

Abenteuer Deutsch 2

*New Junior Cycle German for
Second and Third Year*

Melanie Henry

The Educational Company of Ireland

First published 2018
The Educational Company of Ireland
Ballymount Road
Walkinstown
Dublin 12
www.edco.ie

A member of the Smurfit Kappa Group plc

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ISBN: 978-1-84536-791-6

Artists: Karen Donnelly, Brian Fitzgerald, Global Blended Learning

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Inhalt

Kapitel 1: Meine Sprachreise

1

Reflection on my language journey to date

Kommunikation	Lernen lernen
I will learn how to: <ul style="list-style-type: none"> ✓ Reflect on and communicate to others what I already know about: <ul style="list-style-type: none"> • the German language • the different elements of the German language • the culture of German-speaking countries ✓ Reflect on and communicate to others: <ul style="list-style-type: none"> • what I already can do in German • how I learn German best • what I would like to learn and be able to do in German in the future 	I will learn how to: <ul style="list-style-type: none"> ✓ Access a text: <ul style="list-style-type: none"> • by finding words and clues relating to a specific topic • by looking at the type of text • by looking at accompanying images • by looking at the title • through clues given by accompanying questions • by underlining familiar words and joining the dots ✓ Reflect on my progress in German to further enhance my learning experience

Kapitel 2: Herzlichen Glückwunsch

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Celebrations – Congratulations – Past Events – Ordinal numbers

Kommunikation	Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Congratulate people ✓ Enquire and talk about past events ✓ Enquire and talk about dates 	<ul style="list-style-type: none"> ✓ Best wishes 	<ul style="list-style-type: none"> ✓ Past tense of haben and sein (<i>waren / hatten</i>) ✓ Perfect tense with <i>haben</i> ✓ Perfect tense with <i>sein</i> ✓ Ordinal numbers
Landeskunde <ul style="list-style-type: none"> ✓ Festive days in German-speaking countries ✓ Birthday traditions in German-speaking countries ✓ German birthday songs ✓ International celebrities speaking German 		
Deutsch kreativ <ul style="list-style-type: none"> ✓ Virtual greeting card ✓ Poster: Celebrities' birthdays ✓ Presentation: My best birthday party 		



Kapitel 3: In der Stadt

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Buildings and Shops – Clothes

Kommunikation		Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Ask and talk about where people are going ✓ Ask and talk about what people wear ✓ Ask for and express an opinion 		<ul style="list-style-type: none"> ✓ Buildings and Shops ✓ Clothes 	<ul style="list-style-type: none"> ✓ Preposition <i>zu</i> ✓ Plural endings ✓ Verb <i>tragen</i> ✓ Personal pronouns <i>mir / dir</i> ✓ <i>der / die / das</i> in the accusative case
Landeskunde	<ul style="list-style-type: none"> ✓ Shopping behaviours in German-speaking countries ✓ Shops in German-speaking countries ✓ German-speaking vloggers 		
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Video / presentation: My favourite town ✓ Create a profile on the vloggers Die Lochis ✓ Presentation: A German-speaking vlogger ✓ Collage: My favourite star and their clothing style 		

Kapitel 4: Klassenfahrt in die Schweiz

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Switzerland – Sports – Weather

Kommunikation		Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Ask and talk about which country people are travelling to ✓ Ask and talk about sport interests ✓ Ask and talk about your favourite sport ✓ Ask and talk about the weather 		<ul style="list-style-type: none"> ✓ Sports ✓ Weather 	<ul style="list-style-type: none"> ✓ Preposition <i>nach</i> ✓ Verb <i>fahren</i> ✓ Verb <i>laufen</i> ✓ Conjunctions <i>denn, aber, und</i> und <i>oder</i> ✓ Word order with <i>denn, aber, und</i> und <i>oder</i>
Landeskunde	<ul style="list-style-type: none"> ✓ Swiss people, companies and institutions ✓ Swiss food specialities ✓ Swiss cities, mountains and their location ✓ Swiss German (1) ✓ Swiss sports 		
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Poster Switzerland and Ireland ✓ Survey: Favourite sports ✓ Presentation: Swiss national sports ✓ Video: Weather forecast 		



Kapitel 5: In der Jugendherberge

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Household chores

Kommunikation	Wortschatz	Grammatik
I will learn how to: ✓ Ask and talk about household chores	✓ Household chores	✓ Prepositions <i>von ... bis</i> ✓ Modal verb <i>müssen</i> ✓ Word order with <i>müssen</i> ✓ Separable verbs ✓ Word order with separable verbs
Landeskunde	✓ Youth hostels in German-speaking countries ✓ Swiss German (2)	
Deutsch kreativ	✓ Video / Presentation / Meme: My household chores ✓ Phone messages about a trip	

Kapitel 6: Gesundheit!

