

# Stimmt 1 Scheme of Work

Overview:

Term	Unit	Notes
Autumn Term 1	Unit 1	Baseline assessment after Unit 1
Autumn Term 2	Unit 2	End of unit test after Unit 2 (L+R, Speaking to be peer assessed and Writing to be assessed through Key Homework and Translation tasks, amongst other class and homework)
Spring Term 1	Unit 3	End of Unit test (S+W: Speaking to be assessed through formal speaking test with the Teacher, Key Homework and Translation tasks done in class under test conditions.)
Spring Term 2	Unit 4	End of unit test (L+R, Speaking to be peer assessed and Writing to be assessed through Key Homework and Translation tasks, amongst other class and homework)
Summer Term 1	Unit 5	
Summer Term 2		Summer Examinations

**SCHOOL: The Knights Templar School**  
**YEAR: 2015 onwards**

**CLASS: Year 8**

***Stimmt! 1 Kapitel 1 Meine Welt und ich***  
***Einheit 1 pp. 8–9 Hallo!***

<b>Programme of Study references</b>		<b>GV2</b> Grammatical structures (definite and indefinite article) <b>LC1</b> Listening and responding <b>LC5</b> Accurate pronunciation and intonation
<b>Lesson starters</b>		<b>1</b> Play <i>Stadt-Land-Fluss</i> using the starter resource <b>2</b> Introduce German names
<b>Plenary</b>		Practise conversations using celebrity character cards <i>Alternative:</i> Use ActiveTeach p.008 Class Game to review German pronunciation
<b>Learning objectives</b>		Introducing yourself Learning how to pronounce German words
<b>Grammar</b>		The definite ( <i>der, die, das</i> ) and indefinite ( <i>ein, eine, ein</i> ) article (nominative singular)
<b>FCSE links</b>		Unit 1 – Relationships, Family and Friends (Personal information)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 1–2</b>	Understand others introducing themselves Listen to and understand the pronunciation of key phonic sounds
<b>Speaking</b>	<b>L 1–3</b>	Introduce yourself in a dialogue Pronounce key phonic sounds
<b>Reading</b>	<b>L 1</b>	Understand people’s names and individual words
<b>Writing</b>		-
<b>Key Language</b>		Hallo! Ich heiÙe ... Wie heiÙt du? Guten Tag! Wie geht’s? Und dir? Gut./Nicht schlecht. Tschüs! Auf Wiedersehen!
<b>PLTS</b>		<b>S</b> Self-managers
<b>Cross-curricular</b>		<b>Design and technology:</b> inventions
<b>Grammar practice</b>		<i>Grammatik</i> page 22, exs 1–2
<b>Differentiation</b>		<i>Reinforcement:</i> More ideas for inventors and inventions to match in ex. 8 <i>Übungsheft A</i> , page 2 <i>Extra</i> page 120 <i>Extension:</i> Pupils add lines to the dialogue in ex. 6

	<p>Extra pages 120–121  Übungsheft B, page 2</p>
<b>Resources</b>	<p>01_Kapitel1_Einheit1_Aufgabe1  02_Kapitel1_Einheit1_Aufgabe2  03_Kapitel1_Einheit1_Aufgabe3  04_Kapitel1_Einheit1_Aufgabe5  05_Kapitel1_Einheit1_Aufgabe8  Übungsheft 1 A&amp;B, page 2  <i>ActiveTeach:</i>  Starter 1 resource  p.008 Class game  p.008 Exercise 1 video  p.009 Grammar practice  p.009 Grammar presentation  <i>ActiveLearn:</i>  Listening A, Listening B  Reading A, Reading B  Grammar, Vocabulary</p>
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b> <b>Einheit 2 pp. 10–11 Eins, zwei, drei ...</b>		
<b>Programme of Study references</b>	<b>GV1</b> Tenses ( <i>sein</i> simple present) <b>LC1</b> Listening and responding	
<b>Lesson starters</b>	<b>1</b> Sort German words by <i>der/die/das</i> using the starter resource <b>2</b> Practise numbers by playing bingo using the starter resource <i>Alternative:</i> Use ActiveTeach p.010 Flashcards to review and practise numbers 1–12	
<b>Plenary</b>	Play dominoes using plenary resource to practise numbers 1–19 and <i>sein</i>	
<b>Learning objectives</b>	Counting to 19 Using the verb <i>sein</i> (to be)	
<b>Grammar</b>	The verb <i>sein</i> (simple present, singular) Using key words to help pronunciation Asking someone's age	
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Numbers)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 1–2</b>	Listen to and understand numbers 1–19
<b>Speaking</b>	<b>L 1–3</b>	Talk about someone's age
<b>Reading</b>	<b>L 1</b>	Understand numbers 1–19
<b>Writing</b>	<b>L 1–3</b>	Write down the numbers 1–19
<b>Key Language</b>	Numbers 1–19 Wie alt bist du? Ich bin ... Jahre alt.	
<b>PLTS</b>	<b>T</b> Team workers	
<b>Cross-curricular</b>	<b>Mathematics:</b> numbers 1–19	
<b>Grammar practice</b>	<i>Grammatik</i> page 23, ex. 7	
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 3 <i>Extension:</i> For ex. 2 pupils write number and name without reference to the pupil book <i>Extra</i> pages 120–121 Übungsheft B, page 3	
<b>Resources</b>	06_Kapitel1_Einheit2_Aufgabe1 07_Kapitel1_Einheit2_Aufgabe2 08_Kapitel1_Einheit2_Aufgabe3 09_Kapitel1_Einheit2_Aufgabe6 10_Kapitel1_Einheit2_Aufgabe7 Übungsheft 1 A&B, page 3 <i>ActiveTeach:</i> Starter 1 resource p.010 Flashcards	

	p.011 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b>	
<b>Einheit 3 pp. 12–13 Ich wohne in Deutschland</b>	
<b>Programme of Study references</b>	<b>GV1</b> Tenses (present) <b>LC3</b> Conversation <b>LC5</b> Accurate pronunciation and intonation
<b>Lesson starters</b>	<b>1</b> Pupils play bingo using the starter resource <b>2</b> Revising the alphabet and vocabulary using the starter resource
<b>Plenary</b>	Practise conversations using character cards from the plenary resource
<b>Learning objectives</b>	Using the German alphabet Using the verb <i>wohnen</i> to say where you live
<b>Grammar</b>	The verb <i>wohnen</i> (simple present, singular)
<b>FCSE links</b>	Unit 7 – Local Area and Environment (Local area)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–2</b> Listen to, understand and use the alphabet
<b>Speaking</b>	<b>L 2–3</b> Talk about yourself Use the alphabet
<b>Reading</b>	<b>L 1–3</b> Understand key words from texts
<b>Writing</b>	<b>L 1–2</b> Write about yourself
<b>Key Language</b>	Wo wohnst du? Ich wohne in ... Er/Sie wohnt in ... Das ist in ... England Schottland Wales Nordirland Irland Wie schreibt man das (Haus)? Das schreibt man (H–A–U–S).
<b>PLTS</b>	<b>T</b> Team workers
<b>Cross-curricular</b>	<b>Geography:</b> map of Germany
<b>Grammar practice</b>	<i>Grammatik</i> page 23, exs 5–6
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 4 <i>Extension:</i> <i>Extra</i> pages 120–121 Übungsheft B, page 4
<b>Resources</b>	11_Kapitel1_Einheit3_Aufgabe1 12_Kapitel1_Einheit3_Aufgabe2 13_Kapitel1_Einheit3_Aufgabe4 14_Kapitel1_Einheit3_Aufgabe8 Übungsheft 1 A&B, page 4 <i>ActiveTeach:</i>

	Starter 1 resource Starter 2 resource p.013 Grammar presentation p.013 Video: Episode 1 p.013 Exercise 5 grid p.013 Grammar worksheet p.013 Thinking skills worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b>		
<b>Einheit 4 pp. 14–15 Meine Welt ist wunderbar!</b>		
<b>Programme of Study references</b>		<b>GV3</b> Developing vocabulary <b>LC1</b> Listening and responding <b>LC3</b> Conversation
<b>Lesson starters</b>		<b>1</b> Review spellings of set of adjectives <b>2</b> Use a variety of games to review characteristics <i>Alternative:</i> Use ActiveTeach p.014 Flashcards to review and practise adjectives of personality
<b>Plenary</b>		Word-matching jigsaw using plenary resource to practise vocabulary and <i>mein</i> and <i>dein</i> <i>Alternative:</i> Use ActiveTeach p.014 Class Game to review adjectives of personality
<b>Learning objectives</b>		Describing your character Using <i>mein(e)</i> and <i>dein(e)</i>
<b>Grammar</b>		The indefinite article ( <i>mein, dein</i> )
<b>FCSE links</b>		Unit 4 – Leisure (Preferences)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2</b>	Listen to check answers Practise careful listening
<b>Speaking</b>	<b>L 1–3</b>	Read out loud Describe yourself
<b>Reading</b>	<b>L 1–3</b>	Match text to illustration Read out loud
<b>Writing</b>	<b>L 2–3</b>	Write short sentences about yourself
<b>Key Language</b>		freundlich launisch kreativ intelligent sportlich laut faul musikalisch lustig Ich bin sehr/ziemlich/nicht ... Was ist deine(e) ...? Mein(e) ... ist ... der Lieblingssport der Lieblingsmonat die Lieblingsmusik die Lieblingszahl die Lieblingsendung die Lieblingsfußballmannschaft das Lieblingsspiel das Lieblingsland



