Zig Zag Education

German

GCSE | Edexcel | 1GN1

Sound–Symbol Skills Pack

for GCSE Edexcel German

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Contents

Product Support from ZigZag Education ..... **iii**
Terms and Conditions of Use ..... **iv**
Teacher's Introduction **1**
Student Introduction **2**
Track Listing **3**
Vowels **4**
Unit 1: Short and long vowels *a*, *o* and *u* 4
Unit 2: Short and long vowels *e* and *ä* 6
Unit 3: Short and long vowels *i* and *ie* 8
Unit 4: The umlauts *ü* and *ö* 10
Unit 5: The diphthongs *ei* and *ai* 11
Unit 6: The diphthongs *eu*, *au* and *äu* 13
Consonants **15**
Unit 7: Hard and soft *ch* 15
Unit 8: *sch*, *sp* and *st* 16
Unit 9: *r* and *er* 17
Unit 10: *p, t, k – b, d, g* 18
Unit 11: *z*, *tion* / *s*, *ss*, *ß* 19
Unit 12: *f, v, w* 21
Unit 13: Additional SSCs 22
Exam Practice **23**
Foundation Exam Practice: Dictation 23
Higher Exam Practice: Dictation 24
Foundation Exam Practice: Reading Aloud 25
Higher Exam Practice: Reading Aloud 26
Transcripts **27**
Answers **33**

Teacher's Introduction

This skills pack has been designed to teach GCSE students about sound–symbol correspondences (SSCs). Worksheets use keywords from the Edexcel prescribed vocabulary list and are accompanied by original listening materials.

Coverage of SSCs

The following SSCs are covered from the specification:

Vowels:					
a/o/u	e/ä	i/ie	ü/ö	ei/ai	eu/au/äu
Consonants:					
ch	sch/sp/st	r/er	p/t/k – b/d/g	z/tion/s/ss/ß	f/v/w
Additional SSCs: ig/j/qu/h					

Knowledge of SSCs is particularly key given the new demands of the 2024 specification, which requires students to be able to complete a dictation question in Section B of the Listening exam and read aloud a passage as a task in the Speaking exam. Knowledge of SSCs is integral to succeeding in these components.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

Structure

In this pack, students will build up their knowledge and skills through a series of activities divided into two sections for each SSC covered in the resource:

Section 1: Vocabulary	Section 2: Sound–Symbol Correspondence
This section introduces the sound–symbol correspondence with examples, and focuses on the recognition and understanding of key words.	This section focuses on students' ability to listen to and recognise / write down words that match the SSC, or speak the words aloud.

There is a variety of activities across both sections, including multiple-choice questions, translations, transcriptions and more, so that learning of the SSCs is paired with skills that are useful across the exams. Listening tracks have been included (accompanied by transcripts) with original recordings by native speakers. Answers are provided for quick and easy marking.

Differentiation

The resource is to be used by both Foundation and Higher tier students. The activities have therefore been created so that the core of the activities is Foundation or Crossover level to be completed by all students. Activities and extensions specifically targeted at Higher students is indicated by a ★ symbol.

At the end of the resource, there is an exam practice section that presents students with six original Dictation and six original Reading Aloud questions – three for Foundation and three for Higher tier per skill. It is recommended that Higher students do the Foundation ones first, as there is no overlap. These differentiated exam-style questions will include many of the SSCs covered in this resource to test recognition and application.

It is recommended that this resource is used in conjunction with ZigZag Education's Dictation Skills Pack and Reading Aloud Skills Pack – which focus on the development of these new skills topic by topic.

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All audio tracks are provided on the ZigZag Education Support Files system, which can be accessed via **zzed.uk/productsupport**

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Student Introduction

Speaking another language can be quite daunting, especially as the vocabulary be
understand that there are common patterns and that you can apply your knowled
words, you will become more and more confident.

Key definitions

What does **SSC** mean? SSC stands for **sound-symbol correspondence**. It describes
word is written and the sound it makes when you say it aloud.

In the introduction to this pack you will see the technical terms 'phoneme' and 'g
phoneme is the sound itself (said aloud) and the **grapheme** is the combination of
word, or the written representation of said sound. For example, in English, the fol
grapheme: **ee** as in the words b**ee** and ch**ee**se.

It is possible for a grapheme to have different phonemes, or for a phoneme to hav
the tricky part of mastering the pronunciation of a new language. Think of the wo
differently whether you are describing a ribbon or a greeting. Equally, the sound /k
by the graphemes **c**, **k** or **ck** as in cot, donkey and clock.

The German SSCs

Did you know that German has around 40 phonemes and around 60 graphemes?
English! They are divided into two categories: vowels and consonants.

Most consonants are very similar to English, such as d, p and t. In this resource, yo
graphemes that do not exist in the English language, such as **ß**, **ü**, **ä**, **sch** and **ß**. Th
you may not be familiar with them yet. This resource aims to get you confident in
hardest SSCs in German, such as **ü**, **sch** and **ß**.

Why should you work on SSCs?

We want you to be more confident in speaking by being able to recognise key SSC
to new words. You will then be able to pronounce new words independently.

So how are SSCs relevant to the actual GCSE exams? There are two tasks for which
Dictation (part of the Listening exam) and Reading Aloud (part of the Speaking ex

In the Dictation, you will listen to short sentences in German and you will have to
These sentences will contain both words from the prescribed vocabulary list and w
before. Therefore it is important you rely on your knowledge of the SSCs.

In the Reading Aloud task, you will have to read a series of sentences in German. C
that you don't know the meaning of; however, by looking at the way a particular w
the words around it, you will be able to decide how to pronounce it.

It also comes in handy for listening tasks when you are required to write down a word
support your understanding of the extract.

This series of worksheets has been designed to help you develop your understand
Edexcel vocabulary and high frequency words to help you succeed in your Germa
German pronunciation.

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Track Listing

01 - Introduction	32 - Dictation Foundation
02 - Unit 1 Activity 1	33 - Dictation Foundation
03 - Unit 1 Activity 2	34 - Dictation Foundation
04 - Unit 2 Activity 1	35 - Dictation Foundation
05 - Unit 2 Activity 2	36 - Dictation Foundation
06 - Unit 3 Activity 1	37 - Dictation Foundation
07 - Unit 3 Activity 2	38 - Dictation Foundation
08 - Unit 4 Activity 1	39 - Dictation Foundation
09 - Unit 4 Activity 2	40 - Dictation Foundation
10 - Unit 5 Activity 1	41 - Dictation Foundation
11 - Unit 5 Activity 2	42 - Dictation Foundation
12 - Unit 6 Activity 1	43 - Dictation Foundation
13 - Unit 6 Activity 2	44 - Dictation Foundation
14 - Unit 7 Activity 1	45 - Dictation Foundation
15 - Unit 7 Activity 2	46 - Dictation Foundation
16 - Unit 8 Activity 1	47 - Dictation Foundation
17 - Unit 8 Activity 2	48 - Dictation Foundation
18 - Unit 9 Activity 1	49 - Dictation Foundation
19 - Unit 9 Activity 2	50 - Dictation Higher A Se
20 - Unit 10 Activity 1	51 - Dictation Higher A Se
21 - Unit 10 Activity 2	52 - Dictation Higher A Se
22 - Unit 11 Activity 1a	53 - Dictation Higher A Se
23 - Unit 11 Activity 1b	54 - Dictation Higher A Se
24 - Unit 11 Activity 1c	55 - Dictation Higher A Se
25 - Unit 11 Activity 2	56 - Dictation Higher B Se
26 - Unit 12 Activity 1	57 - Dictation Higher B Se
27 - Unit 12 Activity 2	58 - Dictation Higher B Se
28 - Unit 13	59 - Dictation Higher B Se
29 - Unit 13 j	60 - Dictation Higher B Se
30 - Unit 13 qu	61 - Dictation Higher B Se
31 - Unit 1: h	62 - Dictation Higher C Se
	63 - Dictation Higher C Se
	64 - Dictation Higher C Se
	65 - Dictation Higher C Se
	66 - Dictation Higher C Se
	67 - Dictation Higher C Se
	68 - Reading Aloud Found
	69 - Reading Aloud Found
	70 - Reading Aloud Found
	71 - Reading Aloud Higher
	72 - Reading Aloud Higher
	73 - Reading Aloud Higher

Note on audio tracks:
For the sound–symbol correspondence listening activities within the units, it is likely that students will need to listen to the tracks multiple times as each question is only played once. You may also wish to either pause the track after individual words or slow down the tracks, which is a function available on most audio players. This enables teachers and students to adapt to the needs of the class as a whole and individual needs if using the pack for independent study.

The exam-style question tracks for Dictation in the exam practice section match the exact format of the exam, including the necessary pauses and repetitions. Play each track only once when answering these questions under exam conditions. Model readings of the Reading Aloud questions have been included to help students improve their pronounciation and fluency. These should only be listened to after students have attempted the questions themselves.

