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F–10 AUSTRALIAN CURRICULUM: GERMAN LANGUAGE SUPPORT RESOURCE

Introduction

This German Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: German. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning German for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

This part begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order in Table 1.

Table 1: Language structures and features

|  |
| --- |
| **Language structures and features** |
| **Conventions of sound system** | **Beginner** | **Intermediate** | **Advanced** |
| **alphabet and pronunciation*** Roman letters and sound–letter correspondence
* distinct sounds such as ch, r, th, u and z
* consonant clusters such as sch
* short and long vowel sounds, and diphthongs such as au, ei, eu and ie
* long vowel sounds, initial consonants and blends, for example, ja, rot, singen, Sport, Winter, zwei
* impact of umlaut on a, o, u basic pronunciation rules
* intonation patterns differentiating meanings, as in distinction between statements, questions and exclamations, for example, Du bist acht. Du bist acht? Du bist acht!

**punctuation*** full stops, question marks, exclamation marks
* full stops and commas in ordinal or decimal numbers, for example, die 8. Klasse, 9,50 Euro, 15.30 Uhr, writing numbers less than one million as one word
* features of personal correspondence in German, such as Hallo Annette!/Lieber Klaus, followed respectively by upper or lower case for beginning of first sentence

**spelling*** capitalisation of nouns
* spelling of familiar high-frequency words
* phonic knowledge to spell and write some unfamiliar words containing, for example, *ch, r, th, u* and *z* and consonant clusters such as *sch*
* punctuation including *β* (for lower case) and *SS* (for upper case), and *ä*, *ö* and *ü* which can also be written as *ae, oe* and *ue.* [Note: does not apply in Switzerland and Liechtenstein.]

**for recognition and modelled use*** quotation marks „Hallo! Ich bin Peter“.
* differentiation of similar words in German and English, for example, der Ball (ball), der Freund (friend), die Schule (school)
 | **pronunciation, intonation, stress*** pitch, rhythm, stress and pace in enhancing meaning and creating effects
* pronunciation, rhythm and pace in creating effects
* prediction of pronunciation of words with 3 or 4 syllables
* pronunciation of loan words
* difference between Standard German and regional accents and dialects

**punctuation*** quotation marks „Hallo! Ich bin Peter“.
* commas before subordinating conjunctions weil, wenn
* no commas after time references, for example, Am Morgen spielt er Tennis.
* commas in listing, but not before und or aber, for example, Er trägt einen Hut, schwarze Schuhe und eine Brille.

**spelling*** phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, ch, j, w and z, and diphthongs such as au, ei, eu and ie
* spelling of familiar loan words
* β to be used only after long vowel sounds or diphthongs, such as Fuβball, Spaβ, weiβ, and ss to be used after short vowels, such as dass, Klasse

**for recognition and modelled use*** features of Standard German and regional accents and dialects
 | **pronunciation, intonation, stress, pitch, rhythm, accent*** variations in pronunciation, for example, zwei/zwo, Juli (pronounced as Julei)
* rhythms in complex sentences, for example, pausing, intonation and emphasis
* pronunciation and intonation for formal and informal contexts

**punctuation*** comma usage for relative clauses with conjunctions, for example, um … zu, damit, obwohl and dass
* comma and inverted word order when starting sentence with relative clause, for example, Wenn ich viel Geld habe, kaufe ich ein neues Auto.

**spelling*** phonic and grammatical knowledge to spell and write unfamiliar words, including compound words and loan words
* contractions in spoken German interactions, for example, Ich hab’ keine Lust or Mach’s gut!

**for recognition and modelled use*** repetition, pauses, interruptions, contractions, incomplete sentences and reliance on non-verbal elements and vocal expression
* comparison of features of Standard German and regional accents and dialects
 |
| **Adjectives** | **postnominal adjectives*** postnominal (predicative) adjectives, for example, *Meine Mutter ist intelligent.*
* negating using adjectives with *nicht,* for example, *Mein Bruder ist nicht groß.*

**possessive adjectives*** possessive adjectives in nominative case, for example, *mein/e, dein/e, sein/e* and *ihr/e*, for example, *Das ist mein Bleistift, Ihre Schwester ist klein.*

**simple comparative*** modelled structures to express likes, dislikes and preferences, such as *Ich mag Tennis. Ich spiele nicht gern Fuβball. Ich spiele lieber Basketball.*

**for recognition and modelled use*** pre-nominal (attributive) adjectives to describe people, objects, places and events, for example, *Ich habe einen kleinen Bruder.*
* possessive adjectives in accusative case, for example, *Ich liebe meinen Hund., Ich mag deine Schwester.*
 | **prenominal adjectives*** pre-nominal (attributive) adjectives following definite and indefinite articles in nominative, for example, die schwarze Katze, ein netter Mann
* possessive adjectives in nominative and accusative, such as mein/e, dein/e, ihr/e, sein/e and negation kein/e
* demonstrative adjectives, such as Dieser braune Hund.
* interrogative adjectives such as Welche graue Katze?

