

## The QCA scheme of work and *Klasse! 1 and 2*

The QCA scheme of work is optional and was prepared to show how the National Curriculum programme of study can be translated into practical plans. It is not intended to replace your existing scheme of work but is simply provided as a guide to standards and requirements. This booklet shows you how the *Klasse!* course follows the National Curriculum programme of study in line with QCA requirements.

These tables provide a unit by unit overview of QCA's exemplar scheme of work for German in key stage 3. There are 18 units: units 1–6 are intended to be taught in year 7, units 7–12 in year 8, and units 13–18 in year 9. Each QCA unit is expected to last approximately 12–15 hours.

All the grammar, contexts and skills suggested in QCA's scheme of work are covered by the *Klasse!* course. The following tables aim to show this by cross-referencing the contents of each QCA unit to the point at which they are taught in *Klasse! 1* and *2*. Please note, however, that the *Klasse!* cross-references given here do not include revision, recycling of grammar or reinforcement and extension material – they show only the main points at which material is introduced and developed.

The tables also show some of the skills that are particularly highlighted by activities in each QCA unit, together with an indication of how these skills are developed in the *Klasse!* course. For a complete overview of coverage of the programme of study and grammar/skills progression through years 7–9 in *Klasse! 1* and *2*, please refer to the tables on pages 23–24.

QCA Unit 1 : <i>Ich stelle mich vor</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
numbers 1–31 (cardinals and ordinals)	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 16–17 (cardinal numbers 1–20)</li> <li>• <i>Klasse! 1</i>, Unit 4, pages 50–1 (cardinal numbers 20–100)</li> <li>• <i>Klasse! 2</i>, Unit 5, page 60 (ordinals)</li> </ul>
dates	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 18 (months, seasons)</li> <li>• <i>Klasse! 1</i>, Unit 3, pages 42–3 (days of week)</li> <li>• <i>Klasse! 2</i>, Unit 5, page 60 (dates)</li> </ul>
introduction to verbs in first and second person singular	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 14–23 (first and second person singular of <i>heißen, sein, haben, kommen, wohnen</i>)</li> </ul> <p>See also:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 20, <i>Grammatik im Fokus (ich and du + verb)</i></li> </ul>
<i>das ist</i> + classroom objects	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, page 36</li> </ul>
gender	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 26</li> </ul>
indefinite and definite articles (nominative)	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 26 (indefinite)</li> <li>• <i>Klasse! 1</i>, Unit 4, page 55 (definite)</li> </ul>
<b>Contexts</b>	
meeting and greeting people, introductions, personal information	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 12–23 (includes name, age, birthday, where you live, where you come from)</li> </ul>
classroom objects	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, pages 36–7</li> </ul>
<b>Skills</b>	
asking and answering simple questions	<ul style="list-style-type: none"> <li>• In <i>Klasse! 1</i>, pupils learn to ask questions through inversion of subject and verb (<i>hast du?, magst du?, etc.</i>) and are introduced to a range of question words, e.g. <i>wann, was, wer, wie, wie viel, wo, woher, was für</i></li> <li>• See also QCA Unit 15 for further development of asking and answering questions in <i>Klasse! 2</i></li> </ul>
basic pronunciation and spelling rules	<ul style="list-style-type: none"> <li>• All units throughout <i>Klasse! 1</i> and 2 contain a <i>Gut gesagt!</i> section, focusing on different aspects of pronunciation</li> </ul>
classroom instructions and simple classroom expressions	<ul style="list-style-type: none"> <li>• Throughout the course</li> <li>• <i>Klasse! 1</i>, page 6 gives a list of classroom instructions and phrases for pupils' own use, e.g. <i>wie heißt das auf Deutsch/Englisch?, ich verstehe das nicht, wiederholen Sie das bitte, etc.</i></li> </ul>
techniques for learning and memorizing new language	<ul style="list-style-type: none"> <li>• Opportunities occur throughout for a range of activities to aid learning, e.g. pronouncing and repeating, memory games and guessing games, songs, poems and rhymes, etc.</li> <li>• Nouns are colour-coded throughout according to gender</li> </ul> <p>See also some of the <i>Tipp</i> sections, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, page 39 (<i>Neue Wörter</i>)</li> <li>• <i>Klasse! 1</i>, Unit 4, page 55 (write as much German as possible, e.g. lists of favourite things, a German diary)</li> </ul>

QCA Unit 2 : Freunde und Familie	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
<i>haben</i> (first, second, third person singular) + accusative	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, pages 30–2 (first and second person singular)</li> <li>• <i>Klasse! 1</i>, Unit 3, pages 40–1 (first, second and third person singular, first person plural)</li> </ul>
<i>kein</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 30 (<i>ich habe keinen/keine ...</i>)</li> <li>• <i>Klasse! 1</i>, Unit 5, page 67 (<i>keinen/kein/keine</i>)</li> </ul>
introduction to plural nouns	<p>Pupils begin using some plural forms in the early stages of <i>Klasse! 1</i>, e.g. <i>Eltern, Haustiere, Schlafzimmer, Tomaten, Schuhe</i>, etc. See also:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 5, page 63, <i>Tipp</i> (using a dictionary to find plural forms)</li> <li>• <i>Klasse! 1</i>, page 136 (different plural forms)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 49, <i>Tipp (Wörterbuchhilfe: Plural)</i> and <i>Grammatik im Fokus (Plural)</i></li> </ul>
<i>sein</i> (first, second, third person singular)	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 16–17 (first and second person singular)</li> <li>• <i>Klasse! 1</i>, Unit 2, pages 26–9 (first, second and third person singular)</li> </ul>
modifiers ( <i>sehr, ziemlich</i> )	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 29</li> </ul>
<i>der/die/das &gt; er/sie/es</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, pages 26–29</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 78–9</li> </ul>
singular forms of verbs (first, second, third person)	<p>Pupils begin using a range of present tense verbs in <i>Klasse! 1</i>. See also the <i>Grammatik im Fokus</i> sections:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 20 (<i>ich</i> and <i>du</i> + verb)</li> <li>• <i>Klasse! 1</i>, Unit 7, page 91 (vowel changes in second and third person singular, e.g. <i>lesen, sehen, fahren, essen</i>)</li> <li>• <i>Klasse! 1, Grammatik</i>, pages 143–44 (regular and irregular verbs)</li> </ul>
simple connectives ( <i>und, aber</i> )	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, pages 28–31</li> </ul>
the alphabet	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 15</li> </ul>
<i>mein(e)/dein(e)</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 25</li> </ul>
<b>Contexts</b>	
family, friends and pets, describing others	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, pages 24–35</li> <li>• <i>Klasse! 2</i>, Unit 3, pages 32–43</li> </ul>
asking for simple personal information	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 12–23 (asking for name, age, birthday, where someone lives, where they come from)</li> <li>• <i>Klasse! 1</i>, Unit 2, pages 24–35 (brothers, sisters, pets)</li> </ul>
<b>Skills</b>	
more pronunciation/spelling rules	<ul style="list-style-type: none"> <li>• All units throughout (<i>Gut gesagt!</i> sections)</li> </ul>
introduction to dictionary use	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 5, page 63, <i>Tipp</i> (German/English and English/German sections, gender and plural forms)</li> </ul>

