German Stage 4 – sample unit of work

What do you like to eat – *Was isst du gern?*

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# Unit description and duration

This 10-week (25-hour) unit introduces students to expressing preferences relating to foods and drinks, giving opinions about different foods and drinks and exploring mealtimes in a range of cultures.

In this unit, students are provided with opportunities to:

* **identify and name common foods and drinks**
* express personal preferences for food and drink
* exchange information about their food and drink preferences, including at different mealtimes
* compare and contrast mealtime habits and preferences in German-speaking countries with those in their own culture, demonstrating an understanding of cultural differences
* identify typical German meals and foods
* express what their favourite food and drink is and ask another person what their favourite food is
* use adjectives to express or justify personal preferences
* incorporate *aber* or *und* to show contrast, contradiction or increasing complexity, and *oder* to present alternatives or choices.

# Student prior learning

This is the Term 2 unit of the Stage 4 scope and sequence for the mandatory 100 hours.

Before engaging in these teaching and learning activities, students may have had prior experience with:

* greeting people at different times of the day
* understanding and exchanging information about themselves, including name, age, where they live and nationality
* using *ja* and *nein*
* sharing information about family and pets, for example, *Hast du Geschwister*?; *Ich habe einen Bruder und eine Schwester*; *Hast du ein Haustier*?; *Ja, ich habe einen Hund und zwei Fische*.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A).

**Outcome:**

* **ML4-INT-01[[1]](#footnote-2) exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language**

You are on a school trip in Germany and are meeting your host family for the first time. Your host sibling[[2]](#footnote-3) wants to learn a bit more about your food and drink preferences. Greet your host sibling, and then discuss:

* 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.

# Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students. Teaching strategies you can use include:

**Online flashcards and games** – throughout the unit, provide students with opportunities to create flashcards and play games to practise new vocabulary and structures. Use platforms such as, [Kahoot](https://kahoot.com/), [Quizlet](https://quizlet.com/en-gb) or similar.

**Mini whiteboards** – this unit includes activities with mini whiteboards. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.

**Sentence builder/conversation scaffold** – this unit includes sentence builder/conversation scaffolds to support students.

**Anchor chart** – this unit includes a class anchor chart, which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can handwritten or digital, using tools such as Padlet or Jamboard, set out with various categories such as food and drink, verbs, likes, expressions and so on.

## Weeks 1–3 – identifying foods and drinks, and expressing likes/dislikes

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a way to ask what things are in German * verbs can be used to express personal preferences relating to foods and drinks in German * German has many cognates with English * they can engage in simple interactions about likes and dislikes relating to food and drink. | Students can:   * **identify and name common foods and drinks, including German foods, and use singular and plural, for example, *Was ist/sind das?*; *Das ist/sind…*** * express personal preferences for food and drink * engage in basic conversations with others about their food and drink preferences. |

**Suggested vocabulary and grammatical structures**

**Verbs:** *ich* and *du* forms of *essen* and *trinken*

**Food and drink:** *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, das Toast, das Steak, das Fleisch, das Hähnchen, das Wasser, die Eier (pl), die Pfannkuchen (pl), 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)*

**Note** – to manage cognitive load, the nouns are taught without the definite article in this unit.

**Identifying food and drink:** *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* [*f*ood/drink*]*: *Ich esse/trinke nicht gern [*food/drink*].*

**Note** – *Brezeln*, *Sandwiches*, *Hamburger*, *Döner*, *Frankfurter*, *Frikadellen*, *Brötchen*, *Eier*, *Pfannkuchen* and *Kartoffeln* aretaught in this unit in the plural form due to how they are required to be used in sentences, for example:

* *Was sind das?* What are they?
* *Das sind Eier.* They are eggs.
* *Ich esse gern Pfannkuchen.* I like to eat pancakes.
* *Pfannkuchen sind lecker.* Pancakes are delicious.
* *Pfannkuchen sind mein Lieblingsessen.* Pancakes are my favourite food.