**comparative*** making comparisons using modelled comparatives, for example, Ich esse lieber Salat als Fleisch. Mathe ist schwieriger als Deutsch.

**for recognition and modelled use*** pre-nominal (attributive) adjectives following definite and indefinite articles in the accusative, for example, Er trägt den coolen Hut, Ich habe einen kleinen Bruder.
* dative case adjective endings
 | **prenominal adjectives*** dative case adjective endings
* order and endings when more than one adjective before noun, for example, ein neues interessantes Buch

**position and meaning*** change of meaning according to position, for example, lieb, Liebe Anne, Ein liebes Kind

**comparative and superlative*** making comparisons using a range of comparatives, for example, Ich fahre lieber Rad als Ski. Kaffee ist nicht so gesund wie Wasser.
* superlative sentences, for example, Meine Katze ist am kleinsten. Welches Auto ist am sichersten?
* irregular forms such as gern, lieber, am liebsten, and gut, besser, am besten
* attributive adjectives in the superlative, for example, Er ist der schnellste Sprinter.

**for recognition and modelled use*** genitive case adjective endings
 |
| **Adverbs and adverbial phrases** | frequently used adverbs* adverbs of frequency such as *oft, manchmal, nie, heute, am Wochenende*
* adverbs of place such as *rechts, links, oben, unten, hier, dort*
* adverbs of manner such as *gern/nicht gern, sehr*
 | additional adverbs* adverbs of frequency, for example, *immer, selten, jeden Tag, ab und zu, niemals, vorgestern, früher, später, in den Ferien*
* adverbs of place such as *irgendwo, überall*
* adverbs of manner such as *lieber hoffentlich, ziemlich, vielleicht, fast, überhaupt nicht*
* cohesive adverbs such as *zuerst, dann, schließlich*
 | complex adverbs* adverbs of frequency and adverbial expressions, such as häufig, normalerweise, regelmäßig, gewöhnlich, einmal im Jahr, so schnell wie möglich
* adverbs of manner, for example, schon, noch, erst, seit
* cohesive adverbs such as danach, vorher, früher
* adverbial comparative, for example, In Berlin regnet es stärker als in Dresden.
 |
| **Articles and nouns** | **common nouns*** locating nouns in sentence
* German capitalisation rules for nouns

**cases*** nominative and accusative cases to refer to subject and object

**articles and gender*** multiple words for ‘the’ and ‘a/an’ according to gender of relevant noun
* link between a noun’s gender and its definite/indefinite article
* definite article for plural nouns in German, for example, der Apfel/die Äpfel
* masculine nouns that sometimes change (nominative to accusative), for example, Der Hund ist klein. Die Frau hat einen Hund.
 | plural and compound nouns* different plural forms, for example, adding an *s*, adding an *umlaut*, adding an *e/en* or no change
* compound words, for example, *Krankenhaus- Krank, Haus*, noting that compound nouns take the gender of the last noun in the compound

cases* German case system (nominative, accusative and dative)
* declination of definite and indefinite articles (nominative, accusative and dative)

articles and gender* relationship between word gender, definite/indefinite article and case
* articles for negation, *kein*
* nominative, accusative (and some dative) definite and indefinite articles
* articles change after certain verbs
 | **complex and abstract nouns*** extended range of different plural forms including noticing common rules
* formation of nouns from verbs
* countries with definite articles
* demonyms – nationality nouns

**cases*** German case system (nominative, accusative, dative and some genitive), common demonstratives, and possessives followed by adjectives
* instances of genitive case mainly in written texts
* understanding genitive function to indicate possession and using more common ‘von + dative case + noun’ as alternative, for example, Das Haus von meinen Eltern/ das Haus meiner Eltern

