

## Language

## Core language

|              |               |
|--------------|---------------|
| Europa       | Europe        |
| Südamerika   | South America |
| Nordamerika  | North America |
| Asien        | Asia          |
| Australasien | Australasia   |
| Antarktika   | Antarctica    |
| Afrika       | Africa        |

|                     |                     |
|---------------------|---------------------|
| der/die/das größte  | the biggest (m/f/n) |
| der/die/das längste | the longest (m/f/n) |
| der/die/das höchste | the highest (m/f/n) |

|                 |                 |
|-----------------|-----------------|
| die Schweiz     | Switzerland     |
| Deutschland     | Germany         |
| die Niederlande | the Netherlands |

## Additional language for this unit

|                  |             |
|------------------|-------------|
| der Ganges       | the Ganges  |
| der Nil          | the Nile    |
| der Rhein        | the Rhine   |
| der Jangtsekiang | the Yangtze |
| die Seine        | the Seine   |
| die Themse       | the Thames  |
| die Donau        | the Danube  |
| der Amazonas     | the Amazon  |

|                           |                              |
|---------------------------|------------------------------|
| Der Fluss mündet ins Meer | The river flows into the sea |
| die Quelle                | the source                   |
| ein See (m)               | a lake                       |
| der Berg / die Berge      | the mountain/mountains       |
| der Wald / die Wälder     | the forest/forests           |
| das Tal / die Täler       | the valley/valleys           |
| das Feld / die Felder     | the field/fields             |
| ein Wasserfall (m)        | a waterfall                  |
| die Stadt / die Städte    | the town/towns               |
| das Meer                  | the sea                      |

## Additional language for teachers

|                                |                                       |
|--------------------------------|---------------------------------------|
| Unsere Fahrt beginnt im Januar | Our journey starts in January         |
| Wir werden den ... erkunden    | We're going to explore the ...        |
| Wie wird das Wetter sein?      | What is the weather going to be like? |

## Unit 20 Unsere Welt (Our world)

## About the unit

In this unit children find out about the Rhine and geographical features of the countries it flows through. They learn how to say what the weather is going to be like. They combine their knowledge into a plan to explore an imaginary river and present their journey to an audience.

## Where the unit fits in

Children have learnt something about countries in Unit 7, habitats in Units 11 and 17 and weather phrases in Units 7, 12 and 17. They consolidate this language to produce extended descriptions of the journey of a river and to forecast the weather.

## Prior learning

It is helpful if pupils already know:

- the names of some countries
- that nouns are masculine, feminine or neuter
- the definite articles (*der, die, das*)
- some weather phrases
- *Wie ist das Wetter?* (see Units 7, 12 and 17)
- some simple plurals
- *Es gibt ...*
- the names of some geographical features
- the months of the year.

## New language

- Understanding and naming continents
- Making statements (about rivers and their geographical features)
- Making a weather forecast
- Simple superlatives
- Genitive *-s*, eg *Afrikas, Europas, Deutschlands*
- Phonic focus: *eu*; revision of key phonemes

## Resources

- World map with continents outlined and copies for children
- Outline shapes of the continents
- Dictionaries
- Large word cards for building human sentences (see Section 2)
- Individual word cards with names of rivers (in blue) and continents (in green)
- Pictorial map of the Rhine, with images of geographical features on the interactive whiteboard
- Sets of symbol and text cards showing features for each part of the Rhine's route (see Section 5)

## Links with other subjects

Primary framework for literacy: integrate words, images and sounds imaginatively for different purposes; use varied structures to shape and organise text coherently; select from a wide range of ICT programs to present text effectively and communicate information and ideas (year 6)

Geography: use appropriate geographical vocabulary; use atlases, globes, maps and plans at a range of scales; identify and describe what places are like; use secondary sources of information, including aerial photographs

ICT: talk about what information they need and how they can find and use it; share and exchange information in a variety of forms

