

Language

Core language

<i>Ich habe gegessen</i>	I ate
<i>Ich habe getrunken</i>	I drank
<i>Hast du (eine Banane) gegessen?</i>	Did you eat (a banana)?
<i>Ich mag lieber</i>	I prefer

<i>und</i>	and
<i>aber</i>	but

<i>eine Banane</i> (f)	a banana
<i>eine Tomate</i> (f)	a tomato
<i>ein Butterbrot</i> (n)	a sandwich
<i>ein Käsebrot</i> (n)	a cheese sandwich
<i>ein Schinkenbrot</i> (n)	a ham sandwich
<i>ein Pfannkuchen</i> (m)	a pancake

<i>Kuchen</i> (m)	cake
<i>Wasser</i> (n)	water
<i>Chips</i> (m plural)	crisps

Additional language for this unit

<i>Karneval/Fasching/Fastnacht</i>	carnival
<i>Eier</i>	eggs
<i>Mehl</i> (n)	flour
<i>Milch</i> (f)	milk
<i>Öl</i> (n)	oil
<i>Zucker</i> (m)	sugar
<i>Salz</i> (n)	salt
<i>Zitrone</i> (f)	lemon
<i>Schokokrem</i> (f)	chocolate spread
<i>aufschlagen</i>	to crack
<i>verrühren</i>	to stir, to mix
<i>rühren</i>	to stir
<i>zugeben</i>	to add
<i>erhitzen</i>	to heat up
<i>backen</i>	to cook, to bake
<i>wenden</i>	to turn over

Additional language for teachers

<i>Hast du eine Banane, ja oder nein?</i>	Do you have a banana, yes or no?
<i>Hast du einen Apfel oder eine Banane?</i>	Do you have an apple or a banana?
<i>Was magst du gern?</i>	What do you like?
<i>Magst du lieber Äpfel oder Bananen?</i>	Do you prefer apples or bananas?
<i>Was hast du gegessen?</i>	What did you eat?
<i>Was hast du getrunken?</i>	What did you drink?
<i>Hast du (Orangensaft) getrunken?</i>	Did you drink (orange juice)?

Unit 13 Guten Appetit! (Enjoy your meal!)

About the unit

In this unit children learn names of food and drink related to packed lunches and breaktime snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to celebrations. Their intercultural understanding develops through work around *Karneval* and comparison with life in German-speaking countries. Children practise following and creating their own recipes.

Where the unit fits in

In this unit children revise and extend previously learnt language associated with food (see Units 6 and 10). They revise the accusative case with *Ich habe* (see Unit 8) and extend this by using negatives. They learn how to form compound sentences using simple connectives, and discuss the formation of plural nouns in German. They are already familiar with saying the date (see Unit 12) and have further opportunity to practise this. This unit could support other activities in relation to the National Healthy Schools programme.

Prior learning

It is helpful if children already know:

- names of some food and drinks
- gern* / *nicht gern*
- how to say the date.

New language

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences (about food and drink)
- Following and writing instructions (as in a recipe)
- The perfect tense: *essen* (*Ich habe gegessen, Du hast gegessen*); *trinken* (*Ich habe getrunken*)
- lieber* (used with *Ich mag*)
- Compound sentences with connectives *und* and *aber*
- Plurals of nouns

- Phonic focus: ö (Ö!), a (*Tomate, habe, mag*), segmenting words into phonemes; synthesising regular words

Resources

- Picture flashcards, real or plastic items of food and drink
- Sets of food picture cards
- Smiling and sad face cards
- Word cards for food
- Word and phrase cards for jumbled sentences
- A3 sheets with a picture of a famous person or character and an empty speech bubble
- Two identical sets of individual cards showing numbers to 31, days of the week and months

