

Michel Thomas[®] method

Es ist gut!

German course

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SAMPLE

CD-ROM operating instructions

Windows PC

This CD-ROM should autorun when the disk is placed in the drive. If it does not, double click on 'My Computer' on your desktop, then double click on your CD drive or where you see 'MT_Demo' to run the CD.

Apple Mac

Place the CD-ROM in the disk drive, then double click the disk icon. Opening the file default.htm will take you to the front page, from where you can access the CD-ROM.

For more information about this course, please contact Anna Bowen, Consumer Marketing Executive 020 7873 6481 anna.bowen@hodder.co.uk

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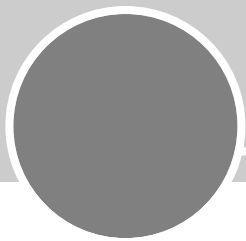
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List of resources for this course

Teacher's Resource File (Phases 1 & 2)

Foreword

How to use the course

Guidelines on assessment of pupils' written work

How the course relates to the original Michel Thomas recordings

Scheme of work

Course overview

Modules 1–30 (Phase 1)/Modules 1–20 (Phase 2), comprising:

input scripts

info packs

print-outs of PowerPoint slides

worksheets

worksheet answer sheets

Listening comprehension: worksheet template, transcripts and answers

Audio CD (Phases 1 & 2)

Listening comprehension

Teacher's Resource CD (Phases 1 & 2)

Scheme of work

How to use the course

PowerPoint presentation

Worksheets

Worksheet answer sheets

Listening comprehension: worksheet template, transcripts and answers

'Activation' games for whole class use (PowerPoints)

Class sets (20) of Pupils' CD ROMs (Phases 1 & 2) – also available to purchase separately

Aims and objectives

Video presentation of PowerPoints

Worksheets (including Help)

Interactive games

Listening comprehension

Michel Thomas Foundation (8-hour) course

Michel Thomas Foundation (5-hour) course

This sample includes some of the introductory material from the Teacher's Resource File and the resources for Phase 1 Module 1.

I shall never forget the moment when I sat down to watch ‘The Language Master’, a BBC documentary about a man named Michel Thomas and his unique approach to teaching foreign languages in which he taught a group of students at a high school in Islington, London. In just a week, the students, who had all had bad experiences with language learning in the past, were communicating fluently and naturally in French. Even more than that, when they were being interviewed about their experience, the enthusiasm in their eyes, their realisation that learning French didn’t have to be an arduous slog, memorising lists of vocabulary and irregular verbs, was truly inspirational to me. In light of what I had witnessed Michel Thomas achieve in just a week, I was determined to investigate any alternative approaches to the teaching and learning of modern foreign languages which could help not only to arrest the underachievement in this area of the curriculum, but to reverse it.

The success I have had employing Michel Thomas’s methodology teaching Spanish and French in my classroom has been spectacular, and has led directly to this German course. Pupils adore it, parents want more of it and our MFL Department is thriving off it. The course is language based

and skills driven. It enables each pupil to manipulate the foreign language, to form their own coherent sentences, and to formulate and process their own thoughts or ideas. In short, it allows them to say what they want, when they want.

This version of the Michel Thomas system, specially adapted for use in secondary schools, colleges and universities, appealing to visual, audio and kinaesthetic learners, makes an ideal foundation course for those students who are new to the language.

Paul Howard

● **Note to teachers**

In the adaptation of Michel Thomas’s course the author has tried to remain as faithful as possible to the original methodology whilst also incorporating elements of writing, reading and listening.

The course is fully flexible, and the two phases can be taught in one, two or three academic years depending upon the curriculum time available and the aptitude of the pupils. To provide guidance, the author delivers Phase 1 of the course in 1.5 hours per week lesson time over four terms to a top set, and five terms to a mixed-ability group.

How to use the course

Each of the 50 **modules** in Phases 1 and 2 should be split into three separate and distinct sections which are named **input**, **activation** and **consolidation**.

● Input

The **input** section of the course is a teacher-led Q&A session delivered with the aid of the **script** and the **input PowerPoint presentation**. It is an absolutely essential element of the course that the teacher strictly follows the order and the wording of the script. The teacher is strongly urged to listen to the original Michel Thomas CDs, enclosed with this course, before preparing and teaching it him/herself. See pages 19–20, 'How the course relates to the original Michel Thomas recordings'. Additionally, the corresponding CD/track numbers in Michel Thomas's original courses are given at the beginning of every module. It is also crucial that after each question has been answered by the pupil the teacher models the correct answer before moving on to the next question.

At the start of the input section the pupil receives the corresponding **info pack**. The pupil should be encouraged to read this through before the teacher begins the session. The info pack itself serves as a précis of the module and is an invaluable resource to the pupil for the purposes of written work and revision.

Differentiation: Depending upon the ability range of the class the teacher might decide to split the input session into two or even three parts.

During the input session the teacher should nominate one pupil in rotation to complete a tally chart. Each time a pupil offers an answer they should receive one point on the tally. The benefits of this are three-fold: first, it allows the teacher to see at a glance the best performing pupils and those who may be needing some extra help; secondly, it focuses the mind of the

pupil who has been chosen to complete the tally chart (particularly if that pupil has previously been a low scorer!); and thirdly, it serves as an accurate assessment of a pupil's speaking skills.

Differentiation: The teacher could offer 3 points to one pupil for the initial answer, 2 points to another pupil to repeat the correct answer and 1 point to a third pupil for repeating the correct answer without any hesitation.

At the end of the input section the pupil receives the **worksheet**. Each worksheet contains a number of English sentences which the pupil must translate into German. (See pages 18 and 6: *Guidelines on assessment of pupils' written work and Suggestions for differentiation on the worksheets.*)

● Activation

The **activation** section is a blend of individual, paired, group and whole class activities designed to engage the visual, auditory and kinaesthetic learner.

Where ICT facilities are available the individual pupil should attempt the interactive games on the Pupil's CD ROM. It is generally considered 'best value' if the pupil begins with the default Drag and Match activity followed by either Multi-match, Text Invaders or Asteroids.

Also included in the course are three whole class team games – Cross the board, Stars and stripes and World domination – which are used in tandem with a set of mini white boards (see below: *Using the PowerPoint games in the activation lesson*).

During the activation section the teacher should also employ a range of strategies to ensure that the pupil can **spell** all of the key words and phrases from the corresponding module. (For a non-exhaustive list of suggestions, see page 8: *Game activities in foreign language teaching*.)

● Consolidation

The **consolidation** section of the course is the completion of each module. It should start with a shortened version of the input Q&A with the teacher focusing in on the main language, structures and vocabulary of that module.

During the consolidation section the pupil will complete the **listening worksheet** (see below: *Differentiated listening comprehension*).

● Suggestions for differentiation on the worksheets

High

As in the standard template with words and phrases being translated from English into German. Wherever possible the aim of the learner should be to complete the higher tier worksheet.

