a good model for pronunciation. It is important that the experience is an interactive one, where the imagination of the child is captured. Children at sixth-class level enjoy a story with an unusual twist in the tail or an unexpected ending.

Storytelling is an authentic way of introducing language in a communicative way and may be approached in a variety of ways.

- Preparation work. Choose a story that is accessible, perhaps one already known to the children. Look for the repetition of key phrases, key descriptions and litanies that are extended. Teach key words or phrases.
- Read the story, or play a recording by a native speaker, encouraging the children initially to listen for the key words or phrases. Pictures may accompany the story, so that each time a particular picture is shown the children must suggest an appropriate word or phrase to accompany it.

- Books used should have illustrations that are age-appropriate. However, many stories in other languages are written in a more archaic style. In such instances the teacher may decide to rewrite the story using a simpler language style and to paste this text into the book. The advantage of doing this is that the exploration of a story pitched at the interest level of older children may be undertaken using simpler sentence structures and vocabulary familiar to the class. As the children's ability to use the language progresses, the language of the stories used will become more flexible. Stories may be based on topics previously explored, for example methods of travel, trees, or pets.
- Where a familiar story is used, the child will already have an understanding of its context. It should be remembered, however, in the case of myths and legends that details can vary between languages in the narration of these stories.
- Children may engage in artwork, music and drama in order to enhance the storytelling experience.
- A frieze of the story may be created, and a suitable caption or sentence may be added to each section.
- Working collaboratively, children may be required to organise given paragraphs correctly.
- Each pair or group may have a paragraph and be required to hold it up when the relevant part of the story is being told.
- Initially a group may be required to hold up a picture when they hear "their word".
- In sixth class, collaborative work in groups or in pairs may involve having a selection of flashcards on which words or phrases from the story are written. The aim of the activity is that when any of these words is heard the relevant flashcard must be selected and held up.
- Where possible, stories from other cultures may be included. Similarities and differences may be noted between familiar stories written in the mother tongue and versions written in the target language. In French stories, including those written for an older audience, many of the characters are portrayed as animals. Many of these stories deal with issues such as bullying, loneliness, and differences in family circumstances. The stories address the issues credibly while not using human beings.
- Role-playing (mentioned in further detail later) is very effective in the exploration of cultural or religious themes or stories from other countries. The story of the nativity, for example, may begin with the construction of a crib (where the instructions are given in the

target language) and the relevant people and animals and continue with a simple narration or play in the target language. This may then be developed into traditions relevant to that time of year in countries where the language is spoken, for example the story of *La Befana* from Italy.

In addition, children themselves could be encouraged to tell a story following picture cue cards. They could also be asked to serialise a story from pictures given and suggest titles for each picture so as to build up the story in a progressive manner.

Exemplar 4

The following story, **Pierino e il lupo** (Peter and the wolf), has simplified language that is suitable for children in the early stages of learning a language. The story is a familiar one, so the children will have a general understanding of the various incidents involved.

“Useful resources for language teachers”, in *section 6*, contains details of an internet site where the original text is available, together with information about the various instruments used in the story. This idea could be used in any language.

The exemplar to accompany this story may be found in the Italian section, exemplar **It1**.

La storia di Pierino e il lupo

C'era una volta Pierino, un bambino che abita in una casa vicino a un grande albero e a uno stagno. Sull'albero c'è un uccellino e un'anatra nuota nello stagno. **Che pace!**

L'uccellino e l'anatra litigano. **Che rumore!** E ecco arriva un gatto! Pierino grida, “Attenti!” L'uccellino vola sull'albero e l'anatra rimane nello stagno.

Esce il nonno di Pierino arrabbiato. “È pericoloso! C'è un lupo nella foresta.”

Pierino non ha paura dei lupi e torna a casa con il nonno. **Che rabbia!**

Ecco arriva dalla foresta un lupo! **Che paura!** Il gatto scappa, l'uccellino vola via, e l'anatra rimane vicino all'albero. Il lupo vede l'anatra e la mangia.

Il lupo ha ancora fame e cerca il gatto e l'uccellino. Pierino guarda da dietro il cancello, e non ha paura. **Che strano!**

Pierino dice all'uccellino, "Vola vicino e distraini il lupo!" **Che coraggio** ha l'uccellino!

Pierino sale sull'albero e con una corda cattura il lupo. **Evviva!** Arrivano i cacciatori e sono molto arrabbiati perché è tutto il giorno che cercano il lupo e Pierino ha catturato il lupo. Pierino è molto contento. **Che successo!**

Tutto è bene quel che finisce bene.

Poetry, rhyme, and song

Apart from the enjoyment associated with engaging in poetry, rhyme, and song, the occasion is also provided for practising sentence structures in context. For example, in the song in exemplar **Fr25** children learn to use the conditional tense ("Je voudrais") in a relevant context. The conditional tense of the language will not, of course, be taught at this stage; however, where relevant, the child should be given the correct form of the verb.

Poetry, rhyme, song and jazz chants are also effective methods of practising correct pronunciation. The need to repeat certain phrases and structures throughout the piece provides the child with many opportunities to use the language enjoyably and also reinforces correct pronunciation.

Exemplar 5

This exemplar demonstrates ways in which a poem (included over) may be used to inspire the child to compose very simple poetry in another language. The teacher revises vocabulary relevant to the poem, in this case the family, fruit, and animals, using pictures or flashcards.

Strand [Competencia]: Competencia Sociocultural (Competencia Comunicativa).

Strand unit [Destrezas]: Poesía (Compresión Lectora y Expresión Escrita).

Tema: *Todo en su sitio.*

Objetivos:

- Aprender a escribir un poema trabajando con vocabulario específico a partir de un poema original.
- Trabajar los recursos prosódicos (acento, ritmo, entonación) de la lengua española.

Conocimientos previos: Vocabulario adquirido en relación a diferentes temas como la familia, la fruta, los animales, etc.

Materiales: Una fotocopia del poema para cada alumno.

Organización de la clase: Los alumnos pueden trabajar individualmente o en grupo.

Actividades pre-comunicativas

- Pre-calentamiento.
El profesor revisa el vocabulario de los diferentes campos semánticos que aparecen en el poema: familia, transportes, animales, frutas y lugares.
Pueden utilizarse láminas o dibujos.
- Lectura del poema.
 - El profesor lee el poema.
 - Los alumnos realizan una primera lectura individual del poema.
 - Después, cada alumno lee un verso en voz alta, trabajando al mismo tiempo y la entonación.

Actividades comunicativas

- El profesor reparte arbitrariamente algunas de las láminas o dibujos que previamente ha trabajado.

- Da instrucciones para que escriban un poema utilizando ese vocabulario y siguiendo el modelo del poema leído.

Todo en su sitio

Los lobos, en el monte;
Los pollitos, en el corral;
los peces, en el agua;
los barcos, en el mar.

Los monos, en el árbol;
la paja, en el pajar;
el higo está en la higuera;
la uva, en el parral.

El padre, trabajando;
la madre, en el hogar;
ya todo está en su sitio,
ya todo en su lugar.

Los niños, en la escuela,
y los patos, a volar.

“¡Cua, cua, cua. . .!”

Gloria Fuertes

El profesor puede entregar una hoja en blanco.

Todo en su sitio

ya todo está en su sitio,
ya todo en su lugar.

Actividades post-comunicativas

- Los alumnos leen en clase el poema que han compuesto.
- El profesor recoge los poemas y los coloca alrededor de la clase para que los alumnos elijan posteriormente el poema más divertido e interesante.
- Los poemas elegidos son leídos en la clase.

- Como tarea final, los alumnos pueden elaborar un álbum (portfolio) con todos los poemas y guardarlo en la biblioteca de la clase.

Evaluación de estrategias

- El alumno desarrolla la expresión escrita de una forma creativa.
- Entra en contacto con la literatura infantil española practicando, a su vez, los rasgos prosódicos de la lengua española.
- El profesor comprueba en el poema escrito si los alumnos han asimilado el vocabulario y si lo han usado coherentemente.

Role-playing

There are many relevant and exciting suggestions for the use of drama and role-playing in the Gaelge Teacher Guidelines and the Drama Teacher Guidelines. Role-playing gives children the opportunity to use the language learnt in a practical way. The enjoyable experience of drama and role-playing contributes to the development of the confidence and self-esteem of the child.

Through role-playing, pupils are encouraged to act out a story, a rhyme, a poem or a song, to play a certain character, or invent a short dialogue. In this way they can express emotion and speak more naturally because they are depicting another character; and, since these are often group activities, the ability to work with others is also developed. The use of puppets as characters who speak only the target language can be very effective in encouraging children who might otherwise remain quiet to become involved in communicative activities. An art class involving the making of puppets, according to instructions given in the target language, can be a very enjoyable activity. (Note: a simple puppet may be made using an old sock.)

Acting out scenes, for example friends meeting on a street and introducing someone new to the group, ordering in a restaurant or coffee shop, or carrying out a transaction in a shop, are just a few suggestions for activities in this area.

Exemplar 6

The following exemplar involves role-playing in the development of communicative competence. The principal strand unit involved is

speaking. The children listen to the tape (the transcript of which is included below).

JEU DE ROLE

Strand: Compétence de communication

Strand unit: Compréhension et production orales

Thème: Les affaires d'école: le crayon, la gomme, le cahier . . .

Objectifs:

- recycler le vocabulaire des affaires d'école
- recycler des expressions d'un dialogue dans un nouveau dialogue créé et dit par les élèves

Matériel:

- Le dialogue sur une cassette (vu ci-dessous)
- Plusieurs photocopies des huit phrases suivantes à découper

Tu me prêtes . . .
S'il te plaît, j'ai oublié . . .
Tu as . . . s'il te plaît ?
Tiens, voilà . . .
Tu es sympa.
Je te remercie.
Calmez-vous un peu!
Taisez-vous!

Organisation de la classe:

- Toute la classe pour l'écoute du dialogue
- Les enfants en groupe de trois pour le jeu de rôle

Activités pré-communicatives

- Ecouter le dialogue plusieurs fois.

- Retrouver les mots des affaires d'écoles et montrer les objets.
- Ecouter les phrases de l'enseignant/e et les répéter.

Activités communicatives

- Mélanger et retourner les bandes de papier avec les phrases.
- Une personne de chaque groupe tire trois bandes de papier.
- Pendant 15 minutes, chaque groupe prépare une situation qui se passe dans une classe. Les trois phrases tirées au sort doivent être utilisées dans la conversation. Insister pour que les élèves travaillent aussi la gestuelle et les intonations.
- Les élèves présentent les dialogues.
- Prenez quelques photos de chaque groupe.

Activités post-communicatives

- Coller les photos sur une grande feuille. Demander aux élèves d'observer les expressions des personnes sur les photos et d'imaginer ce qu'elles sont en train de dire.
- Si le professeur désire continuer sur un travail écrit, il est possible d'écrire des phrases sous chaque photo, à la manière d'un roman-photos.

Le dialogue: J'ai oublié mes affaires.

Joaquim, Anaïs, Camille, Rémi et Monsieur Martin, l'enseignant.

Joaquim: Pssst, Anaïs, tu as un crayon de papier, s'il te plaît?

Anaïs: Oui, voilà.

Joaquim: Merci.

M. Martin: Silence, les enfants.

Camille: Anaïs, tu me prêtes ta gomme?

Anaïs: Oui, voilà ma gomme.

Camille: Super. Merci.

M. Martin: Taisez-vous!

Joaquim: Anaïs, s'il te plaît, j'ai oublié mes feutres.

Anaïs: Tiens, voilà mes feutres.

Joaquim: Tu es sympa. Merci beaucoup.

Anaïs: De rien.

M. Martin: Calmez-vous un peu!

Camille:	Anaïs, tu me passes tes crayons de couleurs?
Anaïs:	Tiens les voilà.
Camille:	Je te remercie.
M. Martin:	Mais qu'est-ce qui se passe par ici?
Anaïs:	Rien, monsieur.
M. Martin:	Anaïs, où sont tes affaires?
Anaïs:	Et bien . . .
M. Martin:	Joaquim et Camille, prêtez vos affaires à Anaïs.

Global simulation or *simulation globale*

This activity has as its origins *L'immeuble* by Francis Debyser. As the year progresses, a class or group book is developed. The topic can be addressed in stages.

Initially the book will contain details of all those living or working in an apartment block, their names and ages, and their relationship to each other, for example husband and wife, family, students, and pets. The address of the apartment block, the professions of those living there, their modes of transport and telephone numbers, and the local environment may also be included.

This activity involves the four language skills of listening, speaking, reading and writing and can also involve the strands Communicative competence, Language awareness, and Cultural awareness.

The various language functions may be explored through developing the lives, characteristics and interests of all the inhabitants as well as describing their daily routines.

A further stage in the development of this theme is where groups of four to six work collaboratively to solve incidents that occur in the building. A police investigation and interrogation can be initiated. The groups can decide on the incident and how to deal with it. They may act out the questioning of a suspect.

It was suggested earlier in this section that exploring this topic might form the basis of continuous project work throughout the year. In this instance the planning of the project will involve ensuring progression in the language learning experiences of the child through referring to the *Draft Curriculum Guidelines* in respect of the *strands* and *strand units* as well as the functions and suggested topic.

Simulation globale, exemplar **F22**, may be found in the French section. However, further information on global simulation is available on the

web. The address is included in “Useful web sites for teachers” in *section 6*.

Approaches to reading

Reading has already been discussed in the *Draft Curriculum Guidelines* on page 11 and has been further developed in the section relating to the *strands*, beginning on page 21 of the same book. This section offers additional, more detailed exemplars to assist in the development of this skill.

In the Primary School Curriculum (Language) at fifth and sixth-class level the reading strand units include

- developing strategies
- reading for pleasure and information
- developing interests
- attitudes
- information retrieval skills and the ability to reflect critically
- responding to text.

Children at fifth and sixth-class level learn in different ways. The principal emphasis in a communicative approach is on the development of the skills of listening and speaking. However, many children consolidate their learning by looking at and actually writing the word, phrase or sentence concerned. Initially the teacher will

- label classroom items
- display the date
- use flashcards of commonly used phrases
- introduce an area in the classroom where, for example, books, magazines and posters may be displayed and where the children may have access to and add to this material, bringing in such items as labels, instructions and wrappers written in the target language.

Sequencing stories by looking at illustrations accompanied by text and searching for clues contained in them will eventually develop to looking at pieces of text alone for contextual clues that will enable the child to sequence the story. Simple stories may be introduced initially, for example legends and fairy-tales known to the children. Where a simple text cannot be found in the target language it is possible to get a version in English and compose text appropriate to the language level of the child. It should be noted that the child does not have to understand all that is read to him or her. It is important in developing skills that the children are encouraged to listen for the gist and to the sound of the

language. In French, for example, many stories are written in the past historic tense. This is not a problem when reading to the children. The past historic tense will not be taught to the children. It may, however, be explained, if necessary, that this is one of the conventions of story-writing in French.

The fairy-tale in itself has a common form in English, for example “Once upon a time . . .” The child can be encouraged to explore similar books in other languages to discover whether such conventions exist.

There are many ways of exploring reading in the target language using authentic materials. The child may be encouraged to peruse brochures and catalogues written in the target language for specific words (see the resource list in *section 6* for useful addresses). The gist of the piece may be interpreted using clues from the words in the text and photographs accompanying them.

Comic strips and cartoons written in the target language appeal to children, since the text is short, and clues are obtained from the pictures.

Exemplar 7

Strand: Eveil au langage et à la culture

Strand unit: Compréhension écrite

L’album choisi pour cette leçon est: le balai des sorcières, Vincent Bourgeau, Albin Michel Jeunesse.

Thèmes: La sorcellerie, la magie et les gens qui se moquent de ceux qui sont différents

Objectifs:

- découvrir le plaisir de manipuler des documents authentiques très appréciés des enfants français: les albums de jeunesse
- retrouver des mots et des phrases écrits dans l’album
- reconnaître la graphie d’un mot selon la phonie
- lire et comprendre des phrases qui résument l’histoire.

Matériel:

- Quatre albums Le balai des sorcières
- Photocopies des six phrases de l'histoire résumée
- Photocopies de la grille des mots cachés.

Activités pré-communicatives :

Expliquer (dessiner, mimer) les quatre mots: un poil, une sorcière, un balai, un sort (jeter). Les écrire au tableau.

- Diviser la classe en quatre groupes: un groupe poil, un groupe sorcière, un groupe balai et un groupe sort.
- Chaque groupe cherche son mot dans l'album. Combien de fois est-il utilisé?

Expliquer aux élèves qu'au bal des sorcières, les sorcières mangent **des toasts à l'araignée** et boivent **de la bave de crapaud**.

Activités communicatives:

Quand la phrase est bien comprise, les élèves en groupe cherchent les deux expressions « toasts à l'araignée » et « bave de crapaud ». Le premier groupe qui retrouve les expressions a gagné.

- Le professeur lit la phrase plusieurs fois. A tour de rôle, chaque élève lit un mot de la phrase, lentement au début puis de plus en plus vite.
Chacun lit la phrase complète.
- Le professeur lit l'histoire. A chaque page, il choisit une expression, l'explique ou la mime, et demande aux élèves de la retrouver et de la lire à haute voix. (ex. première page: « une maison isolée », deuxième page: « un gros poil sur le nez », troisième page: « comme par enchantement », etc.)
- Lecture de l'histoire
Le professeur lit l'histoire sans interruption. Les enfants regardent les images

Demander aux élèves quelle est la morale de l'histoire et en discuter.

Activités post-communicatives: Contrôle de l'apprentissage

- Mots cachés

Retrouver les 12 mots suivants dans la grille

montagne, sorcière, poil, nez, forêt, sort, fantôme, bal, araignée, crapaud, balai, usine.

b	u	s	n	w	f	l	f	o
a	m	o	n	t	a	g	n	e
l	r	r	t	e	n	p	e	a
v	a	c	s	d	t	u	z	r
p	o	i	l	a	ô	s	z	a
q	s	è	h	k	m	i	p	i
f	o	r	ê	t	e	n	f	g
a	r	e	n	x	o	e	r	n
m	t	t	b	a	l	a	i	é
c	r	a	p	a	u	d	g	e

- Résumé de l'histoire

Distribuer ces phrases découpées et mélangées aux élèves (une série de phrases pour chaque groupe de 4 ou 5). Les élèves remettent les phrases dans l'ordre.

Ramina Grospoil avait un poil sur le nez; ça l'énervait !

Elle est allée au bal des sorcières.

Les sorcières se sont moqué de Ramina Grospoil.

Les sorcières ont regretté.

Une vieille sorcière s'est perdue dans la forêt.

Ramina Grospoil a inventé le balai magique et a sauvé la vieille sorcière.

Maintenant, elle a une usine de balais.

Approaches to writing

Writing has already been discussed in the *Draft Curriculum Guidelines* on page 11 and has been further developed in the section relating to the *strands*, beginning on page 21 of the same book. This section offers additional, more detailed exemplars to assist in the development of this skill.

Links with language in the primary school curriculum include the practice of drafting and redrafting in order to produce a high standard of work. Writing at this level is very important; however, it is essential that the child has an understanding of the sound system of the language and that what is being written is closely connected with what has already been covered in the language class.

In using ICT in the exploration of the skill of writing, the child is enabled to produce an error-free, well-presented piece, whether a simple sentence or piece of text to accompany an illustration or words to be used for labelling purposes. The use of e-mail in communicating with peers elsewhere through the target language facilitates the inclusion of writing as a method of establishing real communication.

Integration

As has been noted before, it is important that links are made between the content of the language class and other curricular areas.

Much of the material suggested in the Geography Teacher Guidelines will also be of practical use in the language classroom, for example the physical features of Europe and the world, maps and mapping, people and other lands. The use of materials produced in the target language lends authenticity to the lesson, and should be used where available.

Exemplar 8

The next exemplar shows how strands and strand units of the geography curriculum may be explored using the target language.

Geographie: Die Länder Europas

Strand: *Cultural awareness*/Kommunikative Kompetenz

Strand unit: Fertigkeiten: Lesen, Sprechen

Unterrichtsziel:

Die SCH

- lernen die Namen der Länder in Europa in der Zielsprache
- kennen die Namen der europäischen Hauptstädte auf Deutsch

- wissen, wo die einzelnen Länder in Europa liegen
- kennen die Himmelsrichtungen.

Materialien:

- eine Europakarte in der Zielsprache
- Europakarte mit Ländern, aber ohne Ländernamen (für OHP)
- *Flashcards* mit den Ländernamen: Italien, Spanien, Deutschland, Irland, England, Schottland, Wales, Norwegen, Frankreich, Schweden, Finnland, Dänemark, Griechenland, Österreich, die Schweiz, Belgien, Holland, Luxemburg, Portugal
- *Flashcards* mit den vier Himmelsrichtungen: *Norden, Süden, Osten, Westen,*
- Deutschlandkarte.

Wortschatz: im Norden, im Süden, im Osten, im Westen, im Nordosten, im Nordwesten, im Südosten, im Südwesten, nördlich von, südlich von, westlich von, östlich von

Unterrichtsverlauf

Einführungsphase

Der L. zeigt einzelne Länder auf der Europakarte und nennt die Namen der Länder. Die SCH sprechen die Ländernamen nach.

Der L. stellt zunächst sehr einfache Fragen, die SCH antworten mit einer kurzen Phrase:

Wo ist Irland? Irland ist da/dort.
Wo ist Deutschland? Deutschland ist da/dort.

Danach stellt der L. die Frage nach dem Namen des Landes (zeigt auf Karte):

Wie heißt dieses Land?
Das Land/ Es heißt Wales, Belgien.

In einem weiteren Schritt werden die Hauptstädte abgefragt:

Wie heißt die Hauptstadt von Italien? Rom.
Wie heißt die Hauptstadt von Portugal? Lissabon.

Die Himmelsrichtungen werden erklärt und an die Tafel geschrieben. Der L. fragt nun nach der geographischen Lage eines Landes.

Wo ist/liegt Frankreich?

Im Norden/Nördlich von Spanien.

Wo ist/liegt Holland?

Im Westen/Westlich von Deutschland.

Die SCH können auch nach bestimmten Städten in einem Land gefragt werden:

Wo ist/liegt Lion?

Lion ist/liegt in Frankreich.

Wo ist /liegt Lund?

Lund ist/liegt in Schweden.

In welchem Land liegt Genf?

Genf liegt in der Schweiz.

Auf einer Deutschlandkarte können die SCH nun gefragt werden, wo bestimmte deutsche Städte liegen:

Wo ist/liegt Leipzig?

Leipzig ist/liegt im Südosten/südöstlich von Hannover.

Wo ist/liegt Bremen?

Bremen liegt nordwestlich von Hamburg.

Weiterführende Aktivitäten:

Wordsearch, mit Schwerpunkt auf die Länder, ihre Hauptstädte, physikalische Gegebenheiten (Flüsse, Berge).

Zum Beispiel:

	S		N		I	R	L	A	N	D
	Ü		E	N	E	I	N	A	P	S
	D		H	O	S	L	O			
D	E	U	T	S	C	H	L	A	N	D
	N	M	A	D	R	I	D			
		B		I	T	A	L	I	E	N
R	O	M		N	O	R	D	E	N	
N		S	C	H	W	E	D	E	N	

Irland

Oslo

Deutschland

Madrid

Italien

Schweden

Rom

Norden

Spanien

Lissabon

Süden

Athen

Das Land	Die Hauptstadt
Schweden	Stockholm
Norwegen	Oslo
Finnland	Helsinki
Dänemark	Kopenhagen
Portugal	Lissabon
Spanien	Madrid
Griechenland	Athen
England	London
Irland	Dublin
Holland	Den Haag
Frankreich	Paris
Italien	Rom

Es gibt eine Reihe von Suchrätseln, die als Software erhältlich sind und in die der L. die entsprechenden Wörter (Ländernamen) eingeben kann.

Sprachsensibilisierung

Viele Ländernamen und Namen von Hauptstädten werden auf Deutsch oder Englisch gleich geschrieben. Dieses bietet dem L. die Möglichkeit, auf die unterschiedliche Aussprache einzugehen. Ferner wird das geographische Wissen der SCH gefestigt.

Cultural awareness

Die nachfolgende Liste kann dazu benutzt werden, das Bewusstsein der SCH in Bezug auf die europäische Dimension des Lehrplans zu schärfen.

Dazu können folgende Fragestellungen beitragen:

- Wo werden bestimmte Autosorten hergestellt? Fotos/Logos können auf die Europakarte aufgelegt (OHP) werden.
- Auf Bildern aus Zeitschriften sollen die Schüler Hinweise dafür finden, welches Land auf diesem Bild dargestellt wird (z.B. Autokennzeichen, Werbung, Architektur...)
 - Welche Währung haben die verschiedenen Länder? Wie sieht das Geld aus?
 - Im Jahre 2002 wird der Euro in den meisten Ländern Europas eingeführt. Die Broschüre *Introducing the Euro, Guidelines for Teachers* sollte an allen Schulen erhältlich sein.

- Die Luftfahrtgesellschaften der einzelnen Länder können ebenfalls eine Rolle spielen. Fotos oder logos können aus Zeitschriften, Werbung oder aus dem Internet entnommen werden.
 - Nenne die Luftfahrtgesellschaft(en) von Deutschland, Irland, Spanien . . .
 - Welches Logo gehört zu welcher Fluggesellschaft?
 - Wie heißt das Land, aus dem dieses Flugzeug stammt?
 - Zu welchem Land gehört diese Fluggesellschaft? Das entsprechende Bild/Logo (aus einem Katalog) kann dem Herkunftsland zugeordnet werden.

**Explanatory paragraphs
for each exemplar lesson**

Explanatory paragraphs

The introductory paragraphs

- *are presented in English*
- *are coded for ease of reference*
- *focus on the three phases of communication*
- *provide information accessible to all on all the exemplars included in these guidelines.*

The introductory paragraphs are presented in English and provide a brief synopsis and an outline of the content of each exemplar. The accompanying code is provided to facilitate finding the exemplar in the appropriate section. The paragraphs include a focus on the pre-communicative, communicative and post-communicative phases of the lesson. By presenting these paragraphs in English it is envisaged that all those working within the project will be enabled to get maximum support from these *Teacher Guidelines*.

Exemplar lessons

The exemplars are provided in Italian (**It**), Spanish (**Es**), French (**Fr**), and German (**D**), in that order, and are coded consecutively. They supplement the material already provided in the “Approaches and methodologies” section. Individual exemplars vary. However, insofar as it has been possible, care has been taken to ensure a similar level of support in all languages.

Exemplars vary in length. Some may be explored over a period of time: for example, global simulation could form a substantial part of a term’s work. In the case of others they can be completed in a 45-minute class period. The teacher is in the best position to assess what is appropriate for his or her class, taking into account prior learning and the ability of the class.

Exemplars

- *Presented in Italian, Spanish, French, and German*

In many cases a variety of activities is suggested. The teacher will select activities that are best suited to his or her class level in relation to age and interest level in addition to the language content. It may be appropriate to introduce elements of the pre-communicative phase at an earlier stage than elements of the communicative and post-communicative phases. In this instance, a short time may be spent at the beginning of the lesson revising this initial activity. The post-communicative activity or activities should always immediately follow the communicative phase. This enables the teacher to assess how the children have coped with the content of the lesson and whether further work is necessary to consolidate that content.

Italiano (It)

It1. Pierino e il lupo

The text of this story is on page 74. Certain phrases are highlighted in the text. These are exclamations that may be used at other times. The underlined words are verbs that may be used as explained in the post-communicative phase.

Pre-communicative activity. The teacher introduces the characters using pictures from the story (these may be obtained from the internet site <http://www.didael.it/musicamilano/albero/perso/htm>).

- Each child will have an illustration of a character from the story, which may be cut out and mounted on a lollipop stick. (This could be prepared earlier.)
- Each group also has eight cards containing excerpts adapted from the story. There are also picture cards of items included in the story, for example the hunter, the pond, and the house.
- The teacher introduces a picture of the characters and writes the names on the blackboard.
- The teacher reads the story aloud.
- When the children hear the name of the character whose picture they have they raise the picture.
- The teacher will stop periodically and ask the children about the piece just read.

Communicative activity. Group work:

- The adapted text of the story is displayed or distributed.
- The story is read again and the teacher asks questions, for example,
“*What does Peter do?*”
“*He lives in a house.*”
- As the story progresses, key questions may be asked, such as
“*Where is/are . . . ?*”
“*Who is coming?*”
“*What does . . . mean?*”
“*What happens next?*”

- Each child has an extract from the story. The children arrange themselves in order according to the extract each one has.
- The story is told again, and when the teacher stresses the phrases underlined in the story text on page 74 of this book the children mime the phrase appropriately.

Post-communicative activity. The teacher may choose from among the following activities.

- In order to reinforce the meanings of the verbs included in the story and the importance of verb endings, an altered version of the text of the story may be distributed, in sections, as before, where the verbs (underlined in the text on page 74) will be inserted incorrectly. The children work in pairs to correct the text. A list of the verbs may be displayed in the classroom.
- Working in groups, each child is assigned a character from the story. Areas of the classroom are designated as locations from the story, for example the house and the pond. As the teacher tells the story the children mime the story. Drama is used in order to consolidate comprehension of the story.
- Musical excerpts from the story are played (available from the web site or on cassette tape), and the children identify the characters represented.

It2. Geography: Italy and other European states

Pre-communicative activity

- A map of Ireland is displayed (on a chart or on the overhead projector [OHP]). Compass points are noted.
- The location of one place in relation to another is discussed, for example Dublin is east of Galway.
- A more advanced group may be capable of more complicated sentences, such as Athlone is north of Cork, west of Dublin, and east of Galway.
- Pair work: one pair describes the location of a town or a city and another pair must guess its name.
“*What town is it?*”
“*Is it . . . ?*”

“Correct answer.”

“Wrong answer.”

- The names of European countries are then introduced.

