

Year 7 German

Overview

Unit 1

1. German culture
2. Greetings & introductions
3. Saying how you feel
4. Phonics
5. Alphabet and spell your name
6. Numbers 1-12 and age
7. Numbers 12 – 31 and birthday
8. Numbers 31-1000
9. Classroom language
10. Items in bag and pencil case

Unit 2

1. General opinions
2. Where you live
3. Opinions of where you live with reasons
4. Countries and where you come from
5. Nationalities of you and others
6. Colours
7. Languages and flags

Unit 3

1. Saying what I look like
2. My personality
3. Family (+ age/names)
4. Describing family (physical)
5. haben
6. Saying how you get on with your family (personality of family members with opinions)
7. Sein
8. Pets
9. Describing pets (adjectival agreement)
10. 3rd person/personal profile

Unit 1

OBJECTIVES AT A GLANCE

1. German culture
2. Greetings & introductions
3. Saying how you feel
4. Phonics
5. Alphabet and spell your name
6. Numbers 1-12 and age
7. Numbers 12 – 31 and birthday
8. Numbers 31-1000
9. Classroom language
10. Items in bag and pencil case

LESSON BREAKDOWN

LANGUAGE & GRAMMAR

1 German culture	Set out expectations, seating plans, give out books etc. Where is Germany, what do you already know about Germany, quiz etc.
2 To be able to introduce yourself in German	Hallo, ich heiße... Grüß Gott/Servus/Guten Tag/Morgen/Gute Nacht Auf Wiedersehen/Tschüß
3 To say how you are	Wie geht's ? Mir geht's fantastisch/super/toll/sehr gut/gut/nicht schlecht/nicht so gut/schlecht/müde etc. Danke/danke schön/vielen Dank/bitte schön. Und dir/Ihnen ?
4 German phonics	Learn the different sounds associated with German pronunciation.
5 Alphabet and spell your name	German alphabet and spell your name. Wie heißt du ? Wie schreibt man das ? Man schreibt das... Typical German names + spellings
6 Numbers 1-12 and age	Numbers up to 12.

	Wie alt bist du ? Ich bin... Jahre alt. Er/sie ist... Jahre alt.
7 Numbers 12 – 31 and birthday	Numbers up to 31 Months -sten or –ten rule Wann hast du Geburtstag? Mein Geburtstag ist am... Ich habe am ... Geburtstag. Das ist im Frühling/Sommer/Herbst/Winter.
8 Numbers 31-1000	Numbers from 1-1000 Focus on forming the tens
9 Classroom language	Language used in classroom by teacher and pupil. Imperatives (basic)
10 Items in bag and pencil case	Introduce der/die/das/die with bag/pencil case items Das ist ein/eine... Sie sind... (nominative only)

Unit 2

OBJECTIVES AT A GLANCE 1 General opinions 2 Where you live 3 Opinions of where you live with reasons 4 Countries and where you come from 5 Nationalities of you and others 6 Colours 7 Languages and flags 8 Weather and forecast	
WEEKLY BREAKDOWN	
1 General opinions	Basic opinions for sing. nouns/people/things Ich mag/mag...nicht/liebe/hasse Ich finde ...gefällt mir Basic adjectives (gut/fantastisch/toll/langweilig/lustig/doof/interessant) e.g. Ich liebe Ed Sheeran/Ich finde Ed Sheeran toll.
2 Where you live	Wo wohnst du ? Ich wohne in Derby. Das ist (ein Dorf/eine Stadt/eine Großstadt) am Stadtrand/in den Bergen/an der Küste/auf dem Land Compass points
3 Opinions of where you live with reasons	Wie findest du (Derby) ? Ich finde/mag/liebe/hasse/mag...nicht, denn es ist... (schmutzig/langweilig/interessant/sauber/super/ruhig/laut) Es gibt (nicht) viel los. Es gibt nichts/viel zu tun. Ich möchte lieber in...wohnen.
4 Countries and where you come from	Countries: Amerika/Australien/Afrika/Frankreich/Deutschland/Belgien/England/Schottland/Irland/Wales/Nordirland/die Schweiz/Österreich/Spanien/Italien/die Niederlande/Portugal Woher kommst du?

