Transcript: Year 8 scheme of work German

Length of Talk: 35 minutes

Presenter: Rachel Hawkes

# Slide 1 (00:00 – 00:25)

Hello, I’m Rachel Hawkes, co-director of NCELP. Welcome to the subject-specific part of the Year 8 (Y8) scheme of work session. You have opened the German screencast, so if you wanted French or Spanish, you have clicked on the wrong link! Close this one now and open your preferred language.  
If you’re hoping to learn more about the German Y8 SOW and resources, you’re in the right place so stay right here.

# Slide 2: (00:25 – 00:50)

In the first part of this session, I am going to show you the most essential part of the scheme of work (SOW) document and describe them. Then we will look at some Year 8 resources based on this SOW and then I’ll be inviting you to spend some time browsing independently using the [resource portal](https://resources.ncelp.org/) and showing you how to access those resources.

# Slide 3: (00:50 – 01:22)

If you look at the bottom of the SOW document, which is an excel document, you can see a number of useful tabs at the bottom. I’ve just done a screenshot of those here.

We are going to start with this one. This is the Year 8 grammar tracking tab and it gives you a week-by-week overview of the grammar spine listing all of the new and revisited features. We will just have a look at that now.

# Slide 4: (01:22 – 03:14)

This screenshot shows part of the grammar tracking tab. It shows you year 8 first half term and just to show you the features and the way it is laid out. So all new grammar features are in bold type in this document. When we are revisiting a grammar feature for the first time, so this is the first half term of year 8 which means that ‘mögen’must be being revisited from year 7. We lay that out in normal type and second and subsequent revisits of grammar are in italics.

This column here denotes the focus tense for that week, sometimes it is a contrast of two tenses as in week 1.1 where present and past tense are contrasted, and the others you can see there just one tense is being used.

This final context on the right-hand side gives you the context for learning. The thematic context where you can see the purpose of the language in general terms. As in year 7, we have the extended text exploitation weeks which are shown in orange type. Any week when no new grammar is being introduced and no new vocabulary is being introduced will obviously not have anything in bold type. Those are also listed as consolidation weeks and you can see there that they are indicated by a yellow cell to the left of them. In these weeks we will be revisiting vocabulary from year 7 and grammar features that might be from earlier on in year 8 or also from year 7.

# Slide 5: (03:14 – 03:38)

The scheme of work tab is the detailed planning for each week. We have columns for grammar, vocabulary, sounds of the language and lesson overview. This is the most daunting document but if we just take a deep breath and work our way through it, you’ll see there is a reason for its level of detail […]

# Slide 6: (03:38 – 06:00)

[…] column headings across the top. Here on the left-hand side, this grammar column reproduced the information from the grammar tracking tab just so that you have all of the information about each week all in one place.

Then we have 3 columns for vocabulary, and this is because of the revisiting. On the left-hand side, we have the new vocabulary set that is going to be introduced that week and we also have two revisited sets. So, we have a set of vocabulary that was taught three weeks previously and a set that was taught nine weeks before. And those two come together with the new set of vocabulary to form the focus for that week.

Then we have the sounds of the language. Every lesson involves some element and some activities that practice the sounds of the language whether it be specific symbol sound correspondences or whether it is a focus on liaison, a focus on particular elements of pronunciation, or on stress patterns.

We also have, but not every week, once every two to three weeks, we have a focus on common word patterns in German. Here you can see that this week’s pattern is nomalization of verbs. So schwimmen becoming capital letter ‘Schwimmen’ with ‘das’ although ‘das’ is not always used, how infinitives are transformed and used as nouns in German.

In these two columns, the notes planning columns, we have more information about specific sequence of activities and the focus of those activities during both of the lessons. Here, on the left you have lesson planning for lesson 1 and on the right lesson planning for lesson 2 just to give more detail to support teachers when thinking about the planning for the lesson.

# Slide 7: (06:00 – 06:09)

Next tab is the resources tab and this is a page to individual links to each scheme of work resource […]

# Slide 8: (06:09 – 07:11)

[…] so, whilst you can search separately for these resources on the NCELP portal, you can also download the scheme of work and then use this sheet of links to get at them easily, if you want to keep accessing the live versions. It is fairly important to keep accessing the live versions because when things are spotted, a typo here or a formatting issues or an animation issue, those resources are updated, and we also put a new date on the title slide to show that the resource has been updated. But if you download one and keep using that one for several years, you might find that you are using one that has got errors in it that has since been spotted and updated so I would really recommend that you use this sheet of links or that you just download the lessons yourselves regularly.

