

## Language

## Core language

<i>der Freizeitpark</i>	the theme park
<i>die Eintrittskarte</i>	the entrance ticket
<i>aufregend</i>	thrilling
<i>gruselig</i>	spooky
<i>schnell</i>	fast
<i>lustig</i>	funny
<i>klasse</i>	brilliant

<i>Ich war im Freizeitpark</i>	I was at the theme park
<i>Ich bin mit der Geisterbahn gefahren</i>	I went for a ride on the ghost train
<i>Ich habe ... gesehen</i>	I saw ...
<i>Ich habe ... gehört</i>	I heard ...

## Additional language for this unit

<i>die Achterbahn</i>	the rollercoaster
<i>die Geisterbahn</i>	the ghost train
<i>das Karussell</i>	the merry-go-round
<i>das Riesenrad</i>	the big wheel
<i>eine Karte für ...</i>	one ticket for ...
<i>Mindestgröße</i>	minimum height
<i>Mindestalter</i>	minimum age
<i>Steig/steigt ein!</i>	Climb aboard! (singular, plural)
<i>ein/der Wolf</i>	a/the wolf
<i>ein/das Gespenst</i>	a/the ghost
<i>ein/das Skelett</i>	a/the skeleton
<i>eine/die Eule</i>	a/the owl
<i>(die) Ketten</i>	(the) chains
<i>(die) Ratten</i>	(the) rats

## Additional language for teachers

<i>Wir besuchen einen Freizeitpark</i>	We are going to visit a theme park
<i>die Attraktionen</i>	the rides
<i>Meine Lieblingsattraktion ist ...</i>	My favourite ride is ...
<i>Das macht ... Euro</i>	That costs ... euros
<i>(die) Öffnungszeiten</i>	(the) opening times

## Unit 23 Am Freizeitpark (At the theme park)

## About the unit

In this unit children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They take part in simple role plays and use dictionaries to explore vocabulary. They create a short text to describe a visit to a theme park, and say what their favourite ride was.

## Where the unit fits in

This unit provides opportunities for children to revise and practise numbers up to 100 in a new context (see Units 9 and 22). They consolidate and extend their use of the perfect tense (see Units 13, 19 and 21) and the imperfect tense (see Units 17 and 22).

## Prior learning

It is helpful if children already know:

- numbers up to 100
- simple prices in euros
- *Es gab ...*
- *Es war ...*
- compound sentences with *weil*.

- Perfect tense with *haben*: *sehen* (*Ich habe gesehen*); *hören* (*Ich habe gehört*)
- Perfect tense with *sein*: *fahren* (*Ich bin gefahren*)

## Resources

## New language

- Making statements about a visit to a theme park, referring to the past
- Expressing an opinion about what their favourite theme park ride was like

- Images of theme parks in Germany or a German-speaking country for a presentation
- Price list for theme park rides, in euros
- Mini-whiteboards

- Planning sheet for creating an imaginary theme park
- Online access to the website of a German theme park
- Presentation about a visit that you have made to a theme park
- Dictionaries
- Extracts of atmospheric music, eg *Danse macabre* (Saint-Saëns), 'In the Hall of the Mountain King' (Grieg)
- Picture cards for Pelmanism
- Sentence strips (see Section 5)
- Word bank for writing about a visit to a theme park

## Links with other subjects

Primary framework for literacy: appraise a text quickly, deciding on its value, quality or usefulness; understand how writers use different structures to create coherence and impact; understand and use a variety of ways to criticise constructively and respond to criticism

Primary framework for mathematics: propose a general statement involving numbers

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

PSHCE: develop confidence and responsibility and make the most of their abilities; talk and write about their opinions, and explain their views

## Expectations

## At the end of this unit

## most children will:

use numbers up to 100 confidently; understand a short text referring to the past; communicate with a partner, asking and answering simple questions; write a short text using structures learnt in the unit

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

respond with single words or gestures to questions about favourite rides at a theme park; know some multiples of 10 up to 100; use single words or short phrases to label pictures of theme park rides

## some children will have progressed further and will:

use short sentences for asking and answering questions, using mainly memorised language; use higher numbers with increasing flexibility; research new vocabulary from a dictionary and apply it accurately; create short sentences referring to the past, writing some words and phrases from memory