	Ich komme aus... Er/sie kommt aus...
5 Nationalities of you and others	Welche Nationalität hast du? Ich bin... Nationalities (masc + fem forms) Er/sie ist...
6 Colours	Colours + hell/dunkel Was ist deine Lieblingsfarbe? Meine Lieblingsfarbe ist...
7 Languages and flags	Ich spreche... Er/sie spricht In...spricht man... Die Flagge von... ist (rot und weiß).

Unit 3

OBJECTIVES AT A GLANCE

- 1 Saying what I look like
- 2 My personality
- 3 Family (+ age/names)
- 4 Describing family (physical)
- 5 haben
- 6 Saying how you get on with your family (personality of family members with opinions)
- 7 Sein
- 8 Pets
- 9 Describing pets (adjectival agreement)
- 10 3rd person/personal profile

WEEKLY BREAKDOWN

1 Saying what I look like	Wie siehst du aus? Ich habe + eye and hair description. lange/kurze/mittellange/glatte/lockige/wellige Haare Ich bin klein/groß/mittelgroß/schlank/dick Qualifiers: wirklich/echt/ziemlich/ganz/sehr/ein bisschen
2 My personality	Wie würdest du dich beschreiben? Ich bin... + adjectives (e.g. laut/gesellig/musikalisch/intelligent/schüchtern/freundlich/nervig/herrisch) Qualifiers: wirklich/echt/ziemlich/ganz/sehr/ein bisschen Ich möchte (weniger) gesellig(er) ... sein. (Basic comparatives using -er)
3 Family (+ age/names)	Kannst du deine Familie beschreiben? In meiner Familie gibt es...Personen. Ich habe ein/e/en Es gibt mein/e/en... Ich habe kein/e/en... Mein Vater/meine Mutter heißt.../ist... Jahre alt. Meine Brüder/Schwestern heißen/sind...Jahre alt. Relative clauses

4 Describing family (physical)	Kannst du deine Familie beschreiben? Mein Vater/meine Mutter hat...Haare/Augen. Er/sie ist... Qualifiers: wirklich/echt/ziemlich/ganz/sehr/ein bisschen
5 haben	Full conjugation of haben. Memorise and practise.
6 Saying how you get on with your family (personality of family members with opinions)	Wie kommst du mit deiner Familie aus? Ich finde/liebe/mag meine Mutter/meinen Vater/meine Brüder (nicht)... denn sie/er ist/sie sind... (lieb/nett/nervig/ärgerlich...) Ich komme gut/schlecht mit meiner/m Schwester/Bruder aus. Ich verstehe mich gut/schlecht mit...
7 Sein	Full conjugation of sein. Memorise and practise.
8 Pets	Hast du Haustiere? Ich habe ein/e/en... Basic plural of pets. Ich habe kein Haustier, aber ich möchte...haben. Meine Tante/Mein Opa hat... Ich hatte (einen Hund).
9 Describing pets (adjectival agreement)	Kannst du dein Haustier beschreiben? Ich habe + adjectival agreement. Colours flauschig/groß/klein/gestreift/gefleckt/faul/niedlich/verspielt Er/sie/es heißt.../ist...Jahre alt. Sie heißen.../sind...Jahre alt.
10 Profile of a German-speaking celebrity/Personal profile	Research a German-speaking famous person and create a 3rd person profile about them./Make a profile about yourself.

Year 8 German 2020 - 2021

Year 8 Overview

UNIT 1 MY SCHOOL

UNIT 2 FREETIME

UNIT 3 GRIMM BROTHERS PERFECT TENSE

UNIT 4 FOOD

UNIT 5 CLOTHES AND SHOPPING

Autumn term

UNIT 1 MY SCHOOL

OBJECTIVES AT A GLANCE

1. Revision of key structures from y7
2. Use the 12 hour clock
3. School subjects and describing my timetable
4. Talk about subject likes and dislikes
5. Reasons for liking/disliking subjects
6. Describe my school day
7. Compare German and English schools

WEEKLY BREAKDOWN

LANGUAGE & GRAMMAR

1. Revision of key structures from year 7	Ich heiße Ich bin... Jahre alt. Mir geht's... Mein Geburtstag ist am... Meine Lieblingsfarbe ist... Ich wohne in... Ich komme aus... In meiner Familie... Ich habe (einen Hund). Question and answer recap. Personal profile.
2. Use the 12 hour clock	Wie spät ist es? 12 hour clock Uhr/Viertel nach/vor/halb
3. School subjects and describing my timetable	School subjects Um neun Uhr/In der ersten Stunde + inversion Full conjugation of the verb 'lernen'