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German-speaking scientists – Body parts – Sicknesses

Kommunikation	Wortschatz	Grammatik
I will learn how to: ✓ Ask and provide people with emergency numbers ✓ Ask and talk about healthy living ✓ Ask and talk about ailments ✓ Express sympathy about other people's ailments ✓ Make a doctor's appointment ✓ Ask and talk about what is allowed ✓ Ask and talk about what one should do	✓ Body parts ✓ Sicknesses ✓ Expressing sympathy	✓ Possessive pronouns ✓ Modal verb <i>sollen</i> ✓ Modal verb <i>dürfen</i> ✓ Word order with <i>sollen</i> und <i>dürfen</i>
Landeskunde	✓ Scientists from German-speaking countries, their inventions and discoveries ✓ Swiss emergency numbers	
Deutsch kreativ	✓ Survey: Healthy-living habits ✓ Photo story / Video: Being sick	



Kapitel 7: Tierfreunde

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Kommunikation	Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Ask and talk about pets ✓ Ask and talk about tasks associated with keeping a pet ✓ Respond positively or negatively to a request 	<ul style="list-style-type: none"> ✓ Pets ✓ Animal care ✓ Pet food 	<ul style="list-style-type: none"> ✓ Verb <i>fahren</i> ✓ Verbs with the dative
Landeskunde	<ul style="list-style-type: none"> ✓ Pet breeds from German-speaking countries ✓ Customs and behaviours in relation to pets in German-speaking countries ✓ Animal sounds in German ✓ German sayings with animals 	
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Video / audio clip: My pet ✓ Wanted poster / digital presentation on a pet 	

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Berlin – Means of transport – Directions – In the restaurant

Kommunikation	Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Make suggestions on which tourist attraction to visit ✓ Respond positively or negatively to suggestions made ✓ Ask and give directions ✓ Order and pay for food in a restaurant 	<ul style="list-style-type: none"> ✓ Berlin sights ✓ Means of transport ✓ Directions ✓ In the restaurant 	<ul style="list-style-type: none"> ✓ Preposition <i>in</i> + accusative ✓ Preposition <i>mit</i> + dative
Landeskunde	<ul style="list-style-type: none"> ✓ Berlin <ul style="list-style-type: none"> • Famous landmarks and their location • Historical facts • Means of transport • Customs and behaviours • Food specialities ✓ German car brands 	
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Poster / presentation: Comparison: Berlin vs. Another European capital city ✓ Video / audio clip: Sightseeing in Berlin ✓ Poster / presentation: German car brand ✓ Survey: Means of transport ✓ Poster / presentation: Berlin's main tourist attractions and travel plan ✓ Poster / presentation: Food specialities in German-speaking countries ✓ Video / Audio clip: In the restaurant 	



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Music genres – Musical instruments – Rea Garvey – At the concert

Kommunikation	Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Ask and talk about music ✓ Ask and talk about your favourite singer ✓ Ask and talk about instruments ✓ Ask and talk about what you do before and after an activity ✓ React with excitement to news or events ✓ Ask and talk about whether you know someone 	<ul style="list-style-type: none"> ✓ Music genres ✓ Musical instruments ✓ At the concert 	<ul style="list-style-type: none"> ✓ Prepositions <i>vor / nach</i> + dative ✓ Personal pronouns in the accusative
Landeskunde	<ul style="list-style-type: none"> ✓ Famous bands, singers and composers from German-speaking countries ✓ Music genres and songs from German-speaking countries ✓ Music as a subject in German primary and secondary schools ✓ Traditional musical instruments played in German-speaking countries ✓ The Irish singer Rea Garvey 	
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Survey: Favourite music ✓ Poster: Music genres and representatives from German-speaking countries ✓ Poster / presentation: Singer or band from German-speaking countries ✓ Survey: Musical instruments ✓ Digital timeline: My perfect day ✓ Blog: Rea Garvey or another singer ✓ Flyer: Concert ✓ Poster / presentation: Concert visit 	

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Kommunikation	Wortschatz	Grammatik
I will learn how to: <ul style="list-style-type: none"> ✓ Ask and talk about pocket money and spending habits ✓ Ask and talk about a CV ✓ Ask and talk about people's professions ✓ Ask and talk about careers ✓ Explain your reasons 	<ul style="list-style-type: none"> ✓ Professions ✓ Part-time jobs 	<ul style="list-style-type: none"> ✓ Word formation: suffix <i>-in</i> ✓ Preposition <i>in</i> + dative ✓ Verb <i>werden</i> ✓ Conjunction: <i>weil</i> ✓ Word order with <i>weil</i>
Landeskunde	<ul style="list-style-type: none"> ✓ Educational opportunities after graduating from secondary school ✓ Youth Employment Act in German-speaking countries ✓ Pocket money in German-speaking countries ✓ German CV 	
Deutsch kreativ	<ul style="list-style-type: none"> ✓ Video / audio clip: pocket money and spending habits ✓ Writing a German CV ✓ Ranking: Professions ✓ Survey: Working places ✓ Poster / presentation: My dream job ✓ Video / audio clip: Job interview 	



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Assessment of Junior Cycle Modern Foreign Languages – Classroom-Based Assessment
1 and 2 – Assessment Task – Final Exam Preparation

