

Language

Core language

tausend	thousand
<i>der/ein Supermarkt</i>	the/a supermarket
<i>der/ein Park</i>	the/a park
<i>die/eine Bäckerei</i>	the/a bakery
<i>die/eine Metzgerei</i>	the/a butcher's
<i>das/ein Lebensmittelgeschäft</i>	the/a grocer's
<i>das/ein Fischgeschäft</i>	the/a fishmonger's
<i>Damals gab es ...</i>	At that time there was/were ...
<i>Es gab ...</i>	There was/were ...
<i>heute</i>	today
<i>vielen</i>	lots of
<i>wenige</i>	few

Additional language for this unit

<i>modern</i>	modern
<i>lebhaft</i>	lively/busy
<i>ruhig</i>	quiet
<i>die Wohnungen</i>	flats
<i>der/ein Bahnhof</i>	the/a station
<i>der/ein Milchladen</i>	the/a dairy
<i>die/eine Kirche</i>	the/a church
<i>das/ein Museum</i>	the/a museum
<i>Es war ...</i>	It was ...
<i>waren</i>	were
<i>hatte</i>	had

Additional language for teachers

Er/sie wurde 1980 geboren He/she was born in 1980

Unit 22 Damals und heute (Then and now)

About the unit

In this unit children learn to describe places in a town and compare modern-day settlements with those from a period in the past. They revise and learn adjectives and new places in a town. They use this knowledge to help them to understand texts about towns in Germany. Children use a letter as a model to produce tourist guides for their own town.

Where the unit fits in

This unit provides the opportunity to apply some familiar language in new contexts. Children have already been introduced to the idea of word order (see Unit 4). They have learnt numbers up to 39 (see Unit 8) and multiples of 10 up to 100 (see Unit 9). In Unit 19 they learnt to use 24-hour clock notation for telling the time. In Unit 15 they learnt some places in town and simple directions. Children met the imperfect tense in Unit 17 and looked at definite and indefinite articles in Unit 19.

Prior learning

It is helpful if children already know:

- the names of some places in a town
- numbers (including multiples of 10 up to 100)
- *Es gibt ...*
- (*Es*) *war ...*
- that the imperfect tense is used to describe an action in the past, sustained over a period of time
- the definite and indefinite article (*der/die/das* and *ein/eine/ein*)
- *kein/e*
- *links/rechts*
- *ein* changing to *einen* with masculine nouns after *Es gibt ...*
- *sehr/ganz*.

New language

- Making statements (about places in a town)
- Asking questions (about places in a town)
- Giving a description (of a town)
- Saying the year (eg *neunzehnhundertachtzig*)
- Imperfect tense of *geben* (*Es gab*)
- Inversion of verb and subject after *heute* or *damals*, eg *heute gibt es ... / damals gab es ...*
- *vielen/wenige*
- Phonic focus: *z* (as in *-zig*)

Resources

- Map symbols and images of places in a town
- Sets of word cards and images of places in a town

- Sets of digit cards or number fans
- Envelopes containing word cards for numbers
- Pictures A and B showing six places in town, each with three different missing street numbers for an information gap activity (Section 2)
- Two sets of word cards with numbers that form a year
- Images of celebrities with their year of birth underneath
- Timeline showing images of people representing different historical eras
- Flashcards with coloured shapes on the back for a Pelmanism game
- Two pictures of your town – one from the past and one in the present
- Two pictures of a German town – one from the past and one from the present
- Copies of an email or letter from a school in a German-speaking country
- Multimedia presentation to illustrate the meaning of *vielen* and *wenige*
- Presentation/publishing software

Links with other subjects

Primary framework for literacy: use a range of oral techniques to present engaging narratives; analyse and evaluate how speakers present points effectively through use of language and gesture; identify the ways spoken language varies according to differences in the context and purpose of its use (year 6)

History: describe and make links between the main events, situations and changes within and across the different periods and societies studied

