Languages: German

Catalogue of digital curriculum resources

2011
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Introduction
This catalogue contains details about the interactive digital curriculum resources for German available from The Learning Federation (TLF). The content has either been created by TLF or licensed from other sources and made available to all schools in Australia and New Zealand.

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the symbol.

TLF-created content
TLF-created content for German is known collectively as the Close encounters project.

In the Close encounters set of learning objects, based on the principles of Intercultural Language Learning, students use the target language to communicate and interact in authentic activities that portray the sociocultural characteristics of the target country. The learning objects incorporate a range of rich multimedia with spoken dialogue enabling immersive intercultural language learning experiences not easily generated by students and teachers in the classroom. The learning object scenarios also offer opportunities for teachers and students to integrate other complementary and contributory online and offline activities.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Content from other sources
TLF licenses content from other sources to include in the pool of digital materials for German. These items are described in this catalogue as well.

Accessing and viewing the content
Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au
Close encounters

Dressing up (German) (Years P–2)

Students are introduced to a range of basic clothing items for three distinct occasions: going to school, going skiing and going to a lake. The series is designed for beginning learners of German.

**Featured include:**
- scenes showing children in a classroom, at the lake and skiing
- vocabulary related to getting dressed
- a range of clothing items suitable for school, the lake and skiing
- a choice between a female and a male school-aged character
- instructions and feedback in German.

**Students:**
- identify items of clothing and explore vocabulary related to dressing for school, the lake and skiing
- follow instructions given in German to dress a boy or a girl.

<table>
<thead>
<tr>
<th>Dressing up: school [German]</th>
<th>L8506 – Years P–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify items of clothing suitable for going to school.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Dressing up: lake [German]</th>
<th>L8507 – Years P–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify items of clothing suitable for going to a lake.</td>
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</table>

<table>
<thead>
<tr>
<th>Dressing up: skiing [German]</th>
<th>L8508 – Years P–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify items of clothing suitable for skiing.</td>
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</table>

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<thead>
<tr>
<th>Dressing up [German]</th>
<th>L6832 – Years P–2</th>
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</thead>
<tbody>
<tr>
<td>This is an aggregated learning object combining the three learning objects in the series.</td>
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</tr>
</tbody>
</table>
Lost bike series (German) (Years P–2)

Students design bikes by using German vocabulary and phrases associated with size, colour and bike accessories.

Features include:

- an interactive context in which to explore target vocabulary and phrases by experimenting with the design of bikes
- opportunities to practise word order in the target language
- simple instructions and feedback in German
- cultural information about cycling in Germany
- authentic photographic images of places in Germany.

Students:

- use adjectives to describe and compare size and colour
- learn words and phrases associated with bike parts, but useable in other contexts.

Lost bike [German]
L8728 – Years P–2

Students use words that describe size, colour and accessories to design bikes. They use pictures and feedback to find where some bikes are hidden in a village.

Lost bike: build your own bike [German]
L8730 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They choose words to complete a description of a bike they would like to build. Then they use pictures and feedback to find where the bikes are hidden in a town.

Lost bike: build to order [German]
L8729 – Years P–2

Students match pictures of bikes with words describing size, colour and accessories. They build a bike to match a description given by a German friend. Then they use pictures and feedback to find where bikes are hidden in a town.
Number trains series (German) (Years P–3)

Students use their knowledge of German numbers from 1 to 400 to arrange train carriages according to numbers on their sides.

Features include:
- visual and audio equivalents of numbers in German
- a visual context in which students sequence numbers in German by predicting, testing and confirming
- an interactive context in which students develop and consolidate counting skills that are fundamental to addition and subtraction skills
- randomised number generation that encourages repeated use.

Students:
- practise using and identifying numbers in German
- relate number 'names' and values in a variety of representations to German numbers and number words
- identify the number before and after a given number
- connect German number words and numerals to the quantities they represent using dice dots and ten-frames
- identify place value in two-digit and three-digit numbers.

Number trains: 1–10 [German]
L9874 – Years P
Students use their knowledge of German numbers from 1 to 10 to sequence train carriages.