Communicative activity

- The names of the countries are displayed, and the teacher asks the children to say the name of each country.
- Pair work: A copy of a blank map of Europe is distributed. The teacher points to a country and asks its name. Flashcards on which the names of the countries are written are distributed, and the children must attach these correctly to the blank map. The first pair to finish calls “Europa”. They then go to the OHP and show where the countries are located.
- Groups of four: One person has a completed map of Italy. The other three have maps on which six cities are replaced by numbers. A dice is thrown in turn, and the name of the city corresponding to the number thrown must be identified. The person with the completed map confirms the answer.

Post-communicative activity

- Noughts and crosses. The class is divided into two groups. Questions based on the lesson content are asked. If the question is answered correctly the child concerned gives directions in the target language indicating where the nought or cross should be inserted.
- Pair work or group work.
A simple crossword, based on the information of the lesson and including vocabulary from previous lessons, may be constructed and completed.

It3. Making an object

Pre-communicative activity

Demonstrating the difference between the imperative and the present tense, the teacher says “*I am bending my knee*” and carries out the action. He or she then says to a child, using the appropriate tone of voice, “*Bend your knee!*”

The teacher continues with other examples, such as “*Open the door*” and “*I am opening the door.*” Everyday classroom language, such as asking children to close the window, collect the

copybook and tidy up, may be included. The appropriate tone of voice should be used to indicate the difference between giving an order and uttering a sentence in the first person singular.

Communicative activity. The equipment necessary for the making of the object (see **It3.**) may be organised in advance of the lesson.

- The teacher introduces the objects and then asks the children to name them.
- Directions (given in the imperative) are given for the construction of an object.
- A more advanced task would involve one group giving instructions to another for the construction of a mystery object, such as a paper boat or an aeroplane. It is important to stress the necessity for clear, simple instructions.

Post-communicative activity. Two sets of cards are used. Set 1 consists of cards of two colours. Actions are written on cards of one colour, for example *I am opening the window*. Commands are written on the other cards, for example *Open the window*. Set 2 consists of the same actions and commands, all of which are written on cards of a third colour.

- Using Set 2, the teacher establishes that the children understand the phrases.
- The colour-coded cards (Set 1) are introduced, and the phrase is said with the appropriate intonation. If a command card is shown, the children must carry out the action. If another card is shown they do nothing. Those who interpret the cards incorrectly are eliminated. The activity will become more challenging if the Set 2 cards are used.

It4. The family

Pre-communicative activity

- Photographs of famous families are shown, and their relationship to each other is explained, for example

“*Victoria is David Beckham’s wife.*”

“*Sharon is Andrea Corr’s sister.*”

- An interview: The teacher pretends to be one of those in the photograph, and the children have to discover who he or she is by asking

questions such as “*How old are you?*” “*Have you any brothers or sisters?*”

- A pupil may be asked to take on the role of another person and to answer questions asked.
- This lesson could also be a follow-up to a lesson on identity cards, where children have made identity cards for famous pop stars or sports personalities.
- If pictures or photographs are used of unknown people fictitious details may be given.

Communicative activity

Group work:

- Small cards are distributed on which each child will write the name of one of their family members. The cards are gathered and redistributed randomly. Each child reads out the name on the card. The person who wrote the name says, for example, “*She is my mother*” or “*He is my uncle.*”
- Game: Each child is given a card on which family details are written (see **It4**). The object is for the child to find his or her other three family members by using the questions practised in the pre-communicative activity. However, the question “*What is the name of your family?*” must be avoided! Some details that may be included on the card are first name, name of father and mother, age of father and mother, name of brother or sister, and age of brother or sister.

Post-communicative activity

- Group work: The children sit in a circle in a group of about ten. The teacher suggests the question to be asked, for example “*What is your mother’s name?*” (Care should be taken to be aware of particular family circumstances.)
- Each child then asks the question of the person on his or her right.
- The first person then begins the game, saying, for example, “*John’s mother’s name is Nora*”. The next person repeats this sentence and adds a sentence concerning the person on his or her right, and so on. When this chain is

broken, the teacher suggests another question that may be asked, and the game continues.

It5. Position and description of an object

Pre-communicative activity. Previous knowledge necessary for this lesson will include colours and basic vocabulary necessary for describing objects.

- A list of colours is displayed on the blackboard or on the OHP.
- Two sets of cards are used. Using cards with, for example, a tomato and an accompanying sentence, “*The tomato is red*”, the teacher shows each card and reads the accompanying sentence.
- Then, using coloured cards (using the same colours as used previously but this time without pictures and words), the teacher asks the colour of the card. When the answer is given, the teacher agrees that it is correct or says that is not the colour and asks if anyone else can suggest the colour.
- Pupils may be asked to match colour cards with sentence cards.
- The teacher uses objects in the classroom or pictures of a variety of objects and asks what colour they are.

Communicative competence. The teacher shows a list of descriptive adjectives, such as *big*, *small* and *round* and, using gestures, explains their meanings. The list is displayed.

- The class is divided into groups, and one person in each group is given the description of an object, for example a car. This child must mime two adjectives to describe the car (e.g. *big* and *fast*). The other children in the group must interpret the gestures and make a sentence based on what is seen, for example “*The car is big and fast.*”
- The teacher selects various objects in the classroom and describes their location, for example “*The pen is on the table*” (while putting the pen on the table). This exercise can be repeated with other classroom objects using prepositions such as *in front of*, *behind*, *beside*, and *under*. In order to assess comprehension the children may be asked to

describe the location of the objects themselves.

- **Game: The mystery object.**
Vocabulary necessary for the game is introduced, for example “Whose turn is it?” “It’s our turn,” and “Correct answer”. The class is divided into group A and group B. Each group writes the name of three objects on a page. The object of the game is to discover what the other team has written down by asking questions such as “What colour is it?” “Is it big?” and “Is it near the door?”

The time limit for the game is five minutes, and the winning team is the one that discovers most objects in that time.

Post-communicative activity. The children work in small groups. Each group has cards with pictures and cards with sentences on them. The cards are placed face down on the table, and the children turn over two at a time, endeavouring to match a picture with the appropriate sentence. The winner is the person who matches most pictures and sentences.

It6. The parts of the body

Pre-communicative activity. The teacher names the parts of the body as he or she indicates them to the children. The children are asked to repeat the parts as they are indicated. The teacher may then name a body part incorrectly and ask the children to say if it is correct or not. Similarities may be noted between the body part in the home language and in the target language, for example *naso/nose*.

Communicative activity

- The game “Simon says” is introduced in the target language. Children will probably be familiar with this game and will therefore understand the rules. They can then concentrate on carrying out the required actions.
- The shape game involves the children working in groups. Each group works with the outline of a body. These outlines may be displayed in the classroom or worked with at a desk. Using flashcards with the names of the body parts, the children must attach these correctly to their “body”. Incidental language throughout the activity should, of course, be

through the medium of the target language. The winning team is the one that is first to correctly name the body parts.

Post-communicative activity. The teacher describes a monster that the children must draw. The teacher gives the instructions one at a time and repeats them as necessary. Finally, the teacher looks for the pictures that accurately represent the monster as described. This activity verifies that the children have understood the content of the lesson.

It7. Time and times of the day

Pre-communicative activity

- The teacher revises the numbers with the game “7 ciao!” in which the children count in sequence; however, numbers ending in 7 (7, 17, 27, etc.) are replaced by the word “Ciao” and a saluting action.
- The teacher shows pictures representing various times of the day (morning, afternoon, etc.) saying the appropriate greeting for each one. The children repeat the greeting.
- The teacher points to an individual picture, mentioning the time of day and giving an incorrect greeting. The children ought to notice this and suggest the appropriate greeting.

Communicative activity. Using a clock with movable hands, the teacher introduces midday and midnight (including the relevant greetings) as well as one o’ clock (all other times are given in the plural). The question “What time is it?” is asked.

- Initially the emphasis is on the hours. As the lesson develops, the parts of the hour are introduced (how to tell the time is not being taught, rather how to tell the time in the target language). The children are asked to say what time is shown on the clock and at another stage if the time shown on the clock is the time the teacher says. Where this is not the case, the correct time should be suggested.
- The children work in teams. One team writes down three times, for example 11:20 in the morning. The other team must ask questions and guess the time. Clues such as *earlier*, *later*, *much earlier* and *much later* may be used.

Teams swap roles and begin with a new set of times.

Post-communicative activity

- A game of bingo may be played.
- Greetings may be revised, using the pictures introduced in the pre-communicative phase and asking the children to give the correct greeting for each one. The pace of the game is very fast. If a child gives an incorrect response he or she is eliminated.

Working in groups of about six, a game similar to “I went shopping and I bought . . .” may be played, where the first child picks out a time from a hat and says it. The second child picks out a time, says the time called out by the previous child, and introduces the time he or she has selected. The game continues around the group.

It8. To introduce oneself and to get to know someone else

Pre-communicative activity. The teacher displays a photograph of someone on the blackboard and introduces that person, using the first person singular. The teacher begins to play the role of

interviewer and interviewee, alternating the voice as appropriate. (*This activity may also be developed using puppets.*) The teacher then interviews individuals in the class using questions heard earlier.

Communicative activity. Each child gets a card that is not to be shown to others. The card contains information on one side about someone—name, age, where he or she lives, and what he or she likes to do—and the other side indicates the person to be found. Children must go around the class and ask the relevant questions of each other in order to find their match. The direct question “What is your name?” will only be asked at the end, in order to verify the identity of the other person. The question “Are you . . .?” may be asked instead.

Post-communicative activity

The teacher shows a picture of someone and invites children to answer the relevant questions, suggesting their own answers. Where problems are identified the teacher may need to revise the role-playing activity of the pre-communicative phase.

Español (Es)

Es9. Likes and preferences

Pre-communicative activity. In order to introduce the vocabulary of “I like” and “I don’t like”, the teacher uses pictures of food and drink already known to the children and asks them to say whether they like them or not.

Communicative activity. The teacher gives the children a copy of the song with certain words omitted and reads it through. Before listening to the song the children may suggest appropriate words to fill the gaps. Attention must be drawn to whether the missing word is masculine or feminine, singular or plural. The children then listen to the song and fill in the gaps.

Post-communicative activity. The children, working in pairs, ask questions of each other about their likes and dislikes and later share this information with the class.

Es10. Odd one out (physical description)

Pre-communicative activity. The teacher has pictures of well-known characters or personalities. Each child has a circular card attached to a lollipop stick. Written on the card is a form of an adjective (masculine or feminine, singular or plural). When the teacher shows a picture of, for example, Posh Spice, those with the appropriate adjective cards in the correct form (feminine and singular) raise them.

Communicative activity. The details of four well-known characters are written in simple sentences on four separate pieces of card (untitled) and are displayed in different places in the classroom. The children work in groups. Each group has five pictures. One child at a time from each group goes to a description card, reads some of the details, and returns to the group, giving them the information. The group to match the descriptions with the pictures first and thereby discover the odd one out wins.

Post-communicative activity. This may be done in groups or as a whole-class activity. Using a picture of a well-known character, a child describes this person to the group or class. The child must use the correct form of adjectives used. The class tries to guess the name of the character. Sentences used should be short. This activity may be adapted and used again in other situations at a later stage.

Es11. The parts of the body

Pre-communicative activity. The teacher displays a picture of a person and introduces the parts of the body. Flashcards with the names of the body parts may then be introduced and placed in relevant positions. Individual children may be asked to place the cards appropriately.

Communicative activity. The children work in pairs, and the teacher initially gives instructions, for example, “Put your right hand on the left arm of your partner.” “Put your left hand on your partner’s head.” A child may then be asked to give the instructions for others to follow.

Post-communicative activity. The teacher distributes cards describing unusual creatures with, for example, three heads, six ears and four arms. The children read the descriptions and create the creature as described.

Es12. Ailments

Pre-communicative activity. Children cut out pictures of people from magazines and replace, for example, an arm with the arm of another obviously very different person. The picture will not be in proportion. (*This activity may, alternatively, have been prepared in advance.*) The parts of the body are revised and the appropriate phrase for describing what is wrong is introduced. The children are then asked to say what is wrong with the body they have created.

Communicative activity. The song is played as often as required, and the children note on a sheet the corresponding treatment for each ailment mentioned in the song.

Post-communicative activity. The children work in groups of six. A piece of paper with the name of a part of the body is attached to the front or back of each child. The child must discover, by asking questions of other members of the group, which part of their body is suffering.

Es13. The weather

Pre-communicative activity. Meteorological symbols (available from newspapers) are introduced, and the weather conditions associated with them are described. After these have been discussed the children are given blank maps of a country where the target language is spoken and asked to insert their own meteorological signs (these do not need to refer

to typical weather conditions for a particular area).

Communicative activity. The teacher asks the children to describe their weather map: for example, “In . . . it is cloudy.” The children then write simple descriptions of the weather conditions they have included on their map. The actual climate of the country may then be discussed, once again in simple terms.

Post-communicative activity. A popular song about the weather is used as a conclusion.

Es14. Colours and fruits

Pre-communicative activity. Each child has six cards representing the colours included in the song to follow. The children may have been asked to prepare these in advance. The teacher shows pictures of fruits, and the children raise the corresponding colour, for example “*What colour is the tomato?*” “*What colour are the lemons?*” It is important that attention is paid to agreement of noun and adjective. Flashcards on which the names of the fruits and the colours are written may also be used.

Communicative activity. Children work in groups of six or eight. The teacher plays the song. When the names of the colours are heard, the children raise the corresponding card colour. Each child is then given a copy of the song with key words missing (the song may also be displayed on the overhead projector [OHP] or on a chart). While listening to the song again, the children fill in the gaps.

Post-communicative activity. The game “I spy” is introduced using colours. The formulaic sentences related to the game may be displayed on a chart or on the OHP, if necessary. Once again the child’s attention should be drawn to agreement of noun and adjective.

Es15. Time

Pre-communicative activity. The teacher, using a clock with movable hands, introduces the terminology relating to time as well as the divisions of time.

Communicative activity. The class will work in groups of four to six and will use a board game adapted to include clock faces showing various times, or specific instructions, for example move

forward two squares or miss a turn. A small appropriate prize may be awarded for the winner.

Post-communicative activity. The children work in pairs, each with a clock with movable hands. One child will set the time, and the other child must guess the time shown by asking questions. The child with the clock answers by saying, for example, “earlier” or “much later.”

Es16. Names

Pre-communicative activity. The teacher revises introductions.

Communicative activity. The class is organised in groups of ten. Each group has ten cards. A number is written on one side of the card, and on the other is a typical name of a person from a country where the target language is spoken. Each group’s cards are of a different colour. Each child also has a sheet with the numbers 1 to 10. The objective is to ask other members of the group their name, to ask them to spell their name, and to write the name beside the corresponding number on the sheet.

Post-communicative activity. The teacher calls out a number and a colour. The child with the corresponding card stands up and introduces himself or herself. Others in that group can then assess whether what they have marked on their sheet is correct.

Es17. How to describe a country scene (using a poem)

Pre-communicative activity. The teacher shows pictures of various scenes and revises and introduces, as appropriate, vocabulary relating to the poem that will follow.

Communicative activity. Concentrating on one scene and using flashcards of adverbs of location (*above, below, in front of, etc.*), the teacher, using gestures, encourages the children to describe the location of various objects in the picture. This may be repeated using the other pictures.

Post-communicative activity. The teacher displays or distributes a copy of the poem. The teacher may read the poem aloud and then ask the children to read the poem silently. The children then draw a picture of the scene described in the poem. When the pictures are displayed, the class selects the pictures that most accurately reflect what is in the poem.

Français (Fr)

Fr18. To introduce oneself and to talk about oneself

Pre-communicative activities

- Revise greetings and numbers.
- Introduce questions that will be required later, for example “Have you any brothers or sisters?” “Have you a pet?”
- Introduce the names of types of pets the children may have.
- Introduce names of relevant types of accommodation.
- The children are asked to say how many brothers and sisters they have and in what type of accommodation they live, and to talk about their pets.

Communicative activity. The children are given a grid. The grid is explained, and the children are asked to listen carefully to a simple dialogue (spoken by a native speaker if possible). The dialogue is played or spoken, and the children listen. The children may need to listen to it again. The children may then be asked to fill in the missing information on the grid.

Post-communicative activities. The teacher, in conjunction with the children, corrects the grid and may repeat the dialogue if necessary. Questions may then be asked, based on the information noted, for example “What is the cat’s name?” and “Who lives in a house?” The children could also be asked to make sentences about the characters, using information from the grid.

Fr19. Telling a story

Pre-communicative activities

- Show the picture cards of characters or objects from the story. Say what each one is and ask the children to repeat the titles. The use of the overhead projector or charts prepared in advance will assist in the explanation of relevant phrases from the story.
- In order to introduce “I would like to be . . .” the children are invited to say what they would like to be, for example a bus-driver, a chef, or a musician.

Communicative activities. Tell the story using the picture cards, mime and voice inflection and stressing expressions known to the children. The children may participate in the telling of the story. Instead of the teacher saying particular words or expressions, he or she may show picture cards of these to the class, and the children then say the word or expression. Similarly, when expressions known to the children are heard they may themselves raise the appropriate cards.

Post-communicative activities

- The teacher shows the illustrated cards and asks the children to identify them.
- The text of the story may be distributed, and the children may work collaboratively, underlining the words on the flashcards in one colour and other words that they may know in another colour.
- On a page containing the names of the characters or objects from the story in individual squares, the children illustrate the corresponding character or object.

Fr20. Completing a task following specific instructions: finding an object

Pre-communicative activities

- Revise the colours.
- Introduce the necessary vocabulary: *in front of, behind, it is windy*, etc.
- Ask questions about the position of objects in the classroom, for example “Where is the schoolbag?” “It is behind the chair.” “What colour is the apple?” “Show me something orange.”

Communicative activities

Pages are distributed. On the page is a picture of a scene whose details include a bench, a road, and a park. Following discussion about the scene the teacher gives instructions on how the picture is to be completed, for example “There is a red lorry on the road. Paul is in front of the bank. He has an orange bicycle.”

The teacher may then ask the children to indicate by gestures or orally, depending on their ability, where individuals or objects are in relation to one another.

Post-communicative activities

- Revise the colours.
- Revise the prepositions used during the lesson.
- Revise the instructions given, checking for comprehension.
- Invite the children to complete the mixed-up word exercise.

Fr21. Days of the week

Pre-communicative activities

- Introduce the days of the week.
- Introduce picture cards depicting activities the children are involved in, for example doing PE, playing music, drawing, listening to or playing music, going fishing, and going shopping.
- Look at the days of the week in Irish, English and the target language and organise them according to language and correct sequence. Look for similarities and differences between the languages.
- The teacher asks the children to say what day they do PE, play football, do art, and learn the target language.

Communicative activities

- Working in groups, each child is given a day of the week. The child must ask the others in the group which day they have. The group must arrange themselves in order according to the day each person has.
- The children listen to the song and are asked to identify how many of the words they recognise (the lyrics of the song are provided).

Post-communicative activities

- Revise the days of the week.
- Address problems of pronunciation or errors that may have been noticed during the lesson.

Fr22. Global simulation

This is explained in detail on page 81.

Fr23. Geography: the European Union

Pre-communicative activities

- The teacher shows the pupils a map of Europe, points to each of the EU countries, naming them in the target language. The pupils repeat.
- The teacher points to the countries again, saying the names of the capital cities. The children repeat the names.
- The pupils practise saying sentences such as “Berlin is the capital of Germany” in the target language.

Communicative activities

Game of cards:

- The teacher prepares the sets of cards before the class or lets the pupils prepare them during the class; the name of each of the countries is written on blue cards and the name of the capitals of the same countries is written on red cards. The children are arranged in groups of five or six, with one set of cards per group.
- The cards are placed face down on a table. The players, in turn, turn up two cards, a blue one and a red one.
- If a player turns the card of a country and the card of its capital, for example *Helsinki* and *Finland*, he or she says, “Helsinki is the capital of Finland” (in the target language). If the sentence is constructed and pronounced properly (at teacher’s discretion), the player keeps the cards. Otherwise the cards are replaced on the table and play resumes.

The winner is the player who gets most cards.

Post-communicative activity. The children are given a blank map and are asked to insert the names of the countries and their capital cities in the target language.

Fr24. A school morning (dialogue)

Pre-communicative activities. Revise the parts of the body. The teacher points to various parts of the body and the children give the name of the part. A child may then take over the role.

The teacher introduces the vocabulary for asking and answering the question “What is wrong?”

Communicative activity. The children listen to the tape for the first time and raise their hand when they recognise a part of the body, repeating the sentence.

When listening to the tape for the second time, the teacher and pupils mime the actions.

Fr25. Feelings: hunger, thirst, etc.

Pre-communicative activities

- The initial activities ensure that the children hear the vocabulary several times before being required to produce the vocabulary.
- The teacher shows the pictures (on cards) of the vocabulary and says the names aloud.
- The children are shown the cards again and are asked, for example, “*Is this an orange?*” The children answer yes or no.
- The cards are shown again, and the children are asked to call out the name of the object.
- The teacher places a number of cards on the table. The children look at them carefully. One card is then taken away, and the children must guess which card is missing.

Communicative activities

- The children work in groups, using picture cards, and ask each other questions, for example

“*What is it?*”

“*What is wrong with you?*”

“*I am hungry, thirsty, cold . . .*”

“*Who has an orange/water?*”

- Children participate in a simple role-playing activity.
- The song is introduced. The children listen to identify phrases or vocabulary learnt earlier.

Post-communicative activities

- Revise the vocabulary.
- Address errors that have been noticed during the activity.

- Discuss (in a simple way) the song and role-playing activity with the children and ask them what they enjoyed. *This may inform the planning of activities for future lessons.*

Fr26. Ideas for using children’s picture books in the teaching and learning of a language

Some ideas for using stories in language teaching are given in the storytelling section on page 72.

Suggestions for the use of picture books include reading the book while looking for

- words containing two “e”s or two “t”s
- words beginning with a particular letter
- longest words and shortest words
- particular words that occur a number of times throughout the text
- masculine and feminine nouns.
- As the teacher reads the text aloud, the children, using a copy of the story, underline letters that are not pronounced. The children are then invited to read the story aloud.
- Working collaboratively, each group or pair has a copy of an extract from the story in which a number of words are omitted. They also have a list of the words that are missing, and they must decide where each word should go. (Depending on the ability of the children, they may or may not look at the actual story as they complete the activity.)
- Working in a large area, use large sheets of paper on which are written sentences that synopsis the story. The children must find their way around the room following the sentences in sequence.
- Six sentences from the story are displayed in the room. Each child has a piece of paper numbered from 1 to 6. Children go around the room, read the sentences, and stand in front of the sentence they think corresponds to their number.

Deutsch (D)

D27. Poem: The Snowman

Pre-communicative activity. Key vocabulary is introduced using pictures drawn on the blackboard or on cards. The teacher then reads the poem aloud several times. The children may repeat the lines as the teacher recites the poem. The teacher reads the poem a further time and omits the last word in each line, writing it on the blackboard instead. When the poem is read again, the children select the appropriate word from the blackboard to finish each line.

Communicative activity. Each child receives a copy of the poem in which words at the end of the line are omitted. These will be provided elsewhere on the page. The children should insert the words in the appropriate positions. The poem may also be illustrated. Children are then invited to read the completed poem aloud.

Post-communicative activity. The teacher asks the children to describe how to build a snowman, using simple sentence structures and the newly acquired vocabulary. The teacher may provide a sentence format such as *first, then, next, finally*.

D28. Lotto game. What time is it?

Pre-communicative activity. Using both analogue and digital clock types, the concept and vocabulary of time are revised, with special emphasis on the half-hour, which is expressed differently in German. Two activities follow. (1) Children answer the question “What time is it?” The teacher demonstrates that “one forty” may also be expressed as “twenty to two,” etc. (2) The teacher requests individual children to display a given time correctly on either clock. (Clocks with movable hands may be available from junior classrooms.)

Communicative activity. Lotto game. The teacher calls out a series of times from a master card while children, working in pairs, check their lotto card and cover or cross out as appropriate. Times are given in varying forms; 3:40 may be expressed as either “three forty” or “twenty to four.” The winning pair read their times aloud while the teacher checks them against the master card.

Post-communicative activity

- A discussion on difficulties encountered may be held. Children may discuss which format, analogue or digital, they find easiest (the actual terms are not essential).
- Children are given individual worksheets that are based on the work previously covered, which could involve, for example, writing out the times depicted on a series of clocks.

D29. Poem: Colours. Composing poems based on a similar structure

Pre-communicative activity. The teacher reads the poem aloud and explains the new vocabulary with the assistance of pictures. The poem is then displayed on the OHP or on the blackboard and read aloud by the children with the teacher. A list “Colours” is compiled of all the colours mentioned in the poem as well as other colours suggested by the children. Another list, entitled “Rhymes,” may be compiled. This list will include nouns (accompanied by the appropriate article) that rhyme with the colours previously listed. German dictionaries, picture dictionaries and rhyming dictionaries may be used.

Communicative activity. The children work in pairs and are provided with a skeletal structure of a similar poem. The children use this to “compose” their own poem using words from the lists already on display. Where appropriate, children may work individually. They should be reminded of appropriate rhyming and also that appropriate changes should be made to the article when using the accusative case (particularly with German).

Post-communicative activity. The accusative case.

- Simple sentences are displayed in the format Noun (nominative case) — Verb — Noun (accusative case). These are read aloud.
- Further sentences are displayed in which the final noun is omitted. The teacher asks the class to complete the sentence, suggesting an appropriate noun and accompanying article in the accusative case. A similar written activity may be undertaken.
- The poetry may be illustrated and displayed. Children enjoy seeing their own work displayed as well as seeing what others have done.

D30. Creating identity cards

Pre-communicative activity. Prior to the lesson the children will have brought in photographs of themselves and pictures of famous personalities cut out of magazines or newspapers.

- A class discussion on the creation of identity cards will be held. The teacher will invite suggestions from children regarding the information to be included and the order in which the information will be presented asking “*What should come first?*” The agreed format will be displayed on the OHP or on the blackboard.

Communicative activity. Each child will be asked to create three identity cards: a personal one, with their own photograph, an identity card for a famous personality, also using a photograph, and one for a fictional character or creature. This may be done individually or collaboratively.

Post-communicative activity. Children present their fictional character orally, using simple sentences and their own illustration. All the identity cards, both real and imaginary, may be displayed in the classroom or in a prominent position in the school.

D31. An invisible poem!

Pre-communicative activity. This is an enjoyable way of teaching and learning a poem. A simple four-line poem is presented on the blackboard or the overhead projector. The teacher reads the poem aloud and explains the vocabulary in the target language with the help of appropriate illustrations and actions. The teacher may explain that the children will soon be able to say an “invisible poem”!

Communicative activity. The children and teacher read the poem aloud several times together. The teacher then deletes one word at a time and replaces each deleted word with a line. The teacher points to these blank spaces, and the children supply the missing word from memory as the poem is being read. Words are progressively removed until only the individual lines remain. The children are now reading an invisible poem!

Post-communicative activity. Individual children recite the poem. Other simple poems may be approached in a similar way.

D32. Bundesliga—Football league

The Bundesliga Tabelle is available on the internet site given in exemplar **D32**. League tables in other languages are also available on the internet.

Pre-communicative activity. The teacher revises the days of the week and the 24-hour clock. Flashcards containing the team names are distributed. The map of Germany is used to indicate the home ground of each team. Questions asked will include, for example,

“Where does Borussia Dortmund play?”

“Where is that?” In the north, south, etc.

Communicative activity. The draw for matches is carried out in the format commonly used. One child or pair will pick a number representing a team and will say, for example, *Team 1 against . . .* Another child or pair will pick another number and say, *. . . Team 4*. A third child or pair will select a day or date. A fourth child or pair will select a time.

This data will be displayed. The teacher will then ask the children to indicate the teams represented by the numbers, and when all the information is compiled the children will say what teams are playing, where they are playing, and when they are playing. The language is used for a real purpose. Depending on the interests of the class, the Bundesliga could be followed weekly and the progress of the teams could be noted. The idea could also be transferred to an Irish context and a similar activity undertaken.

Post-communicative activity. Working in pairs, each pair has a sheet containing incomplete information in relation to the Bundesliga. Each child must ask questions of their partner in order to fill in the gaps and to complete the sheet. The child will use vocabulary learnt during the lesson, such as

Where will Schalke play?

At what time is the match between —— and ——?

When will Hamburger play?

D33. Domino game

Pre-communicative activity. Oral revision of ten previously learnt questions and answers, for example,

“What is your name?”

“Where do you live?”

“What age are you?”

Children may also ask these of those in their group. The questions are displayed on the OHP or on the blackboard. The children read the questions and answer them orally. These answers are then written on the blackboard.

Phonetic discourse. Attention is drawn to the pronunciation in German of “w” and “ß”. Examples of words containing these letters may be displayed and their pronunciation practised.

Communicative activity. Working in pairs, each pair receives a set of dominoes, as shown in exemplar **D33**. They then engage in a game of dominoes. The initial domino is appropriately identified.

Post-communicative activity

- Children are encouraged to read the dialogue aloud.
- A discussion is held in which children may highlight any difficulties they may have encountered.
- A worksheet involving the matching of similar questions and answers may also be completed individually, or in pairs.

D34. Craftwork. Let’s make an Easter Bunny desk-tidy

Pre-communicative activity. A discussion of Easter time in Germany can take place where the children are made aware of the time given to craftwork at this time of year in German schools. The teacher then presents a previously made desk-tidy and describes how it was made, showing the materials used. (See the diagram accompanying exemplar **D34**.)

Communicative activity. The instructions are presented in a large format, and each child is supplied with the appropriate materials and templates. The teacher gives the instructions for making the desk-tidy while demonstrating the

activity. The children following the instructions will also make the object at the same time.

Post-communicative activity

- The children are encouraged to recycle vocabulary learnt previously to assist in describing the desk-tidy. Pictorial representations of the activities (drawing, cutting, sticking, colouring) are displayed in the classroom.
- The teacher calls out an activity, and the children point to the correct picture.
- The teacher points to a picture and individuals are asked to give the name of the activity.

