

# Stimmt AQA Scheme of Work

Overview:

Term	Unit	Notes
<b>YEAR 10</b>		
Autumn Term 1	Edexcel Unit 3	
Autumn Term 2	1	<b>Listening and Writing</b> assessments
Spring Term 1	2	<b>Reading and Speaking</b> assessments
Spring Term 2	3	This has been covered in part in the Autumn term using the Edexcel books. Progress through this unit should be rapid and Unit 4 should be started early, if possible.
Summer Term 1	4	<b>Y10 examinations tbc</b>
Summer Term 2	5	<b>Listening and Reading</b> assessments
<b>Year 11</b>		
Autumn Term 1	6	<b>Listening and Writing</b> assessments
Autumn Term 2	Revision	Mock examinations
Spring Term 1	7	<b>Reading and Speaking</b> assessments
Spring Term 2	8	<b>Listening and Writing</b> assessments
Summer Term 1	Revision	Terminal examinations
Summer Term 2		

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**YEAR: 2016 ONWARDS**

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**Stimmt! Kapitel 1**  
**Startpunkt pp. 6-7**

<b>Theme and topic</b>	Current and future study and employment My studies Life at school/college
<b>Learning objectives</b>	Talking about school subjects and clothes Using verbs in the present tense
<b>Grammar</b>	Present tense verbs Accusative adjective endings
<b>Skills</b>	
<b>Learning outcomes...</b>	
<b>Listening and responding</b>	Listening to and understanding the grades young people have got in each subject Listening and identifying the correct picture Listening and identifying the correct school uniform items and their colour
<b>Speaking</b>	Describing a picture from memory
<b>Reading and responding</b>	Reviewing school subjects Matching questions and answers about a photograph
<b>Writing</b>	Writing about what you wear for school
<b>Key language</b>	Deutsch Englisch Erdkunde Geschichte Informatik Mathe(matik) Naturwissenschaft(en) Spanisch  blau braun gelb grau grün rot schwarz weiß  Ich trage (nie) ... einen Rock eine Jeans eine Hose eine Jacke

	eine Krawatte ein Hemd ein Kleid ein T-Shirt Sportschuhe Schuhe
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 1**  
**Einheit 1 pp. 8–9 Mit Freude in die Schule?**

<b>Theme and topic</b>	Current and future study and employment Life at school/college
<b>Lesson starter</b>	To introduce the new vocabulary from the unit
<b>Plenary</b>	Play speaking tennis by giving reasons why you are or are not looking forward to something
<b>Learning objectives</b>	Talking about what you are and are not looking forward to at school this year Giving opinions with reasons, using <i>denn</i> and <i>weil</i>
<b>Grammar</b>	Giving a reason with <i>denn</i> or <i>weil</i>
<b>Skills</b>	Using qualifiers to make your language more descriptive
<b>Learning outcomes...</b>	
<b>Listening and responding</b>	Listening to and understanding what someone is and is not looking forward to this year Listening to and understanding why young people are or are not looking forward to something this year
<b>Speaking</b>	Talking about what you are and are not looking forward to this year Giving reasons why or why not you are looking forward to something this year
<b>Reading and responding</b>	Reading and identifying what young people are or are not looking forward to this year Translating phrases into English Reading and understanding a blog about what someone is and is not looking forward to this year and why
<b>Writing</b>	Writing a blog about what you are and are not looking forward to this year and giving reasons
<b>Key language</b>	Ich freue mich (nicht) auf ... den Matheunterricht die Klassenfahrt die Theatergruppe das Zeugnis die Hausaufgaben die Klassenarbeiten die Prüfungen neue Fächer meine Freunde/Freundinnen  ... weil er/sie/es ... ist ... weil sie ... sind interessant prima schlecht schwierig

	<p>stressig wichtig ... weil er/sie/es Spaß macht.</p> <p>total (echt) sehr (gar) nicht nie ein bisschen</p>
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 1**