Inhalt	Prüfungsvorbereitung
I will learn: <ul style="list-style-type: none">✓ About the different elements of the assessment of Junior Cycle Modern Foreign Languages<ul style="list-style-type: none">• Classroom-Based Assessment 1: Oral Task• Classroom-Based Assessment 2: Portfolio• Assessment Task• Final Exam	I will learn how to: <ul style="list-style-type: none">✓ Prepare for CBA 1: Oral communication task<ul style="list-style-type: none">• Interview• Role-Play• Presentation• Conversation in response to stimulus material✓ Prepare a reflection note✓ Prepare for CBA 2: Student Language Portfolio✓ Prepare a reflection note✓ Prepare for AT:<ul style="list-style-type: none">• Engagement with a short stimulus• Your experience of compiling a portfolio✓ Prepare for the Final Exam<ul style="list-style-type: none">• Reading Comprehension• Listening Comprehension• Written Production

Landeskunde

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Weihnachten – Karneval

Landeskunde:	<ul style="list-style-type: none">✓ Christmas traditions in German-speaking countries✓ Carnival traditions in German-speaking countries
Deutsch kreativ	<ul style="list-style-type: none">✓ Poster / presentation: Comparison: Christmas traditions in German-speaking countries vs. Ireland✓ Poster / presentation: Carnival strongholds in German-speaking countries

Grammatik auf einen Blick!

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Glossar

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Acknowledgements

When starting to write the *Abenteuer Deutsch* series, little did I realise how amazing, but also how challenging at times, this journey would be. Once again, I could count and rely on many extraordinary people to whom I would like to express my sincere gratitude:

- To the staff in the Educational Company of Ireland – especially to Meike Sommer, Gearóid Gillett and Declan Dempsey – whose support, patience and understanding were indispensable in bringing this book to fruition.
- Thank you to the illustrator Karen Donnelly who worked tirelessly to infuse life into the book's characters and narrative. The illustrations went beyond whatever I imagined them to be.
- Thank you also to the typesetter Carole Lynch for her great work and patience.
- Many thanks to the German speakers Sonja Kroll, Tess Kroll, Hans Christian Öser, Conny Opitz, Daniel Pust, Meike Sommer and Manfred Weltecke who produced the audio content. Their goodwill and enthusiasm were much appreciated.
- Thank you also to Frank Delley, Leni Kerscher and Catherine McMillan who took part in the video sessions.
- To development editor Úna Murray once again for her professional expertise, encouragement and assistance, and to Gwynne Dennehy and Maria Fenton for making the journey through the theoretical tribulations of the new Junior Cycle that little bit easier.
- To my pupils and friends in Middleton College who supported me over the last 11 years.
- A special 'Danke schön' goes to the singer Rea Garvey and his team for taking the time to answer interview questions and to be part of this book. It is very much appreciated. I would also like to thank the Garvey Family and my parents-in-law who initiated the contact.
- Thank you also to my parents, sisters and those friends who offered practical advice, encouragement or simply acted as a sounding board – Maren, Maria, Deirdre, Alke, Liz, Mary, Louise, Samantha, just to mention a few.
- To my own family, to Lena, Niamh, William and my husband Liam, whom I also wish to thank wholeheartedly: without your love, support and personal sacrifices this project would not have been possible. I am looking forward to spending more time with you again.

Go raibh maith agaibh!

Melanie Henry

Einführung

'To have another language is to possess a second soul.'

Karl der Große (Medieval Emperor)

Dear student,

Willkommen bei *Abenteuer Deutsch 2*.



Embrace yourself for a new adventure with our fictitious characters, Irish pupils Emma and Cian and the many friends they met during their time in Germany. Continue your German language journey and find out more about the culture and history of the German-speaking countries.

Abenteuer Deutsch 2

This is your textbook for your second and third year of learning German. It follows the new Junior Cycle Specification for Modern Foreign Languages and is aligned with the Common European Framework of Reference for Languages (Level A1.2). It is communicative, practical, investigative and creative. It encourages critical thinking skills and aims to provide you with a deeper understanding of the German language, its culture and history. Its accompanying **Sprachpass 2** will help you to reflect on and document your language journey.

Textbook structure

Regardless of whether this is your first encounter with the *Abenteuer Deutsch* series or whether you are already familiar with the layout of the textbook, *Abenteuer Deutsch 2* will cater for you.

Chapter 1 aims to develop your study skills further, while Chapter 11 will assist you in practical terms: it will provide you with information and advice on how best to prepare you for the assessment in German for the Junior Cycle Profile of Achievement.

Chapters 2–10 concentrate on furthering your German communication skills. Each chapter relates to a theme familiar to your own living experience. In these chapters, you will:

- Accompany the main characters Emma and Cian and their friends on their exciting adventures



- Learn to communicate in German through completing bite-size, easy-to-manage language tasks
- Explore the structure of the language and – through guided questioning – find the underlying pattern
- Learn interesting facts about the German language and German-speaking countries, in particular, Switzerland
- Develop and create your own projects through German
- Check and reflect on your language progress with the help of self- and peer-assessment tools.