Medium

This would be a 'fill in the gaps' style worksheet whereby pupils are given the majority of the translation but must target specifically the missing word(s).

Medium/Low

As above, but the pupils are given a multiple choice for the missing word.

Examples are given on pages 12–14 for the worksheet for Phase 1 Module 1.

● Differentiated listening comprehension

High

Page 15 contains the standard template with questions 1–5 as transcriptions and questions 6–10 as translations. Wherever possible the aim of the learner should be to complete the higher tier worksheet.

Medium

This would be a 'fill in the gaps' style worksheet whereby pupils are given the majority of the transcription but have to listen specifically for missing words.

Medium/Low

As above, but pupils are given a multiple choice for the missing words.

The template is given on page 15, followed by examples for the medium and medium/low worksheet for Phase 1 Module 1.

● Using the PowerPoint games in the activation lesson

I have supplied three games which I use regularly with my classes as part of the **activation** process. They are all slight variations on the same theme in that the game play is the same for each, and all are team games. For each game you will require a class set of mini white boards, board pens and erasers.

The questions and answers supplied are the same for all three games and are as follows. The Teacher's CD ROM includes three versions of each game: one ready to use including these sentences; one showing a sample question and answer only; and one 'blank' version for you to add your own sentences. It is best if the questions are a mixture of English–German and German–English. The PowerPoints are shown on page 10.

- 1 *Es ist gut.* / It is good.
- 2 *Was wollen Sie?* / What do you want?
- 3 *Was wollen Sie trinken?* / What do you want to drink?
- 4 *Wollen Sie essen?* / Do you want to eat?
- 5 *Was wollen Sie tun?* / What do you want to do?
- 6 *Wollen Sie mit mir kommen?* / Do you want to come with me?
- 7 *guten Abend* / good evening
- 8 *Wollen Sie heute Abend mit mir kommen?* / Do you want to come with me tonight?

9 Wollen Sie mit mir essen? / Do you want to eat with me?

10 Wollen Sie? / Do you want?

Cross the board

The object of the game is to connect a line of octagons from top to bottom (blue team) or left to right (red team).

● Set up

Split the class into two teams: a red team and a blue team. It is easiest if the two teams are equal but this is not essential.

If the teacher wants to practise **reading** with the pupils then he/she must make time beforehand to input the questions and answers accordingly. However, the game can also be played with the teacher calling out the questions if he/she wants to practise **listening**.

The first question is asked to all pupils and determines which team will gain control of the board. The teacher calls out a word and the pupils write the translation onto their boards. For this type of 'sudden death' question only the first board up counts; if the answer is correct then that team wins control of the board, if not then the opposing team gains control.

The team which has control of the board then chooses an octagon to play for. If enough of them get the answer right (say 12 out of 15) then it turns the colour of their team. This is done by clicking on the octagon. If not, then the opposing team – who also have been writing down an answer to the question – get a chance to 'steal'. You could allow a lower threshold of correct answers for a 'steal' (say 10 out of 15). If they successfully steal then the octagon turns to their colour. In the event that no team wins then ask a sudden death style question to determine which colour the octagon becomes.

Stars and stripes

The object of the game is to colour in your team's stars from top to bottom and then finally colour in your team's banner to win.

● Set up

Split the class into four teams: a red team, a yellow team, a blue team and a green team. It is easiest if the four teams are equal but this is not essential.

Preparation depends on whether the teacher wants to practise **reading** or **listening**: see the notes under 'Cross the board' above.

Each question is played by every team. In order for them to colour in a star (by clicking on it) then enough of them must get the answer right (say four out of five). The first team to colour in all of their stars and then their banner wins the game.

World domination

Boys love this game! The object of the game is to turn all of the 'territories' in the world the colour of your team. Please note that the territorial divisions are for convenience and do not reflect political or geographical reality!

● Set up

Split the class into two, three or four teams: a red team, a yellow team, a green team and a purple team. It is easiest if the teams are equal but this is not essential.

Preparation depends on whether the teacher wants to practise **reading** or **listening**: see the notes under 'Cross the board' above.

To begin, the teacher randomly allocates all the territories as equally as possible to each team. The first question is asked to all pupils and determines which team will go first. The teacher calls out a word and the pupils write the translation onto their boards. For this type of sudden death question only the first board up counts; if the answer is correct then that team wins control of the board, if not then that team will go last. Play then continues in a clockwise direction.

The team whose turn it is then chooses a territory to battle for. The territory must be connected in some way to a territory which they already occupy (the USA cannot

directly attack North Africa, for example). The question is then put to both the attacking and defending teams. The team which has the most correct answers wins the battle. In the event of a draw then the defending team is awarded the victory.

If the attacking team wins the battle then they turn the territory which they attacked to their colour. This is done by hovering the mouse over the territory until the 'hand' symbol appears, then clicking until the territory changes into the team's colour. If the defending team wins the battle then there is no change to the game board. If there are no correct answers one of the other teams can 'steal' the territory via a sudden death style question.

● Game activities in foreign language teaching

Game activities are a valuable part of the learning process in that they help maintain the learner's interest and motivation.

The following list of tried and tested games is by no means exhaustive and teachers will, no doubt, have many ideas of their own.

Hangman

Put dashes on the board to represent the number of letters in a particular word. The pupils, divided into opposing teams if desired, have to try to identify the word by suggesting letters that might be contained within it. Each time a pupil guesses a correct letter, write it on the board above the appropriate dash. If a pupil suggests a letter which is not in the word, draw a part of the gallows and hanging body. The game is won by the pupil or team which can guess the word before the gallows are completed.

Word cross

Draw a line down the blackboard to divide it into two and commence the game by writing the chosen word on both sides. The pupils, working in teams, take turns to suggest words which can be written through, started or ended with a letter from

this word. The team which can keep the crossword going the longest is the winner. New words can be written on the board to start a new game if the existing crossword becomes too cluttered.

Bingo

Make up bingo cards with a selection of the vocabulary items being practised, or draw a grid with nine squares on a sheet of paper to be photocopied and given to pupils. Alternatively get the pupils to draw their own grid. They can then write in their own choice of topic specific vocabulary. The first person to cross off a row of words or all of the words on their card is the winner and calls out 'Bingo!'.

Chinese whispers

Pupils, divided into teams, whisper a message down the line to each other which can be initiated either by the teacher or by the first team member. The first team to successfully repeat the message down the line, to 'mime' the message at the end, or to write the word on the board at the end is the winner and gets one point. The game can continue with a message and with the pupils at the front joining the end of the line upon completion of each game.

Cross the board

There is a template for this on page 11. The object of the game is to join the hexagons from left to right or from top to bottom. Two students play against one, the pair moving from left to right while the single pupil moves from top to bottom. The letter initials on the hexagons can represent any field of vocabulary or phrases being taught. The players have to name a hexagon correctly in order to win it. If they cannot identify it correctly the opponent gets a go.

