



# GERMAN



in the New Zealand CURRICULUM

Published 2002 for the Ministry of Education by  
Learning Media Limited, Box 3293, Wellington, New Zealand.  
[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

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Dewey number 430  
ISBN 0 478 26666 9  
Item number 26666

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## Foreword

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New Zealand needs people who are fluent in a variety of international languages in order to participate successfully in cultural exchanges, diplomacy, education, trade, and tourism. Increasing the number of New Zealanders with German-language and intercultural skills is an important step in maintaining and strengthening New Zealand's social, economic, and political ties with German-speaking countries. Learning new languages plays a valuable part in the education of young New Zealanders.

*German in the New Zealand Curriculum* provides the basis for German language programmes in primary and secondary schools. It gives students the opportunity to learn German from the earliest practicable age and sets out a clear progression of achievement in language skills and cultural knowledge.

*German in the New Zealand Curriculum* is designed to assist teachers to plan and implement programmes that encourage students to broaden their knowledge beyond cultural stereotypes and national boundaries and enable them to communicate effectively with other German speakers in a range of social situations.

In 1988, the Department of Education published *Syllabus for Schools: German in Secondary Schools*. *German in the New Zealand Curriculum* has been developed as a result of extensive consultation with leading teachers and educators in the field of German language teaching. Draft guidelines were prepared and circulated to schools and other interested groups for comment in 2001. The views of all those who responded have been taken into account in preparing these final curriculum guidelines.

I am grateful to all those who contributed to this project, including the writers, the members of the review group, reference groups, Ministry staff, advisers, members of the Goethe-Institut, and all the teachers who so willingly contributed their time, experience, and expertise.



Howard Fancy  
Secretary for Education

## Introduction

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German is included in Language and Languages, an essential learning area of *The New Zealand Curriculum Framework*.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

*The New Zealand Curriculum Framework*, page 10

Learning German plays a valuable part in the education of young New Zealanders. The publication of these German curriculum guidelines signals to German-speaking people around the world that New Zealand is seriously interested in maintaining and strengthening its social, economic, and political ties with German-speaking countries.

*German in the New Zealand Curriculum* provides teachers with a basis for planning programmes for students learning German in New Zealand primary and secondary schools. Such programmes will make German language and culture accessible to learners and will raise awareness of the importance of the German language. These curriculum guidelines are also intended to stimulate the development of teaching resources and to encourage dynamic and innovative teaching approaches that are responsive to the individual needs of learners.

The document is designed to be flexible enough to support many different kinds of learning programmes. This flexibility is essential because the needs and interests of individual learners differ and because German is taught in a variety of contexts (including primary, intermediate, middle, and secondary schools) and in different ways (for example, face-to-face in classrooms and through distance education).

For every two of the eight curriculum levels,<sup>1</sup> the guidelines include a proficiency statement. At each level, there is a list of achievement objectives (with examples), along with the following strands: sociocultural aspects, topics, text types, receptive skills (listening and reading), and productive skills (speaking and writing). There are also lists of structures and vocabulary typically associated with these objectives. Finally, there is a list of suggested learning and assessment activities. Although some teachers may wish to introduce achievement objectives in the order in which they are listed within a level, others may prefer to reorder and/or combine the achievement objectives in ways they consider more suitable for particular groups of learners. Refer to pages 25–26 for further information about using the curriculum for programme planning and to page 21 for more suggestions about when the achievement objectives may be introduced.

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<sup>1</sup> In these guidelines, the term “level” always means “curriculum level” unless otherwise specified.

In preparing these guidelines, reference was made to a considerable body of national and international research on the teaching and learning of modern languages. In particular, reference was made to the draft *Common European Framework of Reference* (CEFR) for languages.<sup>2</sup> That framework was considered important because it provides a **comprehensive, transparent, and coherent** account of language competencies. In addition, it is designed to assist teachers, curriculum designers, and governments to plan language teaching in ways that allow for meaningful forms of assessment and for meaningful comparisons across languages in terms of the articulation and achievement of objectives at different levels. For example, the same overall objective may appear at the same level in curriculum documents designed for a range of different languages. However, the specific ways in which that overall objective is achieved at that level will vary considerably from language to language.

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<sup>2</sup> The Council of Europe (1996). *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference*. Retrieved November 26 2001 from the Council of Europe website: [www.coe.int/portalT.asp](http://www.coe.int/portalT.asp)

## Why Learn German?

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Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as German, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism.

Over a hundred million people speak German as their first language, and millions more speak it as a second language.

- German is spoken throughout a large area of central Europe, where it is the national language of Germany and Austria and is one of the four national languages of Switzerland.
- German is widely used as a lingua franca in eastern European countries.
- There are German-speaking communities in Liechtenstein, Luxembourg, Northern Italy, Eastern Belgium, and Eastern France, as well as in North and South America, South Africa, and Australia.
- There is a considerable number of German speakers in New Zealand, and many New Zealanders learn German.

German and English belong to the same language family, and so it is easier for speakers of English to learn German than it is for them to learn many other languages. German and English share a wide range of concepts and vocabulary. In fact, about 35 percent of English words have German origins. German and English use almost the same alphabet, and German spelling and pronunciation present few difficulties for English speakers.

Standard German is used almost universally in German writing. New Zealand students who become familiar with this variety of German will be able to communicate with speakers of German throughout the world.

Germany is currently the third largest economy in the world. It represents one of New Zealand's largest markets, particularly in the areas of tourism and agricultural and food products.

Young people who combine study of the German language with study of business, law, trade, science, engineering, technology, tourism, politics, or music may find excellent career opportunities. The study of German in New Zealand receives considerable professional support from various sources, including the Goethe-Institut in Wellington, and there are many opportunities for students of German to gain scholarships for overseas study or to participate in exchanges.

By learning German, young New Zealanders can:

- broaden their understanding of people and their languages and cultures;
- develop skills, attitudes, and understandings that will help them to learn other languages;
- learn more about their own first language through becoming aware of how it resembles, and differs from, the German language;
- become confident in communicating with native German speakers about personal and cultural issues, trade, travel, tourism, and other areas of mutual interest;
- learn to appreciate and enjoy the literatures and cultures of German-speaking countries and people;
- broaden their career opportunities, both in New Zealand and internationally;
- travel with confidence not only in Germany but also in the other countries where German is a day-to-day medium of communication;
- participate more fully as citizens of a multilingual world in which many different languages are spoken and many people can speak two, three, or more of them.

Learning another language can improve performance in the learner's first language and is highly recommended not only for students who have particular strengths in language learning but also for those who find language and language-related activities challenging.

Above all, learning German can be fun. Enjoyment and a sense of achievement are likely to provide the strongest motivation for learning in the early years.

## Some Issues for Learning and Teaching German

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Teachers should be aware of the following important issues relating to the teaching and learning of German.

### ***The Need for a Flexible Curriculum***

There are growing demands on language-learning programmes. Teachers plan programmes for students with diverse needs within a range of learning situations.

Languages are often introduced in primary, intermediate, and middle schools as well as being taught in secondary schools and tertiary institutions. Many students learn languages in the context of distance education.

Learning another language offers intellectual challenges for all students and can improve their performance in their first language. Teachers need to cater for students with very different aptitudes and abilities, including students with special needs (for example, students who have varying degrees of sight or hearing impairment). In every class, students respond in various ways to the learning activities provided. The curriculum, then, needs to be flexible and adaptable if it is to be useful to teachers and students.

In the context of the seamless curriculum, *German in the New Zealand Curriculum* provides language educators with an indication of what they can expect their students to have achieved at each curriculum level. This information will help them to assess their students in order to plan for their needs as the students move from one learning environment to another.

Teachers should not feel inhibited about responding to the needs and interests of their own students, even where this means introducing particular achievement objectives much earlier than is indicated in the curriculum. For example, some teachers may feel that some or all of their students would benefit from being introduced to simple ways of referring to past and future events, even in the early stages of learning. They may feel that this allows for more interesting and varied communication. Or teachers may wish to introduce a more complex structure, for example, *Sie hat braune Augen* (5.4) when students are communicating about physical characteristics in order to achieve 2.5. So long as the students can cope, there is no reason why such decisions should not be taken. However, summative assessment will relate to the curriculum itself rather than to any extensions to that curriculum that are introduced in the case of particular groups or individuals.

## **Using the Curriculum for Programme Planning**

*German in the New Zealand Curriculum* is intended to provide a sound basis that teachers can build on in planning their programmes. At each curriculum level, these guidelines set out achievement objectives for students to work towards. Teachers need not introduce these in the order in which they are presented within each level in the document. For example, they may decide to introduce achievement objective 2.4 before achievement objective 2.1. They may also decide to combine aspects of more than one achievement objective within a single lesson.

In those schools where German is introduced for a very short period as a “taster”, it may not be possible for students to meet all the achievement objectives at level 1 in the time available. Beginning language students in primary and middle schools may spend considerably longer working within level 1 than beginning language students in secondary schools. On the other hand, teachers may sometimes wish to combine two levels (for example, levels 1 and 2) into a single, integrated programme.

Although teachers at the initial planning stage will use specific information (for example, information about their students’ needs and the school’s language policy) when deciding what to cover during their programme, they may later make changes when they learn more about particular student needs or interests. Sometimes teachers may simply change the order in which they introduce new aspects of learning. At other times, it may be useful to make more major changes to the planned programme.

## **The Relationship between Language and Culture**

Language and culture are closely related. The cultures of the people who share a language change and develop both as the language changes and as it spreads throughout the world. Because there are now German speakers in so many different parts of the world, there are inevitably cultural differences as well as cultural similarities among them. Learners of German should appreciate this fact and understand that the characteristics of German-speaking people vary greatly, just as those of English-speaking people do.

Students should learn that speaking a different language involves much more than simply conveying the same message in different words. Communicating in another language means attending not only to what is said (and what is left unsaid) but also to how something is said. Every language involves gestures as well as words and indirect messages as well as direct ones. As students come to appreciate this, they begin to understand the interaction between language and culture. Teachers of German should take cultural considerations into account throughout their programmes and should try to include materials designed for native speakers of German whenever possible, adapting them to suit their students if necessary.

## ***Which Form of German Should Be Used?***

German is spoken as a first or second language in many different parts of the world, and there are differences in pronunciation and usage in different areas. Students are likely to be interested in these differences and will need to know about some of them. However, most German speakers can read and understand the standard variety of German, which is widely used in schools and universities and on radio and television. This is the variety of German used in these curriculum guidelines.

## ***Using Technologies for Teaching and Learning German***

Information communication technologies make a wide range of language-learning opportunities available to students, including many who do not have ready access to school-based programmes. Such opportunities add to the mix of approaches that teachers can use.

Computers can be very useful for a German programme. The wide range of computer software and applications available includes a variety of high-quality resources. These allow students to take part in many kinds of language-learning and language-reinforcement activities, from word processing to interactive vocabulary building.

The Internet provides access to information about the German language, German-speaking countries and peoples, and German literature and cultures. The Internet can also provide a direct link between learners of German in different New Zealand schools and between learners of German in New Zealand and native speakers of German overseas. In addition, the Internet can be used to establish links between teachers of German in different schools in New Zealand. Teachers who might otherwise feel isolated professionally can contact one another by email and share ideas, lesson plans, and resources.

## The Essential Skills

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Language study contributes significantly to developing the essential skills outlined in *The New Zealand Curriculum Framework*.

**Communication skills** are the foundation for language learning. Other essential skills are practised and extended as an integral part of the language programme.

**Information skills** are developed as students organise and analyse information, interpret different points of view, and distinguish fact from opinion.

Students develop their **problem-solving skills** when they make connections and establish relationships both within the German language and between German and their first language.

They develop their **self-management skills** and **competitive skills** through activities that encourage them to take responsibility for their own learning and through taking up opportunities to monitor their own progress and to better their own achievements over time.

For effective language learning and successful communication, students need to develop **social and co-operative skills**. The pair and group activities that are fundamental to modern language learning are based on the development of these skills. Furthermore, language learning involves a type and quality of social and cultural awareness that is likely to have a marked, positive effect on students' social interactions.

Students' **work and study skills** can be developed and reinforced through activities that encourage self-motivated and self-directed learning and through an emphasis on their developing ability to record and monitor their own learning.

**Numeracy skills** are enhanced as students learn to manipulate German in mathematical contexts, including by telling the time, discussing dates, and using measurements.

**Physical skills** are also used in language learning. Students learn best when all their senses are involved, so several of the learning tasks suggested in these guidelines involve drama and other physical activities.

## Attitudes and Values

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The attitudes and values outlined in *The New Zealand Curriculum Framework* will be reflected in the German-language classroom. The German curriculum will help students to develop and clarify their own values and beliefs and to respect and be sensitive to the rights of people who hold values and beliefs different from their own. As they explore the attitudes of individual German-speaking people and of their societies, students will develop greater understanding of their own attitudes and values. As they discover the benefits of learning a new language, students can develop positive attitudes towards learning as a life-long process.

## Learning-how-to-learn Partnership

A learner's language competence increases as responsibility for learning is transferred progressively from the teacher to the learner. To facilitate the development of language-learning skills, **teachers** need to:

- consistently build up students' self-esteem in the context of learning German;
 

Focus positively on achievements, acknowledging that students progress at different rates and that recognising their successes leads to further success and greater efforts in the future.
- continuously monitor students' progress and respond positively to their individual and group needs;
 

Be prepared to adapt plans and goals and to revisit material in different ways, recognising that students are unlikely to make significant progress without a solid foundation.
- recognise that both accuracy and fluency are important;
 

Create opportunities for uninterrupted fluency practice and find non-threatening ways to help the students correct errors when appropriate.
- understand that different students learn second languages in different ways;
 

Provide a range of different kinds of activities, acknowledging that students learn in a variety of ways.
- accept that language acquisition is a continuous but uneven process;
 

Remember that it is natural for students to appear from time to time to have lost ground as they go through the process of assimilating new knowledge and understanding in preparation for another period of growth and development.
- set clear, achievable goals with students and ensure that all the students understand their goals;
 

Explain to the students the purposes of the different types of activities.
- create an effective, co-operative learning environment;
 

Encourage the students to interact positively with one another and to actively show that they value one another's contributions.
- plan activities where students work together in pairs and groups as well as on their own and as a class;
 

Provide many opportunities for the students to communicate with one another as well as with the teacher, and ensure that all students ask questions and make comments as well as responding to questions and providing information.
- encourage students to express their interests and preferences;
 

Give the students opportunities to make informed decisions about their own learning and to engage with topics that they find interesting.
- use German for classroom management wherever possible;
 

Encourage the students to use German to ask and respond to questions, to seek clarification, and to offer information and suggestions.
- recognise that not everything can be taught and that students may learn aspects of German language and culture that have not been explicitly introduced.
 

