

FUTURE LEARNING

Expressing likes and dislikes is revisited in unit 9 'Meine Hobbys' and in unit 10 'Ich und meine Kleider'. The unit looks ahead to further learning about food and drink at key stage 3.

CORE VOCABULARY AND STRUCTURES

<i>ein Imbissstand</i>	<i>Ich möchte ...</i>
	<i>Ich möchte einen Apfelsaft</i>
<i>Was ist das?</i>	<i>Was kostet das bitte?</i>
<i>Das ist:</i>	<i>Bitte schön</i>
<i>ein Käsebrot</i>	<i>Guten Appetit!</i>
<i>ein Hamburger</i>	
<i>ein Hot dog</i>	<i>Das ist lecker</i>
<i>ein Stück Pizza</i>	<i>Das schmeckt (nicht) gut</i>
<i>eine Bratwurst</i>	<i>Ich esse gern/nicht gern ...</i>
<i>eine Portion Pommes</i>	<i>Ich trinke gern/nicht gern ...</i>
<i>eine Packung Chips</i>	<i>Mein Lieblingsessen ist ...</i>
<i>eine Cola</i>	<i>Mein Lieblingsgetränk ist ...</i>
<i>eine Limonade</i>	
<i>ein Mineralwasser</i>	<i>siebzig</i>
<i>ein Glas Apfelsaft</i>	<i>achtzig</i>
<i>ein Glas Orangensaft</i>	<i>neunzig</i>
<i>ein Glas Wasser</i>	<i>hundert</i>
<i>ein Eis</i>	<i>ein Euro, zwei Euro</i>
<i>Ich habe Hunger/Ich bin hungrig</i>	<i>Cent (singular and plural)</i>
<i>Ich habe Durst/Ich bin durstig</i>	

Unit 8 Guten Appetit!

ABOUT THE UNIT

In this unit children learn to ask for drinks and snacks. They consolidate and develop their knowledge of numbers by learning about euros, and numbers are extended to 100.

They learn some basic phrases for shopping for food and revise expressions of like and dislike.

WHERE THE UNIT FITS IN

In this unit children learn the names of some drinks and snacks and participate in role-play activities. There are opportunities for children to express likes and dislikes of food and drink. Children revise and develop numbers. Language associated with Advent and Christmas can be revisited and extended. Throughout the unit there are opportunities to revise and consolidate greetings, classroom instructions, dates, birthdays, telling the time, colours and numbers.

PRIOR LEARNING

It is helpful if children already know:

- numbers to 60
- how to express likes and dislikes with *gern/nicht gern* and *Liebings-*
- accusative of masculine nouns
- *ein* and *eine* for neuter and feminine nouns

- try out a simple recipe at home
- sing the 'Imbiss song' at home

NEW LANGUAGE CONTENT

- the names of a range of food and drinks
- asking for food and drinks with *Ich möchte*
- table phrases
- numbers to 100 and euros

RESOURCES

- pictorial cards depicting a range of food and drinks
- prices on cards with the euro symbol
- number flashcards to 100
- music cassettes and/or video material on the topic
- realia associated with Christmas

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find out about food and drink in German-speaking countries

LINKS WITH OTHER SUBJECTS

Activities in this unit could be used to complement learning in food technology, ICT, numeracy, RE, art, drama and music.

EXPECTATIONS

At the end of this unit

most children will:

understand the names for a range of snacks and drinks and be able to ask for them; sing a song or recite a poem in German on the topic; understand and use German when dealing with euros; devise and perform a short sketch in groups of two or three, using phrases and vocabulary learnt in this unit; copy accurately single words and phrases; understand and use a range of vocabulary relating to Christmas and Advent

some children will not have made so much progress and will:

understand the names of foods and drinks; respond with *ja* and *nein*, gestures or short answers to questions about food and drink; require some repetition and support with pronunciation; copy or label using single words or short phrases

some children will have progressed further and will:

produce extended dialogues and role-plays using structures and phrases from memory; use the correct written form of German when scripting role-play sketches; ask for additional phrases and vocabulary to extend their range of language

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Snacks and drinks

- to recognise the names for a range of food and drinks
- how to ask for certain drinks and snacks