Where appropriate, the teacher may ask individual children to assume the role of the teacher in the above activities.

D35. The golden pancake (a story)

Pre-communicative activity. The teacher introduces the new vocabulary, using pictures that are easily visible, and revises vocabulary previously learnt, as appropriate.

- When the vocabulary has been introduced, the teacher then calls out the names of the characters or actions and the children point to the correct picture.
- Two phrases repeated often in the story are displayed on flashcards and are practised with the class. The class will be enabled to participate in the telling of the story by chanting these phrases at the appropriate times.

Communicative activity. The pictures are distributed to individuals, pairs, or groups. The teacher reads the story, and each time the word is said the person or those holding the picture must raise it high. As the teacher reads the story he or she will check that the correct picture is displayed. Flashcards containing the phrases frequently repeated will be raised by the teacher at the relevant time, when the children will chant the “refrain” in unison.

Exemplar lessons

Italiano

Español

Français

Deutsch

Italiano

Pierino e il lupo It1

The story to accompany this exemplar may be found on page (74)

Strand: Competenza comunicativa, consapevolezza culturale

Strand unit: Comprensione uditiva, competenza orale e scritta

Tema: Raccontare una storia: la storia di Pierino e il lupo

Obbiettivi d'apprendimento: Familiarizzarsi con i suoni della lingua apprendendo a discernere i termini noti. Rispondere a richieste d'informazioni relative al tempo e allo spazio; presentazioni. Utilizzo di esclamazioni di stupore che possono essere utilizzate per interagire socialmente

Possibilità di sviluppo interdisciplinare: Collegamento musica-narrazione.

Conoscenze precedenti/linguaggio da riutilizzare: Conoscenza delle preposizioni di luogo, distinzione singolare e plurale, verbi al presente indicativo

Materiali:

-La storia di Pierino in versione semplificata e suddivisa in otto sezioni;

-Otto figurine di ciascun personaggio fotocopiate e ritagliate per ciascun alunno (le figure possono essere scaricate dal sito www.didael.it/musicamilano/albero/perso.htm)

-Otto figure rappresentanti sezioni della storia che devono essere fotocopiate per ciascun gruppo (scaricabili da www.didael.it/musicamilano/albero/perso.htm)

-cartoncini colorati indicanti i luoghi della storia (l'albero, lo stagno, la casa ...)

-una cassetta con la musica di "Pierino e il lupo" di Prokofief o in mancanza della cassetta un computer collegato all'internet: si possono trovare brani già selezionati e pronti per essere utilizzati per associare musica e personaggi nel sito www.microsoft.com/italy/education

Organizzazione della lezione: Per le attività comunicative gli alunni rimangono focalizzati sull'input dell'insegnante e di conseguenza si dividono in gruppi solo a partire dalle attività comunicative. Le attività postcomunicative possono essere organizzate a coppie perché rappresentano il momento di riflessione in cui un approccio collaborativo limitato a piccoli numeri dà migliori risultati e permette effettivamente agli alunni di essere pienamente coinvolti.

Attività Precomunicative	<ul style="list-style-type: none">● L'insegnante presenta i personaggi della storia e, mostrando la figura di ciascun personaggio, uno ad uno scrive i nomi sulla lavagna. Introduce i personaggi dicendo "Questo/a ..." "Questo è Pierino" "Questi sono ..." "Questi sono i cacciatori" (evidenzia con il tono della voce le differenti desinenze)● L'insegnante legge la storia e quando gli alunni sentono un personaggio menzionato devono alzare la figura corrispondente. Siccome la storia è divisa in otto sezioni l'insegnante può fermarsi dopo ciascuna sezione e fare la domanda, "Chi sono i personaggi?" Gli alunni devono pronunciare correttamente i nomi dei personaggi. In questo modo l'insegnante può controllare che l'associazione suono-parola-immagine stia funzionando.
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Attività Comunicative

- L'insegnante distribuisce il testo della storia a ciascun alunno e legge ancora una volta la storia. Dopo gli alunni possono essere organizzati in gruppi di quattro. L'insegnante farà la domanda: "*Che cosa fa Pierino?*" e risponderà, "*Pierino abita in una casa*".
- L'insegnante rilegge la prima parte della storia e con il tono della voce sottolinea i verbi per evidenziare che rappresentano la risposta alla domanda, "*Cosa fai?*" Ripeterà l'esercizio con vari verbi e poi chiederà agli alunni di provare a farsi a vicenda la domanda facendo riferimento a vari personaggi.
- L'insegnante incoraggia gli alunni a chiedere in italiano la domanda "*Cosa vuol dire ...?*" e funge da vocabolario quando gli alunni non capiscono un termine. Può incoraggiare a riconoscere parole simili all'inglese (es. forest/foresta, peace/pace, return/torna, remain/rimane ...)
- L'insegnante farà le seguenti domande riguardo alle varie sezioni e a vari personaggi "*Dov'è ...?*" "*Chi arriva?*" "*Cosa succede?*" (se il livello di competenza degli alunni lo permette). I gruppi competono e vince chi dà più risposte esatte. La maestra scrive sulla lavagna le risposte esatte assicurandosi che siano frasi compiute e non solo parole.
- Gli alunni vengono suddivisi in gruppi di otto. Ad ogni alunno viene data un'immagine che corrisponde a una sezione della storia. Gli alunni devono mettersi in fila a seconda della sezione della storia che è stata loro attribuita al fine di ricostruire l'ordine corretto della storia. L'insegnante dichiarerà un gruppo vincitore dicendo "*Bravi avete vinto!*"
- L'insegnante rilegge ancora la storia e questa volta si ferma per mimare le esclamazioni in grassetto. Rilegge ancora una volta la storia e questa volta i alunni devono mimare le espressioni; chi mima l'espressione sbagliata viene eliminato.

Attività Postcommunicative	<p>L'insegnante può scegliere di utilizzare le seguenti attività.</p> <ul style="list-style-type: none"> ● Se si sono evidenziati problemi di comprensione delle desinenze dei verbi o del significato dei verbi della storia può decidere di ridistribuire la storia con una variante: i verbi sono stati scambiati all'interno della storia e gli alunni lavorando a coppie devono riportare la storia alla versione originale (la versione originale viene ritirata e si può dare una lista in ordine sparso dei verbi che possono utilizzare). ● Se si vuole assicurare la comprensione e promuovere la drammatizzazione della storia si può dividere gli alunni in gruppi in cui si assegna ad ogni alunno un personaggio che dovrà essere mimato. La classe diventa la scena con i luoghi descritti da biglietti con indicazioni (es. albero). Gli alunni devono compiere l'azione mentre l'insegnante legge. ● L'insegnante può spiegare che esiste la musica della storia e può selezionare i brani che definiscono un personaggio. L'insegnante chiede: <i>"Chi è il personaggio misterioso?"</i> Gli alunni devono indovinare.
Obbiettivi d'Apprendimento	<ul style="list-style-type: none"> ● Gli alunni accrescono la loro capacità di associare suono-parola anche mediante l'associazione musica-storia. ● Gli alunni apprendono come rispondere alle domande: <i>"Chi è?" "Cosa fa?" "Dov'è?" "Cosa succede?"</i> ● Gli alunni acquisiscono l'abilità di usare espressioni che possono essere utilizzate per interagire socialmente. ● Gli alunni sono incoraggiati a chiedere in italiano. (Cosa vuol dire..?) ● Gli alunni apprendono a sensibilizzarsi verso parole simili in varie lingue e acquisiscono abilità strategica nell'affrontare un testo scritto con termini sconosciuti.
Strategie Valutative	<ul style="list-style-type: none"> ● Gli alunni riescono a riconoscere i suoni e dopo una fase iniziale a reagire automaticamente allo stimolo uditivo? ● L'alunno riesce a riconoscere nella storia le quattro categorie fondamentali: personaggi, azioni, luoghi, tempo, e riesce a rispondere facilmente alle domande: <i>"Chi è?" "Cosa fa?" "Dov'è?"</i> ● L'alunno riesce a comprendere il significato generale della storia associando correttamente testo e immagini?

Geografia It2

Strand: Competenza comunicativa, consapevolezza culturale

Strand unit: Comprensione uditiva, competenza orale e scritta

Tema: Geografia: l'Italia e gli stati europei

Obbiettivi d'apprendimento: Apprendimento di nozioni di geografia unitamente al vocabolario per descriverle in italiano. Chiedere informazioni e comprendere richieste d'informazioni, localizzare nello spazio in base ai riferimenti spaziali forniti

Conoscenze precedenti/linguaggio da riutilizzare: Preposizioni di luogo, verbo essere, preposizioni articolate

Materiali: Una cartina dell'Irlanda trasferita su lucido (OHP) con contrassegnate le città irlandesi; una cartina dell'Italia con numeri da 1 a 6 al posto di alcune città italiane (Torino, Venezia, Napoli, Milano, Firenze, Roma); una cartina dell'Italia, questa volta anche con le città numerate mancanti; una cartina dell'Europa senza i nomi degli stati e con solo contrassegnato il nome della capitale; cartoncini con i nomi degli stati da distribuire a ciascuna coppia; un dado con numerazione da 1 a 6

Organizzazione della lezione: Nella fase iniziale delle attività precomunicative la classe lavora insieme con l'insegnante per poi in seguito dividersi in coppie; per le attività comunicative la classe viene suddivisa in gruppi di quattro

Attività Precomunicative

- Ogni alunno riceve una cartina dell'Irlanda e l'insegnante utilizza la stessa cartina su OHP. L'insegnante traccia sulla lavagna una croce e agli estremi scrive: *Nord, Sud, Est, Ovest*, ed indica città irlandesi commentando con frasi come le seguenti:
 "Cork è a sud di Dublino"
 "Galway è a nord di Killarney"
 "Dublino è ad est di Galway ..."
- Poi procede chiedendo ad es. *"Dove si trova Dublino?"* e nel primo esempio può fornire la risposta, *"È a est di Galway"*, ma in seguito gli alunni devono essere in grado di rispondere secondo l'esempio. Se il livello degli alunni lo permette si possono anche introdurre i termini: *settentrionale, meridionale, occidentale, orientale*.
- L'insegnante presenta esempi più completi di frasi per descrivere l'ubicazione es. *"Athlone è a nord di Cork, ad ovest di Dublino, ad est di Galway, a sud di Sligo."*

<p>Attività Precomunicative —continua</p>	<ul style="list-style-type: none"> ● Gli alunni vengono suddivisi a coppie e devono preparare su un foglio di carta la descrizione dell'ubicazione di tre città irlandesi senza però scrivere il nome della città a cui si riferisce la descrizione. Quindi devono passare il foglio ad un'altra coppia che dovrà indovinare il nome della città delle descrizioni ricevute. Alla fine le due coppie che si sono scambiate le descrizioni si riuniscono e una coppia chiede all'altra <i>“Che città è?”</i> L'altra coppia deve rispondere <i>“È (+ nome della città)”</i>. L'altra coppia confermerà dicendo: <i>“Risposta esatta!”</i> Negherà dicendo <i>“Risposta sbagliata!”</i> ● L'insegnante scrive sulla lavagna i nomi di vari stati europei e li pronuncia chiaramente, facendoli ripetere agli alunni: <i>Francia, Germania, Italia, Irlanda, Inghilterra, Norvegia, Spagna, Portogallo, Lussemburgo, Grecia, Belgio, i Paesi Bassi, Austria, Svezia, Finlandia, Danimarca.</i> L'insegnante invita a riconoscere la somiglianza con i nomi degli stati in inglese, es. Spain, Spagna, Austria (evidenza pronuncia)
<p>Attività Comunicative</p>	<ul style="list-style-type: none"> ● L'insegnante indica i nomi degli stati europei scritti sulla lavagna e chiede: <i>“Che paese è questo?”</i> <i>“È la Svizzera?”</i> <i>“No, non è la Svizzera, è la Svezia”</i> ● L'insegnante distribuisce la cartina dell'Europa senza nomi ed indica i paesi più ovvi <i>“Che paese è questo?”</i> (indicando l'Irlanda) e gli studenti dovranno rispondere, <i>“È l'Irlanda!”</i> ● Gli alunni vengono divisi in coppie e a ciascuna coppia vengono dati i cartellini con i nomi degli stati. Gli alunni devono riuscire ad attaccare il cartellino con il nome dello stato esatto sullo stato corrispondente. La coppia che completa la cartina per prima deve gridare <i>“Europa!”</i> poi dovranno andare vicino all'OHP con la cartina e incominciare a descrivere gli stati con i nomi <i>“Questa è la Svizzera”</i> (puntando con il dito sull'OHP). L'insegnante chiede alla classe di partecipare domandando: <i>“È vero?”</i> Se un'altra coppia non è d'accordo deve correggere l'errore e prenderà il posto della coppia precedente per commentare l'OHP.

<p>Attività Comunicative —<i>continua</i></p>	<ul style="list-style-type: none"> ● Gli alunni si dividono in gruppi di quattro. Un alunno per ciascun gruppo è l'arbitro e deve correggere gli altri: riceve una cartina dell'Italia completa. Gli altri ricevono la cartina dell'Italia in cui al posto di sei città italiane ci sono numeri da 1 a 6. I giocatori hanno la lista delle città mancanti ma non sanno a quale numero corrispondono. Il primo giocatore lancia il dado. Deve guardare la posizione della città sulla cartina ed indovinare dicendo: <i>“Questa città è (+ nome della città)?”</i> Se sbaglia deve aspettare il prossimo lancio del dado e non può riprovare ad indovinare la stessa città fino a quando con il dado non ottiene lo stesso numero. Es. dado: 6 (6 = Milano) risposta: <i>“Questa città è Torino”</i> (risposta sbagliata). Il giocatore aspetta il turno successivo. L'arbitro deve controllare le risposte e commentare: <i>“Risposta sbagliata!”</i> o <i>“Risposta esatta!”</i> (scuotendo la testa in segno di diniego). Vince chi completa la cartina per primo. Se un giocatore ripetutamente lancia gli stessi numeri non può provare altre città. Può solo nominare le città corrispondenti al numero del dado.
<p>Attività Postcomunicative</p>	<p>Siccome la maggioranza delle attività sono centrate sull'acquisizione di nozioni geografiche e dei vocaboli ad esse associate si possono utilizzare delle attività postcomunicative che abbiano primariamente come obiettivo la revisione delle nozioni.</p> <ul style="list-style-type: none"> ● <u>Il quiz:</u> La classe si divide in due gruppi e gioca a croci e cerchi. Solo chi risponde correttamente alle domande si aggiudica il simbolo per giocare (vedi domande e schema, da riprodurre alla lavagna, allegati). Vocaboli introdotti per il gioco: <i>cerchio, croce, qui, lì</i> (l'insegnante li usa per chiedere in quale casella disegnare il simbolo). ● Simile esercizio eseguito a coppie è quello da completare a coppie (vedi allegato). L'insegnante può essere usato/a come “dizionario” chiedendo <i>“Cosa vuol dire ...?”</i>

Obiettivi d'apprendimento	<ul style="list-style-type: none"> ● Apprendimento di nozioni di geografia unitamente al vocabolario per descriverle in italiano. ● Chiedere informazioni e comprendere richieste d'informazioni, localizzare nello spazio in base ai riferimenti spaziali forniti.
Strategie Valutative	<ul style="list-style-type: none"> ● Gli alunni riescono a trasferire la conoscenza geografica fra L1 e L2 riconoscendo i nomi degli stati e la loro collocazione geografica. ● Gli alunni riescono a rispondere alle seguenti domande <i>"Dov'è?"</i> <i>"Dove si trova?"</i> <i>"Che cos'è?"</i>

○		X
	○	X
		○

1. Qual è la capitale del Belgio?
2. Che cos'è il Colosseo? a) pasta, b) un fiume, c) un monumento (mostrare una foto)
3. Dove si trova Lisbona?
4. Una città dell'Italia del sud
5. Che cos'è Stoccolma? a) una città, b) una montagna, c) un paese
6. Un paese a est dell'Inghilterra
7. Dove si trova la torre Eiffel? a) in Francia, b) in Belgio, in Danimarca
8. Madrid è la capitale di quale paese?
9. È a sud della Svizzera, che cos'è?
10. Le Alpi sono...a) un monumento, b) montagne, c) una città (mostrare una foto)

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Orizzontali

2. È paese ad est della Francia
4. La sua capitale è Dublino
6. Parigi è la capitale di questo paese

Verticali

1. È un paese dell'Europa del nord
3. Un monumento famoso di questo paese si chiama Colosseo
5. Un paese a nord della Germania

Creare un oggetto It3

Strand: Competenza comunicativa, competenza linguistica

Strand unit: Comprensione uditiva, competenza orale e scritta

Tema: Creare un oggetto

Obbiettivi d'apprendimento: L'alunno apprende a comprendere e a dare comandi orali e scritti mettendoli in pratica ed acquisisce nuovi vocaboli per scrivere istruzioni

Conoscenze precedenti/linguaggio da riutilizzare: Presente indicativo dei verbi, verbi comuni; domande chiave: *“Che cos'è?” “Cosa vuol dire ...?” “Come si dice ... in italiano?”*

Materiali: Materiali per utilizzare l'oggetto prescelto: l'insegnante chiede agli alunni di portare una scatola di piccole dimensioni (es. una scatola da scarpe); un cartoncino colorato, matite, colori a tempera, filo, un ago da lana (con punta arrotondata), forbici, colla; vari fogli di carta; — fotocopia su lucido e su carta del documento autentico “L'acquario di carta” dal supplemento al settimanale *Gioia*, Aprile 2000: *Gioia bambini*, p. 111; cartoncini di colore diverso: con sfondo rosso per i comandi (verbi all'imperativo); con sfondo giallo per azioni (prima persona del presente indicativo, usando gli stessi verbi utilizzati per i comandi); cartoncini con sfondo bianco con riprodotti uno ad uno i verbi in entrambe le forme (presente o imperativo)

Organizzazione della lezione: Gli alunni lavorano la maggior parte del tempo a coppie.

Attività Precomunicative

- L'insegnante chiama un alunno che dovrà aiutare nella presentazione degli esempi.
 - L'insegnante vuole abituare gli alunni a riconoscere il diverso tono della voce utilizzato per comandi e quello per commentare azioni nella prima persona del presente indicativo.
 - L'insegnante pronuncia una frase *“Piego una gamba”* e mostra l'azione lentamente. Poi cambiando tono della voce dice *“Piega una gamba”*. Fa cenno all'alunno-assistente di piegare una gamba (sottolineando con la voce la differenza in desinenza). Ripete la stessa operazione con un'altra frase simile
 - “Apro la porta”*
 - “Apri la porta”*

 - “Disegno un fiore”*
 - “Disegna un fiore”*

 - “Chiudo la porta”*
 - “Chiudi la porta”*
- Si cerca di includere quanti più possibile dei verbi che appariranno nelle attività successive.
L'insegnante chiederà agli alunni di disporsi a coppie e di darsi ordini a vicenda.

Attività Comunicative

- L'insegnante chiede agli alunni di lavorare in coppia e di preparare sul banco tutti gli oggetti che dovevano portare da casa e poi incomincia a descrivere gli oggetti con il nome in italiano e mostra la lista tratta dal giornale (insistendo con la voce sulle diverse desinenze)
 - “Questa è una scatola.”
 - “Questa è una matita.”
 - “Queste sono le forbici.”
 - “Questo è il cartoncino.”
 - “Questi sono i colori.”
 - “Questa è la colla.”
- Può verificare che gli alunni abbiano capito i nomi degli oggetti chiedendo “*Che cos'è?*” (indicando l'oggetto)
- Poi mostrerà agli alunni le fasi della costruzione dell'oggetto una ad una su lucido (si possono ingrandire le immagini separatamente e mostrare le fasi ingrandite); si procede a mostrare la fase successiva solo quando la precedente è finita. Per facilitare, l'insegnante mima le azioni e lei/lui stessa/o realizza in varie fasi l'acquario con l'aiuto di un alunno.
- Se il livello d'abilità degli alunni lo permette l'insegnante può chiedere di preparare una lista di comandi per realizzare una barca di carta o un aeroplano di carta.
- Gli studenti possono utilizzare l'insegnante come vocabolario e chiedere le parole che non conoscono in italiano facendo la seguente domanda: “*Come si dice fold in italiano?*” L'insegnante risponderà “*Si dice piega*”. È importante abituare gli alunni a chiedere nuovi vocaboli usando l'italiano anche come mezzo di richiesta.
- L'insegnante può chiedere alle varie coppie di scambiarsi le istruzioni senza dirsi per che cosa sono e le coppie devono realizzare l'oggetto misterioso seguendo le istruzioni preparate dall'altra coppia.

<p>Attività Postcomunicative</p>	<ul style="list-style-type: none"> ● L'insegnante ha pronti dei cartoncini con azioni e comandi di colori diversi. ● Gli alunni devono compiere l'azione se è un comando se invece è un'azione in prima persona devono rimanere fermi. ● L'insegnante mostra i cartoncini con le frasi scritte su sfondo bianco e tiene dietro la schiena i cartoncini equivalenti, ma con la frase scritta su cartoncino rosso o giallo a seconda che si tratti o no di un comando. ● Dopo avere mostrato ogni cartoncino bianco aspetta la reazione dei alunni. ● Poi mostra il cartoncino equivalente e ricorda agli alunni che cartoncino rosso è per i comandi e cartoncino giallo per le azioni. Se un alunno compie l'azione quando non viene mostrato un comando viene eliminato. <p>Alla fine mostra i cartoncini in una sequenza mostrando il cartoncino rosso e l'equivalente giallo, es.</p> <p>cartoncino rosso= eseguire il comando cartoncino giallo= rimanere immobili</p> <p><i>scrivi il tuo nome</i> <i>scrivo il tuo nome</i></p> <p><i>guarda la porta</i> <i>guardo la porta</i></p> <p><i>disegna un fiore</i> <i>disegno un fiore</i></p> <p><i>taglia la carta</i> <i>taglio la carta</i></p> <p><i>apri il libro</i> <i>apro il libro</i></p> <p><i>chiudi il libro</i> <i>chiudo il libro</i></p> <p><i>inserisci un foglio di carta nel libro</i> <i>inserisco un foglio di carta nel libro.</i></p>
<p>Obbiettivi d'apprendimento</p>	<ul style="list-style-type: none"> ● Gli alunni si sensibilizzano all'uso di diverse desinenze per indicare funzioni diverse dei verbi. ● Gli alunni imparano ad usare il tono della voce come indicatore del contenuto di una frase. ● Gli alunni imparano ad associare immagine-suono-azione; imparano facendo.
<p>Strategie Valutative</p>	<ul style="list-style-type: none"> ● L'uso finale dei cartellini bianchi dovrebbe dare un'indicazione dell'apprendimento avvenuto di forme diverse dei verbi e della sensibilizzazione al tono della voce ● La sezione in cui gli alunni devono formulare una serie di comandi autonomamente per produrre un oggetto potrebbe rivelarsi critica e potrebbe evidenziare la necessità di una maggiore enfasi su strutture o vocaboli.

La famiglia It4

Strand: Competenza comunicativa, consapevolezza culturale e linguistica

Strand unit: Competenza uditiva ed orale

Tema: La famiglia

Obiettivi d'apprendimento: Presentare e fornire informazioni sulla famiglia, chiedere informazioni sulla famiglia

Conoscenze precedenti/linguaggio da riutilizzare: Aggettivi possessivi, concordanza sostantivo-aggettivo

Materiali: Fotografie di personaggi famosi ritagliate dai giornali, biglietti con indizi sulla famiglia da cercare, lucidi per svelare i vari nuclei famigliari,

Organizzazione della lezione: Nella fase precomunicativa la classe rimane unita, nell'attività comunicativa gli alunni devono formare gruppi girando per la classe e facendo domande ai compagni; nell'attività postcomunicativa si formano gruppi di circa 10 persone organizzati in cerchio.

Attività Precomunicative

- L'insegnante mostra foto di personaggi famosi e commenta es. Posh e Beckham, i Corrs
"Victoria è la moglie di David Beckham"
"David Beckham è il marito di Posh Spice"
Simile attività per introdurre i termini *fratello, sorella*
- L'intervista.
L'insegnante finge di essere uno dei personaggi nelle foto e gli alunni possono fare le seguenti domande
"Come ti chiami?"
"Dove abiti?"
"Hai dei fratelli?"
"Come si chiama tuo fratello?"
"Quanti anni ha tuo fratello?"

"Hai delle sorelle?"
"Come si chiama tua sorella?"
"Come si chiama tuo padre?"
"Come si chiama tua madre?"
"Come si chiama tuo marito?"
"Come si chiama tua moglie?"
- L'insegnante chiede ai alunni di scegliere un personaggio e lei/lui risponderà come se fosse quel personaggio.

<p>Attività Comunicative</p>	<ul style="list-style-type: none"> ● L'insegnante distribuisce cartoncini di piccole dimensioni. Ciascun alunno dovrà scrivere il nome ed il cognome di un membro della famiglia (chiedendo di usare i membri della famiglia per cui conoscono il termine in italiano). ● L'insegnante raccoglie i cartoncini e li ridistribuisce a caso. Ogni alunno dovrà leggere il nome del familiare sul cartoncino e l'alunno che ha scritto il nome dovrà prestare attenzione e dire di che membro della famiglia si tratta: <ul style="list-style-type: none"> “È mio padre.” “È mio fratello.” “È mia madre.” e via dicendo ... ● <u>Gioco “Trova la tua famiglia”</u> Ciascun alunno riceve una scheda con informazioni sulla propria famiglia e deve trovare gli altri componenti facendo le stesse domande utilizzate nella attività precomunicativa. Non può chiedere il cognome (vedi allegato esempio di informazioni inserite in una scheda). ● Il gioco può essere complicato inserendo informazioni simili. Esempio: <ul style="list-style-type: none"> – ci possono essere due famiglie che abitano a Roma – ci possono essere due famiglie il cui padre si chiama Paolo In questo modo gli alunni devono fare più domande per accertarsi di essersi riuniti con la famiglia corretta. In ogni caso anche alla fine non possono svelare il proprio cognome. Solo l'insegnante con il lucido alla fine mostrerà le combinazioni.
<p>Attività Postcomunicative</p>	<ul style="list-style-type: none"> ● I alunni si siedono in cerchio in gruppi di dieci (a seconda delle dimensioni della classe) ● Ogni alunno fa una domanda del seguente tipo al alunno alla sua destra “Come si chiama tuo padre?” (possono scegliere un qualsiasi componente della famiglia) ● Una volta che tutti gli alunni hanno fatto la domanda il gioco comincia. Il primo alunno inizia, dicendo, in base all'informazione ricevuta. Es. “Il padre di Kevin si chiama Paul.” Il secondo alunno dovrà ripetere la frase precedente più una nuova frase in base all'informazione ricevuta e si continua aggiungendo quante più frasi possibile. Quando si sono esaurite le informazioni chieste si possono fare nuove domande e ricominciare, questa volta nella direzione opposta.

Obiettivi d'apprendimento	<ul style="list-style-type: none"> ● Gli alunni apprendono a chiedere ed a fornire informazioni sulla famiglia dopo avere memorizzato i vocaboli di base. Inoltre questa attività permette di riciclare domande per presentarsi che possono essere state introdotte in lezioni precedenti.
Strategie Valutative	<ul style="list-style-type: none"> ● Gli alunni sono in grado di presentare in maniera semplice ed efficace la propria famiglia? ● Gli alunni sono in grado di produrre autonomamente domande per l'attività postcomunicativa senza l'intervento dell'insegnante?

La famiglia Rossi

(il padre/famiglia Rossi)

Mi chiamo Paolo

Mia moglie si chiama Anna

Ho due figli

Mio figlio si chiama Luigi

Mio figlio ha 10 anni

Mia figlia si chiama Chiara

Mia figlia ha 6 anni

Abito a Roma

Ho 40 anni

(la madre/ famiglia Rossi)

Mi chiamo Anna

Mio marito si chiama Paolo

Ho due figli

Mio figlio si chiama Luigi

Mio figlio ha 10 anni

Mia figlia si chiama Chiara

Mia figlia ha 6 anni

Abito a Roma

Ho 38 anni

(la figlia/famiglia Rossi)

Mi chiamo Chiara

Mio padre si chiama Paolo

Mia madre si chiama Anna

Mio padre ha 40 anni

Mia madre ha 38 anni

Mio fratello si chiama Luigi

Mio fratello ha 10 anni

Abito a Roma

(il figlio/famiglia Rossi)

Mi chiamo Luigi

Mio padre si chiama Paolo

Mia madre si chiama Anna

Mio padre ha 40 anni

Mia madre ha 38 anni

Mia sorella si chiama Chiara

Mia sorella ha 6 anni

Abito a Roma

Posizione e descrizione di oggetti It5

Strand: Competenza comunicativa, consapevolezza linguistica

Strand unit: Produzione orale, comprensione uditiva e scritta, produzione scritta

Tema: Posizione e descrizione di oggetti

Obiettivi d'apprendimento: Gli alunni apprendono a produrre descrizioni di oggetti ed in base alle descrizioni fornite possono anche localizzarli. Le funzioni utilizzate sono: descrivere, fornire informazioni, chiedere e comprendere informazioni

Conoscenze precedenti/linguaggio da riutilizzare: Colori, vocaboli di base per descrivere oggetti

Materiali: Schede che rappresentano i colori senza il nome del colore scritto ma del colore che si vuole utilizzare (es. un cartoncino rosso); schede con la figura di un oggetto che rappresenta il colore (es. un pomodoro/ pomodoro per il colore rosso) con la dicitura: *il pomodoro è rosso*; due insiemi corrispondenti di cartoncini a forma di carte da gioco (es. un cartoncino con la frase il gatto è sul letto/ un cartoncino con una figura di un gatto su un letto); figure di vari oggetti; una lista con aggettivi per descrizioni.

Organizzazione della lezione: Gli studenti vengono suddivisi in gruppi di 3 o 4 per la seconda parte delle attività precomunicative; gli studenti vengono divisi in due squadre per l'attività comunicativa e ritornano in piccoli gruppi per l'attività postcomunicativa.

