

# Stimmt! Curriculum Sequencing Map

This map shows how the **Stimmt! Scheme of Work** is coherently planned and sequenced so that new knowledge and skills build on what has been taught before. This systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently.

## Notes

As language learning is such a process of constant recycling and building upon knowledge and skills, it would not be possible to list every single link between grammar learning and skills. Therefore, we have limited this map to listing instances where grammar or skills are specifically taught, pulled out in a feature box or listed as an objective rather than every time they are practised. However, please note:

- Translation is practised in most chapters of every level in preparation for GCSE. As an example, see p61 of Stimmt! 1.
- There are examples of authentic/literary texts at every level.
- From chapter 1 of Book 3 *Rot* and *Grün*, pupils are encouraged to use three tenses whenever the context allows.

Links between *Rot* and *Grün* are not shown as we assume two separate paths from Stimmt! 2 to either 3 *Rot* or 3 *Grün*.

Grammar is colour coded: **Green** = verbs, **Yellow** = adjectives, **Red** = related to nouns (articles, pronouns, etc.)

## Key:

- ◄ Shows where a grammar point or skills has been covered in a previous book or module
- Shows where a grammar point or skill will be covered again in a later book or module

Where just a chapter is given (e.g. Ch1, 2, 3) it refers to chapters within that book; links to other books are indicated by S1, S2, or S3R/G (*Rot* or *Grün*).

# Stimmt! 1

End of Year aims  
 Pupils able to talk about themselves and their lives and express opinions with reasons  
 Pupils able to use some transactional language  
 Pupils able to use two tenses (present and future)  
 Pupils get an introduction to Germanic culture