Expectations

At the end of this unit

<i>most children will:</i>	understand the names of key places in a town; describe a present-day town and compare it with the past; begin to understand how to say the year in German; begin to use the third person singular of the verb <i>geben</i> in the imperfect tense
<i>some children will not have made so much progress and will:</i>	with support, understand places in a town and some adjectives; remember some of the key vocabulary and phrases with prompting; respond using single words and short phrases; copy short phrases
<i>some children will have progressed further and will:</i>	achieve extended descriptions in accurate German, showing attention to inversion and tenses; show creativity and imagination in using language in new contexts



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p>Section 1. Places in a town centre</p> <ul style="list-style-type: none"> to understand longer and more complex phrases and sentences (O6.3) to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> Display map symbols for familiar places in a town on the board, eg <i>das Café / das Geschäft / der Markt / der Bahnhof / die Post / die Bibliothek</i> (the café / shop / market / station / post office / library) (see Unit 15). Next to each symbol write the first letter for each word, with dashes for the missing letters. Invite children to take part in a memory challenge, where everyone tries to recall three places silently, then compares what they can recall with a partner. Each pair then tries to recall five places. Feed back as a class. On different parts of the board, display images and words for some new places in a town (see 'Points to note'). Write a letter next to each image and a number next to each word. In pairs, ask children to match images to words by noting corresponding numbers and letters. This could also be done by giving each pair of children a set of word cards and images to match up. Extend language to say what places there are in your home town, eg <i>Es gibt ein/eine/ einen ... in Durham</i>. In small groups, children play an adaptation of the game 'My Grandmother Went to Market', where the first child says, for example, <i>Es gibt eine Kirche in Durham</i>. The second child then repeats this and adds another place, eg <i>Es gibt eine Kirche und einen Supermarkt in Durham</i>, and so on. The aim is for children to make the longest chain sentences they can. Remind them of the connective <i>und</i>. If beginning the sentence with <i>In</i> + the name of a town, the conjugated verb should be the second element of the sentence (see 'Points to note'). Show children four images for different places in town. Model creating a sentence from these images, eg <i>In Durham gibt es ein Museum, ein Café, eine Kirche und ein Fischgeschäft</i>. Show a new combination of images and ask children to make a new sentence. Use some images from the previous activity but this time cross out or put a cross next to the final one. Read out the matching sentence using a negative, eg <i>In Durham gibt es ein Museum, ein Café und eine Kirche aber es gibt kein Fischgeschäft</i> (In Durham there is a museum, a café and a church but there is no fishmonger's). Ask children what they notice about the new sentence. Pick out the negative construction and practise it with a new combination of places. Play the Tourist Game. Ask two children to leave the room. They will be the tourists. The rest of the class (the 'locals') decide on three places that they want to include in their town. The tourists return to the room and ask the locals, for example, <i>Gibt es einen Bahnhof?</i> The class chorus the response. The aim of the game is for the tourists to identify all three places in the town. 	<ul style="list-style-type: none"> recognise key places in a town say the names of some places found in a town ask questions about places in a town make statements about places in a town 	<ul style="list-style-type: none"> Use images of a town centre in your local area if possible. Alternatively, use pictures of a town centre from a German-speaking country. The vocabulary suggested here is given as a guide and you can substitute or add words that are more appropriate to your pictures. It is possible to display a picture as a background on an interactive whiteboard and superimpose images onto the background. Grammar point: <i>Es gibt</i> requires the use of the accusative, so masculine nouns take <i>einen</i>, eg <i>Es gibt einen Markt</i>. Grammar point: In indicative statements, the conjugated verb is always the second sentence element, so in a sentence beginning with <i>In</i> + the name of a town, <i>gibt</i> must come after this as the second element, eg <i>In Durham gibt es eine Kirche</i>, rather than <i>In Durham es gibt eine Kirche</i>. Follow-up: Throughout the week, say a place in the town and children point to the appropriate picture. Links with literacy work: The activities in this section link to work on listening to others and asking relevant questions from year 2 onwards and to identifying different question types in year 5.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. That's a date

