

## Level 7 – Year 7 Learning Outcomes and Language Content

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.</i> <i>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.</i> <i>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>	<ul style="list-style-type: none"> <li>• Daily routine, time and days of the week e.g. <i>Am Montag ...</i> <i>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?</i> <i>Es schneit. Es regnet. Es ist sonnig. ...</i></li> <li>• Expressions of Time e.g. <i>Am Morgen, am Nachmittag, am Abend ...</i> <i>Morgens, abends ...</i> <i>Nach der Schule ...</i></li> <li>• Seperable Verbs <i>aufstehen, ausgehen, fernsehen, aufmachen, zumachen, aufräumen, einkaufen</i> and <i>aufwachen</i> e.g. <i>Ich sehe jeden Tag fern.</i> <i>Am Wochenende räume ich mein Zimmer auf.</i></li> </ul>

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**Reading**

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.

I can elicit information from an advert showing opening hours.

**Writing**

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.

- Question words e.g.  
*Wann machst du die Hausaufgaben?*  
*Um wie viel Uhr stehst du auf?*

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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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