	das Lieblingsauto
<b>PLTS</b>	<b>T</b> Team workers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 120 Übungsheft A, page 5 <i>Extension:</i> Extra pages 120–121 Übungsheft B, page 5
<b>Resources</b>	15_Kapitel1_Einheit4_Aufgabe2 16_Kapitel1_Einheit4_Aufgabe5 17_Kapitel1_Einheit4_Aufgabe6 Übungsheft 1 A&B, page 5 <i>ActiveTeach:</i> p.014 Flashcards p.014 Class game p.015 Grammar practice p.015 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b>		
<b>Einheit 5 pp. 16–17 Meine Sachen</b>		
<b>Programme of Study references</b>		<b>GV2</b> Grammatical structures (accusative) <b>LC3</b> Conversation <b>LC6</b> Reading comprehension
<b>Lesson starters</b>		<b>1</b> Making string sentences to review vocabulary and structures <b>2</b> Think-pair-share activity to review use of the accusative
<b>Plenary</b>		Speaking chain game about belongings <i>Alternative:</i> Use ActiveTeach p.017 Class Game to review questions
<b>Learning objectives</b>		Asking and answering questions about your belongings Using the verb <i>haben</i> + the indefinite article
<b>Grammar</b>		Introduction to the accusative Singular paradigm of <i>haben</i>
<b>FCSE links</b>		Unit 1 – Relationships, Family and Friends (Personal information)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 3–4</b>	Understand conversation Listen and follow text
<b>Speaking</b>	<b>L 3–4</b>	Ask about belongings Talk about characteristics and belongings
<b>Reading</b>	<b>L 3–4</b>	Create questions Read and understand texts
<b>Writing</b>	<b>L 2–3</b>	Write sentences about belongings Write questions
<b>Key Language</b>		Wie? Was? Wo? Woher? Wer?
<b>PLTS</b>		<b>C</b> Creative thinkers
<b>Cross-curricular</b>		-
<b>Grammar practice</b>		<i>Grammatik</i> page 23, ex. 7
<b>Differentiation</b>		<i>Reinforcement:</i> <i>Extra</i> page 120 Übungsheft A, page 6 <i>Extension:</i> Alternative challenge reading activity for ex. 6 <i>Extra</i> pages 120–121 Übungsheft B, page 6
<b>Resources</b>		18_Kapitel1_Einheit5_Aufgabe1 19_Kapitel1_Einheit5_Aufgabe5 Übungsheft 1 A&B, page 6 <i>ActiveTeach:</i> p.016 Grammar practice

	<p>p.016 Grammar presentation (1) p.016 Grammar presentation (2) p.017 Class game p.017 Video: Episode 2 p.017 Extension reading activity p.017 Extension worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary</p>
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b>		
<b>Einheit 6 pp. 18–19 Writing Skills: Ich über mich</b>		
<b>Programme of Study references</b>		<b>GV4</b> Accuracy (grammar, spelling) <b>LC2</b> Transcription <b>LC8</b> Writing creatively
<b>Lesson starters</b>		<b>1</b> Review masculine, feminine and neuter articles using the starter resource <b>2</b> Practise key verbs using the starter resource
<b>Plenary</b>		Self- or peer-assess written work using plenary resource
<b>Learning objectives</b>		Preparing a poster presentation Checking your work
<b>FCSE links</b>		Unit 1 – Relationships, Family and Friends (Personal information)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2</b>	Listen to check answers
<b>Speaking</b>		
<b>Reading</b>	<b>L 3–4</b>	Read out loud Read to answer questions
<b>Writing</b>	<b>L 1–4</b>	Write about yourself Write grammatically correct text
<b>Key Language</b>		Review of language from previous units
<b>PLTS</b>		<b>R</b> Reflective learners
<b>Cross-curricular</b>		-
<b>Differentiation</b>		<i>Reinforcement:</i> Extra page 120 Übungsheft A, page 7 <i>Extension:</i> Pupils make sentences from grids completed in starter 1 Pupils complete ex. 1 without reference to the pupil book Pupils translate into English completed text from ex. 4 Extra pages 120–121 Übungsheft B, page 7
<b>Resources</b>		20_Kapitel1_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 7 <i>ActiveTeach:</i> Starter resource 1 Starter resource 2 Plenary resource
<b>Key Homework</b>		<b>p21, ex4</b>
<b>Notes</b>		

<b>Stimmt! 1 Kapitel 1 Meine Welt und ich</b>		
<b>Projektzone pp. 26–27 Supertrumpf</b>		
<b>Programme of Study references</b>	<b>LC2</b> Transcription <b>LC4</b> Expressing ideas (speaking) <b>LC8</b> Writing creatively	
<b>Lesson starters</b>	<b>1</b> Match inventors to inventions using the starter resource <b>2</b> Make a 'super trump' card using a template from the starter resource	
<b>Plenary</b>	Play a 'super trump' game using own cards; alternative gap-fill speaking activity using plenary resource	
<b>Learning objectives</b>	Learning about famous people Creating 'super trumps' cards	
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Personal information)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2–3</b>	Listen for answers
<b>Speaking</b>	<b>L 3–4</b>	Discuss opinions
<b>Reading</b>	<b>L 4</b>	Use reading to find information and complete a 'supertrumpf' card
<b>Writing</b>	<b>L 3–4</b>	Adapt text to first person Research and create 'super trump' cards Review language and sentence starter structures to write interestingly about people
<b>Key Language</b>	Review language from previous units	
<b>PLTS</b>	<b>C</b> Creative thinkers	
<b>Cross-curricular</b>	<b>History:</b> famous people	
<b>Differentiation</b>	<i>Extension:</i> Translate completed text from ex. 3 into English	
<b>Resources</b>	23_Kapitel1_Projektzone_Aufgabe1 24_Kapitel1_Projektzone_Aufgabe3 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource	
<b>Homework</b>		
<b>Notes</b>		

**Stimmt! 1 Kapitel 2 Familie und Tiere**  
**Einheit 1 pp. 30–31 Extreme Haustiere**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (plurals, pronouns) <b>GV3</b> Developing vocabulary <b>LC3</b> Conversation
<b>Lesson starters</b>	<b>1</b> Matching German to English using the starter resource <b>2</b> Matching singular nouns with their plural using the starter resource <i>Alternative: Use ActiveTeach p.030 Flashcards to review and practise names of pets</i>
<b>Plenary</b>	Speed-dating activity working on conversation about pets using plenary resource
<b>Learning objectives</b>	Talking about pets Using pronouns
<b>Grammar</b>	Plural of nouns Pronouns
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Pets)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–4</b> Listen for vocabulary to identify patterns Listen for information about pets
<b>Speaking</b>	<b>L 3–4</b> Ask and answer questions Talk about a pet
<b>Reading</b>	-
<b>Writing</b>	<b>L 1–4</b> Write short sentences about pets from stimuli Transcribe vocabulary Write creatively about pets
<b>Key Language</b>	Hast du ein Haustier? Ich habe ... einen Hund einen Goldfisch einen Hamster eine Katze eine Maus eine Schlange ein Kaninchen ein Pferd ein Meerschweinchen dick faul frech freundlich groß intelligent klein kreativ lang

	launisch laut lustig musikalisch niedlich schlank sportlich Goldfische Hamster Hunde Kaninchen Katzen Mäuse Meerschweinchen Pferde Schlangen
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 44, exs 1-2 and page 45, ex. 7
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 14 <i>Extension:</i> <i>Extra</i> pages 122-123 Übungsheft B, page 14
<b>Resources</b>	25_Kapitel2_Einheit1_Aufgabe1 26_Kapitel2_Einheit1_Aufgabe3 Übungsheft A&B, page 14 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.030 Grammar presentation p.030 Flashcards p.031 Learning skills worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Commented [NT1]:** Seite: 1  
 I have just followed the Spanish model here. OK?

