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| Year 9 | **Subject: German****Topic: “Bist du ein Medienfan?”****Topic: “Bleib gesund”****Period: Spring 2** |
| **Overview of topic:**Pupils consolidate their learning of the future and past tenses. tense by learning how to form and apply the perfect tense, in the context of holidays. They will also learn how to talk about film, TV, reading, screen time, German food and meals, healthy lifestyles and the purposes and advantages of speaking different languages. |
| Key knowledge:Study, learn and apply language related to the following topics: * Film preferences
* TV programmes
* Reading preferences
* Screen time
* Media reviews
* German food and meals
* Healthy/unhealthy lifestyles
* The benefits of speaking different languages
* Developing justified opinions
* Developing dictionary skills

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| Tier 2vocabulary:high-frequency | Tier 3 vocabulary:subject-specific  |
| *Wohin?**Wie?**Mit wem?**Wo?**Was?**Wie lange?**Wie war… ?**Gern**Nicht gern**Ich denke**Ich finde**Ich meine**Es ist**Es war**Es gibt**Es gab**Wo?**Mit wem?**Was?**Wann?**Warum?**Weil**Denn**Wie findest du ...?**Was meinst du ...?**Was hälst du von ..?**Wie findest du ...?**Was machst du ...?**Normalerweise**Jeden Tag**Jede Woche**Jedes Jahr**Ab und zu**Immer**Nie**Selten**Kaum**Oft* | *Ich sehe (nicht) gern …**Dramen**Fantasyfilme**Horrorfilme**Komödien**Liebeskomödien**Science-Fiction-Filme**Zeichentrickfilme**…, weil sie … sind.**blöd**gruselig**interessant**kindisch**langweilig**lustig**unterhaltsam**romantisch**schrecklich**spannend**Was siehst du (nicht) gern?**Ich sehe (sehr/nicht) gern …**Ich hasse …**Dokumentationen**Gameshows**Musikvideos**die Nachrichten**Realityshows**Seifenopern**Sitcoms und Serien**Sportsendungen**Was liest du (nicht) gern?**Ich lese (nicht) gern …**Ich lese lieber …**Ich lese am liebsten …**Biografien**Blogs**Comics**Fantasybücher**Romane**Sachbücher**Websites**Zeitschriften**Zeitungen**auf dem Hof**auf dem Klo**auf dem Sofa**im Bett**im Bus**im Garten**im Park**im Schlafzimmer**im Zug**in der Badewanne**in der Schule**Wie oft sitzt du vor dem Bildschirm?**eine Stunde/zwei bis drei Stunden pro Tag**nicht mehr als … Stunden pro Tag**mehr als … Stunden pro Woche**ab und zu**oft nach den Hausaufgaben**nur am Wochenende**immer von … bis … Uhr**Man sollte nicht/öfter …**Das geht mir auf die Nerven.**Das ist (un)gesund/passiv.**Das macht (un)fit/Spaß.**Das stimmt (nicht).**Ich bin (nicht) süchtig.**Du hast Recht.**Meiner Meinung nach …**Unsinn!**das Frühstück**Brötchen**Eier**Frühstücksflocken**heiße Schokolade**Kaffee**Käse**Marmelade**Milch**Obst**Orangensaft**Schinken**die Speisekarte**Bratwurst**Fisch**Flammkuchen**Gemüsesuppe**Hähnchen**Käsespätzle**Schnitzel**Steak**mit …**Brötchen**Eiern**Erbsen**Karotten**Kartoffeln**Pommes frites**Reis**Rösti**Salat**Sauerkraut**Erhitze**Misch**Nimm**Rühre**Schneide**Serviere**Stell**Streiche**ein Liter**fünfzig Milliliter**ein Kilo**hundert Gramm**das Stück**175 Grad Celsius**Man muss …**acht Stunden schlafen**wenig Fett und Zucker essen**viel Obst und Gemüse essen**mehr Wasser trinken**früh ins Bett gehen**drei Stunden trainieren**zweimal pro Woche joggen**die Vorspeise**die Hauptspeise**die Nachspeise**bequem**altmodisch**schmutzig**steinhart**die Stimmung**die Unterhaltung**die Gastgeberin/der Gastgeber**lecker**ekelhaft**furchtbar**verschieden* |