QCA Unit 3 : <i>Der Schultag</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
time	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, pages 40–1</li> <li>• <i>Klasse! 1</i>, Unit 7, page 95 (24-hour clock)</li> </ul>
numbers 32–60	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 4, pages 50–1 (numbers 20–100)</li> </ul>
days of the week	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, pages 42–3</li> </ul>
verb paradigms	<p>See the <i>Grammatik im Fokus</i> sections:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 20 (<i>ich</i> and <i>du</i> + verb)</li> <li>• <i>Klasse! 1</i>, Unit 3, page 41 (<i>haben</i>)</li> <li>• <i>Klasse! 1</i>, Unit 7, page 89 (<i>sein</i>)</li> <li>• <i>Klasse! 1</i>, Unit 7, page 91 (vowel changes in second and third person singular, e.g. <i>lesen, sehen, fahren, essen</i>)</li> <li>• All the <i>Grammatik im Fokus</i> sections link up with the <i>Grammatik</i> pages at the back of the students' books, where full paradigms are given together with further activities to help pupils practise verb endings</li> </ul>
introduction to verb as 'second idea'	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, page 43 (inversion of subject and verb after time expressions)</li> <li>• See QCA Units 4, 5, 6 and 16 for further work on word order</li> </ul>
plural forms of <i>haben</i> and <i>sein</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, pages 24–5 (<i>sind das ... ?/das sind ...</i>)</li> <li>• <i>Klasse! 1</i>, Unit 3, page 41 (<i>wir haben</i>)</li> <li>• <i>Klasse! 1</i>, Unit 7, page 89 (full paradigm of <i>sein</i>)</li> <li>• <i>Klasse! 1</i>, page 144 (full paradigm of <i>haben</i>)</li> </ul>
<b>Contexts</b>	
school subjects and timetable	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, pages 38–47</li> </ul>
school life in England and Germany	<ul style="list-style-type: none"> <li>• Visit the <i>Klasse!</i> website (from 2002) for information on/links to schools in German-speaking countries</li> <li>• <i>Klasse! 1</i>, Unit 3, pages 36–47 provides opportunities to focus on differences between English and German school routine, timing of the school day, uniform, etc.</li> </ul>
<b>Skills</b>	
expressing simple opinions, likes and dislikes ( <i>gern, lieber, nicht, Lieblings-</i> , etc.)	<p><i>Klasse! 1</i> introduces pupils to a range of ways of expressing opinions:</p> <ul style="list-style-type: none"> <li>• Unit 3, pages 38–9 (<i>ich finde ... fantastisch, super, prima, interessant, gut, schwer, langweilig, doof, furchtbar, etc., mein Lieblings- ist ..., ich mag ..., ich mag ... nicht, magst du ... ?</i>)</li> <li>• Unit 5, pages 66–7 (<i>gern/nicht gern</i>)</li> <li>• Unit 7, page 93 (<i>ich finde ... lustig, spannend, blöd, etc., am liebsten/gern/nicht gern</i>)</li> <li>• See also QCA Unit 14 for further development of opinions in <i>Klasse! 2</i></li> </ul>

QCA Unit 4 : Zu Hause	Klasse! reference
<b>Grammar and language content</b>	
es gibt + accusative	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 4, pages 56–7</li> </ul>
more on verb as 'second idea'	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 4, page 57 (<i>in meinem Zimmer gibt es ...</i>)</li> <li>• Klasse! 1, Unit 5, page 65 (<i>zum Frühstück esse ich/trinke ich ...</i>)</li> <li>• Klasse! 1, Unit 7, page 95, <i>Grammatik im Fokus</i></li> <li>• See QCA Units 3, 5, 6 and 16 for other work on word order</li> </ul>
numbers 61–200	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 4, pages 50–1 (numbers 20–100)</li> <li>• Klasse! 1, Unit 6, pages 76–7 (numbers up to 1000)</li> </ul>
third person possessives ( <i>sein, ihr</i> )	<ul style="list-style-type: none"> <li>• Klasse! 2, Unit 3, page 35</li> </ul>
prepositions with dative	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 4, page 53 (<i>in + dative</i>)</li> <li>• Klasse! 1, Unit 8, page 103 (<i>zum/zur</i>)</li> <li>• Klasse! 2, Unit 2, page 26 (<i>von</i>)</li> <li>• Klasse! 2, Unit 5, page 65 (<i>neben, in, unter, auf + dative</i>)</li> <li>• Klasse! 2, Unit 6, page 74 (<i>an and vor</i>)</li> <li>• Klasse! 2, Unit 8, page 99 (<i>seit + dative/present tense</i>)</li> </ul>
introduction to separable verbs	<ul style="list-style-type: none"> <li>• Klasse! 2, Unit 2, pages 24–5, <i>Grammatik im Fokus</i></li> <li>• Klasse! 2, Unit 3, page 41, <i>Tipp</i></li> </ul>
introduction to strong verbs	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 5, pages 62–7 (<i>essen</i>)</li> <li>• Klasse! 1, Unit 6, page 78 (<i>nehmen</i>)</li> <li>• Klasse! 1, Unit 7, page 91, <i>Grammatik im Fokus</i></li> </ul>
correct use of <i>du/Sie</i>	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 3, page 37, <i>Tipp</i></li> </ul>
<b>Contexts</b>	
where you live (location, rooms, furniture)	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 4, pages 50–61</li> </ul>
simple routine activities	<ul style="list-style-type: none"> <li>• Klasse! 1, Unit 7, page 94 (<i>um 18.30 sehe ich fern/mache ich Hausaufgaben/esse ich Abendessen, etc.</i>)</li> <li>• Klasse! 2, Unit 2, pages 20–5 (daily routine, jobs around the house)</li> </ul>
home life in Germany	<ul style="list-style-type: none"> <li>• Visit the <i>Klasse!</i> website (from 2002) for information/links on the topic of house and home</li> <li>• Klasse! 1, Unit 4, pages 50–61 provides opportunities to focus on differences between English and German houses/flats, street addresses, etc.</li> </ul>
<b>Skills</b>	
more pronunciation/spelling rules	<ul style="list-style-type: none"> <li>• All units throughout (<i>Gut gesagt!</i> sections)</li> </ul>
applying prior learning to new contexts	<p>Pupils are encouraged to develop this skill from the early stages of <i>Klasse! 1</i>, e.g.</p> <ul style="list-style-type: none"> <li>• Unit 2 introduces <i>ich habe/hast du</i> with family members; in Unit 3 pupils use the same language with classroom objects (<i>hast du einen Rechner? ich habe ein Lineal, etc.</i>)</li> </ul>

