

Year 10 Option Learning Outcomes and Language Content (Level 2-3)

<p style="text-align: center;">Theme 1 – The Calendar</p> <ul style="list-style-type: none"> • Expansion of numbers • Vocabulary related to daily routine, weather and feasts • Give opinions, likes and dislikes 	<p style="text-align: center;">Language Content</p>
<p>Speaking</p> <ol style="list-style-type: none"> 1. I can ask and tell the time. 2. I can say when my birthday is and ask others when theirs is. 3. I can describe what I plan to do on my birthday. 4. I can talk about my daily routine and ask others about theirs. 5. I can ask and answer questions about an event. 6. I can ask and answer questions about the weather. <p>Listening</p> <ol style="list-style-type: none"> 1. I can understand phrases and sentences about the weather. 2. I can understand descriptions of daily routines. 3. I can understand dates, months and seasons related to birthdays, feasts and occasions. 4. I can understand information and conversations about birthdays, feasts and occasions. 	<ul style="list-style-type: none"> • Revision of vocabulary for daily routines, days of the week, time and regularity, e.g. <i>Am Montag ... Um 7 Uhr, 5 nach 7, Viertel nach ..., halb 8, Viertel vor ...; dienstags, samstags, abends ...; am Morgen, am Nachmittag, am Abend ...; morgens, abends ...; nach der Schule ...</i> • Revision of time and related questions, e.g. <i>Wie spät ist es? Um zehn Uhr. Von acht Uhr bis zehn Uhr. Um wie viel Uhr ...?</i> • Vocabulary for birthdays, months, seasons, dates, feasts, occasions and invitations, e.g. <i>Wann hast du Geburtstag? Im Juni. Im Sommer. Im Januar / Dezember ... Im Sommer / Winter ... Am 21. Dezember ... Meine Mutter feiert bald den Geburtstag.</i> • Cardinal and ordinal numbers, e.g. <i>Januar ist der erste Monat.</i>

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Reading

1. I can understand phrases and sentences about the weather.
2. I can obtain information from an advert showing opening hours.
3. I can understand an email, message or text about someone's daily routine.
4. I can understand texts and questions about birthdays, feasts and occasions.
5. I can understand a personal letter, email or post about feasts and occasions.

Writing

1. I can write sentences about the weather and ask questions about it.
2. I can write sentences about my daily routine and ask for information about others' routines.
3. I can write sentences about birthdays, feasts and occasions.
4. I can write a greeting card.
5. I can respond to questions in chat forums or emails about birthdays, feasts and occasions.
6. I can write emails and text messages to send or reply to an invitation.

- Weather vocabulary, expressions and time phrases, e.g. *Wie ist das Wetter? Es schneit. Es regnet. Es ist sonnig. Es ist nie sehr kalt. Es schneit fast nie.*
- Question words and question structures, e.g. *Wann machst du die Hausaufgaben? Um wie viel Uhr stehst du auf? Wann hast du Geburtstag? Wen lädst du ein? Wie lange dauert die Party? Wie viele Gäste kommen? Was haben die Gäste gemacht?*
- Separable verbs, including *aufstehen, ausgehen, fernsehen, aufmachen, zumachen, aufräumen, einkaufen* and *aufwachen*, e.g. *Ich sehe jeden Tag fern. Am Wochenende räume ich mein Zimmer auf.*
- Prepositions of place with the Accusative and Dative Cases, e.g. *Ich fahre nach Valletta und gehe ins Kleidergeschäft. Ich spiele gern auf dem Spielplatz. Ich sehe einen Film bei meiner Freundin.*
- Conjunctions and sentence structures, e.g. *Ich gehe aus, obwohl es regnet. Ich bin glücklich, denn ich habe eine Party.*
- Consolidation of *sein* and *haben* in the Simple Past, e.g. *Es war sehr kalt. Ich hatte Geburtstag.*

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| | <ul style="list-style-type: none">• Modal verbs in the Simple Past, e.g. <i>Ich durfte nicht im Garten spielen. Ich musste zu Hause bleiben.</i>• Present Perfect of topic-related verbs, e.g. <i>Es hat geregnet. Wir haben eine Party gemacht. Wir haben viel gegessen. Mein Freund hat eine Cola getrunken.</i> |
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<p style="text-align: center;">Theme 2 – Leisure</p> <ul style="list-style-type: none"> • Expansion of vocabulary related to free time • Give opinions / likes and dislikes 	<p style="text-align: center;">Language Content</p>
<p>Speaking & Writing</p> <ol style="list-style-type: none"> 1. I can speak and write about what I like to do in my free time. 2. I can speak and write about my part-time job. 3. I can speak and write about kind of films, video games, music, TV programmes and sports that I like and dislike. 4. I can describe how I recently spent my free time and stating what I liked and disliked. 5. I can ask others how they have recently spent their free time. 6. I can make comparisons between types of sports, music, films and books and ask others for their opinion. <p>Listening & Reading</p> <ol style="list-style-type: none"> 1. I can understand short texts in mainly familiar language describing different types of free time activities and people's preferences related to music, books, TV programmes, video games and films. 	<ul style="list-style-type: none"> • Consolidate verbs in the Present Tense. • Vocabulary and expressions related to part-time jobs e.g. <i>Ich arbeite in einem Supermarkt. Ich arbeite nach der Schule / am Wochenende. Ich verdiene €5 pro Stunde. Ich finde die Arbeit anstrengend. Meine Kollegen sind doof.</i> • Expand and consolidate verbs in the Present Perfect. • The use of phrases showing likes / dislikes e.g. <i>gern, nicht gern</i> and <i>gefallen</i>. • The correct use of Word Order in a main clause and in a question e.g. <i>Am Samstag treffe ich mich mit Freunden. Gehst du oft aus?</i>

