



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE

YEAR 4

Copyright

© School Curriculum and Standards Authority, 2018

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence.

Disclaimer

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

The sample teaching and learning outline provides a sequential series of content areas 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.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 3 German: Second Language, students interacted and socialised with their teacher and peers to exchange information about friends and family members. They participated in class experiences and everyday transactions that involved following instructions, asking questions and making statements. Students located specific points of information in a range of short texts to complete guided tasks and conveyed factual information about their personal worlds. They engaged with, created and performed a range of short imaginative texts.

Students became familiar with the systems of the German language, experimenting with the intonation patterns and with the pronunciation of short and long single vowel and diphthong sounds. They wrote high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and applied elements of grammar to generate language for a range of purposeful interactions.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

German: Second Language Year 4 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>Alle machen mit! Students exchange personal information with others.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teacher in German using appropriate greetings show understanding that different ways of using the German language reflect different regions and countries participate in short conversations with friends, exchanging information about themselves show understanding that intonation patterns create different meanings ask for help, clarification and permission notice and use ordinal numbers to give the date 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> 	<ol style="list-style-type: none"> Greet students with a hand shake and welcome them into the classroom. Over the year use a variety of greetings and instruct students to vary their responses, for example, <i>Guten Morgen!, Guten Tag!, Moin!, Grüss Euch!, Servus!</i> and <i>Grüezi mitenand!</i> Model expectations for an effective learning environment and settle students in groups at desks. Introduce yourself using a slide presentation with seven personal photographs or images and sentences, for example, <i>Ich heiße Frau Petersen. Ich bin vierzig Jahre alt. Ich habe eine Schwester und einen Bruder. Ich wohne in South Perth. Mein Lieblingstier ist der Hund. Mein Geburtstag ist am 8. Juli. Ich mag schwimmen.</i> On the final slide list all the statements from the previous slides, enabling students to refer to them. Using a Think, Pair, Share strategy, challenge students to write the questions that would elicit these responses in their workbook. Once they have made an attempt, call on individual students to share their questions with the class, and then provide questions that have not been identified by students. Read the class roll of student names asking questions and receiving answers, including Wie geht's? Over the following weeks ask students different questions. This will assist any students new to the language. Roll call will also serve as an opportunity to check for understanding and ascertain what students have retained from previous lessons. Arrange students in pairs and ask them to practise introducing themselves and holding a conversation with another student. After three minutes of conversation, instruct students to change partners. While students are engaged in the activity, move around to each pair and assess students on the content of their responses, pronunciation and participation. At the end of the lesson, call on students to present to the whole class. Point out the distinction between statements, questions and exclamations to develop an understanding that intonation patterns create different meanings. Challenge students to recall what they learnt in their German class last year. What would they like to learn this year? How will they learn? Provide students with an application such as a KWHL graphic organiser to reflect on last year's learning, and to post their ideas onto a class bulletin board. This will provide direction and goal setting for the students and will be revisited at the end of each term. As an alternative, a paper version of a KWHL chart can be used and displayed on a wall in the classroom. Ask students to use the high-frequency words and expressions, vocabulary and phrases in the K column of the KWHL chart to design and personalise their own placemat. Check the information for accuracy, before laminating the placemat. Students may refer to the information when required, and the reverse of the placemat can serve as a mini whiteboard for future activities such as quizzes and word hunts. Display four A2 coloured cards in the classroom, each with the headings Unterrichtsbeginn, Unterrichtsmittel, Unterrichtsende and Schülersprache. Discuss the headings with students, emphasising the importance of using German language for class communication. Distribute sticky notes of one colour. Ask students to write in German all classroom language they remember from the previous year. Students post these words, phrases or sentences on the 	<p>Activity Introductions using a slide presentation program such as Microsoft PowerPoint, images and text</p> <p>Classroom strategy Think, Pair, Share</p> <p>Resource Workbook, to store student activities</p> <p>Activity Introduce yourself</p> <p>Resources Class bulletin board, a class set of electronic devices and KWHL chart. To create a class bulletin board access Padlet, an application that can be used to display information for any topic. An account will need to be created to build a new board. Images, links, videos, and more can be added to the board https://jn.padlet.com/article/227-kwl</p> <p>Activity Reference placemat, A3 sheet of paper</p> <p>Resource A3 paper of various colours, one for each student</p> <p>Resource Four sheets A2 coloured card, sticky notes of two colours, one</p>

			<ul style="list-style-type: none"> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p>	<p>appropriate poster, for example, <i>Auf Wiedersehen</i> will be posted on the <i>Unterrichtsende</i> poster; <i>Kann ich bitte zur Toilette gehen?</i> will be posted on <i>Schülersprache</i> poster. Using sticky notes of a different colour ask students to write in English the phrases they would like to learn, for example, <i>How do you say that in German?</i> Each week, teach one or two new phrases and ask a student to exchange the English sticky note for a German one.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> greet peers and teacher in German using appropriate greetings show understanding that the different ways of using the German language reflect different regions and countries participate in short conversations with friends, exchanging information about themselves ask for help, clarification and permission show understanding that intonation patterns create different meanings. 	colour for German and one for English
4–10	<p>Wie spät ist es? Students learn to tell the time and exchange information with others about their daily routines.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> explore the history of measuring time gather and convey factual information from familiar texts use online and print dictionaries and word lists to determine the gender of a noun recognise the different ways of telling the time in German and in English compare the daily routines of people from the Middle Ages with their own daily routine 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> recognising and describing past events using the simple past tense of familiar verbs such as <i>war</i>, 	<ol style="list-style-type: none"> Introduce the questions <i>Welches Datum haben wir heute?</i> and <i>Der Wievielte ist heute?</i> using gestures and responses, for example, <i>Heute ist der achte März</i>. Students explore the examples provided to understand how to tell the date, to recognise patterns when using ordinal numbers and compare these to cardinal numbers. Include the question <i>Welches Datum haben wir heute?</i> at the start of every lesson and instruct a different student each time to write the weather on the board, or to use a weather chart to record the information. Discussing the weather also provides an opportunity for students to revise vocabulary items for weekdays, months and seasons. Play the audiovisual clip <i>Der Wievielte ist heute?</i> for students. While they are engaged in the activity, move around to each pair and assess students on the content of their responses, pronunciation and participation. Arrange students in groups of four and ask them to work together to brainstorm other situations that use ordinal numbers, for example, birthdays, <i>Mein Geburtstag ist am siebten April</i> or sports events, <i>Ich war die erste fertig!</i> Ask each group to provide an example of when ordinal, rather than cardinal, numbers are used. List these on the board and ask students to write these in their workbook. Display the article <i>Die Schlümpfe werden 60</i> on the whiteboard or have hard copies printed for students. Point out to students that the inventor of the <i>Schlümpfe</i> was from Belgium and that German is an official language of that country. Display a map of Europe and ask students which other countries have German as an official language. Arrange students in pairs and support students to skim read the article and focus on the numbers. Instruct students to label two columns in their workbook, Cardinal numbers and Ordinal numbers, and to write the numbers they have located in the article, in the correct column. Advise students that some of the numbers in the article are written in numerals and others are written in words. Re-read the article with the class and ask students to reflect on any new discoveries, for example, <i>1.500 Quadratmetern</i>. Reflect on how the numbers help the reader to gain an understanding of the text. Provide students with access to Languages Online Chapter 27 in order to play, in pairs, the interactive game <i>Welches Datum haben wir heute?</i> or to complete the worksheet <i>Markiere das Datum</i>. Students can set their own pace while discovering the Languages Online website. They keep track of their learning by checking the tasks completed on a checklist. 	<p>Resource Interactive weather chart, IC 105GM, from LTA Education https://lta.education/?lang=GM&line=CH_CC_NT_FW&lim=96</p> <p>Audiovisual clip <i>Der Wievielte ist heute?</i> View Chapter 2.10, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Resource Workbook, to store student activities</p> <p>Resource Article <i>Die Schlümpfe werden 60</i> https://www.zdf.de/nachrichten/heute/altes-und-neues-aus-schlumpfhausen-schlumpfe-werden-60-100.html</p> <p>Resource Map of Europe</p> <p>Resource Workbook, to store student activities</p> <p>Languages practice Languages Online Chapter 27 https://www.education.vic.gov.au/languagesonline/german/sect27/index.htm</p>

		<p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings about aspects of German language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns</p>	<p><i>hatte, ging, sah, spielte</i> and <i>machte</i></p> <ul style="list-style-type: none"> joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect</p>	<p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> use various greetings such as <i>Moin Moin</i> and <i>Servus</i> ask for help, clarification or permission in German notice and use ordinal numbers for giving the date or saying when it is their birthday. <p>7. Introduce students to the concept of measuring time. Display a variety of clocks as stimuli for learning. Students work in groups to discuss possible answers to the questions such as: How long ago was the first record of people measuring time? How do you think they measured time? What types of devices do you know that measure time? and What is the most common form of measuring time today? Ask students to share their ideas with the whole class via a posting on the class bulletin board.</p> <p>8. Prepare a slide presentation to describe the history of measuring time Die Geschichte der Zeitmessung. Use simple sentences in the past tense, include pictures, cardinal, ordinal and decimal numbers, for example:</p> <ul style="list-style-type: none"> <i>Die Geschichte der Zeitmessung begann vor 5.500 Jahren.</i> <i>Die ersten Uhren waren Sonnenuhren.</i> <i>Ein Nachteil – sie funktioniert nur am Tag und bei gutem Wetter.</i> <i>Einige Jahrhunderte später erfand die Ägypter die Wasseruhren.</i> <i>Um das Jahr 500 n. Chr. wurden in China Kerzenuhren erwähnt.</i> <i>Aus England kam ein Uhrensystem bei der Täglichen sechs Wachskerzen, die 30 Zentimeter hoch und 2,5 Zentimeter dick waren, pro Tag abgebrannt wurden. Die Brenndauer eine Kerze war vier Stunden.</i> <i>Um das Jahr 1300 begann das Zeitalter der mechanischen Uhren so wie die klassischen Kuckucksuhren.</i> <i>Seit Anfang des 14. Jahrhunderts gab es die Sanduhr.</i> <i>Erst als um 1450 der Federaufzug erfunden wurde, konnte man kleinere Uhren bauen.</i> <i>Der Nürnberger Peter Henlein entwickelte um das Jahr 1510 die ersten Uhren die so klein waren, dass man sie am Körper tragen konnte. Sie hießen Taschenuhren.</i> <i>Viele Jahrhunderte später, in 1923, entwickelten die deutschen Physiker Adolf Scheibe und Udo Adelsberger die Quarzuhr.</i> <i>Erst in den 1970er Jahren konnte man die Uhren so verkleinern, dass sie als Armbanduhr getragen werden konnten.</i> <p>9. Ask students to view the slide presentation Die Geschichte der Zeitmessung and, in groups, discuss what they have viewed, comparing findings with their original thoughts. Add new information to the class bulletin board. Teach or review ordinal and cardinal numbers, punctuation such as the use of full stops and commas in numbers, words similar to English, the simple past tense and information related to the German scientists referred to in the slide presentation.</p> <p>10. Ask students to work in pairs and create a timeline to represent the history of measuring time. Ask them to include the title <i>Die Geschichte der Zeitmessung</i>, key dates and types of clocks, for example, <i>die Sonnenuhr, die Wasseruhr, die Kerzenuhr, die Sanduhr, die mechanische Uhr, die Kuckucksuhr, die Taschenuhr</i> and <i>die Quarzuhr</i>. Advise students to label and illustrate their timeline.</p> <p>11. Explore the grammar rule stating that the article takes the gender of the last word in a compound word with students, using the examples <i>das Wasser</i> and <i>die Wasseruhr</i>. Support students to compile, in their workbook, two lists of nouns related to the clocks, one of single nouns and one of compound nouns, and ask them to observe any patterns that emerge, for example, one list will</p>	<p>Activity Worksheet Markiere das Datum https://www.education.vic.gov.au/languageonline/german/sect27/pdfs/print1.pdf</p> <p>Resource A selection of clocks for measuring time.</p> <p>Resources Padlet application for class bulletin board https://jn.padlet.com/article/227-kwl</p> <p>Format in four columns, one for each question, one electronic device per group</p> <p>Resource Slide presentation Die Geschichte der Zeitmessung</p> <p>Resources Padlet application for class bulletin board https://jn.padlet.com/article/227-kwl, A3 paper, pencils and coloured pencils</p> <p>Activity Create a timeline, paper and coloured pencils/pens</p> <p>Resource Workbook, to store student activities, and pencils</p>
--	--	---	--	--	--

