



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY – YEAR 10)

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 knowledge, understandings and skills students have learned during two hours per week of German: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the German: Second Language Pre-primary to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/german-p-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 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>Wie geht es dir?</i>			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach?; Ja, ich mag Deutsch.; Wie findest du Mathe?; Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu ...; Ich hasse/liebe es.</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other, for example, <i>Ich drücke dir die Daumen.</i></p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt hier keinen Sportplatz.</i> selecting and using the appropriate form of 'you' (<i>du, ihr, Sie</i>) and its possessive adjective equivalents (<i>dein, euer, Ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich.</i> selecting the correct personal pronoun for 'it' (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön.; Ich habe ihn bei ... gekauft.</i> understanding and applying the 'verb as second element' (<i>Wir kommen morgen./Morgen kommen wir.</i>) and 'subject-time-object-manner-place' (STOMP) word order rules for main clauses (<i>Ich spiele jetzt Basketball.</i>) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch.; Zu Hause ist es oft sehr laut.</i> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main 	<p>Students exchange information, give opinions, share thoughts and feelings on their own and others' hobbies, collections and pastimes, occupations and places of work, their family origin, what people look like, personalities, pets and family relationships.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> hobbies and pastimes, for example, <i>Welche Hobbies/Zeitvertreibe hast du? Ich spiele Videospiele.; Er macht Modellflugzeuge.</i> what instruments and sports they play, for example, <i>Ich spiele Flöte.; Wir spielen mittwochs Basketball.; Ich surfe.</i> collections they have, for example, <i>Ich habe eine Musiksammlung.</i> how often they participate in their hobbies, sports or pastimes, for example, <i>Wann gehst du joggen?; Ich spiele jeden Montag nach der Schule Klavier.; Ich schwimme zweimal pro Woche – dienstags und am Wochenende.</i> where they participate in their hobbies, sports or pastimes, for example, <i>Ich gehe zum Strand/zum Swimmingpool.; Ich bleibe zu Hause.</i> why they like their hobbies and pastimes, for example, <i>Magst du schwimmen?; Ich laufe gerne, weil es nichts kostet.</i> occupations and places of work, for example, <i>Ist dein Vater Polizist?/Was ist deine Mutter von Beruf?; Wo arbeitet dein Bruder?; Mein Vater ist Buchhalter und meine Mutter ist Lehrerin.; Meine Schwester arbeitet in einer Gesundheitsklinik.</i> family origins, for example, <i>Woher kommt dein Vater? Mein Vater kommt aus Kanada.</i> family relationships and personalities, for example, <i>Wie ist dein Bruder?; Mein Halbbruder ist sehr schüchtern.; Ich verstehe mich mit meiner Schwester.; 6 Meine Schwester finde ich dumm.</i> what people look like, for example, <i>Wie sieht deine Freundin aus? Sie hat lange, schwarze Haare und trägt einen kleinen Ohrring.</i> how many and what type of pets they have, for example, <i>Wieviele Haustiere hast du?; Was für ein Haustier hast du?; Hast du ein Haustier? Ich habe einen grauen Hund.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> popular hobbies, sports and pastimes among young German speakers pets popular in German-speaking communities. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: chart, description, dialogue, form, presentation, song lyrics, speech, summary, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning using mnemonics to assist in memorising new items checking a dictionary for the meaning of words. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=m3nQw8J5_p0 <i>Der alte Mcdonald hatte einen Bauernhof</i> Old Macdonald German Kids Songs. Old Macdonald is the first song, sung as <i>Old Macdonald hat 'ne Farm.</i></p> <p>Websites</p> <p>https://www.movingto-germany.com/top-10-sports-in-germany/ Ten most popular sports in Germany.</p> <p>https://www.akc.org/expert-advice/lifestyle/100-german-dog-names/ German dog names.</p>

