German Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the German Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/german).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  This is us! – *Das sind wir!* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Creating texts (ML4-CRT-01)**  A new student is joining your class from a German-speaking country and you would like to make them feel welcome. Create a text introducing yourself, and asking them a range of questions. You can choose the format of the text, for example text message, comic or video clip.  In your text, include:   * your name and age * where you live and your nationality * information about who is in your family (including pets, where relevant) * at least 3 questions for them to answer.   **Skills**   * Greet different people at different times of the day. * Understand the nature of greetings and introductions. * Understand and exchange information about yourself, including your name, age, where you live and nationality. * Share information about family and pets. | **Greetings and farewells:**  *guten Morgen*, *guten Tag*, *guten Abend*, *gute Nacht*, *hallo*, *auf Wiedersehen*, *tschüss*, *bis bald*  **Name:**  *Wie ist dein Name?*; *Wie heißt du?*; *Ich heiße [*name*]*; *Du heißt [*name*]*; *Sie/Er heißt [*name*]*  **Age:**  *Wie alt bist du?*; *Ich bin [*number*] Jahre alt*  **Numbers:**  Numbers 0–20  **Expressing where you live:**  *Wo wohnst du?*; *Ich wohne in [*city/town*]*  **Phone numbers:**  *Wie ist deine Telefonnummer?*; *Meine Telefonnummer ist [*number*]*  **Nationalities:**  *Woher kommst du?*; *Ich komme aus [*country*]*; *Deutschland*, *Australien* + countries relevant to class; *Ich bin [*nationality*]*; *Deutscher/Deutsche*, *Australier/Australierin* + nationalities relevant to class  **Family:**  *Wie viele Personen gibt es in deiner Familie?*; *In meiner Familie gibt es [*number*] Personen*; *Hast du Geschwister?*; *Ja, ich habe einen Bruder*; *Ich habe keine Geschwister*, *mein Vater*, *meine Mutter*, *mein Bruder*, *meine Schwester*, *mein Cousin*, *meine Cousine*, *mein Onkel*, *meine Tante*, *mein Großvater*, *meine Großmutter*  **Pets:**  *Hast du ein Haustier?*; *Ja, ich habe einen Hund und zwei Fische*; *der Hund*, *die Katze*, *das Pferd*, *der Vogel*, *der Fisch*, *die Maus*, *die Schildkröte*, *das Meerschweinchen*, *das Kaninchen*, *die Schlange*  **Personal pronouns:**  *ich*, *du*, *er*, *sie*  **Titles:**  *Herr*, *Frau*  **Expressions:**  *Danke!*; *Danke schön!*; *Entschuldigung!*; *Moment bitte1*; *Wie bitte?*; *Okay!*; *Willkommen*; *Wie geht’s (dir)?*; *gut*, *nicht so gut* |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  What do you like to eat? – *Was isst du gern?* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML4-INT-01)**  You are on a school trip in Germany and are meeting your host family for the first time. Your host sibling[[1]](#footnote-1) wants to learn a bit more about your food and drink preferences. Greet your host sibling, and then discuss[[2]](#footnote-2):   * what you usually eat for breakfast, lunch or dinner (depending on what your host sibling asks you) * something you like to eat or drink, with a reason (adjective[s] to describe the food or drink) * if you like a certain food or drink * your favourite food or drink.   During the interaction, include 2 questions for your host sibling to answer, relating to food and/or drink.  **Skills**   * Identify a range of common food items in singular and plural forms. * Express what you do or do not like to eat and drink. * Express your favourite food and drink. * Exchange information about what you and others eat for breakfast, lunch and dinner. * Express that you are hungry and thirsty. * Provide opinions and describe flavour of foods using simple adjectives. * Explore the influence of German food in Australia, such as *Gummibärchen* and *Wurst*. * Explore foods and mealtime habits in Germany and other cultures. * Access information from authentic German websites relating to food. | **Identifying foods and drinks:**  *Was ist das?*; *Das ist [*food/drink*]*; *Was sind das?