## Expectations

## At the end of this unit

*most children will:*

follow short descriptions in order to find specific information; obtain and understand information about rivers; write sentences describing a location; write a weather forecast

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

say single words and short phrases; recall vocabulary and structures with prompting; copy short phrases

*some children will have progressed further and will:*

achieve extended descriptions in accurate German, showing some attention to adjectival agreement and the plural indefinite article; demonstrate creativity and imagination in using known language in new contexts



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| Learning objectives  | Possible teaching activities  | Learning outcomes   | Points to note   |
|--|---|---|--|
| Children should learn  |   | Children  |  |
| <p><b>Section 1. Crossing continents</b></p> <ul style="list-style-type: none"> <li>to recognise patterns in the foreign language (KAL)</li> <li>to make predictions based on existing knowledge (LLS)</li> </ul>  | <ul style="list-style-type: none"> <li>Display a world map where continents are clearly outlined. Point to each continent and introduce its name, ie <i>Europa</i> (Europe), <i>Afrika</i> (Africa), <i>Südamerika</i> (South America), <i>Nordamerika</i> (North America), <i>Asien</i> (Asia), <i>Australasien</i> (Australasia), <i>Antarktika</i> (Antarctica). Repeat names quickly/slowly/loudly/quietly to practise pronunciation.</li> <li>Display outline shapes of each continent. Ask the class to look at the world map and see if they can identify the individual shape of each continent. Encourage children to give answers in German. Divide the class into two teams to play <i>Findet das Bild</i> (Find the Picture). One child from each team comes to the front. Call out a continent and the first child to touch the correct outline wins a point for their team.</li> <li>Display the word <i>Europa</i> and highlight the <i>eu</i> sound. Practise saying the word and then display a number of other words containing the <i>eu</i> phoneme, eg <i>Euro</i>, <i>Eule</i> (owl), <i>neu</i> (new), <i>Leute</i> (people), <i>heute</i> (today), <i>teuer</i> (expensive). Invite children to say the words in pairs and then practise as a whole class. You might like to draw children's attention to the English interjection 'Oi!', which makes the same sound as the <i>eu</i> phoneme in German.</li> <li>Before displaying the names of each continent on the board, give children the opportunity to have a go at writing them independently. Display the words on the board. How accurate were children's first attempts at spelling these words? Discuss similarities and differences in pronunciation between English and German.</li> <li>Explain to children that much of the focus of this unit will be on rivers of the world. Can they name any in English? Display the names of a selection of rivers (see 'Points to note') and model pronunciation. Children repeat. Explain the notion of gender for 'named' rivers. Which of the rivers are masculine and which are feminine? What clue would children be looking for? Establish that the definite article (<i>der/die</i>) is the clue.</li> <li>Extension: Challenge the class to see how many continents and rivers they can recall in German.</li> <li>Extension: Children label a map of the world, writing the names of the continents from memory.</li> </ul> | <ul style="list-style-type: none"> <li>recall and say the names of continents with good pronunciation</li> <li>understand that proper nouns can be different in German</li> <li>understand the notion of gender for proper nouns such as rivers and continents</li> <li>recognise the phoneme–grapheme correspondence of <i>eu</i></li> </ul> | <ul style="list-style-type: none"> <li>Suggested rivers:<br/><i>der Nil</i><br/><i>der Ganges</i><br/><i>der Rhein</i><br/><i>der Jangtsekiang</i><br/><i>der Amazonas</i><br/><i>die Donau</i><br/><i>die Themse</i><br/><i>die Seine</i></li> <li>Follow-up: Throughout the week, give children the opportunity to identify and name the continents in German.</li> <li>Follow-up: Use satellite-imaging software to view continents.</li> <li>Allow children time to explore the course of some of the rivers mentioned in this section.</li> </ul> |
| <p><b>Section 2. Rivers and continents</b></p> <ul style="list-style-type: none"> <li>to match sound to sentences and paragraphs (L6.3)</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> </ul> | <ul style="list-style-type: none"> <li>Revise names of rivers and continents from the last section. Play a simple matching game by writing on the board a selection of the rivers on the left-hand side and continents on the right. Call out the name of a river, eg <i>der Nil</i>, and ask the question <i>Wo ist der Nil?</i> to elicit <i>In Afrika</i>, etc.</li> <li>Display the sentence <i>Der Nil ist in Afrika</i> (The Nile is in Africa) and read it aloud. Display the answers to another question, eg <i>Wo ist die Themse?</i> and the class chorus <i>Die Themse ist in Europa</i>.</li> <li>Invite a few children to come to the front to make a human sentence using large individual word cards, eg <i>Der Ganges ist in Asien</i>. Ask volunteers to read the sentence aloud. Continue building human sentences with different rivers and continents. Alternatively, children continue this activity by building sentences with word cards in pairs or small groups.</li> <li>Play Pelmanism. Write the names of rivers and continents on individual cards. You will need to ensure that there are enough 'continent cards' for each river. Colour-code the cards, eg blue for rivers and green for continents. Place the cards face down on the board. The first child comes to the board and turns over a river card and a continent card. The class build a sentence using the two cards, eg <i>Der Nil ist in Europa</i>. If the river and continent do not match, the cards are replaced. If they do match, the child keeps the cards. Continue the game until all the pairs have been found. Confident children may prefer to build the sentence without the support of the whole class.</li> <li>Give pairs of children a copy of a map of the world where the continents are clearly outlined. Show them how to write a label that links a continent with the appropriate river, eg <i>Der Jangtsekiang ist in Asien</i>. Children write their own labels and then share their maps with another pair.</li> <li>Extension: Provide children with a list of different rivers, one for each continent. Children research the location of each river and label each continent accordingly.</li> </ul>   | <ul style="list-style-type: none"> <li>label rivers and continents on a map</li> <li>say which continent a river is in</li> </ul>   | <ul style="list-style-type: none"> <li>Follow-up: Throughout the week, play Pelmanism, matching rivers with continents.</li> <li>Follow-up: Throughout the week, give pairs / small groups of children word cards with which to build sentences about rivers and continents.</li> <li>Follow-up: Throughout the week, encourage confident children to take the role of the teacher and ask the class, for example, <i>Wo ist die Seine?</i></li> </ul>   |

