



## SAMPLE TEACHING AND LEARNING OUTLINE

---

**GERMAN: SECOND LANGUAGE**

**YEAR 5**

---

## **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 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 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**

In Year 4 German: Second Language, students communicated in German, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contributed collaboratively to class experiences that involved asking for help, clarification and permission, solving problems and sharing decisions. Students located and processed factual information in a range of texts and gathered and conveyed factual information and short descriptions from familiar texts related to their personal and social worlds. They participated in and responded to a range of imaginative texts, discussed messages and made statements about characters or themes. Students created and performed short imaginative texts that allowed for exploration and enjoyment of language and cultural expression.

Students became familiar with the systems of the German language, experimenting with encoding and decoding familiar German words using alphabetic knowledge. They noticed and used context-related vocabulary and applied elements of grammar in simple spoken and written texts, such as, recognising and describing past events using the simple past tense of familiar verbs, to generate language for a range of purposeful interactions.

***The 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. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.***

## German: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p><b>Hier wohne ich</b> Students exchange information with others about their homes.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>greet peers and teacher in German, using appropriate greetings</li> <li>participate in conversations with friends, exchanging information about their homes</li> <li>use vocabulary related to different types of dwellings, furniture and home-related items</li> <li>use electronic/print bilingual dictionaries to translate simple, familiar texts</li> <li>gather and compare information about homes from a range of texts</li> <li>notice how articles change after particular prepositions associated with location</li> <li>use <i>haben</i> + accusative</li> </ul>	<p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, <i>Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with own experience and feelings</p>	<p>Apply basic rules for German pronunciation such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i></li> <li>noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> <li>understanding and using a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i></li> <li>understanding and locating events in time, including the use of the 24-hour clock</li> <li>referring to quantities of people and things using cardinal numbers up to</li> </ul>	<ol style="list-style-type: none"> <li>Greet students and revise basic questions while calling the roll, such as, <i>Wie geht's?; Wie alt bist du?; Wie heißt du? and Wo wohnst du?</i></li> <li>Ask students to reflect on the German language they remember from Year 4 and write as many questions as they remember in their workbook, using a blue pen. Arrange students in small groups and instruct them to share their questions, tick on their list the questions in common and add any that are new with a different coloured pen. As a class, decide the 16 favourite/popular questions. Record the questions written in blue pen that each student remembered in an Excel® spreadsheet, as baseline data for future planning.</li> <li>Prepare a worksheet in the form of a four by four grid and write the questions from the previous activity in the individual cells. Recite the questions in unison as a warm-up. Practise answering the questions as a class. Participate in a <b>Walk-around</b> activity as an icebreaker for students to collect information from their peers. Students move around the classroom, asking other students the questions and recording their responses. Ensure <i>Wo wohnst du?</i> is one of the questions asked.</li> <li>Teach students the lyrics and melody to the song <b>Ich wohne in Freiburg</b>.</li> <li>Distribute the lyrics to <b>Ich wohne in Freiburg</b>. Instruct students to identify the sounds <i>au, eu, ei, and ie</i>, highlighting each one in a different colour. Ask students to write the highlighted words in a table in their workbook with four columns of similar sounds. Students add more words to their lists during the term.</li> <li>Translate the song lyrics using bilingual dictionaries. Discuss words that are similar to English and any new words. Look up the location of Freiburg using a web mapping service and discuss why this city has become one of the 'greenest' cities in Germany.</li> <li>Support students to write a new verse to the song <b>Ich wohne in Freiburg</b>, for example, <ul style="list-style-type: none"> <li><i>Ich wohne in Perth</i></li> <li><i>Das ist eine große Stadt</i></li> <li><i>Ich wohne in Perth</i></li> <li><i>Meine Heimatstadt.</i></li> </ul>                     Arrange students in small groups to write and present their new verse. Presentations can include visual aids, costumes, dance moves and use of the green screen in front of which the verse will be filmed. Each verse is filmed and edited to make one class song. This could be shared with the school community at open day events or assemblies.                 </li> <li>Show students the audiovisual clip <b>Mein Haus</b>. Discuss new words in the clip: types of homes, such as, <i>das Haus, die Wohnung, das Reihenhaus</i>; rooms in a home, such as, <i>das Zimmer, der Keller, der Garten, die Küche, die Treppe, die Sauna</i>; recycling vocabulary, such as, <i>recyceln, Holz, Papier, Biomüll, Plastik, Metall, Glas, Restmüll</i>; and energy saving words such as <i>umweltfreundlich, energiesparend, die Solarsiedlung, das Solarhaus</i> and <i>die Solarzellen</i>.</li> <li>Provide students with a variety of language practice activities to consolidate vocabulary, such as word sorts, using flashcards of the vocabulary introduced in the audiovisual clip <b>Mein Haus</b>. Instruct students to sort cards according to, for example: <ul style="list-style-type: none"> <li>the category of words: types of homes, rooms, recycling, energy saving</li> <li>gender: <i>der, die, das</i></li> <li>the number of syllables, length of words or alphabetically</li> <li>words similar to English or not.</li> </ul> </li> <li>Read to students from the book <b>Kinder dieser Welt</b> as stimulus for a discussion on <i>Jedes Kind sollte ein Zuhause haben. Daheim ist es am schönsten!</i> Compare the types of homes that Australian children live in with those of children from other countries.</li> </ol>	<p>Workbook, to store student activities, blue and red pens</p> <p>Excel application</p> <p>Activity <b>Walk-around</b> activity worksheet with 16 questions, one worksheet per student</p> <p>Song <b>Ich wohne in Freiburg</b> in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut. Reference <b>Bilingual dictionary</b> Reference Web mapping service Four coloured highlighters or pencils</p> <p>Workbook, to store student activities</p> <p>Reference <b>Bilingual dictionary</b></p> <p>Device for filming, green screen, costumes</p> <p>Audiovisual clip <b>Mein Haus</b> in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Flashcards based on <b>Mein Haus</b> vocabulary</p> <p>Book <b>Kinder dieser Welt</b> in Kindersley, A. and Kindersley, B. (2003). <i>Kinder dieser Welt</i> (UNICEF). (pp 26–27) Munich: Dorling Kindersley.</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings</p> <p>Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as <i>Bist du satt?</i> (not voll) or <i>Es geht mir gut</i> (not Ich bin)</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts</p> <p>Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use</p>	<p>10 000, including decimals, common fractions and negative numbers, for example, <i>Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester</i></p> <p>Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others</p>	<p><b>11.</b> Show a PowerPoint® of typical homes from Germany, Austria and Switzerland. Discuss similarities and differences, architecture and sustainability trends and cost of housing.</p> <p><b>12.</b> Distribute blank flashcards to groups of students and ask them to add new words describing types of homes, for example, <i>das Einfamilienhaus, die Mietwohnung, das Doppelhaus, das Zweifamilienhaus, der Iglu, das Apartment, das Mehrfamilienhaus</i>. Reflect on ways culture influences language use, for example, high-density living and expensive real estate make it impossible for many German families to buy their own house, preferring to rent or buy apartments instead.