*; *Das sind [*food/drink*]*  **Expressing likes and dislikes:**  *Isst du/Trinkst du gern [*food/drink*]?*; *Ja, ich esse/trinke gern [*food/drink*]*; *Ich esse/trinke nicht gern [*food/drink*]*  **Expressing favourites, in relation to food and drink:**  *Was ist dein Lieblingsessen/Lieblingsgetränk?*; *Mein Lieblingsessen/Lieblingsgetränk ist [*food/drink*]*; *Mein Lieblingsessen sind [*food*]*  **Expressing feelings:**  *Ich habe Hunger*; *Ich bin hungrig*; *Ich habe Durst*  **Exchanging information about mealtimes:**  *Was isst/trinkst du zum Frühstück/Mittagessen/Abendessen?*; *Ich esse Brot und trinke Kaffee zum Frühstück*  **Providing opinions:**  *[*food*] ist [*adjective*]*  **Adjectives:**  *lecker*, *eklig*, *salzig*, *sauer*, *süß*, *würzig*, *gesund*, *ungesund*, *frisch*, *scharf*  **Coordinating conjunctions:**  *und*, *oder*, *aber*  **Verbs:**  *ich* and *du* forms of *essen and trinken*  **Mealtimes:**  *das Frühstück*, *das Mittagessen*, *das Abendessen*  **Time words:**  *zum Frushtuck*, *zum Mittagessen*, *zum Abendessen*, *in der Pause*  **Foods and drinks:**  *der Reis*, *der Joghurt*, *der Lebkuchen*, *der Apfelstrudel*, *der Schinken*, *der Fisch*, *der Salat*, *der Kartoffelsalat*, *der Saft*, *der Kaffee*, *der Tee*, *die Apfelschorle*, *die Schnitzel*, *die Bratwurst*, *die Currywurst*, *die Schwarzwälder Kirschtorte*, *die Schokolade*, *die Milch*, *das Sauerkraut*, *das Brot*, *das Gemüse*, *das Obst*, *das Müsli*, *der Toast*, *das Steak*, *das Fleisch*, *das Hähnchen*, *das Wasser*, *die Eier (pl)*, *die Pfannkuchen (pl)*, *die Nudeln (pl)*, *die Sandwiches (pl)*, *die Hamburger (pl)*, *die Frankfurter (pl)*, *die Frikadellen (pl)*, *die Brezeln (pl)*, *die Döner(pl)*, *die Brötchen (pl)*, *die Kartoffeln (pl)*, *die Pommes frites (pl)*  **Other food expressions:**  *Ich habe einen Riesenhunger*; *Ich sterbe vor Hunger*; *Das schmeckt gut*; *Das schmeckt total lecker*; *Lecker!*; *Guten Appetit!*; *Guten Appetit ich hab euch alle lieb!*; *Guten Appetit wir haben uns alle lieb!* |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  What do you like to do? – *Was machst du gern?* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Part A: Understanding texts (ML4-UND-01)**  Your class will be hosting students from Austria on exchange. Your teacher has given you 4 student profiles from your class and 4 student profiles from the visiting class. Provide the best match for each visiting student and, using your preferred method of communication[[3]](#footnote-3), provide 2 reasons for each match.  **Part B: Creating texts (ML4-CRT-01)**  You have been matched with one of the Austrian students. Write an email[[4]](#footnote-4) to them, introducing yourself and your family. Include:   * your name, age and where you live * 3 activities you do in your free time and when, with reasons why you do or do not like them.   **Skills**   * Exchange information about hobbies and free time activities including preferences. * Describe sports and activities using adjectives. * Describe when and how often you do activities. * Describe what people like and dislike. | **Exchange information about hobbies and free time activities:**  ***Was machst du gern?*; *Was machst du in deiner Freizeit?*; *Ich spiele gern [*activity*]*; *Ich spiele nicht gern [*activity*]*; *I****ch spiele Fußball*, *Ich spiele nicht Tennis*; *Ich lese gern*; *Ich scrolle nicht gern durch Instagram*  **Describing sports and activities:**  *Fußball ist spannend*; *Basketball macht Spaß*; *Ich finde Tennis langweilig/interessant/anstrengend/herausfordernd/intensiv/entspannend*  **Describing when and how often you do activities:**  *Wann fährst du Rad?