Unit 9 – Wann fährt der nächste Zug?

Activities
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- 9.2 Game to practise transactional language  pages 80–83
- 9.3 Travel vocabulary reinforcement  pages 80-83

9.1 Objectives
Focused practice in asking for and providing information relating to travel.

Materials
Timetables – copies A and B (provided).

1. Learners work in pairs to complete their versions of the timetables. A asks B for information concerning train departure and arrival times to Berlin. B provides the information requested and A notes this down in the appropriate spaces.

2. A then states the number and type of ticket(s) required and B makes a note of this information in the appropriate space.

3. B then asks for information in the same way and the process is repeated until all the information gaps have been filled.

4. A and B then compare their completed forms to check the details are correct.

These can be retained as portfolio evidence.

This activity can be extended by adding columns with information about platform numbers and changing trains. It can also be carried out as a whole-group information gap activity by giving each learner a grid with only a small amount of selected information on it – so that everyone has different information to give out.

9.2 Objectives
Practice in using transactional language relating to travel.

Materials
Board game (provided), die and four counters for each group.
Sets of 12 cue cards, each with a different phrase in both German and English (not provided; see examples below). These should be a mixture of questions and statements, of varying length and complexity.
1. Give each group of four a board, a die, four counters and a pack of cards, face down on the board.

2. Explain that each player in a group starts from a different corner of the board and the objective is to be the first to complete one circuit of the board and arrive in Germany in the middle.

3. Each player in turn throws the die and advances that number of places on the board in a clockwise direction.

4. The person on the player's right then picks up a card from the top of the pile and reads out in English what is written on it.

<table>
<thead>
<tr>
<th>Which platform does the train leave from?</th>
<th>When does the train arrive in Berlin?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Von welchem Gleis fährt der Zug?</td>
<td>Wann kommt der Zug in Berlin an?</td>
</tr>
</tbody>
</table>

5. The player translates it into German and it is checked by the person holding the card. The translation must be absolutely accurate otherwise the player forfeits his/her next turn.

You can devise your own variations of this game to suit your learners' needs, e.g. the statements can be read out in German for translation into English – particularly the phrases learners are more likely to need to understand rather than use themselves. And, of course, the cards can be used independently of the board either for revision or assessment purposes.

### Objectives

<table>
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<tr>
<th>9.3</th>
<th>Objectives</th>
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<td>Vocabulary reinforcement.</td>
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### Materials

<table>
<thead>
<tr>
<th>9.3</th>
<th>Materials</th>
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<tbody>
<tr>
<td></td>
<td>Word search, highlighted master copy for display in front of class, and answer sheet (provided).</td>
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1. Give everyone a copy of the word search, telling them to find as many words as they can relating to transport. Remind them that ß and umlauts have not been used.

2. Set a time limit and ask them to work in pairs to find as many words as they can.

3. Display the word search in front of the class and conduct feedback.