



NSW German EP Curriculum Map

Implementation in 2024

Stage 5

Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while ensuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages K-10 curriculum, as it addresses the curriculum's aims in the following ways:

1. Empowering students to become effective communicators:

EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

2. Developing linguistic competence:

The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

3. Developing intercultural capability:

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

4. Learning to interact, understand, and create texts in the target language:



Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

5. Reflecting on and understanding languages, cultures, and identity:

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

6. Developing an interest in and enjoyment of language learning:

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience. Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

Interacting in German

(Listening, Speaking)

Outcomes: ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

Content Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student's preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?	EP UNITS
Exchanging and negotiating meaning to interact in the target language	Socialise with peers to build and maintain relationships	<p>Beginner - "Exchange information about themselves". (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 01: Ordering in a Restaurant" • Application: In this unit, students learn to use common phrases when arriving at a restaurant and ordering food. This can be a context for students to exchange information about themselves, such as their food preferences or dietary restrictions. <p>Intermediate - "Give and respond to compliments and congratulations".(NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 5: Party Time" • Application: This unit provides an excellent opportunity for students to practise giving and responding to compliments and congratulations. For instance, students can practise congratulating each other on their birthdays or other celebrations. They can also compliment each other on the presents they give or receive. <p>Advanced - "Express sympathy or regret, and make amends". (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 09: At the Doctor's" 	<p>Unit 1: Ordering in a Restaurant Unit 6: Meals - Organising an Outing with Friends Unit 9: At the Doctor's</p>

		<ul style="list-style-type: none"> ● Application: In this unit, students learn to describe common ailments and injuries, understand a medical professional’s treatment recommendations, and ask questions about medical treatment. This can provide a context for expressing sympathy or regret. For example, a student could express sympathy for a classmate who is feeling unwell or regretting an action that led to an injury. ● Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards. ● The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With Intermediate-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum. 	
	<p>Make arrangements with peers</p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practise essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u></p> <p>Beginner - “Request and grant permission for an event” (NESA)</p> <ul style="list-style-type: none"> ● Unit 5: Party Time can be used to meet this content descriptor. In this unit, students learn how to invite someone to a party and ask for details about someone else's party. This can be used to 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends</p>

		<p>practise requesting and granting permission for an event. For example, a student could practise asking for permission to attend a party or granting permission for a friend to come to their party.</p> <p>Intermediate - “Give and respond to invitations” (NESA)</p> <ul style="list-style-type: none"> • Unit 07: Making Plans is a perfect fit for this content descriptor. In this unit, students learn how to ask someone to join in an activity and arrange a time and place to meet up. They also learn how to accept or turn down an invitation. This can be used to practise giving and responding to invitations. For example, a student could practise inviting a friend to go to the movies and responding to a friend's invitation to go to the park. <p>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</p> <ul style="list-style-type: none"> • Unit 7: Daily Routine can be used to meet this content descriptor. In this unit, students learn how to talk about one's own daily routine and ask about somebody else's daily routine. This can be used to practise establishing and negotiating guidelines for the completion of actions. For example, a student could practise establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers. <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	<p>Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>
	<p>Understand and reciprocate detailed information about their own and others' personal worlds</p>	<p>For beginners, the content descriptor focuses on asking for and providing detailed information on topics of personal significance such as friends and lifestyles. In Education Perfect, this can be achieved through</p> <ul style="list-style-type: none"> • Unit 7: Daily Routine, where students learn to talk about their own daily routines, ask about someone else's routine and understand the differences in routines across different cultures. This unit enables beginners to start a conversation about their day and lifestyle, which is a significant aspect of personal worlds. 	<p>Unit 1: Ordering in a Restaurant (immersion) Unit 8: Talking about Hobbies Unit 10: Past Holidays</p>

		<p>For intermediate learners, the content descriptor aims to convey facts about events in different time frames such as the past, present, or future. This can be achieved through units like</p> <ul style="list-style-type: none"> • Unit 10: Past Holidays and Unit 04: Going on a holiday, which are incorporated in Education Perfect. These units teach students to use different tenses to talk about how and where they spent past holidays, discuss future holiday plans, and ask others about their holiday experiences. The grammar points in these units such as "Past tenses" and "The Future tense." help in conveying information in different time frames. <p>For advanced learners, the content descriptor aims to convey detailed information on a specific topic of interest.</p> <ul style="list-style-type: none"> • Immersion - Unit 01: Ordering in a restaurant is an example in Education Perfect where advanced learners can delve into specific topics in the target language like asking about food, recommending food or restaurant reviews. In this unit, students learn to communicate in a restaurant context, understand and use common words ordering and paying for food. This detailed information allows advanced learners to deeply engage in a topic of personal interest. 	
	<p>Express and compare emotions and personal preferences</p>	<p>Beginner - "Convey feelings about favourite people, places or things". (NESA)</p> <ul style="list-style-type: none"> • Unit 2: Fashion and Shopping for Clothes: Students can use the vocabulary and grammar points learned in this unit to express feelings about their favourite pieces of clothing and describe what people are wearing. • Unit 04 Going on Holiday: Students can use the vocabulary and grammar points learned in this unit to discuss holiday plans and express feelings about their favourite destinations or activities. • Unit 6: Organising an Outing with Friends: This unit allows students to talk about their favourite activities and make plans to participate in them. <p>Intermediate - "Share and explain feelings of happiness, pain, or surprise." (NESA)</p> <ul style="list-style-type: none"> • Unit 5: Party Time: Students can use the vocabulary and 	<p>Unit 2: Fashion and Shopping for Clothes Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<p>grammar points learned in this unit to talk about how enjoyable a party is, was, or will be, and share feelings of happiness associated with celebrations.</p> <ul style="list-style-type: none"> ● Unit 09 At the Doctor's: This unit provides students with the language to describe common ailments and injuries, allowing them to express pain and concerns about health. ● Unit 10 Past Holidays: Students can use the vocabulary and grammar points learned in this unit to share experiences about their past holidays, including whether they were happy, surprised, or disappointed with certain aspects. <p>Advanced - "Express and justify feelings of concern for other people." (NESA)</p> <ul style="list-style-type: none"> ● Unit 09 At the Doctor's: Advanced students can use the language learned to not only describe ailments but also express concern for others' health and well-being. They can give suggestions for a healthy lifestyle. ● Unit 5: Party Time: In this unit, students can express concerns or considerations when planning a party, thinking about the preferences and needs of the guests. ● Unit 6: Organising an Outing with Friends: Advanced students can further discuss the implications and considerations in making plans with others, expressing concern for their preferences and availability. 	
	<p>Ask questions, make requests and explain actions</p>	<p>Beginner:</p> <ul style="list-style-type: none"> ● Unit 2: Fashion and Shopping for Clothing : This unit teaches students how to ask for a piece of clothing at a store and inquire about the cost, which falls under the beginner level of asking for and following instructions. ● Unit 3: My Town and Giving Directions: Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions. <p>Intermediate:</p> <ul style="list-style-type: none"> ● Unit 09 (At the Doctor's): Students will learn to understand a medical professional's treatment recommendations and ask 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies</p>

