

## Year 9 Option Learning Outcomes and Language Content

### Part 1

Theme 1 – Hello!	Language Content
<p><b>Speaking</b> I can use different forms of address. I can greet people, ask how they are, tell them how I am and ask how others are. I can introduce people to others. I can introduce myself and say how old I am. I can ask for other people's names and ages. I can spell in German and ask how something is spelled.</p> <p><b>Listening</b> I can understand someone asking for name and age. I can understand people introducing themselves. I can understand someone asking how something is written.</p> <p><b>Reading</b> I can read and understand greetings. I can understand basic personal information: name, surname and age e.g. <i>Profil</i> or <i>Anmeldungsformular</i>.</p> <p><b>Writing</b> I can fill in personal details: note down name, surname and age. I can note down a word or name spelled in German.</p>	<ul style="list-style-type: none"> <li>• Greetings e.g. <i>Hallo!, Grüß Gott!, Servus! ...</i> <i>Guten Morgen!, Guten Tag!, Guten Abend!, Gute Nacht! ..</i></li> <li>• Ask how others are using in- / formal modes of address <i>Wie geht es dir?</i> and <i>Wie geht es Ihnen?</i></li> <li>• Answering someone asking how you are feeling e.g. <i>Gut!, Gut, danke!, Mir geht es gut ...</i></li> <li>• Speaking about oneself e.g. <i>Ich bin ... Ich heiße ...</i></li> <li>• Asking for someone's name, age, how to write something and introducing others e.g. <i>Wie heißt du? ... und du?</i> <i>Wie ist Ihr Name? ... und Sie? Wie heißen Sie?</i> <i>Wie alt bist du? + Die Zahlen (0- 20)</i> <i>Wer ist das? Das ist Herr Berg. Das sind Tanya und Erika.</i> <i>Wie schreibt man das?</i></li> <li>• Filling in a form e.g. <i>Vorname, Name, Alter ...</i></li> </ul>

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Theme 2 – Home and Home Area	Language Content
<p><b>Speaking</b>            I can say where I come from and ask others.            I can say where I live and can ask others.            I can say which languages I speak and ask others.</p> <p>I can say where a city or village is located.            I can describe my house using simple phrases / sentences.            I can describe my room using simple phrases / sentences.            I can ask others about their home.</p> <p><b>Listening</b>            I can understand where someone comes from.            I can understand where someone lives.            I can understand people saying which languages they speak.</p> <p>I can understand where a city or village is located.            I can understand people describing their house.</p> <p><b>Reading</b>            I can understand short phrases / sentences about where people come from.            I can understand short phrases / sentences about where someone lives.            I can read short phrases / sentences about which languages one speaks.</p> <p>I can understand short phrases / sentences describing houses and locations.            I can recognise basic information in an advert related to homes.</p>	<ul style="list-style-type: none"> <li>• Self introduction: hometown, country, nationality and countries where other learners or their families come from e.g.  <i>Ich komme aus Malta / aus Italien.</i>  <i>Ich wohne in ...</i></li> <li>• Nationalities and German speaking countries Languages spoken e.g.  <i>Deutschland, Österreich, die Schweiz ...</i>  <i>Hier spricht man Deutsch.</i>  <i>Ich bin Deutscher / Deutsche.</i>  <i>Ich spreche Maltesisch und Italienisch.</i>  <i>Sprichst du Italienisch?</i></li> <li>• Questions and question words e.g.  <i>Und du?</i>  <i>Woher kommst du? and Woher kommen Sie?</i>  <i>Kommst du aus ... ? and Kommen Sie aus ...?</i>  <i>Welche Sprache sprichst du?</i></li> <li>• The city / the village e.g.  <i>Ich wohne in ... Das ist eine Stadt / ein Dorf in der Nähe von ...</i></li> <li>• Geographical locations (compass points) e.g.  <i>Im Norden, Im Süden ...</i></li> <li>• Prepositions linked to location e.g.  <i>München liegt im Süden.</i>  <i>Hamburg ist in Norddeutschland.</i></li> </ul>

