

FUTURE LEARNING

This unit looks ahead to children describing their own town or region in unit 11 'Wo ich wohne' and to further research into a German-speaking area in unit 12 'Eine deutsche Stadt'.

CORE VOCABULARY AND STRUCTURES

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|-----------------------|--|
| die Länder | Welche Stadt ist das? |
| Welches Land ist das? | Berlin |
| Das ist ... | Frankfurt |
| England | Hamburg |
| Schottland | Köln |
| Wales | München |
| Irland | Bern |
| Frankreich | Wien |
| Deutschland | |
| Spanien | Wo liegt/list ...? |
| Italien | X liegt/list |
| Belgien | im Norden |
| Schweden | im Süden |
| Holland | im Westen |
| Die Schweiz | im Osten |
| Liechtenstein | im Nordwesten/Nordosten/ Südwesten/Südosten |
| Luxemburg | |
| Österreich | in der Mitte von ... |
| Europa | Woher kommst du? |
| Nordamerika | Ich komme aus ... |
| Südamerika | Er/Sie kommt aus ... |
| Afrika | NB aus der Schweiz |
| Asien | |
| Australien | Wohin fährst du in den Ferien? |
| | Ich fahre nach ... |
| | Er/Sie fährt nach ... |
| | NB in die Schweiz |

Unit 6 Unsere Welt

ABOUT THE UNIT

In this unit children learn the names and pronunciation of the continents, some countries and some towns and cities in German-speaking countries. They learn to name the points of the compass and how to ask and say where someone is going on holiday.

WHERE THE UNIT FITS IN

In this unit children develop their ability to talk in greater detail about themselves by learning how to say where they come from. The unit consolidates material from previous units and looks ahead to unit 11 'Wo ich wohne' and unit 12 'Eine deutsche Stadt'.

PRIOR LEARNING

It is helpful if children already know:

- how to pronounce specific sounds in German
- the names of certain countries and points of the compass in English
- how to ask and answer the question *Wo wohnst du?*
- the alphabet in German
- the weather in German

OUT-OF-SCHOOL LEARNING

Children could:

- use books and the internet to find out about cities in the German-speaking parts of Europe

- use storybooks and CD-ROMs for independent learning
- discuss their learning in school with families

NEW LANGUAGE CONTENT

- names of countries and continents
- names and pronunciation of some cities in the German-speaking parts of Europe
- the points of the compass
- asking and saying where someone is going

RESOURCES

- maps of the world, Europe, Germany, Austria, Switzerland
- postcards, photographs or pictorial flashcards of towns
- text flashcards of names of cities, regions and towns
- tourist information leaflets
- video material on related topics
- visual compass from a map

LINKS WITH OTHER SUBJECTS

Language activities in this unit support geography, citizenship, music, PSHE and ICT.

EXPECTATIONS

At the end of this unit

most children will:

identify and pronounce accurately the names of some countries, continents and towns; know the points of the compass in German; copy accurately the keywords and phrases from this unit; combine new material from this unit with phrases and structures learnt previously to produce longer presentations and dialogues

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

respond with *ja* and *nein* or short answers about countries and points of the compass; copy or label using single words; require repetition and/or support when answering and need pronunciation to be modelled more than once

some children will have progressed further and will:

use and apply vocabulary and phrases from memory in spoken work; begin to use written sentences to apply new knowledge, for example in e-mails to a friend or videoconferencing; research additional vocabulary and apply it accurately; research new ideas from internet sites or other sources and incorporate this into their learning; grasp and use certain forms of *fahren* with accuracy