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p><b>Section 1. Theme park rides and prices</b></p> <ul style="list-style-type: none"> <li>to understand the main points and simple opinions in a spoken story, song or passage (O6.1)</li> <li>to recognise patterns in the foreign language (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Display some images of theme parks (<i>Freizeitparks</i>) in Germany or German-speaking countries to set the scene.</li> <li>Introduce a number of rides, such as <i>die Achterbahn</i> (the rollercoaster), <i>das Karussell</i> (the merry-go-round), <i>die Geisterbahn</i> (the ghost train) and <i>das Riesenrad</i> (the big wheel). Model the names of the rides for children to repeat, using a variety of different voices, eg loud and soft, happy and sad. You may like to set the words to a rhythm using body percussion. Ask children to suggest actions to represent each ride and use these to reinforce the vocabulary.</li> <li>Revise numbers 50–100 in multiples of 10, eg by playing Strip Lotto (see Unit 9, Sections 3 and 4 for more ideas).</li> <li>Show some number sequences with regular patterns, eg <i>siebenundzwanzig</i>, <i>sechsdreißig</i>, <i>fünfundvierzig</i> ... (from the nine times table, starting at 27), or a sequence of square numbers. Continue the sequences working with the whole class, and then ask children to do so in German, either in pairs or individually. You may need to adapt this activity for those children who are less confident with numbers.</li> <li>Display a price list in euros of theme park rides. You may want to add some images. Ask children about the prices, eg <i>Das Karussell, was kostet das?</i> Point to the different rides and children practise asking <i>Was kostet ...?</i></li> <li>Children work in pairs, with a mini-whiteboard each. Each child creates their own price list for the theme park rides, and they take it in turns to ask each other how much their rides cost. They record their answers. By the end of the activity, each child should have two sets of prices that they then compare with their partner's lists.</li> <li>Remind children that, for safety reasons, some rides have height and age restrictions. Show them the sentences <i>Die Mindestgröße ist 1m 30cm. Das Mindestalter ist sieben.</i> (Minimum height is 1m 30cm. Minimum age is seven.) Can they work out the meanings? You may want to display these in the style of a warning sign, as extra support.</li> <li>Display the names of six rides with prices plus height and age restrictions. Ask children to number 1–6 on their whiteboards. Read a description of one of the rides (see 'Points to note'). Children listen carefully, identify the ride, and write the name of the ride next to number 1 on their boards. Repeat with the other rides.</li> <li>Extension: Children investigate the euro exchange rate and convert prices in euros to sterling.</li> </ul>	<ul style="list-style-type: none"> <li>understand and say numbers 50 to 100</li> <li>ask the price of a theme park ride</li> <li>understand and say a price in euros</li> </ul>	<ul style="list-style-type: none"> <li>Information about theme parks in Germany can be found by entering <i>Freizeitpark</i> into a German search engine.</li> <li>See the <i>Teacher's guide</i> for additional activities for practising vocabulary.</li> <li>Suggested script for the eighth activity: <i>Das Karussell: Eine Karte kostet sechs Euro fünfzig. Die Mindestgröße ist 1m 40cm und das Mindestalter neun.</i> (One ticket costs 6 euros 50. The minimum height is 1m 40cm and the minimum age is nine.)</li> <li>Follow-up: Throughout the week, play Strip Lotto and use German in mathematics warm-ups.</li> <li>Follow-up: Throughout the week, give children the opportunity to identify rides by displaying and reading aloud their height and age restrictions.</li> </ul>
<p><b>Section 2. Creating a theme park</b></p> <ul style="list-style-type: none"> <li>to perform to an audience (O6.2)</li> <li>to read and understand the main points and some detail from a short written passage (L6.1)</li> <li>to write sentences on a range of topics using a model (L6.4)</li> <li>to use knowledge of word and text conventions to build sentences and short texts (KAL)</li> <li>to analyse what needs to be done in order to carry out a task (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Play Number Ping-Pong to revise numbers. 'Bat' a number to the class and they 'bat' the following number back to you. This can be made more difficult by asking children to: add two/three/four, etc to the number (<i>plus zwei/drei/vier</i>); give you the preceding number; or subtract two/three/four, etc from the number (<i>minus zwei/drei/vier</i>).</li> <li>On the board, show children a script for a simple role play for buying tickets, eg: <i>Eine Karte für das Karussell bitte.</i> <i>Ja, das kostet sechs Euro.</i> (One ticket for the merry-go-round, please. Yes, that's six euros.)</li> <li>Model the role play. Ask children to practise in pairs, then encourage them to improvise by changing the name of the ride, the cost and the number of tickets.</li> <li>Explain that children are going to be creating their own imaginary theme park in groups and they will need to consider a number of factors. Show them a planning sheet with the following questions: – <i>Welche Attraktionen?</i> (Which rides?) – <i>Was kostet eine Eintrittskarte?</i> (How much is a ticket?) – <i>Was kostet es für eine Familie?</i> (How much is it for a family?) – <i>Mindestgröße?</i> (Minimum height?) – <i>Mindestalter?</i> (Minimum age?)</li> <li>Extension: Add further questions, such as: – <i>Öffnungszeiten?</i> (Opening times?) – <i>Wie viele Cafés und Restaurants?</i> (How many cafés and restaurants?)</li> <li>Go through the questions and model how you would answer them. Explain that children will need to work together in their groups to complete the planning sheet. Discuss briefly as a class what they will need to know and do, in order to complete the task effectively. Display the names of the rides for reference. Groups complete their written planning sheets and feed back to the class.</li> <li>To help children choose names for their theme park rides, show them some visuals of popular characters (both German and international) from folk tales such as <i>Hänsel und Gretel</i>, <i>Schneewittchen</i> ('Snow White') or <i>Rapunzel</i>.</li> <li>Extension: Children may also want to choose names for the different rides according to the theme they have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>take part in a short role play</li> <li>provide written information using a simple planning sheet</li> </ul>	<ul style="list-style-type: none"> <li>For the sixth activity you may want to show the website for Europa Park, a German theme park: <a href="http://www.europapark.de">www.europapark.de</a>.</li> <li>Follow-up: Throughout the week, children practise role plays in which they buy tickets.</li> <li>Follow-up: Allow children time to create a map of their theme park, with labels and information in German.</li> <li>Follow-up: Throughout the week, groups present their theme parks to the rest of the class.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Visiting a theme park