**articles and gender*** nominative, accusative, dative (and some genitive) definite and indefinite articles
* relationship between noun gender, definite/indefinite article and case and adjectival ending and applying this when describing people, objects, places and events
 |
| **Conjunctions** | **simple coordinating conjunctions*** coordinating conjunctions und, oder, aber, denn
 | **coordinating and some subordinating conjunctions*** coordinating conjunction *sondern*
* limited range of conjunctions with the subordinate clause after the main clause, such as *weil, dass, wenn,* for example*, Ich gehe einkaufen, weil ich Brot brauche.*
* temporal conjunctions *zuerst, dann, danach*
 | **coordinating, subordinating and relative clauses*** range of coordinating conjunctions and sentences with subordinate clause after main clause and before main clause, such as als, dass, obwohl, wenn, for example, Ich traniere heute in der Sporthalle, obwohl es heute sonnig ist/Obwohl es heute sonnig ist, trainiere ich in der Sporthalle.
* embedded clauses such as relative clauses, for example, 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.
* alternative conjunctions einerseits/ andererseits, nicht nur/sondern auch, entweder/oder
 |
| **Day, date and time** | **day, date and time*** days, months, time of day, such as *Montag, März, Nachmittag*
* o’clock time using the 12-hour clock, for example, *Es ist drei Uhr.*
* ordinal numbers to give date or birthday, for example, *Heute ist der erste Mai. Seine Mutter hat am 22. April Geburtstag.*
* events in time – days, months, seasons, for example*, Ich spiele freitags/im Winter Fußball.*
* common time phrases, for example, *heute, morgen*
 | **day, date and time*** date, including year, for an event such as a birth date, for example, *Meine Oma ist am elften April 1956 geboren*.
* events in time including use of 12-hour clock and ‘half past’ time, for example, *Die Schule beginnt um halb neun, Es ist 10 Uhr.*
* prepositions such as *nach* and *vor* in time, for example, *Es ist Viertel nach drei.*
* formulaic expressions such as *früher, später, am Wochenende, in den Ferien, gestern*
* common temporal cohesive devices, for example, *dann, zuerst*
* temporal adverbial in, for example*, im Jahr 1889, in April*
* events in time including the use of the 24-hour clock
 | **measurement of time*** using appropriate units of measurement for time, such as Jahrzehnt, Jahrhundert, Jahrtausend, jede zweite Woche
* time adverbials seit, schon, erst, for example, Ich wohne seit einem Jahr in Australien. Ich bin erst vor zehn Minuten angekommen.
* traditional phrases such as Es war Einmal, Für immer und ewig
 |
| **Idioms and expressions** | **expressions and exclamations*** expressions for agreement, such as *Genau!*
* expressions relating to cultural events such as*, Alles Gute zum Geburtstag, Frohe Ostern*
* routine expressions, for example, *Bis bald! Gut gemacht! Schönes Wochenende!*
* expressions of support and disbelief, for example, *Ach Schade, Nein! Was?*
 | **common idioms and expressing opinions*** expressions for opinions, for example, meiner Meinung nach ... Ich glaube, dass … Wir sind dagegen/dafür, Ich finde ...

**for recognition and modelled use*** common idioms such as Du hast Schwein! Übung macht den Meister!
 | **expressions, exclamations and idioms*** modal particles such as indicating contradiction using doch
* expressions for opinions, for example, Stimmt! Auf der einer Seite …, auf der anderen Seite …

**for recognition and modelled use*** idioms and idiomatic prepositional phrases, such as Ich drücke dir die Daumen, Ich verstehen nur Bahnhof, Ich habe die Nase voll.
 |
| **Numerical expressions and measurement** | **ordinal and cardinal numbers and quantities*** cardinal numbers (0–1,000)
* quantities of people and things, including *viel/e, nichts, kein/e* and *wie viele* (quantity)
* quantities of money, common fractions and negative numbers, for example, *Meine Schule hat 700 Schüler und Schülerinnen, Die Tagestemperatur liegt bei minus 3 Grad, Ich habe eine Halbschwester.*
* mathematical terminology such as *plus, minus, geteilt durch, mal, macht, ergibt*
* ordinal numbers up to 100

**for recognition and modelled use*** indefinite quantities, for example, *mehr, weniger*
 | **cardinal numbers and measurement*** cardinal numbers up to a billion including decimals and common fractions, for example, *Deutschland hat 81,9 Millionen Einwohner.*
* quantities of length, height, distance, area, for example, *Meter, Kilometer, Quadratmeter, Quadratkilometer*
* indefinite quantities, for example, *mehr, viel/e, nichts* and *kein/e*
 | **statistics and indefinite quantities*** indefinite quantities, for example, *einige, manche, mehrere, die Mehrheit, die Minderheit*
* stating statistics using decimals and percentages *85,5 Prozent aller Deutschen haben ein Handy.*
 |
| **Prepositions** | **prepositions of location and time*** location of a person or object, such as *hier, links* and *rechts*
* location of an object using isolated prepositions such as *auf, aus, hinter, in, neben* and *unter*
* prepositions such as *nach* and *vor*

**for recognition and modelled use*** articles and pronouns that change after prepositions, such as those associated with location and destination, for example, *Wir sind in der Stadt. Die Party ist im Garten. Wie kommst du zur Schule?*
 | **common prepositions and dative/accusative prepositions*** common prepositional phrases, for example, *nach Hause, zu Hause, im Wasser, in der Luft, auf dem Land, neben dem Tisch or auf der linken Seite*
* dative and accusative prepositions in high-frequency contexts, for example*, Ich komme aus Australien. Das Eis ist für mich. Der Junge geht zum Bahnhof.*