QCA Unit 5 : Freizeit	Klasse! reference
<b>Grammar and language content</b>	
expressing frequency, adverbs of time with verb as 'second idea'	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 7, pages 94–5 (<i>wie oft ...?</i>, <i>morgens, nachmittags, abends, jeden Morgen/Nachmittag</i>, etc., <i>vor der Schule/nach der Schule, am Wochenende, einmal pro Woche, zweimal pro Monat</i>, etc. + verb as second idea)</li> <li>• <i>Klasse! 2</i>, Unit 2, page 25 (<i>immer, jeden Tag, oft, selten, nie</i>)</li> <li>• <i>Klasse! 2</i>, Unit 3, pages 36–7 (<i>manchmal</i>)</li> <li>• See QCA Units 3, 4, 6 and 16 for other work on word order</li> </ul>
negatives with <i>nicht</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 29 (<i>nicht, gar nicht</i>)</li> <li>• <i>Klasse! 1</i>, Unit 2, page 39 (<i>ich mag nicht</i>)</li> <li>• <i>Klasse! 1</i>, Unit 5, pages 66–7 (<i>ich esse/trinke nicht gern</i>)</li> <li>• <i>Klasse! 1</i>, Unit 7, page 91 (<i>nicht gern</i> with other verbs)</li> </ul>
<i>gehen</i> + <i>in</i> + accusative	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, page 104 and Unit 9, page 112 (<i>gehen/fahren in die Stadt/in die Disco/ins Kino</i>, etc.)</li> <li>• <i>Klasse! 2</i>, Unit 6, page 75 (<i>in</i> + accusative or dative)</li> </ul>
introduction to infinitives with <i>können</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 5, pages 62–3</li> <li>• <i>Klasse! 2</i>, Unit 6, page 73, <i>Grammatik im Fokus</i> (includes also <i>wollen</i> + infinitive)</li> </ul>
introduction to <i>man</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, pages 14–15 (<i>wie schreibt man das?</i>)</li> <li>• <i>Klasse! 1</i>, Unit 5, pages 68–9 (<i>man braucht ...</i>)</li> <li>• <i>Klasse! 1</i>, Unit 6, page 76 (<i>man kauft ...</i>)</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 72–3 (<i>was kann man in ... machen?, man kann ...</i>)</li> </ul>
<b>Contexts</b>	
leisure, hobbies, sport, family activities	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 7, pages 88–99 (sport, hobbies, TV, opinions)</li> <li>• <i>Klasse! 1</i>, Unit 9, pages 112–23 (weekend activities, past and present)</li> </ul>
<b>Skills</b>	
developing independence in language learning	<ul style="list-style-type: none"> <li>• The <i>Projekt</i> and <i>Klasse!-Magazin</i> sections (in <i>Klasse! 1</i>) and the <i>Thema im Fokus</i> pages (in <i>Klasse! 2</i>) are a feature of each unit throughout the course. They: <ul style="list-style-type: none"> <li>– encourage pupils to read independently for information and pleasure</li> <li>– provide opportunities for pupils to use language creatively in independent, pair and group work</li> </ul> </li> <li>• <i>Klasse! 1</i>, Unit 5, page 63, <i>Tipp</i> (pupils are introduced to dictionary use)</li> <li>• The <i>Klasse!</i> website (from 2002) features a range of interactive grammar and vocabulary-based activities, quizzes, etc. based on the contents of each unit of work, and provides links to a range of sites where pupils can read for information and pleasure</li> </ul>

QCA Unit 6 : Der Alltag	Klasse! reference
<b>Grammar and language content</b>	
reflexive verbs	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, pages 22–3</li> </ul>
word order with adverbs	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 9, pages 112–13 (time/manner/place)</li> <li>• See also QCA Units 3, 4, 5 and 16 for other work on word order</li> </ul>
infinitive after <i>müssen</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 3, pages 40–1 (also includes <i>dürfen</i> + infinitive)</li> </ul>
<b>Contexts</b>	
daily routine	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, pages 20–5 (also includes jobs around the house)</li> </ul>
transport	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, pages 104–7 (includes buying tickets)</li> </ul>
<b>Skills</b>	
writing an informal letter	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 2, page 25, <i>Tipp</i> (pupils are introduced to informal letter-writing phrases, e.g. <i>lieber/liebe, hallo, tschüs, bis bald, viele Grüße</i>)</li> <li>• <i>Klasse! 2</i>, Unit 5, page 60, <i>Tipp</i> (<i>Briefe schreiben: Datum</i>)</li> <li>• There are numerous opportunities throughout <i>Klasse! 1</i> and <i>2</i> for pupils to write informal letters, e-mails and postcards</li> </ul>
independent reading	<ul style="list-style-type: none"> <li>• The <i>Klasse!</i> website (from 2002) provides links to a range of sites where pupils can read for information and pleasure</li> <li>• The <i>Klasse!-Magazin</i> and <i>Projekt</i> sections (in <i>Klasse! 1</i>) and <i>Thema im Fokus</i> sections (in <i>Klasse! 2</i>) encourage pupils to read independently for information and pleasure</li> <li>• <i>Klasse! 1</i>, Unit 9, page 115, <i>Tipp</i> (<i>Lesehilfe</i>: encourages pupils to read as much German as possible, e.g. comics, magazines, books)</li> <li>• There is a variety of reading material throughout <i>Klasse! 1</i> and <i>2</i>, e.g. cartoons, songs and poems, advertisements, recipes, articles, tourist information, etc.</li> </ul>
redrafting own work	<ul style="list-style-type: none"> <li>• Pupils attempt a variety of styles of writing of increasing length and complexity throughout <i>Klasse! 1</i> and <i>2</i>: any of these writing tasks could provide an opportunity to teach pupils how to plan, draft, correct and redraft their work, either on paper or using a computer</li> <li>• Some of the <i>Tipp</i> sections give specific guidance on writing skills: advice is given on the type of mistakes to look out for when checking own work critically, e.g. spellings, umlauts, endings, etc. See the <i>Tipp</i> sections on the following pages: <ul style="list-style-type: none"> <li>– <i>Klasse! 1</i>, Unit 8, page 105 (<i>Schreibhilfe</i>)</li> <li>– <i>Klasse! 2</i>, Unit 4, page 53 (<i>Einen Text entwerfen</i>)</li> </ul> </li> </ul>

QCA Unit 7 : <i>Städte und Länder</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
introduction to simple adjectival agreement (nominative and accusative)	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, page 101 (nominative, singular)</li> <li>• <i>Klasse! 2</i>, Unit 3, page 35 (plural agreement)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 53 (accusative)</li> <li>• <i>Klasse! 2</i>, Unit 7, pages 86–7 (accusative)</li> </ul>
imperative	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, pages 102–3 (giving directions)</li> <li>• <i>Klasse! 2</i>, Unit 8, page 103, <i>Grammatik im Fokus</i></li> </ul>
more on prepositions with accusative and dative	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, pages 102–3 (when teaching directions, other prepositions that take the accusative could be introduced, e.g. <i>gehen Sie um die Ecke/über die Brücke</i>)</li> <li>• <i>Klasse! 2</i>, Unit 6, page 75 (<i>in</i> + accusative or dative)</li> <li>• See <i>Klasse! 3</i> for further work on prepositions that can take either dative or accusative</li> <li>• See also QCA Units 4 and 5 for earlier work on prepositions, and QCA Unit 8 for <i>für</i> + accusative</li> </ul>
<b>Contexts</b>	
countries and languages	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 19 (<i>Großbritannien, Deutschland, Österreich, die Schweiz</i>)</li> <li>• <i>Klasse! 1</i>, Unit 6, page 74 (European currency)</li> <li>• <i>Klasse! 2</i>, Unit 1, pages 10–11 (more countries)</li> </ul>
the geography of Germany	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, page 7 (map of Germany and neighbouring countries)</li> <li>• <i>Klasse! 1</i>, Unit 1, page 20 (location of some German cities)</li> <li>• <i>Klasse! 2</i>, Unit 6, page 80 (Salzburg)</li> <li>• Visit the <i>Klasse!</i> website (from 2002) for information on German-speaking countries</li> </ul>
compass points	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 20</li> </ul>
places in town	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, pages 100–1</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 72–3 (facilities/amenities in local area)</li> <li>• <i>Klasse! 2</i>, Unit 7, pages 86–9 (comparing life in town and countryside)</li> </ul>
directions	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 8, pages 102–3</li> </ul>
<b>Skills</b>	
applying prior learning to new contexts	<p>Throughout, e.g.</p> <ul style="list-style-type: none"> <li>• in <i>Klasse! 1</i>, Unit 8, pupils use the imperative (but are not taught it explicitly) in the context of giving directions; they are then taught the imperative in <i>Klasse! 2</i>, Unit 8, and reuse it to give advice on healthy lifestyles</li> </ul>