**Stimmt! 1 Kapitel 2 Familie und Tiere**  
**Einheit 2 pp. 32–33 Supertiere**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (using <i>können</i> ) <b>LC1</b> Listening and responding <b>LC2</b> Transcription
<b>Lesson starters</b>	<b>1</b> Using adjectives and pet names to make up new 'superpets' using the starter resource <b>2</b> Games to identify the superpet by asking and answering questions <i>Alternative:</i> Use ActiveTeach p.033 Flashcards to review and practise using <i>kann</i> + the infinitive
<b>Plenary</b>	Noughts and crosses game using plenary resource to review <i>kann</i> + infinitive
<b>Learning objectives</b>	Talking about 'superpets' Using <i>kann</i> + infinitive
<b>Grammar</b>	More about <i>können</i>
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Pets)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2</b> Listen for information about superpets
<b>Speaking</b>	<b>L 3</b> Describe a 'superpet'
<b>Reading</b>	<b>L 2</b> Read and answer questions about superpets
<b>Writing</b>	<b>L 2–4</b> Describe a superpet
<b>Key Language</b>	Wie ist er/sie/es? Er/Sie/Es ist ... cool gemein kräftig schlau schnell superintelligent superlustig süß Er/Sie kann ... fliegen Flöte/Fußball/Wii spielen Italienisch sprechen (schnell) laufen lesen Rad fahren schwimmen singen springen tanzen
<b>PLTS</b>	<b>T</b> Team workers



<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 45, ex. 6
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 122  Übungsheft A, page 15</p> <p><i>Extension:</i>  Ask oral questions about the personality of pets in ex. 2  Pupils develop the description of superpets in ex. 7 to include age, home, etc.  <i>Extra</i> pages 122–123  Übungsheft B, page 15</p>
<b>Resources</b>	27_Kapitel2_Einheit2_Aufgabe1 28_Kapitel2_Einheit2_Aufgabe3 29_Kapitel2_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 15 <i>ActiveTeach:</i> Starter 1 resource p.033 Grammar presentation p.033 Flashcards Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 2 Familie und Tiere**  
**Einheit 3 pp. 34–35 Meine Familie**

<b>Programme of Study references</b>	<b>GV1</b> Tenses (present) <b>GV3</b> Opinions and discussions <b>LC8</b> Translation into German
<b>Lesson starters</b>	<b>1</b> Matching numerals to written numbers using the starter resource <b>2</b> Matching exercises to build up the verb <i>wohnen</i> <i>Alternative:</i> Use ActiveTeach p.035 Flashcards to review and practise language for family members
<b>Plenary</b>	Snakes and ladders game to review present tense using plenary resource
<b>Learning objectives</b>	Talking about family members and age More practice of present tense verbs
<b>Grammar</b>	The regular verb <i>wohnen</i> Ways of saying 'you'
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Family/friends)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–3</b> Introduce and practice numbers 21–100
<b>Speaking</b>	<b>L 2–4</b> Discuss ideas about ages Ask and answer questions about a person and your family
<b>Reading</b>	<b>L3</b> Introduce family vocabulary
<b>Writing</b>	<b>L 3–4</b> Translate sentences about family members into German Write sentences about pupil's family
<b>Key Language</b>	Numbers 20–100 Hast du Geschwister? Das ist die Familie ... meine Mutter mein Vater meine Eltern meine Großeltern Die ... Personen wohnen in ... Er wohnt in ... Meine Großeltern wohnen mit uns zusammen. Es gibt ... Personen in meiner Familie. Ich habe eine Schwester/zwei Brüder/einen Bruder/zwei Schwestern. keine Geschwister ein Einzelkind
<b>PLTS</b>	<b>T</b> Team workers

<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 44, exs 3-4
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 122  Übungsheft A, page 16</p> <p><i>Extension:</i>  Include extra detail and ideas to answers from ex. 4  Identify names of speakers for each part of the recording in ex. 7  <i>Extra</i> pages 122-123  Übungsheft B, page 16</p>
<b>Resources</b>	30_Kapitel2_Einheit3_Aufgabe1 31_Kapitel2_Einheit3_Aufgabe2 32_Kapitel2_Einheit3_Aufgabe3 33_Kapitel2_Einheit3_Aufgabe5 34_Kapitel2_Einheit3_Aufgabe7 Übungsheft A&B, page 16 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.034 Flashcards p.035 Flashcards (1) p.035 Flashcards (2) Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 2 Familie und Tiere**  
**Einheit 4 pp. 36–37 Die Farben der Welt**

<b>Programme of Study references</b>	<b>GV4</b> Accuracy (grammar) <b>LC4</b> Expressing ideas (writing) <b>LC6</b> Translation into English
<b>Lesson starters</b>	<b>1</b> Bingo game to review numbers using the starter resource <b>2</b> Play Guess who to review descriptions <i>Alternative:</i> Use ActiveTeach p.036 Flashcards to review and practise language for describing hair and eyes
<b>Plenary</b>	Pupils describe a family for partner to identify using plenary resource <i>Alternative:</i> Use ActiveTeach p.036 Class Game to review language for describing hair and eyes
<b>Learning objectives</b>	Describing family members Using adjectives with nouns
<b>Grammar</b>	Adjectival agreement Full paradigm of irregular verb <i>haben</i>
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Personal details about family, Descriptions)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–2</b> Introduce colour vocabulary Practise using colour vocabulary in descriptions of people
<b>Speaking</b>	<b>L 3</b> Asking and answering questions about people
<b>Reading</b>	<b>L 3–4</b> Read and correct sentence descriptions Match sentences halves and translate into English
<b>Writing</b>	<b>L 3–4</b> Write a full description of family members
<b>Key Language</b>	schwarz weiß grau braun rot orange gelb grün blau indigoblau violett lila rosa schwarze/braune/blonde/rote Haare lange/kurze/mittellange Haare blaue/braune/grüne/graue Augen
<b>PLTS</b>	<b>R</b> Reflective learners

<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 45, ex. 5
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 17 <i>Extension:</i> Alternative challenge reading activity for ex. 4 <i>Extra</i> pages 122–123 Übungsheft B, page 17
<b>Resources</b>	35_Kapitel2_Einheit4_Aufgabe1 36_Kapitel2_Einheit4_Aufgabe2 Übungsheft A&B, page 17 <i>ActiveTeach:</i> Starter 1 resource p.036 Flashcards p.037 Extension reading activity p.037 Grammar presentation p.037 Video: Episode 3 p.037 Extension worksheet p.037 Grammar worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 2 Familie und Tiere**  
**Einheit 5 pp. 38–39 Alles Gute!**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (ordinal numbers) <b>LC4</b> Expressing ideas (writing) <b>LC5</b> Accurate pronunciation and intonation
<b>Lesson starters</b>	<b>1</b> Using the starter resource, pupils order themselves in chronological order <b>2</b> Using the starter resource, pupils conduct a survey to find out about birthdays
<b>Plenary</b>	Using the plenary resource, pupils find out about famous people's birthdays
<b>Learning objectives</b>	Talking about birthdays Using ordinal numbers (first, twentieth, and so on)
<b>Grammar</b>	Ordinal numbers (saying when someone's birthday is)
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Family celebrations) Unit 8 – Celebrations (Birthdays)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–4</b> Listen for pronunciation of dates Understand written and aural dates Understand others describing themselves and their birthdays
<b>Speaking</b>	<b>L 4</b> Describe members of a fantastical family
<b>Reading</b>	<b>L 1–2</b> Practise pronunciation of the months Pupils match written dates with numerical dates
<b>Writing</b>	<b>L 3</b> Write out familiar birthday dates
<b>Key Language</b>	Januar Februar März April Mai Juni Juli August September Oktober November Dezember Ich habe am ...(s)ten ... Geburtstag. Ich habe (heute) Geburtstag.
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	<b>Mathematics:</b> dates and months and ordinal numbers

<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra page 122</i> Übungsheft A, page 18 <i>Extension:</i> <i>Extra pages 122-123</i> Übungsheft B, page 18
<b>Resources</b>	37_Kapitel2_Einheit5_Aufgabe2 38_Kapitel2_Einheit5_Aufgabe4 39_Kapitel2_Einheit5_Aufgabe5 40_Kapitel2_Einheit5_Aufgabe7 Übungsheft 1 A&B, page 18 <i>ActiveTeach:</i> Starter 2 resource p.039 Video: Episode 4 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 2 Familie und Tiere**

**Einheit 6 pp. 40–41 Speaking Skills: Eine Superfamilie**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (question words) <b>LC1</b> Listening and responding <b>LC4</b> Expressing ideas (speaking)
<b>Lesson starters</b>	<b>1</b> Practise giving information about families using the starter resource <i>Alternative:</i> <b>2</b> Practise asking and answering questions about other people using the starter resource
<b>Plenary</b>	Asking and answering questions to identify people using plenary resource
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• Developing speaking skills</li><li>• Practising asking and answering questions</li></ul>
<b>Grammar</b>	Question words
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Descriptions)
<b>Learning outcomes ...</b>	
<b>Listening</b>	-
<b>Speaking</b>	<b>L 2–4</b> Ask and answer questions about a superfamily
<b>Reading</b>	<b>L 3</b> Review understanding of question words and responses
<b>Writing</b>	-
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>R</b> Reflective learners
<b>Cross-curricular</b>	<b>Art and design:</b> drawing for description
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 122 Übungsheft A, page 19 <i>Extension:</i> <i>Extra</i> pages 122–123 Übungsheft B, page 19
<b>Resources</b>	Übungsheft 1 A&B, page 19 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource
<b>Key Homework</b>	<b>p43, ex3</b>
<b>Notes</b>	