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| | <ul style="list-style-type: none">• Consolidation of Question Words e.g. <i>Mit wem gehst du aus?</i>• Position of expressions of Time, Manner and Place e.g. <i>Ich fahre jeden Samstag mit dem Bus nach Valletta.</i>• The use of phrases showing Comparisons e.g. <i>Ich finde Popmusik besser als Rockmusik.</i>• The use of Adjectives to show likes and dislikes e.g. <i>Wie findest du Tennis? Ich finde Tennis langweilig.</i> |
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<p style="text-align: center;">Theme 3 – Family, Pets & Friends</p> <ul style="list-style-type: none"> • Expansion on vocabulary related to family, pets and friends • Give opinions / likes and dislikes 	<p style="text-align: center;">Language Content</p>
<p>Speaking & Writing</p> <ol style="list-style-type: none"> 1. I can speak and write about how well I get on with members of my family and with friends and why, and ask others how they get on with members of their family and their friends. 2. I can speak and write about household tasks I perform and ask others about what they do to help at home. 3. I can speak and write about family life, pets and friends and state what I like and dislike. <p>Listening & Reading</p> <ol style="list-style-type: none"> 1. I can understand texts about family life, pets and friends. 	<ul style="list-style-type: none"> • Vocabulary and phrases related to family, pets and friends e.g. <i>Meine Familie besteht aus ... Ich füttere die Katze zweimal am Tag.</i> • The use of Possessive Pronouns e.g. <i>mein Vater ...</i> • Consolidation of Present Tense including Seperable Verbs e.g. <i>Ich helfe im Haushalt. Ich räume mein Zimmer auf.</i> • Reflexive Verbs e.g. <i>Ich verstehe mich gut mit meinen Freunden.</i> • The use of Conjunctions e.g. <i>Da meine Mutter arbeitet, esse ich immer allein.</i> • Verbs followed by Prepositions e.g. <i>Ich habe Angst vor Hunden. Wie verstehst du dich mit deinen Brüdern?</i>

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| | <ul style="list-style-type: none"> • Adjectives describing personal appearance and personal characteristics e.g. <i>groß, blauäugig, sportlich</i> <i>Ich habe einen großen Hund. Die weiße Katze heißt Molly. Ich kaufe meinem kleinen Bruder ein Geschenk.</i> • Comparison of Adjectives e.g. <i>Mein Bruder ist jünger als ich. Meine Schwester ist am intelligentesten.</i> • Phrases expressing opinions e.g. <i>Ich finde, dass mein Vater zu viel arbeitet. Meiner Meinung nach arbeitet meine Mutter sehr viel. Ich bin der Meinung, dass wir einen Hund kaufen sollen.</i> • Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. <i>Die Familie kam aus ... Meine Großmutter kochte gern.</i> |
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Theme 4 – Holidays <ul style="list-style-type: none"> • Travelling and accomodation • Give opinions / likes and dislikes 	Language Content
<p>Speaking & Writing</p> <ol style="list-style-type: none"> 1. I can speak and write about countries I have visited whilst on holiday and state what I liked and disliked. 2. I can speak and write about countries I would like / would not like to visit. 3. I can ask others which countries they would like / not like to visit. 4. I can speak and write about what I would like to do when on holiday. 5. I can describe a day trip, including how I travelled and what I saw and did, and ask others about their trips. 6. I can speak and write about how I spent my holidays and state what I liked and disliked. <p>Listening & Reading</p> <ol style="list-style-type: none"> 1. I can understand texts related to travelling and accommodation. 	<ul style="list-style-type: none"> • Vocabulary related to names of different countries and regions in German speaking countries. • Vocabulary related to travelling and accomodation e.g. <i>Ich möchte ein Doppelzimmer reservieren. Ich möchte ein Zimmer mit Halbpension / Vollpension.</i> • Consolidation of the verbs <i>sein</i> and <i>haben</i> in the Simple Past e.g. <i>Ich war in Amerika. / am Meer / in den Bergen / auf dem Land. Wir hatten Spaß.</i> • Consolidation of the Present Perfect e.g. <i>Wir sind nach Italien geflogen. Wir haben in einem Hotel übernachtet.</i> • Consolidation of Modal Verbs e.g. <i>Ich will nach Amerika fliegen.</i>