- Photographs or video clips of *Karneval* celebrations
- Calendar grid on an interactive whiteboard with pictures of food and drink
- Ingredients or pictures to show how to make a simple recipe (a *Pfannkuchen* recipe is given at the end of this unit)
- Six sentences from the recipe printed or written in different colours
- Multi-link cubes in corresponding colours
- Writing frame for *Pfannkuchen* recipe
- Bilingual dictionaries
- Equipment and utensils for making a *Pfannkuchen*

Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives; use knowledge of different organisational features of text to find information effectively; write non-narrative texts using structures of different text types

Primary framework for mathematics: *Measuring* strand – read, choose, use and record standard metric units to estimate and measure length, weight and capacity

History: have knowledge and understanding of events, people and changes in the past; identify and describe reasons for, and results of, historical events, situations and changes in the period studied

PSHCE: develop good relationships and respect the differences between people; think about the lives of people living in other places and times, and people with different values and customs

Design and technology: follow safe procedures for food safety and hygiene; design and make assignments using a range of materials

Expectations

At the end of this unit

most children will:

talk about what they have eaten and drunk using the perfect tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a presentation using structures learnt in the unit

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

respond with single-word answers to questions about food and drink; refer to text or visual clues when joining in a presentation

some children will have progressed further and will:

write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe



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Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Lunchtime

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to develop accuracy in pronunciation and intonation (KAL)
- Discuss with children what they know about lunchtime in German primary schools (or in a country where German is spoken). How could they find out more? Discuss similarities and differences. If you have a partner school abroad, find out what the children in that school know about English school meals and packed lunches.
 - Select some known food and drinks suitable for a snack, eg *ein Apfel*, *Orangensaft*, and briefly revise these with picture flashcards, real or plastic items, or by playing guessing games.
 - Introduce some new items using games and activities from previous units (eg Unit 6, Section 1): *ein Butterbrot/Käsebrot/Schinkenbrot* (a sandwich / cheese sandwich / ham sandwich), *eine Tomate* (a tomato), *eine Banane* (banana), *Chips* (crisps), *Wasser* (water), *Kuchen* (cake).
 - Using text cards or the interactive whiteboard, display the German word for each item. In pairs, children match up the words with the pictures.
 - Phonic focus: Display the words *aber*, *habe*, *Tomate*, *Banane*, *mag*. Read them through with the children, focusing on the 'a' phoneme.
 - Introduce the phrases *Ich habe gegessen* (I ate) and *Ich habe getrunken* (I drank) (see 'Points to note'). Use either pictures or real objects and mime as you say: *Ich esse ein Butterbrot* (I am eating a sandwich). Then, taking a step backwards, say *Ich habe ein Butterbrot gegessen* (I ate a sandwich). Repeat with one or two other items of food and ask children to tell you what they think you have said. Do the same with *Ich trinke* and *Ich habe getrunken*, eg *Ich trinke Wasser* (I am drinking water) and *Ich habe Wasser getrunken* (I drank water). Explain to children that you use *Ich habe gegessen* and *Ich habe getrunken* when you are talking about something that has already happened, eg this morning, yesterday, last year. Children listen to and repeat the phrases. Using different items of food and drink, practise the phrases as a whole class in sentences, eg *Ich habe ein Butterbrot gegessen*, *Ich habe Kuchen gegessen*, *Ich habe Chips gegessen*, *Ich habe Orangensaft getrunken*. Encourage children to take a step back when they say the phrases.
 - Give each group a set of nine food picture cards to place in a 3x3 grid on the floor. The first child selects a card from the grid and says *Ich habe* + the name of the food on the card + *gegessen*, eg *Ich habe einen Apfel gegessen*. The second child repeats what the first child has said, then selects another card and adds that food to the list. The game continues with the list of foods increasing as each child takes a turn. The aim of the game is for each group to remember as many foods as possible in the correct sequence. Alternatively, and space permitting, this activity could be played across a larger area, with children jumping to each picture card.
 - Extension: Include picture cards of drinks, so that children need to use *Ich habe getrunken* as well as *Ich habe gegessen*.
 - Play *Tic Tac Toe* (Noughts and Crosses) using items of food and drink. Ask children *Was hast du gegessen?* to elicit answers in the perfect tense, eg *Ich habe eine Banane gegessen*.
 - Extension: Keep a daily snack diary in German for a week, using dictionaries as necessary.