</p> <p><b>13.</b> Revise the question <i>Wo wohnst du?</i> and teach students to respond with the type of dwelling they live in, for example, <i>Ich wohne in einem Einfamilienhaus</i>. Create a class set of picture cards showing different types of homes. Write the German answer on the back of each card. Distribute the cards to each student and play <b>Quiz-Quiz-Trade</b>. Instruct students to pair up, greet each other and ask <i>Wo wohnst du?</i> Tell students to respond according to their picture card, for example, <i>Ich wohne in einem Mehrfamilienhaus</i>. Partners see the answer on the back of the card and assist by praising or coaching, paying attention to the use of the article. Students thank each other using <i>Ich danke dir!</i>, say goodbye, swap cards and find a new partner to ask <i>Wo wohnst du?</i> Later, change the question to <i>Wohnst du in einem Haus oder in einer Wohnung?</i></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>use a variety of greetings to start a conversation</li> <li>ask the question <i>Wo wohnst du?</i> and answer with full sentences describing their type of home</li> <li>use a variety of leave taking phrases.</li> </ul> </li> </ul> <p><b>14.</b> Ask students to reflect on how articles change after particular prepositions associated with location, for example, <i>Ich wohne in einer Wohnung</i> and <i>Ich wohne in einem Einfamilienhaus</i>. Using the cards from <b>Quiz-Quiz-Trade</b> and the types of homes flashcards from Activity 9, challenge students to discover when to change <i>eine</i> to <i>einer</i> and <i>ein</i> to <i>einem</i>. Discuss the findings and ask students to write examples in their workbook.</p> <p><b>15.</b> Instruct students to conduct an interview with a partner using the question words <i>woher, welcher</i> and <i>wie viel</i>, for example, <i>Woher kommst du? Ich komme aus Australien. Welches Haus ist deins? Das ist mein Haus (zeig auf einem Bild) Wie viel kostet dein Haus? Mein Haus kostet \$420.000</i>. Teach students how to say and write numbers in the thousands and point out the use of the decimal point, not the comma usage as in English.</p> <p><b>16.</b> Brainstorm the rooms or structures found in different homes and ask students to translate them into German using bilingual dictionaries. Ask students to record the information in a table in their workbook. Horizontally list the types of homes and vertically list the rooms or structures. As a class, draw conclusions, for example, <i>Alle haben eine Küche. Wohnungen haben keinen Garten. Ein Einfamilienhaus hat keinen Aufzug</i>.</p> <p><b>17.</b> As a class, compare some of the variations in vocabulary between Germany and Austria, for example, <i>Etage/Stock, Diele/Vorzimmer, Fahrstuhl/Aufzug, Gardine/Vorhang, Schrank/Kasten, Stuhl/Sessel, Treppen/Stiegen</i>. Discuss the role of language and culture.</p> <p><b>18.</b> Instruct students how to play the game <b>Assimemor Haus &amp; Objekte</b>. Using cards, they match the room with the object or furniture that belongs there, such as <i>Wohnzimmer/Sofa, Garage/Auto</i>. Add any new vocabulary to the list of rooms created in Activity 14, for example, <i>Dachboden, Wintergarten</i> and <i>Aufzug</i>.</p>	<p>PowerPoint application to show pictures of houses</p> <p>Blank flashcards</p> <p>Game <b>Quiz-Quiz-Trade</b> Quiz-Quiz-Trade cards in Kagan, S. and Kagan, M. (2009). <i>Kagan Cooperative Learning</i>. United Kingdom: Kagan Publishing.</p> <p>Flashcards from <b>Mein Haus</b></p> <p>Workbook, to store student activities</p> <p>Reference <b>Bilingual dictionary</b> Workbook, to store student activities</p> <p>Game <b>Assimemor Haus &amp; Objekte</b> in Collective. (2016). <i>Assimemor Haus &amp; Objekte</i>. Germany: Assimil.</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>19. Arrange students in groups to play a miming game where one student acts out activities relating to a room and other students guess the room where the activity takes place.</p> <p>20. Discuss the picture of the house plan on page 35 in <i>Das ist Deutsch!</i> with students. Ask them to complete the worksheet <i>Wo ist Hans?</i> by answering the questions and filling in the gaps.</p> <p>21. Arrange students in pairs to sketch a plan of their dream house on butcher's paper and label all the rooms and features in German. Model describing a house plan and assist students to prepare a short presentation describing their house. Teach the use of <i>haben</i> + accusative.</p> <p>22. Ask students to present their house plan to the class, taking turns to describe a few rooms each, for example, <i>Das/Unser Haus hat vier Schlafzimmer und zwei Toiletten. Es hat eine Küche und ein Esszimmer. In meinem Haus gibt es ...</i> Film students' presentations and allow time for students to view and reflect on their presentation. The class asks clarifying questions using <i>Welcher</i> and <i>Wie viele</i> question words, for example, <i>Welches ist dein Lieblingszimmer? Wie viele Schlafzimmer gibt es?</i></p> <p>23. Teach the two different pronunciations of <i>ch</i> as spoken in <i>Dachboden</i> and <i>Küche</i>. Ask students to listen to a selection of German words containing the two forms of <i>ch</i> and decide to which group they belong.</p> <p>24. Read to students the book <i>Ein neues Haus für Charlie</i>. Ask them to identify words containing the <i>ch</i> sound, such as <i>machen, auch, Pech, nicht, wasserdicht, feucht, hoch, Nachbar, dich, nach</i>. Practise saying short sentences using these words, for example, <i>Die Nachbarn sind auch nett. Wir machen unser Haus wasserdicht. Das Haus ist nicht zu hoch aber es ist sehr feucht.</i></p> <p>25. Play several texts of families talking about their homes and where they live. Instruct students to select statements or floor plans which correspond to the descriptions.</p> <p>26. Play a recording of a family describing their home and instruct students to draw a house plan to match the description. Ask students to compare their drawings with a partner and check for accuracy. Replay the recording, pausing at points to check for understanding.</p> <p>27. Organise for students to play a <b>Barrier game</b> where students work in pairs sitting back to back. One student reads a text describing a house plan. The other student chooses the matching plan from a selection of house plans, or draws what is described.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Formal assessment using the following activities in which students: <ul style="list-style-type: none"> <li><i>Hier wohne ich</i> <ul style="list-style-type: none"> <li>Part A – drawing and labelling in German the floor plan of their home. The drawing can be done either as a floor plan or in front view</li> <li>Part B – writing a paragraph in German describing their home and where they live. They may use a dictionary to look up unfamiliar words</li> <li>Part C – reading two texts and recording the information using a Venn diagram.</li> </ul> </li> </ul> </li> </ul>	<p>Game <b>Miming game</b></p> <p>Book <i>Das ist Deutsch!</i> House plan in Williams, K. and Doyle, A. (2008). <i>Das ist Deutsch!</i> United Kingdom: Brilliant Publications. Worksheet <i>Wo ist Hans?</i> Butcher's paper</p> <p>Device for filming</p> <p>Book <i>Ein neues Haus für Charlie</i> Lecher, D. (2013). <i>Ein neues Haus für Charlie</i>. Germany: Beltz &amp; Gelberg.</p> <p>Short recordings of descriptions of several homes, worksheet with statements and floor plans which match the descriptions, blank paper</p> <p>Descriptions of house plans, worksheet with several house plans</p> <p>Game <b>Barrier game</b></p> <p>Assessment task <i>Hier wohne ich</i> accessible on the School Curriculum and Standards Authority website</p>

## Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p><b>Der Umzug</b> Students participate in guided tasks related to selecting and buying a new house with their family.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• participate in short conversations with friends, exchanging information about their new house</li> <li>• ask for help, clarification and permission when making a plan of their new house</li> <li>• understand and use the question words <i>woher</i>, <i>welcher</i> and <i>wie viel(e)</i> and their related answers</li> <li>• understand and locate events in time, including the use of the 24-hour clock</li> <li>• use numbers in the thousands</li> <li>• use electronic/print bilingual dictionaries and word lists to translate simple texts</li> </ul>	<p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, <i>Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings</p> <p>Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as <i>Bist du satt? (not voll) or Es geht mir gut (not Ich bin)</i></p>	<p>Apply basic rules for German pronunciation such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</p> <p>Notice distinctive punctuation features of personal correspondence in German such as <i>Hallo Annette!