Attività Precomunicative

- L'insegnante mostra le schede con la figura e la frase e legge "*Il pomodoro è rosso*". Dopo avere mostrato le schede con le figure mostra i cartoncini colorati e chiede "*Che colore è?*" Nel frattempo l'insegnante ha preparato una lista con i nomi dei colori sulla lavagna. Gli studenti dovranno rispondere con il colore corretto e l'insegnante fornisce un feed-back dicendo "*Sì, è rosso.*" o corregge dicendo "*No, non è bianco, è rosso.*"
Si possono usare schede con le seguenti frasi e mostrare cartoncini con il colore equivalente

Schede	Cartoncini
<i>Il pomodoro è rosso</i>	Rosso
<i>L'erba è verde</i>	Verde
<i>Il sole è giallo</i>	Giallo
<i>La carta è bianca</i>	Bianco
<i>La penna è nera</i>	Nero
<i>La scarpa è marrone</i>	Marrone
<i>L'arancia è arancione</i>	Arancione
- L'insegnante indica oggetti nella stanza e chiede agli alunni "*Di che colore è?*" Gli alunni a questo punto devono essere in grado di rispondere.

Attività Comunicative

- L'insegnante divide gli studenti in piccoli gruppi e prima si indirizza agli studenti tutti insieme.
- Mostra una lista di aggettivi e spiega il significato mimando e aiutandosi con le mani per descrivere oggetti usando gli aggettivi.
- Aggettivi da usare
grande, piccolo, rotondo quadrato, pesante, leggero, bello, brutto, veloce, lento, comodo, delicato, nuovo, vecchio
- Mostra su lucidi figure di oggetti. Es. mostra la foto di una automobile. Uno studente riceve la descrizione della macchina e deve cercare di mimare gli aggettivi. Gli altri studenti devono ricostruire la seguente frase in base a quello che mima lo studente "La macchina è grande e veloce." Le frasi poi vengono lette dagli studenti.
- L'insegnante mostra oggetti nella stanza e descrive la loro posizione mentre sposta o indica gli oggetti commentando con brevi frasi "La penna è sul tavolo," (mettendo la penna sul tavolo). Ripete l'operazione con vari oggetti cercando di includere le seguenti preposizioni ed avverbi *davanti, dietro, vicino, di fronte, dietro, sotto, lontano, di fianco, dentro, sopra*. Dopodiché può verificare che gli studenti abbiano capito facendo domande su oggetti "Dov'è la lavagna?" (sempre utilizzando termini conosciuti)
- Il gioco dell'oggetto misterioso
La classe viene divisa in due gruppi. L'insegnante introduce alcuni vocaboli per giocare
A chi tocca? Tocca a noi
Uno alla volta
Risposta esatta!
Molto bene
È la/il/!
È rosso/a? (si può usare qualsiasi colore)
È vicino/lontano?
Ha vinto la squadra A/B
Abbiamo vinto!

<p>Attività Comunicative —continua</p>	<ul style="list-style-type: none"> ● Ci saranno la squadra A e la squadra B. La squadra A scrive tre oggetti su un pezzo di carta e così fa la squadra B. Lo scopo del gioco è quello di indovinare l'oggetto misterioso dell'altra squadra facendo domande sulla posizione, forma e colore dell'oggetto. Es. la lavagna <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Sq. A</td> <td style="width: 50%;">Sq. B</td> </tr> <tr> <td><i>Di che colore è?</i></td> <td><i>È nera</i></td> </tr> <tr> <td><i>È grande?</i></td> <td><i>Sì</i></td> </tr> <tr> <td><i>È vicino alla porta?</i></td> <td><i>No</i></td> </tr> <tr> <td><i>È la sedia?</i></td> <td><i>No, non è la sedia</i></td> </tr> <tr> <td><i>È la lavagna?</i></td> <td><i>Sì, è la lavagna</i></td> </tr> </table> <p>L'insegnante dichiarerà vincitrice la squadra che indovina più oggetti in 5 minuti.</p>	Sq. A	Sq. B	<i>Di che colore è?</i>	<i>È nera</i>	<i>È grande?</i>	<i>Sì</i>	<i>È vicino alla porta?</i>	<i>No</i>	<i>È la sedia?</i>	<i>No, non è la sedia</i>	<i>È la lavagna?</i>	<i>Sì, è la lavagna</i>
Sq. A	Sq. B												
<i>Di che colore è?</i>	<i>È nera</i>												
<i>È grande?</i>	<i>Sì</i>												
<i>È vicino alla porta?</i>	<i>No</i>												
<i>È la sedia?</i>	<i>No, non è la sedia</i>												
<i>È la lavagna?</i>	<i>Sì, è la lavagna</i>												
<p>Attività Postcomunicative</p>	<ul style="list-style-type: none"> ● Gli studenti sono divisi in gruppi di 4 e ricevono delle carte in due insiemi: carte con frasi; carte con figure (che corrispondono alle frasi). Le carte vengono sparse su un tavolo; a turno ogni studente deve associare una carta con una figura ad una carta con una frase. Vince chi riesce ad associare più carte. 												
<p>Obbiettivi d'apprendimento</p>	<ul style="list-style-type: none"> ● Gli studenti imparano a descrivere oggetti in base alla loro apparenza e alla collocazione nello spazio. ● Questa lezione può fornire la base per un'ulteriore lezione su come orientarsi nello spazio. 												
<p>Strategie Valutative</p>	<ul style="list-style-type: none"> ● L'attività postcomunicativa dovrebbe servire come strumento di verifica per l'apprendimento in quanto l'associazione parola-immagine mette in luce se le nozioni sono state apprese. ● Potrebbe inoltre mettere in luce la necessità di attività di rinforzo, quali ad esempio attività per concordanza dei sostantivi ed aggettivi che può essere realizzata con un gioco con carte simile a quello dell'attività postcomunicativa. ● Ugualmente problematico potrebbe essere l'uso delle preposizioni e quindi ritornare sull'attività presentata dall'insegnante come introduzione alle attività comunicative. 												

Le parti del corpo It6

Strand: Competenza comunicativa

Strand unit: Competenza uditiva e orale

Tema: Le parti del corpo

Obiettivi d'apprendimento: Gli alunni apprendono a descrivere e a presentare le parti del corpo umano; inoltre imparano a eseguire comandi in italiano

Conoscenze precedenti/linguaggio da riutilizzare: Articoli definiti e indefiniti, numeri da 1 a 10; alcuni verbi all'imperativo

Materiali: 2 poster a grandezza naturale su cui viene disegnata la sagoma di un corpo umano; bigliettini con i nomi delle parti del corpo usando due insiemi di bigliettini esattamente uguali ma di colore diverso.

Organizzazione della lezione: Nella fase precomunicativa ed in parte della fase comunicativa l'insegnante lavora con tutta la classe. Nella seconda parte della fase comunicativa l'insegnante divide gli alunni in due gruppi (o più a seconda del numero degli studenti). La classe si riunifica nella fase postcomunicativa.

Attività Precomunicative

- L'insegnante incomincia ad indicare varie parti del corpo senza commentare. (Probabilmente i alunni commentano in inglese.)
- L'insegnante ripete l'operazione e questa volta commenta in italiano.

Questa/o è...

una gamba

un braccio

il naso

la bocca

(questi sono) i capelli

l'orecchio

la pancia

un piede

una mano

un ginocchio

la schiena

la faccia

- L'insegnante chiede agli alunni di ripetere con lei/lui.

<p>Attività Precomunicative —continua</p>	<ul style="list-style-type: none"> ● Ripete l'operazione e questa volta indica la parte sbagliata es. "Questa è una mano!" (indicando un piede) e chiede agli alunni "È vero?" Al primo esempio l'insegnante aiuta e dà la risposta "È sbagliato, non è una mano è un piede!" o "È vero!" ● L'insegnante fa notare la somiglianza di alcuni termini in inglese ed in italiano. <ul style="list-style-type: none"> Faccia face Naso nose
<p>Attività Comunicative</p>	<ul style="list-style-type: none"> ● Il gioco (Simon says ...) in italiano; <i>Simone dice ...</i> (gli alunni conoscono il gioco in inglese quindi non hanno bisogno di spiegazione, quindi possono concentrarsi sui nuovi vocaboli) <i>Simone dice ...</i> <i>piega la gamba</i> <i>fa ciao con la mano</i> <i>tocca un piede</i> <i>alza un braccio</i> I alunni devono compiere l'azione corretta e solo quando il comando è preceduto dalla frase <i>Simone dice ...</i> ● Il gioco della sagoma. Gli alunni vengono divisi in 2 o più squadre. A ciascuna squadra viene data una sagoma di un corpo che viene appesa sul muro, e bigliettini colorati con il nome delle parti del corpo. Gli alunni devono attaccare i bigliettini più velocemente possibile sulle parti del corpo corrispondenti. Appena hanno finito devono urlare "Abbiamo finito!" Dopo ciascun alunno del gruppo deve presentare una parte del corpo dicendo "Questa è una gamba" e via dicendo. Al primo errore si passa ad un altro gruppo. Vince il gruppo che presenta più parti del corpo correttamente nel minor tempo possibile.

Attività Postcomunicative	<ul style="list-style-type: none"> ● Il gioco <i>Disegna un mostro</i> Questa attività aiuta a confermare che le parti del corpo siano state memorizzate e introduce i plurali dei sostantivi utilizzati in maniera implicita. ● L'insegnante dà ordini del tipo: <i>Disegna un mostro con un corpo.</i> <i>Disegna un mostro con un corpo e 3 braccia.</i> <i>Disegna un mostro con un corpo, 3 braccia e due teste.</i> <i>Disegna un mostro con un corpo, 3 braccia, due teste e cinque gambe.</i> E via dicendo ... ● I alunni devono eseguire i comandi e alla fine devono confrontare i loro disegni per verificare la comprensione.
Obbiettivi d'apprendimento	<ul style="list-style-type: none"> ● Apprendimento dei vocaboli relativi alle parti del corpo. ● Revisione di comandi semplici. ● Comprensione ed esecuzione di semplici comandi. ● Presentare e correggere usando espressioni come <i>È vero</i> o <i>È sbagliato</i>.
Strategie Valutative	<ul style="list-style-type: none"> ● Siccome le attività presentate sono prettamente lessicali, l'attività postcomunicativa dovrebbe dare una precisa indicazione dei vocaboli appresi e nel caso risultasse difficile potrebbe evidenziare la necessità di ulteriori attività di rinforzo per i vocaboli. ● È importante mostrare ed eseguire i comandi insieme agli alunni se si presentassero difficoltà nell'attività comunicativa. ● <i>Simone dice ...</i> Questa attività verifica che i comandi siano divenuti automatici perchè testa la capacità di agire velocemente in risposta ad un comando.

Le ore, le parti della giornata It7

Strand: Competenza comunicativa, competenza culturale

Strand unit: Comprensione uditiva e competenza orale

Tema: Le ore, le parti della giornata

Obbiettivi d'apprendimento: Come dire gli orari le parti della giornata

Conoscenze precedenti/linguaggio da riutilizzare: I numeri da 1 a 100

Materiali: Il gioco della tombola (in scatola, oppure può essere organizzato con dei cartoncini colorati che sostituiscono le schede, e con cartoncini di piccole dimensioni che sostituiscono i numeri da estrarre); un orologio di cartone (che si può acquistare in negozi di giocattoli o che può essere realizzato ritagliando un cartone a forma di cerchio al quale possono essere fissate delle lancette); figure con parti della giornata

Organizzazione della lezione: Nella fase precomunicativa la classe lavora tutta insieme. Nella fase comunicativa inizialmente la classe lavora insieme per poi dividersi in due squadre. Nella fase postcomunicativa la classe lavora nuovamente insieme

Attività Precomunicative

- L'insegnante, per ripassare i numeri usa il gioco di 7 ciao! I alunni devono contare (ogni alunno dice un numero in sequenza) quando si tratta di un numero con 7 (es. 7, 17, 27, 37) invece di dire il numero bisogna dire Ciao! e fare cenno di salutare. Gli alunni che sbagliano e dicono il numero vengono eliminati.
- L'insegnante mostra delle foto/disegni che rappresentano varie parti della giornata.
Scrive sulla lavagna:
È mattina e dice Buongiorno!
È pomeriggio e dice Buon pomeriggio!
È sera! e dice Buona sera!
È notte! e dice Buona notte!
E poi chiede agli alunni di ripetere.
- Poi mostra ancora le figure e dice "È mattina", e dice "Buona sera! Va bene?"
Gli alunni devono reagire e dire "Buongiorno!"
Può ripetere l'operazione varie volte.

Attività Comunicative

- L'insegnante mostra l'orologio di cartone e muove le lancette e dà l'indicazione del tempo.
Es. *"È mezzogiorno"*
"È mezzanotte" (può aggiungere Buonanotte per marcare la differenza)
"È l'una"
Dopo questi tre iniziali orari si ferma e chiede *"Che ore sono?"*
- Risponde a seconda dell'orario mostrato con l'orologio. Es. *"È l'una."*
- Mostrando gli altri orari può ripetere un'operazione simile introducendo prima le ore senza minuti
"Che ore sono?"
"Sono le tre".
- Ripete l'operazione con altre ore e poi dopo vari esempi chiede questa volta agli alunni di rispondere (mostra con l'orologio le cinque) e chiede *"Che ore sono?"* Gli alunni dovranno rispondere *"Sono le cinque"*
- Dopo avere consolidato le ore introduce *"È un quarto"*, *"È mezza"* (indicando la prima metà dell'orologio).
- Poi indica la seconda metà dell'orologio e introduce *meno un quarto*. Infine dà vari esempi con i minuti mostrando con l'orologio.
Es. *"Che ore sono?"*
"Sono le 10 e 20".
- Dopo vari esempi per i quali l'insegnante fornisce domanda e risposta e chiede agli alunni di ripetere. Può fare domande di verifica, *"Sono le 10 e 20"* (mostrando le 11 e 20)? In questo caso risponde, *"No, non sono le 10 e 20, sono le 11 e 20"*, e inciterà e a reagire nello stesso modo.

<p>Attività Comunicative —continua</p>	<ul style="list-style-type: none"> ● L'insegnante divide la classe in due squadre e spiega il gioco delle ore. Ogni squadra scrive tre ore specificando la parte della giornata <i>11.20 del mattino</i> <i>3.40 del pomeriggio</i> <i>2.00 di notte</i> L'altra squadra deve indovinare l'ora. Es. Squadra A ha le ore da indovinare. Squadra B deve indovinare le ore. La squadra A e la squadra B hanno un portavoce. La squadra A inizia e dice <i>"Che ore sono?"</i> La squadra B dice un'ora es. <i>"Le 10.00 di sera."</i> (ora da indovinare: 11.20 del mattino) La squadra A può usare degli indizi e dire uno dei seguenti <i>prima, dopo, molto prima, molto dopo.</i> La squadra B modifica l'orario in base agli indizi. Dopo ciascuna ora indovinata si scambiano i ruoli delle squadre.
<p>Attività Postcomunicative</p>	<ul style="list-style-type: none"> ● Un modo semplice per ripassare i numeri è quello di giocare a tombola e può essere sostituito al gioco utilizzato nell'attività precomunicativa. ● Per ripassare i saluti l'insegnante mostra velocemente le figure delle parti della giornata e i alunni devono dire il saluto corrispondente. I alunni che dicono il saluto sbagliato vengono eliminati ● L'orologio a catena è un'altra attività per verificare gli orari. L'insegnante può preparare bigliettini con orari. Ogni alunno pesca un orario e lo legge, l'alunno successivo deve leggere il suo orario e ricordare gli orari di 5 alunni prima di lui. Chi non li ricorda viene eliminato.
<p>Obiettivi d'apprendimento</p>	<ul style="list-style-type: none"> ● Gli alunni apprendono come dire gli orari, le parti della giornata ed i saluti associati alle parti della giornata.

Strategie Valutative

- Gli alunni sono in grado di associare immagine e numeri per gli orari (orologio di cartone e descrizione data dall'insegnante)?
- Gli alunni hanno problemi nella loro lingua con gli orari? Potrebbe essere necessario fare delle prove in inglese prima di attivare la trasposizione in italiano.
- Gli alunni hanno problemi con il gioco a squadre. Partecipano tutti gli alunni all'indovinare gli orari o solo alcuni alunni sono in grado di operare in italiano con efficacia?
- L'attività di preparazione per gli orari in cui l'insegnante mostra l'orologio di cartone fornisce pratica sufficiente per il gioco o forse un'attività di rinforzo ulteriore è necessaria per creare una maggiore automatizzazione della conoscenza acquisita?

Presentarsi, conoscere nuove persone It8

Strand: Competenza comunicativa e linguistica

Strand unit: Competenza comunicativa e culturale

Tema: Presentarsi, conoscere nuove persone

Obbiettivi d'apprendimento: Presentarsi, richiedere informazioni e dare informazioni su se stessi, descrivere una persona

Conoscenze precedenti/linguaggio da riutilizzare: Nomi degli stati; il verbo piacere; i numeri

Materiali: Fotografie di persone ritagliate da giornali, cartoncini colorati con dati di persone per il gioco della fase comunicativa;

Organizzazione della lezione: Nella fase precomunicativa l'insegnante guida le attività, mentre nella fase comunicativa gli studenti circolano nella classe e si intervistano a vicenda per trovare il compagno misterioso. Nella fase postcomunicativa la classe ritorna all'organizzazione iniziale.

Attività Precomunicative

- L'insegnante attacca sulla lavagna la foto di una persona e comincia a presentare la persona nella foto usando la prima persona. Es. *Ciao!*
Mi chiamo Marco
Ho 10 anni
Abito a Roma, in Italia
Mi piace la musica pop
- L'insegnante fa finta di dialogare con la figura e interpreta tutte e due le parti (cambiando voce quando interpreta la parte di Marco e si sposta come se fosse l'altro personaggio), prima di chiedere una domanda la scrive sulla lavagna.

Insegnante-*Ciao*
Marco-*Ciao*
I- *Come ti chiami?*
M- *Mi chiamo Marco.*
I- *E io mi chiamo Louise.*
I- *Quanti anni hai?*
M- *Ho 10 anni.*
M- *E tu quanti anni hai?*
I- *Ho 30 anni.*
I- *Dove abiti?*
M- *Abito a Roma in Italia.*
M- *E tu dove abiti?*
I- *Abito a Galway in Irlanda.*
I- *Cosa ti piace?.*
M- *Mi piace la musica pop.*
M- *E a te cosa piace?*
I -*Mi piace nuotare.*

<p>Attività Precomunicative —continua</p>	<ul style="list-style-type: none"> ● L'insegnante fa domande a vari alunni nella classe. Es. <i>“Come ti chiami?”</i> (ripetuto con vari alunni), <i>“Dove abiti?”</i> 		
<p>Attività Comunicative</p>	<ul style="list-style-type: none"> ● L'insegnante distribuisce a ciascun alunno un cartoncino e chiede agli alunni di non mostrare il proprio cartoncino agli altri. Sul cartoncino vi sono le seguenti informazioni: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Lato A</p> <p><i>Mi chiamo Dimitri</i></p> <p><i>Ho 11 anni</i></p> <p><i>Abito a Mosca, in Russia</i></p> <p><i>Mi piace giocare a calcio</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Lato B</p> <p>Devi trovare: <i>Paul</i></p> <p><i>10 anni</i></p> <p><i>A Londra in Inghilterra</i></p> <p><i>Mi piace giocare con gli amici.</i></p> </td> </tr> </table> <p>Paul deve cercare Dimitri e Dimitri deve cercare Paul ma gli alunni non sanno chi ha il cartoncino con la persona che devono trovare e quindi devono fare le stesse domande a varie persone nella classe prima di trovare la persona a cui sono associati.</p> ● L'insegnante spiega che devono trovare il compagno sul lato B facendo le seguenti domande <i>“Quanti anni hai?”</i> <i>“Dove abiti?”</i> <i>“Cosa ti piace?”</i> Non possono fare la domanda <i>“Come ti chiami?”</i> ma dopo avere fatto tutte le altre domande devono capire se l'altra persona è l'amico che stanno cercando e possono chiedere <i>“Sei Dimitri?”</i> <i>“Sì, sono io”</i> (se è la persona giusta) <i>“No, non sono io”</i> (se non è la persona giusta) Vince la coppia che riesce a ricongiungersi per prima. 	<p>Lato A</p> <p><i>Mi chiamo Dimitri</i></p> <p><i>Ho 11 anni</i></p> <p><i>Abito a Mosca, in Russia</i></p> <p><i>Mi piace giocare a calcio</i></p>	<p>Lato B</p> <p>Devi trovare: <i>Paul</i></p> <p><i>10 anni</i></p> <p><i>A Londra in Inghilterra</i></p> <p><i>Mi piace giocare con gli amici.</i></p>
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Attività Postcomunicative	<ul style="list-style-type: none"> ● L'insegnante ripropone una foto di una persona e questa volta fa solo le domande <i>“Come ti chiami?”</i> <i>“Quanti anni hai?”</i> <i>“Dove abiti?”</i> <i>“Cosa ti piace?”</i> <p>I alunni devono inventare l'identità della persona e rispondere alle domande come preferiscono. Le domande dovrebbero essere chiare e il tipo di informazione richiesta dovrebbe essere ovvio, quindi in questo caso l'attività dovrebbe lasciare spazio alla creatività dei alunni.</p> <ul style="list-style-type: none"> ● Nel caso i alunni non capissero il meccanismo o avessero problemi con una domanda in particolare potrebbe rendersi necessario riproporre un role-play a cui prende parte l'insegnante con un alunno alla volta, per rendere il più possibile automatica la capacità di rispondere a tali domande.
Obbiettivi d'apprendimento	<ul style="list-style-type: none"> ● Gli alunni apprendono a presentarsi e a chiedere semplici informazioni ad un'altra persona. ● Gli alunni apprendono ad identificare una persona in base alle informazioni fornite. ● Gli alunni apprendono ad usare in forma implicita il verbo piacere ed a presentare i loro hobby.
Strategie Valutative	<ul style="list-style-type: none"> ● Gli alunni riescono a distinguere il tipo di informazione richiesta per ciascuna domanda. ● Gli alunni riescono a riorganizzare le informazioni apprese per parlare di se stessi. ● La fase postcomunicativa siccome richiede un riutilizzo autonomo e una partecipazione creativa alla creazione dell'identità del personaggio dovrebbe evidenziare se gli alunni hanno appreso come utilizzare le domande piuttosto che semplicemente replicare usando le risposte fornite. ● Questa fase potrebbe evidenziare la necessità di ulteriori esercizi per fissare le domande di base.

Español

Gustos y preferencias Es9

Strand: Competencia Lingüística (Competencia Comunicativa).

Strand unit: Canciones (Comprensión Auditiva).

Tema: Gustos y preferencias.

Objetivos: Consolidar el funcionamiento del verbo gustar trabajando especialmente la concordancia.

Conocimientos Previos: Vocabulario referido a comidas y bebidas.

Materiales: Una fotocopia de la canción que se va a trabajar y la cinta de la canción². Láminas con dibujos de comidas y bebidas.

Organización de la clase: Los alumnos trabajan individualmente y en parejas en la fase post-comunicativa.

Actividades Pre-comunicativas	<ul style="list-style-type: none"> ● El profesor muestra las láminas a los alumnos y les pregunta las cosas que les gustan. Introduce así la primera y la segunda persona del verbo gustar. ● Al mismo tiempo, introduce el singular y el plural del verbo. <p>Ej. Profesor: <i>¿Qué es esto?</i> Alumno 1: <i>Es un tomate</i> Profesor: <i>¿Te gustan los tomates?</i> Alumno 1: <i>No</i></p> <p> Profesor: <i>¿Qué es esto?</i> Alumno 6: <i>Es una botella de leche</i> Profesor: <i>¿Te gusta la leche?</i> Alumno 6: <i>Sí</i></p>
Actividades Comunicativas	<ul style="list-style-type: none"> ● El profesor entrega a cada alumno una fotocopia con la letra de la canción, en la que previamente ha omitido parte del vocabulario. ● Se hace una lectura previa de la canción para familiarizar a los alumnos con la tarea que tienen que realizar. ● Antes de escuchar la canción, los alumnos intentan imaginar el vocabulario omitido; trabajan de esta manera la concordancia entre el verbo y el sujeto. <p style="padding-left: 40px;"><i>Me gusta la _____</i> <i>Me gusta el _____</i> <i>Me gustan los _____</i> <i>Me gustan las _____</i></p> <p>Los alumnos escuchan y completan los huecos.</p>

² Louise Morgan-Williams and Gaëtane Armbrust: *I can sing ¡en español!*, Passport Books, Chicago, 1994.

Actividades Comunicativas

—continúa

LAS COSAS QUE ME GUSTAN

Me gusta la _____

Me gusta el _____

Pero más me gustan

Los _____ de usted.

Me gusta la _____

Me gusta el _____

Pero más me gustan

Los _____ de usted.

Me gusta el _____

Me gusta la _____

Pero más me gustan

Los _____ de usted.

- Una vez realizada la tarea se ponen en común los resultados obtenidos en la audición.
- Finalizada la puesta en común, los alumnos expresan sus gustos con referencia al vocabulario de la canción.

<p>Actividades Post-comunicativas</p>	<ul style="list-style-type: none"> ● El profesor pide a cada alumno que realice una lista dibujando las cosas que le gustan y las que no le gustan a su compañero. Para eso, le pregunta qué cosas le gustan. <div data-bbox="685 213 1003 437" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Sí No</p> </div> <p>Alumno 1: <i>¿Te gustan las manzanas?</i> Alumno 2: <i>Sí</i> Alumno 1: (Dibuja una manzana en la columna correspondiente)</p> <p>Alumno 1: <i>¿Te gustan los gatos?</i> Alumno 2: <i>No</i> Alumno 1: (Dibuja gatos en la columna correspondiente)</p> <p>Alumno 1: <i>¿Te gustan las naranjas?</i> Alumno 2: <i>Sí</i> Alumno 1: (Dibuja naranjas en la columna correspondiente)</p> <p>Y así sucesivamente.</p> <ul style="list-style-type: none"> ● Completadas las listas, el profesor las recoge y las distribuye por las paredes de la clase para mostrar al resto de los alumnos los gustos de sus compañeros.
<p>Objetivos</p>	<ul style="list-style-type: none"> ● El alumno aprende el funcionamiento del verbo gustar (primera y segunda persona del singular) reconociendo la concordancia entre el verbo y el sujeto. ● El alumno recicla el vocabulario relacionado con la comida y la bebida, expresando sus propios gustos.
<p>Evaluación de Conocimientos</p>	<ul style="list-style-type: none"> ● El profesor puede realizar un ejercicio controlado para comprobar que los alumnos han asimilado los objetivos lingüísticos. ● Por ejemplo, escribe diez frases en la pizarra. Cada frase puede contener un error de concordancia que los alumnos deben corregir.

Descripción física Es10

Strand: Competencia Lingüística (Competencia Sociocultural).

Strand unit: Comprensión Lectora, Expresión Oral y Comprensión Auditiva.

Tema: Descripción física.

Objetivos: Aprender a describir físicamente. Esta actividad despierta el interés por la lectura al estar trabajando con personajes literarios de la cultura hispana.

Conocimientos previos: Vocabulario específico de descripción física.

Materiales: Cartulinas de colores recortadas en forma de “piruleta” (lollipop stick). Fotos de personajes ficticios de la cultura española y tarjetas con sus respectivas descripciones físicas.

Organización de la clase: Equipos de cuatro.

Actividades Pre-comunicativas

- El profesor muestra fotos de personajes del mundo infantil y pide a los alumnos que las describan, haciendo hincapié en la concordancia nombre-adjetivo.
- Para ello, el profesor puede entregar cartulinas en forma de “piruleta” (lollipop stick) con las diferentes formas del adjetivo: sing/plural, masc/fem.

Ej. Alto/Alta Altos/Altas
Bajo/Baja Bajos/Bajas

Profesor: Muestra fotos

Victoria (Spice Girls)

Alumnos: Levantan piruletas con los adjetivos: alta, delgada, guapa . . .

Obélix

Alumnos: Levantan piruletas con los adjetivos: alto, gordo, feo . . .

Bella (*La Bella y la Bestia*)

Alumnos: Levantan piruletas con los adjetivos: alta, delgada, morena . . .

Enanitos (*Blancanieves*)

Alumnos: Levantan piruletas con los adjetivos: bajos, gordos.

<p>Actividades Comunicativas</p>	<ul style="list-style-type: none"> ● El profesor pega en la pared la descripción de cuatro personajes de la cultura hispana (Ej. Don Quijote, Sancho Panza, Dulcinea, Mafalda, Mortadelo y Filemón, Zapi y Zape, etc.). ● El profesor organiza la clase en equipos de cuatro. Cada equipo tiene una lámina con las fotos de cinco personajes (cuatro de ellas corresponden a las descripciones pegadas en la pared). ● Los alumnos tienen que descubrir quién es el personaje intruso. Para ello, un alumno de cada equipo tiene que levantarse, leer una descripción y contársela a sus compañeros que permanecen sentados y, así, sucesivamente. ● Gana el equipo que antes encuentra al intruso. ● La descripción en las tarjetas debe presentarse de tal manera que el alumno necesite leer toda la información para identificar al personaje. ● Es importante que las frases de la descripción sean cortas y la información aparezca de forma clara. ● Los grupos deben estar formados por alumnos con diferente capacidad de aprendizaje. Para ello, el profesor tiene que organizarlos heterogéneamente.
<p>Actividades Post-comunicativas</p>	<p>Los alumnos describen a su personaje de ficción preferido al resto de sus compañeros, y éstos deben descubrir el nombre del personaje.</p> <p>Ej. Alumno 1:</p> <p style="padding-left: 40px;"><i>Es pequeño.</i> <i>No tiene pelo.</i> <i>Es amarillo.</i> <i>Es divertido.</i> <i>Es un animal.</i></p> <p>Alumnos:</p> <p style="padding-left: 40px;"><i>Es Pokemon</i></p> <p style="padding-left: 100px;">Alumno 2:</p> <p style="padding-left: 40px;"><i>Es bajo.</i> <i>Es delgado.</i> <i>Es rubio.</i> <i>Es un niño.</i></p> <p>Alumnos:</p> <p style="padding-left: 40px;"><i>Es Bart Simpson</i></p>

Objetivos	<ul style="list-style-type: none"> ● Aprenden a identificar personas a partir de la descripción física. ● Los alumnos trabajan con personajes de ficción de la cultura hispana.
Evaluación de Conocimientos	<ul style="list-style-type: none"> ● El profesor comprueba si los alumnos han conseguido transmitir correctamente la información adquirida a través de la lectura. ● Los alumnos han identificado al personaje intruso y han creado una situación comunicativa. ● El profesor puede pedir a los alumnos que, usando el vocabulario aprendido, describan a personas de otros contextos. Por ejemplo: miembros de sus familias, personajes de la televisión.

