



Year 9 Term 1a: Vorbilder - Stimmt! 3 Chapter 1		
<u>Topics covered:</u>	<u>How it links to what has been studied before:</u>	<u>How it links to what will be studied:</u>
Talking about role models	This builds on year 8 knowledge and skills:	All three time frames are required for the following units and the GCSE course.
Using the present tense		
Talking about experiences	Revisiting the conjugation of verbs in the present tense	Using adjectives to describe a person or yourself will come up at the start of unit 3 (Term 2a).
Using the perfect tense		
Learning parts of the body	Revisiting the perfect tense	
Using the imperative	Describing a person using a range of adjectives	
Talking about overcoming misfortune	Imperative has been introduced in the context of following a recipe	
Explaining how a role model inspires you		
Writing with accuracy	Revisiting the future tense	
<p>Key words:</p> <p><i>Mein Vorbild ist... begabt/berühmt/bescheiden/charismatisch/erfolgreich/großzügig/originell/reich/selbstbewusst/selbstlos.</i></p> <p><i>mein(e) Lieblingsschauspieler(in) mein(e) Lieblingssänger(in) mein(e) Liebblingsathlet(in)</i></p> <p><i>Was hast du in deinem Leben gemacht?</i></p> <p><i>Ich habe ...mit Kindern gearbeitet/Leute glücklich gemacht/interessante Erlebnisse gehabt/viele Preise gewonnen/viele Länder gesehen/viel Geld verdient/viel trainiert/Biologie studiert.</i></p> <p><i>Ich bin nach Afrika gefahren. Ich bin berühmt geworden</i></p> <p><i>der Körper/das Gesicht/der Arm (die Arme)/der Bauch/das Bein (die Beine)/der Fuß (die Füße)/die Hand (die Hände)/das Knie (die Knie)/der Kopf/der Po/der Rücken/die Schulter (die Schultern)/das</i></p>		<p>Key skills: I can ...</p> <ul style="list-style-type: none"> ●talk about role models ■use the present tense ■use adverbs ▶ use some group talk phrases ●talk about experiences ■use the perfect tense with haben and sein ■use the perfect tense with irregular past participles ●name parts of the body ■use the du form of the imperativ ■use apostrophes correctly to show possession ●talk about overcoming misfortune ■use the perfect tense with haben and sein, including irregular past participles ■say that I've injured/broken something, using the definite article ●explain how a role model inspires me ■use the future tense with werden ■use time expressions ▶ write accurately and assess my spelling and grammar ●understand a person's achievements

<p><i>Auge (die Augen)/das Kinn/der Mund/die Nase/das Ohr (die Ohren)</i></p> <p><i>Streck die Arme und den Rücken nach links! Streck die Arme und den Rücken nach rechts!</i></p> <p><i>Beug die Knie!/Spring hoch!/Lauf vorwärts!/Lauf rückwärts!/Setz dich!/Leg dich auf den Rücken!/Heb langsam die Beine!/Steh auf!/Streck dich! Vergiss nicht, Wasser zu trinken!</i></p> <p><i>Was ist passiert? Was hast du gemacht?</i></p> <p><i>Ich habe mir das Bein verletzt./Ich habe einen Unfall gehabt./Ich bin vom Rad gefallen./Ich habe mir den Arm gebrochen./Ich bin ins Krankenhaus gekommen./Ich habe einen Monat (in der Reha/im Rollstuhl) verbracht.</i></p> <p><i>Ich habe eine Medaille gewonnen.</i></p> <p><i>Ich werde...mich bemühen Ärztin zu werden/ in Asien arbeiten/ Theaterwissenschaften studieren/ Tanzstunden nehmen/ Sport machen/ für Menschenrechte kämpfen/ Politiker werden/ viel Geld verdienen/ das Geld einer Hilfsorganisation spenden</i></p>	<ul style="list-style-type: none"> ▶ understand a longer reading text ▶ recognise ways of translating phrases into good English
<p>Assessment focus</p> <p>Listening comprehension</p> <p>Writing</p>	<p>Revision tips</p> <p>Activelearn revisions tasks set for homework</p> <p>Creating fun revision resources such as word searches and posters/mindmaps</p> <p>Using their phone recorder to record themselves</p>
<p>Why we study it:</p> <p>This unit prepares for the GCSE course by introducing key vocabulary and revisiting and consolidating key aspects of grammar. Being able to understand and use the perfect tense is a given for all future topics. The vocabulary, e.g. body parts and adjectives are transferable and recyclable in many contexts.</p>	
<p>Mastery in this subject</p>	

