Year 9 Option Learning Outcomes and Language Content (Level 2-3)

Theme 1 – Introductions • **Greetings** • **Self-introduction and introducing others** • **Everyday Life**	**Language Content**
Speaking 1. I can greet people, ask how they are and respond appropriately, using formal and informal forms of address. 2. I can introduce myself, give basic biographical details and ask others for their personal information. 3. I can introduce others and provide short biographical details about them. 4. I can spell words and names in German and ask how something is spelled. 5. I can respond appropriately to classroom commands and ask for help when I do not understand. 6. I can use simple phrases, sentences and questions to discuss hobbies, leisure activities and when I do them. 7. I can use simple phrases, sentences and questions to discuss food and drink, including likes, dislikes and what I need to buy. 8. I can use basic language to order food and drink. 9. I can describe someone's job and talk about my dream job.	• Greetings and leave-taking, e.g. *Hallo! Grüß Gott! Servus! Guten Morgen! Guten Tag! Guten Abend! Gute Nacht!* • Familiar and polite forms of address: asking and answering how someone is, e.g. *Wie geht es dir? Wie geht es Ihnen? Gut! Gut, danke! Mir geht es gut.* • Introducing oneself and others; asking for names, age and spelling; numbers 0–20, e.g. *Ich bin ... Ich heiße ... Wie heißt du? Und du? Wie ist Ihr Name? Und Sie? Wie heißen Sie? Wie alt bist du? Wer ist das? Das ist Herr Berg. Das sind Tanya und Erika. Wie schreibt man das?* • Personal details and form-filling vocabulary, e.g. *Vorname, Name, Alter*.

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Listening 1. I can understand greetings, forms of address and questions about names, ages and spelling. 2. I can understand people introducing themselves and giving biographical details. 3. I can understand classroom commands and instructions. 4. I can understand basic information and simple conversations about leisure activities. 5. I can understand basic information and simple conversations about food and drink, including what people order in restaurants, shops and markets. 6. I can understand questions and conversations about jobs. **Reading** 1. I can read and understand greetings. 2. I can understand basic personal information, such as names and ages, in profiles and forms. 3. I can understand short texts containing biographical details. 4. I can understand short, basic texts and adverts about leisure activities. 5. I can recognise basic words and phrases on menus and adverts and understand short texts about food and drink. 6. I can understand short, simple texts about jobs.	• Vocabulary related to jobs and future career plans, e.g. Er ist Lehrer von Beruf. Ich möchte Lehrerin werden. • Classroom commands and fixed phrases, e.g. *Wiederholen Sie, bitte! Entschuldigung, aber ich habe nicht verstanden. Ich habe es nicht gehört. Das war zu schnell. Langsam(er), bitte! Danke schön!* • Present tense of regular and irregular verbs, including fixed biographical phrases, e.g. *Mein Vater arbeitet als ... Er ist ... geboren.* • Personal and possessive pronouns in the nominative case, e.g. *Er wohnt in ... Sie kommt aus ... Sein Name ist ... Ihr Haus liegt am ...* • Sentence structure and time expressions, e.g. *Ich gehe zum Fußballspiel. Einmal die Woche spiele ich Fußball. Vor einem Jahr, seit einem Monat, in den letzten Sommerferien, gestern ...* • Question words, e.g. *Wann spielst du Tennis? Wie oft spielst du? Mit wem spielst du? Was ist dein Vater von Beruf? Seit wann arbeitet deine Mutter als Lehrerin?* • Free-time activities and hobbies; expressing ability, likes and dislikes, e.g. *Karten spielen, singen, tanzen, lesen, kochen ... Ich kann tanzen. Ich tanze gern. Ich gehe gern ins Jugendzentrum. Ich*

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Writing 1. I can complete basic personal details, including name, surname and age. 2. I can write down a word or name spelled in German. 3. I can write a short introduction about myself or others, including nationality, age and birthday. 4. I can write simple phrases, sentences and questions about leisure activities. 5. I can write simple phrases, sentences and questions about food and drink. 6. I can write simple phrases and sentences about jobs.	*treffe gern Freunde. Ich tanze nicht gern. Ich mag das nicht.* • Meals and food-and-drink routines, e.g. *das Frühstück, das Mittagessen, das Abendessen. Was isst du? Was trinkst du? Zum Frühstück esse ich ... Zum Mittagessen isst Markus gern ... Morgens, in der Pause und abends esse ich gern ...* • Food preferences and negation, e.g. *Ich esse gern / nicht gern ... Ich esse kein / keine / keinen ... Mein Lieblingsessen / Mein Lieblingsgetränk ist ...* • Shopping for food: quantities, prices, needs and choices, e.g. *Was kostet ein Kilo Äpfel? Wie viele Dosen Tomaten brauchst du? Was kostet das? Ich möchte / Ich brauche / Ich nehme ein Kilo Äpfel / eine Dose Tomaten. Ich kaufe Brot und Tomaten.* • Formal and informal questions in service situations, e.g. *Kann ich Ihnen helfen? Was brauchen Sie? Was brauchst du?* • Present tense of modal verbs *können, mögen* and *wollen*, e.g. *Ich kann tanzen. Ich will eine Pizza essen.* • Use of *seit* with a time phrase, e.g. *Ich lerne seit einem Jahr Deutsch.*