4. Talk about subject likes and dislikes	Was lernst du gern/nicht gern? Ich lerne gern/nicht gern... Mein Lieblingsfach ist...
5. Reasons for liking/disliking subjects	Using 'weil'/'denn' to give reasons Focus on word order. Try to use 'ist/finde' only with 'weil'.
6. Describe my school day	Die Schule beginnt/endet um... Wir haben ... Stunden pro Tag. In der Pause/Mittagspause... Ich spiele/esse/mache/habe/spreche/gehe
7. Compare English and German schools	Cultural awareness of the German school system. Using 'Ich denke, dass' and basic comparatives Das deutsche Schulsystem ist besser/schlechter als...
8. Revision and Assessment	

Spring term

UNIT 2 FREETIME

OBJECTIVES AT A GLANCE 1. talking about sport and how often you do it 2. talking about other activities and hobbies 3. talking about likes and dislikes 4. giving reasons for likes dislikes 5. weather plus what you do depending on the weather 6. Arranging to go out	
WEEKLY BREAKDOWN	
1.1 talk about what sports I do	ich form
1.2 talk about how often I do sports	inversion
2.1 talk about other activities I do	gehen/ hören/ machen/ tanzen/ singen
2.2. using irregular verbs	lesen/ sehen/ fahren in the present tense restricted to single persons
3.1 likes and dislikes –	revising (sehr) gern and (überhaupt/gar) nicht gern with different verbs – intro of lieber/ am liebsten
4.1 weil and adjectives – giving reasons for likes and dislikes	spannend/ entspannend/ sportlich /
5.1 weather	es regnet/schneit/donnert und blitzt es ist regnerisch/sonnig/kalt/warm/eisig/windig/neblig Im Norddeutschland regnet es etc.
5.2 saying what you do depending on the weather	wenn clauses e.g. wenn es sonnig ist, spiele ich Tennis etc.
6.1 arranging to go out – invitations	Hast du Lust,...zu+ infinitive
6.2 arranging to go out – times and places	Wo/wann treffen wir uns? Dative prepositions e.g. neben dem Geschäft um...Uhr an + place
6.3 arranging to go out – excuses	Möchtest du...? in die Stadt/in den Park/ins Kino gehen Es tut mir leid , ich kann nicht kommen Ja, gerne!

Summer term

UNIT 4 FOOD AND HEALTH

OBJECTIVES AT A GLANCE	
1. German food 2. Breakfast 3. Lunch 4. Dinner 5. Opinions of food 6. In a restaurant/cafe	
WEEKLY BREAKDOWN	
1. German food	Research German food. Cultural awareness.
2. Breakfast	Zum Frühstück Ich esse Ich trinke Breakfast items
3. Lunch	Zum Mittagessen Full paradigm of essen/trinken Lunch items
4. Dinner	Zum Abendessen Gestern habe ich gegessen/getrunken. Dinner items
5. Opinions of food	Das schmeckt lecker/eklig/köstlich/süß/scharf/bitter/fade/geschmacklos/salzig/fettig/gesund/ungesund Ich esse gern/lieber/am liebsten Mein Lieblingsessen ist...
6. In a restaurant/cafe	Dialogues in a restaurant/café Was hätten Sie gern/möchten Sie? Ich möchte/nehme/hätte gern... Als Vorspeise/Hauptspeise/Nachtisch... Die Rechnung
7. What you should do to stay healthy	Man muss/kann/soll

	sich bewegen/ gesund essen/ aktiv sein/ viel schlafen/ viel Wasser trinken/ Sport machen
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UNIT 5 CLOTHES AND SHOPPING

OBJECTIVES AT A GLANCE	
1. Clothes 2. Adjectival agreement 3. Opinions of people's outfits 4. Buying clothes	
WEEKLY BREAKDOWN	
1. Clothes	clothes tragen (full paradigm)
2. Adjectival agreement	Accusative adj. endings with colours/adjectives to describe clothes schick/modisch/eng/breit/gedunktet/gestreift/kariert/altmodisch/unbequem/praktisch
3. Opinions of people's outfits	Ich finde + den/die/das/die Ich denke, dass Meiner Meinung nach zu (eng/kurz/lang) Describing clothes on photos (Der Mann/Die Frau trägt...)
4. Buying clothes	Dialogues when buying clothes in a shop. GCSE style role-play cards Ich suche/möchte/nehme anprobieren die Anprobe Erdgeschoss/Stock etc.
5. Future tense intro	What will you buy/wear
5.1 future tense (ich)	Ich werde + gehen/essen/spielen/treffen/sehen/machen etc.
5.2 Future tense (full)	Full werden paradigm