Towards the end of the textbook, there is a cultural chapter on Christmas and Carnival, which is not part of the story line. Tasks in this chapter can be completed separately near the respective festive seasons. The textbook concludes with a grammar overview on the most important grammatical topics covered in the *Abenteuer Deutsch* series, as well as an alphabetical glossary of all the words newly introduced in this textbook.

I hope that you will get a lot of enjoyment out of *Abenteuer Deutsch 2* and learn more about the culture of German-speaking countries, and also about your own. And who knows? Maybe some time in your life you might get the opportunity to visit a few of the places mentioned in the book yourself. Be assured: they are well worth a visit!

Viel Glück, viel Spaß und viel Erfolg mit *Abenteuer Deutsch 2*.

Melanie Henry



Digital Resources

The *Abenteuer Deutsch 2* digital resources will enhance classroom learning by encouraging student participation and engagement. They support the New Junior Cycle Specification's emphasis on the use of modern technology in the classroom and are designed to cater for different learning styles. To provide guidance for the integration of digital resources in the classroom and to aid lesson planning, they are **referenced throughout the textbook** using the following icons:



Student website – www.edco.ie/abenteuerdeutsch2 – with interactive grammar and language activities and quizzes



A series of unique **interview videos** for each chapter to support oral communication



Easy-to-use, ready-made editable **PowerPoint** presentations for the classroom

Teachers can access the *Abenteuer Deutsch 2* digital resources – which also include **worksheets** based on the interview videos, the **audio** CD tracks in digital format and **editable lesson plans** – via the *Abenteuer Deutsch 2* interactive e-book, which is available online at www.edcolearning.ie.



Symbols in *Abenteuer Deutsch 2*

The following symbols are used throughout the book:



: Hör zu. *Listen.* (Teacher CD)



: Hör zu. *Listen.* (Student CD)



: Lies. *Read.*



: Schreib auf. *Write down.*



: Sprich nach. *Repeat.*



: Gespräch. *Conversation.*



: Partnerarbeit / Gruppenarbeit. *Pair work / Group work.*



: Projekt: Deutsch kreativ. *Project: creative German.*



: Sprachpass. *Language passport.*



: Grammatik. *Grammar.*



: Landeskunde. *Cultural studies.*



: Fächerübergreifende Aufgaben. *Cross-curricular tasks.*



: Extra-Aufgaben. *Extra tasks.*

In addition to the textbook, the following resources are available:

- Audio CDs with listening exercises
- Free e-book
- Sprachpass booklet
- Teacher's Resource Book



Abenteuer Meine Sprachreise 1

Kapitel

Lernziele

Du lernst:



- to reflect on what you already know about the German language
- to reflect on the different elements of the German language
- to reflect on what you already know about the culture of German-speaking countries
- to reflect on what you can already do
- to reflect on what you want to be able to do in German
- to reflect on how you learn German best



Go to www.edco.ie/abenteuerdeutsch1 for interactive activities and quizzes to revise what you learned in first year.

Dear Student,
Now is the time to find out and remember what you know about the German language and culture. You already know a lot, so let's put it to good use! Over the next few pages you will meet a variety of texts and tasks. Using your *Sprachpass*, make notes on your learning, how you feel about learning the language, what you remember from previous classes and any other interesting facts that you have learned about the German-speaking world. At the end of your learning experience, use these pages in your *Sprachpass* to compare how far you have come. I can promise you: you will be amazed at your progress! So let's start.

1 Das weiß ich schon!



- 1 (a) Du bist dran! Was weißt du über die Sprache, Kultur und Geschichte der deutschsprachigen Länder (D-A-CH)? Mach Notizen in deinen *Sprachpass*, Seiten 2–5. What do you know about the language, culture and history of German-speaking countries (D-A-CH)? Make notes in your *Sprachpass*, pages 2–5.**

D-A-CH =

Deutschland, Österreich
und die Schweiz



2 Ah ja! Genau!



- 2 (a)** Arbeitet zu zweit. Lest die Anzeigen. Ordnet sie dann den Themen zu. *Work with a partner. Read the advertisements. Then match them to the topics.*

2

Einladung zum

SCHULFEST



der

Grundschule Ellwangen
mit Präsentation des Kunstprojektes der
1. - 4. Klassen

Ausstellung, Vorführungen,

Akrobatik, Modenschau, Verkauf und Auktion

am 25. September von 15.00 - 18.00 Uhr

- Kinderschminken und Tattoos ·
- leckere Bratwurst vom Grill ·
- Saftbar · Entenangeln ·
- Cafeteria mit großem Kuchenbuffet ·
- Luftballons ·

10 Prozent?

5

16 %

19 Prozent!

BEMA Direct Küchen

Schenkt Ihnen die Mehrwertsteuer
Große Auswahl zu kleinen Preisen.
Was für ein Fest!



Waldecker Allee 146
34225 Baunatal



Events & Aktionen

1

Künstler und Visionäre
Die Stadt Hundsburg präsentiert:



MODERNE IMPRESSIONEN... DIE AUSSTELLUNG

Vom 7. Oktober bis zum 30. November

In der Stadthalle Hundsburg

Öffnungszeiten: täglich 10.00 – 20.00 Uhr

In der Ausstellung erwartet Sie neben grafischen Werken der Künstler auch ein umfangreiches Rahmenprogramm mit Vorträgen, Führungen für Erwachsene und Kinder sowie Workshops und Erlebnismittag.

