



## Highsted Knowledge Organiser

### German – Year 9 – Term 3

<p><b>What I need to know:</b></p> <p><b>My Ambitions</b></p> <ul style="list-style-type: none"> <li>- Discussing crazy ambitions</li> <li>- Talking about reasons for doing jobs</li> <li>- Discussing what you would like to do</li> <li>- Talking about working in a ski resort</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- The conditional tense</li> <li>- Using um ...zu ( in order to)</li> <li>- Using the correct word order</li> </ul>	<p><b>Key Vocabulary: High Frequency Words</b></p> <p>zuerst – first of all  dann – then  danach – afterwards  später – later  in einem Jahr – in one year  in zwei Jahren – in two years  nie – never  vielleicht – maybe  bestimmt – definitely</p>								
<p><b>Student Reference Point</b></p>									
<p><b>The Conditional ( Used to talk about things you would or would not do)</b></p>									
<p>ich würde  du würdest  er/ sie würde  wir würden</p>	<p>(+ infinitive)  ...wohnen  ...machen  ...essen</p>	<p>I would...  you would...( familiar singular)  he/she would...  we would ...</p>							
<p><b>um...zu</b></p>									
<p><b>um...zu</b> ( in order to) is used with an infinitive which goes to the end of the sentence.  Ich arbeite <b>um</b> Erfahrung <b>zu</b> bekommen. – I work ( in order) to gain experience</p>									
<p><b>Word order – verb in second position</b></p>									
<p>In German the verb is always the second idea in the sentence.</p>									
<table border="1"> <thead> <tr> <th>Idea 1 (subject)</th> <th>Idea 2 (verb)</th> <th>(other details)</th> </tr> </thead> <tbody> <tr> <td>Ich</td> <td><b>spiele</b></td> <td>Fussball.</td> </tr> </tbody> </table>	Idea 1 (subject)	Idea 2 (verb)	(other details)	Ich	<b>spiele</b>	Fussball.			
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<p>If the sentence begins with something else, such as a time phrase the verb still has to be second idea so swaps with the subject.</p>									
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<p><b>Challenge Question</b></p> <ul style="list-style-type: none"> <li>- Würdest du mit Haifischen schwimmen? ( Would you swim with sharks?)</li> <li>- Bist du abenteuerlustig oder ängstlich? ( Are you adventurous or fearful?)</li> <li>- Was für einen Job möchtest du? ( Which type of job would you like?)</li> <li>- Was würdest du gern machen? ( what would you like to do?)</li> <li>-</li> </ul>									
<p><b>Suggested Reading: Stimmt 3 Rot Kapital 3</b></p>									



## Highsted Knowledge Organiser

### Year 9 Term 4: German

#### What I need to know:

##### My Rights and Responsibilities

- From what age are you allowed to do that?
- What is important to you?
- Beginning a new life.
- Making a better world.

##### Grammar

- The comparative
- Word order with conjunctions : **wenn** and **weil**

#### Key Vocabulary: High Frequency Words

- jetzt – now
- früher – previously
- besser – better
- jung – young
- alt – old
- vor kurzem/ neulich – recently
- insgesamt – in total
- wichtig – important
- man darf – one is allowed
- stimmt das? Is that true?

#### Forming the Comparative and Superlative

Komparativ		Superlativ	
Adjektiv + ER		Am + Adjektiv + E(STEN)	
grün - grüner groß - größer jung - jünger		grün - grüner - am grünsten groß - größer - am größten jung - jünger - am jüngsten	
Unregelmäßige Formen des Komparativs und Superlativs			
Positiv	Komparativ	Superlativ	
gut	besser	am besten	
hoch	höher	am höchsten	
nah	näher	am nächsten	
viel	mehr	am meisten	



#### Wenn and weil

Wenn ( when/whenever/if) sends the verb to the end, just like weil.

**Wenn** man in Deutschland **wohnt**, **darf** man ab 15 Jahren ein Mofa fahren.

Remember -  
Weil smells so vile the verb runs a mile!

Meine Familie ist mir wichtig, **weil** sie mich glücklich **macht**.

#### Challenge Question?

- Ab wann darf man in England die Schule verlassen?
- Was ist dir wichtig?
- Was ist dir das Wichtigste?
- Was kann man machen, um eine bessere Welt zu haben?

