Budmouth Academy 

**Year 9 German**

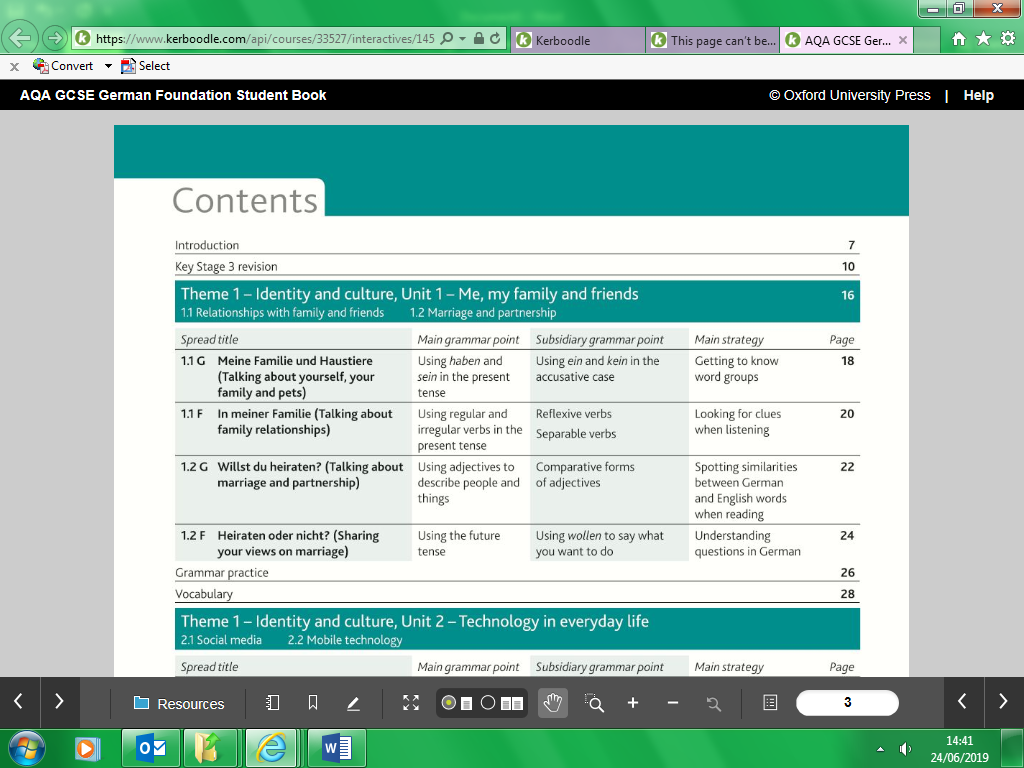
**Unit 1 Identity and Culture: Me, my family and friends**

