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The Language Market – Stage B

How is The Language Market different from other software?

Each stage of The Language Market ...

- has 16 sequenced units with over 200 interactive activities and exercises;
- is self-contained;
- covers a whole year of classroom structured learning;
- was designed by language teachers;
- focuses on form, incorporating explanations, relevant examples and reinforcement activities and exercises;
- observes, within a unit, the methodological principles of orientating, enhancing, synthesising and extending;
- observes the principles of reinforcement and progression within the program;
- can be used progressively where learners follow sequenced language activities that cannot be accessed out of order, except in revision.

How is Stage B different from Stage A?

The Stage B program ...

- expands the use of longer passages of conversational text; provides greater exposure to the notion of sentence structure and grammatical explanations;
- has activities which are function (not vocabulary) driven;
- has units which portray a story:
 - Six young travellers, Chen Ping from China, Felix from Germany, Sakura from Japan, Juliette from France, Jono from Indonesia and Chiara from Italy arrive in the market place as guests.
 - The travellers are hosted by the market place people (Mr Lee, Mimi and Max, Nestor, Ali, Carmen and Tina). Their mascot, Mossie, is full of mischief.



The Language Market – Stage B

- During their adventure, they talk about their interests, ie sport and music, visit a haunted house, furnish and renovate it and then discuss their travels around Australia. They also plan world travel, camping and picnic trips, discussing modes of transport, weather, packing and shopping requirements.
- The story concludes with the friends being invited to and attending a farewell party before leaving.

How can the program be used in the classroom?

The program is self-paced so can be used in many applications such as ...

- a self-contained program in a distant mode learning situation;
- individualised learning;
- small groups in multi-level classes;
- classes with multiple entry, especially in year 8;
- reinforcement for all learners in the classroom and at home;
- a motivation booster for highly computer literate learners;
- a motivation booster for students who are slower on computers.

What does the program provide?

The program ...

- caters for the skills of reading, writing and listening;
- exposes the user to German native speakers;
- fosters and improves listening comprehension of spoken German at natural speed;
- fosters and improves reading comprehension of German texts, including letters and postcards;
- encourages the user to spell German words correctly;
- encourages the user to self-direct his/her learning;
- encourages uninhibited language learning;
- provides opportunities for problem solving and intelligent





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guessing;

- uses a scoring system for each activity to motivate learning and improvement;
- incorporates general knowledge;
- introduces culturally specific information through postcards, language activities and activity tips;
- motivates the user to communicate;
- provides practice for the user, to learn from his/her mistakes;
- has four revision units (Units 4, 8, 13 and 16);
- introduces all functions and vocabulary in a meaningful context through the activities;
- revises and consolidates all functions encountered in each unit, with a focus activity (Mischievous Mossie) which provides:
 - a list of functions from the unit with examples;
 - a cartoon synthesising activity using the functions of the unit in a different context;
- revises and consolidates all vocabulary encountered in each unit, with end of unit exercises which provide:
 - a vocabulary list that is accessible and may be printed;
 - language games to reinforce and consolidate the learning of new vocabulary;
- provides a focus on form, which is introduced through two sequenced intermissions in each unit. These intermissions ...
 - create awareness of some of the grammatical features of German, including gender, definite and indefinite articles, conjugation of regular and irregular verbs in the present tense, agreement of adjectives, prepositions, interrogatives etc;
 - provide short concise relevant grammar explanations in English with examples in German;
 - contain exercises to reinforce grammatical points; and
 - contain exercises in aural discrimination of German sounds.



Installation instructions

Congratulations on choosing The Language Market multimedia program. To start learning your language, we recommend that you follow these steps:

Minimum system requirements for Windows

Windows 95, 98, Me, 2000, NT4 SP3 and later

Pentium 100, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display, Soundblaster or compatible sound card.

Windows installation

1. After starting Windows, place CD into CD-ROM drive.
2. Click "Start".
3. Click "Run".
4. Type D:\README.TXT (where D: is the drive letter of your CD-ROM drive).
5. Click "OK".

Minimum system requirements for Apple Macintosh

(German, French, Italian, Indonesian only)

Apple Macintosh System 8.1 and later

PowerMac, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display.

Apple Macintosh installation

1. After starting MacOS, place CD into CD-ROM drive.
2. Wait for the CD icon to appear on the desktop.
3. Double click the CD icon.
4. Double click the file called "README".

The "README" file will outline the procedures in the installation process.

Once the installation program has started, instructions will appear on your computer screen to guide you through the remainder of the installation.

For technical support, please contact Eduss Asia Pacific Ltd. on 1800 344 633 (AU ONLY) OR +61 7 5597 4600(International).





Starting up

The Language Market is a sequenced program. Each time you access an activity your score will be progressively recorded in your own score file. This file also keeps track of where you are up to, so you don't have to start at the beginning each time you use The Language Market program.

Step 1: Start The Language Market.

- If you are not running The Language Market from a network, the CD-ROM must be in the drive.

Step 2: Answer the question "Do you have a saved score file?"

When using Stage B for the first time, click on this icon.



Step 3: Type your name in the box and press Enter.

Step 4: Choose where you would like to save the file.

- If you always use the same computer, a good place would be the desktop.
- If you change computers a lot, you may wish to save it to a floppy disk.
- If you have networked computers, set up a "Score" folder on the networked drive and save it into the folder.
- If you are unable to change folders, it may be that your system administrator has configured your access privileges via The Language Market preferences file.
- Your name is used to name your file. It is best not to change this convention.

Step 5: Save the file by clicking "OK".

Step 6: Select the first activity from the main menu.



Starting up

OR when you already have a score file, click on this icon.



Step 3: Click on your file from the box.

- If your file is greyed out or does not appear in the box, it has been deleted or moved. You will need to search for the file.

Step 4: Select an activity from the main menu.

Note:

You will need a new file for each language you are learning. You will also need a new file in addition to The Language Market Stage A file you may have saved previously.



Main menu

The main menu is depicted by a market place with 16 characters. Each character represents one learning unit, which consists of up to 15 activities. The characters each hold an item as a guide to what is taught in that unit. The characters reading books represent revision units.

As you progress through the units, you will notice these characters changing. All units, except the current unit, will have a character seated on the grass. As each unit begins, the character will stand up. The unit you are currently working on will be depicted by the standing character who is waving to you.

Click on the waving character to access the activities. The pond is now filled with numbered lily pads, each one containing an activity. Click on the red lily pad for the current activity.



Note:

For ease of use, on the first entry into the main menu, the character for Unit 1 will automatically display the activities without waiting to be clicked on.

The Language Market is a sequenced program, therefore the next activity will only be accessible when you have achieved a satisfactory level of proficiency in the previous activity. You can, of course, select any of the completed activities in any unit.

Green lily pads are inaccessible until the previous activities have been passed. Passed activities are shown as blue lily pads.

Meet the friends



A group of six travellers arrive at the market place to stay with friends and to have an adventure. They are welcomed by Olga and the market place's mischievous mascot, Mossie. Follow these engaging characters as they learn, explore and solve puzzles throughout the units.



The dossiers below show a glimpse of the information to be learned by students as they progress through The Language Market Stage B.



Fact file on Felix

Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Mr Lee
German
15
February
dog
tennis
trumpet



Fact file on Juliette

Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Tina
French
14
January
cat
cycling
clarinet



Fact file on Chiara

Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Carmen
Italian
15
April
koala
swimming
guitar



Meet the friends



Fact file on Jono
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Ali
Indonesian
13
March
horse
basketball
flute



Fact file on Chen Ping
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Nestor
Chinese
14
May
panda
soccer
violin























Fact file on Sakura
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Mimi and Max
Japanese
16
December
frog
judo
drums



Navigation guide

Exit The Language Market		Repeat Last Audio	
Scoreboard		Turn off Repeating Audio	
Tips and Hints		Translation of Last Audio	
Close Tips and Hints Window		Close Translation Window	
Navigation Guide		Vocabulary List for Unit	
Credits		Close Vocabulary List Window	
Close Credits Window		Start or Continue Activity	
Print		Return to Previous Screen	
Return to Main Menu		Proceed to Next Activity	
Return to Previous Menu		Repeat Current Activity	



Conventions

Mouse

All activities use a mouse. Only the left button of the mouse is needed. Only single clicks are needed inside The Language Market.

Mouse Cursor

When the mouse cursor turns into a pointing finger, this indicates that the item may be clicked.