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Unit 1: Short and long vowels *a, o a*

Sound–Symbol Correspondence	Section 1: Vocabulary	Se
Short and long vowels: **a, o, u** Introduction to the sound and tips for pronu[illegible]on	**Activity 1:** Word snake. Find th[illegible] translation into Germa[illegible] th[illegible] following words in the w[illegible]ake.	**Activity 1:** [illegible] Underline [illegible] pronounce[illegible] vowels in b[illegible]
	Activity 2: Gap-fill. Fill in the gaps with the correct words from the word bank.	**Activity 2:** [illegible] the words [illegible]

Introduction to the sound

Vowels are letters that are formed by releasing air through the mouth without bl[illegible] There are five vowels: a, e, i, o, u. In German there are additionally ä, ö and ü, wh[illegible] section. All other letters are called consonants. In this section we will focus on **a**, [illegible]

In German there is a long form and a short form for each vowel. Often you can se[illegible] pronounced long or short by the way the word is written. Here are some tips:

- **Long vowels:** before ß (*die Str**aß**e*), double vowels (*das B**oo**t*) or before h (*f[illegible]* Notice: *h* after a vowel is not pronounced. It only shows that the vowel is sp[illegible]
- **Short vowels:** before a double consonant (*k**ann***), before ck, ch, tz, sch (*der [illegible] die T**asch**e*)

- To pronounce **a**, open your lips wide. The short a[illegible]ds like the **ah** in '***Ah***, [illegible] pronounced a bit longer.
- To pronounce **o**, round your lip[illegible] ou[illegible]ds similar to ***awe**some* in English and [illegible] short or long.
- To pronou[illegible]e your lips a bit more as for **o**. The short **u** sounds li[illegible] the lo[illegible]us pronounced a bit longer.

When sounding out a new word, try to think of words you have come across befo[illegible] Can you think of any other words with the SSCs **a**, **o** and **u**? Make a note below.

a: fahren, die Straße, kann, lachen, …

o: das Boot, der Rock, …

u: schmutzig, …

Section 1: Vocabulary

Activity 1: Find the German translation for the following words in the word snake[illegible] nouns and to add an article.)

bekanntgruppestraßemannschaftsohntochter[illegible]otrockschmutzigbuchfah[illegible]

1. famous
2. group/band
3. street
4. team
5. son
6. daughter
7. mother
8. boat
9. skirt
10. dirty
11. book
12. to drive
13. to dance
14. to laugh
15. classical music

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Activity 2: Complete the sentences with the correct words from the word bank.

1. Diese Band ist sehr ____.
   This band is very famous.
2. Meine Tochter und mein Sohn sind in der gleichen ____.
   My daughter and my son are on the same team.
3. Der kurze ____ gefällt mir gut.
   I like the short skirt.
4. Er hört gerne ____ Musik.
   He likes to listen to classical music.
5. Die Jugendlichen lachen und ____.
   The adolescents are laughing and dancing.

klassische / bekannt / Rock / tanzen / Mannschaft

★ Complete the sentences with the words in the correct form! Four words do not

6. Er ____ die Straße entlang.
7. Meine Mutter will, dass ich mein Zimmer ____.
8. Ich würde gerne auf einem ____ Urlaub machen.
9. Kennst du eine ____ deutsche Band?

berühmt / fahren / Straße / lachen / Boot / langsam / putzen / Buch

Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the recording. Underline the vowels in bold that are pronounced and write a dot under the vowels in bold that are pronounced short.

1. bekannt	5. der S**o**hn	9.
2. die Mannschaft	6. die Gr**u**ppe	10.
3. die M**u**tter	7. die Str**a**ße	11.
4. die kl**a**ssische M**u**sik	8. das B**oo**t	12.

Activity 2: Listen to the recording and write the words in the order you hear them

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Unit 2: Short and long vowels *e* a

Sound–symbol Correspondence	Section 1: Vocabulary	Sectio
Short and long vowels: **e, ä** Introduction to the sound and tips for pronunciation	**Activity 1:** Multiple-choice questions. Choose the correct translation for each word provided.	**Activity 1** vowel pr correct a
	Activity 2: Match up the sentence beginnings with their endings.	**Activity 2** recordin the sente

Introductio the sound

In this section we will focus on the vowels **e** and **ä**, which can be either long or sh vowel is pronounced long or short by the way the word is written. Here are some

- **Long vowels**: double vowels (*der T**ee**, der Schn**ee***), before h (*n**eh**men, erzäh*
  Notice: *h* after a vowel is not pronounced. It only shows that the vowel is sp
- **Short vowels:** before a double consonant (***ess**en, M**ä**nner*), before ck, ch, tz

- The short **ä** is pronounced similar to the e in the word ***end*** in English. Simply to form the long **ä**.
- The short **e** is pronounced exactly like **ä** – you cannot hear a difference. For *h**ä**sslich*. Words that are written with **ä** are often derived from words with **a** *Ä**p**fel, f**a**hren → er f**ä**hrt*.
- When you say the alphabet in German out loud, you can hear the long **e**: Be

When sounding out a new word, try to think of words you have come across befo Can you think of any other words with the letters **e** and **ä**? Make a note in your boo to start.

e: essen, der Tee, das Bett, nehmen, lecker, …

ä: erzählen, hässlich, er fährt, die Äpfel, …

Section 1: Vocabulary

Activity 1: Identify the correct translation of the German words.

1. das Getränk
   a. drink
   b. food
   c. dessert
2. spät
   a. lost
   b. early
   c. late
3.

4. gefährlich
   a. difficult
   b. dangerous
   c. harmless
5. der Käse
   a. cheese
   b. ham
   c. bread
6.

7. das Mädchen
   a. boy
   b. girl
   c. ch
8. Bäckerei
   a. shop
   b. post office
   c. bakery
9.

10. verände
    a. to change
    b. to walk
    c. to lose
11. erklären
    a. to say
    b. to ask
    c. to explain
12.

★ Choose six words from Activity 1 and form three sentences, using two of the w

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Activity 2: Match up the sentence beginnings with their endings and copy them i
highlight all words that contain **e** in one colour and words that contain **ä** in anoth

1.	Er schläft	a.	mir gut.
2.	Sie fährt mit	b.	um 20 Uhr an.
3.	Er wäscht sich*	c.	lecker
4.	Die Vorstellung gefällt	d.	[illegible]
5.	Der Film fängt*	e.	im Schnee.
6.	Ich nehme Zucker*	f.	den Jungen nicht.
7.	Die Kin[illegible]	g.	das Gesicht.
8.	Das E[illegible]	h.	um zu lesen.
9.	Ich kenne	i.	für den Tee.
10.	Ich mache	j.	weil das Bett sehr hart ist.
11.	Es ist nicht hell genug,	k.	Urlaub am Meer.
12.	Ich habe schlecht geschlafen,	l.	der Straßenbahn.

** Er wäscht sich – he washes, Zucker – sugar, fängt an – starts*

Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the recording. Are the vowels in bold pronounced short or lo

e (Part 1)	ä (Part 2)
kennen	die Ernährung
nehmen	gefährlich
der Schnee	hässlich
lecker	die Äpfel
Vorstellung	das Gespräch
der Tee	er fährt
essen	sie schläft
das Bett	das gefällt mir
das Meer	die Bäckerei
hell	erzählen
schlecht	der Käse

Activity 2: Complete the sentences with **e/ee/ä**. Then, listen to the recording to c
answer. Finally, read the sentences aloud.

1. Der K_____se und die _____pfel sind l_____cker.
2. Das Getr_____nk ist auch nicht schl_____cht.
3. Die _____rztin empfiehlt mir eine g_____sunde Er_____hrung.
4. Es ist gef_____hrlich, hier im M_____r zu s[illegible]en.
5. Das M_____dchen erz_____hlt v[illegible] spr_____ch mit den M_____
6. Wir _____ssen in der B[illegible] einen Kuchen.
7. Es ist noch h_____, also können wir im Schn_____ spielen.
8. Ich n[illegible] _____ mit Zucker, bitte.
9. Wann [illegible]ngt die Vorst_____llung an?
10. Sie versucht, mir das h_____ssliche Bild zu erkl_____ren.
11. Ich spr_____che sehr gut Deutsch, weil ich jeden Tag l_____rne und Büche
12. Mein kleiner Bruder schl_____ft endlich in seinem eigenen B_____tt.

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Unit 3: Short and long vowels *i* an

Sound–Symbol Correspondence	Section 1: Vocabulary	S
Short and long vowels: **i, ie** Introduction to the sound and tips for pronunciation	**Activity 1:** Match up the German words with their English translations.	**Activity 1** the words
	Activity 2: Underline the SSC ie and circle the SSC i in the sentences. Then translate the sentences into English.	**Activity 2** aloud. The whether y pronuncia

Introduction to the sound

In this section we will focus on the vowel **i**. Just as all the other vowels, the vowel **i** c

- **Long i:** Often when **i** is pronounced long, it is written **ie** or it is followed by **h** *Bier*. But sometimes it is written simply **i** and still pronounced long, as in pers the word beginning (*der Igel*) or in words from other languages (*das Kino*, *die* pronounced just like **e** in the English word '*me*'.
- **Short i:** It is pronounced short before ck, ch and tz, as in *schicken* or *mich*. The short **i** is pronounced like the **i** in the English word '*kin*'.

When sounding out a new word, try to think of words you have come across befo Can you think of any other words with the SSCs **i** and **ie**? Make a note in your book to start.

i: mich, schicken, … *ie: spielen, …*

Section 1: Vocabulary

Activity 1: Match up the German words with their English translation.

