



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)

Acknowledgement of Country

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

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

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

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in German, focusing on extending their oral and written communication skills and their understandings of German language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the German: Second Language Pre-primary to Year 10 syllabuses <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 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>Teenager-Leben</i> (Teenage life)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Als ich zehn Jahre alt war spielte ich oft mit Holzblöcken, nun lerne ich Mathematik. In der Zukunft möchte ich Architekt werden; Es ist kompliziert, ein Teenager zu sein, weil ...; Es gefällt mir Teenager zu sein, weil ich selbständig sein kann; Du solltest mit deinem Freund sprechen, weil ...; Was würdest du an meiner Stelle machen? Ich streite oft mit...</i></p> <p>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p>Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts</p>	<p>Recognise the ways in which written language is different from spoken language such as being more crafted, elaborated and complex, with use of interrelated clauses and support details</p> <p>Recognise and respond to challenges associated with clarity and pace in audio texts such as railway station announcements or recorded phone messages and variations or differences in pronunciation to ensure clarity, for example, <i>zwei/zwo; Juli</i> (pronounced as <i>Julei</i>)</p> <p>Increase control of context-related vocabulary and extend grammatical knowledge of grammatical elements, including:</p> <ul style="list-style-type: none"> recognising when to use appropriate tense (present, present perfect, simple past, future) with a range of regular and irregular verbs, including, common reflexive verbs, transitive and intransitive verbs, modal verbs and verbs with separable and inseparable prefixes using the different imperative forms of verbs for peers and adults, for example, <i>Spiel/Spielt/Spielen Sie mit! Sei/Seid/Seien Sie willkommen!</i> connecting and contrasting ideas, events and actions using a variety of conjunctions and cohesive devices, including embedded clauses such as relative clauses and noticing the word order, for example, <i>Um Geld zu haben, muss man einen Job finden; Entweder werde ich Klempner oder Elektriker. Der Film, den du sehen willst, läuft jetzt im Kino</i> noticing and experimenting with compound forms such as common <i>da-</i> and <i>wo(r)</i> - constructions, for example, 	<p>Students maintain interactions orally and in writing to share and compare personal opinions about aspects of teenage life and relationships. They also access and exchange information about teenage life in Australia and Germany.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the German: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to sharing feelings, views, opinions and experiences covered in the Year 7 and Year 8 syllabuses; for example, <i>Meine Schwester stört mich, weil ...; Hast du ein Lieblingsfach? Ja, ich mag Deutsch; Letztes Jahr haben wir Karten bis Mitternacht auf dem Balkon gespielt und dann das Feuerwerk gesehen.; Was ich hasse/liebe ist... weil ...</i> expressing what one can, must, should or wants to do; for example, <i>Wir können Zeit miteinander verbringen.; Ich darf nicht nach 21 Uhr ausgehen.; Ich muss viel lernen um gute Noten zu bekommen.</i> contrasting and comparing ideas; for example, <i>Der Film, den ich gestern gesehn habe war sehr interessant.; Es hat mir immer Spaß gemacht in die Tanzschule zu gehen.</i> expressing the order in which actions/events happen; for example, <i>Außerdem müssen wir Oma besuchen.</i> describing their interests and the groups they belong to; for example, <i>Ich bin Teil einer Theatergruppe/einer Fußballmannschaft.; Ich interessiere mich für...; Meine Lieblingsbeschäftigung ist...; Meine Leidenschaft ist...</i> making alternative arrangements using vocabulary and expressions such as <i>statt, ändern, Es wäre weniger gefährlich ins Kino zu gehen., Ich würde lieber tanzen.</i> discussing aspects of teenage life and making comparisons; for example, <i>Als ich in der Grundschule war, brauchte ich keinen Wecker, weil meine Mutter kam und mich weckte.; Jetzt, als Teenager, übertragen mir meine Eltern mehr Verantwortung und ich muss alleine aufstehen</i> sharing experiences and opinions about relationships with friends and family; for example, <i>Meine Beziehung zu meinen Eltern ist ziemlich schwierig, weil wir sehr unterschiedliche Meinungen über meine Kleidungswahl und Freunde haben.; Meine beste Freundin und ich verstehen uns sehr gut, weil wir uns seit dem Kindergarten kennen und die gleichen Interessen haben.</i> talking about past, present and future events; for example, <i>In der Grundschule hatten wir viel weniger Hausaufgaben.; Als ich in der Grundschule war, brauchte ich keinen Wecker.; Am Wochenende möchte ich gerne mit Jana und Hanna Bungee Jumping gehen.; Wenn ich älter bin, kann ich machen, was ich will und ich werde um die ganze Welt reisen.; Meine Beziehung zu meinen Eltern ist ziemlich schwierig.; Dieses Jahr muss man im Gymnasium gut organisiert sein, denn es gibt viel mehr Aktivitäten als letztes Jahr.; Dieses Wochenende werden wir ins Kino gehen.</i> comparing past and present events; for example, <i>In meiner Jugend gab es das nicht.; Als ich in Ihrem Alter war, haben wir viel gelesen, weil wir nicht alle diese Technologien hatten.; Heutzutage wissen junge Menschen nicht mehr, wie man interagiert.; Sie verbringen zu viel Zeit in den sozialen Medien.</i> 	<p>Audiovisual texts</p> <p>Learn German with Anja – Easily understand the German Tenses! - <i>Die deutschen Zeitformen!</i> https://www.youtube.com/watch?v=XAudwCE6VE0</p> <p>YourGermanTeacher – German Tenses The German Present Tense Explained A1 Beginner https://www.youtube.com/watch?v=Ya-3_64snmo</p> <p>Marcus’ Language Academy – DE#14 German Future Tense German for Beginners Marcus’ Language Academy https://www.youtube.com/watch?v=Qa4NeyCnw</p> <p>Learn German with Anja – German Lesson 33: Introduction to German MODAL VERBS (can, must, want etc) https://www.youtube.com/watch?v=RrfgbBp6Sci&t=100s</p> <p>mugridge language – German Translation Practice: modal verbs (present tense) https://www.youtube.com/watch?v=dB_3appcveY</p> <p>mugridge language – The Past Tense in German https://www.youtube.com/watch?v=B54c_qfJ6xG0</p> <p>Connect2German – Simple Past in German, part 1 https://www.youtube.com/watch?v=Hb53iLanJx4</p> <p>Learn German with Anja – When to use Perfect and Simple Past in German (<i>Präteritum</i> vs <i>Perfekt</i>) https://www.youtube.com/watch?v=kFu5ZTL_jzA</p>