		<p>questions about medical treatment, which falls under asking for and responding to advice.</p> <ul style="list-style-type: none"> • Unit 6: Organising an Outing with Friends: In this unit, students can ask someone to join in an activity and talk about favourite activities, which involves explaining choices and asking for advice. • Unit 04 (Going on Holiday): Students will learn how to book a hotel and/or train ticket and complain about problems in a hotel. This aligns with the intermediate level of explaining choices and responding to advice. <p>Advanced:</p> <ul style="list-style-type: none"> • Unit 09 (At the Doctor's): This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices. • Unit 5: Party Time: This unit involves inviting somebody to a party and talking about how enjoyable a party is, was, or will be. This could encompass persuading someone to change their point of view regarding attending an event or celebration. 	<p>Unit 9: At the Doctor's Unit 10: Past Holidays</p>
	<p>Discuss and justify opinions, ideas and perspectives</p>	<p>Beginner - "Ask about and express a point of view" (NESA).</p> <ul style="list-style-type: none"> • In Unit 2: Fashion and Shopping for Clothes, students learn to ask for a piece of clothing at a store and give an opinion about a piece of clothing. This helps beginners to ask about and express their views on clothing items, enabling them to participate in basic discussions. <p>Intermediate - "Share and justify satisfaction and dissatisfaction". (NESA)</p> <ul style="list-style-type: none"> • In Unit 04: Going on Holiday, students learn how to discuss holiday plans, book a hotel, and even complain about problems in a hotel. This aligns with the intermediate level as they need to share and justify their satisfaction or dissatisfaction with the hotel services. Another example is in Unit 5: Party Time, where students learn to talk about how enjoyable a party is, was, or will be. This also enables them to share and justify their satisfaction or dissatisfaction regarding parties and celebrations. <p>Advanced - "Explain and clarify a personal stance on a specific issue". (NESA)</p>	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<ul style="list-style-type: none"> ● In Unit 09: At the Doctor's, students learn to describe common ailments and injuries, understand a medical professional's treatment recommendations, ask questions about medical treatment, and give suggestions for a healthy lifestyle. This allows them to explain and clarify their personal stance on health-related issues, and give advice or suggestions, reflecting a more advanced level of discussion. 	
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p>Beginner:</p> <ul style="list-style-type: none"> ● In Unit 2: Fashion and Shopping for Clothes, learners will communicate and answer basic questions in a shopping context. This aligns with the beginner level, where students learn to ask for clarification or confirmation as they will ask about and request items in a shop. ● Unit 04: Going on Holiday covers booking a hotel and train ticket, as well as complaining about problems in a hotel. Here, students may ask for clarification regarding booking procedures or confirmation of reservations. ● Unit 07: Making Plans focuses on making plans, which includes asking someone to join in an activity and arranging a time and place to meet up. This can involve beginners asking for clarification on plans or providing suggestions. <p>Intermediate:</p> <ul style="list-style-type: none"> ● In Unit 2: Fashion and Shopping for Clothes, learners learn to describe what people are wearing and to ask for a piece of clothing at a store. They also give opinions about clothing. This can involve managing turn-taking as they interact with store employees and other shoppers. ● Unit 5: Party Time covers inviting someone to a party and asking for details about someone else's party, which involves managing turn-taking in a group setting as they talk about party plans and details. <p>Advanced:</p> <ul style="list-style-type: none"> ● Unit 04: Places and Directions helps learners describe towns and ask for and give directions. An advanced student can offer to explain or clarify directions to restore communication if there is confusion. 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<ul style="list-style-type: none"> ● Unit 09: At the Doctor's focuses on naming and listing basic body parts, describing common ailments, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. Advanced learners can offer to explain or clarify medical terms and treatment recommendations to facilitate communication in the context of healthcare. ● In Unit 10: Past Holidays, learners are taught to talk about past holidays and ask others about their holiday experiences. Advanced learners can offer to clarify or explain aspects of their holidays to sustain a conversation. 	
<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> ● Interactive Listening Tasks These tasks allow students to listen to native speakers and practice understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language. ● Pronunciation Practice Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent. ● Voice Recording Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills. ● Instant Feedback The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills. ● Vocabulary Building The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions. ● Grammar Lessons Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions. 	<p>All Intermediate Listening, speaking and grammar lessons</p> <p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

	<p>Adjust and adapt vocabulary from a wide range of themes to interact</p>	<ul style="list-style-type: none"> • Vocabulary Building The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions. <p>Beginner Level - “themes such as education, travel, and celebrations” (NESA)</p> <ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: This unit introduces students to the basics of ordering food in a restaurant, a common scenario in travel. The vocabulary list includes core and extra words related to this theme. • Unit 04: Going on Holiday: This unit covers the theme of travel, with lessons on discussing holiday plans, booking a hotel, and understanding hotel reviews. • Unit 5: Party Time: This unit focuses on the theme of celebrations, teaching students how to invite someone to a party, talk about presents, and express enjoyment at a party. <p>Intermediate Level - “themes such as personal expression, relationships, and communication” (NESA)</p> <ul style="list-style-type: none"> • Unit 2: Fashion and Shopping for Clothes: This unit helps students communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and understand recipes. • Unit 03: Clothing: This unit allows students to express personal style and preferences, as they learn to describe what people are wearing, ask for a piece of clothing at a store, and give an opinion about a piece of clothing. • Unit 07: Making Plans: This unit focuses on communication and relationships, as students learn to ask someone to join an activity, arrange a time and place to meet up, and accept or turn down an invitation. <p>Advanced Level - themes such as well-being, milestones, and legacy (NESA)</p> <ul style="list-style-type: none"> • Unit 09: At the Doctor's: This unit covers the theme of well-being, teaching students to name and list basic body parts, describe common ailments and injuries, understand a medical professional’s treatment recommendations, and give suggestions for a healthy lifestyle. 	<p>Vocabulary Glossary for each Unit</p> <p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor’s Unit 10: Past Holidays</p>
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		<ul style="list-style-type: none"> ● Unit 10: Past Holidays: This unit allows students to discuss milestones and experiences, as they learn to talk about how and where they spent past holidays, ask somebody else about their past holiday(s), and describe various ways of travelling. 	
	<p>Control and manipulate a range of structures and features of the grammatical system to interact</p>	<ul style="list-style-type: none"> ● Unit 01: Ordering in a Restaurant: EP provides lessons on how to communicate in a restaurant setting, including grammar lessons on : polite form,nouns and cases and The 24-hour clock ● Unit 2: Fashion and Shopping for Clothes: In this unit, students learn how to communicate in a shopping context. The grammar focus is on adjective endings, conjunctions and separable verbs. ● Unit 03: My Town and Giving Directions: Grammar lessons include directions and cases and prepositions. ● These grammatical structures allow students to describe a town, and what is in the town, ask for directions and give directions ● Unit 04: Going on Holiday: This unit covers discussing holiday plans and booking hotels or train tickets. The grammar focus is on 'Mit' & dative and future tense ● Unit 5: Party Time: Students learn to talk about parties. The grammar points include the Pronouns, Auxiliary verbs and Dative and accusative. ● Unit 06: Organising an Outing with Friends This unit focuses on arranging activities and meetups. The grammar lessons cover asking questions in German, Dative prepositions regarding location, Question words, and word order in questions and Conjugations of 'haben'. ● Unit 07: Daily Routine: Students learn to talk about their hobbies. The grammar focus is on conjugations of regular and irregular verbs, sentence structure, conjugation for a purpose with 'um', which are essential for describing daily activities and habits. ● Unit 08: Talking about Hobbies: Students learn to talk about daily routines. The grammar focus is on comparative,superlative, conjugations 'aber' and 'obwohl'. ● Unit 09: At the Doctor's: This unit covers naming body parts, describing ailments, and understanding treatment recommendations. The grammar points include reflexive 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<p>verb,imperative‘Seit’, ‘wenn’, ‘als’, ‘beim’. These structures are key for discussing health issues and giving or understanding advice.</p> <ul style="list-style-type: none"> ● Unit 10: Past Holidays: Students learn to talk about past holidays. The grammar focus is on the countries,past tenses, time and dative. These structures are crucial for discussing past events and where and when someone went on holiday. 	
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</p>	<p>Beginner Level - “Use polite forms and show awareness of politeness conventions.”(NESA)</p> <p>Unit 01: Ordering in a Restaurant In this unit, students learn how to order food in a restaurant setting. They are introduced to the polite forms of language used in such a context, and they gain an understanding of the conventions of politeness in this setting. For instance, they learn how to ask for food politely, how to thank the waiter, and how to request the bill. The cultural focus is on Fast food in Germany and Fast food in Austria.</p> <p>Intermediate Level - “Use appropriate language for avoiding and managing misunderstandings in interactions.”(NESA)</p> <p>Example: Unit 6: Organising an Outing with FriendsThis unit equips students to navigate social interactions like inviting someone for an activity and scheduling meet-ups, all while respecting cultural norms. Listening and reading exercises cover planning activities and managing invitations. The cultural lens is focused on German film, music, and linguistic diversity, offering students a rich understanding of both language and culture.</p> <p>Advanced Level - “Adjust register of language to convey meaning in unfamiliar situations”.(NESA)</p> <p>Example: Unit 09: At the Doctor's In this unit, students learn how to talk about health issues and interact with medical professionals. They are taught how to adjust their language to suit the formal context of a doctor's office and to accurately convey their symptoms and understand the doctor's advice. For instance, they learn how to describe their symptoms in detail, how to ask questions about their treatment, and how to understand the medical advice given to them.</p>	<p>In the introduction lesson of each unit:</p> <p>Unit 1: Ordering in a Restaurant Unit 6: Organising an Outing with Friends Unit 9: At the Doctor's</p>



Understanding Texts

(Listening, Speaking, Reading, Writing)

Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Units
Understanding and responding to spoken, written and multimodal target language texts	Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes	<p>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practise and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p>Beginner Level - (NESA example: a recording to explain a change of plans): EP's Unit 6: Organising an Outing with Friends Many of the conversations in the lessons involve planning, rearranging schedules, and making decisions that could affect existing plans. For example, in one transcript, a character initially can't make it to the beach but later finds they can after a family commitment. These situations could serve as an introduction to the complexities and necessities of altering plans.</p> <p>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling): EP's Unit 2: Fashion and Shopping for Clothes can be aligned with this level. Monologues, conversations, and texts offer a framework for introducing language</p>	<ul style="list-style-type: none">• Unit 2: Fashion and Shopping for Clothes• Unit 4: Going on Holiday• Unit 5: Party Time• Unit 6: Organising an Outing with Friends• Unit 10: Past Holidays