**Stimmt! 1 Kapitel 2 Familie und Tiere****Projektzone 1 pp. 48–49 Frohe Weihnachten!**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC1</b> Listening and responding <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	Matching and translating new vocabulary using the starter resource
<b>Plenary</b>	Team fact-checking activity: How is Christmas celebrated in Germany?
<b>Learning objectives</b>	Learning about Christmas Finding out about German traditions
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 8 – Celebrations (Various festivals, Special celebrations)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Introduce vocabulary for Christmas activities Hear about what people do at Christmas
<b>Speaking</b>	<b>L 2</b> Talk about Christmas
<b>Reading</b>	<b>L 4</b> Reading comprehension
<b>Writing</b>	<b>L 3–4</b> Research and create a poster about Christmas markets
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>I</b> Independent enquirers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	-
<b>Resources</b>	42_Kapitel2_Projektzone1_Aufgabe1 43_Kapitel2_Projektzone1_Aufgabe2 44_Kapitel2_Projektzone1_Aufgabe4 44a_Kapitel2_Projektzone1_Kulturzone <i>ActiveTeach:</i> Starter 1 resource
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 2 Familie und Tiere****Projektzone 2 pp. 50–51 Prost Neujahr!**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC5</b> Speaking coherently and confidently <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	Practising giving presentations in pairs
<b>Plenary</b>	Giving feedback using plenary resource
<b>Learning objectives</b>	Learning about New Year celebrations Giving a presentation
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 8 Celebrations – (Various festivals, Special celebrations)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Listening to check answers Introduce New Year vocabulary and customs
<b>Speaking</b>	<b>L 3–4</b> Give a presentation about a festival of your choice
<b>Reading</b>	<b>L 2–4</b> Read about New Year traditions Reading comprehension
<b>Writing</b>	-
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>E</b> Effective participators <b>R</b> Reflective learners
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	-
<b>Resources</b>	45_Kapitel2_Projektzone2_Aufgabe2 46_Kapitel2_Projektzone2_Aufgabe4 <i>ActiveTeach:</i> Plenary resource
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 3 Freizeit – juhu!</b>		
<b>Einheit 1 pp. 54–55 Bist du sportlich?</b>		
<b>Programme of Study references</b>		<b>GV2</b> Grammatical structures ( <i>gern + spielen</i> ) <b>GV3</b> Opinions and discussions
<b>Lesson starters</b>		<b>1</b> Finding the odd-one-out using the starter resource <b>2</b> Noughts and crosses on verb formation using the starter resource
<b>Plenary</b>		Battleships about sports using plenary resource <i>Alternative:</i> Use ActiveTeach p.055 Grammar practice to review word order with <i>gern</i>
<b>Learning objectives</b>		Talking about which sports you play Using <i>gern</i> with the verb <i>spielen</i>
<b>Grammar</b>		Full paradigm of <i>spielen</i> Using <i>gern/nicht gern</i>
<b>FCSE links</b>		Unit 1 – Relationships, Family and Friends (Hobbies/free-time activities) Unit 4 – Leisure (Hobbies, Free time/hobbies, Hobbies/activities) Unit 5 – Healthy lifestyle (Activities)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2–3</b>	Introducing sport vocabulary and pronunciation Introducing vocabulary to express opinions
<b>Speaking</b>	<b>L 3</b>	Do a survey on sports pupils like Ask and answer questions about sports pupils like
<b>Reading</b>	<b>L 3</b>	Adding <i>gern</i> or <i>nicht gern</i> to say whether you like doing something or not
<b>Writing</b>	<b>L 2–4</b>	Write about the sports other pupils like Answer questions about sport
<b>Key Language</b>		Was spielst du? Ich spiele ... Badminton Basketball Fußball Wasserball Eishockey Tennis Volleyball Tischtennis Handball Bist du sportlich? Ich bin sehr/ziemlich/nicht sehr sportlich.
<b>PLTS</b>		<b>I</b> Independent enquirers
<b>Cross-curricular</b>		<b>Physical Education:</b> information about different sports that pupils take part in

<b>Grammar practice</b>	<i>Grammatik</i> page 68, exs 1-2
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 124          Übungsheft A, page 26</p> <p><i>Extension:</i>          In starter 1 pupils make up their own odd-one-out puzzles          Include third person and plurals in ex. 6  <i>Extra</i> pages 124-125          Übungsheft B, page 26</p>
<b>Resources</b>	<p>47_Kapitel3_Einheit1_Aufgabe1          48_Kapitel3_Einheit1_Aufgabe4          Übungsheft A&amp;B, page 26</p> <p><i>ActiveTeach:</i>          Starter 1 resource          Starter 2 resource          p.054 Grammar presentation          p.054 Flashcards          p.055 Exercise 5 grid          Plenary resource</p> <p><i>ActiveLearn:</i>          Listening A, Listening B          Reading A, Reading B          Grammar, Vocabulary</p>
<b>Homework</b>	
<b>Notes</b>	

<b>Programme of Study references</b>		<b>GV2</b> Grammatical structures (irregular verbs and sentence structure) <b>LC3</b> Conversation <b>LC4</b> Expressing ideas (writing)
<b>Lesson starters</b>		<b>1</b> Team chain game to review vocabulary <b>2</b> Team aural dominoes using the starter resource <i>Alternative:</i> Use ActiveTeach p.056 Flashcards to review and practise language for leisure activities
<b>Plenary</b>		Class game to work on sentence structure using plenary resource
<b>Learning objectives</b>		Talking about leisure activities Giving your opinion
<b>Grammar</b>		More on using <i>gern</i> Irregular verbs <i>fahren, lesen, sehen</i>
<b>FCSE links</b>		Unit 4 – Leisure (Free time/hobbies, Hobbies/activities)
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2–4</b>	Introduce vocabulary for leisure activities Practise using and understanding opinions Listen out for adjectives
<b>Speaking</b>	<b>L 3–4</b>	Ask and answer questions using <i>gern</i> Group discussion about opinions
<b>Reading</b>	<b>L4</b>	Reading text carefully to check understanding of irregular verbs
<b>Writing</b>	<b>L3–4</b>	Reply to an email about leisure activities
<b>Key Language</b>		Was machst du gern? Ich fahre Rad. Ich spiele Gitarre. Ich lese. Ich schwimme. Ich fahre Skateboard. Ich mache Judo. Ich sehe fern. Ich tanze. Ich reite. Wie findest du das? Ich finde es ... Es ist ... irre super toll cool gut nicht schlecht okay langweilig nervig

	stinklangweilig furchtbar
<b>PLTS</b>	<b>T</b> Team workers
<b>Cross-curricular</b>	
<b>Grammar practice</b>	<i>Grammatik</i> page 68, ex. 3
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 27 <i>Extension:</i> Encourage pupils to correct the incorrect statements in ex. 5 Encourage pupils use second and third person to pose questions in ex. 6 <i>Extra</i> pages 124–125 Übungsheft B, page 27
<b>Resources</b>	49_Kapitel3_Einheit2_Aufgabe1 50_Kapitel3_Einheit2_Aufgabe3 51_Kapitel3_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 27 <i>ActiveTeach:</i> Starter 2 resource p.056 Flashcards p.057 Grammar presentation p.057 Extension worksheet p.057 Video: Episode 5 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 3 Freizeit – juhu!**  
**Einheit 3 pp. 58–59 In meiner Freizeit**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (word order) <b>LC6</b> Translation into English <b>LC8</b> Translation into German
<b>Lesson starters</b>	<b>1</b> Putting words into correct sentence order <b>2</b> A game of bingo with time phrases <i>Alternative:</i> Use ActiveTeach p.058 Flashcards to review and practise language for talking about free time
<b>Plenary</b>	Game of consequences using plenary resource
<b>Learning objectives</b>	Talking about how often you do activities Using correct word order
<b>Grammar</b>	Word order after time expressions
<b>FCSE links</b>	Unit 4 – Leisure (Free time/hobbies)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Understand others talking about leisure activities
<b>Speaking</b>	<b>L 2–3</b> Carry out a survey about leisure activities Practise word order in sentences using time phrases
<b>Reading</b>	<b>L 2–4</b> Translation into German and English concentrating on time phrases and sport vocabulary
<b>Writing</b>	<b>L3–4</b> Write sentences about leisure activities
<b>Key Language</b>	Was machst du in deiner Freizeit? Ich gehe ins Kino. Ich höre Musik. Ich gehe einkaufen. Ich spiele Xbox oder Wii. Ich gehe in den Park. Ich gehe in die Stadt. Ich esse Hamburger oder Pizza. Ich chille. Ich mache Sport. Wann machst du das? Wie oft machst du das? am Abend am Wochenende (sehr/ziemlich/nicht so) oft jeden Tag einmal pro Woche zweimal pro Woche dreimal pro Woche einmal pro Monat
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	-

<b>Grammar practice</b>	<i>Grammatik</i> page 69, ex. 4
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 124  Übungsheft A, page 28</p> <p><i>Extension:</i>  Continue ex. 2 to find out what pupils like to do most and least  Follow up ex. 5 by saying the activities pupils have found  <i>Extra</i> pages 124–125  Übungsheft B, page 28</p>
<b>Resources</b>	52_Kapitel3_Einheit3_Aufgabe1 53_Kapitel3_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 28 <i>ActiveTeach:</i> Starter 2 resource p.058 Exercise 1 grid p.058 Flashcards p.059 Thinking skills worksheet p.059 Grammar presentation <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	