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Countries and continents

- the names of a range of countries
 - the names of the continents
- Show the children the countries on a large map, say the name of each country and encourage the children to repeat with accuracy, as a chorus, then in groups and finally individually. *Alle zusammen, bitte. Und nun die Mädchen bitte. Sehr gut! OK, und jetzt die Jungen.*
 - Play the *ja/nein* game to check understanding. Point to France and ask *Ist das Italien?* to elicit *Nein* or *Nein, das ist Frankreich.*
 - Mouth the names of countries silently. Children must say the names aloud.
 - Introduce the continents in a similar way and encourage the children to repeat the words in chorus and individually.
 - Play *Stille Post*. As in 'Chinese whispers' the name of a country or continent is passed from one end of the class to the other.
 - On a worksheet map children write in the names of the countries from a given list.
 - Using the German alphabet, play 'Hangman' (*Galgenmännchen*) in German to reinforce learning. *Hier ist ein Land. Es ist groß, schön und warm! Das Wort hat sieben Buchstaben. Welches Land ist das?*
 - Children could sing the 'Country song' to the tune of 'Bring me sunshine'. They could point to the countries while singing.
*Das ist England, das ist Irland.
Das ist Schottland, das ist Wales.
In dieser Welt haben wir so viele schöne Länder, ja!
Das ist Deutschland, das ist Frankreich, das ist gut!*
 - *Das ist Holland, das ist Spanien.
Das ist Belgien, das ist die Schweiz.
In dieser Welt haben wir so viele schöne Länder, ja!
Österreich, Italien, das ist gut!*
- ▲ With a worksheet or a wordsearch children could read and use the written form of the names of countries and continents, for example by labelling the countries on a map.
 - ▲ Weather work from unit 2 'Wir stellen uns vor' could be revisited here. Using weather symbols children could be asked *Wie ist das Wetter in Spanien?* They could be encouraged to give answers in a sentence, eg *Das Wetter ist schön. Es ist warm und sonnig.*

- show understanding of the names of countries and continents
- pronounce the word for each country or continent accurately
- correctly identify countries by labelling or naming
- spell the names of countries and continents accurately, using the alphabet in German
- read the names of countries and continents accurately from text

- The names for the countries could be presented in the context of a sporting championship or the Eurovision Song Contest.
- As a regular feature to consolidate learning include the names of the countries and continents frequently in teaching activities, such as memory games, true or false games, echoing games.
- The **Ö** in **Österreich** will require emphasis and practice.
- Literacy: the children could explore the origins of the names of countries in English and German, eg *Frankreich* – empire of the Franks; *Österreich* – empire of the east.
- Children will have learnt the use of initial capital letters for places in years 2 and 3.
- Children will wonder why *die Schweiz* is not like other countries. The reason for this should be explained – that it is a confederation of states.
- Work with countries could be developed using national flags, eg *Welche Farben hat die Fahne von Deutschland?*
- Children could learn the German names and geographical locations of countries with which the school has links, or the areas from which children originate. Invite visitors from different countries to the school, such as parents, local residents, foreign language assistants. Communicate with other children abroad by letter, e-mail or videoconferencing.
- Any worksheet map could include the points of the compass as preparation for that section of this unit.
- A classroom map showing the main countries of Europe and the continents labelled in German would reinforce learning.

Section 2. Cities in German-speaking parts of Europe

- the names, pronunciation and geographical location of some towns and cities
- Show the pictures of the towns to be used in this unit. Encourage the children to remember the word by linking it with a picture. To help children, emphasise the pronunciation and use a range of voice expression.
 - Hide the picture of the city. The children have to guess which it is, eg *Ist es Berlin?*
 - When the children are familiar with the pictures, introduce the text name. Each child could label the towns on a map of Germany to put in their own personal achievement record folder.
 - Play *Obstsalat* ('Fruit salad') in the hall with the names for the towns. Each child is given the name of a town or a city. The children form a circle and the teacher calls out two town names. These children then exchange places in the circle. After a few goes the teacher calls *Obstsalat* and everyone changes place, re-forming into a circle.
 - Play an initial letter game in which the children have to guess the town or city. *Ich denke an eine Stadt. Diese Stadt beginnt mit M. Wie heißt diese Stadt?*
 - Perform oral, aural and written spelling activities, eg *Lippenlesen, Stille Post, Galgenmännchen*, with the town names.
 - Link the cities with the map by pointing, eg *Hier liegt Hamburg*. Children then can place the pictures of the cities on their correct locations.
 - ▲ Encourage children to undertake some individual research on a particular town or city and to present their findings either in a short talk in English or in written form.
 - ▲ A worksheet on which children write in the names of towns and cities could be used to consolidate the written forms.