1. schwi	
2. die Karriere	
3. Tier	
4. spazieren	
5. das Viertel	
6. bitte	
7. ziemlich	
8. wirklich	
9. die Studie	
10. beliebt	
11. verlieren	
12. Gesicht	
13. die Stimme	

a.	quarter
b.	career
c.	really
d.	to lose
e.	difficult
f.	study
g.	voice
h.	animal
i.	to go for a walk
j.	face
k.	please
l.	suit
m.	popular

Activity 2: Underline the SSC **ie** and circle the SSC **i**. Then, translate the sentences

1. Sie liebt inn nicht.
2. Die Prüfung ist ziemlich schwierig.
3. Wir dürfen dieses Spiel nicht verlieren.
4. Er spricht von seinem Liebling
5. Sie verdient viel Geld mit ihre
6. Das Viertel ist sehr beliebt be

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Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the recording and sort the words into the correct categories.

★ For an extra challenge: cover the word bank and transcribe the words without l
at them.

er spricht / zufrieden / verdienen / bitten / bieten / Gesicht / Tier / Milch /
/ schicken / studieren / probieren / Kino / Summe / wirklich / trinken

[illegible]	

Activity 2: Read the following phrases aloud. Then, listen to the recording to see w
own pronunciation. Then, repeat aloud again.

1. Der Schauspieler ist sehr beliebt.
2. Ich gehe gerne in dem Viertel spazieren.
3. Sie hat den Brief immer nicht geschickt.
4. Bist du zufrieden mit deiner Beziehung?
5. Ich bieten das Instrument für nur 100 Euro an.
6. Trinkst du eine Milch?
7. Sie spricht von der Party und ich höre ihr interessiert zu.
8. Ich schaue meinen Lieblingsfilm im Kino an.

★ For an extra challenge: work with a partner and dictate each other the senten

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Unit 4: The umlauts *ü* and *ö*

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2:
ü, ö Introduction to the sound and tips for pronunciation	**Activity 1:** Match up the word beginnings with their endings.	**Activity 1:** [illegible] out the 10 [illegible]
	Activity 2: Circle all words in the sentences that contain the SSC. Then, translate the sentences into English.	**Activity 2:** [illegible] count how [illegible]

Introducti[illegible] the sound

German umlauts are characterised by the two dots on top of the letters **u**, **o** and [illegible] pronounced either short or long. Sometimes you can recognise whether the umla[illegible] by how it is written. For example, if there is **h** or **ß** after the umlaut, it is pronoun[illegible] consonant after the umlaut, it is pronounced short. Here are some examples:

- **short ü:** *Müll, Schüssel*
- **long ü:** *Bühne, süß*
- **short ö:** *öffnen, Löffel*
- **long ö:** *die Möhre, fröhlich*

Let's practise the **ü** sound: Say **i** (in German), then round your lips and say **i** again [illegible] tongue stays exactly the same.) The sound that is produced is **ü**. There is no soun[illegible] equivalent of this umlaut.

Let's practise the **ö** sound: Say **e** (in German), then round your lips and say **e** again [illegible] tongue stays exactly the same.) The sound that is produced is **ö**. It sounds similar t[illegible] When sounding out a new word, try to think of words you have come across befo[illegible] Can you think of any other words [illegible] **u** or **ö**? ? Make a note in your book [illegible]

ü: der Müll, der Schlüssel, [illegible], süß … *ö: öffnen, der Löffel, scho[illegible]*

Section 1: [illegible]ulary

Activity 1: Match up the word beginnings with their endings. Write the German words in your book.
★ For an extra challenge: cover the English translation on the left.

1.	**back:**	der Rü -
2.	**breakfast:**	das Früh -
3.	**everywhere:**	über -
4.	**vegetable:**	das Gem -
5.	**Austria:**	Öster -
6.	**necessary:**	nöt -
7.	**possibility:**	die Möglich -
8.	**personally:**	persön -

a.	- stück
b.	- reich
c.	- ig
d.	- keit
e.	- cken
f.	- lich
g.	- all
h.	- üse[illegible]

Activity 2: Identify [illegible] contain the SSC **ü** o[illegible] sentences into Eng[illegible] provided in the bo[illegible]

★ For an extra cha[illegible] sentences without [illegible]

1. Ich bin müde [illegible]
2. Er fühlt sich m[illegible]
3. Die Mütter m[illegible]
4. Meine Töchte[illegible]
5. Meine Brüde[illegible]
6. Ich finde Öste[illegible]
7. Ich möchte e[illegible]

1. tired [illegible]
2. to fe[illegible]
3. moth[illegible]
4. daug[illegible]
5. broth[illegible]
6. Austr[illegible]
7. to like [illegible]

Section 2: Sound–Symbol C[illegible]ence

Activity 1: Listen to the words on the recordi[illegible] tra[illegible]cribe them.

Track 8

Activity 2: Listen to the following extract and count how many times you can hear the SSCs **ü** and **ö**. ★ For an extra challenge: transcribe the words containing the SSC **ü** or **ö**.

Track 9

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Unit 5: The diphthongs *ei* and *a*

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2:
ei / ai Introduction to the sound and tips for pronunciation	**Activity 1:** Match up the German words with their English translation.	**Activity 1:** L recording a
	Activity 2: Put the words in the correct order to translate the sentences into German.	**Activity 2:** S Then, check

Introduction with [illegible]

Diphthongs [illegible]unds that are made out of two vowels (a, e, i, o, u). The SSCs **ei** [illegible] the same and sound like the English word '*eye*'. There are only a few words with a [illegible] this sound are written **ei**.

When sounding out a new word, try to think of words you have come across befo[illegible] With the SSC **ei**, you could think of an egg (das **Ei**), ice cream (das **Ei**s) or the verb [illegible] think of any other words with the SSCs **ei** and **ai**? ? Make a note in your book using [illegible]

ei: *das* ***Ei****, das* ***Eis****, schreiben, …* ***ai***: *der Mai, …*

Section 1: Vocabulary

Activity 1: Match up the German words with their English translation.

1.	arbeiten	a.	to appear
2.	die Reise	b.	opinion
3.	der Arbeitsplatz	c.	[illegible] journey
4.	scheinen	d.	performance, accomplishment
5.	die Fr[illegible]	e.	workplace
6.	gemeinsam	f.	May
7.	die Meinung	g.	to work
8.	die Leistung	h.	common
9.	der Mai	i.	freedom

★

1.	sich leisten	a.	opportunity
2.	die Gelegenheit	b.	actually
3.	gleich	c.	the most
4.	eigentlich	d.	to afford
5.	bereits	e.	alre[illegible]
6.	am meisten	f.	[illegible]qual

Activity 2: Put the w[illegible] your exercise book t[illegible] German.

1. We work for a b[illegible]
   Firma – Wir – fu[illegible]
2. His colleague se[illegible]
   Kollegin – sehr n[illegible]
3. Unfortunately m[illegible]
   ist – auf einer Re[illegible]
4. This was your be[illegible]
   war – deine – Le[illegible]
5. He is looking fo[illegible]
   im Mai – freut si[illegible]
6. In my opinion w[illegible]
   Meiner Meinung [illegible]
   brauchen wir

★

7. I can't afford the[illegible]
   Ich – nicht leiste[illegible]
   das neue Handy [illegible]
8. I actually wante[illegible] learn more.
   Eigentlich – die[illegible]
   nutzen, mehr – [illegible]
9. She has already [illegible] the event.
   am meisten – Si[illegible]
   über das Ereigni[illegible]

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Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the 10 words on the recording and transcribe them.

Activity 2: Read the following phrases aloud. Then, listen to the recordings to see you can improve your own pronunciation. Then, repeat aloud again.

1. Er arb**ei**tet fr**ei**willig.
2. S**ei**ne Schwester ist erfolgr**ei**ch*.
3. Im M**ai** mache ich **ei**ne R**ei**se.
4. M**ei**ne L**ei**stungen werden [illegible] besser.
5. Die Lehrerin ist [illegible] hilfsber**ei**t*.
6. Er hat [illegible] Arbeitsplatz verloren.

*erf
hilfs
Mai
Arbe

★

7. Kannst du dir die R**ei**se nach M**ai**land* l**ei**sten?
8. B**ei** der nächsten Gelegenh**ei**t erzähle ich dir von m**ei**ner R**ei**se nach Th**ai**land.
9. Ist die Arb**ei**tslosigk**ei**t* in d**ei**nem Land hoch?
10. M**ei**n Arb**ei**tgeber gibt mir im M**ai** l**ei**der k**ei**nen Urlaub.

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Unit 6: The diphthongs *eu, au* and

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2
eu / au / äu Introduction to the sound and tips for pronunciation	**Activity 1:** Multiple-choice questions. Choose the correct translation for each word provided.	**Activity 1:** W
	Activity 2: Unscramble the German words.	**Activity 2:** R

Introducti the sound

As you already know, diphthongs are sounds that are made out of two vowels (a sound exactly the same. Say the word *moisture* in English and you create this sou words with **au**, as in *das Haus – die Häuser*. The SSC **au** sounds similar to the **ou** i

When sounding out a new word, try to think of words you have come across befo With the SSC **eu**, you could think of the word *today* (h**eu**te), with the SSC **äu** of th Häuser) and with the SSC **au** of the singular form for *house* (das H**au**s). Can you th SSCs **eu**, **äu** and **au**? ? Make a note in your book using the examples below to start.

eu: heute, … *äu: die Häuser, …* *au: d*

Section 1: Vocabulary

Activity 1: Choose the correct translation of the German words.