**Suggested Reading: Stimmt 3 Rot Kapital 5**

<b>YEAR 9 - Skills to make progress in the Highsted Standards – Term 4</b>		Grade
<b>LISTENING &amp; READING</b>	<p><b>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts)</b> Deduce meaning and show understanding of the main points, details and justified opinions from longer spoken/written passages on a range of topics referring to three tenses with more less familiar language as well as identify and understand some more complex structures <b>TRANSLATE</b> short passages into English on a range of topics showing awareness of three time frames and some varied grammatical structures</p>	<b>PLATINUM</b>
	<p><b>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts)</b> Deduce meaning and show understanding of the key points, details and justified opinions from longer spoken/written passages on a range of topics referring to three tenses with less familiar language as well as identify and understand some complex structures <b>TRANSLATE</b> short passages into English with less familiar language showing awareness of three time frames</p>	
	<p><b>RANGE OF LONGER PASSAGES INCLUDING AUTHENTIC SOURCES</b> Deduce meaning and show understanding of the main points, details and justified opinions from a range of longer spoken/written passages referring to three tenses with some unfamiliar language from the context <b>TRANSLATE</b> short passages into English, showing increasing awareness of grammar</p>	<b>SILVER</b>
	<p><b>RANGE OF LONGER PASSAGES ON DIFFERENT TOPICS INCLUDING AUTHENTIC SOURCES</b> Understand the gist as well as key points, details and justified opinions from a longer spoken/written passage in the present tense with references to past and future with some familiar language in a range of context. <b>TRANSLATE</b> longer sentences into English, showing awareness of three time frames</p>	
<b>SPEAKING &amp; WRITING</b>	<p><b>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts).</b> Write a longer more detailed passage (90 words)/ Take part in a longer conversation with some unexpected questions narrating and well-justifying personal opinions as well as that of others well linked and structures paragraphs on a range of topics referring to three tenses using familiar language creatively and adapting previously-learned language to new contexts. Use a variety of grammatical structures accurately, including some more complex structures. <b>TRANSLATE</b> short passages into the Target Language on a range of topics showing awareness of three time frames and some varied grammatical structures.</p>	<b>GOLD</b>
	<p><b>LONGER PASSAGES ON A RANGE OF TOPICS INCLUDING AUTHENTIC SOURCES (such as Literary extracts)</b> Write a longer more detailed passage (90 words)/ Take part in a longer conversation with some unexpected questions narrating and well-justifying personal opinions using sentences and paragraphs that are linked and ideas structured on a range of topics referring to three tenses using familiar language creatively. Use a variety of grammatical structures accurately, including some simple complex structures. <b>TRANSLATE</b> short passages into the Target Language with less familiar language showing awareness of three time frames.</p>	
	<p><b>RANGE OF LONGER PASSAGES ON VARIETY OF TOPICS.</b> Write a longer passage (60 words minimum)/Take part in a longer conversation containing descriptions, narrations and personal opinions with justifications using sentences and paragraphs that are linked and ideas structured on a variety of topics with references to three tenses using less familiar language .<b>TRANSLATE</b> short passages into the Target Language, showing increasing awareness of grammar</p>	<b>BRONZE</b>
	<p><b>RANGE OF LONGER PASSAGES ON DIFFERENT TOPICS INCLUDING AUTHENTIC SOURCES</b>  Write a longer passage (60 words minimum)/Take part in a longer conversation narrating personal opinions with some familiar language in a range of context in the present tense with references to past and future .<b>TRANSLATE</b> longer sentences into the Target Language, showing awareness of three time frames</p>	

<p><b>Formal Assessments Term 4</b></p> <p><b>Assessment 7 –</b></p> <p><b>GRADE:</b></p> <p><b>Assessment 8 –</b></p> <p><b>GRADE:</b></p>
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<p><b><u>Check List For Success!</u></b></p> <p><b>Check you can:</b></p> <ul style="list-style-type: none"> <li>- <b>Say what age limits are in different countries.</b> (<i>In Deutschland darf man ab 16 Jahren mit Einwilligung der Eltern ein Piercing haben.</i>)</li> <li>- <b>Use wenn with the correct word order</b> (<i>Wenn man in England wohnt, darf man ab 12 Jahren Paintball spielen.</i>)</li> <li>- <b>Identify what makes life best in different countries.</b> (<i>Neuseeland ist das gesündeste Land.</i>)</li> <li>- <b>Use the superlative to compare life in different countries.</b> (<i>Amerika ist das reichste Land, aber die Schweiz ist das glücklichste Land.</i>)</li> <li>- <b>Discuss what is important for individuals.</b> (<i>Was ist dir wichtig? Meine Freunde sind mir wichtig.</i>)</li> <li>- <b>Give extended reasons , using weil in compound clauses.</b> (<i>Sport ist mir wichtig, weil ich fit bleiben will.</i>)</li> <li>- <b>Compare life now and in the past.</b> (<i>Wir haben ein neues Leben in Australien angefangen.</i>)</li> </ul>
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**Listening/ Reading Grade Boundaries:**

**80% - Platinum/ 60% - Gold/40% - Silver/ 20% - Bronze**