### Identifying foods and drinks

* Introduce the final summative assessment task which students will do at the end of term. Discuss the expectations of the task and the marking guidelines. Explain that all activities completed this term will build the students’ skills to help them complete the task. Check for understanding and encourage students to ask questions. There will be additional options for task completion where required.
* To introduce the topic of food, ask students to suggest (in English or, where appropriate, German) relevant vocabulary and language structures which relate to describing their food habits, such as vocabulary for foods and drinks, what their favourite food is, what they like to eat or drink and what they eat for breakfast, lunch and dinner.
* Ask students whether they have eaten German food or have been to a German restaurant. Ask students to share names of any foods they know in German or the names of any German restaurants they have been to. Using a [mind map](https://www.mindmeister.com/blog/students-guide-to-mind-mapping/), write the names of any German foods or restaurants students share on the board. Students copy the mind map into their books or on their devices.
* Using the [‘German food and drink’ resource (PPTX 55 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx), introduce students to 15 German food and drink items. Note: foods are being introduced in their singular or plural form to suit the grammar for the unit. If the food or drink is being introduced in the singular, this is indicated with the letter ‘S’ in the bottom left corner of the PowerPoint slide. If the food or drink is being introduced in the plural, this is indicated with the letter ‘P’ in the bottom left corner of the PowerPoint slide. Read the words several times to the students as you change the slides for students to hear correct pronunciation. After all slides have been shown, ask students if they have eaten any of these foods, and if they were aware of their origin. For example, students may have eaten *Schwarzwälder Kirschtorte* but not known the name in German previously, and not realised it was a German dish.
* To model simple question and answer responses and provide a sentence structure for students to practise German pronunciation, introduce the questions *Was ist das?* for singular items and *Was sind das?* for plural items. Check for understanding of singular and plural words by asking students to provide examples of singular and plural food items in English. Using the [‘German food and drink’ resource (PPTX 55 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx), with each change of slide, have a different student ask you the question *Was ist das?* or *Was sind das?* and you respond with the correct answer according to the image displayed, for example, for singular items *Das ist Apfelstrudel* and for plural items *Das sind Brezeln*. Explain to students this question is very useful when wanting to know what something is in German and can used for anything, not just foods and drinks. As students become more familiar with the foods and whether the singular or plural question is required, the ‘S’ and ‘P’ on the slides can be removed. Write the new vocabulary on the class [Padlet](https://padlet.com/) (digital anchor chart). **Use features of the sound system to create spoken texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Do the previous activity in reverse, with the teacher asking the students the questions *Was ist das?* or *Was sind das?* Students can answer individually or as a class. Students then ask and answer these questions in pairs, one student asking the question and the other responding. For this activity, students with speech and language support needs could be provided with word cards and these students could point to or hold up the correct single or plural word card when answering a question. These word cards could also be used throughout the unit for similar activities. Students write the new sentence structures to ask and say what something is in their books or on their devices. Add the structures to the class Padlet anchor chart. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Explain cognates to students – words that have a similar form and meaning in both languages – and provide examples for students, such as *du*/you, *ist*/is, *Tag*/day. Divide students into pairs and give each pair a [‘German food and drink descriptions’ resource (DOCX 1170 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-food-and-drink-descriptions.docx). Using the [‘German foods and drinks’ resource (PPTX 55 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx), display each picture for a minute. Students work in pairs to match each food with its description. Encourage students to use prior knowledge and their understanding that many German words are cognates to English words. At the completion of the 15 words, check if students need one more look at the words before asking different groups to share their answers. Add descriptions with words to the class Padlet anchor chart. Students complete the remaining activities on the worksheet. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Print the cards from the [‘Image cards – German foods and drinks’ resource (DOCX 4610 KB)](C:\\Users\\rcobcroft\\AppData\\Local\\Microsoft\\Windows\\INetCache\\Content.Outlook\\4RTPS8ZQ\\modern-languages-s4-german-image-cards-german-foods-and-drinks.docx). Cut up the cards so you have enough for one for each student and give one card to each student. Students walk around the class asking and answering the question *Was ist das*? if the image on the card is singular or *Was sind das*? if the image on the card is plural. They must answer according to what is on their card, paying attention to whether their card has something you answer with the singular form, for example, *Das ist Schnitzel* or something with the plural form and answer accordingly, for example, for *Frikadellen* the response would be *Das sind Frikadellen*. To support students having difficulty remembering vocabulary, display the vocabulary from the [‘German foods and drinks’ resource (PPTX 55 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx) on the board. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts; Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Using the [‘General foods and drinks’ resource (PPTX 43 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-general-foods-and-drinks.pptx), introduce 26 new common food and drink items. To support cognitive load, most of these are for recognition only throughout the unit. Display the new vocabulary before revealing the picture to allow time for students to work out what the new words mean using prior knowledge and their understanding of cognates. Allow up to 3 guesses from students before revealing the image. To practise the new vocabulary, drill the structure previously learned – Was ist das? for singular items and Was sind das? for plural items. Add the new vocabulary to the class Padlet anchor chart and students write them in their books or on their devices. **Use familiar metalanguage to compare target language structures and features with English; Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**
* To consolidate all new food and drink vocabulary, students complete the [‘Vocabulary activities for foods and drinks’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-vocabulary-activities-for-food-and-drink.docx). To support students having difficulty remembering vocabulary, display the new vocabulary on the board. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* To further consolidate new vocabulary, using [‘Image cards – general foods and drinks’ resource (DOCX 23.8 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-general-foods-and-drinks.docx), repeat the class activity where students go around the class asking and answering the question *Was is das*? if the image on the card is singular or *Was sind das*? if the image on the card is plural. Students must answer according to what is on their card, paying attention to whether their card has something you answer with the singular form, for example, *Das ist Schokolade* or something with the plural form, for example, for *Hamburger* the response would be *Das sind Hamburger*. To support students having difficulty remembering vocabulary, display the vocabulary from [‘General foods and drinks’ resource (PPTX 43 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-general-foods-and-drinks.pptx) on the board. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Combine a set of [‘Image cards – German foods and drinks’ resource (DOCX 4.51 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-german-foods-and-drinks.docx) with a set of [‘Image cards – general foods and drinks’ resource (DOCX 23.3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-general-foods-and-drinks.docx). Divide the class into 2 teams with students standing in 2 lines. Place one set of cards face down at the front on a desk. In turns, one student from each team draws a card and makes a sentence *Das ist* \_\_\_or *Das sind* \_\_\_, depending on whether the item is singular or plural. If the student makes a correct sentence, they hand the card to the teacher and a point is added to the board for their team. If they are incorrect, they place the card at the bottom of the pile of cards and go to the back of the line. The team with most points wins when there are no cards left on the desk. Alternatively, create multiple card sets and students can play in pairs – each pair can go through all the cards, one person at a time. The person with most points wins. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Play a game outdoors using the [‘Running reporter’ resource (DOCX 232 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-running-reporter.docx). One student is the **scribe** and the other is the **running reporter**. The **scribe** will need a pen and the ‘Running reporter – answer sheet’ section from the resource to write the list of words on. On a chair for each pair, some distance away from where the pairs start, place the list of words. When the game starts, the running reporter races to the chair, reads the list of words and tries to memorise as many of them as possible. They then race back to their partner, the scribe, and communicates the words they can recall. As they communicate them, the scribe must note them down on the answer sheet, with correct spelling. They go back and forth until the pair has completed all 20 words. They cannot shout the words from afar and must communicate them quietly to the scribe when they report them. The running reporter is allowed to check the spelling of the words and change any as required before announcing ‘*fertig’*. The winner is the first pair to complete their list correctly. For students with a disability or speech and language support needs, ensure various resources are available to support participation, for example, a computer to type rather than using a pen to write, or use of voice-to-text software. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Extend the skill of asking what something is with all the foods and drinks by changing the questions and responses slightly by drilling *Was ist das*? *Ist das Bratwurst*? or *Was ist das*? *Ist das Bratwurst oder Apfelstrudel*? or *Was sind das*? *Sind das Brezeln*? for students to answer, for example, *Ja, das ist Bratwurst*, or *Nein, das ist nicht Bratwurst*. *Das ist* *Apfelstrudel*, or *Das sind Brezeln*. Hold up different pictures of foods asking students what it is, using combinations of the various questions *Was ist das?* *Ist das Bratwurst*? *Ist das Bratwurst oder Apfelstrudel?* **Use features of the sound system in spoken interactions; Use structures and features of the grammatical system to interact; Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Students watch [What Food You Will Find in Any German City? (10:02)](https://www.youtube.com/watch?v=6ZHVZTf_IWY) which introduces students to a variety of foods found in Germany. Following the video, students complete a timed journal activity. Set a timer for 5 minutes and students write down any thoughts that come to mind about what they’ve seen. For example, students could reflect on what similarities and differences they notice between German and Australian cuisine or write down the names of some of the German foods described, including any similarities with English words. Ask students to share one of their journal entries. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-INT-01)**
* Students investigate the influence of German food in Australia, through a series of driving questions such as ‘How has German food influenced the culinary landscape of Australia over the years?’, ‘Are there any specific regions in Australia where German food influence is more prominent, and if so, what are the reasons behind this concentration?’, ‘What are the key elements of German cuisine that have been integrated into Australian food culture?’, ‘What are the typical ingredients of German food in Australia?’. Students work independently or in pairs to create a 5-minute presentation such as a PowerPoint or Prezi, including as much German as possible. Students present their findings to the class. Class members are given 1–2 minutes at the end of each presentation to complete peer feedback. A suggested feedback strategy is: Feedback sandwich – top slice of bread (positive aspect of the presentation), sandwich filling (a suggestion as to how the presentation can be improved) and bottom slice of bread (another positive aspect of the presentation).
* **Exit ticket** – **triangle, square, circle strategy**. Distribute sticky notes to students and ask them to draw a **triangle** and next to it write 3 German words that they know. Next ask students to draw a **square** and write next to it one thing that squared with them in the unit so far (what they really understand or ‘get’). Finally ask students to draw a **circle** and write next to it one thing that is still ‘circling’ in their minds (something they didn’t understand or want to know more about).