Dragging Items

To drag items, click once and release the mouse button over the item. Move the mouse to where you wish to drop the item. Click and release the mouse again to drop the item. Ensure the mouse pointer is directly over the object you wish to drop item onto.

Entering Text Within an Activity

The Language Market has a special keyboard that will appear on the screen when you are required to enter information when completing an activity. Click on the buttons with your mouse to type the information required.

Translations

If you use the magnifying glass to translate what was said, you will lose points from your score. The exception to this rule is for the initial instructions of how to complete an activity. Translations for instructions are free. Try using the megaphone instead of the magnifying glass when you need help. This will repeat the audio for you without losing any points.

Extra Information

Some activities have extra information. When you see the mortar board appear in an activity, click on it for hints and tips.

Volume

There is a volume control slider at the bottom right corner of every screen. Slide button to the right to increase the volume. Slide to the left to decrease the volume.



Bonus activity types

In every unit, you will find sequenced bonus activities.

Intermissions

Intermission activities consist of three separate exercises which must be completed in order. The exercises are represented by three tents in a camp site. The flashing tent is the activity to be completed next. The other tents will appear grey until they are accessible.

Intermissions contain grammatical features, reinforcements and grammar explanations of the language.

End of Unit Exercises

At the end of every unit is an activity entitled End of Unit Exercises. It contains a list of vocabulary items for that unit and a series of three sequenced exercises to utilise the vocabulary. Objects in the river scene that appear grey are not accessible until the previous exercise has been completed to a satisfactory level.

Mischievous Mossie

Following the End of Unit Exercises is a list of functions for that unit and a cartoon style activity using the functions of the unit in a different context.

Certificate

The last activity of every unit is a personalised certificate that can be printed.



Scoring system

Activity Scoring

As each individual activity is begun, the score panel at the bottom right of the navigation panel shows the score as 0.

As you progress through the activity your score is adjusted. Points are gained for correct answers, and deducted for incorrect answers. Points are also deducted for each use of the translation button (excluding instruction translations, which are free).

At the end of the activity, a score box will display above the navigation panel with your final score converted to a percentage. The percentage is calculated from your final score multiplied by 100, then divided by the perfect score possible for that activity.

If you obtain a perfect score, you will be awarded two stars and a bonus of 50 on top of your 100.

If you pass the activity, but don't quite get a perfect score, you will be awarded only one star.

Whether you obtain one star or two, you will be given the opportunity to continue on to the next activity via the forward pointing finger button. Alternatively, you may return to the main menu and the next lily pad will be red.

If you have not achieved a high enough proficiency to pass the activity, you will not receive any stars. You will not be given the forward pointing finger to continue and you will not be able to progress to the next lily pad from the main menu.

To better your score, try the activity again.



Scoring system

Breakdown of all Scores

To view a breakdown of all your scores, go to the main menu and click the score button (the star).

Your name and overall points for all units are shown at the top of the page. Click each unit number along the top to view scores for all units attempted.

Each unit shows:

Activity Number – made up of the unit and the lily pad number

Times Played – the total number of times this activity has been attempted

Times Passed – the total number of times a proficient level has been gained for this activity

Total Times – the total time you have spent completing this activity for all times attempted

Best Times – the fastest time you have taken to complete this activity

Best Points – the highest points you have achieved attempting this activity

Total – a total of all the best points for each activity within the unit

Activities such as intermissions and end of unit exercises are shown in multiple parts.

Each unit may be printed to keep a paper record of these details.

Alternatively, at the end of every unit there is a personalised certificate to print which shows that you have successfully completed the unit with your score for that unit.

Unit 1

Unit Welcome to the market place
Topics Animals, Colours, Countries, Greetings,
Numbers 1 – 100, Personal identification

Field/Theme Personal and community life, The international world

Activities and objectives



1 Where are the market people?

Objective: to revise greetings;
to introduce the names of countries;
to revise how to ask where people are, using du, ihr
and Sie;
to teach how to say what country you and other
people are in.

2 The market people are great globe trotters

Objective: to reinforce the names of countries;
to reinforce how to say what country someone is in.

3 Intermission

Objective: to review the conjugation of the irregular verb sein in the
present tense;
to review personal pronouns in the nominative case;
to consolidate sentence word order with the verb as
second element.

4 At the airport: identifying luggage

Objective: to revise colours, the numbers 1 – 10 and the interrogative
wie viele;
to consolidate the use of the personal pronouns du, ihr,
Sie and wir;
to revise how to introduce friends.

5 A faulty departure board

Objective: to revise numbers greater than 10;
to consolidate the names of countries.

6 The visitors collect their passports

Objective: to introduce nationalities;
to teach how to say what nationality you are.

7 At the lost property office: where is Felix's suitcase?

Objective: to reinforce and consolidate the vocabulary and functions
of Activities 1 – 6.



- 8 Intermission
Objective: to teach the masculine and feminine forms for nationalities;
to review the pronouns sie (she, they) and Sie (you);
to discriminate aurally between the German sounds /i/ and /i:/.
9 The visitors choose their favourite animal
Objective: to revise the names of animals;
to revise how to ask and say what your favourite pet is.
10 The visitors become better acquainted
Objective: to revise the names of months;
to consolidate how to ask and say personal details including nationality and age.
11 A postcard from Eva in Italy
Objective: to listen to, read and understand information on a postcard;
to present cultural information about Italy;
to revise vocabulary for colours and clothing.
12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
13 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
14 Certificate



Vocabulary

China	China
Chinese sein	to be Chinese (m)
Deutscher sein	to be German (m)
Deutschland	Germany
Frankreich	France
Französin sein	to be French (f)
der Freund – die Freunde, die Freundin-nen	friend-s (m/f)
der Frosch	frog
das Gepäck	luggage
der Hund	dog
Indonesien	Indonesia
Indonesier sein	to be Indonesian (m)
Italien	Italy
Italienerin sein	to be Italian (f)
Japan	Japan
Japanerin sein	to be Japanese (f)
die Katze	cat
der Koffer – die Koffer	suitcase-s
das Land	country
das Lieblingstier	favourite animal
die Nationalität	nationality
der Panda	panda
das Pferd	horse
der Reisepass	passport
die Tasche-n	bag-s
das Tier – die Tiere	animal-s
wo	where



Focus on functions

How to ask a person where he/she is:	Wo bist du?
How to say in which country you are:	Wo sind Sie?
How to say in which country someone is:	Ich bin in China.
	Wir sind in Deutschland.
	Er ist in Italien.
	Sie ist in Frankreich.
	Sie sind in Japan.
How to introduce a friend:	Das ist mein Freund Jono.
	Das ist meine Freundin Chiara.
	Das ist unsere Freundin Sakura.
	Welche Nationalität hast du?
How to ask a person which nationality he/she is:	
How to say which nationality you are:	Ich bin Chinese.
	Ich bin Französin.
	Ich bin Deutscher.
How to ask a person what his/her favourite animal is:	Was ist dein Lieblingstier?
How to say what your favourite animal is:	Mein Lieblingstier ist der Panda.
	Mein Lieblingstier ist die Katze.

Form

- Conjugation of the irregular verb sein in the present tense
- Interrogatives: wo, welcher, was
- Nationalities: masculine and feminine forms
- Personal pronouns in the nominative case
- Possessive adjectives mein, dein, unser in the nominative case
- Pronunciation of the German sounds /i/ and /i:/

Unit 2

Unit Topics The friends are sports fans
Sports and other leisure activities, Days of the week

Field/Theme Leisure and recreation



Activities and objectives

- 1 What sports do the friends play?
Objective: to revise vocabulary for sports and hobbies;
to teach how to ask and say what you do in your spare time.
- 2 The mascot plays a trick
Objective: to reinforce and enhance sports vocabulary;
to teach how to say you do not like playing a particular sport;
to revise how to say you play/do not play a particular sport.
- 3 Intermission
Objective: to teach the conjugation of the regular verb spielen in the present tense;
to teach negatives using nicht;
to discriminate aurally between the German sounds /a:/ and /ɛ:/.
- 4 How often do the friends play sport?
Objective: to introduce time phrases oft, manchmal, jeden Tag, montags etc;
to teach how to ask and say how often you play a particular sport.
- 5 Help Olga prepare a frequency graph
Objective: to reinforce time phrases;
to revise vocabulary for the days of the week and sports;
to teach how to say what activity you do on a particular day.
- 6 What do the market people like doing?
Objective: to introduce and revise vocabulary for other leisure activities;
to teach how to ask if someone has a hobby;
to teach how to say you like doing a particular activity;
to teach how to ask others what they like doing.