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Language detectives

- to understand longer and more complex phrases or sentences (O6.3)
- to match sound to sentences and paragraphs (L6.3)
- to use knowledge of word order and sentence construction to support the understanding of written text (KAL)
- to notice and match agreements (KAL)

- Explain to children that they are going to be looking at a text about rivers. Display the text (see 'Points to note') and read it aloud. Stop at various points and ask them to point out where you are in the text.
- Ask children to name the main river featured in the text. Invite a child to come to the board to underline the name. (Note that it only occurs three times in the text.) Allow children a few minutes to discuss with their partner which word or words they think are used to substitute the name of the river. Ask a volunteer to underline *er* and *seine*. Give a similar example in English, eg 'The Thames is a famous river in Europe. It flows through the cities of Oxford and London in England'.
- Look again at the list of rivers given in Section 1. Which rivers have masculine names? Which have feminine names? Show children the text for *Die Elbe* (see 'Points to note'). Ask them to underline the pronoun (*sie*) which refers to that river.
- Show children the headings in the facts table below and ask if they can work out their meaning (the English is given here for your information).

|  |  |
|--|--|
| Name des Flusses (Name of the river)     |  |
| Die Länge (Length)                       |  |
| Die Quelle (Source)                      |  |
| Mündung (Mouth of the river)             |  |
| Wichtige Städte (Main towns)             |  |
| Andere Informationen (Other information) |  |