- to match sound to sentences and paragraphs (L6.3)
 - to recognise patterns in the foreign language (KAL)
 - to practise new language with a friend (LLS)
- Use digit cards or number fans to revise numbers up to 39 and in multiples of 10 up to 100. Play Bingo or Noughts and Crosses (see Unit 9, Section 3 for further ideas).
 - Give pairs of children envelopes containing word cards for numbers, for example from 71 to 80 or from 91 to 100. Challenge them to place the word cards in order. Ask pairs of children to feed back about how they completed the task.
 - Point out that the numbers are written as one word and back to front, eg ninety-one is one and ninety: *einundneunzig*. Also remind them that, while 'one' is *eins*, ninety-one is *einundneunzig*, so the *s* is dropped.
 - Show the numbers 7, 17 and 70. Emphasise the difference between *sieben*, *siebzehn* and *siebzig*.
 - Phonic focus: Practise *z* as in *-zig*, eg *fünzig*, *zehn*, *vierzehn*.
 - Play *Zeigt mir* (Show Me). Call out some higher numbers at random and children write them on their mini-whiteboards.
 - Working in pairs, children complete an information gap activity where they work together to find out missing street numbers (see 'Points to note').
 - Discuss with children how German people say the year, eg 1925 (*neunzehnhundertfünfundzwanzig*). How do we translate this literally into English? How is it different? (See 'Points to note' for a rhyme in English that might help children to remember this.) Contrast with dates since 2000, for which you use *tausend* (thousand) instead of *hundert* (hundred), eg 2008 (*zweitausendacht*).
 - Divide the class into two teams. Give each team the same set of word cards with numbers that can form a year, eg *tausend*, *hundert*, and a chosen range of numbers between 1 and 100. Distribute the cards so that each child has one. Call out a year, eg *achtzehnhundertdreiundvierzig*, and children race to order themselves to show the chosen date.
 - Play Secret Signaller to practise saying the years. Two children leave the room. Write a selection of years on the board. Children need to agree on a secret signal. When the two children re-enter the room, the class begin to chant the first year. At the signal, the children switch to chanting the next year. Continue until the identity of the secret signaller has been guessed.
 - Challenge children to work out how to say the year in which they were born.
 - Display images of famous people with the year of their birth underneath. Give children a statement, eg *X wurde neunzehnhundertachtzig geboren* (X was born in 1980). Ask children to give you the name of the famous person. Alternatively, give children the name of the person and they give you the year.
 - Extension: Display a timeline on the board showing images of people representing different historical eras, eg Tutankhamen, Julius Caesar, Anne Boleyn, Queen Victoria, Winston Churchill. On a different part of the board, display a list of years (in random order) that correspond to the different eras. Ask children to work in pairs to match the person with the year.

- recall numbers up to 39 and multiples of 10 up to 100
- use higher numbers confidently
- understand and say the year in German

- Information gap activity: Explain to children that they will be finding out from their partner the missing street numbers of some places in a town. Both will have the same picture showing six places in a town. (This could be done very simply using symbols.) Child A's picture has numbers on the doors of three of the buildings, while Child B's picture has numbers on the other three. Each child then takes it in turns to say, for example, *Welche Nummer ist die Bäckerei?* (What number is the bakery?) They listen carefully to the response, record the number on the correct building and then compare sheets at the end of the activity.
- In order to help children with word order in higher numbers in German, remind them about the nursery rhyme 'Sing a Song of Sixpence', where 'four and twenty blackbirds' is expressed in a similar way to German numbers.
- Follow-up: Throughout the week, display the date (with the year) on the board for children to see.
- Follow-up: Throughout the week, children respond with numbers when the register is taken.
- Follow-up: Throughout the week, revise numbers through a variety of games and activities such as *Lotto*.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Then and now

