Year 11 Option Learning Outcomes and Language Content (Level 2-3)

Theme 1 – Food and Drink • **Expand vocabulary on food and drink, at the restaurant etc… and on meals for special occasions like Christmas, New Year, *Oktoberfest* etc…** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can ask for a menu and order food and drink in a café, restaurant or kiosk and ask for the bill. 2. I can express myself when something is wrong with the food. 3. I can describe my favourite food and speak about food and drink from my country, asking others about specialities from their countries. **Listening** 1. I can understand very basic information and conversations in a restaurant or at a kiosk. 2. I can understand vocabulary related to quantities, weights and measures. 3. I can understand short information about restaurant services, including adverts and menus.	• Modal Verb *möchten* • The use of polite language and appropriate register e.g. *Ich hätte gern ... Ich möchte ... bestellen.* • Revision of vocabulary related to quantities, weights and measures e.g. *eine Tafel Schokolade, eine Dose Cola, 500g Fleisch …* • Revision of the Imperative Form e.g. *Misch alles zusammen! Koch die Kartoffeln!* • In the restaurant / At the Kiosk e.g. *Die Speisekarte, bitte! Sonst noch etwas? Die Rechnung, bitte!*

Learning Outcomes: The above are examples of learning outcomes. Teachers and learners are to formulate learning outcomes according to what they are working on.

Language Content: Please note that this is just an example of how language content may be incorporated within each topic. Topics and language structures are not presented in any particular order.

Reading 1. I can read and understand a basic menu in German. 2. I can understand vocabulary related to quantities, weights and measures. 3. I can read and understand signs and notices in a restaurant or at a kiosk. 4. I can understand simple adverts about restaurants and kiosks. 5. I can read and understand short texts, passages related to food and drink. **Writing** 1. I can write about my favourite food and restaurants or kiosks and give reasons. 2. I can respond to questions in a chat forum, blog, sms or email about favourite restaurants or kiosks. 3. I can produce a social media post.	• Question words e.g.*Wie kann ich Ihnen helfen? Was möchtest du? Wie viel kostet eine Flasche Wein?* • Revison of Present Perfect – e.g. *Das Essen hat sehr gut geschmeckt.*

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Theme 2 – Technology • **Vocabulary / expressions related to technology** • **Use of media in daily life** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can speak about different media that I use in my daily life. 2. I can ask others about the media they use in their daily life. 3. I can speak about what I like and dislike about the different media. **Listening & Reading** 1. I can understand texts in which others describe which media they use and what they use them for. **Writing** 1. I can write about different media that I use in my daily life. 2. I can ask others about the media they use in their daily life. 3. I can write an e-mail, explaining how I use different media in my daily life.	• Vocabulary and expressions related to media e.g. *Ich benutze mein Handy jeden Tag. Mit meinem Handy schicke ich SMS Nachrichten, surfe im Internet und mache Fotos. Jeden Tag benutze ich den Computer. Ich finde das Handy von meiner Schwester cool.* • Consolidation of comparison e.g. *Ich benutze öfter das Handy als der Computer. Am häufigsten chatte ich mit Freunden.* • Giving opinions about the topic e.g. *Ich finde, dass man ohne Internet leben kann. Ich denke, dass das Internet alles leichter macht.* The use of Conjunctions e.g. *Ich benutze das Handy, um Fotos zu machen.* • Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. *Früher gab es kein Internet. Man telefonierte die ganze Zeit.*

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Theme 3 – Environmental Issues • **Vocabulary / expressions related to environment** • **Environmental issues in daily life** • **Give opinions / likes and dislikes**	**Language Content**
Speaking 1. I can speak about environmental problems. **Listening & Reading** 1. I can understand texts which refer to environmental issues such as pollution and protection of living things etc. (Listening and Reading) **Writing** 1. I can write an e-mail, explaining how I help to safeguard the natural environment.	• Vocabulary and expressions related to environment e.g. *die Umwelt verschmutzen / schützen, das Klima retten, den Müll im Haushalt sortieren, umweltfreundlich leben* • Consolidation of verbs + prepositions e.g. *für die Umwelt kämpfen, auf die Umwelt achten* • The use of conjunctions e.g. *Wenn die Luft schmutzig ist, kann man Probleme beim Atmen haben. Kinder brauchen eine saubere Umwelt, damit sie gesund leben können.* • Giving opinions about the topic e.g. *Umweltverschmutzung ist ein internationales Problem. Man soll Energie sparen. Um die Umwelt zu schützen, sollen wir Bioprodukte essen.*

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	• Simple Past of the most common verbs (Regular and Irregular Verbs) related to the topic e.g. *Früher lebte man gesünder und ging überall zu Fuß.*

Please Note:

- These are the conjunctions to be covered in Year 11. The teacher is to incorporate these conjunctions within the topics as deemed appropriately: *und*, *oder*, *sondern*, *aber*, *denn*, *weil, wenn*, *obwohl*, *dass*, *da*, *bevor*, *als*, *um ... zu*, *damit*, *seitdem*, *bis* and *während*.
- The teacher is to incorporate the Simple Past of the most commonly used verbs within the topics as deemed appropriate.
- The teacher is to revise the topics covered in Year 9 and in Year 10 using the four skills.
- The **Year 8 Theme 7 – Food and Drink** has been integrated into the Year 11 Option Theme 1 – Food and Drink.

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