- to understand longer and more complex phrases or sentences (O6.3)
  - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to present information about an aspect of culture (IU6.3)
  - to use knowledge of word and text conventions to build sentences and short texts (KAL)
- Deliver a short presentation about a visit that you have made to a theme park (see 'Points to note' for a suggested script).
  - Repeat the presentation, emphasising the phrases ... *war ich* and *Es gab* ... Discuss the difference between *Es gibt* and *Es gab*. Encourage children to recall their learning from Unit 22, Section 3.
  - Having established that the presentation refers to the past, play a memory game. Practise with the whole class the phrase *Ich war im Freizeitpark und es gab* ... (I was at the theme park and there was ...) Then ask children to work in groups of four. The first child in the group adds one ride to complete the sentence, eg *Ich war im Freizeitpark und es gab ein Karussell* (I was at the theme park and there was a merry-go-round). The second child repeats the whole sentence and adds another ride using *und*, eg *Ich war im Freizeitpark und es gab ein Karussell und eine Geisterbahn* (I was at the theme park and there was a merry-go-round and a ghost train), etc. The third child adds yet another ride and so on.
  - Write a selection of adjectives on the board, eg *fantastisch/gruselig/klasse/aufregend/schnell/toll/lustig* (fantastic/spooky/brilliant/thrilling/fast/great/funny). Elicit from children strategies that they could use to help them pronounce these words, eg thinking of other familiar words with the same endings, recognising known graphemes, syllabification. Ask children to read the words and say them aloud.
  - Model how to express preference using the imperfect tense, eg *Meine Lieblingsattraktion war das Riesenrad* (My favourite ride was the big wheel). Give children a few minutes in pairs to practise talking about their favourite ride using the imperfect tense.
  - Extension: Children create calligrams (words drawn in a way that expresses their meaning – eg the word *gruselig* drawn with fangs and claws) of adjectives. They can use a dictionary to find new adjectives to describe the rides.
  - Model how to give a reason for your choice of ride, using *weil*, eg *Meine Lieblingsattraktion war die Achterbahn, weil sie schnell und aufregend war!* (My favourite theme park ride was the ghost train, because it was fast and thrilling!)
  - Give children thinking time with a partner to come up with a sentence about their favourite ride. Ask a number of children to share their sentence with the class.
  - Visit a German theme park online. It may be easier to take screenshots before the lesson. As a class, discuss what children notice about the park and compare this with theme parks of which children have experience. If they were to visit the park, what would they like to do or see?

