

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## German Scheme of Learning Year 8 – Module 6 – Guten Appetit!

### Intent – Rationale

to enable pupils to communicate with speakers of the language about a topic within their everyday experience with increasing grammatical accuracy and through exposure to authentic materials

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>	
<ul style="list-style-type: none"> <li>• Use regular and irregular verbs with different subject pronouns</li> <li>• Word order rules (verb as the 2<sup>nd</sup> idea) with adverb phrases</li> <li>• Giving and justifying opinions using different structures</li> <li>• Use of the accusative case to describe objects</li> </ul>	<ul style="list-style-type: none"> <li>• More work on modal verbs</li> <li>• Continuation of work on formal and informal language</li> <li>• Evaluation of written work to ensure accuracy</li> </ul>	
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>	
<ul style="list-style-type: none"> <li>• French – Food and drink</li> <li>• DT – Food, drink, healthy eating</li> <li>• PSHE – healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• SP2/3/4</li> <li>• SO1</li> <li>• C1/4</li> </ul>	<ul style="list-style-type: none"> <li>• BV3/4/5</li> <li>• GB4a/b/c/d/f/h/i</li> </ul>
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>	
<ul style="list-style-type: none"> <li>• Using a dictionary to find new vocabulary</li> <li>• Using different strategies to work out meaning of new words</li> <li>• Reading authentic materials about healthy eating</li> <li>• Reading authentic menus</li> </ul>	<ul style="list-style-type: none"> <li>• Singular and plural units of quantity</li> <li>• Patterns in numbers</li> </ul>	

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## Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b><u>Know</u></b></p> <p>vocabulary to describe different foods and drinks            what a verb is and where to place it in a sentence            how to make nouns negative and plural</p> <p style="text-align: center;"><b><u>Apply</u></b></p> <p>knowledge of some vocabulary to work out the meaning of new vocabulary            knowledge about the accusative case to new vocabulary            knowledge of time phrases to add adverbs of frequency</p> <p style="text-align: center;"><b><u>Extend</u></b></p> <p>knowledge of grammar to include modal verbs            knowledge about subject pronouns to consider formality of language            production of longer sentences using a variety of conjunctions</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• see Copymaster 61 – vocabulary list</li> <li>• Adverb / adverb of frequency</li> <li>• 1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> person singular and plural</li> <li>• Conjunction</li> <li>• Direct object</li> <li>• Formal and informal language</li> <li>• Modal verb</li> <li>• Impersonal subject pronoun</li> <li>• Negation</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken dialogue about food preferences</li> <li>• Spoken dialogue about eating habits</li> <li>• Writing about food at different times in the day</li> <li>• Translation of sentences about food into German</li> <li>• Spoken dialogue at a snack bar / restaurant</li> <li>• Spoken dialogue at a market place</li> <li>• Spoken interview about food preferences</li> <li>• Spoken description of healthy eating</li> </ul>

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Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Was isst du gern? (Zoom 1 Unit 3A.1) 2 lessons	Giving opinions about different foods and drinks	Using time phrases and the correct word order in main clauses	<ul style="list-style-type: none"> <li>• Was isst du gern ppt</li> <li>• Meal diary</li> <li>• C68 Ex. 1&amp;2</li> <li>• Copymaster 63, 69</li> </ul>
Ein Eis, bitte! (Zoom 1 Unit 3A.2) 2 lessons	Writing sentences about food in different restaurants	Role-playing ordering food at a snack bar / restaurant	<ul style="list-style-type: none"> <li>• Ein Eis, bitte! ppt</li> <li>• Copymaster 63, 66, 70</li> </ul>
500 Gramm Käse, bitte! (Zoom 1 Unit 3A.3) 2 lessons	Creating a dialogue at a market place with correct quantities	Singular and plural units of quantity and container	<ul style="list-style-type: none"> <li>• 500 Gramm Käse, bitte! ppt</li> <li>• Numbers recall</li> <li>• Copymaster 63, 64, 65</li> </ul>
Ich esse kein Fleisch (Zoom 1 Unit 3A.4) 2 lessons	Making accusative nouns negative	Using a modal verb to indicate what should happen	<ul style="list-style-type: none"> <li>• Ich esse kein Fleisch ppt</li> <li>• Copymaster 63, 65, 66, 68, 69</li> </ul>

Extra reading practice: Mini- reader

Extra practice / extension / homework: Copymaster 71, 72