



## Highsted Knowledge Organiser


### Year 8 Term 3: German

<p><b>What I need to know:</b></p> <p><b>Shopping and Eating</b></p> <ul style="list-style-type: none"> <li>- Buying fruit and vegetables</li> <li>- Ordering in a café</li> <li>- Saying what you can buy in different shops</li> <li>- Talking about pocket money</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Giving a justified opinion using <i>weil</i> and <i>obwohl</i></li> <li>- Using " <i>Ich möchte...</i>"</li> <li>- Using the perfect tense with <i>er/sie/wir</i></li> <li>- Um ...zu – in order to</li> <li>-</li> </ul>	<p><b>Key Vocabulary: High Frequency Words</b></p> <ul style="list-style-type: none"> <li>- Ich möchte – I would like</li> <li>- Ich hätte gern – I would like</li> <li>- bitte – please</li> <li>- danke – thank you</li> <li>- kaufen – to buy</li> <li>- bestellen – to order</li> <li>- bekommen – to get/ receive</li> <li>- verdienen – to earn</li> </ul>																												
<p><b>Student Reference Point</b></p> <p><b>Using the Perfect tense with <i>es/sie/ wir</i></b></p> <table border="1" data-bbox="209 958 1385 1211"> <thead> <tr> <th>Helper Verb</th> <th>Other Information</th> <th>Past Participle</th> <th></th> </tr> </thead> <tbody> <tr> <td>Ich habe</td> <td>Käse</td> <td>gegessen</td> <td>(eaten)</td> </tr> <tr> <td>Er/sie hat</td> <td>Kaffee</td> <td>getrunken</td> <td>(drank)</td> </tr> <tr> <td>Wir haben</td> <td>ein T-Shirt</td> <td>gekauft</td> <td>(bought)</td> </tr> <tr> <td>Ich bin</td> <td>ins Café</td> <td>gegangen</td> <td>(went – by foot)</td> </tr> <tr> <td>Er/sie ist</td> <td>nach London</td> <td>gefahren</td> <td>(travelled)</td> </tr> <tr> <td>Wir sind</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Um ....zu</b>  <b>um + zu + infinitive = in order to ...</b></p> <p><b>um</b> Computerspiele <b>zu</b> kaufen = in order to buy computergames  <b>um</b> ein Sandwich <b>zu</b> essen = in order to eat a sandwich</p>		Helper Verb	Other Information	Past Participle		Ich habe	Käse	gegessen	(eaten)	Er/sie hat	Kaffee	getrunken	(drank)	Wir haben	ein T-Shirt	gekauft	(bought)	Ich bin	ins Café	gegangen	(went – by foot)	Er/sie ist	nach London	gefahren	(travelled)	Wir sind			
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<p><b>Words for You</b></p> <p><b>du</b> ( amiliar) – for people your own age of younger or family</p> <p><b>Sie</b> (polite) – for adults and to show respect.</p>	<p><b>Language Learning Strategies</b></p> <ul style="list-style-type: none"> <li>- Play Pictionary with a friend!</li> <li>- Play word association. Your partner says a word and you have to say a word from the same unit that is connected with it in some way.</li> <li>- Your partner says a word and you have to find a word with the same number of letters or syllables.</li> <li>- Your partner says a word. You have to find a word in the unit, which starts with the last letter of their word.</li> </ul>																												
<p><b>Challenge Question</b></p> <ul style="list-style-type: none"> <li>- Was isst und trinkst du zum Frühstück? (What do you eat and drink for breakfast?)</li> <li>- Was hast du gestern zum Frühstück gegessen? (What did you eat for breakfast yesterday?)</li> <li>- Was ist dein Lieblingsessen und warum? (What is your favourite food and why?)</li> </ul> <p>Was kaufst du mit deinem Taschengeld? (What do you buy with your pocket money?)</p>																													
<p><b>Suggested Reading: Echo 2 Kapitel 2</b></p>																													



## Highsted Knowledge Organiser

### Year 8 Term 4: German

<p><b>What I need to know:</b></p> <p><b>After School</b></p> <ul style="list-style-type: none"> <li>- Saying which types of TV programme you like and dislike</li> <li>- Say the time using the 12 hour clock</li> <li>- Ask questions about a sportsperson</li> <li>- Talking about a journey</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Using the perfect tense with <i>er/sie/wir</i></li> <li>- Organise sentences using " time, manner,place."</li> </ul>	<p><b>Key Vocabulary: High Frequency Words</b></p> <ul style="list-style-type: none"> <li>- Ich sehe gern – I like watching</li> <li>- Ich sehe nicht gern – I don't like watching</li> <li>- die Sendung – TV programme</li> <li>- die Nachrichten – the news</li> <li>- am liebsten – most of all</li> <li>- wie/ was/wo? – how/what/where?</li> </ul>															
<p><b>Student Reference Point</b></p> <p><b>Saying to what degree you like something</b></p> <p>Ich sehe <b>gern</b> ... - I like watching ...</p> <p>Ich sehe <b>lieber</b> ... - I prefer watching ...</p> <p><b>Am liebsten</b> sehe ich ... - <b>Most of all</b> I like watching ...time, manner, place</p> <table border="1" data-bbox="209 1106 1385 1361"> <thead> <tr> <th>Helper Verb</th> <th>Time</th> <th>Manner</th> <th>Place</th> <th>Past Participle</th> </tr> </thead> <tbody> <tr> <td>Ich habe Er/sie hat Wir haben</td> <td>um zwei Uhr am Nachmittag</td> <td>mit der Gruppe mit dem Bus</td> <td>bei McDonalds eine Stadttour</td> <td>gegessen. gemacht.</td> </tr> <tr> <td>Ich bin Er/sie ist Wir sind</td> <td>am Samstag letzte Woche</td> <td>mit dem Zug mit dem Auto</td> <td>nach London nach Berlin</td> <td>gefahren</td> </tr> </tbody> </table>		Helper Verb	Time	Manner	Place	Past Participle	Ich habe Er/sie hat Wir haben	um zwei Uhr am Nachmittag	mit der Gruppe mit dem Bus	bei McDonalds eine Stadttour	gegessen. gemacht.	Ich bin Er/sie ist Wir sind	am Samstag letzte Woche	mit dem Zug mit dem Auto	nach London nach Berlin	gefahren
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<p><b>Question Words</b></p> <p>wo? – where?</p> <p>wie ? – how?</p> <p>was? – what?</p> <p>warum? – why?</p> <p>wie oft? – how often?</p> <p>wann? – when?</p>	<p><b>Telling the Time</b></p> 															
<p><b>Challenge Questions</b></p> <ul style="list-style-type: none"> <li>- Siehst du gern Zeichentrickfilme? ( <i>Do you like watching cartoons?</i>)</li> <li>- Wie findest du Tiersendungen? ( <i>How do you find animal programmes?</i>)</li> <li>- Was ist deine Lieblingsendung? ( <i>What is your favourite programme?</i>)</li> </ul>																
<p><b>Suggested Reading: Echo 2 Kapitel 3</b></p>																