Progressively nurture independent, self-motivated language learning.

To succeed as learners of a second language, **students** need to:

- understand what they are trying to achieve in language learning;
- monitor their own progress towards their language-learning goals;
- be committed to cumulative and consistent language learning;
- be positive, active, and willing learners of language and culture;
- become aware of, and progressively build on, the language and language-learning skills that they already have;
- discover and develop language skills and language-learning skills that are useful beyond the classroom;
- develop a range of skills to help them negotiate meaning;
- learn to use appropriate reference materials;
- feel confident in experimenting and taking risks with German as part of the language-learning process.

## Communicative Language Teaching

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The phrases “communicative approach” and “communicative language teaching” are often used but seldom defined. For this reason, it is important to be clear about what these phrases mean in the context of both this document and the teaching and learning of modern languages in New Zealand generally.

Communicative language teaching is teaching that encourages learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself. Any approach that encourages learners to communicate real information for authentic reasons is, therefore, a communicative approach. This includes various types of information gap activities, which require students to seek information that they genuinely need in order to complete some task. Classroom-based language tuition will inevitably be artificial in some respects. However, those who subscribe to the ideals of communicative language teaching aim to keep such artificiality to a minimum and avoid language exercises that are out of context and essentially meaning-free.

The communicative movement recognises that language learning involves much more than control of language forms. It involves:

- fluency as well as accuracy;
- listening and speaking as well as reading and writing;
- sensitivity to what is culturally *and* linguistically appropriate in different contexts;
- awareness of how conversations progress *and* how different types of text (for example, personal letters and instruction manuals) are constructed.

It is unrealistic to expect error-free production at all times.

Students reach higher levels of competence in German when they are actively engaged in the language, that is, when they are taking part in activities that involve listening, speaking, reading, and writing about subjects that they find genuinely interesting and relevant. Students’ confidence will grow as they learn to use the resources of the German language (including its structures and vocabulary) with increasing accuracy and appropriateness in relevant, meaningful contexts.

To encourage students to use German for meaningful communication	
<ul style="list-style-type: none"> <li>• <i>teachers should make sure that:</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>students should be given opportunities to:</i></li> </ul>
<ul style="list-style-type: none"> <li>– German is used as much as possible in the learning environment;</li> <li>– interactive, learner-centred activities are central to the programme;</li> <li>– language structures are introduced and practised in meaningful contexts;</li> <li>– all aspects of communicative effectiveness are considered;</li> <li>– students develop strategies for interpreting messages that include some unfamiliar language.</li> </ul>	<ul style="list-style-type: none"> <li>– speak as well as to listen, and to initiate communication as well as to respond, focusing sometimes on fluency and sometimes on both fluency and accuracy;</li> <li>– work together in pairs and groups to share information and solve problems;</li> <li>– discuss topics of genuine interest to them;</li> <li>– discuss the roles that body language, tone of voice, and intonation play in communication;</li> <li>– make use of context and visual clues, such as gesture, to work out the meanings of new words.</li> </ul>

From time to time, it is necessary to use communicative grammar activities, which encourage students to practise grammar in contexts that reflect real-life communication as realistically as possible. This is an important aspect of communicative language teaching. Communicative grammar activities are not just opportunities for students to practise grammar for its own sake. Such activities always have a genuine communicative purpose, for example, that of seeking or providing the information required to complete a task successfully. If an activity involves a student asking to be told something that they already know, the activity is not a communicative one – and the students are not likely to find it rewarding.

Communicative grammar activities involve an information gap of some kind. For example, two students could role-play a phone conversation in which they discuss when to get together to watch a video. Each student has a timetable of prior commitments and needs to find out when the other is free.

*Was machst du?*

Example:

A: *Was machst du Freitagnachmittag?*

B: *Ich gehe zum Zahnarzt. Und du? Was machst du Samstagvormittag?*

A: *Ich gehe einkaufen. Was machst du Sonntag Abend?*

B: *Nichts. Bis Sonntag Abend, dann!*

Grammar activities in the language-learning classroom can be used either for controlled practice (that is, where the precise required response is predictable) or for less controlled practice (that is, where some students may produce the target language but where others may communicate their message in a different way). In less controlled practice, more advanced students have opportunities to use their more extensive repertoire. For both kinds of practice, teachers need to develop activities that are appropriately demanding in both cognitive and linguistic terms.

These activities should always take place in a context with a genuine reason for exchanging information. In the initial stages of learning, the reason may relate only to the classroom, but within this context the communication should be authentic. Authentic language-learning activities are those in which learning is adequately contextualised in realistic ways and where a genuine need for communication is established.

## The Process of Teaching and Learning

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Students should have as many opportunities as possible to practise, and experiment with, new and assimilated language in meaningful contexts. For example, they should be involved in small-group activities and use materials that are challenging, build confidence, and facilitate their language development. In addition, the teaching and learning programme should support their personal abilities and learning requirements.

Many language classes are made up of students with very different aptitudes and abilities. It is useful to encourage students to work in pairs and groups and to provide students with computer-based resources that are appropriate to their specific needs and interests.

Students learn in different ways. Teachers' awareness of this should be reflected in the variety of resource materials, activities, and tasks they provide for their students. Usually, there is more than one way to achieve a desired outcome. Wherever possible, therefore, students should be given a choice of route (that is, of the way they learn particular skills or knowledge) as part of their development towards self-motivated learning. The establishment of a self-access centre (see the glossary), however small, can support this process.

Students should have frequent opportunities to use challenging materials that, in different ways, help them to develop the ability to communicate in German. A variety of materials and text types is likely to be stimulating and motivating.

Many textbooks contain interesting and developmentally appropriate materials, which may be supplemented by audio and video items. Teachers may need to adapt these materials to suit the particular needs and interests of their students. Sometimes classes will use items designed primarily for native German speakers (for example, magazines, films, train timetables, menus). Teachers may, for a specific purpose, introduce materials that include language likely to be unfamiliar (for example, to encourage their students to work out the overall gist of a message). It is often useful to adapt or simplify existing materials. Those that teachers create with their own students in mind can be particularly effective.

## The Structure of German in the New Zealand Curriculum

### Levels

As students progress through the eight curriculum levels, they become familiar with a broadening range of vocabulary, increasingly complex language structures, and increasingly challenging contexts for language use. The range and complexity of the achievement objectives increases from level to level. When deciding whether a student has met the requirements of achievement objectives at a particular level, the teacher should consider whether the student has demonstrated:

- the ability to understand and use the kinds of German vocabulary suitable for that level appropriately and accurately;
- the ability to understand and use the kinds of constructions suitable for that level appropriately and with increasing accuracy;
- the ability to understand and create texts of the types suggested at that level;
- the ability to cope with the kinds of learning activities suggested at that level;
- an increasing ability to engage in self-motivated and self-directed learning.

The levels described in these curriculum guidelines do not coincide with traditional year levels or with students' years of schooling. The age at which students begin learning a language will be one factor in determining what level or levels a class might work within in the course of one year. For example, many students in a year 7 class might work towards level 1 objectives only, but many students beginning to learn German in year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year.

### Proficiency Statements

For every two curriculum levels, a proficiency statement describes the level of language proficiency that students are expected to achieve. For example, the following statement is made for levels 1 and 2 on page 29:

By the end of level 2, learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and they can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the language-learning process.

The proficiency statements describe what is expected at each stage in the following progression of language development:

- emergent communication (at levels 1 and 2);
- survival skills (at levels 3 and 4);
- social competence (at levels 5 and 6);
- personal independence (at levels 7 and 8).

## Achievement Objectives and Examples

At each curriculum level, a range of new achievement objectives is introduced. They represent core expectations for that level. However, the achievement objectives are not intended to be associated only with the curriculum level at which they are first introduced. Each achievement objective should be revisited from time to time as learners progress through the curriculum levels. In this way, learners can be introduced gradually to a range of ways of achieving the same objective. For example, at level 3 the achievement objective “communicate about events and where they take place” is introduced. At this level, this objective is associated with the following example:

*Oft gehe ich mit Ulrike in die Stadt.*

However, when it is revisited at a higher level, this achievement objective might be associated with the perfect tense:

*Letztes Jahr bin ich jedes Wochenende mit Opa ins Café gegangen.*

Thus, the approach to achievement objectives is intended to be cumulative, the revisiting of objectives allowing for an upward spiral of achievement as learners progress through their programmes.

The achievement objectives need not be introduced in the order in which they are listed, nor need they be introduced separately. There may, for example, be advantages in combining aspects of more than one achievement objective from a particular level in a single lesson.

In planning their programmes, teachers may draw on the achievement objectives in different ways. For example, some teachers may wish to combine objectives 3.1 and 3.4, incorporating information about how people travel (3.4) into discussion of habits and routines (3.1).

## Strands

At each curriculum level, suggestions are included for the following strands: sociocultural aspects, topics, text types, receptive skills (listening and reading), and productive skills (speaking and writing).

The **sociocultural aspects** suggested in these curriculum guidelines provide minimal cultural content. They are intended to be neither exhaustive nor exclusive. Although the sociocultural aspects listed at each level have been selected with the achievement objectives for that level in mind, they can also be introduced effectively at other levels.

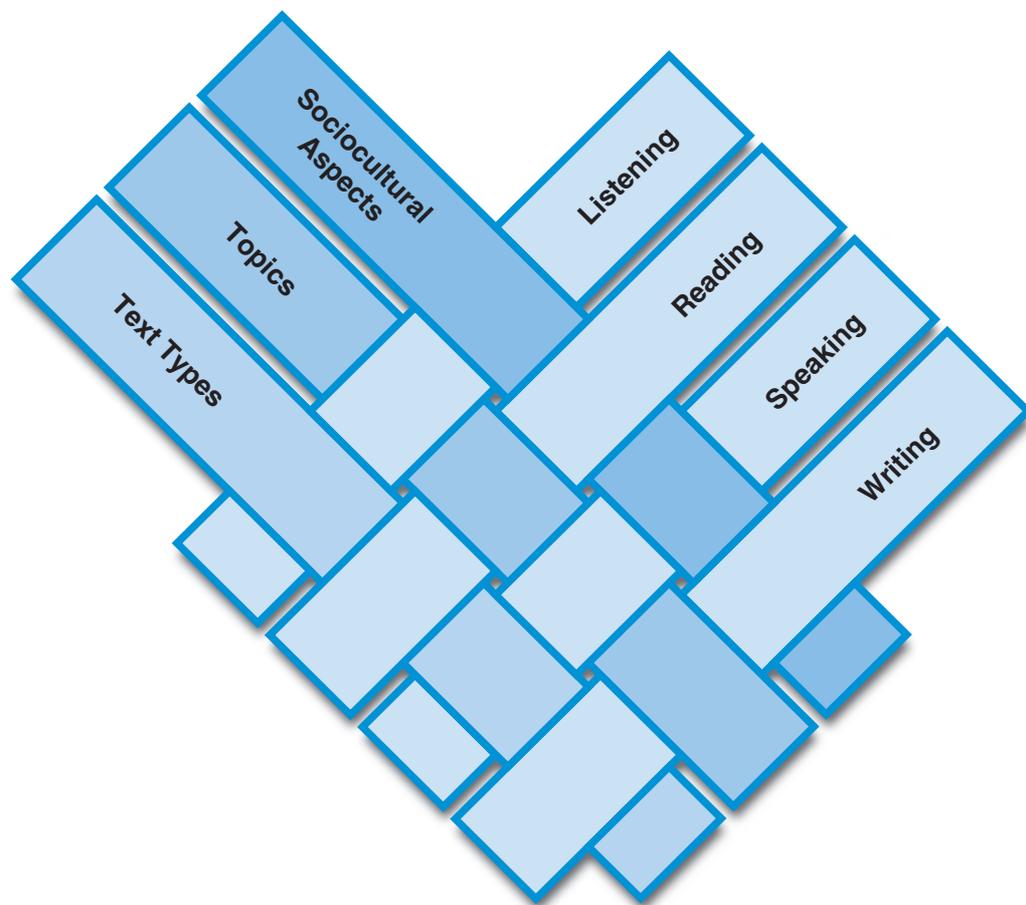
The cultural content of German programmes should be current, relevant, and varied. Learning about social and cultural aspects of German-speaking communities will enable students to compare these aspects with those of New Zealand communities and to understand the wide variety of cultural characteristics of German-speaking people. In order to ensure that the cultural interests of all of their students can be addressed, teachers need to keep their own cultural knowledge up to date, remembering that there are cultural differences not only among German speakers in different countries but also among German speakers within one country.

The **topics** listed at each curriculum level have been suggested with the achievement objectives for that level in mind. Teachers may integrate some of

these topics with others of their own choice or reassign topics to a different level.

At each curriculum level, a range of **text types** is included. They have been suggested on the basis of their relevance to the achievement objectives. Examples of written text types are email messages and shopping lists. Spoken text types include announcements and conversations.

As students progress through the curriculum levels, their competence in both **receptive skills** (listening and reading) and **productive skills** (speaking and writing) will increase. For example, a level 1 productive skill is to “write simple, familiar words, phrases, and sentences using the conventions of written language, such as the umlaut and punctuation”, whereas at level 3 a productive skill is to “use resources (for example, dictionaries, glossaries) to experiment with some new language in their writing”.



### ***Suggested Language Focus and Vocabulary***

At each level, there are suggestions for language, including vocabulary, considered appropriate to the strands and achievement objectives. Teachers should adapt and supplement these suggestions in ways that relate to the interests and capabilities of their students and to the specific requirements of their own programmes.

## **Suggested Learning and Assessment Activities**

The suggested learning and assessment activities at each level relate to the achievement objectives and the strands listed at that level. Teachers, with their students, will derive learning outcomes from the achievement objectives to meet particular student needs. Because students (and groups of students) will vary in their starting points, rates of progress, and interests, teachers will usually need to adapt the learning activities they use.

