

Language

Core language

ein Mineralwasser (n)	a mineral water
ein Milkshake or Milchshake (m)	a milkshake
ein Kaffee (m) / eine Tasse (f) Kaffee	a coffee / a cup of coffee
ein Glas (n) Tee	a glass of tea

eine heiße Schokolade (f)	a hot chocolate
eine Limonade (f)	a lemonade

ein Butterbrot (n)	a sandwich
eine Pizza (f)	a pizza
eine Wurst (f)	a sausage
ein Schokoladeneis (n)	a chocolate ice cream
ein Vanilleeis (n)	a vanilla ice cream
ein Erdbeereis (n)	a strawberry ice cream
Ich verstehe nicht	I don't understand
Nochmal, bitte	(Say that) again, please
Wie bitte?	Excuse me? / Pardon?
Guten Appetit!	Enjoy your meal!
Wiederholen Sie das bitte	Repeat that, please (polite singular)

Wiederhole das bitte	Repeat that, please (familiar singular)
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Er/sie hat gegessen	He/she ate
Er/sie hat getrunken	He/she drank

Additional language for this unit

Einmal/zweimal (Eis), bitte	One/two (ice creams), please
Herr Ober / Fräulein	Waiter/Miss
Die Rechnung, bitte	The bill, please
ein Kännchen Kaffee	a pot of coffee
ein Stracciatellaeis	a chocolate-chip ice cream
ein Karamelleis	a caramel ice cream
ein Himbeereis	a raspberry ice cream

Additional language for teachers

Was hast du gestern gegessen/getrunken?	What did you eat/drink yesterday?
Was hat er/sie gestern gegessen?	What did he/she eat yesterday?
Was hat er/sie gestern getrunken?	What did he/she drink yesterday?
Was ist auf der Speisekarte?	What is on the menu?
Imbisse/Snacks	snacks
Getränke	drinks
Eissorten	ice creams (literally 'sorts of ice cream')
Hast du Hunger/Durst?	Are you hungry/thirsty?
Was darf es sein?	What would you like?
Tut dazu / Tu dazu	Add (plural/singular)
Mischt/Misch	Mix (plural/singular)
nach Geschmack/Belieben	according to taste
kalt	cold
Gekühlt essen/trinken	Eat/drink chilled
Gekühlt servieren	Serve chilled

Unit 21 Ein Besuch im Café (Creating a café)

About the unit

In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices in short dialogues. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.

Where the unit fits in

In this unit children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (see Units 10 and 13) and buying something (see Unit 6). They extend their use of the perfect tense (see Unit 13). They learn a song and perform in a play to practise the language learnt.

Prior learning

It is helpful if children already know:

- the names of some snacks and drinks
- numbers 1–20
- Ich habe gegessen, Ich habe getrunken*
- how to say they would like something
- bitte*
- how to ask how much something is
- how to seek clarification when they don't understand
- weil* (+ verb at end)
- Ich möchte ...*
- Ich mag ... / Magst du ...?*
- lieber*
- ein* changing to *einen* after *Ich möchte* with masculine nouns, eg *Ich möchte einen Kaffee*
- text features of a recipe
- opinion phrases for food and drink, eg *lecker! / köstlich! / igitt!*

New language

- Quantities (of food and drink)
- Transactional language for a café
- Seeking clarification of meaning
- Perfect tense: third person singular (*er/sie hat gegessen, er/sie hat getrunken*)
- Compound nouns (ice cream flavours)
- Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words

Resources

- Picture or short filmed clip of a German café
- Café menus – authentic or invented
- Small and large word cards of drinks, snacks and ice creams
- Pictures of individual children
- Dictionaries

