

Year 11 General Learning Outcomes and Language Content

Theme 1 – Technology	Language Content
<ul style="list-style-type: none"> • Vocabulary / expressions related to technology • Use of media in daily life • Give opinions / likes and dislikes 	
<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.</i> <i>Jeden Tag benutze ich den Computer.</i> <i>Ich finde das Handy von meiner Schwester cool.</i> • Consolidation of comparison e.g. <i>Ich benutze öfter das Handy als der Computer.</i> <i>Am häufigsten chatte ich mit Freunden.</i> • Giving opinions about the topic e.g. <i>Ich finde, dass man ohne</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><i>Internet leben kann. Ich denke, dass das Internet alles leichter macht.</i></p> <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>
<p style="text-align: center;">Theme 2 – Environmental Issues</p> <ul style="list-style-type: none"> • Vocabulary / expressions related to environment • Environmental issues 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 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.

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	<p><i>für die Umwelt kämpfen, auf die Umwelt achten</i></p> <ul style="list-style-type: none"> • The use of conjunctions e.g. <i>Wenn die Luft schmutzig ist, kann man Probleme beim Atmen haben. Kinder brauchen eine saubere Umwelt, damit sie gesund leben können.</i> • 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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