Assessment is a continuing process that measures the development of students' knowledge and skills against the stated objectives. Typically, assessment will be ongoing, and teachers will provide immediate, frequent, and regular feedback to enable students to develop their learning skills. Assessment will include teachers' informal observation of their students' classroom learning as well as end-of-unit tasks designed to measure and record their acquisition of language and development of language skills. In addition to teacher assessment, student assessment is extremely valuable. Students should be encouraged to monitor their own progress, using peer assessment or self-assessment strategies as well as teacher-designed tasks in a range of situations and contexts.

Assessment should be based on activities that measure performance in communicative contexts. All forms of teacher assessment should have a diagnostic function, providing students with constructive feedback and helping teachers to evaluate the effectiveness of their programmes. Teachers should discuss the assessment procedures with their students and explain them clearly in ways that the students can understand.

Assessment should:

- motivate students;
- enable teachers to evaluate the effectiveness of both learning and teaching;
- diagnose and monitor students' strengths and needs, providing information for future programme development;
- provide relevant information for students, parents, school administrators, and the wider community.

Teachers are advised to:

- communicate regularly and informally with students about their progress and their needs, including the kinds of help they require;
- help students develop peer-assessment and self-assessment strategies;
- observe and record the progress of individual students (for example, by preparing individual learning profiles).

Students should be encouraged to:

- gain a clear idea of the goals they are working towards and an understanding of what these goals look and sound like in practice;
- measure and record their own progress, using criteria that show achievement in terms of what they can do with the German language;

- reflect on what and how they have learned, so that they can understand the learning process better and work more effectively towards their language-learning objectives;
- maintain portfolios of their work, including samples of written German, audiotapes that record their progress in oral German, and any German-language-related projects.

Assessment should relate to the purposes for which language is used and should measure all aspects of communicative capacity, including fluency, appropriateness, and accuracy. Wherever possible, assessment strategies should allow for a range of responses rather than anticipating strictly predetermined language content.

In the assessment of students' progress and achievement in language skills, the emphasis given to listening, speaking, reading, and writing should reflect the balance of class activities. For example, programmes designed for younger learners may focus more on listening and speaking in the early stages, and assessment at these stages should reflect this focus.

### ***The National Qualifications Framework: Assessment against Standards and for the National Certificate of Educational Achievement***

*German in the New Zealand Curriculum* is the guiding document for developing a German teaching and learning programme. It is the principal reference point for achievement standards and unit standards, which are the "building blocks" of the qualifications on the National Qualifications Framework. These standards are not units of work in themselves: their function is to specify standards for assessment.

Assessment for the National Certificate of Educational Achievement will generally be managed within the school and by the teacher. The New Zealand Qualifications Authority provides advice on managing appropriate assessment systems and procedures to be used for this purpose. For further information, see [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

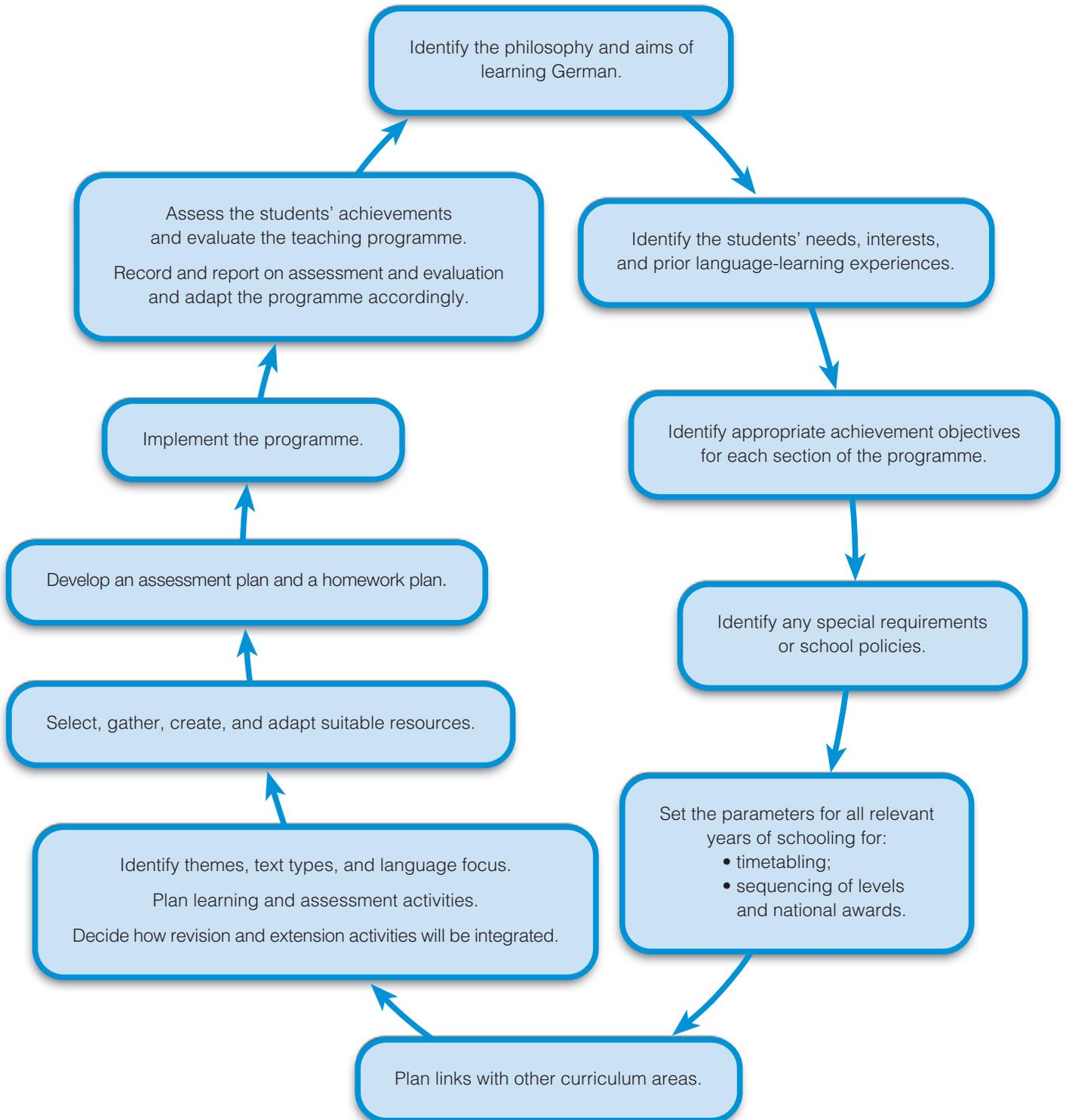
Standards for schools encompass levels 1 to 3 of the National Qualifications Framework. These qualification levels equate to levels 6 to 8 of the national curriculum guidelines. The National Certificate of Educational Achievement will be the main qualification for senior secondary students.

## An Approach to Programme Planning

To create successful language programmes, teachers should use a planning cycle made up of a series of logical steps. At all stages, assessment is an integral part of planning and learning. In planning their programmes, teachers will:

- identify the goals for the teaching and learning programme, including the philosophy and aims for teaching and learning German described in these guidelines;
- identify the needs, interests, and prior language-learning experiences of their students;
- identify, for each part of the programme, the achievement objectives and specific learning outcomes appropriate to the students' needs;
- identify any special requirements or school policies relating to language learning;
- look at programme plans designed to realise shorter-term objectives (such as plans for units of work) in relation to longer-term programme-planning issues (such as school-wide timetables, levels sequencing, preparation for national awards, and possible links with programmes in other schools);
- look for ways of connecting language learning with other curriculum areas or specific subjects (for example, music, geography, history, or food preparation);
- identify suitable themes, topics, text types, structures, and vocabulary for each section of the programme;
- identify appropriate learning and assessment activities;
- decide how revision and extension activities will be integrated;
- select, gather, create, and adapt (where necessary) suitable resources;
- develop an assessment plan and a homework plan;
- carry through the activities;
- assess the students' work against the planned outcomes;
- evaluate the learning programmes in terms of the planned goals;
- record assessment and evaluation and report on results, giving clear and constructive feedback;
- make any necessary adjustments to the programme;
- revisit the philosophy and aims of the programme in the context of the adjustments made and continue on through the cycle.

## The Programme-planning Cycle



# German in the New Zealand Curriculum: Levels 1–8



The Reichstag dome, Berlin



## Levels 1 and 2 Proficiency Statement: Emergent Communication

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By the end of level 2, learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and they can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the language-learning process.

## Level 1: Emergent Communication

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### *Achievement Objectives*

*Students should be able to:*

- 1.1 greet, farewell, and thank people and respond to greetings and thanks;
- 1.2 introduce themselves and others and respond to introductions;
- 1.3 communicate using days of the week, months, and dates;
- 1.4 communicate about personal information, such as name, age, nationality, and home;
- 1.5 communicate about location;
- 1.6 understand and use a range of politeness conventions (for example, ways of thanking people, apologising, excusing themselves, complimenting people);
- 1.7 use and respond to simple classroom language (including asking for the word to express something in German).

## Level 1: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>The importance of learning another language</p> <p>German-speaking people in the world</p> <p>How birthdays and special occasions are celebrated</p> <p>Conventions involved in greeting people (e.g., names, titles, shaking hands)</p>	<p>Myself and my friends</p> <p>Meeting people</p> <p>Birthdays and special occasions</p> <p>What's in my classroom or immediate surroundings?</p>	<p>Simple, short dialogues</p> <p>Simple songs</p> <p>Greetings cards</p> <p>Captions for pictures and photographs</p> <p>Simple forms</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify the sounds of letters of the alphabet, letter combinations, intonation, and stress patterns;</li> <li>recognise and understand simple, familiar words, phrases, and sentences.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>identify letters of the alphabet, letter combinations, written language conventions, and simple punctuation;</li> <li>recognise and understand simple, familiar words, phrases, and sentences.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>imitate the pronunciation, intonation, stress, and rhythm of words, phrases, and sentences;</li> <li>respond appropriately to simple, familiar instructions and simple questions;</li> <li>ask simple questions.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>write simple, familiar words, phrases, and sentences using the conventions of written language, such as the umlaut and punctuation.</li> </ul>

## Level 1: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>1.1 greet, farewell, and thank people and respond to greetings and thanks;</p> <p>1.2 introduce themselves and others and respond to introductions;</p> <p>1.3 communicate using days of the week, months, and dates;</p> <p>1.4 communicate about personal information, such as name, age, nationality, and home;</p> <p>1.5 communicate about location;</p> <p>1.6 understand and use a range of politeness conventions (e.g., ways of thanking people, apologising, excusing themselves, complimenting people);</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in German).</p>	<p><i>Guten Tag, Petra. Wie geht's? Danke, gut. Und dir? Auf Wiedersehen/Tschüs.</i></p> <p><i>Das ist Tobias. Ich heiÙe Anja.</i></p> <p><i>Welches Datum haben wir heute? Es ist Montag, der 5. Mai.</i></p> <p><i>Ich heiÙe Mark. Ich bin zwölf Jahre alt. Ich komme aus Neuseeland. Ich wohne in einem Einfamilienhaus in Christchurch. Ich bin aus Tonga.</i></p> <p><i>Wo ist das Buch? Das Buch ist hier.</i></p> <p><i>Danke schön. Bitte schön. Entschuldigen Sie bitte. (Entschuldigung.) Fantastisch!</i></p> <p><i>Entschuldigung. Wie heißt Christmas auf Deutsch? Hör zu! Hört zu! Pass auf! Passt auf!</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b> – singular possessive	<i>mein, dein</i>
<b>Adverbs and adverbial expressions</b> location	<i>hier, dort, da</i>
intensity	<i>sehr</i>
<b>Articles</b> – nominative singular definite	<i>der, die, das</i>
indefinite	<i>ein, eine, ein</i>
<b>Conjunctions</b>	<i>und, aber, oder</i>
<b>Formulaic expressions</b>	<i>Frohe Weihnachten!</i> <i>Alles Gute!</i>
<b>Negation</b> – basic	<i>nein, nicht</i>
<b>Nouns</b> classroom and classroom objects	<i>das Fenster, das Buch, der Kugelschreiber, das Heft</i>
days of the week	<i>Montag, Dienstag, Mittwoch</i>
months	<i>Januar, Februar, Oktober</i>
festivals and other celebrations	<i>Weihnachten, Fasching/Karneval</i>
nationalities	<i>Neuseeländer(in), Deutsche(r)</i>
countries	<i>Neuseeland, Tonga, Japan</i>
<b>Pronouns</b> – singular subject	<i>ich, du, er, sie, es</i>
<b>Question forms</b> – simple, singular	<i>Wie heißt du?</i> <i>Wie spät ist es? Es ist ...</i> <i>Welches Datum haben wir heute?</i> <i>Wo ist ...? Wer ist ...?</i> <i>Wie alt bist du?/Wie alt ist sie?</i> <i>Woher kommst du /kommt sie?</i> <i>Kommst du aus Australien?</i>
<b>Verbs</b> present tense (singular)	<i>sein, heißen, kommen, wohnen</i>
imperative (singular and plural)	<i>aufhören, aufstehen, gehen, (her/ein)kommen, sich setzen, schreiben, zuhören</i>
<b>Other</b> letters of the alphabet	
numbers	1–31