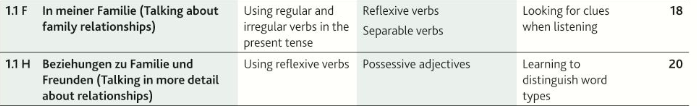


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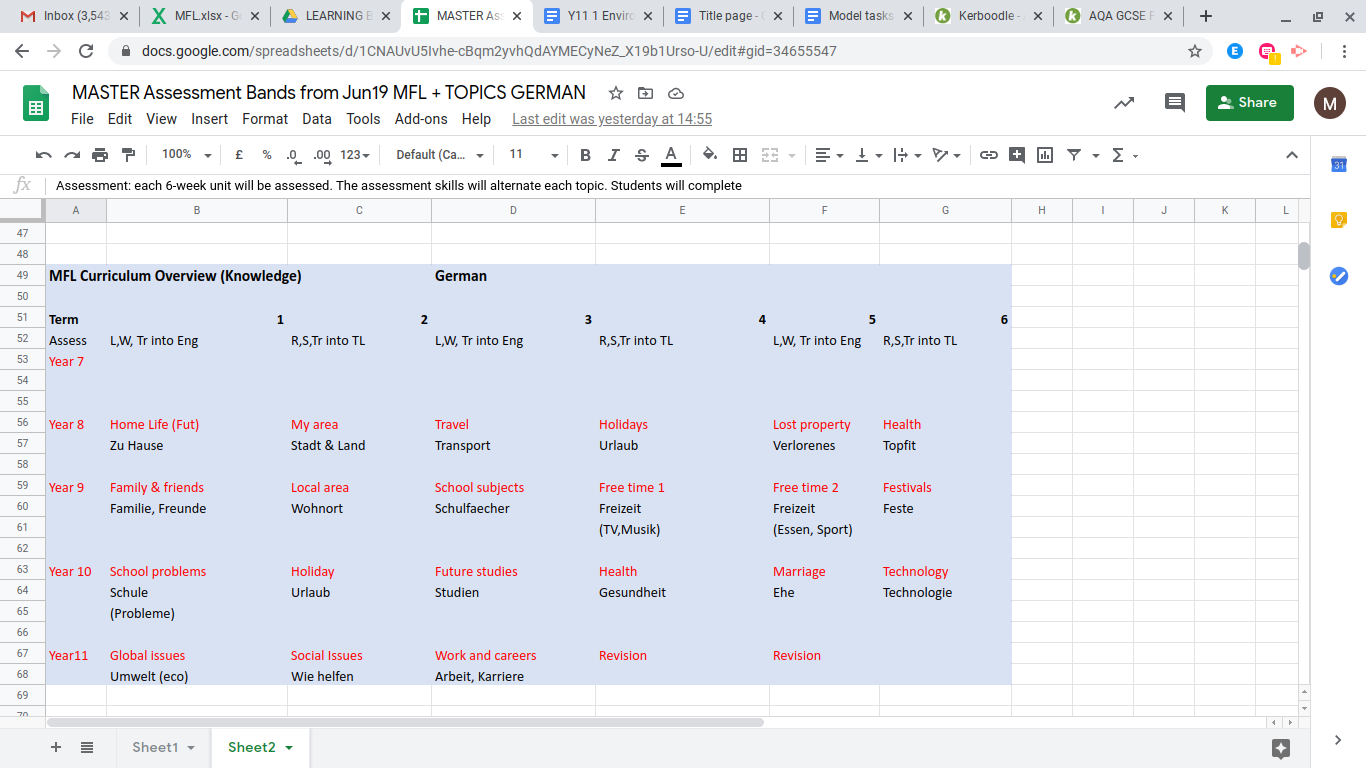
**Class ……………………………………………**

**Tutor Group ………………………………..**





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|  |  | Assessment Bands in MFL |
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| **Exceptional**    **Advanced**    **Secure**    **Developing** | = Nearly always …    = Mostly …    = Occasionally …  = Rarely … | Takes an active part in lessons and accepts challenge  Goes “above and beyond” in independent learning  Recognises and uses **vocab** from current topic and previous topics  Recognises and uses **structures** from current topic and previous topics  Remains focused when **listening** and uses context to understand new language  Uses varied strategies and resilience to **read** and understand written texts  **Writing:-**  communicates in appropriate **detail**, with varied pronouns  uses **resourcefulness and creativity** when writing (including HW)  uses varied connectives with accurate word order and grammar  uses model texts to produce own written pieces with at least two tenses (sentences / paragraphs / 40 / 90 /150 words)  checks own written work, aiming for accuracy and quality  **Speaking:-**  **develops** ideas clearly and accuratelyin at least two tenses (photo card/ topics)  talks **spontaneously** and deals with unpredictable elements.  makes an effort to speak with accurate **pronunciation**  willingly responds to **teacher feedback**  **asks thoughtful Qs** about grammar  pays **attention to detail** when translating |
|  |  | The **length and complexity** of what students understand and produce is expected to increase as each year progresses.  Progress is made as students develop the **frequency** in which they apply the skills outlined above. |