Topics	Kapitel 1: <i>Meine Welt und ich</i> To get pupils introducing and talking about themselves. Pupils learn numbers, the alphabet and also the key German sounds which are revisited throughout the year in Pronunciation features. Pupils have the opportunity to learn about the German-speaking world, including geography, inventions, football teams and celebrities.	Kapitel 2: <i>Familie und Tiere</i> To continue to develop what pupils can say about themselves and to allow them to talk about and describe others, expanding their use of verbs to the 3rd person singular. Also an opportunity for pupils to learn about Christmas and New Year in Germany to coincide with the end of the autumn term.	Kapitel 3: <i>Freizeit – juhu!</i> To continue to develop what pupils can say about themselves and others with an increasing variety of verbs and adjectives. To allow pupils to express their opinions using <i>gern</i> and <i>ich finde...</i> Pupils also explore conveying future plans using the present tense.	Kapitel 4: <i>Schule ist klasse!</i> To allow pupils to give reasons for their opinions, using <i>weil</i> . To expand pupils' use of verbs and subject pronouns, including beginning to explore the 3rd person plural. Pupils learn about the school system in Germany and about a typical school day.	Kapitel 5: <i>Gute Reise!</i> To give pupils the opportunity to learn transactional language (in a souvenir shop and in a café) and introduce the future tense with <i>werden</i> . Also an opportunity for pupils to learn about typical German snacks as well as about popular tourist attractions in Germany, Austria and Switzerland.
Grammar	<p><i>sein</i> – sing paradigm (►S3R/G: Ch1)            Regular verbs: <i>wohnen</i> – sing paradigm (►Ch2, 3, S3R: Ch1)  <i>haben</i> – sing paradigm (►Ch2)</p>	<p><i>kann</i> + infinitive – sing paradigm (►Ch5, S2: Ch2, S3G: Ch3)            Regular verbs: <i>wohnen</i> – sing/pl paradigm (◄Ch1, ►Ch3, S3R: Ch1)  <i>haben</i> – sing/pl paradigm (◄Ch1)</p>	<p>Regular verbs: <i>spielen</i> –sing/pl paradigm (◄Ch1, 2, S3R: Ch1)  <i>spielen</i> + <i>gern/nicht gern</i> (+ qualifier)            Other verbs + <i>gern/nicht gern</i>            Irregular verbs – sing paradigm (►S3R/G: Ch1)            Word order (verb second) (►Ch4, S2: Ch1, S3R/G: Ch3, S3G: Ch5)  <i>wir</i> and <i>Sie/sie</i> verb forms            Future plans with the present tense</p>	<p><i>weil</i> (►S3G: Ch1, S3R/G: Ch5)            Word order (verb second) (◄Ch3, ►S2: Ch1, S3R/G: Ch3, S3G: Ch5)  <i>dürfen</i> + infinitive – sing paradigm (►S2: Ch2, 4, S3G: Ch3)</p>	<p><i>es gibt</i> + <i>ein/kein</i>  <i>ich möchte</i> (+ infinitive) (►S3G: Ch3)  <i>man kann</i> + infinitive (◄Ch2, ►S2: Ch2, S3G: Ch3)            Future tense with <i>werden</i> (►S2: Ch5, S3R/G: Ch1)</p>
	Possessive adjectives ( <i>mein/dein</i> ) (sing) (►Ch4, S2: Ch3)	Adjectival agreement (pl nouns) (►S2: Ch4)		Possessive adjectives ( <i>sein/ihr</i> ) (sing/pl) (◄Ch1, ►S2: Ch3)	