- make statements in the perfect tense
- listen with care
- identify similarities and differences in everyday life

- In Germany, school starts earlier, around 8am, and finishes at about 1pm, when children generally go home for lunch. Older children may have activities or clubs in the afternoon for which they stay at school. Generally children will have a break (*die Pause*) at around 11am, when they will eat a *Pausenbrot* (breaktime snack), which they bring from home. *Orangensaft* is often abbreviated to *O-saft* in Germany, particularly when talking to children.
- Consistent colour-coding of word and picture cards (eg blue/red/green for masculine/feminine/neuter) helps children to remember the gender of a noun.
- Grammar point: The perfect tense in German corresponds closely to the English perfect tense and is widely used in spoken German. It is a compound tense, formed using either *haben* (to have) or *sein* (to be) (known as the auxiliary verb) + a past participle, eg *gegessen*, *getrunken*. Only verbs conjugated with *haben* are introduced in this unit. The perfect tense of the verb *essen* (to eat), which is formed using *haben*, is shown below.

<i>ich</i>	<i>habe</i>	<i>gegessen</i>
<i>du</i>	<i>hast</i>	<i>gegessen</i>
<i>er/sie</i>	<i>hat</i>	<i>gegessen</i>
<i>wir</i>	<i>haben</i>	<i>gegessen</i>
<i>ihr</i>	<i>habt</i>	<i>gegessen</i>
<i>sie</i>	<i>haben</i>	<i>gegessen</i>

- Grammar point: Masculine nouns used in this context will be in the accusative case, eg *Ich habe einen Apfel gegessen*. Feminine and neuter indefinite articles (*eine* and *ein*) remain the same. Children will have come across the accusative case before in Unit 8 (Sections 1 and 5), and links can be made to this.
- Follow-up: Throughout the week, play *Was hast du gegessen?* Go around the class, and a child from every table adds on a new item each time, eg *Ich habe eine Banane gegessen*, *Ich habe eine Banane und einen Apfel gegessen* ...
- The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Food likes and dislikes