- Images or picture flashcards to illustrate snacks, drinks and ice creams in 'The Snack Song'
- Text strips for 'The Snack Song' (in envelopes)
- Images of German markets, supermarkets and food shops
- Map of Germany
- Internet access for researching regional specialities
- Coloured pens
- Picture flashcards or images of some ice cream flavours
- Milkshake recipe
- Pictures or props to illustrate the milkshake recipe
- Ingredients and equipment for making a milkshake
- Template for tasting review grid
- Large sheets of paper for creating posters
- Real or plastic German euro coins
- Props for an end-of-unit performance

Links with other subjects

Primary framework for literacy: devise a performance, considering how to adapt it for a specific audience (year 6)

Design and technology: follow safe procedures for food safety and hygiene

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Music: sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression

PSHCE: know that differences and similarities between people arise from a number of factors, including cultural factors

Expectations

At the end of this unit

most children will:

ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit

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

listen and respond to the names of drinks and snacks; respond with *ja* or *nein*, gestures or short answers to questions about drinks and snacks or money; refer to text or visual clues when singing a song

some children will have progressed further and will:

show confident recall of known language and structures



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Café Conundrum</p> <ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to recognise patterns in the foreign language (KAL) to discuss language learning and reflect on and share ideas and experiences (LLS) 	<ul style="list-style-type: none"> Show children a picture or short video clip of a German café. Discuss and ask them to tell you what they can see in the picture. Have any of the children ever been to a German café in Germany, in a German-speaking country or in England? What did they have to eat or drink? Play Café Conundrum. Give pairs of children a menu from a German café (see example at the end of this unit). Invite them to write the words that they know or can guess the meaning of in a column headed 'known'. They put unknown words into a second column headed 'unknown'. Ask them which strategies they would use to work out the meanings of the unknown words, for example comparing with English or other languages or using knowledge of other words or phrases that might be similar. Children then use a dictionary to find or check the meanings of the new words and write these down. This could also be played as a team speed challenge game. Some children may prefer to use a bilingual word bank instead of a dictionary. Others may be able to use an online dictionary. Take feedback from the class. Encourage children to use their knowledge of phoneme-grapheme correspondence to work out how to pronounce the new words they find. Give children individual word cards for the café items. Still in pairs, they decide on categories and sort the cards. For example, they may decide to sort them into foods and drinks, into masculine, feminine and neuter nouns or according to the letters the words begin with. Ask children to share their word groups with the rest of the class. The other children then guess what the categories are. For the next part of the game, read out a selection of café items. Ask children to listen carefully and arrange the corresponding word cards in the correct order. Individual children read these back to the class for checking. Ask children to mix up their word cards. Play Speed Sort. Call out a category, eg <i>Ich möchte die Getränke haben!</i> (I would like to have the drinks!) Give children 60 seconds to group the drinks together. Repeat for <i>die Imbisse</i> (snacks) and <i>die Eissorten</i> (ice creams). As a follow-up, call out a category and children have to say three examples from that category. Extension: Children use a dictionary to find the German words for other items available in a café. 	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence 	<ul style="list-style-type: none"> Children needing extra support will find it helpful to have an illustrated list of café items and word cards. Follow-up: Throughout the week, children play <i>Lotto</i> (Bingo) with café items. Follow-up: Play Phoneme Lotto. Give children cards with six graphemes, eg <i>ei, ü, sp, ch, o</i> and <i>ie</i>. Call out a snack or drink and they cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this version of Phoneme Lotto (which is more challenging), call out a phoneme and the children cross off an item that contains that sound. This could be played in pairs for support. Follow-up: Children create labelled pictures of snacks, drinks and ice creams for display. Follow-up: Play Speed Sort using phonemes as the category.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. 'The Snack Song'

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
- to match sound to sentences and paragraphs (L6.3)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to use context and previous knowledge to help understanding (LLS)