- pronounce the names of selected towns accurately when shown a pictorial stimulus
- locate the towns on an outline map
- copy the names correctly
- identify the names of towns when listening
- read town names from text accurately
- spell the names of towns using the alphabet in German

- The towns can be chosen by the teacher and should include towns that have a particular significance for the children, such as a twinned town or the location of a partner school.
- Pictorial flashcards could be picture postcards or posters. They should clearly show a landmark associated with that town or city, such as the Brandenburg Gate in Berlin, the towers of the cathedral in Cologne, the *Frauenkirche* in Munich.
- Children could revise *Ich wohne in ...* with the names of town and country, eg *Ich heiße Tom. Ich wohne in Manchester, in England.*
- Revise the pronunciation of *w* spoken as *v*, as in *ich wohne*.
- Emphasise and practise certain other pronunciation features: **ie** as in *Wien*, **ü** as in *München*, **ö** as in *Köln*.
- A colourful display showing some of the major German-speaking cities together with facts about them will help stimulate interest.
- As well as the names of the towns and cities, the names of certain major landmarks could feature, eg *Stachus, Brandenburger Tor, Binnenalster, Kölner Dom*, as could rivers, eg *Köln liegt am Rhein*.
- Children could be encouraged to reflect on the different names for cities in English and German, such as Cologne (*Köln*), Munich (*München*), Aix la Chapelle (*Aachen*), Vienna (*Wien*).
- Games such as *Obstsalat* reinforce listening skills.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. Points of the compass

- the points of the compass
- Introduce the points of the compass by using a large model of a compass on a map and saying: *Hier ist Hamburg. Hamburg liegt im Norden.* Ask the children to repeat and check for understanding. *Wie heißt das auf Englisch?* Introduce the other compass points in the same way, encouraging children to repeat and giving praise for clear pronunciation.
- Once the concept is understood and the children are able to pronounce the phrases, work could be undertaken first with a map of Germany, then of the UK, eg *Wo liegt Newcastle? Liegt Newcastle im Westen?*
- This activity could be complemented with written work for reinforcement. Children tick the points of the compass or write them on a sheet to show recognition of the location of places when these are said.
 - ▲ Compounds such as *im Nordwesten/im Südosten* could be introduced and used for more detailed sentences, eg *Ich wohne in Burnley im Nordwesten.*
 - ▲ Children could add the phrases learnt here to make longer presentations about themselves, eg *Ich heiße Jane. Ich wohne in Truro in England. Truro liegt im Südwesten.*

- pronounce accurately the four compass points in phrases such as *im Norden*
- show aural recognition of the four points of the compass in response to a spoken instruction

- Maps labelled in German and a globe with German words could feature as classroom furnishings.
- Draw children's attention to the abbreviations N, S, W, O.

Section 4. Where do you come from?

- to say where they come from
- Using a map, introduce the phrase *Ich komme aus ...* and the question *Woher kommst du?* Check for understanding: *Wie heißt das auf Englisch bitte?* Distribute amongst the children cards with the names of German towns and cities, eg *Bremen, Augsburg.* Ask the children *Woher kommst du?* Each child should respond using the town or city on their card, eg *Ich komme aus Bremen.* The children could then ask each other, giving them repeated practice.
- This activity could be extended by asking the children to note the names of the towns and the number of children who 'come from' that town. (There could be several cards with the same towns.) At the end their totals could be compared, eg *Wie viele kommen aus Berlin?*
- ▲ A class survey could be carried out in German to establish the places the children originate from. The results could be summarised as follows: *Zwanzig Kinder kommen aus Bristol. Drei Kinder kommen aus Cardiff. Zwei Kinder kommen aus Belfast. Ein Kind kommt aus Madrid und vier Kinder kommen aus Bath.* The survey could also be carried out with the countries as well as the towns of origin.