	Definite article (sing) Indefinite article (sing) Indefinite article (sing) – accusative case	Pronouns (sing) (►S2: Ch1, S3R/G: Ch2) Forming plurals Ordinal numbers Asking questions (question words) (►S2: Ch1, S3R: Ch2)		Prepositions <i>in, an, auf, neben</i> + dative case (►S2: Ch2, S3G: Ch3)	
Skills	<p>Active learning – using multiple senses            Asking questions (S) (►Ch2, 3, 4, S2: Ch1, S3R/G: Ch2)            Cognates (R) (►Ch2, 3, S2: Ch3)            Using connectives (W) (►Ch4)            Checking work: gender of nouns, capital letters, spelling (W) (►Ch3, 5)            Using qualifiers (W) (►Ch4, S2: Ch2, 3)            Learning vocabulary (►Ch4, S2: Ch1, 5, S3R/G: Ch1, 3)</p>	<p>Expanding vocabulary            Compound nouns (►Ch3, 5, S3G: Ch2)            Decoding meaning: context (L/R) (►Ch3, 4, 5, S2: Ch1, 2, 3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4)            Cognates (S) (◄Ch1, ►Ch3, S2: Ch3)            Listening for dates            Forming plurals            Asking questions (S) (◄Ch1, ►Ch3, 4, S2: Ch1, S3R/G: Ch2)            Answering questions (S) (►S2: Ch1, S3R/G: Ch2)            Preparing to talk about a topic (S) (►Ch4, S2: Ch3)            Adapting a model (W) (►Ch3, 5, S3R: Ch5)</p>	<p>Asking questions (S) (◄Ch1, 2, ►Ch4, S2: Ch1, S3R/G: Ch2)            Sustaining the flow (S) (►Ch5, S2: Ch1, 5)            Looking for clues, prediction (L) (►Ch4, 5, S2: Ch2)            Identifying familiar language, cognates (L) (◄Ch1, 2, ►S2: Ch3)            Modes of address (informal) (R) (►Ch5, S2: Ch2, 4)            Adapting a model (W) (◄Ch2, ►Ch5, S3R: Ch5)            Making your Writing more varied (W) (►Ch5)            Checking work (W) (◄Ch1, ►Ch5)            Decoding meaning (R) (◄Ch2, ►Ch4, 5, S2: Ch1, 2, 3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4)            High-frequency words (►Ch5)            Compound nouns (◄Ch2, ►Ch5, S3G: Ch2)</p>	<p>Using connectives and qualifiers (W) (◄Ch1, ►S2: Ch2, 3)            Negatives (<i>nicht</i>) (►Ch5)            Looking for clues, prediction (R) (◄Ch3, ►Ch5, S2: Ch2)            Using the task to focus one's reading, skimming (R) (►S2: Ch2)            Decoding meaning (R) (◄Ch2, 3, ►Ch5, S2: Ch1, 2, 3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4)            Asking questions (S) (◄Ch1, 2, 3, ►S2: Ch1, S3R/G: Ch2)            Preparing a presentation: (S) (◄Ch2, ►S2: Ch3)            Memorising vocabulary (◄Ch1, ►S2: Ch1, 5, S3R/G: Ch1, 3)</p>	<p>Compound nouns (◄Ch2, 3, ►S3G: Ch2)            Modes of address (formal/informal) (◄Ch3, ►S2: Ch2, 4)            Decoding meaning (R) (◄Ch2, 3, 4, ►S2: Ch1, 2, 3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4)            False friends (►S2: Ch2, 3, S3R: Ch1)            High-frequency words (L) (◄Ch3)            Predicting answers (L) (◄Ch3, 4)            Negatives (<i>kein/nicht</i>) (L) (◄Ch4, ►S2: Ch3)            Perseverance (L)            Making your Writing more varied (W) (◄Ch3)            Adapting a model (W) (◄Ch2, 3, ►S3R: Ch5)            Checking work (W) (◄Ch1, 3)            Sound-spelling links (►S3R/G: Ch2)            Sustaining the flow (S) (◄Ch3, ►S2: Ch1, 5)</p>