*; *Ich fahre jeden Tag Rad*; *Ich chatte immer online*; *Samstags spiele ich Fußball*  **Times:**  *vormittags*, *nachmittags*, *abends*, *am Montag/Dienstag/Mittwoch/ Donnerstag/Freitag/Samstag/Sonntag*  **Describing what people like and dislike:**  *Meine Schwester mag Sport*  **Describing people:**  *Meine Schwester ist sportlich*; *Sie liest gern*; *freundlich*, *humorvoll*, *intelligent*, *kreativ*, *geduldig*, *energisch*, *extrovertiert*, *introvertiert*, *ordentlich*, *streng*, *müde*  **Sports and hobbies:**  *Fußball*, *Basketball*, *Tennis*, *Schwimmen*, *Volleyball*, *Golf*, *Laufen*, *Radfahren*, *Boxen*, *Rudern*, *Malen*, *Lesen*, *Schreiben*, *Kochen*, *Tanzen*, *Fotografieren*, *Basteln*, *Musizieren*, *Singen*, *Surfen*, *Tanzen*, *Gartenarbeit*, *Wandern*, *Internet surfen*, *Instagram durchscrollen*, *YouTube anschauen*, *TikToks erstellen* |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  Let’s celebrate! – *Lasst uns feiern!* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML4-INT-01)**  You and your friend[[5]](#footnote-5) are discussing plans to attend a party. In your conversation[[6]](#footnote-6):   * identify when the party is (day and date) * confirm you can both go * discuss what each of you will bring to eat or drink * plan what each of you will wear, with reference to the weather.   **Skills**   * Express days and dates. * Exchange information about birthdays and wish someone ‘Happy birthday’. * Ask someone where they are going and say where you are going. * Make plans to attend an event with someone, including accepting and declining invitations. * Discuss what food or drink items you will bring to an event. * Discuss the weather. * Discuss what you will wear to a celebration. * Use pronouns and express opinions about clothes. | **Express days and dates:**  *Welches Datum haben wir heute?*; *Wir haben den [*ordinal number – accusative case*] [*month*]*  **Exchange information about birthdays:**  *Wann hast du Geburtstag?*; *Ich habe Geburtstag am [*ordinal number – dative case*] [*month*]*  **Months:**  *Januar*, *Februar*, *März*, *April*, *Mai*, *Juni*, *Juli*, *August*, *September*, *Oktober*, *November*, *Dezember*  **Ordinal numbers with dates:**  *der erste*, *der zweite*, *der dritte*, *der vierte*, *der fünfte*, *der sechste*, *der siebte*, *der achte*, *der neunte*, *der zehnte*, *der elfte*, *der zwanzigste*, *der einunddreißigste*  **Exchange information about plans:**  *Wohin gehst du am zehnten Oktober?*; *Ich gehe zur Geburtstagsparty*  **Accepting and declining invitations:**  *Kommst du zur Party mit?*; *Ja, gerne*; *Es tut mir leid, ich kann heute nicht*  **Discuss what items you will bring to an event:**  *Was bringst du zur Party mit?*; *Ich bringe einen Kartoffelsalat mit*  **Items to take to the party:**  *der Snack*, *die Getränke*, *die Süßigkeiten*, *der Teller*, *die Gläser*, *die Servietten*, *die Dekorationen*, *die Musik*, *die Spiele*, *die Chips*, *der Kartoffelsalat*, *der Kuchen*  **Discuss the weather:**  *Es ist sonnig und warm*; *Es ist kalt und regnet*; *Die Sonne scheint*; *Es windet*; *Es schneit*  **Weather vocabulary:**  *warm*, *schön*, *schlecht*, *bewölkt*, *regnerisch*, *verschneit*, *windig*, *neblig*, *trüb*, *klar*, *die Sonne*, *der Regen*, *der Schnee*, *der Blitz*, *der Donner*, *der Hagel*, *der Regenbogen*, *die Wolke*, *der Wind*, *der Sturm*, *der Himmel*  **Clothing and accessories:**  *die Jacke*, *der Pullover*, *das Hemd*, *die Hose*, *die Latzhose*, *der Rock*, *die Weste*, *die Shorts*, *der Anzug*, *die Bluse*, *das Kleid*, *das T-Shirt*, *die Socke*, *die Strumpfhose*, *das Unterhemd*, *die Unterhose*, *der BH (Büstenhalter)*, *die Boxershorts*, *das Dirndl*, *die Lederhosen*, *der Schuh*, *der Stiefel*, *die Sandale*, *der Pantoffel*, *der Sneaker*, *der Winterstiefel*, *der Mantel*, *der Regenmantel*, *der Schal*, *der Handschuh*, *die Mütze*  **Express opinions about clothes:**  *Ich mag diesen Rock. Er ist geil*; *Ich mag das T-Shirt nicht. Es ist nicht stylish*  **Discuss what you will wear:**  *Ich trage einen Pulli*  **Adjectives:**  *schön*, *hässlich*, *bequem*, *eng*, *weit*, *modern*, *altmodisch*, *farbig*, *einfarbig*, *stylisch*, *luxuriös*, *praktisch*, *lässig*, *festlich*, *warm*  **Expressions:**  *Alles Gute zum Geburtstag!*; *Herzlichen Glückwunsch zum Geburtstag!* |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  Where we live, how we live – *Wo wir wohnen, wie wir wohnen* | Suggested grammar, vocabulary and structures |