QCA Unit 8 : <i>Essen und Feiertage</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
<i>mögen</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 3, pages 38–9 (<i>ich mag, ich mag nicht, magst du ...?</i>)</li> <li>• <i>Klasse! 1</i>, Unit 6, pages 76–7 (<i>ich möchte</i> + noun)</li> <li>• <i>Klasse! 2</i>, Unit 9, pages 114–17 (<i>ich möchte</i> + infinitive)</li> </ul>
introduction to subordinate clauses with <i>weil</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 3, pages 36–9</li> <li>• See QCA Unit 14 for further work on <i>weil</i></li> </ul>
<i>für</i> + accusative	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, page 27</li> </ul>
concept of future with present tense	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 9, pages 112–13</li> <li>• <i>Klasse! 2</i>, Unit 9, page 110</li> </ul>
<b>Contexts</b>	
food and drink	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 5, pages 62–73 (includes meals, likes and dislikes, recipes)</li> <li>• <i>Klasse! 1</i>, Unit 6, pages 75–8 (buying food and drink)</li> <li>• <i>Klasse! 2</i>, Unit 8, pages 100–7 (healthy eating)</li> </ul>
festivals and special occasions	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 5, pages 58–69</li> <li>• Visit the <i>Klasse!</i> website (from 2002) or search the Internet for information on special German celebrations such as <i>Fasching</i> and <i>Karneval</i>; or focus on differences between Christmas customs at home and in German-speaking countries</li> </ul>
presents and shopping	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 6, pages 79–81 (buying souvenirs and clothes, shopping in a department store)</li> <li>• <i>Klasse! 2</i>, Unit 4, pages 48–51 (more clothes shopping)</li> <li>• <i>Klasse! 2</i>, Unit 5, pages 66–7 (past birthday presents and parties)</li> </ul>
<b>Skills</b>	
learning to use more complex sentences	<ul style="list-style-type: none"> <li>• In <i>Klasse! 1</i>, pupils learn to use linking words (e.g. <i>und, aber, oder</i>) to produce longer sentences</li> <li>• In the early stages of <i>Klasse! 2</i>, subordinate clauses with <i>weil</i> (see above) are introduced, and pupils are encouraged to use this to produce more complex sentences, justify their opinions, etc.</li> <li>• Towards the end of <i>Klasse! 2</i>, when pupils have been taught <i>ich glaube/denke</i> and <i>man soll</i> + infinitive, they could be encouraged to use such constructions as: <ul style="list-style-type: none"> <li>– <i>ich glaube, ..., weil ...</i></li> <li>– <i>ich denke, man soll ..., weil ...</i></li> <li>– <i>ich glaube, ich möchte [Tierarzt] werden, weil ...</i></li> </ul> </li> </ul>

QCA Unit 9 : <i>Wir sind auf Besuch gekommen</i>		Klasse! reference
<b>Grammar and language content</b>		
introduction to the perfect tense	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 9, pages 114–23 (<i>haben</i> + weak verbs, <i>sein</i> + <i>gefahren/gegangen</i>)</li> <li>• See QCA Unit 10 for further development of the perfect tense</li> </ul>	
past time phrases	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 9, pages 113 and 119 (<i>gestern, letzte Woche, letztes Wochenende, letztes Jahr</i>)</li> </ul>	
<b>Contexts</b>		
invitations and replies, being and welcoming a guest	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 5, pages 62–3 (inviting, accepting and declining)</li> <li>• <i>Klasse! 2</i>, Unit 6, page 74 (arranging a time/place to meet)</li> </ul>	
<b>Skills</b>		
understanding and responding to more complex listening and reading material	<ul style="list-style-type: none"> <li>• Activities in all units throughout are designed to help pupils develop reading and listening skills</li> </ul> <p>Specific guidance is also given in some of the <i>Tipps</i> sections:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 6, page 81 (<i>Hören</i>: using visual information and clues in the questions to help with understanding)</li> <li>• <i>Klasse! 1</i>, Unit 9, page 124 (<i>Lesehilfe</i>: concentrating on key words, using pictures and clues in the questions to help with understanding)</li> <li>• <i>Klasse! 2</i>, Unit 1, page 17 (<i>Hören: Notizen machen</i>: how to take notes when listening, e.g. noting down key words or abbreviations, drawing symbols, using your notes to write a full answer)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 55 (<i>Hören im Detail</i>: trying to predict possible answers by reading the questions beforehand, using tone of voice and context to help with understanding)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 89 (<i>Eine Zusammenfassung schreiben</i>: listening, taking notes, and summarizing)</li> <li>• <i>Klasse! 2</i>, Unit 9, page 111 (<i>Lesen ... und verstehen!</i>: how to write more detailed answers to reading comprehension questions)</li> </ul>	

QCA Unit 10 : <i>Gesundes Leben</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
infinitive after <i>sollen</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 8, page 104</li> </ul>
further work on the perfect tense (more strong and weak verbs plus verbs with <i>sein</i> )	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 1, pages 8–19 (more strong and weak verbs with <i>haben</i> and <i>sein</i>)</li> <li>• <i>Klasse! 2</i>, Unit 4, pages 48–9 (past shopping expeditions)</li> <li>• <i>Klasse! 2</i>, Unit 5, pages 66–7 (past birthdays/parties)</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 78–9 (lost property)</li> </ul>
contrast present and perfect tenses	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 1 <i>Extra!</i>, page 123 (convert present tense text into perfect/imperfect)</li> <li>• <i>Klasse! 2</i>, Unit 9, page 113 (contrasts present, perfect and future)</li> </ul>
<b>Contexts</b>	
lifestyles (healthy eating, etc.)	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 8, pages 96–107 (includes illnesses and remedies, healthy eating, healthy lifestyle)</li> </ul>
<b>Skills</b>	
developing strategies for dealing with the unfamiliar	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, page 6 (pupils are given classroom expressions to enable them to ask for help, e.g. <i>ich verstehe das nicht, wiederholen Sie das bitte, wie sagt man das auf Deutsch/Englisch?</i>)</li> </ul> <p>See also the <i>Tipp</i> sections on the following pages:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 5, page 63 (<i>Wörterbuchhilfe: Neue Wörter</i>: pupils are introduced to dictionary use)</li> <li>• <i>Klasse! 1</i>, Unit 6, page 81 (<i>Hören</i>: using visual information and clues in the questions to help with understanding)</li> <li>• <i>Klasse! 1</i>, Unit 9, page 124 (<i>Lesehilfe</i>: concentrating on key words, using pictures and clues in the questions to help with understanding)</li> <li>• <i>Klasse! 2</i>, Unit 1, page 19 (<i>Neue Wörter – 3 Tipps</i>: dictionary use, asking for help, recognizing cognates)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 55 (<i>Hören im Detail</i>: trying to predict possible answers by reading the questions beforehand, using tone of voice and context to help with understanding)</li> <li>• <i>Klasse! 2</i>, Unit 5, page 62 (<i>Sprechen: Rollenspiele</i>: using hesitation techniques to give yourself more time to think when speaking, e.g. <i>also ..., naja ...</i>, asking for repetition/elucidation, e.g. <i>wie bitte?, noch einmal bitte</i>)</li> <li>• <i>Klasse! 2</i>, Unit 5, page 64 (<i>Neue Wörter</i>: when not to use a dictionary: cognates, links between word families, e.g. <i>Würstchen/Wurst</i>, working out the meaning of a word from its component parts)</li> <li>• <i>Klasse! 2</i>, Unit 8, page 101 (<i>Zusammengesetzte Nomen</i>: working out the meanings of unknown compound nouns from their component parts)</li> </ul>

