Year 11 General Learning Outcomes and Language Content (Level 1-2)

Theme 1 – Food and Drink	Language Content
• **Expand vocabulary on food and drink, at the restaurant etc… and on meals for special occasions like Christmas, New Year, *Oktoberfest* etc…** • **Give opinions / likes and dislikes**	
1. I can order food and drink in a café or restaurant. (Speaking) 2. I can understand a basic menu in German. (Reading) 3. I can speak about food and drink that is particular to my country and ask others about food specialities of their country. (Speaking) 4. I can speak or write about what is on a menu e.g. I can work on my own or in a group to produce a menu in German and present it to the other pupils in class. (Speaking and Writing) 5. I can read and understand short texts, passages / brochures in the target language on topics related to restaurant services, e.g. through adverts and menus. (Listening and Reading) 6. I can express my views on food in other countries, e.g. a short presentation in German about a typical regional speciality of an area of Germany or a German-speaking country. (Speaking and Writing)	• Modal Verb *möchten* • The use of polite language and appropriate register e.g. *Ich hätte gern …* *Ich möchte … bestellen.* • Revision of the Imperative Form e.g. *Misch alles zusammen!* *Koch die Kartoffeln!*

Learning Outcomes: The above are examples of learning outcomes. Teachers and learners are to formulate learning outcomes according to what they are working on.

Language Content: Please note that this is just an example of how language content may be incorporated within each topic. Topics and language structures are not presented in any particular order.

Theme 2 – Technology	Language Content
• **Vocabulary / expressions related to technology** • **Use of media in daily life** • **Give opinions / likes and dislikes**	
1. I can speak and write about different media that I use in my daily life. (Speaking and Writing) 2. I can speak about what I like and dislike about the different media. (Speaking) 3. I can ask others about the media they use in their daily life. (Speaking and Writing) 4. I can understand texts in which others describe which media they use and what they use them for. (Listening and Reading) 5. I can write an e-mail, explaining how I use different media in my daily life. (Writing)	• Vocabulary and expressions related to media e.g. *Ich benutze mein Handy jeden Tag. Mit meinem Handy schicke ich SMS Nachrichten, surfe im Internet und mache Fotos.* *Jeden Tag benutze ich den Computer.* *Ich finde das Handy von meiner Schwester cool.* • Consolidation of comparison e.g. *Ich benutze öfter das Handy als der Computer.* *Am häufigsten chatte ich mit Freunden.* • Giving opinions about the topic e.g. *Ich finde, dass man ohne Internet leben kann.* *Ich denke, dass das Internet alles leichter macht.*

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	• The use of Conjunctions e.g. *Ich benutze das Handy, um Fotos zu machen.* • Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. *Früher gab es kein Internet. Man telefonierte die ganze Zeit.*
Theme 3 – Environmental Issues • **Vocabulary / expressions related to environment** • **Environmental issues in daily life** • **Give opinions / likes and dislikes**	**Language Content**
1. I can understand texts which refer to environmental issues such as pollution and protection of living things etc. (Listening and Reading) 2. I can speak about environmental problems. (Speaking) 3. I can write an e-mail, explaining how I help to safeguard the natural environment. (Writing)	• Vocabulary and expressions related to environment e.g. *die Umwelt verschmutzen / schützen, das Klima retten, den Müll im Haushalt sortieren, umweltfreundlich leben* • Consolidation of verbs + prepositions e.g. *für die Umwelt kämpfen, auf die Umwelt achten* • The use of conjunctions e.g.

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Wenn die Luft schmutzig ist, kann man Probleme beim Atmen haben.
Kinder brauchen eine saubere Umwelt, damit sie gesund leben können.

- Giving opinions about the topic e.g.
Umweltverschmutzung ist ein internationales Problem.
Man soll Energie sparen.
Um die Umwelt zu schützen, sollen wir Bioprodukte essen.

- Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g.
Früher lebte man gesünder und ging überall zu Fuß.

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Please Note:

- These are the conjunctions to be covered in Year 11. The teacher may incorporate these conjunctions within the topics as deemed appropriately: *und*, *oder*, *sondern*, *aber*, *denn*, *weil, wenn*, *obwohl*, *dass*, *da*, *bevor*, *als*, *um … zu*, *damit*, *seitdem*, *bis* and *während*.
- The teacher may incorporate the Simple Past of the most commonly used verbs within the topics as deemed appropriately.
- The teacher is to revise the topics covered in Year 9 and in Year 10 using the four skills.

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