



## SAMPLE TEACHING AND LEARNING OUTLINE

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**GERMAN: SECOND LANGUAGE**

**YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)**

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

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## **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.

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

#### **Time allocation on which the outline is based**

Two hours of teaching per week, over one year

#### **Prior knowledge**

The sample teaching and learning outline is based on the understanding that students begin their study of German in secondary school with little to no prior experience of the German language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning German. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the German: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/german-7-10>.

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

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

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

## German: Second Language Year 7 (Year 7 – Year 10 sequence) Sample Teaching and Learning Outline

Focus – Du und ich			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ich heiÙe Bastian. Wie heiÙt du?; Ich bin vierzehn Jahre alt. Wie alt bist du?; Ich habe blaue Augen und braune Haare. Ich bin nicht sehr groÙ. ; Das ist mein Freund Max. Ich komme gut mit meinem Freund Max aus, weil ...; Das sind wir – die Familie Braun!; Ich habe zwei Schwestern und einen Bruder.; Ich spiele Basketball und koche gern italienisches Essen.</i></p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Hört zu!; Könnten Sie bitte langsamer sprechen?; Wie sagt man ... auf Deutsch?; Guten Morgen; Frau Wagner. Wie geht es Ihnen?; Hallo Christian. Wie geht es dir? Nicht schlecht und dir?; Tschüs!; Danke!; Ich verstehe das nicht; Beantworte die Fragen!; Gute Nacht, Papa!; Wir sehen uns morgen, Frau Jones.; Bis später!; Viel Glück!; Alles Gute zum Geburtstag!</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Reflect on own and others' responses to interactions and intercultural experiences,</p>	<p>Recognise and use key features of the German sound system, including rhythm, stress, intonation and pronunciation of distinctive sounds, such as those represented by the letters <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>r</i> (<i>rot</i>), <i>th</i> (<i>Theater, Thema</i>), <i>u</i> (<i>du</i>) and <i>z</i> (<i>zehn</i>); consonant blends and clusters, such as <i>sch</i>; short and long vowel sounds and diphthongs, such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>; the impact of the <i>Umlaut</i> (<i>Ü</i>) on <i>a</i>, <i>o</i> and <i>u</i>; and the <i>Eszett</i> (<i>ß</i>)</p> <p>Begin to apply punctuation rules in German, such as capital letters, full stops and question marks</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> <li>using adjectives that follow the noun, for example, <i>Unsere Deutschlehrerin ist intelligent.; Die Berge in Österreich sind sehr schön.; Meine Augen sind blau.</i></li> <li>joining words, phrases and sentences using the coordinating conjunctions <i>und</i>, <i>oder</i> and <i>aber</i>, for example, <i>Am Wochenende spiele ich Tennis und sehe fern.</i></li> <li>using personal pronouns as the subject of the sentence</li> <li>forming questions using interrogatives, such as <i>wann</i>, <i>was</i>, <i>wer</i>, <i>wie</i>, <i>wo</i> and <i>wie viele</i></li> <li>using the possessive adjectives <i>mein</i> and <i>dein</i> in nominative and accusative cases, for example, <i>Ich liebe meinen Hund.</i></li> <li>using the subject-verb-object word order, for example, <i>Ich spiele Basketball.</i></li> </ul>	<p>Students exchange information about self – their name, age, where they live, their birthdate, nationality, family origin, what language(s) they speak, their favourite colour, personality and physical appearance. They engage in introductory interactions by exchanging greetings and asking how others are. They follow frequently used classroom instructions.