- 7 Let's clean up the place
Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6;
to teach how to ask someone if he/she does a particular activity or sport.
- 8 Intermission
Objective: to teach the conjugation of the irregular verbs lesen and tun in the present tense;
to teach sentence word order.
- 9 Agus sends a postcard from Indonesia
Objective: to listen to, read and understand information on a postcard;
to present cultural information about Indonesia;
to revise nationalities, sports, names of cars and the days of the week;
to reinforce and consolidate the functions of the unit.
- 10 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 11 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 12 Certificate



Vocabulary

das Basketballfeld	basketball court
Briefmarken sammeln	to collect stamps
Computer-Spiele spielen	to play computer games
einmal pro Woche	once a week
Fahrrad fahren/du fährst	to ride a bicycle/to go cycling
Fahrrad	
fernsehen/du siehst fern	to watch television
die Freizeit	spare time
das Hobby	hobby
jeden Tag	every day
Judo machen	to do judo
der Judoraum	judo room
lesen/du liest	to read
links	left
manchmal	sometimes
mit	with
nichts tun	to do nothing, to rest
oft	often
die Radrennbahn	velodrome
rechts	right
das Schwimmbad	swimming pool
schwimmen	to swim
der Tennisplatz	tennis court
viermal pro Woche	four times a week

Focus on functions

How to ask a person what he/
she does in his/her spare time:

How to say what you do in
your spare time:

How to ask a person if he/she
does an activity or plays a sport:

Was machst du in deiner Freizeit?

Ich höre Musik.

Ich mache Judo.

Ich spiele Tennis.

Hörst du Musik?

Machst du Judo?

Spielst du Tennis?



Focus on functions (cont)

How to say what activities you do:	Ich höre Musik. Ich spiele Computer-Spiele.
How to ask a person if he/she does something often:	Hörst du oft Musik? Machst du oft Judo? Spielst du oft Tennis?
How to say how often you do an activity:	Ich spiele oft Tennis. Ich höre jeden Tag Musik. Ich mache zweimal pro Woche Judo. Ich spiele manchmal Klavier.
How to ask a person what he/she likes doing:	Was machst du gern?
How to say you like doing something:	Ich spiele gern Tennis. Wir sammeln gern Briefmarken.
How to say you don't like doing something:	Ich spiele nicht gern Fußball. Ich höre nicht gern Musik. Wir machen nicht gern Judo.
How to say what activity you do regularly on a particular day of the week:	Sonntags spiele ich Tennis. Ich schwimme samstags.

Form

- Conjugation of the regular verb spielen and the irregular verbs lesen and tun in the present tense
- Expressions gern and nicht gern
- Interrogative was
- Negative nicht
- Pronunciation of the German sounds /a:/ and /e:/
- Time phrases oft, manchmal, jeden Tag, montags etc
- Verbs hören and machen in the present tense
- Word order

Field/Theme Leisure and recreation

Activities and objectives



1 All the friends are musicians

Objective: to introduce the names of musical instruments;
to teach how to ask if you play a musical instrument;
to teach how to ask and say what musical instrument
you play.

2 Which instrument is this?

Objective: to reinforce the names of musical instruments;
to consolidate the use of the indefinite article in the
nominative case;
to teach how to ask about and identify different musical
instruments.

3 Intermission

Objective: to consolidate the conjugation of the verb spielen in the
present tense;
to create awareness of the grammatical terms first/second
person singular etc;
to discriminate aurally between the German sounds
/u:/ and /y:/.

4 Can the market people join the band?

Objective: to reinforce and synthesise vocabulary and functions from
previous activities;
to teach how to ask someone if he/she is good
at something;
to teach how to say how well you and others play a
musical instrument;
to teach how to say you and others play or do not play a
musical instrument.

5 Choose the instruments for the band

Objective: to revise the expressions gern and nicht gern haben;
to synthesise vocabulary for musical instruments;
to revise the use of the indefinite article in the
nominative case.

- 6 The mascot ruins the poster
Objective: to read and understand the components of a poster, by reconstructing its text.
- 7 Intermission
Objective: to create awareness of the notion of gender;
to revise the gender of nouns encountered in the unit;
to reinforce the position of time phrases in a sentence;
to review the indefinite article in the nominative case.
- 8 It's concert time!
Objective: to synthesise the vocabulary of Activities 1 – 6;
to reinforce the use of er spielt and sie spielt.
- 9 Four musicians introduce themselves
Objective: to synthesise vocabulary and language forms of the unit;
to listen to and understand information in an extended passage.
- 10 A letter from Itsuko
Objective: to listen to, read and understand information in a letter;
to present cultural information about Japan;
to consolidate musical instrument vocabulary;
to reinforce and consolidate the functions of the unit.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

die Band	band
das Cello	cello
die Flöte	flute
gibt es ...?	is there ...?/are there ...?
die Gitarre	guitar
die Klarinette	clarinet
die klassische Musik	classical music
das Klavier	piano
das Konzert – die Konzerte	concert-s
die Mundharmonika	mouth organ
das Musikinstrument – die Musikinstrumente	musical instrument-s
die Popmusik	pop music
das Saxophon	saxophone
die Trommel-n	drum-s
die Trompete	trumpet
üben	to practise
die Violine	violin
wann	when
wer	who
wo	where

Focus on functions

How to ask a person if he/she plays a musical instrument:

Spielst du ein Musikinstrument?

How to ask a person which musical instrument he/she plays:

Welches Musikinstrument spielst du?

How to say which musical instrument you play:

Ich spiele Klavier.



Focus on functions (cont)

How to say that you do not play a musical instrument:	Ich spiele nicht Klavier.
How to say which musical instrument he/she plays:	Er/Sie spielt Violine.
How to ask which instrument it is:	Welches Instrument ist das?
How to say what the instrument is:	Das ist eine Violine. Das ist ein Klavier.
How to ask a person if he/she is good at something:	Spielst du gut Klavier? Schwimmst du gut?
How to say you do something well:	Ich spiele gut Klavier. Ich spiele gut Basketball.
How to say he/she is good at something:	Er/Sie schwimmt gut.
How to say you are not good at something:	Ich spiele nicht gut Klavier. Ich schwimme nicht gut.
How to say he/she is not good at something:	Er schwimmt nicht gut. Sie spielt nicht gut Tennis.

Form

- Conjugation of the regular verb spielen in the present tense
- Expressions gut/nicht gut spielen; Klavier spielen etc
- Gender of nouns
- Indefinite article in the nominative case
- Interrogative welcher
- Negatives
- Pronunciation of the German sounds /u:/ and /y:/
- Word order with time phrases

Unit 4

Unit Games galore!
Topics Revision of topics in Units 1 – 3, Directions,
Months and days of the week



Field/Theme Personal and community life, The international world,
Leisure and recreation

Activities and objectives

- 1 Flag and country riddles
Objective: to revise colours and names of countries;
to present cultural and geographical information about
six countries.
- 2 Matching up the messages
Objective: to revise vocabulary for sports and other leisure activities;
to revise the 3rd person singular and plural of verbs in the
present tense;
to revise how to say what leisure activities people do and
like doing.
- 3 Musical chairs
Objective: to revise the names of musical instruments.
- 4 Intermission
Objective: to review irregular verb patterns in the present tense;
to consolidate the position of time phrases in a sentence;
to review the gender of nouns encountered in the unit;
to create awareness of the capitalisation of nouns.
- 5 The relay race of opposites
Objective: to reinforce how to say what sports and hobbies you like
and do not like;
to reinforce how to say how well you do something.
- 6 Who has which hobbies?
Objective: to synthesise vocabulary for sports and hobbies;
to retrieve information by solving a puzzle.
- 7 The artist's palette
Objective: to revise colours.
- 8 Intermission
Objective: to teach the conjugation of the irregular verbs *fahren*,
sehen and *haben* in the present tense;
to discriminate aurally between the German sounds
/d/ and /t/.