QCA Unit 11 : <i>Mode</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
comparatives of adjectives	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 7, pages 90–1</li> </ul>
demonstratives ( <i>welcher, dieser</i> )	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 4, pages 50–1</li> </ul>
modifiers (including <i>zu</i> )	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 4, page 51 (<i>zu klein, groß, teuer, eng, kurz, lang</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 87 (<i>zu viel/viele</i>)</li> <li>• See QCA Unit 2 for modifiers already introduced in <i>Klasse! 1</i></li> </ul>
introduction to imperfect tense	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 1, pages 14–15 (<i>sein</i>)</li> <li>• See <i>Klasse! 3</i> for further work on the imperfect tense</li> </ul>
compound nouns	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 5, page 64, <i>Tipp</i> (working out the meanings of unknown compound nouns from their component parts)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 93, <i>Gut gesagt!</i> (pronunciation of compound nouns)</li> <li>• <i>Klasse! 2</i>, Unit 8, page 101, <i>Tipp</i> (gender of compound nouns, component parts) and <i>Gut gesagt!</i> (pronunciation)</li> </ul>
<b>Contexts</b>	
clothes, fashion and trends	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 6, page 81 (buying clothes)</li> <li>• <i>Klasse! 2</i>, Unit 4, pages 46–57 (includes favourite styles, shopping, school uniform, opinions)</li> </ul>
<b>Skills</b>	
further development of dictionary skills	<p>In <i>Klasse! 2</i>:</p> <ul style="list-style-type: none"> <li>• Unit 2, page 23 (locating reflexive verbs in a dictionary by using the infinitive)</li> <li>• Unit 3, page 41 (separable verbs)</li> <li>• Unit 4, page 49 (finding plurals)</li> <li>• Unit 5, page 64 (when not to use a dictionary, e.g. by recognizing cognates, word families, working out the meaning of a word from its component parts)</li> <li>• Unit 8, page 101 (compound nouns)</li> <li>• See QCA Unit 2 for introduction to dictionary use in <i>Klasse! 1</i></li> </ul>

<b>QCA Unit 12 :</b> <b>Österreich und die Schweiz</b>	<b>Klasse! reference</b>
<b>Grammar and language content</b>	
specific new language may arise in listening and reading activities	<ul style="list-style-type: none"> <li>• Opportunities occur throughout</li> </ul>
<b>Contexts</b>	
focus on a country other than Germany (e.g. geographical information, tourism, festivals, food, home and school life, famous people)	<ul style="list-style-type: none"> <li>• Visit the <i>Klasse!</i> website (from 2002) or search the Internet for information on aspects of German-speaking countries</li> </ul> <p>See also the following pages of the students' books, any of which could be used as the basis for wider research:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 1, page 23 (famous people)</li> <li>• <i>Klasse! 1</i>, Unit 5, page 73 (food)</li> <li>• <i>Klasse! 2</i>, Unit 1, pages 18–19 (write about a real or imaginary visit to a German-speaking country)</li> <li>• <i>Klasse! 2</i>, Unit 2, page 31 (part-time jobs: pupils could devise a survey to be completed by pupils from a German-speaking school)</li> <li>• <i>Klasse! 2</i>, Unit 5, pages 60–1 (festivals)</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 80–1 (tourist information about Salzburg; pupils plan an imaginary trip to a German-speaking country, researching tourist opportunities available in their chosen area)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 94 (an article about environmental initiatives in a German school provides the stimulus for pupils to do wider research about green issues in German-speaking countries)</li> </ul>
<b>Skills</b>	
using German for the real purpose of finding out factual information	<ul style="list-style-type: none"> <li>• Opportunities as above, according to individual interests and resources</li> </ul>

QCA Unit 13 : <i>Umwelt</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
future tense	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 8, page 105 (<i>ich werde</i> + infinitive)</li> <li>• <i>Klasse! 2</i>, Unit 9, pages 110–13 (full paradigm of <i>werden</i> + infinitive)</li> </ul>
contrast three tenses (present, past, future)	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 9, page 113</li> </ul>
negatives other than <i>nicht</i>	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, page 25 (<i>nie</i>)</li> <li>• Note that other negatives (e.g. <i>kein, gar nicht</i>, etc.) have already been introduced in <i>Klasse! 1</i>: see QCA Units 2 and 5</li> </ul>
<b>Contexts</b>	
weather	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 1, pages 14–15</li> </ul>
the environment	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 7, pages 84–95</li> </ul>
green issues in Germany, Switzerland or Austria	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 7, pages 90–5 (these pages focus on the environment; on page 94, an article about environmental initiatives in a German school provides the stimulus for pupils to do wider research on green issues in German-speaking countries)</li> <li>• Visit the <i>Klasse!</i> website (from 2002) for links to environmental sites and information on green issues; discuss German attitudes to the environment/recycling</li> </ul>
<b>Skills</b>	
speaking and writing at greater length	<p><b>Speaking:</b> All units throughout provide opportunities for a variety of speaking activities, e.g. role-plays, interviews, surveys, oral presentations. Pupils are encouraged to record themselves speaking from the early stages of <i>Klasse! 1</i>.</p> <p>The <i>Tipp</i> sections on the following pages give specific guidance on speaking strategies:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 5, page 62 (<i>Sprechen: Rollenspiele</i>: using hesitation techniques to give yourself more time to think, e.g. <i>also ..., naja ...</i>, asking for repetition/elucidation, e.g. <i>wie bitte?, noch einmal bitte</i>)</li> <li>• <i>Klasse! 2</i>, Unit 8, page 105 (<i>Eine Mini-Präsentation machen</i>)</li> <li>• <i>Klasse! 2</i>, Unit 9, page 117 (<i>Lange Texte aufnehmen</i>)</li> </ul> <p><b>Writing:</b> Opportunities occur throughout for pupils to attempt a variety of styles of writing, e.g. letters and e-mails, recipes, advertisements, tourist information material, reports, presentation of information gathered through surveys, etc. The following <i>Tipp</i> sections give specific guidance on writing skills:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 4, page 55 (<i>Schreibhilfe</i>)</li> <li>• <i>Klasse! 1</i>, Unit 8, page 105 (<i>Schreibhilfe</i>: note down key words first, draft, correct and redraft)</li> <li>• <i>Klasse! 2</i>, Unit 1, page 12 (<i>Einen Text adaptieren</i>)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 53 (<i>Einen Text entwerfen</i>: gives advice on drafting/redrafting and the type of mistakes to look out for when checking own work critically, e.g. spellings, umlauts, endings, etc.)</li> </ul>