Kim's game

This game can be easily played with flashcards, objects, words, phrases on the OHP or blackboard. Show a number of flashcards etc. to the class for a short period. Pupils close their eyes while you

take one away. They then have to work out which one is missing. Pupils could be invited to come to the board and rewrite the missing word or phrase.

Guess my picture

Divide the class into two opposing teams. Pupils in each team take it in turn to draw a picture representing the specific item of vocabulary which the teacher has given to them in secret. The pupils in each team then have to guess in the target language what is being drawn.

Word formation game

Write one letter on the board/OHP. The pupils have to complete a word in the target language by adding one letter at a time (4 points for a 4 letter word, 5 for 5 letters etc.). A time limit can be put on teams.

Charades

Divide the class into two teams. Pupils from each team take it in turn to come up to the front of the class and mime an item of vocabulary which the teacher has given them. If they guess correctly within three tries their respective teams get a point.

Matching pair game

This game involves matching all the cards from a pack into pairs. Prepare a set of cards, or get pupils to prepare them. One pupil can play alone, trying to match up all of the cards as quickly as possible. Alternatively, two or more pupils can play against each other. Place a selection of cards on a table making sure that there are

two of each card. Pupils take it in turns to turn over two cards. If they turn over a matching pair then they take the cards. The player with the most pairs wins.

Four to win

Played as you would play the popular game 'Connect Four' but with a pack of vocabulary cards. In order for a player to drop a counter into the board he/she must first correctly identify the word on the card. The first player to have four of his/her counters in a row is the winner.

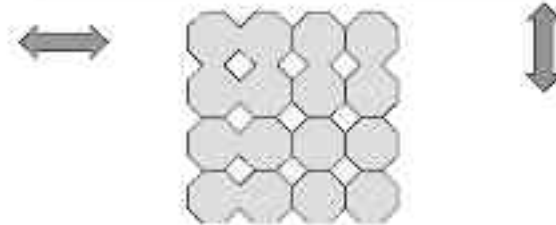
The mallet game

The game is played as you would conduct a spelling bee but with the aid of an inflatable mallet! Arrange the pupils so that they are standing in a horseshoe shape with the teacher seated at the open end of the horseshoe. The teacher picks a pupil to start the game and gives him/her the mallet. The teacher gives that pupil a word to spell. The pupil repeats the word they have been given, spells it and then says the word again to signify they have finished. If they spell the word correctly they can eliminate another pupil by hitting them with the mallet. The eliminated pupil then sits down within the horseshoe shape. The mallet is then passed to the next player in line and the play continues in a clockwise direction. If a pupil gets a spelling wrong then he/she sits down within the horseshoe shape and a player who has been eliminated gets the chance to answer correctly and regain his/her place in the game. The last person standing is the winner.

PowerPoint games

Cross the board

Q




A

Crucial Thomas

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Stars and stripes

Q




A

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World domination

Q

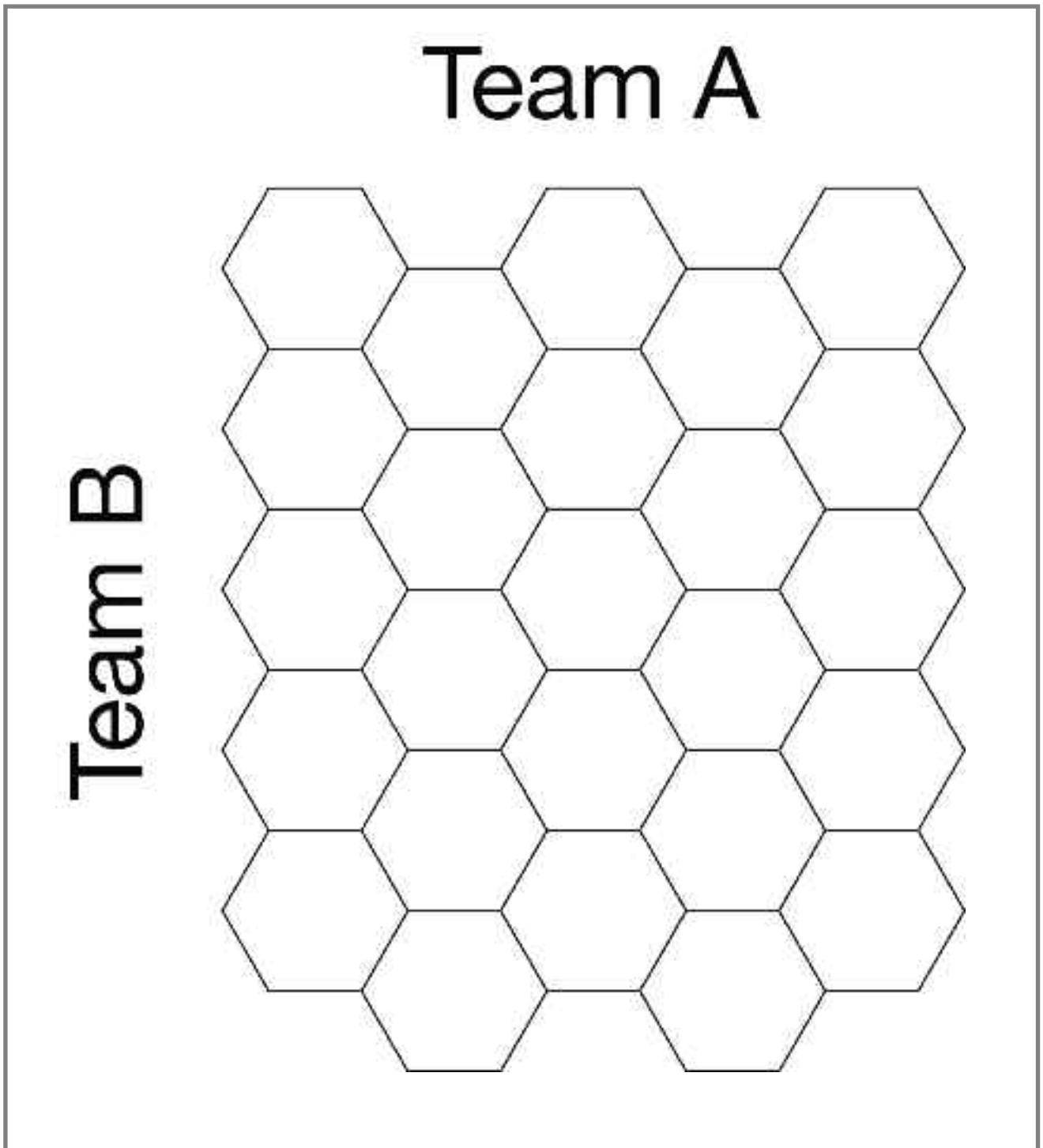


A

Crucial Thomas

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● Cross the board template



(HIGHER TIER)

Worksheet

Translate the following into German and hand it in to your teacher.

