

## **Teachers' Notes**

### **Context**

It is almost Hallowe'en. Pupils are visiting a vampire school, and are learning about school subjects. They take part in an art lesson and have to help the vampires write invitations to a Hallowe'en party. They will be given a sheet of vocabulary, and some suggestions of format, to help them

### **Aims**

- To present basic language about school subjects in a fun, enjoyable way
- To allow all pupils to participate actively in their learning
- To show pupils that they don't always need to understand every word, and that they can make themselves understood even at a basic level.

### **Vocabulary**

- School subjects
- Likes/dislikes
- Time
- Places
- Food/drink

### **Learning Intentions**

- Pupils listen to a story in German and pick out main points
- Pupils work in pairs and write party invitations using simple, basic German

### **Success Criteria**

- Pupils are able to demonstrate their understanding of main points of story, by working out the meaning of unfamiliar words from gesture, mime, cognates. They are able to report back main points to others in English.
- Pupils are able to apply their knowledge of the language to write a simple, basic invitation in German

### **Experiences/ Outcomes**

This task is aimed at pupils beginning to learn German (S1 – S3).

The short story contains a mixture of simple and straightforward known vocabulary, and some unfamiliar words, which pupils should be able to work out through use of mime, gesture, emphasis and cognates.

It affords pupils some of the learning experiences from the Modern Languages Experiences and Outcomes listed below. The relevant parts on which this task touches are in bold type. It should be noted that achievement of an E and O cannot be based on one single task. This would not provide sufficient evidence that the learner is secure at this E and O in any of the four key skills.

Experiences and Outcomes are designed to span over a lengthy period of time. No one task can cover every aspect of an E and O.

Evidence of learning from this task could be used as part of the range of quality evidence required to ensure that a pupil has achieved a particular outcome.

### **Listening for information**

**I can listen to and show understanding of familiar instructions and language from familiar voices and sources.**

**MLAN 2-01c**

### **Listening and talking with others**

**I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.**

**MLAN 2-02a**

### **Organising and using information**

**I can use familiar language to describe myself and to exchange straightforward information.**

**MLAN 2-13b**

**I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes.**

**MLAN 3-13a**

### **Using knowledge about language**

**I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.**

**MLAN 2-14a**