Number trains: 1–20 [German]
L9875 – Years 1–2
Students use their knowledge of German numbers from 1 to 20 to sequence train carriages.

Number trains: 10–400 [German]
L9876 – Years 1–3
Students use their knowledge of how to count by tens in German to sequence train carriages. The numbers are represented in a range of formats such as German number words, numerals, dice dots or counting frames.

Number trains [German]
L8707 – Years P–3
Students use their knowledge of German numbers from 1 to 400 to sequence train carriages. The numbers are represented in a range of formats such as German number words, numerals, dice dots or counting frames.
Kite kit series (German) (Years P–6)

Students follow instructions in German to construct and decorate a kite.

Features include:
- simple adjectives for describing size, shape and colour
- instructions and feedback in German
- a kite-flying display mode in which students can fly kites in three different locations, and at different compass directions, wind speeds and altitudes
- photographic images of a German village and vineyards, a German beach scene and a park in Munich.

Students:
- design a kite by responding to requests in German
- follow simple instructions in German
- recognise and use German words and phrases associated with shape, size, colour, symbols and kite parts.

Kite kit: flying [German]
L8718 – Years P–3

Students fly kites in a range of places in Germany. They can adjust wind direction, wind speed and flying height and are introduced to a number of basic vocabulary items. This is the least complex of the three learning objects.

Kite kit: colour, shape and design: level 1 [German]
L8716 – Years P–3

Students recognise and use simple German words describing colour, size, shape and cultural images to design a kite. They then follow instructions to make a second kite and fly it in three different places in Germany. They can adjust compass directions, wind speed and flying height.

Kite kit: colour, shape and design: level 2 [German]
L8717 – Years 4–6

This object is similar to level 1, except students use more complex words to design the kite and to complete instructions for making a kite.

This series contains non-TLF Content. See Acknowledgements in the learning objects.
**Dragon's jumble series (German)** (Years 1–3)

Students put images and sentences in order to unjumble a dragon's dream.

**Features include:**
- opportunities for students to put a sequence of pictures in order, and then match German sentences to the sequence
- opportunities for students to use temporal connectives to link events in a recount
- audio support of German text to assist student comprehension
- three print options for students’ completed recounts: pictures only, text only, or both pictures and text.

**Students:**
- put pictures in the correct sequence to retell a recount in German
- match sentences written in German to pictures
- use temporal connectives to link different phases of a recount
- observe that some German temporal connectives are interchangeable.

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**Dragon’s jumble: dream [German]**
L9797 – Years 1–3

Students add temporal connectives such as ‘zuerst’, ‘am ende’ and ‘dann’ to show the order of events in a recount. They watch an animation of the completed story, and then help the dragon to finish two more recounts.

**Dragon’s jumble: garden [German]**
L9803 – Years 1–3

Students help a dragon remember what happened in his garden. They place the jumbled pictures in the correct order and choose sentences to match the pictures. Students then add temporal connectives such as ‘zuletzt’, ‘danach’ and ‘zuallererst’ to show the order of events.
My design series (German) (Years 2–4)

Students design an animated cat or car by following simple instructions in German and choosing labelled elements that describe mood, size, position, colour and voice.

Features include:
- a range of design elements for students to explore
- audio support for all German text, including instructions and labels
- an animation of the student's completed cat or car
- an option to print the student's design.

Students:
- recognise and respond to words, phrases and simple sentences in spoken and written German
- use adjectives in German for mood, size, position and colour
- read simple sentences in German such as 'Meine Katze ist heute sauer'.

My design: talking cat [German]
L10281 – Years 2–4

Students design a cat that speaks in German. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking car [German]
L10275 – Years 2–4

Students design a car that speaks in German. They select items to determine their car's mood, size, position and colour. Students name their car then choose a message in German to describe it.

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Photo album (Years 5–10)**

Through the character of a young German schoolgirl and her album of photos, students are introduced to various unique aspects of German life under the themes of celebrations, daily life and school.

**Features include:**
- authentic photographic images of Germany and descriptions of cultural aspects of German life
- an opportunity to apply reading and listening skills through a caption-matching exercise
- all instructions and feedback in German
- two levels of learning objects with the versions for older students (years 9–10) having more complex language
- multiple-choice questions to test comprehension and grammatical knowledge.