- 9 Mystery trips on the underground: find your destination
Objective: to revise and enhance colours;
to revise directions.
- 10 Participate in the market people's obstacle race
Objective: to synthesise the topics: numbers, leisure activities,
months, days of the week, colours, countries
and capitals.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.
- 12 Certificate



Vocabulary

das Basketballstadion	basketball stadium
Beijing	Beijing
Berlin	Berlin
die Briefmarke-n	stamp-s
chinesisch	Chinese
die Computer-Spiele (pl)	computer games
deutsch	German
die Fahne	flag
französisch	French
das Fußballstadion	soccer stadium
indonesisch	Indonesian
italienisch	Italian
Jakarta	Jakarta
japanisch	Japanese
die Joggingstrecke	jogging circuit
der Judoclub	judo club
der Kreis	circle
das Leichtathletikstadion	track and field stadium
Paris	Paris
die Radrennbahn (das Velodrom)	velodrome
die Rollschuhbahn	rollerskating rink
Rom	Rome
der Sport	sport
Tokio	Tokyo
die Utergrundbahnstation	underground station
das Volleyballfeld	volleyball court



Form

- Conjugation of irregular verbs fahren, sehen and haben in the present tense
- Expressions gern and nicht gern
- Pronunciation of the German sounds /d/ and /t/
- Word order

Field/Theme Personal and community life, The imaginative world



Activities and objectives

1 What's behind the door?

Objective: to introduce vocabulary for the rooms and various parts of a house;
to introduce the prepositions in and hinter;
to teach how to ask and say where people are.

2 Juliette's dream house

Objective: to reinforce vocabulary for the rooms of a house;
to revise how to ask and say what something is.

3 In which room is the mascot?

Objective: to consolidate vocabulary for the rooms of a house;
to teach how to say which floor something is on;
to introduce the preposition in with the definite article in the dative case.

4 Intermission

Objective: to discriminate aurally between the German sounds /s/ and /z/;
to create awareness of how feminine plural nouns are formed;
to review the gender of nouns encountered in the unit;
to create awareness of prepositions in, hinter, auf etc with the dative case.

5 The Ghost's dream house

Objective: to introduce vocabulary for different types of housing;
to introduce ich möchte with the infinitive;
to teach how to ask and say what type of house you live in;
to teach how to ask and say what type of house you would like/would not like to live in.

6 The friends make plans to occupy the house

Objective: to reinforce and extend vocabulary for different floors of a house;
to reinforce how to say what floor you would like to live on.

7 Intermission

Objective: to review prepositions in, hinter, auf etc with the dative case;
to teach the parts of the verb mögen (ich möchte);
to create awareness of the use of the infinitive with ich möchte.

8 The friends describe their homes

Objective: to reinforce vocabulary for different types of housing;
to reinforce the use of the pronoun wir;
to reinforce how to say what type of house you live in;
to teach how to describe your house and give details about its rooms;
to teach how to say what city you live in.

9 A postcard from Neuschwanstein

Objective: to listen to, read and understand information on a postcard;
to present cultural information about Germany;
to reinforce and consolidate the vocabulary and functions of the unit.

10 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

11 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

12 Certificate



Vocabulary

alt	old
das Badezimmer	bathroom
das Dachgeschoss	attic
das Erdgeschoss	ground floor
das Esszimmer	dining room
das Fenster – die Fenster	window-s
die Garage	garage
der Garten	garden
das Gästezimmer	guest room
gemütlich	comfortable
das Haus	house
das Hochhaus	high rise
im ersten Stock	on the first floor
das Kellergeschoss	basement
die Küche	kitchen
das Mehrfamilienhaus	apartment building
modern	modern
das Schlafzimmer	bedroom
das Spielzimmer	rumpus room
das Stockwerk – die Stockwerke	storey-s
die Toilette	toilet
die Tür-en	door-s
unheimlich	eerie
vielleicht	perhaps
wohnen	to live
die Wohnung	apartment
das Wohnzimmer	living room
das Zimmer – die Zimmer	room-s

Focus on functions

How to ask what something is:

Was ist das?

How to say what something is:

Das ist ein altes Haus.

Das ist die Küche.



Focus on functions (cont)

How to say in which city you live:	Ich wohne in Berlin. Ich wohne in Shanghai. Wir wohnen in Paris.
How to say in which type of housing you live:	Ich wohne in einem Einfamilienhaus. Ich wohne in einer Wohnung. Wir wohnen in einem Hochhaus.
How to say on which floor you live:	Ich wohne im Erdgeschoss. Wir wohnen im dritten Stock.
How to describe your house/apartment:	Das Haus ist modern. Die Wohnung ist groß.
How to give details about the rooms in your house:	Wir haben zwei Zimmer. Wir haben kein Spielzimmer.
How to ask a person in which type of place he/she would like to live:	Möchtest du in einer Wohnung wohnen? Möchtest du in einem Hochhaus wohnen?
How to say you would like to live in a certain place:	Ich möchte in einem Einfamilienhaus wohnen. Wir möchten in einem Mehrfamilienhaus wohnen.
How to say you would not like to live in a certain place:	Ich möchte nicht in einem Hochhaus wohnen.

Form

- Adjectives groß, modern etc
- Conjugation of the verb mögen – ich möchte etc
- Definite and indefinite articles in the nominative and dative cases
- Formation of plurals
- Interrogative was
- Negatives kein, nicht
- Prepositions in, hinter with the dative case; contraction im
- Pronunciation of the German sounds /s/ and /z/
- Verb wohnen in the present tense
- Word order: position of the infinitive with ich möchte

Unit 6

Unit Topics Riches in the attic
Furniture, Rooms in a house, Countries, Family

Field/Theme Personal and community life, The built world

Activities and objectives

- 1 'Treasures' in the attic
Objective: to introduce vocabulary for furniture items;
to reinforce the indefinite article in the nominative case.
- 2 Are the 'treasures' in good or bad condition?
Objective: to reinforce and enhance furniture item vocabulary;
to teach how to describe the condition of something.
- 3 Intermission
Objective: to create awareness of how masculine and neuter plural nouns are formed;
to review the gender of nouns encountered in the unit;
to consolidate sentence word order;
to discriminate aurally between the German sounds /o:/ and /ø:/.
4 Mimi's permission
Objective: to introduce and revise the names of countries;
to revise the names of family members;
to teach how to say what country people live in.
- 5 The cleaning team at work
Objective: to reinforce and enhance furniture item vocabulary;
to revise the definite article in the accusative case and the indefinite article in the nominative case;
to teach how to tell someone to clean something.
- 6 The friends furnish the old house
Objective: to reinforce and enhance furniture item vocabulary;
to reinforce how to say where you would like something.



- 7 Intermission
Objective: to consolidate the conjugation of the verb machen in the present tense;
to reinforce prepositions in, hinter, auf etc with the dative case;
to create awareness of the relationship between subject and verb endings in the present tense.
- 8 The house ghost seeks the mascot
Objective: to introduce other prepositions unter, zwischen etc with the dative case;
to teach how to ask and say where something is.
- 9 The letter needs fixing
Objective: to reinforce prepositions;
to consolidate and extend furniture vocabulary;
to teach how to say what is in a particular room of the house.
- 10 Postcards all sliced up: reconstruct the messages!
Objective: to read and understand postcard messages, by reconstructing the text;
to synthesise the vocabulary and functions of the unit.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

(die Vereinigten Staaten von) Amerika/die USA	United States of America (USA)
auf	on
Australien	Australia
die Badewanne	bathtub
das Bett – die Betten	bed-s
Brasilien	Brazil
einrichten/ich richte ein	to furnish
der Fernsehapparat	television set
der Garten	garden
der Geist	ghost
heil	in good condition
hinter	behind
in	in
kaputt	in bad condition
die Lampe	lamp
die Möbel (pl)	furniture
neben	beside
Neuseeland	New Zealand
sauber	clean
sauber machen/ich mache sauber	to clean
der Schrank	cupboard
der Sessel	armchair
das Sofa	sofa
der Stuhl – die Stühle	chair-s
der Teppich	rug
der Tisch	table
unter	under
vor	in front of
zwischen	between



Focus on functions

How to say in which country you live:	Ich wohne in Australien.
How to say in which country he/she lives/they live:	Er wohnt in China. Sie wohnt in Japan. Sie wohnen in Deutschland.
How to say what is in a particular room of the house:	In der Küche sind ein Tisch und ein Stuhl. Im Wohnzimmer ist ein Sessel.
How to ask where something is:	Wo ist der Fernsehapparat? Wo ist die Lampe?
How to say where something is:	Unter dem Tisch. Auf dem Teppich. Neben dem Sessel. Hinter dem Bett. Vor dem Stuhl. Zwischen dem Bett und dem Tisch. Im Schrank. In der Küche.
How to describe the condition of something:	Der Stuhl ist heil. Der Sessel ist kaputt.