- to understand and express simple opinions (O5.2)
 - to listen attentively and understand more complex phrases and sentences (O5.3)
 - to make simple sentences and short texts (L5.2)
 - to understand and use negatives (KAL)
 - to manipulate language by changing an element in a sentence (KAL)
 - to apply grammatical knowledge to make sentences (LLS)
- Play *Findet das Bild* (Find the Picture) (see Unit 1, Section 4) to revise food vocabulary and phrases in the perfect tense from the previous section. Ask, for example, *Hast du einen Apfel gegessen?* When children touch the correct picture, the class chorus *Ja, ich habe einen Apfel gegessen.*
 - Divide the class into two teams and repeat the game, with one team chorusing the question for the other team to answer.
 - Play Find Your Group. Give each child a food picture card. They walk around the room looking for other children with the same picture card by asking eg *Hast du eine Banane gegessen?* Children who find recall difficult could use self-check cards with a picture on one side and the word on the other.
 - Compare pictures showing a single item of food with pictures showing more than one of the same item, eg *Tomate/Tomaten, Banane/Bananen, Apfel/Äpfel, Butterbrot/Butterbrote.* Say the words and children repeat them. What do they notice? Briefly discuss the formation of plurals in German.
 - Ask children if they can recall how to express opinions (see Unit 6). To revise the use of *gern*, and the structures *Ich mag gern* and *Ich mag nicht gern*, invite children to write numbers 1–10 on a mini-whiteboard. Read out 10 sentences, eg *Ich mag gern Bananen* or *Ich mag nicht gern Tomaten.* Children put a cross or a tick to indicate whether the sentences are positive or negative.
 - Point to some pictures and, using facial expression to support meaning, say eg *Ich mag gern Butterbrote* or *Ich mag nicht gern Bananen.* Encourage children to join in.
 - Give pairs of children picture cards to build sentences, eg a smiling face for *Ich mag gern* and a sad face for *Ich mag nicht gern*, a selection of food pictures and a plus sign to represent *und*. An example of a sentence: *Ich mag gern Bananen und Butterbrote.*
 - Alternatively, this could be done as a whole-class activity, using the interactive whiteboard. Add a screen with a grid of four columns and four rows. In the third column add a plus sign to symbolise *und*. Display a graphic of a smiling face and one of a sad face to symbolise *Ich mag gern* and *Ich mag nicht gern*. Display images of different foods. Children drag the pictures to fill a row, 'reading' their sentence out loud as they do so.
 - Write on the board and read aloud a sentence such as *Ich mag gern Bananen* (I like bananas). Underneath, write *Ich mag lieber Butterbrote* (I prefer sandwiches). Discuss in English how these two simple sentences could be joined to make a compound sentence using a connective. Show children the sentence *Ich mag gern Bananen aber ich mag lieber Butterbrote* and ask what this means. Display a number of simple sentences on the board, which the class then practise turning into compound sentences with *aber*.
 - To reinforce this structure, ask several children to form a human sentence, where each child holds one word card. The class read out the sentence. Ask individual children in the human sentence to conceal their card. Children read the sentence aloud again, recalling the hidden word. Continue until the whole sentence is concealed.
 - Extension: Ask children to use different food words as alternatives.
 - Model with a child a question such as *Magst du gern Bananen?* and encourage the child to respond with eg *Ja, ich mag gern Bananen.* If confident, children reply using a compound sentence, eg *Ja, ich mag gern Bananen aber ich mag lieber Tomaten.* Children then practise the question and answers in pairs, using the picture cards from the earlier activity as prompts.
 - Extension: Children extend their answers, by using compound sentences with a simple connective.

- agree and disagree with statements
- understand and express likes and dislikes
- ask and answer questions
- use simple connectives to make compound sentences
- use a physical response to show recognition and understanding of specific phrases