**Einheit 2 pp. 10–11 Die Sommerferien haben Spaß gemacht!**

**Theme and topic**

Current and future study and employment  
 Life at school/college

**Lesson starter**

To revise the perfect tense

**Plenary**

Deciding whether a verb forms the perfect tense with *haben* or *sein*

**Learning objectives**

Talking about what you did in the holidays  
 Using the past tense

**Grammar**

The perfect tense with *haben* and *sein*  
 The imperfect tense

**Skills**

Using adjectives to express your opinions

**Learning outcomes...**

**Listening and responding**

Listening to and understanding what young people have done during the holidays  
 Listening to and identifying what young people have bought for the new school year

**Speaking**

Talking about what you have done during the holidays  
 Chain game talking about what you have bought for the new school year

**Reading and responding**

Reading and understanding what young people have done during the holidays  
 Ordering perfect tense sentences then translating them into English  
 Reading and understanding a text about school

**Writing**

Writing about what you and your friends did during the holidays

**Key language**

Ich habe ...  
 (neue Bücher) gekauft  
 (Gitarre) gelernt  
 (Fußball) gespielt  
 nie (Hausaufgaben) gemacht  
 immer (eine Mütze) getragen  
 oft (einen Film) gesehen.  
 Ich bin (in die Alpen) gefahren.

Das ist ...  
 (echt/nicht) gut  
 langweilig  
 prima  
 schick  
 super

Was hast du (für das neue Schuljahr / Klasse neun) gekauft?  
 Ich habe ...

	einen (blauen) Radiergummi / Kuli / Bleistift / Taschenrechner eine (blaue) Schultasche ein (blaues) Etui (blaue) Filzstifte ... gekauft.
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 1**  
**Einheit 3 pp. 12–13 Der Schultag**

<b>Theme and topic</b>	Current and future study and employment Life at school/college
<b>Lesson starter</b>	To revise numbers and the time
<b>Plenary</b>	Hot seat game – asking and answering questions about the school day
<b>Learning objectives</b>	Describing a school day Asking and answering questions
<b>Grammar</b>	Asking questions with inversion Question words
<b>Skills</b>	Pronouncing cognates correctly How to say times

**Learning outcomes...**

<b>Listening and responding</b>	Listening and indentifying which day is being spoken about based on information in a school timetable Listening to and understanding young people saying on what day and at what time they have certain subjects Listening and identifying the question and answer in an interview
<b>Speaking</b>	Asking and answering questions about a school timetable Comparing your own timetable with the one in the Student Book Preparing an audio clip about your school day
<b>Reading and responding</b>	Reading and understanding an interview about a school day Translating an interview answer into English

**Writing**

<b>Key language</b>	<p>Geschichte / Erdkunde / Biologie / Deutsch / Englisch / Spanisch / Chemie / Mathe / Physik / Sport / Französisch / Informatik / Kunst / Musik / Religion / Theater</p> <p>Was hat (die Klasse 9f) in der (ersten) Stunde am (Montag)?          Was hast du in der (zweiten) Stunde am (Dienstag)?          erste(n) / zweite(n) / dritte(n) / vierte(n) / fünfte(n) / sechste(n) / siebte(n)</p> <p>Die Schule beginnt / endet um ...          nach der Pause          nach der Mittagspause          Wir haben (sechs) Stunden pro Tag.          Jede Stunde dauert (fünfzig) Minuten.          Mein Lieblingsfach ist (Physik).          Ich bekomme immer gute Noten.          Ich mag (Chemie) (nicht).          Ich mache (nicht) gern (Kunst).</p>
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	Wann? Wie viele? Um wie viel Uhr? Hast du ein Lieblingsfach? Warum? Welches Fach? Was? Wie?
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 1  
Einheit 4 pp. 14–15 Ordnung muss sein!**