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| | <ul style="list-style-type: none">• The use of phrases expressing opinions e.g. <i>Was hältst du von ... Mir gefällt Deutschland, weil ...</i>• Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. <i>Sie fahren nach Deutschland. Sie übernachteten / wohnten in einem Hotel.</i> |
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<p style="text-align: center;">Theme 5 – Healthy Living</p> <ul style="list-style-type: none"> • Vocabulary related to how one is feeling • Expressions related to healthy living • Give opinions / likes and dislikes 	<p style="text-align: center;">Language Content</p>
<p>Speaking</p> <ol style="list-style-type: none"> 1. I can ask how someone is feeling and say how I am feeling. 2. I can say that I am or was unwell and explain what is or was wrong with me. 3. I can ask others how they feel and understand their responses using words and expressions related to illness. 4. I can ask about products and make purchases at a pharmacy. 5. I can request a medical appointment and communicate with the doctor at a clinic. 6. I can speak about what I do to keep fit. 7. I can give suggestions, instructions and advice about a healthy lifestyle. <p>Listening</p> <ol style="list-style-type: none"> 1. I can understand information and conversations about sickness. 2. I can understand information and conversations about healthy and unhealthy food. 3. I can understand information and conversations at a doctor's clinic or pharmacy. 	<ul style="list-style-type: none"> • Vocabulary and phrases related to illness and at the doctor's e.g. <i>Was fehlt dir? Mein Kopf tut weh. Ich habe Fieber. Nimm diese Tabletten! Du musst im Bett bleiben.</i> • At the doctor's clinic, At the pharmacy, sickness, medicine, healthy and unhealthy food e.g. <i>Was fehlt Ihnen? Kopfschmerzen, Fieber ... Die Tabletten, Die Salbe ... Obst, Gemüse ... Hamburger mit Pommes frites ...</i> • Vocabulary related to fitness and lifestyle e.g. <i>Yoga machen, ins Fitnessstudio gehen, vegetarisch essen.</i> • The use of the Present Perfect e.g. <i>Ich habe mich verletzt. Ich habe mir das Bein gebrochen. Ich bin zum Arzt gegangen. Ich habe Medizin gekauft.</i> • The use of Conjunctions e.g. <i>Ich habe Bauchschmerzen, weil ich zu viele</i>

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<p>Reading</p> <ol style="list-style-type: none"> 1. I can understand signs and notices at a doctor's clinic or pharmacy. 2. I can understand instructions on medicine labels. 3. I can understand texts about wellbeing. 4. I can understand texts, emails or posts about healthy and unhealthy practices. 5. I can understand texts about fitness and teenage health issues. <p>Writing</p> <ol style="list-style-type: none"> 1. I can write about how I am or was feeling, including what is or was wrong with me. 2. I can write in chat forums or emails about sickness, healthy and unhealthy practices. 3. I can write about what I do to keep fit. 4. I can write suggestions and advice about a healthy lifestyle. 	<p><i>Schokolade gegessen habe.</i></p> <ul style="list-style-type: none"> • The use of certain phrases to describe healthy food and drink e.g. <i>Ich esse gesund. Das ist zu fettig.</i> • Consolidation of Adverbs and Adjectives of Time. e.g. <i>Ich treibe oft Sport. Dreimal in der Woche habe ich ...</i> • The use of the Imperative Form e.g. <i>Iss mehr Obst! Treib Sport! Gehen Sie zum Arzt! Geh zum Arzt, Paul! Geht zum Arzt, Kinder!</i> • The use of the Simple Past of <i>haben</i> and <i>sein</i> e.g. <i>Ich war krank. Ich hatte Fieber.</i> • Modal Verbs <i>sollen</i> and <i>müssen</i> e.g. <i>Du sollst im Bett bleiben. Du musst Medikamente nehmen. Du sollst gesund essen.</i>
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Please Note:

- These are the conjunctions to be covered in Year 10. The teacher is to incorporate these conjunctions within the topics as deemed appropriate: *und, oder, sondern, aber, denn, weil, wenn, obwohl, dass, da, bevor* and *als*.
- The teacher is to incorporate the Simple Past of the most commonly used verbs within the topics as deemed appropriate.
- The **Year 7 Theme 3 – The Calendar** has been integrated into the Year 10 Option Theme 1 – The Calendar.
- The following Year 8 Themes have been integrated into the Year 10 Option Themes:

Year 10 Option Themes	Integrated Year 8 Themes
Theme 1 – The Calendar	Theme 2 – The Calendar
Theme 5 – Healthy Living	Theme 6 – Healthy Living

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