QCA Unit 14 : <i>Ich und andere Leute</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
further work on subordinating conjunctions	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 4, pages 54–5 (<i>weil</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, pages 86–89 (<i>weil</i>)</li> <li>• See QCA Unit 8 for earlier work on <i>weil</i>, and <i>Klasse! 3</i> for other subordinating conjunctions</li> </ul>
pronouns (accusative and dative)	<ul style="list-style-type: none"> <li>• Direct and indirect object pronouns are taught explicitly in <i>Klasse! 3</i></li> <li>• Receptive use in <i>Klasse! 1</i> and 2 of <i>für mich/dich/sie/ihn</i>, etc. See also <i>Klasse! 2</i>, Unit 3, pages 36–7 (relationships with family and friends): accusative pronouns could be taught at this point, e.g. <i>meine beste Freundin/mein Bruder heißt ... – ich mag sie/ihn, weil ...</i></li> </ul> <p>See also:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 4, pages 50–1 (<i>mir, dir</i>, e.g. <i>es gefällt mir, gefällt es dir?</i>)</li> <li>• <i>Klasse! 2</i>, Unit 6, pages 78–9 (<i>dir, Ihnen</i>, e.g. <i>kann ich dir/Ihnen helfen?</i>)</li> <li>• <i>Klasse! 2</i>, Unit 8, pages 98–9 (<i>was fehlt dir?</i>)</li> </ul>
<b>Contexts</b>	
relationships with others, socializing, dealing with problems	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 3, pages 32–43 (includes character descriptions and relationships, problems with parents, discussing what you are/are not allowed to do)</li> <li>• <i>Klasse! 2</i>, Unit 5, pages 62–3 (socializing, accepting and declining invitations, giving excuses)</li> </ul>
<b>Skills</b>	
expressing and justifying a wider range of opinions	<p>In <i>Klasse! 2</i>, some of the <i>Tipp</i> sections give guidance on expressing opinions:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, page 29 (<i>Meinungen</i>)</li> <li>• <i>Klasse! 2</i>, Unit 3, page 38 (<i>Deine Meinung sagen – mit Takt!</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 89 (more on tactful opinions, agreeing and disagreeing, justifying)</li> </ul> <p>See also:</p> <ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 1, pages 14–17 (using the imperfect tense in opinions, e.g. <i>wie war ...?, es war ...</i>)</li> <li>• <i>Klasse! 2</i>, Unit 3, page 37 (expressing and justifying opinions using <i>weil</i>)</li> <li>• <i>Klasse! 2</i>, Unit 4, page 50 (<i>wie gefällt/gefallen dir ...?, er/es/sie gefällt mir gut/gar nicht, sie gefallen mir ...</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 89 (agreeing and disagreeing, e.g. <i>das finde ich auch/nicht, das stimmt/das stimmt nicht</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, page 89 (<i>lieber</i>, e.g. <i>ich wohne lieber auf dem Land, weil ...</i>)</li> <li>• <i>Klasse! 2</i>, Unit 7, pages 90–1 (<i>ich glaube/denke/finde, ...</i>)</li> <li>• See QCA Unit 3 for earlier development of opinions/likes and dislikes in <i>Klasse! 1</i></li> </ul>

QCA Unit 15 : <i>Geld</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
<i>um ... zu</i>	<ul style="list-style-type: none"> <li>• Taught in <i>Klasse! 3</i></li> </ul>
more on questions	<ul style="list-style-type: none"> <li>• In <i>Klasse! 2</i>, pupils are introduced to further question words, e.g. <i>wohin, welcher/welche/welches, warum, wen</i></li> <li>• They learn to ask questions using a range of tenses, e.g. <i>wie war ...?; wohin bist du gefahren/gegangen?; was hast du gemacht/gekauft/gegessen/bekommen, etc.?; was möchtest du machen/werden?; was wirst du machen?</i></li> <li>• See QCA Unit 1 for question forms already introduced in <i>Klasse! 1</i></li> </ul>
<b>Contexts</b>	
pocket money	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, pages 26–7</li> </ul>
jobs and part-time jobs	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 2, pages 28–31</li> </ul>
personal qualities	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 3, pages 36–9</li> </ul>
the world of work	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 9, pages 114–17</li> </ul>
<b>Skills</b>	
applying prior learning to new contexts	<ul style="list-style-type: none"> <li>• Throughout</li> <li>• <i>Klasse! 2</i>, Unit 6, page 77, <i>Tipp (Bekannte Sprache ändern: gives specific guidance on adapting/applying familiar language across a range of contexts)</i></li> </ul>

QCA Unit 16 : <i>Eine Geschichte</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
time/manner/place	<ul style="list-style-type: none"> <li>• <i>Klasse! 1</i>, Unit 9, page 113</li> </ul>
further subordinating conjunctions (e.g. <i>als</i> )	<ul style="list-style-type: none"> <li>• See QCA Units 8 and 14 for work on <i>weil</i>, and <i>Klasse! 3</i> for further subordinating conjunctions</li> </ul>
possessive adjectives	<ul style="list-style-type: none"> <li>• <i>Klasse! 2</i>, Unit 3, page 35 (<i>mein, dein, sein, ihr</i>)</li> <li>• Plural possessives are introduced in <i>Klasse! 3</i></li> </ul>
<b>Contexts</b>	
the context provided by a story, magazine, poem, advertisement or video clip	<ul style="list-style-type: none"> <li>• In <i>Klasse! 2</i>, each unit begins with an ongoing story about the lives of teenagers in Wesel</li> <li>• There are numerous songs, poems and cartoon stories throughout <i>Klasse! 1</i> and <i>2</i></li> <li>• Visit the <i>Klasse!</i> website (from 2002) for extra reading material</li> <li>• Use additional resources according to individual interests</li> </ul>
<b>Skills</b>	
recounting and summarizing	<p>The following types of activity occur in <i>Klasse! 2</i> and are effective in helping pupils to develop these skills:</p> <ul style="list-style-type: none"> <li>• Unit 1, page 9 (pupils fill in missing words to produce a summary of the original text)</li> <li>• Unit 3, page 33 (pupils rearrange jumbled sentences in the correct order to produce a summary of the original text)</li> <li>• Unit 7, page 89, <i>Tipp</i> (pupils listen, make notes and summarize using their own notes)</li> <li>• Unit 8, page 102 (pupils read, make notes, summarize the original text using own notes)</li> <li>• Unit 9, page 109 (pupils are given two summaries and must choose the one that most accurately represents the original text)</li> </ul>
reading for information and pleasure, understanding and responding to more complex reading and listening material	<p>See:</p> <ul style="list-style-type: none"> <li>• QCA Unit 6: independent reading</li> <li>• QCA Unit 9: reading and listening</li> </ul>
expressing reasons for points of view	<ul style="list-style-type: none"> <li>• See QCA Units 3 and 14</li> </ul>