Preise:

Erwachsene: 12 Euro

Kinder (6 – 15 Jahre): 3 Euro

Familien (2 Erw., 2 Kinder): 25 Euro

Rentner/ Studenten/ Arbeitslose: 10 Euro

Die Zeitung

3

**WER HAT HEUTE
DIE NASE VORN?**



SAT3

**SAT3
ZEIGT ES EUCH**

Deutschland - Argentinien
LIVE HEUTE 20.15

SKIFREIZEIT

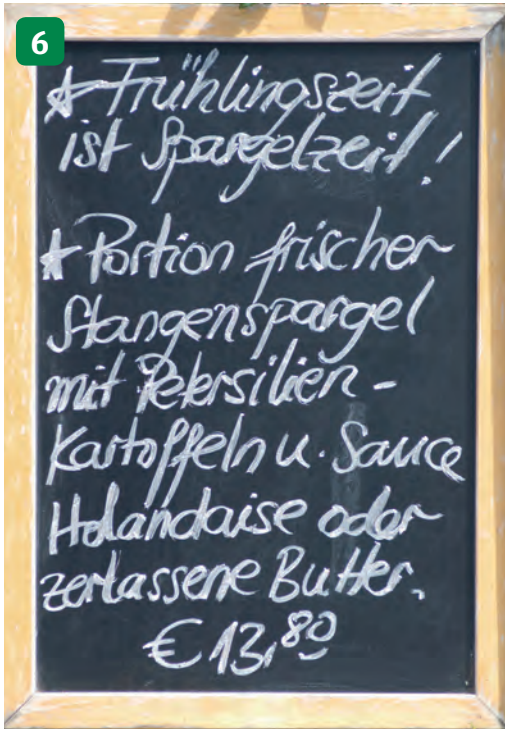
**Bring Deine Klasse
in die Schweiz!**

Gewinn eine Woche auf den perfekten Pisten in Interlaken
Die Schweizer Alpen rufen dich und deine Klasse zur #SKIFREIZEIT!
Eine mega Woche in Interlaken erwartet euch mit allem, was ihr für stressfreie Winter-Action braucht! Winter-Action heißt Skifahren, Snowboarden, Schneeschuhlaufen, Eissport und Winter-Workshops und und und – all inclusive!

Mehr Informationen unter: www.skifreizeitinterlaken.ch

#skifreizeit interlaken
f skifreizeit interlaken

4



Lernen lernen! *Learning to learn!*



2 (b) Schau dir die Anzeigen von Aufgabe 2a noch einmal an. Beantworte die Fragen in deinem *Sprachpass*, Seite 6. *Have a look at the advertisements from exercise 2a again. Answer the questions in your Sprachpass, page 6.*

- (1) For each text and topic, find the word or clues in the text that helped you to link the text to that topic.
- (2) Which text and topic were the easiest and why?
- (3) Choose two texts. Underline all the words that you know or recognise.
- (4) For each topic, work with a partner. Write two or three additional words that you know, which you might link to this topic.



3 Wie bitte?

When you arrive in a country where you know only a certain amount of the language, you have to try to figure out the meaning of words.



3 (a) Arbeitet zu zweit. Lest die Texte. Beantwortet dann die Fragen.

Work with a partner. Read the texts. Then answer the questions.



1

Klassische Guacamole

Leckere Dips für die Schule

1 reife Avocado halbieren, den Kern entfernen und das Fruchtfleisch mit einem Löffel aus der Schale lösen. Mit dem Saft einer halben Zitrone mischen und mit einer Gabel zu Mus zerdrücken. Mit Salz etwas Knoblauch, Chili und Cayennepfeffer abschmecken.



2

Silvesterparty

"all-inclusive"

Unterhaltung:

- ★ zauberhafter Silvesterabend
- ★ mindestens 2 Stunden Bowling garantiert
- ★ Musik, Show, Tanz & DJ
- ★ Animation, Unterhaltung

Speisen:

- ★ deutsch - amerikanisches Buffet
- ★ Kinder - & Mitternachtsbuffet

Getränke:

- ★ alle Getränke (Saft, Softdrinks, Bier, Wein & Sekt) sind inklusive

Gewinne:

- ★ große Tombola - Jeder kann gewinnen!

Erw: 95,-Euro Kind: 39,-Euro Familie: 230,-Euro bis 12 Jahre

BOWLING-ST★R



3

VORWORT



Ach, was muss man oft von bösen Kindern hören oder lesen!
Wie zum Beispiel hier von diesen, Welche Max und Moritz hießen;
Die, anstatt durch weise Lehren Sich zum Guten zu bekehren,
Oftmals noch darüber lachten Und sich heimlich lustig machten.