- Present and practise the new vocabulary using picture flashcards or plastic models.
- Play a range of language games to ensure correct pronunciation and recognition, eg *Lippenlesen* (asking the children to read your lips), *Stille Post* ('Chinese whispers'). You can also show a flashcard very quickly, or reveal it bit by bit, asking *Was ist das?*
- Place the illustrations of food and drink at the front of the classroom and encourage the children to ask you for them, eg *Ich möchte bitte eine Cola.*
- Introduce the notion of asking for food at a snack bar. If possible, demonstrate the language with another adult such as a foreign language assistant, eg *Hallo, was möchtest du? Ich möchte bitte eine Stück Pizza und eine Portion Pommes. Und zu trinken? Ein Glas Limo bitte.*
- Children could use ICT to make their own menus. These would then feature later as menus for role-play in the end-of-unit activities. They would also make an attractive display.
- ▲ Vocabulary and phrases such as *Herr Ober! Fräulein! die Speisekarte* and *zahlen bitte* could be introduced with the 'Imbiss song', sung to the tune of 'My darling Clementine':
*Herr Ober, Fräulein bitte,
Ich habe Hunger, habe Durst.
Die Speisekarte bitte bitte,
Ich möchte Pommes, möchte Wurst.*

*Ein Glas Wasser, zwei Glas Cola,
Einmal Wurst und Ketchup auch,
Zweimal Pommes, einmal Pizza,
Ein Glas Limo, schmeckt mir auch.*

*Einen Hamburger, einen Hot Dog,
Das schmeckt wirklich wunderbar.
Fräulein, Fräulein, die Rechnung bitte,
Ich muß gehen, zahlen ja.*

- ▲ Organise a food-tasting activity in which the children have to name a range of snacks and drinks after they have tasted them, eg *Was ist das? Hmmm. Das ist Limonade!* The phrase *Guten Appetit!* could be introduced here.
- ▲ Children could prepare a simple dish from a recipe provided by the teacher or foreign language assistant. The recipe could then be copied and illustrated. Parents, the headteacher, governors or others could then be invited to sample.

- recognise words for food and drinks and show this by holding up a flashcard, ticking a box or making a physical response
- pronounce the words and phrases with accuracy
- ask politely for items of food and drink
- participate in brief dialogues asking for items of food and drink
- understand the names of foods and drinks when they read them in text
- copy accurately the names of snacks

- Food is a popular subject for children to learn about.
- The verb *möchte* may require special attention, to ensure correct pronunciation.
- Emphasise the change from the nominative *Das ist ein Hamburger* to the accusative *Ich möchte einen Hamburger.*
- There are opportunities for individual and class research and for using the internet to find out about recipes from German-speaking countries and about fast-food chains there.
- If the class has a link school abroad, children could exchange recipes for simple dishes.
- This unit offers opportunities for children to compare foods from different countries.
- The song could feature as an assembly presentation or as part of a display for parents.
- Activities such as food tasting (taking into account allergies, vegetarian diets, etc) are motivating and will help ensure the children remember the new language.
- Any food preparation should take account of hygiene and safety issues.

Section 2. Expressing an opinion about food and drinks

- to say whether they like or dislike certain foods
- to name their favourite snacks and drinks

- Introduce the word *lecker*, using gesture and expression when showing the flashcards. Ask the children for their opinions on the snacks and drinks, eg *Wie findest du Apfelsaft?*
- Develop the use of *Ich trinke gern ... Ich trinke nicht gern ...* with facial expression and gesture. Encourage the children to respond in a sentence, eg *Was trinkst du nicht gern? Ich trinke nicht gern Orangensaft.* Extend to foods.
- Present the phrases *Mein Lieblingsessen ist ... Mein Lieblingsgetränk ist ...* and encourage the children to repeat, then to reply for themselves.
- The class could conduct a survey (*Umfrage*) in which they go round asking each other questions such as: *Was isst du gern? Was trinkst du nicht gern? Was ist dein Lieblingsessen?* The results could be presented using ICT.