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Theme 2 – Describing Others • **Family, pets and friends** • **Adjectives to describe people (appearance, character traits)** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can use simple phrases and sentences to talk about my family, friends and pets and ask others about theirs. 2. I can describe my own and other people's appearance and character traits. 3. I can ask and answer simple questions about appearance and character traits. **Listening** 1. I can understand simple information about family, friends and pets. 2. I can understand basic descriptions and conversations about appearance and character traits. 3. I can understand people describing themselves.	• Family members, friends and pets; related articles, plurals and basic questions, e.g. *Hast du Geschwister? Wie heißt dein Bruder? Hast du ein Haustier? Ich habe einen Bruder / zwei Brüder. Der Vater, die Mutter, das Baby, die Kinder ...* • Personal pronouns and possessive pronouns in the nominative case, e.g. *Er ist mein Onkel. Sie heißt Anna. Sie ist meine Cousine. Das ist mein Vater. Meine Mutter heißt Mary. Wie heißt dein Bruder / deine Schwester?* • Negative forms in family descriptions, e.g. *Ich habe keinen Bruder / keine Geschwister.* • Character traits, appearance, parts of the body and descriptive adjectives, e.g. *Mein Bruder ist groß. Meine Schwester ist freundlich. Die Augen sind blau. Mein Vater ist sportlich / glücklich.* • Sentence structures for linking descriptions, e.g. *Mein Freund isst viel, aber er ist schlank.*

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Reading 1. I can understand a simple text about someone's family, friends or pets. 2. I can understand short, simple texts about appearance and character traits. 3. I can understand simple personal letters, emails or posts about appearance and character traits. 4. I can understand texts in which people describe themselves. **Writing** 1. I can write short, simple sentences about my family, friends and pets. 2. I can write simple phrases and sentences about appearance and character traits. 3. I can write a short paragraph describing myself and others. 4. I can respond to questions about appearance and character traits in chats or emails.	• Adjective endings in the nominative and accusative cases with definite and indefinite articles. • Comparative and superlative forms, including comparisons with *als* and *so ... wie*, e.g. *groß, größer; klein, kleiner; der größte, am größten; die kleinste, am kleinsten; Mein Vater ist kleiner als mein Bruder. Ich bin so groß wie Erika. Mein Bruder ist nicht so stark wie du. Ich schreibe am schnellsten.*

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Theme 3 – Home and Home Area • **Countries, nationalities, languages and geographical location** • **Means of transport, directions and day trips** • **Vocabulary related to home and home area: the city etc…** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can say where I come from and live, state which languages I speak, and ask others for the same information. 2. I can say where a city or village is located. 3. I can describe my house and room and ask others about their home. 4. I can describe my home town and places in it, explain what I like or dislike, and discuss what there is to see and do. 5. I can ask for and give directions, describe where places are, and explain how to reach them. 6. I can discuss how to get to places and ask others about means of transport in their country or region. 7. I can talk about my holiday plans and discuss what to do and where to go.	• Hometown, country, nationality and languages spoken; familiar and polite questions, e.g. *Ich komme aus Malta / aus Italien. Ich wohne in ... Deutschland, Österreich, die Schweiz ... Hier spricht man Deutsch. Ich bin Deutscher / Deutsche. Ich spreche Maltesisch und Italienisch. Sprichst du Italienisch? Und du? Woher kommst du? Woher kommen Sie? Kommst du aus ...? Kommen Sie aus ...? Welche Sprache sprichst du?* • The city or village and its geographical location, including compass points and location phrases, e.g. *Ich wohne in ... Das ist eine Stadt / ein Dorf in der Nähe von ... Im Norden, im Süden ... München liegt im Süden. Hamburg ist in Norddeutschland. Im Stadtzentrum / In der Stadtmitte / Am Stadtrand ...* • Vocabulary related to one's house, e.g *Ich wohne in einem Haus / in einer Wohnung. Mein Haus hat ein Wohnzimmer ... Mein Zimmer ist klein und hell. Im Zimmer ist ein Bett. In der Küche ist ein Kühlschrank.*