### Expressing what you like and don’t like to eat and drink

* Give students 5 minutes to revise food and drink vocabulary covered so far in this unit by referring to the class Padlet anchor chart or their notes in their book or on their devices, then play a game of Kahoot. Play the [German food and drink Kahoot](https://create.kahoot.it/details/c241fbbd-72ef-470d-a038-24d30a727673) (if signed in, use the link or the Kahoot game can be found by searching ‘Languages NSW German food and drinks’ in Kahoot). In the quiz, students are shown pictures of food and drinks they have studied so far in class and are required to select the correct vocabulary from the 4 choices shown. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Discuss with students the criteria they use to rate restaurants and meals and how they or their families choose restaurants to dine in. Explain that the website, [TripAdvisor](https://www.tripadvisor.com.au/), can be used to plan places to eat, stay or travel to, based on reviews and advice of others. Using [TripAdvisor](https://www.tripadvisor.com.au/), students look at the top 10 restaurants in Berlin and choose a restaurant they would like to eat in. Using the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=9426a38b-51ee-ec13-5a89-9a411dd511a3) strategy, students make their choice then discuss their decision with a classmate. The teacher then surveys the class to find the most popular restaurant and reasons for its selection.
* Students complete [‘Curry at the Wall’ resource (DOCX 254 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-curry-at-the-wall.docx) based on the [Curry at the Wall website](https://www.bing.com/search?FORM=PISBRL&PC=PI02&q=curry+at+the+wall), a place to grab a quick bite in Berlin. Encourage students to be challenged and use the website in German. For students requiring support with this activity, the website can be used in English. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Display an image of one food you like to eat and one food you don’t like to eat. Pointing to the objects, say to the students Ich esse gern \_\_\_, Ich esse nicht gern \_\_\_. Use gestures and facial expressions to support students with understanding the new sentences. For example, nodding, smiling and pretending to eat food when saying what you like to eat and shaking your head, frowning and hesitating to eat food when saying something you don’t like to eat. Using the [‘German foods and drinks’ resource (PPTX 56 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx) or the [‘General foods and drinks’ resource (PPTX 43 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-general-foods-and-drinks.pptx), go through the whole PowerPoint with a sentence whether you like to eat or don’t like to eat the food and when you get to a drink, for example, Apfelschorle, say Ich trinke gern Apfelschorle or Ich trinke nicht gern Apfelschorle. Go back to the start of the PowerPoint and elicit sentences from students in the class about each food and drink. If required, write the sentence structure on the board to support students. After completing the PowerPoint, write *Ich esse gern*\_\_\_\_, Ich esse nicht gern\_\_\_\_, Ich trinke gern\_\_\_\_, Ich trinke nicht gern \_\_\_\_ on the board and on the class Padlet anchor chart. Ask students to write these expressions and their meanings in their books or on their devices, as well as write one example for each new structure that relates to themselves. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* To introduce students to asking questions of others and what they like to eat or drink, write on the board ich esse, du isst, ich trinke, du trinkst. Discuss the meaning of these and ask students what this tells us about the way these verbs differ. Introduce the term ‘verb conjugations’. Discuss how the German verbs differ from how we say these verbs in English. Explain that verb forms in German can be regular or irregular and essen is an example of an irregular verb, seen in the *du* form and that trinken is regular. Students complete [‘Verb conjugation – *essen* and *trinken’* resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-verb-conjugation-essen-and-trinken.docx). **Use familiar metalanguage to compare target language structures and features with English; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Write Du isst gern Obst on the board and ask for a student volunteer to change this to a question based on their knowledge of question formation from prior learning – *Isst du gern Obst*? Write the question on the board. Add the sentence Was isst du gern? next to it and ask students if they can work out the difference between the sentences – one general (asking ‘What do you like to eat?’) versus one specific (asking ‘Do you like to eat fruit?’). Ask students the 2 questions, seeking volunteers to respond to each based on what they know so far. **Use structures and features of the grammatical system to create texts (ML4-CRT-01); Express and explain emotions, opinions and personal preferences (ML4-INT-01); Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Introduce students to the left (grey) half of slide 2 of the [‘Sentence builders and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx) which practises asking Was isst du gern? and responding. Drill this conversation with the class, asking for volunteers to answer with something they like to eat from the sentence builder. Have students practise asking and answering in pairs, choosing something they like to eat. They can choose something else they like to eat based on their knowledge of other vocabulary of foods from this unit. Print all sentence builder pages and place them up in the classroom for students to access when required. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01); Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Introduce students to the right (blue) half of slide 2 of the [‘Sentence builders and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx) which practises asking Was trinkst du gern? and responding. Model this conversation with the class, asking for volunteers to answer with something they like to drink from the sentence builder. Have students practise asking and answering in pairs, choosing something they like to drink. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01); Use structures and features of the grammatical system to interact (ML4-INT-01)**
* To consolidate knowledge from the previous activity, students complete the [‘Faulty echo and broken sentences’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-faulty-echo-and-broken-sentences.docx). **Use knowledge of sound–symbol correspondences to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Use slide 3 of the [‘Sentence builder and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx) to introduce students to asking Isst du gern\_\_\_\_? and Trinkst du gern\_\_\_\_? and responding. Ask students to consider and share the benefits of the sentence builders and how they can assist them. Also ask students to think about when this type of conversation, and the conversation on slide 2 would take place, for example, a teenager goes over to Switzerland to stay in a German speaking household and someone asks what they like to eat or students are at the food court with a German speaking exchange student and are discussing food and ask if they eat certain foods or drink certain drinks. Students complete the activity in the [‘Information gap’ resource (DOCX 330 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-information-gap.docx), revising names and ages, and practising new structures relating to foods and drinks. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Ask questions and describe actions (ML4-INT-01)**
* Write the 2 questions Was trinkst du gern? and Trinkst du gern Milch? on the board and check for student understanding. Challenge students to write one response to Was trinkst du gern? (*Ich trinke gern Kaffee*) and up to 6 responses to Trinkst du gern Milch? – their answers can include one-word responses, agreement, disagreement and/or an alternative preference. This demonstrates to students that as their vocabulary and knowledge of language structures grows, they can express things in different ways, as we do in English when asked a question. For example, the answers to Trinkst du gern Milch? could be any one of these, and many other possibilities:
* Nein.
* Nein, ich trinke nicht gern Milch.
* Nein, ich trinke gern Kaffee.
* Nein, ich trinke nicht gern Milch. Ich trinke gern Kaffee.
* Ja.
* Ja, ich trinke gern Milch.

Then, in pairs, students take turns to ask each other these 2 questions and respond. **Use structures and features of the grammatical system to interact; Uses features of the sound system in interactions (ML4-INT-01); Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**

* Display slide 3 from the [‘Sentence builder and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx). Divide students into 2 teams and distribute mini whiteboards to each student and ask them to write a question from the slide. The teacher reads out a possible question. If a student has the question on their mini whiteboard they stand up. The student that stands up first and shows the teacher wins a point for their team. A student from the other team volunteers to answer the question and if they do so correctly, they get a point for their team. To ensure all students get an opportunity to answer, students can only volunteer once. **Use structures and features of the grammatical system to create texts (ML4-CRT-01); Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Model a [cline chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/566) on the board for students with foods and drinks taught in the unit, organised into ones you like and ones you dislike. Then students create a cline chart in their books or on their devices for foods and drinks they like, and dislike with at least 10 foods and drinks they have learned in this unit.

Figure 1 – an example of a cline chart



* Students then pair up and take it in turns to ask *Was isst du gern*? *Was trinkst du gern*? They can extend to *Isst du gern*\_\_\_? *Trinkst du gern*\_\_\_? for added challenge. Students respond accordingly, using the cline chart as a cue, without writing anything down. **Express and explain emotions, opinions and personal preferences; Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**
* Students work in pairs with the same partner they worked with in the previous cline chart activity. On a mini whiteboard, each student makes a list of 5 foods or drinks from the unit in English that they can recall their partner described they like or don’t like. Next to the words they write a tick if they think their partner likes the food or drink and a cross if they think they don’t like the food or drink. They then take turns to ask each other if they like to eat or drink the foods and drinks on the list they have written using *Isst du gern\_\_\_?* and *Trinkst du gern\_\_\_?* According to what their partner answers, if they are correct in remembering what their partner liked or didn’t like, they put a tick or cross accordingly. **Express and explain emotions, opinions and personal preferences; Socialise with peers (ML4-INT-01)**
* Students playa guessing gameusing the[*‘Wer ist das?’* resource (PPTX 3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-wer-ist-das.pptx). Students have to guess who the famous people are and then choose a famous person of their own, compose sentences about them and play the same game with a partner. On each slide students will see 4 to 5 sentences about a famous person, giving details such as their age, nationality and a food or drink they like. Students read the hints then put up their hands, or write on a mini whiteboard, to guess the answer to the question *Wer ist das?* Allow 3 guesses per famous person. If a student guesses, the class gets a point, if they don’t guess, the teacher gets the point. The winner is the one with the most points at the end. Once the famous person is identified, read the sentences and have students repeat for pronunciation practice. Have students create their own sentences about famous people or characters and play the same game with a partner. Whilst this activity includes some unseen vocabulary such as professions, students should still be able to work out the answer for each slide. If required, additional scaffolds or support could be included such as vocabulary or initials of the people on the board. Consider updating or amending the resource, as required. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to interact (ML4-INT-01) Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students complete the activities in the [‘Draw the character’ resource (DOCX 316 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-draw-the-character.docx). Students draw pictures of the person they hear described. Students then come up with the questions in German to find out the information about the people in the picture and ask and answer these questions. Students then ask and answer the same questions about themselves. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts;** **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01); Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Students complete a guided writing activity in the [‘Introduce yourself’ resource (DOCX 7.56 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-introduce-yourself.docx). Before students begin, complete one together on the board as a model for the students to use as a guide. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

**Exit ticket** – give students an exit ticket stub created using the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) asking them to answer 3 questions.

1. What have you enjoyed learning most in this unit so far?
2. What would you like to learn about next?
3. What is one strategy you use to learn words in German?

### Mini task – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task 1 – lunch deals |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students match German exchange students visiting their school to a lunch deal suitable for them using the [‘Mini task 1 – lunch deals’ resource (DOCX 1.28 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-mini-task-1-lunch-deals.docx).  The German exchange students have arrived at your class to visit for the day and have been asked to introduce themselves in German. Listen to 3 students introduce themselves and answer the questions provided. Then match the students to a lunch deal at the school canteen giving one reason why you chose that option based upon the information you heard in the introductions.  **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**  **Peer feedback** – once students know the correct responses, in pairs they discuss any incorrect responses they had and what they have learned from this task. They also discuss strategies for learning and remembering vocabulary and structures. Encourage students to share their responses, if comfortable. |

 **Differentiation examples for mini task**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – students write the script of the first conversation they would have with the German exchange student. Include questions and responses about themselves (age, where they live, family) and about the food on offer at the canteen, asking what they like to drink and eat.

**Students requiring additional support** – students provide a list of German vocabulary with English meanings for words in each spoken text. Alternatively provide students with a cloze passage to fill in in English about the texts, rather than the match up activity in the mini task.