/Lieber Klaus</i>, followed respectively by upper or lower case for the beginning of the first sentence</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i></li> <li>• noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>• understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> <li>• understanding and using a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Play and review <b>Mein Haus</b> from <i>Meine Ökostadt</i>. Revise vocabulary introduced previously. Arrange students in pairs to exchange information about their homes.</li> <li>2. Read the story <b>Die Stadtmaus und die Landmaus</b> to students. Before starting the story, work through exercise 1 on page 2 using short sentences to describe the house in the picture. Read to page 13 describing the experience of the city mouse going to the country to visit his friend. Instruct students to complete the comprehension exercises. Discuss the differences between city life and country life. Ask students where they would like to live and why.</li> <li>3. Invite a guest speaker from a German-speaking country to talk to students about the types of homes and aspects of housing they experienced in Europe. Encourage students to ask questions and make comparisons with Australian homes.</li> <li>4. Play recordings of people describing where they live and in what type of house. Instruct students to enter the details in a grid in their workbook.</li> <li>5. Explain to students that they are to pretend their family has to sell their home and buy a new one in Germany. Arrange students in pairs to decide what features of a home are important to them. <i>In meinem neuen Haus möchte ich ... Ich möchte mein eigenes Zimmer haben; auf dem Land/in der Stadt leben; in einem Einfamilienhaus wohnen</i>. Ask students to share ideas in group discussions. As a class, compile a list of relevant phrases and vocabulary to describe their house and where they want to live.</li> <li>6. Read and discuss in English the article <b>Schweizer wohnen viel ordentlicher als Australier</b>. Focus on the description of the house and ask students to look for familiar words. Discuss some of the cultural differences related to living in German-speaking countries and in Australia.</li> <li>7. Show students a German real estate website and demonstrate how to navigate it. Ask students to view the first ten offers and note what type of house it is, how many rooms it has, the living area in square metres and how much it costs. Teach the convention of writing numbers with more than four digits with a full stop, not a comma or space as in English. Organise students in pairs. Each pair chooses a different city, repeats the process by saying the type of house and the price in German and records the most expensive and the cheapest house or apartment in their workbook. Share in a class discussion to find out which cities have the most expensive and the cheapest houses. Use questions such as <i>Wie viel kostet das Haus? Welches Haus gefällt dir am besten? Wie viele Quadratmeter hat das Haus?</i></li> <li>8. Provide students with flyers of homes from a German real estate company. Ask students to view the information and decide which house they like and why.</li> <li>9. Provide students with access to a German real estate website to match houses for sale or rent with the requirements of four families, for example, <i>Familie Schmidt sucht eine Wohnung in Berlin mit 5 Zimmern und einer Toilette, unter 300.000 Euro</i>.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students:             <ul style="list-style-type: none"> <li>▪ ask the questions <i>Wie viel kostet das Haus? Welches Haus gefällt dir am besten? Wie viele Quadratmeter hat das Haus?</i> and answer with full sentences</li> <li>▪ find a house or apartment to match given criteria.</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>10. Instruct students to design a flyer <i>Haus zum Verkauf</i> to 'sell' their existing house and write a description in German that includes information such as size, type of house, number of rooms, location, price and contact details.</li> </ol>	<p>Audiovisual clip <b>Mein Haus</b> Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Book Guillemant, D. (2017). <i>Die Stadtmaus und die Landmaus</i>. Germany: Eli Lektüren.</p> <p>Guest speaker</p> <p>Recordings of people describing houses Workbook, to store student activities</p> <p>Article Bondolfi, S, (2019). <i>Schweizer wohnen viel ordentlicher als Australier</i>, Retrieved from swissinfo.ch <a href="https://www.swissinfo.ch/ger/gesellschaft/so-wohnen-schweizer--serie--schweizer-wohnen-viel-ordentlicher-als-australier-/44678416?utm">https://www.swissinfo.ch/ger/gesellschaft/so-wohnen-schweizer--serie--schweizer-wohnen-viel-ordentlicher-als-australier-/44678416?utm</a></p> <p>Real estate websites such as <a href="https://www.engelvoelkers.com/en-de/properties/buy-house/hamburg/">https://www.engelvoelkers.com/en-de/properties/buy-house/hamburg/</a> Workbook, to store student activities</p> <p>Flyers from a German real estate company or website with a variety of houses or German real estate website, descriptions of the requirements of four families <a href="https://www.immobilienscout24.de/wohnen/berlin,berlin/haus-kaufen.html">https://www.immobilienscout24.de/wohnen/berlin,berlin/haus-kaufen.html</a></p> <p>Reference <b>Bilingual dictionary</b></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts</p> <p>Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use</p>	<ul style="list-style-type: none"> <li>understanding and locating events in time, including the use of the 24-hour clock</li> <li>referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, <i>Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester</i></li> </ul> <p>Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others</p>	<ol style="list-style-type: none"> <li>Teach the formal register of greeting and speaking using the <i>Sie</i> form and the 24-hour clock. Arrange students in pairs to role play making an appointment over the phone to view their home in the afternoon.</li> <li>Ask students to write an email confirming their appointment with the interested family from the previous activity. Teach students the conventions of an email and how to write an address in German. Revise the 24-hour clock and how to write ordinal numbers and the date, for example: <i>Sehr geehrte Familie Müller, vielen Dank für das freundliche Telefonat. Hiermit bestätige ich Ihnen den soeben telefonisch vereinbarten Termin am Donnerstag, 8. Juli 2019 um 16:30 Uhr in der Felixstrasse 12, Düsseldorf. Mit freundlichen Grüßen Peter Summers</i></li> <li>Ask students to imagine their family has just bought a new house. Instruct them to work independently to make notes in their workbook about the rooms and important aspects of their new house, and sketch and label a basic floor plan. Ask them to prepare a short talk to describe their new home to a partner to be used in the next activity.</li> <li>Arrange students back to back to play a <b>Barrier game</b> in pairs. They take turns describing their new home. Their partner draws the floor plan of the new house based on the description in their workbook. Ask students to check the floor plans for accuracy.</li> <li>Ask students to play the game <b>Assimemor Haus &amp; Objekte</b> again and match the rooms with the objects that belong there, such as <i>Wohnzimmer/Sofa, Garage/Auto</i>. Ask them to focus on the furniture in the rooms and create word lists of furniture according to the room where it belongs, for example, <i>Schlafzimmer – ein Bett, ein Kleiderschrank, ein Spiegel, ein Schreibtisch, ein Stuhl</i>.</li> <li>Arrange students in groups of four to make sets of cards for the game <b>Umzug</b>. Instruct them to draw and label furniture, other household items and rooms in a house. Provide them with access to digital software or handmade flashcards and bilingual dictionaries.</li> <li>Organise students to play the card game <b>Umzug</b> with the cards made in the previous activity. One group has the cards showing the furniture and household items. The other group has cards with the names of rooms in a house. Students have to agree on the best place for each item, for example, <i>Wo gehört der Kühlschrank? Der Kühlschrank gehört in der Küche</i>. Check whether students notice how the article changes after the preposition <i>in</i>.