Las partes del cuerpo Es11

Strand: Competencia Comunicativa y Competencia Lingüística.

Strand unit: Comprensión Auditiva y Comprensión Lectora.

Tema: Las partes del cuerpo.

Objetivos: Aprender las partes del cuerpo.

Conocimientos previos: Verbo tener y descripciones físicas. Artículo definido e indefinido, locuciones adverbiales (a la derecha, a la izquierda) y los colores. Vocabulario referido a objetos de clase.

Materiales: Una lámina grande de un personaje infantil y tarjetas con los nombres de las partes del cuerpo. Dibujos de monstruos y fotocopias con sus descripciones físicas.

Organización de la clase: El profesor trabaja con toda la clase. En la fase pre-comunicativa los alumnos permanecen sentados, en la fase comunicativa los alumnos trabajan en parejas y en la fase post-comunicativa se levantan.

Actividades Pre-comunicativas	<ul style="list-style-type: none">● El profesor pega en la pizarra un personaje infantil. Enseña y lee las tarjetas con los nombres de las partes del cuerpo.● Los alumnos van identificando poco a poco las diferentes partes del cuerpo y señalando al profesor el lugar correspondiente de éstas. Ej. <i>La cabeza.</i> <i>Los pies.</i> <i>Las manos.</i> <i>La nariz.</i> <i>Los dedos.</i>● Una vez colocadas todas las tarjetas el profesor señala las diferentes partes y los alumnos repiten el nombre.
Actividades Comunicativas	<ul style="list-style-type: none">● El profesor coloca a los alumnos en parejas y les da instrucciones para que identifiquen en su cuerpo y en el cuerpo de su compañero el nuevo vocabulario, siguiendo las órdenes que se le indican. Ej. <i>Pon la mano derecha en el pie izquierdo de tu compañero.</i> <i>Pon un dedo en la nariz de tu compañero.</i> <i>Pon la mano derecha en la pierna de tu compañero.</i> <i>Pon la mano izquierda en la cabeza de tu compañero.</i> <i>Pon dos dedos en la oreja izquierda de tu compañero.</i>

Actividades Comunicativas —continúa	<ul style="list-style-type: none"> ● El juego termina cuando los alumnos realizan las instrucciones correctamente y consiguen mantener las partes del cuerpo en la posición indicada por el profesor. ● Una vez terminado el juego el profesor puede escoger a un alumno para volver a jugar, siendo el propio alumno el que dé las instrucciones.
Actividades Post-comunicativas	<ul style="list-style-type: none"> ● El profesor coloca alrededor de la clase dibujos de monstruos con características diferentes (dos ojos, tres cabezas, seis brazos . . .) ● A continuación entrega a cada pareja una tarjeta con la descripción de uno de los monstruos. Los alumnos tienen que leerla y encontrar al monstruo descrito. Ej. (Descripción de un monstruo) <i>Tiene una nariz roja y tres ojos grandes verdes y amarillos. Tiene cuatro orejas azules. Los brazos son muy pequeños y en cada mano tiene siete dedos. Tiene dos piernas muy cortas y en los pies lleva botas.</i>
Objetivos	<ul style="list-style-type: none"> ● Los alumnos aprenden los nombres de las diferentes partes del cuerpo. ● Están expuestos al nuevo vocabulario por medio de la comprensión auditiva y lectora. ● Reciclan el vocabulario de la descripción física y de los colores.
Evaluación de Conocimientos	<ul style="list-style-type: none"> ● Los alumnos interpretan auditivamente instrucciones sencillas llevándolas a cabo. Han sido capaces de seguir las instrucciones y jugar correctamente. ● El profesor puede dejar la lámina grande, con la que ha trabajado en la fase pre-comunicativa, con los nombres de las diferentes partes del cuerpo en la pizarra. ● El profesor entrega una fotocopia con un dibujo de un cuerpo humano en el que los alumnos tienen que escribirlas. Los alumnos no tienen que memorizar el vocabulario. ● ¿Pueden los alumnos realizar las ordenes correctamente? Ej. <i>Pon el lápiz al lado del libro</i> <i>Pon la cartera en el suelo</i> <i>Pon la silla detrás de la mesa</i>

Strand: Competencia Lingüística (Competencia Sociocultural).

Strand unit: Canción (Comprensión Auditiva y Expresión Oral).

Tema: Síntomas y enfermedades.

Objetivos: Preguntar a alguien cómo se siente y decir cómo se siente uno mismo. Remedios. Familiarizarse con canciones populares del mundo infantil hispano.

Conocimientos previos: Partes del cuerpo. Estructuras de verbos especiales como la del verbo *Gustar*.

Materiales: Una revista con fotos de personas. Tijeras y pegamento. Una fotocopia de la canción *El burro enfermo* para cada alumno y la cinta³. Papel adherente (post-it).

Organización de la clase: Individual y en grupos de 6 en la fase post-comunicativa.

<p>Actividades Pre-comunicativas</p>	<ul style="list-style-type: none"> ● El profesor reparte las revistas y los alumnos crean un <i>collage</i> de un cuerpo humano recortando las diferentes partes del cuerpo de los personajes de las fotos. Deben crear figuras en las que destaque alguna parte del cuerpo (por ejemplo, un brazo muy largo, una cabeza pequeña, etc.). Asignan también a cada parte su nombre. ● Los alumnos deben llevar los <i>collages</i> terminados a la clase. Estos se han podido realizar en clases anteriores o como tarea en casa. ● El profesor revisa así el vocabulario de las partes del cuerpo. ● El profesor recoge los <i>collages</i> y los redistribuye entre los alumnos, pidiéndoles que piensen en una posible dolencia que se les puede atribuir dependiendo de su composición. Ej. <i>Un hombre con un brazo más corto que otro.</i> Profesor: <i>¿Qué le pasa?</i> Alumno 1: <i>Le duele el brazo</i> Una señora con una cabeza muy pequeña. Profesor : <i>¿Qué le pasa?</i> Alumno: <i>Le duele la cabeza</i> Un niño con un estómago muy grande. Profesor: <i>¿Qué le pasa?</i> Alumno: <i>Le duele el estómago.</i> ● Se introduce de esta manera la estructura del verbo doler. ● El profesor preguntará a cada uno de los alumnos de la clase, repitiéndose así la estructura hasta que los alumnos la asimilen.
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³ Canción que se encuentra en diferentes materiales: *Trotamundos 1, Pasacalles 2*

Actividades Comunicativas

- El profesor reparte una ficha que el alumno va a tener que rellenar con la información que obtenga a partir de la escucha de la canción.
- Se trabaja el verbo doler (forma afirmativa y negativa) y los remedios posibles para una dolencia.

El burro enfermo

*A mi burro, a mi burro
le duele la cabeza
y el médico le ha dado
una gorrita negra.
(una gorrita negra)*

*A mi burro, a mi burro
le duele la garganta
y el médico le ha dado
una bufanda blanca.
(una gorrita negra,
una bufanda blanca)*

*A mi burro, a mi burro
le duelen las orejas
y el médico le manda
caramelos de fresa.
(una gorrita negra,
una bufanda blanca, caramelos de fresa)*

*A mi burro, a mi burro
le duele el corazón
y el médico le ha dado
jarabe de limón.
(una gorrita negra,
una bufanda blanca,
caramelos de fresa,
jarabe de limón)*

*A mi burro, a mi burro
ya no le duele nada,
y el médico le manda
jarabe de manzana.
(una gorrita negra,
una bufanda blanca,
caramelos de fresa,
jarabe de limón,
jarabe de manzana).*

	Partes del cuerpo que le duelen	Remedio
1.		
2.		
3.		
4.		
5.		
6.		

El profesor decide el número de veces que se escucha la canción.

Actividades Post-comunicativas	<ul style="list-style-type: none"> ● El profesor organiza la clase en grupos de seis. ● Pega a todos los miembros de cada grupo un papel en la frente o en la espalda con una de las dolencias ya trabajadas. Los alumnos irán descubriendo qué les pasa y qué cura tienen que seguir. <p>Ej. Alumno 1: <i>¿Qué te pasa?</i> Alumno 2: <i>¿Me duele la cabeza?</i> Alumno : <i>No</i> Alumno 2: <i>¿Me duele el corazón?</i> Alumno 1: <i>No</i> Alumno 2: <i>¿Me duelen las orejas?</i> Alumno 1: <i>No</i> Alumno 2: <i>¿Me duele la garganta?</i> Alumno 1: <i>Sí. Te mando jarabe de limón.</i></p>
Objetivos	<ul style="list-style-type: none"> ● Los alumnos aprenden a hablar de síntomas y enfermedades. ● Practican la estructura de los verbos “especiales”: doler, haciendo hincapié en la concordancia. ● Revisan y reciclan el vocabulario relacionado con las partes del cuerpo.
Evaluación de Conocimientos	<ul style="list-style-type: none"> ● Los alumnos han sido capaces de completar la ficha con la información de la canción. ● El profesor puede preguntar a los alumnos en posteriores clases cómo se sienten, comprobando de esta manera si éstos pueden expresar autónomamente su estado físico y anímico.

El tiempo Es13

Strand: Competencia Comunicativa y Competencia Sociocultural.

Strand unit: Expresión Oral y Expresión Escrita.

Tema: El tiempo.




Objetivos: Aprender a hablar del tiempo. Aprender una canción popular hispana.

Conocimientos previos: Los puntos cardinales, el nombre y la situación geográfica de cinco o seis ciudades españolas.

Materiales: Un mapa mudo de España para cada alumno. Canción popular española: *Que llueve, que llueve*⁴.

Organización de la clase: Trabajo en grupos.

Actividades Pre-comunicativas

- El profesor muestra la tipología de los símbolos meteorológicos y va introduciendo, a través de gestos e imágenes, el vocabulario y las expresiones que se utilizan para hablar del tiempo.
Ej.
 Hay nieve
 Hace sol
 Hay tormenta
- El profesor puede utilizar periódicos para obtener los símbolos característicos.
Hace frío.
Hace calor.
Hace mal tiempo.
Hay tormenta.
Hay niebla.
Llueve. Etc.
- El profesor reparte mapas mudos de España y los alumnos los completan con los símbolos meteorológicos.
- Los alumnos no conocen el tiempo real de estas regiones, por ello lo completan de forma arbitraria.

⁴ Canción que aparece en *Pasacalle 1*.

Actividades Comunicativas

El profesor:

- Da instrucciones a los alumnos para que escriban un informe meteorológico basándose en el mapa mudo que han completado.
- Pide a los alumnos que utilicen el vocabulario estudiado en la fase pre-comunicativa.

Los alumnos

- tienen que describir el tiempo de las diferentes regiones y ciudades españolas.

- El alumno escribe frases simples basándose en su mapa.

Ej. *En el norte de España hace frío, viento y llueve mucho.*

En las islas Canarias hay tormenta.

En Sevilla hace buen tiempo.

En Madrid hay niebla.

- El profesor pregunta a los alumnos sobre el informe meteorológico que han escrito.

Ej. Profesor: *¿Qué tiempo hace en el norte de España?*

Alumno 1: *En Galicia hace frío y nieva en las montañas.*

Profesor: *¿Qué tiempo hace en Barcelona?*

Alumno 2: *Hace sol.*

- Terminada la puesta en común, el profesor muestra cómo es el clima real de España en las diferentes regiones durante las cuatro estaciones del año.

<p>Actividades Post-comunicativas</p>	<ul style="list-style-type: none"> ● Una vez trabajado todo el vocabulario y las expresiones para hablar del tiempo, los alumnos aprenderán una canción popular española basada en el tiempo. <p style="text-align: center;">Que llueve, que llueve</p> <p style="text-align: center;">Que llueve, que llueve, la lluvia ya viene. Los pajaritos cantan, las nubes se levantan, que SÍ, que NO, que cae un chaparrón.</p> <p style="text-align: center;">Que nieva, que nieva, la nieve ya llega.</p> <p style="text-align: center;">Los pajaritos cantan, las nubes se levantan, que SÍ, que NO, que nieva un montón.</p> <p style="text-align: right;"><i>Canción popular (adaptada)</i></p>
<p>Objetivos</p>	<ul style="list-style-type: none"> ● Aprender a hablar sobre las diferentes condiciones meteorológicas. ● Aprender a obtener información sobre un mapa meteorológico. ● Aprender a escribir sobre el tiempo utilizando el vocabulario adecuado. ● Aprender una canción popular en español.
<p>Evaluación de Conocimientos</p>	<ul style="list-style-type: none"> ● El profesor puede comparar el clima español con el clima del país de los estudiantes, a fin de comprobar si los estudiantes han adquirido las expresiones y estructuras trabajadas. Para ello se les puede entregar un mapa mudo de Irlanda. ● ¿Pueden los alumnos describir las condiciones meteorológicas a partir de calendarios, fotos de revistas . . . ? ● ¿Pueden los alumnos hablar del tiempo en las diferentes estaciones del año? ● El profesor ha comprobado en la fase comunicativa que el alumno puede escribir frases sencillas sobre el tiempo.

Los colores y las frutas Es14

Strand: Competencia Comunicativa (Competencia Lingüística).

Strand unit: Canción. Comprensión Auditiva y Expresión Oral.

Tema: Los colores y las frutas.

Objetivos: Aprender los colores y la concordancia nombre + adjetivo.

Conocimientos previos: Vocabulario básico que sea significativo por su color (el cielo-azul, la hierba-verde, el sol-amarillo, etc.). Vocabulario de materiales de clase (sacapuntas, goma, etc.). Género (masculino-femenino) y artículos determinado e indeterminado.

Materiales: Láminas con dibujos de frutas y otros objetos. Fotocopia de la canción con huecos y la cinta.⁵ Transparencia con el juego *Veo, Veo*⁶ (Juego popular para niños).

Organización de la clase: Los alumnos trabajan individualmente y en la fase comunicativa y post-comunicativa en grupos de 6 – 8.

Actividades Pre-comunicativas

- El profesor reparte a cada alumno seis tarjetas. Cada tarjeta es de uno de los colores que van a aparecer posteriormente en la canción.
- Muestra láminas con dibujos y pide a los alumnos que levanten la tarjeta que corresponde al color del objeto en el dibujo.
- Los alumnos repiten con el profesor el nombre del color.
- Una vez presentados los colores, el profesor vuelve a mostrar los dibujos haciendo hincapié en la concordancia nombre + adjetivo.

Ej. Profesor: (Levanta lámina con un tomate) *¿De qué color es el tomate?*

Alumnos: *Rojo*

Profesor: (Levanta lámina con dos limones) *¿De qué color son los limones?*

Alumnos: *Amarillos*

Profesor: (Levanta lámina con una mandarina) *¿De qué color es la mandarina?*

Alumnos: *Naranja*

Profesor: (Levanta lámina con tres peras) *¿De qué color son las peras?*

Alumnos: *Verdes*

⁵ Louise Morgan-Williams and Gaëtane Armbrust: *I can sing/en español!*, Passport Books, Chicago, 1994.

⁶ *Veo, veo/ ¿Qué ves?/ Una cosa/ ¿De qué color es?/ Es ...*

Actividades Comunicativas

- El profesor organiza a los alumnos en grupos de 6 – 8.
- Da instrucciones para que los alumnos levanten la tarjeta del color indicado cuando lo oigan en la audición.
Ej. Canción
*¿De qué color es la manzana?
Roja, roja, roja.*
Alumnos: Levantan tarjeta roja.
- Después de una primera audición en la que los alumnos solamente han trabajado los colores, el profesor reparte una fotocopia con la letra de la canción en la que previamente ha omitido algunas palabras.
- Los alumnos escuchan la canción y completan los huecos.

Los colores del Arco Iris

¿De qué color es la ——— ?
Es roja, roja, roja.

¿De qué color es la ——— ?
Es naranja, naranja, naranja.

¿De qué color es el ——— ?
Es amarillo, amarillo, amarillo.

¿De qué color es la ——— ?
Es verde, verde, verde.

¿De qué color es el ——— ?
Es azul, azul, azul.

¿De qué color es la ——— ?
Es violeta, violeta, violeta.

Actividades Post-comunicativas

- El profesor presenta en una transparencia la estructura del popular juego del *Veo, Veo*, en el que los alumnos tienen que adivinar una palabra a partir de su color.
- Los alumnos tienen que memorizar el juego para establecer así una interacción entre el alumno que piensa el objeto y los alumnos que lo descubren.

Alumno1: (Piensa un objeto) *Veo, veo,*

Alumnos: *¿Qué ves?*

Alumno 1: *Una cosa*

Alumnos: *¿De qué color es?*⁷

Alumno 1: *Roja.*

Alumnos: *Es un lápiz*

Alumno 1: *No*

Alumnos: *Es una cartera*

Alumno 1: *Sí.*

- Los alumnos pueden pensar en diferentes objetos (singular-plural), cambiando así la persona del verbo.

Alumno 2: (Piensa un objeto) *Veo, Veo,*

Alumnos: *¿Qué ves?*

Alumno 2: *Unas cosas*

Alumnos: *¿De qué color son?*

Alumno 2: *Marrones*

Alumnos: *¿Son sillas?*

Alumno 2: *No*

Alumnos: *¿Son mesas?*

Alumno 2: *Sí.*

- Para continuar el juego, el alumno que descubre el objeto piensa en el siguiente *Veo, Veo*.

⁷ Este juego ha sido adaptado para esta actividad pero el profesor puede utilizar el juego para trabajar otros aspectos tales como el alfabeto, la descripción de objetos, etc.

Objetivos	<p>El alumno</p> <ul style="list-style-type: none"> ● aprende los nombres de los colores ● aprende los colores y la concordancia nombre + adjetivo ● revisa los artículos determinados (masc./femenino-sing./plural) ● recicla el vocabulario de los materiales y objetos de la clase.
Evaluación de Conocimientos	<ul style="list-style-type: none"> ● El profesor puede comprobar si la actividad ha sido satisfactoria mostrando varios objetos y preguntando de qué color son. Al mismo tiempo el profesor se asegura de que los alumnos identifican los colores correctamente. ● ¿El alumno ha sido capaz de jugar correctamente usando el nuevo vocabulario en un contexto comunicativo real?

Las horas Es15

Strand: Competencia Comunicativa y Competencia Lingüística.

Strand unit: Expresión Oral.

Tema: Las horas.

Objetivos: Preguntar y decir la hora.

Conocimientos previos: Los números. Verbo ser, tercera persona singular y plural. Los días de la semana.

Materiales: Juego de tablero con fichas y dados. El profesor elabora un tablero con diferentes casillas en las que dibuja relojes con distintas horas e instrucciones que el alumno deberá seguir en el transcurso del juego.

Organización de la clase: Grupos con un mínimo de 4 alumnos y un máximo de 6 en la fase comunicativa. En parejas en la fase post-comunicativa.

Actividades Pre-comunicativas	<ul style="list-style-type: none"> ● El profesor presenta las estructuras necesarias para preguntar y decir la hora. Para ello, puede usar un reloj con manecillas móviles. ● El profesor va preguntando a los alumnos las diferentes horas que el reloj marca. Ej. Profesor: <i>¿Qué hora es?</i> Alumno 1: <i>Son las seis y media</i> Profesor: <i>¿Qué hora es?</i> Alumno 4: <i>Son las tres y media</i> Profesor: <i>¿Qué hora es?</i> Alumno 2: <i>Es la una</i>
Actividades Comunicativas	<ul style="list-style-type: none"> ● El profesor divide la clase en grupos de cuatro a seis alumnos. ● Entrega un tablero, las fichas y los dados a cada grupo. ● Explica las instrucciones del juego, usando gestos y mímica. Es importante que los alumnos entiendan las instrucciones correctamente. ● El alumno lanza el dado y mueve la ficha hasta la casilla correspondiente. Si en la casilla hay un reloj otro miembro de su grupo le pregunta la hora y solo si contesta correctamente permanece en ella. En el caso de que no haya un reloj, el alumno tiene que realizar la actividad que se le indica: Ej. <i>Retrocede/Avanza dos casillas</i> <i>Un turno sin jugar</i> <i>Pregunta la hora a un miembro de otro grupo</i> ● Gana el alumno que consigue alcanzar antes la última casilla. ● El ganador recibe un premio: una postal de una ciudad española o hispanoamericana, un punto de lectura, etc.

<p>Actividades Post-comunicativas</p>	<ul style="list-style-type: none"> ● Los alumnos trabajan en parejas. ● Cada alumno dibuja un reloj marcando una hora que su compañero tiene que adivinar. <p style="padding-left: 40px;">Alumno 1: <i>¿Qué hora es?</i> Alumno 2: <i>¿Son las dos?</i> Alumno 1: <i>No, mucho más tarde.</i> Alumno 2: <i>¿Son las cinco y media?</i> Alumno 1: <i>No, más tarde.</i> Alumno 2: <i>¿Son las siete en punto?</i> Alumno 1: <i>...</i> Alumno 2: <i>...</i> Alumno 1: <i>Sí.</i></p> <ul style="list-style-type: none"> ● Los alumnos van a usar las estructuras: <i>Más tarde!</i> <i>Mucho más tarde!</i> <i>Más temprano!</i> <i>Mucho más temprano!</i>
<p>Objetivos</p>	<ul style="list-style-type: none"> ● Los alumnos aprenden a decir y preguntar la hora. ● A su vez, van a utilizar el lenguaje de aula (classroom language) relacionado con los juegos de tablero que han ido adquiriendo en otras ocasiones. <i>“Me toca”</i> <i>“Te toca”</i> <i>“Mueve”</i> <i>“Tira”</i> <i>“He ganado”</i>
<p>Evaluación de Conocimientos</p>	<ul style="list-style-type: none"> ● El juego estimula al alumno a hacer un uso correcto de los conocimientos adquiridos en la fase pre-comunicativa, puesto que solo el alumno que contesta correctamente avanza hacia el premio. ● ¿Han aprendido el lenguaje necesario para jugar? ● El profesor puede preguntar a los alumnos sobre sus horarios escolares.

Nombres Es16

Strand: Competencia Comunicativa (Competencia Sociocultural y Competencia Lingüística).

Strand unit: Comprensión Auditiva y Expresión Oral.

Tema: Nombres.

Objetivos: Decir y preguntar el nombre y apellidos en una situación comunicativa.

Conocimientos previos: El alfabeto, los números y los colores. Saber deletrear correctamente.

Materiales: Una pelota, tarjetas⁸ con diferentes nombres españoles y una hoja⁹ con números del 1 al 10.

Organización de la clase: Grupos de 10 alumnos aproximadamente. En la fase pre-comunicativa los alumnos permanecen unidos y después se dividen en grupos de diez que irán moviéndose para conseguir que todos los miembros del grupo se pregunten.

Actividades Pre-comunicativas	<ul style="list-style-type: none"> ● El profesor se presenta diciendo su nombre y pide a los alumnos que se presenten. ● Una vez que todos los alumnos han dicho su nombre, el profesor hace que se pregunten entre ellos. Para ello, les entrega una pelota que el alumno lanza a la persona a la que quiere preguntar. Ej. Alumno 1: <i>Hola, ¿Cómo te llamas?</i> Alumno 2: <i>Me llamo Patrick. ¿Y tú?</i> Alumno 1: <i>Me llamo Clare. ¿Y tú cómo te llamas?</i> Alumno 3: <i>Me llamo Séan. ¿Cómo te llamas?</i> Alumno 4: <i>Me llamo Margaret.</i>
Actividades Comunicativas	<ul style="list-style-type: none"> ● El profesor divide a los alumnos en grupos de diez y reparte una tarjeta (ver modelo en la página siguiente 1a/1 b) a cada alumno. ● Las tarjetas de cada grupo son de distinto color. Cada tarjeta está numerada y tiene un nombre en español. También se les entrega una ficha (ver modelo en la página siguiente 2) con tantos números como nombres tienen que preguntar. Las fichas de cada grupo son del mismo color que las tarjetas. ● Cada alumno debe completar la ficha con los nombres de sus compañeros en el número que les corresponde. Para escribir los nombres correctamente deben deletrearlos. Ej. Alumno 1: <i>¿Cómo te llamas?</i> Alumno 2: <i>Me llamo Manuel.</i>

⁸ Ver modelo de tarjetas en las actividades comunicativas de esta unidad.

⁹ Ver modelo de hoja en las actividades comunicativas de esta unidad.

Actividades Comunicativas

—continúa

Alumno 1: ¿Qué número?

Alumno 2: *El ocho*

Alumno 1: ¿Cómo se escribe?

Alumno 2: *M-a-n-u-e-l*

1a

Cara 1

MANUEL

1b

Cara 2

8

2

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

<p>Actividades Post-comunicativas</p>	<ul style="list-style-type: none"> ● El profesor dice un número y un color. El alumno que lo tiene se levanta y se presenta. A su vez el resto de los alumnos puede comprobar que el número y el color se corresponden con el nombre que tiene en su lista. Ej. Profesor: <i>Número 5 amarillo.</i> Alumno: <i>Me llamo Juan.</i> Profesor: <i>Número 3 rojo.</i> Alumno: <i>Me llamo Ana.</i> Profesor: <i>Alumno 8 verde.</i> Alumno: <i>Me llamo Manuel.</i> ● El profesor intenta decir todos los números para comprobar que los alumnos han aprendido a decir el nombre correctamente.
<p>Objetivos</p>	<ul style="list-style-type: none"> ● El alumno aprende a decir y a preguntar el nombre. ● Se familiariza con la onomástica hispana. ● Revisa los números, el alfabeto y los colores.
<p>Evaluación de Conocimientos</p>	<ul style="list-style-type: none"> ● Los alumnos han sido capaces de desenvolverse en una situación comunicativa. ● Para comprobarlo el profesor se asegura de que los alumnos han completado correctamente la lista con los nombres de sus compañeros.

Cómo se dibuja un paisaje Es17

Strand: Competencia Comunicativa y Competencia Sociocultural.

Strand unit: Comprensión lectora (Poema).

Tema: Cómo se dibuja un paisaje.

Objetivos: Aprender el vocabulario relacionado con la descripción de un paisaje y los adverbios de lugar.

Conocimientos previos: Colores y animales. Artículos determinados e indeterminados.

Materiales: Láminas con dibujos de paisajes: una lámina ampliada para trabajar con los adverbios de lugar y cinco o seis láminas de tamaño normal. Una fotocopia del poema *Cómo se dibuja un paisaje*¹⁰. Cartulinas cortadas en forma de fichas de dominó. Lápices de colores.

Organización de la clase: En la fase comunicativa los alumnos trabajan individualmente. En la fase post-comunicativa, en grupos de 6-8 (dependiendo del número de alumnos de la clase). En la evaluación de estrategias el profesor divide la clase en dos grupos.

Actividades Pre-comunicativas

- El profesor presenta láminas con dibujos de paisajes y pide a los alumnos que las describan oralmente. Introduce de esta manera el vocabulario relacionado con el poema que van a leer en la fase comunicativa.
- Una vez trabajado el vocabulario, el profesor coloca en la pizarra una de las láminas ampliada (el tamaño debe ser el indicado para que todos los alumnos puedan verla). El profesor tiene tarjetas con diferentes adverbios de lugar (arriba, abajo, cerca, lejos, detrás, delante) y con ellas va indicando la posición de los objetos, pegándolas en la lámina.
Ej. El profesor utiliza la lámina ampliada.
Lámina: En el dibujo de la lámina hay una montaña con un sol.
Tarjetas: arriba/abajo
Profesor: *El sol, ¿arriba o abajo?* (Señalando las posiciones)
Alumnos: *Arriba*
Profesor: (Pega la tarjeta en la parte superior de la lámina)
- Una vez presentados los adverbios, el profesor muestra de nuevo las láminas de los paisajes y pide a los alumnos que señalen la posición de los elementos que aparecen en ellas. Los alumnos van poco a poco diciendo dónde están los elementos hasta completar la descripción de las láminas.

¹⁰ Este poema aparece en el libro *Pasacalle 2*.

Actividades Comunicativas

- El profesor reparte una fotocopia del poema *Cómo se dibuja un paisaje*. Los alumnos leen el poema individualmente en silencio trabajando la comprensión lectora y siguen las instrucciones que se dan en él: dibujar un paisaje y colorearlo.
- Una vez terminada la tarea, el profesor los coloca alrededor de la clase para que los alumnos decidan cuál es el dibujo más fiel a la descripción dada en el poema.
- Los alumnos pueden memorizar el poema, pudiendo recitarlo en alguna celebración del colegio (fiesta de fin de curso, Navidad, etc.)

CÓMO SE DIBUJA UN PAISAJE

Un paisaje que tenga de todo
se dibuja de este modo:



Unas montañas,
un pino,
arriba el sol,
abajo un camino,
una vaca,
un campesino,
unas flores,
un molino,
la gallina y un conejo,
cerca un lago como un espejo.

Ahora tú pon los colores:

La montaña de marrón,
el astro sol amarillo,
colorado el campesino,
el pino verde,
el lago azul

-porque es espejo del cielo como tú-,
la vaca de color vaca,
de color gris el conejo,
las flores?
como tú quieras las flores;
de tu caja de pinturas
¡usa todos los colores!