1. das Geräusch
   a. smoke
   b. noise
   c. hat

2. der Verkäufer
   a. s
   b. t
   c. salesperson

3. die Häuser
   a. house
   b. houses
   c. hospital

5. die Bä
   a. tre
   b. woods
   c. tree

6. die Räume
   a. toilets
   b. room
   c. rooms

7. kaufen
   a. to buy
   b. to sell
   c. to smoke

9. dauern
   a. to drink
   b. to last
   c. to travel

★
10. aufgeben
   a. to give up
   b. to get up
   c. to stand up

★
11. behaupten
   a. to tell
   b. to explain
   c. to claim

Activity 2: Unscramble the German words. In the right-hand column you can see t

★ For an extra challenge: cover the English translations on the right.

1. nnue	
2. tecDush	German
3. die reu d	friend (f.)
4. der ru	euro
5. euhet	today
6. roEuap	Europe
7. euert	expensive
8. das eerAtubne	adventure

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Section 2: Sound–Symbol Correspondence

Activity 1: : Listen to the words 1–10 and words ★ 11–15. Note down whether you hear **eu/äu** or **au**.

Activity 2: Read the following phrases aloud. Then, listen to the recordings to see can improve your own pronunciation. Then, repeat aloud again.

eu/äu

1. In **Eu**ropa sind H**äu**ser sehr t**eu**[illegible]
2. Ich gebe der Verk**äu**fer[illegible] **Eu**[illegible].
3. H**eu**te lern[illegible] **eu**tsche Wörter.
4. Neber[illegible] **Ge**b**äu**de stehen hohe B**äu**me.
5. Meine [illegible]de und ich bekommen h**eu**te unser Z**eu**gnis.

Ver
Ge
Zeu
Her

au

6. Sie ist f**au**l und macht viele P**au**sen.
7. Ihr Tr**au**mjob ist Sch**au**spielerin.
8. ★ Du solltest **au**ch bei großen Her**au**sforderungen nie **au**fgeben!
9. ★ **Au**relia macht ein **Au**stauschjahr auf M**au**ritius.

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Unit 7: Hard and soft *ch*

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2: S
Hard and soft ch Introduction to the sound and tips for pronunciation	**Activity 1:** Word snake. Find the German translation for the following words in the word snake.	**Activity 1:** Liste sound you can
	Activity 2: Gap fill. Fill the gaps with the correct words from the word bank.	**Activity 2:** Liste gaps or transcri

Introduction to the sound

In German there are two **ch** sounds, called 'ach'-sound and 'ich'-sound in German and the soft **ch** are pronounced slightly differently.

- After a, o, u and au we use the ach-sound (hard **ch**). e.g. *das Wochenende, d*
- After any other letter we use the ich-sound (soft **ch**). e.g. *die Milch, rechts, ic*

When sounding out a new word, try to think of words you have come across befo With the SSC **ch**, you could think of a book (*das Buch*) or milk (*die Milch*). Can you the SSC **ch**? ? Make a note in your book using the examples below to start.

das Buch, die Milch …

Section 1: Vocabulary

Activity 1: Find the German translation for the following words in the word snake all nouns.)

daswochenendedasmädchennatürlichflichdererwachsenebesuchenfreundlichehrl

1. weekend
2. girl
3. naturally
4. adult
5. to visit
6. friendly
7. honest
8. adoles

Activity 2: Fill the gaps with the correct words from the word bank.

Wochenende / sportlich / Mädchen / besuche / glücklich

1. Sind deine Eltern ____?
   Are your parents athletic?
2. Am ____ gehe ich ins Kino.
   At the weekend I go to the cinema.
3. Meine Nachbarn sind sehr ____.
   My neighbours are very happy.
4. Ich ____ gerne meine Großeltern.
   I like to visit my grandparents.
5. Das ____ geht in meine Schule.
   The girl goes to my school.

★ nachdem / e

6. Ich hätte gern
7. ____ ich mein habe ich eine
8. Er ____ dich s
9. Du bist für de

Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the words 1–10 and note down whether you can hear the hard soft **ch** sound.

1. das Wochenende
2. dich
3. besuchen
4. freundlich
5. lachen
6. ehrlich
7. der Erwachse
8. höflich

Activity 2: Listen to the recording and transcribe the missing words. ★ For an extr cover the incomplete sentences below and transcribe the whole sentences yours

1. Ich sehe ____ am ____. immer ____?
2. Ich habe ____ ____.
3. Das ____ freut ____.
4. Ich ____ ____ gerne.
5.
6.

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Unit 8: *sch*, *sp* and *st*

Sound–symbol correspondence	Section 1: Vocabulary	Section 2: So
sch, sp, st Introduction to the sound and tips for pronunciation	**Activity 1:** Match up the German words with their English translation	**Activity 1:** Which
	Activity 2: Put the words in the correct	**Activity 2:** Fill in recording and re

Introduction to the sound

- The German SSC **sch** sounds similar to the English *sh* in words such as *short* a rounded much more in the articulation of the German sound.
- When a German word starts with **sp**, it is pronounced this way: **sch** + **p** as in
- When a German word or syllable starts with **st**, it is pronounced this way: **sch** When **st** is placed in the middle or at the end of a word, it is pronounced **s** +

When sounding out a new word, try to think of words you have come across befo With the SSC **sch**, you could think of the word snow (*der **Sch**nee*). Can you think o **sch**, **sp** and **st**? Make a note in your book using the examples below to start.

sch: der Schnee, … *sp: der Sport, …*

Section 1: Vocabulary

Activity 1: Match up the German words with their English translation.

1.	die Schwester	a.	siblings
2.	schön	b.	[illegible]
3.	schwer	c.	beautiful
4.	schnell	d.	to go for a walk
5.	die Geschwister	e.	to play
6.	spazieren gehen	f.	sister
7.	sportlich	g.	to save money
8.	spielen	h.	to work out
9.	Sport treiben	i.	heavy
10.	sparen	j.	athletic

Activity 2: Put the v can look at the Engl to help you.
★ For an extra chall English translations

1. Spieler Spanisc
2. schwer Tisch D
3. Geschwister M
4. Ihre ist schön S
5. du Treibst Spor
6. Wir für am Stra
7. Das steht Stadt
8. statt Wann das

1. All players are speaking Spanish.
2. The table is heavy.
3. My siblings are athletic.
4. Her voice is beautiful.
5. Do you like working ou
6. We are saving money f
7. The stadium is in the c
8. When does the theatre

Section 2: Sound–Symbol Correspondence

Activity 1: Listen to 15 words and note down which SSC the word contains: **sch**, **sp**
★ For an extra challenge: transcribe the words.

Activity 2: Fill in **sch**, **sp** or **st**. Then, listen to the recording to check your answers. F the sentences read.

1. Sie sind ___ortlich und ___lank.
2. Ich gehe gerne ___azieren.
3. Meine ___wester ___richt ___anisch.
4. Die ___ieler lieben den ___ort.
5. Deine ___imme ist ___ön.
6. In der ___adt gi
7. Die Ge___wister
8. Findet das Turni
9. Er treibt ___ort,

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Unit 9: *r* and *er*

Sound–symbol correspondence	Section 1: Vocabulary	Section 2:
r and er Introduction to the sound and tips for pronunciation	**Activity 1:** Word snake. Find the translation into German for the following words in the word snake.	**Activity 1:** L with vocalis consonanta
	Activity 2: Put the words in the correct order to create sentences into German.	**Activity 2:** L

Introducti[illegible]he sound

- If **r** is at the beginning of a word or is placed after a consonant, it is pronoun
- If **r** is after a long vowel it becomes silent (e.g. *Farbe*, *schwarz*).
- If **er/r** is placed at the end of a word, it is pronounced like a weak **a**. You can
- **R** also sounds like a weak **a** in the prefixes **er-**, **vor-** and **ver-** (e.g. ***er**klären*, ***vo***

When sounding out a new word, try to think of words you have come across befo
Can you think of any other words with the SSCs **r** and **er**? Make a note in your boo
to start.

r: rot, die Straße, … *er: die Mutter, …*

Section 1: Vocabulary

Activity 1: Find the German translation for the following words in the word snake
nouns and to add an article.)

krankfremdpraktischfahrtrichtungtürberg ah[illegible]kilometerverdienenv

1. sick	4. trip/dri[illegible]	7. mountain	10. to earn
2. foreign	5. [illegible]	8. driver	11. to leave
3. practical	6. door	9. kilometre	12. to lose

Activity 2: M[illegible]p the sentence beginnings with their endings.