# Stimmt! 2

End of Year aims	<p>Pupils able to talk about themselves and their lives and express opinions with reasons</p> <p>Pupils able to use some transactional language and some more formal register</p> <p>Pupils able to use three tenses (present, future and perfect)</p> <p>Pupils able to use more complex structures (e.g. imperative, comparative, <i>wenn</i> clauses)</p> <p>Pupils develop their knowledge of Germanic culture</p>
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Topics	<p><b>Kapitel 1: Ich liebe Ferien!</b> To allow pupils to talk about the summer they have just had and to introduce them to the perfect tense, as well as to some key verbs in the imperfect tense. Pupils begin to use the present and perfect tenses together.</p>	<p><b>Kapitel 2: Bist du ein Medienfan?</b> To continue to develop what pupils can say about their lives and their likes/dislikes/preferences. To allow them to revise the present tense, including modal verbs, and continue to practise the perfect tense. Pupils also learn about the importance of learning languages for future careers.</p>	<p><b>Kapitel 3: Bleib gesund!</b> To allow pupils to express likes/dislikes and their opinions around food, healthy eating and healthy lifestyles. To introduce pupils to using three tenses together. Pupils are also shown some typical menus and learn about traditional foods of Germany, Austria and Switzerland.</p>	<p><b>Kapitel 4: Klassenreisen machen Spaß!</b> To continue to develop pupils' use of verbs, including modal, reflexive and separable verbs in the context of rules and daily routine. To introduce the imperative for asking directions and offer further practice of using three tenses. Pupils also learn about festivals and holiday destinations in Germany, Austria and Switzerland.</p>	<p><b>Kapitel 5: Wir gehen aus</b> To continue to develop pupils' transactional language in the context of going out. To introduce pupils to asking questions in three tenses. Pupils also have the opportunity to learn about some famous German brands.</p>
Grammar	<p>war, hatte, es gab (▶S3R/G: Ch4) Perfect tense with <i>haben</i> (sing/pl paradigm) –regular/irregular verbs (▶S3R/G: Ch1, S3G: Ch2) Perfect tense with <i>sein</i> (sing/pl paradigm) (▶S3R/G: Ch1, S3G: Ch2) Word order (verb second) (◀S1: Ch3, 4, ▶S3R/G: Ch3, S3G: Ch5) Two tenses together (present and perfect) (▶S3G: Ch4)</p>	<p>Asking questions in the perfect tense <i>wollen</i> – sing/pl paradigm Modal verbs: <i>sollen</i> (sing/pl paradigm), <i>dürfen</i> (◀S1: Ch4, ▶Ch4, S3G: Ch3), <i>können</i> (◀S1: Ch2, 5, ▶S3G: Ch3)</p>	<p><i>essen</i> –sing/pl paradigm <i>nehmen</i> –sing/pl paradigm Imperative – <i>du</i> form (▶Ch4, S3R: Ch1) Modal verbs: <i>müssen</i> (▶Ch4, S3G: Ch3)</p>	<p>Modal verbs: <i>dürfen</i> and <i>müssen</i> (◀Ch2, 3, S1: Ch4, ▶S3G: Ch3) Separable verbs (▶Ch5) Reflexive verbs (▶Ch5) Imperative – <i>du, ihr, Sie</i> (◀Ch3, ▶S3R: Ch1) Perfect tense – separable/reflexive verbs (▶S3R: Ch2)</p>	<p><i>wenn</i> clauses (▶S3R: Ch5) Future tense with <i>werden</i> (◀S1: Ch5, ▶S3R/G: Ch1) Asking questions (separable/reflexive verbs) (◀Ch4) Asking questions (three tenses) (▶S3R: Ch2) <i>um ... zu</i> (▶S3R: Ch3, 5)</p>