## Level 1: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
1.1 greet, farewell, and thank people and respond to greetings and thanks	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• observing greetings, introductions, and leave-taking in different contexts (e.g., on videotape) and taking turns to role-play (C);</li> <li>• filling in labels on pictures to indicate greetings for the time of day pictured (e.g., <i>Guten Tag</i>) (G, I).</li> </ul>
1.2 introduce themselves and others and respond to introductions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• filling in gaps in a familiar oral or written dialogue to complete the message (I, C);</li> <li>• carrying out listening activities. For example, the students listen to a short dialogue in which people are introduced to one another. They then compete in groups to reassemble the dialogue from a transcript cut into individual sentences. Each student could have just one sentence (G).</li> </ul>
1.3 communicate using days of the week, months, and dates	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• solving number puzzles involving adding, subtracting, and/or number patterning (C, G);</li> <li>• singing simple number songs (C);</li> <li>• playing Bingo (C);</li> <li>• creating a simple school timetable (G, P, I);</li> <li>• ticking dates in a calendar as they listen to the names of those dates or stating the dates shown on specified calendar entries (G, P).</li> </ul>
1.4 communicate about personal information, such as name, age, nationality, and home	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• simple role-playing activities (C, G);</li> <li>• contacting native speakers of German in schools and colleges overseas, communicating information (including personal information) to them, and asking them suitable questions (I);</li> <li>• creating a form (e.g., an identity card) with spaces for personal information details (G, P, I);</li> <li>• carrying out surveying activities. For example, the students could ask each other about their age and other personal details and fill these details in on computer-generated forms. They could ask and answer questions using completed forms, with one student role-playing the person named on the form (G, P).</li> </ul>
1.5 communicate about location	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• placing things according to the teachers' instructions (C);</li> <li>• picking up objects and putting them in a specific relation to the teacher, responding correctly to the teacher's instructions while being monitored by the class (C, I);</li> </ul>

<p>1.5 (continued)</p>	<ul style="list-style-type: none"> <li>ticking vocabulary items on a list or holding up word cards to show that they recognise German vocabulary spoken by the teacher (C, G, P);</li> <li>carrying out “place” activities. For example, one set of assorted classroom objects could be placed at various locations around the room. The teacher could ask where a particular object is, and the students could make up a simple sentence giving the location of that object. Two groups could compete to win points in this activity (C, G).</li> </ul>
<p>1.6 understand and use a range of politeness conventions (e.g., ways of thanking people, apologising, excusing themselves, complimenting people)</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>listening to informal dialogues and identifying when participants are thanking someone, apologising, excusing themselves, or complimenting someone (C);</li> <li>filling in gaps in a familiar dialogue by providing appropriate expressions (P, I);</li> <li>wishing someone a happy birthday or anniversary in response to cue cards (I);</li> <li>creating an appropriate greetings card for a birthday or festival (I).</li> </ul>
<p>1.7 use and respond to simple classroom language (including asking for the word to express something in German)</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>carrying out listening activities, such as Simon Says, following instructions spoken in German until they make an error and sit down. Eventually only the winner is left standing (C, G);</li> <li>responding physically to classroom instructions (e.g., by coming to the teacher when the teacher says <i>Komm (bitte) her!</i>) (C, G);</li> <li>responding to spoken descriptions of actions by selecting the picture (from a set of pictures) that shows the actions described (C);</li> <li>carrying out physical movement activities. For example, working in pairs, each student could select five picture cards from a series of ten that show actions that the teacher might ask them to do (e.g., open their books). One student could mime an instruction represented on one of their picture cards and the other student could perform the action they think is required. Then together, from a list of written requests, they could choose the sentence that best represents that request (P).</li> </ul>

**Teachers can monitor students’ progress when they are:**

- identifying pictures to indicate the meaning of written or spoken words;
- solving number puzzles;
- locating things in response to phrases containing expressions of place;
- responding to oral or written questions about personal details.

**Students can monitor their own progress by:**

- keeping portfolios (including audiotapes) of their work and comparing later entries with earlier ones;
- matching words like *ein Kugelschreiber* or *ein Heft* with pictures of objects grouped in certain ways and using an answer key;
- using a checklist with items such as “I can introduce people.”

Some of the activities listed, at all levels, could be carried out using simple computer-based word-processing packages and clip art and thus help to strengthen students’ computer skills.

## **Level 2: Emergent Communication**

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### *Achievement Objectives*

*Students should be able to:*

- 2.1 communicate about relationships between people;
- 2.2 communicate about ownership;
- 2.3 communicate about likes and dislikes, giving reasons where appropriate;
- 2.4 communicate about time, weather, and seasons;
- 2.5 communicate about physical characteristics, personality, and feelings.

## Level 2: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
Family life in Germany and German-speaking countries	Family relationships Belongings (such as pets or the contents of a school bag) Familiar people: their appearances and personalities Time, weather, seasons School subjects Foods Sport and leisure	Simple, short dialogues Simple songs Family trees Simple email messages Informal personal notes Photograph albums with captions Forms Posters Weather reports

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the sounds of letters of the alphabet, letter combinations, intonation, and stress patterns;</li> <li>• recognise and understand familiar words, even in some unfamiliar contexts;</li> <li>• understand a range of short texts consisting of familiar phrases and sentences;</li> <li>• get the gist of slightly more complex or less familiar phrases and sentences.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify letters of the alphabet, letter combinations, written language conventions, and simple punctuation;</li> <li>• recognise and understand simple, familiar words, phrases, and sentences;</li> <li>• understand a range of short texts consisting of familiar words, phrases, and sentences;</li> <li>• get the gist of slightly more complex or less familiar phrases and sentences.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• begin to use the pronunciation, intonation, stress, and rhythm of words, phrases, and sentences for emphasis and to distinguish meaning;</li> <li>• respond appropriately to simple, familiar instructions and simple questions;</li> <li>• ask simple questions and give simple information.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• reproduce letter combinations, the umlaut, and punctuation for words, phrases, and sentences in familiar contexts;</li> <li>• write simple, familiar words, phrases, and sentences using the umlaut and punctuation conventions.</li> </ul>

*Level 2: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary*

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>2.1 communicate about relationships between people;</p> <p>2.2 communicate about ownership;</p> <p>2.3 communicate about likes and dislikes, giving reasons where appropriate;</p> <p>2.4 communicate about time, weather, and seasons;</p> <p>2.5 communicate about physical characteristics, personality, and feelings.</p>	<p><i>Wer ist das? Das ist mein Vater.</i></p> <p><i>Hast du einen Hund? Nein, ich habe keinen Hund.</i></p> <p><i>Ich mag Hamburger. Ich finde Fußball gut, aber ich finde Rugby besser. Es ist toll. Mathe habe ich gern.</i></p> <p><i>Der Film ist um 20.30 Uhr zu Ende. Es ist kalt und es regnet. Im Sommer ist es warm.</i></p> <p><i>Ich bin müde. Petras Haare sind blond. Ihre Augen sind braun. Der Kuli ist blau. Wie findest du meinen Freund? Er ist nett.</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b> without agreement colour shape height size feelings and responses characteristics comparative <b>Adjectives</b> – possessive <b>Adverbs</b> intensifying comparative time <b>Articles</b> – definite and indefinite nominative accusative forms <b>Formulaic expressions</b> – weather  <b>Negation</b> <b>Nouns</b> family members  food and drink pets seasons contents of school bag and pencil case  sports and leisure school subjects <b>Prepositions</b> time comparative <b>Pronouns</b> – subject (nominative) <b>Question forms</b> for classroom purposes <b>Verbs</b> – regular, strong (present tense)  <b>Other</b> numbers	<i>grau, grün, blau, dunkel-, hell- lang</i> <i>groß, klein</i> <i>schlank, dünn, dick</i> <i>interessant, langweilig, satt, spannend, traurig</i> <i>(un)freundlich, nett, gut, lustig</i> <i>gern, besser, lieber</i> <i>mein, dein, sein, ihr/meine, deine, seine, ihre</i>  <i>sehr, ganz, zu</i> <i>gern, besser, lieber</i> <i>morgens, nachmittags, abends, heute</i>  <i>der, die, das ein, eine, ein</i> <i>den, die, das einen, eine, ein</i> <i>Das Wetter ist schön/schlecht.</i> <i>Es ist warm/windig.</i> <i>nie, kein(e)</i>  <i>der Vater, die Mutter, der Bruder, die Schwester, der Cousin, die Kusine, die Nichte</i>  <i>das Brot, die Butter, das Fleisch, der Käse</i> <i>der Hund, die Katze, der Vogel</i> <i>der Sommer, der Winter, der Herbst, der Frühling</i> <i>der Radiergummi, das Lineal, der Rechner, das Heft, die Federtasche</i>  <i>Fußball, Rugby, Hockey</i> <i>Deutsch, Englisch, Mathe</i>  <i>gegen, um</i> <i>als (e.g., besser als + noun)</i> <i>ich, du, er/sie/es, wir, ihr, Sie, sie</i> <i>Wann ...? Um wie viel Uhr ...? Warum ...?</i> <i>beginnen, zu Ende sein, fahren, finden, essen, gehen, (an)kommen, haben, machen, mögen, fernsehen, trinken, spielen, Sport treiben</i>  32–100

## Level 2: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities
2.1 communicate about relationships between people	<p>The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.</p>
2.1 communicate about relationships between people	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• discussing and labelling family photographs (C, G, P);</li> <li>• talking about family-tree relationships (C, I);</li> <li>• carrying out information gap activities. For example, working in pairs or groups, the students could read blank forms with headings such as <i>Name</i> or <i>Wie viele Brüder?</i> They each fill in a form for an imaginary character and then ask and answer questions about one another's characters (C, G, P).</li> </ul>
2.2 communicate about ownership	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• listening to short dialogues where possessions are identified and then drawing lines on a page to join the owners' names to pictures of their possessions (C);</li> <li>• asking and answering questions about the ownership of things in the classroom (C, G, P);</li> <li>• carrying out identification activities. For example, the teacher could give each student in a group several objects (or pictures of objects) that they do not reveal to the other students. A matching group of objects (or pictures) is placed in the centre of the group. The students could take turns to select an object from the centre and ask another student the question <i>Ist das dein ...?</i> until all the objects or pictures have been claimed (C, G).</li> </ul>
2.3 communicate about likes and dislikes, giving reasons where appropriate	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• guessing the likes and dislikes of friends or well-known people (C, G, P);</li> <li>• sending an email to a new friend in Germany, telling the friend about what they like and don't like (I);</li> <li>• surveying the class to find out which foods (or sports, or items in another category) are popular or unpopular with the group (C);</li> <li>• interviewing friends about their likes and dislikes, recording the responses on a form, and then giving the friends the forms to check (G, P);</li> <li>• role-playing an interview in which a television personality or pop star talks about their likes and dislikes (P);</li> <li>• listening to, or reading about, the likes and dislikes of various people and then completing a checklist to show which people have likes or dislikes in common (C, I).</li> </ul>
2.4 communicate about time, weather, and seasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• role-playing asking and answering questions in context (e.g., a parent teaching a child how to tell the time) (C, P);</li> <li>• creating a simple school timetable (G, I);</li> </ul>

<p>2.4 (continued)</p>	<ul style="list-style-type: none"> <li>• drawing the hands on clock faces according to a time the teacher gives or stating, in German, the times shown on completed clock faces (C, G, P);</li> <li>• ticking dates on a calendar as the teacher says the names of those dates or stating, in German, the dates shown on specified calendar entries (C, P, I);</li> <li>• labelling pictures of the seasons with the appropriate word (C, I);</li> <li>• sorting weather conditions into groups related to different seasons (G, P, I);</li> <li>• ticking pictures or words, or drawing weather symbols on a map to match the weather conditions described in a weather report (G, P, I);</li> <li>• using reinforcement strategies. For example, the students could stand in a circle holding pictures of clock faces, each showing a different time. The first student asks a second <i>Wie spät ist es?</i>, and the second student responds, giving the time shown on their clock. The second student then asks a third the same question, the third student answers, and so on round the circle (C, G).</li> </ul>
<p>2.5 communicate about physical characteristics, personality, and feelings</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• identifying the culprit in puzzles such as Guess Who? (G, P);</li> <li>• labelling pictures of people and things with the words for different feelings, qualities, and characteristics (C, G, P, I);</li> <li>• matching descriptions with what they see in pictures (C, G, P, I);</li> <li>• using charades to act out words that signify particular feelings (C, G);</li> <li>• creating “wanted posters” on the basis of a description (G, P, I);</li> <li>• in pairs, using a computer to write descriptions of well-known people and then moving to the computers used by other pairs to guess who has been described (P);</li> <li>• filling in speech bubbles or crosswords (C, G, P, I);</li> <li>• selecting pictures of people (possibly from clip art collections), describing how the people look and/or feel, and comparing their descriptions (G);</li> <li>• carrying out mime activities. For example, the students could listen to a dialogue involving feelings and then work with partners to act out the dialogue and dramatise the feelings referred to (P).</li> </ul>

**Teachers can monitor students’ progress when they are:**

- writing short passages from dictation;
- listening to descriptions and identifying things or people on the basis of these descriptions;
- describing, either in writing or orally, the people or things shown in pictures;
- responding to oral or written questions about their own likes and dislikes;
- naming objects and pronouncing terms in activities such as Catch and Say;
- writing appropriate words, phrases, or sentences in empty speech bubbles in cartoons.

**Students can monitor their own progress by:**

- keeping portfolios (including audiotapes) of their work;
- using a checklist with items such as “I can describe my family.”



## Levels 3 and 4 Proficiency Statement: Survival Skills

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By the end of level 4, learners can cope with a variety of routine situations when talking to German speakers. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters and fill out simple forms. They can interact appropriately in familiar social situations according to the norms and conventions of German-speaking people. They are becoming more confident in using a range of language-learning strategies.

## Level 3: Survival Skills

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### *Achievement Objectives*

*Students should be able to:*

- 3.1 communicate, including comparing and contrasting, about habits and routines;
- 3.2 communicate about events and where they take place;
- 3.3 give and follow directions;
- 3.4 communicate, including comparing and contrasting, about how people travel.