- show understanding of the question *Woher kommst du?*
- respond accurately with the phrase *Ich komme aus ...*
- are able to ask the question *Woher kommst du?*

- Children once again encounter and use the different verb endings *ich komme/du kommst* and the question form.
- The children could invent a rhyming or rhythmic pattern with the names of towns.
- Children from different ethnic backgrounds could be encouraged to say where they come from.
- Survey results could be presented using ICT.
- The extension activity requires the verb forms *kommst* and *kommen*. These will need to be modelled for this activity.

Section 5. Where are you going?

- to say where they and/or others will be going
- singular parts of the verb *fahren*
- Using a suitable map, say *Im Sommer fahre ich nach Spanien. Ich fahre nach* (showing route of journey) *Spanien. Wie heißt das auf Englisch?*
- The children repeat the phrase in chorus, in groups then individually as the teacher points to a destination, eg *Ich fahre nach Deutschland.*
- Stick the names of the children on the map and then ask them where they would be going. *Tom, wohin fährst du? Ich fahre nach Schottland.*
- Children could be given a worksheet on which they have to identify destinations for an imaginary journey, eg *Ich fahre nach Berlin, in Deutschland. Dann fahre ich nach Paris, in Frankreich.* They have to number the destinations in the correct order.
- A game can be carried out as a prize draw. Place the German names of countries in a bag. A child who correctly answers a general revision question, eg *Was macht vier plus achtzehn bitte?* then draws a name from the bag. The teacher then announces to the class where they are going, eg *Sam fährt nach Österreich!*
- A range of classroom games and activities could be used to reinforce learning in this section, such as mouthing a sentence, eg *Ich fahre nach Italien*, 'Hangman' or *Stille Post* ('Chinese whispers').
- ▲ Encourage children to say in a sentence where they are going on holiday, eg *Ich fahre nach Madrid in Spanien*, and then to extend this further, eg *Madrid ist in der Mitte von Spanien.* Consolidate the *er/sie* forms of the verb *fahren* by summarising what is said, eg *Danke, Karen. Also, Karen fährt nach Florida und Joe fährt nach Spanien.*
- ▲ Children could ask each other a prepared set of questions, eg *Wie heißt du? Wie alt bist du? Wohin fährst du?* They then report back to the teacher or class: *Das ist Clare, sie ist neun. Sie fährt nach Frankreich.* These oral presentations could then be written up, possibly using ICT.

- show understanding of *Ich fahre nach ...*
- state their destination for a holiday using *Ich fahre nach ...*
- say where someone else is going

- For some children there will need to be clarification of *fahren* and *gehen*.
- Some awareness and sensitivity will be called for when speaking to children who do not go away on holiday. As an alternative, ask children if they have family/friends they visit in another town in England.
- This section introduces the children to the changed spelling and sound *ich fahre – du fährst – er/sie fährt*. Ensure pronunciation is clear and accurate and give praise for correct use.
- Children have now encountered both *Wo?* (where) and *Wohin?* (where to).
- It will be necessary to explain the exception *Ich fahre in die Schweiz*. Refer back to the explanation given in section 1.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

END-OF-UNIT ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- to apply the knowledge, skills and understanding learnt in this unit

- Provide opportunities for children to work collaboratively to develop role-plays, drama sketches or individual presentations that employ new language and incorporate it with previous learning. This could then be presented to the rest of the class, or feature as a class assembly or part of a concert for families and the wider school community. Such a presentation could also include songs and dance and a demonstration of a game activity. Parents could be asked to participate in a game. Such presentations could be videoed and sent to the school's partner school abroad.
- The class could decide collectively on a number of questions to ask their partner school in order to find out more about their area and location.
- Individuals or the class could write to the local *Verkehrsamt* of the partner town in Germany for information.

- use German for real purposes
- continue to build up their own personal German language file with their own pictures, writing and photos

- It is important to motivate children and to give them opportunities to show the skills they have acquired.
- Assemblies and presentations to governors and the wider school community enable the achievements of the children to reach a wider audience and do much to promote the learning of languages and the value of looking to the wider world.