33




4

SALTZBURG
ÖSTERREICH

Hallo Mama,
wie versprochen, eine Karte von unserer Klassenfahrt. Österreich ist einfach unglaublich! So viel zu sehen, so viel zu tun! Heute waren wir in Salzburg und morgen machen wir eine Raftingtour! Aber schlafen? - keine Chance! Das mache ich dann wieder zu Hause, ok? ;)
Alles Liebe,
deine Christine

Monika Ullmann
Augsburger Str. 17
70327 Stuttgart
DEUTSCHLAND





Fragen:

(1) Welche Zutaten braucht man für eine Guacamole?

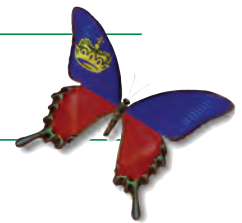
(2) Wie viel kostet ein Familienticket für die Silvesterparty?

(3) Wie heißen die Jungen?

(4) Wo ist Christine auf Klassenfahrt?

(5) Was möchte die Person in Bild 5 kaufen?

(6) Wo wohnt Bibi?





Lernen lernen! *Learning to learn!*



3 (b) Schau dir die Texte von Aufgabe 3a noch einmal an. Beantworte die Fragen. Diskutiert in der Klasse. *Have a look at the texts from exercise 3a again. Answer the questions. Discuss in class.*



- (1) For each question and answer, find the word or clues in the text that helped you to find the answer.
- (2) Which question and answer were the easiest to find and why?
- (3) Have a look at texts 2 and 4 again. Underline all the words that you know or recognise.
- (4) If you had to give each text a hashtag, what would it be? Write two or three additional words you know that you might link to this topic.
- (5) When you were trying to find the answers, which of the following did you do?
 - Check if there was a word that looks like a word in your own language?
 - See if you could get any clues from the images in the text?
 - Recognise some of the German words?
 - Look at the text and say, 'That looks like a recipe or a book, so it must be this or that topic'?

Discuss what you did.

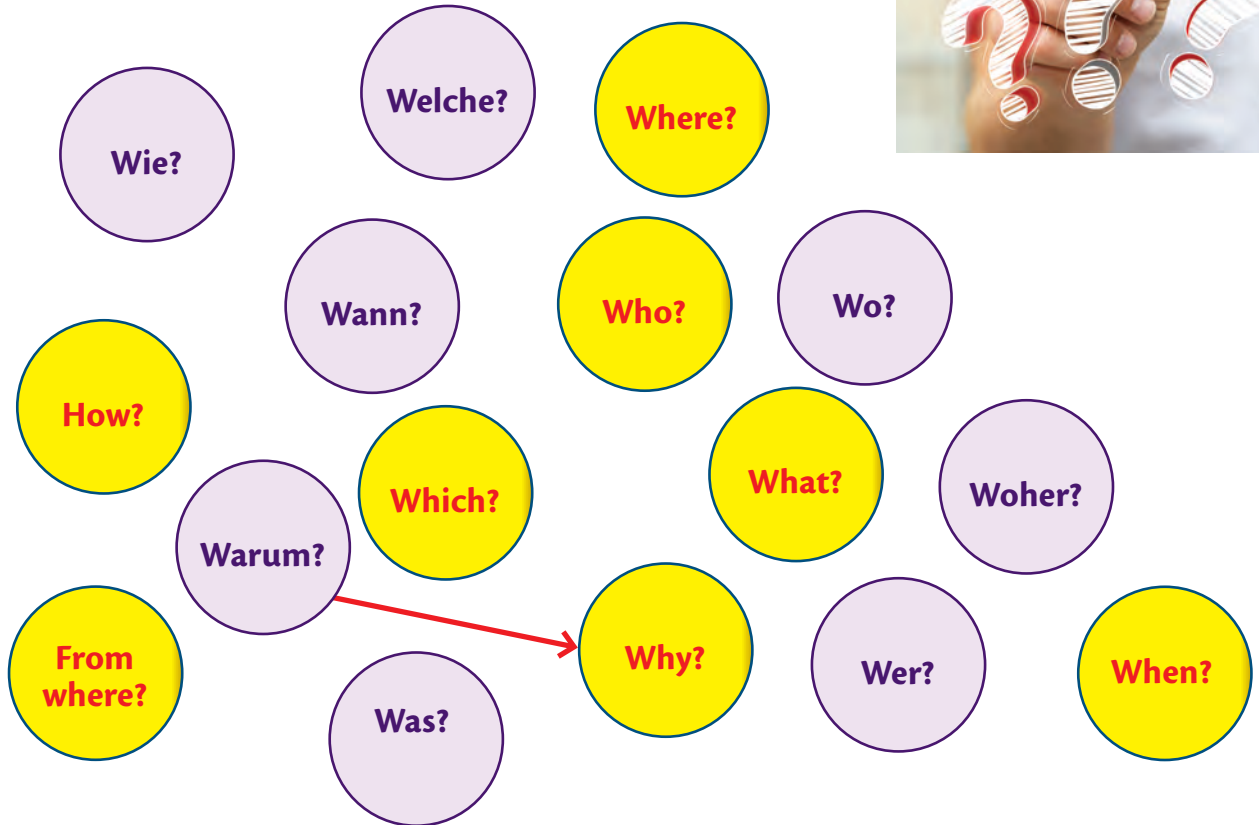


3 (c) Schreib eine kurze Zusammenfassung darüber, wie du die verschiedenen Aufgaben auf Seite 5 gelöst hast (Sprachpass, Seite 6). *Write a short summary of how you tackled the different tasks above (Sprachpass, page 6).*



Fragewörter

Knowing the meaning of question words is essential in answering questions about a text. Do you remember what each of these question words means in English? Match them up:



3 (d) Fragewörter: Schreib die Fragewörter in deinen Sprachpass, Seite 7.