1 It is good.	
2 What do you want?	
3 What do you want to drink?	
4 What do you want to eat?	
5 What do you want to do?	
6 Do you want to eat?	
7 Do you want to eat with me?	
8 today	
9 tonight / this evening	
10 Do you want to eat with me this evening?	
11 What do you want to do this evening?	
12 Will you eat with me tonight?	

(MEDIUM TIER)

● Worksheet

Fill in the gaps with the correct German words to complete the translation. Hand it in to your teacher.

1 It is good.	Es _____ gut.
2 What do you want?	_____ wollen Sie?
3 What do you want to drink?	Was _____ trinken?
4 What do you want to eat?	_____ wollen Sie _____?
5 What do you want to do?	Was wollen _____?
6 Do you want to eat?	Wollen Sie _____?
7 Do you want to eat with me?	Wollen _____ mit _____ essen?
8 today	_____
9 tonight / this evening	heute _____
10 Do you want to eat with me this evening?	Wollen Sie heute Abend _____ _____?
11 What do you want to do this evening?	Was _____ heute _____ tun?
12 Will you eat with me tonight?	_____ Sie heute Abend _____ mir _____ tun?

(MEDIUM/LOWER TIER)

● Worksheet

Circle the underlined word that correctly completes the translation. (Be careful. Some of them are not even real German words!) Hand it in to your teacher.

1 It is good.	Es <u>ist</u> / is / <u>est</u> gut.
2 What do you want?	<u>Vas</u> / Was / <u>Wass</u> wollen Sie?
3 What do you want to drink?	Was wollen Sie <u>drinken</u> / <u>trink</u> / <u>trinken</u> ?
4 What do you want to eat?	Was wollen Sie <u>essen</u> / <u>eaten</u> / <u>esen</u> ?
5 What do you want to do?	Was wollen Sie <u>tuen</u> / <u>doen</u> / <u>tun</u> ?
6 Do you want to eat?	<u>Wollen</u> / <u>Woolen</u> / <u>Vollen</u> Sie essen?
7 Do you want to eat with me?	Wollen Sie <u>mit mir</u> / <u>mit me</u> / <u>wit mir</u> essen?
8 today	<u>heute</u> / <u>hote</u> / <u>hotel</u>
9 tonight / this evening	<u>heute Abend</u> / <u>heute Ebend</u> / <u>heute Arbend</u>
10 Do you want to eat with me this evening?	Wollen <u>Sie</u> / <u>Zee</u> / <u>Zie</u> heute Abend mit mir essen?
11 What do you want to do this evening?	<u>Wass</u> / <u>Was</u> wollen Sie heute Abend <u>tun</u> / <u>tuen</u> ?
12 Will you eat with me tonight?	<u>Will Sie</u> / <u>Wollen Sie</u> / <u>Willen Sie</u> heute Abend mit mir essen?

(HIGHER TIER)

● Listening comprehension worksheet

For sentences 1–5 transcribe what you hear in German; for sentences 6–10 translate what you hear into English.

1

2

3

4

5

6

7

8

9

10

(MEDIUM TIER)

● Listening comprehension worksheet

Fill in the gaps with the missing word in each case.

1 Es ist _____ .

2 h _____

3 tr _____

4 Wollen _____ ... ?

5 _____ Sie?

6 Was wollen Sie _____ ?

7 mit _____

8 Wollen Sie _____ mir _____ ?

9 _____ heute Abend _____
_____ essen?

10 Guten _____ !

(MEDIUM/LOWER TIER)

● Listening comprehension worksheet

Circle the correct word(s).

1 Es ist good / goot / gut.2 heute Abend / heute / guten Abend3 essen / trinken / tun4 Wollen Sie...? / Was wollen Sie? / Wollen Sie essen?5 Was wollen Sie? / wollen Sie? / Was wollen Sie tun?6 Was wollen Sie essen? / Was wollen Sie tun? / Was wollen Sie trinken?7 mit mir / es ist / wollen Sie?8 Wollen Sie mit mir essen / kommen / trinken?9 Wollen Sie heute / heute Abend / guten Abend mit mir essen?10 Guten Abend! / heute Abend / Es ist gut.

Guidelines on assessment of pupils' written work

For each of the 30 modules in Phase 1, and the 20 modules in Phase 2, pupils complete a written worksheet. The worksheet is a series of 12 or 15 English sentences that must be translated into German.

Each module's worksheet is specifically designed to 'activate' the new language and structures covered during that module whilst continually drawing upon the language and structures covered in previous modules.

It should be explained to the pupils during the very first lesson that their worksheets will not be corrected by the teacher. Instead, the teacher will grade the work and highlight the areas where mistakes have been made. Mistakes are an integral part of the learning process and should not be frowned upon. It is for the pupil to think through each mistake and make the necessary correction – everything feeds back into the learning process. The pupils set their own targets and can repeat the worksheet as many times as they want;

only their highest grade is recorded by the teacher. You will find that pupils repeat work often, and on a voluntary basis. It is the 'learning process' that stimulates their enthusiasm and motivation.

Each pupil receives regular progress statements detailing the grade he/she has achieved for each module's worksheet, his/her average grade and the average grade of the class. The regular progress statements provide a quick visual focus for the pupils, allowing them to pinpoint the worksheets they would like to re-do. The ability to compare their average grade to that of the class introduces an element of competition that they find motivating.

Before attempting a worksheet the pupils are encouraged to review the module either by watching the short video clip on the pupils' CD ROM, or by completing some of the interactive activities for that particular module (also contained on the pupils' CD ROM). There is also the 'worksheet help' facility available to each pupil on the CD ROM.



How the course relates to the original Michel Thomas recordings

Phase I Module	Location in Michel Thomas Foundation (8-hour) course
1	CD 1 Tracks 1–3
2	CD 1 Tracks 4–5
3	CD 1 Tracks 6–8
4	CD 1 Tracks 9–10
5	CD 2 Tracks 1–3
6	CD 2 Tracks 4–5
7	CD 2 Tracks 6–9
8	CD 2 Track 10, CD 3 Tracks 1–3
9	CD 3 Tracks 4–6
10	CD 3 Tracks 7–8
11	CD 3 Tracks 9–10
12	CD 4 Tracks 1–3
13	CD 4 Tracks 4–5
14	CD 4 Tracks 6–7
15	CD 4 Tracks 8–10
16	CD 5 Tracks 1–2
17	CD 5 Tracks 3–4
18	CD 5 Tracks 5–7
19	CD 5 Tracks 8–10
20	CD 6 Tracks 1–3
21	CD 6 Tracks 4–6
22	CD 6 Tracks 7–10
23	CD 7 Tracks 1–2
24	CD 7 Tracks 3–4
25	CD 7 Tracks 5–6
26	CD 7 Tracks 7–8
27	CD 8 Tracks 1–3
28	CD 8 Tracks 4–6
29	CD 8 Tracks 7–8
30	CD 8 Tracks 9–10

