



SAMPLE TEACHING AND LEARNING OUTLINE

**GERMAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

This resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content. This resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

This sample teaching and learning outline provides one possible approach through which the German: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year.

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in German, focusing on extending their oral and written communication skills and their understandings of German language and culture. Students increasingly work independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring. More information related to this curriculum can be found in the German: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/german-7-10>.

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

German: Second Language Year 9 (Years 7–10 sequence) Sample teaching and learning outline

Focus – Urlaub (Holidays)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Wohin sind Sie in den Ferien gefahren?; Wir sind in den Ferien zum Strand gefahren.; Wie feiern Sie Silvester? Normalerweise treffen wir uns mit unseren Freunden und unserer Familie zum Abendessen. Letztes Jahr haben wir bis Mitternacht auf dem Balkon Karten gespielt und dann das Feuerwerk angeschaut.; Wer kann am Samstag zu meiner Geburtstagsparty kommen?; Was machst du für die Osterferien? Ich bleibe bei meinen Großeltern. Sie wohnen in Österreich. Dort kann man wandern oder Skifahren.</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in a German-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>Meiner Meinung nach muss man ...; Ich widerspreche, weil ...</i></p> <p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in</p>	<p>Recognise examples in spoken German of variation in features, such as pronunciation, rhythm and stress, and the use of contractions</p> <p>Compare punctuation rules in English and German, considering aspects, such as the functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> • understanding the relationship between gender, article, case and the adjectival ending, for example, <i>Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt kein großes Einkaufszentrum in dieser Stadt.</i> • using possessive adjectives in nominative and accusative cases, for example, <i>Unsere Familie fährt jeden Sommer nach Victoria.</i> • comparing the meanings and use of the German modal verbs with their English equivalents, for example, <i>Wir müssen eine Schuluniform tragen.; Man darf hier nicht essen.; Du musst das nicht essen.</i> • describing past events and experiences in the present perfect and simple past tenses using a limited range of common verbs, including <i>sein</i> and <i>haben</i>, for example, <i>Ich bin allein nach Albany gefahren.; Ich habe ein neues Kleid im Internet gekauft.; Als ich in Österreich war, hatte ich den Schnupfen.; Ich konnte gestern nicht mitkommen.</i> 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare events of significance in the lives of young people, including holidays and travel.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the German: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • consolidating linguistic elements related to interest and activities covered in the Year 8 syllabus; for example, <i>Montagnachmittags gehe ich schwimmen und am Wochenende spiele ich Tennis mit meinen Freunden.; Im Sommer gehen wir oft an den Strand</i> • exchanging information about travel and holiday activities, including some misadventures; for example, <i>Das Flugzeug hatte Verspätung; Ich habe mein Reisepass verloren; Im Hotel war er sehr laut</i> • discussing past holidays; for example, <i>Ich habe zwei Wochen in Deutschland verbracht.; Ich bin im Urlaub nach Frankreich gefahren.</i> • referring to own past experiences; for example, <i>Im August war ich zwei Wochen in Albany.; Wir waren campen</i> • expressing what one can, must, should or want to do; for example, <i>Wir können Zeit miteinander verbringen</i> • describing where something is; for example, <i>Im Flugzeug saß mein Vater neben mir.</i> • referring to when and where a holiday occurred; for example, <i>In den Ferien bin ich mit dem Flugzeug nach Australien gereist.</i> • discussing travel; for example, <i>Letztes Jahr war ich in Brisbane im Urlaub.; Mein Urlaub war sehr interessant; Wir haben Zeit mit meinen Großeltern verbracht.</i> • asking for clarification; for example, <i>Können Sie wiederholen?; Ich habe nich verstanden.</i> • agreeing/disagreeing, expressing opinions and points of view; for example, <i>Ich stimme (nicht) zu.; Sie haben Recht.; Sie liegen falsch.; Meiner Meinung nach ...</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> • the type of holiday German speakers prefer and holidaying by the sea or in the mountains, using Top 10 destinations preferred by German tourists • the concept of going to the same place every year and the feeling of familiarity when going on holiday, using How Germany holidays • the use of the appropriate form (<i>Sie</i>) when addressing someone <p>Text types For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, conversation, journal entry, poster, role play, survey.</p> <p>Language learning and communication strategies Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • using headings, visual clues, known words and cognates to predict the content of a text • using repair strategies to sustain verbal communication 	<p>Audiovisual texts How do Germans spend their Summer? Easy German 250 https://www.youtube.com/watch?v=6u9TZRP1Iyo</p> <p><i>Mein Sommer am Meer Wortschatz zum Thema "Strandurlaub" Deutsch lernen – Super Deutsch</i> https://www.youtube.com/watch?v=9tOPAK2I42s</p> <p>How to describe problems on holiday in German #GCSE #roleplay – Learn German with Herr Reid https://www.youtube.com/watch?v=wj-NikCrrHo</p> <p>How to talk about the past in German – Coffee Break Languages https://www.youtube.com/watch?v=H9pxupIGJDY</p> <p>Basic Word Order in German – mugridge language https://www.youtube.com/watch?v=iR4XeQxwGHQ</p> <p>The Past Tense in German – mugridge language https://www.youtube.com/watch?v=B54c qfJ6xG0</p> <p>German Perfect Tense SEIN or HABEN? Explained! – YourGermanTeacher https://www.youtube.com/watch?v=5vG9 ofFOEHk</p> <p>Wo warst du in den Ferien? Shöne Ferien! "Waren" Deutsch lernen / German holiday places – Deutsch ist cool! https://www.youtube.com/watch?v=RWS ffEw1gk&t=4s</p>