# Slide 9: (07:11 – 07:28)

The NCELP year 8 vocabulary list does exactly what it says on the tin. It is a list of all of the German words with their English meanings. It also gives you additional information as we are going to see […]

# Slide 10: (07:28 – 08:43)

[…] now. So we have German meaning in column A, two columns for English. They are almost always identical but not always, you can see that if you go down a few rows to ‘so’ you can see that it has several meanings in German but only one of the meanings is introduced in the first instance of teaching. We will come back to that principle later. The fourth column shows the part of speech, then you can see the frequency of the word. Head word is the way that that particular word is listed within the frequency list that we use and then you’ve got the information about which term, which year, which week, we are teaching those in.

You can see that, as well as providing the frequency ranking of all of the words which is very useful, we also keep track of the percentage of words that we are using that are in the top 2000 most frequent words. Here you can see that in German currently for year 8, it is 92%.

# Slide 11: (08:43 – 08:57)

The multiple senses tab, this is the last tab we will talk about, has got a record of all the words that we are teaching that have more than one meaning.

# Slide 12: (08:57 – 11:46)

You can see that here where in the second column you’ll see English with a superscript 1, that is the first English meaning that is taught with the German word. You can see that if you keep moving along you can see when that meaning was taught. If you go to the right, you can see English 2 and that is the second meaning of that word and again to the right of that you’ll see when those meanings were introduced. This is to detail how NCELP deals with the introduction of practice of words that have multiple meanings. So essentially, when we have such words, we introduce them first with one meaning and then when we want to introduce the second meaning, we do that cumulatively, so we add it again to a new vocabulary set and teach it with both meanings. This is teaching in a step-wise but also cumulative fashion so that previously taught meanings are also included in the new English translations as we go. So, for example, ‘er’ and ‘sie’ are first taught as 'he' and 'she' in Term 1.1, week 5 in year 7 and then they are taught as 'he, it' and 'she, it' in Term 2.1, week 1.

We actually group our polysemous words, our words with multiple meanings, into three categories. You can see the first category at the top on this screenshot. So we have multiple meaning words that are different meaning but the same part of speech, so for example das Essen being food but also being meal, or die Stunde being lesson but also meaning hour. A second category is those words that have different meanings and different parts of speech, so for example we would have the word ‘sein’ to be but also meaning ‘his’ as a possessive adjective. Then we have those words that have the same meaning but different parts of speech, we haven’t got any of those in German to offer you at the moment.

# Slide 13: (11:46 – 12:09)

Ok so that was the walk-through the year 8 German SOW document. In the second part of this session, I’m going to show you a few activities (not a full lesson sequence) but different activities from different lessons to showcase the progression since year 7. We will have a look at several different activity types

# Slide 14: (12:09 – 13:59)

This is a task from year 8 Term 2.2. week 2 so the second half of the spring term. I’ve included this one to show just how much previously taught language is now able to find its way into the rubrics. Students can now be expected to understand these quite routinely, all of the words that are in these two lines of text have been previously taught with one exception which is ‘das Bild’ which has been included in many phonics activities previously. We haven’t glossed that here, it is actually on the vocabulary list and will be in the set for the week that follows this but here we can make it clear from our instructions and pointing at one of these pictures what we actually mean by that.

The task itself is differentiating between ‘Sie’ and ‘sie’ which obviously cannot be heard but with the support of a picture indicating that here in this number 1 we are focusing on ‘Sie’ you (polite), students will then listen and transcribe the question or statement and obviously have to put the right punctuation in, so decide whether they need a capital S or a small s and then put the English as well to reinforce their understanding of the meaning. So they will hear “Fliegen Sie gern?”, they will see that we are addressing one person (Frau Nowak) and they will therefore write the English translation “do you like flying” to really reinforce the meaning form connection there.

# Slide 15: (13:59 – 15:13)

This is early year 8 term 1.2 straight after half-term, week 1 after half-term. This is just to give you an example of a non-fiction text that we are increasingly able to include in order to revise vocabulary. The aim of this activity is to see familiar previously taught vocabulary in context and to identify synonyms. So students will listen and, for example, in number 1 they will hear ‘jedes Jahr’ and they need to find its synonym within the text.