Phase 2 Module	Location in Michel Thomas Advanced (5-hour) course
1	CD 1 Tracks 1–3
2	CD 1 Tracks 4–8
3	CD 1 Tracks 9–12
4	CD 1 Tracks 13–14
5	CD 1 Tracks 15–18
6	CD 1 Tracks 19–23
7	CD 2 Tracks 1–6
8	CD 2 Tracks 7–9
9	CD 2 Tracks 10–14
10	CD 2 Tracks 15–19
11	CD 2 Track 20, CD 3 Tracks 1–3
12	CD 3 Tracks 4–8
13	CD 3 Tracks 9–12
14	CD 3 Tracks 13–17
15	CD 3 Tracks 18–20
16	CD 4 Tracks 1–3
17	CD 4 Tracks 4–6
18	CD 4 Tracks 7–8
19	CD 4 Tracks 9–11
20	CD 4 Tracks 12–18

● Phase I Module I

Key language & structures

By the end of this module pupils will be able to understand, recognise and use:

- history of English and consonant shifts: the -D string and the -B string
- *gut, es, ist, was, Wasser*
- whole verb ending in '-en': *trinken; essen; tun*
- *Sie* and *wollen Sie*; *mit* and *mit mir*
- word order: second verb at the end of the clause
- *heute, Abend, heute Abend* and *guten Abend*
- 'do you want ...' vs 'will you ... (please)'

Link to original Michel Thomas CD / track

Michel Thomas 8-hour course CD 1

Tracks 1–3

Input

- Distribute the **info pack** for Module 1, allowing reading time in which the pupils preview the key language and structures.
- Use the **script** from Module 1 along with the accompanying PowerPoint presentation to deliver a teacher-led 'question and answer' session.

Activation

- Spelling reinforcement – focus on the meanings and spellings of the individual key words from Module 1.
(Suggested activity: The mallet game)
- Reading practice – make up some cards containing the key language and some phrases from Module 1.
(Suggested activity: Four to win)
- Whole class PowerPoint game – Cross the board
- Written worksheet for Module 1

Consolidation

- Present a précis of the **input** session refocusing on the key language and structures of Module 1.
- Listening worksheet for Module 1
- ICT – Pupils should independently review and consolidate the key language and structures from Module 1 by accessing the interactive games from the CD ROM and by watching to the video presentation summary of Module 1.
- Before moving to the next module the teacher should address any 'common errors' which may have appeared in the pupils' responses to any of the questions from the Writing and Listening worksheets.

Module	Language and structures
1	<p>history of English and consonant shifts: the -D String and the -B String <i>gut, es, ist, was, Wasser</i> whole verb ending in '-en': <i>trinken, essen, tun</i> <i>Sie</i> and <i>wollen Sie, mit</i> and <i>mit mir</i> word order: second verb at the end of the clause <i>heute, Abend, heute Abend</i> and <i>guten Abend</i> 'do you want ...' vs 'will you (please) ...'</p>
2	<p>consonant shifts: the -G String <i>sein, wann, hier, können Sie, bitte, bald</i> pronunciation: the umlaut <i>sehen, auf Wiedersehen, auf Wiederhören, hören</i> <i>ich</i> and <i>ich kann</i> pronunciation: '-ch' <i>ich will</i> <i>wenn</i> vs <i>wann</i> <i>wir</i> and <i>wir wollen</i> asking questions present tense: dropping the '-n' for 'I'</p>
3	<p>pronunciation: '-ei' <i>bleiben</i> present tense: no 'am-ing', no 'is-ing', no 'are-ing' in German asking questions: no 'do' or 'does' in German <i>wie, gehen, nicht, jetzt, aber</i> negatives <i>stehen, verstehen, sehr, mich</i> 'well' vs 'good' pronunciation: elongating vowel sounds and spelling rules word order: <i>es</i> before <i>nicht</i></p>
4	<p>handles: verbs after which any other verb must be the whole verb <i>mich</i> vs <i>mir</i> <i>es tut mir Leid</i> present tense: he / she / it with a '-t' <i>aber, lange, wie</i> and <i>wie lange</i> <i>ich muss</i> history of English vocabulary: Anglo-Saxon vs French <i>bringen, finden, weiß, Weißwein, ich weiß, wo</i></p>
5	<p><i>mich</i> vs <i>mir</i> <i>haben, warum, für</i> and <i>für mich</i> <i>etwas, leiden</i> and <i>leider</i> <i>Sie</i> vs <i>Ihnen</i> <i>denn</i></p>
6	<p><i>mit mir</i> and <i>mit Ihnen</i> English language: 'must' and 'have to' handles: <i>können, müssen</i> and <i>wollen</i> <i>geben</i> pronunciation: '-ch' <i>auch</i> and <i>ich auch</i> <i>rauchen</i> and <i>brauchen</i></p>



Module	Language and structures
7	future tense: <i>werden</i> <i>ich will vs ich werde</i> <i>um wie viel Uhr</i> <i>kommen and ankommen</i> <i>morgen</i> English language: 'will you' (future tense) and 'will you' (polite request) <i>warten</i>
8	<i>sagen, Tag, guten Tag</i> <i>wo vs wohin</i> <i>gehen vs hingehen, dort vs dorthin</i> <i>ich bin</i> <i>das Geschäft and beschäftigt</i>
9	giving commands or avoiding the imperative <i>hier vs her</i> <i>warten auf, auf mich, auf sie</i>
10	<i>Sie: 'you', 'they' and 'she'</i> using <i>die</i> for clarity English 'going to' is German 'will' <i>kaufen, teuer</i> using the present tense to express the future <i>wird</i> word order: 'time' element early on
11	<i>fertig</i> pronunciation: '-ig' <i>schon and schön, alles and alle</i> present tense: third person singular '-s' in English but '-t' in German present tense: 'we', 'you' and 'they' same form as whole verb with '-en' <i>mein Freund, meine Freunde</i>
12	<i>ich möchte</i> <i>mit uns</i> handles: no '-s' in English and no '-t' in German <i>möglich, unmöglich, so, ganz, gern</i> <i>danke, danke schön, besten Dank</i> <i>wissen</i>
13	<i>müde</i> <i>Haus, zu Hause and nach Hause</i> <i>denn vs weil</i> word order: <i>weil</i> sends main verb to end of the clause
14	<i>denn vs weil</i> word order: <i>nicht</i> pronunciation: '-s' at the beginning of a word
15	<i>kosten</i> word order: asking questions word order: <i>warum</i> as a <i>weil</i> situation

