

Year 9 Learning Outcomes and Language Content

| Theme 1 – Introductions <ul style="list-style-type: none"> • Expansion of self-introduction and introducing others • Greetings | Language Content |
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| <p>1. I can use formal and informal language when I meet people in a variety of social situations. (Speaking)</p> <p>2. I can understand different forms of address within the classroom and also in different social contexts, with a clear understanding of when <i>Sie</i> and <i>du</i> are used. (Listening and Reading)</p> <p>3. I can react appropriately when the teacher asks me to do something in German and ask for help if I do not understand. (Listening and Speaking)</p> <p>4. I can understand classroom commands (receptive and increasingly active language) and instructions and respond appropriately. (Listening and Speaking)</p> <p>5. I can introduce myself, providing biographical details and can ask others about themselves regarding biographical details. (Speaking and Writing)</p> <p>6. I can introduce others, providing short biographical details about them. (Speaking and Writing)</p> <p>7. I can understand texts which provide biographical details of others. (Listening and Reading)</p> | <ul style="list-style-type: none"> • Familiar vs Polite Form • Revision of Present Tense (Regular and Irregular Verbs) • Personal and Possessive Pronouns in the Nominative Case e.g. <i>Er wohnt in...</i> <i>Sie kommt aus....</i> <i>Sein Name ist...</i> <i>Ihr Haus liegt am ...</i> • Revision of the Accusative Case including Personal and Possessive Pronouns • Revision of Classroom Commands and fixed phrases e.g. |

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| <p>8. I can write a short introduction with details on myself and of others including nationality, age and birthday. (Writing)</p> | <p><i>Wiederholen Sie, bitte! Entschuldigung, aber ich habe nicht verstanden / ich habe es nicht gehört. Das war zu schnell. Langsam(er), bitte! Danke schön!</i></p> <ul style="list-style-type: none"> • The use of fixed phrases, e.g. <i>Er ist ...geboren.</i> • The use of <i>seit</i> + time phrase e.g. <i>Ich lerne seit einem Jahr Deutsch.</i> • Present Tense of Modal Verbs: <i>können, mögen, wollen</i> |
| <p style="text-align: center;">Theme 2- Describing others</p> <ul style="list-style-type: none"> • Expansion of adjectives to describe people • Give opinions/likes and dislikes | <p style="text-align: center;">Language Content</p> |
| <p>1. I can verbally describe myself and others. (Speaking)</p> <p>2. I can write a short paragraph in German drawing comparisons, e.g. between myself and my siblings or peers. (Writing)</p> | <ul style="list-style-type: none"> • Revision of Comparative and Superlative e.g. <i>groß, größer klein, Kleiner</i> |

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| | <p><i>der größte, am größten die kleinste, am kleinsten so.....wie</i></p> <ul style="list-style-type: none"> • Adjective Endings in the Nominative and Accusative Case (Definite/indefinite Article) |
| <p style="text-align: center;">Theme 3 – Home and Home area</p> <ul style="list-style-type: none"> • Expansion on means of transport • Expansion on vocabulary related to Home and Home area a) The city etc • Give opinions/likes and dislikes | <p style="text-align: center;">Language Content</p> |
| <p>1. I can talk about what there is to see and to do in my home area. (Speaking)</p> <p>2. I can ask others what there is to see and to do where they live. (Speaking and Writing)</p> <p>3. I can describe where something is and how to reach a place. (Speaking and Writing)</p> <p>4. I can talk freely about how to get to places in my country and ask others about different means of transport in their country/region. (Speaking)</p> <p>5. I can talk about a day-trip I made, how I travelled, what I saw and did using the perfect tense. (Speaking)</p> | <ul style="list-style-type: none"> • Revision of the Imperative • Two-way Prepositions: <i>Wechselpräpositionen</i> e.g. <i>Die Post ist hinter der Kirche. Gehen Sie hinter die Kirche!</i> • Perfect Tense a) Weak / Strong Verbs b) Separable / Inseparable Verbs c) Verbs Ending with <i>-ieren</i> |

