



## ICT in Modern Foreign Languages KS3 - German

Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities. Pupils also learn about the basic structures of language. Listening, reading, speaking and writing skills improve. ICT has an important role in the teaching and learning of a modern foreign language.

### The QCA Scheme of Work

The QCA Scheme of Work identifies four main areas of ICT activity that are required to support work in Modern Foreign Languages These are:

- E-mail and Internet for communicating in target language, authentic texts and research
- Word processing for the drafting and redrafting text
- DTP/Multimedia to present information
- CD-ROMs to listen to, respond to the spoken target language.

The following paragraphs identify the Modern Foreign Languages units where ICT is needed and a brief description of how it is used.

### Year 7

#### Unit 1 Ich stelle mich vor

Use the Internet to research famous German people.

#### Unit 2 Freunde und Familie

Use a word processor to draft and redraft interview questions. Create a datafile about home and family and interrogate. Use a multimedia presentation program to present information about families.

#### Unit 3 Der Schultag

Use a word processor – different fonts on an interactive whiteboard for sentence work.

Use the Internet to download clipart to support an opinion report.

Use e-mail to read German partner's views on school, correct verb endings.

Use a CD-ROM to develop listening skills e.g. names of subjects, to identify the days of the week.

#### Unit 4 Zu Hause

Use a word processor for ordering activities, gap filling and sentence building, to write an article about their home, including scanned images. Use a multimedia presentation program to prepare a short-guided tour of a home for a German visitor.

#### Unit 5 Freizeit

Use the Internet and word processor to search for authentic texts about contrasting leisure facilities of a small/big town and write a report. Use e-mail to send information about themselves to a partner school.

### **Unit 6 Der Alltag**

Use a datafile to search for a pen pal, also checking for and correcting inaccuracies.

### **Unit 7 Städte und Länder**

Use a word processor for adjective endings, putting the endings in different and bigger fonts and a writing frame to reconstruct texts from the Internet. Use the Internet to search and download information on Länder or towns in Germany. Use a web-authoring program to prepare a poster or brochure in German to advertise their home area and town. This web page could be added to the school's web site for information to an exchange school.

## **Year 8**

### **Unit 8 Essen und Feiertage**

Use a word processor to cut and paste a gift-matching activity; an advertisement for a present. Use a data-handling program to create a datafile and interrogate breakfast eating habits.

### **Unit 9 Wir sind auf Besuch gekommen**

Use a word processor to write an account of what pupils have done recently; gap fill exercises. Use a data-handling program to create a file about Christmas and present search results in a graphical form.

### **Unit 10 Gesundes Leben**

Use a word processor to draft/redraft diary activities; reconstruction of past/present stories; lifestyle poster or leaflet. Use the Internet to research authentic lifestyle texts.

### **Unit 11 Mode**

Use a word processor and teacher generated texts and their own writing to make adjective endings in different contexts clear e.g. by altering font size or using bold.

Use the Internet to select clothes via mail order/shopping catalogue.

Use e-mail to find out about contemporary German fashions

### **Unit 12 Österreich und die Schweiz**

Use the Internet to research chosen country for a holiday. Use e-mail to contact travel agencies/tourist offices. Use a word processor to produce a holiday itinerary.

Use a multimedia presentation program to present aspects of a chosen country, with an oral commentary.

## **Year 9**

### **Unit 13 Umwelt**

Use a CD-ROM to check pupils' understanding to match spoken and written prompts to weather symbols. Use the Internet to read authentic weather forecasts.

Use e-mail to exchange environmental issues with German partner school.

### **Unit 14 Ich und andere Leute**

Using audio or videotape pupils record descriptions of themselves.

Use a word processor to design a questionnaire about teenage issues at home and at school.

Using e-mail to exchange, compare and draw conclusions from the findings.

### **Unit 15 Geld**

Use a data-handling program to record the survey results of 'what type of job' pupils would like to have. Interrogate the data file and report findings.

Use e-mail to send information about the adult working day e.g. start time, finish time, weekend working, public holidays etc. to partner school in Germany.

### **Unit 16 Eine Geschichte**

Use a word processor to draft and redraft a story/article/report making appropriate use of possessive adjectives.

### **Unit 17 Partnerstadt/Ferien**

Use audiotape/OHP/Multimedia presentation program to present a promotional guide for different visiting groups. Use the Internet to find suitable holidays.

### **Unit 18 Wir fassen alles zusammen**

Use a word processor to produce short written items for a range of different purposes e.g. recipes, quizzes, cartoons, adverts etc. Pupils edit and redraft pre-prepared text files.

The teacher presents various short news items from the Internet. Pupils use a word processor to amend and extend these items.

Use e-mail to obtain additional information from e.g. tourist information offices.

Use videoconferencing to conduct an interview and develop questioning techniques on a topic.

Using a multimedia presentation program to produce a magazine about the aspects learnt during the unit.

### **Long Term Planning**

The main skills needed by the pupils for Modern Foreign Languages are word processing, DTP, Multimedia presentation, sending and receiving e-mail and researching the Internet. All of these skills will have been developed at KS2, which will be built upon at KS3.

### **Hardware**

Unit 3 – use of an interactive whiteboard. See enclosed leaflet.

Unit 18 – videoconferencing equipment. See enclosed leaflet.

### **Assessment**

At Key Stage 3 the ICT needed to support the Modern Foreign Language units will usually have been taught separately, and should be assessed during ICT lessons. Where the Modern Foreign Language Department has responsibility for delivering sections of the ICT Curriculum ICT will need to be recorded and assessed.

## Software Audit for Modern Foreign Languages KS3 – German

QCA Unit of Work	Application	Software	Location
Unit 2/3/4/5/7/8/9/10 /11/12/14/16/18	Word processing program, gap fill program e.g. MS Word, Fun with Texts		
Unit 2/4/12/17/18	Multimedia program e.g. MS PowerPoint		
Unit 2/6/8/9/14	Data handling program e.g. MS Access, MS Excel		
Unit 3/13	CD-ROMs		
Unit 7	Web authoring program e.g. MS Word, MS Publisher		
Unit 1/3/5/7/10/11/12 /13/17/18	Internet access		
Unit 3/5/11/12/13/14/15/18	E-mail access		
Unit 18	Video Conferencing access		
Unit 3	Interactive white board and projector e.g. SmartBoard		