- to understand longer and more complex phrases and sentences (O6.3)
 - to write sentences on a range of topics using a model (L6.4)
 - to compare attitudes towards aspects of everyday life (IU6.1)
 - to use language known in one context or topic in another context or topic (LLS)
- Play Pelmanism using flashcards. Display a 4x4 grid with cards showing different places in a town (see Section 1). Each card should have a coloured shape on the reverse that is one of a matching pair. Divide the class into two teams. Teams take it in turns to name two places in town. If, when the cards are turned over, they reveal a matching pair of shapes, the team wins a point and the cards are removed.
 - Show children two pictures of their town – one from the past with the heading (for example) *Manchester 1925* (see 'Points to note') and one in the present with the heading *Manchester heute*. Revise *Es gibt ...* statements from Section 1 using flashcards for support where necessary and indicating the picture from the present day. Model a similar statement, again using flashcards for support, but this time replacing *Es gibt* with *Es gab* and pointing to the picture in the past. Ask the children what they've noticed about the two statements.
 - Teach children that the imperfect tense of *Es gibt* (There is/are) is *Es gab* (There was/were) and write these on the board. (See 'Points to note' for further explanation of the imperfect tense.) Children stand up. Make some statements about places in a town in the past and present, eg *Es gibt einen Supermarkt / Es gab eine Bäckerei* (There is a supermarket / There was a bakery). Children step forward when they hear a present tense statement and step back when they hear a past tense statement. Practise this a few times before letting confident children lead the game. Discuss with children in English how they think their town might have changed in the last 10 years. Are there any shops they remember that are no longer there? What about houses? Why do they think towns change? Do they think it is good that towns change in this way?
 - Build up longer statements comparing past and present, using connectives. Show children two sentences, eg *1925 gab es eine Bäckerei. Heute gibt es einen Supermarkt.* (In 1925 there was a bakery. Today there is a supermarket.) Discuss how these could be linked with a connective, eg *aber*. Children then work in pairs to make up more sentences using this model and record them on mini-whiteboards. Provide children with a word bank or writing frame for support. If resources are available, they could compare town plans from the past and present and describe the changes in German.
 - Pairs feed back to the class. One child says the first half of the sentence and the other continues with *aber heute ...* (but today ...)

- understand and use the third person singular of *geben*
- understand and write compound statements about a town

- The Pelmanism game works equally well on an interactive whiteboard.
- To say, for example 'Manchester in 1925' in German you say either *Manchester im Jahre 1925* or simply *Manchester 1925* (without a preposition).
- Grammar point: Children met the imperfect tense of *sein* (to be) in Unit 17. The *Imperfekt* is often considered to be quite formal and is used more widely in books and newspapers than in spoken German. The phrase *Es gibt* (There is/are), when used in the imperfect tense, becomes *Es gab* (There was/were).
- Grammar point: Children will note the inversion after the date/time expression: *Heute gibt es ein Café. 1920 gab es eine Post.*
- To assist in helping children to note that *ein* (masculine) changes to *einen* after sentences with *Es gibt/gab*, colour-code the nouns and show children a range of sentences with masculine, feminine and neuter nouns, eg *Das ist ein Bahnhof. Es gibt einen Bahnhof / Im Jahre 1920 gab es einen Bahnhof.*
- In the model sentence that you write on the board for the fourth activity, highlight or write in a different colour the words that children should change.
- Follow-up: A digital content provider might offer access to historical news archives, which would allow children to see how towns have changed since the 1920s and make comparisons, in German, between buildings then and now.
- Follow-up: Throughout the week, play *Es gibt, Es gab* (There is/are, There was/were). You say, for example, *Es gibt einen Supermarkt*. The class change this into the past tense and chorus *Es gab einen Supermarkt*. A child then makes up a new sentence, eg *Es gibt eine Bäckerei*, to which the class reply *Es gab eine Bäckerei*. This game can be played in groups with any familiar vocabulary.
- Follow-up: Contact a local newspaper, which will have archives of photographs from the last century. They may be interested that children are researching the local area in a foreign language and may provide some images for the children to use in presentations.