- Highlight the pronunciation of the long *a*, as in *Tomaten, Bananen.*
- Grammar point: There are many different ways in which German nouns form the plural and, as with gender, these often have to be learnt as and when they are met.
- Grammar point: In German it is very common to add *gern / nicht gern / lieber* to verbs to express likes, dislikes and preferences, eg *Ich spiele gern Fußball, Ich mag nicht gern Chips* (see Unit 6).
- Follow-up: Throughout the week, ask children what they have eaten at breaktime.
- Follow-up: Throughout the week, practise expressing likes and dislikes.
- Links with literacy work: Several of these activities link with work on writing simple and compound sentences using a range of connectives.
- Make a 'Blockbuster' template for the interactive whiteboard, by making a hyperlink from each hexagonal cell to a new screen. Each screen has a symbolic representation of a sentence of the type *Ich esse gern Schinken aber ich esse lieber Käse.* Children select a hexagon from the template, click on it and say the sentence. This could be done in teams. Once you have the template, you can adapt it for other activities and reuse it.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 3. Building sentences	<ul style="list-style-type: none"> Recap likes, dislikes and preferences, using pictures from the previous section. Play <i>Wer hat etwas gesagt?</i> (Who Spoke?) One child comes to the front and stands with their back to the class. Choose another child to make a statement in a disguised voice, eg <i>Ich mag gern Tomaten</i>. The child at the front turns around and has three guesses at identifying who spoke. If they guess correctly, the child stays at the front for another go. If not, they exchange places with the child who spoke. Model again how two simple sentences can be joined together (see previous section), using the connectives <i>aber</i> and <i>und</i>. In small groups, children use word and phrase cards to rebuild jumbled compound sentences. Select groups to read out their sentence. Then, working in pairs, children build sentences of preference using text cards and read them aloud to each other, eg <i>Ich mag gern Äpfel aber ich mag lieber Bananen</i>. Some children may still need picture cards for support. Extension: Children can also form sentences using the negative, eg <i>Ich mag nicht gern Tomaten aber ich mag gern Äpfel</i>. Give pairs of children an A3 sheet with a picture on it of a famous person or character and an empty speech bubble. Children work together to create text to fill the speech bubbles (using text cards for support where necessary), eg <i>Ich heiÙe ... und ich mag gern Bananen</i>. Some children may be able to write a compound sentence using <i>und</i> or <i>aber</i>, as appropriate. Use pictures to create a series of repeating patterns on the interactive whiteboard, eg <i>Apfel, Apfel, Kuchen, Apfel</i>. Ask the class to 'read' them aloud. Ensure that these increase in difficulty. Extension: Writing food words from memory, children create their own patterns, as in the previous activity, and then 'read' them aloud. 	<ul style="list-style-type: none"> create compound sentences using word and phrase cards 	<ul style="list-style-type: none"> Follow-up: Throughout the week children take turns to read their speech bubble aloud to the class. Follow-up: Carry out a survey of favourite foods of children in a partner school. Construct pictograms and bar and line graphs to represent this data. Ensure that children work on sentence-building activities in mixed-ability groups. Accept a phrase or simple sentence when children respond to more complex questions. Link with literacy work: The third activity links to work on writing simple and compound sentences using a range of connectives.
Section 4. Celebrations	<ul style="list-style-type: none"> Revise the months of the year (see Unit 3, Section 2 for ideas). Play a game to remind children how to say the date. Prepare two identical sets of individual cards showing a number to 31, a day of the week and a month. Divide the class into two teams and give each team a set of cards to distribute among themselves. Call out a date, eg <i>Dienstag der zweite November</i>. The teams rush to make a human sentence showing that date. The first team to show the correct cards in the right order wins a point. Some children may prefer to work in pairs with three or four cards between them. Discuss celebrations and the importance of festive food. Encourage children to share personal experiences of celebrations and special food that is eaten on these occasions. Display the date <i>der fünfte November</i> and ask children which celebration falls on this day. Discuss briefly how Bonfire Night is celebrated in England and establish that it is an English festival. Show a typical date for <i>Karneval</i>, eg <i>der neunzehnte Februar</i>, and ask children to say the date in German. Tell children about <i>Karneval/Fasching/Fastnacht</i> in Germany. Compare similarities and differences between these two festivals. In pairs, children write down the dates for at least two other celebrations, using a prompt sheet for the months. Volunteers read out their dates and the class guess the celebration. Ask children <i>Was hast du an deinem Geburtstag gegessen?</i> (What did you eat on your birthday?) Demonstrate an answer, eg <i>Ich habe Kuchen und Chips gegessen</i>, and then ask a number of children the same question. You may also like to teach additional vocabulary, eg <i>Bonbons</i> (boiled sweets) and <i>Geburtstagskuchen</i> (birthday cake). Extension: Sing some fun songs that children might sing during <i>Karneval</i>, eg <i>Meine Oma fährt im Hühnerstall Motorrad</i>. Words and music can be found on the internet. 	<ul style="list-style-type: none"> talk about traditions that affect people's lives and compare the similarities and differences use word cards or word lists to create phrases and sentences 	<ul style="list-style-type: none"> Follow-up: Throughout the week, play the date game and practise saying the date every day. <i>Karneval/Fasching/Fastnacht</i> is celebrated across Germany, but particularly in the Rhineland towns such as <i>Köln</i> (Cologne) and <i>Düsseldorf</i>, and in <i>München</i> (Munich) and the Black Forest in southern Germany. It is a time of much merry-making, with great emphasis on dressing up in costumes and masks. On the Sunday before <i>Rosenmontag</i> (which is the Monday preceding Ash Wednesday) and on <i>Rosenmontag</i> itself, school processions take place and children are able to show off their costumes. At <i>Weiberfastnacht</i> people who are dressed up as witches go round and cut the ties of male passers-by. The traditional <i>Karneval</i> food is <i>Krapfen</i>, a sugared doughnut (sometimes filled with jam or raisins). <i>Hoppeditz</i>, a jester-like character from the <i>Düsseldorf Karneval</i>, opens the carnival with a funny speech. More information on <i>Karneval/Fasching</i> can be found on the internet. Ensure children's understanding of <i>Karneval</i> by showing photographs or video clips. Follow-up: Organise a school <i>Karneval</i> with masks, costumes and German food and music. If the school has a partner school in a German-speaking country, they can share information on how it is celebrated in their school. Follow-up: Create a class display on <i>Karneval</i> or <i>Fasching</i>.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Food for a celebration