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<p><b>Writing</b>  I can write a short message / online posting etc. to say where I come from and where I live.  I can write a short simple message to ask for information.  I can note down details on a form.</p> <p>I can write simple phrases / a few sentences to describe my home.</p>	<ul style="list-style-type: none"> <li>• Rooms e.g. <i>Das Haus hat acht Zimmer. Das Badezimmer, das Wohnzimmer ...</i></li> <li>• Basic furniture in class e.g. <i>Die Stühle, die Tür, die Tafel ...</i></li> <li>• Adjectives e.g. <i>Das Zimmer ist hell. Das Zimmer ist dunkel.</i></li> </ul>
<b>Theme 3 – The Calendar</b>	<b>Language Content</b>
<p><b>Speaking</b>  I can ask what time it is.  I can tell the time.  I can use simple phrases / sentences to talk about my daily routine.  I can ask others about their daily routine.  I can say when my birthday is.  I can ask others when their birthday is.  I can ask and answer questions about the weather.</p> <p><b>Listening</b>  I can understand basic descriptions of one’s daily routine.  I can understand in which month or season others celebrate birthdays.  I can understand simple phrases / sentences about the weather.</p> <p><b>Reading</b>  I can understand simple phrases / sentences about the weather.  I can understand a short e-mail/ message / text about what someone does during the day.</p>	<ul style="list-style-type: none"> <li>• Daily routine, time and days of the week e.g. <i>Am Montag ... Um 7 Uhr, 5 nach 7, Viertel nach ..., halb 8, Viertel vor ...</i></li> <li>• Birthdays, months and seasons e.g. <i>Wann hast du Geburtstag? Im Juni, im Sommer.</i></li> <li>• The Weather e.g. <i>Wie ist das Wetter? Es schneit. Es regnet. Es ist sonnig. ...</i></li> <li>• Expressions of Time e.g. <i>Am Morgen, am Nachmittag, am Abend ... Morgens, abends ... Nach der Schule ...</i></li> <li>• Seperable Verbs <i>aufstehen, ausgehen, fernsehen, aufmachen, zumachen, aufräumen, einkaufen and aufwachen</i> e.g. <i>Ich sehe jeden Tag fern.</i></li> </ul>

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<p>I can elicit information from an advert showing opening hours.</p> <p><b>Writing</b>  I can write short simple sentences about my daily routine.  I can ask for information about daily routine.  I can write simple phrases / sentences and ask about the weather.</p>	<p><i>Am Wochenende räume ich mein Zimmer auf.</i></p> <ul style="list-style-type: none"> <li>• Question words e.g.  <i>Wann machst du die Hausaufgaben?</i>  <i>Um wie viel Uhr stehst du auf?</i></li> </ul>
Theme 4 – Family, Pets and Friends	Language Content
<p><b>Speaking</b>  I can use simple phrases / sentences to talk about my family.  I can ask other people about their family.  I can say if I have pets.  I can ask others if they have pets.</p> <p><b>Listening</b>  I can understand simple information about family, friends and pets.</p> <p><b>Reading</b>  I can understand a simple text about someone’s family, friends or pets.</p> <p><b>Writing</b>  I can produce short simple sentences about my family, friends and pets.</p>	<ul style="list-style-type: none"> <li>• Family members, pets and friends e.g.  <i>Hast du Geschwister?</i>  <i>Wie heißt dein Bruder?</i>  <i>Hast du ein Haustier?</i></li> <li>• Articles and plurals related to family members and pets e.g.  <i>Ich habe einen Bruder / zwei Brüder.</i>  <i>Der Vater, die Mutter, das Baby, die Kinder ...</i></li> <li>• Pronouns to refer to family members e.g.  <i>Er ist mein Onkel.</i>  <i>Sie heißt Anna. Sie ist meine Cousine.</i></li> <li>• Possessive Pronouns in the Nominative Case e.g.  <i>Das ist mein Vater.</i>  <i>Meine Mutter heißt Mary.</i>  <i>Wie heißt dein Bruder / deine Schwester?</i></li> <li>• Negative Form e.g.  <i>Ich habe keinen Bruder / keine Geschwister.</i></li> </ul>

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Theme 5 – The School	Language Content
<p><b>Speaking</b> I can use simple phrases / sentences / questions to talk / ask about school/ school routine. I can say which subjects I learn at school. I can say which subjects I like and do not like. I can ask others which subjects they like and ask if they have a favourite subject.</p> <p><b>Listening</b> I can understand basic information related to school / school routine.</p> <p><b>Reading</b> I can understand short simple texts / adverts / messages about school /school routine.</p> <p><b>Writing</b> I can write simple phrases / sentences / ask questions about school/school routine.</p>	<ul style="list-style-type: none"> <li>• Subjects and timetable e.g. <i>Ich lerne zehn Fächer.</i> <i>Wann hast du Deutsch?</i> <i>Am Montag ...</i> <i>Montags ...</i> <i>Einmal / Zweimal / Dreimal die Woche habe ich Deutsch.</i></li> <li>• Describing the school e.g. <i>Wie findest du deine Schule / Deutsch?</i> <i>Ich finde Deutsch interessant.</i> <i>Die Schule gefällt mir.</i> <i>Was ist dein Lieblingsfach?</i> <i>Mein Lieblingsfach ist ...</i></li> <li>• Sentence Structure e.g. <i>Am Montag gehe ich in die Schule.</i></li> <li>• Classroom instructions e.g. <i>Darf ich ... ? / Entschuldigung, haben Sie ... ? / Wiederholen Sie bitte! ...</i></li> </ul>