**for recognition and modelled use*** two-way prepositions, for example, *Wir gehen ins Kino. Sie wohnen in der Schweiz.*
 | **complex prepositions and cases*** prepositions that take the dative and accusative case, for example, bei, als, mit, durch, ohne
* two-way prepositions (Wechselpräpositionen)
* prepositions in less-familiar contexts, for example, Meine Eltern sind mit 21 aus Deutschland ausgewandert.
* high-frequency prepositions dependent on verbs, for example, kämpfen für/ gegen, denken an, sich interessieren für, sich freuen auf

**for recognition and modelled use*** genitive prepositions
 |
| **Pronouns** | **singular personal pronouns*** pronouns for singular people, animals and things, for example, *ich, du, er, sie, es*
* capitalisation of formal ‘you’, *Sie* distinguishes it from *sie* (she/they)
* understanding different forms of ‘you’, *du* and *Sie* in context

**for recognition and modelled use*** pronouns matching gender of noun, for example, *Was kostet die App? Sie kostet …*
* dative pronouns, for example, *Wie geht es dir/Ihnen?*
 | **singular and plural personal pronouns*** pronouns for singular and plural people, animals and things, for example*, ich, du, er, sie, es, wir, ihr, sie, Sie*
* three German pronouns for ‘you’, *du, ihr, Sie* and when to use them, for example, *Was machst du, Peter? Was macht ihr, Kinder? Kommen Sie bitte herein, Herr Berger!*
* personal pronoun, *man*
* accusative pronouns *mich, dich, ihn, sie, es*
* pronouns matching gender of noun, for example*, Was kostet die App? Sie kostet … Ich habe ihn im Supermarkt gekauft.*

**for recognition and modelled use*** demonstrative pronouns, for example, *diese, dieser, dieses*
* non-binary pronouns
 | **reflexive, indefinite and complex pronouns*** pronouns with reflexive verbs, including some with dative, for example, Ich ziehe mich um, Ich wasche mir die Hände
* indefinite pronouns with nouns jeder Mann, jede Frau, jedes Kind

**for recognition and modelled use*** modelled relative pronouns that have gender and case, for example, Der Mann, der am Tisch sitzt, ist Koch.
* non-binary pronouns
 |
| **Questions** | **questions*** interrogatives in limited contexts, including *was, wer, wie, wo, wann*
* subject–verb inversion, for example, *Hast du Geschwister? Magst du Sport?*
 | **questions*** interrogatives such as *was, wer, wie, wo, woher, wohin, wann, wie viel, wie viele, welche*
* questions to elicit further details using *warum*, for example, *Warum bist du müde? Ich habe heute Fuβball gespielt.*
* subject–verb inversion with modal verbs, for example, *Darfst du mitkommen? Kann ich helfen?*
* use of tag questions, for example, *oder? stimmt das?*
* questions with negation,for example, *Kommst du nicht mit? Warum spielst du keinen Fußball?*
 | **questions*** purpose clarification using *wozu?*
* subject–verb inversion in perfect tense and simple past, for example, *Hast du den Film gesehen?* *Waren viele Leute dort?*

**for recognition and modelled use*** interrogatives which incorporate a preposition, for example*, Mit wem gehst du zur Party? Wofür interessierst du dich?*
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| **Verbs** | **regular and irregular verbs*** present tense conjugation of regular verbs, and some common irregular verbs, including *sein* and *haben*
* negation of verbs using *nicht* and *kein/e*, for example, *Nein, Marcus hat keine Geschwister.*
* current, continuous and future actions using present tense conjugation
* *Es gibt* and *Gibt es?* followed by accusative case

**for** **recognition and modelled use*** modal verb *mögen* such as *Was magst du? Ich mag Cricket.*
 | **modal verbs*** limited forms of modal verbs: *können, mögen*

**reflexive verbs*** present tense reflexive verbs using *ich, du, er/sie/es,* for example, *Ich interessiere mich für Geschichte.*

**separable verbs*** present tense separable verbs, for example, *Er sieht viel fern, Wann kommst du an?*

**past tense*** present perfect, for example, *Das hat Spaβ gemacht.*
* limited simple past tense expressions, such as *Ich war gestern im Kino, Ich hatte eine Erkältung*.

**future tense*** future tense using *werden*

**for** **recognition and modelled use*** verbs with dative, for example, *danken, helfen, glauben, gefallen, schmecken*
* modal verbs: *können, müssen, dürfen, sollen, wollen, mögen, möchten*
 | **modal verbs*** conjugating range of modal verbs in context: *können, müssen, dürfen, sollen, wollen, mögen, möchten*

**reflexive verbs*** present tense reflexive verbs, including verbs with prepositions, such as *sich interessieren für, sich freuen auf, sich verstehen mit*

**imperative*** imperative forms of verbs, for example, *Spiel! Spielt! Spielen wir! Spielen Sie!*

**separable verbs*** separable and inseparable verbs, recognising that the prefix alters the meaning, for example, *Er kommt um 17.15 an, Kommst du mit? Ich become manchmal Geld zum Geburtstag.*