- understand an opinion about food
- express an opinion about food and drink in a sentence
- ask and respond to questions such as *Was isst du gern? Was trinkst du nicht gern?*

- Some children may encounter difficulty with the question *Was isst du gern?* confusing *isst* with *ist*. This will require clarification.
- It is important to help children to distinguish between singular and plural, eg *Cola ist gut. Pommes sind lecker!* Parallels with English can be drawn.
- *Gern, nicht gern* and *Liebings-* will be familiar from previous units.
- The results of any food and drink survey could be exchanged with a partner school abroad.

LEARNING OBJECTIVES**POSSIBLE TEACHING ACTIVITIES****LEARNING OUTCOMES****POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Numbers to 100 and euros

- numbers up to 100
- to understand prices in euros

- Revise and consolidate numbers to 60 using a variety of language games as described in previous units.
- Increase the numbers to 100, counting first in tens, then fives, then with all numbers.
- Play language games to consolidate knowledge of numbers to 100, eg *Lippenlesen*, *Lotto*, the 'Zu groß, zu klein' game.
- Discuss euros and show examples of the currency.
- Present flashcards showing snacks and prices, and ask *Was kostet das bitte?* Ask the children to reply in sentences, eg *Eine Pizza? Das kostet zwei Euro zwanzig.*
- ▲ Play the 'Blockbusters' game with two teams to practise prices and revisit snacks vocabulary. On the board, create a grid of flashcards with prices written clearly in euros. Stick the prices over the pictures of snacks. The teams take it in turn to say a price. If they say the price correctly, then they can try to guess the hidden snack. For example: *Zwanzig Euro siebzig. Ist das ein Glas Cola?* If they get the hidden snack correct, they win the square. The winning team is the first to progress from one side of the board to the other. For an easier version of the game, say which snack pictures are there, but not where they are.

- understand and use numbers to 100, both in and out of sequence
- ask how much something costs and understand prices in euros
- say prices correctly in a dialogue
- role-play buying snacks

- Ensure children distinguish between *sieben*, *siebzehn* and *siebzig*.
- Children may be familiar with euros from family holidays or school trips abroad.
- Many of the language activities suggested here complement work in numeracy.
- Children could compare prices of snacks from German-speaking countries with prices of snacks here.
- Prices in euros could be added to the menus made in section 1.

Section 4. Further Christmas vocabulary

- further vocabulary associated with Advent and Christmas

- ▲ Revise the Advent and Christmas vocabulary introduced in unit 2 'Wir stellen uns vor'.
- ▲ Revise work on the festivals of Advent and Christmas and encourage the children to share their experiences of celebrations of religious festivals.
- ▲ Introduce further seasonal songs, including Christmas carols in German.
- ▲ One verse of a carol can be written out and decorated for the school's German language board.

- pronounce the vocabulary correctly
- participate in singing songs or reciting poems on a Christmas theme
- consider their own culture and compare it with others

- ICT: children could exchange seasonal greetings with children at their partner school.
- Many commercial CDs with German carols are available.
- Music: children would enjoy singing a German Christmas carol such as 'O Tannenbaum' or 'Alle Jahre wieder'.
- German Christmas carols could feature as part of a Christmas concert.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

END-OF-UNIT ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- to apply the knowledge, skills and understanding learnt in this unit

- Children could present a concert or assembly in words and music that demonstrates their learning in this unit. This could include poems, stories, songs and language presentations on a festive theme.
- Children could script short sketches in which they demonstrate their learning. Two friends might discuss snacks and then buy them. They could use visual prompts, but might also refer to the written forms when drafting. These presentations could be recorded on either tape or video and sent to a partner school abroad. The dialogues could also be written out or word-processed.
- A colourful display about food and snacks with pictures, recipes and sample dialogues can be a very stimulating resource, helping to generate interest in the wider school community.
- The school canteen could be asked to offer a school dinner on a German theme for one day.

- speak with correct pronunciation
- recite a poem, sing a song or perform a sketch in German to an audience

- Presentations and assemblies can be very motivating for children and help them speak with clarity and greater expression.
- To add authenticity, children could be encouraged to dress up for the parts.
- Sensitivity and intervention may be required to ensure that all children feel that their contribution, whether spoken, musical or dramatic, is valued and appreciated.
- Any language event that celebrates learning is an opportunity to show the children's achievements to the wider school community, such as parents, governors and representatives from local industry.