**Advanced proficiency** – students design a lunch menu that would accompany this task, including a description of the food and drink items and prices.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How can what I learned in this learning sequence be applied to the summative task? Write specific examples in German that can be used in the task.
2. What did I do well? Write specific details and how it can be applied to future language use or learning.
3. What would I like to learn more about? Write specific details and create an action plan of how I will go about learning more about what interests me.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 4–6 – expressing what you eat for breakfast, lunch and dinner

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria for Weeks 4–6

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a way to ask and answer what you and others eat and drink at different mealtimes * they can demonstrate cultural awareness when discussing breakfast, lunch and dinner habits in German speaking countries. | Students can:   * discuss personal eating and drinking preferences for different meals * compare and contrast mealtime habits and preferences in German-speaking countries with those in their own culture, showing an understanding of cultural differences * identify typical German meals and foods. |

**Suggested vocabulary and grammatical structures**

**Mealtimes:** *das* Frühstück, das Mittagessen, das Abendessen

**Expressing what you eat and drink at mealtimes**, for example, Was isst/trinkst du zum Frühstück***/***Mittagessen***/***Abendessen?; *Ich esse Brot und trinke Milch zum Frühstück.*

**Expressing being hungry and thirsty:** Ich habe Hunger, Ich habe Durst.

**Other food expressions**, for example, Ich habe riesengroßen Hunger; 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!

### Mealtimes

* On the board, write the words *Frühstück*, *Mittagessen* and *Abendessen* and ask students if they can work out what the words mean, giving hints, for example, *Abendessen* is made up of *Abend* and *essen*, *Abend* is also in *guten* *Abend*, so it means ‘evening’, and *essen* means ‘food’ so *Abendessen* is ‘evening food’ – ‘dinner’. Do the same process with *Frühstück* and *Mittagessen*. Add these words to the class Padlet anchor chart and students write them in their books or on their devices. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Using [Menti](https://www.mentimeter.com/) to survey students what they had for breakfast, lunch and dinner yesterday. Students write their responses in German, where possible. Look at the results for the 3 meals and then have students use the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=9426a38b-51ee-ec13-5a89-9a411dd511a3) activity to express what they think German people would eat for these meals.
* Students read ‘[Breakfast, Lunch, Dinner… and lots of Snacks](https://germanfoods.org/german-food-facts/breakfast-lunch-dinner-snacks/)’ to learn about what people may eat as a typical meal in Germany. Students complete the [‘German foods for breakfast, lunch and dinner’ resource (DOCX 327 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-for-breakfast-lunch-and-dinner.docx). Focus on the last question on the worksheet for discussion. Ask students to share their responses to the last question, and to consider whether they think this true in Australia. What does this phrase tell us about our different lifestyles? **Respond to texts by reflecting on how language is connected with cultural practices, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Students watch the YouTube video ['German mealtimes explained' (16:37)](https://www.youtube.com/watch?v=priL6SOcFHc&t=24s) up to 12 minutes 20 seconds and then complete the [‘German mealtimes explained’ resource (DOCX 322 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-mealtimes-explained.docx) on the worksheet, answering questions to show understanding of the text and writing vocabulary and sentences in German. The speed of the video can be adjusted in settings as required for students. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the above activity for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – using the video as a stimulus, students make a similar short video with a partner. For this activity, one of the students pretends to be German and one is Australian (or from a culture of their choosing). Students create a 2-minute conversation describing typical mealtimes in Germany and their chosen culture.

**Advanced proficiency** – based on what they have heard in the video, students write a description of typical foods and drinks that are consumed in Germany and Australia for breakfast, lunch and dinner, to be published on a blog for students learning German. Students write in German.

**Students requiring additional support** – provide the YouTube link to students to be played at a slower speed that suits them. Provide a list of German words introduced in the video and students write English meanings. Students identify some of the foods that Germans typically eat for breakfast, lunch and dinner. Students then identify, in English (and German, where known), what they typically eat for breakfast, lunch, and dinner.

* Invite Aboriginal students and/or people from the local Aboriginal community to share their knowledge about traditional foods and ingredients, including bush tucker from Country and the language used to describe the ingredients. Also find out about mealtimes and common foods eaten at various mealtimes. Students compare the Aboriginal Language and cultural significance of the dishes with those from German-speaking communities. Students can reflect on how food, and the language used to describe it, are important to the identity and culture of both German-speaking and Aboriginal communities. **Respond to texts by reflecting on how language is connected with cultural practices and values and how this is evident in their own language(s) and identity (ML4-UND-01)**

### Saying what you eat and drink at mealtimes

* Expand sentences about what students eat by using the expressions zum *Frühstück*, zum *Mittagessen* and zum *Abendessen* to create new sentences. Introduce the questions *Was isst du zum Frühstück*/*Mittagessen*/*Abendessen*? and write these on the board. Ask students to consider what these questions mean and how they could answer them using words they know such as eggs for breakfast, salad for lunch and schnitzel for dinner. Write a sample response to each question on the board, for example, *Ich esse Salat zum Mittagessen*. If students want to answer with unfamiliar vocabulary, for example, ‘cereal’ or ‘sushi’, write these words in German on the board. When students are confident with the question-answer structure, point to each food, one at a time and elicit the appropriate question from a student each time, for example, Was ist du zum Mittagessen? Using mini whiteboards, ask students to write the responses on their mini whiteboards as each student asks the question based on the cue on the board. Check responses as students hold up their mini whiteboards. Students write the new questions and full answers about themselves in their books or on their devices. Then students practise asking and answering the questions orally in pairs. Write these questions and a sample answer for each on the class Padlet anchor chart. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Using slide 4 from the [‘Sentence builder and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx), play a game of ‘mindreader’. Choose one of the responses given on the slide and write it on your mini whiteboard, without showing students. Students then have to guess (or ‘read your mind’) to discover the sentence written on your whiteboard. To support play, consider writing the following on the board: *Ich \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ zum \_\_\_\_\_\_\_\_\_\_* and display slide 4, deleting incorrect words as students guess them. This game can be played in teams of 5 to 6, with teams taking turns to have a guess, and the team with the correct guess winning a point for their team. Repeat the game 5 to 6 times, to allow each team a chance to win. The game can also be played without the teacher, with one student in each team writing their sentence on the mini whiteboard for their team mates to guess. Students can take turns to be ‘in’ and to guess what the other students in the group have written. **Use relevant and familiar vocabulary from a range of themes to create tests; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Write headings for each mealtime on the board, in German. Distribute cards from [‘Image cards – German foods and drinks’ resource (DOCX 4.51 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-german-foods-and-drinks.docx) and [‘Image cards – general foods and drinks’ resource (DOCX 23.3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-general-foods-and-drinks.docx), to students. When called upon, students come to the board and place their card under the correct heading, identifying which mealtime the food or drink relates to. For example, a student has the card with a picture of meat, and places the card under lunch or dinner. You ask the student the relevant question, for example, *Was isst du zum Frühstück/Mittagessen/Abendessen?* and the student responds appropriately. Once you have modelled the interaction a few times, the students can then lead the interaction, calling upon the next student and asking the modelled questions. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Using cards from [‘Image cards – German foods and drinks’ resource (DOCX 4.51 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-german-foods-and-drinks.docx) and [‘Image cards – general foods and drinks’ resource (DOCX 23.3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-general-foods-and-drinks.docx), students play a card game in pairs or groups of 3, where they randomly select a card which they need to use as a prompt to create a sentence. Place the cards with images of food and drink from the unit face down and in pairs take turns to pick up a card and make a sentence about a meal using the food that makes sense, for example, if they pick up *Fleisch* they can say *Ich esse Fleisch zum Abendessen*. If they say a correct sentence, they keep the card. If their sentence is incorrect, the card goes to the bottom of the pile. Adjudicate, where necessary. The student with the greatest number of cards when all the cards are finished is the winner. **Use relevant and familiar vocabulary from a range of themes to create tests; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students complete [‘Listening activity – cloze passages 1’ resource (DOCX 326 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-listening-activity-cloze-passages-1.docx). Students listen to the texts in German and fill in the blanks in English according to what they hear. **Use knowledge of sound–symbol correspondences to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Students complete an activity using the [‘Making sentences’ resource (DOCX 317 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-making-sentences.docx) based on slide 4 from the [‘Sentence builders and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx). Using cards provided, students create German sentences to match the English sentences written on the board. **Use knowledge of sound–symbol correspondences to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Students complete the [‘Bad translation and write the question’ resource (DOCX 316 KB),](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-bad-translation-activity.docx) practising asking and expressing what they eat and drink for breakfast, lunch and dinner**. Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**
* Students complete the [‘Disappearing sentences and disappearing texts’ resource (PPTX 1.3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-disappearing-sentences-and-disappearing-text.pptx). Divide students into to 2 teams for each game. Firstly play ‘Disappearing sentences’ and then ‘Disappearing text’ as outlined in the instructions in the resource. These activities require students to correctly recall the sentences and text for their team, recognising sounds of the language. **Use knowledge of sound–symbol correspondences to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* To practise exchanging information about what people eat for breakfast, lunch and dinner, students complete the [‘TV interview’ resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-tv-interview.docx). Students reorder sentences provided to create an interview. They then use this as a model to create their own conversation. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of structures and features of the grammatical system to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Ask students to think of any set mealtime expressions and etiquettes that may be used in Australia, in their own culture or around the world. For example, students may suggest phrases such as *Bon appétit* in French or *itadakimasu* in Japanese. Some students may be familiar with saying a prayer or phrase before eating. Create a mind map on the board for students to copy into their books or on their devices. Ask if students know any German mealtime expressions. Introduce students to *Guten Appetit*, *Mahlzeit* and Prost. **Use knowledge of the features of the sound system to understand texts (ML4-UND-01); Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Students watch the video [How to say “I am Hungry” and “Yummy!” (3:50)](https://www.youtube.com/watch?v=_rVOg5l7BPY). Write the new phrases on the board for the students to copy down. Students add the meanings of these expressions and practise saying them aloud: *Ich habe Hunger*, *Ich habe großen Hunger*, *Ich habe riesengroßen Hunger*, *Ich sterbe vor Hunger*, *Ich habe Durst*, *Das schmeckt (sehr) gut*, *Das schmeckt total lecker*, *Lecker!*, *Guten Appetit!*, *Guten Appetit ich hab euch alle lieb!*, *Guten Appetit wir haben uns alle lieb!*, *Guten Appetit, ich hab dich (ganz doll) lieb!* As an extension activity, expand on giving opinions with students, for example, Wie schmeckt’s?; Es schmeckt (sehr) gut; *Das ist lecker/köstlich/eklig*; Es schmeckt nicht gut; *Es ist eklig*; Sie schmecken gut, Sie schmecken nicht gut. Number the phrases and allocate students a number so that the phrases are distributed evenly amongst students. Using [Canva](https://www.canva.com/), students create a poster or flyer that incorporates 2 to 3 sentences they have learnt during the unit, as well as the phrase they have been allocated. Posters can be printed, laminated and displayed in the classroom for students to see and refer to. Write these expressions on the class Padlet anchor chart. **Apply knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students listen to the song *[Wir haben Hunger, Hunger, Hunger](https://www.youtube.com/watch?v=FuzQraV8d1Q)* [(3:06)](https://www.youtube.com/watch?v=FuzQraV8d1Q). Adjust the playback speed of the video in the settings if required. Distribute the worksheet [‘*Wir haben Hunger, Hunger, Hunger* song’ resource (DOCX 316 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-wir-haben-hunger-hunger-hunger-song.docx) to students. Students complete Activity 1, listening to the song a second time, following the lyrics on the sheet, then complete the questions. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture and identity; Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Using the [‘*Wir haben Hunger, Hunger, Hunger* song’ resource (DOCX 316 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-wir-haben-hunger-hunger-hunger-song.docx) from the previous activity, students complete Activity 2, working in pairs to identify words in the song using different coloured highlighters. Students identify one comment or question they have, based on the language used in the song. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Play the song once more providing students with the opportunity to be part of a whole class singalong using the song words provided. Add a list of unknown vocabulary in English to the board for students to determine their German equivalent, for example, galley, world, wall. **Use knowledge of the features of sound systems to understand texts** **(ML4-UND-01)**
* Students complete the [‘Translation activity’ resource (PPTX 25 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-translation-activity.pptx). Using the information on slides 3 to 11, students work in pairs (or individually, if preferred) to write a self-description, imagining they are that person. They post their response to a class Padlet. The first pair (or person) to post with no errors is the winner. After this activity, use slide 12 to identify (as a class) the questions which would elicit the information on the slide. Write the questions on the board and then students ask these of each other in pairs. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01); Ask questions, make requests and explain actions (ML4-CRT-01); Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**
* **Exit ticket** – students write what they think you eat and drink for breakfast. They only write the words for the food or drink items, in German. Read through these guesses at the start of the next lesson and make a comment about how many students guessed correctly.