**Stimmt 1! Kapitel 3 Freizeit – juhu!**  
**Einheit 4 pp. 60–61 Ich bin online**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (sentence structure) <b>LC5</b> Accurate pronunciation and intonation <b>LC8</b> Translation into German
<b>Lesson starters</b>	<b>1</b> Classifying new vocabulary using the starter resource <b>2</b> Word-order game using the starter resource <i>Alternative:</i> Use ActiveTeach p.060 Flashcards to review and practise language for talking about mobiles and computers
<b>Plenary</b>	Beat-the-teacher game to make sentences using plenary resource
<b>Learning objectives</b>	Talking about mobiles and computers Talking about the future using the present tense
<b>Grammar</b>	The <i>wir</i> and <i>Sie/sie</i> forms Talking about the future using the present tense + future time phrase
<b>FCSE links</b>	Unit 4 – Leisure (Free time/hobbies)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Listen for pronunciation Introducing vocabulary for online activities
<b>Speaking</b>	<b>L 2–3</b> Using online vocabulary Work out correct pronunciation Create dialogues based on examples given
<b>Reading</b>	<b>L 4</b> Understanding online vocabulary and time expressions
<b>Writing</b>	<b>L 3</b> Translate into German to practise sentence structure and time expressions
<b>Key Language</b>	Was machst du am Computer oder auf deinem Handy? Ich chatte mit Freunden auf Facebook. Ich mache Fotos oder Filme. Ich suche und lese Infos für die Hausaufgaben. Ich simse. Ich lade Musik herunter. Ich sehe Videos. Ich surfe im Internet. Ich spiele Computerspiele. Ich telefoniere mit Freunden. immer manchmal nie jeden Morgen heute morgen am Montag nächste Woche in zwei Wochen

<b>PLTS</b>	<b>C Creative thinkers</b>
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 69, ex. 5
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 124 Übungsheft A, page 29 <i>Extension:</i> Alternative challenge reading ex. 5 <i>Extra</i> pages 124–125 Übungsheft B, page 29
<b>Resources</b>	54_Kapitel3_Einheit4_Aufgabe2 55_Kapitel3_Einheit4_Aufgabe4 Übungsheft 1 A&B, page 29 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.060 Flashcards p.061 Extension reading activity p.061 Grammar presentation p.061 Video: Episode 6 p.061 Grammar worksheet <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 3 Freizeit – juhu!****Einheit 5 pp. 62–63 Listening Skills: Wir sind Freunde**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC1</b> Listening and responding <b>LC4</b> Expressing ideas (speaking)
<b>Lesson starters</b>	<b>1</b> Mind-mapping vocabulary <b>2</b> Pairing activity to review vocabulary using the starter resource
<b>Plenary</b>	Putting together a list of listening strategies
<b>Learning objectives</b>	Developing prediction strategies Understanding longer listening texts
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 1 – Relationships, Family and Friends (Family/friends)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–4</b> Review sport vocabulary Strategies for understanding longer listening tasks
<b>Speaking</b>	<b>L 3</b> Review vocabulary to talk about yourself and what you do
<b>Reading</b>	<b>L 3</b> Strategies for understanding short texts
<b>Writing</b>	<b>L 2</b> Brainstorming activity and making notes
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 124 <i>Extension:</i> Encourage pupils to complete ex. 5 without referring to the word box Extra pages 124–125
<b>Resources</b>	56_Kapitel3_Einheit5_Aufgabe2 57_Kapitel3_Einheit5_Aufgabe4 58_Kapitel3_Einheit5_Aufgabe5 59_Kapitel3_Einheit5_Aufgabe7 60_Kapitel3_Einheit5_Aufgabe8 <i>ActiveTeach:</i> Starter 2 resource
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 3 Freizeit – juhu!****Einheit 6 pp. 64–65 Writing Skills: Brieffreunde**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (various) <b>LC2</b> Transcription <b>LC4</b> Expressing ideas (writing)
<b>Lesson starters</b>	<b>1</b> Brainstorming vocabulary into six categories using the starter resource <b>2</b> Highlighting specific grammatical structures using the starter resource
<b>Plenary</b>	Pupils rework five sentences to make them as interesting as possible <i>Alternative:</i> Use ActiveTeach p.065 Class Game to review word order
<b>Learning objectives</b>	Making your writing interesting and varied Writing about your free time
<b>Grammar</b>	-
<b>FCSE links</b>	-
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L4</b> Listening and reading to a longer text
<b>Speaking</b>	-
<b>Reading</b>	<b>L 3–4</b> Activities to extend vocabulary
<b>Writing</b>	<b>L 2–4</b> Identify features in a text that can be used in your own work Use different sentence structures to add variety Write about leisure activities
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>S</b> Self-managers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 124 Übungsheft A, page 30 <i>Extension:</i> Extra pages 124–125 Übungsheft B, page 30
<b>Resources</b>	61_Kapitel3_Einheit6_Aufgabe1 Übungsheft 1 A&B, page 30 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.064 Exercise 4 grid
<b>Key Homework</b>	<b>p67 ex 4</b>
<b>Notes</b>	

**Stimmt! 1 Kapitel 3 Freizeit – juhu!**  
**Projektzone pp. 72–73 Ich sammle!**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC2</b> Transcription <b>LC4</b> Expressing ideas (speaking)
<b>Lesson starters</b>	<b>1</b> Mind-map ideas and search for German vocabulary <b>2</b> Building compound nouns using the starter resource
<b>Plenary</b>	Gap-fill text using plenary resource
<b>Learning objectives</b>	Learning about collections Researching and describing an unusual collection
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 4 – Leisure (Free time/hobbies)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Listen to check answers Strategies to understand long words
<b>Speaking</b>	<b>L 3–4</b> Talk about collections and opinions
<b>Reading</b>	<b>L 2–3</b> Encourage careful reading
<b>Writing</b>	<b>L 4</b> Research and create a poster about an unusual collection
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>I</b> Independent enquirers
<b>Cross-curricular</b>	<b>Computing:</b> researching information online
<b>Grammar practice</b>	-
<b>Differentiation</b>	-
<b>Resources</b>	63_Kapitel3_Projektzone_Aufgabe2 64_Kapitel3_Projektzone_Aufgabe3 <i>ActiveTeach:</i> Starter 2 resource p.072 Exercise 3 grid Plenary resource
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 4 Schule ist klasse!  
Einheit 1 pp. 76–77 Ich mag Deutsch!**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (word order with <i>weil</i> ) <b>LC5</b> Accurate pronunciation and intonation <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	<b>1</b> Vocabulary matching exercise using the starter resource <b>2</b> Exploring positive/negative adjectives <i>Alternative:</i> Use ActiveTeach p.076 Flashcards to review and practise language for giving opinions about school subjects
<b>Plenary</b>	Making sentences with <i>weil</i> using plenary resource
<b>Learning objectives</b>	Talking about school subjects Using <i>weil</i> to give reasons and opinions
<b>Grammar</b>	Word order with <i>weil</i>
<b>FCSE links</b>	Unit 2 – Education and Future Plans (School subjects, Opinions)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2</b> Introduce vocabulary for school subjects Review ways of giving opinions
<b>Speaking</b>	<b>L 1–3</b> Ask and answer questions about subjects you like/dislike Extend dialogues about subjects you like/dislike using <i>weil</i>
<b>Reading</b>	<b>L 1–3</b> Work on pronunciation Sentence structure with <i>weil</i>
<b>Writing</b>	<b>L 3–4</b> Write out sentences using <i>weil</i> Write about school subjects that pupils like/dislike
<b>Key Language</b>	Ich mag ... Ich mag ... nicht. Deutsch Englisch Mathe Naturwissenschaften Informatik Erdkunde Geschichte Sport Kunst Musik Theater Technik Mein Lieblingsfach ist ... Ich mag auch ... und ... Ich mag ... sehr. Ich liebe ..., aber ich hasse ... Warum magst du das (nicht)? Ich liebe/mag (Mathe), weil es ... ist. Ich hasse (Mathe)/mag (Mathe) nicht, weil es ... ist.

	einfach faszinierend gut interessant nützlich supercool toll furchtbar langweilig nervig nutzlos schwierig stinklangweilig
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	<i>Grammatik</i> page 90, ex. 1
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 37 <i>Extension:</i> <i>Extra</i> pages 126–127 Übungsheft B, page 37
<b>Resources</b>	65_Kapitel4_Einheit1_Aufgabe2 66_Kapitel4_Einheit1_Aufgabe3 67_Kapitel4_Einheit1_Aufgabe5 Übungsheft 1 A&B, page 37 <i>ActiveTeach:</i> Starter 1 resource p.076 Flashcards (1) p.076 Flashcards (2) p.077 Grammar presentation Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 4 Schule ist klasse!**  
**Einheit 2 pp. 78–79 Was und wann?**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (word order) <b>LC4</b> Expressing ideas (writing) <b>LC6</b> Translation into English
<b>Lesson starters</b>	<b>1</b> Making long sentences using the starter resource <b>2</b> Pass-the-parcel game to practise telling the time using the starter resource
<b>Plenary</b>	Gap-fill speaking activity on school timetable using plenary resource <i>Alternative:</i> Use ActiveTeach p.079 Class Game to review language for talking about time
<b>Learning objectives</b>	Talking about days and times More about word order
<b>Grammar</b>	Word order with time expressions
<b>FCSE links</b>	Unit 2 – Education and Future Plans (School timetable)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–3</b> Introduce days of the week Work on aural comprehension of time
<b>Speaking</b>	<b>L 1–3</b> Ask and answer questions about when you have school subjects
<b>Reading</b>	<b>L 2–3</b> Word order and time expressions Understand time telling (written and digital) Review ordinal numbers
<b>Writing</b>	<b>L 4</b> Writing about your (favourite) day at school
<b>Key Language</b>	Sieben Tage in der Woche: Montag Dienstag Mittwoch Donnerstag Freitag Samstag Sonntag Was hast du am Montag? Am Montag/Heute/Morgen ... ... habe ich/haben wir ... ... Deutsch/Sport/keine Schule. Wie viel Uhr ist es? Es ist acht Uhr. Es ist zehn Uhr zwanzig. Wann hast du/haben wir (Englisch)? Um wie viel Uhr hast du/haben wir (Englisch)? Um (8) Uhr (15). in der ersten/zweiten/dritten Stunde vor der Pause nach der Mittagspause