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>greetings and taking leave, for example, <i>Guten Morgen; Tag!; Tschüs!; Bis morgen!</i></li> <li>introducing oneself, for example, <i>Das bin ich.</i></li> <li>asking about and giving personal information, for example, <i>Wie heiÙt du? Ich heiÙe Bastian. (Und du?); Wer bist du? Ich bin (die) Eva.; Mein Name ist ...; Wie alt bist du? Ich bin vierzehn Jahre alt.; Wo wohnst du? Ich wohne in Kalamunda in Westaustralien.; Wann hast du Geburtstag? Ich habe am 18. September Geburtstag.; Sind Sie/Bist du Deutsch? Nein, ich bin Australier (in).; Woher kommst du? Ich komme aus Westaustralien.; Welche Sprachen sprichst du? Ich spreche (ein bisschen) Französisch. Ich kann Deutsch. Ich spreche Englisch.; Was ist deine Lieblingsfarbe? Meine Lieblingsfarbe ist blau.</i></li> <li>describing one's own personality and appearance, for example, <i>Ich bin lustig und intelligent.; Ich habe blaue Augen und braune Haare.; Meine Augen sind blau.; Ich bin (nicht) sehr groÙ.</i></li> <li>asking how others are feeling, and responding, for example, <i>Wie geht es (dir/Ihnen)? (Mir geht's) gut, danke. (Und dir?)</i></li> <li>saying what something is, for example, <i>Das ist der/ein Computer.; Das ist das/ein Buch.; Das ist die/eine Maus.</i></li> <li>offering wishes, for example, <i>Alles Gute zum Geburtstag!; Frohe Ostern!</i></li> <li>apologising and thanking someone and their response, for example, <i>Entschuldigung!; Danke (schön).; Bitte (schön).</i></li> <li>saying you don't understand or don't know, for example, <i>Ich verstehe das nicht.; Ich weiss nicht.; Keine Ahnung!</i></li> <li>counting to 31 and saying the date, the days of the week, the months of the year and colours.</li> </ul> <p>Teach physical responses to classroom routines, for example, <i>Hört zu!; Mach die Tür auf! Macht eure Computer zu! Setzt euch! Beschreib das Photo, bitte!</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>common German customs</li> <li>popular German first names</li> <li>the usage of the definite article with someone's name, particularly in southern Germany, for example, <i>Das ist die Greta.</i></li> <li>the situations where formal and informal forms of address in German are typically used</li> <li>idioms, such as <i>Ich kann Deutsch</i>, and that all languages have expressions that cannot be translated word-for-word</li> <li>the concepts of gender in some languages and the capitalisation of all nouns in German, and that English does not have these</li> <li>the use of <i>Frau</i> for adult women who may or may not be married</li> <li>replacement of the <i>umlaut</i> by <i>e</i> in some situations.</li> </ul>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=OF8YS7DUYe8">https://www.youtube.com/watch?v=OF8YS7DUYe8</a> Happy Birthday (German Version).</p> <p><a href="https://www.youtube.com/watch?v=Eo9MhDNaNd8">https://www.youtube.com/watch?v=Eo9MhDNaNd8</a> How to Say "Happy Birthday" in German   German Lessons. Sentences on screen with voice over: <i>Herzlichen Glueckwunsch zum Geburtstag Wie alt sind Sie? Wie alt bist du? Wann ist Ihr Geburtstag? Wann ist dein Geburtstag?</i></p> <p><a href="https://www.youtube.com/watch?v=20Z9MjudC8g">https://www.youtube.com/watch?v=20Z9MjudC8g</a> Top Five German Mistakes to Avoid. The mistakes mentioned are:</p> <ul style="list-style-type: none"> <li>pronouncing German words with an English accent</li> <li>under-enunciating vowels and final syllables</li> <li>using the wrong intonation</li> <li>mispronouncing the German 'r'</li> <li>mispronouncing consonant combinations with the letter 's'.</li> </ul> <p><b>Websites</b></p> <p><a href="https://www.fluentu.com/blog/educator-german/german-number-games/">https://www.fluentu.com/blog/educator-german/german-number-games/</a> German number games, including <i>Pampelmuse</i>.</p> <p><a href="https://digitaldialects.com/German.htm">https://digitaldialects.com/German.htm</a> German language games, with and without audio, on the topics: Phrases Colours Numbers 1–12 Numbers 13–20.</p>