### Level 3: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Sport and leisure in Germany and German-speaking countries</p> <p>Transport systems in Germany and German-speaking countries</p> <p>Monuments, cathedrals, and other significant landmarks in Germany and German-speaking countries</p>	<p>Daily life</p> <p>Leisure time activities</p> <p>Sports</p> <p>Getting around a town or city</p> <p>School day</p>	<p>Informal and semi-formal conversational exchanges</p> <p>Simplified newspaper and magazine entertainment guides</p> <p>Maps and plans</p> <p>Posters and flyers</p> <p>Simple personal letters</p> <p>Simple email messages</p> <p>Timetables</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts;</li> <li>• understand a range of short texts consisting of mainly familiar language;</li> <li>• get the gist of short texts that contain some unfamiliar language.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• understand specific detail and overall meaning in a range of short texts consisting of mainly familiar language;</li> <li>• get the gist of short texts that contain some unfamiliar language.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• initiate and sustain short conversations;</li> <li>• give short prepared talks on familiar topics;</li> <li>• use generally appropriate pronunciation, stress, rhythm, and intonation.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use resources (e.g., dictionaries, glossaries) to experiment with some new language in their writing;</li> <li>• prepare and write short texts on familiar topics;</li> <li>• use appropriate writing conventions.</li> </ul>

*Level 3: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary*

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>3.1 communicate, including comparing and contrasting, about habits and routines;</p> <p>3.2 communicate about events and where they take place;</p> <p>3.3 give and follow directions;</p> <p>3.4 communicate, including comparing and contrasting, about how people travel.</p>	<p><i>Was machst du abends? Abends mache ich Hausaufgaben und sehe fern. Wann stehst du auf? Jeden Tag stehe ich um 7.30 Uhr auf. Jens steht früher auf.</i></p> <p><i>Ich spiele Tischtennis im Jugendklub. Oft gehe ich mit Ulrike in die Stadt.</i></p> <p><i>Wie komme ich zum Bahnhof? Gehen Sie links um die Ecke, dann nehmen Sie die zweite Straße rechts.</i></p> <p><i>Ich fahre mit dem Bus zur Schule, aber Anna geht zu Fuß.</i></p>

Suggested Language Focus	Suggested Vocabulary
<p><b>Adjectives</b> comparative forms ordinal numbers</p> <p><b>Adverbs and adverbial expressions</b> direction time repeated time frequency sequence manner</p> <p><b>Articles</b> definite and indefinite (dative form after prepositions of location and with contractions)</p> <p><b>Nouns</b> accommodation, rooms, and furniture city buildings, landmarks eating places entertainment meals modes of transport shops sport, leisure</p> <p><b>Prepositions</b> time direction location accusative in set phrases with comparatives additive</p> <p><b>Question forms</b></p> <p><b>Verb forms</b> key irregular and regular verbs in present tense form separable prefixes (with <i>kommen, stehen</i>) reflexives imperatives</p>	<p><i>schneller, kleiner, besser</i> <i>erste, zweite</i></p> <p><i>geradeaus, rechts, links</i> <i>morgen, gestern, heute Abend, morgens, abends, nachmittags</i> <i>oft, immer, manchmal, normalerweise</i> <i>gewöhnlich, wieder, meistens</i> <i>nächst-, dann</i> <i>gerne, langsam, schnell, mit dem Bus, mit dem Zug, mit dem Auto, zu Fuß</i></p> <p><i>dem, der (singular), den (plural), am, zum, zur einem, einer</i></p> <p><i>das Badezimmer</i> <i>die Polizei, der Laden, der Supermarkt</i> <i>der Imbiss, das Café</i> <i>das Kino, das Konzert</i> <i>das Frühstück, das Mittagessen, das Abendessen</i> <i>der Bus, der Zug</i> <i>die Konditorei, die Metzgerei</i> <i>Fußball, Rugby</i></p> <p><i>um, bis, vor, nach, von ... bis, gegen</i> (locatives with dative singular nouns) <i>zu, an, auf, hinter, in, neben, über, unter, vor, zwischen, gegenüber, in, über, um, durch</i></p> <p><i>die Straße entlang</i> <i>als</i> <i>mit, ohne</i> <i>Wie ...? Wohin ...? Um wie viel Uhr?</i></p> <p><i>nehmen, schreiben, lesen, telefonieren, sprechen, hören, spielen, machen</i> <i>aufstehen, zurückkommen</i> <i>sich waschen, sich duschen</i> <i>Geh ..., Geht ..., Gehen Sie ...; Komm ..., Kommt ..., Kommen Sie ... with entlang, rein, raus, zurück</i></p>

Level 3: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
3.1 communicate, including comparing and contrasting, about habits and routines	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• asking and answering questions about the habits or routines of well-known people, in the context of simulated interviews (P);</li> <li>• asking and answering questions about the school timetables of their friends (e.g., <i>Was hast du Dienstagmorgen?</i>) and completing prepared timetable sheets on the basis of the responses (G);</li> <li>• interviewing two classmates about their habits or routines and writing down the main similarities and differences between the two (G);</li> <li>• listening to descriptions of, or reading about, the habits and routines of school students in New Zealand and German-speaking countries (or of well-known people or friends) and filling in checklists appropriately (C, G);</li> <li>• writing a list of some of their regular activities and answering a partner's questions about why they do them (P);</li> <li>• writing to a penfriend who is planning to visit New Zealand for a few weeks, describing their usual routines (I);</li> <li>• carrying out listening activities. For example, the students could listen to a dialogue about habits and routines and then listen to it a second time, with some sections deleted. They could mime the deleted actions from memory before, finally, working in pairs, with one miming and the other providing the commentary (P).</li> </ul>
3.2 communicate about events and where they take place	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• writing letters or emails that include accounts of what various family members or friends are doing in different locations at the time of writing (I);</li> <li>• arranging an outing with a friend by telephone or written message (P);</li> <li>• telling a friend or group of friends what events can be seen through binoculars in different locations (G, P);</li> <li>• using a site map with pictures of events at, for example, a local show, to describe to a friend over the phone where each event is taking place (P);</li> <li>• telling a visitor where different festival events, listed in an events calendar, are taking place (P);</li> <li>• using the Internet to identify interesting events taking place in different parts of Germany and listing them alongside their locations (G, P, I);</li> <li>• role-playing a babysitter, in his or her home, using a cellphone to tell a parent or caregiver what their child is doing as he or she explores the house (P).</li> </ul>

<p>3.3 give and follow directions</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• tracking a route on a street map, by following directions given verbally or in writing (C, G, P, I);</li> <li>• hunting for treasure and carrying out orienteering activities (G, P);</li> <li>• using a cellphone to give directions to someone who is lost (G, P).</li> </ul>
<p>3.4 communicate, including comparing and contrasting, about how people travel</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• surveying how members of the class travel to school and comparing, contrasting, and categorising the results (G);</li> <li>• preparing a poster that is designed to persuade people not to travel by car at busy times of the day (C, G, P, I).</li> </ul>

**Teachers can monitor students' progress when they are:**

- writing short passages from dictation;
- filling in gaps in text with appropriate verbs and adverbs;
- giving and following directions in different contexts.

**Students can monitor each other's progress by:**

- working as part of a group, using the Internet to gather information about cities in German-speaking countries.

**Students can monitor their own progress by:**

- keeping portfolios (including audiotapes) of their work up to date;
- completing different types of vocabulary-checking activities;
- completing communicative exercises in which they select language structures to express meanings within realistic contexts and check their versions against an answer key giving several possible answers;
- finding their way on the basis of directions given by a partner;
- using German-language software;
- using a checklist with items such as "I can give and follow directions."

## Level 4: Survival Skills

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### *Achievement Objectives*

*Students should be able to:*

- 4.1 offer, ask for, accept, and decline things, invitations, and suggestions;
- 4.2 communicate about plans for the immediate future;
- 4.3 communicate about obligations and responsibilities;
- 4.4 give and seek permission;
- 4.5 communicate about the quality, quantity, and cost of things.

### Level 4: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Shops and shopping in Germany and German-speaking countries</p> <p>Currency</p> <p>Eating and drinking in Germany and German-speaking countries</p> <p>Teenage life in Germany and German-speaking countries</p>	<p>Planning future activities</p> <p>Roles and duties at home and school</p> <p>Shopping for food</p> <p>Eating out: cafés, fast food outlets</p> <p>Clothes</p> <p>Arrangements and appointments</p>	<p>Informal and semi-formal conversational exchanges</p> <p>Informal notes and letters to family</p> <p>Shopping lists</p> <p>Simple advertisements</p> <p>Rules and regulations</p> <p>Menus</p> <p>Posters</p> <p>Simple web pages</p> <p>Advertising brochures and catalogues</p> <p>Notes, cards, and letters of invitation, acceptance, and refusal</p> <p>Announcements</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• make use of context and familiar language to work out meaning and relationships between things, events, and ideas;</li> <li>• understand specific details in contexts that may contain some unfamiliar language.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• understand a range of short texts that consist mainly of familiar language;</li> <li>• understand overall meaning and specific detail in contexts that may contain some unfamiliar language;</li> <li>• guess the meanings of unfamiliar words and phrases in familiar contexts.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• initiate and sustain short conversations that involve courteous social interactions (such as declining invitations);</li> <li>• give short prepared talks on familiar topics;</li> <li>• use generally appropriate pronunciation, stress, rhythm, and intonation.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use resources (e.g., dictionaries, glossaries) to experiment with new language and to review their writing for accuracy;</li> <li>• write short texts on familiar topics;</li> <li>• use appropriate writing conventions.</li> </ul>

*Level 4: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary*

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>4.1 offer, ask for, accept, and decline things, invitations, and suggestions;</p> <p>4.2 communicate about plans for the immediate future;</p> <p>4.3 communicate about obligations and responsibilities;</p> <p>4.4 give and seek permission;</p> <p>4.5 communicate about the quality, quantity, and cost of things.</p>	<p><i>Noch eine Cola? Ja, bitte./Nein, danke.</i></p> <p><i>Haben Sie Bananen?</i></p> <p><i>Möchtest du uns besuchen? Ja, gerne.</i></p> <p><i>Kommst du ins Schwimmbad mit? Nein, ich kann nicht schwimmen.</i></p> <p><i>Was machst du heute Abend? Ich mache meine Hausaufgaben.</i></p> <p><i>Ich kann nicht kommen. Ich muss meine Hausaufgaben machen.</i></p> <p><i>Was soll ich machen? Deck den Tisch.</i></p> <p><i>Darf ich auf die Toilette gehen? Ja, natürlich.</i></p> <p><i>Wie findest du meinen Pullover? Er ist sehr schön.</i></p> <p><i>Sonst noch etwas? Ich möchte ein Kilo Äpfel, bitte.</i></p> <p><i>Wie viel kostet das? Zwei Euro, bitte.</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b> superlative forms of adjectives already introduced intensifying possessive <b>Adverbs and adverbial expressions</b> for future time superlative <b>Conjunctions</b> <b>Formulaic expressions</b> refusing accepting agreeing <b>Nouns</b> household tasks routine duties shopping eating out occupations (especially shopkeepers) clothing currency <b>Pronouns</b> direct object impersonal <b>Question forms</b>  <b>Verbs</b> modals  with separable prefixes cooking routine duties agreement/disagreement <b>Other</b> numbers	<i>größt-, längst-, best-</i>  <i>überhaupt, total</i> <i>unser, euer, ihr, Ihr</i>  <i>morgen, nächste Woche, nächsten Monat</i> <i>am besten, am schnellsten</i> <i>denn, sondern</i>  (Nein) Danke. Ja, bitte./Ja, danke. Das stimmt.  <i>die Hausarbeit, die Wäsche, die Gartenarbeit</i> <i>die Schule, die Hausaufgaben</i> <i>ein Liter, ein Kilo, eine Schachtel</i> <i>die Pizzeria, die Eisdiele, der Preis</i> <i>der Metzger/die Metzgerin, der/die Apotheker(in)</i> <i>die Jacke, die Jeans, das T-shirt, die Mütze</i> <i>der Euro/die Euro (pl.)</i>  <i>mich, dich, ihn, sie, es, uns, euch, Sie, sie</i> <i>man</i> Wie viel ...? Wie viele ...? Welcher ...? Bitte schön/sehr?  <i>dürfen, können, wollen, mögen (möchten),</i> <i>müssen, sollen</i>  <i>mitkommen, zumachen</i> <i>braten, kochen, vorbereiten</i> <i>abwaschen, spülen</i> (un)möglich sein  101+

### Level 4: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
4.1 offer, ask for, accept, and decline things, invitations, and suggestions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• observing and taking part in simulated meal-table dialogues involving requesting, offering, accepting, and declining things (G, P);</li> <li>• requesting, offering, accepting, and declining things and giving reasons while role-playing domestic situations, such as setting the table (G, P);</li> <li>• identifying invitations and responses in dialogues and supplying similar invitations and responses where they are omitted in similar dialogues (C, I);</li> <li>• producing a poster to advertise a forthcoming event (G, P, I);</li> <li>• reading invitations, acceptances, and refusals relating to a birthday party and writing their own for a different occasion (C, I);</li> <li>• role-playing people offering a selection of items for a proposed jumble sale and people responding by accepting or declining (C, G, P).</li> </ul>
4.2 communicate about plans for the immediate future	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• asking or answering questions about what they would do if they were given an afternoon off school (C, G, P);</li> <li>• listening to a family talking about what each member plans to do later in the day or at the weekend and preparing a checklist for each person (C, I);</li> <li>• listening to two people discussing their immediate plans and recording, on a checklist, what each will or won't do (C);</li> <li>• carrying out listening activities. For example, the students could listen to a short dialogue about several people's immediate plans. They could compete, in groups, to reconstruct the dialogue from jumbled sentences given on separate strips of paper (G).</li> </ul>
4.3 communicate about obligations and responsibilities	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• making a list of what they are expected to do by their parents, teachers, siblings, and friends (G, P);</li> <li>• asking friends what they are obliged to do at home, listing these obligations, and preparing for a short radio broadcast in which they interview their friends about these expectations (G);</li> <li>• creating a poster listing simple classroom rules (G, P, I).</li> </ul>

<p>4.4 give and seek permission</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• role-playing situations in which people ask for and give or withhold permission (e.g., teenagers requesting permission to go to a late party) (G, P);</li> <li>• listening to dialogues involving giving, receiving, and declining permission and recording against a checklist (a) whether permission is granted, (b) whether there are conditions if it is, and (c) what reasons are offered for granting or not granting permission (C, I).</li> </ul>
<p>4.5 communicate about the quality, quantity, and cost of things</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• asking and answering questions about the quality and cost of things while selling and buying items from a classroom-based “market stall” (C, G);</li> <li>• looking up items on a German Internet shopping site and comparing their prices with prices in New Zealand (P, I);</li> <li>• comparing items from a shopping catalogue in terms of quality and price and making a shopping list based on their comparisons (G, P);</li> <li>• making a shopping list, including the reasons for their selections, on the basis of information about quality, quantity, and cost given in a morning “shopping basket” broadcast (C, G, P, I);</li> <li>• preparing an advertising brochure that states why (in terms of cost and quality) customers should buy each item (G).</li> </ul>

**Teachers can monitor students’ progress when they are:**

- modifying the written transcript of a dialogue in a variety of specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences.