		<p>skills, listening exercises, and critical thinking on familiar themes that can be a stepping stone to broader topics like recycling or sustainability.</p> <p>Advanced Level - (NESA example: an article addressing an issue of global significance): EP's Unit 04: Going on Holiday and Unit 10 past Holidays This unit offers students the linguistic tools to understand discussions on global issues, even if it doesn't directly address them. Listening and Reading Comprehension: The focus on travel allows students to engage with contexts that may have global implications, like sustainability or cultural exchange.</p> <p>Grammar Points: Understanding 'Future Tense' can help students grasp future projections related to global issues.</p> <p>Cultural Focus: Exposure to monuments and holidays can indirectly prepare students to understand the broader cultural aspects in globally significant articles.</p>	
	<p>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons. The platform's design encourages this cumulative learning, allowing students to apply strategies they have learned in one context to new and different contexts.</p> <p>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA)</p> <ul style="list-style-type: none"> • Example: In Unit 01: Ordering in a Restaurant, beginners are introduced to the concept of ordering food in a restaurant. They learn common phrases and vocabulary related to this context. The lessons such as "Introduction: Ordering in a Restaurant", "Listening 	<ul style="list-style-type: none"> • Unit 1: Ordering in a Restaurant • Unit 2: Fashion and Shopping for Clothes • Unit 3: My Town and Giving Directions • Unit 4: Going on Holiday • Unit 5: Party Time • Unit 6: Meals - Organising an Outing with Friends • Unit 7: Daily Routine • Unit 8: Talking about Hobbies

		<p>Comprehension: Ordering in a Restaurant", and "Reading Comprehension: Ordering in a Restaurant" help them activate their prior knowledge about restaurants and food. They can use this knowledge to summarise the text, understand the context better, and share their understanding with others. In each Education Perfect Languages unit, including this one, there are listening and reading lessons where students are presented with a variety of spoken, written and multimodal texts in authentic contexts. They are required to locate, process information and respond in different ways. This helps them develop comprehension strategies that they can reuse in future units or lessons.</p> <p>Intermediate - "Use contextual clues to translate and explain a text".(NESA)</p> <p>The units, while diverse in topics, all align with the overarching goal of using contextual clues for text translation and explanation.</p> <ul style="list-style-type: none"> • Unit 01: Restaurant Orders: Focus on food names and prices as contextual clues. Use polite forms and nouns to identify language structure. • Unit 02: Fashion and Shopping: Examine adjective endings and clothing descriptors. Use price and size as context. • Unit 03: My Town and Directions: Prepositions and city descriptions as clues. Cultural context of public transport and cars in Germany. • Unit 04: Going on Holiday: Use booking and review language for context. Grammatical tenses as clues. • Unit 05: Party Time: Use words related to gifts and invitations for context. Pronouns and auxiliary verbs as language clues. • Unit 06: Outing with Friends: Time and place as context. Dative prepositions and question words as clues. • Unit 07: Daily Routine: Clues from mealtime and daily activities. Verb conjugations to understand structure. 	<ul style="list-style-type: none"> • Unit 9: At the Doctor's • Unit 10: Past Holidays
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		<ul style="list-style-type: none"> ● Unit 08: Talking about Hobbies: Hobbies and interests as context. Comparative and superlative as language clues. ● Unit 09: At the Doctor's: Health issues and treatments as clues. Reflexive verbs and imperatives to translate. ● Unit 10: Past Holidays: Holiday locations and activities for context Past tense and dative as language clues. <p>Advanced - "Summarise and explain inferred meaning in a text for others."(NESA)</p> <p>Though the units cover various topics, each one emphasizes summarizing and explaining inferred meaning, particularly through comprehension exercises in listening and reading</p> <ul style="list-style-type: none"> ● Ordering in a Restaurant: Inferred meaning on customer satisfaction, social etiquette. ● Fashion and Shopping: Nuanced opinions on fashion, social cues in shopping interactions. ● My Town and Directions: Unspoken community norms, wayfinding cues. ● Going on Holiday: Reading between lines in hotel reviews, inferring travel plans. ● Party Time: Inferred social norms, implied themes of gatherings. ● Outing with Friends: Implied emotional tones in invites, deducing group dynamics. ● Daily Routine: Inferring lifestyle choices, day-to-day priorities. ● Talking about Hobbies: Inferring passion and interest, understanding preferences. ● At the Doctor's: Deciphering medical advice, implied urgency in treatments. ● Past Holidays: Inferring emotional tones, deducing experiences from recounts. 	
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	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</p>	<p>Beginner Level - “At this level, students can respond personally to an interview with a well-known person from a target language-speaking country.”(NESA)</p> <ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: For example, in the unit "Ordering in a Restaurant," students learn to use appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a German menu. They can use these skills to interpret and respond to an interview with a famous German chef, for instance. <p>Intermediate Level - “At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country.” (NESA)</p> <p>Unit One: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • EP Key Skills: Communication, asking for prices, understanding menus • Suggested Task: Students can compare restaurant etiquette in Germany and Australia through interviews with restaurant owners or chefs. <p>Unit Two: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> • EP Key Skills: Describing clothes, asking for prices • Suggested Task: Students can interpret and compare interviews with fashion designers from Germany and local designers. <p>Unit Three: My Town and Giving Directions</p> <ul style="list-style-type: none"> • EP Key Skills: Describing towns, asking for and giving directions • Suggested Task: Compare town planning or tourist attractions through interviews with local authorities or tourism boards. <p>Unit Four: Going on Holiday</p> <ul style="list-style-type: none"> • EP Key Skills: Discussing holiday plans, booking hotels • Suggested Task: Students could compare travel experiences by interpreting interviews with travel bloggers or tourism experts. <p>Unit Five: Party Time</p>	<ul style="list-style-type: none"> • Unit 1: Ordering in a Restaurant • Unit 2: Fashion and Shopping for Clothes • Unit 3: My Town and Giving Directions • Unit 4: Going on Holiday • Unit 5: Party Time • Unit 6: Meals - Organising an Outing with Friends • Unit 7: Daily Routine • Unit 8: Talking about Hobbies • Unit 9: At the Doctor’s • Unit 10: Past Holidays
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		<ul style="list-style-type: none"> • EP Key Skills: Discussing party plans, invitations • Suggested Task: Interpret interviews with event planners to compare party culture in Germany and Australia. <p>Unit Six: Meals - Organising an Outing with Friends</p> <ul style="list-style-type: none"> • EP Key Skills: Planning activities, arranging meet-ups • Suggested Task: Compare leisure activities through interviews with people discussing their favourite ways to spend time with friends. <p>Unit Seven: Daily Routine</p> <ul style="list-style-type: none"> • EP Key Skills: Discussing daily routine, asking about routines • Suggested Task: Students could compare daily routines by interpreting interviews with individuals from different professional backgrounds. <p>Unit Eight: Talking about Hobbies</p> <ul style="list-style-type: none"> • EP Key Skills: Discussing hobbies, asking about hobbies • Suggested Task: Compare pastime activities by interpreting interviews with hobby enthusiasts or professionals in various fields. <p>Unit Nine: At the Doctor's</p> <ul style="list-style-type: none"> • EP Key Skills: Discussing health issues, understanding treatment • Suggested Task: Students can compare healthcare systems by interpreting interviews with healthcare professionals. <p>Unit Ten: Past Holidays</p> <ul style="list-style-type: none"> • EP Key Skills: Discussing past holidays, asking about holiday experiences • Suggested Task: Interpret interviews about holiday experiences to compare cultural differences in vacationing. <p>Advanced Level - " At this level, students can provide an evaluative response to discuss perspectives in texts and explain their own conclusions based on the information." NESA</p>	
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		<ul style="list-style-type: none"> ● Unit 03: Clothing In the unit "Clothing," students learn to describe what people are wearing, ask for a piece of clothing at a store, ask how much something costs, and give an opinion about a piece of clothing. They can use these skills to evaluate and discuss different perspectives on fashion trends, clothing choices, and shopping habits in various Germany, based on interviews or articles featuring well-known fashion designers or influencers. 	
	<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>	<p>Beginner Level - "Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose."(NESA)</p> <p>Unit 01: Ordering in a Restaurant</p> <ul style="list-style-type: none"> ● Alignment: Students learn to identify polite form and nuances in restaurant monologues to grasp context. <p>Unit 02: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● Alignment: Focus on adjective endings allows students to pick up emphasis on descriptions and opinions. <p>Unit 03: My Town and Giving Directions</p> <ul style="list-style-type: none"> ● Alignment: Directional vocabulary is practised to emphasise key points during conversations about navigating a city. <p>Unit 04: Going on Holiday</p> <ul style="list-style-type: none"> ● Alignment: Future tense is explored to help students understand planning and decision-making in holiday scenarios. <p>Unit 05: Party Time</p> <ul style="list-style-type: none"> ● Alignment: Students recognize pronouns and auxiliary verbs to discern party invitations and related communications. <p>Unit 06: Meals - Organising an Outing with Friends</p>	<ul style="list-style-type: none"> ● Unit 1: Ordering in a Restaurant ● Unit 2: Fashion and Shopping for Clothes ● Unit 3: My Town and Giving Directions ● Unit 4: Going on Holiday ● Unit 5: Party Time ● Unit 6: Meals - Organising an Outing with Friends ● Unit 7: Daily Routine ● Unit 8: Talking about Hobbies ● Unit 9: At the Doctor's ● Unit 10: Past Holidays