Autumn term 1

Module 1 – Friends and family

Module 1 OBJECTIVES AT A GLANCE 1. to revise personal information 2. to learn how to form questions and answers 3. to describe others 4. to describe the character of other people 5. to talk about relationships with others 6. to talk about an ideal partner		
WEEKLY BREAKDOWN	3 lessons per week	LANGUAGE & GRAMMAR
1. Personal info revision		haben/sein Present tense – ich/ du form of key verbs
2. Questions and answers		formation of questions using inversion and common interrogatives e.g. hast du ?/ wie alt bist du ?
3. Describing others physical description		haben/sein – all persons
4. Character descriptions		Accusative pronouns – ihn/sie
5. Relationships with others		Ich verstehe mich gut mit (+dat) ich komme gut mit (+dat) aus CHALLENGE denn and weil revision
6. Ideal partner		Conditional tense wäre/ hätte/ es gäbe
REVISION LESSON		
WRITING ASSESSMENT (TO LEVEL 5) READING (TO LEVEL 5)		90 WORD WRITING

Autumn term 2

Module 2 – House and home

OBJECTIVES AT A GLANCE

1. to talk about what type of house I live in
2. to describe the location of my house
3. to describe my house and what I do in each room (using 'wo' to connect)
4. to describe my room and where things are (using prepositions)
5. to describe my town/village using es gibt and accusative – including adjectives
6. to describe what you can do in the town/village
7. to describe my dream house

WEEKLY BREAKDOWN

1. types of accommodation	present tense wohnen + in einem Doppelhaus etc.
2. my house description of house + location	Mein Haus ist auf dem Land etc.
3. description of rooms + freetime activities	In meinem Haus gibt es ...wo ich fernsehe/ ein Buch lese etc.
4. description of room	auf/ neben/ hinter etc+ dat with definitie article
5. talking about what there is in my town	Es gibt einen schönen Dom, eine kleine Brücke, ein altes Rathaus
6. talking about what you can do in the town	man kann + wenn man einkaufen mag – narration time sequencers
7. talking about what you did in your town at the weekend	revisiting past tense with key verbs for town e.g besucht
8. talking about where you will live when you are older	wenn ich alter bin, würde ich gern inwohnen/ hätte ich gern ein Haus in/ möchte ich in....wohnen, weil....
9. talking about your dream home	Revision of wäre and hätte Mein Traumhaus wäre / hätte..... es gäbe/ man könnte + infinitive – CHALLENGE student could look up new vocabulary nouns and adjectives and apply rules CHALLENGE using weil as a connective e.g es gäbe ein Schimmbad , weil ich gern schwimme
REVISION LESSON	focus on listening and reading skills – types of question- gist reading, intonation and listening for detail – distractors
ASSESSMENT – HOME AND LOCAL AREA – LISTENING/ WRITING 90 WORD	

Spring term 1

Module 3 – Daily routine

OBJECTIVES AT A GLANCE

1. to tell the time in 12 and 24 hr clock (revision)
2. to describe daily routine – intro of separable and reflexive verbs
3. to revise and practice inversion with adverbs of time and sequencing adverbs e.g. first of all, then
4. to focus in on separable and reflexive verbs

WEEKLY BREAKDOWN

1. to revise 12 hour clock and introduce 24 hour clock	revision lesson and intro of 24 hour clock
2. introduction of daily routine phrases- noticing reflexive and separable verbs in the 'ich' form	ich form only aufstehen/ sich waschen/ sich anziehen/ sich ausziehen/ sich duschen/ sich umziehen
3. writing about my day including times and revising inversion	um sieben Uhr wache ich auf etc
4. separable and reflexive verbs – grammar focus	learning how to use these verbs in the present tense
REVISION LESSON	speaking about daily routine
ASSESSMENT- PEER SPEAKING DAILY ROUTINE / READING	

