



AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN

SEQUENCE: 7-10

YEAR LEVEL/BAND: 7-8

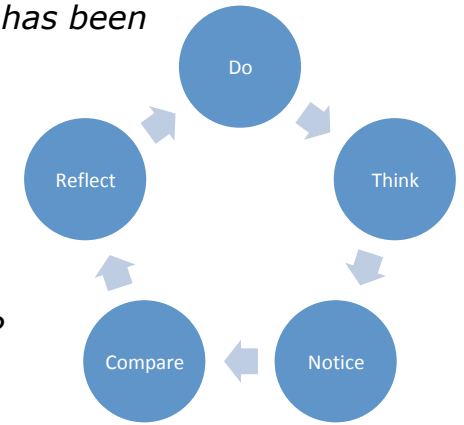
UNIT: FIT MIT FUßBALL (CLIL)

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.

Australian Curriculum: German Unit Plan

Sequence: 7-10 **Year Level/Band:** 7-8 **Unit:** CLIL – Soccer-fit

Focus Questions: How do you become fit to play soccer? What is involved in a soccer match? How is learning German like learning to play soccer?



Aspects of the 7-8 Band Achievement Standard being addressed through this Unit:

Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Plans.

	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	Understanding Strand		Cross Curriculum Priorities	General Capabilities
Goals	Socialising Informing Reflecting Creating Translating	Role of Language and Culture	<ul style="list-style-type: none"> • What is important about 2018 in the international soccer calendar? • How do soccer fans act at a match – what is (in)appropriate? Why? • How does German form long words through compound nouns? Does this occur in the same way in English? 		Literacy Intercultural Understanding Personal and Social Capability Critical and Creative Thinking ICT Capability Numeracy

	Student Tasks	Assessment		Resources
Implementation	<ul style="list-style-type: none"> • Students take part in a running game, choosing the correct answer in a multiple-choice format (soccer general knowledge) • Students follow instructions in German to do a professional physical 'warm-up' for a soccer game • Students practise typical actions carried out by players, trainers and umpires in a game • Students follow commentary on a game and react in a culturally typical (and appropriate) manner • Students play various ball games in small or large groups • Students play a soccer vocabulary matching game (compound nouns) • Students reflect on how training for a sport is similar to learning an additional language 	<p>Aural: Ongoing observation by the teacher of a student's capacity to follow instructions</p>	2, 3, 13	<p><i>Fit mit Fußball</i> (Goethe-Institut Australien) www.goethe.de/australia/fifitmitfussball:</p> <ul style="list-style-type: none"> • A series of handy activity cards for teachers • Designed to be implemented optimally with an immersion teaching style • Particularly suited to CLIL approaches in the German classroom • CLIL is flexible, but minimally should involve: <ul style="list-style-type: none"> ○ several, regular lessons per week, or an intense period of instruction, e.g. as part of a whole-school Soccer Day, led by the Language Department ○ the learning of new content and/or skills through the Target Language (in this case, hands-on soccer skills) ○ lessons delivered separately to the immersion experience with student learning activities to develop their vocabulary and mastery of language structures necessary to operate effectively in the immersion environment. • Note that while the vocabulary may initially seem beyond usual expectations of students in Years 7-8, acquisition is supported strongly through the CLIL approach and linking physical activity to vocabulary and instructions.
		<p>Reading: Students match written descriptions to images of various soccer objects and activities</p>	6	
		<p>Written/Audiovisual /Oral/Aural/: Based on what they have learned through this Unit, students create a short film about soccer in 2018, using mainly German. The film might be in the form of a documentary, or conceived as an imaginative story.</p>	1, 2, 5, 6, 7, 8, 9, 10, 14, 15, 16	

Australian Curriculum: German 7-8 Band Achievement Standard (7-10 Sequence)

1. Students can share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences.
2. Students can interact with others to carry out transactions, participate in class routines and socialise.
3. Students can use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?*, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*
4. When socialising, students can make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball.*
5. Students can use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch.*
6. Students can obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning.
7. Students can use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order.
8. Students can use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative.
9. Students can qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*.
10. Students can work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.
11. Students identify German as an important European and global language and that it is related to English.
12. Students can identify some of the common variations in German used in different contexts by different people.
13. Students can differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
14. Students can understand and apply grammatical concepts such as gender and number, and nominative and accusative case.
15. Students can identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals).
16. Students can identify features of common spoken, written and multimodal texts.
17. Students can understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.
18. Students can explain how aspects of their own identity impact on intercultural exchange (if connecting with German-speaking schools).