**Focus – Du und ich**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<ul style="list-style-type: none"> <li>noticing informal singular and plural commands, for example, <i>Steht auf!</i>; <i>Komm mit!</i></li> </ul> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that German, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Explore the relationship between language and culture</p>	<p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: cue card, description, dialogue, form, interview, introduction, table.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning</li> <li>developing skills to work with people they do not know</li> <li>how to interpret abbreviations in a bilingual dictionary in order to find the correct gender of a noun.</li> </ul> <p><b>Learning activities and/or assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>write and/or perform or record introductory dialogues</li> <li>prepare a set of questions and interview a class member to find out (five) things about them</li> <li>introduce themselves and provide aspects of personal information, orally and/or in writing</li> <li>listen to/read descriptions of people and respond by, for example, drawing an image or filling in a table or form</li> <li>use cue cards as prompts to speak and/or write as if they were another person</li> <li>prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity</li> <li>respond to classroom instructions. Students should be continually exposed to <i>du</i> and <i>ihr</i> commands and have indicated to them when each is appropriate, as well as the formality implicit in the <i>Sie</i> form for adults. Students reflect on this compared to other languages, and situations where the use of inappropriate language could cause offence</li> <li>play games involving classroom vocabulary, numbers and/or instructions, for example, <i>Herr Schmidt/Simon sagt, Pampelmuse</i></li> <li>record their thoughts on what it means to be German-speaking and/or to learn German, so that in the future they can reflect on them</li> <li>reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what German speakers often do.</li> </ul>	<p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/LanguagesOnline/german/german.htm">https://www.education.vic.gov.au/LanguagesOnline/german/german.htm</a></p> <p>Interactive tasks and printable worksheets</p> <p># 19 Colours. Describing hair, eyes</p> <p># 26 Days and months</p> <p># 27 Saying the date.</p>