Focus – *Wie geht es dir?*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>clause</p> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Understand that texts have different purposes, different audiences and different forms</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • find a job or profession for each letter of the alphabet, list places of work and categorise which people work there, for example, <i>Der Bauer arbeitet auf einem Bauernhof./Die Krankenschwester arbeitet in einem Krankenhaus.</i> • match professions to places of work or places to different sports and hobbies • discuss popular German hobbies, pastimes and sports and reflect on why they are popular • conduct a survey among classmates to find common hobbies and pastimes • describe a parent and/or grandparent either orally or in writing • read texts describing people and their hobbies and interests, summarise the information, propose ‘perfect matches’ and justify their choices • view images of people and predict aspects of their lives and personalities, then listen to texts to assess their predictions about the people • listen to or read descriptions of people’s hobbies and pastimes and decide who they would or would not like as a friend and why • complete a passport application form or <i>ein Ausweis</i> from a description of a person • write and/or give a speech as if they were their (imaginary) pet • using pictures of people displayed as <i>ein Familienstammbaum</i>, present the people, their age, interests, origin, physical characteristics and/or work and their relationships with each other. This could be a real or imaginary family and done as a spoken or written activity. Students can then question each other about the presentation. Students choose a person from the pictures in the presentation and describe, without naming them, and others guess who it is • reflect on their life story, including their family origins, and how these influence their world view and the way they communicate • view (part of) a video without the soundtrack and establish relationships between the people by noting non-verbal cues. Students discuss possible scenarios for what they are viewing, and techniques used to engage the audience. They then individually write the dialogue that the actors may be saying, compare their scripts with others, and record the ones the groups consider the best suited. Play the recordings for other audiences • read or listen to texts about people’s interests, beliefs and values and summarise them • individually translate a text/texts describing a person and compare their work to someone else’s • respond to <i>Der alte Mcdonald hatte einen Bauernhof</i> by writing and performing more verses for a younger audience • reflect on how their language use has evolved since primary school. 	

Focus – Ich bin jetzt in der siebten Klasse!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach?; Ja, ich mag Deutsch.; Wie findest du Mathe?; Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu ...; Ich hasse/liebe es.</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other, for example, <i>Ich drücke dir die Daumen.</i></p> <p>Interact and engage with members of the German-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p>	<p>Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt hier keinen Sportplatz.</i> selecting and using the appropriate form of 'you' (<i>du, ihr, Sie</i>) and its possessive adjective equivalents (<i>dein, euer, Ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich.</i> describing past events with the present perfect tense using a limited range of common verbs, for example, <i>Am Sonntag habe ich meine Hausaufgaben gemacht.</i> understanding and applying the 'verb as second element' (<i>Wir kommen morgen./Morgen kommen wir.</i>) and 'subject-time-object-manner-place' (STOMP) for main clauses (<i>Ich spiele jetzt Basketball.</i>) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch.; Zu Hause ist es oft sehr laut.</i> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the 	<p>Students exchange information, give opinions, share thoughts and feelings on their school, school subjects, timetables, and before and after school activities.</p> <p>Students also plan for a member of the German-speaking community to talk about their school experiences.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> school subjects, lesson times and timetables and opinions about them, for example, <i>Wann hast du Englisch?; Was hast du um dreizehn Uhr?; Um neun Uhr beginnt die Schule.; Ich habe Kunst.; Ich habe Mathematik gern, weil die Lehrerin sehr nett ist.; Die Schule endet um Viertel nach drei.</i> before, during and after school activities, including daily routine, for example, <i>Was machst du vor/nach der Schule?; Ich wache um 7 Uhr auf und dusche mich.; Es gibt drei Stunden vor der Pause.; Ich esse nichts zum Frühstück.; Nach der Schule fahre ich (mit dem Auto) nach Hause.</i> schools, their locations and buildings and rules, for example, <i>Unsere Schule ist ein Gymnasium in Bedford in Westaustralien.; Meine Schule hat vierunddreissig Klassenzimmer und zwei Tausend Schüler.; Es gibt eine Bibliothek, wo Frau Mill arbeitet.; Man muss eine Schuluniform tragen.; Man darf kein Handy in der Schule haben.</i> past school experiences, for example, <i>Was waren Ihre Lieblingsfächer in der Schule?; Ich bin in eine Grundschule in Albany gegangen.; Ich habe Japanisch gelernt.