**Useful verbs and structures**

|  |  |  |  |  |
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| **VERGANGENHEIT** |  | **PRASENS** |  | **FUTUR** |
| ich bin …. gefahren ( I went / travelled) |  | ich fahre (I go / travel) |  | ich werde …. fahren (I will go / travel) |
| ich bin …. aufgestanden (I got up) |  | ich stehe …. auf (I get up) |  | ich werde …. aufstehen (I will get up) |
| ich bin …..gegangen |  | ich gehe |  | ich möchte …. gehen (I would like to go) |
|  |  |  |  |  |
| ich habe gelesen (I read) |  | ich lese (I read) |  | ich werde..... lesen (I will read) |
| ich habe …. gegessen / getrunken (I ate/drank) |  | ich esse / ich trinke (I eat/drink) |  | ich will …. essen / trinken (I want to eat / drink) |
| ich habe …. gesehen (I saw/watched) |  | ich sehe (I see/watch) |  | ich werde …. sehen (I will see/watch) |
| wir haben…… getanzt (we danced) |  | wir tanzen (we dance) |  | wir werden ... tanzen (we will dance) |
| wir haben ….. gesprochen (we spoke) |  | wir sprechen (we speak) |  | wir werden …. sprechen (we will speak) |
| es gab (there was/were) |  | es gibt (there is) |  | es wird …. geben (there will be) |
|  |  | Ich komme gut mit …. aus (I get on well with) |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Es war … (it was) |  | Es ist |  | Es wird … sein (it will be) |
| Es hat mir gefallen (I liked it) |  | Es gefällt mir (I like it) |  | Es wird mir gefallen (I will like it) |
| Ich fand (I found it...) |  | Ich finde ….. ( I find …) |  | Ich werde es … finden ( I will find it …) |
| Es hat Spass gemacht (it was fun) |  | Es macht Spass (it's fun) |  | Es wird Spass machen (it will be fun) |
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| **Konjunktionen** |  | **Konjunktionen** |  | **OTHER STRUCTURES** |
| NORMAL WORD ORDER |  | VERB AM ENDE! |  | um …. zu ….. = in order to |
| denn (because) |  | weil (because) |  |  |
| aber (but) |  | da (because) |  | mit ... **aus**kommen = to get on with ..... |
| und (and) |  | dass (that) |  |  |
|  |  | obwohl (although) |  |  |
|  |  |  |  |  |
|  |  | wenn (Verb,Verb) (if/when) |  |  |
|  |  | *wenn es heiss* ***ist****,* ***gehe*** *ich ...* |  |  |

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| **Meine Familie und Haustiere** |  | AQA, S. 18/19 |
|  |  |  |
| der Bruder |  | at home |
| das Einzelkind |  | bird |
| der Freund |  | brother |
| die Geschwister |  | budgie |
| getrennt |  | called, named |
| der Goldfisch |  | cat |
| die Halbschwester |  | dog |
| zu Hause |  | friend |
| das Haustier |  | goldfish |
| heiraten |  | guinea pig |
| heißen |  | half-sister |
| der Hund |  | horse |
| jetzt |  | nice |
| das Kaninchen |  | now |
| die Katze |  | only |
| klein |  | only child |
| leider |  | pet |
| das Meerschweinchen |  | rabbit |
| namens |  | separated |
| nett |  | siblings |
| nur |  | sister |
| das Pferd |  | small |
| die Schwester |  | to be called |
| der Vogel |  | to marry |
| der Wellensittich |  | twins |
| die Zwillinge |  | unfortunately |
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| --- | --- |
| Seite 20 In meiner Familie |  |
|  |  |
| **aus**kommen | to go out / to get on with |
| **aus**sehen | to look like / to see out |
| beide | both / bees |
| beschreiben | to describe / to write |
| bestimmt | certainly / always |
| der Cousin (-s) | uncle / cousin (m) |
| die Cousine ( -n) | cousin (f) / cauliflower |
| die Frau (-en) | man / woman |
| die Freundin (-nen) | male friend / female friend |
| geben (es gibt) | to give (there is) / to buy (it buys) |
| gefallen | to fall / to please |
| die Gemeinschaft(-en) | community, group / football club |
| das Geschenk (-e) | chicken / present |
| geschieden | married / divorced |
| Glück haben | to be lucky / to be sad |
| glücklich | happy / sad |
| die Grosseltern | parents / grandparents |
| jeder / jede / jeder | each, every / leather |
| ledig | single / loud |
| liebevoll | loving / aggressive |
| der Morgen | evening / morning |
| auf die Nerven gehen | to be kind /to get on one's nerves |
| der Partner (-) | male partner / female partner |
| die Stiefschwester (-n) | step mum / step sister |
| das Taschengeld | handkerchief / pocket money |
| das Verhältnis (-se) | train / relationship |
| verheiratet | married / separated |
| verlobt | engaged / to lob a ball |
| sich verstehen | to understand / to get on with |
| **vorbei**kommen | to sail / to call in |
| die Witwe | bird / widow |
| zu dritt | three (of us) / four (of us) |
| zusammen | separately / together |