Focus –Teenager-Leben (Teenage life)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p><i>Was machst du damit?; Woran erinnerst du dich?</i></p> <ul style="list-style-type: none"> linking and sequencing events and ideas using a range of cohesive devices, including adverbs (<i>danach, vorher, dann, früher</i>) and common conjunctions (<i>als, dass, obwohl, wenn, weil</i>), usually with the subordinate clause after the main clause 	<ul style="list-style-type: none"> expressing similarities and difference to describe life in Australia and Germany; for example, <i>Jugendliche in Deutschland haben mehr Freiheiten als in Australien.; Wir haben die gleichen Aktivitäten wie die deutschen Jungen.</i> expressing opinions and feelings to describe one’s point of view about activities; for example, <i>Das ist langweilig, Bungee-Jumping ist etwas ganz Tolles.; Das ist ganz ungefährlich.; Es macht so viel Spaß!</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> the similarities and differences between the lifestyle of Australian and German-speaking teenagers the importance of using the appropriate terms of address between teenagers and adults the use of formal and informal language and why it is important to use the correct register the different expressions that teenagers may use among themselves the similarities and differences in relationships with parents, friends and teachers experienced in Australia and in German-speaking countries the differences between school life in primary and secondary schools in German-speaking countries the types of pressure a teenager can experience, such as schoolwork, friendships, and lack of free time and how responsibilities change as young people get older. <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: interview, list, poster, presentation, profile, role-play, timeline.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features paraphrasing and simplifying linguistic elements to create new text reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures related to hobbies, making alternative arrangements for the weekend, teenage life and relationships by completing a range of activities; for example, matching activities and translating games, using applications such as Quizlet, Kahoot and Education Perfect and online resources such as Languages Online UK talk about and make a list of words and phrases related to teenage life and relationships based on various audiovisual clips such as those recommended from the Easy German YouTube channel. Have students compare their lists and add words and phrases to their lists using an activity such as Give one, get one (see details in the Resources column) reinforce grammatical items, tenses and vocabulary related to teenage life and relationships using the various activities from the audiovisual clips recommended from Languagesonline.org.uk, German Very Easy and Liveworksheets.com conduct an interview about hobbies with a partner, asking questions such as <i>Was ist dein Hobby?; Was magst du gern in deiner Freizeit?; Was machst du in deiner Freizeit?; Was machst du am Wochenende?; Was hast du am Wochenende gemacht?</i> after having viewed the audiovisual clips <i>Was machst du am Wochenende?</i> Learn 	<p>YourGermanTeacher – <i>Als vs Wie?</i> Comparison in German and how to use them https://www.youtube.com/watch?v=bkPT2RYells</p> <p>Easy German Talking about emotions in German Super Easy German (95) https://www.youtube.com/watch?v=3-pV9tY4VDg</p> <p>Learn German – B1 - Lesson 27 <i>Meinung sagen</i> express opinion <i>Goethe Zerifikat B1</i> Learn German intermediate https://www.youtube.com/watch?v=RvYpx7eFTlo</p> <p>Learn German with Mr Ferguson – Giving your opinion in German! (<i>Deutschunterricht mit Herrn Ferguson</i>) https://www.youtube.com/watch?v=1wBqnUI20a0</p> <p>Learn German with Anja – German Lesson 50: <i>Was machst du in deiner Freizeit?</i> // German freetime Vocabulary https://www.youtube.com/watch?v=V9F5xwlfopg</p> <p>Coffee Break Languages – <i>Was sind deine Hobbys?</i> Talking about your hobbies in German - Coffee Break German to Go Episode 10 https://www.youtube.com/watch?v=Aet1bZ_4O94</p> <p>lingoni GERMAN – <i>Sommerprogramm #19 - Was machst du am Wochenende?</i> – How to Respond?! A2/B1 https://www.youtube.com/watch?v=S38r8EgegtU&t=340s</p>