| **Part A: Understanding texts (ML5-UND-01)**  Read 4 posts on the ‘Wie wir wohnen’ (‘How we live’) blog[[7]](#footnote-7), in which people describe where they live and the local area.  Identify and analyse key information[[8]](#footnote-8) and then explain (in English) which place you would like to live the most, with references to the text[[9]](#footnote-9).  **Part B: Creating texts (ML5-CRT-01)**  Contribute your own post to the blog[[10]](#footnote-10). Include:   * where you live * if you like living there, or not, with a reason * at least 4 places or facilities in your local area * what you can do in at least 2 of the places or facilities * a café or restaurant in your local area, when you go there, who you go with and what you eat or drink there.   **Skills**   * Express what buildings and facilities are in your local area. * Discuss what you can do in your city or suburb using ‘*man*’. * Understand and express time. * Invite a friend to a café or restaurant. * Discuss what you would like to order in a café or restaurant. * Use appropriate expressions to order food in a café or restaurant. * Understand and ask about prices. * Express politeness by using *Sie*. | **Understand and express time:**  *Wie spät ist es?*; *Wie viel Uhr ist es?*; *Es ist [*number*] Uhr*; *Es ist halb [*number*]*; *Es ist Viertel nach [*number*]*; *Es ist Viertel vor [number]*  **Saying where things are:**  *In meinem Vorort gibt es einen Supermarkt, eine Kirche, ein Kino und zwei Schulen*  **Around town:**  *die Straße*, *die Apotheke*, *die Bank*, *die Drogerie*, *das Hotel*, *die Fabrik*, *das Restaurant*, *die Metzgerei*, *das Theater*, *die Reinigung*, *das Geschäft*, *der Buchladen*, *das Museum*, *der Flughafen*, *die Kirche*, *die Garage*, *der Platz*, *das Rathaus*, *das Denkmal*, *das Schloss*, *das Gebäude*, *die Schule*, *das Haus*, *die Stadt*, *das Lebensmittelgeschäft*, *die Kneipe*, *die Bibliothek*, *der Dom*, *das Krankenhaus*, *das Stadion*, *der Friedhof*, *das Kino*, *die Bäckerei*, *das Eisenwarengeschäft*, *das Schuhgeschäft*, *das Schreibwarengeschäft*, *das Café*  **Discuss what you can do using ‘*man*’:**  *Was kann man hier machen?*; *Man kann Rad fahren*; *Man kann einkaufen gehen*  **Invitations:**  *Was machst du am Montag?*; *Gehen wir zum Café?*; *Wann treffen wir uns?*  **Ordering food:**  *Was möchtest du?*; *Was nimmst du?*; *Ich möchte eine Bratwurst*; *Ich nehme eine Cola*; *Ich möchte Rinderrouladen mit Sauerkraut und ein Wasser, bitte*  **Restaurant expressions:**  *Bitte schön?*; *Vielen Dank!*; *Guten Appetit!*  **Prices:**  *Wie viel kostet es?*; *Wie viel kostet das?*; *Was kostet das?*; *Das kostet [*number*] Euro*  **Express politeness by using ‘*Sie*’:**  *Was möchten Sie essen?* |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  Family, friends, and pets – *Familie, Freunde und Haustiere* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML5-INT-01)**  You call your new German friend in order to get to learn more about each other and your respective families.  In your conversation[[11]](#footnote-11), each of you includes:   * who is in your family * a detailed description of one or more family member(s), including at least 2 comments about their personality and at least 2 comments about their physical attributes * details about what one family member likes to do in their free time, and how you feel about this activity * information about your own pet or a pet you would like to have * your favourite animal.   **Skills**   * Describe personalities in detail, using adjectives and adverbs. * Describe physical attributes of people and pets. * Communicate authentically using phrases and idioms relating to the body. * Use possessive adjectives *mein*, *dein*, *sein* and *ihr* to provide information about others. * Express and compare what family and friends like and do not like to do, using present tense of verbs. * Exchange information about pets and animals, including favourites. | **Describe personalities:**  *Meine Mutter ist sehr lustig, aber sie ist manchmal streng*  **Describe people and pets:**  *Wie sieht dein Vater aus?