**Model Tasks and Deliberate Practice**

The tasks here will give you a good model of typical GCSE assessments and help you to develop skills. Keep each booklet safe and use for revision for end of unit tests and the final GCSE exam.

**Einheit 1 Familie und Freunde Foundation**

**Your brother has received an email from a German friend. He asks you to translate it into English for him.**

Ich habe eine sympathische Freundin. Sie hat drei Brüder und ein altes Kaninchen. Sie wohnt mit ihrer Mutter und ihrem Stiefvater im Dorfzentrum. Meine Freundin kommt nicht so gut mit ihren Eltern aus. Letzte Woche war sie traurig, denn es gab Streit.

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**Translate the following sentences into good German:-**

1. I have a sister and she is ten.

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2. My grandma is quite old but she is sporty.

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3. We have an aunt who is funny.

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4. I get on well with my sister.

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5. Yesterday there was an argument.

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**Einheit 1 Familie und Freunde Typical speaking conversation questions**

**Use the “useful phrases tables” below to help you. The vocab pages 28 & 29 will also help.**

* Hast du Geschwister? = ……………………………………………………………………………………..

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* Beschreib deine Mutter. = …………………………………………………………………………………..

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* Kommst du gut mit deiner Mutter aus? = ……………………………………………………………………

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* Wie viele Haustiere hast du? = ……………………………………………………………………………...