1.	Wir verlassen	a.	Ferienhaus ist offen.
2.	Mein Freund	b.	viele Kilometer.
3.	Das Tor zum	c.	Gesichter.
4.	Ich sehe fremde	d.	ist krank.
5.	Die Fahrt ans	e.	Meer ist schön.
6.	Das war die	f.	Richtung nach Rom?
7.	Wir fahren	g.	sehr praktisch.
8.	Ist das die	h.	schönste Reise!
9.	In den Ferien fahren	i.	die Region.
10.	Dieser Koffer ist	j.	wir in die Berge.

Section 2: Sound–Symbol Correspondence

Activity 1: Listen to the words. Note whether the **(e)r** is vocalized (V) or consonantal (C).

Track 18

1. der Fa[illegible]	fremd	11. die Fahrt
2. die **Re**[illegible]	5. der Freund	12. das Meer
3. der Kilom**eter**	6. **ver**lieren	13. das To**r**
4. die Tü**r**	9. **ver**dienen	14. praktisch
5. die Ferien	10. **ver**lassen	15. der Berg

Activity 2: Listen to the recording and repeat aloud. See transcript to the right.

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Unit 10: *p, t, k – b, d, g*

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2: S
p, t, k – b, d, g Introduction to the sound and tips for pronunciation	**Activity 1:** Match up the word beginnings with their endings **Activity 2:** Fill in the gaps with the correct words from the word bank.	**Activity 1:** Fill i listen to the re **Activity 2:** Liste the missing wo

Introduction to the s

- **P**, **t** an sp en much stronger than **b**, **d** and **g**.
- **P**, **t** anc usually spoken with aspiration. This means that a strong burst release of these sounds.

At the word end, at a syllable end, or in a word before consonants, you speak ***b*** a example: at the word end (*blon**d**, gel**b***), at a syllable end (*mö**g**lich*), in a word bef

When sounding out a new word, try to think of words you have come across befo Can you think of any other words with the SSCs **p**, **t**, **k**, **b**, **d** and **g**? Make a note in below to start.

p/t/k: der Balkon, der Garten … *b/d/g: blond, gelb…*

Section 1: Vocabulary

Activity 1: Match up the word beginnings with their endings. Write out the German word in your book.

★ For an extra challenge: cover the English translations on the left.

1.	**story:**	d
2.	**cinema:**	d
3.	**landscape/countryside:**	d
4.	**temperature:**	d
5.	**surroundings:**	d
6.	**traffic:**	d
7.	**bakery:**	d
8.	**concert:**	d

Activity 2: Complete the sentences with the correct words from the word bank. Not all words fit.

★ For an ex llenge: cover the English translations on the right.

groß / Temperatur / modern / Temperatur / Berge / Park / Kino / Geschichte / Ve

1. Ich gehe gern ins _____. → I like to go to
2. Das Gebäude ist _____ und _____. → The building
3. Neben der Kino gibt es einen _____. → Next to the c
4. Kennst du die _____ vom Froschkönig? → Do you know
5. In der Region gibt es viele _____. → There are ma
6. In der Stadt gibt es viel _____. → There is a lot
7. Welche _____hat das Wasser? → What tempe

Section 2: Sound–Symbol Correspondence

Activity 1: Complete the sentences with p/t/k/b/d/g. Then listen to the recording your answer. Finally, read the sentences aloud.

1. Die __eschich__e ist lusti__.
2. Die __empera__ur liegt bei 1
3. Neben der __irche gib eine __äckerei.
4. Das __eb al__.
5. Auf dem Weg zum
6. Ich finde den Jun__
7. In der Um__e__un

Activity 2: L to the recording and transcribe the missing words. ★ For an ext cover the incomplete sentences below and transcribe the whole sentences yours

1. Ich mag die ____ nicht.
2. Gehst du morgen in die ____?
3. Die ____ gefällt mir.
4. Gibt es in der ____ ein ____?
5. In der ____ gibt es
6. Was kann man gege
7. Ich muss noch die

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Unit 11: z, tion / s, ss, ß

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2: Sound–Sym
z, tion / s, ss, ß Introduction to the sound and tips for pronunciation	**Activity 1:** Choose the words that fit together.	**Activity 1:** Listen to the words and c or z / tion
	Activity 2: Unscramble t German word	**Activity 2:** Read the following phras recording to see whether you can i

Introducti the sound

- We write **ss** after a short vowel: ***nass***, *das **Wasser***
- We write **ß** after a long vowel: *die Stra**ß**e*, ***süß***
- In words with just one syllable, sometimes **s** or **ß** stands after a long vowel: d
- **s** and **z** are prounounced differently: **z** is pronounced like **ts**.
  Say: ssssssss → t + s → tssssss → zzzzz
  At the word beginning (***Z**ahn*), after a long vowel (*Bre**z**el*), after a consonant (
  (*Hei**z**ung*) we write **z**. After a short vowel we write **tz** (*put**z**en*).
- Words with **-tion** are also pronounced **z** (*Situa**tion***).

When sounding out a new word, try to think of words you have come across befo
Can you think of any other words with the SSCs **z**, **tion**, **s**, **ss** and **ß**? Make a note i
below to start.

s: das Eis … *ss: nass, das Wasser, …* *ß: süß, die Straße, …* *z: der Ar*

Section 1: Vocabulary

Activity 1: ß or ss? Choose the co ts (s).

1. **flei__ig**
   a. ß
   b. ss
2. **wei__**
   a. ß
   b. ss
3.

4. **hei__en**
   a. ß
   b. ss
5. **e__en**
   a. ß
   b. ss
6.

7. **la__en**
   a. ß
   b. ss
8. **der Fu__**
   a. ß
   b. ss
9.

10. **pa__ieren**
    a. ß
    b. ss
11. **drau__en**
    a. ß
    b. ss
12.

★ Choose five of the words above a it sentence with each.

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Activity 2: Unscramble the German words. In the right-hand column you can see t
★ For an extra challenge: cover the English translations on the right.

1.	sleen	to read
2.	uskMi	music
3.	änrgSe	singer
4.	asWser	water
5.	ebssre	better
6.	uFsls	river
7.	pSaß	fun
8.	ßFeü	[illegible]
9.	ezutr	at first
10.	unoSi	situation

Section 2: Sound–Symbol Correspondence

Activity 1:

a) Listen to the 10 words and identify whether you hear **ss** or **ß**. (Remember: sh
→ ss, long vowel → ß.)

b) Listen to the 10 words and identify whether you hear **s** or **z**.

c) Listen to the 10 words and identify whether you hear **z** or **tion**.

Activity 2: Read the following phrases aloud. Then, listen to the recordings to see
own pronunciation. Then, repeat aloud again.

1. Ich lese die **Z**eitung.
2. Er produziert **z**wei **S**eri[illegible]
3. Die Opera**tion** i[illegible]**z**[illegible]**nz**ig Tagen.
4. In mei[illegible]**ize**[illegible] tanze ich.
5. Die **S**än[illegible]singt **s**ehr schön.
6. Wir haben viel Spa**ß** auf dem Kon**z**ert.
7. **S**ie **s**ieht **s**ich die **S**endung an.
8. Er benut**z**t die **s**o**z**ialen Medien.
9. Da**s** ist eine stre**ss**ige **S**itua**tion**.
10. **S**ie i**s**t **s**üchtig nach* der **S**erie.
11. Nach der Präsenta**tion** gehen wir etwa**s** **S**ü**ß**e**s** e**ss**en.
12. **Z**uerst wasche ich meine Fü**ß**e, dann trinke ich ein Gla**s** Wa**ss**er.
13. Er i**s**t na**ss**, weil er im Flu**ss** war.

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Unit 12: *f, v, w*

Sound–Symbol Correspondence	Section 1: Vocabulary	Section 2: S
f, v, w Introduction to the sound and tips for pronunciation	**Activity 1:** Pick the correct word from the box for each phrase.	**Activity 1:** Fill i to the recordin read the senten
	Activity 2: Put the words in the correct order to form a sentence.	**Activity 2:** Liste words in the or

Introduction to the sound

To pronounce the German, you place your lower lip onto your upper teeth. Exhale

The German **w** sounds like the v in the English word ***very***.

v is pronounced either like f or like w. In Germanic words it is pronounced f (***Vorn*** words it is pronounced w (***Verb, Vanille, Visum***). The ending **-iv** is pronounced like

When sounding out a new word, try to think of words you have come across befo Can you think of any other words with the SSCs **f**, **v** and **w**? Make a note in your bo to start. *f: der Fluss, …* *v: das Verb, …* *w: der Wei*

Section 1: Vocabulary

Activity 1: Which word from the box fits?
★ For an extra challenge: cover the English translations on the right. Once you have filled in the words, pick five of the words in the box and write a different full sentence with each.

verbieten / Flughafen / Universität / Sohn / Wald / Wohnung / Fenster / Frühling / verbringen / Westen

1. im ____ wandern — *to go hiking in the woods*
2. in einer ____ wohnen — *to live in a beautiful apartment*
3. die Ferien ____ — *to spend the holidays*
4. das Rauchen ____ — *to prohibit smoking*
5. Richtung ____ fahren — *to drive to the West*
6. am ____ warten — *to wait at the airport*
7. an der ____ studieren — *to study at university*
8. das ____ putzen — *to clean the window*
9. den ____ genießen — *to enjoy spring*
10. immer ____ bleiben — *to always stay positive*

Activity 2: Listen to the recording and write the words in the order you hear them

Section 2: Sound–Symbol Correspondence

Activity 1: Fill in the gaps with **f/v/w**. Then, listen to the recording to check your answer. Finally, read the sentences aloud.