Module 4 – Healthy living

OBJECTIVES AT A GLANCE	
1. to know the parts of the body 2. to describe minor ailments 3. to be able to have a conversation at the doctor's 4. to talk about how to eat healthily 5. to talk about how to live healthily 6. to use the past and the present to describe changes in lifestyle 7. to talk about how I will live more healthily in the future	
WEEKLY BREAKDOWN	
1. parts of the body	
2. describing minor ailments and injuries	tut/ tun weh/ ich habeschmerzen/ Durchfall/ verstopft/ Bienenstoch
3. suggesting medication / at the doctor's role play	using the imperative (Sie and du form only) Nehmen Sie/ Nimm du musst
4. Healthy eating	ich esse gesund/ ich esse gern etc / ich soll mehr Obst essen ich soll nicht zu viel ...essen
5. Healthy living	ich mache Bewegung / ich rauche nicht/ Ich gehe früh ins Bett/ Ich trinke viel Wasser/
6. Talking about how to live healthily – various ways	ich muss / ich soll/ ich darf / ich will um gesund zu bleiben / um fit zu sein set 'wenn' extension phrases e.g. wenn man fit bleiben will..../ wenn man gesund sein will... muss/ soll man
7. To talk about how I will live more healthily in the future – intro of future	Ich werde mehr/ öfter ...essen/ treiben and other related health verbs
REVISION LESSON	focus – GCSE 90 word question layout – description – opinion- past- future
ASSESSMENT 90 open book writing on topic of health	

Spring term 2

Module 5 – The Environment

OBJECTIVES AT A GLANCE	
1. to describe local problems with the environment 2. to talk about what I do at home to help the environment 3. to talk about possible answers to environmental issues 4. to say what I have done recently to help the environment	
WEEKLY BREAKDOWN	
1. problems with the local environment	nouns and verbs connected with environmental problems e.g. Abfall/ Abgase/Verschmutzung/ Verkehr
2. talking about what we could do for the environment/ answers to environmental issues	man könnte + infinitive e.g. eine Ringstraße bauen/ Büsse benutzen/ recyceln /
3. talking about what I do at home for the environment (include adverbs if frequency)	Ich form e.g. ich trenne meinen Müll/ Ich mache die Lichter aus / ich benutze keine Spraydosen/ Plastiktüten/
4. saying what I have done recently to help the environment – intro to past tense	past tense with key environment verbs e.g. Ich habe recycelt/ getrennt / benutzt/ mich geduscht /ausgemacht
REVISION LESSON	focus on speaking skills- role play structure - preparing notes for role play
PEER SPEAKING ASSESSMENT – DIE UMWELT	

Module 6 – Technology

OBJECTIVES AT A GLANCE 1. to talk about how I use technology/ my mobile phone and how often I use it 2. separable verbs revision and consolidation of technology phrases 3. pros and cons of technology 4. intro of perfect tense structure with haben	
WEEKLY BREAKDOWN	
TECHNOLOGY	
1. introductory phrases for uses of technology with time adverbs	key phrases+ position of the adverb in German Ich spiele jeden Tag Online Spiele
2. phrases for use of technology – consolidation	revision of separable verbs e.g, ich lade ...herunter
3. pro and cons of technology	Ich finde mein Handy/ Technologie gut/ nicht gut weil....es gibt + accusative; man kann + infinitive
4. intro of perfect tense	ich habe + gesimst / gechattet/ gespielt etc
REVISION LESSON	translation -key phrases marking format
ASSESSMENT – LISTENING(UP TO LEVEL 6)) open book writing 90 words – translation	

Summer term 1

Module 7- work and future careers

OBJECTIVES AT A GLANCE

1. to learn the names of common jobs and understand that there are masculine and feminine forms of job titles- no article
2. to describe jobs that people in my family do/ to talk about what I would like to do in the future and why – using future tense and other future phrases
3. to give reasons for my choice of career
4. talking about doing voluntary work and having suitable skills
5. reading about other peoples' experiences
6. question words and identifying answers in a reading text

WEEKLY BREAKDOWN

1. learning the names of common jobs	- in ending for feminine and unusual feminine job titles e.g. Krankenschwester Using place adverbs to describe where people work convention of no 'a' e.g. er ist Lehrer
2. talking about what you would like to do in the future using various phrases to express future intentions	ich habe vor...zu + infinitive/ ich beabsichtige...zu + infinitive / ich will/ ich möchte/ ich hoffe...zu + infinitive/ ich werde
3. giving reasons for choice of career	Revision of modal verbs e.g. weil mankann/ weil ich ...will/ obwohl ich viel studieren muss
4. talking about doing voluntary work and skills suitability and using linking phrases	Ich helfe gern alten Leuten aus diesem Grund / daher/ deswegen
5. reading about other peoples' experiences	intro of narrative texts
6. question words and identifying answers in reading	
ASSESSMENT – READING PASSAGE UP TO LEVEL 6	