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Listening 1. I can understand where someone comes from and lives and which languages they speak. 2. I can understand where a city or village is located. 3. I can understand people describing their house. 4. I can understand basic information and conversations about a home town. 5. I can understand directions in town and the main points of a simple guided tour. 6. I can understand short spoken texts in mostly familiar language about travel and things to see and do in different places. 7. I can understand questions and conversations about holidays. **Reading** 1. I can understand short phrases and sentences about where people come from and live and which languages they speak. 2. I can understand short phrases and sentences describing houses and locations. 3. I can recognise basic information in adverts about homes. 4. I can understand short, simple texts about a home town and places in town. 5. I can understand information in illustrated brochures and maps. 6. I can understand simple personal letters, emails, posts and questions about a home town and places in it. 7. I can understand short texts in mostly familiar language about travel and things	• City and village vocabulary e.g. *das Rathaus, der Park, das Dorf, die Stadt*; places, shops and locations in town, e.g. *Mein Haus liegt in einem Dorf nicht weit vom Park. Meine Wohnung liegt im ersten Stock.* • Question words for location, destination and directions, e.g. *Wo ist die Bank? Wohin gehst du? Wie komme ich zur Post?* • Definite and indefinite articles in the accusative case, e.g. *Ich suche den Bahnhof. Es gibt einen Bahnhof.* • Imperative for giving directions, e.g. *Gehen Sie hinter die Kirche!* • Prepositions *zu* and *nach*, and other prepositions with the dative case, e.g. *Ich gehe zum Bahnhof / zur Post. Ich fahre nach Berlin. Ich fahre jeden Tag mit dem Bus zur Schule.* • Two-way prepositions (*Wechselpräpositionen*) for location and movement, e.g. *Die Post ist hinter der Kirche. Gehen Sie hinter die Kirche! Der Schreibtisch ist neben dem Bett.* • Modal verbs *dürfen* and *möchten*, e.g. *Ich möchte nach Deutschland fahren. Hier darfst du nicht fotografieren.* • Simple past of haben and sein, e.g. *Ich hatte Ferien. Ich war glücklich.*

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to see and do in different places. 8. I can understand a simple German travel brochure about my country or a town or area in a German-speaking country. 9. I can understand simple personal letters, emails or posts about holidays. **Writing** 1. I can write simple phrases and sentences describing my house, room and favourite room. 2. I can write simple phrases and sentences about my home town and places in it. 3. I can ask and respond to questions in chats or emails about homes, home towns and places in town. 4. I can write short notes, messages and emails explaining what I like or dislike about my home town. 5. I can ask for and give directions and explain how to reach a place in writing. 6. I can respond to questions about holidays in chats or emails.	• Introduction to the present perfect (recognition only), e.g. *Ich habe Computer gespielt. Ich bin mit dem Zug gefahren.*

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Theme 4 – The School • **School, school facilities and school system** • **School subjects, timetables and routines** • **School rules** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can use simple phrases, sentences and questions to talk about my school, its facilities and school routines. 2. I can say which subjects I study and express which ones I like or dislike. 3. I can ask others which subjects they like and whether they have a favourite subject. 4. I can describe school rules and ask others about theirs. 5. I can describe my school uniform and ask others for their views on school uniforms. **Listening** 1. I can understand basic information about school and school routines. 2. I can understand short spoken texts in mostly familiar language about schools and routines in German-speaking and other countries.	• School vocabulary and expressions, including subjects, routines and break-time activities, e.g. *Ich lerne gern Deutsch und Mathematik. In der Schulpause spiele ich Volleyball.* • Time and days of the week e.g. *Am Montag ... Um 7 Uhr, 5 nach 7, Viertel nach ..., halb 8, Viertel vor ...* • Subjects, timetables, frequency and basic sentence structure, e.g. *Ich lerne zehn Fächer. Wann hast du Deutsch? Am Montag ... Montags ... Einmal / zweimal / dreimal die Woche habe ich Deutsch. Am Montag gehe ich in die Schule.* • Describing and expressing opinions about school and subjects, e.g. *Wie findest du deine Schule / Deutsch? Ich mag Deutsch, denn es ist interessant. Die Schule gefällt mir. Was ist dein Lieblingsfach? Mein Lieblingsfach ist...*

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Reading 1. I can understand short, simple texts, adverts and messages about school and school routines. 2. I can understand short texts in mostly familiar language about schools and routines in German-speaking and other countries. **Writing** 1. I can write simple phrases, sentences and questions about school and school routines. 2. I can describe school rules and ask others about theirs in writing. 3. I can describe my school uniform and ask others for their views on school uniforms in writing.	• Classroom instructions, requests and fixed expressions, e.g. *Darf ich ...? Entschuldigung, haben Sie ...? Wiederholen Sie bitte! ...* • Present tense of the modal verbs *dürfen*, *sollen* and *müssen*, e.g. *Man darf in der Schule nicht telefonieren. Du sollst die Hausaufgaben machen.*

