



The Hand

Topic: Parts of the human body, European languages, Comparison – German – Native Language



 90-120 minutes

 from 10 years (from grade 4)

Necessary material/Preparation

- 4 crayons per pupil
- poster pots of paint
- board/flipchart
- print out the hand-outs

Learning objective/Skills

The students

- learn how to spell the word hand in different languages.
- learn to spot similarities and group the words accordingly.
- find similarities and differences between English and other languages (for example the number of compound words and phrases).
- learn more phrases and expressions about the word »hand«.

Arrangement

Group, partner and individual work, roleplay

Lesson plan

The students are given the word »hand« in many languages from European countries and sort them according to the similarities in the spelling. So they learn about the four most important European families of languages: the Germanic, Italic, Balto-Slavic and Fnnno-Ugric families of languages. Then they solve tasks on compounds and phrases with the word „hand“ and compare the German expressions to ones in their own languages.

Detailed description of the most important activities

Activity	Comments
1. The learners group the words by using four different crayons.	Group work, groups of 3
2. The learners copy the words into four tables and label the columns with the term for the family of languages. e.g. Germanic German English Danish Norwegian Dutch Swedish etc.	Group work, the teacher explains the names of the families of languages and writes them down on the board/flipchart.

3. The students write down compound words and phrases that they know.	Individual work. The teacher assists. He/she should make sure the students get the articles right and that the compounds are written as one word.
4. The learners find translations for the compounds and phrases into their native languages and comment on similarities and differences.	This step is taken together.
5. The students match the compounds and phrases (left) with the definitions (right).	Partner work, the teacher walks around and assists and checks on the progress. Results are written down on the board.
6. The learners translate the phrases into their native language and remark on differences.	Discussion, the teacher has the group share their impressions and points out differences and similarities. He/she underlines that it is important to pay attention to their form because only put together the words make sense.

Further tips (Ideas for further activities, projects, open tasks)

<p>Creative way to deal with worksheet 1: 24 languages are listed (some with identical spelling), so that 24 pupils can put colourful prints of their hands on a poster – into every imprint the word hand can be written in one of the languages from the list.</p> <p>Creative way to deal with worksheet 3 as group or partner work. Here you can have the students do role plays. They have to chose a situation that involves the compound in question so that they understand better how to use it.</p>

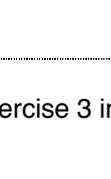
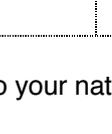
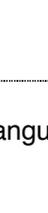
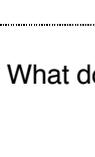
Worksheet 2

Make compounds with the word: „Hand“, make sure to get the right article! Then write the compounds under the matching picture. (Individual work)

die Hand
+

der Abdruck
der Ball
das Buch
das Gelenk
das Gepäck
der Kuss
die Säge
der Schuh
der Stand
das Tuch

.....

Translate the compounds from exercise 3 into your native language. What do you realize? (Individual work)

Worksheet 3

Match the phrase with an explanation that fits. (Partner work)

die Hände waschen	be honest
Hand anlegen	cooperate well
mit vollen Händen geben	I cannot succeed
eine Hand wäscht die andere	you want to/have help
jemandem freie Hand lassen	if you help me, I shall help you too
zwei linke Hände haben	there is a lot of work
alle Hände voll zu tun haben	offer a free choice
etwas liegt auf der Hand	somebody is very generous
Hand aufs Herz	something is obvious
Hand in Hand arbeiten	I am dirty and have to get clean
die Hand für jemanden ins Feuer legen	I trust somebody blindly

How would you say these things in your own languages? Write them down. (Individual work)