		<p>The comparative (▶S3R/G: Ch2, S3G: Ch4, S3R: Ch5)</p>	<p>Adjectival agreement (indefinite article) – nom/acc (◀S1: Ch2)</p>		
	<p>Pronouns (sing/pl) (◀S1: Ch2, ▶S3R/G: Ch2)</p>	<p><i>gern, lieber, am liebsten</i> Prepositions <i>in</i> and <i>auf</i> + dative case (◀S1: Ch4, ▶S3G: Ch3)</p>	<p>Prepositions <i>in</i> and <i>auf</i> + accusative (▶S3R: Ch3)</p>	<p>Prepositions: <i>zu</i> + dative</p>	<p>Word order (time, manner, place) (▶S3R: Ch5)</p>
Skills	<p>Asking and answering questions (S) (◀S1: Ch1, 2, 3, 4, ▶S3R/G: Ch2) Preparation (S) Sustaining the flow (S) (◀S1: Ch3, 5, ▶Ch5) Learning vocabulary (◀S1: Ch1, 4, ▶Ch5, S3R/G: Ch1, 3) Decoding meaning (R) (◀S1: Ch2, 3, 4, 5, ▶Ch2, 3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4) Developing your response (S/W) (▶Ch2, 3, 4, 5, S3R/G: Ch1, 2, 3, 4, 5)</p>	<p>Using qualifiers (S) (◀S1: Ch1, 4, ▶Ch3) Modes of address (<i>du, Sie, ihr</i>) (R/W) (◀S1: Ch3, 5, ▶Ch4) Synonyms (▶Ch4, 5) Giving opinions Negotiating texts (gist) (R) (▶S3R/G: Ch1, 2, 3, S3R: Ch4, 5) Using the task to focus one's reading (R) (◀S1: Ch4) Looking for clues (R) (◀S1: Ch3, 4) Positive/negative (R) Decoding meaning (R) (◀Ch1, S1: Ch2, 3, 4, 5, ▶Ch3, 4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4) Using a dictionary (R) (▶S3R/G: Ch4) Developing your response (S/W) (◀Ch1, ▶Ch3, 4, 5, S3R/G: Ch1, 2, 3, 4, 5) False friends (L/R) (◀S1: Ch5, ▶Ch3, S3R: Ch1)</p>	<p>False friends (L/R) (◀Ch2, S1: Ch5, ▶S3R: Ch1) Negatives (<i>kein</i>) (◀S1: Ch5) Nouns – dative plural Listening for qualifiers (L) (◀Ch2, S1: Ch1, 4) Looking up new vocabulary The pronoun <i>man</i> Transcribing (L) (▶S3R/G: Ch3, S3R: Ch5) Cognates (L) (◀S1: Ch1, 2, 3) Pre-listening skills (▶S3R: Ch5) Keeping on track (L) Taking notes (L) (▶S3R/G: Ch3) Preparing a presentation (S) (◀S1: Ch2, 4) Possessive adjectives (◀S1: Ch1, 4) Developing your response (S/W) (◀Ch1, 2, ▶Ch4, 5, S3R/G: Ch1, 2, 3, 4, 5) Decoding meaning (R) (◀Ch1, 2, S1: Ch2, 3, 4, 5, ▶Ch4, 5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4)</p>	<p>Decoding meaning (R) (◀Ch1, 2, 3, S1: Ch2, 3, 4, 5, ▶Ch5, S3R: Ch1, S3R/G: Ch3, S3R: Ch4) Developing your response (S/W) (◀Ch1, 2, 3, ▶Ch5, S3R/G: Ch1, 2, 3, 4, 5) Synonyms (◀Ch2, ▶Ch5) Improving pronunciation (▶S3R: Ch5) Modes of address (R/W) (◀Ch2, S1: Ch3, 5, ▶Ch4)</p>	<p>Synonyms (◀Ch2, 4) Using reflexive pronouns (▶S3R: Ch1) Debating (S) (▶S3R/G: Ch5) <i>seit</i> + present tense (▶S3R/G: Ch2, 3) Developing your response (S/W) (◀Ch1, 2, 3, 4, ▶S3R/G: Ch1, 2, 3, 4, 5) Sustaining the flow (S) (◀Ch1, S1: Ch3, 5) Memorising vocabulary (◀Ch1, S1: Ch1, 4, ▶S3R/G: Ch1, 3) Decoding meaning (R) (◀Ch1, 2, 3, 4, S1: Ch2, 3, 4, 5, ▶S3R: Ch1, S3R/G: Ch3, S3R: Ch4)</p>