</li> <li>Organise students to play a card game similar to <b>Happy Families</b> or <b>Go Fish</b> with the <b>Umzug</b> sets of cards. Ask students to deal out all cards and take turns asking each other questions. If the student has <i>die Küche</i> card they might ask <i>Hast du einen Kühlschrank?</i> Revise the accusative case with the indefinite article.</li> <li>Arrange students in small groups to draw a house plan for their dream home on butcher's paper and place the furniture cards in the correct places.</li> <li>Play the song <b>Der Einkaufsbummel-Rap</b> and ask students to focus initially on furniture words. Play the song a second time and ask students to list as many furniture words as they can. Replay the song, stopping after each verse to check for understanding and for students to add the words to their lists.</li> <li>Arrange students in small groups with their lists from the previous activity and discuss how much each item of furniture might cost. Ask students to estimate a price and write it in euros next to the items. Practise saying the prices in German.</li> <li>Provide students with a copy of <b>Der Einkaufsbummel-Rap</b> lyrics with the adjectives removed. Replay the song and ask students to listen for the missing adjectives. Write the adjectives on the whiteboard and support students to practise saying them. Replay the song and ask students to fill in the gaps.</li> <li>Point out the change from nominative to accusative in the verses of the song, such as, <i>der Stuhl/den Stuhl, die Küche/die Küche, das Sofa/das Sofa</i>. Each verse represents a</li> </ol>	<p>Workbook, to store student activities</p> <p>Game <b>Barrier game</b> Workbook, to store student activities</p> <p>Game <b>Assimemor Haus &amp; Objekte</b> in Collective. (2016). <i>Assimemor Haus &amp; Objekte</i>. Germany: Assimil.</p> <p>Blank flashcards to make cards for the <b>Umzug</b> game, drawing materials, bilingual dictionaries</p> <p>Set of <b>Umzug</b> flashcards</p> <p>Large pieces of blank paper, coloured markers, set of <b>Umzug</b> flashcards</p> <p>Card game similar to <b>Happy Families</b> or <b>Go Fish</b></p> <p>Butcher's paper</p> <p>Song <b>Der Einkaufsbummel-Rap</b> in Specht, F., von Jan, E., Krenn, W., Puchta, H., Neuner, G. and Bönzli, W. (2012). <i>Zwischendurch mal ... Lieder</i>, Germany: Hueber Verlag.</p> <p>Lyrics of <b>Der Einkaufsbummel-Rap</b> in Specht, F., von Jan, E., Krenn, W., Puchta, H., Neuner, G. and Bönzli, W. (2012). <i>Zwischendurch mal ... Lieder</i>, Germany: Hueber Verlag.</p>



Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>different article where <i>der, die</i> and <i>das</i> change to <i>den, die</i> and <i>das</i>, and states the price of the piece of furniture. Ask students to record the prices in their workbook. The prices are in marks, not euros. Discuss, as a class, the change in currency and reasons behind it. Compare this to Australia's change from pounds to dollars. Show students some euros and euro cents or pictures of the different currency of German-speaking countries. Mention the Swiss currency is Swiss francs. Ask students to translate the sentence in verse three <i>Nicht teuer? – Fünfzehnhundert Eier!</i> Discuss the slang words for money in English and in German.</p> <p><b>24.</b> Arrange students in small groups to role play giving a removalist instructions on where to place items of furniture in a new house. Provide students with a floor plan and pictures of furniture.</p> <p><b>25.</b> Model describing a bedroom using a PowerPoint presentation and pictures of typical bedroom furniture and furnishings. Describe where items are located, such as, <i>Der Schrank steht in der Ecke</i>. Teach the prepositions <i>in, neben, zwischen, auf, vor</i> and <i>hinter</i>. Instruct students to compile a list of typical bedroom furniture and items.</p> <p><b>26.</b> Instruct students to record themselves describing their room. Select six recordings to share with the class. Provide students with a checklist to record which items or pieces of furniture they hear in each recording.</p> <p><b>27.</b> Ask students to imagine their parents have offered to redo their room. Arrange students in small groups to decide how to refurnish their room, the colours it will have, what furniture to buy, where everything will go, and role play the discussions. Instruct each group to report one design to the class.</p> <p><b>28.</b> Read students the book <i>Oma Fix und der Pirat</i>. Focus on pages 15 and 16; <i>Sie sucht ... keine Papageien</i>. Instruct students to complete the comprehension activities on pages 28 to 32.</p> <p><b>29.</b> Play the audiovisual text <i>Oma Fix und der Pirat</i>. As a class, compare the types of rooms found on a ship with those found in a house.</p> <p><b>30.</b> Arrange students in small groups to play a guessing game using the house plans drawn in Activity 13. Ask students to take turns to seek a <i>Papagei</i> in the house. Other students guess where it is, asking <i>Wo ist der Papagei? Ist er in der Küche? Ist er im Schlafzimmer? Ist er unter dem Bett?</i></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using the following activity in which students: <ul style="list-style-type: none"> <li>▪ record information such as prices and features of dwellings from spoken texts</li> </ul> </li> </ul>	<p>Workbook, to store student activities</p> <p>Pictures of currency from German-speaking countries</p> <p>Large floor plan, pictures of furniture</p> <p>PowerPoint application to show presentation – describing a bedroom</p> <p>Devices for recordings of descriptions of rooms, checklist of furniture and items</p> <p>Book and audiovisual text <i>Oma Fix und der Pirat</i> Cadwallader, J. (2016). <i>Oma Fix und der Pirat</i> + video. Italy: Eli s.r.l.</p> <p>House plans from Activity 13</p>

## Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p><b>Meine Stadt</b> Students exchange information with others about their neighbourhood, local community and cities in general.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• greet peers and teacher in German, using a variety of greetings</li> <li>• understand that different ways of using the German language reflect different regions and countries</li> <li>• gather information about their local community and cities in general</li> <li>• participate in short conversations with friends, exchanging information about their local community and cities</li> <li>• participate in setting up a market and completing transactions</li> <li>• perform a song or rap for the class adapted from an original text</li> <li>• use electronic/print bilingual dictionaries, word lists and pictures to translate simple texts</li> </ul>	<p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, <i>Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for a range of audiences based on or</p>	<p>Apply basic rules for German pronunciation such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i></li> <li>• noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>• understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> <li>• understanding and using a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i></li> <li>• understanding and locating events in time, including the use of the 24-hour clock</li> <li>• referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce a range of greetings from different German-speaking regions while calling the roll, for example, <i>Grüezi Michael. Bist du hier?; Moin Hannah. Wo bist du?; Servus Peter. Wie geht's?; Hallo Maria. Was ist los?</i> Play a <b>drag-and-drop</b> activity on the interactive whiteboard where students match the greeting to the country or region. Include greetings, such as, <i>Griß Di!; Grüß Dich!; Grüß Gott!; Juten Tach!; Hab'd'Ehrel; Tachchen!; Hallöle!; Hallo!; Grüezi!; Morsche! and Moin Moin!</i></li> <li>2. Show students chapter 1 of the audiovisual text <b>Meine Ökostadt</b>. Revise the song <b>Ich wohne in Freiburg</b> with the verses written by students in Term 1.</li> <li>3. Discuss the audiovisual text <b>Meine Ökostadt</b> and ask students to identify buildings or places in Freiburg. Ask students to respond with <i>Freiburg hat ein Stadion, einen Tierpark, eine Bibliothek, eine Schule, ein Rathaus and einen Markt</i>. As a class, discuss the changes between the nominative and accusative indefinite articles.</li> <li>4. Arrange students in pairs to brainstorm more places in a city by answering the question <i>Was gibt es in deiner Stadt? In meiner Stadt gibt es ...