- Remind children how to describe what they have eaten and drunk using the perfect tense (see Unit 13, Section 1) by asking *Was hast du gestern gegessen?* (What did you eat yesterday?) Model the response using a picture or action, eg *Ich habe ein Butterbrot gegessen* (I ate a sandwich). Ask the question again and encourage children to join in with the answer. Repeat the activity several times varying the food item. When appropriate, extend this activity to include the question *Was hast du gestern getrunken?* (What did you drink yesterday?) to elicit the response (for example) *Ich habe Milch getrunken* (I drank some milk), etc.
- Display a series of pictures of individual children and items of food and drink. Draw arrows to link each child with an item of food or drink and introduce the question *Was hat er/sie gegessen?* (What did he/she eat yesterday?) Model the reply *Er/sie hat einen Pfannkuchen gegessen* (He/she ate a pancake). Ask children to chorus your response. Repeat with further examples and encourage children to respond independently.
- Read or sing *Das Imbisslied* ('The Snack Song') (see 'Points to note'). Use images and gestures to support children's understanding of key points. They listen again and record snacks and drinks that they hear and the cost of the bill. They feed back and as they say each item (in English or German), display an image or flashcard on the board.
- Play games to practise the items from the song and additional items from Section 1, eg mouth an item and children read your lips to guess the word. Show images or flashcards of the items, revealing them slowly for children to say what they are. Play *Wiederholt wenn es richtig ist* (Repeat if it's True), where you point to and name a picture and children repeat it only if the name is correct.
- Introduce *zweimal*, *dreimal*, etc as a way of ordering quantities, eg *einmal Pommes bitte* or *viermal Cola bitte*.
- Children work in groups. Give them an envelope containing strips of paper for each line of the song. They distribute the strips evenly, so that each child has three or four lines. Sing the song again and children wave their strip in the air when they hear that line of the song.
- Next, groups attempt to put all the strips in the correct order. They then listen to the song again to check the order and join in with singing.
- As a group, children select from their song strips the phrases they think would be useful if they were in a café in a German-speaking country. Children feed back and discuss as a class. As a class, practise the phrases that children have highlighted. Ask children to identify the conventions of politeness in the song, and discuss.
- Sing the song again but stop before naming the items. Children volunteer the items in their correct order. Provide children with some picture prompts to help them remember.
- The class join in with singing the song.
- Discuss in English the types of drinks and snacks mentioned in the song. Would we find similar items in an English café? What is the role of the café in English and German culture?

- identify some snacks and drinks from a list and pronounce these with reasonable accuracy
- talk about what a friend has eaten or drunk
- talk about the significance of cafés in people's lives
- recall and sing with confidence a song with several verses

- *Das Imbisslied* (to the tune of 'Oh My Darling Clementine'):

*Fräulein, Fräulein, Herr Ober
Ich hab' Hunger, ich hab' Durst
Ich hätte gern die Speisekarte
Ich möchte Pommes, möchte Wurst.*

*Einmal Tee, zweimal Limo
Dreimal Cola, das ist gut
Ein Stück Pizza, ein Stück Kuchen
Ja mit Sahne, danke schön!*

*Das ist lecker, das ist super
Das schmeckt wirklich wunderbar
Fräulein, Fräulein, die Rechnung bitte
Ich muss gehen, zahlen ja!*

*Das macht dreißig, dreißig Euro,
Vielen Dank für den Besuch
Komm bald wieder zu uns essen
Tschüss mein Freund, Auf Wiedersehen!*

(Miss, miss, waiter
I am hungry, I am thirsty
I would like the menu
I'd like some chips, some sausage.

One tea, two lemonades
Three colas, that's good
A slice of pizza, a piece of cake
Yes with cream, thank you!

That is tasty, that is super
That tastes really wonderful
Miss, miss, the bill please
I have to go, I have to pay.

That will be 30, 30 euros
Many thanks for the visit
Come again soon to eat with us
See you my friend, goodbye!)

- If using the interactive whiteboard, insert the text of the song with the relevant pictures to accompany each verse. If possible, add a sound file of the tune. If the tune is played on a digital keyboard, the saved file can be imported into the whiteboard (provided it is saved as the right file type).
- Follow-up: Throughout the week, children practise answering the question *Was hat er/sie gestern gegessen/getrunken?*
- Follow-up: Throughout the week, practise singing 'The Snack Song'.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. What's on the menu?