Section 4. Find the difference

- to read and understand the main points and some detail from a short written passage (L6.1)
 - to write sentences on a range of topics using a model (L6.4)
 - to use knowledge of word order and sentence construction to support the understanding of a written text (KAL)
 - to use context and previous knowledge to help understanding and reading skills (LLS)
 - to discuss language learning and reflect and share ideas and experiences (LLS)
- Have flashcards for places in a town in a pile in front of you or on your lap. You choose to say either *heute* or *im Jahre* + date and quickly 'flash' a card at the children. They respond with either *Es gibt* + place or *Es gab* + place, as appropriate.
 - Children take part in a language detectives activity. They are given a copy of an email or letter from a school in a German-speaking country (see 'Points to note'). They work together to make sense of the text by highlighting words and phrases they know or can guess and reading aloud where possible. Children can share their ideas with another pair.
 - Display the email or letter on the board and invite children to offer their ideas. Talk about strategies that children used to help them understand the text. Which words/phrases did they find particularly easy/difficult to understand and why? Draw particular attention to the use of *Es gibt / Es gab*. Make a class list of any new nouns that come up in the letter.
 - Invite children to come to the board and highlight the adjectives in a different colour, eg *groß/lebhaft/ruhig/klein/schön/modern/alt/hässlich* (big/lively/calm/small/beautiful/modern/old/ugly).
 - Extension: You may wish to explore with more able pupils the different adjectival endings that occur when using the indefinite article (see 'Points to note').
 - In pairs, children choose at least four adjectives, a masculine place, a neuter place, a feminine place and a plural. They write sentences in both the past and the present, using the adjectives and places in town, eg *Die Stadtmitte war ruhig, Die Kirche ist schön. Die Bäckerei war klein, Die Wohnungen sind modern*. Some children will be able to use a range of different places in town. Ask children to feed back their sentences to the class or to another pair.
 - Decide on an action for each adjective. Play Antonyms, where whichever adjective you mime and say, the children must mime and say the opposite. A confident child could then lead this activity, or you may want children to play this in pairs.
 - Play Splat! with antonyms. Children stand up. Call out an adjective and children put their hand up if they know an adjective that's the opposite. You ask the first person with their hand up to say the word they were thinking of. If they are right, they get to 'splat' somebody else in the class, who has to sit down. Continue until only one child is left standing. If no-one standing knows the answer, children who are 'out' (ie sitting down) can get back into the game by giving the correct response. This can also be played in smaller groups.

- use language learning strategies and knowledge about language to understand a written text
- recognise and practise masculine, feminine and neuter agreements of adjectives

- If you have a link with a German-speaking school, ask them to write you an email or letter along the following lines (or alternatively make up your own):
Hallo! Wir stellen Euch unsere Stadt vor. Heute ist ... eine große und lebhafte Stadt. Es gibt viele Menschen, viele Autos und viele Geschäfte. Die Kirche ist sehr schön. Es gibt Cafés, Restaurants und drei große Supermärkte. Es gibt auch ein neues Stadion und viele moderne Häuser und Wohnungen. Das Stadion ist aber sehr hässlich. Unsere Schule (die ziemlich alt ist) ist in der Stadtmitte neben dem Park. Der Park ist schön und ruhig. 1920 war es ganz anders. Die Stadt war viel kleiner. Es gab nur wenige Autos also war die Stadtmitte ziemlich ruhig. Es gab viele kleine Geschäfte damals – ein kleines Lebensmittelgeschäft, einen kleinen Milchladen, eine Metzgerei und fünf Bäckereien! Es gab kein Restaurant aber es gab einige kleine Cafés. 1920 war unsere Schule ganz modern!
(Hello! Let us present our town to you. Today, ... is a big and lively town. There are many people, cars and shops. The church is very beautiful. There are cafés, restaurants and three large supermarkets. There is also a new stadium and many modern houses and flats, but the stadium is very ugly. Our school (which is quite old) is in the town centre, near the park. The park is beautiful and quiet.
Things were different in 1920. The town was much smaller. There were only a few cars and the town centre was fairly quiet. There were lots of small shops then – a small grocer's, a small dairy, a butcher's and five bakeries! There was no restaurant but there were some small cafés. In 1920, our school was very modern!)
- Grammar point: When using *ein/eine/ein*, adjectives in German have different endings, depending on whether the noun they describe is masculine, feminine or neuter. With *der* (masculine) nouns, an *-er* is added (eg *Ein schöner Park*); with *die* (feminine) nouns an *-e* is added (eg *Eine alte Kirche*); with *das* (neuter) nouns an *-es* is added (eg *Ein häßliches Stadion*); and with plural nouns an *-e* is added (eg *Es gibt viele moderne Wohnungen*). (NB: When used with *Es gibt ...*, masculine nouns become *einen*, and therefore the adjectives also have an *-en* ending.)
- Follow-up: Throughout the week, play Antonyms as a class or in pairs.