*; *Mein Vater ist groß und hat blaue Augen*  **Phrases and idioms:**  *die Daumen drücken*, *viel um die Ohren haben*, *die Nase voll haben*  **Using possessive adjectives:**  *Meine Freundin heißt Petra und ihr Bruder wohnt in Melbourne*; *Mein Hund ist groß und seine Ohren sind lang*  **Possessive adjectives:**  *mein*, *dein*, *sein*, *ihr*  **Comparisons:**  *Meine Schwester mag Tennis, aber ich mag Sport überhaupt nicht*; *Ich spiele lieber Netball*; *Sie liest gern*  **Exchange information:**  *Hast du einen Hund?*; *Nein ich habe keinen Hunde*, *aber ich hätte gern einen*; *Was ist dein Lieblingstier?*; *Mein Lieblingstier ist der Hund*  **Describing personalities:**  *freundlich*, *neugierig*, *schüchtern*, *offen*, *ehrgeizig*, *humorvoll*, *geduldig*, *intelligent*, *hilfsbereit*, *sympathisch*, *ehrlich*, *optimistisch*, *pessimistisch*, *kreativ*, *verantwortungsbewusst*, *streng*, *lustig*  **Body parts:**  *die Haare*, *die Augen*, *die Haut*, *der Körper*, *das Gesicht*, *die Nase*, *der Mund*, *das Ohr*, *die Hände*, *die Beine*, *der Fuß*, *die Zähne*, *der Kopf*  **Animal body parts:**  *die Schnauze*, *der Schwanz*, *der Flügel/die Flügel*, *die Pfote/die Pfoten*, *der Schuppe/die Schuppen*, *das Fell*, *der Klaue/die Klauen* |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  Goodbye school, hello weekend! – *Auf Wiedersehen Schule, hallo Wochenende!* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Creating texts (ML5-CRT-01)**  Your year adviser has asked you to prepare a presentation[[12]](#footnote-12) for a new exchange student from Germany, with key information about your school and home life.  Include:   * when you normally get up on school days and on the weekend * how you help at home, and when * when school starts and how you get there * the subjects you study * your favourite subject, with reasons * at least one school rule which may surprise them * at least 3 activities you do after school or on the weekend.   **Skills**   * Express daily routines and activities, and the time they occur. * Describe methods for going to school. * Exchange information about the school day, including subjects and preferences, with reasons. * Exchange information about what you do after school and on the weekend. * Describe what you do to help at home and when. * Express common school rules using *man* with modal verbs *müssen* and *dürfen*. * Understand the German school system and the links to current and future prospects for German teenagers. | **Express daily routines and activities:**  *Um wieviel Uhr stehst du auf?*; *Ich stehe um sieben Uhr auf*; *Meine Schule beginnt um halb acht*  **Transport:**  *Wie fährst du zur Schule?*; *Ich fahre mit dem Bus zur Schule*  **Exchange information including preferences and reasons:**  *Mein Lieblingsfach ist Musik, weil ich gern Gitarre spiele und der Lehrer witzig ist*  **Exchange information about freetime:**  *Was machst du am Wochenende?*; *Am Samstag spiele ich normalerweise Fußball*  **Describe helping:**  *Was machst du im Haushalt?*; *Ich gehe jeden Tag mit den Hund Gassi gehen und ich kümmere mich manchmal um meinen Bruder*; *Ich koche dienstags*  **Modal verbs:**  *müssen*, *dürfen*  **Using modal verbs:**  *Man muss den Spielplatz aufräumen*; *Man darf das Handy nicht benutzen*; *Man muss eine Uniform tragen*  **Modes of transport:**  *das Auto*, *der Bus*, *der Zug*, *das Flugzeug*, *das Schiff*, *das Fahrrad*, *das Motorrad*, *die U-Bahn*, *der Straßenbahn*, *das Taxi*, *der Lkw*, *der Roller*, *die Fähre*, *der Fuß*  **Subjects:**  *die Mathematik*, *das Deutsch*, *die Englisch*, *die Geschichte*, *die Biologie*, *die Chemie*, *die Physik*, *die Geografie*, *die Kunst*, *die Musik*, *der Sport*, *die Informatik*, *die Fremdsprache*, *die Ethik*, *die Religion*  **Chores:**  *das Geschirr spülen*, *den Tisch decken*, *den Müll rausbringen*, *den Boden saugen*, *den Rasen mähen*, *Wäsche waschen*, *das Bad putzen*, *einkaufen gehen*, *kochen*, *Zimmer aufräumen*, *den Hund/die Katze füttern*  **After school or weekend activities:**  *Hausaufgaben machen*, *Freunde treffen*, *Sport treiben*, *Musik hören*, *lesen*, *Fernsehen schauen*, *Videospiele spielen*, *ins Kino gehen*, *spazieren gehen*, *Familie besuchen*, *Freiwilligenarbeit machen* |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  What did you do on the weekend? – *Was hast du am Wochenende gemacht?* | Suggested grammar, vocabulary and structures |