		<ul style="list-style-type: none"> • Alignment: Dative prepositions and question words help identify the who, what, and where in social planning. <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> • Alignment: Sentence structure and 'um' are used to highlight purpose in discussing daily routines. <p>Unit 08: Talking about Hobbies</p> <ul style="list-style-type: none"> • Alignment: Comparative and superlative forms are used to emphasise preferences and skills in hobbies. <p>Unit 09: At the Doctor's</p> <ul style="list-style-type: none"> • Alignment: Reflexive verbs and imperative phrases help emphasise key points in medical conversations. <p>Unit 10: Past Holidays</p> <ul style="list-style-type: none"> • Alignment: Past tenses are used to signify events that have happened, providing context to holiday experiences. <p>Intermediate Level - "Identify cultural references in texts and examine their effect on the audience."(NESA) These units offer a multi-faceted exploration of German culture and language. While teaching linguistic skills, they provide context, enabling students to better understand cultural nuances.</p> <ul style="list-style-type: none"> • Ordering in a Restaurant: Cultural focus on fast food in Germany and Austria contextualises the vocabulary. • Fashion and Shopping for Clothes: Students identify the influence of traditional clothing like dirndl and lederhosen. • My Town and Giving Directions: Cars and public transport in Germany offer a cultural lens through which language is taught. 	
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		<ul style="list-style-type: none"> • Going on Holiday: Cultural focus on famous monuments and holidays deepens understanding of travel plans. • Party Time: Explore German traditions around Karneval and Fasching, giving cultural context to party planning. • Organising an Outing with Friends: Examines German film and music, adding depth to language skills while discussing activities and invitations. • Daily Routine: Discusses life on Sundays in Germany, lending cultural perspective to everyday activities. • Talking About Hobbies: Delves into German literature for kids, giving cultural richness to discussing hobbies. • At the Doctor's: Insights into health insurance in Germany complement medical vocabulary. • Past Holidays: Offers context on how to holiday like a German, enriching discussion about past experiences. <p>Advanced Level - "Identify and analyse language techniques used in texts in order to achieve purpose."(NESA) The units offer rich content that naturally lends itself to developing students' skills in understanding language techniques. Teachers can use the themes and learning outcomes as a foundation to extend advanced skills like identifying and analysing language techniques.</p> <p>Ways Teachers Can Align: Ordering in a Restaurant: Teachers can guide students to focus on polite form and nouns, allowing them to explore persuasive language techniques in menus.</p> <p>Fashion and Shopping: Descriptive monologues can be dissected in class to understand adjective endings and conjunctions for persuasive speech.</p>	
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<p>Applying knowledge of language systems to</p>	<p>Use knowledge of a wide range of features of the sound system to understand texts</p>	<p>EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm,</p>	<p>All the Listening and Video Lessons in the Units Unit 1: Ordering in a Restaurant</p>



understand and respond to target language texts		stress, and intonation, which helps them better understand spoken texts.	Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays
	Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.	All the Listening and Video Lessons in the Units Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays
	Use knowledge of vocabulary from a wide range of themes to	Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.	Every unit has a vocabulary folder related to the topic of the course



	understand and respond to texts		Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays
	Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts	<p>Each unit provides students with a specialised focus on aspects of German language systems—such as grammar, verb conjugations, and cultural context—enabling them to decode and respond to authentic texts in real-life scenarios like ordering in a restaurant or navigating a city. Through this holistic approach, students are empowered to confidently interact with a variety of German texts.</p> <p>Grammar Points: Every unit offers distinct grammar topics that align with the "structures" mentioned in the educational standard. For instance, Unit 04 hones in on the future tense and the dative case, crucial structural features in understanding and constructing sentences in the target language. Teachers can engage students in activities where they need to identify and apply these grammar structures.</p> <p>Listening and Reading Comprehension: This component directly supports the "understand and respond to texts" descriptor. Activities in EP can be designed to challenge students to identify and interpret specific</p>	Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays

		<p>grammatical features and vocabulary taught in the unit within listening and reading exercises.</p> <p>Cultural Focus: The cultural elements woven into each unit help students gain a more nuanced understanding of the language, as well as the society that speaks it. For example, the cultural focus on "Fast food in Germany" in Unit 01 provides students with contextual clues, aiding them in better comprehending texts related to food and dining.</p> <p>Vocabulary: Each unit comes equipped with a specialised vocabulary set (e.g., phrases related to "ordering in a restaurant" in Unit 01, or terms associated with "directions" in Unit 03). Recognizing this vocabulary is crucial for students to fully understand and respond to texts they encounter in each unit.</p> <p>This holistic approach ensures that each unit in Education Perfect is not just a lesson in language, but a multi-faceted experience that equips students with the skills they need to meet and exceed educational standards.</p> <p>For instance, in the unit on ordering in a restaurant, students apply their understanding of polite form and nouns to read German menus and interpret customer reviews. Similarly, in the fashion and shopping unit, the focus on adjective endings and conjunctions empowers students to describe clothes and comprehend the nuances in conversations about clothing preferences. This tailored approach across units ensures that students not only learn the grammatical structures and cultural context but also can readily apply this knowledge to understand and respond to authentic texts in German.</p>	
	<p>Use metalanguage to reflect on and evaluate</p>	<p>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</p>	<p>Unit 1: Ordering in a Restaurant</p>

	<p>target language structures and features in texts</p>	<p>Each unit uses various grammar and terminology (the language system) to build skills in understanding and responding to German language contexts (the target language texts), such as ordering in a restaurant or asking for directions. The metalanguage (grammar points in each unit) enables reflection and evaluation of the German language structures used in those specific situations. For example, the comprehension topics in unit one enable students to reflect on and evaluate how the polite form of nouns and cases function within the context of conversations in a restaurant.</p> <ul style="list-style-type: none"> ● Unit 01: Ordering in a Restaurant: In this unit, students learn about asking questions, nouns, and formality. They can use metalanguage to reflect on how these grammatical choices influence the meaning and register in texts. For example, they can discuss how the use of the polite form of nouns can affect the tone and politeness of a request in a restaurant setting. <p>Intermediate Level - "Use metalanguage to compare texts to identify how differences in grammar and text features determine the nature of formal and informal texts." (NESA)</p> <ul style="list-style-type: none"> ● Unit One: "Ordering in a Restaurant", students might compare formal and informal ways of asking for the price of something or requesting the bill. ● In Unit Four: "Going on Holiday", they could identify formal phrases used in a hotel booking process versus informal language utilised in discussing holiday plans. ● In Unit Nine: "At the Doctor's", the emphasis could be on comparing the formal language of discussing health problems with a doctor to the informal language one might use describing the same issues to a friend or family member. 	<p>Unit 2: Fashion and Shopping for Clothes</p> <p>Unit 3: My Town and Giving Directions</p> <p>Unit 4: Going on Holiday</p> <p>Unit 5: Party Time</p> <p>Unit 6: Meals - Organising an Outing with Friends</p> <p>Unit 7: Daily Routine</p> <p>Unit 8: Talking about Hobbies</p> <p>Unit 9: At the Doctor's</p> <p>Unit 10: Past Holidays</p>
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		<ul style="list-style-type: none"> • By using metalanguage in these ways across the units, students could enhance their understanding of the nuances and appropriateness of different forms of language in diverse contexts. Hence, they would acquire a good foundation in recognising and producing both formal and informal texts in German. <p>Advanced Level - "Use metalanguage to explain grammatical forms to others." (NESA)</p> <ul style="list-style-type: none"> • in Unit 1: "Ordering in a Restaurant," students might explain the usage of polite forms and nouns in German food orders. • In Unit Three: "My Town and Giving Directions," they could articulate the role of prepositions in giving directions. • In this way, students wouldn't just be learning, but also teaching grammatical forms, enhancing their understanding and mastery over German language structures and their ability to articulate these concepts in metalanguage. 	
<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</p>	<p>Each unit immerses students in distinct aspects of German culture and societal exchanges, thereby offering an understanding of language in context, not merely vocabulary or grammar. This content descriptor is exemplified through the themes addressed in each unit, ranging from restaurant etiquette and fashion to daily routines and hometown descriptions. These themes allow students to observe how cultural elements and language use interact to shape identities.</p> <p>For instance, studying fast-food trends in Germany or Austria provide insight into cultural practices and values impacting German speakers' identities. Themes such as holiday traditions or hobbies reveal relevant cultural values and perspectives, illustrating how language and culture are intertwined. The defined learning outcomes, comprehension topics, grammar points, and cultural focuses in each unit</p>	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<p>offer a holistic approach to developing students' intercultural understanding through learning German.</p>	
	<p>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p>Beginner - “Develop the capability to reflect on and engage with difference.” (NESA)</p> <ul style="list-style-type: none"> • Unit 1: "Ordering in a Restaurant" In this unit, beginners can learn about the cultural differences in dining etiquette and food preferences between their own culture and the German culture. For example, they can reflect on the differences in common phrases used when arriving at a restaurant, ordering food, and asking for the bill. They can also engage with these differences by practising these phrases and understanding a German menu. <p>Intermediate - “Question and discuss stereotypes found in texts.” NESA</p> <ul style="list-style-type: none"> • Unit 02: "Clothing" Intermediate students can use this unit to question and discuss stereotypes found in texts about style and fashion choices in Germany. They can compare these with their own culture and discuss why these stereotypes exist. They can also reflect on how language is used to describe clothing and fashion in different cultures. <p>Advanced - “Develop a metalanguage for discussing the relationship between language and culture.” (NESA)</p> <ul style="list-style-type: none"> • Unit 09: "At the Doctor's" Advanced students can use this unit to develop a metalanguage for discussing the relationship between language and culture. They can analyse how language is used to describe health problems, visits to a doctor or pharmacy, and giving advice on health issues in German culture. They can also compare this with how these topics are discussed in their own culture. This can help them understand the deeper cultural meanings and values that are embedded in language. 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>