QCA Unit 17 : <i>Partnerstadt/Ferien</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
superlative adjectives	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 2, Unit 9, pages 90–1</li> </ul>
more on adjectival agreement (dative)	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 1, Unit 4, pages 52–5 (describing own home): pupils are taught <i>im ersten/zweiten Stock</i>, but dative adjectival agreement is not taught explicitly</li> <li>• <i>Klasse!</i> 2, Unit 7, pages 86–9 (describing home area in more detail): pupils could be taught dative adjectival agreement at this point, e.g. <i>ich wohne in einem kleinen Dorf</i>, <i>ich wohne in einem großen modernen Stadt</i>, etc.</li> </ul>
<b>Contexts</b>	
advertisements, brochures	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 1, Unit 8, pages 110–11 (tourist information brochures)</li> <li>• <i>Klasse!</i> 1, Unit 9, page 123 (advertisements for leisure activities)</li> <li>• <i>Klasse!</i> 2, Unit 6, page 80 (tourist information on Salzburg)</li> <li>• Visit the <i>Klasse!</i> website (from 2002) or search the Internet for further material on holiday options</li> </ul>
holidays, school exchanges, accommodation	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 2, Unit 1, pages 8–19 (past holidays, including transport, activities, weather, accommodation, opinions)</li> <li>• <i>Klasse!</i> 2, Unit 9, pages 110–11 (future holiday plans)</li> </ul>
<b>Skills</b>	
writing a formal letter	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 2, Unit 6, page 79, and Unit 6 <i>Extra!</i>, page 133 (writing to a lost property office, <i>sehr geehrte Damen und Herren, mit freundlichen Grüßen</i>, etc.)</li> </ul>
varying language according to context, audience and purpose	<ul style="list-style-type: none"> <li>• <i>Klasse!</i> 1, Unit 3, page 37 (difference between <i>du</i> and <i>Sie</i>)</li> <li>• <i>Klasse!</i> 1, Unit 6, pages 76–7 (appropriate language when shopping, e.g. <i>was darf es sein?</i>, <i>ich möchte ... bitte, bitte sehr</i>, etc.)</li> <li>• <i>Klasse!</i> 1, Unit 8, page 102 (giving directions – deciding whether to use <i>du</i> or <i>Sie</i>)</li> <li>• <i>Klasse!</i> 2, Unit 3, page 38 (tactful opinions)</li> <li>• <i>Klasse!</i> 2, Unit 6, pages 78–9 (offering to help, saying sorry, e.g. <i>kann ich dir/Ihnen helfen?</i>, <i>das tut mir Leid</i>)</li> <li>• <i>Klasse!</i> 2, Unit 6, page 79, and Unit 6 <i>Extra!</i>, page 133 (formal letter-writing conventions, in contrast to informal letter-writing phrases used up to this point)</li> <li>• <i>Klasse!</i> 2, Unit 7, page 89 (more on tactful opinions)</li> </ul>
developing the ability to seek and justify opinions	<ul style="list-style-type: none"> <li>• See QCA Units 3 and 14</li> </ul>
dealing with more complex unfamiliar material	<ul style="list-style-type: none"> <li>• See QCA Unit 10</li> </ul>

<b>QCA Unit 18 :</b> <i>Wir fassen alles zusammen</i>	<i>Klasse!</i> reference
<b>Grammar and language content</b>	
new language may arise in listening and reading materials	<ul style="list-style-type: none"> <li>• Opportunities throughout</li> </ul>
<b>Contexts</b>	
opportunities to apply known language to a range of contexts in a variety of media	<ul style="list-style-type: none"> <li>• According to individual interests and available resources</li> <li>• See below: <i>Projekt, Klasse!-Magazin, Thema im Fokus</i> and <i>Klasse!</i> website (from 2002)</li> </ul>
<b>Skills</b>	
developing independence, producing creative and imaginative work	<ul style="list-style-type: none"> <li>• The <i>Projekt</i> and <i>Klasse!-Magazin</i> sections (in <i>Klasse! 1</i>) and the <i>Thema im Fokus</i> pages (in <i>Klasse! 2</i>) are a feature of each unit throughout the course. They: <ul style="list-style-type: none"> <li>– encourage pupils to read independently for information and pleasure</li> <li>– provide opportunities for pupils to use language creatively in independent, pair and group work</li> </ul> </li> <li>• The <i>Klasse!</i> website (from 2002) provides opportunities for pupils to write for an audience: teachers are invited to submit their pupils' work for inclusion on the site</li> </ul>

## Coverage of the programme of study

This table relates the *Klasse!* key stage 3 scheme of work to the statements in the programme of study, showing where opportunities occur for coverage of each statement. Note that \* indicates a further comment in the notes following the table.

		<i>Klasse!</i> 1 units 1–9									<i>Klasse!</i> 2 units 1–9								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Statements in the programme of study	1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	1c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2d	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2e	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	
	2f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2g		✓			✓	✓			✓	✓		✓	✓				✓	
	2h									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2i										✓	✓	✓				✓	✓	✓
	2j								✓			✓		✓					
	3a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3d					✓					✓	✓	✓	✓	✓		✓	✓	
	3e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4a*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4b*																		
	4c*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4d*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5b		✓	✓															
	5c		✓	✓		✓		✓			✓	✓	✓	✓	✓		✓	✓	✓
	5d*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5e*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5g*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5h		✓	✓								✓			✓		✓	✓	
5i	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## **Notes to the programme of study**

*Pupils should be taught about different countries and cultures by:*

**4a** *working with authentic materials in the target language, including some from ICT-based sources*

**4b** *communicating with native speakers*

**4c** *considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken*

**4d** *considering the experiences and perspectives of people in these countries and communities*

- The *Klasse!* website (from 2002) is a rich source of authentic material, providing links to a variety of German sites where pupils can read for information or pleasure – if pupils have access to computers and the Internet, the opportunity to meet the requirements of statements 4a, 4c and 4d exists throughout the course.
- The *Klasse!* coursebooks themselves offer a range of information about different aspects of life in German-speaking countries.
- Coverage of statement 4b will depend largely on the resources and contacts available to individual schools, e.g. does the school have access to a foreign language assistant or any links with schools in German-speaking countries?

*Pupils should be taught the knowledge, skills and understanding through:*

**5d** *producing and responding to different types of spoken and written language, including texts produced using ICT*

**5e** *using a range of resources, including ICT, for accessing and communicating information*

- The *Klasse Informatik* software package provides activities suitable for pupils at all stages of the course.
- The *Klasse!* website (from 2002) features a range of interactive grammar and vocabulary-based activities, quizzes, etc. based on the contents of each unit of work.
- The website also offers pupils the opportunity to write for an audience: teachers are invited to submit their pupils' work for inclusion on the site.

**5g** *listening, reading or viewing for personal interest and enjoyment, as well as for information*

- Throughout the coursebooks, the *Klasse!-Magazin* and *Projekt* sections (in *Klasse! 1*) and the *Thema im Fokus* pages (in *Klasse! 2*) provide reading material on a wide range of topics.
- See also the *Klasse!* website (from 2002) for links to a variety of German sites.

## Grammar and skills progression

These last two tables provide an overview of grammar and skills progression during years 7, 8 and 9 in the *Klasse!* key stage 3 scheme of work.