Gloria Fuertes

<p>Actividades Post-comunicativas</p>	<ul style="list-style-type: none"> ● El profesor organiza a los alumnos en grupos de 6-8. Entrega tarjetas recortadas en forma de ficha de dominó. Los alumnos deben elaborar un dominó con el vocabulario que conocen, aunque el profesor intentará guiarlos para que esté relacionado con el tema del poema leído. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>CONEJO</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>MARIPOSA</p> </div> </div> <ul style="list-style-type: none"> ● Una vez terminado, cada grupo puede jugar con el dominó que ha elaborado. Los alumnos vuelven a leer de esta forma todo el vocabulario.
<p>Objetivos</p>	<ul style="list-style-type: none"> ● Los alumnos aprenden vocabulario relacionado con paisajes. ● Los alumnos aprenden a situar en el espacio, utilizando los adverbios de lugar. ● Los alumnos trabajan estrategias de lectura puesto que realizan diferentes instrucciones que les son dadas en el poema. Para ello tienen que leerlo correctamente.
<p>Evaluación de estrategias</p>	<ul style="list-style-type: none"> ● El profesor puede comprobar que los alumnos han aprendido el vocabulario trabajado en el poema con el juego <i>Tres en raya</i>. (<i>noughts and crosses</i>) ● El profesor dibuja una tabla con nueve cuadros en la pizarra. Dentro de cada cuadro realiza un dibujo del vocabulario aprendido. La clase está dividida en dos grandes grupos los cuales marcarán cruz o raya cuando acierten el nombre del dibujo en el cuadro que ellos han señalado al profesor. Para que el profesor localice el cuadro los alumnos utilizarán los adverbios de lugar (arriba, abajo, cerca, lejos). Gana el equipo que consigue <i>Tres en raya</i>.

Français

Strand: Compétence de communication

Strand unit: Écouter pour trouver des détails

Thème: Se présenter, parler de soi

Résultat de l'apprentissage: Que l'enfant soit capable de se présenter et de donner des détails sur sa famille et ses animaux familiers.

Acquis linguistique/langage à recycler: Bonjour/salut, les chiffres et comment remplir une grille

Matériel: le dialogue (lu par le professeur ou sur une cassette), une feuille de papier par enfant avec la grille à remplir, et les détails

Le dialogue

Pierre : Bonjour Jacques, ça va?

Jacques : Salut Pierre, oui, ça va bien merci.

Pierre : Tu habites là ?

Jacques : Oui. J'habite dans cette maison. Et toi, tu habites ici ?

Pierre : Non, moi j'habite dans un appartement. J'ai un frère et deux sœurs. Tu as des frères et des sœurs ?

Jacques : J'ai trois frères mais je n'ai pas de sœurs. Tu as un animal chez toi ?

Pierre : Oui, j'ai un chien noir. Il s'appelle Toto. Et toi, tu as des animaux ?

Jacques : Oui, j'ai un chat, Mumu et deux poissons rouges.

La grille

	Jacques	Pierre
une maison	✓	X
un appartement	X	✓
frères	3	1
sœurs	0	2

Les élèves: Ils peuvent travailler en groupe si le professeur estime que ce sera bénéfique.

Activités pré-communicatives	<ul style="list-style-type: none"> ● Réviser Bonjour/salut/les chiffres et les nombres de 1 à 12 Se présenter Un frère/une sœur Tu as des frères et des sœurs? Tu as un animal ? Les noms des animaux, par exemple un chien, un chat, une souris, un poisson rouge, un hamster, un cobaye, une perruche, etc. ● Activité rapide : Demander aux élèves de dire combien de frères et de sœurs ils ont, où ils habitent (soyez délicat), les animaux qu'ils ont (les enfants peuvent inventer les réponses à ces questions).
Activités communicatives	<ul style="list-style-type: none"> ● Le professeur explique ce que les enfants doivent écouter particulièrement dans le dialogue pour remplir leur grille. ● Les enfants peuvent travailler par deux ou en plus grand groupes, avec la grille. ● Faire écouter le dialogue. ● Refaire écouter le dialogue. Cette fois, les enfants peuvent noter les renseignements dans la grille. ● Si nécessaire, faire écouter le dialogue une troisième fois. ● Les enfants complètent les détails dans la grille.
Activités post-communicatives	<ul style="list-style-type: none"> ● La grille a-t-elle été remplie correctement ? ● Poser des questions pour consolider l'apprentissage, par exemple : <i>“Qui habite dans une maison?”</i> <i>“Qui habite dans un appartement?”</i> <i>“Comment s'appelle le chat?”</i> <i>“Combien de poissons rouges a Jacques?”</i> <i>“Comment s'appelle le chien?”</i> ● On pourrait aussi demander aux élèves de faire des phrases avec les informations de la grille. Par exemple: Jacques habite dans une maison. Il a un frère. Il n'a pas de sœur. Il a un chat et deux poissons rouges. Il a trois animaux.
Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Que les enfants puissent répondre aux questions comme : <i>“Qui a un chat?”</i> <i>“Comment s'appelle le chien?”</i> <i>“Où habite Jacques?”</i> <i>“Combien de personnes parlent?”</i>

Contrôle des connaissances

- Les enfants étaient-ils capables de retrouver les détails après deux écoutes, ou est-ce qu'une troisième écoute a été nécessaire?
- Les enfants ont-ils compris l'activité?
- Les enfants ont-ils bien travaillé ensemble?
- En observant la démarche des élèves dans l'activité, estimez-vous qu'elle était à un niveau correspondant aux capacités des élèves?

Raconter une histoire Fr19

Strand: Éveil au langage et compétence de communication
Strand unit : Compréhension orale et compréhension écrite

Thème: Raconter une histoire

Objectifs :

- Comprendre le sens global d'une histoire sans passer par la traduction.
- Apprendre et mémoriser du vocabulaire et quelques structures de base (« je voudrais être. . . » et « le plus fort »).
- Comprendre des mots transparents (se transforme, magie, . . .)

Matériel :

- 6 cartes illustrées : Un tailleur de pierre. Un roi. Le soleil. Un nuage. Le vent. Un rocher.
- Photocopies du texte de l'histoire

Organisation de la classe ;

Les élèves :

- en grand groupe (toute la classe) pour les deux premières phases
- en groupes de 2 ou 3 pour l'activité de lecture et dessin.

Activités pré-communicatives	<ul style="list-style-type: none"> ● L'instituteur montre les cartes illustrées et fait répéter les 6 mots. ● Au tableau faire le dessin d'un homme très musclé. Expliquer l'expression : « il est fort ». Dessiner des hommes maigres et faibles autour de l'homme musclé. Expliquer l'expression : « il est <u>le plus</u> fort ». ● Avec les élèves, rechercher du vocabulaire sur ce qu'ils aimeraient être. Ex : un chanteur/une chanteuse, un acteur/une actrice. <p>Utiliser l'imagination des élèves : un oiseau, un arbre, le ciel, la mer, . . . Noter les mots au tableau. Les enfants font des phrases qui commencent par « je voudrais être . . . »</p>
Activités communicatives	<p>Raconter l'histoire</p> <ul style="list-style-type: none"> ● Pour faciliter la compréhension globale, utiliser les cartes illustrées, mimer, insister sur les expressions connues des élèves. ● Il est possible de demander aux élèves de « raconter » l'histoire avec le professeur: A chaque mot et expression connus des élèves, laisser la phrase en suspens et montrer le dessin correspondant. Les enfants disent le mot ou l'expression à la place du professeur.

Activités post-communicatives	<ul style="list-style-type: none"> ● Montrer les cartes illustrées et demander « qu'est-ce que c'est? » ● Distribuer le texte de l'histoire. Demander aux élèves de souligner les mots des cartes illustrées et de faire les dessins des 6 « personnages » dans les cases correctes. ● Pendant que le professeur raconte l'histoire, les élèves la miment avec les cartes illustrées.
Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Les élèves comprennent le sens global de l'histoire. ● Les élèves connaissent les 6 mots de vocabulaire. ● Les élèves peuvent recycler la phrase « je voudrais être . . . » avec d'autres mots. ● Les élèves peuvent recycler la phrase « il est le plus . . . » avec d'autres adjectifs.
Contrôle des connaissances	<ul style="list-style-type: none"> ● Les enfants peuvent-ils se montrer les dessins, se poser la question « <i>Qu'est-ce que c'est?</i> » et y répondre? ● Quand l'enseignant/e pose la question: « <i>Qu'est-ce que tu voudrais être?</i>» les enfants peuvent-ils recycler la phrase « <i>je voudrais être ...</i> » en choisissant un mot? ● Les enfants peuvent-ils trouver une morale à cette histoire?

LE TAILLEUR DE PIERRE

Le tailleur de pierre travaille très dur. Il a chaud. Il est fatigué. Il n'est pas content.
Il voit le roi passer. Le tailleur de pierre regarde le roi.

Il pense : « Ah! Le roi! Il est fort. Il est le plus fort. Ah! Je voudrais être le roi! »
Et alors là, comme par magie, le tailleur de pierre se transforme en roi!

Il dit : « Super! Je suis le roi. Je suis fort, c'est moi le plus fort. »

Il est content. Mais il a chaud, très chaud, trop chaud. Il regarde le soleil.
Le roi pense : « Ah! Le soleil! Il est fort, il est le plus fort. Ah! Je voudrais être le soleil! »

Et alors là, comme par magie, le roi se transforme en soleil.
Il dit : « Super! Je suis le soleil. Je suis fort. C'est moi le plus fort. »

Il est content. Mais un nuage arrive et le cache. Le soleil n'est pas content.
Il pense : « Ah! Le nuage! Il est fort, il est le plus fort. Ah! Je voudrais être le nuage! »

Et alors là, comme par magie, le soleil se transforme en nuage.
Il dit « Super. Je suis le nuage. Je suis fort, c'est moi le plus fort. »

Il est content. Mais le vent se lève et pousse le nuage. Le nuage n'est pas content.
Il pense : « Ah! Le vent! Il est fort, il est le plus fort. Ah! Je voudrais être le vent! »

Et alors là, comme par magie, le nuage se transforme en vent.
Il dit : « Super. Je suis le vent. Je suis fort. C'est moi le plus fort. »

Il est content. Il souffle. Il souffle. Mais il arrive sur un rocher. Le rocher ne bouge pas. Le vent n'est pas content.
Il pense : « Ah! Le rocher! Il est fort, il est le plus fort. Ah! Je voudrais être le rocher! »

Et alors là, comme par magie, le vent se transforme en rocher.
Il dit « super. Je suis le rocher. Je suis fort, c'est moi le plus fort. »

1. Le tailleur de
pierre

4. Le nuage

2. Le roi

5. Le vent

3. Le soleil

6. Le rocher

Le tailleur de
pierre

T.S.V.P.

Il est content. Mais un tailleur de pierre arrive. Il commence à travailler avec son pic. Il casse le rocher. Le rocher n'est pas content.

Il pense : « Ah! Le tailleur de pierre! Il est fort, il est le plus fort. Ah! Je voudrais être le tailleur de pierre! »

Et alors là, comme par magie, le rocher se transforme en tailleur de pierre.

Mais maintenant, le tailleur de pierre, il est toujours content!

Strand: Compétence de communication

Strand unit: Compréhension orale

Thème: Localisation des objets

Résultat de l'apprentissage: Que les enfants sachent donner et suivre des instructions comprenant les prépositions; dans, derrière et devant.

Acquis linguistique/langage à recycler: Les couleurs, les affaires d'école

Vocabulaire: devant, derrière, dans, un vélo, la banque, le ciel, le ballon, jouent, mets/mettez, dessine/dessinez, où est . . . ?

Vocabulaire du professeur: Qu'est-ce qu'il y a dans le dessin? Qu'est-ce qu'on voit dans le dessin?

Matériel :

Pour chaque élève : une photocopie sur laquelle en haut, il y a un dessin comprenant une route, une banque et un parking. Une photocopie du méli-mélo de mots sans les solutions.

Pour l'enseignant/e: les indications à lire aux élèves.

Les élèves: Chaque élève aura une photocopie. Des crayons de couleur seront mis à la disposition du groupe. Si possible, mettez en place un rétro-projecteur et des acétates avec des dessins.

Activités pré-communicatives

- Réviser les couleurs: Vert, rouge, bleu, orange, jaune, blanc, noir.
- Présenter les termes : devant, derrière, il fait du vent, le ciel, un vélo
- Utiliser les différents endroits de la classe pour travailler les questions suivantes:

Où est le sac?

Il est derrière la chaise.

Où est la pomme?

Dans le sac.

Où est la chaise?

Devant le sac. etc.

Qu'est-ce qu'il y a dans le sac?

La pomme

Qu'est-ce qu'il y a derrière la chaise?

Le sac

Qu'est-ce qu'il y a devant le sac?

La chaise.

La pomme est de quelle couleur?

Voilà le ciel, il est de quelle couleur?

Montrez-moi quelque chose de vert/orange, etc.

Il convient de commencer par poser les questions aux élèves tous ensemble ou en groupes avant de les poser aux élèves un par un.

Activités communicatives	<p>Le professeur distribue les photocopies. (voir page suivante)</p> <ul style="list-style-type: none"> ● Les élèves parlent des détails sur l'image. L'enseignant/e demande: « Qu'est-ce qu'il y a dans le dessin?/Qu'est-ce qu'on voit dans le dessin? » ● Le professeur explique qu'il/elle va donner des consignes que les enfants devront suivre en dessinant les détails aux bons endroits. ● Les enfants écoutent le professeur qui donne la première indication. (voir la grille page suivante) ● Le professeur donne chaque indication lentement, en donnant le temps aux élèves d'insérer les détails en les dessinant. ● Quand toutes les directions ont été données, il/elle les redonne afin que les élèves vérifient leur travail. ● Il est possible de poser des questions basées sur l'activité. Par exemple: « Où est maman? Qu'est-ce que Marc fait? Le vélo de maman est de quelle couleur? »
Activités post-communicatives	<ul style="list-style-type: none"> ● Réviser les couleurs ● Réviser les prépositions par des exercices et en pratiquant des phrases pour consolider le sens. ● Relire les indications en montrant aux élèves la localisation des objets/personnages sur le tableau ou au rétro-projecteur ● Demander aux élèves si les indications étaient comprises et d'identifier les difficultés, s'il y en a eu. ● Retrouver les mots dans le méli-mélo de mots sur la feuille. (voir page suivante)
Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Les enfants comprennent les termes derrière, devant et dans. Ils sont aussi capables de répondre aux questions dans lesquelles on trouve ces termes. ● Les enfants sont capables de placer des objets correctement en suivant des instructions.
Contrôle des connaissances	<p>Par exemple,</p> <ul style="list-style-type: none"> ● Les enfants ont-ils placé les objets/personnages aux bons endroits dans le dessin? ● Les enfants sont-ils capables de placer/trouver des objets dans la classe en suivant des instructions?

Les indications

Ici, dans le dessin il y a—

Une rue

Une banque

Un parc

1. Dans la rue il y a un camion jaune.
2. Il y a un taxi rouge derrière le camion.
3. Maman est devant la banque.
4. Elle a un vélo vert.
5. Marc et Laura jouent avec un ballon rouge.
6. Le ciel est orange.
7. Il fait du vent.

La maison

méli-mélo de mots

	<i>Solution</i>		<i>Solution</i>
(la) enefêtr	la fenêtre	(le) otit	le toit
(le) drajin	le jardin	(l') brare	l'arbre
(la) topre	la porte	(le) thac	le chat
(la) ulfer	la fleur	(le) liec	le ciel
(l') seuoia	l'oiseau	(la) turveoi	la voiture

Strand: Compétence de communication
Strand unit: Compréhension et production orales

Thème: Les jour de la semaine

Résultat de l'apprentissage: Que les enfants connaissent les jours de la semaine et puissent parler des activités de ces jours.

Acquis linguistique/Langage à recycler:

Vocabulaire: les jours de la semaine; des questions « Où vas-tu? », « Qu'est-ce que tu vas faire? »; le vocabulaire de la classe par exemple: La gymnastique, la musique, dessin, etc. On fait de la gymnastique le jeudi. On apprend la musique mercredi. Je vais faire des courses/aller à la pêche/ jouer au football/nager/écouter des disques.

Vocabulaire pour l'enseignant/e : Quel jour est-ce qu'on fait de la gymnastique/on va à la piscine/on apprend la musique/on apprend le français?

Aujourd'hui on est lundi, on était quel jour hier? Demain, on sera . . .? Est-ce qu'on était lundi hier? On sera dimanche demain? On est quel jour aujourd'hui? etc. L'enseignant/e peut utiliser le passé et le future proche pour poser des questions, cependant, on ne demandera pas aux enfants d'en faire de même.

Matériel: des dessins des activités faites pendant la semaine; les jours de la semaine sur un tableau.

<p>Activités pré-communicatives</p>	<ul style="list-style-type: none"> ● Présenter les jours de la semaine. ● Regarder et décrire les dessins. ● Répéter le nom des jours de la semaine et les phrases des activités plusieurs fois avant de les faire dire aux élèves. ● Regarder les jours de la semaine en français, en anglais et en gaélique, tout mélangé. Demander aux élèves de les arranger d'abord selon les langues, et ensuite par ordre chronologique. Les élèves devraient deviner les jours en regardant les jours en anglais et gaélique. Relier les jours et les dessins des activités des élèves pendant la semaine. ● L'enseignant/e montre les dessins du doigt et pose des questions. <ul style="list-style-type: none"> « <i>Quel jour est-ce qu'on apprend le français?</i> » « <i>On est jeudi. Qu'est-ce qu'on fait aujourd'hui?</i> » « <i>Aujourd'hui on est vendredi. Hier on était . . .?</i> » « <i>Aujourd'hui on est dimanche. Demain on sera . . . ?</i> » <p>Commencer par poser des questions à toute la classe, puis aux groupes et enfin aux élèves un par un. L'enseignant/e accroche le nom des 7 jours de la semaine sur le tableau. Il/elle en retire un et demande aux élèves « Il manque quel jour ? »</p>
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<p>Activités communicatives</p>	<p><u>Jeu</u></p> <ul style="list-style-type: none"> ● L'enseignant/e donne des cartes à sept élèves. Sur chaque carte est écrit le nom d'un des jours de la semaine. Les élèves doivent se demander les noms sur les cartes pour ensuite les ranger dans l'ordre chronologique. ● L'enseignant/e fait écouter la chanson sur la cassette. Il/elle demande de bien écouter et d'essayer de reconnaître autant de mots que possible. Selon le niveau des élèves, la liste des mots pourrait déjà être sur le tableau. Il est rassurant pour les élèves de découvrir qu'ils sont capables de comprendre des mots et des phrases dès la première écoute de la chanson. <p style="text-align: center;">Aujourd'hui</p> <p style="text-align: center;"><i>Aujourd'hui c'est lundi.</i> <i>Qu'est-ce que tu vas faire?</i> <i>Je vais aller à la pêche, à la rivière.</i> <i>Aujourd'hui c'est mardi.</i> <i>Qu'est-ce que tu vas faire ?</i> <i>Je vais jouer au football avec mon frère.</i> <i>Aujourd'hui c'est mercredi.</i> <i>Où vas-tu Christine ?</i> <i>Je vais nager avec Anne dans la piscine.</i> <i>Aujourd'hui c'est jeudi.</i> <i>Où vas-tu Monique?</i> <i>Je vais faire du shopping au Prisunic.</i> <i>Aujourd'hui c'est vendredi.</i> <i>Où vas-tu Léon?</i> <i>Je vais écouter des disques, à la maison.</i> <i>Aujourd'hui c'est lundi. Qu'est-ce que tu vas faire?</i></p> <p style="text-align: right;">Auteur inconnu</p>
<p>Activités post-communicatives</p>	<ul style="list-style-type: none"> ● Réviser les jours de la semaine. ● Aborder les difficultés qui ont pu se présenter. ● Traiter les erreurs notées pendant la leçon par des exercices et de la pratique. Réfléchir à la nécessité d'inclure du matériel similaire lors de la phase pré-communicative d'une future leçon.

Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Que les enfants puissent dire: les jours de la semaine. <i>Quel jour on est ?</i> <i>Quel jour était hier ?</i> <i>Quel jour sera demain ?</i> ● Que les enfants puissent poser ces questions et y répondre <i>Où vas-tu ?</i> <i>Qu'est-ce que tu vas faire?</i> <i>Je vais nager, jouer au football, faire du shopping . . .</i>
Contrôle des connaissances	<ul style="list-style-type: none"> ● Les enfants peuvent-ils chanter la chanson ? ● Peuvent-ils se poser des questions sur ce qu'ils font/vont faire certains jours sous forme de petits jeux de rôles ?

Simulation Globale: L'immeuble Fr22

Strand: Eveil au langage et à la culture

Strand unit: Toutes les compétences

Thème: Les présentations et les habitations

Objectifs:

- créer les personnages qui habitent dans l'immeuble
- recycler les phrases de présentation
- se familiariser avec des prénoms et des noms de famille français

Acquis linguistique:

- les pronoms personnels *il* et *elle*
- les phrases de présentation: Il/elle s'appelle . . . Il/elle a . . . ans
- mots caractérisant des personnes: un homme, une femme, des enfants, etc.
- les chiffres
- termes simples de description d'habitation

Matériel: Pour la classe et pour toute la durée de la simulation globale

- un grand cahier pour conserver les productions des élèves

Chaque élève aura en plus

- une liste de prénoms français (calendrier, par exemple)
- une liste de noms de famille français (bottin)

Les élèves:

- toute la classe pour la phase pré-communicative et la phase post-communicative
- en groupes de deux ou trois pour la phase communicative

Activités pré-communicatives	<ul style="list-style-type: none">● Dessiner le plan d'un immeuble.● Choisir le nombre d'appartements et le nombre de pièces pour chaque appartement (C'est un studio, c'est un deux-pièces, etc.)● Déterminer le nombre d'habitants de chaque appartement.
Activités communicatives	<ul style="list-style-type: none">● Chaque groupe s'occupe d'un appartement et imagine les gens qui y habitent.<ul style="list-style-type: none">– Comment ils s'appellent?– Quel est leur âge, leur nationalité, leur situation de famille?● Présenter les familles aux autres élèves.

Activités post-communicatives	<ul style="list-style-type: none"> ● Coller le plan de l'immeuble dans le grand cahier. ● Noter le nom des habitants dans chaque appartement
Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Les enfants connaissent les phrases de base pour présenter un personnage (il/elle s'appelle . . . , il/elle habite dans un studio/deux-pièces, etc.)
Contrôle des connaissances	<ul style="list-style-type: none"> ● Les élèves peuvent-ils recycler les phrases pour parler d'autres personnes : un membre de leur famille ou de leur classe, par exemple?

Quelques suggestions pour continuer la simulation globale:

- Créer les cartes d'identités des habitants de l'immeuble.
- Travailler sur leur famille: « Elle a une sœur, deux frères et cinq cousins, » « Il a trois enfants et sept petits enfants » etc.
- Choisir la ville et le quartier de l'immeuble. Y a-t-il des magasins, des maisons, d'autres immeubles dans la rue?
- Y a-t-il des animaux dans l'immeuble?
- Chercher dans des magazines des photos des habitants de l'immeuble, pour travailler sur les descriptions: « Il est grand et brun et il a les yeux verts » « Elle est petite, elle a les cheveux gris, courts et frisés. »
- Décrire les appartements: le style, les pièces, les meubles . . .
- Déterminer les professions des adultes de l'immeuble.
- Travailler sur les emplois du temps: A quelles heures se lèvent-ils, vont-ils au travail/à l'école, prennent-ils leurs repas ...?

Cette liste d'idées n'est pas exhaustive. Il convient de créer tout l'univers de l'immeuble à partir des idées et de l'imagination des enfants, sans oublier, dans la mesure du possible l'apport de documents authentiques (calendrier, publicités, brochures, magazines, photos, etc.)

L'Europe

Lien avec le programme scolaire: La géographie

Acquis linguistique:

- Les articles *le, la* et *les*
- Les prépositions *du, de la* et *des*

Connaissance générale:

- Les pays d'Europe

Matériel nécessaire :

- Une carte d'Europe à montrer aux élèves
- Les cartes
- Une photocopie de la carte sans nom pour chaque élève

<p>Activités pré-communicatives</p>	<ul style="list-style-type: none"> ● Montrer une carte d'Europe et faire répéter les noms des pays en français aux élèves: <i>L'Allemagne/ L'Autriche/ La Belgique/ Le Danemark/ L'Espagne/ La Finlande/ la France/La Grèce /L'Irlande/ L'Italie/ Le Luxembourg/ Les Pays-Bas/Le Portugal/Le Royaume-Uni/ La Suède</i> ● Répétez le nom des pays et demandez aux élèves de repérer si ces noms sont au masculin ou au féminin. ● Montrer les les pays mais cette fois-ci en disant le nom de la capitale de chaque pays. <i>Berlin/Vienne/Bruxelles/Copenhague/Madrid/Helsinki/Paris/Athènes/Dublin/Rome/Luxembourg/Amsterdam/ Lisbonne/Londres/Stockholm.</i> ● Pour chaque capitale, faites une phrase du type: « <i>Berlin est la capitale de l'Allemagne.</i> » ● Notez au tableau les prépositions de <i>l', du et de la.</i>
<p>Activités communicatives</p>	<p>Un jeu de cartes</p> <ul style="list-style-type: none"> ● Préparer le jeu avant la classe. (Il est aussi possible de préparer le jeu avec les élèves pendant la classe.) ● Photocopiez les cartes et collez-les sur du carton de deux couleurs différentes: une couleur pour les pays et une couleur pour les capitales. Coupez les cartes. Préparez un jeu de cartes par groupe de 5 ou 6 élèves. <p>Le jeu</p> <ul style="list-style-type: none"> ● Organisez la classe en groupes de 5 ou 6 enfants et distribuez un jeu de cartes à chaque groupe. Les joueurs retournent, étalent et mélangent les cartes.

Activités communicatives <i>—suite</i>	<ul style="list-style-type: none"> ● A tour de rôle, les joueurs retournent deux cartes (une de chaque couleur). ● Quand un joueur retourne la carte d'un pays et celle de sa capitale, par exemple La Finlande et Helsinki, il doit dire la phrase: « <i>Helsinki est la capitale de la Finlande</i> ». Selon le niveau des élèves, les prépositions peuvent être restées au tableau ou non. ● Si le joueur dit la phrase et prononce les noms correctement, il garde les cartes et rejoue. Sinon, il repose les deux cartes à l'envers et c'est au tour d'un autre joueur. Le gagnant est le joueur qui a obtenu le plus de cartes à la fin du jeu.
Activités post-communicatives	<ul style="list-style-type: none"> ● Sur une carte sans noms, les élèves écrivent le nom des pays et de leur capitale en français.
Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Les enfants connaissent le nom des pays et des capitales ● Ils prononcent ces noms correctement.. ● Les enfants connaissent les prépositions: du, de la, des et de l'
Contrôle des connaissances	<ul style="list-style-type: none"> ● Les enfants peuvent-ils montrer l'emplacement d'un des pays quand ils entendent son nom en français? ● Quand l'enseignant montre un pays sur la carte, les enfants sont-ils capables de dire son nom? ● Quand l'enseignant dit le nom d'une capitale, les enfants sont ils capables de dire c'est la capitale de l'/du/des/de la/ . . . ?

Jouer un dialogue : Un matin d'école Fr24

Strand: Travail portant sur la compétence de communication

Strand unit: Travail de compréhension et production orales, de compréhension et production écrites

Thème: Les parties du corps et la santé

Résultat de l'apprentissage:

- Apprendre à comprendre et utiliser les phrases : « J'ai mal au .../à la .../aux ... »
- Utiliser les questions et réponses relatives à la santé

Acquis linguistique/Langage à recycler: Nommer les parties du corps. Dire l'heure.

Matériel à utiliser:

- le dialogue lu par le professeur ou sur cassette
- le texte écrit du dialogue
- le texte du dialogue comprenant des fautes.

Activités pré-communicatives	<p>Réviser le nom des parties du corps :</p> <ul style="list-style-type: none"> ● Le professeur dit un mot (le ventre par exemple) les enfants montrent la partie du corps. ● Les élèves montrent une partie du corps et disent le mot/demande à un autre enfant « Qu'est-ce que c'est? » ● Le professeur mime les phrases du type: « J'ai mal à la tête » en les disant. Les enfants répètent. ● Travailler les questions/réponses : « Tu as mal où? », « J'ai mal au/à la/aux ... » ● Explication rapide des prépositions <i>au</i>, <i>à la</i> et <i>aux</i>.
Activités communicatives	<ul style="list-style-type: none"> ● Première écoute (de la cassette): Les enfants lèvent la main quand ils reconnaissent une partie du corps et répètent la phrase. ● Deuxième écoute: Le professeur et les élèves miment les actions. ● Troisième écoute: Deux groupes d'élèves se font face. Un groupe répète les phrases de l'enfant, l'autre les phrases de la mère. ● Quatrième écoute: Inverser les rôles Les élèves lisent le dialogue et travaillent la prononciation Les élèves préparent les décors et des accessoires pour jouer la scène Les enfants jouent le dialogue.
Activités post-communicatives	<ul style="list-style-type: none"> ● Distribuer les copies du texte avec les 5 fautes. Les enfants corrigent les fautes en groupes. ● Souligner toutes les expressions relatives à la santé. ● Improviser des dialogues entre un docteur et son patient en utilisant le maximum de ces phrases.

Résultat de l'apprentissage	<ul style="list-style-type: none"> ● Les enfants savent se poser des questions concernant le bien-être et la santé et y répondre. ● Les enfants connaissent les prépositions <i>au</i>, <i>à la</i> et <i>aux</i> qui suivent la phrase <i>j'ai mal</i>. . .
Contrôle des connaissances	<ul style="list-style-type: none"> ● Les enfants étaient-ils capables de mimer le dialogue lors de la deuxième écoute? ● Les enfants ont-ils compris l'utilisation des différentes prépositions? ● Les enfants sont-ils désormais capables de se poser spontanément des questions sur la santé et d'y répondre? ● Après les quatre écoutes, la prononciation des élèves étaient-elles satisfaisante? Une autre écoute aurait-elle été bénéfique?