Creating Texts

(Speaking, Writing)

Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Units
Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience	Create informative texts to describe experiences and share information about their own and others' personal worlds	<p>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</p> <p>Suggested Unit - "Unit 5: Party Time" Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</p> <p>Suggested Unit - "Unit 04: Places and Directions" Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p>	<p>Unit 1: Ordering in a Restaurant</p> <p>Unit 2: Fashion and Shopping for Clothes</p> <p>Unit 3: My Town and Giving Directions</p> <p>Unit 4: Going on Holiday</p> <p>Unit 5: Party Time</p> <p>Unit 6: Meals - Organising an Outing with Friends</p> <p>Unit 7: Daily Routine</p> <p>Unit 8: Talking about Hobbies</p> <p>Unit 9: At the Doctor's</p> <p>Unit 10: Past Holidays</p>

		<p>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</p> <p>Suggested Unit: "Unit 5: Party Time" Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>	
	<p>Create imaginative texts</p>	<p>Beginner - "a picture book to recount a past holiday".(NESA)</p> <p>"Unit 10: Past Holidays"</p> <ul style="list-style-type: none"> Students can use the vocabulary and grammar lessons to learn how to describe their past holidays. They can then apply this knowledge to create a picture book. For example, they can use past tenses to describe what they did on their holiday. The vocabulary lists can help them find the right words to describe the places they visited, the food they ate, and the people they met. <p>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</p> <p>"Unit 04: Going on Holiday"</p> <ul style="list-style-type: none"> The content learnt in this unit can be used to create a short film about the importance of sustainable tourism, a topic of global significance. Students can use the vocabulary and grammar lessons to script dialogues and narrations for their film. The future tense grammar lessons can be particularly useful 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<p>for describing future plans for sustainable tourism. The cultural focus on German hotels and holidays can provide a context for the film.</p> <p>Advanced - “a short story to describe a day in the life of a typical student.”(NESA)</p> <p>"Unit 7: Daily Routine"</p> <ul style="list-style-type: none"> • How to use: This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The "Reflexive Verbs" grammar lessons can be used to describe daily activities, and the vocabulary lists can help students describe the specifics of their routines. • The cultural focus on Life on Sundays and working life can provide additional context for the story. The "Listening Comprehension" and "Reading Comprehension" lessons can provide examples of how to structure the story. <p>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practise real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</p>	
<p>Create persuasive texts</p>		<p>Beginner - “a tourist brochure to attract travellers to Australia.”(NESA)</p> <ul style="list-style-type: none"> • Suggested "Unit 03: Places and Directions" Example: Students can use the vocabulary and grammar learned in this unit to describe a town, its features, attractions, and activities it has to offer. They can then apply this knowledge to create a persuasive tourist brochure for a town in Australia, using descriptive language to highlight its 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends</p>

		<p>attractions and activities. For instance, they could use Directions, cases and prepositions to give directions to popular tourist spots.</p> <p>Intermediate - “an advertisement to encourage people to adopt a healthy lifestyle.”(NESA)</p> <ul style="list-style-type: none"> • Suggested "Unit 2: Fashion and Shopping for Clothes" and "Unit 09: At the Doctor's" Example: Students can use the vocabulary and grammar learned in these units to discuss shopping, common ailments, and suggestions for a healthy lifestyle. They can then apply this knowledge to create a persuasive advertisement encouraging people to adopt a healthy lifestyle, using compelling language to highlight the benefits of healthy eating and regular check-ups. <p>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</p> <ul style="list-style-type: none"> • Suggested Unit: "Unit 06: Organising an Outing with Friends" Example: Students can use the vocabulary and grammar learned in this unit to discuss their favourite activities and plans. They can then apply this knowledge to create a persuasive speech or article about a topic of personal significance, using persuasive language to highlight the importance of the topic and encourage others to take action. 	<p>Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>
<p>Plan, construct and edit texts</p>		<p>Beginne - “ Plan, construct and edit texts” (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 01: Ordering in a Restaurant" Learning outcomes for this unit include using appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a German menu. Students can practise using cohesive devices to sequence and link ideas and actions in these contexts. Please note that while this unit may not explicitly teach 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends</p>

		<p>cohesive devices, students can still practise using them in these activities. For example, they can use words like "first," "next," and "finally" to sequence ideas in their restaurant dialogue, or words like "therefore" and "as a result" to link ideas in their persuasive essay.</p> <p>Intermediate - "Use appropriate language register, style and effective layout to achieve purpose." (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 03: Places and Directions" The learning outcomes for this unit include describing a town, including its features and/or attractions, asking for directions, giving directions, and describing the kinds of activities a town has to offer. Students can practise using appropriate language register and style in these contexts. For example, they can write a formal letter asking for directions or create an informal dialogue between friends discussing places to visit. The effective layout can be practised by organising their writing in a logical manner, such as starting with an introduction, followed by the main content, and ending with a conclusion or a request. <p>Advanced - "Use factual evidence to support an argument." (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 09: At the Doctor's" The learning outcomes for this unit include naming and listing basic body parts, describing common ailments and injuries, understanding a medical professional's treatment recommendations, asking questions about medical treatment, and giving suggestions for a healthy lifestyle. Students can practise using factual evidence to support an argument in these contexts. For example, they can write a persuasive essay on the importance of regular health check-ups, using facts and statistics as evidence to support their argument. They can also use the 	<p>Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>
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		<p>information learned in the unit about common ailments and treatments to provide factual evidence in their writing.</p>	
<p>Applying knowledge of language systems to create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> • Use a wide range of features of the sound system to create spoken texts • Use a wide range of sound-symbol correspondences to create written texts 	<p>The Intermediate units offer a comprehensive set of resources designed to help students engage with language systems in real-world contexts. Ranging from restaurant ordering to health discussions, each unit includes interactive lessons, quizzes, and assessments focusing on listening, speaking, and writing skills. Teachers can amplify the learning experience through role-play, writing assignments, and cultural context discussions. These units equip students to create various types of texts while gaining a deep understanding of vocabulary, grammar, and the sound system of the language.</p> <p>Within these units, students have the opportunity to develop their listening and speaking comprehension by engaging with the sound system of the language. Writing exercises within each unit also allow students to create context-relevant written texts.</p> <p>Teachers can maximise the effectiveness of these units by:</p> <ul style="list-style-type: none"> • Encouraging students to practise speaking through role-play, presentations, or group discussions using vocabulary and grammar introduced in each unit. • Assigning writing tasks that correlate with the units, such as restaurant reviews, shopping lists, or holiday plans. • Utilising the listening comprehension lessons to deepen students' grasp of pronunciation, intonation, and rhythm. • Incorporating cultural elements to give students a broader understanding of the context in which the language is used. 	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>



	<p>Adjust and adapt vocabulary from a wide range of themes to create texts</p>	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none">1. Comprehensive Vocabulary Glossaries: EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.2. Thematic Vocabulary: EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant.3. Multimedia Resources: EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.4. Interactive Activities: The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts	<p>Vocabulary Glossary in each unit</p> <p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>
	<p>Control and manipulate a range of structures and</p>	<p>The EP units focus on practical, real-world scenarios like dining, shopping, and travel. These topics give students the</p>	<p>Unit 1: Ordering in a Restaurant</p>

<p>features of the grammatical system to create texts</p>	<p>opportunity to control and manipulate various grammatical structures and features, fulfilling the descriptor.</p> <ul style="list-style-type: none"> • Ordering in a Restaurant: Polite forms and noun cases align with creating texts focused on dining. • Fashion and Shopping for Clothes: Adjective endings and conjunctions align with fashion-related spoken and written texts. • My Town and Giving Directions: Prepositions align with creating texts about locations and directions. • Going on Holiday: Future tense aligns with making reservations and discussing holiday plans. • Party Time: Use of pronouns, auxiliary verbs, and cases aligns with planning and discussing parties. • Organising an Outing with Friends: Question words and conjugations of 'haben' align with making plans. • Daily Routine: Sentence structure and conjugations align with daily routine descriptions. • Talking about Hobbies: Comparative and superlative forms align with discussing hobbies and interests. • At the Doctor's: Reflexive verbs and imperatives align with healthcare scenarios. • Past Holidays: Past tenses align with describing past events and holidays. 	<p>Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>
<p>Use a range of structures and features of the target language writing system to create written texts</p>	<p>Unit 1: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Structures: Polite form, nouns and cases. • Features: Menu vocabulary, price discussions. • Alignment: Students can use language structures learnt in the unit for formality while engaging with features like menu terms. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> • Structures: Adjective endings, conjunctions. • Features: Clothing vocabulary, pricing. • Alignment: Students can use language structures learnt in the unit to describe attire with appropriate adjectives and connect sentences using conjunctions. 	