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to compare symbols and objects or products which represent their own culture with those of another country (IU5.3)
 - to notice different text types and deal with authentic texts (KAL)
 - to use actions and rhymes to aid memorisation (LLS)
- Talk about *Pfannkuchen* (pancakes) and ask *Wer mag gern Pfannkuchen?* Encourage children to reply with a sentence, eg *Ich mag gern Pfannkuchen / Ich mag nicht gern Pfannkuchen*. Accept *ja/nein* from less confident children.
 - Introduce ingredients for a *Pfannkuchen* with flashcards or real food items.
 - Display the recipe. Ask children what type of text it is and how they know. Discuss features of instructional texts.
 - Read the written instructions aloud and ask children to mime the actions.
 - Display, in random order, six sentences from the text in different colours. Give children six multi-link cubes in corresponding colours. Read out the recipe. When children hear one of the displayed instructions, they take a cube in the corresponding colour and begin to build a tower. Allow some children to work in pairs.
 - Invite children to come to the front and underline verbs in the recipe.
 - Phonic focus: Highlight the pronunciation of the phoneme *ö*, found in *Öl, Löffel, öffnen*. Show a number of words with the *ö* sound missing, eg *_sterreich (Österreich, Austria), H_hle (Höhle, cave), _l (Öl, oil), L_ffel (Löffel, spoon), _ffnen (öffnen, to open)*. Ask children to provide the missing sound and read the whole word aloud.
 - Play *Simon sagt* (see 'Points to note').
 - Extension: Children research other recipes on the internet.

- understand the main points from spoken language that includes unfamiliar language
- identify key language in a non-fiction text

- A simple recipe for making *Pfannkuchen* can be found at the end of this unit.
- Follow-up: Play *Simon sagt* (Simon Says) to practise instructions for making a pancake. Note that although the game is usually played using verbs in the second person or second person plural imperative form, eg *Steh(t) auf! / Hör(t) zu!* (Stand up! / Listen!), for this exercise it is a good idea to say the verbs in the infinitive form, as this is how they appear in the recipe and it is a common way of writing recipes in German. So, for example, *Simon sagt 'Eier aufschlagen', Simon sagt 'rühren'*. (Simon says 'crack open eggs', Simon says 'stir'.) Encourage confident children to lead the game.
- As with many traditional foods in German-speaking countries, there are a number of different words for 'pancake', depending on the region. In the south and west of Germany, *Pfannkuchen* is used, while in the east it is *Eierkuchen*, with *Pfannkuchen* meaning 'doughnut'. In Austria a pancake is called a *Palatschinke*. There is no particular day in the year when pancakes are eaten in Germany, but they might be made for a birthday party or a family celebration.
- Link with literacy work: Looking at recipes links to writing instructional texts in year 3.
- Encourage children who find pronunciation of new words difficult to watch carefully the shape of your mouth as you say them.
- Follow-up: Talk about foods associated with celebrations. Compare a German Christmas meal with one the children might eat, for example *Gans* (goose) with *Blaukraut* or, in the south, *Rotkraut* (red cabbage). Talk about *Stollen* (a log-shaped fruit cake dusted with sugar) and *Lebkuchen* (spicy biscuits), eaten during the Christmas period in Germany. Compare food traditions at Easter.