| Understanding texts (ML5-UND-01)  Your friend from your German class has moved to a new city, but you stay in touch through email to practise your German.  Your friend has written you an email about what they did on the weekend and asking you about what you did on the weekend[[13]](#footnote-13). Respond to their email in German with at least 2 activities you did on the weekend[[14]](#footnote-14)[[15]](#footnote-15).  Include:   * the activities you on the weekend * who you did the activities with * how you feel about the activities * how the weather was.   Skills   * Express what activities people did on the weekend. * Express who they did activities with. * Describe activities using attributive adjectives. * Describe what the weather was like. | **Express activities using past tense:**  *Was hast du am Wochenende gemacht?*; *Ich bin in die Stadt gegangen*; *Ich habe Hausaufgaben gemacht*; *Mein Bruder hat Tennis gespielt*  **Express who you did things with:**  *Ich habe einen Film mit meinem Freund gesehen*; *Ich bin mit meinem Hund in den Park gegangen*; *Ich habe mit meiner Mutter das Abendessen gekocht*  **Describe activities using attributive adjectives:**  *Ich habe einen langweiligen Film gesehen*; *Ich bin zu einem tollen Konzert gegangen*; *Ich habe ein interessantes Buch gelesen*; *Ich habe meine liebe Familie besucht*; *Wir haben ein aufregendes Fußballspiel gespieltjugyht*; *Ich habe ein neues, einfaches Rezept gekocht*  **Describe the weather in past tense:**  *Am Wochenende war es sonnig*; *Es hat geschneit*; *Es hat stundenlang gedonnert und geblitzt*; *Die Temperaturen waren angenehm*; *Es gab einen schönen Regenbogen* |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  Bless you! – *Gesundheit!* | Suggested grammar, vocabulary and structures |
| **Part A: Understanding texts (ML5-UND-01)**  You’re helping edit the German club’s newsletter, but the letters to the ‘*Hilfe!*’ column have been mixed up! Read each letter and match it to the correct advice[[16]](#footnote-16).  **Part B: Creating texts (ML5-CRT-01)**  You notice one letter doesn’t have a reply yet. Write the advice[[17]](#footnote-17), including:   * what you think the writer is suffering from * 2 pieces of advice which may help them feel better.   **Skills**   * Express feeling unwell. * Discuss symptoms and understand instructions in the imperative. * Discuss options for improving or maintaining health using modal verbs. * Identify and share healthy habits. | **Express feeling unwell:**  *Mein Bein tut weh*; *Ich habe Kopfschmerzen*; *Ich habe Fieber*; *Ich bin müde*; *Ich habe die Grippe*  **Discuss symptoms and understand instructions in the imperative:**  *Was ist mit Ihnen/dir los?*; *Was für Symptome haben Sie?*; *Nehmen Sie/Nimm die Tabletten dreimal am Tag*; *Trinken Sie/Trink viel Wasser*  **Discuss options for improving or maintaining health using modal verbs:**  *Man kann am Wochenende wandern*; *Du solltest mehr Wasser trinken*; *Ich möchte gesund essen und fitter sein*; *Um gesund zu sein, solltest du jeden Tag 30 Minuten spazieren gehen*  **Identify and share healthy habits:**  *Um gesund zu sein, laufe ich jeden Tag*; *Ich esse kein Junkfood*; *Ich trinke viel Wasser*; *Um gesund zu sein, esse ich jeden Tag Obst und Gemüse* |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  Travel adventures – *Reiseabenteuer* | Suggested grammar, vocabulary and structures |