**Students can monitor their own progress by:**

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as “I can invite people to my home.”



## Levels 5 and 6 Proficiency Statement: Social Competence

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**By the end of level 6,** learners can interact with German speakers in familiar social situations and cope with some less familiar ones. They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters. Learners are increasingly confident in using a range of language-learning strategies.

## Level 5: Social Competence

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### *Achievement Objectives*

*Students should be able to:*

- 5.1 communicate about past activities and events;
- 5.2 communicate about present and past states, feelings, and opinions;
- 5.3 communicate about past habits and routines;
- 5.4 describe, compare, and contrast people, places, and things.

## Level 5: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Customs and traditions in Germany and German-speaking countries</p> <p>School in Germany</p>	<p>Home, school, and community routines</p> <p>Enjoying time with family and friends</p> <p>My home town, region, country</p> <p>Holidays</p> <p>Geography and weather</p> <p>People and things: their appearance and qualities</p>	<p>Conversational exchanges</p> <p>School timetables</p> <p>Simple interviews</p> <p>Simple speeches</p> <p>Letters</p> <p>Web pages</p> <p>House and room plans</p> <p>Brochures, tourist guides</p> <p>Maps (including weather maps)</p> <p>Questionnaires</p> <p>Reports</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• make use of context and familiar language to work out meaning and relationships between things, events, and ideas;</li> <li>• understand specific details in contexts that may contain some unfamiliar language;</li> <li>• distinguish between past and present actions and states.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• make use of context and familiar language to work out meaning and relationships between things, events, and ideas;</li> <li>• understand specific details in contexts that may contain some unfamiliar language;</li> <li>• distinguish between past and present actions and states.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• initiate and sustain short conversations;</li> <li>• give short talks on familiar topics in a range of contexts, past and present;</li> <li>• use appropriate pronunciation, stress, rhythm, and intonation.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy;</li> <li>• write information on familiar topics in a range of contexts, past and present;</li> <li>• use appropriate writing conventions.</li> </ul>

*Level 5: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary*

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>5.1 communicate about past activities and events;</p>	<p><i>Was hast du am Wochenende gemacht? Ich bin ins Kino gegangen.</i></p>
<p>5.2 communicate about present and past states, feelings, and opinions;</p>	<p><i>Das Wetter ist schön, aber gestern war es neblig. Dieses Buch hat mich traurig gemacht. Wie war der Film? Er hat mir gut gefallen, weil er spannend war.</i></p>
<p>5.3 communicate about past habits and routines;</p>	<p><i>Letztes Jahr bin ich jedes Wochenende mit Opa ins Café gegangen.</i></p>
<p>5.4 describe, compare, and contrast people, places, and things.</p>	<p><i>Der Junge trägt ein rotes Hemd und blaue Jeans. Die Donau ist der längste Fluss in Europa. Mein neues Handy sieht cooler aus als Werners.</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b> with agreement	
demonstrative	<i>dies-, jed-</i>
expressive	<i>scheußlich, häßlich</i>
marital status	<i>verheiratet sein, geschieden sein, getrennt leben</i>
interrogative	<i>welch-</i>
people	<i>fleißig, sympathisch, nett</i>
<b>Adverbs</b>	<i>normalerweise, gewöhnlich</i>
<b>Connectives</b>	<i>dass, weil</i>
<b>Nouns and noun groups</b>	
fashion	<i>die neueste Mode</i>
entertainment	<i>die Sendung, die Nachrichten</i>
geographical features	<i>der Wald, der Busch, der See, die See</i>
relationships	<i>der Stiefvater, der Mann, die Frau, die Enkelin</i>
rooms and furniture	<i>der Sessel, der Schreibtisch, die Waschküche</i>
school	<i>das Zeugnis, das Gymnasium, die Klassenarbeit</i>
weather	<i>der Wind, der Regen</i>
points of compass	<i>der Norden, der Süden</i>
<b>Prepositions</b> always taking dative	<i>aus, nach, bei, von, zu</i>
<b>Pronouns</b> – indirect object	<i>mir, dir, ihm, ihr, uns, euch, ihnen, Ihnen</i>
<b>Verb forms</b>	
always taking dative	<i>helfen, gehören, gefallen, danken, schmecken, geben</i>
present perfect (including reflexive and separable verbs)	<i>Ich habe mich gewaschen. Er ist mitgekommen.</i>
simple past forms of <i>haben, sein</i> , and modals	<i>Gestern hatten wir keine Schule. Der Film war ... Sie wollte es nicht tun.</i>
<b>Verbs</b> indicating opinion	<i>finden, meinen, glauben</i>

## Level 5: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities
	The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
5.1 communicate about past activities and events	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• making brief diary entries noting the previous week’s activities (I);</li> <li>• listening to or reading an interview with a pop star about that person’s recent activities (when, where, and how often) and taking notes for a short magazine article (C, I);</li> <li>• telling a story by using a series of pictures or other prompts (C, G).</li> </ul>
5.2 communicate about present and past states, feelings, and opinions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• interviewing friends before and after a significant event and charting their reactions in terms of similarities and differences (G, P);</li> <li>• interviewing friends about their primary school memories – teachers, classmates, activities, clothes, and so on (G, P);</li> <li>• playing charades, choosing words that signify particular physical states and feelings (C, G);</li> <li>• filling in speech bubbles or crosswords with words that describe the physical states and feelings represented in specific pictures (C, G, P, I).</li> </ul>
5.3 communicate about past habits and routines	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• making a chart comparing their daily routines, hobbies, likes, and dislikes at age five, age ten, and now (I);</li> <li>• carrying out more complex activities. For example, the students could listen to, read about, or invent different people’s past habits and routines (e.g., the habits of a well-known person before they achieved celebrity status). An extension could be comparing how people’s habits and routines have changed in response to changed circumstances (C, I).</li> </ul>
5.4 describe, compare, and contrast people, places, and things	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• drawing “crazy” pictures of people or things described by the teacher or another student (C, G, P);</li> <li>• in pairs, writing descriptions of well-known people and then reading the descriptions written by other pairs to guess who has been described (P);</li> <li>• drawing monsters (marked by numbers) and writing descriptions of them (marked by letters) on separate pieces of paper, which are then displayed so that everyone can try to match the pictures to the descriptions (C);</li> <li>• writing a short entry for a guidebook about a favourite visitor attraction (C, I);</li> <li>• emailing German students of English to find out whether and in what circumstances they use English outside the classroom and drawing up a chart comparing the findings with the experiences of their classmates in using German outside the classroom (G).</li> </ul>

**Teachers can monitor students' progress when they are:**

- doing question-and-answer tests and substitution activities together;
- working on vocabulary lists;
- modifying written transcripts of dialogues in specified ways;
- listening to dialogues and making checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- working in pairs or groups to search for information and conveying it in letters.

**Students can monitor each other's progress by:**

- challenging each other in German-language computer activities;
- working together on projects of mutual interest.

**Students can monitor their own progress by:**

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can talk about how I felt last week."

## Level 6: Social Competence

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### *Achievement Objectives*

*Students should be able to:*

- 6.1 give and follow instructions;
- 6.2 communicate about problems and solutions;
- 6.3 communicate about immediate plans, hopes, wishes, and intentions;
- 6.4 communicate in formal situations.

## Level 6: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>Geography of Germany and German-speaking countries</p> <p>Travel and tourism in Germany and German-speaking countries</p>	<p>Making social arrangements</p> <p>Entertainment (e.g., television, music, movies, community events)</p> <p>Travel</p> <p>Health</p>	<p>Conversational exchanges</p> <p>Simple speeches</p> <p>Simple interviews</p> <p>Formal and personal letters</p> <p>Tourist guides, brochures</p> <p>Maps</p> <p>Web pages</p> <p>Questionnaires</p> <p>Personal telephone calls and other electronic communications</p> <p>Posters advertising entertainment</p> <p>Radio and television programme guides</p> <p>Simple film and video reviews</p> <p>Reports</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• make use of context and familiar language to understand instructions and information in formal and informal contexts;</li> <li>• understand specific details in contexts that may contain some unfamiliar language;</li> <li>• distinguish between past and present actions and states.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• make use of context and familiar language to understand instructions and information in formal and informal contexts;</li> <li>• understand specific details in contexts that may contain some unfamiliar language;</li> <li>• distinguish between past and present actions and states.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• initiate and sustain short conversations in both formal and informal contexts;</li> <li>• give short talks on familiar topics in a range of contexts, past and present;</li> <li>• use appropriate pronunciation, stress, rhythm, and intonation.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use resources (e.g., dictionaries, glossaries) to experiment with some new language and review their writing for accuracy;</li> <li>• write information on familiar topics with past, present, and future time reference;</li> <li>• use appropriate writing conventions.</li> </ul>

*Level 6: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary*

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>6.1 give and follow instructions;</p>	<p><i>Nehmen Sie diese Tabletten zweimal pro Tag!</i></p>
<p>6.2 communicate about problems and solutions;</p>	<p><i>Hoffentlich hat jemand meinen Rucksack gefunden!</i></p> <p><i>Wenn es regnet, fahre ich mit dem Bus.</i></p>
<p>6.3 communicate about immediate plans, hopes, wishes, and intentions;</p>	<p><i>Ich hoffe, am Wochenende ins Kino zu gehen.</i></p>
<p>6.4 communicate in formal situations.</p>	<p><i>Ich schreibe Ihnen, um ein Zimmer reservieren zu lassen.</i></p> <p><i>Wie lange wollen Sie in dieser Jugendherberge bleiben?</i></p>

Suggested Language Focus	Suggested Vocabulary
<p><b>Adjectives</b> – attitude</p> <p><b>Adverbs</b> intensifying, modifying</p> <p>numerical</p> <p>adverb order (time, manner, place)</p> <p><b>Connectives</b></p> <p><b>Nouns</b> making arrangements</p> <p>natural features</p> <p>health</p> <p><b>Prepositions</b> accusative and dative use</p> <p>dative use</p> <p><b>Pronouns</b> demonstrative, indefinite</p> <p>dative reflexive</p> <p><b>Verb forms</b> infinitive with <i>zu</i></p> <p>separable</p> <p><b>Verbs</b></p> <p><b>Formulaic language</b> – relating to prohibitions</p>	<p><i>unglaublich, ausgezeichnet</i></p> <p><i>hoffentlich, ziemlich, relativ, unheimlich, doch, total</i></p> <p><i>einmal, zweimal</i></p> <p><i>Er ist nach der Schule zu Fuß nach Hause gekommen.</i></p> <p><i>als, wenn, um ... zu</i></p> <p><i>das Handy, die Telefonkarte</i></p> <p><i>die Grenze, die Ebene, die Tannen</i></p> <p><i>die Kopfschmerzen, die Grippe, der Hustenbonbon</i></p> <p><i>an, auf, hinter, in, neben, über, unter, vor, zwischen</i></p> <p><i>seit</i></p> <p><i>dieser, jeder, jemand, niemand</i></p> <p><i>Ich wasche mir die Hände.</i></p> <p><i>um (etwas) zu machen</i></p> <p><i>vorschlagen, vorhaben, weh tun</i></p> <p><i>hoffen, planen</i></p> <p><i>Rauchen verboten</i></p>

## Level 6: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities
6.1 give and follow instructions	<p>The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.</p> <p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• following taped or written instructions for performing a simple task (C, G, P, I);</li> <li>• following instructions for finding out specific things about German culture or German cities, using the Internet (C, G, P, I);</li> <li>• writing instructions for a teenager who is going to do some housework and look after a young child after school (P, I);</li> <li>• leaving an answerphone message to tell a friend where to meet them after school (P, I);</li> <li>• playing the role of a travel agent who explains an itinerary to a client, making it clear when and where the client will catch or change trains, planes, or other forms of transport (P);</li> <li>• writing a set of negotiated rules for the classroom (C, G, P, I);</li> <li>• looking at a sequence of pictures that demonstrate how something is done and recounting the information in the correct order by telephone (P).</li> </ul>
6.2 communicate about problems and solutions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• matching cards that describe symptoms of illness or other problems with a second set that suggest remedies or appropriate courses of action (G, P, I);</li> <li>• filling in a Lost Luggage form (I);</li> <li>• leaving an answerphone message to say that they cannot meet a friend (I);</li> <li>• listening to railway station announcements about changes of platform or delayed or cancelled trains (C);</li> <li>• role-playing a person complaining about a hotel room or service in a restaurant (G, P, I);</li> <li>• role-playing an information office employee helping a tourist find a suitable place to stay (P);</li> <li>• using a television guide (available on the Internet) to play the roles of several family members squabbling over their choice of viewing for the evening (G);</li> <li>• identifying a problem at school, such as a lack of storage lockers, and listing some possible solutions (G, P, I);</li> <li>• reading a short report of a disastrous event, such as a volcanic eruption, and writing an account that advises readers about possible precautions (I).</li> </ul>

<p>6.3 communicate about immediate plans, hopes, wishes, and intentions</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• listening to a phone message in which someone tells them about arrangements for meeting later in the day and taking notes as they listen (C);</li> <li>• matching captions describing what people are about to do with appropriate pictures, such as a person carrying a tennis racquet, skis, or an empty shopping bag (G, P, I);</li> <li>• interviewing a partner to find out some of their hopes, wishes, and intentions for the immediate future and introducing that person and their plans to two other people (G, P).</li> </ul>
<p>6.4 communicate in formal situations</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• playing the roles of a railway employee and a person buying a train ticket (P);</li> <li>• writing an email asking to reserve a room in a hotel or youth hostel (I);</li> <li>• reordering a transcript of a jumbled conversation between a chemist and a customer (G, P, I);</li> <li>• playing the roles of a post office employee and a person wanting to send a parcel to New Zealand (P);</li> <li>• listening to conversations between tourists and employees in information offices and taking notes (C, I);</li> <li>• writing letters asking for information from an information office in Germany (C, I);</li> <li>• role-playing a person ringing to make an appointment with a doctor (P).</li> </ul>

**Teachers can monitor students' progress when they are:**

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- giving short speeches or making telephone calls based on information gathered from tourist guides, radio or television programme guides, or other authentic sources of information;
- writing simple film reviews based on their own judgments.