</i> Provide students with access to bilingual dictionaries to write a list of buildings and places in German, including the article, for example, <i>das Stadion, der Tiergarten</i>. Arrange for students to work with another pair to exchange information. Ask students to add any new words to their lists. Arrange students into groups of eight to check if there are any new places to share with each other. Ask all groups to report to the class. Write all places on the whiteboard and number them. Ask students to add any new words to their personal lists. Ask students to pair with another person and instruct them to quiz each other, for example, <i>Was ist Nummer 8? Das ist das Rathaus. Was ist Nummer 2? Das ist die Bibliothek</i>.</li> <li>5. Instruct students to make flashcards of the new vocabulary. Ask them to sort the cards into groups of similar characteristics and explain their choices. Students might choose to sort into <i>der, die</i> and <i>das</i> words or into starting letters. Direct them to think of other possibilities, such as according to function, for example, shops where they can buy something, places that provide a service or recreational places. Discuss variations in language use depending on regional locations, for example, in Swiss German a hairdresser is <i>ein Coiffeur</i>, in Germany <i>ein Frisör</i> or <i>ein Friseur</i>.</li> <li>6. As a class, play a <b>mime game</b>. Brainstorm some of the things people do in the places mentioned in the previous activity and write them on the board, for example, <i>Schwimmen gehen, Geld abheben, beten, singen, Fußballspielen, Benzin tanken, einen Film sehen, lernen, Bücher lesen</i>. Students take turns to mime an activity and others guess the place and what they are doing, for example, <i>Er schwimmt im Hallenbad. Sie hebt Geld bei der Bank ab</i>. Direct students' attention to regular and irregular verbs, noticing that is a feature of both German and English. Practise a variety of verbs in the present tense.</li> <li>7. As a class, discuss the occupations of people who work in different places and create a shared list. Notice the addition of <i>-in</i> for female roles: <i>der Friseur/die Friseurin, der Metzger/die Metzgerin</i>, and the absence of an article in German. Arrange students in pairs to role play introducing oneself, using the formal register and occupation, for example:  <i>A – Guten Tag. Wie heißen Sie?</i>  <i>B – Ich heiße Herr Krabb. Und Sie?</i>  <i>A – Ich heiße Frau Meier. Was sind Sie vom Beruf, Herr Krabb?</i>  <i>B – Ich bin Krankenpfleger. Ich arbeite in einem Krankenhaus. Und Sie? Was sind Sie vom Beruf, Frau Meier?</i>  <i>A – Ich bin Lehrerin. Ich arbeite in einer Grundschule.</i></li> <li>8. Ask students to mime occupations while others guess them, for example, <i>Was bin ich? Du bist Kellner.</i></li> </ol>	<p>Interactive whiteboard</p> <p>Activity <b>Drag-and-drop</b></p> <p>Audiovisual text <b>Meine Ökostadt</b> Chapter 1 in Rowe, I. and Killbery, I. (2009). <i>Early Start German 2: Meine Ökostadt</i>. United Kingdom: Goethe Institut.</p> <p>Song <b>Ich wohne in Freiburg</b></p> <p>Reference <b>Bilingual dictionary</b></p> <p>Blank flashcards – the completed flashcards will be used in later activities</p> <p>Game <b>Mime game</b></p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> <li>refer to quantities of people and things using cardinal numbers up to 10 000</li> <li>understand the concept of regular and irregular verbs</li> </ul>	<p>adapted from events, characters or settings</p> <p>Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut</i> (not <i>Ich bin</i>)</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts</p> <p>Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use</p>	<p>example, <i>Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagetemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester</i></p> <p>Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others</p>	<p>9. Teach the song <b>Wo ist Maximilian?</b> Arrange students in groups of four to write extra verses about their favourite places, change the melody and present them to the class.</p> <p>10. Ask students to reflect on their favourite place in a city. Model a response on the board, for example, <i>Mein Lieblingsort in der Stadt ist das Hallenbad, weil ich gerne schwimmen gehe. Ich schwimme zweimal pro Woche, am Dienstag abend und am Samstag nachmittag. Schwimmen ist mein Lieblingssport.</i> Instruct students to write in their workbook about their favourite place in a city, what they do there, how often they go and why they like it.</p> <p>11. Provide students with a fishbone template to write different types of shops and brainstorm some of the items they can buy in each one. Provide access to bilingual dictionaries.</p> <p>12. Introduce the phrase <i>Was kauft man ...?</i> and the use of <i>man</i> in the general sense. Explain that English frequently uses 'you' rather than 'one', for example, <i>Was kauft man in der Bäckerei? Man kauft Brot in der Bäckerei.</i> Indicate the change of the definite article following the preposition <i>in</i>. Revise the nominative and accusative indefinite articles. Arrange students in pairs to practise asking and answering questions.</p> <p>13. Place students in a circle to play the game <b>Ich gehe zum Kaufhaus und kaufe ...</b> A student starts by saying one item that is bought. Successive students add one item to the sentence. As the sentence gets longer everyone helps to remember the order, for example, <i>Ich gehe zum Kaufhaus und kaufe Socken, einen Fußball, Hosen, zwei Mandarinen, ein Kleid ...</i> Once there is a mistake, start the game again with a new item.</p> <p>14. Organise students to play a game using the flashcards created at Activity 5. Model the sentence starter <i>Hier kann man ... kaufen; Geld abheben; essen; spielen; einen Film sehen.</i> Students take turns to draw a card from a stack and describe the place by giving clues, such as, <i>Hier kann man Fleisch kaufen.</i> Other students guess the answer. Play this game using the Padlet application. Ask students to post their clues on the digital board for others to read and post their answers underneath.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>work to complete the quiz <b>Die Stadt</b></li> <li>provide information about their favourite place in a city.</li> </ul> </li> </ul> <p>15. Organise students to make a display illustrating German products available locally and label items in German, giving the cost and where they can be purchased. Provide access to the internet for pictures to print and display. Instruct students to write price tags on items to use for shopping activities. As a class, compare prices of similar products in Australia and German-speaking countries. <i>Teach Das ist (sehr) teuer! Das ist billig! Das kostet 5 Euro.</i> Indicate that euro is both the singular and the plural form of euro.</p> <p>16. Present a PowerPoint presentation on markets in Germany. Set up a <i>Markt</i> in the classroom and role play shopping there, with students taking turns at being customers and stallholders. Provide students with the <b>Auf dem Markt</b> worksheet, instruct them to cut up the sentences and order the dialogue. Arrange students in pairs to write and rehearse their own dialogues. Teach phrases, such as, <i>Ich möchte gern drei Bananen, bitte. Wie viel kostet das?</i> Provide students with some play euros to make transactions at the markets.</p> <p>17. Revise the formal register <i>Sie</i>, for example, <i>Wie heißen Sie? Ich heiße Frau Meier. Haben Sie eine Flasche Wasser, bitte?</i></p> <p>18. Teach students strategies to memorise and act out the poem <i>Marmelade, Schokolade kaufen Sie bei mir!</i> In this role play, one student is the seller who calls out their wares and the other students are buyers. Instruct students to write more dialogues to extend the poem and perform it for an assembly.</p>	<p>Song <b>Wo ist Maximilian?</b> Song 12 in Thompson, C. and Brown, L. (2010). <i>Singt mit uns!</i> United Kingdom: Brilliant Publications.</p> <p>Workbook, to store student activities</p> <p>Fishbone template</p> <p>Reference <b>Bilingual dictionary</b></p> <p>Game <b>Ich gehe zum Kaufhaus und kaufe ...</b></p> <p>Flashcards of places in a city</p> <p>Internet, Padlet account available at <a href="https://padlet.com/">https://padlet.com/</a>, electronic devices</p> <p>Quiz <b>Die Stadt</b>, page 68, in Leleu, S. and Greck-Ismaïr, M. (2011) <i>German Speaking Activities.</i> United Kingdom: Brilliant Publications.