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> German school subjects and their shortened names, for example, <i>Reli</i> hours spent at school report cards and <i>der Zeugnistag</i> year levels and age groups the school year and school holidays stages of schooling and how the German school system has changed over time, for example, there are more <i>Ganztagsschulen</i> now how the German language readily accepts foreign (particularly English) words. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: card, conversation, description, discussion, email, flow chart, invitation, list, mind map, note, plan, presentation, report, role play, script, summary, survey and timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> expressing lack of comprehension and asking how to say something in German self-correction, both in spoken and written forms. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> exchange information on what subjects they study and their opinions of them research a famous German speaker and write his/her <i>Zeugnis</i>, reflecting their (imaginary) strengths and weaknesses. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=za6dC7ByQ8 Fact Check: German schools DW English. Diagram of school system and the number of years in each phase.</p> <p>https://www.youtube.com/watch?v=buMWO3E5GAY The German Education System. An amusing comparison between the German and American school systems.</p> <p>https://www.youtube.com/watch?v=z5ADDXZQs4M A day in my German school. Voiceover is in English, but visuals show a German <i>Grundschule</i>.</p> <p>Websites</p> <p>https://www.howtogermany.com/pages/germanschools.html German school system.</p> <p>https://www.german-way.com/history-and-culture/education/ Summary of education system in Germany, Austria and Switzerland.</p> <p>https://www.german-way.com/history-and-culture/education/the-german-school-system/ An overview of the different systems from <i>Kita</i> to <i>Uni</i>.</p> <p>https://www.thefamouspeople.com/german-sportspersons.php Famous German sports persons.</p> <p>https://www.fluentu.com/blog/german/famous-german-singers/ Famous German-speaking singers with hints on why each is relevant to learners of German.</p>

Focus – *Ich bin jetzt in der siebten Klasse!*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>subordinate clause after the main clause</p> <ul style="list-style-type: none"> describing destinations using prepositions, for example, <i>Wir fahren nach Adelaide.</i>; <i>Der Junge geht zum Bahnhof.</i>; <i>Sie sind in die Stadt gefahren.</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Understand that texts have different purposes, different audiences and different forms</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> View several <i>Stundenpläne</i> and discuss, for example, subjects taken, length of lessons and compare them to their own timetable. Discuss how cultural priorities are reflected in both systems. Design their ideal <i>Stundenplan</i>. listen to discussions of school days and complete (time) tables, answer questions and/or summarise the activities take part in a conversation in which they describe their daily routine prepare a plan of the school and label facilities in German, then present it with information, such as where facilities are located and/or people who work there read texts about school life and write a response to one describing their own situation write a story for a Year 3–6 student based on <i>A day in the life of ...</i> perform a role play in which participants exchange opinions about aspects of school compare two similar timetables to see when students have a class/classes in common provide information to someone so they can complete a timetable view a video clip of students at school without the soundtrack, then write a voice-over or an imaginary script of what the students in the clip are saying and present this to an audience prepare an invitation for a guest German speaker to talk to the class about their experiences in a German-speaking school in groups, prepare a set of questions for the guest speaker about their school experiences and nominate who will present which questions. Students take notes on answers given by the speaker, compare information understood with others and compile details as a class using a think-pair-share activity. Compare compiled information to their own school situation, personality and interests, decide which system they prefer and justify their choice. Write a thank you note or card to the speaker, in which they comment on their insights into the two systems develop a presentation of activities they do for hourly timeslots after school each day and then discuss when to meet their partner and/or invite and convince them to join in survey classmates regarding time spent on aspects of daily routine and present information visually to enable discussion as a class write an email to a German speaker describing a typical school day read a text of someone’s schooling history and summarise it. Students represent their own schooling history graphically, such as in a flowchart or mind map, and then practise describing it orally in simple terms with a partner, for example, <i>Zuerst bin ich in Adelaide in einen Kindergarten gegangen. Es war sehr einfach und interessant. Ich bin zunächst in eine Grundschule in Albany gegangen. Da habe ich Japanisch gelernt.