Focus – Meine Familie und Freunde

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ich heiÙe Bastian. Wie heiÙt du?; Ich bin vierzehn Jahre alt. Wie alt bist du?; Ich habe blaue Augen und braune Haare. Ich bin nicht sehr groÙ. ; Das ist mein Freund Max. Ich komme gut mit meinem Freund Max aus, weil ...; Das sind wir – die Familie Braun!; Ich habe zwei Schwestern und einen Bruder. ; Ich spiele Basketball und koche gern italienisches Essen.</i></p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Hört zu!; Könnten Sie bitte langsamer sprechen?; Wie sagt man ... auf Deutsch?; Guten Morgen; Frau Wagner. Wie geht es Ihnen?; Hallo Christian. Wie geht es dir? Nicht schlecht und dir?; Tschüs!; Danke!; Ich verstehe das nicht; Beantworte die Fragen!; Gute Nacht, Papa!; Wir sehen uns morgen, Frau Jones.; Bis später!; Viel Glück!; Alles Gute zum Geburtstag!</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p>	<p>Recognise and use key features of the German sound system, including rhythm, stress, intonation and pronunciation of distinctive sounds, such as those represented by the letters <i>ch</i> (<i>ich</i> or <i>acht</i>), <i>r</i> (<i>rot</i>), <i>th</i> (<i>Theater, Thema</i>), <i>u</i> (<i>du</i>) and <i>z</i> (<i>zehn</i>); consonant blends and clusters, such as <i>sch</i>; short and long vowel sounds and diphthongs, such as <i>au</i>, <i>ei</i>, <i>eu</i> and <i>ie</i>; the impact of the Umlaut (<i>Ü</i>) on <i>a</i>, <i>o</i> and <i>u</i>; and the Eszett (<i>ß</i>)</p> <p>Use the German alphabet for spelling out names and other words</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> <li>• understanding the concept of nominative and accusative cases for the subject and object of a sentence</li> <li>• understanding that German has multiple words for ‘the’ and ‘a/an’ according to the gender of the relevant noun, and that the article for masculine nouns changes in the accusative case, for example, <i>Die Frau hat einen BMW.</i></li> <li>• using <i>die</i> as the definite article of plural nouns and recognising common ways to form plurals of nouns</li> <li>• noticing the relationship between gender, article, case and adjectival ending when using adjectives that precede the noun, for example, <i>Ich habe einen kleinen Bruder.</i></li> <li>• noticing that the pronoun may change after certain verbs with a direct object, for example, <i>Ich mag dich. ; Wir brauchen ihn.</i></li> </ul>	<p>Students exchange information about family and friends – relationships, others’ appearance and personalities, occupations and pets. They learn expressions to request assistance or permission.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>• introducing other people, for example, <i>Hier/das ist ...; Ich stelle die Familie (Schwarz) vor.</i></li> <li>• family relationships, for example, <i>Hast du Geschwister? Ja, Ich habe zwei Schwestern und einen Bruder.; Hast du einen Bruder? Ja, ich habe einen (kleinen/groÙen) Bruder. Er heiÙt Max.; Nein, (leider nicht).; Wie viele Geschwister hast du? Ich habe eine Halbschwester.; Ich bin Einzelkind.; Das ist Tante Annas Sohn.; Wir sind sechs. Es gibt meinen Vater, meine Schwester und ich.</i></li> <li>• asking and giving information about family members and friends, for example, <i>Wer ist das? Das ist ...; Wie heiÙt deine Mutter/dein Freund/deine Freundin? Er/Sie heiÙt ...; Wie alt ist dein Bruder? Er ist sechs Jahre alt.; Wie sieht dein Onkel aus? Er hat blaue Augen und graue Haare.; Wie sind deine Geschwister? Sie sind ärgerlich.; Wo wohnen deine Großeltern? Sie wohnen in den Vereinigten Staaten.</i></li> <li>• discussing how people get along, for example, <i>Verstehst du dich gut mit + name? Ja/Nein, ich verstehe mich (nicht) mit + name.; Ich finde meinen Vater/ihn streng./Ich liebe meinen Vater aber ich finde ihn streng.