			<p>different cultural values, traditions or practices</p>	<p>include the nouns <i>die Sonne, das Wasser, die Kerze, der Sand</i> and so on. The other list will include the nouns <i>die Sonnenuhr, die Wasseruhr, die Kerzenuhr, die Sanduhr</i> and so on. Challenge students to find the pattern. Teach students how to use a German/English dictionary to find the gender of the nouns. Emphasise for them that <i>mechanische</i> is an adjective and that in German all nouns have capital letters.</p> <p>12. Show the audiovisual clip <i>Glockenspiel München Marienplatz</i> and ask them to compare the tower to their experiences of the Perth Bell Tower. As they view a clip of Germany’s largest <i>Kuckucksuhr</i>, discuss with them the history of Cuckoo clocks. Show an audiovisual clip of <i>Berlin’s Kunstprojekt – die größte Sonnenuhr der Welt</i> and Berlin’s World Time clock. Provide students with images of other world-famous clocks such as London’s Big Ben, the Prague Astronomical Clock in the Czech Republic and the Zytglogge Tower in Switzerland.</p> <p>13. Place the students in pairs and ask them to state three reasons why clocks are important in our lives. Instruct them to write each of their reasons on a separate sticky note and to post these on the board. Read all the notes, once students have completed the task, and group the posts with similar ideas to form a bar graph. Invite students to discuss the findings.</p> <p>14. Teach students how to read an analogue clock using the 24 hour clock on the full hour and half hour. Use a large face clock with synchronised hands to demonstrate how the hands move together. Turn the hands, stopping at various full hours, and ask <i>Wie spät ist es?</i> Students respond in chorus, for example <i>Es ist zweiundzwanzig Uhr</i>. Continue with half-hour time, for example, <i>Es ist halb sieben</i>. Emphasise for students the different ways of saying the half-hour, for example, that half past eight is the same as <i>halb neun</i>. Teach students the names for the hands on the clock, <i>der Sekundenzeiger, der Minutenzeiger</i> and <i>der Stundenzeiger</i>.</p> <p>15. Play the game Triple Time with students using sets of time cards. Have enough sets of cards for them to play in pairs. Each matching set of three cards will have a time sentence, a digital clock, and an analogue clock face. The game is similar to Matching pairs except that students are required to turn over three matching cards and tell the time.</p> <p>16. Arrange students in pairs and instruct them to practise telling the time using a small clock. One student sets the time on the clock and asks <i>Wie spät ist es?</i> The other student responds. Observe and listen to students, clarifying issues or misconceptions. Extend students’ knowledge of how to tell the time using the phrases for a quarter past or a quarter to the hour. Teach <i>viertel nach</i> and <i>viertel vor, zehn Minuten nach drei Uhr</i> and <i>zwanzig Minuten vor acht Uhr</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ tell the time accurately using an analogue and a digital clock. <p>17. Arrange students in two groups for Measure of time, a warm up activity to revise key vocabulary. Explain that time can be measured in many ways. Each group will receive a set of cards, with each card being different. Ensure there are enough cards for students to each have one card. Students work collaboratively to line up the cards in order of the smallest measure of time to the largest measure of time. Once they have completed the activity, students read aloud the card they placed in the line and others indicate whether the card is in the right place. The cards are relocated to the correct place in the line if the order is not accurate. Ask that students move around in their groups to check each other’s order of time cards, looking for similarities and differences. Examples of cards include, <i>eine Woche, acht Tagen, eine Stunde, ein Monat, 61 Minuten, ein Jahr, 11 Monate, eine Sekunde, eine Minute, drei Jahren, 367 Tage, Winter, drei</i></p>	<p>Resource German/English dictionary</p> <p>Audiovisual clip <i>Glockenspiel München Marienplatz</i> https://www.youtube.com/watch?v=SbUwQctvbHg</p> <p>Audiovisual clip Germany’s Largest <i>Kuckucksuhr</i> https://www.youtube.com/watch?v=MJzyhCqI1_0</p> <p>Audiovisual clip <i>Berlin’s Kunstprojekt –die größte Sonnenuhr der Welt!</i> http://sonnenuhr-berlin.com/</p> <p>Resource Sticky notes</p> <p>Resource Analogue clock</p> <p>Game Triple Time, a variation of the <i>Memory</i> game, in Williams, K. and Doyle, A. (2006). <i>Wir spielen Zusammen – 20 Games to Play with Children to Encourage and Reinforce German Language and Vocabulary</i>. United Kingdom: Brilliant Publications.</p> <p>Resource Set of small clocks</p> <p>Activity Measure of time, with two sets of time cards, each set a different colour, and each card with a different measurement of time</p>
--	--	--	---	---	---

				<p><i>Monate, ein Tag, 23 Stunden, 58 Sekunden, eine Minute, neunzig Tage, ein Jahrhundert, vier Wochen, 12 Wochen, and so on.</i></p> <p>18. Holding the same cards as in the Measure of time activity, ask students to form two new groups, one for where the noun on the card is in the plural and the other for where the noun is in the singular. Ask students to check that their cards are in the correct group before re-ordering them from the smallest time phrase. Ascertain whether students have understood the concept of pluralisation.</p> <p>19. Introduce the topic of Mein Tagesablauf by first having students discover what life was like in Germany during the Middle Ages. Prepare a container with tokens of four different colours and ask students to take a token. Depending on the colour drawn, students then role play that they magically teleport back to the Middle Ages and take on the character of either <i>ein Bauer, ein Landbesitzer, ein Ritter</i> or <i>ein Geistlichen</i>. Explain that in the Middle Ages women held the positions of wife, mother, peasant, artisan, and nun, as well as some important leadership roles, such as abbess or queen regnant, though not the position of priest or landowner. Provide students with images and/or some photographs of German castles from the Middle Ages and discuss what these might tell us about life in that period of time.</p> <p>20. Arrange students in four groups, based on the tokens they drew from the container, that is, all the farmers together and so on. Hand out copies of Mein Tagesablauf for the four characters. Ask those students who have the farmer token to analyse the <i>Bauer's Tagesablauf</i>, the land owners analyse their <i>Tagesablauf</i>, the knights and priests analyse their schedules. Provide students with access to German/English dictionaries to assist with translating key words and understanding their daily tasks. Instruct students to practise saying the time, using the correct form. Teach them the word <i>bis</i>, for example, <i>von halb sechs bis sechs Uhr</i>, and ask them to provide other examples using the word.</p> <p>21. Rearrange the groups so that each has one of each characters. Ask students to take turns to share in German what they have learnt about their character, from reading Mein Tagesablauf, while the other students listen. Once they have all had a turn, students comment on the lifestyles of the other characters in their group, looking for similarities and differences. Provide examples of comments students might make, prior to starting group discussions, for example, <i>Der Bauer hat Frühstück um 5 Uhr aber der Landbesitzer hat es um 7 Uhr!</i> The <i>Landbesitzer</i> had more leisure activities than the farmer. Students use the first person for their character such as <i>Ich esse Frühstück um 5 Uhr</i> and the second and third persons for others such as <i>Du (der Landbesitzer) isst Frühstück um 7 Uhr und er (der Geistlichen) isst um 5:30 Uhr.</i></p> <p>22. Ask students to compare their own personal life with their character from the Middle Ages, using a Venn diagram to list the similarities and differences. Advise them that, in the intersecting section, both will have <i>Frühstück</i> but the times they eat <i>Frühstück</i> will vary. Students write the different times in the separate circles. In the case of the <i>Bauer</i>, what they eat for breakfast may be the same, and both the students and the farmer may have <i>Haferbrei</i>. List on the board any new vocabulary that students may need to complete their Venn diagram, for example, should students ask <i>Was ist watching television auf Deutsch?</i> then the vocabulary may include <i>Fernsehen gucken, Fußball spielen, Computer spielen, Fahrrad fahren, mit dem Hund spazierengehen, mit Freunde spielen, or ins Kino gehen</i>. Walk around and view students interacting in the activity, checking for student understanding of the similarities and differences.</p> <p>23. Introduce students to Sabine through the activity Sabines Alltag. Instruct them to complete the sentences, then ask them to cut out and order the pictures to reflect Sabine's daily routine. Instruct students to write in their workbook any new vocabulary. Pair students with a partner and provide them with time to</p>	<p>Resource Tokens in four different colours, container</p> <p>Resource German castles http://www.medievalists.net/2014/08/top-10-medieval-castles-germany/</p> <p>Book Mein Tagesablauf, in Bieber, O. (2010). <i>Sachunterricht plus. Grundschule. Klassenbibliothek. Leben im Mittelalter</i>. Germany: Cornelsen Verlag GmgH.</p> <p>Resource German/English dictionary</p> <p>Resource Venn diagram with three intersecting circles https://templates-station.com/3-set-venn-diagram-template/3-set-venn-diagram-template-three-circle-venn-diagram-template-14095/, A4 piece of paper and a pencil for each student</p> <p>Activity Worksheet Telling the Time: Sabines Alltag https://www.education.vic.gov.au/languageonline/german/sect29/pdfs/print3.pdf</p>
--	--	--	--	--	--

				<p>read the sentences to each other. While students are engaged in the activity, move around to each pair and assess students on the content of their responses, pronunciation and participation.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Ein typischer Samstag</i> Listen for information in a spoken text and identify whether statements made are true or false. <p>24. Remind students of their class bulletin board and ask that they use their KWHL to reflect on this term's learning and post their comments in the final column titled <i>What have you learned?</i></p>	<p>Resource Workbook, to store student activities, and pencils, scissors and glue</p> <p>Assessment <i>Ein typischer Samstag</i>, spoken text related to the Saturday routine of a child in the 21st century</p> <p>Resources Class bulletin board, class set of electronic devices, KWHL chart https://jn.padlet.com/article/227-kw/</p>
--	--	--	--	---	--