<b>PLTS</b>	<b>C Creative thinkers</b>
<b>Cross-curricular</b>	<b>Mathematics:</b> telling the (digital) time
<b>Grammar practice</b>	<i>Grammatik</i> page 90, ex. 2
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 126  Übungsheft A, page 38</p> <p><i>Extension:</i>  Pupils add more detail to starter 1 sentences  Pupils highlight verbs in longer sentences from ex. 2  <i>Extra</i> pages 126–127  Übungsheft B, page 38</p>
<b>Resources</b>	68_Kapitel4_Einheit2_Aufgabe1 69_Kapitel4_Einheit2_Aufgabe5 70_Kapitel4_Einheit2_Aufgabe6 71_Kapitel4_Einheit2_Aufgabe9 Übungsheft 1 A&B, page 38 <i>ActiveTeach:</i> Starter 1 resource p.078 Grammar worksheet p.079 Exercise 6 grid p.079 Exercise 8 grid p.079 Flashcards Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B  <b>Grammar, Vocabulary</b>
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 4 Schule ist klasse!**

**Einheit 3 pp. 80–81 Lehrer und Lehrerinnen**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (possessive pronouns <i>sein/ihr</i> ) <b>LC3</b> Conversation <b>LC4</b> Expressing ideas (writing)
<b>Lesson starters</b>	<b>1</b> Mind-mapping descriptions of teachers using the starter resource <b>2</b> Review of masculine/feminine possessive pronouns using the starter resource <i>Alternative:</i> Use ActiveTeach p.080 Flashcards to review and practise language for talking about teachers
<b>Plenary</b>	Describing a teacher for pupils to guess using plenary resource <i>Alternative:</i> Use ActiveTeach p.081 Grammar practice to review <i>sein</i> and <i>ihr</i>
<b>Learning objectives</b>	Describing your teachers Using <i>sein</i> (his) and <i>ihr</i> (her)
<b>Grammar</b>	How to say 'his' and 'her'
<b>FCSE links</b>	Unit 2 – Education and Future Plans (School – teachers)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 3–4</b> More on adjectives to describe people Listen to check answers
<b>Speaking</b>	<b>L 4</b> Make dialogues about teachers
<b>Reading</b>	<b>L 3</b> Introduce and use <i>sein/ihr</i> to talk about teachers
<b>Writing</b>	<b>L 4</b> Describe one male and one female teacher
<b>Key Language</b>	freundlich streng jung alt launisch fair Unpünktlich arrogant nervig lustig cool Mein Lehrer/Englischlehrer heißt ... Meine Lehrerin/Deutschlehrerin heißt ... Er/Sie ist ... (zu/sehr/ziemlich/ein bisschen/nicht) ...
<b>PLTS</b>	<b>R</b> Reflective learners
<b>Cross-curricular</b>	-

<b>Grammar practice</b>	<i>Grammatik</i> page 90, ex. 3
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 39 <i>Extension:</i> <i>Extra</i> pages 126–127 Übungsheft B, page 39
<b>Resources</b>	72_Kapitel4_Einheit3_Aufgabe1 73_Kapitel4_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 39 <i>ActiveTeach:</i> Starter 2 resource p.080 Flashcards p.081 Grammar presentation p.081 Video: Episode 7 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 4 Schule ist klasse!</b>		
<b>Einheit 4 pp. 82–83 Im Klassenzimmer</b>		
<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures (prepositions) <b>LC4</b> Expressing ideas (writing) <b>LC6</b> Reading comprehension	
<b>Lesson starters</b>	<b>1</b> Labelling vocabulary using the starter resource <b>2</b> Identifying the accusative using the starter resource <i>Alternative:</i> Use ActiveTeach p.082 Flashcards to review and practise language for classroom objects	
<b>Plenary</b>	Gap-fill writing activity about prepositions using plenary resource	
<b>Learning objectives</b>	Talking about school facilities and rules Using the prepositions <i>in, an, auf, neben</i>	
<b>Grammar</b>	Prepositions of position <i>in, an, auf, neben</i> The irregular verb <i>dürfen</i>	
<b>FCSE links</b>	Unit 2 – Education and Future Plans (School facilities)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2</b>	Introduce classroom vocabulary
<b>Speaking</b>	<b>L 1–3</b>	Understand and use prepositions of place
<b>Reading</b>	<b>L 1–4</b>	Introduce the use of <i>dürfen</i>
<b>Writing</b>	<b>L 4</b>	Practise using <i>dürfen</i> to write tweets about school rules
<b>Key Language</b>	das Klassenzimmer der Tisch der Stuhl der Computer das Whiteboard das Poster das Fenster die Wand die Tür der Korridor in der Schule im Klassenzimmer im Korridor auf dem Tisch an der Wand am Fenster neben der Tür neben dem Computer	
<b>PLTS</b>	<b>C</b> Creative thinkers	
<b>Cross-curricular</b>	-	

<b>Grammar practice</b>	<i>Grammatik</i> page 91, ex. 4
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 126  Übungsheft A, page 40</p> <p><i>Extension:</i>  Pupils look for more classroom vocabulary in starter 1  Pupils translate starter 2 resource text into English  <i>Extra</i> pages 126–127  Übungsheft B, page 40</p>
<b>Resources</b>	74_Kapitel4_Einheit4_Aufgabe2 75_Kapitel4_Einheit4_Aufgabe3 Übungsheft 1 A&B, page 40 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.082 Grammar presentation p.082 Flashcards p.083 Grammar presentation (1) p.083 Grammar presentation (2) p.083 Video: Episode 8 p.083 Extension worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 4 Schule ist klasse!**

**Einheit 5 pp. 84–85 Reading Skills: Mein Lieblingstag**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	<b>1</b> Sorting vocabulary using the starter resource <b>2</b> Using word-families to build vocabulary using the starter resource
<b>Plenary</b>	Highlighting key information and translating text using plenary resource
<b>Learning objectives</b>	Understanding longer reading texts Looking up words you don't know
<b>Grammar</b>	-
<b>FCSE links</b>	-
<b>Learning outcomes ...</b>	
<b>Listening</b>	-
<b>Speaking</b>	-
<b>Reading</b>	<b>L 2–4</b> Prediction techniques Skimming Focus reading Using a dictionary to categorise and translate given words
<b>Writing</b>	-
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>S</b> Self-managers
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 126 Übungsheft A, page 41 <i>Extension:</i> Pupils find out five facts about each character from ex. 2 Further work on dictionary skills and meanings for ex. 3 Alternative challenge reading activity for ex. 4 Develop ex. 4 into further writing, extending sentences and dictionary skills <i>Extra</i> pages 126–127 Übungsheft B, page 41
<b>Resources</b>	Übungsheft 1 A&B, page 41 <i>ActiveTeach:</i> Starter 1 resource p.084 Extension reading activity p.085 Learning skills worksheet Plenary resource

<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 4 Schule ist klasse!****Einheit 6 pp. 86–87 Speaking Skills: Meine Traumschule**

<b>Programme of Study references</b>	<b>LC4</b> Expressing ideas (speaking) <b>LC5</b> Speaking coherently and confidently
<b>Lesson starters</b>	<b>1</b> Matching exercise to review question words using the starter resource <b>2</b> Assessing and improving written text using the starter resource
<b>Plenary</b>	Reading out loud to improve pronunciation using plenary resource
<b>Learning objectives</b>	Talking at length about a topic Improving your pronunciation
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 2 – Education and Future Plans (School facilities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2</b> Use audio to work on pronunciation of tongue-twisters
<b>Speaking</b>	<b>L 2–4</b> Work on pronunciation using tongue-twisters Discuss a dream school Review ways of asking questions Review strategies to vary interest in work Giving a presentation about a dream school
<b>Reading</b>	-
<b>Writing</b>	<b>L 4</b> Prepare questions
<b>Key Language</b>	-
<b>PLTS</b>	<b>E</b> Effective participators
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 126 Übungsheft A, page 41 <i>Extension:</i> Pupils answer the questions from starter 1 Extra pages 126–127 Übungsheft B, page 41
<b>Resources</b>	76_Kapitel4_Einheit6_Aufgabe2 Übungsheft 1 A&B, page 41 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource
<b>Key Homework</b>	<b>p89, ex 4</b>
<b>Notes</b>	