</i></li> <li>• information about what someone does in life, for example, <i>Was macht deine kleine Schwester? Sie ist Schüler in Klasse sechs.; Mein Vater ist Hausmann. Er arbeitet zu Hause.</i></li> <li>• how many and what type of pets they have, for example, <i>Hast du ein Haustier? Ja, ich habe einen Hund/zwei Hunde/eine Katze/zwei Katzen.; Nein, ich habe kein Haustier.</i></li> <li>• requesting permission or assistance, for example, <i>Darf ich zur Toilette gehen, bitte?; Könnten Sie mir (bitte) helfen?</i></li> <li>• requesting people repeat what was said, for example, <i>Könnten Sie das bitte wiederholen?</i></li> <li>• asking how to spell something or what a word is in German, for example, <i>Wie buchstabiert man ...auf Deutsch? Man buchstabiert es ...; Wie sagt man ...auf Deutsch?</i></li> <li>• counting to 100.</li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>• common German gestures, their meanings and English equivalents</li> <li>• the use of <i>zwo</i> instead of <i>zwei</i> to distinguish it from <i>drei</i>, particularly when talking on the phone or in relation to phone numbers</li> <li>• <i>ehundert</i> frequently referred to as <i>hundert</i></li> <li>• the concepts of subject and direct object of a sentence, nominative and accusative cases and how these may change definite and indefinite articles, and possessive adjectives</li> <li>• the concept of regular and irregular verbs in German and English</li> <li>• how to make a diminutive of a noun by adding the suffixes <i>-chen</i> or <i>-lein</i>, and that all diminutives are neuter, for example, <i>der Hund&gt;das Hündchen, das Kind&gt;das Kindlein</i>, but students should be cautious of making their own diminutives</li> <li>• the omission of ‘a’ before jobs and professions, for example, ‘I am a policeman.’ is <i>Ich bin Polizist.</i></li> <li>• aspects of how language reflects culture, for example, some languages have an idiom/idioms that express lack of comprehension, such as the English expression ‘It’s all Greek to me.’ and how Germans use idioms <i>Ich verstehe nur Bahnhof.</i> or <i>Es ist mir Spanisch.</i> Bavarians say <i>Es ist mir Wurst.</i></li> </ul>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=NDRQF0wn2qE">https://www.youtube.com/watch?v=NDRQF0wn2qE</a> Can You Guess These 5 German Gestures? The gestures are: Shut up and listen! <i>der Schweigefuchs</i> Yeah, right! <i>Ja, ja!</i> Good luck! <i>Ich drück’ dir die Daumen!</i> Ha Ha! To make fun of someone <i>Rübchen schaben</i> You’re crazy! <i>der Scheibenwischer.</i></p> <p><a href="https://www.youtube.com/watch?v=uySkujWXR0Y">https://www.youtube.com/watch?v=uySkujWXR0Y</a> German hand gestures with Elisa (<i>Die Frickelbude</i>).</p> <p><a href="https://www.youtube.com/watch?v=s-e4cXgmEy4">https://www.youtube.com/watch?v=s-e4cXgmEy4</a> German pronunciation 1: The German Alphabet.</p> <p><a href="https://www.youtube.com/watch?v=HdORm-61KLI">https://www.youtube.com/watch?v=HdORm-61KLI</a> German pronunciation 3: How do you Spell ... ? (Exercise).</p> <p><a href="https://www.youtube.com/watch?v=p3kd2prpZJ4">https://www.youtube.com/watch?v=p3kd2prpZJ4</a> Introduction to Perfect German Pronunciation. The pronunciation of the eight consonant sounds and 10 vowel sounds in German that are not in English.</p> <p><a href="https://www.youtube.com/watch?v=QR6LWI2VYYQ">https://www.youtube.com/watch?v=QR6LWI2VYYQ</a> Basic German: Spelling the Alphabet in German. The video includes all sounds of German.</p> <p><a href="https://www.youtube.com/watch?v=EAuG8HZbiRk">https://www.youtube.com/watch?v=EAuG8HZbiRk</a> German Lesson – 111 English Words in the German Language – A2.</p> <p><a href="https://www.youtube.com/watch?v=tgqcbpqtMI">https://www.youtube.com/watch?v=tgqcbpqtMI</a> LearnGerman – <i>brauner Bär</i>/Brown Bear by Eric Carle – read out loud. The book is read in German with German subtitles, then colours, the present tense of <i>sehen</i>, the animals in</p>