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Theme 6 – Leisure Time	Language Content
<p><b>Speaking</b> I can use simple phrases / sentences / questions to talk / ask about hobbies and leisure activities. I can say when I do different leisure activities.</p> <p><b>Listening</b> I can understand basic information / simple conversation about free time activities.</p> <p><b>Reading</b> I can understand short, basic texts and adverts about leisure activities.</p> <p><b>Writing</b> I can write simple phrases / sentences / questions about free time.</p>	<ul style="list-style-type: none"> <li>• Freetime activities and hobbies and expressing likes and dislikes e.g. <i>Karten spielen, Singen, Tanzen, Lesen, Kochen ...</i> <i>Ich kann tanzen.</i> <i>Ich tanze gern.</i> <i>Ich gehe gern ins Jugendzentrum.</i> <i>Ich treffe gern Freunde.</i></li> <li>• Modal Verbs <i>können</i> und <i>wollen</i> e.g. <i>Ich kann tanzen.</i> <i>Ich will eine Pizza essen.</i></li> <li>• Sentence Structure e.g. <i>Ich gehe zum Fußballspiel.</i> <i>Einmal die Woche spiele ich Fußball.</i></li> <li>• Question words e.g. <i>Wann spielst du Tennis?</i> <i>Wie oft spielst du?</i> <i>Mit wem spielst du?</i></li> <li>• Negative Form e.g. <i>Ich tanze gern / nicht gern. Ich mag das nicht.</i></li> </ul>

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Theme 7 – Food and Drink	Language Content
<p><b>Speaking</b> I can use simple phrases / sentences / questions to talk / ask about food and drink. I can exchange information about likes and dislikes on food and drink using simple phrases / sentences. I can use basic phrases/sentences to order food or drink. I can say what food and drink I need to buy.</p> <p><b>Listening</b> I can understand basic information / simple conversation about food and drink. I can understand what people are ordering in a restaurant /in a shop / at the market.</p> <p><b>Reading</b> I can understand short, basic texts about food and drink. I can recognise basic words / phrases on a menu / advert.</p> <p><b>Writing</b> I can write simple phrases / sentences / questions about food and drink.</p>	<ul style="list-style-type: none"> <li>• Meals e.g. <i>Das Frühstück, das Mittagessen, das Abendessen</i> <i>Was isst du / trinkst du ... ?</i> <i>Zum Frühstück esse ich ..., Zum Mittagessen isst Markus gern ...</i></li> <li>• Asking questions: formal and informal forms of address e.g. <i>Kann ich Ihnen helfen?</i> <i>Was brauchen Sie?</i> <i>Was brauchst du?</i></li> <li>• Expressing likes and dislikes e.g. <i>Ich esse gern / nicht gern ... Ich esse kein / -e / -en ...</i> <i>Mein Lieblingsessen / Mein Lieblingsgetränk ist ...</i> <i>Morgens / In der Pause / Abends esse ich gern ...</i></li> <li>• Question words e.g. <i>Was kostet ein Kilo Äpfel?</i> <i>Wie viele Dosen Tomaten brauchst du?</i> <i>Was kostet das?</i></li> <li>• Stating what one would like / need e.g. <i>Ich möchte / Ich brauche / Ich nehme ein Kilo Äpfel / eine Dose Tomaten.</i> <i>Ich kaufe Brot und Tomaten.</i></li> </ul>

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## Year 9 Option Learning Outcomes and Language Content