Module	Language and structures
16	<p>fragen, eine Frage dort vs dorthin nichts German spoken language: geht es contracted to geht's wie geht es Ihnen? and es geht mir ... besser, viel besser, vielen Dank</p>
17	<p>fühlen and ich fühle mich reflexive verbs: mich, sich and uns waschen, sich beeilen present tense third person singular: man</p>
18	<p>sollen German '-ieren' verbs from French: interessieren, organisieren, spezialisieren interessiert and interessant das for 'that' Freude, sich freuen Zeit, die Zeit, keine Zeit, die Zeitung kein Problem Möglichkeit German '-keit' and '-heit' related to the old English '-hood' noun / adjective + zu + verb</p>
19	<p>defining nouns, adjectives and verbs noun / adjective + zu + verb die Gelegenheit immer, oft, wichtig, so, nötig</p>
20	<p>spät and später pronunciation: '-sp' and '-st' die Stadt, der Staat, die Vereinigten Staaten etwas rufen and anrufen, gehen vs fahren Deutsch, Deutschland, auf Deutsch, sprechen</p>
21	<p>future tense: werden conditional tense: würden denn vs weil weil situations</p>
22	<p>wenn and wann wenn vs ob suchen, versuchen 'have been + -ing' = German present tense seit, wohnen sind, sind Sie and sind wir arbeiten, die Arbeit</p>
23	<p>the handles (modal verbs): 'grabbing a handle' weil situations English language: 'could' – past or not past? können and konnten gestern, gestern Abend</p>

Module	Language and structures
24	<p><i>war</i> and <i>waren</i> <i>dort</i> vs <i>da</i> <i>hatten</i>, <i>können</i> and <i>konnten</i> <i>ohne</i> and <i>ohne Sie</i></p>
25	<p>the handles: <i>müssen</i> and <i>muss</i>, <i>wollen</i> and <i>will</i>, <i>können</i> and <i>kann</i>, <i>werden</i> and <i>wird</i>, <i>sollen</i> and <i>soll</i>, <i>dürfen</i> and <i>darf</i> past tense of handles: <i>mussten</i>, <i>wollten</i>, <i>konnten</i> and <i>sollten</i> <i>probieren</i>, <i>anprobieren</i></p>
26	<p><i>ich habe keine Lust</i> noun / adjective + <i>zu</i> + verb <i>ich freue mich</i> + <i>zu</i> + verb <i>es freut mich</i> + <i>zu</i> + verb conditional tense: <i>würden</i> <i>würde sein</i> vs <i>wäre</i> ‘to have something done’ with <i>lassen</i> <i>reparieren</i> <i>sauber</i>, <i>rein</i>, <i>reinigen</i></p>
27	<p>prefixes: <i>weg</i>, <i>aus</i>, <i>ein</i>, <i>ab</i>, <i>durch</i>, <i>ver</i>, <i>an</i>, <i>be</i> prefixes: detachable vs non-detachable <i>der Weg</i>, <i>weggehen</i>, <i>ausgehen</i>, <i>der Ausgang</i>, <i>der Eingang</i>, <i>durchfahren</i>, <i>durchgehen</i>, <i>wegfahren</i>, <i>abfahren</i>, <i>bekommen</i></p>
28	<p><i>über</i>, <i>übermorgen</i>, <i>überfahren</i> using <i>hin</i> for ‘movement towards’ using <i>her</i> for ‘movement away’ <i>hereinkommen</i>, <i>herausgehen</i> <i>heraus</i> often contracted to <i>raus</i> use of ‘-r’ with <i>aus</i>, <i>ein</i>, <i>über</i> and <i>unter</i> gives the idea of ‘movement’ <i>ausgehen</i> vs <i>rausgehen</i> <i>auf</i> / <i>rauf</i> / <i>darauf</i>, <i>über</i> / <i>rüber</i> / <i>darüber</i> <i>legen</i>, <i>anlegen</i>, <i>einlegen</i>, <i>reinlegen</i>, <i>liegen</i>, <i>stellen</i> <i>nehmen</i> and <i>rausnehmen</i> <i>unter den Tisch</i> <i>überlegen</i> <i>rüberkommen</i>, <i>runterkommen</i></p>
29	<p><i>ziehen</i>, <i>anziehen</i>, <i>ausziehen</i>, <i>umziehen</i>, <i>durchziehen</i> <i>der Zug</i>, <i>der Anzug</i>, <i>der Auszug</i>, <i>der Umzug</i>, <i>der Durchzug</i> <i>schließen</i>, <i>zuschließen</i>, <i>der Schlüssel</i> <i>machen</i>, <i>zumachen</i> <i>das Fenster</i>, <i>das Schloss</i> <i>geschlossen</i> <i>fangen</i>, <i>anfängen</i> <i>um ... zu ...</i> <i>fragen</i>, <i>hoffen</i> <i>dass</i> is a <i>weil</i> situation</p>
30	<p><i>denken</i> vs <i>glauben</i> <i>leicht</i>, <i>schwer</i>, <i>bequem</i>, <i>nett</i>, <i>sympatisch</i>, <i>gemütlich</i></p>

Module	Language and structures
1	<p>review of present tense conjugations (regular verbs) review of the three <i>sies</i> and using <i>die</i> (<i>diese da</i>) for clarity review of future tense: <i>werden</i> introduction of informal 'you': <i>du</i> <i>du</i> vs <i>Sie</i></p>
2	<p>review of 'the handles' (modal verbs) word order: <i>nicht</i> contraction of <i>ich kann es</i> to <i>ich kann's</i> in speaking <i>werden Sie</i> vs <i>wollen Sie</i> idiom: 'waiting on' not 'waiting for': <i>warten auf</i> <i>wo</i> vs <i>wohin</i> word order: inversion of subject and verb after starting out with <i>dass</i> conditional tense: <i>würden</i></p>
3	<p><i>nie</i> and <i>niemals</i> <i>Mal</i> vs <i>Zeit</i> 'no' meaning 'not any' = <i>kein</i> pronunciation: '-ng' sharpened awareness of English: 'could' – past or not past? <i>konnten</i> vs <i>könnten</i> review of <i>haben</i> idiom: 'you have right' not 'you are right' perfect tense: using 'have' as the 'diving board' (auxiliary verb) forming the past participle: <i>kaufen</i> to <i>gekauft</i> <i>noch, noch etwas, ein wenig, noch ein wenig, ein Biss, ein bisschen, noch ein bisschen</i> <i>noch nicht</i> <i>lachen</i></p>
4	<p>prefixes: detachable or not detachable? <i>zurück</i> formation of past participle for verbs with a non-detachable prefix two 'diving towers': 'have' and 'be' <i>alles, reparieren</i> past participle of '-ieren' verbs</p>
5	<p><i>hatten</i> pluperfect tense: <i>hatten</i> + past participle conditional perfect: <i>würden haben</i> vs <i>hätten</i> <i>wahr, wirklich, glauben</i> vs <i>denken</i> <i>sehen</i> (dives into <i>gesehen</i>) <i>wenn</i> + <i>hätten</i> (subjunctive) word order: <i>weil</i> situations</p>
6	<p><i>suchen</i> an important handle: <i>können</i> using 'handles' with the 'diving past' <i>ohne, ohne Sie</i></p>
7	<p>review of <i>müssen</i> present tense of 'handles' (modal verbs): same form for 'I', 'he', 'she' and 'it' review: noun / adjective + <i>zu</i> + whole verb sharpened awareness of English: 'have to' vs 'don't have to' <i>brauchen</i> + <i>zu</i> + whole verb word order: time / manner / place <i>ich musste, ich konnte, ich wollte</i></p>

