

# Year 4 Syllabus

## Year Level Description

Year 4 German: Second Language builds on the skills, knowledge and understanding required to communicate in the German language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in German, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the German language, experimenting with encoding and decoding familiar German words using alphabetic knowledge. They notice and use context-related vocabulary and apply 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. Students begin to develop a metalanguage in German for talking about language, using terms similar to those used in English.

Students are encouraged to define their German learning experiences and make connections between culture and language use by identifying

vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use German as much as possible for social interactions and in learning tasks.

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## Communicating

### SOCIALISING

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, Wie spät ist es? Es ist viertel vor neun; Ich stehe um 7.30 Uhr auf. Dann frühstücke ich; Ich schwimme und surfe oft; Was ist dein Lieblingsfach? Ja, ich mag Deutsch. Wie findest du Mathe?; Ich finde Sport interessant. Und du?

[\(ACLGEC120\)](#)

## Understanding







### SYSTEMS OF LANGUAGE

Experiment with encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (sch) and vowel combinations (au, ei, eu, ie)






Understand that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations, for example, Du bist acht; Du bist acht?; Du bist acht!

Recognise and apply basic rules for German pronunciation

Understand and apply punctuation

-  Literacy
-  Numeracy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities  
[\(ACLGEC121\)](#)

-  Literacy
-  Numeracy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability




## INFORMING

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Locate and process factual information in a range of written,

rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, die 3. Klasse and 9,50 Euro and capitalisation rules

Write high-frequency words and expressions in familiar contexts  
[\(ACLGEU131\)](#)

-  Literacy
-  Numeracy
-  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:

- describing capabilities and preferences using limited forms of the modal verbs können and mögen, for example, Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen
- recognising and describing past events using the simple past tense of familiar verbs such as

spoken, digital and multimodal texts related to their personal and social worlds


[\(ACLGEC123\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

[\(ACLGEC124\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## CREATING

Participate in and respond to a range of imaginative texts,

war, hatte, ging, sah, spielte and machte

- joining words, phrases and sentences using und, oder and aber
- understanding and formulating questions using subject–verb inversion, for example, Magst du Sport?
- understanding a range of question words and the intended/related answer, for example, woher, welcher and wie viel
- locating events in time with regard to days, months, seasons and ‘half past’ time, for example, Ich spiele im Winter Fußball; Die Schule beginnt um halb neun
- describing location formulaically using prepositional phrases such as im Wasser; in der Luft; auf dem Land; neben dem Tisch; auf der linken Seite

discussing messages and using modelled language to make statements about characters or themes

[\(ACLGEC125\)](#)


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance using familiar expressions, simple statements and modelled language

[\(ACLGEC126\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## TRANSLATING

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- using the correct verb form associated with a noun or pronoun or combination thereof, for example, Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch
- using ordinal numbers to give the date, for example, Heute ist der dritte Juli; Er hat am siebten August Geburtstag
- referring to quantities of people and things (including money) using cardinal numbers up to 100

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

[\(ACLGEU132\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Translate words, phrases and expressions in simple texts such as Die Kleine Raupe Nimmersatt and The Very Hungry Caterpillar to compare meanings and share understandings about aspects of German language and culture that are different from English

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

[\(ACLGEC127\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## REFLECTING

Notice and describe how language reflects cultural practices and norms, for example, wanting to use one word for 'you' and not expecting to capitalise all nouns

[\(ACLGEC129\)](#)

 Literacy

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

[\(ACLGEU133\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

## LANGUAGE VARIATION AND CHANGE

Understand that different ways of using the German language reflect different regions and countries, different relationships and different ways of making meaning

[\(ACLGEU134\)](#)

 Literacy




 Information and Communication

Technology (ICT) capability

 Critical and creative thinking




## ROLE OF LANGUAGE AND CULTURE

Recognise that German is the sole official language of Germany, Austria and Liechtenstein and an

-  Critical and creative thinking
  -  Personal and social capability
  -  Intercultural understanding
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official language in Switzerland, Belgium, Luxembourg and South Tyrol and an important European and global language

[\(ACLGEU135\)](#)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices

[\(ACLGEU136\)](#)

-  Literacy
  -  Critical and creative thinking
  -  Personal and social capability
  -  Ethical understanding
  -  Intercultural understanding
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## Achievement standard

At standard, students interact with the teacher and others in classroom situations to exchange information related to aspects of their personal worlds, daily routines at home and school, and their interests. They use simple descriptive or expressive modelled language with guidance, to provide information, make statements and answer a variety of questions

such as *Wie spät ist es?*, *Was ist dein Lieblingsfach?* and *Ich finde Sport interessant, und du?* Students select familiar vocabulary from a range of texts and convey factual information about their personal worlds with simple statements, short descriptions and modelled texts. They participate in and respond to a range of imaginative texts, with occasional guidance, and create, rehearse and perform presentations or short imaginative texts, using simple modelled language, including some coordinating conjunctions, such as *und*, *aber* and *oder*. Students translate words, phrases and expressions, and attempt to use dictionaries. They compare meanings, and at times, share understandings about aspects of language and culture. Students make some comments on how language reflects cultural practices and norms.

Students differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the Eszett and show how the Umlaut alter the pronunciation of particular vowels such as *ä*, *ö* and *ü*. They identify single letters, some consonant clusters and vowel combinations such as *au*, *ei*, *eu* and *ie*. They recognise and use vocabulary and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy, using some forms of common regular verbs in the present tense such as *heißen* and *wohnen*, some irregular verb forms, such as *bin*, *ist*, *hast* and *hat*, limited forms of modal verbs such as *mag* and *möchte*, and the accusative case. Students respond to and use question words and some *ja/nein* questions. They refer to time and place using familiar words and phrases such as *morgen* and *im Wald*. Students begin to describe how the German language works, using terms similar to those used in English. with guidance. They make some simple comparisons between features of familiar texts and explain with guidance, how particular features of such texts help to achieve their purpose. Students describe how different ways of using German language reflect different regions and countries, different relationships and different ways of making meaning. Students recognise that German is an important European and global language and begin to



identify connections between culture and language use.

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