Continued over

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Compare and contrast

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to listen for clues to meaning, eg key words (LLS)
- Play Duel. Divide the class into two teams. Choose a child from each team to take part in the first 'duel'. They stand back to back. Call out a word. If it is not an adjective, the two children take a step forward. When you call out an adjective, the children must quickly turn to face each other and say the antonym. The first child to say the correct antonym wins a point for their team. Choose two more children to continue the game. This works well if the words you call out begin with the same letter as the adjective you are going to call, eg *Museum, Milchladen, modern!*
 - Read the letter/email from the previous section again. Highlight the use of *ist* and *war*. Show children two pictures of a German town – one from the past, with a heading such as *Berlin 1920* and one in the present, *Berlin heute*. Say a sentence, pointing to the present day picture, eg *Heute ist Berlin lebhaft* (Today, Berlin is lively). Then make a similar statement pointing to the picture from the past, eg *1920 war Berlin lebhaft*. Ask the children what they've noticed about the two statements. See 'Points to note' for further explanation of the imperfect tense of *sein* (to be).
 - Use other adjectives to describe your town, eg *Chelmsford war klein. Die Schule war modern*. Write the sentences on the board as you say them. What do children notice about the word for 'was' in German? Discuss spelling and pronunciation with children, as well as the similarity to the English 'was'.
 - Hold up a picture and encourage children to use adjectives to make a sentence in the past tense, eg *Die Stadt war klein*.
 - Add a year or *damals* (then) and play a team game where one team makes a statement and the other says the opposite, for example:
Team A: *Damals war das Café klein*.
Team B: *Heute ist das Café groß*.
Team A: *Damals war ... etc*
 - Make statements about places in a town in the past and present, eg *Der Supermarkt ist modern / das Haus war alt*. Children step forward when they hear a present tense statement and step back when they hear a past tense statement. Practise this a few times before letting confident children lead the game.
 - Referring back to the text, draw children's attention to *viele* and *wenige*. Using a multimedia presentation or the interactive whiteboard, show children a series of images, using familiar vocabulary to illustrate the meaning of *viele* and *wenige*. For example, Slide 1 – *Es gibt viele Bananen* shows lots of bananas. Slide 2 – *Es gibt wenige Bananen* shows few bananas and a very contented monkey. Create other pairs of slides to illustrate and encourage children to join in with the corresponding sentences. Children may then enjoy creating and illustrating pairs of sentences in the same way.
 - Give a short oral presentation on Berlin (or a German-speaking town of your choice), using visuals where possible (see 'Points to note'). Ask children to make notes on mini-whiteboards, in English or in German. They compare their notes with a partner before feeding back to the class.
 - Give children two texts describing two contrasting German towns or cities in the past and now (see 'Points to note'). Children read the texts and list the buildings in columns labelled *Damals* and *Heute*. Some children may do this independently, while others may need the support of a partner. You might also want to draw children's attention to the use of *hatte*, as in the sentence *Berlin hatte viele Geschäfte*. What do they think this means?
 - Extension: Children highlight the adjectives in the texts.
 - Feed back and create a class list of buildings in the two German towns, then and now.
 - Play *Galgenmännchen* (Hangman) with the names of places in towns.

- recognise and understand the third person singular of the verb *sein* in the past tense
- understand and use *viele* and *wenige* in sentences
- pick out the main points from spoken and written texts about a town

- Grammar point: When describing something in the past, the imperfect tense is often used. In this unit only the structure *Es war* (It was) is used. However, teachers wishing to extend their knowledge further can use the following table.

<i>ich</i>	<i>war</i>
<i>du</i>	<i>warst</i>
<i>er/sie</i>	<i>war</i>
<i>wir</i>	<i>waren</i>
<i>ihr</i>	<i>wart</i>
<i>sie</i>	<i>waren</i>

- Example of a presentation about Berlin:

Willkommen in Berlin! Berlin ist eine große, lebhafte Stadt. Berlin ist die Hauptstadt von Deutschland. Es gibt viele interessante Gebäude, zum Beispiel den Reichstag, das Brandenburger Tor, die Museumsinsel, Teile der Berliner Mauer und Schloss Charlottenburg. Es gibt auch viele alte Kirchen, und den Berliner Dom. Der Fluss, der durch Berlin fließt, heißt die Spree.