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Mein Tagesablauf Students exchange information with others about their daily morning routine.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about their daily routine state what time they get up, have breakfast, go to school, have lunch, come home, do homework, play with friends, have dinner, go to bed state what they eat and drink for breakfast state what their family eats and drinks for breakfast describe what they do to get ready in the morning for school talk about daily routines of family members talk about what is a typical German breakfast explore a special Easter breakfast. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance; using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> recognising and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> understanding a range of question words and the intended/related 	<ol style="list-style-type: none"> Introduce the topic of Mein Tagesablauf through the song 24 Stunden. After the first playing, ask students to discuss in pairs what they think the song is about. Replay the song, pausing after each section, and ask students to write any German words they recognise in their workbook. After each verse recite the German lyrics and ask students to act out the lyrics. Replay the song a third time and invite students to sing along to the song. Distribute a cloze activity sheet based on the lyrics of the song 24 Stunden. While listening to the song, instruct students to write any words missing in the song. Read the song lyrics aloud with students, explaining that language is sometimes manipulated for a song or poem to fit into a pattern or rhythm. In this song the first line should read <i>Ich stehe um 7 auf</i>; however, <i>Ich stehe auf...um 7, um 7, um 7</i>, fits the rhythm better. Point out to students how some verbs are separable such as <i>aufstehen</i>; <i>Ich stehe auf</i>. Prepare several sets of matching cards for students to practise the verses in the song 24 Stunden. Create one set with the actions and another matching set with the time, for example, one card reads <i>Ich stehe auf ...</i>, and the matching card reads <i>... um sieben</i>. Arrange students in small groups to play the game by sorting the cards into the correct pairs, matching the activity to the time. Ask students to then sort the pairs of cards in the order that the song is sung and to read aloud the verses to each other. Distribute one matching card from the 24 Stunden song to each student. Working as a whole class, ask the student holding the first verse of the song to stand up quickly and read from their card <i>Ich stehe auf</i>, and the student with the matching time to stand up and read from their card <i>um sieben</i>. Ask them both to sit down. Ask the student with the second verse to stand up and read from their card <i>Ich frühstücke</i>, and the student with the matching time phrase stands up and reads from their card <i>um acht</i>, and so on. Ask students to practise several times through the sequence of the lyrics, speaking faster each time. As a variation, shuffle the cards and redistribute them to students or use a timer to establish whether the whole class can improve on their time. Play a variation of the Matching cards game. Ask the students holding the cards stating the time to stand up first, for example, the student with the card <i>um sieben</i>. Then the student holding the card <i>Ich stehe auf</i> must read it to the first student to finish the sentence that the student started. Remind students of the subject-verb inversion when the time of the event is stated first, for example, <i>Um 7, stehe ich auf</i>. Conduct a survey on Die Zeit whereby students interview ten of their classmates to find out what time they get up in the morning. In their workbook ask students to draw a table, or use the worksheet <i>Die Zeit</i>. In the headings across the top row of the table students list the times starting from <i>6.30 Uhr</i> and continuing in 15-minute intervals finishing at <i>9 Uhr</i>. Invite students to interview each other asking the question, <i>Wann wachst du auf?</i> and to provide a suitable response such as <i>Ich wache um ... Uhr auf</i>. Encourage students to have a short conversation that includes a greeting and enquiry about how the other person feels, for example, <i>Hallo, wie geht's?</i> After collecting the data, instruct students to draw conclusions about what time most students wake up in the morning, write these in their workbook and then share them with the class. Assign students to groups and ask that they consider at what time they do the activities that form part of their daily routine. Have students think about, for example, what time they get up, have breakfast, go to school, have lunch, return 	<p>Song 24 Stunden. Thomson, C. and Brown, L. (2011). <i>Singt mit uns!: 20 German songs</i>. United Kingdom: Brilliant Productions.</p> <p>Resource Workbook, to store student activities</p> <p>Activity 24 Stunden cloze exercise using the song lyrics</p> <p>Resource Six sets of matching cards from 24 Stunden song</p> <p>Resources A set of matching cards from 24 Stunden song</p> <p>Game Matching cards</p> <p>Survey Worksheet Die Zeit, in Leleu, S. and Greck-Ismaïr, M. (2011). <i>German Speaking Activities: Fun Ways to Get KS3 Pupils to Talk to Each Other in German</i>. United Kingdom: Brilliant Publications.</p> <p>Resource Workbook, to store student activities</p>

		<p>about aspects of German language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns</p>	<p>answer, for example, <i>woher</i>, <i>welcher</i> and <i>wie viel</i></p> <ul style="list-style-type: none"> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>home, do their homework, play with friends, have dinner, and go to bed. Ask students to write, in their workbook, sentences in German and add more activities where required.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using the following activity: <ul style="list-style-type: none"> <i>24 Stunden</i> Create an alternative version of the song with a partner and present it to the class. <p>8. Provide instructions to students on how to design an eBook, using photographs of themselves and family members carrying out daily routines. Students may either bring in photographs from home or use the dress-up box to stage their photographs. Instruct students to write sentences expressing the time and the activity, using conjunctions <i>und</i> and <i>aber</i>, for example, <i>Ich stehe um 7 Uhr auf und meine Schwester steht auch um 7 Uhr auf. Ich esse Frühstück um 8 aber meine Mama frühstückt um 6 Uhr.</i></p> <p>9. Describe your typical morning routine to students using a slide presentation. Include activities and times such as <i>Der Wecker klingelt um 6 Uhr; Ich stehe auf um 6.05; Ich dusche mich um 6.10; Ich ziehe mich um ... an; Ich esse Frühstück um ...; Ich trinke eine heiße Schokolade; Ich putze mir die Zähne; Ich kämme meine Haare; Ich gehe mit dem Hund spazieren; Ich gebe dem Hund etwas zu fressen</i> and <i>Ich gehe zur Schule</i>. Support students to revise and practise telling the time, using phrases such as <i>Viertel nach; Viertel vor; halb; zehn Minuten nach</i> and <i>zwanzig Minuten vor</i>, when describing a typical start to the day.</p> <p>10. Arrange students in pairs and guide them in analysing their morning routine. Brainstorm any other activities that form part of their daily routine such as <i>Ich mache meine Hausaufgaben um 8 Uhr</i> or <i>Ich packe meinen Ranzen</i>. Ask each pair to share their list with the class.</p> <p>11. Provide students with a timetable template and ask them to complete it with activities that relate to their morning routine. Arrange students in pairs and ask that they share and compare their morning routine with a partner, practising saying the activities and the times they do them.</p> <p>12. Place all the sentences describing the new activities that students have provided during the brainstorm activity, and any other activities that form part of their daily routine, on slips of paper. Place these slips in a hat. Ask students to draw a slip from the hat and copy the sentence and illustrate that activity on an A5 piece of paper. Instruct them to write the sentence at the bottom of the page, including the time the activity occurs. Ask students to sit in a circle and place the A5 papers on the floor within the circle. Ask individual students to help order the papers. Once they are happy with the order, read them out aloud together. Compile the papers that have been designed and illustrated by the class to create a class activity book.</p> <p>13. Support students to review vocabulary and sentence structures as well as assisting them to discover new phrases by playing with them the Tagesablauf Domino game. Translate new phrases for students and share with them understandings about aspects of the German language and culture that are different from their own experiences.</p> <p>14. Show the audiovisual clip Guten Appetit! Tell students that they will be watching and listening to typical German families as they eat breakfast, lunch and dinner. Ask students to listen for, and note down in their workbook, the German words for the meals, for example, <i>Frühstück, Mittagessen</i> and <i>Abendessen</i> or <i>Abendbrot</i>. Ask them to also listen for the times the families have these meals, for example, <i>Um 2 Uhr gibt es Mittagessen</i>. Discuss with them the cultural differences shown in the clip while German families are having their</p>	<p>Resource German/English dictionary</p> <p>Resource Workbook, to store student activities</p> <p>Assessment Creation of alternative version of the song 24 Stunden</p> <p>Resource An application that assists with the creation of eBooks, class set of electronic devices, dress-up box</p> <p>Resource Slide presentation program such as Microsoft PowerPoint, and text</p> <p>Activity Brainstorm morning routine activities</p> <p>Resource Blank timetable for morning routine and word bank of morning routine phrases and activities</p> <p>Activity Class activity book, A5 paper, coloured pencils</p> <p>Game Das Tagesablauf-Domino, ELI Language Games (2018)</p> <p>Audiovisual clip Guten Appetit! view Chapter 2.14, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p>
--	--	--	---	--	---

				<p>main meal of the day at lunch time. Discuss with them the similarities and differences in the foods eaten at various meals.</p> <p>15. Show a presentation featuring a typical Easter breakfast in Germany and Austria and discuss with students the cultural differences between a German or Austrian, and a typical Australian, Easter breakfast. Instruct students to research the date Easter takes place and why it is different each year. Explore with them the seasonal differences, for example, <i>Ostern ist im Herbst in Australien aber im Frühling in Deutschland</i>.</p> <p>16. Show the flashcards for breakfast foods and play the sounds, at first without the text, for students to repeat, for example, <i>der Wurst</i>. Play the recording a second and third time, with text switched on, and have students repeat the text. Check and correct pronunciation as required.</p> <p>17. Play a game of True or False with the breakfast food flashcards. Turn off the sound and text and show a picture, while asking students what it is, for example, <i>Ist das Brot?</i> Provide some incorrect suggestions as well. Invite students to respond with either, for example, <i>Ja, das ist Brot</i> or <i>Nein, das ist Käse</i>.</p> <p>18. Introduce the phrase Ich möchte ..., and ask students the question <i>Was möchtest du?</i> or <i>Möchtest du ...?</i> Using breakfast food and drink flashcards, move around the room offering students some food or something to drink. Ask one student, for example, <i>Möchtest du Wurst?</i> If the student responds <i>Ja, ich möchte Wurst</i>, give them the flash card. If they respond <i>Nein danke, ich möchte keine Wurst</i>, keep the card and offer it to another student. Continue asking students what they would like to eat or drink, but vary the questioning to include choices such as <i>Möchtest du Käse oder Wurst?</i> or <i>Möchtest du Apfelsaft oder Orangensaft?</i></p> <p>19. Engage students in exploring the variety of different cheeses typically found in Germany, including, <i>Frischkäse, Weichkäse, Schnittkäse</i> and <i>Hartkäse</i>. Provide students with the text Welche Käsesorte magst du am liebsten? for them to find out how cheese is made. Show a selection of photographs of various cheeses including <i>Ziegen und Schafkäse</i>. Ask students Welche Käsesorte magst du? Magst du Ziegenkäse? and Hast du lieber Schafkäse oder Käse aus Kuhmilch? Demonstrate variations in their meaning for students, based on intonation patterns.</p> <p>20. Engage students in a class survey to find out the favourite breakfast foods in the class. Instruct students to post their responses on the class bulletin board, answering the following question in German Was möchtest du zum Frühstück? Provide students with some phrases to start, such as <i>Ich möchte Milch, Cornflakes, Toast und Marmelade</i>.</p> <p>21. Place students in groups and ask that they analyse the results using a spreadsheet and compile the data into a bar graph. First, ask students to skim the posts and look for the types of food that students like. Use phrases such as <i>Sylvia mag Milch und Brot</i> and include <i>Milch</i> and <i>Brot</i> as headings in the table. After students have identified all the possible foods, ask them to start entering the number of students who like the various foods to find out the Lieblingsessen of the class.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Ein typischer Montag</i> Part B – listen for information in spoken text. 	<p>Resource Workbook, to store student activities</p> <p>Resources Slide presentation Easter Breakfast. Information may be sourced from https://www.walkingonclouds.tv/osterfruehstueck-mit-der-familie/</p> <p>Resources Flash cards of Breakfast food images on CD, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Game True or False using breakfast item flashcards</p> <p>Resources Texts related to German cheese, online and print resources</p> <p>Activity Lesetext Welche Käsesorte magst du?, based on the worksheet accessible at https://ernaehrungsstudio.nestle.de/medias/sys_master/8892573057054/Welche-Kaesorte-magst-du-am-liebsten-05082015.pdf</p> <p>Activity Survey Was möchtest du zum Frühstück?</p> <p>Resources Class bulletin board https://jn.padlet.com/article/227-kw</p> <p>Resource Software to generate spreadsheets and graphs</p> <p>Assessment task Ein typischer Montag in Meine Freizeit, accessible on the School Curriculum and Standards Authority website</p>
--	--	--	--	---	---