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		<p>German with Anja, <i>Was sind deine Hobbys?</i> – Coffee Break Languages Sommerprogramm #19 – <i>Was machst du am Wochenende?</i> – lingoni German and <i>Was hast du am Wochenende gemacht?</i> – <i>Deutsch mit Inap</i></p> <ul style="list-style-type: none"> • compare their interests and make a group/class profile, ranking them from most to least popular and ensure that the concept of comparison (<i>Als/Wie</i>) and comparative and superlative have been understood • role-play making alternative arrangements for the weekend with a friend. Ask students to discuss and compare three activities they would like to do on the weekend, giving information about each activity, such as location and the possible risk related the chosen activity. Have students disagree on the activities and organise alternative arrangements, including a reason • give a presentation in German about a comparison of the class’s favourite and least favourite leisure activities, plans for the weekend and activities done last weekend • watch the audiovisual clip Easily understand the German Tenses! and develop a timeline, similar to the timeline from www.colanguage.com, for students to use and write their own timeline about their time at primary and secondary school, to reinforce understanding of tenses • complete a table comparing teenage life of young people in Australia and in German-speaking countries after viewing the audiovisual clips such as <i>Als vs Wie</i> from YourGermanTeacher, Growing up in Germany – Elena, Young People in Germany: Role Models, Hobbies and Age Limits Meet the Germans – DW Euromaxx, Friendship in Germany and Do Germans argue with their parents and the online resources from German Very easy on Comparative and Superlative • prepare a list of questions and interview a person from an older generation about their teenage life and design a poster to display their findings in the class • complete formal summative assessment using the following assessment task: <ul style="list-style-type: none"> ▪ <i>Pläne fürs Wochenende</i> (Plans for the weekend) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in accessing, summarising and conveying information in a written text they have read. ○ Part B – students demonstrate their skills in writing in German the script of a role-play between two friends who make alternative arrangements for the weekend. ▪ <i>Erwachsene werden</i> (Growing up) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in speaking German by presenting the findings of an interview they conduct on teenage life then and now. ○ Part B – students demonstrate their skills by presenting in German the findings of an interview they conduct after researching the similarities between teenage life in Australia and teenage life in German-speaking countries. 	<p><i>Deutsch mit Inap</i> – A1- Lesson 61 <i>Sprechen A1</i> <i>Was hast du am Wochenende gemacht?</i> <i>Das Perfekt</i> the perfect tense https://www.youtube.com/watch?v=FJ58QZzEh90</p> <p>DW Euromaxx – Young people in Germany: Role Models, Hobbies and Age Limits Meet the Germans https://www.youtube.com/watch?v=vEWzQ1_U5dM</p> <p>Easy German – Friendship in Germany Easy German 404 https://www.youtube.com/watch?v=BPVFfbX2Ew0</p> <p>Easy German – Do Germans argue with their parents? Easy German 397 https://youtu.be/qKzWk8lg4o</p> <p>Elena – Growing Up in GERMANY https://www.youtube.com/watch?v=z9fzuM72oss</p> <p>Athil Anees – Differences between Life ; Then and Now Comparison of Life between then and now!! https://www.youtube.com/watch?v=YQIP8J3fBKY</p> <p>Websites</p> <p>Germanpos101 – Talking About Your Plans https://www.germanpod101.com/german-vocabulary-lists/talking-about-your-plans</p> <p>Colanguage – Tenses and conjugation of German verbs https://www.colanguage.com/tenses-and-conjugation-german-verbs</p> <p>Languages Online – The present tense https://www.languagesonline.org.uk/German/Grammar/Present_Tense/index.htm</p>