Track 26

1. Im __ inter __ andere ich gerne im __ ald.
2. Das Er__ war positi__
3. Ich brauche ein __ isum für meine Reise nach __ rankreich.
4. __ ährst du im __ rühling mit dem __ ahrrad?
5. Das __ asser ist __
6. Auf dieser Straße g
7. Die __ ögel __ lieg
8. Ich muss die __ en

Activity 2: Listen to the recording and write the words in the order you hear them

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Unit 13: Additional SSCs

-ig

- At the end of a word **-ig** is pronounced **-ich**.
- But in the south of Germany, in Austria and in Switzerland it is pronounced -i

Examples: *zwanzig, dreißig, vierzig, fünfzig, [illegible]tig, [illegible]auldig, mutig, neugierig, eh*

Short exercise:

a) Listen to the two [illegible]s of the recording.
b) Pair up [illegible] partner. One of you will read the words out loud pronouncing **-ig**
Then, the other one will read the words out loud pronouncing **-ig** like **-ig** (like an

j

- The German letter **j** is usually pronounced as **y** in the English word ***year*** (e.g.
- **J** is pronounced **sch** in words with a French origin (e.g. *der **J**ournalist*).
- **J** is pronounced **dsch** in words with an English origin (e.g. *der **J**ob, **j**oggen*).

Examples: *der **J**unge, das **J**ahr, der **J**ournalist, der **J**ob, **j**oggen, die **J**eans, der **J**anuar, j*

Short exercise:

a) Order the example words in your book using the table below as a template.
b) Listen to the recording to check your answers.
c) Then, read the words aloud.

'j' (German):	
'sch' (French):	
'dsch' (English):	

qu

- **qu** is pronounced **kw**.

Examples: *die **Qu**alität, die **Qu**alifikation, die **Qu**elle, das **Qu**adrat*

Short exercise: Listen to the words on the recording, and then practise saying the

h

aspirate h:
h before vowels (at the beginning of words or syllables) is pronounced like the ini
of the English words 'how' and 'here', e.g. die **H**and.

silent h:
h after a vowel is silent and indicates only that the vowel before it is pronounced

Short exercise:
Listen to the sentences on the recording. Then, read the sentences aloud.

aspirate h:
Der **H**und hat **H**unger.
Heute ist die **H**ochzeit.
Am **H**eiligen Abend bin ich zu **H**ause.
Mein **H**obby ist **H**andball.

silent h:
Die Ba**h**n fä**h**rt nicht me
Meiner Oma fe**h**len ze**h**
An Wei**h**nachten sind al
Er zä**h**lt die Kerzen am W

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Foundation Exam Practice: Dicta

You will hear **six** short sentences.
Sentences 1 to 3: For each gap write **one word** in German that you hear.
Sentences 4 to 6: Write down the **whole sentence** that you hear in German (each
The number of each sentence will be announced. You will hear each sentence **thr**

Note:
*Exam Practice A, B and C each provide a **full** exam-style question.*
Your teacher will tell you which one to complete.

Exam Prac	Tracks
Foundation A	32 – 33 – 34 – 35 – 36 – 37
Foundation B	38 – 39 – 40 – 41 – 42 – 43
Foundation C	44 – 45 – 46 – 47 – 48 – 49

Dictation: Foundation A

You are going to hear someone talk about different topics.
Sentences 1, 2 and 3: Write one **German** word in each gap.

Example: Das Kind spielt im Garten.
1. Meine _____ sind nicht _____.
2. Wir _____ mit dem _____.
3. Du _____ mehr _____.

Sentences 4, 5 and 6: Write down the full German sentences that you hear.

Example: Ich kaufe eine Flasche Wasser.

Dictation: Foundation B

You are going to hear someone talk about different topics.
Sentences 1, 2 and 3: Write one **German** word in each gap.

Example: Das Kind spielt im Garten.
1. An _____ sehen wir ein _____.
2. Er _____ den deutschen _____.
3. Morgen _____ wir _____.

Sentences 4, 5 and 6: Write down the full **German** sentences that you hear.

Example: Ich kaufe eine Flasche Wasser.

Dictation: Foundation C

You are going to hear someone talk about different topics.
Sentences 1, 2 and 3: Write one **German** word in each gap.

Example: Das Kind spielt im Garten.
1. Er _____ die Umwelt _____.
2. Der Flu _____ durch die _____.
3. Die Post ist _____ der _____.

Sentences 4, 5 and 6: Write down the full **German** sentences that you hear.

Example: Ich kaufe eine Flasche Wasser.

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Higher Exam Practice: Dictatio

You will hear **six** short sentences.
Sentences 1 and 2: For each gap write **one word** in German that you hear.
Sentences 3 to 6: Write down the **whole sentence** that you hear in German (each
The number of each sentence will be announced. You will hear each sentence **th**

Note:
*Exam Practice A, B and C each provide a **full** exam-style question.*
Your teacher will tell you which one to complete.

Exam Prac	Tracks
Higher A	50 – 51 – 52 – 53 – 54 – 55
Higher B	56 – 57 – 58 – 59 – 60 – 61
Higher C	62 – 63 – 64 – 65 – 66 – 67

Dictation: Higher A

You are going to hear someone talk about their holidays and leisure time.
Sentences 1 and 2: Write one **German** word in each gap.

Example: Ich fahre nächste Woche in den Urlaub.
1. An _____ verstecken wir _____ und _____
2. Wir _____ dieses Mal _____ weniger _____

Sentences 3, 4, 5 and 6: Write down the full **German** sentences that you hear.

Example: Ich höre am Wochenende gerne Musik.

Dictation: Higher B

You are going to hear someone talk about future plans.
Sentences 1 and 2: Write one **German** word in each gap.

Example: Ich fahre nächste Woche in den Urlaub.
1. Ich _____ nach dem _____ als _____
2. Ich muss _____ viel arbeiten und _____ nicht oft _____

Sentences 3, 4, 5 and 6: Write down the full **German** sentences that you hear.

Example: Ich höre am Wochenende gerne Musik.

Dictation: Higher C

You are going to hear someone talk about a healthy lifestyle.
Sentences 1 and 2: Write one **German** word in each gap.

Example: Ich fahre nächste Woche in den Urlaub.
1. Ich _____ im _____ auf eine gesunde _____
2. Ein paar _____ darf _____ aber auch _____

Sentences 3, 4, 5 and 6: Write down the full **German** sentences that you hear.

Example: Ich höre am Wochenende gerne Musik.

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Foundation Exam Practice: Reading

You will be given a short text of five sentences (minimum 35 words) to read aloud
the SSCs.
During the preparation time, look carefully at the SSCs you have studied and the
key words you remember attached to these SSCs.
Take time to highlight or underline the SSCs that you find tricky.

Reading aloud Foundation A: Lifestyle and wellbeing

Tanja, your German friend, has sent you a message about her lifestyle.
When your teacher asks you, read aloud the following text.

Ich will gesünder leben.

Jeden Tag trinke ich viel Wasser und ich schlafe viel.

Ich esse auch frisches Obst und Gemüse.

Am Wochenende mache ich mit meiner Familie Sport.

Ich versuche, weniger Schokolade zu essen.

Reading Aloud Foundation B: Daily life

Markus, the German exchange student, has sent you a message about his free time.
When your teacher asks you, read aloud the following text.

Meine Freunde und ich lieben gerne Sport.

Nach der Schule treffen wir uns im Park.

Dort spielen wir Fußball oder Handball.

Am Wochenende gehen wir ins Schwimmbad oder ins Kino.

Zu Hause sehe ich mir Filme an.

Reading Aloud Foundation C: Celebrations and festivals

Lydia, your friend from Switzerland, has sent you some information about a family
When your teacher asks you, read aloud the following text.

Am Wochenende besuchen wir meine Großeltern.

Wir feiern den Geburtstag der Großmutter.

Es gibt viele Essen und wir singen zusammen Lieder.

Am Abend bekommt sie die Geschenke.

Ich kaufe ihr ein Buch und Schokolade.

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Higher Exam Practice: Reading A

You will be given a short text of six sentences (minimum 50 words) to read aloud
the SSCs.
During the preparation time, look carefully at the SSCs you have studied and the s
key words you remember attached to these SSCs.
Take time to highlight or underline the SSCs that you find tricky.

Reading Aloud Higher A: Holidays and travel

Peter, your [illegible] from Austria, has sent you some information about holidays.
When your [illegible]r asks you, read aloud the following text.

Im Sommer gehen viele Österreicher wandern.

Sie machen gerne Urlaub in den Bergen, aber ich fahre viel lieber an den Strand.

Ich liebe das Meer und am Strand kann man sich sonnen, Bücher lesen oder Ba

Nächstes Jahr will ich unbedingt in die Türkei fliegen, um dort schwimmen zu ge

Reading Aloud Higher B: Ambitions and work

Ulla, your German pen pal, has sent you some information about future plans.
When your teacher asks you, read aloud the following text.

Nach der Schule will meine beste Freundin in der Universität studieren.