**Students:**
- recognise cultural activities and social interactions
- match captions with the appropriate photograph and respond to targeted multiple-choice questions
- identify and understand relative pronouns.

### Photo album: daily life 1 [German]
L5955 – Years 5–8

Photos include activities such as skiing, shopping and recycling rubbish.

### Photo album: daily life 2 [German]
L5956 – Years 9–10

Photos include activities such as eating at a snack bar, apartment living and walking in the Alps.

### Photo album: school life 1 [German]
L5959 – Years 5–8

Photos show the everyday life of German schoolchildren including getting ready for school, playing soccer after school and parking bikes in the playground.
Photo album: school life 2 [German]
L5961 – Years 9–10

Photos show the everyday life of German schoolchildren including getting reports, playing soccer after school and chatting with friends during recess.

Photo album: celebrations 1 [German]
L5957 – Years 5–8

Photos show celebrations including the Day of Unity, carnival costumes and Easter decorations.

Photo album: celebrations 2 [German]
L5958 – Years 9–10

Photos show celebrations including the beer tents at Oktoberfest, completion of military service and candles on an Advent wreath.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Lost bag series (German) (Years 9–10)

Students take on the role of a traveller who has lost her luggage at either an airport or a hotel in Germany. They explore culturally appropriate ways of asking for help and information in German, and compare effective communication styles in German with those of their own culture.

Features include:
• audio to accompany German requests and responses
• examples of emotive and non-emotive language in German
• examples of culturally acceptable ways of making requests
• opportunities to practise functional language such as requesting assistance and asking for information.

Students:
• establish and maintain communication with German people in a culturally appropriate way
• recognise and use appropriate language to negotiate and question.

Lost bag: baggage claim [German]
L9864 – Years 9–10

Students decide what to do when their luggage goes missing at an airport in Germany. They watch another traveller talk with a local baggage handler and notice how the baggage handler reacts to phrases, tone of voice, gestures and facial expressions.

Lost bag: hotel reception [German]
L9868 – Years 9–10

Students decide what to do when their luggage goes missing at a German hotel. They choose the most culturally appropriate way of asking for help, use a polite greeting, establish their identity and explain the problem.
Content from other sources

My family (German) (Years P–4)
Students meet a local family and learn about relationships in a family tree.

Features include:
- opportunities to listen and respond to spoken German
- instructions and feedback in German
- a child mentor character to engage young children
- vocabulary and basic sentence structure to describe family relationships.

Students:
- use vocabulary and basic sentence structure to describe family relationships
- explore the composition of a range of families.

My family [German]
L1457 – Years P–4
Students listen to spoken German and look at translations.
Super! (Years P–8)

The Super! set of learning objects allow students to: explore the social and physical context of Germany.

Originally published by Curriculum Corporation on CD-ROM as ‘Super!’ ‘Super!’ is an initiative of the Curriculum Support Directorate of the New South Wales Department of Education and Training. It was jointly developed by the Curriculum Support Directorate of the New South Wales Department of Education and Training and Curriculum Corporation.

Features include:
- audio in German
- English translations for all target language content
- instructions given in English.

Students:
- apply reading and listening skills to solve puzzles and match written or spoken phrases to images
- explore dialogue and language used in daily life
- score points for each correct answer.

Super! Greetings: saying hello and goodbye
L4998 – Years P–8

Students listen to German people saying hello and goodbye to each other. They hear and observe that each person chooses words according to the time of day. For example, a student chooses ‘Guten Morgen’ when greeting someone in the morning.

Super! Greetings: saying how you are
L4999 – Years P–8

Students listen to German people saying hello and asking each other how they are.

Super! Greetings: saying how you feel
L5000 – Years P–8

Students listen to people asking how someone feels. For example ‘Are you feeling … (thirsty, hungry, okay)?’, ‘Yes, I am feeling/No, I'm not feeling (hungry, thirsty, well)’.