**infinitives*** lists or procedures using infinitive
* clauses using *um … zu …* and *zu*+ infinitive

**past tense*** perfect tense separable verbs, for example, *Er hat viel ferngesehen.*
* simple past tense of high-frequency verbs

**for** **recognition and modelled use*** separable or inseparable prefixes which alter the meaning of the base verb, for example, *Er kommt um 17.15 Uhr an. Kommst du mit? Ich bekomme 50€ zum Geburtstag.*
* passive voice in present and past tense
* subjunctive II
 |
| **Word Order** | **word order*** verb as second element including with subject/time inversion, for example, *Ich spiele am Montag Tennis, Am Freitag spiele ich Basketball.*
* placement of *gern/nicht gern*
 | **word order*** verb as second and last element in sentences with more than one verb, for example, Ich habe den Film gesehen, Er muss am Freitag arbeiten.
* subject-time-object-manner-place (STOMP) word order rules
* flexibility of German word order, allowing other elements apart from subject to begin sentence
* subordinate clauses and moving verb to the end, for example, Er darf nicht mitkommen, weil er im Haus helfen muss.
 | **word order*** reflexive pronouns
* verb+comma+verb word order when subordinating clause is before main clause, for example, *Obwohl ich kommen möchte, habe ich keine Zeit.*
* accusative and dative pronouns, such as *Ich gebe es ihm, Ich gebe ihm das Buch, Ich gebe es meinem Bruder.*
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape students’ worlds are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| **My personal world*** introducing self and others, for example, Ich heiße …, Ich wohne in …, Ich bin … Jahre alt, Das ist … Er/Sie wohnt in …
* describing self, for example, Ich bin nett, Ich habe blaue Augen, Ich bin 1,50m groß.
* identifying family members and significant people in my life, for example, Das ist mein Vater, Das ist meine Großmutter.
* describing friends and family, for example, Meine Freundin heißt Lisa, Sie ist sportlich.
* describing pets, for example, Ich habe einen Papagei. Er ist freundlich und laut.
* discussing likes and dislikes, such as colours, animals, food, games, sport, activities, for example, Ich mag Katzen, Meine Lieblingsfarbe ist grün.
 | **Myself and others*** describing own character and character of others, for example, Ich bin intelligent und fleißig. Meine Freundin ist sympathisch.
* describing appearance of self, family members, friends and significant people, for example, Er hat lange, braune Haare und trägt eine grüne Jacke.
* discussing different types of families and comparing families in Germany and Australia
* talking about relationships with family, for example, Ich verstehe mich gut mit meinem Bruder aber er ist manchmal nervig.
* sharing information about famous German-speaking people
* sharing information about things I do with my friends/family, such as sport, weekend/leisure time activities, and things I do on the weekend, for example, Ich gehe am Freitag ins Kino. Ich fahre im Winter Ski. Wir spielen oft Computerspiele.
* qualifying likes/dislikes and preferences in, such as movies, videogames, music, reading, etc., for example, gern/lieber/am liebsten, Ich höre gern klassische Musik. Ich fahre liebe Rad als Ski.
 | **Understanding myself and others*** discussing emotions, feelings beliefs and, opinions about issues or topics relevant to young people, for example, Ich finde … Meiner Meinung nach …
* justifying likes and dislikes, for example, Ich mag Tennis, weil es Spaß macht. Der Film hat mir nicht gefallen, weil er zu romantisch war.
* justifying preferences, such as healthy lifestyle, training, studying, social issues or issues for young people
* sharing thoughts and opinions about family and/or significant people
* comparing families in German-speaking communities and/or regions, and Australia, discussing how family traditions have changed
* explaining relationships, for example, why friendship is important
* identifying/debating qualities in a good friend
* discussing issues within community and/or world context
* sharing ideas about jobs and professions, for example, Ich bin Schüler/in. Ich interessiere mich für Technologie und möchte als Programmierer/in arbeiten.
 |
| **This is me*** sharing thoughts about what makes me who I am, such as my language, my culture, my country
* describing people who are important to me, such as meine Familie und meine Freunde
* noticing diversity of languages and cultures in classroom, for example, Ich bin Australier, Er ist Japaner. Sie spricht arabisch. Sie kommen aus Irak. Er stammt aus Griechenland.
 | **My language, my culture*** sharing opinions and experiences about language and culture, for example, Ich lerne gern Deutsch, weil ich die Kultur und die Geschichte interessant finde.
* researching the many German-speaking countries and regions and their associated traditions and customs
* exchanging expressions associated with cultural practices, for example, Guten Appetit! Alles Gute zum Geburtstag, Frohe Weihnachten/Ostern
* looking at influence of geography on language and culture, comparing different dialect words such as Karotten/Möhren/ Möhrrüben, Fahrrad/Radl/Velo and regional pronunciation differences
 | **Living in the 21st century*** reflecting on living in a multicultural society, such as how speaking more than one language affects identity, and sharing different perspectives, for example, Es ist toll in einem multikulturellen Land zu leben. Meiner Meinung nach ist es ein Vorteil, mehrere Sprachen zu sprechen.
* discussing globalisation and its influence on language, culture, identity, and traditions
* researching the influences of German-speaking countries and/or regions’ influences on Australia, and on people living in Australia, and vice versa