Form

- Adjectives kaputt, heil
- Agreement of definite article in gender and number with the noun
- Conjugation of the regular verb machen in the present tense
- Definite article in the nominative and dative cases
- Formation of plurals
- Interrogative wo
- Prepositions in, hinter, vor, unter, zwischen, neben, auf with the dative case
- Pronunciation of the German sounds /o:/ and /ø:/
- Verb wohnen in the present tense
- Word order

Unit 7

Unit A trip for a treat
Topics Travel, Clothing, Countries, Numbers 100
 – 4000

Field/Theme The natural world, The built world



Activities and objectives

1 Choosing dream destinations

Objective: to introduce and revise the names of countries;
to provide general knowledge about some countries;
to teach how to ask and say where you would like to go;
to teach how to say what you would like to do and see.

2 Voting on a destination

Objective: to revise the names of countries;
to reinforce how to say where you would like to go;
to teach how to say where you want to go.

3 Intermission

Objective: to discriminate aurally between the German sounds
/o:/ and /ɔ/;
to teach the conjugation of the modal verb *wollen* in the
present tense;
to consolidate word order of modal verbs with the
infinitive.

4 Places to visit in Australia

Objective: to present information about famous Australian
landmarks;
to introduce adjectives to describe the landmarks;
to teach how to describe various locations and landmarks
in Australia.

5 What clothes to pack for Australia?

Objective: to revise clothing item vocabulary;
to reinforce the indefinite article and *kein* in the
accusative case;
to teach how to tell people what they need/do not need
for a trip.



6 Intermission

Objective: to create awareness of the gender of compound nouns;
to review the gender of nouns encountered in the unit;
to consolidate the indefinite article and kein in the accusative case;
to review the prepositions nach and in when talking about going to a country.

7 As the crow flies

Objective: to introduce numbers 100 – 4000;
to present general information about distances in Australia.

8 Who can guess the distance?

Objective: to reinforce and extend the use of large numbers;
to teach how to give an estimated distance.

9 How to travel around Australia

Objective: to introduce vocabulary for different means of transport;
to teach how to ask and say how you can go somewhere.

10 Souvenirs for the market people

Objective: to consolidate the vocabulary of the unit.

11 Bobi's tour de France

Objective: to listen to, read and understand information on a postcard;
to present cultural information about France;
to reinforce and consolidate the vocabulary and functions of the unit.

12 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

13 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

14 Certificate



Vocabulary

Ägypten	Egypt
ansehen/du siehst an	to look at
das Auto	car
beeindruckend	spectacular
berühmt	famous
besuchen	to visit
brauchen	to need
die Briefmarke-n	stamp-s
der Bus	bus/coach
die Entfernung	distance
das Flugzeug	plane
gefährlich	dangerous
geheimnisvoll	mysterious
gehen, fahren, reisen	to go
das Geschenk	gift, present
Indien	India
interessant	interesting
die Niederlande/Holland	the Netherlands
riesig	huge
das Schiff	boat
die Schweiz	Switzerland
sehen/du siehst	to see
das Souvenir	souvenir
warum	why
das Transportmittel	means of transport
wollen/ich will	to want
der Zug/die Bahn	train

Focus on functions

How to ask a person where he/she would like to go:

How to say you would like to do something:

Wohin möchtest du reisen?
Wohin möchtest du fahren?
Wohin möchtest du gehen?
Ich möchte gern in die Schweiz fahren.
Ich möchte gern das Tadsch Mahal sehen.
Ich möchte gern Disneyland sehen.



Focus on functions (cont)

How to say the numbers
between 100 and 4000:

ehundrederteins (101)
zweihundert (200)
zweihundertzwanzig (220)
dreihundert (300)
dreihundertzehn (310)
vierhundertsechzig (460)
sechshundertdreiundfünfzig (653)
neunhundertneunundneunzig (999)
eintausend (1000)
eintausendzweihundertfünfzig (1250)
dreitausendsechshundert (3600)
viertausend (4000)

How to ask how you go
somewhere:

Wie können wir von Darwin nach
Alice Springs reisen?

How to say how you go
somewhere:

mit dem Schiff
mit dem Zug
mit dem Bus
mit dem Auto
mit dem Flugzeug

How to tell someone what
he/she needs to take on a trip:

Du brauchst Jeans und ein T-Shirt.

Form

- Conjugation of the modal verb *wollen* in the present tense
- Expression von Berlin nach Rom reisen etc
- Gender of compound nouns
- Indefinite article and *kein* in the accusative case
- Interrogatives *wohin*, *wie*
- Pronunciation of the German sounds /o:/ and /ɔ/
- Transport phrases mit dem Bus, mit dem Auto etc
- Verbs *brauchen* and *können* in the present tense
- Word order of the infinitives *reisen*, *fahren* and *sehen* with the modal verbs *ich möchte* and *können*

Unit 8

Unit Topics	Games galore! Revision of topics in Units 1 – 7, Dates, Numbers 1000 +
Field/Theme	Personal and community life, Leisure and recreation, The natural world, The built world, The international world, The imaginative world

Activities and objectives

- 1 The geography board game**
Objective: to revise the names of countries;
to present cultural information about 12 countries;
to revise how to say what country you are in and what the capital is.
- 2 Who lives in which house?**
Objective: to consolidate prepositions;
to extend listening and reading comprehension;
to revise how to say ages and what country a person comes from.
- 3 Find the mascot**
Objective: to revise furniture item vocabulary;
to consolidate prepositions;
to consolidate how to say the location of something.
- 4 Intermission**
Objective: to revise prepositions in, hinter, auf etc with the dative case;
to review aus + country to say where you come from;
to discriminate aurally between the German sounds /au/ and /ɔʏ/.
- 5 Travel dreams**
Objective: to reinforce vocabulary for means of transport;
to consolidate how to ask and say how you can go somewhere.
- 6 A rainy day: let's paint!**
Objective: to revise vocabulary for clothes, animals, colours and musical instruments;
to revise how to say what you would like to do.
- 7 Detective work: what Kevin did**
Objective: to revise vocabulary for clothes, means of transport and dates;
to create awareness of how to talk about past events.



8 Intermission

Objective: to teach the conjugation of the irregular verb nehmen in the present tense;
to teach the position of time and manner phrases in a sentence;
to create awareness of how masculine and neuter plural nouns are formed;
to review the gender of nouns encountered in the unit.

9 Bingo time!

Objective: to revise numbers 1000 +;
to listen to and understand large numbers.

10 Around the world in 80 seconds

Objective: to revise means of transport, countries and clothing items.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

das Auto nehmen/du nimmst	to take a car
bemalen	to paint
den Bus nehmen/du nimmst	to take a coach
das Flugzeug nehmen/du nimmst	to take a plane
das Foto – die Fotos	photo-s
die Hauptstadt	capital
kommen aus	to come from
nichts	nothing
oben auf	on top of
die Person-en	person-s
das Schiff nehmen/du nimmst	to take a boat
die Welt	world
den Zug nehmen/du nimmst	to take a train

Form

- Conjugation of the irregular verb nehmen in the present tense
- Expression aus (+ country) kommen
- Formation of plurals
- Perfect tense
- Prepositions in, hinter, auf etc with the dative case
- Pronunciation of the German sounds /au/ and /ɔʏ/
- Word order with manner and place phrases

Unit 9

Unit Clockwise!
Topics Telling the time, 24 hour clock,
Directions, Places in a town

Field/Theme Leisure and recreation



Activities and objectives

1 What's on today?

Objective: to introduce vocabulary for daily activities and routines;
to teach how to ask and say what time it is (whole hours);
to teach how to ask and say when/what time something
will happen;
to teach how to tell someone to hurry up;
to teach how to say it is time to do something.

2 The grandfather clock

Objective: to reinforce how to ask and say what time it is
(whole hours).

3 Where has Sakura gone?

Objective: to reinforce whole hours;
to revise the names of places in a town and directions;
to reinforce how to say what time something will happen.

4 Intermission

Objective: to create awareness of word order with separable verbs;
to teach the prepositions um and am with time phrases;
to revise the conjugation of the irregular verb haben in the
present tense.

5 What's on at the fair?

Objective: to teach how to ask and say what time it is (half hours);
to consolidate how to ask and say what time it is
(whole hours);
to consolidate how to say what time something
will happen.