Sie möchte als Ärztin in einem Krankenhaus arbeiten und ich glaube, dass sie se

Vielleicht gehen nach der Schule für ein Jahr ins Ausland.

Es gibt viele Möglichkeiten zu reisen und gleichzeitig Geld zu verdienen.

Reading Aloud Higher C: Environmental issues

Jakob, the Austrian exchange student, has sent you a message about environmen
When your teacher asks you, read aloud the following text.

Meinen Freunden und mir ist der Umweltschutz sehr wichtig.

Wir versuchen, Wasser, Strom und Energie zu sparen und wir kaufen nachhaltige

In der Schule und zu Hause trennen wir den Müll, denn Papier und Plastik kann

Ich finde es sehr schlecht, dass so viel Plastik produziert wird.

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Transcripts

Track		Unit 1: Short and long vowels a, o and u Section 2: Sound–Symbol Correspondence	
2	F1	**Activity 1:** 1. bekannt, 2. die Mannschaft, 3. die M[illegible] 4. die klassische Musik, 7. die Straße, 8. das Boot, 9. der [illegible] 10. schmutzig, 11. fahren, 12	
3	M1	**Activity 2:** 1. lachen, 2. [illegible]ren, 3. tanzen, 4. der Sohn, 5. die Tochter, 6. der Ro 8. [illegible]t, 9. die Gruppe, 10. die Straße, 11. die Mannschaft, 12. d	

Track		Unit 2: Short and long vowels e and ä Section 2: Sound–Symbol Correspondence	
4	M1	**Activity 1: Part 1** kennen nehmen der Schnee lecker die Vorstellung der Tee essen das Bett das Meer hell schlecht	**Part 2** die Ernährung gefährlich hässlich die Äpfel das Gespräch er fährt sie schläft das gefällt mir die Bäckerei erzählen der Käse
5	F1	**Activity 2** 1. Der **Käse** und die **Äpfel** sind [illegible] 2. Das **Getränk** ist [illegible] **schlecht**. 3. Die **Ärzt**[illegible] mir eine **gesunde** [illegible] 4. [illegible] ist **gefährlich**, hier im **Meer** zu schwimmen. 5. Das **Mädchen** erzählt von ihrem **Gespräch** mit den **Männern**. 6. Wir **essen** in der **Bäckerei** einen Kuchen.	7. Es ist noc[illegible] **Schnee** s[illegible] 8. Ich **nehme** 9. Wann **fäng** 10. Sie versuc[illegible] 11. Ich **sprec**[illegible] Tag **lerne** 12. Mein klei[illegible] eigenen [illegible]

Track		Unit 3: Short and long vowels i and ie Section 2: Sound–Symbol Correspondence	
6	M1	**Activity 1:** er spricht / zufrieden / verdienen / bitten / bieten / Gesicht / Tier / M[illegible] probieren / Kino / Stimme / wirklich / trinken	
7	F1	**Activity 2:** 1. Der Schauspieler ist sehr beliebt. 2. Ich gehe gerne in dem Viertel spazieren. 3. Sie hat den Brief immer noch nicht gesch[illegible]kt. 4. Bist du zufrieden mit deiner Bezi[illegible]? 5. Ich biete dir das Instrument [illegible] [illegible]00 Euro an.	6. Trinkst d[illegible] 7. Sie spri[illegible] interess[illegible] 8. Ich sch[illegible] 9. Kannst d[illegible]

Track		Unit 4: The umlauts ü and ö Section 2: Sound–Symbol Correspondence	
8		**Activity 1:** 1. müde, 2. höflich, 3. das Frühstück, 4. das Gemüse, 5. die Vögel, 6. 8. der Rücken, 9. hören, 10. schön	
9	F1	**Activity 2:** 1. Ich bin müde und fühle mich nicht gut. 2. Mein Rücken tut weh. 3. Ich möchte Gemüse zum Frühstück.	4. Die Köchin 5. Österreich 6. Meine Na[illegible] 7. Hörst du d[illegible]

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Track		Unit 5: The diphthongs ei and ai Section 2: Sound–Symbol Correspondence	
10	M1	**Activity 1:** 1. arbeiten, 2. der Arbeitsplatz, 3. der Mai, 4. hilfsbereit, 5. freiwillig 7. erfolgreich, 8. der Mais, 9. die Reise, 10. die Leistung	
11	F1	**Activity 2:** 1. Er arbeitet freiwillig. 2. Seine Schwester ist erfolgre[illegible]n. 3. Im Mai mache ich [illegible]se. 4. Meine Lei[illegible]den immer besser. 5. [illegible]ist meistens hilfsbereit. [illegible]at seinen Arbeitsplatz verloren.	**Extension:** 7. Kannst d[illegible] 8. Bei der [illegible] von mein[illegible] 9. Ist die A[illegible] 10. Mein Arb[illegible] keinen U[illegible]

Track		Unit 6: The diphthongs eu, au and äu Section 2: Sound–Symbol Correspondence	
12	M1	**Activity 1:** 1. die Verkäuferin, 2. das Haus, 3. die Häuser, 4. der Raum, 5. die Rä[illegible] heute, 9. faul, 10. das Gebäude **Extension** 11. die Herausforderung, 12. das Zeugnis, 13. aufgeben, 14. der Au[illegible]	
13	F1	**Activity 2: eu/äu** 1. In **Eu**ropa sind **Häu**ser sehr **teu**er. 2. Ich gebe der Verk**äu**ferin **neu**n **Eu**ro. 3. **Heu**te lernen wir **neu**e **deu**tsche Wörter. 4. Neben dem Geb**äu**de stehen hohe B**äu**me. 5. Meine Fr**eu**nde und ich bekommen h[illegible] unser Z**eu**gnis.	**a-u** 6. Sie ist **faul** [illegible] 7. Ihr Tr**au**mjo[illegible] 8. ★ Du sollte[illegible] Her**aus**ford[illegible] 9. ★ **Au**relia [illegible] M**au**ritius.

Track		Unit 7: Hard and soft ch Section 2: Sound–Symbol Correspondence	
14		**Activity 1:** 1. das Wochenende 2. dich 3. besuchen 4. freundlich 5. lachen	6. ehrlich 7. der Erwachs[illegible] 8. höflich 9. der Jugendl[illegible] 10. das Buch
15	F1	**Activity 2:** 1. Ich sehe dich am Wochenende. 2. Ich habe sportliche Nachbarn. 3. Das Mädchen freut sich.	4. Ich besuche[illegible] 5. Bist du imm[illegible] 6. Die Jugendl[illegible]

Track		Unit 8: sch, sp and st Section 2: Sound–Symbol Correspondence	
16	F1	**Activity 1:** 1. der Schnee, 2. sportlich, 3. [illegible] die Stadt, 5. der Strand, 6. [illegible] 9. der Spieler, 10. Sp[illegible]n, [illegible]stattfinden, 12. die Stimme, 13. schne[illegible]	
17	M1	**Activity 2:** 1. [illegible]d sportlich und schlank. 2. [illegible]ch gehe gerne spazieren. 3. Meine Schwester spricht Spanisch. 4. Die Spieler lieben den Sport.	5. Deine Stim[illegible] 6. In der Stad[illegible] 7. Die Gesch[illegible] 8. Findet das [illegible] 9. Er treibt S[illegible]

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Track		Unit 9: r and er Section 2: Sound–Symbol Correspondence
18	F1	**Activity 1:** 1. der Fahrer, 2. die Reise, 3. der Kilometer, 4. die Tür , 5. die Ferien, 6 9. verdienen , 10. verlassen, 11. die Fahrt, 12. das Meer, 13. das Tor ,
19	M1	**Activity 2:** ***Im Urlaub*** Der Freund ist krank. Die Fahrt ans Meer ist schö Das Tor zum Feri[illegible]en. Ich sehe f[illegible]ter. W[illegible] die Region. Wi[illegible]hren viele Kilometer. ist das die Richtung nach Rom? Das war die schönste Reise!