We are also making use of the same text here to practice how numbers are said when you are reading aloud. This is not something that has been formally taught in all its forms, but we have done quite a lot of work on numbers and are using the opportunity to reinforce and extend what they know here.

# Slide 16: (15:13 – 15:39)

This lesson sequence is mid-January just before the assessments, it is a consolidation lesson. We are revising the difference here between ‘haben’ and ‘sein’ with the perfect tense. Students have to listen and decide whether it is ‘ich habe’ or ‘ich bin’ depending on the rest of the sentence where they don’t hear the ‘bin’ or the ‘habe’.

# Slide 17:

[No audio]

# Slide 18: (15:39 – 16:42)

This a task from the same weeks’ resources as the previous one. We are still practicing revisited grammar features this time in the context of a longer passage set in Salzburg. Students are initially going to read along following the text, we have several pauses built in so the teacher clicks on the numbered buttons to the right and when the text pauses students read aloud the word that was before and the word that will come after and then also suggest alternatives to the word that has been paused on. And those pauses within the text have been deliberately chosen to focus on perfect tense in a couple of cases, to focus on gender and case knowledge in a couple of the cases, and on revisited vocabulary in the other two instances.

# Slide 19: (16:42 – 17:30)

This is one of the text exploitation weeks, or extract there from. This is from term 1 year 8 in the first part of the that term. We are looking at a poem, Brecht’s poem Vergnügungen**,** and first of all we listen to the poem and students write down any words that they recognize. There are a lot of words within the poem that are known already. Students have the opportunity to listen first, write the words down, exchange them with a partner, and then we feedback and see […]

# Slide 20: (17:30 – 18:13)

[..] which words students have come up with. This reactivates their known vocabulary which they are now encountering in a very different context from the one in which they learnt the words in the first place. We feed all of those words back and then we listen to the poem and have the full text in front of us seeing the words that students know together with the words that students don’t know which we then gloss. I’m just going to let you listen to the poem now just for the joy of hearing it.

# Slide 21: (18:13 – 18:42)

We present the full text of the poem and students listen to it and read along. We have glossed the words that they don’t know. Then a range of activities is done on the text and the sequence concludes with students writing a poem in this style about things that make them happy

# Slide 22: (18:42 – 19:40)

So, this is another text exploitation sequence from later on in year 8 and this one uses the song das Früher by the wise guys. I have included it here to show how some grammar is integrated with the text itself. So these are the few slides initially that introduce students to the text and the type of text it is, to raise their anticipation of what they are going to be doing and what type of text it is. So rather than tell them, we have presented a little bit of text on the left-hand side and we are asking “das Früher Dieser Text ist: ein Gedicht? Ein Lied? Ein Artikel?”, expecting that they will recognise it as a song for various reasons […]

# Slide 23: (19:40 –20:00)

[..] and then speculating about the reasons why. Is it the repetition ‘die Wiederholung’, is it ‘das Wort’ the refrain, is it “die Lange Satze” no because we haven’t seen any of those, and is it “das Layout”, yes that’s right.

# Slide 24: (20:00 – 20:14)

Then something in English just to speculate on the possible theme of the song. What can we tell so far? Do we think it is about the past or the future, arriving early, or the present?

# Slide 25: (20:14 – 20:48)

And then we give students an English version of the chorus and elicit a spoken German version back from them. They have seen the chorus several times, it is quite straight-forward, and they know all of the words in it. So we are expecting to be able to elicit this from them quite readily at this point and then we will listen to the chorus as it is sung by the wise guys. But here that’s the German that we are expecting from them. The lesson the continues […]

# Slide 26: (20:48 – 21:45)

[…] continues with a look at the first verse which we do as a transcription. They listen to the first verse and have to transcribe the 10 missing words, most of which they know. ‘Alles’ ‘war’ ‘ärmer’ they have done, ‘weicher’ they haven’t done. But they have done all of the SSCs so we have a mixture here of known and unknown words that the students are transcribing. ‘Waren’ is in bold because they haven’t learnt the plural form, they have learnt ‘war’, but they have learnt the pattern of ‘-en’ endings to plurarize verbs so we are just highlighting this for them at this stage. And then obviously ‘Pfenning’ needs some kind of explanation so we give that to them there.