### Mini task – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task 2 – my exchange profile |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students create a PowerPoint presentation with embedded audio about themselves, to be used to match them with a host family in Germany. They will need to include details about themselves that they have learned in Unit 1 and so far in Unit 2, including their name, age, where they live, where they come from, their siblings, what they like to eat and drink and what they eat at different mealtimes. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**  **Peer feedback** – students swap their presentations to check for understanding, discussing areas that need further clarification and exploring additional language which can be used. Students can also give feedback using the [stars and stairs technique](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/feedback-to-students/feedback-practices-and-strategies#:~:text=Stars%20and%20stairs&text=The%20teacher%20can%20draw%20a,indicating%20steps%20needed%20to%20improve.&text=one%20or%20more%20aspects%20that,submitted%20with%20their%20improved%20work.) (stars – areas where the student has done well; stairs – indicate areas to improve). Students should consider grammatical structures, the features or images included in the presentation and the audio. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How can I improve my knowledge of grammar structures and vocabulary? Write one method you will use to assist you (creating mini flashcards, creating my own Quizlet set).
2. How can I build confidence to interact? Write ideas about how you can improve your confidence.
3. What has been the most useful aspect of this learning sequence to help prepare me for the summative task? Write what this is and how I will apply it to the final summative task.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 7–9 – favourite food and drink, describing foods with adjectives and making longer sentences

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5 – learning intentions and success criteria for Weeks 7–9

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a way to express how to say something is their favourite food or drink * they can use a variety of vocabulary to describe the taste of different foods and drinks to convey personal preferences * they can use conjunctions to make longer sentences. | Students can:   * express their favourite foods and drinks, and ask classmates about their favourite foods or drinks * use adjectives to express or justify personal preferences * incorporate *aber* or *und* to show contrast, contradiction or increasing complexity, or *oder* to present alternatives or choices. |

**Suggested vocabulary and grammatical structures**

**Expressing favourites, in relation to food and drink:** *Was ist dein Lieblingsessen/Lieblingsgetränk?*; Mein Lieblingsessen/Lieblingsgetränk ist *[*food/drink*]*, Mein Lieblingsessen sind *[*food*]* (plural)