| **Interacting (ML5-INT-01)**  **You are hosting a German exchange student at your house for the school holidays and are planning on taking them on your family’s annual holiday. Have a conversation with them about this holiday.**  **In your conversation5, include:**   * the place you will go to * where the place is located * the reasons why this is your favourite place * how you will get there * what you will do there.   **Skills**   * Discuss where you have been on holiday and what you did there. * Use modal verbs to express future plans and wishes. * Discuss plans for exploring a German city. * Describe where things are located in a town. * Express how you get where you are going. * Give and respond to directions in a town. * Express what your favourite place in a city is and why. * Discuss famous German landmarks and sights, and their links with history and culture. | **Discuss where you have been on holiday and what you did there:**  *In den Ferien bin ich nach Coffs Harbour gefahren*; *Ich habe gefaulenzt und gesurft*; *In den Ferien bin ich nach Cooma gefahren, und wir haben Ski gefahren und Schneemänner gebaut*  **Use modal verbs to express future plans and wishes:**  *Ich will in den Sommerferien nach Deutschland fahren*; *Ich möchte nächtes Jahr in die Schweiz fahren, weil ich mein Deutsch verbessern möchte*  **Discuss plans for exploring a German city:**  *Was machen wir in Berlin?*; *Wir können ins Museum gehen*  **Describe where things are located in a town:**  *Wo ist der Zoo?*; *Der Zoo ist in der Nähe vom Park*  **Express how you get where you are going:**  *Wie kommt man zur Kirche?*; *Man kann mit dem Bus fahren*  **Give and respond to directions in a town:**  *Wie komme ich zum Stadion?*; *Nehmen Sie die erste Straße links und es ist auf der linken Seite*  **Express what your favourite place in a city is and why:**  *Was ist dein Lieblingsort in Canberra?*; *Mein Lieblingsort in Canberra ist der See, weil ich gern Rad fahre*  **Directions vocabulary:**  *links*, *rechts*, *geradeaus*, *die Straße*, *die Kreuzung*, *die Ampel*, *überqueren*, *vor*, *hinter*, *neben*, *zwischen*, *entlang*, *bis zum*, *direkt*, *am Ende*  **Famous German landmarks:**  *das Brandenburger Tor*, *der Kölner Dom*, *das Schloss Neuschwanstein*, *die Berliner Mauer*, *die Zugspitze*, *das Reichstagsgebäude*, *das Oktoberfest*, *der Fernsehturm*, *die Altstadt von Rothenburg*, *der Rhein* |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Youth problems – challenges and solutions – *Jugendprobleme – Herausforderungen und Lösungen* | Suggested grammar, vocabulary and structures |
| **Understanding texts (ML5-UND-01)**  You are reading a digital newspaper article about problems that teenagers face in Germany[[18]](#footnote-18). Answer questions about the text in English and post a comment identifying 3 problems you (or your friends) often face3.  **Skills**   * Discuss common problems among young people. * Express thoughts and opinions. * Give and accept advice. * Structure an argument and make compromises. * Use verbs with dative objects. * Explore youth issues in German-speaking countries through popular music, and make comparisons with you and your peers’ issues. | **Discuss common problems among young people:**  *Was ist mit dir los*?; *Ich muss so viel lernen*; *Ich habe zu viele Hausaufgaben*; *Ich darf nicht zur Party gehen*; *Es gibt Gruppenzwang*; *Ich verbringe zu viel Zeit am Handy Ich scrolle mehr als ich lerne*  **Express thoughts and opinions:**  *Ich weiß, dass...*; *Ich glaube, dass...*  **Give and accept advice, with modal verbs:**  *Was soll ich machen?*; *Du kannst mit deinem Mathelehrer spechen*  **Structure an argument and make compromises:**  *Das ist nicht fair*; *Ich darf nie machen, was ich will*; *Ich will in die Disco gehen*; *Es ist wichtig, Zeit mit Freunden zu verbringen*; *Yannis Eltern haben es erlaubt*; *Ja, ich verstehe*; *Du hast recht*; *Ja natürlich, aber*…; *Du brauchst dir keine Sorgen zu machen*; *Vertrau mir!*  **Use verbs with dative objects:**  *vertrauen*, *erlauben*  **Youth issues:**  *körperliche und geistige Gesundheit*, *Stress in der Schule*, *Mobbing*, *Drogenmissbrauch*, *Soziale Isolation*, *Medienabhängigkeit*, *Zukunftsangst*, *Klimawandel*, *Familienprobleme*, *Freundschaften*  **Comparisons:**  *Stress in der Schule ist ein großes Problem in Deutschland, aber nicht so groß in Australien*; *Mobbing ist ein weltweites Problem*; *Denkst du, dass Mobbing ein größeres Problem in Australien oder in Deutschland ist?* |

Table 12 – Year 10, Term 4

|  |  |
| --- | --- |