Question words: write the question words in your Sprachpass, page 7.





4 Denk voraus!

As you work through these chapters and your knowledge of the language increases, you will occasionally meet words that you may not have come across before or that you may have simply forgotten. This is normal when learning any foreign language and should not discourage you in your efforts.

It is important, though, to develop strategies to overcome this temporary lack of understanding. Thinking ahead and trying to anticipate what could come up in a written text or audio clip will help you a lot.

(a) How to make a text easier to understand

1

Clues from the topic: Your teacher will tell you what a text or a clip is about. Here, you are going to read a text by an Irish girl spending a year in Germany.

Before you read the text, you should THINK about what type of words you might meet. Brainstorm the type of vocabulary that you would expect to see or hear.

You can write them in German or in English.

Irish girl in Germany

2

Clues from images: Have a look at the images that accompany the text: they are likely to give you an idea what the text is about. What associations come to mind when you see these pictures?



3

Clues from the title:

The title of a text is a further clue. The title of the text on page 10 is: 'Emmas Deutschland-Blog'.

Does this give you any further clues?

Write them down.

4

Clues from the type of text: There are different types of text: news, recipes, interviews, profiles and poems, just to name a few. The text that you are going to read is called a blog. What type of information do think you might find in the blog?

Tick which pieces of information might be relevant:

- | | |
|---|--|
| <input type="checkbox"/> Car brands | <input type="checkbox"/> Doctor's appointments |
| <input type="checkbox"/> Hobbies | <input type="checkbox"/> School |
| <input type="checkbox"/> Weekend activities | <input type="checkbox"/> Food |
| <input type="checkbox"/> Retirement plans | <input type="checkbox"/> Family |

5

Clues from keywords:

Wochenende / klettern / Klassenfahrt /
Schweiz / Skifahren / Konzert / Tierheim

Based on the key words from Emma's blog and what you think might be in the article, write a short summary of the events of the text **WITHOUT READING IT.**

6

Clues from questions:

Look at the questions being asked. Are there any clues in the questions as to what the text is about?

7

Underline familiar words: Skim over the text and underline all the familiar words. Concentrate on the nouns and verbs, as they generally carry most of the meaning of a text. Don't get too stressed if you don't know the meaning of all the words in the sentence.

See if you can join the dots through the words you know. Obviously, the more vocabulary you know, the easier this task will be – so don't forget to learn your vocabulary.

8

Read the text: Then answer the questions.



- 4 (b) Lies den Text. Beantworte dann die Fragen. Read the text. Then answer the questions.**



Emmas Deutschland-Blog!

Startseite

Blog

Fotogalerie

Kontakt

Blog #003

Hallo Freunde!

Viele Grüße aus München!

Ich lebe noch! 😊 Ihr wisst ja: Am Wochenende war ich mit Anna, Cian, Mark und meinen neuen Freunden im Kletterwald.

- 5** Was für ein Abenteuer! Ich hatte so viel Spaß, aber auch ein bisschen Angst. 30 Meter in der Höhe!



Und heute? Heute ist Montag und ich hatte wieder Schule: Erdkunde, Deutsch, Sport und und und ... Die Schule in Deutschland ist wie in Irland: ein Tag irre interessant, der nächste Tag todlangweilig. Aber heute war mein Schultag ziemlich cool: Wir fahren im Januar auf Klassenfahrt in die Schweiz! 😊 Wir gehen Ski fahren. 🎿 Ich war noch nie in der Schweiz. Könnt ihr Ski fahren? Ich kann es (noch!) nicht! Ich bin so aufgeregt! Das wird ein Spaß.

10



- 15** Meine Gastfamilie ist super: Anna geht in meine Klasse, Johannes ist zwei Jahre älter. Anna findet ihn total nervig, aber er ist eigentlich ganz nett. Er spielt Gitarre und hört laut Musik. Apropos: Musik – kennt ihr Rea Garvey? Er ist ein Sänger aus Tralee. Anna ist ein Riesenfan von ihm. Wir möchten so gern auf sein Konzert gehen. Hoffentlich sagen Annas Eltern ja. Drückt uns die Daumen!



Muss nun schon wieder los: Wir gehen ins Tierheim. Anna hat gesagt, die Hamster und Meerschweinchen haben Junge bekommen. Das muss ich sehen.

- 25** Bis bald! Grüßt mir Irland! Schade, dass ihr nicht hier seid.

Emma 😊



**Fragen:**

(1) Welche Schulfächer hat Emma am Montag?

(2) Was macht Emma im Januar?