**Adjectives:** *lecker*, *eklig*, *salzig*, *sauer*, *süß*, *würzig*, *gesund*, *ungesund*, *frisch*

**Coordinating conjunctions:** *und*, *oder*, *aber*

### Expressing your favourite food and drink

* Ask students Was ist dein Lieblingsessen? and Was ist dein Lieblingsgetränk*?* Display a flashcard of your favourite food and drink from the card sets and say Mein Lieblingsessen ist \_\_\_\_ and Mein Lieblingsgetränk ist \_\_\_\_\_. Use gestures such as a heart hand gesture or a happy expression to demonstrate it is your favourite. Once students have understood, write the questions Was ist dein Lieblingsessen*?* and Was ist dein Lieblingsgetränk? on the board and an answer to the question in a sentence, for example, Mein Lieblingsessen ist Currywurst; Mein Lieblingsgetränk ist Milch. Explain to students the plural is Mein Lieblingsessen sind *[*food*]* with a change of ist to sind and the use of a food in its plural form at the end of the sentence, for example, *Mein Lieblingsessen sind Pfannkuchen*. Add these questions and responses to the class Padlet anchor chart. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Display slide 5 of the [‘Sentence builders and conversation scaffolds’ resource (PPTX 891 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-sentence-builders-and-conversation-scaffolds.pptx) and drill the questions and answers as a class. Use choral repetition for students to repeat sentences, using different silly voices each time you read a different sentence and students have to respond the same way. Give students a turn to do the same. Using mini whiteboards, say a sentence in English from slide 5 and students have to write it down in German, referring to the slide for correct spelling. **Listen to,** **read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Students complete the [‘Class survey of favourite foods and drinks’ resource (DOCX 316 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-class-survey-foods-and-drinks.docx) activity. After the survey is complete, ask students to enter details about their favourite food and drink into a [Menti](https://www.mentimeter.com/) to find out the most popular food and drink amongst the students in the class. Then use [Menti](https://www.mentimeter.com/) again to ask students what they think German-speaking teenagers would answer with based on their knowledge of popular foods and food habits they have learnt through the unit. Then view the video [German dialogues: Was essen Jugendliche am liebsten (2:55)](https://www.youtube.com/watch?v=mr6gsoPb-I4) to discover German teenagers’ top 5 favourite foods. Compare the results with the class’ favourite foods and discuss any aspects which may be surprising. **Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01); Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Students complete the [‘Expressing preferences’ resource (DOCX 957 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-expressing-preferences.docx), writing sentences in German to express preferences using the cues given. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students complete the [‘Listening activity about preferences’ resource (DOCX 317 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-listening-activity-about-preferences.docx) where they fill in a table based on the information they hear in the spoken texts and then imagine they are one of those people and write a description of themselves. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Play *Alphabetspiel*, where students line up in the alphabetical order of their favourite food. Students only communicate in German to work out where they should position themselves by asking the question Was ist dein Lieblingsessen? and replying what their favourite food is. Place phrases on the board to support student interaction such as Komm nach vorne, Steh hier, Geh nach hinten. Once the students have organised themselves alphabetically, go along the line and listen to each student’s sentence about their favourite food, to check if they are in the correct order. If someone is in the wrong order, start the game again. Students can play a follow-on game, this time based on favourite drinks. **Socialise with peers; Understand and reciprocate information about their own and other’s personal worlds (ML4-INT-01)**
* Students complete the activity in the [‘Jeopardy game’ resource (PPTX 34 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-jeopardy-game.pptx). The game requires students to work in teams using the gameboard to create German questions and answers using the word or and image cues of foods and drinks. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Challenge students to think beyond the current topic, asking them how the structure of the ‘favourite’ question and answer of *Was ist dein Lieblingsessen*? and *Mein Lieblingsessen ist Schnitzel* could be used in different topics or themes. Students use the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=9426a38b-51ee-ec13-5a89-9a411dd511a3) strategy and an [online dictionary](https://www.collinsdictionary.com/dictionary/english-german) to look up required German vocabulary, brainstorming their ideas before pairing with a partner to discuss, and then sharing and discussing with the class. Draw all ideas with sample responses onto a mind map on the board for students to copy down. Examples could include *Sport* – *Eishockey*, *Farbe* – *Rot*, *Fach* – *Deutsch*, *Band* – *Coldplay*. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* To support students in developing writing fluency, students complete the [‘Quick writes’ resource (DOCX 2.71 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-quick-writes.docx) activity, where they write rapidly without stopping in response to their selected image of people and, in pairs, give peer feedback. Write on the board 15+ sentences = *fantastisch,* 10–15 sentences = *wunderbar*, 5–10 sentences = *sehr gut*, 0–5 sentences = *gut*. Display the timer on the board. Students may select to write sentences for more than one image, in the allocated time, depending on their ability. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students complete the [‘Translation scramble’ resource (DOCX 316 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-translation-scramble.docx), where they work in pairs in 2 rounds to be the fastest to translate sentences correctly into German. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students complete [‘Listening activity – cloze passages 2’ resource (DOCX 317 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-listening-activity-cloze-passages-2.docx) by listening to the teacher read 10 sentences in German about food and drink preferences. Students fill in the missing information in the cloze activity in German, then translate the sentences into English. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Discuss with students the features and purpose of a blog by referring to and discussing the information on [10 elements of a quality blog post](https://www.theedublogger.com/quality-posts-students/). Students imagine they are writing a post on a blog looking for exchange students to visit Germany, where they introduce themselves and give only 5 pieces of information about themselves. Students write their blog profile on a sticky note and attach it to the board for all to see. Students take a sticky note from the board, read it and then and write 5 questions they would like to ask the student as a reply to their blog post to get more information. Students need to work out what information is missing and what questions to ask. **Create informative texts to describe and share information about themselves and their personal world; Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**

### Using adjectives to describe taste

* Using slides 2 to 10 of the [‘Adjectives for taste’ resource (PPTX 46 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-adjectives-for-taste.pptx), introduce the new vocabulary of adjectives to describe foods and drinks from the unit. Have students guess the meanings of the German words by showing them images of foods and drinks that match the adjective. For example, for *süß* there are images of chocolate and ice cream. Challenge students to consider how they managed to figure out the meaning of new words. Ask students if they like to eat or drink the items shown on the slides. Students take turns to answer, with a reason. Display the slide of new words on the board for students to copy into their books or on their devices and add the new vocabulary to the class Padlet anchor chart. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Display the phrases on slide 12 of the [‘Adjectives for taste’ resource (PPTX 46 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-adjectives-for-taste.pptx), showing *Ich esse gern Schokolade. Schokolade ist lecker* and *Ich esse gern Brezeln. Brezeln sind lecker*. Ask students to consider the meanings of both phrases and why *ist* and *sind* are used in each of the sentences. Once you have elicited reasons from the class, clarify that *ist* is used for singular items and *sind* is used for plural items. Slides 14 to 26 show sentences using foods and drinks with adjectives. Ask students to indicate the missing word, *ist* or *sind*, depending on whether the item is singular or plural, then translate the sentences. Ask students to volunteer to make sentences expressing what they like or don’t like to eat or drink along with an adjectival sentence about it. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Give each student a food or drink card from the [‘Image cards – German foods and drinks’ resource (DOCX 4.51 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-german-foods-and-drinks.docx) or the [‘Image cards – general foods and drinks’ resource (DOCX 23.3 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-image-cards-general-foods-and-drinks.docx) and ask them to hold up their card if the adjective fits as you scroll through slides 2 to 10 on the [‘Adjectives for taste’ resource (PPTX 46 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-adjectives-for-taste.pptx). Choose one of the students who holds up a card to make a sentence or sentences with the words, for example, if someone holds up the chocolate or pretzel card for the adjective *lecker*, they could say *Ich esse gern Schokolade*. *Schokolade ist lecker* or *Ich esse gern Brezeln*. *Brezeln sind* *lecker*. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students create a sequence of 2 sentences and write them in their books in English and German. For example, *Ich esse gern Sauerkraut*. *Sauerkraut ist lecker* or *Ich esse nicht gern Kartoffeln*. *Kartoffeln* *sind eklig*. **Use sound–symbol correspondences to create texts; Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Practise the new adjectives with a game of ‘Beat the Teacher’. Using the [‘German foods and drinks’ resource (PPTX 55 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-german-foods-and-drinks.pptx) and/or the [‘General foods and drinks’ resources (PPTX 43 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-general-foods-and-drinks.pptx), point to the image on the slide being displayed and describe it in German using a sentence with an adjective. If the description is logical (for example, Schokolade ist süß), the students repeat the description. If the description is illogical (for example, *Fisch ist* süß), the students remain silent. If the students make an error the teacher gets a point. If they are correct, the students get a point. The first to 7 points wins. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students complete the [‘Listen and arrange and spot the wrong sound’ resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-listen-and-arrange-and-spot-the-wrong-sound.docx) activities. **Use knowledge of the features of the sound system to understand texts sound–symbol (ML4-UND-01)**
* Students complete [‘Reading comprehension’ resource (DOCX 321 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-reading-comprehension.docx), filling in the table based on what information they read in the German texts. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the [‘Reading comprehension’ resource (DOCX 321 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-reading-comprehension.docx) in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – provide students with more challenging texts and students respond to these texts by imagining they are going on exchange to stay with the families of one of the people in the texts. Students describe themselves, including information such as where they live, their food likes and dislikes, what they eat at different mealtimes and how they feel about certain foods and drinks. Students include asking any questions of the family to obtain information they would like to know when visiting.

**Students requiring additional support** *–* provide students with a list of the challenging words and their meanings in the texts, to assist them to understand the texts. Provide students with some responses in the table to reduce the amount of information they are required to provide.

**Advanced proficiency** *–* students write 2 similar texts to the ones in the activity but with more details including sentences about their favourite sport, subject, music and television show. Students expand on the information by including additional details such as adjectives to describe these.