Le texte avec les 5 fautes

Hugo, Morgane, Nizar, Florent et leur mère.

Dans la chambre de Hugo. Hugo est au lit.

Maman : Lève-toi, Hugo.

Hugo : Je me sens mal.

Maman : Tu as mal où ?

Hugo : Euh. . . J'ai mal au bentre.

Maman : J'appelle le docteur.

Hugo : Le docteur ? . . .euh. . . Non, non, ça va mieux.

Il se lève.

[La faute est **bentre** (à la place de **ventre**)]

Dans la chambre de Morgane. Morgane est au lit.

Maman : Il est sept ans et demie.

Morgane : Je ne me sens pas bien.

Maman : Tu as mal où ?

Morgane : J'ai mal à la tête.

Maman : J'appelle le docteur.

Morgane : Le docteur ? . . .euh. . . Non, non, ça va aller.

Elle se lève.

[La faute est **ans** (à la place de **heures**)]

Dans la chambre de Nizar. Nizar est au lit.

Maman : Lève-toi, Nizar. Il est l'heure.

Nizar : Je me sens mal.

Maman : Tu as mal qui ?

Nizar : J'ai mal aux oreilles.

Maman : J'appelle le docteur.

Nizar : Le docteur ? euh. . . Je crois que ça va mieux.

Il se lève.

[La faute est **qui** (à la place de **où**)]

Dans la chambre de Florient. Florient est au lit.

Maman : Florient, lève-toi. Il est huit heures moins le quart.

Florient : Je suis patate.

Maman : Tu as mal où ?

Florient : J'ai mal à la dos et aux jambes.

Maman : J'appelle le docteur.

Florient : Le docteur ? . . .euh. . . non, non, ça va.

Il se lève.

[Les deux fautes sont **patate** (à la place de **malade**) est **à la** (à la place de **au**)]

Hugo, Morgane, Nizar et Florient se retrouvent devant l'école.

Nizar : Salut.

Florient et Morgane : Bonjour

Hugo : Bonne chance pour l'évaluation !

Fin

J'ai soif, j'ai faim, j'ai chaud, etc. Fr25

Le vocabulaire

J'ai soif	J'ai faim	Je voudrais
Un jus d'orange		De la soupe
Un café		Du poulet
Un vin blanc		Des bonbons
Un vin rouge		Du poisson
Une bière		Du fromage

Autre vocabulaire: des fruits, une pomme, une poire, des raisins
des boissons, du thé, de l'eau, du coca
J'ai chaud/froid/mal au ventre/mal à la tête

Questions: Qu'est-ce que tu as?
Est-ce que tu as faim/soif?
Qu'est-ce que tu voudrais?
Tu voudrais un café/un jus d'orange/de l'eau?
Qui a ...?

Matériel :

- Cartes illustrées avec le vocabulaire des boissons, des fruits et des aliments, et une carte avec le visage d'une personne affamée, et une autre avec le visage d'une personne assoiffée. Ces cartes permettent de communiquer le sens des mots et des expressions de la chanson sans avoir à passer par la langue maternelle.

Activité pré-communicative

- L'enseignant/e montre les cartes illustrées une par une aux élèves en disant trois fois le mot ou la phrase. Les élèves regardent la carte et répètent le mot ou la phrase.
- L'enseignant/e montre chaque carte et demande, « Est-ce que c'est une pomme? »
- Les élèves répondent, « Oui » ou « non ».
- Maintenant les élèves ont entendu les mots plusieurs fois.
- Ensuite on peut montrer les cartes aux élèves en demandant, « Qu'est-ce que c'est? » « C'est un jus d'orange/un café etc. »
- Un élève peut montrer les cartes en posant les questions à la classe ou à un autre élève.
- L'enseignant/e met toutes les cartes sur le tableau. Il ou elle en enlève une et demande aux enfants de nommer la carte qui manque.
- Autres questions: « Qui a faim/chaud/soif/des bonbons? »

Activité de communication

- L'enseignant/e demande aux élèves de travailler en groupes. Les élèves se posent des questions et y répondent:
« Qu'est-ce que c'est? » « C'est . . . »
« Qu'est-ce que tu as? » « J'ai faim » « J'ai soif » etc.
« Qui a un jus d'orange/de l'eau? » etc.

- Selon le niveau des enfants un petit jeu de rôle peut être créé.

A: *Bonjour, monsieur. Vous désirez?*

B: *Bonjour Je voudrais de la soupe, s'il vous plaît.*

A: *Et avec ça?*

B: *Du fromage et c'est tout.*

A: *Merci, madame.*

- Les élèves pourraient aussi créer des dialogues eux-mêmes. La chanson pourrait déboucher sur une activité de jeu de rôle, aller au magasin, par exemple, ou au restaurant en utilisant l'expression: « Je voudrais » Elle permet aussi d'introduire le vocabulaire de la faim et de la soif.

Moi j'ai soif

Moi, j'ai soif, je voudrais un jus d'orange.

Moi, j'ai soif, je voudrais un café.

Moi, j'ai soif, je voudrais un jus d'orange.

Moi, j'ai soif, je voudrais un café.

Tu veux du vin blanc? Non!

Tu veux du vin rouge? Non!

Ou tu veux une bière? Non, oh, non!

Moi, j'ai soif, je voudrais un jus d'orange.

Moi, j'ai soif, je voudrais un café.

Moi, j'ai faim, je voudrais de la soupe.

Moi, j'ai faim, je voudrais du poulet.

Moi, j'ai faim, je voudrais de la soupe.

Moi, j'ai faim, je voudrais du poulet.

Tu veux des bonbons? Non!

Tu veux du poisson? Non!

Tu veux du fromage? Non, non, non!

Moi, j'ai faim, je voudrais de la soupe.

Moi, j'ai faim, je voudrais du poulet.

Auteur inconnu

Compétence post-communicative

- Réviser le vocabulaire. L'enseignant/e montre les cartes. Les élèves donnent le mot ou la phrase.
- Corriger des erreurs. Au cas où l'enseignant/e aurait noté des erreurs de grammaire ou de prononciation pendant la leçon elle pourrait attirer l'attention des élèves sur ces erreurs à ce moment là.
- Discuter avec les élèves.
- Est-ce qu'ils avaient le vocabulaire nécessaire pour communiquer?
- Est-ce qu'ils aiment la chanson?

Quelques idées pour travailler la compréhension écrite (reading) avec des albums (children's picture books) Fr26

- Préparer des cartes illustrées et d'autres cartes avec les mots écrits correspondants.
 - Montrer les illustrations sans les mots et faire répéter les mots.
 - Distribuer au hasard les cartes avec les mots écrits. Dire un mot, les élèves montrent la carte/mot quand ils reconnaissent la forme écrite.
 - Montrer une carte illustrée et dire le mot. Le premier qui retrouve le mot dans l'album marque un point. Continuer avec plusieurs mots. Compter les points.
- En lisant dans l'album, trouver:
 - le plus grand nombre de mots contenant deux "e", deux "t", ...
 - le plus grand nombre de mots commençant par "a"
 - le(s) mot(s) le(s) plus long(s) ou le(s) plus court(s)
 - un mot clé écrit plusieurs fois dans l'album
 - compter les articles définis masculin "le"
 - la phrase la plus courte (ou la plus longue) de l'album, s'entraîner à la lire correctement.
 - les mots transparents (par exemple: directeur, cirque, tomate, clown, danse, . . .)
- Les enfants ont sous les yeux un extrait de l'histoire photocopie. Le professeur lit le texte, les élèves soulignent les lettres qui sont écrites mais qu'on ne prononce pas.(le "h", le "s" du pluriel, . . .). C'est ensuite à leur tour de lire l'extrait.
- Ecrire les mots clé et faire des dessins de ce qu'ils représentent. Les élèves relient les mots aux dessins.
- Distribuer une liste des mots ou des expressions importants de l'histoire. Le professeur lit l'album. Quand il lit un des mots ou expressions de la liste, il le/la répète. Les enfants le/la retrouve dans leur liste et le/la souligne. Quand toute l'histoire a été lue, les enfants lient les mots ou expressions de la liste.
- Le professeur lit une phrase de six ou sept mots de l'histoire et l'écrit au tableau. Chaque enfant lit un mot de la phrase à tour de rôle et dans l'ordre. Les enfants commencent lentement et continuent de plus en plus vite. Refaire l'activité avec plusieurs phrases de l'album.

- Diviser les élèves en deux équipes qui se mettent en files indiennes devant le tableau. Placer l'album au tableau. Un des joueurs cherche un mot (ou une phrase) dans l'album. Le premier joueur de son équipe lit le mot ou la phrase. S'il l'a lu(e) correctement, l'équipe marque un point. C'est ensuite au tour d'un joueur de l'autre équipe de venir choisir un mot ou une phrase. Après 10 minutes de jeu, compter les points.
- Distribuer des photocopies d'un extrait de l'album avec des mots manquants. Distribuer des petits papiers avec ces mots écrits dessus. Les enfants collent les mots au bon endroit. Selon le niveau de langue des élèves et le temps passé à lire l'album auparavant, laisser les enfants regarder l'album pendant l'activité ou non.
- Préparer une grille avec des mots de l'album cachés horizontalement et verticalement. Selon le niveau des élèves, donner la liste des mots ou non.
- Ecrire quelques phrases de l'album sur des bandes de papier. Découper chaque bande en plusieurs parties. Les élèves reconstituent les phrases puis les lisent à haute voix.
 - Préparer quelques phrases qui résument l'histoire sur des bandes de papiers.
 - Distribuer des photocopies de ces phrases. Les élèves les remettent dans l'ordre de l'histoire.
 - Placer les phrases par terre. Les enfants doivent se déplacer dans la classe en marchant sur les bandes dans l'ordre de l'histoire.
- Accrocher les phrases sur les murs de la classe. Pour six phrases, distribuer des petits papiers avec des numéros de 1 à 6. Les élèves circulent dans la classe, lisent les phrases et se place devant la phrase qui correspond à son numéro : les numéros 1 se place devant la première phrase, numéro 2 devant la deuxième, etc. Un enfant de chaque groupe lit la phrase. Les phrases de l'histoire sont-elles lues dans l'ordre ?
- Préparer des phrases extraites de l'album et écrites sans pause entre les mots. Par exemple :

« Toutlà-haut,ausommetdelamontagneilyavaitunemaisonisolée. »

Les enfants réécrivent la phrase avec les espaces entre les mots, puis vérifient dans l'album. « Tout là-haut, au sommet de la montagne, il y avait une maison isolée. »

Deutsch

Ein Gedicht: Der Schneemann D27

Strand: Kommunikative Kompetenz

Strand unit: Lesen/Schreiben

Thema: Winter — der Schneemann

Wortschatz: die Kugel(n), rund, die Kohle(n), der Topf, die Rübe, der Wicht; fürchtet (fürchten), bleibt (bleiben), nichts mehr

Wiederholung: Vokabular der Körperteile.

Material: Gedicht Der Schneemann

Nur aus Kugeln, groß und rund,
Kohlen drin für Aug' und Mund.
Oben auf den Kopf,
kommt ein alter Topf.
Eine Rübe ins Gesicht –
fertig ist der weiße Wicht!
Nur die Sonne fürchtet er,
denn da bleibt von ihm nichts mehr.

Unterrichtsform: Unterrichtsgespräch, Einzelarbeit

Einführungsphase	<ul style="list-style-type: none"> ● Der Lehrer (L) erklärt die unbekanntenen Wörter des Gedichts mündlich (mit Hilfe von Bildern/Zeichnung an der Tafel). ● Der L liest das Gedicht mehrmals (satzweise) vor, die Schülerinnen (SCH) sprechen nach. ● Nun wird das Gedicht vorgelesen und das letzte Wort jeder Zeile ausgelassen. Das jeweils letzte Wort wird an die Tafel geschrieben (Liste). ● Der L liest vor, die SCH ergänzen am Ende jeder Zeile das fehlende Wort mit Hilfe der Liste.
Erarbeitungsphase	<ul style="list-style-type: none"> ● Jeder Schüler (SCH) bekommt eine Kopie des Gedichts, jedoch <u>ohne</u> die fehlenden Wörter am Ende. Diese Wörter sind auf dem Arbeitsblatt unterhalb des Gedichts in beliebiger Reihenfolge aufgelistet. ● Die SCH müssen die Wörter richtig einsetzen. Sie können das Gedicht illustrieren. ● Anschließend lesen die SCH das Gedicht laut vor.

Festigungs-und Transferphase	<p><i>Wie baut man einen Schneemann?</i> Die SCH erzählen in einfachen Sätzen: <i>Man muss zwei große Kugeln aus Schnee machen.</i> <i>Man braucht Kohlen für die Augen und den Mund.</i> <i>Auf den Kopf kommt ein alter Topf.</i> <i>Die Nase ist eine . . .</i></p>
Lernziele	<p>Die SCH</p> <ul style="list-style-type: none"> ● lesen und verstehen die Wörter des Gedichts ● können die richtigen Wörter am Ende jedes Satzes einfügen ● können das ganze Gedicht aufsagen.
Lernzielkontrolle	<p>Können die SCH</p> <ul style="list-style-type: none"> ● die fehlenden Wörter von der Tafel korrekt ergänzen? ● Das Gedicht laut vorlesen? ● Sind die SCH in der Lage, das Gedicht in eigenen Worten nachzuerzählen?

Lotto: Wie spät ist es? D28

Strand: Kommunikative Kompetenz
Strand unit: Fertigkeit; Hörverständnis

Thema: Uhrzeiten

Wortschatz: die Zeit, *Wie spät ist es?*, die Uhr; eins bis sechzig, nach, vor, die Minute(n), viertel, halb, Mittag, Mitternacht.

Materialien: ein Blatt (mastercopy) mit ca. 40 Uhrzeiten für den Lehrer (L), Lottokarten-eine Karte für je zwei Schülerinnen (SCH) mit 16 verschiedenen Uhrzeiten..

Unterrichtsform: Klassengespräch, Partnerarbeit

Einführungsphase	<ul style="list-style-type: none"> ● Der L hat zwei Uhren, eine Uhr mit Zifferblatt und eine Digitaluhr (kann auch an Tafel gemalt werden). ● Die Uhrzeiten werden in der Klasse wiederholt, mit Schwerpunkt auf die halbe Stunde (z.B. 2.30 Uhr—zwei Uhr dreißig oder halb drei). ● Die SCH beantworten die Frage: <i>Wie spät ist es?</i> (Lehrerdemonstration mit Uhr—zwanzig vor zwei kann auch ein Uhr vierzig sein). Der L. fordert einzelne SCH auf: <i>Stell' die Uhr auf die richtige Zeit.</i>
Erarbeitungsphase	<ul style="list-style-type: none"> ● Der L liest die Zeiten von seinem Blatt in beliebiger Reihenfolge vor, ein oder zweimal, abhängig von der Fähigkeit der SCH. ● Wie die Zeiten vom L angegeben werden, soll unterschiedlich sein, z.B. 3.40 Uhr könnte als 'drei Uhr vierzig' oder 'zwanzig vor vier' angegeben werden. ● Die SCH hören gut zu und streichen die Uhren auf ihren Lottokarten in der Reihenfolge aus, wie sie vom L angesagt werden. Das erste fertige Paar ruft dann 'Lotto' und diese beiden SCH müssen die Zeiten auf ihrer Karte vorlesen, während der L sie auf seiner 'Checkliste' sucht.
Festigungs-und Transferphase	<ul style="list-style-type: none"> ● Wer hatte Schwierigkeiten? Warum? ● Arbeitsblatt zum Schreiben (Hausaufgabe): <i>Wie spät ist es?</i>
Lernziele	<p>Die SCH</p> <ul style="list-style-type: none"> ● können auf die Frage antworten: <i>Wie spät ist es?</i> ● können die Uhrzeit nach Ansage auf einer Uhr einstellen ● verstehen die 12 Stunden und 24 Stunden Zeitangaben und können diese auf einem Arbeitsblatt (Lotto) ankreuzen.

Lernzielkontrolle

Können die SCH

- auf die Frage *Wie spät ist es?* richtig antworten?
- die angesagte Uhrzeit verstehen und richtig ankreuzen?
- das Lottospiel machen?
- haben die SCH gut zusammengearbeitet?

Der L korrigiert die Arbeitsblätter und stellt gegebenenfalls Defizite fest.

Ein Gedicht: Farben D29

Strand: Sprachsensibilisierung

Strand unit: Fertigkeiten; Schreiben, Grammatik: unbestimmte Artikel im Akkusativ

Thema: Farben / Beschreiben

Wortschatz: Farben, Nomen (die sich auf Farben reimen)

Material: Gedicht

Ich male mit Farben

Ich male mit Farben,
gelb, rot und blau,
ein Haus, einen Vogel,
einen Turm, eine Frau.
Ich male mit Stiften,
grau, grün, violett,
eine Puppe, eine Blume,
einen Wagen, ein Bett.

Unterrichtsform: Unterrichtsgespräch, Einzelarbeit

Einführungsphase

- Der Lehrer (L) liest das Gedicht vor und erklärt die unbekanntes Wörter.
- Das Gedicht wird an die Tafel geschrieben.
- Der L listet alle Farben aus dem Gedicht auf (und andere, die von den SCH genannt werden) und die Schülerinnen (SCH) suchen gemeinsam Reimwörter (Nomen mit Artikel!) dazu.

Was reimt sich auf rot?

Das Boot, das Brot, . . .

Was reimt sich auf blau?

Die Frau, die Sau, der Pfau, das Tau, . . .

Was reimt sich auf weiß?

Der Reis, das Eis, der Mais, der Kreis, . . .

<p>Erarbeitungsphase</p>	<p>Wie können wir jetzt das Gedicht ändern?</p> <p>Ich male mit Farben, _____, _____ und _____ ein/e/n_____, ein/e/n_____, eine/n_____, ein/e/n_____,.</p> <p>Ich male mit Stiften _____, _____, _____, ein/e/n _____ein/e/n_____ ein/e/n_____, ein/e/n _____.</p> <ul style="list-style-type: none"> ● Die SCH finden Farben und dazu passende (sich reimende) Nomen.
<p>Festigungs-und Transferphase</p>	<ul style="list-style-type: none"> ● Nomen im Akkusativ. Der L schreibt die Regeln an: der/ein — den/einen die/eine — die/eine das/ein — das/ein ● Die SCH machen eine Liste mit Nomen im Nominativ. Dann bilden sie einfache Sätze mit Nomen im Akkusativ: Ich male _____ Ich sehe _____ Der Mann schreibt _____ Die Frau singt _____
<p>Lernziele</p>	<p>Die SCH</p> <ul style="list-style-type: none"> ● können das Gedicht lesen und verstehen ● schreiben eine Liste von Farben und suchen Reimwörter (Nomen) dazu, z.B.: rot — das Boot, grau — die Frau, ocker — der Hocker, weiß — der Kreis, türkis — das Verlies (<i>dungeon</i>), blau — der Stau (<i>traffic jam</i>) ● schreiben ihre eigenen Gedichte mit ähnlicher Struktur ● wiederholen unbestimmte Artikel im Akkusativ.

Lernzielkontrolle

Können die SCH

- das Gedicht vorlesen?
- unterschiedliche Farben und ein passendes Nomen finden?
- eine eigene Version des Gedichtes schreiben?
- die unbestimmten Artikel vom Nominativ in den Akkusativ übertragen?

Der L korrigiert die Arbeitsblätter und stellt fest, welche bungen wiederholt werden müssen.

Personalausweis D30

Strand: Kommunikative Kompetenz

Strand unit: Fertigkeit; Schreiben

Thema: Personalausweis

Material: Fotos von allen SCH und von berühmten Leuten (aus Zeitschriften)

Unterrichtsform: Unterrichtsgespräch, Einzelarbeit

Einführungsphase	<ul style="list-style-type: none"> Der Lehrer (L) fragt die Schülerinnen (SCH), welche Informationen ihrer Meinung nach in einen ‚Personalausweis‘ gehören und sammelt die Antworten an der Tafel. Danach wird die Information sortiert: <i>Was kommt zuerst?</i> <p style="text-align: center;">PERSONAL AUSWEIS</p> <p>Name: _____ Vorname: _____ Wohnort: _____ Alter: _____ Geburtstag: _____ Familienstand: _____ Mutter: _____ Hobbys: _____ Lieblingessen: _____ Lieblingssendung/-film _____ Lieblingssänger/in: _____ u.s.w.</p>
Erarbeitungsphase	<ul style="list-style-type: none"> Jeder SCH kann drei ‚Personalausweise‘ herstellen. Mit dem eigenen Foto und dem Foto einer berühmten Person füllt jeder SCH seine Personalausweise (ordentlich!) aus. Danach kann jeder SCH zusammen mit einem Partner noch einen Personalausweis für eine ‚Fantasieperson/-kreatur‘ ausfüllen.
Festigungs-und Transferphase	<ul style="list-style-type: none"> Die SCH geben einen mündlichen Bericht über den Fantasieausweis in einfachen Sätzen, z.B.: <i>Hier ist der Ausweis von Quasimodo/Rotkäppchen/ ...</i> <i>Er/sie ist 236 Jahre alt.</i> <i>Er/sie wohnt in . . .</i> Die Personalausweise können im Klassenzimmer ausgestellt werden.

Lernziele	Die SCH <ul style="list-style-type: none">● können einen ‚Personalausweis‘ ausfüllen● Entwerfen einen Fantasieausweis.
Lernzielkontrolle	Können alle SCH <ul style="list-style-type: none">● die Personalausweise richtig ausfüllen?● ihre Fantasieausweise mündlich präsentieren?

Unsichtbares Diktat D31

Strand: Kommunikative Kompetenz
Strand Unit: (freies) Sprechen

Thema: Ostern

Wortschatz: Osterhase/Osterhäschen (*gesprochen: Häs/chen*), vorbeilaufen, schenken.

Unterrichtsform: Unterrichtsgespräch

Materialien: Gedicht, Tafel (oder OHP)
 Osterhäschen, Osterhas',
 Komm' mal her, ich sag dir was!
 Laufe nicht an mir vorbei,
 Schenk mir doch ein buntes Ei.

Einführungsphase	<ul style="list-style-type: none"> Der Lehrer (L) schreibt das Gedicht an die Tafel und liest es laut vor. Anschließend erklärt er/sie die unbekanntenen Wörter (wenn möglich in der Zielsprache).
Erarbeitungsphase	<ul style="list-style-type: none"> Der L liest das ganze Gedicht zum zweiten Mal laut vor. Beim dritten (vierten/fünften/ . . .) Mal lesen die Schülerinnen (SCH) laut mit. Der L fängt an, Wörter aus dem Gedicht wegzuwischen und dafür <u>jeweils eine Linie zu ziehen</u>. Beispiel: Osterhäschen, _____, Komm' mal her, ich _____dir was! _____nicht an mir vorbei, Schenk mir doch ein buntes ____. Der L und die SCH lesen nun diese Version des Gedichts vor Die fehlenden Wörter werden aus dem Gedächtnis beim Vorlesen eingesetzt. Danach werden wieder 3-4 Wörter weggewischt: _____, _____, _____ mal her, ich _____dir was! _____nicht an _____ vorbei, Schenk mir doch ein _____ _____. <p>Die geschieht solange, bis zum Schluss <u>nur noch Linien</u> an der Tafel sind. Nun lesen die SCH das „unsichtbare Diktat“ vor.</p>

Festigungs-und Transferphase	<ul style="list-style-type: none"> ● Das unsichtbare Diktat kann mit allen kurzen Gedichten gemacht werden. <p>Weitere Beispiele: Seht her Kinder, was ist denn das? Was liegt denn dort im grünen Gras? Ein Körbchen voll mit bunten Eiern — Wie schön! Jetzt woll'n wir Ostern feiern!</p> <p style="text-align: center;">Die Ameisen</p> <p>In Hamburg lebten zwei Ameisen, die wollten nach Australien reisen. In Altona*, auf der Chaussee, da taten ihnen die Beine weh und da verzichteten sie weise auf den letzten Teil der Reise.“</p> <p style="text-align: center;"><i>*Stadtteil von Hamburg (Joachim Ringelnatz)</i></p>
Lernziele	Die SCH <ul style="list-style-type: none"> ● lesen den Text mit Hilfe des L laut und deutlich vor (Phonetik) ● können den Text frei sprechen ● lernen ein Gedicht auswendig.
Lernzielkontrolle	Können die SCH <ul style="list-style-type: none"> ● das Gedicht laut von der Tafel vorlesen? ● am Ende der Stunde das Gedicht auswendig aufsagen?

Bundesliga Fußball D32

Strand: Kommunikative Kompetenz und *Cultural awareness*

Strand unit: Lesen

Thema: Hobbies und Freizeit

Unterrichtsziel: Die Schülerinnen (SCH) sollen in Partnerarbeit relevante Informationen aus den Bundesligatabellen austauschen und ergänzen. Die Einheit dient außerdem der Wiederholung der Himmelsrichtungen: Norden, Osten, Süden, Westen, der Wochentage und Uhrzeiten

Materialien: Bundesliga Ergebnisse aus dem Internet¹¹. Der Lehrer (L) wählt die Fußballvereine aus (18 Teams sind ideal). Eine Landkarte von Deutschland. *Flashcards* mit den Namen der Teams, den Wochentagen und den Uhrzeiten, z.B. 16.30 Uhr, 20.15 Uhr. Vorbereitete Kärtchen mit Zahlen (für die Ziehung der Mannschaften). Zwei Arbeitsblätter für die Partnerarbeit (siehe *section 6*).

Unterrichtsform: Gruppenarbeit (1. Phase), Partnerarbeit (2. Phase)

Einführungsphase	<ul style="list-style-type: none"> ● Der Lehrer wiederholt die Wochentage und erklärt die Uhrzeiten (24 Stunden). ● Die <i>Flashcards</i> mit den Namen der Fußballvereine werden verteilt. ● Die Teams, von denen die SCH die meisten wahrscheinlich kennen, werden vom L vorgelesen/vorge stellt. Nun werden die Orte auf der Landkarte gesucht, aus denen die Vereine stammen und auf der Landkartemarkiert. ● Der L. fragt, wo die Teams spielen: <i>Wo spielt/Woher kommt Borussia Dortmund?</i> Borussia Dortmund spielt in/ kommt aus . . . <i>Wo ist</i> _____? _____ ist da/dort/im Norden/Süden . . . <i>Aus welcher Stadt kommt Schalke 04?</i> Schalke 04 kommt aus _____
Erarbeitungsphase	<ul style="list-style-type: none"> ● Die Vereine werden Zahlen zugeordnet. ● Der L lässt jeweils einen Verein (nummerierte Kärtchen) ziehen. ● Zwei SCH wählen jeweils eine Zahl für jedes Spiel (wie bei richtigen Spielen). ● Ein SCH zieht eine Karte mit einem Tag. ● Ein SCH zieht eine Karte mit einer Uhr-Zeit für das Spiel.

¹¹ <http://www.welt.de/sport/fussball/tabelle1.htm>

Erarbeitungsphase	<p>Beispiel: SCH A zieht eine Zahl. <i>„Mannschaft eins spielt gegen . . .“</i> SCH B zieht eine andere Zahl. <i>„. . .Mannschaft vier.“</i> SCH C zieht einen Wochentag. <i>„Das Spiel findet Freitag statt.“</i> SCH D zieht eine Uhrzeit. <i>„Das Spiel findet um 19.30 statt.“</i></p> <ul style="list-style-type: none"> ● Nun ziehen vier andere SCH die nächsten Karten. Alle Spielkombinationen werden an die Tafel geschrieben. Der L. fragt z.B.: <i>Welche Mannschaft ist Mannschaft eins?</i> <i>Wer hat die Mannschaft drei?</i> <i>Wie heißt die Mannschaft drei?</i> ● Die SCH mit den entsprechenden Karten rufen den Namen des Teams in die Klasse. ● Alle Teams werden an die Tafel geschrieben und die SCH lesen die Mannschaftskombination, Spielorte und Spielzeiten laut vor.
Festigungs-und Transferphase	<p>Partnerarbeit</p> <ul style="list-style-type: none"> ● Jeder SCH bekommt ein Blatt mit Informationen, die der Partner nicht hat (information gap activity). ● Die SCH fragen sich gegenseitig nach der Information, die auf ihrem Arbeitsblatt fehlt, z.B.: <i>Wo spielt Werder Bremen?</i> <i>Wann spielt Borussia Dortmund?</i> <i>Um wieviel Uhr spielt—— gegen ——?</i>
Lernziele	<p>Die SCH sollen</p> <ul style="list-style-type: none"> ● wissen, welche Teams in der Bundesliga spielen und wie die Namen der Vereine ausgesprochen werden ● fragen stellen können nach dem Spielort und der Spielzeit ● die fehlende Information auf den Arbeitsblättern erfragen und ergänzen können.

Ein Dominospiel D33

Strand: Kommunikative Kompetenz

Strand unit: Fertigkeit, Lesen

Thema : Fragen und Antworten. Ein Dominospiel

Unterrichtsverlauf:

Einführungsphase	<ul style="list-style-type: none">● Mündliche Wiederholung von bereits gelernten Fragen und Antworten, z.B: <i>Wie heißt du?</i> <i>Wo wohnst du?</i> <i>Wie alt bist du?</i> <i>Wie geht's?</i> <i>Wie heißt dein Freund/deine Freundin?</i> <i>Wie alt ist er/sie?</i> <i>Wo wohnt er/sie?</i> <i>Hast du ein Haustier?</i> <i>Wie ist das Wetter?</i>● Die Fragen werden an die Tafel geschrieben und von den SCH vorgelesen. Die Schülerinnen (SCH) beantworten die Fragen, der Lehrer (L) schreibt die Antworten an die Tafel.● Die Fragen und Antworten werden noch einmal laut vorgelesen.● Diskurs Phonetik: Der L. erklärt/demonstriert, wie man "w" und scharfes "s" auf Deutsch ausspricht und übt diese kurz mit geeigneten Beispielen zum Nachsprechen.
Erarbeitungsphase	<ul style="list-style-type: none">● Jeweils ein Paar bekommt ein Dominospiel (10 Dominos) und muss es auf seinem Tisch in die richtige Reihenfolge legen (<i>mixed-up sentences</i>). Die erste Dominokarte wird mit "Anfang" markiert.
Festigungs-und Transferphase	<ul style="list-style-type: none">● Wer hatte Schwierigkeiten? Warum?● Welches Paar kann den ganzen Dialog richtig vorlesen?● Arbeitszettel mit ähnlichen/anderen Fragen und Antworten zum Zusammenlegen nach dem Dominoprinzip.