# Slide 27: (21:45 – 22:46)

Now in the song there are lots of plural forms so we have exploited that there, there are lots of plurals and ways of forming plurals in German and we have learnt four different ways since year 7 to form plurals. We are expecting students to be able to move from the plural back to the singular certainly with the first two words which they know. ‘Kissen’ they don’t know and it has been glossed but they do know the rule that says ‘-en’ is often ‘-en’ in the singular as well or the singular and plural forms are the same. They have learnt ‘der Rock’ for homework as pre-learning going into this lesson, so when they see ‘die Röcke’ we are hoping that they will make a connection back to the singular form. And finally, we’ve got ‘die Tops’ and we are seeing a new form of plural which we haven’t focused explicitly yet and that is our […]

# Slide 28: (22:46 – 24:12)

[..] lead in to rule 5. Students have met four ways to form the plurals, this is where we recap those words, and also give them additional information to reinforce that they are doing really well in learning these rules, they are going to get some value for their leaning, 90% of masculine plurals work exactly like this and 75% of neuter plurals. So adding an ‘e’ plus or minus an umlaut is a very very common plural rule. ‘El’ “En’ ‘Er’ is also very useful, 90% of feminine nouns add a ‘n’ or ‘en’, they learnt that in year 7. Here we have slightly less frequent, but nevertheless very important rule since some very high frequency words that do this, 25% of neuter nouns and some masculine nouns as well. Reminding them that the word for the plural is ‘die’ for all nouns and then introducing them to rule 5. Typically, on to borrowed words nouns ending with variety of letters can add -s as their plural. We can see here ‘Top’ becoming ‘Tops’ […]

# Slide 29: (24:12 – 24:31)

And then we have a practice of words that they have met already in year 7 and year 8 that take this plural and give them the opportunity to practice those and we elicit those from the class.

# Slide 30: (24:31 – 24:43)

A little bit more comprehension work, so which is the correct statement: A or B? for all of these options.

# Slide 31: (24:43 – 25:30)

And then some more listening. We want to have the opportunity to practice listening to the lines of the song. We first of all want them to do some translation work using the comparative forms that they know. They write all of these onto a piece of paper, they tear up the paper so that they have 10 pieces, and then we listen to the song and put the pieces in order and this practices speeding up the processing of words that they know, but speeds up the understanding of those words since the song is obviously sung at song speed.

# Slide 32: (25:30 – 26:27)

These next few slides are taken from a Term 3 text exploitation lessons. So at the beginning of Term 3 and it is different from previous ones because we are looking at some non-fiction texts that have been adapted from Deutsche Welle so obviously our text style is very different and this particular slide introduces students to that, to the shape of the text, asking them to identify who has written it, when they have written the text, how long you need to read it, and what type of words they anticipate that they might find in the text. We haven’t got time to look at all of the activities but I would encourage you to download the PowerPoint with the slides that I am narrating from here so you can have a look at those in more details and I will just [...]

# Slide 33: (26:27 – 26:40)

[…] tantalizingly flick through so that you can the sorts of texts that students are working with.

# Slide 34: (26:40 – 27:06)

Quite a lot of work here is done with cognates but also word patterns and compound nouns. We have had a number of times that we have focused on throughout year 7 and year 8 and obviously it is a very important aspect of understanding German.

# Slide 35: (27:06 – 27:25)

[No audio]

# Slide 36: (27:25 – 27:28)

[No audio]

# Slide 37: (27:28 –27:29)

[No audio]

# Slide 38: (27:29 – 27:36)

[No audio]

# Slide 39: (27:36 – 27:57)

This is the final text. There are three texts in this lesson sequence, and you can see that this one is used as a segmentation task as we’ve seen.

# Slide 40: (27:57 – 28:33)

Finally, I am going to just show some slides from a revision sequence, so another consolidation lesson where we are bringing together all of the past participles, the irregular past participles, the strong past participles, that students have learnt so far in year 8. Again, I did say that part of what I wanted to show you in this session was the distance that students have travelled, the progress that students have made, since year 7. Obviously, this particularly shows you the progress that students have made since the start of year 8 as we began year 8 with the perfect tense.