<b>Theme and topic</b>	Current and future study and employment Life at school/college
<b>Lesson starter</b>	To revise modal verbs
<b>Plenary</b>	Translating sentences into German
<b>Learning objectives</b>	Discussing school rules Using modal verbs: <i>müssen</i> and <i>dürfen</i>
<b>Grammar</b>	Modal verbs: <i>müssen</i> and <i>dürfen</i>
<b>Skills</b>	Giving your opinion in group tasks
<b>Learning outcomes...</b>	
<b>Listening and responding</b>	Listening to and understanding different school rules Listening to and understanding alternative school rules for carnival time
<b>Speaking</b>	Giving your opinion on the school rules Group discussion on school rules
<b>Reading and responding</b>	Recognising different rooms in a school Reading and understanding a text about school rules Reading and understanding a list of school rules
<b>Writing</b>	Writing six rules for your own school Writing an alternative list of rules for carnival time
<b>Key language</b>	<p>die Sporthalle die Bibliothek die Aula der Computerraum die Kantine das Lehrerzimmer das Labor das Klassenzimmer die Toiletten der Schulhof</p> <p>Man muss / darf / darf nicht ... im Computerraum in der Aula / Sporthalle / Kantine / Bibliothek im Klassenzimmer / Labor / Lehrerzimmer in den Toiletten auf dem Schulhof essen. trinken. ruhig sein. Handball spielen. Sportschuhe tragen.</p>

	<p>Wir dürfen (nicht) ...          schlagen          rauchen          essen          trinken          Wir dürfen keinen Dialekt sprechen.          Wir dürfen keine Mützen tragen.</p> <p>Wir müssen ...          pünktlich sein          ruhig sein</p> <p>zu / sehr / ziemlich          streng          ärgerlich          (un)gerecht          (un)fair          gut          lustig</p> <p>Ich stimme da (nicht) zu.          Du hast recht.          Ich bin (nicht) deiner Meinung.          Nein, das finde ich ...          weil ...          das (schrecklich) ist          ich das mag          denn ...          man muss (ruhig) sein          das ist (un)wichtig</p>
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 1**  
**Einheit 5 pp. 16–17 Wir fahren mit der Klasse weg!**

<b>Theme and topic</b>	Current and future study and employment Life at school/college
<b>Lesson starter</b>	To revise „werden“ before learning the future tense
<b>Plenary</b>	Building sentences using the future tense
<b>Learning objectives</b>	Talking about school exchanges and class trips Using the future tense
<b>Grammar</b>	The future tense
<b>Skills</b>	Understanding compound nouns
<b>Learning outcomes...</b>	
<b>Listening and responding</b>	Listening to and understanding answers to questions about a school exchange trip Listening to and understanding questions about a plan for a school trip
<b>Speaking</b>	Asking and answering questions about a school exchange trip Preparing a presentation about a school exchange or class trip
<b>Reading and responding</b>	Reading and understanding questions about a school exchange trip Reading and understanding an itinerary for a school exchange trip Reading and understanding a plan for a school trip
<b>Writing</b>	Writing a plan for a school exchange or class trip
<b>Key language</b>	Wir werden auf Austausch fahren. Was werden wir am (Mittwoch) machen? Ich werde ... / Wir werden ... an einem Tag an der Schule lernen. den Abend bei einer Familie verbringen. die Stadt besuchen. in der Stadt bummeln. eine Radtour machen. ins Hallenbad gehen. einen Tagesausflug machen. Andenken kaufen. (wieder) nach Hause fahren.
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 2**  
**Startpunkt pp. 26–27**

**Theme and topic**

Identity and culture  
 Free-time activities

**Learning objectives**

Discussing leisure activities  
 Using nouns and articles

**Grammar**

Nouns and articles

**Skills**

Using *gern, lieber* and *am liebsten*  
 Using the correct endings for articles

**Learning outcomes...**

**Listening and responding**

Listening to and understanding activities people like and don't like  
 Listening to and understanding people talking about what they like to read