* exploring regional diversity in German-speaking countries
* discussing issues and concerns, and identifying solutions
* discussing rights and responsibilities, for example, Man darf nach Hause gehen, wenn es um 12 Uhr mittags üueber 27 Grad ist.
* exploring historical events and people, and their impact on life today
* discussing use of social media and how social media influences relationships and leisure time
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| **My classroom*** exchanging greetings, for example, such as formal greetings with teachers and informal greetings with peers, for example, Guten Morgen, Frau Braun, Tag Andreas!
* participating in class routines, such as replying to roll call with Ja, Ich bin da.
* responding to classroom instructions, for example, Steht auf, Ruhe bitte
* asking for permission, assistance or clarification using modelled sentences, for example, Darf ich etwas trinken? Ich brauche Hilfe, Ich verstehe nicht.
* identifying classroom/school objects, such as pen, pencil, ruler, paper, recycling bin, for example, Das ist der Kuli, Das ist mein Heft.
* describing the classroom
* playing ‘teacher says’ games, for example, Lehmann sagt, Hände auf den Kopf
* asking and responding to questions about date and time, for example, Wie ist das Datum heute? Heute ist der zwölfte Juli, Wie spät ist es? Es ist Viertel nach acht.
* asking and responding to questions, for example, listing discussing school subjects, such as Was sind deine Fächer? Meine Fächer sind … Was ist dein Lieblingsfach? Mein Lieblingsfach ist … Wie findest du Mathe? Ich mag Mathe (nicht), Ich finde Mathe …
* introducing teacher, class and school, with simple sentences, such as Ich bin in der 7. Klasse, Mein/e Lehrer/in heißt … Ich besuche die Schule …
 | **Class and school environment*** expressing school rules, for example, Wir müssen eine Schuluniform tragen, Wir müssen das Handy ausschalten ....
* asking and responding to questions about class and school routines and activities, for example, Wieviel Hausaufgabe machst du? Ich mache 20 Minuten Hausaufgaben pro Woche.
* communicating about subjects and school timetables, for example, In der ersten Stunde habe ich Religion, Am Freitag in der vierten Stunde haben sie Erdkunde.
* participating in respectful interactions with teachers and peers, for example, Entschuldigung, Ich verstehe nicht, Darf ich deinen Textmarker benutzen.
* discussing similarities and differences between school systems in German-speaking countries and/or regions, and in Australia, for example, Grundschule, Hauptschule, Realschule, Gymnasium
* making comparisons regarding beginning and end of academic year, uniforms, holiday breaks, long summer break, for example, Das Schuljahr in Australien beginnt im Februar. Die Herbstferien in Bayern sind im November.
* discussing advantages and disadvantages of an early start, and long and short school days, in German-speaking communities and/or regions
 | **School life in German-speaking communities and Australian contexts*** explaining differences in various schools in German-speaking countries and/or regions, for example, Grundschule, Hauptschule, Realschule, Gymnasium, Gesamtschule
* sharing opinions about perceived advantages and disadvantages of different education systems
* comparing choice of subjects, assessments and examinations, graduation, oral and written examinations, for example, Schulnoten, Abitur, Leistungsfächer
* imagining features of ‘My ideal school’, such as uniforms, lunches, rules, lessons, use of technology, etc.
* discussing different educational pathways and careers, for example, Ich muss gute Noten in Mathe bekommen, um Physik an der Uni zu studieren. Ich will eine Ausbildung machen.
* discussing workloads at school, and stress and advice for coping with stress management
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| **Where I call home*** thinking about what makes a home
* describing my home(s) with simple expressions, such as Mein Haus hat drei Schlafzimmer, eine Küche und ein Badezimmer.
* using simple adjectives and/or descriptive words, such as Das Wohnzimmer ist groß, Mein Schlafzimmer ist fantastisch.
* labelling drawings or plans of the inside and outside of homes, for example, sketching the rooms and furniture
* sharing information about favourite place, room or belonging
* using simple expressions, such as Mein zu Hause ist schön, Ich wohne auf dem Land/in der Stadt.
* identifying places around my neighbourhood and suburb or city, for example, der Bahnhof, die Kirche, das Stadium
* discussing weather and seasons
 | **My home and neighbourhood*** explaining advantages and disadvantages of where I live, for example, Mein Haus ist groß und modern, aber wir haben nur einen kleinen Garten.
* discussing chores and responsibilities at home, for example, Ich muss den Müll rausbringen und mein Bruder putzt die Fenster
* describing rooms and spaces in my home, and activities I enjoy there, for example, Die Küche ist neben dem Wohnzimmer, Sie ist klein und modern, Ich koche gern.
* outlining neighbourhood facilities, such as school, shops, parks, and opportunities for activities, for example, Es gibt einen Park, ein Stadium und eine Kirche.
* comparing types of residences in German-speaking countries and regions, and Australia, for example, in cities, towns, villages and countryside
* discussing how geography impacts lifestyles
* designing my ideal home and place to live, for example, Mein Traumhaus ist am See. Es hat drei Schlafzimmer …
 | **My home, my neighbourhood, my world*** comparing city living versus country living, for example, Ich wohne auf dem Land, Es ist ruhig und schön, Es gibt keine öffentliche Verkehrsmittel.