- to read and understand the main points and some detail from a short written passage (L6.1)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to recognise and understand some of the differences between people (IU6.2)
- to recognise patterns in the foreign language (KAL)

- Begin this section by singing 'The Snack Song'.
- Display the table below on the board to show children how to build sentences. Can they spot any patterns? Give them a pronoun in English, eg 'he', and ask them to build a sentence by adding a food item. Note that the past participle *gegessen* comes **after** the food item, eg *Er hat einen Apfel gegessen*.

<i>Ich</i>	<i>habe</i>	<i>gegessen</i>
<i>Du</i>	<i>hast</i>	<i>gegessen</i>
<i>Er</i>	<i>hat</i>	<i>gegessen</i>
<i>Sie</i>	<i>hat</i>	<i>gegessen</i>

- Ask the question *Was hast du gestern gegessen?* Encourage children to reply in a sentence, eg *Ich habe Chips gegessen* (I ate some crisps). Ask *Was hat er/sie gestern gegessen?* (What did he/she eat yesterday?) and model the reply *Er/sie hat Chips gegessen* (He/she ate some crisps). Check that the children have understood.
- Discuss local and regional food with children. What is their experience of this? Encourage them to share their experiences of buying food, the type of food they buy, whether they think any of these items are typical for their local area. Do the seasons affect what we eat? Where do families go to buy their food? Does that have any impact on local or regional food producers? You may also want to discuss the environmental impact of importing food.
- Display images of German markets and supermarkets, as well as other food shops, eg *ein Delikatessengeschäft* (delicatessen), *eine Konditorei* (cake shop), *ein Bioladen* (organic food store) and *eine Metzgerei* (a butcher's). Tell them about food and shopping habits in Germany (see 'Points to note') and compare with those in the local area. Make links to Unit 6 if appropriate.
- Show children a map of Germany. Explain that Germany is split into different regions. You may also want to discuss regions of England at this point, with regard, for example, to cities, accents, landscape, football and local specialities. Has anyone in the class ever been to Germany or a German-speaking country? Where? Highlight four regions in Germany, eg Bavaria, the Black Forest, Schleswig-Holstein and the Rhineland. Point out some of the main cities of each area, eg *München* (Munich), *Freiburg*, *Lübeck* and *Köln* (Cologne). You may also want to point out other geographical features. Ask children to tell you what they think the weather would be like in each region (you may want to use the weather rhyme from Unit 7 to revise the weather phrases).
- Divide children into groups. Give each group a short text about typical food found in one of the regions in Germany (see 'Points to note'). Using a dictionary, children find out as much information as possible about the regional specialities. Children could also use the internet to find pictures of the regional dishes. They will need to make notes in order to be able to feed back to the class in English and German.
- In groups, children make a poster or menu showing the specialities of their allocated German region.
- Extension: If available, show a filmed extract of people at cafés or cooking in a German-speaking country.

- appreciate some similarities and differences between cultures and culinary traditions

- Images of markets can be found on the internet.
- In Germany, there are markets in many towns selling local and regional produce, eg seasonal fruit, vegetables and cheese. Organic food (*Biokost* or *Naturkost*) has been popular in Germany for a long time. Many people also choose to buy some foods from specialist shops, eg *eine Konditorei*, which has a wide variety of cakes on offer. It is a very popular custom to go to a *Konditorei* to have a cake and some tea or coffee in the mid-afternoon.
- German bread is world-famous for its variety (over 300 kinds are available), and it comes in many shapes and sizes. Much-loved staples include *Graubrot*, *Schwarzbrot*, *Vollkornbrot* and *Pumpernickelbrot*. *Brötchen* (bread rolls) are also very varied and popular, and can have different coverings, such as poppy seeds, oats and sunflower seeds.
- Here is an example of a text about regional German food:

Spezialitäten aus dem Schwarzwald:

Der Schwarzwald liegt im Südwesten Deutschlands und diese Region hat viele Spezialitäten. Es gibt Schwarzwälder Schinken, Schwarzwälder Bauernspeck, Schwarzwälder Landjäger (eine Wurst) und natürlich die berühmte Schwarzwälder Kirschtorte!

