In this unit you will continue to work on families and learn to use numbers from 20-100. You will also learn how to set out a letter.

Abbreviations:

- Kb Kursbuch (Textbook)
- Ab Arbeitsbuch (Workbook)
- BLM Blackline master (worksheet)

A little more grammar: ‘ein, mein, dein,’ etc

These words, although small, are very important and can have slightly different spelling depending on the words with which they are used.

eg. ein Mann / eine Frau  mein Bruder / meine Schwester

Gender and number can influence which form to use, for example. You will be looking at the different forms and when to use them in this lesson.

1.1 Firstly turn to Struktur Überblick Kb pp141-142.

Read carefully through the section (c) ein/eine, mein/meine, dein/deine, kein/keine. (Some books may have a misprint and have this section marked as (b).)

Remember:
The form you use depends on the gender and number of the noun which follows the article or possessive word.

Ein Bruder kann nervig sein. - masculine and singular
Mein Bruder hat eine Freundin. - masculine and singular
Keine Frau geht über die Straße. - feminine and singular
Ist das deine Frau? - feminine and singular

Ein Kind isst Eis. - neuter and singular
Mein Kind geht zur Schule. - neuter and singular

Das sind meine Eltern. - plural
Wo wohnen deine Großeltern? - plural

1.2 It should be helpful for you to turn to Kb p35 and copy (c) ein/eine, mein/meine, dein/deine into your Notebook.

1.3 Check your understanding by turning to your Ab p43 and do Ex 13: mein oder meine? and Ex 14: dein oder deine?

Check your answers

If you are having trouble with this topic, please make sure you discuss it with your teacher.

1.4 Now go to Ab pp40-41 and do Ex 9 Ein Familienstammbaum. Notice the different forms of mein/meine as you answer these questions.

Lesson 2

More about ‘ein’

2.1 Refer to Struktur Überblick (d) (Kb pp142-3) and you will see a new form of ‘ein’: ‘einen’. (Some books may have a misprint and have this section marked as (b).)

The word ‘einen’ is used with masculine singular nouns (instead of ‘ein’) when they come after the verb, when they are the object of the verb. (Note: this does not apply to the verb ‘sein’ – ‘to be’.)
Have a look at these examples:

*Ein Bruder kann nervig sein.*  
*Ein Stundenplan ist wichtig.*  
*Ich habe einen Bruder.*  
*Ich habe einen Stundenplan.*

More examples can be seen on p35 of your *Kursbuch (Struktur d.)* Copy these into your Notebook, with the statement and examples from above.

Remember: This change only occurs to the masculine singular form of ‘ein’ (and *kein/mein/dein*), not to the feminine, neuter or plural forms.

2.2 Practise these forms by doing Ab Ex 15: *Ihre Familien* (p44).

You will need to fill in the correct form of ‘ein’ or ‘kein’ or a number.

Look carefully at the pictures before you write your answer.

When you've finished, check your answers.

2.3 Next, go to Web (CD or site), do *Struktur Übung 1:* Type in the correct form of *ein/eine/einen.*

2.4 Now try putting together what you've learned in Lesson 1 and 2 about ‘ein’ forms and do Ab Ex16: *Ein Quiz* (p45).

Check your answers when you've finished.

If you have any questions about what you've done, remember to ask your teacher.

2.5 *Sprachtipps*  ‘i’ and ‘e’

For an easy finish to the lesson, go to Kb p36 and listen to Audio CD1 track 46.

When you're confident about ‘i’ and ‘e’, try Ab Ex 7, p39 in conjunction with Audio CD1 track 54.

Compare your answers. How did you go?

Let your teacher know.
Now for something a little more straightforward, perhaps, how to say bigger numbers!

3.1  Go to Kb, p33, Fokus (b): Die Zahlen 21 – 100 and study the numbers carefully, while you listen to your Audio CD1 track 45.

Can you see the pattern of how they are formed?

21 \(\text{ein + und + zwanzig}\)
22 \(\text{zwei + und + zwanzig}\)
23 \(\text{drei + und + zwanzig}\)

In German we say the ‘unit’ number then ‘and’ then the ‘tens’ number, like the old nursery rhyme which tells us that ‘four and twenty blackbirds’ were baked in a pie!