Module	Language and structures
8	<p>another important handle: <i>sollen</i> <i>sollten</i> <i>vorbereiten</i> <i>hätten können</i> and <i>hätten sollen</i> <i>sich freuen</i></p>
9	<p><i>hätten können, hätten wollen, hätten müssen, hätten sollen</i> past tense with 'handles': <i>ich wollte</i> <i>nie, niemand, suchen, versuchen</i> 'to have something done' with <i>lassen</i> <i>reinigen, nötig, notwendig</i> <i>werden</i>: 'will' and 'to become / to be getting' <i>dunkel, die Dunkelheit</i> <i>wurde</i> vs <i>würde</i> <i>plötzlich</i></p>
10	<p><i>ich wusste</i> <i>wissen</i> (dives into <i>gewusst</i>) diving into the past from the 'be' tower <i>gehen</i> (dives into <i>gegangen</i>) formation of past participle for verbs with a detachable prefix <i>ankommen</i> using the present tense to express the future <i>nächste Woche</i> <i>wäre</i> vs <i>würde sein</i> <i>sein</i> to <i>gewesen</i></p>
11	<p><i>wenn + wäre</i> 'because': <i>denn, weil</i> and <i>da</i> <i>bleiben</i> (dives into <i>geblieben</i>) <i>nach</i>: <i>nach Hause, Nachmittag, nach Berlin</i> <i>gehen</i> vs <i>fahren</i> <i>wissen</i> (dives into <i>gewusst</i>)</p>
12	<p><i>sich freuen, sich beeilen</i> <i>stehen</i> and <i>aufstehen</i> <i>stehen</i> (dives into <i>gestanden</i>)</p>
13	<p><i>sich hinlegen</i> <i>legen</i> vs <i>stellen</i> vs <i>setzen</i> <i>sitzen</i> <i>auf den Tisch</i> <i>Ruhe, ruhig</i> and <i>sich ausruhen</i> <i>man muss</i> <i>manchmal</i> word order: inversion of subject and verb when starting out with <i>manchmal</i> <i>schlafen</i> (dives into <i>geschlafen</i>) <i>meinen</i> <i>senden</i> vs <i>schicken</i> <i>halten, erhalten, anhalten</i> and <i>behalten</i> <i>hören</i> and <i>gehören</i></p>

Module	Language and structures
14	<p><i>das Wort, die Antwort, antworten</i> <i>rufen (dives into gerufen), anrufen (dives into angerufen)</i> <i>bei Ihnen</i> 'I want you to tell him' = 'I want that you should tell him' <i>sich (an etwas) erinnern</i> contraction of <i>an das</i> to <i>daran</i> contraction of <i>auf das</i> to <i>darauf</i> contraction of <i>unter das</i> to <i>darunter</i> contraction of <i>über das</i> to <i>darüber</i> <i>mieten</i> <i>die Wohnung</i> <i>wohnen vs leben</i> making nouns from whole verbs</p>
15	<p>'have been' + '-ing' + <i>seit</i> <i>seit langer Zeit</i> <i>Deutschland, Österreich</i> <i>die Wohnung, die Gewohnheit, die Gelegenheit, die Schönheit, die Möglichkeit</i></p>
16	<p><i>zurückkommen</i> prefixes: formation of past participle <i>fangen, anfangen, beginnen</i> <i>gewöhnlich</i> <i>hören, anhören and gehören</i></p>
17	<p><i>sich gewöhnen</i> idiom: 'to get used at it' not 'to get used to it' <i>leicht and einfach</i> <i>schwer and schwierig</i> history of English: influences of French and Anglo-Saxon <i>endlich, öffnen, das Fenster, aufmachen, zumachen</i> <i>die Tür</i> 'to be getting' – <i>werden</i> / 'was getting' – <i>wurden</i></p>
18	<p><i>bauen</i> <i>geworden vs worden</i> <i>hell: hellblau, hellbraun</i> <i>würde sein and wäre</i></p>
19	<p>work through of the different tenses <i>das Haus</i> <i>Häuser</i> <i>interessieren, interessiert and interessant</i> <i>tun to getan</i></p>
20	<p><i>mitkommen</i> <i>bekommen</i> <i>reißen vs reisen</i> <i>abreißen, zerreißen (dives into zerrissen)</i> <i>brechen (dives into gebrochen)</i> <i>fallen</i> use of '-r' to express movement: <i>runter</i> review of past participles: <i>gemacht, gelacht, gearbeitet, gesagt, gefragt, gespielt</i> <i>öffnen and aufmachen</i> <i>das Geschäft</i> <i>schließen (dives into geschlossen)</i> <i>zumachen (dives into zugemacht)</i> <i>zuschließen (dives into zugeschlossen)</i> <i>probieren, anprobieren</i> <i>darf ich ...?</i> <i>decken, entdecken</i> <i>schlafen (dives into geschlafen)</i> <i>fahren (dives into gefahren)</i></p>

● Input script

CD I, tracks 1–3

Note

The asterisk which appears throughout these scripts is to indicate the point at which the teacher should click on the accompanying PowerPoint slide.

* English, which is derived from the language of the Anglo-Saxons, is essentially a Germanic language and so there is a broad common basis of familiarity between it and German.

In the Middle Ages with Germanic languages there occurred shifts in consonants, and these shifts will show you the difference in pronunciation between the Germanic languages, including English.

I will put these shifts of consonants on to three strings, like three strings of pearls!

* Let's start with string number 1, which we call the -D String.

The letter 'd' may change to a 't'; 'd' and 't' are very close. Or 't' to 'th'. In German you don't have a 'th' sound. Either you have a 't', or the 'th' becomes an 's', which in German is sometimes pronounced 'z'.

So we have a 'd' to 't' to 'th' to 's' to a 'z': that is string number one. I repeat 'd'-'t'-'th'-'s'-'z'.

* Let's take for instance 'good'; the '-d' has become a '-t' in German.

* So 'good' is *gut*.

* 'it is' = *es ist*

'It' is *es* and 'is' is *ist* (the 'is' takes a '-t' because as you will see for 'he' / 'she' / 'it' in German you have a '-t' ending).

● It is good.

(The '-t' has to be clearly heard, and the 'u' has always to be pronounced as an English double 'o', as in 'moon'.)

* Remember string number 1; the -D String.

* The '-t' of 'what' has become an '-s' in German.

* So 'what' in German is *was* (with the 'w' pronounced as a 'v').