- Children work in pairs to complete the facts table about the Rhine. They feed back their answers and check them as a class. Discuss which strategies children used to locate the information.
- Extension: Using information about *die Elbe*, children complete an additional facts table.
- Display and read the sentence *Der Rhein ist der längste Fluss Deutschlands*. In pairs, children briefly discuss its meaning. Show the sentences *London ist die größte Stadt Englands* and *Der Amazonas ist der längste Fluss Südamerikas*. Do children notice a pattern? Having given children thinking time, invite volunteers to underline patterns they have noticed, eg the *s* at the end of the country or continent, the *-te* endings of *größte* and *längste*.
- Display the following gapped sentences on the board: *Der Nil ist der ... Fluss ... / Madrid ist die ... Stadt ... / Ben Nevis ist der ... Berg ...* Provide the answers *größte/längste/höchste* and *Schottlands/Afrikas/Spaniens* and give children time to complete the sentences on mini-whiteboards with a partner. They then feed back their answers.
- Extension activity: Give children some key words, eg *Mississippi, Amerika* and *der Fluss* and ask them to build sentences, which they read aloud to a partner. Remind children that they will need to add an *s* to the country or continent.

- understand the main points in a non-fiction text
- use detail from a text to complete a chart
- begin to be able to describe the longest, the biggest

- Here is the text for the first activity:

*Die Flüsse der Welt* (Rivers of the world)  
*Jeder Kontinent hat einen großen Fluss. In Afrika gibt es den Nil. In Südamerika gibt es den Amazonas. In Europa gibt es die Donau. Der längste Fluss Deutschlands ist der Rhein. Der Rhein ist 1,320 Kilometer lang. Seine Quelle ist in der Schweiz, in den Alpen. Er fließt durch die Schweiz, Deutschland und die Niederlande. Der Rhein fließt durch Täler und große Städte wie Basel und Köln. Er mündet bei Rotterdam in die Nordsee.*

(Every continent has a big river. In Africa there is the Nile. In South America there is the Amazon. In Europe there is the Danube. The longest river in Germany is the Rhine. The Rhine is 1,320km long. Its source is in Switzerland, in the Alps. It flows through Switzerland, Germany and the Netherlands. The Rhine flows through valleys and large cities like Basel and Cologne. It flows into the North Sea at Rotterdam.)

- Here is the text for the first extension activity:

*Die Elbe* (The Elbe)  
*Die Elbe ist ein wichtiger Fluss Deutschlands. Sie ist 1,165 Kilometer lang. Die Quelle ist im Riesengebirge in Tschechien. Sie fließt durch zwei wichtige Städte, Dresden und Hamburg, und mündet in die Nordsee.*

(The Elbe is an important river in Germany. It is 1,165km long. Its source is in the Giant Mountains in the Czech Republic. It runs through two important cities, Dresden and Hamburg, and flows out into the North Sea.)

- You may wish to ask a native speaker to provide a recording of the two texts.
- Grammar point: In the sentence *Der Rhein ist der längste Fluss Deutschlands*, the *s* at the end of *Deutschland* is similar to the '*s*' used in the English phrase 'Germany's longest river'.
- Follow-up: Cut the text into sentence strips. In pairs or small groups, children sequence the text.
- Follow-up: Throughout the week, play Repeat if it's True with key facts about the continents and/or rivers, eg *Die Donau ist in Afrika, Bristol ist die größte Stadt Englands, Der Nil fließt durch England*.
- Follow-up: Give children the opportunity to research rivers in Germany, Switzerland or Austria. Children share their information with the class.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. What is the weather going to be like?