<p>6–10</p>	<p>Mein Tagesablauf Students exchange information with others about their daily routines at school.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • talk about their daily routine at school • state their school subjects • write up their school timetable • use adjectives to describe their teachers • explain how they get to school • describe what they wear to school • write independently about their school day • present a role play to the class. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings about aspects of German language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party Machen</i> • recognising and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> • joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> • understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> • understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> 	<ol style="list-style-type: none"> 1. Introduce the topic Die Schule in Deutschland using an anticipation guide strategy. Prepare a table with three columns for students to complete. In the middle column write a series of statements related to the topic. Include statements such as: <ul style="list-style-type: none"> • German students wear school uniforms. • German students have a similar daily routine as Australian students. • In Germany, school starts at 9am. • Students in Germany stand up when they say good morning to their teachers. • In Germany, students take their lunch to school. • German students sit on the ground to eat their lunch. • German schools have a large oval for sport. • Students have homework every day in Germany. Instruct students to read each statement and mark in the left-hand column whether they think the statement is ‘true’ or ‘false’. At the end of the unit of work, instruct students to revisit the table and mark ‘true’ or ‘false’ in the column on the right of the statements. 2. Show the audiovisual clip Simon, Ich will nicht in die Schule gehen and ask students to take notes in their workbook about what is similar to and different from their school in Australia. Ask them to listen for any adjectives such as <i>super – Du kriegst eine super Lehrerin</i>. 3. Play the song Ich kann nicht zur Schule geh’n and act out for students the first verse of the song to assist with their understanding. Provide students with German/English dictionaries to enable them to translate the second verse words <i>Busfahrer, Rektor</i> and <i>Lehrer</i>. Ask students why they think the songwriter chose male characters. Demonstrate for students the song when using female characters such as <i>Busfahrerin, Rektorin</i>, and <i>Lehrerin</i>. Assist students to discover the pattern and suggest that too many syllables create difficulty with the rhythm of the song. Arrange students in pairs to discuss what they think is the difference between <i>Ich kann</i> and <i>Ich will</i>. While students are engaged in the activity, move around to each pair and assess students on their responses, pronunciation and participation. 4. Show the audiovisual clip Deutschlandlabor, Folge 1 – die Schule. Ask students to listen for the favourite Schulfächer of German students. Working in small groups, ask students to list in their workbook as many subjects as possible in German from the viewing text. Replay the first section and ask students to check their work. Teach the words for subjects that are not known to students. 5. Provide sets of cards on which are written school subjects in German and English. Ask students to sort the cards matching the German to the English school subjects and then instruct students to pick up all the cards that are the same such as <i>sport/Sport</i>. Next, ask them to pick up cards that are similar such as <i>music/Musik</i>. The remaining cards will be those that are the hardest to decipher. Arrange students in small groups to discuss strategies they could employ to help them remember these words. Ask students to share one of their strategies with the class. 6. Play a drag and drop activity on the interactive white board where students mix and match words to make sentences. Give them one example as a start and ask them what other sentence starters they would need to talk about their school subjects. In the first column include the starters <i>Ich liebe, Ich mag, Ich mag ... nicht</i> and <i>Ich hasse</i>. In the second column list all the school subjects the students suggest. Advise students to use the information in the two columns to write, in their workbook, as many sentences as they can. Challenge them with a time limit of five minutes. 7. Continue the drag and drop activity, this time adding a third column <i>weil es</i> and a fourth column with adjectives such as <i>lustig, langweilig, interessant, schwierig</i> 	<p>Resource Die Schule in Deutschland. Anticipation guide as a comprehension strategy used before reading to activate students' prior knowledge and build curiosity about a new topic</p> <p>Audiovisual clip Simon, Ich will nicht in die Schule gehen https://www.youtube.com/watch?v=6VjXdKEOKOg</p> <p>Resource Workbook, to store student activities</p> <p>Resource German/English dictionary</p> <p>Song Ich kann nicht zur Schule geh’n, in Wahl, M. (1993). <i>Wer? Wie? Was? - Lieder machen Spaß : 25 ganz leichte Lieder für den Unterricht in Deutsch als Fremdsprache</i>. Bonn: Gilde-Buchhandlung Carl Kayser Buchhandlung und Ver.</p> <p>Audiovisual text Deutschlandlabor, Folge 1 – die Schule, Goethe Institut https://www.youtube.com/watch?v=L3uatU-UH60</p> <p>Resource Workbook, to store student activities</p> <p>Resource Sets of cards featuring school subjects in German and in English</p> <p>Activity Drag and drop, using the interactive whiteboard</p> <p>Resource Workbook, to store student activities</p>
-------------	---	---	--	--	--

	<p>simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns</p>	<ul style="list-style-type: none"> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>and <i>leicht</i>. The fifth column contains the verb <i>ist</i>. Ask students to drag one word from each column to form sentences such as <i>Ich hasse Schwimmen weil es schwierig ist</i>. Support students to brainstorm the nouns and adjectives for this activity. Reinforce with them the use of capital letters for all nouns and correct punctuation.</p> <p>8. Teach students the rules for the game The best/worst day ever at school. Provide opportunities for students to practise saying the school subjects, counting and saying times on the hour. Arrange students in pairs and provide them with a blank timetable schedule made up of three columns and eight rows. In the left hand column, instruct them to enter the full hour and to write the phrases from <i>Um 9 Uhr</i> to <i>Um 4 Uhr Nachmittags</i>. Instruct students to head the middle column <i>habe ich</i>. In the right hand column, students are to plan their ideal school day timetable, writing the school subjects in German. Instruct students to fold back the right hand column so that it is hidden from view. Provide students with instructions on how to make a chatterbox with numbers on the outside flaps and eight school subjects hidden inside the flaps. Arrange students in pairs. Ask one of the pair to select a time for a subject on their timetable, for example, <i>3 Uhr nachmittags</i>. The other of the pair holds the chatterbox and asks their partner to select a number, then counts through the chatterbox sequence in German to find out what subject that student must write next to <i>3 Uhr</i>. Ensure students say the full sentence, for example, <i>Um 3 Uhr habe ich Mathe</i>. Ask students to take turns until all spaces in their timetable are filled. Then ask students to fold back the original flap and compare which timetable they consider is more favourable to them.</p> <p>9. Show the audiovisual clip Was ist dein Lieblingsfach? Ask students to focus on some key sounds such as <i>sch</i> as in <i>Englisch</i>, <i>schwer</i> and <i>Schule</i>, and <i>ie</i> as in <i>Lieblingsfach</i>. Conduct a class discussion on similarities and differences between the German school and their school. Ask students to write these similarities and differences in their workbook.</p> <p>10. Support students to practise using the phrases gern and nicht gern by playing the Bag Game. In one cloth bag, place word cards with subjects written in German. In the other bag, place two cards, one green and one red. Invite students to draw out a card from each bag. If the student draws the green card, they 'like' the subject. If they draw the red card, they don't 'like' the subject. Ask students to make up full sentences, such as <i>Ich habe Sport nicht gern</i>.</p> <p>11. Introduce students to the question Wie findest du ...?, for example, <i>Wie findest du Mathe, Julia?</i> Ask one student to respond with <i>Mathe finde ich toll!</i> Check that students have noted the reverse order of verb and pronoun when the school subject comes first. Practise with students asking the question and giving the response.</p> <p>12. Teach students the rules to play the board game Like it or not. Have students practise saying <i>Ich mag ...</i> and <i>Ich mag ... nicht</i> as they flip a coin. If the coin lands on the obverse, it indicates that that student likes the subject and they move their counter to the <i>Ich mag</i> space. If their coin lands on the reverse, it indicates that they don't like the subject and they move their counter to the <i>Ich mag ... nicht</i> space. Each space on the game board splits again into two choices. Students are to say full sentences in response such as <i>Ich mag Naturwissenschaft nicht</i>. If required, provide students with a list of the subject names. This game moves quickly. Students can play several times and keep a tally of who has won each time. Set students to play for five minutes. As a variation to the game, use each subject name only once.</p> <p>13. Prepare students to conduct a survey of all class members in order to find out which Schulfächer they really like or don't like. Instruct students to ask and answer in full sentences for example, <i>Magst du ...? Ja, ich mag ...! Nein ich mag ... nicht!</i> Remind students that they will need to justify their answers, for</p>	<p>and <i>leicht</i>. The fifth column contains the verb <i>ist</i>. Ask students to drag one word from each column to form sentences such as <i>Ich hasse Schwimmen weil es schwierig ist</i>. Support students to brainstorm the nouns and adjectives for this activity. Reinforce with them the use of capital letters for all nouns and correct punctuation.</p> <p>8. Teach students the rules for the game The best/worst day ever at school. Provide opportunities for students to practise saying the school subjects, counting and saying times on the hour. Arrange students in pairs and provide them with a blank timetable schedule made up of three columns and eight rows. In the left hand column, instruct them to enter the full hour and to write the phrases from <i>Um 9 Uhr</i> to <i>Um 4 Uhr Nachmittags</i>. Instruct students to head the middle column <i>habe ich</i>. In the right hand column, students are to plan their ideal school day timetable, writing the school subjects in German. Instruct students to fold back the right hand column so that it is hidden from view. Provide students with instructions on how to make a chatterbox with numbers on the outside flaps and eight school subjects hidden inside the flaps. Arrange students in pairs. Ask one of the pair to select a time for a subject on their timetable, for example, <i>3 Uhr nachmittags</i>. The other of the pair holds the chatterbox and asks their partner to select a number, then counts through the chatterbox sequence in German to find out what subject that student must write next to <i>3 Uhr</i>. Ensure students say the full sentence, for example, <i>Um 3 Uhr habe ich Mathe</i>. Ask students to take turns until all spaces in their timetable are filled. Then ask students to fold back the original flap and compare which timetable they consider is more favourable to them.</p> <p>9. Show the audiovisual clip Was ist dein Lieblingsfach? Ask students to focus on some key sounds such as <i>sch</i> as in <i>Englisch</i>, <i>schwer</i> and <i>Schule</i>, and <i>ie</i> as in <i>Lieblingsfach</i>. Conduct a class discussion on similarities and differences between the German school and their school. Ask students to write these similarities and differences in their workbook.</p> <p>10. Support students to practise using the phrases gern and nicht gern by playing the Bag Game. In one cloth bag, place word cards with subjects written in German. In the other bag, place two cards, one green and one red. Invite students to draw out a card from each bag. If the student draws the green card, they 'like' the subject. If they draw the red card, they don't 'like' the subject. Ask students to make up full sentences, such as <i>Ich habe Sport nicht gern</i>.</p> <p>11. Introduce students to the question Wie findest du ...?, for example, <i>Wie findest du Mathe, Julia?</i> Ask one student to respond with <i>Mathe finde ich toll!</i> Check that students have noted the reverse order of verb and pronoun when the school subject comes first. Practise with students asking the question and giving the response.</p> <p>12. Teach students the rules to play the board game Like it or not. Have students practise saying <i>Ich mag ...</i> and <i>Ich mag ... nicht</i> as they flip a coin. If the coin lands on the obverse, it indicates that that student likes the subject and they move their counter to the <i>Ich mag</i> space. If their coin lands on the reverse, it indicates that they don't like the subject and they move their counter to the <i>Ich mag ... nicht</i> space. Each space on the game board splits again into two choices. Students are to say full sentences in response such as <i>Ich mag Naturwissenschaft nicht</i>. If required, provide students with a list of the subject names. This game moves quickly. Students can play several times and keep a tally of who has won each time. Set students to play for five minutes. As a variation to the game, use each subject name only once.</p> <p>13. Prepare students to conduct a survey of all class members in order to find out which Schulfächer they really like or don't like. Instruct students to ask and answer in full sentences for example, <i>Magst du ...? Ja, ich mag ...! Nein ich mag ... nicht!</i> Remind students that they will need to justify their answers, for</p>	<p>Game The best/worst day ever at school, in Williams, K. and Doyle, A. (2006). <i>Wir spielen Zusammen – 20 Games to Play with Children to Encourage and Reinforce German Language and Vocabulary</i>. United Kingdom: Brilliant Publications.</p> <p>Resource Blank timetable schedule</p> <p>Resource Chatterbox with numbers on the flaps and school subjects placed inside</p> <p>Audiovisual clip Was ist dein Lieblingsfach? Chapter 2.06, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Resource Workbook, to store student activities</p> <p>Game Bag game, using two cloth bags, word cards, coloured cards</p> <p>Game Like it or not, coins, tally sheet, timer, in Williams, K. and Doyle, A. (2006). <i>Wir spielen Zusammen – 20 Games to Play with Children to Encourage and Reinforce German Language and Vocabulary</i>. United Kingdom: Brilliant Publications.</p> <p>Activity Survey Schulfächer and worksheet</p>
--	---	--	--	--	--