(Specialities of the Black Forest:

The Black Forest lies in south-west Germany and this region has many specialities. There is Black Forest ham, bacon, sausage and, of course, the famous Black Forest gâteau!)

Specialities of the other three regions are as follows:

Spezialitäten aus Schleswig-Holstein:

Schleswig-Holstein liegt im Norden und hat viele Spezialitäten. Es gibt Marzipan (eine Süßigkeit aus Mandeln und Zucker) aus Lübeck, Spargel und viele Fischgerichte wie Heringe und Aale. Ein berühmter Schinken der Region ist der Holsteiner Katenrauchschinken.

(Specialities of Schleswig-Holstein:

Schleswig-Holstein lies in the north and has many specialities. There is marzipan (a sweet made of almonds and sugar) from Lübeck, asparagus and many fish dishes such as herrings and eels. A well-known type of ham of the region is Holstein smoked ham.)

Spezialitäten aus Bayern:

Bayern liegt im Südosten. Einige bayerische Spezialitäten sind Semmelknödel (Knödel aus Brot), Sauerkraut und Weißwurst.

(Specialities of Bavaria:

Bavaria lies in the south east. Some Bavarian specialities are bread dumplings, pickled cabbage and white sausage.)

Spezialitäten aus dem Rheinland:

Das Rheinland liegt im Westen. Einige rheinische Spezialitäten sind der Halver Hahn (ein belegtes Roggenbrötchen mit Gouda-Käse, Gurke und Senf), Reibekuchen (aus Kartoffeln gemacht und mit Apfelmus serviert) und Sauerbraten (meistens aus Rindfleisch und mit Kartoffelklößen serviert.)

Specialities of the Rhineland:

The Rhineland lies in the west. Some Rhineland specialities are rolls with Gouda cheese, gherkins and mustard, potato cakes served with stewed apple and beef served with potato dumplings.)

- Other popular German foods include *Bratwurst*, *Currywurst* and *Bockwurst*, which are often served with *Pommes* and *Mayo* or *Kartoffelsalat*.
- Follow-up: Throughout the week, ask confident children the question *Was hast du gestern gegessen?* After the child has replied, ask the class to respond to the question *Was hat er/sie gegessen?*
- Follow-up: Throughout the week, make sure that children have time to finish their posters.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Choosing an ice cream