</p> <p>Food packaging or photographs of German products, labels for price tags</p> <p>PowerPoint application to show markets in Germany</p> <p>Worksheet <b>Auf dem Markt</b></p> <p>A classroom market set up with stalls and play euros</p> <p><i>Marmelade, Schokolade kaufen Sie bei mir!</i> in Madl-Palfi, L. and Tujner-Marko, B. (1996). <i>Kaspertheater rund ums Jahr.</i> Germany: Klett Edition Deutsch.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>19. Laminate a selection of receipts from shops in German-speaking countries. Ask students to view the receipts and answer questions, such as, <i>Was wurde gekauft?, Wie viel hat es gekostet? Wo ist es gekauft worden? Wann ist es gekauft worden? (Datum und Zeit)</i>. Provide opportunities to practise reading numbers using decimals: <i>3,50€ = Es kostet drei komma fünfzig Euro</i>. Discuss the position of the euro sign. Teach the use of writing a decimal point for English money and a comma for writing German money.</p> <p>20. Using a selection of receipts from the previous activity, ask students to write a short description in the present tense of the shopper's day, for example, <i>Zuerst geht er Kaffeetrinken. Um 10 Uhr geht er Schuhe kaufen. Die Schuhe kosten 60 Euro. Er isst einen Apfelstrudel in der Konditorei Meier. Am Nachmittag fährt er mit einem Taxi nach Hause</i>. Arrange students in pairs to share their story.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using the following activities: <ul style="list-style-type: none"> <li>▪ <i>Meine Gemeinde</i> Part A – reading for information in written text.</li> </ul> </li> </ul> <p>21. Read <i>Der letzte Tiger</i> to students and ask them to focus on the pictures of the city. Ask students what is important in a city and to make connections with their own experiences and feelings. Direct their attention to the people and places. As a class, brainstorm what an ideal city may look like.</p> <p>22. Discuss in English the online article <i>Die Stadt von morgen</i>. Ask students to skim read and highlight numbers. Ask students to practise reading the numbers aloud and guess the contexts. Ask students to reflect on what cities in the future may look like, and notice which words or phrases require interpretation or explanation when translating.</p> <p>23. Teach students the use of <i>kein</i>. Arrange students in groups of four to play games using the flashcards created in Activity 5. Ask students to deal the cards evenly face down and, without showing the others, sketch a plan of a city with the places on their cards. Before they show the plan, the other students guess what places might be on it. Students take turns asking <i>Gibt es einen/eine/ein ... in deiner Stadt? Ja, es gibt einen/eine/ein ... Nein, es gibt keinen/keine/kein ...</i> They show the plan and describe the places in their city. They also mention places they do not, but would like to have in their city, for example, <i>In meiner Stadt gibt es eine Kirche, eine Bäckerei und ein Stadion, aber leider kein Kino oder keine Bibliothek</i>.</p> <p>24. Film the presentations of the previous activity using a green screen. Instruct students to use the sketch of their city as background and talk about what it does and does not have.</p> <p>25. As a class, explore the history of how cities evolve by reading to students the book <i>Entdecken, Erfahren, Erzählen - Stadt</i>. Prepare a sorting activity for students to match pictures with text. Include headings from the book, for example, <i>in der Steinzeit, die ersten Siedlungen, die Stadt im 16. Jahrhundert</i> and <i>die Stadt von heute</i>. Instruct students to order the cities in a time line and match the names of the eras to the title cards.</p> <p>26. Support students to discover similarities and differences between famous cities of the world. Arrange students in pairs, and instruct them to draw the name of a city from a box and complete a research project to answer questions, such as, <i>Wie heißt die Stadt?; In welchem Land ist diese Stadt?; Wie sieht die Flagge aus?; Wie viele Einwohner gibt es?; Was ist die Fläche?; Was sind fünf bekannte Sehenswürdigkeiten?; Wie lange dauert es von Perth dorthin zu fliegen?; Was ist die Zeitunterschied zwischen Perth und ...?; Wie weit ist es von Perth nach ...?; Welche Sprachen werden dort gesprochen?; Was ist die Temperatur heute?</i> Provide the following instructions on the format of the presentation: projects can be presented on A3 sheets or as an eBook using</p>	<p>Shop receipts from German-speaking countries</p> <p>Assessment task Part A of <i>Meine Gemeinde</i>, accessible on the School Curriculum and Standards Authority website</p> <p>Book <i>Der letzte Tiger</i> Elliott, R. (2013). <i>Der letzte Tiger</i>. Germany: Kerle bei Herder Verlag.</p> <p>Online article <i>Die Stadt von morgen</i>. Retrieved from Alltagsdeutsch-Lektionen <a href="https://www.dw.com/de/die-stadt-von-morgen/l-42867117">https://www.dw.com/de/die-stadt-von-morgen/l-42867117</a></p> <p>Flashcards from Activity 5 to play a variety of games</p> <p>Green screen, devices for filming</p> <p>Book <i>Entdecken, Erfahren, Erzählen - Stadt</i> Evolution of cities sorting activity in Beaumont, E. (2011). <i>Entdecken, Erfahren, Erzählen - Stadt</i>. Germany: Tandem Verlag.</p> <p>Internet, electronic devices, A3 sheets, printer Book Creator® application <a href="https://bookcreator.com/">https://bookcreator.com/</a> for presenting project information</p> <p>Names of cities on cards</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>Book Creator and include the answers to the questions, photos of famous sites, a map and a picture of the flag.</p> <p><b>27.</b> Display posters or eBooks around the classroom and allow students time to read them. Instruct students to choose one that is not their own to complete the next activities. Instruct students to choose a fact about a city, compare it to their city and make statements of comparison, for example, <i>Die Fläche von Wien ist 414.6 Quadratkilometer. Die Fläche von Berlin ist 891.8 Quadratkilometer. Wien ist kleiner.</i> Similarly, students could make comparisons of cities according to population or distance from Perth to practise reading large numbers; or according to the time it takes to get there from Perth to practise saying times, for example, <i>Es ist 9 Uhr in Perth. Wie spät ist es in deiner Stadt?</i> Ask students to check using the clock feature on their electronic devices. Students could also group cities according to continent or country, their shared time zone or similar languages.</p> <p><b>28.</b> Instruct students to focus on the famous sites in the posters from Activity 27 and identify the type of buildings or places, for example, <i>Das ist der berühmte Berliner Zoo. Das ist eine Kirche. Das ist das Rathaus in London.</i></p> <p><b>29.</b> Instruct students to complete a letter to another person in their class about the city they researched in Activity 27. Ask students to make up details about their city if they do not know. On the worksheet from <i>Wo ich lebe</i>, ask students to circle the words that apply and cross out words that do not. Direct students to ‘post’ the letter to their classmate, who reads the letter aloud to the class.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using the following activities: <ul style="list-style-type: none"> <li>▪ <i>Meine Gemeinde</i> <ul style="list-style-type: none"> <li>Part B – labelling on a plan of a new city for a competition using a given list of buildings</li> <li>Part B – adding and labelling more buildings, places and features of a city.</li> </ul> </li> </ul> </li> </ul>	<p>Completed posters or eBooks</p> <p>Letter worksheet <b><i>Wo ich lebe in Leleu</i></b>, S. and Greck-Ismaïr, M. (2009). <i>German Pen Pals Made Easy</i>: United Kingdom: Brilliant Publications.</p> <p>Assessment task Part B – <i>Meine Stadt</i> in <b><i>Meine Gemeinde</i></b>, accessible on the School Curriculum and Standards Authority website</p>

## Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p><b>Wir machen Urlaub in der Stadt</b></p> <p>Students participate in guided tasks to organise a holiday, make a model of a city, and describe a city.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• initiate interactions with teacher and peers to exchange information about their planned holiday</li> <li>• participate in guided tasks to organise displays, build a model of a city and plan an excursion</li> <li>• understand that different ways of using the German language reflect different regions and countries</li> <li>• participate in short conversations with others completing transactions in cafés and at the markets</li> <li>• gather and compare information from two songs related to directional language</li> <li>• gather and convey information about planning a holiday to a city in a German-speaking country</li> <li>• use electronic/print bilingual dictionaries, word lists and pictures to translate simple texts</li> </ul>	<p>Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, <i>Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for a range of audiences based on or</p>	<p>Apply basic rules for German pronunciation such as the two different pronunciations of <i>ch</i></p> <p>Recognise and apply different intonation for statements, questions, exclamations and instructions</p> <p>Notice distinctive punctuation features of personal correspondence in German such as <i>Hallo Annette!/Lieber Klaus</i>, followed respectively by upper or lower case for the beginning of the first sentence</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, <i>Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke</i></li> <li>• noticing how articles and pronouns change after certain verbs (<i>Ich danke dir</i>) and after particular prepositions associated with location, for example, <i>Wir sind in der Stadt; Die Party ist bei Stefan im Garten</i></li> <li>• understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English</li> <li>• understanding and using a range of question words and the intended/related</li> </ul>	<ol style="list-style-type: none"> <li>1. Teach the song <b><i>Wo sind die Leute in meinem Haus?</i></b> Revise vocabulary for family members and rooms in a house. Focus on the final statements. Emphasise the difference between <i>sie</i> (they) and <i>Sie</i> (you, formal). Explain that this term, students will plan and go on a virtual holiday to a city.</li> <li>2. As a class, brainstorm favourite holiday destinations, such as, <i>Ich fahre gern ans Meer/in die Berge; Ich fliege gern nach Bali; Ich besuche gern Städte; Ich mache gern Urlaub auf dem Land.</i> Instruct students to survey each other by asking <i>Wohin fährst du am liebsten in den Ferien?</i> Enter responses in an Excel spreadsheet and create a pie graph to represent the data. Ask students to make statements about the results, such as, <i>Die meisten Schüler fahren am liebsten nach Bali.</i> As a class, compare the results with those of German-speakers.</li> <li>3. As a class, revise the song <b><i>Wo ist Maximilian?</i></b> with a focus on prepositions and locations: <i>Wo ist das Museum? Auf der linken Seite.</i> As a class, brainstorm more prepositions to describe the location of places in a city, and ask students to write them in their workbook.</li> <li>4. Teach the song <b><i>Entschuldigen Sie?</i></b> and ask students to compare it to <b><i>Wo ist Maximilian?</i></b> Provide students with the lyrics to both songs. Instruct students to complete a Venn diagram showing the similarities and differences between the two songs.</li> <li>5. As a class, brainstorm ten common expressions to describe directions and locations, such as, <i>auf der rechten/linken Seite; an der Ecke/Ampel/Kreuzung; geradeaus; links/rechts; nach links/rechts; in der Nähe.</i> Students write these in their workbook with an English translation and a picture or symbol.</li> <li>6. Ask students to plan a list of things to do to organise a holiday in another city, for example, <i>einen Reisepass organisieren; den Flug/ein Hotel/Ausflüge buchen; Kofferpacken; einen Brief an den Lehrer schreiben.</i> Ask students to choose a travel partner and decide which city from a German-speaking country they will visit.</li> <li>7. Instruct students to complete a mock <i>Reisepass</i> with <i>Name, Nachname, Wohnort, Geburtsdatum, Geburtsort, Staatsbürgerschaft, Augenfarbe, Größe, Besondere Kennzeichen</i> and <i>ein Passfoto</i>. Teach students how to convert words from the <i>Reisepass</i> into sentences so students can share their information with a partner, for example, <i>Ich heiße Peter Bauer. Ich wohne in Perth. Mein Geburtsdatum ist am 12. August 2008. Ich bin in Sydney geboren und bin Australier. Meine Augenfarbe ist grau und ich bin 156 Zentimeter groß. Ich habe keine besondere Kennzeichen.</i></li> <li>8. Provide students with access to the internet to research flight details to their chosen city: <i>Fluglinie, Abflugsdatum, Abflugszeit, Ankunftszeit, Flugdauer</i> and <i>Kosten</i>. Teach students how to convert the information to sentences so that students can write details in their workbook, for example, <i>Wir fliegen am 12. Juni 2020 mit Lufthansa. Unsere Abflugszeit von Perth ist 22:30 Uhr. Unser Ankunftszeit in Frankfurt ist 05:30 Uhr am 13. Juni. Die Flugdauer ist 24 Stunden. Der Flug kostet 1490,50 Euro.</i></li> <li>9. Ask students to select hotel accommodation in the inner city and write the name, address and cost per night, for example, <i>InnercityHotel Berlin Hauptbahnhof, Katharina Paulus Strasse 5, Berlin, 10557. Preis der Unterkunft: 426 Euro pro Nacht.</i> As a class, discuss the differences in writing an address in German compared to English. Arrange students in pairs to ask each other <i>Wie viel kostet dein Unterkunft?</i> Ask them to find out who has the most expensive hotel room in the class by asking <i>Welches Hotel ist das teuerste?</i></li> <li>10. Teach students the textual conventions of how to write a letter to their teacher, explaining that they are going on holiday, for example, <i>Wohin? Ich fahre nach Paris in</i></li> </ol>	<p>Song <b><i>Wo sind die Leute in meinem Haus?</i></b> 15 in Thompson, C. and Brown, L. (2010). <i>Singt mit uns!</i> United Kingdom: Brilliant Publications.</p> <p>Worksheet for interview in Excel application</p> <p>Information about holiday destinations for Germans: <a href="https://www.tourism-review.com/most-popular-holiday-destinations-for-german-tourists-news4953">https://www.tourism-review.com/most-popular-holiday-destinations-for-german-tourists-news4953</a></p> <p>Song <b><i>Wo ist Maximilian?</i></b> Song 12 in Thompson, C. and Brown, L. (2010). <i>Singt mit uns!</i> United Kingdom: Brilliant Publications.</p> <p>Workbook, to store student activities</p> <p>Song <b><i>Entschuldigen Sie?</i></b> Song 13 in Franz Specht et.al. (2012). <i>Zwischendurch mal ... Lieder.</i> Deutschland: Hueber Verlag.</p> <p>Venn diagram template</p> <p>Workbook, to store student activities</p> <p>Mock passport</p> <p>Internet, electronic devices</p> <p>Internet, electronic devices</p> <p>Workbook, to store student activities</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>adapted from events, characters or settings</p> <p>Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as <i>Bist du satt?</i> (not <i>voll</i>) or <i>Es geht mir gut</i> (not <i>Ich bin</i>)</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts</p> <p>Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use</p>	<p>answer, for example, <i>woher, welcher</i> and <i>wie viel</i></p> <ul style="list-style-type: none"> <li>understanding and locating events in time, including the use of the 24-hour clock</li> <li>referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, <i>Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester</i></li> </ul> <p>Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations</p> <p>Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others</p>	<p><i>Frankreich; Wie? Ich fahre mit dem Flugzeug; Wann? Ich fahre nächsten Donnerstag/am 18. September; Wie lange bleibst du? Ich bleibe drei Wochen.</i></p> <ol style="list-style-type: none"> <li>Arrange students to participate in a shared reading of Mia's diary entry in the book <b>Beste Freunde</b> about her experience preparing for a holiday with her family. Instruct students to complete the activities on pages 21–25.</li> <li>Revise vocabulary for clothes and accessories and play <b>Bingo</b> <i>Wir packen unseren Koffer</i>. Provide access to the internet for students to research the weather in their destination and write a list in German of things to pack, for example, <i>Wir brauchen einen Regenmantel, weil es in Hamburg regnet. Ich packe meinen Teddy und meine Zahnbürste.</i></li> <li>Instruct students on how to construct a three-dimensional model of a city. Each student contributes one building or place and decides where to put it. They label the streets and buildings and give the city a name.</li> <li>Play the board game <b>Unterwegs in der Stadt</b> to consolidate vocabulary about shops, transport and traffic signs. Various language levels are possible.</li> <li>Print A4 colour maps of the cities that students chose in Activity 6. Instruct students to mark the location of their hotel on their map, highlight other buildings and places of interest and mark in different colours the places where people, sing (for example, <i>Theater, Kirchen</i>), play sport (for example, <i>Stadion, Park</i>) or eat (for example, <i>Restaurants, Cafés</i>).