**Stimmt! 1 Kapitel 4 Schule ist klasse!**

**Projektzone pp. 94–95 Sonne, Mond und Erde**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC4</b> Expressing ideas (writing) <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	<b>1</b> Write down and share facts about the solar system <b>2</b> Read text and complete gap-fill vocabulary exercise using the starter resource
<b>Plenary</b>	Peer assessment of written work about the solar system using plenary resource
<b>Learning objectives</b>	Finding out about the solar system Making a display about the solar system
<b>Grammar</b>	-
<b>FCSE links</b>	-
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1</b> Pronunciation of planet names
<b>Speaking</b>	<b>L 1–2</b> Peer evaluation of speaking and writing using planet names
<b>Reading</b>	<b>L 2–3</b> Read about the solar system More on writing numbers
<b>Writing</b>	<b>L 1–4</b> Write, design and produce a poster about the solar system
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>E</b> Effective participators
<b>Cross-curricular</b>	<b>Science:</b> astronomy
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Extension:</i> Pupils extend word-families <i>Sonne, Mond and Erde</i> from ex. 1 Pupils memorise and transcribe the mnemonic from ex. 3 as a follow-up to ex. 6 Pupils make up their own mnemonic to remember the names and order of the planets from ex. 3 as a follow-up to ex. 6
<b>Resources</b>	78_Kapitel4_Projektzone_Aufgabe5 <i>ActiveTeach:</i> Starter 2 resource Plenary resource
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 5 Gute Reise!**  
**Einheit 1 pp. 98–99 In der Stadt**

<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures ( <i>es gibt + ein/kein</i> ) <b>LC1</b> Listening and responding <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	<b>1</b> Categorising new vocabulary using the starter resource <b>2</b> Highlighting things a town does/does not have in written text using the starter resource <i>Alternative:</i> Use ActiveTeach p.098 Flashcards to review and practise language for places in town
<b>Plenary</b>	Gap-fill exercise using plenary resource
<b>Learning objectives</b>	Saying what there is/isn't in a town Using <i>es gibt + ein/kein</i>
<b>Grammar</b>	Sentences with <i>es gibt ...</i> Negative sentences with <i>kein</i>
<b>FCSE links</b>	Unit 7 – Local Area and Environment (Facilities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–3</b> Introduce vocabulary for buildings in a town Understand the structures <i>es gibt + ein/kein</i>
<b>Speaking</b>	<b>L1–4</b> Use the structures <i>es gibt + ein/kein</i> to talk about a town Give a presentation about a town
<b>Reading</b>	<b>L 2–4</b> Translate compound nouns into German Focus reading of longer text to extract specific information
<b>Writing</b>	<b>L 1</b> Work with compound nouns
<b>Key Language</b>	der Bahnhof der Park der Marktplatz die Kirche die Imbissstube die Kegelbahn das Kino das Schwimmbad das Schloss Es gibt einen/keinen ... Es gibt eine/keine ... Es gibt ein/kein ...
<b>PLTS</b>	<b>C</b> Creative thinkers
<b>Cross-curricular</b>	<b>Geography:</b> town planning

<b>Grammar practice</b>	<i>Grammatik</i> page 112, exs 1–2 (page 91, ex. 5)
<b>Differentiation</b>	<i>Reinforcement:</i> <i>Extra</i> page 128 Übungsheft A, page 48 <i>Extension:</i> Highlight adjectives, connectives, etc. in starter resource 2 <i>Extra pages</i> 128–129 Übungsheft B, page 48
<b>Resources</b>	79_Kapitel5_Einheit1_Aufgabe3 80_Kapitel5_Einheit1_Aufgabe4 81_Kapitel5_Einheit1_Aufgabe7 82_Kapitel5_Einheit1_Aufgabe8 Übungsheft 1 A&B, page 48 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.098 Grammar presentation p.098 Flashcards p.099 Video: Episode 9 Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 5 Gute Reise!</b>		
<b>Einheit 2 pp. 100–101 Wir gehen einkaufen!</b>		
<b>Programme of Study references</b>	<b>GV2</b> Grammatical structures ( <i>möchten</i> with the infinitive) <b>LC2</b> Transcription <b>LC3</b> Conversation (using modes of address)	
<b>Lesson starters</b>	<b>1</b> Bingo game with larger numbers using the starter resource <b>2</b> Noughts and crosses game with souvenir vocabulary using the starter resource <i>Alternative:</i> Use ActiveTeach p.100 Flashcards to review and practise language for souvenirs	
<b>Plenary</b>	Snakes and ladders board game reviewing lesson objectives using plenary resource	
<b>Learning objectives</b>	Saying what souvenirs you want to buy Using <i>ich möchte</i> to say what you would like	
<b>Grammar</b>	<i>möchten</i> with the infinitive	
<b>FCSE links</b>	Unit 4 – Leisure (Around town)	
<b>Learning outcomes ...</b>		
<b>Listening</b>	<b>L 2–4</b>	Introduce souvenir vocabulary Review numbers and prices Introduce <i>ich möchte</i>
<b>Speaking</b>	<b>L 3</b>	Create dialogues about prices of souvenir objects Chain memory game about objects to buy
<b>Reading</b>	<b>L4</b>	Use <i>ich möchte</i> in the third person Extract specific vocabulary from source text
<b>Writing</b>	<b>L 3–4</b>	Write a dialogue about shopping to perform Answer questions about shopping
<b>Key Language</b>	der Kuli der Schlüsselanhänger der Aufkleber die Tasse die Postkarte die Kappe das Freundschaftsband das Trikot das Kuscheltier Ich möchte ... (kaufen). Du möchtest ... (kaufen). Er/Sie möchte ... (kaufen).	
<b>PLTS</b>	<b>T</b> Team workers	
<b>Cross-curricular</b>	-	

<b>Grammar practice</b>	<i>Grammatik</i> page 112, exs 3-4
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 128  Übungsheft A, page 49</p> <p><i>Extension:</i>  More able pupils can take the role of caller in starter 1  Alternative challenge writing activity for ex. 8  <i>Extra</i> pages 128-129  Übungsheft B, page 49</p>
<b>Resources</b>	83_Kapitel5_Einheit2_Aufgabe2 84_Kapitel5_Einheit2_Aufgabe4 Übungsheft 1 A&B, page 49 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.100 Flashcards p.101 Extension writing activity p.101 Extension worksheet Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 5 Gute Reise!**

**Einheit 3 pp. 102–103 Mmm, lecker!**

<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>GV3</b> Opinions and discussions <b>LC6</b> Reading comprehension
<b>Lesson starters</b>	<b>1</b> Ordering numbers using the starter resource <b>2</b> Building compound nouns using the starter resource <i>Alternative:</i> Use ActiveTeach p.102 Flashcards to review and practise language for drinks and snacks
<b>Plenary</b>	Building a long conversation about buying drinks and snacks
<b>Learning objectives</b>	Buying snacks and drinks More practice with euros and cents
<b>Grammar</b>	<i>Man kann</i> with the infinitive
<b>FCSE links</b>	Unit 6 – Food and Drink (Food/drink vocabulary items, Eating out)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–4</b> Listen to check answers Make notes on what people want to buy and how much it costs Listen for prices and add them up
<b>Speaking</b>	<b>L 4</b> Create dialogues about buying snacks following given example
<b>Reading</b>	<b>L 1–4</b> Match prices to photos of snacks Understand what people like to eat and drink Work out the meaning of words including compound nouns
<b>Writing</b>	<b>L 1</b> Copy food items
<b>Key Language</b>	Was möchtest du? Was möchten Sie? Etwas zu essen? Etwas zu trinken? Ich möchte ... Ich hätte gern ... einmal Bratwurst (mit ...), bitte zweimal ... dreimal ... der Hamburger der Tee die Bratwurst die Cola die Pizza die Pommes das Eis das Mineralwasser
<b>PLTS</b>	<b>C</b> Creative thinkers

<b>Cross-curricular</b>	<b>Mathematics:</b> numbers, prices and addition
<b>Grammar practice</b>	-
<b>Differentiation</b>	<p><i>Reinforcement:</i>  <i>Extra</i> page 128  Übungsheft A, page 50</p> <p><i>Extension:</i>  In the plenary, ban pupils from using the same phrase twice  <i>Extra</i> pages 128–129  Übungsheft B, page 50</p>
<b>Resources</b>	85_Kapitel5_Einheit3_Aufgabe2 86_Kapitel5_Einheit3_Aufgabe3 87_Kapitel5_Einheit3_Aufgabe4 Übungsheft 1 A&B, page 50 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.102 Flashcards <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 5 Gute Reise!**

**Einheit 4 pp. 104–105 In den Sommerferien**

<b>Programme of Study references</b>	<b>GV1</b> Tenses (forming the future using <i>werden</i> ) <b>LC5</b> Speaking coherently and confidently <b>LC8</b> Writing creatively
<b>Lesson starters</b>	<b>1</b> Classifying sports and working out new vocabulary using the starter resource <b>2</b> Putting sentences into correct word order using the starter resource <i>Alternative:</i> Use ActiveTeach p.104 Flashcards to review and practise language for holiday activities
<b>Plenary</b>	Presenting a celebrity holiday in the first person using plenary resource for feedback
<b>Learning objectives</b>	Talking about holiday plans Using <i>werden</i> to form the future tense
<b>Grammar</b>	Using <i>werden</i> + infinitive
<b>FCSE links</b>	Unit 3 – Holidays and Travel (Holidays, activities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 4–5</b> Introduce the use of <i>werden</i> to form the future Understand people talking about holiday plans
<b>Speaking</b>	<b>L 4–5</b> Create dialogues about summer holiday plans using <i>werden</i> to form the future Prepare and give a presentation about holiday plans
<b>Reading</b>	<b>L 5</b> Gap-fill exercise to complete source text
<b>Writing</b>	<b>L 3–5</b> Practise the use of <i>werden</i> to form the future to write sentences about holiday plans Answer questions about source text Write about your holiday plans
<b>Key Language</b>	Was wirst du in den Sommerferien machen? Ich werde ... Wir werden ... segeln klettern an den Strand gehen wandern im See baden tauchen windsurfen rodeln im Meer schwimmen In den Sommerferien werde ich mit ... Wir werden ... nach ... fahren Wir werden ... Wochen bleiben Wir werden ... und auch ... Dort gibt es ... und ..., aber kein ... Man kann dort ... und ...