# Stimmt! 3 Rot

End of Year aims  
 Pupils able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.)  
 Pupils able to use three tenses (present, future and perfect), plus the conditional and imperfect  
 Pupils develop their knowledge of Germanic culture

Topics	<b>Kapitel 1: Vorbilder</b> Pupils able to talk about themselves and others using a wider variety of language. Pupils revise all three main tenses. Also an opportunity to learn about some prominent German, Austrian and Swiss role models.	<b>Kapitel 2: Musik</b> Pupils able to talk about their lives and express and justify their opinions. To develop use of the comparative. Also an opportunity for pupils to learn about popular German bands and music festivals.	<b>Kapitel 3: Meine Ambitionen</b> Pupils able to talk about themselves and their hopes and ambitions, using the conditional. Pupils also learn about German art and some famous German artists, including Der <i>blaue</i> Fuchs by Franz Marc.	<b>Kapitel 4: Die Kindheit</b> To allow pupils to talk about their childhood, expanding their command of tenses to include the imperfect. Also an introduction to the superlative. Pupils have the opportunity to read extracts from traditional fairy tales, including <i>Frau Holle</i> by the Brüder Grimm.	<b>Kapitel 5: Rechte und Pflichten</b> An opportunity ahead of GCSE for pupils to talk about wider, social issues and to develop how they express their ideas and justify their opinions. More practice with the superlative. Also an opportunity for pupils to read some authentic and literary texts.
Grammar	Present tense (regular/irregular verbs) (S1: Ch1, 2, 3) Perfect tense (sing/pl paradigm) (S2: Ch1) Imperative (S2: Ch3, 4) Future tense (S1: Ch5, S2: Ch5)	<i>seit</i> + present tense (S2: Ch5, Ch3) Perfect tense – separable verbs (S2: Ch4)	The conditional ( <i>würde</i> ) (sing/pl paradigm) <i>um ... zu</i> (S2: Ch5, Ch5) Word order (verb second) (S1: Ch3, 4, S2: Ch1)	<i>als...</i> + past tense Imperfect forms: <i>hatte, war</i> (sing/pl paradigm) (S2: Ch1) Imperfect tense: modal verbs Imperfect tense: regular/irregular verbs	<i>wenn</i> clauses (S2: Ch5) <i>weil</i> (S1: Ch4) Using three tenses together <i>um ... zu</i> (Ch3, S2: Ch5)
		The comparative (S2: Ch3, Ch5)	The superlative (Ch5)	The comparative (Ch2, S2: Ch3) The superlative (Ch4)	
	Subject pronouns (S1: Ch2, S2: Ch1) Direct object pronouns	Prepositions <i>in</i> and <i>auf</i> + accusative/dative (S1: Ch4, S2: Ch2, 3)		Word order (time, manner, place) (S2: Ch5)	
Skills	Using adjectives as adverbs Looking up past participles Using the definite article (accusative) Using reflexive pronouns (S2, Ch5) False friends (R) (S1: Ch5, S2: Ch2, 3) Developing your response (W) (S2: Ch1, 2, 3, 4, 5, Ch2, 3, 4, 5) Checking for accuracy (W) Negotiating texts (gist) (R) (S2: Ch2, Ch2, 3, 4, 5) Decoding meaning (R) (S1: Ch2, 3, 4, 5, S2: Ch1, 2, 3, 4, 5, Ch3, 4) Translating into English (Ch2) Learning vocabulary (S1: Ch1, 4, S2: Ch1, 5, Ch3)	Noting answers in correct categories (L) Developing your response (S/W) (Ch1, S2: Ch1, 2, 3, 4, 5, Ch3, 4, 5) Asking and answering questions: using the answer to work out the question, follow-up questions, intonation (S) (S1: Ch1, 2, 3, 4, S2: Ch1) Using three tenses together – questions (S) (S2: Ch5) Negotiating texts (R) (Ch1, S2: Ch2, Ch3, 4, 5) Modes of address (formal) (R) (S1: Ch3, 5, S2: Ch2, 4) Translating into English (Ch1) Understanding authentic/literary texts (Ch4, 5) Key sounds/rhymes (S1: Ch5)	Decoding meaning (R) (Ch1, S1: Ch2, 3, 4, 5, S2: Ch1, 2, 3, 4, 5, Ch4) Developing your response (W) (Ch1, 2, S2: Ch1, 2, 3, 4, 5, Ch4, 5) <i>seit</i> + present tense (Ch2, S2: Ch5) Using sequencers (W) Transcribing: numbers, sound-writing links (L) (S2: Ch3, Ch5) Identifying tense (L) Taking notes (L) (S2: Ch3) Negotiating texts (R) (Ch1, 2, S2: Ch2, Ch4, 5) Learning vocabulary (Ch1, S1: Ch1, 4, S2: Ch1, 5)	Decoding meaning (R) (Ch1, 3, S1: Ch2, 3, 4, 5, S2: Ch1, 2, 3, 4, 5) Using a dictionary (R/W) (S2: Ch2) Negotiating texts (gist) (R) (Ch1, 2, 3, S2: Ch2, Ch5) Understanding authentic/literary texts (gist/detail) (R) (Ch2, Ch5) Developing your response (S) (Ch1, 2, 3, S2: Ch1, 2, 3, 4, 5, Ch5)	Pre-listening skills: sounding out vocabulary (S2: Ch3) Adapting a model (S/W) (S1: Ch2, 3, 5) Transcribing: numbers, sound-writing links (L) (Ch3, S2: Ch3) Developing your response (S/W) (Ch1, 2, 3, 4, S2: Ch1, 2, 3, 4, 5) Improving pronunciation (S2: Ch4) Debating: varying language, agreeing/disagreeing (S) (S2: Ch5) Understanding authentic/literary texts (Ch2, 4) Negotiating texts (R) (Ch1, 2, 3, 4, S2: Ch2)