* Print [‘*Richtig–falsch* cards’ resource (DOCX 344 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-richtig-falsch-cards.docx), with richtig on one side and falsch on the other (or leave as 2 separate cards). These can be laminated, for durability and re-use. You can provide cards to each student or cards between 2 students. An alternative is to use [Plickers](https://get.plickers.com/). Read out a list of sentences and ask students to hold up the relevant card as to whether they think the sentence is richtig or falsch. If your sentence is logical, for example, *Pommes frites sind ungesund*, students hold up the card displaying *richtig* and if the sentence is illogical, for example, *Kartoffeln sind süß*, they hold up the card displaying *falsch*. Students who hold up the wrong card must sit down. The winner is the last student standing. After the activity is complete, ask students to create 10 of their own logical and illogical descriptions. Students can then repeat the activity in small groups with one student calling out the sentences and the others holding up the cards. **Use knowledge of features of the sound system to understand texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Using the [‘*Schiffe versenken* (battleships)’ resource (DOCX 367 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-schiffe-versenken-battleships.docx) students play a game of battleships using sentences from the language learned in this unit. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**

### Using conjunctions to make longer sentences

* Introduce coordinating conjunctions to students by displaying 3 sentences, *Brot ist lecker und frisch*; *Ich esse gern Schinken aber ich esse nicht gern Steak*; *Ich esse Toast oder Müsli zum Frühstück*. Students to identify what the coordinating conjunctions are, their purpose and meaning. Ensure students have a good understanding of the difference between the 3 words *und*, *aber* and *oder*. *Und* is used to join 2 or more things or ideas that are related and go together. *Aber* is used to introduce a contrasting idea or to show a contradiction between 2 statements. *Oder* is used when presenting alternatives or choices. Add these words and their usage to the class Padlet anchor chart – *und* is for adding things together, *aber* is for introducing contrasts, and *oder* is for presenting choices or alternatives in German. Ask students to create 3 sentences of their own using each of the new conjunctions. **Use structures and features of the target language system to create texts (ML4-CRT-01)**
* To practise the use of German word order, students complete the [‘Re-order words to make a sentence’ resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-re-order-words-to-make-a-sentence.docx). After they complete this activity, ask students to write a sentence in German in their books, then mix up the word order in the same way as was done in the activity they completed. Ask for students to volunteer to write their mixed-up sentence on the board and then for volunteers to read it out in the correct order. **Use structures and features of the target language system to create texts (ML4-CRT-01); Use knowledge and features of the sound system to understand texts (ML4-UND-01)**
* Students complete the [‘Create a role play and provide feedback’ resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-create-a-role-play-and-provide-feedback.docx). In pairs, students create a role play between an Australian and an Austrian friend. The Australian friend is visiting the Austrian friend’s house for dinner and, in the role play, they discuss their food and drink preferences with reasons why. Language tips for creating a role play are provided in the resource, for discussion as a class. Then students swap their role play texts with another pair and provide feedback on each other’s work using the one of the feedback strategies provided. **Create informative texts to describe and share information about themselves and their personal world; Use familiar text features (ML4-CRT-01); Use familiar metalanguage to compare target language structures and features with English; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Students complete the [‘Comprehension and summarising strategies’ resource (DOCX 658 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-comprehension-and-summarising-strategies.docx). In the first activity, students read an email from a German host sister to an Australian student who will be going on exchange to stay with her in Germany. Guide students through strategies to help them read the text for comprehension. Students then answer questions about the text in English. In the second activity, guide students through strategies to summarise, then summarise the first email together. Students then summarise the second email independently, using these strategies. After students have completed both activities ask them to choose the host family (Anna’s or Nicholas’) that would be a good match for them, giving reasons why. Elicit responses from students in a class discussion. **Recognise and use structures and features of the target language writing system to understand and respond to texts; Respond appropriately in the target language and/or English to main ideas and supporting texts by interpreting information, opinions and ideas; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Students complete a ‘speed dating’-style activity. There will be 10 rounds and each time students are to match with a different person. Use a [random group generator](https://www.randomready.com/random-group-generator/) to decide the pairs each time. Every 2 minutes, hold up a picture of a food and students discuss the food or drink with each other using a range of questions and phrases from the unit, for example, Isst du gern Schinken*?*, Isst du Schinken zum Frühstück*?*, Ist Schinken gesund*?*, Ist Schinken dein Lieblingsessen*?* **Express and explain emotions, opinions and personal preferences; Socialise with peers; Use relevant and familiar vocabulary form a range of themes to interact; Uses structures and features of the grammatical system to interact (ML4-INT-01)**
* Display the word *Gummibären* and see if students can guess the topic of the lesson. Provide hints in German if required, first verbally, then on the board. Hint 1: *Ich esse Gummibären*, Hint 2: *Ich esse gern Gummibären*. Hint 3: *Gummi**bären sind rot oder grün oder gelb oder orange*. Hint 4: *Gummibären sind süß* Hint 5: *Gummibären sind Deutsch*. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Listen to, read and view information, opinions and ideas in a range of predictable texts in familiar themes (ML4-UND-01)**
* Display the [Gummibären website](https://ukgermanconnection.org/kids/find-out-en/gummibaeren/) for students to discover more about gummy bears. Distribute the [Gummy bear outline](https://museprintables.com/download/coloring-page/gummy-bear/) to students and have them write facts inside the bear that they can recall from the website. Challenge students to write the 3 best sentences they can in German about gummy bears. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the foods and drinks students have learned, ask students to categorise them in the [‘Categorising foods and drinks’ resource (DOCX 314 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-categorising-foods-and-drinks.docx) based on taste, whether the food or drink is healthy or not, and when they consume it, for example, *salzig*, *gesund* or *zum Frühstück*. Some foods and drinks will fit into more than one category. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* **Students view** [German Kids' Favorite Food (13:27)](https://www.youtube.com/watch?v=SXzL0JecgQE) **and complete a** [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551)**. Adjust the playback speed in the settings to suit your students. Follow this with a class discussion based on students PMI responses. Play the video again and students make a list of 10 new foods or drinks they hear and their meanings. Then students write a sentence about each new food using a different structure each time, for example,** Ich esse gern Pizza**;** Brokkoli ist mein Lieblingsessen**;** Suppe ist lecker**;** Knoblauch ist gesund**. Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of the sound system to understand texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Discuss with students the purpose of reviews and provide them with a definition – to summarise, analyse and assess the appeal of a restaurant, novel, shop and so on to a broader audience and describe how features may or may not appeal. Ask students if they ever give or read reviews? What sort of things would they review? What things are important to read reviews of? For students they may read or give reviews on, for example, online clothes shops, a movie on Netflix or a book on Goodreads. Students complete the [‘Restaurant reviews’ resource (DOCX 901 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-restaurant-reviews.docx), where the teacher reads 5 restaurant reviews and students match the reviews to the images provided. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Demonstrate an understanding of the context, purpose and audience in predictable texts (ML4-UND-01)**
* Using the [‘Understanding menus and ordering’ resource (DOCX 1.18 MB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-understanding-menus-and-ordering.docx), explore the menu for the *Potsdamer Schlossküche*. Be mindful that not all students may have seen a menu before, so discuss the features, for examples how the menu is organised, and the process displayed. When students are ready, they complete the questions, identifying key vocabulary, ordering items and calculating costs. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Using the menu from the above activity as a stimulus, students interact about what they would like to eat or not eat from the menu, giving reasons. Use a [random team generator](https://www.randomready.com/random-group-generator/) to pair students for this activity. Each student in the pair asks and answers *Was isst du gern?* and *Was isst du nicht gern?,* with reasons. For example, *Was isst du gern, Mia?* *Ich esse gern Hähnchenburger und Pommes frites*. *Burger sind mein Lieblingsessen*; *Was isst du nicht gern, Jai?* *Ich esse nicht gern Caesar-Salat*. *Salat ist eklig.* Encourage students to use as much familiar language as they can, giving reasons relating to taste and/or ingredients. Set the timer and after 2 to 3 minutes, students are paired with another student. Complete this sequence 5 times. **Socialise with peers; Express and explain emotions, opinions and personal preferences; Use a range of communication strategies to facilitate interactions in familiar contexts (ML4-INT-01)**
* Using the [‘*Pizzaspiel* instructions and cards’ resource (DOCX 231 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-pizzaspiel-instructions-and-cards.docx) and [‘*Pizzaspiel* board game’ resource (DOCX 697 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-pizzaspiel-board-game.docx), students play the German pizza game in pairs or small groups. **Socialise with peers (ML4-INT-01)**
* **Exit ticket** – as students exit the classroom, show each student an image of a food and they make a sentence using an adjective to describe it.

### Mini task – progress checkpoint

Table 6 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task 3 – email activity |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students respond to questions in English about an email, [’Mini task 3 – email’ resource (DOCX 431 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-mini-task-3-email.docx) from a potential host student. They then write back to the student.  **Task A** – you have just received an email from your potential host student, outlining what they generally eat for breakfast, lunch and dinner, and their favourite food and drinks, with reasons. Demonstrate your understanding of the information by answering the questions in English.  **Task B** – write back to your potential host student. In your reply make sure you respond to any questions he has asked and including any other information or questions you think relevant.  **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**  This task can be used as is or modified to suit your students.  **Teacher feedback** – while students are writing to their future host students, as you walk around the classroom engage in small group or individual discussions to check comprehension, providing additional support where required. Discuss language and ideas which students could include in their replies. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What do I need to consider to prepare for the summative assessment task, in order to interact with confidence?
2. What support do I need?