6 Choosing the programme

Objective: to reinforce and consolidate whole/half hours;
to consolidate how to ask and say when something
will happen.



- 7 Felix wins a 24 hour watch
Objective: to teach how to say the time using the 24 hour clock;
to teach how to say the time of day using morgens,
nachmittags and abends.
- 8 Intermission
Objective: to reinforce the prepositions um and am with
time phrases;
to review the gender of nouns encountered in the unit;
to discriminate aurally between the German sounds
/ts/ and /z/.
- 9 Set the alarm
Objective: to consolidate and enhance how to ask and say the time
(whole/half hours).
- 10 Cuckoo clocks in the Black Forest
Objective: to listen to, read and understand information
on a postcard;
to revise interrogatives wer, wann, wo, wie viele,
wie lange, wie oft;
to present cultural information about Germany.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

die 24-Stunden-Uhr	24 hour clock
die Armbanduhr	watch
Briefe schreiben	to write letters
duschen	to take a shower
das Frühstück	breakfast
das Fußballspiel	soccer match
der Mittag	midday/noon
das Mittagessen	lunch
die Mitternacht	midnight
mögen/ich möchte	to want
das Museum	museum
das Programm	programme
die Schule-n	school-s
die Stunde-n	hour-s
(das) Tischtennis	table tennis
die Uhr-en	clock-s
der Wecker	alarm
die Zeit	time

Focus on functions

How to ask the time:	Wie spät es?
How to say what time it is:	Es ist sechs Uhr. Es ist halb zehn. Es ist elf Uhr. Es ist halb eins.
How to say the time using the 24 hour clock:	Es ist dreiundzwanzig Uhr (23:00). Es ist siebzehn Uhr (17:00). Es ist dreizehn Uhr dreißig (13:30). Es ist einundzwanzig Uhr dreißig (21:30).
How to say the time of day:	Es ist sechs Uhr morgens. Es ist zwei Uhr nachmittags. Es ist elf Uhr abends.
How to ask when something will happen:	Wann ist die Kirmes? Wann ist das Konzert? Wann ist das Tennis-Match?
How to say when something will happen:	Das Konzert ist um halb sechs. Das Tennis-Match ist um sieben Uhr.
How to tell someone to hurry up:	Beeil dich! Beeilt euch!
How to say it's time to do something:	Es ist Zeit zum Frühstück. Es ist Zeit zum Duschen.

Form

- Conjugation of the irregular verb haben in the present tense
- Expressions morgens and abends when saying the time
- Imperative mood of sich beeilen
- Prepositions um and am with time phrases
- Pronunciation of the German sounds /ts/ and /z/
- Questions Wie spät ist es?, Wann ist ...?
- Verbs as nouns, eg Es ist Zeit zum Frühstück
- Word order with separable verbs

Unit 10

Unit Topics Ideal weather for a snowman!
Weather, Seasons, Sport and other
leisure activities, Months

Field/Theme The natural world, The international world



Activities and objectives

1 The weather report

Objective: to introduce weather vocabulary;
to teach how to describe the weather.

2 Ideal weather for kites

Objective: to reinforce weather vocabulary;
to revise vocabulary for sports and hobbies and parts of
the body;
to reinforce how to describe the weather.

3 Intermission

Objective: to create awareness of the concept of nominative and
accusative cases;
to revise the definite article in the nominative and
accusative cases.

4 In Australia, December is summertime

Objective: to introduce the names of the seasons;
to revise the months;
to introduce the concept of wet and dry seasons and of
opposite seasons in the Northern and
Southern Hemispheres;
to teach how to say what season it is.

5 Is it hot or freezing?

Objective: to teach how to ask and say what the temperature is;
to teach how to ask what the weather is like;
to teach how to ask and say whether it is hot or cold;
to teach how to say you are hot or cold.

6 My favourite season

Objective: to reinforce weather vocabulary and the names of
the seasons;
to reinforce the concept of opposite seasons in the
Northern and Southern Hemispheres;
to consolidate how to describe the weather;
to consolidate how to say what the temperature is.



- 7 Compare the weather
Objective: to consolidate the names of the seasons and weather vocabulary;
to introduce comparative adjectives;
to teach how to compare the weather in different places or seasons.
- 8 Intermission
Objective: to review the gender of nouns encountered in the unit;
to teach the conjugation of the irregular verb *laufen* in the present tense;
to discriminate aurally between the German sounds /ç/ and /ʃ/.
- 9 Colder weather: shorter days
Objective: to reinforce and enhance comparative adjectives;
to reinforce how to compare the weather in different places or seasons.
- 10 Pick the day for the picnic
Objective: to reinforce and consolidate the vocabulary and functions pertaining to the weather;
to revise the days of the week.
- 11 Holiday pictures from China
Objective: to read and understand photo captions;
to present cultural information about China;
to synthesise the vocabulary and functions of the unit.
- 12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossier
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



Vocabulary

bewölkt	cloudy
einen Drachen fliegen lassen	to fly a kite
es friert	it's freezing
der Frühling	spring
heiß	hot
der Herbst	autumn
ideal	ideal
die Jahreszeit	season
kalt	cold
der Nebel	fog
nebelig	foggy
die nördliche Hemisphäre	Northern Hemisphere
das Picknick	picnic
der Regen	rain
die Regenzeit	wet season
es regnet	it's raining
der Schnee	snow
der Schneemann	snowman
es schneit	it's snowing
schön	fine
der Sommer	summer
die südliche Hemisphäre	Southern Hemisphere
die Trockenzeit	dry season
das Wetter	weather
der Wetterbericht	weather report
der Wind	wind
windig	windy
der Winter	winter
die Wolke-n	cloud-s

How to ask what the weather

Wie ist das Wetter?



Focus on functions

is like:

How to describe the weather:

Es ist schön, windig, etc.

How to say which season it is:

Es ist Frühling.

Es ist Sommer.

Es ist Herbst.

Es ist Winter.

How to compare the weather
in different places or seasons:

In Jakarta ist es kälter als in Paris.

In Tokio ist es kälter als in Shanghai.

Im Winter sind die Tage kürzer
als im Sommer.

Im Sommer sind die Tage länger
als im Herbst.

How to ask whether it's hot
or cold:

Ist es heiß?

Ist es kalt?

How to say it's hot or cold:

Es ist heiß.

Es ist kalt.

How to say you are hot or cold:

Mir ist heiß.

Mir ist kalt.

How to ask what the
temperature is:

Wie ist die Temperatur?

How to say what the
temperature is:

Es ist 18 Grad.

Es ist minus 5 Grad.

Form

- Comparative adjectives
- Conjugation of the irregular verb *laufen* in the present tense
- Definite articles in the nominative and accusative cases
- Expressions *Mir ist heiß/kalt*
- Questions *Wie ist das Wetter/die Temperatur?*
- Pronunciation of the German sounds /ç/ and /ʃ/
- Word order

Field/Theme Personal and community life, The international world,
The imaginative world

Activities and objectives



1 Lunch time

Objective: to introduce food and drink vocabulary;
to introduce prepositions in, hinter, auf etc with the accusative case.
to teach how to say you are/are not hungry or thirsty;
to teach how to ask and say what you would like to eat or drink;
to teach how to ask for something at the table;
to revise how to tell someone where to put something.

2 What to buy for the picnic?

Objective: to introduce new food and drink vocabulary;
to reinforce food and drink vocabulary from Activity 1;
to revise how to say what you need.

3 How often do you eat meat?

Objective: to reinforce food and drink vocabulary;
to revise time phrases;
to teach how to say how often you eat and drink something.

4 Intermission

Objective: to teach the conjugation of the verb essen in the present tense;
to review word order with the verb as second element in a sentence;
to revise ich möchte with and without the infinitive.

5 Ask Dr Chiara

Objective: to consolidate food and drink vocabulary;
to teach how to ask and say if something is healthy or unhealthy.

6 Are you keeping fit?

Objective: to consolidate food and drink vocabulary;
to revise vocabulary for leisure activities;
to revise how to ask and say how often you do something.