Super! Greetings
L4997 – Years P–8

This is a combination of the three ‘Greetings’ learning objects.
Super! 1, 2, 3: counting 1–10
L5002 – Years P–8

Students listen to German numbers up to ten then select numbers on a calculator to match spoken numbers.

Super! 1, 2, 3: counting 11–100
L5003 – Years P–8

Students explore German numbers from 1 to 100 listening to patterns within the sequence of characters and sounds. Students then match spoken numbers to numerals on a calculator.

Super! 1, 2, 3: how much things cost
L5004 – Years P–8

Students listen to descriptions of items and prices then match item and price descriptions to a price tag.

Super! 1, 2, 3
L5001– Years P–8

This is a combination of the three ‘1, 2, 3’ learning objects.

Super! My body: parts of the body
L5006 – Years P–8

Students explore the German names for parts of the body and match the spoken names of parts of the body to their correct positions.
Super! My body: physical characteristics
L5007 – Years P–8

Students explore the German names for physical characteristics of the body then match spoken names of big and small parts of the body to their correct positions.

Super! My body: at the doctor's
L5008 – Years P–8

Students listen to patients describe how they are feeling to a doctor then match the health problems heard to the correct patients.

Super! My body
L5005 – Years P–8

This is a combination of the three ‘My body’ learning objects.

Super! About me: what is my name?
L5010 – Years P–8

Students listen to a girl ask people 'What's your name?' then match the phrase to the person most likely to have said it.

Super! About me: how old am I?
L5011 – Years P–8

Students listen to children in the playground saying their age and hear how to answer the question ‘How old are you?’ Students match each age to its corresponding number.
**Super! About me: where do I come from?**
L5012 – Years P–8

Students listen to children in a playground answer the question ‘Where do you come from?’ They match the children’s responses with their country’s flag.

**Super! About me**
L5009 – Years P–8 🌟

This is a combination of the three ‘About me’ learning objects.

**Super! Time: the hours**
L5187 – Years P–8

Students explore the time in hours on an analogue and a digital clock. They adjust a clock face or digital clock to match a spoken time.

**Super! Time: hours and half-hours**
L5188 – Years P–8

Students explore the time in hours and half-hours on an analogue and digital clock. They listen to train arrival times and select those times on a clock.

**Super! Time: daily activities**
L5189 – Years P–8

Students look at slides of a boy’s daily activities. They then match clocks to the daily activities.
Super! Time
L5186 – Years P–8

This is a combination of the three ‘Time’ learning objects.

Super! Going places: places and weekdays
L5191 – Years P–8

Students explore the places that a boy visits on each day of the week. They listen to his descriptions and match each postcard to the day of the week.

Super! Going places: what you can and can't do
L5192 – Years P–8

Students explore water sports and listen to two children talk about which activities they can and can't do. Students match icons to the water activities mentioned.

Super! Going places: animals you see and hear
L5193 – Years P–8

Students look at farmyard animals and hear the noises they make. They then match animals to a farmer's description.

Super! Going places
L5190 – Years P–8

This is a combination of the three ‘Going places’ learning objects.
### Super! Let's eat: eating and drinking
L5195 – Years P–8

Students explore the German names for a variety of foods and drinks. They listen to conversations between a chef and customers placing an order then match each order to food and drinks.

### Super! Let's eat: the fruit shop
L5196 – Years P–8

Students explore the German names for fruits by listening to a conversation between a boy and a fruit shopkeeper. They choose fruit that is asked for and confirm whether it is available.

### Super! Let's eat: what's cooking?
L5197 – Years P–8

Students listen to the order of phrases for buying, preparing and eating food. They then arrange phrases for a cooking session.

### Super! Let's eat
L5194 – Years P–8 🍽️

This is a combination of the three 'Let's eat' learning objects.

### Super! My day: what to do?
L5227 – Years P–8

Students listen to two children planning their day. Students then match objects to the activities in which they are used.
Super! My day: who’s doing what?
L5228 – Years P–8

Students look at people playing a guitar and listen to a boy describing who is playing each piece of music. They match the pictures to his description.

Super! My day: what are people doing?
L5229 – Years P–8

Students look at activities that children are doing such as playing basketball or reading a book. They listen to questions about what each child is doing. Students build answers to respond to questions, first answering ‘Yes’ or ‘No’, then describing the activity.