		<p>Unit 3: My Town and Giving Directions</p> <ul style="list-style-type: none"> Structures: Directions and cases, prepositions. Features: Town landmarks, directions vocabulary. Alignment: Students can use language structures learnt in the unit to employ cases and prepositions and to describe landmarks and give directions. <p>Unit 4: Going on Holiday</p> <ul style="list-style-type: none"> Structures: 'Mit' & dative, future tense. Features: Vacation activities, hotel-related terms. Alignment: Students can use future tense and dative forms learnt in the unit to discuss vacation plans and accommodations. <p>Unit 5: Party Time</p> <ul style="list-style-type: none"> Structures: Pronouns, auxiliary verbs, dative and accusative. Features: Party terms, invitation wording. Alignment: Students integrate multiple language structures learnt in the unit in creating party invitations and plans. <p>Unit 6: Organising an Outing with Friends</p> <ul style="list-style-type: none"> Structures: Dative prepositions, question words. Features: Activity terms, invitation language. Alignment: Students can use language structures learnt in the unit to form questions for planning activities and issue invitations using dative prepositions. <p>Unit 7: Daily Routine</p> <ul style="list-style-type: none"> Structures: Verb conjugations, sentence structure. Features: Routine activities, daily schedules. Alignment: Students can use language structures learnt in the unit to articulate daily routines, deploying a variety of sentence structures. <p>Unit 8: Talking about Hobbies</p> <ul style="list-style-type: none"> Structures: Comparative, superlative. Features: Hobbies vocabulary, preference language. Alignment: Students use comparative forms learnt in the unit to express preferences among different hobbies. 	
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		<p>Unit 9: At the Doctor's</p> <ul style="list-style-type: none"> Structures: Reflexive verbs, imperative. Features: Medical terminology, treatment options. Alignment: Students can use language structures learnt in the unit to converse about health issues, employing reflexive verbs and imperative forms. <p>Unit 10: Past Holidays</p> <ul style="list-style-type: none"> Structures: Countries, past tenses. Features: Holiday destinations, activities. Alignment: Students can use language structures learnt in the unit to recount previous holidays using past tense and specifying locations. 	
<p>Applying knowledge of the target language culture(s) to create texts</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</p>	<p>While each unit has distinct themes and learning outcomes, they all present opportunities for students to adjust and adapt language in a manner that is culturally sensitive and appropriate.</p> <p>Unit 01: Ordering in a Restaurant</p> <p>Cultural Focus: Politeness in ordering and understanding food culture in Germany and Austria.</p> <p>Unit 02: Fashion and Shopping for Clothes</p> <p>Cultural Focus: Traditional clothing like dirndl and lederhosen, cultural norms in fashion.</p> <p>Unit 03: My Town and Giving Directions</p> <p>Cultural Focus: Public transport and urban life in Germany.</p> <p>Unit 04: Going on Holiday</p> <p>Cultural Focus: Famous monuments and holiday practices in Germany.</p>	<p>Unit 1: Ordering in a Restaurant Unit 2: Fashion and Shopping for Clothes Unit 3: My Town and Giving Directions Unit 4: Going on Holiday Unit 5: Party Time Unit 6: Meals - Organising an Outing with Friends Unit 7: Daily Routine Unit 8: Talking about Hobbies Unit 9: At the Doctor's Unit 10: Past Holidays</p>

		<p>Unit 05: Party Time</p> <p>Cultural Focus: Celebrations like Karneval, Fasching, and Fastnacht.</p> <p>Unit 06: Organising an Outing with Friends</p> <p>Cultural Focus: German film, music, and different accents.</p> <p>Unit 07: Daily Routine</p> <p>Cultural Focus: Life on Sunday in Germany, cultural perspectives on weekdays and weekends.</p> <p>Unit 08: Talking about Hobbies</p> <p>Cultural Focus: German and Austrian literature, importance of hobbies.</p> <p>Unit 09: At the Doctor's</p> <p>Cultural Focus: Health insurance systems and medical practices in Germany.</p> <p>Unit 10: Past Holidays</p> <p>Cultural Focus: How Germans spend their holidays, school holiday systems.</p>	
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EP Lesson Recommendations:

For **Year 9-10 German** we would recommend a combination of our **Beginner and Intermediate German courses**. We would also recommend the beginner-Intermediate level video content. Teachers can still assign from higher or lower level content if appropriate.

General notes:

All units have an introduction section which covers key vocab and phrases for the unit.

All units have distinct separate sections to test listening and reading comprehension, writing and speaking.

Units are available in immersion and non-immersion versions. Immersion means all questions and answers for listening, reading, writing and speaking are in the target language. In Non-immersion mode, questions and answers are in English.

We have vocabulary glossaries in a separate folder to support students wanting to revise their vocabulary. In the Teacher's Guide section you can find unit outlines and comprehension transcripts to save you time.

Please see the course maps below:



Education Perfect

Curriculum Map

German

Intermediate German:

Intermediate Low - Intermediate High

[Unit 1: Ordering in a Restaurant](#)

[Unit 2: Fashion and Shopping for Clothes](#)

[Unit 3: My Town and Giving Directions](#)

[Unit 4: Going on Holiday](#)

[Unit 5: Party Time](#)

[Unit 6: Meals - Organising an Outing with Friends](#)

[Unit 7: Daily Routine](#)

[Unit 8: Talking about Hobbies](#)

[Unit 9: At the Doctor's](#)

[Unit 10: Past Holidays](#)

[New Grammar Lessons](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)	
Unit 01: In einem Restaurant bestellen	Immersion Course Material	1. Einleitung: In einem Restaurant bestellen

<p>Unit One: Ordering in a Restaurant</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Communicate about what food they would like to order. • Ask for the price of something. • Ask for the bill. • Understand a German menu. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none"> • People arriving at a restaurant. • Ordering food at a restaurant. • Paying for your food at a restaurant. • Asking about food. • Recommending food. • Restaurant reviews. <p>Grammar points:</p> <ul style="list-style-type: none"> • Polite form. • Nouns and cases. • The 24-hour clock <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Fast food in Germany. • Fast food in Austria. 		<p>2a. Grammatik – Höflichkeitsform: In einem Restaurant bestellen</p> <p>2b. Grammatik – Nomen und Fälle: In einem Restaurant bestellen</p> <p>2c. Grammatik – 24-Stunden-Zählung: In einem Restaurant bestellen</p> <p>3. Hörübungen: In einem Restaurant bestellen</p> <p>4. Leseübungen: In einem Restaurant bestellen</p> <p>5. Schreiben: In einem Restaurant bestellen</p> <p>6. Sprechübungen: In einem Restaurant bestellen</p> <p>7. Extra für Experten: In einem Restaurant bestellen</p>
	<p>Non-Immersion Course Material</p>	<p>1. Introduction: Ordering in a Restaurant</p> <p>2a. Grammar – Polite Form: Ordering in a Restaurant</p> <p>2b. Grammar – Nouns and Cases: Ordering in a Restaurant</p> <p>2c. Grammar – 24 Hour Clock: Ordering in a Restaurant</p> <p>3. Listening Comprehension: Ordering in a Restaurant</p> <p>4. Reading Comprehension: Ordering in a Restaurant</p> <p>5. Writing: At the Restaurant</p> <p>6. Speaking: Ordering in a Restaurant</p> <p>7. Authentic Tasks: Ordering in a Restaurant</p> <p>Unit 10.6: Speaking</p>
	<p>Vocabulary lists</p>	<p>Unit 1: Ordering at a restaurant - Core vocabulary</p> <p>Unit 1: Ordering at a restaurant - Extra vocabulary</p> <p>Unit 1: Ordering at a restaurant - Grammar vocabulary</p>