### Part 2

Theme 1 – Introductions	Language Content
<p><b>Speaking</b>            I can describe someone`s job.            I can speak about my dream job.            I can briefly speak about what I plan to do during holidays.            I can discuss what to do and where to go during the holidays.</p> <p><b>Listening</b>            I can understand someone asking for one`s job.            I can understand someone asking about one`s holidays.            I can understand people talking about their job.            I can understand people talking about their holiday.</p> <p><b>Reading</b>            I can read and understand short simple texts related to jobs.            I can read and understand short simple texts related to jobs.            I can understand a simple personal letter, email or post related to holidays.</p> <p><b>Writing</b>            I can write simple phrases and sentences related to someone`s job.            I can write simple phrases and sentences related to holidays.            I can respond to questions in chat forum or emails related to someone`s job.            I can respond to questions in chat forum or emails related to holidays.</p>	<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs in the Present Tense e.g. <i>Mein Vater arbeitet als ...</i></li> <li>• Expressions of time e.g. <i>Vor einem Jahr, seit einem Monat, in den letzten Sommerferien, gestern ...</i></li> <li>• Simple Past of <i>haben</i> and <i>sein</i> e.g. <i>Ich hatte Ferien.</i> <i>Ich war glücklich.</i></li> <li>• Introduction to the Present Perfect – <b>Just recognition</b> e.g. <i>Ich habe Computer gespielt.</i> <i>Mein Vater hat in einer Fabrik gearbeitet.</i></li> <li>• Question words <i>wie lange, seit wann, wann</i> and <i>was</i> e.g. <i>Was ist dein Vater von Beruf?</i> <i>Seit wann arbeitet deine Mutter als Lehrerin?</i></li> </ul>

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Theme 2 – The Calendar	Language Content
<p><b>Speaking</b> I can briefly speak about what I plan to do on my birthday. I can ask and answer simple questions about an event.</p> <p><b>Listening</b> I can understand very basic information/conversations related to birthdays. I can understand very basic information/conversations related to feasts and occasions. I can understand dates related to birthdays, feasts and occasions.</p> <p><b>Reading</b> I can read and understand short simple texts related to birthdays. I can read and understand short simple texts related to feasts and occasions. I can understand a simple personal letter, email or post related to feasts and occasions. I can understand simple texts asking questions about birthdays.</p> <p><b>Writing</b> I can write simple phrases and sentences related to birthdays. I can write simple phrases and sentences related to feasts and occasions. I can respond to questions in chat forum or emails related to birthdays. I can respond to questions in chat forum or emails related to feasts and occasions. I can write short simple notes, emails and texts messages to send or reply to an invitation. I can write a short text in a greeting card.</p>	<ul style="list-style-type: none"> <li>• Dates, birthdays, feasts, occasions and invitations e.g. <i>Meine Mutter feiert bald den Geburtstag.</i></li> <li>• Expressions of Time e.g. <i>Im Januar / Dezember ...</i> <i>Im Sommer / Winter ...</i> <i>Am 21. Dezember ...</i></li> <li>• Questions and question words e.g. <i>Wann hast du Geburtstag?</i> <i>Wen lädst du ein?</i> <i>Wie lange dauert die Party?</i> <i>Wie viele Gäste kommen?</i> <i>Was haben die Gäste gemacht?</i></li> <li>• Ordinal numbers e.g. <i>Januar ist der erste Monat.</i></li> <li>• Sentence structures e.g. <i>Ich bin glücklich, denn ich habe eine Party.</i></li> <li>• Present Perfect – <b>Just recognition</b> e.g. <i>Wir haben eine Party gemacht.</i> <i>Wir haben viel gegessen.</i> <i>Mein Freund hat eine Cola getrunken.</i></li> </ul>

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Theme 3 – Describing People	Language Content
<p><b>Speaking</b> I can describe people I know. I can briefly speak about my appearance and character traits. I can ask and answer simple questions about appearance and character traits.</p> <p><b>Listening</b> I can understand very basic information / conversations related to appearance and character traits.</p> <p><b>Reading</b> I can read and understand short simple texts related to appearance and character traits. I can understand a simple personal letter, email or post related to appearance and character traits.</p> <p><b>Writing</b> I can write simple phrases and sentences related to appearance and character traits. I can respond to questions in chat forum or emails related to appearance and character traits.</p>	<ul style="list-style-type: none"> <li>• Character traits, appearance and parts of the body e.g. <i>Mein Bruder ist groß.</i> <i>Meine Schwester ist freundlich.</i> <i>Die Augen sind blau.</i></li> <li>• Possessive Pronouns in the Nominative Case e.g. <i>Sein Vater, ihre Mutter, unser Haus ...</i></li> <li>• Adjectives e.g. <i>Mein Vater ist sportlich / glücklich.</i></li> <li>• Comparative and Superlative Form e.g. <i>Mein Vater ist kleiner als mein Bruder.</i> <i>Ich bin so groß wie Erika.</i> <i>Mein Bruder ist nicht so stark wie du.</i> <i>Ich bin der / die kleinste in der Klasse.</i> <i>Ich schreibe am schnellsten.</i></li> <li>• Sentence Structures e.g. <i>Mein Freund isst viel, aber er ist schlank.</i></li> </ul>