Lernziele	Die SCH <ul style="list-style-type: none"> • können ausgewählte Fragen und Antworten lesen und verstehen • können Fragen und geeignete Antworten zusammenstellen.
Lernzielkontrolle	<ul style="list-style-type: none"> • Der L stellt fest, ob alle SCH den Dialog richtig von der Tafel lesen können. • Er/sie geht während der Erarbeitungs- und Transferphase herum und überprüft, ob die SCH den Dialog richtig zusammengesetzt haben.

Wie heißt du?	F
---------------	---

A Ich heiße Maria.	Wo wohnst du?	F
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A Ich wohne in Irland.	Wie alt bist du?	F
---------------------------	------------------	---

A Ich bin elf.	Wie geht's?	F
-------------------	-------------	---

A Gut, danke.	Wie heißt dein Freund?	F
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A Er heißt Thomas	Wie alt ist er?	F
----------------------	-----------------	---

A Er ist zwölf.	Wie heißt deine Freundin?	F
--------------------	---------------------------	---

A Sie heißt Bettina.	Wie alt ist sie?	F
-------------------------	------------------	---

A Sie ist zehn.	Hast du ein Haustier?	F
--------------------	-----------------------	---

A Ja, Ich habe eine Katze.	Wie ist das Wetter?	F
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A Die Sonne scheint heute.

Wir basteln einen Ordnungshasen D34

Strand: *Cultural awareness*

Strand unit: Hören

Thema: Ostern (fächerübergreifend mit Kunst, siehe *section 6*)

Wortschatz: siehe Materialien

Der Lehrer (L) zeigt die Materialien und spricht die Wörter laut vor/ schreibt sie an die Tafel und erklärt die Verben : *ausschneiden (schneide ... aus), zeichnen, malen, kleben*

Wiederholung: Körperteile

Unterrichtsform: Klassengespräch, Einzelarbeit

Material: 1 leere WC Papierrolle.

Kartonpapier in weiß oder braun und gelb.

1 Arbeitsblatt mit Schablonen (*templates*)

Bleistift

Schere

Klebstoff

schwarzer Filzstift, Lineal

Arbeitsanweisung

- *Schneide* ✂ aus weißem oder braunem Kartonpapier *ein Rechteck* □, 17cm lang und 10,5cm hoch *aus*. *Klebe* das Rechteck um die leere WC Papierrolle.
- *Mache* von den Ohren, dem Gesicht den Vorderbeinen und den Füßen jeweils eine Schablone. (Bild 1-4)
- *Zeichne* die Teile mit Hilfe der Schablone (*template*) auf das Kartonpapier. *Schneide* ✂ die Teile aus.
- *Klebe* die Teile an den Hasenkörper (die WC Papierrolle) (Bild 5)
- *Male* mit einem schwarzen Filzstift das Hasengesicht auf.

Unterrichtsverlauf

Einführungsphase	<ul style="list-style-type: none">● Der L. spricht kurz über Ostern und erzählt, dass in Deutschland zu Ostern viel gebastelt wird. Er zeigt einen fertigen Ordnungshasen und erklärt das Material: <i>Der Hase ist aus einer WC Rolle und Kartonpapier. Welche Farbe hat das Kartonpapier?</i> <i>Hat der Hase nur einen Bauch? Nein, er hat auch Füße, Vorderbeine, . . .</i>
-------------------------	---

Erarbeitungsphase	<ul style="list-style-type: none"> ● Jeder SCH hat die benötigten Materialien und ein Blatt mit den Schablonen und schneidet diese aus. Anschließend wird nach den Arbeitsschritten verfahren (siehe oben). Der Lehrer geht die Arbeitsanweisung Schritt für Schritt (auf Deutsch) durch und macht die einzelnen Arbeitsschritte vor. Die SCH basteln nach seiner Anweisung. ● Wenn die Hasen fertig sind, können sie (in einem Schaukasten?) in der Schule ausgestellt werden?
Festigungs-und Transferphase	<ul style="list-style-type: none"> ● Die SCH beschreiben ihren Ordnungshasen, z.B. : <i>Hier ist mein Ordnungshase.</i> <i>Er ist braun.</i> <i>Er hat zwei Ohren.</i> <i>Er hat einen Bauch/zwei Füße . . .</i> ● Die SCH wiederholen die Verben aus der Arbeitsanweisung und ordnen sie <i>Flashcards</i>, die der L hochhält, zu.
Lernziele	<p>Die SCH</p> <ul style="list-style-type: none"> ● lernen über Osterrituale in Deutschland ● lernen, einer einfachen Arbeitsanweisung in der Zielsprache zu folgen ● stellen einen Ordnungshasen her.

Strand: Kommunikative Kompetenz

Strand unit: Hören

Thema: Tiere-Tierbeschreibung
Aufbau einer Geschichte / Nacherzählen

Wortschatz: der Koch; die Kinder; der Pfannekuchen; der Hase; der Wolf; das Schwein; lange Ohren; scharfe Zähne; der Ringelschwanz; der Bach.

Materialien: Bilder von allen Wörtern im Wortschatz oben.

Flashcards mit Text:

(a) Er rannte und rannte, kanntipper, kantapper

(b) Dicker, goldener Pfannekuchen, bleib stehen, ich will dich fressen.

(siehe auch *section 6*)

Das Märchen vom dicken, goldenen Pfannekuchen

Ein dicker, fatter Koch hatte einen dicken, goldenen Pfannekuchen gebacken.
Sieben Kinder standen um ihn herum und bettelten:

“Lieber Koch, gib uns den dicken, goldenen Pfannekuchen!”

Das hörte der dicke, goldene Pfannekuchen.

Er hatte Angst.

Er sprang aus der Pfanne und rannte — kantipper, kantapper — in den Wald.

Er rannte und rannte — kantipper, kantapper.

Häschen Langohr kam des Weges.

Es rief: “Dicker, goldener Pfannekuchen, bleib stehen ich will dich fressen!”

Der dicke, goldene Pfannekuchen lachte.

Er rannte und rannte — kantipper, kantapper.

Wolf Scharfzahn kam des Weges.

Er rief: “Dicker, goldener Pfannekuchen, bleib‘ sehen, ich will dich fressen!”

Der dicke, goldene Pfannekuchen lachte.

Er rannte und rannte — kantipper, kantapper.

Schwein Ringelschwanz kam des Weges.

Es rief: “Dicker, goldener Pfannekuchen, bleib‘ stehen, ich will dich fressen!”

Der dicke, goldene Pfannekuchen lachte.

Er rannte und rannte — kantipper, kantapper.

Aber Schwein Ringelschwanz rannte hinterher.

Der dicke, goldene Pfannekuchen kam an einen Bach und konnte nicht hinüber.

Da sagte Schwein Ringelschwanz: „Setz dich auf meinen Rüssel, ich trag‘ dich hinüber!“

Aber kaum saß der dicke, goldene Pfannekuchen auf dem Rüssel,

schüttelte Schwein Ringelschwanz auch schon den Kopf,

schleuderte den dicken, goldenen Pfannekuchen in die Luft,

fang ihn wieder auf

und

fraß

ihn.

Aus war’s mit dem dicken, goldenen Pfannekuchen und aus ist unser Märchen!

Nach: Bücherwurm, Meine Fibel Klett Verlag, Stuttgart ISBN: 3-12-220010-4

Unterrichtsverlauf

Einführungsphase	<ul style="list-style-type: none">● Der Lehrer (L) zeigt Bilder (Illustrationen aus der Geschichte) und erklärt die Wörter dazu. Er/sie fragt: „Kannst du mir das Schwein/das Häschen/die langen Ohren/ den Ringelschwanz. u.s.w. zeigen?“ „Wem gehören die langen Ohren? “. . .u.s.w.● Der L zeigt nun die beiden <i>Flashcards</i> (a) und (b) (siehe oben) und lässt die Schülerinnen (SCH) den Text darauf laut vorlesen.
Erarbeitungsphase	<ul style="list-style-type: none">● Der L liest die Geschichte vor. Er/sie fordert die SCH auf: „Hebt die die Bilder hoch, wenn ihr das Wort/die Wörter, die darauf stehen hört!“ „Bitte lest alle zusammen den Text auf den <i>Flashcards</i> vor, wenn ich sie hochhebe.“ Nun folgt eine Satzbauübung.● Der L hat vier Bilder (Wolf, Häschen, Schwein, Pfannekuchen) und vier <i>Flashcards</i> mit Satzteilen (hat scharfe Zähne/hat lange Ohren/hat einen Ringelschwanz/ist dick und fett).● Er/sie fordert die SCH auf: Bilde einen richtigen Satz! z.B.: <i>Das Häschen + hat einen Ringelschwanz. Stimmt das?</i>● Die SCH bilden nun Sätze und beantworten, ob der Satz richtig ist oder falsch. z.B. <i>Der Hase ist dick und fett. Das stimmt nicht.</i>● Nun erklärt der L die Begriffe “zuerst”, “dann”, “danach” “am Ende” und schreibt sie an die Tafel. Die SCH sollen die Geschichte mit Hilfe des Lehrers nun in einfachen Sätzen nacherzählen. <i>Zuerst</i> macht der Koch einen dicken Pfannekuchen. <i>Dann</i> rennt der Pfannekuchen weg. Dann . . . Dann . . . <i>Danach</i> trifft er den Wolf <i>Am Ende</i> waren alle froh. <p>Der L sagt einfach Sätze, die den Inhalt der Geschichte richtig/falsch wiedergeben. Er/sie fordert die SCH auf: “<i>Wenn ihr etwas hört, das nicht stimmt, steht auf.</i>”</p>

Festigungs- und Transferphase	<ul style="list-style-type: none"> ● Die SCH beschreiben andere Tiere mit der vorher geübten Satzstruktur: z.B. Das Kaninchen hat lange Ohren. Der Elefant hat große Ohren. Die Giraffe hat kleine Ohren. Der Löwe hat scharfe Zähne. Der Elefant hat einen langen Rüssel. Die Maus hat einen langen Schwanz. <p>In geeigneten Klassen kann die Geschichte als Minitheater vorgespielt werden (mit Erzähler).</p>
Lernziele	<p>Die SCH</p> <ul style="list-style-type: none"> ● hören die Geschichte und zeigen, dass sie bestimmte Wörter erkennen (mit Hilfe von Bildern) ● verstehen und lesen alle Wörter im Wortschatz ● können beide Sätze (a) und (b) auf der <i>Flashcard</i> im Chor sprechen ● können einen Satz bilden, der ein Tier in der Geschichte beschreibt ● können die Geschichte wiedergeben mit „zuerst, dann, danach, am Ende.“

Das Märchen vom dicken, goldenen Pfannekuchen

Ein dicker, fatter Koch hatte einen dicken, goldenen Pfannekuchen gebacken.
Sieben Kinder standen um ihn herum und bettelten:

“Lieber Koch, gib uns den dicken, goldenen Pfannekuchen!”



Das hörte der dicke, goldene Pfannekuchen.
Er hatte Angst.
Er sprang aus der Pfanne und rannte — kantipper, kantapper — in den Wald.
Er rannte und rannte — kantipper, kantapper.



Häschen Langohr kam des Weges.
Es rief: “Dicker, goldener Pfannekuchen, bleib‘ stehen ich will dich fressen!”

Der dicke, goldene Pfannekuchen lachte.
Er rannte und rannte — kantipper, kantapper.

Wolf Scharfzahn kam des Weges.
Er rief: “Dicker, goldener Pfannekuchen, bleib‘ sehen, ich will dich fressen!”

Der dicke, goldene Pfannekuchen lachte.
Er rannte und rannte — kantipper, kantapper.



Schwein Ringelschwanz kam des Weges.
Es rief: “Dicker, goldener Pfannekuchen, bleib‘ stehen, ich will dich fressen!”

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Aber kaum saß der dicke, goldene Pfannekuchen auf dem Rüssel,
schüttelte Schwein Ringelschwanz auch schon den Kopf,
schleuderte den dicken, goldenen Pfannekuchen in die Luft,
fing ihn wieder auf

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ihn.



Aus war’s mit dem dicken, goldenen Pfannekuchen und aus ist unser Märchen!
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Section 6

Appendix

Template for exemplar lessons

Strand: (as it relates to the curriculum statement)

Strand unit: (as it relates to the curriculum statement, in context and which aspect of it)

Topic:

Learning outcome: (to include the language functions and the vocabulary required)

Previous knowledge or language to be recycled:

Materials to be used:

Classroom organisation:

Pre-communicative activities	
Communicative activities	
Post-communicative activities	
Learning outcomes	
Assessment strategies	

Evaluation

When evaluating a lesson, the teacher could consider the following points. This evaluation may concentrate on how appropriate the lesson was for the class with regard to the content of the lesson and the age and interest level of the class as well as the material used. It may also assist the teacher in assessing whether the learning outcomes of the lesson were reasonable, whether they were achieved, how a similar lesson might be improved on, and how the lesson content—vocabulary, grammar points, and sentence structure—could be reused and recycled in other contexts at another time. The following questions could be considered:

- How did the lesson work?
- What could be done to enhance the lesson?
- What worked well?
- Content
- Materials
- Organisation
- Were the learning outcomes achieved?
- What areas, if any, presented problems?
- When dealing with this topic, what changes could be made to enhance or develop the lesson?

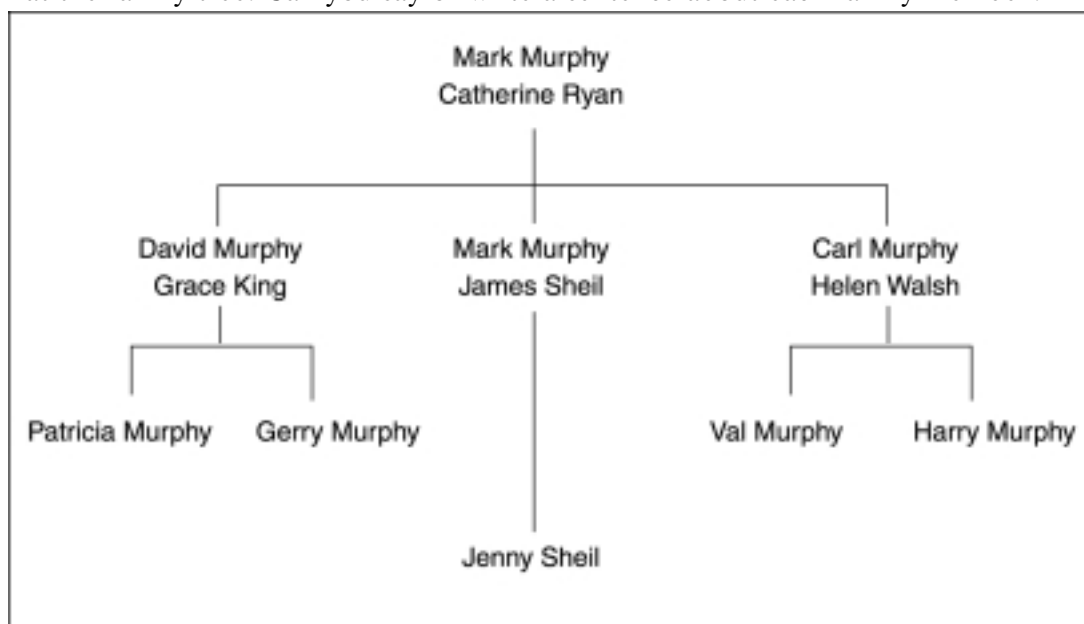
Family tree

(to be presented in the target language)

The family tree is used in exemplar 2 in *section 5*. It may be utilised in many ways, for example vocabulary previously learnt *about* family members may be reused, in a different context, to describe the relationship *between* family members. If dates of birth are included, years, numbers and months of the year may also be discussed. One example of how a family tree may be used is included below.

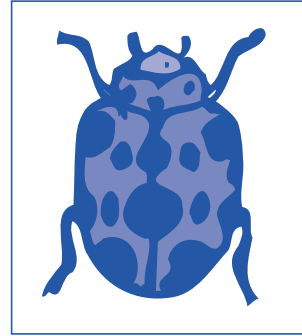
The teacher may adapt it for use by using typical family names from a country where the target language is spoken.

Look at the family tree. Can you say or write a sentence about each family member?



- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Mark/David 2. Patricia/Jenny 3. Carl/Mary 4. Helen/Val 5. Catherine/Gerry 6. Grace/David 7. James/Patricia 8. Carl/James 9. Catherine/Helen 10. Grace/Harry 11. James/Mary 12. Val and Harry/Mark 13. Mark/Helen 14. Patricia/Gerry 15. James/Mark 16. Val/David 17. Val/Helen 18. Mary and James/Jenny 19. Harry/Grace 20. Grace/Mark | <p>Mark is David's father.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
|--|---|

Coccinelle



le corps

6

les jambes (en avant) (2)

4

les antennes (2)

2

le tête

5

les jambes (en arrière) (2)

3

les taches (4)

1

1

2

3

4

5

6

Bundesliga-Fußball D32

A

T E R M I N E

B U N D E S L I G A

Mannschaft	Mannschaft	Spieltag	Uhr
Frankfurt			20.15
	Wolfsburg	Samstag	
Kaiserslautern	Unterhaching		
	1860 München	Samstag	
Bayern München			15.30
	Bochum	Samstag	
Bayer Leverkusen			20.15
	Bremen	Sonntag	
Freiburg			17.30

Wer spielt gegen _____?
Wann spielt _____ gegen _____? Am _____.
Um wieviel Uhr ist das Spiel zwischen _____ und _____? Um _____.

✂ _____

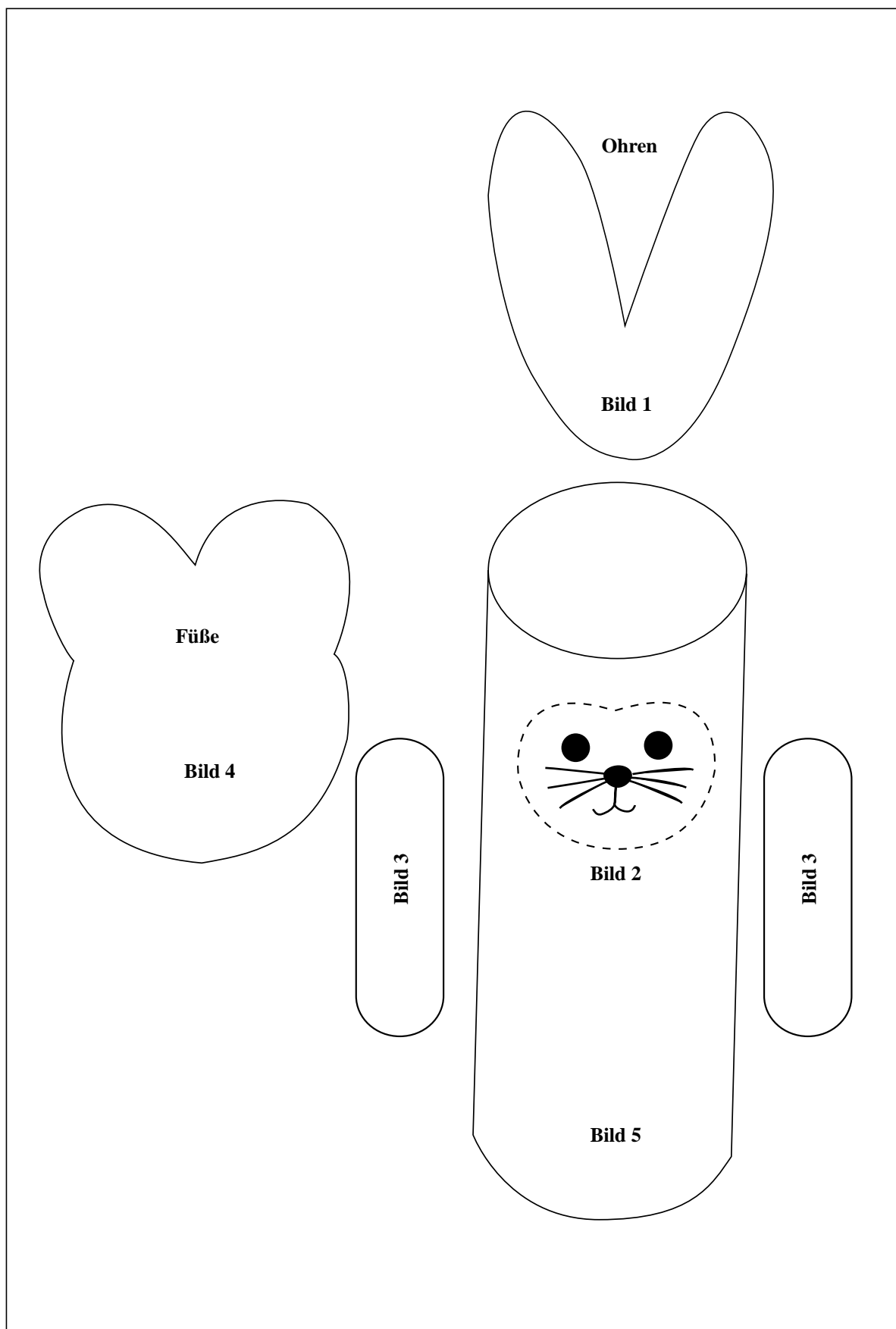
B

T E R M I N E

B U N D E S L I G A

Mannschaft	Mannschaft	Spieltag	Uhr
	Cottbus	Freitag	
Hertha BSC			15.30
		Samstag	15.30
Schalke 04			15.30
	Stuttgart	Samstag	
Hamburg			15.30
	1. FC Köln	Samstag	
Dortmund			17.30
	Rostock	Sonntag	

Wer spielt gegen _____?
Wann spielt _____ gegen _____? Am _____.
Um wieviel Uhr ist das Spiel zwischen _____ und _____? Um _____.



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- | | | |
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| CiLT
Various authors | <i>Young Pathfinder series (includes many useful publications for the language classroom)</i> | Centre for Information on Language Teaching and Research Publications |
| | <i>Pathfinder series</i> | ibid. |
| | <i>Information sheets relevant to various language areas</i> | ibid. |
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Rodriguez-Halffter, Carmen	<i>Preparados! Spanish Resources for Key Stage 2/3 Pack 1: NC levels 1–3</i>	Senlac Language Publications, 1999
Roinn Oideachais agus Eolaíochta	<i>Gaeilge: Treoirínte do Mhúinteoirí</i>	Oifig an tSoláthair, Baile Átha Cliath, 1999
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Various authors	<i>Oxford English Resource Books for Teachers.</i> <i>Titles include: Listening; Dictionaries; Classroom Dynamics; Newspapers; Role Play; Project work; Drama; Conversation</i>	Oxford University Press, 1986–2001

Trovarelli, Anna, and Obrecht, Mary	<i>Ciao: An introduction to Italian</i>	Prim-Ed Publishing, 1999
Watcyn-Jones, P.	<i>Pairwork 1</i>	Penguin, 1997
	<i>Pairwork 2</i>	
	<i>Strategies and Resources for Special Needs</i>	Hampshire County Council
	<i>Jazz Chant Fairy Tales, Teacher's edition</i>	Oxford American English
	<i>¿Español? Sí, gracias</i>	European Language Institute, 1995
	<i>L'Italiano? Sì, grazie</i>	
	<i>Deutsch? Ja, bitte!</i>	
	<i>Le Français? Oui, merci!</i>	

Contact addresses

- National Council for Curriculum and Assessment, 24 Merrion Square, Dublin 2.
E-mail: info@ncca.ie <http://www.ncca.ie>
- Department of Education and Science <http://www.irlgov.ie/educ/>
- Institiúid Teangeolaíochta Éireann, 31 Plás Mhic Liam, Baile Átha Cliath 2.
E-mail: ite@ite.ie <http://ite.ie>
- Kildare Education Centre, Friary Road, Kildare.
(administrative centre for Modern languages in Primary Schools)
E-mail: kec.ias@eircom.net

Embassies

- Austrian Embassy, 15 Ailesbury Court, 93 Ailesbury Road, Dublin 4
- Belgian Embassy, Shrewsbury House, Shrewsbury Road, Dublin 4
- Ambassade de France, 36 Ailesbury Road, Dublin 4
- Embassy of the Federal Republic of Germany, 31 Trimleston Avenue, Booterstown, Co. Dublin
- Italian Embassy, 63 Northumberland Road, Dublin 4
- Mexican Embassy, 43 Ailesbury Road, Dublin 4
- Oficina de Educación de la Embajada de España, 17a Merlyn Park, Dublin 4
- Swiss Embassy, 6 Ailesbury Road, Dublin 4

Cultural institutes and language institutes

- Institiúid Teangeolaíochta Éireann (ITÉ), 31 Plás Mhic Liam, Baile Átha Cliath 2
- Ambassade de France, Service Culturelle, 1 Kildare Street, Dublin 2
- Spanish Cultural Services, 58 Northumberland Road, Dublin 4
- Istituto Italiano, Fitzwilliam Square, Dublin 2
- Alliance Française, 1 Kildare Street, Dublin 2
- Goethe Institute, 62 Fitzwilliam Square, Dublin 2

Useful resources for language teachers

Resource materials have been produced in each of the four languages for the purposes of the project. Project leaders have produced these materials taking account of the specific needs of personnel working in the Pilot Project. These materials are available to those teaching in the project through the Kildare Education Centre.

Further resources are available from

Italian Cultural Institute	11 Fitzwilliam Square, Dublin 2.
Instituto Cervantes, Library	58 Northumberland Road, Dublin 4.
Service Culturel de l'Ambassade de France	1 Kildare Street, Dublin 2.
Alliance Française, Library	1 Kildare Street, Dublin 2.
Goethe Institut, Library	37 Merrion Square, Dublin 2.
Goethe Institut	62 Fitzwilliam Square, Dublin 2.
Central Library	Ilac Centre, Henry Street, Dublin 1.

- Open learning centre, where self-learning audio-cassette and video courses are offered. These may be booked in advance. Conversation classes in various languages are held frequently.
- Library lending service, where books and other materials may be borrowed.

Irish Film Centre	6 Eustace Street, Dublin 2.
Films in various languages may be rented	

National Gallery of Ireland	Merrion Square West, Dublin 2.
E-mail: artgall@eircom.ie	http://www.nationalgallery.ie

Office of the European Parliament	42 Molesworth Street, Dublin 2.
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Office of the European Commission	18 Dawson Street, Dublin 2.
These offices produce maps and booklets that may assist in the study of life in European countries.	

CiLT (Centre for information on Language Teaching and Research), 20 Bedfordbury, Covent Garden, London WC2N 4LB, England. (*Pathfinder* and *Young Pathfinder Series*.)

Useful web sites for language teachers

The following sites are primarily intended as a resource for teachers. When making use of the internet in the classroom it is important that the teacher has visited the web sites in advance to ensure that the material included is suitable.

ScoilNet	http://www.scoilnet.ie
Institiúid Teangeolaíochta Éireann	http://www.ie.ie (language research, ideas and worksheets)
CiLT	http://www.cilt.org.uk
Ling@net Europa	http://www.lingua-europa.org
European Schoolnet	http://www.eun.org
European Year of Languages	http://www.eurolang2001.org http://culture.coe.fr/AEL2001EYL/
Euro Changeover Board of Ireland	http://irlgov.ie/ecbi-euro
Information may be obtained on what is happening to prepare for the introduction of the euro in schools in Ireland on the Schools page. For information on what is happening elsewhere click on <i>Further information and links</i> and go to the web sites of other governments.	
Nacell	http://www.nacell.org.uk/resources/resources.htm (festivals throughout the year, in various languages)
Quest	http://www.nhm.ac.uk/education/quest2/english (science in five languages from the National History Museum, London)
Premier pas sur Internet	http://www.momes.net/
Global simulation	http://www.acusd.edu/~mmagnin/simulation.html http://www.acusd.edu/~mmagnin/Immeuble.html
Pierino e il lupo	http://www.didael.it/musicamilano/albero/perso.htm http://www.microsoft.com/italy/education/ Click on <i>Cerca</i> . Type in <i>Pierino e il lupo</i> and click on <i>Cerca</i> . The site gives access to <i>guida per il docente</i> and <i>attività dello studente</i> .
Puzzles	http://puzzlemaker.school.discovery.com

Membership of the Steering Committee for Modern Languages in Primary Schools

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Denise O'Leary	Association of Primary Teaching Sisters of Ireland
Maura Roberts	Irish National Teachers' Organisation
Mary Vaughan	Irish National Teachers' Organisation

Education Officer

Hilary Roche

Assistant Chief Executive (Primary)

Lucy Fallon-Byrne

Membership of the Advisory Group

Chairperson

Paul Brennan Primary Co-ordinator, NCCA

Advisory Group members

Claire Breslin Inspector, Primary, Department of Education and Science

Gay Barry Head of French Department, St. Patrick's College, Drumcondra

Claire Buckley Teacher trainer and teacher of French to children

Anne Clark Modern Languages Department, Institiúid Teangeolaíochta Éireann

Muirne Lawlor Primary schoolteacher, teaching German in the Pilot Project

Nóirín Ní Nuadháin Education officer, NCCA (*until September 2000*)

Claire O'Neill Latin American project officer

Assistant Chief Executive (Primary)

Lucy Fallon-Byrne

Language Consultants

Claire Buckley
Antonia Flores
Marta Giralt
Elke Hughes
Francesca Lorenzi

Education Officer

Hilary Roche

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