	Am Montag/Freitag ... Ich möchte auch ...
<b>PLTS</b>	<b>E</b> Effective participators
<b>Cross-curricular</b>	<b>Geography:</b> countries around the world
<b>Grammar practice</b>	<i>Grammatik</i> page 113, exs 6–7
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 128 Übungsheft A, page 51 <i>Extension:</i> Introduce rogue sports categories to starter 1 so that pupils need to devise their own groupings In starter 2 pupils make up their own sentences using <i>werden</i> and test their partners Alternative challenge reading activity ex. 4 Level 5 Extra pages 128–129 Übungsheft B, page 51
<b>Resources</b>	88_Kapitel5_Einheit4_Aufgabe1 89_Kapitel5_Einheit4_Aufgabe6 Übungsheft 1 A&B, page 51 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource p.104 Grammar worksheet p.104 Exercise 1 grid p.104 Grammar presentation p.104 Flashcards p.105 Learning skills worksheet p.105 Video: Episode 10 p.105 Exercise 6 grid p.105 Extension reading activity Plenary resource <i>ActiveLearn:</i> Listening A, Listening B Reading A, Reading B Grammar, Vocabulary
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 5 Gute Reise!</b>	
<b>Einheit 5 pp. 106–107 Listening Skills: Auf geht's!</b>	
<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC1</b> Listening and responding
<b>Lesson starters</b>	<b>1</b> Group activity to think of high-frequency words <b>2</b> Listening to spoken text to identify high-frequency words
<b>Plenary</b>	Aural dominoes using plenary resource
<b>Learning objectives</b>	Understanding longer, more varied spoken texts Focusing on high-frequency words
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 7 – Local Area and Environment (Facilities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 4–5</b> Listen carefully for particular words Answer multiple-choice questions about a town Pick out detail from extended listening about a town Listen for differences between written and audio text
<b>Speaking</b>	-
<b>Reading</b>	-
<b>Writing</b>	<b>L 3–4</b> Make short sentences from one long sentence to focus on high-frequency words Write and transcribe sentences
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>S</b> Self-managers
<b>Cross-curricular</b>	<b>Geography:</b> towns and tourism
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Pupils read out partner's sentences from ex. 5 <i>Extra</i> page 128 Übungsheft A, page 52 <i>Extension:</i> <i>Extra</i> pages 128–129 Übungsheft B, page 52
<b>Resources</b>	90_Kapitel5_Einheit5_Aufgabe2 91_Kapitel5_Einheit5_Aufgabe3 92_Kapitel5_Einheit5_Aufgabe4 93_Kapitel5_Einheit5_Aufgabe6 94_Kapitel5_Einheit5_Aufgabe7 Übungsheft 1 A&B, page 52 <i>ActiveTeach:</i> Plenary resource
<b>Homework</b>	
<b>Notes</b>	

<b>Stimmt! 1 Kapitel 5 Gute Reise!</b>	
<b>Einheit 6 pp. 108–109 Writing Skills: Willkommen!</b>	
<b>Programme of Study references</b>	<b>GV3</b> Developing vocabulary <b>LC2</b> Transcription <b>LC8</b> Writing creatively
<b>Lesson starters</b>	<b>1</b> Making sentences more interesting by adding adjectives using the starter resource <b>2</b> Compiling a checklist for good writing using the starter resource
<b>Plenary</b>	Using the checklist prepared in starter 2 or a peer-assessment grid (plenary resource) pupils peer assess a given piece of text
<b>Learning objectives</b>	Writing at length about a topic Adapting a model
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 7 – Local Area and Environment (Facilities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 1–5</b> Listen to check and transcribe additional adjectives Work on construction of longer sentences
<b>Speaking</b>	-
<b>Reading</b>	<b>L 4–5</b> Reading comprehension about a town Peer assess written work from ex. 6 using checklist
<b>Writing</b>	<b>L 2–5</b> Create sentence starters to add variety to writing Review ways of adapting a model Write about holiday plans
<b>Key Language</b>	Review language from previous units
<b>PLTS</b>	<b>T</b> Team workers
<b>Cross-curricular</b>	<b>Geography:</b> tourism
<b>Grammar practice</b>	-
<b>Differentiation</b>	<i>Reinforcement:</i> Extra page 128 Übungsheft A, page 52 <i>Extension:</i> Extra pages 128–129 Übungsheft B, page 52
<b>Resources</b>	95_Kapitel5_Einheit6_Aufgabe2 96_Kapitel5_Einheit6_Aufgabe3 Übungsheft 1 A&B, page 52 <i>ActiveTeach:</i> Starter 1 resource Starter 2 resource Plenary resource
<b>Key Homework</b>	<b>p111, ex 5</b>
<b>Notes</b>	

**Stimmt! 1 Kapitel 5 Gute Reise!****Projektzone 1 pp. 116–117 Infos für Touristen**

<b>Programme of Study references</b>	<b>LC3</b> Conversation (dealing with the unexpected) <b>LC5</b> Speaking coherently and confidently <b>LC8</b> Writing creatively
<b>Lesson starters</b>	<b>1</b> Brainstorming features of a good brochure using authentic texts <b>2</b> Collecting key words from authentic texts (holiday brochures)
<b>Plenary</b>	Peer assessment of brochures using criteria established in starter 1
<b>Learning objectives</b>	Researching German-speaking places Creating a tourist brochure
<b>Grammar</b>	-
<b>FCSE links</b>	Unit 3 – Holidays and Travel (Destination, Activities)
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–4</b> Review sentence starters to add variety Compare a model talk about Wien/Baden-Baden with your own Look at more examples of holiday brochures
<b>Speaking</b>	<b>L 3–5</b> Practise spontaneous speaking Strategies for dealing with the unexpected Carry out an interview about one of the towns/areas listed
<b>Reading</b>	
<b>Writing</b>	<b>L 4–5</b> Create a tourist brochure
<b>Key language</b>	Review of language from previous units
<b>PLTS</b>	<b>I</b> Independent enquirers
<b>Cross-curricular</b>	<b>Geography:</b> tourism in German-speaking places
<b>Grammar practice</b>	-
<b>Differentiation</b>	-
<b>Resources</b>	99_Kapitel5_Projektzone1_Aufgabe1 100_Kapitel5_Projektzone1_Aufgabe3 101_Kapitel5_Projektzone1_Aufgabe4 <i>ActiveTeach:</i> p.116 Exercise 1 grid
<b>Homework</b>	
<b>Notes</b>	

**Stimmt! 1 Kapitel 5 Gute Reise!****Projektzone 2 pp. 118–119 Lass uns spielen!**

<b>Programme of Study references</b>	<b>LC1</b> Listening and responding <b>LC3</b> Conversation
<b>Lesson starter</b>	<b>1</b> Revise key vocabulary used in the board game <b>2</b> Working out the meaning of new phrases needed for playing board games
<b>Plenary</b>	Peer assessment of board games
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>Using familiar language in a new context</li> <li>Creating your own board game</li> </ul>
<b>Grammar</b>	-
<b>FCSE links</b>	-
<b>Learning outcomes ...</b>	
<b>Listening</b>	<b>L 2–3</b> Match audio to board-game spaces Check answers
<b>Speaking</b>	<b>L 3–5</b> Create sentences and read out loud using visual/written stimuli Play the board game in groups
<b>Reading</b>	<b>L 2–3</b> Match English instructions to German written/visual stimuli
<b>Writing</b>	<b>L 3–5</b> Write down response based on a visual stimulus Create a board game
<b>Key language</b>	Review language from previous units
<b>PLTS</b>	<b>E</b> Effective participators
<b>Cross-curricular</b>	-
<b>Grammar practice</b>	-
<b>Differentiation</b>	-
<b>Resources</b>	102_Kapitel5_Projektzone2_Aufgabe2 103_Kapitel5_Projektzone2_Aufgabe4
<b>Homework</b>	
<b>Notes</b>	