**Students can monitor each other's progress by:**

- challenging each other in German-language computer activities;
- working together on projects of mutual interest.

**Students can monitor their own progress by:**

- keeping portfolios of their work up to date;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can talk about what I plan to do."



## Levels 7 and 8 Proficiency Statement: Personal Independence

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By the end of level 8, learners can take part in general conversation with German speakers, understand much of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use language creatively. They can read a variety of authentic materials and write expressively for a range of purposes. Learners use a range of language-learning strategies effectively, and their behaviour is culturally appropriate in most social situations involving native speakers.

## Level 7: Personal Independence

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### *Achievement Objectives*

*Students should be able to:*

- 7.1 communicate about future plans;
- 7.2 give and respond to advice, warnings, and suggestions;
- 7.3 express and respond to approval and disapproval, agreement and disagreement;
- 7.4 provide and respond to information and opinions, giving reasons;
- 7.5 read about and recount actual or imagined events in the past.

## Level 7: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>A German-speaking community outside Germany</p> <p>Youth: legal rights and responsibilities</p> <p>Further education in Germany</p>	<p>Health and well-being</p> <p>Latest trends</p> <p>Leisure</p> <p>My future</p> <p>Personal relationships (family and friends)</p> <p>Switzerland and Austria</p> <p>Traditional stories</p>	<p>Conversational exchanges</p> <p>Talks</p> <p>Formal and informal letters</p> <p>Short stories</p> <p>Poems</p> <p>Folk tales</p> <p>Fables</p> <p>Myths and legends</p> <p>Comics, cartoons</p> <p>Television, radio, and Internet texts</p> <p>News items</p> <p>Electronic communications</p> <p>Computer-assisted presentations</p> <p>Video presentations</p> <p>Programmes for shows and exhibitions</p> <p>Brochures</p> <p>Guidebooks</p> <p>Classified advertisements</p> <p>Telephone calls and answerphone messages</p> <p>Instruction sheets</p> <p>Graphs and tables</p> <p>Recipes</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>understand much of what is spoken by other speakers of German about a range of topics;</li> <li>distinguish between facts and opinions and recognise intentions to persuade and influence.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>understand much of what is written by other speakers of German about a range of topics;</li> <li>distinguish between facts and opinions and recognise intentions to persuade and influence.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>initiate and sustain conversations;</li> <li>give talks on a range of topics in a range of contexts;</li> <li>use appropriate pronunciation, intonation, rhythm, and stress;</li> <li>begin to use language to entertain and persuade as well as to inform.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy;</li> <li>write about a range of topics, using words and expressions that are appropriate for their purpose and intended audience;</li> <li>begin to use language to entertain and persuade as well as to inform.</li> </ul>

### Level 7: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>7.1 communicate about future plans;</p>	<p><i>Was willst du werden?</i></p> <p><i>Ich möchte Pilotin werden.</i></p> <p><i>Ich habe vor, einen Austausch zu machen.</i></p>
<p>7.2 give and respond to advice, warnings, and suggestions;</p>	<p><i>Das ist gefährlich. Ich würde das nicht so machen.</i></p> <p><i>Na ja, dann lassen wir's sein.</i></p>
<p>7.3 express and respond to approval and disapproval, agreement and disagreement;</p>	<p><i>In diesem Bereich wird nicht geraucht.</i></p> <p><i>Wie schön! Gehen wir rein!</i></p> <p><i>Sicher. Es wäre angenehm, mal ohne Zigarettenrauch zu essen.</i></p>
<p>7.4 provide and respond to information and opinions, giving reasons;</p>	<p><i>Hör mal! Hier steht: "Hunderttausende von Touristen besuchen jedes Jahr Salzburg."</i></p> <p><i>Das ist mir zuviel! Fahren wir lieber in ein kleines Dorf!</i></p>
<p>7.5 read about and recount actual or imagined events in the past.</p>	<p><i>Es war einmal ein kleines Mädchen.</i></p> <p><i>Bevor er sie gesehen hatte, wusste er schon, was sie sagen würde.</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b> in present and past participle form	<i>die alleinstehende Frau, der verschwundene Räuber</i>
warnings as adjectives	<i>gesundheitsschädigend, lebensgefährlich</i>
<b>Adverbs and adverbials</b> sequence	<i>nachher, vorher, schließlich</i>
modifying	<i>so, ungefähr</i>
<b>Connectives</b> additive	<i>entweder ... oder, weder ... noch, nicht nur ... sondern auch, je ... umso, sowohl ... als auch</i>
reason	<i>warum</i>
purpose	<i>damit, um ... zu</i>
<b>Formulaic expressions</b>	<i>der Herr der Ringe, Eines Tages ...</i>
<b>Interjections</b> – evaluative	<i>natürlich, klar, selbstverständlich, sicher, Quatsch, schön, na ja, vielleicht, möglicherweise</i>
<b>Modifiers</b>	<i>manch-, solch-, mehr-, viel-, meist-</i>
<b>Question and answer forms</b> – compounds	<i>wo-, da-</i>
<b>Nouns</b> health	<i>der Lungenkrebs, Diät machen</i>
leisure	<i>die Extremsportarten</i>
living circumstances	<i>die Wohngemeinschaft</i>
occupations	<i>der Tierarzt/die Tierärztin</i>
personal relationships	<i>der Verlobte/die Verlobte, Schluss machen, der Streit, Probleme lösen, die Einigung</i>
traditional stories	<i>das Märchen, der Zwerg, die Heldin</i>
<b>Relative pronouns</b> – all cases	<i>der, die, das</i> <i>deren, dessen</i>
<b>Verbs denoting relationships</b>	<i>zusammenziehen, sich verstehen</i>
<b>Verb forms</b> imperfect subjunctive ( <i>sein, haben, modals, werden</i> + infinitive)	<i>Ich würde das nicht machen.</i> <i>Wenn ich reich wäre, könnte ich ...</i>
future ( <i>werden</i> )	<i>Ich werde nächstes Jahr Medizin studieren.</i>
imperatives with <i>wir</i>	<i>Gehen wir ins Kino!</i>
simple past tense	<i>Die Großmutter wohnte im Wald.</i>
<i>lassen</i> + infinitive	<i>Seine Eltern lassen ihn nicht allein verreisen.</i>
pluperfect tense	<i>Er war zu schnell gefahren.</i>
passive: present tense	<i>Das Haus wird gebaut.</i>

## Level 7: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
7.1 communicate about future plans	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• writing letters about their plans for the future to German correspondents overseas (C);</li> <li>• listing their plans for the next holiday period and giving a short talk on the basis of the list (C, I);</li> <li>• writing a letter to a friend, describing their fitness programme in preparation for a forthcoming sports competition (I);</li> <li>• telling a careers adviser about what they plan to do when they leave school (P).</li> </ul>
7.2 give and respond to advice, warnings, and suggestions	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• creating captions for cartoons warning about danger or advising about a problem (P);</li> <li>• writing letters to magazine problem pages and reading and commenting on the letters written by others (P);</li> <li>• role-playing a discussion in which a parent or caregiver complains about a teenager's behaviour, attitude, and performance at school and asks for improvement (C, P);</li> <li>• choosing furniture from a catalogue for their new bedroom, with the advice of a friend and within a budget (P);</li> <li>• role-playing discussing a problem with a friend (P);</li> <li>• following a recipe, sharing the food, and discussing how it could be improved (C, G, P).</li> </ul>
7.3 express and respond to approval and disapproval, agreement and disagreement	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• role-playing a situation in which one of them expresses their feelings and asks for an explanation about the other's failure to meet as arranged for an outing to the movies (P);</li> <li>• reading short articles and responding to them orally or in writing, expressing approval or disapproval, agreement or disagreement (G, P, I);</li> <li>• role-playing being with friends who try to persuade them to do a range of things, some of which they want to do and some of which they don't, and discussing their reactions (G);</li> <li>• listening to a talk about what someone (e.g., a sports person in training) does to try to achieve their goal (e.g., get up early or work out) and discussing their reactions (G);</li> <li>• checking whether a generalisation (e.g., that young people don't want to work) is true in the case of a group of students and listing all exceptions as the basis for a short talk about why the generalisation is debatable (G).</li> </ul>
7.4 provide and respond to information and opinions, giving reasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• reading a letter or email from a penfriend and passing on the message in a telephone conversation with another friend (G);</li> </ul>

7.4 (continued)	<ul style="list-style-type: none"> <li>• preparing a questionnaire about their friends' views on a range of social issues (e.g., marriage, drug use) as the basis for a short newspaper article about young people's opinions on such issues (C, G, P, I);</li> <li>• viewing an exhibition, show, or performance and, paying attention to visual as well as verbal presentation, writing a report for (a) a free newspaper in a small town in Germany and (b) a German penfriend's school magazine (C, G, I);</li> <li>• listening to a debate on a health issue (e.g., cigarette smoking) and identifying facts and opinions (G, P, I);</li> <li>• listing some of the things they do now and commenting on how they think they might feel about their own children doing these things and why (G);</li> <li>• planning a new school website and responding to suggestions about what it could include (G);</li> <li>• designing a questionnaire to find out what a group of people their own age think about a range of topics relating to health and well-being and analysing their findings to create a table of responses (G).</li> </ul>
7.5 read about and recount actual or imagined events in the past	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• doing a cloze activity, using the text of a myth, legend, or folk tale (C);</li> <li>• writing an imaginative narrative (I);</li> <li>• listening to a historical story and retelling it to a friend (P);</li> <li>• researching a historical event and adapting the material for a radio play (G);</li> <li>• researching and discussing the experiences of German-speaking migrants to New Zealand and using the information as the basis for a short poem (G, P, I).</li> </ul>

**Teachers can monitor students' progress when they are:**

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and then answering multiple-choice questions;
- filling in blank spaces in written texts with words, phrases, or sentences;
- writing or following recipes;
- writing short paragraphs related to graphs and tables or preparing graphs and tables based on written material.

**Students can monitor each other's progress by:**

- doing question-and-answer tests and substitution activities together;
- working together on vocabulary lists;
- working in pairs or groups to search for information and using it to prepare presentations;
- challenging each other in German-language computer activities;
- working together on projects of mutual interest.

**Students can monitor their own progress by:**

- keeping portfolios of their work up to date;
- creating definitions of words and comparing them with dictionary definitions;
- keeping ordered lists of known vocabulary items and adding to them regularly;
- exploring German-language Internet sites to find information on particular topics;
- doing computer-based language extension exercises;
- using a checklist with items such as "I can write about historical events."

## Level 8: Personal Independence

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### *Achievement Objectives*

*Students should be able to:*

- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways in different contexts;
- 8.5 respond to selected and adapted texts (for example, from literature, film, newspapers, magazines, television, radio ...) from German-speaking cultures.

## Level 8: Strands

Suggested Sociocultural Aspects	Suggested Topics	Suggested Text Types
<p>A region of Germany</p> <p>Cultural and population groups in Germany or a German-speaking country</p> <p>Employment in Germany</p> <p>Significant events/people in Germany or German-speaking countries, past or present</p>	<p>A region of Germany</p> <p>Getting a job</p> <p>The creative arts</p> <p>Our changing world</p> <p>Environmental issues</p> <p>Social cohesion in Germany or a German-speaking country (e.g. race relations, socio-economic issues)</p> <p>Media</p>	<p>Formal/informal conversational exchanges</p> <p>Talks</p> <p>Reports</p> <p>Formal/informal letters</p> <p>Television, radio, and Internet texts</p> <p>Magazine and newspaper articles</p> <p>Classified advertisements</p> <p>Short stories</p> <p>Poems</p> <p>Novels</p> <p>Songs</p> <p>Dramatic texts</p> <p>Films</p> <p>Promotional and advertising material (e.g., videos, compact discs, book covers, posters)</p> <p>Comics, cartoons</p> <p>Television, film, theatre, book, and exhibition reviews</p> <p>Personal résumé</p> <p>Questionnaires</p> <p>Video presentations</p> <p>Computer-assisted presentations</p> <p>Brochures</p> <p>Guidebooks</p> <p>Graphs and tables</p>

Receptive Skills		Productive Skills	
Listening	Reading	Speaking	Writing
<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>understand much of what is spoken by other speakers of German about a wide range of topics;</li> <li>distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>understand much of what is written by other speakers of German about a wide range of topics;</li> <li>distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>initiate and sustain conversations;</li> <li>give talks on a range of topics in a wide range of contexts;</li> <li>use appropriate pronunciation, intonation, rhythm, and stress;</li> <li>use language to entertain and persuade as well as to inform.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>use resources (e.g., dictionaries, glossaries) to experiment with new language and review their writing for accuracy;</li> <li>write about a range of topics, selecting words and expressions that are appropriate for their purpose and intended audience;</li> <li>use language to entertain and persuade as well as to inform.</li> </ul>

## Level 8: Achievement Objectives with Examples, Suggested Language Focus, and Suggested Vocabulary

Achievement Objectives	Examples
<p><i>Students should be able to:</i></p> <p>8.1 communicate about certainty and uncertainty, possibility and probability;</p> <p>8.2 develop an argument or point of view, with reasons;</p> <p>8.3 recount a series of events to inform, persuade, or entertain;</p> <p>8.4 communicate the same information in different ways in different contexts;</p> <p>8.5 respond to selected and adapted texts (e.g., from literature, film, newspapers, magazines, television, radio ...) from German-speaking cultures.</p>	<p><i>Wenn er bessere Noten gekriegt hätte, wäre er Arzt geworden.</i></p> <p><i>Das Ozonloch könnte größer werden, wenn immer mehr Autos gefahren werden.</i></p> <p><i>Meiner Meinung nach machen Ausländer unser tägliches Leben viel interessanter. Ich glaube, dass Menschen in einer multikulturellen Gesellschaft toleranter sind. Andererseits ...</i></p> <p><i>Die Polizei berichtet, der Verbrecher sei ziemlich groß. Er fahre einen kleinen BMW. Die Polizei bittet um Ihre Mithilfe.</i></p> <p><i>Um die Arbeitslosenrate zu verringern, müssen die Arbeitgeber einfach mehr Arbeitsplätze schaffen. Natürlich muss die Regierung dabei helfen, indem sie mehr Ausbildungsplätze fördert.</i></p> <p><i>Drei Männer saßen in einer Kneipe. Da sagte der Eine ...</i></p> <p><i>Liebe Oma, Seit einer Woche bin ich hier auf Sylt. Vorgestern habe ich eine Wattwanderung gemacht, und um 2 Uhr mussten wir ziemlich schnell zurück, weil die Flut ...</i></p> <p><i>Im Wattenmeer können Sie eine sichere und erholsame Wanderung machen. Achten Sie darauf, dass Sie nicht von der Flut überrascht werden. Die aktuellen Gezeitentafeln finden Sie in der Lokalzeitung.</i></p> <p><i>He, Klaus! Mensch, unser Spaziergang gestern war total geil. Aber stell' dir vor, wir sind fast ertrunken, weil die Flut so unheimlich schnell kam ...</i></p> <p><i>Comedian Harmonists ist ein Film über eine Gruppe von Sängern, die während der Nazizeit sehr berühmt waren. Ich fand diesen Film informativ, weil ...</i></p> <p><i>Letztes Wochenende wurde an einer Rheinbiegung eine junge Frau mit langen, blonden Haaren festgenommen. Die achtzehnjährige Lorelei Schmidt ...</i></p>