**Speaking**

Talking about what you like and don't like to do in your free time

**Reading and responding**

Reading and understanding statistics about free time activities

**Writing**

Completing a text about what a teenager likes to read

**Key language**

Ich mache / treibe ... Sport.  
 Ich spiele ...  
 Hockey / Basketball / Schach / Karten / am Computer / auf dem Handy.  
 Ich treffe Freunde.  
 Ich gehe ins Kino / in die Stadt.  
 Ich mache / höre Musik.  
 Ich lese Bücher / Zeitschriften.  
 Ich sehe fern.  
 Ich faulenze auf dem Sofa.

gern  
 nicht gern  
 lieber  
 am liebsten

die Biografie(n)  
 der Comic(s)  
 der Fantasyroman(e)  
 die Horrorgeschichte(n)  
 der Krimi(s)  
 die Liebesgeschichte(n)

das Science-Fiction-Buch(-Bücher)

	die Zeitschrift(en) / das Magazin(e) die Zeitung(en)
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 2**  
**Einheit 1 pp. 28–29 Musik ist mein Leben**

<b>Theme and topic</b>	Identity and culture Free-time activities
<b>Lesson starter</b>	To revise different types of music
<b>Plenary</b>	Playing a game to practise making sentences using adverbs of frequency
<b>Learning objectives</b>	Discussing music Using word order in main clauses
<b>Grammar</b>	Word order
<b>Skills</b>	How to say you play an instrument Useful phrases to express your opinion

**Learning outcomes...**

<b>Listening and responding</b>	Listening to and understanding teenagers talking about how often they play an instrument or listen to music Listening to and understanding a teenager talking about music
<b>Speaking</b>	Music quiz
<b>Reading and responding</b>	Recognising different musical instruments Reading and understanding texts about teenagers' music preferences Reading and understanding an online forum about listening to music
<b>Writing</b>	Translating the sentences into German

<b>Key language</b>	<p>die Blockflöte(n)  die Flöte(n)  die Geige(n)  die (elektrische(n)) Gitarre(n)  die Klarinette(n)  die Trompete(n)  das Keyboard(s)  das Klavier(e)  das Saxofon(e)  das Schlagzeug(e)  das Instrument(e)  Ich spiele kein Instrument.</p> <p>jeden Tag  jede Woche  oft  ab und zu  nie  einmal pro Woche  zweimal pro Woche  dreimal pro Monat</p>
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	<p>viermal pro Jahr</p> <p>Ich höre (nicht) gern ...  Ich höre lieber ...  Ich höre am liebsten ...</p> <p>klassische Musik  Opernmusik  Popmusik  Reggae  R&amp;B  Rapmusik  Heavy Metal  House  Country-und-Western-Musik  Jazzmusik  Livemusik</p> <p>Ich höre Musik ...  auf meinem Laptop/Tablet  auf meinem Handy  auf einem Konzert  im Radio  im Bus/Bett / zu Hause</p>
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 2**  
**Einheit 2 pp. 30–31 Film und Fernsehen**

<b>Theme and topic</b>	Identity and culture Free-time activities
<b>Lesson starter</b>	To revise key vocabulary for types of film and TV programmes
<b>Plenary</b>	Writing negative sentences about a TV programme or film
<b>Learning objectives</b>	Discussing film and television Using negatives
<b>Grammar</b>	Negatives
<b>Skills</b>	Forming plural nouns

**Learning outcomes...**

<b>Listening and responding</b>	Listening to and understanding different film and television genres Listening to and understanding different opinions on films and television programmes and how often they watch them
<b>Speaking</b>	Talking about what you like and don't like to watch
<b>Reading and responding</b>	Reading and understanding a text about what Marta likes and doesn't like to watch Reading and understanding two film reviews Reading and identifying positive and negative opinions about films
<b>Writing</b>	Writing about film and television