Focus – Meine Familie und Freunde

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate and interpret phrases and short texts from German to English and vice versa, noticing which words or phrases translate easily and which do not</p>	<ul style="list-style-type: none"> <li>using personal pronouns as the subject of the sentence</li> <li>using personal pronouns to refer to people and things, for example, <i>Was kostet die App? Sie kostet ...; Wo sind deine Haustiere? Sie sind im Garten.</i></li> <li>using the subject-verb inversion to form questions, for example, <i>Hast du Geschwister?</i></li> <li>using the possessive adjectives <i>mein</i> and <i>dein</i> in nominative and accusative cases, for example, <i>Ich liebe meinen Hund.</i></li> <li>understanding the concept of regular and irregular verbs, and that this is a feature of both German and English</li> <li>using the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i></li> <li>negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>, for example, <i>Er ist nicht älter als ich.; Nein, Marcus hat keine Geschwister.</i></li> <li>referring to quantities of people and things using cardinal numbers to a thousand, and common fractions, for example, <i>Ich habe eine Halbschwester.</i></li> </ul> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> <li>how compound nouns are a feature of German, but that students should be cautious of inventing their own words</li> <li>how German readily borrows words and expressions from English and other languages.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: description, email, family tree, identity card, passport application, phone numbers, picture book, poster, slideshow presentation, speech.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>self-correction in spoken and written forms</li> <li>analysing when the informal or formal form of address is required</li> <li>using a bilingual dictionary to find the plural of nouns</li> <li>becoming aware of frequently encountered situations where word-for-word translations are to be avoided.</li> </ul> <p><b>Learning activities and/or assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>spell their names aloud and record other people’s names as they are said</li> <li>view people using typical German gestures, note their literal meanings and discuss English equivalents</li> <li>match descriptions, for example, images to descriptions of people</li> <li>draw (fictitious) family trees based on descriptions of relationships</li> <li>describe a family based on a (fictitious) family tree</li> <li>present images of people displayed as a family tree. Students then question each other about the presentations and/or choose a person from the images and without indicating who it is, describe them and others guess the identity</li> <li>prepare their family tree and use it as the basis for writing an introductory email which could be sent to members of another German class</li> <li>describe imagined personality aspects of people, based on images. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages</li> <li>read <i>Gesucht!</i> posters and identify key information. Students identify text structures and language features of <i>Gesucht!</i> posters and compare them to English ‘Wanted’ posters</li> <li>design their own <i>Gesucht!</i> poster, using images of ‘suspects’ and providing additional information as required. Alternatively, students could design a <i>Gesucht!</i> poster for a member of their family</li> <li>listen to words spelled in German and write them or complete missing words in a text. As students become more proficient, they could spell words to each other or write spelled words while not viewing the speaker</li> <li>for each sound or letter of the alphabet, write a word list. Students then read their word list to others who write them down or compare the words on their list</li> <li>prepare an oral presentation for the class describing a family other than their own. Students could present their work with images displayed in a slideshow presentation program</li> </ul>	<p>the story are revised, and the story is re-read.</p> <p><b>Websites</b></p> <p><a href="https://digitaldialects.com/German.htm">https://digitaldialects.com/German.htm</a> German language games, with and without audio, on the topics: Numbers 0–100 Verb conjugation Animals.</p> <p><a href="https://www.fluentu.com/blog/educator-english/esl-number-games/#:~:text=%205%20Great%20ESL%20Number%20Games%20You%20Can%20make%20your%20own%20memory%20Cards%20and...%20More%20">https://www.fluentu.com/blog/educator-english/esl-number-games/#:~:text=%205%20Great%20ESL%20Number%20Games%20You%20Can%20make%20your%20own%20memory%20Cards%20and...%20More%20</a> 5 Great ESL Number Games You Can Count On! Can be adapted for learning German, including Fizz Buzz.</p> <p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/LanguagesOnline/german/german.htm">https://www.education.vic.gov.au/LanguagesOnline/german/german.htm</a> Interactive tasks and printable worksheets # 7 How old are you? Family members # 14 Best friends # 15 Do you have a pet? # 18 Writing letters # 25 Numbers 20–100.</p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Die ganze Familie</i></p>

**Focus – Meine Familie und Freunde**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>• participate in a cute baby photo competition. Students provide a photo of themselves and a written description. Only the photos are numbered and displayed, then the descriptions are read out and the class guesses the identities of the babies in the photos</li> <li>• play games involving numbers to 100, for example, Fizz Buzz</li> <li>• listen to phone numbers read aloud and write them down</li> <li>• complete an identity card or passport application for themselves or from a description of someone else</li> <li>• write and/or give a speech as if they were their (imaginary) pet. Alternatively, students could design a poster about their (imaginary) pet, providing information using the first or third person</li> <li>• read the picture book, <i>Brauner Bär, wen siehst denn du?</i> or view an audiovisual clip of the book's reading. Students focus on when the noun is the subject or the object of the sentence, agreement of the adjectives and the relative pronoun in each instance. They follow the model to create some new text that could be included in the picture book</li> <li>• translate the title of <i>Brauner Bär, wen siehst denn du?</i> into English and compare it to its English title <i>Brown Bear, Brown Bear, What Do You See?</i> and notice that they are not word-for-word translations. Students may find other examples of this in their learning.</li> </ul>	



