

Year 11 General Learning Outcomes and Language Content (Level 2-3)

Theme 1 – Food and Drink	Language Content
<ul style="list-style-type: none"> • 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 	
<ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • Modal Verb <i>möchten</i> • The use of polite language and appropriate register e.g. <i>Ich hätte gern ...</i> <i>Ich möchte ... bestellen.</i> • Revision of the Imperative Form e.g. <i>Misch alles zusammen!</i> <i>Koch die Kartoffeln!</i>

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.

<p style="text-align: center;">Theme 2 – Technology</p> <ul style="list-style-type: none"> • Vocabulary / expressions related to technology • Use of media in daily life • Give opinions / likes and dislikes 	<p style="text-align: center;">Language Content</p>
<ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • Vocabulary and expressions related to media e.g. <i>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.</i> • Consolidation of comparison e.g. <i>Ich benutze öfter das Handy als der Computer. Am häufigsten chatte ich mit Freunden.</i> • Giving opinions about the topic e.g. <i>Ich finde, dass man ohne Internet leben kann. Ich denke, dass das Internet alles leichter macht.</i>

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	<ul style="list-style-type: none"> • The use of Conjunctions e.g. <i>Ich benutze das Handy, um Fotos zu machen.</i> • Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. <i>Früher gab es kein Internet. Man telefonierte die ganze Zeit.</i>
Theme 3 – Environmental Issues <ul style="list-style-type: none"> • Vocabulary / expressions related to environment • Environmental issues in daily life • Give opinions / likes and dislikes 	Language Content
<ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • Vocabulary and expressions related to environment e.g. <i>die Umwelt verschmutzen / schützen, das Klima retten, den Müll im Haushalt sortieren, umweltfreundlich leben</i> • Consolidation of verbs + prepositions e.g. <i>für die Umwelt kämpfen, auf die Umwelt achten</i> • The use of conjunctions e.g.

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	<p><i>Wenn die Luft schmutzig ist, kann man Probleme beim Atmen haben. Kinder brauchen eine saubere Umwelt, damit sie gesund leben können.</i></p> <ul style="list-style-type: none"> • Giving opinions about the topic e.g. <i>Umweltverschmutzung ist ein internationales Problem. Man soll Energie sparen. Um die Umwelt zu schützen, sollen wir Bioprodukte essen.</i> • Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. <i>Früher lebte man gesünder und ging überall zu Fuß.</i>
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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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