- express a preference using *war*
- build compound sentences with *weil*
- devise strategies for learning new vocabulary
- compare aspects of entertainment in England and a German-speaking country

- Suggested script for a presentation about a theme park:

*Letztes Wochenende war ich im Freizeitpark. Es war fantastisch! Das ist die Achterbahn. Die Achterbahn war super und sehr schnell! Es gab auch eine Geisterbahn – ich hatte große Angst, sie war gruselig! Meine Lieblingsattraktion war das Riesenrad.*

(Last weekend, I went to a theme park. It was fantastic! Here is the rollercoaster. It was super and very fast! There was also a ghost train – I was very frightened, it was scary! My favourite ride was the big wheel.)

- Grammar point: It is not necessary at this stage to use the term 'imperfect tense' with children (unless you think it is appropriate for your class). For more information on the imperfect tense, see Unit 22, Section 5).
- Grammar point: As seen in Unit 22, any expression of time or place at the beginning of a sentence leads to a change in word order, eg *Ich war im Freizeitpark* (I was at the theme park) becomes *Letztes Wochenende war ich im Freizeitpark* (Last weekend I was at the theme park).
- Grammar point: When giving reasons with *weil*, children will need to use the correct word for the pronoun 'it', eg *Meine Lieblingsattraktion ist die Geisterbahn, weil sie gruselig ist* (feminine). Or with *das* words, eg *Meine Lieblingsattraktion ist das Karussell, weil es schnell ist* (neuter).
- Follow-up: Each day, display a few unfamiliar words on the board, containing some of the graphemes that children have come across before. Encourage them to use strategies to attempt to read the words aloud.
- Follow-up: Children investigate other theme parks in Germany and report back to the class.
- Follow-up: If possible, allow children time to look at leaflets of tourist attractions in Germany.

## Section 4. A ride on the ghost train

- to understand longer and more complex phrases or sentences (O6.3)
  - to listen for clues to meaning, eg tone of voice, key words (LLS)
  - to use a dictionary (LLS)
- Explain to children that the focus for this section is a ride on the ghost train. Give pairs of children a dictionary and ask them to find the German word for five things they might encounter on a ghost train. Ask for feedback and list some of the words on the board.
  - Hopefully, children will have found the names for some of the following: *ein Wolf* (wolf), *ein Skelett* (skeleton), *ein Gespenst* (ghost), *eine Eule* (owl), *eine Tür* (door), *Ketten* (chains), *Ratten* (rats). Try to list items that you can both see and hear, as these will form the basis for a game in Section 5.
  - Practise the new vocabulary through pictures and mime.
  - Explain to children that the class will be going on an imaginary ghost train ride and ask volunteers to create some sound effects. You may prefer to have downloaded a selection from the internet or to use sound resources from interactive whiteboard software. Ask the class to close their eyes as the sound effects begin and the ghost ride starts. Set the scene and take children on the imaginary ride (see 'Points to note' for a suggested text).
  - Following the imaginary ride, ask children in pairs to tell each other in German the names of what they saw and heard.
  - Play *Tic Tac Toe* (Noughts and Crosses) to reinforce the new vocabulary.

- use a dictionary to find new words
- listen attentively, understand and discuss key information in a short text

- See the *Teacher's guide* for additional activities for practising vocabulary.
- Suggested text for the fourth activity:

*Es ist dunkel. Eins, zwei, drei, die Geisterbahn fährt ab. Sssshh! Was ist das? Ist das eine Eule oder ein Gespenst? Es ist gruselig! Hör zu! Was ist das? Ist das ein Wolf? Ja, ein großer Wolf! Er kommt! Sssshh! Und jetzt? Was ist das? ...*

(It's dark. One, two, three, the train is moving off. Shh! What's that? Is it an owl or a ghost? It's spooky! Listen. What's that? Is it a wolf? Yes, it's a big wolf. It's coming! Sssh! And now? What's that? ...)

- Follow-up: Throughout the week, practise the new vocabulary through pictures, rhyme and games.
- Follow-up: Create a labelled display to illustrate the ghost train vocabulary.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. What did you see and hear?