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to read and understand the main points and some detail from a short written passage (L6.1)
  - to recognise patterns in the foreign language (KAL)
  - to use a dictionary (LLS)
- Re-read the first text from Section 3. Ask children to close their eyes and imagine the scenery at three different stages of the river's journey. Ask for suggestions (in English) as to the type of landscape they would expect to see, and repeat these in German, eg a lake (*ein See*), mountains (*Berge*), forests (*Wälder*), valleys (*Täler*), fields (*Felder*), a waterfall (*ein Wasserfall*), towns (*Städte*), the sea (*das Meer*).
  - Display a pictorial map of the Rhine's journey, with concealed symbols showing some geographical features. Ask children to suggest what type of landscape they would expect to see in different places. Reveal the symbols if they match children's suggestions and say *Ja, es gibt Berge*, etc. Encourage children to repeat each of the new vocabulary items after you.
  - Reveal all the symbols if you have not already done so, and practise pronunciation of the vocabulary. Play a quick game to reinforce this (see *Teacher's guide* for ideas).
  - Highlight and practise the sound *ä* in *Städte*, *Wälder*, *Täler*, *Räder* (wheels) and *Länder* (countries).
  - Read out the full text of the journey of the Rhine (see text at the end of this unit). Draw children's attention to and practise the names for the different countries the Rhine flows through: *die Schweiz*, *Deutschland*, *die Niederlande*. Take the opportunity to point out that many of the geographical features are in the plural. Display the words *Stadt* and *Städte*, *Wald* and *Wälder*, *Tal* and *Täler*, *Rad* and *Räder* and *Land* and *Länder* on the board and highlight the change from *a* to *ä* in the plural.
  - Explain to children that they will be leading a team on a journey down the Rhine: *Unsere Fahrt beginnt im Januar. Wir werden den Rhein erkunden.* (Our journey begins in January. We are going to find out about the Rhine.) They will need to compile and send out a document to the rest of their team, explaining what they will encounter. Part of the information that will be needed for the journey is a weather forecast.
  - Revise weather phrases (see Units 7, 12 and 17), eg *Es ist heiß*, *es regnet*. Demonstrate a weather forecast (referring to the future – see 'Points to note') using symbols on the board and the days of the week, eg *Am Montag regnet es*, *am Dienstag ist es kalt*, *am Mittwoch ist es windig*, *am Donnerstag schneit es*. What do children notice about the word order? Show how the order changes when a time phrase is used at the beginning of the sentence, eg *Es schneit* becomes *Am Donnerstag schneit es*. Children work in pairs to practise changing the word order with a day of the week and weather phrase. Invite volunteers to demonstrate a weather forecast to the class.
  - Extension: Challenge the class to see how many continents, landscape features and weather forecast phrases they can remember in German. Invite them to predict how many they will be able to recall.

- recognise and pronounce some geographical features
- say what the weather is going to be like

- The notion of upper and lower course, ie that a river begins in the mountains or hills and flows down to the sea, could be explained in simple German, for example: *Normalerweise ist die Quelle eines Flusses in den Bergen. Der Fluss fließt durch die Täler und mündet ins Meer.* (Normally, the source of a river is in the mountains. The river flows down through the valleys and out into the sea.)
- Grammar point: When talking in German about what the weather will be like, the present tense can be used, eg *Am Samstag schneit es* (It is going to snow on Saturday).
- Grammar point: When a sentence begins with an adverbial phrase, such as *Am Montag* or *Nächstes Wochenende*, the word order changes. For example, *Es regnet* becomes *Nächstes Wochenende regnet es* (Next weekend it is going to rain).
- There are some very good websites which show the weather around the world and how it is moving across the continents. With these sites you can also look at temperatures.
- Follow-up: Children make labelled weather forecast cards for display in the classroom or hall.
- Follow-up: Throughout the week, children look up the daily weather forecast in a particular continent. This can be done using a weather website to find out about the weather in five selected cities across the continent. They collate the information in a bar chart.
- Follow-up: Throughout the week, children post a daily weather report in the main entrance. This should contain that day's weather and a forecast for tomorrow.
- Follow-up: If the school has a partner school in a German-speaking country, make a comparison of weather conditions.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. The journey of the Rhine