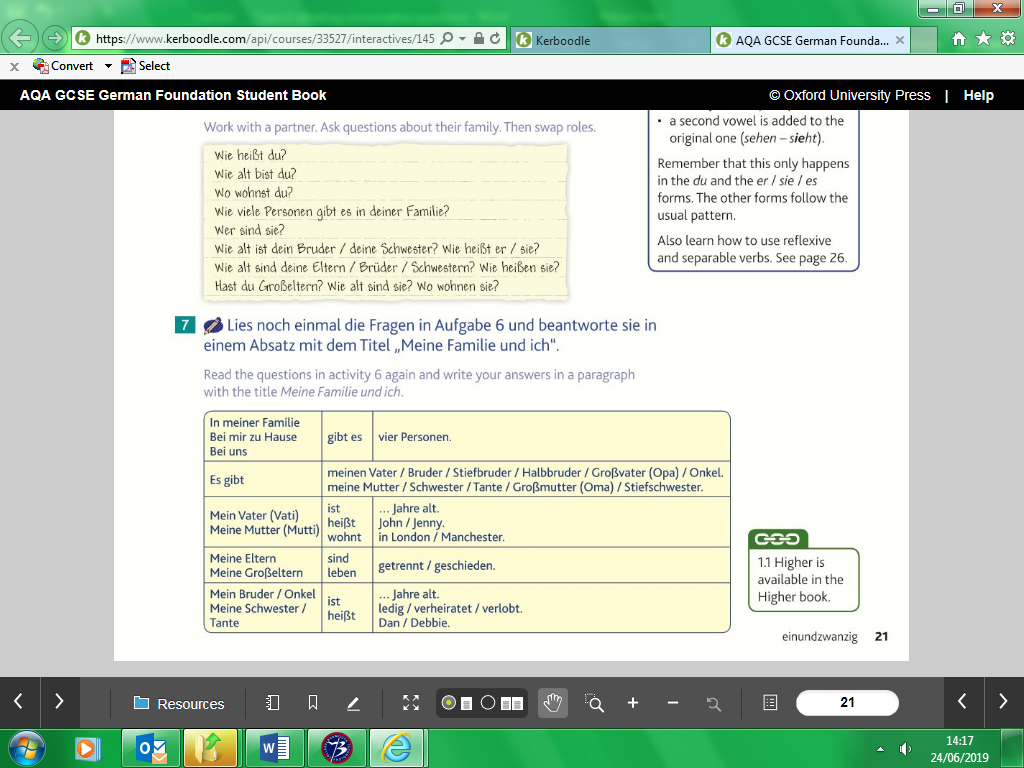
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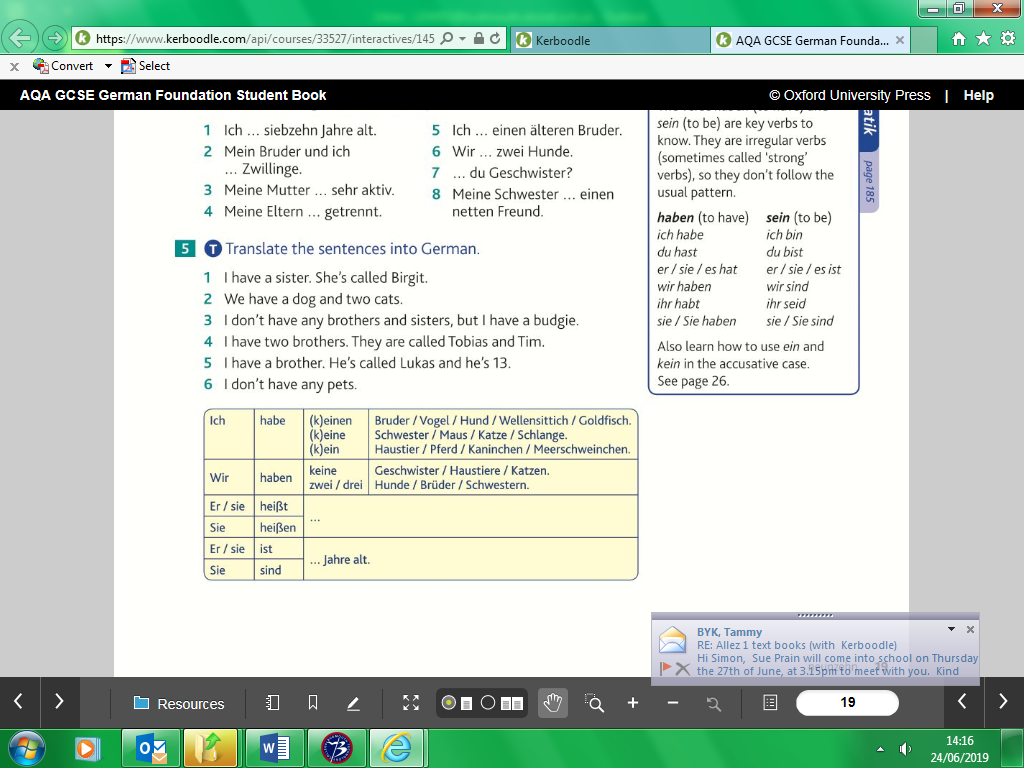
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* Was für eine Person bist du? = ……………………………………………………………………………....

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**Foundation Writing**

**40 word piece**

Du schreibst eine E-mail an deinen deutschen Austauschpartner, Klaus. Schreib etwas über:

* + Deine Familie
  + Deine Großeltern
  + Freunde
  + Haustiere

Du musst ungefähr 40 Wörter auf Deutsch schreiben. (16 Marks)

Top Tips! 10 marks are for communication - so make sure you write in some detail (approximately 10 words) about EACH bullet point. For the 6 marks for Language, use varied vocab, verbs, opinions and some justifications.