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Theme 4 – Home and Home Area	Theme 3 – Home and Home Area
<p><b>Speaking</b>  I can describe my home town.  I can describe places in town.  I can explain what I like or dislike about my home town.  I can ask for and give directions refering to a map or plan.</p> <p><b>Listening</b>  I can understand very basic information / conversations related to one`s home town.  I can understand the outline of simple information on a guided tour.  I can understand directions when in town.</p> <p><b>Reading</b>  I can read and understand short simple texts related to places in town.  I can read and understand short simple texts related to one`s home town.  I can understand information given in illustrated brochures and maps.  I can understand a simple personal letter, email or post related to places in town.  I can understand simple texts asking questions about one`s home town.</p> <p><b>Writing</b>  I can write simple phrases and sentences related to my home town.  I can write simple phrases and sentences related to places in town.  I can respond to questions in chat forum or emails related to my home town.</p>	<ul style="list-style-type: none"> <li>• City / Village, places in town, shops, directions and locations e.g. <i>Mein Haus liegt in einem Dorf nicht weit vom Park.</i></li> <li>• Modal Verbs <i>dürfen</i> and <i>möchten</i> e.g. <i>Ich möchte nach Deutschland fahren.</i> <i>Hier darfst du nicht fotografieren.</i></li> <li>• Question words e.g. <i>Wo ist die Bank?</i> <i>Wohin gehst du?</i> <i>Wie komme ich zur Post?</i></li> <li>• Prepositions <i>zu</i> and <i>nach</i> e.g. <i>Ich gehe zum Bahnhof / zur Post.</i> <i>Ich fahre nach Berlin.</i></li> <li>• Definite and indefinite Article Article in the Accusative Case e.g. <i>Ich suche den Bahnhof.</i> <i>Es gibt einen Bahnhof.</i></li> <li>• Present Perfect – <b>Just recognition</b> e.g. <i>Ich habe in der Stadtmitte gewohnt.</i> <i>Ich habe im Supermarkt eingekauft.</i></li> </ul>

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<p>I can respond to questions in chat forum or emails related to places in town. I can write short simple notes, emails and texts messages to explain what I like or dislike about my home town.</p>	
<p><b>Theme 5 – Out and About</b></p>	<p><b>Language Content</b></p>
<p><b>Speaking</b> I can describe my clothes. I can describe what others are wearing. I can compare clothes using simple language. I can explain what I like or dislike about clothes and accessories. I can ask about things and make simple transactions in shops. I can make simple purchases in shops and ask for the price. I can ask for a train or bus ticket. I can interact in a shop using a wide range of simple words and expressions.</p> <p><b>Listening</b> I can understand very basic information / conversations related to shopping. I can understand directions related to how to get from one place to another by public transport. I can understand very basic information / conversations related to clothes and shopping. I can understand announcements at a train station or airport and at a supermarket or shopping centre.</p> <p><b>Reading</b> I can read and understand short simple texts related to clothes and accessories.</p>	<ul style="list-style-type: none"> <li>• Means of transport, shopping, clothes and accessories e.g. <i>Der Bus, das Auto ...</i> <i>Das Kleid, der Hut ...</i></li> <li>• Prepositions <i>mit</i> and <i>zu</i> e.g. <i>Mit dem Bus / mit der Straßenbahn</i></li> <li>• Present Perfect – <b>Just recognition</b> e.g. <i>Meine Mutter ist mit dem Bus in die Stadt gefahren.</i> <i>Ich habe einen Pullover gekauft.</i></li> <li>• Question words e.g. <i>Welche Größe?</i> <i>Was für einen Rock willst du kaufen?</i> <i>Wie viel kostet der Rock?</i> <i>Wie fährst du in die Stadt?</i></li> <li>• Demonstrative Pronouns in the Nominative and Accusative Case e.g. <i>Diese Bluse ist sehr teuer.</i> <i>Ich will diesen Rock.</i></li> <li>• Accusative Case e.g. <i>Ich kaufe einen Hut.</i> <i>Wie findest du diesen Pullover?</i></li> </ul>