Focus –*Teenager-Leben* (Teenage life)

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			<p>Languages Online – Modal verbs https://www.languagesonline.org.uk/German/Grammar/Modal_Verbs/Index.htm</p> <p>Languages Online – Talking about Future Plans https://www.languagesonline.org.uk/German/Grammar/Future/index.htm</p> <p>Languages Online – The Perfect Tense https://www.languagesonline.org.uk/German/Grammar/Perfect_Tense/index.htm</p> <p>Languages Online – <i>Hobbys und Freizeit</i> https://www.languagesonline.org.uk/German/Deutsch_Anfanger/Hobbys/Index.htm</p> <p>German Very Easy – Comparative and Superlative Adjectives in German https://www.germanveryeasy.com/comparative-and-superlative</p> <p>Liveworksheets – <i>Perfekt – haben oder sein + Partizip II</i> – A2-B1 by Dafny https://www.liveworksheets.com/worksheets/de/Deutsch_als_Fremdsprache_(DaF)/Perfekt/Perfekt_-_haben_oder_sein_%5E_Partizip_II_-_A2-B1_bx1600864ke</p> <p>Liveworksheets – <i>Die Zukunft (Futur I)</i> by Frau_Rower https://www.liveworksheets.com/worksheets/de/Deutsch_als_Fremdsprache_(DaF)/Grammar/Die_Zukunft_(Futur_I)_ny3390454qj</p> <p>Online resources</p> <p>The Edvocate – How to implement the give one, get one teaching strategy in your classroom https://www.theedadvocate.org/how-to-implement-the-give-one-get-one-teaching-strategy-in-your-classroom/</p>

Focus –*Teenager-Leben* (Teenage life)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
			<p>To reinforce vocabulary and phrases, access the following sites</p> <p>Education Perfect https://www.educationperfect.com/</p> <p>Quizlet https://quizlet.com/</p> <p>Kahoot https://kahoot.com/schools-u/</p> <p>Languages Online – <i>Deutsch</i> https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Pläne fürs Wochenende</i> (Plans for the weekend)</p> <p><i>Erwachsene werden</i> (Growing up)</p>