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to perform to an audience (O6.2)
 - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to devise questions for authentic use (KAL)
 - to ask for repetition and clarification (LLS)
- Display on the board picture flashcards or images of a selection of snacks, drinks and ice creams. Cover each with a number between one and 20. Choose a volunteer to pick a number in German. The child has one guess at what is hidden behind that number (and must say the word correctly). Reveal the item. If the child was correct, the class win a point. If he or she was wrong, cover up the picture with the number again and you win the point. Continue until all of the items have been revealed, and count the points in German. Invite the class to share tips on how to memorise language. Ensure that some of the items are covered by lower numbers so that all children can participate.
 - Display picture flashcards or images of some ice cream flavours. Say *Ich möchte ...* and the names, and ask children to repeat, eg *ein Schokoladeneis/Stracciatellaeis/Karamelleis/Vanilleeis/Erdbeereis/Himbeereis* (a chocolate/chocolate-chip/caramel/vanilla/strawberry/raspberry ice cream). Play some quick games to practise the words, eg *Findet das Bild*. Write up the names of the flavours.
 - Leave the ice creams and vocabulary on display and add some prices in euros. Remind children about the use of the euro in Germany and look at how it is written when used in a price.
 - Practise pronunciation of the *eu* sound in *Euro*. Say a list of words to children and ask them to stand up and sit down again when they hear the *eu* sound, eg *Eule, Brötchen, Wurst, heute, Schokolade, teuer, Kaffee, Limonade, zwanzig, Euro*.
 - Display a dialogue for a role play on the board (see 'Points to note'). Take the role of the ice cream vendor and invite a child to read the part of the customer.
 - Invite another pair of children to come out and model the dialogue. Then invite further pairs to perform the dialogue, changing key elements such as flavours and price.
 - Extension: As a class, discuss strategies for coping when you don't understand someone speaking. Extend the dialogue by including phrases for asking for clarification, eg *Ich verstehe (Sie) nicht* (I don't understand), *Wie bitte?* (Excuse me?), *Nochmal bitte* (Again, please), *Wiederhole das bitte* (Repeat that, please?).
- develop a role play
 - participate in a conversation
 - talk about prices in euros
- A suggested dialogue for a role play might be:
A: *Guten Tag.*
B: *Guten Tag. Was möchtest du?*
A: *Ich möchte ein Eis bitte.*
B: *Welche Sorte? Wir haben Schokoladeneis, Vanilleeis, Himbeereis, Erdbeereis, etc*
A: *Ein Himbeereis bitte.*
B: *Bitte schön.*
A: *Danke. Was macht das?*
B: *Ein Euro zwanzig.*
A: *Wie bitte?*
B: *Ein Euro zwanzig.*
A: *Bitte schön. Auf Wiedersehen!*
B: *Tschüß!*
 - Make children's dialogues more authentic by providing some plastic euro coins.
 - Using real or plastic euro coins, or images of coins, look at the symbols that are represented on them. Compare these with euro coins originating from other countries.
 - The suggested dialogue uses the familiar *du* form for the second person singular, rather than the polite *Sie* form, because the server is talking to a child.
 - Follow-up: Throughout the week, practise numbers and café items by repeating the number game with the flashcards, and the ice cream dialogues.
 - Follow-up: Throughout the week, sing 'The Snack Song'.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Making a milkshake

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to read and understand the main points and some detail from a short written passage (L6.1)
- to identify different text types and read short, authentic texts for enjoyment and information (L6.2)
- to write sentences on a range of topics using a model (L6.4)
- to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
- to apply a range of linguistic knowledge to create simple, written production (LLS)

- Invite the class to sing 'The Snack Song'.
- Show a recipe for a milkshake for one person (see 'Points to note'). Read it aloud with visual support, or demonstrate how to make it.
- Practise the new language. Say *Auf Englisch sagen wir 'milk' aber auf Deutsch sagen wir 'Milch'* (In English we say 'milk' but in German we say 'Milch'). Repeat with the other ingredients and utensils and encourage children to finish the sentences.
- Explain to children that they will be setting up their own milkshake shop. They work in groups to decide on a flavour from the range of options available and, using the template recipe, work out quantities sufficient for the number of people in their group. Then they write a shopping list.
- They then order their ingredients by reading out their shopping lists to the class.
- Children write a recipe for their own milkshake using their shopping lists and the example recipe, and decide on a name for their milkshake using the flavour and adjectives in German, eg *Super Schokoladenshake!*
- Children make their milkshakes in groups.
- Organise a taster session in which children can taste each other's milkshakes. Each child has a copy of a tasting review grid that they complete, as follows.

Milkshake	Opinion
<i>Super Schokoladenshake!</i>	<i>lecker / schmeckt gut / sehr gut / nicht schlecht / nicht meine Sache!</i> (delicious / tastes good / very good / not bad / not my cup of tea!)

- Children give feedback for each group in turn, eg *Ich mag den Super Schokoladenshake!, weil er lecker ist* (I like the *Super Schokoladenshake!* because it's delicious).

