

Key Stage 2 Years 6 & 7

Around the World

Primary Languages



focus

By recognising the impact of modern technology and advances in communication in the 21st Century on their lives, children are given the opportunity to identify with the global community while comparing and contrasting similarities and differences.

Where in the World

Suggested Learning Intentions:

The children will:

- know more about the geography of the Target Language (TL) country and its neighbours;
- be able to remember and reproduce accurately words and phrases;
- be able to recognise familiar words in written form;
- be able to copy familiar words using a model.

Suggested Activities

Organise the children into groups representing each of the countries: United Kingdom, Ireland, France Spain, Italy and Germany. Each group is named in the TL, for example, le groupe irlandais, le groupe allemande, or el grupo francés, el grupo británico and so on. The groups use the internet and other resources to research their country and present a fact file to the class which includes the following information:

- location;
- capital and other important cities;
- the national flag;
- language spoken;
- famous landmarks;
- three other interesting facts of their choosing.

Using the flags to identify the countries, the teacher introduces the names of the country and then the capital in the (TL). Reinforce the new language by playing games such as Kim's game and Stepping Stones. Play country/capital pairs or snap with name cards. Divide the board into two areas and write the country names randomly in each area. Give two players a set of capital name cards each and on the teacher's call for example, Germany, each player must stick the correct capital, in this case Berlin, beside the country.

In their country groups the children should locate and write in the TL the names of their country and its capital on an outline wall map of Europe. The flags and other interesting facts can be added.

The flags can be used to introduce or revise the colours: white, red, blue, green, orange, yellow and black. Practise the colours using parachute or Circle Time activities, for example give each child a colour and on the teacher's command: Green! , all the greens must change places. Throw a soft ball or bean bag onto the parachute. Call out the name of a colour so that children have to work co-

operatively to make the ball/beanbag move onto that colour section of the parachute....'Towards the ...red ... yellow ... green ... blue'.*

Play 'name that country'. The teacher or other leader calls out the colours of the flag, changing the order each time, and the children have to name the country.

Phrases related to nationality, for example: I am French Are you Spanish? He is British. She is German, can be introduced using the children arranged in their country groups. Play the Country Happy Family Card game. Each country family has 4 members: country name, capital name, flag, and famous landmark or symbol. Distribute the cards among the class and allow the children to walk around the room and to find the other people who belong to their country by asking in the TL: Are you French? Spanish? Etc no English must be spoken! The first country to have all its members wins but each country must introduce itself to the class. In turns the children hold up their card and say for example: Our country is France, the capital is Paris, this is our flag, this is the Eiffel Tower.

Saying Hello to the World!

Suggested Learning Intentions

Children will:

- know that people use a variety of languages to communicate;
- become more aware of the culture and traditions of the new language country.

Suggested Activities

Through class discussion find out how many different ways you know as a class to say hello. If there are children in the class who are speakers of languages other than English, they should be encouraged to teach the class to say hello in their language.

Use the internet for example: <http://www.ipl.org/div/hello/> to research and learn how to say hello in different languages. Children should trace around their hand and write Hello! inside the shape using the language of their choice. The hands can be decorated and made into a class wreath of "Hello" hands. Issue a class challenge: Can you say: Hello! in a different language to 5 different people today?

Research and discuss how people from different cultures behave when they meet. Do they shake hands, kiss on the cheek or bow? Discuss the importance of these customs to people. Investigate the custom in the TL country.

Music Makes The World Go Around!

Suggested Learning Intentions

Children will:

- understand that languages describe familiar things differently;
- be able to perform an action song in different languages.

Suggested Activities

Find out how many children in the class already know the song: Frère Jacques. Ask them to think about why this French song has become so popular and explain that it has been translated into many languages and is sung in countries all around the world. Information about the origin of the song and translations in many languages can be found on www.wikipedia.org, search for Frère Jacques.

Allow the children to listen to the song in French, English, Spanish, Irish, German and Italian. Challenge the class to perform the song as a round, singing a verse in each (or some!) of the languages. Each country group may choose to learn the words and sing in the language of their country with the UK group working on an accompaniment or the whole class may choose to learn the song in a few languages. If there are children in the class who are speakers of other languages, their language may be added to the repertoire.

* Suggested ideas for using German in PE: Daryl Bailey, Hove Park School & Hilary Phillips, St Andrew's Primary School, Brighton & Hove.

Topic Language: French

Les Pays	Countries
Notre pays est:	Our country is:
la France	France
le Royaume Uni	United kingdom
l'Irlande	Ireland
l'Irlande du Nord	Northern Ireland
l'Angleterre	England
l'Écosse	Scotland
le Pays de Gaule	Wale
l'Allemagne	Germany
l'Espagne	Spain
l'Italie	Italy
Londres	London
Edimbourg	Edinburgh
L'Europe	Europe
la capitale	the capital city
Où habites -tu?	Where do you live?
J'habite en France etc	I live in France etc
J'habite au Royaume Uni	I live in the UK
Tu es de quelle nationalité?	What's your nationality?
Je suis français/e	I am French (m and f)
Je suis irlandais/e	I am Irish (m and f)
Je suis anglais/e	I am English (m and f)
Je suis écossais/e	I am Scottish (m and f)
Je suis gallois/e	I am Welsh (m and f)
Je suis britannique	I am British
Je suis allemand/e	I am German (m and f)
Je suis espagnol/e	I am Spanish
Je suis italien/ne	I am Italian (m and f)

Les Pays	Countries
Je suis européen européenne Il est... Elle est...	I am European (m and f) He is ... She is
Le drapeau bleu blanc rouge vert orange noir la Tour Eiffel le Big Ben la pizza la Porte de Brandebourg le trèfle	The flag blue white red green orange black Eiffel Tower Big Ben pizza Brandenburg Gate shamrock

Frère Jacques

Frère Jacques, Frère Jacques
Dormez-vous?
Dormez-vous?
Sonnez les matines,
Sonnez les matines
Din, din, don!
Din, din, don!

Translations of Frere Jacque

Gaelic

adaig shamna, adaig shamna,
an istig, an istig!
oslaictear na síde, oslaictear na síde,
an istig, an istig!

German

Bruder Jakob, Bruder Jakob,
Schläfst du noch? Schläfst du noch?
Hörst du nicht die Glocken,
Hörst du nicht die Glocken?
Ding, dang, dong! Ding, dang, dong!

Italian

Frà Martino, Campanaro,
Dormi tu? Dormi tu?
Suona le campane, Suona le campane,
Din, don, dan, Din, don, dan.

Spanish

Manolito, Manolito
¿Duermes tú? ¿Duermes tú?
Suenan las campanas, Suenan las campanas,
¡Din, don, dan! ¡Din, don, dan!

English

Are you sleeping? Are you sleeping?
Brother John, Brother John,
Morning bells are ringing
Morning bells are ringing
Ding, dang, dong!
Ding, dang, dong!