* describing ideal suburb/city
* comparing specific features of housing in German-speaking countries and regions, such as Rollladen, Schrebergärten, Keller
* comparing how people of German-speaking countries and/or regions, and Australia, socialise in and outside the home
* considering personal and social actions, for example, saving water, recycling, volunteering, global warming
* discussing recycling systems for sustainability, including Pfand system
* discussing sustainable cities and lifestyles
* describing building architecture
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| **Let’s eat*** discussing food and drinks originating from German-speaking countries and regions
* recognising that Australian cuisine has been influenced by many countries, including German-speaking countries and regions
* comparing cuisines from countries represented in the classroom with cuisine from German-speaking countries and regions
* using modelled structured expressions about likes/dislikes and providing other information about food, for example, making healthy choices, food pyramid
* preparing favourite dishes
* participating in simulated buying and ordering food in real or imagined situations
* using cultural expressions when eating, for example, Guten Appetit! Mahlzeit! Ich bin satt.
 | **Eating in/eating out*** participating in real or simulated shopping, for example, Ich hätte gern zwei Tomaten, Ich nehme die Currywurst mit Pommes.
* using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists
* following/creating recipes to prepare traditional foods from German-speaking countries and/or regions
* comparing traditional and modern dishes and cuisine, including the tradition of a warm lunch and simple Abendbrot, or a weekend breakfast
* planning a special occasion, such as surprise party, and inviting guests, negotiating menus and managing budgets
* planning a real or imagined outing to a restaurant, organising time, date and transport
* comparing dining etiquette in German-speaking countries and/or regions, and Australia, for example, such as Trinkgeld and Stammtisch
 | **International food habits and trends*** discussing healthy/unhealthy eating and benefits or consequences
* researching supermarkets that sell products and produce from German-speaking countries and regions
* discussing advantages and disadvantages of food purchases from online shopping, supermarkets, local businesses and local farmers or markets
* exploring reducing food waste and composting
* discussing carbon footprint and water consumption in food production
* exploring differences in regional cuisine and ingredients
* exploring recipes used in traditional celebrations
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| **Australia and German-speaking countries and regions*** identifying where German is spoken around world
* exploring geography of German-speaking countries and regions
* discovering icons and symbols of German-speaking countries and regions
* sharing information about countries of heritage of classmates, for example, geography, important symbols and icons, important national days and celebrations
* exploring own local region and identifying places and influences from German-speaking countries and regions
* discovering music from German-speaking countries and regions, including music with and without German lyrics
 | **Australian/German-speaking countries and regions’ influences*** comparing and discussing the significance of some symbols and icons of German-speaking communities and regions, and Australia, such as the use of symbols/icons in cities of German-speaking countries’ coat of arms compared with the use of native Australian flora and fauna in Australian coat of arms
* researching German-speaking countries and regions’ worldwide influences on fashion, architecture and innovation
* researching migration stories about people from German-speaking countries and regions becoming settlers in Australia
* discovering the arts and crafts connection between Germany and Australia, for example, Easter and Christmas decorations
* exploring traditional dress in German-speaking countries and regions and modern-day fashion trends and brands, for example, Trachten compared with modern, branded clothing
* researching famous people who speak German or have learnt to speak German
* comparing and understanding music from German-speaking countries and regions, with and without German lyrics
* researching products/ brands produced in German-speaking countries and regions that are available in Australia, for example, popular facial products, car companies or treats
 | **Australian/German-speaking countries/regions/communities’ connections*** researching historical and significant events that connect German-speaking countries and regions, and Australia
* comparing migration to Australia with migration of Australians to German-speaking countries and regions
* noting importance of trade between German-speaking countries and regions, and Australia
* discussing the benefits of student exchange programs and travel
* analysing current issues that affect young people in both German-speaking countries and regions, and Australia
* discussing the influence of German language literature, film and music through the ages, for example, fairytales, early German film industries and classical composers
* discovering collaboration between German-speaking countries and regions, and Australia, in innovations, such as in research, medicine, science, manufacturing and environmental protection
* exploring and challenging stereotypes
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| **Let’s celebrate*** identifying special occasions celebrated with family and friends, for example, Mein Geburtstag