</li> <li>Arrange students to participate in a shared reading of <b>Mia's diary entry</b> in the book <b>Beste Freunde</b> about her experience in a hotel with her family. Instruct students to order the pictures to match the paragraphs and complete the activities on pages 35–37.</li> <li>Instruct students to read the names of some of the main streets on their city maps and choose one street to research why it is famous, for example, <i>Unter den Linden</i> in Berlin, <i>Mönckebergstraße</i> in Hamburg, <i>der Marienplatz</i> in Munich. Ask them to post a sentence in English with a picture of the street using Padlet on the interactive whiteboard for others to read.</li> <li>Ask students to describe the location of their hotel in relation to other places in the city. Teach and review prepositions by modelling an example of the task with a map of Perth, for example, <i>Das Hotel ist neben dem Kino/500 Meter vom Zoo entfernt; Die Bank ist gegenüber dem Park/hinter der Tankstelle.</i></li> <li>Instruct students to select four places in their cities and ask a partner <i>Wie komme ich am besten dorthin?</i> Students look at their city map from Activity 15 and decide the best mode of transport; is it near a train or bus line, close enough to walk, or do they need a taxi? for example, <i>Wie komme ich zum Theater?/zum Fußballplatz?/zur Kirche? Am besten mit dem Zug/Bus/Taxi./Am besten geht man zu Fuß.</i></li> <li>Teach the song <b>Das Nachhause-Lied</b> to consolidate prepositions. Ask students to imagine they are on holiday and trying to find their way to their hotel. Instruct students to create their own song, including the starting point, street names and shops found in their city, and directions to find their way back.</li> <li>Teach prepositions and ask students to complete the activities on pages 80–85 in <b>Grammatik aktiv</b>.</li> <li>Organise students to play barrier games in pairs with the maps of their cities. Sitting back-to-back, one student describes a route from their hotel to a place that they have secretly chosen. The other student follows directions, such as, <i>Bieg (an der Ecke) nach links/rechts ab, geh geradeaus</i>. Change roles and destinations. Alternatively, one student describes where a building or place is in relation to another, for example, <i>Das Gebäude ist neben der Bank, gegenüber dem Supermarkt und vor dem Park. Was ist es? Es ist das Kino! Richtig!</i></li> <li>Teach giving directions using the <i>du</i> and <i>Sie</i> forms, for example, <i>Nimm/Nehmen Sie die nächste Straße rechts. Geh/Gehen Sie nach rechts.</i></li> </ol>	<p>Book <b>Beste Freunde</b> in Orozco Coronil, D. (2017). <i>Beste Freunde: Deutsch für Jugendliche, Ferienheft</i>. (pp 20–25) Deutschland: Hueber Verlag.</p> <p>Game <b>Bingo</b> in <i>Faigle, I.</i> (2014). <i>Wir packen unseren Koffer</i>, Deutsche Ausgabe. Germany: Eli.</p> <p>Internet, electronic devices</p> <p>Construction materials: cardboard, boxes, glue, tape, paint</p> <p>Board game <b>Unterwegs in der Stadt</b> in Olivier, J. and Guillemant, D. (2018). <i>Unterwegs in der Stadt</i>. Germany: Eli.</p> <p>Internet, electronic devices A4 colour city maps Activity <b>Mia's diary entry</b> Pages 34–37 in <b>Orozco Coronil, D.</b> (2017). <i>Beste Freunde: Deutsch für Jugendliche, Ferienheft</i>. Deutschland: Hueber Verlag.</p> <p>Internet, Padlet application, electronic devices</p> <p>Map of Perth, interactive whiteboard</p> <p>City maps from Activity 15</p> <p>Song <b>Das Nachhause-Lied</b> <i>Das Nachhause-Lied</i> Song 25 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 <b>Grammatik aktiv</b> Pages 80–85 in Jin, F., Voss, U. and Funk, M. (2018). <i>Grammatik aktiv: üben, hören sprechen A1-B1</i>. Germany: Cornelsen Verlag.</p> <p>Maps, highlighters</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Informal assessment using checklists and notes in which students: <ul style="list-style-type: none"> <li>ask and answer questions using a map</li> <li>locate places on a map based on written or spoken information.</li> </ul> </li> </ul> <p><b>24.</b> Read the book <i>Yalla Tarek!</i> to students. <i>Yalla</i> is Arabic for Let's go, and Tarek is the name of the main character, a young man from Syria who is new to Hamburg. He does not speak much German and is trying to find his way to the post office. He negotiates buying a train ticket and has some adventures on the way. Instruct students to complete the <i>Lesequiz</i> on page 38 and exercises on pages 46–48. As a class, discuss what it feels like to move to a country and not speak the language, then look at a map of Hamburg and trace Tarak's journey as described in the book.</p> <p><b>25.</b> Arrange students in pairs to role play one person lost in a city who needs directions to find their way. Students choose a place on the map where the two people meet and use the formal register to ask for help, for example, <i>Entschuldigen Sie. Können Sie mir helfen? Wissen Sie, wo das Theater ist?</i> The partner responds by giving directions.</p> <p><b>26.</b> Ask students to role play ordering food in a restaurant or café. Set up the classroom as a café. Students take turns as customers and waiters. Use the template from <i>Im Café</i> and teach the language needed for students to place their orders and pay. Indicate the cultural expectation that in Australia, except in formal restaurants, people often pay before the meal, whereas in Germany they pay after.</p> <p><b>27.</b> Play a recording of a list of food items and their prices from a menu. Provide students with a copy of the menu, however, tell them there have been some price changes. Ask students to compare what they hear with the menu they have and change the prices accordingly, if necessary.</p> <p><b>28.</b> Play recorded dialogues of people ordering snacks at a <i>Wurstbude</i>. Instruct students to read the answer sheet and select the order that each person has placed. Discuss regional variations of a <i>Wurstbude</i>, such as an <i>Imbissstube</i> or <i>Würstelstand</i> in Austria.</p> <p><b>29.</b> Plan an excursion to a restaurant, such as <i>Brotzeit</i>, to experience German food. Participate in a shared reading of the menu before the excursion. Provide students with a local map and ask them to write directions to get to the restaurant.</p> <p><b>30.</b> Provide students with two holiday postcards (an informal and a formal one) and ask them to analyse the punctuation and compare it with English punctuation. Teach punctuation features and tone. Instruct students to write two postcards, one to a friend and one to a teacher, for example:  <i>Hallo Claudia!</i>  <i>Ich bin in Berlin. Das ist eine schöne Stadt. Es gibt viel zu sehen. Das Rathaus ist groß und sehr alt.</i>  <i>Tschüß!</i>  and  <i>Lieber Herr Bauer,</i>  <i>seit einer Woche bin ich in Berlin. Es ist sehr schön hier. Es gibt viele alte Gebäude.</i>  <i>Mit freundlichen Grüßen</i>  Ask students to decorate the front of their postcards with pictures of famous places of their city, and address and date the postcards.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Formal assessment using the following activities: <ul style="list-style-type: none"> <li><i>Meine Gemeinde</i> <ul style="list-style-type: none"> <li>Part C – writing a description of a city they have designed, using full sentences</li> <li>Part C – planning and present a description of their city to the class using visual aids, such as a large poster or PowerPoint</li> <li>Part C – using a bilingual dictionary to look up unfamiliar words.</li> </ul> </li> </ul> </li> </ul>	<p>Book <i>Yalla Tarek!</i>  Janas, C. (2016). <i>Yalla Tarek!</i> Stuttgart: Ernst Klett Verlag.</p> <p>Activity <i>Lesequiz</i>, page 38 in <i>Yalla Tarek!</i></p> <p>Maps of the cities from Activity 15</p> <p>Menus, classroom set up as a café, dress ups for waiters  Conversation template <i>Im Café</i>, Worksheet page 37 in Leleu, S. and Greck-Ismaïr, M. (2011). <i>German Speaking Activities</i>. United Kingdom: Brilliant Publications.  Recording of food items and price changes, copies of original menu</p> <p>Recorded dialogues of people ordering snacks</p> <p>Menus from a German restaurant  Local map</p> <p>Two postcards showing punctuation variations (one in familiar form, one in polite form)</p> <p>Blank postcards, two per student</p> <p>Assessment task Part C – <i>Hier ist meine Stadt</i> from <i>Meine Gemeinde</i> accessible on the School Curriculum and Standards Authority website</p>