# Stimmt! 3 Grün

End of Year aims

Pupils able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.)

Pupils able to use three tenses (present, future and perfect), plus the conditional and simple forms of the imperfect

Pupils develop their knowledge of Germanic culture

Topics	<p><b>Kapitel 1: Vorbilder</b> Pupils able to talk about themselves and others using a wider variety of language. Pupils revise all three main tenses. Also an opportunity to learn about some prominent German, Austrian and Swiss role models.</p>	<p><b>Kapitel 2: Musik</b> Pupils able to talk about their lives and express and justify their opinions. To develop use of the comparative. Also an opportunity for pupils to learn about popular German bands and music festivals.</p>	<p><b>Kapitel 3: Meine Ambitionen</b> Pupils able to talk about themselves and their hopes and ambitions, using the conditional. Pupils also learn about German art and some famous German artists, including <i>Der blaue Fuchs</i> by Franz Marc.</p>	<p><b>Kapitel 4: Die Kindheit</b> To allow pupils to talk about their childhood, expanding their command of tenses to include simple forms of the imperfect. Also an introduction to the superlative. Pupils have the opportunity to read extracts from traditional fairy tales, including <i>Frau Holle</i> by the Brüder Grimm.</p>	<p><b>Kapitel 5: Rechte und Pflichten</b> An opportunity ahead of GCSE for pupils to talk about wider, social issues and to develop how they express their ideas and justify their opinions. More practice with the superlative. Also an opportunity for pupils to read some authentic and literary texts.</p>
Grammar	<p>Present tense – irregular verbs (◀S1: Ch1, 3) <i>weil</i> (◀S1: Ch4, ▶Ch5) Perfect tense with <i>haben</i> and <i>sein</i> (sing paradigm) (◀S2: Ch1, ▶Ch2) Future tense (◀S1: Ch5, S2: Ch5)</p>	<p><i>seit</i> + present tense (◀S2: Ch5, ▶Ch3) Perfect tense with <i>haben</i> and <i>sein</i> (sing paradigm + <i>wir</i>) (◀Ch1, S2: Ch1)</p>	<p>The conditional (<i>würde</i>) (sing paradigm) <i>man</i> with modal verbs (<i>darf, kann, muss</i>) (◀S1: Ch2, 4, 5, S2: Ch2, 3, 4) Using <i>möchte</i> (sing paradigm) (◀S1: Ch5) Word order (verb second) (◀S1: Ch3, 4, S2: Ch1, ▶Ch5)</p>	<p>Using <i>hatte</i> and <i>war</i> (◀S2: Ch1) Imperfect tense: <i>konnte, durfte, musste</i> <i>wir</i> form of present tense verbs (inc. modals) (▶Ch5) Two tenses together (present and perfect) (◀S2: Ch1) Using the perfect and imperfect tenses together (▶Ch5)</p>	<p>Word order (verb second) (◀Ch3, S1: Ch3, 4, S2: Ch1) <i>weil</i> (◀Ch1, S1: Ch4) Using the perfect and imperfect tenses together (◀Ch4) Three tenses together Modal verbs (<i>wir</i> form) (◀Ch4)</p>
		The comparative (◀S2: Ch3, ▶Ch4)		The comparative (◀Ch2, S2: Ch3) The superlative (▶Ch5)	The superlative (◀Ch4)
		Subject pronouns (◀S1: Ch2, S2: Ch1)	Prepositions <i>in</i> and <i>auf</i> + dative case (◀S1: Ch4, S2: Ch2)		
Skills	<p>Developing your response (S/W) (◀S2: Ch1, 2, 3, 4, 5, ▶Ch2, 3, 4, 5) Checking for accuracy (W) Using the definite article (accusative) Negotiating texts (gist/detail) (R) (◀S2: Ch2, ▶Ch2, 3) Translating into English (▶Ch2, 4) Learning vocabulary (◀S1: Ch1, 4, S2: Ch1, 5, ▶Ch3)</p>	<p>Asking and answering questions (S) (◀S1: Ch1, 2, 3, 4, S2: Ch1) Negotiating texts (R) (◀Ch1, S2: Ch2, ▶Ch3) Compound nouns (◀S1: Ch2, 3, 5) Translating into English (◀Ch1, ▶Ch4) Key sounds/rhymes (◀S1: Ch5) Understanding authentic/literary texts (▶Ch4, 5) Developing your response (S) (◀Ch1, S2: Ch1, 2, 3, 4, 5, ▶Ch3, 4, 5)</p>	<p>Decoding meaning (R) (◀S1: Ch2, 3, 4, 5, S2: Ch1, 2, 3, 4, 5) Speaking spontaneously Negotiating texts (R) (◀Ch1, 2, S2: Ch2) <i>seit</i> + present tense (◀Ch2, S2: Ch5) Using sequencers (W) Transcribing: numbers (L) (◀S2: Ch3) Identifying tense (L) Taking notes (L) (◀S2: Ch3) Learning vocabulary (◀Ch1, S1: Ch1, 4, S2: Ch1, 5) Developing your response (W) (◀Ch1, 2, S2: Ch1, 2, 3, 4, 5, ▶Ch4, 5)</p>	<p>Developing your response (S/W) (◀Ch1, 2, 3, S2: Ch1, 2, 3, 4, 5, ▶Ch5) Translating into German Using a dictionary (R) (◀S2: Ch2) Understanding authentic/literary texts (gist/detail) (R) (◀Ch2, ▶Ch5) Translating into English (◀Ch1, 2)</p>	<p>Developing your response (S/W) (◀Ch1, 2, 3, 4, S2: Ch1, 2, 3, 4, 5) Debating: agreeing/disagreeing, justifying your opinion (S) (◀S2: Ch5) Understanding authentic/literary texts (gist/detail) (R) (◀Ch2, 4)</p>