## Focus – Meine Freizeit

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ich heie Bastian. Wie heit du?; Ich bin vierzehn Jahre alt. Wie alt bist du?; Ich habe blaue Augen und braune Haare. Ich bin nicht sehr gro.; Das ist mein Freund Max. Ich komme gut mit meinem Freund Max aus, weil ...; Das sind wir – die Familie Braun!; Ich habe zwei Schwestern und einen Bruder.; Ich spiele Basketball und koche gern italienisches Essen.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Hrt zu!; Knnten Sie bitte langsamer sprechen?; Wie sagt man ... auf Deutsch?; Guten Morgen; Frau Wagner. Wie geht es Ihnen?; Hallo Christian. Wie geht es dir? Nicht schlecht und dir?; Tschs!; Danke!; Ich verstehe das nicht; Beantworte die Fragen!; Gute Nacht, Papa!; Wir sehen uns morgen, Frau Jones.; Bis spter!; Viel Glck!; Alles Gute zum Geburtstag!</i></p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Translate and interpret phrases and short texts from German to English and vice versa,</p>	<p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> <li>joining words, phrases and sentences using the coordinating conjunctions <i>und, oder</i> and <i>aber</i>, for example, <i>Am Wochenende spiele ich Tennis und sehe fern.</i></li> <li>recognising that in German a subject + verb can have multiple English translations, for example, <i>wir spielen</i> can mean ‘we play’, ‘we are playing’, ‘we do play’, ‘we shall/will play’ and ‘we’re going to play’, and applying this understanding to own sentence formation</li> <li>noticing that German word order is flexible and that other elements apart from the subject can begin a sentence, for example, <i>Am Wochenende sehe ich fern.</i></li> <li>using the subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, <i>Heute spiele ich Basketball.</i></li> <li>using the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i></li> <li>negating verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>, for example, <i>Er ist nicht lter als ich.; Nein, Marcus hat keine Geschwister.</i></li> <li>noticing informal singular and plural commands, for example, <i>Steht auf!; Komm mit!</i></li> <li>referring to quantities of people and things using cardinal numbers to a thousand, and common fractions, for example, <i>Ich habe eine Halbschwester.</i></li> </ul>	<p>Students exchange information about interests – hobbies, sports and pastimes. They also research and exchange information about a German-speaking country and respond to more teacher talk associated with electronic learning.</p> <p><b>Teaching</b></p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>interests, for example, <i>Was machst du in deiner Freizeit? Ich laufe/gehe einkaufen/hre Musik/bleibe zu Hause/sehe fern.; Was machst du gern? Ich spiele gern Computerspiele/treibe gern Sport.; Am Wochenende gehe ich zum Strand oder in die Stadt.; Was ist dein Lieblingshobby? Mein Lieblingshobby ist ...</i></li> <li>what instruments and sports they play, for example, <i>Spielst du ein Instrument? Ja, ich spiele Klavier. Nein, ich spiele kein Instrument.; Welche Sportart machst du?/Welcher Sport treibst du? Ich laufe Wasserski/fahre Skateboard.</i></li> <li>when they participate in their interests, for example, <i>Wann spielst du Hockey? Jeden Tag/Nach der Schule/Am Wochenende/Im Winter/Am Dienstagabend spiele ich Hockey.</i></li> <li>how often they participate in their interests, for example, <i>Wie oft bst du Flte? Zweimal oder dreimal in der Woche (be ich Flte).</i></li> <li>where they participate in their interests, for example, <i>Wo spielst du Basketball? Im Stadtzentrum/Am Sportplatz/Zu Hause.</i></li> <li>why they (do not) like various hobbies, sports or pastimes, for example, <i>Liest du gern Bcher? Nein, das ist langweilig. Ja, natrlich. Ich lese gern./Ja, natrlich lese ich gern.; Tennis macht (mir) (keinen) Spa.; Deine Mutter kocht nicht gern. Warum nicht? Sie findet es langweilig.</i></li> <li>numbers to 1000.</li> </ul> <p>Teach physical responses to instructions associated with electronic learning, for example, <i>Klick zweimal das Ikon an!; ffnet ein neues Fenster!; Sichert eure Dateien!</i></p> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>popular hobbies, sports and pastimes among young German-speaking people</li> <li>how cultural backgrounds may reflect their and others’ interests, habits and/or family traditions</li> <li>the difference between <i>fahren</i> and <i>gehen</i>, and that they both mean ‘to go’ in English</li> <li>countries, regions of countries or those that have a history of German influence, that are German-speaking and how this impacts their culture</li> <li>the currency of Austria, Germany and Switzerland</li> <li>symbols of German-speaking countries, for example, flags, the eagle/coat of arms of Germany or the <i>Edelweiss</i> flower in Switzerland, and compare them to Australian equivalents</li> <li>achievements of famous German speakers.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: audiovisual text, blog post, (electronic) presentation, email, graph, invitation, pie chart, message, picture book, plan, postcard, poster, summary, survey, table.</p>	<p><b>Audiovisual texts</b></p> <p><a href="https://www.youtube.com/watch?v=WjqiU5FgsYc">https://www.youtube.com/watch?v=WjqiU5FgsYc</a> The Present – OFFICIAL.</p> <p><b>Websites</b></p> <p><a href="https://culturalatlas.sbs.com.au">https://culturalatlas.sbs.com.au</a> Information on the cultural background of Australia’s migrant population, including cultural profiles of Austria and Germany.</p> <p><b>Online resources</b></p> <p><a href="https://www.education.vic.gov.au/LanguagesOnline/german/german.htm">https://www.education.vic.gov.au/LanguagesOnline/german/german.htm</a> Interactive tasks and printable worksheets</p> <p># 23 Favourite pastimes and pets.</p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Superheldprofil</i></p>