<b>Key language</b>	der Film(e) der Actionfilm(e) der Fantasyfilm(e) der Horrorfilm(e) der Krimi(s) der Liebesfilm(e) der Science-Fiction-Film(e) der Thriller(-) der Zeichentrickfilm(e)  die Fernsehsendung(en) die Dokumentation(en) die Gameshow(s) die Komödie(n) die Realityshow(s) die Serie(n) die Nachrichten (pl)  Ich sehe gern fern / Filme.  Ich habe (den Film / die Sendung) ... gefunden.
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	<p>Der Film / Die Sendung / Die Story war ...</p> <p>ausgezeichnet  blöd  eindrucksvoll  großartig  interessant  lustig  spannend  unterhaltsam  romantisch</p> <p>Die Schauspieler waren ...  (un)realistisch, schwach, langweilig, großartig, furchtbar  Ich empfehle die Sendung / den Film, weil ...</p>
<b>Homework</b>	
<b>Notes</b>	

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**Stimmt! Kapitel 2**  
**Einheit 3 pp. 32–33 Sport für alle**

<b>Theme and topic</b>	Identity and culture Free-time activities
<b>Lesson starter</b>	To introduce students to Swiss sports and sportspeople
<b>Plenary</b>	Asking and answering questions about whether you <i>would</i> play certain sports ( <i>möchte</i> )
<b>Learning objectives</b>	Discussing sport Using <i>möchte</i> to say what you would like to do
<b>Grammar</b>	<i>möchte</i> <i>seit</i> + present tense
<b>Skills</b>	Saying how long you have been doing something using the present tense + <i>seit</i> Recognising the imperfect tense in stories Past participles of verbs ending in <i>-ieren</i>
<b>Learning outcomes...</b>	
<b>Listening and responding</b>	Listening to and understanding which sport is being talked about Listening to and understanding teenagers talking about what sport they would and wouldn't like to do
<b>Speaking</b>	Talking about the sport you do and the sport you would and wouldn't like to do
<b>Reading and responding</b>	Reading a literary text and finding the equivalent German phrases Reading and understanding a literary text in German
<b>Writing</b>	Translating sentences into German
<b>Key language</b>	Ski fahren snowboarden eislaufen wandern klettern schwimmen Rad fahren Handball spielen  Ich spiele gern (Fußball / Hockey). Ich fahre (nicht) gern (Ski / Rad). Ich turne (sehr) gern. Ich spiele seit (fünf Jahren) (Tennis). Ich trainiere (jeden Tag / einmal pro Woche) im Verein / in einer Mannschaft. Ich möchte bestimmt / nie (Skateboard fahren). Ich möchte nie (snowboarden). Ich habe (diese Woche / gestern) (Eislaufen) ausprobiert.

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

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**Stimmt! Kapitel 2**  
**Einheit 4 pp. 34–35 Wir feiern!**

**Theme and topic**

Identity and culture  
 Customs and festivals in German-speaking countries/communities

**Lesson starter**

To revise the names of festivals in German

**Plenary**

Asking and answering questions about an experience at a festival

**Learning objectives**

Learning about celebrations and festivals  
 Using several tenses together

**Grammar**

Using several tenses

**Skills**

Listening for dates  
 Using different tenses in written work

**Learning outcomes...**

**Listening and responding**

Listening to and understanding people talking about different celebrations

**Speaking**

Group work interview about a trip to a Christmas market

**Reading and responding**

Reading and understanding texts about different German festivals  
 Finding the equivalent German phrases  
 Reading and understanding a text about a visit to a Christmas market

**Writing**

Writing a text about a festival

**Key language**

Silvester  
 zu Ostern  
 zu Weihnachten  
 der Feiertag(e)  
 das Fest(e)  
 das Volksfest(e)  
 die Fete(n)  
 die Feier(n)  
 das Feuerwerk(e)  
 das Geschenk(e)  
 der Karneval  
 die Spezialität(en)  
 das Spielzeug(e) (aus Holz)  
 die Stimmung(en)  
 die Tradition(en)  
 der Weihnachtsmarkt(-märkte)

**Homework**

**Notes**