Focus – Urlaub (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Translate and interpret texts from German to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p>	<ul style="list-style-type: none"> using more coordinating and subordinating conjunctions, such as <i>denn, sondern, bis, während, als</i> beginning to use accusative and dative prepositions, for example, <i>Das Eis ist für mich.; Ich komme aus Australien.; Der Junge geht zum Bahnhof.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>	<ul style="list-style-type: none"> manipulating known elements in a new context to create meaning in written forms reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures by completing a range of activities; for example, matching activities and translating games, using applications, such as Education Perfect, Quizlet and Kahoot! or audiovisual texts from mugridge language list and translate key phrases/sections related to holiday activities, using www.german-games.net - Holiday activities in German or a teacher-developed list on Quizlet engage with the activities from BBC Bitesize Reading, Speaking and Writing to practise understanding and communicating about holiday activities reinforce language use and skills using the online resources from teachit Languages and BBC Bitesize provide the missing information in a teacher-developed cloze conversation about holiday and travel, after viewing the audiovisual text: How do Germans spend their Summer? from Easy German work in pairs to write a list of what could go wrong on holiday, using Learn German with Herr Reid as a starting point, followed by a give one, get one activity, see details in the online resource How to implement the give one, get one teaching strategy in your classroom. Review their list and compare with their own misadventures on holiday use German websites, such as www.deutschland.de (How Germany holidays) and www.tourism-review.com (Top 10 destinations preferred by German tourists) to: <ul style="list-style-type: none"> research popular German holiday destinations survey holiday destinations and compile a list of the top five to identify the class's holiday destination preferences design a poster in German comparing the top five holiday destinations for German people and for the class engage in a conversation to discuss a favourite holiday destination using questions, such as <i>Was ist Ihr Lieblingsurlaubsziel?</i> and seek clarification and express opinions during the conversation; for example, <i>Warum ist Ihrer Meinung nach ... das beste Urlaubsziel?; Mein Lieblingsurlaubsort ist ... weil ...; Meiner Meinung nach ... ist teurer/schöner/entspannender als ...</i> engage with activities and games in applications, such as BBC Bitesize GCSE German Grammar and Languages Online UK, to practise holiday and travel vocabulary and grammatical elements work in pairs and use German dice: holidays from teachit UK website (https://www.teachit.co.uk/resources/german/german-dice-holidays) to reinforce phrases about a past holiday perform a role play about a past holiday using questions, such as <i>Wohin bist du in den Ferien gefahren?; Was hast du in den Ferien gemacht?; Wie war das Hotel?; Wie war das Wetter?</i> use information from websites, such as Holidays and Celebrations in German-Speaking Europe https://www.german-way.com/history-and-culture/holidays-and-celebrations and German Festivals and Holidays from https://germanfoods.org/german-food-facts/german-festivals-and-holidays to write a journal entry to: <ul style="list-style-type: none"> discuss a popular German holiday celebration describe what you did, saw, and felt, referring to phrases from the audiovisual texts: How to talk about the past in German – Coffee Break German and How was your vacation? <i>Wie war dein Urlaub?</i> 	<p>How was your vacation? Wie war dein Urlaub? Deutsch im Alltag Learn German A1–A2 – Learn German https://www.youtube.com/watch?v=i5pSy5qBtFo</p> <p>Websites</p> <p>German games https://www.german-games.net/germantopics?level=secondary</p> <p>Holiday activities in German – German-games.net https://www.german-games.net/germanvocabulary?topic=Holiday%20activities&level=secondary</p> <p>Holidays and Celebrations in German-Speaking Europe – german-way.com https://www.german-way.com/history-and-culture/holidays-and-celebrations</p> <p>German Festivals and Holidays – Nobody celebrates like the Germans! – germanfoods https://germanfoods.org/german-food-facts/german-festivals-and-holidays</p> <p>How Germany holidays – deutschland.de https://www.deutschland.de/en/topic/life/how-germany-holidays</p> <p>'Top 10 destinations preferred by German tourists' by Kevin Eagen – TourismReview News https://www.tourism-review.com/german-tourists-and-the-top-10-destinations-news12564</p> <p>Online resources</p> <p>'How to implement the give one, get one teaching strategy in your classroom' by Matthew Lynch – The Edvocate https://www.theedadvocate.org/how-to-</p>