</i> write a description of their schooling history and their thoughts about school for reading at a later stage, for example, in a subsequent year of German studies. Alternatively, the description could be read aloud to the class and everyone guesses who wrote it make a list of rules for their (ideal) school, including dos and don’ts individually translate (a) text(s) describing a person’s school experience and compare their translation to someone else’s respond to (an imaginary) text related to the focus by creating a role play based on (a section of) it. 	<p>Online resources</p> <p>https://www.wgu.edu/heyteach/article/how-think-pair-share-activity-can-improve-your-classroom-discussions1704.html Explanation of think-pair-share activity.</p> <p>https://www.edrawsoft.com/share-flowchart.php Free downloadable flowchart templates.</p> <p>https://www.edrawsoft.com/share-language-learning-mindmap.php Free downloadable mind map templates.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Welche Fächer magst du?</i> Part A: Students survey five classmates about their school subject likes and dislikes and note the answers.</p> <p>Part B: Students report their findings to the class in the form of an oral presentation in German with accompanying graph or chart.</p>

Focus – Bleiben wir zu Hause!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach?; Ja, ich mag Deutsch.; Wie findest du Mathe?; Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu ...; Ich hasse/liebe es.</i></p> <p>Engage in tasks and transactions that involve planning such as an activity for students new to high school, a languages expo at school, an excursion to the market or <i>Flohmarkt</i>, the cinema or a music concert, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt hier keinen Sportplatz.</i> selecting and using the appropriate form of ‘you’ (<i>du, ihr, Sie</i>) and its possessive adjective equivalents (<i>dein, euer, ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich.</i> selecting the correct personal pronoun for ‘it’ (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön.; Ich habe ihn bei ... gekauft.</i> describing past events with the present perfect tense using a limited range of common verbs, for example, <i>Am Sonntag habe ich meine Hausaufgaben gemacht.</i> understanding and applying the ‘verb as second element’ (<i>Wir kommen morgen./Morgen kommen wir.</i>) and ‘subject-time-object-manner-place’ (STOMP) for main clauses (<i>Ich spiele jetzt Basketball.</i>) and realising that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch.;</i> 	<p>Students exchange information, give opinions, share thoughts and feelings on social events at home: celebrating a birthday, having a sleepover, themed party or barbeque. They plan events and send invitations, and learn aspects of table etiquette and celebrations, such as Christmas and New Year.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> phone numbers and answering the phone, for example, <i>Was ist deine Telefonnummer? Meine Nummer ist ...</i> using the 24-hour clock, for example, <i>Wann beginnt die Party? Um siebzehn Uhr.</i> inviting someone to a sleepover, birthday or themed party, or barbeque, for example, <i>Komm zu meinem Haus für eine Geburtstagsparty/Übernachtungsparty!; Willst du am Samstagabend zu einer Grillparty kommen? Ja, gerne./Leider kann ich nicht, weil ...</i> giving directions to a person’s house, for example, <i>Wie komme ich (am besten) zu deinem Haus?; Nehmen Sie/Nimm die dritte Strasse links.; Gehen Sie/Geh geradeaus.; Biegen Sie/Bieg (nicht) rechts ab.; Mein Haus ist auf der linken/rechten Seite.</i> offering ideas for suitable Christmas/birthday gifts, and wishes, for example, <i>Was schenken wir Helga zum Geburtstag?; Herzlichen Glückwunsch zum Geburtstag!; Ich weiss, dass Helga gern Schokolade isst./Bücher liest.; Ich weiss nicht, ob das eine gute Idee ist.</i> asking and responding to questions about food and drink, for example, <i>Möchtest du lieber Wasser oder eine Cola trinken?; Kann ich etwas mitbringen?; Er bringt Popcorn mit, ich bringe Würste.; Wir brauchen Käse und Kartoffeln.; Wie findest du italienisches Essen? Es ist lecker.</i> celebrating (religious) events, for example, <i>(Wie) feiert deine Familie Weihnachten? Wir feiern Weihnachten nicht. Wir essen/trinken viel. Wir geben einander Geschenke.</i> how people celebrate events of cultural significance, for example, <i>Wie feiern die Schweizer/die Australier das Neujahr?; Es gibt Feuerwerke.; Die Leute trinken Sekt.</i> discussing food and drink customs at social events, for example, <i>Was isst deine Familie (normalerweise) zu Weihnachten?; Die Deutschen essen Fisch oder Gans zu Weihnachten.; Ich weiss nicht, ob die Deutschen Schweinefleisch zu Weihnachten essen.