- 7 Raiding the fridge
Objective: to consolidate food and drink vocabulary.
- 8 Intermission
Objective: to review the gender of nouns encountered in the unit;
to discriminate aurally between the German sounds /ai/ and /i:/;
to revise subject/verb agreement in the present tense.
- 9 I'm hungry! Let's eat!
Objective: to consolidate food and drink vocabulary;
to reinforce how to ask and say what you would like to eat.
- 10 Time for a midnight snack
Objective: to consolidate vocabulary and language functions of the unit.
- 11 A recipe for sushi
Objective: to read and understand information in a letter;
to present cultural information about Japan;
to enhance food and drink vocabulary.
- 12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



Vocabulary

das Brot	bread
das Brötchen – die Brötchen	bread roll-s
die Butter	butter
Durst haben	to be thirsty
das Ei – die Eier	egg-s
essen/du isst	to eat
der Fisch	fish
das Fleisch	meat
das Gemüse	vegetables
das Hühnchen	chicken
Hunger haben	to be hungry
der Käse	cheese
die Limonade	lemonade
manchmal	sometimes
die Milch	milk
das Mineralwasser	mineral water
nie	never
das Obst	fruit
oft	often
der Orangensaft	orange juice
der Reis	rice
der Salat	lettuce
der Schinken	ham
die Schokolade	chocolate
die Tomate-n	tomato-es
trinken	to drink
der Vegetarier	vegetarian
das Wasser	water
das Würstchen – die Würstchen	sausage-s

How to say you are

Ich habe Hunger/Durst.



Focus on functions

hungry/thirsty:

How to ask a person what he/she would like to eat/drink:

How to say what you would like to eat/drink:

How to ask if something is healthy/bad for your health:

How to say that something is healthy/bad for your health:

Was möchtest du essen/trinken?

Ich möchte (gern) Milch trinken.

Ich möchte (gern) Käse essen.

Ist das gesund/ungesund?

Das ist gesund/ungesund.

Form

- Adjectives gesund, ungesund
- Conjugation of the irregular verb essen in the present tense
- Expressions Durst/Hunger haben
- Prepositions in, hinter, auf etc with the accusative case
- Pronunciation of the German sounds /ai/ and /i:/
- Subject/verb agreement
- Time phrases oft, nie etc
- Verbs: trinken and brauchen in the present tense; verb pattern ich möchte with and without the infinitive
- Word order

Unit 12

Unit Topics It's shopping time!
Shopping, Food and drinks, Money,
Telling the time

Field/Theme Personal and community life, The international world



Activities and objectives

1 At the fruit shop

Objective: to introduce the names of shops;
to consolidate fruit and vegetable vocabulary;
to teach how to say something is cheap or expensive;
to revise how to say what floor something is on.

2 The butcher's, the baker's ...

Objective: to reinforce the names of shops;
to consolidate food and drink vocabulary;
to reinforce how to say something is cheap or expensive;
to revise how to say what floor something is on.

3 Spin and win!

Objective: to reinforce and consolidate food and drink vocabulary.

4 Who carries what?

Objective: to consolidate food and drink vocabulary.

5 Intermission

Objective: to teach the conjugation of the verb *tragen* in the present tense;
to discriminate aurally between the German sounds /k/ and /g/;
to review the gender of nouns encountered in the unit.

6 Ice-cream in any currency

Objective: to introduce the names of different currencies;
to teach how to ask and say how much something costs;
to reinforce how to say something is cheap or expensive.

7 Money up for grabs

Objective: to revise the names of different currencies.

8 At the cafeteria

Objective: to revise food and drink vocabulary;
to revise how to say you are hungry or thirsty;
to revise how to say what you would like to eat or drink.



9 Intermission

Objective: to create awareness that the subject of the verb is in the nominative case;
to revise the indefinite article and kein in the nominative and accusative cases.

10 Can you be fooled?

Objective: to reinforce and consolidate the vocabulary of the unit.

11 Tracking Mossie

Objective: to synthesise the vocabulary of the unit;
to revise how to say the time (whole/half hours).

12 Jono's mother sends a puzzle

Objective: to listen to, read and understand information in a letter;
to present cultural information about Indonesia;
to revise prepositions.

13 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

14 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

15 Certificate



Vocabulary

der Apfel – die Äpfel	apple-s
der Apfelsaft	apple juice
die Bäckerei	bakery
die Banane-n	banana-s
billig	cheap
brauchen	to need
die Cafeteria	cafeteria
die Deutsche Mark	Deutschmark
das Eis	ice-cream
die Erdbeere-n	strawberry -ies
essen/du isst	to eat
der Franc	franc
das Geld	money
der Hühnerschlegel – die Hühnerschlegel	chicken leg-s
die Karotte-n	carrot-s
die Kartoffel-n	potato-es
kaufen	to buy
der Kuchen – die Kuchen	cake-s
die Lire	lire
die Metzgerei	butcher shop
nehmen/du nimmst	to take
die Orange-n	orange-s
die Rupie	rupiah
der Supermarkt	supermarket
teuer	expensive
tragen/du trägst	to carry
trinken	to drink
die Währung-en	currency-ies
der Yen	yen
der Yuan	yuan

Focus on functions

How to ask how much something costs:

Was kostet das?

How to say how much something costs:

Der Apfelsaft kostet 2 DM.

Die Bananen kosten 3 DM.

How to say something is expensive:

Das ist teuer.

Die sind teuer.

How to say something is cheap:

Das ist billig.

Die sind billig.

Form

- Conjugation of the irregular verb tragen in the present tense
- Indefinite article and kein in the nominative and accusative cases
- Pronunciation of the German sounds /k/ and /g/
- Question Was kostet das?
- Verbs kosten and kaufen in the present tense

Unit 13

Unit Topics Games galore!
Revision of topics in Units 9 – 12, Setting the table

Field/Theme Personal and community life, The international world



Activities and objectives

1 Setting the breakfast table

Objective: to introduce the vocabulary for cutlery and crockery items;
to reinforce prepositions in, hinter, auf etc with the accusative case;
to revise how to tell someone where to put something.

2 Pack the picnic basket

Objective: to revise food and drink vocabulary;
to revise how to say what you need.

3 What has the snake eaten?

Objective: to revise food and drink vocabulary;
to reinforce cutlery vocabulary.

4 Who drinks tea?

Objective: to revise drinks vocabulary;
to revise how to say what someone likes and dislikes;
to revise how to say where someone lives.

5 Intermission

Objective: to create awareness of prepositions which take both the accusative and dative cases;
to reinforce prepositions in, hinter, auf etc with the accusative and dative cases.

6 Do you know the answer?

Objective: to reinforce vocabulary for weather, seasons, food and drink.

7 Compare and be quick!

Objective: to revise comparative adjectives;
to revise how to make comparisons.

8 Ride the logs

Objective: to revise how to say the time (whole/half hours);
to revise how to say the time using morgens, nachmittags, abends.



9 Intermission

Objective: to review the gender of nouns encountered in the unit;
to discriminate aurally between the German sounds /p/ and /b/;
to teach the conjugation of the verb geben in the present tense.

10 Jono in the food maze

Objective: to revise furniture, food and drink vocabulary;
to revise prepositions.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

die Decke	blanket
die Gabel – die Gabeln	fork-s
der Gemüsesaft	vegetable juice
das Getränk – die Getränke	drink-s, beverage-s
das Glas – die Gläser	glass-es
der Kaffee	coffee
die Kaffeekanne	coffee pot
legen/setzen/stellen	to put
der Löffel – die Löffel	spoon-s
das Messer – die Messer	knife/knives
der Picknickkorb	picnic basket
die Stäbchen (pl)	chopsticks
der Suppenteller – die Suppenteller	bowl-s
der Teller – die Teller	plate-s
voll	full

Form

- Comparative adjectives
- Conjugation of the irregular verb geben in the present tense
- Prepositions in, hinter, auf etc with the accusative and dative cases
- Pronunciation of the German sounds /p/ and /b/

Unit 14

Unit Topics Preparations for the farewell party
Planning a party, Daily routines,
Invitations, Revision of topics in
Units 1 – 13

Field/Theme Personal and community life

Activities and objectives



1 Olga plans her day

Objective: to introduce vocabulary for planning a party and daily routines;
to teach how to say you must do something;
to teach how to indicate the order of events;
to teach how to talk about the immediate future.

2 The phone runs hot

Objective: to reinforce vocabulary for planning a party and daily routines;
to teach how to ask a person if he/she can do something;
to teach how to say you can and cannot do something;
to reinforce how to talk about the immediate future;
to revise how to ask and say telephone numbers.

3 Writing the invitations

Objective: to listen to, read and understand an invitation;
to synthesise vocabulary from previous units;
to revise interrogatives wer, wann, wo, warum etc.