- express an opinion using a complex sentence
- follow a simple recipe

- The ingredients for the milkshakes will need to be bought in advance. Ensure that there is a range of flavours from which children can choose.
- It would be helpful to discuss with children the features of an instructional text and strategies for understanding these before looking at the recipe.
- A suggested text for a milkshake recipe (alternative ingredients can be substituted):

Schokoladenshake für eine Person:

Zutaten:

2 Esslöffel Schokoladenpulver

2 Teelöffel Streuzucker

25cl Milch

2 Kugeln Vanilleeis

Zubereitung:

Nimm ein großes Glas. Mische die Milch, das Schokoladenpulver und das Eis und gib dann den Zucker zu.

Kalt genießen! Guten Appetit!

(Chocolate milkshake for one person:

Ingredients:

2 dessertspoons of chocolate powder

2 teaspoons of caster sugar

25cl of milk

2 scoops of vanilla ice cream

Instructions:

Take a large glass. Mix the milk, the chocolate powder and the ice cream and then add the sugar.

Drink (literally 'enjoy') cold! Enjoy!

- Follow-up: Children design posters to advertise their milkshakes.
- Throughout the week, use the milkshake theme for maths warm-up activities involving measures.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Café theatre

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| <ul style="list-style-type: none"> to understand the main points and simple opinions in a story, song or passage (O6.1) to perform to an audience (O6.2) to read and understand the main points and some detail from a short written passage (L6.1) to match sounds to sentences and paragraphs (L6.3) to plan and prepare – analyse what needs to be done to carry out a task (LLS) | <ul style="list-style-type: none"> Give children a simple play script (see 'Points to note'). They read it silently and then re-read it. Explain that they have to look at the language to work out the mood of the play and that they should highlight any unusual parts. Draw their attention to the title <i>Der komische Kellner</i> ('The Strange Waiter'). Ask children to suggest the type of play this is and to explain the gist of the story. Model the play, taking both roles or using a German-speaking child or adult if available. Divide the class in half. One half will be the waiter and the other the customer. The two halves of the class read out the play. Practise any pronunciation that needs attention. Ask two confident children to read out the play again. Discuss with the class the importance of tone of voice and expression. Children read the play in pairs. Invite two or three groups to perform to the class. They may like to use props for support. Discuss with the class the best features of the performances and how they could be improved. Encourage them to consider whether the humour of the piece was portrayed and, if not, how this could be done. Invite another pair to demonstrate. Model changing elements of the play script before inviting children, either individually or in pairs, to create their own script based on this model, using a range of vocabulary for food and drinks. Explain that children will have the opportunity to perform their play. Some may prefer to join with another pair and take a smaller speaking part. Extension: Some children may wish to add some simple stage directions to their script, such as <i>traurig</i> (sad) or <i>froh</i> (happy). | <ul style="list-style-type: none"> read aloud from a text perform a play with confidence | <ul style="list-style-type: none"> A suggested play script (although an alternative can be substituted):
<i>Der komische Kellner</i>
A: Guten Tag.
B: Guten Tag. Die Speisekarte bitte.
A: Bitte schön. Was möchten Sie/Was möchtest du?
B: Ich möchte einen Milchkaffee, ein Käsebrod, eine Packung Chips und ein Karamelleis.
A: Bitte schön: ein Käsekaffee, ein Kaffeebrod, eine Packung Karamell und ein Chipseis.
Mmmmm, lecker!
B: Igitt! Wieviel kostet das?
A: Sechzig Euro!
B: Sechzig Euro?