Year 9 Term 1b: Musik - Stimmt! 3, Chapter 2		
<p>Topics covered:</p> <p>Talking about types of music</p> <p>Using subject and direct object pronouns</p> <p>Talking about playing or singing in a band</p> <p>Using <i>seit</i> (for / since)</p> <p>Discussing different bands</p> <p>Making comparisons</p> <p>Describing a music festival</p> <p>Using separable verbs in the perfect tense</p> <p>Interviewing at a music festival</p> <p>Asking and answering questions spontaneously</p>	<p>How it links to what has been studied before:</p> <p>The perfect tense has been taught and revisited in the previous unit (as well as in year 8).</p> <p>Interview style questions and answers have been practised regularly in year 8 (with different topics - media, health, going out)</p>	<p>How it links to what will be studied:</p> <p>Making comparisons will be revisited, followed by the introduction of the superlative in Chapter 4, unit 3 (Term 2b)</p> <p>Interview style questions prepare for future speaking assessments.</p>
<p>Key words:</p> <p><i>R&B-Musik, Jazzmusik, Weltmusik, Heavy Metal-Musik, Rap-Musik/Hip-Hop, Dance-Musik, Popmusik, Rockmusik, Klassische Musik</i></p> <p><i>Sie klingt positiv. Sie ist kitschig. Sie ist energiegeladen. Sie macht gute Laune. Sie klingt negativ. Sie ist melodisch. Sie ist altmodisch. Sie macht schlechte Laune.</i></p> <p><i>Mein Lieblingsänger / Meine Lieblingsängerin, Meine Lieblingsband / Mein Lieblingslied</i></p> <p><i>Ich finde ihn / sie / es ...</i></p> <p><i>Ihre Lieder sind ...</i></p> <p><i>Die Melodien sind... kreativ/poetisch/unterhaltsam/stark/sentimental/aggressiv</i></p>	<p>Key skills:</p> <ul style="list-style-type: none"> ● ask and answer questions about music preferences ● give reasons why I like/dislike different types of music, songs and artists ■ use subject and object pronouns ● ask and answer questions about playing an instrument ● give details about when and where I play my instrument or sing ■ use <i>seit</i> to say how long I have been doing something for ● use a range of adjectives to describe a band ■ use comparative adjectives ▶ use key sounds to pronounce new words ● describe a music festival in the past ● use a range of tenses to talk about music and festivals ■ use some key separable verbs in the perfect tense ▶ create questions from statements and use them in an interview 	

<p><i>Instrumente: (das) Keyboard, (die) Gitarre, (das) Klavier, (die) Geige, (das) Saxophon, (das) Schlagzeug, (die) Trompete, (die) Klarinette</i></p> <p><i>Ich spiele ...seit drei Jahren / sechs Monaten / Juli / der Grundschule</i></p> <p><i>Keyboard / Geige / Gitarre.</i></p> <p><i>jeden Tag / einmal pro Woche / am Wochenende / ab und zu.</i></p> <p><i>zu Hause./ in der Schule / in der Garage / in einer Band./ im Musikraum / im Schulchor / im Schulorchester / im Musikunterricht / in meinem Zimmer.</i></p> <p><i>Ich glaube, sie spielen ...Rockmusik./R&B-Musik. Rap-Musik./Popmusik.</i></p> <p><i>Ich denke, ihre Musik ist ...kreativ/energiegeladen/melodisch/monoton/(zu) laut/aggressiv</i></p> <p><i>Ich finde sie ...dynamisch/selbstbewusst/begabt/originell.</i></p> <p><i>Ich denke, sie sehen cool / locker / alternativ / (alt)modisch) / schlecht aus.</i></p> <p><i>Sie waren viel dynamischer! Das Lied war origineller. Ihr Look war kreativer. Der Gitarrist war begabter. Die Sängerin war melodischer.</i></p> <p><i>sehen/machen/teilnehmen/kennenlernen/ regnen/anziehen/ausprobieren/essen/trinken</i></p>	<ul style="list-style-type: none"> ▶ ask several follow-up questions to keep the conversation going ▶ understand the gist and detail of authentic texts about music festivals ▶ recognise differences in register between formal and informal texts ▶ understand and use the formal and informal forms of 'you' ▶ use skills such as paraphrasing, reading aloud and trying different word combinations to translate German into English
<p>Assessment focus</p> <p>Reading Comprehension</p> <p>Speaking - Interview about music</p>	<p>Revision tips</p> <p>Activelearn revisions tasks set for homework</p> <p>Creating fun revision resources such as word searches and posters/mindmaps</p> <p>Using their phone recorder to record themselves</p>

Why we study it:

This unit prepares for the GCSE course by introducing key vocabulary and revisiting and consolidating key aspects of grammar. Being able to understand and use the future and past tenses lets students access all three time frames, which is a given for all future topics. Being able to discuss music is content of the GCSE course.

Mastery in this subject

Always Pursue Excellence *semper ad excellentiam contende*