Grammatical progression		
	<i>Klasse! 1 : years 7–8</i>	<i>Klasse! 2 : years 8–9</i>
<b>Nouns and pronouns</b>	<ul style="list-style-type: none"> <li>Indefinite and definite article</li> <li>Gender</li> <li>Singular and plural</li> <li>Subject pronouns</li> <li><i>kein</i></li> <li><i>man</i></li> </ul>	<ul style="list-style-type: none"> <li>Further work on plurals</li> <li>Compound nouns</li> <li>Masculine and feminine forms of jobs</li> <li>Absence of article when referring to jobs</li> <li>Some dative pronouns (e.g. <i>kann ich dir/Ihnen helfen?</i>, <i>es gefällt mir</i>, <i>was fehlt dir?</i>, etc.)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Adjectivies without agreement</li> <li>Simple adjectival agreement (nominative)</li> <li>Possessives (<i>mein</i>, <i>dein</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Adjectival agreement (accusative)</li> <li>Possessives (<i>sein</i>, <i>ihr</i>)</li> <li>Accusative and dative with possessives</li> <li>Comparative and superlative</li> <li>Demonstratives</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Present tense paradigms</li> <li>Common irregular verbs (e.g. <i>sein</i>, <i>haben</i>)</li> <li><i>du/Sie</i></li> <li>Negative</li> <li>Strong verbs (e.g. <i>essen</i>, <i>sehen</i>, <i>nehmen</i>, <i>fahren</i>, <i>lesen</i>)</li> <li><i>mögen</i> (<i>ich mag</i>, <i>magst du ...?</i>, <i>ich möchte</i> + noun)</li> <li>Introduction to the imperative (giving and understanding directions)</li> <li>Perfect tense (<i>haben</i> + weak verbs, <i>sein</i> + <i>gegangen/gefahren</i>)</li> <li>Concept of the future with the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Imperative</li> <li>Separable verbs</li> <li>Reflexive verbs</li> <li>Modal verbs (<i>können</i>, <i>dürfen</i>, <i>sollen</i>, <i>wollen</i>, <i>müssen</i>, <i>ich möchte</i> + infinitive)</li> <li>More negatives (<i>nie</i>)</li> <li>Further development of the perfect tense (<i>haben</i> and <i>sein</i> + strong and weak verbs)</li> <li>Imperfect tense (<i>sein</i>)</li> <li>Future tense</li> <li>Contrasting tenses</li> </ul>
<b>Cases</b>	<ul style="list-style-type: none"> <li>Accusative</li> <li>Prepositions + dative (<i>in</i>, <i>zum/zur</i>)</li> <li>Prepositions + accusative (<i>gehen/fahren</i> + <i>in</i>)</li> </ul>	<ul style="list-style-type: none"> <li><i>für</i> + accusative</li> <li>Prepositions + dative (<i>von</i>, <i>neben</i>, <i>in</i>, <i>unter</i>, <i>auf</i>, <i>an</i>, <i>vor</i>, <i>seit</i>)</li> <li>Prepositions that take either accusative or dative (<i>in</i>)</li> </ul>
<b>Structural features</b>	<ul style="list-style-type: none"> <li>Questions</li> <li>Simple connectives (e.g. <i>und</i>, <i>aber</i>, <i>oder</i>)</li> <li><i>es gibt</i> + accusative</li> <li>Verb as 'second idea'</li> <li>Adverbs</li> <li>Time/manner/place</li> </ul>	<ul style="list-style-type: none"> <li>Subordinate clauses with <i>weil</i></li> <li><i>seit</i> + present tense</li> <li>More adverbs</li> </ul>
<b>Other features</b>	<ul style="list-style-type: none"> <li>Numbers (cardinals up to 1000)</li> <li>Alphabet</li> <li>Modifiers (e.g. <i>sehr</i>, <i>ziemlich</i>)</li> <li>Time, including 24-hour clock</li> </ul>	<ul style="list-style-type: none"> <li>Ordinal numbers</li> <li>Dates</li> <li>More modifiers (e.g. <i>zu klein</i>, <i>zu viel/viele</i>)</li> </ul>

**Skills progression**

	<i>Klasse! 1 : years 7–8</i>	<i>Klasse! 2 : years 8–9</i>
<b>Application of knowledge</b>	<ul style="list-style-type: none"> <li>• Pronounce words and phrases, link sounds and spellings</li> <li>• Ask and answer questions</li> <li>• Make simple sentences</li> <li>• Understand instructions</li> <li>• Express simple opinions, likes and dislikes, reasons</li> <li>• Begin to vary the target language according to context, audience and purpose (e.g. use <i>du</i> or <i>Sie</i> appropriately)</li> <li>• Use correct word order</li> <li>• Substitute words from memory</li> <li>• Apply knowledge (e.g. of spelling rules, verb paradigms)</li> <li>• Begin to apply prior learning to new contexts</li> <li>• Write an informal letter</li> <li>• Start to read independently for information and pleasure</li> <li>• Give a short oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Cope with increased complexity in listening, speaking, reading and writing</li> <li>• Further ways of asking questions (e.g. use a range of tenses)</li> <li>• Compare, discuss and justify a wider range of ideas and opinions, express agreement and disagreement, express tactful opinions</li> <li>• Use formal or informal language (e.g. in letter-writing)</li> <li>• Apply and adapt grammatical knowledge across a range of contexts</li> <li>• Use own notes to summarize and recount the main points of spoken and written texts</li> <li>• Develop more independence in speaking and writing (e.g. through open-ended role-plays, creative and imaginative writing tasks)</li> <li>• Write a formal letter</li> <li>• Read more complex texts for information and pleasure</li> <li>• Give a longer oral presentation</li> </ul>
<b>Study skills and learning strategies</b>	<ul style="list-style-type: none"> <li>• Ways of learning vocabulary and phrases (e.g. pronouncing and repeating, rhymes, guessing games and memory games)</li> <li>• Begin to make and refer to own notes (e.g. by copying accurately, colour-coding nouns according to gender)</li> <li>• Begin to use reference sources (e.g. dictionaries, grammar section in the students' book)</li> <li>• Begin to develop strategies for dealing with the unfamiliar (e.g. ask for help, use a dictionary, recognize cognates, use visual clues and key words in texts to help with understanding)</li> <li>• Begin to check own work for errors and redraft</li> </ul>	<ul style="list-style-type: none"> <li>• Keep more detailed notes to aid learning and revision</li> <li>• Draft, redraft, check own work critically using a range of reference materials (e.g. textbooks, dictionaries, own notes)</li> <li>• Adapt a written model to produce own independent response</li> <li>• Use a range of strategies to deal with the unknown and the unpredictable (e.g. context, cognates, other clues in the text, tone of voice, try to predict possible responses in listening tasks, use hesitation techniques when speaking, recognize word families, work out the meaning of a word from its component parts)</li> </ul>
<b>Dictionary use</b>	<ul style="list-style-type: none"> <li>• Introduction to German/English and English/German sections</li> <li>• How to find gender</li> <li>• Plural forms</li> </ul>	<ul style="list-style-type: none"> <li>• How to find verbs using the infinitive</li> <li>• Reflexive verbs</li> <li>• Separable verbs</li> <li>• Compound nouns</li> <li>• Further work on plural forms</li> <li>• When not to use a dictionary (e.g. recognize cognates, word families, work out the meaning of a word from its component parts)</li> </ul>