(‘The Strange Waiter’
A: Hello.
B: Hello. The menu please.
A: Here you are. What would you like?
B: I’d like a coffee with milk, a cheese sandwich, a packet of crisps and a caramel ice cream.
A: Here you are: a cheese coffee, a coffee sandwich, a packet of caramel and a crisps ice cream. Yum, yum!
B: Yuck, how much is it?
A: Sixty euros!
B: Sixty euros?) Links to literacy work: The first activity links to work on transforming narrative writing into a script and performing it as a short dramatised scene (year 6). The second and third activities (including the extension activity) link to drama work on developing scripts based on improvisation (year 4) and performing scripted scenes making use of dramatic conventions (year 5). |
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End-of-unit activities

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit | <ul style="list-style-type: none"> Children perform their plays to the class. Allow some children to read aloud from the text. Film the performances so that they can be played back to the class later and discussed. | <ul style="list-style-type: none"> develop a sketch or role play and perform this to the class | <ul style="list-style-type: none"> It may be appropriate to use a hall or large space for these performances. Encourage children to bring in appropriate props to add fun and interest to their plays. If the school has a German-speaking partner school, send them a copy of the recording. If possible, the children could perform their plays in an assembly for the whole school community. Follow-up: If the school is using the European Language Portfolio (ELP), children could include copies of their recording as evidence of their progress. See the CILT primary languages website for more details of the ELP: www.primarylanguages.org.uk. Teachers from destination secondary schools could be encouraged to watch the performances. Links with literacy work: These two activities link to work on performing a scripted scene making use of dramatic conventions (year 5). |
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Speisekarte

Belegte Brote mit:

Käse	5,00 €
Schinken	5,50 €
Pastete	6,00 €
Thunfisch	6,00 €

Salate:

Kartoffelsalat	8,00 €
Nudelsalat	8,00 €
Tomatensalat	9,50 €
Eiersalat	9,90 €

Omelettes:

Mit Käse	8,00 €
Mit Schinken	8,00 €
Mit Pilzen	8,00 €

Imbisse:

Currywurst	6,00 €
Bratwurst	6,00 €
Bockwurst	5,50 €
Frikadelle	3,50 €
Schaschlik	3,50 €
Strammer Max	5,00 €
Eine Portion Pommes Frites	3,50 €
Eine Packung Chips	1,50 €
Eine Pizza	7,00 €

Eisorten:

Schokolade/Zitrone/Kirsche/Himbeere/Erdbeere/Stracciatella/Vanille/ Pistazie/Nuss	
Eine Kugel	1,50 €
Zwei Kugeln	3,00 €
Drei Kugeln	4,00 €

Heiße Getränke:

Glas Tee	2,00 €
Tasse Kaffee	1,50 €
Kännchen Kaffee	3,20 €
Heiße Schokolade	3,00 €
Cappuccino	2,90 €
Heiße Zitrone	2,90 €

Kalte Getränke:

Mineralwasser	2,50 €
Cola	2,00 €
Orangensaft	2,50 €
Limonade	2,00 €
Saftschorle nach Wahl	3,90 €

Menu

Sandwiches:

Cheese	5,00 €
Ham	5,50 €
Pâté	6,00 €
Tuna	6,00 €

Salads:

Potato	8,00 €
Noodle	8,00 €
Tomato	9,50 €
Egg	9,90 €

Omelettes:

With cheese	8,00 €
With ham	8,00 €
With mushrooms	8,00 €

Snacks:

Sausage with curry sauce	6,00 €
Sausage	6,00 €
Large frankfurter sausage	5,50 €
Burger	3,50 €
Shish kebab	3,50 €
Fried egg on ham and bread	5,00 €
A portion of chips	3,50 €
A packet of crisps	1,50 €
A pizza	7,00 €

Ice creams:

Chocolate/lemon/cherry/raspberry/strawberry/chocolate-chip/vanilla/ pistachio/nut	
One scoop	1,50 €
Two scoops	3,00 €
Three scoops	4,00 €

Hot drinks:

Glass of tea	2,00 €
Cup of coffee	1,50 €
Pot of coffee	3,20 €
Hot chocolate	3,00 €
Cappuccino	2,90 €
Hot lemon	2,90 €

Cold drinks:

Mineral water	2,50 €
Cola	2,00 €
Orange juice	2,50 €
Lemonade	2,00 €
A selection of juice spritzers	3,90 €