	Assessments	Immersion Intermediate Unit U1: Ordering in a Restaurant Intermediate Unit 01: Ordering in a Restaurant
Unit 02: Fashion und Kleidung kaufen Unit Two: Fashion and Shopping for Clothes Learning outcomes for this unit: By the end of this unit, students will be able to: <ul style="list-style-type: none">● Describe what people are wearing.● Ask for a piece of clothing at a store.● Ask how much something costs.● Give their opinion on a piece of clothing. Listening and reading comprehension topics: Monologues, conversations, and texts about: <ul style="list-style-type: none">● Describing clothes.● The price of clothing.● Clothing size.● Colours of clothes.● Preferences and dislikes regarding items of clothing.● Returning clothes.● Deciding what to wear. Grammar points: <ul style="list-style-type: none">● Adjective endings.● Conjunctions.● Separable verbs. Cultural focus in this unit:	Immersion Course Material	1. Einleitung: Mode und Shopping 2A. Grammatik - Adjektivendungen: Mode und Shopping 2B. Grammatik - Konjunktionen: Mode und Shopping 2C. Grammatik - Trennbare Verben: Mode und Shopping 3. Hörübungen - Fashion und Kleidung kaufen 4. Leseübungen: Mode und Shopping 5. Schreiben: Mode und Shopping 6. Sprechübungen: Mode und Shopping 7. Extra für Experten: Mode und Shopping
	Non-Immersion Course Material	1. Introduction: Fashion and Shopping for Clothes 2a. Grammar - Adjective Endings: Fashion and Shopping for Clothes 2b. Grammar - Conjunctions: Fashion and Shopping for Clothes 2c. Grammar - Separable Verbs: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 5. Writing: Fashion and Shopping 6. Speaking: Fashion and Shopping for Clothes 7. Authentic Tasks: Fashion and Shopping for Clothes
	Vocabulary lists	Unit 2: Fashion and shopping for clothes - Core vocabulary Unit 2: Fashion and shopping for clothes - Extra vocabulary Unit 2: Fashion and shopping for clothes - Grammar vocabulary



<ul style="list-style-type: none">● Traditional clothing: dirndl, lederhosen und tracht.	Assessments	Immersion Intermediate Unit U2: Fashion and Shopping for Clothes Intermediate Unit 02: Fashion and Shopping for Clothes
<p>Unit 03: Meine Stadt und Wegbeschreibungen geben</p> <p>Unit Three: My Town and Giving Directions</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none">● Describe a town, and what is in the town.● Ask for directions.● Give directions. <p>Listening and reading comprehension topics:</p> <p>Monologues, conversations, and texts about:</p> <ul style="list-style-type: none">● Where someone lives.● What various cities are like.● Giving and asking for directions. <p>Grammar points:</p> <ul style="list-style-type: none">● Directions and cases.● Prepositions. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none">● Cars in Germany.● Public transport in Germany.● Berliner U-Bahn video.	Immersion Course Material	1. Einleitung: Meine Stadt und Wegbeschreibungen geben 2a. Grammatik - Wegbeschreibungen und Fälle: Meine Stadt und Wegbeschreibungen geben 2b. Grammatik - Präpositionen: Meine Stadt und Wegbeschreibungen geben 3. Hörübungen: Meine Stadt und Wegbeschreibungen geben 4. Leseübungen: Meine Stadt und Wegbeschreibungen geben 5. Schreiben: Meine Stadt und Wegbeschreibungen 6. Sprechübungen: Meine Stadt und Wegbeschreibungen geben 7. Extra für Experten: Meine Stadt und Wegbeschreibungen geben
	Non-Immersion Course Material	1. Introduction: My Town and Giving Directions 2a. Grammar - Directions and Cases: My Town and Giving Directions 2b. Grammar - Prepositions: My Town and Giving Directions 3. Listening Comprehension: My Town and Giving Directions 4. Reading Comprehension: My Town and Giving Directions 5. Writing: My Town and Giving Directions 6. Speaking: My Town and Giving Directions 7. Authentic Tasks: My Town and Giving Directions

	Vocabulary lists	Unit 3: My town and giving directions - Core vocabulary Unit 3: My town and giving directions - Extra vocabulary Unit 3: My town and giving directions - Grammar vocabulary
	Assessments	Immersion Intermediate Unit U3: My Town and Giving Directions Intermediate Unit 03: My Town and Giving Directions
<p>Unit 04: In die Ferien fahren</p> <p>Unit Four: Going on Holiday</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Discuss holiday plans. ● Book a hotel or train ticket. ● Complain about problems with a hotel. ● Understand hotel reviews. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none"> ● Holiday plans. ● Making a reservation. ● Hotel bookings, reviews, and complaints. ● Train tickets and timetables. ● Prices for hotels and tickets. ● Travelling. <p>Grammar points:</p>	Immersion Course Material	1. Einleitung: In die Ferien fahren 2a. Grammatik - mit + Dativ: In die Ferien fahren 2b. Grammatik - Das Futur: In die Ferien fahren 3. Hörübungen: In die Ferien fahren 4. Leseübungen: In die Ferien fahren 5. Schreiben: In die Ferien fahren 6. Sprechübungen: In die Ferien fahren 7. Extra für Experten: In die Ferien fahren
	Non-Immersion Course Material	1. Introduction: Going on Holiday 2a. Grammar - mit + dative: Going on Holiday 2b Grammar - Future Tense: Going on Holiday 3. Listening Comprehension: Going on Holiday 4. Reading Comprehension: Going on Holiday 5. Writing: Going on Holidays 6. Speaking: Going on Holiday 7. Authentic Tasks: Going on Holiday
	Vocabulary lists	Unit 4: Going on holiday - Core vocabulary Unit 4: Going on holiday - Extra vocabulary
	Assessments	Immersion Intermediate Unit U4: Going on Holiday Intermediate Unit 04: Going on Holiday

<ul style="list-style-type: none"> ● 'Mit' & dative. ● Future tense. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> ● Famous monuments in Germany, Austria, and Switzerland. ● Christmas holidays. 		
<p>Unit 05: Partyzeit Unit Five: Party Time</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Invite someone to their party. ● Ask for details about someone else's party. ● Discuss presents for the party host. ● Talk about how they liked the party. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none"> ● Different types of parties, especially birthdays. ● Presents. ● Invitations. ● Attending a party. ● Planning a party. ● Party activities. <p>Grammar points:</p> <ul style="list-style-type: none"> ● Pronouns. ● Auxiliary verbs. ● Dative and accusative. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> ● Karneval, Fasching, and Fastnacht. ● Frohe Ostern (Happy Easter). 	<p>Immersion Course Material</p>	<p>1. Einleitung: Partyzeit 2a. Grammatik - Pronomen: Partyzeit 2b. Grammatik - Hilfsverben: Partyzeit 2c. Grammatik - Dativ und Akkusativ: Partyzeit 3. Hörübungen: Partyzeit 4. Leseübungen: Partyzeit 5. Schreiben: Partyzeit 6. Sprechübungen: Partyzeit 7. Extra für Experten: Partyzeit</p>
	<p>Non-Immersion Course Material</p>	<p>1. Introduction: Party Time 2a. Grammar - Pronouns: Party Time 2b. Grammar - Auxiliary Verbs: Party Time 2c. Grammar - Dative and Accusative: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time 5. Writing: Party time 6. Speaking: Party Time 7. Authentic Tasks: Party Time</p>
	<p>Vocabulary lists</p>	<p>Unit 5: Party time - Core vocabulary Unit 5: Party time - Extra vocabulary Unit 5: Party time - Grammar vocabulary</p>
	<p>Assessments</p>	<p>Immersion Intermediate Unit U5: Party Time Intermediate Unit 05: Party Time</p>



Unit 06: Ein Treffen mit Freunden organisieren Unit Six: Meals - Organising an Outing with Friends Learning outcomes for this unit: By the end of this unit, students will be able to: <ul style="list-style-type: none">● Ask someone to join them for an activity.● Arrange a time and place to meet up.● Talk about activities that they like.● Accept or turn down an invitation. Listening and reading comprehension topics: Monologues, conversations, and texts about: <ul style="list-style-type: none">● Planning an activity.● Deciding where and when to do something.● Inviting someone to do an activity.● Accepting and declining invitations.● Suggesting an activity. Grammar points: <ul style="list-style-type: none">● Dative prepositions regarding location.● Question words, and word order in questions.● Conjugations of 'haben'. Cultural focus in this unit: <ul style="list-style-type: none">● German film and music.● The German language in transition.● Different German accents.	Immersion Course Materials	1. Einleitung: Ein Treffen mit Freunden organisieren 2a. Grammatik - Dativorte: Ein Treffen mit Freunden organisieren 2b. Grammatik - Fragen: Ein Treffen mit Freunden organisieren 2c. Grammatik - Konjugationen von haben: Ein Treffen mit Freunden organisieren 3. Hörübungen: Ein Treffen mit Freunden organisieren 4. Leseübungen: Ein Treffen mit Freunden organisieren 5. Schreiben: Ein Treffen mit Freunden organisieren 6. Sprechübungen: Ein Treffen mit Freunden organisieren 7. Extra für Experten: Ein Treffen mit Freunden organisieren
	Non-Immersion Course Materials	1. Introduction: Organising an Outing 2a. Grammar - Dative Places: Organising an Outing 2b. Grammar - Questions: Organising an Outing 2c. Grammar - Conjugations of haben: Organising an Outing 3. Listening Comprehension: Organising an Outing 4. Reading Comprehension: Organising an Outing 5. Writing: Organising an Outing 6. Speaking: Organising an Outing 7. Authentic Tasks: Organising an Outing
	Vocabulary Lists	Unit 6: Organising an outing with friends - Core vocabulary Unit 6: Organising an outing with friends - Extra vocabulary Unit 6: Organising an outing with friends - Grammar vocabulary
	Assessments	Immersion Intermediate Unit U6: Organising an Outing with Friends