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<p>I can read and understand signs and notices at a supermarket or shopping centre. I can read and understand signs and notices at a train station or airport. I can read and understand adverts about shopping. I can read and understand timetables at a train station or airport.</p> <p><b>Writing</b> I can write simple phrases and sentences related to clothes and accessories. I can write simple phrases and sentences related to shopping. I can write simple phrases and sentences to explain which means of transport I like to use. I can respond to questions in chat forum or emails related to clothes and shopping.</p>	<ul style="list-style-type: none"> <li>• Possessive Pronouns in the Accusative Case e.g. <i>Ich finde deinen Pullover sehr schön.</i></li> </ul>
<b>Theme 6 – Healthy Living</b>	<b>Language Content</b>
<p><b>Speaking</b> I can ask how someone is feeling. I can speak about how I am feeling. I can interact in a pharmacy or in a clinic using a wide range of simple words and expressions. I can ask about things and make simple transactions in a pharmacy / health shop. I can make simple purchases at a pharmacy / health shop and ask for the price. I can ask for a medical appointment and understand the reply.</p> <p><b>Listening</b> I can understand very basic information / conversations related to healthy and unhealthy food.</p>	<ul style="list-style-type: none"> <li>• At the doctor`s clinic, At the pharmacy, sickness, medicine, healthy and unhealthy food e.g. <i>Was fehlt Ihnen?</i> <i>Kopfschmerzen, Fieber ...</i> <i>Die Tabletten, Die Salbe ...</i> <i>Obst, Gemüse ...</i> <i>Hamburger mit Pommes frites ...</i></li> <li>• Imperative Form e.g. <i>Gehen Sie zum Arzt!</i> <i>Geh zum Arzt, Paul!</i> <i>Geht zum Arzt, Kinder!</i></li> <li>• Modal Verbs <i>sollen</i> and <i>müssen</i> e.g. <i>Du sollst im Bett bleiben.</i></li> </ul>

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<p>I can understand very basic information / conversations when at the doctor / pharmacy. I can understand very basic information / conversations related to sickness.</p> <p><b>Reading</b> I can read and understand short simple texts related to healthy and unhealthy food. I can read and understand signs and notices at the doctor / pharmacy. I can understand instructions on medicine labels. I can understand a simple personal letter, email or post related to healthy and unhealthy food. I can understand simple texts asking questions about wellbeing.</p> <p><b>Writing</b> I can write simple phrases and sentences related to healthy and unhealthy food. I can respond to questions in chat forum or emails related to sickness. I can respond to questions in chat forum or emails related to healthy and unhealthy food. I can write a short text in a greeting card to someone who is sick.</p>	<p><i>Du musst Medikamente nehmen.</i></p> <ul style="list-style-type: none"> <li>• Present Perfect – <b>Just recognition</b> e.g. <i>Ich bin zum Arzt gegangen.</i> <i>Ich habe Medizin gekauft.</i></li> </ul>
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Theme 7 – Food and Drink	Language Content
<p><b>Speaking</b>  I can ask for the menu.  I can describe my favourite food in a restaurant / at the kiosk.  I can interact in a restaurant / at the kiosk using a wide range of simple words and expressions.  I can ask about things and make simple transactions in a restaurant / at the kiosk.  I can make simple purchases in a restaurant / at the kiosk and ask for the price.  I can order a meal.  I can say when something is wrong with the food.</p> <p><b>Listening</b>  I can understand very basic information / conversations in a restaurant / at the kiosk.</p> <p><b>Reading</b>  I can read and understand information in a menu.  I can read and understand signs and notices in a restaurant / at the kiosk.  I can understand simple adverts about restaurants / kiosks.</p> <p><b>Writing</b>  I can write simple phrases and sentences related to favourite food in a restaurant / at the kiosk.  I can respond to questions in chat forum or emails related to favourite restaurants / kiosks.</p>	<ul style="list-style-type: none"> <li>• In the restaurant / At the Kiosk e.g.  <i>Die Speisekarte, bitte!</i>  <i>Sonst noch etwas?</i>  <i>Die Rechnung, bitte!</i></li> <li>• Question words e.g.  <i>Wie kann ich Ihnen helfen?</i>  <i>Was möchtest du?</i>  <i>Wie viel kostet eine Flasche Wein?</i></li> <li>• Present Perfect – <b>Just Recognition</b> e.g.  <i>Das Essen hat sehr gut geschmeckt.</i></li> </ul>

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