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Theme 5 – Out and About • **Clothes and accessories** • **Travel information** • **Vocabulary on shopping and pocket money** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can describe my clothes and what others are wearing. 2. I can express and compare preferences about clothes and accessories using simple language. 3. I can discuss what people wear for particular occasions, seasons and weather conditions. 4. I can ask about products, prices and sizes and make simple purchases in shops. 5. I can ask for, give and understand information about where to find a product in a department store. 6. I can ask for a train or bus ticket. 7. I can talk about what I buy or have bought for myself and others and ask others about their purchases. 8. I can talk about how I use my pocket money.	• Shopping, clothes and accessories, e.g. *der Bus, das Auto, das Kleid, der Hut*. • Question words and shopping enquiries, e.g. *Welche Größe? Was für einen Rock willst du kaufen? Wie viel kostet der Rock? Wie fährst du in die Stadt?* • Accusative case, including demonstrative and possessive pronouns, e.g. *Ich kaufe einen Hut. Wie findest du diesen Pullover? Diese Bluse ist sehr teuer. Ich will diesen Rock. Ich finde deinen Pullover sehr schön.* • Verbs with the dative case, including personal and possessive pronouns, e.g. *Der Schal gefällt mir. Ich helfe meiner Mutter. Der Pullover passt dir gut.* • Adjectives and qualifiers for describing and evaluating products, e.g. *ein bisschen, zu viel, sehr, teuer, billig. Dieser lange*

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Listening 1. I can understand very basic information and conversations about clothes and shopping. 2. I can understand information about opening hours, special offers and where products are located. 3. I can understand directions for travelling from one place to another by public transport. 4. I can understand announcements at train stations, airports, supermarkets and shopping centres. 5. I can understand texts in mostly familiar language about other people's clothing preferences and what they wear. **Reading** 1. I can understand short, simple texts about clothes and accessories. 2. I can understand signs and notices in supermarkets, shopping centres, train stations and airports. 3. I can understand shopping adverts and information about opening hours and special offers. 4. I can understand timetables at train stations and airports. 5. I can understand information about where to find a product in a department store. 6. I can understand texts in mostly familiar language about other people's clothing preferences and what they wear.	*schwarze Rock ist aus Baumwolle, kommt in Größe S, M, L, XL und kostet nur ...* • Opening hours and department-store vocabulary, e.g. *Ruhetag, offen, geschlossen, jeden Tag außer Montag, im Sonderangebot, im Rabatt, im ersten Stock. Wo finde ich die Damenabteilung?* • Language for shopping and negotiation, e.g. *Haben Sie ...? Ich möchte ...* • Language related to pocket money, e.g. *sparen, ausgeben, Taschengeld*. • Language related to public transport, e.g. *die Fahrkarte, die Verspätung, einfach oder hin und zurück*, ankommen, *abfahren, Von welchem Gleis fährt der Zug ab? ...* • Prepositions *mit* and *zu* for transport and destination, e.g. *mit dem Bus / mit der Straßenbahn. Ich gehe in den Supermarkt.* • Conjunction *wenn* with subordinate-clause word order, e.g. *Wenn es warm ist, trage ich gerne ...*

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Writing	
1. I can write simple phrases and sentences about clothes, accessories and shopping. 2. I can write simple phrases and sentences about the means of transport I like to use. 3. I can respond to questions in chats or emails about clothes and shopping. 4. I can write a short text about what I like and do not like to wear. 5. I can describe what people wear for particular occasions, seasons and weather conditions. 6. I can give information about where to find a product in a department store.	• Present perfect (recognition only), e.g. *Meine Mutter ist mit dem Bus in die Stadt gefahren. Ich habe einen Pullover gekauft. Ich habe einen Schal für meine Freundin gekauft.*

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Please Note:

- These are the conjunctions to be covered in Year 9. The teacher is to incorporate these conjunctions within the topics as deemed appropriate: *und*, *oder*, *sondern*, *aber*, *denn*, *weil, wenn*, *dass*.
- The teacher is to incorporate the Present Perfect of the most commonly used verbs for recognition and comprehension purposes only.
- The following Year 7 and Year 8 Themes have been integrated into the Year 9 Option Themes:

Year 9 Option Themes	Integrated Year 7 Themes
Theme 1 – Introductions	Theme 1 – Hello Theme 6 – Leisure Time Theme 7 – Food and Drink
Theme 2 – Describing Others	Theme 4 – Family, Pets and Friends
Theme 3 – Home and Home Area	Theme 2 – Home and Home Area
Theme 4 – The School	Theme 5 – The School

Year 9 Option Themes	Integrated Year 8 Themes
Theme 1 – Introductions	Theme 1 – Introductions
Theme 2 – Describing Others	Theme 3 – Describing People
Theme 3 – Home and Home Area	Theme 4 – Home and Home Area
Theme 5 – Out and About	Theme 5 – Out and About

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