				<p>example, <i>Ich mag Sport weil der Lehrer cool ist. Ich mag Mathe nicht weil die Lehrerin langweilig ist.</i> Before conducting the survey, brainstorm a list of adjectives to describe their subjects. Arrange students into small groups where they look at the survey findings and draw conclusions from the survey, for example, <i>In unsere Klasse, Sport ist der Lieblingsfach. Englisch mag man am wenigsten.</i> Have students write their findings in their workbook.</p> <p>14. Support students to write a brief description about another student’s opinion on a school subject. Advise them that they avoid using that student’s name, for example, <i>Sie mag Musik weil sie gut singen kann. Sie findet Biologie langweilig und Sport mag sie am liebsten.</i> Provide students with a piece of A5 paper and ask them to write their description on the paper. Once they have done so, ask that they screw up their piece of paper into the shape of a snowball. Teach students the rules of the game Snowball. Ask all students to stand in a circle and throw their paper snowball into the centre of the circle. Then ask students to pick up one of the paper snowballs from the ground. In a clockwise direction, ask students to unwrap their paper snowball and read to the class what is written inside. Students take turns in trying to guess to which student the description may be referring.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Meine Lieblingsfächer</i> Part C – listen for information in spoken text and record information gathered in a table. <p>15. Provide students with two Stundenpläne in Was machst du am Mittwoch um vier? and ask that they compare them. Students work in pairs, each with a different timetable. They ask questions of each other such as <i>Wann hast du Mathe?</i></p> <p>16. Instruct students to read the two interviews written below the timetables and decide to whom the timetable belongs. Working in pairs, students interview each other asking <i>Was machst du am Mittwoch um vier?</i> Students write their dialogue in the workbook.</p> <p>17. Read the text Tschüss Rucksack – Hallo digitales Schultasche, while students first view the pictures to predict the topic, then focus on the numbers and known words to assist in translating the text. Provide students with German/English dictionaries to assist in the translating. Discuss with students the issue of heavy school bags and homework. Explain to them that having to complete homework in Germany is a routine practice.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Meine Lieblingsfächer</i> Part A – read the text and write a dialogue discussing school subjects and teachers Part B – present a dialogue to the class. <p>18. Teach students the lyrics of the song Warum kommst du schon wieder zu spät? Dramatise for students the questions/responses <i>Wie bitte? Ich habe den Bus verpaßt. Was? Ich habe den Bus verpaßt.</i> Play the song again and invite the students to sing along.</p> <p>19. Show the audiovisual clip Wie kommst du in der Schule? Discuss modes of transport in the city of Freiburg and compare these with the modes found in Perth.</p> <p>20. Conduct with students a survey to answer the question, Wie kommst du zur Schule? Teach students a variety of responses including, <i>Ich komme zu Fuß zur Schule/ mit dem Fahrrad/ mit dem Auto/ mit dem Bus/ mit dem Zug.</i></p>	<p>Resource Workbook, to store student activities</p> <p>Activity Write a description</p> <p>Game Snowball, using A5 pieces of paper</p> <p>Assessment Meine Lieblingsfächer, accessible on the School Curriculum and Standards Authority website</p> <p>Resource Was machst du am Mittwoch um vier?, in Georgiakaki, M., Graf-Riemann, L., Schumann, A. and Seuthe, C. (2016). <i>Beste Freunde, Deutsch für jugendliche, Kursbuch.</i> Deutschland: München Hueber Verlag.</p> <p>Resource Workbook, to store student activities</p> <p>Resource German/English dictionary</p> <p>Resource Tschüss Rucksack – Hallo digitale Schultasche, in Max-Hueber-Verlag (Ismaning). (2017). <i>Paul, Lisa et Co.: Deutsch für Kinder DVD-ROM, Interaktives Kursbuch für Whiteboard und Beamer.</i> Deutschland: Hueber Verlag.</p> <p>Assessment task Meine Lieblingsfächer, accessible on the School Curriculum and Standards Authority website</p> <p>Song Warum kommst du schon wieder zu spät?, in Wahl, M. (1993). <i>Wer? Wie? Was? - Lieder machen Spaß: 25 ganz leichte Lieder für den Unterricht in Deutsch als Fremdsprache.</i> Bonn:</p>
--	--	--	--	--	---

				<p>21. Revisit the <i>Die Schule in Deutschland</i> from the start of Week 6 (Activity 1) and instruct students to mark ‘true’ or ‘false’ in the column on the right of the statements. Check student work for understanding.</p> <p>22. Remind students of their class bulletin board and ask that they use their KWHL to reflect on this term’s learning and post their comments in the final column titled, <i>What have you learnt?</i></p>	<p>Gilde-Buchhandlung Carl Kayser Buchhanlung und Ver.</p> <p>Audiovisual clip <i>Wie kommst du in der Schule?</i> view Chapter 3 in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p>
--	--	--	--	---	--

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Meine Freizeit Students exchange information with others about their interests – leisure activities and sports.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • exchange information about their interests • describe activities they do in their free time • express opinions about a variety of sports and hobbies • formulate questions using subject–verb inversion • ask others about activities they do in their free time • invite others to participate in activities • state on which day and at what time they participate in different activities • use a range of question words and their related answers, including <i>woher</i>, <i>welcher</i> and <i>wie viel</i> • participate in and respond to imaginative texts and make 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> • recognising and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> • joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> • understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> • understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> 	<ol style="list-style-type: none"> 1. Introduce the topic Meine Freizeit by playing the audiovisual clip Was ist dein Lieblingshobby? Explain that the students in the clip are from Freiburg, Germany, and are talking about their interests, their likes and dislikes. 2. Assign students to small groups and ask that they brainstorm all the different sport and leisure activities they have viewed in the audiovisual clip Was ist dein Lieblingshobby? Call on students to share the information with the rest of the class. Instruct them to write a list of sports and hobbies in their workbook. Advise them that they will be adding to this list during the term. 3. Show the audiovisual clip a second time to check whether students have identified all the sports and leisure activities included on the clip. Provide students with clues to guess those that have not been identified. 4. As a class, discuss the types of sports and leisure activities that young people in German-speaking countries participate in and those activities that Australian children like to do. On small cards, write sentences, such as <i>Ich spiele Handball; Ich spiele Schach; Ich spiele Netzbball; Ich fahre Rad; Ich laufe Schlittschuh; Ich schwimme im Hallenbad</i> and <i>Ich schwimme im Meer</i>. Create enough cards for each student to be provided with one. Use two long pieces of rope to mark out a Venn diagram either on the classroom floor, outside in the quadrangle, or on the lawn. Ask each student to take a card, read the sentence on it aloud and decide where, in the Venn diagram, the cards will be placed. The intersecting circle on the diagram includes all sports that are popular in both Germany and Australia such as <i>Ich spiele Fußball</i> and <i>Ich spiele Golf</i>. 5. Provide students with the worksheet Ich gebe, Ich nehme – Give One, Get One. Instruct them to glue their sentence card from the previous activity into the centre square of the worksheet. Explain that to complete their worksheet they will need to ask their classmate <i>Was machst du in deine Freizeit?</i>, after which their classmate will respond reading the sentence on their card aloud, for example, <i>Ich tanze</i> or <i>Ich spiele Schach</i>. Ask students to walk around the classroom and share their sentence with 12 other students, and write these sentences on their worksheet, one in each square. Students continue to exchange information until they have populated all the squares on their worksheet. 6. Instruct students to collate images of many different sport types on to A3 posters such as those from <i>Mein ersten tausend Wörter</i> and label them in German. Arrange students into small groups and provide them with coloured felt pens and a large piece of butcher paper. Ask them to categorise and list the sports into groups with headings according to criteria that the group agrees upon, for example, the heading may be <i>Ballspiele</i> and in that category they list <i>Fußball, Basketball</i> and <i>Tennis</i>. The next headings may be <i>Teamsportarten, Wintersportarten</i>, or <i>Sports mit Schläger</i>. Groups share the list of categories they have chosen with the rest of the class, justifying their decisions. Students check if all the sports that have been listed are in one of the nominated categories. 7. Ask students to recall three things they have learned from exploring the sports poster, share two insights, and ask one question using a 321 RIQ strategy. For example, students may write in their workbook: <ul style="list-style-type: none"> • I have learned the German words for <i>Basketball, Fußball</i>, and <i>Tennis</i>. • <i>Fußball</i> looks like football; some sports words are spelt exactly the same in German and English. • What is the ball called in <i>Eishockey</i>? 	<p>Audiovisual clip Was ist dein Lieblingshobby? Chapter 2.11, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Resource Workbook, to store student activities</p> <p>Resource Cards displaying sentences about sports and hobbies</p> <p>Activity Using 2 long pieces of rope to construct a Venn diagram</p> <p>Activity Ich gebe, Ich nehme – Give One, Get One worksheet</p> <p>Resource Butcher paper, coloured felt pens, and A3 posters of types of sports as in Weinhold, A. (2001). <i>Meine allerersten 1000 Wörter: Das grosse Bildwörterbuch</i>. Germany: Gondrom.</p> <p>Classroom strategy 321 RIQ assists students to process new information. Before engaging with a text or experience students complete a 321 RIQ http://newlearningonline.com/learning-by-design/the-knowledge-</p>