Suggested Language Focus	Suggested Vocabulary
<b>Adjectives</b>	
employment	<i>technologisch, fortschrittlich</i>
creative arts	<i>ausdrucksvoll, künstlerisch wertvoll, tragisch</i>
changing world	<i>arbeitslos, berufstätig</i>
environment	<i>umweltfreundlich, gefährdet, ökologisch, biodynamisch</i>
social cohesion	<i>rassistisch, rechtsextrem/linksextrem, gewaltbereit, gewaltfrei, integrativ</i>
<b>Adverbials – evaluative</b>	<i>ja, bloß, doch, schon, nämlich, ebenfalls, nun</i>
<b>Connectives</b>	<i>je ... desto, nachdem, obwohl, trotzdem, beziehungsweise</i>
<b>Nouns</b>	
creative arts	<i>der/die Regisseur/in, der/die Maler/in, der/die Komponist/in, der/die Schriftsteller/in, der/die Musiker/in</i>
employment	<i>die Teilzeitarbeit, der/die Azubi, die Gewerkschaft</i>
environment	<i>die Umweltverschmutzung, das Waldsterben, das Naturschutzgebiet, das Ozonloch</i>
social cohesion	<i>der Hausmann, der/die Asylbewerber/in, der/die Ossi/Wessi</i>
media	<i>der/die Redakteur/in, die Werbung, der/die Moderator/in, der/die Grafiker/in, der/die Webdesigner/in</i>
<b>Prepositions with genitive/dative</b>	<i>trotz, während, wegen, innerhalb, außerhalb</i>
<b>Verb forms</b>	
past passive	<i>Der Politiker wurde von dem Journalisten kritisiert.</i>
reported speech	<i>Er sagte, die Stadt brauche wenige Autos.</i>
imperfect subjunctive (limited use)	<i>Sie hoffte, dass er wiederkommen würde.</i>
<b>Verbs</b>	
entertainment	<i>Beifall klatschen</i>
employment	<i>sich bewerben um</i>
creative arts	<i>veröffentlichen, zitieren</i>
media	<i>erzählen, manipulieren, überzeugen</i>

## Level 8: Suggested Learning and Assessment Activities

Achievement Objectives	Suggested Learning and Assessment Activities The following code indicates the context in which each activity is likely to be most useful: (C) = class activity; (G) = group activity; (P) = pair work; (I) = individuals work independently.
8.1 communicate about certainty and uncertainty, possibility and probability	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• role-playing an interview on German television in which the interviewee expresses their feelings and hopes for the people back home in New Zealand where there has been an earthquake (P);</li> <li>• ranking significant life events (e.g., marriage, overseas travel) in terms of probability in their own lives and writing sentences relating to each event, using the language of probability and possibility (C, G, P);</li> <li>• writing three statements describing what events they believe will take place in this millennium (two of these statements genuinely reflecting their own beliefs, the other not) and assessing which statements in other people's lists are genuine beliefs, giving reasons (C, G, P);</li> <li>• reading a short science fiction story that predicts future events, listing those events, and explaining how likely they are to happen (C, I);</li> <li>• writing about how society might change if a given scenario took place (e.g., if machines could do all domestic chores) (C, P, I);</li> <li>• describing to someone planning to visit New Zealand for the first time what they could do during their visit (I).</li> </ul>
8.2 develop an argument or point of view, with reasons	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• putting forward a proposition (e.g., that it is healthier to be a vegetarian than a meat eater) and providing supporting details (G, P, I);</li> <li>• preparing a package holiday within a particular region of Germany and presenting the package to the class, attempting to persuade the audience of its merits (C);</li> <li>• writing to a local firm to apply for a weekend job, explaining why they are suitable and including promises (e.g., of punctuality) (C, I);</li> <li>• telephoning a friend, asking to borrow money, explaining why they need it, promising to repay it within a specified time, and offering to do something for the friend in return (G, P);</li> <li>• interviewing friends about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others (G);</li> <li>• reading, listening to, or viewing a recent news item about an environmental issue and writing a newspaper editorial in which they argue a particular point of view (G, I);</li> <li>• reading a letter to a newspaper in which the victim of a robbery expresses their opinions about how criminals should be treated and taking part in a class discussion about those opinions (C, I);</li> <li>• reading or viewing advertisements for products that the manufacturer claims will solve specific problems and creating their own advertisements for similar products (G, I);</li> <li>• examining how a character in a story responds to a problem and talking or writing about different possible responses (C, G, I);</li> </ul>

<p>8.2 (continued)</p>	<ul style="list-style-type: none"> <li>• researching an important social topic (e.g., genetic engineering), identifying the central issue, and listing the arguments on either side (C, G, P, I);</li> <li>• setting up a simulated television programme to discuss a problem that has contemporary relevance (G);</li> <li>• looking through job advertisements in a German newspaper, identifying jobs they would like or dislike, and discussing their reasons (C, G, P);</li> <li>• conducting an Internet search to identify German technological inventions, researching one of them in more detail, and writing an article that states the problem or problems the inventor identified and how he or she set about finding solutions (G, P, I).</li> </ul>
<p>8.3 recount a series of events to inform, persuade, or entertain</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• producing a story in groups, using a plot, setting, and characters supplied by prompts in the form of picture cards and guide questions, with each student adding a section, and then repeating the process with their own plot, setting, and characters (G, I);</li> <li>• competing in groups to reassemble a short narrative that has been cut into sections, with a different section being given to each student in the group (G);</li> <li>• preparing a radio broadcast for the anniversary of a significant event and discussing in the broadcast the consequences of the event (G, P);</li> <li>• downloading some German songs from the Internet that describe a sequence of events, performing them in groups, and writing a summary of the events recounted in each song (G).</li> </ul>
<p>8.4 communicate the same information in different ways in different contexts</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• researching famous German inventors and using the information to (a) create a profile for inclusion in a national newspaper, (b) write an interview with one of the inventors, and (c) prepare a diary entry for an important day in his or her life (G, P, I);</li> <li>• reading several newspaper reports about things that have happened in a small community and writing an eyewitness account of the events (G, P, I);</li> <li>• reading an article from a German newspaper that they have found online and rewriting the article to make it suitable for a magazine for young teenagers (P, I);</li> <li>• selecting newspaper headlines and preparing alternative headlines that would be appropriate for different types of newspaper (C, G, P, I);</li> <li>• describing events in which they participated to (a) the principal of their school, (b) their grandmother, and (c) their best friend, while a partner lists the differences in the accounts (P);</li> <li>• discussing the food in the school canteen with friends and writing a letter of complaint or praise to health authorities, summarising the views presented in the discussion (C, G, P).</li> </ul>

<p>8.5 respond to selected and adapted texts (e.g., from literature, film, newspapers, magazines, television, radio ...) from German-speaking cultures</p>	<p><i>Students could be learning through:</i></p> <ul style="list-style-type: none"> <li>• designing a book or video cover (G, P, I);</li> <li>• writing a book or film review (G, P, I);</li> <li>• retelling the story from a poem or song in the idiom of today and presenting it as if it had been written for a different context (e.g., a newspaper report) (G, P, I);</li> <li>• using a picture of people as the basis for creating a dialogue between them (P);</li> <li>• using a picture as a starting point for a description (G, P, I);</li> <li>• telling a friend about a book they have read and reviewing it for a magazine (G, P);</li> <li>• researching a major political event in German history and writing an entertaining story based on the event and the leading figures involved (C, I);</li> <li>• preparing and acting out a short radio play based on a photograph, painting, or historical event (G);</li> <li>• exploring German websites and writing a report on two of them for a magazine that advises Internet users about interesting websites (G, P, I);</li> <li>• visiting German websites that provide information about entertainment opportunities, such as films, television, or radio plays, and discussing which appeal to them and why (G);</li> <li>• reading a newspaper account of a recent political or social event in a German-speaking country and preparing a talk about the central issues (C, G, P, I);</li> <li>• listening to a short narrative, which is then divided into sections for pairs or groups to dramatise (G, P).</li> </ul>
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**Teachers can monitor students' progress when they are:**

- modifying the written transcripts of dialogues in specified ways;
- listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- listening to or reading information and answering multiple-choice questions;
- writing newspaper reports, editorials, or letters to the editor after reading relevant texts;
- writing newspaper articles based on information retrieved from an Internet search;
- giving simulated-broadcast commentaries based on information supplied orally or in writing or retrieved from various sources.

**Students can monitor each other's progress by:**

- working together on projects of mutual interest;
- assessing each other's work using predetermined criteria;
- discussing exemplars for developing understandings of how and where to improve.

**Students can monitor their own progress by:**

- keeping ordered lists of known vocabulary items and adding to them regularly;
- keeping portfolios of their work up to date;
- doing computer-based language extension exercises;
- using a checklist with items such as “I can put forward an argument, giving reasons for what I think.”



## Glossary of Terms

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This glossary describes how certain terms are used within this document.

### **Achievement objective**

Achievement objectives are statements of anticipated outcomes. At each curriculum level, new achievement objectives are introduced. Taken together, they represent the core expectations in terms of outcomes for that level. However, because a single achievement objective can often be met in a range of ways, some more complex than others, achievement objectives should be revisited on an ongoing basis as students progress through their programmes.

### **Appropriateness**

Appropriateness refers to students' sensitivity to and use of culturally, socially, and linguistically suitable language in different contexts.

### **Curriculum guidelines**

These curriculum guidelines are intended to inform teachers' programme planning by setting achievement objectives for students to work towards and by suggesting a range of activities through which students can meet these objectives. Although the curriculum guidelines indicate the vocabulary that could be covered at each level, they do not contain exhaustive vocabulary lists. Nor do they include complete programmes of work: they do not specify the content of language programmes for each group of language learners in a particular context or specific type of school.

### **Curriculum level**

In New Zealand Ministry of Education curriculum documents, there are generally eight levels, which define a progression of difficulty through increasingly complex achievement objectives. As students progress through the eight curriculum levels in these German guidelines, they become familiar with a wider range of vocabulary, more complex structures, and more demanding contexts of use. The curriculum levels do not coincide with students' years of schooling. Refer to page 20 for more on curriculum levels.

### **Discourse**

The term "discourse" describes a coherent piece of spoken and/or written language in a specific context. A discourse may be a whole text (for example, a personal letter or an entire conversation), or it may be part of a text that conveys related meanings (for example, several exchanges, within a dialogue, that relate to a single theme).

### **Level**

See "curriculum level" (above).

### **National Certificate of Educational Achievement (NCEA)**

The National Certificate of Educational Achievement (NCEA) for secondary school students includes achievement standards that describe broad outcomes and that recognise superior performance in relation to those outcomes.

## **Productive skills**

In the context of this document, productive skills are those of using knowledge and understanding of language to produce spoken, written, and visual messages.

## **Proficiency statement**

A proficiency statement describes, in simple terms, the kinds of language students should be able to understand and produce when they have completed two of the curriculum levels. There are four proficiency statements in this curriculum, one for every two curriculum levels.

## **Programme of work**

A programme of work is a plan for teaching and learning in a specific context. It may cover a single term's work, a year's work, or more. Planning a programme of work involves specifying the content of the course, approaches to teaching and learning, methodologies, materials, and assessment and evaluation techniques. It includes, or relates directly to, specific lesson plans. Programmes of work for German-language courses will be based on the achievement objectives in these curriculum guidelines and specify how students will demonstrate that they meet the objectives they work towards. A programme of work will always be open to revision in the light of the developing needs and interests of students.

## **Receptive skills**

In the context of this document, receptive skills are those of actively interpreting spoken, written, or visually presented messages by using knowledge and understanding of the German language.

## **Recognition**

Where students are expected to recognise and understand certain aspects of language when they hear or read them but not (necessarily) to use them themselves in speaking or writing, these aspects are described in this document as for recognition only. Aspects of language that students are expected to use themselves in speaking and writing are presented for active assimilation.

## **Self-access centre**

A self-access centre is a resource centre where students can access German-language resources (or resources in other languages that they are learning) independently.

## **Skill (language skill, language-related skill)**

A language skill involves using language knowledge and understanding to perform a language-based or language-related task, such as filling in a form (writing skill) or getting the gist of a news broadcast (listening skill). The four language skills referred to in this document are listening, speaking, reading, and writing. (Refer also to page 22.)

### **Sociocultural aspects**

In the context of this document, sociocultural aspects are features of the societies and cultures of native speakers of German that are suggested as a focus for students' learning at different levels. The sociocultural aspects listed in these curriculum guidelines include, for example, customs and traditions in Germany and German-speaking countries and teenage life in Germany and German-speaking countries. (Refer also to page 21.)

### **Text type**

Different cultures recognise different types of discourse depending on a combination of factors, such as mode (spoken or written text), tenor (level of formality of the text), field (topic), intended purpose and audience, and specific features (for example, some text types include an introductory address). Examples of written text types are personal and business letters, forms, manuals, and reviews. Spoken text types include weather forecasts, lectures, sports commentaries, and news bulletins. (Refer also to page 22.)

### **Topic**

In the context of these guidelines, topics are subjects for discussion, debate, reading about, and writing about. The topics listed in these curriculum guidelines include, for example, planning for the future. (Refer also to pages 21–22.)