 | Key skills: Develop the key language skills of listening, speaking, reading and writing, working towards independent understanding and application of the language learned. *Know how to…*Apply the topic vocabulary and structures learned in this module, underpinned by knowledge and understanding of aspects of German grammar, including:* They develop their knowledge of German grammar by learning how to form the perfect tense.
* They learn about the auxiliary verb “*haben”,* the auxiliary verb “*sein*” and the formation of past participles with regular and irregular verbs.
* They also learn how to use specific verbs in the imperfect tense when comparing then and now.
* They develop their use of high-frequency words and how to apply them in different contexts.
* They further their understanding of cognates and near cognates (including links to English and German).
* They learn how to use of the interrogative in the perfect tense
* They start to use modal verbs, including “*wollen*”, “*sollen*”
* They make preferences and use comparatives and superlatives
* They use additional prepositions and consolidate a range of tenses.
* They further their understanding of cognates and near cognates (including links to English and German words).
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| **Co-curricular opportunities:** **Careers: Pupils will discuss the importance of language for different careers and the benefits of having a foreign language when travelling abroad****Cultural/historical/geographical:** * Pupils will develop an awareness of German film, TV and literature.
* They will learn about influential German media figures. They will develop social skills in debating with partners on the impact of screen time.
* They will find out about typical German foods and mealtime routines
* They will gain an awareness of how languages aid human interactions and develop links between nations and they will self-reflect on the impact on them personally of learning foreign languages.

**Social/moral/cultural development: Pupils will learn about:*** **similarities and differences between German and UK media and online platforms**
* **similarities and differences between German and UK foods**
* **listening to alternative opinions and expressing their own opinions.**
* **developing social skills by practising language skills with others.**
 | **Key reading skills taught:*** **Clarify – Check understanding and offering paraphrase / explanation to demonstrate understanding of German texts.**
* **Question – Ask questions about key points and details of German texts. Debating reasons behind different vocabulary/structure choices.**
* **Summarise – Read and summarise different German texts, to demonstrate understanding.**
* **Predict – Read German narratives and predict follow-up events and next stages.**
* **Develop dictionary skills to confidently use a bilingual dictionary: hard copy and online versions.**
* **Develop understanding and application of the use of high-frequency words in different contexts.**
* **Search for familiar and unfamiliar language and identify cognates**
* **Skimming, scanning, reading for gist**
* **Develop translation skills (German to English)**
* **Online searches for relevant topic material**

**Key texts:*** **Authentic German materials eg text messages, holiday brochures, film reviews, characterisation studies, biographical details, menus**
* **German TV listings**
* **German magazine and website articles, appropriate to reader age and language skills**

**Wider Reading Opportunities/Links:**Duolingo app – free with ads or subscription – the version with ads is perfectly adequate[www.linguascope.com](http://www.linguascope.com) – school subscription – your child will have been given the school’s username and password[www.wordreference.com](http://www.wordreference.com) – online multilingual dictionaryappropriate relevant materials eg reading exam questions, transcripts, including material sourced from literary extracts |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning.
* Support your child in carrying out independent research around the topic eg German holiday destinations, German media, including TV and film.
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic and to access bilingual German-English dictionaries.
* Promote books/other texts that explore this topic (see reading section).
* Help your child to learn the key vocabulary.
* Test your child on his/her/their learning. You could read the English vocabulary and ask him/her/them to tell you the German equivalents from memory.
* Ask your child to explain to you and show you how to use an online dictionary. This will show you that he/she/they can find vocabulary they have been told to find and that they can also search independently for vocabulary they are interested in.
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