| Term 4  My world, our environment – *Meine Welt, unsere Umwelt* | Suggested grammar, vocabulary and structures |
| **Creating texts (ML5-CRT-01)**  Using Canva, students create an infographic for an upcoming environmental campaign[[19]](#footnote-19).  **Include:**   * the environmental issue or campaign the infographic is for * 5 actions to help combat this issue * at least 2 images, with labels including key terminology * a slogan to get attention.   **Skills**   * Express what environmental issues you are interested in. * Understand terminology relating to environmental issues. * Discuss actions to help the environment. * Express intentions behind actions. | **Express environmental issues:**  *Wofür interessierst du dich?*; *Ich interessiere mich für Naturschutz*  **Environmental issues:**  *Naturschutz*, *Klimawandel*, *Luftverschmutzung*, *Wasserverschmutzung*, *Abholzung*, *Plastikmüll*, *Biodiversitätsverlust*, *Erderwärmung*, *Überfischung*, *Energieverschwendung*, *Naturkatastrophen*  **Discuss actions to help the environment:**  *Was machst du, um die Umwelt zu schützen?*; *Ich fahre mit dem Fahhrad*, *Ich kaufe biologische Produkte*  **Express intentions behind actions:**  *...damit das Wasser sauber bleibt*, *...um Wasser zu sparen*  **Promoting environmental awareness:**  *Die Erde braucht deine Hilfe!*, *Schütze die Umwelt, schütze unsere Zukunft!*; *Weniger Plastik, mehr Natur!*; *Jeder Baum zählt!*; *Recycling ist cool!*; *Saubere Umwelt, Saubere Gedanken!*, *Gemeinsam für eine grüne Zukunft!*, *Kleine Taten, große Wirkung!*, *Rette die Bienen, rette die Welt!*; *Denk global, handel lokal!* |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: German 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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1. Host sibling role to be played by teacher [↑](#footnote-ref-1)
2. To support the full range of students, the teacher can provide prompt cards or scaffolds to support spontaneous interaction. Students may use assistive technologies to provide oral responses. [↑](#footnote-ref-2)
3. Students may provide reasons in, for example, spoken or written form or using speech to text technology. [↑](#footnote-ref-3)
4. Students may be provided with a scaffold to assist with writing the email. [↑](#footnote-ref-4)
5. As this task assesses interaction, students are encouraged to work in pairs to complete the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-5)
6. Students could perform live in class or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-6)
7. Teacher to provide texts, which can be read aloud for students with language support needs. [↑](#footnote-ref-7)
8. To cater to a range of learners, provide a range of comprehension questions before moving to justifying responses with reference to the text. [↑](#footnote-ref-8)
9. Students may provide their response in, for example, spoken or written form or using speech to text technology. [↑](#footnote-ref-9)
10. Students may use assistive technologies to create written blog post. [↑](#footnote-ref-10)
11. As this task assesses interaction, students are encouraged to work in pairs to complete the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-11)
12. Students may use assistive technologies to create presentation. Students may be provided with a scaffold to assist in creating the presentation. [↑](#footnote-ref-12)
13. Teacher to provide email, which can be read aloud to students with language support needs. [↑](#footnote-ref-13)
14. Students may use assistive technologies to write the email. [↑](#footnote-ref-14)
15. Students may be provided with a scaffold to assist in creating the email. [↑](#footnote-ref-15)
16. Teacher to provide letters, which can be read aloud to students with language support needs. [↑](#footnote-ref-16)
17. Students may use assistive technologies to write the letter. [↑](#footnote-ref-17)
18. Teacher to provide digital newspaper article, which can be read aloud to students with language support needs. [↑](#footnote-ref-18)
19. Students may be provided with a scaffold to assist in creating the infographic. [↑](#footnote-ref-19)