So: if \(20 = \text{zwanzig}\), then \(24 = \text{vierundzwanzig}\) \((4+20)\)
\(30 = \text{dreißig}\), then \(35 = \text{fünfunddreißig}\) \((5+30)\)
\(40 = \text{vierzig}\), then \(46 = \text{sechsundvierzig}\) \((6+40)\)
\(50 = \text{fünfzig}\), then \(57 = \text{siebenundfünfzig}\) \((7+50)\)
and so on ...

List the numbers shown in the boxes on p33 in your Notebook.

3.2  Read Lerntipp on p33 too. If you follow this tip and try counting forwards, backwards, in fives, even numbers, odd numbers etc for five minutes when you get into bed each night, there should be two consequences: you’ll learn your German numbers and probably put yourself to sleep, too!
3.3 Practise your numbers by doing these exercises from your Arbeitsbuch:

Ex 3, p38: *Wir spielen Lotto!* with **AudioCD1 track 50**
For each set (a, b & c) you will hear two sets of numbers.
Fill out the first set under *Lotto zahlen* and the second set under *Spiel 77.*
*Viel Glück!* – Lots of luck!

Ex 4, p38: *Welche Hausnummer ist richtig?* with **Audio CD1 track 51**
*Taxi, bitte!* – Taxi, please!
Make sure the taxi knows where to pick up its passenger.
Note that, in German, the street name is given before the number eg. *Friedenstraße 95.*

Ex 5, p38: *Claras Familie* with **Audio CD1 track 52**
Listen to this track twice (at least).
The first time through, get the names and relationships worked out.
The second time through, listen for the ages.
Listen a third time to check your answers, if you like.

3.4 Basketball is a popular sport in Germany.
Turn to **Ab, p41, Ex 10** and have a look at the results on the scoreboard.
Can you fill in the scores missing in the sentences below the *Basketball Bundesliga Anzeigetafel*?

After you have finished the exercises in 3.3 and 3.4, check your answers.
Let your teacher know how you went when you next call.

3.5 If you have time, go to **Web (CD/site)** and do **Fokus Übung 2**.
Click and drag to match the numbers to their words.
If you run out of time, do this exercise another day for revision.
Writing a letter

4.1 Schreibtipps (Kb p36) shows you how to set out an informal letter in German.

- At the top right of your page you put the date. Note how it is written in German, with the number followed by a full stop and then the month.

- To write Dear ..., you will have to change the form of Liebe(r) depending on who is being addressed. If it’s to a male, use Lieber, (Lieber Papa) if it’s to a female, use Liebe, (Liebe Mama) if it’s to more than one person, use Liebe (Liebe Oma und Opa).

- Note that you do not use a capital letter at the beginning of your first paragraph (after Liebe(r)).

- To sign off, you can use phrases like: Liebe Grüße (Best wishes) Bis bald (See you soon)

Copy into your Notebook the example layout of Ein Brief on Kb, p36.

4.2 Turn to Kb, p38 and look at the letter from Jessie: Ein Brief von Jessie. Look especially at the points you noted about the layout of a letter. Read the letter carefully. You can hear it on Audio CD1 track 47.

4.3 Now answer these questions: (Check with the answers at the bottom of this page.)

1. How does Jessie feel about her trip?
2. How long does her flight take?
3. Where is her stopover?
4. How many sisters (step and half) does Jessie have?
5. Who is Jason and what is he like?
6. Why should Anna respond with an email instead of a letter?
4.4 Check your comprehension of Jessie’s letter by doing Ex 17 (Ab, p45) Ein Brief von Jessie. Are the statements true or false? When you have finished, check your answers.

4.5 Write a brief letter (about 100 – 120 words) in German to your teacher. Use correct letter format.

Describe yourself, your family, your hobbies, etc.

Send your letter in with this T.P.

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**Answers**

4.3 1. Excited, looking forward to it.
2. 22 hours.
3. In Kuala Lumpur.
4. She has 2 stepsisters and a baby half sister.
5. Her brother who is 19 and really cool
6. Letters take too long to arrive.