	<p>statements about characters</p> <ul style="list-style-type: none"> learn about sports that are played by children in German-speaking countries that are different to those played in Australia say what they need to wear for different weather and for various recreational activities. 	<p>about aspects of German language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns</p>	<ul style="list-style-type: none"> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> describing location formulaically using prepositional phrases such as <i>im Wasser; in der Luft; auf dem Land; neben dem Tisch; auf der linken Seite</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>Students then share their 321 RIQ with their partner who asks clarifying questions of them to ascertain their understanding of the information on the posters.</p> <ol style="list-style-type: none"> Play the song Was machst du diese Woche? to revise the days of the week and various sport and leisure activities. Teach students the lyrics and the melody. Encourage them to sing along and check for pronunciation and intonation. Ask students to reflect on the lyrics of the song Was machst du diese Woche?, and in particular the various verbs used to state which sport or leisure activity is being carried out. Ask them to consider <i>Ich spiele, Ich gehe</i> and <i>Ich mache</i>, and compare these to English statements. Discuss sports and leisure activities where the word splits such as <i>Ich fahre Fahrrad</i> or <i>Ich sehe fern</i>. Provide students with the lyrics of the song Was machst du diese Woche? Ask them to sort the sports and activities according to the verb used to talk or write about the sport or activity, by either creating a drag-and-drop activity on the interactive white board; creating an eBook using an application with each page depicting the sports or leisure activities that match to the verb; or making cards for a card game to sort the sports. Support students to create a new version of the song Was machst du diese Woche? Advise them to use the correct verb form for the various activities and the correct form of telling the time in their version of the song. Ask students to perform their version of the song, checking for pronunciation and intonation. Teach the rules of the board game Super Sporty Week to students. Arrange students in pairs or groups of three and provide them with a board game, die, counters and a recording sheet listing the days of the week. Students take turns to roll the die and move their counter forward. Remind students that they need to use the correct phrases <i>Ich spiele ...</i>, <i>Ich mache ...</i>, and <i>Ich gehe ...</i> for the game to proceed. Ask students to present their weekly activity plans from the Super Sporty Week board game to the class. Teach the use of subject-verb inversion when the verb is stated before <i>ich</i>, for example, <i>Dienstags spiele ich Tennis. Freitags gehe ich radfahren</i>. Play the song and teach the lyrics and melody of Am Montag to students to reinforce the subject-verb inversion grammar structure. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> are able to modify the lyrics of the song <i>Was machst du diese Woche?</i> using the time of the day such as <i>Was machst du um zehn Uhr?</i> and different recreational activities present their version of the song to the class using accurate pronunciation use the correct verb form for the various activities in their version of the song use the correct form of telling the time in their version of the song. Prepare a selection of names of famous sports stars from German-speaking countries, from which students are to each select one. Instruct students to research and write a Steckbrief about their chosen sports star, including their name, age, nationality, where they live, what sport they play and any other interesting facts they find through their research. For example, <i>Mein Sportstar heißt Boris Becker. Er ist 51 Jahre alt. Er kommt aus Deutschland. Er wohnt in London, Er spielt Tennis</i>. To check pronunciation and participation, ask students to read their sports star report aloud. Collect the Steckbriefe from the previous activity and redistribute them so that each student gets a Steckbrief other than their own. Explain to students that they will play the game Wer bin ich? by reading the information in their sports star report aloud to the class. Remind students to replace the sport star's name, 	<p>processes/conceptualising-by-theorising</p> <p>Resource Workbook, to store student activities</p> <p>Song Was machst du diese Woche? Thomson, C. and Brown, L. (2011). <i>Singt mit uns!: 20 German songs</i>. United Kingdom: Brilliant Productions.</p> <p>Activity Sorting sports and activities by verb used to talk or write about them, using drag-and-drop, an eBook application or making a set of cards for a card game</p> <p>Game Super Sporty Week, pp. 32-34, in Williams, K. and Doyle, A. (2006). <i>Wir spielen Zusammen – 20 Games to Play with Children to Encourage and Reinforce German Language and Vocabulary</i>. United Kingdom: Brilliant Publications.</p> <p>Song Am Montag in Wahl, M. (1993). <i>Wer? Wie? Was? - Lieder machen Spaß : 25 ganz leichte Lieder für den Unterricht in Deutsch als Fremdsprache</i>. Bonn: Gilde-Buchhandlung Carl Kayser Buchhanlung und Ver.</p> <p>Activity Steckbriefe using a list of names of sports stars from German-speaking countries, a class set of electronic devices, quiz sheet, access to the Internet</p> <p>Activity Wer bin ich? Quiz and quiz sheet</p>
--	---	--	--	--	---

				<p>with <i>Mein Sportsta</i>, and with the personal pronouns <i>er</i> and <i>sie</i>. For the last line of the riddle students are to ask the question <i>Wer bin ich?</i> Arrange the class into groups where they work together to guess the identity of the sport star and write their answer on the quiz sheet provided.</p> <p>17. Create a class poster with all the <i>Steckbriefe</i> of the sport stars and include their photographs. Place a map of the German-speaking countries at the centre of the poster and pin a string from the reports to indicate in which country the sport stars were born.</p> <p>18. Instruct students to create a Memory game with the <i>Steckbriefe</i> and photographs. Using an electronic device, students create a word document of two pages, each containing a table of four rows by two columns. On the first page of the document, direct students to type their information on their eight sports stars. Ask that they omit the first line with the name of the sports star in their description. On the second page, direct students to insert photographs of their sport stars playing the sport they are best known for, and label the photograph with the star's name. Arrange for the cards to be laminated and cut. Provide these card sets to students in order for them to play the game in small groups.</p> <p>19. Prepare the class to take part in a survey to find out who likes sport and who does not. Teach the question Magst du Sport? to students and the possible answers <i>Ja, ich mag Sport. Nein, ich mag Sport nicht. Ich mag lieber ... Ich finde Sport interessant, und du?</i> Brainstorm a range of adjectives to describe opinions of sports such as <i>langweilig, blöd, dorf</i> and <i>aufregend</i>. Teach students the use of conjunctions und and aber when responding, for example, <i>Ja, ich find Basketball und Fußball interessant, aber Cricket ist langweilig</i>. Ask students to write the questions and their response in their workbook.</p> <p>20. Arrange for students to interview class members and their teacher using the questions Welche Sportarten treibst du?, Welche Sportarten treiben Sie? and Warum? and find out which sports they participate in and why. Ask students to write the responses onto a survey sheet. Collect the information from the students and generate a pie graph to represent the variety of sports students participate in. Compare information with other Year 4 classes. Compare information with students from a German-speaking school. Analyse the results and discuss possible reasons for the differences.</p> <p>21. Instruct students to use the information from the interviews to write a short story about their friends and their favourite sports and hobbies, for example, <i>Peter spielt gern Fußball weil er schnell rennen kann. Er kann auch sehr gut schwimmen und geht jeden Montag zum training. Peter mag Schach spielen nicht. Er findet es langweilig</i>. Demonstrate the use of an application to create the short story books, how to include photographs and other images. Provide German/English dictionaries for students to access. Once complete, assign students into groups for them to share their short story.</p> <p>22. Read Herbst, Winter, Frühling and Sommer in <i>Wo ist Paula?</i> to students. Discuss the different types of sports and activities that are common to different seasons of the year. Revise the months of the year and compare the seasons of the northern hemisphere with those of the southern hemisphere.</p> <p>23. Ask students to work in pairs to design two season wheels, one for the northern hemisphere and one for the southern hemisphere. Instruct them to label each quadrant with the season and the months of the year. Then ask them to illustrate and label pictures of sports and leisure activities that are typically played in the different seasons, for example, ice skating outdoors is a winter activity in Austria. Introduce students to a range of sports not typically played in Western Australia such as curling, skiing, snowboarding and handball. Discuss sports that can be played all year. Compare the season wheels with the Noongar seasons and discuss why there are six seasons in the Noongar year. Ask students</p>	<p>Activity Create a class poster</p> <p>Game Memory using information and photographs of sport stars from German-speaking countries and set of electronic devices</p> <p>Resource A publishing application such as Microsoft Publisher</p> <p>Activity Survey Magst du Sport?, survey sheet, a spreadsheet using an application such as Microsoft Excel, and an application such as Microsoft Word to create a pie graph</p> <p>Resource Workbook, to store student activities</p> <p>Activity Write a short story using a book creator application, workbook or electronic devices with Bookcreator App</p> <p>Resource German/English dictionary</p> <p>Storybook Herbst, Winter, Frühling and Sommer, pp. 55-59, in Endt, E., Koenig, M. et al. (2017). <i>Wo ist Paula? Jahreszeiten, Deutsch für die Primarstufe</i>. Germany: Klett Verlag.</p> <p>Activity Design season wheels</p> <p>Website Noongar seasons http://www.bom.gov.au/iwk/nyoongar/</p>
--	--	--	--	---	--