		Intermediate Assessment U6: Organising an Outing with Friends
<p>Unit 07: Alltag Unit Seven: Daily Routine</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Talk about their daily routine. • Ask about someone else’s daily routine. • Talk about what they like to do the most. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none"> • When people get up and go to bed. • A typical school day in different countries. • What people in different countries do in the evening. • What people eat for different mealtimes. • What people’s hobbies are. <p>Grammar points:</p> <ul style="list-style-type: none"> • Conjugations of regular and irregular verbs. • Sentence structure. • Conjugation for a purpose with ‘um’. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Life on Sunday in Germany. • “Closed” Sundays • Lifeswap episode: Sundays in Germany. 	Immersion Course Material	1. Einleitung: Alltag 2a. Grammatik - Konjugationen von regulären und irregulären Verben: Alltag 2b. Grammatik - Syntax: Alltag 2c. Grammatik - Konjunktion für eine Absicht: Alltag 3. Hörübungen: Alltag 4. Leseübungen: Alltag 5. Schreiben: Alltag 6. Sprechübungen: Alltag 7. Extra für Experten: Alltag
	Non-Immersion Course Material	1. Introduction: Daily Routine 2a. Grammar - Conjugations Regular and Irregular Verbs: Daily Routine 2b. Grammar - Sentence Structure: Daily Routine 2c. Grammar - Conjunction for a Purpose: Daily Routine 3. Listening Comprehension: Daily Routine 4. Reading Comprehension: Daily Routine 5. Writing: Daily Routine 6. Speaking: Daily Routine 7. Authentic Tasks: Daily Routine
	Vocabulary lists	Unit 7: Daily routine - Core vocabulary Unit 7: Daily routine - Extra vocabulary Unit 7: Daily routine - Grammar vocabulary
	Assessments	Immersion Intermediate Unit U7: Daily Routine Intermediate Assessment U7: Daily Routine
Unit 08: Über Hobbys sprechen	Immersion Course Material	1. Einleitung: Über Hobbys sprechen 2a. Grammatik - Komparativ: Über Hobbys sprechen



<p>Unit Eight: Talking about Hobbies</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none">• Talk about their hobbies.• Ask about their friend's hobbies.• Say what they like better than someone else.• Say what they like or do best. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none">• What people like to do in their spare time.• What someone is good at.• People's interests, likes, and dislikes.• Comparing different things. <p>Grammar points:</p> <ul style="list-style-type: none">• Comparative.• Superlative.• Conjugations 'aber' and 'obwohl'. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none">• Grimms Märchen.• German and Austrian literature for kids and teenagers.• German newspapers.		<p>2b. Grammatik - Superlativ: Über Hobbys sprechen 2c. Grammatik - Konjunktionen aber und obwohl: Über Hobbys sprechen 3. Hörübungen: Über Hobbys sprechen 4. Leseübungen: Über Hobbys sprechen 5. Schreiben: Über Hobbys sprechen 6. Sprechübungen: Über Hobbys sprechen 7. Extra für Experten: Über Hobbys sprechen</p>
	Non-Immersion Course Material	<p>1. Introduction: Talking about Hobbies 2a. Grammar - Comparative: Talking about Hobbies 2b. Grammar - Superlative: Talking about Hobbies 2c. Grammar - Conjunctions 'aber' and 'obwohl': Talking about Hobbies 3. Listening Comprehension: Talking about Hobbies 4. Reading Comprehension: Talking about Hobbies 5. Writing: Talking about Hobbies 6. Speaking: Talking about Hobbies 7. Authentic Tasks: Talking about Hobbies</p>
	Vocabulary lists	<p>Unit 8: Talking about hobbies - Core vocabulary Unit 8: Talking about hobbies - Extra vocabulary Unit 8: Talking about hobbies - Grammar vocabulary</p>
	Assessments	<p>Immersion Intermediate Unit U8: Talking about Hobbies Intermediate Assessment U8: Talking about Hobbies</p>
<p>Unit 09: In der Arztpraxis Unit Nine: At the Doctor's</p>	Immersion Course Material	<p>1. Einleitung: In der Arztpraxis 2a. Grammatik - Reflexive Verben: In der Arztpraxis 2b. Grammatik - Imperativ: In der Arztpraxis</p>

<p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Tell a doctor what's troubling them. ● Understand a doctor's treatment recommendations. ● Ask questions about the treatment. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none"> ● Visits to a doctor or pharmacy. ● Medical treatments. ● Health issues. ● Accidents. ● Illnesses, burns, broken bones. <p>Grammar points:</p> <ul style="list-style-type: none"> ● Reflexive verbs. ● Imperative. ● 'Seit', 'wenn', 'als', 'beim'. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> ● Health insurance in Germany. ● What Germans and Austrians have invented. 		<p>2c. Grammatik - seit, wenn, als, beim: In der Arztpraxis</p> <p>3. Hörübungen: In der Arztpraxis</p> <p>4. Leseübungen: In der Arztpraxis</p> <p>5. Schreiben: In der Arztpraxis</p> <p>6. Sprechübungen: In der Arztpraxis</p> <p>7. Extra für Experten: In der Arztpraxis</p>
	<p>Non-Immersion Course Material</p>	<p>1. Introduction: At the Doctor's</p> <p>2a. Grammar - Reflexive Verbs: At the Doctor's</p> <p>2b. Grammar - Imperative: At the Doctor's</p> <p>2c. Grammar - seit (since), wenn, als, beim: At the Doctor's</p> <p>3. Listening Comprehension: At the Doctor's</p> <p>4. Reading Comprehension: At the Doctor's</p> <p>5. Writing: At the Doctor's</p> <p>6. Speaking: At the Doctor's</p> <p>7. Authentic Tasks: At the Doctor's</p>
	<p>Vocabulary Glossary</p>	<p>Unit 9: At the doctor's - Core vocabulary</p> <p>Unit 9: At the doctor's - Extra vocabulary</p> <p>Unit 9: At the doctor's - Grammar vocabulary</p>
	<p>Assessments</p>	<p>Immersion Intermediate Unit U9: At the Doctor's</p> <p>Intermediate Assessment U9: At the Doctor's</p>



<p>Unit 10: Deine vergangenen Ferien Unit Ten: Past Holidays</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none">● Talk about how and where they spent their most recent holiday.● Ask someone else about their last holiday, and holiday activities.● Talk about the weather, food and people. <p>Listening and reading comprehension topics: Monologues, conversations, and texts about:</p> <ul style="list-style-type: none">● Where and when someone went on holiday.● How someone's holiday was.● What someone did on holiday.● People's holiday plans and wishes.● Different places where one might go on holiday, and related stories. <p>Grammar points:</p> <ul style="list-style-type: none">● Countries.● Past tenses.● Time and dative. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none">● How to holiday like a German.● School holidays in Germany.	<p>Immersion Course Material</p>	<p>1. Einleitung: Deine vergangenen Ferien 2a. Grammatik - Länder: Deine vergangenen Ferien 2b. Grammatik - Vergangenheitszeitformen: Deine vergangenen Ferien 2c. Grammatik - Zeit und Dativ: Deine vergangenen Ferien 3. Hörübungen: Deine vergangenen Ferien 4. Leseübungen: Deine vergangenen Ferien 5. Schreiben: Die letzten Ferien 6. Sprechübungen: Deine vergangenen Ferien 7. Extra für Experten: Deine vergangenen Ferien</p>
	<p>Non-Immersion Course Material</p>	<p>1. Introduction: Past Holidays 2a. Grammar - Countries: Past Holidays 2b. Grammar - Past Tenses: Past Holidays 2c. Grammar - Time and Dative: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays 5. Writing: Past Holidays 6. Speaking: Past Holidays 7. Authentic Tasks: Past Holidays</p>
	<p>Vocabulary Lists</p>	<p>Unit 10: Past holidays - Core vocabulary Unit 10: Past holidays - Extra vocabulary Unit 10: Past holidays - Grammar vocabulary</p>
	<p>Assessments</p>	<p>Immersion Intermediate Unit U10: Past Holidays Intermediate Assessment U10: Past Holidays</p>