- to understand longer and more complex phrases or sentences (O6.3)
  - to recognise and understand some of the differences between people (IU6.2)
  - to use language known in one context or topic in another context or topic (LLS)
- Quickly revise the countries, continents, geographical features and weather phrases from previous sections by giving children a minute to tell the person next to them as many continents in German as they can. Repeat with the other categories.
  - Show children the pictorial map of the Rhine. Remind them that they are leading a team on a journey down the river. The journey is going to take five months and they will need to explain to other members of their imaginary team what they will see each month and what the weather is going to be like.
  - Children work in groups. Give each group copies of symbol cards showing the correct features for each part of the journey. On each card there will be a variety of symbols, eg the outline and name of Switzerland, a mountain and some snowflakes. Explain that these show what they will encounter each month on their journey, and choose one of the symbol cards to talk through, eg *Die Quelle des Rheins ist in der Schweiz in den Bergen. Im Januar schneit es in den Bergen.*
  - Give out text cards (see 'Points to note') and ask children to match the text cards with the symbol cards and put them in the correct order.
  - Children read their texts aloud to each other. Encourage them to comment constructively on each other's reading and pronunciation. As a class, establish the correct order of the text cards.
  - Extension: Children research the countries that the Rhine crosses on its journey. Children can formulate geographical questions, eg 'What is the landscape like?', 'Which languages are spoken?'

- read and understand a short text
- read aloud, focusing on accurate pronunciation

- Fourth activity: These ideas for text cards are taken from a full text available at the end of this unit:
  - Die Quelle des Rheins ist in der Schweiz, in den Alpen. Im Januar schneit es in den Bergen.* (The source of the Rhine is in Switzerland, in the Alps. In January it is going to snow in the mountains.)
  - In der Schweiz gibt es einen großen Wasserfall im Rhein. Der Rhein fließt durch Wälder. Im Februar regnet es in den Wäldern.* (In Switzerland there is a big waterfall in the Rhine. The Rhine flows through forests. In February, it is going to rain in the forests.)
  - Der Rhein fließt durch einen See und in Deutschland durch ein großes Tal. Im März ist es windig im Tal.* (The Rhine flows through a lake and, in Germany, through a big valley. In March, it is going to be windy in the valley.)
  - Der Rhein fließt durch große Städte wie Basel, Köln und Düsseldorf. Im April ist es sonnig in den großen Städten.* (The Rhine flows through big towns like Basel, Cologne and Düsseldorf. In April, it is going to be sunny in the big towns.)
  - Der Rhein fließt durch Felder in den Niederlanden. Im Mai ist es warm in den Feldern. Der Rhein mündet schließlich in die Nordsee.* (The Rhine flows through fields in the Netherlands. In May, it is going to be warm in the fields. The Rhine finally flows into the North Sea.)
- Follow-up: Invite individual children to the board to add labels for the source, the different countries, the landscape features, etc.
- Follow-up: Throughout the week, children answer the register with a sentence about the weather, eg *Im Januar ist es kalt.*