4 Intermission

Objective: to teach the conjugation of the modal verbs müssen and können in the present tense;
to review the position in the sentence of the infinitive with modal verbs;
to review subject/verb agreement in the present tense.

5 Arranging the furniture

Objective: to revise prepositions in a problem solving situation;
to revise vocabulary for furniture and colours;
to revise how to tell someone where to put something.

6 Carmen creates place cards

Objective: to revise vocabulary for countries, animals and musical instruments;
to reinforce how to indicate the order of events.



- 7 Mossie learns how to set the table
Objective: to reinforce cutlery vocabulary;
to reinforce prepositions in, hinter, auf etc with the accusative case;
to provide general knowledge about how to set a table;
to revise how to say where to put something.
- 8 A topsy-turvy table setting
Objective: to enhance crockery and cutlery vocabulary.
- 9 Intermission
Objective: to review the gender of nouns encountered in the unit;
to revise the conjugation of modal verbs müssen and können in the present tense;
to discriminate aurally between the German sounds /f/ and /v/.
- 10 Sweet or spicy?
Objective: to introduce adjectives and expressions to describe food;
to revise food vocabulary;
to teach how to say how something tastes.
- 11 Time to go home
Objective: to revise means of transport and some food items;
to reinforce how to talk about the immediate future;
to revise how to ask and say how to get to different places.
- 12 Sunday lunch at Juliette's
Objective: to revise the vocabulary and language forms from all units;
to consolidate how to talk about the immediate future;
to find out about Sunday winter activities in France.
- 13 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate



Vocabulary

anrufen/ich rufe an	to ring someone (on the phone)
besorgen	to organise
danach	next
dann	then
frühstücken	to have breakfast
ich kann	I can
ich muss	I must
in der Mitte von	in the middle of
können	to be able to (can)
knackig	crunchy
kommen	to come
links neben	to the left of
müssen	to have to (must)
rechts neben	to the right of
salzig	salty
sauber machen/ ich mache sauber	to clean
sauer	sour
scharf	spicy/hot
schließlich/zuletzt	finally
schreiben	to write
süß	sweet
das Taxi	taxi
den Tisch decken	to set the table
vorbereiten/ich bereite vor	to prepare
weich	soft
die Zitrone	lemon
zuerst	first



Focus on functions

How to indicate the sequence of events:

Zuerst frühstücke ich.
Dann fahre ich Rad.
Danach spiele ich Tennis.
Schließlich dusche ich.

How to say you must do something:

Ich muss den Tisch decken.
Ich muss meine Freunde und Freundinnen anrufen.

How to ask a person if he/she can do something:

Kannst du mir helfen?
Kannst du zur Party kommen?
Kannst du die Einladungen schreiben?

How to say you can/cannot do something:

Ich kann den Tisch decken.
Ich kann zur Party kommen.
Ich kann die Einladungen nicht schreiben.

Form

- Adverbs zuerst, dann, danach, schließlich
- Conjugation of modal verbs müssen and können in the present tense
- Interrogatives wie, wann, wo, warum
- Pronunciation of the German sounds /f/ and /v/
- Question Um wie viel Uhr?
- Use of the present tense to express the immediate future
- Word order: position of the infinitive and nicht with modal verbs

Unit 15

Unit Topics Getting ready to leave
Clothing, Colours, Parts of the face,
Personal identification, Shopping, Telling
the time

Field/Theme Personal and community life, The built world,
The international world, The imaginative world

Activities and objectives



1 Creating a mask

Objective: to revise adjectives describing physical features;
to revise adjective endings in the nominative case;
to revise parts of the face.

2 What's the exact time?

Objective: to teach how to say what time it is (quarter hours/
ten past etc).

3 A present for Mossie

Objective: to revise the names of shops and vocabulary for food and
other items;
to revise how to say what you would like to do.

4 Happy or sad?

Objective: to introduce adjectives to describe how you feel;
to introduce the expression Angst haben;
to teach how to say you are happy, sad etc.

5 Intermission

Objective: to review the gender of nouns encountered in the unit;
to teach adjective endings with the definite and indefinite
articles in the nominative case.

6 Which clothes belong to Juliette?

Objective: to revise clothing vocabulary;
to reinforce adjective endings;
to introduce the interrogative welcher in the
nominative case;
to teach how to ask and say what belongs to someone.

7 A choice of souvenirs

Objective: to revise vocabulary for colours and clothing;
to reinforce the interrogative welcher in the
accusative case;
to reinforce adjective endings;
to revise how to ask and say which item(s) you would like.



8 What does the future have in store?

Objective: to introduce the future tense;
to reinforce adjective endings;
to introduce time phrases nächste Woche etc;
to teach how to say what you will do at a future time.

9 Intermission

Objective: to create awareness of the notion of the past, present and future tenses;
to teach the conjugation of werden as part of the future tense;
to teach how to form the future tense;
to teach the position of the infinitive in a sentence in the future tense.

10 Carnival masks

Objective: to revise vocabulary for parts of the face;
to revise adjectives describing colours and physical features;
to present cultural information about 'carnevale' in Venice;
to listen to and understand information about masks.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

13 Certificate



Vocabulary

Angst haben/ich habe Angst	to be frightened
der Buchladen	bookshop
das Geschenk – die Geschenke	present-s
glücklich sein	to be happy
golden	golden
das Jahr – die Jahre	year-s
die Kappe – die Kappen	cap-s
leer	empty
die Maske – die Masken	mask-s
der Monat – die Monate	month-s
Schach spielen/ ich spiele Schach	to play chess
traurig sein	to be sad
die Uhr – die Uhren	watch-es
verlassen/du verlässt	to leave
wann	at what time
warum	why
welcher/welche/welches	what/which
die Woche – die Wochen	week-s
wütend sein	to be angry
die Zeit – die Zeiten	time-s

Focus on functions

How to say the time:	Es ist fünf nach sechs. Es ist zehn nach sechs. Es ist Viertel nach sechs. Es ist zwanzig nach sechs. Es ist fünf vor halb sieben. Es ist fünf nach halb sieben. Es ist zwanzig vor sieben. Es ist Viertel vor sieben. Es ist zehn vor sieben. Es ist fünf vor sieben.
How to say you are happy:	Ich bin glücklich.
How to say you are sad:	Ich bin traurig.
How to say you are frightened:	Ich habe Angst.
How to say you are angry:	Ich bin wütend.

Form

- Adjective endings with the definite and indefinite articles in the nominative case
- Conjugation of werden as part of the future tense
- Expression Angst haben
- Future tense
- Interrogative welcher and its agreement with the noun
- Time phrases nächste Woche, nächsten Monat etc

Unit 16

Unit Farewell friends
Topics Revision of topics in Units 1 – 15

Field/Theme Personal and community life, leisure and recreation,
The built world, The international world,
The imaginative world

Activities and objectives



- 1 Attend to each person's request
Objective: to revise vocabulary and functions from previous units;
to respond to requests using known vocabulary
and functions.
- 2 Pass the parcel
Objective: to revise comparative adjectives.
- 3 Candid camera
Objective: to revise how to ask and say what people are doing.
- 4 What did they do?
Objective: to introduce the perfect tense;
to teach how to ask and say what people did.
- 5 Intermission
Objective: to teach and reinforce the verb endings ich wäre,
du wärest etc;
to consolidate the position of gern in a sentence.
- 6 Olga's farewell speech
Objective: to reinforce the perfect tense;
to reinforce how to ask and say what people did;
to review the main 'events' of the story.
- 7 The friends reminisce
Objective: to revise vocabulary for sports and other leisure activities;
to revise how to ask and say what people like doing.
- 8 First the riddle, then the gift
Objective: to introduce relative clauses;
to revise some of the vocabulary, language forms and
functions of the units.

9 Intermission

Objective: to create awareness of how to form the perfect tense with *haben*;
to teach the conjugation of verbs in the perfect tense with *haben*;
to teach the position of the past participle in a sentence.

10 Homeward bound

Objective: to revise numbers and the names of countries;
to revise how to say thank you and goodbye;
to revise how to say the time.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

die Abflugzeit	departure time
eine Reise machen/ ich mache eine Reise	to go on a trip
schmücken	to decorate
tanzen	to dance
Verstecken spielen/ ich spiele Verstecken	to play hide and seek

Form

- Comparative adjectives
- Perfect tense
- Relative pronoun die
- Verb pattern ich wäre gern, du wärest gern etc
- Word order: position of gern in the sentence

Notes

Notes