(Welcome to Berlin! Berlin is a large, busy city. Berlin is the capital of Germany. There are many interesting buildings, for instance the parliament, the Brandenburg Gate, Museum Island, parts of the Berlin Wall and Charlottenburg Castle. There are also many old churches and Berlin Cathedral. The river which flows through Berlin is called the Spree.)

- Examples of texts describing two contrasting German cities in the past and now:

1900: Berlin war sehr schön. Es gab nur wenige Autos, aber viele Menschen. Es gab ein Rathaus und viele Theater. Berlin hatte viele kleine Geschäfte und einen Zoo.

Heute: Berlin ist sehr modern. Berlin hat viele Kinos und viele Hotels. Es gibt auch viele große Geschäfte und Parks.

(1900: Berlin was very beautiful. There were only a few cars but many people. There was a town hall and many theatres. Berlin had lots of small shops and a zoo.

Today: Berlin is very modern, with many cinemas and hotels. There are also many shops and parks.)

1900: Essen war nicht sehr schön. Es gab viel Industrie und die Häuser waren schwarz und schmutzig. Die Hauptstraße hatte eine Metzgerei und eine Bäckerei aber kein Kino.

Heute: Jetzt sind die Häuser modern und es gibt viele Supermärkte und viele Kinos.

(1900: Essen was not very beautiful. There was a lot of industry and the houses were black and dirty. The main street had a butcher's and a bakery but no cinema.

Today: Now the houses are modern and there are many supermarkets and cinemas.)

- Follow-up: Children can research a German city, either Berlin or one in which they have a partner school.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. A guide for tourists

- to perform to an audience (O6.2)
 - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to write sentences on a range of topics using a model (L6.4)
 - to present information on an aspect of culture (IU6.3)
 - to use knowledge of word and text conventions to build sentences and short texts (KAL)
 - to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)
- Explain to children that they are going to respond to the letter/email from the German school (see Section 4) by producing a tourist information leaflet about their home town.
 - Use a plan–do–review strategy to model writing the draft text for the leaflet and to show how you would use a word bank or dictionary. Verbalise your thought processes aloud as you plan, write and edit sentences on the board, eg 'I want to show what the town is like now, so I'm going to use *Es gibt* and *Es ist*, but on the back I'm going to talk about what the town used to be like, so I'll use *Es gab* and *Es war*.' You may want to use the letter from Section 4 or the shorter paragraphs from Section 5 as a model. These can also provide the basis for a simple writing frame to support less confident children.
 - Children write drafts for their leaflets and swap with a partner to check each other's work. They then use the draft to create a leaflet with illustrations, which can be done by hand or using publishing software.

- consolidate new and known language
- work in a group to organise and create a leaflet about their town in the past
- construct a short presentation that contains descriptions

- Follow-up: Throughout the week, children work on their leaflets.
- Links with literacy work: The activities in this section link to literacy work on writing information texts and selecting the appropriate style to suit a specific purpose and audience (year 6).
- Grammar point: Although the uses of *Es gibt / Es gab* and *Es ist / Es war* have been modelled and practised, it will be helpful to remind children that *Es gibt* and *Es gab* are fixed phrases meaning 'There is/are' and 'There was/were', whereas *Es ist / Es war* are used to make a general statement about something (eg *Es ist schön*) or to refer to a neuter singular noun (eg *Wo ist das Stadion? Es ist in der Stadtmitte*).

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Give children the opportunity to present their leaflets to one another in groups or pairs and to evaluate each other's work using 'two stars and a wish'. Children could share their evaluations with the class and the leaflets could be used to create a class display or sent to a partner school.
- listen attentively to a spoken passage
 - make a short presentation either from memory or by reading aloud from the text
- Children's presentations can be filmed (and subsequently stored in the children's personal space on a learning platform) as evidence of achievement in speaking and reading.
 - Follow-up: Repeat the presentations for parents or governors and invite teachers from linked secondary schools.
 - Link with literacy work: This activity links to work on analysing and evaluating how speakers present points effectively through the use of language (year 6).