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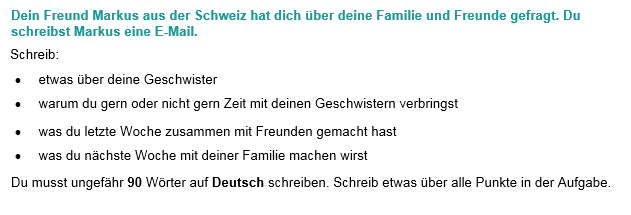
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**Foundation Writing 90 word piece**

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Top Tips! 10 marks are for communication - so make sure you write in some detail (approximately 23 words) about EACH bullet point. For the 6 marks for Language, use varied vocab, verbs, opinions and some justifications.

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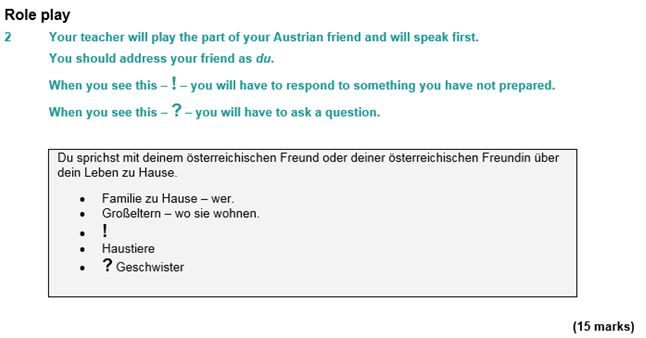
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**Foundation Speaking Role Play**

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**Foundation Speaking** Photo Card

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**It’s wise to use the Verb Table found near the start of this Learning Booklet so you VARY verbs/opinions/structures. Remember: We need a minimum of THREE “ideas” for each question.**

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**Unit 1 Die Familie – Higher Tier Translate the paragraph into English.**

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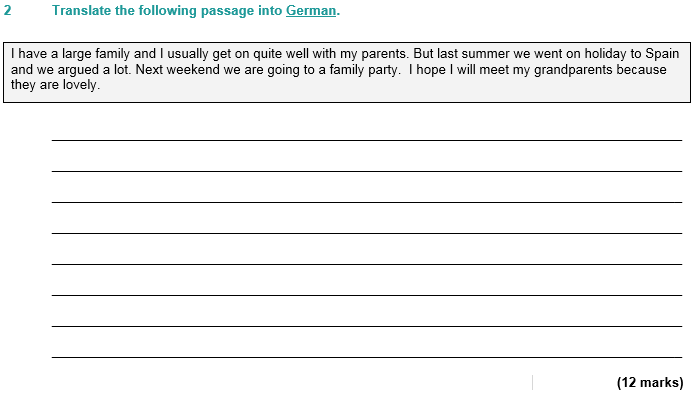
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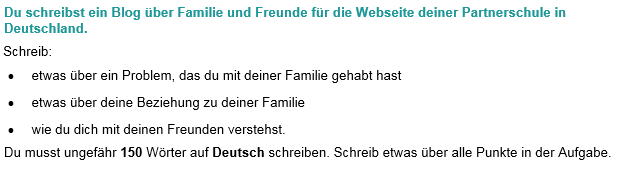
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**Extended Writing Deliberate Practice**

**150 word piece Higher**

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Top Tip: You don’t HAVE to use all three tenses in this 150-word piece of writing, but it’s a good idea to include all three, so that you show the examiner that you can use them well. Remember to include lots of varied, complex structures! Keep it clear and relevant.

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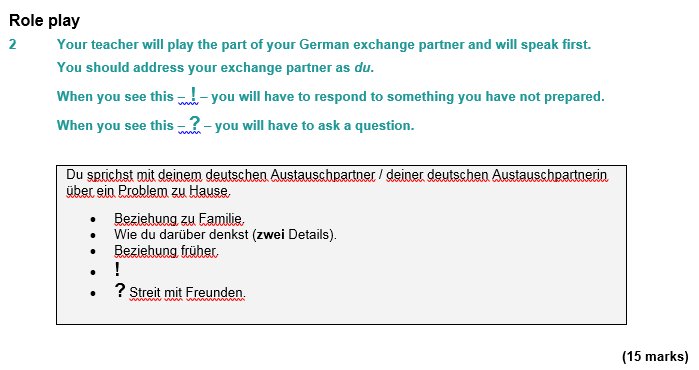
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**Higher Speaking Role Play**