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> table etiquette how to answer the phone and say telephone numbers in German the use of the 24-hour clock for official times, such as on event posters or timetables the significance of and customs associated with civil holidays, for example, <i>den 26. Oktober = der Nationalfeiertag in Österreich</i> and religious holidays, for example, <i>Fasching</i> (Carnival) stereotypes relating to eating habits, values and/or experiences during celebrations/commemorations in Australia and German-speaking countries, for example, German speakers usually sing ‘Happy birthday’ in English how non-traditional celebrations, such as Halloween, have become more common in German-speaking countries. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required the textual conventions of the following: advertisement, chart, diary entry, email, invitation, letter, poster, role play and Venn diagram.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=zWww_3g1iNA How German phone numbers work.</p> <p>https://www.youtube.com/watch?v=rY-c-M-YF8U The German Food Culture Get Germanized.</p> <p>Websites</p> <p>https://www.fluentu.com/blog/german/phone-call-in-german/ German telephone etiquette.</p> <p>https://www.german-way.com/history-and-culture/holidays-and-celebrations/holidays-and-celebrations-calendar/#oct Holiday and festivities calendar for Austria, Germany and Switzerland.</p> <p>https://www.kika.de/sendungen/index.html A publicly operated German children’s channel.</p> <p>https://www.fluentu.com/blog/german/phone-call-in-german/ 20 simple sentences for making a phone call in German.</p>

Focus – Bleiben wir zu Hause!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p><i>Zu Hause ist es oft sehr laut</i></p> <ul style="list-style-type: none"> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main clause <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Understand that texts have different purposes, different audiences and different forms</p> <p>Recognise that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> cooperating and collaborating with others to solve a problem using graphic organisers, for example, PMI charts and diagrams, to prepare and/or organise text (spoken and/or written). <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> present a role play about telephoning a friend and inviting them to a celebration at home write an invitation/email to a friend and/or adult regarding a celebration at home, providing the reason for the celebration, date and time of the event, directions to the house, what to bring and request a reply reply to an invitation to a celebration, stating whether they can come or not and providing details, such as a reason for non-attendance or requesting additional information reflect on how history and beliefs are embedded in a culture’s civil and religious holidays and customs read or listen to texts related to food and drink customs in German-speaking countries and Australia and present the information in a visual format create an advertisement or poster for a themed school event, including time, date, venue and things to do and eat email a German speaker (such as an assistant or parent) to invite them to an event or celebration discuss experiences at Australian holiday times, such as New Year or Christmas. Students then reflect on how ‘typical’ their family celebrations are write a letter to a German speaker, providing information about (birthday) celebrations and favourite holiday(s), and/or customs for civic and/or religious holidays in Australia categorise sentences that describe activities during a celebration, for example, Austrian and Australian customs at New Year in a (Venn) diagram or chart. Students then discuss possible reasons for similarities and differences listen to a conversation, take notes and write the email or invitation that came before the conversation, for example, a conversation in a restaurant, cinema or museum with clues about participants’ names, dates and times and meeting place. Students make up any missing information view a number of possible presents, associated prices, and descriptions of people and their interests and decide which present/s would be most appreciated. Students propose other suitable presents and the class determines a ‘definitive’ list. Students might also have a limited amount to spend, from which they have to provide every person with a gift write a simple diary entry about a past celebration at home or school. Students include such things as who was invited, who came, what time the event started and finished, what they ate and did view words that have come into German in the recent past along with some fake words that look ‘German’ and guess which ones are correct. Students guess the meaning of real words match sentences using (English) words that have been adopted by German speakers to sentences using ‘traditional’ German vocabulary, for example, <i>Er geht shoppen = Er geht einkaufen</i>. 	

Focus – Gehen wir aus?

