

# Year 3 Syllabus

## Year Level Description

Year 3 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in German, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the German language, experimenting with intonation patterns and with the pronunciation of short and long single vowel and diphthong sounds. They write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as using present tense forms of irregular verbs and understanding and describing current and recurring actions using verbs, to generate language for a range of purposeful interactions. They begin to develop a metalanguage in German for talking about language,

using terms similar to those used in English.

Students are encouraged to describe their German learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use German as much as possible for classroom routines, social interactions and for learning tasks.

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## Communicating

### SOCIALISING

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Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example,

Ich habe einen Bruder und zwei Schwestern;

Das ist mein Onkel; Meine Schwester ist zehn Jahre alt. Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics; Ich liebe meine Oma; Meine Mutter ist schön

## Understanding

### SYSTEMS OF LANGUAGE

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Experiment with the pronunciation of short and long single vowel and diphthong sounds, including ja, rot, singen, Sport, Winter, zwei

Recognise and use the Eszett and Umlaut to pronounce and write familiar German words

Experiment with intonation patterns


Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks

Participate in routine exchanges such as asking each other how they are and offering wishes, for example, Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?

[\(ACLGEC120\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?

[\(ACLGEC121\)](#)

 Literacy

Recognise and write high-frequency words and expressions in familiar contexts

[\(ACLGEU131\)](#)

 Literacy

 Critical and creative thinking

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, der Bruder, ein Bruder, er
- noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, Rotkäppchen hatte einen Korb
- using the possessive adjectives mein/e and dein/e or a form of haben and an indefinite article to

 Critical and creative thinking

 Personal and social capability


## INFORMING

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Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

[\(ACLGEC123\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts

[\(ACLGEC124\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

express a relationship to a person, for example, Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder

- comparing pluralisation of some nouns in German and English and using die for plural nouns in German, for example, der Apfel/die Äpfel
- describing a relationship using a possessive adjective, for example, mein/e, dein/e, sein/e, ihr/e
- understanding and using pronouns to refer to people, for example, ich, du, er, sie (singular); wir, ihr, sie (plural); Sie heißt Anna, Sie heißen Ben und Sarah
- using present tense forms of irregular verbs such as haben and sein and recognising similarities to the English verbs 'to have' and 'to be'

## Intercultural understanding

### CREATING

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Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes

[\(ACLGEC125\)](#)


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports

[\(ACLGEC126\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

- understanding and describing current and recurring actions using verbs such as essen, fliegen, fressen, laufen, leben, schwimmen, sprechen and trinken
- understanding the meaning of and using common time phrases and cohesive devices, for example, gestern, heute, dann and zuerst

Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English

[\(ACLGEU132\)](#)

 Literacy

 Critical and creative thinking

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal German texts

[\(ACLGEU133\)](#)


 Literacy

 Numeracy


 Intercultural understanding


## TRANSLATING

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Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret ([ACLGEC127](#)) 

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## REFLECTING

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Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness ([ACLGEC129](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Information and Communication

Technology (ICT) capability


 Critical and creative thinking

## LANGUAGE VARIATION AND CHANGE

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Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use ([ACLGEU134](#))

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

## ROLE OF LANGUAGE AND CULTURE

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Notice differences between German, Australian and other cultures' practices and how these are reflected in language ([ACLGEU136](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

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## Achievement standard

At standard, students interact and socialise with their teacher and others in classroom situations, to exchange information in detail about friends and family members. They talk about likes and dislikes using mostly descriptive or expressive modelled language. They follow instructions and use formulaic expressions such as *Wie bitte?* or *Ich verstehe das nicht* to ask questions, make statements, request assistance or ask for permission. They locate specific points of information in a range of short texts, and convey factual information and interpret familiar vocabulary related to their personal worlds in simple statements or short descriptions. They participate in and respond, at times with occasional guidance, to a range of short imaginative texts, through preparing and rehearsing short presentations. They create and perform short imaginative texts, with occasional guidance, using familiar and modelled language. They use appropriate modelled strategies to translate common words in simple texts and attempt to identify less familiar words that are difficult to interpret. Students identify similarities and differences between German and their own language(s) and culture.

Students experiment with intonation patterns and specific vowel and diphthong sounds such as *ja*, *rot* and *Sport*. They are aware that German uses the same alphabet as English, but they identify and use special elements of German spelling and pronunciation, such as *ß* and Umlaut. They use vocabulary and apply basic elements of grammar in simple spoken and written texts with a satisfactory level of accuracy, such as recognising gender and definite/indefinite articles, for example *der Bruder* and *ein Bruder*. Students use adjectives with the verb *sein* such as *Meine Mutter ist intelligent*, or in combination with an article and noun, where an

adjective ending is required such as Er hat braune Augen. They use pronouns such as ich, du, er, sie, wir, ihr and sie and possessive adjectives such as mein and dein, together with forms of the verbs haben and sein to refer to people and express relationships between them. They use question words such as wie, wer, was and ja/nein questions. They use common phrases and conjunctions to talk about time and occurrence. Students begin to describe, with guidance, how the German language works, using terms similar to those used in English. Students apply some of the language features and textual conventions in simple, familiar texts. They show how language use varies according to gender, age and context, and identify and provide an example of differences in cultural practices and how these are reflected and represented in language.

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