

languages ICT

Using ICT effectively at Key Stage 4

Teaching about personal ambitions and dreams in German

Useful site: www.cedysworld.com (researched March 2008)

Cedy's World Mercedes Benz for kids is the Mercedes-Benz website and is multilingual, offering content in German, French, and Spanish.

The site offers a mass of historical information about cars and their development, ranging from Mercedes Benz and other cars to racing cars. It also includes personal details about world famous racing car drivers. Currently (2008) it contains an extended interview with Formula 1 driver, Lewis Hamilton.

Personal details about the drivers appear in brief on screen but the Lewis Hamilton interview has to be printed out. The language level of the print-out is accessible to more able GCSE students, whereas the personal details on screen could be understood by all levels

The interview provides good model answers for a range of questions that a pupil might be asked, particularly those requiring answers using the conditional.

There are also environmental web pages with simple details on recycling and energy conservation. These are accompanied by simple cartoons which aid understanding.

For teaching and learning

The suggested activities below refer to the brief personal details of the racing drivers and downloadable interview.

1. Using the brief personal details of the racing drivers

- Students can use the information and embed it in complete sentences. For example, Geburtsdatum 07.01.1985 becomes Er ist am siebten Januar 1985 geboren.
- Students can compose personal information about themselves giving brief details, perhaps filling in a form devised by their teacher. They could also be asked to use complete sentences at certain points in the form.

2. Using the interview

- Place selected questions and answers from the interview into a presentation and use the slides as models to help students develop individual responses for themselves.
- In order to develop listening skills, the teacher could work with a Foreign Language Assistant to record the interviews and students could complete a comprehension exercise.
- The recorded interview can also be left as a resource for students on the school network or VLE (Virtual Learning Environment).
- Students could work in pairs with one playing the interviewer and the other one of the racing drivers. They could record their interviews.
- Students' recorded interviews could be accessed from the network via the interactive whiteboard and used in class to develop critical skills using criteria such as accuracy,

- pronunciation, and range of expression.
- Print out the interview or convert the pdf file to a Word document using specific software if available in school.
 - Create worksheets in Word containing the chosen text.
 - Once familiar with the vocabulary and meaning, ask students to cut and paste the sentences under two headings: those sentences that they might use themselves and those they would never use.
 - Using the latter sentences, demonstrate to students how by changing one item or phrase at a time, they can adapt not-so-useful questions or sentences into useful ones. E.g. Welche 3 Dinge würden Sie auf eine einsame Insel mitnehmen? >>> Welche (3) Dinge würden Sie auf Ferien/auf Besuch bei Ihrem Brieffreund/auf einen Ausflug ans Meer mitnehmen?
 - Alternatively, ask students to select 10-15 phrases that they would like to learn to use e.g. Ohne Musik halte ich es nicht lange aus : Das wäre nützlich: ich habe schon versucht, eine eigene Band zu gründen: Wenn noch Zeit ist.... : Meine Familie stammt aus ... and develop personalised answers using all the selected phrases.
 - Finally, as a creative exercise students could be asked to find images of other famous racing drivers or sports personalities, and, working in pairs they could use the questions from this site to create interviews and invent answers. The interviews could be recorded, and edited to improve pronunciation and also have sound effects added. Sound recordings can also be embedded in presentations so students can develop presentational, speaking and writing skills in an enjoyable way while working independently of the teacher.

Why this topic was chosen

This site covers personal details and related sub-topics such as ambitions, dreams and hopes for the future. It brings the topic to students in an up-to-date and stimulating way.

About the 'Using ICT effectively at Key Stage 4' series

www.languages-ict.org.uk/technology/ks4.htm

This series of advice sheets deals with the effective use of ICT at Key Stage 4 for teachers of modern languages. The series focuses on online resources characterised by their richness and potential for stimulating teaching and learning languages, particularly French, German and Spanish, at Key Stage 4. It is hoped that the suggestions and ideas put forward in the sheets will be of use to teachers of other languages.

The sites were chosen as useful resources for teachers dealing with topic areas which, for various reasons, may be classed as 'hard to teach' at Key Stage 4.

The sites chosen are not presented in any way by CILT, ALL or Becta as unique or comprehensive and no responsibility is taken for any changes which may take place subsequent to this research.

The sheets were researched and written by a small team of consultants working on behalf of CILT, the National Centre for Languages.

All advice and references in the series refer to content as found during the first quarter of 2008.

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