				<p>whether they know what activities Aboriginal people traditionally carried out during the various seasons.</p> <p>24. Assign students to groups to brainstorm the names of places where sports are played and hobbies take place, for example, <i>der Skatepark, das Hallenbad, die Musikschule, der Sportplatz, die Sporthalle, die Eisbahnhalle, der Spielplatz, die Kletterhalle, die Wiese, die Reithalle, das Freibad, das Stadion</i> and <i>das Kinderzimmer</i>. Provide students with sets of flashcards and ask them to sort the places on the cards according to their definite articles.</p> <p>25. Teach prepositional phrases, such as <i>Ich lerne Gitarre in der Musikschule; Ich spiele Fußball am Sportplatz</i> and <i>Ich schwimme jeden Montag um 16 Uhr im Hallenbad</i>. Write up on the whiteboard further examples such as <i>in der Kletterhalle, auf dem Schulhof, auf der Wiese, im Kinderzimmer</i> and <i>im Skatepark</i>. Challenge students to look for patterns in the formation of prepositional phrases and ask that they copy these new phrases in their workbook.</p> <p>26. Teach students the rules to play the speaking game Wenn draußen schlechtes Wetter ist, dann ... Brainstorm a variety of indoor activities and prepare a variety of sentence endings with students, such as <i>... lese ich ein spannendes Buch</i> or <i>... gehe ich ins Hallenbad</i>. Assign students to a group. Call out the sentence ending and groups raise their hand when they are able to complete the sentence. Award one point to the group that correctly completes the sentence.</p> <p>27. Show students Was trägst du? and instruct them with language they require to say what they need to wear for different weather conditions and for various recreational activities, for example, <i>Ich trage einen Helm. Im Sommer trage ich eine Sonnenbrille</i>. Call on students to also give advice on what to wear for different weather conditions, for example, <i>Wenn es regnet, brauchst du einen Regenschirm. Wenn es kalt ist, brauchst du eine Mütze, einen Schal und Handschuhe. Wenn es sonnig ist brauchst du eine Sonnenbrille. Wenn es schneit, brauchst du eine Mütze, einen Schal und Handschuhe</i>. Write these sentences on the whiteboard and have students copy them in their workbook.</p> <p>28. Prepare a dress-up box with a variety of sports clothing and shoes for students to wear. Assign students to groups and play a series of team games to reinforce the learning of vocabulary related to clothing. Each group prepares descriptions of what a girl and a boy might wear in order to play the sport. They write the descriptions in the third person on small cards. Collect and shuffle the cards. Choose one student to read out the description on the card. Instruct one member from each team to listen carefully to the description and then to dress to match the description correctly.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ read with correct pronunciation and intonation the descriptions of clothing ▪ listen and respond to information from spoken texts. <p>29. Teach the song Fußball Elfmeter-Kanon, a canon using both action and words. Place students into four groups and ask that they come up with a set of actions for each line in the song. Have students perform the song as a canon, with each group singing their line and carrying out the actions at the same time.</p> <p>30. Assign each student a partner and ask that they work together to write a dialogue that includes answers to the following questions:</p> <ul style="list-style-type: none"> • <i>Kommst du heute mit [ins Freibad]?</i> • <i>Wann wollen wir uns treffen?</i> • <i>Wo wollen wir uns treffen?</i> • <i>Was soll ich mitbringen?</i> 	<p>Resource Flashcards with the places that sports and hobbies take place</p> <p>Resource Workbook, to store student activities</p> <p>Game Wenn draußen schlechtes Wetter ist, dann ...</p> <p>Storybook Was trägst du? Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Resource Workbook, to store student activities</p> <p>Games Variety of games to reinforce clothing vocabulary and phrases, dress-up clothing items, small cards</p> <p>Song Elfmeter-Kanon(e) in Horn, R. (2014). <i>Fans, Fairplay & Fußballfieber</i>. Germany: Dooload.De.</p> <p>Activity Write a dialogue</p>
--	--	--	--	---	--

				<ul style="list-style-type: none"> • <i>Wie lange darfst du bleiben?</i> Allocate time for students to rehearse their dialogue before presenting it to the class. Ask the students in the audience to listen carefully to each dialogue, noting the responses to the questions in their workbook. After each presentation, ask the presenters to check the responses gathered by the students in the audience who, in turn, correct their responses. <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Meine Freunde</i> – Part A read for information from a written text ▪ write short descriptions about three school friends, their favourite sports and leisure activities ▪ present a one-minute talk describing their favourite and least favourite sports, justifying their choices, and stating when they participate in sports activities. <p>31. Play the audio recording of the fable <i>Die Ameise und die Grille</i> while showing the book to the students. Explain to them that through this fable we learn that it is better to work first and then play, that it includes a variety of sports and leisure activities, and revises the seasons. Provide the activity <i>Richtig oder Falsch</i> for students to complete.</p> <p>32. Remind students of their class bulletin board and ask that they use their KWHL to reflect on this term’s learning and post their comments in the final column titled, <i>What have you learnt?</i></p>	<p>Resource Workbook, to store student activities</p> <p>Assessment task Part A <i>Meine Freunde</i> from Meine Freizeit, accessible on the School Curriculum and Standards Authority website</p> <p>Resource Storybook and CD recording of <i>Die Ameise und die Grille in</i> Eli. (2005). <i>Lesen Leicht Gemacht: Fabelhafte Fabeln: Die Taube Und Die Ameise</i>. Germany: Eli.</p> <p>Activity <i>Richtig oder Falsch</i></p> <p>Resources Class bulletin board, class set of electronic devices, KWHL chart https://jn.padlet.com/article/227-kwl</p>
--	--	--	--	---	--

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Feste und Ferien Students research and compare various festivals, holidays and special occasions in German-speaking countries. They also discuss typical routines and activities for the school holidays.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • exchange information about festivals and special occasions • research various festivals in German-speaking countries and create displays to represent their findings • talk about places that German families like to go on the weekends and holidays and what activities they like to do • say where they are going using <i>Ich fahre nach ...</i> • talk about modes of transport using <i>mit dem</i> and <i>zu</i> • ask where someone is going • use <i>ans, aufs, in,</i> and <i>nach</i> to describe where they are travelling • talk about their holiday plans 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and expressions in simple texts such as <i>Die Kleine Raupe Nimmersatt</i> and <i>The Very Hungry Caterpillar</i> to compare meanings and share understandings</p>	<p>Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (<i>sch</i>) and vowel combinations (<i>au, ei, eu, ie</i>)</p> <p>Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, <i>Du bist acht; Du bist acht?; Du bist acht!</i></p> <p>Recognise and apply basic rules for German pronunciation</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse</i> and <i>9,50 Euro</i> and capitalisation rules</p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> • recognising and describing past events using the simple past tense of familiar verbs such as <i>war, hatte, ging, sah, spielte</i> and <i>machte</i> • joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> • understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> • understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> 	<ol style="list-style-type: none"> 1. Provide students with a blank KWHL chart. In the K column, instruct them to write all the festivals and holidays they know that people in German-speaking countries celebrate. In the W column, students formulate questions they will use for inquiry-based research, for example, Do people in Germany celebrate Easter? When is the national holiday? When do children go on summer holidays? In the H column, instruct students to think of some of the ways they will be able to source the information they need, either using a search engine, interviewing native speakers of German, or referring to factual texts about various German-speaking countries. 2. Support students in their research by providing electronic devices with Internet access and a selection of books on German-speaking countries. Instruct them to record the names and dates of the various festivals and holidays on a timeline. Advise students to practise describing these festivals using ordinal numbers, such as <i>Am 6. Dezember kommt der Nikolaus; Am 3. Oktober ist der Tag der deutschen Einheit; Am 31. Dezember ist Sylvester</i>. 3. Support students through language practice activities to review the key words using the worksheet <i>Feiertage und Festtage</i>. 4. Create a class display of festivals and holidays. Assign students to pairs and instruct them to choose a festival and prepare a report to share with the class. Ask that they briefly summarise the event including its title, date, reason for the celebration, how it is celebrated, and to select some images depicting the celebration. Check the report before asking students to present it to the class. Display the reports on a timeline. 5. Arrange for a German-born guest speaker to share with the class what they do to celebrate certain feasts or national days. Support students to prepare questions to ask about life in Germany. Teach students to use the polite form of <i>du</i>, and how to ask questions, for example, <i>Wie heissen Sie?; Woher kommen Sie?; Was ist Ihr Lieblingsfest? and Was machen Sie an Ostern?</i> 6. Instruct students to use the information they have gathered, and that from the guest speaker, to compare festivals in German-speaking countries with those in Australia, using a Venn diagram to record their responses. <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ work individually to complete the fourth column in the KWHL chart summarising what they have learned about festivals and holidays in German-speaking countries. <ol style="list-style-type: none"> 7. Plan a Klassenfest for a special occasion with students. Discuss how festivals include activities such as <i>singen, musizieren und tanzen</i>. Assign students to work in small groups to collect ideas on what sort of festival it will be, how to decorate the classroom, which songs to learn and some dance steps to invent and share. As a class, decide on the best ideas and set a date for a festival to take place at the end of the year. Work on class festival preparations for the last five minutes of each lesson leading up to the day. 8. Discuss the importance of festivals and how people often travel to various places to participate in these special events. Explain to students how many people travel to Germany and Austria in December to visit the Weihnachtsmärkte or in October to go to the Oktoberfest. Provide information to students on these festivals, and ask that they write some notes about them in their workbook. 	<p>Resource Template KWHL chart or other organiser to help students in their learning http://www.graphic.org/kwhl.html</p> <p>Activity Research and Timeline of German festivals, using electronic devices with Internet access, books about German-speaking countries</p> <p>Activity Feiertage und Festtage https://www.education.vic.gov.au/languagesonline/german/sect27/pdfs/print6.pdf</p> <p>Activity Prepare a report on one German festival and display on a timeline</p> <p>Resource Workbook, to store student activities</p> <p>Activity Compare festivals using a Venn diagram with three intersecting circles</p> <p>Activity Completion of the KWHL chart</p> <p>Activity Plan a Klassenfest</p> <p>Book Dittmann, C. And Köster, H. (2007). <i>Feste feiern in LolliPop Sache 1./2. Schuljahr. Themenheft 6: Musik-Kunst</i>. Berlin: Cornelsen.</p> <p>Resource Workbook, to store student activities</p>

	<ul style="list-style-type: none"> talk about the holiday plans of the members of their family understand the importance of the weather when planning holidays state what activities they do on holiday that are different to their regular activities ask about what activities others do during their holidays state at what time and on what days they participate in different activities invite a friend or group of friends to participate in an activity notice and discuss, as relevant, language variations across regions of Germany and German-speaking countries. 	<p>about aspects of German language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns</p>	<ul style="list-style-type: none"> locating events in time with regard to days, months, seasons and 'half past' time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> describing location formulaically using prepositional phrases such as <i>im Wasser; in der Luft; auf dem Land; neben dem Tisch; auf der linken Seite</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> using ordinal numbers to give the date, for example, <i>Heute ist der dritte Juli; Er hat am siebten August Geburtstag</i> referring to quantities of people and things (including money) using cardinal numbers up to 100 15 <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning</p> <p>Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Teach the phrases <i>Ich fahre nach Deutschland, Ich fahre nach Österreich</i> and <i>Ich fahre in die Schweiz</i> to students. Discuss places where people may like to go on holiday and teach phrases, such as <i>Ich fahre in die Berge, Ich fahre ans Meer, Wir fahren zum Oktoberfest, Wir fahren aufs Land</i>. Instruct students to write several sentences in their workbook about where they go at different times of the year. Ask students to write a couple of sentences stating their holiday plans in their workbook. Ask that they decide where and when they may like to go, what mode of transport they will take and why they are going there. Teach the question <i>Wohin fährst du in den Ferien?</i> and model for students a description of where and when you will go on holiday such as <i>Am 4. Februar fahre ich mit dem Zug nach Österreich weil ich gern Ski fahre</i>. Provide them with German/English dictionaries to find new vocabulary. Instruct students to write the question and their answer in their workbook and practise the sentences by informing other students of their holiday plans. Ask students to describe what their family members like to do when on holiday, for example, <i>Meine Brüder schwimmen gern. Meine Mutter liest gern. Mein Vater und ich fahren gern Fahrrad</i>. Provide them with German/English dictionaries to find new vocabulary. Instruct students to write sentences in their workbook and practise the sentences by informing other students of what the holiday plans for their family members are. Show the audiovisual clip <i>Die Monate</i> and discuss with students how different festivities are associated with the months and seasons. Revise key vocabulary with students to talk about events at different times of the year. Ask students to reflect on the fact that, unlike Australia, Germany is located in the northern hemisphere and therefore when the seasons occur is reversed. Compare the festivities mentioned in the audiovisual text with the class research project displayed in the room that was completed earlier in the term. Add any new festivities to the display. Compare the Australian Christmas celebrations with the German ones, indicating how the weather influences how the same festival is celebrated differently in both the countries. Teach the lyrics of the song <i>Das Wetter ist nie richtig</i> to students. Explain to them that many German people are fascinated with talking about the weather and will seek places with plenty of sunshine for their annual holidays. Discuss the climate and seasons in the different hemispheres at times of the year. Discuss the use of the past tense <i>wir wollten</i> through the song <i>Das Wetter ist nie richtig</i>. Arrange students in pairs and instruct them to write sentences in the workbook such as <i>Wir wollten schwimmen gehen aber es hat geblitzt. Wir wollten spazieren gehen aber es war viel zu heiß</i>. Walk around the classroom and check for student understanding. Call on students to share the sentences they've constructed with their peers. Teach students about the Sun through the text <i>Sonne zum Leben</i>. Arrange five stations in the classroom and provide information texts and experiments such as <i>Das ist die Sonne; Die Sonne wärmt; Das Licht hat Farben; Sonnenlicht – nützlich und gefährlich; Hauttypen</i> and <i>Vor der Sonne schützen</i>. Instruct students to complete the activities in <i>Sonne zum Leben</i>. Teach students the rules of the game <i>Brieffreunde</i> using the interactive whiteboard, or in small groups with electronic devices and the Internet. Instruct them to engage in shared reading then select the correct dates, places and celebrations on the multiple choice sheet provided. Check for student understanding of the new language. Provide students with the activity worksheet <i>Brieffreunde</i> and instruct them to read the pen pal letters from Tobias, Nadja and Markus. Ask them to use the information in the letters and the pictures the pen pals have provided to complete activities on the worksheet. Assess students on their responses. Check 	<p>Resource Workbook, to store student activities</p> <p>Resource German/English dictionary</p> <p>Resource Workbook, to store student activities</p> <p>Resource German/English dictionary</p> <p>Audiovisual clip <i>Die Monate</i>. View Chapter 8, in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Song <i>Das Wetter ist nie richtig in Singt mit uns!</i> by Thomson, C. and Brown, L. (2011). <i>Singt mit uns!: 20 German songs</i>. United Kingdom: Brilliant Productions.</p> <p>Resource Workbook, to store student activities</p> <p>Magazine article <i>Sonne zum Leben</i> by Eduversum, Wiesbaden, und Goethe Institut. (2016). <i>Lingo macht mint Heft 4</i>. München: Linonetz.</p> <p>Interactive game <i>Brieffreunde</i> at https://www.education.vic.gov.au/languagesonline/german/sect27/no_09/no_09.htm</p> <p>Assessment activity worksheet <i>Brieffreunde</i> at</p>
--	--	--	---	--	---