For 'water' the 't' becomes a double 's' and you get *Wasser*.

● what

● water

* 'to drink' (the 'd' becomes a 't' and you get) * *trinken*.

* So this 'whole verb' is expressed in German with mostly an '-en'.

● to drink

* 'Do you want' in German is *wollen Sie* (again the 'w' has the sound of a 'v').

Sie means 'you' (spelt with a capital 'S').

So *wollen Sie* means 'do you want'.

● * do you want?

● What do you want?

● What do you want to drink?

* 'to eat' (the 't' becomes a double 's' and you get) * *essen*.

● to eat

● What do you want to eat?

* 'to do' (the 'd' becomes a 't' and you get) *tuen* which became * *tun*.

● to do

● What do you want to do?

* 'with me' = *mit mir*

mit = 'with'

● Do want to eat with me? (elicit *Wollen Sie essen mit mir?*)

* However, when you have two verbs in German, the second verb comes at the end of the sentence – regardless of how long the sentence is.

● Do you want to eat with me?

So the second verb comes at the end and is always the whole verb with '-en'.*

* 'today' = heute

- Do you want to eat with me today? (with the second verb at the end)

Let's go back to the strings.

* String number 2 is the -B String and the 'b' is close to a 'p'. So we have 'b' to a 'p' or 'ph', and 'ph' is pronounced like an 'f'. So we have 'b' to 'p' to 'ph' or 'f', 'f' to a 'v' because in German the letter 'v' is pronounced like an 'f', then to a 'w' which has the sound of a 'v' in German.

So that is the -B String: I repeat 'b'-'p'-'ph'-'f'-'v'-'w'.

* 'evening' = Abend

* Guten Abend would be 'good evening'.

- today

'This evening' in German would be 'today evening'.

- * this evening
- Do you want to eat with me this evening?
- * What do you want to eat?
- Do you want to eat with me?

Wollen Sie means 'do you want' but is also used for 'will you' / 'will you please'.

- Will you eat with me tonight?

The listening comprehension transcripts for this module can be found on page 39.

English is derived from the language of the Anglo-Saxons, which was a Germanic language.

As such there is a broad common basis of familiarity between Modern English and Modern German.

In the Middle Ages there was a shift in the sound of consonants in the Germanic languages.

We can put these shifts on to three strings:

String number 1: the -D String (d-t-th-s-z)

String number 2: the -B String (b-p-ph-f-v-w)

String number 3: the -G String (g-c-ch-k-ck-y-g)

The 'whole verb' in German will mostly end in '-en'.

to drink – *trinken*

to eat – *essen*

to do – *tun*
(was once *tuen*)

Wollen Sie? means 'do you want?'

but is also used for 'Will you?' in the sense of 'will you please?'

What's the difference?

'Do you want?' requires a 'Yes/No' response

whereas

'Will you please?' is a polite request.

The **two verb** rule

If and whenever there are two verbs in the same sentence in German then the second verb comes at the end of the sentence – regardless of how long the sentence is!

Furthermore, the second verb will always be the 'whole verb' meaning it will end '-en'.

● Bits 'n' pieces

it – *es*

is – *ist*

good – *gut*

what – *was*

water – *Wasser*

you – *Sie*

with – *mit*

with me – *mit mir*

today – *heute*

evening – *Abend*

this evening = today

evening – *heute*

Abend (also used to mean 'tonight')

good evening –
guten Abend

PowerPoint presentation 1.1



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The -O- String: **d** **i** **h** **a** **z**

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The -O- String: **d** **i** **h** **a** **z**

'good'

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The -O- String: **d** **i** **h** **a** **z**

gut

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es ist

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The -O- String: **d** **i** **h** **a** **z**

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The -O- String: **d** **i** **h** **a** **z**

'what'

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The -O- String: **d** **i** **h** **a** **z**

was

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The -i- String: **i i i i i**

'drink'

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The -i- String: **i i i i i**

trinken

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The whole verb always has an '-n' at the end, mostly an '-en'.

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wollen Sie?

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The -i- String: **i i i i i**
 The -e- String: **e e e e e**
 The -a- String: **a a a a a**
 The -o- String: **o o o o o**
 The -u- String: **u u u u u**

What I eat:
 good night

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The -i- String: **i i i i i**

'eat'

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The -i- String: **i i i i i**

essen

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The -i- String: **i i i i i**

'do'

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The 43 letters: 

tun

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mit mir


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The second verb comes at the end of the sentence – regardless of how long the sentence is!

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heute

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The 43 letters: 

The 43 letters: 

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Abend

1/123
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guten Abend

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heute Abend

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paß = 29
f = 20

zu dem = 2000
zu dem = 2000
zu dem = 2000
zu dem = 2000

The O Ring (O) (O) (O) (O)

zu dem = 2000
zu dem = 2000
zu dem = 2000
zu dem = 2000

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Worksheet

Translate the following into German and hand it in to your teacher.

1 It is good.	
2 What do you want?	
3 What do you want to drink?	
4 What do you want to eat?	
5 What do you want to do?	
6 Do you want to eat?	
7 Do you want to eat with me?	
8 today	
9 tonight / this evening	
10 Do you want to eat with me this evening?	
11 What do you want to do this evening?	
12 Will you eat with me tonight?	

● Worksheet answer sheet

1 It is good.	<i>Es ist gut.</i>
2 What do you want?	<i>Was wollen Sie?</i>
3 What do you want to drink?	<i>Was wollen Sie trinken?</i>
4 What do you want to eat?	<i>Was wollen Sie essen?</i>
5 What do you want to do?	<i>Was wollen Sie tun?</i>
6 Do you want to eat?	<i>Wollen Sie essen?</i>
7 Do you want to eat with me?	<i>Wollen Sie mit mir essen?</i>
8 today	<i>heute</i>
9 tonight / this evening	<i>heute Abend</i>
10 Do you want to eat with me this evening?	<i>Wollen Sie heute Abend mit mir essen?</i>
11 What do you want to do this evening?	<i>Was wollen Sie heute Abend tun?</i>
12 Will you eat with me tonight?	<i>Wollen Sie heute Abend mit mir essen?</i>

● Phase I, Module I**Listening comprehension transcript**

- 1 Es ist gut.
- 2 heute
- 3 trinken
- 4 Wollen Sie ...?
- 5 Was wollen Sie?
- 6 Was wollen Sie tun?
- 7 mit mir
- 8 Wollen Sie mit mir essen?
- 9 Wollen Sie heute Abend mit mir essen?
- 10 Guten Abend!

Listening comprehension answers

- 1 Es ist gut.
- 2 heute
- 3 trinken
- 4 Wollen Sie ...?
- 5 Was wollen Sie?
- 6 *What do you want to do?*
- 7 *with me*
- 8 *Will you eat with me?*
- 9 *Will you eat with me tonight?*
- 10 *Good evening!*