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| <p>6. I can ask others about day-trips they have made, how they travelled, and what they saw and did. (Speaking and Writing)</p> <p>7. I can understand short texts in mostly familiar language about travelling and things to see and do in different places. (Listening and Reading)</p> <p>8. I can write a short descriptive text about a day-trip I made, what I did and what I saw. (Writing)</p> <p>9. I can work with others to produce a simple travel brochure in German about my country or a particular town/area in a German-speaking country. (Writing)</p> | <p><i>Wir sind mit dem Flugzeug geflogen. Ich habe den Reichstag besucht.</i></p> |
| <p style="text-align: center;">Theme 4 – The School</p> <ul style="list-style-type: none"> • School, school facilities and school system • Schools rules • Give opinions/likes and dislikes | <p style="text-align: center;">Language Content</p> |
| <p>1. I can talk about my school and school facilities. (Speaking)</p> <p>2. I can describe school rules and ask others about theirs. (Speaking and Writing)</p> <p>3. I can understand short texts in mostly familiar language about school and school routines e.g. school routines in a German- speaking country /other countries and their schools. (Listening and Reading)</p> <p>4. I can describe my school uniform and ask others their views on school uniforms. (Speaking and Writing)</p> <p>5. I can write a short opinion piece on school rules and uniform. (Writing)</p> | <ul style="list-style-type: none"> • Present Tense of Modal Verbs: <i>dürfen, sollen, müssen e.g. Man darf in der Schule nicht telefonieren.</i> |

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| <p style="text-align: center;">Theme 5 – Out and about</p> <ul style="list-style-type: none"> • Expand vocabulary on: <ul style="list-style-type: none"> a) Shopping b) Jobs and pocket money • Give opinions/likes and dislikes | <p style="text-align: center;">Language Content</p> |
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| <ol style="list-style-type: none"> 1. I can talk about souvenirs/presents I have bought for myself and others and ask others about presents / souvenirs that they have bought. (Speaking) 2. I can discuss prices and sizes. (Speaking) 3. I can use adjectives related to shopping. (Speaking and Writing) 4. I can discuss with others the clothes we like to wear and what we wear for particular occasions / times of year / weather conditions. (Speaking and Writing) 5. I can understand texts in mostly familiar language about other people’s clothes preferences and what they wear. (Listening and Reading) 6. I can write a short text describing what I like and do not like to wear. (Writing) 7. I can describe what a person is wearing, e.g. can come up with a brochure in German, promoting the latest fashion. (Speaking and Writing) 8. I can understand, as well as produce, an invitation and / or a flyer for a social event, e.g. an invitation in German for a special event being held at school such as <i>Schulfest</i>. (Listening, Reading and Writing) | <ul style="list-style-type: none"> • Revision of the Perfect Tense e.g. <i>Ich habe meiner Freundin einen Schal gekauft.</i> • Expansion of the Dative Case <ul style="list-style-type: none"> a) Verbs + Dative Case b) Prepositions + Dative Case c) Possessive Pronouns + Pronouns in the Dative Case • The use of adjectives and qualifiers e.g. <i>ein bisschen, zu viel, sehr ...</i> <i>Dieser lange schwarze Rock ist aus Baumwolle und kommt in Größe S, M, L, XL und kostet nur ...</i> |

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| | <p><i>teuer, billig</i> <i>im (Sonder)angebot</i></p> <ul style="list-style-type: none"> The use of language of negotiation e.g. <p><i>Haben Sie...?</i> <i>Ich möchte...</i></p> <ul style="list-style-type: none"> The use of the conjunction <i>wenn</i> e.g. <p><i>Wenn es warm ist, trage ich gerne...</i></p> |
| <p style="text-align: center;">Theme 6 – Food and Drink</p> <ul style="list-style-type: none"> Expand vocabulary on: <ol style="list-style-type: none"> Food and drink At the restaurant etc Meals for special occasions Christmas, New Year, Oktoberfest etc Give opinions/likes and dislikes | <p style="text-align: center;">Language Content</p> |
| <ol style="list-style-type: none"> I can order food and drink in a café or restaurant. (Speaking) I can understand a basic menu in German. (Reading) I can talk about food and drink that is particular to my country and ask others about food specialities of their country. (Speaking) | <ul style="list-style-type: none"> Modal Verb: <i>möchten</i> The use of polite language and appropriate register e.g. <p><i>Ich hätte gern....</i></p> |

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| <p>4. I can talk 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)</p> <p>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)</p> <p>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)</p> | <p><i>Ich möchte.....bestellen.</i></p> <ul style="list-style-type: none"> • Revision of the Imperative e.g. <p><i>Misch alles zusammen!</i> <i>Koch die Kartoffeln!</i></p> |
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