Track		Unit 10: p, t, k – b, d, g Section 2: Sound–Symbol Correspondence	
20	F1	**Activity 1:** 1. Die Geschichte ist lustig. 2. Die Temperatur liegt bei 10 Grad. 3. Neben der Kirche gibt es eine kleine Bäckerei.	4. Das Gebäu 5. Auf dem W 6. Ich finde d 7. In der Umg
21	M1	**Activity 2:** 1. Ich mag die Geschichte nicht. 2. Gehst du morgen in die Kirche? 3. Die Landschaft gefällt mir.	4. Gibt es in der Umgebu 5. In der Bäckerei gibt es 6. Was kann man gegen d 7. Ich muss noch die Wo

Track		Unit 11: [illegible]on / s, ss, ß Section [illegible] Sound–Symbol Correspondence
22	M1	**Activity 1:** a) 1. nass, 2. [illegible], 3. [illegible]oße, 4. Fluss, 5. essen, 6. Spaß, 7. Wasser,
23	F1	**Activity [illegible]** b) [illegible]lesen, 2. ansehen, 3. Konzert, 4. zuerst, 5. süchtig, 6. Serie, 7 10. Flugzeug
24	M1	**Activity 1:** c) 1. soziale Medien, 2. Situation, 3. produzieren, 4. Konzert, 5. Ope 8. tanzen, 9. Freizeit, 10. Präsentation
25	F1	**Activity 2:** 1. Ich lese die Zeitung. 2. Er produziert zwei Serien. 3. Die Operation ist in zwanzig Tagen. 4. In meiner Freizeit tanze ich. 5. Die Sängerin singt sehr schön. 6. Wir haben viel Spaß auf dem Konzert. 7. Sie sieht sich die Sendung an.	8. Er benutzt die so 9. Das ist eine stres 10. Sie ist süchtig na 11. Nach der Präsent 12. Zuerst wasche ich Glas Wasser. 13. Er ist nass, weil e

Track		Unit 12: f, v, w Section [illegible] Sound–Symbol Correspondence	
26	M1	**Activity 1:** 1. Im W[illegible]ere ich gerne im Wald. 2. [illegible]gebnis war positiv. 3. Ich brauche kein Visum für meine Reise nach Frankreich. 4. Fährst du im Frühling mit dem Fahrrad?	5. Das Wasse 6. Auf diese 7. Die Vöge 8. Ich muss d
27	M1	**Activity 2:** 1. Flughafen 2. Universität 3. Westen	4. Visum 5. Feld 6. verboten 7. Fluss 8. Wohnung 9. Winter

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Track		Unit 13: -ig
28	F1	Version 1: zwanzig, dreißig, vierzig, fünfzig, lustig, geduldig, mutig, ne Version 2: zwanzig, dreißig, vierzig, fünfzig, lustig, geduldig, mutig, ne

Track		Unit 13: j
29	M1	der Junge, das Jahr, der Journalist, der Job, [illegible]n, die Jeans, der Janua

Track		Unit 13: qu
30	F1	die Qua[illegible]nkation, die Quelle, das Quadrat

Track		Unit 13: h	
31	M1	**aspirate h:** Der Hund hat Hunger. Heute ist die Hochzeit. Am Heiligen Abend bin ich zu Hause. Mein Hobby ist Handball.	**silent h:** Die Bahn fährt n Meiner Oma fehl An Weihnachten Er zählt die Kerz

Track		Foundation Exam Practice Dictation Foundation A
32	F1	Sentence 1: Meine **Eltern** sind nicht **geschieden***.
33	F1	Sentence 2: Wir **fliegen*** mit dem **Flugzeug**.
34	F1	Sentence 3: Du **musst** mehr **Gemüse** essen.
35	F1	Sentence 4: Er möchte hier studieren.
36	F1	Sentence 5: Sie fährt mit dem Rad.
37	F1	Sentence 6: Das Kind isst [illegible]st.

* words not on vocabulary list

Track		Foundation Exam Practice Dictation Foundation B
38	M1	Sentence 1: An **Silvester** sehen wir ein **Feuerwerk***.
39	M1	Sentence 2: Er **mag** den deutschen **Schauspieler***.
40	M1	Sentence 3: Morgen **kochen** wir **zusammen**.
41	M1	Sentence 4: Wir sehen heute einen Film.
42	M1	Sentence 5: Er kommt aus Österreich.
43	M1	Sentence 6: Sie treffen sich am Wochenende.

* words not on vocabulary list

Track		Foundation Exam Practice Dictation Foundation C
44	F1	Sentence 1: Er **will** die Umwelt **schü**[illegible]
45	F1	Sentence 2: Der Fluss **fli**[illegible]h die **Stadt**.
46	F1	Sentence 3: D[illegible]ost [illegible]**neben*** der **Bank**.
47	F1	Se[illegible] Ich habe zwei Brüder.
48	[illegible]	Sentence 5: Wir spielen am Dienstag Fußball.
49	[illegible]	Sentence 6: Ich finde den Unterricht langweilig.

* words not on vocabulary list

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Track		Higher Exam Practice Dictation Higher A
50	M1	Sentence 1: An **Ostern*** verstecken wir **Schokolade** und **bemalte*** Eier.
51	M1	Sentence 2: Wir **wollen** dieses Mal **eigentlich** weniger **Zucker*** essen.
52	M1	Sentence 3: Am Samstag gehe ich ins Kino.
53	M1	Sentence 4: Soziale Medien können gefährlich sein.
54	M1	Sentence 5: Meine Großeltern freuen sich auf meinen Besuch.
55	M1	Sentence 6: Ich muss für eine Prüfung lernen.

* words not on vocabulary list

Track		Higher Exam Practice Dictation Higher B
56	F1	Sentence 1: Ich **möchte** nach dem **Studium** als **Dolmetscher*** arbeiten.
57	F1	Sentence 3: Ich muss **vermutlich*** viel arbeiten und **kann** nicht oft **entspannen**.
58	F1	Sentence 2: Mein bester Freund macht schon eine Ausbildung.
59	F1	Sentence 2: Meine Schwester will berühmt werden.
60	F1	Sentence 4: Viele Schüler wollen ins Ausland.
61	F1	Sentence 5: In der Zukunft gründe ich eine Firma.

* words not on vocabulary list

Track		Higher Exam Practice Dictation Higher C
62	M1	Sentence 1: Ich **achte*** im **Alltag** auf eine gesunde **Ernährung***.
63	M1	Sentence 2: Ein paar **Süßigkeiten*** kann man aber auch **essen**.
64	M1	Sentence 3: Ich mache gerne Sport im Park.
65	M1	Sentence 4: Viele Eltern wollen das Rauchen aufgeben.
66	M1	Sentence 5: Regelmäßige Bewegung ist wichtig für uns.
67		Sentence 6: Ich esse lieber Obst als Gemüse.

* words not on vocabulary list

Track		Foundation Exam Practice Reading Aloud Foundation A
68	F1	Ich will gesünder leben. Jeden Tag trinke ich viel Wasser und ich schlafe viel. Ich esse auch frisches Obst und Gemüse. Am Wochenende mache ich mit meiner Familie Sport. Ich versuche, weniger Schokolade zu essen.

Track		Foundation Exam Practice Reading Aloud Foundation B
69	M1	Meine Freunde und ich machen gerne Sport. Nach der Schule treffen wir uns im Park. Dort spielen wir Fußball oder Handball. Am Wochenende gehen wir ins Schwimmbad oder ins Kino. Zu Hause sehe ich mir Filme an.

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Track		Foundation Exam Practice Reading Aloud Foundation C
70	F1	Am Wochenende besuchen wir meine Großeltern. Wir feiern den Geburtstag meiner Großmutter. Es gibt viel zu essen und wir singen zusammen Lieder. Am Abend bekommt sie die Geschenke. Ich kaufe ihr ein Buch und Schokolade.

Track		Higher Exam Practice Reading Aloud Higher A
71	M1	In [illegible] gehen viele Österreicher wandern. Sie machen gerne Urlaub in den Bergen, aber ich fahre viel lieber an de Ich liebe das Meer und am Strand kann man sich sonnen, Bücher lesen Nächstes Jahr will ich unbedingt in die Türkei fliegen, um dort schwimm

Track		Higher Exam Practice Reading Aloud Higher B
72	F1	Nach der Schule will meine beste Freundin an der Universität studieren. Sie möchte als Ärztin in einem Krankenhaus arbeiten und ich glaube, da Vielleicht gehe ich nach der Schule für ein Jahr ins Ausland. Es gibt viele Möglichkeiten zu reisen und gleichzeitig Geld zu verdienen

Track		Higher Exam Practice Reading Aloud Higher C
73	M1	Meinen Freunden und mir ist der Umweltschutz sehr wichtig. Wir versuchen, Wasser, Strom und Energie zu sparen und wir kaufen na In der Schule und zu Hause trennen wir den Müll, denn Papier und Plast Ich finde es sehr schlimm, dass so viel Plastik produziert wird.

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Answers

Short and long vowels a, o and u:

Section 1: Vocabulary

Activity 1:

1. bekannt
2. die Gruppe
3. die Straße
4. die Mannschaft
5. der Sohn
6. die Tochter
7. der Mutter
8. das Boot
9. der Rock
10. schmutzig
11. c
12. f
13. t
14. l
15. d

Activity 2:

1. bekannt
2. Mannschaft
3. Rock
4. klassische
5. tanzen

★

6. fährt
7. putze
8. Boot
9. berühmte

Section 2: Sound–Symbol Correspondence

Activity 1:

1. short, 2. short, 3. short, 4. short 5. long, 6. short, 7. long, 8. long 9. short, 10.

Activity 2:

1. lachen, 2. fahren, 3. t[illegible] 4. der Sohn, 5. die Tochter, 6. der Rock, 7. die klassis
9. die Grupp[illegible] die Straße, 11. die Mannschaft, 12. die Mutter

Short and long vowels e and ä:

Section 1: Vocabulary

Activity 1:

1. a, 2. c, 3. a
4. b, 5. a, 6. b
7. b, 8. c, 9. a
10. a, 11. c, 12. a

★

Possible answers:

1. Die **Ärztin** spricht über eine gesunde **Ernährung**.
2. Das **Mädchen** kauft **Käse** und **Äpfel** im Supermark
3. In der **Bäckerei** gibt es auch **Getränke** zu ka[illegible]n.

Activity 2:

1	[illegible]	[illegible]	4	5	6	7	8	9
d	[illegible]	g	a	b	i	e	c	f

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.