Module 8a – The perfect tense/ Module 8b Holidays

OBJECTIVES AT A GLANCE

1. to say where you were on holiday
2. to say what you did on holiday – haben
3. to say what you did on holiday- sein
4. to describe the place where you stayed
5. to talk about what you and others did on holiday
6. to talk about the accommodation
7. to talk about what the weather was like and use wenn
8. to talk about where you will / would like to go on holiday
9. to talk about where you would go if you had the chance
10. to understand others accounts of their own holidays

WEEKLY BREAKDOWN

1. to say where you were on holiday / how long for and what it was like	Ich war/ wir waren + location + countries
2. perfect tense with haben - all persons	Haben + gespielt/ gemacht/ gekauft/gewohnt/ getragen/ gegessen/ getrunken/gesehen/ gelesen/ gefunden
3. perfect tense with sein- all persons	Sein + gefahren/ gegangen/ geflogen/ geschwommen/ geblieben
4. to describe the place where you stayed	Es gab + key places of interest + opinion phrases in the present e.g. ich mag CHALLENGE: ich möchte+ es war/ es gab
5. to talk about what you and others did on holiday using inversion	e.g. am Montag habe ich Golf gespielt + Lieblingstag + weil
6. to talk about the accommodation you stayed at / your opinion of it and what facilities it had e.g. swimming pool- restaurant	Ich habe gewohnt + types of accommodation + es gab+ es war Facilities with adjectives e.g. ein schönes Restaurant/ einen großen Spielplatz für die Kinder revision of predicative adjectives
7. to talk about what the weather was like and link this to key phrases using wenn	Es war / es hat geregnet wenn e.g. wenn es sonnig war, habe ich ...gespielt
8. to revise future tense formation + revise ich möchte + infinitive	Ich werde+ infinitive / ich möchte (+inf) CHALLENGE Nächstes Jahr möchte ich
9. to talk about where you would go if you had the chance/ money/ time etc.	Wenn ich würde ichfahren, weil das Wetter...ist / die Leute...sind etc.
10. understand what others have done on their holidays using listening and reading skills	R- gist reading/ ignoring unimportant items/
REVISION LESSON	

Summer term 2

Module 9- Festivals

OBJECTIVES AT A GLANCE	
1. to know the names of common and indigenous festivals in German and to give basic details about festivals 2. to be able to describe what happens at festivals and use impersonal 'you' 3. to say how I feel about different festivals and why , using comparatives 4. to describe what I did at a festival	
WEEKLY BREAKDOWN	
1. names and basic details of festivals	Karneval ist am (dates revision)/ findetstatt / Es gibt....
2. basic details about what happens at festivals	man feiert/ trinkt/ isst/ gibt Geschenke/ tanzt/bastelt Es gibt Feuerwerke/Laternen/ Märkte/ eine Ostereiersuche
3. to say what I think of festivals and why	Ich mag/ ich hasse/ ich liebe/ich mag...nicht/ ...gefällt/ gefallen mir denn/ weil man Geschenke gibt
4. to describe what I did at a festival	Past tense common verbs for this unit e.g. gefeiert/ein Kostüm getragen/ gegessen/ geschenkt
5. to describe what people are doing in a photo card	photocard phrases PALMW
REVISION LESSON	PHOTOCARD
ASSESSMENT	PHOTOCARD – festivals

Module 10 – towards GCSE

OBJECTIVES AT A GLANCE 1. Introduction to cases 2. reading stories / recognising the imperfect- Grimm Brüder	
WEEKLY BREAKDOWN	
1.1 Introduction to case table – key focus on accusative and dative	Definite and indefinite articles – students to get used to mechanics of table and simple prepositions für/ mit/ ohne/ nach (after)
1.2 direct and indirect object	Students to understand the difference between the two and be able to identify in sentences and apply the correct article
2.1 introduction of imperfect tense for recognition	Students can identify the verbs in the imperfect in simple sentences both regular and irregular verbs
2.2 reading with the imperfect	Students can read a simple story and answer questions for comprehension