|  |  |
| --- | --- |
| **Unit 11 Sequences 1-2 Buying food and drink (Link 3.8)** | |
| **Learning objectives** | **Learning Activities & Resources** |
| 1) To develop pupils’ ability  to interact in German    2)To enable pupils to identify  specific items of information  (eg prices)    3)To enable pupils to perform  more extended communicative  tasks using single words,  phrases and  short sentences  4)To familiarize pupils with  typical snacks in Germany/  Austria as well as some  features of their  cafés/restaurants | **Starter**  1)**Listening Pair-****work (IWB File 3.11 (1))**  **Slide 1: Recap, matching up food and drink items.**  **(IWB File 3.11(1) Slide 2 /Cards 3.11 (1))** :  Pupils listen to prices of food and drink in a snack bar – match items on  cards with prices, put them in a line –from the least to the most expensive –  on the table. **(Linked audio-file embedded on Slide 2, pause using player)**  (**Alternative: Sound-file with price of each item can be activated by touching**  **picture)** Discuss answers by matching items on Slide 2 and sequencing them from  cheapestto most expensive (**Solution, Slide 3)**  **Main Lesson**  2)**Cultural Information:(IWB File 3.11 (1) Slide 4** Pupils asked to comment on  what they think is typically German in terms of the food/drinks shown on picture  Pupils may also like to comment on the photo of the Austrian cafe-what is  different about it compared to some cafes in the UK? **(Terrace/Awning)**  3)**Listening/Pair-Work (IWB File 3.11 (1) Slide 5/Audio File 3.11**  **1b/Conversation-Strips 3.11/Dialogue Strips 3.11)**  Pupils listen to conversation buying food and drink in a German snack-bar. They  lay out conversation-strips in the correct order. **Check by demonstrating order**  **on IWB, correct version shown on Slide 6**  4)**Listening/Speaking(IWB File 3.11 (1) Slide 7)** Teacher asks for volunteers to  read dialogue, buying food and drink. **(Audio File 3.11 1c Use recording of**  **dialogue if required)**  Teacher moves food/drink and prices on board to change dialogue –  pupils suggest alternatives or teacher cues in new dialogue using pictures  of food and drink/prices and pupils practise new dialogue in pairs. They  demonstrate dialogue to the class  **5)Speaking (Pair-work)** Pupils practise producing their own role-play, they could  write their own script based on the above, produce their own menu with  prices, trying to commit as much as possible to memory.  **Pupils present role-plays to the rest of the class. (Video-record for**  **celebration and assessment)** |
| **Learning Outcomes** **& Additional Notes** | |
| 1)**All pupils should be able to** 2)**Some pupils should be able to**  a)ask for food and drink a)extend the dialogue to at least 6 exchanges and include  b)ask the price of something some original material  b) produce a basic dialogue containing 4 exchanges | |