## Week 10 – summative assessment task

* Allow time in class for students to prepare for the final summative assessment task, asking questions relating to language and the marking guidelines.
* A sample teacher script for the interactions is below – vary the questions slightly with each student, to add a degree of unknown to each interaction.
* *Was isst du zum Frühstück?* OR *Was isst du zum Mittagessen?* OR *Was isst du zum Abendessen?*
* *Was isst du gern?* OR *Was trinkst du gern?* (If needed, prompt them with a follow-up question, for example, *Warum isst du gern* *[*food*]*?
* *Isst du gern Pfannkuchen?* OR *Trinkst du gern Milch?*
* Was ist dein Lieblingsessen? OR Was ist dein Lieblingsgetränk? (If needed, prompt them with a follow-up question, for example, *Warum trinkst du gern* *[*drink*]*?
* If needed, prompt students to ask you questions.

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning or for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

# Appendix A – sample summative assessment task

## Outcomes and content

**ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

* Express and explain emotions, opinions and personal preferences
* Use features of the sound system in spoken interactions
* Use structures and features of the grammatical system to interact

## Task

You are on a school trip in Germany and are meeting your host family for the first time. Your host sibling[[3]](#footnote-4) wants to learn a bit more about your food and drink preferences. Greet your host sibling, and then discuss:

* 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.

## Marking guidelines

Table 7 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-INT-01   * Express and explain emotions, opinions and personal preferences * Use structures and features of the grammatical system to interact * Understand and reciprocate information about their own and others’ personal worlds | Interacts with accuracy, using a broad range of grammatical structures and vocabulary to:   * identify what they eat at a specific mealtime * discuss what they like to eat or drink, with reason * provide an opinion about a specific food or drink, using an adjective * state their favourite food or drink * ask 2 relevant questions of their host sibling. | Interacts, with minor errors, using a range of grammatical structures and vocabulary to:   * identify what they eat at a specific mealtime * discuss what they like to eat or drink, with reason * provide an opinion about a specific food or drink, using an adjective * state their favourite food or drink * ask 2 relevant questions of their host sibling. | Interacts, using grammatical structures and vocabulary, with some errors, to:   * identify what they eat at a specific mealtime * provide an opinion about a specific food or drink, using an adjective * state their favourite food or drink * ask 2 relevant questions of their host sibling. | Interacts, using grammatical structures and vocabulary, with frequent errors, to:   * identify what they eat at a specific mealtime * provide an opinion about a specific food or drink, using an adjective * state their favourite food or drink * ask 2 relevant questions of their host sibling. | Attempts, with limited ability, to interact. |
| * Use features of the sound system in spoken interactions | Communicates effectively and authentically, using excellent intonation, pronunciation.  Uses language appropriate to a conversation with a host sibling. | Communicates effectively and authentically, with minor errors, using clear intonation, pronunciation.  Uses language appropriate a conversation with a host sibling. | Communicates with mostly clear intonation and pronunciation, with some errors.  Uses some language appropriate a conversation with a host sibling. | Communicates with errors in intonation and pronunciation that may hinder comprehension. | Attempts to communicate. |

### Sample response for sample summative assessment task

Host sibling (teacher): *Hallo!*

Student: *Hallo!*

Host sibling (teacher): *Wie geht’s?*

Student: *Es geht mir gut. Und dir?*

Host sibling (teacher): *Es geht mir auch gut, danke. Was isst du zum Abendessen?*

Student: *Ich esse Hähnchen mit Salat zum Abendessen. Was isst du zum Abendessen?*

Host sibling (teacher): *Ich esse normalerweise Nudeln. Und was isst du gern?*

Student: *Ich esse gern Pizza. Pizza ist lecker.*

Host sibling (teacher): *Trinkst du gern Milch?*

Student: *Ich trinke nicht gern Milch. Milch ist gesund aber eklig. Und du? Was trinkst du gern?*

Host sibling (teacher): *Ich trinke gern Apfelschorle. Was ist dein Lieblingsessen?*

Student: *Mein Lieblingsessen ist Schnitzel. Isst du gern du Schnitzel?*

Host sibling (teacher): *Ja, ich esse gern Schnitzel. Ich esse Schnitzel zum Abendessen. Danke für deine Zeit und auf Wiedersehen!*

Student: *Danke.*

#### English translation

Host sibling (teacher): Hello!

Student: Hello!

Host sibling (teacher): How are you?

Student: I'm doing well. And you?

Host sibling (teacher): I'm doing well too, thank you. What do you eat for dinner?

Student: I eat chicken and salad. What do you eat for dinner?

Host sibling (teacher): I normally eat pasta (noodles). And what do you like to eat?

Student: I like to eat pizza. Pizza is delicious.

Host sibling (teacher): Do you like to drink milk?

Student: I don’t like to drink milk. Milk is healthy but yukky. And you? What do you like to drink?

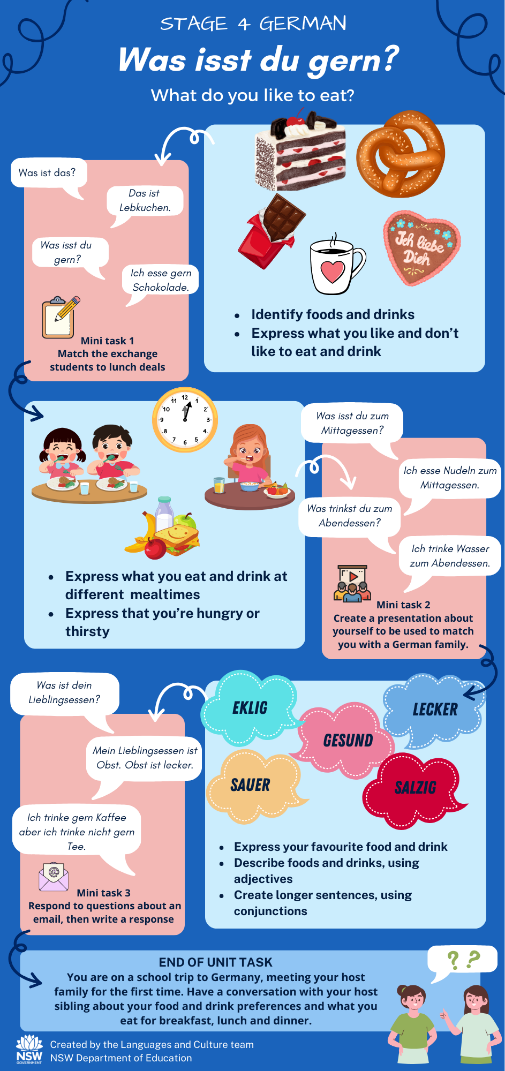
Host sibling (teacher): I like to drink apple spritzer. What's your favourite food?

Student: My favourite food is schnitzel. Do you like schnitzel?

Host sibling (teacher): Yes, I like schnitzel. I eat schnitzel for dinner. Thank you for your time and goodbye.

Student: Thank you.

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 German – ‘*Was isst du gern?*’ infographic (PDF 750 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-unit-of-work.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAF2P6tfOco/3IJp05NK_RAL5KN_1WfWRQ/view?utm_content=DAF2P6tfOco&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.

# About this resource

* The target audience for this resource is teachers of Stage 4 German.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 German’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 7 March 2024

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. To learn more about how to support the specific learning needs for high potential and gifted learners, you can access the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students. Ensure closed captions are checked for accuracy before use, especially with videos.
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts, including providing a glossary of key terms
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech to text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

Further examples of differentiated and personalised adjustments are provided on [The Inclusive Practice Hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered 'common' terms as students may not have a conceptual understanding of some terms
* understanding that topics that address 'home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers' knowledge of their students' family backgrounds is essential to adapt the task appropriately
* including comparisons between German-speaking countries and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

## Further information

* Aligned to system priorities and/or needs: [Our Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)
* Aligned to [School Excellence Framework (PDF 292 KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: Inclusive Education

# 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 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](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 Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](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, Inclusive Education and subject matter experts

**NSW syllabus**: Modern Languages K–10 Syllabus

**Author**: Languages and Culture

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

**Resource**: Unit of work guidelines and template

**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**: 08 February 2024

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# Evidence base

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website <https://curriculum.nsw.edu.au/home>.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

NESA (NSW Education Standards Authority) (2022) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 25 August 2023.

NESA (2022) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, accessed 25 August 2023.

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1. Some students may prefer to use assistive technology to provide oral responses. [↑](#footnote-ref-2)
2. The teacher plays the role of the host sibling. [↑](#footnote-ref-3)
3. The teacher plays the role of the host sibling. Teacher to provide activities for students to work on quietly, while they interact with each student. [↑](#footnote-ref-4)