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<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach?; Ja, ich mag Deutsch.; Wie findest du Mathe?; Ich finde Geschichte interessant. Und du?; Ich stimme nicht zu ...; Ich hasse/liebe es.</i></p> <p>Engage in tasks and transactions that involve planning such as an activity for students new to high school, a languages expo at school, an excursion to the market or <i>Flohmarkt</i>, the cinema or a music concert, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and</p>	<p>Explore the German pronunciation of loan words from English and other languages, for example, <i>Job, Restaurant, Pizza</i></p> <p>Compare punctuation rules in English and German, considering aspects such as the distribution and functions of commas, the style of quotation marks for direct speech and the writing of numbers less than one million as one word</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> noticing the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein bester Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring.; Es gibt hier keinen Sportplatz.</i> selecting and using the appropriate form of 'you' (<i>du, ihr, Sie</i>) and its possessive adjective equivalents (<i>dein, euer, Ihr</i>) according to the audience, for example, <i>Sind Sie Frau Wagner?; Hast du dein Geld mit?; Ihr seid pünktlich.</i> selecting the correct personal pronoun for 'it' (<i>er/sie/es; ihn</i>) for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön.; Ich habe ihn bei ... gekauft.</i> describing past events with the present perfect tense using a limited range of common verbs, for example, <i>Am Sonntag habe ich meine Hausaufgaben gemacht.</i> understanding and applying the word order rules 'verb as second element' (<i>Wir kommen morgen</i> or <i>Morgen kommen wir.</i>) and 'subject-time-object-manner-place' (STOMP) for main clauses (<i>Ich spiele jetzt Basketball.</i>) and realising that German 	<p>Students exchange information, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, a music concert or a German restaurant. They make arrangements about where and when to meet, and how to get there. They negotiate what to see or do and participate in transactions at a café or restaurant and taking public transport.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> making arrangements to go out, for example, <i>Möchtest du lieber ins Kino oder in die Stadt gehen?; Hast du Lust, ins Kino zu gehen?</i> meeting someone, for example, <i>Wo/wann treffen wir uns?; Sagen wir, um sieben vor dem Kino?; Ich komme, wenn Peter (nicht) kommt.</i> going to the cinema or music concert, for example, <i>Gehen wir zum Open-Air-Kino/Rockkonzert?; Zwei (Eintritts)karten für ...; Wann beginnt der Film/das Konzert? Er/Es beginnt um neunzehn Uhr.</i> giving opinions about a film, music or food, for example, <i>Was für einen Film ist es? Es ist ein Horrorfilm.; Es ist ein spannender/schrecklicher/lustiger Film.; Wie findest du Rockmusik?</i> going to a restaurant, for example, <i>Was möchten Sie? Zweimal Hühnersalat mit Kartoffeln, bitte.; Sonst noch etwas?; Wir müssen ein Trinkgeld geben.</i> describing a past outing, such as to a restaurant, museum, cinema or picnic, for example, <i>Wir sind ins Café gegangen und ich habe einen Kaffee getrunken.; Im Café habe ich einen Kaffee getrunken und eine Pizza gegessen.; Hast du einen Hamburger oder eine Pizza gegessen?</i> taking public transport, for example, <i>Nehmen wir den Bus? Ich würde lieber den Zug nehmen./Ja, natürlich. Nehmen wir ihn!; Drei Karten zum Stadtzentrum, bitte.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> public transportation systems in large German-speaking cities and compare with Australia eating habits at home and in cafés/restaurants in German-speaking countries and in Australia, including tipping culinary words from other languages and/or cultures, for example, French, Greek and Turkish German-speaking cinema or music stars the importance of fairy tales in German culture. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, blog post, comic strip, conversation, diary entry, fairy tale, invitation, menu, message, poster, role play, script, storybook and table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> explaining their understanding of a grammatical concept to someone else skimming and scanning to locate key words. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> from a selection of invitations or event advertisements, choose one they would like to accept or attend and explain why participate in transactions at a café set up in the classroom. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=43iRooi7cvY Dining Out in Germany – <i>Auswärts Essen in Deutschland</i> German Culture. Table etiquette from an American adult perspective.</p> <p>https://www.youtube.com/watch?v=NrgHvZxbVsc How to Order in Germany German Culture. Sentences on screen, spoken and then time to repeat.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Was schauen wir heute Abend im Kino?</i> Part A: Students view a cinema program, listen to a dialogue, and answer questions about both in English. Part B: Students write the script of a role play in which they discuss going to see a movie with their friend.</p> <p>Websites</p> <p>https://www.german-way.com/travel-and-tourism/germany-for-tourists/city-guides-germany/munich/oktoberfest-in-munich/ Oktoberfest trivia and prices.</p> <p>https://www.ndr.de/fernsehen/service/leichte_sprache/Die-Bremer-Stadtmusikanten,stadtmusikantenleicht_esp100.html <i>Die Bremer Stadtmusikanten</i> The Bremen Town Musicians told in simple German with text read aloud.</p>