# Slide 41: (28:33 – 29:12)

Equally in the same sequence, we do an activity where students are bringing together vocabulary from last week, so the previous week’s sequence, from three weeks ago, from nine weeks ago, and from year 7 and putting those together and translating some sentences. Again, I thought this was quite a useful sequence to put in to show you the progress that students have made since year 7 and how it does all add up when you keep recycling this vocabulary in this systematic way.

# Slide 42: (29:12 – 29:17)

There are quite a lot of things that students then find that they can do […]

# Slide 43: (29:17 – 29:28)

[…] with it. This shows quite clearly how language from different weeks is then brought together and integrated […]

# Slide 44: (29:28 – 29:32)

[…] when it is revisited.

# Slide 45: (29:32 – 29:35)

[No audio]

# Slide 46: (29:35 – 29:39)

[No audio]

# Slide 47: (29:39 – 31:48)

Also, from the same revisiting lesson, we have a speaking task. I am very keen on these sorts of speaking tasks but here this one I think is really interesting I think to show progress since year 7 because students are contrasting something they have already done with something they still have to do so they are switching between the contrasting “wir haben ….gemacht” Or “wir mussen das noch machen:. And students have to focus on the structure rather than just the vocabulary in order to identify who is doing the speaking. So for example I choose to be Karina, and my partner says “hast du das ice schon gefunden” and I would have to say “Nein, ich muss das ice noch zuhen” at which point my partner would eliminate Wolfgang because he has already looked for the ice cream and Mia because she has already looked for the ice cream but not Matthias, not Lena, not Julian and not Karina. So, two people have been eliminated through that question, but there are still four people that I could possibly be so he needs to ask another question. The task is structured so that students typically have to ask at least three questions and possibly four in order to work out who their partner is being. It can obviously be repeated several times with students choosing different identities, and there is a little growing body of evidence that suggests that repeating activities directly afterwards really serves to support fluency development so I would encourage students to repeat this task two or three times.

# Slide 48: (31:48 – 32:24)

Finally, just a little look at what was in the SOW document and highlighted as word patterns. In this particular lesson, the word pattern ‘noun’ being the stem of a verb, the stem of the matching verb, is explored and students known either the noun or the verb in every instance here. They are being encouraged to work on this pattern but they already have part of this information in their existing […]

# Slide 49: (32:24 – 33:01)

[…] vocabulary. Here we can see the answers to that. They may know both, they know ‘arbeit’ and ‘arbeiten’, they don’t know ‘fall’ but they do known ‘fallen’, they don’t known ‘planen’ but they do known ‘plan’ etc. And then obviously at the end of a word pattern activity like this, there is always an opportunity to practice saying the words. Some of these words have not been previously taught so they will be putting their phonics knowledge to good use here.

# Slide 50: (33:01 – 33:21)

This is now the end of that second part of the session. I hope you have enjoyed looking at a selection of resources from the Year 8 scheme of work and I hope you are encouraged to go and browse some more resources independently, there are obviously a lot more resources to look at.

# Slide 51: (33:21 – 33:40)

When you go to the NCELP Resource Portal you can type into the search bar Year 8 German SOW and it will bring up a lot of the resources, they may not all be in order but they will be there.

# Slide 52: (33:40 – 34:25)

Alternatively, on the home page, you can click the ‘explore collections’ button. There are a lot of collections so you need to just browse the list until you find scheme of work, year 8, German, term 1 or term 2 and when you find that page you scroll down to the bottom, you will see a button that says ‘download all’ and if you click that it will download all of the resources for that whole term of that scheme of work in that language in one click so that is very useful.

# Slide 53: (34:25 – 34:59)

I also wanted to just flag the language guides. This is a screenshot of the year 7 language guides. The year 8 language guides are also already on the portal for Term 1, Term 2s pages are being updated and added as we speak and will be available just before Christmas for you to download for those who are already following the Year 8 scheme of work and need the second term just before January.

# Slide 54: (34:59 – 35:14)

Here finally then are the links that I showed before that you can use if you download the PowerPoint and then if you want to browse the resources by using these links that is also another way to do it.

# Slide 55: (35:14 – 35:32)

So, I hope that has been useful and I wish you happy browsing and if you are using this session as pre-material for your TRG and I hope you also have some really fruitful discussion at that session.

Thanks very much!