**Focus – Meine Freizeit**

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others’ responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p>	<p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Understand that German, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that German is a global language and that German and English are related languages</p> <p>Explore the relationship between language and culture</p>	<p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>manipulating known elements in a new context</li> <li>considering possible strategies to complete a task and selecting the most appropriate</li> <li>looking beyond the first entry in a bilingual dictionary in order to find the most suitable expression for a given context.</li> </ul> <p><b>Learning activities and/or assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>listen to and/or read texts about other people, summarise the information and write an email to one person, comparing their interests</li> <li>write an introductory email to a prospective exchange student, providing details about their family and interests</li> <li>listen to and/or read texts about other people and complete a plan of what they do on different days of the week</li> <li>play games with numbers to 1000, for example, guessing the price of items</li> <li>listen to and/or read texts describing people and their interests, summarise the information in a table and propose ‘perfect matches’ or decide who they would like as a friend. They justify their choices by referring to information in the texts</li> <li>produce an introductory speech as an audiovisual clip or slideshow presentation to show to another German class</li> <li>write a post for a young German speakers’ blog about their interests</li> <li>plan questions for, then conduct, a survey among their classmates to ascertain information about interests. Summarise their findings visually, for example, in a graph or pie chart, and use this as an aid to accompany a presentation to the class</li> <li>compose a message of less than 280 characters about aspects of their after-school activities</li> <li>view images of people, and guess aspects of their personality and interests, then listen to texts about the people to assess the guesses</li> <li>research a German-speaking country or region. Students write a postcard from, or design a poster about, an imagined person from the country in which they provide basic information about the culture/lifestyle. They show evidence of their research by providing information in German. Students reflect the culture of the country with images and/or comparison with Australia. They display their work to showcase their language learning to the school community and reflect on their own culture(s), what they have learned and how they might interact with people from the country, for example, topics to avoid or talk about</li> <li>translate short written German texts related to the focus into English and note the similarities and differences. Students should be encouraged to note how the present tense in German is one verb, but in English equates to several expressions, for example <i>er spielt</i> = he plays, he does play, he is playing</li> <li>research a famous German speaker and give a presentation about him/her. Students invent details to add interest</li> <li>view the short film <i>The Present</i> without the soundtrack or subtitles, discuss aspects of the film, for example, the action (<i>Was macht der Junge?</i>), characters (<i>Wer ist das?; Wie sieht er/sie aus?</i>), setting (<i>Wo sind die Leute?</i>) and point of the story in German and English. Students research and share additional vocabulary related to the film.</li> </ul>	

**Focus – *Meine Freizeit***

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<p>They adapt the film to create a picture book suitable for young children. Students read their story to another year level and/or write invitations to family members to hear readings of their picture books.</p>	