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| **Y03-04Band**  **Unit 5: Amazing places** | **Key idea title: What have we learned? *Amazing places*** |
| **Content Descriptor/Topic objectives:** | Relates to SOC1 Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities  and INF1 Obtain and process information from peers and texts related to personal, social and natural worlds  and INF 2 Present information in modelled spoken and written texts relating to personal, social and natural worlds |
| **Achievement Standard/Evidence of learning:**  Key processes: | Produce short scaffolded summaries. Create short, simple sentences from modelled language. |
| **How this relates to the Assessment Task:** | Descriptions of places using range of familiar verbs that can be used to explain what can be done there. |
| **Students learn:**  (to/ how/ that/ why) | Verbs that have been learned can also be used to explain what activities can be done in various places.  Places can be different for everyone |
| **Intercultural learning:** (interculturally significant language and culture specific concepts / texts etc) | Amazing places  Amazing places from all over the world. Show casing what activities can be done in different cities within a country.  (Ideas: Zhangjiajie, China/Nairobi, Kenya/Machu Picchu, Peru/Bahamas/Jordan/Hobbiton, New Zealand) |
| **Slide Show Sequence of Teaching**  Avas this unit:  Tobias (Vaduz) L  Stella (Gstaad) CH  Constantin (Darmstadt) D  Katharina (Feldkirch) A  **Darius (Brisbane) AU**  **Phoebe (Rockhampton) AU**  **Structure**  City with things you can do.  Verbs-  spielen, trinken, essen, gehen, fahren,schwimmen, skifahren, wandern, sehen.  Tune:  Mein hut der hat drei Ecken  Was kann man hier machen?  Man kann hier spielen und schwimmen.  Man kann hier trinken und essen | 1. **Title: Amazing places** 2. Stella: Here is my wish list of the things I want to do when I visit all the amazing places around the world. 3. Stella: (put images next to the wish list items)  |  | | --- | | - über die Glassbrücke gehen  - Frühstück essen und etwas trinken  - wandern und besichtigen  - Abenteuer erleben  - im Toten Meer schwimmen  - skifahren  - Erlebnisse haben und spielen |  1. Stella: What do you think about my wish list? Do you want to do things like me in similar places? 2. Let’s sing – the activity song 3. Lyrics 4. Stella: Let me show you some pictures of these amazing places. 5. Stella: Das ist Zhangjiajie. Man kann hier die Glassbrücke sehen. (pictures of the glass bridge in the canyon.) 6. Stella: Das ist Nairobi. Man kann hier mit Giraffen im Restaurant frühstück essen. (Giraffe Manor Nairobi, restaurant eating with giraffes) 7. Stella: Das ist Peru. Das ist der Machu Picchu. Man kann hier wandern. 8. Stella: Das sind die Bahamas. Man kann hier zu einem Abenteuerpark gehen. 9. Stella: Das ist Jordanien. Man kann hier schwimmen. 10. Stella: Das ist St Anton. Man kann hier skifahren. 11. Stella: Das ist Neuseeland. Das ist Hobbiton. Man kann spielen. 12. Stella: What amazing places would you like to visit? What activities would you do there? 13. Activity time |
| **TN/(SH) Learning Opportunities** / Sequence of Activities: | These are suggested activities to accompany the slideshow What have we learned? *Amazing places*  **Activity 1: The activity song**  Sing with suggested actions to accompany the verses listed.  **Activity 2: Matching game (small group)**  **Purpose:** To match verb with activities.  **Resources per group:**   * 1 set of *Verb cards* * 1 set of *Activity cards*   **Organisation:**   * Divide class into groups of four.   **Steps:**   * Students cut out the *Verb cards* and *Activity cards* and place them in two piles face down on the desk. * Students take turns to turn over one *Verb card* and one *Activity card* at a time. * If the *Verb card* and one *Activity card* match, student says the phrase, e.g. *Man kann hier sehen.*   *Verb cards*   |  |  |  | | --- | --- | --- | | **sehen** | **trinken** | **essen** | | **schwimmen** | **spielen** | **gehen** | | **wandern** | **skifahren** |  |   *Activity cards*   |  |  |  | | --- | --- | --- | | **Glass bridge (with pic)** | **Giraffe manor (with pic)** | **Giraffe manor (with pic)** | | **Dead sea (with pic)** | **Hobbiton (with pic)** | **Adventurepark (with pic)** | | **Machu Picchu (with pic)** | **St Anton** |  |   **Activity 3: Identify the verbs**  **Purpose:** To practise recognition of the verbs associated with activities.  **Resources per group:**   * 1 *Verb mat*   **Organisation:**   * 1 set of *Activity cards* for display throughout the game. * Divide class into five groups. * Place one *Verb mats* on the floor in front of each group. * Students stand in a line facing their *Verb mat.*   **Steps:**   * Read out an activity. * Student at the front of the line must step onto the correct verb. * Check student understanding by holding up the corresponding *Verb card*. * Students repeat the verb. * Student at the front of the line goes to the back of the line. * Game continues until all students have had a turn.   **Legend for symbol on slideshows:** Go to the audio file mentioned below the symbol.  Go to the audio file mentioned below the symbol. |
| **Topic outline information** | Reinforce and consolidate understanding and pronunciation of language related to verbs and introducing locations. |
| Links to other topics / units |  |
| Helpful information sites |  |