(3) Wer ist Rea Garvey?

(4) Warum gehen Emma und Anna ins Tierheim?



Lernen lernen! *Learning to learn!*



- 4 (c) Textarbeit:** Bring in deinem *Sprachpass*, Seite 7, die verschiedenen Elemente, wie man einen Text erschließt, in die richtige Reihenfolge. Schreib sie auf.
Working with a text: in your Sprachpass, page 7, put the different elements of making an unknown text easier in the correct order. Write them down.





5 Ihr seid dran!

When speaking German, it is important to address the person/people appropriately. Always keep in mind which words to use when addressing a friend, a group of people or a stranger.



5 (a) Lies die Sätze. Beantworte dann die Fragen. *Read the sentences. Then answer the questions.*



Fragen:

Looking solely at the use of the language:

(1) Which of the characters are meeting each other for the first time?

(2) What words and phrases show that the people are friends?

(3) What words indicate that you are addressing a group of people?

(4) Which characters are saying goodbye?

(5) What words indicate that you are talking to a teacher or a person unknown to you?

(6) What words and phrases indicate that you are addressing a child?

Die Sprache im Klassenzimmer

When you are learning a language, it is important to be able to ask your teacher questions if you don't understand something or you need help. Below are some key phrases that you should use.



5 (b) Arbeitet zu zweit. Lest die Sätze. Ordnet sie dann den englischen Übersetzungen zu. *Work with a partner. Read the sentences. Then match them with the English translation.*

I forgot my book.

Vielen Dank.

How do you say that in German?

Darf ich bitte auf die Toilette gehen?

Many thanks.

Excuse me.

Ich verstehe das nicht.

Auf Wiedersehen.

Have a nice weekend.

Können Sie das bitte wiederholen?

I don't understand that.

Entschuldigung.

I'm sorry.

Good morning.

Tut mir Leid.

Can you repeat that, please?

Wie sagt man das auf Deutsch?

How do you spell...?

Wie schreibt man ...?

Hello

Ich habe mein Buch vergessen.

Goodbye.

May I go to the toilet, please?

Schönes Wochenende!

Guten Morgen!

Guten Tag!

Lernen lernen! *Learning to learn!*

5 (c) Das weiß ich! Beantworte die Fragen über deinen eigenen Sprachgebrauch im Sprachpass, Seite 8. *I know that! Answer the questions on your own language use in your Sprachpass, page 8.*



When you complete **Abenteuer Deutsch 2**, you will be able to do a lot of things in the German language.

When flicking through **Abenteuer Deutsch 2**, you will see **Das kann ich schon!** statements at the end of each chapter. Like the list below, they are an important tool for you to keep track of your progress and to take ownership of your learning. Make sure that you spend time working through these when you complete a chapter. They will also help you when it comes to revision.

Have a look at the **Das kann ich schon!** statements below:

- ✓ How many of these can you do now?
- ✓ What other **Das kann ich schon!** statements would you like to be able to do at the end of this course?
- ✓ Are there any **Das kann ich schon!** statements in which you are particularly interested? If so, which?



Revision

Go to www.edco.ie/abenteuerdeutsch1 for interactive activities and quizzes to revise what you learned in first year.



DAS KANN ICH SCHON: CHECKLISTE



- | | |
|---|-------|
| <input type="checkbox"/> I can pronounce most words correctly. | 😊 😐 😞 |
| <input type="checkbox"/> I can start and end a conversation. | 😊 😐 😞 |
| <input type="checkbox"/> I can use the correct form of address when talking to a person or people. | 😊 😐 😞 |
| <input type="checkbox"/> I can have a short conversation if the person speaks slowly on very familiar topics. | 😊 😐 😞 |
| <input type="checkbox"/> I can ask for help to phrase something I am trying to say. | 😊 😐 😞 |
| <input type="checkbox"/> I can ask and answer simple questions in order to ask for something in certain situations. | 😊 😐 😞 |
| <input type="checkbox"/> I can use simple phrases and sentences to describe where I live and people I know. | 😊 😐 😞 |
| <input type="checkbox"/> I can handle very short conversations even though I usually can't understand enough to keep the conversation going myself. | 😊 😐 😞 |
| <input type="checkbox"/> I would like to be able to: _____ | |





DAS KANN ICH AUCH:



☐ I can recognise familiar words and very basic phrases concerning myself, my family and my immediate surroundings when people speak slowly and clearly.



☐ I can catch the main point in short, clear, simple messages and announcements.



☐ I can understand classroom instructions.



☐ I would like to be able to: _____



☐ I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.



☐ I can read very short, simple texts.



☐ I can find specific information in simple everyday material such as advertisements, posters, menus and timetables etc.



☐ I would like to be able to: _____



☐ I can write short, simple messages.



☐ I can fill in forms with personal details.



☐ I can write simple phrases and sentences.



☐ I can write a very simple personal letter, for example thanking someone for something.



☐ I can use phrases and sentences to describe in simple terms my personal and family information, shopping, local geography, part-time jobs and my social life.



☐ I can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.



☐ I would like to be able to: _____