Super! My day
L5226 – Years P–8

This is a combination of the three ‘My day’ learning objects.

Super! The family: family members
L5334 – Years P–8

Students listen to a boy introduce the members of his family and match each person to their family relationship.

Super! The family: introducing others
L5335 – Years P–8

Students listen to a girl question a boy about members of his family and match members of the boy’s family to his spoken descriptions. The boy gives two clues such as ‘This is not my mother….., this is my sister’.
<table>
<thead>
<tr>
<th>Learning Object</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Super! The family: family occupations</strong>&lt;br&gt;L5336 – Years P–8</td>
<td>Students listen to a girl question a boy about the occupations of his family. They listen to the boy's descriptions and match members of his family to their correct occupations.</td>
</tr>
<tr>
<td><strong>Super! The family</strong>&lt;br&gt;L5333 – Years P–8</td>
<td>This is a combination of the three 'The family' learning objects.</td>
</tr>
<tr>
<td><strong>Super! My things: colours</strong>&lt;br&gt;L5338 – Years P–8</td>
<td>Students explore the German names for colours. They follow spoken instructions to paint a mask.</td>
</tr>
<tr>
<td><strong>Super! My things: personal possessions</strong>&lt;br&gt;L5339 – Years P–8</td>
<td>Students listen to a boy's description of items in his suitcase. The description includes the colour of each object. Students match the colour and object to the spoken descriptions to fill his suitcase.</td>
</tr>
<tr>
<td><strong>Super! My things: shapes and sizes</strong>&lt;br&gt;L5340 – Years P–8</td>
<td>Students explore the German names for simple shapes such as triangles. The descriptions include the size of the shape. They match shapes to spoken descriptions to build a picture.</td>
</tr>
<tr>
<td>Title</td>
<td>Code</td>
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<tr>
<td>Super! My things</td>
<td>L5337</td>
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<tr>
<td>Super! My clothes: naming clothes</td>
<td>L5342</td>
</tr>
<tr>
<td>Super! My clothes: coloured clothes</td>
<td>L5343</td>
</tr>
<tr>
<td>Super! My clothes: buying clothes</td>
<td>L5344</td>
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<tr>
<td>Super! My clothes</td>
<td>L5341</td>
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<td>Learning Object</td>
<td>Code</td>
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<tr>
<td>Super! My house: contents and parts</td>
<td>L5346</td>
</tr>
<tr>
<td>Students explore the names of objects in a house and find objects such as a chair, table, television or door.</td>
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<tr>
<td>Super! My house: where is the mouse?</td>
<td>L5347</td>
</tr>
<tr>
<td>Students explore the positions of a mouse on and around furniture in a room. Students apply prepositions such as under, beside and behind as they move mice to places such as ‘under the table’ or ‘on top of the chair’.</td>
<td></td>
</tr>
<tr>
<td>Super! My house: where coloured things are</td>
<td>L5348</td>
</tr>
<tr>
<td>Students explore the location of objects around a wizard’s table. Students apply prepositions such as under, beside and behind as they position objects around the table.</td>
<td></td>
</tr>
<tr>
<td>Super! My house</td>
<td>L5345</td>
</tr>
<tr>
<td>This is a combination of the three ‘My house’ learning objects.</td>
<td></td>
</tr>
<tr>
<td>Super! Let’s play: sports and games</td>
<td>L5437</td>
</tr>
<tr>
<td>Students explore sports and leisure activities such as basketball, swimming and soccer as they listen to children’s answers to the question ’What sport do you play?’ They match each activity to a child.</td>
<td></td>
</tr>
</tbody>
</table>
### Super! Let's play: what do you like to play?
L5438 – Years P–8

Students find out what sports and leisure activities a group of children like. They listen to their answers to a question about each sport and match the children to the spoken answers.

### Super! Let's play: shall we go somewhere?
L5439 – Years P–8

Students listen to a telephone conversation between two children. They match speech bubbles of the conversation to the person speaking in each scene.

