

MODERN FOREIGN LANGUAGES
First language lesson: introducing oneself

Before

The teacher starts the very first language lesson with the dialogues from the beginning of Chapter 1. She goes through them twice, and then zooms in on the verbs in the dialogues. Next she explains how these verbs are conjugated on the basis of a grammar survey. After that, the pupils start working on the assignments in the workbook. They translate words and complete sentences by filling in missing verbal forms.

After reversal and omission

Whole task first

The teacher speaks the target language and introduces herself. She adjusts her language use (vocabulary and speed) to the target group and makes supporting gestures. She tells her name, where she lives, her age, that she travels to school by train, and she also talks about her brother and her hobbies. Photographs appear on the smartboard during her presentation. This also supports the understanding of the target language. At the same time, the images and the presentation form an example of the product (introducing yourself with images) which the pupils have to deliver in a few lessons' time.

Work on this presentation is started during the first lesson. The following task is assigned to the pupils:

- Everyone has to be able to introduce himself in the target language (name, domicile and age) and to ask another person for these
- Optional: being able to introduce someone else (use of he/she)
- Optional: asking questions and being able to talk about other subjects
- Everyone has to do pay attention to pronunciation while doing this
- Everyone has to be able to explain how the verbs are used in 1st and 2nd persons

By the end of the class, various dialogues are presented, and the verb conjugation is explicitly given. In the next few classes, the introductions will be expanded by learning more language elements.

Adaptive support

During this first lesson, the teacher considers the dialogues, grammar survey and exercise as help. The pupils are given the following options:

- Pupils leaf through Chapter 1 by themselves and look for the information needed to do the assignment. They can listen to the dialogues with headsets.
- The teacher gives the pupils a manual with references to pages, explanations and exercises (they can go through the steps independently.)
- Pupils follow the steps under the guidance of the teacher to arrive at a good dialogue.