<b>YEAR 8 - Skills to make progress in the Highsted Standards – Term 4</b>		Grade
<b>LISTENING &amp; READING</b>	<b>RANGE OF LONGER PASSAGES ON DIFFERENT TOPICS INCLUDING AUTHENTIC SOURCES</b> Understand the gist as well as key points, details and justified opinions from a longer spoken/written passage in the present tense with references to past and future with some familiar language in a range of context on the topic of after school activities, <b>TRANSLATE</b> longer sentences into English, showing awareness of three time frames on the topic of after school activities.	<b>PLATINUM</b>
	<b>SHORT AND LONGER PASSAGES ON A RANGE OF TOPICS</b> Understand the main points as well as details from a longer spoken/written passage in the present tense, with references to past or future on the topic of after school activities. Recognise different people’s points of view. <b>TRANSLATE</b> longer sentences into English, showing awareness of two time frames.	
	<b>SHORT PASSAGES ON A RANGE OF TOPICS</b> Understand the main points and details from a short spoken/written passage in the present tense with references to past or future, on the topic of after school activities. <b>TRANSLATE</b> short sentences into English, showing awareness of two time frames.	<b>SILVER</b>
<b>SHORT PASSAGES INCLUDING SHORT AUTHENTIC TEXTS</b> Identify the main points and some detail (including opinions and justifications) from a short spoken/written passage in the present tense on the topic of after school activities. <b>TRANSLATE</b> longer sentences into English, showing awareness of basic grammar.	<b>BRONZE</b>	
<b>SPEAKING &amp; WRITING</b>	<b>RANGE OF LONGER PASSAGES ON DIFFERENT TOPICS INCLUDING AUTHENTIC SOURCES</b> Write a longer passage (60 words minimum)/Take part in a longer conversation narrating personal opinions with some familiar language in a range of context in the present tense with references to past and future on the topic of after school activities. <b>TRANSLATE</b> longer sentences into the Target Language, showing awareness of three time frames.	<b>GOLD</b>
	<b>SHORT AND LONGER PASSAGES ON A RANGE OF TOPICS</b> Write a longer passage (50 words minimum)/Take part in a longer conversation with details on yourself as well as different people’s points of view in the present tense with references to past or future on the topic of after school activities. <b>TRANSLATE</b> longer sentences into the Target Language, showing awareness of two time frames.	
	<b>SHORT PASSAGES ON A RANGE OF TOPICS</b> Write a short passage (40 words minimum)/Take part in a short conversation with details in the present tense with references to past or future, on the topic of after school activities. <b>TRANSLATE</b> short sentences into the Target Language, showing awareness of two time frames.	<b>SILVER</b>
<b>SHORT PASSAGES INCLUDING SHORT AUTHENTIC TEXTS</b> Write a short passage (40 words minimum)/Take part in a short conversation with some detail (including opinions and justifications) in the present tense, on the topic of after school activities. <b>TRANSLATE</b> longer sentences into the Target Language, showing awareness of basic grammar.	<b>BRONZE</b>	

**Formal Assessments Term 4**

**Assessment 7 –**

**GRADE:**

**Assessment 8 –**

**GRADE:**

**Check List For Success!**

**Check you can:**

- **List six types of TV programmes.** ( *Kindersendung, Tiersendung ...*)
- **Say which types of programmes you like and dislike using nicht so gern and lieber.** ( *Ich sehe nicht so gern Seifernopern/ Ich sehe lieber Sportsendungen.*)
- **Say what you like most of all, using am liebsten.** ( *Am liebsten sehe ich Zeichentrickfilme.*)
- **Say the time using the 12 hour clock.** ( *Es ist halb zwei/ Es ist Viertel nach sieben*)
- **List four things you do after school.** ( *Ich mache meine Hausaufgaben/ Ich schicke SMS.*)
- **Use the perfect tense to talk about what you did on a journey.** ( *Wir sind mit dem Bus gefahren/ Wir haben im Bus gelesen.*)
- **Organise your sentences using the “time, manner,place” rule.** ( *Ich bin am Samstag mit dem Bus nach London gefahren.*)

**Listening/ Reading Grade Boundaries:**

80% - Platinum

60% - Gold

40% - Silver

20% - Bronze