- to understand the main points and simple opinions in a spoken story or passage (O6.1)
  - to match sound to sentences and paragraphs (L6.3)
  - to listen for clues to meaning, eg tone of voice, key words (LLS)
- Play an extract of music that will create a 'ghost train' atmosphere to help children recall vocabulary from the previous section, eg *Danse macabre* (Saint-Saëns) or 'In the Hall of the Mountain King' (Grieg).
  - Teach the sentence *Ich bin mit der Geisterbahn gefahren* (I went for a ride on the ghost train) and practise it as a whole class (see 'Points to note').
  - Introduce the phrases *Ich habe gehört* (I heard) and *Ich habe gesehen* (I saw), and model some sentences, eg *Ich habe ein Gespenst gesehen* (I saw a ghost), *Ich habe eine Eule gehört* (I heard an owl). Draw children's attention to the fact that, unlike in English, the words *gehört* (heard) and *gesehen* (saw) go to the end of the sentence. This can be demonstrated effectively in written form on the board.
  - Put a selection of pictures on the board and letter them. Say a number of sentences using either *Ich habe gesehen* or *Ich habe gehört*. Using mini-whiteboards, children write down the appropriate letter and, if possible, draw a symbol to show understanding of *gesehen* and *gehört*, eg a simple eye and ear shape.
  - Extension: Invite some children to read their answers back in German.
  - Play Pelmanism as a class. Provide pairs of pictures for the ghost train vocabulary from the previous section. Invite a confident child to select one of the pictures. Before the child turns over the first picture, the class chorus *Ich bin mit der Geisterbahn gefahren*. The child then looks at their picture and uses it to build a sentence using *Ich habe ... gesehen*, eg *Ich habe einen Wolf gesehen*. The child then turns over another picture to build a sentence using *Ich habe ... gehört*. If the pictures match, the child keeps the pair. This activity could then be played in pairs with sets of picture cards.
  - Without showing children the text, read aloud the prepared description in 'Points to note'. Give pairs or small groups the description cut up into individual sentences. Children order the sentences to create a meaningful text. Children take it in turns to read their text aloud to each other.
  - Extension: Children substitute other rides and adjectives into their text.

- listen to and understand the main points and some detail from a short spoken passage
- reconstitute a paragraph using sentence strips
- read a paragraph aloud with confidence, enjoyment and expression

- Grammar point: In this section, children extend their knowledge of the perfect tense by learning the phrase *Ich bin gefahren* (I went for a ride). A number of German verbs, such as verbs of movement, use *sein* in the perfect tense, not *haben*.
- Grammar point: After the word *mit* (with), the dative is used. So *die Geisterbahn* becomes *mit der Geisterbahn*; *das Karussell* becomes *mit dem Karussell*; and *das Riesenrad* becomes *mit dem Riesenrad*.
- Suggested sentences for the penultimate activity:

*Letztes Wochenende war ich im Freizeitpark. Es war klasse! Es gab eine Achterbahn und ein Karussell. Ich bin mit der Achterbahn gefahren. Es war toll und sehr schnell! Ich bin mit der Geisterbahn gefahren. Es war gruselig! Ich habe ein Skelett gesehen und einen Wolf gehört.*

(Last weekend I went to the theme park. It was brilliant! There was a rollercoaster and a merry-go-round. I went on the rollercoaster. It was great and very fast! I went on the ghost train. It was spooky! I saw a skeleton and heard a wolf.)

## Section 6. Writing about a visit to a theme park

- 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 plan and prepare – analyse what needs to be done in order to carry out a task (LLS)
  - to evaluate work (LLS)
- Display the sentences from the previous section on the board and ask volunteers to underline or highlight in red all the words and phrases that show that the text refers to the past, eg *letztes Wochenende*, *ich bin gefahren*, *es gab*, *es war*.
  - Remove the sentences from the board and tell children that you are going to model writing a postcard about your visit to a theme park. Begin the postcard by writing *Letztes Wochenende war ich im Freizeitpark*. As you are writing, share your thoughts about the words you are choosing. For example, having written *Letztes Wochenende*, you might say 'I need to use *war ich* because *letztes* means last, so it refers to the past'. Continue with the rest of the text, and encourage children to help you select words and phrases.
  - Remove the text from the board and give pairs of children word banks from which they can select words and phrases to write their own postcards, emails, diary entries or multimedia presentations. For extra support, provide less confident children with a gapped text. In pairs, children show their postcard to another pair, who comment on what they think is good and suggest ideas for improvement.
  - Extension: Display a postcard in which you have deliberately made a few mistakes and ask children to correct them.

- identify phrases about the past
- develop a short text using a model

- Follow-up: Throughout the week, children work on and produce a 'best copy' of their postcard for a class display.

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- In pairs, children present to the class their work from the last section. Alternatively, they can film each other's presentations and then show these.

- make a presentation to an audience or in front of a camera

- Follow-up: Children share their presentations at a whole-school assembly.
- Links with literacy work: This activity links to integrating words, images and sounds imaginatively for different purposes when creating and shaping texts (year 6).