

Year 8 German. Autumn term

FIRST HALF-TERM

First homework task

Module 1, unit 2 (Logo pages 8 and 9)

Lesson objectives:

- i) To be able to name 10 European countries
- ii) To be able to say where you live and to be able to ask a friend where he/she lives

Pupils are to draw a quick sketch of Europe in their books or use the blank map of Europe they have been given in the lesson. They are to label each of the 10 European countries they have learnt in the lesson with the correct flag (coloured in correctly) and the German word for that country. (See pages 8 and 9 of Logo textbook)

Pupils must then find five people, either famous people or people that they know who either live or come from five of the European countries they have labelled. These can include politicians, sportsmen or women, pop stars, TV or film stars or people more personal to themselves such as friends and relatives. They are to write 5 sentences to describe who the chosen people are and where they live. (Pupils may also wish to include pictures)

e.g. Ich heie Michael Schumacher und ich wohne in Deutschland.

Some pupils may also wish to include ages and birthdays (see pages 16 and 17 of Logo textbook).

Second homework task

Module 1, (Logo pages 6-21)

Lesson Objective:

- i) To be able to access and use the “Linguascope” website as a revision tool as a way of familiarising and embedding new ideas and vocabulary from Module 1 in the Logo textbook.

Pupils are to access the “Linguascope” website and should go to the German section of the website which is labelled “Hallo” They have the website address and the log-in details in their exercise books. Pupils should work through some of the exercises on the website which cover Module 1 topics such as numbers, countries, school bag items and colours as a way of revising some of the new ideas and vocabulary which have been covered in this module. Pupils are then to go to the “Arbeitsblatt” (print a worksheet) section for one of the units which they have been looking at and are to complete the worksheet. They have the option either of printing out the worksheet themselves and writing on the sheet or copying out the vocabulary/sentences from the worksheet into their books and completing the exercises in their books. These exercises will then be marked in the following lesson.

SECOND HALF-TERM

First homework task

Module 2, unit 1 (Logo pages 22 and 23)

Lesson objectives:

- i) To be able to describe which school subjects you have
- ii) To be able to ask a friend about his/ her timetable

Pupils are to produce a timetable to describe their lessons at Sawston using the timetable on page 22 of their Logo textbooks for support. Pupils should include the name of the subjects they study in German as well as days and times. Some pupils may also wish to include a space for break and lunch (= “die Pause” and “die Mittagspause”)

Pupils are then to write six questions for their partner to answer the following lesson asking what they have on a certain day for a certain lesson using “Sprechen 5b” page 23 of Logo textbook for support.

e.g. Was habe ich am Montag in der ersten Stunde?
(= What lesson do I have on Monday, first lesson?)

These questions will be asked the following lesson to a partner who then has to answer them, using their partner’s timetable.

Some pupils may also wish to include the subjects they have on their homework timetable and the days they receive homework as well as their favourite subject and their favourite day (= “mein Lieblingsfach” and “mein Lieblingstag”)

Second homework task

Module 2, unit 6 (Logo pages 32 and 33)

Lesson Objectives:

- i) To be able to describe what we wear to school using the new clothes vocabulary as well as the colours, covered in Module 1
- ii) To be able to create and describe an ideal school uniform

Using pages 32 and 33 of their Logo textbooks for support with the clothes vocabulary, as well as page 13 for the colours, pupils are to write a small paragraph to describe what they wear to school. They should make use of all of the new clothes vocabulary which has been covered in the lesson, as well as any extra vocabulary which they may have found. Following on from this, pupils should then draw a picture of what they consider to be an ideal school uniform and again write a small paragraph to describe what their ideal school uniform consists of. Some pupils may also decide to include opinions in their paragraphs (See Logo, page 24) for support.

This piece of work will be peer assessed in the following lesson as a level 2-3 piece of work.