## Section 6. Explorers

- to write sentences on a range of topics using a model (L6.4)
  - to use knowledge of words and text conventions to build sentences and short texts (KAL)
  - to apply a range of linguistic knowledge to create simple, written production (LLS)
- Play the Human Sentence game with a number of sentences, eg *Der Rhein fließt durch einen See und durch ein großes Tal. Im März ist es windig im Tal.* Cut up each sentence into separate words and challenge groups of children to reorder the words correctly. Ask each group to read their sentence aloud before putting the sentences on the board.
  - Tell children that they are going to use this lesson to plan their own exploration of an imaginary river. This can be done as a poster for display or made into an oral presentation. Remind them that, for each part of the journey, their team will need information on geographical features and what the weather is going to be like. You may wish to display the pictorial map of the Rhine with labelled features as a reminder.
  - As a class, write the first paragraph about an imaginary river together, eg:  
*Unsere Fahrt beginnt im ...*  
*Wir werden den/die + name of river erkunden.*  
*Der/die ... ist in + continent.*  
*Der/die ... ist der längste Fluß + continent.*  
*Der/die ... ist ... kilometer lang.*  
*Die Quelle des ...s ist in ... + geographical feature.*  
*Der/die ... fließt durch + geographical feature.*  
*Im Januar + weather + geographical feature.*
  - Extension: Point out that here, the name of the river has been used a number of times, whereas in the text they read in Section 3, it was only used once. Can they remember which word was used in place of the name of the river? Remind them of the use of *er* or *sie* as a pronoun to refer to the river, and decide where it might be used in the paragraph.
  - Children work in pairs, using the model above to scaffold their writing. Some children may need to work from an individual writing frame based on the model above. Remind children that their journey should:
    - last several months
    - include a variety of different landscapes
    - include a variety of weather conditions.
  - Throughout the session, ask children to read out their work in progress.
  - Write the final sentence together as a class, eg *Schließlich mündet der ... in die Nordsee.*
  - Extension: Challenge children to use German phonemes to create names of countries.

- produce a non-fiction text for display
- apply language to a new context

- In order to differentiate the river journey activity, you might ask some children to create a journey that only lasts two or three months, instead of five. Alternatively, you might prefer to provide a writing frame or gap-fill text for those children who need extra support.
- Follow-up: Throughout the week, children can continue their preparation of the information text.
- Follow-up: Children transfer their paragraphs onto their own A3 pictorial maps of their imaginary rivers.

| Learning objectives   | Possible teaching activities  | Learning outcomes   | Points to note  |
|---|---|---|---|
| <b>Children should learn</b>  |   | <b>Children</b>   |   |
| <ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>   | <p style="text-align: center;"><b>End-of-unit activity</b></p> <ul style="list-style-type: none"> <li>Children present their river journeys to a friendly audience, to their own or another class or during a school assembly.</li> </ul> | <ul style="list-style-type: none"> <li>present information in a variety of ways</li> </ul>  | <ul style="list-style-type: none"> <li>Follow-up: If children have made posters, make these into a classroom display.</li> <li>If the school has a German-speaking partner school, the class could email photos of their presentations or present their work via a videoconferencing link.</li> </ul> |
| <p><b>Der Rhein (full text)</b></p> <p><i>Unsere Fahrt beginnt im Januar. Wir werden den Rhein erkunden. Seine Quelle ist in der Schweiz, in den Alpen. Im Januar schneit es in den Bergen.</i></p> <p><i>In der Schweiz gibt es einen großen Wasserfall im Rhein. Der Rhein fließt durch Wälder. Im Februar regnet es in den Wäldern.</i></p> <p><i>Der Rhein fließt durch einen See und in Deutschland durch ein großes Tal. Im März ist es windig im Tal.</i></p> <p><i>Der Rhein fließt durch große Städte wie Basel, Köln und Düsseldorf. Im April ist es sonnig in den großen Städten.</i></p> <p><i>Der Rhein fließt durch Felder in den Niederlanden. Im Mai ist es warm in den Feldern. Der Rhein mündet schließlich in die Nordsee.</i></p> |   | <p><b>The Rhine (full text)</b></p> <p>Our journey starts in January. We are going to explore the Rhine. Its source is in Switzerland in the Alps. In January it is going to snow in the mountains.</p> <p>In Switzerland there is a large waterfall in the Rhine. The Rhine flows through forests. In February it's going to rain in the forest.</p> <p>The Rhine flows through a lake and, in Germany, through a large valley. In March it's going to be windy in the valley.</p> <p>The Rhine flows through big towns like Basel, Cologne and Düsseldorf. In April it's going to be sunny in the big towns.</p> <p>The Rhine flows through fields in the Netherlands. In May it's going to be warm in the fields. Finally, the Rhine flows into the North Sea.</p> |   |