* learning about important national days and celebrations, such as Tag der Deutschen Einheit, Schweizer Bundesfeiertag, Der österreichische Nationalfeiertag
* identifying food and dishes associated with celebrations, for example, Lebkuchenherzen. Glühwein, Rösti
* identifyingfestivals and celebrations linked to local cultures and cultures in German-speaking countries and regions, and in my local area
 | **Celebrate my culture and traditions*** describing celebrations and festivals associated with the ethnic diversity in my community, including when, where and how they are celebrated
* organising an ‘International Day’ at school where the school community celebrates cuisine, music and dance, traditional costumes, etc., that reflect ethnic diversity of school, for example, Internationales Fest, Kirmestag
* researching origins and significance of German-speaking countries and regions’ celebrations, such as Ostern, Maitag, Fasching, Fasnacht, Almabtrieb
 | **The significance of celebrations and festivals*** examining and comparing significance of celebrations and festivals from around the world
* discussing importance of German-speaking countries and regions’ festivals and how they reflect cultural practices, for example, Oktoberfest, Schützenfest, Weihnachtsmarkt, Walpurgisnacht
* discussing and comparing celebrations across cultures, such as weddings, births and coming of age events
* analysing changes in ways traditional festivals are celebrated
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| **Let’s explore where we live*** identifying locations in my area, for example, das Schwimmbad, der Minigolfplatz, das Stadion
* getting around in towns and identifying forms of transport
* buying tickets
* understanding currency, for example, the value of the Euro and Swiss Francs compared with the Australian dollar
* following simple directions, for example, links, rechts, geradeaus
* participating in simulated scenarios for getting around the area
* promoting a town or city using examples of landmarks and activities
* understanding and using 12-hour time and recognising differences with 24-hour time
 | **Holidays/travelling*** getting around, for example, reading maps, timetables, giving and following directions, and locating places
* understanding and using 24-hour time
* organising real or simulated travel
* describing holiday activities, for example, Im Sommer gehen viele Familien in die Alpen oder zum See. Ich liebe Natur, Wandern und Camping.
* sharing plans for future holidays, for example, Ich werde mit meiner Familie nach Neuseeland fahren.
* sharing information about experiences or holidays in past, for example, Ich habe jeden Tag Eis gegessen.
* considering clothes to suit a variety of activities and for different weather conditions, for example, Im Sommer trage ich einen Hut und Flip-Flops.
* discussing wandern versus bushwalking and comparing beach culture in Germany and Australia, such as use of Strandkörber
* exploring attitudes to travel and noting the impact of differences in geographical distance and transport options
 | **A trip to a German-speaking country/region/community*** preparing for a real or virtual tour of a German-speaking country or region, for example, making a budget, deciding on places to visit and itinerary
* discussing the benefits and challenges of student exchange to a German-speaking country or region
* sharing about ideal/dream holiday
* writing a comparison of customs and cultural practices experienced during a trip to German-speaking country or region
* noting connections between history, culture and aesthetics, for example, in the arts, architecture, literature and music
* discussing the benefits of buying products that are ‘Made in Germany’ or ‘Made in Australia’, for example, quality, style and innovation
* discussing ecotourism
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| **How I pass my time*** sharing information about activities, hobbies and pastimes
* learning about favourite sports in German-speaking countries and regions, and Australia
* discovering cognates related to sport, hobbies, pastimes and activities
* discussing likes and dislikes in leisure activities, for example, Ich schwimme gern aber ich spiele nicht gern Wasserball
 | **Recreation, routines and responsibilities*** planning and discussing activities, for example, Am Wochenende werde ich viel machen.
* sharing information about daily routine and chores, for example, Ich stehe um 7Uhr auf. Am Samstagmorgen räume ich mein Zimmer auf.
* describing responsibilities at home and for the environment, for example, Ich muss den Müll rausbringen. Wir sollen die Lichter ausschalten.
* discussing preferences or recreational activities, for example, Ich spiele lieber Gitarre als Klavier.
* comparing community sports and hobbies in German-speaking countries and regions, and Australia
* communicating about day at home or day at school
* identifying preferred ways of spending time, with whom and why
 | **Reflecting on the past and planning for the future*** describing recent past experiences, such as weekend or holiday activities
* composing text that starts with Als ich klein war …
* sharing memories of significant life events or school life
* interviewing an older special person about what they did in their free time when they were younger, and presenting findings to class
* planning a future event or activity
* sharing plans for immediate and/or more distant future, for example, Ich will einen Nebenjob finden, Ich werde in den Sommerferien nach Neuseeland reisen.
* discussing career aspirations
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