Focus – *Urlaub* (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> ▪ mention something that went wrong, using examples from Learn German with Herr Reid ▪ compare with a holiday celebration in Australia • complete formal summative assessment using the following assessment task: <ul style="list-style-type: none"> ▪ <i>Mein Urlaub</i> (My holidays) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending a written text in German by completing responses to questions in English ○ Part B – students demonstrate their skills in writing a blog post in German to share a past holiday experience ○ Part C – students demonstrate their skills in speaking in German by discussing their past holiday 	<p>implement-the-give-one-get-one-teaching-strategy-in-your-classroom</p> <p>The perfect tense race – teachit https://www.teachit.co.uk/resources/german/perfect-tense-race</p> <p>This game can be adapted with phrases that are taught during the semester</p> <p>German dice: holidays – teachit https://www.teachit.co.uk/resources/german/german-dice-holidays</p> <p>GCSE German Travel Reading – BBC Bitesize GCSE German https://www.bbc.co.uk/bitesize/guides/z3jfbk7/revision/1</p> <p>GCSE German Travel Speaking – BBC Bitesize GCSE German https://www.bbc.co.uk/bitesize/guides/z8h4dmn/revision/1</p> <p>GCSE German Travel Writing – BBC Bitesize GCSE German https://www.bbc.co.uk/bitesize/guides/z8tc82p/revision/1</p> <p>GCSE German Grammar – BBC Bitesize GCSE German https://www.bbc.co.uk/bitesize/topics/zk92tfr</p> <p>To reinforce vocabulary and phrases, access the following sites:</p> <p>Education Perfect https://www.educationperfect.com/</p> <p>Quizlet https://quizlet.com/</p> <p>Kahoot! https://kahoot.com/schools-u/</p> <p>– languages online https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html</p>

Focus – Urlaub (Holidays)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
			<p>Teacher-developed resources Cloze and scrambled conversation about leisure and holiday activities</p> <p>Stimulus pictures and tickets, to engage conversations about holidays</p> <p>Assessments Accessible on the School Curriculum and Standards Authority website</p> <p><i>Mein Urlaub</i> (My holidays)</p>