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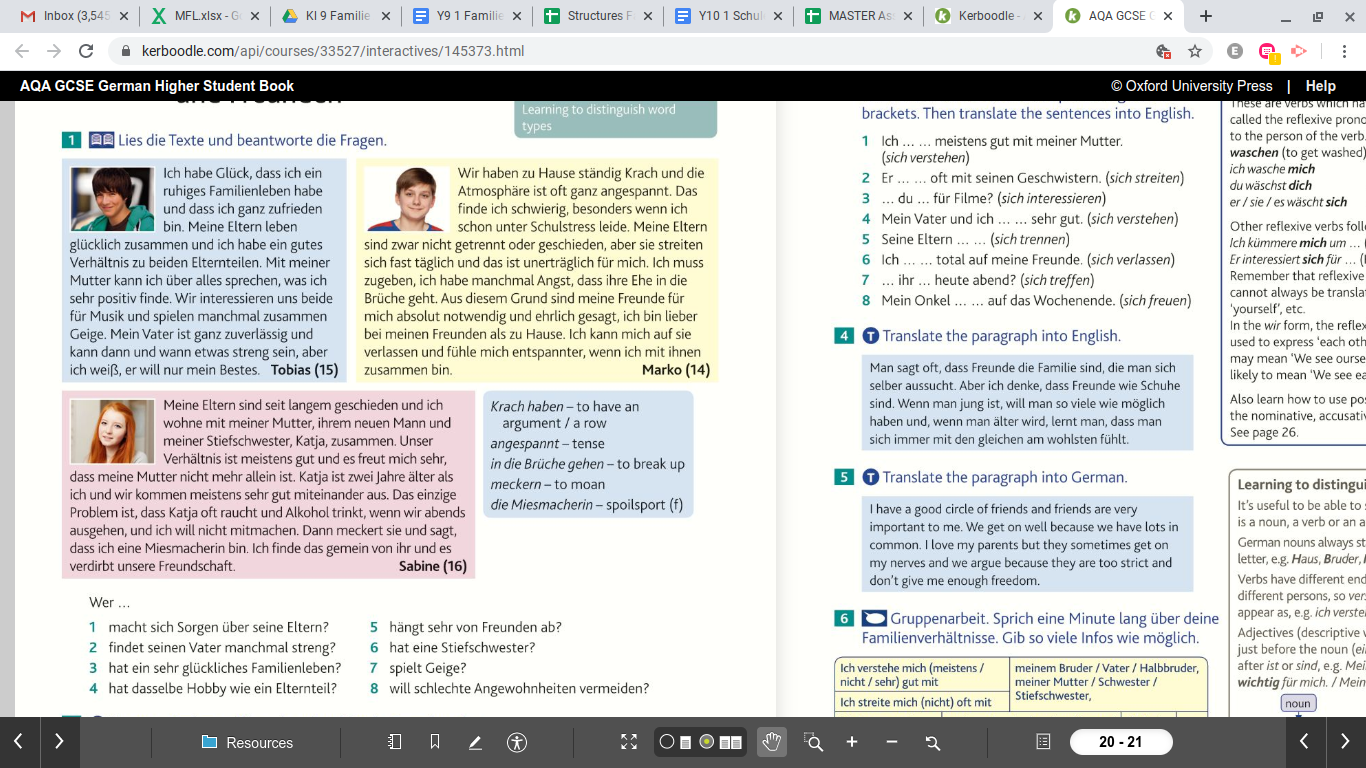
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**Some Higher Tier Reading Practice**

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**Useful websites for independent learning**

[www.kerboodle.com](http://www.kerboodle.com) (your teacher will provide your individual log-in details.

[www.quizlet.com](http://www.quizlet.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.linguascope.com](http://www.linguascope.com) (username: *budmouth* password provided by your teacher)

[www.memrise.com](http://www.memrise.com)

<https://www.dw.com/de/deutsch-lernen/nachrichten/s-8030> (slowly spoken German news)