Focus – *Gehen wir aus?*

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<p>communication</p>	<p>word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch.; Zu Hause ist es oft sehr laut.</i></p> <ul style="list-style-type: none"> linking and sequencing events and ideas using common conjunctions (<i>dass, ob, wenn, weil</i>), usually with the subordinate clause after the main clause describing destinations using prepositions, for example, <i>Wir fahren nach Adelaide.; Der Junge geht zum Bahnhof.; Sie sind in die Stadt gefahren.</i> recognising some ‘two-way’ prepositions (<i>Wechselpräpositionen</i>), for example, <i>Die Flasche ist auf dem Tisch.; Stellt die Flasche auf den Tisch.</i> referring to quantities of people and things using cardinal numbers up to a billion, for example, <i>Deutschland hat 81,9 Millionen Einwohner.</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interactions</p> <p>Understand that texts have different purposes, different audiences and different forms</p> <p>Recognise that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> read menu choices and advise someone with special dietary requirements on what they should and should not choose present a role play phoning a restaurant and making a reservation. Students compare the register of language with the role play in the last focus when students invited a friend to a celebration record a phone message for booking a table at a restaurant, stating the number of people, time and date, and special dietary considerations role play a (phone) conversation in which participants discuss an outing. Students discuss where to meet and directions for getting there plan a class outing to an imaginary restaurant. Students prepare menus and describe the restaurant to others, who vote on where they would like to go. At the restaurant they use the chosen menu to present a role play in which they order food. They could also write a blog post in which they critique the restaurant, describing what they ate and how it tasted compare menus from similar restaurants or cafés in a German-speaking country and Australia, summarising information in the German menus under appropriate headings. Students reflect on the information from a cultural perspective plan an excursion to a cinema or restaurant, by discussing expectations, times, modes of transport and/or where to meet view and discuss advertisements for music concerts or films, or summarise information in a table, making inferences about unknown details in pairs write and perform a skit about a disaster date design a poster for a themed restaurant and explain it to others, answering questions such as <i>Wo? Wann ist es geöffnet? Was sind die Spezialitäten? Was kostet ...? Was für Kunden essen hier (normalerweise)?</i> role play buying tickets on public transport, to an event or at a cinema, according to prompt cards or realia read a script of a dialogue in a restaurant then write it in narrative form in the past write a blog post or diary entry after viewing restaurant menus or cinema posters or after an excursion listen to a message left on an answering machine and summarise it in English take a phone call for another person and leave a written message for them in German in pairs follow prompts on cue cards related to <i>Who? What? When? Where? and Why?</i> to produce a script for a play or a storybook for a younger audience based on a social event read a text about the consumption of quantities of food and read the figures aloud in German, or match the numbers written as words to the ones written as figures reflect on how their language use has evolved over time read and listen to the text of <i>Die Bremer Stadtmusikanten</i> and engage with it by, for example, ordering the events in the story, matching verbs to characters, reciting sections of the story for others, filling gaps in sentences with appropriate words respond to techniques in <i>Die Bremer Stadtmusikanten</i>, such as repetition of events and the use of pictures to aid comprehension reflect on the importance of fairy tales for children in their own culture and family traditions create a children’s storybook with images from one character’s point of view and present it to another (younger) class read an imaginative text and create a comic strip based on it. 	