### Super! Let's play
L5436 – Years P–8

This is a combination of the three 'Let's play' learning objects.

### Super! Getting around: where are you going?
L5441 – Years P–8

Students listen to people describe destinations they are travelling to. They match a destination to the question "Where do you want to go?"

### Super! Getting around: how do you get there?
L5442 – Years P–8

Students listen to children describing how they travel to school. They choose transport that answers the question: 'How do you go to school?'
<table>
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<tbody>
<tr>
<td><strong>Super! Getting around</strong>&lt;br&gt;L5440 – Years P–8</td>
<td>This is a combination of the two 'Getting around' learning objects.</td>
</tr>
<tr>
<td><strong>Super! The weather: today's weather</strong>&lt;br&gt;L5444 – Years P–8</td>
<td>Students listen to reporters describe the weather conditions for a TV station. They match a speech bubble to a weather scene and reporter.</td>
</tr>
<tr>
<td><strong>Super! The weather: dressing for weather</strong>&lt;br&gt;L5445 – Years P–8</td>
<td>Students listen to children describing clothing and other items they will need to suit weather conditions. Students identify the weather and clothing needed from a spoken description.</td>
</tr>
<tr>
<td><strong>Super! The weather: weather in other countries</strong>&lt;br&gt;L5446 – Years P–8</td>
<td>Students explore descriptions of weather conditions in the months of January, April, July and October for Australia, Germany, Canada and Indonesia. They choose the weather, month and country that match a spoken description.</td>
</tr>
<tr>
<td><strong>Super! The weather</strong>&lt;br&gt;L5443 – Years P–8</td>
<td>This is a combination of the three ‘The weather’ learning objects.</td>
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</tbody>
</table>
| Super! Animals: at the zoo  
L5448 – Years P–8 |
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<tbody>
<tr>
<td>Students explore a zoo and listen to questions about zoo animals. They choose the animal being described.</td>
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</table>

| Super! Animals: describing animals  
L5449 – Years P–8 |
<table>
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<tbody>
<tr>
<td>Students listen to children describe cats at a pet show. They choose a cat to match a spoken description.</td>
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| Super! Animals  
L5447 – Years P–8 🌟 |
<table>
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<tr>
<td>This is a combination of the two 'Animals' learning objects.</td>
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</table>

Quirky comics series (German) (Years 5–10)

Students read and listen to a story presented in a comic-book format. They then complete five activities to test their understanding of the key German vocabulary and sentence structures in the story.

Features include:
- presentation of the story in both written and audio formats to support development of students' reading and listening skills
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a multiple-choice activity in which students select correct answers after considering clues provided as audio, text or graphics
- a wonderword activity in which students find words in German
- a comprehensive glossary to support each page of the comic.

Students:
- use contextual clues to deduce meaning from a story told in German
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

Quirky comics: Klebepflaster für alle! level 1 [German]
L10041 – Years 5–10

Students read and listen to a story in German about a student who tries to get help from a school nurse for her upset stomach. She is not alone! Find out how the nurse helps the students.

Quirky comics: Klebepflaster für alle! level 2 [German]
L10042 – Years 5–10

Students read and listen to a story in German. They complete five activities, including a quiz activity that reinforces the target language vocabulary from the story.

Quirky comics: Ein mysteriöser Tag: level 1 [German]
L10043 – Years 5–10

Students read and listen to a story in German about a boy who responds to a series of mysterious commands to go to different places and wear different disguises. Share his confusion until the end, when a surprise is revealed.

Quirky comics: Ein mysteriöser Tag: level 2 [German]
L10044 – Years 5–10

Students read and listen to a story in German. They complete five activities, including a cloze exercise in which students listen to a clue in German and then place words into the correct order.
### Quirky comics: Arme Gabi: level 1 [German]
L10045 – Years 5–10

Students read and listen to a story in German about a day when everything goes wrong. Find out about a student's misadventures as she tries to get to school on time.

### Quirky comics: Arme Gabi: level 2 [German]
L10046 – Years 5–10

Students read and listen to a story in German. They complete five activities, including a make-a-picture activity in which students consider a clue (audio, text or graphic) and then find its matching audio, text or graphic item.