Section 6. Pancake time

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to write words, phrases and short sentences using a reference (L5.3)
 - to notice different text types and deal with authentic texts (KAL)
 - to use a dictionary or word list (LLS)
- Display the recipe from the previous section and demonstrate how to make *Pfannkuchen*. Invite some children to help. During the demonstration, read the instructions aloud and the class repeat.
 - Display steps from the recipe in the wrong order. Children rearrange them into the right order to make the *Pfannkuchen*.
 - Ask children to suggest fillings for a *Pfannkuchen*, eg *Schokokrem* (chocolate spread), *Zitrone und Zucker* (lemon and sugar).
 - Use the recipe as a writing frame, and model how to create a recipe for a new *Pfannkuchen*, with filling. As a class, create a new text.
 - In pairs, children write their own *Pfannkuchen* recipe. They use a bilingual dictionary to find new food words. Give children needing extra support a writing frame in which they change only the nouns. Provide word and picture cards as additional support.

- understand the main points of spoken language that includes familiar language
- read a non-fiction text
- choose words, phrases and sentences and write them into a gapped text
- use a bilingual dictionary or word list

- Links with literacy work: The second, fourth and fifth activities link to creating instructional texts using appropriate structures in year 3.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Children work in pairs to make their *Pfannkuchen*. They film each other to make a TV cookery programme and add the instructions as a commentary. Some children will be able to edit the film using suitable software.
 - Extension: Children use ICT to produce their recipe as a magazine article with a photograph of the finished *Pfannkuchen*. If they take pictures of the ingredients and the method, they can put them into a word-processed document and print them out as a booklet.
 - In pairs, children create a presentation (either oral or using ICT) to show what they have eaten during the week. They could use their daily snack diaries (see Section 1, Extension) to present to peers. Encourage children to express opinions of one another's food choices, eg *Lecker, Ich mag gern Äpfel*.

- use German for real purposes to give instructions for making a *Pfannkuchen*

- Follow-up: If the school has a partner school in a German-speaking country, exchange recipes by email and send them the video of the TV cookery programme.

Ein Pfannkuchenrezept

Für vier Personen

Zutaten:

4 Eier

160g Mehl (= 8 EL)

250ml Milch (= 1/4l)

Eine Prise Salz

20g Zucker (= 1 EL)

Öl (1 EL)

Zubereitung

Eier aufschlagen und mit einer Prise Salz und einem Esslöffel Zucker verrühren.

Langsam das Mehl löffelweise zugeben.

Rühren bis keine Klumpen mehr im Teig sind.

Die Milch langsam zugeben und rühren.

Eine viertel Stunde stehen lassen.

Einen Esslöffel Öl in einer Pfanne erhitzen.

Eine Schöpfkelle voll Teig hineingeben.

Den Pfannkuchen backen lassen.

Den Pfannkuchen wenden und die andere Seite fertigbacken.

Der Pfannkuchen ist fertig. Guten Appetit!

A pancake recipe

For four people

Ingredients:

4 eggs

160g flour (= 8 tbsp)

250ml milk (= 1/4l)

A pinch of salt

20g sugar (= 1 tbsp)

Oil (1 tbsp)

Method

Crack the eggs and beat together with a pinch of salt and a tablespoon of sugar.

Slowly add the flour spoonful by spoonful.

Stir until there are no more lumps in the batter.

Slowly add the milk and stir.

Let stand for quarter of an hour.

Heat a tablespoon of oil in a frying pan.

Put a ladle of batter in the pan.

Allow the pancake to cook.

Turn the pancake and allow it to cook on the other side.

The pancake is ready. Enjoy your meal!