				<p>pronunciation and intonation by selecting students to read the pen pal letters aloud.</p> <p>18. Collaborate with a school in Germany to exchange pen pal letters with information related to what the students do during their holidays, sharing their own plans for the upcoming summer holiday. Model letter writing for students using the Sommerferien template and instruct students to complete the cloze activity. Read the letter together as a class. Instruct students to use the model to write their letter individually.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> reading for information in pen pal letters and pictures writing a letter to a pen pal in Germany. <p>19. Explain to students that they will be ‘junior weather watchers’ for a fortnight. Ask that they select a city in a German-speaking country, and using the Internet, watch the weather forecast for two weeks. Instruct them to use the Weather Watcher line graph to record the weather, temperature and rainfall, and to plot the temperature for their chosen city. Discuss what recreational activities would be suitable on different days during these two weeks and write the list generated on the whiteboard, for example, <i>Am Montag kann ich schwimmen gehen weil es heiß ist</i>. Ask students to reflect on the position of the verb in the sentence. Instruct students to copy the list of activities into their workbook.</p> <p>20. Provide students with materials to design a poster for a five-day educational excursion to a place in a German-speaking location. Instruct students on the conventions of a poster, including a title, images and information. In their preparation, advise students to think about the time period for the excursion, including the time of the year when the excursion will take place, the day and date for each day that the excursion will be held. Ask them to write key words to describe the location(s) they will be visiting. For each of the five days, ask that they write at least two sentences indicating the activities for the day. Advise students to think carefully about the time of the year when choosing the activities.</p> <p>21. Arrange for students to present their educational excursion posters to the class, describing in German the location of the excursion, the time of the year it will be held and some of the activities. In preparation for the presentation, instruct students to write five or six sentences in their workbook, for example, <i>Mein Excursion geht nach Berlin. Berlin ist die Hauptstadt Deutschlands. Am Montag besuchen wir den Bundestag. Am Abend gehen wir ins Kino. Am Dienstag Nachmittag machen wir einen Stadtbummel. Am Mittwoch Vormittag fahren wir mit dem Schiff</i>. Informally assess students on their oral presentation of the information.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> design a poster with information related to activities for a five-day excursion to a German-speaking country write a range of simple and compound sentences that share information about excursion activities present information on their five-day excursion to the class. <p>22. Ask students to imagine that they are currently on the educational excursion. Instruct them to write a postcard to their grandparents recounting what they did during each day. Instruct students on the conventions of a postcard, by providing some examples for them to view. In order for students to write in the past, describing what they have already done, model how to form the past</p>	<p>https://www.education.vic.gov.au/languageonline/german/sect27/pdfs/print7.pdf</p> <p>Letter Sommerferien in Leleu, S. and Greck-Ismair, M. (2008). <i>Pen Pals made Easy</i>. Dunstable: Brilliant Publications.</p> <p>Activity Write and exchange pen pal letters</p> <p>Activity Cloze exercise</p> <p>Activity Weather Watcher, p. 62, in Jacobson, J. and Raymer, D. (1999). <i>Big Book of Reproducible Graphic Organizers: 50 Great Templates That Help Kids Get More Out of Reading, Writing, Social Studies, More!</i> Australia: Scholastic Teaching Resources.</p> <p>Resource Workbook, to store student activities</p> <p>Activity Educational excursion poster, requiring information and images, A3 card, coloured pencils and markers.</p> <p>Resource Workbook, to store student activities</p> <p>Activity Write a postcard</p> <p>Resource Workbook, to store student activities</p>
--	--	--	--	---	---

				<p>tense using the verbs <i>war, hatte, ging, sah, spielte</i> and <i>machte</i>. For example, <i>Am Montag ging ich ins Kino. Am Dienstag war ich am Strand. Am Mittwoch spielte ich Fußball mit Freunde.</i></p> <p>23. Arrange students in pairs and ask that they interview each other asking questions such as <i>Wohin gehst du in den Ferien?</i> and <i>Wann fliegst du ab?</i> Ask students to include the dates of departure and to practise using ordinal numbers in their response, for example, <i>Welcher Fluglinie nimmst du?; Fliegst du gern?</i> and <i>Was machst du in den Ferien?</i> Ask students to respond to the questions in full sentences about where they go to during the different seasons and what sports they like to play, for example, <i>Im Sommer fliegen wir nach Italien. Im Winter fahren wir mit dem Zug nach Österreich zum Skifahren. Unser Flug fliegt um 7:30 Uhr ab.</i> Provide students with opportunities to practice the interview with their partner before you ask to listen to them. Support students with correct pronunciation and sentence structures when required.</p> <p>24. Provide students with the Ferien Quiz activity for them to complete individually, reading and answering the multiple choice questions. Advise students to use the <i>Ferien Vokabeln</i> list to assist with their understanding of the questions. Assign students to a partner for them to compare their answers.</p> <p>25. Provide students with the instructions to design and develop the board game Würfelspiel, which involves landing on statements about sports and leisure activities. Assign students to small groups for them to write statements such as <i>Wir gehen im Hallenbad schwimmen. Eine Platz weiter; Surfen am Donnerstag. Toll! Drei Plätze weiter; Die Deutscheherin ist krank. Einen Platz zurück.</i> Teach them game instructions to be placed on the board, such as <i>Du bist dran.</i> Once the board games have been completed, provide an opportunity for students to play the game, and then to rotate between the different board games.</p> <p>26. Provide the book Hurra Ferien! as shared reading for students and instruct them to complete the activities throughout the story. Ask questions such as <i>Wohin fahren Sven und seine Großeltern?; Am nächsten Morgen, wann wacht Sven auf?; Was ist Fleckis Problem?; Welchen Geschmack haben die drei Eiskugeln?</i> and <i>Wie viele Fische haben sie gefangen?</i> Ask students to make statements about the characters and the activities they participate in such as <i>Sven mag gern fischen. Oma mag gern Sonnenbaden.</i></p> <p>27. Support students to translate and follow the instructions provided to make a kite. Take the class outside to fly the kites and decide, as a class, their responses to the questions <i>Welche Drache flog am besten? Warum?</i></p> <p>28. Assign students to pairs to work together on writing a role play where they imagine they are on holiday together. In their role play, ask that they make suggestions about the activities they would like to do together. One of the pair either accepts or declines the suggestion, for example, <i>Möchtest du schwimmen gehen? Nein danke. Ich möchte lieber Rad fahren.</i> Call on pairs to present their role plays to the class, and have students in the audience make comments about what they have understood from the conversations.</p> <p>29. Prepare a variety of question cards based on the topic <i>Feste und Ferien</i> beforehand and use these to play the game Der heiße Stuhl with students. Divide the class into two groups. Select a student from one group to sit on a stool. Select a student from the other group to ask/read as many questions as possible in 30 seconds. The student on the stool tries to answer as many in the given time. The student receives a group point for every correct response. Alternate between groups as to who will ask and answer the questions.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ writing a postcard to grandparents ▪ <i>Ferien Aktivitäten</i> 	<p>Activity Interview</p> <p>Activity Ferien Quiz in Leleu, S. and Greck-Ismair, M. (2011). <i>German Speaking Activities: Fun Ways to Get KS3 Pupils to Talk to Each Other in German.</i> United Kingdom: Brilliant Publications.</p> <p>Activity Design the board game Würfelspiel with die, counters, cardboard</p> <p>Book Guillemant, D. (2006). Hurra Ferien! Italy: Erste Eli Lektüren.</p> <p>Activity Wir basteln einen Drachen, in Guillemant, D. (2006). <i>Hurra Ferien!</i> Italy: Erste Eli Lektüren.</p> <p>Activity Make a kite, using crepe paper, string, scissors, glue, reinforcement rings</p> <p>Activity Write a role play</p> <p>Game Der heiße Stuhl, using a set of question cards and a stool</p>
--	--	--	--	---	--

				<p>Part C – reading information in a table and answering the questions</p> <ul style="list-style-type: none"> ▪ writing a paragraph about their free time activities and those of their family. <p>30. Engage students in the final preparations and of the <i>Klassenfest</i>. Arrange students in groups in order to teach a short dance to the other class members and perform a short song. Make decorations and write invitations with students. Bake some German cakes together such as <i>Apfelstrudel</i>, <i>Stollen</i> or <i>Schwarzwaldtorte</i>. Introduce students to <i>Apfelschörle</i>, a drink of apple juice and mineral water. At the <i>Klassenfest</i>, celebrate the year’s achievements and talk about holiday plans.</p> <p>31. Remind students of their class bulletin board and ask that they use their KWHL to reflect on this term’s learning and post their comments in the final column titled, <i>What have you learnt?</i></p>	<p>Assessment task Part C <i>Ferien Aktivitäten</i> from Meine Freizeit, accessible on the School Curriculum and Standards Authority website</p> <p>Activity equipment, food and materials for the KlassenFest including CD Player, music and decorations</p> <p>Resources Class bulletin board, a class set of electronic devices and KWHL chart.</p>
--	--	--	--	--	--